



# ગુજરાત કેન્દ્રીય વિશ્વવિદ્યાલય

(भारत की संसद के अधिनियम सं. 25, 2009 के तहत स्थापित)

## CENTRAL UNIVERSITY OF GUJARAT

(Established by an Act of Parliament of India, No 25 of 2009)

### Centre for Chinese Studies

School of Language Literature and Culture Studies By Hand/Speed Post/E-Mail/Fax

B.A. (Hons.) in Chinese

Annexure-1

Course Code	Course Title	Course Type (Core/Optional)	Credit
<b>Semester I (Monsoon)</b>			
CHI101	ELEMENTARY CHINESE COMPREHENSION AND WRITING - I	Core	6
CHI102	ELEMENTARY COMMUNICATIVE CHINESE- I	Core	6
—	*ABILITY ENHANCEMENT COMPULSARY COURSE-1 (AECC)	Compulsory Optional	4
—	**GENERIC ELECTIVE-1	Optional (GE)	6
Total Credits (Two core+ one AECC+ one GE)			22
<b>Semester II (Winter)</b>			
CHI151	ELEMENTARY CHINESE COMPREHENSION AND WRITING - II	Core	6
CHI152	ELEMENTARY COMMUNICATIVE CHINESE- II	Core	6
—	*ABILITY ENHANCEMENT COMPULSARY COURSE-2 (AECC)	Compulsory Optional	4
—	**GENERIC ELECTIVE-2	Optional (GE)	6
Total Credits (Two core+ one AECC+ one GE)			22
<b>Semester III (Monsoon)</b>			
CHI201	INTERMEDIATE CHINESE-I	Core	6
CHI202	INTERMEDIATE COMMUNICATIVE CHINESE-I	Core	6
CHI203	INTERMEDIATE COMPOSITION & WRITING-I	Core	6
CHI241	***BASIC INTERPRETATION	Optional (SEC)	4
—	**GENERIC ELECTIVE-3	Optional (GE)	6
Total Credits (Three core+ one SEC+ one GE)			28

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<b>Semester IV (Winter)</b>			
CHI251	INTERMEDIATE CHINESE -II	Core	6
CHI252	INTERMEDIATE COMMUNICATIVE CHINESE-II	Core	6
CHI253	INTERMEDIATE COMPOSITION & WRITING-II	Core	6
CHI291	***ELEMENTARY BUSINESS CHINESE CONVERSATION	Optional (SEC)	4
—	**GENERIC ELECTIVE-4	Optional (GE)	6
<b>Total Credits (Three core+ one SEC+ one GE)</b>			<b>28</b>
<b>Semester V (Monsoon)</b>			
CHI301	ADVANCED CHINESE - I	Core	6
CHI302	ADVANCED COMMUNICATIVE CHINESE - I	Core	6
CHI321	INTRODUCTION TO TRANSLATION - I	Optional (DSE)	6
CHI322	READ ABOUT CHINA - I	Optional (DSE)	6
CHI323	APPRECIATION OF MOVIE/VIDEO	Optional (DSE)	6
CHI324	INTRODUCTION TO CHINESE LITERATURE - I	Optional (DSE)	6
CHI325	CHINA THROUGH HISTORY (ANTIQUITY TO 1840)	Optional (DSE)	6
<b>Total Credits (Two core and any two optional)</b>			<b>24</b>
<b>Semester VI (Winter)</b>			
CHI351	ADVANCED CHINESE - II	Core	6
CHI352	ADVANCED COMMUNICATIVE CHINESE - II	Core	6
CHI371	INTRODUCTION TO TRANSLATION - II	Optional (DSE)	6
CHI372	READ ABOUT CHINA - II	Optional (DSE)	6
CHI373	APPRECIATION OF CHINESE IDIOMS AND	Optional (DSE)	6

*Sumit*  
11/08/2018

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	PHRASES		
CHI374	INTRODUCTION TO CHINESE LITERATURE - II	Optional (DSE)	6
CHI375	HISTORICAL DEVELOPEMNTS IN MODERN AND CONTEMPORARY CHINA (1840 ONWARDS)	Optional (DSE)	6
Total Credits (Two core and any two optional)			24
TOTAL CREDITS REQUIRED FOR THE DEGREE			148

Note:

**\*AECC:** Ability Enhancement Compulsory Courses, to be offered by other Centres. Students must take one course each of 4 credits from Environmental Studies and English/Hindi/MIL (Modern Indian Languages) in first two semesters.

**\*\*Generic Elective:** Generic Electives or General Electives are interdisciplinary optional Courses, to be offered by other Centres. Students must choose one GE course of 6 credit each in first four semesters from the available courses being offered by other centres.

**\*\*\*SEC:** Skill Enhancement Courses, two 4 credit courses which may be offered by the centre itself or by other centres in the 3rd and 4th semester.

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11/08/2018



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B.A. (Hons.) in Chinese

**Semester I (Monsoon)**

**Course Number: CHI101**

**Course Title: Elementary Chinese Comprehension and Writing-I**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** This course involves reading of prescribed textbooks, and comprehensive study of basic grammar through texts, examples, exercises, and learning elementary level sentence structures and sentence formation.

The course also attributes to learning of Chinese characters (both simplified and traditional) through understanding various strokes, stroke-order semantic and phonetic parts of characters, thus leading to an appreciation of Chinese writing system. Writing practice is done through writing of Chinese characters, texts and exercises. Emphasis is placed on establishing overall correlation between syllables, tones and characters in order to make students understand the Chinese writing system holistically.

**References**

- *Elementary Chinese Readers- 1* (Revised Edition) 基础汉语课本-1 (修订本), Publisher: GBD Books, Delhi.
- *Elementary Chinese Readers- 2* (Revised Edition) 基础汉语课本-2 (修订本), Publisher: GBD Books, Delhi.
- *Elementary Chinese Readers- 1 Workbook* (Revised Edition) 基础汉语课本-1 字帖 (修订本), Publisher: GBD Books, Delhi.
- *Elementary Chinese Readers- 2 Workbook* (Revised Edition) 基础汉语课本-2 字帖 (修订本), Publisher: GBD Books, Delhi.

**Course Code: CHI102**

**Course Title: Elementary Communicative Chinese-I**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** This course helps in understanding of Chinese phonetics, initials and finals, sounds and intonations, combination of initial and final with tones through listening and reading of texts and exercises as well as regular oral communicative drills. Emphasis is on communicative Chinese through recognition and reproduction of Chinese sounds, tones and text from audio-video material. Reading of texts, substitution drills, exercises and learning of basic colloquial expressions are given importance.

**References**

- *Elementary Chinese Readers- 1* (Revised Edition) 基础汉语课本-1 (修订本), Publisher: GBD Books, Delhi.

*Sumar*  
11/08/2018

*Ashwini*

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11/08/2018





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- *Elementary Chinese Readers- 2* (Revised Edition) 基础汉语课本-2 (修订本), Publisher: GBD Books, Delhi.
- *Developing Chinese- Elementary Spoken I* 《发展汉语·初级口语》(一) Beijing Language and Culture University Press, Beijing.
- *Practical Audio-visual Chinese (3rd edition), Vol.1* 《使用视听华语》(一), Cheng Chung Book Company Ltd., 2017.
- *Short-Term Spoken Chinese* 《汉语口语速成》上, Beijing Language and Culture University Press, Beijing.
- *Short-Term Spoken Chinese* 《汉语口语速成》下, Beijing Language and Culture University Press, Beijing.
- *Textbook on Chinese Listening Ability* 《汉语听力教程》(一), Beijing Language and Culture University Press, Beijing.

### Semester II (Winter)

Course Code: CHI151

Course Title: Elementary Chinese Comprehension and Writing- II

Credit: 6 (4 Theory + 2 Practical)

**Course Description:** Study of texts of prescribed books, comprehensive study of basic grammar through texts, examples, exercises, and learning of advanced elementary level sentence structures and sentence formations. Short stories, simple Chinese anecdotes and idioms are taught.

Emphasis on writing practice through intensive writing practice of characters, texts and exercises. Emphasis is placed on writing long sentences and improving writing skills. Students are taught to write simple and short essays on common topics.

#### References

- *Elementary Chinese Readers- 3* (Revised Edition) 基础汉语课本-3 (修订本), Publisher: GBD Books, Delhi.
- *Elementary Chinese Readers- 4* (Revised Edition) 基础汉语课本-4 (修订本), Publisher: GBD Books, Delhi.
- *Road to Success- Upper Elementary I* 《成功之路·进步篇》(一), Beijing Language and Culture University Press, Beijing.
- *Road to Success- Upper Elementary II* 《成功之路·进步篇》(二), Beijing Language and Culture University Press, Beijing.



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- *Elementary Chinese Readers- 3 Workbook* (Revised Edition) 基础汉语课本-3 字帖 (修订本), Publisher: GBD Books, Delhi.
- *Elementary Chinese Readers- 4 Workbook* (Revised Edition) 基础汉语课本-4 字帖 (修订本), Publisher: GBD Books, Delhi.

**Course Code: CHI152**

**Course Title: Elementary Communicative Chinese-II**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** Understanding of Chinese phonetics through intensive listening and reading of texts and exercises as well as regular oral communicative drills & practices. Communicative Chinese is practiced through learning and reproducing of dialogues of common use. Reading of texts, substitution drills, exercises and learning basic colloquial expressions are given importance.

**References**

- *Elementary Chinese Readers- 3* (Revised Edition) 基础汉语课本-3 (修订本), Publisher: GBD Books, Delhi.
- *Elementary Chinese Readers- 4* (Revised Edition) 基础汉语课本-4 (修订本), Publisher: GBD Books, Delhi.
- *Developing Chinese- Elementary Spoken II* 《发展汉语·初级口语》(二) Beijing Language and Culture University Press, Beijing.
- *Practical Audio-visual Chinese (3<sup>rd</sup> edition), Vol. 2* 《使用视听华语》(二), Cheng Chung Book Company Ltd., 2017.
- *Short-Term Spoken Chinese: Elementary* 《汉语口语速成·基础篇》, Beijing Language and Culture University Press, Beijing.
- *Textbook on Chinese Listening Ability* 《汉语听力教程》(二) Beijing Language and Culture University Press, Beijing.

**Semester III (Monsoon)**

**Course Code: CHI201**

**Course Title: Intermediate Chinese-I**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** The course aims to teach intermediate level Chinese and enhance students' comprehensive ability of reading, speaking, and writing through teaching of





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texts, grammar and exercises from prescribed textbooks. It further prepares the base for moving to the upper intermediate level of Chinese learning.

### References

- *Road to Success- Lower Intermediate I* (《成功之路·提高篇》(一)), Beijing Language and Culture University Press, Beijing.
- *Road to Success- Lower Intermediate II* (《成功之路·提高篇》(二)), Beijing Language and Culture University Press, Beijing.
- *Road to Success- Lower Intermediate III* (《成功之路·提高篇》(三)), Beijing Language and Culture University Press, Beijing.
- *Course in Chinese I* 《汉语教程·对外汉语本科系列教材》第一册, Beijing Language and Culture University Press, Beijing.

**Course Code: CHI202**

**Course Title: Intermediate Communicative Chinese-I**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** This course aims at enabling students to converse and speak dialogues in Chinese. Emphasis is placed on teaching and learning of intermediate level of day-to-day conversational Chinese. Students are encouraged to inculcate the habit of speaking in Chinese. Listening of prescribed course content is integral component of this course which familiarises students with standard Chinese expressions.

### References

- *Developing Chinese- Intermediate Spoken I* 《发展汉语·中级口语》(一) Beijing Language and Culture University Press, Beijing.
- *Short Term Spoken Chinese, pre-intermediate* 《汉语口语速成·提高篇》, Beijing Language and Culture University Press, Beijing.
- *Speaking Chinese About China I* (Revised Edition) 《话说中国》上, Sinolingua Press.
- *Textbook on Chinese Listening Ability* 《汉语听力教程》(三) Beijing Language and Culture University Press, Beijing.
- *Practical Audio-visual Chinese (3<sup>rd</sup> edition), Vol. 3* 《使用视听华语》(三), Cheng Chung Book Company Ltd., 2017.



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**Course Code: CHI203**

**Course Title: Intermediate Composition & Writing-I**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** This course aims at improving students' writing skills in Chinese and teaching basic concept of writing letters, applications, invitation cards, pamphlets, stories, short essays etc. This course helps students in improving their Chinese vocabulary and strengthening correct usage of words, expressions and grammar.

**References**

- *A Course on Writing Chinese for Foreigners* 《留学生汉语写作》, East China Normal University Press, 2009.
- *A Guide to Chinese Essay Writing for Foreigners* (《外国留学生汉语写作指导》), Peking University Press, 1995.

**Semester IV (Winter)**

**Course Code: CHI251**

**Course Title: Intermediate Chinese-II**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** As an extension of earlier course, this course aims at teaching Chinese at advanced intermediate level and enhancing students' comprehensive ability in the domains of reading, speaking and writing. Emphasis is placed on developing the 'language sense' among the students through various textbooks and grammatical exercises.

**References**

- *Road to Success- Advanced Intermediate I* (《成功之路·跨越篇》(一)), Beijing Language and Culture University Press, Beijing.
- *Road to Success- Advanced Intermediate II* (《成功之路·跨越篇》(二)), Beijing Language and Culture University Press, Beijing.
- *Bridge- A Practical Intermediate Chinese Course I*, (《桥梁——实用汉语中级教程》上) Beijing Language and Culture University Press, Beijing.
- *Course in Chinese II* 《汉语教程·对外汉语本科系列教材》第二册, Beijing Language and Culture University Press, Beijing.





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**Course Code: CHI252**

**Course Title: Intermediate Communicative Chinese-II**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** As an extension of earlier course, this course aims at enabling the students to independently express their ideas and thoughts in Chinese. The students are made to talk extempore about various topics with special focus on China. They are exposed to a wide variety of spoken styles and accents in order to enhance their listening ability.

#### References

- *Developing Chinese- Intermediate Spoken II* 《发展汉语》中级口语 (二) Beijing Language and Culture University Press, Beijing.
- *Short Term Spoken Chinese, intermediate* 《汉语口语速成·中级篇》, Beijing Language and Culture University Press, Beijing.
- *Speaking Chinese About China I* (Revised Edition) 《话说中国》上, Sinolingua Press.
- *Textbook on Chinese Listening Ability* 《汉语听力教程》(三) Beijing Language and Culture University Press, Beijing.
- *Practical Audio-visual Chinese (3<sup>rd</sup> edition), Vol. 4* 《使用视听华语》(四), Cheng Chung Book Company Ltd., 2017.

**Course Code: CHI253**

**Course Title: Intermediate Composition & Writing-II**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** As an extension of earlier course, this course aims at improving students' writing skills through teaching of essay writing on various topics, reading and understanding selected texts, biographies and precis writings. This course will help the students in improving vocabulary and strengthening the ability to use various linguistic expressions effectively.

#### References

- *A Course on Writing Chinese for Foreigners* 《留学生汉语写作》, East China Normal University Press, 2009.
- *A Guide to Chinese Essay Writing for Foreigners* (《外国留学生汉语写作指导》), Peking University Press, 1995.



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**Semester V (Monsoon)**

**Course Code: CHI301**

**Course Title: Advanced Chinese-I**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** The course enhances the students' level from elementary advanced to intermediate advanced level of Chinese. Advanced level of sentence structures, grammar, expressions, vocabulary and their usages are focus of teaching-learning in this course.

**References**

- *Road to Success-Advanced Intermediate I* (《成功之路·冲刺篇》(一)), Beijing Language and Culture University Press, Beijing.
- *Road to Success- Advanced Intermediate II* (《成功之路·冲刺篇》(二)), Beijing Language and Culture University Press, Beijing. *Bridge- A Practical Intermediate Chinese Course II*, (《桥梁——实用汉语中级教程》下), Beijing Language and Culture University Press, Beijing.

**Course Code: CHI302**

**Course Title: Advanced Communicative Chinese-I**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** This course imparts elementary and intermediate advanced communicative skills to students through intensive listening and speaking practice, thus enabling them to freely interact, converse and communicate with the native Chinese speakers. Colloquial and formal expressions along with the relevant vocabulary form a significant part of the course content.

**References**

- *Developing Chinese- Advanced Spoken I* 《发展汉语》高级口语 (一) Beijing Language and Culture University Press, Beijing.
- *Short-Term Spoken Chinese: Advanced* 《汉语口语速成》高级篇, Beijing Language and Culture University Press, Beijing.
- *A Course on Listening Chinese for Third Year Students* 《汉语听力教程: 三年级教材》, Beijing Language and Culture University Press, Beijing.
- *Practical Audio-visual Chinese (3rd edition), Vol. 5* 《使用视听华语》(五), Cheng Chung Book Company Ltd., 2017.





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### Discipline Specific Optional (Any two)

**Course Code: CHI321**

**Course Title: Introduction to Translation-I**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** Chinese-English and English-Chinese translation of texts related to various relevant themes with special focus on India and China. Emphasis is placed on the comparative study of sentence making in source and target language, translation of proper names, official statements, and popular concepts etc.

### References

- 杜玉兰 (主编), *English Chinese Translation Coursebook* 《英汉翻译教程》二年级教材, Beijing Language and Culture University Press, Beijing, 2011.
- Various relevant articles/excerpts from newspapers, magazines, speeches, representative literary works etc.
- *Reading the World through Newspaper: An Advanced Reader of Current Affairs in Chinese Newspapers I* (《报纸上的天下——中文报纸阅读教程》上), Beijing University Press, Beijing.
- *Times: Newspaper Reading Course of Intermediate Chinese (I)* (《时代- 中级汉语报刊阅读教程》(上册)), Beijing Language and Culture University Press, Beijing.

**Course Code: CHI322**

**Course Title: Read About China-I**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** The focus in this course is on imparting knowledge about various aspects of China, such as, history, geography, society, polity, festivals, customs etc. This is a basic introductory course which prepares the foundation for further understanding China.

### References

- *Speaking Chinese About China I* (Revised Edition) 《话说中国》上, Sinolingua Press.



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- Lu Yuan and Kamalsheel, *The Yellow River and the Ganges: Introductory Readings on Chinese and Indian Culture and Interaction* 《黄河与恒河》, Abhash Prakashan, Varanasi.
- Zhang Yajun/ Tr. Guo Hui, *A Kaleidoscope of Chinese Culture* 《中华文化趣谈》, Sinolingua Press.
- *Common Knowledge About Chinese Culture* (《中国文化常识》), Higher Education Press, Beijing.
- *Common Knowledge About Chinese Geography* 《中国地理常识》, Beijing Language and Culture University Press, Beijing.
- *Common Knowledge About Chinese History* 《中国历史常识》, Beijing Language and Culture University Press, Beijing.

**Course Code: CHI323**

**Course Title: Appreciation of Movie/Video**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** This course aims at deepening the understanding about China with the help of showing videos, movies, documentaries, animations, and other telecasts. Explanation is provided about the background of the AV material. It helps in exposing students to native Chinese accents, dialects, expressions, and socio-cultural practices prevalent in China.

**References**

- Selected movies, documentaries, animations, songs,

**Course Code: CHI324**

**Course Title: Introduction to Chinese Literature- I**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** Students study about classical Chinese literature from antiquity till beginning of the 20<sup>th</sup> century. They are exposed to Chinese literature through a general introduction which includes introduction of main literary trends and genres, and appreciation of representative writings of famous Chinese authors. Medium of instruction is English for this course.

**References**

- *Common Knowledge About Chinese Culture* (《中国文化常识》), Higher Education Press, Beijing.





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B.A. (Hons.) in Chinese

- W.S.-Y. Wang & C. Sun. *The Oxford Handbook of Chinese Linguistics* (2014), Oxford University Press.
- Luo Yuming. *A Concise History of Chinese Literature*, (2011) Koninklijke Brill NV, Leiden.

**Course Code: CHI325**

**Course Title: China through History (Antiquity to 1840)**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** The course covers the period from Pre-history (Neolithic and Palaeolithic period in Chinese history) to the mid-nineteenth century. This course adopts a thematic approach and familiarises students with major socio-economic, cultural, political and civilizational phases China has undergone. It traverses the domains of Chinese philosophy, science and technology, literature, polity, economy etc. in order to help students develop an overall understanding about China.

#### References

- Fairbank, J.K. & Goldman, Merle. (2009). *China: A New History*, PHI Learning Private Limited, New Delhi.
- Tansen Sen and Victor H. Mair. *Traditional China in Asian and World History*, (2012) Key Issues in Asian Studies, No. 9, AAS Resources for Teaching About Asia.
- M. Szonyi (ed.). *A Companion to Chinese History*, (2017) Wiley Blackwell.
- Chang, Chun-Shu. *The Making of China: Main Themes in Premodern Chinese History*. Englewood Cliffs: Prentice-Hall, 1975.
- Immanuel C.Y. Hsu. *The Rise of Modern China*, Oxford University Press, 1999.

### Semester VI (Winter)

**Course Code: CHI351**

**Course Title: Advanced Chinese- II**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** The course further take students from intermediate advanced to advanced level of Chinese. Students are made proficient in advanced usage of language encompassing the skills in reading, speaking, writing and listening. This course prepares the foundation for deeper study of Chinese language and literature, subjects in translation and interpretation which are focus of the post-graduation programme.



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**References**

- *Road to Success- Advanced I* (《成功之路 • 成功篇》 (一) ), Beijing Language and Culture University Press, Beijing.
- *Road to Success- Advanced II* (《成功之路 • 成功篇》 (二) ), Beijing Language and Culture University Press, Beijing.

**Course Code: CHI352**

**Course Title: Advanced Communicative Chinese-II**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** This course further enriches students' vocabulary on various relevant topics and themes related to China as a whole. Emphasis is placed on enabling the students to express themselves in analytical manner. Their ability to critically express themselves, analyse and carry out logical debates is sought to be developed. Hence they are made to listen to programmes like TV debates and group discussions, news analysis etc. in Chinese.

**References**

- *Developing Chinese- Advanced Spoken II* 《发展汉语 • 高级口语》 (二) Beijing Language and Culture University Press, Beijing.
- *Short-Term Spoken Chinese: Advanced* 《汉语口语速成 • 高级篇》, Beijing Language and Culture University Press, Beijing.
- *A Course on Listening Chinese for Third Year Students* 《汉语听力教程: 三年级教材》, Beijing Language and Culture University Press, Beijing.
- *Practical Audio-visual Chinese (3<sup>rd</sup> edition), Vol. 5* 《使用视听华语》 (五), Cheng Chung Book Company Ltd., 2017.

**Discipline Specific Optional (Any two)**

**Course Code: CHI371**

**Course Title: Introduction to Translation-II**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** Translation of advanced intermediate level texts from Chinese to English and vice-versa. Students are taught advanced translation theories and techniques on the foundation of the earlier course. They are exposed to various





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translations traversing the domains of newspaper articles and op-eds, political speeches, and literary paragraphs.

### References

- 杜玉兰 (主编), *English Chinese Translation Coursebook* 《英汉翻译教程》二年级教材, Beijing Language and Culture University Press, Beijing, 2011.
- *Reading the World through Newspaper: An Advanced Reader of Current Affairs in Chinese Newspapers II* (《报纸上的天下——中文报纸阅读教程》下), Beijing University Press, Beijing.
- *Times: Newspaper Reading Course of Intermediate Chinese (II)* (《时代- 中级汉语报刊阅读教程》下册), Beijing Language and Culture University Press, Beijing.
- *Rudiments of Translation: English to Chinese* (《英译汉翻译入门》), Nankai University Press, 2010.

**Course Code: CHI372**

**Course Title: Read about China-II**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** On the foundation of earlier course, both critical and contextual understanding about China is sought to be developed through this course. Students get to know about China more closely and understand the country and the people through knowledge of Chinese countryside, industrial development, education, arts and craft etc.

### References

- *Speaking Chinese About China II* (Revised Edition) 《话说中国》下, Sinolingua Press.
- Lu Yuan and Kamalsheel, *The Yellow River and the Ganges: Introductory Readings on Chinese and Indian Culture and Interaction* 《黄河与恒河》, Abhash Prakashan, Varanasi.
- Zhang Yajun/ Tr. Guo Hui, *A Kaleidoscope of Chinese Culture* 《中华文化趣谈》, Sinolingua Press.
- *Common Knowledge About Chinese Culture* (《中国文化常识》), Higher Education Press, Beijing.
- *Common Knowledge About Chinese Geography* 《中国地理常识》, Beijing Language and Culture University Press, Beijing.
- *Common Knowledge About Chinese History* 《中国历史常识》, Beijing Language and Culture University Press, Beijing.



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**Course Code: CHI373**

**Course Title: Appreciation of Chinese Idioms and Phrases**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** Commonly used Chinese idioms and phrases are taught in this course along with their ancient anecdotal stories and historical background. Cultural connotations, usage and significance of such idioms and phrases are conveyed thoroughly to students so that they can use them properly in speaking and writing.

**References**

- *Classical Chinese for Modern Usage I* (《今用古代汉语》上), Beijing Language and Culture University Press, Beijing.
- *Classical Chinese for Modern Usage II* (《今用古代汉语》下), Beijing Language and Culture University Press, Beijing.

**Course Code: CHI374**

**Course Title: Introduction to Chinese Literature- II**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** Students study about modern and contemporary Chinese literature. They are exposed to modern and contemporary Chinese literature through a general introduction which includes introduction of main literary trends and genres, and appreciation of representative writings of famous Chinese authors. Medium of instruction is English for this course.

**References**

- *Common Knowledge About Chinese Culture* (《中国文化常识》), Higher Education Press, Beijing.
- W.S.-Y. Wang & C. Sun. *The Oxford Handbook of Chinese Linguistics* (2014), Oxford University Press.
- Luo Yuming. *A Concise History of Chinese Literature*, (2011) Koninklijke Brill NV, Leiden.

**Course Code: CHI375**

**Course Title: Historical Developments in Modern and Contemporary China (1840 onwards)**

**Credit: 6 (4 Theory + 2 Practical)**

**Course Description:** This course traces the evolution of Chinese culture and civilization after China came in direct contact of the Western Civilization. On the foundation of the

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earlier course this course also adopts a thematic approach to familiarise students with various social, cultural, economic and political trends witnessed by China from 1840 onwards.

### References

- Fairbank, J.K. & Goldman, Merle. (2009). *China: A New History*, PHI Learning Private Limited, New Delhi.
- Fairbank, J.K. *The Great Chinese Revolution 1800-1985*. New York: Harper & Row, 1986
- M. Szonyi (ed.). *A Companion to Chinese History*, (2017) Wiley Blackwell.
- Immanuel C. Y. Hsu. *The Rise of Modern China*. (1999) Oxford University Press.
- R. Mitter. *Modern China: A Very Short Introduction*, (2008) Oxford University Press.

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**Annexure-2**

**Evaluation:** Evaluation of students will be based on their understanding of classroom teaching-learning. Students will be evaluated continuously throughout a semester on the basis of their class performance, oral and written examinations, dictation, assignments, term papers, class tests, project writings and presentations.

**The division of marks is as follows:**

End-semester 50%

Mid-semester: 25%

Assignment/term- paper/ presentation/class-test: 10%

Attendance and class performance: 10%+5% respectively.

**Classroom Contact Hours:** One credit equals to one classroom contact hour per week.

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Name of the Programme: <b>B.A. (Hons.) in German Studies</b>	
<b>Name of the School</b>	<b>Name of the Centre</b>
School of Language, Literature and Culture Studies	Centre for German Studies

## Appendix I

### Syllabus<sup>1</sup> - Three-year B.A. (Hons.) Programme in German Studies

#### About the Programme

The Centre for German Studies offers a Three-year integrated B.A. (Hons.) Programme in German Studies. Candidates with 10+02-qualification are eligible for admission in the programme. After successful completion of six semesters the students are eligible for B.A. (Hons.) degree in German Studies.

First two semesters of the programme focus exclusively on imparting knowledge of language through exercises in various language skills with the help of audio-visual materials. From third semester onwards a selection of literary texts and films is used to aid the language learning and also to familiarise students with the culture and history of the German-speaking countries. Courses on translation, linguistics and literature are taught in the 5th and 6th semester. Apart from the Core Courses, Skill Enhancement Courses (SEC) and Elective: Discipline Specific courses (DSE) consisting of 116 credits students are also required to attend Ability Enhancement Compulsory Courses (AECC) & Elective: Generic courses (GE) from other Schools and Centres of the University. The B.A. (Hons.) Programme consists of total 148 credits.

TYPE OF COURSE	CREDITS
<b>Core Courses</b> (14 Courses of 6 credit each)	84
<b>Skill Enhancement Courses (SEC)</b> (2 Courses of 4 credit each)	08
<b>Elective: Discipline Specific (DSE)</b> (4 Courses of 6 credit each)	24
<b>Ability Enhancement Compulsory Courses (AECC)</b> (2 Courses of 4 credit each to be opted from other Schools and Centres of the University)	08
<b>Elective: Generic (GE)</b> (4 Courses of 6 credit each to be opted from other Schools and Centres of the University)	24
<b>Total Credits</b>	<b>148</b>

The courses are designed in accordance with The Common European Framework of Reference for Languages (CEFR). Students with B.A. degree in German Studies have completed B2.2 level of CERF, which makes them eligible as language teachers in schools and for jobs in various multinational companies e.g. Amazon, Deutsche Bank, Oracle, TCS, Concentrix, HP, Siemens etc.

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<sup>1</sup> As approved by the Board of Studies of Centre for German Studies on 04.05.2018.



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### Core Courses (14 Courses of 6 credit each)

Semester	Course Code	Course Title	Credits
I	GER 101	<b>Communicative German I</b> Level A1 (CEF)	6
	GER 102	<b>Language in Writing I</b> Level A1 (CEF)	6
II	GER 151	<b>Communicative German II</b> Level A2 (CEF)	6
	GER 152	<b>Language in Writing II</b> Level A2 (CEF)	6
III	GER 201	<b>Communicative German III</b> Level B1 (CEF)	6
	GER 202	<b>Advanced Written Expression I</b> Level B1 (CEF)	6
	GER 203	<b>Introduction to the Study of Literature I</b> A selection of literary texts such as poems and shorter & longer narrative texts with focus on cultural and social movements from 19 <sup>th</sup> century to contemporary times. Literary texts will primarily serve as tool for language learning equivalent of Level B1 (CEF).	6
IV	GER 251	<b>Communicative German IV</b> Level B1 (CEF)	6
	GER 252	<b>Advanced Written Expression II</b> Level B1 (CEF)	6
	GER 253	<b>Introduction to the Study of Literature II</b> A selection of literary texts such as poems and shorter & longer narrative texts with focus on cultural and social movements from 19 <sup>th</sup> century to contemporary times. Literary texts will primarily serve as tool for language learning equivalent of Level B2.1 (CEF).	6
V	GER 301	<b>Introduction to the Study of Literature III</b> A selection of literary texts such as poems and shorter & longer narrative texts with focus on cultural and social movements from 19 <sup>th</sup> century to contemporary times. Literary texts will primarily serve as tool for advanced language learning. Level B2.1 (CEF)	6
	GER 303	<b>Introduction to Translation I</b> Techniques of translation, practical translation from German to English/Hindi and vice versa. Level B2.1 (CEF)	6
VI	GER 351	<b>Introduction to the Study of Literature IV</b> A selection of literary texts such as poems and shorter &	6





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		longer narrative texts with focus on cultural and social movements from 19 <sup>th</sup> century to contemporary times. Literary texts will primarily serve as tool for advanced language learning. Level B2.2 (CEF)	
	GER 353	<b>Introduction to Translation II</b> Techniques of translation, practical translation from German to English/Hindi and vice versa. Level B2.2 (CEF)	6

### Skill Enhancement Courses (SEC) (2 Courses)

Semester	Course Code	Course Title	Credits
III	GER 221	<b>Oral Expression I</b> Level B1 (CEF)	4
IV	GER 271	<b>Oral Expression II</b> Level B1 (CEF)	4

### Elective: Discipline Specific (DSE) (4 Courses)

Semester	Course Code	Course Title	Credits
V	GER 321	<b>German for Specific Purpose</b> Business German, German for Tourism, Gastronomy, Media (Television, Internet, Newspaper) Level B2.1 (CEF)	6
	GER 322	<b>Life in German speaking countries, Elements of History, Culture and Civilization I</b>	6
VI	GER 371	<b>Introduction to Linguistics</b> Basic introduction to German linguistics – Phonemes, Morphemes, Semantics, Syntax, Grammar Theories etc. Level B2.2 (CEF)	6
	GER 372	<b>Life in German speaking countries, Elements of History, Culture and Civilization II</b>	6



## CENTRE FOR ENGLISH STUDIES SYLLABUS AT A GLANCE

### Semester I

Course Type	Course No.	Course Title	Credits
<b>Core</b>	ENG 403	Literature of the British Renaissance	4
	ENG 404	Literature of the Neoclassical Period	4
<b>Optional</b>	ENG 421	Indian Writing in English	4
	ENG 422	Introduction to Linguistics	4
	ENG 426	Social Movements and Literature	4
	ENG 427	Graphic Narrative	4
	ENG 428	Life Writing	4
	ENG 429	Theory and Practice of Women's Writing	4
<b>Project</b>	ENG 441	Project Work I	2
<b>Total Required Number of Credits Per Semester</b>			18

### Semester II

Course Type	Course No.	Course Title	Credits
<b>Core</b>	ENG 453	Literature of the Romantic Period	4
	ENG 454	Literary Criticism	4
<b>Optional</b>	ENG 471	Modern Indian Literature in English Translation	4
	ENG 472	Introduction to ELT	4
	ENG 474	Nation and Literature	4
	ENG 476	Visual Culture	4
	ENG 477	Traditions of Republicanism: Ideas, Practices, and Institutions	4
	ENG 478	Multiculturalism and Canadian Literary Imagination	4
<b>Project</b>	ENG 491	Project Work II	2
<b>Total Required Number of Credits Per Semester</b>			18



**Semester III**

<b>Course Type</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
<b>Core</b>	ENG 503	Literature of the Victorian Period	4
	ENG 504	Key Directions in Literary Theory	4
<b>Optional</b>	ENG 526	Comparative Literary Studies	4
	ENG 527	Discourse Analysis	4
	ENG 528	Literatures of the Margins	4
	ENG 529	Film Studies	4
	ENG 530	Literary Historiography	4
	ENG 531	Race in the American Literary Imagination	4
	ENG 532	Asian Literatures	4
<b>Project</b>	ENG 541	Project Work III	2
<b>Total Required Number of Credits Per Semester</b>			18

**Semester IV**

<b>Course Type</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
<b>Core</b>	ENG 553	Modernism and Beyond	4
	ENG 554	Critical Theory for English Studies	4
<b>Optional</b>	ENG 571	Translation Studies	4
	ENG 576	Literature in the Language Classroom	4
	ENG 577	Trauma and Literature	4
	ENG 578	Digital Cultures	4
	ENG 579	Urban Spaces in Literature	4
	ENG 580	Settler Narratives and Aboriginal Counter-narratives of Australia	4
	ENG 581	Cultural Studies	4
<b>Project</b>	ENG 591	Project Work IV	2
<b>Total Required Number of Credits Per Semester</b>			18



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**CENTRE FOR ENGLISH STUDIES**  
**SYLLABUS IN DETAIL**  
**Semester I**

Course Type	Course No.	Course Title	Credits
<b>Core</b>	ENG 403	Literature of the British Renaissance	4
	ENG 404	Literature of the Neoclassical Period	4
<b>Optional</b>	ENG 421	Indian Writing in English	4
	ENG 422	Introduction to Linguistics	4
	ENG 426	Social Movements and Literature	4
	ENG 427	Graphic Narrative	4
	ENG 428	Life Writing	4
	ENG 429	Theory and Practice of Women's Writing	4
<b>Project</b>	ENG 441	Project Work I	2
<b>Total Required Number of Credits Per Semester</b>			18

**Core Paper: ENG 403: Literature of the British Renaissance**

**Outline:**

This course is meant to impart knowledge of the literature, thought and culture of the Renaissance period in England to students. The Renaissance marks the transition from the medieval to the modern which meant radical changes in all spheres of life. The decline of religion and the dissolution of the feudal system impacted culture and literature as a whole. The attributes of early modernity are visible in the literary texts of the period, making this period foundational to subsequent literary developments. It is assumed that students will grasp the larger significance of the period with the help of the texts chosen.

**Objectives:**

- To introduce students to the making of the Renaissance and its repercussions on the cultural, political and literary fields
- To initiate students into understanding the nature of debates engaging the idea of Humanism and counter Humanism
- To enable students to study the recommended texts in order to understand the intellectual discourse of Renaissance through the literary idiom.

**Unit 1: Beginnings of Renaissance**

Geoffrey Chaucer. *Canterbury Tales* (Extracts) (1387-1400/1478)

Thomas More. *Utopia* (Extracts) (1516)

Recommended reading:

Baldassare Castiglione. *The Book of the Courtier* (1528)

**Unit 2: Early Renaissance**

Christopher Marlowe. *Dr Faustus* (1592)

Edmund Spenser. *Selected Sonnets* (1595)

Recommended reading:



### Unit 3: High Renaissance

William Shakespeare. *Hamlet* (1599-1602) and *The Winter's Tale* (1611/1623)

Recommended reading:

William Shakespeare. *The Tempest* (1610-11)

### Unit 4: Late Renaissance

Francis Bacon. *Selected Essays* (1597)

Ben Jonson. *Volpone* (1605-06)

John Donne. *Selected Poems* (1610-11/1633)

Recommended reading:

Richard Burton. *Anatomy of Melancholy* (1621)

### Suggested Readings:

Aers, David, Bob Hodge and Gunther Kress, eds., *Literature, Language and Society in England, 1560-1680*. Dublin: Gill and Macmillan, 1981.

Bartels, Emily and Emma Smith. *Christopher Marlowe in Context*. Cambridge University Press, 2014.

Bradbrook, M. C. *Themes and Conventions in Elizabethan Tragedy*. Cambridge: CUP, 1980.

Bradley, A.C. *Shakespearean Tragedy: Hamlet, Othello, King Lear, Macbeth*. New Delhi: Atlantic Publishers, 2000.

Braunmuller, A.R. and Michael Hattawayeds (ed.). *The Cambridge Companion to English Renaissance Drama*. Cambridge: CUP, 2003.

Brockett, Oscar. *The Theatre: An Introduction*. New York: Holt Rinehart and Winston, 1979.

Browne, Thomas. *Religio Medici*. Greenblatt, Stephen and Ramie Targof. (eds.). New York: NYRB Classics, 2012.

Burton, Richard. *Anatomy of Melancholy*. Jackson, Holbrook. (ed.). New York: Vintage Books, 1977.

Bush, Douglas. *Prefaces to Renaissance Literature*. W. W. Norton, 1965.

Bush, Douglas. *The Renaissance and English Humanism*. University of Toronto Press, 2016.

Corn, Thomas N. (ed.). *The Cambridge Companion to English Poetry, Donne to Marvell*. Cambridge: CUP, 1993.

Cousins, A.D. and Peter Howarth (ed.). *The Cambridge Companion to the Sonnet*. Cambridge: CUP, 2011.

Esslin, Martin. *An Anatomy of Drama*. London: Hill and Wang, 1977.

Fuller, John. *The Sonnet* (Critical Idiom Series). New York: Routledge, 1979.

Grazia, Margreta de & Stanley Wells, (eds.). *The Cambridge Companion to Shakespeare*. Cambridge: Cambridge University Press, 2001.

Greenblatt, Stephen. *Renaissance Self-Fashioning*. The University of Chicago Press, 1980.

Guibbory, Achsah. (ed.). *The Cambridge Companion to John Donne*. Cambridge: CUP, 2006.

Larson, Kenneth. (ed.). *Edmund Spenser's Amoretti and Epithalamion: A Critical Edition*.

Tempe, AZ: Medieval & Renaissance Texts & Studies, 1997.

McCabe, Richard A. (ed.). *The Cambridge Companion to Edmund Spenser*. Cambridge: CUP, 2011.

McEachern, Claire. (ed.). *The Cambridge Companion to Shakespearean Tragedy*. Cambridge: CUP, 2003.

Norbrook, David. *Politics and Poetry in Renaissance England*. Oxford University Press, 2002.

Orlin, Lena Cowen. *The Renaissance*. Palgrave Macmillan, 2009.

Rowse, A.L. *The Elizabethan Renaissance*. The University of Michigan, 1972.

Spiller, Michael R.G. *The Sonnet Sequence: A Study of the Strategies*. New York: Twayne, 1997.

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## Core Paper: ENG 404: Literature of the Neoclassical Period

### Outline:

The course covers the literature, thought and culture of the Neo-Classical period in English literature. The literature of the period will be studied through the different political and cultural transformations of English society in the Commonwealth, Restoration, and the Augustan periods, and going up to the Age of Johnson. The long 18<sup>th</sup> Century, as it has come to be known, is notable for the rise of the novel, the periodical, and the essay, and for the revival and imitation of the classics of Greece and Rome. The prose writing that appears in the periodicals is constitutive of the democratized public sphere.

### Objectives:

- a) To introduce students to the key debates in literature, culture and politics that shaped the institutions of modern democracies and nation states
- b) To provide a historical perspective to students on the Enlightenment as a European intellectual movement of the late 17th and 18th centuries
- c) To initiate an understanding of the spread of colonialism as another feature of the period that would have far-reaching consequences
- d) To enable students to see the emergence of new genres and styles during this historical span as distinct forms of response to the changing socio-economic, legal and political structure of England, especially with the rise of print capitalism
- e) To make students aware of how Industrial Revolution begins to recast the relation between the village and the city

### Unit 1: Puritanism during the Commonwealth and Restoration Periods

#### Texts:

John Milton, *Paradise Lost*, Book 1. (1667)

Recommended Edition:

Lewalski, Barbara K (ed.) *Paradise Lost*. London: Wiley-Blackwell, 2007.

John Bunyan, Selections from *The Pilgrim's Progress*. (1678)

Recommended Edition:

Wall, Cynthia. (ed.). *The Pilgrim's Progress*. New York: W.W. Norton & Co., 2008.

#### Critical Readings:

Achinstein, Sharon. *Literature and Dissent in Milton's England*. Cambridge: Cambridge University Press, 2003.

Bates, Catherine (ed.) *The Cambridge Companion to the Epic*. NY: Cambridge UP, 2010.

Batson, E. Beatrice. *John Bunyan, Allegory and Imagination*. New Jersey: Barnes & Noble Books, 1984.

Corns, Thomas N (ed.) *A New Companion to Milton: Blackwell's Companions to Literature and Culture*. Chichester, UK: Wiley-Blackwell, 2016.

Danielson, Dennis (ed.) *The Cambridge Companion to Milton*. NY: Cambridge UP, 1999.

Dunan-Page, Anne (ed.) *The Cambridge Companion to Bunyan*. NY: Cambridge UP, 2010.

Duran, Angelica (ed.) *A Concise Companion to Milton: Concise Companions to Literature and Culture*. Chichester, UK: Wiley-Blackwell, 2011.

Fallon, Robert Thomas. *Divided Empire: Milton's Political Imagery*. University Park: Pennsylvania State UP, 1995.

Greaves, Richard L. *Glimpses of Glory: John Bunyan and English Dissent*. Palo Alto: Stanford UP, 2002.

———. *John Bunyan and English Nonconformity*. London: Hambledon, 1992.

Laurence, Anne, W. R. Owens, and Stuart Sim, eds. *John Bunyan and His England: 1628-1688*. London: Continuum, 1990.

Loewenstein, David and Janel Mueller (eds.) *Cambridge History of Early Modern English Literature*. NY: CUP, 2008.



Loewenstein, David. *Representing Revolution in Milton and His Contemporaries: Religion, Politics, and Polemics in Radical Puritanism*. Cambridge: Cambridge University Press, 2001.

Lynch, Beth. *John Bunyan and the Language of Conviction*. Woodbridge: Brewer, 2004.

Manlove, C. N. "The Image of the Journey in *The Pilgrim's Progress*: Narrative versus Allegory." *Journey of Narrative Technique* 10 (1980): 16–38.

Martin, Catherine G. *Milton among the Puritans: The Case for Historical Revisionism*. Ashgate, 2010.

McDowell, Nicholas and Nigel Smith (eds.) *The Oxford Handbook of Milton*. Oxford: OUP, 2009.

Owens, W.R. and S. Sim (eds.). *Bunyan and his England*. Hambledon, 1990.

Stachniewski, John. *The Persecutory Imagination: English Puritanism and the Literature of Religious Despair*. Oxford: Clarendon, 1991.

Worden, Blair. *Literature and Politics in Cromwellian England*. Oxford: OUP, 2007.

## **Unit 2: Royalist Fiction and Restoration Comedy**

### **Texts:**

Aphra Behn, *Oroonoko: or, the Royal Slave*. (1688)

Recommended Edition:

Behn, A., Gallagher, C., & Stern, S. *Oroonoko, or, The royal slave*. Bedford cultural editions. Boston: Bedford/St. Martin's, 2000.

William Congreve, *The Way of The World*. (1700)

Recommended Edition:

Sengupta, Kajal. (ed.). *The Way of The World*. New Delhi: OUP, 1997.

### **Recommended Readings:**

Samuel Pepys, *The Diary of Samuel Pepys*. (1665)

Collier, Jeremy. (1698). *A Short View of the Immorality and Profaneness of the English Stage*. ed. Kaneko, Yuji; London: Routledge, 1996.

### **Critical Readings:**

Brown, Laura. *Romance of empire: Oroonoko and the trade in slaves*. St. Martin's Press, Scholarly and Reference Division, New York, 1990.

Canfield, J. Douglas and Deborah C. Payne (eds.) *Cultural Readings of Restoration and Eighteenth-Century English Theater*. Athens: University of Georgia P., 1995.

Ferguson, Margaret W. *Juggling the Categories of Race, Class and Gender: Aphra Behn's Oroonoko*. St. Martin's Press, Scholarly and Reference Division: New York, 1999.

Fisk, Deborah Payne (ed.) *The Cambridge Companion to English Restoration Theatre*. NY: CUP, 2000.

Hughes, Derek. (ed.) *The Cambridge Companion to Aphra Behn*. NY: Cambridge UP, 2004.

———. *Versions of Blackness: Key Texts on Slavery from the Seventeenth Century*. Cambridge University Press, 2007.

Hutner, Heidi. *Rereading Aphra Behn: history, theory, and criticism*. University of Virginia Press, 1993.

Ingrassia, Catherine. (ed.) *The Cambridge Companion to Women's Writing in Britain, 1660-1789*. Cambridge: Cambridge UP, 2015.

Kewes, Paulina. *Authorship and Appropriation: Writing for the Stage in England, 1660-1710*. New York: Clarendon Press, 1998.

MacLean, Gerald M. *Culture and Society in the Stuart Restoration: Literature, Drama, History*. Cambridge: CUP, 2005.

Markley, Robert. *Two-Edg'd Weapons: Style and Ideology in the Comedies of Etherege, Wycherley, and Congreve*. New York: Clarendon Press, 1988.

Quinsey, Katherine M. *Broken Boundaries: Women & Feminism in Restoration Drama*. Lexington, KY: U of Kentucky P., 1996.

Todd, Janet. *The Secret Life of Aphra Behn*. London: Pandora Press, 2000.

Wall, Cynthia. *The Literary and Cultural Spaces of Restoration London*. NY: CUP, 1998.  
Zimbaro, Rose A. *At Zero Point: Discourse, Culture, and Satire in Restoration England*. Lexington, KY: U of Kentucky P., 1998.

### **Unit 3: Satire and Parody in the Augustan Age**

#### **Texts:**

Jonathan Swift, *Gulliver's Travels*, Part IV (1726)

Recommended Edition:

Swift, Jonathan. *Gulliver's Travels*. New York: Penguin Classics, 2003.

Alexander Pope. *Epistle to Dr. Arbuthnot*. (1735)

Henry Fielding, *Joseph Andrews*, Books I and II. (1742)

Recommended Edition:

Fielding, Henry. *Joseph Andrews*. New York: Everyman, 1998.

#### **Recommended Readings:**

Jonathan Swift, *A Tale of the Tub*. (1704)

----. "A Description of a City Shower" (1710)

----. "A Modest Proposal For Preventing the Children of Poor People From being a Burthen to Their Parents or Country, and For making them Beneficial to the Publick" (1729)

John Gay, "Trivia, or The Art of Walking the Streets of London" (1714)

Alexander Pope, *The Dunciad* Book II. (1728-43)

#### **Critical Readings:**

Bender, John. *Imagining the Penitentiary: Fiction and the Architecture of the Mind in Eighteenth-Century England*. University of Chicago P, 1987.

Booth, Wayne C. *The Rhetoric of Fiction*. Chicago: U of Chicago P., 1983.

Downie, J.A. *A Political Biography of Henry Fielding*. London: Pickering and Chatto, 2009.

Fox, Christopher (ed.) *The Cambridge Companion to Jonathan Swift*. NY: Cambridge UP, 2003.

Hunter, J. Paul. *Before Novels: The Cultural Contexts of Eighteenth-Century English Fiction*. New York: Norton, 1990.

Morse, David. *The Age of Virtue: British Culture from the Restoration to Romanticism*. York: St. Martin's Press, 2000.

Oakleaf, David. *A Political Biography of Jonathan Swift*. London: Pickering and Chatto, 2008.

Pagliaro, Harold. *Henry Fielding: A Literary Life*. New York: St. Martin's Press, 1998.

Poole, Adrian (ed.). *The Cambridge Companion to English Novelists*. NY: Cambridge UP, 2009.

Porter, Roy. *The Creation of the Modern World*. New York: W. W. Norton, 2000.

Rogers, Pat (ed.) *The Cambridge Companion to Alexander Pope*. NY: Cambridge UP, 2007.

----. *The Alexander Pope Encyclopaedia*. Greenwood Press, 2004.

----. *A Political Biography of Alexander Pope*. London: Pickering and Chatto, 2010.

Rawson, Claude (ed.). *The Cambridge Companion to Henry Fielding*. NY: Cambridge UP, 2007.

Richetti, John. (ed.) *The Cambridge Companion to Eighteenth-Century Novel*. NY: Cambridge UP, 1996.

Sambrook, James. *The Eighteenth Century: The Intellectual and Cultural Context of English Literature, 1700-1789*. 2nd ed. London; New York: Longman, 1993.

Todd, Dennis. *Imagining Monsters: Miscreations of Self in Eighteenth-Century England*. University of Chicago Press, 1995.

Watt, Ian. *The Rise of Novel: Studies in Defoe, Richardson & Fielding*. University of California Press, 2001.

### **Unit 4: The Public Sphere, the Periodical Essay, and the Rise of Print Capitalism**

#### **Texts:**

Richard Steele, Selections from *The Tatler* (1709/ later revivals)

Society of Ladies, Selections from *Female Tatler* (1709-10)

Joseph Addison, Selections from *The Spectator* (1711/ later revivals)

Eliza Haywood, Selections from *The Female Spectator* (1744-46)



Samuel Johnson, Excerpts from *Lives of the Most Eminent English Poets* (Milton, Cowley, Pope). (1779)

### **Critical Readings:**

Aldrich, Alison. *Women in Print: Writing and Women's Magazines from the Restoration to the Accession of Victoria*. London: George Allen and Unwin, 1972.

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso, 2006.

Berry, Helen. *Gender, Society, and Print Culture in Late Stuart England: The Cultural World of the Athenian Mercury*. Burlington, VT: Ashgate, 2003.

Bond, R. P. *Studies in The Early English Periodical*. North Carolina: University of North Carolina Press, 1957.

----. *The Tatler: The Making of a Literary Journal*. Cambridge, Mass: Harvard University Press, 1971.

Brewer, John. *The Pleasures of the Imagination: English Culture in the Eighteenth Century*. Chicago: University of Chicago Press, 1997.

Calhoun, Bonnie (2012) "Shaping the Public Sphere: English Coffeehouses and French Salons and the Age of the Enlightenment," *Colgate Academic Review*: Vol. 3 , Article 7.

Clingham, Greg (ed.) *The Cambridge Companion to Samuel Johnson*. NY: CUP, 2006.

Cohan, Brian William. "What Was Masculine about the Public Sphere? Gender and the Coffeehouse Milieu in Post-Restoration England." *History Workshop Journal*. No. 51: (2001):127–157.

Cowan, Brian. "Mr. Spectator and the Coffeehouse Public Sphere." *Eighteenth-Century Studies*, vol. 37, no. 3, 2004, pp. 345–366.

Calhoun, Craig. *Habermas and the Public Sphere*. Cambridge Mass.: MIT press, 1992.

DeMaria, Robert, Jr. "The Eighteenth-Century Periodical Essay." *The Cambridge History of English Literature, 1660-1780*. Ed. Richetti, John. Cambridge, England: Cambridge UP, 2005. 527-48.

Ellis, Dayton. *The Penny Universities; A History of the Coffee-houses*. London: Decker & War-burg, 1956.

Gallagher, Catherine. "Crimes and Alibis: Delarivier Manley," in *Nobody's Story: the Vanishing Acts of Women Writers in the Marketplace 1670-1820*. Berkeley: University of California Press, 1994.

Graham, Walter James. *The Beginnings of English Literary Periodicals; a Study of Periodical Literature, 1665-1715*. New York: Octagon Books, 1972.

Goldsmith, M. M. *By a Society of Ladies: Essays in The Female Tatler*. England: Thoemmes Press, 1999.

Habermas, Jürgen and Thomas Burger. *The Structural Transformation of the Public Sphere: An Inquiry Into a Category of Bourgeois Society*. Cambridge, MA.: MIT Press, 1989 (1962).

Italia, Iona. *The Rise of Literary Journalism in the Eighteenth Century: Anxious Employment*. London; New York: Routledge, 2005.

Mackie, Erin Skye. *The Commerce of Everyday Life: Selections from the Tatler and the Spectator*. Boston: Bedford/St. Martin's, 1998.

McDowell, Paula. *The Women of Grub Street: Press, Politics, and Gender in the London Literary Marketplace, 1678-1730*. Oxford: Clarendon Press, 1998.

Morgan, Fidelis. (ed). *The Female Tatler*. London: J. M. Dent & Sons, 1992.

Newman, Donald J. (ed.). *The Spectator: Emerging Discourses*. Cranbury, NJ: Associated Universities Press, 2005.

Reddy, Latha and Rebecca Gershenson Smith. *Issuing Her Own: The Female Tatler*, 2002.

Shevelov, Kathryn. *Women and Print Culture: The Construction of Femininity in the Early Periodical*. London; New York: Routledge, 1989.

Siskin, Clifford. "Eighteenth-Century Periodicals and the Romantic Rise of the Novel." *Studies in the Novel* 26 (Summer 1994): 26-39.

Spacks, Patricia Meyer. (ed). *Selections from The Female Spectator, by Eliza Haywood*. New York: Oxford University Press, 1999.

Van Horne Melton, James. *The Rise of the Public in Enlightenment Europe*. Cambridge: Cambridge University Press, 2001.

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## Optional Paper: ENG 421: Indian Writing in English

### Outline:

The course offers a survey of Indian Writing in English. Literature written in English in India has a history of about 150 years, during which period it was first categorized as Indo-Anglian, Indo-English, and more recently, as Indian Writing in English. Indian Writing in English reflects the multi-cultural, multilingual society of modern India.

### Objectives:

The primary objective of this course is to expose students to the corpus of Indian Writing in English, and acquaint them with socio-political and cultural contexts in which the works were written and received. The course is designed to provide the historical framework for understanding and examining the category of Indian Writing in English. Unit I introduces and contextualizes the prose writings in Indian English Writing, which in the longer run define their role in the larger project of nationalism in India. Units II & III incorporate the texts in the genres of Poetry, Drama and Novel. The critical readings of the texts will enable students to examine the formations of the texts as part of the dialectic between the writer and society within the larger framework of social, political and cultural contexts.

### Unit 1: Prose

M.K. Gandhi. *Hind Swaraj*. Cambridge: Cambridge UP, 1997 [1909]

Sri Aurobindo. *Essays on Gita*. [1922] (Selected)

Rabindranath Tagore. [1861-1941] (Selected Essays)

Rushdie, Salman. *Imaginary Homelands: Essays and Criticism: 1981-1991*. London: Granta, 1981. (Selections)

### Unit 2: Poetry

Selections from *The Oxford India Anthology of Twelve Modern Indian Poets*. A K Mehrotra (ed.), New Delhi: Oxford University Press, 1992

### Unit 3: Drama

Girish Karnad. *Naga-Mandala*. New Delhi: OUP, 2012.

Mahesh Dattani, *Dance Like A Man*. in *Collected Plays*. New Delhi: Penguin, 2000

### Unit 4: Novel (any two)

Anita Desai. *Clear Light of Day*. New York: Harper and Row, 1980.

Amitav Ghosh. *Sea of Poppies*. Penguin India, 2008. (Part 1)

Kiran Nagarkar. *Cuckold*. New Delhi: HarperCollins, 2003.

### Suggested Readings:

Amitav Ghosh. *The Hungry Tide*. New Delhi: Orient Longman, 2005.

Anand, Mulk Raj. *The Kind Emperor's English or The Role of the English Language in Free India*. Bombay: Hind Kitabs, 1947.

Bharucha, N.E. and Vrinda Nabar, Eds. *Mapping Cultural Spaces: Postcolonial Indian Literature in English*. New Delhi: Vision Books, 1998.

Bhatnagar, M.K., Ed. *Commonwealth English Literature*. New Delhi: Atlantic Publishers and Distributors, 1999.

Bhatnagar, Vinita, Dhondiyal. *Readings in Indian English Literature: Nation, Culture and Identity*. New Delhi: Harman Publishing House, 2001.

Bloom, Harold. *Salman Rushdie*. Chelsea House Publishers: Philadelphia, 2003.

Chindhade, Shirish. *Five Indian Poets: Nissim Ezekiel, A K Ramanujan, Arun Kolatkar, Dilip Chitre, Parthasarathy*. Atlantic Publishers, New Delhi, 2001.

Dwivedi A. N. *Toru Dutt*. New Delhi: Arnold-Heinemann, 1977.

Iyengar, K. R. Srinivasa. *Indian Writing in English*. Revised edition, New Delhi: Sterling,



1962.

Jain, Jasbir. *Colonial Encounter: Henry Derozio*. Mysore: C C L R, 1982.

King, Bruce: *Modern Indian Poetry in English*. Oxford University Press, New Delhi, 2005.

M. K., Naik. *A History of Indian English Literature*. New Delhi: Sahitya Akademi, New

Mehrotra, A. K. *An Illustrated History of Indian Literature in English*. New Delhi:

Permanent Black, 2003.

----. *An Illustrated History of Indian Literature in English*. New Delhi: Permanent Black, Ravi Dayal Publisher, 2003.

Mukherjee, Meenakshi. *Twice born fiction*. Arnold-Heinemann Publishers (India), 1974.

Mulk Raj Anand. *Untouchable*. New Delhi: Pearson Longman, 2009.

Nanavati, U.M. and Prafulla C. Kar, Eds. *Rethinking Indian English Literature*. Delhi: Pencraft International, 2000.

Ramakrishnan, E. V. ed. *Narrating India: The Novel in Search of the Nation*. New Delhi:

Sahitya Akademi, 2005.

Raveendran, P. P. 'Genealogies of Indian Literature'. In *Economic and Political Weekly*. Vol.

41.No. 25. June 24-26, 2006.

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### **Optional Paper: ENG 422: Introduction to Linguistics**

#### **Outline:**

This course deals with questions such as what is language and what does knowledge of a language consist of. It takes into consideration the following: how languages are learnt and whether language is unique to humans; why there exist several languages; how languages change; whether any language or dialect is superior to another; and whether speech and writing are related. A basic examination of the internal organization of sentences, words, and sound systems provides the driving force for these and similar questions.

#### **Objectives:**

- a) To introduce students to the core concepts in linguistics with reference to English Language Studies;
- b) To bring together in a meaningful way both the theory and practice of linguistics;
- c) To enable students to use the concepts taught during the course in their contexts of language-use.

#### **Unit 1: Language and Signs**

A. Language as a sign system: structure of linguistic sign; the sign within the structure of language

B. Features of language: operative nature of the sign across different domains of language

#### **Unit 2: Morphology**

A. Basic concepts in lexical formation: word, word-forms, lexemes, morphemes, allomorphs

B. Word inflection/derivation, affixation, blends

#### **Unit 3: Syntax and Semantics**

A. Clause structure: Nominal group, Verbal group, Finites, Complements, Adjuncts, Modifiers

B. Structure manifestations: Generative structures with special reference to Chomsky

#### **Unit 4: Phonetics and Phonology**

A. Segmental and supra-segmental features

B. Phonology in a multilingual context

#### **Essential Readings:**

Radford, Andrew, Martin Atkinson, David Britain, Harald Clahsen, and Andrew Spencer (1999). *Linguistics: An Introduction*. Cambridge: Cambridge University Press, Print.

Yule, George. (2010, 4<sup>th</sup> ed). *The Study of Language*. Cambridge: Cambridge University Press, Print.

**Recommended Readings:**

Ashby, Michael & John Maidment. (2003). *Introducing Phonetic Science*. Cambridge: Cambridge University Press.

Radford, Andrew. (1997). *Syntactic Theory and the Structure of English*. Cambridge University Press: Cambridge

Roach, Peter. (1991). *English Phonetics and Phonology*. Cambridge: Cambridge University Press

Carstairs-McCarthy, Andrew. (2002). *An Introduction to English Morphology*. Edinburgh: Edinburgh University Press, Print.

Huddleston, Rodney and Geoffrey K. Pullum. (2005). *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press, Print.

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**Optional Paper: ENG 426: Social Movements and Literature**

**Outline:**

This paper seeks to cross disciplines keeping literature as the focus, as a vehicle of that reflection that society can bring about. The course seeks to examine how social realism and transitions in movements within society are brought about. There is a deliberate India focus in this course as the multitude of languages and communities within India need to be interrogated as the challenges to the ideas of the Indian nation and the idea of personal identity is constantly under threat. How the Indian writers address the challenges of society is the larger thrust of this course.

Going into the short lyric forms, confessions and the short story, this course seeks to bring about the voices within the multitude, especially the voices that have been silenced through the centuries or the voices that bring about the modern predicament within a changing society. The subjects within the course range from the silenced adivasis to the predicaments of the Dalits within Indian society to the common man beset by a changing scenario.

These texts need to be read within disciplines that range from sociology, political science to cultural anthropology. A reading list of critical secondary readings will be made available by the course instructor.

**Objectives:**

- a) Understanding the formation of society and groups
- b) To explore the pluralities of expressions and formations of resistance
- c) Understanding the self, people and social movements
- d) Analysing the nature of social movements

**Unit 1: Social Movements in India: An Introduction**

Shah, Ghanshyam. (2004) *Social Movements in India* (Chapters 3-6)

Roy, Raja Rammohan. *Sati: A Writeup of Raja Ram Mohan Roy About Burning of Women Alive*. (Edited by Mulk Raj Anand. 1999)

Phule, Jotirao. *Selected Writings of Jotirao Phule*. (Compiled by G.P. Deshpande 2012)

Zelliot, Eleanor. (1996) *From Untouchable to Dalit: Essays on the Ambedkar Movement* (Selections)

Khullar, Mala (Ed) (2005) *Writing the Women's Movement: A Reader*. (Selections)

**Unit 2: Adivasi and Dalit Movements**

Devy, Ganesh. (2002) *Painted Words: An Anthology of Tribal Literature*. (Selections)

Stories from:

Dangle, Arjun. (1992) *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. (Selections)

Life Narratives:

Pawar, Urmila. (2009) *The Weave of My Life: A Dalit Woman's Memoirs*.

Drama:

Datta Bhagat, "Routes and Escape Routes" translated by Maya Pandit. in Mee, Erin B. *Drama Contemporary: India*. (2005)

Selected Poems:

Namdeo Dhasal, Siddalingaiah, Meena Kandasamy, Vijila Chirappadu

### **Recommended Readings:**

Kamble, Baby. (2009) *Out-Caste: The Prisons We Broke*.

Gopal Guru. "Dalit Movement in Mainstream Sociology." *Economic and Political Weekly* Vol. 28, No. 14: pp. 570-573 (Apr. 3, 1993).

Lovely, Stephen. "The Issue of Self-Liberation." In *The Oxford India Anthology of Malayalam Dalit Writing*. Edited by Dr. M. Dasan, V. Pratibha, C.S. Chandrika and Pradeepan Pampirikunnu (2012).

Raj, Rekha. "Dalit Women and Political Empowerment" in *The Oxford India Anthology of Malayalam Dalit Writing*. Edited by M. Dasan, V. Pratibha, Pradeepan Pampirikunnu, and C.S. Chandrika (2012).

Rege, Sharmila. "Introduction." *Writing Caste/ Writing Gender: Narrating Dalit Women's Testimonios* (1999).

Visvanathan, Shiv. "Listening to Pterodactyl" & Deb, Nilanjana. "People-Centric Histories of Indigenous Literature: Thoughts on Theory and Praxis" in Devy, G.N.; Geoffrey V. Davis and K.K. Chakravarty. *Indigeneity: Culture and Representation*. (2009)

### **Unit 3: Progressive Writers Movement**

Ali, Ahmed, Snehal Shingavi, Rashid Jahan, Sajjad Zaheer, Mahmud-uz-Zafar (2014)

*Angaaray* (Selections)

Selected stories of Munshi Premchand, Rabindranath Tagore, Rajinder Singh Bedi

Poems by Kaifi Azmi, Faiz Ahmed Faiz, Sahir Ludhianvi

### **Recommended Readings:**

Jalil, Rakhshanda (2014). *Liking Progress, Loving Change: A Literary History of the Progressive Writers' Movement in Urdu*.

Zaheer, Sajjad (2006). *The Light: The History of the Movement for Progressive Literature in the Indo-Pakistan Subcontinent*.

### **Unit 4: Women's Movement**

Stories of Ismat Chughtai, Krishna Sobti, Lalithambika Antharjanam, Amrita Pritam, Mahasweta Devi, Maitreyi Pushpa

### **Recommended Readings:**

Menon, Nivedita. (2012) *Seeing Like a Feminist* (Selections)

Sahgal, Gita. (2006) "Legislating Utopia? Violence Against Women: Identities and Interventions" in *The Situated Politics of Belonging*. Edited by Nira Yuval-Davis, Kalpana Kannabirān, Ulrike Vieten.

Tharu, Susie and K. Lalitha. (1991) *Women Writing in India: 600 BC to Early 20<sup>th</sup> Century*.

### **Suggested Readings:**

Banks, J. A. (1972). *The Sociology of Social Movements*. London, Macmillan.

Bem, Sandra Lipsitz. (1994). *Lenses of Gender: Transforming the Debate on Sexual Inequality*. Yale University Press.

Chodorow, Nancy. (1978) [1999]. *The Reproduction of Mothering*. Berkeley: University of California Press.

Collins, Patricia Hill. (2006). *From Black Power to Hip Hop: Racism, Nationalism, and Feminism*.

Collins, Patricia Hill. (2005). *Black Sexual Politics: African Americans, Gender, and the New Racism*.

Connell, R. W. (1987). *Gender and Power: Society, the Person, and Sexual Politics*. Stanford: Stanford University Press.

Connell, R. W. (2002). *Gender: Short Introductions*. Blackwell.

Desai, A. R. (ed.) (1979) *Peasant Struggle in India*, Bombay, OUP



- Dhanagare, D. N. (1983)*Peasant Movements in India 1920 – 50*, Delhi, Oxford
- Gore, M. S. (1993)*The Social Context of an Ideology: Ambedkar's Political and Social Thoughts*, N. Delhi, Sage
- Oomen, T. K. (1990)*Protest and Change: Studies in Social Movements*, Delhi, Sage
- Rao, M.S.A. (1979)*Social Movements in India*, N. Delhi, Manohar
- Rao, M.S.A. (1979)*Social Movements and Social Transformation*, Delhi, Macmillan
- Shah, Ghanshyam (1977)*Protest Movements in Two Indian States*. N. Delhi, Ajanta
- Shah, Ghanshyam (1990)*Social Movements in India: A review of the Literature*, Delhi, Sage
- Shah, Nandita (1992)*The Issues of Stake: Theory and Practice in the Contemporary Women's Movements in India*, N. Delhi, Kali for Women
- Shiva, Vandana (1991)*Ecology and the Politics of Survival*, New Delhi, Sage
- Singh, K. S. (1982) *Tribal Movements in India*, N. Delhi, Manohar
- Comte, Auguste (2009) [1865]. *Discours sur l'ensemble du positivisme* [A General View of Positivism]. Translated by J. H. Bridges (Reprint ed.). Cambridge University Press.
- Marx, Karl; Engels, Frederick (1998) [1846]. *The German Ideology*. Including Theses on Feuerbach and introduction to The critique of political economy (1st ed.). Prometheus Books.
- Marx, Karl (2007) [1867]. *Das Kapital*. Gardners Books.
- Weber,Max (2002) [1904]. *Die protestantische Ethik und der 'Geist' des Kapitalismus* [The Protestant Ethic and the Spirit of Capitalism]. Translated by Peter Baehr and Gordon C. Wells. Penguin.
- Durkheim, Emile (1997) [1893]. *De La Division Du Travail Social* [The division of labor in society] (1st paperback ed.). New York: Free Press.
- . (1997) [1897]. *Le Suicide* [Suicide : a study in sociology]. The Free Press.
- . (2008) [1912]. *Les formes élémentaires de la vie religieuse* [The elementary forms of religious life]. Translated by Carol Cosman (Reissue ed.). Oxford: Oxford University Press.
- . (1982) [1919]. *Les Règles de la Méthode Sociologique* [The rules of sociological method] (in French). transl. by W. D. Halls with an introduction by Steven Lukes (1st American ed.). New York, N.Y.: Free Press.
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### Optional Paper: ENG 427: Graphic Narrative

#### Outline:

Eric Rabkin suggests that "Graphic Narrative is a general term for Comic Books, Graphic Novels, Manga, Bandes Dessinées, Novelas Em Quadrinhos, Sequential Art..." Comprising of narrative that interweaves the visual and the verbal, graphic narratives are a genre of a form that operates in a multimodal framework. Focusing on both, the visual and the verbal, the course offers an entry into the graphic narrative from across diverse historical contexts.

#### Objectives:

The course intends to equip the student with the ability to

- Analyze formally a range of graphic narratives, both verbally and visually
- Locate graphic narratives in historical and ideological contexts
- Map the broad contours of the theoretical field in which graphic narratives are located

#### Unit 1: Theorizing the Visual

Scott McCloud. *Understanding Comics: The Invisible Art*. New York: Harper Perennial, 1994. (Selections)

WGT Mitchell: *Picture Theory: Essays on Verbal and Visual Representation*. Chicago: University of Chicago Press, 1995.

Jan Baetens, Ed. *The Graphic Novel*. Lovain, Belgium: Leuven University Press, 2001.

Cohn, Neil. *The Visual Language of Comics: Introduction to the Structure and Cognition of Sequential Images*. London: Bloomsbury Academic, 2013.

## Unit 2: Holocaust and the Graphic Narrative

Spiegelman, Art *Maus I: A Survivor's Tale: My Father Bleeds History*. New York: Pantheon Books, 1986.

Spiegelman, Art *Maus II: A Survivor's Tale: And Here My Trouble Began*. New York: Pantheon Books, 1992.

Arendt, Hannah. *The Portable Hannah Arendt*. New York: Penguin Classics, 2003 (Selections).

## Unit 3: Identity and the Graphic Narrative

Sacco, Joe. *Palestine*. Seattle: Fantagraphics, 2003 [1996].

Satrapı, Marjane. *Persepolis: The Story of a Childhood*. New York: Pantheon, 2003.

Satrapı, Marjane. *Persepolis: The Story of a Return*. New York: Pantheon, 2004.

Said, Edward. *Covering Islam: How the Media and the Experts Determine How We See the Rest of the World*. New York: Vintage, 1997 [1981].

## Unit 4: Graphic Narrative and the Margins of India

Sajad, Malik. *Munnu: A Boy from Kashmir*. London: Fourth Estate, 2015.

Vyām, Durgabai, Subhash Vyām, Srividya Natarajan and S. Anand. *Bhimayana: Experiences of Untouchability*. New Delhi: Navayana, 2011.

Arnold, David and Stuart Blackburn, eds., *Telling Lives in India: Biography, Autobiography, and Life History*. Bloomington, Indiana: Indiana University Press, 2005.

## Recommended Reading:

Ball, David, and Martha B. Kuhlman. *The Comics of Chris Ware: Drawing Is a Way of Thinking*. Edited by David M. Ball and Martha B. Kuhlman. Jackson: University Press of Mississippi, 2010.

Barry, Lynda. *Syllabus: Notes from an Accidental Professor*. Montréal: Drawn and Quarterly, 2014.

Beaty, Bart. *Comics versus Art*. Toronto; Buffalo: University of Toronto Press, 2012.

Brocka, Bruce. "Comic Books: In Case You Haven't Noticed, They've Changed." *Media and Methods* 15.9 (1978): 30-32. Print.

Carrier, David. *The Aesthetics of Comics*. University Park: Pennsylvania State University Press, 2000.

Carter, James Bucky. Ed. *Building Literacy Connections with Graphic Novels: Page by Page, Panel by Panel*. Urbana, IL: NCTE, 2007. Print.

Chute, Hillary L. *Graphic Women: Life Narrative and Contemporary Comics*. New York: Columbia University Press, 2010.

Cohn, Neil. *The Visual Narrative Reader*. London ; New York: Bloomsbury Academic, 2016.

Duncan, Randy, and Matthew J. Smith. *The Power of Comics: History, Form and Culture*. New York: Continuum, 2009.

Eisner, Will. *Comics and Sequential Art: Principles and Practices from the Legendary Cartoonist*. New York: W. W. Norton & Company, 2008a.

———. *Expressive Anatomy for Comics and Narrative: Principles and Practices from the Legendary Cartoonist*. First Edition. New York: W. W. Norton & Company, 2008b.

———. *Graphic Storytelling and Visual Narrative*. New York: W. W. Norton & Company, 2008c.

Frey, Nancy and Douglas Fisher. Eds. *Teaching Visual Literacy: Using Comic Books, Graphic Novels, Anime, Cartoons, and More to Develop Comprehension and Thinking Skills*. Thousand Oaks, CA: Corwin, 2008. Print.

Groensteen, Thierry. *The System of Comics*. Translated by Bart Beaty and Nick Nguyen. Jackson: University Press of Mississippi, 2009.

———. *Comics and narration*. Translated by Ann Miller. Jackson: University Press of Mississippi, 2013.

Hague, Ian. *Comics and the Senses: A Multisensory Approach to Comics and Graphic Novels*. New York: Routledge, 2014.

Harvey, Robert C. *The Art of the Comic Book: An Aesthetic History*. Jackson: University Press of Mississippi, 1996.

Heer, Jeet, and Kent Worcester. *A Comics Studies Reader*. Jackson: University Press of Mississippi, 2009.

Horrocks, Dylan. "Inventing Comics: Scott McCloud's Definition of Comics." *Hicksville*. <http://www.hicksville.co.nz/Inventing%20Comics.htm>. 2001.

———. "THE PERFECT PLANET: Comics, Games and World-Building." *Hicksville*. <http://www.hicksville.co.nz/PerfectPlanet.htm>. 2003.

Kress, Gunther, and Theo van Leeuwen. *Reading Images: The Grammar of Visual Design*. 2nd ed. London: Routledge, 2006.

Kukkonen, Karin. 'Comics as a Test Case for Transmedial Narratology'. *SubStance: Graphic Narratives and Narrative Theory* Vol. 40, No. 1, Issue 124 (2011), pp. 34-52

Lightman, Sarah, ed. *Graphic Details: Essays on Confessional Comics by Jewish Women*. Jefferson, North Carolina: McFarland & Co Inc. 2014.

McCloud, Scott. *Understanding Comics: The Invisible Art*. New York: HarperPerennial, 1993.

———. *Reinventing Comics: [how Imagination and Technology Are Revolutionizing an Art Form]*. New York: Perennial., 2000.

———. *Making Comics: Storytelling Secrets of Comics, Manga and Graphic Novels*. New York: Harper, 2006.

McLuhan, Marshall. *Understanding Media: The Extensions of Man*. Cambridge, Massachusetts: The MIT Press, 1994.

Meskin, Aaron, and Roy T Cook. *The Art of Comics: A Philosophical Approach*. Malden, MA: Wiley-Blackwell, 2012.

Miller, Ann, and Bart Beaty, eds. *The French Comics Theory Reader*. 1 edition. Leuven: Leuven University Press, 2014.

Nicholas Mirzoeff: *Introduction to Visual Culture*. Hove, UK: Psychology Press, 1999

Miodrag, Hannah. *Comics and Language: Reimagining Critical Discourse on the Form*. Jackson: University Press of Mississippi, 2013.

Mitchell, W.J.T.. "Word and Image." *Critical Terms for Art History*. Eds. Robert S. Nelson and Richard Shiff. Chicago: The University of Chicago Press, 2003.

Moore, Alan, and Eddie Campbell. *Disease of Language, A*. London: KNOCKABOUT, 2010.

Parille, Ken, and Daniel Clowes. *The Daniel Clowes Reader: A Critical Edition of Ghost World and Other Stories, with Essays, Interviews, and Annotations*. 1 edition. Seattle, Wash: Fantagraphics, 2013.

Postema, Barbara. *Narrative Structure in Comics: Making Sense of Fragments*. New York: RIT Press, 2013.

Refaie, Elisabeth El. *Autobiographical Comics: Life Writing in Pictures*. Jackson: University Press of Mississippi, 2012.

Rothschild, D. Aviva. *Graphic Novels: A Bibliographic Guide to Book-Length Comics*. Englewood, Colorado: Libraries Unlimited, Inc., 1995.

Sabin, Roger. *Comics, Comix & Graphic Novels*. London: Phaidon Press Limited, 1996.

Saraceni, Mario. *The Language of Comics*. New York: Routledge, 2003.

Smith, Matthew J., and Randy Duncan, eds. *Critical Approaches to Comics: Theories and Methods*. New York: Routledge. 2011.

Sousanis, Nick. *Unflattening*. Cambridge, Massachusetts: Harvard University Press, 2015.

Spiegelman, Art. *MetaMaus: A Look Inside a Modern Classic, Maus*. Har/Dvdr edition. New York: Pantheon, 2011.

Tabachnick, Stephen E., Ed. *Teaching the Graphic Novel*. New York: MLA, 2009. Print.

Stephen Weiner. *The Rise of the Graphic Novel*. New York: NBM Publishing, Inc., 2003.

Wertham, Fredric. *Seduction of the Innocent*. First Edition. New York: Rinehart, 1954.

Pat Grant's web-comics BLUE <http://www.boltonblue.com/>

Situation Comics in India: <https://www.bluejackal.net/>



**Outline:**

The course aims at introducing students to different modes/genres of Life Writing; the field is rapidly proliferating with forms like the biography, autobiography, diary, memoir, letter, journals, etc. Through examining these different modes of writing the course aims at understanding the collision between self and world. It also opens up avenues of thinking about the collision between self and world and their modes of representations in the context of Postmodern and Postcolonial tenets of thinking. The course aims at engaging students with the close analytical reading of the texts recommended here and examining how they are informed by the context in which they were written and received.

**Objectives:**

- a) To introduce students to the genres of life writing in their diversity, flexibility and complexity
- b) To acquaint students with the main theoretical constructs relating to life writing
- c) To develop students' critical and analytical skills in analysing the intricacies of different positions in the field of life writing

**Unit I : Theorizing Life Writing**

Eva Kushner. 'Erasmus and the Paradox of Subjectivity', In *Living Prism: Itinaries in Comparati Literature*. McGill-Queen's Univesity Press, 2001.

Michel Foucault. 'Subjectivity and Truth', In *About the Beginning of the Hermeneutics of the Self*. Chicago: University of Chicago Press, 2016.

Judith Butler. *Giving an Account of Oneself*. (excerpt) Fordham University Press, 2005. (Reader)

Chakrabarty Dipesh. "The Birth of Subject", in *Provincializing Europe*, Princeton: Princeton University Press, 2000.

**Recommended reading:**

Carl Thompson. "*Writing the Self: Travel Writing's Inward Turn*". In *Travel Writing*. Critical Idiom, 2011.

K. Satchidanandan. 'Refelctions: Autobiography Today'. *Indian Literature*, Vol. 54, No. 2, April, 2010.

**Unit II : Orality, History and Life Writing**

Tridip suhrud. 'Narmadashankar Lalshankar: Towards History and Self-knowing', In *Wiriting Life*. New Delhi: Orient Blackswan, 2009.

Francesca Orsini. 'The Reticent Autobiographer: Mahadevi Varma's Writings', In *Telling Lives in India*, Delhi, Permanent Black, 2004.

Kirin Narayan. 'Honor is Honor, After all.' Silence and Speech in the Life Stories of Women in Kangra, North-West India', In *Telling Lives in India*, Delhi, Permanent Black, 2004.

**Recommended Readings:**

Christian Lee Novetzke. *History, Bhakti, and Public Memory*. Permanent Black, 2009.

Bharucha, Rustom, Excerpts from *Rajasthan, an Oral History: Conversations with Komal Kothari*, Penguin, 2003.

**Unit III: Gender, Power and Life Writing**

Virginia Woolf, "A Sketch of the Past". In *Moments of Being*. Harcourt Brace Jovanovich, 1985.

Joan Kelly, "Did Women have a Renaissance?" In *Women, Family and Society in Medieval Europe: Historical Essays, 1978-1991*. Ed. David Herlihy, Berghahn Books, 1977.

Rokeya Sakhawat Hossain. *Padamarg*. Trans. Barnita Bagchi. New Delhi: Penguin, 2005.

Vatuk, Sylvia. "Hamara Daur-i-Hayat: An Indian Muslim Woman Writes Her Life", ed. David Arnold and Stuart Blackburn, *Telling Lives in India*, Delhi, Permanent Black, 2004.

**Recommended Readings:**

Lalithambika Antharjanam, *Cast Me Out If You Will*. Stree, 1998.

Virginia Woolf, "The New Biography", *Collected Essays*, New York, 1967.

#### **Unit IV Intersecting forms of Life Writing**

Chandrabhan. *Chahar Chaman* (Seventeenth century work) (Selections) ed. M. Y. Ja'fri, New Delhi, 2007.

Bankimchandra Chattopadhyay. *Krishna Charit* (1886) trans. Alo Shome. V & S Publishers, 2011.

J. M. Coetzee. *Boyhood*. Vintage, 1998.

Mahatma Gandhi. *The Story of My Experiments with Truth*. Penguin, 2007.

#### **Recommended Readings:**

Michal Madhusudan Dutt. *The Heart of a Rebel Poet*. ed. Ghulam Murshid (Selections) Oxford University Press, 2004.

Omprakash Valmiki. *Joothan*. Samay, 2003.

Jamaica Kincaid, *The Autobiography of My Mother*. Farrar, Straus and Giroux, 2013.

E V Ramakrishnan. 'Self and Society: The Dalit Subject and the Discourse of Autobiography'. In *Locating Indian Literature*. Orient Blackswan, 2011

#### **Suggested Readings:**

Michael Foucault, *The Order of Things*, Routledge, 2002.

St. Augustine, *Confessions*, New City Press, 1997.

Philippe Lejeune, *On Autobiography*. University of Minnesota Press, 1989.

Andrei Codrescu. "Adding to My Life". In *Autobiography and Postmodernism*, ed. Kathleen Ashley, Leigh Gilmore and Gerald Peters, 1994.

Judith Barrington. "What is Memoir?" In *Writing the Memoir*. The Eighth Mountain Press, 1997.

Barbara Caine. *Biography and History* Chapters 1 & 2, Palgrave, 2010.

Narmad's *Mari Hakikat* (Autobiography in English translation)

William Wordsworth, *Prelude*.

Paul de Man, "Time and History in Wordsworth" (Reader)

Paul de Man, "Autobiography as Defacement" (Reader)

Ramkrishnan, E V. *Locating Indian Literature: Texts, Traditions, Translations*. New Delhi: Orient Blackswan, 2011.

Ramaswamy, Vijay and Sharma, Yogesh. *Biography as History: Indian Perspectives*. New Delhi: Orient Blackswan, 2009.

Pandian, M S S. Writing ordinary lives, *Economic and Political weekly*, Vol. 43, Issue No. 38, September 20, 2008: 34-40.

Murshid, Gulam. *Lured By Hope: A Biography of Michal Madhusudan Dutt*. Delhi: OUP, 2003.

Strachey, Lytton. *Eminent Victorians*. Oxford World Classics, ed. John Sutherland. Oxford: OUP, 2003.

Benton, Michael . *Literary Biography: An Introduction*. John Wiley & Sons, 2010.

Kendall, Paul Murray. *The Art of Biography*. London: George Allen & Unwin Ltd., 1965.

Mourois, Andre. *Aspects of Biography*. Tran. S. C. Roberts. London: Cambridge, 1929.

P. Rajani. *The Poetry of Sylvia Plath*. Hyderabad: Orient Blackswan, 2000.

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#### **Optional Paper: ENG 429: Theory and Practice of Women's Writing**

##### **Outline:**

This paper seeks to provide an understanding of women's writing in conjunction with feminist thought. Reading the entry of women's writing into the literary canon as an effect of the changing contours of the women's movement in general and feminist thought in particular, the paper seeks to integrate women's writing with feminist perspectives. More specifically, the paper also offers a cross-cultural perception on women's writing and feminist theory with its focus on writings both Indian and Western.

##### **Objectives:**

The course intends to equip the student with the ability to

- a) Analyze thematically a range of women's writing, both canonical and contemporary
- b) Locate women's writing in historical and ideological contexts of the women's movement in general and feminist thought in particular
- c) Map the broad contours of the theoretical field in which feminist narratives are located

### **Unit 1: Theory: Feminism and the Literary Canon**

Virginia Woolf. *A Room of One's Own*. Harmondsworth: Penguin, 1973.

Elaine Showalter. "Towards a Feminist Poetics." *The New Feminist Criticism: Essay on Women, Literature, and Theory*, ed. Elaine Showalter. New York: Pantheon, 1985. pp. 125-143.

#### **Unit 1: Practice:**

Charlotte Perkins Gilman. *The Yellow Wallpaper*. New York: The Feminist Press, 1973.

Emile Bronte. *Wuthering Heights*. Harmondsworth: Penguin, 1981

Elizabeth Barrett Browning. *Aurora Leigh*.

### **Unit 2: Theory: Women Writing and Race**

Toni Morrison. "Black Matters." *Playing in the Dark: Whiteness and the Literary Imagination*. New York: Vintage Books, 1993. pp. 3-28.

Barbara Smith. "Towards a Black Feminist Criticism." *The New Feminist Criticism: Essays on Women, Literature, and Theory*, ed. Elaine Showalter. New York: Pantheon, 1985. pp. 168-185.

Elizabeth Abel "Black Writing, White Reading: Race and the Politics of Interpretation" in *Feminisms: An Anthology of Literary Theory and Criticism*, (Ed.). Robyn R. Warhol and Diane Price Herndl (New Jersey: Rutgers UP, 1997)

#### **Unit 2: Practice:**

Bessie Head. *A Question of Power*. London: Heinemann, 1974

Nadine Gordimer. *Selected Stories* (Harmondsworth: Penguin, 1983)

### **Unit 3: Theory: Women Writing In The Third World**

Gayatri C. Spivak. "Three Women's Texts and a Critique of Imperialism." *"Race," Writing and Difference*. Ed. Henry Louis Gates, Jr. Chicago: Chicago UP, 1985.

Chandra T. Mohanty. "Under Western Eyes: Feminist Scholarship and Colonial Discourses" *Third World Women and the Politics of Feminism*. Eds. Chandra Mohanty et al  
Bloomington: Indiana UP, 1991

Meyda Yegenoglu. 'Veiled Fantasies: Cultural and Sexual Difference in the Discourse of Orientalism.' *Colonial Fantasies: Towards a Feminist Reading of Orientalism*. Cambridge: Cambridge UP, 1998

#### **Unit 3: Practice:**

Sara Suleri. *Meatless Days*. Chicago: U of Chicago P, 1991

Kamila Shamsie. *Kartography*. London: Bloomsbury, 2002

### **Unit 4: Theory: Women Writing and the Subcontinent**

Jasodara Bagchi. "Introduction" *Indian Women: Myth and Legend*. Hyderabad: Sangam, 1995. pp. 1-15.

Kumkum Sangari and Sudesh Vaid, eds. "Introduction." *Recasting Women: Essays in Colonial History*. New Delhi: Kali, 1999 [1989]. pp. 1-26.

Partha Chatterjee. "The Nationalist Resolution of the Women's Question" in *Recasting Women: Essays in Colonial History*, eds, Kumkum Sangari & Sudesh Vaid (New Delhi: Kali for Women, 1989)

#### **Unit 4: Practice:**

Krupabai Sathianadhan. *Saguna: The First Autobiographical Novel Written in English by an Indian Woman*. Ed. Chandani Lokuge. New Delhi: Oxford UP, 1998 [1887-8]



Amrita Pritam. *Revenue Stamp* (New Delhi: Advent Books, 1983)  
 Selected short stories from *Women Writing in India, Volume II* ed. Susie Tharu and K. Lalita. Delhi: Oxford UP, 1995.

### **Suggested Readings:**

- Belsey, Catherine and Jane Moore, eds. *The Feminist Reader: Essays in Gender and the Politics of Literary Criticism*. London: Macmillan, 1989.
- Bhasin, Kamla; Menon, Ritu. *Borders and Boundaries: Women in India's Partition*, New Delhi: Kali for Women, 1998.
- Bowlby, Rachel. *Feminist Destinations and Further Essays on Virginia Woolf*. Edinburgh: Edinburgh Univ. Press, 1997.
- Butalia, Urvashi. *The Other Side of Silence: Voices from the Partition of India*, Durham: Duke University Press, 2000.
- Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York and London: Routledge, 1990.
- Cameron, Deborah, ed. *The Feminist Critique of Language: A Reader*. Second Edition. London: Routledge, 1998.
- Chatterjee, Partha. *The Nation and its Fragments: Colonial and Postcolonial Histories*, Princeton: Princeton University Press, 1993.
- Chaudhuri, Maitrayee, ed. *Feminism in India*. Delhi: Kali, Women Unlimited and the Book Review Literary Trust, 2004.
- Davis, Miranda (ed.) (1983) *Third World, Second Sex: Women's Struggles and National Liberation*, London: Zed Books.
- Felman, Shoshana. *What Does a Woman Want? Reading and Sexual Difference*. Johns Hopkins Univ. Press, 1993.
- Fendler, Susanne, ed. *Feminist Contributions to the Literary Canon: Setting Standards of Taste*. Mellen, 1997.
- Gilmore, Leigh. *Autobiographics: A Feminist Theory of Women's Self-Representation*. Cornell: Cornell Univ. Press, 1994.
- hooks, bell (2003) 'The oppositional Gaze: Black Female Spectators', in Reina Lewis & Sara Mills (eds.), *Feminist Postcolonial Theory: A Reader*, New York: Routledge, pp. 207-21.
- Humm, Maggie. *A Reader's Guide to Contemporary Feminist Literary Criticism*. Harvester Wheatsheaf, 1994.
- Kumar, Radha. *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*. Delhi: Kali, 1993.
- Lorde, Audre (2003) 'The Master's Tools Will Never Dismantle the Master's House', in Reina Lewis & Sara Mills (eds.), *Feminist Postcolonial Theory: A Reader*, New York: Routledge, pp. 25-8.
- Menon, Nivedita. *Gender and Politics in India*. Delhi: Oxford UP, 1999.
- Mitchell, Juliet. *Woman's Estate*. New York: Pantheon, 1971
- Moers, Ellen. *Literary Women*. Oxford: Oxford Univ. Press, 1985.
- Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory*. London & New York: Methuen 1985
- Montefiore, Jan. *Feminism and Poetry: Language, Experience, Identity in Women's Writing*. 1994.
- Mora, Gabriela and Karen S. Van Hooft, ed. *Theory and Practice of Feminist Literary Criticism*. Bilingual Review Press, 1982.
- Mufti, Aamir (2000) 'A Greater Story-writer than God: Genre, Gender and Minority in Late Colonial India', in Ranajit Guha (ed.), *Subaltern Studies XI*, pp. 1-36.
- O'Hanlon, Rosalind [translator] (1994) *A Comparison between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India*, Oxford: Oxford University Press.
- Omvedt, Gail (1980) *We Will Smash This Prison: Indian Women in Struggle*, London: Orient Longman.
- Parker, Alice A. and Elizabeth A. Meese, ed. *Feminist Critical Negotiations*. Blackwell Pub., 1992.
- Payant, Katherine B. *Becoming and Bonding: Contemporary Feminism and Popular Fiction by American Women Writers*. Greenwood Pub. Group, 1993.

Poovey, Mary. *Uneven Developments: The Ideological Work of Gender in mid-Victorian England*. Chicago: Chicago UP, 1988.

Rajan, Rajeshwari Sunder. *Real and Imagined Women*. London: Routledge, 1993.

Roe, Sue, Susan Sellers, Nicole Ward Jouve, and Michele Roberts. *The Semi-Transparent Envelope: Women Writing -- Feminism and Fiction*. Marion Boyars, 1994.

Rose, Jacqueline. *Sexuality in the Field of Vision*. London: Verso, 1986.

Sangari, Kumkum and Sudesh Vaid, eds. *Recasting Women: Essays in Colonial History*. New Delhi: Kali, 1999 [1989].

Sarkar, Tanika (1993) 'A Book of Her Own, a Life of Her Own: Autobiography of a Nineteenth Century Woman', *History Workshop*, 36, pp. 35-65.

Sarkar, Tanika (1999) *Words to Win: the Making of Amar Jiban—A Modern Autobiography*, New Delhi: Kali for Women.

Sarkar, Tanika (2001) *Hindu Wife, Hindu Nation: Community, Religion, and Cultural Nationalism*, London: Hurst.

Sellers, Susan, ed. *Feminist Criticism: Theory and Practice*. Univ. of Toronto Press, 1991.

Showalter, Elaine. *Sister's Choice: Traditions and Change in American Women's Writing*. Clarendon Press, 1991.

Showlater, Elaine. *A Literature of Their Own: British Women Novelists from Bronte to Lessing*. London: Virago, 1978.

Spivak, Gayatri C.(1994) 'Can the Subaltern Speak?', in Laura Chrisman & Patrick Williams (eds.), *Colonial Discourse and Post-Colonial Theory: A Reader*, New York: Columbia University Press, pp. 66-111, [1988].

Stephens, Julie (1989) 'Feminist Fictions: A Critique of the Category 'Non-Western Woman' in Feminist Writing on India', in Ranajit Guha (ed.), *Subaltern Studies VI*, New Delhi: Oxford University Press, pp. 92-125.

Talpade Mohanty, Chandra (2003) *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*, Durham: Duke University Press.

Tharu, Susie; Lalita, K. (1991) *Women Writing in India (2 vol.)*, New Delhi: Oxford University Press.

Warhol, Robyn R. and Diane Price Herndl, ed. *Feminisms: An Anthology of Literary Theory and Criticism*. Rutgers Univ. Press, 1991.

## Semester II

Course Type	Course No.	Course Title	Credits
Core	ENG 453	Literature of the Romantic Period	4
	ENG 454	Literary Criticism	4
Optional	ENG 471	Modern Indian Literature in English Translation	4
	ENG 472	Introduction to ELT	4
	ENG 474	Nation and Literature	4
	ENG 476	Visual Culture	4
	ENG 477	Traditions of Republicanism: Ideas, Practices, and Institutions	4
	ENG 478	Multiculturalism and Canadian Literary Imagination	4
Project	ENG 491	Project Work II	2
Total Required Number of Credits Per Semester			18

## Core Paper: ENG 453: Literature of the Romantic Period

### Outline:

The Romantic period was path-breaking in several respects. As “an age of revolution” (The French Revolution and the Industrial Revolution altered the course of human history), this period radicalized artistic expression and emancipated human mind. Imagination was a key word in the discourse of Romanticism. Perhaps no other period of English literature has had so much influence on Indian writers. Further, the rise of industrial capitalism, of the natural sciences, and nationalism mark this period as particularly significant.

### Objectives:

- a) To introduce students to some of the basic issues in the literature and social thought of the period.
- b) To initiate them into understanding the discourse of Romanticism.
- c) To enable them to understand the literature of the period in the light of the broader framework of Western intellectual discourse.

### Unit 1: Age of Transition

Edward Young. Selected Poems [*The Poetic Works of Edward Young*. Forgotten Books 2017]

William Cowper. “The Diverting History of John Gilpin” (1782)

William Blake. Selected Poems and Paintings (1790’s)

Recommended reading:

Oliver Goldsmith. *The Deserted Village* (1770)

### Unit 2: Early Romanticism

Mary Wollstonecraft. *A Vindication of Rights of Woman* (Extracts) (1792)

Olaudah Equiano. *The Interesting Narrative of the life of Olaudah Equiano* (1789)

Recommended reading:

William Godwin. *Memoirs of the Author of A Vindication of the Rights of Woman*. (1798)

### Unit 3: High Romanticism

Anna Letitia Barbauld (1770-80’s), Felicia Hemans (1810-20’s), Joanna Baillie (1820-30’s) – Selected Poems

S. T. Coleridge. *The Rime of the Ancient Mariner* (1798); *Kubla Khan*

William Wordsworth (1790-1850), P. B. Shelley (1810-1822), John Keats (1815-1820), – Selected Poems

Recommended reading:

Coleridge. *Road to Xanadu*

Lord Byron. *Childe Harold's Pilgrimage*

### Unit 4: Late Romanticism

Thomas De Quincey. Selected essays (1820-40’s)

Mary Shelley. *Frankenstein* (1818)

Jane Austen. *Emma* (1815)

Recommended reading:

William Hazlitt. Selected essays (1810-1825)

### Suggested Readings:

Bowra, C. M. *The Romantic Imagination*. London: Oxford University Press, 1949.

Berlin, Isaiah. *The Roots of Romanticism*. USA: Princeton University Press, 1999.

Wallace, Miriam. *Enlightening Romanticism and Romancing the Enlightenment*. USA: Ashgate, 2009.

Roe, Nicholas. *Romanticism*. Oxford University Press, 2005.



- Dart, Gregory. *Cambridge Studies in Romanticism: Rousseau, Robespierre and English Romanticism*. Cambridge: Cambridge University Press, 1999.
- Ferber, Michael. *A Companion to European Romanticism*. USA: Blackwell, 2008.
- Curran, Stuart. *The Cambridge Companion to British Romanticism*. Cambridge: Cambridge University Press, 2010.
- Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and Critical Tradition*. Galaxy Books. 1972.
- Abrams, M. H. *Natural Supernaturalism*. New York: Norton, 1973.
- Marilyn Butler, *Romantics, Rebels and Reactionaries*. Oxford University Press, 1982.
- Boris Ford, ed., *New Pelican Guide to English Literature, Vol. 5*. London: Cassell, 1965.
- E.J. Hobsbawm, *The Age of Revolutions 1789-1848*. London: Phoenix, 2010.
- Jerome McGann, *The Oxford Book of Romantic Period Verse*. Oxford University Press, 1993.
- William St Clair. *The Godwins and the Shelleys*. John Hopkins University Press, 1991.
- Mellor, Anne K. *Romanticism and Gender*. New York: Routledge, 1993.
- Adams, Hazard. *William Blake on His Poetry and Painting*. McFarland, 2010.
- Garnett, Richard. *William Blake: Painter and Poet*. New York: Haskell House. 1895.
- Eaves, Morris. *The Cambridge Companion to William Blake*. Cambridge: Cambridge University Press, 2003.

### **Core Paper: ENG 454: Literary Criticism**

#### **Outline:**

The course will historically locate the development of English (and European) literary criticism and related concepts within western frameworks. It will also try to look at the interrelationships between the critical concepts and their philosophical underpinnings.

#### **Objectives:**

- a) To introduce students to literary criticism
- b) To provide a historical perspective to students on the development of literary criticism
- c) To initiate an understanding of genre and literary criticism to students
- d) To enable students to relate the concepts taught during the course to critical theory

#### **Unit 1: Classical Theory**

- A. Plato, *Ion*; Chapter III, VIII and X of *The Republic*
- B. Aristotle, *Poetics*
- C. Longinus, *On the Sublime* (Selections)

#### **Recommended Reading:**

Horace, *Ars Poetica*

#### **Unit 2: Enlightenment and Romanticism**

- A. Philip Sidney, *The Defence of Poesy* (1595)
- B. John Dryden, *Essay of Dramatic Poesy* (1668)
- C. Samuel Johnson, *Preface to Shakespeare* (1765)
- D. Immanuel Kant, "What is Enlightenment" (1784)
- E. Jean-Jacques Rousseau, Excerpts from *The Confessions* (1789)
- F. William Wordsworth and S T Coleridge, Preface to *The Lyrical Ballads* (1802) and Appendix (1802)

#### **Recommended Readings:**

David Hume, "Of the Standard of Taste" (1757)

Friedrich Schiller, "On the Sublime" (1793)

Samuel Taylor Coleridge, Selections from *Biographia Literaria* (1817)

P.B. Shelley, "Apology for Poetry" (1840)

#### **Unit 3: Victorian**

- A. Walter Pater, 'Conclusion' in *Studies in the History of Renaissance* (1873); "Aesthetic Poetry" (1889)
- B. Emile Zola, "The Experimental Novel" (1893)
- C. Benedetto Croce, Selections from *Aesthetic as Science of Expression and General Linguistic* (1902)

#### **Recommended Reading:**

John Ruskin, Excerpts from *Modern Painters* (1843)

#### **Unit 4: Later Victorian and Modern**

- A. Matthew Arnold, *Culture and Anarchy* (1867-1866) (Selections)
- B. T.S. Eliot, "Tradition and Individual Talent" (1919) & "The Metaphysical Poets" (1921)
- C. F.R. Leavis, *The Great Tradition* (Selections)(1948)
- D. I.A. Richards, *Practical Criticism* (Selections)(1930)

#### **Recommended Readings:**

Matthew Arnold, *Function of Criticism at the Present Time* (1865)

T.E. Hulme, "The Imagist Manifesto"

William Empson. *Seven Types of Ambiguity* (1930)

#### **Suggested Readings:**

- Abrams, M.H. Geoffrey Harpham. *A Glossary of Literary Terms*. Delhi: Akash Press, 2007.
- Aristotle. *Poetics*. Trans. S.H. Butcher. New York: Courier Dover Publications, 1997.
- Aristotle. *Poetics*. Trans. Samuel H. Butcher. *Theory of Poetry and Fine Art*. New York: Courier Dover Publications, 1951.
- Atkins, J.W.H. *English Literary Criticism: 17th and 18th Centuries*. Massachusetts: Methuen, 1966.
- Bennett, Andrew and Nicholas Royle. *An Introduction to Literature, Criticism and Theory*. Third edition. Pearson Longman, 2004.
- Blackwell, M.A.R. Habib. *A History of Literary Criticism and Theory, from Plato to the Present*. Blackwell: 2007.
- Daiches, David. *Critical Approaches to Literature*. London: Prentice-Hall, 1956.
- Daiches, David. *English Literature*. California: University of California Press, 1968.
- Daiches, David. *The Penguin Companion of English Literature*. London: McGraw-Hill, 1971.
- Dixon, W. Macneile. *Tragedy*. London: Edward Arnold, 1938.
- Durham, W.H. *Critical Essays of the Eighteenth Century*. UK: Russell & Russell, 1961.
- Else, Gerard. *Aristotle's Poetics: The Argument*. Cambridge: Harvard University Press, 1957.
- Habib, M.A.R. *Modern Literary Theory and Criticism*. Wiley-Blackwell. 2008
- Habib, M.A.R. *A History of Literary Criticism and Theory: From Plato to the Present*. Wiley-Blackwell. 2005
- Lucas, F.L. *Tragedy: Serious Drama in Relation to Aristotle's 'Poetics'*. New York: Vintage, 1928.
- Plato. Republic. *Critical Theory Since Plato*, Revised Edition. Ed. Hazard Adams. Orlando, Fla: Harcourt Brace Jovanovich, Inc., 1992.
- Scott-James, R.A. *Personality in Literature*. London: Xinware Corporation, 2007.
- Warburton, Nigel. *A Little History of Philosophy*. New Haven : Yale University Press: 2011.
- Wellek, Rene. Stephen G. Nicholas. *Concepts of Criticism*. Connecticut: Yale University, 1963.
- Werner, Jaeger. *Aristotle*, 2nd ed. Oxford: Oxford University Press, 1948.
- Wimsatt, WK, Jr., and Cleanth Brooks. *Literary Criticism: A Short History*. New York: Knopf, 1957.

**Outline:**

Profound sociological changes in the half century following India's independence, with English continuing its hold as the socially privileging language, have made Indian Literature in English Translation an indispensable component of literary and cultural studies in India. The course will examine a selection of texts from a variety of Indian languages available in English translation. The translated texts will be studied with reference to issues of resistance and representation. Attention will be given to the contextualization, theorization and canonization of Indian literature in English translation.

**Objectives:**

To introduce the works of some of the significant Indian writers which are available in English translation and also to create an awareness of subcultural variations in translated works. To open up the treatment of different themes and styles in the genres of fiction, poetry and drama as reflected in the prescribed translations.

**Unit 1: Poetry**

Selected Poems of Gopalakrishna Adiga, Sachchidananda Hirananda Vatsyayana (Agyeya), Gajanan Madhav Muktibodh from Dharwadkar, Vinay and A.K. Ramanujan. *The Oxford Anthology of Modern Indian Poetry*. New Delhi: OUP, 1994.

Dhasal, Namdeo. "Mandakini Patil: A Young Prostitute: The Collage I Intend". Trans. Dilip Chitre. *Poetry Festival India*. Ed. Shrikant Verma. New Delhi: ICCR, 1985.

De Souza, Eunice. *Nine Indian Women Poets: An Anthology*. OUP, 2001. (Selections)

**Suggested Readings:**

Satchidanandan, K. *One Hundred Indian Poets: Signatures*. New Delhi: NBT, 2006.

Mehrotra, Aravind Krishna. *A History of Indian Literature in English*. UK: C. Hurst & Co, 2003.

**Unit 2: Novel**

Tagore, Rabindranath. *The Home and the World* (1916) Intro Sanjukta Das Gupta. Sage, 2013.

Senapati, Fakir Mohan. *Six Acres and a Third: The Classic Nineteenth-century Novel about Colonial India*, Trans. Rabi Shankar Mishra, Satya P Mohanty and others. University of California Press, 2005.

Premchand. *Godan: A Novel of Peasant India*. Trans. Jai Ratan and P. Lal, Bombay: Jaico, 1979.

U.R. Ananthamurthy. *Samaskara: A Rite for a Dead Man*. OUP, 1997

**Suggested Readings:**

Mukherjee, Meenakshi. *The Twice Born Fiction: Themes and Techniques of the Indian Novel in English*. Arnold-Heinemann Publishers, 1974.

Singh, Avadhesh Kumar and Sanjay Mukherjee. Eds. *Critical Discourse and Colonialism: Indian Critical Discourse in the Colonial period in Hindi, Gujarati and English*. New Delhi: Creative Books. 2005.

Kunhambu, Potheri. *Saraswativijayam*. Trans. Dilip Menon. Book Review Literacy Trust, 2002.

Hyder, Qurratulain (self-translation). *River of Fire (Aag Ka Dariya)*. India: New Directions Publishing, 2003.

Das, Sisir Kumar. *A History of Indian Literature 1800- 1910 Western Impact: Indian Response*. New Delhi: Sahitya Akademi, 1991.

**Unit 3: Drama**

Tendulkar, Vijay. "Ghashiram Kotwal". *Collected Plays in Translation*. New Delhi, 2003, Oxford University Press

Parthasarathi, Indira. *Aurangzeb*. Trans.T. Sriraman. India: Seagull Books, 2004.

**Suggested Readings:**

Bhasa. "Svapna-Vasavadattam or the Vision of Vasavadatta". *Thirteen Plays of Bhasa*. Trans. A.C. Woolner and Lakshman Swarup. New Delhi: Motilal Banarasidas, 1985.

Chatterjee, Partha. "The Colonial Stage." *Nation and its Fragments*. Princeton: Princeton University Press, 1993.

Mahasweta Devi. *Mother of 1084*. Trans. Samik Bandyopadhyay. Seagull Books, 2010.



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## Optional Paper: ENG 472: Introduction to ELT

### Outline:

The course will introduce communicative approaches to English language teaching and the theories and methodologies that underpin them. Students will explore core components of communicative language teaching.

### Objectives:

- a) To introduce students to the nature of English language learning and its theoretical implications;
- b) To enable students to evaluate a variety of language learning methods and approaches;
- c) To enable students to situate ELT in their contexts of language learning;
- d) To introduce to students the ideology operative within the domain of ELT.

### Unit 1: Historical Perspective

- A. ELT and its beginnings: development of reading approach, oral method and audio-lingual method
- B. ELT and post WWII developments: the structural turn

### Unit 2: Contemporizing ELT

- A. Communicative Language Teaching (CLT): the concept of 'communicative competence'; approaches within CLT
- B. ELT and India: a historical trajectory and recent developments

### Unit 3: Linguistics and English Language Teaching

- A. Systemic Functional Linguistics and ELT: Halliday's notion of 'transitivity' and 'metafunctions'
- B. Corpus Linguistics and ELT: corpus studies and how it can be used for language teaching

### Unit 4: 'World Englishes' and ELT

- A. Model of the 'concentric circles' and its impact on ELT
- B. The concept of 'linguistic imperialism': problematizing ELT

### Essential Reading:

- Maybin, Janet and Swann, Joan. (2009). *The Routledge Companion to English Language Studies*. London: Routledge, Print.
- Richards, J. & T.S. Rogers. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, Print.
- Ur, Penny. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press, Print.

### Suggested Readings:

- Bloor, Thomas and Meriel Bloor. (2004). *The Functional Analysis of English: A Hallidayan Approach*. London: Arnold, Print.
- Carter, Ronald and David Nunan. (eds) (2001). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press, Print.
- Kachru, Braj. (1990). *The Alchemy of English: The Spread, Functions, and Models of Non-native Englishes*. Illinois: University of Illinois Press, Print.
- O'Keeffe, Anne Maria and Michael McCarthy. (2012). *The Routledge Handbook of Corpus Linguistics*. London and New York: Routledge, Print.
- Phillipson, Robert. (2009). *Linguistic Imperialism Continued*. Hyderabad: Orient Blackswan Private Ltd., Print.

**Outline:**

This course examines contemporary literatures from across the world that inquire into and resist formations and sentiments of nationalism through an in-depth analysis of diverse literatures. The selections address the complexities of nation and nation-formation involving issues of language, community, otherness, power/privilege, and inequality.

The course has been divided into four sections genre-wise. A wide range of texts from India, Africa, Australia, Canada and America have been included.

**Objectives:**

- a) To help students gain an understanding of the development of key themes and images in literature and culture and their role in the shaping and critiquing of the national identity in the 20<sup>th</sup> and the 21<sup>st</sup> centuries
- b) To familiarize students with the critical and theoretical frameworks which help illuminate the texts at hand

**Unit 1: Non-Fiction**

Anderson, Benedict, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, London and New York: Verso. 1983. (Selections)

Homi Bhabha, 'Dissemination: Time, Narrative, and the Margins of the Modern Nation' in Homi Bhabha (ed.) *Nation and Narration*. London: Routledge, 1990.

Rabindranath, Tagore. *Nationalism*. Niyogi Books, 2012.

Partha Chatterjee, 'Nationalism as a Problem' *Nationalist Thought and the Colonial World: A Derivative Discourse*. Japan and London: Zed Books for United Nations University, 1996

**Unit 2: Poetry**

Achebe, Chinua. *Collected Poems*. New York: Random House, 2004.

Extracts from:

a) Ravikumar and R. Azhagarasan (ed.) *The Oxford India Anthology of Tamil Dalit Writing*. New Delhi: OUP, 2012. (OR)

b) K. Satyanarayana and Susie Tharu. *from those stubs, steel nibs are sprouting: New Dalit Writing from South India: Dossier II: Kannada and Telugu*. Noida, U.P: HarperCollins, 2013.

Walcott, Derek. *Selected Poems of Derek Walcott*. Faber 2007.

Wright, Judith. *Collected poems, 1942-1985*. Sydney: Angus & Robertson, 1994.

**Recommended Readings:**

Soyinka, Wole. *Selected Poems*. Michigan: Methuen, 1989.

**Unit 3: Fiction**

Thiongo, Ngugi Wa. *A Grain of Wheat*. New Delhi, Penguin Books, 1986.

(First published by William Hienemann Ltd. 1967)

Rushdie, Salman. *Midnight's Children*. New York: Penguin Books, 1980.

Sidhwa, Bapsi. *Ice Candy Man*. New Delhi, Penguin Books, 1989.

(First published by William Hienemann Ltd. 1980)

Coetzee, J.M. *Disgrace*. Great Britain: Martin Secker & Warburg, 1999

**Recommended Readings:**

Ghosh, Amitav. *The Shadow Lines*. New Delhi: Ravi Dayal Publishers, 1988

Gordimer, Nadine. *My Son's Story* (1990). London: Bloomsbury, 1991

**Suggested Readings:**

Franz Fanon, *Black Skin, White Masks*. Paladin edition, 1970.

Said, Edward. *Orientalism*, London: Routledge, 1978.

Ngugi wa Thiongo, from 'The Language of African Literature', in *Decolonising the Mind*, Chapter 1.

Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez : New Readings*, eds. Bernard McGuirk and Richard Cardwell. Cambridge: Cambridge University Press, 1987.

V.S. Naipaul, 'East Indian', in *The Overcrowded Barracoon*. Penguin, 1976.

C. L. R. James 'Beyond a Boundary', in *The Arnold Anthology of Post-Colonial Literatures in English*.

Ahmad, Aijaz (1987) 'Jameson's Rhetoric of Otherness and the "National Allegory"', *Social Text* 17:3–25.

Chakrabarty, Dipesh (1992) 'Postcoloniality and the Artifice of History: Who Speaks for "Indian" Pasts?', *Representations* 32 (Winter): 1–26.

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### Optional Paper: ENG 476: Visual Culture

#### Outline:

In this course we will explore the significant role of visual forms such as photography, poster art, advertisements, and paintings in framing our experience of ways of seeing. The course will address the concept of visibility as the process through which different ways of looking organizes our life-worlds. It will enable students to engage with the productive relationship between print and visual cultures since the Renaissance to the present.

**Objectives:** The course will enable students to develop critical skills to analyse

- a) the form of visual representations such as photographs and advertisements,
- b) the history of development and circulation of these popular cultural forms,
- c) the key theoretical concepts and frameworks in visual culture studies.

#### Unit 1: Unpacking the Concept of Visibility

Walter Benjamin. 1936. "The Work of Art in the Age of Mechanical Reproduction." In *Illuminations*. Pimlico, 1999.

John Berger. Selections from *Ways of Seeing*. 1972.

W. J. T. Mitchell. 2005. *What do Pictures Want?: The Lives and Loves of Images*. Chicago: University of Chicago Press. 28-57.

#### Recommended Reading:

Marita Sturken and Lisa Cartwright, *Practices of Looking: An Introduction to Visual Culture*, Oxford University Press, 2008.

#### Unit 2: Photography, Poster-Art and Advertising

Roland Barthes. "Rhetoric of the Image". 1964.

Susan Sontag. Selections from *On Photography*. 1977.

Sabeena Gadihoke. "The Home and Beyond: Domestic and Amateur Photography by Women in India (1930-1960)." *Sarai Reader* 2003: 61-69. 2003.

Christopher Pinney. *The Photos of the Gods: The Printed Image and Political Struggle in India*. London: Reaktion Books. 7-24. 2004.

#### Recommended Reading:

Nicholas Mirzoeff, ed., *The Visual Culture Reader*, Routledge, 2013.

#### Unit 3: Visibility, Power and Realism

Nicholas Mirzoeff, *The Right to Look: A Counterhistory of Visibility*, Introduction. 2011.

Anne McClintock, "The Lay of the Land: Genealogies of Imperialism". In *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest*, (excerpt), 1954.

Michael Foucault, *Episteme* (excerpt from *The Order of Things*)

#### Recommended Reading:

Ariella Azoulay, "The (In)Human Spatial Condition: A Visual Essay". In *The Power of Inclusive Exclusion*. Zone Books, 2009.

#### Unit 4: Art as Visual

Visual culture in the Renaissance: case study of Botticelli, "Primavera": Lilian Zirpolo, "Botticelli's Primavera: A Lesson for the Bride," *Woman's Art Journal* 12.2 (Fall 1991-Winter 1992): 24-28.

Power and spectatorship in the Baroque era: Foucault, "Las Meninas". In *The Order of Things*. Psychology Press, 2002.

Cubism--new ways of seeing in the early 20th century; case study: Picasso's *Demoiselles d'Avignon* Read: Anna C. Chave, "New Encounters with Les Demoiselles d'Avignon: Gender, Race, and the Origins of Cubism" *The Art Bulletin* Vol. 76, No. 4 (Dec., 1994), pp. 596-611: DOI: 10.2307/3046058

Debating the role(s) of public art—case study: Serra, *Tilted Arc* Read: Caroline Levine, "The Paradox of Public Art: Democratic Space, the Avant Garde, and Richard Serra's *Tilted Arc*"

#### Recommended Reading:

Egginton William. 'The Theatre of Truth', In *The Theater of Truth: The Ideology of (Neo)Baroque Aesthetics*. California: Stanford University Press, 2010.

#### Suggested Readings:

Marita Sturken and Lisa Cartwright, *Practices of Looking: An Introduction to Visual Culture*, Oxford University Press, 2008.

Nicholas Mirzoeff, ed., *The Visual Culture Reader*, Routledge, 2013.

Nicholas Mirzoeff, *An Introduction to Visual Culture*, Routledge, 2009.

Roland Barthes, "The Death of the Author". In *Image Music Text*. Farrar, Straus and Giroux, 1978.

Ben Singer, "Modernity, Hyperstimulus, and the Rise of Popular Sensationalism". In *Cinema and Invention of Modern Life*. University of California, 1995.

Robert Harriman and John Lucaites, *No Caption Needed*. The University of Chicago Press, 1992.

Alex Galloway, *Gaming*. University of Minnesota Press, 2006.

Tonney Bennett, "The Exhibitionary Complex". In *The Birth of Museum*. Routledge, 1995.

Marita Sturken, "The Wall, the Screen and the Image". *Representations* 35 (Summer 1991).

Alison Trope and Lana Swartz, "The Visual Culture of the Occupation". *Civic Paths* (blog) October 26.

Sarah Banet-Weiser, *Authentic*. New York University Press, 2012.

Pierre Bourdieu, *Distinction*. Routledge, 2010.

Marianne Hirsch. *The Generation of Postmemory*. Columbia University Press, 2012.

Marita Sturken, "Camera Images and National Meaning". In *Tangled Memories*. University of California Press, 1997.

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#### Optional Paper: ENG 477: Traditions of Republicanism: Ideas, Practices, and Institutions

##### Outline:

The tradition of republicanism is articulated around certain central concepts – citizenship, virtue, sovereignty, self-determination, suspicion of commerce, and freedom from domination. The course examines both historical figures (like Aristotle, Cicero, Machiavelli, Harrington, Milton) and ideas (about liberty, citizenship, self-determination and critique of monarchy), to investigate how the literary and political debates in 17<sup>th</sup> and 18<sup>th</sup> century England drew upon the earlier strands of classical and Italian republicanism. The course readings will attend to philosophical treatments of republican government, re-interpretations of juridical institutions, historical investigations into the emergence of monarchies and other forms of governance, revival of humanistic practices and corresponding pedagogical genres.

The course traces the history of republicanism through the Greek, Roman, Italian and the English Commonwealth periods. Questions include: What is the role of virtue in a republic, and in a sovereign republic? Is it possible for representative institutions to promote such virtue while simultaneously empowering the people? How can republicanism ensure the "rule of the wise" without fostering autocratic power? How does republicanism differ from classical liberalism? Does republicanism provide a constructive solution or a coherent set of arguments to the paradoxes of liberalism which would enable us to see the limits of liberalism?



**Objectives:**

To introduce students to the theory and practice of republicanism; to provide a historical perspective on the sources, development and relevance of republican ideas; to introduce students to the significance of the civic humanists' rediscovery of Cicero and the development of interest in the classical theories of rhetoric, and further, an examination of the mediums through which these ideas and modes of argument are circulated in Italy and England; to enable students to relate the trajectory of republicanism that is examined in the course to the federalism in America

**Unit 1: Classical Republicanism****Texts:**

Aristotle *Politics* Book III (350 BC)

Polybius, *Histories, Volume III, Book VI* (in Fragments), Sections 2 through 18 (c. 146 BC)

Selections from Cicero, *On the Commonwealth*, (54-51 BC)

*On the ends of good and evil* (45 BC)

Selections from Sallust, *The War with Catiline*. (c. 40-44 BC)

Selections from Livy, *History of Rome, Books I-X* (29-9 BC)

Selections from Tacitus, *Annals* (c. 116 AD)

Selections\* from *The Digest* (Compendium of Roman Law) (530-33 AD)

\*Note: Only short extracts from each of these texts will be assigned as course readings.

**Critical Readings:**

Richard Bauman, *Human Rights in Ancient Rome*. (Routledge 2000).

Michael Davis, *The Politics of Philosophy: A Commentary on Aristotle's Politics*. Lanham: Rowman & Littlefield (1996).

Moses Finley, *Politics in the Ancient World* (Cambridge U.P. 1983) pp. 50-96.

Harriet I. Flower, ed., *The Cambridge Companion to the Roman Republic*. New York: Cambridge University Press, 2004.

Daniel J. Kapust. *Republicanism, Rhetoric and Roman Political Thought*. (University of Wisconsin, Madison 2014)

Andrew Lintott. *The Constitution of the Roman Republic Chapters V and XII* (OUP 1999)pp. 40-65, 214-232.

Carnes Lord, *Education and Culture in the Political Thought of Aristotle*. Ithaca: Cornell University Press (1982).

Robert Mayhew, *Aristotle's Criticism of Plato's Republic*. Lanham: Rowman & Littlefield. (1997).

Fergus Millar, *The Roman Republic in Political Thought* (Brandeis University Press 2002) pp. 135-182.

Salkever, Stephen (ed.). *The Cambridge Companion to Ancient Greek Political Theory*. Cambridge UP, 2009.

Peter L. Simpson, *A Philosophical Commentary on the Politics of Aristotle*. Chapel Hill: University of North Carolina Press. (1998).

E.S. Staveland, *Greek and Roman Voting and Elections* (Thames and Hudson 1972). pp. 157-216.

**Unit 2: Republicanism in Italy****Texts:**

Dante, Selections\* from *De Monarchia* Book III (1312-21)

Selections from Marsilius (Marsiglio) of Padua, *Political Writings of Marsilius Padua: Defensor pacis* (1324)

Ambrogio Lorenzetti, *The Allegory of Good and Bad Government* (1338-39).

Leonardo Bruni, *Panegyric on the City of Florence* (c. 1403-1404)

Michelangelo Buonarroti, *David* (1501-1504)

Machiavelli, *Prince, Chapter 25* (1513/32); *Discourses on Livy; Book I Chapters 1-7, 9, 11-14, 24-30, 34-44.; Book II, Chapters 1-3, 7-8.* (c. 1517)

\*Note: Only short extracts from each of these texts will be assigned as course readings.

**Critical Readings:**

- Guicciardini's Reply to Machiavelli in James B. Atkinson and David Sices, eds. and trans. *The Sweetness of Power: Machiavelli's Discourses and Guicciardini's Considerations*, DeKalb, 2002, pp. 381-438.
- J. R. Hale. *The Literary Works of Machiavelli*. London: English Universities Press, 1961.
- James Hankins. (ed.). *The Cambridge Companion to Renaissance Philosophy*. Cambridge: Cambridge UP, 2007.
- James Hankins. *Renaissance Civic Humanism: Reappraisals and Reflections*. Cambridge: Cambridge UP, 2000.
- Jill Kraye. *The Cambridge Companion to Renaissance Humanism*. Cambridge: Cambridge UP, 2004.
- John McCormick, *Machiavellian Democracy*. New York: Cambridge UP, 2011.
- J.G. A. Pocock, *The Machiavellian Moment: Florentine Political Thought and the Atlantic Republican Tradition*. Princeton: Princeton UP, 1975.
- J.G.A. Pocock, "Virtues, rights and manners" in *Virtue, Commerce and Industry*. New York: Cambridge UP, 1985.
- Quentin Skinner, *Foundations of Modern Political Thought* (2 Vol.). Cambridge: Cambridge UP, 1978.
- . "Machiavelli on the Maintenance of Liberty." *Politics* 18 (1983): 3- 15.
- . "The republican ideal of political liberty" in *Machiavelli and Republicanism* ed. Gisela Bock, Quentin Skinner and Maurizio Viroli. New York: Cambridge UP, 1990. pp 293-309.

### **Unit 3: Republicanism in England**

#### **Texts:**

- Selections\* from Thomas Elyot, *The Book of the Governor* (1531)
- Selections from Roger Ascham, *The Schoolmaster* (1563-70)
- Selections from May's Translation of Lucan's *Pharsalia* (1627)
- John Milton, "John Milton an Englishman His Defence of the People of England" (1651); and "The readie and easie way to establish a free Commonwealth" (1660)
- Gerrard Winstanley, *The Law of Freedom* (1652)
- Selections from James Harrington, *The Commonwealth of Oceana* (1656)
- \*Note: Only short extracts from each of these texts will be assigned as course readings.

#### **Recommended Readings:**

- John Milton, "Areopagitica," (1644); "The Tenure of Kings and Magistrates" (1649); "Eikonoklastes" (1649);
- Levellers' Manifestos. *An Agreement of the People*. (1647-49)
- Marchamont Nedham. *The Case of the Commonwealth of England Stated*. (1650)
- Selections from Thomas Hobbes, *Leviathan* (1651)
- . *Mercurius Politicus* no. 92, March 1652
- Poems by Edmund Waller, John Hall and George Wither (1640-1660)

#### **Critical Readings:**

- D. Armitage, A. Himy, and Q. Skinner, ed., *Milton and Republicanism*. Cambridge, 1995.
- Hans Baron, *The Crisis of the Early Italian Renaissance*. 2 vols. Princeton, 1955.
- Andrew Bradstock, ed., *Winstanley and the Diggers 1649-1999*. Portland, Oregon: Frank Cass, 2000.
- Stephen M. Fallon. "'Nascent Republican Theory in Milton's Regicide Prose" in Laura Lunger Knoppers, ed. *The Oxford Handbook of Literature and the English Revolution*. Oxford: Oxford University Press, 2012.
- Zera S. Fink, *The Classical Republicans: an Essay in the Recovery of a Pattern of Thought in Seventeenth Century England*. Evanston, Ill., 1945.
- Martin van Gelderen and Quentin Skinner (eds.), *Republicanism: a Shared European Heritage*: 2 vols. Cambridge: Cambridge UP 2002.
- Sean Kelsey. *Inventing a Republic: The Political Culture of the English Commonwealth 1649-1653*. Manchester, 1997.

- Frank Lovett, "Republicanism", *The Stanford Encyclopedia of Philosophy* (Spring 2017 Edition), Edward N. Zalta (ed.), <<https://plato.stanford.edu/archives/spr2017/entries/republicanism/>>.
- Moulakis, Athanasios, "Civic Humanism", *The Stanford Encyclopedia of Philosophy* (Winter 2011 Edition), Edward N. Zalta (ed.), <<https://plato.stanford.edu/archives/win2011/entries/humanism-civic/>>.
- David Norbrook. *Writing the English Republic: Poetry, Rhetoric, and Politics, 1627-1660*. Cambridge, England: Cambridge UP, 1999.
- Anthony Pagden, (ed.), *The Languages of Political Theory in Early-Modern Europe*. Cambridge: Cambridge UP, 1987.
- Thomas Pangle, *The Spirit of Modern Republicanism*. Chicago: Chicago UP, 1988.
- Alan Patten, "The Republican Critique of Liberalism." *British Journal of Political Science*, Vol. 26 No. 1 (Jan. 1996): 25-44.
- Tom Paulin, "Milton-One of Us" in Anthony Barnett ed. *Power and the Throne: The Monarchy Debate*. 1994.
- Mark Philp, "On Politics and Its Corruption," *Political Theory Newsletter*, 6 (1994): 1-18.
- J. G. A. Pocock, 'Historical Introduction', in *The Political Works of James Harrington*, ed. Pocock. New York: Cambridge UP, 1977.
- Felix Raab, *The English Face of Machiavelli: A Changing Interpretation*, 1964.
- Pau Rahe, *Republics Ancient and Modern. Volume II: New Modes and Orders in Early Modern Political Thought*. Chapel Hill, N.C., 1994.
- Barbour Reid, "Recent Studies in Seventeenth-Century Literary Republicanism." *English Literary Renaissance*. Volume 34, Issue 3 September 2004. pp. 387-417.
- Caroline Robbins, *The Eighteenth Century Commonwealthsman*. New Haven, Conn., 1959.
- Caroline Robbins (ed.), *Two English Republican Tracts*. New York: Cambridge, 1969.
- Daniel Rodgers, 'Republicanism: the Career of a Concept', *Journal of American History* 79 June 1992.
- Richard Rorty, J. B. Schneewind and Quentin Skinner ed. *Philosophy in History*. Cambridge: CUP, 1984. pp. 193-221.
- Jonathan Scott. *Commonwealth Principles: Republican Writing of the English Revolution*. Cambridge: Cambridge UP, 2004.
- Quentin Skinner, *Liberty before Liberalism*. New York: Cambridge UP, 1997.
- . 'Classical Liberty, Renaissance Translation and the English Civil War', in Skinner, *Visions of Politics. Volume II: Renaissance Virtues*. New York: Cambridge UP, 2002.
- Nigel Smith. *Literature and Revolution in England 1640-1660*. New Haven: Yale University Press, 1997.
- Blair Worden. "Classical Republicanism and the Puritan Revolution." In *History and Imagination: Essays in Honor of H.R. Trevor-Roper*. Ed. Hugh Lloyd-Jones, Valerie Pearl and Blair Worden. 1981. pp.182-200.

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### Optional Paper: ENG 478: Multiculturalism and Canadian Literary Imagination

#### Outline:

An important aspect of the "idea" of Canada is its policy of multiculturalism, which was adopted in the 1970s and then became official state policy with the passing of the Multiculturalism Act in 1988. This course will examine the hopeful, and somewhat sentimentalized, view of Canada as a multi-cultural nation that is 'tolerant' of people of diverse ethnic and minority groups. This popular perception of Canada is complicated by the writings of Canadian writers of various ethnicities, among them those from the many different First Nations.

In this course we will examine the "official" discourse of Canadian Multiculturalism through the study of literary texts and selected works of literary criticism, Questions to be explored include the following: When did Canada become multicultural? What does the oft-repeated metaphor of the multicultural "mosaic" mean? Are Native Canadians a part of the mosaic? How and when do immigrants become Canadian? How do Canadians from within specific cultural contexts write about

their communities and their experiences? The course will also historically contextualize the debates about multiculturalism in Canada and forge an understanding of the role literature plays in those ongoing debates.

### Objectives:

- a) To focus on Multiculturalism and its representation in Canadian Literature through major literary forms like fiction, poetry, drama
- b) To have an overview of the significant writing of Canada, viz., English, French, Immigrant, Native and Women
- c) To familiarize students with Canadian cultural and literary history as well as the important cultural and literary issues and concepts
- d) To understand the discourse on cultural pluralism through political/historical/literary positions
- e) To relate texts to socio-political contexts and cultural processes

### Unit 1: Fiction

Aritha Van Herk, *No Fixed Address: An Amorous Journey* (1986)

Michael Ondaatje, *In the Skin of a Lion* (1987)

(Or)

Dionne Brand, *What We All Long For: A Novel* (2005)

Eden Robinson, *Monkey Beach* (2000)

Alice Munro, "Eskimo" in *The Progress of Love* (1986)

### Unit 2: Drama

Sharon Pollock, *The Komagata Maru Incident* (1992)

Tomson Highway *The Rez Sisters* (1986)

### Unit 3: Poetry

Sherman Alexie, Selections from *The Summer of Black Widows* and *First Indian on the Moon*

Leah Lakshmi Piepzna-Samarasinha, Selections from *Bodymap*

Dionne Brand, Selections from *Land to Light On*

Lillian Allen, "Colors," "I Fight Back," "Unnatural causes", "Stereotype Friggin'— The Ethnic and the Visible Minority ... in Stereo-Typed to Fit," "In these Canadian Bones"

Ahdri Zhina Mandiela, "ice culture," "afrikan by instinct"

Nilofar Shidmehr, "Without English"

### Unit 4: Essays

Cyril Dabydeen, "Multiculturalism"

Daniel David Moses, "One Generation from Extinction"

Henry Kreisel, "The Prairie: A State of Mind"

### Suggested Readings:

1. The Canadian Multiculturalism Act (available online at <http://laws.justice.gc.ca/en/C-18.7>: especially the "Multiculturalism Policy")
2. Bannerji, Himani. *The Dark Side of the Nation: Essays on Multiculturalism, Nationalism and Gender*. Toronto: Canadian Scholars Press, 2000.
3. Bissoondath, Neil. "The Uses of Ethnicity" from *Selling Illusions: The Cult of Multi Culturalism in Canada*. Toronto: Penguin Random House, 2002.
4. Coleman, Daniel. *White Civility: The Literary Project of English Canada*. University of Toronto Press, 2006.
5. Davey, Frank. *Surviving the Paraphrase: Eleven Essays on Canadian Literature*. Winnipeg: Turnstone, 1983.
6. Frye, Northrope. *The Bush Garden: Essays on the Canadian Imagination*. Concord: Anansi, 1997.



7. Goldberg, David Theo. *Multiculturalism: A Reader*. Blackwell Publishing, 1997.
  8. Gunew, Sneja M. *Haunted Nations: the Colonial Dimensions of Multiculturalisms*. London and New York: Routledge, 2004.
  9. Gutmann, A.. ed. *Multiculturalism and the Politics of Recognition*. Toronto: University of Toronto Press, 1992.
  10. Hutcheon, Linda & Mario J. Valdes, Ed.. *Rethinking Literary History: A Dialogue on Theory*. OUP, 2002.
  11. Hutcheon, Linda and Richmond Marian. (eds). *Other Solitudes: Canadian Multicultural Fictions*. Toronto; Oxford University Press, 1990.
  12. Kambourelli, Smaro (ed.). *Making a Difference: Canadian Multicultural Literatures in English*. Don Mills, ON: OUP Canada, 2006.
  13. Kymlicka, Will. *Multicultural Odyssey*. Oxford: OUP, 2007.
  14. Kudshedkar, Shirin. (ed). *Postmodernism and Feminism: Canadian Context*. New Delhi: Pencraft International, 2005.
  15. Li, Peter S. "The Multiculturalism Debate," in Peter S. Li (Ed.), *Race and Ethnic Relations in Canada*, Oxford et al.: Oxford University Press, 1999, 148-156.
  16. Mackey, Eva. *The House of Difference: Cultural Politics and the National Identity in Canada*. Toronto: University of Toronto Press, 2002.
  17. Mandel, Elli. (ed). *Contexts of Canadian Criticism*. Chicago: University of Chicago Press, 1997.
  18. Miki, Roy. "'What's a Racialized Text Like You Doing in a Place like This?': Reforming Boundaries, Negotiating Borders in English and CanLit Studies." In *Broken entries: race, subjectivity, writing; essays*. Toronto: Mercury, 1998.
  19. Moss, Laura and Cynthia Sugars. (ed.). *Canadian Literature in English: Texts and Contexts*. Vol. II. Toronto: Pearson-Longman, 2008.
  20. Neuman, Shirley and Robert Wilson. *Labyrinths of Voice: Conversations with Robert Kroetsch*. Edmonton: New West Press, 1982.
  21. New, W.H. (ed). *Native Writers and Canadian Writing*. Vancouver B.C.: University of British Columbia Press, 1990.
  22. Nothof, Anne F. (ed). *Sharon Pollock: Essays on her works*. Toronto: Guernica, 2000.
  23. Paranjape, Makarand. *In Diaspora; Theories, Histories, Texts*. 2001. New Delhi: Indialog Publications, 2001.
  24. Philip, M. Nourbese. *Frontiers: selected essays and writings on racism and culture, 1984-1992*. Stratford, Ont. : Mercury Press, 1992.
  25. Taylor, Charles. *Sources of the Self: The Making of the Modern Identity*. Harvard, 1989.
  26. Taylor, Charles, K. Anthony Appiah, Jürgen Habermas, Steven C. Rockefeller, Michael Walzer, and Susan Wolf. *Multiculturalism*. (Ed.). Gutmann Amy. Princeton, New Jersey: Princeton University Press, 1994.
  27. Vevaina, Coomi & Barbara Godard. (eds). *Intersections: Issues of Race and Gender in Canadian Women's Writing*. New Delhi: Creative Books, 1996.
  28. Young, Judy. "No Longer 'Apart'? Multiculturalism Policy and Canadian Literature," *Canadian Ethnic Studies* 33, no. 2 (2001):88–116.
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### Semester III

Course Type	Course No.	Course Title	Credits
Core	ENG 503	Literature of the Victorian Period	4
	ENG 504	Key Directions in Literary Theory	4
Optional	ENG 526	Comparative Literary Studies	4
	ENG 527	Discourse Analysis	4
	ENG 528	Literatures of the Margins	4
	ENG 529	Film Studies	4
	ENG 530	Literary Historiography	4
	ENG 531	Race in the American Literary Imagination	4
	ENG 532	Asian Literatures	4
Project	ENG 541	Project Work III	2
Total Required Number of Credits Per Semester			18

#### Core Paper: ENG 503: Literature of the Victorian Period

##### Outline:

The course will introduce students to the major aspects of British literature and culture during Queen Victoria's long reign. The Victorian period was one of immense social, ideological and cultural change: urbanization, steam power, class conflict, religious crisis, imperial expansion, information explosion, bureaucratization, and changing notions of femininity and domesticity were just some of the many concerns addressed in texts of the period. The advent of narrative genres such as detective and fantasy fiction has been linked to specific cultural and social anxieties fuelled by these changes. Experimentation with form in poetry is seen in the dramatic monologue which drew upon romantic models, and the ballad that revives medieval cultural sources.

##### Objectives:

- To familiarise students with canonical and more obscure Victorian texts, and contextualise them within the social, political, economic and cultural shifts that take place
- To facilitate an understanding of the relationship of the Victorian novel to empire, political history, gender, industrialization and bourgeoisie capitalism
- To introduce students to the satires of bourgeoisie social institutions and manners that emerged from the Aesthetic Movement
- To introduce students to the specific notions of high vs. low art/ culture that begin to permeate English society during this period
- To introduce students to the realist and naturalist styles and their politics of representation

#### Unit 1: Early Victorian

##### Texts:

Thomas Carlyle. "Signs of the Times." (1829)

Alfred Lord Tennyson, "Ulysses," (1833/42) "Lady of Shalott" (1833/42) Selections from "In Memoriam"

Robert Browning, "My Last Duchess," (1842) "Andrea Del Sarto" (1855)

John Henry Newman, Selections from *The Idea of a University*. (1852)

##### Recommended Readings:

Mary Hutton, "The Happy Isle" (1836)

Robert Lowery, "The Collier Boy" (1839)

Elizabeth Barrett Browning, "The Cry of the Children" (1842)

Ernest Jones, "A Chartist Chorus" (1846)

Eliza Cook, "People Who Do Not Like Poetry," (1846) "A Song: To 'The People' of England" (1848)

Burgoyne, Montague. *Address to the governors and directors of public charity schools*, 1830.

Alison, Archibald. "The Chartists and Universal Suffrage." *Blackwood's Edinburgh*, 1839.  
 Ellis, Sarah Stickney. *The Women of England: Their Social Duties and Domestic Habits*, 1839.  
 Lovett, William and John Collins, *Chartism: A new organization of the people*, 1840.  
 1842 and 1848 Chartist Petitions.  
 Gammage, R.G. (1854). *History of the Chartist Movement: 1837-1854*.  
 Pre-Raphaelite Art (1848- 1870's) by William Holman Hunt, John Everett Millais, Dante Gabriel Rossetti (Tate Britain and The National Gallery of Art, Washington D.C)

## **Unit 2: Mid Victorian**

### **Texts:**

Charlotte Bronte, *Jane Eyre*. (1847)  
 Recommended Edition:  
 Mason, Michael (ed.). *Jane Eyre*. London: Penguin Classics, 2003.  
 Charles Dickens, *Hard Times*. (1854)  
 Recommended Edition:  
 Collins, Phillip (ed.). *Hard Times*. London: Wordsworth Classics, 1995.  
 Robert Lowery, Articles from *The Temperance Weekly Record* (1856/7)  
 J.S. Mill, Selections from *Utilitarianism*.(1861)

### **Recommended Readings:**

Benjamin Disraeli, *Sybil*.(1845)  
 Engels, Frederick. *The Condition of the Working Class in England* (1845).  
 Henry Mayhew, *London Labour and the London Poor* (3 Vol. ) (1851).  
 Coventry Patmore. *The Angel in the House*. London: George Routledge & Sons, 1854.  
 Elizabeth Gaskell, *Mary Barton* (1848); *North and South*(1855).  
 Norton, Caroline. *The Wife and Woman's Reward*. 3 vols. London, 1835.  
 \_\_\_\_\_. *English Laws for Women in the Nineteenth Century*. London, 1854.  
 \_\_\_\_\_. *A Letter to the Queen on Lord Chancellor Cranford's Marriage and Divorce Bill*. London, 1855.  
 May, Thomas Erskine. *A Practical Treatise on the Law, Privileges, Proceedings, and Usage of Parliament*. 4th ed. London: Butterworths, 1859.  
 Cox, Homersham. *A History of the Reform Bills of 1866 and 1867*. London: Longmans, Green, 1868.  
 J.S. Mill, (1873). *Autobiography*. NY: Penguin, 1990.  
 Mill, J.S., Dale E. Miller and J.B. Schneewind. *The Basic Writings of John Stuart Mill: On Liberty, The Subjection of Women & Utilitarianism*. NY: Random House, 2002.

## **Unit 3: Late Victorian I**

### **Texts:**

Dante Gabriel Rossetti, "The Blessed Damozel" (1850/56/70/73)  
 George Eliot, *Silas Marner*: The Weaver of Raveloe (1861)  
 Christina Rossetti, "Goblin Market" (1862)  
 Mathew Arnold, "Dover Beach" (1867)  
 Lewis Carroll, *Through the Looking Glass* (1871)  
 Recommended Edition:  
 Carroll, Lewis. *Through the Looking Glass*. New York: Puffin Books, 1996.

### **Recommended Readings:**

Mathew Arnold, (1869). Extracts: "Sweetness and Light" and "Doing as one Likes" from *Culture and Anarchy with Friendship's Garland and Some Literary Essays*. R.H. Super (ed.). Ann Arbor: University of Michigan, 1965.  
 Charles Darwin, *The Descent of Man* (1871).  
 Patmore, Coventry. "1867." In *The Unknown Eros*. London: George Bell, 1878.

## **Unit 4: Late Victorian II**

### **Texts:**

Gerard Manley Hopkins, "The Windhover" (1877), "Pied Beauty" (1877)

Thomas Hardy, *Jude the Obscure* (1895). [Preferable Edition: Hardy, Thomas. *Jude the Obscure*. London: Wordsworth Classics, 1998.]

Oscar Wilde, "Ballad of Reading Gaol" (1898).

### **Recommended Readings:**

Walter Pater, Extracts: "La Gioconda" (1668-9) and "Conclusion" from *The Renaissance: Studies in Art and Poetry* (1877).

Michael Field, "La Gioconda" (1892), "A Girl" (1893)

Lord Alfred Douglas, "Two Loves" (1894)

Victoria Cross, *Anna Lombard* (1901)

Olive Custance, "Statues" (1905)

Oscar Wilde, *De Profundis*. (1905)

### **Suggested Readings:**

Boos, Florence. S. *Working Class Women Poets in Victorian Britain: An Anthology*. Broadview Press, 2008.

Cummings, Elizabeth and Nancy Kaplan. *The Arts and Crafts Movement*. London: Thames and Hudson, 1991.

Dowling, Linda. "Aestheticism." and Sartwell, Crispin. "Art for Art's Sake." *Encyclopaedia of Aesthetics*. Ed. Michael Kelly. Oxford: Oxford University Press, 1998. Vol. I, 32-37; 118-20.

Goodridge, John. *Nineteenth-Century English Labouring-Class Poets: 1800–1900*. Pickering and Chatto, 2005.

Hall, Robert. *Voices of the People: Democracy and Chartist Political Identity*. The Merlin Press, 2007.

Ker, Ian. (ed.). *The Cambridge Companion to John Henry Newman*. Cambridge: Cambridge UP, 2009.

Maidment, Brian. *The Poorhouse Fugitives: Self-taught poets and poetry in Victorian Britain*. Manchester: Carcanet Press Limited., 1987.

Martin, Loy D. *Browning's Dramatic Monologues and the Post Romantic Subject*. Baltimore: Johns Hopkins UP, 1985.

Sanders, Michael. 'Poetic Agency: Metonymy and Metaphor in Chartist Poetry 1838-1852', *Victorian Poetry* Vol. 39, No. 2 (2001).

Sanders, Mike. *The Poetry of Chartism: Aesthetics, Politics, History*. Cambridge, 2009.

Schwab, Ulrich. *The Poetry of the Chartist Movement: A Literary and Historical Study*. Dordrecht, 1993.

Schwarzkopf, Jutta. *Women in the Chartist Movement*. New York: St. Martin's P., 1991.

"Pre-Raphaelites: An Introduction," "Victorian Political History: Timelines, Corn Laws, Reform Acts, Poor Law, Chartism and the Chartist Movement" on the Victorian Web.

Armstrong, Nancy. *Desire and Domestic Fiction: A Political History of the Novel*. London: Oxford UP, 1989.

Breton, Rob. *The Oppositional Aesthetics of Chartist Fiction: Reading Against the Middle-Class Novel*. London: Routledge, 2016.

Clark, Anna. *The Struggle for the Breeches: Gender and the Making of the British Working Class*. Berkeley: University of California Press, 1995.

Deirdre, David. (ed.). *The Cambridge Companion to the Victorian Novel*. Cambridge: Cambridge UP, 2001.

De Lamotte, Eugenia. *Perils of the Night: a Feminist Study of Nineteenth-Century Gothic*. New York: Oxford U.P., 1990.

Gallagher, Catherine. *The Industrial Reformation of English Fiction: Social Discourse and Narrative Form, 1832-1867*. University of Chicago P, 1985.

Gilbert Sandra and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*, 2nd ed. Yale University Press: New Haven and London, USA and U.K., 2000.

Glen, Heather (ed.). *The Cambridge Companion to the Brontes*. Cambridge UP, 2002.

Hughes, Kathryn. *The Victorian Governess*. London and Rio Grande: The Hambledon Press, 1993.



- Jordan, John O. (ed.) *The Cambridge Companion to Charles Dickens*. Cambridge: Cambridge UP, 2006.
- Jusova, Iveta. *New Woman and the Empire*. Columbus: Ohio State University Press, 2005.
- Ketabgian, Tamara. *The Lives of Machines: The Industrial Imaginary in Victorian Literature & Culture*. Michigan, 2011.
- Kranidis, Rita S. *Subversive Discourse: The Cultural Production of Late Victorian Feminist Novels*. London: Macmillan, 1995.
- Logan, Deborah. *Fallenness in Victorian Women's Writing: Marry, Stitch, Die, or Do Worse*. London: University of Missouri Press, 1998.
- Meyer, Susan. *Imperialism at Home: Race and Victorian Women's Fiction*. London: Cornell U. P., 1996.
- Peterson, Linda H. (ed.). *The Cambridge Companion to Victorian Women's Writing*. Cambridge UP, 2015.
- Phillips, Roderick. *Putting Asunder: A History of Divorce in Western Society*. Cambridge: Cambridge University Press, 1988.
- Poovey, Mary. *Uneven Developments: The Ideological Work of Gender in mid-Victorian England*. Chicago: University of Chicago Press, 1988.
- Said, Edward. "Narrative and Social Space," from *Culture and Imperialism*. London: Vintage, 1993.
- Shattock, Joanne. (ed.) *The Cambridge Companion to English Literature 1830-1914*. Cambridge: Cambridge UP, 2010.
- Showalter, Elaine. *A Literature of Their Own: British Women Novelists from Bronte to Lessing*. London: Virago, 1978.
- Skorupski, John. *The Cambridge Companion to Mill*. Cambridge: Cambridge UP, 2006.
- Vanden Bossche, Chris. *Reform Acts: Chartism, Social Agency, and the Victorian Novel, 1832-1867*. Baltimore: The John Hopkins University Press, 2014.
- West, Katharine. *Chapter of Governesses: A Study of the Governess in English Fiction, 1800-1949*. London: Cohen, 1949.
- Williams, Raymond. "Metropolitan Perceptions and the Emergence of Modernism" from *The Politics of Modernism: Against the New Conformists*. Verso, 1989.
- Bloom, Harold, et.al (ed.), *Modern Critical Views: Matthew Arnold*. New York: Chelsea House Publishers, 1987.
- Bristow, Joseph (ed.) *The Cambridge Companion to Victorian Poetry*. NY: Cambridge UP, 2000.
- Carlisle, Janice. "On the Second Reform Act, 1867." *BRANCH: Britain, Representation and Nineteenth-Century History*. Ed. Dino Franco Felluga. Extension of Romanticism and Victorianism on the Net.
- Carlisle, Janice. *Picturing Reform in Victorian Britain*. Cambridge: Cambridge UP, 2012.
- Hall, Catherine, Keith McClelland, and Jane Rendall. *Defining the Victorian Nation: Class, Race, Gender and the Reform Act of 1867*. Cambridge: Cambridge UP, 2000.
- Hodge, Jonathan (ed.). *The Cambridge Companion to Darwin*. Cambridge UP, 2006.
- O'Gorman, Francis (ed.). *The Cambridge Companion to Victorian Culture*. Cambridge UP, 2010.
- Saunders, Robert. *Democracy and the Vote in British Politics, 1848-1867: The Making of the Second Reform Act*. Farnham, Surrey: Ashgate, 2011.
- Smith, F. B. *The Making of the Second Reform Bill*. Cambridge: Cambridge UP, 1966.
- Thurston, Luke. *Literary Ghosts from the Victorians to Modernism: The Haunting Interval*. Routledge, 2012.
- Kaylor, Michael M. *Secreted Desires: The Major Uranians: Hopkins, Pater and Wilde*. Brno, CZ: Masaryk University Press, 2006.
- Kramer, Dale (ed.). *The Cambridge Companion to Thomas Hardy*. Cambridge UP, 1999.
- Pomplun, Trent, "The Theology of Gerard Manley Hopkins: From John Duns Scotus to the Baroque," *Journal of Religion* (January 2015) 95#1 pp: 1-34.
- Raby, Peter (ed.). *The Cambridge Companion to Oscar Wilde*. Cambridge UP, 1997.
- Stokes, Anthony, *Pit of Shame: The Real Ballad of Reading Gaol*. Winchester UK: Waterside Press, 2007.

Veblen, Thorstein. *The Theory of the Leisure Class: An Economic Study of Institutions*. London: Macmillan, 1899.

Weber, Carl J. *Hardy of Wessex, His Life and Literary Career*. New York: Columbia University Press, 1965.

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### **Core Paper: ENG 504: Key Directions in Literary Theory**

#### **Outline:**

The course introduces students to the debates in the twentieth-century: What is the nature, function, and value of literature? What is the function of the artist, the critic, and of criticism and theory itself? Can we know the artist's true intentions in a work? How do we account for multiple interpretations of a text? What is the relationship between the content and the form of a literary work? Does literary language differ from ordinary language? The course traces the history of twentieth-century theory across various frameworks involving concepts like reader, history, text, and the self.

#### **Objectives:**

- a) To introduce students to the concepts in literary theory;
- b) To initiate students into the idea of the interdisciplinary nature of current debates in literary theory;
- c) To enable students to use the concepts taught during the course to interrogate ideas like the 'literary', the 'political' etc.

#### **Unit 1: New Criticism and Reader Response Criticism**

A. Ransom, John Crowe. "Criticism, Inc." (1937)

B. Wimsatt, William K. and Monroe Beardsley, "The Intentional Fallacy" and "The Affective Fallacy" (1946)

C. Brooks, Cleanth. "The Language of Paradox" in *The Well Wrought Urn* (1947)

D. Jung, Carl Gustave. *Archetypes and the Collective Unconscious* (Selections) (1969)

E. Fish, Stanley. "Literature in the Reader: Affective Stylistics." In *Is There a Text in This Class?* (1980).

#### **Recommended Reading:**

Ingarden, Roman. "The Basic Structure of the Literary Work" from *The Literary Work of Art* (1973)

Brooks, Cleanth. "Keats's Sylvan Historian: History without Footnotes." In *The Well Wrought Urn: Studies in the Structure of Poetry*. Harcourt Brace & Company, 1975.

#### **Unit 2: Structuralism**

A. Saussure, Ferdinand De. Selections from *Course in General Linguistics* (1916). Columbia University Press, 2011.

B. Barthes, Roland. "Myth Today" from *Mythologies* (1957)

C. Todorov, Tzvetan. "Structural Analysis of Narrative" (1969)

D. Bremond, Claude. "Morphology of the French Folktale" (1970), *Semiotica* 2 (3)

#### **Recommended Reading:**

Bakhtin, Mikhail. "From the Pre-history of Novelistic Discourse" from *The Dialogic Imagination* (1981)

#### **Unit 3: Marxist Critical Theory**

A. Benjamin, Walter. "On Some Motifs in Baudelaire" (1940)

B. Althusser, Louis. "Ideology and Ideological State Apparatuses" in *Lenin and Philosophy and Other Essays* (1970)

C. Eagleton, Terry. Selections from *Marxism and Literary Criticism* (1976)

D. Williams, Raymond. 'Alienation', 'Bourgeois', 'Capitalism' and 'Dialectic' in *Keywords* (1976, 1983)

#### **Recommended Reading:**

Jameson, Frederick. Excerpts from *The Prison-House of Language: A Critical Account of Structuralism and Russian Formalism* (1975)

#### **Unit 4: Psychoanalytic Theory**

- A. Freud, Sigmund. "Creative Writers and Day Dreaming" (1908); "On Narcissism" (1914); "The Ego and the Id" (1923); Lacan, Jacques. "The Seminar on *The Purloined Letter*." *Yale French Studies* 48 (1972)
- B. Rabaté, Jean-Michel "Freud's Theatre of the Unconscious: Oedipus, Hamlet, and 'Hamlet'" in J. M. Rabaté, *The Cambridge Introduction to Literature and Psychoanalysis* (2014)

#### **Recommended Reading:**

Mitchell, J. "Freud: the Making of a Lady" in *Psychoanalysis and Feminism* [1974]

#### **Suggested Readings:**

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester and New York: Manchester University Press, 2002.

Barthes, Roland. 'The Death of the Author', in *Image-Music-Text*. Trans. Stephen Heath. New York: Noonday Press, 1977.

Bennett, Andrew, and Nicholas Royle. *An Introduction to Literature, Criticism and Theory*. Harlow: Pearson Education Limited. 2009.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: OUP, 2011.

Eagleton, Terry. (2008). *Literary Theory: An Introduction*. University of Minnesota Press, Print.

Rylance, Rick. *Debating Texts: A Reader in Twentieth-Century Literary Theory and Method*. Milton Keynes: Open University Press, 1987.

Wagh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. Oxford: OUP, 2006

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### **Optional Paper: ENG 526: Comparative Literary Studies**

#### **Outline:**

The course will introduce students to the methods of comparative literary studies by defining the concepts and analyzing the theoretical frameworks that contribute towards the making of the discipline. It also intends to explore the ideological vicissitudes of comparative literary studies in processing post-colonial identities, and thereby examining alter-natives of understanding comparison as a tool. The selected texts and essays will acquaint students with the methods of comparative literary studies and with the concerns which are addressed by the discipline in current debates about the literary studies at large.

#### **Objectives:**

- a) To introduce students to the concepts and models of comparative literary studies
- b) To initiate students into understanding the role of comparative literary studies in orientating ideological underpinnings in the making of post-colonial identities
- c) To enable students to engage with the nature of issues and debates which define the discipline at large.

#### **Unit 1: Paradigms of Comparative Literary Studies**

César Domínguez, Haun Saussy and Darío Villanueva. 'Comparative Literature and the future of literary studies'. In *Introducing Comparative Literature: New Trends and Applications*. London: Routledge, 2015.

David Ferris. 'Why Compare?'. In *A Companion to Comparative Literature*. ed. Ali Behdad and Dominic Thomas. Wiley Blackwell, 2001.

Eva Kushner. 'Comparative Literary History as Dialogue among Nations'. In *Living Prism: Itineraries in Comparative Literature*. London: McGill-Queen's University Press, 2001.

#### **Recommended Readings:**

Susan Bassnett. "What is Comparative Literature Today?" *Comparative Literature: A Critical Introduction*, Blackwell, 1993.

Rey Chow. 'Discipline of Tolerance'. In *A Companion to Comparative Literature*. ed. Ali Behdad and Dominic Thomas. Wiley Blackwell, 2001.

Haun Saussy. 'Comparisons, World Literature, and the Common Denominator'. In *A Companion to Comparative Literature*. ed. Ali Behdad and Dominic Thomas. Wiley Blackwell, 2001.

P P Raveendran. 'Literature as Supermarket: Mapping World Literature Today'. In *Interdisciplinary Alter-natives in Comparative Literature*. ed. E V Ramakrishnan, Harish Trivedi and Chandra Mohan, Sage, 2013.

Hans Robert Jauss. *Towards an Aesthetic of Reception*. Minneapolis: University of Minnesota Press, 1981.

## **Unit 2: Comparative Literary Studies in Indian Context**

Sisir Kumar Das. 'Why Comparative Indian Literature?'. *Comparative Literature: Theory and Practice*. ed. Sisir Kumar Das, Amiya Dev. Indian Institute of Advanced Study, 1989.

Amiya Dev. 'Comparative Literature in India.' Purdue University, 2000. (CLCWeb: Comparative Literature and Culture 2.4 (2000): <http://docs.lib.purdue.edu/clcweb/vol2/iss4/10>)

Avadhesh Kumar Singh. 'Comparative Literature in India: Editorial Note'. *Critical Practice*, 2014.

### **Recommended Readings:**

Bhalchandra Nemade. 'Indian Literature and Universalism'. In *Interdisciplinary Alter-natives in Comparative Literature*. ed. E V Ramakrishnan, Harish Trivedi and Chandra Mohan, Sage, 2013.

Jaidev. 'Intertextuality and Influence: Connections and Boundaries'. In *Comparative Literature: Theory and Practice*, ed. Amiya Dev and Sisir Kumar Das, Indian Institute of Advanced Study, 1981.

## **Unit 3: Genealogy**

Jonathan Culler. 'Theories of Lyric: Performative and Performance'. In *Theory of Lyric*. Harvard University Press, 2015.

Earl Miner. 'Why Lyric?'. In *The Renewal of Song*. Seagull, 2000.

E. V. Ramakrishnan. 'The Enduring Song: The Lyrical Tradition in Literature'. In *Literary Studies in India: Genealogy*. Department of Comparative Literature, Jadavpur University, 2004.

### **Recommended Readings:**

Earl Miner. *Lyric*. In *Comparative Poetics*. Princeton University Press, 1990.

Amiya Dev. 'Literary Genres: An Epilogue.' In *Literary Studies in India: Genealogy*. Department of Comparative Literature, Jadavpur University, 2004.

## **Unit 4: Methodology in Comparative Literary Studies**

Subha Chakraborty Dasgupta. 'Towards an Understanding of the Baromasi and Aspects of Lyric Poetry in Bengal'. In *The Renewal of Song*. Seagull, 2000.

Study of selected poems by Narsinh Mehta, Surdas, Lal Ded and Akka Mahadevi

Ipshta Chanda. *Tracing Charit as a Genre*. Jadavpur University, 2003.

### **Recommended Readings:**

C M Bowra. 'Composition and Performance'. In *Primitive Song*. Weidendeld and Nicolson.

C M Bowra. 'Technique'. In *Primitive Song*. Weidendeld and Nicolson.

Christian Lee Novetzke. *History, Bhakti, and Public Memory*. Permanent Black, 2008.

Sisir Kumar Das. 'Temple and Home: The Lyric in Medieval India.' Seagull, 2000.

### **Suggested Readings:**

Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Oxford: Blackwell, 1993.

Bernheimer, Charles. Ed. *Comparative Literature in the Age of Multiculturalism*. Baltimore: The Johns Hopkins University Press, 1995.

Bowra C M. *Primitive Song*. World Publishing Company, 1963.

Dev, Amiya and Sisir Kumar Das. *Comparative Literature; Theory and Practice*. IAS: Shimla, 1989.

Fowler, Alastair. *Kinds of Literature: An Introduction to the Theory of Genres and Modes*. Oxford: Clarendon Press, 1982.

- Guillen C. *The Challenge of Comparative Literature*. London: Harvard University Press, 1993.
- Jost, Francois. *Introduction to Comparative Literature*. Pegasus: New York, 1974.
- Miner, Earl. *Comparative Poetics: An Intercultural Essay on Theories of Literature*. Princeton, New Jersey: Princeton University Press, 1990.
- Prawer, S S. *Comparative Literary Studies: An Introduction*. London: Duckworth, 1973.
- The Kojiki: Records of Ancient Matters* (Tuttle Classics of Japanese Literature Series) Basil Hall Chamberlain, Tuttle Publishing, 2013.
- Weisstein, U. *Comparative Literature and Literary Theory*. Bloomington Indiana University Press, 1973.

### **Optional Paper: ENG 527: Discourse Analysis**

#### **Outline:**

The course will offer a linguistic and interdisciplinary perspective on the concept of ‘discourse’ by tracing the developments in discourse theory. The course will endeavour to engage, through its readings, with discourse analysis, sociolinguistics, and qualitative research methodologies. The course, thus, is a mix of theory and actual data analysis.

#### **Objectives:**

- a) To provide a theoretical grounding in the field of discourse studies/analysis which will enable students to analyse written and spoken text for various teaching and research related purposes;
- b) To equip students with an awareness of text features which are necessary for creating cohesion and coherence;
- c) To enable students to explore features of spontaneous conversational discourse;
- d) To enable students to identify characteristic features of longer texts, genres, registers and the rhetorical devices used in prepared discourse;
- e) To train students to critically reflect on the uses of discourse analysis in language teaching contexts.

### **Unit 1: An Introduction to Text and Discourse**

#### **a. ‘Text’, ‘Discourse’ and Cultural Practices**

Readings:

1. Hymes, D. (1972). Models of the interaction of language and social life. In: J. Gumperz & D. Hymes (Eds.), *Directions in Sociolinguistics: The ethnography of communication*. New York: Holt, Rinehart & Winston
2. Silverstein & Urban. (1996). ‘Introduction’ in Silverstein, M. & Urban, G. Eds.). *Natural histories of discourse*. Chicago: University of Chicago Press.

#### **b. Genre, utterance and narrative**

Readings:

1. Bakhtin, M. M. (1999). The problem of speech genres.
2. Gee, J. P. (1991). A linguistic approach to narrative. *Journal of Narrative and Life History* 1 (1)
3. Georgakopoulou, A. & Goutsos, D. (2000). Revisiting discourse boundaries: The narrative and non-narrative mode. *Text* 20 (1)

#### **c. Poetics and discourse**

Readings:

1. Bauman, R. & Briggs, C. (1990). Poetics and performance as critical perspectives on language and social life. *Annual Review of Anthropology* 19
2. Jakobson, R. (1999). Linguistics and poetics.
3. Selections from Hymes, D. (1996). *Ethnography, linguistics, narrative inequality: Toward an understanding of voice*. London: Taylor & Francis.

### **Unit 2: Discourse, Speech Acts, Pragmatics**

#### **a. The theory of speech acts**



Readings:

1. Searle, J.R. (1969). *Speech Acts: an Essay in the Philosophy of Language*. Cambridge: Cambridge University Press.
2. Selections from Lakoff, R, B. (2000). *The Language War*. Berkeley, California: University of California Press.
3. 'Introduction' from Butler, J. and A. Athanasiou (2013). *Dispossession: the performative in the political*. Cambridge, UK, Polity.

#### **b. Pragmatics and discourse**

Readings:

1. Grice, H.P. (1957) 'Co-operative Principle'
2. Brown, P. and Levinson, S.C. (1987). 'Politeness: Some Universals in Language Use'
3. Stivers et.al. (2009). 'Universals and cultural variation in turn-taking in conversation.'

#### **c. Discourse and Conversation Analysis**

Readings:

- Phillips, L. & Jorgensen, M. (2001). Chapter 2: Laclau and Mouffe's discourse theory. In *Discourse Analysis as Theory and Method*. London: Sage.
- Wetherell, M. 1998. Positioning and interpretive repertoires: Conversation analysis and post-structuralism in dialogue. *Discourse & Society* 9, 387-412.

### **Unit 3: Intertextuality, Cohesion and Interaction**

#### **a. Intertextuality and cohesion**

Readings:

1. Fairclough, N. (1999). Linguistic and intertextual analysis within discourse analysis.
2. Halliday, M. A. K. & Hasan, R. (1976). Introduction. *Cohesion in English*. London: Longman.
3. Hyland, K. (2002). Genre: Language, context, and literacy. *Annual Review of Applied Linguistics* 22.

#### **b. Interaction in discourse**

Readings:

1. Gumperz, J. (1999). Sociocultural knowledge in conversation.
2. Schegloff, E. & Sacks, H. (1999). Opening up closings.

#### **c. Identity and social participation**

Readings:

1. Irvine, J. (1996). Shadow conversations: The indeterminacy of participant roles. .
2. Goffman, E. (1999). On face work.

### **Unit 4: Critical Discourse Analysis (CDA)**

#### **a. The 'critical' in CDA**

Readings:

1. Gee, J. (2004). Discourse analysis: What makes it critical?
2. Giddens, A. (1999). Modernity and self-identity: Tribulations of the self.
3. Latour, B. (1999). Circulating reference. In *Pandora's Hope*.

#### **b. Ideology, power, discourse**

Readings:

1. Bourdieu, P. (1999). Language and symbolic power.
2. Caldas-Coulthard, C. R. (1999). 'Women who pay for sex. And enjoy it': Transgression versus morality in women's magazines.

#### **c. CDA and the classroom**

Readings:

1. Rogers, R. (2004). A critical discourse analysis of literate identities across contexts: Alignment and conflict.
2. Woodside-Jiron, H. (2004). Language, power, and participation: Using critical

discourse analysis to make sense of public policy.

### **Suggested Readings:**

- Gee, J. P. (2005). *An introduction to discourse analysis: Theory and method*. New York: Routledge.
- Jaworski, A. & Coupland, N. (Eds.). (1999). *The discourse reader*. London: Routledge.
- Mills, Sara. (2004). *Discourse*. London: Routledge.
- Phillips, Louise, & Jorgensen, Marianne. (2001). *Discourse analysis as theory and method*. London: Sage.
- Rogers, R. (2004). *An introduction to critical discourse analysis in education*. Mahwah, NJ: Malden, MA: Blackwell.
- Schiffrin, D. Tannen, D. & Hamilton, H. (2003) *The handbook of discourse analysis*. Lawrence Erlbaum Associates.
- Silverstein, M. & Urban, G. (Eds.). (1996). *Natural histories of discourse*. Chicago: University of Chicago Press.
- Wetherell, Margaret, Taylor, Stephanie, and Yates, Simeon (eds.) *Discourse theory and practice: A reader*. London: Sage.
- Wooffitt, Robin. 2005. *Conversation analysis and discourse analysis: A Comparative and critical introduction*. London: Sage.

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### **Optional Paper: ENG 528: Literatures of the Margins**

#### **Outline:**

The course introduces a whole range of texts that deal with marginality. It aims to develop sensitivity amongst students towards the underprivileged and deprived sections of society. The course examines a wide range of texts from different countries and communities. These texts deal with different issues related to marginalized sections such as caste, gender, indigeneity and race.

#### **Objectives:**

1. To introduce students to the concept of margins and marginality
2. To study literatures of the margins
3. To develop a sensitivity and a sensibility towards the underprivileged sections and their representations in literature
4. To critically evaluate issues related to representation and resistance.

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

- Ambedkar, B.R. (1935) *Annihilation of Caste*. New Delhi: Bluemoon books, 2001.
- Morrison, Toni. *Playing in the Dark: Whiteness and Literary Imagination*. New York, Vintage: 1992. (Selected portions)
- Goldie, Terry. "The Representation of the Indigene" in *Fear and Temptation: The Image of the Indigene in Canadian, Australian and New Zealand Literatures*. Kingston: McGill-Queens University Press, 1989.

#### **Unit 2: Poetry**

- Angelou, Maya. *Shaker, Why Don't you Sing?* Toronto: Random House, 1983.
- Selected poems of Bhakti Poets. *Bhakti Poetry of India*. CreateSpace Independent Publishing Platform: 2013.
- Schelling, Andrew. *The Oxford Anthology of Bhakti Literature*. New Delhi, OUP: 2011. (Namdev, Ravidas, Kabir).
- Noonuccal, Oodegeroo (Kath Walker). *The Dawn is at Hand*. Hertfordshire: Campion Press, 1989.

#### **Unit 3: Life-Narrative and Play**

- Leane, Jeanine. *Purple Threads*. Queensland, University of Queensland Press: 2011.

Budhan Theatre. *Budhan Bolta Hai*. Published in Devy, G. *Painted Words: An Anthology of Tribal Literature*. New Delhi, Penguin Books India: 2003.

#### **Unit 4: Fiction**

G. Kalyana Rao, *Untouchable Spring*. New Delhi: Orient Blackswan: 2010.

Jane Harrison, *Becoming Kerali Lewis*. Magabala Books Aboriginal Corporation: 2016

#### **Suggested Readings:**

Bama. *Karukku*. Translated by Lakshmi Holmström. Chennai: Macmillan India, 2000.

Devi, Mahasweta. *Chotti Munda and his Arrow*. Translated by Gayatri Chakravorty Spivak. Oxford: Blackwell. (2003).

Elder, Arlene (1992). 'Silence as Expression: Sally Morgan's *My Place*'. *Kunapipi* 14(1): 16–24.

Gopal Guru. *Humiliation: Claims and Context*. New York: Oxford University Press, 2009.

Guha, Ranajit. 'On Some Aspects of the Historiography of Colonial India'. In Ranajit Guha (ed.) *Subaltern Studies Volume One* (pp. 1–8). Delhi: Oxford University Press, 1982.

Huggan, Graham. *The Post-Colonial Exotic: Marketing the Margins*. London: Routledge, 2001.

Krishnaswamy, Revathi. 'Globalization and its Postcolonial (Dis)contents: Reading Dalit Writing'. *Journal of Postcolonial Writing* 41(1): 69–82, 2005.

Ruffo, Armand Garnet. 'Introduction'. In Armand Garnet Ruffo (ed.) *(Ad)dressing our Words: Aboriginal Perspectives on Aboriginal Literatures* (pp. 5–16). Penticton: Theytus Books, 2001.

Trinh T. Minh-ha. *Woman, Native, Other: Writing, Postcoloniality and Feminism*. Bloomington and Indianapolis: Indiana University Press, 1989.

Whitlock, Gillian. 'In the Second Person: Narrative Transactions in Stolen Generations Testimony'. *Biography* 24(1): 197–214, 2001.

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#### **Optional Paper: ENG 529: Film Studies**

##### **Outline:**

This course will explore the specificities and significance of the medium of cinema and the critical skills required to analyse cinema. It will give an outline of the emergence of cinema as a popular cultural form in the early 20<sup>th</sup> century and the impact this form has in defining our experience of modernity.

##### **Objectives:**

- a) To introduce students to some of the main components such as mise-en-scene, camera, editing and sound that should be paid attention to in order to analyse films.
- b) Students will engage with some of the key concepts of film studies such as genre and spectatorship.
- c) Students will explore the process of adaptation and come to an understanding of how cinema interacts with other cultural forms such as theatre and fiction.

Note: In the case of the films listed below film clips or complete films may be used according to the need of the course.

#### **Unit 1: The Medium of Cinema**

Richard Dyer. 2000. "Introduction to Film Studies" from *Film Studies: Critical Approaches*. ed. John Hill and Pamela Church Gibson. Oxford: Oxford University Press.

Tom Gunning. 1995. "An Aesthetic of Astonishment: Early Film and the Incredulous Spectator." In *Viewing Positions: Ways of Seeing Film*. ed. Linda Williams. New Brunswick: Rutgers University Press. 114–133.

Satyajit Ray. 1976. "A Long Time on the Little Road" In Satyajit Ray *Our Films, Their Films*. Bombay: Orient Longman.

M.S.S. Pandian. 1996. "Tamil Cultural Elites and Cinema: Outline of an Argument." *Economic and Political Weekly* 31:15 (April 13–20). 950–955.

**Reference film texts:**

*Pather Panchali*. 1955. Dir. Satyajit Ray  
*Harishchandrachi Factory*. 2009. Dir. Paresh Mokashi.  
*Sita Sings the Blues*. 2008. Dir. Nina Paley  
*Film before Film*. 1986. Dir. Werner Nekes.

**Unit 2: Elements of Cinema***Mise-en-scene*

Maria Pramaggiore and Tom Wallis. 2005. *Film: A Critical Introduction*. London: Laurence King. Chapter 4. 58-88.

**Reference film text:**

*In the Mood for Love*. Dir. Wong Kar Wai. 2000.

*Camera*

Maria Pramaggiore and Tom Wallis. 2005. *Film: A Critical Introduction*. London: Laurence King. 98-117.

Excerpts from “Masters of Light, Servants of Shadow: Reflections on the History and Practice of Cinematography in India” by Shuddhabrata Sengupta, Raqs Media Collective.  
<http://cameraworking.raqsmediacollective.net/pdf/presentation/shuddha.PDF>

**Reference film texts:**

*Pyasa*. Dir. Guru Dutt. 1957.  
*Citizen Kane*. Dir. Orson Welles. 1941.

*Editing*

Maria Pramaggiore and Tom Wallis. 2005. *Film: A Critical Introduction*. London: Laurence King. Chapter 6. 160-169.

*Battleship Potemkin*. Dir. Sergei Eisenstein. 1925.

**Reference film text:**

*Psycho*. Dir. Alfred Hitchcock. 1960.

*Sound*

Maria Pramaggiore and Tom Wallis. 2005. *Film: A Critical Introduction*. London: Laurence King. 98-117.

Rick Altman. 1992. “The Material Heterogeneity of Recorded Sound” In *Sound Theory, Sound Practice*. New York: Routledge.

**Reference film text:**

*The Artist*. Dir. Michel Hazanavicius. 2011.

**Unit 3: Film and Genre**

Christine Gledhill. 2000. “Rethinking Genre” in *Reinventing Film Studies* Eds. Christine Gledhill and Linda Williams. New York: Oxford University Press. 221-244

Gita Vishwanath. 2007. “The Multiplex: Crowd, Audience and the Genre Film” *Economic and Political Weekly* 42 (32).

Madhava Prasad. “This Thing Called Bollywood” *Seminar* (525). May 2003. <http://www.india-seminar.com/2003/525/525%20madhava%20prasad.htm>

**Reference film texts:**

*Breathless*. Dir. Jean Luc-Godard. 1960.  
*Kill Bill I*. Dir. Quentin Tarantino. 2003.  
*Aaranya Kaandam*. Dir. Thiagarajan Kumararaja. 2011.  
*West Side Story*. Dir. Robert Wise and Jerome Robbins. 1961  
*Satya*. Dir. Ram Gopal Varma. 1998.

**Unit 4: Adaptation**

Andrew Dudley. 2009. "Adaptation" In *Film Theory and Criticism*. ed. Leo Braudy, Marshall Cohen. Oxford: Oxford University Press. 420-424

Sergei Eisenstein. 2009. "Dickens, Griffith and the Film Today" In *Film Theory and Criticism*. ed. Leo Braudy, Marshall Cohen. Oxford: Oxford University Press.

Moinak Biswas. "Mourning and Blood-ties: Macbeth in Mumbai" *Journal of the Moving Image* 5. Online. [http://www.jmionline.org/film\\_journal/jmi\\_05/article\\_04.php](http://www.jmionline.org/film_journal/jmi_05/article_04.php)

Keiko I MacDonald. 1987. "Noh into Film: Kurosawa's *Throne of Blood*" *Journal of Film and Video*. 39 (1). 36-41.

Mahesh Dattani. 2000. *Dance Like a Man*. In *Collected Plays*. New Delhi: Penguin.

Vaidehi. 2006. "Gulabi Talkies" In *Gulabi Talkies and Other Stories*. Trans. Tejaswini Niranjana. New Delhi: Penguin.

**Reference film texts:**

*Gulabi Talkies*. Dir. Girish Kasaravalli. 2008.

*Hamlet* Dir. Michael Almereyda. 2000.

*Maqbool* . Dir. Vishal Bharadwaj 2003.

*Throne of Blood*. Dir. Akira Kurosawa 1957.

### **Suggested Readings:**

Altman, Rick. *Film/Genre*. London: BFI, 1999.

Andrew, Dudley *The Major Film Theories: An Introduction*. Oxford: Oxford University Press, 1976.

Ashish Rajadhyaksha and Paul Willemen, ed. *Encyclopaedia of Indian Cinema*. London: British Film Institute.

Bazin, Andre. *What is Cinema?* Foreword by Francois Truffaut. Berkeley: University of California Press, 2005.

Biswas, Moinak. "Early Films: The Novel and Other Horizons." In *Apu and After: Re-Visiting Ray's Cinema*, ed. Moinak Biswas, 37-79. Calcutta: Seagull Books, 2006.

Braudy, Leo & Cohen, Marshall (eds.). *Film Theory and Criticism*. 5th ed..NY & Oxford: Oxford University Press, 1999.

Christine Gledhill and Linda Williams. Eds. *Reinventing Film Studies* New York: Oxford University Press.

Etherington-Wright, Christine & Doughty, Ruth. *Understanding Film Theory*. London: Palgrave, 2011

Gledhill, Christine. "The Melodramatic Field." In *Home is Where the Heart is: Studies in Melodrama and the Woman's Film*, ed. Christine Gledhill. London: BFI, 1987.

Prasad, Madhava. *The Ideology of the Hindi Film: A Historical Construction*. Delhi: Oxford University Press, 1998.

Rajadhyaksha, Ashish. "Indian Cinema: Origins to Independence" & "India: Filming the Nation." In *The Oxford History of World Cinema*, ed. Geoffrey Nowell-Smith, 398-408 & 678-689. New York: Oxford University Press, 1996.

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### **Optional Paper: ENG 530: Literary Historiography**

#### **Outline:**

Literary historiography deals with the defining and the making of the 'literary' and 'history'. The course hinges on the interdisciplinary collision of the two disciplines. The course aims at introducing students to the nature of this collision and the relevance of it in understanding any "literary phenomenon". As the making of the "literary" and of "history" are intricately related to questions of ideology, identity and representation, the course explores these issues to understand the nature of the discipline in the context of contemporary scholarship.

#### **Objectives:**

- a) To acquaint students with the making of discipline of literary historiography



- b) To familiarize them with the ideological premises and the theoretical frameworks engaging the discipline of literary historiography
- c) To equip students with the critical tools to engage with the issues related to literary historiography

### **Unit 1: History and Literary History**

Walter Benjamin, *Theses of Philosophy*. In *Illuminations*. Pimlico, 1999.

Hans Robert Jauss, "Literary History as Challenge to Literary Theory". In *Toward an Aesthetic of Reception*. University of Minnesota Press, 1982.

Dipesh Chakrabarty and Henning Truper, "Introduction: Teleology and History: Nineteenth-Century of an Enlightenment Project". In *Historical Teleologies in the Modern World*. Bloomsbury Academic, 2015.

Mario J. Valdes, "Rethinking the History of Literary History". In *Rethinking Literary History: A Dialogue on Theory*. Oxford University Press, 2002.

Recommended Reading:

Linda Hutcheon, "Rethinking the National Model". *Rethinking Literary History: A Dialogue on Theory*. Oxford University Press, 2002.

Hans Gumbrecht Ulrich, "Shall we Continue to Write Histories of Literature?" *New Literary History* 39. 3 (Summer 2008): 519-532. *Project Muse*.

David Perkins, "The Construction of English Romantic Poetry as a Literary Classification". In *Is Literary History Possible?* The John Hopkins University Press, 1993.

### **Unit 2: Issues in Ideology, Identity and Representation**

Bernard Cohn, "The Command of Language and the Language of Command" in *Subaltern Studies IV: Writings on South Asian History and Society*, ed. Ranajit Guha, Oxford University Press, Delhi, 1994.

Veena Naregal, "Colonial Power, Print and the Remaking of Literate Sphere". In *Language Politics, Elites and the Public Sphere*. Permanent Black, 2014.

Dipesh Chakrabarty, "Minorities Histories, Subaltern Pasts". *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton University Press, 2000.

Recommended Reading:

Gauri Viswanathan, "Lessons of History" In *Masks of Conquest*, Oxford University Press, 2000.

### **Unit 3: Literary Historiography in India**

Ganesh Devy, "Jnanadev's Agenda". In *Of Many Heroes: An Indian Essay In Literary Historiography*. Mumbai: Orient Longman, 1998.

Sisir Kumar Das, "The Idea of Literary History". In *Historiography: Literary Studies in India*, ed. Ipshita Chanda, DSA Comparative Literature, Jadavpur University, 2004.

Amiya Dev, "Literary History from Below". In *Comparative Literature: Theory and Practice*. Eds. Amiya Dev and Sisir Kumar Das. Shimla: Indian Institute of Advanced Study, 1989.

Shubha Chakraborty Dasgupta, "Issues in Periodization: Derivative Patterns and New Configurations in Indian Histories of Literature." In *Literary Studies in India: Literary Historiography*. Ed. Ipshita Chanda, Kolkata: DSA Jadavpur University Press, 2004.

Recommended Reading:

Stuart Blackburn & Vasudha Dalmia, eds. *India's Literary History: Essays on the Nineteenth Century*. New Delhi: Permanent Black. 2010.

### **Unit 4: The Region and Literary History: A Case for Gujarat/i Literary Culture**

Sitanshu Yashaschandra. "From Hemchandra to Hind Swaraj: Region and Power in Gujarati Literary Culture." In *Literary Cultures in History: Reconstructions from South Asia*. Ed. Sheldon Pollock, Oxford University Press. 2004.

A. K. Forbes. *Ras Mala* (4 Volumes), Richardson Brothers, 1856.

Govardhanram Tripathi. *The Classical Poets of Gujarat and their Influence on Society and Morals*. Forbes Gujarati Sabha. 1958 (1<sup>st</sup> ed. 1894).

Recommended Reading:

Prachi Gurjarpadhye, *Bringing Modernity Home: Marathi Literary Theory in the Nineteenth Century*. Indian Institute of Advanced Study, 2014.

**Suggested Readings:**

Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton: Princeton University Press, 2000. Print.

Cohn, Bernard. "The Command of Language and the Language of Command." *Colonialism and Its Forms of Knowledge: The British In India*. Delhi: Oxford University of Press, 1997. 16-56. Print.

Crane, Ronald, S. *Critical and Historical Principles of Literary History*. Chicago: The University of Chicago Press, 1971. Print.

Dev, Amiya. "Literary History From Below." *Comparative Literature: Theory and Practice*. Eds. Amiya Dev and Sisir Kumar Das. Shimla: Indian Institute of Advanced Study, 1989. Print.

Devy, Ganesh. *Of Many Heroes: An Indian Essay In Literary Historiography*. Mumbai: Orient Longman, 1998, Print.

Gumbrecht, Hans Ulrich. "Shall we Continue to write Histories of Literature?" *New Literary History* 39.3 (Summer 2008): 519-532. *Project Muse*. Web. 8 August 2012.

Gurjarpadhye, Prachi. *Bringing Modernity Home: Marathi Literary Theory in the Nineteenth Century*. Shimla: Indian Institute of Advanced Study, 2014. Print.

Hutcheon, Linda and Mario J Valdes, eds. *Rethinking Literary History: A Dialogue on Theory*. New York: Oxford University Press, 2002. Print.

Jauss, Hans Robert. *Toward an Aesthetic of Reception*. Minneapolis: University of Minnesota Press, 2010. Print.

Mukherjee, Sujit. *Towards a Literary History of India*. Shimla: Indian Institute of Advanced Study, 1975. Print.

Naregal, Veena. *Language Politics, Elites and the Public Sphere*. New Delhi: Permanent Black, 2014. Print.

Perkins, David, ed. *Theoretical Issues in Literary History*. Cambridge: Harvard University Press, 1991. Print.

---. *Is Literary History Possible?* Baltimore and London: The John Hopkins University Press, 1993. Print.

Pollock, Sheldon, ed. *Literary Cultures in History: Reconstructions from South Asia*. New Delhi: Oxford University Press, 2004. Print.

Weimann, Robert. *Structure and Society in Literary History*. Baltimore: Johns Hopkins University Press, 1984. Print.

Wellek, Rene. "Six Types of Literary History." *English Institute Essays for 1946*. New York: Columbia UP, 1947. Print.

---. "The Fall of Literary History." *The Attack on Literature*. Chapel Hill: U of North Carolina P, 1982. Print.

Wellek, Rene & Austin Warren. *Theory of Literature*. New York: Harcourt, Brace and Company, 1949. Print.

Winternitz, Maurice. *History of Indian Literature. 1908-22*. New Delhi: Motilal Banarsidass, 2003. Print.

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**Optional Paper: ENG 531: Race in the American Literary Imagination**

**Outline:**

The course will introduce students to the idea of history as agency by examining how race relations in the shadow of the institution of slavery have shaped American national and literary imagination in the 19<sup>th</sup> and the 20<sup>th</sup> centuries. Texts include first-person accounts written by fugitive 'negro' slaves who were forbidden from learning to read or write, both programmatic as well as creative works of poetry and fiction that aim to debunk negative cultural stereotypes and reclaim art forms synonymous with the survival of the race, and finally, works that resist classification as they attempt to come to terms with the legacies of slavery and 'double-consciousness'. The course looks at a historical continuum

that covers the crucial decades of Civil War and Reconstruction, Jim Crow in the South, the migration to the North, the period between the two World Wars, Civil Rights and Black power, and Women's writing.

Relevant issues for consideration while reading the course texts include: the construction of race and gender in 19<sup>th</sup> century American social, political, and legal discourse and how it seeks to reinforce and maintain an exclusive model of citizenship, the extraordinary kinds of suffering and deprivations experienced and witnessed by African-Americans in their struggle against the injustices of slavery, and the complex interconnections between the past and present in terms of the continuing legacies of slavery. Also, importantly, if confronting those legacies is a first step towards a "reparative history," then what does this do to the historical narratives which have structured those pasts? If, in other words, there is a history to be reclaimed, how do the literary endeavours of the African-American writers on this course undertake this task? While doing so, are they capable of disrupting the liberal narrative structures that seek to contain the radical histories of resistance to white supremacy?

### **Objectives:**

- a. To familiarise students with the institution of slavery and its ideological hold over American politics and culture in the 19<sup>th</sup> century
- b. To introduce students to key issues and debates in African-American writing in the 20<sup>th</sup> century
- c. To introduce the complexities of race as it manifests in the course texts within a specific historical and theoretical framework
- d. To encourage students to re-think these distinctions: biological vs. cultural, literary vs. non-literary, standard vs. dialect, the past vs. the present, individual vs. collective models of creativity, etc.

### **Unit 1: Slavery and Abolitionism**

#### **Texts:**

Child, "The Quadroons" (1842)

Douglass, *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself* (1845)

Sojourner Truth, "Ain't I a Woman" (1850)

Jacobs, *Incidents in the Life of a Slave Girl* (1861)

Harper, *Iola Leroy, or, Shadows Uplifted* (1892)

#### **Critical Readings:**

Herbert Aptheker (1983). *American Negro Slave Revolts*.

Dale M. Bauer and Philip Gould (eds.) (2001). *The Cambridge Companion to Nineteenth-Century American Women's Writing*.

Robin Bernstein (2011). *Racial Innocence: Performing American Childhood from Slavery to Civil Rights*.

Martha Cutter (1999). *Unruly Tongue: Identity and Voice in American Women's Writing, 1850–1930*.

Seymour Drescher (2009). *Abolition: A History of Slavery and Antislavery*.

Giulia M. Fabi. (2001). *Passing and the Rise of the African American Novel*.

Audrey Fisch (ed.) (2007). *The Cambridge Companion to the African American Slave Narrative*.

Peter Kolchin (1993). *American Slavery, 1619-1877*.

Eric Lott (1993). *Love and Theft: Blackface Minstrelsy and the American Working Class*.

James Munro McPherson (1997). *Drawn With the Sword: Reflections on the American Civil War*.

Pauli Murray (1997). ed. *States' Laws on Race and Color*.

Venetria K. Patton (2000). *Women in Chains: The Legacy of Slavery in Black Women's Fiction*.

Shirley Samuels (ed.) (2004). *A Companion to American Fiction, 1780-1865*.

Lawrence Schermerhorn, (2015) *The Business of Slavery and the Rise of American Capitalism, 1815–1860*.

Deborah Gray White, Bay, Mia; Martin Jr, Waldo E. (2013). *Freedom on my mind: A History of African Americans with Documents, Vol. 2: Since 1865*.

Joel Williamson. (1980). *New People: Miscegenation and Mulattoes in the United States*.

Vann Woodward, C and William S. McFeely (2001). *The Strange Career of Jim Crow*.  
Howard Zinn (1980). *A People's History of United States*.

## **Unit 2: Post Reconstruction Era, Harlem and the 'Negro Problem'**

### **Texts:**

Du Bois, Selections from *The Souls of Black Folk* (1903)  
Dunbar, "'Dreams'" "A Warm Day in Winter" "Sympathy" (1892-1905)  
Toomer, Selections from *Cane* (1923)  
Locke, Selections from *The New Negro* (1925)  
Du Bois, "Criteria of Negro Art" (1926)  
Hughes, "The Negro Speaks of Rivers" "I, too, sing America" "Weary Blues" "Cross" "Mulatto" (1921-26)  
Larsen, *Passing* (1929)  
Hurstons, *Their Eyes Were Watching God* (1937)

### **Critical Readings:**

Julie Buckner Armstrong and Amy Schmidt, eds. (2009). *The Civil Rights Reader: American Literature from Jim Crow to Reconciliation*.  
Angela Y. Davis (1998). *Blues Legacies and Black Feminism: Gertrude "Ma" Rainey, Bessie Smith, and Billie Holiday*.  
Jill Diesman and Cynthia L. Gregory. *Selected Women Writers of the Harlem Renaissance: A Resource Guide*. <<http://www.nku.edu/~diesmanj/guides/>>  
Brent Hayes Edwards (2007). "Introduction". *The Souls of Black Folk*.  
Eric Foner (1988). *Reconstruction, America's Unfinished Revolution, 1863–1877*.  
John Hope Franklin (1961). *Reconstruction After the Civil War*.  
Jane M. Gaines (2001). *Fire and Desire: Mixed-Race Movies in the Silent Era*.  
Henry Louis Gates Jr. (1988). *The Signifying Monkey: A Theory of African-American Literary Criticism*.  
Henry Louis Gates Jr. and Terri Hume Oliver (eds.) (1999). *The Souls of Black Folk: Authoritative Text, Contexts, Criticism*.  
Henry Louis Gates Jr. and Jarrett (eds.) (2007). *The New Negro: Readings on Race, Representation, and African American Culture, 1892-1938*.  
Paul Gilroy (1993). *The Black Atlantic: Modernity and Double Consciousness*.  
---- (2002). *Against Race: Imagining Political Culture Beyond the Color Line*.  
Heather Hathaway, Jarab, Josef and Melnick, Jeffrey (eds.) (2003). *Race and the Modern Artist*.  
George Hutchinson (2006). *In Search of Nella Larsen: A Biography of the Color Line*.  
Lovalerie King (2008). *The Cambridge Introduction to Zora Neale Hurston*.  
Charles R. Larson (1993). *Invisible Darkness: Jean Toomer and Nella Larsen*.  
Sharon D. McCoy (1994). *The Dialect of Modernism: Race, Language, and Twentieth Century Literature*.  
Paul McEwan (2015). *The Birth of a Nation*.  
Walter Benn Michaels (1995). *Our America: Nativism, Modernism and Pluralism*.  
Michael North (1994) *The Minstrel Mask as Alter Ego*.  
Thomas L. Riis. (1989). *Just Before Jazz: Black Musical Theater in New York, 1890-1915*.  
Brian Roberts (2013). *Artistic Ambassadors: Literary and International Representation of the New Negro Era*.  
Cedric J. Robinson (2007). *Forgeries of Memory and Meaning: Blacks and the Regimes of Race in American Theater and Film Before World War II*.  
Stephanie J. Shaw (2013). *W. E. B. Du Bois and "The Souls of Black Folk"*.  
Saadi Simawe (2000). *Black Orpheus: Music in African American Fiction from the Harlem Renaissance to Toni Morrison*.  
Amritjit Singh (1976). *The Novels of the Harlem Renaissance*.  
Werner Sollors (2008). *Ethnic Modernism*.  
Karen Sotiropoulos (2006). *Staging Race: Black Performers in Turn of the Century America*.

Eric J. Sundquist (1993). *To Wake the Nations: Race in the Making of American Literature*.  
Jean Wagner (1973). *Black Poets of the United States: From Paul Laurence Dunbar to Langston Hughes*.

### **Unit 3: World War II, Civil Rights and Black Power/Arts**

#### **Texts:**

Wright, Extract from *Native Son* (1940)  
Ellison, *Invisible Man* (1952)  
Hansberry, *A Raisin in the Sun* (1959)

#### **Recommended Readings:**

Baldwin, *Notes of a Native Son* (1955); *The Fire Next Time* (1963)  
Baraka, *Blues People: Negro Music in White America* (1963)  
Ellison, *Shadow and Act* (1964)  
Malcolm X and Haley, *The Autobiography of Malcolm X* (1965)  
King Jr., *A Testament of Hope* (1961-8/1986)

#### **Critical Readings:**

Houston A. Baker, Jr. (1972). *Twentieth Century Interpretations of Native Son*.  
----. (1987). *Blues, Ideology and Afro-American Literature*.  
Kenneth Kinnamon (1997). *Critical Essays on Richard Wright's Native Son*.  
William J. Maxwell (1999). *New Negro, Old Left: African-American Writing and Communism Between the Wars*.  
Winston Napier (ed.). (2000). *African American Literary Theory: A Reader*.  
Carol Polsgrove (2001). *Divided Minds: Intellectuals and the Civil Rights Movement*.  
Ross Posnock (ed.) (2006). *The Cambridge Companion to Ralph Ellison*.

### **Unit 4: Women re-telling History**

#### **Texts:**

Lorde, *Zami: A New Spelling of My Name* (1982)  
Walker, *The Color Purple* (1983)  
Morrison, *Beloved* (1987)

#### **Critical Readings:**

Janiece L. Blackmon (2008). *I Am Because We Are: Africana Womanism as a Vehicle of Empowerment and Influence*.  
Hazel Carby (1987). *Reconstructing Womanhood: The Emergence of the Afro-American Woman Novelist*.  
Ikenna Dieke (ed.) (1979). *Critical Essays on Alice Walker*.  
Mari Evans (1983). *Black Women Writers (1950 - 1980): A Critical Evaluation*.  
Maryemma Graham (2004) (ed.). *The Cambridge Companion to the African American Novel*.  
bell hooks (1981). *Ain't I a Woman?: Black women and feminism*.  
---- (1989). *Talking Back: Thinking Feminist, Thinking Black*.  
---- (1999). *Yearning: Race, Gender and Culture Politics*.  
Jodi Medd (ed.) (2015). *The Cambridge Companion to Lesbian Literature*.  
Angelyn Mitchell (ed.) (2009). *The Cambridge Companion to African American Women's Literature*.  
Morrison, Toni. *Playing in the Dark: Whiteness and the Literary Imagination* (1992)  
Robert Staples (1973). *The Black Woman in America*.  
Claudia Tate (1992). *Domestic Allegories of Political Desire: The Heroine's Text at the Turn of the Century*.  
Justine Tully (2008). *The Cambridge Companion to Toni Morrison*.

#### **Reference Websites:**

MAPS: <http://www.english.illinois.edu/maps/criticism.html>  
National Museum of African American History and Culture: <https://nmaahc.si.edu/>



**Additional Resources:**

Music/ Performance: Jump Jim Crow, Blackface Minstrelsy, Vaudeville, Blues, Jazz, Folk, Work Songs; Artists: Ma Rainey, Bessie Smith, Louis Armstrong, Duke Ellington, Billie Holiday, Hedy West, Tracey Chapman

Films:

*The Birth of a Nation* (1915) Dir: D.W. Griffith

*The Spider's Web* (1926); *Veiled Aristocrats* (1932); *Murder in Harlem* (1935) Dir: Oscar Micheaux

*Carmen Jones* (1954) Dir: Otto Preminger

*Space is the Place* (1974) Dir: John Coney

*Beloved* (1998) Dir: Jonathan Demme

*Boycott* (2001) Dir: Clark Johnson

*The Great Debaters* (2007) Dir: Denzel Washington

*The Birth of a Nation* (2016) Dir: Nate Parker

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**Optional Paper: ENG 532: Asian Literatures****Outline:**

This course offers a comprehensive introduction to the diverse literatures in Asia with special reference to South Asia, Southeast Asia and the Far East, geo-political categories that themselves can be problematized within the narrow confines of 'regional' or 'area' literatures. The course explores the genres of fiction and drama primarily and does not essentially subscribe to the neat categories of 'nation' or 'region' but is structured around concepts that govern the flow of such literatures.

**Objectives:**

- a) To familiarize students with the diversity of literatures in Asia
- b) To define the social and historical contexts out of which major Asian genres emerged and trace the development of these genres over time and across cultures
- c) To enable students to identify the major themes of representative Asian fictional and dramatic works
- d) To compare and contrast writing styles and generic forms of different Asian cultures

**Unit 1: Imagining Asia: 'Ethnicities' and the 'political'**

1. Pramoedya Ananta Toer, *This Earth by Mankind* (1980), Penguin (1996 ed.) Trans. Max Lane
2. Mo Yan, *Red Sorghum* (1986) Tr. Howard Goldblatt (1993). Penguin Classics.

**Recommended Readings:**

1. Osborne, Milton (2004). What is Southeast Asia? In *Southeast Asia: An Introductory History*. Allen and Unwin.
2. Kratoska, Paul H., Remco Raben, H.S. Nordholt (2005). Locating Southeast Asia. In *Locating Southeast Asia: Geographies of Knowledge and Politics of Space*. Singapore University Press.
3. Booker, Keith (2015). Mo Yan. In *Literature and Politics Today: The Political Nature of Modern Fiction, Poetry, and Drama*. ABC-CLIO.

**Recommended Viewing:**

*Farewell my Concubine* (1993). Dir. Chen Kaige. (China)

**Unit 2: Identity/Self/Roots**

1. Tash Aw, *The Harmony Silk Factory* (2006), Harper Perennial.
2. Haruki Murakami, *Kafka on the Shore* (2006), Vintage.

**Recommended Readings:**

1. Seats, Michael (2006). 'Introduction'. *Haruki Murakami: The Simulacrum in Contemporary Japanese Literature*. Lexington Books.
2. Selections from Patke, Rajeev S. and Philip Holden (2009). *The Routledge Concise History of Southeast Asian Writing in English*. Routledge.

3. Selections from Prescott, David (2009). *English in Southeast Asia: Varieties, Literacies and Literatures*. Cambridge Scholars Publishing.

#### **Recommended Viewing:**

2046 (2004). Dir. Wong Kar Wai (Hong Kong)

Sepet (2004). Dir. Yasmin Ahmad (Malaysia)

### **Unit 3: The Gendered Space**

1. Truong, Monique. *The Book of Salt* (2003). Mariner Books.
2. Shyam Selvadurai. *Funny Boy* (1994). McClelland & Stewart.

Or

3. Nora Okja Keller. *Comfort Woman* (1998). Penguin.

#### **Recommended Readings:**

1. Mannur, Anita. Feeding Desire: Food Domesticity and Challenges to hetero-patriarchy. *Journal of Commonwealth and Postcolonial Studies* 10.1 (Spring 2003)
2. Eng, David L. The End(s) of Race. *PMLA*. Vol. 123, No. 5 (Oct. 2008).

#### **Recommended Viewing:**

*The Forsaken Land* (2004). Dir. Vimukthi Jayasundara (Sri Lanka)

### **Unit 4: Theatre of Mobility/ Globalized Gaze**

1. Alia Bano, *Shades* (2009). Methuen Drama.
2. David Henry Hwang, *Yellow Face* (2007). Theatre Communications Group.
3. Selection of stories from *Literature from the "Axis of Evil"* (2007). The New Press.

#### **Recommended Readings:**

1. Ayad Akhtar. *Disgraced* (2012). Back Bay Books.
2. Selections from Wetmore, Kevin J. , Jr., Siyuan Liu, Erin B. Mee (2014). *Modern Asian Theatre and Performance 1900-2000*. Bloomsbury Methuen Drama.
3. Selections from Rogers, Amanda (2014). *Performing Asian Transnationalisms: Theatre, Identity, and the Geographies of Performance*. Routledge.

#### **Recommended Viewing:**

*Kagemusha* (1980). Dir. Akira Kurosawa (Japan)

#### **Suggested Readings:**

Ames, Roger T. (ed.) with Thomas P. Kasulis and Wimal Dissanayake. Self as Image in Asian Theory and Practice. *South and Southeast Asian Literature in English*. Alexander Street Press.

Amrith, Sunil. *Migration and Diaspora in Modern Asia* (Cambridge University Press, 2011)

Brah, Avtar. *Cartographies of Desire: Contesting Identities* (London: Routledge, 1996).

Brazier, Jana Evans and Anita Mannur, *Theorizing Diaspora: A Reader* (Oxford: Wiley-Blackwell, 2003).

Brown, Judith. *Global South Asians: Introducing the Modern Diaspora* (Cambridge: Cambridge UP, 2006).

Chow, Rey. *Writing Diaspora: Tactics of Intervention in Contemporary Cultural Studies* (Bloomington, IN: Indiana UP, 1993).

Cohen, Robin. *Global Disaporas: An Introduction* (London: Routledge, 2003).

Dudrah, Rajinder. *Bollywood Travels: Culture, Diaspora and Border Crossings in Popular Hindi Cinema* (London: Routledge, 2012).

Eng, David L. *The Feeling of Kinship: Queer Liberalism and the Racialization of Intimacy* (Durham: Duke UP, 2010).

Friedman, Susan Stanford. "Migrations, Diasporas, and Borders" in Introduction to Scholarship in *Modern Languages and Literatures*, 3rd ed., ed. David G. Nicholls (New York: Modern Language Association, 2007) 260-293.

Gopinath, Gayatri. *Impossible Desires: Queer Diasporas and South Asian Public Cultures* (Durham: Duke UP, 2005).

Jain, Anupama. *How to Be South Asian in America: Narratives of Ambivalence and Belonging* (Philadelphia: Temple UP, 2011).

Jain, Ravindra K. *Nation, Diaspora, Trans-nation: Reflections from India* (London: Routledge, 2011).

Lowe, Lisa. *Immigrant Acts: On Asian American Cultural Politics* (Durham: Duke UP, 1996).

Manalansan, Martin. *Global Divas: Filipino Gay Men in the Diaspora* (Durham: Duke UP, 2003).

Mannur, Anita. *Culinary Fictions: Food in South Asian Diasporic Culture* (Philadelphia: Temple UP, 2010).

Mathur, Saloni. ed., *The Migrant's Time: Rethinking Art History and Diaspora* (New Haven: Yale UP, 2011).

Naipaul, V.S. *The Overcrowded Barracoon and Other Articles* (London: Deutsch, 1972).

Nasta, Susheila. *Home Truths: Fictions about the South Asian Diaspora in Britain* (Basingstoke: Palgrave, 2002).

Rai, Amit. *Untimely Bollywood: Globalization and India's New Media Assemblage* (Durham: Duke UP, 2009).

Radhakrishnan, R. "Between Living and Telling: Ethnicity in the Age of Transnationalism," *ADE Bulletin* 143 (Fall 2007): 18-25.

---. *Diasporic Mediations: Between Home and Location* (Minneapolis: U of Minnesota P, 1996).

Rushdie, Salman. *Imaginary Homelands: Essays 1981-1991* (Cambridge: Granta, 1991).

Sell, Jonathan. ed. *Metaphor and Diaspora in Contemporary Writing* (Basingstoke: Palgrave Macmillan, 2012).

Tiongson, Jr, Antonio T., Eduardo Gutierrez, and Ricardo Gutierrez, eds., *Positively No Filipinos Allowed: Building Communities and Discourse* (Philadelphia, PA, Temple UP, 2006).

Walkowitz, Rebecca. *Cosmopolitan Style: Modernism beyond the Nation* (New York: Columbia UP, 2006).

Yao, Steven G. *Foreign Accents: Chinese American Verse from Exclusion to Postethnicity* (Oxford: Oxford UP, 2010).

Connell, R. W. *Masculinities*, University of California Press, August 2005.

Jose, Nicholas *Chinese Whispers, Cultural Essays* Wakefield Press, Adelaide, 1995

Keene, Donald. *Modern Japanese Literature*, Grove Press, 1956.

Keene, Donald. *Seeds in the Heart: Japanese Literature from the Earliest Times to the Late Sixteenth Century*, Columbia University Press, 1993 reprinted 1999

Keene, Donald. *Dawn to the West: Japanese Literature in the Modern Era, Poetry, Drama, Criticism*, Columbia University Press, 1984 reprinted 1998

Kratz, Ernst Ulrich. (1996). *Southeast Asian languages and literatures: a bibliographical guide to Burmese, Cambodian, Indonesian, Javanese, Malay, Minangkabau, Thai and Vietnamese*.

Miner, Earl Roy, Odagiri, Hiroko, and Morrell, Robert E., *The Princeton companion to classical Japanese literature*, Princeton, N.J. : Princeton University Press, 1985.

Quayum, Mohammad A., (2001) *Malaysian Literature in English: A Critical Reader*. Kuala Lumpur: Pearson Education.

*South and Southeast Asian Literature in English*. Alexander Street Press.

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## Semester IV

Course Type	Course No.	Course Title	Credits
<b>Core</b>	ENG 553	Modernism and Beyond	4
	ENG 554	Critical Theory for English Studies	4
<b>Optional</b>	ENG 571	Translation Studies	4
	ENG 576	Literature in the Language Classroom	4
	ENG 577	Trauma and Literature	4
	ENG 578	Digital Cultures	4
	ENG 579	Urban Spaces in Literature	4
	ENG 580	Settler Narratives and Aboriginal Counter-narratives of Australia	4
	ENG 581	Cultural Studies	4
<b>Project</b>	ENG 591	Project Work IV	2
<b>Total Required Number of Credits Per Semester</b>			18

### Core Paper: ENG 553: Modernism and Beyond

#### Outline:

The dawn of the twentieth century saw the implosion of Victorian certainties regarding English culture along with the diminishing of the role of Britain as an imperial power. The course is designed to introduce the cultural and political re-alignments of the turn-of-the-century decades leading to the crisis years of World War I and their manifestation in the various genres: modernist trends in the novel and short story (Conrad, Joyce, Woolf); the poetry of the war-generation (Owen, Sassoon, Brooke and Lawrence); modernism and its antecedents in poetry (Yeats, Eliot); dramatic revival on the British Isles and the theatre of the absurd (Synge, Beckett); and dystopic visions of the future that signal the new world order (Orwell). It thus highlights the major genres, oeuvres and individual works of the first half of the 20<sup>th</sup> century.

#### Objectives:

To introduce students to the literature of modernism; to familiarize them with the major intellectual debates of the period; to attend to the crisis in European modernity and empire as reflected in the literature of the first half of the twentieth century.

#### Unit 1: Romance, Empire and Irony

##### Texts:

Joseph Conrad, *The Heart of Darkness* (Norton) (1899)

Rudyard Kipling, *Kim* (Penguin) (1901)

##### Critical Readings:

Achebe, Chinua. "An Image of Africa: Racism in Conrad's *Heart of Darkness*." *Heart of Darkness*. Ed. Robert Kimbrough. New York: Norton, 1988.

Brantlinger, Patrick. *The Rule of Darkness* (excerpts). Ithaca: Cornell University Press, 1990.

Cohn, Bernard S. "Representing Authority in Colonial India", from Eric Hobsbawm (ed.) *The Invention of Tradition*. Cambridge: Cambridge UP, 1993.

Conrad, Joseph, Robert Kimbrough, and Paul B. Armstrong. "Imperialism and the Congo." *Heart of Darkness*. New York: W.W. Norton, 2006.

de Lange, Attie and Gail Fincham (eds.) *Conrad in Africa: New Essays on "Heart of Darkness"*. New York: Columbia University Press, 2002.

Doyle, Laura. 'Notes Toward a Dialectical Method: Modernities, Modernisms, and the Crossings of Empire.' *Literature Compass* 7.3 (2010): 195-213.

Fanon, Frantz. "The Wretched of the Earth" from Omar Dahbour (ed.) *The Nationalism Reader*. Humanity Books, 1995.

Jameson, Fredric. "Modernism and Imperialism" from *Nationalism, Colonialism and Literature*. Minneapolis: University of Minnesota Press, 1990.

McClintock, Anne. "The Angel of Progress: Pitfalls of the Term 'Post-colonialism'". *Colonial Discourse and Post-colonial Theory. A Reader* (ed.) Patrick Williams, Laura Chrisman. New York: Columbia UP, 1994.

Nadell, Martha Jane. 'Modernism and Race.' *A Companion to Modernist Literature and Culture*. Ed. David Bradshaw & Kevin J. H. Dettmar. Oxford: Blackwell, 2007.

Renan, Ernest. "What is a Nation?" from Geoff Eley and Ronald Grigor Suny, ed. 1996. *Becoming National: A Reader*. New York: Oxford University Press, 1996: pp. 41-55.

Said, Edward. "Introduction" to *Orientalism*. New York: Vintage Books, 1979.

----. "Introduction" to *Kim*. By Rudyard Kipling. London: Penguin, 1987

----. *Joseph Conrad and the Fiction of Autobiography*. Massachusetts: Harvard UP, 1966.

Stape, J. H (ed.) *The New Cambridge Companion to Joseph Conrad*. New York: Cambridge UP, 2014.

Zins, Henryk. *Joseph Conrad and Africa*. Nairobi: Kenya Literature Bureau, 1982.

## **Unit 2: Myth, Modernity, and Masculinity in Crisis**

### **Texts:**

James Joyce, "Araby," "The Counterparts" from *Dubliners* (The Viking Critical Library) (1914)

T.S. Eliot, "The Love Song of J. Alfred Prufrock" (1915) "Gerontion" (1920) "Hollow Men" (1925)

W. B. Yeats, "Easter 1916" (1916/21) "Sailing to Byzantium" (1926/28).

### **Recommended Readings:**

J.G. Frazer, *The Golden Bough* (1890/1915).

Jessie L. Weston, *From Ritual to Romance* (1920)

Sigmund Freud, 'Civilization and its Discontents' (1930)

### **Critical Readings:**

Attridge, Derek (ed.) *The Cambridge Companion to James Joyce*. Cambridge: Cambridge UP, 1990.

Bell, Michael. *Literature, Modernism and Myth*. Cambridge University Press, 1997.

Castle, Gregory, *Modernism and the Celtic Revival*. Cambridge University Press, 2009.

Crawford, Robert, *Savage and the City in the Work of T.S. Eliot*. Oxford University Press, 1990.

Corcoran, Neil, ed. *The Cambridge Companion to Twentieth-Century English Poetry*. Cambridge: Cambridge University Press, 2007.

Davis, Alex, and Lee M. Jenkins, eds. *The Cambridge Companion to Modernist Poetry*. Cambridge: Cambridge UP, 2007.

Friedman, Susan Stanford. 'Definitional Excursions: The Meanings of Modern /Modernity/ Modernism'. *Modernism/Modernity* 8.3 (2001): 493-513.

Friedman, Susan Stanford, ed. *Joyce: The Return of the Repressed*. Ithaca: Cornell UP, 1993.

Harding, Desmond. *Writing the City: Urban Visions and Literary Modernism*. New York: Routledge, 2002.

Henke, Suzette A. *James Joyce and the Politics of Desire*. New York: Routledge, 1990.

Howes, Marjorie (ed.) *The Cambridge Companion to W. B. Yeats*. New York: Cambridge UP, 2007.

Lamos, Colleen. *Deviant Modernism: Sexual and Textual Errancy in T. S. Eliot, James Joyce, and Marcel Proust*. Cambridge: Cambridge UP, 1998.

Moody, David (ed.) *The Cambridge Companion to T.S. Eliot*. New York: Cambridge UP, 2006.

Stevens, Hugh. 'Introduction: Modernism and Its Margins.' *Modernist Sexualities*. Ed. Hugh Stevens and Caroline Howlett. Manchester: Manchester UP, 2000. 1-12.

Tratner, Michael. *Modernism and Mass Politics: Joyce, Woolf, Eliot, Yeats*. Stanford: Stanford UP, 1995.

## **Unit 3: Dying In the Trenches**

**Texts:**

Wilfred Owen, "Anthem for Doomed Youth" (1917) "Disabled" (1917) "Dulce et Decorum Est" (1920)  
 Siegfried Sassoon, "Attack" "Counter-Attack" "Base Details" (1918)  
 Rupert Brooke, "Retrospect" (1914) "The Soldier" (1915)  
 D.H. Lawrence, "How Beastly the Bourgeois Is" (1917) "Birthday" (1921-22)  
 Virginia Woolf, *Mrs. Dalloway* (Alfred A. Knopf) (1925)

**Recommended Readings:**

Woolf, Virginia. "Modern Fiction" (1919/21) "Mr. Bennett and Mrs. Brown" (1923/24)  
 ----. *A Room of One's Own* (1929)  
 ----. *Three Guineas* (1938)  
 ----. "Thoughts on Peace in an Air Raid" (1940)  
 ----. *Moments of Being* (1907-36/72)

**Critical Readings:**

Abel, Elizabeth. *Virginia Woolf and the Fictions of Psychoanalysis*. Chicago: The University of Chicago Press, 1990.  
 Allen, Judith. *Virginia Woolf and the Politics of Language*. Edinburgh: Edinburgh University Press, 2012.  
 Beer, Gillian. *Virginia Woolf: The Common Ground. Essays by Gillian Beer*. Ann Arbor : U of Michigan P, 1996.  
 Bergonzi, Bernard. *Heroes' Twilight: A Study of the Literature of the Great War*, Constable, 1965.  
 Black, Naomi. *Virginia Woolf as Feminist*. Ithaca (New York): Cornell University Press, 2004.  
 Delany, Paul. *The Neo-Pagans: Rupert Brooke and the Ordeal of Youth*. Free Press, 1987.  
 De Gay, Jane. *Virginia Woolf's Novels and the Literary Past*. Edinburgh: Edinburgh University Press, 2007.  
 Fernihough, Anne and Susan Sellers (eds.) *The Cambridge Companion to D.H. Lawrence*. New York: Cambridge UP, 2001.  
 Marcus, Jane. *Virginia Woolf and the Languages of Patriarchy*. Bloomington: Indiana UP, 1987.  
 Minow-Pinkney, Makiko. *Virginia Woolf and the Problem of the Subject: Feminine Writing in the Major Novels*. Edinburgh: Edinburgh University Press, 2010.  
 Roe, Sue (ed.) *The Cambridge Companion to Virginia Woolf*. New York: Cambridge UP, 2000.  
 Rutherford, Jonathan. *Forever England: Reflections on Race, Masculinity, and Empire*. London: Lawrence & Wishart, 1997.  
 Sarker, Sonita. 'Race, Nation, and Modernity: The Anti-colonial Consciousness of Modernism.' *Gender in Modernism: New Geographies, Complex Intersections*. Ed. Bonnie Kime Scott. Urbana, IL: U Illinois P, 2007. 472-82.  
 Showalter, Elaine. "Mrs Dalloway." *Virginia Woolf: Introduction to the Major Works*, ed. Julia Briggs, London: Virago Press, 1994.  
 Stallworthy, J and Potter, J (eds). *Three Poets of the First World War: Ivor Gurney, Isaac Rosenberg, Wilfred Owen*. London: Penguin, 2011.

**Unit 4: Unsovereign Life****Texts:**

J.M. Synge. *Riders to the Sea*. (1904/1935)  
 George Orwell, *1984* (1949)

Recommended edition:

Orwell, George. *Nineteen Eighty-Four*. Thomas Pynchon (Foreword); Erich Fromm (Afterword). Plume, 2003.  
 Samuel Beckett. *Waiting for Godot* (1953)

**Critical Readings:**

Ackerley, C. J. and Gontarski, S. E., (Eds.) *The Faber Companion to Samuel Beckett*. London: Faber and Faber, 2006.



Aubrey, Crispin and Chilton, Paul (eds.). *Nineteen Eighty-four in 1984: Autonomy, Control, and Communication* (Repr. ed.). London: Comedia Pub. Group, 1983.

Brater, Enoch and Ruby Carter (eds.) *Around the Absurd: Essays on Modern and Postmodern Drama*. Ann Arbor: U of Michigan P., 1990.

Bryden, M. *Samuel Beckett and the Idea of God*. Hampshire: Palgrave MacMillan, 1998.

Cronin, A. *Samuel Beckett: The Last Modernist*. London: Flamingo, 1997.

Esslin, Martin. *The Theatre of the Absurd*. London: Methuen, 2001.

Harrington, John, ed. *Modern and Contemporary Irish Drama*. 2nd Ed.. W.W. Norton, 2009.

Mathews, P.J. (ed.) *The Cambridge Companion to J. M. Synge*. New York: Cambridge UP, 2009.

Maxwell, D. E. S. *A Critical History of Modern Irish Drama: 1891-1980*. Cambridge: CUP, 1984.

Pilling, John (ed.) *The Cambridge Companion to Beckett*. New York: Cambridge UP, 1994.

Roche, Anthony. *Synge and the Making of Modern Irish Drama*. Dublin: Carysfort Press Ltd., 2013.

Rodden, John. (ed.) *The Cambridge Companion to George Orwell*. New York: Cambridge UP, 2007.

Steinhoff, William R. *George Orwell and the Origins of 1984*. Ann Arbor: U of Michigan P, 1975.

Worth, Katharine. *The Irish Drama of Europe from Yeats to Beckett*. London: Bloomsbury, 1986.

### **Suggested Readings:**

Booth, Howard J., and Nigel Rigby. *Modernism and Empire*. Manchester: Manchester UP, 2000.

Bradbury, Malcolm and James McFarlane. (eds.) *Modernism: A Guide to European Literature 1890-1930*. Harmondsworth: Penguin, 1976.

DeKoven, Marianne. *Rich and Strange: Gender, History, Modernism*. Princeton: Princeton UP, 1991.

Doyle, Laura, and Laura Winkiel. *Geomodernisms: Race, Modernism, Modernity*. Bloomington, IN: Indiana UP, 2005.

DuPlessis, Rachel Blau, *Writing Beyond the Ending: Narrative Strategies of Twentieth-Century Women Writers*. Indiana: Indiana University Press, 1985.

Ellman, Richard and Charles Feidelson (eds.) *The Modern Tradition: Backgrounds of Modern Literature*. Oxford University Press, 1965.

Friedman, Susan Stanford. *Mappings: Feminism and the Geographies of Encounter*. Princeton: Princeton UP, 1998.

Linett, Tova Maren. (ed.). *The Cambridge Companion to Modernist Women Writers*. Cambridge: Cambridge University Press, 2010.

Levenson, Michael. *A Genealogy of Modernism: A Study of English Literary Doctrine, 1908–1922*. New York: Cambridge University Press, 1984.

Levenson, Michael H. (ed.). *The Cambridge Companion to Modernism*. 2nd ed. Cambridge: Cambridge University Press, 2011.

Mao, Douglas, and Rebecca L. Walkowitz, eds. *Bad Modernisms*. Durham: Duke University Press, 2006.

Massey, Doreen. *For Space*. London: Sage, 2005.

Rainey, Lawrence. *Institutions of Modernism: Literary Elites and Public Culture*. New Haven, Conn.: Yale University Press, 1998.

Said, Edward. *Beginnings: Intention and Method*. New York: Basic Books, 1975.

Scott, Bonnie Kime. *The Gender of Modernism: A Critical Anthology*. Indiana: Indiana UP., 1990.

Shiach, Morag, ed. *The Cambridge Companion to the Modernist Novel*. Cambridge: Cambridge UP, 2007.

Sherry, Vincent. *The Cambridge History of Modernism*. New York: Cambridge UP, 2016.

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### **Core Paper: ENG 554: Critical Theory for English Studies**

#### **Outline:**

The course locates the significance of critical theory in the field of English Studies. Since the 1970s, ‘theory’ has been seen as intrinsic to opening up the field of literary studies. The course thus explores the dynamics, interconnectedness and various criss-crossing of ideas that have had a profound influence in the forming of the field of English Studies. Specifically, the course introduces the key thinkers as well as the key ideas that shaped the field and how they can be seen to intervene in our study of literature.

**Objectives:**

- a) To introduce students to ideas like ‘authorship’, ‘event’ and the ‘subject’;
- b) To explore interdisciplinarity within the field of literary studies;
- c) To enable students to use concepts like ‘history’, ‘simulation’ and ‘power’ to interrogate literary texts.

**Unit 1: Poststructuralism**

A. Foucault, Michel. “What is an Author?” (1969)

B. Derrida, Jacques. "Signature, Event, Context." In *Limited Inc.* Northwestern University Press, 1988.

C. Kristeva, Julia. “The System and the Speaking Subject”. In Toril Moi (ed.) *The Kristeva Reader* (1986).

**Recommended Reading:**

Deleuze, Gilles and Felix Guattari, "What is a Minor Literature?" (1983)

**Unit 2: Postmodernism**

A. Hassan, Ihab. “Toward a Concept of Postmodernism” from *The Postmodern Turn* (1987)

B. Lyotard, Jean-François. "Answering the question: what is the postmodern?" (1992)

C. Baudrillard, Jean. “The Precession of Simulacra” In *Simulacra and Simulation* (1981)

**Recommended Reading:**

‘Introduction’ from Michel de Certeau, *The Practice of Everyday Life* (2011)

**Unit 3: New Historicism**

A. Hunt, Lynn. "Introduction: History, Culture, and Text," in Hunt, ed., *The New Cultural History* (1989).

B. McGann, Jerome. "The Socialization of Texts," In McGann, J. *The Textual Condition* (1991).

C. Greenblatt, Stephen. “Resonance and Wonder” (1990).

**Recommended Reading:**

Montrose, Louis. "New Historicisms," in Greenblatt and Gunn, eds., *Redrawing the Boundaries* (1992).

**Unit 4: Feminism**

A. Mitchell, Juliet. *Women’s Estate* (Selections) (1971)

B. Showalter, Elaine. “Feminist Criticism in the Wilderness” (1981)

C. Spivak, Gayatri Chakravarty. “Feminism and Critical Theory” (1985)

D. Butler, Judith. “Imitation and Gender Insubordination” (1989)

**Recommended Reading:**

hooks, bell. Selections from *Ain’t I a Woman?: Black Women and Feminism* (1981)

Helene Cixous, “The Laugh of the Medusa” (1975)

**Suggested Readings:**

Bertens, Hans. *Literary Theory: the Basics* . London and New York: Taylor & Francis, 2008.

Bressler, Charles E. *Literary Criticism: An Introduction to Theory and Practice* . 2nd edition. Upper Saddle River, NJ: Prentice Hall, 2003.

David, Robert Con and Ronald Schleifer, eds. *Contemporary Literary Criticism: Literary and Cultural Studies*, 1998.

Richter, David H., ed. *The Critical Tradition: Classic Texts and Contemporary Trends*. 2nd edition. Boston: Bedford Books, 1998.

Eagleton, Terry. *Literary Theory: An Introduction*. 2nd ed. Minneapolis, MN: University of Minnesota, 2008.

Selden, Raman, Peter Widdowson, and Peter Brooker. *A Reader's Guide to Contemporary Literary Theory*. 4th edition. London: Prentice Hall, 1997.

- Connor, Steven, ed. *The Cambridge Companion to Postmodernism*. Cambridge companions to literature. Cambridge, UK; New York : Cambridge University Press, 2004.
- Sturrock, John. *Structuralism and Since: from Lévi-Strauss to Derrida*. Oxford: Oxford University Press, 1980.
- Lucy, Niall. *Postmodern Literary Theory: an Introduction*. Malden, MA: Blackwell Publishers, 1997.
- Bertens, Hans and Douwe Fokkema, eds. *International Postmodernism: Theory and Literary Practice*. Comparative History of Literatures in European Languages. Philadelphia: John Benjamins Publishing Company, 1997.
- Mohanty, Satya P. *Literary Theory and the Claims of History: Postmodernism, Objectivity, Multicultural Politics*. Ithaca: Cornell Univ. Press, 1997.
- Easterlin, Nancy and Barbara Riebling. *After Poststructuralism: Interdisciplinarity and Literary Theory*. Evanston, IL: Northwestern Univ. Press, 1993.
- Yarbrough, Stephen R. *Deliberate Criticism: Toward a Postmodern Humanism*. Athens, GA: The University of Georgia Press, 1992.
- Humm, Maggie. *An Annotated Critical Bibliography of Feminist Criticism*. Boston: G. K. Hall, 1987.
- Humm, Maggie. *A Reader's Guide to Contemporary Feminist Literary Criticism*. London: Harvester Wheatsheaf, 1994.
- Gay and Lesbian Literature*. Ed. S. Malinowski. Detroit: St. James Press, 1994.
- Haggerty, George E. and Bonnie Zimmerman. *Professions of Desire: Lesbian and Gay Studies in Literature*. New York: Modern Language Association of America, 1995.
- Sinfield, Alan. *On Sexuality and Power*. New York : Columbia University Press, c2004.

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### **Optional Paper: ENG 571: Translation Studies**

#### **Outline:**

The course deals with the systematic study of the theory, description and application of translation, interpreting, and localization. As an interdiscipline, Translation Studies borrows from the various fields of study that support translation. These include history, comparative literature, linguistics, philology, philosophy, semiotics, and computer science.

#### **Objectives:**

- a) To introduce students to the concepts in Translation Studies;
- b) To initiate a practical and analytical ability in both Translation and Translation Studies
- c) To enable students to grasp the historical growth of the discipline
- d) To develop an understanding of methodology and approach in translation.

#### **Unit 1: 1900-1950s: Introduction and Approach**

Walter Benjamin, 'The Task of the Translator'

Jose Ortega y Gasset, 'The Misery and Splendour of Translation'

Vinay and Darbelnet, 'A Methodology for Translation'

Roman Jakobson, 'On Linguistic Aspects of Translation'

#### **Unit 2: 1960s-1970s: Principles and Meaning in Translation**

Eugene Nida, 'Principles of Correspondence'

J.C. Catford, 'Translation Shifts'

George Steiner, 'The Hermeneutic Motion'

#### **Unit 3: 1980s: Functions and Effects of Translation**

Hans. J. Vermeer, 'SKOPOS and Commission in Translation Action'

Philip E. Lewis, 'Measure of Translation Effects'

Lori Chamberlain, 'Gender and The Metaphorics of Translation'

#### **Unit 4: 1990s: Cultural Translation**

Annie Brisset, 'The Search for a Native Language: Translation and Cultural Identity'

Gayatri Spivak, 'The Politics of Translation'

Lawrence Venuti, 'Translation, Community, Utopia'

**Recommended Reading:** Venuti, Lawrence, *The Translation Studies Reader*. Routledge.

### **Suggested Readings:**

Bassnett, Susan and Harish Trivedi (eds.) *Post-colonial Translation: Theory and Practice*. Routledge.

Bassnett, Susan. *Translation Studies*. Routledge.

Catford, J.C. *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. Oxford University Press.

Devi, Mahasweta, *Imaginary Maps*. Translated by Gayatri Spivak. Routledge.

During, S. *Culture Studies Reader*. Routledge.

Gaddis Rose, Marilyn. *Translation and Literary Criticism: Translation as Analysis*.

Holmes, James (ed.), *The Nature of Translation: Essays on the Theory and Practice of Literary Translation*. Mouton.

Jakobson, R. "On Linguistic Aspects of Translation" in Venuti, (ed.), *Translation Studies Reader*.

Kelly, L.G., *The True Interpreter: A History of Translation Theory and Practice in the West*. Oxford.

Lefevere, Andre, *Translation/History/Culture: A Source Book*. Routledge.

Lefevere, Andre, *Translation, Rewriting and the Manipulation of Literary Fame*. Routledge.

Mukherjee, Sujit, *Translation as Discovery*. Orient Longman.

Nida, Eugene, *The Theory and Practice of Translation*. E.J. Brill.

Spivak, Gayatri, *Outside in the Teaching Machine*. Routledge.

Tejaswini, Niranjana. *Siting Translation History, Post-Structuralism, and the Colonial Context*. University of California Press, 1992

Tourey, Gideon, *Descriptive Translation Studies and Beyond*. John Benjamins.

Trivedi, Harish, *Colonial Transactions: English Literature and India*.

Venuti, Lawrence, *The Translation Studies Reader*. Routledge.

Venuti, Lawrence, *The Translator's Invisibility*. Routledge.

Wilss, Wolfram, *Translation Theory and its Implementation*.

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## **Optional Paper: ENG 576: Literature in the Language Classroom**

### **Outline:**

The course will provide a methodological and theoretical understanding of teaching language through literature. The course will comprise of the use of literature (both with a capital 'L' and a small 'l') for engaging with linguistic and discourse features of language in the classroom. It would also expose students to devise language materials in different genres of literature and create opportunities for trying them out.

### **Objectives:**

- a) To equip students with an understanding of the mechanics of teaching language through literary texts
- b) To create opportunities for students to comment, justify and mirror themselves
- c) To illustrate the shift from the traditional grammar-translation method to the communicative method of teaching language through literature

### **Unit 1            Theoretical Background**

- a. Reasons for using literature in the language classroom
- b. The importance of response and literature teaching
- c. A historical overview of teaching literature in India
- d. Communicative Language Teaching and Teaching of Literature

## **Unit 2 Teaching Poetry**

- a. 'Reading' poetry
- b. Cognitive and affective methods of teaching poetry
- c. Poetry as 'gap-filling'
- d. Teaching 'voice' in poetry

## **Unit 3 Teaching Fiction**

- a. Teaching the points of view
- b. Using dialogues for teaching character
- c. Using adaptation and simplification as teaching tools
- d. Using pop fiction for language teaching

## **Unit 4 Teaching Drama**

- a. Drama techniques for language learning
- b. Using dialogues for fluency
- c. Using role play for language learning
- d. Using adapted texts for performance

### **Suggested Readings:**

- Carter, R & Long, M. (1991). *Teaching Literature*, Longman
- Carter, R. & McRae, J. (eds) (1996). *Language, Literature and the Learner*. Harlow: Addison Wesley Longman.
- Carter, R. & Nash, W. (1990) *Seeing through Language*. Oxford: Blackwell.
- Duff, Alan and Alan Maley. 1990. *Literature*. OUP.
- Eagleton, T. (2008). *Literary theory: An introduction*, 3<sup>rd</sup> edition. Minneapolis, MN: University of Minnesota Press.
- Folger Shakespeare Library. (2006). *Shakespeare set free: Teaching Twelfth Night, Othello*. New York: Simon and Schuster.
- Rabinowitz, P. J. & Smith, M. W. (1998). *Authorizing readers: Resistance and respect in the*
- Scholes, R. (2001). *The crafty reader*. New Haven, CT: Yale University Press.
- Short, M. (1996) *Exploring the Language of Poems, Plays and Prose*. London: Longman.
- Short, M. H. & Candlin, C. N. 1986. Teaching study skills for English literature. In C. J. Brumfit & R. A. Carter (Eds.), *Literature and Language Teaching*. Oxford: Oxford University Press.
- Showalter, E. (2003). *Teaching literature*. Wiley Blackwell.
- teaching of literature*. New York, NY: Teachers College Press.
- Widdowson, H. (1975). *Stylistics and the teaching of literature*. London: Longman.
- Widdowson, H. (1979) *Explorations in Applied Linguistics* . Oxford: Oxford University Press.

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### **Optional Paper: ENG 577: Trauma and Literature**

#### **Outline:**

The course introduces to students the concepts of trauma and violence and the role literature plays in expressing experience. It offers an inquiry into the experience emerging out of political conflicts and an examination of the life of survivors of the mass-violence. It highlights the importance of archiving oral narratives and testimonies.

#### **Objectives:**

- a) To introduce to students concerns related to violence, trauma and memory
- b) Importance and method of archiving experiences
- c) Evolve an understanding of reading various forms of articulation/expression like oral narratives, memoirs, interviews etc.

## **Unit 1: Theory**

Arendt, Hannah. *Eichmann in Jerusalem: A Report on the Banality of Evil* (Chapters 1 & 2) (1963)  
 Caruth, Cathy. *Trauma: Explorations in Memory* (Introduction) (1995)  
 Agamben, Giorgio. *Remnants of Auschwitz: The Witness and the Archive* (Selections) (1999)  
 Hartman, Geoffrey. "Representing Trauma: Issues, Contexts, Narrative Tools" (2000)  
 Greenspan, Henry. "From Testimony to Recounting: Reflections from Forty Years of Listening to Holocaust Survivors" (in High, Steven. Ed. *Beyond Testimony and Trauma: Oral History in the Aftermath of Mass Violence*) (2015)

### **Recommended Reading:**

Das, Veena. *Violence and Subjectivity*. University of California (2000)

### **Unit 2: Oral Narratives and Interviews**

Bhuthalia, Urvashi. *Speaking Peace: Women's Voices from Kashmir* (Selections) (2002)  
 Chakravarti, Uma and Nandita Haksar. *Delhi Riots: Three Days in the Life of a Nation* (Selections) (1987)  
 Mander, Harsh. *Fatal Accidents of Birth: Stories of Suffering, Oppression and Resistance*. (Selections) (2016)

### **Recommended Reading:**

Butler, Judith. "Violence, Mourning and Politics" (2008)

### **Unit 3: Short Fiction and Memoir**

Frank Stewart (Editor), Sukrita Paul Kumar (Editor) *Crossing Over: Stories of Partition from India, Pakistan, and Bangladesh* (Selections) (2007)  
 Teesta Setalvad. *Foot Soldier of the Constitution: A Memoir* (2017)

### **Recommended Reading:**

Hoenig, Patrick and Navsharan Singh. *Landscapes of Fear: Understanding Impunity in India*. (2014)

### **Unit 4: Novels and Play**

Baldwin, Shauna Singh. *What the Body Remembers* (2000)  
 Sandhu, Amandeep. *Roll of Honour* (2012)  
 Virani, Pinki. *Bitter Chocolate* (2000)

### **Recommended Reading:**

Das, Veena. *Life and Words: Violence and the Descent into the Ordinary*. University of California (2006)

### **Suggested Readings:**

Ali, Tariq. *The Assassination: Who killed Indira G?* Oxford: Seagull, 2008. Print.  
 Amritjit Singh, Nalini Iyer, Rahul K. Gairola *Revisiting India's Partition: New Essays on Memory, Culture, and Politics*. Lexington Books, 2016  
 Bhalla, Alok. *Partition Dialogues, Memories of the Lost Home*. OUP, 2007.  
 Badami, Anita Rau. *Can You Hear the Nightbird Call*. New Delhi: Penguin India, 2006. Print.  
 Brar, K.S. *Operation Blue Star: The True Story*. New Delhi: UBSPD, 2014. Print.  
 Berenschot, Ward. *Riot Politics: Hindu-Muslim Violence and the Indian State*. New Delhi: Rainlight, Rupa, 2011. Print.  
*Black Laws: 1984-85*. New Delhi: People's Union for Civil Liberties, 1985. Print.  
 Butalia, Urvashi. *The Other Side of Silence: Voices from the Partition of India*. Mumbai: Penguin Books, 1998. Print.  
*Carnage '84: Never Ever we Forget Our Martyrs*. New Delhi: The Sikh Forum, 2014. Print.  
 Chakravarti, Uma and Nandita Hakar. *Delhi Riots: Three Days in the Life of a Nation*. New Delhi, Lancer International, 1987. Print.  
 Chakravarti, Uma. "'Carnage of Victims, 'Neighbours', 'Watan': Survivors of Anti-Sikh 1984'." *Economic and Political Weekly*, Vol 29, No. 42 (Oct 15, 1994): 2722-2726. Web.  
 "Criminal Code Act 1995 ." 6 March 2007. [www.vertic.org](http://www.vertic.org). Web. 13 June 2015.



- Das, Veena. *Life and Words: Violence and the Descent into the Ordinary*. California: University of California Press, 2007. Print.
- Delhi: 31 October to 4 November 1984. *Report of the Citizen's Commission*. New Delhi: Citizen's Commission, 1985.
- Ghosh, Amitav. "The Ghosts of Mrs Gandhi." 17 July 1995. *amitavghosh.com*. Web. 12 Oct 2015.
- Goswami, Indira. *Pages Stained With Blood*. Trans. Pradip Acharya. New Delhi: Katha, 2002. Print.
- Herman, Judith. *Trauma and Recovery: From Domestic Abuse to Political Terror*. Pandora: London, 1992.
- Kapur, Vikram. 1984: *In Memory and Imagination: Personal Essays and Short Fiction on 1984 Anti-Sikh Riots*. New Delhi: Amaryllis, 2016
- Kaur, Amarjit et.al. *The Punjab Story*. 2<sup>nd</sup> ed. New Delhi: Lotus Collection, 2004. Print.
- Levine, Peter A *Waking the Tiger: Healing Trauma*. North Atlantic Books: Berkeley. 1997
- Levine, Peter A & Kline, Maggie *Trauma Through a Child's Eyes: Awakening the Ordinary Miracle of Healing*. North Atlantic Books: Berkeley. 2007
- Mitta, Manoj and H.S. Phoolka. *When a Tree Shook Delhi: The 1984 Carnage and its Aftermath*. Roli Books, 2007.
- Mukhopadhyay, Nilanjan. *Sikhs: The Untold Agony of 1984*. Tranquebar Press, 2015.
- Scaer, Robert. *The Body Bears the Burden: Trauma, Dissociation and Disease*. Routledge: New York, 2007
- Suri, Sanjay. *1984: The Anti-Sikh Violence and After*. Harper Collins India, 2015.
- Tarun K Saint. *Witnessing Partition: Memory, History, Fiction*. ALT Series, 2002.
- Tarun K Saint. *Bruised Memories: Communal Violence and the Writer*. Seagull Books, 2000.
- Mitta, Manoj. *The Fiction of Fact Finding: Modi and Godhra*. Noida: Harper Collins, 2014. Print.
- Mitta, Manoj & H.S. Phoolka. *When a Tree Shook Delhi: The 1984 Carnage and its Aftermath*. New Delhi: Lotus Collection, 2007. Print.
- Narang, Amarjit Singh. *Politics of Revenge: Understanding 1984 Anti-Sikh Carnage*. New Delhi: The Sikh Forum, 2009.
- Sandhawalia, Preminder Singh. *Beyond Identity*. Amritsar: Singh Brothers, 2007. Print.
- Sandhu, Amandeep. *Roll of Honour*. New Delhi: Rupa &Co., 2012. Print.
- Singh, Maheep (ed). *Kala November: The Carnage of 1984*. Trans. Saroj Vashisht. New Delhi: Rupa &Co., 1995. Print.
- Tully, Mark and Satish Jacob. *Amritsar: Mrs Gandhi's Last Battle*. New Delhi: Rupa & Co, 1985.
- Two Judgements of 1996*. Justice S.N. Dhillon and Justice Anil Dev Singh. New Delhi: The Sikh Forum, 1997. Print.
- Uberoi, Safina. *On India, Undies and NRIs: An Interview with My Mother India's Safina Uberoi* Catherine Simpson. May 2002. Web.
- van der Kolk, Bessel, McFarlane, Alexander C., Weisaeth, Lars (eds) *Traumatic Stress: The Effects of Overwhelming Experience on Mind, Body, and Society*, The Guildford Press: New York, 2007.

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### Optional Paper: ENG 578: Digital Cultures

#### Outline:

This course will focus on the cultural and sociological aspects of digital media. The course will look at some key concepts in cyberculture studies that would include 'identity', 'body', 'community' and 'mobility'. It would also look into textual and visual practices that are produced in contemporary culture and how these productions are themselves circulated, disseminated and 'virtualised' within that space.

#### Objectives:

- To introduce to students the cultural and sociological dimensions of digital media
- To interrogate the changing manner in which text and image are produced and consumed
- To understand the many forms of digital culture and their profound effects by looking at concepts such as 'identity', 'body', 'community' and 'mobility'

## Unit 1: The 'digital' in digital culture

### a. The evolution of the 'digital'

1. Arturo Escobar, David Hess, Isabel Licha, Will Sibley, Marilyn Strathern, Judith Sutz (1994) 'Welcome to Cyberia: Notes on the Anthropology of Cyberculture [and Comments and Reply].' *Current Anthropology*, Vol. 35, No. 3.
2. 'Castells, Manuel (1996). Introduction'. *The Rise of the Network Society, The Information Age: Economy, Society and Culture Vol. I*. Cambridge, MA; Oxford, UK: Blackwell.
3. Baudrillard, Jean (1993) 'Hyperreal America', *Economy and Society* 22(2): 243-252.

#### Recommended Reading:

Kevin Robins (1995), 'Cyberspace and the World We Live In'. *Body and Society*, Vol.1 (3-4).

### b. The 'real' and the 'digital'

1. Turkle, Sherry (1995). 'Aspects of the Self'. In *Life on the Screen: Identity in the Age of the Internet*. Simon and Schuster
2. Zizek, Slavoj (2003). 'Subject of Modernity: Virtuality and the Fragility of the Real'. In *Conversations with Zizek*. Polity Press.

#### Recommended Viewing:

*Synthetic Pleasures* (1996). Dir. Iara Lee. Documentary.

## Unit 2: 'Community' and 'Identity' and Digital Cultures

### a. Sense of a community

1. Rheingold, Howard. (1993, 2000), 'Introduction'. *The Virtual Community* (2<sup>nd</sup> Edition). MIT Press.
2. Mitra, Ananda. (2000), "Virtual Commonality: Looking for India on the Net". In *The Cybercultures Reader*, David Bell and Barbara M. Kennedy eds. Routledge.
3. Willson, Michele (1997). "Community in the Abstract: A Political and Ethical Dilemma?". In David Holmes (ed.) *Virtual Politics: Community and Identity and Cyberspace*. Sage.

#### Recommended Reading:

Gibson, William. (1988) *Mona Lisa Overdrive*. Victor Gollancz.

### b. Virtual 'selves' and 'Identity'

1. Turkle, Sherry (1996). "Who Am We?" *Wired*, Issue 4.01
2. Henry Jenkins (1992) "'Get a Life!': Fans, Poachers, Nomads". In *Textual Poachers: Television Fans and Participatory Culture*. Routledge.
3. Chen, Mark (2009). 'Communication, Coordination, and Camaraderie in *World of Warcraft*'. *Games and Culture* 4/47.

#### Recommended Viewing:

*Blade Runner*. 1982. Dir. Ridley Scott.

## Unit 3: Body, Gender and Sexuality in Cyberspace

1. Haraway, Donna. (1984) "A Cyborg Manifesto: Science, Technology, and Socialist Feminism in the Late Twentieth Century"
2. Stryker, Susan. 'Transsexuality: The Postmodern Body And/As Technology,' In *The Cybercultures Reader*, David Bell and Barbara M. Kennedy eds. Routledge.
3. Dibbell, Julian. "A Rape in Cyberspace" (online: [http://www.ludd.luth.se/mud/aber/articles/village\\_voice.html](http://www.ludd.luth.se/mud/aber/articles/village_voice.html))
4. Squires, Judith. "Fabulous Feminist Futures and the Lure of Cyberculture". In *The Cybercultures Reader*, David Bell and Barbara M. Kennedy eds. Routledge.
5. Plant, Sadie. "On the Matrix: Cyberfeminist Simulations" In *The Cybercultures Reader*, David Bell and Barbara M. Kennedy eds. Routledge.

#### Recommended Reading:

Sandoval, Chela. 'New Sciences: Cyborg Feminism and the Methodology of the Oppressed'. In *The Cybercultures Reader*, David Bell and Barbara M. Kennedy eds. Routledge.

**Recommended Viewing:**

*Her*. 2013. Dir. Spike Jonze.

*Lucy*. 2014. Dir. Luc Besson.

**Unit 4: Dominance and Cybercolonization**

1. Sardar, Ziauddin. "alt.civilizations.faq: Cyberspace as the Darker Side of the West". In *The Cybercultures Reader*, David Bell and Barbara M. Kennedy eds. Routledge.
2. Susan Zickmund, "Approaching the Radical Other: the Discursive Culture of Cyberhate," In *The Cybercultures Reader*, David Bell and Barbara M. Kennedy eds. Routledge.
3. Borsook, Paulina (2001). Excerpts from *Cyberselfish: A Critical Romp through the Terribly Libertarian Culture of High Tech*. Public Affairs.
4. Kolko et. al. (2000). Excerpts from *Race in Cyberspace*. Routledge.
5. Sundaram, Ravi (2001) 'Recycling Modernity: Pirate Electronic Cultures in India'. Online: [www.sarai.net/journal/reader1.html](http://www.sarai.net/journal/reader1.html)

**Recommended Reading:**

Padmanabhan, Manjula (1997) *Harvest*. Kali for Women.

**Suggested Readings:**

Armand Mattelart. 2000. *Networking the World, 1794-2000*. University of Minnesota Press.

Bell, David and Barbara M. Kennedy eds. (2000) *The Cybercultures Reader*. Routledge.

Brown, Deidre, and George Nicholas. "Protecting indigenous cultural property in the age of digital democracy: Institutional and communal responses to Canadian First Nations and Māori heritage concerns." *Journal of Material Culture* 17.3 (2012): 307-324.

Castells, Manuel (2001). *The Internet Galaxy: Reflections on the Internet, Business and Society*, Oxford, OUP.

Chadwick, Andrew (2006) *Internet Politics: States, Citizens, and New Communication Technologies*, Oxford University Press, Oxford.

Dobransky, Kerry, and Eszter Hargittai. "The disability divide in Internet access and use." *Information, Communication & Society* 9.3 (2006): 313-334.

Friedman, Elisabeth Jay. "Lesbians in (cyber) space: the politics of the internet in Latin American on- and off-line communities." *Media, Culture & Society* 29.5 (2007): 790-81

Horst, Heather and Daniel Miller. 2006. *The Cell Phone: An Anthropology of Communication*. Berg Publishers.

Karaganis, Joe. ed. 2008. *Structures of Participation in Digital Culture*. Columbia University Press.

Klein, Adam. "Slipping Racism into the Mainstream: A Theory of Information Laundering." *Communication Theory* 22.4 (2012): 427-448.

Lessig, Lawrence. 2005. *Free Culture*. Lulu.com

Lister, Martin. Et.al. ed. 2009. *New Media: a Critical Introduction*. Routledge.

May, Christopher (2002) *The information society: a sceptical view*, Polity Press, Malden, Mass.

Miller, Vincent (2011) *Understanding Digital Culture*. Sage Publications.

Poster, Mark. 2006. *Information Please: Culture and Politics in the Age of Digital Machines*. Duke University Press.

Watkins, Craig. 2009. *The Young and the Digital*. Beacon Press.

Webster, Frank (2002). *Theories of the information society*. 2nd ed. London, Routledge.

Webster, Frank ed. (2005) *The Information Society Reader*. London Routledge

Winner, Langdon. "Do artifacts have politics?." *Daedalus* 109.1 (1980): 121-136.

## Optional Paper: ENG 579: Urban Spaces in Literature

### Outline:

This course examines the meeting point of the literary and the urban but also seeks to understand this meeting as a place of displacement, suffering and exile. The course, therefore, focuses on issues of centrality/marginality, multiculturalism, destruction of cultures, memory and history. It also relates to other fields—such as geography, architecture, philosophy or sociology—in order to analyze the spatial in literature.

### Objectives:

- a) To familiarize students with the representation of space in literature.
- b) To sensitize students to the various aspects of urban landscape and its implications for reading literature, particularly modern literature
- c) To make students relate to the issues of socio-political change in the context of the city as reflected in the questions of communal living, violence in the city, crowd and alienation etc.

### Unit 1: Inner/ Outer Landscapes: Private/ Public Spaces

#### a. Poetics of Space:

1. Selections from Lehan, Richard. *The city in literature: an intellectual and cultural history*, 1998. University of California Press.
2. Selections from *The Cambridge Companion to the City in Literature* (ed.) Kevin R. McNamara, 2014. Cambridge University Press.
3. Fainstein, Susan. 'Justice, Politics and the Creation of Urban Space'. In *City Cultures Reader* (ed.) Malcolm Miles et. al., 2000. Routledge.

#### Recommended Reading:

1. Selections from Kafka's *Contemplation* (1912-13)
2. Saadat Hasan Manto's stories on Lahore and Bombay ("Wild Cactus," "The Gift" etc)

### Unit 2: City and the modern

#### a. Commodification, Alienation and the City:

1. Benjamin, Walter. "On Some Motifs in Baudelaire." Paris: Bibliotheque Nationale, 1940
2. Text: Excerpts from *Flowers of Evil* by Baudelaire.
3. Selections from Joyce's *Dubliners*.

#### b. City and the Other/ Outcasts:

1. Prakash, Gyan and Kevin M. Kruse. 'Introduction' to *The Spaces of the Modern City: Imaginaries, Politics and Everyday Life*, 2008. Princeton University Press.
2. Mumford Lewis 'What is a city?'. In *City Cultures Reader* (ed.) Malcolm Miles et. al., 2000. Routledge.

#### Recommended Viewing:

*Innocent Sorcerers* (1960), dir. by Andrzej Wajda

### Unit 3: Postcolonial city

#### a. Imperialism and Metropolis:

1. Fanon, "Concerning Violence" in *The Wretched of the Earth*
2. Trinidad: Selections from V.S. Naipaul's *Miguel Street*

#### b. From Bombay to Mumbai:

1. Selections from Rashmi Verma, *The Postcolonial City and its Subjects*, 2012. Routledge.
2. Selections from Namdeo Dhasal's *Golpitha*
3. Selected poems of Nissim Ezekiel on Bombay

### Suggested Readings

Burton, Pike. *The Image of the City in Modern Literature*. Princeton, N.J.: Princeton UP, 1981.  
Harvey, David. "Social Justice, Postmodernism and the city." *International Journal of Urban and Regional Research* Vol. 16, Issue 4 (December 1992). pp. 588-601.

Isin, Engin F. Ed. *Democracy, Citizenship, and the Global City*. London: Routledge, 2000.

Kaul, Shonaleeka. *Imagining the Urban: Sanskrit and the City in Early India*. New Delhi: Permanent Black, 2010.

Rao, Anupama. "Stigma and Labour: Remembering Dalit Marxism." *Caste Matters: A symposium on inequalities, identities and disintegrating hierarchies in India*.  
[http://www.india-seminar.com/2012/633/633\\_anupama\\_rao.htm](http://www.india-seminar.com/2012/633/633_anupama_rao.htm)

Varma, Rashmi. *The Postcolonial City and its Subjects: London, Nairobi, Bombay*. New York: Routledge, 2012.

### **Optional Paper: ENG 580: Settler Narratives and Aboriginal Counter-narratives of Australia**

#### **Outline:**

The course offers a comprehensive study of Australian Literature to students exploring the white-stream texts vis-à-vis Aboriginal Literatures. It juxtaposes the traditional canonical writings with the Aboriginal Literatures in order to provide an elaborate understanding of the contemporary contexts to students.

#### **Objectives:**

- 1) To introduce students to a focused study of Australian Literature
- 2) To bring forth the contemporary debates and contexts in Australia and Australian Literature
- 3) To study Aboriginal Literatures along with canonical texts.

#### **Unit 1: Poetry**

Selected poems of Kenneth Slessor, Judith Wright

##### **Recommended Reading:**

Graham Huggan. 'Australian Literature, Race, and the Politics of Location.' In *Australian Literature: Postcolonialism, Racism and Transnationalism*. (2007)

#### **Unit 2: Novel**

White, Patrick. *The Tree of Man* (1955)

Carey, Peter. *True History of the Kelly Gang* (2003)

##### **Recommended Readings:**

McLaren, John. *Patrick White: Crossing the Boundaries* (2014).

Reeve, Victoria. "Who Cares Who's Speaking? Cultural Voice in Peter Carey's *True History of the Kelly Gang* (2006)

#### **Unit 3: Aboriginal Poetry**

Selected poems of Kath Walker and Ali Cobby Eckermann

##### **Recommended Readings:**

Selected poems and Introduction from the *Macquarie PEN Anthology of Aboriginal Literature*. Edited by Anita Heiss and Peter Minter. Sydney: Allen & Unwin. (2008)

#### **Unit 4:**

##### **a. Aboriginal Fictional Writings**

Coleman, Dylan. *Mazin Grace* (2012)

Harrison, Jane. *Becoming Kirrali Lewis* (2016)

##### **Recommended Reading:**

Mishra, Vijay.[with Bob Hodge]. *Dark Side of the Dream: Australian Literature and the Postcolonial Mind*. Sydney: Allen and Unwin (1991)

##### **b. Aboriginal Life-Narrative**

Huggins, Jackie. *Auntie Rita*(1994)

Pryor, Boori Monty and Meme McDonald. *Maybe Tomorrow*(1998)

##### **Recommended Reading:**

### **Suggested Readings:**

- Aczel, Richard. 'Commentary: Throwing Voices.' *New Literary History* 32.3 (2001): 703-06  
Brunswick, Rutgers University Press, 1987. Print.
- Beatson, Peter. *The Eye in the Mandala—Patrick White: A Vision of Man and God*. Sydney: A.H. & A.W. Reed, 1977.
- Bjorksten, Ingmar. *Patrick White: A General Introduction*. Trans. Stanley Gerson  
Queensland: University of Queensland Press, 1976.
- Clancy, Laurie. 'Selective History of the Kelly Gang: Peter Carey's Ned Kelly.' *Overland* 175 (2004): 53-58.
- Driesen, Cynthia Vanden and Bill Ashcroft. *Patrick White Centenary: The Legacy of a Prodigal Son*. New Castle upon Tyne, Cambridge Scholars Publishing, 2014
- During, Simon. *Patrick White*. Melbourne, OUP: 1996.
- Eggert, Paul. 'The Bushranger's Voice: Peter Carey's True History of the Kelly Gang (2000) and Ned Kelly's 'Jerilderie Letter' (1879). *College Literature* 34.3 (2007): 120-39.
- Gelder, Ken, and Paul Salzman. *After the Celebration: Australian Fiction 1989-2007*. Melbourne: Melbourne UP, 2009.
- Hansson, Karin. *The Warped Universe: A Study of Imagery and Structure in Seven Novels by Patrick White*. Lund: CWK GLEERUP, 1984.
- Hamid, Shaikh Samad. *The Novels of Patrick White (A Study of Religious Imagery)*. New Delhi: Harman Publishing House, 1999.
- Heiss, Anita and Peter Minter. *Anthology of Australian Aboriginal Literature*. Sydney: McGill-Queen's University Press, 2008. Print.
- Huggins, Rita and Jackie Huggins. *Auntie Rita*. Canberra, Aboriginal Studies Press: 1994.
- Kaur, Ishmeet. *Patrick White: Critical Issues*. Delhi, Atlantic Publishers, 2011
- Kaur, Ishmeet. *Texting the Scripture: Sri Guru Granth Sahib and Visionary Poetics of Patrick White*. Goa, Cinnamon Teal, 2017.
- Kadmos, Helena. "'Look what they done to this ground, girl!': Country and Identity in Jeanine Leane's *Purple Threads*" Sp. Issue *Country*. Eds. Brigitta Olubas and David Gilbey. *Journal of the Association for the Study of Australian Literature, North America*, 14.3. Sept. 2014. Web.
- Leane, Jeanine. *Purple Threads*. Queensland: University of Queensland Press, 2011. Print.
- Plummer, Ken. *Documents of Life 2: An Invitation to a Critical Humanism*. New Delhi, SAGE Publications: 2001. Print.
- Marr, David. *Patrick White: A Life*. Australia: Ransom House, 1991.
- Morley, Patricia A. *The Mystery of Unity: Theme and Techniques in the Novels of Patrick White*. Montreal: McGill-Queen's University Press, 1972.
- Pierce, Peter. "Australian Literature Since Patrick White". *World Literature Today*, Vol. 67, No. 3, *Contemporary Australian Literature*. Oklahoma: University of Oklahoma, (Summer, 1993).
- Ravenscroft, Alison. *The Postcolonial Eye: White Australian Desire and the Visual Field of Race*. Surrey: Ashgate Publishing Ltd., 2012.
- Schaffer, Kay. "Narrative Lives and Human Rights: Stolen Generation Narratives and the Ethics of Recognition". *Journal of the Association for the Study of Australian Literature*, Vol 3. 2004. 5-25
- Steedman, Carolyn Kay. *Landscape for a Good Woman: A Story of Two Lives*. New Brunswick, N.J.: Rutgers University Press, 1987.

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### **Optional Paper: ENG 581: Cultural Studies**

#### **Outline:**

This course aims at introducing to students the field of Cultural Studies which has immense possibilities for further study along with literature. The course follows up the directions provided by



the emerging field of Cultural Studies in the 1980s in England and the West and allows students, through the study of the last unit, to test these directions in the field of Indian Culture. The course contents are chosen with a view to clarifying the main thrust of Cultural Studies, namely the examination of the processes by which “culture” is determined in history and with relation to the notion/s of power. The course is divided into four units and covers the examination of various fields of culture such as media, film, material culture and literature.

### **Objectives:**

- a) To give an overview of the important transformations in the field of Cultural Studies.
- b) To prepare students to handle critical concepts and theories for the development of a critical attitude.
- c) To allow students to critically understand the processes of appropriations and ex-appropriations involved in the making of “culture” and to inculcate in them concepts of secularism, reason and critical inquiry.
- d) To open for students directions for further research and critical inquiry.

### **Unit 1: Beginnings and Early Perspectives**

Antonio Gramsci, “The Intellectuals-Formation of the Intellectuals- Different Positions of Urban and Rural Type of Intellectuals” Part I of Chapter I of *Selections from The Prison Notebooks*, pp 3-14.

Raymond Williams, “Culture is Ordinary” from *Culture and Society: 1780-1950*, (London: Chatto and Windus, 1958) or the new edition, New York: Columbia University Press, 1963).

Stuart Hall, “Notes on Deconstructing the Popular” from *Peoples’ History and Socialist Theory*, ed, R Samuel, London: Routledge, 1981, pp 227-39.

### **Unit 2: Critique of Modernity**

Max Horkheimer and Theodor Adorno, “The Culture Industry: Enlightenment as Mass Deception”, from Horkheimer and Adorno, *Dialectic of Enlightenment*, New York: Herder and Herder, 1972, pp 120-47.

Roland Barthes, “What is Myth Today?” from *Mythologies* (New York: Hill and Wang, 1872).

Pierre Bourdieu, Chapter one (pp 10-39) from *On Television* (New York: New Press, 1998).

### **Unit 3: Culture, Gender, Post-colonialism and Globalization**

Laura Mulvey: “Visual Pleasure and Narrative Cinema”, *Screen*, 16:3 (1975) pp 6-18.

Gayatri Chakravorty Spivak, “How to read a culturally different book?” from Francis Baker et al, ed, *Colonial Discourse, Post-colonial Theory*, pp 126-150.

Excerpt from Arjun Appadurai, *Modernity at Large: Cultural Dimensions of Globalization*.

Donna Haraway, “A Cyborg Manifesto: Science, Technology and Socialist Feminism in the Late Twentieth Century” from Haraway, *Simians, Cyborg and Women: The Reinvention of Nature* (New York: Routledge, 1991) pp 149-181.

### **Unit 4: Some Examples from India**

Madhava Prasad, Excerpt from *Ideology of the Hindi Film: A Historical Construction*, (OUP, 2001).

Chaudhuri, Supriya, “Phantasmagorias of the Interior: Furniture, Modernity and Early Bengali Fiction”, *Journal of Victorian Culture*, 15:2, 173-93.

Bharucha, Rustom, Excerpts from *Rajasthan, an Oral History: Conversations with Komal Kothari*, Penguin, 2003.

Ilaiah, Kancha, “ The Dalit Bahujan Understanding of Telugu Cultural and Literary History”, from Ilaiah, K, *Post Hindu India: A Discourse on Dalit Bahujan*, Socio -Spiritual and Scientific Revolution, Sage India, 2009.

### **Background and Further Reading for Unit One**

“German Ideology”, “Critique of Political Economy” and “Capital”- Excerpts from Marx and Engels. E P Thompson, *The Making of the English Working Class*, (Harmondsworth: Penguin, 1980).

Ranajit Guha, Relevant Extracts from *Elementary Aspects of Peasant Insurgency in Colonial India* (Delhi: OUP, 1983).

Dipesh Chakrabarty, Relevant Extracts from *Re-thinking Working Class History: Bengal 1890-1940* (Princeton and Delhi 1989).

### **Background and Further Reading for Unit Two**

Hegel, The concept of "Dialectical Materialism."

Jurgen Habermas, relevant chapter on 'Public Sphere' from the *Structural Transformations of the Public Sphere*.

Rajeev Patke, "Benjamin on Art and Reproducibility: The Case of Music" in Andrew Benjamin, ed, *Benjamin and Art* (2005).

Amlan Das Gupta, "Women and Music: The Case of North Indian Music" in Bharati Rey et al, eds, *Women of India: Colonial and Post Colonial Periods*, (New Delhi: Sage Publications, 2004).

### **Background and Further Reading for Unit Three**

Michel Foucault, *Two Lectures*

Judith Butler, relevant extracts from *Bodies that Matter*

Partha Chatterjee, Relevant extracts from *Nation and Its Fragments* and *The Political Society*

Christopher Pinney, relevant extracts from *Photos of God*

Herman and Chomsky, Relevant extracts from *Manufacturing Consent* (2002)

### **Select General Bibliography**

- Du Gay, Paul, et al. *Doing Cultural Studies: The Story of the Sony Walkman. Culture, Media and Identities*. London; Thousand Oaks Calif.: Sage in association with The Open University, 1997.
- During, Simon. *The Cultural Studies Reader*. 2nd ed. London; New York: Routledge, 2003.
- Edgar, Andrew and Peter Sedgwick. *Cultural Theory: The Key Concepts*. 2nd edition. NY: Routledge, 2005.
- Engel, Manfred: "Cultural and Literary Studies". *Canadian Review of Comparative Literature* 31 (2008): 460-467.
- Grossberg, Lawrence, Cary Nelson, and Paula A. Treichler. *Cultural Studies*. New York: Routledge, 1992.
- *Theory, Culture and Society*, 21(1), 2004.
- Hall, Stuart. *Culture, Media, Language: Working Papers in Cultural Studies, 1972-79*. London Birmingham, West Midlands: Hutchinson Centre for Contemporary Cultural Studies. University of Birmingham, 1992.
- Hall, Stuart. "Cultural Studies: Two Paradigms." *Media, Culture, and Society* 2 (1980).
- Hall, Stuart. "Race, Culture, and Communications: Looking Backward and Forward at Cultural Studies." *Rethinking Marxism* 5.1 (1992): 10-18.
- Hoggart, Richard. *The Uses of Literacy: Aspects of Working Class Life* (Chatto and Windus, 1957).
- Johnson, Richard. "What Is Cultural Studies Anyway?" *Social Text* 16 (1986-87): 38-80.
- Johnson, Richard. "Multiplying Methods: From Pluralism to Combination." *Practice of Cultural Studies*. London; Thousand Oaks, CA: SAGE, 2004. 26-43.
- Johnson, Richard. "Post-Hegemony? I Don't Think So" *Theory, Culture and Society*. 24(3): 95-110.
- Lash, Scott. 2007. "Power after Hegemony: Cultural Studies in Mutation?" *Theory, Culture, and Society*. 24(3): 55-78.
- Lewis, Jeff, *Cultural Studies*, Second Edition, Sage, London, 2008.
- Longhurst, Brian, Smith, Greg, Bagnall, Gaynor, Crawford, Garry and Michael Ogborn, *Introducing Cultural Studies*, Second Edition, Pearson, London, 2008.
- Lindlof, T. R., & Taylor, B. C. *Qualitative Communication Research Methods*, 2nd Edition. Thousand Oaks, CA: Sage. (2002).
- Pollock, Griselda (ed.), *Generations and Geographies: Critical Theories and Critical Practices in Feminism and the Visual Arts*. Routledge, 1996.

- Pollock, Griselda. *Psychoanalysis and the Image*. Boston and Oxford: Blackwell, 2006.
- Smith, Paul. *Questioning Cultural Studies: An Interview with Paul Smith*. 1994. MLG Institute for Culture and Society at Trinity College. OSF1.gmu.edu, 31 August 2005.
- Smith, Paul. "Looking Backwards and Forwards at Cultural Studies." *Companion to Cultural Studies*. Ed. Toby Miller. Oxford; Malden, Mass.: Blackwell, 2001. 331-40.
- Smith, Paul. "A Course in "Cultural Studies"." *The Journal of the Midwest Modern Language Association* 24.1, Cultural Studies and New Historicism (1991): 39-49.
- Williams, Raymond. *Keywords: A Vocabulary of Culture and Society*. Rev. ed. New York: Oxford University Press, 1985.
- Williams, Raymond. *Culture and Society, 1780-1950*. New York,: Harper & Row, 1966.



**गुजरात केन्द्रीय विश्वविद्यालय**  
(भारत की संसद के अधिनियम सं. 25, 2009 के तहत स्थापित)  
**CENTRAL UNIVERSITY OF GUJARAT**  
(Established by an Act of Parliament of India, No 25 of 2009)

**Syllabus**  
**(Choice-Based Credit System)**

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**M.A. in Politics and International  
Relations**

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(For Admissions – Academic Year 2020-21 Onwards)

**School of International Studies**  
**Central University of Gujarat**  
**Sector 29, Gandhinagar**  
**Gujarat**

## Course Structure

Course Code	Course Title	Core/ Optional	Credits
<b>First Semester (All Core) 18 Credits</b> <b>(Students have to register for all 04 Core papers &amp; INP 441)</b>			
INP-401	Introduction to Political Theory	Core	04
INP-402	Theories of International Relations	Core	04
INP-403	History of International Relations	Core	04
INP-405	India's Foreign Policy – I	Core	04
INP-441	Soft Skill Development	Compulsory	02
<b>Second Semester (All Core) 18 Credits</b> <b>(Students have to register for all 04 Core papers &amp; INP 491)</b>			
INP-455	International Organization and Global Governance	Core	04
INP-456	Geopolitics	Core	04
INP-457	India's Foreign Policy – II	Core	04
INP-458	State and Politics in India	Core	04
INP-491	Communication Skills and Computer Applications	Compulsory	02
<b>Third Semester (18 Credits)</b> <b>Students can register for any 4 optional courses plus INP-542</b>			
INP-542	Introduction to Research Methodology	Compulsory	02
INP-521	Peace and Conflict Analysis	Optional	04
INP-529	United Nations: Conflicts, Diplomacy and Intervention	Optional	04
INP-532	Introduction to International Political Economy	Optional	04
INP-533	Comparative Politics	Optional	04
INP-534	Contemporary Political Theory	Optional	04
INP-535	Contemporary South Asia	Optional	04
<b>Fourth Semester (18 Credits)</b> <b>Students can register for any 4 optional courses plus INP-591</b>			
INP-591	Research Paper	Compulsory	02
INP-571	Introduction to Diplomacy	Optional	04
INP-573	Security and Politics of India's Extended Neighbourhood	Optional	04
INP-580	American Foreign Policy since 1945	Optional	04
INP-584	Asian Thinking on International Relations	Optional	04
INP-585	Emerging Trends in Indo-Pacific	Optional	04
INP-586	International Law	Optional	04
INP-587	International Peace and Security	Optional	04

# **FIRST SEMESTER**



## INTRODUCTION TO POLITICAL THEORY

**Course Code: INP-401**

**Course Type: Core**

**Credits: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

**Course Description:** The course has been designed keeping in view the interdisciplinary nature of the programme. It is a core course for the M.A. programme in Politics and International Relations and is also open to other Master's students of the university under choice based credit system. The course introduces meaning and nature of political theory along with major debates on it. Discussing key political concepts, it engages with diverse perspectives and recent debates on them. The course also covers key political ideologies and discusses the concept of modern state in all its complexity. Discussing the origin and evolution of modern state, the course introduces diverse perspectives on it. The course is to enable students to have a broad understanding of the evolution and usage of political theory and concepts both historically and analytically. This core course lays the foundation to engage with a whole range of issues in contemporary political theory and linkages of political theory with international relations.

### Course Objectives

By the end of this course, students should be able to-

- (i) Get an overview of the main concepts and debates in classical and contemporary political theory
- (ii) Critically read and analyse classical and contemporary texts on political theory
- (iii) Apply theoretical concepts in order to understand and critically assess real-world political phenomenon
- (iv) Interrelations between political theory and international relations

### Teaching Methods

Teaching will take place through lectures and interactions. For students, regular attendance and participation in the class is essential. Group and individual activities from student participants would supplement classroom engagement. ICT tools would be used extensively during teaching. Students are expected to participate actively in discussions based on their critical understanding of the assigned readings. 70% attendance is necessary to attend the end semester exam.

### Mode of Evaluation

Assignments/Term Paper	: 20%
Mid- Semester exam	: 30%
End-Semester exam	: 50%

**Term Paper/Assignment-** will be approximately of 4000 words in length. The theme should be proposed by the student from the course outline and should

be finalized in consultation with the course instructor. There will be an in-class presentation of the term paper/assignment. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

**Mid-Semester Examination:** Written examination in the middle of the semester would be conducted, covering half of the course.

**End Semester Examination:** There will be a written test towards the end of the Semester.

## **Course Units**

### **Unit I: Introduction**

- What is political theory?
- Why do we need political theory?

### **Unit II: Key Concepts**

- Liberty
- Equality
- Citizenship
- Nationalism
- Gender
- Justice
- Democracy

### **Unit III: Concept of the State**

- State: Origin and Development
- Rise and Growth of Modern Nation State
- State: Dominant Perspectives

### **Unit IV: Political Ideologies**

- Liberalism and Neo-Liberalism
- Marxism
- Gandhism

## **Reading List:**

### **Essential Readings:**

- Barry, Norman *An Introduction to Modern Political Theory*, London, Macmillan, 1981
- Bhargava, Rajeev and Ashok Acharya, eds. *Political Theory*, Pearson, New Delhi, 2012
- Boucher, D. and Paul Kelly, eds., *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press, 2009
- Cobban, 'The Decline of Political Theory', *Political Science Quarterly*, 1953, LXVIII, pp. 321-337

- Held, David. *Political Theory and the Modern State: Essays on State Power and Democracy*, Cambridge, Polity Press, 1989
- Farrelly, Collen. *An Introduction to Contemporary Political Theory*, Sage Publication Limited, 2004
- Kymlicka, W. *Contemporary Political Philosophy: An Introduction*, Oxford, 2014
- McLellan, David. *Karl Marx: Selected Writings*, Oxford: Oxford University Press, 2000
- Miller, D. and L. Siedentop, eds., *The Nature of Political Theory*, Oxford, The Clarendon Press, 1983
- ———, *Political Theory Today*, Cambridge, Polity Press, 1991
- ———, *Models of Democracy*, Polity Press, 2006
- Parekh, Bhikhu. 'Political Theory: Traditions in Political Philosophy', in Robert Goodin and Hans Dieter Klingemann, eds., *A new Handbook of Political Science*, OUP, 1966
- Vincent, Andrew. *Political Theory: Tradition and Diversity*, Cambridge: Cambridge University Press, 1997

#### **E-Resources:**

- Introduction to Political Theory (National Programme on Technology Enhanced Learning, NPTEL)  
URL - <https://nptel.ac.in/courses/109/103/109103141/>
- What is Theory and Why do we need Social and Political Theory (E-Pathshala)  
URL - <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=29>
- Understanding Liberty (E-Pathshala)  
URL - <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=29>
- Political Thought of Mahatma Gandhi (Consortium for Educational Communication, New Delhi, India)  
URL - <https://www.youtube.com/watch?v=JhXa8TiZx5w&list=PLNsppmbLKJ8KOOGzYe8WSYTNq2WCHysVN&index=61>
- Democracy - (Consortium for Educational Communication, New Delhi, India)  
URL - <https://www.youtube.com/watch?v=j2FFuxXBDeM&list=PLNsppmbLKJ8KOOGzYe8WSYTNq2WCHysVN&index=171>

#### **Desirable Readings:**

- Barry, B. *Democracy, Power and Justice: Essays in Political Theory*, Oxford, Clarendon Press, 1989
- Bell, D. *The End of Ideology*, New York, The Free Press, 1960
- Burns, M. *Ideas in Conflict: The Political Theories of the Contemporary World*, London, Methuen, 1963
- Dahl, Robert A. et al, eds., *The Democracy Source Book*, The MIT Press, 2003

- Dryzek, John B Honning and Anne Philips, eds., *A Handbook of Political Theory*, Oxford: OUP, 2006
- ———, *The Liberal Theory of Justice*, Oxford, The Clarendon Press, 1973
- Dunn, John. *The History of Political Theory and Other Essays*, Cambridge, Cambridge University Press, 1996
- Dyke, V. Van. *Political Theory: A Philosophical Analysis*, Stanford, CA, Stanford University Press, 1960
- Easton, D. *The Political System: An Inquiry into the State of Political Science*, New York, Wiley, 1953
- Fukuyama, F. *The End of History and the Last Man*, Harmondsworth, Penguins, 1992
- Goodin, R. E. and P. Petit, eds., *A Companion to Contemporary Political Philosophy*, Oxford, Basil Blackwell, 1993
- Goodin, R. E. and H. D. Klingemann, eds., *A New Handbook of Political Science*, Oxford, Oxford University Press, 1996
- Hampton, J. *Political Philosophy*, USA, Westview Press, 1997
- Pateman, Carol and Gross, Elizabeth, eds., *Feminist Challenges : Social and Political Theory*, Boston, Northeastern University Press, 1989
- Leo, Strauss, and Joseph Cropsey. 1987. eds. *History of Political Philosophy*, University of Chicago Press
- Plamenatz, John. "The Use of Political Theory", in A Quinton (ed.), *Political Philosophy*, London: Oxford University Press, 1967
- Sabine, G H *A History of Political Theory*, Dryden Press, 1973
- Sandel, M. *Liberalism and the Limits of Justice*, Cambridge, Cambridge University Press, 1982
- Sandel, M. ed., *Liberalism and Its Critics*, Oxford, Basil Blackwell, 1984
- Skinner, Q. *Meaning and Understanding in the History of Ideas*, History and Theory, 1969, 8, pp.3-53
- Wolff, J. *An Introduction to Political Philosophy*, Oxford, Oxford University Press, 1996

### **Magazines/Journals**

- Political Theory
- Economic and Political Weekly
- Critical Inquiry
- Social Scientist

# **THEROIES OF INTERNATIONAL RELATIONS**

**Course Code: INP-402**

**Course Type: Core**

**Credits: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

**Introduction:** This is an M.A. level course which will familiarize students with International Relations (IR) theory. It is structured around the classical and contemporary theories of International Relations and it will survey both mainstream and critical approaches, examine how these theories conceptualize international relations as a field of study and studies the relationship between the theory and practice of international relations.

## **Objective**

The course aims to enable students:

- To familiarize and develop an understanding of the key IR theories.
- To demonstrate how theory provides a map to examine international events and processes.

## **Evaluation Method:**

End Semester Exam for 50 marks

Mid Semester Exam for 30 marks

Term paper and presentation for 20 marks

**Pedagogy:** The pedagogical approach would involve classroom lectures accompanied with use of power points wherever required. Classroom teaching will also include group discussion and presentations by the students.

## **Course Units**

### **Unit 1: What is Theory?**

- What is International Relations (Cold War and Post Cold War major issue)
- What is Theory and how is theory useful?
- What is I.R. Theory?

### **Unit 2: Realist Theories of International Relations**

- Realist Traditions
- Classical Realism
- Neo Realism / Structural Realism
- Criticism of Structural Realism

### **Unit 3: Liberal Institutionalism and Regime Theory**

- Liberalism/ Neo-Liberalism
- International Regimes
- Liberal Institutionalism
- Domestic Politics and International Behaviour

### **Unit 4: Alternative Approaches to Theorizing International Relations**

- Critical Theory
- Feminist Theory
- Constructivism
- Debates on IR Theory from Global South

### **Reading List:**

#### **Unit 1 - Readings**

- Robert Jackson and Georg Sorenson (2013) "Introduction to International Relations Theories and Approaches", ch. 1 & 2.
- Kenneth Waltz, "Laws and Theories," in Robert O. Keohane, ed. *Neorealism and Its Critics*,
- James Rosenau, "Thinking Theory Thoroughly. 19-26. Originally published in James N. Rosenau, *The Scientific Study of Foreign Policy*, London: Frances Pinter, 1980, 19-31.
- Martin Wight, "Why is There No International Theory," in H. Butterfield and Martin Wight (Eds.), *Diplomatic Investigations*, Harvard University Press, 1996, pp. 17-34.
- Mark V. Kauppi and Paul R. Viotti (2020) "International Relations Theory", ch.1

#### **Unit 2 - Readings**

- Thucydides, "The Melian Dialogue", from *History of the Peloponnesian War*.
- Niccolo Machiavelli, "On Princes and the Security of their States", from *The Prince*.
- Thomas Hobbes, "Of the Natural Condition of Mankind", from *Leviathan*.
- Jean Jacques Rousseau, "The State of War: Confederation as Means to Peace in Europe".
- Hans J. Morgenthau, "Chapter 1: A Realist Theory of International Politics" from Hans J. Morgenthau, *Politics Among Nations*, pp 1-15.
- Hans J. Morgenthau, "Chapter 14: Evaluation of the Balance of Power" from Hans J. Morgenthau, *Politics Among Nations*, pp 204-223.
- E.H. Carr, "The Nature of Politics" from E.H. Carr, *The Twenty Years' Crisis 1919-1939*, pp. 91-96.
- Hedley Bull, "International Theory: The Case for a Classical Approach," in *Contending Approaches to International Politics*.
- Kenneth Waltz, "Explaining War: The Levels of Analysis", from *Man, the State and War*.

- Kenneth Waltz, "Reductionist and Systemic Theories in *Theories of International Politics*, pp. 60-78.
- Robert O. Keohane, "Theory of World Politics: Structural Realism and Beyond", in Robert O. Keohane, ed. *Neorealism and its Critics*, pp. 158-201.
- John Gerard Ruggie, "Continuity and Transformation in World Polity: Towards Neo-realist synthesis", in Robert O. Keohane, ed. *Neorealism and its Critics*, pp. 131-157.

### **Unit 3- Readings**

- Robert D. Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games" in Peter B. Evans, Harold K. Jacobson and Robert D. Putnam, eds. *Double Edged Diplomacy*, pp. 431-468.
- "Introduction: Three perspectives on international regimes" in Andreas Hasenclever, Peter Mayer and Volker Rittberger, *Theories of International Regimes*, Cambridge: Cambridge University Press
- John Ikenberry, "Institutions, Strategic Restraint, and the Persistence of American Postwar Order," *International Security*, Vol. 23, No. 3, Winter 1998-1999, pp. 43-78.
- Robert O. Keohane and Joseph S. Nye, "Realism and Complex Interdependence", in *Power and Interdependence*, pp. 23-37.
- Robert Jervis, "Security Regimes", *International Organization*, Vol. 36, No. 2, Spring 1982, pp. 357-378.
- Joseph M. Greico, "Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism", *International Organization*, Vol. 42, No. 3, Summer, 1988, pp. 485-507.

### **Unit 4 – Readings**

- Richard Devetak, "Critical Theory", in Scott Burchill and Andrew Linklater, eds, *Theories of International Relations*, London, Macmillan Press, 1996, pp. 145-178.
- J. Ann Tickner, "Hans Morgenthau's principles of Political Realism" A Feminist Reformulation".
- Carol Cohn, "Sex and Death in the Rational World of Defence Intellectuals", *Signs: Journal of Women in Culture and Society*, Vol. 12, no. 4, pp. 687-718.
- Wendy Brown, *Manhood and Politics: A Feminist Reading in Political Theory*, Rowman and Littlefield, 1988. (Selected Sections).
- Alexander Wendt, "Anarchy is What States Make of it: The Social Construction of Power Politics, *International Organization*, Vol. 46, no. 2, 1992, pp. 391-425.
- Mohammed Ayoob, "Defining Security: A Subaltern Realist Perspective", in Krause and Williams eds, *Critical Security Studies*, pp. 121-146.
- Amitav Acharya, "The Periphery as the Core: The Third World and Security Studies", in Krause and Williams eds. *Critical Security Studies*, pp. 299-327.



- Geeta Chowdhry and Sheila Nair (eds.), *Power, Postcolonialism and International Relations: Reading Race, Gender and Class* (London: Routledge, 2004).
- Sanjay Seth (ed.), *Postcolonial Theory and International Relations: A Critical Introduction* (New York: Routledge, 2013).

# **HISTORY OF INTERNATIONAL RELATIONS**

**Course: INP-403**

**Course Type: Core**

**Credit: 4**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

## **Course Description**

The course provides a comprehensive introduction to the study of international relations. It presents abroad framework for understanding international relations in their full diversity as well. The students will learn the historical context which has shape states' behaviour and how they interact each other across national boundaries. The aim of the course is to teach students basic concepts and issues/problems in the changing world that are useful for making sense of contemporary debates and challenges in international politics.

## **Objective:**

By the end of this course, students will be able to:

- Develop the critical thinking and independence of thought about the past, and how it does matter in understanding the challenges facing in today's world.
- Demonstrate how the modern concept of nation-state emerged as a main actor of international politics.
- Study the most vital issues/problems affecting the modern world and understand their historical backgrounds
- Learn who hold power and why?

## **Mode of Evaluation:**

- 20% - Participation (class room discussion and Presentation) and Assignment/Term Paper
- 30% Mid-semester exam
- 50% End-semester exam

## **Teaching methods:**

The course is a general introduction to theory and practice of international relations with the historical overview and the issues/ problems in the changing nature of the international relations. The methods of teaching will

involve classroom lectures and group discussions. Classroom teaching will also combine with the use of the PowerPoint presentation, screening documentaries. At the end of every Unit, there will be a presentation by the students followed by group discussion.

## **Course content**

### **UNIT -1:**

#### **INTRODUCTION: Historical Context**

- Why Study International Relations?
- The Evolution of the Discipline
- Modern State System
- Anarchy and World Politics

### **UNIT- 2:**

#### **GREAT POWER RIVALRIES AND INTERNATIONAL RELATIONS**

- Colonialism and Imperialism : Causes, Phases and Impact
- The First World War, The Second World War: Causes and Consequences
- Post War Developments: Decolonisation, Emergence of Third World
- Cold War: Causes, Phases and Impact

### **UNIT – 3:**

#### **GLOBALISATION AND POST-COLD WAR INTERNATIONAL RELATIONS**

- Globalisation and the post-Cold War Order
- Transnational Actors in Global Politics
- Emergence of Regional Organisations
- Major players and regions

### **UNIT - 4:**

#### **PROBLEMS IN CONTEMPORARY INTERNATIONAL RELATIONS**

- New pattern of War and Peace
- Environment Issues, and International Terrorism
- Refugees and Migration

- Human Rights and Human Security

## **Reading List:**

### **Unit-1: Introduction: Historical Context**

- Chapter 1 and 2: of Robert Jackson and Georg Sorenson (2010), *“Introduction to International Relations: Theories and Approaches”*.
- Chapter 1: “The Rise of the Western World” from Paul Kennedy’s book *‘The Rise and Fall of the Great Power’*
- Chapter 1 and 2: of Peter Sutch and Juanita Elias’s book *‘The Basic: International Relations’*.
- Chapter 11: ‘The Balance of Power’ from Hans J. Morgenthau’s book *Politics Among Nations*
- Chapter 3, 4 and 5: from Robert J. Art and Robert Jervis, *‘International Relations: Enduring Concepts and Contemporary Issues,’* (2007).

### **Unit- 2: Great Power rivalries and International Relations**

- Chapter 5: “The Struggle for Power: Imperialism”, from Hans J. Morgenthau’s book *Politics Among Nations*
- Chapter 2: Susan L. Carruthers “International History 1900-1945”, in John Baylis and Steve Smith’s edited book *“ The Globalisation of World Politics: An Introduction to International Relations”*.
- E.H. Carr, *‘The twenty years’ crisis: 1919-1939: An Introduction to the Study of International Relations,’* Palgrave Publ. Columbia University Press.
- Chapter 7, 8, 9 of Norman D. Palmer and Howard C. Perkins *“International Relations: The World Community in transition’*,
- Chapter 3: ‘Great power rivalries and international relations,’ from Charles William Kegly and Shannon L. Blanton (ed.), *World Politics: Trend and Transformation’*,

### **Unit – 3: Globalisation and Post-cold war International Relations**

- Chapter 9: of Chris Brown with Kirsten Ainley (ed.), *Understanding International Relations* (Third Edition), 2005.
- Ian Clark, ‘Globalization and the post-cold war order’, in John Baylis and Steve Smith’s edited book *“ The Globalisation of World Politics: An Introduction to International Relations”*.
- Chapter 5: ‘Nonstate actors and the quest for global community’, from Charles William Kegly and Shannon L. Blanton (ed.), *World Politics: Trend and Transformation’*,
- Chapter 9: ‘Regional Organisation’, from Aneek Chatterjee’s book *‘International Relations Today’*,

- e) Chapter 7: Post-Cold War Geopolitics: Major Powers And Regions

#### **Unit- 4: Problems in Contemporary International Relations**

- a) Chapter 3: Len Scott “International History 1945-1990’, in John Baylis and Steve Smith’s edited book “ *The Globalisation of World Politics: An Introduction to International Relations*”.
- b) Chapter 10: ‘Key Issues in Contemporary IR’, from Robert Jackson and Georg Sorenson (2010), “*Introduction to International Relations: Theories and Approaches*”.
- c) Chapter 1: “Refugees in International Relations,’ from Alexander Betts and Gil Loescher (ed.), *Refugees in International Relations*, New York: Oxford University Press (2011).
- d) Samuel P. Huntington “The Clash of Civilization”, *Foreign Affairs*, Vol. 72, No. 3 (Summer, 1993), pp. 22-49.
- e) Chapter 4: Michael Cox, “From Cold War to the War on terror” in John Baylis; Steve Smith and Patricia Owens (eds) book ‘*The Globalization of World Politics*’.
- f) Robert Jervis, ‘*The era of leading power peace*’,
- g) John Browne, ‘*Beyond Kyoto*’,

## INDIA'S FOREIGN POLICY - I

**Course Code: INP-405**

**Course Type: Core**

**Credit: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

**Course Description:** Foreign policy is a tool that a sovereign state uses to pursue its national interests in the international arena. This course aims at providing a comprehensive introduction to the key issues in India's foreign policy. It discusses the origins and determinants of India's foreign policy, the theory and practice of nonalignment, key episodes and trends in the history of India's foreign policy, the reasons for its transformation during the late-1980s and early-1990s, and the features of contemporary foreign policy. The course also covers key bilateral relations, regions and issue areas and culminates with discussions on the enduring themes in India's relations with the world and the skill of analysing foreign policy.

**Teaching methods:** A significant portion of teaching would involve classroom lectures. Group discussions and presentations would be initiated when these activities would be useful from the point of view of the course.

**Learning outcomes:** Students crediting this course can expect to:

- Acquire a comprehensive understanding of the historical outlines of India's foreign policy
- Become familiar with the enduring themes in India's foreign policy
- Be skilled in the analysis of foreign policy
- Possess a fair understanding of India as an international actor
- Understand the key challenges before contemporary Indian foreign policy

**Requirements:** Students are expected to read the material given by the course instructor in advance and be prepared for each class. They are also expected to respect deadlines.

### **Evaluation**

20 percent – term paper plus presentation

30 percent – mid-semester exam

50 percent – end-semester exam

### **Course Units**

#### **Unit I: Introduction, Structure and Determinants of India's Foreign Policy**

1. The meaning, objectives / goals of foreign policy and its relation to national interest

2. Sources and key determinants of India's foreign policy
3. Evolution of India's foreign policy

## **Unit 2: India's Foreign Relations**

4. India and South Asia
5. Extended neighbourhood – West (Look West), Central and South East Asia (Look East and Act East)
6. Key bilateral relations: United States, Russia, China, European Union, Japan, Israel, Africa

## **Unit 3: India and International Institutions**

7. India and the UN
8. India and Regional Organisations – NAFTA, ASEAN and SAARC, BRICS, IBSA, SCO
9. India and sub-regional cooperation - BBIN, BIMSTEC, SASEC, IBM-SRC, Mekong-Ganga

## **Unit 4: Major Issues in India's Foreign Policy**

10. India's nuclear policy
11. Global issues – international terrorism, technology and security
12. India's Maritime Policy

## **Reading List**

### **Required**

- The books and articles listed below are required to be read for this course. Articles are to be read in full. Book chapters are to be read according to the syllabus topic under discussion. The course instructor will specify the chapters to be read.
- Appadorai, A. (1949). 'India's Foreign Policy'. *International Affairs*, 25(1): 37-46.
- Ganguly, Sumit and Rahul Mukherji (2011). *India Since 1980*. New York: Cambridge University Press.
- Lal, Deepak. (1967). 'Indian Foreign Policy, 1947-64'. *Economic and Political Weekly*, 2(19): 879+881-883+885-887.
- Malone, David M., C. Raja Mohan and Srinath Raghavan (eds.) (2015). *The Oxford Handbook of Indian Foreign Policy*. Oxford and New York: Oxford University Press.
- Mehta, P.B. (2009). 'Still Under Nehru's Shadow? The Absence of Foreign Policy Frameworks in India'. *India Review*, 8(3): 209-233.
- Misra, K.P. (1981). 'Towards Understanding Non-Alignment'. *International Studies*, 20(1-2):23-37.
- Mohan, C. Raja (2003). *Crossing the Rubicon: The Shaping of India's New Foreign Policy*. New Delhi: Viking Books.
- Nehru, Jawaharlal. (1946/2012). *The Discovery of India*. New Delhi: Penguin Books.
- Noorani, A.G. (1979). India's Foreign Policy. *Asian Affairs*, 6(4): 231-242.



- \_\_\_\_\_ (1978). Foreign Policy of the Janata Party Government. *Asian Affairs*, 5(4): 216-228.
- Prasad, Bimal (1962). *The Origins of Indian Foreign Policy: The Indian National Congress and World Affairs, 1885-1947*. Calcutta: Bookland.
- Rajagopalan, Rajesh (2013). 'Nuclear Weapons, Indian Strategy, and International Politics' in Navnita Chadha Behera (ed.) *India Engages the World*, New Delhi: Oxford University Press, 271-330.
- Rajan, M.S. (1968-69). 'India and World Politics in the Post-Nehru Era'. *International Journal*, 24(1): 138-158.
- Rana, A.P. (1969). 'The Intellectual Dimensions of India's Nonalignment'. *The Journal of Asian Studies*, 28(2): 299-312.
- Khilnani, S. et.al (2013). *Non-Alignment 2.0: A Foreign and Strategic Policy for India in the Twenty First Century*. New Delhi: Penguin.
- Shyam Sharan, How India sees the world, from Kautilya to the 21st century, Juggernaut, 2017

### **Recommended**

The books and articles listed below are recommended readings should students want to read more on any of the key aspects covered in the course.

- Appadorai, A. (1981). *The Domestic Roots of India's Foreign Policy, 1947-1972*. Delhi: Oxford University Press.
- Dixit, J.N. (2004). *Makers of India's Foreign Policy*. New Delhi: HarperCollins.
- Keenleyside, T.A. (1980). Prelude to Power: The Meaning of Non-Alignment Before Indian Independence. *Pacific Affairs*, 53(3): 461-483.
- Rajan, M.S. (1997). *Recent Essays on India's Foreign Policy*. Delhi: Kalinga Publications.
- Harshe, Rajan and K.M. Seethi (eds.) (2009). *Engaging with the World: Critical Reflections on India's Foreign Policy*. New Delhi: Orient Blackswan.
- Raghavan, Srinath (2010). *War and Peace in Modern India: A Strategic History of the Nehru Years*. Ranikhet: Permanent Black.
- Thakur, Ramesh (1992). 'India After Nonalignment'. *Foreign Affairs*, 71(2): 165-182.
- Malone, David M. (2012). *Does the Elephant Dance?: Contemporary Indian Foreign Policy*. Oxford: Oxford University Press.
- Sidhu, W.P.S., P.B. Mehta and Bruce Jones (2013). *Shaping the Emerging World: India and the Multilateral Order*. Washington, D.C.: Brookings Institution Press.
- Abraham, Itty (2014). *How India Became Territorial: Foreign Policy, Diaspora, Geopolitics*. Stanford, C.A.: Stanford University Press.
- Chaudhuri, R. (2013). *Forged in Crisis: India and the United States Since 1947*. London: Hurst.
- Cohen Stephen P. (2013). *Shooting for a Century: The India-Pakistan Conundrum*. Noida: HarperCollins Publishers.
- Garver, J. (2001). *Protracted Contest: Sino-Indian Rivalry in the Twentieth Century*. Seattle, W.A.: University of Washington Press.

## SOFT SKILLS DEVELOPMENT

**Course Code: INP-441**

**Course Type: Compulsory**

**Credits: 02**

**Teaching and Contact Hours: 3 per week (including 1 consultation/tutorial)**

### **DESCRIPTION:**

The course has been specially developed to enhance personal skills of students. It will help them to improve interpersonal skills, team work abilities, leadership quality etc. In addition, it will also help them improve their communication skills and confidence that could further benefit them in facing interviews for job or academic admissions.

### **OBJECTIVE:**

- It helps students to develop competencies and capability
- It develops and strengthens several skills making them competent and confident
- It helps students to bring in behavioural change among them
- It helps students to acquire employability skills and it develops interpersonal communication, team building and leadership skills.

### **Mode of Evaluation**

Mid- Semester exam : 50%

End-Semester exam : 50%

**Mid-Semester Examination:** Written examination in the middle of the semester would be conducted, covering half of the course.

**End Semester Examination:** There will be a written test towards the end of the Semester.

### **Course Units**

#### **Unit 1: Interpersonal and Team Skills**

- Interpersonal Communication, Assertiveness, Aggressiveness, Submissiveness
- Confrontation, Conflict Resolution, Team Skills
- Team Building, Negotiations, Mediations, Arbitrations
- Definition of Personality, Need for Personality Development

#### **Unit 2: Leadership Quality Skills**

- Leadership Skills, Team Building and Leadership
- Common Leadership mistakes, Best Practices of Leadership  
Successful Leadership
- Identifying your Individual Leadership Style, Managing change

- StrategiesforSelf-Motivation, Problem Solving, Creativity

**Reading List:**

- Hurlock, E.B (2006). Personality Development, 28<sup>th</sup> Reprint. New Delhi: Tata Mc Graw Hill.
- Robbins, S.B.(2005). Organizational Behaviour. New Delhi: Prentice Hall of India.
- Pravesh Kumar (2005). All about self- Motivation. New Delhi: Goodwill Publishing House.
- Smith, B (2004). Body Language. Delhi: Rohan Book Company.
- Mile, D.J (2004). Power of positive thinking. Delhi: Rohan Book Company.

# **SECOND SEMESTER**

# **INTERNATIONAL ORGANIZATION AND GLOBAL GOVERNANCE**

**Course Code: INP- 455**

**Course Type: Core**

**Credit: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

## **Course Description:**

The course examines the role and relevance of international organizations (IOs) and the major concepts and theoretical approaches to study IOs and assess their contribution in policy areas such as economic development, security, trade, environment, human rights and humanitarian assistance. It focuses on understanding global governance both as a paradigm and as an emerging field of inquiry in international relations. It explores what is meant by 'global', what is being governed, how and by whom. The course introduces students to debates, challenges, the driving forces and processes, that characterise governance in an increasingly interconnected and politicised global context.

## **Objectives:**

- To understand why states cooperate and create institutions to address collective action problems.
- To understand the design and functioning of IOs and their interactions with states and non-state actors.
- To understand multilateral diplomacy through international institutions, regimes, transnational networks.
- To be familiar with key issues, actors, sources of authority, challenges and trends in global governance.

## **Evaluation Method:**

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

**Teaching Methods:** The teaching method will include lectures and seminar presentations. The weekly session of four lectures (1 hour each) will introduce the theme and key concepts to stimulate discussion and further reflection on the topic. Students will also be asked to make presentation on the assigned readings. This will be followed by group discussions to facilitate their engagement and explore further debates surrounding the topic. Classroom interaction will also involve use of ICT tools such as power point presentations, guest lectures through skype, screening of documentaries/movies.

## **Learning Outcomes:**

- To critically evaluate the process of decision-making at the global level in major policy domains.
- To use concepts and theoretical approaches for case studies.
- To develop insights into possible future scenarios and research in the field.

## **Course Units**

### **Unit 1: Introduction to IOs and Global Governance**

- Historical evolution
- Definition, Typology, Roles and Functions
- Governance in a globalizing world

### **Unit 2: Concepts and Theoretical Approaches**

- Realism and Liberal Institutionalism
- Regime Theory
- Functionalism and Neo-functionalism
- Multilateralism
- Power, IOs and Global Governance

### **Unit 3: Actors and Institutions in Global Governance**

- The UN System – Evolution in a changing global context
- World Bank, IMF; WTO
- G20, BRICS
- Regional Organisations (EU, ASEAN, SAARC)
- Non-state Actors (Global Civil Society, Networks & Movements, NGOs, TNCs)

### **Unit 4: Global Governance and Role of IOs: Key Thematic Issues**

- Collective security and use of force
- Peace building and post-conflict reconstruction
- Trade, finance and development
- Human Rights and Human Security
- Environment and Health

## **Reading List:**

### **Unit 1**

- Diehl, Paul F. (ed.) (2005). *Politics of Global Governance: International Organizations in an Interdependent World*, Boulder, CO: Lynne Rienner.
- Dingwerth, Klaus and Philipp Pattberg (2006). Global Governance as a Perspective on World Politics. *Global Governance*, 12: 185-203.
- Finkelstein, Lawrence (1995). What is Global Governance? *Global Governance*, 1(3): 367-372.
- Abbot, Kenneth and Duncan Snidal (1998). Why States Act through Formal Organizations. *Journal of Conflict Resolution*, 42: 3-32.
- Archer, Clive (2015). *International Organisations*, London: Routledge.
- Hurd, Ian (2018). *International Organizations: Politics, Law, Practice*, New York: Cambridge University Press.
- Karns, M. P. and Mingst, K.A. (2004). *International Organizations: The Politics and Processes of Global Governance*, Boulder, CO: Lynne Rienner.
- Reinalda, Bob (2009). *Routledge History of International Organizations: From 1815 to the Present Day*, London: Routledge.

### **Unit 2**

- Keohane, Robert O. and Lisa L. Martin (1995). The Promise of Institutional Theory,” *International Security*, 20(1), pp. 39-51.
- Grieco, Joseph (1988). Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism. *International Organization*, 42(3): 485-507.
- Barnett, Michael N. and Martha Finnemore (1999). The Politics, Power, and Pathologies of International Organizations. *International Organization*, 53(4): 699-732.
- Ruggie, John Gerard (1992). Multilateralism: The Anatomy of an Institution. *International Organization*, 46(3): 561-598.
- Mearsheimer, John J (1994). The False Promise of International Institutions. *International Security*, 19(3): 73-91.

### **Unit 3**

- Craig, Campbell (2008). The Resurgent Idea of World Government. *Ethics & International Affairs*, 22 (2): 133-142.
- Dutt, Sagarika (2012). The UN and Global Governance: Do Ideas Alone Help? *India Quarterly*, 68(2): 187-194.
- Kaldor, Mary (2003). The Idea of Global Civil Society. *International Affairs*, 79 (3): 583-593.
- George Weiss and Ramesh Thakur (eds.) (2010), *Global Governance and the UN: An Unfinished Journey*, Bloomington: Indiana University Press.



- Goodrich, Leland M. (1947). From League of Nations to United Nations. *International Organization*, 1(1): 3-21
- Cooper, Andrew (2010). The G20 as an Improvised Crisis Committee and/or a Contested 'Steering Committee. *International Affairs*, 86 (3): 741-757.
- Cronin, Bruce (2002). The Two Faces of the United Nations: Between Inter-governmentalism and Transnationalism. *Global Governance*, 8(1): 53-71.
- Hettne, Björn and Fredrik Söderbaum (2006), The UN and Regional Organizations in Global Security: Competing or Complementary Logics? *Global Governance*, 12(3): 227-232.
- Bexell, Magdalena; Jonas Tallberg and Anders Uhlin (2010). Democracy in Global Governance: The Promises and Pitfalls of Transnational Actors. *Global Governance*, 16 (1): 81-101.

#### **Unit 4**

- Lipson, Michael (2007). Peacekeeping: Organized Hypocrisy? *European Journal of International Relations*, 13: 5-34
- Woodward, Scott (2012). The Responsibility to Protect: The Time is Now, *Mediterranean Quarterly*, 23 (3): 82-97.
- Woods, Ngaire (2007). *The Globalizers: The IMF, the World Bank, and Their Borrowers*, Ithaca: Cornell University Press.
- Ng N, Ruger J (2011). Global health governance at the crossroads. *Global Health Governance*, 3(2): 1-37.
- Lee, Kelly and Adam Kamradt-Scott (2014). The multiple meanings of global health governance: a call for conceptual clarity. *Globalization and Health*, 10 (28),
- Woods, Ngaire (2010). Global governance after the financial crisis: a New multilateralism or the last gasp of the great powers?. *Global Policy*, 1: 51-63.
- Newell, Peter (2008). The Political Economy of Global Environmental Governance. *Review of International Studies* 34 (3): 507-529

#### **JOURNALS**

- International Organization
- Global Governance
- Global Society
- Global Policy
- The Review of International Organizations

#### **VIDEOS**

- Rise of WTO  
<https://www.youtube.com/watch?v=1Xp75Egtvi8>
- Transnational crime

<https://vimeo.com/56937394>

- EU migration crisis: the inside story  
<https://www.youtube.com/watch?v=YnYzcl4QRgY>
- A world on the move: Refugees and Migrants  
<https://www.youtube.com/watch?v=vpkcHYfXC0w>
- Life As A UN Peacekeeper In The Democratic Republic Of The Congo  
<https://www.youtube.com/watch?v=T1xiS8mBpBs>

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# **GEOPOLITICS**

**Course Code: INP-456**

**Course Type: Core**

**Credits: 04**

**Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)**

## **Introduction:**

This course studies the effect of geography on military-political affairs. The main purpose is to familiarize the student with the fields of study that comprise Geopolitics and Geostrategy and the analytical processes involved in the assessment of various Geostrategies. During the course period, students will study the concepts and development of geopolitical theory. With this, students will also be able to answer some of the key questions: how sea powers and land powers craft effective grand strategies? In what historical periods have landpowers/ seapowers tended to be dominant in the international system? How has the development of airpower affected geopolitical thinking? Finally, students will study the contemporary issues in geopolitics.

## **Mode of Evaluation:**

30% = Mid Semester Examinations

20% = Assignments + Class Participation + Class Attendance

50% = End Semester Examinations

## **UNIT – 1: Introduction to Geopolitics**

Meaning and Components

Global Geopolitical and Geostrategic Patterns

Changing Perspectives and Perceptions of a World Order: Special Focus on The Indian and Chinese outreach

## **UNIT- 2: Major Geopolitical Thinkers**

Sun Tzu, Kautilya, Mackinder, Mahan, Spykman, Friedrich Ratzel and Haushofer

## **UNIT-3: Geopolitics of War and Peace**

Decolonization

Cold War: Alliances and Containment

Geopolitics and Geo-economics in the Age of Globalization

#### **UNIT- 4: Issues in Geopolitics**

Geopolitics and terrorism

Global Environment Issues

Geopolitics of Energy

#### **Reading List:**

- Chapter -1: “A Framework for Understating Geopolitics” in Colin Flint, Introduction to Geopolitics, Routledge, 2006.
- Chapter – 1: “Introduction to Geopolitical Traditions: A Century Of Geopolitical Thought” in Atkinson, David, and Klaus Dodds, eds., Geopolitical traditions: Critical histories of a century of geopolitical thought Routledge, 2002.
- Chapter – 1 “Why Geopolitics?” in Gray, Colin S. And Geoffrey R. Sloan, Eds. Geopolitics, Geography, And Strategy, Psychology Press, 1999.
- The Geographical Pivot of History by Halford J. Mackinder
- Chapter No 6 “Halford Mackinder the theory of Hartland” in Adhikari, Shekhar. Modern Strategic Thought: Machiavelli to Nuclear Warfare. Kilaso Books, 2004
- Mahan Alfred Thayer, The influence of Sea Power upon History
- Chapter No 3: Geoffrey R. Sloan, (eds.), An geopolitics, geography and strategy. Psychology Press, 1999.
- Chapter No 5 : Adhikari, Shekhar. Modern Strategic Thought: Machiavelli to Nuclear Warfare. Kilaso Books, 2004.
- Geography and Foreign Policy –I by Nicholas J. Spykman
- Geography and Foreign Policy –II by Nicholas J. Spykman
- Chapter -4: “Spykman and Geopolitics”, by David Wilkinson in Ciro E. Zoppo Charles Zorgbibe edited book ‘ON Geopolitics: Classical and Nuclear, Springer
- P. K. Gautam, Saurabh Mishra and Arvind Gupta, *Indigenous Historical Knowledge: Kautilya and His Vocabulary*, New Delhi, IDSA/Pentagon Press, 2016
- Sun Tzu: *The Art of War*. Translated and with an Introduction by SAMUEL B. GRIFFITH, with a foreword by B. H. Liddell Hart. Oxford: Clarendon Press, 1963

- RashedUz Zaman, Kautilya: The Indian Strategic Thinker and Indian Strategic Culture, *Comparative Strategy*, 25:3, pp. 231-247
- Liebig, Michael. 2013. "Kautilya's Relevance for India Today." *India Quarterly* 69 (2): 99–116. <https://doi.org/10.1177/0974928413481881>.
- Mishra, Malay. 2016. "Kautilya's Arthashastra: Restoring its Rightful Place in the Field of International Relations." *Journal of Defence Studies* 10(2): 77-109.
- Mitra, Subrata K. and Michael Liebig. 2017. *Kautilya's Arthashastra: An Intellectual Portrait: The Classical Roots of Modern Politics in India*. New Delhi: Rupa Publications.
- Modelski, George. 1964. "Kautilya: Foreign Policy and International System in the Ancient Hindu World." *Cambridge University Press* 58 (3): 549–60. <https://doi.org/10.2307/1953131>.
- Chapter No 1: "Postmodern Geopolitics?" Tuathail, Gearoid O. *Rethinking geopolitics* Routledge 1998.
- Agnew, John (2003), *Geopolitics- Revisioning World Politics*, Routledge: London
- Agnew, John (ed.)(1997), *Political Geography: A Reader*, Arnold: London
- Blouet, Brian W. (2001), *Geopolitics and Globalization in the Twentieth Century*, Reaktion Books: London.
- Cohen, Saul B. (2003), *Geopolitics of the World System*, Rowman and Littlefield: Lanham.
- Dodds, Klaus and David Atkinson (eds.)(2000), *Geopolitical Traditions: A Century of Geopolitical Thought*, Routledge: New York.
- Dodds, Klaus (2000), *Geopolitics in a Changing World*, Prentice Hall: Essex, England.
- Glassner, Martin Ira and Chuck Fahrer (2004), *Political Geography*, John Wiley: Danvers, Massachusetts.
- Harvey, David (1990), *The Condition of Postmodernity*, Blackwell: Oxford.
- Kupchan, Charles A. (ed.)(2001), *Power in Transition: The Peaceful Change of International Order*, United Nations University Press: Tokyo.
- Nayar, Baldev Raj (2005), *Geopolitics Of Globalization*, Oxford University Press: New Delhi.
- Paret, Peter (ed.)(1986), *Makers Of Modern Strategy: from Machiavelli to the Nuclear Age*, Princeton University Press: Princeton.
- Prescott, J.R.V. (1987), *Political Frontiers and Boundaries*, Allen and Unwin: London.
- Tuathail, Gearoid O. and Dalby, Simon (1998) (eds.), *Rethinking Geopolitics*, Routledge: London.
- Wolch, Jennifer and Michael Dear (eds.)(1989), *The Power of Geography: How Territory Shapes Social Life*, Unwin and Hyman: London.

## **Journals in Geopolitics**

- 1) Geopolitics 2) The Journal of Strategic Studies 3) Political Geography
- 4) Progress in Human Geography 5) Antipode

## **INDIA'S FOREIGN POLICY – II**

**Course Code: INP-457**

**Course Type: Core**

**Credits: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

### **COURSE DESCRIPTION**

The course investigates the economic and socio-cultural aspects of India's foreign policy. The objectives of foreign policy are guided by the objectives of enhancing national security, promoting and facilitating India's economic transformation, strengthening our mutually beneficial partnerships and building influence in international forums. This paper explores India's interactions with various international economic institutions at multilateral, regional and bilateral levels. Furthermore, the course also explores the socio-cultural dimension: the use of concepts like soft power and the and cultural diplomacy, and how it can be used as a foreign policy tool for nations' power projection in the global calculus.

### **Teaching Methods**

Teaching will take place through lectures and interactions. For students, regular attendance and participation in the class is essential. Group and individual activities from student participants would supplement classroom engagement. ICT tools would be used extensively during teaching. Students are expected to participate actively in discussions based on their critical understanding of the assigned readings. 70% attendance is necessary to attend the end semester exam.

### **ASSESSMENT AND EVALUATION**

Assessment and Evaluation would include term papers/assignments and semester examinations. Please strictly adhere to the submission deadlines.

- Term Paper – 20%
- Mid-Semester Exam – 30%
- End-Semester Exam – 50%

### **COURSE CONTENT:**

#### **Unit I: Evolution of India's Economic Diplomacy**

- Nehruvian/Socialist Phase
- Liberalization Phase



- Determinants and Actors of Foreign Economic Diplomacy

## **Unit II: India's Economic Diplomacy in post-Liberalization Era**

- India and the WTO
- India's and Bilateral and Regional Trade Arrangements (SAFTA, FTA, Comprehensive Economic Cooperation Agreement, Regional Comprehensive Economic Partnership)
- India's Role in G20, BRICS
- India's Foreign Aid Policy

## **Unit III: Diplomacy and Foreign Policy**

- Aspects of Indian Diplomacy: Conference, Summit Diplomacy, Track Two Diplomacy
- India and International Institutions: United Nations - Security Council, Peace Keeping Missions, ICJ
- UN Reforms and India

## **Unit IV: Socio-Cultural Dimensions of India's foreign Policy**

- 'Soft Power' in India's Foreign Policy
- Transnational Cultural Linkages and Diaspora as foreign policy's leverage
- Emerging Challenges to foreign policy: Immigration/migration, Trafficking, Climate Change and Energy

### **Essential Readings**

Chan-Wahn Kim, *Economic Liberalization and India's Foreign Policy* (Delhi: Kalpaz Publications, 2006)

Fisher Kaufman, McDonald Azar, Moore Friedman, Rothman Woodrow, Davies BorrisKelmanGurr, *Second Track Citizens' Diplomacy* (Rowman & Littlefield Publishing Group Inc, 2003)

Sengupta, ,*Fifty Years of Development Policy in India*, in HiranmayKarlekar, *Independent India: The First Fifty Years* ( ICCR, Oxford, 1998).

Kapur, Devesh ,*Diaspora, Democracy and Development: The Domestic Impact of International Migration from India* ( NJ: Princeton University Press, 2010)

Kaufmann, Johan, *Conference Diplomacy: An Introductory Analysis* (Palgrave Macmillan , 1996)

Narlekar , Amrita , *The World Trade Organization: A Very Short Introduction* (Oxford University Press, 2005),

Narlekar , Amrita ed , *International Trade and Developing Countries: Coalitions in the GATT and WTO* (Routledge, 2003).

Sikri , Rajiv , *Challenge and Strategy: Rethinking India's Foreign Policy* ( New Delhi: Sage Publications , 2009)

Sridharan, E ,*International Relations Theory and South Asia : Security , Political Economy , Domestic Politics , Identities , and Images* (Oxford: Oxford University, 2011)

Tharoor, Shashi ,*Pax Indica: India and the World of the 21st Century* (New Delhi : Penguin Books, 2013)

Thussu, D., *Communicating India's Soft Power : Buddha to Bollywood* ( New Delhi: Sage Vistaar , 2016)

Varadarajan ,Latha , *The Domestic Abroad: Diasporas in International Relations*. (New York: Oxford University Press, 2010)

## STATE AND POLITICS IN INDIA

**Course Code: INP-458**

**Course Type: Core**

**Credits: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

**Course Description:** This course introduces key aspects of Indian politics. It is a core course for the M.A. programme in Politics and International Relations and is also open to other Master's students of the university under choice based credit system. State and democracy in India are the key themes. The course discusses the origin, evolution and consolidation of state and democracy in India. To understand state and democracy, the course also takes into account key events, political institutions and political processes. It also attempts to understand the distinctness of political process and institutions in India. The course provides a historical background to the Indian politics and strives to cover historical and analytical perspectives on Indian politics.

**Course Objectives:** At the end of this course, students are expected to:

1. Become comprehensively introduced to the key aspects of Indian politics.
2. Become equipped to think systematically – analytically and historically – on key aspects of Indian politics.
3. Appreciate the salience of politics in modern Indian public life.
4. Appreciate the distinctness of Indian politics

**Mode of instruction:** As this is a Master's level introductory course, lectures by the course instructor would be the primary mode of instruction. Consultation/tutorial hours are meant for students to seek clarifications on doubts and answers to their questions related to any aspect of course. Regular classroom discussions would be organized. ICT tools would be used extensively for the purpose of teaching. 70% attendance is necessary for the end semester exam.

### **Mode of Evaluation**

Assignments / Term Paper	: 20%
Mid- Semester exam	: 30%
End-Semester exam	: 50%

**Term Paper/Assignment-** will be approximately of 4000 words in length. The theme should be proposed by the student from the course outline and should be finalized in consultation with the course instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

**Mid-Semester Examination:** Written examination in the middle of the semester would be conducted, covering half of the course.

**End Semester Examination:** There will be a written test towards the end of the Semester.

### **Course Units**

#### **Unit I: State in India**

- Historical origins of post-independent India state
- Nature and trajectory of post-independent India state

#### **Unit II: Democracy**

- Historical origins of democracy in India
- Nature and trajectory of democracy
- Widening and deepening of democracy
- Key moments, processes and shifts in Indian democracy

#### **Unit III: Key Institutions and Processes**

- Indian Federalism – Nature, Evolution, Functioning and Shifts
- The Judiciary in India
- Party System – Era of one-party dominance, rise of regional parties and era of coalition politics
- Regional Mobilizations
- Politics of Social Justice

#### **Unit IV: Debates on Secularism, Globalization and Economic Reforms in India**

- Debates on secularism in India
- Implications of Globalization on Indian Politics
- Introduction to economic reform

### **Reading List:**

#### ***Essential Reading:***

- Bhargava, Rajeev, ed. *Secularism and Its Critics: Themes In Politics*, Oxford University Press: New Delhi, 1999
- Bhargava, Rajeev, ed., *Politics and Ethics of the Indian Constitution*, Oxford University Press, 2009
- Chakrabarty, Bidyut and Rajendra Kumar Pandey, *Indian Government and Politics*. New Delhi: Sage, 2008
- Chanchal Kumar Sharma & Wilfried Swenden (2017) Continuity and change in contemporary Indian federalism, *India Review*, 16:1, 1-13, DOI: [10.1080/14736489.2017.1279921](https://doi.org/10.1080/14736489.2017.1279921)
- Frankel, Francine, Zoya Hasan, Rajeev Bhargava, Balveer Arora, eds., *Transforming India: Social and Political Dynamics of Democracy*, Oxford University Press, 2002

- Hasan, Zoya et al., eds., *India's Living Constitution: Ideas, Practices, Controversies*, Permanent Black, New Delhi, 2002.
- Hasan, Zoya ed., *Parties and Party Politics in India*, Oxford University Press, New Delhi, 2002
- Jayal, Niraja Gopal and Pratap Bhanu Mehta. 2014. *The Oxford Companion to Politics in India*, 6<sup>th</sup> Impression, Student edition. New Delhi: Oxford University Press.
- Kohli, Atul. *The Success of Indian Democracy*. New Delhi: Cambridge University Press.
- Kumar, Ashutosh, Moving Beyond Nation State: Framing State Level Politics in India, *India Review*, 16:3, 277-303, DOI: [10.1080/14736489.2017.1346404](https://doi.org/10.1080/14736489.2017.1346404)
- Harihar Bhattacharyya, Kham Khan SuanHausing& Jhumpa Mukherjee (2017) Indian federalism at the crossroads: Limits of the territorial management of ethnic conflict, *India Review*, 16:1, 149-178, DOI: [10.1080/14736489.2017.1279934](https://doi.org/10.1080/14736489.2017.1279934)
- Manor, James, India's States: The Struggle to Govern, *Studies in Indian Politics*, Vol 4, Issue 1, pp. 8 – 21, 2016, <https://doi.org/10.1177/2321023016634909>
- Menon, Nivedita, ed., *Gender and Politics in India*, Oxford University Press, 2001
- Pai, Sudha. *Handbook of Politics in Indian States: Region, Parties, and Economic Reforms*, Oxford University Press, 2013
- Palshikar, Suhas, *Indian Democracy*, Oxford University Press, 2017
- Suri, K. C. Carolyn Elliot and David Hundt, Democracy, Governance and Political Parties in India, *Studies in Indian Politics*, Vol 4, Issue 1, pp. 1 – 7, 2016, <https://doi.org/10.1177/2321023016634902>
- Verma, Rahul, Jyoti Mishra, Shreyas Sardesai, and Sanjay Kumar, Return of the 'National' in Indian Elections: When do National-level Factors Play a Role in Influencing the Outcomes of State Assembly Elections?, *Studies in Indian Politics*, Vol 2, Issue 1, pp. 81 – 97, June 2, 2014, <https://doi.org/10.1177/2321023014526093>
- Wyatt, Andrew (2017) Paradiplomacy of India's chief ministers, *India Review*, 16:1, 106-124, DOI: [10.1080/14736489.2017.1279932](https://doi.org/10.1080/14736489.2017.1279932)

### **E-Resources –**

- The Judiciary in India (E-Pathshala)  
URL - <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=29>
- Regional Autonomy (E-Pathshala)  
URL - <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=29>
- Process of Globalization and its Implications on Indian Politics(E-Pathshala)  
URL - <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=29>
- Secularism (Consortium for Educational Communication, New Delhi, India)

URL -

[https://www.youtube.com/watch?v=WT0eXGdigJg&list=PLNsppmbLKJ8L1po1SC74b\\_0mObUwRCQJr&index=15](https://www.youtube.com/watch?v=WT0eXGdigJg&list=PLNsppmbLKJ8L1po1SC74b_0mObUwRCQJr&index=15)

- Party and Party System in India (Consortium for Educational Communication, New Delhi, India)

URL -

<https://www.youtube.com/watch?v=09iPQuNKCbo&list=PLNsppmbLKJ8KOOGzYe8WSYTNq2WCHysVN&index=112>

### **Desirable Readings:**

- Anderson, Perry, *The Indian Ideology*. Gurgaon: Three Essays Collective, 2011
- Austin, Granville, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, Delhi, 1966
- Austin, Granville, *Working a Democratic Constitution: A History of the Indian Experience*, Oxford University Press, Delhi, 1999
- Bajpai, Rochana. *Debating Difference: Group Rights and Liberal Democracy in India*, Oxford University Press, 2011
- Baxi, Upendra, *The Supreme Court in Indian Politics*, Eastern Book Company, New Delhi, 1980.
- Baxi, Upendra and Bhikhu Parekh. eds. *Crisis and Change in Contemporary India*. New Delhi: Sage Publications, 1994.
- Brass, Paul. *Politics of India Since Independence*. New Delhi: Cambridge University Press, 1994.
- Chatterjee, Partha, *The Nation and its Fragments*, New Delhi: Oxford University Press, 1994.
- Chatterjee, Partha, *State and Politics in India*. New Delhi: Oxford University Press., 1998
- Frankel, Francine R. *India's Political Economy 1947–2004: The Gradual Revolution*, Oxford University Press, 2006
- Hasan Zoya, ed., *Politics and State in India*, Sage, New Delhi, 2001
- Kaviraj, Sudipta, ed., *Politics in India*, Oxford University Press, New Delhi, 1997.
- Kaviraj, Sudipta. *The Imaginary Institution of India: Politics and Ideas*, Orient BlackSwan/Permanent Black, 2010
- Kaviraj, Sudipta. *The Trajectories of the Indian State: Politics and Ideas*, Orient BlackSwan/Permanent Black, 2012
- Kaviraj, Sudipta. *The Enchantment of Democracy and India: Politics and Ideas*, Orient Blackswan, 2012
- Kohli, Atul and Prerana Singh. 2013. *Routledge Handbook of Indian Politics*. New Delhi: Routledge.
- Kothari, Rajni, *Politics in India*, 2<sup>nd</sup> Edition. New Delhi: Orient Blackswan, 1970
- Kothari, Rajni. *Caste in Indian Politics*, 2<sup>nd</sup> Edition. New Delhi: Orient Blackswan.
- Kothari, Rajni, *Rethinking Democracy*, Orient Longman Private Limited, 2005

- Kothari Rajni, *Politics in India*, Orient Longman, Hyderabad, 2003
- Kothari Rajni, *State against Democracy: In Search of Humane Governance*, Ajanta, Delhi, 1988
- Khilnani S., *The Idea of India*, Penguin, London, 1997
- Mehta, V.R. and Thomas Pantham. Ed. *Political Ideas in Modern India: Thematic Explorations*, Sage Publications, 2006
- Mehta, Pratap Bhanu and Devesh Kapur. *Public Institutions in India: Performance and Design*, Oxford University Press, 2007
- Mohanty, Manoranjan ed., *Caste, Class and Gender*, Sage, Delhi, 2000.
- Parekh, Bhikhu, *Debating India: Essays on Indian Political Discourse*, Oxford University Press, 2015
- Rudolph, Lloyd I. and Susanne Hoeber Rudolph, *Explaining Indian Democracy: A Fifty Year Perspective, 1956-2006*.
- Rudolph, Lloyd I. and Susanne Hoeber Rudolph, *The Realm of Ideas: Inquiry and Theory, Vol. 1*. Oxford University Press, New Delhi, 2008.
- Rudolph, Lloyd I. and Susanne Hoeber Rudolph, *The Realm of Ideas Institutions: State Formation and Institutional Change, Vol. II*. Oxford University Press, New Delhi, 2008
- Rudolph, Lloyd I. and Susanne Hoeber Rudolph, *The Realm of Ideas The Public: Identity and Policy, Vol. III*. Oxford University Press, New Delhi, 2008.
- Shankar, B L and Valerian Rodrigues, *The Indian Parliament: A Democracy at Work*, Oxford University Press, 2014.
- Vanaik, Achin. *The Painful Transition: Bourgeois Democracy in India*. London: Verso, 1990.
- Vanaik, Achin. ed. *ICSSR Research Surveys and Explorations – Vol. 1-4*, Oxford University Press, 2013.

### **Magazines/Journals**

- Economic and Political Weekly
- Seminar Magazine
- Contemporary South Asia
- Studies in Indian Politics
- India Review

## **COMMUNICATION SKILLS AND COMPUTER APPLICATION**

**Course Code: INP-491**

**Course Type: Compulsory**

**Credits: 02**

**Teaching and Contact Hours: 3 per week (including 1 consultation/tutorial)**

### **Course Description:**

The course is designed to improve the communication and basic computer skills of students. It will support students to enhance communication and understanding abilities in English. At the same time, basic computer application will also be taught during the course which could improve their elementary research skills in terms of study material collection [internet research], collation [data banking] and report preparation (writing skills) for respective subjects.

### **Course Objectives**

By the end of this course, students should be able to-

- i. To enable students to comprehend the concept of Communication
- ii. To make students to build a repertoire of functional vocabulary and communication skills
- iii. To train students in basic computer knowledge, this provides essential skills for the user to get adapted to any work environment.

### **Teaching Methods**

Bulk of the teaching will take place through classroom lectures and interactions. For students, regular attendance and participation in the class are essential. Group and individual activities from student participants would supplement classroom engagement. Students are expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

### **Mode of Evaluation**

Assignments/Term Paper:	20%
Mid- Semester exam:	30%
End-Semester exam:	50%

**Term Paper/Assignment-** will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor.



There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

**Mid-Semester Examination:** Written examination in the middle of the semester would be conducted, covering half of the course.

**End Semester Examination:** There will be a written test towards the end of the Semester.

## **Course Contents**

### **Unit I - English Language Skills**

- Spoken English Skills, Greeting, Self Introduction, Body Language, Verbal and Non Verbal Communication
- Reading Skills, Writing Skills, Listening Skills, Conversation Skills
- Public Speaking, Interpersonal, Interactive and Presentation Skills

### **Unit II Basic Computing Skills and Teaching/Learning Applications**

- Introduction to Computers- Basic of Computers and Role of Computers in Society
- E-Mail-Reading and Writing, Letter and Report Writing
- Google Form, Google Classroom, Edmodo and Testmoz

### **Reading List:**

1. Sasikumar.V and P.V. Dhamija. 1993. *Spoken English: A Self-Learning Guide to Conversation Practice*. 34<sup>th</sup> Reprint. Tata McGraw-Hill. New Delhi
2. V. Syamala. 2002. *Effective English Communication for you*. Emerald Publishers, Chennai.

3. Hewings, Martin. 1999. *Advanced English Grammar: A Self-Study Reference and Practice Book for South Asian Students*. Reprint 2003. Cambridge University Press. New Delhi
4. Introduction to Computers – Peter Norton, Tata McGraw Hill
5. Microsoft. 2003. – Jennifer Ackerman Kettell, Guy Hat-Davis, Curt Simmons, Tata McGraw Hill

# **THIRD SEMESTER**

# **INTRDODUCTION TO RESEARCH METHODOLOGY**

**Course Code: INP-542**

**Course Type: Compulsory**

**Credits: 02**

**Contact Hours: 3 hours per week (including 1 hr consultation/tutorial)**

**Introduction:** The course will familiarize students with the methods and tools of doing research in Social Sciences, International Relations (IR) and Defence and Strategic Studies. The students will learn the nuances of research writing, data analysis (quantitative and qualitative), selecting and designing a research proposal including framing research questions and hypothesis, reviewing and critically analyzing the existing literature in the area.

## **Objective:**

The course aims to enable students: -

- To identify a research area and research questions to be investigated
- To collect data from online and offline databases
- To write a literature review
- To write research proposal

## **Evaluation Method:**

- Mid Term Evaluation - 50 marks
- End Term Evaluation- 50 marks

**Teaching Methods:** The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include preparation of a research proposal and its presentation by the students. Students will be encouraged to do a regular reading of the important books and journals pertaining to the issue area.

## **Course Units**

### **Unit 1: Introduction to Research Methodology**

#### **What is Research and Research Methodology**

- Types of Research
- Inductive vs Deductive Method
- Introducing Positivism and Behaviouralism
- Hermeneutics, Falsification and Paradigm

#### **How to prepare a Research Proposal**

- Research Ethics and Plagiarism
- Collecting Data using Online and Offline Databases, Using ICT Tools for Citation (Zotero, Endnote)

- Deciding Research Area/Focus
- Literature Review
- Designing Research Questions and Hypothesis

## **Unit 2: Quantitative and Qualitative Tools and Techniques in Social Science Research**

### **Quantitative Tools and Techniques in Social Science Research**

- Data and data collection
- Designing and Selecting samples
- Basics of statistical tools and techniques to analyse data

### **Qualitative Tools and Techniques in Social Science Research**

- Questionnaire
- Field Work
- Interviews

### **Introduction to Field Trip**

- Field Visit to University Departments/ Centres
- Interactions with Think Tanks and Research Institutions
- Meetings/Interactions with Defence Forces, Area Experts and Specialists

### **Reading List:**

1. Stephen Van Evara, *Guide to Research for Students of Political Science*, Cornell: Cornell University Press, 1997.
2. McNabb David, *Research Methods for Political Science: Quantitative and Qualitative Methods*, Prentice Hall, New Delhi 2004.
3. Howard Lune and Bruce L. Berg, *Qualitative Research Methods for Social Sciences*, Pearson, Ninth Ed., 2017.
4. Anselm Strauss and Juliet Corbin, *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*, 2<sup>nd</sup> Edition. Newbury Park, CA: Sage Publications, 1998.
5. William E Wagner, *Using SPSS for social sciences and research methods*, Sage, 2006.
6. N.L. Spoull, *Handbook of Research Methods: A Guide for Practitioners and Students in the Social Sciences*, 2<sup>nd</sup> Ed., Metuchen, NJ: Scarecrow Press, 1995.

## **PEACE AND CONFLICT ANALYSIS**

**Course Code: INP-521**

**Course Type: Optional**

**Credits: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

### **Course Description**

The course is designed to familiarise students to the broad and diverse field of peace and conflict studies. Recent international crises highlight the need for greater understanding of the political, economic and social factors that affect security and stability, as well as the unnecessary loss of lives which results due to such conflicts. The renewed threat of insurgency and terrorism, humanitarian crises in Afghanistan, West Asia, Central Africa and Balkans all indicate the need for more effective strategies for promoting peace and stability.

The course on – Peace and Conflict Analysis focuses on the causes of war and violence, the relationship between security and development, human security, the ethical and legal restraints on war, the politics and practice of humanitarian aid, the role of media in shaping conflict, and the role of international institutions such as United Nations. The course will examine contemporary case studies such as the Genocide in Rwanda, the Arab Spring, and the politics of media representation of war, the challenges of rebuilding Afghanistan, post-conflict situation in Sri-Lanka, among others.

### **Course Aim**

The objective of this course is to introduce students to different theories about the causes of conflict and the development of different approaches to restrain and resolve such conflict and rebuild societies and have due governance in post conflict period.

### **Course Objectives**

By the end of this course student should be able to:

1. Understand the meaning of key terms such as ‘strategy’, ‘deterrence’, ‘peace keeping’, ‘peace making’, ‘conflict resolution’, ‘post conflict reconstruction’, ‘human security’, ‘non-violence’ etc.
2. Have the overview of the international legal and institutional framework in which debates about Peace and Conflict Studies take place.
3. Assess the role of international organisations like United Nations and others engaged in preventing, managing and rebuilding after war.
4. Understand the alternative paradigms for the resolution of violent conflict

### **Mode of Evaluation**

Assignments/Term Paper: 20%  
Mid- Semester exam: 30%  
End-Semester exam: 50%

## **Course Units**

### **Unit 1**

#### **The causes of war and violent conflict**

- What causes war?
- How has the nature of war, from the causes to the ways it is fought, changed in recent history?
- Is war a force that gives us meaning? Can it ever be controlled or eliminated?
- Why according to the international system war is said to be 'inevitable'?

#### **Economics and War**

- Whether war is driven by leaders representing the grievances of people or whether they are driven by greed?

### **Unit 2**

#### **Ethnic conflict and complex emergencies**

- The incidence of ethnic war.
- Ancient hatred thesis.
- 'New wars and complex emergencies.

#### **Genocide**

- What are the causes of genocide?
- The legal prohibition of genocide.
- How genocides end?

### **Unit 3**

#### **Media and its role in war and peace**

- Traditional role of media in times of peace and war
- The revolutionary nature of web technology- use of social media sites
- Digital battle spaces and virtual war
- Security in cyberspace.

#### **Ethics and the laws of war**

- Ethical traditions on the use of force
- International law on the use of force
- The decision to wage war

### **Unit 4**

#### **Conflict prevention**

- Basic concepts of conflict prevention
- Early warning and Negotiations
- The role of international organisations.

#### **Peace-making, Peacekeeping and Peacebuilding**

- History and background of peace operations
- Approaches to peacebuilding

## **Books**

- Barry Buzan, *People, States and Fear*, 2d. ed., New York: Harvester Wheatsheaf, 1991.
- Stephen Walt, "The Renaissance of Security Studies," *International Studies Quarterly*, 35 (June 1991), pp.211-39.
- Edward Kolodziej, "Renaissance in Security Studies," *International Studies Quarterly*, 36 (December 1992), pp.421-428.
- Lawrence Freedman, *deterrence*, Cambridge, UK: Polity, 2004.
- Richard Ned Lebow and Janet Gross Stein, "Deterrence and the Cold War", *Political Science Quarterly*, 110, (Summer 1995) pp. 157-182.
- Robert Jervis, "Cooperation Under the Security Dilemma", *World Politics*, vol.30, no.2 (January 1978), pp.167-214.

## **Journals**

Students should get familiarised with some of the field's key journals. They include (\* indicates the most important ones):

Bulletin of Peace Proposals

Civil Wars

Contemporary Security Policy

Ethics and International Affairs\*

Global Change, Peace and Security

Interdisciplinary Peace Research

International Affairs

International Peacekeeping\*

International Relations

International Security

International Studies Quarterly

Journal of Conflict Resolution\*

Journal of Peace Research\*

Millennium

Peace and Change

Peace Research

Peace Review

Review of International Studies

SAIS Review

Security Dialogue\*

Small Wars and Insurgencies

Strategic Analysis



- Barry Buzan, *People, States and Fear*, 2d. ed., New York: Harvester Wheatsheaf, 1991.
- Stephen Walt, "The Renaissance of Security Studies," *International Studies Quarterly*, 35 (June 1991), pp.211-39.
- Edward Kolodziej, "Renaissance in Security Studies," *International Studies Quarterly*, 36 (December 1992), pp.421-428.
- Lawrence Freedman, *deterrence*, Cambridge, UK: Polity, 2004.
- Richard Ned Lebow and Janet Gross Stein, "Deterrence and the Cold War", *Political Science Quarterly*, 110, (Summer 1995) pp. 157-182.
- Robert Jervis, "Cooperation Under the Security Dilemma", *World Politics*, vol.30, no.2 (January 1978), pp.167-214.

### **Reading List:**

#### **The Causes of War and Violent Conflict - Part I: War and Human Nature: Required Readings and Further readings**

- Waltz, Kenneth. 1959. *Man, the State and War. First chapters on Human Nature*.
- John Baylis and Steve Smith (eds.), *The Globalisation of World Politics*.
- Blainey, Geoffrey. 1973. *The Causes of War*. London: Macmillan.
- Brown, Seyom. 1994. *The Causes and Prevention of War*. New York: St. Martin's Press.
- Burton, John. 1997. *Violence Explained*. Manchester: Manchester University Press. Especially pp. 1-16.
- \*Diehl, Paul (ed.). 2004. *The Scourge of War: New Extensions of an Old Problem*. Ann Arbor MI: University of Michigan Press.
- Fearon, James. 1995. 'Rationalist Explanations for War'. *International Organization* 49(3): 379-414.
- Galtung Johann. 1969. 'Violence, Peace and Peace Research'. *Journal of Peace Research* 6(3): 167-191.
- Gantzel, Klaus. 1981. 'Another Approach to the Theory on the Causes of International War'. *Journal of Peace Research* 18(1): 39-55.
- Gilpin, Robert. 1988. 'The Theory of Hegemonic War'. *Journal of Interdisciplinary History* 18(4): 591-614.
- \*Holsti, Kalevi. 1991. *Peace and War: Armed Conflicts and International Order, 1648-1989*. Cambridge: Cambridge University Press.
- \*Howard, Michael. 1984. *The Causes of War and other Essays*. Cambridge: Harvard University Press.
- Levi, Werner. 1960. 'On the Causes of War and Conditions for Peace'. *Journal of Conflict Resolution* 4(4): 411-420.
- Levy, Jack. 1985. 'Theories of General War'. *World Politics* 37(3): 344-374.
- Levy, Jack. 1983. 'Misperception and the Causes of War: Theoretical Linkages and Analytical Problems'. *World Politics* 36(1): 76-99.

- Levy, Jack. 1986. 'Organizational Routines and the Causes of War'. *International Studies Perspectives* 30(2): 193-222.
- Levy, Jack. 1987. 'Declining Power and the Preventive Motivation for War'. *World Politics* 40(1): 82-107.
- Nye, Joseph. 1988. 'Old Wars and Future Wars: Causation and Prevention'. *Journal of Interdisciplinary History*. 18(4): 581-590.
- Suganami, Hidemi. 1996. *On the Causes of War*. Oxford: Clarendon Press.
- Van Evera, Stephen. 1999. *Causes of War: Power and the Roots of Conflict*. Ithaca NY: Cornell University Press.
- Wright, Quincy. 1938. 'The Causation and Control of War'. *American Sociological Review* 3(4): 461-474.

## **The Causes of War and Violent Conflict - Part II: War, the state, and the international system:**

### **Required Readings and Further readings**

- Blainey, Geoffrey. 1973. *The Causes of War*. London: Macmillan.
- Brown, Michael. 1988. 'The Causes of Internal Conflict'. In *World Security: Challenges for a New Century*, eds. M. Klare and Y. Chandrani. New York; St. Martin's Press.
- \*Brown, Seyom. 1994. *The Causes and Prevention of War*. New York: St. Martin's Press.
- Burton, John. 1997. *Violence Explained*. Manchester: Manchester University Press. Especially pp. 1-16.
- Churchman, David. 2005. *Why We Fight: Theories of Human Aggression and Conflict* (Lanham: University Press of America).
- \*Diehl, Paul (ed.). 2004. *The Scourge of War: New Extensions of an Old Problem*. Ann Arbor MI: University of Michigan Press.
- Fearon, James. 1995. 'Rationalist Explanations for War'. *International Organization* 49(3): 379-414.
- Galtung Johann. 1969. 'Violence, Peace and Peace Research'. *Journal of Peace Research* 6(3): 167-191.
- \*Holsti, Kalevi. 1991. *Peace and War: Armed Conflicts and International Order, 1648-1989*. Cambridge: Cambridge University Press.
- \*Howard, Michael. 1984. *The Causes of War and other Essays*. Cambridge: Harvard University Press.
- Suganami, Hidemi. 1996. *On the Causes of War*. Oxford: Clarendon Press.
- Van Evera, Stephen . 1999. *Causes of War: Power and the Roots of Conflict*. Ithaca NY: Cornell University Press.

## **Ethnic Conflict and Complex Emergencies:**

### **Required Readings and Further readings**

- Berdal, Mats and David Malone, eds. 2000. *Greed and Grievance: Economic Agendas in Civil Wars*. Boulder: Lynne Rienner.
- Brubaker, Roger. 2005. *Ethnicity without Groups*. London: Routledge.

- Byman, Daniel . 2002. *Keeping the Peace: Lasting Solutions to Ethnic Conflicts*. Baltimore: Johns Hopkins University Press.
- \*Ignatieff, Michael. 1998. *The Warrior's Honor: Ethnic War and the Modern Conscience*. New York: Henry Holt.
- \*Kaldor, Mary. 2001. *New and Old Wars: Organized Violence in a Global Age*. Oxford: Polity.
- \*Kaufman, Stuart. 2001. *Modern Hatreds: The Symbolic Politics of Ethnic War*. New York: Cornell University Press.
- \*Keen, David. 1998. *The Economic Functions of Violence in Civil Wars: Adelphi Paper 320*. Oxford: Oxford University Press.
- \*Keen, David. 2001. 'War and Peace: What's the Difference?' In *Managing Armed Conflicts in the 21st Century*, eds. A. Adebajo and C. Sriram. London: Frank Cass.
- \*Munkler, Herfried. 2005. *The New Wars* (Cambridge: Polity).
- \*Nitzschke, Heiko and KaysieStuddard. 2005. 'The Legacies of War Economies: Challenges and Options for Peacemaking and Peacebuilding'. *International Peacekeeping* 12(2): 222-239.
- \*Ryan, Stephen. 1995. *Ethnic Conflict and International Relations*. Aldershot: Ashgate.

## **Genocide:**

### **Required Readings and Further readings**

- \*Martin Shaw, *What is Genocide?*, pp. 1-36.
- Barnett, Michael. 2002. *Eyewitness to a Genocide: The United Nations and Rwanda*. Ithaca: Cornell University Press.
- Burleigh, Michael. 1997. *Ethics and Extermination: Reflections on Nazi Genocide*. New York: Cambridge University Press.
- Dallaire, Romeo. 2003. *Shake Hands with the Devil: The Failure of Humanity in Rwanda*. New York: Carroll & Graff.
- \*Jones, Adam (ed.). 2004. *Genocide, War Crimes and the West: History and Complicity*. London: Zed Books.
- \*Jones, Adam. 2006. *Genocide: A Comprehensive Introduction*. London: Routledge.
- \*Midlarsky, Manus. 2005. *The Killing Trap: Genocide in the Twentieth Century*. Cambridge: Cambridge University Press.
- \*Schabas, William. 2000. *Genocide in International Law*. Cambridge: Cambridge University Press.
- \*Valentino, Benjamin. 2004. *Final Solutions: Mass Killing and Genocide in the Twentieth Century*. Ithaca: Cornell University Press.
- \*Weitz, Eric. 2003. *A Century of Genocide: Utopias of Race and Nation*. Princeton, NJ: Princeton University Press.

## **Media and War/Peace:**

### **Required Readings and Further readings**

- \*Kaempf, Sebastian. 'The mediatization of war in a transforming global media landscape', *Australian Journal of International Affairs* 67/5 (October 2013), pp. 586-604.

- \*Stahl, Roger, *Militainment, Inc*, pp. 1-47.
- \*Louw, Eric, *The Media and Political Process*, pp. 141-177.

### **Conflict Prevention:**

#### **Required Readings and Further readings**

- Ackerman, Alice. 2000. *Making Peace Prevail: Preventing Violent Conflict in Macedonia*. Syracuse: Syracuse University Press.
- Angell, Norman. 1973. *The Intelligent Man's War to Prevent War*. New York: Garland.
- \*Bellamy, Williams and Griffin. 2004. *Understanding Peacekeeping*. Cambridge: Polity.
- Boutros-Ghali, Boutros. 1992. *An Agenda for Peace*. Available online at: <http://www.un.org/Docs/SG/agpeace.html>
- \*Hampson, Fen Osler and David M. Malone (eds). 2002. *From reaction to conflict prevention: opportunities for the UN system*. Boulder: Lynne Rienner.
- \*Kirton, John and Radislava Stepanona (eds). 2004. *The G8, United Nations and Conflict Prevention*. Aldershot: Ashgate.
- \*Miall, Ramsbotham and Woodhouse. 2005. *Contemporary Conflict Resolution*. Cambridge: Polity.
- \*Schnabel, Albrecht and David Carment (eds). 2004. *Conflict Prevention: From Rhetoric to Reality*. Lanham: Lexington Books.
- \*Schnabel, Albrecht and David Carment (eds). 2003, *Conflict Prevention: Path to Peace or Grand Illusion?* Tokyo: UNU Press.
- Wegner, Andreas. 2003. *Conflict Prevention: The Untapped Potential of the Business Sector*. Boulder: Lynne Rienner.

### **Ethics and the Laws of War:**

#### **Required Readings and Further readings**

- \*Michael Walzer, *Just and Unjust Wars*, pp. 1-43 and pp. 138-159.
- \*Wheeler, Nicholas J. 2002. 'Dying for Enduring Freedom: Accepting Responsibility for Civilian Casualties in the War against Terrorism', *International Relations*, 16 (2).
- \*Gray, Christine. 2000. 'The UN and Force', in Gray, *International Law and the Use of Force*.
- \*Bellamy, Alex. 'Ethics and Laws of War'
- \*Kaempf, Sebastian. 'Double Standards in US Warfare: Exploring the historical legacy of Civilian Protection and the complex nature of the Moral-Legal Nexus', *Review of International Studies*, 35 (2009), pp. 651-674.
- \*Arend, Anthony Clark and Robert Beck. 1993. *International Law and the Use of Force: Beyond the UN Charter Paradigm*. London: Routledge.
- \*Bellamy, Alex J. 2006. *Just Wars: From Cicero to Iraq*. Cambridge: Polity.
- \*Coates, A. J. 1997. *The Ethics of War*. Manchester: Manchester University Press.

- \*Fullinwider, Robert. 1976. 'War and Innocence', *Philosophy and Public Affairs*, 5 (1): 90-97.
- \*Gray, Christine. 2000. *International Law and the Use of Force*. Oxford: Oxford University Press.
- \*Johnson, James Turner. 1974. *Ideology, Reason and the Limitation of War: Religious and Secular Concepts 1200-1740*. Princeton: Princeton University Press.
- \*Johnson, James Turner. 1981. *Just War Tradition and the Restraint of War: A Moral and Historical Enquiry*. Princeton: Princeton University Press.
- \*Johnson, James Turner. 2000. 'Maintaining the Protection of Non-Combatants', *Journal of Peace Research* 37 (4): 421-448.
- \*Kaufman, Whitley. 2002. 'What is the Scope of Civilian Immunity in Wartime?', *Journal of Military Ethics*, 2 (3): 186-194.
- \*Lang, Anthony (ed.). 2003. *Just Intervention*. Washington: Georgetown University Press.
- \*Nardin, Terry (ed.). 1996. *The Ethics of War and Peace: Religious and Secular Perspectives*. Princeton: Princeton University Press.
- \*Walzer, Michael. 1977. *Just and Unjust Wars: A Moral Argument with Historical Illustrations*. New York: Basic Books.
- \*Wheeler, Nicholas J. 2000. *Saving Strangers: Humanitarian Intervention in International Society*. Oxford: Oxford University Press.

### **Required Readings and Further readings**

- \*Williams, Paul D. and Alex J. Bellamy. 2007. 'Contemporary Peace Operations: Four Challenges for the Brahimi Paradigm', *International Peacekeeping: The Yearbook of International Peace Operations*.
- \*Paris, Roland. 2002. 'International Peacebuilding and the 'Mission Civilisatrice'', *Review of International Studies*. 28: 637 – 656.
- \*Watch the documentary 'The Peacekeepers' b Paul Cowan. Available online via the library course website.
- \*Bellamy, Williams and Griffin. 2004. *Understanding Peacekeeping*. Cambridge: Polity.
- \*Bertram, Eva. 1995. 'Reinventing Governments: The Promise and Perils of United Nations Peace Building', *Journal of Conflict Resolution*, Vol. 39, No. 3.
- \*Cousens, Elizabeth M. and Chetan Kumar (eds.). 2001. *Peacebuilding as politics: Cultivating peace in fragile societies*. Boulder: Lynne Rienner.
- \*Miall, Ramsbotham and Woodhouse. 2005. *Contemporary Conflict Resolution*. Cambridge: Polity.
- \*Paris, Roland. 1997. 'Peacebuilding and the Limits of Liberal Institutionalism', *International Security*, Vol. 22, No. 2.
- \*Paris, Roland. 2004. *At War's End; Building Peace after Civil Conflict*. Cambridge: Cambridge University Press.

- \*Thakur, Ramesh and Albrecht Schnabel (eds). 2001. United Nations Peacekeeping Operations: Ad Hoc Missions, Permanent Engagement. Tokyo: UNU Press.

# **UNITED NATIONS: CONFLICTS, DIPLOMACY AND INTERVENTION**

**Course Code: INP-529**

**Course Type: Optional**

**Credits: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

**Course Description:** The United Nations (UN) has been an important organization since the end of the Second World War. The course introduces the students to making and functioning of the UN. It will look at the organizational structure and the political processes of the UN. The course will critically analyse the key missions undertaken by the UN.

**Course Objective:** The course will help students:

- 1) To understand the evolution of the UN.
- 2) To understand the structure and functioning of the UN
- 3) To understand the UN intervention and its changing nature

To understand the relevance of the UN in contemporary times

**Teaching Methods:** The pedagogical approach would involve classroom lectures accompanied with use of power points wherever required. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the national newspapers. The teaching will include the following documentary and fictional movies about the UN:

- 1) The Whistleblower
- 2) Sergio
- 3) Hotel Rwanda
- 4) Shake Hands with the Devil: The Journey of Romeo Dallaire
- 5) The Peacekeepers

70% attendance is necessary for the end semester exam.

## **Mode of Evaluation**

Assignments/Term Paper: 20%

Mid- Semester exam: 30%

End-Semester exam: 50%

**Term Paper/Assignment-** will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will

also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

**Mid-Semester Examination:** Written examination in the middle of the semester would be conducted, covering half of the course.

**End Semester Examination:** There will be a written test towards the end of the Semester.

## **Course Units**

### **Unit 1- The United Nations evolution and basic structure**

- 1) A Historical Overview, Principles and Objectives
- 2) General Assembly, Security Council, Economic and Social Council and The International Court of Justice

### **Unit 2- Specialized agencies and Programmes**

- 3) International Labour Organisation (ILO), United Nations Educational, Scientific and Cultural Organisation (UNESCO), World Health Organisation (WHO)
- 4) UNICEF, UNDP, UNEP, UNHCR, MDG

### **Unit 3- Peace Keeping and UN intervention in major conflicts since the Second World War**

- 5) What is peacekeeping
- 6) Korean War
- 7) The Suez Crisis
- 8) Arab-Israeli Wars
- 9) India-Pakistan Wars
- 10) Afghanistan Wars
- 11) Former Yugoslavia

### **Unit 4- Assessment of the United Nations**

- 12) Imperatives of Reforms and the Process of Reforms

## **Reading List:**

### **Unit 1- The United Nations evolution and basic structure**

#### **An Historical Overview, Principles and Objectives**



- Hanhimäki, Jussi M. (2008), *Very Short Introductions: United Nations*, Oxford: OUP.
- Whittaker, David J. (2002), *The United Nations In Action*, London: Routledge.

### **General Assembly, Security Council, Economic and Social Council and The International Court of Justice**

- Krisch, Nico (2008), "The Security Council and the Great Powers" in [Vaughan Lowe](#) and [Adam Roberts](#) (eds.) *United Nations Security Council and War: The Evolution of Thought and Practice since 1945*, Oxford: Oxford University Press.
- Whittaker, David J. (2006), *The Making of the Contemporary World: United Nations in the Contemporary World*, Florence: Routledge.
- Bennouna, Mohammed (2014), "The International Court of Justice: Bestriding Past and Present", in Gaja, Giorgio and Stoutenburg, Jenny Grote, (eds.) *Developments in International Law: Enhancing the Rule of Law through the International Court of Justice*, Boston: Leiden

### **Unit 2- Specialized agencies and Programmes**

#### **International Labour Organisation (ILO), United Nations Educational, Scientific and Cultural Organisation (UNESCO), World Health Organisation (WHO)**

- Swepston, Rogers Gerry and Lee Eddy (2009), *International Labour Organization and the Quest for Social Justice, 1919-2009*, Washington: International Labour Office.
- Whittaker, David J. (2002), *The United Nations In Action*, London: Routledge.
- Desai, Bharat H. (2014) *International Environmental Law Ser.: International Environmental Governance: Towards UNEPO*, Leiden: BRILL.

#### **UNICEF, UNDP, UNEP, UNHCR, MDG**

- Slaughter Amy and Jeff Crisp (2008), "A Surrogate the Role of UNHCR in protracted Refugee Situation", in Gil Loescher (ed.) *Protracted Refugee Situations: Political, Human Rights and Security Implications*, Tokyo: United Nations University Press, 2008
- Nwonwu, Francis (2007), *Millennium Development Goals: Achievements and prospects of meeting the targets in Africa*, Pretoria: Africa Institute of South Africa.
- Ali, Shahreen Sardar, and Savitri Goonesekere (2007) *Protecting the World's Children: Impact of the Convention on the Rights of the Child in Diverse Legal Systems*, Cambridge: Cambridge University Press.
- Stokke, Olav (2009) *UN and Development: From Aid to Cooperation*, Bloomington: Indiana University Press.

## **Unit 3- Peace Keeping and UN intervention in major conflicts since the Second World War**

### **What is peacekeeping**

- Berdal, Mats (2008), "Security Council and Peacekeeping", in [Vaughan Lowe](#) and [Adam Roberts](#) (eds.) *United Nations Security Council and War : The Evolution of Thought and Practice since 1945*, Oxford: Oxford University Press.
- Cortright, David and George A. Lopez (2008), "The Sanctions Era: Themes and Trends in UN Security Council Since 1990", in [Vaughan Lowe](#) and [Adam Roberts](#) (eds.) *United Nations Security Council and War : The Evolution of Thought and Practice since 1945*, Oxford: Oxford University Press.
- Greenstock, Jeremy (2008), "The Security Council in the Post-Cold War World", in [Vaughan Lowe](#) and [Adam Roberts](#) (eds.) *United Nations Security Council and War : The Evolution of Thought and Practice since 1945*, Oxford: Oxford University Press.

### **Korean War**

- Stueck, William (2008), "The United Nations, The Security Council and The Korean War", in [Vaughan Lowe](#) and [Adam Roberts](#) (eds.) *United Nations Security Council and War : The Evolution of Thought and Practice since 1945*, Oxford: Oxford University Press.

### **The Suez Crisis**

- Louis, W.M. Roger (2008), "The Suez Crisis and the British Dilemma at the United Nations", in [Vaughan Lowe](#) and [Adam Roberts](#) (eds.) *United Nations Security Council and War : The Evolution of Thought and Practice since 1945*, Oxford: Oxford University Press.

### **Arab-Israeli Wars**

- Jones, Bruce D. (2008), "The Security Council and the Arab Israeli Wars: Responsibility without Power", in [Vaughan Lowe](#) and [Adam Roberts](#) (eds.) *United Nations Security Council and War : The Evolution of Thought and Practice since 1945*, Oxford: Oxford University Press.

### **India-Pakistan Wars**

- Roy Choudary, Rahul (2008), "The Security Council and the India-Pakistan Wars", in [Vaughan Lowe](#) and [Adam Roberts](#) (eds.) *United Nations Security Council and War : The Evolution of Thought and Practice since 1945*, Oxford: Oxford University Press.

### **Afghanistan Wars**

- Doronsoro, Gilles (2008), "The Security Council and the Afghan Conflict", in [Vaughan Lowe](#) and [Adam Roberts](#) (eds.) *United Nations Security Council and War : The Evolution of Thought and Practice since 1945*, Oxford: Oxford University Press.

### **Former Yugoslavia**

- Nambiar, Satish (2001), "Un Peacekeeping Operations in the Former Yugoslavia: From UNPROFOR to Kosovo", in Ramesh Chandra Thakur and

Albert Schnabel (eds.) *United Nations Peacekeeping Operations: Ad Hoc Missions, Permanent Engagement*, Tokyo: United Nations University Press.

- Smith, Rupert (2008), "The Security Council and the Bosnian Conflict" in [Vaughan Lowe](#) and [Adam Roberts](#) (eds.) *United Nations Security Council and War: The Evolution of Thought and Practice since 1945*, Oxford: Oxford University Press.

## **Unit 4- Assessment of the United Nations**

### **Imperatives of Reforms and the Process of Reforms**

- Lyons, Gene M. (), "Competing Visions: Proposal for UN Reforms", in F. Alger Chadwick and Gene M. Lyons (eds.) *United Nations System: The Politics of Member States*, Tokyo: United Nations University Press.
- Mingst, Karen A. (2009), "Decentralized often Disjointed: The UN and Regional Organizations in Economic Development", in Kaufman, Scott, and Warters, Alissa (ed) *Global Political Studies: United Nations - Past, Present and Future* New York: Nova.
- Moore Jr., John A. (2009), "United Nations and Regional Organizations", in Kaufman, Scott, and Warters, Alissa (ed) *Global Political Studies: United Nations - Past, Present and Future* New York: Nova.

# INTRODUCTION TO INTERNATIONAL POLITICAL ECONOMY

**Course Code: INP-532**

**Course Type: Core**

**Credits: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

**Course Description:** Introduction to International Political Economy is expected to familiarise students with the theoretical perspectives of international political economy and to introduce them to some of the key issues in international political economy.

**Course Objective:** The course will help students:

- 1) To understand evolution of the discipline of International political economy.
- 2) To understand the theoretical approaches in International political economy.
- 3) To understand the institutions and issues associated with international political economy.
- 4) To understand globalization and how it has shaped international political economy.

**Teaching Methods:** The pedagogical approach would involve classroom lectures accompanied with use of power points wherever required. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the national newspapers. 70% attendance is necessary for the end semester exam.

## **Mode of Evaluation**

Assignments/Term Paper: 20%

Mid- Semester exam: 30%

End-Semester exam: 50%

**Term Paper/Assignment-** will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

**Mid-Semester Examination:** Written examination in the middle of the semester would be conducted, covering half of the course.

**End Semester Examination:** There will be a written test towards the end of the Semester.

## **Course Units**

### **Unit 1: Introducing International Political Economy**

- 1) What is International Political Economy?

### **Unit 2: Theoretical Approaches in International Political Economy**

- 2) Mercantilism and Economic Nationalism
- 3) Classical Liberalism and Neo-Liberalism
- 4) Marxian Perspectives: Imperialism, Dependency and World Systems

### **Unit 3: Issues in International Political Economy**

- 5) International Trade
- 6) Foreign Investment/Multinational Companies
- 7) Development
- 8) Science and Technology
- 9) International Financial Institutions

### **Unit 4: Globalisation in International Political Economy**

- 10) Meaning and dimensions of globalisation, Phases of globalisation and Globalisation and its discontents

## **Reading List:**

### **Unit 1: Introducing IPE**

#### **What is International Political Economy?**

- John Ravenhill (2011), *Global Political Economy*, 4<sup>th</sup>Edn., Oxford University Press.

### **Unit 2: Theoretical Approaches in International Political Economy**

#### **i) Mercantilism and Economic Nationalism**

- Alexander Hamilton, 'Report on Manufactures', reproduced in George T. Crane and Abba Amawi (1997), (Eds.), *The Theoretical Evolution of International Political Economy: A Reader*, 2<sup>nd</sup> Edition, New York, Oxford University Press.
- Friedrich List, *The National System of Political Economy*, translated by Sampson S. Lloyd, 1885, select chapters.
- Jacob Viner (1948), 'Power Versus Plenty as Objectives of Foreign Policy in the Seventeenth and Eighteenth Centuries', *World Politics*, 1(1), pp. 1-29.

#### **ii) Classical Liberalism and Neo-Liberalism**

- David Ricardo, 'On Foreign Trade', reproduced in George T. Crane and Abba Amawi (1997), (Eds.), *The Theoretical Evolution of International Political Economy: A Reader*, 2<sup>nd</sup> Edition, New York, Oxford University Press.

- Adam Smith (1776), *An Inquiry into the Nature and Causes of the Wealth of Nations*, Methuen & Co., Ltd., London, select chapters.
- Milton Friedman (1962), *Capitalism and Freedom*, Chicago University Press, Chicago, Chapters 1, 7 & 13.
- Friedrich A. Hayek (1944), *Road to Serfdom*, University of Chicago Press, Chicago, Chapter 2, 7 & 15.

### **iii) Marxian Perspectives: Imperialism, Dependency and World Systems**

- Karl Marx, 'On Imperialism in India', reproduced in George T. Crane and Abba Amawi, (Eds.), *The Theoretical Evolution of International Political Economy: A Reader*, 2<sup>nd</sup> Edition, New York, Oxford University Press.
- Lenin V.I. 'The Export of Capital' & 'Imperialism as a Special Stage of Capitalism' reproduced in George T. Crane and Abba Amawi (1997), (Eds.), *The Theoretical Evolution of International Political Economy: A Reader*, 2<sup>nd</sup> Edition, New York, Oxford University Press.
- Andre Gunder Frank (1966), 'The Development of Underdevelopment', *Monthly Review*, vol. 18, September, pp. 17-31.
- Raul Prebisch (1978), 'Socio-Economic Structure and Crisis of Peripheral Capitalism', *CEPAL Review*, pp. 159-252.
- Immanuel Wallerstein, 'The Three Instances of Hegemony in the History of the Capitalist World-Economy', reproduced in George T. Crane and Abba Amawi (1997), (Eds.), *The Theoretical Evolution of International Political Economy: A Reader*, 2<sup>nd</sup> Edition, New York, Oxford University Press.

## **Unit 3: Issues in International Political Economy**

### **iv) International Trade**

- Bernard M. Hoekman and Michel M. Kostecki (2010), *The Political Economy of the World Trading System: The WTO and Beyond*, 3<sup>rd</sup> Edition, Oxford University Press: New York.
- Anne O. Krueger (1998) (Ed.), *The WTO as an International Organization*, University of Chicago Press, Chicago.
- B.L. Das (1998), *An Introduction to the WTO Agreements*, Third World Network.

### **v) Foreign Investment/Multinational Companies**

- John E. Spero and Jeffrey A. Hart (2010), *The Politics of International Economic Relations*, Wadsworth Cengage Learning, Ch.4,8.
- Robert O'Brien and Marc Williams (2013), *Global Political Economy*, 4<sup>th</sup> Edn., Palgrave Macmillan, Ch. 7.

### **vi) Development**

- John E. Spero and Jeffrey A. Hart (2010), *The Politics of International Economic Relations*, Wadsworth Cengage Learning, Ch.6.

- IBON (2009), *Primer on ODA and Development Effectiveness: Can Aid Be a Key Contribution to a genuine development*, IBON Foundation, Philippines.
- Ravi Kanbur (2006), 'The Economics of International Aid', in Serge-Christophe Kolm and Jean Mercier Ythier (Eds.), *Handbook of the Economics of Giving, Altruism and Reciprocity*, Vol.2, Cornell University, North Holland, pp. 1559-1588.
- Hans Morganthau (1962), 'A Political Theory of Foreign Aid', *The American Political Science Review*, 56(2), pp.301-309.

#### **vii) Science and Technology**

- Charles Weiss (2005), 'Science, Technology and International Relations', *Technology in Society*, pp.295-313.
- Eugene B. Skolnikoff (1993), *The Elusive Transformation: Science, Technology and Evolution of International Politics*, Princeton University Press, Princeton, Ch. 4,5.
- P.G. Sampath and Pedro Roffe (2002), *Unpacking the International Technology Transfer Debate: Fifty Years and Beyond*, International Centre for Trade and Sustainable Development, Geneva.

#### **viii) International Financial Organisations**

- Arun Ghosh (1987), 'The World Bank and Attack on World Poverty', *Economic and Political Weekly*, 22(44), pp. 1844-1846.
- Graham Bird (2003), *The IMF and the Future: Issues and Options Facing the Fund*, Routledge, London.
- Harold James (1998), 'From Grandmotherliness to Governance: The Evolution of IMF Conditionality', *Finance and Development*, 35 (4), pp.44-47.
- Tyrone Ferguson, (1988), *The Third World and Decision Making in the International Monetary Fund: The Quest for Full and Effective Participation*, Pinter, London.
- Vreeland, James Raymond, (2007), *The International Monetary Fund : Politics of Conditional Lending*, Routledge, London.
- Y.V. Reddy (2003), 'IMF: Concerns, Dilemmas and Issues', *Economic and Political Weekly*, 38(31), pp. 3304-3314.

### **Unit 4: Globalisation in International Political Economy**

#### **ix) Meaning and dimensions of globalisation, Phases of globalisation and Globalisation and its discontents**

- Jan Aart Scholte (2005), *Globalization: A critical Introduction*, Macmillan, Basingstoke.
- Paul Hirst and Grahame Thompson and Simon Bromley (2009), *Globalization in Question*, Polity Press, Cambridge.
- Robert Gilpin (2000), *The Challenge of Global Capitalism: The World Economy in the 21<sup>st</sup> Century*, Princeton University Press, Princeton, Ch.10.

- Susan Strange (1993), *States and markets: An Introduction to International Political Economy*, Printer, London.
- Joseph Stiglitz (2002), *Globalization and its Discontents*, Penguin Books, New Delhi.



## COMPARATIVE POLITICS

**Course Code: INP-533**

**Course Type: Optional**

**Credits: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

**Course Description:** The course will introduce students with significant concepts, themes and approaches to study a country's politics and different types of political systems. The course will discuss theoretical and methodological options which guide contemporary research in comparative politics and understand patterns of historical development and political behaviour across cases. It will focus on the study of the state, nationalism, modernization, democratization and emerging global protest movements within the comparative framework. One of the central concerns of the course is to take into account the historical experiences of the non-western countries while studying aforementioned concepts and themes.

### **Course Objective:**

The course will help students to:

- Understand evolution of the discipline of Comparative Politics.
- Understand the methods used in comparative approach.
- Understand the state, modernization, development and nationalism in comparative perspective.

**Teaching Methods:** Bulk of the teaching will take place through classroom lectures and interactions. For students, regular attendance and participation in the class are essential. Group and individual activities from student participants would supplement classroom engagement. Students are expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

### **Mode of Evaluation**

Assignments/Term Paper: 20%

Mid- Semester exam: 30%

End-Semester exam: 50%

**Term Paper/Assignment-** will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will

also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

**Mid-Semester Examination:** Written examination in the middle of the semester would be conducted, covering half of the course.

**End Semester Examination:** There will be a written test towards the end of the Semester.

## **Course Units**

### **Unit1- Evolution of the discipline and methods used**

- What is comparative politics? Why compare?
- Comparative Politics: A Historical Overview
- The Institutional approach
- Political Systems Approach, Structural-functionalism
- Political Economy Approach
- Culture-centric and Historical approaches.

### **Unit 2- State in Comparative Framework and Transitions**

- Liberal and Welfare State
- Authoritarian State
- State in socialist societies
- Post-colonial State

### **Unit 3- Comparative Development Experience and Democratization**

- Issues of modernization
- Underdevelopment and Dependency
- Democratization and democratic assertion
- Development and Democracy

### **Unit 4-Debates of Nationalism**

- Nationalism in Europe
- Nationalism in post-colonial societies

## **Reading List:**

### ***Essential Readings:***

- Lichbach (2005), "What is Comparative Politics?" in Jeffrey Kopstein and Mark
- Hague Rod, Harrop Martine and Breslin Shaun, 2004, *Comparative Government and Politics: An Introduction*, Hampshire, Macmillan.
- Almond G. and G. Powell (1988), *Comparative Politics Today: A Worldview*, Chicago, Foresman

- Chilcote, Ronald (2000), *Comparative Inquiry in Politics and Political Economy*, Boulder: Westview Press.
- Lijphart, Arendt, Comparative Politics and Comparative Method, *The American Political Science Review*, 65(3): pp. 682-693
- Landman, Todd (2000), *Issues and Methods in Comparative Politics: An Introduction*, London: Routledge
- Rose, Richard (1991), "Comparing Forms of Comparative Analysis," *Political Studies*, 39(3): 446-462.
- Almond, Gabriel A. (1956), "Comparative Political Systems," *The Journal of Politics*, 18(3): 391-409.
- Bernhard, Michael, Methodological Disputes in Comparative Politics, *Comparative Politics*, Vol. 41, No. 4 (July 2009), pp. 495-515
- Chandhoke, Neera, Limits of Comparative Political Analysis, *EPW*, Vol. 31, No.4 (Jan. 27, 1996), PE2-PE8.
- CarlesBoix and Susan Stokes (2003), "Endogenous democratization", *World Politics* 55: 517-549.
- Alavi, Amza, The State in Post-Colonial Societies; Pakistan and Bangladesh, *New Left Review*, I/74, July-August, 1974
- Valerie Bunce (2003), "Rethinking recent democratization: Lessons from the postcommunist experience", *World Politics*, 55, pp. 167-192.
- Thomas Carothers(2002), "The end of the transition paradigm", *Journal of Democracy* 13, 5-21
- Hislope, Robert and Anthony Mughan, *Introduction to Comparative Politics: The State and Its Challenges*, Cambridge University Press, 2012
- Adam Przeworski and Ferdinand Limogi (1997), "Modernization: facts and theories" *World Politics*, 49, pp. 155-183.
- Rustow, Deenkwart, Modernization and Comparative Politics: Prospects in Research and Theory, *Comparative Politics*, Vol. 1, No.1, (Oct. 1968), pp. 37-51
- Andre Gunder Frank (1966), 'The Development of Underdevelopment', *Monthly Review*, vol. 18, September, pp. 17-31.
- Raul Prebisch (1978), 'Socio-Economic Structure and Crisis of Peripheral Capitalism', *CEPAL Review*, pp. 159-252.
- Immanuel Wallerstein, 'The Three Instances of Hegemony in the History of the Capitalist World-Economy', reproduced in George T. Crane and AbbaAmawi (1997), (Eds.), *The Theoretical Evolution of International Political Economy: A Reader*, 2<sup>nd</sup> Edition, New York, Oxford University Press.
- Huntington, Samuel P., The Change to Change: Modernization, Development, and Politics, *Comparative Politics*, Vol.3, No. 3, (April, 1971), pp. 283-322
- Gellner, Ernest (1983), *Nations and Nationalism*, Oxford: Blackwell Publishing
- Anderson, Benedict (2006), *Imagined Communities: Reflections on the Origins and Spread of Nationalism*, New York: Verso.

- Chatterjee, Partha (1991), Whose Imagined Community, Millennium: Journal of International Studies, vol.20, No. 3.

### **Desirable Readings:**

- Boix, Charles and Susan C. Stokes (ed.) (2007), *The Oxford Handbook of Comparative Politics*, New York: Oxford University Press.
- Chilcote, Ronald (1994), *Theories of Comparative Politics*, Boulder: Westview Press.
- Caramani, Daniele (2008), *Comparative Politics*, Oxford: Oxford University Press.
- Migdal, Joel (2001) "Studying the State" in *State in Society: Studying How States and Societies Transform and Constitute One Other*, Cambridge: Cambridge University Press.
- Lichbach (eds.), *Comparative Politics: Interests, Identities and Institutions in a Changing Global Order*, Cambridge: Cambridge University Press.
- Munck, Gerardo L. And Richard Snyder, *Passion, Craft and Method in Comparative Politics*, The Johns Hopkins University Press, 2007
- Kholi, Atul et al, The Role of Theory in Comparative Politics: A Symposium, *World Politics*, Vol. 48, No.1 (Oct. 1995), pp. 1-49
- Kesselman, Mark, et al., ed. *Introduction to Comparative Politics*, Wadsworth, Cengage Learning, 2013
- Chilcote, Ronald M, ed., *The Political Economy of Imperialism: Critical Appraisals*, Springer Science+Business Media, LLC, 1998

### **Key journals/magazines**

- Comparative Politics
- Economic and Political Weekly
- World Politics
- The American Political Science Review

# CONTEMPORARY POLITICAL THEORY

**Course Code: INP-534**

**Course Type: Optional**

**Credits: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

**Course Description-** The course aims to map the terrain of contemporary political theory. For that, it has been organized around themes and concepts, rather than the familiar track of political thinkers. Discussing a body of concepts, it covers positions of significant political theorist in all its complexity. It deals with the themes and the concepts of political theory which took center stage in last fifty years or so, and still remains to be the foci of debate. The course will stress on reading original writings, along with going through available secondary literature.

## Course Objectives

By the end of this course, students are expected to have-

1. Comprehensive understanding of major debates in contemporary political theory.
2. Critically read and analyze original texts of political theory.
3. Understanding of different conceptualization of political.
4. Apply theoretical concepts in order to understand and critically assess real-world political phenomenon

## Teaching Methods

The primary mode of instruction would be regular lectures by course instructor. Class room discussions and interactions would also constitute essential part of class room teaching. For students, regular attendance, preparation and participation are essential. Students will be expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

## Mode of Evaluation

Assignments / Term Paper:	20%
Mid- Semester:	30%
End-Semester:	50%

**Term Paper/Assignment-** will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill.

There will be penalties for late submission. Strict action would be initiated against plagiarism.

**Mid-Semester Examination:** Written examination in the middle of the semester would be conducted, covering half of the course.

**End Semester Examination:** There will be a written test towards the end of the Semester.

## **Course Units**

### **Unit I: Justice**

This unit will examine major debates on justice in last fifty years. It will focus on different conceptualization of justice and the legitimate role of the state in distributing resources of the society. Discussing the writings of John Rawls and Robert Nozick, it will explore the varied meaning of justice in different political tradition. The social justice and libertarian perspectives on justice would be mapped through the writings of aforementioned thinkers.

### **Unit II: Communitarianism**

The unit discusses the launch of new strand within political theory known as communitarianism which emerged as a critique of liberalism in 1980's and 1990's. It traces the communitarian critique of liberalism in general and liberal articulation of political concepts like justice, rights and freedom. The unit would be dealing with the writings of three major thinkers Michael Sandel, Michael Walzer and Charles Taylor

### **Unit III: Key debates within Marxism and contributions from Habermas**

Beyond Soviet Union style Marxism, thinkers from the Europe attempted to redefine Marxism in a significant way. Downplaying the primacy of economic analysis, Western Marxism underlined the role of ideology, culture and other issues, not duly recognized in Soviet Union style Marxism. To understand that, the contribution of Antonio Gramsci and Louis Althusser will be discussed. It also discusses the contributions of Habermas.

### **Unit IV: Multiculturalism, Group Difference, Feminism and Post-Modernism**

Multiculturalism and the issue of group difference emerged as a major concern in contemporary political theory since 1980's. Discussing, multiculturalism and group-difference, this unit would explore the writings of Will Kymlicka, Bhikhu Parekh and Iris Marion Young. Discussing writings of few significant feminist theorists, it will study their critique of political. The focus would on the writing of Iris Marion Young. The unit will also examine new theoretical approaches (post-modernism and post-structuralism), which emerged from the writings of Michel Foucault and Jacques Derrida. It will focus on their articulation of power, and critique of meta-narrative and the truth.

## Reading List:

### ***Essential Readings:***

- Belsey, Catherine, *Poststructuralism: A Very Short Introduction*, OUP, 2002
- Butler, Christopher, *Postmodernism: A Very Short Introduction*, OUP, 2003
- Farrelly, Collen, *An Introduction to Contemporary Political Theory*, Sage Publication Limited, 2004
- Foucault, Michel, Power, Right and Truth, in Robert E. Goddin and Philip Petit ed. *Contemporary Political Philosophy: An Anthology*, Blackwell Publishers Ltd. 1997
- John Rawls, Justice as Fairness, in Robert E. Goddin and Philip Petit ed. *Contemporary Political Philosophy: An Anthology*, Blackwell Publishers Ltd. 1997
- Nancy Fraser, Recognition or Redistribution, in Farrelly, Collen, *An Introduction to Contemporary Political Theory*, Sage Publication Limited, 2004
- Susan Moller Okin, The Public/Private Dichotomy, in Farrelly, Collen, *An Introduction to Contemporary Political Theory*, Sage Publication Limited, 2004
- Jonathan Wolff, *An Introduction to Political Philosophy*
- Kymlicka, Will, Community and Multiculturalism, in Robert E. Goddin, Philip Pettit and Thomas Pogge, ed. *A Companion to Contemporary Political Philosophy, Vol. II*, Blackwell Publishing Ltd., 2007
- Mansbridge, Jane & Susan Moller Okin, Feminism, in Robert E. Goddin, Philip Pettit and Thomas Pogge, ed. *A Companion to Contemporary Political Philosophy, Vol. II*, Blackwell Publishing Ltd., 2007
- Michael, Sandel, Liberalism and the limits if justice, in Derek Matravers and Jon Pike, ed. *Debates in Contemporary Political Philosophy*, Routledge, 2003
- Nozick, Robert, Distributive justice, in Derek Matravers and Jon Pike, ed. *Debates in Contemporary Political Philosophy*, Routledge, 2003
- Parekh, Bhikhu, Contemporary liberal responses to diversity, in Derek Matravers and Jon Pike, ed. *Debates in Contemporary Political Philosophy*, Routledge, 2003
- Rajeev Bhargava and Ashok Acharya, *Political Theory*, Pearson, New Delhi, 2012
- Parekh, Bhikhu, Political Theory: Traditions in Political Philosophy, in Robert Goodin and Hans Dieter Klingemann ed., *A new Handbook of Political Science*, OUP, 1966

- Sandel, M. ed., *Liberalism and Its Critics*, Oxford, Basil Blackwell, 1984
- Young, Iris Marion, Political Theory: An Overview, in Robert Goodin and Hans Dieter Klingemann ed., *A new Handbook of Political Science*, Oxford University Press, 1966
- Young, Iris Marion, Polity and group difference: a critique of the ideal of universal citizenship, in Derek Matravers and Jon Pike, ed. *Debates in Contemporary Political Philosophy*, Routledge, 2003
- Walters, Margaret, *Feminism: A very Short Introduction*, OUP, 2005
- Young, Iris Marion, Impartiality and the Civic Public: Some Implications of Feminist Critiques of Moral and Political Theory, in S Benhabib and D Cornell, ed. *Feminism as Critique*, Minneapolis: University of Minnesota Press, 1987
- S. Mulhall and A. Swift, *Liberals and Communitarians*, Oxford, Basil Blackwell, 1992
- W. Kymlicka, *Contemporary Political Philosophy: An Introduction*, Oxford, The

### **Desirable Readings**

- Hayek, F.A., *The Road to Serfdom*, University of Chicago Press, 2007
- Kymlicka, Will, *Liberalism, Community and Culture*, Oxford: Clarendon Press, 1989
- G H Sabine, *A History of Political Theory*, Dryden Press, 1973
- Rattansi, Ali, *Multiculturalism: A Very Short Introduction*, OUP, 2011
- MaIntyre, A., *After Virtue*, Notre Dame University Press, 1981
- Nozick, Robert, *Anarchy, State and Utopia*, Basic Book, 2013
- Rawls, John, *A Theory of Justice*, Belknap Press, 1993
- Rawls, John, *Justice a Fairness: A Restatement*, Belknap, 2001
- Rawls, John, *Political Liberalism*, Columbia University Press, 2005
- Sandel, Michael J., *Liberalism and the Limits of Justice*, Cambridge University Press, 1998
- Asad, Talal, *Religion and Politics: An Introduction*, Social Research, Vol. 59, No. 1, Spring 1992, pp. 3-16
- Shanley, M.L., and C Pateman, ed. *Feminist Interpretations and Political Theory*, Penn State Press, 1991
- Taylor, Charles, *Multiculturalism and Politics of Recognition*, Princeton University Press, 1993
- Taylor, Charles, Foucault on freedom and truth, *Political Theory*, 12, 1988, pp. 152-83
- Lyotard, J. F., *The Postmodern Condition*, Minneapolis: University of Minnesota Press, 1984



- White, S. *Political Theory and Postmodernism*, Cambridge University Press, 1991
- Young, Iris Marion, *Justice and the Politics of Difference*, Princeton University Press, 1990
- Wallace, J. 1987, Liberalism, Communitarians and the task of Political Theory, *Political Theory*, 15, 1987, pp. 581-611

#### **Magazines/Journals**

- Political Theory
- Economic and Political Weekly
- Critical Inquiry
- Social Scientist

## CONTEMPORARY SOUTH ASIA

**Course Code: INP-535**

**Course Type: Optional**

**Credits: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

**Course Description:** This course traces the construction of the contemporary South Asia through deeply entangled colonial-imperial histories, partitions, the turbulent process of decolonization and the postcolonial state building. It focuses upon the political, social, economic and cultural trajectories of the individual states -Pakistan, Sri Lanka, Bangladesh, Nepal, Bhutan, Maldives as well as Afghanistan and Myanmar. It situates India's position and policy in relation to the region and also each of the states. It outlines the significance and implications of increasing Chinese presence and engagements in the region. It engages with the processes, institutions, mechanisms of regional integration and also the obstacles, challenges before it. It lays down some of the key issues in various domains such as trade, climate change, nuclear policy, water sharing, governance which implicate the region as a whole.

**Evaluation:** Assessment and Evaluation would include term papers/assignments and semester examination. Please strictly adhere to the submission deadlines.

Term Paper – 20%

Mid-Semester Exam – 30%

End-Semester Exam – 50%

### Course Units

#### Unit 1: Conceptualizing South Asia

1. National Liberation Movements
2. Decolonisation and Partition
3. Postcolonial Setting

#### Unit 2: States in South Asia

4. Democracy
5. Civil Military Relations
6. Identity Issues (Religious, Minorities, Linguistic)

#### Unit 3: Regional Integration

7. SAARC
8. SAFTA
9. Sub-Regional Cooperation

#### **Unit 4: Regional Issues**

10. Environment and Climate Change
11. Water Sharing Issues, Dams
12. Disaster Management
13. Cross-border trafficking and crime

#### **Reading List:**

##### **Conceptualizing South Asia**

###### **Essential:**

- Nandy, Ashis (2005), “The idea of South Asia: a personal note on post-Bandung blues”, *Inter-Asia Cultural Studies*, 6 (4): 541-545.
- Singh, Sinderpal (2002), “Framing ‘South Asia’: Whose Imagined Region?”, *Institute of Defence and Strategic Studies (IDSS) working paper no. 9*, Nanyang Technological University, Singapore.
- Aminah, Mohammad Arif (2014), “Introduction. Imaginations and Constructions of South Asia: An Enchanting Abstraction? ”, *South Asia Multidisciplinary Academic Journal* [online] 10.

###### **Suggested:**

- Kaviraj, Sudipta (2014), “A Strange Love of the Land: Identity, Poetry and Politics in the (un)Making of South Asia”, *South Asia Multidisciplinary Academic Journal* [online] 10.
- Subrahmanyam, Sanjay (2014), “Afterword. On Region and Nation”, *South Asia Multidisciplinary Academic Journal* [Online], 10.

##### **Histories**

###### **Essential:**

- Bose, Sugata and Jalal, Ayesha (1997), *Modern South Asia: History, Culture, Political Economy*, 2nd edition, Routledge: New York, London. (Chapters: 1 to 6, p. 1-52 and Ch. 18, 19, p. 167-200).
- Jalal, Ayesha (1995), “Conclusion” (p. 247-257), *Democracy and Authoritarianism in South Asia: A comparative and historical Perspective*, Cambridge University Press: Cambridge.

###### **Suggested:**

- Ollapally, Deepa M. (2008), “Situating violent conflict in South Asia” (p. 22-51), *The Politics of Extremism in South Asia*, Cambridge University Press: New York.
- Yong Tan, Tai, Kudaisya, Gyanesh (2000), “Partition and the making of South Asian Boundaries” (p. 75-98) and “Contemporary South Asia and the legacies of Partition” (p. 215-238), *The Aftermath of Partition in South Asia*, Routledge: London.

##### **States in South Asia**

## **Pakistan**

### **Essential:**

- Talbot, Ian (2010), "India and Pakistan" (p. 27-40), in Brass, Paul (ed.), *Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal*, Routledge: New York, London.
- Burki, ShahidJaved (2010), "Pakistan's Politics and its Economy" (p. 83-97), in Brass, Paul (ed.), *Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal*, Routledge: New York, London.
- Rahman, Tariq (2010), "Language Problems and Politics in Pakistan", (p. 232-246), in Brass, Paul (ed.), *Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal*, Routledge: New York, London.
- Waseem, Mohammad (2010), "Ethnic and Islamic Militancy in Pakistan", (p. 274-290), in Brass, Paul (ed.), *Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal*, Routledge: New York, London.
- Shah, Aquil (2014), "Conclusion" (p. 254-287), *The Army and Democracy: Military Politics in Pakistan*, Harvard University Press: Cambridge, Massachusetts.

### **Suggested:**

- Kurtis, Lisa (2012), "The reorientation of Pakistan's foreign policy toward its region", *Contemporary South Asia* 20 (2): 255-269.
- Weinbaum, Marvin G., Harder, Jonathan B. (2008), "Pakistan's Afghan policies and their consequences", *Contemporary South Asia* 16 (1): 25-38.
- Aslam, Rabia (2011), "Greed, creed, and governance in civil conflicts: a case study of Balochistan", *Contemporary South Asia* 19 (2): 189-203.

## **Bangladesh**

### **Essential:**

- Raghavan, Srinath (2014), "Epilogue: The Garden of Forking Paths", (p. 264-273), *1971: A Global History of the Creation of Bangladesh*, Harvard University Press: Cambridge, Massachusetts.
- Lewis, David (2011), *Bangladesh: Politics, Economy and Civil Society*, Cambridge University Press: New York, (Ch. 3, p.41-74, Ch. 4 p. 75-108, Ch. 6 p. 136-166)
- Griffiths, Martin, Hasan, Mubashar (2015), "Playing with Fire: Islamism and Politics in Bangladesh", *Asian Journal of Political Science* 23(2):226-241.

### **Suggested:**

- Ollapally, Deepa M. (2008) "Bangladesh: divided politics and geopolitics" (p. 177-208), *The Politics of Extremism in South Asia*, Cambridge University Press: New York.
- Lewis, David (2011), "Population, Natural Resources and Environment" (p. 167-196), *Bangladesh: Politics, Economy and Civil Society*, Cambridge University Press: New York.

- Jasim Uddin, Mohammad (2014), “Microcredit and building social capital in rural Bangladesh – drawing the uneasy link”, *Contemporary South Asia*, 22 (2): 143-156.

## **Sri Lanka**

### **Essential:**

- Vikramsinghe, Nira (2010), “Sri Lanka’s Independence: Shadows over a colonial graft” (p.41-51), in Brass, Paul (ed.), *Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal*, Routledge: New York, London.
- Uyangoda, Jayadeva (2010), “Ethnic Conflict and the Civil War in Sri Lanka” (p. 291-302), in Brass, Paul (ed.), *Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal*, Routledge: New York, London.
- DeVotta, Neil (2010), “Politics and Governance in post-independence Sri Lanka” (118-130), in Brass, Paul (ed.), *Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal*, Routledge: New York, London
- Lakshman, W.D. (2010), “Economic Development and Sociopolitical change in Sri Lanka since independence” (p.337-347), in Brass, Paul (ed.), *Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal*, Routledge: New York, London.
- Samarasinghe, S. W. R. de A. (2009), “Sri Lanka: The Challenge of Postwar Peace Building, State Building, and Nation Building”, *Nationalism and Ethnic Politics* 15 (3-4): 436-461

### **Suggested:**

- Bose, Sumantra (2007), “Sri Lanka” (p. 6-54), *Contested Lands: Israel-Palestine, Kashmir, Bosnia, Cyprus, And Sri Lanka*, Harvard University Press: Cambridge, Massachusetts.
- Shankar, Shyalshri (2010), “Executive Sovereignty: The Judiciary in Sri Lanka” (p.203-210), in Brass, Paul (ed.), *Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal*, Routledge: New York, London.
- Fernando, Jude Lal (2014), “Negotiated peace versus victor's peace: the geopolitics of peace and conflict in Sri Lanka”, *Cambridge Review of International Affairs* 27 (2)-206-225.
- Venugopal, Rajesh (2015), “Democracy, development and the executive presidency in Sri Lanka”, *Third World Quarterly* 36 (4)-270-290.

## **Nepal**

### **Essential:**

- Hachhethu, Krishna, Gellner, David L. (2010), “Nepal: Trajectories of democracy and restructuring of the state” (p. 131-146), in Brass, Paul (ed.), *Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka and Nepal*, Routledge: New York, London.

- Dev Bhatta, Chandra (2013), “External Influence and Challenges of Statebuilding in Nepal”, *Asian Journal of Political Science* 21 (2): 169-188.

**Suggested:**

- Lawoti, Mahendra (2008), “Exclusionary Democratization in Nepal, 1990–2002”, *Democratization* 15(2): 263-285.
- Adhikari, Monalisa (2012), “Between the Dragon and the Elephant: Nepal's Neutrality Conundrum” *Indian Journal of Asian Affairs* 25 (1/2):83-97.

**Bhutan**

**Essential:**

- Turner, Mark, Chuki, Sonam, Tshering, Jit (2011), “Democratization by decree: the case of Bhutan”, *Democratization*, 18 (1)-184-210.

**Suggested:**

- Giri, B.R. (2004), “Bhutan: ethnic policies in the dragon kingdom”, *Asian Affairs* 35 (3): 353-364
- Kharat, Rajesh (2004), “Bhutan's security scenario”, *Contemporary South Asia* 13 (2): 171-185.
- Bisht, Medha (2012), “Bhutan's Foreign Policy Determinants: An Assessment”, *Strategic Analysis* 36 (1): 57-72.
- Medha (2013), “Bhutan and climate change: identifying strategic implications”, *Contemporary South Asia*, 21 (4): 398-412.

**Afghanistan**

**Essential:**

- Hopkins, B.D. (2008), “Introduction” (p. 1-10) and “Epilogue” (p. 163-175), *The Making of Modern Afghanistan*, Palgrave Macmillan: New York.
- Suhrke, Astri (2013), “Statebuilding in Afghanistan: a contradictory engagement”, *Central Asian Survey*, 32 (3): 271-286.

**Suggested:**

- Ollapally, Deepa M. (2008), “Afghanistan’s changing fortunes” (p. 53-83), *The Politics of Extremism in South Asia*, Cambridge University Press: New York.
- Paliwal, Avinash (2015), “Afghanistan's India–Pakistan dilemma: advocacy coalitions in weak states”, *Cambridge Review of International Affairs*, doi: 10.1080/09557571.2015.1058617.
- Motwani, Nishank, Bose, Srinjoy (2015), “Afghanistan: ‘spoilers’ in the regional security context”, *Australian Journal of International Affairs*, 69 (3): 266-284.
- Murtazashvili, Jeniffer (2015), “Gaming the state: consequences of contracting out state building in Afghanistan”, *Central Asian Survey* 34 (1): 78-92.

**Myanmar**

**Essential:**

- Macdonald, Adam P. (2013), "From Military Rule to Electoral Authoritarianism: The Reconfiguration of Power in Myanmar and its Future", *Asian Affairs: An American Review* 40 (1): 20-36.

#### **Suggested:**

- Taylor, Robert H. (2007), "British Policy towards Myanmar and the creation of 'Burma' problem" (p. 70-95), in Ganesan, N, Hliang Kyaw Yin (2007), *Myanmar: State, Society, Ethnicity*, Institute of South East Asian Studies: Singapore.
- Steinberg David I. (2010), "The Nature of Burmese Politics" (p. 148-157) and "Issues in Myanmar's future" (p. 157-179), in *Burma/Myanmar: What Everyone needs to know*, Oxford University Press: New York.
- Jones, Lee (2014), "Explaining Myanmar's regime transition: the periphery is central", *Democratization* 21 (5): 780-802.
- Kipgen, Nehginpao (2015), "Ethnicity in Myanmar and its Importance to the Success of Democracy", *Ethnopolitics* 14(1) 19-31.

#### **Regional Integration**

##### **Essential:**

- Murthy, Padmaja (2000), "Relevance of SAARC", *Strategic Analysis*, 23 (10): 1781-1796.
- Obino, Francesco (2009), "SAARC: The Political Challenge for South Asia and Beyond", *Economic and Political Weekly*, 44 (9):118-125.
- Pattanaik, Smruti S. (2010), "SAARC at Twenty-Five: An Incredible Idea Still in Its Infancy", *Strategic Analysis*, 34 (5): 671-677.
- Ghosh, Partha S. (2013), "An Enigma that is South Asia: India versus the Region", *Asia-Pacific Review*, 20 (1): 100-120.
- Dixit, Kanak Mani (2014), "Semantics to Commerce: The Making of South Asia", *Asian Affairs*, 45 (1): 55-64.

##### **Suggested:**

- Mukherjee Reed, Ananya (1997), "Regionalization in South Asia: Theory and Praxis", *Pacific Affairs* 70 (2): 135-151.
- Paranjape, Shrikant (2002), "Development of order in South Asia: Towards a South Asian Association for Regional Cooperation Parliament", *Contemporary South Asia*, 11 (3): 345-356.
- Bailes, Aylson J.K. (2007), "Regional Security Cooperation: A Challenge for South (and North-East) Asia", *Strategic Analysis*, 31 (4): 665-674.
- Dutta, Sujit (2011), "China in SAARC? To What Effect?", *Strategic Analysis*, 35 (3): 493-501.

#### **Regional Issues**

##### **Essential:**

- Ganguly, Sumit (2008), "Nuclear Stability in South Asia", *International Security*, 33 (2): 45-70.

- De, Prabir (2011), “Why is trade at borders a costly affair in South Asia? An empirical investigation”, *Contemporary South Asia*, 19 (4): 441-464.
- Biswas, Asit K. (2011), “Cooperation or conflict in transboundary water management: case study of South Asia”, *Hydrological Sciences Journal*, 56 (4): 662-670.
- Dadwal, Shebonti Ray (2011), “Can the South Asian Gas Pipeline Dilemma be Resolved through a Legal Regime?”, *Strategic Analysis*, 35 (5): 757-769.
- Gautam, P.K. (2012), “Climate Change and Conflict in South Asia”, *Strategic Analysis*, 36 (1): 32-40.
- Basu, Mrityika, Shaw, Rajib (2013), “Water policy, climate change and adaptation in South Asia”, *International Journal of Environmental Studies*, 70 (2): 175-191.

**Suggested:**

- Seddon, David (2004), “South Asian remittances: implications for development”, *Contemporary South Asia*, 13 (4): 403-420.
- Lama, Mahendra P. (2007), “Geopolitics of Power Trading in South Asia: Opportunities and Challenges”, *Strategic Analysis*, 31 (2): 339-364.
- Batra, Amita (2007), “South Asia’s Free Trade Agreement: Strategies and Options”, *Economic and Political Weekly*, 42 (38): 3878-3885.
- Ram Mohan, M.P. (2015), “A Nuclear Liability Framework for South Asia” (p. 71-95), *Nuclear Energy and Liability in South Asia: Issues, Legal Frameworks and Risk Assessment within SAARC*, Springer: New Delhi.



# **FOURTH SEMESTER**

## **RESEARCH PAPER**

**Course Code: INP-591**

**Course Type: Compulsory**

**Credits: 02**

**Teaching and Contact Hours: 3 per week (including 1 consultation/tutorial)**

**Introduction:** The course will familiarize students in writing a research paper of about 5000 words.

### **Objective:**

The course aims to enable students: -

- To identify a research area and research questions to be investigated
- To collect data from online and offline databases
- To write a literature review
- To write research paper

### **Evaluation Method:**

- Writing the research paper requires weekly one-hour consultation with the assigned faculty guide.
- Research Paper – 60 marks
- Presentation of the research paper to faculty members – 40 marks

### **Submission Details:**

- The research paper should be typed on A4 size paper, with proper references.
- The paper should be an original research and should not be copied or plagiarized.
- The paper should be typed in  
Font- 'Times New Roman'  
Font Size- 12  
Spacing- 1.5
- Research Paper should be submitted in hard and soft copy to the assigned faculty guide.

## **INTRODUCTION TO DIPLOMACY**

**Course Code: INP-571**

**Course Type: Optional**

**Credits: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

**Course Description:** This course attempts to provide an introduction to the importance, history, evolution of diplomacy in the international arena. This course aims at introducing the students to the main theories, tasks, types and actors involved in diplomacy.

### **Objective**

The course aims to enable students: -

- provide an introduction to the importance, history, evolution of diplomacy
- Become familiar with the main theories of diplomacy
- Become familiar with the tasks, types and actors involved in diplomacy

### **Evaluation Method:**

- Mid Semester Exam - 30 marks
- Sessional Evaluation (Review Articles/Term paper and presentations) - 20 marks
- End Semester Exam - 50 marks

**Teaching Methods:** The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles on diplomacy.

### **Course Units**

#### **Unit 1: Introduction to Diplomacy**

- Introduction to Diplomacy
- Evolution of Diplomacy: Ancient Medieval, Modern, Changing Nature of Diplomacy
- Diplomacy: 'Old' and 'New'

## **Unit 2: Types of Diplomacy**

- Preventive Diplomacy
- Economic Diplomacy
- Public Diplomacy
- Cultural Diplomacy

## **Unit 3: Methods of Diplomacy**

- Negotiations
- Arbitration and Mediation
- Conference Diplomacy
- Summit Diplomacy

## **Unit 4: Major Issues in Diplomacy and Case Studies**

- Korean War
- Cuban Missile Crisis
- Indo-Pak 1971 War
- UN Peace Keeping
- Permanent Extension of NPT

## **Reading List:**

### **Unit 1: Introduction to Current World Order and Diplomacy**

#### **Introduction to Current World Order**

- Henry Kissinger, Diplomacy, "The New World Order", pp. 17-28
- Paul Sharp, "For Diplomacy: Representation and the Study of International Relations," International Studies Review, Vol. 1, No. 1 (Spring, 1999), pp. 33-57.

#### **Introduction to Diplomacy**

- "Why and How to Study Diplomacy" in CorneliuBjola and Markus Kornprobst, Understanding International Diplomacy: Theory, practice and ethics, Routledge, 2013, pp: 3-7
- "Introduction: The Challenges of 21st-Century Diplomacy" Andrew F. Cooper, Jorge Heine, and Ramesh Thakur in The Oxford Handbook of Modern Diplomacy, Eds. Andrew F. Cooper, Jorge Heine, and Ramesh Thakur, 2013.

## **Unit 2: Evolution of Diplomacy: Ancient Medieval, Modern, Changing Nature of Diplomacy**

- “Tracing Diplomacy” in CorneliuBjola and Markus Kornprobst, *Understanding International Diplomacy: Theory, practice and ethics*, Routledge, 2013, pp: 9-28.

## **Unit 3: Main Actors, Types and Tasks of Diplomacy**

- “The Main Actors” in *The Oxford Handbook of Modern Diplomacy*, Eds. Andrew F. Cooper, Jorge Heine, and Ramesh Thakur, 2013.
- “Mapping the Diplomatic Field” in CorneliuBjola and Markus Kornprobst, *Understanding International Diplomacy: Theory, practice and ethics*, Routledge, 2013, pp: 61-94.
- “Modes of Practice,” in *The Oxford Handbook of Modern Diplomacy*, Eds. Andrew F. Cooper, Jorge Heine, and Ramesh Thakur, 2013.

## **Unit 4: Theories of Diplomacy and Major Issues in Diplomacy**

### **Theories of Diplomacy**

- “Theorizing Diplomacy,” in B.J.C. McKercher, (Ed.), *Routledge Handbook of Diplomacy and Statecraft*, 2012.

### **Major Issues in Diplomacy and Case Studies**

- Korean War
- Cuban Missile Crisis
- Indo-Pak 1971 War
- UN Peace Keeping
- Permanent Extension of NPT

# **SECURITY AND POLITICS OF INDIA'S EXTENDED NEIGHBOURHOOD**

**Course Code: INP-573**

**Course Type: Optional**

**Credits: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

## **Course Description**

The Course 'Security and Politics of India's Extended Neighbourhood' is expected to familiarise students with the term 'extended neighbourhood' which Indian government has woven into its foreign policy formulations in post-cold war era. The students would be exposed to security and political issues in India's extended neighbourhood.

## **Course Aims**

1. To train students to conceptualize 'India's Extended Neighbourhood' as a distinct field.
2. To familiarize students with the concept of India's Extended Neighbourhood as projection of rising power.
3. To demonstrate different policies, systems, actors, events, ideas and processes.
4. To train students to organize their ideas, and write knowledgeably with practicality, about extended neighbourhood
5. To enable students to begin thinking concretely and conceptually about their research areas

## **Expectations from Students**

1. Be punctual and regular. Do not miss classes unless it is absolutely necessary.
2. Maintain high degree of academic integrity. Especially, avoid plagiarism. Plagiarism is a serious academic offence. Please consult the course instructor if you are unsure of what it is.
3. Respect deadlines.

4. Do required readings beforehand. But also do as many recommended readings as possible.

**Mode of Evaluation:**

- Internal assessment – 50%
  - (Mid-semester examination = 30%)
  - (Assignment = 10%)
  - (Classroom participation and attendance = 10%)
- End Semester examination -50%

**Course Outline:**

**Unit -1: The concept of Extended Neighbourhood**

- Concept of India's Extended Neighbourhood
- Its projection for Rising power
- System and Actors in India's extended neighbours

**Unit -2: India and South East Asia**

- India's Engagement with South East Asia
- The Look East/ Act East Policy
- The Geo-economic Dimension of India-ASEAN Relationship

**Unit -3: India and Central Asia**

- Geopolitical / Geostrategic Significance of Central Asia
- The Politics of Energy Security
- India's 'Connect Central Asia' policy
- India and SCO

**Unit- 4: West Asia and Africa**

- India and West Asia

- India's 'Look West' Policy, Gulf Cooperation Council (GCC)
- India's-Africa Engagements: Trade, Security, Capacity Building and Maritime
- India-Africa Forum Summits

### **Required reading**

#### **UNIT -1: India's Extended Neighbourhood Concept: Projection for Rising Power**

- David Scott (2009) India's "Extended Neighbourhood" Concept: Power Projection for a Rising Power, *India Review*, 8:2, 107-143
- Sukh Muni and Girijesh Pant, India's Energy Security. Prospects for Cooperation With Extended Neighbourhood (New Delhi: Rupa, 2005), for discussion on Vietnam, Myanmar and Iran.
- Raja Mohan, C. (2015). Foreign policy after 1990s: Transformation through incremental adaptation. In D. Malone, C. Raja Mohan, & S. Raghavan (Eds.), *The Oxford Handbook of Indian Foreign Policy* (pp. 131–144). Oxford: Oxford University Press.
- Chacko, P. (2016). India and the Indo-Pacific from Singh to Modi: Geopolitical and geoeconomic entanglements. In P. Chacko (Ed.), *New regional geopolitics in the Indo-Pacific: Drivers, dynamics and consequences*. New York: Routledge.
- Shekhar V. (2019) Rise of India's 'Extended Neighbourhood' Worldview. In: Ranjan A. (eds) *India in South Asia*. Springer, Singapore

#### **UNIT -2: India's Look East Policy: A Strategic move towards ASEAN**

- Haokip, T. (2011). India's Look East Policy: Its Evolution and Approach. *South Asian Survey*, 18(2), 239–257. <https://doi.org/10.1177/0971523113513368>
- Kesavan, K.V. (2020) India's 'Act East' policy and regional cooperation. In ORF Special Report 101 "India and South Korea: Exploring New Avenues, Outlining Goals" ORF, Delhi



- Mohan, C. (2008). India's Geopolitics and Southeast Asian Security, *Southeast Asian Affairs*, 43-60. [www.jstor.org/stable/27913351](http://www.jstor.org/stable/27913351)
- Shekhar, V. (2012). Two decades of India's look east policy. In G. Jha & V. Shekhar (Eds.), *Rising India in the changing Asia-Pacific*. Pentagon: New Delhi.
- Strachan, Anna Louise, et al. *India's Look East Policy: A Critical Assessment: Interview with Amb. Rajiv Sikri*. Institute of Peace and Conflict Studies, 2009, [www.jstor.org/stable/resrep09289](http://www.jstor.org/stable/resrep09289).
- Sudhir Devare, *India and Southeast Asia: Towards Security Convergence* (Singapore: Institute of Southeast Asian Studies, 2006), 1–10.

### **Unit -3: India and Central Asia**

- Rashid, A. (2000). Back to the Great Game: Chronicling the Race for Central Asia. *Harvard International Review*, 22(3), 82-83. [www.jstor.org/stable/42762642](http://www.jstor.org/stable/42762642)
- Smith, D. (1996). Central Asia: A New Great Game? *Asian Affairs*, 23(3), 147-175. [www.jstor.org/stable/30172401](http://www.jstor.org/stable/30172401)
- Vsevolod Kritskiy (2015) The Great Game 1856–1907: Russo- British relations in Central and East Asia, *Central Asian Survey*, 34:4, 583-585, DOI:10.1080/02634937.2015.1072367
- Fromkin, D. (1980). The Great Game in Asia. *Foreign Affairs*, 58(4), 936-951. doi:10.2307/20040512
- Gidadhubli, R. (2006). Central Asia: Great Game Replayed? *Economic and Political Weekly*, 41(2), 131-132. [www.jstor.org/stable/4417671](http://www.jstor.org/stable/4417671)
- Lieven, A. (1999). The (Not So) Great Game. *The National Interest*, (58), 69-80. [www.jstor.org/stable/42897222](http://www.jstor.org/stable/42897222)
- Katz, M. (2006). Revolutionary Change in Central Asia. *World Affairs*, 168(4), 157-171. [www.jstor.org/stable/20672745](http://www.jstor.org/stable/20672745)

### **Connect Central Asia:**

- Pavilionis, P., & Giragosian, R. (1996). The Great Game: Pipeline Politics in Central Asia. *Harvard International Review*, 19(1), 24-65. [www.jstor.org/stable/42762260](http://www.jstor.org/stable/42762260)
- Gidadhubli, R. (1999). Oil Politics in Central Asia. *Economic and Political Weekly*, 34(5), 260-263. [www.jstor.org/stable/4407600](http://www.jstor.org/stable/4407600)
- Jaffe, A., & Manning, R. (2000). The Shocks of a World of Cheap Oil. *Foreign Affairs*, 79(1), 16-29. doi:10.2307/20049611
- Jain, B. (2007). Energy Security Syndrome: A New Big Game in Central Asia. *Indian Journal of Asian Affairs*, 20(1/2), 45-58. [www.jstor.org/stable/41950482](http://www.jstor.org/stable/41950482)
- Shamil MidkhatovichYenikeeff (2011) Energy Interests of the 'Great Powers' in Central Asia: Cooperation or Conflict?, *The International Spectator*, 46:3, 61-78, DOI:10.1080/03932729.2011.601115
- Misra, A. (2002). The Taliban, Radical Islam and Afghanistan. *Third World Quarterly*, 23(3), 577-589. [www.jstor.org/stable/3993543](http://www.jstor.org/stable/3993543)
- Michael Rywkin (2006) Security and Stability in Central Asia: Differing Interests and Perspectives, *American Foreign Policy Interests: The Journal of the National Committee on American Foreign Policy*, 28:3, 193-217
- Akbarzadeh, S. (2004). Keeping Central Asia Stable. *Third World Quarterly*, 25(4), 689-705. [www.jstor.org/stable/3993741](http://www.jstor.org/stable/3993741)

### **China's Expansion into Central Asia:**

- Faure, G. (2017). China in Central Asia: Negotiating Cooperation for Mutual Benefits? In Hampson F. & Troitskiy M. (Eds.), *Tug of War: Negotiating Security in Eurasia* (pp. 53-68). McGill-Queen's University Press. [www.jstor.org/stable/j.ctt1zrvhbm.8](http://www.jstor.org/stable/j.ctt1zrvhbm.8)
- Kurlantzick, J. (2008). China's Growing Influence in Southeast Asia. In ROETT R. & PAZ G. (Eds.), *China's Expansion into the Western Hemisphere: Implications for Latin America and the United States* (pp. 193-212). Washington, D.C.: Brookings Institution Press. [www.jstor.org/stable/10.7864/j.ctt6wpdz1.12](http://www.jstor.org/stable/10.7864/j.ctt6wpdz1.12)
- Jain, R. (2018). China's Economic Expansion in South Asia: Strengths, Challenges and Opportunities. *Indian Journal of Asian Affairs*, 31(1/2), 21-36. [www.jstor.org/stable/26608821](http://www.jstor.org/stable/26608821)

- Tukmadiyeva, M. (2013). Xinjiang in China's Foreign Policy toward Central Asia. *Connections*, 12(3), 87-108. [www.jstor.org/stable/26326333](http://www.jstor.org/stable/26326333)
- Merrington, L. (2014). INDIA AND CHINA: Strategic Engagements in Central Asia. In HALL I. (Ed.), *The Engagement of India: Strategies and Responses* (pp. 89-110). Washington, DC: Georgetown University Press. [www.jstor.org/stable/j.ctt7zsw9.9](http://www.jstor.org/stable/j.ctt7zsw9.9)

### **Afghanistan: A Perpetual Security Threat:**

- Nojumi, N. (2008). The Rise and Fall of the Taliban. In Crews R. & Tarzi A. (Eds.), *The Taliban and the Crisis of Afghanistan* (pp. 90-117). Cambridge, Massachusetts; London, England: Harvard University Press. [www.jstor.org/stable/j.ctvk12qf0.8](http://www.jstor.org/stable/j.ctvk12qf0.8)
- Maley, W. (2011). *CSCAP Regional Security Outlook 2011* (pp. 16-21, Rep.) (Job B. & Williams E., Eds.). Council for Security Cooperation in the Asia Pacific. doi:10.2307/resrep22257.5
- (2014) Central Asia/Caspian Sea Basin Region after the Withdrawal of U.S. and NATO Troops from Afghanistan: Policy Recommendations, American Foreign Policy Interests: The Journal of the National Committee on American Foreign Policy, 36:1, 86-87
- Pant, H. (2012). (Rep.). Strategic Studies Institute, US Army War College. Retrieved June 7, 2020, from [www.jstor.org/stable/resrep11447](http://www.jstor.org/stable/resrep11447)

### **Unit- 4: West Asia and Africa**

- Rizvi, M. Mahtab Alam (2011). West Asia and Oil Politics, *Strategic Analysis*, 35(2), 287-296.
- Kumaraswamy, P.R. (2017). Redefining 'Strategic' Cooperation, *Strategic Analysis* 41(4), 355-368
- Aneja Atul, (2010). Geopolitics of Energy in West Asia: Competing Foreign Interests and Prospects for Regional Realignment, *Strategic Analysis* 34(6), 833-842
- Taylor, Ian (2012). India's Rise in Africa, *International Affairs*, 88(4), 779-798
- Volman, D. (2015). China, India, Russia, and the United States: The Scramble for African Oil and the Militarization of the Continent. In YOUNG T. (Ed.), *Readings in the International Relations of Africa* (pp. 309-321). Indiana University Press. Retrieved June 10, 2020, from [www.jstor.org/stable/j.ctt19dzd3j.30](http://www.jstor.org/stable/j.ctt19dzd3j.30)

## **AMERICAN FOREIGN POLICY SINCE 1945**

**Course Code: INP-580**

**Course Type: Optional**

**Credits: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

**Course Description:** The course will look at the evolution of American Foreign Policy after the Second World War. The course will help to understand the background in which the key decisions and debates associated with American foreign policy emerged; to do so it will investigate specific events which had a direct impact on American foreign policy.

**Course Objective:** The course will help students to develop an in-depth understanding of development of American foreign policy in the Post Second World War period.

**Teaching Methods:** The pedagogical approach would involve classroom lectures accompanied with use of power points wherever required. Classroom teaching will also include group discussion and presentations by the students. The students are required to keep a track of the following newspapers online: The New York Times and Washington Post. Besides this they are required to read the magazine 'The Economist' on a regular basis apart from the Indian national newspapers. 70% attendance is necessary for the students. Lastly it will include the following movies based on key events related to American foreign policy

- a) Dr. Strangelove
- b) The Hunt for Red October
- c) The Missiles of October
- d) Zero Dark Thirty

### **Mode of Evaluation**

Assignments/Term Paper: 20%

Mid- Semester exam: 30%

End-Semester exam: 50%

**Term Paper/Assignment-** will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

**Mid-Semester Examination:** Written examination in the middle of the semester would be conducted, covering half of the course.

**End Semester Examination:** There will be a written test towards the end of the Semester.

## **Course Units**

### **Unit 1- Sources of American Foreign Policy**

- 1) What are the sources of American Foreign Policy

### **Unit 2- Containment, Détente and end of Cold War**

- 2) Theoretical Explanation
- 3) Containment: Truman Doctrine, Marshall Plan, Alliance Formation, Strategic Doctrines
- 4) Rapprochement with China
- 5) Détente
- 6) Second Phase of Cold War and its End

### **Unit 3- Key events of Cold War and US**

- 7) Korean War 1950-53
- 8) Cuban Missile Crisis
- 9) Vietnam War
- 8) Afghanistan
- 9) Other Engagements of the US- Central America and Iran

### **Unit 4- Post-Cold War**

- 10) Surviving the Cold War
- 11) The Shift from European
- 12) De-hyphenation of policy towards South Asia
- 13) Rise of China
- 14) 9/11 attacks and War on terror
- 15) Middle East and the Arab Spring

## **Reading List:**

### **Unit 1- Sources of American Foreign Policy**

#### **What are the sources of American Foreign Policy**

- Brewer, Thomas L. (1986), *American Foreign Policy: A Contemporary Introduction*, New Jersey: Prentice Hall.

### **Unit 2- Containment, Détente and end of Cold War**

#### **Theoretical Explanation**

- Saull, Richard (2001), *Rethinking Theory and History in the Cold War: The State, Military Power and Social Revolution*, London:Frank Cass.

### **Containment: Truman Doctrine, Marshall Plan, Alliance Formation, Strategic Doctrines**

- Gaddis, John Lewis (2005), *Strategies of Containment: A Critical Appraisal of American National Security Policy during the Cold War*, New York: Oxford University Press.

### **Rapprochement with China**

- Kissinger, Henry (1994), *Diplomacy*, New York: Simon and Schuster. (Chapter 28)

### **Détente**

- Gaddis, John Lewis (2005), *Strategies of Containment: A Critical Appraisal of American National Security Policy during the Cold War*, New York: Oxford University Press.

### **Second Phase of Cold War and its End**

- Gaddis, John Lewis (2005), *Strategies of Containment: A Critical Appraisal of American National Security Policy during the Cold War*, New York: Oxford University Press.

## **Unit 3- Key events of Cold War and US**

### **Korean War 1950-53**

- Calvocoressi, Peter (2009), *World Politics Since 1945*, New York: Routledge. (Chapter 4)

### **Cuban Missile Crisis**

- Calvocoressi, Peter (2009), *World Politics Since 1945*, New York: Routledge. (Chapter 29)

### **Vietnam War**

- Calvocoressi, Peter (2009), *World Politics Since 1945*, New York: Routledge. (Chapter 17)

### **Afghanistan**

- Calvocoressi, Peter (2009), *World Politics Since 1945*, New York: Routledge. (Chapter 19)

### **16) Other Engagements of the US- Central America and Iran**

- Calvocoressi, Peter (2009), *World Politics Since 1945*, New York: Routledge. (Chapter 14 & 28)

## **Unit 4- Post-Cold War**

### **Surviving the Cold War**

- Fukuyama, Francis (1992), *End of History and the Last man standing*, Ontario: Macmillan.
- Huntington, Samuel P. (1993), "Clash of Civilizations", *Foreign Affairs*, 72(3): pp 22-28

### **The Shift from European**

- Cook, Steven W and John Spanier(2013)*American Foreign Policy Since World War II*, Washington D.C.: CQ Press. (19th edition, Chapter 10)

### **De-hyphenation of policy towards South Asia**

- Talbott, Strobe (2004), *Engaging India: Diplomacy, Democracy and the Bomb*, Washington D.C.: Brookings Institution Press.(Chapter 8, 9, 10 & 11).
- Kux, Dennis (2001), *The United States and Pakistan 1947-2000: Disenchanted Allies*, Washington D.C: Woodrow Wilson Centre Press.

### **Rise of China**

- [Mastanduno, Michael \(1997\), "Preserving the Unipolar Moment: Realist Theories and U.S. Grand Strategy after the Cold War". \*International Security\*, 21:4: pp. 49-88.](#)
- [Posen, Barry P. & Ross, Andrew L. \(1997\) "Competing Visions for U.S. Grand Strategy". \*International Security\* 21: 3: pp. 5-53.](#)

### **9/11 attacks and War on terror**

- Barone, Michael (2004), "Politics After September 11" in Ernest J. Wilson (ed.) *Diversity and U.S. Foreign Policy: A Reader*, New York: Routledge.
- Blackwill, Robert (2011), "Plan B in Afghanistan: Why a de facto Partition is the Least Bad Option", *Foreign Affairs*, 90(1):pp. 42-50.
- Krasner, Stephen (2012) "Talking Tough to Pakistan: How to End Islamabad's Defiance", *Foreign Affairs*, 91(1): 87-96.

### **Middle East and the Arab Spring**

- Kroenig, Matthew (2012), "Time to Attack Iran: Why a Strike is a Least Bad Option", *Foreign Affairs*, 91(1), 76-86.
- Jones, Seth (2013), "Mirage of the Arab Spring: Deal with the Region You Have, Not the Region You Want", *Foreign Affairs*, 92(1), 55-63.
- Berman, Sheri (2013), "Promise of the Arab Spring: In Political Development, No Gain without Pain", *Foreign Affairs*, 92(1), 64-74.

## **ASIAN THINKING ON INTERNATIONAL RELATIONS**

**Course Code: INP-584**

**Course Type: Optional**

**Credits: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

**Course Description:** The course introduces the debate about absence of non-Western international theory and reasons for it. Discussing eurocentrism, it would engage with questions, like, what is the need and necessity of non-western international theory and why anybody should take non-Western experience in international relations (IR) seriously. With the focus on Asia and on Asian thinkers, it attempts to map the contributions of non-Western world to IR. Discussing key thinkers from Asia, it attempts to trace the long history of IR traditions in the region that is quite distinct from that of the West. The chosen thinkers are from ancient to modern period.

**Teaching Methods:** The primary mode of instruction would be regular lectures by course instructor. Class room discussions and interactions would also constitute essential part of class room teaching. For students, regular attendance, preparation and participation are essential. Students will be expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

### **Mode of Evaluation**

Assignments / Term Paper : 20%

Mid- Semester : 30%

End-Semester : 50%

**Term Paper/Assignment-** will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. There will be penalties for late submission. Strict action would be initiated against plagiarism.

**Mid-Semester Examination:** Written examination in the middle of the semester would be conducted, covering half of the course.

**End Semester Examination:** There will be a written test towards the end of the Semester.



## **Course Units**

### **Unit I: Debates regarding IR in Global South**

- International Relations and Eurocentrism
- Absence of perspectives from Global South in IR
- Why perspectives from Global South on IR
- Contributions from Global South on IR

### **Unit II: IR in Ancient Asia**

- Sun Tzu
- Confucius
- Kautilya

### **Unit III: IR in Modern Asia**

- Mao Zedong
- M.K. Gandhi
- Jawaharlal Nehru
- Sukarno
- V. D. Savarkar
- M.S. Golwarkar

### **Unit IV: Beyond Nationalism**

- Rabindranath Tagore
- Aurobindo Ghose

## **Reading List:**

### ***Essential Readings:***

- Martin Wight, Why is there no International Theory?, in Martin Wight and Herbert Butterfield (eds.), *Diplomatic Investigation*, Allen and Unwin, London, 1966
- Kanti Bajpai and Siddharth Mallavarapu, *International Relations in India: Bringing Theory Back Home* edited by; Orient Longman, New Delhi, 2005
- Kanti Bajpai and Siddharth Mallavarapu, (eds.) *International Relations in India: Theorising the Region and Nation*, Orient Longman, New Delhi, 2005
- Amitav Acharya and Barry Buzan, Why is there no Non-Western International Relations Theory? Ten years on, *International Relations of the Asia-Pacific*, Volume 17, Issue 3, 1 September 2017, Pages 341–370, <https://doi.org/10.1093/irap/lcx006>
- Amitav Acharya and Barry Buzan, *Non-Western International Relations Theory: Perspectives On and Beyond Asia*, Routledge, 2010

- Navnita Chadha Behra, "IR in South Asia: A Realist Past and Alternative Futures" in *IR Scholarship Around the World*, Vol.1, eds., Arlene Tickner and Ole Waever, London: Routledge, March 2009
- Cemil Aydin, *The Politics of Anti-Westernism in Asia: Visions of World Order in Pan-Islamic and Pan-Asian Thought*, Columbia University Press, 2007
- Robbie Shilliam, *International Relations and Non-Western Thought: Imperialism, Colonialism and Investigations of Global Modernity*, Routledge, 2011
- Ran Sharan Sharma, *Aspects of Political Ideas and Institutions in Ancient India*, Motilal Banarasidas, New Delhi, 2001
- George Modelski, Foreign Policy and International System in the Ancient Hindu World, *American Political Science Review*, vol. 58, no. 3, 1964, pp. 549-60
- Victoria Tin-bor Hui, Towards a Dynamic Theory of International Politics: Insights from Comparing Ancient China and Early Modern Europe, *International Organisation*, vol. 58, no. 1, 2003
- P. K. Gautam, Saurabh Mishra and Arvind Gupta, *Indigenous Historical Knowledge: Kautilya and His Vocabulary*, New Delhi, IDSA/Pentagon Press, 2016
- Alex Young, Western Theory, Global World: Western Bias in International Theory, *Harvard International Review*, Vol. 36, No. 1 (SUMMER 2014), pp. 29-31
- Sun Tzu: *The Art of War*. Translated and with an Introduction by SAMUEL B. GRIFFITH, with a foreword by B. H. Liddell Hart. Oxford: Clarendon Press, 1963
- RashedUz Zaman, Kautilya: The Indian Strategic Thinker and Indian Strategic Culture, *Comparative Strategy*, 25:3, pp. 231-247
- [James H. Ford](#), *The Art of War* by Mao Tse-tung, El Paso Norte Press; Special edition (April 15, 2005)
- Liebig, Michael. 2013. "Kautilya's Relevance for India Today." *India Quarterly* 69 (2): 99–116. <https://doi.org/10.1177/0974928413481881>.
- Mishra, Malay. 2016. "Kautilya's Arthashastra: Restoring its Rightful Place in the Field of International Relations." *Journal of Defence Studies* 10(2): 77-109.
- Mitra, Subrata K. and Michael Liebig. 2017. *Kautilya's Arthashastra: An Intellectual Portrait: The Classical Roots of Modern Politics in India*. New Delhi: Rupa Publications.
- Modelski, George. 1964. "Kautilya: Foreign Policy and International System in the Ancient Hindu World." *Cambridge University Press* 58 (3): 549–60. <https://doi.org/10.2307/1953131>.
- Kanti Bajpai, Indian grand Strategy: Six School of Thought, Kanti Bajpai, SairaBasit and V. Krishnappa, ed. *India's Grand Strategy: History, Theory, Cases*, Routledge, 2014, pp. 113-150.

- S. Kalyanaraman, Nehru's Advocacy of Internationalism and Indian Foreign Policy, Kanti Bajpai, SairaBasit and V. Krishnappa, ed. *India's Grand Strategy: History, Theory, Cases*, Routledge, 2014, pp. 151-175.
- John David Legge, Sukarno: A Political Biography, Allen and Unwin, London, 1984
- N. S. Sisodia, economic Modernisation and the Growing Influence of Neoliberalism in India's Strategic Thought, Kanti Bajpai, SairaBasit and V. Krishnappa, ed. *India's Grand Strategy: History, Theory, Cases*, Routledge, 2014, pp. 176-199.
- Rahul Sagar, 'Jiski Lathi, Uski Bhains': The Hindu Nationalist View of International Politics, Kanti Bajpai, SairaBasit and V. Krishnappa, ed. *India's Grand Strategy: History, Theory, Cases*, Routledge, 2014, pp. 234-257.
- Siddharth Mallavarapu, Securing India: Gandhian Intuitions, Kanti Bajpai, SairaBasit and V. Krishnappa, ed. *India's Grand Strategy: History, Theory, Cases*, Routledge, 2014, pp. 258-285.
- Collins, Michael. *Empire, Nationalism and the Postcolonial World: Rabindranath Tagore's Writings on History, Politics and Society*. London and New York: Routledge, 2012.
- Alam, Fakrul, and Radha Chakravarty. *The Essential Tagore*. Eds. Fakrul Alam and Radha Chakrabarty. Cambridge: Harvard University Press and Santiniketan: Visva-Bharati, 2011.
- B. S. Chimni, Retrieving Other Visions of the Future: Sri Aurobindo and the Ideal of Human Unity, in Branwen Gruffydd Jones, (ed.) *Decolonizing International Relations*, Rowman & Littlefield, 2006.

## **EMERGING TRENDS IN INDO-PACIFIC**

**Course Code: INP-585**

**Course Type: Optional**

**Credits: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

### **Course outline:**

If the rise of the Pacific has altered the course of world's history in the recent past, it is difficult to imagine an Asian century if the critical role of the Indian Ocean is not duly taken cognizance of. Indeed, the rise of the Indian Ocean once again is likely to have far-reaching implications despite being a composition of fragmented yet connected regions. Importantly, the rapidly growing strategic interface and economic interdependence are leading to the “Confluence of the Two Seas”—the Indian and Pacific Oceans. Since regions come into being primarily due to political exigencies and/or economic compulsions, the Indo-Pacific as a geostrategic and geo-economic construct has acquired considerable salience and is a reflection of emerging geopolitical realities. The proposed course will deal with varied dimensions related to the Indo-Pacific and the implications for India.

### **Teaching Methods**

Teaching will take place through lectures and interactions. For students, regular attendance and participation in the class is essential. Group and individual activities from student participants would supplement classroom engagement. ICT tools would be used extensively during teaching. Students are expected to participate actively in discussions based on their critical understanding of the assigned readings. 70% attendance is necessary to attend the end semester exam.

### **Mode of Evaluation**

Assignments/Term Paper	: 20%
Mid- Semester exam	: 30%
End-Semester exam	: 50%

## **Course Units**

### **UNIT -I: The Regions**

- Nomenclature of regions
- The Significance of Indian Ocean: Historical Context, Role, British Colonialism & India Ocean, the causes of decline and now rise of Indian Ocean
- The Significance of Pacific Ocean: China and Pacific Ocean, European Colonialism and the Pacific Ocean, Rise of Japan and the Pacific Ocean

### **UNIT-II: The Idea of Indo-Pacific Region**

- The Evolution of the Indo-Pacific
- Cold War and the Indo-Pacific
- Post-Cold War: East Asia and the Rise of West Pacific Ocean

### **UNIT-III: Indo-Pacific in the Changed Context**

- Rise of new power in Indo-Pacific: United States, Japan, Australia, India, ASEAN
- Geo -economic and Geo-strategic interdependence between the Indian and the Pacific Oceans
- Prospects for regionalism and regional multilateralism in Indo-Pacific

### **Unit-IV: India and Indo-Pacific Space**

- India and the Indo-Pacific Discourse
- Geo-economic and Geostrategic Context and the idea of Quad
- The Maritime Dimension of India's Indo-Pacific

### **Reading List:**

Medcalf, Rory. 2013. The Indo-Pacific: What's in a name? The American Interest. October, 2013.

Bouchard, Christian and Crumplin, William. 2010. Neglected no longer: the Indian Ocean at the forefront of world geopolitics and global geostrategy.

Journal of the Indian Ocean Region. June, 2010, Vol. 6, 1.

Rogers, James. 2009. From Suez to Shanghai: the European Union and Eurasian

maritime security. Occasional Paper 77. Paris: European Union Institute for Security Studies, 2009.

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Yoshihara, Toshi and Holmes, James R. 2006. Japanese Maritime Thought: If Not Mahan, Who? United States Naval War College Review. Summer, 2006, Vol. 59, 3.

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Rehman, Iskander. 2010. From Down Under to Top Centre: Australia, the United States and this century's special relationship. Washington, DC: Transatlantic Academy, 2010.

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Scott, David. 2009. India's 'Extended Neighbourhood' Concept: Power Projection for a Rising Power. *India Review*. 2009, Vol. 8, 2.

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Shambaugh, David. 2013. Assessing the US 'pivot' to Asia. *Strategic Studies Quarterly*. Summer, 2013, Vol. 7, 2.

Rogers, James. 2012. Geopolitics and the 'Wider North': The United Kingdom as a

'strategic pivot'. *RUSI Journal*. December, 2013, Vol. 157, 6.

Stokes, Doug and Newton, Paul. 2014. Bridging the Gulf? America's 'Rebalance' and the Middle East Challenge to the UK. *RUSI Journal*. February, 2014, Vol.

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## **INTERNATIONAL LAW**

**Course Code: INP-586**

**Course Type: Optional**

**Credits: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

**Course Description:** International Law has gained significant momentum in the global legal order and relations. This is plainly because no state can exist and operate independently of others, however strong and powerful it may be. Virtually there is no area at the global level which is not influenced and governed by International Law at present. Observance of International Law has almost become an indispensable order of/for international relations. This course introduces students to the realm of International Law in terms of its nature, sources, international operation and municipal application. This course is also devoted to address various established concepts and current issues of International Law.

### **Mode of Evaluation**

Assignments/Term Paper	: 20%
Mid- Semester exam	: 30%
End-Semester exam	: 50%

### **Course Units**

#### **UNIT 1: INTRODUCTION, SOURCES AND SUBJECTS OF INTERNATIONAL LAW**

1. Introduction to International Law
  - Origin and Nature of International Law
  - Definition of International Law
  - Is International Law a True Law?
  - Bases of International Law
  - Asian African Perspectives on International Law
2. Sources of International Law
  - International Conventions
  - International Customs
  - General Principles of Law Recognized by Civilized States
  - Judicial Decisions and Juristic Works
  - Codification and Progressive Development of International Law
3. Subjects of International Law



- States and International Organizations
- Status of Individuals
- International Non-State Actors

## **UNIT 2: SOVEREIGNTY, STATE RECOGNITION, SUCCESSION, JURISDICTION AND RESPONSIBILITY**

### **4. Concept of Sovereignty in International Law**

- Nature of a State
- Essential Elements of a State
- Rights and Duties of States
- Different Kinds of States
- Sovereign Equality of States

### **5. Relationship between International Law and Municipal Law**

- Theories of Relationship
- State Practices: US and UK
- Indian Position

### **6. State Recognition and Succession**

- Theories of Recognition
- Modes of Recognition
- Legal Effects of Recognition
- State Succession

### **7. State Jurisdiction**

- Acquisition and Loss of State Territory
- Law of Air and Outer Space, Law of the Sea
- Nationality
- Criminal Jurisdiction: Extradition and Asylum
- Diplomatic immunities and Privileges

### **8. State Responsibility**

- Elements of International Responsibility
- Notion of Imputability
- Calvo Doctrine
- State Responsibility for Breach of Treaty or Contractual Obligations
- State Responsibility in respect of Expropriation of Foreign Property
- State Responsibility for Environment
- Responsibility to Protect

## **UNIT 3: LAW OF TREATIES, LAW OF ENVIRONMENT AND LAW OF INTERNATIONAL ORGANISATIONS**

### **9. Law of Treaties**

- Definition and Meaning

- Vienna Convention on the Law of Treaties
- Classification of Treaties
- Parties Competent to Make a Treaty
- Formation and Reservations to Treaties
- Interpretation, Amendment of Treaties
- Termination of Treaties

#### 10. Law of Environment

- Relevance of General International Law for Environment
- International Co-operation for the Regulation of Environmental Conservation
- UN Efforts on the Protection and Preservation of Environment
- Concept of Sustainable Development and Environment

#### 11. Law of International Organizations

- Definition and Evolution of International Organizations
- League of Nations
- United Nations and Its Principal Organs
- Specialized Agencies and other Inter-governmental Organizations

### **UNIT 4: LEGALITY OF WAR, USE OF FORCE AND HUMAN RIGHTS**

#### 12. Legality of War and Use of Force

- Settlement of International Disputes
- Definition of War and Its Legal Character and Effects
- Position within the UN Charter
- Laws of Warfare
- War Crimes and Genocide
- Termination of War and Postliminium
- Non-International Armed Conflicts
- Law of Neutrality

#### 13. Human Rights

- Universal Protection of Human Rights
- Regional Protection of Human Rights
- National Protection of Human Rights

### **Reading List**

- Agarwal, H.O., International Law and Human Rights (20th edn, Jain Book Agency 2014).
- Anand, R. P., Development of Modern International Law and India (Nomos 2005).

- Anand, R. P., *Studies in International Law and History: An Asian Perspective* (Springer 2004).
- Brownlie, Ian., *Principles of Public International Law* (7th edn, OUP 2008).
- Dixon, M., *Textbook on International Law* (OUP 2005).
- Harris, D.J., *Cases and Materials on International Law* (7th rev edn, Sweet & Maxwell 2010).
- Jennings, Robert and Arthur Watts (eds.), *Oppenheim's International Law* (9th edn, Longman 1992).
- Kapoor, SK, *International Law and Human Rights* (18th edn, Central Law Agency 2011).
- Malanczuk, Peter, *Akehurst's Modern Introduction to International Law* (8th rev edn, Routledge 2002).
- Shaw, Malcolm N., *International Law* (6th edn, Cambridge University Press 2008).
- Verma, S.K., *An Introduction to Public International Law* (PHI Learning 1998).

# INTERNATIONAL PEACE AND SECURITY

**Course Code: INP-587**

**Course Type: Optional**

**Credits: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

**Course outline:** This paper investigates conventional and non-conventional aspects of international peace and security. It examines the process of evolution of the concept of security. The concept of security evolved during the Cold War became much broader to encompass many problems which are not military in nature, thereby focusing on the non-traditional aspects of security as well. It also introduces a student with the new modes of warfare. And looks into various approaches to deal with the war and peace during the course of history.

## **Evaluation Method:**

- Mid Semester Exam - 30 marks
- Sessional Evaluation (Review Articles/Term paper and presentations) - 20 marks
- End Semester Exam - 50 marks

**Teaching Methods:** The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles on diplomacy.

## **Unit I: Definitions and Concepts**

- Security , Peace and World Order
- Evolution of the concept of Security  
*State -centric Approach to Security: (Traditional Security)*  
*Post-Cold War: Critical Security Studies, Copenhagen School, Welsh School*
- Approaches to Security and World Order:  
*Balance of power, Deterrence, Compellance, Alliances*  
*Collective Security, Equal security, Common security, Cooperative Security, and Security Cooperation*

## **Unit II: New Modes of Warfare**

- Conventional War, Limited War and Nuclear War
- Revolutionary war, civil war, Guerilla war, Insurgency, Low Intensity Conflict, Proxy War, Hybrid War
- Cyber Security and Asymmetrical warfare (Terrorism)

## **Unit III: Non-Traditional Security Threats**

- Food and Health Security, Energy Security, Environmental Security, Gender Security, Human Security
- MDGs and SDGs
- Information and Communication Warfare, Psychological Warfare.

## **Unit IV: Approaches to peace and security**

- Prevention of Nuclear War and Non-Use of Nuclear Weapons
- Arms Control and Disarmament
- Confidence Building Measures, Functional approaches and Regionalism, Peace Research

## **Reading List**

Keith Krause and Michael C. Williams, “Security and ‘Security Studies’: Conceptual

Evolution and Historical Transformation”, in Alexandra Gheciu and William C. Wohlforth

(eds.), The Oxford Handbook of International Security, Oxford, Oxford University Press,

2018, pp. 14-28.

Richard K. Betts, "Should Strategic Studies Survive?", *World Politics*, 50/1, 1997, pp. 7-33.

David A. Baldwin, "The Concept of Security", *Review of International Studies*, 23/1, 1997,

pp. 5-26.

Thierry Balzacq, Sarah Léonard and Jan Ruzicka, "Securitization revisited: theory and cases", *International Relations*, 30/4, 2016, pp. 494-531.

Shiping Tang, "The Security Dilemma: A Conceptual Analysis", *Security Studies*, 18/3, 2009, pp. 587-623.

Michael Beckley, "China's Century? Why America's Edge Will Endure", *International*

*Security*, 36/3, 2011/12, pp. 41-78.

Trine Flockhart, "The Coming Multi-Order World", *Contemporary Security Policy*, 37/1,

2016, pp. 3-30.

David M. Edelstein, *Over the Horizon: Time, Uncertainty and the Rise of Great Powers*.

Ithaca, Cornell University Press, 2017. Introduction and Chapter 1, pp. 1-37.

Michael Mann, "Have Wars and Violence Declined?", *Theory and Society*, 47/1, 2018, pp. 37- 60.

Robert Jervis, "From Balance to Concert: A Study of International Security Cooperation",

*World Politics* 38/1, 1985, pp. 58-79.

Kathleen J. McNinnis, "Lessons in Coalition Warfare: Past, Present and Implications for the

Future", *International Politics Reviews*, 1/2, 2013, pp. 78-90.

Alice Pannier, "Understanding the workings of interstate cooperation in defence: an

exploration into Franco-British cooperation after the signing of the Lancaster House Treaty",

*European Security*, 22/4, 2013, pp. 540-558.

John Kierulf, *Disarmament under International Law*, Montréal&Kingston, McGill-Queen's University Press. Read pp. 20-51.

Lionel P. Fatton, "The Impotence of Conventional Arms Control: Why do International

Regimes Fail When they are Most Needed?", *Contemporary Security Policy*, 37/2, 2016, pp. 200-222.

Ulrich Kühn, "Conventional Arms Control 2.0", *The Journal of Slavic Military Studies*, 26/2, 2013, pp. 189-202.

Alicia Sanders-Zarke, "The Birth of a Ban: A Comparative Analysis of WMD Prohibition Treaties", *Project on Nuclear Issues*, February 2018, pp. 170-183.

Nicholas L. Miller and Vipin Narang, "North Korea Defied the Nuclear Odds: What can We Learn from its Successful Nuclearization?", *Texas National Security Review*, 1/2, 2018, pp. 59-74.

Scott D. Sagan, and Benjamin A. Valentino, "Revisiting Hiroshima in Iran: What Americans Really Think about Using Nuclear Weapons and Killing Noncombatants", *International Security*, 42/1, 2017, pp. 41-79.

Tim McCormack, "Chemical Weapons and Other Atrocities: Contrasting Responses to the Syrian Crisis", *International Law Studies*, Vol. 92, 2016, pp. 512-544.

Lucas Kello, "The Meaning of the Cyber Revolution. Perils to Theory and Statecraft",

*International Security*, 38/2, 2013, pp. 7-40.

Michael C. Horowitz, "Artificial Intelligence, International Competition and the Balance of

Power", *Texas National Security Review*, 3/1, 2018.

Denise Garcia, "Future Arms, Technologies and International Law: Preventive Security

Governance", *European Journal of International Security*, 1/1, 2016, pp. 94-111.

Andrea Gilli& Mauro Gilli, "The Diffusion of Drone Warfare? Industrial, Organizational and

Infrastructural Constraints", *Security Studies*, 25/1, 2016, pp. 50-84.

# **Master of Education (M.Ed.) Curriculum**

**(Two Year Regular Mode M.Ed. Programme)**

**Choice Based Credit System (CBCS)**

***With Effect from the Academic Year 2019-20***

***Revised Curriculum w.e.f. Academic Year 2021-22***



**School of Education**

**Central University of Gujarat**

**Sector-29, Gandhinagar, Gujarat, India-382030**

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



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M.Ed. Curriculum w.e.f. Acad Yr 2019-20, School of Education, Central University of Gujarat

## Master of Education (M.Ed.) Curriculum

School of Education, Central University of Gujarat

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# **Master of Education (M.Ed.) Curriculum**

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**Choice Based Credit System (CBCS)**

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## **School of Education**

**Central University of Gujarat**

**Sector-29, Gandhinagar, Gujarat, India-382030**

The M.Ed. programme has been designed on the suggested structure under the NCTE Recognition Norms and Procedures, 2014.

### **INTRODUCTION**

The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other professionals in education including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. This is mainly to provide opportunities for students to extend as well as deepen their knowledge and understanding of education, specialization in selected teacher education areas, and develop research capacities leading to specialization in either ECCE and elementary education or secondary and higher secondary education. The completion of the programme shall lead to M.Ed. degree with specialization either in elementary education (up to class VIII) or in secondary and higher secondary education (classes IX – XII).

### **OBJECTIVES**

- ✓ To prepare teacher educators who would be equipped with the knowledge and competencies to facilitate and conduct the pre-service and in-service professional development of teachers.
- ✓ To equip teacher educators with core teaching skills and competencies and knowledge related to teacher education, its philosophical underpinnings, organisation, and methodology and so on.



- ✓ To develop a coherent perspective teacher educator to develop understanding of educational policies, systems, institutions, practices, and processes.
- ✓ To enhance the skills of teacher educators related to review of literature, research, academic writing, professional communication, and teamwork.
- ✓ To develop, in the future practitioners, a deep and critical awareness of professional ethics and an ability to critically engage in and reflect on practice.
- ✓ To specialize them in areas like curriculum, ICT, special education, guidance and counselling, pedagogy and assessment, leadership, administration, elementary education, secondary education etc.
- ✓ To foster the essential skills for educational planning, administration, decision and policy making, curriculum development, research and communication necessary to pursue higher studies.

## ABBREVIATIONS

M.Ed. = Master of Education  
 CBCS = Choice Based Credit System  
 B.Ed.= Bachelor of Education  
 B.A.= Bachelor of Arts  
 B.Sc. = Bachelor of Science  
 B.El.Ed. = Bachelor of Elementary Education  
 D.El.Ed. = Diploma in Elementary Education  
 D.Ed. = Diploma in Education  
 P.T.C.= Primary Teacher Certificate  
 T = Theory  
 P= Practicum  
 Hrs = Hour(s)  
 SE= Sessional Evaluation  
 ESE= End Semester Evaluation  
 SGPA = Semester Grade Point Average  
 CGPA= Cumulative Grade Point Average  
 FGPA = Final Grade Point Average  
 SE, CUG= School of Education, Central University of Gujarat  
 CUG= Central University of Gujarat

## ELIGIBILITY

(A) Candidate seeking admission to the M.Ed. programme should have obtained at least 50 % marks or an equivalent grade in any one of the following programmes:

- (i) B.Ed.
- (ii) B.A. B.Ed./ B.Sc. B.Ed. (Integrated)
- (iii) B.El.Ed.



MED Approved in faculty meeting, SE, CUG June 21

- (iv) D.El.Ed./D.Ed./P.T.C. (Two years full time programme recognized by NCTE) with an undergraduate/bachelor's degree (with 50% marks in each)

**Note:** - Eligibility for the admission to the M.Ed. shall be applied as per Govt/ UGC/ NCTE/ University norms from time to time.

(B) Reservation and relaxation for SC/ST/OBC/PWD/etc. and other applicable categories will be as per the rules of the GOI/Central University of Gujarat.

(C) A candidate admitted to M.Ed. course will not take admission in any other regular full time/ part time mode course during the entire duration of the programme.

### **ADMISSION FOR FOREIGN/INTERNATIONAL STUDENTS**

For giving admission to the foreign/international students, admission policy of CUG/GOI for foreign/International Students will be followed.

### **ELIGIBILITY FOR FOREIGN/INTERNATIONAL STUDENTS**

Eligibility for foreign/international will be the same as mentioned under "ELIGIBILITY".

### **EQUIVALENCY OF THE DEGREE(S)**

The equivalency of degree(s) for the purpose of admission of foreign/international student will be verified by the equivalency committee for the admission constituted by SE, CUG.

The same procedure will be adopted whenever there is an issue/queries of equivalency by the degree holder from Institute/college/university of India.

### **ADMISSION PROCEDURE**

Admission to M.Ed. programme will be based on merit of entrance test which will be conducted as per rules and regulations laid down by regulations made in this regard under Statute 14(d) of Central University of Gujarat from time to time.

### **INTAKE**

The basic unit size of intake for the programme will be 50 but the intake may be as per the directives of Central University of Gujarat from time to time.

### **WORKING DAYS**

There shall be at least two hundred (200) working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for minimum of thirty-six hours in a week (5 or 6 days) during which faculties and students concerned with the conduct of the programme shall be



available for interaction, dialogue, consultation, and mentoring students. Working days will be as per the rules/regulations of NCTE, India.

## **ATTENDANCE**

- Every candidate must have minimum: (1) 80% attendance in Theory Courses and Practicum and (2) 90% attendance in Field Attachment.
- Dean of SE, CUG may condone the attendance of any student not more than 10% of total attendance to be kept by the student for a genuine and valid reason on the recommendations of the committee of examination of SE, CUG.
- In case of serious illness or under extraordinary circumstances, on the recommendations of the committee of examination of SE, CUG, the Dean of SE, CUG may further condone the attendance of any student not more than 10% of total attendance in consultation with the competent authority(ies) of CUG.
- Further provided that, any student participating in sports/NSS/NCC and other cultural activities to represent the university at state /national/ international level, the Dean of SE, CUG shall condone these days as attendance for want of completion of the required attendance by of the SE, CUG, CUG.

**MEDIUM OF INSTRUCTION**-The medium of instruction shall be English.

**MEDIUM OF EXAMINATION**-The medium of Examination shall be in English.

## **EXAMINATION FEE**

As per the rules of Central University of Gujarat.

## **STRUCTURE AND DURATION**

The M.Ed. programme shall be of two years duration; that is of four semesters which can be completed in a maximum of 3 years from the date of admission to the programme. It includes field work(s) of a minimum of duration as prescribed in the curriculum and subsequent modification(s) from time to time and a research dissertation. Each semester comprises of about sixteen weeks.

<b>M.Ed. First Year</b>	<b>First Semester M.Ed.</b>
	<b>Second Semester M.Ed.</b>
<b>M.Ed. Second Year</b>	<b>Third Semester M.Ed.</b>
	<b>Fourth Semester M.Ed.</b>





## **PROGRAM STRUCTURE**

Total credits of the entire M.Ed. programme will be Eighty-seven, distributed in four semesters.

Each M.Ed. candidate will be offered the following courses:

- ✓ CC: Common Core
- ✓ EPC: Enhancement of Professional Competency
- ✓ SCE: Specialization Common Core Elementary **or**
- ✓ SCS: Specialization Common Core Secondary
- ✓ ESE: Elective Specialization Elementary **or**
- ✓ ESS: Elective Specialization Secondary
- ✓ OT: Other Optional
- ✓ IS: Internship
- ✓ DW: Dissertation
- ✓ VV: Viva- voce
- ✓ RC: Research Competency

### **CC: Common Core Course**

- CC01 Philosophy of Education
- CC02 Sociology of Education
- CC03 Curriculum and Educational Studies
- CC04 Methodology of Educational Research-I
- CC05 Advanced Educational Psychology
- CC06 Methodology of Educational Research -II
- CC07 Teacher Education
- CC08 Policy Perspectives and Education
- CC09 Inclusive Education

### **EPC: Enhancement of Professional Competency**

- EPC 01 Communication and Expository Writing
- EPC 02 Academic Writing
- EPC03 Self-development

### **SCE: Specialization Common Core Elementary**

- SCE01 & SCE02 ECCE and Elementary Education Core-I &II

### **SCS: Specialization Common Core Secondary**

- SCS01& SCS02 Secondary and Higher Secondary Education Core-I &II



## **ESE: Elective Specialization Elementary**

### **Group-1**

- ESE01A Introduction to Educational Technology
- ESE01B Designing and Developing Instructional Materials
- ESE01C Information and Communication Technology in Education

### **Group-2**

- ESE02A Education of Children with Diverse Needs-I
- ESE02B Education of Children with Diverse Needs -II
- ESE02C Education of Children with Diverse Needs -III

### **Group-3**

- ESE03A Foundations of Language
- ESE03B Curriculum, Practices and Challenges of Language Education
- ESE03C Pedagogy, Classroom Process and Challenges of Language Education

### **Group-4**

- ESE04A Basics of Science Education
- ESE04B Pedagogy of Science Education
- ESE04C Elementary Science Education: Curriculum, Challenges and Practices

### **Group-5**

- ESE05A Foundations of Mathematics Education
- ESE05B Mathematics Education-I
- ESE05C Mathematics Education-II

### **Group-6**

- ESE06A Social Science Education-I
- ESE06B Social Science Education-II
- ESE06C Social Science Education-III

## **ESS: Elective Specialization Secondary**

### **Group-1**

- ESS01A Introduction to Educational Technology
- ESS01B Designing and Developing Instructional Materials
- ESS01C Information and Communication Technology in Education

### **Group-2**

- ESS02A Education of Children with Diverse Needs-I
- ESS02B Education of Children with Diverse Needs-II
- ESS02C Education of Children with Diverse Needs-III



**Group-3**

- ESS03A Foundations of Language
- ESS03B Curriculum, Practices and Challenges of Language Education
- ESS03C Pedagogy, Classroom Process and Challenges of Language Education

**Group-4**

- ESS04A Basics of Science Education
- ESS04B Pedagogy of Science Education
- ESS04C Secondary Science Education: Curriculum, Challenges and Practices

**Group-5**

- ESS05A Foundations of Mathematics Education
- ESS05B Mathematics Education-I
- ESS05C Mathematics Education-II

**Group-6**

- ESS06A Social Science Education-I
- ESS06B Social Science Education-II
- ESS06C Social Science Education-III

**OT: Other Optional**

- OT01A Measurement and Evaluation
- OT01B Environmental Education
- OT01C Human Rights and Legal Education
- OT01D Comparative Education
- OT01E Democratic Education
- OT01F Educational Management, Administration and Leadership
- OT01G Value and Peace Education

**Internship**

- IS01 Internship in schools
- IS02 Internship in TEIs

**Dissertation**

- DW01 Dissertation: Proposal writing and Presentation
- DW02 Dissertation: Execution of proposed work
- DW03 Dissertation

**Viva Voce**

- VV01 Comprehensive Viva Voce
- VV02 Comprehensive Viva Voce
- VV03 Comprehensive Viva Voce

**Research Competency**

- RC01 Research Paper Writing and Research Paper Presentation



**(A)Specialization Common Core Elementary/ Specialization Common Core Secondary**

- (A.1) SE, CUG will offer elementary core specialization and secondary core specialization that will continue throughout the programme.
- (A.2) SE, CUG will offer elementary core specialization to those students with B.El.Ed. and D.El.Ed./D.Ed./P.T.C. degree.
- (A.3) SE, CUG will offer secondary core specialization to those students with B.Ed. And B.A. B.Ed./B.Sc. B.Ed. (Integrated) degree.

**(B)Elective Specialization Elementary/ Elective Specialization Secondary**

- (B.1) SE, CUG will offer elective specialization elementary and elective specialization secondary that will continue throughout the programme.
- (B.2) SE, CUG will offer elective specialization elementary to those students who have elementary core specialization.
- (B.3) SE, CUG will offer elective specialization secondary to those students who have secondary core specialization.
- (C) If there is/are student(s) with other relevant degrees in teacher education other than as mentioned above then the admission committee of SE, CUG will decide and offer the specialization common core and elective specialization to the student(s) accordingly.

**(D) Other Optional**

The student may opt any one from the following as another Optional course. The codes of Other Optional course are:

- ✓ OT01A Measurement and Evaluation
- ✓ OT01B Environmental Education
- ✓ OT01C Human Rights and Legal Education
- ✓ OT01D Comparative Education
- ✓ OT01E Democratic Education
- ✓ OT01F Educational Management, Administration and Leadership
- ✓ OT01G Value and Peace Education
- ✓ OT01H Educational Guidance and Counselling



# Semester-I

S. No.	Courses	Credit (T)	Credit (P)	Credits	Hrs (T)	Hrs (P)	Total Hrs	SE	ESE	Total Marks
CC01	Philosophy of Education	3	1	4	48	32	80	30	70	100
CC02	Sociology of Education	3	1	4	48	32	80	30	70	100
CC03	Curriculum and Educational Studies	3	1	4	48	32	80	30	70	100
CC04	Methodology of Educational Research-I	3	1	4	48	32	80	30	70	100
EPC01	Communication and Expository Writing	-	1	1	-	32	32	30	-	30
VV01	Comprehensive Viva Voce	-	1	1	-	32*	32*	-	30	30
<b>Total</b>		<b>12</b>	<b>06</b>	<b>18</b>	<b>192</b>	<b>192</b>	<b>384</b>	<b>150</b>	<b>310</b>	<b>460</b>

\* VV01 hours are self-directed learning hours as per the courses of the semester.

T = Theory, P= Practical/ Practicum, Hrs = Hour(s), SE= Sessional Evaluation, ESE= End Semester Evaluation



## Semester-II

S. No.	Courses	Credit (T)	Credit (P)	Credits	Hrs (T)	Hrs (P)	Total Hrs	SE	ESE	Total Marks
CC05	Advanced Educational Psychology	3	1	4	48	32	80	30	70	100
CC06	Methodology of Educational Research -II	3	1	4	48	32	80	30	70	100
CC07	Teacher Education	3	1	4	48	32	80	30	70	100
SCE01 OR SCS01	Specialisation Common Core  ECCE and Elementary Education Core-I -----OR----- Secondary and Higher Secondary Edu. Core-I	3	1	4	48	32	80	30	70	100
ESE 01A -6A OR ESS 01A -6A	Specialization elective -1 ECCE & Elementary -----OR----- Secondary & Higher Secondary	3	1	4	48	32	80	30	70	100
IS01	Internship in Schools	-	4	4	-	128	128	120	-	120
DW01	Dissertation: Proposal Writing and Presentation	-	2	2	-	64	64	60	-	60
VV02	Comprehensive Viva Voce	-	1	1	-	32*	32*	-	30	30
<b>Total</b>		<b>15</b>	<b>12</b>	<b>27</b>	<b>240</b>	<b>384</b>	<b>624</b>	<b>330</b>	<b>380</b>	<b>710</b>

\* VV02 hours are self-directed learning hours as per the courses of the semester.

T = Theory, P= Practical/ Practicum, Hrs = Hour(s), SE= Sessional Evaluation, ESE= End Semester Evaluation



## Semester-III

S. No.	Semester & Courses	Credit (T)	Credit (P)	Credits	Hrs (T)	Hrs (P)	Total Hrs	SE	ESE	Total Marks
CC08	Policy Perspectives and Education	3	1	4	48	32	80	30	70	100
CC09	Inclusive Education	3	1	4	48	32	80	30	70	100
SCE02  <b>OR</b>  SCS02	Specialisation Common Core ECCE and EE Core-II ----- <b>OR</b> ----- Sec and Hr Sec Core-II	3	1	4	48	32	80	30	70	100
ESE 01B- 6B  <b>OR</b> ESS 01B- 6B	Specialization elective -2 ECCE & Elementary ----- <b>OR</b> ----- Secondary & Higher Secondary	3	1	4	48	32	80	30	70	100
EPC02	Academic Writing	-	2	2	-	64	64	60	-	60
IS02	Internship in TEI's	-	4	4	-	128	128	120	-	120
DW02	Dissertation: Execution of Proposed work	-	2	2	-	64	64	60	-	60
VV03	Comprehensive Viva Voce	-	1	1	-	32*	32*	-	30	30
<b>Total</b>		<b>12</b>	<b>13</b>	<b>25</b>	<b>192</b>	<b>416</b>	<b>608</b>	<b>360</b>	<b>310</b>	<b>670</b>

\* VV03 hours are self-directed learning hours as per the courses of the semester.

T = Theory, P= Practical/ Practicum, Hrs = Hour(s), SE= Sessional Evaluation, ESE= End Semester Evaluation



## Semester-IV

S. No.	Semester & Courses	Credit (T)	Credit (P)	Credits	Hrs (T)	Hrs (P)	Total Hrs	SE	ESE	Total Marks
ESE 01C-06C <b>OR</b> ESS 01C-06C	Specialization Elective -3 ECCE & ELE ----- <b>OR</b> ----- Sec & Hr Sec	3	1	4	48	32	80	30	70	100
EPC03	Self-Development Yoga	-	1	1	-	32	32	30	-	30
RC01	Research Competency	-	4 (2 <sup>^</sup> +2 <sup>^^</sup> )	4	-	96	96	100	-	100
DW03	Dissertation	-	4	4 (3 <sup>*</sup> +1 <sup>*</sup> *)	-	96 <sup>*</sup>	96 <sup>*</sup>		30 <sup>**</sup> 70 <sup>*</sup>	100
OT01	Other Optional	3	1	4	48	32	80	30	70	100
<b>Total</b>		<b>06</b>	<b>11</b>	<b>17</b>	<b>96</b>	<b>288</b>	<b>384</b>	<b>190</b>	<b>240</b>	<b>430</b>

T = Theory, P= Practical/ Practicum, Hrs = Hour(s), SE= Sessional Evaluation, ESE= End Semester Evaluation

<sup>^</sup> Research Paper Writing

<sup>^^</sup> Research Paper Presentation

<sup>\*</sup> Dissertation evaluation by each examiner consists of 70 marks.

<sup>\*\*</sup> Dissertation Viva-voce by each examiner consists of 30 marks.

## SUMMARY OF ALL SEMESTER

Semester	Credit (Theory)	Credit (Practicum)	Credits	Hrs (T)	Hrs (P)	Total Hrs	SE	ESE	Total Marks
I	12	06	18	192	192	384	150	310	460
II	15	12	27	240	384	624	330	380	710
III	12	13	25	192	416	608	360	310	670
IV	06	11	17	096	288	384	190	240	430
<b>Total</b>	<b>45</b>	<b>42</b>	<b>87</b>	<b>720</b>	<b>1280</b>	<b>2000</b>	<b>1030</b>	<b>1240</b>	<b>2270</b>





## SPECIALIZATION COMMON CORE COURSES

Specialization Common Core Course					
Course Code	Course Name	Credits	Course Code	Course Name	Credits
SCE01	ECCE and Elementary Education Core I	3+1 = 4	SCS01	Secondary and Higher Secondary Education Core I	3+1 = 4
SCE02	ECCE and Elementary Education Core II	3+1 = 4	SCS02	Second and Higher Secondary Education Core II	3+1 = 4

## ELECTIVE SPECIALIZATION COURSES

In ECCE and Elementary Education				
ESE01	Educational Technology			
	ESE01A Course 1	ESE01B Course 2	ESE01C Course 3	12 Credits
	3+1 = 4	3+1 =4	3+1=4	
ESE02	Education of Children with Diverse Needs			
	ESE02A Course 1	ESE02B Course 2	ESE02C Course 3	12 Credits
	3+1 = 4	3+1 = 4	3+1 = 4	
ESE03	Language Education			
	ESE03A Course 1	ESE03B Course 2	ESE03C Course 3	12 Credits
	3+1 = 4	3+1 = 4	3+1 = 4	
ESE04	Science Education			
	ESE04A Course 1	ESE04A Course 2	ESE04A Course 3	12 Credits
	3+1 = 4	3+1 = 4	3+1 = 4	
ESE05	Mathematics Education			
	ESS05A Course 1	ESS05B Course 2	ESS05C Course 3	12 Credits
	3+1 = 4	3+1 =4	3+1=4	
ESE06	Social Science Education			
	ESS06A Course 1	ESS06B Course 2	ESS06C Course 3	12 Credits
	3+1 = 4	3+1 = 4	3+1 = 4	



In Secondary and Higher Secondary Education				
ESS01	Educational Technology			
	ESS01A Course 1	ESS01B Course 2	ESS01C Course 3	12 Credits
	3+1 = 4	3+1 = 4	3+1 = 4	
ESS02	Education of Children with Diverse Needs			
	ESS02A Course 1	ESS02B Course 2	ESS02C Course 3	12 Credits
	3+1 = 4	3+1 = 4	3+1 = 4	
ESS03	Language Education			
	ESS03A Course 1	ESS03B Course 2	ESS03C Course 3	12 Credits
	3+1 = 4	3+1 = 4	3+1 = 4	
ESS04	Science Education			
	ESS04A Course 1	ESS04B Course 2	ESS04C Course 3	12 Credits
	3+1 = 4	3+1 = 4	3+1 = 4	
ESS05	Mathematics Education			
	ESS05A Course 1	ESS05B Course 2	ESS05C Course 3	12 Credits
	3+1 = 4	3+1 = 4	3+1 = 4	
ESS06	Social Science Education			
	ESS06A Course 1	ESS06A Course 2	ESE06A Course 3	12 Credits
	3+1 = 4	3+1 = 4	3+1 = 4	

### COMMON CORE COURSE: 36 CREDITS

Course Code	Semester	Course Title	Credits
CC01	I	Philosophy of Education	04
CC02	I	Sociology of Education	04
CC03	I	Curriculum and Educational Studies	04
CC04	I	Methodology of Educational Research -I	04
CC05	II	Advanced Educational Psychology	04
CC06	II	Methodology of Educational Research -II	04
CC07	II	Teacher Education	04
CC08	III	Policy Perspectives and Education	04
CC09	III	Inclusive Education	04
<b>Total</b>			<b>36</b>



**SPECIALIZATION COMMON CORE COURSES (ANY ONE)**  
**TWO COURSES 4X2= 8 CREDITS**

Course Code	Semester	Course Title	Credits
SCE01	II	ECCE and Elementary Education Core I	04
SCE02	III	ECCE and Elementary Education Core II	04
<b>Total</b>			<b>8</b>
<b>OR</b>			
Course Code	Semester	Course Title	Credits
SCS01	II	Secondary and Higher Secondary Education Core I	04
SCS02	III	Secondary and Higher Secondary Education Core II	04
<b>Total</b>			<b>8</b>

**ELECTIVE SPECIALIZATION COURSES**  
**THREE COURSES 4X3= 12 CREDITS**

Cluster	Course Code	Semester	Course Title	Credits	
<b>In ECCE and Elementary Education (ANY ONE)</b>					
1	ESE01A ESE01B ESE01C	II III IV	Introduction to Educational Technology Designing and Developing Instructional Material Information and Communication Technology in Education	4X3= 12	Any One Cluster
2	ESE02A ESE02B ESE02C	II III IV	Education of Children with Diverse Needs – I Education of Children with Diverse Needs –II Education of Children with Diverse Needs-III	4X3= 12	
3	ESE03A ESE03B ESE03C	II III IV	Foundations of Language Education Curriculum, Practice and Challenges of Language Education Pedagogy, Classroom Processes and Challenges of Language Education	4X3= 12	
4	ESE04A ESE04B ESE04C	II III IV	Basics of Science Education Pedagogy of Science Education Elementary Science Education: Curriculum Challenges and Practices	4X3= 12	
5	ESE05A ESE05B ESE05C	II III IV	Foundations of Mathematics Education Mathematics Education – I Mathematics Education – II	4X3= 12	
6	ESE06A ESE06B ESE06C	II III IV	Social Science Education- I Social Science Education- II Social Science Education- III	4X3= 12	

			<b>OR</b>		
	<b>In Secondary and Higher Secondary Education (ANY ONE)</b>				
1	ESS01A ESS01B ESS01C	II III IV	Introduction to Educational Technology Designing and Developing Instructional Material Information and Communication Technology in Education	4X3= 12	Any One Cluster
2	ESS02A ESS02B ESS02C	II III IV	Education of Children with Diverse Needs – I Education of Children with Diverse Needs –II Education of Children with Diverse Needs-III	4X3= 12	
3	ESS03A ESS03B ESS03C	II III IV	Foundations of Language Education Curriculum, Practice and Challenges of Language Education Pedagogy, Classroom Processes and Challenges of Language Education	4X3= 12	
4	ESS04A ESS04B ESS04C	II III IV	Basics of Science Education Pedagogy of Science Education Secondary Science Education: Curriculum Challenges and Practices	4X3= 12	
5	ESS05A ESS05B ESS05C	II III IV	Foundations of Mathematics Education Mathematics Education – I Mathematics Education – II	4X3= 12	
6	ESS06A ESS06B ESS06C	II III IV	Social Science Education- I Social Science Education- II Social Science Education- III	4X3= 12	
<b>Total</b>				<b>12</b>	

**OTHER OPTIONAL**  
**ANY ONE COURSE: 4 CREDITS**

Course Code	Semester	Course Title	Credits	
OT01A to OT01H	IV	OT01A Measurement and Evaluation OT01B Environmental Education OT01C Human Rights and Legal Education OT01D Comparative Education OT01E Democratic Education OT01F Educational Management, Administration and Leadership OT01G Value and Peace Education OT01H Educational Guidance and Counselling	4X1= 4	Any One
<b>Total</b>			<b>4</b>	



**DISSERTATION: 8 CREDITS**

Course Code	Semester	Course Title	Credits
DW01	II	Dissertation: Proposal Writing and Presentation	02
DW02	III	Dissertation: Execution of Proposed work	02
DW03	IV	Dissertation	04
<b>Total</b>			<b>08</b>

**VIVA VOCE: 3 CREDITS**

Code	Semester	Title	Credits
VV01	I	Comprehensive Viva Voce	01
VV02	II	Comprehensive Viva Voce	01
VV03	III	Comprehensive Viva Voce	01
<b>Total</b>			<b>03</b>

**ENHANCEMENT OF PROFESSIONAL COMPETENCY: 4 CREDITS**

Code	Semester	Title	Credits
EPC01	I	Communication and Expository Writing	01
EPC02	III	Academic Writing	02
EPC03	IV	Self-development	01
<b>Total</b>			<b>04</b>

**RESEARCH COMPETENCY: 4 CREDITS**

Code	Semester	Title	Credits
RC01	IV	Research Paper Writing	02
RC01	IV	Research Paper Presentation	02
<b>Total</b>			<b>04</b>

**INTERNSHIP: 8 CREDITS**

Code	Semester	Title	Credits
IS01	II	Internship in Schools	04
IS02	III	Internship in TEI's	04
<b>Total</b>			<b>08</b>



### M.Ed. Programme Credit Distribution

Course	Credit
Core (CC01-CC09)	4*9 = 36
Specialization Common Core (SCE01 & SCE02 or SCS01& SCS02)	4*2 = 8
Elective Specialization (ESE01-06/ESS 01-06)	4*3 = 12
Dissertation	8
Communication and Expository Writing	1
Self-development	1
Academic Writing	2
Internship in Schools	4
Internship in TEI's	4
Comprehensive Viva Voce	3
Research Competency	4
Other Optional	4
<b>Total</b>	<b>87</b>

#### **GUIDING SUPERVISOR**

Each candidate has to carry out the research work under the supervision of guiding teacher assigned by the Dean, SE, CUG, CUG. Guidance for dissertation will be given in each Semester.

#### **DISSERTATION PROPOSAL**

The dissertation shall be on an educational topic approved by the Dean, SE, CUG in the first semester. For this, the student must submit and present their research proposal in front of dissertation proposal committee of the SE, CUG. The dissertation proposal committee will decide the schedule for the presentation of proposals by the students. The committee will discuss the research proposal and approve the proposal in consultation with Dean of SE, CUG.

#### **REQUIREMENTS FOR DISSERTATION SUBMISSION**

Four copies of the dissertation in hard binding shall be submitted in type written printed form along with a CD/DVD/Pen-drive (soft copy with word and pdf version) along with the font styles used in the dissertation.

The guideline for the submission of the dissertation will be declared by SE, CUG.

#### **SYNOPSIS AND DISSERTATION SUBMISSION**

The student appearing at M.Ed. fourth semester examination should submit their synopsis and dissertation before the commencement of theory examination of fourth semester. The last date of submission of the synopsis and dissertation will be declared by the Dean, SE, CUG.



Each candidate has to defend the dissertation in viva voce examination based on his/her dissertation work as per the schedule declared by the Dean, SE, CUG.

## SCHEME OF EVALUATION

### • Evaluation of Dissertation

The guidelines for the evaluation of dissertation:

1. The guiding teacher in consultation with another internal and/or external co-examiner(s) appointed by the Dean, School of Education, CUG.
2. The guiding teacher and the external and/or internal examiner(s) will submit their marks/grade along with a written evaluation report indicating the strengths and weaknesses of the dissertation to the chairperson/ coordinator of the dissertation and the chairperson/ coordinator shall submit the consolidated marks/grade and the two evaluation reports to the Dean, School of Education, CUG.
3. The final marks for the dissertation will be the average of the marks/grade given by the examiners.
4. Each examiner should assess dissertation out of 70 marks. The average of marks given by all the examiners will be considered as the final marks awarded for dissertation.

### • Evaluation of Dissertation Viva Voce

The guidelines for the dissertation viva voce:

1. The Dean of SE, CUG will appoint two external and/or internal examiner(s) for the purpose of dissertation viva voce.
2. Dissertation viva-voce examination based on the dissertation of each candidate shall be held after the submission of dissertation. The viva- voce marks shall be assigned independently by each examiner out of 30 marks, the average of the awarded marks would be considered for final marks.
3. The appointed external and/or internal examiner(s) will submit their marks/grade to the chairperson/coordinator of the dissertation viva voce and the chairperson/coordinator shall **submit the consolidated marks/grade of dissertation viva voce to the Dean, SE, CUG.**

**Other:** The criteria of the Grading/ Percentage/ Class/ Division/ Marks followed by the Central University of Gujarat from time to time will be adopted in evaluating students.



- The theory examination will have 30% Sessional Evaluation and 70% End Semester Examination in which the examiners shall be appointed internally and/or externally by the university.
- The candidate will be allowed to appear in semester-IV examination only after submission of the dissertation. Those who fail to submit the dissertation by the due date, will have to submit the dissertation within a maximum period of 3 years from the date of admission.
- The candidate who secures less than 30% marks or equivalent grade in dissertation will be considered fail and has to submit the revised dissertation within a maximum period of one year from the date of intimation of rejection by SE, CUG.

### **DECLARATION OF RESULT**

As per the rules of Central University of Gujarat, Gandhinagar.

### **CONTINUOUS EVALUATION**

As a part of CBCS, Continuous Internal Evaluation (CIE) will be followed by the SE, CUG.

The students will have to complete the practicum activities as per the curriculum/syllabus.





## Guidelines for Format of Question Paper for M.Ed. Programme

For the courses of CC01 to CC09, SCE01 & SCE02, SCS01 & SCS02, ESE01A to ESE01C, ESE02A to ESE02C, ESE03A to ESE03C, ESE04A to ESE04C, ESE05A to ESE05C, ESE06A to ESE06C, ESS01A to ESS01C, ESS02A to ESS02C, ESS03A to ESS03C, ESS04A to ESS04C, ESS05A to ESS05C, ESS06A to ESS06C and OT01A to OT01H.

**Time: 3 Hours**

**Marks 70**

### Instructions:

1. All questions are compulsory. Options are internal, if any.
2. Answer to each section should be written in separate answer book.

Que	Unit	Section-1	Marks
Q.1	From Unit-1 & 2	Q.1 Answer any two out of three from the following questions. Each answer should be in about 500 words. Each question carries 10 Marks	20
Q.2	From Unit-1 & 2	Q.2 (A) Answer any two out of three from the following questions. Each answer should be in about 125 words. Each question carries 05 Marks.	10
		Q.2 (B) Answer the following five questions in short. Each question carries 01 Marks.	05
Section-2			
Q.3	From Unit-3 & 4	Q.3 Answer any two out of three from the following questions. Each answer should be in about 500 words. Each question carries 10 Marks.	20
Q.4	From Unit-3 & 4	Q.4 (A) Answer any two out of three from the following questions. Each answer should be in about 125 words. Each question carries 05 Marks.	10
		Q.4 (B) Answer the following five questions in short. Each question carries 01 Marks.	05
Total Marks			70

**NOTE:** For the theory courses evaluation, there may be internal examiner who is from within the University and External Examiner who is from outside the University. Both the sections of the answer scripts may be evaluated separately by internal/ external examiner for the objectivity and transparency of the evaluation of the theory end semester examination.



## DESCRIPTION OF SESSIONAL EVALUATION OF PRACTICUM FOR EACH SEMESTER (30 Marks)

Sessional evaluation of practicum in each theory course (of CC01 to CC09, SCE01 & SCE02, SCS01 & SCS02, ESE01A to ESE01C, ESE02A to ESE02C, ESE03A to ESE03C, ESE04A to ESE04C, ESE05A to ESE05C, ESE06A to ESE06C, ESS01A to ESS01C, ESS02A to ESS02C, ESS03A to ESS03C, ESS04A to ESS04C, ESS05A to ESS05C, ESS06A to ESS06C, OT01A to OT01H)

Each course of the M.Ed. programme consists of a practicum. As a part of this, students have to complete the practicum activities as mentioned in the course. The practicum activities mentioned in various courses of the M.Ed. programme include a wide range of tasks like seminars, presentations, report development, workshop, field trips, visits, performance (like skits, drama etc.), test preparation, tool administration and data analysis, preparation of TLM, lesson plans etc. These activities carry a weightage of 30 marks which is further divided into 12 each and 6 marks for Regularity/Punctuality/Attendance.

To ensure the proper assessment of the practicum activities, all these practicum activities will be assessed on the parameters as per the nature of the practicum and they may vary from course to course. The followings are the broad suggestive parameters:

1. Content originality
2. Content mastery
3. Organization of the work
4. Presentation skill
5. Methods/process/procedure
6. Use of language
7. Results/outcome
8. Learning outcomes
9. References
10. Evidence

Details	Marks
Practicum-1	12
Practicum-2	12
Regularity/Punctuality/Attendance	06
<b>Total</b>	<b>30</b>

## STANDARD OF PASSING AND GRADE DISTRIBUTION

01. The system/ pattern for SGPA (Semester Grade Point Average), CGPA (Cumulative Grade Point Average) and FGPA (Final Grade Point Average) of CUG will be followed from time to time.



02. The students shall be graded in each course on a point scale/ letter grade/percentage range/division/class as per CUG ordinance.

03. There shall be no rounding off SGPA/CGPA/FGPA.

04. The SGPA/CGPA/FGPA obtained by a student is out of maximum possible 10 points as per CUG ordinance from time to time.

9.5 (b) A student clears a course only if he/she has participated in the sessional work and appeared in the end semester examination and secured a weighted grade equal to or higher than 'D' in that course. A student who fails in a course either by not participating in the sessional work and thereby securing an overall grade of 'F' or consequently being not eligible to appear in the end semester examination or by absenting from appearing in the end semester examination or by failing to secure a weighted grade equal to or higher than 'D' shall be required to repeat that course (the Ordinance of CUG).

9.6 A student who secures a grade equal to or higher than 'D' in a course may be permitted by the Centre, keeping in view its academic constraints, to improve his/her grade by repeating that course once, subject to provision of Clause 10.3 of the Ordinance of CUG.

Provided that a student who wants to repeat a course to improve his/her performance shall be allowed to do so only if he/she surrenders his/her earlier grade in the course by 16th August in case of the Monsoon Semester courses and by 1st February in case of Winter Semester courses. Having surrendered his/her earlier grade by due date, it will be his/her repeat performance in the course which will be taken into account to compute the SGPA and the CGPA. His/her transcript will however, reflect appropriately both the performances and the fact that he/she repeated the course/courses.

10.1 A student joining the 1st Semester of a regular 4-Semester M.Ed. Programme will be required to maintain a CGPA of 3.00 in the courses at the end of second semester and thereafter.

10.2 A student in order to be eligible for the award of M.Ed. Degree of the University must have fulfilled the following requirements: (i) he/she has taken and passed all the prescribed courses as laid down; (ii) he/she has obtained a CGPA of 4.00 at the end of the programme.

Provided that the students of M.Ed. programme who are otherwise eligible for award of the degree, but have secured a CGPA less than 4.00 at the end of the permissible period of four semesters, may be allowed by the Centre/School concerned to repeat Master's level courses in the 5th and 6th semesters, as per provisions contained in Clause 9.5 (b) and 9.6 of the Ordinance of CUG for improvement of CGPA.



## **M.Ed. Semester-I**

### **CC01 Philosophy of Education**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to:

- understand the interrelationship between Philosophy and Education.
- appreciate for the role of philosophy in guiding the teaching learning process of education.
- understand the basic Indian and Western concepts of education.
- critically understand the major modern educational philosophies.
- compare differentness between philosophies and their educational implications.
- appreciate the basic tenets, principles and developments of the major Indian Schools of Philosophy and Educational thoughts of Indian Philosophers.
- appreciate the basic tenets, principles and development of the major Western Schools of Philosophy and Educational thoughts of Western Philosophers.

#### **Unit-1 Philosophical Foundations of Education**

1.1 Meaning, Definitions and Significance of Philosophy

1.2 Modern Concept of Philosophy: Logical empiricism & positive relativism.

1.3 Fundamental philosophical Branches:

1.3.1. Metaphysical: Nature of Reality with special reference to ontology, cosmology and theology

1.3.2. Epistemological: special reference to objectivity, Nature of knowledge, Methods of acquiring valid knowledge and Truth.

1.3.3. Axiological: Ethics and aesthetic branch- Its origin and scope.

1.3.4. Relationship between Philosophy and Education and Meaning and scope of Educational philosophy.

#### **Unit-2 Ancient Indian, Islamic and Christian Schools of Philosophy**

2.1 Shad Darshan with special reference to concept and relevance of Purusharthas-Dharma, Arth, Kaamand and Moksha

2.2 Charvak, Jainism, Buddhism, Islamic, and Christianity with special reference to the concept of Knowledge, Reality, Values and their Educational Implications.

#### **Unit-3 Western Schools of Philosophy**

3.1 Idealism

3.2 Realism

3.3 Naturalism

3.4 Pragmatism

3.5 Existentialism and



### 3.6 Humanism with special reference to the concept of Knowledge, Reality, Values and their Educational Implications.

#### Unit-4 Educational thoughts of thinkers

M.K. Gandhi, S. Radha Krishnan, Aurobindo Ghos, Pandit Madan Mohan Malaviya, Maulana Abul Kalam Azad, APJ Kalam, Rousseau, and Paulo Freire.

#### Practicum (Any two of the following)

- Visit to any one institution working on philosophical ideologies such as Gandhian, Arbindo, Rajnish, Kabir, Christ, etc. and prepare a report on it.
- Write a comparative report on educational philosophy of any two thinkers such as J. Krishnamurthy, Osho, Jhon Dewey, Rabindranath Tagore, Gijubhai Badheka etc.
- Field trip to Boudha Math/ Jain Viharas/ Gurukuls/etc. and prepare a report on it.
- Analysis of any one educational policy for its philosophical underpinning.

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## CC02 Sociology of Education

(3 Credits Theory + 1 Credit Practicum= 4 Credits)

(80 Hours)

### Objectives

This course will enable students to:

- understand the social context of education.
- appreciate the relationship between education and society.
- understand the role of education in a changing social context.
- decipher the nature and scope of sociological inquiry in education.
- appreciate the role of education in the context of national development.
- provide an understanding of certain current problems and issues in the social context.
- analyze the factors responsible for social change.
- understand the role of Education in cultural change.
- understanding the new developments in the society and their impact on education.

### Unit-1 Education and Sociology

- 1.1 Definitions of education and its social character
- 1.2 Social functions of education
- 1.3 Sociology of education
- 1.4 Education as social sub system and its characteristics

### Unit-2 Sociological Perspectives in Education

- 2.1 Education and social change, social development, social mobility
- 2.2 Education and social stratification
- 2.3 Education and social control
- 2.4 Education and social justice

### Unit-3 Equality, Distributive Justice and Education

- 3.1 Concept of equality of access, opportunity and outcomes,
- 3.2 Concept of justice – distributive and affirmative. Theories of distributive justice (Aristotle's theory, utilitarian, fairness and entitlement theories, Marxist theory)
- 3.3 Principles of justice (acquisition, transfer, and rectification of injustice)
- 3.4 Modernity and education

### Unit-4 Social thinkers and their contribution to education

Emile Durkheim, August Comte, Savitribai Phule, Wollstone Craft, Nel Noddings with special reference to their social ideas, theories and Educational Implications.

### Practicum (Any two of the following)

- Create a scrap book with the collection of articles from magazines/journals/newspapers etc. highlighting the importance of education in society.
- Develop a video on any one theme from the following list:
  - Politicization of education.
  - Education as a potential equalizing social force.



- Empowering slum kids through Education with special reference to India.
- Education and its impact on social realities.
- Draft a comparative report on contribution of social thinkers--Dr. B. R. Ambedkar, M.N. Srinivas, Dipankar Gupta to the field of education.
- Write a report or develop a digital wall post to explore the activities of any two NGOs working in the field of education.
- Explore the initiatives like that of “Super 30: Anand Kumar” which are trying to transform lives of underprivileged students in India.
- Explore the world of internet and develop a report on Indian teachers who are bringing change in the life of slum children by educating them.

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## **M.Ed. Semester -I**

### **CC03 Curriculum and Educational Studies**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to:

- understand the curriculum development process and models.
- analyse the issues and challenges in the process curriculum development.
- understand and appreciate the theoretical development in education in their perspectives.
- analyze the concept and the relevance of education by reflecting on various educational thoughts and visions.
- critically examine the theories and basic concepts of education from various disciplines and establish the linkages with methods, pedagogy and practices in the classroom.

#### **Unit-1 Curriculum Development-Concept, Components and Models**

- 1.1 Curriculum: Concept and objectives
- 1.2 Curriculum Development: Concept, Need, Components, Objectives.
- 1.3 Curriculum models: Tuba's Inverted Model, Tyler's Ends-Means Model, Oliva Model and Saylor-Alexander Model.
- 1.4 Debates on need for local, national, and international curriculum.

#### **Unit-2 Process of Curriculum Development**

- 2.1 Curriculum Planning: Aims and objectives, need and importance.
  - 2.1.1 Factors influence aims and objectives of Curriculum Planning.
  - 2.1.2 Specification of objectives, establishing standards - level wise and subject wise.
- 2.2 Principles of Curriculum Planning - continuity, sequence, and integration.

#### **Unit 3- Curriculum implementation and evaluation**

- 3.1 Concept, Need, and Importance of curriculum implementation.
- 3.2 Concept, Need, and Importance of curriculum evaluation.
- 3.3 Models of Curriculums implementation.
- 3.4 Models of curriculum evaluation.

#### **Unit-4 Education as Interdisciplinary Knowledge**

- 4.1 Inter disciplinary, intra disciplinary, trans and multidisciplinary education
- 4.2 Contribution of science and technology in education and challenges ahead.
- 4.3 Axiological issues in education: role of peace and other values
- 4.4 Aesthetics in education.

#### **Practicum (Any two of the following)**

- Write a paper on NCF-2005 and / or NCFTE-2009.
- Write a paper on Curriculum Development Models.





- Report on the role of NCERT and SCERT in curriculum development.
- Analytical report on National Curriculum Frameworks of 1975/ 1988/ 2000/ 2005.
- Analytical report on any one state board curriculum pertaining to elementary or secondary.
- Analytical report on any one central board curriculum pertaining to elementary or secondary.

## References

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## **M.Ed. Semester -I**

### **CC04 Methodology of Educational Research-I**

**(3 Credits Theory +1 Credit Practicum= 4 Credits)**

**80 Hours)**

#### **Objectives**

This course will enable students to:

- appreciate the broad canvas of educational research.
- know the knowledge generation process in historical perspective.
- become familiar with types of educational research.
- understand different research approaches.
- become familiar with the different research methods (w.r.t. to design, sample, tools, and data analysis techniques)
- conceptualize the research problem.
- familiar with the framework of preparation of research proposal.

#### **Unit-1 Perspective of Research and Educational Research**

- 1.1 Research: meaning, characteristics, steps, types
- 1.2 Educational research: meaning, nature, and scope.
- 1.3 Areas of Educational Research

#### **Unit-2 Types of Educational Research**

- 2.1 Approaches to educational research
  - 2.1.1 Qualitative and quantitative research
  - 2.1.2 Mixed methods and its designs
- 2.2 Meaning, characteristics and scope with respect to the following:  
Survey, Experimental, Correlational, Ex-post facto, Developmental, Historical, Ethnographic, Phenomenological, and Case Study.

#### **Unit-3 Research Problem**

- 3.1 Problem identification: Sources and criteria
- 3.2 Research questions, objectives, hypotheses, and variables
- 3.3 Research limitations and delimitations
- 3.4 Definitions, operational definitions of the terms
- 3.5 Steps of preparing research proposal

#### **Unit-4 Research Methodology**

- 4.1 Research Design: Meaning, purpose and types
- 4.2 Population. Sampling with respect to quantitative and qualitative research.
- 4.3 Central limit theorem and theorem of large numbers
- 4.4 Tools of Research
  - 4.4.1 Characteristics of a research tool: validity, reliability, usability, and norms
  - 4.4.2 Types of research tools and techniques and their uses



### Practicum (Any two of the following)

- Prepare a Research Proposal.
- Write a report on review of any two-research dissertation in the context of Objectives/Hypothesis/Research questions/Variable/limitations and delimitations.
- Write a report on review of any two-research dissertation in the context of Population/Samples/Tools.
- Write a report on criteria and resources for identifying the research problem.

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## M.Ed. Semester -II

### CC05 Advanced Educational Psychology

(3 Credits Theory + 1 Credit Practicum= 4 Credits)  
(80 Hours)

#### Objectives

This course will enable students to:

- understand the nature of learners.
- apply the principles of Educational Psychology in the classroom situation.
- enhance their Mental Health and Personality.
- administer the psychological tests.
- be familiar with the contributions of schools of Psychology to Education.
- develop insight into the concept of learning, its theories, transfer of learning and their implications in teaching-learning process.

#### Unit-1 Educational Psychology and Human Development

- 1.1 Psychology and Educational Psychology: concept, definition, scope, and its implications
- 1.2 Growth and development: Concept and principles, Cognitive process, and stages of cognitive development.
- 1.3 Concept and stages of Human development and its implication to teaching-learning process, theories of Erickson and Jean Piaget.
- 1.4 Individual Differences: Meaning, role of heredity and environment, educational implications of psychology of individual differences.

#### Unit-2 Learning and Motivation

- 2.1 Introduction to learning and motivation and educational implications.
- 2.2 Theories of learning: Skinner, Pavlov, Bandura, Thorndike, and Gagne's hierarchy, etc.
- 2.3 Transfer of learning
- 2.4 Maslow's theory: hierarchy of needs.

#### Unit-3 Intelligence and Creativity

- 3.1 Intelligence: definition, concept and influencing factors.
- 3.2 Intelligence theories: Spearman's two factor theory, Sternberg, Gardner's theory of multiple intelligence.
- 3.3 Creativity: concept, characteristics, and Taylor's theory of creativity.
- 3.4 Educational implications of intelligence and creativity.

#### Unit-4 Personality, Mental health, and Hygiene

- 4.1 Personality: concept, definition and theories of personality type and traits theory.
- 4.2 Exceptional children: gifted, specific learning disability and juvenile.
- 4.3 Mental health and Hygiene: concept and its importance.
- 4.4 Adjustment: concept, process of adjustment, conflicts, and defence-mechanism

#### Practicum (Any two of the following)

Report writing based on administration of the following tests/scales/tools.

- Intelligence
- Personality
- Adjustment



- Creativity
- Mental Health
- Learning Disability
- Achievement Motivation

## References

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**Web Resources**

<http://library.cug.ac.in/cgi-bin/koha/opac-search.pl?idx=&q=+educational+psychology>  
<http://www.apa.org/action/science/teaching-learning/index.aspx>  
<http://www.bps.org.uk/>  
<http://www.bibme.org/citation-guide/apa/>  
<http://www.psychologydiscussion.net>  
<https://eric.ed.gov/>  
<http://shodhganga.inflibnet.ac.in/>



## M.Ed. Semester -II

### CC06 Methodology of Educational Research -II

(3 Credits Theory +1 Credit Practicum= 4 Credits)

(80 Hours)

#### Objectives

This course will enable students to:

- develop understanding and skills in using various quantitative and qualitative techniques of data analysis.
- develop understanding and skills to interpret a given set of data after analysis.
- develop competencies in research reporting.
- develop abilities to understand research when reported.
- critically examine certain issues which make educational research a challenging task.

#### Unit-1 Qualitative Data Analysis

1.1 Techniques of qualitative data analysis:

- 1.1.1 Content Analysis
- 1.1.2 Classification
- 1.1.3 Categorization
- 1.1.4 Triangulation
- 1.1.5 Frequency and Percentage Analysis
- 1.1.6 Trend Analysis
- 1.1.7 Use of computer applications in qualitative data analysis.

#### Unit-2 Data and its Nature

- 2.1 Data and types of data, data tabulation, frequency distribution and graphical representation and scales of measurement.
- 2.2 Measures of central tendency and variability.
- 2.3 Elementary idea of probability, normal probability curve.
- 2.4 Deviation from normality-skewness and Kurtosis.
- 2.5 Percentile and percentile rank.

#### Unit-3 Quantitative Data Analysis

- 3.1 Parametric and non-parametric statistics.
- 3.2 Descriptive statistics: Meaning and purpose.
- 3.3 Correlation: linear correlation, product-moment correlation, rank difference coefficient of correlation, biserial & point biserial correlation, partial and multiple correlation.
- 3.4 Inferential statistics: meaning and purpose.
- 3.4.1 Testing of hypothesis, statistical significance, standard errors, levels of significance, degrees of freedom, one and two tailed tests of significance, type I and type II error.
- 3.4.2 t-test: independent and correlated, ANOVA (One Way), ANCOVA, U-test, median test, Chi-square test.
- 3.5 Use of computer applications in quantitative data analysis.



## Unit-4 Research Reporting

- 4.1 Quantitative/qualitative research reporting: APA style, format, language, style, referencing.
- 4.2 Ethics in research

### Practicum (Any two of the following):

- To organize / attend workshop on qualitative data analysis and prepare a report on the same.
- To organize / attend workshop on quantitative data analysis and prepare a report on the same.
- Paper presentation in Seminar / conference on any one area of educational research (whole presented paper with abstract and certificate to be submitted).
- Preparation of Bibliography on a specific research topic in APA Style.
- Review of one educational research paper on any one educational issue.
- Write a comparative report on any two dissertations/doctoral theses in the context of Objective/Hypothesis/Research Questions, Variables, Tools and Data Analysis.

### References

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## **M.Ed. Semester-II**

### **CC07 Teacher Education**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to:

- appreciate the development of teacher education in India.
- describe the importance of teacher education.
- become aware about various agencies for professional development of teachers.
- appreciate the role of various state, national and international agencies in the professional development of teachers
- identify the differences among the aims and objectives of teacher education at various levels
- list the components of teacher education programme at various levels.
- suggest innovative ideas for quality improvement of the teacher education programmes.

#### **Unit-1 Teacher Education in India: Historical Perspectives**

- 1.1 Teacher Education: Concept, need and importance.
- 1.2 Teacher Education in Ancient, Medieval, Islamic, and British periods.
- 1.3 Teacher Education in the Post-Independence period.
- 1.4 Agencies of Teacher Education like, NCTE, RCI, etc.

#### **Unit-2 Teacher Education Programmes**

- 2.1 Pre-service Teacher Education Programme – concept, objectives, components.
  - 2.1.1 Pre-primary stage
  - 2.1.2 Primary/Elementary stage
  - 2.1.3 Secondary and higher secondary stage
  - 2.1.4 Special education
- 2.2 In-service Teacher Education Programme – Need, Importance, challenges, and related schemes (i.e., PMOST, SOPT, PMMMNMTT etc.)
- 2.3 Open and Distance education: Need, Importance, and challenges
- 2.4 Orientation and refresher courses for the professional growth of Teachers – concept, objectives, agencies, challenges, and recent initiatives.

#### **Unit-3 Agencies for Teachers' Professional Development**

- 3.1 State and local level agencies i.e., SCERT, IASE, CTEs, DIET, BITEs etc.
- 3.2 National agencies i.e., UGC-HRDC/ASC, NCERT, NIEPA, ICSSR, PMMMNMTT, etc.
- 3.3 International agencies i.e., UNESCO, UNICEF, United States-India Educational Foundation (USIEF), Shastri Indo-Canadian Institute (SICI)

#### **Unit-4 Management and Quality of Teacher Education**

- 4.1 Centre-state partnership in Teacher education.
- 4.2 TQM, Quality Assurance, and quality assessment of TEIs: Agencies and processes (like NAAC, QCI, International Accreditation Organization (IAO) etc.)
- 4.3 Teacher accountability and appraisal: Contemporary practices (like PBAS/APAR, API etc.).



### Practicum (Any two of the following)

- Write a comparative report on the curriculum of teacher education programme of any two Indian universities.
- Write a review report on Open Educational Resource (OER) developed by MoE/ NCTE/ NCERT.
- Write a review report on teaching- learning platform like DIKSHA.
- Study the Annual Reports of SCERT/RIE/NCERT/NIEPA to identify the various programmes for professional development of teacher educators.
- Develop a report on problems and issues in teacher education and support it with evidence.
- Write an analytical report on “SWAYAM” and “SWAYAMPRAKASH” initiatives.
- Write a report on any innovative practice adopted by any RIE for teacher education.

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## **M.Ed. Semester-III**

### **CC08 Policy Perspectives and Education**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to:

- examine critically the evolution and background of various educational committees and commissions before and after Indian independence.
- understand the impact of LPG on education.
- evaluate education policy vis-a-vis causes in education and find scope to accommodate new principles, knowledge and values.
- develop the understanding about the educational provisions spelt out in the Indian constitution.
- become sensitive to the factors affecting Educational Policy framing in India.
- examine the process and procedures related to framing of educational policies.
- appreciate the need and relevance of policy formulation and analysis.
- critically analyse the educational policies and its implications of the system.
- debate on impact of educational policies and practices on the society.

#### **Unit-1 Evolution and Development of Educational Scenario in India**

- 1.1 Colonial Perspective in Education: Impact of (1813 Charter, Macaulay, Woods Dispatch, Hunter, Sargent, 1913 Educational Policy etc.) on evolution and development of colonial policies in education.
- 1.2 Contribution of commission and committees towards the formation of 1<sup>st</sup> policy of Education (1968) for India.
- 1.3 Impact of Liberalization, Privatization and Globalization (LPG) on education, General Agreement on Trade in Services (GATS).
- 1.4 Evolution and Background of NEP 2020 (Challenges of NPE 1986)

#### **Unit-2 Initiatives in Educational Policy, Committees and Commissions**

- 2.1 Ramamurthy Committee
- 2.2 Plan of Action (POA), 1992
- 2.3 National Knowledge Commission (NKC), 2006-2009
- 2.4 NEP-2020 (Roadmap)

#### **Unit-3 Indian Constitution and Education**

- 3.1 Constitutional Assembly Debates on Education
- 3.2 Education and constitutional provisions
- 3.3 42<sup>nd</sup> constitutional amendment
- 3.4 83<sup>rd</sup> constitutional amendment, 2002 & RTE Act, 2009



## Unit-4 Policy Analysis

### 4.1 Conceptual background

### 4.2 Factors influencing policy formation: Content, Context, and process.

### 4.3 Analyzing educational policies: Background, objectives, scope, gaps, challenges, and issues in implementation etc.

## Practicum (Any two of the following)

- Prepare a report on comparative study of first policy of education (1968), National Policy on Education (1986) and National Education Policy (2020)
- Give a detailed report on NKC recommendations on “Knowledge Concepts” and its impact in field of education.
- Draft a report on educational practices as reflected in movies (anyone) “Hindi Medium”, “Chalk and Duster”, “Hichki”, “Aarakshan”, “Tare Zameen Par”, “Three Idiots”, “Munnabhai MBBS”, etc.
- Draft a report on analytical study of MoE website.

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- <https://www.education.gov.in/en>



## **M.Ed. Semester-III**

### **CC09 Inclusive Education**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)  
(80 Hours)**

#### **Objectives**

This course will enable students to:

- enable diverse learner and Diverse Learner's needs and challenges related to diverse learners.
- describe and illustrate on Current issues and trends with reference to inclusive education.
- understanding children with diverse needs regarding multiple discourses.
- develop awareness of learner towards inclusive education and its practices.
- understand different strategies for curriculum adaptation, accommodation, and their significance.
- develop understanding of various therapeutics interventions and identification maladaptive behaviour and develop insight into various modes of its management.

#### **Unit-1 Diversity and Inclusive Education**

- 1.1 Diversity- Meaning and challenges related to diverse learners.
- 1.2 Historical perspective and legislation to promote inclusion such as RPwD Act, 2016; Salamanca Declaration and Framework, 1994; UNCRPD, 2006; INCHEON strategies.
- 1.3 Inclusive education- Concept, definition, principal, and scope
- 1.4 Educational Provisions- In an Inclusive set up.

#### **Unit-2 Understanding Children with Diverse Needs- Multiple Discourses**

- 2.1 Children with Specific learning Disabilities, Autism, and Intellectual disability
- 2.2 Children with Sensory Impairments
- 2.3 High ability learners and Creative learners
- 2.4 Children with diverse needs.

#### **Unit-3 Curricular Adaptations and Accommodations**

- 3.1 Diversity in the classroom and role of special teachers in inclusive classroom.
- 3.2 Concept of inclusive curriculum, and its adaptation and accommodations & importance
- 3.3 Children with sensory disabilities (VI and HI)
- 3.4 Children with Neuro-developmental disabilities and engaging gifted children.

#### **Unit-4 Interventions and Teaching Strategies**

- 4.1 Interventions- Educational, Behavioral and Therapeutic- its application in Inclusion.
- 4.2 Multi-Sensory approaches - Montessori methods, VAKT method, Computer Assisted Instruction (CAI), Accessibility, Augmentative and Alternative Communication
- 4.3 Teaching strategies and development of TLM for CwSNs.
- 4.4 Resource room, co-operative learning, peer-tutoring, inclusive lesson planning and major reforms and innovations for inclusive education.



### Practicum (Any two of the following)

- Spread the awareness on disabilities (Divyangjan) into the community with respect to Nukkad Natak, Mukhota, Poster, Slogans, Visual and Performing arts, etc. and prepare a report on it.
- Observe an art period in a special school/inclusive school and briefly write your reflections on it.
- Critical review on any one Legislations and Policies document on Special Education/ inclusion and develop a PPT& presentation.
- Institutional visits and observational Report- Early Intervention Unit/Special School/ Inclusive school for various disabilities (Divyangjan)
- One Case Studies from the followings- MR/ID, SLD, ASD, MD, HI, VI
- Prepare a report on Community based rehabilitation (CBR)
- Helping one divyangjan for issuing disability certificate and write a report on it.
- Prepare one TLM for Children with Disabilities (Divyangjan)
- Conduct seminar/ lecture/ competition/ awareness programme on World Disability Days, 3<sup>rd</sup> Dec., of every year and prepare a report on it.
- Prepare a lesson plan and adapted assistive devices.

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## **M.Ed. Semester-II**

### **SCE01 ECCE and Elementary Education Core - I**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to:

- understand the concepts pertaining to ECCE and Elementary education.
- become familiar with the diverse aspects of organization and administration of ECCE and Elementary schools in our country.
- acquaint the students with ECCE and Elementary education institutions and programmes.
- understand the problems and concerns related to ECCE and Elementary education.

#### **Unit-1 ECCE and Elementary Education in India**

1.1 Evolution of ECCE in India

1.2 Evolution of Elementary Education in India

1.3 Aim, Objectives, and Educational Structure of ECCE and of Elementary education.

1.4 Challenges, problems, and issues of ECCE and of Elementary education in India.

#### **Unit-2 ECCE and Elementary Education: Curriculum Framework**

2.1 ECCE National Curriculum Framework

2.1.1 Foundation of Early Care and Learning

2.1.2 Goals of Early Care and Learning

2.1.3 Programme Planning and Practices

2.1.4 Role of ECCE Teacher/caregivers

2.2 National Curriculum Frameworks: Elementary Education

2.2.1 Learning and Knowledge

2.2.2 Curricular Areas, School Stages and Assessment

2.2.3 School and Classroom Environment

#### **Unit-3 ECCE and Elementary Education: Critical Analysis of Issues and Concerns**

##### **3.1 ECCE**

3.1.1 Multilingualism and multiculturalism

3.1.2 Inclusion

3.1.3 Multi- Age Grouping

3.1.4 Early Formal Instruction

3.1.5 Preparing ECCE Teachers/Caregivers

3.1.6 School Readiness

3.1.7 Nutrition

##### **3.2 Elementary Education**

3.2.1 Enrolment and Retention

3.2.2 Medium of Instruction

3.2.3 Use of Technology

3.2.4 Mid-Day Meal



## **Unit-4 Agencies of ECCE and Elementary Education**

### **4.1 ECCE**

4.1.1 UNICEF

4.1.2 UNESCO

4.1.3 Corporate Sector and NGO's

4.1.4 Specialized Higher Education Institutions on ECCE like Children's University of Gujarat etc.

### **4.2 Elementary Education**

4.2.1 NCERT

4.2.2 SCERT

4.2.3 DIETs and SSA

### **Practicum (Any two of the following)**

- Visit an ECCE center /Anganwadi and prepare a report on its activities and functions.
- Present a paper in a seminar/ conference on issues and concerns in ECCE and Elementary Education and submit the paper.
- Visit to any SCERT and prepare a report on its activities w.r.t. ECCE and elementary education.
- Visit any government school and collect the information related to government programmes and schemes adopted in the school.
- Visit a Specialized Higher Education Institution on ECCE and prepare a report on its functions and activities.
- Visit the following website and prepare a report on any two of the material developed for children in the age group of 3 to 6. (<https://wcd.nic.in/ecce>)
- Prepare an analytical report on 'Readiness activities for beginners'-Activity Books developed by NCERT.

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## **M.Ed. Semester-III**

### **SCE02 ECCE and Elementary Education Core - II**

**(3 Credit Theory + 1 Credit Practicum = 4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable the students to:

- appreciate various teaching learning methods in ECCE and elementary education.
- organize co-curricular activities ECC and elementary schools.
- plan educational experiences on the basis of learning outcomes in ECCE and elementary education.
- design pedagogical process as per the learning outcomes

#### **Unit-1 Pedagogy for ECCE and Elementary Education**

- 1.1 Child-centered learning
- 1.2 Joyful learning
- 1.3 Play way method
- 1.4 Activity-based learning
- 1.5 Project based learning.
- 1.6 Blended learning

#### **Unit-2 Co-curricular Activities in ECCE and Elementary Education**

- 2.1 Co-curricular activities as reflected in:
  - 2.1.1 Maria Montessori
  - 2.1.2 Rejio Emilia
  - 2.1.3 Gijubhai Badheka: Diwaswapan
  - 2.1.4 Tetsuko Kuroyanagi: Totto Chan

#### **Unit-3 Assessment in ECCE and Elementary Education**

- 3.1 ECCE and learning outcomes
- 3.2 Elementary education and learning outcomes
- 3.3 Continuous and Comprehensive Evaluation
- 3.4 Issues, Concerns and Debates

#### **Unit-4 Trends and Innovations in ECCE and Elementary Education**

- 4.1 Innovations in Elementary Education (like “Inshodh: Teachers as Transformers”, an IIM-A initiative), Educational Innovation Fair, etc.
- 4.2 Research Trends in ECCE and Elementary Education
- 4.3 Researchable areas in ECCE and Elementary Education



### Practicum (Any two of the following)

- Submission of a book review on any one of the following:
  - Diwaswapna (<https://www.arvindguptatoys.com/arvindgupta/ds.pdf> )
  - Totto Chan (<https://www.arvindguptatoys.com/arvindgupta/Tottochan.pdf>)
  - “હું આવી રીતે જાણી ભણું” by Ramesh Dave
  - Mari Jadui School/Meri Jadui Shala (Hindi/Gujarati) by Abhay Bangh (<https://www.arvindguptatoys.com/arvindgupta/26.%20AVINASH.pdf> /<https://ia800208.us.archive.org/16/items/MeraJaduiSchool-Hindi-MyMagicalSchool/24MeraJaduiSchool.pdf>)
  - Free at Last: The Sudbury Valley School by Daniel Greenberg
- Visit to Chetan Balwadi, M.S. University, Vadodara and present a report on it.
- Visit to River side school/Shreyas Vidhyalay, Ahmedabad and submit a report on it.
- Study the “Background paper prepared for the Education for All Global Monitoring Report 2015” of UNESCO and present its summary.
- Study the “Barkha: A Reading Series for All” material as uploaded on <http://www.ncert.nic.in/departments/nie/degsn/NCERTBarkhaseries/tart.html> and write a review report on it.
- Study the pedagogical processes and learning outcomes as mentioned in “Learning Outcomes at Elementary Stage” as developed by NCERT, [http://www.ncert.nic.in/publication/Miscellaneous/pdf\\_files/tilops101.pdf](http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tilops101.pdf) and critically reflect on it.

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## **M.Ed. Semester-II**

### **SCS01 Secondary and Higher Secondary Education Core - I**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to:

- understand the concepts pertaining to secondary education.
- become familiar with the diverse aspects of organization and administration of secondary and higher secondary schools in India.
- acquaint with secondary and higher secondary educational institutions and programmes.
- understand the problems and concerns related to secondary and higher secondary education.
- understand the professional development and related practices in the field.

#### **Uni-1 Secondary and Higher Secondary Education in India**

- 1.1 Aims, Objectives and Educational Structure of secondary and higher secondary education in India.
- 1.2 Secondary and Higher Secondary education as reflected in various educational committees and commissions.
- 1.3 Secondary and higher secondary education under various five-year plans.
- 1.4 Challenges, Problems and Issues of Secondary and Higher Secondary education in India.

#### **Unit-2 Secondary and Higher Secondary Education Boards, Streams and Schemes**

- 2.1 Different streams of secondary and higher secondary education: Concept, objectives, functions and scope.
  - 2.1.1 State board
  - 2.1.2 CBSE
  - 2.1.3 ICSE, IGCSE and IB-IGCSE
- 2.2 Different schemes in secondary and higher secondary education
  - 2.2.1 Secondary Education: Girl's hostel scheme, Vocational education, IEDSS (Inclusive Education for Disabled at Secondary Stage), etc.

#### **Unit-3 Institutions and Agencies in Secondary and Higher Secondary Level**

- 3.1 National level organisations, Institutions and Agencies in administration and management of Secondary and Higher Secondary Education like CIBE, NCERT, NCTE, NIEPA, NIE, CIET, RIE, NIOS, RCI, Ministry of Tribal Affairs and Ministry of Minority Affairs
- 3.2 District and State level organisations, Institutions and Agencies in administration and management of Secondary and Higher Secondary Education.
- 3.3 International Agencies.
  - 3.3.1 Inter Government: UNESCO, UNICEF and WHO.
  - 3.3.2 Corporate Sectors and NGOs




#### Unit-4 New Trends and Innovations in Secondary and Higher Secondary Education

- 4.1 Universalization of Secondary and Higher Secondary Education like RMSA: Objectives, Need, Challenges and functions.
- 4.2 Research and Innovations in teaching and learning at Secondary and Higher Secondary Education- Blend of ICT, Competency based teaching, Project based learning. etc.
- 4.3 Innovations in examination: Innovations in Board Examinations, Continuous and Comprehensive Evaluation, Use of ICT in Examination, Semester System, Grading, Open Book Examination, On-line Examination, No Examination.
- 4.4 Research Trends in Secondary and Higher Secondary Education.

#### Practicum (Any two of the following):

- Visit a secondary or a higher secondary school and prepare a report on the educational experiences of the teachers.
- Visit any government secondary or higher secondary school and prepare a report on the information about government programmes being implemented in it.
- Prepare a comparative report on administrative/ academic aspects of a state board/central board/ICSE/IB board school.
- Visit and prepare a report on NIOS regional center and various courses offered by it.
- Prepare a report on activities by inter government agencies like European Union, African Union, BRICS, SAARC, ASIAN, etc.
- Visit any one NGO working in secondary or higher secondary education and prepare a report on the activities by the NGO.

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**SCS02 Secondary and Higher Secondary Education Core - II**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

**Objectives**

This course will enable the students to:

- understand the organization of curriculum in secondary and higher secondary education.
- understand the importance of co-curricular activities in secondary and higher secondary education.
- gain an understanding of evaluation at secondary and higher secondary education.
- know the new trends and innovation in secondary and higher secondary education.
- know the status and role of teachers in secondary and higher secondary education.

**Unit-1 Co-Curricular Activities in Secondary and Higher Secondary Education**

- 1.1 Place of Co-Curricular Activities in Secondary and Higher Secondary Education
- 1.2 Objectives of Co-Curricular Activities
- 1.3 Principles underlying in the organization of Co-Curricular Activities
- 1.4 Type of Co-Curricular Activities
- 1.5 Management of Co-Curricular Activities

**Unit-2 Evaluation at Secondary and Higher Secondary Education**

- 2.1 Purpose of Evaluation at Secondary and Higher Secondary Education
- 2.2 Nature of Evaluation at Secondary and Higher Secondary Education
- 2.3 Types of Evaluation at Secondary and Higher Secondary Education
- 2.4 Issues and Problems in the Evaluation at Secondary and Higher Secondary Education

**Unit-3 Professional Development of Teachers**

- 3.1 Issues and concerns of Pre-service and In-service Teacher Education at secondary and higher secondary levels.
- 3.2 Teacher Professional Development through NCERT, NCTE, NIEPA, SCERT, IASE and CTE.
- 3.3 Objectives of Teacher Education Programme at Secondary and higher Secondary Levels as Recommended by the NCTE.
- 3.4 Innovative programmes in Teacher Education.
- 3.5 Challenges in professional development of teachers: Quality of teacher education programmes, Relevance to school education.

**Unit-4 Quality concerns in secondary and higher secondary education**

- 4.1 Concepts, indicators of quality, setting standards for performance.
- 4.2 Teacher selection process at secondary and higher secondary education.
- 4.3 Privatization of secondary and higher secondary education.
- 4.4 Status of quality education in India like; School Education Quality Index (SEQI) and Performance Grading Index (PGI).



### Practicum (Any two of the following)

- Draft a report based on the analyses of any one standard of secondary or higher secondary class curriculum.
- Prepare a list of co-curricular activities to be conducted at secondary and higher secondary schools and prepare a plan of action for any one activity.
- Study the evaluation system followed at the secondary and higher secondary schools and give your suggestions.
- Prepare a report on Samagra Shiksha for Secondary and Higher Secondary Education.
- Visit a school and study the problems faced by secondary and higher secondary school teachers and prepare a report.
- Analyze the Performance Grading Index (PGI) of any one state and submit the report.

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## **M.Ed. Semester-II**

### **ESE01A Introduction to Educational Technology**

**(In the context of Elementary Education)**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to:

- understand the concept of educational technology.
- understand the uses of educational technology in education.
- appreciate various technological developments.
- apply the knowledge of educational technology in teaching and learning process.

#### **Unit-1 Concept of Educational Technology**

- 1.1 Meaning and Scope of Educational Technology
- 1.2 Historical Development of Educational Technology
- 1.3 Educational Technology for Teaching, Learning and Evaluation
- 1.4 National Policies and Programs for Promotion of Educational Technology (e.g., NCERT-CIET, etc.)
- 1.5 International Scenario of ET from futuristic Perspectives

#### **Unit-2 Communication and Media**

- 2.1 Meaning and Nature
- 2.2 Components and Factors influencing effective communication.
- 2.3 Verbal and non-verbal communication in classroom teaching
- 2.4 Media available for various educational purposes – Mass Media and Multiple Media
- 2.5 Convergence of technology (consortium, emerging technologies)

#### **Unit-3 Approaches of Educational Technology and ICT**

- 3.1 Hardware Approach
- 3.2 Software Approach
- 3.3 System Approach
- 3.4 Computer, Internet, and Internet of Things (IoT)

#### **Unit-4 Application of Educational Technology**

- 4.1 Empowering Teachers in using Educational Technology.
- 4.2 FOSS- Free and Open-Source Software (e.g., Open Office, Ubuntu).
- 4.3 OER, NROER, MOODLE and MOOCs – SWAYAM, Edx and Coursera.
- 4.4 Creative Commons and Creative Commons License.

#### **Practicum (Any two of the following)**

- Reflective report on various policies made on ET.



- Visit to INFLIBNET / IITE (any other) to understand integration of technology in teaching learning process and write a report.
- Visit schools to prepare reports on technology use for educational purposes.
- Create an e-portfolio in Moodle at the beginning of the program and maintain a portfolio.
- Visit SWAYAM website write an analytical report on SWAYAM Courses.

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- [https://en.wikipedia.org/wiki/Internet\\_of\\_things](https://en.wikipedia.org/wiki/Internet_of_things)
- <https://creativecommons.org/licenses/>
- <https://www.itforchange.net/>

## M.Ed. Semester-III

### ESE01B Designing and Developing Instructional Material (In the context of Elementary Education)

(3 Credits Theory + 1 Credit Practicum= 4 Credits)  
(80 Hours)

## Objectives

This course will enable students to:

- understand the concept of instructional material.



- understand the importance of individual instruction in classrooms.
- develop skills in developing instructional material for teachers and students.
- understand the use of et in developing instructional materials.
- develop systems for various application in schools.

### **Unit-1 Learning and Instruction**

- 1.1 Meaning and Nature of Learning
- 1.2 Meaning and Nature of Instruction
- 1.3 Different Approaches and Methods of Teaching
- 1.4 Models of Teaching
- 1.5 Need for and Importance of Individualized Instruction

### **Unit-2 Designing Instructional Material**

- 2.1 Concept of Instructional Design
- 2.2 Taxonomy of Instructional Design
- 2.3 Different Instructional Designs
  - 2.3.1 Models under Classroom
  - 2.3.2 Product and system-oriented Models
- 2.4 Steps in Instructional Development Process

### **Unit-3 Developing Instructional Materials**

- 3.1 Types of Teaching / Learning Materials
- 3.2 Instructional and Interactive Learning Materials
- 3.3 Copyright and Licensing Issues / Policies
- 3.4 Script writing for Audio and Video programmes
- 3.5 Criteria for Evaluating Instructional Material

### **Unit-4 System Analysis and Design**

- 4.1 System Analysis and Design
  - 4.1.1 Process of System Analysis
  - 4.1.2 Pilot Testing and Field Testing
- 4.2 Creating websites and Blogs
  - 4.2.1 Designing Website using template
  - 4.2.2 Creating Blogs

### **Practicum (Any two of the following)**

- Create a reflective blog: write a reflection of the course readings and class discussion in the blog in each week.
- Design a website using sites. google/templates and update till end of the semester.
- Design an instructional material in specific subject
- Develop an instructional material in specific subject.
- Implement innovative instructional method in specific subject.



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## **M.Ed. Semester-IV Semester**

### **ESE01C Information and Communication Technology in Education (In the context of Elementary Education)**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)  
(80 Hours)**

#### **Objectives**

This course will enable students to:

- understand the importance of Educational Technology and ICT in Education.
- learn the importance of ICT Integration in the Curriculum.
- Know about web tools in Teaching & Learning.
- Examine and evaluate the materials made for computer medium.
- Explore the potentialities of computer-based technology for effective teaching and learning.
- Develop instructional materials in different modes of computer-based Instruction.

#### **Unit-1 Information Technology and Information and Communication Technology**

1.1 Information Technology: Concept, Definition, Meaning and Educational Significance.

1.2 Information and Communication Technology (ICT): Definition, Meaning, scope and relevance to modern education

1.2.1 ICT in Education - Need for ICT in Schools

1.2.2 ICT in present scenario.

#### **Unit-2 ICT related Teacher Competencies**

2.1 Role of UNESCO in promotion of ICT.

2.2 Integrating ICT in the Curriculum: Meaning, Significance

2.2.1 Theories and Models

2.2.2 ICT integration in India Foreign Countries

2.2.3 Online Learning

2.2.4 Online Exams

2.2.5 Virtual learning

2.2.6 Smart classroom Multimedia

2.2.7 Barriers and challenges in ICT integration.

#### **Unit-3 Web Tools in Education**

3.1 Web 1.0 to Web 4.0 tools: Blogs

3.1.1 E-book

3.1.2 E-Tutorials

3.1.3 Online Bookmark

3.1.4 Digital Stories

3.1.5 Websites-Internet-telnet-e-mail-voicemail-Chat

3.1.6 Newsletters

3.1.7 Wikis Social Networking



### 3.2 Treasure Hunt

#### 3.2.1 Cyber guides

### 3.3 Education Software and Apps

#### 3.3.1 OPAC

## Unit-4 Teaching Learning with ICT

### 4.1 Web-based Instruction: Meaning, significance and scope.

### 4.2 Web-based Instructional Design: Guiding principles

#### 4.2.1 Forms and forum - Online Discussion- Mobile learning– Video Conferencing - Digital resources

#### 4.2.2 Techno pedagogy for teaching and learning

### Practicum (Any two of the following)

- Write a reflective report on UNESCO ICT competency Framework for Teachers.
- Present a paper in Seminar/conference on ICTE for life-long, life-wide, and life-deep learning.
- Create a digital story board.
- Create an event registration form and collect the information.
- Create questionnaire / checklist by using google form.

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### **Web Resources**

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- [http://www.riemysore.ac.in/ict/unit\\_\\_12\\_\\_econtent\\_and\\_open\\_educational\\_resources.html](http://www.riemysore.ac.in/ict/unit__12__econtent_and_open_educational_resources.html)
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## **M.Ed. Semester-II**

### **ESS01A Introduction to Educational Technology** **(In the context of Secondary and Higher Secondary Education)** **(3 Credits Theory + 1 Credit Practicum= 4 Credits)** **(80 Hours)**

#### **Objectives**

This course will enable students to:

- understand the concept of educational technology.
- understand the uses of educational technology in education.
- appreciate various technological developments.
- apply the knowledge of educational technology in teaching and learning process.

#### **Unit-1 Concept of Educational Technology**

- 1.1 Meaning and Scope of Educational Technology
- 1.2 Historical Development of Educational Technology
- 1.3 Educational Technology for Teaching, Learning and Evaluation
- 1.4 National Policies and Programs for Promotion of Educational Technology (e.g. NCERT-CIET, etc.)
- 1.5 International Scenario of ET from futuristic Perspectives

#### **Unit-2 Communication and Media**

- 2.1 Meaning and Nature



- 2.2 Components and Factors influencing effective communication.
- 2.3 Verbal and non-verbal communication in classroom teaching
- 2.4 Media available for various educational purposes – Mass Media and Multiple Media
- 2.5 onvergence of technology (consortium, emerging technologies)

### **Unit-3 Approaches of Educational Technology and IoT**

- 3.1 Hardware Approach
- 3.2 Software Approach
- 3.3 System Approach
- 3.4 Computer, Internet and Internet of Things (IoT)

### **Unit-4 Application of Educational Technology**

- 4.1 Empowering Teachers in using Educational Technology.
- 4.2 FOSS- Free and Open-Source Software (e.g., Open Office, Ubuntu).
- 4.3 OER, NROER, MOODLE and MOOCs – SWAYAM, Edx and Coursera.
- 4.4 Creative Commons and Creative Commons License.

### **Practicum (Any two of the following)**

- Reflective report on various policies made on ET.
- Visit to INFLIBNET / IITE (any other) to understand integration of technology in teaching learning process and report.
- Visit schools to prepare reports on technology use for educational purposes.
- Create an e-folio in Moodle at the beginning of the program and maintain a portfolio.
- Visit SWAYAM website write an analytical report on SWAYAM Courses.

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### **M.Ed. Semester-III**

## **ESS01B Designing and Developing Instructional Material**

**(In the context of Secondary and Higher Secondary Education)**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

### **Objectives**

This course will enable students to:

- understand the concept of instructional material.
- understand the importance of individual instruction in classrooms.
- develop skills in developing instructional material for teachers and students.
- understand the use of et in developing instructional materials.
- develop systems for various application in schools.

### **Unit-1 Learning and Instruction**

- 1.1 Meaning and Nature of Learning
- 1.2 Meaning and Nature of Instruction
- 1.3 Different Approaches and Methods of Teaching
- 1.4 Models of Teaching
- 1.5 Need for and Importance of Individualised Instruction

### **Unit-2 Designing Instructional Material**

- 2.1 Concept of Instructional Design
- 2.2 Taxonomy of Instructional Design
- 2.3 Different Instructional Designs
  - 2.3.1 Models under Classroom
  - 2.3.2 Product and system-oriented Models
  - 2.3.3 Steps in Instructional Development Process

### **Unit-3 Developing Instructional Materials**

- 3.1 Types of Teaching / Learning Materials
- 3.2 Instructional and Interactive Learning Materials
- 3.3 Copyright and Licensing Issues / Policies
- 3.4 Script writing for Audio and Video programme
- 3.5 Criteria for Evaluating Instructional Material



#### **Unit-4 System Analysis and Design**

- 4.1 System Analysis and Design
  - 4.1.2 Process of System Analysis
  - 4.1.3 Designing a System
  - 4.1.4 Pilot Testing and Field Testing
  - 4.1.5 Evaluating a System
- 4.2 Creating websites and Blogs
  - 4.2.1 Designing Website using template
  - 4.2.2 Creating Blogs

#### **Practicum (Any two of the following)**

- Create a reflective blog: write a reflection of the course readings and class discussion in the blog in each week.
- Design a website using sites. google/templates and update till end of the semester.
- Design an instructional material in specific subject.
- Develop an instructional material in specific subject.
- Implement innovative instructional method in specific subject.

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### M.Ed. Semester-IV Semester

#### **ESS01C Information and Communication Technology in Education**

**(In the context of Secondary and Higher Secondary Education)**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to:

- understand the importance of Educational Technology and ICT in Education.
- learn the importance of ICT Integration in the Curriculum.
- Know about web tools in Teaching & Learning.
- Examine and evaluate the materials made for computer medium.
- Explore the potentialities of computer-based technology for effective teaching and learning.
- Develop instructional materials in different modes of computer-based Instruction.

#### **Unit-1 Information Technology and Information and Communication Technology**

- 1.1 Information Technology: Concept, Definition, Meaning and Educational Significance.
- 1.2 Information and Communication Technology (ICT): Definition, Meaning, scope and relevance to modern education
  - 1.2.1 ICT in Education - Need for ICT in Schools
  - 1.2.2 ICT in present scenario.



## **Unit-2 ICT related Teacher Competencies**

- 2.1 Role of UNESCO in promotion of ICT.
- 2.2 Integrating ICT in the Curriculum: Meaning, Significance
  - 2.2.1 Theories and Models
  - 2.2.2 ICT integration in India Foreign Countries
  - 2.2.3 Online Learning
  - 2.2.4 Online Exams
  - 2.2.5 Virtual learning
  - 2.2.6 Smart classroom Multimedia
  - 2.2.7 Barriers and challenges in ICT integration.

## **Unit-3 Web Tools in Education**

- 3.1 Web 1.0 to Web 4.0 tools: Blogs
  - 3.1.1 E-book
  - 3.1.2 E-Tutorials
  - 3.1.3 Online Bookmark
  - 3.1.4 Digital Stories
  - 3.1.5 Websites-Internet-telnet-e-mail-voicemail-Chat
  - 3.1.6 Newsletters
  - 3.1.7 Wikis Social Networking
- 3.2 Treasure Hunt
- 3.3 Cyber guides
- 3.4 Education Software and Apps
  - 3.4.1 OPAC

## **Unit-4 Teaching Learning with ICT**

- 4.1 Web-based Instruction: Meaning, significance and scope
- 4.2 Web-based Instructional Design: Guiding principles
  - 4.2.1 Forms and forum - Online Discussion- Mobile learning- Video Conferencing - Digital resources
  - 4.2.2 Techno pedagogy for teaching and learning

### **Practicum (Any two of the following)**

- Write a reflective report on UNESCO ICT competency Framework for Teachers.
- Present a paper in Seminar/conference on ICTE for life-long, life-wide and life-deep learning.
- Create a digital story board.
- Create an event registration form and collect the information.
- Create questionnaire / checklist by using google form.

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## **M.Ed. Semester-II**

### **ESE02A Education of Children with Diverse Needs -I**

**(In the Context of Elementary Education)**

**(3 Credits Theory + 1 Credit Practicum=4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to:

- differentiate the special education, integrated and inclusive education and its issues.
- describes various special educational services in early intervention to inclusion and its rehabilitation.
- explicate the national, international policies and frameworks facilitating special education.
- describes current trends and future perspectives with reference to special education.
- explain the key point towards research and development in special education at elementary level.

#### **Unit-1 Introduction to Special Education**

- 1.1 Concept, definition and scope of special education
- 1.2 Objectives and principles of special education
- 1.3 Differences between special education, integrated and inclusive education
- 1.4 Issues, challenges and possibilities in special educational at elementary level in India.

#### **Unit-2 Special Educational Services in India**

- 2.1 School readiness
- 2.2 Home bond instruction, early intervention and preschool programme
- 2.3 Part time or full-time special class or units in general schools, resource room and itinerant services.
- 2.4 Inclusion and community-based rehabilitation (CBR) at elementary level.

#### **Unit-3 Legislations and Policies of Special Education**

- 3.1 National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006)
- 3.2 National Acts And Schemes: RCI Act, 1992, NT Act, 1999, RTE Act (2009 & 2012) and RPwD Act, 2016; Schemes: IEDC (1974, 1983), SSA (2000, 2011), IEDSS, 2009 and ADIP Scheme.
- 3.3 International Conventions- UNCRPD, 2006 and INCHEON strategies
- 3.4 Role of Governmental and non-governmental agencies in special education at elementary level in India.

#### **Unit-4 Recent Initiatives and future perspective**

- 4.1 Normalization and Deinstitutionalization, Mainstreaming, Integration and Inclusion
- 4.2 Cross disability approach
- 4.3 Parent and community participation in strengthening the special needs of the children.

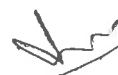
#### 4.4 Research and development in special education at elementary level.

##### Practicum (Any two of the following)

- Spread the awareness on disabilities (Divyangjan) into the community with respect to NukkadNatak, Mukhota, Poster, Slogans, Visual and Performing arts, etc and prepare a report on it.
- Observe an art period in a special school/inclusive school and briefly write your reflections on it.
- Enlist the existing institutions of special education in the local area and prepare a report of their use and limitations based on survey.
- Visit the Integrated School/ Pre-school/ Early Intervention Unit/ Special School/ Inclusive School and write a report.
- Critical review on any one Legislations and Policies document on Special Education/inclusion and prepare a power point presentation.

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### M.Ed. Semester-III

## ESE02B Education of Children with Diverse Needs -II

(In the Context of Elementary Education)

(3 Credits Theory + 1 Credit Practicum= 4 Credits)

(80 Hours)

### Objectives

This course will enable students to:

- Explain the concept of disabilities and misconceptions.
- Enable the current status of disabilities (Divyangjan).
- Developing understanding for sensory and developmental disabilities.
- Explain the emerging trends and educational possibilities at elementary level in India.
- Develop an understanding of vocational education and its relevance for PwD's at elementary education level.

### Unit-1 Introduction to Disabilities

- 1.1 Concept, definitions and misconceptions of disability- ICD-10, DSM (Latest), ICIDH and RPwD Act, 2016
- 1.2 Current status and Census on disability in India
- 1.3 Exceptionality: Concept, types and certification
- 1.4 Service delivery systems and rehabilitation at elementary level in India.

### Unit-2 Sensory Impairment (Hearing Impairment and Visual Impairment)

- 2.1 Concept, definitions, characteristics, causes and prevention of hearing impairment



- 2.2 Concept, definitions, characteristics, causes and prevention of visual impairment.
- 2.3 Emerging trends and educational possibilities like lab science usage of laboratory and advance technologies at elementary level in India.

### **Unit-3 Developmental Disabilities (MR/ID, ASD and SLD)**

- 3.1 Concept, definitions and characteristics, causes and prevention of MR/ID
- 3.2 Concept, definitions and characteristics, causes and prevention of Autism Spectrum Disorder (ASD) and SLD
- 3.3 Emerging trends and educational possibilities at elementary level in India.

### **Unit-4 Multiple Disabilities (Divyangjan)**

- 4.1 Concepts, definition, characteristics, causes and prevention of MD
- 4.2 Vocational training and job opportunities
- 4.3 Emerging trends, educational possibilities at elementary level in India.

### **Practicum (Any two of the following)**

- Visit to Special School/ Inclusive school for various disabilities (Divyangjan) and make report and reflection on it.
- Case Study-MR/ID, SLD, ASD, MD, HI, VI (Anyone)
- Community based rehabilitation (CBR) and helping one Divyangjan for issuing disability certificate and report writing.
- Prepare one TLM for Children with Disabilities (Divyangjan)
- Visit to vocational unit at Special School/ Organization and to understand the models of employment for PwDs and write a report.
- Article/book review with reference to disabilities (Divyangjan)

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## M.Ed. Semester-IV

### ESE02C Education of Children with Diverse Needs -III

(In the Context of Elementary Education)

(3 Credits Theory + 1 Credit Practicum=4 Credits)

(80 Hours)

## Objectives

This course will enable students to:

- enable the learner to understand the assessment and diagnosis for PwDs at elementary level.
- enable the students to understand about various tools of assessment and diagnosis.
- develop awareness of students about various components of adaptive and maladaptive behaviour and its practices to elementary level.
- understand different strategies for children with special needs.
- develop understanding of various therapeutics interventions for Persons with disabilities (Divyangjan)

## Unit-1 Assessment and Diagnosis for PwDs

1.1 Concept and definition

1.2 Types of assessment approaches and diagnosis

1.3 Tools of assessment and diagnosis i.e Upanayan (0 – 6 years), Indian adaptation of portage guide, Functional Assessment Checklists for Programming (FACP), BASIC-MR, WRAT, DTLTD, WISC and other tools for ASD, VI, and HI etc.

## Unit-2 Interventions Plan

2.1 Concept, components of Individualized Education Programme (IEP) and Individualized Family Service Plan for Children with Disabilities (Divyangjan)

2.2 Behaviour modification planning

2.3 Co-operative learning and peer-tutoring.

2.4 Independent living- within Institution, Family and Community

## Unit-3 Teaching Strategies and Approaches

3.1 Stages and principles of teaching

3.2 Multi-Sensory approaches - Montessori methods, VAKT method, Computer Assisted Instruction (CAI), Augmentative and Alternative Communication

3.3 Teaching strategies - task analysis, chaining, shaping, modelling, prompting, fading, reinforcement and play way method.

3.4 Research and Development and use of TLM for children with disabilities (Divyangjan)

## Unit-4 Therapeutic Interventions

4.1 Physiotherapy

4.2 Occupational Therapy

4.3 Speech Therapy

4.4 Visual and performing art, Yoga and Physical Education

### Practicum (Any two of the following)

- Conduct awareness programs on CwSNs in urban/ rural areas and prepare a report on it.
- Organize awareness rally involving stakeholder like parents, families, teachers & employers and prepare a report on it.
- Conduct advocacy program for PwDs and prepare a report on it.
- Organise competitions for co-curricular activities for CwSNs at local, district and state level and prepare a report on it.
- Presentation of case study on adaptive or mal-adaptive behaviour of PwDs (Divyangjan).
- Design a technology enabled lesson plan and adapted assistive devices.

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## **M.Ed. Semester-II**

### **ESS02A Education of Children with Diverse Needs -I**

**(In the Context of Secondary and Higher Secondary Education)**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to:

- differentiate the special education, integrated and inclusive education and its issues.
- describes various special educational services in early intervention to inclusion and its rehabilitation.
- explicate the national, international policies and frameworks facilitating special education.
- describes current trends and future perspectives with respect to special education.
- explain the key point towards research and development in special education at Secondary and Higher Secondary School level.
- Highlight and explain the key point towards research and development in special education at Secondary and Higher Secondary School.

#### **Unit-1 Introduction to Special Education**

- 1.1 Concept, definition, and scope of special education
- 1.2 Objectives and principles of special education
- 1.3 Differences between special education, integrated and inclusive education
- 1.4 Issues, challenges and possibilities in special educational at secondary and higher secondary level in India.

#### **Unit-2 Special Educational Services in India**

- 2.1 Transition -school to home, community and work
- 2.2 Resource room and itinerant services
- 2.3 Pre-service and in-service training in rehabilitation sciences
- 2.4 Inclusion and community-based rehabilitation (CBR) at secondary and higher secondary level in India.

#### **Unit-3 Legislations and Policies of Special Education/Inclusion**

- 3.1 National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006)
- 3.2 National Acts and Schemes: RCI Act, 1992, NT Act, 1999; RTE Act (2009 & 2012) and RPwD Act, 2016; Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA 2009 and IEDSS, 2009
- 3.3 International Convention- UNCRPD, 2006 and MDG, 2015
- 3.4 Role of Governmental and non-governmental agencies in special education and inclusion at secondary and higher secondary level in India.



#### **Unit-4 Recent Initiatives and future perspective**

- 4.1 Normalization and Deinstitutionalization, Mainstreaming, Integration and Inclusion across disability approach
- 4.2 Parent and community participation in strengthening the special needs of the children.
- 4.3 Research and development in special education at secondary and higher secondary level.

#### **Practicum (Any two of the following)**

- Community awareness programme on special education for Divyangjan through co-academics like Nukad Natak, Mukhota, Poster, Slogans, Visual and Performing arts etc and prepare a report on it.
- Observe an art period in a special school/inclusive school and prepare a report on it.
- Enlist the existing institutions of special education in the local area and prepare a report on their use and limitations based on survey.
- Visit the Integrated School/ Pre-school/ Early Intervention Unit/ Special School/ Inclusive School and write a report.
- Critical review on any one Legislations and Policies document on Special Education/inclusion and prepare a power point presentation.

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### Web Resources

<https://www.rti.gov.in/>  
<http://www.rehabcouncil.nic.in/>  
<http://www.niepid.nic.in/>  
<http://www.ayjnihh.nic.in/>  
<http://www.nivh.gov.in/>  
<http://www.niepmd.tn.nic.in/>  
<http://www.thenationaltrust.gov.in/content/>  
<http://www.svnirtar.nic.in/>  
<http://www.niohkol.nic.in/>  
<http://www.nisd.gov.in/>

### M.Ed. Semester-III

#### ESS02B Education of Children with Diverse Needs -II

(In the Context of Secondary and Higher Secondary Education)

(3 Credits Theory + 1 Credit Practicum=4 Credits)

(80 Hours)

#### Objectives

This course will enable students to:

- explain the concept of disabilities and misconceptions.
- Know the status of disabilities (Divyangjan).
- develop their understanding about sensory and developmental disabilities.
- explain the emerging trends and educational possibilities at Secondary and Higher Secondary School level in India.
- develop an understanding of vocational education and its relevance for PwD's at Secondary and Higher Secondary School level.
- develop an understanding of vocational education and its relevance for PwD's.

#### Unit-1 Introduction to Disabilities

1.1 Concept, definitions and misconceptions of disability- ICD-10, DSM (Latest), ICIDH and RPwD Act, 2016

1.2 Current status or Census on disability in India

- 1.3 Exceptionality: Concept, types and certification
- 1.4 Service delivery systems and rehabilitation at secondary and higher secondary level in India.

### **Unit-2 Sensory Impairment (Hearing Impairment and Visual Impairment)**

- 2.1 Concept, definitions, characteristics, causes and prevention of hearing impairment
- 2.2 Concept, definitions, characteristics, causes and prevention of visual impairment.
- 2.3 Emerging trends and educational possibilities like lab science usage of laboratory and advance technologies at secondary and higher secondary level in India.

### **Unit-3 Developmental Disabilities (MR/ID, ASD and SLD)**

- 3.1 Concept, definitions and characteristics, causes and prevention of MR/ID
- 3.2 Concept, definitions and characteristics, causes and prevention of Autism Spectrum Disorder (ASD) and SLD
- 3.4 Emerging trends and educational possibilities at secondary and higher secondary level in India.

### **Unit-4 Multiple disabilities (Divyangjan)**

- 4.1 Concepts, definition and characteristics
- 4.2 Classification, causes and prevention
- 4.3 Vocational training and job opportunities
- 4.4 Emerging trends, educational possibilities at secondary and higher secondary level in India.

### **Practicum (Any two of the following)**

- Visit to Special School/ Inclusive school for various disabilities (Divyangjan) and make report and reflection on it.
- Case Study-MR/ID, SLD, ASD, MD, HI, VI (Anyone)
- Community based rehabilitation (CBR) and helping one Divyangjan for issuing disability certificate and report writing.
- Prepare one TLM for Children with Disabilities (Divyangjan)
- Visit to vocational unit at Special School/ Organization and to understand the models of employment for PwDs and write a report.
- Article/book review with reference to disabilities (Divyangjan)

### **References**

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### Web Resources

- <http://www.socialjustice.nic.in/>
- <http://www.rehabcouncil.nic.in/>
- <http://www.niepid.nic.in/>
- <http://www.ayjnihh.nic.in/>
- <http://www.nivh.gov.in/>
- <http://www.niepmd.tn.nic.in/>
- <http://www.thenationaltrust.gov.in/content/>

### M.Ed. Semester-IV

## ESS02C Education of Children with Diverse Needs -III

(In Context of Secondary and Higher Secondary Education)

(3 Credits Theory + 1 Credit Practicum= 4 Credits)

(80 Hours)

### Objectives

This course will enable students to:

- enable the learner to understand the assessment and diagnosis for PwDs at Secondary and Higher Secondary School level.
- enable the students to understand about various tools of assessment and diagnosis.
- develop awareness of students about various components of adaptive and maladaptive behaviour and its practices to Secondary and Higher Secondary School level.
- understand different strategies for children with special needs.
- develop understanding of various therapeutics interventions for Persons with disabilities (Divyangjan)

### Unit-1 Assessment and Diagnosis for PwDs

- 1.1 Concept and definition
- 1.2 Types of assessment approaches and diagnosis
- 1.3 Tools of assessment and diagnosis i.e., Upanayan (0 - 6years), Indian adaptation of portage guide, Functional Assessment Checklists for Programming (FACP), BASIC-MR, WRAT, DTLD, WISC and other tools for ASD, VI, and HI etc.

### Unit-2 Interventions Plan

- 2.1 Concept, components of Individualized Education Programme (IEP) and Individualized Family Service Plan for Children with Disabilities (Divyangjan).
- 2.2 Behaviour modification planning.
- 2.3 Co-operative learning and peer-tutoring.
- 2.4 Independent living- within family, community and institution



### Unit-3 Teaching Strategies and Approaches

3.1 Stages and principles of teaching

3.2 Multi-Sensory approaches - Montessori methods, VAKT method, Computer Assisted Instruction (CAI), Augmentative and Alternative Communication

3.3 Teaching strategies-task analysis, chaining, shaping, modelling, prompting, fading, reinforcement and play way method.

3.4 R&D and use of TLM for children with disabilities (Divyangjan)

### Unit-4 Therapeutic Interventions

4.1 Physiotherapy

4.2 Occupational Therapy

4.3 Speech Therapy

4.4 Visual and performing art, Yoga and Physical Education

### Practicum (Any two of the following)

- Conduct awareness programs on CwSNs in urban/ rural areas and prepare a report on it.
- Organize awareness rally involving different stakeholders i.e parents, families, teachers and administrations and prepare a report on it.
- Conduct advocacy program for PwDs and prepare a report on it.
- Organise competitions for co-curricular activities for CwSNs at local, district and state level and prepare a report on it.
- Case study on adaptive or mal-adaptive behaviour of PwDs (Divyangjan).
- Technology interventions in developing lesson plan and adapted assistive devices.

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### Web Resources

<https://www.rti.gov.in/>  
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<http://www.niepmd.tn.nic.in/>  
<http://www.thenationaltrust.gov.in/content/>



## **M.Ed. Semester-II**

### **ESE03A / ESS03A Foundations of Language Education**

**(Common for both Elementary and Secondary and Higher Secondary Education)**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to:

- understand the fundamental theoretical concepts relevant to language learning/ teaching.
- apply their insights to think clearly and informally about language learning and language acquisition.
- develop and understand language learning in multicultural contexts.
- reflect on the areas of research in language learning and teaching.

#### **Unit-1 Language and Linguistics**

- 1.1 Nature and functions
- 1.2 Applied linguistics, psycholinguistics, sociolinguistics and their relevance in and contribution to Language teaching and learning
- 1.3 Principles of Language and Language Learning
- 1.4 The Indian tradition: Yask, Panini, Patanjali, Bhartrihari
- 1.5 The western tradition: the behavioristic and the cognitivist

#### **Unit-2 Language Learning and Language Acquisition**

- 2.1 The first language, the second language and the other languages acquisition. Factors effecting teaching and learning of languages
- 2.2 Pedagogy of Language Teaching- Learning: Grammar translation, structural, various audio-lingual, communicative innovative techniques
- 2.3 Evaluation of language learning: discrete vs holistic approach, innovative techniques
- 2.4 Language and Literature, nature, interrelationship, differences, techniques, evaluation, creativity

#### **Unit-3 Language Learning: Multilingual Context**

- 3.1 Understanding language diversity: issues, problems and challenges related to dialects, standard language, regional languages
- 3.2 Developing sensitivity to language diversity
- 3.3 Provisions in the Indian Constitution
- 3.4 Policy formulation and Language Education: National level, status and need survey, trend analysis, three language formula lessons from other multilingual countries viz. Switzerland, Israel, Canada etc.

#### **Unit-4 Language Education Programmes and Research**

- 4.1 Preparation of language teachers-Pre-service, In service programmes, Distance education programmes – Rationale, Pedagogical content, instructional materials, Problems and alternative course designs
- 4.2 Research in language education: trends, gaps, priorities

#### **Practicum (Any two of the following)**

- Conduct a case study on one student who has difficulties in learning in primary years.



- Analyse the learning situations through case study, presentation before a group followed by discussion.
- Critical analysis of learning situation in schools and out of the schools / prepare a reflective diary, interpretation, analysis, reflection on observation and finally presentation in a group.

### References

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### M.Ed. Semester-III

#### **ESE03B Curriculum, Practice and Challenges of Language Education (In the Context of Elementary Education)**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)  
(80 Hours)**

#### **Objectives**

This course will enable students to:

- understand the bases of curriculum development.
- gain understanding about the practices in language education.
- develop and understand language learning in multilingual classroom.
- reflect on the issues and challenges of Language Education in contemporary India.

## **Unit-1 Curriculum of Language Education**

- 1.1 Bases of Curriculum Development: Philosophical and sociological.
- 1.2 Factors that influence the curriculum.
- 1.3 Syllabus: dimensions, objectives, selection and sequencings of content, contexts, transaction and evaluation techniques, development of instructional material and evaluation.

## **Unit-2 Engaging with Reading: Reading Comprehension**

- 2.1 Definition of reading comprehension
- 2.2 Examining the complex and dynamic processes of reading comprehension: Cognitive theories about how readers construct meaning; strategic reading.
- 2.3 Socio-cultural influences on reading comprehension
- 2.4 Debates related to comprehension instruction
- 2.5 Reading in the content area: text structure and reading strategies
- 2.6 Vocabulary
- 2.7 Reading comprehension in India

## **Unit-3 Engaging with Writing**

- 3.1 Cognitive process of writing: The view of writing as a problem solving and decision-making process. Planning, transcribing/drafting, and reviewing/revising; recursive nature of writing.
- 3.2 Social aspect of writing; Role of context in writing; purpose, audience, and instructional influence; role and responsibilities of the writing teacher.
- 3.3 Reading writing connections: Similarities between them (composing processes); interactive processes; literature as a source for integrating reading and writing; reading like a writer and writing like a reader
- 3.4 Review of writing instruction in India

## **Unit-4 Language Education-Major Challenges**

- 4.1 Multilingual classroom- problem of curriculum text above development.
- 4.2 Issues and challenges of Language Education in contemporary India.
- 4.3 Pre-service and In-service Language Education programmes in India.
- 4.4 Research in Language Education-trends and gaps.
- 4.5 Use of Technology in Language Education.

## **Practicum (Any two of the following)**

- A critical study of language curriculum of secondary school stage of state.
- A critical appraisal/analysis of existing syllabi and textbooks on secondary/Higher secondary school developed by various agencies at national/state/local levels.
- Evolve the criteria for development of syllabi and textbooks.
- Maintain a reflective diary on institutions i.e., SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.

- Study of curriculum load and homework practices, conducting an action research and report the results critical study of a textbook/workbook.
- Prepare and experiment on an action plan for use of ICT multi-media in teaching concepts of language.

## References

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## **M.Ed. Semester-IV**

### **ESE03C Pedagogy, Classroom Processes and Challenges of Language Education (In the Context of Elementary Education)**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)  
(80 Hours)**

#### **Objectives**

This course will enable students to:

- gain an understanding in the pedagogy of language learning.
- gain an understanding of Pedagogical approaches and techniques.
- understand the psychology of language learning.
- study and analyze different language processes and classroom context.
- identify and analyze the challenges in language learning.
- examine various areas of research in language education.
- survey various problems with respect to language learning.

#### **Unit-1 Pedagogy of Language**

- 1.1 First language, Second language, and Third language
- 1.2 Pedagogical bases
- 1.3 Aims and objectives of teaching language at elementary levels.
- 1.4 Principles (Palmer's principles) and correlation (intra and inter: with all school subjects)
- 1.5 Maxims of teaching

#### **Unit-2 Pedagogical approaches & techniques**

- 2.1 Constructivist Approach (7E's),
- 2.2 Communicative Approach (Concept & procedure)
- 2.3 Expository (Narration, Dramatization) and Interactive teaching techniques (Questioning, Discussion)

#### **Unit-3 Language Processes and the Classroom Context**

- 3.1 Oral language in the classrooms; Participation in the classroom; Facilitating language interaction and independence. Creating secure classroom environment for language use; Space for "risk taking".
- 3.2 Reading: Engaging with books of different types; Comprehension of stories and non-fiction (content area texts); Response to literature: Aesthetic and emotive aspect of reading.
- 3.3 Writing as a composing process: Problem solving, developing a sense of audience, purpose, and understanding the process of writing.

#### **Unit-4 Challenges in Language Learning**

- 4.1 Issues of non-comprehension; lack of independence in language use; Examining the role of school context in creating difficulties for language learners; Understanding language "disability" and the language teacher's role in dealing with it.
- 4.2 Three languages for rule constitution provision regarding language

- 4.3 Medium of instruction-recommence recommendation of NPE 1986/1992, NCF (2005)
- 4.4 Preservation of heritage language
- 4.5 Home language and school language-problem of tribal dialects.

### Practicum (Any two of the following)

- Study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.
- Reflect on effectiveness of pedagogical approaches in language education and write a report on it.
- Conduct a survey on various problems with respect to language learning and prepare a report on it.
- Identify and reflect on factors affecting language policy and prepare a report on it.
- Suggest structures of classroom environment in which all students can learn.
- Study the role of school context in creating difficulties for language learners and suggest its remedies.

### References

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### **M.Ed. Semester-III**

## **ESS03B Curriculum, Practice and Challenges of Language Education**

**(In the Context of Secondary and Higher Secondary Education)**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

### **Objectives**

This course will enable students to:

- understand the bases of curriculum development.
- gain understanding about the practices in language education.
- develop and understand language learning in multilingual classroom.
- reflect on the issues and challenges of Language Education in contemporary India.

### **Unit-1 Curriculum of Language Education**

- 1.1 Bases of Curriculum Development: Philosophical and sociological.
- 1.2 Factors that influence the curriculum.
- 1.3 Syllabus: dimensions, objectives, selection and sequencings of content, contexts, transaction and evaluation techniques, development of instructional material and evaluation.

### **Unit-2 Engaging with Reading: Reading Comprehension**

- 2.1 Definition of reading comprehension
- 2.2 Examining the complex and dynamic processes of reading comprehension: Cognitive theories about how readers construct meaning; strategic reading.
- 2.3 Socio-cultural influences on reading comprehension
- 2.4 Debates related to comprehension instruction
- 2.5 Reading in the content area: text structure and reading strategies
- 2.6 Vocabulary
- 2.7 Reading comprehension in India

### **Unit-3 Engaging with Writing**

- 3.1 Cognitive process of writing: The view of writing as a problem solving and decision-making process. Planning, transcribing/drafting, and reviewing/revising; recursive nature of writing
- 3.2 Social aspect of writing; Role of context in writing; purpose, audience, and instructional influence; role and responsibilities of the writing teacher.



- 3.3 Reading writing connections: Similarities between them (composing processes); interactive processes; literature as a source for integrating reading and writing; reading like a writer and writing like a reader
- 3.4 Review of writing instruction in India

#### **Unit-4 Language Education-Major Challenges**

- 4.1 Multilingual classroom- problem of curriculum text above development.
- 4.2 Issues and challenges of Language Education in contemporary India.
- 4.3 Pre-service and In-service Language Education programmes in India.
- 4.4 Research in Language Education-trends and gaps.
- 4.5 Use of Technology in Language Education.

#### **Practicum (any two of the following)**

- A critical study of language curriculum of secondary school stage of state.
- A critical appraisal/analysis of existing syllabi and textbooks on secondary/Higher secondary school developed by various agencies at national/state/local levels.
- Evolve the criteria for development of syllabi and textbooks.
- Maintain a reflective diary on institutions i.e., SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.
- A study of curriculum load and homework practices, conducting an action research and reporting the results critical study of a textbook/workbook.
- Prepare and experiment on an action plan for use of ICT multi-media in teaching concepts of language.

#### **References**

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### **M.Ed. Semester-IV**

#### **ESS03C Pedagogy, Classroom Processes and Challenges of Language Education (In the Context of Secondary and Higher Secondary Education) (3 Credits Theory + 1 Credit Practicum= 4 Credits) (80 Hours)**

#### **Objectives**

This course will enable students to

- gain an understanding in the pedagogy of language learning.
- gain an understanding of Pedagogical approaches and techniques.
- understand the psychology of language learning.
- study and analyze different language processes and classroom context.
- identify and analyze the challenges in language learning.
- examine various areas of research in language education.
- survey various problems with respect to language learning.

#### **Unit-1 Pedagogy of Language**

- 1.1 First language, Second language, and Third language
- 1.2 Pedagogical bases:
- 1.3 Aims and objectives of teaching language at secondary and higher secondary levels.
- 1.4 Principles (Palmer's principles) and correlation (intra and inter: with all school subjects)
- 1.5 Maxims of teaching

#### **Unit-2 Pedagogical approaches & techniques**

- 2.1 Constructivist Approach (7E's),
- 2.2 Communicative Approach (Concept & procedure)
- 2.3 Expository (Narration, Dramatization) and Interactive teaching techniques (Questioning, Discussion)





### Unit-3 Language Processes and the Classroom Context

- 3.1 Oral language in the classrooms; Participation in the classroom; Facilitating language interaction and independence. Creating secure classroom environment for language use  
Space for “risk taking”
- 3.2 Reading: Engaging with books of different types; Comprehension of stories and non-fiction (content area texts); Response to literature: Aesthetic and emotive aspect of reading
- 3.3 Writing as a composing process: Problem solving, developing a sense of audience, purpose, and understanding the process of writing.

### Unit-4 Challenges in Language Learning

- 4.1 Issues of non-comprehension; lack of independence in language use; Examining the role of school context in creating difficulties for language learners; Understanding language “disability” and the language teacher’s role in dealing with it.
- 4.2 Three languages for rule constitution provision regarding language
- 4.3 Medium of instruction-recommence recommendation of NPE 1986/1992, NCF (2005)
- 4.4 Preservation of heritage language
- 4.5 Home language and school language-problem of tribal dialects.

### Practicum (Any two of the following)

- Study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.
- Reflect on effectiveness of pedagogical approaches in language education and prepare a report on it.
- Conduct a survey on various problems with respect to language learning and prepare a report on it.
- Identify and reflect on factors affecting language policy and prepare a report on it.
- Suggest structures of classroom environment in which all students can learn.
- Study the role of school context in creating difficulties for language learners and suggest its remedies.

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## **M.Ed. Semester-II**

### **ESE04A / ESS04A Basics of Science Education** **(Common for both Elementary and Secondary Education)**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**  
**(80 Hours)**

#### **Objectives**

This course will enable students to:

- reflect upon the nature of science as a dynamic, expanding body of knowledge and as a social endeavor.
- understand the need and criteria to evaluate curricula in relation to commissions, Policy Frameworks and recommendations on science education.
- critique innovative curricular efforts at National and International level.
- understand diversity of instructional materials, their role and the need for contextualization in science education.
- appreciate the role of co-curricular activities in science education.
- develop pedagogical understanding about relevant approaches to teaching.
- understand the role of assessment in the teaching –learning process in science education.

#### **Unit-1 Introduction to Science**

- 1.1 Nurture curiosity, aesthetic sense, and creativity for promoting scientific temper.
- 1.2 Perspectives in nature of science: philosophical, psychological and social historical development of science and science education.
- 1.3 Science- its origin and development, Structure of Science, Process including Syntactic. Facts, generalization, concepts, laws, theories.
- 1.4 Correlation of science with other subjects.
- 1.5 Characteristics of different disciplines of science, their interrelationship and integration.

#### **Unit-2 Curriculum of Science Education**

- 2.1 Concept of science curriculum in relation to recommendations of commissions and policies and framework.
- 2.2 Principle for curriculum development in Science Education.
- 2.3 Science curriculum at different stages of school education-at elementary, upper elementary secondary, senior secondary.
- 2.4 Instructional materials including print and electronic resources, contextualization, criteria and concerns.
- 2.5 Integrating co-curricular activities with science education.
- 2.6 Approaches to organization of science curriculum at various stages of school education, pedagogical shift from science as a fixed body of knowledge to process of construction of knowledge.

### **Unit-3 Approaches to Teaching-Learning of Science**

- 3.1 Constructivist approaches to learner- centered approaches: inquiry, problemsolving strategies, concept development; inductive method, project method and learner centered activity-based participatory learning, Learning by Doing.
- 3.2 Role of experiments in science, integration of theories and experiments: planning and organization of laboratory work, reporting skills, low cost science experiments.
- 3.3 Encouraging and respecting children's responses, integrating science across different disciplines and with real life situations.
- 3.4 Use of ICT in teaching-learning of science.

### **Unit-4 Assessment & Contemporary Issues in Science Education**

- 4.1 Continuous and comprehensive evaluation in science.
- 4.2 Use of tools and techniques such as observation, rating scale, checklist, anecdotal records, attitude scales, interest inventories and interviews.
- 4.3 Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- 4.4 Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.
- 4.5 Various types of test items, criteria and evaluation.
- 4.6 Compilation of question bank.
- 4.7 Projects and assignments.
- 4.8 Analysis of tests and remedies

### **Practicum (Any two of the followings)**

- Develop the guidelines for a continuous evaluation in scholastic and non-scholastic areas to prepare, administer and interpret a diagnostic test.
- Plan and organize science related co-curricular activities.
- Make a study of the evaluation practices in selected schools (any two) critical analysis of examination papers.
- Prepare and experiment on an action plan for use of ICT multimedia in teaching concepts of science.
- A critical study of science curriculum of secondary school of the state or central board.
- A study of curriculum load and homework practices.
- Analysis of curricular materials with reference to value analysis and gender sensitivity.
- Identify the problems in science education and conduct an action research

### **References**

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- Carey, S. (1986). Cognitive Science and Science Education. *American Psychologist*. 41 (10), 1123-1130
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- Steve, A., & Keith, H. (2003). *Teaching Science*. Kogan Page India.

### **M.Ed. Semester-III**

## **ESE04B Pedagogy of Science Education**

### **(Elementary Level)**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

### **Objectives**

This course will enable students to:

- know science as a discipline.
- understand need for and importance of science teaching.
- know and use methodologies used for teaching of science.
- set up science laboratory for experiments at elementary level of teaching science.
- carry out assessment in teaching science.
- discuss innovative methods of teaching science.

### **Unit-1 Nature of Science**

- 1.1 Meaning, concept, scope and importance of science.
- 1.2 Historical Development of Science.
- 1.3 Science- its origin and development Structure of Science- Syntactic, Process including Stretch
- 1.4 Methods, Attitude, inquiring, Substantive: Facts, concepts, laws, theories, generalization.
- 1.5 Correlation of science with other subjects.
- 1.6 Nature of Science; characteristics of different disciplines of science, their interrelationship and integration.
- 1.7 Experiences in Science: Science Centers, Science museums, Science Clubs, Science Fairs, Field Trips, Mobile science Lab, Herbarium, Vivarium, Aquarium, Terrarium.

### **Unit-2 Curriculum of Science Education**

- 2.1 Meaning, concept and types of Curriculums, NCF- 1972, 77, 79 & 2005 related to Science.
- 2.2 Principle for curriculum development in Science Education.
- 2.3 Science curriculum at different stages of school education – at elementary, upper elementary and upper elementary.
- 2.4 Instructional materials including textbook: contextualization, criteria and concerns.
- 2.5 Integrating Co-curriculum activities with science education.
- 2.6 Approaches to organization of science curriculum at various stages of school education.
- 2.7 Recommendations of commissions and committees on curriculum of science.
- 2.8 Place of sciences in school curriculum; aims and objectives of teaching sciences at various stages of school education.

### Unit-3 Approaches to Teaching-Learning of Science

- 3.1 Constructivist approaches to science learning: inquiry method, problem solving strategies, concept development: inductive method, project method and learner centered activity based participatory learning.
- 3.2 Role of experiments in science, integration of theories and experiments in science: planning and organization of laboratory work reporting skills, low-cost science experiments.
- 3.3 Encouraging and respecting children's responses, integrating science across different disciplines and with real life situations.
- 3.4 Use of ICT in teaching-learning of science.
- 3.5 Strategies of Teaching Science; Teacher-Centered approach, Child-centered approach.

### Unit-4 Assessment & Contemporary Issues in Science Education

- 4.1 Continuous and comprehensive evaluation in science.
- 4.2 Use of tools and techniques such as observation, rating scale, checklist, anecdotal records, attitude scales, interest inventories and interviews.
- 4.3 Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- 4.4 Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.
- 4.5 Types of test items, Preparation of test items.
- 4.6 Weight age tables, Preparation of blueprint based on Competency.
- 4.7 Preparation of question bank.
- 4.8 Unit tests, Projects and assignments.
- 4.9 Analysis of tests and remedies.
- 4.10 Teaching Strategies: lectures, discussions, experiments, curriculum evaluation, setting up small and safe science laboratory in the class with models, charts, and specimens

### Practicum (Any two of the followings)

- Develop science club in elementary school with help of their teachers, students and community. conduct at least five activities related to club.
- Critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.
- Visit to science center /science museum and present the report.
- Make a study of the evaluation practices in selected schools' critical analysis of examination papers.

### References

- Bhanumathi, S. (1994). Small Scale Chemical Techniques- *Chemistry Education* (April-June) 20-25.
- Black, P. (1998). *Testing: Trend or Foe? Theory and practice of Assessment and Testing*. London: Falmer Press.



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#### **M.Ed. Semester-IV**

### **ESE04C Elementary Science Education: Curriculum Challenges and Practices**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)  
(80 Hours)**

#### **Objectives**

This course will enable students to:

- acquaint with the fundamental concepts of the acted of science.
- familiarise the modern psychological theories and their barring on science curriculum development, methods of teaching and evaluation.
- understand the recent developments and research hearing on modern science education.

#### **Unit-1 Meaning and Method of Science**

- 1.1 Meaning and changing concepts of science (Product, Process, and both Product and Process)
- 1.2 Objectives of teaching science- Broad goals and instructional objectives.
- 1.3 Characteristics of an experimental science: Observation, organization, reasoning, and communication.
- 1.4 Understanding of science: reflective and critical thinking.
- 1.5 Formulation of problems and hypotheses: Understanding cause-effect relationships, distinction between fact and theory; recognizing and evaluating assumptions.
- 1.6 Testing hypotheses and generalizing: Manipulation of variables and collection of evidence. Interpretation of data. Drawing conclusions or generalization. Formulation of scientific principles.
- 1.7 Application of principles and deduction of new principles. Implications for instruction.
- 1.8 Developing functional understanding of scientific facts, concepts, and principles. Use of scientific method in developing science concepts and principles.

## **Unit-2 Curriculum and Strategies for Science Education**

- 2.1 Types of curricula: Constructivist, Environmental, Integrated and Discipline centered.
- 2.2 Construction of science curriculum-criteria for selection of concept, criteria for organizing content, approaches to organizing, content-development of source and supplementary materials-articulating science programmes from primary to higher secondary stages-spiral curriculum.
- 2.3 Critical study of the existing state board / central board science curriculum in the light of the theories of curriculum construction.
- 2.4 Approaches to science education– Traditional, Learner-centered (Investigatory, Inquiry and Discovery).
- 2.5 Techniques of teaching science – Lecture, Questioning, Discussion, Demonstrating, Term teaching, directed study, Programmed Learning, Problem Solving, Micro-teaching for learning skills, role playing and simulation.
- 2.6 Technology in science instruction – Systems approach to science education. Technology for teaching individual, small group and large group.
- 2.7 Non-formal techniques of learning science- work experience, community resources, science exhibitions and fairs, science quiz, field trip, reading, drawing, model-making, environmental education; open learning from resource centers.

## **Unit-3 Evaluation of Science Education**

- 3.1 Evaluation of product, process and performance abilities and skills.
- 3.2 Teacher made tests and standardized tests.
- 3.3 Formative and summative evaluation.
- 3.4 Diagnostic testing and remedial teaching.

## **Unit-4 Research Perspective**

- 4.1 Survey of recent research in science education with special reference to:
  - 4.1.1 Science curriculum and resource materials.
  - 4.1.2 Instructional procedures
  - 4.1.3 Science Learning and Cognitive Functioning
  - 4.1.4 Scientific creativity
  - 4.1.5 New technology in science learning
  - 4.1.6 Evaluation in science education

## **Practicum (Any two of the following)**

- Presentation on historical development of science concepts with a view to understand the nature of science.
- Presentation on the contributions of Scientist to science.
- Readings on curriculum initiatives in secondary science with a special reference to NCF 2005 and prepare a report on it.
- Comparison of different science curriculum and prepare a report on it.
- Exploring common mis-concepts in science by observing science classes or interviewing science teachers or using VIII and IX textbooks and prepare a report on it.



- Demonstration of different methods of teaching of science.
- Experimentation of different methods of teaching of science.
- Organize a seminar related to Science Day.

## References

- A.M.A., A.S.E., A.A.M. (1970). *The Teaching of Science in Secondary Schools*. London: John Murray.
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- Vaidya, N., & Rajput, J.S. (1977). *Respecting Our School Science Education*. New Delhi: Oxford & IBH.



## **M.Ed. Semester-III**

### **ESS04B Pedagogy of Science Education**

**(In the Context of Secondary Education)**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to:

- know science as a discipline
- understand need for and importance of science teaching
- know and use methodologies used for teaching of science
- set up science laboratory for experiments at secondary level of teaching science
- carry out assessment in teaching science
- discuss innovative methods of teaching science

#### **Unit-1 Nature of Science**

- 1.1 Meaning, concept, scope and importance of science.
- 1.2 Historical Development of Science.
- 1.3 Science- its origin and development Structure of Science- Syntactic, Process including Stretch
- 1.4 Methods, Attitude, inquiring, Substantive: Facts, concepts, laws, theories, generalization.
- 1.5 Correlation of science with other subjects.
- 1.6 Nature of Science; characteristics of different disciplines of science, their interrelationship and integration.
- 1.7 Experiences in Science: Science Centers, Science museums, Science Clubs, Science Fairs, Field Trips, Mobile science Lab, Herbarium, Vivarium, Aquarium, Terrarium.

#### **Unit-2 Curriculum of Science Education**

- 2.1 Meaning, concept and types of Curriculums, NCF- 1972, 77, 79 & 2005 related to Science.
- 2.2 Principle for curriculum development in Science Education.
- 2.3 Science curriculum at different stages of school education- at secondary and senior secondary.
- 2.4 Instructional materials including textbook: contextualization, criteria and concerns.
- 2.5 Integrating Co-curriculum activities with science education.
- 2.6 Approaches to organization of science curriculum at various stages of school education.
- 2.7 Recommendations of commissions and committees on curriculum of science.
- 2.8 Place of sciences in school curriculum; aims and objectives of teaching sciences at various stages of school education.

#### **Unit-3 Approaches to Teaching-Learning of Science**

- 3.1 Constructivist approaches to science learning: inquiry method, problem solving strategies, concept development: inductive method, project method and learner centered activity based participatory learning.



- 3.2 Role of experiments in science, integration of theories and experiments in science: planning and organization of laboratory work reporting skills, low-cost science experiments.
- 3.3 Encouraging and respecting children's responses, integrating science across different disciplines and with real life situations.
- 3.4 Use of ICT in teaching-learning of science.
- 3.5 Strategies of Teaching Science; Teacher-Centered approach, Child-centered approach.

#### **Unit-4 Assessment & Contemporary Issues in Science Education**

- 4.1 Continuous and comprehensive evaluation in science.
- 4.2 Use of tools and techniques such as observation, rating scale, checklist, anecdotal records, attitude scales, interest inventories and interviews.
- 4.3 Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- 4.4 Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.
- 4.5 Types of test items, Preparation of test items.
- 4.6 Weight age tables, Preparation of blueprint based on Competency.
- 4.7 Preparation of question bank.
- 4.8 Unit tests, Projects and assignments.
- 4.9 Analysis of tests and remedies.
- 4.10 Teaching Strategies: lectures, discussions, experiments, curriculum evaluation, setting up small and safe science laboratory in the class with models, charts and specimens

#### **Practicum (Any two of the followings)**

- Develop science club in secondary school with help of their teachers, students and community. conduct at least five activities related to club.
- Critical appraisal/ analysis of existing syllabi and textbooks on secondary/ senior secondary developed by various agencies at national/ state/ local levels.
- Visit to science center /science museum and present the report.
- Make a study of the evaluation practices in selected schools' critical analysis of examination papers.

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- Bhanumathi, S. (1994). Small Scale Chemical Techniques- *Chemistry Education* (April-June) 20-25.
- Black, P. (1998). Testing: Trend or Foe? Theory and practice of Assessment and *Testing*. London: Falmer Press.
- Carey, S. (1986). Cognitive Science and Science Education. *American Psychologist*. 41 (10), 1123- 1130.
- Chalmers, A. (1999). *What is the thing called Science?* (3rd Ed.). Buckingham: Open University Press.



- Driver, R., Leach, J., Millar, R., & Scott, P. (1996). *Young Peoples' Image of Science*. Buckingham: Open University Press.
- Gipps, C.V. (1994). *Beyond Testing*. London: Falmer Press.
- Minkoff, E.C. & Baker, P.J. (2004). *Biology Today: An Issues Approach*. Garland Science. Pp. 1-32. Biology: Science and Ethics. New York:
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- NCERT (2005). *Focus Group Report Teaching of Science (2005)*. New Delhi: NCERT.
- Novak, J. D., & Gown, D. B. (1984). *Learning how to learn*. London: Cambridge University Press.
- Steve Alsop & Keith Hicks (2003). *Teaching Science*. New Delhi: Koegan Page India.
- Sutton, C. (1992). *Words, Science and Learning*. Buckingham: Open University Press.

### **M.Ed. Semester-IV**

## **ESS04C Secondary Science Education: Curriculum Challenges and Practices**

**(In the Context of Secondary Education)**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)  
(80 Hours)**

### **Objectives**

This course will enable students to:

- acquaint with the fundamental concepts of the acted of science.
- familiarise the modern psychological theories and their barring on science curriculum development, methods of teaching and evaluation.
- understand the recent developments and research hearing on modern science education.

### **Unit-1 Meaning and Method of Science**

- 1.1 Meaning and changing concepts of science (Product, Process, and both Product and Process)
- 1.2 Objectives of teaching science- Broad goals and instructional objectives.
- 1.3 Characteristics of an experimental science: Observation, organization, reasoning, and communication.
- 1.4 Understanding of science: reflective and critical thinking.
- 1.5 Formulation of problems and hypotheses: Understanding cause-effect relationships, distinction between fact and theory; recognizing and evaluating assumptions.
- 1.6 Testing hypotheses and generalizing: Manipulation of variables and collection of evidence. Interpretation of data. Drawing conclusions or generalization. Formulation of scientific principles.
- 1.7 Application of principles and deduction of new principles. Implications for instruction.
- 1.8 Developing functional understanding of scientific facts, concepts, and principles. Use of scientific method in developing science concepts and principles.



## **Unit-2 Curriculum and Strategies for Science Education**

- 2.1 Types of curricula: Constructivist, Environmental, Integrated and Discipline centered.
- 2.2 Construction of science curriculum-criteria for selection of concept, criteria for organizing content, approaches to organizing, content-development of source and supplementary materials-articulating science programmes from primary to higher secondary stages-spiral curriculum.
- 2.3 Critical study of the existing state board / central board science curriculum in the light of the theories of curriculum construction.
- 2.4 Approaches to science education – Traditional, Learner-centered (Investigatory, Inquiry and Discovery).
- 2.5 Techniques of teaching science – Lecture, Questioning, Discussion, Demonstrating, Term teaching, Directed study, Programmed Learning, Problem Solving, Micro-teaching for learning skills, role playing and simulation.
- 2.6 Technology in science instruction – Systems approach to science education. Technology for teaching individual, small group and large group.
- 2.7 Non-formal techniques of learning science- work experience, community resources, science exhibitions and fairs, science quiz, field trip, reading, drawing, model-making, environmental education; open learning from resource centers.

## **Unit-3 Evaluation of Science Education**

- 3.1 Evaluation of product, process and performance abilities and skills.
- 3.2 Teacher made tests and standardized tests.
- 3.3 Formative and summative evaluation.
- 3.4 Diagnostic testing and remedial teaching.

## **Unit-4 Research Perspective**

- 4.1 Survey of recent research in science education with special reference to:
  - 4.1.1 Science curriculum and resource materials.
  - 4.1.2 Instructional procedures
  - 4.1.3 Science Learning and Cognitive Functioning
  - 4.1.4 Scientific creativity
  - 4.1.5 New technology in science learning
  - 4.1.6 Evaluation in science education

## **Practicum (Any two of the following)**

- Presentation on historical development of science concepts with a view to understand the nature of science.
- Presentation on the contributions of Scientist to science.
- Readings on curriculum initiatives in secondary science with a special reference to NCF 2005 and prepare a report on it.
- Comparison of different science curriculum and prepare a report on it.
- Explore the common mis-concepts in Science by observing science classes or interviewing science teachers or using VIII and IX textbooks and prepare a report on it.

- Demonstration of different methods of teaching of Science.
- Experimentation of different methods of teaching of Science.
- Organize a seminar related to Science day.

## References

- A.M.A., A.S.E., A.A.M. (1970). *The Teaching of Science in Secondary Schools*. London: John Murray.
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- Robin Millar, (1984). *Doing Science: Images of Science in Science Education*. London: The Falmer Press.
- Science Teacher Education Project, (1974). *Reading in Science Education*. London: Mc Graw Hill.
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- Vaidya, N. & Rajput, J.S. (1977). *Respecting Our School Science Education*. New Delhi: Oxford & IBH.



## **M.Ed. Semester-II**

### **ESE05A / ESS05A Foundation of Mathematics Education** **(Common for both Elementary and Secondary and Higher Secondary Education)** **(3 Credits Theory + 1 Credit Practicum= 4 Credits)** **(80 Hours)**

#### **Objectives**

This course will enable students to:

- understand the philosophical basis of mathematics education.
- relate the logic of mathematics concepts in real life.
- understand the history of mathematics and mathematics education.
- explore different online learning resources related to mathematics education.
- recognize the research trends in mathematics education.

#### **Unit-1 Nature, Philosophy and Foundation of Mathematics**

- 1.1 Nature of Mathematics: Pure vs Applied Mathematics, Modern vs Vedic Mathematics, Mathematics as an intellectual property vs Mathematics as a humanistic discipline
- 1.2 Principles of Mathematics, Paradoxes in Mathematics,
- 1.3 Philosophy of Mathematics and Mathematics Education,
- 1.4 History and culture of Mathematics

#### **Unit-2 Structuration in Mathematics**

- 2.1 Concept of Axioms, Postulates, Mathematical statement, Language, Theorem and Proof
- 2.2 Nature of mathematical ideas, Kinds of Mathematical statement and proofs
- 2.3 Relation of Mathematics to logic,
- 2.4 Mathematical concepts and conceptual diversity,
- 2.5 Primitive prepositions in Mathematics, Geometries and contradiction

#### **Unit-3 ICT in mathematics education**

- 3.1 Potential of ICT in mathematics education
- 3.2 ICT embedded mathematics pedagogy
- 3.3 Exploring mathematics through online resources
- 3.4 Safety issues in use of ICT

#### **Unit-4 Research in mathematics education**

- 4.1 Analysis of different research in mathematics education with reference to:
  - 4.1.1 Trends and issues in mathematics education research
  - 4.1.2 Interdisciplinary and multidisciplinary research in mathematics education
  - 4.1.3 Curriculum and pedagogical research in mathematics education
  - 4.1.4 Research on evaluation in mathematics

#### **Practicum (Any two of the following)**

- Review of any two research studies related to interdisciplinary and multidisciplinary research in mathematics education and presentation of the review report.
- Term paper presentation on the nature and philosophy of mathematics education.
- Identify the problems in mathematics education and conduct an action research.
- Conduct/participate a workshop on exploring mathematics through online resources.

- Preparation and implementation of action plan on ICT embedded pedagogy in mathematics.

## References

- California State Board of Education, (2004), Mathematics Academic Content Standards.
- Eves, H. (1990). *An Introduction to History of Mathematics*, (3<sup>rd</sup> ed.), Cengage Learning.
- Ministry of Education, (2001), *Mathematics Syllabi*, Curriculum planning and development division, Singapore.
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- Shetty, B. (2013). *What is Mathematics?* New Delhi: National Book trust, India.

## M.Ed. Semester-III

### ESE05B Mathematics Education – I

(In the Context of Elementary Education)

(3 Credits Theory + 1 Credit Practicum=4 Credits)

(80 Hours)

## Objectives

This course will enable students to:

- evaluate the goals of mathematics education.
- understand the art of mathematics teaching at elementary level.
- appreciate the mathematics language.
- understand the different perspectives in mathematics curriculum.
- prepare the different tools of evaluation.
- understand the purpose of evaluation in mathematics education.

## Unit-1 Introduction to mathematics education

- 1.1 Concept of Mathematics and mathematics education
- 1.2 Goals of mathematics education as whole and aims and objectives of mathematics education at elementary level.
- 1.3 Correlation in mathematics
- 1.4 Mathematics and mathematicians

## Unit-2 Art of mathematics teaching

- 2.1 Theories of teaching and learning mathematics
- 2.2 Addressing pedagogical issues in mathematics class



- 2.3 Mathematics across the curriculum
- 2.4 Basics of mathematics writing

### **Unit-3 Curriculum of Mathematics education**

- 3.1 Perspectives in Curriculum with reference to society, power and knowledge selection
- 3.2 Curriculum choice at primary and upper primary stage of schooling
- 3.3 Concept of national curriculum framework with reference to mathematics education
- 3.4 Place of learning experiences in mathematics curriculum

### **Unit-4 Evaluation in mathematics**

- 4.1 Evaluation of process, product and abilities
- 4.2 Purpose of evaluation in mathematics
- 4.3 Different types of evaluation tools in mathematics
- 4.4 Assessment for active learning and assessment of development of higher order learning skills

### **Practicum (Any two of the following)**

- Group discussion on correlation of mathematics with other discipline and prepare a report on it.
- Preparation of worksheet on mathematics writings.
- Seminar on place of learning experiences in mathematics curriculum.
- Seminar on mathematics across the curriculum.
- Preparation of diagnostic test on any one selected topic of mathematics at elementary level.

### **References**

- Higham, N. (1998). *Handbook of Writing for the Mathematical Sciences* (2nd ed.). Society for industrial and applied mathematics. ISBN: 978-0-89871-420-3. eISBN: 978-0-89871-955-0.
- Howson, G., Keitel, C., & Kilpatrick, J. (1981). *Curriculum development in mathematics*. Cambridge: Cambridge University Press.
- Kunth, D. et.al. (1989). *Mathematical writing*, Mathematical Association of America.
- Oldknow, A. et. at (2010). *Teaching mathematics using ICT* (3<sup>rd</sup> ed.). Continuum international publishing group.
- Valley, A. K. (2009). *The curriculum: Theory and practice*. London: Sage Publication.
- Vivaldi, F. (2014). *Mathematical Writing*, School of mathematics science, The University of London. ISBN 978-1-4471-6527-9.



## **M.Ed. Semester-IV**

### **ESE05C Mathematics Education – II**

**(In the Context of Elementary Education)**

**(3 Credits Theory + 1 Credit Practicum=4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to:

- analyze different methods, approaches and techniques involve in mathematics with reference to current societal situation.
- understand the different problems in mathematics education.
- understand the changing scenario of mathematics education at school level.
- appreciate the different values inherent in mathematics as a subject.
- understand the importance of mathematics education for national and international harmony and peace.

#### **Unit-1 Pedagogy of Mathematics**

- 1.1 Approaches of teaching mathematics
- 1.2 Methods of teaching mathematics
- 1.3 Techniques of teaching mathematics
- 1.4 Models of teaching mathematics

#### **Unit-2 Problems in teaching and learning of mathematics**

- 2.1 Fear and Failure
- 2.2 Disappointing Curriculum
- 2.3 Crude Assessment
- 2.4 Inadequate Teacher Preparation
- 2.5 Other Systemic Problems

#### **Unit-3 School mathematics in changing world**

- 3.1 School Mathematics as social classification,
- 3.2 Issues of equality and excellence in school mathematics,
- 3.3 Gender stereotypes in Mathematics,
- 3.4 Mathematics literacy and mathematics for all
- 3.5 Mathematics for future vs Mathematics for appreciation

#### **Unit-4 Values and Mathematics Education**

- 4.1 Concept of value and value education
- 4.2 Development values through mathematics education, like, practical value, cultural values, disciplinary value etc.
- 4.3 Mathematics education and life skill development
- 4.4 Mathematics education and Sustainable development



### Practicum (Any two of the following)

- Seminar on gender sensitivity and mathematics education.
- Review of any three research studies conducted on development of value through mathematics education and prepares a report.
- Seminar on role of mathematics education in sustainable development.
- Critical analysis NCERT position paper on problems in mathematics education.
- Action research on relevance of holistic approach of teaching – learning in mathematics education.

### References

- Artigue, M. (2013). *Teaching Mathematics in the Digital Era: Challenges and Perspectives*. En Y. Baldin (Ed.), *Anais do VI HTEM*. Universidade Federal de Sao Carlos.
- Kumar, S., & Ratnalikar, D. N. (2008). *Teaching of Mathematics*, (2<sup>nd</sup> Rev. ed.). New Delhi: Anmol Publication.
- Lloyd, G. M. (2018). *Understanding elementary mathematics teacher education through the characteristics and activities of preservice teachers, elementary mathematics specialist and mathematics teacher educators*, Volum 21, Issue 2, pp 95 – 98, April 2018. <https://link.springer.com/content/pdf/10.1007%2Fs10857-018-9404-8.pdf>
- National Council of Supervisors of Mathematics (2015), *Mathematics Education in the Digital Age*. Iris Project <https://www.mathedleadership.org/docs/resources/positionpapers/NCSMWhitePaper1.pdf>
- Parker, F. et al. (2017). Developing culturally responsive mathematics teachers: secondary teachers' evolving conceptions of knowing students, *J Math Teacher Educ* (2017) 20:385–407 DOI 10.1007/s10857-015-9328-5. <https://link.springer.com/content/pdf/10.1007%2Fs10857-015-9328-5.pdf>
- Parker, J. (2011). *Best practices in Quantitative Methods Teaching: Comparing Social Science Curricula across countries, Teaching Quantitative Methods: Getting the Basics Right*. <http://dx.doi.org/10.4135/9781446268384.n3>
- Sidhu, K.S. (2006). *Teaching of mathematics*, (4<sup>th</sup> Rev. ed.). New Delhi: Sterling publisher.



## **M.Ed. Semester-III**

### **ESS05B Mathematics Education – I**

**(In the Context of Secondary and Higher Secondary Education)**

**(3 Credits Theory + 1 Credit Practicum=4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to:

- evaluate the goals of mathematics education.
- understand the art of mathematics teaching at elementary level.
- appreciate the mathematics language.
- understand the different perspectives in mathematics curriculum.
- prepare the different tools of evaluation.
- understand the purpose of evaluation in mathematics education.

#### **Unit- Introduction to mathematics education**

- 1.1 Concept of Mathematics and mathematics education
- 1.2 Goals of mathematics education as whole and aims and objectives of mathematics education at secondary and higher secondary level.
- 1.3 Correlation in mathematics
- 1.4 Mathematics and mathematicians

#### **Unit-2 Art of mathematics teaching**

- 2.1 Theories of teaching and learning mathematics
- 2.2 Addressing pedagogical issues in mathematics class
- 2.3 Mathematics across the curriculum
- 2.4 Basics of mathematics writing

#### **Unit-3 Curriculum of Mathematics education**

- 3.1 Perspectives in Curriculum with reference to society, power, and knowledge selection
- 3.2 Curriculum choice at secondary and higher secondary stages of schooling
- 3.3 Concept of national curriculum framework with reference to mathematics education
- 3.4 Place of learning experiences in mathematics curriculum

#### **Unit-4 Evaluation in mathematics**

- 4.1 Evaluation of process, product and abilities
- 4.2 Purpose of evaluation in mathematics
- 4.3 Different types of evaluation tools in mathematics
- 4.4 Assessment for active learning and assessment of development of higher order learning skills

#### **Practicum (Any two of the following)**

- Group discussion on correlation of mathematics with other discipline and prepare a report on it.
- Preparation of worksheet on mathematics writings.
- Seminar on place of learning experiences in mathematics curriculum.
- Seminar on mathematics across the curriculum.



- Preparation of diagnostic test on any one selected topic of mathematics at elementary level.

## References

- Higham, N. (1998). *Handbook of Writing for the Mathematical Sciences*, (2nd ed.). Society for industrial and applied mathematics. ISBN: 978-0-89871-420-3. eISBN: 978-0-89871-955-0.
- Howson, G., Keitel, C., & Kilpatrick, J. (1981). *Curriculum development in mathematics*. Cambridge: Cambridge University Press.
- Kunth, D. et.al. (1989). *Mathematical writing*, Mathematical Association of America.
- Oldknow, A. et al. (2010). *Teaching mathematics using ICT* (3<sup>rd</sup> ed.). Continuum international publishing group.
- Valley, A. K. (2009). *The curriculum: Theory and practice*. Sage Publication.
- Vivaldi, F. (2014). *Mathematical Writing*, School of mathematics science, The university of London. ISBN 978-1-4471-6527-9.

## M.Ed. Semester-IV

### ESS05C Mathematics Education – II

(In the Context of Secondary and Higher Secondary Education)

(3 Credits Theory + 1 Credit Practicum=4 Credits)

(80 Hours)

## Objectives

This course will enable students to:

- analyze different methods, approaches and techniques involve in mathematics with reference to current societal situation.
- understand the different problems in mathematics education.
- understand the changing scenario of mathematics education at school level.
- appreciate the different values inherent in mathematics as a subject.
- understand the importance of mathematics education for national and international harmony and peace.

## Unit-1 Pedagogy of Mathematics

- 1.1 Approaches of teaching mathematics
- 1.2 Methods of teaching mathematics
- 1.3 Techniques of teaching mathematics
- 1.4 Models of teaching mathematics

## Unit-2 Problems in teaching and learning of mathematics

- 2.1 Fear and Failure
- 2.2 Disappointing Curriculum
- 2.3 Crude Assessment
- 2.4 Inadequate Teacher Preparation
- 2.5 Other Systemic Problems



### **Unit-3 School mathematics in changing world**

- 3.1 School Mathematics as social classification,
- 3.2 Issues of equality and excellence in school mathematics,
- 3.3 Gender stereotypes in Mathematics,
- 3.4 Mathematics literacy and mathematics for all
- 3.5 Mathematics for future vs Mathematics for appreciation

### **Unit-4 Values and Mathematics Education**

- 4.1 Concept of value and value education
- 4.2 Development values through mathematics education, like, practical value, cultural values, disciplinary value etc.
- 4.3 Mathematics education and life skill development
- 4.4 Mathematics education and Sustainable development

### **Practicum (Any two of the following)**

- Seminar on gender sensitivity and mathematics education.
- Review of any three research studies conducted on development of value through mathematics education and prepares a report.
- Seminar on role of mathematics education in sustainable development.
- Critical analysis NCERT position paper on problems in mathematics education.
- Action research on relevance of holistic approach of teaching – learning in mathematics education.

### **References**

- Artigue, M. (2013). Teaching Mathematics in the Digital Era: Challenges and Perspectives. En Y. Baldin (Ed.), *Anais do VI HTEM. Universidade Federal de Sao Carlos*. <https://repensarlasmatematicas.files.wordpress.com/2014/01/s69-material-de-referencia- complementario.pdf>
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- National Council of Supervisors of Mathematics (2015), *Mathematics Education in the Digital Age*. Iris Project <https://www.mathedleadership.org/docs/resources/positionpapers/NCSMWhitePaper1.pdf>
- Parker, F. et al. (2017). Developing culturally responsive mathematics teachers: secondary teachers' evolving conceptions of knowing students, *J Math Teacher Educ* (2017) 20:385–407 DOI 10.1007/s10857-015-9328-5. <https://link.springer.com/content/pdf/10.1007%2Fs10857-015-9328-5.pdf>
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- Sidhu, K.S. (2006). *Teaching of mathematics*, (4<sup>th</sup> Rev. ed.). New Delhi: Sterling publisher.



## **M.Ed. Semester-II**

### **ESE06A Social Science Education- I**

**(In the Context of Elementary Education)**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to:

- develop an understanding about Meaning, concept, and scope of social science education.
- understand about various dimensions in social sciences.
- develop a rational understanding of the epistemological basis of social sciences and distinguish it from the natural sciences.
- analyze the changing trajectories of social science knowledge through the lens of subaltern and feminist studies.
- understand about the diverse societies and the changing trajectories of social science
- understand the evolution of social science knowledge as school subjects and their relevance in the contemporary context of a globalized world

#### **Unit-1 The Conceptual Framework of Social Science**

- 1.1 Concept and scope of social science
- 1.2 New Social Sciences - Economics, Sociology, Political Science, Social Psychology, History, Human Geography, Education: their genesis and point of view
- 1.3 Dimensions in social sciences: social thought, social change, social continuity and social progress.
- 1.4 Social Science as a body of knowledge and method of generating knowledge; distinction and dichotomies between natural sciences and social sciences.

#### **Unit-2 Epistemological bases of Social Science**

- 2.1 Emergence of modern science and its influence on the development of social science knowledge, disciplines, and method of enquiry
- 2.2 Influence and role of context of social science
- 2.3 Theory building in social science
- 2.4 Study of the contribution of the following to the development of social sciences: Herodotus, Gibbon, Adam Smith, and B.R. Ambedkar.

#### **Unit-3 Emergence of Social Science Education in Schools**

- 3.1 Rationales to study societies
- 3.2 Social science education in the context of developing nation-states, differing political and economic systems, and the historical and contemporary context of a globalized world
- 3.3 Historical development of the various disciplines of social science
- 3.4 Linkage of History and Civics to the development of the nation-state



## **Unit-4 Diverse Societies and the changing trajectories of social science**

- 4.1 Role of social sciences towards understanding and engaging with plural societies and social institutions
- 4.2 Geography in relation to exploration-discovery, colonialism, and imperialism
- 4.3 Social science and citizenship
- 4.4 Inter-disciplinary nature of social science at elementary level.

### **Practicum (Any two of the following)**

- Conduct a survey in the neighborhood and prepare a brief report on the resources available for teaching social science and present it.
- Application of specific methods of teaching-learning during field experience
- Organization of activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities in schools and prepare a report on it.
- Analysis of a social science syllabus or a textbook of elementary level.
- A detailed study of any one social science curriculum across the world.

### **References**

- Alan, J.S. (2003). *Social Studies for Secondary Schools: Teaching to learn, learning to teach*, New Jersey: Lawrence Erlbaum Associates, Mahwah.
- Arora, P (2014). *Exploring the Science of Society*. Journal of Indian Education. New Delhi: NCERT.
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- Lal, S. (2016). *Teacher Education: Ethical Issues and Social Responsibilities* in book entitled- *Ethical and Social Responsibility in the context of Indian Higher Education and Research*” P.p. 98-107. Published by Post Graduate Govt. College Chandigarh & National Association of Psychology Science-India.





NCERT (2001). *National Curriculum Framework for School Education*, Reprint Edition  
New Delhi: National Council of Educational Research and Training.

NCERT (2005). *National Curriculum Framework Review 2005 National Focus Group  
Position Paper on Teaching of Social Science*, New Delhi: National Council of  
Educational Research and Training.

NCERT (2006a), *Syllabi for Secondary and Higher Secondary Classes*. New Delhi:  
National Council of Educational Research and Training.

### **Web Resources**

[http: www.murzim.net/lp/lp.pdf](http://www.murzim.net/lp/lp.pdf)

[http://epathshala.nic.in/wp-content/doc/NCF/Pdf/social\\_sciencel.pdf](http://epathshala.nic.in/wp-content/doc/NCF/Pdf/social_sciencel.pdf)

## **M.Ed. Semester-III**

### **ESE06B Social Science Education- II**

**(In the Context of Elementary Education)**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

### **Objectives**

This course will enable students to:

- evaluate and assess the challenges in the development of social science curriculum selection and design at the elementary level.
- develop a critical understanding of social science curriculum and pedagogy and the debates around it.
- develop an in-depth analytical understanding of specific social science disciplinary knowledge and the need for developing an interdisciplinary lens to examine social realities.
- engage in the design of curriculum and text materials for teaching specific social science concepts – disciplinary as well as interdisciplinary.
- develop capacity to identify critical questions for enquiry in social science.
- evaluate and assess the teaching and learning processes and its valuable implications in the professional development of teachers.

### **Unit-1 Social Science at the elementary level**

- 1.1 Challenges in the development of social science curriculum selection and design at the elementary level.
- 1.2 General Approaches in the construction of social science curriculum: thematic organization, Interdisciplinary and multi-disciplinary.
- 1.3 Cross Cultural perspectives and issues in social science
- 1.4 Development of Critical Enquiry, Critical Thinking and Problem Solving in building perspectives of Teaching Social Science.

### **Unit-2 Pedagogical practices in Social Science Curriculum**

- 2.1 Social Science and Indian School Curricula in search of new directions
- 2.2 Review different Commissions/Committees Reports about Social Science



2.3 National Curriculum Frameworks-1975,1988, 2000 and 2005

2.4 Critical Review of Social Science Textbooks at the elementary level

### **Unit-3 Social Science Pedagogy**

3.1 Critical appraisal of approaches to teaching learning social sciences – behaviourist approach; constructivist approach; inter disciplinary approach, integrated approach; child-centred approach; environmental approach; the overlap between these approaches.

3.2 Methods and Techniques: Lecture, Dialogue, Question-Answers, Play way Method, Storytelling, Identifying and interpreting sources & data, Field trips & excursions, Dramatization, Archives & historical Sources, Video Shows, Current events, Cartographic techniques, time-line etc.

3.3 Instructional material for teaching social science: Time-lines & Genealogical charts, Maps & Globes, use of different types of Boards (Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Projector, Social science games and Power point presentation etc.

3.4 Development of Lesson Plan of social science at the elementary level.

### **Unit-4 Evaluation and Professional Development of Social Science Teacher**

4.1 Challenges in evaluation: Assessing learners' perspectives on various social issues, Assessing learners' action for a social change at the individual level.

4.2 Formative, Summative, Continuous and Comprehensive, Assessment at different stages.

4.3 Social Science Teacher as A Reflective Practitioner

4.4 In-Service Teacher Development Programmes at the elementary level.

### **Practicum (Any two of the following)**

- Organization of activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities in schools
- Organizing field trips as learning experience
- Establishment and Enrichment of Social Science Resource Centre
- Engagement and reporting with curriculum policies/documents and curriculum frameworks.
- Critical appraisal of existing social science curriculum and textbook at the elementary school level

### **References**

Alan, J. Singer (2003). *Social Studies for Secondary Schools: Teaching to learn, learning to teach*, New Jersey. Lawrence Erlbaum Associates, Mahwah.

Arora & Awasthy (2003). *Political theory*, New Delhi: Haranand Publication.

Arora, G. L. (1988), *Curriculum and Quality in Education*, New Delhi: NCERT.

Arora, P. (2014). *A Democratic Classroom for Social Science*, Project Report. New Delhi: University of Delhi.

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Batra, P. (Ed.). (2010). *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: Sage Publications India.

Ferris, J. Pamela (2003). *Elementary and Middle School Social Studies: Interdisciplinary*



- instructional approach*, New York: McGraw Hills.
- Gallanvan & Kottler, Ellen (2008). *Secrets to success for social studies teachers*, Thousand Oaks: Crowin Press, Sage Publication.
- George, A. M. & Madan, A. (2009). *Teaching Social Science in Schools*. New Delhi: Sage Publications India.
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- GOI (2005). *Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System: A Report, Committee of the Central Advisory Board of Education*, New Delhi: Ministry of Human Resource Development.
- Kirkpatrick, E. (1997). *Foundation of Political Science: Research, Methods and Scope*. New York: The free press.
- Lal, S. (2016). *Teacher Education: Ethical Issues and Social Responsibilities* in book entitled- *Ethical and Social Responsibility in the context of Indian Higher Education and Research*” p.p. 98-107. Chandigarh: Post Graduate Govt. College Chandigarh & National Association of Psychology Science-India.
- Pathak, A. (2002). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, New Delhi: Rainbow Publishers.
- Popper, K. (1971). *The Open Society and its Enemies*. Princeton University Press.
- Zevin, J. (2000). *Social studies for the twenty first century*. London: Lawrence Erlbaum Associates Publishers,

#### **Web Resources**

[http: www.murzim.net/lp/lp.pdf](http://www.murzim.net/lp/lp.pdf)

[http://epathshala.nic.in/wp-content/doc/NCF/Pdf/social\\_sciencel.pdf](http://epathshala.nic.in/wp-content/doc/NCF/Pdf/social_sciencel.pdf)

#### **M.Ed. Semester-IV**

### **ESE06C Social Science Education- III**

**(In the Context of Elementary Education)**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to:

- aims of Teaching Social Science at the elementary school level
- understand the various issues and challenges in teaching-learning of social science.
- develop capacities to draw upon social science knowledge to help school students develop an analytic perspective of society and the disposition towards social justice.
- develop and understand educational technological role in imparting social science education at elementary level.
- fins new trends and areas related to research in social science.

#### **Unit-1 Aims of teaching Social Science**

- 1.1 Social Science in a democratic secular country
- 1.2 Place of Social Science in elementary level curriculum
- 1.3 Appreciation and expression of social change and social justice.
- 1.4 Understanding of social reality at the elementary level.



## **Unit-2 Issues and Challenges in Teaching-Learning of Social Science**

- 2.1 Pre-conceptions and misconceptions in Social Science
- 2.2 Social Science as an integrated subject
- 2.3 Critical pedagogy in social science
- 2.4 Democratic Classroom

## **Unit-3 Educational Technology in Social Sciences**

- 3.1 Concerns in Teaching Social Science: Diversity and Special Needs
- 3.2 Effective use of print media and audio-visual materials for social science
- 3.3 Integration of ICT (Information and Communication Technologies) in teaching learning process of social science
- 3.4 Development of CAI (Computer Assisted Instruction) and PLM at the elementary level.

## **Unit-4 Research and Enrichment of Social Science**

- 4.1 Social Science Teacher: Personality, Outlook and reflective Practitioner
- 4.2 Researches in Pure Social science, Semi social science with social implications
- 4.3 Undertaking research activities in social science – identification of issues and methods.
- 4.4 Innovations in Social Science Education at secondary level like: Local Crafts and Museums, Eklavya's Textbook etc.

### **Practicum (Any two of the following)**

- Celebrate a Social Science week and prepare a report on it.
- Visit a nearby museum or center of arts and crafts and prepare a report on it.
- Encouraged to watch the night sky, observe the phases of the moon, note the timings of sunrise and sunset, describe the duration of day and night, and record their experiences and observations in a journal.
- Visit to historical monuments and sketch these monuments and write about them.
- Watch and reporting on different videos related with different situations, problems, Issues and events related to the education in general and society like: Satyamev Jayate, Sugata Mitra experiments on self-Learning, Hiware Bazar, Barefoot College, India Untouchable etc.
- Develop an Action Research Plan on a problem related to teaching and learning in Social Science
- Adapt teaching learning materials at the elementary level
- Develop questions and achievement tests in social science

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### Web Resources

<http://www.murzim.net/lp/lp.pdf>

[http://epathshala.nic.in/wp-content/doc/NCF/Pdf/social\\_sciencel.pdf](http://epathshala.nic.in/wp-content/doc/NCF/Pdf/social_sciencel.pdf)

## M.Ed. Semester-II

### ESS06A Social Science Education- I

(In the Context of Secondary and Higher Secondary Education)

(3 Credits Theory + 1 Credit Practicum= 4 Credits)

(80 Hours)

### Objectives

This course will enable students to

- develop an understanding about Meaning, concept, and scope of social science education.
- understand about various dimensions in social sciences.



- develop a rational understanding of the epistemological basis of social sciences and distinguish it from the natural sciences.
- analyze the changing trajectories of social science knowledge through the lens of subaltern and feminist studies.
- understand about the diverse societies and the changing trajectories of social science
- understand the evolution of social science knowledge as school subjects and their relevance in the contemporary context of a globalized world

### **Unit-1 The Conceptual Framework of Social Science**

- 1.1 Concept and scope of social science
- 1.2 New Social Sciences - Economics, Sociology, Political Science, Social Psychology, History, Human Geography, Education: their genesis and point of view
- 1.3 Dimensions in social sciences: social thought, social change, social continuity and social progress
- 1.4 Social Science as a body of knowledge and method of generating knowledge; distinction and dichotomies between natural sciences and social sciences.

### **Unit-2 Epistemological bases of Social Science**

- 2.1 Emergence of modern science and its influence on the development of social science knowledge, disciplines and method of enquiry
- 2.2 Influence and role of context of social science
- 2.3 Theory building in social science
- 2.4 Study of the contribution of the following to the development of social sciences: Herodotus, Gibbon, Adam Smith and B.R. Ambedkar.

### **Unit-3 Emergence of Social Science Education in Schools**

- 3.1 Rationales to study societies
- 3.2 Social science education in the context of developing nation-states, differing political and economic systems, and the historical and contemporary context of a globalized world
- 3.3 Historical development of the various disciplines of school social science
- 3.4 Linkage of History and Civics to the development of the nation-state

### **Unit-4 Diverse Societies and the changing trajectories of social science**

- 4.1 Role of social sciences towards understanding and engaging with plural societies and social institutions
- 4.2 Geography in relation to exploration-discovery, colonialism and imperialism
- 4.3 Social science and citizenship
- 4.4 Inter-disciplinary nature of social science at secondary and higher secondary level in India.

### **Practicum (Any two of the following)**

- Conducting a survey in the neighborhood and preparation of a brief report on the resources available for teaching social science and presentation
- Application of specific methods of teaching-learning during field experience



- Organization of activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities in schools
- Analysis of a social science syllabus or a textbook of elementary level.
- A detailed study of any one social science curriculum across the world.

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[http://epathshala.nic.in/wp-content/doc/NCF/Pdf/social\\_sciencel.pdf](http://epathshala.nic.in/wp-content/doc/NCF/Pdf/social_sciencel.pdf)



## **M.Ed. Semester-III**

### **ESS06B Social Science Education- II**

**(In the Context of Secondary and Higher Secondary Education)**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to:

- evaluate and assess the challenges in the development of social science curriculum selection and design at secondary and higher secondary level in India.
- develop a critical understanding of school social science curriculum and pedagogy and the debates around it.
- develop an in-depth analytical understanding of specific social science disciplinary knowledge and the need for developing an interdisciplinary lens to examine social realities.
- engage in the design of curriculum and text materials for teaching specific social science concepts – disciplinary as well as interdisciplinary.
- develop capacity to identify critical questions for enquiry in school social science.
- evaluate and assess the teaching and learning processes and its valuable implications in the professional development of teachers

#### **Unit-1 Social Science at secondary and higher secondary level**

- 1.1 Challenges in the development of social science curriculum selection and design at secondary and higher secondary level in India.
- 1.2 General Approaches in the construction of social science curriculum: thematic organization: Interdisciplinary and multi disciplinary.
- 1.3 Cross Cultural perspectives and issues in social science
- 1.4 Teaching of Social Science: Development of Critical Enquiry, Critical Thinking and Problem Solving in building perspectives in Social Science.

#### **Unit-2 Pedagogical practices in Social Science Curriculum**

- 2.1 Social Science and Indian School Curricula in search of new directions
- 2.2 Review different Commissions/Committees Reports about Social Science
- 2.3 National Curriculum Frameworks-1975, 1988, 2000 and 2005
- 2.4 Critical Review of Social Science Textbooks at secondary and higher secondary level.

#### **Unit-3 Social Science Pedagogy**

- 3.1 Critical appraisal of approaches to teaching learning social sciences – behaviourist approach; constructivist approach; inter disciplinary approach, integrated approach; child-centred approach; environmental approach; the overlap between these approaches.
- 3.2 Methods and Techniques: Lecture, Dialogue, Question-Answers, Discussion, Problem Solving, Project, Storytelling, Identifying and interpreting sources & data, Field trips &





excursions, Dramatization, Archives & historical Sources, Video Shows, Current events, Cartographic techniques, time-line, other activities.

3.3 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, use of different types of Boards (Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games. and Power point presentation.

3.4 Development of Lesson Plan at secondary and higher secondary level.

#### **Unit-4 Evaluation and Professional Development of Social Science Teacher**

4.1 Challenges in evaluation: Assessing learners' perspectives on various social issues, Assessing learners' action for a social change at the individual level.

4.2 Formative, Summative, Continuous and Comprehensive, Assessment at different stages.

4.3 Social Science Teacher as A Reflective Practitioner

4.4 In-Service Teacher Development Programmes at secondary and higher secondary level.

#### **Practicum (Any two of the following)**

- Organization of activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities in schools
- Organizing field trips as learning experience
- Establishment and Enrichment of Social Science Resource Centre
- Enrichment of the subject areas like geography, history, political and social life and economics.
- Engagement with curriculum policies/documents and curriculum frameworks.
- Critical appraisal of existing social science curriculum and textbook at secondary and higher secondary level.

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#### **M.Ed. Semester-IV**

### **ESS06C Social Science Education- III**

**(In the Context of Secondary and Higher Secondary Education)**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to

- know the aims of Teaching Social Science at secondary and higher secondary level.
- understand the various issues and challenges in teaching-learning of social science.
- develop capacities to draw upon social science knowledge to help school students develop an analytic perspective of society and the disposition towards social justice.
- develop and Understand Educational Technological role in imparting social science Education at secondary and higher secondary level.
- Explore the new trends and areas related to research in social science.

#### **Unit-1 Aims of teaching Social Science**

- 1.1 Social Science in a democratic secular country
- 1.2 Place of Social Science in elementary level curriculum
- 1.3 Appreciation and expression of social change and social justice.
- 1.4 Understanding of social reality at secondary and higher secondary level.

#### **Unit-2 Issues and Challenges in Teaching-Learning of Social Science**

- 2.1 Pre-conceptions and misconceptions in Social Science
- 2.2 Social Science as an integrated subject
- 2.3 Critical pedagogy in social science
- 2.4 Democratic Classroom



### **Unit-3 Educational Technology in Social Sciences**

- 3.1 Concerns in Teaching Social Science: Diversity, Gender and Special Needs
- 3.2 Integration of ICT (Information and Communication Technologies) in teaching learning process of social science
- 3.3 Effective use of print media and audio-visual materials for social science education
- 3.4 Development of CAI (Computer Assisted Instruction) and PLMat secondary and higher secondary level.

### **Unit-4 Research and Enrichment of Social Science**

- 4.1 Social Science Teacher: Personality, Outlook and reflective Practitioner
- 4.2 Researches in Pure Social science, Semi social science with social implications
- 4.3 Undertaking research activities in social science – identification of issues and methods.
- 4.4 Innovations in Social Science Education at secondary level like: Local Crafts and Museums, Eklavya's Textbook etc

### **Practicum (Any two of the following)**

- Celebrating Social Science week.
- Students may be taken out to visit a nearby museum or center of arts and crafts.
- Encouraged to watch the night sky, observe the phases of the moon, note the timings of sunrise and sunset, describe the duration of day and night, and record their experiences and observations in a journal.
- Visit to historical monuments and sketch these monuments and write about them.
- Watch and reporting on different videos related with different situations, problems, Issues and events related to the education in general and society like: Satyamev Jayate, Sugata Mitra experiments on self-Learning, Hiware Bazar, Barefoot College, India Untouchable
- Develop an Action Research Plan on a problem related to teaching and learning in Social Science
- Adapt teaching learning materials at secondary and higher secondary level.
- Develop questions and achievement tests in social science

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## M.Ed. Semester-I

### Enhancement of Professional Competencies (EPC)

#### EPC01 Communication and Expository Writing

(Credit: 1) Max. Marks: 30

Sessional Evaluation: 30

#### Objectives

This course will enable the students to:

- use of Information and Communication Technology (ICT) for effective communication.
- enhance the ability to listen and comprehend the conversation face to face or in groups.
- enhance the ability to speak and explain ideas face to face, in groups or before an audience.
- enhance the ability to read various academic and general writings.
- enhance the ability to develop the writing skill and expository writing skill.
- implement their knowledge of communication skill in discussion and daily life.

#### Content

- 1.1 Communication: Meaning, Nature and components of effective communication and Role of ICT in effective communication.
  - 1.1.1 Communication skills: Meaning, concept and components of effective communication & strategy of effective communication.
  - 1.1.2 Listening skill: meaning, concept and importance of listening skills, academic listening(lecturing) listening to talk and presentation. Asking for and giving information, giving instruction, listening for tone/mood and attitude at the other end, handling the stations especially trouble shooting, teleconferences, tele-interviews handling and Internet based communication.
  - 1.1.3 Reading skill: meaning, concept and importance of reading skills. Academic & scientific reading and reading on electronic media for comprehension and presentation.
- 1.2 Expository writing: Meaning, Concept, Types, and tips for effective expository writing.

#### Practicum/Field Work (Any one of the following)

- Participation in workshop/seminar/conference on Development of Expository Writing skills or Communication skills and submit a report on it.
- Write a report on any one selected content of expository skill.
- Write a report on any one educational topic given in TED/ TEDx-Talks.

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### Web Resources

- <http://networketiquette.net/>
- [http://users3.ev1.net/~pamthompson/body\\_language.htm](http://users3.ev1.net/~pamthompson/body_language.htm)
- <http://www.albion.com/netiquette/corerules.html>
- [http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1535\\_questionanswer/page15.s](http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1535_questionanswer/page15.s)
- <http://www.colostate.edu/Depts/Speech/rccs/theory44.html>
- <http://www.dailywritingtips.com/>
- <http://www.englishdaily626.com/c-errors.php>
- <http://www.indiabix.com/group-discussion/topics-with-answers/>
- <http://www.owl.net.rice.edu/~cainproj>
- <http://www.thehumorsource.com>
- <http://zzyx.ucsc.edu/~archer/intro.html>
- <https://public.wsu.edu/~brians/errors/>



## M.Ed. Semester-III

### EPC02 Academic Writing

(CREDIT: 2) Max. Marks: 60

Sessional Evaluation:60

#### Objectives

This course will enable the students to:

- enhance their listening & writing skill.
- present effective lecture after enhancing their listening skills.
- write or draft on academic writing (references, proposals, review of related literature, synopsis, dissertation, documents related to educational policies, etc.).
- use & differentiate different kinds of writings and writing styles.
- reflect on essential requirements of academic writing & distinguish a good academic writing from general writings.
- analyse academic sources and how to refer to them.
- cite a source, paraphrase and acknowledge the source & edit one's own writing.

#### Content

- 1.1 Meaning, concept, and nature of various kinds of academic writings and writing styles.
- 1.2 Meaning, type, references and analysis of academic sources, style of citing a source, paraphrase and acknowledging the source & editing one's own writing.
- 1.3 Writing Skills: Essential components of writing skills, writing standard, report writing, Email drafting and Etiquettes, preparing agenda and writing minutes for meeting, making notes on any academic conversations, Academic SMS writing and documentation. Adaptation & text selection, academic articles and content writing on like web page, network, blog and academic matters on social media such as FB, Twitter, LinkedIn, etc.
- 1.4 Career Skills: Applying for job, covering letters, resume and effective profiling, interviews, group discussion intrapersonal/ interpersonal skills problem solving, inking, negotiation skill. Newspaper writing, public speech writing, academic proposal, developing story by listening.

#### Practicum/Field Work (Any two of the following)

- Write an essay on any topic of your interest, then acknowledge the source & edit one's own writing in minimum 2000 words.
- Prepare a report on any one event being organized by School of Education or Central University of Gujarat.
- Draft your resume in three different styles.
- Write a report in the context of writing skills on any one educational article published in Hindi/English newspaper.

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### Web Resources

- <http://networketiquette.net/>
- [http://users3.ev1.net/~pamthompson/body\\_language.htm](http://users3.ev1.net/~pamthompson/body_language.htm)
- <http://www.albion.com/netiquette/corerules.html>
- [http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1535\\_questionanswer/page15.s](http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1535_questionanswer/page15.s)
- <http://www.colostate.edu/Depts/Speech/rccs/theory44.html>
- <http://www.dailywritingtips.com/>
- <http://www.englishdaily626.com/c-errors.php>
- <http://www.indiabix.com/group-discussion/topics-with-answers/>
- <http://www.owl.net.rice.edu/~cainproj>
- <http://www.thehumorsource.com>
- <http://zzyx.ucsc.edu/~archer/intro.html>
- <https://public.wsu.edu/~brians/errors/>





## M.Ed. Semester-IV

### EPC03 Self-Development

(CREDIT: 1) Max. Marks: 30

Sessional Evaluation: 30

#### Objectives

This course will enable the students to:

- know oneself and through that knowing entire existence.
- make self-exploration and self-evolution.
- recognize one's relation with every unit in existence and fulfilling it.
- know human conduct, human character and to live accordingly.
- being in harmony in oneself and in harmony with entire existence.
- understand the linkages between the self and professional practice.

#### Content

1. Yogic concept of personality – Panchkosh, Gunas-Sattva and Rajas and Tamas
2. Role of yoga in the development of personality
3. Yogic perspective of Holistic health
4. Self-management - Basic understanding of self-management, cooperation and competition
5. Stress management – Type of stress, stress & personality and stress management through yoga
6. Human skills and yoga
7. Willpower, self-confidence and its improvement through yoga

#### Practicum/Field Work

There are certain aspects which can be better and appropriately learnt in the Yoga Institutions. Therefore, it is recommended that the department may find mechanism to see that the student-teachers get attached with any Yoga institute / Instructor as an intern for a certain period which may be a few days, depending upon the availability and suitability of time period and available other resources. The student-teacher as an intern should observe, record in your reflective journal/diary and submit a report on it.

#### Pedagogy

Self-development through Yoga & workshops.

#### References

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## **M.Ed. Semester-IV**

### **OT01A Educational Measurement and Evaluation**

**03 Theory + 01 Practicum = 04 Credits**

**80 Hours**

#### **Objectives**

After studying the course students will be able to:

- develop critical understanding about the concept of assessment, measurement and evaluation in educational framework.
- analyze and comprehend various types of items and their development with reference to their objective domains and applications.
- understand the purpose of standardization of test.
- understand the different statistical techniques and its importance in data analysis.

#### **Unit-1 Assessment, Measurement and Evaluation**

- 1.1 Concept of educational evaluation, measurement, and assessment
- 1.2 Relation between educational objectives, learning experiences and learning outcomes.
- 1.3 Different Types of Evaluation: formative, summative and diagnostic
- 1.4 Concept of internal and external assessment - merits and demerits
- 1.5 Concept of portfolio assessment

#### **Unit-2 Achievement test and Standardization**

- 2.1 Meaning of standardized test and Construction of Achievement Tests
- 2.2 Need of standardized tools of measurement
- 2.3 Steps involve in developing a standardized test.
- 2.4 Establishing the quality of a developed test - Validity and Reliability of a tool / test.

#### **Unit-3 Tools and Techniques of measurement and Evaluation**

- 3.1 Testing tools and techniques: written test, oral test, projective techniques, etc.
- 3.2 Non-testing tools and techniques: observation, interview, etc.

#### **Unit-4 Trends in measurement and Evaluation**

- 4.1 Recent trends in Assessment, Measurement and Evaluation
- 4.2 Current practices in assessment at different levels of educational system
- 4.3 Digitization of evaluation system
- 4.4 Examination reforms at various levels of education

#### **Practicum (Any two of the following)**

- Develop a test and develop appropriate norms of a test.
- Administration of any one standardized tool and its reporting.
- Prepare an interview schedule for the secondary school teachers and principals in the context of examination reforms.



- Review any two research studies and submit a report on the establishment of validity and reliability of tools used in the respective research.

## References

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## **M.Ed. Semester-IV**

### **OT01B Environmental Education**

**03 Theory + 01 Practicum = 04 Credits  
(80 Hours)**

#### **Objectives**

After completing the course students will be able to:

- understand the meaning, nature and importance of Environmental Education
- understand and acquire the teaching methods and skills of teaching Environmental Education
- understand the ways and means of environmental protection
- understand the role of various agencies in creating environmental awareness

#### **Unit-1 Introduction to Environmental Education**

- 1.1 Meaning, need for and importance of Environmental Education; historical background of Environmental Education
- 1.2 Principles of Environmental Education.
- 1.3 Objectives of Environmental Education
- 1.4 Role of Environmental Education in creating awareness, attitude, motivation, and commitment towards environment.

#### **Unit II: Environmental Education: Curriculum and Training**

- 2.1 Methods, strategies and techniques for teaching Environmental Education.
- 2.2 Environmental Education curriculum at various school stages.
- 2.3 Skills and competences of the teacher for transacting Environmental Education
- 2.4 Teacher Training for Environmental Education, Role of Central & State Government in training.

#### **Unit III: Environmental Hazards**

- 3.1 Causes and effects of environmental hazards
- 3.2 Environmental pollution (soil pollution, water pollution, air pollution, noise pollution, light pollution) and its remedial measures.
- 3.3 Green House effect-an impending catastrophe
- 3.4 Environmental threats: Ozone layer depletion, acid rain, global warming, polar melting, rising of sea level (implications and remedial measures).

#### **Unit IV: Environmental Awareness and Role of Agencies**

- 4.1 Salient features and strategies for environmental awareness through education.
- 4.2 Environmental ethics: concept and need
- 4.3 Role of Media in Environmental Education.
- 4.4 Role of CEE and UNO Agencies for Climatic Changes: UNEP, IPCC and UNFCCC.



**Practicum (Any two of the following):**

- Prepare a report on Disaster management training and education
- Conduction of environmental awareness drive in industrial areas
- Visit to any environmental protection unit and write a report
- Comparative analysis of state board and central board school environmental curriculum of primary section.

**References**

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## **M.Ed. Semester-IV**

### **OT01C Human Rights and Legal Education**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to:

- understand the concept of human rights
- understand the importance of human rights in national and international context
- understand the role of teachers in promoting human rights
- understand the concept of values
- understand the importance of value education
- appreciate the need & importance of Human Rights Education.
- understand correlative nature of Peace, Human Rights and International Understanding.
- analyse the need for Peace Education to foster National and International Understanding.
- understand the role of teachers in promoting value education Course Contents

#### **Unit-1 Conceptual and Theoretical Understanding of Human Rights**

- 1.1 Introduction to the concept of Human Rights.
- 1.2 Human Rights Education: Meaning, need, and scope.
- 1.3 Principles and Theories of Human Rights.
- 1.4 Agencies of Human rights Education: School, Family, Community.
- 1.5 Teaching Learning Process in Human Rights Education through Curricular and co-curricular activities.

#### **Unit-2 Human Rights in National and International Context**

- 2.1 Human Rights in national and international context
- 2.2 Promotion and Protection of Human Rights and Prevention of its Violations
- 2.3 Human Rights, Peace, Non-Violence, and Conflict Resolution
- 2.4 Human Rights of Women and Children- provisions and violations
- 2.5 Agencies for protection and promotion of human rights including UN, central and state governments, NGOs

#### **Unit-3 Role of Teachers in Human Rights Education**

- 3.1 Human rights teaching at School, College and University Levels.
- 3.2 Teaching and training for human rights education.
- 3.3 Role of teachers in promoting human rights.
- 3.4. Challenges faced by teachers in imparting human rights education.

## Unit-4 Legal Rights

### 4.1 Concept and Scope of Legal Rights

### 4.2 Legal Rights – Meaning, nature and its relevance relating to the present global scenario, - Different sources of Rights: Philosophical, Religious, Social and Psychological.

### 4.3 Fundamental Rights

### 4.4 Role of different organizations like UNESCO with reference to legal rights.

## Practicum (Any two of the following):

- Reflect and prepare a report on conflict resolution in a classroom through Peaceful negotiation.
- Study of the Delors Commission Report for conceptual understanding of the four pillars and prepare a report on it.
- Prepare an activity chart for Primary/Secondary/Senior Secondary/Higher Education stage to impart Human rights and Peace Education through the Curriculum.
- A Book or Documentary Film review in the area of Peace and Human Rights education.
- Prepare a field report on Human Rights Education in schools.
- Prepare a report on human rights related issues highlighted in recent news.
- Analyze the value preferences of a chosen group.
- Write a report on values promoted through textbooks of various schools.

## References

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## Web Resources

- <http://www.un.org/en/sections/issues-depth/human-rights/>
- <https://www.unicef.org/>
- <https://www.en.unesco.org/>





## **M.Ed. Semester-IV**

### **OT01D Comparative Education**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to:

- develop understanding about comparative education, its conceptual framework and relevance.
- critically examine the different approaches in comparative education.
- acquire knowledge to examine the education systems in relation to other countries and international standards.
- comprehend the system of education in India and other countries like USA, China and Finland etc in particular.
- improve the skills necessary for working with international databases, to critically reflect and to analyse the educational systems from a comparative perspective.
- suggest various qualitative measures to improve the quality of Indian education system.

#### **Unit-1 Conceptual Framework of Comparative Education**

- 1.1 Comparative Education- nature, need, scope and importance.
- 1.2 History and development of comparative education
- 1.3 Approaches of comparative education-Historical, Cross/multi-disciplinary, Sociological, Quantitative/Scientific and Issue Oriented Approach.
- 1.4 The factors determining the education system of a country.

#### **Unit-2 Innovation, Intervention and Globalisation/Localisation**

- 2.1 Innovations and changes in education in India and across the Globe
- 2.2 Macro-Micro levels of Comparison
- 2.3 Role of NGO and Private Intervention in Education
- 2.4 Influence of international agencies and professional societies like UNESCO, BRICS, EU, IECD, World Bank, WCCES (World Council of Comparative Education Societies), CIES (Comparative and International Education Society), etc. on educational policy in general.

#### **Unit-3 School Education and Teacher Education in India, USA, and UK.**

- 3.1 Primary, Secondary/Higher Secondary and Teacher Education in India and USA.
  - 3.1.1 Primary Education in India and USA
  - 3.1.2 Secondary Education in India and USA
  - 3.1.3 Higher Secondary Education in India and USA
  - 3.1.4 Teacher Education in India and USA
- 3.2 Primary, Secondary/Higher Secondary and Teacher Education in India and UK.
  - 3.2.1 Primary Education in India and UK
  - 3.2.2 Secondary Education in India and UK
  - 3.2.3 Higher Secondary Education in India and UK
  - 3.2.4 Teacher Education in India and UK



#### **Unit-4 Primary, Secondary, Higher Secondary and Teacher Education in India, China, and Finland**

4.1 Primary, Secondary/Higher Secondary and Teacher Education in India and China.

4.1.2 Primary Education in India and China

4.1.3 Secondary Education in India and China

4.1.3 Higher Secondary Education in India and China

4.1.4 Teacher Education in India and China

4.2 Primary, Secondary/Higher Secondary and Teacher Education in India and Finland

4.2.1 Primary Education in India and Finland

4.2.2 Secondary Education in India and Finland

4.2.3 Higher Secondary Education in India and Finland

4.1.4 Teacher Education in India and Finland

#### **Practicum (Any two of the following):**

- Study the article published in the journal related to Comparative Education and write a report on it.
- Study the article published in the journal related to Comparative Education and write about its implications to Indian education system.
- Visit Shodhganga repository and do a comparative analysis of research studies on comparative education.
- Prepare a report on Comparative Education of pre-service teacher education programme at secondary stage in Bangladesh, India, Pakistan and Sri Lanka.
- Prepare a report on the comparative education in India and Australia in the context of Primary/Secondary/Higher Secondary/Teacher education.
- Prepare a report on the comparative education in India and Canada in the context of Primary/Secondary/Higher Secondary/Teacher education.
- Prepare a report on the comparative education in India and Singapore in the context of Primary/Secondary/Higher Secondary/Teacher education.
- Prepare a report on the comparative education in India and Sweden in the context of Primary/Secondary/Higher Secondary/Teacher education.
- Prepare a report on the comparative education in India and Japan in the context of Primary/Secondary/Higher Secondary/Teacher education.
- Prepare a report on the comparative education in India and UK in the context of Primary/Secondary/Higher Secondary/Teacher education.

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## **M.Ed. Semester-IV**

### **OT01E Democratic Education**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to:

- understand the democracy and education.
- explore the question of the actual and potential connections between democracy and education.
- explore the practical implications of different theories of democracy for the practice of education in both formal and non-formal settings (e.g., in schools and communities).
- gain knowledge of the historical, political, legal, and multicultural foundations of education in the India with comparisons to other national and cultural settings.
- acquire strategies for constructing critiques that uncover underlying social forces shaping educational arrangements, practices, policies, or stances.
- develop a critical perspective regarding the role of education, families, and youth in a pluralistic, democratic society.
- construct a vision of themselves as collaborative leaders for social justice.

#### **Unit-1 Democracy and Education**

- 1.1 Democracy: Meaning, Scope, Values, Salient features of democracy and education.
- 1.2 Inter-relationship between Democracy and Education.
- 1.3 Democratization of Education
- 1.4 Functions of the School in a Democratic Society.
- 1.5 Children's rights regarding democracy.

#### **Unit-2 Conceptual and Theoretical Understanding of Human Rights**

- 2.1 Introduction to the concept of Human Rights
- 2.2 Principles and Theories of Human Rights
- 2.3 Democracy and Human Rights

#### **Unit-3 Democratic underpinning in education**

- 3.1 Applications of democratic principles in education.
- 3.2 Critical examination of democratic theory and its implications for the civic education roles and contributions of teachers, adult educators, community development practitioners, and community organizers.

#### **Unit-4 Issues in Democratic education**

- 4.1 Role of Indian public schools in creating a citizenry for a democratic society.
- 4.2 Democratic societies and the role of education in these societies—John Dewey, Amy Gutmann and Iris Marion Young.
- 4.3 Issues in Indian education—(de)segregation, education and gender—to consider how these theories function in practice and policy.
- 4.4 Education for national integration.
- 4.5 Educational for secularism.



### Practicum (Any two of the following)

- Prepare a report based on a survey of any one of the nearby schools to identify democratic climate of the school.
- Study the awareness among the school children about their rights and responsibilities enshrined in constitution of India and prepare a report.
- Visit a nearby NGO working in the field of Human rights and prepare a report.
- Visit any one renowned community worker and prepare a report on his/her work for the betterment of the society.
- Visit a school and prepare a report on the segregation, education and gender issues.
- Study the awareness among the school children about secularism and prepare a report.
- Reflect and prepare a critical review report on Democratic societies and the role of education in these societies.
- Critically examine the democratic theory and its implications for the civic education and and prepare a critical review report.
- Prepare an activity chart for Primary/Secondary/Senior Secondary/Higher Education stage to impart Democratic Education through the Curriculum.
- A Book or Documentary Film review in the area of Democratic Education.

### References

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## **M.Ed. Semester-IV**

### **OT01F Educational Management, Administration and Leadership**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to:

- understand the concept of educational management, administration and leadership.
- analyze the functions of educational administration.
- analyze the different levels of educational administration.
- improve the individual performance as educational management, administration and leadership.
- enhance the effectiveness and efficiency of educational organizations.

#### **Unit-1 Educational Management: conceptual background**

- 1.1 Meaning and definition of management
- 1.2 Educational management
- 1.3 Distinction between educational administration and educational management
- 1.4 Constituents of educational management
- 1.5 Theories: Scientific management (F.W Taylor), Bureaucratic model (Max Weber)

#### **Unit-2 Educational administration: conceptual background**

- 2.1 Meaning, definition and scope of educational administration
- 2.2 Relationship between education and educational administration
- 2.3 Functions and principles of educational administration
- 2.4 Theories: Human relations approach (Hawthorne studies), Behavioural science approach (Douglas MCGregor)

#### **Unit-3 Leadership: Concept and Theories**

- 3.1 Meaning and definitions of leadership
- 3.2 Leading vs. Managing
- 3.3 Types of leadership
- 3.4 Leadership theories - Participative theory and Situational leadership theory (Hersey and Blanchard)

#### **Unit-4 Multi level educational administration: School**

- 4.1 District level administration
- 4.2 State level administration
- 4.3 Central level administration

#### **Practicum (Any two of the following):**

- SWOC analysis of any one TEI with reference to functions of administration
- Write a report about the “hole in the wall” initiative.



- Analyse and present a report on NIEPA.
- Analyse the best practices of administration and management in different boards of school education.
- Prepare a report on the management and administration in Navodaya Vidyalayas / Sainik schools.
- Visit a KV school and prepare a detailed report on their educational management, administration, and teaching – learning process.
- Visit [www.inshodh.org](http://www.inshodh.org) an initiative of IIM-A; study the innovations and develop a report related to school administration and management.

## References

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- Varghese N.V. (1987). *Set of Modules on District Planning in Education*. New Delhi. NUEPA.
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## Web resources

<https://www.alleducationschools.com/teaching-careers/educational-administration/>

<https://www.emerald.com/insight/publication/issn/0957-8234>

<https://minerva-access.unimelb.edu.au/handle/11343/36959>

<https://borgenproject.org/topic-1-introduction-to-human-resources-management/>





## **M.Ed. Semester-IV**

### **OT01G Value and Peace Education**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)**

**(80 Hours)**

#### **Objectives**

This course will enable students to:

- develop the understanding of concept, need for and importance of Value Education
- appreciate the Panchakosha theory of values and its implication to education in present scenario.
- understand the nature of values, moral values, moral education and to differentiate such values from religious education and moral training.
- develop the personal growth and development through value and peace education
- understand the current challenges of teacher education in context with the introduction of education for peace harmony.
- orient students with social, national, and global perspective on peace and value education.
- orient the students with various intervention strategies for value and peace education.

#### **Unit-1 Conceptual Framework: Value and Peace Education**

- 1.1 Value Education- its purpose and significance in the present world.
- 1.2 Concept of Peace and Peace Education, Aims and Objectives of Peace
- 1.3 Status of peace education in the curriculum and importance of peace education.
- 1.4 Panchakosha theory of Values and its implication to education in present scenario.

#### **Unit-2 Sources and Social Agencies in Value and Peace Education**

- 2.1 Sources of Value Education- Literature, Autobiography and Biography of Great People, Religious literature- Vedas, Bhagavadgita and Satsang, etc.
- 2.2 Techniques of inculcating Values in Life- Ashtangayoga (Yama, Niyama, Asana, Pranayama, Prathyahara, Dhyana, Dharana, and Samadhi)
- 2.3 Education for peace and global consciousness: Role of UNO and SAARC in promoting peace and global consciousness.
- 2.4 Role of teacher, Family, Religion, Educational Institutions, Mass Media (Print and Electronic) and social media in Value and Peace Education.

#### **Unit-3 Personal Growth and Development through Value and Peace Education**

- 3.1 Learning to Live Together through moral development.
- 3.2 Cognitive and social development through Value and Peace Education
- 3.3 Co-curricular activities for Value and Peace Education
- 3.4 Role and functions of Mahatma Gandhi Institution for Peace and Sustainable Development (MGIEP).



## Unit-4 Social, National and Global Perspective on Peace and Value Education

### 4.1 Nationalism & Internationalism

### 4.2 Needs for developing International Understanding about values and Peace Education

### 4.3 Guiding principles for education for International Understanding and peace: non-violence, conflict resolution, pacifism, international mediation and courts of justice and peace building.

### 4.4 Recommendations of International Commission like Delor's Commission on International Understanding & Education for Peace

## Practicum (Any two of the following)

- Write a report on UNO and SAARC, Human Rights in promoting peace/ global consciousness/ environmental protection through specific educational programmes by referring literature, News Papers and Media etc.
- Select the incidences/ episodes from the biographies depicting particular/ selected value
- Prepare a Value Judgment Scale.
- Prepare a report on conflict resolution/management in a classroom through peaceful negotiation.
- Analyse the Delors Commission report for conceptual understanding of the four the pillars.
- Prepare an activity chart for Primary/Secondary/Senior Secondary/Higher Education stage to impart Human Rights as a duty and peace education through the curriculum.
- A Book or Documentary Film review in Peace and Human Rights education.
- Observe the classroom situation and identify the factors promoting peace.
- Attend/ Organize workshop on *Chetna Vikas Mulya Shiksha*. After workshop prepare a report on Human relationship in family and in community.

## References

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- Chadha, S.C. (2008). *Education Value & Value Education*. Meerut: R. Lall Books Depot.
- Chakrabarti, Mohit (2014). *Value Education: changing Perspectives*. New Delhi: Kanishka Publishers and Distributors.
- Goel, Aruna & Gupta, N. L. (2000). *Human Values in Educatio*. New Delhi: concept Publishing.
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- Singh, Pal, S., Kaul, A. & Choudhary, S. (2010). *Peaceand human rights education*. New Delhi: A.P.H Publishing.

### **Web Source**

<http://www.socialjustice.nic.in/>



## **M.Ed. Semester-IV**

### **OT01 H: Educational Guidance and Counselling**

**(3 Credits Theory + 1 Credit Practicum= 4 Credits)  
(80 Hours)**

#### **Objectives:**

The course will enable the students to

- acquaint with the meaning and scope of guidance and counselling.
- acquaint with the meaning and scope of educational guidance and counselling.
- acquaint students with need of guidance at different educational levels.
- familiarize students with standardized and non-standardized tools of guidance.
- familiarize students with meaning, need, methodology and strategies of various types of guidance.
- aware students with tools of guidance.
- learn process of organizing guidance services at different levels and personnel involve in guidance services.
- learn about various types of guidance and counselling.
- learn about various theories of counselling.

#### **Unit-1 Guidance and Counselling**

- 1.1 Guidance and Counselling: Meaning, Scope, need, and importance.
- 1.2 Principles of guidance
- 1.3 Educational Guidance and Counselling: Meaning, Scope, need, and importance.
- 1.4 Guidance at different educational stages: Primary, Secondary, Higher Secondary, and Higher Education.

#### **Unit-2 Process of Guidance and Counselling**

- 2.1 Organization of guidance program at school and college level,
- 2.2 Need for Practical Programs of Service.
- 2.3 Basic Services of Guidance and Counseling
- 2.4 Role of various personnel and agencies in an organized program of guidance services.

#### **Unit-3 Tools and Techniques of Guidance and Counselling**

- 3.1 Tools of Guidance – Characteristics of a good tool.
- 3.2 Types of various tools: Questionnaire, Rating Scale and Checklist, Observation and Interview schedules, Sociometric Devices
- 3.3 Records: Anecdotal and cumulative records, Autobiography and self- reports
- 3.4 Psychological tests

#### **Unit-4 Types and Theories of Guidance and Counselling**

- 4.1 Types of Guidance: Personal, Educational, Group, and Vocational
- 4.2 Theories of counselling:
  - 4.2.1 Rational theory of Counselling
  - 4.2.2 Learning theory
  - 4.2.3 Psychoanalytic and Existential Approaches to Counselling

### Practicum (Any two from the following)

- Write and submit a report on relaxation strategies for adolescents for reducing stress and problems.
- Study and write a report on different types of Problems of Students.
- Observe behavior Pattern of any CWSN and identify need of guidance and submit the report.
- Prepare a Computerized Comprehensive Record of any secondary school student.
- Counselling of a children with special need and submit the report.
- Write and submit an autobiography.
- Visit any NGO working in the field of Educational/Vocational guidance and write the report.
- Take interview of any counselor of school/college level and submit the report.
- Visit an educational guidance fair and submit a report on it.

### References:

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- Chibber S.K. (2008). *Guidance and Educational Counseling*. New Delhi: Commonwealth Publishers.
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- Gothward, W. P. (1987). *Vocational Guidance Theory and Practice*. London: Croomttelm
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- Qureshi, H. (2004). *Educational Counselling*. Anmol Publications Pvt. Ltd, New Delhi
- Yadav, S. (2005). *Guidance and Counselling*. Anmol Publications Pvt. Ltd. New Delhi

### Web resources:

<https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education>

<https://link.springer.com/chapter>

<https://onlinenotebank.wordpress.com>

<https://old.amu.ac.in/emp/studym>



## **M.Ed. Semester-II**

### **DW01 Dissertation**

**(Credit: 2) Max. Marks: 60**

**Sessional Evaluation: 60**

#### **Objectives**

This course will enable the students to:

- become aware of the basics of research in general and educational research in particular.
- get acquainted with different methods of conducting research.
- provide hands on experiences to prepare the proposal.

#### **Practicum:**

##### **1 Preparation of Research Proposal**

- Conceptual framework
- Review of related literature
- Rationale
- Objectives
- Assumptions/ hypothesis/ research questions
- Plan and procedure of study
- Data analysis
- References

##### **2 Presentation of Research Proposal**

#### **Evaluation of DW01:**

The students will develop a proposal as per the above-mentioned points and will submit four hard copies of proposal on or before the date declared by the Dean SE, CUG.

## **M.Ed. Semester-III**

### **DW02: Dissertation**

**(Credit: 2) Max. Marks: 60**

**Sessional Evaluation: 60**

**Objectives:** This course will enable the students to:

- prepare progress report.
- collect, analyze, and write review of related literature.
- select or develop the research tool(s).
- present their progress report.

#### **Practicum**

- 1 Write the background of the research problem.
- 2 Review of the literature.
- 3 Selection/development of the research tool(s) and data collection.



**Evaluation of DW02:**

**1. Submit the progress report of the dissertation work.** The following points may be included in the progress report:

- 1.Copy of the approved dissertation proposal
  - 2.Brief summary of the background of the research problem.
  - 3.Brief summary of review of related literature
  - 4.Status of tool selection/development
  - 5.Status of population and sample
  - 6.Status of data collection
- Any other relevant information

**2 Presentation of Research Progress Report****M.Ed. Semester-IV****DW03: Dissertation**

**(Credit: 3+1) Max. Marks: 100**

**End Semester Evaluation (Dissertation): 70**

**End Semester Evaluation (Viva-voce): 30**

**Objectives**

This course will enable the students to:

- hone research skills, skills of computer applications, and report writing skill.
- empower in the skill of analyzing and interpreting the research data.
- write research report.
- acquire the skills to defend viva-voce.

**Dissertation Report Submission and Evaluation**

Under the supervision of the research guide, the student will complete the dissertation work. Students will submit four hard copies of the Dissertation and Synopsis along with the soft copy in CD/DVD/Pen drive etc. in the prescribed format on or before the date declared by the Dean SE, CUG. The student has to submit the dissertation synopsis and dissertation before the end of the fourth semester.

The student has to defend the dissertation viva voce as per the schedule declared by the Dean SE, CUG. The viva voce will be conducted before at the end of the fourth semester.



## **M.Ed. Semester-II**

### **IS01 Internship in Schools**

#### **The area of specialization – Elementary / Secondary and Higher Secondary Education (4 Credits) (2+2 Weeks)**

This is the first part of internship carrying 4 credits in the area of specialization. The duration of this part of internship is for four weeks will be organized in a 2-phase mode of 2+2 weeks. This internship under specialization is meant to intensify the theoretical constructs learned by practicing them in the actual field which will in turn help the students to become professional as teacher educators. It involves an attachment with an elementary or secondary and higher secondary school, any other institutes or government departments related to their area of specialization. Students may also attach to any private organizations/institution related to their further specialization areas. Necessary orientation to the students and mentor teacher educators of the respective institutions of teacher education will be given before organizing the internship. During the internship the students will be associated as interns in partner organization/ teacher education institutions. The activities students do in their field of association are related to the practicum listed in their course on specialization areas. However, the activities should have relevance to elementary or secondary and senior secondary school stage. Student can select any 6 activities listed under and carry-out the activities in their specific area of specialization. Each activity carries 20 marks to make a total of 120 marks. A student's regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment. The internship should be seen as a mentored component whereby a faculty and a member from the host institution (field mentor) together can assess the field report. Students should prepare a report on each activity they take up and submit to the teacher concerned.

#### **Objectives**

This internship will enable students to become expertise in their area of specialization to:

- experience and understand the academic and social environment of school as social institution.
- create an interface of theory and practice.
- identify and workout practical solutions of different types of problems.
- develop insight into the working of institution.
- strengthen the theoretical perspectives developed in the area of specialization.
- get firsthand experience in the field concerning their areas of specialization.

**Assessment (6-activities each activity carries 20 marks to total 120 marks for 4 credits) is based on the following activities to be conducted under each elective specialization within elementary or secondary and senior secondary: (Any six)**

1. Prepare a reflective log and write reflections on the day-to-day teaching – learning process in the school.
2. Blended learning Lesson Plan: Create a Blended Learning Lesson Plan on the topic suggested by the teacher





3. Identify the various criteria to evaluate curriculum of a particular class. Prepare a questionnaire for teachers and students based on those criteria. Collect data from teachers and students using the prepared tools and evaluate the curriculum.
4. Write report on the remedial programmes conducted by the school.
5. Write report on the various clubs/fairs organised/conducted by the school.
6. Write report on the subject laboratories of the school.
7. Prepare a report on institutional/school safety, health and hygiene.
1. Study the various committees of the school.
2. Write report on the guidance and counselling cell of the school.
10. Write report on the innovative practices adopted by the school.
11. Write report on the Alumni cell of the school.
12. Prepare a report on the Faculty Development Programs organised / conducted by the school.
13. Participate in the PTA meeting of the school and write a report.
14. Write a report on the observation of the playground activities of the school.
15. Organise / conduct the school assembly and submit the report.
16. Analyse the examination pattern of the school and submit the report.
17. Take an interview of school principal focusing the admission, teaching - learning process and examination process of the school and submit the report.
18. Prepare a plan on any one co-curricular activity and execute the same. Submit the report of the same.
19. Prepare a plan on environmental awareness program and conduct the same in the school. Submit the report of the same.
20. Study the policy and practice of the Inclusion in the school.
21. Prepare an observation schedule for curriculum transaction in any of the subject of your interest. Use the same for observing the class of a teacher for a complete lesson/unit and prepare a report based on the observation.
22. Study the administrative pattern/ structure/ activities of any government department related to school education for a week and write an elaborate report on the different functions and activities like SSA programmes, different projects (ongoing and completed) undertaken. Prepare an interview schedule, interview the different stake holders including director of SSA/School Education Department and prepare a report.
23. Visit any central schools, state government schools and self-financing schools. Observe and collect information about the resources for financing of education of all the three schools. Compare the unit cost per child in three types of schools in relation to financial resources.



## M.Ed. Semester-III

### IS02 Internship in TEIs

**Maximum Marks: 120**

**Sessional Evaluation: 120**

**(4 Credits) (3/4 Weeks)**

This is the second part of internship carrying 4 credits. It involves an attachment with a teacher education institution at secondary level during third semester. The duration of this part of internship is for three to four weeks. Necessary orientation to the students and mentor teacher educators of the respective institutions of teacher education will be given before organizing the internship. During the internship the students will be associated as interns in partner organization/ teacher education institutions. A student's regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment. The internship should be seen as a mentored component whereby a faculty and a member from the host institution (field mentor) together can assess the field report.

#### Objectives

This internship will enable students to

1. develop insight into the working of institution.
2. create an interface of theory and practice.
3. facilitate the development of professional competency to work as teacher educators.
4. strengthen the theoretical perspectives developed in the area of specialisation.
5. get firsthand experience in the field concerning their areas of specialisation.

**Assessment (120 marks for 4 credits) is based on the following activities and scheme of assessment:**

Evaluation of performance during internship in teacher education will be done based on assessment by institute supervisors and mentor teacher educators, and records/reports submitted by the students.

#### **1. Internship for Pre-service Teacher Education: (80 Marks)**

The following activities will be conducted during internship in this phase in the pre-service secondary teacher education institutions for 2 weeks:

##### **1.1 M.Ed. Students teaching the B.Ed. Students. (20 marks)**

A Small group of B.Ed. students will be taught by each M.Ed., student. The topic and time will be decided in consultation with the faculty members of the college. At least two lessons to be taught in perspective courses or pedagogical courses out of which one can be Methodology. The lessons will be observed and assessed by the faculty members of School of Education and College of Education (B.Ed.).

The Documents should be produced by each M.Ed. Student:

- Lesson plan signed by the faculty members of the college / school of education (at least two lesson plan).

- Observation record on teaching of peer student (at least two lessons).

### **Guidelines for evaluation**

The teacher educator during evaluation of a lesson plan and teaching of a M.Ed., student must have critical perception in terms of descriptive statement with supportive evidences/examples against the criteria:

- i. Objectives – clarity, specificity, etc.
- ii. Teaching – learning activity:
  - Suitability / appropriateness.
  - Practicality.
  - Adequacy with reference to objectives.
  - Creativity.
  - Any suggestions for improvements.
- iii. Evaluation Procedure:
  - Relevance with reference too objectives.
  - Suitability.
  - Utility.
  - Any suggestions for improvement.

### **1.2 Prepare case study of the institution focusing on the following points. (20 marks)**

- Infrastructural facilities available
- Faculty profile
- Curricular and co-curricular activities organized at the institution
- Student profile background results, distinctions, etc.
- Curricular transaction methodologies

### **1.3 Maintenance of Diary–recording of everyday activities in the school and maintaining Reflective Journals. (20 marks)**

### **1.4 Critical Report on Teacher Education programme. (10 marks)**

Based on the learning experiences during internship, students are expected to:

- go through the syllabus for theory courses
- find out the adequacy of practical components
- find out the appropriateness of the linkages of theory & practice
- adequacy of time frame for various activities
- interact with students about the strengthening of B.Ed., programme
- overall observation & suggestions for improvement of Teacher Education Programme

### **1.5 M.Ed. Students observing the teaching of B.Ed., students. (10 marks)**

Students can be trained for observation and evaluation of B.Ed., students as per the guidelines given by the college of education (B.Ed.).



**2. Internship in In-service Teacher Education: (Any four of the following)  
(40 marks)**

The following activities will be conducted during internship in this phase in the in-service teacher education settings for third and/ fourth week (1 or 2-week duration):

The students will be performing the following activities in relation to in-service teacher education. This can be done by visiting in-service teacher education institutions if possible. Alternatively, the students can prepare the reports on the following tasks by staying in the same teacher education institutions where they are attached during the first 2 weeks of internship.

**2.1 Identify the training needs of Teacher Educators through Interview.**

**2.2 Observe and analyse the problems, challenges, and opportunities of an in-service teacher education institution.**

**2.3 Review the TLM(s) available in the in-service teacher education institution and write a report.**

**2.4 Write a report on the laboratories available in the in-service teacher education institution.**

**2.5 Analyse the annual plan of in-service teacher education institution.**

**2.6 Write a report on the library and resource rooms available in in-service teacher education institution.**



## M.Ed. Semester-IV

### RC01: Research Competency

(Credit: 4) Max. Marks: 100

Sessional Evaluation: 100

#### RESEARCH COMPETENCY: 4 CREDITS

Code	Semester	Title	Credits
RC01	IV	Research Paper Writing	02
RC01	IV	Research Paper Presentation	02
Total			04

#### Objective:

This course shall acquaint prospective teacher educators with various research skills and competencies.

#### Practicum:

As a part of the course, they have to conduct a research in the area of their interest, write a research paper based on it and present their work. Following are some of the guidelines:

1. Conceptual/thematic papers are not accepted and only research papers are accepted.
2. They can write a review paper also.
3. Ensure that the developed paper follows IMRaD (Introduction, Method, Results and Discussion) format.

Topic	Maximum Marks	Aspects of Marking
Research Paper Writing	50	Appropriateness of: *Introduction *Methodology *Results *Discussion *References in APA style
Research Paper Presentation	50	*Quality of Defense *Presentation skills



## M.Ed. Semester-I, III & III

### Comprehensive Viva Voce

#### VV01, VV02 & VV03: Comprehensive Viva Voce

(Credit: 1+1+1) Max. Marks: 30+30+30

Sessional Evaluation: 30+30+30

(32+32+32 Hours. Hours are self-directed learning hours as per the courses of the semester.)

#### Objective:

This viva voce will enable students to

1. express their theoretical understanding across the courses in the semester.
2. express the practical skills acquainted in the semester.
3. express the ideas in the viva voce.
4. express the information obtained through other evaluation techniques.
5. face interview for professional development.

The student has to defend their understanding of the courses in the comprehensive viva voce as per the schedule declared by the Dean, SE, CUG. The viva voce will be conducted before the end semester examination.

#### Comprehensive Viva Voce Marking Criteria

Marking Criteria for M.Ed. Viva-voce, the viva voce examination may assess any of the intended learning outcomes respective semester of M. Ed. programme altogether and particularly the ability of the student to present it before the viva-voce committee.

The overall mark for this assessment (out of 30) is obtained by examining respective semester of M. Ed. programme intended learning outcomes altogether and allocating marks on the following scale:

Sr.	Marks Range	Viva-voce Performance.	Obtained Marks
1	25-30	In depth knowledge and a thorough understanding of all aspects which allows questions to be answered accurately and fluently and the discussion to be extended with confidence into difficult or unfamiliar areas.	
2	21-25	Outcome at excellent level. In depth knowledge and a thorough understanding of most aspects, with some ability to extend the discussion into difficult or unfamiliar areas.	

3	16-20	Outcome at focal level. Knowledge and understanding of most aspects in some depth, with the ability to extend the discussion so as to make relevant links between theory and practice.	
4	11-15	Adequate knowledge and understanding of most aspects, with some ability to extend the discussion so as to make relevant links between theory and practice.	
5	6-10	Outcome at threshold level. Demonstrates a relatively superficial knowledge and understanding of most aspects, with the ability to make relatively simple links between theory and practice.	
6	0-5	Little knowledge or understanding shown. Unable to make relevant links between theory and practice.	

Wish you all the best



# Fundamentals of Diaspora

**Paper Code: DPS-604**

**Credits:02**

**Teaching Hours – 30**

## Objectives

Aim of this paper is to introduce students to the history and concepts of migration and diaspora. It is designed to understand diaspora through interdisciplinary perspective by studying the basic concepts in humanities and social sciences. By tracing briefly, the emergence of Indian diaspora over a span of two centuries since colonial period the proposed paper also introduces various concepts from social sciences and literary and cultural studies to enhance the understanding of diaspora and its various facets.

## Unit 1. Concepts

**Objectives:** The objective of this unit is to introduce the students with some significant concepts as used in the cultural and literary studies and social sciences. These concepts are related to diaspora studies. Cultural, Literary and Social Science perspectives will be used to analyse the concepts.

- Definitions of Migration and Diaspora
- Migration: Forms and Types
- Diaspora: Forms, Types, Waves and Factors
- Terminology of Diaspora
- Home, Homeland and Host Land
- Cultural Identity
- Memory and Nostalgia
- Deterritorialization and Reterritorialization
- Integration and Alienation
- Transnationalism

## Unit 2. Theoretical Approaches

**Objectives:** The unit discusses Migration, Literary, Social Science and Cultural Studies Theories. This will help in conceptualising diaspora from multidisciplinary perspectives.

- Globalisation
- Laws of Migration – Ernst George Ravenstein
- Theory of Migration – Everett Lee
- Migrant Network Theory - Taylor
- Mobility Transition Theory – W. Zelinsky
- Assimilation and Acculturation – R Radhakrishnan
- Hybridity – Homi Bhabha
- Time and Space – Arjun Appadurai
- Gender – Gayatri Spivak Chakravorty

## Evaluation Method

S. No.	Evaluation Types	Marks
1	Mid Semester	25 Marks
2	Sessional Evaluation (Assignments, Book and Article Review), Term Paper and Presentation	25 Marks
3	End Semester Exam	50 Marks
	Total	100 Marks



## **Essential Reading:**

1. Amrith, S. Sunil 2011, *Migration And Diaspora in Modern Asia*, Cambridge University Press.
2. Bauböck, Rainer and Thomas Faist 2010, *Diaspora and Transnationalism: Concepts, Theories and Methods*, IMISCOE: Amsterdam University Press.
3. Burke, P. 2009 *Cultural Hybridity*, Polity, Cambridge and Malden MA. Appadurai, Arjun, 2001, *Globalization*, Duke University Press Books.
4. Brah, Avtar 1996, *Cartographies of Diaspora*, London: Routledge.
5. Braziel, Jana Evans and Anita Mannur (eds.) (2003), *Theorising Diaspora: A Reader*, Malden: Blackwell Publishing Ltd
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8. Kim Knott and Seán McLoughlin (eds) *Diasporas: Concepts, Intersections, Identities*, Zed Books, 2010
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44. Rajan, Irudaya. S (ed.), 2012, *Indian Migration Report 2012: Global Financial Crisis, Migration and Remittance*. Routledge. New Delhi
45. Cohen, Robin. 1971, *Global Diasporas: An Introduction*. London: UCL Press
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### **Suggested Readings List**

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1. Amrith, S. Sunil 2011, *Migration And Diaspora in Modern Asia*, Cambridge university Press. Anderson, Benedict, 2006, *Imagined Communities*. Verso Publishers.,
2. Appadurai, Arjun, 1990, "Disjuncture and Difference in the Global Cultural Economy", in
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10. Breckenridge, Carol, A., ed., 1994, *Consuming Modernity: Public Culture in a South Asian*
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12. Breton, R. et.al., 1990, *Ethnic identity and Equality*. University of Toronto Press.
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14. University Press, Cambridge.
15. Carter, D. M. (2010) *Navigating the African Diaspora: The Anthropology of Invisibility*, University of Minnesota Press, Minneapolis MN.
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19. Dubey, Ajay (ed.), 2003, *Indian Diaspora: Global Identity*. New Delhi: Kalin Publications.
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32. Kim Knott and Seán McLoughlin (eds) *Diasporas: Concepts, Intersections, Identities*, Zed Books, 2010
33. Lal, B.V. 2001, "Fiji Indians", in J. Jupp (ed.), *The Australian People*, Cambridge: Cambridge University Press.
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46. Shah, Prakash and Werner Menski, ed., 2006, *Migration, Diasporas and Legal Systems in Europe*. Cavendish, London.
47. Sharma, K. L. & Singh, Renuka, 2013, *Dual Identity: Indian Diaspora and Other Essays*, Orient Blackswan, Delhi
48. Sheffer, Gabriel, 2003, *Diaspora Politics: At Home Abroad*. Cambridge University Press.
49. Stephen Castles, Mark J. Miller, 2009, *The Age of Migration: International Population Movements in the Modern World*, Palgrave Macmillan Limited
50. Tumbe, C, 2012 *Migration Persistence across Twentieth Century India*, *Journal of Migration and Development*, Vol1 Number 1 June 2012.
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# Indian Diaspora Across the Continents

Course Code – DPS-605

Course Credit – 02

Teaching Hours – 30

**Objectives:** The objective of the course is to study various phases, trends, pattern, issues, policies and perspectives regarding Indian diaspora located in different parts of the globe. Indian diaspora is varied and dynamic, and the paper will provide the students a broader understanding of the different dimensions of Indian migration and diaspora. This will also help in conceptualising Indian diaspora from multi-disciplinary perspectives. The paper covers the different phases of Indian diaspora in world. The paper emphasises on the distribution and size of Indian diaspora along with history, demographic profile, socio-cultural, economic, political aspects and organisational patterns of the Indian diaspora and diasporic linkages.

## Unit I. Indian Diaspora in Asia, Caribbean, Africa and Pacific Countries

**Objectives:** The objective of the Unit is to provide the students an understanding of the migration of the Indians as indentured labourers system, *kangani*, *maistry*, free passage to various countries of the world during the period of European colonialism. The Unit also discusses about the various forms of Indian migration to the Asian countries including the Gulf countries. In all, the Unit provides a broader understanding on the migration of Indians during the ancient, precolonial and colonial period. This unit covers the following important countries is focussed for study.

- Asian Countries: South Asia, South East Asia, Central Asia and Gulf Countries
- Caribbean Countries: Trinidad and Tobago, Guyana and Surinam
- African Countries: South Africa, Uganda, Tanzania and Kenya
- Island Countries: Mauritius, Fiji

## Unit II. Indian Diaspora in Europe, North America, Australia and New Zealand

**Objectives:** The objective of the Unit is to study the migration of Indians to the metropolis of the developed countries of the world mostly in the postcolonial phase. Highly skilled professional Indian migration has evident towards the developed countries from various parts of India. Immigrants play very significant role interrelationship between host and home countries. The Unit introduces the students to another pattern of Indian migration mainly to developed countries. Indian diaspora in the following countries is focussed for study.

- United Kingdom, The Netherlands, France, Germany and Russia
- United States of America and Canada
- Australia and New Zealand

### Evaluation Method:

S. No.	Evaluation Types	Marks
1	Mid Semester	25 Marks
2	Sessional Evaluation (Assignments, Book and Article Review), Term Paper and Presentation	25 Marks
3	End Semester Exam	50 Marks
	Total	100 Marks

## **Essential Readings List:**

1. Jain, Prakash C. (2007), *Indian Diaspora in West Asia: A Reader*, New Delhi: Manohar Publisher & Distributors.
2. Kapur, D (2010), *Diaspora Development and Democracy: The Domestic Impact of International Migration from India*, New Delhi: Oxford University Press.
3. Pettys, Gregory Lee. (1994), *Asian Indians in the United States: An Analysis of Identity Formation and Retention*, Urbana Champaign, Illinois: University of Illinois at Urbana Champaign.
4. Pyong Gap Min (ed.) (1995), *Asian Americans: Comparative Trends and Issues*, New Delhi: Sage Publications.
5. Ramdin, Ron (2000), *Arising From Bondage: A History of The Indo-Caribbean People*, New York: New York University Press
6. Nayyar, Deepak (1994), *Migration, Remittances and Capital Flows: The Indian Experience*, New Delhi: Oxford University Press.
7. Schwartz, Barton, (ed.) (1967), *Caste in Overseas Indian Communities*, San Francisco: Chandler Publishing
8. Singh, Bahadur. I.J. (1984), *Indians in South Asia*, New Delhi: Sterling Publishers Pvt. Ltd.

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1. Ages, Arnold (1973), *The Diaspora Dimension*, The Hague: Martinus Nijhoff.
2. Ahmed, Aijaz (1992), *In Theory: Classes, Nations, Literatures*, London: Verso.
3. Albrow, Martin (1996), *The Global Age*, Cambridge: Polity Press.
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5. Brah, Avtar (1996), *Cartographies of Diaspora: Contesting Identities*, London and New York: Routledge.
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10. Brereton, Bridget (1979), *Race Relations in Colonial Trinidad 1870-1900*, London: Cambridge University Press.
11. Cashmore, Ellis (ed.) (1994), *Dictionary of race and ethnic relations*, London: Routledge.
12. Castles, Stephen and Davidson, Alastair (2000), *Citizenship and Migration: Globalization and the Politics of Belonging*, London: Macmillan.
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27. Featherstone, Mike (ed.) (1994), *Global Culture: Nationalism, Globalization and Modernity*,
28. Fisher, Maxine (1980), *Indians of New York City*, New Delhi: Heritage Publishers.
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33. Hall, Stuart et al. (eds.) (1992), *Modernity and its Futures*, Cambridge: Polity Press in association with the Open University.
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47. Kurian, George and Srivastava, Ram.P. (eds.), *Overseas Indians: A Study in Adaptation*, New Delhi: Vikas Publishing House Pvt. Ltd.
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59. Reddock, Rhoda (1994), *Women, Labour and Politics in Trinidad and Tobago: A History*, London: Zed Books.
60. Rutherford, Jonathan (ed.) (1990), *Identity: Community, Culture, Difference*, London: Lawrence & Wishart.
61. Safa, Helen I. and Brian M. Du Toit (eds) (1975), *Migration and Development: Implications For Ethnic Identity And Political Conflict*, The Hague: Mouton.
62. Singh, Bahadur, I.J. (1987), *Indians in the Caribbean*, New Delhi: Sterling Publishers Pvt. Ltd.
63. Singh, Bahadur. I.J. (1982), *Indians in South East Asia*, New Delhi: Sterling Publishers Pvt. Ltd.
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66. Tinker, Hugh (1977), *The Banyan Tree: Overseas Emigrants from India, Pakistan, and Bangladesh*, Oxford: OUP.
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68. Wiebe, Paul. D and Mariappan. S. (1978), *Indian Malaysians: The View from the Plantation*, New Delhi: Manohar.

# Global Diasporas: Comparative Perspectives

**Course Code – DPS-606**

**Course Credit – 02**

**Teaching Hours - 30**

**Objectives:** The objective of the course is to provide a broader overview and insight on the various issues and aspects of major diasporas of the world so that the student can have a broader understanding on the patterns and phases of some major global diasporas. The course will also explore various theoretical approaches and perspectives to understand these diverse diasporas. The paper is divided into two units. The first unit discusses some of the major diasporic groups of the world highlighting their historical formations and contemporary relevance. The second unit discusses socio-cultural, political and economic engagement of these diasporas with their home country, host country as well as among themselves. In all, the paper will provide an understanding of the broader rubrics of diaspora studies.

## **Unit – I: Major Global Diasporas: History and Current Profile**

**Objectives:** The purpose of the unit is to introduce the students to various diasporas of the world. The nature, pattern and trends of these following diasporas are different, and by understanding the phases, causes and patterns of these diasporas students will develop comparative perspectives to understand diaspora.

- Jewish Diaspora
- African Diaspora
- Chinese Diaspora
- Indian Diaspora
- Caribbean Diaspora
- Other Displaced Communities of the World

## **Unit – II: Diaspora Engagement: Issues and Challenges**

**Objectives:** The objective of the Unit is to discuss the socio-cultural, political and economic issues and the engagement of these diasporas with their home country, host country as well as among themselves. In view of these above diasporas the Unit basically focusses on the diaspora and international politics, diaspora and development and the socio-cultural aspects.

- Social and Demographic Dynamics
- Cultural Dimensions
- Political Engagements
- Economic Linkages

### **Evaluation Method:**

S. No.	Evaluation Method	Marks
1	Mid Semester	25 Marks
2	Sessional Evaluation (Assignments, Book and Article Review), Term Paper and Presentation	25 Marks
3	End Semester Exam	50 Marks
	Total	100 Marks



## **Essential Reading List**

1. Brown, Judith M. and Rosemary Foot (eds) (1994), *Migration: the Asian experience*, New York: St Martin's Press.
2. Clarke, Colin et al. (eds) (1990), *South Asians overseas: migration and ethnicity*, Cambridge: Cambridge University.
3. Cohen, Robin (ed.) (1995), *The Cambridge survey of world migration*, Cambridge: Cambridge University Press.
4. Clogg, Richard (2000), *The Greek diaspora in the twentieth century*, London: Macmillan.
5. Francis, Arnet, (1985), *The Black Triangle: The People of the African Diaspora*, London: Seed.
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# Research Methodology - I

**Course Code – DPS-607**

**Course Credit – 02**

**Teaching Hours - 30**

The objective of this course is to teach the students the research methodologies employed in social sciences and humanities. The course is divided into two papers – Research Methodology - I and Research Methodology – II, and it will be taught in two semesters. Each paper is divided into three units. The course provides a broader understanding of different aspects of research methodology ranging from the basics of research methodology to its philosophical foundations various qualitative and quantitative techniques, and ways of preparing research proposal. Moreover, through the field visit the course also provides an opportunity to the students to employ various techniques of research (as taught in the class) in the field.

## **Unit – I: Fundamentals of Research Methodology**

**Objectives:** The Unit provides the basics of research methodology.

- Meaning, Definitions, Characteristics and Types of Research
- Objectives and Motivations in Research
- Epistemology, Induction and Deduction
- Theory, Thought, Model, Philosophy and Concept
- Variables in Research: Independent vs Dependent
- Methods and Methodology

## **Unit – II: Approaches and Techniques of Research Methodology**

**Objectives:** The Unit provides various approaches to understand research methodology and discusses the brief history and philosophy behind the emergence of research methods.

### **Qualitative Approaches**

- Case Studies
- Content Analysis
- Interview Method
- Observation Method
- Ethno-cultural tools
- Data Sources

### **Quantitative Approaches**

- Survey Method: Sampling
- Content Analysis
- Data Sources
- Basic Statistics, concept of correlation and regression
- Mixed-Methods Approaches
- Selecting a Research Approach

### **Evaluation Method:**

S. No.	Evaluation Types	Marks
1	Mid Semester	25 Marks
2	Sessional Evaluation : Assignments/Book and Article Review/ Term Paper and Presentation	25 Marks
3	End Semester Exam	50 Marks
	Total	100 Marks

## **Essential Readings**

1. Alfred P. Rovai, Jason D. Baker, Michael K. Ponton, 2013, *Social Science Research Design and Statistics: A Practitioner's Guide to Research Methods and SPSS*, Watertree Press LLC
2. Altick, Richard, D., *The Art of Literary Research*. M.L.A. Style Handbook.
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**Centre for Diaspora Studies**

**(Independent Centre)**

**Central University of Gujarat, Gandhinagar, India**

<b>Programme Name</b>		M.Phil./Ph.D. in Diaspora Studies	
<b>Title of Course Paper</b>		Migration, Globalization and Development	
<b>Code:</b>	<b>DPS 673</b>	Course Paper:	Optional Course
<b>Credit:</b>		Two (2)	
<b>Instructor:</b>		Dr. Naresh Kumar	
<b>Teaching Hours:</b>		2 hours (Per Week)	
<b>Tutorial:</b>		1 (Per Week)	

**Course Objectives:**

The rationale of this course is to discuss the issues of migration and development in the era of globalisation. This course would equip students the recent theoretical and empirical developments in the field of migration studies. Migration is an intrinsic part of broader process of social, cultural, economic, and demographic change. It has been evident that most people migrate in search of better opportunities. Conventional migration theories often fail to explain actual patterns of migration and migrant experiences. Over the last century, several theories have evolved which explain the causes of migration; analyse how migration transforms receiving and sending societies; explain why, once started, migration processes tend to gain their own momentum. There are various theories have been developed by the different disciplines in the field of social sciences and offer varying, often contradicting interpretations and understandings of migration. This paper discusses basic concepts, data sources, and interdisciplinary theories of migration, dynamics of international migration and contemporary issues and concerns of migration. At the end of the course, students would be able to critically examine various issues, policies and programmes related to migration studies. This course is broadly organised under five heads dealing with various concepts, interdisciplinary theories of migration and their application, structure, pattern and dynamics of international migration, Indian case study of migration, and migration issues and perspectives.

**Unit 1: Theoretical Perspectives:**

(In this unit students will study, understand, analyse and relevance of multidisciplinary framework of theoretical framework of migration and diaspora studies in context of the specific framework of the course title)

- Definitions and Approaches: Migration, Diaspora, and Development
- Laws of Migration – E. G. Ravenstein
- A Theory of Migration – Everett S. Lee

- Social Network Theory and Migration
- Mobility Transition Theory – W. Zelinsky
- World Systems Theory – Immanuel Wallerstein

## **Unit 2: Migration, Diaspora, and Development: A Case of India**

(In this unit students will study and explores the structure, compositions, trends, pattern and of Indian migration & diaspora and its significance at macro and micro level framework)

- Emigration from India: Geographical Distribution, Magnitude, Patterns, Trend, and Composition
- Effects of Migration & Diaspora: Origin and Destination
- Emigration Act(s) of India: An Overview and its Significance & Scope
- Diaspora Policies: Phases, Engagement, and Programme
- Issues and Protection of Migrants: Refugees, Irregular Migration and Stateless
- Transnationalism and Gender
- Global Compact of Migration (GCM)
- Marginality, Migration and Diaspora: Human Right, Citizenship and Vulnerability
- Dalit Diaspora: Caste, Identity and Representation

### **Evaluation Method:**

<b>S. No.</b>	<b>Evaluation Types</b>	<b>Marks</b>
1	Mid Semester	25 Marks
2	Sessional Evaluation (Assignments, book, and Article Review), Term Paper and Presentation	25 Marks
3	End Semester Exam	50 Marks
4	Total	100 Marks

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Cohen, R., 1997, Global Diasporas: An Introduction. Washington University Press.

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Shweta Majumdar Adur and Anjana Narayan (2017) "Stories of Dalit Diaspora: Migration, Life Narratives, And Caste in The Us" *Biography* Vol. 40, No. 1, Caste and Life Narratives, pp. 244-264.

Vivek Kumar (2013) "Dalit Diaspora: Invisible Existence, *Diaspora Studies*, Volume No.2, 2009, Issue: 1 Pages 53-74

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Kumar, N. (2016) published book review in *Journal of Educational Planning and Administration (JEPA)* on **Indian Migration Report 2010-2011: The Americas** By Khadria Binod (2012); Delhi: Cambridge University Press: New Delhi: ISSN No. 0971-3859. pp.169-172.

Kumar, N. (2019) "History and Impact of the Migration of Indians Abroad" *Diplomacy & Beyond Plus: A Journal of Foreign Policy and National Affairs*, February 2019. Vol 3. Issue 02 Pp :30-33, Uttar Pradesh, India. ISSN 2581-8929

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Kumar, N. (2011) “*Living Conditions, Lifestyle Issues and Health Seeking Behaviour Among Cycle Rickshaw Pullers*”, **Artha Vijnana**, Vol. *LIII*, No 4, December 2011, pp. 423-438, ISSN No 0004-3559.

Banerjee. A., and Kumar, N. (2011). “*Cycle Rickshaw Pullers in Delhi: An Untold Story*” **Annals of the National Association of Geographers of India** (NAGI), XXXII, No: 2, December 2011, ISSN No. 0970-972X

### **Online Sources:**

[Ministry of External Affairs, Government of India \(mea.gov.in\)](http://mea.gov.in)

[MEA Library Ministry of External Affairs, Government of India](#)

<https://mea.gov.in/icm.htm>

[Non-Resident Gujarati \(NRG\) Centre | Gujarat Chamber of Commerce & Industry | GCCI](#)

<https://cuglibrary.remotexts.in/user/login/>

<https://censusindia.gov.in/>

<https://www.iom.int/>

<https://www.unhcr.org/>

**Centre for Diaspora Studies**  
(Independent Centre)  
**Central University of Gujarat, Gandhinagar, India.**

<b>Program Name</b>	<b>Ph D</b>	
<b>Paper Title</b>	<b>Diaspora Dynamics in International Relations</b>	
<b>Course Instructor: Dr. Rajneesh Kumar Gupta</b>	<b>Teaching Hours: 30 Hours</b>	<b>Tutorials: 2 Per Week</b>
<b>Course Code:</b>	<b>Course Paper: Optional Paper</b>	<b>Credit: 2</b>

**Course Objectives:** There have been phenomenal changes in theory and practice of international relations in last one century or so. There is a growing acceptance that non-state actors are integral components of global politics and important dimensions to study international relations. Diaspora is essentially a non-state actor that holds tremendous potentials in influencing the discipline of international relations. This paper attempts to equip students with the Diaspora dynamics in international relations from Indian perspectives.

### **1. Conceptual Understanding**

- a) Theoretical Perspectives:** Realism and Neo-Realism, Liberalism and Neo-Liberalism, World Systems Approach, Dependency School, Feminist perspective and Gandhian way.
- b) Changing Dynamics of World Politics:** Universal Government, Cold War, Globalization, Transnationalism, Covid-19 pandemic and beyond.
- c) Diaspora and Soft Power Diplomacy:** Definition of Soft Power, its traits and uses in Diplomacy.
- d) Diaspora Governance:** Diaspora and Global Governance, International Conventions, Inter-governmental and Non Governmental Organizations.

### **2. Indian Perspectives**

- a) Evolution of Indian Diaspora Policy:** Period of Active Disassociation to Era of Close Alignment.
- b) Diasporic Engagement:** Mutual Interest, National Interest, Cultural bonding, Belief System as a Connect, Economic benefits, Protection of Human Rights
- c) Some Case Studies:** East African Crisis, Problems in Gulf, Fiji Crisis, Indo-US Nuclear Deal, Covid-19 pandemic
- d) Ways Forward: Protection of Socio-cultural Rights of Indians Abroad;** Issues of Human Rights, Human Trafficking and Victim Migration; India's Global Aspiration and Diaspora

## Essential Readings:

- Baylis John and Steve Smith, *The Globalization of World Politics- An Introduction to International Relations*, (New Delhi: Oxford University Press, 2005).
- Dubey A., 'India and the Indian diaspora' in Scott, D. (ed.). *Handbook of India's International Relations*. (London: Routledge, 2011). Pp. 255-65.
- Gamlen A., 'Diaspora Governance' in Anderson B. and Keith M. *Migration the Compass Anthology* (Oxford: Centre on Migration, Policy and Society, 2014).
- Ganguly A., Vijay Chauthaiwale and Uttam Kumar Sinha, *The Modi Doctrine: New Paradigms in India's Foreign Policy*, (Wisdom Tree: 2016)
- Government of India, *Report of the High Level Committee on the Indian Diaspora*. (Indian Council of World Affairs: New Delhi, 2001).
- Gupta R.K. and R.N. Chaudhary, "Migrant Communities and Remittances- Indian Experience" in Jain SK (ed.), *The Indi-an Diaspora in Era of Globalization* (New Delhi: Gyan Publishing House, 2012).
- Gupta R.K., 'Indian Diaspora as a Non-State Actor in Promotion of India-Africa Partnership' *Journal of Social and Political Studies*, Vol. IV (1) June 2013 Pp. 135-148.
- Gupta R.K., "Indian Diaspora In Kenya, Uganda And Tanzania: Historical Legacies And Contemporary Challenges" in Dubey, Ajay (ed.), *Indian Diaspora in Africa : A Comparative Perspective* (New Delhi: MD Publications Pvt. Ltd., 2009).
- Gupta RK, *Diaspora in Indian Foreign Policy: From Active Disassociation to Close Alignment* *World Focus*. December 2020 pp. 87-92.
- Hellweg A., "Then Indian Diaspora: Influence on International Relations" in G. Sheffer(ed.), *Modern Diaspora in International Politics*, (London: Croom Helm, 1986).
- Kapur Devesh, "Indian Diaspora as a Strategic Asset", *Economic and Political Weekly*, 2003. Pp. 443-460.
- Nye Joseph S., *Soft Power: The Means to Success in World Politics*, (New York, N.Y.: Public Affairs, 2004).
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- Shain Yossi, *Kinship and Diasporas in International Affairs*, (Michigan: Michigan University Press, 2008).
- Sheffer Gabriel, *Diaspora Politics: At Home Abroad*, (Cambridge: Cambridge University Press, 2003).
- United Nations, *Global Governance and Global Rules for Development in the Post-2015 Era* (2014).
- Vertovec S. and R. Cohen (eds.), *Migration, Diasporas and Transnationalism* (Cheltenham, UK: Edward Elgard Publishing Ltd., 1999).
- Kumari K. and RK Gupta, 'Indian Diaspora as a Soft Power Apparatus: Establishing the Diaspora Identity and its Influence in the Indo-US Bilateral Relations' *Dialogue Quarterly*, Vol. 22 No. 2, October-December 2020. pp. 145-156.

### Additional Readings:

- Anderson W., 'Domestic Roots of Indian Foreign Policy', in W. Anderson, *Trusts with Democracy: Political Practice in South Asia*, (Anthem Press: University Publishing Online, 2011).
- Bandhopadhyaya J., *The Making of India's Foreign Policy*, (New Delhi: Allied Publishers, 1970).
- Brown C. and K. Ainley, *Understanding International Relations*, (Basingstoke: Palgrave, 2009).
- Chatterji J. and Washbrook David (eds.), *Routledge Handbook of the South Asian Diaspora* (New Delhi: Routledge, 2013).
- Dubey Ajay (ed.), *Indian Diaspora: Global Identity*, (New Delhi: Kalinga Publications, 2003).
- Ganguly A., Vijay Chauthaiwale and Uttam Kumar Sinha, *The Modi Doctrine: New Paradigms in India's Foreign Policy*, (Wisdom Tree: 2016).
- Ganguly S. and M. Pardesi, "Explaining Sixty Years of India's Foreign Policy", *India Review*, Vol. 8 (1), (2009). Pp. 4–19.
- Goldstein S. Joshua and J. Pevehouse, *International Relations*, (New Delhi: Pearson Longman, 2009).
- Gupta RK and Banditarani Behera, 'Engaging Diaspora through Foreign Policy: A Study of Indian Health Diplomacy in Mauritius during the COVID-19 Pandemic' *Mangalam*. Vol. XXI, Year 11(02), August 2020 pp. 20-33.
- Heywood A., *Politics*, (New York: Palgrave, 2002).
- Jackson R. and G. Sorensen, *Introduction to International Relations: Theories and Approaches*, (Oxford: Oxford University Press, 2007).
- Jain SK (ed.), *The Indian Diaspora in Era of Globalization* (New Delhi: Gyan Publishing House, 2012).
- LalBrij V., Peter Reeves and Rajesh Rai (eds.) *The Encyclopedia of the Indian Diaspora*, (Singapore: Oxford University Press, 2006).
- Morgenthau Hans, *Politics among Nations- The Struggle for Power and Peace*, (New York: Knopf, 1948).
- Nicholson M., *International Relations: A Concise Introduction*, (New York: Palgrave, 2002).
- Ogden C., 'International 'Aspirations' of a Rising Power', in David Scott (ed.), *Handbook of India's International Relations*, (London: Routledge, 2011).
- Robinson Thomas W., 'National Interest' in James N. Rosenau (ed.), *International Politics and Foreign Policy*, (New York, Free Press, 1969).
- Sahay A., *Indian Diaspora in the United States: Brain Drain or Gain?*, (Lanham: Lexington Books, 2009).
- Sahoo Sadananda and B.K. Pattanaik, *Global Diasporas and Development: Socio-Economic, Cultural, and Policy Perspectives*, (New Delhi: Springer India, 2014).
- Shain, Yoshi. 2002. "The Role of Diasporas in Conflict Perpetuation or Resolution." *SAIS Review* 22 (2): 115-144.
- Sharma A., *Indian Lobbying and its Influence in US Decision Making: Post-Cold War*, (SAGE Publications: New Delhi 2017).
- Singh AD, *Working with the Diaspora for Development Policy Perspectives from India* (Badia Fiesolana, Italy: European University Institute, 2012).

- Thussu D., *Communicating India's Soft Power Buddha to Bollywood*, (New York: Palgrave Macmillan, 2013).
- Wallerstein I., 'The Rise and Future Demise of World Capitalist System: Concepts for Comparative Analysis', in Michael Smith and Richard Little (eds), *Perspectives on World Politics*, (New York: Routledge, 2000), Pp. 305-317.
- Waltz Kenneth N., *Theory of International Politics*, (New York: McGraw-Hill, 1979).

#### Online Resources:

- <http://www.mea.gov.in/>
- <http://mealib.nic.in/>
- [mea.gov.in/overseas-indian-affairs.htm](http://mea.gov.in/overseas-indian-affairs.htm)
- <http://www.cfr.org/>
- <http://www.cprindia.org/>
- <http://www.idsa.in/>
- [www.ris.org.in/](http://www.ris.org.in/)
- [www.icwa.in/](http://www.icwa.in/)
- [www.ipcs.org/](http://www.ipcs.org/)
- [www.icrier.org/](http://www.icrier.org/)
- [www.grfdt.com](http://www.grfdt.com)

## Centre for Diaspora Studies

### Central University of Gujarat, Gandhinagar, India

<b>Programme Name</b>	Ph.D. in Diaspora Studies	
<b>Title of Course Paper</b>	Socio-Cultural, Political and Economic Perspectives on Diaspora	
<b>Course Code:</b> <b>DPS-678</b>	<b>Credit:</b> 2	<b>Course Paper:</b> Optional
<b>Course Instructor</b> Dr. Siba Sankar Mohanty	<b>Teaching Hours:</b> 30	<b>Tutorial:</b> 1 Hour Per Week

Diasporic writings on the socio-cultural, political, economic and literary perspectives form the core of diasporic studies for being an extremely significant tool for unraveling the profound and difficult terrains of not so well explored diasporic trajectories, sensibilities and insinuations that are experienced with movement of people, their cultures, practices, beliefs and ideas across the world. The diaspora groups with their new socio-political and cultural pluralities and diversities have posed serious challenges to the essentialist notion of identity and belonging. The economic contribution of the diaspora to the host land and homeland is quite remarkable. And diaspora is also located in the complex and intricate tirade of the shifting relationship between the homeland and the host land. Various kinds of writings on the cultural, socio-political and economic perspectives of diaspora have been quite instrumental in critically studying the varied issues of the diaspora.

#### **Objectives:**

The paper makes an attempt to

(i) critically study the varied discourses permeating the socio-cultural, political and economic terrains of diaspora; (ii) focus on the issues like, diasporic and exilic sensibilities, cultural mobility, multiculturalism, cultural identity, socio-political and economic issues etc. as delineated in the selected essays pertaining to diaspora; and (iii) make a multi-disciplinary approach in understanding the selected essays;

#### **Learning Outcomes:**

The paper will

(a) make the students understand significant issues pertaining to culture, politics and economics of diaspora; (b) familiarize the students with the critical concepts used in culture, political and economic studies; and (c)



help the students to find out the terrains of research in cultural, socio- political and economic issues of diaspora. The paper has selected the following ten essays delineating the socio-cultural, political and economic perspectives and issues of diaspora. These essays will be critically studied and analysed with a focus on the Indian diaspora. The paper is divided into two units.

### **Unit – I: Socio-Cultural Perspectives on Diaspora**

The unit contains five articles/chapters/essays on the socio-cultural perspectives on diaspora Appadurai, Arjun (1990), “Disjuncture and Difference in the Global Cultural Economy” in Jana

Evans Braziel and Anita Mannur (eds.) *Theorising Diaspora A Reader*, Malden:  
Blackwell Publishing Ltd.

Faist, Thomas (2010), “Diaspora and transnationalism: What kind of dance partners?”, in Rainer Bauböck and Thomas Faist (eds.) *Diaspora and Transnationalism Concepts, Theories and Methods*, Amsterdam: Amsterdam University Press.

Greenblatt, Stephen (2010), “Cultural Mobility: An Introduction” in Stephen Greenblatt et al.  
*Cultural Mobility: A Manifesto*, Cambridge: Cambridge University Press.

Hall, Stuart (1990), “Cultural Identity and Diaspora” in Jana Evans Braziel and Anita Mannur (eds.) *Theorising Diaspora A Reader*, Malden: Blackwell Publishing Ltd.

Stevenson, Nick (2003), “Cultural Citizenship” in Nick Stevenson *Cultural Citizenship Cosmopolitan Questions*, Berkshire: Open University Press.(Selected Chapters will bestudied).

### **Unit – II: Political and Economic Perspectives on Diaspora**

The Unit contains five articles/chapters/essays on the economic perspectives of diaspora. Abraham,Itty (2014), “Diaspora as Foreign Policy”, in Itty Abraham *How India Became Territorial foreign policy, diaspora, geopolitics*, Stanford, California: Stanford University Press.

Baser, Bahar and Ashok Swain (2008), “DIASPORAS AS PEACEMAKERS: THIRD PARTY MEDIATION IN HOMELAND CONFLICTS”, *International Journal on World Peace*, Vol. 25, No. 3, pp. 7-28.

Constant, Amelie F. and Klaus F. Zimmermann (2016), “Diaspora Economics: New Perspectives”,*International Journal of Manpower*, Vol. 37 No. 7, PP: 1110-1135.

Lowell,B. Lindsay and Stefka G. Gerova (2004), “Diaporas and Economic Development: State of

Knowledge”, Institute for the Study of International Migration, Georgetown University, Washington.

Shain, Yossi (2007), “Diasporas and International Relations Theory”, in Yossi Shain *Kinship & Diasporas in International Affairs*, Ann Arbor: The University of Michigan Press. (Selected Chapters will be studied).

### **Essential Reading List:**

- Abraham, Itty (2014), “Diaspora as Foreign Policy”, in Itty Abraham *How India Became Territorial foreign policy, diaspora, geopolitics*, Stanford, California: Stanford University Press.
- Appadurai, Arjun (1990), “Disjuncture and Difference in the Global Cultural Economy” in Jana Evans Braziel and Anita Mannur (eds.) *Theorising Diaspora A Reader*, Malden: Blackwell Publishing Ltd.
- Baser, Bahar and Ashok Swain (2008), “DIASPORAS AS PEACEMAKERS: THIRD PARTY MEDIATION IN HOMELAND CONFLICTS”, *International Journal on World Peace*, Vol. 25, No. 3, pp. 7-28.
- Constant, Amelie F. and Klaus F. Zimmermann (2016), “Diaspora Economics: New Perspectives”, *International Journal of Manpower*, Vol. 37 No. 7, PP: 1110-1135.
- Faist, Thomas (2010), “Diaspora and transnationalism: What kind of dance partners?”, in Rainer Bauböck and Thomas Faist (eds.) *Diaspora and Transnationalism Concepts, Theories and Methods*, Amsterdam: Amsterdam University Press.
- Greenblatt, Stephen (2010), “Cultural Mobility: An Introduction” in Stephen Greenblatt et al. *Cultural Mobility: A Manifesto*, Cambridge: Cambridge University Press.
- Hall, Stuart (1990), “Cultural Identity and Diaspora” in Jana Evans Braziel and Anita Mannur (eds.) *Theorising Diaspora A Reader*, Malden: Blackwell Publishing Ltd.
- Lowell, B. Lindsay and Stefka G. Gerova (2004), “Diasporas and Economic Development: State of Knowledge”, Institute for the Study of International Migration, Georgetown University, Washington.
- Shain, Yossi (2007), “Diasporas and International Relations Theory”, in Yossi Shain *Kinship & Diasporas in International Affairs*, Ann Arbor: The University of Michigan Press. (Selected Chapters will be studied).
- Stevenson, Nick (2003), “Cultural Citizenship” in Nick Stevenson *Cultural Citizenship Cosmopolitan Questions*, Berkshire: Open University Press. (Selected Chapters will be studied).

### **Suggested Reading List:**

- Anderson, Benedict (1982), *Imagined Communities Reflections on the Origin and Rise of Nationalism*, London: Verso.
- Appadurai, Arjun (2011), (ed.), *Globalisation*, Durham: Duke University Press.
- Bammer, Angelika (ed.) (1994), *Displacements: cultural identities in question*, Bloomington: Indiana University Press.
- Barkan, Elazar and Marie-Denise Shelton (eds.) (1998), *Borders, Exiles, Diasporas*, Stanford, California: Stanford University Press.
- Bhabha, Homi (1993), *The Location of Culture*, London: Routledge.
- Brah, Avtar (1996), *Cartographies of Diaspora: Contesting Identities*, London: Routledge.
- Brazier, Jana Evans and Anita Mannur (eds.) (2003), *Theorising Diaspora A Reader*, Malden: Blackwell Publishing Ltd.
- Caravantes, Ernesto, 2010. *From Melting Pot to Witch's Cauldron: How Multiculturalism Failed America*. Hamilton Books, 2010
- Castles, Stephen and Davidson, Alastair (2000), *Citizenship and Migration: Globalization and the Politics of Belonging*, London: Macmillan.
- Chambers, Iain (1994), *Migrancy, Culture, Identity*, London: Routledge.
- Cohen, Robin (1997), *Global Diaspora: An Introduction*, London: UCL (University College London) Press.
- High Level Committee, 2001, High Level Committee Report on the Indian Diaspora, New Delhi: Indian Council of World Affairs.
- Paranjape, Makarand (2002), *In Diaspora: Histories, Texts, Theories*, Delhi: Indialog.
- Parekh, Bhikhu (2000), *Rethinking Multiculturalism*, London: Macmillan Press LTD.
- Parekh, Bhikhu (2000), *Rethinking Multiculturalism*, London: Macmillan Press LTD.
- Radhakrishnan, R. (2007), *Between Identity and Location The Cultural Politics of Theory*, Hyderabad: Orient Longman Private Limited.

**Centre for Diaspora Studies**  
**Central University of Gujarat, Gandhinagar, India**

<b>Programme Name</b>	Ph.D. in Diaspora Studies	
<b>Title of Course Paper</b>	Diaspora and Long-distance Nationalism	
<b>Course Code:</b>	<b>Credit:</b> 2	<b>Course Paper:</b> Optional
<b>Course Instructor</b> Dr. Rajneesh K. Gupta	<b>Teaching Hours:</b> 2 Per Week	<b>Tutorial:</b> 1 Per Week

### **Course Objectives**

Increasing pace of transnationalism has brought fundamental changes in the world politics. Technological advancement has made easy access to information and transportation which have facilitated cross border movement of men, materials and ideas. It has evolved a complex interdependence at global scale leading to circumstances in which we need to redefine our traditional understanding on identity, culture and nation-state. This paper aims to provide a thorough understanding of these inter-related concepts to the learners of Diaspora. The paper will also address the issues of long-distance nationalism and cultural identity in Indian context. Furthermore, it will address the issues of formation and contestation of identities in the era of globalization and formation of transnational networks among Diasporic communities with special focus on Indians abroad.

### **Learning Outcomes**

This paper will equip learners to:

- Understand the theoretical conceptions of nation, nationalism and long-distance nationalism.
- Analyse essence of long-distance nationalism in Diasporic communities.
- Explain these concepts in the context of Indian Diaspora.

### **Syllabus**

#### **Unit-I: Concepts and Theories**

- a) Identity, Culture and Multiculturalism
- b) State, Nation, Nationalism and Long-distance nationalism
- c) Globalisation and Transnationalism
- d) Complex interdependence and question of sovereignty
- e) Emerging Dynamics- Hybridity, Creolization and Cosmopolitanism

#### **Unit-II: Long-distance Nationalism and Indian Diaspora**

- a) Girmitiya, Old Diaspora and Indianness

- b) Indian Diaspora and Nation-building
- c) Diaspora and Indian culture abroad
- d) Diaspora Philanthropy
- e) India's global aspirations and Diaspora

### Evaluation Pattern

S. No.	Component	Marks
1.	Mid Semester	25
2.	Sessional Evaluation (Term Paper/Assignments, Book/Article Review and Presentation)	25
3.	End Semester Exam	50
<b>Total</b>		<b>100</b>

### Essential Readings:

- Anderson Benedict. 1992. *Long-Distance Nationalism: World Capitalism and the rise of Identity Politics*. The Wertheim Lecture. Amsterdam, Centre for Asian Studies.
- Anderson Benedict. 2006. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London, Verso Books.
- Bhabha Homi. 1994. *The Location of Culture*. London, Routledge.
- Brah, A. 1996. *Cartographies of Diasporas: Contesting Identities*. London & New York, Routledge.
- Challagalla, S. 2018. *The diaspora and India's growth story*. New Delhi, ORF Issue Brief No. 232.
- Cohen, Robin, 1997. *Global Diasporas: An Introduction*. Seattle, University of Washington Press.
- Dubey, Ajay. Ed. 2003. *Indian Diaspora: Global Identity*. Delhi, Kalinga Publications.
- Ganguly A., Vijay Chauthaiwale and Uttam Kumar Sinha. 2016. *The Modi Doctrine: New Paradigms in India's Foreign Policy*. Delhi, Wisdom Tree.
- Government of India. 2001. *Report of the High Level Committee on the Indian Diaspora*. New Delhi, Indian Council of World Affairs.
- Gupta R.K. 2020. 'Diaspora and Cultural Heritage: A Study of Indians in Kenya' *Bhartiya Manyaprad- International Journal of Indian Studies*. Vol. 8, No. 1 July. pp. 136-56.
- Jayaram, N. 2011. *Diversities in the Indian Diaspora: Nature, Implications, Responses*. Delhi, Oxford University Press.
- Kumari K. and Gupta R.K. 2020. 'Indian Diaspora as a Soft Power Apparatus: Establishing the Diaspora Identity and its Influence in the Indo-US Bilateral Relations' *Dialogue Quarterly*, Vol. 22 No. 2, October-December. pp. 145-156.
- Kymlicka W. 1995. *Multicultural Citizenship: A Liberal Theory of Minority Rights*. Oxford, Oxford University Press.
- Lal, Brij V., Peter Reeves and Rajesh Rai. Eds. 2006. *The Encyclopaedia of the Indian Diaspora*. Singapore, Oxford University Press.

- Parekh Bhikhu. 2006. *Rethinking Multiculturalism: Cultural Diversity and Political Theory*. London, Red Globe.
- Sahoo Ajay Kumar & Narayan K. Laxmi. 2008. *Indian Diaspora: Trends & Issues*. New Delhi, Serial Publications.
- Vertovec Steven. Ed. 2003. *Culture and Economy in the Indian Diaspora*. London, Routledge.

### **Suggested Readings:**

- Alcott Linda Martin & Mendiata Eduardo. 2003. *Identities: Race, Class, Gender and Nationality*. London, Blackwell Publishing.
- Braziel Jana Evans and Anita Mannur. Ed. 2003. *Theorizing Diaspora: A Reader*. Blackwell Publishing.
- Burghart R. 1987. Ed. *Hinduism in Great Britain*. London, Tavistock.
- Caravantes Ernesto. 2010. *From Melting Pot to Witch's Cauldron: How Multiculturalism Failed America*. Hamilton Books.
- Cohen Robin. 1996. 'Diasporas and the Nation State: From Victims to Challengers ', *International Affairs*, Vol. 72, No. 3. Pp. 507-520.
- Georgiou Myria. 2006. *Diaspora, identity and the media: diasporic transnationalism and mediated spatialities*, Cresskill, N.J., United States: Hampton Press.
- Gillespie Marie and Cheesman, Tom. 2002. *Media Cultures in India and the South Asian Diaspora*. London, Routledge.
- Gupta R.K. 2020. 'Diaspora in Indian Foreign Policy: From Active Disassociation to Close Alignment' *World Focus*. December. pp. 87-92.
- Kapur Devesh. 2003. 'Indian Diaspora as a Strategic Asset', *Economic and Political Weekly*. Vol. 38, No. 5. pp. 443-460.
- Motwani, Jagat K. et al. Eds. 2003. *Global Indian Diaspora: Yesterday, Today and Tomorrow*. New York, GOPIO.
- Radhakrishnan R. 2007. *Between Identity and Location The Cultural Politics of Theory*, Hyderabad, Orient Longman Private Limited.
- Rushdie Salman. 1991. *Imaginary Homelands: Essays and Criticism 1981-1991*. London, Granta Books.
- Safran W. 1991. 'Diasporas in Modern Societies: Myths of Homeland and Return', *Diaspora*, 1 (1) pp.83-99.
- Sahoo S. and B.K. Pattanaik. 2014. *Global Diasporas and Development: Socio-Economic, Cultural, and Policy Perspectives*. New Delhi, Springer India.
- Sharma K. L. & Singh Renuka. 2013. *Dual Identity: Indian Diaspora and Other Essays*. Delhi, Orient Blackswan.
- Sharma Kavita, Pal Adesh & Chakrabarti Tapas. 2010. *Contextualizing Nationalism, Transnationalism and Indian Diaspora*. New Delhi, Creative Books.
- Singh AD. 2012. *Working with the Diaspora for Development Policy Perspectives from India* (Badia Fiesolana (Italy), European University Institute.
- Stevenson Nick. 2003. *Cultural Citizenship Cosmopolitan Questions*. Berkshire, Open University Press.

- Tambiah Stanley J. 2000). 'Transnational Movement, Diaspora, and Multiple Modernities', *Daedalus*, Vol. 129, No. 1. Pp. 163-194.
- Veer Peter. Ed. 1995. *Nation and Migration: The Politics of Space in the South Asian Diaspora*, Philadelphia, University of Pennsylvania Press.
- Vertovec Steven. 2000. *The Hindu Diaspora: Comparative Patterns*. London, Routledge.

### **Online Resources:**

<http://www.mea.gov.in/overseas-indian-affairs.htm>

<http://www.cfr.org/>

<http://www.cprindia.org/>

<http://www.idsa.in/>

[www.ris.org.in/](http://www.ris.org.in/)

[www.icwa.in/](http://www.icwa.in/)

[www.ipcs.org/](http://www.ipcs.org/)

[www.icrier.org/](http://www.icrier.org/)

<https://www.orfonline.org/>

<https://grfdt.com/>

<http://www.odi.in/>

<http://www.gopio.net/>

**Central University of Gujarat**

**Centre for Diaspora Studies**

**Trends and Approaches to Migration and Diaspora Studies**

<b>Programme Name</b>	Ph.D. in Diaspora Studies	
<b>Title of Course Paper</b>	<b>Approaches and Theories in Migration and Diaspora Studies</b>	
<b>Course Code</b>	DPS- 680	Optional Course
<b>Credit:</b>	2	
<b>Prepared by</b>	Dr. Sajaudeen Nijamodeen Chapparban	
<b>Instructor:</b>	Dr. Sajaudeen Nijamodeen Chapparban	
<b>Teaching Hours:</b>	2 hours (Per Week)	
<b>Tutorial:</b>	1 (Per Week)	

***Course outline and objective***

Migration and diaspora studies as an emerging discipline requires critical thinking and scholarly engagement while teaching and researching. The course present is designed to develop more diverse understanding and critical thinking of young learners through interdisciplinary perspectives and updated students with new trends and issues in migration and diaspora studies. It tries to bring into focus the issues of least discussed themes and issues such as women, children, religious and linguistic minorities, dalits, refugees, citizenship debates, etc. The paper aims to develop a multifarious understanding of this subject and help students to apply these prescribed theories, approaches, and trends in their research. While encouraging critical thinking the paper aims to enhance their critical cognizance to look beyond the existing theoretical frameworks and think of conceptualizing these enormous, unique, and emerging human experiences of everyday mobility. It also updates students about emerging trends and new divergences, contemporary debates and scholarship on this subject. This paper is designed to train students with critical thinking and analytical ability through various approaches and theories which will further be useful in their research and academic career.



**Learning Outcome:**

The paper enhances critical thinking of students, update about new issues, trends and approaches to migration and diaspora studies.

**Unit – I: Current Trends in Migration and Diaspora**

- i. Migration and Diaspora: Debating and Conceptual Understanding
- ii. Human Trafficking
- iii. Refugees and Diaspora
- iv. Minorities and Dalit Diaspora
- v. Computational Migration and Digital Diaspora

**Unit – II: Socio-Cultural Perspectives and Approaches to Diaspora**

- i. Culture, Identity, and Transnationalism
- ii. Multiculturalism, Cosmopolitanism and Citizenship
- iii. Post-colonialism, Racism, Xenophobia, and Islamophobia in Diaspora
- iv. Behavior, Psychology, and Diaspora
- v. Aesthetics of Diaspora

**Essential Reading**

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William Safran, "State, Nation, National Identity, and Citizenship: France as a Test Case," *International Political Science Review* 12: 3 (July 1991), 219-238.

### ***Re-producing Diaspora Arts/Natak/Songs.Music***

- Jawed Danish's Drama *Dastan Hijraton Ki*
- Marathi Folk street play in Israel
- Bhojpuri Songs from Mauritius and Fiji
- P Sainath *The Bus to Mumbai*

### **Reports**

UN Data on International Migrants

MEA GoI data and reports on Migration and Diaspora

UNHCR data on forced migration

Human Rights Commission reports on racism, xenophobia, Islamophobia etc. in diaspora

## **Centre for Studies and Research in Diaspora**

### **M.A. (Optional) Paper for Centre for German Studies and Research, SLL&CS**

#### **DPS-422: Introduction to Diaspora: History, Concepts and Representations (German and Indian Diaspora)**

**Course Code: 02**

**Credits: 4**

#### **Objectives:**

The objective of this course is to introduce students to the history of migration and the emergence of diaspora. It introduces various concepts used in the cultural and literary studies and social sciences which are being used to understand diaspora and its various aspects. It tries to understand the linkages between various concepts in context of diaspora. It is organized in such a way that even students without any previous exposure to Diaspora Studies could acquire an interest in the subject and follow it.

**Pedagogical Method:** The mode of teaching of the paper would be participatory through lectures, seminars and discussions. It requires an active participation from the students.

**Mode of Evaluation:** Mid-Semester and End Semester Examination along with continuous evaluation in the classroom through discussions, assignments, presentations and Term Papers. The Mid Semester Examination constitutes of 25%, Assignments 25% and End Semester Examination 50%. The total number of teaching hours will be 60 hours.

#### **Unit 1: Basic Concepts of Migration and Diaspora**

**Objectives:** The objective of this unit is to introduce the students with some significant concepts mostly used in the cultural and literary studies and social sciences. These concepts will help the students to understand migration and diaspora.

- Migration and its Types
- Homeland and Hostland
- Notion of Diaspora: Origin of the term and definitions
- Identity and Diaspora
- Multiculturalism and Plurality
- Transnationalism and Diaspora

- Globalization and Migration
- Assimilation, Acculturation and Alienation
- Remittances

## **Unit 2: History, Origin and Distribution of Diaspora**

**Objectives:** The objective of this unit is to various significant phases pertaining to diaspora and world migration. This will provide the students to have an understanding on the history and emergence of Diaspora.

- Types of World diaspora: Brief Introduction
- History of Indian Migration
- Phases, Patterns and Distribution of Indian Diaspora
- Indian Diaspora in Germany
- Global German Diaspora: History, Phases and its Distribution
- **Other Diasporas in Germany ( Turkish, Eastern Europeans and Africans )**

## **Unit 3: Representation of Diaspora in Literature and Films**

**Objectives:** This unit will briefly introduce the representation of Diasporic sensibilities through literary texts and films/ documentaries.

- Texts to be selected
- Documentaries to be selected

### **Essential Readings:**

- Brah, A. (1996), *Cartographies of Diasporas: Contesting Identities*, Routledge, London & New York
- Brazier, Jana Evans and Anita Mannur (eds.) (2003), *Theorising Diaspora A Reader*, Malden: Blackwell Publishing Ltd.
- Castles, S. and M. Miller (2009) [1993] *The Age of Migration: International Population Movements in the Modern World*, Palgrave Macmillan, New York.
- Choudhary Kameshwar 2007 *Globalization, Governance Reforms and Development in India*, Sage Publications India
- Cohen, Robin, 2008, *Global Diasporas*, 2<sup>nd</sup> Edition, Taylor & Francis Ltd
- Dubey, Ajay (ed.), 2003, *Indian Diaspora: Global Identity*. New Delhi: Kalin Publications.

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## **Centre for Studies and Research in Diaspora**

### **M.A. (Optional) Paper for Centre for Chinese Studies and Research, SLL&CS**

#### **DPS-421: Introduction to Diaspora: History, Concepts and Representations (Chinese and Indian Diaspora)**

**Course Code: 02**

**Credits: 4**

#### **Objectives:**

The objective of this course is to introduce students to the history of migration and the emergence of diaspora. It introduces various concepts used in the cultural and literary studies and social sciences which are being used to understand diaspora and its aspects. It tries to understand the linkages between various concepts in context of diaspora. It is organized in such a way that even students without any previous exposure to Diaspora Studies could acquire an interest in the subject and follow it.

**Pedagogical Method:** The mode of teaching of the paper would be participatory through lectures, seminars and discussions. It requires an active participation from the students.

**Mode of Evaluation:** Mid-Semester and End Semester Examination along with continuous evaluation in the classroom through discussions, assignments, presentations and Term Papers. The Mid Semester Examination constitutes of 25%, Assignments 25% and End Semester Examination 50%. The total number of teaching hours will be 60 hours.

#### **Unit 1: Basic Concepts of Migration and Diaspora (20 hours)**

**Objectives:** The objective of this unit is to introduce the students with some significant concepts mostly used in the cultural and literary studies and social sciences. These concepts will help the students to understand migration and diaspora.

- Migration and its Types
- Homeland and Hostland
- Notion of Diaspora: Origin of the term and definitions
- Identity and Diaspora
- Multiculturalism and Plurality
- Transnationalism and Diaspora

- Globalization and Migration
- Assimilation, Acculturation and Alienation
- Remittances

## **Unit 2: History, Origin and Distribution of Diaspora (20 hours)**

**Objectives:** The objective of this unit is to various significant phases pertaining to diaspora and world migration. This will provide the students to have an understanding on the history and emergence of Diaspora.

- Types of World diaspora: Brief Introduction
- History of Indian Migration
- Phases, Patterns and Distribution of Indian Diaspora
- Indian Diaspora in China
- Global Chinese Diaspora: History, Phases and its Distribution

## **Unit 3: Representation of Diaspora in Literature and Films (20 hours)**

**Objectives:** This unit will briefly introduce the representation of Diasporic sensibilities through literary texts and films/ documentaries.

- Text to be selected
- Documentaries to be selected

### **Essential Readings:**

- Brah, A. (1996), *Cartographies of Diasporas: Contesting Identities*, Routledge, London & New York
- Braziel, Jana Evans and Anita Mannur (eds.) (2003), *Theorising Diaspora A Reader*, Malden: Blackwell Publishing Ltd.
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- Kapur Devesh , 2010 *Diaspora, Development, and Democracy: The Domestic Impact of International on India*, Princeton University Press
- Kim Knott and Seán McLoughlin (eds) *Diasporas: Concepts, Intersections, Identities*, Zed Books, 2010
- Rajan, Irudaya. S (ed.), 2011, *Dynamics of Indian Migration: Historical and Current Perspectives*. Routledge. New Delhi
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**Centre for Studies and Research in Diaspora**

**M.A. (Optional) Paper for School of International Studies**

**DPS-471: Introduction to Diaspora: Concepts, Trends and Transnational Linkages**

**Course Code: 02**

**Credits: 4**

**Objectives:**

The objective of this course is to introduce students to the history of migration and the emergence of diaspora. It introduces various concepts used in the cultural studies and social sciences which are being used to understand diaspora and its various aspects. It tries to understand the linkages between various concepts in context of diaspora. In the present day scenario the contribution of the diaspora groups has been quite substantial in the development of the home and host country. Indian diaspora has emerged as the economic, social, cultural and intellectual capital as well as the 'soft power' promoting India's international relations being its global ambassadors. It is organized in such a way that even students without any previous exposure to Diaspora Studies could acquire an interest in the subject and follow it.

**Pedagogical Method:** The mode of teaching of the paper would be participatory through lectures, seminars and discussions. It requires an active participation from the students.

**Mode of Evaluation:** Mid-Semester and End Semester Examination along with continuous evaluation in the classroom through discussions, assignments, presentations and Term Papers. The Mid Semester Examination constitutes of 25%, Assignments 25% and End Semester Examination 50%. The total number of teaching hours will be 60 hours.

**Unit 1: Basic Concepts of Migration and Diaspora (20 hours)**

**Objectives:** The objective of this unit is to introduce the students with some significant concepts mostly used in the cultural studies and social sciences. These concepts will help the students to understand migration and diaspora.

- Migration and its Types
- Notion of Diaspora: Origin of the term and definitions
- Diaspora and Identity



- Nation-state and Diaspora
- Multiculturalism and Plurality
- Transnationalism and Diaspora
- Globalization and Migration
- Assimilation, Acculturation, Alienation and Change
- Remittances

## **Unit 2: Origin, Distribution and Issues of Indian Diaspora (20 hours)**

**Objectives:** The objective of this unit is to various significant phases pertaining to Indian diaspora and world migration. This will provide the students to have an understanding on the history and emergence of Indian Diaspora.

- History of Indian Migration
- Phases and Patterns of Indian Diaspora
- Geographical Distribution of Indian Diaspora
- Global Indian diaspora
- Demographic Dividend and Migration
- Brain Drain, Brain Gain and Brain Circulation
- Trafficking and International Migration
- International Migration and Security

## **Unit 3: India's Engagement with its Diaspora (20 hours)**

**Objectives:** This unit will briefly introduce the students India's engagement with its diaspora and India's policy towards its diaspora. It will also discuss various schemes and measures undertaken by the Government of India towards its diaspora.

- India's Policy towards its Diaspora
- The Emigration Acts and Indian Migration
- Diaspora and Development
- Diasporic Organizations and Associations
- Impact of Diaspora on Foreign Policy

### **Essential Readings:**

- Brah, A. (1996), *Cartographies of Diasporas: Contesting Identities*, Routledge, London & New York
- Brazier, Jana Evans and Anita Mannur (eds.) (2003), *Theorising Diaspora A Reader*, Malden: Blackwell Publishing Ltd.
- Castles, S. and M. Miller (2009) *The Age of Migration: International Population Movements in the Modern World*, Palgrave Macmillan, New York.
- Cohen, Robin, 2008, *Global Diasporas*, 2<sup>nd</sup> Edition, Taylor & Francis Ltd
- Dubey, Ajay (ed.), 2003, *Indian Diaspora: Global Identity*. New Delhi: Kalin Publications.
- High Level Committee, 2001, *High Level Committee Report on the Indian Diaspora*, New Delhi: Indian Council of World Affairs.
- Jain, Ravindra K. (1993), *Indian Communities Abroad: Themes and Literature*, Manohar Publishers & Distributors, New Delhi.
- Jain, Ravindra K. (1970), *South Indians on the Plantation Frontier in Malaya*, Yale University Press, New Haven.
- Jain, Ravindra K. (1988), *Overseas Indians in Malaysia and the Caribbean: Comparative notes, Immigrants and minorities*, Frank Cass, London.
- Jayaram, N. (2004), *The Indian Diaspora*; Sage Publications India Pvt Ltd, New Delhi.
- Jayaram, N. (2011), *'Diversities in the Indian Diaspora: Nature, Implications, Responses'*, Oxford University Press
- Kapur Devesh, 2010 *Diaspora, Development, and Democracy: The Domestic Impact of International on India*, Princeton University Press
- Kim Knott and Seán McLoughlin (eds) *Diasporas: Concepts, Intersections, Identities*, Zed Books, 2010
- Rajan, Irudaya. S (ed.), 2011, *Dynamics of Indian Migration: Historical and Current Perspectives*. Routledge. New Delhi
- Sahay, Anjali (2009), *Indian Diaspora in the United States Brain Drain or Gain?* Lanham: Lexington Books

Sheffer, Gabriel, 2003, *Diaspora Politics: At Home Abroad*. Cambridge University Press.

Sheffer, Gabriel, (1986) (ed.), *Modern Diasporas in International Politics*, London: Croom Helm.

Varadarajan, Latha (2010), *The Domestic Abroad Diasporas in International Relations*, Oxford: Oxford University Press

## **Centre for Studies and Research in Diaspora**

### **M.A. (Optional) Paper for School of Social Sciences**

#### **DPS-472: Understanding Diaspora: History, Concepts and Issues**

**Course Code: 2**

**Credits: 4**

#### **Objectives:**

The objective of this course is to introduce students to the history of migration and the emergence of Indian diaspora. It introduces various concepts used in the cultural studies and social sciences which are being used to understand diaspora and its various aspects. It tries to understand the linkages between various concepts in the context of diaspora. It is organized in such a way that even students without any previous exposure to Diaspora Studies could acquire an interest in the subject and follow it.

**Pedagogical Method:** The mode of teaching of the paper would be participatory through lectures, seminars and discussions. It requires an active participation from the students.

**Mode of Evaluation:** Mid-Semester and End Semester Examination along with continuous evaluation in the classroom through discussions, assignments, presentations and Term Papers. The Mid Semester Examination constitutes of 25%, Assignments 25% and End Semester Examination 50%. The total number of teaching hours will be 60 hours.

#### **Unit 1: Basic Concepts of Migration and Diaspora (20 hours)**

**Objectives:** The objective of this unit is to introduce the students with some significant concepts mostly used in the cultural studies and social sciences. These concepts will help the students to understand migration and diaspora.

- Migration and its Types
- Notion of Diaspora: Origin of the term and definitions
- Diaspora and Identity
- Multiculturalism and Plurality

- Transnationalism and Diaspora
- Assimilation, Acculturation, Alienation and Change
- Hybridity

## **Unit 2: Origin and Distribution of Diaspora (20 hours)**

**Objectives:** The objective of this unit is to various significant phases pertaining to Indian diaspora and world migration. This will provide the students to have an understanding on the history and emergence of Indian Diaspora.

- Types of World diaspora
- History of Indian Migration
- Phases and Patterns of Indian Diaspora
- Indian Diaspora across the Globe

## **Unit 3: Dynamics and Issues of Indian Diaspora (20 hours)**

**Objectives:** This unit will briefly introduce the students with various issues of diaspora. It will also discuss various schemes and measures undertaken by the Government of India towards its diaspora.

- India's Policy towards its Diaspora
- Diaspora and Development
- Remittances
- Trafficking and Migration
- Cultural Politics of Diaspora
- Globalization and Migration
- Brain Drain, Brain Gain and Brain Circulation
- Media and Diaspora

### **Essential Readings:**

- Brah, A. (1996), *Cartographies of Diasporas: Contesting Identities*, Routledge, London & New York
- Brazier, Jana Evans and Anita Mannur (eds.) (2003), *Theorising Diaspora A Reader*, Malden: Blackwell Publishing Ltd.
- Castles, S. and M. Miller (2009) [1993] *The Age of Migration: International Population Movements in the Modern World*, Palgrave Macmillan, New York.
- Cohen, Robin, 2008, *Global Diasporas*, 2<sup>nd</sup> Edition, Taylor & Francis Ltd
- Dubey, Ajay (ed.), 2003, *Indian Diaspora: Global Identity*. New Delhi: Kalin Publications.
- High Level Committee, 2001, *High Level Committee Report on the Indian Diaspora*, New Delhi: Indian Council of World Affairs.
- Jain, Ravindra K. (1993), *Indian Communities Abroad: Themes and Literature*, Manohar Publishers & Distributors, New Delhi.
- Jain, Ravindra K. (1970), *South Indians on the Plantation Frontier in Malaya*, Yale University Press, New Haven.
- Jain, Ravindra K. (1988), *Overseas Indians in Malaysia and the Caribbean: Comparative notes, Immigrants and minorities*, Frank Cass, London.
- Jayaram, N. (2004), *The Indian Diaspora*; Sage Publications India Pvt Ltd, New Delhi.
- Jayaram, N. (2011), *'Diversities in the Indian Diaspora: Nature, Implications, Responses'*, Oxford University Press
- Jayaram, N. *'The Indian Diaspora: Dynamics of Migration'* Volume I to Volume III, Sage, India
- Kapur Devesh , 2010 *Diaspora, Development, and Democracy: The Domestic Impact of International on India*, Princeton University Press
- Kim Knott and Seán McLoughlin (eds) *Diasporas: Concepts, Intersections, Identities*, Zed Books, 2010
- Rajan, Irudaya. S (ed.), 2011, *Dynamics of Indian Migration: Historical and Current Perspectives*. Routledge. New Delhi
- Sheffer, Gabriel, 2003, *Diaspora Politics: At Home Abroad*. Cambridge University Press.

## **Centre for Studies and Research in Diaspora**

### **B.A. Optional Paper for Centre for Chinese Studies and Research and Centre for German Studies and Research**

#### **DPS-121: Introduction to Diaspora Studies**

**Course Code: 2**

**Credits: 2**

#### **Objectives:**

The objective of this course is to introduce students to the history of migration and the emergence of Indian diaspora. It introduces various concepts used in the cultural and literary studies and social sciences which are being used to understand diaspora and its various aspects. It tries to understand the linkages between various concepts in context of diaspora. It will also help the students to probe into some of the selected Diasporas located across the globe. It is organized in such a way that even students without any previous exposure to Diaspora Studies could acquire an interest in the subject and follow it.

**Pedagogical Method:** The mode of teaching of the paper would be participatory through lectures, seminars and discussions. It requires an active participation from the students. The total teaching hours will be 45 hours in the semester.

**Mode of Evaluation:** Mid-Semester and End Semester Examination along with continuous evaluation in the classroom through assignments, presentations and Term Papers. The students are required to submit 3 assignments, one term paper and to make a presentation of the term paper. The Mid Semester Examination constitutes of 25%, Assignments 25% and End Semester Examination 50%.

#### **Unit 1: Basic Concepts**

**Objectives:** The objective of this unit is to introduce the students with some significant concepts mostly used in the cultural and literary studies and social sciences. These concepts will help the students to understand migration and diaspora.

- Migration: Definition and Concept

- Notion of Diaspora: Origin of the term and definitions
- Identity and Diaspora
- Homeland and Hostland
- Nostalgia

## **Unit 2: History of Indian Diaspora**

**Objectives:** The objective of this unit is to introduce various significant phases pertaining to Indian diaspora. This will help the students to have an understanding on the history and emergence of Indian Diaspora.

- History of Indian Diaspora
- Phases and Patterns of Indian Diaspora
- Distribution and Size of Indian Diaspora across Globe

## **Unit 3: Case Studies of Diaspora**

**Objectives:** This unit will probe into some of the selected Diasporas located across the globe. The diaspora of a particular country will be selected for the study.

### **Essential Readings:**

Cohen, Robin, 2008, *Global Diasporas*, 2<sup>nd</sup> Edition, Taylor & Francis Ltd.

Jain, Ravindra K. (1993), *Indian Communities Abroad: Themes and Literature*, New Delhi, Manohar Publishers & Distributors.

Jayaram, N. (2011), '*Diversities in the Indian Diaspora: Nature, Implications, Responses*', New Delhi, Oxford University Press.

Kim Knott and Seán McLoughlin (eds) *Diasporas: Concepts, Intersections, Identities*, Zed Books, 2010

Rajan, Irudaya. S (ed.), 2011, *Dynamics of Indian Migration: Historical and Current Perspectives*. New Delhi, Routledge.





**SCHOOL OF LANGUAGE, LITERATURE AND CULTURE STUDIES**  
**M.Phil/Ph.D Programme**

**Comparative Literature**

**M.Phil. Course Credit Structure**

<b>Semester – I</b>	<b>Credits</b>	<b>Semester – II</b>	<b>Credits</b>
Paper – 1	03	Paper – 1	03
Paper -2 : Research Methodology – I	02	Paper -2 : Research Methodology – II	02
Paper – 3 (optionals)	03	Paper – 3 (optionals)	03
Seminar	01	Seminar	01
Term Paper	01	Project	01
<b>Total Credits</b>	<b>10</b>	<b>Total Credits</b>	<b>10</b>
<b>Semester – III</b>			
Dissertations	10		

## **Semester 1**

### **Core Paper**

#### **Course CL-603: Comparative Literature: Concept, History and Theory (Credit 03)**

#### **Paper – 1 (Semester-1)**

##### **OBJECTIVES**

This course will introduce students to (1) key concepts in the field of Comparative Literature (2) its history and (3) the important theoretical frameworks that define the discipline.

- **Methods and Perspectives of Comparative Literature**

National Literature, World Literature and Comparative Literature;

The study of canons and traditions in a comparative context;

The contexts of caste, gender, race and region and the study of literature. Culture Studies and Comparative Literature

- **Different Schools of Comparative Literature**

French, Canadian, Chinese and American

- **Translation Studies and Comparative Literature**

The rise of translation studies, comparative literature and translation, foreignizing and domesticating translations, comparing translations, semiotics and transcreation, translation as rewriting.

- **Comparative Literary Historiography**

History and historiography, Crisis in literary historiography, Literary histories and their contexts, Nationalist, Marxist and Subaltern models of historiography and their relevance to literary history, Macro and micro histories of literature, Canons and traditions in literature, Minor literature and the literature of the marginalized in literary history, Region/caste/gender/ethnicity and Literary history, New Historicism, Postcolonial theories and literary history.

- **Translation Studies and Comparative Literature**

The rise of translation studies, comparative literature and translation, foreignizing and domesticating translations, comparing translations, semiotics and transcreation, translation as rewriting.

### **. Practical Course in Translation.**

- a. Translating Prose
- b. Translating Poetry
- c. Translating a short Story.

Problems in translating different genres of literature. Translations to be undertaken between English and an Indian language. Analysis of different models of translation. Discourse in translation.

The components and readings to be decided by the teacher. Key ideas to be introduced: Aspects of Translations and Strategies.

### **Reading List**

The following list is indicative of the approaches and perspectives that should be brought out in the discussion of above topics:

1. Comparative Literature and Literary Theory by U. Weisstein, Bloomington Indiana University Press, 1973.
2. Comparative Literature: A Critical Introduction by S. Bassnett, Oxford: Blackwell, 1993.
3. The Challenge of Comparative Literature by C. Guillen, London: Harvard University Press, 1993.
4. Comparative Literature in the Age of Multiculturalism by Bernihermer, Charles ed., Baltimore: The Johns Hopkins University Press, 1995.
5. Introduction to Comparative Literature, Jost, Francois, Pegasus: New York, 1974.
6. Comparative Literature; Theory and Practice, Dev, Amiya and S.K. Das, IAS: Shimla, 1989.
7. Death of a Discipline, Spivak, Gayatri, New York: Columbia University Press, 2003.

## Course CL-604: Research Methodology Core Paper I

### Syllabus

Objectives: To introduce various types and methods of research to students. It also aims to impart an understanding of the evolution and trajectories of important critical approaches and frameworks which are relevant for the study of literature and other cultural forms and while doing research in these areas.

#### Unit 1

A. Introduction to Research:

- a) What is research?- Inductive research and deductive research
- b) Why do research?- Exploration, Description, Explanation
- c) How is research in Humanities different from others?
- d) Overview of the research Process

B. Types of research:

- a) Qualitative, Quantitative and Mixed
- b) Empirical/ Historical

#### Readings

Schmidt, Randell K., Giordano, Emila N. & Schmidt, Geofferey M., 2015, *A Guided Inquiry Approach to Teaching the Humanities Research Project*, California: ABC-CLIO, LLC.

Leavy, Patricia, 2014, *The Oxford Handbook of Qualitative Research*, Oxford: OUP.

Christians, Clifford G., 2011, "Ethics and Politics in Qualitative Research", in Norman, K.D. & Lincoln, Yvona S. L (Ed.) ,2011, *The Sage Handbook of Qualitative Research*, Thousand Oaks: Sage.

#### Unit 2

A. Methods & Ethical concerns

- a) Descriptive research
- b) Archival and historical research
- c) Data collection & Analysis
- d) Primary & Secondary sources
- e) Interviews, Surveys and Questionnaires
- f) Ethical questions

#### Readings

Thomas, R. Murray, 2003, *Blending Qualitative & Quantitative Research Methods in Theses and Dissertations*, California: Corwin Press.

Mligo, Elia Shabani, 2016, *Introduction to Research Methods and Report Writing: A Practical Guide for Students and Researchers*, Resource Publications.

Kothari, C.R., 2009, *Research Methodology: Methods and Techniques*, India: New Age International.

Bal, Mieke, 2011, "Mektoub: When Art Meets History, Philosophy and Linguistics" in Repko, Allen F., Newell, William H. and Szostak, Rick (Ed.), 2011, *Case Studies in Interdisciplinary Research*, New Delhi: Sage.

Cook, Terry & Schwartz, Joan M., 2002, "Archives, Records and Power: From (Postmodern) Theory to (Archival) Performance, *Archival Science* 2, Kluwer Academic Publishers, pp. 171-185.

Lund, Christian, 2014, "The Ethics of Fruitful Misunderstanding", *Journal of Research Practice* 10(2) accessed from <http://jrp.icaap.org/index.php/jrp/article/view/391/359>

#### B. Approaches and Frameworks

- a) Structuralism & Post-structuralism
- b) Post- modernism & Minority Discourse
- c) Marxism
- d) Feminism
- e) Psychoanalysis
- f) Critical Theory & Cultural Studies

#### Readings

1. Levi-Strauss. 1955 "Structural Study of Myth" In *The Journal of American Folklore*. 68 (270). 1955.
2. Barthes, Roland. 1964. "The Structuralist Activity" In *The Critical Tradition*. Ed. David Richter.1998.
3. Ferdinand Saussure. "The Object of Study" In de Saussure, Ferdinand, E. Komatsu (Translator), and R. Harris (Translator). *Saussure's Third Course of Lectures on General Linguistics (1910-11)*. Pergamon Press Inc.: 1993.
4. Gerard Genette. *Introduction of Narrative Discourse: An Essay in Method*. Cornell, Cornell University Press.1980.
5. Seymour Chatman Seymour Chatman. "What Novels Can Do That Films Can't (and Vice Versa)," in *Film Theory and Criticism*, 4th ed., ed. Gerald Mast, Marshall Cohen, and Leo Braudy. New York: Oxford University Press. 1992.
6. Jacques Derrida, "Structure, Sign and Play in the Discourse of the Human Sciences" In Alan Bass, tr. *Writing and Difference*. 1966. 278-95.
7. Michel Foucault. Excerpts from *The Order of Things* (preface and excerpts from part one of the book). 1966.
8. Judith Butler. *Bodies that Matter* (Introduction and one chapter). New York: Routledge. 1993.
9. ----- , 2004, "The Question of Social Transformation" in *Undoing Gender*, Psychology Press.
10. Gayatri Chakravorty Spivak. "Three Women's Texts and a Critique of Imperialism" *Critical Inquiry*. 12:1 (Autumn 1985). 235-61.
11. Lyotard, Jean-François, 1979 "Answering the Question: What is Postmodernism?"
12. De Man, Paul, "The Resistance to Theory" in *Theory and History of Literature* Vol. 33, *The Resistance to Theory*, Minneapolis: University of Minnesota Press
13. Karl Marx, *Communist Manifesto*, 1848; Chapter 1, 'Bourgeois and Proletarians'
14. Selections from *The German Ideology* (focus on Marx and Engels' critique of the young Hegelians and 'The Illusions of German Ideology')
15. Antonio Gramsci, Selections from *Prison Notebooks*, (eds) Quintin Hoare and Geoffrey Smith, New York, International Publishers, 1971; 'Political Parties in periods of organic crisis', 'Hegemony (Civil State) and Separation of Powers'
16. Louis Althusser, "Ideology and ISA" from *Lenin and Philosophy and Other Essays*, Monthly Review Press, 1971
17. Raymond Williams, *Marxism and Literature*, Oxford University Press, 1977; Chapter1, 'Basic Concepts'
18. Ranajit Guha, *Dominance without Hegemony: History and Power in Colonial India*,

- Harvard University Press, 1997. Chapter 3 'An Indian Historiography of India: Hegemonic Implications of a Nineteenth-Century Agenda'
19. Showalter, Elaine, 1979, "Towards a Feminist Poetics" in Rice, Philip and Waugh, Patricia (eds.), 1996, *Modern Literary Theory: A Reader*, pp. 99-108.
  20. Selections from *Materialist Feminism: A Reader in Class, Difference and Women's Lives* (eds.) R. Hennessy and Chrys Ingraham, Routledge, 1997.
  21. Smith, Barbara, 1979, "Toward a Black Feminist Criticism", *Women's Studies International Quarterly*, Volume 2, Issue 2, pp. 183- 194.
  22. Freud, Sigmund, *The Interpretation of Dreams* (1900), Chapters 2, 3,4, 6 (sections A, B, C, D and I) and 7 (C).
  23. -----, "Dreams and Delusions in Jensen's Gradiva" (1907)
  24. -----, "Infantile Sexuality", *Three Essays on the Theory of Sexuality* (1905)
  25. -----, 1920, "Beyond the Pleasure Principle: Leonardo Da Vinci and a Memory of his Childhood"
  26. Lacan. Jacques, "Desire and the Interpretation of Desire in Hamlet"
  27. ----- "The Mirror Stage as Formative of the Function of I as Revealed in Psychoanalytic Experience" (1949)
  28. Mulvey, Laura, 1975, "Visual Pleasure and Narrative Cinema" in Braudy, Leo and Cohen, Marshall (eds.), 1999, *Film Theory and Criticism: Introductory Readings*, New York: OUP.
  29. Adorno, Theodor & Horkheimer, Max, 1944, "The Culture Industry: Enlightenment as Mass Deception" in Noerr, Gunzelin Schmid ed. *Dialectic of Enlightenment: Philosophical Fragments*, California: Stanford University Press.
  30. Patterson, Orlando, 1982, Selections from *Slavery and Social Death: A Comparative Study*, Harvard University Press.
  31. Appiah- Kwame Anthony, "Is the Post-in Postmodernism the Post- in Postcolonial?", *Critical Inquiry* 17, No.2 Winter, 1991: 336-357.
  32. Hall, Stuart, 1992, "Cultural Studies and its Theoretical Legacies" in Grossberg et. al (eds.) *Cultural Studies*, New York: Routledge.
  33. Benjamin, Walter, 1936, "The Work of Art in the Age of Mechanical Reproduction" in Harry Zorn (tr.) *Illuminations*, London: The Bodley Head.
  34. Ilaiah, Kancha, 1998, "Towards the Dalitization of the Nation" in Chatterjee, Partha (ed.) *Wages of Freedom: Fifty Years of the Indian Nation State*, OUP.
  35. Tharu, Susie J., 1996, "The Impossible Subject: Caste and the Gendered Body", *EPW*, Vol. 31, No. 22, June 1.
  36. Taylor, Charles, Selections from *Modern Social Imaginaries*, 2004
  37. Agamben, Giorgio, 1998, "The Logic of Sovereignty" in *Homo Sacer: Sovereign and Bare Life*, Stanford University Press.
  38. Rajadhyaksha, Ashish, 2002, "The 'Bollywoodization' of the Indian Cinema: Cultural Nationalism in a Global Arena" in Dudrah et. al. (eds.), 2008, *The Bollywood Reader*, McGraw Hill.

## **Optional Paper**

### **Sem-1**

#### **Optional Paper CL - 615: Discourses of Otherness and the National Imaginary: Canada and India (Credits 03)**

##### **Objectives of the Course:**

1. To familiarize research students of Comparative Literature and Translation Studies, English Studies and Diaspora Studies with methods of studying cultural plurality
2. To enable students of these subjects understand and use interdisciplinary approaches in the study of literary texts.
3. To equip students with conceptual and theoretical tools necessary for understanding and analyzing the dialogic and conflictual processes at work in contemporary Canadian and Indian societies.
4. To focus on mobility, that characterizes cultures and societies in a globalised world, and locate the dynamics of such mobility in cultural and social terms.
5. To identify research areas in the contemporary problematic of multiculturalism and transnational diasporic movements.

The course has four modules, each of which will have fifteen hours of teaching. The first two modules will be given in the first semester while the later two modules will be offered in the second semester.

##### **Course 1. Perspectives on Cultural Pluralism and Discourses of Otherness:**

In this module key concepts related to the study of cultural difference will be outlined with reference to specific texts. The objective of the module is to lay a strong foundation for interdisciplinary study of cultures and societies in the context of Canada and India. The concepts chosen are drawn from various disciplines and have a bearing on the reading of literatures written in multiple contexts from colonialism to decolonization, and from metropolitan to First Nation. The accent will be in relating texts to socio-political contexts and delineating cultural processes at work.

**Pedagogical Approach:** The mode of teaching would be seminars and discussions. The students are required to read the essays/ excerpts related to the key concepts before attending the seminars. They would make presentations on the literary texts and the class would discuss issues involved. There will also be assignments and end-semester presentations.

**Module A:** Key Concepts in Cultural Pluralism and Discourse of Otherness with special reference to Canada and India

Ethnicity and community

Colonialism, Nation and Nation-State



First Nation and Indigenous People

Hegemony and Resistance

Cosmopolitanism and Secularism

Multiculturalism

**Suggested Readings:**

Appiah, Anthony, 2005. *The Ethics of Identity*. Princeton University Press.

Justice, Daniel Heath & Anne Brewster, “Indigenous People’s Writing in Canada, Australia and New Zealand,” in Ato Quayson, Ed. 2011. *The Cambridge History of Postcolonial Literature* Vol. 1.

Bakvis, Herman & Grace Skogstad, Ed., 2002. *Canadian Federalism: Performance, Effectiveness and Legitimacy*. Ontario.

Coleman, Daniel, 2006. *White Civility: The Literary Project of English Canada*. University of Toronto Press.

Festenstein, Matthew, 2005. *Negotiating Diversity: Culture, Deliberation, Trust*. Polity, 2005.

Goldberg, David Theo, 1997. *Multiculturalism: A Reader*. Blackwell Publishing.

Hutcheon, Linda & Mario J. Valdes, Ed. , 2002. *Rethinking Literary History: A Dialogue on Theory*. OUP.

Howells, Coral et al, 2009. *The Cambridge History of Canadian Literature*, Cambridge Uni. Press.

Knotter, Steven et al, 2011. *Diversity Research and Policy: A Multi-disciplinary Exploration*. University of Chicago Press.

Quayson, Ato, 2000. *Postcolonialism: Theory, Practice or Process*. Polity Press.

Singh, Jaspal & Rajendra Chetty, ed., 2010. *Transnationalism and Diasporas*. Peter Lang.

Taylor, Charles, et al, 1994. *Multiculturalism: Examining the Politics of Recognition*. Princeton University Press.

**Module B: Difference, Diversity and Dissent: Canada and India**

The following texts are from Canadian Literature:

1. Fiction:

(i) Margaret Laurence, *The Stone Angel* (1964)

(ii) Eden Robinson, *Monkey Beach* (2000)

## 2. Short Story:

(i) Jeannette Armstrong, “*History Lesson*”

(ii) Thomas King, “*A Coyote Columbus Story*”

## 3. Poetry:

Selections from E.J.Pratt, A.M.Klein, James Reaney, Leonard Cohen, Jay Macpherson, Margaret Atwood, Al Purdy, Milton Acom.

## 4. Essay

(i) Margaret Atwood, *Survival : A Thematic Guide to Canadian Literature*.

(ii) Cyril Dabydeen’s “*Multiculturalism*”

The following texts are from India:

Fiction: Ravi Masoom Reza, *A Village Divided* (Penguin Modern Classics, 1994; Original Hindi published in 1966)

O.V.Vijayan, *The Saga of Dharmapuri*

### Short Story

Premchand, “*Kafan*” and “*The Kuwa* of

Sadat Hasan Manto, *Selected Short Stories*

### Poetry:

Selections from Kabir: *The Weaver’s Songs Translated and with an Introduction* by Vinay Dharwadker (Penguin)

Selections of poems by Gajanan Madhav Muktibodh, M.Gopalakrishna Adiga, Amrita Pritam, Raghuvir Sahay, K.Ayyappa Paniker, Arun Kolatkar, Namdeo Dhasal from *One Hundred Indian Poets: Signatures* edited by K. Sachidanandan (National Book Trust).

### Essay :

Gandhi, M.K. Excerpts from *Hind Swaraj*

Tagore, “*Nationalism*”

Sheldon Pollock, “Is there an Indian Intellectual History?” Introduction to “*Theory and Method in Indian Intellectual History*”

## Sem-1

### Optional Paper CL-616: The Coming of the Book

#### Objective of the Course:

The course aims to introduce to the students the history of the book in general with special emphasis on the introduction of the printed book in the Indian subcontinent. This would delve into various aspects of book history ranging from the history of printing and publishing, production and transmission of texts and the role of print in social change in the context of Europe. The coming of print technology to India, its spread through colonial education and textbooks, the evolution of a public sphere in print after the inauguration of new literacy and the change in literary practices, the coming of censorship etc. in India with a shift towards print culture also will be looked into.

#### **Module 1: Introduction to the History of the Book**

##### Essential Readings:

- Darnton, Robert (1982) "What is the History of Books?" *Daedalus* 111(3):65-83.
- Howsam, Leslie (2006) Where is the Book in History? (Chapter 4) from *Old Books and New Histories: An Orientation to Studies in Book and Print Culture*, University of Toronto Press.
- The book as a Source for Change (Chapter 8 pp. 248-319) from Febvre, Lucien and Martin, Henry-Jean (eds.) (1976) *The Coming of the Book: The Impact of Printing 1450-1800*. NLB, 7 Carlisle Street, London.
- Defining the Initial Shift; Some Features of Print Culture (Chapter 2) from Eisenstein, Elizabeth L *The Printing Press as an Agent of Change* Cambridge: CUP, (1979), pp. 43-159.
- Hellinga, Lotte "The Guttenberg Revolutions" from Simon Eliot & Jonathan Rose eds. 2007 *A Companion to the History of the Book* USA: Blackwell Publishing, pp. 207-219.

##### Recommended Readings:

- Hall, David D 1996 *Cultures in Print: Essays in the History of the Book* USA: University of Massachusetts.
- Lerer, Seth (2006) "Epilogue: Falling Asleep over the History of the Book" *PMLA* Vol. 121, No. 1, Jan., 2006.

#### **Module 2: Print Culture & Public Sphere**

##### Essential Readings

- Calhoun, Craig J ed. (1992), Introduction from *Habermas and the Public Sphere*, MIT

Press

- Sections 7(Chapter 2), Sections 8-11(Chapter 3) in Habermas, Jurgen, (1991), *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society*, Cambridge: The MIT Press.
- Vliet, Rietje van “Print and Public in Europe 1600-1800” from *A Companion to the History of the Book* eds. Simon Eliot & Jonathan Rose (USA: Blackwell Publishing, 2007), pp. 247-258
- Eggert, Paul “Robbery under Arms: The Colonial Market, Imperial Publishers, and the demise of the Three- Decker Novel” *Book History Vol. 6* (Pennsylvania: The Pennsylvania State University Press, 2003), pp. 127- 146.

Recommended Readings:

- Barker, Nicolas 2003 *Form and Meaning in the History of the Book: Selected Essays* British Library.
- Leighley, Jan E *Mass Media and Politics: A Social Science Perspective* New York: Houghton Mifflin, 2004

### Module 3: Colonialism and the Coming of the Book

Essential Readings:

- Chapter 1 (pp. 1-16) of Chakravorty, Swapna & Gupta, Abhijit (eds.)(2004) *Print Areas: Book History in India*, Delhi: Permanent Black
- Selected sections from Naregal, Veena (2001) *Language, Politics, Elites and the Public Sphere: Western India under Colonialism*, Orient Blackswan,
- *Chandrakanta* and Early Hindi Fiction in Banaras (chapter6) from Orsini, Francesca *Print and Pleasure: Popular Literature and Entertaining Fictions in Colonial North India* Delhi: Permanent Black, 2009, pp. 198-225.
- Stark, Ulrike, “Hindi Publishing in the Heart of an Indo-Persian Cultural Metropolis: Lucknow’s Newal Kishore Press (1858-1895)” from Blackburn, Stuart and Dalmia, Vasudha (eds.) 2004 *India’s Literary History: Essays on the Nineteenth Century*, Delhi: Permanent Black.
- Selected sections from Venkatachalapathy, A.R (2012) *The Province of the Book: Scholars, Scribes and Scribblers in Colonial Tamil Nadu*, Delhi: Permanent Black
- Folklore and the Nation 1860-1880 (Chapter 5) from Blackburn, Stuart *Print, Folklore and Nationalism in Colonial South India*, Delhi: Permanent Black, 2006, pp.143-176.
- “Redefining Obscenity and Aesthetics in Print”(Chapter 2) from Gupta, Charu 2005 *Sexuality, Obscenity, and Community: Women, Muslims, and the Hindu Public in Colonial India* New York: Palgrave Macmillan

Recommended Readings:

- Jeffrey, Robin 2000 *India’s Newspaper Revolution: Capitalism, Politics and the Indian Language Press* New Delhi: OUP.

- Ninan, Sevanti 2007 *Headlines from the Heartland: Reinventing the Hindi Public Sphere* New Delhi: Sage.
- Chatterjee, Rimi B 2006 *Empires of the Mind: A History of the Oxford University Press in India during the Raj* Oxford: OUP.
- Priolkar, Anant Kakba 1958 *The Printing Press in India: Its Beginnings and Early Development, Being a Quatercentenary Commemoration Study of the Advent of Printing in India in 1556* Marathi Samshodhana Mandala.
- Vishwanathan, Gauri (1989) *Masks of Conquest: Literary Study and British Rule in India*, Columbia University Press.

#### **Module 4: Literacy, Reception and Censorship**

##### **Essential Readings:**

- Jacobs, Edward “Eighteenth Century British Circulating Libraries and Cultural Book History” *Book History* Vol. 6, 2003, pp.1-22.
- Ghosh, Anindita, “An Uncertain Coming of the Book: Early Print Cultures in Colonial India” *Book History* Vol. 6 (Pennsylvania: The Pennsylvania State University Press, 2003) pp. 23-55.
- Fraser, Robert “Towards a New World Order: Literacy, Democracy and Literature in India and Africa 1930-1965” from Chakravorty, Swapan & Gupta, Abhijit (eds.) 2011 *New Word Order: Essays in the Transnational Histories of the Book* Delhi: Worldview, pp.53-64.
- Chakravorty, Pinaki “The Rushdie Incident as Law-and-Literature Parable” *The Yale Law Journal* Vol. 104, No. 8 (Jun., 1995), pp. 2213-2247.
- Devika, J and Sukumar, Mini “Making Space for Feminist Social Critique in Contemporary Kerala” *Economic and Political Weekly*, Vol. 41, No. 42 (Oct. 21-27, 2006), pp. 4469-4475.
- Shukla, Sonal, “Cultivating Minds: 19th Century Gujarati Women's Journals” *Economic and Political Weekly*, Vol. 26, No. 43 (Oct. 26, 1991), pp. WS63-WS66

##### **Recommended Readings:**

- Heath, Deana 2014 *Purifying Empire: Obscenity and the Politics of Moral Regulation in Britain, India and Australia*, Cambridge: CUP.
- Stark, Ulrike 2009 *An Empire of Books: The Naval Kishore Press and the Diffusion of the Printed Word in Colonial India* Delhi: Permanent Black.
- Joshi, Priya 2002 *In another Country: Colonialism, Culture, and the English Novel in India*, Cambridge: CUP.
- Ghosh, Anindita 2006 *Power in Print: Popular Publishing and the Politics of Language and Culture in a Colonial Society, 1778–1905*. New York: Oxford University Press.

- Introduction to Deshpande, G.P 2001 *Selected Writings of Jotiba Phule*, New Delhi: Leftword.

Sem-1

Optional Course

### **Translation Studies and Book History**

Objectives: The course aims to open up for the student questions regarding textuality and history by adopting a synchronic view of texts as cultural and social products. It also aims to introduce to the students approaches from book-history that deals with both translations as acts and as material products in relation to questions of power, identity and politics of representation.

- a) “Introduction: Rethinking Methods in Translation History” by Carol O’ Sullivan *Translation Studies*, Vol. 5, No. 2, 2012, 131-138.
- b) “History and Translation” by Lynne Long in *The Companion to Translation Studies* Piotr Kuhiwczak and Karin Littau (eds.), Multilingual Matters Ltd., 2007.
- c) Selections from *Translation Studies and Book History*, Paradigms of Textual Transmission by Anna Strowe, 2017.
- d) Selections from *Translation Studies: An Integrated Approach* by Mary Snell Hornby

Suggested Readings:

- “Questions in the Sociology of Translation” by Andrew Chesterman in João Ferreira Duarte et. al. (eds.) *Translation Studies at the Interface of Disciplines*, John Benjamins, 2006.
- *Media and Translation: An Interdisciplinary Approach* Ed. Dror Abend-David, Bloomsbury, 2014.
- *Translation, History, Culture: A Source Book* by Andre Lefevere

### Translation, Medium & Textuality

- e) “Text-Type Conventions and Translating: Some Methodological Issues” by Paul Kussmaul, in Anna Trosborg (ed.) *Text Typology and Translation*, John Benjamins, 1997.

- f) “The role of Translations and Translators in the Production of English Incunabula” by Brenda M. Hosington in Sara K. Barker et. al (eds.) *Renaissance Cultural Crossroads: Translation, Print and Culture in Britain 1473-1640*, Brill, 2013.
- g) “Multiple Lives of a Text: The *Sumati Satakamu* in Colonial Andhra” and “Texture and Authority: Telugu Riddles and Enigmas” from *Text and Tradition in South India* by Velcheru Narayana Rao, Permanent Black, 2016.
- h) “Introduction” and other selections from *Text and Tradition in Performance and Writing* by Richard A. Horsley, Cascade Books, 2013.
- i) Selections from *Printers without Borders: Translation and Textuality in the Renaissance* by A.E.B. Coldiron, CUP, 2015.
- j) “Translation, History and Print: A Model for the Study of Printed Translations in Early Modern Britain” Marie-Alice Belle & Brenda M. Hosington, *Translation Studies*, Volume 10, 2017 - Issue 1.

Suggested Readings:

- *The Myth of Print Culture: Essays on Evidence, Textuality and Bibliographical Method* by Joseph A. Dane, University of Toronto Press, 2003.
- *After Translation: The Transfer and Circulation of Modern Poetics across the Atlantic* by Ignacio Infante, Fordham University Press, 2013.
- *Translation and the Classic: Identity as Change in the History of Culture (Classical Presences)* by Alexandra Lianeri, Vanda Zajko, Classical Presences, 2008.

Translating Culture: Questions of Identity and Subjectivity

- k) Sections of Part 3- “Facing Language: Romantic Modern and Contemporary Conditions 1800-2000” from *The Bilingual Text: History and Theory of Literary Self-Translation* by Jan Walsh Hokenson, Marcella Munson, 2014.
- l) “The Concept of Cultural Translation in British Social Anthropology” by Talal Asad, 1986 in: James Clifford and George E. Marcus (eds.). *Writing Culture. The Poetics and Politics of Ethnography*.
- m) “Cosmopolitanism as Translation” by Esperança Bielsa, *Cultural Sociology*, Volume: 8, Issue: 4, page(s): 392-406, 2014.



- n) “Constructing a Global South in Print” in *The Early Modern Global South in Print: Textual Form and the Production of Human Difference as Knowledge* by Sandra Young, Ashgate, 2015.
- o) Selections from *Imperial Eyes: Travel Writing and Transculturation* by Mary L. Pratt, Routledge, 1992.
- p) “A Qur'an for Every Household: Mass Printing and the Commercialization of Islamic Sacred Texts in Nineteenth-Century Lucknow.” In: Nadia al-Bagdadi and Mushirul Hasan (eds), *Sacred Texts and Print Culture: The Case of the Qur'an and the Bible of the Eastern Churches, 18th and 19th Centuries*. Budapest: Central European University Press, 2015.
- q) “Printed Folktales and the New Vernacular 1820-1860” in *Print, Folklore and Nationalism in Colonial South India* by Stuart Blackburn, Permanent Black, 2003.

#### Suggested Readings:

- *Beyond Textuality: Asceticism and Violence in Anthropological Interpretation* edited by Gilles Bibeau, Ellen E. Corin, Mouton de Gruyter, 1995.
- Receptacle of the Sacred: Illustrated Manuscripts and the Buddhist Book Cult in South Asia by Jinah Kim
- India in Translation through Hindi Literature: A Plurality of Voices Maya Burger and Nicola Pozza (eds.)

#### Power and Representations: Colonialism and Resistance

- r) Selections from *Translation and Conflict: A Narrative Account* by Mona Baker, Routledge, 2006.
- s) Selections from *Contracting Colonialism: Translation and Christian Conversion in Tagalog Society Under Early Spanish Rule* by Vicente L. Rafael, Duke University Press, 2001.
- t) “Translating Representations: Orientalism in the Colonial Indian Province of Bengal (1770s-1830s)” by Emily Larocque

<https://journals.library.ualberta.ca/constellations/index.php/constellations/article/viewFile/16284/13072>

- u) “Translation as Resistance: The Role of Translation in the Making of Malayalam Literary Tradition” by E.V. Ramakrishnan in *Locating Indian Literature: Texts, Traditions, Translations*, Orient Blackswan, 2011.
- v) *Crusoe Among the Maori: Translation and Colonial Acculturation in Victorian New Zealand* by Shef Rogers in Book History, Volume 1, The Pennsylvania State University Press, 1998.

Suggested Readings:

- Globalization, Nationalism and the Text of ‘Kichaka-Vadha’: The First English Translation of the Marathi Anticolonial Classic, with a Historical Analysis of Theatre in British India Translated with an Introduction by Rakesh H. Solomon.
- Colonial Influence, Postcolonial Intertextuality: Western Literature and Indian Literature by Harish Trivedi, *Forum for Modern Language Studies*, 2007, Volume 43 Issue 2.
- “Translation, Colonialism and the Rise of English” by Tejaswini Niranjana *Economic and Political Weekly* Vol. 25, No. 15 (Apr. 14, 1990), pp. 773-779

## **Optional Paper Course CL-617: ARTS OF ASIA: INDIA AND SOUTHEAST ASIA**

### **Course Description:**

A survey of sculpture, painting and architecture in the Indian sub-continent from 2300 B.C. to the nineteenth century. An attempt to explore the role of tradition in the broader history of art in India. The Indian sub-continent is the source for a multicultural civilization that has lasted and evolved for several thousand years. This course attempts to introduce the full range of artistic production in India in relation to the multiple strands that have made the cultural fabric of the sub-continent so rich and long lasting.

### **Required Readings:**

Craven, Roy. *A Concise History of Indian Art*. Thames and Hudson. 1976, reprint 1998.

Zimmer, Heinrich. *Myths and Symbols in Indian Art and Civilization*. Princeton University Press. 1946, reprint.

Eck, Diana. *Darsan: Seeing the Divine Image in India*. Anima Books. 2nd ed., 1985 (new printing due at Penn Book Center on Sept. 15)

### **Recommended Readings:**

Ghosh, Pika and Michael W. Meister. *Cooking for the Gods*. 1995.

Harle, James C. *The Art and Architecture of the Indian Subcontinent*. 1986, reprint.

Thapar, Romila. *A History of India*, part 1. Penguin. 1966, reprint.

General Reference: Other significant texts that provide other or earlier perspectives and additional plates include:

Coomaraswamy, Ananda K. *History of Indian and Indonesian Art*. 1927.

Huntington, Susan. *The Art of Ancient India*. 1985.

Rowland, Benjamin. *The Art and Architecture of India: Buddhist, Hindu, Jain*. 1953.

Zimmer, Heinrich. *The Art of Indian Asia*. 1955.

### **Interpretative Readings:**

Adams, Laurie Schneider. *The Methodologies of Art. An Introduction*. New York: HarperCollins, 1996.

Alpers, Svetlana. *The Art of Describing. Dutch Art of the Seventeenth Century*. Chicago and London: University of Chicago Press, 1983.

Arnheim, Rudolf. *The Power of the Center. A Study of Composition in the Visual Arts*. Berkeley and Los Angeles: University of California Press, 1982.

Barrell, John. *The Dark Side of the English Landscape. The Rural Poor in English Painting 1730-1840*. Cambridge: Cambridge University Press, 1980.

Baxandall, Michael. *Painting and Experience in Fifteenth-Century Italy. A Primer in the Social History of Pictorial Style*. Oxford and New York: Oxford University Press, 1972.

Berger, John. *Ways of Seeing*. New York: Penguin Books, 1972.

Cahill, James. *Parting at the Shore: Chinese Painting of the Early and Middle Ming Dynasty, 1368-1580*. New York and Tokyo: John Weatherhill, 1978.

Camille, Michael. *Image on the Edge. The Margins of Medieval Art*. Cambridge, MA: Harvard University Press, 1992.

Clark, Kenneth. *The Nude. A Study in Ideal Form*. New York: Pantheon Books, published for the Bollingen Foundation, 1956.

Fry, Roger. *Cézanne. A Study of His Development*. Orig. publ. 1927. New York: Farrar, Straus & Giroux, 1968.

\_\_\_\_\_. *Last Lectures*, intro. Kenneth Clark. Orig. publ. 1939. Boston: Beacon Books, 1962.

\_\_\_\_\_. *Vision and Design*. Orig. publ. 1920. New York: New American Library, 1974.

Ginzburg, Carlo. "Morelli, Freud and Sherlock Holmes: Clues and Scientific Method." *History Workshop. A Journal of Socialist Historians* 9 (Spring 1980): 5-36.

Harris, Ann Sutherland and Judith W. Mann. "Artemisia Gentileschi." In *Grove Art Online*. Oxford Art Online. <http://www.oxfordartonline.com> (accessed August 22, 2008).

Helsing, Elizabeth K. *Ruskin and the Art of the Beholder*. Cambridge, MA: Harvard University Press, 1982.

Herbert, Robert L. "Method and Meaning in Monet." *Art in America* 67 (September 1979): 90-108.

Holt, Elizabeth Gilmore, ed. *A Documentary History of Art*. 2 vols. Garden City, NY: Doubleday, 1958.

House, John. *Pierre-Auguste Renoir. La Promenade*. Los Angeles: J. Paul Getty Museum, 1997.

Irwin, David, ed. Winckelmann. Writings on Art. New York: Phaidon Press, 1972.

Johnson, Ellen H. Modern Art and the Object. A Century of Changing Attitudes. Rev. ed. New York: Icon Editions, 1995.

Kemp, Martin. Behind the Picture. Art and Evidence in the Italian Renaissance. New Haven and London: Yale University Press, 1997.

Kliemann, Julian and Antonio Manno, "Vasari." In Grove Art Online. Oxford Art Online. <http://www.oxfordartonline.com> (accessed August 22, 2008).

Langbaum, Robert. The Poetry of Experience. The Dramatic Monologue in Modern Literary Tradition. New York: W.W. Norton, 1957.

Meiss, Millard. Painting in Florence and Siena after the Black Death. The Arts, Religion and Society in the Mid-Fourteenth Century. Orig. publ. 1951. New York: Harper & Row, 1973.

Panofsky, Erwin. Early Netherlandish Painting. Its Origin and Character. 2 vols. Cambridge, MA: Harvard University Press, 1953.

Pollitt, J.J. The Art of Greece, 1400-31 B.C. Sources and Documents in the History of Art Series. Englewood Cliffs, NJ: Prentice-Hall, 1965.

Pollock, Griselda. Differencing the Canon. Feminist Desire and the Writing of Art's Histories. London and New York: Routledge, 1999.

Potts, Alex. "Winckelmann, Johann Joachim." In Grove Art Online. Oxford Art Online. <http://www.oxfordartonline.com> (accessed August 22, 2008).

Ridderbos, Bernhard, Anne van Buren, and Henk van Veen, eds. Early Netherlandish Paintings. Rediscovery, Reception, and Research. Trans. Andrew McCormick and Anne van Buren. Los Angeles: Getty Publications, 2005.

Rosand, David. "Proclaiming Flesh." Times Literary Supplement, 17 February 1984, 167.

Rosenblum, Robert. Jean-Auguste-Dominique Ingres. New York: Harry N. Abrams, 1967.

Ruskin, John. The Complete Works of John Ruskin (Library Edition). Eds. E.T. Cook and Alexander Wedderburn. 39 vols. London: George Allen, 1903-1912.

\_\_\_\_\_ and H.W. Janson. 19th-Century Art. Rev. ed. Upper Saddle River, NJ: Pearson/Prentice Hall, 2005.

Schama, Simon. The Embarrassment of Riches. An Interpretation of Dutch Culture in the Golden Age. New York: Alfred A. Knopf, 1987.

Schapiro, Meyer. *Modern Art. 19th & 20th Centuries. Selected Papers.* New York: George Braziller, 1978.

Slatkes, Leonard J. "Review of Rembrandt Research Project. *A Corpus of Rembrandt Paintings, 1625-1631*, by J. Bruyn, B. Haak, S.H. Levie, P.J.J. van Thiel, and E. Van der Wettering (The Hague: Martinus Nijhoff Publishers, 1982)." *Art Bulletin* LXXI (1989): 139-44.

Steinberg, Leo. "The Line of Fate in Michelangelo's Painting." In *The Language of Images*, ed. W.J.T. Mitchell. Chicago and London: University of Chicago Press, 1980.

Stokstad, Marilyn. *Art. A Brief History.* 3rd ed. Upper Saddle River, N.J.: Pearson/Prentice-Hall, 2007.

Strunk, William, Jr. and E.B. White. *The Elements of Style.* New York: Macmillan, 1959.

Sund, Judy. *Van Gogh. Art & Ideas Series.* New York: Phaidon Press, 2002.

Taylor, Joshua C. *Learning to Look. A Handbook for the Visual Arts.* 2nd ed. Chicago and London: University of Chicago Press, 1981.

Twitchell, Beverly H. *Cézanne and Formalism in Bloomsbury. Studies in the Fine Arts: Criticism, No. 20.* Ann Arbor, MI: U.M.I. Research Press, 1987.

Webb, Ruth. "Ekphrasis." In *Grove Art Online.* Oxford Art Online. <http://www.oxfordartonline.com> (accessed August 22, 2008).

Wheelock, Arthur K., Jr. *Jan Vermeer.* Rev. ed. New York: Harry N. Abrams, 2004.

Willett, Frank. *African Art. An Introduction.* Orig. publ. 1971. New York: Thames and Hudson, 1985.

Wölfflin, Heinrich. *Principles of Art History. The Problem of the Development of Style in Later Art.* Trans. M.D. Hottinger. Orig. publ. 1915. New York: Dover Publications, 1960.

Zirpolo, Lilian. "Botticelli's Primavera. A Lesson for the Bride." In *The Expanding Discourse. Feminism and Art History*, eds. Norma Broude and Mary D. Garrard. New York: HarperCollins, 1992.

## **Unit 1**

Categories of India's Art History/Changing Views of Indian

Art as Art or Craft/Folk Art and Indian Traditions

## **Unit 2**

Geography and Historic Outline/India's Ancient Horizon,

- The Indus Valley
- Buddhist Imperial Art Under the Mauryas
- Buddhist Populism: Shunga Art
- Architecture as Cosmogram from Sanchi to Borobudur

## **Unit 3**

- Cave architecture and Humanism under the Andhras
- Buddhist Narrative Sculpture
- The Shakas and Kushanas
- Icons and Symbols: Origin of the Image of Buddha
- Gandhara's 'Alien' Art and India's Syncretism
- 'Classic' Gupta Art: the Evolution of Buddhist Sculpture
- Hindu Renaissance and the Beginnings of Temple Architecture
- Paintings and the Halls of the Vakatakas: Ajanta

## **Unit 4**

- The Spread of Buddhism and Painting to Central Asia
- Hindu Efflorescence: Elephanta and Ellora
- Architecture as Symbol: the Hindu Temple, North and South/India's 'Medieval' Sculpture
- Eroticism and Tantra
- India in Greater India: Lineage to Empire
- The Coming of Islam as a Cultural Interface
- Painting and Architecture in the Sultanate Period

## **Unit 5** Indian Painting and the Early Modern

- Miniature Paintings in the Hindu Courts: 17th-18<sup>th</sup> Centuries/Hill Painting
- Company art
- Bengal School

## **Sem-1**

### **Introduction to the Literature of East Asia**

### **Course description:**

A survey of works representative of East Asian civilization and culture from the classical to the contemporary. Readings include fiction written in English and English language translations of historical, religious, and fictional texts originally composed in Chinese, Korean, and Japanese.

**Texts:**

*A Thousand Years of Good Prayers*, by Li Yiyun

*Some Prefer Nettles*, Tanizaki Junichir

*My Year of Meats*, Ruth L. Ozeki

*The Naked Tree*, Pak Wan-so

*Waiting*, Ha Jin

**References:**

1. Barnstone, Willis, and Tony Barnstone. *Literatures of Asia, Africa, and Latin America: From Antiquity to the Present*. Upper Saddle River, NJ: Prentice Hall, 1999.
2. Mostow, Joshua S., ed. *The Columbia Companion to Modern East Asian Literature*. New York: Columbia University Press, 2003.
3. Borthwick, Mark. *Pacific Century: The Emergence of Modern Pacific Asia*. Boulder, CO: Westview Press, 1998.
4. Ebrey, Patricia Buckley, Anne Walthall, and James B. Palais. *East Asia: A Cultural, Social, and Political History*. Boston: Houghton Mifflin, 2006.
5. DeBary, Wm. Theodore, Wing-tsit Chan, and Chester Tan, eds. *Sources of Chinese Tradition*. 2 vols. New York: Columbia University Press, 1960. This two-volume collection contains a wide variety of poetry, philosophy, and other important literary texts.
6. Dernberger, Robert F., Kenneth DeWoskin, Steven Goldstein, Rhoads Murphey, and Martine Whyte, eds. *The Chinese: Adapting the Past, Facing the Future*. Ann Arbor, MI: Center for Chinese Studies, the University of Michigan, 1991. This anthology covers the history of Chinese culture, literature, and politics.
7. Sosnoski, Daniel, ed. *Introduction to Japanese Culture*. Rutland, VT: Tuttle Publishing, 1996. Varley, Paul H. *Japanese Culture*. 4th ed. Honolulu: University of Hawai'i Press, 2000.
8. Varley, Paul H. *Japanese Culture*. 4th ed. Honolulu: University of Hawai'i Press, 2000
9. Barringer, Herbert R., and Sung-Nam Cho. *Koreans in the United States: A Fact Book*. Honolulu, HI: Center for Korean Studies, University of Hawai'i, 1989.
10. Breen, Michael. *The Koreans: Who They Are, What They Want, Where Their Future Lies*. New York: St. Martin's Press, 1999.



11. Clark, Donald N. *Culture and Customs of Korea*. Westport, CT: Greenwood Press, 2000.

## Course CL-618: World Epics in Translation

### Description:

This course serves as an introduction to classical and medieval traditions in Western and Indian literature. It will introduce students to some of the great works of world literature, beginning with one of the world's oldest epics that comes to us from the Middle East, *Gilgamesh* leading to the great epic of Greek Literature, The *Odyssey* and the retelling of the *Ramayana* by Tulsidas. The focus of this paper will be on literary and cultural exchanges in the region and ideas of transmediality.

### Required Texts

1. The Epic of Gilgamesh: The Babylonian Epic Poem and Other Texts in Akkadian and Sumerian. Translated with an introduction by Andrew George. Penguin Classics. London: Penguin Books, 2003.
2. Virgil Aeneid
3. Dante The Divine Comedy: 'Inferno'
4. Mahabharata: Selections
5. Tulsidas The Ramayana: 'The Sunderkanda'

### Recommended Readings:

1. Albrecht, M. von. Roman Epic: An Interpretative Introduction (Leiden 1999).
2. Carvounis, K. and Richard, R. Hunter (eds.), Signs of Life? Studies in Later Greek Poetry = Ramus 37.1-2 (2008).
3. Conte, G.B., Latin Literature: A History (Baltimore 1999). Hardie, P.R., The Epic Successors of Virgil: A Study in the Dynamics of a Tradition (Cambridge 1992). Konstan, D. & Raaflaub, K. (eds.). Epic and History (Wiley-Blackwell 2009).
4. Paschalis, M. (ed.), Roman and Greek Imperial Epic (Heraklion 2005).
5. Shorrock, R., The Myth of Paganism: Nonnus, Dionysus and the World of Late Antiquity (Duckworth 2010).



**CENTRE FOR STUDIES IN ECONOMICS AND PLANNING**  
**Syllabus for M. Phil. in Economics**

**Course Structure**

Course code	Nature of Course	Course Title	No .of L/T	Credits
<b>M.Phil. Semester I</b>				
ECO601	Core compulsory	Research Methodology I	2+1	2
ECO602	Core compulsory	Advanced Economic Theory (Micro Economics)	3+1	3
ECO621-625	Core Elective	Any one paper to be selected by the student from group E	3+1	3
ECO641		Field work and research paper writing	2	2
<b>Semester II</b>				
ECO651	Core compulsory	Research Methodology II	2+1	2
ECO652	Core compulsory	Advanced Economic Theory (Macro Economics)	3+1	3
ECO671-675	Core elective	Any one paper to be selected by the student from group F	3+1	3
ECO691	core	Term paper writing	2	2

Subject code	Title of the paper	Total
<b>Group E</b>		
ECO621	Advanced Econometrics	3
ECO622	Economics of Education	3
ECO623	Financial Economics	3
ECO624	International Trade and Finance	3
ECO625	Environmental Economics	3
<b>Group F</b>		
ECO671	Statistical soft wares for Econometrics	3
ECO672	International Business	3
ECO673	Health Economics	3
ECO674	Global Economic issues	3
ECO675	Agricultural Economics	3

## **ECO 601 RESEARCH METHODOLOGY IN ECONOMICS-I**

### **Objective**

The course is designed to strengthen students' capability to organize and conduct research on economic issues and problems. They will learn about the conceptual and philosophical basis of research methodology in economics. The course shall impart knowledge on to how to conduct applied economic research from topic selection, literature survey, formulation of research questions and hypothesis, selection of appropriate research method and empirical techniques, interpretation of results and inferences for policies.

### **UNIT I Introduction: Basic Concepts and Process of Economic Research**

Research: Meaning and purpose; Process of economic research: (i) Research questions—Identifying the problematique (Research area/ questions/ concerns/topic), (ii) Survey of literature on the topic—Acknowledging existing knowledge and moving beyond the given, (iii) Theoretical framework—Application of economic theory to shed light on the problem, (iv) Empirical testing— Data gathering, processing, obtaining empirical results by applying appropriate tools to the data, (v) Presentation and Inference— Presenting and interpreting the results and drawing implications, conclusions, and recommendation; Research methodology and methods; Reasons to study methodology

Philosophical Foundations of Economic Methodology: Economic Positivism and Normativism; Evolution of Positivism in Economics: J.S. Mill, J.E. Cairnes, J.N. Keynes; Apriorism, Falsificationism and Conventionalism: L. Robbins; Falsificationism and Methodology of Economics: Karl Popper; Testability in Economics: T. Hutchison; Instrumentalism: Milton Friedman; Operationalism: Paul Samuelson; Positivism in Economics: An Assessment.

Alternative Methodological Perspectives in Economics: Marxism, Comparative Historical Approach, Post-Modernism and Economics: Keynesian Economics, Institutional Economics, Feminist Economics, Inclusive Economics; Methodological Pluralism: Warren Samuels.

### **UNIT II Research Design and Approaches**

Types of research questions: Exploratory, descriptive and causal questions; What is research design: purpose of research and research questions, specifying concepts, specifying variables to operationalize concepts, methodology (qualitative analysis vs. quantitative analysis vs. participatory analysis; empirical, exploratory, descriptive), Data needs (primary or secondary), Methods to collect data — Primary (questionnaire surveys, in depth interviews, focus group discussions, key informant interviews, observation)], sources of secondary data, Methods to analyse data

(descriptive statistics, case studies, content analysis, regression analysis etc); Nature of Research question and research design: What data/information needs to be gathered and what methods to be applied to analyse such data; Two Directions of Reasoning: Deductive reasoning and Inductive reasoning; Types of research design: Inductive (qualitative) vs. Deductive (quantitative); Data Types: Numerical and Categorical; Random variables: Quantitative and Qualitative (Categorical) Random Variable; Types of quantitative random variables: discrete and continuous random variables; Types of qualitative random variables: nominal (i.e. unordered) and ordinal (ordered) random variables;

Research Ethics: Professional Ethics, Scientific Misconduct, Plagiarism, Conflicts of Interest, External Funding and Objectivity of Research.

Empirical Example of a research proposal submitted for funding agencies to learn how the actual report was prepared; Example of a Ph.D. thesis proposal; Example of a published research paper.

### **Reading List**

Ahuja, R. (2008), Research Methods, Rawat Publication.

Baronov, D. (2004), Conceptual Foundations of Social Research Methods, Paradigm Publishers.

Boettke, P.J., C. J. Coyne and P. T. Leeson (2013), 'Comparative Historical Political Economy', Journal of Institutional Economics, 9(3), pp. 285–301.

Caplin, Andrew and Andrew Schotter (2008) eds., The Foundations of Positive and Normative Economics: A Handbook, Oxford: Oxford University Press.

Davis, J.B. (2012), 'Samuels on Methodological Pluralism in Economics', in Biddle, J.E. and R. B. Emmett (ed.), Research in the History of Economic Thought and Methodology: A Research Annual (Research in the History of Economic Thought and Methodology, Volume 30), Emerald Group Publishing Limited, pp.121-136.

Don Ethridge (2004), Research Methodology in Applied Economics, Blackwell Publishing.

Freidman, Milton (1953), 'The Methodology of Positive Economics', in Friedman (1953) Essays in Positive Economics, pp. 3-43, Chicago: University of Chicago Press.

Gerring, J. (2001), Social Science Methodology, Cambridge: Cambridge University Press.

Greenlaw, S. (2006), *Doing Economics: A Guide to Understanding and Carrying Out Economic Research*, Houghton Mifflin Company.

Hatton, T.J., K. H. O'Rourke and A. M. Taylor (2007), (eds.) *The New Comparative Economic History: Essays in Honour of Jeffrey G. Williamson*, Cambridge MA: MIT Press.

Hollis, M. (1994), *The Philosophy of Social Science: An Introduction*, New York & Cambridge: Cambridge University Press.

Kothari, C. R. (2012), *Research Methodology: Methods and Techniques*, 2<sup>nd</sup> Reprint, New Age International Publisher.

Neuman, W. L. (2008), *Social Research Methods: Quantitative and Qualitative Approach*, Pearson.

O'Leary, Z. (2004), *The Essential Guide to Doing Research*, SAGE Publications.

Ruccio, D.F., and J. Amariglio (2003), *Postmodern Moments in Modern Economics*, Princeton University Press.

## **ECO 602    ADVANCED ECONOMIC THEORY –I (Micro Economics)**

### **Objective**

The basic objective of this course is to familiarize the research students with the advanced topics in microeconomics covering new developments in theory of consumer choice, theory of firms, and game theory.

### **Unit I   Recent Theoretical Developments in Consumer Behaviour**

Slutsky Theorem; Revision of Demand Theory by Hicks; Liner Expenditure Systems; Stone and Rowe Model; Nerlov's stock adjustment principle; Houthaker and Taylor's Dynamic Model; Lancaster's Theory of Consumer Behaviour.

### **Unit II Realistic market structures and firm's behaviour**

Monopolistic competition; Oligopoly: Chamberlin Model, Stackelberg Model; Kinked demand curve model: Cartels and Price Leadership Models.

### **Unit III Non-neoclassical theories of the firm**

The marginalist controversy and critical analysis of marginal analysis; Hall and Hitch's average cost pricing principle; Baumol's Sales revenue maximisation model; Marris model of managerial enterprise; Williamson's model of managerial discretion.

Static and dynamic games of complete and incomplete information; Market Failure and the Role of the Government.

### **Reading List**

Andreu Mas-Colell, A., M. D. Whinston, and J. R. Green (1995), Microeconomic Theory, Oxford University Press.

Baumol, W. J. (1982), Economic Theory and Operations Analysis, Prentice Hall of India.

Henderson, J.E. and R.E. Quandt (1988), Microeconomic Theory - A Mathematical Approach, McGraw Hill.

Koutsoyiannis, A. (1979), Modern Micro Economics, Macmillan Press, London.

Kreps, D. M. (1990), A Course in Microeconomic Theory, Princeton University Press.

Muñoz-Garcia, F. (2017), Advanced Microeconomic Theory: An Intuitive Approach with Examples, The MIT Press.

Pindyck, R. S. and D. L. Rubinfeld, (2001), Micro Economics, New Delhi: Prentice Hall of India.

Reny, P. J. and G. A. Jehle (2011), Advanced Microeconomic Theory, 3<sup>rd</sup> ed., Addison Wesley.

Varian, H. (1992), Micro Economic Analysis, New York: W. W. Norton & Company, Inc.

## **ECO 621 ADVANCED ECONOMETRICS**

### **Objective**

The basic objective of this course is to familiarize the research students with the advanced methods of econometric analysis.

### **Unit I Univariate Time series Modelling**

Properties of time series, Properties of AR, MA, ARMA, ARIMA processes, Stationary stochastic process- Random walk and white noise, Tests for Stationarity- ACF and Sample Correlogram, Barlett's test, Box-pierce Q-test, Ljung-Box test, Unit Root Tests, Trend Stationary and Difference Stationary process, ARIMA models- identification, estimation, diagnostic testing, forecasting- MA(1), ARMA(1,1) and ARIMA(1,1,0) processes, Seasonality



## **Unit II Modelling Volatility**

Linear time series model and its limitations, testing for nonlinear models; types of non-linear time series models: the ARCH model- testing for ARCH effects, estimation of ARCH model by iteration

## **Unit III Panel data Methods**

Sources and types of panel data, why should one use panel data: their benefits and limitations, Simple panel data methods-Policy analysis with Pooled Cross Sections, Two period panel data analysis, policy analysis with two period panel data analysis, Differencing with more than two time periods; advanced panel data methods- Fixed effects estimation, Random effects model.

### **Basic Readings**

Brooks Chris (2nd edition), 2008, Introductory Econometrics for finance, Cambridge University press

Jeffrey M. Wooldridge Introductory Econometrics: A Modern Approach, 2e

Walter Enders, Applied Econometric Time Series, Wiley India (P) Ltd, New Delhi 2004

### **Additional Readings**

Gujarati, N. Damodar, and Sangeeta (2013), Basic Econometrics, McGraw Hill

Jack Johnston and John Dinardo,(1997), Econometric Methods, McGraw-Hill International Editions, Singapore.

## **ECO 622 ECONOMICS OF EDUCATION**

### **Objective**

In a globalised world, economies are becoming more skill based and the significance of education has been growing over the years. This subject will enable the learners to Develop an understanding of planning, financing and cost of education. It will also help develop an understanding of the link between the educational system and economic development. The subject will also develop an understanding of educational problems in the context of economic concepts. Theories and techniques.

## **Unit I Conceptual Issues in economics of Education**

Meaning, definition, scope and importance of Economics of Education. The relationship between education and the economic system- The role of the economic system in financing of education and absorbing the educated manpower- Education as an industry- Education as consumption and Education as individual, social and national investment- Spill-over and inter-generational effects of education.

Economic Development and Education The concepts of economic development and economic growth - The interrelationship between education and economic development- Education as a prerequisite as an accelerator and a major determinant of economic development- Significance and Development of human resources through education-Human capital approach- Need for manpower planning and Estimation of manpower requirements. Human capital vs. Physical capital

## **Unit II Measuring the Contribution of Education to Economic Growth**

Cost-Benefit Analysis in Education- Correlation Approach- Residual approach- Manpower Forecasting Approach- Wage-differential Approach. Productivity in Education-Productivity of the educational system - Internal and external efficiency of the Educational system- Dual approach, Process approach, Product approach.

Education, Equity and Income Distribution-Educational equity measures - the equal opportunity criterion- the cost – benefit criterion, and the ability to pay criterion - Education as a determinant of income variance, and the relevant contribution of different levels of education.- Tools to assess the equity and income distribution -The Gini coefficient, the Lorenz curve

## **Unit III Pricing and Financing of Education**

Concept of Cost of Education. Types of Educational costs: Direct cost, Indirect cost, Private cost, Social cost and Opportunity cost- External and Internal Efficiency of Education- Micro and Macro aspects of pricing of education (Theoretical Study) - Practical solution to the pricing of education especially at the tertiary level Financing of Education- Sources of finance for education: private, public, fees, donations- Endowments and grants. Grant-in- aid principles and practices with special reference to higher education- Government's role in financing education at different levels with special reference to higher education.

### **Reading list**

Baxter C. And O'Leary, P. J. and Westoby A. (1977) Economics and Education Policy a Reader London Longman Group Ltd.

- Backer G. S, (1964) Human Capital New York: University press.
- Blaug. M (1972) an Introduction to the Economics of Education, London: Penguin
- Blaug, M. (ed) (1968). Economics of Education selected Readings. Vol. 1 and 2 London: Penguin Books.
- Cohn, E. and Gesker (1990) T. G. The Economics of Education, Oxford: Pergamon Press
- Hallak J. (1990) Investing in the Future UNESCO: Pergamon press
- Johns R. I. & Morphet I: (1976) The Economics and financing of Education A system Approach New Jersey Prentice-Hall Inc.
- Levin M. R. & Shank A (eds.) (1970) Educational Investment in an Urban Society: Costs, Benefits and Public Policy, New York Teachers College press
- Majumdar, T. (1983) Investment in Education and social Choice, Cambridge, Cambridge University Press.
- Natarajan S. (1990) Introduction to Economics of Education New Delhi. Sterling
- Padmanabhan C. B. (1971) Economics of Educational Planning in India New Delhi. Arya Book Depot.
- Panchamukhi P. R. (ed) (1989) Economics of Educational Finance Bombay, Himalaya publishing House
- Ward, F. C. (ed) (1974) Education and Development Reconsidered New York: Praeger Publishers
- Wykstra R. A. (ed) (1971) Education and the Economics of Human Capital New York: The Free press.
- Ward, F. C. (ed) (1974) Education and Development Reconsidered New York: Praeger Publishers
- Wykstra R. A. (ed) (1971) Education and the Economics of Human Capital New York: The Free press.

## **ECO 623 FINANCIAL ECONOMICS**

### **Objective**

This subject will enable the students to understand the issues of financial institutions in the process of economic growth.

### **Unit I Nature and Role of Financial System**

Introduction to Financial institutions and Markets, Financial Intermediate and Financial Intermediaries, The structure of the financial system, Determination of interest rates, Structure of Interest rates, Theories of term structure interest rates,

Regulatory and Promotional Institutions: The Reserve Bank of India: Roles and Functions, Monetary Policy of the RBI, Techniques of Monetary Control, Recent Policy Developments, Liquidity Adjustment Facility (LAF), The Securities and Exchange Board of India: Genesis, Organizations, Objectives and Functions, Performance of SEBI, IRDA and its role in financial markets, Financial Sector reforms in India.

### **Unit II Valuation of Securities**

Primary and Secondary Market for Securities Fundamentals of Valuation of Securities: Valuation of Bonds and Stocks; Bond Yield, Yield to Maturity. Equity Valuation: Dividend Discount Model, The P/E Ratio Approach; Irrelevance of Dividends: Modigliani and Miller Hypothesis; Relevance of Dividends: Walter's Model, Gordon's Model. The Cost of Capital: Debt and equity; Cost of Debt, Cost of Preference Capital and Equity Capital.

### **Unit III Derivative Markets**

An introduction to financial derivatives: Types and uses of derivatives; Forward Contracts: basic concepts, determination of forward prices, Futures Contract: basic concepts, theories of future prices- the cost of carry model, the expectation model, capital asset pricing model. Relation between Spot and Future Prices, forward vs future contract, Hedging in Futures; Options: types, value of an option, the Pay-Offs from Buying and Selling of Options; the Put Call Parity Theorem; Binomial option pricing model (BOPM) and Black-Scholes option pricing model.

### **Basic Readings**

Bhole, L. M. and J Mahakud (2009) Financial Institutions and Markets, McGraw Hill Education Pvt. Ltd. New Delhi.

Chandra, P (2012) Financial Management, Theory and Practice, McGraw Hill Education Pvt. Ltd. New Delhi.

John C. Hull, and S Basu (2013), Options Futures and other Derivatives, Pearson, New Delhi.

### **Additional Readings**

Avadhani, V. A. (2003) security Analysis and Portfolio Theory, Himalaya Publishing House, Mumbai.

Brigham E F and M C Ehrhardt, (2012) Financial Management, Theory and Practice, Cengage Learning, New Delhi.

Gardener D. C. (2003), Derivatives, Macmillan India Limited, New Delhi

Gupta S.L. (2011), Financial derivatives, PHI Learning, New Delhi.

Khan, M. Y. and Jain, P. K. (2004), Financial Management, Text, Problems and Cases, Tata McGraw Hill Company Ltd. New Delhi.

Swain PK (2012), Fundamentals of Financial derivatives, Himalaya Publishing House, Mumbai.

## **ECO 624 INTERNATIONAL TRADE AND FINANCE**

### **Objective**

To familiarize students with the theoretical and fundamental aspects of international trade and finance.

### **UNIT I Traditional and New Theories of Trade**

Absolute advantage and comparative advantage approaches to international trade; The specific factors model; Heckscher-Ohlin model; Factor price equalization theorem; Rybczynski theorem; Leontief Paradox. Emergence of Intra industry trade: Grubel-Lloyd Index; Monopolistic competition and international trade: The Krugman's Model; Increasing returns in H-O model; External increasing returns and trade  
Trade policies: concept and types; Tariff and non-tariff barriers (quota, VERs; Government procurement, safety, health, environmental and technical barriers), export subsidies; Theory of tariffs: types, welfare effects, effective protection; Theory of import quotas: welfare effects; The Strategic trade theory: Brander-Spencer Analysis; Arguments for free trade and protection

### **UNIT II Forms of Economic Integration**

Free trade agreement (FTA); Common market; Economic union; Trade creating and trade diverting customs union; Customs union and conditions for increasing welfare; Regional Trading blocks in practice; WTO.

The Foreign Exchange Market: Definition of exchange rate and foreign exchange markets; Function of foreign exchange markets: Hedging, speculation, interest arbitrage; Determinants of exchange rates; Spot and forward exchange rate; Purchasing-power parity theory; The Monetary approach to exchange rate; Interest and exchange rates relationship: Covered and uncovered interest parities; The overshooting model; Portfolio-Balance Approach

### **UNIT III Balance of Payments**

The Current Account; The Capital Account; BOP disequilibrium and adjustment mechanism: Automatic mechanism (Price and income adjustments under fixed and flexible exchange rate system); Policy measures (Devaluation, Revaluation), Elasticity approach-J curve effect; Absorption approach-monetary approach and devaluation

#### **Reading List**

Feenstra, R. C. and A. M. Taylor (2010), Essentials of International Economics, Worth Publishers.

Krugman, P., M. Obstfeld, and M. Melitz (2011), International Economics: Theory and Policy, Addison-Wesley.

Rivera-Batiz, L. A., M. Oliva (2004), International Trade: Theory, strategies, and Evidence, Oxford University Press.

Salvatore, D. (2011), International Economics, Wiley.

## **ECO 625 ENVIRONMENTAL ECONOMICS**

### **Course Descriptions and Objectives**

This paper undertakes theoretical and empirical studies of economic effects of national and local environmental policies around the world. It deals with particular issues which includes the cost and benefits of environmental policies regarding air pollution, water pollution, toxic substances, solid waste management and global warming.

#### **Unit I**

**Environmental Economics:** Scope and method; Inter-linkages between

economy and environment. Property rights, externalities, environmental problems and market failures.

**Economic incentives for environmental protection:** price rationing; liability rules; quantity rationing and evaluative criteria. Pollution taxes for efficient control of pollution. Tradable pollution permits: basic theory and issues in tradable permit market

## **Unit II**

**International Issues:** Trans-boundary pollution problems; International trade and environment; International environmental treaties and Institutions.

Valuation and Environment: Concepts and methods; Theory of non-market valuation; Valuing direct and indirect environment costs and benefits.

## **Unit III**

**Resources and Sustainable Development:** Dynamic efficiency and sustainable development; Allocation of Depletable and Renewable Resources: An overview of energy, water, land, forest and agriculture related issues.

## **Basic Readings**

Baumol, William J. and Wallace E. Oates: *The Theory of Environmental Policy*, Cambridge University Press, 1988.

Fisher, A.C.: *Resource and Environment Economics*, Cambridge University Press, 1981.

Hanley, Nick and Shogren, Jason F. : Ben White *Environmental Economics: In Theory and Practice*, Oxford University Press, New York, 1997

Kolstad, Charles D.: *Environmental Economics*, Oxford University Press, New York, 2000.

## **ECO 651 RESEARCH METHODOLOGY IN ECONOMICS-II**

### **Objective**

The course is designed to complement the skills and knowledge that students' have learnt for conducting research on economic issues in the first research methodology course. Students will learn about methods and techniques of empirical economic research and prepare research proposal for their M.Phil. dissertation.

### **UNIT I Positivist and Alternative Methods of Research**

Sampling Design – Methods; Hypothesis Formulation and Testing; Methods of Analysis: Simple and Multiple Regression, Multivariate Analysis: Factor Analysis/ Principal Component Analysis;

Qualitative Methods in Research: Case Study Methods (The Case Study, Differing Perspectives, Conflict of Methods, Current Debate in Case Study), Focus Groups (Focus Group in a Historical Perspective, Focus Group as a Quantitative Method, Use for Focus Group, Planning for Focus Group, Conducting and Analyzing Focus Group), Narrative Analysis (Locating Narrations, Theoretical Contexts, Practical Models, Doing Narrative Analysis), Participatory Research Methods (Participant Observer, Rapid Rural Appraisal, Participatory Rural Appraisal, Participatory Action Research); Objectivity, Reliability and Validity in Qualitative Research

### **UNIT II Economic Data and Sources**

Primary Data and Secondary Data; Macroeconomic Databases on National Accounts, Government and Public Finance, Socio and Demographic, Labor Market, Foreign Trade, Investments, Inflation, Financial Market, Balance of Payments, Exports and Imports: National Accounts Statistics; RBI Bulletin; NSSO Surveys on Unorganized Sectors, Consumption Expenditures, Employment & Unemployment; Census of India; National Family Health Survey; Statistics of Foreign Trade of India; UN-COMTRADE; World Development Report (WDI); Secretary of Industrial Approval (SIA) Newsletter; World Investment Report; IMF Balance of Payment Statistics; Industrial Databases: Annual Survey of Industries; Prowess Database; etc.

Statistical Packages in Data Analysis: Review of Statistical Packages like Excel, SPSS, E-Views and STATA for economic research.

Documentation Report Writing: Undertake review of literature and identify research problem, frame research objectives, develop hypotheses, explore availability of data and write the Research Proposal for M.Phil. dissertation or Ph.D. Thesis.

### **Reading List**



- Ahuja, R. (2008), Research Methods, Rawat Publication.
- Baronov, D. (2004), Conceptual Foundations of Social Research Methods, Paradigm Publishers.
- Bell, D. (1981), 'Models and Reality in Economic Discourse' in D. Bell and I. Kristal (ed.) The Crisis in Economic Theory, New York: Basic Books.
- Caplin, Andrew and Andrew Schotter (2008) eds., The Foundations of Positive and Normative Economics: A Handbook, Oxford: Oxford University Press.
- Chambers, R. (1992), 'Rural Appraisal: Rapid, Relaxed and Participatory', IDS Discussion Paper No. 311, Brighton: IDS.
- Don Ethridge (2004), Research Methodology in Applied Economics, Blackwell Publishing.
- Fernandes, W. (1986), Participatory Research and Evaluation: Experiments in research as a Process of Liberation, New Delhi: Indian Social Institute.
- Fernandes, W. (2005), 'Experiments in Creative Research: Efforts to Combine Participatory with Conventional Methodology' in A. K. Giri (ed.) Creative Social Research: Rethinking Theories and Methods, New Delhi: Vistaar Publications.
- Friedman, Milton (1953), 'The Methodology of Positive Economics', in Friedman (1953) Essays in Positive Economics, pp. 3-43, Chicago: University of Chicago Press.
- Greenbaum, T A (1993), Handbook for Focus Group Research, New York: Lexington Books.
- Greenlaw, S. (2006), Doing Economics: A Guide to Understanding and Carrying Out Economic Research, Houghton Mifflin Company.
- Hamel, J., S. Dufoeu and D. Fortin (1993), Case Study Methods, Qualitative Research Method Series 32. New Delhi: Sage Publications.
- Hirschman, A. O (1981), 'Morality and the Social Sciences: A Durable Tension' in Essays in Trespassing Economics to Politics and Beyond, New York: Cambridge University Press.
- Kirk, J. and M. L. Milha (1986), Reliability and Validity in Qualitative Research, Methods. Qualitative Research Method Series 1, New Delhi: Sage Publications.
- Kothari, C. R. (2012), Research Methodology: Methods and Techniques, 2<sup>nd</sup> Reprint, New Age International Publisher.

Krueger, R A (1988), Focus Group: A Practical Guide for Applied Research, New Delhi: Sage Publications.

Latsis, S. J (1976), Method and Appraisal in Economics, Cambridge: Cambridge University Press.

Morgan, D. L. (1988), Focus Group as Qualitative Research, Qualitative Research Method Series 16, New Delhi: Sage Publications.

Nagaraj, R. (1999), 'How Good Are India's Industrial Statistics? An Exploratory Note', Economic and Political Weekly, 34(6), pp. 350-355.

Narayan, D. (1996), 'Towards Participatory Research', World Bank Technical Paper 307, Washington: The World Bank.

Neuman, W. L. (2008), Social Research Methods: Quantitative and Qualitative Approach, Pearson.

O'Leary, Z. (2004), The Essential Guide to Doing Research, SAGE Publications.

Reissman, C. K. (1993), Narrative Analysis, Qualitative Research Method Series 30, New Delhi: Sage Publications.

Samuels, W. J. (ed.) (1980), The Methodology of Economic Thought, New Brunswick, NJ: Transaction Books.

## **ECO652      ADVANCED ECONOMIC THEORY-II**

### **(Macroeconomics)**

#### **Objective**

The basic objective of this course is to familiarize the research students with the advanced topics in macroeconomics covering new developments in theory.

#### **Unit I          Theories of Growth**

Some Basic Facts about Economic Growth, Solow growth model: The Dynamics of the Model, The Impact of a Change in the Saving Rate, Quantitative Implications, The Solow Model and the Central Questions of Growth Theory, Framework and Assumptions of Endogenous Growth Models, AK model.

Consumption and Investment: Consumption under Uncertainty: The Life Cycle and The Permanent-Income Hypothesis, The Interest Rate and Saving, Investment and the Cost of Capital, A Model of Investment with Adjustment Costs, Tobin's  $q$ , Analyzing the Model, The Effects of Uncertainty, Financial-Market Imperfections

## **Unit II      Unemployment, Inflation and Monetary Policy**

Theories of Unemployment, Inflation, Money Growth and Interest Rates, Seignorage and Inflation, Cost of Inflation, Some Macroeconomic Policy Issues.

## **Unit III      Business Cycle Theory**

Introduction to Fluctuations, Aggregate Demand and Supply, Goods Markets and Money Markets, IS-LM Models, The Theory of Real Business Cycle, New Keynesian Economics

Open Economy Macroeconomics: Mundell-Fleming model with Fixed and Floating Exchange Rates, Expectations, Exchange rates and Interest rates; Openness in Financial and Goods Markets, Macroeconomic Policy for Stabilisation and Growth.

### **Basic Readings**

Barro and Sala-i-Martin (2004), Macroeconomics McGraw Hills

David Romer(2019), Advanced Macroeconomics, 5th Edition, Mc Graw Hills

N Gregory Mankiw(2016), Macroeconomics, 9th Edition, Worth Publishers, New York

Rudiger D., Stanley F. & Richard S.(2010), Macroeconomics, McGraw Hills

### **Additional Readings**

Andrew Abel and Ben Bernanke “Macroeconomics”, 2003, Pearson, Indian Ed

Richard T. Froyen(2003), Macroeconomics, Pearson Indian Ed

Rosalind Levacic and Alexander Rebman (1982). Macroeconomics,McMillan

## **ECO 671      STATISTICAL SOFT WARES FOR ECONOMETRICS**

### **Objective**

This paper will equip the students with the use of software in econometric analysis.

## **Unit I      Cross-sectional Analysis**

Simple and Multiple Regressions with practical data and examples), Identifying and Solving the problems of heteroscedasticity in cross-sectional data analysis

Analysing Univariate Time series Modelling for AR, MA, ARMA, ARIMA processes, Stationary stochastic process- Random walk and white noise, Tests for Stationarity- ACF and Sample Correlogram, Barlett's test, Box-pierce Q-test, Ljung-Box test, Unit Root Tests, Trend Stationary and Difference Stationary process, ARIMA models- identification, estimation, diagnostic testing, forecasting- MA(1), ARMA(1,1) and ARIMA(1,1,0) processes, Seasonality

### **Unit II Regressions to model Volatility**

Linear time series model and its limitations, testing for nonlinear models; types of non-linear time series models: the ARCH model- testing for ARCH effects, estimation of ARCH model by iteration

### **Unit III Estimation of Panel data**

Structuring the panel data set up, Simple panel data methods-Policy analysis with Pooled Cross Sections, Two period panel data analysis, policy analysis with two period panel data analysis, Differencing with more than two time periods; advanced panel data methods- Fixed effects estimation, Random effects model.

#### **Reading list**

Brooks Chris (2nd edition), (2008), Introductory Econometrics for Finance, Cambridge University press

Walter Enders (2004), Applied Econometric Time Series, Wiley India (P) Ltd, New Delhi

## **ECO 672 INTERNATIONAL BUSINESS**

### **Objective**

This course offers an overview of theoretical approaches to understand the phenomenon of international business. It presents a view of environment for international business and pays attention to the strategies and structure of international businesses and implications of international business for firm's various functions.

### **UNIT I Globalization of Production and Markets**

Declining Trade and Investment Barriers; Role of Technological Change; Changing Nature of Global Output, FDI, and Multinational Corporations;

Global Value Chains and Global Production Networks; How international business is different from domestic business?

National Environmental Context of International Business

Country Factors: National Differences in Political Systems, Economic Systems, Legal System, and Level of Economic Development; Differences in Culture: Values and Norms, Social Structure, Religion, Language, Education and Workplace Culture; Implications for Business

## **UNIT II Global Trade and Investment Environmental Context of International Business**

Trade Theories and Implications for Business: Comparative Advantage; Heckscher-Ohlin Theory, Product Life-cycle Theory, New Trade Theory; Porter's Diamond; Development of World Trading System: GATT, Uruguay Round and WTO; Global FDI Flows and Theories of Horizontal and Vertical FDI; FDI Effects on Host Countries; Regional Economic Integration and Implications for Business; Global Monetary System: Foreign Exchange and International Monetary System, Global Capital Market.

## **UNIT III Strategy and Structure of International Business**

Strategy and Firm: Firm as a Value Chain, Role of Strategy; Global Expansion: Transferring Core Competencies, Exploiting Location Economies, Experience Economies; Cost Reductions and Local Responsiveness; Strategic Choice: International, Multi-domestic, Global, and Transnational Strategies; Modes of Entry and Strategic Alliances

Business Operations: Exporting, Importing, Countertrade, Global Manufacturing and Materials Management; Global Marketing and R&D; Global Human Resource Management; Accounting and Financial Management in International Business.

### **Reading List**

Hill, C. W. L. and G. T. M. Hult (2018), International Business: Competing in the Global Marketplace, 12<sup>th</sup> edition, McGraw-Hill Education.

Varma, S. (2012), International Business, New Delhi: Dorling Kindersley (India) Pvt. Ltd.

Wild, J. J. and K. L. Wild (2015), International Business: The Challenges of Globalization, 8<sup>th</sup> Edition, Pearson

## **ECO 673 HEALTH ECONOMICS**

### **Objective**

The purpose of this course is to provide substantial exposure to the state of the evidence and the major theoretical and empirical approaches used to study salient issues in health economics.

### **Unit I**

#### **Health capital**

- Grossman, Michael, "On the Concept of Health Capital and the Demand for Health," *Journal of Political Economy*, 1972, 80(2), 223-255.
- Becker, Gary S., Tomas J. Philipson, and Rodrigo R. Soares, "The Quantity and Quality of Life and the Evolution of World Inequality," *American Economic Review*, 2005, 95(1), 277-291.
- Almond, Douglas, Kenneth Y. Chay and David S. Lee. "The Costs Of Low Birth Weight," *Quarterly Journal of Economics*, 2005, v120(3,Aug), 1031-1083.

#### **Information asymmetries and public reporting of health care quality**

- Arrow, Kenneth. "Uncertainty and the Welfare Economics of Medical Care," *American Economic Review*, 1963, 53(5), 941-973.
- Dranove, David, Daniel Kessler, Mark McClellan, and Mark Satterthwaite. 2003. Is More Information Better? The Effects of 'Report Cards' on Health Care. *Journal of Political Economy* 111(3):555-588.
- Jin GZ, Sorensen AT. Information and consumer choice: the value of publicized health plan ratings. *J Health Econ*. 2006 Mar;25(2):248-75.

#### **Health insurance**

- Akerlof, George A., "The Market for 'Lemons': Quality Uncertainty and the Market Mechanism," *Quarterly Journal of Economics*, 1970, 84(3), 488-500.
- Rothschild, Michael and Joseph E. Stiglitz, "Equilibrium in Competitive Insurance Markets: An Essay on the Economics of Imperfect Information", *Quarterly Journal of Economics*, 1976, 90(4), 629-650.
- Finkelstein, Amy , "The Aggregate Effects of Health Insurance: Evidence from the Introduction of Medicare," *Quarterly Journal of Economics*, 2007,122(1), 1-37.
- Joseph P. Newhouse & Mary Price & John Hsu & J. Michael McWilliams & Thomas G. McGuire, 2015. "How Much Favorable Selection Is Left in Medicare Advantage?," *American Journal of Health Economics*, MIT Press, vol. 1(1), pages 1-26, Winter.

### **Aging and Long-Term Care Insurance:**

- Philipson, Tomas J. and Gary S. Becker, "Old-Age Longevity and Mortality-Contingent Claims," *Journal of Political Economy*, Vol. 106, No. 3, June 1998, pp. 551–573.
- Finkelstein, Amy and Kathleen McGarry. 2006. Multiple dimensions of private information: Evidence from the long-term care insurance market. *American Economic Review* 96(4):938–958.
- Van Houtven, Courtney Harold and Edward C. Norton. 2004. Informal care and health care use of older adults. *Journal of Health Economics* 23(6):1159–1180.

## **Unit II**

### **Mental health**

- Richard G. Frank & Martin Gaynor, 1995. "Incentives, Optimality, and Publicly Provided Goods: the Case of Mental Health Services," *Public Finance Review*, , vol. 23(2), pages 167-192, April.
- Ludwig, Jens & Marcotte, Dave E. & Norberg, Karen, 2009. "Anti-depressants and suicide," *Journal of Health Economics*, Elsevier, vol. 28(3), pages 659-676, May.
- Hanming Fang & Michael P. Keane & Dan Silverman, 2008. "Sources of Advantageous Selection: Evidence from the Medigap Insurance Market," *Journal of Political Economy*, University of Chicago Press, vol. 116(2), pages 303-350, 04.

### **Behavioural economics and health**

Behavioural Hazard in Health Insurance\* Katherine Baicker Harvard University Sendhil Mullainathan Harvard University Joshua Schwartzstein  
*The Quarterly Journal of Economics* (2015) doi: 10.1093/qje/qjv029

- Einav, Liran, Amy Finkelstein, Stephen P. Ryan, Paul Schrimpf, and Mark R. Cullen. 2013. "Selection on Moral Hazard in Health Insurance." *American Economic Review*, 103(1): 178-219.
- Dave, Dhaval, Robert Kaestner, "Health Insurance and Ex Ante Moral Hazard: Evidence from Medicare, " *International Journal of Health Care Finance and Economics*, Volume: 9 Issue: 4, Pages: 367-390 (December 2009).

### **Drug Markets**

- CP Adams, VV Brantner. Estimating the cost of new drug development: is it really 802 million dollars? *Health Aff (Millwood)*. 2006 Mar-Apr;25(2):420-8.
- Howard D, PB Bach, ER Berndt, RM Conti. "Pricing in the Market for Anticancer Drugs," *Journal of Economic Perspectives*. 2015;29(1,Winter):139–162.

- Conti RM, ER Berndt. "Specialty drug prices and utilization after loss of U.S. patent exclusivity, 2001-2007," NBER Working Paper No. 20016 Issued in March 2014

### **Unit III**

#### **Health care market structure and competition**

- Gaynor M, Ho K, Town RJ. The Industrial Organization of Health-Care Markets. *Journal of Economic Literature* 2015, 53(2), 235-284.
- Kessler D, McClellan M. Is hospital competition socially wasteful? *QJE*, 2000.
- Dunn A, Shapiro AH. Physician Market Power and Medical-Care Expenditures. Bureau of Economic Analysis working paper 2012.

#### **Payment incentives and quality of care**

- Cutler, DM. The incidence of adverse medical outcomes under prospective payment. *Econometrica*, 1995.
- D Grabowski, "Medicaid reimbursement and the quality of nursing home care," *JHE*, 2001
- Glazer, Jacob and Thomas G. McGuire. 2002. Multiple payers, commonality and free-riding in health care: Medicare and private payers. *Journal of Health Economics* 21(6):1049–1069.

#### **Physician agency and incentives**

- McGuire, Thomas G. and Mark V. Pauly. 1991. Physician Response to Fee Changes with Multiple Payers. *Journal of Health Economics* 10(4):386–410.
- Sloan and Shadle, "Is there empirical evidence of "Defensive Medicine"? A reassessment, *Journal of Health Economics*, 2009.
- Jacobson M, Earle CC, Price M, Newhouse JP. How Medicare's payment cuts for cancer chemotherapy drugs changed patterns of treatment. *Health Aff (Millwood)* 2010 Jul;29(7):1391-9.
- Jacobson M, O'Malley AJ, Earle CC, Pakes J, Gaccione P, Newhouse JP. Does reimbursement influence chemotherapy treatment for cancer patients? *Health Aff (Millwood)*. 2006 Mar-Apr;25(2):437-43.

## **ECO 674 GLOBAL ECONOMIC ISSUES**

### **Objective**

The main aim of this paper is to give a historical background of globalization. It deals with global governance and challenges before the developing economies. It also encompasses foreign direct investment, multinational corporation, technological transfer and out sourcing.

### **Unit I**



Major Phases of Globalization: Colonial-Phase, Bretton Woods-Phase, and WTO Phase. Globalization, Development Alternatives, and Policy Choices.

## **Unit II**

Global Governance and Institutions: IMF, World Bank, WTO, World Trading System, Regional Trading Blocs. International Migration.

Challenges before Developing Economies: Growth, Unemployment, Poverty, Inequality, Rural-Urban Divide, and Human Development.

## **Unit III**

Global Capital Movement: Foreign Portfolio Investment, Foreign Direct Investment, Foreign Aid, and Finance Capital Perspective. Multinational Corporations, Technology Transfer, and Out-Sourcing. International Debt.

## **Reading list**

D. J. Encarnation, and Borris Velic, (eds.)(1983), Competing for Foreign Direct Investment: Government Policy and Corporate Strategy in Asia, New York, Oxford University Press.

George Mavrotas and Anthony Shorrocks (Eds.)(2007), Advancing Development: Core Themes in Global Economics, Palgrave, New York.

Gerald M. Meier and James E. Rauch(2000), Leading Issues in Economic Development, Seventh Edition, New York, Oxford University Press.

Ian Golden and Kenneth Reinert(2006), Globalization for Development, World Bank and Palgrave Macmillan.

Jagdish Bhagwati(2004), In Defence of Globalization, Oxford University Press.

Joseph E. Stiglitz (2002), Globalization and Its Discontents, W. W. Norton, New York

Joseph E. Stiglitz(2006), Making Globalization Work, W. W. Norton and Company, New York.

Michael P. Todaro(1995), Economic Development, Fifth Edition, New York and London, Longman.

Mitsuo Matsushita, T.J. Schoenbaum, and P. C. Mavroidis(2006), The World Trade Organisation: Law, Practice and Policy, Second Edition, Oxford University Press, New York.

Oatley, Thomas (2004), International Political Economy, Pearson Education, New Delhi.

## **ECO 675 ECONOMICS OF AGRICULTURE**

### **Course Objectives**

The objective of this course is to introduce students to the importance of some major issues associated with agricultural production, agricultural finance, agricultural markets, food security and international trade in agricultural commodities, and also to expose students to the recent developments in Indian agriculture. The objective is to equip students to analyse and critically assess issues, policies that programmes in these areas.

### **Unit I**

**Agricultural Production:** Primal Estimate [Cobb-Douglas Culture], Sources of Agricultural Growth (role of natural endowments, traditional input, technology, TFPG, Institutions and infrastructure), Analysis of Allocative, Technical and Economic Efficiencies Using Frontier Production Function and Data Envelop Analysis Approaches.

### **Unit II**

**Agricultural Finance:** Financial Characteristics of Agriculture, Imperfect Information and Enforcement Problems in Credit Markets; Segmented Rural Credit Markets, Resolving Information and Incentive Problems; Managing borrowers' Credit Risks; Agribusiness and Trade Financing; and Rationale for Government Intervention in Rural Credit Markets. Structure and Functioning of Rural Credit Market in India.

**Agricultural Markets:** Nature, Types and Problems of Agricultural and agricultural Commodity Markets.

### **UNIT III**

**International Trade:** Main Features of International Trade in Agricultural Commodities, Domestic Agricultural and Trade Policies of Developed Countries and Their Impact on World Trade, Agriculture in GATT Negotiations and WTO.

**Food Security:** Concept, Threat, Indicators and Mechanism to Food Security; Food Assistance Programmes

**Recent Developments in Indian Agriculture:** Opportunities and Challenges [Expectations, Performance, and Emerging Constraints and Potentials] for Indian Agriculture in the Post Reform Period

### **Readings list**

Bhalla G.S and G Singh (2009): 'Economic Liberalisation and Indian Agriculture: A State wise. Analysis', Economic and Political Weekly 44(52): 34-44:

Bruce L. Gardener and Gordon C. Rausser(Eds); Handbook of Agricultural Economics Vol.1A Agricultural Production, Amsterdam, Elsevier Science B.V.

Bruce L. Gardener and Gordon C. Rausser (Eds); Handbook of Agricultural Economics Vol.1B Marketing, Distribution and Consumption, Amsterdam, Elsevier Science B.V.

Bruce L. Gardener and Gordon C. Rausser(Eds); Handbook of Agricultural Economics Vol.2A Agricultural and Its External Linkages, Amsterdam, Elsevier Science B.V.

Bruce L. Gardener and Gordon C. Rausser(Eds); Handbook of Agricultural Economics Vol.2B Agricultural and Policy, Amsterdam, Elsevier Science B.V.

Ghatak Subrata and Ken Ingersent ; Agriculture and Economic Development, Harvester Press Ltd. London

Government of India(2007), Eleventh Five Year Plan, Planning Commission, Government on India, New Delhi.

World Bank (2006), Rejuvenating Indian Agriculture, Washington, World Bank.



## **ANNEXURE X**



CENTRE FOR STUDIES IN SCIENCE, TECHNOLOGY AND INNOVATION POLICY  
(CSSTIP)  
SCHOOL OF SOCIAL SCIENCES (SSS)  
CENTRAL UNIVERSITY OF GUJARAT

## **SYLLABUS**

**MPhil Programme in Studies in Science, Technology and Innovation Policy**

### MPHIL COURSE CREDIT STRUCTURE\*

<i><b>SEMESTER – I</b></i>	Credits	<i><b>SEMESTER – II</b></i>	Credits
Paper – 1: Research Methodology – I	02	Paper – 1: Research Methodology - II	02
Paper – 2	03	Paper – 2	03
Paper – 3	03	Paper – 3	03
<b>Total Credits</b>	<b>08</b>	<b>Total Credits</b>	<b>08</b>
<i><b>SEMESTER – III</b></i>			
Dissertation	<b>16</b>		
<b>Total Credits Required for the Programme of Study: 32 (Minimum)</b>			

\* Revised as per the Ordinance no. 11(A) of the University (Further revised and reframed in the light of comments received from UGC/MHRD vide Approved and adopted by the Academic Council vide item no. 16/16/AC/14.03.2018 and Executive Council vide item no. AA03/23/EC/28.03.2018 to be implemented from 2018-19 onwards.)

## DETAILS OF THE COURSES

### Monsoon Semester- I

Course Number	Paper	Credits
STI 601	Research Methodology I	02
STI 602	Introduction to Science, Technology, and Society (STS) Studies	03
STI 603	Innovation and Socio-Economic Change	03

### Winter Semester-II

Course Number	Paper	Credits
STI 651	Research Methodology II ( <i>Technology Futures Analysis</i> )	02
STI 652	Science and Technology in Modern India	03
	<b>Optional Papers</b>	
STI 671	Intellectual Property Rights and Development	03
STI 672	Science and Technology Policy Analysis	03
STI 673	Science Communication: Approaches and Methods	03
STI 674	Philosophy of Science and Technology	03
STI675	Science, Technology and Environment	03

Course Code: Core-1, Optional-2, Field Work/Practicals-3, Non-Credit-4, Repeat-5, Dissertation-6

**\* New Course Numbers as per Office Order of CoE dated 8-11-2016 (F.No. 8-1/2011-admn&Eval./5305)**

## **SYLLABUS**



# COMPULSORY COURSES

Course No: STI 601

## RESEARCH METHODOLOGY-I

Semester I/ Paper I

(Credits: 02)

### Course objective

The course intends to provide a sound understanding of the philosophical foundations of natural and social sciences. Students will also learn methods and techniques of qualitative research.

### Course description

The course is divided into three sections; the first section introduces the philosophy of science and different traditions of theory of knowledge. The second section's emphasis is on the philosophy of social sciences and ethics of research, as well as methodological issues in doing historical research. The third section discusses the designing of research in detail and introduces the techniques and methods used in social science research.

### Mode of Evaluation

Term papers, seminar presentations and other assignments in connection with different research techniques (Weightage: 50%) along with an End Semester examination (Weightage: 50%). Participation in class room discussions and activities is essential.

### Method of Instruction

Lecture/seminars/ classroom exercises/tutorials

### UNITS

#### 1. Introduction to Philosophy of Science

- a. Aristotle's Philosophy of Science---The Pythagorean Orientation---Atomism---Seventeenth century attack on Aristotelian Philosophy---Galileo, Bacon, Descartes, Newton--- Epistemology---Theories of knowledge---Historicism—Empiricism---Rationalism--- Inductivism vs. Hypothetico-Deductive View of Science
- b. Positivism, Neo-Positivism & Logical Positivism: Contributions of Comte, Durkheim, Vienna School---Debates over Scientific Realism---Constructivism
- c. Perspectives and Debates on the Nature of the Scientific Method---Debates on the notions of progress in Science--Karl Popper's notion of Falsification-Thomas Kuhn's notion of Paradigm and Scientific Revolution-Imre Lakatos' Methodology of Scientific Research Programmes-Paul Feyerabend's perspective on Methodological Anarchy in Science

## **2. Introduction to Philosophy of Social Sciences**

### **a. What is Social Science?**

Difference between methodology and method-subject matter-quantitative and qualitative research-emergence of social sciences in India, disciplinary boundaries-multidisciplinary and interdisciplinary approaches-social sciences today

### **b. Understanding 'Reality'**

What is reality and how do we know it: ontological and epistemological issues-Theory of knowledge in non-western philosophical traditions and schools-Indian debates on epistemology

### **c. Self-Reflexivity and Ethics**

Relationship between the knower and the 'object' of knowing-researcher's biases and background assumptions-influence of class, caste and gender of the researcher on research-traditional vs. organic intellectuals (Gramsci)-politics of knowledge production-research as vocation and career

### **d. History and Historiography**

Methods in history-historiography--historical narratives-historical facts-archive-Social History of Science and Technology.

## **3. Planning of Research**

a. The planning Process, Selection of a Problem for Research, Formulation of the Selected Problems, Hypothesis Formation, Measurement, Research Design/Plan, Research Proposal.

b. Review of Literature

Need for Reviewing Literature, What to Review and for What Purpose, Literature Search Procedure, Sources of Literature, Planning of Review work, Note Taking

c. Types of Research

Classification of Research, Pure and Applied Research, Exploring or Formulative Research, Descriptive Research, Diagnostic Research/Study, Evaluation Research/Studies, Action Research, Experimental Research, Analytical Study of Statistical Method, Historical Research, Surveys, Case Study, Field Studies

## **4. Methods of Research**

a. Scientific Methods, Hypotheses Generation and Evaluation, Code of Research Ethics, Definition and Objectives of Research, Various Steps in Scientific Research, Research Purposes – Research Design - Survey Research - Case Study Research

b. Data Collection-Sources of Data: Primary Data, Secondary Data; Procedure Questionnaire- Survey and Experiments – Design of Survey and Experiments - Sampling Merits and Demerits - Control Observations - Procedures - Sampling Errors

c. Fieldwork-The Nature of Field Work, Selection and Training of Investigators, Sampling Frame and Sample Selection, Field Operation, Field Administration

d. Data Analysis-Concepts, Categories and Theory-Hypothesis testing-findings

## Essential Readings

- Berger, Peter L. and Thomas Luckmann 1966. *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*, New York: Anchor Books.
- Carr, E. H. 1967. *What is History?* Vintage.
- Chalmers, A F. 1999. *What is This Thing Called Science?* Third Edition, Hackett Publishing Company.
- Feyerabend, Paul 2010. *Against Method*. Fourth Edition, Verso.
- Grbich, Carol 2004. "The Position of the Researcher", in idem. *New Approaches in Social Research*, Thousand Oaks, London & New Delhi: Sage Publications, pp. 67-79.
- Kothari, C.R. 2006. *Research Methodology Methods and Techniques*, 2<sup>nd</sup> edition, Vishwa Prakashan.
- Kuhn, Thomas 1970. *The Structure of Scientific Revolutions*, University of Chicago Press.
- Wallerstein, Immanuel et al. 1996. *Open the Social Sciences: Report of the Gulbenkian Commission on the Restructuring of the Social Sciences*, Stanford University Press.

## Recommended Readings

- Bendat and Piersol 2001. *Random Data: Analysis and Measurement Procedures*, Wiley Interscience.
- Beteille, Andre 2000. "Universities as Centres of Learning", in idem. *Antinomies of Society: Essays on Ideologies and Institutions*, New Delhi: Oxford University Press, pp. 131-152
- Bloor, David 1997. "What is a Social Construct?" *Vest* 10/1: 09-21
- Collingwood 1994. *The Idea of History: With Lectures 1926-1928*, Revised Edition, OUP.
- Das, Veena 2004. "Social Sciences and the Publics", in idem. *Handbook of Indian Sociology*, New Delhi: Oxford University Press Pp. 19-40.
- Davies, Charlotte Aull 2008. "Reflexivity and Ethnographic Research", in idem. *Reflexive Ethnography: A Guide to Researching Selves and Others*, second edition, London and New York: Routledge, pp. 1-27 [CUGL 305.8007 D2R3]
- Denzin, Norman K. and Yvonna S. Lincoln (eds) 2005. *The Sage Handbook of Qualitative Research*, 3<sup>rd</sup> edition, Thousand Oaks, London & New Delhi: Sage Publications [CUGL 001.42/D3S2]
- Feyerabend, Paul 1982. *Science in a Free Society*. London: New Left Books.
- Fricker, Miranda 1994. "Knowledge as Construct: Theorizing the Role of Gender in Knowledge", in Lennon, Kathleen and Margaret Whitford (eds). *Knowing the Difference: Feminist Perspectives in Epistemology*, London and New York: Routledge, pp. 95-109 [CUGL 121.082 L3K6]
- Geertz, Clifford. 1973. "Thick Description: Toward an Interpretive Theory of Culture". In idem. *The Interpretation of Cultures: Selected Essays*. New York: Basic Books, 1973. 3-30.
- Hammersley, Martyn 2000. *Taking Sides in Social Research: Essays on Partisanship and Bias*, London and New York: Routledge

- Haraway, Donna 1988. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective", *Feminist Studies* 14: 575-609
- Harding, Sandra 1993. "Rethinking Standpoint Epistemology: "What is Strong Objectivity?" in Alcott, Linda, and Elizabeth Potter (eds). *Feminist Epistemologies*, New York: Routledge, pp. 49-82
- Henn, Matt, Mark Weinstein and Nick Foard 2006. *A Short Introduction to Social Research*, New Delhi: Vistaar
- King, Gary, Robert O. Keohane and Sidney Verba 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton, Chapter 1–3.
- Lakatos, Imre 1970. "Falsification and Methodology of Scientific Research Programmes" in I. Lakatos and R. Musgrave, eds. *Criticism and the Growth of Knowledge*, Cambridge.
- Lal, Vinay 2003. *The History of History: Politics and Scholarship in Modern India*. New Delhi: Oxford University Press.
- Lewis-Beck, Michael S., Bryman, Alan and Futing Liao, Tim 2004. *The Sage Encyclopaedia of Social Science Research Methods*. New York: Sage Publications.
- Losee, John. 2001. *A Historical Introduction to the Philosophy of Science*. Oxford University Press. Fourth Edition
- Lyotard, Jean-Francois 1997 (1979). *The Postmodern Condition: A Report on Knowledge*, Minneapolis: University of Minnesota Press
- MINITAB online manual.
- Moran, Joe 2010. "Introduction", in idem. *Interdisciplinarity*, Second Edition, London and New York: Routledge
- Popper, Karl 1959. *The Logic of Scientific Discovery*, New York.
- Popper, Karl 2002. *Conjectures and Refutations: The Growth of Scientific Knowledge*, Routledge.
- Said, Edward W. 1996. *Representations of the Intellectual: The 1993 Reith Lectures*, New York: Vintage Books.
- Sarkar, Sumit 2005. "Post-Modernism and Writing of Indian History", *Beyond Nationalist Frames-Relocating Postmodernisms, Hindutva, History*, Permanent Black, Delhi, Chapter-6.
- Spivak, Gayatri Chakravarty 1988. "Can the Subaltern Speak?" in Cary Nelson and Lawrence Grossberg (eds). *Marxism and the Interpretation of Culture*, London: Macmillan, pp. 271-313.
- Srivastava, Vinay 2005. *Methodology and Fieldwork*, New Delhi: OUP.

Course No: STI 602

## **Introduction to Science, Technology and Society (STS) Studies**

Semester I/ Paper 2

(Credits: 03)

### **Course objectives**

The course introduces the interdisciplinary field of research, Science, Technology and Society (STS) Studies to the students. The interface between science, technology and society will be looked into from a range of theoretical perspectives.

### **Course description**

The first part of the course introduces three basic theoretical trends that problematized production of scientific knowledge; Sociology of Scientific Knowledge (SSK), Postcolonial Studies of Science and Feminist Studies of Science. The second part of the course focuses on the technology-society interface from a wide range of theoretical standpoints such as social shaping of technology, social constructionist and actor network theoretical perspectives. The course in general proposes that science and technology are socially and culturally embedded activities.

### **Mode of Evaluation**

Term papers, seminar presentations and other assignments (Weightage: 50%) along with an End Semester examination (Weightage: 50%). Participation in class room discussions and activities is essential.

### **Method of Instruction**

Lecture/seminars/tutorials

### **UNITS**

#### **1. Sociology of Scientific Knowledge**

What is the relationship between science and the social?—Conventional view of philosophers and historians of science-Sociology of Science (Karl Mannheim-Robert K. Merton)-Social Function of Science-(Joseph Bernal)-The Radical Science Movement-the Kuhnian intervention-Science as a social activity: Strong Programme-Laboratory Studies/ethnography of science- Actor Network Theory (Bruno Latour)-communicating science to peers- scientific controversies-public engagement with S&T-the changing configuration of science- mode II knowledge production

#### **2. Feminist and Postcolonial Studies of Science**

Women in Science-Gender and Science-Has feminism changed science? -feminist epistemology-Eurocentrism-the Enlightenment-racism and science-colonial science-human body and science-Craniology and comparative anatomy in the 19<sup>th</sup> century-eugenics-caste and gender in Indian science

### **3. Technology – Society Interface**

#### ***i. Technoscience and the Interpenetration of Science & Technology***

Questioning of the traditional boundary between science (knowing) and technology (doing)—how science and technology together shape the ways in which knowledge is constructed---Technological Determinism, Power and the Politics of Knowledge Production

#### ***ii. Technology in Context: Perspectives in STS Studies***

This section examines various perspectives on Technology in STS studies

- A) Social Shaping of Technology
- B) Social Construction of Technology
- C) Actor Network Theory
- D) Transition in Socio-Technical Systems: Multi-Level Perspective
- E) Critical Theory of Technology

#### ***iii. Gender and Technology***

How gender influences technologies and the social organization of scientific and technical workspaces---technologies constructed as masculine and feminine—technologies as both ‘liberating’ and ‘limiting’ women---contributions of Cynthia Cockburn & Donna Haraway

#### ***iv. Public Engagement with Technology***

Contributions of Trench, Lewenstein, Jasanoff&Vishvanathan---governance and ethical issues in the context of emerging technologies-----constructing risk--- role of State, civil society organizations and industry---regulatory dilemmas of transnational capitalism and influence of local contexts—democratisation and ‘up-stream’ public engagement with technology

#### **Essential Readings**

- Collins, Harry and Pinch, Trevor 1993. *The Golem: What Everyone should Know about Science*. Cambridge: Cambridge University Press.
- Hess, David J. 1995. *Science and Technology in a Multicultural World: The Cultural Politics of Facts and Artefacts*. New York: Columbia Press.
- Hess, David J. 1997. *Science Studies: An Advanced Introduction*. New York: New York University Press.
- Jasanoff, Sheila et al. (eds.). 1995. *Handbook of Science and Technology Studies*. Thousand Oaks, CA: Sage Publications.
- MacKenzie, Donald and Judy Wajcman 1999 (eds.). *The Social Shaping of Technology*, 2<sup>nd</sup> edition, Open University Press.
- Sarukkai, Sundar 2012. *What is Science?* New Delhi: National Book Trust, India.

Sismondo, Sergio 2010. *An Introduction to Science and Technology Studies* (2nd edition). Chichester: Wiley-Blackwell.

### Recommended Readings

- Anne Fausto-Sterling. 2002. "Gender, Race and Nation: The Comparative Anatomy of 'Hottentot' Women in Europe, 1815–17. In Kimberly Wallace-Sanders (ed.). *Skin Deep, Spirit Strong: The Black Female Body in American Culture*. Ann Arbor: The University of Michigan Press, pp. 66–95.
- Bijker, Wiebe E. 1997. *Of Bicycles, Bakelites and Bulbs: Toward a Theory of Sociotechnical Change*. Cambridge, MA: MIT Press.
- Bijker, Wiebe E. et al. 1989. *The Social Construction of Technological Systems*. Cambridge, MA: MIT Press.
- Bloor, David 1976. *Knowledge and Social Imagery*, second edition, London: Routledge and Kegan Paul.
- Bourdieu, Pierre. 2004. *Science of Science and Reflexivity*. Cambridge: Polity Press.
- Bucchi, Massimiano. 1996. "When Scientists Turn to the Public: Alternative Routes in Science Communication." *Public Understanding of Science* 05: 375–394.
- Callon, Michael. 1986. "Some Elements of a Sociology of Translation: Domestication of the Scalops and the Fisherman of St. Brieuc Bay", in Law, John 1986. *Power, Action and Belief: A New Sociology of Knowledge?* London: Routledge and Kegan Paul. Pp. 196–229.
- Collins, H.M. 2001. "Tacit Knowledge, Trust and the Q of Sapphire", *Social Studies of Science* 31(1): 71–85.
- Cutcliffe, Stephen H. 1989. "The Emergence of STS as an Academic Field", *Research in Philosophy and Technology* 9: 287–31.
- Erikowitz, Henry. 1990. "The Capitalisation of Knowledge", *Theory, Culture and Society* 19: 107–21.
- Fausto-Sterling, Anne 1989. "Life in the XY Corral", *Women's Studies International Forum* 12/3: 319–31.
- Feenberg, Andrew. 2005. "Critical Theory of Technology: An Overview." *Tailoring Biotechnologies* 1(1): 47–64.
- Galison, Peter and Stump, David (eds.). 1996. *The Disunity of Science: Boundaries, Contexts, and Power*. Stanford, CA: Stanford University Press.
- Gibbons, Michael et al. 1994. *The New Production of Knowledge: The Dynamics of Science and Research in Contemporary Societies*. London: Sage.
- Gieryn, Thomas F. 1983. "Boundary-work and the Demarcation of Science from Non-science: Strains and Interests in Professional Ideologies of Scientists", *American Sociological Review* 48: 781–95.
- Haraway, Donna 1989. *Primate Visions: Gender, Race and Nature in the World of Modern Science*. New York: Routledge and Kegan Paul.
- Harding, Sandra 1986. *The Science Question in Feminism*. Ithaca, NY: Cornell University Press.
- Hilgartner, Stephen. 1990. "The Dominant View of Popularization: Conceptual Problems, Political Uses. *Social Studies of Science* 20/3, August: 519–39.
- Irwin, Alan 1995. *Citizen Science*. London: Routledge.
- Joerges, B. 1999. "Do Politics Have Artefacts," *Social Studies of Science* 29, pp. 411–431.
- Keller, Evelyn Fox 1985. *Reflections on Gender and Science*. New Haven, CT: Yale University Press.

- Keller, Evelyn Fox and Longino, Helen E. (eds.). 1996. *Feminism and Science*. Oxford: Oxford University Press.
- Knorr Cetina, Karin 1981. *The Manufacture of Knowledge: An Essay on the Constructivist and Contextual Nature of Science*. Oxford: Pergamon Press.
- Kuhn, Thomas S. 1970 (1962). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press (revised second edition).
- Latour, B. 1992. "Where Are the Missing Masses? The Sociology of a Few Mundane Artifacts," in W.E. Bijker and J. Law, eds., *Shaping Technology/Building Society*. Cambridge, MA: MIT Press, pp. 225-258.
- Latour, B. 2005. *Reassembling the Social: An Introduction to Actor–Network Theory*, Oxford, New York: Oxford University Press.
- Latour, Bruno and Woolgar, Steve. 1986 (1979). *Laboratory Life: The Construction of Scientific facts*. Princeton, NJ: Princeton University Press.
- Latour, Bruno. 1987. *Science in Action: How to Follow Scientists and Engineers through Society*. Cambridge, MA: Harvard University Press.
- Latour, Bruno. 1988. *The Pasteurisation of France*. Cambridge, MA: Harvard University Press.
- Law, John and John Hassard 1999 (eds). *Actor Network Theory and After*. Blackwell Publishers.
- Lewenstein, Bruce 1995. "From Fax to Facts: Communication in the Cold Fusion Saga", *Social Studies of Science* 25(3): 403–436.
- Lynch, Michael 1985. *Arts and Artefact in Laboratory Science: A Study of Shop Work and Shop Talk in a Research Laboratory*. London: Routledge and Kegan Paul.
- Martin, Emily 1991. "The Egg and the Sperm: How Science has Constructed a Romance based on Stereotypical Male-Female Roles", *Signs* 16 (3): 485–501.
- Merchant, Carolyn 1980. *The Death of Nature: Women, Ecology and the Scientific Revolution*. New York: Harper and Row.
- Merton, Robert 1973. *The Sociology of Science: Theoretical and Empirical Investigations*. Chicago: University of Chicago Press.
- Merton, Robert K. 1968. "The Matthew Effect in Science", *Science*, New Series, 159 (3810): 56–63.
- Nandy, Ashis 1988. *Science, Hegemony and Violence: A Requiem for Modernity*. New Delhi: Oxford University Press.
- Nanda, Meera 2002. *Breaking the Spell of Dharma and Other Essays*. New Delhi: Three Essays Collective.
- Nanda, Meera 2004. *Prophets Facing Backward: Postmodern Critiques of Science and the Hindu Nationalism in India*. New Brunswick: Rutgers University Press.
- Pickering, Andrew (eds.). 1992. *Science as Practice and Culture*. Chicago: Chicago University Press.
- Polanyi, Michael 1967. *The Tacit Dimension*. London: Routledge and Kegan Paul.
- Price, Derek J. de Sola 1963. *Little Science, Big Science*. New York: Columbia University Press.
- Rose, Hilary and Rose, Steven. 1969. *Science and Society*. Harmondsworth: Penguin.
- Schiebinger, Londa. 1999. *Has Feminism Changed Science?* Cambridge and London: Harvard University Press.
- Shiva, Vandana 1989. *Staying Alive: Women, Ecology and Development*. London: Zed Publishers.
- Visvanathan, S. 1997. *A Carnival for Science*. Delhi: Oxford University Press, 1997, Ch. 2 ("On the Annals of the Laboratory State"), pp. 15-47.



- Webster, Andrew 1992. *Science, Technology and Society: New Directions*. Rutgers University Press.
- Weinberg, Alvin. 1966. "Can Technology Replace Social Engineering?" *TATF* 23-30.
- Winner, L. 1993. "Upon Opening the Black Box and Finding It Empty: Social Constructivism and the Philosophy of Technology," *Science, Technology and Human Values* 18: 362-378.
- Woolgar, Steve. 1988. *Science, the very Idea*. London: Tavistock.
- Wynne, Brian 1996. "Misunderstood Misunderstandings: Social Identities and Public Uptake of Science", *Public Understanding of Science* 1(3): 281–304.
- Zilzel, Edgar. 1942. "The Sociological Roots of Science", *American Journal of Sociology* 47: 544–62. Republished in *Social Studies of Science* 30/6, December (2000): 935–49.
- Ziman, John 2000. *Real Science*. Cambridge: Cambridge University Press.

Course No: STI 603

## **INNOVATION AND SOCIO-ECONOMIC CHANGE**

Semester I/ Paper 3

(Credits: 03)

### **Course Objective**

The primary objective of the course is to understand the meaning of innovation and its relevance for the development of the society. It also aims to critically analyse the understanding of innovations from various perspectives and looks into various nuances of innovations. The philosophical bases of innovation and empirical cases discussed in the field of innovation studies are other core areas of understanding.

### **Course Description**

This course intends to cover the changing understanding of innovation and current debates in the field of innovation studies. What are the philosophical bases, how it changed from a derogatory word in ancient and medieval times to a buzzword in the modern times? How scholars have shaped the field of innovation studies and different models have been discussed to understand the process of innovation is another dimension to look into this course. Theoretical sections will cover key definitions, key concepts related to innovations, different types of innovations and models of innovation. The empirical section will focus on formal and informal sector innovations and try to understand the dynamics of both the sectors.

## Mode of Evaluation

Term papers, seminar presentations and other assignments (Weightage: 50%) along with an End Semester examination (Weightage: 50%). Participation in class room discussions and activities is essential.

## Instruction Method

Lecture-cum Seminar and Field Visits (Walkshops)

- 1. Conceptualising Innovation:** why innovation? what is the meaning and nuances of innovation? There is no one single definition of innovation and scholars have widened the understanding of innovation over a period. This unit attempts to explore the origin of the term innovation, its nuances and characteristics of innovations.
  - a. This will further explore typologies such as major and minor innovation and radical and incremental innovations.
  - b. Since there is no single definition of innovation, scholars shifted their focus on understanding the process of innovation and proposed different models. So, what are different models and how they look into the process of innovation is another component to look for in this unit.
  - c. Diffusion of innovation is also another major dimension which we will cover in this unit. Measuring innovations. And
    - a. Measuring innovation is another important theoretical domain and we cover the areas of patent, R&D expenditure, citation index, publications, and other indicators
- 2. Towards the Systemic Understanding of Innovation:** The second unit focuses on current theoretical debate in the field of innovation studies and system of innovation is one of the dominant paradigms. How system theory is conceptualised, what are the pros and cons of system theory of innovations, what components of innovations are and what different systems of innovations are. Advantages and Disadvantages of firm centric model of innovation, innovation system approaches: national system of innovation, sectoral system of innovation system and regional innovation system.
- 3. Social-Psychological Theories of Innovation:** What are the bases of innovation? Whether everyone is innovative? Why one is innovative, and others are not? Such individual level question will be asked in this unit and try to look into individual level motivation to innovate, neurophysiological basis of innovations and social factors which affect innovations.
- 4. Innovation and its impact in the society:** Whether all innovations are good or bad? Who are benefited from these innovations? Is there any difference between formal and informal sector innovations? These questions will be discussed in this unit. We will look into innovation and its role in the development process, what are the policy implications of innovation and some specific cases such as grassroots innovations will be taken up to understand the role of innovations in the society.

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Course No: STI 651  
**Research Methodology-II (Technology Futures Analysis)**  
Semester II/ Paper I  
(Credits: 02)

**Course Objective**

In the previous semester we looked into qualitative research methods. In this semester the focus is on developing understanding of quantitative tools and techniques of research with special reference to the domain of future studies in science policy.

**Course Description**

This course intends to cover historical context of quantitative methods and some specific tools and techniques used in the field of science policy studies. Technology Future Analysis (TFA) is one of the major areas of technological analysis and has emerged in the last few decades. We also intend to introduce statistical concepts used to measure social and scientific phenomenon. The exercises will focus on use of statistical software packages such as SPSS, STATA, and Social Network Analysis.

**Mode of Evaluation**

Term papers, seminar presentations and other assignments (Weightage: 50%) along with an End Semester examination (Weightage: 50%). Participation in class room discussions and activities is essential.

**Instruction Method**

Lecture-cum seminar and field work

1. **Introduction:** What are the major Concepts, Approaches, Historical Perspective on Technology Assessment and Forecasting, Technological Foresight, Comparison of TATF, Foresight and TFA, Role of TFA, Relevance of TFA to the Developing Countries, Ethical Issues and Overall Socioeconomic TA, Horizon scanning, Innovation foresight.
  - a. **Major Issues:** Temporal and Sectoral Dimensions, Ideological Dimensions, Boundary Conditions and Core Assumption, Validation and Public Participation.
  - b. **TATF Structures in India** and Developed Countries Changing Patterns in Private (Business Planning) and Public Sector Assessment.
  - c. **Major Techniques in Technology Assessment:** Historical Surveys, Cost Benefit Analysis, Input/output Analysis, System Analysis, Cross Impact, EIA, Risk Analysis, Overall socioeconomic TA.
  - d. **Major Techniques:** Normative and Exploratory Techniques: Delphi, Analogy, Growth Curves, Trend Extrapolation, Analytical Models,

Breakthrough Rate, Scenario Writing, Relevance Tree, Morphological Analysis.

2. **Technology Road Mapping:** Typology of Socio-Technical Transitions, Sustaining vs. Disruptive Technologies, Complex Technology Sub-System, Typology of Roadmaps (a) product planning (b) service/capability planning (c) strategic planning; (d) Long-range planning (e) knowledge asset planning (f) program planning (g) process planning; (h) Integration planning
  - a. **TRIZ analysis** (*Teoriya Resheniya Izobreatatelskikh Zadatch*): Theory of invention: How inventors invent? Theory of increasing ideality
3. **Technology Futures Analysis:** Umbrella Concept for Multiple Methods, Multi Actor Context, Participative Approach, Process Management, Negotiation Oriented Approaches, Dialectic Approach
4. **Quantitative Research Methods:** Introduction to quantitative techniques and fundamentals of quantitative research, Hypothesis development and testing, Data collection methods, Sampling and measurement, Descriptive statistics. Basic SPSS and STATA skills, Review of Statistical Concepts Useful for Causal Inference, Bi-variate analysis, Regression, Correlation, Multivariate analysis. Debating quantitative research techniques.
5. **Academic Writing:** How to prepare a research report? - review of literature- writing a research paper-referencing and citation methods- style sheets- bibliography-peer review process-what is plagiarism? -Types of plagiarisms- similarity index-anti-plagiarism software.

## Readings

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### **Important Journals**

1. *Technology Forecasting and Social Change*
2. *International Journal for foresight and Innovation Policy*

### **Important links**

1. TIFAC  
<http://www.tifac.org.in/>
2. Policy Research in Engineering, Science and Technology (PREST)  
<http://www.mbs.ac.uk/research/centres/engineeringpolicy>
3. Science Policy Research Unit, Sussex  
<http://www.sussex.ac.uk/spru/>

Course No: STI 652  
**SCIENCE AND TECHNOLOGY IN MODERN INDIA**  
Semester II/ Paper II  
(Credits: 03)

### **Course objectives**

The course intends to provide the students with a deep understanding of multiple dimensions of science and technology in modern India with an emphasis on the debates in social history of science and technology in India. The students will be introduced to the historical evolution of science and technology in the Indian context(s), as well as the historical processes behind the emergence of the national S&T system with unique characteristics and cultural dynamics.

### **Course description**

The course introduces the colonial, post-independent and post-liberalisation/globalisation phases of Indian science, with a detailed discussion on different historiographical points of view on the processes involved.

### **Mode of Evaluation**

Term papers, seminar presentations and other assignments (Weightage: 50%) along with an End Semester examination (Weightage: 50%). Participation in class room discussions and activities is essential.

### **Method of Instruction**

Lecture/seminars/ tutorials

## UNITS

### 1. Origin and Development of Modern Science

How did modern science emerge? Was Europe the site of its origin and development?

Enlightenment, Capitalism and Colonisation-scientific and industrial revolutions in Europe-inventing the Greek past -Islamic scholars' contributions-Needham's ecumenical view-Europe as the locus: Why not India or China? -circulation of knowledge-multicultural roots of science

### 2. Science in the Colony

Basalla's three stage model of diffusion of science and its critiques-pre-colonial science in India-Portuguese and Dutch interventions-**Early phase** of British colonialism- the great surveys- infrastructure development- telegraph and railways-**Second phase**: universities and colleges-Missionary initiatives-**Third phase**: development of industrial research-National Planning Committee (1938)-Bombay Plan (1944)-AV Hill report (1944)-Establishment of CSIR: 1942-R&D Laboratories-Indian Institute of Technology (IITs)-domestication of science and the colonial intelligentsia- societies and organisations for popularisation of science in vernacular languages-origin and development of Indian scientific community

### 3. Development of Science & Technology 1920-1991

- a. Science and Scientists: a social history of M.N. Saha, S.S. Bhatnagar, C.V. Raman, and H.J. Bhabha,
- b. Science, Scientists and Politics: Saha, Bhatnagar, and Bhabha and their role in establishment of various scientific institutions, Nehru and Scientific Temper.
- c. Science and Technology in Independent India 1941-1991: Establishment of Science and Technology Ministry, Formation of Ministry of Natural Resources & Scientific Research Cabinet in 1947. Establishment of various research institutes such as CSIR, BARC, AIIMS, ICAR, IITs.
- d. Planning for Science, Technology and Economic development: Nehru-Mahalanobis Model: The Five-year plans.
- e. Development of science and technology in specific areas: space technology, nuclear technology, bio-technology and renewable energy.
- f. Science and Technology Policy documents: 1958, 1983, 2003, and 2013.
- g. Industrial Policy documents since pre-independence period.
- h. Science and Society in independent India: what citizens understand by science? Was science uncontested? Science Movements, Peoples' Science Movement (PSM), Khadi Village Industries, CAPART, Appropriate Technology Movement, Grassroot Innovation.

### 4. S&T after Economic Reforms-Globalization, Liberalization Privatization (Post-1991 Phase)

- a. Science, Technology and Innovation In India: Trends in Post-Liberalization Phase/ Impact of Globalization, Liberalization and Privatization---Historical Overview of Major Developments (1990-2014)---Features and Impact of various Five Year Plans ---Impact of Liberalization on R&D and non-R&D based innovations in Indian enterprises---FDI and its

impact---Emergence and implications of Public Private partnerships in post-Liberalization phase---S&T strategies for poverty alleviation and rural development: A Critical Assessment--Trends in S&T output in Post-Liberalization period

b. S&T and Democratization---Discourses and Critique: Shiv Vishvanathan, AshisNandy, Claude Alvares, Vandana Shiva, Meera Nanda, Itty Abraham ---Civil Society initiatives in S&T issues in India---S&T controversies in India in post-Liberalization phase

c. S&T Policy in India in the post-1990s Phase: An Assessment---Science and Technology Policy 2003---Science, Technology and Innovation Policy 2013

### Essential Readings

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### Recommended Readings

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## OPTIONAL COURSES

Course No: STI 671

### INTELLECTUAL PROPERTY RIGHTS AND DEVELOPMENT

Semester II/ Optional Paper

(Credits: 03)

#### Course Objective

The course is designed to introduce fundamental aspects of Intellectual property Rights (IPRs) to scholars who are engaged in the research area of science technology and innovation policy. The course introduces all aspects of the IPRs. It also includes case studies to demonstrate the application of the concepts in Science, Technology and innovation policy studies. The course is designed for raising awareness of a multidisciplinary audience.

#### Course Description

A renewed awakening of the role of intellectual property (IPRs) in the countries of the various regions of the world in general and India in particular has led more recently to the adoption or revision of national legislation on Intellectual Property Rights (IPRs) as well as to the establishment or modernization of Government structures that administer such legislation and influence development. The changing regime of IPRs has become one of the crucial issues in the contemporary relations among nations. The New IPRs regime that has come into being has an important role to play in the domain of New Generic Technologies (NGT), Information and Communication Technology (ICT), Biotechnology (BT) and Nanotechnology (NT).

#### Mode of Evaluation

Term papers, seminar presentations and other assignments (Weightage: 50%) along with an End Semester examination (Weightage: 50%). Participation in class room discussions and activities is essential.

## Method of Instruction

Lecture/Seminars/Presentation Classroom Exercise/Tutorials

## UNITS

### 1. Knowledge, Innovation and Intellectual Property Rights: An Introduction

- a. Knowledge – characteristics and role in economic growth, Tacit and codified knowledge, Knowledge as public good and ‘market failure’, Market for knowledge, Incentives for creation of new knowledge, Appropriation of knowledge: knowledge monopoly and its consequences;
- b. Pre-IPR system of protection: Secrecy/Trade guilds/Cartels
- c. IPR: Consequentialist, right based justification and economic justification
- d. Basic forms of IPRs: Patent, copyright, trademark, industrial design

### 2. Evolution of IP Statutes – Origin and Internationalization

- a. First IP Statutes: English Statute of Monopolies (1624); United States Patent Act (1836), German Patent Act (1877), Copyright law of Italy, English Statute of Anne (1710)
- b. International organizations and Treaties (pre- TRIPs era): Paris Convention, Berne Convention, Rome convention, IPIC Treaty, Budapest Treaty. CBD, UPOV convention. WIPO, GATT, FAO, UNCTAD
- c. WTO Framework and the TRIPs Agreement, Unification of IP rights, Extension of protectable subject matter, New forms of IPRs, Scope of Sui-generis systems, Role of Patent Cooperation Treaty

### 3. IPR in India: Emerging Technology and Legislations

- a. Science of Biotechnology, Genetic engineering and ICT.
- b. Patentability criteria in Biotechnology/ICT inventions.
- c. Distinction between discovery and innovation in Biotechnology.
- d. Reexamining the standards of novelty and non-obviousness, reproducibility in the contexts of biotechnology/ICT.
- e. Inter-country differences in patenting of life forms/ICT
- f. The Patent Act of India 1911 and the Indian Patent Act of 1970.
- g. IP rights in India and progressive harmonization with international standards;
- h. Patent Amendment Act (2005)
- i. Some case studies giving examples of patents and technology transfer, access and affordability of medicines in India.
- j. Deliberations of the National Working Group on Patent laws

### 4. Debates on IPR and Development

- a. IPRs and technology transfer
- b. IPRs vis-à-vis access & affordability of medicines
- c. Bayh-Dole Act and issues of academic entrepreneurship, advancement of science and commercialization of university research
- d. Traditional knowledge, IPR and Benefit sharing, Indigenous knowledge and its appropriation IPR & Traditional Medicine, Private vis-à-vis community-based ownership, Biopiracy, Breeders vis-à-vis Farmers rights
- e. Life form patenting (technical and ethical issues)

## Essential Readings:

*Asian Biotechnology and Development Review*. 7(2) (Complete Issue)

Biotechnology and IPR Regime: In the context of India and Developing countries (2005).



- Choudhuri, S. (2003). *The WTO and India's Pharmaceutical Industry*. Oxford University Press: New Delhi.
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- Correa, Carlos M. and Abdulqawi A. Yusuf (eds) (1998). *Intellectual Property and International Trade: The Trade Agreement*. Kluwer Law International, London.
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- Desai, P.N. (2007). *Traditional Knowledge and Intellectual Property Protection: Past and Future*. Science and Public Policy, 185-197.

### **Recommended Readings**

- Evenson, E. R. and Westphal, J. L. (1995). *Technological Change and Technology Strategy* In: Handbook of Development Economics (Jere Behrman and T.N. Srinivasan). Elsevier.
- Ginarte, J. C. and Park, W.G. (1997). *Determination of Patent Rights: A Cross National Study*. Research Policy, Vo. 26.
- Hellar, A. Michael and Eisenberg, S. Rebecca (1998). *Can Patents Deter Innovation? The Anticommons in Biomedical Research*. Science, Vol 280.
- Kamil Idris *Intellectual Property: A Powerful Tool for Economic Growth*. World Intellectual Property Organisation.
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- NAPAG (1995). *Intellectual Property and the Academic Community*. National Academics Policy Advisory Group. London, UK
- National Working Group on Patent Laws. Papers and Reports. CSSP Library
- Nuffield(2002). *The Ethics of Patenting DNA*. Nuffield Council of Bioethics, London, UK.
- Occasional Paper Series of Trade Related Agenda, Development and Equity (T.R.A.D.E.) The South Centre.

- Ramanna, A (2005). Bt Cotton and India's Policy on IPRs, *Asian Biotechnology and Development Review*. 7(2), pp. 43-51
- Rao, C.N. (2002). Patents for Biotechnology Inventions in TRIPs. *Economic and Political Weekly*. 2126-2129.
- Royal Society (2003). *Keeping Science Open: The Effects of Intellectual Policy on the Conduct of Science*. Prepared by the Royal Society Working Group on Intellectual Property, London: Royal Society, accessed from [www.royalsoc.ac.uk](http://www.royalsoc.ac.uk) Wiley & Sons Inc.
- Smith, G and Parr, R.L. (1989). *Valuation of Intangible Assets*. New York: John Wiley & Sons Inc.
- Stephen, A. Merrill, Richard, C. Levine and Mark B. Myes (2004). *A Patent System for the 21st Century*. The National Academic Press, Washington, DC.
- Stiglitz, J (2006). Making Globalisation Work Penguin Books Ltd.: England. page 103-132.
- Swaminathan, M.S (2002). *The Protection of Plant Varieties and Farmers' Rights Act: From Legislation to Implementation*. Journal of Intellectual Property Rights. 7, pp. 324-329.
- Vasudeva, P.K. (2000). Patenting biotech products: Complex issues. *Economic and Political Weekly*. 3726- 3729.
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- Watal, Jayshree (2001). *Intellectual Property Rights in the WTO and Developing Countries*. Oxford University Press: New Delhi.
- Wesley, M. Cohen and Stephen, A. Merrill (2004). *Patents in the Knowledge Based Economy*. The National Academic Press, Washington, DC.

Course No: STI 672

## SCIENCE AND TECHNOLOGY POLICY ANALYSIS

Semester II/ Optional Paper

(Credits: 03)

**Course Objective:** Science and Technology Policy serves as an important agent of social, economic and political change. The present course would attempt to provide students with insights into the nature of S&T policy and its historical context; its organizational architecture in terms of how S&T is funded and performed by various actors; the changing institutional context of S&T policies; the role of civil society, industry and the State in moulding S&T policies and the ways in which S&T policies frame and mould the governance and regulation of emerging technologies in a global context. Additionally, the course would also enable students to develop a critical insight into S&T policies in various sectors, with particular reference to India. Cross-national comparison of S&T policies in various sectors would also be taken up in this regard. The course primarily aims at equipping students with a theoretical and empirical understanding of the changing nature and dynamics of S&T policy in the Indian context.

**Method of Instruction:** Lectures/ Seminar/ Tutorials

**Teaching and Contact Hours:** Four hours per week (including one tutorial)

Term papers, seminar presentations and other assignments (Weightage: 50%) along with an End Semester examination (Weightage: 50%). Participation in class room discussions and activities is essential.

**Course Modules:**

**1. S&T Policy: Historical Evolution, Perspectives & Organizational Architecture**

- A) Historical Evolution and changing agendas in S&T Policy
- B) S&T Policy Cultures
- C) Phases in S&T in India
- D) Funding of S&T & Key Actors in R&D and Policy Making
- E) Role of S&T Indicators in Policy Making

**2. Changing Institutional Framework of S&T Policy & its Governance**

- A) Blurring of traditional distinction between Science & Technology--Impact on Transfer of Technology
- B) Academic-Industry Collaborations
- C) Shift from Mode 1 to Mode 2 form of Knowledge Production--Triple Helix model

**3. S&T Controversies, Expertise and Public Policy**

- A) S&T Policy & Co-Production of Knowledge
- C) Role of Civil Society, Industry and State
- C) Risk-based regulation and 'Responsible Governance'

**4. Globalization and S&T Policy**

- A) Changing North-South relations and the Emergence of Transition Economies
- B) Intellectual Property Rights and Changing Policy Regimes
- C) Cross-National comparison of S&T policies in various sectors
- D) S&T Policy and Emerging Technologies

**Readings**

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- Anne Stein, Josephine (2002). Globalization, Science, Technology & Policy. *Science and Public Policy*, Volume 29, No 6: 402-408
- Archibugi, Daniel & Kim Bizzari. (2004). Committing to Vaccine R&D- A Global Science Policy Priority. *Research Policy*. 33:1657-1671

- Asheulova, Nadia, Binay Kumar Pattnaik, Eduard Kolchinsky & Gregory Sandstrom. (Eds). 2010. *Liberalizing Research in Science and Technology: Studies in Science Policy*. Saint-Petersburg: Politechnika, ISBN 978-5-904031-76-3
- Bastos, Maria-Ines (1996), "Science and Technology Policies in Developing Countries: A Political Analysis of Latin American Practice and Prospects", *Science, Technology and Society*, 1(2), July-December: 225-247.
- Beasley, Lisa. (2003). Science Policy in Transition. Are Governments poised to take full advantage of an institution in transition. *Research Policy*. 32:1519-1531
- Chaturvedi, Sachin and Krishna, Ravi Srinivas. (2012). Science and Technology Indicators: New Challenges. *Current Science*, Volume 102: No.12.
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- Fealing, Kaye, Julia Lane & Stephanie Shipp. (2011). *The Science of Science Policy*. Stanford University Press
- Gibbons, M et al (1994), *The New Production of Knowledge: The Dynamics of Research in Contemporary Societies* (Sage)
- Gummett, P (1991), The Evolution of Science and Technology Policy: A UK Perspective, *Science and Public Policy* Vol.18 No.1 pp31-37
- Guston, David and Sarewitz, Daniel. (2006). Eds. *Shaping Science and Technology Policy: The Next Generation of Research*. University of Wisconsin Press.
- Henriques, Luisa & Phillipe Laredo. (2012). Policy making in Science Policy: The 'OECD' model Unveiled. *Research Policy*. <http://dx.doi.org/10.1016/j.respol.2012.09.004>
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- Irwin, Alan (2001). "Constructing the Scientific Citizen: Science and Democracy in the Biosciences". *Public Understanding of Science*, 10/1:1-18.
- Jasanoff, Sheila (1997) (ed.), *Comparative Science and Technology Policy*. Edward Elgar Publishing Limited, Cheltenham/Lyme.
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- Martin, Brian and Richards, Evelleen (1995). "Scientific Knowledge, Controversy, and Public Decision Making". In Jasanoff, Sheila et al. (eds.) *Handbook of Science and Technology Studies*. London: Sage, pp. 506-26
- Michaelson, Evans S. (2008). Globalization at the nano frontier: The future of nanotechnology policy in the United States, China, and India. *Technology in Society*. 30:405-410
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- Noble, David, F. (1977), *America by Design: Science, Technology, and the Rise of Corporate Capitalism*. AA Knopf, New York.
- Nowotny, Helga. (2007). How Many Policy Rooms are there? Evidence-Based and Other Kinds of Science Policies. *Science, Technology and Human Values*. Volume 32, No 4: 479-490
- Parthasarathi, Ashok (1969). "Appearance and Reality in Indian Science Policy". *Nature* 221(5184), March 8, pp. 909-911.
- Parthasarathi, Ashok (1972). *Framework and Format for Sectoral S&T Plans: A Control Document prepared for the National Committee on S & T (NCST)*, Government of India Special Assistant for S & T to Prime Minister, New Delhi, March
- Rahman A. and K.D.Sharma (eds) (1974), *Science Policy Studies*. Somaiya Publications Pvt. Ltd., New Delhi and Centre for Studies in Science Policy, Jawaharlal Nehru University.
- Raina, R & et al. (2006), The Soil Sciences in India: Policy Lessons for Agricultural Innovation. *Research Policy*. Volume 13:695-714
- Rangarao, B.V. (1976), "Evolution of Apex Science Policy Body in India". *National Herald*, March 3 and April 1, p.5.
- Ranis, G. (1990), 'Science and Technology Policy: Lessons from Japan and the East Asian NICs', in R.E. Evenson and G. Ranis (eds.) *Science and Technology: Lessons for Development Policy*. Intermediate Technology Publications, London, pp.157-178.
- Rath, Amitav. (1990). Science, Technology and Policy in the Periphery: A Perspective from the Centre. *World Development*. Volume 18, No.29:1418-1423
- Reddy, PS & P.Balachandra. (2003). Integrated Energy-Environment Policy Analysis: A case study of India. *Utilities Policy*, 11:59-73
- Rip, Arie (2003). "Constructing Expertise: In a Third Wave of Science Studies?" *Social Studies of Science* 33(3), June: 419-434
- Sagar, Ambuj. (2002). India's Energy and Energy-R&D Landscape. Report of the Energy Technology Innovation Project. BelferCenter for Science and International Affairs. John F. Kennedy School of Government. Harvard University
- Scoones, Ian. (2006). *Science, Agriculture and the Politics of Policy: The Case of Biotechnology in India*. New Delhi, India: Orient Longman. ISBN 81 250 2944 3
- Turney, J (1997), Science Policy in an Age of Ambivalence, in *What is Science Policy to Science - What is Science to Science Policy?* [HIST SCI [QUARTOS] W 5.1 TUR]
- UNESCO (1979), *An Introduction to Policy Analysis in Science and Technology*. UNESCO, Paris, Science Policy Studies and Documents, No.46.
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- Wang, Y.F. (1993), *China's Science and Technology Policy: 1949-1989*. Aldershot: Avebury.
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- Weinberg, Alvin M. (1967), *Reflections on Big Science*. The MIT Press, Cambridge, Mass.

Course No: STI 673

## **SCIENCE COMMUNICATION: APPROACHES AND METHODS**

Semester II/ Optional Paper

(Credits: 03)

### **Course objectives**

The course gives an advanced introduction to science communication based on insights from Sociology of Scientific Knowledge (SSK), Public Engagement with Science and Technology (PEST), and Media and Communication Studies. The course proposes that understanding how science is communicated is quintessential to understand the social dynamics of science.

### **Course Description**

The sharing of scientific knowledge within scientific community and its dissemination in the wider society are major concerns for the scientific establishment as well as science policy makers. This has led to the emergence of the field of science communication studies and public understanding of science as two separate fields. However, this approach was challenged in the 1990s and science communication became conceptually situated within the Public Engagement with Science and Technology Studies. This new field of research situates the citizens/public as participating in science in various ways through multiple platforms and actively shaping and democratizing contemporary science. This new 'contextualist model' in PEST Studies that redefines the public by examining actual social situations of science communication is the starting point for the course. The course will enable the students of Science, Technology & Innovation Policy Studies in their individual research projects by providing a wide spectrum of methodological tools and categories. Those who are interested in research problems related to civil society initiatives, social movements, media, communication, cinema, popular culture, education and disaster management also will be benefitted from the course.

### **Mode of Evaluation**

Term papers, seminar presentations and other assignments (Weightage: 50%) along with an End Semester examination (Weightage: 50%). Participation in class room discussions and activities is essential.

### **Method of Instruction**

The discussion in the class is organized around the research article assigned for each class. The recommended readings are meant to provide an advanced understanding of the field. Active classroom participation and 85% of attendance is a basic requirement.

## **UNITS**

### **1. Conceptualizing Science Communication**

Linear and multidirectional models of communication-scientific knowledge production and communication-science communication in laboratories-communication during

scientific controversies-deficit model-contextualist model- risk societies of the late modernity-the new mode of knowledge production- science in deliberative democracy

## **2. Public Communication of Science**

Science popularization-science textbooks-science communication in classrooms-popular science writing-museums and exhibitions- media and science- journalistic production of science news-science communication during disasters- science in new media-role of the state and civil society

## **3. Science and Its Public(s)**

Public Engagement with Science and Technology-public sphere-multiple publics-the deliberative turn-citizen science-lay and expert knowledge-civic culture of science policy making- experimental models- public controversies over science and technology-science movements-recent shifts in policies-the Indian context

## **4. Science in Popular Culture**

Cultural Studies of Science and Technology-technoscientific culture- Science Fiction  
Studies-cinema and science-Science in Indian popular culture

## **Essential Readings**

- Irwin, Alan 1995. *Citizen Science: A Study of People, Expertise and Sustainable Development*. London and New York: Routledge.
- Irwin, Alan and Wynne, Brian (eds.) 1996. *Misunderstanding Science? The Public Reconstruction of Science and Technology*. Cambridge: Cambridge University Press.
- Jasanoff, Sheila. 2012. *Science and Public Reason*. New York & London: Routledge.
- Raina, Rajeswari S. (eds.). 2015. *Science, Technology and Development in India: Encountering Values*. Hyderabad: Orient Blackswan.
- Shapin, Steven 1990. "Science and the Public." In *Companion to the History of Modern Science*, eds. R. C. Olby et al., London: Routledge, pp. 990–1007.
- Varughese, Shiju Sam 2018. *Contested Knowledge: Science, Media, and Democracy in Kerala*. New Delhi: Oxford University Press.
- Weingart, Peter 1998. "Science and the Media." *Research Policy*, 27(8), December: 869–79.

## **Recommended Readings**

- Basu, Anustup 2011. "The eternal return and overcoming 'cape fear': science, sensation, superman and Hindu nationalism in recent Hindi cinema", *South Asian History and Culture* 2(4): 557–571.
- Beck, Ulrich 1992. *Risk Society: Towards a New Modernity*. London, New Bury Park and New Delhi: Sage Publications.
- Bensaude-vincent, Bernadette 2001. "A Genealogy of the Increasing Gap between Science and the Public". *Public Understanding of Science*, 10: 99–113.
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- Bucchi, Massimiano 1998. *Science and the Media: Alternative Routes in Scientific Communication*. London and New York, Routledge.
- Collins, H.M. 1987. "Certainty and the Public Understanding of Science: Science on Television". *Social Studies of Science*, 17/4, November: 689–713.
- Collins, Harry M. (ed.) 1981. Knowledge and Controversy: Studies in Modern Natural Science [Special Issue]. *Social Studies of Science*, 11/1, February.
- Cooter, Roger and Pumfrey, Stephen 1994. "Separate Spheres and Public Places: Reflections on the History of Science Popularisation and Science in Popular Culture". *History of Science*, 32: 237–67.
- Dash, Biswanath. 2014. "Public Understanding of Cyclone Warning in India: Can Wind be Predicted?", *Public Understanding of Science* 24(8): 1-18.
- Davenport, Sally and Leitch, Shirley 2005. "Agoras, Ancient and Modern, and a Framework for Science-Society Debate". *Science and Public Policy*, 32(2), April: 137–53.
- Engelhardt, H. Tristram and Caplan, Arthur L. (eds.) 1987. *Scientific Controversies: Case Studies in the Resolution and Closure of Disputes in Science and Technology*. Cambridge: Cambridge University Press.
- Epstein, Steven 1996. *Impure Science: AIDS, Activism, and the Politics of Knowledge*. Berkeley, Los Angeles and London: University of California Press.
- Fischer, Frank. 2005. *Citizens, Experts, and the Environment*. Durham: Duke University Press.
- Habermas, Jurgen 1989. *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society*. Translated by Thomas Burger. UK: Polity Press.
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Course No: STI 674

## PHILOSOPHY OF SCIENCE AND TECHNOLOGY

Semester II/ Optional Paper

(Credits: 03)

### Course Objective

To learn distinguished characteristics of science and technology, to understand the evolution of science and technology and historical context, and basics of the philosophy of science and technology.

### Course Description

This course intends to cover trends in the philosophy of science and technology i.e. to explore and examine what science and technology are, what they do, and how they work in the society. It will also discuss the historical background of the topic both in Western and Indian

thoughts to understand how scientific theories evolved over period. It will also explore different scientific disciplines, scientific cultures and their relation to the field of social sciences. Therefore, first we look into the conceptual and philosophical foundation of the science and technology and then the nature and methodology of science.

### **Mode of Evaluation**

Term papers, seminar presentations and other assignments (Weightage: 50%) along with an End Semester examination (Weightage: 50%). Participation in class room discussions and activities is essential.

### **Instruction Method**

Lecture-cum Seminar and Field Visits (Walkshops)

### **Units**

1. **Introduction:** What is Science and Technology? What are philosophical bases of science and technology?
2. **Western and Non-Western historical context of Science and Technology**
  - A. Philosophy of Science and technology in Western Traditions: Aristotle, Pythagoreans, Bacon, Galileo.
  - B. What is western Science, non-western science, ancient science, and modern Science?
    - i. Institutionalisation and professionalization of science
    - ii. Philosophy of Science and technology in Non-Western Traditions: Indian, China, Africa, and others
3. **Philosophical foundations of STS:** STS scholars use diverse methods including social science, historical, and philosophical methods. The outcomes of these research address issues related science, technology and society, such as those having to do with practices and assumptions, ethics, values, governance, and policy.
4. **Metaphysical foundation of science and ethical issues:** This is time of confusion and uncertainty and this poses a question to the nature of moral obligations, about what to expect for in an afterlife, and about the limits of human knowledge. In the words of Kant: what can we know, what ought we to do, and what can we hope for are the questions for human being and it reflects in our cultures. In this unit we try to look into basis of ethics and its relationship to religion and science.

### **Readings**

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[http://www.sosyalarastirmalar.com/cilt2/sayi6pdf/uddin\\_hamiduzzaman.pdf](http://www.sosyalarastirmalar.com/cilt2/sayi6pdf/uddin_hamiduzzaman.pdf)

## Important Links

<http://vserver1.cscs.lsa.umich.edu/~crshalizi/notabene/scientific-method.ht>

Course No: STI 675

**SCIENCE, TECHNOLOGY AND ENVIRONMENT**

Semester II/ Optional Paper

(Credits: 03)

**Course objectives**

The course provided the students with an advanced introduction to the theoretical debates on the relationship between science, technology and environment. What role does science and technology have in creating/accelerating environmental crisis? Can S&T provide solutions to the environmental issues? Do we need a more inclusive paradigm of S&T that pay attention to the perspectives and values of diverse ecological communities? These are the main questions being explored here.

**Course description**

The course is organised into four units. The first unit discusses the concept of development and introduces the nuances of the theoretical debate on the same. The second unit situates environment as a political problem. The unit also discusses the environmental history of India. The third unit introduces the feminist perspectives on the role of S&T in the ecological crisis. Finally, the Marxist and socialist perspectives on nature-human relationship are introduced to problematize the human-nature relationship. The unit also brings in new theoretical standpoints on the problem and connects them with the question of the role of S&T in catalysing the sustainable and inclusive future.

**Mode of Evaluation**

Term papers, seminar presentations and other assignments (Weightage: 50%) along with an End Semester examination (Weightage: 50%). Participation in class room discussions and activities is essential.

**Method of Instruction**

Lecture/seminars/ tutorials

**UNITS**

**1. Framing Development**

What is development? -development and economy-development- the development/environment encounter- whose development? -technological projects in India- displacement-project affected people-natural and human made disasters-governmental initiatives in conservation of nature-ecological communities-debate on sustainable development-post-development theory

**2. Politics and Ecologies**

Does environment have politics? -technologies and ecologies-politicising technology- development of the ecological discourse in India-Gandhian perspectives on S&T and environment-environmental movements-approaches to nature and environment-deep ecology-social ecology- land marks in environmental history-natural resource management

### 3. The Feminisation of Nature

Ecofeminism and ecosocialism-women, ecology and scientific revolution-gender and environment debates in India-feminist critique of the role of science and technology in the creation of environmental crisis

### 4. Social Natures and Produced Natures

Marxism and the production of nature-nature as artifice and artefact-rethinking the human place in nature-can we engineer the environment? -S&T: cause of or solution to the ecological crisis?-science, technology and the question of risk-towards a more reflexive S&T which is more ecologically sensible-S&T and sustainable development

### Essential Readings

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### Recommended Readings

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**School of Language, Literature and Culture Studies**

**Centre for English Studies**

**M.Phil/Ph.D. Coursework**

**Semester I**

<b>Course Number</b>	<b>Course Title</b>	<b>Course Credits</b>	<b>Evaluation</b>
ENG 601	Research Methodology - I	02	Assignments + Research Paper
Optional Course: ENG 621 ENG 622 ENG 623	Optional Course: <ul style="list-style-type: none"><li>• Second Language Research – I (ENG 610)</li><li>• Philosophy and Literature (ENG 611)</li><li>• Colonial Practices and English Studies (ENG 612)</li></ul>	03	Assignments + Research Paper
ENG 641	Project - I	02	Research Article + Presentation
ENG 642	Academic Writing - I	01	Assignment

**Semester II**

<b>Course Number</b>	<b>Course Title</b>	<b>Course Credits</b>	<b>Evaluation</b>
ENG 651	Research Methodology - II	02	Assignments + Research Paper
Optional Course:  ENG 671 ENG 672 ENG 673	Optional Course: <ul style="list-style-type: none"><li>• Second Language Research – II (ENG 661)</li><li>• Sociology and Literature (ENG 662)</li><li>• Writing, Gender, Race (ENG 663)</li></ul>	03	Assignments + Research Paper
ENG 691	Project - II	02	Research Article + Presentation
ENG 692	Academic Writing - II	01	Assignment



## **SEMESTER -I**

**Course Title: Research Methodology I**

**Course No.: ENG 601**

**Credits 2**

### **Objective:**

To introduce students to the basics of research in the humanities and of using digital resources for research purposes

### **Unit 1: Research and Documentation**

1. Introduction to research
  - a. What is research? – Inductive and deductive research
  - b. Why do research? – Exploration, Description, Explanation
  - c. How is research in the Humanities different from research in other fields
  - d. Overview of the research process
2. Kinds/Types of research (primary and secondary source methods)
  - a. Qualitative, Quantitative and Mixed
  - b. Interviews, Surveys and Questionnaires
  - c. Data collection and analysis
  - d. Descriptive research
  - e. Archival research
3. Ethics of research
  - a. Academic honesty (giving credit)
  - b. Summarizing, paraphrasing and quoting in context
  - c. In-text citations in context
4. Standard citation practices
  - a. Preparing Working Bibliographies; Works-Cited; Appendices
  - b. Documentation of In-Text Citations, Footnotes, Endnotes and Referencing
  - c. Citation of different kinds of sources
  - d. Citation of multiple sources in a single entry
  - e. Stylesheets: MLA Handbook, APA Style

### **Practice**

1. Taking Notes from Lectures/ Seminars, Written Material, Online Documents or Websites and Archives (with bibliographic information)
2. Practicing In-text citations in MLA and APA - Worksheets
3. Preparing an Annotated Bibliography

## References for Unit 1

Modern Language Association (MLA) Handbook for Writers of Research Papers. 8<sup>th</sup> edition. 2016

"MLA Formatting and Style Guide." *The Purdue OWL*, Purdue U Writing Lab, 18 Jun. 2018.

American Psychological Association (APA) Style. 6<sup>th</sup> edition.

APA Formatting on Purdue Online Writing Lab (OWL):  
<[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)>

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Matkovich, Scot. *APA Made Easy: Revised and Updated*. www. YouVersusTheWorld.com (ebook) 2013

## Unit 2: Digital Resources and Research in the Humanities

1. Introduction and History of Digital Humanities: A brief discussion of the histories of digital humanities as well as critiques of it
2. What is data?: A workshop on retrieving data, cleaning it using OpenRefine (<http://openrefine.org>), and visualizing it using RAW (<http://app.raw.densitydesign.org>).
3. Digital Identity and Engagement: The role of digital identity and online communication in the Digital Humanities community
4. Finding and getting data: Tools for collecting and using data from the web will be discussed and their use will be demonstrated along with the processes used for digitization in archival collections
5. Image and Video Analysis: Visualization and information visualization concepts
6. User experience and accessibility: Disability, Universal Design and the Digital Humanities; Elements of User experience including Slideshare
7. Digital to physical computing: The maker movement and digital humanities
8. Mapping Digital Humanities in India: Towards a Digital Pedagogy; The Infrastructure Turn; The Archival and Curatorial Moment; New Modes and Sites of Humanities Practice; Humanities and Technology

## Practice

1. Accessing major Humanities and Social Sciences research databases for retrieving and using data
2. Creating digital 'maps' of information
3. Designing and uploading content for a course web page
4. Evaluating the status of text, image and film as archival objects made available for study through digitization

## References for Unit 2:

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Drucker, Johanna. "Humanistic Theory and Digital Scholarship" In *Debates in the Digital Humanities*, edited by M.K. Gold. Minneapolis: University of Minnesota Press, 2012.  
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Ernst, Wolfgang. "Discontinuities: Does the Archive become Metaphorical in Multimedia Space?" In *Digital Memory and the Archive*, edited by Jussi Parikka, 113 - 140. Minneapolis: University of Minnesota Press, 2013.

Institute for the Future of the Book, "The Digital Humanities Manifesto 2.0," 2009,  
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Moretti, Franco. *Graphs, Maps, Trees: Abstract Models for a Literary History*, Verso, 2005.

Schreibman, Susan, Ray Siemens, and John Unsworth, "The Digital Humanities and Humanities Computing: An Introduction," *A Companion to Digital Humanities*, Oxford: Blackwell, 2004, <http://www.digitalhumanities.org/companion/>.

Wieseltier, Leon, 'Crimes Against Humanities,' *The New Republic*, September 3, 2013,  
<http://www.newrepublic.com/article/114548/leon-wieseltier-responds-steven-pinkers-scientism>.

Wilkins, Mathew. "Canons, Close Reading and the Evolution of Method". In *Debates in the Digital Humanities* Ed. M.K. Gold. Minneapolis: University of Minnesota Press, 2012.

Witmore, Michael. "Text: A Massively Addressable Object". In *Debates in the Digital Humanities*, Ed. M.K. Gold. Minneapolis: University of Minnesota Press, 2012.

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## Optional Course

## **Second Language Research – I**

**Semester: I**

**Course Code: ENG-610**

**Credits: 3**

### **Unit 1: Language and Society**

- a. Sociology of language and education
- b. Discourse and linguistic ethnography

### **Unit 2: Research Frameworks**

- a. Qualitative Research:
  - i) Case study research
  - ii) Introspection research
  - iii) Classroom research
- b. Quantitative research
  - i) Survey research through descriptive statistics
  - ii) Correlational research

### **Unit 3: Project**

#### **Readings**

Allison, D. (2002). Approaching English language research. Singapore: Singapore University Press.

Ellis, R., & Barkhuizen, G. (2005). Analyzing learner language. Oxford: Oxford University Press.

Brown, J. D., & Rodgers, T. S. (2002). Doing second language research. Oxford: Oxford University Press.

Dörnyei, Z. (2007). Research methods in applied linguistics : quantitative, qualitative, and mixed methodologies. Oxford: Oxford University Press.

Gass, S. M., & Mackey, A. (2007). Data elicitation for second and foreign language research. Mahwah: NJ: Lawrence Erlbaum.

Johnson, D. M. (1992). Approaches to research in second language learning. New York: Longman.

McDonough, J., & McDonough, S. (1997). Research methods for English language teachers. London: Arnold.

Mackey, A., & Gass, S. M. (2005). Second language research: Methodology and design. Mahwah: NJ: Lawrence Erlbaum.

Mackey, A., & Gass, S. M. (2012). Research methods in second language acquisition : a practical guide. Chichester: Wiley Blackwell.

Nunan, D. (1992). Research methods in language learning. Cambridge: Cambridge University Press.

Paltridge, B., & Phakti, A. (Eds.) (2010). Continuum companion to research methods in Applied Linguistics. London: Continuum.

### **Assessment and Evaluation:**

Hand-in assignment(s): 20% of the total marks

Research Paper: 30% of the total marks

End-semester Project presentation: 50% of the total marks

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## **Optional Course**

### **Philosophy and Literature**

**Semester: I**

**Course Code: ENG-611**

**Credits: 3**

### **Objectives:**

1. To understand how modern philosophy and literature intersect at different planes of their manifestations
2. To explore the nature of Western Philosophy and its delineations in textuality
3. To evaluate the nature of the 'philosophical' and the 'literary'

### **Unit 1: Introduction: The 'philosophical' and the 'literary'**

- a. Excerpts from Friedrich Nietzsche, *The Birth of Tragedy* (1872)
- b. Excerpts from Martin Heidegger, *Poetry, Language, Thought* (1971) (“What are Poets For?”)
- c. Excerpts from Jean Paul Sartre, *What is Literature?* (1948)
- d. Excerpts from Gilles Deleuze and Felix Guattari’s *What is Philosophy?* (1991)

### **Unit 2: Textuality and Philosophy**

- a. Excerpts from Michel Foucault, *The Order of Things* (1970) [‘Las Meninas’]
- b. Jacques Derrida (ed. Derek Attridge), *Acts of Literature* (1992) [“This strange institution called literature”]
- c. Excerpts from Michele Le Doeuff, *The Philosophical Imaginary* (1989) [‘Daydream in Utopia’]
- d. Excerpts from Elizabeth Grosz, *Volatile Bodies: Toward a Corporeal Feminism* (1994) [‘Refiguring Bodies’]

### **Unit 3: Philosophy and Imagining ‘Form’**

- a. From Martha Nussbaum, *Love’s Knowledge: Essays on Philosophy and Literature* (1990) [‘Introduction: Form and Content, Philosophy and Literature’]
- b. From Marc Auge, *The War of Dreams: Exercises in Ethno-Fiction* (1999) [‘Antecedents: The Colonized Image and the Colonized Dream’]
- c. From Alain Badiou (with Nicolas Truong), *In Praise of Theatre* (2015) [‘Theatre and Philosophy: Story of an Old Couple’]

## **Optional Course**

### **Colonial Practices and English Studies**

**Semester: I**

**Course Code: ENG-612**

**Credits: 3**

#### **Objectives:**

- 4. Have an understanding of how colonial practices have impacted the political, economic, religious and social trajectory of India and to understand colonialism as a transnational and global phenomenon from the beginning
- 5. Have an understanding of the main historiographical debates and archival constraints related to the colonial history of South Asia and India
- 6. Have an understanding of how colonial modernity reshaped the linguistic map of India, and of a decolonized English Studies
- 7. Have the ability to analyse primary documents and core secondary literature to write critical essays answering questions related to issues covered in the course

### **Unit 1: The Colonial State and the Ethnographic Project**

- a. Introduction: Mapping the Territory  
[Production of early cartography (James Rennell’s maps, for instance), The Great Trigonometrical Survey, the Census etc.]
- b. Representation of space in literary texts [travelogues and memoirs]

## Unit 2: Print and the Emergence of Public Sphere

- a. Imperialist ideology and 'Culture': The matrix of Class, Race, Caste, Gender and Religion
- b. Emergence of hybrid genres [Novel as History, Satire and its variations (adaptations in theatre, specific forms like *Naksha*, Poetic forms, Adaptations of Shakespeare's plays in the 19<sup>th</sup> century, Parsi and Hindi/ Urdu Theatre] [any one to be discussed]

## Unit 3: The Colonial State and Political Community

- a. Colonial State and the Law: The formulation of 'codes', Categorisation and Criminalisation (for instance, DNTs),
- b. 'Nation' and the 'Region': Competing/Complementing epistemologies (Imagining specific forms of the 'national'/'regional' in India in Literary Movements)
- c. Movements:
  - i) Aligarh Scientific Society
  - ii) Progressive Writers' Movement
  - iii) Regional Literary Renaissances

## Representative Texts for Units 1, 2 and 3:

- i) Brittle, Emily. *The India Guide, or Journal of a Voyage to the East Indies in the Year 1780*. Ed. John Dallas. Calcutta: George Gordon, 1785.
- ii) Charles Grant, "Proposal for establishing a Protestant Mission in Bengal and Berar" (1787) and "Observations on the State of Society among the Asiatic Subjects of Great Britain" (1792)
- iii) Colebrooke, H.T. *Remarks on the Present State of the Husbandry and Commerce of Bengal*. Calcutta: n.p., 1795.
- iv) Hickey, William. *Memoirs*. 4 vols. Ed. Alfred Spencer. London: Hurst and Blackett, 1925.
- v) Rennell, James. *Memoir of a Map of Hindoostan*. London: M. Brown, 1788.
- vi) Kipling, *Kim* (1901)
- vii) Chattopadhyay, Bankim Chandra. *Durgeshnandini* (1865)
- viii) Debi, Swarnakumari. *Dip Nirban* (1876)
- ix) Sinha, K.K. *Sanjogita* (1901)
- x) Tripathi, G. *Saraswatichandra* (1887-1901) (Prefaces)
- xi) Tarkaratna, Ramnarayan. *Kulinkulsarvasva* (1854)
- xii) Selections from *Avadh Punch* (especially the works of Wilayat Ali Bambooque)
- xiii) Phule, Jyotirao. *Ghulamgiri* (1873)
- xiv) Narmad, "Swadeshabhimani"
- xv) Forbes, A.K. *Ras Mala*.
- xvi) Chiplunkar V. "Deshnnoti"
- xvii) Bharatendu, H. "How can India Progress?"
- xviii) Roy, Rammohun. 'Petitions against the Press Regulations' (1823) in *The English Works of Raja Rammohan Roy*. Calcutta: Oriental Press, 1885.
- xix) Tagore, Rabindranath. 'Indian Nationalism' from *Nationalism* London: Macmillan, 1918.
- xx) Selected poems by Henry Derozio, Toru Dutt, Sarojini Naidu

## KANNADA

- xxi) Gulavadi Venkata Rao, *Indira Bai* (1899)  
Translations (English):  
A) *Indira Bai ;Or, the Triumph of Truth and Virtue*. Translated from the Canarese by M.E.Couchman (Basel Mission Press,1903)

B) *Indira Bai: The Triumph of Truth and Virtue* Translated by Prof. Vanamala Viswanatha, and Prof. Shivarama Padikkal (Forthcoming OUP, 2019 with *Appendix 1: Preface by A.E. Couchman* Appendix 2: Reviews of Indira Bai published in English Newspapers)

xxii) Kota Shivarama Karanth, *Chomana Dudi* (1933).

Translation (English)

A) *Choma's Drum* tr. by U.R. Kalkur, Hind Pocket Books, Delhi, 1978.

#### MALAYLAM

xxiii) Frances Richard Collins, *Ghatakavadham* or *The Slayer Slain* (Also the two Prefaces)

A) Originals in both Malayalam and English by Mrs. Richard Collins (originally serialized in C.M.S bilingual magazine *Vidyasangraham* in 1862-64).

B) 1976 edition with appendices by Thumbaman Thomas and the second by Joseph Puthenthara

C) Also the ICKS (International Centre for Kerala Studies) edition in English edited by P.K. Rajan (2003)

xxiv) *Report of the Malabar Marriage Commission: With Enclosures and Appendices* Madras (India). Malabar marriage commission. Printed at the Lawrence Asylum Press, 1891 (English)

xxv) O. Chandumenon, *Indulekha*, Inspector Press, Calicut (Malayalam)

Translations (English)

A) *Indulekha: A Novel from Malabar* tr. by W. Dumergue, 1890.

B) *Indulekha* tr. by Anitha Devasia, OUP, 2005.

xxvi) Potheri Kunhambu, *Saraswativijayam*, 1892 (Malayalam) The second edition (Malayalam) with an Introduction by Moorkkoth Kumaran was published in 1937 by the West Coast Press, Kozhikode.

Translation (English)

A) *Saraswativijayam* tr. by Dilip Menon, The Book Review, 2002

#### TAMIL

xxvii) Samuel Vedanayagam Pillai, *Prathapa Mudaliar Charitram* (1879)

Translations (English)

A) *The Life and Times of Prathapa Mudaliar* tr. by Meenakshi Tyagarajan, Katha Classics, Delhi (2005)

B) *Prathapa Mudaliar Charithram* tr. by Jesse Russel and Ronald Cohn, Bookvika Publishing (2013)

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- Arnold, D. (2000). *Science, Technology and Medicine in Colonial India*. Cambridge: Cambridge University Press.
- Arnold, D. (2013). *Everyday Technology: Machines and the Making of India's Modernity*. Chicago and London: University of Chicago Press.
- Bayly, C.A. (1988). *Indian Society and the Making of the British Empire*. Cambridge.
- Bentley, M. ed. (1997). *Companion to historiography*.
- Bhabha, Homi, ed. *Nation and Narration*. London: Routledge, 2006.
- . *The Location of Culture*. London & New York: Routledge, 2012.
- Borthwick, M. (1984). *The Changing Role of Women in Bengal, 1849-1905*. Princeton, N.J.: Princeton University Press.
- Bose, S. and A Jalal (1998). *Modern South Asia, History, culture and political economy*. London
- Burke, P. (ed.) (2001) *New perspectives on historical writing*.
- Chakrabarty, Dipesh. *Habitations of Modernity*. New Delhi: Permanent Black, 2002.
- . *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton: Princeton University Press, 2000.
- . "The Difference-Deferral of a Colonial Modernity: Public Debates on Domesticity in British Bengal," *Subaltern Studies Reader*. Volume 8.
- Chandra, Bipin. *Essays in Colonialism*. New Delhi: Orient Blackswan Private Limited, 2010.
- Chandra, Sudhir. "Salvaging the 'Immediate Past: Govardhanram Tripathi's The Classical Poets of Gujarat and their Influence on Society and Morals.'" *Continuing Dilemmas: Understanding Social Consciousness*. New Delhi: Tulika, 2002. 216-239.
- . *The Oppressive Present: Literature and Social Consciousness in Colonial India*. Delhi: Oxford University Press, 1992.
- Chatterjee, P. (1995). *Texts of Power: Emerging Disciplines in Colonial Bengal*. Minneapolis: University of Minnesota Press.
- Chatterjee, P. (1997). *The Nation and its Fragments: Colonial and Postcolonial Histories*. Delhi: Oxford University Press.
- Chatterjee, P. (2009) ed. *Ranjit Guha: The Small Voice of History*. New Delhi: Permanent Black.
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Chaturvedi, V. (2000). *Mapping Subaltern Studies and the Postcolonial*. London and New York: Verso.

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Cooper, Fred & Anne Stoler (eds.) (1997). *Tensions of empire*.

Dalmia, Vasudha. *The Nationalization of Hindu Tradition: Bhartendu Harischandra and Nineteenth century Banaras*. New Delhi: Oxford University Press. 1997.

Das, Sisir Kumar. *A History of Indian Literature 1800- 1910 Western Impact: Indian Response*. New Delhi: Sahitya Akademi, 1991.

Deshpande, Prachi. *Creative Pasts: Historical Memory and Identity in Western India 1700-1960*. New Delhi: Permanent Black, 2007.

Deleuze, Gilles. *Foucault*. Trans. Sean Hand. 1988.

Dev, Amiya. "Literary History From Below." *Comparative Literature: Theory and Practice*. Eds. Amiya Dev and Sisir Kumar Das. Shimla: Indian Institute of Advanced Study, 1989.

Devy, Ganesh. *Of Many Heroes: An Indian Essay In Literary Historiography*. Mumbai: Orient Longman, 1998.

Dirks, Nicholas. "Colonial Histories and Native Informants: Biography of an Archive." *Orientalism and the Postcolonial Predicament*. Ed. Breckenridge, Carol & Peter Van Der Vee. America: The University of Pennsylvania, 1993. 279-313.

Dow, Alexander. *The History of Hindostan*. Trans. from Persian. London: T. Becket and P. A. De Hondt, 1770.

Dwivedi A. N. *Toru Dutt*. New Delhi: Arnold-Heinemann, 1977.

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Fabian, Johannes. *Time and the other: How Anthropology Makes its Object*. New York: Columbia Up. 2002.

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Gupta, Abhijit & Swapan Chakravorty, eds. *Print Areas*. Delhi: Permanent Black, 2004.

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Kaviraj, Sudipta. "On the Construction of Colonial Power: State, Discourse, Hegemony." *Contesting Colonial Hegemony*. Eds. Engels and Mraks. London: British Academic Press, 1994.

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Krishna Chaitanya. "Novel and Short Story." *History of Malayalam Literature*. 1971.

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Menon, Dilip M. "A Place Elsewhere: the Nineteenth-Century Subaltern Novel in Malayalam." *The Blindness of Insight: Essays on Caste in Modern India*. Chennai: Navayana, 2006.

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Mukherjee, Meenakshi. (2008). *Elusive Terrain: Cultural and Literary Memory*. New Delhi: Oxford University Press.

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Satyanath, T S. 2004. "How does Shakespeare becomes Śēkh Pīr in Kannada?" *Translation Today*. Online: [www.ciil.anukriti.net.Tt.2](http://www.ciil.anukriti.net.Tt.2).

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## Academic Writing I

**Course Title: Academic Writing I**

**Semester: I**

**Course No.: ENG 625**

**Credits: 01**

**Course Outline:** Academic writing as a particular form of scholarly discourse is tied to research practice within the Humanities and within the discipline of English Studies. This course will provide an introduction to the practical side of academic writing, while attempting to meet and address the specific needs of researchers related to writing.

**Course Objectives:**

To introduce students to academic discourse and the mechanics of academic writing in the Humanities and English Studies

To train students to critically analyze and interpret source materials

To train student in the skills necessary for writing a research paper

**Unit 1: Writing and discourse**

1. Critical strategies for academic writing  
Identifying a topic; Defining and limiting of terms; Serializing (expository writing ordered sequentially); Classifying and summarizing information; Comparing and analysing sources for academic arguments; Investigating and evaluating sources in print and online for research (for bias and accuracy)
2. Writing and the audience  
The concept of 'voice' – formal, mixed style, informal/ casual; Tone and point of view – appropriate choice of diction and 'positioning' of the writer; Choosing the correct tense; Understanding rhetorical situations: the interactions between text, author, audience, purposes and setting; Genre/ mode of discourse: persuasive, analytical, expository; The 'nature' of audience – 'insider'/ 'outsider', 'specialist'/ 'general' etc.
3. Structure of academic writing  
Narrowing the topic and developing a research question; Composing a thesis statement and developing a tentative outline; Defining the objectives of the study and demonstrating knowledge of the subject; Making, structuring, developing and sustaining an argument in the introduction, body and concluding sections of the research paper; Choosing and incorporating evidence in the form of existing research to support arguments: Quoting, paraphrasing, summarizing; Logicality of sentences and paragraphs; Grammar and Punctuation; Readability; Visual Rhetoric: Generating and formatting of text and tables/ illustrations
4. Processual components of academic writing  
Outlining, drafting, organizing, reviewing and revising, editing/ peer-editing and proof-reading

**Unit 2: Practice**

1. Poster or song analysis
2. Analysis of rhetorical situations in passages

3. Evaluating/ peer-editing arguments in academic writing (for structure and content)
4. Writing an abstract for a research paper
5. Outlining and organization worksheets
6. Writing a short proposal for a research project

## References

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## Semester II

### Research Methodology II

**Code: ENG 651**

**Credit: 02**

#### **Objectives:**

1. To explore ideas within a relational framework
2. To investigate intertextual and inter-semiotic domains of literature

### **Unit I: Literature, Culture, Politics**

#### **Objectives:**

- To explore the historical premises of postcolonial theoretical frameworks
  - To investigate the intersection between literature, culture and politics
1. Gayatri Chakravorty Spivak, *A Critique of Postcolonial Reason* (Cambridge, MA and London: Harvard University Press, 1999)
  2. Bill Ashcroft, Gareth Griffiths, and Helen Tiffin, *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures* (New York and London: Routledge, 1989)
  3. Homi K. Bhabha, *The Location of Culture* (New York and London: Routledge, 1994)
  4. Stephen Greenblatt, "Towards a Poetics of Culture," in *The New Historicism*, ed. H. Aram Veeser (New York and London: Routledge, 1989)
  5. Michel Foucault, *The History of Sexuality: An Introduction*, trans. Robert Hurley (Harmondsworth: Penguin, 1978).
  6. Linda Hutcheon and Mario J Valdes, eds. *Rethinking Literary History: A Dialogue on Theory* (New York: Oxford University Press, 2002)
  7. Dipesh Chakrabarty, *Provincializing Europe: Postcolonial Thought and Historical Difference* (Princeton: Princeton University Press, 2000).
  8. Stuart Blackburn and Vasudha Dalmia, eds. *India's Literary History: Essays on the Nineteenth Century* (New Delhi: Permanent Black, 2010).
  9. Veena Naregal's *Language Politics, Elites and the Public Sphere* (New Delhi: Orient Blackswan, 2001)
  10. Partha Chatterjee, *Texts of Power: Emerging Disciplines in Colonial Bengal* (London: University of Minnesota Press, 1995)

### **Unit II: Agency, Justice, Textuality**

#### **Objectives:**

- To explore the interconnections between agency, justice and textuality



- To investigate the intersections of textual practices in probing the ideas of agency and justice and textuality
1. Ferdinand De Saussure, *Selections from Course in General Linguistics* (1916) (Columbia University Press, 2011)
  2. Jacques Lacan, 'Lamella' *The Seminar*
  3. Louis Althusser, Ideology and Ideological State Apparatuses
  4. Julia Kristeva "The Semiotic and the Symbolic in *Revolution in Poetic Language*
  5. Hannah Ardent's *Eichmann in Jerusalem: A Report on the Banality of Evil*
  6. Agamben, Giorgio. *Remnants of Auschwitz*.
  7. V.Geetha. *Undoing Impunity: Speech After Sexual Violence*

### **Unit III: Space, Sexuality and Body**

#### **Objectives:**

- To explore the interrelationality between space, sexuality and body
  - To investigate the notions of gender within the discursive formations of sexuality and body
1. Michael Foucault' *Discipline and Punish: The Birth of the Prison* (New York: Vintage Books, 1997)
  2. bell hooks's 'Postmodern Blackness' in *Yearning: race, gender, and cultural politics* (Boston: South End Press, 1990)
  3. Donna Haraway, "A Cyborg Manifesto: Science, Technology and Socialist Feminism in the Late Twentieth Century" in *Simians, Cyborg and Women: The Reinvention of Nature* (New York: Routledge, 1991)
  4. Judith Butler, *Gender Trouble* (New York and London: Routledge, 1990).

### **Unit IV: The Visual and the Digital**

#### **Objectives:**

- To investigate the nature of visual and digital culture
  - To expose the students to the emerging trends of visual and digital studies
1. Max Horkheimer and Theodor W. Adorno, *Dialectic of Enlightenment*, trans. John Cumming (New York: Continuum, 2001).
  2. W J T Mitchell, *Picture Theory: Essays on Verbal and Visual Representation* (Chicago: University of Chicago Press, 1995)
  3. Stuart Hall, "Cultural Studies and Its Theoretical Legacies" (New York: W W Norton & Company, 2001)
  4. Laura Mulvey, "Visual Pleasure and Narrative Cinema", *Screen*, 16:3 (1975)
  5. Michael Foucault, *The Order of Things* (London & New York: Routledge, 1996).

6. Andrew Dix, *Beginning Film Studies* (Manchester: Manchester University Press, 2016)
7. Charlie Gere, *Digital Culture* (London: Reaktion Books, 2008)
8. Vincent Miller, *Understanding Digital Culture*, (London: Sage, 2011)

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- Caruth, Cathy. *Trauma: Explorations in Memory* (Introduction) (1995)
- Agamben, Giorgio. *Remnants of Auschwitz: The Witness and the Archive* (Selections) (1999)
- Hartman, Geoffrey. "Representing Trauma: Issues, Contexts, Narrative Tools" (2000)
- Greenspan, Henry. "From Testimony to Recounting: Reflections from Forty Years of Listening to Holocaust Survivors" (in High, Steven. Ed. *Beyond Testimony and Trauma: Oral History in the Aftermath of Mass Violence*) (2015)
- Das, Veena. *Violence and Subjectivity*. University of California (2000)
- Bhuthalia, Urvashi. *Speaking Peace: Women's Voices from Kashmir* (Selections) (2002)
- Chakravarti, Uma and Nandita Haksar. *Delhi Riots: Three Days in the Life of a Nation* (Selections) (1987)
- Mander, Harsh. *Fatal Accidents of Birth: Stories of Suffering, Oppression and Resistance*. (Selections) (2016)
- Butler, Judith. "Violence, Mourning and Politics" (2008)
- Teesta Setalvad. *Foot Soldier of the Constitution: A Memoir* (2017)
- Hoening, Patrick and Navsharan Singh. *Landscapes of Fear: Understanding Impunity in India*. (2014)
- Das, Veena. *Life and Words: Violence and the Descent into the Ordinary*. University of California (2006)
- Ali, Tariq. *The Assassination: Who killed Indira G?* Oxford: Seagull, 2008. Print.
- Amritjit Singh, Nalini Iyer, Rahul K. Gairola *Revisiting India's Partition: New Essays on Memory, Culture, and Politics*. Lexington Books, 2016
- Bhalla, Alok. *Partition Dialogues, Memories of the Lost Home*. OUP, 2007.
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- Brar, K.S. *Operation Blue Star: The True Story*. New Delhi: UBSPD, 2014. Print.
- Berenschot, Ward. *Riot Politics: Hindu-Muslim Violence and the Indian State*. New Delhi: Rainlight, Rupa, 2011. Print.
- Black Laws: 1984-85*. New Delhi: People's Union for Civil Liberties, 1985. Print.
- Butalia, Urvashi. *The Other Side of Silence: Voices from the Partition of India*. Mumbai: Penguin Books, 1998. Print.
- Carnage '84: Never Ever we Forget Our Martyrs*. New Delhi: The Sikh Forum, 2014. Print.
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- Chakravarti, Uma. "'Carnage of Victims, 'Neighbours', 'Watan': Survivors of Anti-Sikh 1984'." *Economic and Political Weekly*, Vol 29, No. 42 (Oct 15, 1994): 2722-2726. Web.
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- Herman, Judith. *Trauma and Recovery: From Domestic Abuse to Political Terror*. Pandora: London, 1992.
- Kapur, Vikram. 1984: *In Memory and Imagination: Personal Essays and Short Fiction on 1984 Anti-Sikh Riots*. New Delhi: Amaryllis, 2016
- Kaur, Amarjit et.al. *The Punjab Story*. 2<sup>nd</sup> ed. New Delhi: Lotus Collection, 2004. Print.
- Levine, Peter A. *Waking the Tiger: Healing Trauma*. North Atlantic Books: Berkeley. 1997
- Levine, Peter A & Kline, Maggie. *Trauma Through a Child's Eyes: Awakening the Ordinary Miracle of Healing*. North Atlantic Books: Berkeley. 2007
- Mitta, Manoj and H.S. Phoolka. *When a Tree Shook Delhi: The 1984 Carnage and its Aftermath*. Roli Books, 2007.
- Mukhopadhyay, Nilanjan. *Sikhs: The Untold Agony of 1984*. Tranquebar Press, 2015.
- Scaer, Robert. *The Body Bears the Burden: Trauma, Dissociation and Disease*. Routledge: New York, 2007
- Suri, Sanjay. 1984: *The Anti-Sikh Violence and After*. Harper Collins India, 2015.
- Tarun K Saint. *Witnessing Partition: Memory, History, Fiction*. ALT Series, 2002.
- Tarun K Saint. *Bruised Memories: Communal Violence and the Writer*. Seagull Books, 2000.
- Mitta, Manoj. *The Fiction of Fact Finding: Modi and Godhra*. Noida: Harper Collins, 2014. Print.
- Mitta, Manoj & H.S. Phoolka. *When a Tree Shook Delhi: The 1984 Carnage and its Aftermath*. New Delhi: Lotus Collection, 2007. Print.
- Narang, Amarjit Singh. *Politics of Revenge: Understanding 1984 Anti-Sikh Carnage*. New Delhi: The Sikh Forum, 2009.
- Sandhawalia, Preminder Singh. *Beyond Identity*. Amritsar: Singh Brothers, 2007. Print.
- Sandhu, Amandeep. *Roll of Honour*. New Delhi: Rupa & Co., 2012. Print.
- Singh, Maheep (ed). *Kala November: The Carnage of 1984*. Trans. Saroj Vashisht. New Delhi: Rupa & Co., 1995. Print.
- Tully, Mark and Satish Jacob. *Amritsar: Mrs Gandhi's Last Battle*. New Delhi: Rupa & Co, 1985.
- Two Judgements of 1996. Justice S.N. Dhingra and Justice Anil Dev Singh*. New Delhi: The Sikh Forum, 1997. Print.
- Uberoi, Safina. *On India, Undies and NRIs: An Interview with My Mother India's Safina Uberoi* Catherine Simpson. May 2002. Web.
- van der Kolk, Bessel, McFarlane, Alexander C., Weisaeth, Lars (eds) *Traumatic Stress: The Effects of Overwhelming Experience on Mind, Body, and Society*, The Guildford Press: New York, 2007.

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## Optional Course

### Second Language Research – II

**Semester: II**

**Course Code: ENG-661**

**Credits: 3**

Objectives: The specific objective of this paper is to locate the methods of second language research within a specific domain of research. The specific content of the paper can be designed by the course teacher depending on the nature of one's specialisation as well as the

current practices in language research in English. Given below are a few suggestions that may be developed to create the course content. The nature of research tools taught would vary according to the specific topic chosen. This list, however, is not exhaustive and may be expanded.

- a. Language and digital cultures
- b. Language and classroom pedagogy
- c. Language and cultural formations
- d. Exploring second language acquisition
- e. English in India: Perspectives
- f. English in a multilingual context
- g. Literature in the language classroom
- h. Exploring Language Policy

**Assessment and Evaluation:**

Hand-in assignment(s): 20% of the total marks

Research Paper: 30% of the total marks

End-semester Project presentation: 50% of the total marks

**Optional Paper**

**Writing, Gender, Race**

**Semester: II**

**Course Code: ENG- 662**

**Credits: 3**

Objectives:

- a. to provide an understanding of intersections between writing, gender and race
- b. to explore a cross-cultural perception on women's writing and feminist theory

**Unit I: Writing**

Readings:

- Spivak, Gayatri C. "Three Women's Texts and a Critique of Imperialism." *"Race," Writing and Difference*. Ed. Henry Louis Gates, Jr. Chicago: Chicago UP, 1985.
- Showalter, Elaine. "Towards a Feminist Poetics." *The New Feminist Criticism: Essay on Women, Literature, and Theory*, ed. Elaine Showalter. New York: Pantheon, 1985. pp. 125-143.
- Mohanty, Chandra T. "Under Western Eyes: Feminist Scholarship and Colonial Discourses" *Third World Women and the Politics of Feminism*. Eds. Chandra Mohanty et al Bloomington: Indiana UP, 1991
- Yegenoglu, Meyda 'Veiled Fantasies: Cultural and Sexual Difference in the Discourse of Orientalism' *Colonial Fantasies: Towards a Feminist Reading of Orientalism*. Cambridge: Cambridge UP, 1998
- Butler, Judith. "Imitation and Gender Insubordination". In Abelove et al. (eds.) *The Lesbian and Gay Studies Reader*, New York and London: Routledge, 1993. pp. 307-20.

## Unit II: Gender

### Readings:

- Jasodara Bagchi. "Introduction" *Indian Women: Myth and Legend*. Hyderabad: Sangam, 1995. pp. 1-15.
- Kumkum Sangari and Sudesh Vaid, eds. "Introduction." *Recasting Women: Essays in Colonial History*. New Delhi: Kali, 1999 [1989]. pp. 1-26.
- Partha Chatterjee: "The Nationalist Resolution of the Women's Question" in *Recasting Women: Essays in Colonial History*, eds, Kumkum Sangari & Sudesh Vaid (New Delhi: Kali for Women, 1989)
- Connell, Raewyn *Masculinities* (2<sup>nd</sup> edition), Sydney: Allen and Unwin, 2005.

## Unit III: Race

### Readings:

- Toni Morrison. "Black Matters." *Playing in the Dark: Whiteness and the Literary Imagination*. New York: Vintage Books, 1993. pp. 3-28.
- Barbara Smith. "Towards a Black Feminist Criticism." *The New Feminist Criticism: Essays on Women, Literature, and Theory*, ed. Elaine Showalter. New York: Pantheon, 1985. pp. 168-185.

Elizabeth Abel        “Black Writing, White Reading: Race and the Politics of Interpretation”  
in *Feminisms: An Anthology of Literary Theory and Criticism*, (Ed.).  
Robyn R. Warhol and Diane Price Herndl (New Jersey: Rutgers UP,  
1997)

### **RECOMMENDED READING**

Belsey, Catherine and Jane Moore, eds. *The Feminist Reader: Essays in Gender and the Politics of Literary Criticism*. London: Macmillan, 1989.

Bhasin, Kamla; Menon, Ritu. *Borders and Boundaries: Women in India's Partition*, New Delhi: Kali for Women, 1998.

Bowlby, Rachel. *Feminist Destinations and Further Essays on Virginia Woolf*. Edinburgh: Edinburgh Univ. Press, 1997.

Butalia, Urvashi. *The Other Side of Silence: Voices from the Partition of India*, Durham: Duke University Press, 2000 .

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York and London: Routledge, 1990.

Cameron, Deborah, ed. *The Feminist Critique of Language: A Reader*. Second Edition. London: Routledge, 1998.

Chatterjee, Partha. *The Nation and its Fragments: Colonial and Postcolonial Histories*, Princeton: Princeton University Press, 1993.

Chaudhuri, Maitrayee, ed. *Feminism in India*. Delhi: Kali, Women Unlimited and the Book Review Literary Trust, 2004.

Davis, Miranda (ed.) (1983) *Third World, Second Sex: Women's Struggles and National Liberation*, London: Zed Books.

Felman, Shoshana. *What Does a Woman Want? Reading and Sexual Difference*. Johns Hopkins Univ. Press, 1993.

Fendler, Susanne, ed. *Feminist Contributions to the Literary Canon: Setting Standards of Taste*. Mellen, 1997.

Gilmore, Leigh. *Autobiographics: A Feminist Theory of Women's Self-Representation*. Cornell: Cornell Univ. Press, 1994.

hooks, bell (2003) ‘The oppositional Gaze: Black Female Spectators’, in Reina Lewis & Sara Mills (eds.), *Feminist Postcolonial Theory: A Reader*, New York: Routledge, pp. 207-21.

Humm, Maggie. *A Reader's Guide to Contemporary Feminist Literary Criticism*. Harvester Wheatsheaf, 1994.

Kumar, Radha. *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*. Delhi: Kali, 1993.

Lorde, Audre (2003) 'The Master's Tools Will Never Dismantle the Master's House', in Reina Lewis & Sara Mills (eds.), *Feminist Postcolonial Theory: A Reader*, New York: Routledge, pp. 25-8.

Menon, Nivedita. *Gender and Politics in India*. Delhi: Oxford UP, 1999.

Mitchell, Juliet. *Woman's Estate*. New York: Pantheon, 1971

Moers, Ellen. *Literary Women*. Oxford: Oxford Univ. Press, 1985.

Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory*. London & New York: Methuen 1985

Montefiore, Jan. *Feminism and Poetry: Language, Experience, Identity in Women's Writing*. 1994.

Mora, Gabriela and Karen S. Van Hooft, ed. *Theory and Practice of Feminist Literary Criticism*. Bilingual Review Press, 1982.

Mufti, Aamir (2000) 'A Greater Story-writer than God: Genre, Gender and Minority in Late Colonial India', in Ranajit Guha (ed.), *Subaltern Studies XI*, pp. 1-36.

O'Hanlon, Rosalind [translator] (1994) *A Comparison between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India*, Oxford: Oxford University Press.

Omvedt, Gail (1980) *We Will Smash This Prison: Indian Women in Struggle*, London: Orient Longman.

Parker, Alice A. and Elizabeth A. Meese, ed. *Feminist Critical Negotiations*. Blackwell Pub., 1992.

Payant, Katherine B. *Becoming and Bonding: Contemporary Feminism and Popular Fiction by American Women Writers*. Greenwood Pub. Group, 1993.

Poovey, Mary. *Uneven Developments: The Ideological Work of Gender in mid-Victorian England*. Chicago: Chicago UP, 1988.

Rajan, Rajeshwari Sunder. *Real and Imagined Women*. London: Routledge, 1993.

Roe, Sue, Susan Sellers, Nicole Ward Jouve, and Michele Roberts. *The Semi-Transparent Envelope: Women Writing -- Feminism and Fiction*. Marion Boyars, 1994.

Rose, Jacqueline. *Sexuality in the Field of Vision*. London: Verso, 1986.

Sangari, Kumkum and Sudesh Vaid, eds. *Recasting Women: Essays in Colonial History*. New Delhi: Kali, 1999 [1989].

Sarkar, Tanika (1993) 'A Book of Her Own, a Life of Her Own: Autobiography of a Nineteenth Century Woman', *History Workshop*, 36, pp. 35-65.  
DOI : [10.1093/hwj/36.1.35](https://doi.org/10.1093/hwj/36.1.35)

Sarkar, Tanika (1999) *Words to Win: the Making of Amar Jiban—A Modern Autobiography*, New Delhi: Kali for Women.

Sarkar, Tanika (2001) *Hindu Wife, Hindu Nation: Community, Religion, and Cultural Nationalism*, London: Hurst.

Sellers, Susan, ed. *Feminist Criticism: Theory and Practice*. Univ. of Toronto Press, 1991.

Showalter, Elaine. *Sister's Choice: Traditions and Change in American Women's Writing*. Clarendon Press, 1991.

Showlater, Elaine. *A Literature of Their Own: British Women Novelists from Bronte to Lessing*. London: Virago, 1978.

Spivak, Gayatri C.(1994) 'Can the Subaltern Speak?', in Laura Chrisman & Patrick Williams (eds.), *Colonial Discourse and Post-Colonial Theory: A Reader*, New York: Columbia University Press, pp. 66-111, [1988].

Stephens, Julie (1989) 'Feminist Fictions: A Critique of the Category 'Non-Western Woman' in Feminist Writing on India', in Ranajit Guha (ed.), *Subaltern Studies VI*, New Delhi: Oxford University Press, pp. 92-125.

Talpade Mohanty, Chandra (2003) *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*, Durham: Duke University Press.

Tharu, Susie; Lalita, K. (1991) *Women Writing in India (2 vol.)*, New Delhi: Oxford University Press.

Warhol, Robyn R. and Diane Price Herndl, ed. *Feminisms: An Anthology of Literary Theory and Criticism*. Rutgers Univ. Press, 1991.

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## **Sociology and Literature**

### **Semester: II**

### **Course Code: ENG- 663**

### **Credits: 3**

#### **Objectives:**

1. To understand the frameworks that enable convergence between sociology and Literature
2. To examine how social realism and transition in methodologies of representation of the social issues vis a vis the literary.



3. To develop an understanding of how the aesthetics reshapes or enables the politics of representation
4. To develop an analytic understanding of social space, how it has developed as a discipline.
5. To understand the social proximities, the concerns of the marginalised sections and theory with respect to the Indian literary frameworks.

### **Unit 1: Introductory readings**

#### **A: Socio-Literary Frames and Perspectives**

1. Desan, Ferguson, Griswold, "Mirrors, Frames, and Demons: Reflections on the Sociology of Literature" (1988)
2. Pierre Bourdieu, "The Forms of Capital" (1986); "Flaubert's Point of View" (1987);
3. Part I from *The Rules of Art: Genesis and Structure of the Literary Field* (1992)

#### **B: Aesthetics and Politics of Representation**

1. Judith Butler, "Performativity's Social Magic" (1999);
2. Tony Bennett "Habitus Clivé" (NLH 2007);
3. Jacques Rancière, "An Aesthetics of Knowledge" (2006)

### **Unit 2: Social Space, Temporality and the Discipline**

1. Bruno Latour, "Why Has Critique Run Out of Steam? From Matters of Fact to Matters of Concern" (2004);
2. Latour, excerpt from *Reassembling the Social* (2005);
3. Rita Felski, "Context Stinks: Rethinking Temporality" (2009);
4. Heather Love, "Living is Flat; The Descriptive Turn in Literary Studies" (2010).

### **Unit 3: Social Proximities and Indian Literary Frameworks**

1. B.R. Ambedkar, *Waiting for a Visa* (1935-1936)
2. Ganesh Devi, *After Amnesia: Tradition and Change in Indian Literary Criticism* (1992)(Selections)
3. Ramnika Gupta, *Encounters* (2016) (Selections)
4. Nivedita Menon, Excerpts from *Seeing Like a Feminist* (2012) (Introduction and Chapter iv: Sexual Violence)
5. Brinda Bose, *The Audacity of Pleasure* (2017) (Speculations)

Representative readings (currently being expanded on):

1. Balbir Madhopuri, *Against the Night* (2010)
2. Rajina Marandi, *Becoming Me* (2014)
3. Reshma Qureshi and Tanya Singh, *Being Reshma* (2018)
4. Laxmi, *Me Hijra, Me Laxmi* (Trans. R.Raj Rao, P.G. Joshi) (2015)

## Recommended Readings:

Adorno, Theodor W. *Aesthetische Theorie*. Frankfurt: Suhrkamp, 1970, 544 p.

Auerbach, Erich. Transl. as *Mimesis: The Representation of Reality in Western Literature*. Garden City NY: Doubleday Anchor, 1957.

Baxandall, Lee, and Stefan Morawski, eds. Marx and Engels on *Literature and Art*. ("Introduction" by S.M.) St. Louis/Milwaukee: Telos Press, 1973.

Barthes, Roland. Trans. as *Writing Degree Zero*. Preface by S. Sontag. Boston: Beacon Press, 1970.

Bordoni, Carlo. A survey of the methods and axioms in the various "sociologies" of literature.

Burke, Kenneth. *The Philosophy of Literary Form: Studies in Symbolic Action*. Berkeley: University of California Press, 1973.

Caudwell, Christopher. *Romance and Realism: A Study in English Bourgeois Literature*. Princeton: Princeton University Press, 1970.

Chartier, "Laborers and Voyagers: From the Text to the Reader" (1992)

Cynthia Tolentino, Introduction ("Between Subjects and Objects") and Chapter One ("Sociological Interests, Racial Reform: Richard Wright's Intellectual of Color") in *America's Experts: Race and the Fictions of Sociology* (Minnesota 2009)

Derrida" (*Journal of American Sociology* 1987);

D. F. McKenzie, "Sociology of a Text" (1985)

Ferguson, "Something Else to Be: *Sula*, The Moynihan Report, and the Negations of Black

Fischer, Ernst. Transl. as *The Necessity of Art: A Marxist Approach*. Harmondsworth: Penguin, 1963.

Frye, Northrop. *The Critical Path: An Essay on the Social Context of Literary Criticism*. Bloomington: Indiana University Press, 1971.

Glicksberg, Charles I. *Literature and Society*. The Hague: Nijhoff, 1972.

Howe, Irving. *Politics and the Novel*. New York: Meridian Books, 1957.

Howe, Irving. *A World More Attractive: A View of Modern Literature and Politics*. New York: Horizon Press, 1963.

Jameson, Fredric. *Marxism and Form: Twentieth-Century Dialectical Theories of Literature*. Princeton: Princeton University Press, 1971

Janice Radway, "Writing *Reading the Romance*" (1991);

John Sutherland, "Publishing History: A Hole at the Centre of Literary Sociology" *Critical Inquiry* 1987;

John Guillory, "Literature After Theory: The Lesson of Paul de Man" from *Cultural Capital* (1992);

Leah Price, "From *The History of a Book* to a 'History of the Book'"

Laurenson, Diana, and Alan Swingewood. *The Sociology of Literature*. London: MacGibbon & Kee, 1972.

Lesbian Feminism," from *Aberrations in Black: Toward a Queer of Color Critique* (2004);).

Lukács, Georg. *Essays über Realismus. Werke IV*. Neuwied & Berlin: Luchterhand, 1971. 678 p. (Partly transl. as *The Meaning of Contemporary Realism*. London: Merlin Press, 1963, and partly as *Realism in Our Time*. New York: Harper & Row, 1971.)

Lukács, Georg. *Der historische Roman*. [East] Berlin: Aufbau, 1955. 393 p. Transl. as *The Historical Novel*. Harmondsworth: Penguin, 1969.

Michèle Lamont, "How to Become a Dominant French Philosopher: The Case of Jacques

Radway, "Book of Month Club and the General Reader: On the Uses of Serious Fiction"; Laura J. Miller, "Providing for the Sovereign Consumer: Selecting and Recommending Books" from *Reluctant Capitalists* (2006)

Roderick Ferguson, "The Parvenu Baldwin and the Other Side of Redemption" (1999);

Spearman, Diana. *The Novel and Society*. London: Routledge and Kegan Paul, 1966.

Tim Brennan, "Intellectual Labor" (SAQ 2009).

Trilling, L. *The Liberal Imagination: Essays on Literature and Society*. New York: Viking Press, 1950

Wendy Griswold, "Recent Moves in Sociology of Literature" and excerpt from "Readers, Writers, and the Novel in Nigeria" (pp. 26-28, 88-119)

## **Course Title: Academic Writing II**

### **Semester: II**

### **Course No.: ENG-675**

### **Credits: 01**

**Course Outline:** The course addresses different aspects of the graduate-level research writing process, such as locating topic in the context of critical review and providing an ordered critical/ analytical exposition of knowledge in the field, demonstrating knowledge of methodology, taking into account scholarly conventions of the discipline for the presentation of the research. Throughout the course, students will work towards laying the foundation of one of the chapters of their dissertation (or an academic article) and will write a considerable part of this text. They will receive detailed and extensive feedback on their writing from the course instructor. The first half of the course will focus on developing a research proposal, while the second will center around the actual writing of the dissertation chapter or academic article.

## **Course Objectives:**

To introduce students to dissertation writing and the modalities of independent research

To give students a clear idea of the process of writing and the structure of an extended critical analysis of the chosen topic

To give students the opportunity to explore and write about a topic in such a form that it supports the student's research plans for a dissertation/ writing an academic article; it may also prepare the student for independent scholarly research in another context

## **Unit 1: Research writing**

### Areas to be covered include (in brief):

Dissertations vs essays

Reading and researching topics

Formulating titles

Formulating a relevant, clearly formulated and researchable problem

Developing a Theoretical Framework

Writing a research proposal and a report

Planning and structuring (individual chapter plans)

Writing and audience

Drafting and editing (related discussion: timelines)

Referencing in the form of footnotes

Developing a bibliography

Writing Abstract Summary and Synopsis

## **Unit 2: Related aspects of research writing**

### Areas to be covered include (in brief):

Finding, keeping and disseminating information (accessing various sites and creating digital libraries, indexing, sourcing and 'authenticity')

Choosing where to publish (impact factor, publishing online, e.g., open-access)

The publishing process (submissions, delay in the publishing process, editing and re-drafting based on reviews);

The process of refereeing (significance, scholarship, presentation, methods, theory, ethics)

## References

- Bailey, S. (2006). *Academic Writing: A Handbook for International Students*. London: Routledge.
- Bazerman, C. (1995). *The informed writer: Using sources in the disciplines (5th ed)*. Boston: Houghton Mifflin.
- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*.
- Brandt, C. (2009), *Read, Research and Write*. Los Angeles: Sage.
- Brookes I. and Marshall D. (2004) *Good writing guide*. Chambers: Edinburgh.
- Canagarajah, A.S. (2002). *Critical academic writing and multilingual students*. Ann Arbor: University of Michigan Press.
- Feak C. & Swales J. (2009) *Telling a Research Story: Writing a Literature Review*. Ann Arbor, MI: University of Michigan Press.
- Godfrey, J. (2013), *How to Use your Reading in your Essays*. Palgrave Study Skills, London: Macmillan.
- Hart C. (1998) *Doing a Literature Review: Releasing the Social Science Imagination*. London: SAGE.
- Hartley, J. (2008). *Academic writing and publishing: A practical handbook*. London and New York: Routledge.
- Holliday A. (2007) *Doing and Writing Qualitative Research*. London: SAGE.
- Hyland K. (1999) *Academic attribution: Citation and the construction of disciplinary knowledge*. *Applied Linguistics* 20/3: 341-67.
- Kinthead, Joyce. *Researching Writing: An Introduction to Research Methods*. University Press of Colorado, 2015.
- Leki, I. (1995). *Academic writing: Exploring processes and strategies (2nd ed.)* New York: St. Martin's Press.
- Locke, Lawrence F., Waneen Wyrick Spirdoso, and Stephen J. Silverman. *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals*. 4th ed., 2000.
- Murray, R. (2002) *How to Write a Thesis*. Maidenhead: Open University Press.
- Murray, R. & Moore, S. (2006). *The handbook of academic writing: A fresh approach*. Maidenhead: Open University Press.
- Oliver, P (2004) *Writing Your Thesis*. London: Sage.

- Rudestam, K. and Newton, R. (2001) *Surviving your dissertation*. (2nd ed) London: Sage.
- Silverman D. (2012) *Doing Qualitative Research: a practical handbook*. 4th edition. London: SAGE.
- Spatt, B. (1999). *Writing from sources* (5th ed.) New York: St. Martin's Press.
- Swales J. & Feak C. (2000) *English in Today's Research World*. Ann Arbor, MI: University of Michigan Press.
- Swales and Feak (2004), *Academic Writing for Graduate Students*. Michigan: University of Michigan Press.
- Thaiss, C. & Zawacki, T.M. (2006). *Engaged writers and academic disciplines*. Portsmouth, NH: Boynton/Cook Publishers.
- Weissberg R. & Buker S. (1990) *Writing up Research*. Englewood Cliffs, NJ: Prentice Hall.
- Wellington, J. (2003). *Getting Published: A guide for lecturers and researchers*. London: Routledge.
- Wisker, G. (2001) *The Postgraduate Research Handbook*. Houndmills: Palgrave Macmillan.
- Wolcott H. (2001) *Writing up qualitative research*. 2nd Edition. Sage: Thousand Oaks.

# **CENTRAL UNIVERSITY OF GUJARAT**

***SCHEME OF EXAMINATION  
AND  
COURSES OF STUDY***

**Master of Science (M. Sc.)  
Chemical Sciences**



**CENTRAL UNIVERSITY OF GUJARAT  
GANDHINAGAR, SECTOR-30  
GUJARAT-382030  
INDIA**

	Code	Course	Hours /Week	Credit
Semester I	<b>CORE: THEORY</b>			
	CHE401	Inorganic Chemistry-I	3	3
	CHE402	Physical Chemistry-I	3	3
	CHE403	Organic Chemistry-I	3	3
	CHE404	Chemical Analysis-I	3	3
	<b>CORE: PRACTICAL</b>			
	CHE441	Laboratory Techniques in Inorganic Chemistry –I	4	2
	CHE442	Laboratory Techniques in Physical Chemistry –I	4	2
Semester II	CHE443	Laboratory Techniques in Organic Chemistry –I	4	2
	<b>CORE: THEORY</b>			
	CHE451	Group Theory and Advanced Inorganic Chemistry-II	3	3
	CHE452	Thermodynamics and Electrochemistry-II	3	3
	CHE453	Organic Reaction Mechanisms-II	3	3
	<b>OPTIONAL</b> <b>(03 credits from any of the courses given below)</b>			
	CHE454	Spectroscopic Methods-II	3	3
	CHE455	Green and Supramolecular Chemistry and Nanomaterials-II	3	3
	<b>CORE: PRACTICAL</b>			
	CHE491	Laboratory Techniques in Inorganic Chemistry –II	4	2
Semester III	CHE492	Laboratory Techniques in Physical Chemistry–II	4	2
	CHE493	Laboratory Techniques in Organic Chemistry–II	4	2
	<b>CORE: THEORY</b>			
	CHE501	Advanced Inorganic Chemistry-III	3	3
	CHE502	Photochemistry and Pericyclic Reactions-III	3	3
	CHE503	Interfacial Physical Chemistry-III	3	3
	<b>OPTIONAL</b> <b>(03 credits from any of the courses given below)</b>			
	CHE504	Advanced Organic Chemistry-III	3	3
	CHE505	Separation Techniques-III	3	3
	<b>CORE: PRACTICAL</b>			
Semester IV	CHE541	Laboratory Techniques in Inorganic Chemistry –III	4	2
	CHE542	Laboratory Techniques in Physical Chemistry–III	4	2
	CHE543	Laboratory Techniques in Organic Chemistry –III	4	2
	<b>CORE: THEORY</b>			
	CHE551	Molecular Bio-Physical Chemistry-IV	3	3
	CHE552	Organic Synthesis-IV	3	3
	CHE553	Inorganic Spectral Techniques-IV	3	3
	<b>OPTIONAL</b> <b>(03 credits from any of the courses given below)</b>			
	CHE554	Polymer Chemistry-IV	3	3
Semester IV	CHE555	Advanced Analytical Methods-IV	3	3
	<b>CORE: PRACTICAL</b>			
	CHE591	Project	-	6
	<b>Total</b>			<b>72</b>

**Note:** In a semester, the students can choose an optional course from one of the branches (inorganic, organic, physical, or analytical chemistry), which are not offered in the core theory courses. In a semester, the student may choose one course from the UGC-SWAYAM list as an/a additional/compulsory course. The SWAYAM course will not be taught by SCS faculty.



Subject Code	M. Sc. Chemical Sciences First Semester	No. of Credits
CHE401	Inorganic Chemistry-I	3
	<p><b>Unit-I:</b></p> <p><b>Molecular Symmetry</b> Symmetry elements and operations, symmetry groups and molecular point groups.</p> <p><b>Molecular Geometry</b> VSEPR, ligand close packing model, Walsh diagrams, <math>d\pi</math>-<math>p\pi</math> bonds, Bent's rule.</p> <p><b>Coordination Chemistry</b> Bonding theories, Jahn–Teller theorem.</p> <p><b>Unit-II:</b></p> <p><b>Electronic Spectra of Transition Metal Complexes</b> Atomic structure and spectroscopy, spectroscopic ground states, term symbols, Orgel energy level and Tanabe-Sugano diagrams, calculation of calculation of ligand-field parameters, charge transfer spectra, symmetry-based concepts of Orgel energy level diagrams, many-electron systems, and antisymmetric principle.</p> <p><b>Magnetic Properties of Transition Metal Complexes</b> Microstates, multiplet, multiplet width, hole formalism, zero-field splitting, spin-orbit coupling, quenching of orbital contribution, high spin/low spin equilibrium, anomalous magnetic moments, magnetic exchange coupling and spin cross over.</p> <p><b>Unit-III:</b></p> <p><b>Bioinorganic Chemistry</b> Photosystems, porphyrins, metalloenzymes, oxygen transport, electron-transfer reactions; nitrogen fixation, metal complexes in medicine.</p> <p><b>Nuclear Chemistry</b> Nuclear reactions, fission and fusion, radio-analytical techniques, and activation analysis.</p> <p><b>SUGGESTED BOOKS:</b></p> <ol style="list-style-type: none"> <li>1. Inorganic Chemistry Principles of Structure and Reactivity, 4<sup>th</sup> ed., J. E. Huheey, E. A. Keiter, R. A. Keiter, Pearson Education India, 2006.</li> <li>2. Inorganic Chemistry, 4<sup>th</sup> edition, C. E. Housecroft and A. G. Sharpe, Pearson, 2012.</li> <li>3. Shriver and Atkins' Inorganic Chemistry, 5<sup>th</sup> Edition, P. Atkins, T. Overton, J. Rourke, M. Weller, F. Armstrong, (W H Freeman &amp; Co; Reprint edition, 2014.</li> <li>4. Inorganic Chemistry, 7<sup>th</sup> edition, M. Weller, T. Overton, J. Rourke and F. Armstrong, , OUP Oxford, 2018.</li> </ol>	

	5. Inorganic Chemistry, 5 <sup>th</sup> ed., Gary L. Miessler, Paul J. Fischer, Donald Tarr, Upper Saddle River, N.J: Pearson Education, 2014. 6. Inorganic Chemistry- Principles of Structure and Reactivity, 4 <sup>th</sup> edition, J. E. Huheey and O. K. Medhi, Pearson Education India. 2006. 7. Molecular Symmetry and Group Theory, Robert L. Carter, Wiley, 2008. 8. Group Theory and Chemistry, David M. Bishop; Dover Publication, 1993. 9. Modern Nuclear Chemistry, Walter D. Loveland, David J. Morrissey, Glenn T. Seaborg Wiley, 2017. 10. Principles of Bioinorganic Chemistry, Stephen J. Lippard, Jeremy M. Berg, University Science, 1994.	
<b>CHE402</b>	<b>Physical Chemistry-I</b>	<b>3</b>
	<p><b>Unit-I:</b>  <b>Quantum Mechanics</b>            Basic principles of quantum mechanics, Postulates, Schrodinger wave equation for hydrogen atom (polar coordinates) and its solution. The radial distribution function and its significance, physical significance of Eigen function and Eigen values. Normalized and orthogonal Wave functions. Application of Schrödinger wave equation to simple systems, Free particle in a box (one dimensional and three dimensional). Rigid rotator, Linear harmonic oscillator, the formal solutions, energy levels, degeneracy, properties of wave functions and selection rules, Approximate methods: Perturbation theory and Self-consistent field theory, chemical bonding and hybridization. Approximate methods: The variation theorem and principles, its use to obtain optimum molecular orbital and energies</p> <p><b>Unit-II:</b>  <b>Kinetics</b>            Transition state theory: Eyring equation, thermodynamic aspects. Potential energy surfaces and classical trajectories. Elementary, parallel, opposing, and consecutive reactions. Steady state approximation. Mechanisms of complex reactions. collision and transition state theories of rate constants; Unimolecular reactions. Kinetics of polymerization and enzyme catalysis. Fast reaction kinetics: relaxation and flow methods. Kinetics of photochemical and photophysical processes.</p> <p><b>Unit-III:</b>  <b>Reaction Dynamics</b>            Molecular Collisions-Collision cross-section &amp; inter-molecular potentials, orientations of collisions. Potential energy surfaces and their calculations, Elastic molecular collisions, Reaction cross-section methods in molecular reaction dynamics. Photo fragment spectroscopy, Crossed-molecular beam, a case study of F + H<sub>2</sub> and H + D<sub>2</sub> reactions, photocatalytic reactions of</p>	

	graphene. <b>SUGGESTED BOOKS:</b> 1. Physical Chemistry, P.W. Atkins, Juliode Paula, ELBS, 9 <sup>th</sup> ed.,2011. 2. Physical Chemistry: A Molecular Approach, Donald A. McQuarrie and John D. Simon, Viva, New Delhi, 2001. 3. Quantum Chemistry, N. Levine, Prentice Hall, New Jersey, 6 <sup>th</sup> ed., 2008. 4. Quantum Chemistry, R.K. Prasad, New Age International, 4 <sup>th</sup> ed., 2010. 5. Kinetics and Mechanism, A. A. Frost and R. G. Pearson, John-Wiley, New York, 1961. 6. Kinetics and Mechanism of Chemical Transformations, J. Rajaram and J. C. Kuriakose, McMillan, 2011. 7. Introductory Quantum Chemistry, A. K. Chandra, Tata McGraw-Hill. 1988. 8. Basic Physical Chemistry, W. J. Moore, Prentice Hall, 1972. 9. Electro chemical Methods: Fundamentals and Applications, 2 <sup>nd</sup> Ed., A. J. Bard and L. R. Faulkner, John Wiley & Sons: New York, 2002. 10. Modern Electro chemistry: Ionics 2 <sup>nd</sup> Ed., J. O' M. Bockris & A. K. N. Reddy, Springer Plenum. 11. Introduction to Molecular Thermodynamics, R. M. Hanson, S. Green, University Science Books, Sansalito, California, 2008.	
<b>CHE403</b>	<b>Organic Chemistry-I</b>	<b>3</b>
	<b>Unit-I:</b> <b>Basic concepts of organic chemistry:</b> <b>Review of basic concepts in organic chemistry:</b> bonding, hybridization, inductive effect, resonance effect, hyperconjugation, tautomerism and steric effect. The concept of aromaticity: delocalized chemical bonding, conjugation, cross conjugation, aromaticity, Hückel's rule, examples of neutral and charged aromatic systems (including annulenes, azulene, tropone and tropolone, benzenoids, mesoionic compounds). Anti and homo-aromatic systems. Alternant and non-alternant hydrocarbons, energy levels in odd and even-alternant hydrocarbons,benzyl cation, benzyl free-radical and benzyl carbanion. <b>Unit-II:</b> <b>Reaction Mechanisms:</b> <b>Generation, structure, stability, and reactivity of reaction intermediates:</b> Carbocations, carbanions, carbon free radicals, carbenes, and nitrenes. Classification of reactions and mechanisms, thermodynamic and kinetic controlled reactions, Hammond postulate, Curtin-Hammett principle. Potential energy diagrams, transition states, and intermediates. <b>Methods of determining mechanisms:</b> Based on the structure of products, determination of the presence of intermediates,isotopic labeling,	

	<p>isotope effects, stereochemical evidence.</p> <p><b>Acids and bases:</b> Hard and soft acids and bases, effect of structure on the strengths of acids and bases.</p> <p><b>Heterocyclic compounds:</b> Nomenclature of heterocyclic compounds. Structure, reactivity, synthesis and reactions of pyrazole, imidazole, oxazole, isoxazole, thiazole, pyrimidine, purine and indole.</p> <p><b>Unit-III:</b></p> <p><b>Stereochemistry:</b></p> <p><b>Revision of configurational nomenclature:</b> R &amp; S, D &amp; L, E &amp; Z, cis &amp; trans and syn &amp; anti nomenclature. Chirality in molecules with two and more chiral centers. Conformational analysis of open chain compounds. Erythro and threo nomenclature.</p> <p><b>Topicity and Prostereoisomerism:</b> Topicity of ligands and faces-homotopic, enantiotopic, diastereotopic ligands and faces. Introduction to chemo-selective, regioselective and stereoselective reactions. Stereochemistry of cis- and trans-decalins, conformation and reactivity of cyclohexane and substituted cyclohexanes, cyclohexene/cyclohexanone. ORD, CD, and cotton effect.</p> <p><b>SUGGESTED BOOKS:</b></p> <ol style="list-style-type: none"> <li>1. Advanced Organic Chemistry-Reactions, Mechanism, and Structure, Jerry March, John Wiley 2008.</li> <li>2. Stereochemistry of Organic Compounds, D. Nasipuri, 3<sup>rd</sup> ed., New-Age International, 2011.</li> <li>3. Organic chemistry, J. Claydon, N. Greeves, S. Warren, P. Wothers, Oxford University Press, 2004.</li> <li>4. Stereochemistry of Organic Compounds, E.L. Eliel and S. H. Wilen, Wiley, 2008.</li> <li>5. Basic stereochemistry of organic molecules, S. S. Gupta, Oxford University Press, 2014.</li> <li>6. A Guidebook to Mechanism in Organic Chemistry, Peter Sykes, 1995.</li> <li>7. Heterocyclic Chemistry, John A. Joule, Keith Mills, 2013.</li> <li>8. Organic Chemistry, Paula Bruice, 2016.</li> </ol>	
<b>CHE404</b>	<b>Chemical Analysis-I</b>	<b>3</b>
	<p><b>Unit-I:</b></p> <p>Data analysis: Mean and standard deviation; absolute and relative errors; linear regression; covariance and correlation coefficient.</p> <p><b>Acid – Base Titrations</b></p> <p>Basic principles, titration curves for mono functional acids and bases, pH calculations, titration curve for diprotic system, theory of indicators.</p> <p><b>Redox Titrations</b></p> <p>Equilibrium constants for redox reactions- electrode potentials in</p>	

	<p>equilibrium systems; calculation of equilibrium constants; redox titration curves- formal redox potentials; derivation of titration curves; redox indicators; structural aspect of redox indicators; specific and nonspecific indicators; choice of indicator. Sample preparation- pre-reduction and pre-oxidation.</p> <p><b>Unit-II:</b></p> <p><b>Complexometric titrations</b></p> <p>Organic complexing agents; amino carboxylic acid titration; EDTA; acidic properties of EDTA; EDTA complexes with metal ions; equilibrium calculations involving EDTA in solution; condition of formation constants; EDTA titration curves; effect of other complexing agents on EDTA; indicators for EDTA titrations; theory of common indicators; titration methods using EDTA- directtitration, back titration and displacement titration; indirectdeterminations; titration of mixtures; selectivity, masking and damasking agents; applications of EDTA titrations- hardness of water.</p> <p><b>Precipitation titrations</b></p> <p>Solubility product. Theoretical principles: titration curves, End point detection: Volhard and Fajans titration.</p> <p><b>Unit-III</b></p> <p><b>Karl-Fischer titrations</b> Titration method and application<b>Gravimetric analysis</b></p> <p>Introduction; properties of precipitates and precipitating reagents; completeness of precipitates; super saturation and precipitate formation; particle size and filterability of precipitates; colloidal precipitates; crystalline precipitates; purity of the precipitate; co- precipitation, post precipitation; conditions for precipitation; fractional precipitation; precipitation from homogenous solution; washing of precipitates; drying and ignition of precipitates; calculation of results from gravimetric data; applications.</p> <p><b>SUGGESTED BOOKS:</b></p> <ol style="list-style-type: none"> <li>1. Vogel's Text Book of Quantitative Chemical Analysis; J.Mendham, J.R. C Denney, J.D. Barnes M. Thomas, B. Sivasankar, B. 6<sup>th</sup> Edn.; 2009.</li> <li>2. Analytical Chemistry; G. D. Christian, 5<sup>th</sup> Edn, John Wiley andSons, NY.</li> <li>3. Fundamentals of analytical chemistry 9<sup>th</sup> Edn.; Douglas A. Skoog, Donald M. West, F. James Holler, Stanley R. Crouch, publisher Mary Finch.</li> </ol>	
<b>CHE441</b>	<b>Laboratory Techniques in Inorganic Chemistry –I</b>	<b>2</b>

	<p><b>Qualitative and Quantitative Analysis:</b></p> <ol style="list-style-type: none"> <li>1. Qualitative analysis of mixture of salts (soluble and insoluble) containing six radicals including one less common metal ions-Tl, Mo, W, Se, Ti, Zr, Th, Ce, V, and U.</li> <li>2. Separation and determination of two metal ions Cu-Ni, Ni-Zn, Cu-Fe involving volumetric and gravimetric methods.</li> <li>3. Quantitative analysis of tri-component mixture of metal ions by gravimetrically, volumetrically, and spectrophotometrically Cu-Ni-Zn and Cu-Ni-Fe.</li> </ol> <p><b>SUGGESTED BOOKS:</b></p> <ol style="list-style-type: none"> <li>1. Advanced Practical Inorganic Chemistry, Gurdeep Raj, 23rd Ed, Krishna Prakashan Media, Goel Publishing House, Agara, U.P., India, 2013.</li> <li>2. Vogel's Qualitative Inorganic Analysis, G. Svehla, 7th Ed., Prentice Hall, 2013.</li> </ol>	
<b>CHE442</b>	<b>Laboratory Techniques in Physical Chemistry – I</b>	<b>2</b>
	<p><b>I. Adsorption</b></p> <ol style="list-style-type: none"> <li>1. Determination of Freundlich and Langmuir adsorption isotherm: charcoal-acetic acid or charcoal-oxalic acid system.</li> <li>2. determine surface area of charcoal for charcoal – acetic acid experiments.</li> <li>3. Determination of the concentration of the given acid using the isotherms.</li> </ol> <p><b>II. Phase diagrams</b></p> <ol style="list-style-type: none"> <li>1. Construction of phase diagrams of simple eutectics binary system.</li> <li>2. Construction of phase diagram of compounds with congruent melting point: diphenyl amine-benzophenone system.</li> <li>3. Effect of (KCl/succinic acid) on miscibility temperature of water phenol system.</li> <li>4. Construction of phase diagrams of three component systems with one pair of partially miscible liquids.</li> </ol> <p><b>III Viscosity</b></p> <ol style="list-style-type: none"> <li>1. Determination of viscosity of pure liquids using Survisometer.</li> <li>2. Determination of the composition of binary liquid mixtures using viscosity data.</li> <li>3. Determination of the molecular weight of a macromolecule.</li> </ol> <p><b>IV. Refractometry</b></p> <ol style="list-style-type: none"> <li>1. Identification of pure organic liquids and oils.</li> <li>2. Determination of molar refractions of pure liquids.</li> <li>3. Determination of concentration of solutions (KCl-water, glycerol-water).</li> <li>4. Determination of molar refraction of solids.</li> </ol>	

	<p>5. Study of complex formation between potassium iodide and mercuric iodide system.</p> <p><b>V. Chemical Kinetics</b></p> <p>1. Kinetics of Ester Hydrolysis (acid catalyzed)-Determination of the rate constant.</p> <p>2. Kinetics of Ester Hydrolysis (base catalyzed)-Determination of order of the reaction</p> <p>3. Kinetics of reaction between <math>K_2S_2O_8</math> and KI. Influence of ionic strength on the rate constant of the reaction between <math>K_2S_2O_8</math> and KI</p> <p><b>SUGGESTED BOOKS:</b></p> <p>1. Practical Physical Chemistry A. Finlay and J.A. Kitchener, Longman.</p> <p>2. Experimental Physical Chemistry, F. Daniels and J.H. Mathews, Longman.</p> <p>3. Practical Physical Chemistry A. M. James, Churchill. 1967</p> <p>4. Experimental Physical Chemistry D. P. Shoemaker and C. W. Garland, McGraw-Hill.</p> <p>5. Man Singh, Innovative approach to physicochemical analysis, ISBN-13: 9789384588953, Publisher: I K International Publishing House Pvt. Ltd, ISBN-10: 9384588954, Publisher Date: 2020.</p> <p>6. Man Singh and Sunita Singh, Survisometer: Fundamentals, Devices, and Applications, ISBN 9789814774703, Published, 2019 by Jenny Stanford Publishing.</p>	
<b>CHE443</b>	<b>Laboratory Techniques in Organic Chemistry –I</b>	<b>2</b>
	<p><b>1. Organic synthetic techniques (purification)</b></p> <p>a. Simple distillation: Ethanol-water mixture using water condenser, nitrobenzene and aniline using air condenser.</p> <p>b. Steam distillation: Naphthalene from its suspension in water or Clove oil from cloves or separation of o- and p- nitrophenols.</p> <p>c. Crystallization: Concept of induction of crystallization</p> <p>i. Crystallization of phthalic acid from hot water using fluted filter paper and stemless funnel.</p> <p>ii. Acetanilide from boiling water or naphthalene from ethanol (anyone).</p> <p>iii. Decolorization and crystallization of brown sugar (sucrose) with animal charcoal using gravity filtration.</p> <p>d. Sublimation: camphor and succinic acid</p> <p>2. Organic mixture separation Three component mixture separation based upon differences in the physical and the chemical properties of the components. elemental and functional group analysis and determination of physical constants of the individual compounds. (Identification of the components is not expected). (Minimum 10 experiments required)</p> <p><b>SUGGESTED BOOKS:</b></p>	

	<ol style="list-style-type: none"> <li>1. Experiments and Techniques in Organic Chemistry, D. Pasto, C. Johnson and M. Miller, Prentice Hall.</li> <li>2. Organic Experiments, K.L. Williamson, D. C. Heath. Experimental Organic Chemistry, Vol I &amp; II,</li> <li>3. Vogel's Textbook of Practical Organic Chemistry, A. R. Tatchell, 5<sup>th</sup> Ed., John Wiley. 1989</li> </ol>	
	<b>M. Sc. Chemical Sciences</b> <b>Second Semester</b>	
<b>CHE451</b>	<b>Group Theory and Advanced Inorganic Chemistry-II</b>	<b>3</b>
	<p><b>Unit-I:</b> <b>Group Theory</b> Classification of groups; matrix representation of symmetry elements and point groups, matrices of <math>C_{2v}</math>, and <math>C_{3v}</math> point groups, transformation matrices; structure of character tables, reducible representations, determination of symmetry species for translations and rotations.</p> <p><b>Applications of Group Theory</b> Vibrational Spectroscopy (<math>AB_2</math> and <math>AB_3</math>), CFT, MOT, VBT and formation of hybrid orbitals in different covalent molecules, Huckel theory for conjugated <math>\pi</math>-electron systems.</p> <p><b>Unit-II:</b> <b>Chemistry of inorganic rings, cages and metal clusters</b> Higher boranes, carboranes, metalloboranes and metallocarboranes, compounds with metal-metal multiple bonds, metal carbonyls, and halide clusters.</p> <p><b>Inner transition elements</b> Spectral and magnetic properties, redox chemistry, analytical applications.</p> <p><b>Unit III:</b> <b>Synthesis, Reactions, Structure and Bonding in Organometallic Compounds</b> Introduction and scope, classification, nomenclature, valence electron count, Organometallic compounds: - carbonyls, nitrosyls, dihydrogen, tertiary phosphine, <math>\pi</math>-Coordination of C-C multiple bonds:- alkenes, di- and polyenes, allenes, alkynes, <math>\eta^n</math>-<math>C_nR_n</math> carbocyclic polyene ligands (<math>n = 3-8</math>), <math>\sigma</math>-Organyls:- alkyls and aryls, Metal-Carbon Multiple Bonding:- carbenes, carbynes, vinylidenes, carbidos.</p> <p><b>SUGGESTED BOOKS:</b></p> <ol style="list-style-type: none"> <li>1. Chemistry of the Elements 2<sup>nd</sup> Edition, N. N. Greenwood and A. Earnshaw, Elsevier, 1997.</li> <li>2. Chemical Applications of Group Theory, 3<sup>rd</sup> ed., F. A. Cotton, Reprint, John Wiley and Sons, New York, 1999.</li> <li>3. Molecular Symmetry and Group Theory, Robert L. Carter, Wiley, 2008.</li> </ol>	



	<ol style="list-style-type: none"> <li>4. Group Theory and Chemistry, David M. Bishop, Dover Publication, 1993.</li> <li>5. The Organometallic Chemistry of the Transition Metals, 6th Ed., Robert H. Crabtree, Wiley, 2014.</li> <li>6. Inorganic Chemistry Principles of Structure and Reactivity, 4<sup>th</sup> ed., J. E. Huheey, E. A. Keiter, R. A. Keiter, Pearson Education India, 2006.</li> <li>7. Inorganic Chemistry, 7<sup>th</sup> edition, M. Weller, T. Overton, J. Rourke and F. Armstrong, OUP Oxford, 2018.</li> <li>8. Inorganic Chemistry, 5<sup>th</sup> ed., Gary L. Miessler, Paul J. Fischer, Donald Tarr, Upper Saddle River, N.J: Pearson Education, 2014.</li> <li>9. Inorganic Chemistry- Principles of Structure and Reactivity, 4<sup>th</sup> edition, J. E. Huheey and O. K. Medhi, Pearson Education India. 2006.</li> </ol>	
<b>CHE452</b>	<b>Thermodynamics and Electrochemistry-II</b>	<b>3</b>
	<p><b>Unit-I:</b>  <b>Thermodynamics</b>  Thermodynamic Terms and Concepts, first, second and third law of thermodynamic, Maxwell relations, reversible and irreversible processes, conditions for equilibrium and the definition of Helmholtz and Gibbs free energies, Entropy, molar volume, Partial molar quantities, graphical methods for apparent molar volume determination, Gibb's equation, Gibbs-Duhem equation. Equilibrium constant, Temperature-dependence of equilibrium constant, fugacity and determination by graphical and compressibility factor methods. Activity and activity coefficient and their determination from solubility and EMF.</p> <p><b>Statistical and Irreversible Thermodynamics</b>  Some common terms and basic concepts of statistical thermodynamics, the partition functions, concept of entropy in irreversible processes, thermodynamic fluxes and forces, local thermodynamic equilibrium, Prigogine theory and non-equilibrium systems, relation between Straight and Cross Phenomenological Coefficients, Onsager's Law: the Onsager's reciprocal relationship.</p> <p><b>Unit-II:</b>  <b>Phase Diagrams</b>  Gibbs phase rule and phase diagrams, phase diagram of one component system e.g., water and phase diagram of carbon, phase equilibria in two component systems, methods for the study of phase diagrams of condensed (solid-liquid) systems, simple binary eutectic phase diagram, phase diagrams showing congruent and incongruent melting points.</p> <p><b>Phase Transformations</b>  phase-transformations in solids, classifications of phase transitions, martensitic transformations, order – disorder transitions, kinetics of phase transitions, nucleation process during phase transitions, solid solutions,</p>	

	<p>Hume Rothery rules.</p> <p><b>Unit-III:</b></p> <p><b>Electrochemistry</b></p> <p>Theories of Electrolytic Dissociation; Ostwald's Dilution Law; conductance of strong electrolyte solutions; Debye-Hückel's theory of strong electrolytes; the interionic attraction theory; ionic migration and transport number; electrochemical cells; reversible and irreversible cells; reversible electrodes; thermodynamics of reversible cells and reversible electrodes, the electrode-electrolyte interface: the electrical double layer-zeta potential, the Helmholtz-Perrin parallel plate model, the Gouy-Chapman diffuse-charge model and the Stern model.</p> <p><b>Advanced Electrochemistry</b></p> <p>Exchange current density and overpotential. Nernst equation. The symmetry factor and its significance. Brief introduction and applications of various electrochemical methods.</p> <p><b>SUGGESTED BOOKS:</b></p> <ol style="list-style-type: none"> <li>1. Thermodynamics and Statistical Mechanics - A N Tikhonov, Peter T Landberg, Peter Theodore Landsberg, 1991, Dover Publication</li> <li>2. Man Singh, Innovative Approach to Physicochemical Analysis, I K International Publishing House Pvt. Ltd; 1<sup>st</sup> edition.</li> <li>3. Statistical Mechanics - Landau &amp; Lifshitz , Vol. 5 (2000)</li> <li>4. Atkins Physical Chemistry – Peter Atkins and Julio de Paula, 12<sup>th</sup> Edition.</li> <li>5. An Introduction to Chemical Thermodynamics by R.P. Rastogi and R.R. Mishra.</li> <li>6. Introduction to Non-equilibrium Physical Chemistry by R. P. Rastogi, Elsevier</li> <li>7. Introduction to Thermodynamics of Irreversible processes, I. Prigogine Springfield, 1955.</li> <li>8. Textbook of Physical Chemistry, Samuel Glasstone, MacMillan India Ltd. 1991.</li> <li>9. Electro chemical Methods: Fundamentals and Applications, 2<sup>nd</sup> Ed., A. J. Bard and L. R. Faulkner John Wiley &amp; Sons: New York, 2002.</li> <li>10. Modern Electro chemistry: Ionics 2<sup>nd</sup> Ed., Springer J. O' M. Bockris &amp; A. K. N. Reddy, Plenum.</li> </ol>	
<b>CHE453</b>	<b>Organic Reaction Mechanisms-II</b>	<b>3</b>
	<p><b>Unit-I:</b></p> <p><b>Nucleophilic substitution reactions:</b></p> <p>Revision of different nucleophilic substitution reaction <math>S_N1, S_N2, S_Ni</math> etc. Neighbouring group participation with reference to classical and non-classical carbocation.</p>	

	<p><b>Elimination reactions:</b></p> <p>E<sup>1</sup>, E<sup>2</sup> and E1cB mechanisms; Hofmann and Saytzeff elimination reactions with mechanism.</p> <p><b>Aromatic Substitution Reactions:</b></p> <p><i>Electrophilic substitution reactions:</i> The arenium ion mechanism;  <i>Nucleophilic substitution reactions:</i> The S<sub>N</sub><sup>1</sup>, S<sub>N</sub><sup>2</sup>, benzyne and S<sub>RN</sub><sup>1</sup> mechanisms.</p> <p><b>Unit-II:</b></p> <p><b>Stereoisomerism:</b></p> <p>Stereoisomerism due to axial chirality, planar chirality and helicity. Stereochemistry and configurational (R/S) nomenclature in appropriately substituted allenes, alkylidene cycloalkenes, spiranes, adamantanes, biaryls, trans-cycloalkenes, cyclophanes and ansa compounds. Atropisomerism in biphenyls and bridged biphenyls. Chirality of organic compounds due to the presence of silicon, nitrogen, phosphorous, arsenic and sulphur atoms. Conformational control in the formation of four, five and six-membered ring.</p> <p><b>1,2-Addition to carbonyl compounds:</b></p> <p>Predicting various addition outcomes using different predictive models such as, Cram Chelate, Cornforth, Felkin-Anh. <i>Specific reactions:</i> allylation/crotylation by Brown, Roush, BINOL catalyzed. Vinyl metal additions, aryl metal additions- Metals being Li, Cu, Zn).</p> <p><b>Unit-III:</b></p> <p><b>Rearrangement reactions:</b></p> <p>Arndt-Eistert, Wagner-Meerwein, benzil benzilic acid, Pinacol, semipinacol, Tiffeneau Demjanov, dienone- phenol, Rupe (Meyer-Schuster) rearrangement, Ferrier rearrangement, Ferrier rearrangement, Petasis rearrangement, Wittig, Favorskii, Stevens, Wolff, Ramberg-Bäcklund Reaction, Fritsch-Buttenberg-Wiechell rearrangement, BakerVenkatraman rearrangement, Bamford-Stevens reaction, Barton decarboxylation, Brook Rearrangement, Pummerer rearrangement, Mislow-Evans rearrangement, Amadori rearrangement, Meisenheimer rearrangement, Overman rearrangement  Smiles rearrangement, Sommelet-Hauser rearrangement, Pyne rearrangement.</p> <p><b>Rearrangements at nitrogen:</b> Hofmann, Curtius, Lossen, Schmidt, Beckmann, Neber, Stieglitz rearrangement. <i>Rearrangements involving fragmentations:</i> Eschenmoser fragmentation.</p> <p><b>SUGGESTED BOOKS</b></p> <p>1. March's Advanced Organic Chemistry: Reactions, Mechanisms, and Structure, M. B. Smith, 8<sup>th</sup> Edn., Wiley, 2018.</p>	
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	<ol style="list-style-type: none"> <li>Advanced Organic Chemistry- Part A: Structure and Mechanisms, A. F. Carey R. J. Sundburg, Springer US, 2007.</li> <li>Advanced Organic Chemistry-Part B: Reaction and Synthesis, A. F. Carey R. J. Sundburg, Springer US, 2007.</li> <li>A Guidebook to Mechanism of Organic Chemistry, Peter Sykes, Longman (2000).</li> <li>Modern synthetic reactions, H. O. House, W. A. Benjamin, California, 2<sup>nd</sup> ed. 1972.</li> <li>Some modern methods of organic synthesis, W. Carruthers, Cambridge Univ. Press, London, 2<sup>nd</sup> ed. 1978.</li> <li>Stereochemistry of Organic Compounds, E. L. Eliel and S. H. Wilen, 2008.</li> <li>Molecular Rearrangements in Organic Synthesis, Christian M. Rojas, 2015.</li> <li>Name Reactions: A Collection of Detailed Mechanisms and Synthetic Applications Jie Jack Li, 2021.</li> <li>Clayton's Introduction to Organic Chemistry, C. H. Heathcock, A. Streitwieser and E. M. Kosower 4th Edition, Medtech, 2017.</li> </ol>	
<b>CHE454</b>	<b>Spectroscopic Methods-II</b>	<b>3</b>
	<p><b>Unit-I:</b></p> <p><b>Ultraviolet and Visible Spectroscopy</b>            Classification of electronic transitions, Terminology, substituent and solvent effects, UV spectral study of alkenes, polyenes, enones and aromatic compounds. Empirical rules for calculating <math>\lambda_{\text{max}}</math>.</p> <p><b>IR Spectroscopy</b>            Sampling techniques, Group frequencies, factors affecting group frequencies, bond order, mass effect, conjugation, inductive, resonance, steric effects, intramolecular interactions. application of IR in the study of H-bonding and tautomerism. Complementarity of IR and Raman. Problems using UV and IR.</p> <p><b>Unit-II:</b></p> <p><b>Nuclear Magnetic Resonance Spectroscopy</b>            Introduction, Magnetic properties of nuclei-Resonance condition, Nuclear spin, population of nuclear spin levels and NMR isotopes, relaxation methods, Instrumentation            handling; classical approach and FT-NMR. chemical shift, factors influencing chemical shifts, Pascals triangle-low and high resolution, reference compounds Karplus Curve, diamagnetic and paramagnetic effects and magnetic anisotropy. equivalence of protons-chemical and magnetic equivalence; Spin systems: first order and second order coupling of AB systems, simplification of complex spectra.            CIDNP, Nuclear Over Hauser effect (NOE), Factors influencing coupling</p>	

	<p>constants and Relative intensities.</p> <p><b><math>^{13}\text{C}</math> NMR Spectroscopy</b></p> <p>Types of CMR spectra-undecoupled, proton decoupled, Off- resonance decoupled (SFORD); Selectively decoupled and gated decoupled spectra. <math>^{13}\text{C}</math> chemical shifts of aliphatic and aromatic compounds; Factors affecting the chemical shifts. Homonuclear Applications of <math>^{13}\text{C}</math> NMR spectroscopy.</p> <p>CW and PFT techniques- types of C-NMR spectra, (<math>^{13}\text{C}</math> <math>^{13}\text{CJ}</math>) and heteronuclear (<math>^{13}\text{C}</math>-<math>^1\text{H}</math>, <math>^{13}\text{C}</math> - <math>^2\text{HJ}</math>) couplings.</p> <p><b>Unit-III:</b></p> <p><b>Mass Spectrometry</b></p> <p>Basic principles- instrumentation; Ion production: Soft ionization methods: Low energy electron ejection; Chemical ionization; Fast- atom bombardment (FAB), Plasma desorption (PD) and Matrix Assisted Laser Desorption/ionization (MALDI); Electrospray ionization (ESI); Mass spectrum: Unit mass molecular ion and isotope peaks; High resolution molecular ion; recognition of themolecular ion peak; Use of molecular formula; Fragmentation of pattern for common organic compounds; Composite problems; Use of HRMS to determine exact molecular weight of compounds.</p> <p>Application of UV, IR, NMR, and mass methods in the structural elucidation of organic compounds</p> <p><b>SUGGESTED BOOKS:</b></p> <ol style="list-style-type: none"> <li>1. Organic spectroscopy, W. Kemp, ELBS London, 2000.</li> <li>2. Spectrometric identification of organic compounds, 6<sup>th</sup> ed., R. M. Silverstien, and F. X. Webster, 2004.</li> <li>3. Mass spectroscopy a foundation course. K. Downard, RSC, Cambridge, 2004.</li> </ol>	
<b>CHE455</b>	<b>Green and Supramolecular Chemistry and Nanomaterials-II</b>	<b>3</b>
	<p><b>Unit I:</b></p> <p><b>Green Chemistry</b></p> <p><b>Introduction to Green Chemistry-</b></p> <p>Need for Green Chemistry, Goals of Green Chemistry, Limitations/ Obstacles in the pursuit of the goals of Green Chemistry.</p> <p><b>Principles of Green Chemistry</b></p> <p>Twelve principles of Green Chemistry with their explanations and examples with special reference to prevention/ minimization of hazardous/ toxic products; designing safer chemicals and waste managements.</p> <p><b>Future Trends in Green Chemistry-</b></p> <p>multifunctional reagents; Combinatorial green chemistry; Proliferation of solventless reactions; Green chemistry in sustainable development.</p>	

	<p><b>Unit II:</b>  <b>Supramolecular Chemistry</b>  Molecular recognition, molecular receptors for different types of molecules including arisonic substrates, design, and synthesis of co- receptor molecules and multiple recognition, supramolecular reactivity and catalysis, transport processes and carrier design, supramolecular devices: electronic, ionic and switching devices, supramolecular photochemistry, some examples of self-assembly in supramolecular chemistry.</p> <p><b>Unit III:</b>  <b>Nanomaterials</b>  <b>Introduction to nanomaterials-</b>  Definition, Conceptual origins, Fundamental concepts- Larger to smaller: a materials perspective,  <b>Synthesis of nanomaterials-</b>Preparation of nanomaterials by physical methods, Chemical precipitation and co-precipitation, Sol-gel synthesis, Microemulsions or reverse micelles, Hydrothermal &amp; Solvothermal synthesis, Synthesis through green routes. Synthesis of carbon nanotubes.  <b>Nanocomposites-</b>Introduction, types of nanocomposites and properties  <b>Characterization techniques-</b>  Microscopic techniques (SEM, TEM and AFM), X-ray diffraction, Debye-Scherer formula, Energy Dispersive X-ray Analysis (EDXA),  <b>Properties and applications-</b> Some important properties and applications  <b>SUGGESTED BOOKS:</b>  1. Green Chemistry: Frontiers in Benign Chemical Synthesis and Processes, Edited by Paul T. Anastas and Tracy C. Williamson, Oxford University Press, 1998.  2. V.K. Ahluwalia and M.R. Kidwai: New Trends in Green Chemistry, Anamalaya Publishers (2005).  3. Introduction to Nanoscience and Nanotechnology, Gabor L. Hornyak, H.F. Tibbals, Joydeep Dutta, John J. Moore, CRC Press, 2008.  4. Supramolecular Chemistry, J.M. Lehn, VCH, 2006.  5. Introduction to Nanotechnology - Charles P. Poole Jr. and Franks. J. Qwens, Wiley Interscience, 2003.  6. Processing &amp; properties of structural nano materials by Leon L. Shaw (Warrendale, 2003)  7. Chemistry of nanomaterials: Synthesis, properties and applications, CNR Rao, Taylor &amp; Francis 2008.  8. Nanocharacterization - Argus Kirkland and John L Hutchison, RSC publication, 2007.</p>	
<b>CHE491</b>	<b>Laboratory Techniques in Inorganic Chemistry –II</b>	<b>2</b>

	<p><b>Qualitative and Quantitative Analysis:</b></p> <ol style="list-style-type: none"> <li>Preparation, purification, and structural studies (magnetic, electronic and IR) of inorganic complex compounds (any 7):</li> <li>trans-potassium diaquabis(oxalato)chromate (III) trans-<math>\text{K}[\text{Cr}(\text{ox})_2(\text{H}_2\text{O})_2]</math>.</li> <li>vanadyl bis(acetylacetonate) <math>[\text{VO}(\text{acac})_2]</math>.</li> <li>sodiumdiamminetetraathiocyanatochromate(III), <math>\text{Na}[\text{Cr}(\text{NH}_3)_2(\text{SCN})_4]</math>.</li> <li>bis(acetate)chromate (II), <math>[\text{Cr}(\text{OAc})_2] \cdot 2\text{H}_2\text{O}</math>.</li> <li>cis-potassium diaquabis(oxalato)chromate (III) cis-<math>\text{K}[\text{Cr}(\text{ox})_2(\text{H}_2\text{O})_2]</math>.</li> <li>tris(acetylacetonato)manganese (III), <math>[\text{Mn}(\text{acac})_3]</math></li> <li>potassium trioxalatoferrate(III) trihydrate, <math>\text{K}_3[\text{Fe}(\text{C}_2\text{O}_4)_3] \cdot 3\text{H}_2\text{O}</math>.</li> <li>Prussian blue, <math>\text{Fe}_3[\text{Fe}(\text{CN})_6]_3</math>.</li> <li>sodium hexanitritocobaltate(III), <math>\text{Na}_3[\text{Co}(\text{ONO})_6]</math>.</li> <li>Schiff base complexes of cobalt and nickel.</li> </ol> <p><b>SUGGESTED BOOKS:</b></p> <ol style="list-style-type: none"> <li>Advanced Practical Inorganic Chemistry, Gurdeep Raj, 23rd Ed, Krishna Prakashan Media, Goel Publishing House, Agara, U.P., India, 2013.</li> <li>Vogel's Qualitative Inorganic Analysis, G. Svehla, 7th Ed., Prentice Hall, 2013.</li> <li>Advanced Experimental Inorganic Chemistry, Ayodhya Singh, Ayushman Publication House, 2012.</li> <li>Applied Analytical Chemistry, Vermani O P., New Age International Publisher, New Delhi, (2005)</li> </ol>	
<b>CHE492</b>	<b>Laboratory Techniques in Physical Chemistry–II</b>	<b>2</b>
	<p><b>I. Colorimetric methods</b></p> <ol style="list-style-type: none"> <li>Verification of Beer's Law for <math>\text{Cu}^{2+}</math> ions</li> <li>Verification of Beer's Law for <math>\text{Fe}^{2+}</math> ions</li> <li>Estimation of <math>\text{Fe}^{2+}</math> ions concentration in the given solution by titration of FAS versus <math>\text{KMnO}_4</math> through colorimetric method.</li> <li>Estimation of <math>\text{Fe}^{2+}</math> ions concentration using EDTA through colorimetric method.</li> </ol> <p><b>II. Conductometric Experiments</b></p> <ol style="list-style-type: none"> <li>Precipitation titration: conductometric titration of lithium sulphate versus <math>\text{BaCl}_2</math></li> <li>Conductometric titration of weak acid versus weak base.</li> <li>Dissociation constant of weak acid (<math>\text{CH}_3\text{COOH}</math>) by conductometric method.</li> <li>Determination of Equivalent conductance of a given strong electrolyte.</li> <li>Conductometric titration of strong acid versus strong base.</li> </ol>	

	6. Acid mixture versus NaOH 7. Weak acid with salt versus NaOH 8. Strong acid with salt versus NaOH <b>III. Potentiometric Experiments</b> 1. Determination of single electrode potential of $\text{Cu}^{2+}/\text{Cu}$ and estimate the given unknown concentration. 7. 2. Determination of single electrode potential of $\text{Zn}^{2+}/\text{Zn}$ and estimate the given unknown concentration. 8. 3. Titration of $\text{AgNO}_3$ versus KCl. 4. $\text{K}_2\text{Cr}_2\text{O}_7$ versus FAS 5. Acid mixture versus NaOH 6. $\text{KMnO}_4$ versus FAS 7. Titration of weak acid against a strong base and calculation of $\text{pK}_a$ and $\text{K}_a$ values of the weak acid. <b>IV. <math>\text{pH}</math> metry</b> 1. Determination of $\text{pH}$ of acetic acid with sodium acetate buffer by $\text{pH}$ metry method. 2. Determination of $\text{pH}$ of formic acid with sodium formate buffer by $\text{pH}$ metry method. 3. Determination of $\text{pK}_a$ value of phosphoric acid by $\text{pH}$ meter. 4. Determination of $\text{pH}$ of a buffer by using quinhydrone electrode and comparison of the $\text{pH}$ values obtained with glass electrode. 5. Determination of degree of hydrolysis of aniline hydrochloride at room temperature and calculation of dissociation constant of the base by $\text{pH}$ metry. <b>V. UV-vis and IR instruments demonstration and analysis</b>	
<b>CHE493</b>	<b>Laboratory Techniques in Organic Chemistry–II</b>	<b>2</b>
	<b>Organic Synthesis (Minimum 8 synthesis is required)</b> 1. Aliphatic electrophilic substitution: Preparation of iodoform from ethanol & acetone. 2. Oxidation: i) Benzoic acid from toluene ii) Cyclohexanone from cyclohexanol iii) Borneol to camphor using Jones reagent (any one) 3. Reduction: p-nitrophenyl methylcarbinol from p-nitro acetophenone by $\text{NaBH}_4$ and purification of the product through distillation under reduced pressure. 4. Bromination of an alcohol using $\text{CBr}_4$ / triphenylphosphine. 5. Grignard reaction: Triphenylmethanol from benzoic acid ester or benzophenone. 6. Aldol condensation: Dibenzal acetone from Benzaldehyde 7. Acetoacetic ester condensation: Preparation of ethyl-n-butyl acetoacetate. 8. Cannizzaro reaction using 4-chlorobenzaldehyde as substrate.	



	<p>9. Friedel Crafts reaction: using toluene and succinic anhydride.</p> <p>10. Solvent free preparation of coumarin by the Knoevenagel condensation under MW irradiation.</p> <p><b>Chromatographic Techniques</b></p> <p>Paper, thin layer and column chromatography with different organic compounds including amino acids and natural products</p> <p><b>Draw structures using ChemDraw</b></p> <p><b>Prediction of structure using IR, NMR and Mass</b> (spectra should be recorded and analysis of 5 compounds).</p> <p><b>SUGGESTED BOOKS</b></p> <ol style="list-style-type: none"> <li>1. Experiments and Techniques in Organic Chemistry, D. Pasto, C. Johnson and M. Miller, Prentice Hall.</li> <li>2. Organic Experiments, K.L. Williamson, D. C. Heath. Experimental Organic Chemistry, Vol I &amp; II,</li> <li>3. Experimental Organic Chemistry, Vol. I, P. R. Singh, D.S. Gupta and K.S. Bajpai, Tata McGraw Hill.</li> </ol>	
	<p align="center"><b>M. Sc. Chemical Sciences</b> <b>Third Semester</b></p>	
<b>CHE501</b>	<b>Advanced Inorganic Chemistry-III</b>	<b>3</b>
	<p><b>Unit-I:</b></p> <p><b>Redox Reactions by Excited Metal Complexes</b></p> <p>Charge transfer spectra: Intra ligand and charge transfer to solvent state, metal complexes as redox reactants, reducing and oxidizing properties of Ru(bipy)<sub>3</sub>, comparison with Fe(bipy)<sub>3</sub>, role of spin-orbit coupling, applications of redox processes of low energy reactants into high-energy products and chemical energy into light, water photolysis, metal colloids, dye sensitized solar cell.</p> <p><b>Unit-II:</b></p> <p><b>Inorganic Reactions Mechanisms</b></p> <p>Metal ligand equilibrium in solution, kinetically indistinguishable schemes, rate scale, mechanistic simulation; associative, dissociative, interchange, nucleophilic, electrophilic pathways; cross reactions and Marcus-Hush theory, Hammett relation.</p> <p><b>Substitution Reactions</b></p> <p>Square planar and octahedral complexes, inorganic nucleophilicity scales, proton ambiguity, kinetics of chelate formation.</p> <p><b>Redox reactions</b></p> <p>Electron transfer reactions, mechanism of one-electron transfer reactions, outer sphere type reactions, inner sphere type reactions.</p> <p><b>Photochemical Reactions</b></p> <p><b>Unit III:</b></p> <p><b>Organometallics Reactions and Catalysis</b></p>	

	<p>Reactions involving gain and loss of ligands, reactions involving modification of ligands, Metathesis reactions; <math>\sigma</math>-bond metathesis, <math>\pi</math>-bond metathesis and Ziegler-Natta polymerization, Commercial Catalytic process; homogeneous, heterogeneous and hybrid catalysts, Isolobal analogy.</p> <p><b>SUGGESTED BOOKS:</b></p> <ol style="list-style-type: none"> <li>1. Topics in Current Chemistry, Vincenzo Balzani, Sebastiano Campagna, Springer, 2007.</li> <li>2. Inorganic and Organometallic Reaction Mechanisms, 2<sup>nd</sup> Ed., J. D. Atwood, VCH, New York, 1997.</li> <li>3. Inorganic Chemistry Principles of Structure and Reactivity, 4<sup>th</sup> ed., J. E. Huheey, E. A. Keiter, R. A. Keiter, Pearson Education India, 2006.</li> <li>4. Inorganic Chemistry, 4<sup>th</sup> edition, C. E. Housecroft and A. G. Sharpe, Pearson, 2012.</li> <li>5. Inorganic Chemistry, 5<sup>th</sup> ed., Gary L. Miessler, Paul J. Fischer, Donald Tarr, Upper Saddle River, N.J: Pearson Education, 2014.</li> <li>6. Inorganic Chemistry- Principles of Structure and Reactivity, 4<sup>th</sup> edition, J. E. Huheey and O. K. Medhi, Pearson Education India, 2006.</li> <li>7. Principles of Inorganic Chemistry, B. W. Pfenning, Wiley, 2015.</li> <li>8. Inorganic Chemistry, Keith F. Purcell, John C. Kotz, Philadelphia: Saunders, 1985.</li> <li>9. Mechanisms of Inorganic Reactions - D. Katakis, G. Gordon (Wiley, 1987)</li> <li>10. Reaction Mechanism of Inorganic and Organometallic systems, 2<sup>nd</sup>, R. B. Jordan, Oxford, 1998.</li> <li>11. Mechanisms of Inorganic Reactions, 2<sup>nd</sup> ed. - F. Basolo, R.G. Pearson, Wiley, 1967.</li> </ol>	
<b>CHE502</b>	<b>Photochemistry and Pericyclic Reactions-III</b>	<b>3</b>
	<p><b>Unit-I:</b></p> <p><b>Radical and carbene chemistry</b></p> <p>Generation and reactions of free radicals: radical abstraction reactions; nitrogen and oxygen centred cleavage; radical reactions involving nitroso and oximes; hydrogen abstraction reactions; radical addition reactions. Carbenes; generation and reactions of diazo compounds, cyclopropanation reactions. NHC carbene catalysts,</p> <p><b>Ring closing and cross metathesis:</b> Grubb's various generation, Grubbs Hoveya, Schrock catalysts- Scope and challenges in terms of ring sizes as well as FG tolerance.</p> <p><b>Unit-II:</b></p> <p><b>Photochemistry</b></p> <p>Photochemistry of functional groups: i) Olefins: Cis-trans isomerism, [2 +</p>	

	<p>2]-cycloaddition, rearrangements. Reaction of conjugated olefins; di-<math>\pi</math>-methane rearrangements (including oxa- and aza- di-<math>\pi</math>-methane rearrangements). ii) Ketones: excited state of C=O. Norrish type-I and type-II cleavages. Paterno-Buchi reaction. <math>\alpha</math>, <math>\beta</math>-unsaturated ketones. [2+2] addition. Rearrangement of cyclohexadienones Cycloaddition of singlet molecular oxygen  {[2+2], [4+2]-additions}. Oxidative coupling of aromatic compounds, photoreduction by hydrogen abstraction.</p> <p><b>Unit-III:</b></p> <p><b>Pericyclic reactions</b></p> <p>Molecular orbital symmetry, Woodward-Hoffmann correlation diagrams. FMO and PMO approaches (anyone); Electrocyclic reactions: Cycloadditions: selectivities in Diels-Alder reactions, Hetero Diels-Alder reaction. cheletropic reactions. Sigmatropic rearrangements: including Walk, Ene, Claisen, Cope, oxy and aza- Cope rearrangements.</p> <p>Protecting functional groups: Protection of NH groups, OH of alcohols, Diols as acetals, carbonyl groups, protection of double and triple bonds, deprotection methods</p> <p><b>SUGGESTED BOOKS:</b></p> <ol style="list-style-type: none"> <li>1. Advanced Organic Chemistry–Reactions, Mechanism and Structure, Jerry March 7<sup>th</sup> Ed., John Wiley (2013).</li> <li>2. Advanced Organic Chemistry, F. A. Carey and R. J. Sundberg, Plenum (1990).</li> <li>3. A Guidebook to Mechanism of Organic Chemistry, Peter Sykes, Longman (2000).</li> </ol>	
<b>CHE503</b>	<b>Interfacial Physical Chemistry-III</b>	<b>3</b>
	<p><b>Unit-I:</b></p> <p><b>Electronic structure of solids</b></p> <p>Free electron theory of solids, results of free electron theory; limitations and success of free electron theory, Fermi distribution, Fermi sphere, volume of Fermi sphere, expression for energy levels in a solid, density of states, expression for the number of energy levels in a Fermi sphere.</p> <p><b>Electrical properties of Solids</b></p> <p>Electronic conductivity: Ohm's law, derivation of Ohm's law, Hall Effect, Band theory, Zone theory, Brillion zones, K-space, k-vector, Significance of k-vector, semiconductors, energy bands in a semiconductor, temperature dependence of conductivity in metals and semiconductors, intrinsic and extrinsic semiconductors, Insulators, Piezo and inverse Piezo electric effect. ferro, and pyroelectricity, magnetic properties, physiochemical sensors.</p>	

	<p><b>Unit-II:</b></p> <p><b>Crystal Defects</b> Nucleation and point defects; Schottky, Frenkel and interstitial, line defects and plane defects. Non-stoichiometric defects.</p> <p><b>Heat Capacity of Solids</b> Definition, Theories of heat capacity of solids: Dulong-petit, Einstein's theory, Debye Theory. Oscillatory mechanism. Problems and their solution.</p> <p><b>Superconductivity</b> Features of Superconductors, BCS theory, Meisner effect, Type I and Type II superconductors, Cooper pairs.</p> <p><b>Unit-III:</b> Electroanalytical Techniques: effect of current; ohmic potential; polarization; decomposition potential; over voltage; concentration polarization; Principles and applications of the following techniques: <b>Polarographic, amperometry and voltammetry</b> Corrosion: Corrosion and electrochemical kinetics. Mechanism of electrochemical corrosion. Mixed electrode and mixed potential. Overpotential and polarization. Current density - potential curves and determination of corrosion current density. Hydrogen and oxygen overpotentials and corrosion. Protective film formation and passivity. Types of electrolytic corrosion and forms of localized corrosion, practical cases of corrosion. Corrosion prevention. Corrosion inhibitors. Corrosion Testing. Polarization tests and impedance spectroscopic measurements.</p> <p><b>SUGGESTED BOOKS:</b></p> <ol style="list-style-type: none"> <li>1. Physical Chemistry, P. W. Atkins, Julio de Paula, ELBS, 9<sup>th</sup> ed., 2011.</li> <li>2. Introduction to solids, L.V. Azoroff, McGraw Hill Book Co., New York, 1960.</li> <li>3. Introduction to solids, L.V. Azoroff, McGraw Hill Book Co., New York, 1960.</li> <li>4. Solids State Physics, N.W. Ashcroft and N. D. Mermin, Holt Saunders International Ltd., New York 1976.</li> <li>5. Analytical Chemistry; G. D. Christian, 5<sup>th</sup> ed., John Wiley and Sons, NY.</li> <li>6. Catalysis: Principles and Applications (Eds. B. Viswanathan, S.Sivasanker, A.V.Ramaswamy), Narosa Publishing House)</li> <li>7. Catalysis: Selected Applications, B. Viswanathan, Narosa Publishing House.</li> <li>8. Man Singh, Innovative approach to physicochemical analysis, ISBN-13: 9789384588953, Publisher: I K International Publishing House Pvt. Ltd, ISBN-10: 9384588954, Publisher Date: 2020.</li> </ol>	
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	9. Man Singh and Sunita Singh, Survismeter: Fundamentals, Devices, and Applications, ISBN 9789814774703, Published, 2019 by Jenny Stanford Publishing.	
<b>CHE504</b>	<b>Advanced Organic Chemistry-III</b>	<b>3</b>
	<p><b>Unit-I:</b> Biomolecules: Structure, properties, and reactions of mono- and di-saccharides, physicochemical properties of amino acids, chemical synthesis of peptides, structural features of proteins, nucleic acids, steroids, terpenoids, carotenoids, and alkaloids</p> <p><b>Unit-II:</b> Stereoselectivity: classification, terminology, and principle. Selectivity in chemistry– substrate and product selectivity. Asymmetric synthesis, asymmetric induction. Double diastereoselection and double asymmetric induction. Asymmetric synthesis: Chiral pool, catalysis, auxiliary control, resolution. Determining ee and dr: BINOL catalyzed reactions. Vinyl metal additions, aryl metal additions. Enantioselective synthesis with suitable examples. Diastereoselectivity: Introduction, making single diastereoisomers using stereospecific reactions of alkenes. Asymmetric synthesis: organic ligands, methods of asymmetric induction – substrate, reagent and catalyst controlled reactions.</p> <p><b>Unit-III:</b> <b>Formation of C-C single bonds using organometallic reagents</b> Organolithium reagents, Organo magnesium reagents, Organolithium reagents, Organocerium reagents, organocopper reagents, organochromium reagents, organozinc reagents, organoboron reagents, organosilicon reagents, palladium catalysed coupling reactions.</p> <p><b>SUGGESTED BOOKS</b></p> <ol style="list-style-type: none"> <li>1. Stereochemistry of carbon compounds, E. L. Eliel, S. H. Wilen and L. N. Mander, John Wiley &amp; Sons, 1994.</li> <li>2. Some modern methods of Organic Synthesis, W. Caruthers, Cambridge Uni. Press London, 2nd Edn., 1998.</li> <li>3. Stereochemistry of organic compounds- Principle and applications, D. Nasipuri, 2nd Edn., New Age International Publishers, 2001.</li> <li>4. Advanced organic chemistry Part B, F. A. Carrey and J. Sundberg, Plenum Press, 1999.</li> </ol>	
<b>CHE505</b>	<b>Separation Techniques-III</b>	<b>3</b>
	<p><b>Unit-I:</b> <b>Partition Chromatography</b> Introduction; theory; technique of partition chromatography; Liquid-</p>	

	<p>liquid partition chromatography; reversed phase partition chromatography; stationary support materials</p> <p>Paper Chromatography- introduction; principle; theory; types; technique; choice of solvent; two-dimensional paper chromatography; applications.</p> <p><b>Thin Layer Chromatography (TLC)</b></p> <p>Definition; mechanism; efficiency of thin layer plates; methodology (technique);</p> <p><b>Unit-II:</b></p> <p><b>Column Chromatography</b></p> <p>Definition; types; principle; elution in column chromatography experimental requirements; theory of development; Van Deemeter equation and its modern version; qualitative and quantitative analysis; applications.</p> <p><b>Gel permeation chromatography</b></p> <p>Gel chromatography; mechanism of gel permeation chromatography (GPC); instrumentation and applications.</p> <p><b>Unit III:</b></p> <p><b>Gas Chromatography</b></p> <p>Introduction; definition; instrumentation; technique; applications; HPLC: Theory, principles, instrumentation, applications.</p> <p><b>Hyphenated Techniques</b></p> <p>Coupled techniques; GC-FTIR, GC-MS, LC-MS, MS-MS.</p> <p><b>SUGGESTED BOOKS:</b></p> <ol style="list-style-type: none"> <li>1. Analytical Chemistry; G. D. Christian, 5th Edn., John Wiley and Sons, NY</li> <li>2. Instrumental Methods of Inorganic Analysis; A. I. Vogel, ELBS</li> <li>3. Fundamentals of Analytical Chemistry; D. A. Skoog; D. M. West, F. J. Holler, 7<sup>th</sup> Edn</li> <li>4. Vogel's Textbook of Quantitative Chemical Analysis; J. Mendham, J. R. C. Denney, J. D. Barnes, M. Thomas, B. Sivasankar, B. 6<sup>th</sup> Edn.; 2009</li> </ol>	
<b>CHE541</b>	<b>Laboratory Techniques in Inorganic Chemistry -III</b>	<b>2</b>
	<p><b>1. Separation and Estimation:</b></p> <ol style="list-style-type: none"> <li>a. Separation of Cu, Co, and Zn on paper strips.</li> <li>b. Separation of Cu and Ni on cellulose column.</li> <li>c. Separation and determination of Zn and Cd using Ion exchanger.</li> <li>d. Separation and determination of Co and Ni using Ion exchanger.</li> <li>e. Separation and determination of chloride and bromide using Ion exchanger.</li> <li>f. Evaporation and determination of chloride and iodide using Ion exchanger.</li> </ol>	

	<p>g. Separation and spectrophotometric determination of Cu, Fe, and Ni using Ion Exchanger.</p> <p>h. Separation and determination of <math>\text{Cl}^-</math> and <math>\text{I}^-</math> (aqueous-acetone medium).</p> <p>2. Determination of Fe(III) by chloride extraction in ether.</p> <p>3. Determination of Fe(III) as the 8-hydroxy quinolate (oxinate) by extraction in chloroform.</p> <p>4. Spectrophotometric determination:</p> <ol style="list-style-type: none"> <li>Manganese /Chromium /Vanadium in steel sample.</li> <li>Iron-phenanthroline complex: Job's method of continuous variation.</li> <li>Zirconium-Alizarin red complex: slope ratio method.</li> <li>Phosphate, nitrate, fluoride and sulphate</li> </ol> <p>5. Analysis of dolomite.</p> <p>6. Analysis of brass.</p> <p>7. Colorimetric determination of chromium (VI) (in ppm) using 1,5 diphenyl carbazide as a reagent for color development.</p> <p><b>SUGGESTED BOOKS:</b></p> <ol style="list-style-type: none"> <li>Experiments in Inorganic Chemistry, Satya Prakash Mohanty, Sushil Chauhan, Campus Books International (2010).</li> <li>Textbook of Quantitative Chemical Analysis, Bassett et al, 5th Edition, ELBS, Longmann, U.K., 1989.</li> <li>Vogel's Quantitative Chemical Analysis, J. Mendham, R.C. Denney, J.D. Barnes, M.J.K. Thomas, 6th Edn, 2009.</li> <li>Advanced Practical Inorganic Chemistry, G. Raj, 23rd Edition, Krishna Prakashan Media, Goel Publishing House, Agra, U.P., India, 2013.</li> </ol>	
<b>CHE542</b>	<b>Laboratory Techniques in Physical Chemistry-III</b>	<b>2</b>
	<p><b>I. Polarimetry</b></p> <ol style="list-style-type: none"> <li>Kinetics of the inversion of sucrose in presence of HCl and LiCl separately.</li> <li>Determination of the concentration of a sugar solution.</li> <li>Determination of the concentration of HCl.</li> </ol> <p><b>II. Surface tension</b></p> <ol style="list-style-type: none"> <li>Determine surface area of sodium dodecyl sulfate anionic surfactant and cetyltrimethylammonium bromide cationic surfactant using Survisometer.</li> <li>Determination of Parachor values.</li> <li>Determination of the composition of two liquids by surface tension measurements using Survisometer.</li> <li>Determination of interfacial tension of two immiscible liquids water and carbon tetrachloride with Survisometer.</li> <li>Determination of the relative strength of acids.</li> </ol>	

	<p><b>III. Distribution law</b></p> <ol style="list-style-type: none"> <li>1. Distribution coefficient of iodine between an organic solvent and water.</li> <li>2. Distribution coefficient of benzoic acid between benzene and water.</li> <li>3. Effect of NaCl and KCl on partition coefficients of iodine between an organic solvent and water.</li> <li>4. Determination of the equilibrium constant of the reaction <math>KI + I_2 \leftrightarrow KI_3</math></li> </ol> <p><b>IV. Conductivity Measurements</b></p> <ol style="list-style-type: none"> <li>1. Verification of Onsager equation.</li> <li>2. Determination of the degree of ionization of weak electrolytes.</li> <li>3. Determination of pKa values of organic acids.</li> <li>4. Determination of solubility of sparingly soluble salts.</li> </ol> <p><b>SUGGESTED BOOKS:</b></p> <ol style="list-style-type: none"> <li>1. Advanced Practical Physical Chemistry, J. B. Yadav, Goel Publishing House, 2001.</li> <li>2. Experiments in Physical Chemistry, G. W. Garland, J.W. Nibler, D. P. Shoemaker, 8<sup>th</sup> Edn., McGraw Hill, 2009.</li> <li>3. Practical Physical Chemistry, B. Viswanathan, Viva Pub., 2005.</li> </ol>	
<b>CHE543</b>	<b>Laboratory Techniques in Organic Chemistry-III</b>	<b>2</b>
	<p><b>1. Preparation of simple drugs (any 3):</b></p> <ol style="list-style-type: none"> <li>1. Phenacetin / Acetaminophen from p-aminophenol.</li> <li>2. Aspirin from salicylic acid.</li> <li>3. Barbiturate from diethyl n-butyl malonate</li> <li>4. Benzocaine from p-aminobenzoic acid.</li> <li>5. 4- methyl – 7 – hydroxy coumarin.</li> <li>6. Sulphanilamide from acetanilide.</li> </ol> <p><b>2. Isolation and transformation (any three)</b></p> <ol style="list-style-type: none"> <li>1. Isolation of cholesterol from gallstones.</li> <li>2. To demonstrate the enzyme activity in salivary digestion.</li> <li>3. Transformation of Benzaldehyde to benzoin using thiamine (B1) as a coenzyme.</li> <li>4. Isolation of caffeine from tea.</li> </ol> <p><b>3. Separation / identification of individual components in a commercial drug preparation using TLC (any one).</b></p> <ol style="list-style-type: none"> <li>1. Sulfonamides in a sulfa drug tablet.</li> <li>2. Analgesics in an analgesic tablet.</li> </ol> <p><b>4. Some color tests / reactions of following group of compounds (any three types) carbohydrate, cholesterol, fat-soluble vitamins,</b></p>	



	alkaloids, glycosides and antibiotics. <b>SUGGESTED BOOKS:</b> 1. Medicinal Chemistry Laboratory Manual: Investigations in Biological and Pharmaceutical Chemistry, Charles Dickson, CRC Press, New York, 1999. 2. Organic Analytical Chemistry, Jag Mohan, Narosa Publishing House, N. Delhi, 2003. 3. Practical Organic Chemistry, F. G. Mann and B. C. Saunders, Orient Longman, 4 <sup>th</sup> edition. 4. Elementary Practical Organic Chemistry, Part III – Quantitative Organic Analysis, A. I. Vogel, CBS Publishers, New Delhi.	
	<b>M. Sc. Chemical Sciences</b> <b>Fourth Semester</b>	
<b>CHE551</b>	<b>Molecular Bio-Physical Chemistry-IV</b>	<b>3</b>
	<p><b>Unit-I:</b> <b>Molecular Bio-physical Chemistry</b> Basic concepts of molecular biophysical chemistry, electrophoresis-principles of free electrophoresis, zone electrophoresis, gel electrophoresis and its applications in qualitative and quantitative study of proteins. Determination of isoelectric point of a protein. Electroosmosis and streaming potential and its biological significance. Diffusion of solutes across bio membranes and its application in the mechanism of respiratory exchange for healthy life. “Salting In” and “Salting Out” of proteins.</p> <p><b>Unit-II:</b> Osmotic behaviour of cells and osmoregulation and its application in the evolution of excretory systems of organisms. Effect of temperature and pH on the viscosity of biomolecules (albumin solution). Effect of temperature, solute concentration (amino acids) on surface tension. <b>Biological significance of surface tension</b> Application of sedimentation velocity and sedimentation equilibrium method for molecular weight determination of proteins. Surface energy and friccohesity of particles in process of coagulation.</p> <p><b>Unit-III:</b> <b>Macromolecules</b> Polypeptides, helix random coil transition in polypeptides. Structure of proteins, Ramachandran plot, protein folding, protein denaturation, Hierarchy of protein structure, experimental methods to determine protein structure. <b>Structure of nucleic acids</b></p>	

	<p>Watson Crick model, supercoiled DNA, denaturation and renaturation of DNA, polymerase chain reactions.</p> <p><b>SUGGESTED BOOKS:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to Physical Organic Chemistry, R.D. Gilliom, Madison – Wesley, USA (1970).</li> <li>2. Physical Organic Chemistry, Reaction Rate and Equilibrium Mechanism – L.P. Hammett, McGraw Hill Book, Co., (1970).</li> <li>3. Biophysical Chemistry, Principle and Technique – A. Upadhyay, K. Upadhyay and N. Nath, Himalaya Publishing House, Bombay, (1998).</li> <li>4. Man Singh, Innovative approach to physicochemical analysis, ISBN-13: 9789384588953, Publisher: I K International Publishing House Pvt. Ltd, ISBN-10: 9384588954, Publisher Date: 2020.</li> <li>5. Man Singh and Sunita Singh, Survisometer: Fundamentals, Devices, and Applications, ISBN 9789814774703, Published, 2019 by Jenny Stanford Publishing.</li> </ol>	
<b>CHE552</b>	<b>Organic Synthesis-IV</b>	<b>3</b>
	<p><b>Unit-I:</b>  <b>Oxidation:</b> Oxidation of alcohols to aldehydes and ketones, reagents for alcohol oxidation, chemo selective agents for oxidizing alcohols, oxidation of tertiary allylic alcohols, oxidation of carboxylic acids, oxidation of terminal alkynes, allylic oxidation of alkenes.  <b>Reduction:</b> Reduction of carbonyl compounds, nucleophilic reducing agents, electrophilic reducing agents, regio and chemoselective reductions, diastereoselective reduction of cyclic ketones, diastereofacial selectivity in reduction, and enantioselective reductions.</p> <p><b>Unit II:</b>  Hydrogenation of carbon-carbon double bonds, dissolving metal reductions, hydroboration, organoboranes and asymmetric synthesis of alcohols from alkenes, oxymercuration-demercuration, epoxidation of alkenes, epoxides from halohydrins, preparation of epoxides from ketones, epoxidation of allylic alcohols, dihydroxylation of alkenes, halolactonisation.  Reduction of carbon-carbon triple bonds, semi reduction of alkyne (Lindlar type catalyst), hydroboration of alkynes and enynes, preparation of trans-alkenes from alkynes, reduction of propargylic alcohols.</p> <p><b>Unit III:</b>  <b>Retrosynthetic Analysis:</b> Reversal of the carbonyl group polarity, steps in planning synthesis, construction of the carbon skeleton, functional group. interconversion, linear and convergent synthesis, Synthesis of saturated heterocycles and 3-, 4-, 5- and 6-membered rings. Synthesis of some complex molecules using disconnection approach.</p>	

	<p><b>Formation of C-C pi bonds:</b> <math>\beta</math>-elimination reactions, elimination of selenoxides alkenes from alkynes: by reduction, hydrometallation, carbometallation, carboalumination, carbocupration, addition to <math>\alpha,\beta</math>-unsaturated ketones, addition to <math>\alpha,\beta</math>-acetylenic esters, Wittig, Horner-Wordsworth-Emmons, Peterson, Julia olefination reactions, and Shapiro reaction.</p> <p><b>Formation of C-C triple bonds:</b> Elimination methods, alkylation, displacement reactions, carbonyl addition, propargylic alkylation, isomerization, Gilbert reagent,</p> <p><b>SUGGESTED BOOKS:</b></p> <ol style="list-style-type: none"> <li>1. The logic of chemical synthesis, E.J. Corey, 1991</li> <li>2. Modern synthetic reactions, H. O. House, W. A. Benjamin, California, 2<sup>nd</sup> ed. 1972.</li> <li>3. Some modern methods of organic synthesis, W. Carruthers, Cambridge Univ. Press, London, 2<sup>nd</sup> ed. 1978.</li> <li>4. Advanced organic chemistry Part B, F. A. Carrey and J. Sundberg, Plenum Press, 1999.</li> <li>5. Designing organic synthesis: A disconnection approach, S. Warren, John Wiley &amp; Sons, New York, 2nd Edn. 1987.</li> <li>6. Workbook for Organic Synthesis: The Disconnection Approach, Stuart Warren, Paul Wyatt, 2011</li> <li>7. Oxidation and Reduction in Organic Synthesis, Timothy J. Donohoe, 2000.</li> </ol>	
<b>CHE553</b>	<b>Inorganic Spectral Techniques-IV</b>	<b>3</b>
	<p><b>Unit-I:</b></p> <p><b>Nuclear Magnetic Resonance (NMR) spectroscopy</b></p> <p>Signal intensities and spin-spin coupling to structure determination of inorganic compounds carrying NMR active nuclei like <math>^{11}\text{B}</math>, <math>^{15}\text{N}</math>, <math>^{19}\text{F}</math>, <math>^{29}\text{Si}</math>, <math>^{31}\text{P}</math>, <math>^{195}\text{Pt}</math>, coupling to quadrupolar nuclei, NMR of paramagnetic substances in solution.</p> <p><b>Photoelectron Spectroscopy</b></p> <p>Basic principles, photoelectric effect, ionization process, Photoelectron spectra of simple molecules, ESCA, chemical information from ESCA, Auger electron spectroscopy.</p> <p><b>Unit-II:</b></p> <p><b>Mossbauer Spectroscopy</b></p> <p>Doppler shift and recoil energy, isomer shift and its interpretation, quadrupole interactions, effect of magnetic field on Mossbauer spectra, applications to metal complexes, metal carbonyls, Fe-S clusters and tin compounds.</p> <p><b>Vibrational Spectroscopy</b></p>	

	<p>Applications of vibrational spectroscopy in investigating the stretching and bending modes of molecules (AB<sub>4</sub>, AB<sub>5</sub>, AB<sub>6</sub>), mode of bonding of ambidentate ligands, ethylenediamine and diketonato complexes.</p> <p><b>Unit-III:</b></p> <p><b>Electronic Paramagnetic Resonance (EPR) spectroscopy</b> Electronic Zeeman effect and EPR transition energy, EPR spectrometers, presentation of spectra. effects of electron Zeeman, Hyperfine splitting in isotropic systems, spin polarization mechanism and McConnell's relations Anisotropy in g-value, EPR of triplet states, zero field splitting, Kramer's rule, survey of EPR spectra of first-row transition metal ion complexes.</p> <p><b>Nuclear Quadrupolar Resonance (NQR) spectroscopy:</b> Quadrupolar moment, energy levels of a quadrupolar nuclease and effect of asymmetry parameters and energy levels, Effect of an external magnetic field, selected examples for elucidation of structural aspects of inorganic compounds using NQR spectroscopy.</p> <p><b>SUGGESTED BOOKS:</b></p> <ol style="list-style-type: none"> <li>1. Structural Methods in Inorganic Chemistry, Ebsworth, E. A. O. Blackwell Scientific Publications, 1991.</li> <li>2. Physical Methods in Inorganic Chemistry, Drago, R. S., Affiliated East-West Press Pvt. Ltd.-New Delhi, 2012.</li> <li>3. NMR, NQR, EPR and Mossbauer Spectroscopy in Inorganic Chemistry, R. V. Parish, Ellis Hardwood, 1991.</li> <li>4. Structural Methods in Molecular Inorganic Chemistry, D. W. H. Rankin, Norbert Mitzel, Carole Morrison, Wiley, 2013.</li> <li>5. Inorganic Spectroscopic Methods, Alan K. Brisdon, Oxford University Press, 2010.</li> </ol>	
<b>CHE554</b>	<b>Polymer Chemistry-IV</b>	<b>3</b>
	<p><b>Unit-I:</b></p> <p>Classification of polymers, polymerization reactions and kinetics, Molar mass determinations, molecular Forces and chemical Bonding in polymers, solubility of polymers, thermal stability, theta solvents. Glass Transition Temperature, Polymer Degradation, Polymer Reactions, Thermodynamics and cohesion of metallic and silicon polymers.</p> <p><b>Unit-II:</b></p> <p>Copolymerization: Basic, Types of co-polymerizations, Kinetics of free Radical Copolymerization, Binary copolymerization equation, Composition of copolymers,</p> <p>Step polymerization: Mechanism of step polymerization, polyfunctional step polymerization. Crystallinity in polymer: Degree of crystallinity, Determination of Crystallinity, Morphology of Crystalline Polymer.</p> <p><b>Unit-III:</b></p> <p>Polymer Synthesis: bulk polymerization, precipitation, Emulsion</p>	

	<p>polymerization, Suspension polymerization, Interfacial polymerization, Methods for determination of average molecular weight of polymer (colligative property measurement, Light Scattering method, Dilute solution viscometry Survisometer, ultra-Centrifugation, Weight Distribution Methods. Rheology of polymer: Structural stress and strain, Survisometrically studies of silicon polymers, Rheological and interfacial properties of silicone oil emulsions</p> <p><b>SUGGESTED BOOKS:</b></p> <ol style="list-style-type: none"> <li>1. Survisometer: Science vision and invention by Man Sing, New Delhi 2013.</li> <li>2. Introduction to polymer chemistry C. E. Carraher New York CRC Press 2010.</li> <li>3. Polymer chemistry by P. C Hiemenz New York CRC Press 2007.</li> </ol>	
<b>CHE555</b>	<b>Advanced Analytical Methods-IV</b>	<b>3</b>
	<p><b>Unit-I:</b>  <b>NMR Spectroscopy</b>  <b>2D- NMR:</b> Correlation spectroscopy (COSY) - HOMOCOSY, HETERO – COSY, INADEQUATE NOESY. HSQC, HMBC and TOCSY, Applications.  <b>Imaging Techniques MRI:</b> Magnetic resonance imaging (MRI)- principle, instrumentation; magnetic resonance angiography; <sup>1</sup>H-nmr of relevant diamagnetic and paramagnetic compounds; contrast agents and clinical applications; Photo acoustic spectroscopy Photo acoustic effect; spectra; instrumentation; applications.</p> <p><b>Unit-II:</b>  <b>X-ray Absorption, Diffraction; Neutron Diffraction and Fluorescence Spectroscopy:</b>  Introduction; origin of X-rays; interaction of X-ray with matter; X-ray spectrometer; theory of X-ray absorption; X-ray diffraction by crystal; comparison of X-ray absorption with X-ray diffraction; Bragg's law; determination of crystal structure (single crystal and powder); interpretation of X-ray diffraction pattern; calculation of lattice parameters; neutron diffraction introduction; theory; instrumentation and applications; X-ray fluorescence- introduction; applications.</p> <p><b>Unit -III:</b>  <b>Mass spectrometry</b>  principle, instrumentation, ionization methods-Different types with suitable illustration: EI, CI, desorption methods: Field, FAB, MALDI, photo ionization; thermal ionization; FI and FD, ESI, APCI, laser induced, photoelectric ionization, mass analyzers- magnetic, double focusing, time</p>	

	<p>of flight; single and triple quadrupolar, ion trap, ion cyclotron resonance analyzer, Detectors used in mass spectrometry, Drug metabolism studies, Applications</p> <p><b>SUGGESTED BOOKS:</b></p> <ol style="list-style-type: none"> <li>1. Mass Spectrometry: A Textbook Gross, Jürgen H. 2nd ed., Springer, 2011.</li> <li>2. Mass Spectrometry: Principles and Applications Edmond De Hoffmann, Vincent Stroobant J. Wiley, 20-Nov-2007.</li> <li>3. Electrospray and MALDI Mass Spectrometry: Fundamentals, Instrumentations, Practicalities and Biological Applications <i>Ed.</i> Richard B. Cole J. Wiley 2010</li> <li>4. Spectroscopic Identification of Organic Compounds; R.M. Silverstein and Webster</li> <li>5. NMR in Chemistry – A Multinuclear Introduction; William Kemp</li> <li>6. Understanding NMR Spectroscopy, Second Edition by James Keeler.</li> <li>7. Elements of X- ray Diffraction; B.D. Cullity, Addison Wisley, 1967</li> <li>8. Diffraction Method; Wormald, Oxford University, Press, 1973.</li> </ol>	
<b>CHE591</b>	<b>Project</b>	<b>6</b>
<b>TOTAL CREDITS</b>		<b>72</b>

# **CENTRAL UNIVERSITY OF GUJARAT**



**SCHOOL OF ENVIRONMENT AND SUSTAINABLE DEVELOPMENT**

## **Syllabus for M.Sc. in Environmental Sciences (Semester I - IV)**

**Credit Based Semester System with effect from the  
academic year 2021–2022**

# Syllabus for M. Sc. in Environmental Sciences (Semester I - IV)

## Credit Based Semester System

To be implemented from the Academic year 2021-2022

1. The duration of the course shall be two academic years and the examination for the M.Sc. degree in Environmental Science will be held in four semesters. The duration of the semesters shall be as follows:

1st Semester - July – December

2nd Semester - January – May

3rd Semester - July – December

4th Semester - January – May

2. The actual credit requirements in the case of a student or a group of students for the Master's degree shall be 72 credits.

3. This course provides an option of Choice Based Credit System (CBCS) for optional papers. The CBCS gives choice for students to select the optional courses from the list of courses provided by SESD, SLS or SCS of CUG or Science Schools/Departments/Centres of any other Institutes/Universities of National importance.

4. Semester-wise distribution of courses:

Semester	Courses	No. of Courses	Credits
I	Core courses	2	8
	Optional courses	2	8
	Others	1	4
	<b>Total</b>	<b>5</b>	<b>20</b>
II	Core courses	2	8
	Optional courses	2	8
	Others	1	4
	<b>Total</b>	<b>5</b>	<b>20</b>
III	Core courses	4	16
	Optional courses	2	4/4
	Others	1	4
	<b>Total</b>	<b>7</b>	<b>24</b>
IV	Others (Project)	1	8
	<b>Total</b>	<b>1</b>	<b>8</b>



5. A candidate shall be eligible for appearing at the examination provided he/she prosecutes a regular course of studies in Environmental Science maintaining percentage of attendance as specified by the University.

6. Examinations would be held after the completion of curriculum at the end of each semester. However, evaluation of the practical will be based on continuous assessment as well as on the final Viva-Voce examination of the students on the experiments.

# Course layout of different semester for M.Sc. in Environmental Sciences

## Semester – I

CORE COURSES						
Course Code	Paper No.	Paper Name	Unit	Topic	Credits	Hours / Week
ESD 401		Environmental Sciences-An Interdisciplinary Approach	I	Fundamentals of Environmental Sciences	4	4
			II	Environmental Chemistry		
			III	Aquatic and Terrestrial Environment		
			IV	Environmental Biology		
ESD 402		Environmental Ecology	I	Fundamentals of Ecology	4	4
			II	Population and Community Ecology		
			III	Bio-Geochemical Cycles & Energy system		
			IV	Industrial Ecology		
OPTIONAL COURSES						
ESD 421		Natural Resources and Sustainable Development	I	Earth Systems and Earth's Processes	4	4
			II	Environmental Resources		
			III	Environmental Geochemistry		
			IV	Sustainable Development		
ESD 422		Environmental Pollution	I	Air Pollution	4	4
			II	Water Pollution		
			III	Soil Pollution		
			IV	Noise and Radioactive pollution		
OTHERS						
ESD 441		Practical Semester I	I	Practical based on ESD401	4	8
			II	Practical based on ESD402		
			III	Practical based on ESD403		
			IV	Practical based on ESD404		
				TOTAL	20	24

\*A compulsory but non-credit two -four weeks summer industrial training programme to be undertaken by students.

## Semester – II

CORE COURSES						
Course Code	Paper No.	Paper Name	Unit	Topic	Credits	Hours / Week
ESD 451	1	Biodiversity and conservation	I	Biodiversity Concept	4	4
			II	Biodiversity and Evaluations		
			III	Biodiversity Conservation and Management		
			IV	Biodiversity Conservation and Biodiversity Act		
ESD 452	2	Instrumentation & Environmental Statistics	I	Environmental Monitoring	4	4
			II	Instrumental Method for Analysis		
			III	Advance Instrumental Methods for Environmental Analysis		
			IV	Environmental Statistics		
OPTIONAL COURSES						
ESD 471	3	Advance Pollution Control Technology	I	Air Pollution Control Technology	4	4
			II	Water Pollution Control Technology		
			III	Soil Pollution Control Technology		
			IV	Advanced Pollution Control Technology		
ESD 472	4	Occupational Health, Industrial Hygiene and Safety	I	Industrial Hygiene Concept	4	4
			II	Occupational and Industrial Work Environment		
			III	Operational Control Measures		
			IV	Environmental Safety		
OTHERS						
ESD 491	5	Practical Semester II	I	Practical based on ESD451	4	4
			II	Practical based on ESD452		
			III	Practical based on ESD453		
			IV	Practical based on ESD454		
				TOTAL	20	24

## Semester – III

CORE COURSES						
Cours e Code	Paper No.	Paper Name	Unit	Topic	Credits	Hours / Week
ESD 501	1	Environmental Biotechnology	I	Environmental Biotechnology	4	4
			II	Bioremediation		
			III	Phytoremediation		
			IV	GMO and Biosafety		
ESD 502	2	Environmental Nanotechnolog y	I	Environmental nanotechnology: An Introduction	4	4
			II	Nano material Synthesis and Characterization		
			III	Nano remediation Technology		
			IV	Sustainable Nanotechnology		
ESD 503	3	Eco-technology	I	Introduction to Eco- Technology	4	4
			II	Eco technology in cleaner production		
			III	Eco- technological restoration		
			IV	Biomass Conversion process		
ESD 504	4	Climate Change and its mitigation Measures	I	Introduction to climate Change	4	4
			II	Climate Change Impact & Risk Assessment		
			III	Technology to Combat Climate change		
			IV	Policy and Mitigation Measures		
OPTIONAL COURSES*						
ESD 521	5	Environment Management	I	Introduction to Environment Management	4	
			II	Environment Management Systems and Life Cycle Assessment		
			III	Environmental Audit and Environmental Economics		
			IV	Environmental laws		

ESD 522	3	Renewable Energy Resources	I	Energy: Renewable & Non-Renewable	4	4
			II	Renewable Energy		
			III	Bioenergy		
			IV	Alternative Energy Resources		
ESD 523		Research Methodology	I	Research methodology	4	4
			II	Design of experiment		
			III	Technical Writing		
			IV	Communication Skills		
ESD 541	4	Practical Semester III	I	Major Practical based on ESD501, ESD502, ESD503	4	8
			II	Minor Practical based on ESD501, ESD502, ESD503		
				<b>TOTAL</b>	<b>24</b>	<b>28</b>

**\*Any one from ESD521, ESD522 and ESD523**

## Semester – IV

CORE COURSES						
Course Code	Paper No.	Paper Name	Unit	Topic	Credits	Hours / Week
Optional courses						
OTHERS						
ESD 591	1	Project			8	16
				<b>TOTAL</b>	<b>8</b>	<b>16</b>

**School of Environment and Sustainable Development**

**Scheme of Courses M.Sc.**

**M.Sc. in Environmental Sciences**

**Detail Syllabus for Semester I**

## **CORE COURSE**

### **ESD401: Environmental Sciences -An Interdisciplinary Approach**

#### **Unit I**

##### **Fundamentals of Environmental Sciences**

*Environmental Science:* Definition, Principle, Scope, Structure and function of environment. Abiotic and biotic factors: Earth as Eco-system: changes and equilibrium in system. Importance of Environmental Economics. Cost benefits analysis; Use of Natural Resources vis-à-vis sustainability. Strategies for preservation and conservation of environment.

#### **Unit II**

##### **Environmental Chemistry**

*Environmental Chemistry:* concept and scope, Stoichiometry, Chemical potential, Chemical equilibria, Acid-Base reactions, Solubility products, Solubility of gases in water, Gas Laws, Classification of elements. Chemical speciation. Atmosphere: Composition, Structure & Heat balance. Particles, Ions and Radicals in atmosphere. Chemical processes for formation of inorganic and organic particulate matter, Chemistry of Air pollutants. Thermochemical and photochemical reactions in the atmosphere.

*Thermodynamic Laws:* Entropy, Enthalpy and Gibb's energy. Heat transfer process. Mass, Energy, Material transfer and balance.

#### **Unit III**

##### **Aquatic and Terrestrial Environment**

*Aquatic Environment:* Characteristics and structure of water bodies. Physio-chemicals and biological parameters. Sources of water contaminants

*Terrestrial Environment:* Types and formation of soil. Soil Chemistry, Characteristics of soil. Structure and function of soil. Soil Profile – properties. Agrochemicals in the soil. Leachability and permeability of soil.

#### **Unit IV:**

##### **Global environmental issues in present scenario**

Interaction between Earth, Man and Environment. Case studies on: Toxic Chemical Pollution and Cross-Border Transfer of hazardous waste; Emerging pollutants; Water crisis; Soil fertility; Forest cover changes; Natural and anthropogenic disasters; Urbanisation and Industrialisation; Biodiversity loss; Public health issues; Population and Society.

**Texts/References:**

1. P. D. Sharma; Ecology and Environment; Volume 22 of Popular Biology Text Books Rastogi Publications, 2007
2. Stanley E. Manahan; Fundamentals of Environmental Chemistry; Publisher: CRC Press 1993.
3. M. H. Fulekar; Environmental Biotechnology; Science Publishers, 2010.
4. M. Dayal- Renewable Energy; Environment and Development, Konark Pub.Pvt.Ltd.
5. D.D. Mishra-Fundamental of Environmental Studies, S Chand & Co Ltd (1 December 2010).
6. E.D. Enger, B. E. Smith; Environmental Sciences-A study of Inter relationships, WCB Publication.



# **CORE COURSE**

## **ESD402: Environmental Ecology**

### **Unit I**

#### **Fundamentals of Ecology**

*Ecology:* Definition, Principles, Objectives & Scope. Concept of carrying capacity, Assimilative capacity and ecological footprints. Food chain & Food web. Ecological pyramids. Ecological niche. Keystone species. Ecotypes. Plant Indicators. Ecological Adaptation. Ecological Genetics and Behaviour Ecology.

*Eco-System:* Concept, Components, Types, Structure, Functions and Stability. Characteristics and Components of Aquatic, Terrestrial and Marine ecosystem. Ecosystems: flow of energy and matter. Coexistence in communities-food webs

### **Unit II**

#### **Population and Community Ecology**

*Population ecology:* Origin of life and Speciation. Population dynamics, interaction and regulation. Life supporting system: Population Genetics, Meta-population, Population density, Structure and function. Ecological succession: Types, trends and models. Concept of climax. Impacts of Invasive species: Ecological, Environmental and Economical.

*Community ecology:* Origin, evolution, structure, composition and development of community; Ecotone and concept of Edge effect.

### **Unit III**

#### **Bio-Geochemical Cycles & Energy System**

*Bio-Geochemical Cycles:* Gases and sedimentation cycles - Carbon cycle, Nitrogen cycle, Sulphur cycle, Phosphorus cycle and their interaction.

*Earth Energy Flow System:* Energy Cycles and Energy Budget. Nutrient budgets (terrestrial, aquatic). Green House gasses. Green House Effect. Energy pyramid.

### **Unit IV**

#### **Industrial Ecology**

*Industrial Ecology:* Concept of Industrial Ecology. Eco-product design, Development and Eco labelling. Ecological industrial model. Eco-industrial parks, Industrial symbiosis, Life cycle assessment of Eco-products.

#### **Texts/References:**

1. E.P.Odum (1996) Fundamentals of Ecology, Nataraj Publisher. Dehra Dun.

2. K.M.M. Dakshini (1999) Principle and Practices in Plant Ecology, CRC, Boston.
3. M.C.Dash (1994) Fundamentals of Ecology, Tata McGraw Hill. New Delhi.
4. M.C.Mollesh Jr. (1999) Ecology-Concepts and Application, McGraw Hill, New Delhi.
5. M.H.Fulekar (2013) Environment & Sustainable Development.
6. V.Ingegnoli (2002) Landscape Ecology: a widening foundation, Springer, Bonn.
7. E.J. Kormondi (1999) Concept of Ecology, Prentice Hall of India, New Delhi.
8. Chapman, J.L. and Reiss M.J. (2005) Ecology Principles And Applications, Cambridge University Press, London.
9. E.P.Odum and G.W.Barrett (2005) Fundamentals of Ecology, Thomson Asia Pvt. Ltd., Singapore.
10. S.V.Rana (2005) Essential of Ecology and Environmental Sciences, Prentice Hall of India, New Delhi.
11. Environment And Ecology-EAS105/EAS 205-R.Radagopalan.

## **OPTIONAL COURSE**

### **ESD421: Natural Resources and Sustainable Development**

#### **Unit I**

##### **Earth Systems and Earth's Processes**

*Conservation of matter in various geospheres:* Fundamental concepts of the five spheres (lithosphere, hydrosphere, atmosphere, biosphere and cryosphere); interactions between the five spheres; Energy budget of the earth. Earth's thermal environment and seasons. , General relationship between landscape, biomes and climate. Climates of India. Indian Monsoon. El Nino. Droughts. Tropical cyclones and Western Disturbances.

*Earth's processes:* concept of residence, time and rates of natural cycles. Catastrophic geological hazards. Weathering; Plate tectonics; floods; landslides; earthquakes; volcanism; avalanche; Prediction and perception of the natural hazards and adjustments to hazardous activities

#### **Unit II**

##### **Environmental Resources**

*Mineral Resources and Environment:* Resources and Reserves, Minerals and Population. Oceans as new areas for exploration of mineral resources. Ocean ore and recycling of resources. Environmental impact of exploitation, processing and smelting of minerals.

*Water Resources and Environment:* Global Water Balance. Ice sheets and fluctuations of sea levels. Origin and composition of seawater. Hydrological cycle. Factors influencing the surface water. Types of water. Resources of oceans. Ocean pollution by toxic wastes. Human use of surface and groundwaters. Groundwater pollution.

*Landuse Planning:* The landuse plan. Soil surveys in relation to landuse planning. Methods of site selection and evaluation.

#### **Unit III**

##### **Environmental Geochemistry**

*Environmental Geochemistry:* Concept of major, minor, trace and REE. Classification of trace elements. Mobility of trace elements. Geochemical cycles. Biogeochemical factors in environmental health. Human use, Trace elements and health. Possible effects of imbalance of some trace elements. Diseases induced by human use of land.

*Remote sensing:* Principle, application in Environmental Sciences. Application of GIS in environment management.

## Unit IV

### Sustainable Development

*Sustainable Development:* Principles and Scope of sustainability, Strategies for promoting sustainable development and consumption, Current issues and areas of debate in relation to sustainable development, carrying capacity-based planning processes.

*Sustainable development control and model:* Environmental sustainability, Energy security, Water security, Food security and social security.

*Sustainable Energy Resources:* Renewable energy for sustainable development. Natural resources and sustainable development. International efforts for conservation of resources.

#### Texts/References:

1. M.H. Fulekar, Bhawana Pathak, R K Kale; Environment and Sustainable Development; Springer; 2014.
2. Harikesh N. Misra; Managing Natural Resources: Focus on Land and Water; PHI 2014.
3. Kathy Wilson Peacock; Natural Resources and Sustainable Development.
4. Elizabeth Berner, Robert Berner; Global Environment - Water, Air, and Geochemical Cycles, Princeton University Press; 2nd Revised edition edition 2012.
5. Nelson Eby; Principles of Environmental Geochemistry, Brooks/Cole 2003.
6. Elizabeth Berner, Robert Berner; Global Environment - Water, Air, and Geochemical Cycles, Princeton University Press; 2nd Revised edition edition 2012.
7. Nelson Eby; Principles of Environmental Geochemistry, Brooks/Cole 2003.

## **OPTIONAL COURSE**

### **ESD422: Environmental Pollution**

#### **Unit-I**

##### **Air Pollution**

*Air Pollution:* Definition. Natural and man-made Air pollution. Types and classification of air pollutants. Transport and diffusion of pollutants. Laws governing behaviour of pollutants in the atmosphere. Effect of air pollutants on human health, plants, animals, microbes and materials. Acid rain. Ozone depletion. Global warming and climate change.

*Meteorology of air pollution:* Wind speed, direction and their vertical profiles, turbulence, temperature inversion, atmospheric stability classes and characteristic. Heat Island effects and Wind valley effect. Dispersion models.

Sampling of gaseous and particulate pollutants: Ambient air and stack; Elements; sampling systems: active and passive sampling.

#### **Unit-II**

##### **Water Pollution**

*Water Pollution:* Definition, Types, Sources and consequences of water pollution. Physico-chemical and microbial characteristics: Domestic, Industrial and Agricultural Wastewater. River Pollution, Marine Pollution and Thermal Pollution. Water Quality Parameters: Criteria and Standards.

#### **Unit-III**

##### **Soil Pollution**

*Soil Pollution:* Definition, Sources, Types of soil pollution. Physicochemical and microbial Characteristics of soil pollutants. Soil pollution from Industrial Waste, Domestic Waste, Agricultural Waste and Agrochemical residues. Detrimental effects of soil pollutants. Remedial measures of soil pollution.

#### **Unit-IV**

##### **Noise and Radioactive Pollution**

*Noise pollution:* Sources of Noise pollution. Measurement of Noise and Indices. Noise exposure levels and standards. Noise control and abatement measures. Sound pressure level, noise-spectra-octave bands. Combining decibels. Impacts of noise pollution on human health.

*Radioactive Waste:* Organic and Inorganic. Radioactive exposure to human and environment. Remedial Measures.

#### **Texts/References:**

1. Fundamental of Air pollution. 4<sup>th</sup> Edition, Daniel Vallero, Academic Press, Elsevier . H. Fulekar;.

2. Ambasht R.S.; Environment and Pollution: An Ecological Approach, CBS Publishers & Distributors; 1st Ed. edition 2014.
3. Bruce Rittman, Perry L. McCarty. Environmental Biotechnology: Principles and Applications, 2<sup>nd</sup> Edition, McGraw-Hill, 2000.
4. R.K. Khitoliya; Environmental Pollution, S Chand & Co Ltd; 1st Edn. 2004 edition (1 December 2006).
5. N.Kumar; Air pollution and Environmental Protection-Legislative policies, Mittal Publication.

## **OPTIONAL COURSE**

### **ESD441: Practical Semester –I**

#### **Practical based on ESD401**

*Major:*

1. Estimation of organic carbon
2. Assessment of physico-chemical characters of soil
3. Study of biological properties of soil

*Minor*

1. Procedure for collection, and preparation Environmental Samples for analysis.
2. Literature survey and documentation on global environmental issues

#### **Practical based on ESD402**

*Major:*

1. Quantitative characterization of plant community.
2. Evaluation of species diversity indices in a given plant community.
3. Determination of Important Value Index (IVI) of trees in Forest Ecosystem.

*Minor:*

1. Estimation of primary productivity by harvest method.
2. Industrial Ecology survey: Questionnaire/Interview/ Discussion.

#### **Practical based on ESD421**

*Major:*

1. Remote sensing and GIS - Applications of GPS, Image interpretation, Digitization.
2. Survey for sustainability in rural areas.

*Minor*

1. Determination of selected elements in mineral and ores.
2. Soil texture analysis.
3. Physicochemical characterization of water samples.

#### **Practical based on ESD422**

*Major:*

1. Estimation of Gaseous pollutant (SO<sub>x</sub>, NO<sub>x</sub>, and Ozone) in ambient air.
2. Physicochemical Characterization of Industrial Effluents.

*Minor:*

1. Determination of particulate matter in (SPM, RSPM) in ambient air.
2. Measurement of Noise level in Industrial and Residential area.

# **Detail Syllabus for Semester II**

## **CORE COURSE**

### **ESD451: Biodiversity and conservation**

#### **Unit-I**

##### **Biodiversity concept**

*Biodiversity concept:* Definition, Components, Types of diversity: Ecosystem diversity, Species diversity, and Genetic diversity. Alfa, Beta and Gamma diversity. Integrated Biological Indices. Biodiversity values: economical values, food & agriculture, medicine, Industrial material, cultural and aesthetic values, Ecological values. Key stone, Umbrella & Flag ship species, endemic species. Biodiversity issues. Loss of Biodiversity-causes and consequences. Species Extinction.

#### **Unit-II**

##### **Biodiversity and Evaluations**

*Biodiversity status:* International/national status. IUCN red list, Threatened Species, Endangered Species, vulnerable species, rare species, extinct species, future prospects. Biodiversity hotspot, India as mega biodiversity hotspot.

*Biodiversity provisions:* Collective rights, food security, right to land, territories and natural resources, equity, local knowledge, cultural diversity, woman leadership role stop patenting life.

#### **Unit-III**

##### **Biodiversity Conservation and Management**

*Biodiversity Conservation:* Importance and need of biodiversity conservation. Strategies for Biodiversity conservation: In-situ National parks, Sanctuaries, Biosphere reserves, N Preservation plots, Sacred groves Ex-situ conservation: Botanical gardens, Zoos, Aquaria, Herbaria. *In vitro* conservation: Germplasm & gene bank, Tissue culture, Pollen, spore and seed bank, DNA bank. Man and biosphere programme (MAB).

*New Conservation strategies:* Community reserves, community-oriented approaches, drawing from local values, knowledge and experiences, rendering civil society more responsive, harnessing voluntary action. REDD and REDD+

#### **Unit-IV**

##### **Biodiversity Convention and Biodiversity Act**

Relevant article on CBD, sharing benefit, biological resources, Biotechnology. Conservation of Eco-System, Sustainable use of biodiversity, transfer of technology, adaption of biodiversity protocols, Bio prospecting.



*Biodiversity Act*: provisions under biodiversity Act, National and International programme on biodiversity, species management. Biodiversity- IPR, wildlife protection act 1972, Forest Act, International and National policies, Role of WWF, WCU, CITES, TRAFFIC. Role of Government and NGOs. Environmental education and Conservation. State and National Biodiversity Board.

**Texts/References:**

1. Eric Chivian Aaron Bernstein (2008). *Sustaining Life: How Human Health Depends on Biodiversity*
2. Shahid Naeem, Daniel E. Bunker, Andy Hector and Michel Loreau (2009) *Biodiversity, ecosystem functioning and human wellbeing: An ecological and economic perspective*.
3. W.W.Colins and C.O.Qualset (1998) *Biodiversity in Agro-ecosystem*, *CRC*, Boston.
4. M.H.Fulekar (2010) *Environmental Biotechnology*, *CRC*.
5. M.H.Fulekar (2005) *Environmental Biotechnology*, *Oxford & IBH Publishing*, New Delhi.
6. Michael J. Jeffries. (2006). *Biodiversity and Conservation*. *Routledge*
7. Ahuja, M. R., Ramawat, K.G. (2014). *Biotechnology and Biodiversity*. *Springer*.

## **CORE COURSE**

### **ESD452: Instrumentation & Environmental Statistics**

#### **Unit I**

##### **Environmental Monitoring**

*Environmental monitoring:* Concept. Environmental sampling: Air, Water, Soil-collection, preservation, storage and analysis of samples. Methods for analysis of Environmental Samples.

*Basic Terminology:* Equivalent weight of an acids and bases, Normality, Molarity, Molality, Specific weight, Buffer solution. Conversion formulas and equations for analytical instrumentations. Precision and accuracy.

#### **Unit-II**

##### **Instrumental Methods for Analysis**

*Fundamentals of basic instruments:* Concept, Electromagnetic spectrum, Quantum theory, Beer-lambert law.

*Instrumentations:* Theory, Principles, Working operation and application of Colourimetry, Spectrophotometry, Flame photometry, polarimetry, Atomic Absorption Spectroscopy, Gas Chromatography, High performance liquid chromatography, High Performance Thin layer chromatography,

#### **Unit-III**

##### **Advance Instrumental Methods for Environmental Analysis**

*Fundamentals of Advance instrumentations:* Theory, principles working operation and application of Liquid chromatography–mass spectrometry, Gas chromatography–Mass Spectrometer, Infra-Red Spectroscopy, Fourier Transform Infra-Red spectroscopy, Gamma Spectroscopy, Nuclear Magnetic Resonance, X-RAY Diffraction, Scanning Electron Microscopy, Transmission Electron Microscopy.

*Bioinstrumentations:* Biosensors, Electrophoresis, Gel electrophoresis, Polymerase Chain Reaction, conventional microscopy.

#### **Unit-IV**

##### **Environmental Statistics**

Basic elements and tools of statistical analysis. Sampling, Data collection and recording. Measures of Central tendency – concept; arithmetic mean, mode, median - ungrouped and grouped data. Measures of dispersion-range, standard deviation; Variance, Quartile Deviation, Coefficient of variability. Skewness. Kurtosis. Probability, Graphical representation of data. Distribution - normal, binomial and poisson. Hypothesis testing, Correlation, Significance of correlation. Linear models and regressions, Multiple Regressions, F-test, t- test and chi square test, ANOVA. Introduction to statistical software.

### **Text/References:**

1. M.H.Fulekar and Bhawana Pathak (2013). Bioinstrumentation. *I K International publication*, New Delhi,
2. Willard.H., Merritt L., Dean, D.A. and Settle F.A., (1998). Instrumentation Methods of Analysis. 7th Edition, *Wordsworth*, New York.
3. Galen.W. Ewing, (1995). Instrumental Methods of Chemicals Analysis. 5th Edition, *McGraw Hill*, New York.
4. Roger Reeve (2002). Introduction to Environmental Analysis, *John Wiley & Sons Ltd*.
5. D.A.Skoog, D.M. West and F.J.Holler. (2001). Fundamentals of Analytical chemistry, 7th Edition. *Harcourt Asia PTE.Ltd*, New Delhi,
6. APHA standard methods for Water and Wastewater Examination, (1998). 20th Edition, Washington,
7. Kim, Young, Platt, Ulrich. (2008). Advanced Environmental Monitoring. *Springer*
8. Janick Artiola, Ian L. Pepper, Mark L. Brusseau. (2004). Environmental Monitoring and Characterization. *Elsevier*.

## **OPTIONAL COURSE**

### **ESD471: Advance Pollution Control Technology**

#### **Unit I**

##### **Air Pollution Control Technology**

Abatement of Air Pollution, Control of air pollutants: General methods for control of Gaseous and particulate pollutants- Adsorption, Absorption, Oxidation, Desulphurization, Scrubbers, Condensers, settling chambers, control equipment for particulate matter-gravity settling chambers, cyclone separator, electrostatic precipitators, Filters: Fabric filters, Bag House filter, Hybrid filters.

*Mobile source emission control:* Catalytic Convertor. 3-way catalytic convertor. Oxidation catalyst. particle filtration.

#### **Unit II**

##### **Water Pollution Control Technology**

*Wastewater:* Nature and constituents, Treatment strategies.

*Biological Treatment measures:* Dissolved oxygen, suspended solids, nutrient, alkalinity and pH, temperature, micro-organisms. Energy reactions-aerobic and anaerobic conditions. Aerobic: Nitrosobacter, thiobacillus. Anaerobic: Denitrification, phosphorous removal, sulphur reduction.

*Preliminary treatment:* Unit operation, Screening, Coarse and Grit removal. Primary Treatment: Sedimentation, Equalization Tank, Gravity settling tank, Primary and secondary clarifiers.

*Secondary treatment:* biological tower, combined filtration and aeration processes, tapered, step and extended aeration.

*Tertiary treatment:* Disinfection treatment processes.

*Chemical treatment processes:* Coagulation, flocculation, chemical oxidation/reduction, and chemical neutralization, ozonisation, chlorination.

#### **Unit-III**

##### **Soil Pollution Control Technology**

Remedial measures for soil pollution. In situ and ex-situ treatment Technology. Physical/Chemical Treatment Technologies: solidification/stabilization, soil flushing, Chemical oxidation/reduction, electro- kinetic separation, pyrolysis, incineration, plasma pyrolysis. Biological Treatment Technologies: Bioremediation, Phytoremediation.

Bioremediation: Bioventing, Air Sparging, Biosparging, Land treatment. Phytoremediation: Phytoextraction, Phytovolatilization, Phytodegradation, Phytotransformation, Rhizosphere bioremediation.

## Unit-IV

### Advanced Pollution Control Technology

Trickling filters, rotating biological contactors, Activated sludge technology, Anaerobic digester, Anaerobic contact processes, Fluidized bed reactor, Slurry bioreactor, Sequence batch reactor. Anaerobic sludge blanket reaction, Upflow anaerobic sludge blanket (UASB), Anaerobic baffle reactor, Bioleaching, Heavy metal removal: bio absorption, bioaccumulation, biotransformation.

#### Texts/References:

1. M.H.Fulekar (2010) Bioremediation technology recent advances, *Springer*.
2. M.H.Fulekar.(2005) Environmental Biotechnology. *Oxford IBH Publishing Corporation*.
3. N.P.Cheremisinoff (1996) Biotechnology for Waste and Wastewater Treatment, *William Andrew Publishing*, New York.
4. Bruce Rittman, Perry L. McCarty. (2000). Environmental Biotechnology: Principles And Applications, 2<sup>nd</sup> Edition, *McGraw-Hill*.
5. Raina M. Maierm Ian L. Peppar, Charles P. Gerba. (2000). Environmental Microbiology, *Academic Press*,
6. Gabriel Bitton. (1999) Wastewater Microbiology, 2<sup>nd</sup> Edition. *Wiley-Liss*.
7. Lawrence K. Wang, Yung-Tse Hung, Nazih K. Shamma. (2009) Handbook of Advanced Industrial and Hazardous Wastes Treatment. *CRC Press*.
8. Lawrence K. Wang, Norman C. Pereira, Yung-Tse Hung. (2005) Advanced Air and Noise Pollution Control. *Springer*.
9. Martin B. Hocking. (2005) Handbook of Chemical Technology and Pollution Control. *Elsevier*.

## **OPTIONAL COURSE**

### **ESD472: Occupational Health, Industrial Hygiene and Safety**

#### **Unit I**

##### **Industrial Hygiene - Concept**

*Introduction:* Definition, Scope, Significance and Application of industrial hygiene. Role and function of industrial hygiene. Occupation and Workplace Environment - Recognition, Evaluation/Monitoring and Control. Health problem associated with working environment.

Physical Classification of Air borne contaminants, Physiological classification of chemicals, Toxicity of chemicals, Threshold limit values.

*Physical Hazards:* Noise, Vibration, Heat and cold stress, Illuminations, ionizing/non-ionizing radiation. Chemical Hazards: Glass industry, Painting, Metal coating, Electro plating, welding etc.

#### **Unit II**

##### **Occupational and Industrial Work Environment**

*Monitoring of work Environment:* Identification and Sources of contaminant. Sampling strategies: Dust, Fumes, Gases, Vapours, Mist etc. Methods of analysis air borne contaminants. Interpretation with the TLV's.

*Biological Monitoring:* Sampling and analysis of blood, Urine and biological specimens. Notifiable Diseases: Pneumoconiosis, Silicosis, Asbestosis, Bagassosis, Byssinosis etc.

#### **Unit III**

##### **Operational Control Measures**

Industrial process/operation, Operation control measure, Plant strategies: siting and layout of chemical plant. Classification and transportation of hazards chemicals: Storing and handling of hazard chemicals, Pipeline safety, Use of personal protective equipment.

Respiratory protective equipment and non-respiratory protective equipment.

#### **Unit IV**

##### **Environmental Safety**

Major Hazards control system. Chemical process safety. Risk assessment. Hazard and operability studies. Emergency preparation on-site and off-site. Environmental safety audit.

##### **Texts/References:**

- 1) M.H.Fulekar (2006). Industrial Hygiene & Chemical Safety, I.K. International Publishing Houses, New Delhi,

- 2) Allan K. Fleeger, Dean Lillquist, (2006) Industrial Hygiene Reference And Study Guide.
- 3) M.H.Fulekar: Personal Protective Equipment –Guide to Ports/Dock Workers, *Government of India's Publication*.
- 4) Barbara A. Plog, Patricia J. Quinlan, (2002) Fundamentals of Industrial Hygiene, National Safety. *Council Press*.
- 5) Willie Hammer, Dennis Price, (2001). Occupational Safety management and engineering, *Prentice Hall*.
- 6) C. Ray Asfahl, David W. Rieske (2009) Industrial Safety and Health Management, Prentice Hall,
- 7) Mark A. Friend, James P. Kohn. (2010) Fundamental of Occupational Safety and Health, *Government Institute*.
- 8) Micheal S. Bisesi, (2003). Industrial Hygiene Evalution Methods, *CRC Press*.

## **OPTIONAL COURSE**

### **ESD491: Practical Semester –II**

#### **Practical based on ESD451**

*Major:*

1. Indicate Biosphere Reserve, Hot spots, Wildlife Sanctuaries, Parks on map of India.
2. Inventorization of medicinal/ indigenous/ rare/endangered plant species of Gujarat.

*Minor:*

1. Determination of primary metabolites (protein & carbohydrates) in plant sample.
2. Determination of secondary metabolites (phenol & ascorbic acid) in plant Sample.

#### **Practical based on ESD452**

*Major:*

1. Determination of heavy metals in environment sample by spectrophotometer/AAS.
2. Determination of organic contaminants in environmental sample by UV-visible spectrophotometer/HPLC/ Gas chromatography.

*Minor:*

1. Preparation of acids, alkali and buffer solution.
2. F-test, t- test and chi square test and correlation of given data set.
3. Demonstration of instruments for analysis of environment samples.

#### **Practical based on ESD453**

*Major:*

1. Determination of suspended particulate matter associated pollutants (heavy metals).
2. Estimation of chemical and biological parameter in industrial waste effluent.

*Minor:*

1. Estimation of coagulant dose/ electrolyte using JAR test.
2. Evaluation of constituents of municipal solid waste (MSW).
3. Estimation of oil and grease from soil/water sample.

#### **Practical based on ESD454**

*Major:*

1. Estimation of air borne contaminants in workplace environments.
2. Industrial visit for major hazard control assessment.

*Minor:*

1. Measurement of noise level at workplace environment.
2. Estimation of light intensity at workplace environment.
3. Risk assessment of selected industry/ commercial complex/ institutions



# **Detail Syllabus for Semester III**

## **CORE COURSE**

### **ESD501: ENVIRONMENTAL BIOTECHNOLOGY**

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#### **UNIT I**

##### **Environmental Biotechnology:**

Concept & Historical perspective. Bioprocesses for Cleaner Production. Biotechnological Research and Development. Bioethics, Genetic Engineering: Introduction to Recombinant DNA Technology, Biotechnology to enhance Agricultural Productivity, Public Perception of Biotechnology, Protection of Biotechnology Invention, Intellectual Property Right (IPR), Future of Biotechnology.

#### **UNIT II**

##### **Bioremediation:**

Factor influencing Bioremediation, Microbial Metabolism, Enzymatic Degradation, Bio degradative Pathways, Bioremediation: Heavy Metals, Hydrocarbons, Polycyclic Aromatic Hydrocarbons (PAH), Persistent Pollutants, Nuclear Waste Compound, Indigenous Microorganisms, Microbial Sequencing, Development of Phylogenetic Tree, Bioinformatics in Bioremediation, Genomic and metagenomics approaches - Bioremediation.

#### **UNIT III**

##### **Phytoremediation:**

Approaches, Technical considerations, Type of Phytoremediation, Factor Influencing Phytoremediation, Uptake and Translocation, Enzymatic Transformation, Cellular Mechanism for Heavy Metal, Detoxification and Tolerance, Root Exudates, Phytochelatins, Mettaloithioneins, Vascular Compartmentalization, Phytoremediation: Novel Transgene Approach, Development of Mycorrhizal Soil, Ecological Remediation.

#### **UNIT IV**

##### **GMO and Biosafety:**

Biosafety Protocol, National Biosafety Framework Component, National Biosafety Framework Component - Training and Capacity Building, GMO-Perspectives. GMO as an Environmental and Health Issues

##### **Texts/References:**

1. M.H.Fulekar (2010) Bioremediation technology recent advances, springer
2. *Environmental Biotechnology - Theory and Application* – M.H.Fulekar: CRC Press and Science Publisher, USA
3. M.H.Fulekar (2005) Environmental Biotechnology Oxford IBH Publishing cooperation
4. *Bioinformatics – Application in Life & Environmental Sciences* - M.H.Fulekar: Springer Publisher

5. Environmental Biotechnology-Alan Scragg, Oxford University Press.
6. Environmental Biotechnology, A Biosystems Approach, *Author(s): Daniel A. Vallero, PhD*, ISBN: 978-0-12-375089-1, Copyright © 2010 Elsevier
7. Bruce Rittman, Perry L. McCarty. Environmental Biotechnology: Principles and Applications, 2nd Edition, McGraw-Hill, 2000.
8. Environmental Biotechnology: Basic Concepts and Applications. 2006, Indu Shekhar Thakur, I. K. International Pvt Ltd.
9. N.P Cheremisinoff (1996) Biotechnology for Waste and Wastewater Treatment, William Andrew Publishing, New York
10. Raina M. Maier, Ian L. Pepper, Charles P. Gerba. Environmental Microbiology, Academic Press, 2000.
11. Gabriel Bitton, Wastewater Microbiology, 2nd Edition. Wiley-Liss; 2nd Edition, 1999

## **CORE COURSE**

### **ESD502: Environmental Nanotechnology**

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#### **Unit I**

##### **Environmental nanotechnology: Introduction**

Concept and prospective; research and development; Nano products: nanomaterials, nano devices, energy efficient resources and materials, Nano engineering material for environmental process, operation and control; Environmental clean-up technology approaches and advances.

*Nanomaterials:* Dendrimers, Nanocomposites, Nano polymers, Nano biopolymers, Nano biofilms, Nano catalyst, Nano semiconductors, carbon nanotubes, Nano clays, Natural nanoparticles.

#### **Unit II: Nano material Synthesis and Characterization**

Synthesis of nanomaterials by physical, chemical and biological process: microbial (bacteria, fungi, actinomycetes); plant-based nanoparticle synthesis; Nano material - doping and co - doping; Green synthesis of Nanomaterials. Characterization of Nano materials using advance instruments and Interpretation of data.

#### **Unit III: Nano Remediation Technology**

*Nano pollutant:* Identification of nano pollutants, characterization of organics and inorganics in air-water-soil environment and ecosystem.

Physic-chemical and biological methods, Nano filtration, microfiltration, ultrafiltration, reverse osmosis, membrane filtration, nanotechnology for water remediation and purification, Nano treatments for industrial waste and wastewater

#### **Unit IV: Sustainable Nanotechnology**

Industrial ecology concept for nanotechnology, Fate of nanomaterials in environment, life cycle assessment of nanomaterial, impacts of nanomaterials on health and environment, nanomaterial threats: ecotoxicology, nanomaterial exposure to human and environmental reconnaissance and Surveillance. Clean and Green Nanotechnology, Green Nano electronics, Green Nonmanufacturing, Nano-enhanced energy technologies, Nano enhanced clean up technologies, Nano enhanced green industry technologies, green nano Policy.

#### **Texts/References:**

1. M. H. Fulekar (2010) Nanotechnology Importance and applications, I K international publishing house Pvt.Ltd.
2. Lynn E. Foster: Nanotechnology: Science, Innovation, and Opportunity, December 21, 2005, Prentice Hall

## **CORE COURSE**

### **ESD503: Eco-technology**

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Credit-4

#### **Unit I: Introduction to Eco-Technology**

*Ecotechnology*: Definition, concept and perspective, Eco-designing, Ecotechnology approaches, Ecotechnology for social welfare and sustainable development. Ecotechnology for rural development: Agrochemicals: Synthetic organic chemicals conversion; Factors causing molecular recalcitrance; Molecular structure, Environmental conditions, Microorganism presence, Energy metabolism versus catabolism;

*Biopesticides*: Concept, Types of Biopesticides, Biopesticides- Control, Regulation of Biopesticides, Biological Pesticides, Formulation, Stabilization, Mode of Action, Advantages and Disadvantages of Microbial Insecticides, Applications, Biochemical Pest Control Agents.

*Biofertilizers*: Biofertilizer Perspective, Biofertilizers-Types, *Rhizobium*, *Azospirillum*, *Azobacter*, Phosphate Solubilizing Microorganisms, Mycorrhiza, Blue Green Algae, *Azolla*, Compost, Biofertilizer- Potential Use, Biological Nitrogen Fixation.

#### **Unit II: Eco technology in cleaner production**

Clean bioprocess technology: History, concept, planning and strategies for urban and rural sustainability. Bioprocesses for cleaner production, sustainable development and economic benefits: Dairy industry production, processes and development, Sericulture Technology, Aquaculture, Honey bee farming, organic farming, Agro eco farming.

Eco-farming: Perspectives, Food sovereignty regarding rural livelihood, smarter food production and yield,

Eco engineering technology. Green Building, Biosensitizer Ecotechnology, Odourless self-flushing bio toilets.

#### **Unit III: Eco- technological restoration**

Concept and importance of SPS (Sanitary and Phytosanitary), WTO-SPS agreement, sanitation and Phytosanitation technology: HBPST, TDC, SPS. Green Inhibitor: Environmental green inhibitor.

*Eco system dynamics*: Restoration of degraded eco system using ecological approach; waste land, mining area, building resilience, Ecological resilience, soil fertility management; water resource management: Rainwater harvesting, Water conservation practices (ancient and modern).

#### **Unit IV: Biomass Conversion process**

Biochemical conversion - anaerobic digestion; Types of biogas Plants; Applications – Bioethanol production, Biohydrogen production; Bio-fuel production - Urban waste to energy conversion - Biomass energy programme in India

Composting: Compost, Composting Process, Bio composting: Windrows, Static Pile, In Vessel Method, Challenges and Benefits.

Vermicomposting: Vermicompost, Earthworm Biology, Create Home for Worms, Bedding, Vermicompost Bins, Microorganism Diversity Monitoring / Microbial Assay, Vermicompost Properties,

**Texts/References:**

1. Patrick C. Kangas (2003). Ecological Engineering: Principles and Practice
2. Howard T. Odum, and B. Odumb (2003) Concepts and methods of ecological engineering,
3. William J. Mitsch (2012). What is ecological engineering?
4. Bruce E. Rittmann and Perry L. McCarty (2001) Environmental Biotechnology: Principles and Applications
5. K.M.M. Dakshini (1999) Principle and Practices in Plant Ecology, CRC, Boston.
6. M.C. Dash (1994) Fundamentals of Ecology, Tata McGraw Hill. New Delhi.
7. M.C. Mollesh Jr. (1999) Ecology-Concepts and Application, McGraw Hill, New Delhi.
8. V. Ingegnoli (2002) Landscape Ecology: a widening foundation, Springer, Bonn.
9. E.J. Kormondi (1999) Concept of Ecology, Prentice Hall of India, New Delhi.
10. Chapman, J.L. and Reiss M.J. (2005) Ecology Principles And Applications, Cambridge University Press, London.
11. E.P. Odum and G.W. Barrett (2005) Fundamentals of Ecology, Thomson Asia Pvt. Ltd., Singapore.
12. S.V. Rana (2005) Essential of Ecology and Environmental Sciences, Prentice Hall of India, New Delhi.
13. Environment And Ecology-EAS105/EAS 205-R. Radagopalan.

## **CORE COURSE**

### **ESD504: CLIMATE CHANGE & ITS MITIGATION MEASURE**

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Credit-4

#### **Unit I: Introduction to climate Change**

Climate as a dynamic Earth System, Weather and Climate, Earth's energy Budget, Global Climate overview, Climate variability, Greenhouse gases – short term & long-term impact, drivers of Climate change, Emission Scenario-Global and Indian scenario, Heat transport in climate change system, Global and Regional Circulation Pattern, Evolution of climate in geological time scale. Global Warming-key issues relevant to climate change.

#### **Unit II: Climate Change Impact & Risk Assessment**

Impacts on Physical Environment: Temperature Rise, Sea level Rise. Impact on: Glacier including Himalayan pattern, Rainfall Pattern, Hydrology and Water resources, Forest, Agricultural and Food Security, Biodiversity, Coastal Zones and Marine Ecosystems, Human Health and other environmental consequences, Concept of Vulnerability. Risk assessment. Climate change - Adaptation and mitigation.

#### **Unit III: Technology to Combat Climate change**

Carbon Sequestration: Carbon Pool, stock, Flux, Sink, Source & Sequestration, Clean Development Mechanism (CDM), REDD, REDD<sup>++</sup>, Carbon dioxide Capture and Storage (CCS)- Pre-combustion Capture (gasification or reforming), Post-combustion Capture-high pressure membrane filtration, adsorption/desorption processes and cryogenic separation), Oxy-fuel combustion System, Carbon trading, De-carbonization of Carbon dioxide, Reservoir of CO<sub>2</sub>- Deep Ocean, Artificial Carbonate Rock. Technology transfer and capacity building, Role of Global Environmental Facility (GEF) in technology transfer.

#### **Unit IV: Policy and Mitigation Measures**

International Efforts in combating climate Change: The United Nations Framework Convention on Climate Change (UNFCCC), India's Initial National Communication (NATCOM) to United Nations Framework Convention on Climate Change, United Nations Development Program (UNDP), Intergovernmental Panel on Climate Change (IPCC), CBD, United Nations Convention to Combat Desertification (UNCCD), Conference of Parties (COP) India's Perception to Climate Change-India's National Action Plan (Eight Mission), Role of MOEF & other national agencies, UNDP in India addressing climate change, Concept of Adaptation, Factors affecting adaptation strategies. Mitigation Strategies-Policy, Planning, strategies and Program implementation. Climate Change & Sustainable Development

#### **Texts/References:**

1. Andrew Dessler, Introduction to Modern Climate Change, 2<sup>nd</sup> Edition, Cambridge University Press, 2015.

2. Bruce Glavovic, Mick Kelly, Robert Kay, Ailbhe Travers, Climate Change and the Coast: Building Resilient Communities, CRC Press, 2015
3. D. Hartmann, Global Physical Climatology, 1st Edition, Academic Press, 1994
4. David E. Kitchen, Global Climate Change: Turning Knowledge into Action, 1st Edition, Prentice Hall, 2013
5. Grégory Beaugrand, Marine Biodiversity, Climatic Variability and Global Change, Earthscan from Routledge, 2012
6. L.Hannah, Climate Change Biology, 2nd Edition, 2014
7. Ryo Fujikura, Tomoyo Toyota, Climate Change Mitigation and International Development Cooperation, Routledge, 2012
8. Wolfson Richard, Energy, Environment, and Climate, Second Edition, Norton, 2011

## **OPTIONAL COURSE**

### **ESD521 - ENVIRONMENTAL MANAGEMENT**

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Credit-4

#### **Unit I: Introduction to Environment Management**

Definition, Goals, significance and scope of environmental management, Development and environmental linkages, Environmental concerns in India, Actions for Environmental Protection: Indian initiatives- National committee on Environmental Planning and Coordination, Ministry of Environment, Forest and climate change - Role in Environmental Management, Environmental Management practices.

Environmental Design: Principle, procedure, process, Design consideration, Ecolabelling, Design and certification.

#### **Unit II: Environment Management Systems and Life Cycle Assessment**

International Organization for Standardization (ISO), EMS- ISO 14000 series, ISO 14001 – EMS Certification, Environmental Policy, Planning, Implementation and Operation, Checking, Management Review, Benefits of ISO 14001 certification, Origin and development of EIA Environmental Impact Assessment-Definition, Goal, statement, scope and approach, Purpose and process. Environmental awareness & Public involvement, Life Cycle Assessment (LCA). Procedure for LCA- Defining goal and scope, Preparation of life cycle inventory, Applications, LCA in relation to sustainable development.

#### **Unit III: Environmental Audit and Environmental Economics**

Environmental audit, Types of environmental audits and their objectives. General audit methodology and audit process, basic steps for environmental audit. Element of audit process, audit protocols. Waste audits and pollution prevention assessments, Waste minimization audit, Environmental Economics, Valuation of environment impacts: types of economic values, approach, valuation techniques, valuing environmental amenities. Environmental Costs and benefits analysis, cost benefit analysis of technology or process for pollution control.

#### **Unit IV: Environmental laws**

Provision of Constitution of India Regarding Environment (Article 48A and 58A). The Environment (Protection) Act, 1986 (Amendment 1991), Water (Prevention and Control of Pollution) Act, 1974 (Amendment 1988), The Air (Prevention and Control of Pollution) Act 1981 (Amendment 1987), Hazardous Wastes (Management and Handling) Rules, 1989, Solid Waste Management and Handling Rules, 2016, Bio-Medical Waste Management Rules, 2016, Forest Conservation Act 1980, Forest (Conservation) Amendment Rules, 2004, Wildlife (Protection) Act 1972 (Amendment 1983, 1986 and 1981).

#### **Texts/References:**

1. Environment Management, N. K. Uberoi, Excel Books, Delhi
2. Environment Management, H.V.Jadhav, Vipul Prakashan, Mumbai



3. Environmental Impact Analysis Handbook: J. G. Rau and D. C. Wooten; McGraw-Hill Book Co.
4. ISO 14001: Environmental management systems: Specification with guidance for use (ISO 14001: 1996b (E)). (International organization for standardization – Switzerland).
5. Mohanty. S. K., 2011, Environment and Pollution Law, Universal Law Publishing Co.Pvt. Ltd.
6. Shastri S C, 2008, Environmental Law, (2nd Edn.), Eastern Book Company, Lucknow
7. Singh Gurdip, 2004, Environmental Law in India, Mcmillan& Co.

## **OPTIONAL COURSE**

### **ESD522: Renewable Energy Resources**

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Credit-4

#### **Unit I: Energy: Renewable & Non-Renewable**

Energy basics: Conservation of Energy, units, conversion and calorific value; Overview of energy. World scenario, Indian scenario, Energy sources and types of energy and their generation. Renewable & Non-renewable energy. Importance of Coal, Petroleum, Oil and Natural Gas and their environmental prospects. New Energy Resources, Socio-economic development, Energy & Environment, Energy & Development, Future Energy System, Clean Energy Technology.

#### **Unit II: Renewable Energy**

*Solar Energy*: Solar radiations - characteristics & measurements, Introduction to photovoltaics, Solar energy conversion techniques: Solar collectors, Solar Pond. Applications of Solar energy. *Wind Energy*: Origin of wind energy, quantification of wind energy in India, wind energy conversion systems, Wind mill and wind electric generators. Current status and future prospects. *Hydro-Power*: Introduction, hydro-power generation, hydro-power potential in India, Micro, Mini & Mega-power projects, Advantage & disadvantage. *Geothermal Energy*: Introduction and nature of geothermal fields, geothermal energy, Physics of geothermal resources. Technology for exploiting geothermal resources. Potential and prospects in India. *Ocean Energy*: Ocean Energy Resources, Gas Hydrate, Ocean Thermal Energy Conversion (OTEC), *Tidal Energy*: Introduction and principle of tidal power generation, potential and prospects of tidal energy in India.

#### **Unit III: Bioenergy**

*Energy*: Basics, Bi-hydrogen Production methods, Hydrogen production through genetic Engineering, Storage and Transportation, Applications. *Bio-Energy*: Biomass as source, characterization and use as energy sources, Biomass conversion routes: biochemical, chemical and thermochemical. Biomass potential and production in India. *Biogas*: Production, Factors affecting Production, Biogas production techniques: Anaerobic & Aerobic Types of Biogas Plant, Microbial reactions, Transfer of Technology for Rural Development. *Waste to Energy*: Energy generation from Solid waste, landfills, Sewage & Agricultural Waste, Conversion process and Energy Generation.

#### **Unit IV: Alternative Energy Resources**

*Nuclear Energy*: Introduction, Fusion and Fission, chain reactions, a brief account of nuclear reactors. Energy Plantation: Overview of Energy Plantation, Biodiesel Production and Application. Alcohol fuels – bio-ethanol production using advance technology. Advances in renewable Energy Generation: Processes, Operation, Production technology and Economic benefits. Renewable Energy for Sustainable Development. Energy Management and Auditing. Energy conservation approaches. Economic assessment and sustainable development.

#### **Texts/References:**

1. Renewable Energy: Physics, engineering, environmental impacts, economics & planning /by Sorensen, Bent . Publisher: Oxford Elsevier 2011Edition: 4th ed. ISBN: 9789380501574.
2. Non -Conventional Energy Resources. G.D. Rai. Publisher: Khanna Publisher.
3. Biomass to Renewable Energy processes-CRC Press. ISBN: 9781420095173.
4. Energy Technology Vol.2 &3 by Sorensen, Bent. Publisher: London Earthscan Publishing.
5. Environmental impacts of Renewable Energy-/by Spellman, Frank R.; CRC Press; 2015.

## **ESD523: RESEARCH METHODOLOGY**

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### **Unit 1 Research methodology**

Introduction- Concept of research methodology; Research: Meaning, Types, and Characteristics, Positivism and Post positivistic approach to research. Methods of Research: Experimental, Descriptive, Historical, Qualitative and Quantitative methods. Steps of Research. Planning and designing of experiments, Basic principles of Design of Experiments, uniformity trials, completely randomized, Randomized block and Latin square designs. Research ethics: research integrity, research safety in laboratories, standards and problems in research ethics.

### **Unit 2 Design of experiment**

Characteristics of a good design. Basic principles of designs-randomization, replication and local control. Uniformity trials, size and shape of plots and blocks; Factorial experiments, (symmetrical as well as asymmetrical); orthogonality and partitioning of degrees of freedom, Confounding in symmetrical factorial experiments, Factorial experiments with control treatment. Construction and labeling of graphs, histogram, piecharts, scatter plots, semilogarithmic plots. Completely randomized design, randomized block design and Latin square design.

### **Unit 3 Technical Writing**

Various forms of scientific writings- theses, technical papers, reviews, manuals, etc; Various parts of thesis and research communications (title page, authorship contents page, preface, introduction, review of literature, material and methods, experimental results and discussion); Writing of abstracts, summaries, précis, citations etc.; commonly used abbreviations in the theses and research communications; illustrations, photographs and drawings with suitable captions; pagination, numbering of tables and illustrations; Writing of numbers and dates in scientific write-ups; Editing and proofreading; Writing of a review article. Application of ICT in research

**Unit 4 Communication Skills** - Participation in group discussion: Facing an interview; presentation of scientific papers Communication: Meaning, types and characteristics of communication. Effective communication: Verbal and Non-verbal, Inter-Cultural and group communications, Classroom communication.

### **References**

1. Research methodology: methods and techniques by C R Kothari New Delhi New Age International (P) Limited Publishers 2011 Research methodology: vol.I / by Suresh C Sinha and Anil K Dhiman . by Sinha, Suresh C [Author.]. Ess Ess., 2002 New Delhi: Research methods, design, and analysis / Larry B. Christensen, R. Burke Johnson, Lisa Turner. by Johnson, Burke Allyn & Bacon, Boston : 2010

2. Science and ethics / Bernard E. Rollin. by Rollin, Bernard E. Cambridge University Press, Cambridge; New York : 2006
3. Ethics in research by Ian Gregory: London Continuum International Publishing Group 2005
4. Writing and presenting research / Angela Thody. by Thody, Angela. London; Thousand Oaks, Calif.: Sage Publications, 2006
5. Research methods: the basics / Nicholas Walliman. by Walliman, Nicholas. London; New York: Routledge, 2011
6. Research methodology: by Saravanel,P.: New Delhi: Kitab mahal, 2009
7. Methodology of scientific research programmes: Philosophical papers vol.i / by Imre Lakatos .by Lakatos, Imre [Author.] | Worrall, John [Editor.] | Currie, Gregory [Editor.]. Delhi Cambridge University Press 2001
8. Library link, Central University of Gujarat: <http://14.139.122.35/drupal/node/19>

## **OPTIONAL COURSE**

### **ESD551: Practical Semester –III**

#### **Practical 501: Environmental Biotechnology**

1. Screening of microorganisms from contaminated site.
2. Screening of plant species growing at contaminated areas.
3. Estimation of proline and assay of peroxidase activity in plants growing in polluted sites.

#### **Practical 502: Environmental Nanotechnology**

1. Synthesis and Characterization of plant based nano-material.
2. Microbial synthesis and Characterization of nano-material.
3. Sol gel method of synthesis of nano-material and Characterization.

#### **Practical 503: Renewable Energy**

1. Lipid content analysis from different algae.
2. Soild waste - Composting
3. Energy generation from waste

# **Syllabus for Semester IV**

## **OPTIONAL COURSE**

**ESD591: Project**

1.1.3

M. Sc. in Industrial Chemistry  
Centre for Applied Chemistry  
Syllabus: 2016-2017

**Semester I**

**Total credits: 18 (A)**

<i>COURSE NO.</i>	<i>COURSE TITLE</i>	<i>COURSE CODE</i>	<i>CREDIT</i>
ICH 401	Organic Chemistry	1	3
ICH 402	Physical Chemistry	1	3
ICH 403	Inorganic Chemistry	1	3
ICH 404	Analytical Chemistry	1	3
ICH 441	Organic Chemistry Experiments-I	3	3
ICH 442	Physical Chemistry Experiments	3	3

**Semester II**

**Total credits: 18 (B)**

<i>COURSE NO.</i>	<i>COURSE TITLE</i>	<i>COURSE CODE</i>	<i>CREDIT</i>
ICH 451	Quality Control in Chemical Industry	1	3
ICH 452	Quantum Chemistry, Symmetry and Group Theory	1	3
ICH 453	Introduction to Materials Science	1	3
ICH 454	Reaction Mechanism and Stereochemistry	1	3
ICH 491	Analytical Chemistry Experiments	3	3
ICH 492	Organic Chemistry Experiments-II	3	3

**Semester III**

**Total credits: 18 (C)**

<i>COURSE NO.</i>	<i>COURSE TITLE</i>	<i>COURSE CODE</i>	<i>CREDIT</i>
ICH 501	Introduction to Polymer Materials	1	3
ICH 502	Energy and Environmental Chemistry	1	3
ICH 503	Molecular Spectroscopy	1	3
ICH 521-540	Elective*	2	3
ICH 541	Inorganic Chemistry Experiments	3	2



1.1.3

ICH 542	Instrumental Method of Chemical Analysis	3	2
ICH 543	Computational Chemistry Experiments	3	2

### **Semester IV**

**Total credits: 18 (D)**

<i>COURSE NO.</i>	<i>COURSE TITLE</i>	<i>COURSE CODE</i>	<i>CREDIT</i>
ICH 551	High Energy Materials, Chemical Safety and Sensors	1	3
ICH 571-590	Elective*	1	3
ICH 591	Seminar	4	2
ICH 592	Project work	3	10

\*Student can choose one elective in III<sup>rd</sup> and IV<sup>th</sup> Semester

<i>Grand Total Credit (A+B+C+D)</i>		72
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1.1.3

**Semester I, 1<sup>st</sup> Year**

**Syllabus**

**Total credits: 18 (A)**

<b>COURSE NO.</b>	<b>COURSE TITLE</b>	<b>COURSE CODE</b>	<b>CREDIT</b>
<b>ICH-401</b>	<b>Organic Chemistry</b>	<b>1</b>	<b>3</b>
	Nomenclature, General rules as applied to acyclic, mono and bicyclic compounds, Nature of reaction energy and kinetic considerations, types of organic reactions, reactive intermediates: formation and stabilization, electronic effects, Nucleophilic Substitutions, Linear free energy relationships, Neighboring group participation, Non- classic carbocations, Concept of resonance and aromaticity, Anti-aromaticity, Aromatic substitution reactions, Elimination reactions, Addition Reactions, Oxidation reactions, Reduction reactions Chemistry of heterocyclic compounds: Principle of heterocyclic synthesis including three, four, five, six and seven membered heterocycles; Natural products chemistry: Carbohydrates, terpenoids, flavonoids, steroids and alkaloids of recent pharmaceutical interest; Name reactions: Aldol condensation, Cannizzaro reaction and Grignard reaction; Comparison of the above with classical reactions; Green preparations, Applications: phase transfer catalysts; Introduction to Microwave organic synthesis, and Applications: environmental, solvents, time and energy benefits.		
<b>ICH-402</b>	<b>Physical Chemistry</b>	<b>1</b>	<b>3</b>
	Thermodynamics: Laws of thermodynamics. Entropy and its changes in various processes. Evaluation of absolute entropies. Free energy. thermodynamic relationships and applications: Partial molar quantities. Chemical kinetics: Reaction mechanism and kinetics for chemical reaction; Rate Equations; Kinetics of Complex Reactions; Chain Reactions; Explosive Reactions; Theories of Reaction Rates; Mechanisms from Rate Laws; Mechanisms of Photochemical and Oscillatory Reactions; Kinetics of Reactions in Solution: Catalysis: Acid-Base catalysis- Mechanisms. Enzyme catalysis. Electro Chemistry. Surface Chemistry. Study of Micelles & Emulsions, Colloids and biocolloids: Definition, types, Tyndall effect, Brownian movement, electrophoresis, coagulation, and flocculation. Adsorption and surface Chemistry: Physisorption and chemisorption,		

	Langmuir and B.E.T. equation and its significance of surface area determination, adsorption equation, and excess quantities		
<b>ICH-403</b>	<b>Inorganic Chemistry</b>	<b>1</b>	<b>3</b>
	<p>Shapes of molecules: VSEPR theory and hybridization; Coordination Chemistry: Crystal field theory, Jahn-Teller theorem, Spectrochemical series, Molecular orbital theory, Nephelauxetic series, L-S &amp; j-j coupling scheme, Terms and Microstates, Orgel and TS diagrams, Electronic spectra of metal complexes, Stability constants of metal complexes, Carbonyls and Metallocenes. Inorganic Reaction Mechanisms, Hydrolysis Reactions, Trans Effect, Electron Transfer Reactions, Bioinorganic Chemistry: Iron Sulfur Clusters, Porphyrins and Corrins, Metal-Nucleotide Complexes, Dioxygen Binding, Photosynthesis; Metallo-Enzymes: Model Compounds; Magnetic Properties:</p> <p><i>Organometallic chemistry and catalysis in industry:</i> Industrial applications of organotransition metal compounds; <i>Important catalytic reactions:</i> Hydrogenation, Wacker process, Ziegler-Natta catalysis; Metal carbonyls compounds; <i>Organometallic reagents in organic synthesis:</i> Principle, preparation and applications of Li, Mg, Hg, Zn, Ni, Pd, Fe, Co and boron compounds in organic synthesis; Medicinal application of organometallic chemistry</p>		
<b>ICH-404</b>	<b>Analytical Chemistry</b>	<b>1</b>	<b>3</b>
	<p>Role of statistical methods in data analysis; Errors and Statistical Treatment of Data: Accuracy, precision and errors, error distributions, finite data analysis, standard deviation, Correlation vs. regression, Hypothesis testing and criteria for rejection of data, method of least squares. Protocol and procedures.</p> <p>Thermoanalytical Methods: Types, Thermogravimetry, Differential Thermal Analysis (DTA), and Differential Scanning Calorimetry: DSC. Separation Techniques: Heterogeneous Equilibria; solvent extraction, solid phase extraction Ion exchange. Chromatography (planar and Column.), Electroanalytical Methods: Electro-gravimetry - Coulometry - Voltammetry - polarography, Amperometry</p>		
<b>ICH-441</b>	<b>Organic Chemistry Experiments-I</b>	<b>3</b>	<b>3</b>
	(a) <i>Qualitative analysis:</i> (i) Separation and identification of components of binary organic mixture (ii) Thin layer chromatography (TLC) (iii) Column chromatography (iv) simple, fractional and vacuum distillation techniques (v) Recrystallization Techniques.		
<b>ICH-442</b>	<b>Physical Chemistry Experiments</b>	<b>3</b>	<b>3</b>
	Experiments to understand the principles of Phase equilibria, thermodynamics, conductance, electrochemistry, kinetics, pH metry.		

1.1.3

**Semester II, 1<sup>st</sup> Year**

**Total credits: 18 (B)**

<b>COURSE NO.</b>	<b>COURSE TITLE</b>	<b>COURSE CODE</b>	<b>CREDIT</b>
<b>ICH-451</b>	<b>Quality Control in Chemical Industry</b>	<b>1</b>	<b>3</b>
	Statistical Quality Control Techniques: Statistical treatment of data. Control charts, Performance Evaluation uncertainties in measurement. Validation of analytical methods. Quality Assurance: Elements of quality Assurance, Quality Management System Quality management concepts and principles: ISO 9001:2000 QMS Case studies on ISO 9001: 2000 in chemical industries. ISO 14000 Series of Standards. TQM in Chemical Industry. Six Sigma Approach to Quality: Applying Six Sigma to chemical Industries. Good Laboratory Practices: Principles of GLP, GMP in Drugs and Pharmaceutical Industries Accreditation of QC laboratories: Tools and Mechanisms ICH Guidelines on Drug substances and Products.		
<b>ICH-452</b>	<b>Quantum Chemistry, Symmetry and Group Theory</b>	<b>1</b>	<b>3</b>
	Basic principles of quantum mechanics: postulates, operators algebra, exactly solvable system, particle in a box, harmonic oscillator and hydrogen atom, shapes of the atomic orbitals, orbital angular momenta, tunnelling. Approximate methods of quantum mechanics, vibrational principle, perturbation theory up to second order in energy, applications, Born interpretation, Time dependent and time independent Schrödinger equations. Elementary concept of MO and VB theory, Huckel theory for conjugated $\pi$ electron system, Molecular spectroscopy: Rotational and vibrational spectra of diatomic molecules; electronic spectra; IR and Raman activities – selection rules; basic principles of magnetic resonance. Molecular Symmetry and Group theory: Symmetry Operations Symmetry and Stereoisomerism, Symmetry Criteria for Optical Activity and Dipole Moment, Group Theory and Properties, Point Groups, Matrix Representations of Symmetry Operations, Character Tables, Symmetry of Normal Modes of Vibrations of Molecules. Application of group theory in quantum mechanical calculations.		
<b>ICH-453</b>	<b>Introduction to Materials Science</b>	<b>1</b>	<b>3</b>
	Introduction, Atomic structure, Chemical bonding, Crystal structure, Polycrystalline, Lattice defects, Diffusion, Solid State, Solid Solutions, Phase diagrams, Phase Transformation, Properties; Mechanical, Thermal, Electrical, Magnetic. Applications of Materials.		
<b>ICH-454</b>	<b>Reaction Mechanism and Stereochemistry</b>	<b>1</b>	<b>3</b>
	Stereochemistry: Stereoselectivity, stereospecificity, conformational and optical isomerism, optical activity, molecular symmetry and asymmetry, and geometrical isomerism; classification of chiral molecules based on symmetry.		

1.1.3

	Asymmetric synthesis. Retrosynthetic analysis. Application of symmetry in photochemistry and photochemical and pericyclic reactions. Atom economical reactions.		
<b>ICH-491</b>	<b>Analytical Chemistry Experiments</b>	<b>3</b>	<b>3</b>
	Inorganic quantitative Analysis: Experiments based on redox, iodometric and complexometric titrations and Gravimetric analysis.		
<b>ICH-492</b>	<b>Organic Chemistry Experiment-II</b>	<b>3</b>	<b>3</b>
	(a) Synthesis and resolution of BINOL (b) Hydrolytic Kinetic Resolution of epoxides (c) Synthesis of following drugs: aspirin, and paracetamol (d) Synthesis of heterocyclic compounds (two) (e) Synthesis of dyes (one) (f) Benzyl chloride to Benzoic acid, (g) Nitro benzene to aniline, 7-hydroxy-4-methyl-cumarine.		

1.1.3

**Semester III, 2<sup>nd</sup> Year**

**Total credits: 18 (C)**

ICH-501	Introduction to Polymer Materials	1	3
	Basic concepts, nomenclature, degree of polymerization, classification of polymerization reactions, thermodynamic and transit properties of polymer. Types of polymerization: dendrimer, copolymerization, block copolymerization, graft copolymerization, stereo isomers, isotactic and syndiotactic polymers. Mechanism of polymerization: Free radical and ionic; characterization and rheology of polymers, heterogeneous polymerization, Zeigler-Natta catalysis, polymer degradation. Processing techniques: Calendaring, die casting, rotational casting, film casting, injection molding, blow molding, extrusion molding, thermoforming, foaming, reinforcing and fiber spinning, film and laminates. <i>Commercial polymers and their importance</i> : Nylon, polyesters (terylene and dacron), rubber, vulcanization of rubber, synthetic rubber, Bun 2N rubber, copolymers of butadiene, PVC, acrylic, teflon, polyethylene and acrylonitrile; Silicone polymers: silicone oils, rubber, grease and resin; Resins: Phenol-formaldehyde resins, urea-formaldehyde resins, epoxy resins, melamine-formaldehyde resins; Biomedical polymers: implants, contact lens and dental polymers.		
ICH-502	Energy and Environmental Chemistry	1	3
	Chemistry of Atmosphere: Composition and structure of atmosphere, Greenhouse effect, Ozone depletion, Photochemical smog, Air sampling techniques, Sources, effects and monitoring of air pollutants by Instrumental methods, Control of air pollution, Water Pollution, Different types of water pollutants, Sources, characteristics and effects of water pollutants, Monitoring of Water Pollutants, Treatment of Municipal Waste Water, Treatment of Industrial Waste Water, Environmental Impact Assessment process in India, Basic principles of Green Chemistry. Energy harvesting and source of energy Renewable Energy, Sustainability and the Environment		
ICH-503	Molecular Spectroscopy	1	3
	Interaction of Radiation with Matter: Molecular Quantum Properties, Transition Moment Integrals; Schematic of a Spectrometer; Microwave Spectroscopy: Molecular Rotational Energy; Applications of Microwave Spectroscopy. Infrared Spectroscopy: Molecular Symmetry; Instrumentation; Applications of Infrared Spectroscopy; Raman Spectroscopy: Electronic Spectroscopy, Nuclear Magnetic Resonance (NMR) Spectroscopy: <sup>1</sup> H-NMR Spectroscopy: Instrumentation of NMR Spectroscopy; <sup>13</sup> C NMR Spectroscopy: Electron Spin Resonance (ESR) Spectroscopy; Mossbauer Spectroscopy: Mass Spectrometry.		
ICH-521	Elective-I: Drug Design and Synthesis-I ✓	2	3
ICH-522	Elective-II: Dye Sensitised Solar Cells-I	2	3
ICH-523	Elective-III: Molecular Modelling-I ✓	2	3
ICH-524	Elective-IV: Polymer Composites-I	2	3



1.1.3

<b>ICH-525</b>	<b>Elective-V: Medicinal Chemistry-I</b> ✓	<b>2</b>	<b>3</b>
<b>ICH-541</b>	<b>Inorganic Chemistry Experiments</b>	<b>3</b>	<b>2</b>
	Preparation and characterization of metal complexes by various physio chemical methods. Determination of metal ion by spectrophotometric and potentiometric methods.		
<b>ICH-542</b>	<b>Instrumental Method of Chemical Analysis</b>	<b>3</b>	<b>2</b>
	Demonstration of UV, IR, NMR, LCMS, SEM, HPLC		
<b>ICH-543</b>	<b>Computational Chemistry Experiments</b>	<b>3</b>	<b>2</b>
	Introduction to programming language, Numerical methods in chemistry, use of computer for predicting IR, Raman, NMR, bonding and structure of simple chemical compounds.		

113  
**Semester IV, 2<sup>nd</sup> Year**

**Total credits: 18 (D)**

ICH-551	<b>High Energy Materials, Chemical Safety and Sensors</b>	1	3
	<i>Explosives:</i> Definition, classification, synthesis and uses: nitrobenzene, TNT, PETN, picric acid, mono and ethylene glycol, glycol dinitrate, nitroglycerine, nitrocellulose, manitol, RDX, guanidine nitrate. <i>Fire retardants:</i> Definition, classification, synthesis and uses. <i>Industrial hygiene:</i> Concept, air and biological monitoring, occupational disease, operational control measures, personal protective equipments; <i>Industrial hazards and Safety:</i> Process hazards checklists, hazard surveys, safety program, Hazop safety reviews. <i>Industrial pollution:</i> Classification of hazards chemicals, storage, transportation, handling, risk assessments, challenges/solutions. <i>Eco-friendly effluents disposal:</i> Water pollutants, health hazards, sampling and analysis of water, water treatment, different industrial and domestic effluents and their treatment and disposal, advanced waste water treatment, effluent quality standards and laws, chemical industries, tannery, dairy, textile effluents, common treatment. <i>Sensors:</i> Concept of molecular sensors its properties and applications		
ICH-571	<b>Elective-I: Drug Design and Synthesis-II</b> ✓	2	3
ICH-572	<b>Elective-II: Dye Sensitised Solar Cells-II</b>	2	3
ICH-573	<b>Elective-III: Molecular Modelling-II</b> ✓	2	3
ICH-574	<b>Elective-IV: Polymer Composites-II</b>	2	3
ICH-575	<b>Elective-V: Medicinal Chemistry-II</b>	2	3
ICH-591	<b>Seminar</b>	4	2
ICH-592	<b>Project work</b>	3	10

**References**

1. Vogel's Text Book of Qualitative Organic Analysis
2. Hand book Instrumentation, Considine, McGraw Hill
3. Shreve's Chemical Process Industries edited by Austin, McGraw-Hill.
4. Industrial Chemistry by B.K.Sharma
5. Polymer science, Bill meyer, F. W. Jr. John Wiely & sons
6. Introduction to plastics, J.H. Brison and C.C. Gosselin, Newnes, London
7. Polymeric Materials, C. C. Winding and G. D. Hiatt McGraw Hill Book Co. Polymer Science by Gowarikar
8. D. F. Shriver, P. W. Atkins and C. H. Langford, *Inorganic Chemistry*, Oxford University Press, New York, 1990.
9. B. Douglas, D. McDaniel and J. Alexander, *Concepts and Models of Inorganic Chemistry*, 3rd Edn, John Wiley and Sons, Inc., New York, 2001.
10. J. E. Huheey, E. A. Keiter and R. L. Keiter, *Inorganic Chemistry*:
11. P. Atkins and J. Paula, *Physical Chemistry*, 8th Edition, Oxford University Press, Oxford 2006



**School of Life Sciences**  
**Central University of Gujarat**



**Syllabus**  
***M.Sc. Life Sciences***  
**(Semester I to Semester IV)**

**(with effect from A.Y. 2021-22)**

## **M.Sc. Life Sciences**

M.Sc. Life Sciences is a two year programme spanning over four semesters. The program includes core and elective courses to cover all the basic and applied aspects of life sciences. Dissertation course has been included in fourth semester to orient the students towards research. The courses like Project Proposal, Term Paper, Critical Review of an Article and Seminar have been included to enhance the communication skills of students.

### **Program Objectives**

1. To inculcate scientific attitude enriched with multidisciplinary knowledge.
2. To impart basic and advanced knowledge in the area of Life Sciences.
3. To impart hands-on experience of different Life Sciences experiments/techniques
4. To improve communication skills through student seminars.
5. To develop skills that will enhance employability.
6. To create human resource who can link paradigms of biology with society and nation building.

### **Program Outcomes**

1. Students will acquire a combination of theoretical, conceptual, analytical and experimental knowledge and skills in both basic and applied areas of life sciences. Scientifically skilled postgraduates trained in varied but interrelated and interdisciplinary life science subjects will be produced who can contribute to application, advancement and dissemination of knowledge in life sciences for the welfare of mankind and society.
2. Students will be oriented towards research through their M.Sc. dissertation program and will develop ability to write a research proposal and independently carry out research projects including the understanding of theoretical background, hypothesis generation, making observations, collection and analysis of data, logical interpretation and presentation of results.
3. Students will be able to communicate effectively to the scientific community as well as the general public by writing well-structured reports, scientific publications, posters, and by oral presentations. Students through their acquired knowledge and communication skills can create awareness in the society at large, regarding the issues related to Biodiversity conservation, Human health and well-being and applications of Biotechnology in health, environment and agriculture.
4. Creating skilled and employable manpower suitable for academia and industry. The students will be oriented towards various career options and will also acquire the ability to identify and analyse problems related to life sciences and to explore viable solutions to these problems and initiate their own start-ups in the related areas.
5. Students will be capable to compete in national level competitive exams such as NET-JRF or GATE or International exams such as GRE and can pursue career in higher studies

## Index of Syllabus

Semester	Course Code	Course Title	Course Credits	Total Credits
I		<b>Core Courses</b>		21
	LSC 401	Cell Biology	4	
	LSC 403	Microbiology	4	
	LSC 405	Biochemistry	4	
		<b>Optional Courses (Any two of the following courses)</b>		
	LSC 423	Bioanalytical Techniques	3	
	LSC 424	Biodiversity and Environment	3	
	LSC 425	Developmental Biology	3	
		Any course offered by other School/Swayam	3	
		<b>Practical</b>		
	LSC 441	Life Science Practical-I	3	
II		<b>Core Courses</b>		21
	LSC 452	Molecular Biology	4	
	LSC 453	Plant Physiology	4	
	LSC 454	Human Physiology	4	
		<b>Optional Courses (Any two of the following courses)</b>		
	LSC 471	Applied Biology	3	
	LSC 473	Metabolic Pathways	3	
	LSC 474	Ecological Principles	3	
		Any course offered by other School/Swayam	3	
		<b>Practical</b>		
	LSC 491	Life Science Practical-II	3	
III		<b>Core Courses</b>		20
	LSC 501	Immunology	4	
	LSC 504	Genetics and Genetic Engineering	4	
		<b>Optional Courses (Any four of the following courses)</b>		
	LSC 521	Biomaterials	3	
	LSC 524	Biophysics and Structural Biology	3	
	LSC 525	Biostatistics and Bioinformatics	3	
	LSC 526	Genomics and Proteomics	3	
	LSC 527	Research Planning and Formulation	3	
	LSC 528	Project Proposal, Term Paper and Critical Review of an Article	3	
		Any course offered by other School/Swayam	3	
IV	LSC 591	Dissertation	8	10
	LSC 594	Seminar	2	
<b>TOTAL CREDITS</b>				<b>72</b>

### M.Sc. Life Sciences - Semester I

Course Code	Course Title	Course Credits
	<b>Core Courses</b>	
LSC 401	Cell Biology	4
LSC 403	Microbiology	4
LSC 405	Biochemistry	4
	<b>Optional Courses (Any two of the following courses)</b>	
LSC 423	Bioanalytical Techniques	3
LSC 424	Biodiversity and Environment	3
LSC 425	Developmental Biology	3
	Any course offered by other School/Swayam	3
	<b>Practical</b>	
LSC 441	Life Science Practical-I	3
	<b>Total Credits</b>	<b>21</b>

# **LSC 401: CELL BIOLOGY**

**(CREDITS: 4)**

**Course Objective:** The objective of this course is to understand how the cells originated and what are the various components of the cells including their structure and function. It will help the students to understand the basic functioning of the cells to comprehend the greater order of organization and physiology.

## **Learning Outcomes:**

- Understanding the structure and functions of cell and its organelles.
- Knowledge of mechanism of cell-cell communication.
- Understanding the contribution of cells in overall functioning of the organism and malfunctions that arise at subcellular level leading to various abnormalities.
- Knowledge of animal cell culture techniques.
- Knowledge of microscopy and its utility in cell biology.

## **Course Content:**

### **Unit I: Cell and its Organelles**

Evolution of cell: From molecules to first cell, From Prokaryotes to eukaryotes, From single cells to multicellular organisms, Functional differentiation of cells/cell types.

Cell Membrane: Structure, Composition, Membrane transport, Exocytosis, Endocytosis; Cell wall and cell structure of prokaryotes and eukaryotes; Structure and function of cell organelles; Protein translation and modification in the ER, Intracellular traffic, Vesicular traffic in secretory pathway, Protein sorting in Golgi apparatus.

Globular structure of chromosomes; Organization of cytoskeleton, Intermediate filaments, Microtubules, Actin filaments, Cilia and centrioles.

### **Unit II: Cell Growth and Communication**

Cell growth and division: Overview of cell cycle and its control, Molecular mechanisms for regulating mitosis and meiosis, Checkpoints in cell cycle regulation.

Cell Signaling: Overview of intracellular and extracellular signaling, Ligands and receptors, G-Protein coupled receptors (GPCRs) and their effectors, Secondary messengers, Enzyme-linked cell surface receptors, Interaction and regulation of signaling pathways.

Cell adhesions, cell junctions and extracellular matrix, Cell-cell adhesion and communication, Cell matrix adhesion, Collagen, Fibrous protein of the matrix, Non-collagen component of the extracellular matrix.

### **Unit III: Functional Cells**

Neurons and Muscles: Types and properties, Basics of transmembrane potential and excitability channels, Active and passive, ligand-, ion-, voltage-gated channels and their biology; Neuronal receptor, Pre- and Post-synaptic biological actions, Growth, degeneration and regeneration of neurons; Basic techniques for studying functionality of cells.

### **Unit IV: Methods in Cell Biology**

Basics of light and fluorescence microscopy; Histology and sample preparation for microscopy; Cell separation techniques: Flow cytometry and magnetic cell separation; Basics

of cell culture techniques; Fractionation of cell contents.

**Suggested Readings:**

1. Alberts, B., Johnson, A., Lewis, J., Raff, M., Roberts, K. and Walter, P. 2014. Molecular biology of the cell. Garland Science, New York, 6<sup>th</sup> ed.
2. Lodish, H., Berk, A., Kaiser, C.A., Krieger, M., Scott, M.P., Bretscher, A., Ploegh, H. and Matsudaira, P. 2021. Molecular cell biology. W.H. Freeman and Company, New York, 9<sup>th</sup> ed.
3. Cooper, G.M. and Hausman, R.E. 2009. Cell: Molecular approach. ASM Press, Washington, 5<sup>th</sup> ed.
4. de Robertis, E.D.P. and de Robertis, E.M.F. 2017. Cellular and molecular biology. Saunders, Philadelphia, 8<sup>th</sup> ed.
5. Pollard, T.D., Earnshaw, W.C. and Schwartz, J.L. 2017. Cell biology. Saunders, Philadelphia, 3<sup>rd</sup> ed.
6. Karp, G. 2015. Cell and molecular biology- Concepts and experiments. John Wiley and Sons, New York, 8<sup>th</sup> ed.

## **LSC 403: MICROBIOLOGY**

### **(CREDITS: 4)**

**Course Objective:** This course aims to provide an understanding of history of microbiology and various developments which established the existence of microbes leading to change in kingdom classification of living organisms. The course will cover various aspects like microbial cell structure, genetics, metabolic diversity and their significance in agriculture and environment.

#### **Learning Outcomes:**

- Familiarization with the history of development of the field of microbiology.
- Knowledge of structural features of different bacteria and viruses along with classification and cultivation of viruses.
- Elucidation of diverse nutritional, metabolic and physiological diversity of microorganisms.
- Comprehension of various aspects of microbial growth including quantitative expression of the same.
- Knowledge of different mechanisms of gene transfer in microbes.
- Comprehension and appreciation of applications of microbes in agriculture, environment and biotechnology.

#### **Course Content:**

##### **Unit I: History, Microbial Taxonomy and Cell Structure**

Discovery of microorganisms, Conflicts over spontaneous generation, Golden era of microbiology; Kingdom classification, Techniques used in microbial classification.

Ultrastructure of bacterial cell; Endospore; General characteristics, cell structure and reproduction of algae, fungi and protozoa; Acellular entities: History and development of virology, Cryptograms, Classification of viruses, Structure, cultivation and replication of viruses.

##### **Unit II: Metabolic Diversity of Microbes**

Nutritional classification of microorganisms, Nutritional uptake by microorganisms, Culture media and types; Metabolic versatility of microbes: Anaerobic respiration, Fermentation, Putrefaction, Methane oxidation, Aerobic Carbon metabolism, TCA cycle alternative metabolic pathways; Nitrogen metabolism: Nitrogen fixation, Assimilatory nitrate reduction, Ammonia assimilation.

##### **Unit III: Microbial Growth and Microbial Genetics**

Culture techniques for isolation of pure culture, Cultivation of anaerobic bacteria, Preservation methods; Microbial growth: Growth curve, Diauxic growth curve, Growth kinetics, Asynchronous and synchronous growth, Measurement of growth, Factors affecting growth; Control of microbial growth.

Microbial genetics: Gene transfer mechanisms among prokaryotes (Transformation, conjugation and transduction).

#### **Unit IV: Applied Microbiology**

Microbes in agriculture: *Rhizobium*, *Azotobacter*, Cyanobacteria, Mycorrhiza, *Trichoderma*; Adaptations and applications of thermophiles, acidophiles, psychrophiles, halophiles and barophiles; Environmental microbiology: Different types of wastes (Anthropogenic, municipal, xenobiotic etc.), Xenobiotic degrading consortia, Bioremediation; Medical microbiology: Basics of microbial pathogenesis, Diagnostic methods.

#### **Suggested Readings:**

1. Wiley, J.M., Sherwood, L.M. and Woolverton, C.J. 2016. Prescott, Harley and Klein's microbiology. McGraw-Hill, New York, 10<sup>th</sup> ed.
2. Black, J.G. 2017. Microbiology: Principles and exploration. John Wiley and Sons, New Jersey, 10<sup>th</sup> ed.
3. Madigan, M.T., Martinko, J.M. and Parker, J. 2006. Brock biology of microorganisms. Prentice Hall, New Jersey, 11<sup>th</sup> ed.
4. Pommerville, J.C. 2010. Alcamo's fundamentals of microbiology. Jones and Bartlett Learning, Sudbury, 9<sup>th</sup> ed.
5. Tortora, G.J., Funke, B.R. And Case, C.L. 2013. Microbiology: An introduction. Pearson, New Jersey, 11<sup>th</sup> ed.
6. Stanier, R.Y., Ingraham, J.L., Wheelis, M.L. and Painter, P.R. 1992. General microbiology. MacMillan Press, London, 5<sup>th</sup> ed.



## **LSC 405: BIOCHEMISTRY**

### **(CREDITS: 4)**

**Course Objective:** The aim of this course is to introduce students to atoms and molecules, the basic principles of chemistry and chemical interactions, composition, structure and functions of macromolecules and their monomeric building blocks. The course will provide basic understanding of the thermodynamic principles and enzymology including the specificity of enzymes and enzyme kinetics. This course also aims to familiarize students with different methods of isolation and purification of proteins.

#### **Learning Outcomes:**

- Understanding of structure of biomolecules.
- Understanding of principles of protein folding, structure, function, stability and methods of characterization.
- Ability to analyze and interpret protein sequences and structures and use such information to predict the function of proteins.
- Knowledge of enzymes- classification, catalysis, specificity, inhibition and applications.

#### **Course Content:**

##### **Unit I: Biomolecules**

An overview of biochemistry, Cellular environment and applicability of basic laws of chemistry and thermodynamics; Molecular interactions and their importance; Concept of small- and macro-molecules, Macromolecules: Proteins and its significance, Carbohydrates and derivatives, Fatty acids, Lipids and their derivatives.

##### **Unit II: Protein Structure, Functions and Characterization**

Structure of amino acids and peptide bonds, Primary, secondary and tertiary structure of proteins, Secondary structural elements (Alpha helix, beta sheet,  $3_{10}$  helix,  $\pi$ -helix etc.), Ramachandran plot, Globular proteins and maintenance of specific conformation, Structures of fibrous proteins like keratin, fibroin, elastin and collagen; Methods of characterization of proteins, Isolation and chromatographic purification of proteins, Sequence determination.

##### **Unit III: Protein Folding**

Protein structure, Protein stability, Structural motifs commonly found in various proteins and their functional relevance, Basic concepts of protein structure and folding, Folding pathways, Role of accessory proteins in protein folding.

##### **Unit IV: Enzymes**

Classification of enzymes, Factors affecting enzymes activities, Feedback and allosteric inhibition, Enzyme catalysis, Mechanisms and specificity of enzymatic action, Coenzymes and cofactors, Michaelis and Menten equation,  $V_{\max}$  and Michaelis-Menten constant, Enzyme inhibition kinetics and its applications.

#### **Suggested Readings:**

1. Nelson D.L. and Cox, M.M. 2017. Lehninger principles of biochemistry. W.H. Freeman and Company, New York, 7<sup>th</sup> ed.

2. Berg, J.M., Tymoczko, J.L. and Stryer, L. 2015. Biochemistry. W.H. Freeman and Company, New York, 8<sup>th</sup> ed.
3. Garrett, R.H. and Grisham, C.M. 2016. Biochemistry. Cole Publishing Company, California, 6<sup>th</sup> ed.
4. Voet, D. and Voet, J.G. 2010. Biochemistry. John Wiley and Sons, New York, 4<sup>th</sup> ed.
5. Conn, E.E., Stumpf, P.K., Bruening, G. and Doi, R.Y. 2006. Outlines of biochemistry. John Wiley and Sons, New York, 5<sup>th</sup> ed.

## **LSC 423: BIOANALYTICAL TECHNIQUES**

### **(CREDITS: 3)**

**Course Objective:** The course aims at understanding the theory, principles and applications of various kinds of techniques used in the analysis of biological samples and molecules.

#### **Learning Outcomes:**

- Knowledge of various techniques used for visualization of biological molecules.
- Knowledge of various separation techniques used in Biology.
- Knowledge of radiolabeling techniques and safety guidelines to be followed.
- Understanding of strengths, limitations and applications of various bioanalytical techniques.

#### **Course Content:**

##### **Unit I: Microscopic techniques**

Theory of microscopy, Bright and dark field microscopy, Phase contrast microscopy, Confocal microscopy, Fluorescence microscopy, Atomic force microscopy, Scanning and transmission electron microscopy, Image processing methods in microscopy.

##### **Unit II: Electrophoretic Techniques**

General principle and applications of electrophoresis; Types of electrophoresis: Agarose gel electrophoresis, Polyacrylamide gel electrophoresis (SDS-PAGE, Native-PAGE, Denaturing-PAGE and Reducing-PAGE), Isoelectric focusing, Isotachopheresis, Pulse field gel electrophoresis.

##### **Unit III: Chromatographic and Radiolabeling techniques**

General principle and applications of chromatography; Types of chromatography: Paper chromatography, Thin layer chromatography, Affinity chromatography, Ion exchange, Hydrophobic interaction chromatography, Gel filtration, High Pressure Liquid Chromatography, Gas Chromatography.

Radioactive isotopes: Basic concepts of radioactivity and decay, Measurement of radioisotopes (Geiger Muller and scintillation counter), Incorporation of radioisotopes in biological cells and tissues, Imaging of radioactive materials, Safety guidelines, Applications.

#### **Suggested Readings:**

1. Hofman, A. and Clokie S. 2018. Wilson and Walker's principles and techniques of biochemistry and molecular biology. Cambridge University Press, Cambridge, 8<sup>th</sup> ed.
2. Robyt, J.F. and White, B.J. 1990. Biochemical techniques: Theory and practice. Waveland Press, Long Grove, 1<sup>st</sup> ed.
3. Sambrook, J. and Russell, D.W. 2012. Molecular cloning: A laboratory manual. Cold Spring Harbor Lab Press, New York, 4<sup>th</sup> ed.
4. Miller, J. 2009. Chromatography: Concepts and contrasts. John Wiley and Sons, New York, 2<sup>nd</sup> ed.
5. Creaser, C.S. and Davies, A.M.C. 1988. Analytical applications of spectroscopy. CRC Press, U.S., 1<sup>st</sup> ed.
6. Wang, C.H. and Willis, D.L. 1975. Radiotracer methodology in biological science. Prentice Hall, New Jersey, 1<sup>st</sup> ed.

## **LSC 424: BIODIVERSITY AND ENVIRONMENT**

### **(CREDITS: 3)**

**Course Objective:** This course aims to provide a basic knowledge of biodiversity and environment. It covers the various levels of biodiversity highlighting the major threats to biodiversity and also give an insight into the different biodiversity conservation strategies and conventions. It also covers the sources and consequences of various kinds of pollution, guidelines and laws for environment management.

#### **Learning Outcomes:**

- Understanding the importance of biodiversity conservation.
- Knowledge about ecosystem dynamics.
- Awareness among students about the causes and consequences of various types of environmental pollution.
- Familiarization with EIA and various kinds of environmental laws.

#### **Course Content:**

##### **Unit I: Concept of Biodiversity and Biogeography**

Types, components and significance of biodiversity, Gradients of biodiversity, Levels of biodiversity: Ecosystems diversity, Community diversity, Genetic diversity, Species diversity, Megadiversity zones, Hot spots, Key stone, umbrella and flagship species, Threats to biodiversity, Threatened species: IUCN Red list categories, Rare and Endemic species; Biogeography: Major terrestrial biomes, Theory of island biogeography, Biogeographical zones of India.

##### **Unit II: Biodiversity Conservation**

Brief history of international and national conservation movements, Ecological and reproductive parameters of conservation, *In situ*, *Ex situ* and *In vitro* conservation, Restoration of biodiversity, Bioprospecting, Objectives and salient features of Biodiversity Convention and Biodiversity Act, National and international programs for biodiversity conservation, Role of WWF, WCU, CITES, TRAFFIC, Wildlife Protection Act 1972.

##### **Unit III: Environmental Pollution and Management**

Environmental pollution: Sources and consequences of air pollution, Assessment of air quality, Solid and liquid impingement methods, Sources and consequences of water pollution, Eutrophication, Analysis of water, Water purification, Solid and liquid waste treatment, Sources of soil pollution, Effects on physico-chemical and biological properties of soil, Sources and consequences of noise pollution, Sources, treatment and disposal of nuclear wastes, e-wastes and biomedical wastes.

Environmental management: Introduction and scope, Basic concepts of sustainable development, Environmental Impact Assessment (EIA): Standards, guidelines and monitoring tools, Brief concept of various environmental laws, Brief concept of Conference of Parties (COP).

**Suggested Readings:**

1. Heywood, V.H. and Watson, R.T. 1995. Global biodiversity assessment. Cambridge University Press, Cambridge, 1<sup>st</sup> ed.
2. Gaston, K.J. and Spicer, J.I. 2004. Biodiversity: An introduction. Wiley-Blackwell, New York, 2<sup>nd</sup> ed.
3. Mandal, F.B. and Nandi, N.C. 2013. Biodiversity: Concepts, conservation and biofuture. Asian Books Pvt. Ltd., New Delhi, 2<sup>nd</sup> ed.
4. Odum, E.P., Barrick, M. and Barret, G.W. 2005. Fundamentals of ecology. Thomson Brooks/Cole Publisher, California, 5<sup>th</sup> ed.
5. Sharma, P.D. 2017. Ecology and environment. Rastogi Publications, U.P., 13<sup>th</sup> ed.
6. Evans, G.M. and John, J.C.F. 2012. Environmental biotechnology: Theory and applications. John Wiley and Sons, New York, 2<sup>nd</sup> ed.
7. Nicholas P.C. 1997. Biotechnology for waste and wastewater treatment. Prentice Hall of India Pvt Ltd., New Delhi, 1<sup>st</sup> ed.

## **LSC 425: DEVELOPMENTAL BIOLOGY**

### **(CREDITS: 3)**

**Course Objective:** This course aims to provide a basic understanding of various developmental aspects of both plants and animals. It will also explain various concepts with examples of model organisms used in embryology.

#### **Learning Outcomes:**

- Knowledge of basic concepts in plant and animal development.
- Knowledge of developmental processes in animals starting from gametogenesis to germ layer formation.
- Knowledge of plant development starting from gametogenesis to embryogenesis.
- Understanding of morphogenesis with the help of different model organisms.
- Comprehension of limb development in tetrapods along with metamorphosis and regeneration in different organisms.
- Understanding of development of different plant organs.

#### **Course Content:**

##### **Unit I: Gametogenesis, Fertilization and Early Development**

Basic concepts in developmental biology: Potency, Commitment, Specification, Induction, Competence, Determination and differentiation; Morphogenetic gradients; Cell fate and cell lineages; Stem cells; Genomic equivalence and the cytoplasmic determinants.

Production of gametes; Zygote formation; Cleavage; Blastula formation; Gastrulation and formation of germ layers in animals.

##### **Unit II: Morphogenesis, Metamorphosis and Regeneration**

Morphogenesis and organogenesis in animals: Axes and pattern formation in *Drosophila* and amphibia; Organogenesis: Vulva formation in *Caenorhabditis elegans*, Tetrapod limb development; Metamorphosis of insects and amphibians; Regeneration: Epimorphic, Morphallactic, Compensatory.

##### **Unit III: Plant Development**

Basic concepts in plant development: Plane and polarity, Radial asymmetry and symmetry, Pattern formation, Abaxial-adaxial identity; Gametophyte development; Pollination and fertilization; Seed formation: Cotyledon, endosperm and seed coat development; Shoot and root development; Development of leaf primordium; Trichome, epidermis and stomata development; Vascular differentiation; Development of flower; Genetic and hormonal regulation of reproduction.

#### **Suggested Readings:**

1. Gilbert, S.F. and Barresi, M.J.F. 2016. Developmental biology. Sinauer Associates, Sunderland, 11<sup>th</sup> ed.
2. Wolpert, L., Tickle, C. and Arias, A.M. 2019. Principles of development. Oxford University Press, Oxford, 6<sup>th</sup> ed.
3. Slack, J.M.W. 2012. Essential developmental biology. Wiley-Blackwell, New York, 3<sup>rd</sup> ed.

4. Buchanan, B.B., Gruissem, W. and Jones, R.L. 2015. Biochemistry and molecular biology of plants. Wiley publisher, New York, 2<sup>nd</sup> ed.

## **LSC 441: LIFE SCIENCE PRACTICAL-I**

### **(CREDITS: 3)**

**Course Objective:** This course aims at familiarizing the students with the good laboratory practices and enabling them with the practical knowledge of different kinds of techniques used for analysis and separation of biomolecules, isolation and visualization of microbes.

#### **Learning Outcomes:**

- Follow safe and good laboratory practices while working in lab.
- Development of analytical skills in students.
- Hands-on-experience of handling of different lab instruments.
- Understanding of importance of proper observation, and analysis of results.
- Knowledge of biochemical calculations and kinetic studies.

#### **Course Content:**

1. Laboratory safety and good laboratory practices.
2. General biochemical calculations and preparation of common stock solutions.
3. Estimation of carbohydrates, lipids and proteins.
4. Determination of enzyme activity.
5. Determination of  $K_m$  and  $V_{max}$  of enzyme.
6. Separation of molecules by chromatographic techniques.
7. Separation of cell and sub-cellular fractionation by centrifugation.
8. Study of cell by various microscopy techniques.
9. Separation of molecules by gel electrophoresis.
10. Sectioning and staining of tissues.
11. Principles and working of instruments used in microbiology lab.
12. Isolation and enumeration of microbes from given sample.
13. Staining of cell.

#### **Suggested Readings:**

1. Segel, I.H. 2010. Biochemical calculations. Wiley, New York, 2<sup>nd</sup> ed.
2. Cappucino, J. and Sherman, N. 2007. Microbiology: A laboratory manual. Benjamin/Cummings Publishing Company, San Francisco, 8<sup>th</sup> ed.
3. Prescott, L. and Harley, J.P. 2001. Microbiology: Laboratory exercises. Mc Graw Hill Higher Education, New York.
4. Sawhney, S.K. and Singh, R. 2009. Introductory practical biochemistry. Narosa Publishing House, New Delhi.
5. Hofman, A. and Clokie S. 2018. Wilson and Walker's Principles and techniques of biochemistry and molecular biology. Cambridge University Press, Cambridge, 8<sup>th</sup> ed.
6. Sambrook, J. and Russell, D.W. 2012. Molecular cloning: A laboratory manual. Cold Spring Harbor Lab Press, New York, 4<sup>th</sup> ed.



### M.Sc. Life Sciences - Semester II

Course Code	Course Title	Course Credits
	<b>Core Courses</b>	
LSC 452	Molecular Biology	4
LSC 453	Plant Physiology	4
LSC 454	Human Physiology	4
	<b>Optional Courses (Any two of the following courses)</b>	
LSC 471	Applied Biology	3
LSC 473	Metabolic Pathways	3
LSC 474	Ecological Principles	3
	Any course offered by other School /Swayam	3
	<b>Practical</b>	
LSC 491	Life Science Practical-II	3
	<b>Total Credits</b>	<b>21</b>

## **LSC 452: MOLECULAR BIOLOGY**

### **(CREDITS: 4)**

**Course Objective:** The course aims at providing an understanding about the molecular mechanisms of various life processes like DNA replication, repair, transcription, splicing, protein synthesis and gene regulation.

#### **Learning Outcomes:**

- In depth knowledge of nucleic acid structure.
- Understanding of the central concepts of molecular biology.
- Understanding of how molecular biology forms the basis of genetic engineering.
- Knowledge on gene regulation.

#### **Course Content:**

##### **Unit I: Structure of Nucleic Acids**

Structure and functions of DNA and RNA, Genes, Genome organization in prokaryotes and eukaryotes, Chromatin organization and packaging, Repetitive and unique sequences, Satellite DNA, DNA methylation, Telomeres and telomerase, DNA topology, Knots and links, Linking number, Writhing and twisting, DNA supercoiling, Topoisomers.

##### **Unit II: DNA replication, Repair and Recombination**

DNA replication: Unit of replication, Enzymes involved, Replication origin and replication fork, Mechanism of replication in prokaryotes and eukaryotes, Fidelity of replication; Repair: Different kinds of DNA damage, Mechanisms of DNA repair in prokaryotes and eukaryotes; Recombination: Homologous and non-homologous.

##### **Unit III: Transcription and Translation**

Transcription: Transcription factors and machinery, RNA polymerases, Mechanism of transcription in prokaryotes and eukaryotes, Transcription inhibitors, Post-transcriptional modifications of mRNA, tRNA and rRNA; Translation: Genetic code, Aminoacylation of tRNA, Aminoacyl tRNA synthetase, Ribosome, Formation of initiation complex, Initiation factors and their regulation, Elongation and elongation factors, Termination, Translational proof-reading, Translational inhibitors, Post-translational modification of proteins.

##### **Unit IV: Gene Regulation**

Concept of operon in prokaryotes, Role of chromatin in gene regulation, Gene silencing: Cosuppression, Antisense RNA, Ribozyme mediated, dsRNA (microRNA and si RNA).

#### **Suggested Readings:**

1. Lodish, H., Berk, A., Kaiser, C.A., Krieger, M., Scott, M.P., Bretscher, A., Ploegh, H. and Matsudaira, P. 2021. Molecular cell biology. W.H. Freeman and Company, New York, 9<sup>th</sup> ed.
2. Alberts, B., Johnson, A., Lewis, J., Raff, M., Roberts, K. and Walter, P. 2014. Molecular biology of the cell. Garland Science, New York, 6<sup>th</sup> ed.
3. Krebs, J.E., Goldstein, E.S. and Kilpatrick, S.T. 2017. Lewin's genes. Jones and Bartlett Learning Publishers, Sudbury, 12<sup>th</sup> ed.

4. Malacinski, G.M. and Friefelder, D. 2003. Essentials of molecular biology. Jones and Bartlett Learning, Sudbury, 4<sup>th</sup> ed.
5. Watson, J.D., Baker, T., Bell, S.P., Gann, A., Levine, M. and Lodwick, R. 2013. Molecular biology of the gene. Pearson Education, New Jersey, 7<sup>th</sup> ed.

## **LSC 453: PLANT PHYSIOLOGY**

### **(CREDITS: 4)**

**Course Objective:** This course aims at increasing the awareness of students for plants in their environment and help them to understand their diverse physiological functions. It will cover the role of plant physiology in the life cycle of plants and different strategies used by plants in gaining resistance against various kinds of stresses.

#### **Learning Outcomes:**

- Understanding of multiple aspects of plant water relations.
- Knowledge of mineral nutrition and assimilation in plants.
- Understanding the biogenesis, structure, function, molecular mechanism of action and commercial applications of plant hormones.
- Knowledge of molecular response of plants to various kinds of stresses.
- Insights into photosynthesis, photorespiration and sensory biology.
- Comprehension of plant microbe interactions.
- Knowledge of different mechanisms in plant immunity.

#### **Course Content:**

##### **Unit I: Water Relations, Transport Processes and Mineral Nutrition**

Water relations: Properties of water, Properties of solutions, Cell water potential, Soil plant atmosphere continuum; Transport processes in plants through cells and across membranes through xylem and phloem; Transpiration; Mechanisms of loading and unloading of photoassimilates; Mineral nutrition: Metabolism of nitrogen, sulfur, phosphate and calcium, Assimilation of cations.

##### **Unit II: Plant Growth Regulators and Stress Physiology**

Plant growth regulators: Introduction and concept, Structure, function and mechanisms of action of plant hormones (Auxin, gibberellins cytokinins, ethylene, abscisic acid, brassinosteroids, jasmonic acid, salicylic acid, polyamines).

Abiotic and biotic stresses: Types and interactions, Resistance mechanism and molecular response of drought, high temperature, chilling, salinity and heavy metal stress; Responses to biotic stress.

##### **Unit III: Photosynthesis, Respiration and Sensory Photobiology**

Photosynthesis: Light harvesting complexes, Electron transport, CO<sub>2</sub> fixation: C<sub>3</sub>, C<sub>4</sub> and CAM pathways; Photorespiratory pathway; Sensory photobiology: Mechanisms of action of phytochromes, cryptochromes and phototropins, Photoperiodism and biological clocks.

##### **Unit IV: Plant Defense System**

Plant microbe interaction (Interaction with plant endophytes and pathogens), Genetic basis of plant pathogen interaction, Systemic acquired resistance, MAM, PAM, PAMP-Triggered immunity (PTI) and effector-triggered immunity (ETI), Hypersensitive response, Apoptosis.

**Suggested Readings:**

1. Salisbury, F.B. and Ross, C.W. 1992. Plant physiology. The Benjamin/Cummings Pub. Co. Inc., San Francisco, 4<sup>th</sup> ed.
2. Hopkins, W.G. and Huner, N.P.A. 2008. Introduction to plant physiology. John Wiley & Sons, New Jersey, 4<sup>th</sup> ed.
3. Taiz, L., Zeiger, E., Moller, I.M. and Murphy, A. 2012. Plant physiology and development. Sinauer Associates, Sunderland, 5<sup>th</sup> ed.
4. Talbot, N. 2004. Plant-pathogen interaction. Kluwer publications, Netherlands, 1<sup>st</sup> ed.
5. Agrios, G.N. 2004. Plant pathology. Academic Press, New York, 5<sup>th</sup> ed.

## **LSC 454: HUMAN PHYSIOLOGY**

### **(CREDITS: 4)**

**Course Objective:** The course has been designed to understand fundamental principles of the functioning of human body. It will also help to understand pathway of mechanism operating during circumstantial changes in physiological systemic functions of the body.

#### **Learning Outcomes:**

- Knowledge of basic organization of tissues.
- Knowledge of structure and function of bone and muscle tissues and their contribution in human physiology.
- Knowledge of structure and function of nervous and endocrine system.
- Understanding the coordination and secretion of various hormone and nerve signals.
- Comprehension of structure and function of digestive, respiratory, circulatory, excretory, and reproductive system.
- Knowledge of contribution of each system and their coordination in human physiology.

#### **Course Content:**

##### **Unit I: Organisation of Human Body and Homeostasis**

Structural plan: Different systems and life process, Levels of organization: Cellular (Structure and functions of animal cell) and tissue level (Types of tissues and their functions); Concepts in homeostasis.

##### **Unit II: Physiology of Skeletal System and Muscles**

Skeletal tissue: Functions, Bone growth, Homeostasis of remodelling, Aging and skeletal system, Functions of bone articulations; Muscles: Types, Movement and muscle, Electrophysiology and biochemistry in skeletal, cardiac and smooth muscles.

##### **Unit III: Neuro-Endocrine System**

Nervous System: Basic structural organizations, Nerve impulse and membrane potential, Neurotransmitters, Spinal cord, Sensory, motor and integrative nerve systems, Functions of autonomic nervous system; Endocrine System: Overview of endocrine gland organization, Source of secretions of hormones and their physiological functions, Receptors and hormone specificity, Hormonal interactions.

##### **Unit IV: Physiology of Other Vital Systems**

Structural organizations of circulatory system, Functions of blood and heart, Electrocardiogram and neural control of CVS; Structural organization and functional specificity of respiratory organs, Respiratory pigments, Transport of gases in blood, Physiology of respiration.

Structural and functional characteristics of digestive and excretory systems; Concept of osmoregulation, Water-electrolyte balance, Digestion, Metabolism, Energy production, Metabolic rate and body temperature regulation.

Structural and functional characteristics of reproductive system: Concept of gametogenesis, Hormonal regulation of reproductive functions.

**Suggested Readings:**

1. Shier, D.N., Butler, J.L. and Lewis, R. 2018. Hole's human anatomy and physiology. McGraw-Hill Education, New York, 13<sup>th</sup> ed.
2. Guyton, A.C. and Hall, J.E. 1996. Human physiology and mechanisms of disease. W. B. Saunders Ltd., Philadelphia, 6<sup>th</sup> ed.
3. Tortora, G.J. and Derrickson, B. 2020. Principle of anatomy and physiology. John Wiley and Sons, New York, 16<sup>th</sup> ed.
4. Thibodeau, G.A. and Patton, K.T. 2010. Anatomy and physiology. Mosby, St. Louis, 7<sup>th</sup> ed.
5. Chaudhari, S.K. 2016. Concise medical physiology. New Central Book Agency (P) Ltd., New Delhi, 1<sup>st</sup> ed.

## **LSC 471: APPLIED BIOLOGY**

### **(CREDITS: 3)**

**Course Objective:** The objective of the course is to give deep insight into the applications of biology in various sectors. It covers various aspects of industrial production of metabolites, fermented foods and other important bio-products. It will also deal with the application of genetic engineering in health and agriculture and will also familiarize the students with the basic concepts of nanotechnology and its applications.

#### **Learning Outcomes:**

- Knowledge of the production of different metabolites, fermented foods and beverages.
- Understanding of the process of production of bio-products such as bio-pesticides and bio-fertilizers.
- Knowledge of the applications of genetic engineering in agriculture and therapeutics.
- Understanding of the applications of nanotechnology in therapeutics.

#### **Course Content:**

##### **Unit I: Industrial production of Metabolites, Fermented Foods and other bio-products**

Production of primary (Alcohol, vitamins, organic acids, amino acids, enzymes) and secondary metabolites (Antibiotics and alkaloids); Fermented foods: Alcoholic beverages, Bread, Cheese, Fermented vegetables, Fermented dairy, Fermented fish and meat products, Oriental foods and beverages; Other bio-products: Biocompost, Biofertilizers, Biopesticides, Biominerals, Biopolymers.

##### **Unit II: Applications of Genetic Engineering**

Introduction to genetic engineering, Diagnosis of infectious and genetic diseases, Production of recombinant pharmaceuticals, Gene therapy, Development of transgenic crops resistant to biotic and abiotic stresses, Applications of antisense technology in therapeutics and agriculture, genetically modified foods.

##### **Unit III: Nanobiotechnology**

Concept of nanobiotechnology, Microfabrication techniques, Biological production of metal nanoparticles and macromolecular assemblies, Tumor targeting and other diagnostic applications, Drug delivery tools *via* nanobiotechnology, Protein and peptide delivery, Nanoparticle based immobilization assays, Immuno-nanotechnology.

#### **Suggested Readings:**

1. Reed, G. 2004. Prescott and Dunn's industrial microbiology. CBS Publisher, New Delhi, 4<sup>th</sup> ed.
2. Casida, L.E.J.R. 2019. Industrial microbiology. New Age International Pvt. Ltd., New Delhi, 2<sup>nd</sup> ed.
3. Crueger, W. and Crueger, A. 1990. Biotechnology: A textbook of industrial microbiology. Sinauer Associates, Sunderland, 2<sup>nd</sup> ed.
4. Frazier, W.C. and Westhoff, D.C. and Vanitha, N.M. 2017. Food microbiology. McGraw Hill Education, New York, 5<sup>th</sup> ed.
5. Brown, T.A. 2016. Gene cloning and DNA analysis: An introduction. Wiley-Blackwell, New Jersey, 7<sup>th</sup> ed.



6. Niemeyer, C.M. and Mirkin, A. 2006. Nanobiotechnology: Concepts, applications and perspectives. Wiley, New York, 1<sup>st</sup> ed.

## **LSC 473: METABOLIC PATHWAYS**

### **(CREDITS: 3)**

**Course Objective:** This course aims at developing an understanding of the metabolism of biomolecules. Metabolic pathways and their role will be explained in greater details to establish a link between metabolism and organismal physiology.

#### **Learning Outcomes:**

- In depth knowledge of carbohydrate and lipid metabolism and their role in generation of energy.
- Comprehension of protein and nucleic acid metabolism.
- Understanding of biochemical basis of disease development.
- Understanding of synthesis and uses of secondary metabolites in human health.

#### **Course Content:**

##### **Unit I: Carbohydrate and Lipid Metabolism**

Basic concepts of metabolism; Carbohydrate metabolism: Glycolysis and gluconeogenesis, Regulation of glycolysis, Glycogen synthesis, breakdown and its regulation, TCA cycle and electron transport system (Mechanism, regulation, role in energy generation and in generating biosynthetic intermediates), Glyoxylate cycle, Pentose phosphate pathway and its importance in biosynthetic reactions; Lipid metabolism: Fatty acid biosynthesis and degradation, Synthesis and degradation of steroids and glycolipids.

##### **Unit II: Protein and Nucleic Acid Metabolism**

Amino acid metabolism, Active carbon reaction, Amines and their role in cell function, Urea cycle; Synthesis of purine and pyrimidine, Nucleotide biosynthesis and metabolism, Salvage pathways: Regulation and diseases; Metabolic disorders.

##### **Unit III: Secondary Metabolites**

Synthesis of secondary metabolites such as alkaloids, non-protein amino acids, amines, cyanogenic glycosides, glucosinolates, lignin, suberin, terpenoids and phenolics.

#### **Suggested Readings:**

1. Nelson D.L. and Cox, M.M. 2017. Lehninger principles of biochemistry. W.H. Freeman and Company, New York, 7<sup>th</sup> ed.
2. Berg, J.M., Tymoczko, J.L. and Stryer, L. 2015. Biochemistry. W.H. Freeman and Company, New York, 8<sup>th</sup> ed.
3. Garrett, R.H. and Grisham, C.M. 2016. Biochemistry. Cole Publishing Company, California, 6<sup>th</sup> ed.
4. Voet, D. and Voet, J.G. 2010. Biochemistry. John Wiley and Sons, New York, 4<sup>th</sup> ed.
5. Conn, E.E., Stumpf, P.K., Bruening, G. and Doi, R.Y. 2006. Outlines of biochemistry. John Wiley and Sons, New York, 5<sup>th</sup> ed.
6. Rodwell, V., Bender, D., Kennelly, P.J. and Weil, P.A. 2018. Harper's illustrated biochemistry. McGraw-Hill Education, New York, 31<sup>st</sup> ed.

## **LSC 474: ECOLOGICAL PRINCIPLES**

### **(CREDITS: 3)**

**Course Objective:** The course aims at making students aware about the fundamental principles of ecology. It will cover the role of ecosystem and its components for the sustenance of life. The course will also familiarize the students with the different branches of ecology.

#### **Learning Outcomes:**

- Understanding of dynamics of food webs and the forces that affect ecosystem stability.
- Knowledge of major nutrient cycles.
- Insights into different kinds of ecosystems.
- Knowledge of the factors which determine local, regional and global patterns in biological communities.

#### **Course Content:**

##### **Unit I: Fundamentals of Ecology**

Basic concepts of ecology, autecology and synecology; Habitat and Niche: Concept of habitat and niche, Niche width and overlap, Fundamental and realized niche, Resource partitioning, Character displacement.

##### **Unit II: Ecosystem Ecology**

Structure and function of ecosystem; Energy flow and fixation, Ecological pyramids, Carrying capacity, Sustainable field, Components of ecosystem, Food web, Producer, Consumer, Decomposer; Ecological pyramids, Bioaccumulation and Biomagnification; Biogeochemical cycles: Hydrological cycle, carbon, oxygen, nitrogen, sulfur and phosphorus cycles; Terrestrial ecosystems: Forest, Grassland, Fragile; Aquatic ecosystems: Fresh water, Marine, Estuarine.

##### **Unit III: Population and Community Ecology**

Population: Characteristics of a population, Population growth curves, Population regulation, r and k strategists; Concept of metapopulation: Demes and dispersal, Interdemic extinctions, Age structured populations; Types of inter and intra species interactions.

Community: Nature of communities, Structure and attributes, Levels of species diversity and its measurement, Edges and ecotones; Ecological Succession: Types, Mechanisms, Changes involved in succession, Concept of climax.

#### **Suggested Readings:**

1. Chapman, J.L. and Reiss, M.J. 1998. Ecology: Principles and applications. Cambridge University Press, Cambridge, 2<sup>nd</sup> ed.
2. Heywood, V.H. and Watson, R.T. 1995. Global biodiversity assessment. Cambridge University Press, Cambridge, 1<sup>st</sup> ed.
3. Kormondy, E.J. 1996. Concepts of ecology. Prentice-Hall, New Delhi, 4<sup>th</sup> ed.
4. Odum, E.P. 1971. Basic ecology. Saunders, Philadelphia, 3<sup>rd</sup> ed.

## **LSC 491: LIFE SCIENCE PRACTICAL-II**

### **(CREDITS: 3)**

**Course Objective:** This course aims at enabling the students with the practical knowledge of cloning, amplification of gene, blotting, bioinformatics and animal cell culture.

#### **Learning Outcomes:**

- Development of analytical skills in students.
- Hands-on-experience of genetic engineering methods.
- Hands-on-experience in using different bioinformatics tools and databases.
- Exposure to handling of animal cell culture.
- Understanding of importance of observation and analyse results.

#### **Course Content:**

1. Isolation of genomic and plasmid DNA.
2. Determination of purity of isolated DNA and its visualization.
3. PCR amplification of DNA.
4. Restriction digestion and ligation of vector and DNA.
5. Preparation of competent cells.
6. Introduction of recombinant DNA into bacterial cells and selection of recombinant clones.
7. Expression of foreign gene in *E. coli*.
8. Extraction of RNA.
9. Preparation of cDNA and PCR.
10. Demonstration of southern, northern and western blotting.
11. Demonstration of basic techniques in animal cell culture.
12. Database search.
13. Sequence alignment.
14. Construction of phylogeny tree.
15. BLAST, ORF finder and Primer designing.
16. Protein motif and structure prediction tools.

#### **Suggested Readings:**

1. Hofman, A. and Clokie S. 2018. Wilson and Walker's Principles and techniques of biochemistry and molecular biology. Cambridge University Press, Cambridge, 8<sup>th</sup> ed.
2. Sambrook, J. and Russell, D.W. 2012. Molecular cloning: A laboratory manual. Cold Spring Harbor Lab Press, New York, 4<sup>th</sup> ed.
3. Higgins, D. and Taylor, W. 2000. Bioinformatics: Sequence, structure and databanks – A practical approach. Oxford University Press, Oxford, 1<sup>st</sup> ed.
4. Baxevanis A.D and Ouellette, B.F.F. 2004. Bioinformatics – A practical guide to the analysis of genes and proteins. Wiley – Interscience, New York, 1<sup>st</sup> ed.
5. Ausubel, F.M., Brent, R., Kingston, R.E., Moore, D.D., Siedman, J.G., Smith, J.A. and Struhl, K. 1999. Short protocols in molecular biology. Wiley, New York, 1<sup>st</sup> ed.
6. Mount, D.W. 2005. Bioinformatics: Sequence and genome analysis. Cold Spring Harbor Laboratory Press, New York, 2<sup>nd</sup> ed.

### M.Sc. Life Sciences - Semester III

Course Code	Course Title	Course Credits
	<b>Core Courses</b>	
LSC 501	Immunology	4
LSC 504	Genetics and Genetic Engineering	4
	<b>Optional Courses (Any four of the following courses)</b>	
LSC 521	Biomaterials	3
LSC 524	Biophysics and Structural Biology	3
LSC 525	Biostatistics and Bioinformatics	3
LSC 526	Genomics and Proteomics	3
LSC 527	Research Planning and Formulation	3
LSC 528	Project Proposal, Term Paper and Critical Review of an Article	3
	Any course offered by other School/Swayam	3
	<b>Total Credits</b>	<b>20</b>

## **LSC 501: IMMUNOLOGY**

### **(CREDITS: 4)**

**Course Objective:** The course aims at imparting a fundamental working knowledge of the basic principles of immunology and to make students learn the mechanisms involved in immune system development and responsiveness. It will also help to conceptualize the structural features of the components of the immune system as well as their functions. It also aims to enable students to apply the knowledge gained in development and designing of therapeutics.

#### **Learning Outcomes:**

- Understanding of how immune system functions through different organs, cells and molecules.
- Understanding of development and differentiation of B, T and NK/NKT cells and their receptors.
- Learning the role of complement system and PRR in orchestrating elimination of microbial pathogens.
- Understanding of concept of histocompatibility and mechanism of antigen presentation.
- Understanding of autoimmunity and transplant rejection.
- Learning of applied aspects of immunology along with advances in vaccine development.

#### **Course Content:**

##### **Unit I: Cells, Tissue Organization and Immune Response Mechanisms**

History of immunology; Organs (Primary and secondary), cells (myeloid and lymphoid) and molecules of immune system (antigens, adjuvants, cytokines, chemokines, prostaglandins, leukotrienes etc.), Differentiation of hematopoietic stem cells, Innate and adaptive immune responses, Cellular and humoral immune response, Inflammatory reaction, Phagocytosis and microbicidal mechanisms.

##### **Unit II: Structure and Functions of B, T and NK Cells**

B-cells and effector functions: B cell differentiation, BCR and pre-BCR, receptor editing, Antibody structure and function, Classification of immunoglobulins, Ig domain, Variability, Cross- reactivity; Isotypes, Allotypes and idiotypic markers, VJ/VDJ rearrangements and genetic mechanisms for antibody diversity, Affinity maturation, Allelic exclusion, Class switching.

T- cells and functions: Types of T cells, T cell differentiation in thymus, Thymic selection and tolerance to self, T cell receptors, Activation and interaction with APC, Antigen presentation and MHC restriction, Super antigens.

NK cells: NK cell receptors and gene complex, Correlation with target MHC expression, Hybrid resistance, Missing self-hypothesis, Cytotoxicity reactions.

##### **Unit III: Complement System and Histocompatibility**

Complement System: Structure and function of complements, Classical and alternative pathways; TLR receptors and sensing of pathogen-associated molecular patterns and associated signal transduction; Histocompatibility: Genetic organization of MHC (H2) and HLA complexes, Class I and class II MHC molecules: Structure and functions; Autoimmune disorders and transplant rejection.

#### **Unit IV: Immunological techniques and Vaccines**

Blood grouping; Antigen-Antibody reactions: Agglutination, Precipitation, Radial immunodiffusion (Mancini method), Double immunodiffusion (Ouchterlony method), Immuno-electrophoresis, Coomb's test, RIA, ELISA, ELISPOT; Antibody engineering, Production of hybridoma and monoclonal antibodies.

Diseases of relevance to the immune system; Vaccines: Types of vaccines, Advances in vaccine technology.

#### **Suggested Readings:**

1. Kindt, T.J., Goldsby, R.A., Osborne, B.A. and Kuby, J. 2006. Kuby immunology. W.H. Freeman and Company, New York, 6<sup>th</sup> ed.
2. Murphy, K. and Weaver, C. 2017. Janeway's Immunology. W.W. Norton and Company, New York, 9<sup>th</sup> ed.
3. Abbas, A.K., Lichtman, A.H.H. and Pillai, S. 2016. Cellular and molecular immunology. Saunders, Philadelphia, 9<sup>th</sup> ed.
4. Delves, P.J., Martin, S.J., Burton, D.R. and Roitt, I.M. 2011. Roitt's essential immunology. Wiley- Blackwell, New Jersey, 12<sup>th</sup> ed.
5. Tizard, I.R. 2000. Immunology: An introduction. Saunders, Philadelphia, 4<sup>th</sup> ed.
6. Playfair, J.H.L. 2012. Immunology at a glance. Blackwell Scientific Publications, Oxford, 10<sup>th</sup> ed.
7. Abbas, A.K. and Lichtman, A.H.H. 2019. Basic immunology: Functions and disorders of the immune system. Saunders, Philadelphia, 6<sup>th</sup> ed.

## **LSC 504: GENETICS AND GENETIC ENGINEERING**

### **(CREDITS: 4)**

**Course Objective:** The objective of the course is to familiarize the students with the basic concepts of genetics as well as genetic engineering, to acquaint them with the techniques used in genetic engineering and to make them aware of the wide applications of genetic engineering along with the ethical issues.

#### **Learning Outcomes:**

- Knowledge of concepts in classical and modern genetics.
- Understanding of concept of alleles, linkage, crossing over and chromosomal aberrations.
- Comprehension of fine structure of gene, aspects related to complementation and recombination.
- Understanding of population genetics.
- Knowledge of tools and strategies used in genetic engineering.
- Understanding of applications of genetic engineering in various sectors.

#### **Course Content:**

##### **Unit I: Classical Genetics**

Introduction and scope of Genetics, Historical perspectives, Understanding the heredity and variation, Basic principles of Mendelian Inheritance, Alleles and multiple alleles, Human pedigree analysis, Linkage analysis and gene mapping in eukaryotes, Coupling and repulsion phases, Crossover and recombination.

##### **Unit II: Chromosome Aberration, Complementation Analysis and Population Genetics**

Chromosomal basis of inheritance, Chromosomal aberrations, Mutations, Sex-linked genes and dosage compensation of X-linked genes, Gene interaction, Sex-determination and sex-linked inheritance, Evolutionary history of bread wheat, Somatic aneuploids.

Concept of gene, Complementation analysis and fine structure of gene, Complementation and recombination, Concept of cistron, Chloroplast and Mitochondrial inheritance, Population genetics, Calculation of allele frequencies, Calculating frequency of sex-linked alleles.

##### **Unit III: Basics of Genetic Engineering**

Isolation of nucleic acids, Restriction and modifying enzymes, Cloning and expression vectors, cDNA synthesis and construction of cDNA libraries, Genomic libraries and their construction, Mechanism of transformation of bacterial and non-bacterial cells, Identification of recombinant DNA clones.

##### **Unit IV: Genome Analysis and Applications of Genetic Engineering**

Methods of genome analysis: Gel retardation, DNA footprinting, S1 mapping, Exon trapping, Ribonuclease protection assay, R looping, DNA fingerprinting, DNA sequencing, DNA hybridization, PCR and types, Site directed mutagenesis, Genome editing with CRISPR/Cas; Applications and ethical issues of genetic engineering.



**Suggested Readings:**

1. Snustad, D.P. and Simmons, M.J. 2006. Principles of genetics. John Wiley and Sons, New York, 8<sup>th</sup> ed.
2. Hartwell, L. 2010. Genetics: From genes to genome. McGraw-Hill, New York, 4<sup>th</sup> ed.
3. Krebs, J.E., Goldstein, E.S. and Kilpatrick, S.T. 2017. Lewin's genes. Jones and Bartlett Learning Publishers, Sudbury, 12<sup>th</sup> ed.
4. Brown, T.A. 2016. Gene cloning and DNA analysis: An introduction. Wiley-Blackwell, New Jersey, 7<sup>th</sup> ed.
5. Primrose, S.B. and Twyman, R. 2013. Principles of gene manipulation and genomics. Wiley-Blackwell, New Jersey, 7<sup>th</sup> ed.
6. Nicholl, D.S.T. 2008. An introduction to genetic engineering. Cambridge University Press, Cambridge, 3<sup>rd</sup> ed.

## **LSC 521: BIOMATERIALS**

### **(CREDITS: 3)**

**Course Objective:** This course is designed to provide a general understanding of the multidisciplinary field of biomaterials. Course materials will rely on general concepts learned in biology courses and will further extend the understanding about the interactions at the interface of material and biological systems.

#### **Learning Outcomes:**

- Knowledge of basic concepts of biomaterials and its role in regenerative medicine.
- Understanding of the structural properties of biomaterials.
- Knowledge of techniques used for characterization of biomaterials.
- Knowledge of biological performance of biomaterials.
- Understanding of the role of biomaterials in regeneration of bone.

#### **Course Content:**

##### **Unit I: Introduction to Biomaterials**

History and role of biomaterials; Classes of biomaterials used in medicine: Basic principle of ceramics/composite, polymeric and metallic biomaterials.

##### **Unit II: Structure-Function Relationship of Biomaterials**

Surface properties and surface characterization of biomaterials: Composition, Surface energy, topography, Functionalization of biomaterial surface, Electron microscopy, Atomic force microscopy, Contact angle measurement, IR spectroscopy; Bulk properties of biomaterials: Crystallinity and mechanical properties, Degradation behaviour of biomaterials.

##### **Unit III: Biological Responses, Testing and Applications of Biomaterials**

Biological responses: Role of water on biomaterials, Protein behaviour on biomaterials, Tissue ECM and cell-biomaterial interaction.

Biological testing: Concept and assessment of biocompatibility; *In vitro* assessment of cell and tissue compatibility, *In vivo* assessment of tissue compatibility, Evaluation of blood-material interaction; Animal surgery and care of animal.

Applications in functional tissue engineering: Overview of tissue engineering concept and application; Tissue engineering scaffold: Design criterion and fabrication methods, Cell resources for tissue engineering, Bone tissue engineering.

#### **Suggested Readings:**

1. Ratner, B., Hoffman, A., Schoen, F. and Lemons, J. 2012. Biomaterials science. Academic Press, New York, 3<sup>rd</sup> ed.
2. Bernhard, P.O. 2003. Tissue engineering. Pearson Education, New Jersey, 1<sup>st</sup> ed.
3. Research papers and review articles.

## **LSC 524: BIOPHYSICS AND STRUCTURAL BIOLOGY**

### **(CREDITS: 3)**

**Course Objective:** Molecular biophysics and structural biology is an exciting interdisciplinary research field at the intersection of physics, chemistry, biology and medicine. The aim of this course is to impart knowledge and understanding of various molecular mechanisms of life with the help of biophysical principles and techniques.

#### **Learning Outcomes:**

- Understanding of the basic concepts and principles of physics and their applications to biological systems.
- Knowledge of various kinds of interactions between the biomolecules.
- Knowledge of various biophysical techniques for protein structural studies with their applications and limitations.
- Learning of different microscopy techniques used to study the protein structure.

#### **Course Content:**

##### **Unit I: Thermodynamics and Bioenergetics**

Laws of thermodynamics, Concepts of enthalpy, entropy and free energy, Energy requirement in cell metabolism, High energy compounds in biological systems, Synthesis of ATP, Reduction potential and free energy changes in redox reactions; Protein folding: Thermodynamics and kinetics.

##### **Unit II: Biomolecular Interactions**

Interaction in biological systems, Protein-protein interactions and general properties of protein-protein interfaces, Physical forces which mediate protein-nucleic acid interactions, Important domains in protein-NA interactions: Zinc fingers, Helix-turn-helix and Leucine zippers.

##### **Unit III: Biophysical Techniques for Structural Analysis**

Conformational analysis and prediction: Computational and experimental methods; Ultracentrifugation: Sedimentation velocity and equilibrium; Spectroscopy: Fluorescence, Circular Dichroism, Infrared, NMR; X-ray crystallography; Microscopy: Super-resolution microscopy and High-resolution transmission electron microscopy, Introduction to Cryo-electron microscopy; Light scattering; Different types of mass spectrometry and surface plasmon resonance spectroscopy methods.

#### **Suggested Readings:**

1. Cantor, C.R. and Schimmel, P.R. 1980. Biophysical chemistry. W.H. Freeman, New York, 1<sup>st</sup> ed.
2. Freifelder, D. 1983. Physical biochemistry. W.H. Freeman, New York, 1<sup>st</sup> ed.
3. Creighton, T.E. 1992. Protein: Structure and molecular properties. W.H. Freeman, New York, 2<sup>nd</sup> ed.

## **LSC 525: BIOSTATISTICS AND BIOINFORMATICS**

### **(CREDITS: 3)**

**Course Objective:** The major objective of this course is to enable students in assessing data sources and data quality for the purpose of selecting appropriate research questions. This course will familiarize them with the basic principles and the practical importance of key concepts from central tendency, probability, correlation, and regression analysis. Bioinformatics is an interdisciplinary course which is indispensable for every field of Life Sciences. In this course, emphasis will be given to various biological databases and their applications and sequence and structure analysis.

#### **Learning Outcomes:**

- Understanding of sampling techniques.
- Knowledge of statistical analysis of data.
- Familiarization with the use of internet based bioinformatics tools and biological database.
- Ability to do data mining, structural and evolutionary analysis.

#### **Course Content:**

##### **Unit I: Measure of Central Tendencies, Analysis and Test of Significance**

Concept of statistical population and samples, Sampling techniques, Measure of central tendency: Mean, Mode, Median; Standard deviation and error; Concept of probability theory and theory of distribution; Concept and application of correlation (linear) and regression analysis; Test of significance, 't' test, Chi square and its application in biology, ANOVA: One way and two way analysis; Compilation, classification, tabulation and diagrammatic presentation of statistical data; Application of statistics in biology.

##### **Unit II: Introduction to Computer and Biological Database**

Computer system: Concept, Types of computers, Hardware and software system application software's), Internet tools, FTP, TELNET, www, Concept of networking, LAN, WAN, PAN, VPN; Introduction to bioinformatics, Biological database; Bibliographic and non-bibliographic; Gene banks, Data query, Data mining, Boolean operators.

##### **Unit III: Sequence and Structure Analysis**

Genomic sequence analysis: Annotation, Pairwise and multiple sequence alignment, Tools for sequence alignment, BLAST; Proteomics: Protein sequence analysis, Structure analysis, Secondary structures, Motif, Domain, Structural database, Structure visualization and analysis tools; Evolutionary analysis: Phylogenetic tree construction from genomic and protein sequences, Tools for phylogenetic tree construction.

#### **Suggested Readings:**

1. Zar, J.H. 2010. Biostatistical analysis. Pearson, New Jersey, 5<sup>th</sup> ed.
2. Bailey, N.T.J. 2000. Statistical methods in biology. Cambridge University Press, Cambridge, 3<sup>rd</sup> ed.
3. Campbell R.C. 1989. Statistics for biologists. Cambridge University Press, Cambridge, 3<sup>rd</sup> ed.
4. Mount, D.W. 2004. Bioinformatics: Sequence and genome analysis. Cold Spring Harbor Laboratory Press, New York, 2<sup>nd</sup> ed.

5. Baxevanis A.D and Ouellette, B.F.F. 2004. Bioinformatics – A practical guide to the analysis of genes and proteins. Wiley – Interscience, New York, 3<sup>rd</sup> ed.

## **LSC 526: GENOMICS AND PROTEOMICS**

### **(CREDITS: 3)**

**Course Objective:** The objective of this course is to introduce the students to the basic concepts of genomics and proteomics with special emphasis upon the various methods and technologies used for genome annotation, study of transcriptome and proteome.

#### **Learning Outcomes:**

- Understanding of the important concepts of genomics and genome sequence analysis.
- Knowledge of basic transcriptomics and proteomics tools.
- Knowledge of applications of genomics and proteomics.
- Ability to design genomics and proteomics experiments.

#### **Course Content:**

##### **Unit I: Anatomy of Genome**

Introduction to structural, comparative and functional genomics; Applications of genomics; Organization of eukaryotic and prokaryotic genome, Introduction to gene networks and epigenetic analysis, DNA methylation analysis, Sequencing and assembly of whole genome.

##### **Unit II: Genome Sequence Analysis**

Location of gene by sequence inspection, Techniques used for gene location, Techniques used for transcript mapping, Location of exon and exon-intron boundaries, Determining function of individual genes, Directed mutagenesis, Determining pattern of gene expression: Reporter gene and immunocytochemistry; Human Genome Project: Strategies and implications.

##### **Unit III: Transcriptomics and Proteomics**

Transcriptomics: Serial analysis of gene expression (SAGE), RNA-Seq and microarray, Applications of transcriptomics; Proteomics: Techniques used to study proteome, Identification of proteins with post-translational modifications, Fast parallel proteolysis, Protein sequencing, Identifying protein – protein interactions, Chromatin immunoprecipitation, Applications of proteomics.

#### **Suggested Readings:**

1. Brown, T.A. 2006. Genomes 3. Garland Science, New York, 3<sup>rd</sup> ed.
2. Pevsner, J. 2015. Bioinformatics and functional genomics. Wiley-Blackwell, New Jersey, 3<sup>rd</sup> ed.
3. Reece, R.J. 2003. Analysis of genes and genomes. John Wiley and Sons, New York, 1<sup>st</sup> ed.
4. Gibson, G. and Muse, S.V. 2009. A primer of genome science. OUP, U.S., 3<sup>rd</sup> ed.
5. Campbell, A.M. and Heyer, L.J. 2006. Discovering genomics, proteomics and bioinformatics. Benjamin/ Cummings Publishing Company, San Francisco, 2<sup>nd</sup> ed.

## **LSC 527: RESEARCH PLANNING AND FORMULATION (CREDITS: 3)**

**Course Objective:** The course aims at imparting the ability in students to identify research problems and design the objectives for solving the problems. It will also familiarize the students with scientific writing and communication including writing of dissertation, research proposal etc.

### **Learning Outcomes:**

- Understanding of basic concepts of research and its methodologies.
- Selection of appropriate research problems and designing strategies for solving such problems.
- Knowledge of preparing a research proposal and writing dissertation.
- Familiarization with all kinds of scientific communications.

### **Course Content:**

#### **Unit I: Formulating Research Problem and Experimental Planning**

Selection of an area for research: Importance and need of research in selected field, Literature survey; Planning of experimental work: Importance and designing of the problem to be undertaken, Formulation of hypothesis and objectives of the research work planned, Time bound framing work plan, Designing of experimental protocol; Bibliographic resources.

#### **Unit II: Structuring of dissertation and research proposal**

Chapter format of dissertation, Indexing, Presentation of tables and figures, Appendices; Preparation of research proposal.

#### **Unit III: Scientific Writing and Communications**

Writing abstracts, research articles and reviews; Use of plagiarism software like Turnitin, Urkund and other open source software tools; Making scientific presentations.

### **Suggested Readings:**

1. Bhattacharyya, D.K. 2011. Research methodology. Excel Books, New Delhi, 3<sup>rd</sup> ed.
2. Kumar, R. 2014. Research methodology: A step-by-step guide for beginners. SAGE Publications, California, 4<sup>th</sup> ed.
3. Singh, Y.K. 2007. Research methodology. APH Publishing Corporation, New Delhi, 2<sup>nd</sup> ed.
4. Gupta, S. 2010. Research methodology and statistical techniques. Deep and Deep Publications, New Delhi, 1<sup>st</sup> ed.
5. Khanzode, V.V. 1995. Research methodology. APH Publishing Corporation, New Delhi, 1<sup>st</sup> ed.

## **LSC 528: PROJECT PROPOSAL, TERM PAPER AND CRITICAL REVIEW OF AN ARTICLE (CREDITS: 3)**

**Course Objective:** The course aims at developing the writing skills amongst the students. It will give a hands-on-experience to the students for applying the theoretical and practical knowledge they have acquired in formulating a project proposal on any research problem of their choice along with presenting an article on any topic. It will also help students to critically review and understand the merits and demerits of any research article.

### **Learning Outcomes:**

- Proficiency in searching research papers from web sources and reading research articles.
- Development of ability to identify research problems.
- Proficiency in formulating hypothesis, outlining objectives, designing methodology, preparing budget and chalking out timelines.
- Development of communication and writing skills.

### **Course Content:**

1. Formulation of a research proposal and its presentation.
2. Writing a review article on any topic of their interest.
3. Critically reviewing of a research paper assigned to them.

### **Suggested Readings:**

Review and research articles published in a specialized area of research.



### **M.Sc. Life Sciences - Semester IV**

<b>Course Code</b>	<b>Course Title</b>	<b>Course Credits</b>
LSC 591	Dissertation	8
LSC 594	Seminar	2
<b>Total Credits</b>		<b>10</b>

## **LSC 591: DISSERTATION**

### **(CREDITS: 8)**

**Course Objective:** This course aims at developing scientific temperament in students and carrying out independent research from designing experiments to analysing the results, writing and presentation of dissertation.

#### **Learning Outcomes:**

- Proficiency in formulating hypothesis, defining objectives, developing methodology and carrying out experiments.
- Development of ability to identify research problems and solving them scientifically.
- Familiarization with the various statistical methods of analysing results.
- Development of writing and presentation skills.

#### **Course Content:**

1. Literature survey in the area of interest.
2. Conducting research work in the area of interest.
3. Analysing results.
4. Writing and presentation of dissertation.

#### **Suggested Readings:**

Review and research articles published in a given area of research.

## **LSC 594: SEMINAR**

### **(CREDITS: 2)**

**Course Objective:** The course aims at providing an opportunity to the students to familiarize with current research in different fields of life sciences and improving their presentation skills.

#### **Learning Outcomes:**

- Proficiency in searching research papers from web sources.
- Ability to critically read and interpret research articles.
- Development of skills to present a scientific paper.
- Improved communication skills.

#### **Course Content:**

Oral presentation on a research paper or review article.

#### **Suggested Readings:**

Review and research articles published in a given area of research. •

**For**

**2020-2022 MSc. Nanotechnology and**

**2021 onward MSc Nanoscience**

**Programme structure and Course content:**

**Program outcome:** Students will get solid scientific knowledge and skills development through practical and dissertation in cutting-edge technologies and state-of-the-art facilities available at the school which they can apply to solve local, national, regional and global developmental needs.

**Program Specific outcome:**

After completing this course students will have solid scientific knowledge about the fundamental and advanced understanding of Nanoscience which they can apply for local, national, regional and global developmental needs. They will learn synthesis of nanomaterials and understand their application and impact on environment through practical and dissertation work.

**M.Sc. (Nanoscience) SCHOOL OF NANO SCIENCES**

Course Code	Course Title	Credits
	<b>M.Sc Semester I (Total Credits - 20)</b>	
<b>NSC 401</b>	<b>Physics of Nanomaterials</b>	4
<b>NSC 402</b>	Chemistry of Nanomaterials	4
<b>NSC 406</b>	<b>Principles of Biology and Nano Biotechnology</b>	4
NSC 407	Synthesis and Characterisation of Nanomaterials	4
NSC 441	Nano Science Practicals – I	4
	<b>M.Sc Semester II (Total Credits -20)</b>	
NSC 454	Nanostructured Materials and their Application	4
NSC 452	<b>Nanotoxicology and Biosafety</b>	4
	<b>OPTIONALS (total 12 credits from any of the courses given below)</b>	
NSC 453	Advanced Characterisation of nanomaterials - II	4
NSC 471	Mathematics and Computational Science	4
NSC 477	Thin film and Vacuum Technology	4
NSC 491	Nano Science Practicals – II	4
<b>NSC 474</b>	<b>Nanotechnology in agriculture and food processing</b>	4
<b>NSC 478</b>	<b>Basics of Pharmaceutical Sciences</b>	4
<b>NSC 492</b>	<b>Nano Science Practicals – III</b>	4
	<b>M.Sc Semester III (Total Credits -16)</b>	
NSC 562	Nano fabrication and nanotechnologies	4
	<b>OPTIONALS (total 12 credits from any of the courses given below)</b>	
NSC 521	Nanomaterials in energy technology	4
NSC 524	Nano devices and sensors	4
NSC 523	Semiconductor materials and applications	4

<b>NSC 527</b>	<b>Nanocarriers for drug and gene delivery</b>	4
<b>NSC 525</b>	<b>Environmental Nanotechnology</b>	4
<b>NSC 526</b>	<b>Basics of Nanomedicines</b>	4
	<b>M.Sc Semester IV (Total Credits -16)</b>	
NSC 591	Dissertation & Viva	8
NSC 551	Term paper, Project proposal and defence I	4
	<b>OPTIONALS (total 4 credits from any of the courses given below)</b>	
NSC 572	Carbon Nanoscience and its applications	4
<b>NSC 574</b>	<b>Basics of Nanotechnology in Tissue Engineering</b>	4
<b>TOTAL</b>		<b>72</b>

### **NSC 401 Physics of Nanomaterials- (4C)**

**Course Objective:** To provide the knowledge and understanding of physics of nanomaterials

#### **Course content:**

**Module I:** Particle properties of waves: Black body radiation, Photoelectric effect, Compton Effect; Wave properties of particles: De Broglie waves, Wave description, Particle diffraction, Uncertainty principle and application of uncertainty principle.

**Module II:** Atomic structure: Electron orbits, The Bohr atom; Quantum Structure: 2D (Quantum well), 1D (Quantum Wires), 0D (Quantum Dots); Quantum mechanics: Schrodinger equation (steady state form), Particle in a box, Finite potential well; Barrier Penetration: Step Potential, Rectangular Barrier Penetration, Applications of Barrier Penetration; Tunnelling: Scanning Tunnelling Microscope; Harmonic Oscillator.

**Module III:** Schrodinger approach for the hydrogen atom; Quantum numbers: principal, orbital and magnetic; Electron probability density; Radiative transitions; Selection rules; Normal Zeeman effect; Degeneracy of Hydrogen atom energy levels; Spin Orbit coupling.

**Module IV:** Molecular Physics: molecular bond, mechanism of covalent bond, H<sub>2</sub><sup>+</sup> molecular Ion, The Hydrogen molecule; Molecular Spectra: Rotational, Vibration Levels and Electronic; Raman Spectrum; Size dependent physical, chemical, optical and magnetic properties.

#### **Course outcome**

On completion of the course, the students will be able to:

Understand dual nature of radiation and matter

Learn atomic structure and Schrodinger equation

Learn Schrodinger approach for the hydrogen atom and introduction to quantum numbers

Learn molecular physics and formation of bonds.

#### **Text/References:**

1. Beiser, A (2003) Concepts of modern physics. Tata McGraw-Hill Education.
2. Kuno, M (2011) Introductory nanoscience: Physical and chemical concepts Garland Science: Taylor & Francis Group.

3. Kittel, C (2021) Introduction to solid state physics Eighth edition.
4. Bhushan, B (2010) Springer Handbook of Nanotechnology. Springer Publications, 2010.

### **NSC 402 Chemistry of Nanomaterials (4C)**

**Course Objective:** To provide the knowledge and understanding of chemistry of nanomaterials in term of chemical synthesis methods of nanomaterials, morphology, characterization and different chemical properties of nanomaterials.

#### **Course content:**

Module I: Classification and nomenclature of nanomaterials: Nanosized metals and alloys, semiconductors, ceramics—a comparison with respective bulk materials, Organic semiconductors, carbon materials, quantum dots, quantum wells, quantum rods, quantum wires, quantum rings; bulk nanostructured, nanocomposites, nanomachines and Devices.

Module II: Characteristics of Nanomaterials: Nucleation and growth of nanosystems, self- assembly, functional nanomaterials and nanostructured thin films. Quantum confinement in semiconductors – particle in a box like model for quantum dots, origin of charge on colloidal sols, zeta potential, basics of thermodynamics and kinetics related to nanoparticles.

Module III: Structure and Morphology of Nanoparticles: Crystal structure of materials, packing fraction, basics of solid-state chemistry, specific surface energy and surface stress and effect on the lattice parameter. Nanoparticle morphology and morphology of supported particles.

Module IV: Novel Properties of Nanomaterials: Size and shape dependent optical, emission, electronic, transport, photonic, refractive index, dielectric, mechanical, magnetic, non-linear optical properties; transition metal sols, origin of plasmon band, Mie theory, influence of various factors on the plasmon absorption, catalytic properties.

#### **Course outcome**

On completion of the course, the students will be able to know about the nomenclature of nanomaterials and how properties change in nanomaterials (metals, alloys and semiconductors) as compared to their bulk counterpart. Students will also acquire knowledge about carbon nanomaterials and their properties. They will also understand quantum confinement and basics about device fabrications. Students will learn how nanomaterials will grow by bottom up methods and self assembled in beautiful morphologies. They can correlate the nanoscale phenomenon by quantum mechanics with an example of a particle in one dimension box. They will also understand about the basics of kinetics/thermodynamics of nanomaterials and stability of colloidal sols and how zeta potential will help in it. Students will learn about solid state chemistry and how crystal structures will change in nanomaterials. This understanding will be helpful in XRD data analysis. Students will be familiar with the novel properties like optical, electronic, photonic, magnetic and catalytic. This will be helpful for students in advanced level research further.

#### **Text/References:**

1. Klabunde, K.J. (Ed.), “Nanoscale Materials in Chemistry”, John Wiley & Sons Inc. 2001
2. Nalwa, H.S. (Ed.), “Encyclopedia of Nanoscience and Nanotechnology” 2004
3. Sergeev, G.B. Nanochemistry, Elsevier, B.V. 2010
4. Schmid, G. (Ed.), “Nanoparticles”, Wiley-VCH Verlag GmbH & Co. KgaA.2004
5. Rao, C.N.R., Müller, A. and Cheentham, A.K. (Eds.), “Chemistry of Nanomaterials”, Wiley – VCH. 2005

## **NSC 406 Principles of Biology and Nano Biotechnology (4C)**

**Course Objective:** Introduce basic principles of biology to students

**Course content:**

Module I: Basics of Cell biology: Basic structure of mammalian cell membrane, Cell Cycle, Different types of Cell receptors, Cell lines-Cancerous and Normal cell line, Primary and secondary cell line, Endocytosis and Exocytosis, Reticulo endothelial system (RES), Proteins structure-primary, secondary, tertiary and quaternary structure, Enzymes structure w.r.t metal part, prosthetic group (Metalloenzymes). Antigen-Antibody based assays-Elisa.

Module II: Nanobiomaterials And Biocompatibility: Surface and Bulk Properties of Bio materials – Nanobiomaterials – NanoCeramics – Nanopolymers – Nano Silica – Hydroxyapatite – Carbon Based nanomaterials, Surface modification – Textured and Porous Materials – Surface immobilized biomolecules – Cell-biomaterial interactions  
– immune response – In Vitro and In Vivo assessment of tissue compatibility.

Module III: Structural & Functional Principles Of Bionanotechnology: Lipid Bilayers  
– Liposomes – Neosomes-Phytosomes, Polysaccharides – Peptides –Nucleic acids – DNA scaffolds – Enzymes- Biomolecular motors, Immunotoxins – Membrane transporters and pumps – Antibodies – monoclonal Antibodies – immunoconjugates – limitations of natural biomolecules

Module IV: Nanobio-Analytics: Luminescent Quantum Dots for Biological Labeling – Nanoparticle Molecular Labels – Surface Biology: Analysis of Biomolecular Structure by Atomic Force Microscopy and Molecular Pulling – Force Spectroscopy – Biofunctionalized Nanoparticles for Surface – Enhanced Raman Scattering and Surface Plasmon Resonance – Bioconjugated Silica Nanoparticles for Bioanalytical Applications

**Course outcome**

On completion of the course, the students will be able to:

- Learn basics of cellular biology highlighting major function of cell
- Learn the concept of Nano-biomaterials and biocompatibility in terms of cell-material interaction
- Learn Structural & Functional Principles of Bio-nanotechnology
- Learn application of Nanotechnology in biology

**Text/References**

- 1) Nanobiotechnology: Concepts, Applications and Perspectives by Niemeyer C. M., Wiley – VCH, 2006.
- 2) Bionanotechnology by David S Goodsell, John Wiley & Sons, 2004.
- 3) Bio-Nanotechnology: A Revolution in Food, Biomedical and Health Sciences by Debasis Bagchi, Manashi Bagchi, Hiroyoshi Moriyama, Fereidoon Shahidi, Wiley-Blackwell, 2013.
- 4) Biomaterials Science: An Introduction to Materials in Medicine by Buddy D. Ratner, Allan S. Hoffman, Frederick J. Schoen , Jack E. Lemons, Academic Press, 2012

## **NSC 407 Synthesis and Characterization of Nanomaterials (4C)**

**Course Objective:** Introduce basic principles of biology to students. To provide the detailed knowledge about the top down and bottom up synthesis of nanomaterials and their characterization through advanced analytical techniques.

### **Course content:**

**Module I:** Classifications and types of nanomaterials as nanoparticles and 1D 2D 3D nanomaterials. Concept of bulk versus nanomaterials and dependence of properties on size. Introduction to 'Top down' vs. 'Bottom up' approach of synthesis with suitable examples.

**Module II:** Nano synthesis techniques based on liquid and vapor phase as the starting material. The study of wet chemical methods like sol-gel method, hydrothermal, micro emulsion technique, chemical reduction, decomposition of organometallic precursors and chemical vapor deposition, metallo-organic chemical vapor deposition. Cryochemical synthesis, study of rapid solidification route, electro and electroless deposition etc. along with suitable examples

**Module III:** Mechanical milling, laser ablation, microwave and ultrasound assisted synthesis sputtering and microwave plasma, photolysis, radiolysis, surfactant behavior, micelles, self- assembled monolayers (SAM's), Langmuir-Blodgett(LB)films.Designing of advanced integrated nanocomposites, preparation of quantum dots, nano wires and films, preparation of single-walled and multi-walled nanotubes.

**Module IV:** Techniques of characterization of size of nano powders/ particles using BET method and laser diffraction. Various spectroscopic techniques like optical spectroscopy. UV visible and Infrared spectroscopy. Raman spectroscopy. X-ray photoelectron spectroscopy. Basic understanding of each technique with special emphasis on characterization at nano scale. X-ray Fluorescence (XRF), X-ray diffraction (XRD) and Small Angle X-ray Scattering principles.

### **Course outcome**

On completion of the course, the students will be able to:

differentiate the nanomaterials according to their confinements in 1-D, 2-D and 3-D. They will also learn the different top down and bottom up approaches of nanomaterials synthesis.

synthesize nanomaterials by sol-gel method, hydrothermal, micro emulsion technique, chemical reduction, decomposition of organometallic precursors and chemical vapor deposition. They will also be familiar with low temperature cyrochemical synthesis.

get theoretical understanding of ball milling, sputtering, microwave plasma and photolysis. They will also learn the role of surfactants in formation of self assembled nanostructures. They will also learn the various parameters required to good quality thin film deposition with quantum dots and nanowires morphology. Students will be familiar with how to make single walled and multi walled carbon nano tubes.

know the working and principles of various analytical tools such as XRD, UV-VIS spectroscopy, Raman spectroscopy and XPS required for the characterization of nanomaterials. They will be able to interpret and analyze the data.

### **Text/References**

- Nanomaterials Chemistry by Rao C. N., A. Muller, A. K. Cheetham,, WileyVCH , 2007.
- Nanomaterials and Nanochemistry by Brechignac C., P. Houdy, M. Lahmani, Springer publication, 2007.
- Nanoscale materials in chemistry by Kenneth J. Klabunde, Wiley Interscience Publications,2001.
- Nanochemistry by Sergeev G.B., Elseiver publication,2006.
- Nanostructures and Nanomaterials, synthesis, properties and applications by Guozhong Cao, Imperial College Press, 2004.
- Nanomaterials – Handbook by Yury Gogotsi, CRC Press, Taylor & Francis group, 2006. NSC



## **NSC 441 Nano Science Practical-I (4C)**

**Course Objective:** To impart detailed knowledge about synthesis of nanomaterials by different approaches and their characterization through advanced analytical techniques.

**Course content:**

- 1. Synthesis of Au/Ag metal nanoparticles by chemical route.**
- 2. Optical properties of Au/Ag nanoparticles by using UV-Vis spectroscopy.**
- 3. Synthesis of transition metal oxide nanoparticles by hydrothermal route.**
- 4. To calculate the absorption coefficient and optical band gap using UV-Vis. Spectroscopy.**
- 5. Synthesis of CNTs BY CVD method.**
- 6. Analysis of CNTs by UV-Vis. and FTIR spectroscopy.**
- 7. Synthesis of CNT nanocomposites.**
- 8. Analysis of CNT nanocomposites by UV-Vis. and FTIR spectroscopy.**

**Course outcome**

**On completion of the course, the students will be able to:**

**to synthesize nanomaterials by hydrothermal, reduction-based method and chemical vapor deposition. They will also get familiar with characterization tools like UV-Vis spectroscopy and FTIR spectroscopy.**

### **Text/References**

- Nanomaterials Chemistry by Rao C. N., A. Muller, A. K. Cheetham,, WileyVCH , 2007.
- Nanomaterials and Nanochemistry by Brechignac C., P. Houdy, M. Lahmani, Springer publication, 2007.
- Nanoscale materials in chemistry by Kenneth J. Klabunde, Wiley Interscience Publications,2001.
- Nanochemistry by Sergeev G.B., Elsevier publication,2006.
- Nanostructures and Nanomaterials, synthesis, properties and applications by Guozhong Cao, Imperial College Press, 2004.
- Nanomaterials – Handbook by Yury Gogotsi, CRC Press, Taylor & Francis group, 2006. NSC

## **SEMESTER II**

### **NSC 454 Nanostructured materials and applications (4C)**

**Course Objective:** To study about the synthesis of composite nanomaterials, different properties of ceramic nanomaterials and advanced miscellaneous applications of nanotechnology.

**Course content:**

Module I: Nanocomposites and their Applications, Metal-Metal nanocomposites for nuclear energy applications, Magnetic nanocomposites for Spintronics application, Ceramic nanocomposites for high temperature applications.

Module II: Nano ceramics: Dielectrics, ferroelectrics and magneto ceramics, Nanopolymers: Preparation and characterization of diblock Copolymer based nanocomposites, Nanoparticles polymer ensembles; Applications of Nanopolymers in Catalysis.

Module III: Classification of conducting polymers: Intrinsic and extrinsic conducting polymers - Chemical and electrochemical methods of the synthesis of conducting polymers – Applications of conducting polymers in corrosion protection, sensors, electronic and electrochemical energy devices.

Module IV: Miscellaneous applications of nanotechnology: dental implants, consumer products, biomimetic nanomaterials for tissue engineering, biopolymer tagging, semiconductor quantum dots.

**Course outcome**

**On completion of the course, the students will be able to:**

They will also acquire deep knowledge about the nuclear energy applications of metal-metal composites.

They will also get an overview about magnetic nanocomposites and use of these nanocomposites in spintronics applications. They will also learn about high temperature applications of nanocomposites.

Students will learn about the definition of ceramic and how ceramics are different from other nanomaterials. They will also be familiar with the basics of dielectrics, ferroelectrics and diblock copolymers which are very important for memory devices. They will also learn the role of nanopolymers in catalysts.

Students will have understanding of different conducting polymers which are very crucial for the different applications nowadays. They will also be able to synthesize conducting polymers by chemical and electrochemical methods. They will also get clear understanding about different applications of conducting polymers like corrosion protection, sensors and electrochemical energy devices.

Students will learn about the biological applications of nanocomposites, ceramics and polymers.

They will be familiar with dental implantation and other bio based consumer products. They will also learn the tissue engineering and biopolymer tagging

**Text/References:**

1. Novel Nanocrystalline Alloys and Magnetic Nanomaterials- Brian Cantor
2. Nanoscale materials -Liz Marzan and Kamat.
3. Physical properties of Carbon Nanotube-R Satio.
4. Polymer nanocomposites: Edited by Yiu-Wing Mai and Zhong-Zhen Yu, First published 2006, Woodhead Publishing Limited and CRC Press LLC, USA.
5. Physics of Magnetism - S. Chikazumi and S.H. Charap.
6. Magnetostriction and Magnetomechanical Effects - E.W. Lee.
7. Carbon Nanotubes: Properties and Applications- Michael J. O'Connell.

## **NSC 452: Nanotoxicology and Biosafety (4C)**

**Course Objective:** Introduce fundamental issues of toxicology and biosafety related to nanomaterials

### **Course content:**

**Module I:** Introduction, source of nanoparticles, epidemiological evidence, entry routes for nanoparticles in human body: lungs, intestinal tract and skin, Deposition and translocation in the body, Attributes contribute to nanomaterials toxicity.

**Module II:** Classification of nanoparticles for biological applications, nanoparticles interaction with the biological membrane, uptake and toxicological effects of different nanoparticles.

**Module III:** Mechanisms of nanomaterial toxicity: oxidative stress, ecotoxicity, genotoxicity, hemolytic toxicity, mutagenicity and immunotoxicity.

**Module IV:** Assessment of nanomaterial toxicity: In vitro toxicity assessment-cell viability, lactate dehydrogenase release, reactive oxygen species generation, change in mitochondrial membrane potential and nuclear fragmentation. In vivo toxicity assessment: inflammatory response, acute toxicity studies, LD50 determination, histopathological studies.

### **Course outcome**

#### **On completion of the course, the students will be able to:**

Learn about different route of entry of NPs in human body and its attribute related to toxicity

Learn about classification of nanoparticles and their in vitro toxicological effects

Learn about different mechanism of nanomaterial toxicity

Learn about different assays used for determining cellular toxicity

### **Text/References:**

1. Handbook of Nanotoxicology, Nanomedicine and Stem Cell Use in Toxicology. Saura C Sahu, Daniel A Casciano.
2. Nanotoxicology - Interactions of Nanomaterials with Biological Systems. Yuliang Zhao and Hari Singh Nalwa.
3. Biointeractions of Nanomaterials. Vijaykumar B. Sutariya, Yashwant Pathak
4. New Technologies for Toxicity Testing. Michael Balls DPhil, Robert D. Combes PhD, Nirmala Bhogal

## **NSC 453 Advanced Characterisation of nanomaterials - II (4C)**

**Course Objective:** Introduction to Advanced Characterisation of nanomaterials.

**Course content:**

**Module I:** Understanding of micro structural developments in nanomaterials using optical microscopy, Scanning Electron Microscopy (SEM) and Transmission Electron Microscopy (TEM) approach, High resolution Transmission Electron Microscopy (HRTEM).

**Module II:** Advanced Microscopic techniques: Scanning probe microscopy e.g. Scanning Tunneling Microscopy (STM), Atomic Force Microscopy (AFM), Magnetic Force Microscopy (MFM), Chemical Force Microscopy (CFM).

**Module III:** Magnetic measurements: Vibrating sample magnetometer (VSM), Electron Paramagnetic Resonance (EPR), Nuclear Magnetic Resonance (NMR) spectroscopy; Mechanical properties: Ultimate Tensile Strength, Micro hardness, nano indentation (elastic and plastic deformation).

**Module IV:** Electrical measurements: I-V/C-V characteristics, Hall effects, FET characteristics, R-T measurements, Dielectric measurements.

**Course outcome**

**On completion of the course, the students will be able to:**

understand advanced electron microscopic techniques.

understand advanced force microscopic techniques.

understand magnetic and mechanical characterization of materials.

Learn electrical and dielectrical characterization of materials.

**Text/References:**

1. The structure and properties of materials by R.M.Rose, L.A.Shepard and J. Wulff, Wiley Eastern Ltd., 1966.
2. Semiconductor Devices – Physics and Technology by S.M. Sze, Wiley, 1985.
3. Semiconductor Material and Device Characterization by D. K. Schroder, John Wiley & Sons, New York, 1998.
4. Encyclopedia of Materials Characterization by C. Richard Brundle Charles A. Evans, Jr. Shaun Wilson, Butterworth-Heinemann, 1992

## **OPTIONALS**

### **NSC 471 Mathematics and Computational Science (4C)**

**Course Objective:** Introduction to computers, statistics and computational science

**Course content:**

**Module I :**Introduction to computers and statistics. Computer Arithmetic: Floating Point Numbers And Round Off Errors, Absolute And Relative Errors, Polynomial Interpolation: Numerical Integration by Trapezoidal Rule, Simpson's Rule, Error Analysis. Solution Of System Of Linear Equations

**Module II:** Solution of Transcendental Equation By Bisection Method And Newton's Method. System Of Non Linear Equations: Newton-Raphson's Method. Finite difference method

**Module III:** Curve-Fitting by Least Square Techniques. Numerical Solution Of ODE, Single Step Method Runge Kutta Methods, Numerical Solution To PDE, Stability And Convergence.

**Module IV:** Introduction to molecular dynamics, first principle solution, potential determination, Density Functional Theory (DFT)

**Course outcome**

**On completion of the course, the students will be able to:**

understand basics of computers and statistics

solve transcendental equations

learn Curve-Fitting by different techniques.

learn molecular dynamics

**Text/References:**

1. Higher Engineering Mathematics by B. S. Grewal, Khanna Publishers Delhi, 2017
2. Introductory Numerical Analysis By S. S. Sastry, Prentice Hall Publishers, 2012

## **NSC 477 Thin Film and Vacuum Technology (4C)**

**Course Objective:** Introduction to thin film and vacuum technology

**Module I:** Vacuum Technology: Gas Laws, Kinetic Theory of Gases, Conductance and Throughput, Gas Sources in a Vacuum Chamber, Vacuum Pumps.

**Module II:** Thermodynamics and Thin Film growth, Film Formation and Structure: Capillarity Theory, Atomistic Nucleation processes, Cluster Coalescence, Grain Structure of Films.

**Module III:** Physical Vapor Deposition: Sputtering (Plasma Physics (DC Diode), rf Plasmas, Magnetic Fields in Plasmas, Sputtering Mechanisms), Evaporation. Chemical Vapor Deposition: Mechanisms, Materials, Chemistries, Systems. Etching: Wet Chemical Etching (Mechanisms, Materials and Chemistries), Dry Plasma Etching/Reactive Ion Etching (Mechanisms, Materials and Chemistries).

**Module IV:** Thin Film Characterization: Structural, Chemical, optical, electrical, magnetic

### **Course outcome**

On completion of the course, the students will be able to:

understand basics of vacuum technology

Understand thin film growth

learn thin film deposition and etching techniques.

learn thin film characterization methods.

### **Text/References:**

1. Thin Film Deposition and Patterning: R. K. Waits, American Vacuum Society, 1998.
2. The Materials Science of Thin Films: M. Ohring, Academic Press, Boston, 1991
3. Physics of Thin Films: Ludmila Eckertova, 2nd Plenum Press New York, 1986
4. Thin Film Phenomena: K. L. Chopra, McGraw-Hill, 1969

## **NSC-491 Nano Science Practical-II (4C)**

**Course Objective:** Introduction to Physics of Nanomaterials

**Course content:**

1. Study of chemical kinetics using UV-Vis spectroscopy.
2. Synthesis of quantum dots using chemical routes and their emission properties.
3. Grain size measurement by optical microscopy.
4. Synthesis of colloidal solution and demonstration of Tindal effect.
5. Handling of AFM microscopy.
6. To determine the surface roughness of AFM images using offline SPM software.
7. Synthesis of polymeric nanoparticles by solvent evaporation method and characterization.
8. Synthesis and characterization of surfactant based micellar system.
9. I-V characterization of metallic film using four probes.
10. Hall study for Si and Ge samples.

**Course outcome**

**On completion of the course, the students will be able to:**

Understand synthesis and spectroscopic technique and data interpretation

Understand light and force microscopic technique and data interpretation

Understand synthesis of polymeric nanoparticles and surfactant based micellar system and their characterisation.

Understand electrical characterization of bulk and thin film.

## **NSC 474 Nanotechnology in agriculture and food processing (4C)**

**Course Objective:** Learn about various application of nanotechnology for agriculture and food processing

### **Course content:**

#### **Module I:**

Introduction: Rhizosphere, Soil health-Different Indicators (Assays) for determining soil health. Surfactants-Biological and Synthetic, Pesticides, Insecticides, Herbicides, Weedicides, Biomagnification, Micro and Macro nutrients required by plants. Various types of nanomaterial utilized in agriculture.

#### **Module II:**

Nanoparticles in agricultural and food diagnostics: Enzyme Biosensors and Diagnostics  
- DNA-Based Biosensors and Diagnostics, Radiofrequency Identification. Lateral Flow (Immuno)assay - Nucleic Acid Lateral Flow (Immuno)assay - Flow-Through (Immuno)assays - Antibody Microarrays.

#### **Module III:**

Nanotechnology in food production: Food and new ways of food production -Efficient fractionation of crops, Efficient product structuring -Optimizing Nutritional Values - Applications of Nanotechnology in Foods : Sensing, Engineering Food Ingredients to Improve Bioavailability  
- Nanocrystalline Food Ingredients – Nano-emulsions - Nano- Engineered Protein Fibrils as Ingredient Building Blocks.

#### **Module IV:**

Nanotechnology in food packaging: Reasons to Package Food Products. Physical Properties of Packaging Materials - Strength - Barrier Properties, Light Absorption – Structuring of Interior Surfaces - Antimicrobial Functionality - Visual Indicators – Quality Assessment - Food Safety Indication - Product Properties. Smart nanomaterials for packaging.



## **Course outcome**

### **On completion of the course, the students will be able to:**

Understand various aspect of agriculture and types of nanomaterial utilized for it.

Understand various diagnostic and sensing mechanism used for agriculture

Understand various application of nanotechnology in agriculture

Understand application of Nanotechnology in packaging/increasing nutritional values or shelf life

### **NSC 478: Basics of Pharmaceutical Sciences (4C)**

**Course Objective:** Introduce fundamental of pharmaceutical sciences and product development

#### **Module I:**

Introduction to pharmaceutical sciences, principles and types of pharmaceutical dosage forms- solid, liquid, semi-solids, aerosols. Routes of drug administration

#### **Module II:**

Basics of pharmacology: Overview, sources of drugs, routes of drug administration, Pharmacokinetics-absorption, distribution, metabolism and excretion, Pharmacodynamics, Adverse drug reactions, Drug interactions.

#### **Module III:**

Pharmaceutical product development: Fundamental aspects, pharmaceutical excipients, biopharmaceutical considerations, Principles of solubilization, dissolution, partition coefficient, ionization and bioavailability.

#### **Module IV:**

Kinetics and Drug stability: General concept of physical and chemical stability of pharmaceutical product, factors affecting drug stability, Degradation rate constant, Half-life determination and expiration dating, Introduction to ICH guidelines, Accelerated stability studies.

## **Course outcome**

### **On completion of the course, the students will be able to:**

Introduce fundamentals of pharmaceutical sciences

Introduce basics of pharmacology

Learn about basics of pharmaceutical product development

Learn about pharmacokinetics studies

### **NSC 492 Nano Science Practical-III (4C)**

**Course Objective:** To get hands-on experience related to synthesis of polymeric/micellar structure, bioconjugation technique and biological application of these synthesized NPs.

**Course content:**

1. Synthesis of biodegradable micelles and inverse micelles.
2. Synthesis of metal nanoparticles using plant extracts and characterization.
3. Synthesis and characterization of polymeric nanoparticles for drug delivery.
4. Synthesis and characterization of lipid-based nanoparticles for drug delivery.
5. Determination of antimicrobial properties of silver nanoparticles.
6. Functionalization of nanoparticles with proteins.
7. Microwave synthesis of materials for dental implants.
8. Biosensing by nanozymes using UV-Vis spectroscopy.
9. Bioconjugation of DNA with metal nanoparticles.
10. To determine the dissolution of hydrophobic drug in physiological solutions.
11. Study of biomolecule crosslinking by electrophoretic method.

**On completion of the course, the students will be able to:**

Will get hands on experience about synthesis of different NPs

Will get hands on experience about bioconjugation/crosslinking techniques

Will get hands on experience about some basic techniques used for drug delivery studies

Will get hands on experience about some basic techniques of molecular biology e.g gel electrophoresis

## **SEMESTER III**

### **NSC 562: Nano fabrication and nanotechnologies**

**Course Objective:** Introduction to nano fabrication and nanotechnologies

**Course content:**

**Module I:**

Nanofabrication processes: Concept of Top Down and Bottom Up Fabrication approach, Bio-mediated assembly, template assisted synthesis, epitaxial growth.

**Module II:**

Precision Engineering in VLSI technology: Electron beam lithography (EBL), UV imprint lithography, Nanoimprint lithography, focused ion beam (FIB), pulsed laser ablation, Multilayers structures for device applications, ion beam nano structuring.

**Module III:**

Nanofabrication in semiconductor industry: Metal Oxide Semiconductor (MOS) transistor, NMOS and PMOS transistors, Complementary Metal Oxide Semiconductor (CMOS) transistor

**Module IV:**

Fabrication: Design rules, Clean rooms, Wafer cleaning and Gettering, Oxidation, Photoresist, Photolithography, Etching, Device isolation, N and P well formation, Gate formation, Source/Drain formation, Contact and local interconnect formation (Metallization).

**Course outcome**

**On completion of the course, the students will be able to:**

Learn nanofabrication processes.

Learn precision engineering in VLSI technology

Learn nanofabrication in semiconductor industry

Learn nanofabrication rules and steps of CMOS fabrication

**Text/References:**

1. Silicon VLSI Technology: Fundamentals, Practice, and Modeling 1st Edition by James D. Plummer, Michael Deal, Peter D. Griffin (Pearson Education).
2. Handbook of Nanofabrication: Editor Gary P. Wiederrecht, Elsevier publication.
3. Nanostructures-Fabrication and analysis: Editor: H. Nejo, Springer publication.
4. Principles of Lithography: Harry J. Levinson

## **OPTIONAL**

### **NSC 521 Nanomaterials in Energy Technology (4C)**

**Course Objective:** To use nanotechnology for generation of green and sustainable energy. To be familiar with energy storage devices such as Li-ion batteries and supercapacitors. On completion of the course, the students will be able to:

#### **Course content:**

##### **Module - I**

Introduction: Nanotechnology for sustainable energy- Energy conversion process, indirect and direct energy conversion, use of nanoscale catalysts to save energy and increase the productivity in industry

##### **Module - II**

Hydrogen Energy: Hydrogen production methods: from fossil fuels, electrolysis, thermal decomposition, photochemical, photocatalytic, hybrid; Hydrogen storage methods: metal hydrides, metallic alloy hydrides, carbon nanotubes etc.

##### **Module - III**

Electrochemical Energy Storage Systems: Batteries: Primary, Secondary, Lithium, solid-state and molten solvent batteries; Lead acid batteries; Nickel Cadmium Batteries; Advanced Batteries. Applications of batteries, light emitting diodes, catalytic reactors, capacitors fuel cells.

##### **Module - IV**

Nanomaterials in Energy Storage: Nano-electrochemical systems, nanomaterials for rechargeable batteries, nanomaterials for fuel cells, carbon material for energy storage e.g. Graphene, GO, r-GO, Fullerene and carbon nanotubes and carbon allotropes etc.

#### **Course outcome**

##### **On completion of the course, the students will be able to:**

Students will be able to learn the role of nanotechnology for sustainable energy and conversion of energy directly or indirectly. They will also be familiar with nanoscale catalysts used to enhance the production rate.

Students will learn the various methods for hydrogen production. They will also acquire knowledge about thermal decomposition, photochemical and photocatalysts. They will also learn about the techniques used for hydrogen storage.

Students will get quick knowledge about the electrochemical storage devices. They will know the principle of primary, secondary, solid state, lead acid, nickel cadmium and advanced li-ion batteries. They

will also know about the LEDs, catalytic reactors and capacitor fuel cells.

Students will get knowledge about the nanomaterials used for data storage devices. They will learn the various parameters that can enhance the overall storage. They will also learn the role of carbon materials in energy storage devices.

#### **Text/References:**

1. J. Twidell and T. Weir, Renewable Energy Resources, E & F N Spon Ltd, London, (1986).
2. Martin A Green, Solar cells: Operating principles, technology and system applications, Prentice Hall Inc, Englewood Cliffs, NJ, USA, (1981).
3. H J Moller, Semiconductor for solar cells, Artech House Inc, MA, USA, (1993).
4. Ben G Streetman, Solis state electronic device, Prentice Hall of India Pvt Ltd., New Delhi (1995).
5. M.A. Kettani, Direct energy conversion, Addison Wesley Reading, (1970).
6. Linden, Hand book of Batteries and fuel cells, Mc Graw Hill, (1984).
7. Hoogers, Fuel cell technology handbook. CRC Press, (2003).
8. Vielstich, Handbook of fuel cells: Fuel cell technology and applications, Wiley, CRC Press, (2003).

## **NSC 524 Nanodevices and Sensors (4C)**

### **Course Objective: Introduction to Physics of Nanomaterials**

#### **Course content:**

##### **Module I:**

Carbon Nanotechnology: Introduction to carbon nanotubes and their applications in various industries, supercapacitors, hydrogen storage; Nanomaterials for solar power: Solar energy materials, Solar energy devices, silicon solar technology for clean energy, Light Emitting Diodes, OLED displays.

##### **Module II:**

Basics of Nanomagnetism, Spintronics technology and the challenges, Modern magnetic materials: principles and applications, Electron and nuclear spin devices.

##### **Module III:**

Introduction to Gas sensors; Characteristics of Gas sensors; Types of Gas sensors; Solid State Gas sensors: Chemiresistive Gas sensors (Semiconducting Metal Oxide based sensors, Carbon Nano Tube based nanosensors).

##### **Module III:**

Miscellaneous applications: Microfluidics and Microsystems, Micro-electromechanical systems, ChemFET (NEMs and MEMS based sensors), Optic Gas sensors, Spectroscopic Gas sensors, Chemical Sensors: Electrochemical Gas Sensors.

### **Course outcome**

#### **On completion of the course, the students will be able to:**

**Understand dual nature of radiation and matter**

**Learn atomic structure and Schrodinger equation**

**Learn Schrodinger approach for the hydrogen atom and introduction to quantum numbers**

**Learn molecular physics and formation of bonds.**

### **Text/References:**

1. Nanotubes and Nanowires- CNR Rao and A Govindaraj RCS Publishing.
2. Novel Nanocrystalline Alloys and Magnetic Nanomaterials- Brian Cantor
3. Martin A Green, Solar cells: Operating principles, technology and system applications, Prentice

Hall Inc, Englewood Cliffs, NJ, USA, (1981).

4. H J Moller, Semiconductor for solar cells, Artech House Inc, MA, USA, (1993).

5. Nanosensors: Physical, Chemical, and Biological by Vinod Kumar Khanna, Publisher: CRC Press.

## **NSC 523 Semiconductor materials and applications (4C)**

**Course Objective:** Introduction to semiconductor materials and applications

### **Course content:**

#### **Module I:**

Electron Theories. Effective mass concept. Density of states concept. Energy Band Diagram: Electron Energy Bands, Semiconductor Heterostructures, Lattice-matched and mismatched heterostructures, Inorganic-organic Heterostructures. Dopant Atoms and Energy Levels, Position of Fermi Energy Level. Excitons, band-gap variations-quantum confinement.

#### **Module II :**

Charge Carriers in Semiconductors: Intrinsic and Extrinsic Semiconductors, Equilibrium Distribution of Electrons and Holes in Intrinsic and Extrinsic Semiconductors, Carrier Transport Phenomena: Carrier Drift, Carrier Diffusion, Graded Impurity Distribution, Hall Effect.

#### **Module III :**

Basics of Semiconductor junction theory. Semiconductor Electronic devices: p-n Junction, p-n Junction Diode, Metal-Semiconductor and Semiconductor Heterojunctions, rectification in junctions.

#### **Module IV :**

Growth and Fabrication Techniques for Semiconducting Nanostructures: Bulk crystal and Heterostructure growth. Applications Semiconductor nanoparticles, Concept of direct and indirect band gap semiconductors, Effect of band gap on Optical luminescence and fluorescence, porous silicon.

### **Course outcome**

**On completion of the course, the students will be able to:**

Learn Energy Band Diagram and related concepts.

Calculate charge carriers in Intrinsic and Extrinsic Semiconductors.

Learn basics of Semiconductor junction theory and heterojunction.

Learn growth and fabrication techniques for Semiconducting Nanostructures.

### **Text/References:**

1. Encyclopedia of Nanotechnology- Hari Singh Nalwa
2. Springer Handbook of Nanotechnology - Bharat Bhusan
3. Handbook of Semiconductor Nanostructures and Nanodevices Vol 1-5- A. A. Balandin, K. L.Wang.
4. Nanostructures and Nanomaterials - Synthesis, Properties and Applications - Cao, Guozhong.



## **NSC 527: Nanocarriers for drug and gene delivery (4C)**

**Course Objective:** Introduce basics of nanocarriers for drug/gene delivery and associated challenges

### **Course content:**

**Module I: Introduction about drug delivery systems:** Basics of drug delivery, Types-polymer, lipid, metal based drug delivery system and miscellaneous. Drug targeting strategies for site specific drug delivery-passive and active targeting, time and rate controlled drug delivery.

**Module II: Polymer based drug nanocarriers:** Classification and types of polymeric nanocarriers, Different methods of polymeric nanocarrier preparation: Precipitation, Emulsion diffusion/Solvent evaporation, Salting out etc. Various applications of polymeric nanocarriers: Theranostic, Imaging etc.

**Module III: Dendritic nanostructures for drug delivery:** Introduction of different dendritic nanostructures, chemical structures, types of dendrimers, methods of preparation-convergent and divergent, physicochemical properties of dendrimers, interaction between drug molecules and dendrimers, applications of dendrimers

**Module IV: Nanocarriers for gene delivery:** Challenges in gene delivery, basic concept, design of nanotechnology-based systems for gene delivery, Non-viral vectors, formulation strategies, applications in delivery of genes for different diseases.

### **Course outcome**

#### **On completion of the course, the students will be able to:**

Learn basics of drug delivery systems

Learn about polymeric nanocarriers: types, synthesis, and application

Learn about dendrimer: types, synthesis, and application

Learn about application of nanotechnology for gene delivery and the associated challenges

### **Text/References:**

1. Application of Nanotechnology in Drug Delivery: Edited by Ali Demir Sezer, ISBN 978-953-51-1628-8, 552 pages, Publisher: InTech,
2. Introduction to Novel Drug Delivery Systems By N.K. Jain
3. Understanding Nanomedicine: An Introductory Textbook by Rob Burgess. 2012 CRC Press
4. Nanomedicine for Drug Delivery and Therapeutics, Editor(s): Ajay Kumar Mishra, 2013, Wiley
5. Medical Nanotechnology and Nanomedicine by Harry F. Tibbals. 2010 by CRC Press  
Introduction to Nanomedicine and Nanobioengineering, by Paras N. Prasad. 2012, Wiley.

## **NSC 525 Environmental Nanotechnology (4C)**

**Course Objective:** To learn various aspects of nanomaterials used for environmental application and the methodologies for assessing its impact

### **Course content:**

**Module I Introduction:** Overview of physical, chemical and biological processes concerning the environment; types, transport and transformation processes of contaminants in air, water and soil; effects of contaminants on environment. Environmental impacts of nanomaterials - Exposure and risk assessment, Dose-response, mechanisms of toxicity; ecotoxicological impacts of nanomaterials.

**Module – II Environmental applications of nanomaterials:** Mechanism for remediation of aqueous contaminants, photocatalyst; membranes incorporating nanomaterials, transport processes in membrane technology; nanomaterial based adsorbents for water and wastewater treatment – adsorption at metal oxide surfaces, hybrid adsorbents; case studies. Hierarchical self-assembled nano-structures and nanomaterials for adsorption of heavy metals.

**Module - III Waste Management:** Sustainability and global conditions - Material and solid waste management, Energy management -chemical waste management and green chemistry, Climate change and air emissions management, supply water and waste water management.

**Module – IV Analytical methodologies for studying impact of nanomaterials in environment** – Atomic absorption spectrometry, inductively coupled plasma spectrometry, chromatography, thermal methods, hyphenated techniques.

### **Course outcome**

**On completion of the course, the students will be able to:**

Introduce environmental impacts of nanomaterial

Introduce environmental applications of nanomaterials

Introduce concept of waste management

Learn about different analytical methodologies for studying impact of nanomaterials in environment

### **Text/References:**

1. Wiesner, M.R., and Bottero, J.Y. (Ed.) “Environmental Nanotechnology: Applications and Impacts of Nanomaterials” McGraw-Hill, New York. 2007
2. Diallo, M., Duncan, J., Savage, N., Street, A., and Sustich, R. (Eds). “Nanotechnology Applications for Clean Water” William Andrew. 2008
3. Lead J., and Smith, E. “Environmental and Human Health Impacts of Nanotechnology” John Wiley & Sons. 2009
4. Skoog, D.A., Holler, F.J., and Crouch S.R. “Instrumental Analysis” Cengage Learning India Private Limited, New Delhi. 2007
5. Masters, G.M. and Ela, W.P. “Introduction to Environmental Engineering and Science” Prentice Hall. 2007

## **NSC 526 : Basics of Nanomedicines (4C)**

**Course Objective:** To learn basics of nanomedicine and its preclinical and clinical studies

### **Course content:**

**Module I: Introduction:** Concept of nanomedicines, Rationale for designing of nanomedicines, Materials for preparation of nanomedicines, Different structures of nanomedicines.

**Module II: Cellular nanoparticle interaction and receptor-mediated endocytosis:** Transport of nanoparticles across the biological barriers, parameters affecting binding and uptake of nanoparticles-size, shape, surface charge, protein corona, surface modification. Different mechanisms of receptor-mediated endocytosis.

**Module III: Nanotechnology in imaging and diagnosis:** Basic concept of nanotechnology in imaging, Different nanomaterials for imaging and diagnosis, Applications of nanomaterials in MRI, computed tomography and image guided disease treatment.

**Module IV: Clinical translation of nanomedicines:** Preclinical and clinical considerations of nanomedicines, Overview of current clinical nanomedicines, Regulations of nanomedicines for human health.

### **Course outcome**

#### **On completion of the course, the students will be able to:**

Introduce basic concept of nanomedicines

Introduce basics of cellular nanoparticle interaction and the mechanism involved

Learn about basics concept of nanotechnology in imaging and diagnostic

Learn about preclinical and clinical studies of nanomedicines for translation

### **Text/References:**

1. Nanotechnology in Modern Medical Imaging and Interventions. Xiaoming Yang. Nova Science Publisher.
2. The Clinical Nanomedicine Handbook. By Sara Brenner. CRC Press
3. Nanomedicines and Nanoproducts: Applications, Disposition, and Toxicology in the Human Body. Eiki Igarashi.
4. Novel Drug Delivery Systems. by Yie W. Chien
5. Introduction to Novel Drug Delivery Systems By N.K. Jain

**EMESTER IV****NSC 591 Dissertation & Viva (8 C)**

**Course Objective:** Do project work and develop critical understanding of the literature which is relevant to their project work, present their findings appropriately.

**Course content:**

Students would be required to do a project, present their work and develop understanding of the subject area and interpretation of the results obtained.

**Course outcome**

**On completion of the course, the students will be able to:**

handle projects, interpret results and present their findings appropriately.

**NSC 551 Term paper, Project Proposal and Defence I (4C)**

**Course Objective:** Train students in review writing, proposal writing and defending their proposal

**Course content:**

Students would be required to write a comprehensive review on a contemporary topic. They would be required to formulate a proposal on the basis of the background literature collected and finally defend the proposal.

**Course outcome**

**On completion of the course, the students will be able to:**

learn how to write a review, do literature survey, formulate and defend the proposal.

**OPTIONALS****NSC 572:Carbon Nanoscience and its applications (4C)**

**Course Objective:** Introduction to Carbon Nanoscience and its applications

**Course content:****Module I:**

Introduction – Carbon molecules, nature of the carbon bond, new carbon structures, discovery of C<sub>60</sub>-structure of C<sub>60</sub> and its crystal, From a Graphene Sheet to a Nanotube, Single wall and Multi walled Nanotubes, Zigzag and Armchair Nanotubes, Nomenclature, Euler's Theorem.

**Module II:**

Structure of Higher Fullerenes, Growth Mechanisms; Production and Purification- Fullerene

Preparation by Pyrolysis of Hydrocarbons, Partial Combustion of Hydrocarbons, Arc Discharge Methods, Production by Resistive Heating, Rational Syntheses; Physical Properties.

**Module III:**

Spectroscopic Properties of Carbon Nanotubes- Raman and Infrared Spectroscopy of Carbon Nanotubes, Absorption and Emission Spectroscopy of Carbon Nanotubes, ESR-Spectroscopic Properties of Carbon Nanotubes.

**Module IV:**

Structure of graphene; Preparation of graphene – synthesis of graphene by various physical and chemical methods and Purification; Electronic Properties Band Structure of Graphene - Mobility and Density of Carriers, Spectroscopic Properties of graphene - Raman, Application of Fullerene, CNT, Graphene and other carbon nanomaterials: Mechanical, Thermal, Electronic, and biological Applications.

**Course outcome**

**On completion of the course, the students will be able to:**

Learn carbon molecules and their types.

Learn higher order Fullerenes, their production and purification.

Understand spectroscopic properties of carbon nanotubes

Learn structure, preparation and properties of graphene.

**Text/References:**

1. Carbon Nanotubes: Properties and Applications- Michael J. O'Connell.
2. Carbon Nanotechnology- Liming Dai.
3. Nanotubes and Nanowires- CNR Rao and A Govindaraj RCS Publishing.
4. Physical properties of Carbon Nanotube-R Satio.

## **NSC 574: Basics of Nanotechnology In Tissue Engineering - (4C)**

**Course Objective:** To learn various aspect of tissue engineering in the context of nanotechnology

### **Course content:**

#### **Module I:**

Introduction – Stem cells - basic principle - embryonic stem cells - Induced pluripotent stem cells. Structure-function relationships. Native matrix - Tissue Engineering and Cell-Based Therapies - Tissue Morphogenesis and Dynamics- Stem Cells and Lineages- Cell-Cell Communication.

#### **Module II:**

Primary cells vs. cell lines- Cell Isolation and Culture - ECM and Natural Scaffold Materials- Scaffold Fabrication and Tailoring. Synthetic Biomaterial Scaffolds- Graft Rejection – Immune Responses-Cell Migration- Micro technology Tools, Principles of self assembly - Cell migration - 3D organization and angiogenesis.

#### **Module III:**

Biomaterials for tissue engineering- Biomaterials: ceramics, polymers (synthetic and natural). Biodegradable materials: synthesis and characterization, classification on the basis of origin and material properties. Biocompatibility-various factors that determine it and different studies for certifying biocompatibility.

#### **Module IV:**

Application of tissue engineering- Application in stem cell tissue engineering, cardiac cells engineering, Neural cell engineering, Cartilage, Bone, vascular cells, Skin tissue engineering, Ligament etc. Stem Cell Therapies. Nanotechnology-based approaches in the treatment of injuries to tendons and ligaments - Progress in the use of electrospinning processing techniques for fabricating nanofiber scaffolds for neural applications.

### **Course outcome**

**On completion of the course, the students will be able to:**

Introduce basics concepts of tissue engineering

Learn about various aspect of tissue engineering and the underlying principles

Learn about various aspects of biomaterials: biodegradability and biocompatibility

Learn about application of Nanotechnology in tissue engineering



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(भारत की संसद के अधिनियम सं. 25, 2009 के तहत स्थापित)

## CENTRAL UNIVERSITY OF GUJARAT

(Established by an Act of Parliament of India, No 25 of 2009)

### Centre for Chinese Studies

School of Language Literature and Culture Studies

By Hand/Speed Post/E-Mail/Fax

M.A. in Chinese

Annexure-1

Course No.	Course Title	Credits
<b>I Semester/ I Monsoon (M.A. I Year)</b>		
<b>Core Courses</b>		
CHI401	MODERN CHINESE LITERATURE - I	4
CHI402	THEORY AND PRACTICE OF TRANSLATION- I	4
<b>Elective (Optional) Courses: Any two</b>		
CHI421	ADVANCED CONVERSATIONAL CHINESE	4
CHI422	MODERN CHINESE WRITER-I	4
CHI423	SELECTED CHINESE NOVELS-I	4
CHI424	STUDIES IN CHINESE HISTORY AND CULTURE-I	4
CHI425	EVOLUTION OF CHINESE LANGUAGE AND SCRIPT-I	4
CHI426	ADVANCED BUSSINESS CHINESE-I	4
CHI427	HISTORY OF PLA-I	4
CHI428	ADVANCED NEWSPAPER CHINESE-I	4
<b>Project/Dissertation (Compulsory)</b>		
CHI441	PROJECT-I	2
<b>Total Credits (Two core+ Any two optional+ One project)</b>		<b>18</b>
<b>II Semester/ I Winter (M.A. I Year)</b>		
<b>Core Courses</b>		
CHI451	MODERN CHINESE LITERATURE-II	4
CHI452	THEORY AND PRACTICE OF TRANSLATION-II	4
<b>Elective (Optional) Courses: Any two</b>		
CHI471	CONSECUTIVE INTERPRETATION	4
CHI472	MODERN CHINESE WRITER-II	4
CHI473	SELECTED CHINESE NOVELS-II	4
CHI474	STUDIES IN CHINESE HISTORY AND CULTURE-II	4
CHI475	EVOLUTION OF CHINESE LANGUAGE AND SCRIPT-II	4
CHI476	ADVANCED BUSSINESS CHINESE-II	4
CHI477	HISTORY OF PLA-II	4
CHI478	ADVANCED NEWSPAPER CHINESE-II	4
<b>Project/Dissertation (Compulsory)</b>		
CHI491	PROJECT-II	2
<b>Total Credits (Two core+ Any two optional+ One project)</b>		<b>18</b>

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III Semester/ II Monsoon (M.A. II Year)		
Core Courses		
CHI501	CONTEMPORARY CHINESE LITERATURE-I	4
CHI502	SIMULTANEOUS INTERPRETATION	4
Elective (Optional) Courses: Any two		
CHI521	HISTORY OF ANCIENT CHINESE LITERATURE-I	4
CHI522	CONTEMPORARY CHINESE WRITER-I	4
CHI523	SELECTED CHINESE POETRY-I	4
CHI524	INTELLECTUAL TRADITIONS OF CHINA-I	4
CHI525	CHINESE GOVERNMENT AND POLITICS	4
CHI526	CHINA'S STRATEGIC THOUGHT-I	4
CHI527	MODERNISATION OF PLA-I	4
CHI528	MARITIME SECURITY	4
CHI529	POWER OF DYNAMICS-I	4
Project/Dissertation (Compulsory)		
CHI541	PROJECT-III	2
Total Credits (Two core+ Any two optional+ One project)		18
IV Semester/ II Winter (M.A. II Year)		
Core Courses		
CHI551	CONTEMPORARY CHINESE LITERATURE-II	4
CHI552	INDIA CHINA RELATIONS: SELECTED TEXTS	4
Elective (Optional) Courses: Any two		
CHI571	HISTORY OF ANCIENT CHINESE LITERATURE-II	4
CHI572	CONTEMPORARY CHINESE WRITER-II	4
CHI573	SELECTED CHINESE POETRY-II	4
CHI574	INTELLECTUAL TRADITIONS OF CHINA-II	4
CHI575	SELECTED TEXTS IN CHINESE ECONOMIC DEVELOPMENT	4
CHI576	CHINA'S STRATEGIC THOUGHT-II	4
CHI577	MODERNISATION OF PLA-II	4
CHI578	CHINA'S FOREIGN POLICY	4
CHI579	POWER OF DYNAMICS-II	4
Project/Dissertation (Compulsory)		
CHI591	PROJECT-IV	2
Total Credits (Two core+ Any two optional+ One project)		18
TOTAL CREDITS REQUIRED FOR THE DEGREE		72

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# गुजरात केन्द्रीय विश्वविद्यालय

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## Semester I (Monsoon)

### CORE COURSES

**Course Code:** CHI 401

**Course Title:** Modern Chinese Literature-I

**Credit:** 4

**Course Description:** Study of representative trends, genres and writers/poets of modern Chinese literature from 1900 to 1927.

### References

黄悦, 宋长宏编著《20世纪中国文学史纲》, 北京语言大学出版社, 2003年。

钱理群, 温儒敏 编, 《中国现代文学三十年(修订本)》, 北京大学出版社, 2002年。

严家炎, 孙玉石, 温儒敏 编, 《中国现代文学作品精选(第三版)》, 北京大学出版社, 2013年

朱栋霖, 朱晓进, 吴义勤等 编著, 《中国现代文学史 1917-2012(上)(第二版)》, 北京大学出版社, 2014年。

朱栋霖等编著, 《中国现代文学史 1917-2012(下)(第二版)》, 北京大学出版社, 2014年。

刘勇《中国现当代文学》, 中国广播电视出版社, 2003年。

程光炜、刘勇等《中国现代文学史》, 北京大学出版社, 2011年。

**Course Code:** CHI 402

**Course Title:** Theory and Practice of Translation - I

**Credit:** 4

**Course Description:** Study of newspaper translation, world affairs translation, study of translation of various topics, i.e. Visits and Talks, Meetings, Politics, United Front, Statistics, Economy, Industry, Agriculture, Traffic, Posts and Telecommunications, and Commerce.

### References

施光亨、王绍新《新闻汉语汉语导读》, 北京语言大学出版社, 1995年。Shi Guangheng, Wang Shaoxin. - A Guide to Reading Chinese Newspapers.

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M.A. in Chinese

许建平 (编著) 《英汉互译实践与技巧》，清华大学出版社，2000 年。Xu Jianping  
(Ed.)-A Practical Course of English - Chinese and Chinese - English Translation

**ELECTIVE (OPTIONAL) COURSES**

**Course Code:** CHI421

**Course Title:** Advanced Conversational Chinese

**Credit:** 4

**Course Description:** Teaching of advanced conversational techniques and vocabulary to students, focus on extensive practice to enable students speak extempore on wide range of issues.

**References**

刘元满, 任雪梅, 金舒年 编著, 《高级汉语口语 1 (第三版)》, 北京大学出版社, 2014 年。

刘元满, 任雪梅, 金舒年 编著, 《高级汉语口语 2 (第三版)》, 北京大学出版社, 2014 年。

祖人植, 任雪梅 著, 《高级汉语口语:提高篇(第2版)》, 北京大学出版社, 2005 年。

**Course Code:** CHI422

**Course Title:** Modern Chinese Writer-I

**Credit:** 4

**Course Description:** Study of literary styles, genres, writing speciality of representative modern Chinese writers like Lu Xun, Hu She, Ba Jin, Mao Dun etc.

**References**

巴金 《激流三部曲:家·春·秋》, 四川文艺出版社, 2015 年。

黄悦, 宋长宏编著 《20 世纪中国文学史纲》, 北京语言大学出版社, 2003 年。

鲁迅 《阿 Q 正传》, 北京联合出版公司, 2014 年。

鲁迅 《呐喊 (新课标)》, 安徽教育出版社, 2015 年。

钱理群, 温儒敏 编, 《中国现代文学三十年(修订本)》, 北京大学出版社, 2002 年。



# गुजरात केन्द्रीय विश्वविद्यालय

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### Centre for Chinese Studies

#### School of Language Literature and Culture Studies

By Hand/Speed Post/E-Mail/Fax

M.A. in Chinese

朱栋霖, 朱晓进, 吴义勤等 编著, 《中国现代文学史 1917-2012 (上) (第二版)》, 北京大学出版社, 2014 年。

**Course Code:** CHI423

**Course Title:** SELECTED CHINESE NOVELS-I

**Credit:** 4

**Course Description:** Study of original works of selected modern Chinese writers like Lu Xun's *Madman's Diary* (《狂人日记》), New Year's Sacrifice (祝福), Ba Jin's *Family* (《家》).

#### References

巴金 《激流三部曲:家·春·秋》, 四川文艺出版社, 2015 年。

老舍 《骆驼祥子 (新课标) 老舍经典小说》, 浙江工商大学出版社, 2017 年。

鲁迅 《呐喊 (新课标) 》, 安徽教育出版社, 2015 年。

茅盾 《茅盾小说集》, 人民日报出版社, 2016 年。

**Course Code:** CHI424

**Course Title:** STUDIES IN CHINESE HISTORY AND CULTURE-I

**Credit:** 4

**Course Description:** Exposing students to specific topics on Chinese history, culture and society from remote antiquity to 1840.

#### References

管维良 (作者) 《中国历史与文化》, 重庆大学出版社, 2009 年。

韩鉴堂 《中国文化》, 北京语言大学出版社, 1999 年。

刘珣, 程裕祯 《中国文化要略》, 北京语言大学出版社, 2000 年。

王恺 《中国历史常识(中英对照)》, 高等教育出版社, 2007 年。

张轶, 任启亮 《中国文化常识(中英对照)》, 高等教育出版社, 2007 年。

朱英, 魏文享 《中国历史与文化》, 中国人民大学出版社, 2010 年。





ગુજરાત કેન્દ્રીય વિશ્વવિદ્યાલય  
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**Course Code:** CHI425

**Course Title:** EVOLUTION OF CHINESE LANGUAGE AND SCRIPT-I

**Credit:** 4

**Course Description:** Study the origin and evolution process of Chinese language & script including phonetics, syntax and morphology etc.

**References**

邓建华 《汉字书写教程》，北京师范大学出版社，2012 年。

李大遂 《简明实用汉字学》，北京大学出版社; 第 3 版，2013 年。

余一梅 《中国字》上海人民美术出版社; 第 1 版，2012 年。

詹绪左, 朱良志 《汉字与中国文化教程》，安徽师范大学出版社，2014 年。

张静贤 《汉字教程:语言知识类》，北京语言文化大学出版社; 第 1 版，2004 年。

赵定烽, 赵理超 《汉字文化学教程》，厦门大学出版社出，2014 年。

周健 《汉字突破》北京大学出版社，2005 年。

黄伯荣、廖序东 《现代汉语》(上下全两册)，高等教育出版社，2017 年。

李乐毅 《汉字演变：五百例》，北京语言大学出版社，2014 年。

**Course Code:** CHI426

**Course Title:** ADVANCED BUSSINESS CHINESE-I

**Credit:** 4

**Course Description:** Study of advanced business vocabulary in Chinese and English. Study of various business procedures leading to export-import, international movement of products etc.

**References**

包文英 《实用商务汉语》，华东师范大学出版社，2007 年。



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仇鸿伟 《商务汉语综合教程（第一至二册）》北京对外经济贸易大学出版社有限责任公司，2010 年。

季瑾，季瑾 《赢在中国：商务汉语系列教程·商务汉语系列教程》北京语言大学出版社，2010 年。

刘德联，钱华 《商务汉语考试词语手册（上册）》北京大学出版社，2007 年。

罗陈霞，朱彤 《新商务汉语精读教程（上册）》，清华大学出版社，2015 年。

陶晓红，张黎 《商务汉语提高》，北京大学出版社；2005 年。

王立非 《商务汉语一本通(汉英双语版)》高等教育出版社；第 1 版，2010 年。

王淑华，郭曙纶 《纵横商务汉语：高级综合教程 1》，高等教育出版社；2012 年。

杨东升，杨东升，陈子骄 《BCT 商务汉语写作教程》，北京语言大学出版社，2009 年。

张泰平 《国际商务汉语教程》（北大版 新一代对外汉语教材·商务汉语系列），北京大学出版社，2008 年。

**Course Code:** CHI427

**Course Title:** HISTORY OF PLA-I

**Credit:** 4

**Course Description:** Study of background, origin and evolution of the People's Liberation Army till 1949.

### **References**

Srikanth Kondapalli, *China's Military and India*, Pentagon Press, New Delhi, 2012.

Srikanth Kondapalli, *China's military: the PLA in transition*, Institute for Defence Studies and Analyses, New Delhi, 1999.



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中国人民解放军国防大学, 《中国人民解放军简史》, 江苏人民出版社, 2017年。

国防大学《战史简编》编写组 《中国人民解放军战史简编》 中国人民解放军出版社, 2017年。

徐焰 《热血长城: 写给年轻人的解放军史》 中华书局, 2018年。

徐焰 《解放军为什么能赢—写给新一代人看的军史》, 广东经济出版社有限公司, 2012年。

王伟, 张治宇, 俞存华 《中国人民解放军(汉)》, 五洲传播出版社, 2012年。

荣维木 《中国史话: 中国人民解放军史话》, :社会科学文献出版社, 2012年。

**Course Code:** CHI428

**Course Title:** ADVANCED NEWSPAPER CHINESE-I

**Credit:** 4

**Course Description:** Study of Chinese language newspaper articles, editorials and op-ed pieces of complex nature on various topics concerning national and international affairs of China.

**References**

吴卸耀, 常志斌, 石旭登 《时代·高级汉语报刊阅读教程(上册)》, 北京语言大学出版社, 2011年。

吴成年, 王瑞珊, 张爽 《读报纸 学中文: 汉语报刊阅读(准高级·上)》 北京大学出版社, 2016年。

王海龙 《报纸上的中国: 中文报纸阅读教程(上)》, 北京大学出版社, 2004年。

刘谦功, 王世巽 《汉语新闻阅读教程》, 北京大学出版社, 2005年。

**Course Code:** CHI441

**Course Title:** PROJECT-I

**Credit:** 2

**Course Description:** Focus on review of a book in Chinese and English each by every student.





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## **Semester II (Winter)**

### **CORE COURSES**

**Course Code:** CHI451

**Course Title:** MODERN CHINESE LITERATURE-II

**Credit:** 4

**Course Description:** Study of Chinese literature in general and prose/fiction/poetry from 1928 to 1949.

### **References**

黄悦, 宋长宏编著《20世纪中国文学史纲》, 北京语言大学出版社, 2003年。  
钱理群, 温儒敏 编, 《中国现代文学三十年(修订本)》, 北京大学出版社, 2002年。  
朱栋霖, 朱晓进, 吴义勤等 编著, 《中国现代文学史 1917-2012 (上) (第二版)》, 北京大学出版社, 2014年。  
朱栋霖等编著, 《中国现代文学史 1917-2012 (下) (第二版)》, 北京大学出版社, 2014年。  
严家炎, 孙玉石, 温儒敏 编, 《中国现代文学作品精选 (第三版)》, 北京大学出版社, 2013年  
刘勇《中国现当代文学》, 中国广播电视出版社, 2003年。  
程光炜、刘勇等《中国现代文学史》, 北京大学出版社, 2011年。

**Course Code:** CHI452

**Course Title:** THEORIES AND PRACTICE OF TRANSLATION-II

**Credit:** 4

**Course Description:** Study of newspaper translation, world affairs' translation, study of idioms and phrases' translation, study of translation of various topics, i.e. Foreign Economic and Trade Cooperation, Education, Science and Technology, Culture, Sports, Health, Population and its policy, Women, Youth, Children, Environment Protection, Tourism, New tendencies in Society, International Affairs.

### **References**

施光亨、王绍新《新闻汉语汉语导读》, 北京语言大学出版社, 1995年。Shi Guangheng, Wang Shaoxin. - A Guide to Reading Chinese Newspapers.



ગુજરાત કેન્દ્રીય વિશ્વવિદ્યાલય  
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M.A. in Chinese

王逢鑫 《100 个热门话题汉译英》，北京大学出版社，2010 年。Wang Fengxin  
Chinese-English Translation of 100 Hot Topics.

**ELECTIVE (OPTIONAL) COURSES**

**Course Code:** CHI471

**Course Title:** CONSECUTIVE INTERPRETATION

**Credit:** 4

**Course Description:** Study of consecutive translation methods and actual practice of consecutive interpretation through audio-video material.

**References**

何其莘，仲伟合，许钧 《交替传译》，外语教学与研究出版社，2012 年。

徐东风 《英语口语译：实战技巧与训练》，大连理工大学出版社，2005 年。

江晓梅，杨元刚 《英汉交替传译教程》，武汉大学出版社，2009 年。

戴惠萍 《交替传译实践教程》，上海外语教育出版社，2014 年。

杨柳燕，苏伟 《英语口语译教程 交替传译同声传译》上海外语教育出版社，2014 年。

卢信朝 《新陆标·英汉口译技能教程:交替传译》，北京语言大学出版社; 2015 年。

汪涛，刘军平 《交替传译教程》，武汉大学出版社; 2013 年。

**Course Code:** CHI472

**Course Title:** MODERN CHINESE WRITER-II

**Credit:** 4

**Course Description:** Study of literary styles, genres, writing speciality of representative modern Chinese writers like Ai Qing, Lao She, Guo Moruo, Xu Zhimo, Wen Yiduo, Ding Ling etc.

**References**

熊权 《想象革命的方法：中国现代作家作品八讲》，人民出版社出，2016 年。





## गुजरात केन्द्रीय विश्वविद्यालय

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罗晓静 周晓明 《现代中国经典作家阐释》，社会科学文献出版社，2016 年。

黄悦，宋长宏编著《20 世纪中国文学史纲》，北京语言大学出版社，2003 年。

钱理群、温儒敏 编，《中国现代文学三十年(修订本)》，北京大学出版社，2002 年。

朱栋霖，朱晓进，吴义勤等 编著，《中国现代文学史 1917-2012（上）(第二版)》，北京大学出版社，2014 年。

中国现代作家的原著。

**Course Code:** CHI473

**Course Title:** SELECTED CHINESE NOVELS-II

**Credit:** 4

**Course Description:** Study of original works of selected modern Chinese writers like Lao She's *Rickshaw Boy* (骆驼祥子), Mao Dun's *Silkworm* (春蚕)。

### **References**

中国现代作家的原著。

**Course Code:** CHI474

**Course Title:** STUDIES IN CHINESE HISTORY AND CULTURE-II

**Credit:** 4

**Course Description:** Exposing students to specific topics on Chinese history, culture and society from 1840 to 1949.

### **References**

管维良 (作者)《中国历史与文化》，重庆大学出版社，2009 年。

韩鉴堂《中国文化》，北京语言大学出版社，1999 年。

刘珣，程裕祯《中国文化要略》，北京语言大学出版社，2000 年。

王恺《中国历史常识(中英对照)》，高等教育出版社，2007 年。

张铁，任启亮《中国文化常识(中英对照)》，高等教育出版社，2007 年。

朱英，魏文享《中国历史与文化》，中国人民大学出版社，2010 年。



ગુજરાત કેન્દ્રીય વિશ્વવિદ્યાલય  
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M.A. in Chinese

**Course Code:** CHI CHI475

**Course Title:** EVOLUTION OF CHINESE LANGUAGE AND SCRIPT-II

**Credit:** 4

**Course Description:** Study of the evolution process of Chinese language & script including simplification of Chinese language and phonetics, syntax and morphology etc. of Modern Chinese Language popularly known as *Putonghua* or Mandarin.

**References**

邓建华 《汉字书写教程》，北京师范大学出版社，2012 年。

李大遂 《简明实用汉字学》，北京大学出版社; 第 3 版，2013 年。

余一梅 《中国字》上海人民美术出版社; 第 1 版，2012 年。

詹绪左, 朱良志 《汉字与中国文化教程》，安徽师范大学出版社，2014 年。

张静贤 《汉字教程:语言知识类》，北京语言文化大学出版社; 第 1 版，2004 年。

赵定烽, 赵理超 《汉字文化学教程》，厦门大学出版社出，2014 年。

周健 《汉字突破》北京大学出版社，2005 年。

黄伯荣、廖序东 《现代汉语》(上下全两册)，高等教育出版社，2017 年。

李乐毅 《汉字演变：五百例》，北京语言大学出版社，2014 年。

**Course Code:** CHI476

**Course Title:** ADVANCED BUSSINESS CHINESE-II

**Credit:** 4

**Course Description:** Study of advanced business processes involving China as a big trading country. Live exposure to business environment through field visits and practice.

**References**

包文英 《实用商务汉语》，华东师范大学出版社，2007 年。

仇鸿伟 《商务汉语综合教程（第三至四册）》北京对外经济贸易大学出版社有限责任公司，2010 年。

季瑾, 季瑾 《赢在中国：商务汉语系列教程·商务汉语系列教程》北京语言大学出版社出，2010 年。

刘德联, 钱华 《商务汉语考试词语手册（下册）》北京大学出版社，2007 年。

罗陈霞, 朱彤 《新商务汉语精读教程（下册）》，清华大学出版社，2015 年。

陶晓红, 张黎 《商务汉语提高》，北京大学出版社; 2005 年。

王立非 《商务汉语一本通(汉英双语版)》高等教育出版社; 第 1 版，2010 年。





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王淑华, 郭曙伦 《纵横商务汉语:高级综合教程 2》, 高等教育出版社; 2012 年。

董诗文, 叶兴国, 王光林 《高级商务英语系列教材:高级商务口译》, 外语教学与研究出版社; 2016 年。

**Course Code:** CHI477

**Course Title:** HISTORY OF PLA-II

**Credit:** 4

**Course Description:** Study of evolution of the People's Liberation Army since 1949. And current role of PLA in overall emergence of China.

### References

Srikanth Kondapalli, *China's Military and India*, Pentagon Press, New Delhi, 2012.

Srikanth Kondapalli, *China's military: the PLA in transition*, Institute for Defence Studies and Analyses, New Delhi, 1999.

中国人民解放军国防大学, 《中国人民解放军简史》, 江苏人民出版社, 2017 年。

国防大学《战史简编》编写组 《中国人民解放军战史简编》中国人民解放军出版社, 2017 年。

徐焰 《热血长城: 写给年轻人的解放军史》中华书局, 2018 年。

徐焰 《解放军为什么能赢—写给新一代人看的军史》, 广东经济出版社有限公司, 2012 年。

王伟, 张治宇, 俞存华 《中国人民解放军(汉)》, 五洲传播出版社, 2012 年。

荣维木 《中国史话: 中国人民解放军史话》, :社会科学文献出版社, 2012 年。

David A. Graff and Robin Higham ed. *A Military History of China*, University Press of Kentucky, 2012.

Roy Kamphausen, David Lai *The PLA at Home and Abroad: Assessing the Operational Capabilities of China's Military*, All Strategic Studies Institute (SSI)  
[www.StrategicStudiesInstitute.army.mil](http://www.StrategicStudiesInstitute.army.mil). 2010.



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M.A. in Chinese

**Course Code:** CHI478

**Course Title:** ADVANCED NEWSPAPER CHINESE-II

**Credit:** 4

**Course Description:** Intensive study of Chinese language newspaper articles, editorials and op-ed pieces of complex nature on various topics concerning national and international affairs of China.

### References

吴卸耀, 石旭登 《时代·高级汉语报刊阅读教程(下册)》, 北京语言大学出版社; 2012 年。  
张洁, 马岚, 吴成年 《读报纸学中文: 汉语报刊阅读(准高级)(下)》, 北京大学出版社, 2017 年。

**Course Code:** CHI491

**Course Title:** PROJECT-II

**Credit:** 2

**Course Description:** Study of the research practice of literature review. Students will be required to search and review few pieces of literature on a given topic.

## Semester III (Monsoon)

### CORE COURSES

**Course Code:** CHI501

**Course Title:** CONTEMPORARY CHINESE LITERATURE-I

**Credit:** 4

**Course Description:** Study of literary genres, styles, characteristics, background and trends from 1949 till 1976.

### References

郑万鹏 《中国当代文学史——在世界文学视野中》, 北京语言文化大学出版社, 北京, 1999 年。

刘勇 《中国现当代文学》, 中国广播电视出版社, 北京, 2003 年。

王小曼 《中国现当代文学》北京大学出版社; 2015 年。

李继凯, 赵学勇, 王荣 《中国现当代文学》高等教育出版社; 2011 年。



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**School of Language Literature and Culture Studies** By Hand/Speed Post/E-Mail/Fax

M.A. in Chinese

洪子诚 《中国当代文学史》（修订本），北京大学出版社；2007 年。

程光炜, 孟繁华, 陈晓明 《中国当代文学六十年》，北京大学出版社；2015 年。

陈思和 《中国当代文学史教程》（第二版）复旦大学出版社；2016 年。

**Course Code:** CHI502

**Course Title:** SIMULTANEOUS INTERPRETATION

**Credit:** 4

**Course Description:** Extensive and intensive practice of the advanced skills of simultaneous interpretation on a wide range of topics in Chinese and English mainly relating to India and China.

### References

仲伟合, 詹成 《全国翻译硕士专业学位 MTI 系列教材·同声传译》，外语教学与研究出版社；2009 年。

张维为 《英汉同声传译(修订版)》上海外语教育出版社；2011 年。

詹成, 王斌华, 仲伟合 《普通高等教育十一五国家级规划教材·英语同声传译教程》，高等教育出版社；2008 年。

### ELECTIVE (OPTIONAL) COURSES

**Course Code:** CHI521

**Course Title:** HISTORY OF ANCIENT CHINESE LITERATURE-I

**Credit:** 4

**Course Description:** Study of ancient Chinese literature from primitive society to Qin-Han literature.

### References

B.R.Deepak. *History of Ancient Chinese Literature*, Pigeon Books, New Delhi, 2017.

马积高, 《中国古代文学史(上中册)》，人民文学出版社；2009 年。





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郭预衡 《中国古代文学史(1)》，上海古籍出版社; 1998 年。

**Course Code:** CHI522

**Course Title:** CONTEMPORARY CHINESE WRITER- I

**Credit:** 4

**Course Description:** Study of literary styles, genres, and writing characteristics of representative contemporary Chinese writers like Zhao Shuli (*The Marriage of Young Blacky* 《小二黑结婚》), Hao Ran (*Sunny Days* 《艳阳天》)。

### **References**

中国作家的原著

**Course Code:** CHI523

**Course Title:** SELECTED CHINESE POETRY-I

**Credit:** 4

**Course Description:** Study of styles, genres, and characteristics of classical Chinese poetry.

### **References**

王夫之, 邹福清, 杨万军 《古诗选》，长江文艺出版社, 2015 年。

王恩保，《中华古诗选》中国纺织出版社; 2017 年。

程千帆, 沈祖棻 《古诗今选》凤凰出版社; 2010 年。

顾青 (编者) 《唐诗三百首:名家集评本》中华书局; 2005 年。

**Course Code:** CHI524

**Course Title:** INTELLECTUAL TRADITIONS OF CHINA-I

**Credit:** 4

**Course Description:** Study of classical intellectual thought and tradition of China as seen in ancient times in various schools of thought ranging from Confucius to Militarist.

### **References**

林语堂 《中国的智慧》湖南文艺出版社, 2016 年。



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国家图书馆,《大国智慧:中华优秀传统文化培育的核心思想理念》,国家图书馆出版社,2017年。

郭齐勇《中国文化精神的特质》生活.读书.新知三联书店,2018年。

胡兴松《中国哲学大师的智慧》中山大学出版社出版,2015年。

尹业初《领悟中国哲学的智慧》中国社会科学出版社,2016年。

重庆出版社《王道:内圣外王的中国智慧》2015年

季然《影响孩子一生的经典故事:中国经典智慧故事》,浙江少年儿童出版社,2014年。

**Course Code:** CHI525

**Course Title:** CHINESE GOVERNMENT AND POLITICS

**Credit:** 4

**Course Description:** Study of government structure and dynamics of CPC and state politics in China.

**References**

刘淑妍《当代中国政府与政治》,Kindle电子书。

景跃进,陈明明,肖滨《新编21世纪公共管理系列教材:当代中国政府与政治》中国人民大学出版社;2016年。

谢庆奎《当代中国政府与政治(第2版)》,高等教育出版社;2010年。

阎小波《当代中国政府与政治》高等教育出版社;2010年。

陈之迈《中国政府》上海世纪出版股份有限公司;2015年。

吴爱明《当代中国政府与政治(第三版)》中国人民大学出版社,2015年。



ગુજરાત કેન્દ્રીય વિશ્વવિદ્યાલય  
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M.A. in Chinese

**Course Code:** CHI526

**Course Title:** CHINA'S STRATEGIC THOUGHT-I

**Credit:** 4

**Course Description:** Study of classical strategic thinking in China beginning from Zhou dynasty till Qing Dynasty.

**References**

钮先钟 《中国战略思想史》，1992 年。

周亨祥 《中国古代军事思想发展史》海天出版社, 2013 年。

张明, 于井尧 《中国古代军事思想史》，青苹果数据中心, 2013 年。

**Course Code:** CHI527

**Course Title:** MODERNISATION OF PLA-I

**Credit:** 4

**Course Description:** Study of modernisation of PLA as part of the Four Modernisations espoused by China in modern times. Modernisation of national defence has been a recurrent theme in contemporary China, this course will focus on various stages of modernisation undergone by Chinese PLA in post 1949 till 1979.

**References**

Tilman Pradt. *China's New Foreign Policy: Military Modernisation, Multilateralism and the 'China Threat'*, Palgrave Macmillan, 2016.

徐有威, 陈东林 《小三线建设与国防现代化》上海大学出版社; 2016 年。

《全国干部学习培训教材:加快推进国防和军队现代化》党建读物出版社,人民出版社; 2015 年。

孙科佳, 蔡仁照 《新中国成立 60 年军队现代化建设的理论与实践》国防大学出版社, 2009 年。

中央人民广播电台军事部编 《军威进行曲:人民解放军现代化建设系列报道》，中国广播电视出版社, 1987 年。





# ગુજરાત કેન્દ્રીય વિશ્વવિદ્યાલય

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**Course Code:** CHI528

**Course Title:** MARITIME SECURITY

**Credit:** 4

**Course Description:** Study of theories and basic understanding of maritime security and its strategies and policies. Study of maritime security of countries, i.e. U.S.A., U.K., Russia, Japan, Australia, India and ASEAN. Study of contemporary China's maritime security.

#### References

张炜主编《国家海上安全》，海潮出版社，2008年。Zhang Wei (ed.). National Maritime Security, Haichao Press, 2008.

冯梁、高子川、段廷志等《中国的和平发展与海上安全环境》，世界知识出版社，2010年。

朱坚真《中国海洋安全体系研究》海洋出版社，2015年。

**Course Code:** CHI529

**Course Title:** POWER OF DYNAMICS-I

**Credit:** 4

**Course Description:** Study internal as well as external working of power (权力) in context of working of party and state in modern China from 1949 till 1978.

#### References

潘成鑫 (作者), 张旗 (译者)《国际政治中的知识、欲望与权力:中国崛起的西方叙事》，社会科学文献出版社; 2016年。

罗豪才《为了权利与权力的平衡：法制中国建设与软法之治》罗豪才出版社:五洲传播出版社，2016年。

廖小东《政治仪式与权力秩序：古代中国“国家祭祀”的政治分析》，中国社会科学出版社，2013年。

**Course Code:** CHI541

**Course Title:** PROJECT-III

**Credit:** 2

**Course Description:** Project on teaching Chinese as foreign language, inputs will be given on Chinese teaching methodology and pedagogy, in addition to teaching drills.



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**Semester IV (Winter)**

**CORE COURSES**

**Course Code:** CHI551

**Course Title:** CONTEMPORARY CHINESE LITERATURE-II

**Credit:** 4

**Course Description:** Study of literary genres, styles, characteristics, background and trends from 1976 onwards.

**References**

郑万鹏《中国当代文学史——在世界文学视野中》，北京语言文化大学出版社，北京，1999年。

刘勇《中国现当代文学》，中国广播电视出版社，北京，2003年。

王小曼《中国现当代文学》北京大学出版社；2015年。

李继凯，赵学勇，王荣《中国现当代文学》高等教育出版社；2011年。

洪子诚《中国当代文学史》（修订本），北京大学出版社；2007年。

程光炜，孟繁华，陈晓明《中国当代文学六十年》，北京大学出版社；2015年。

陈思和《中国当代文学史教程》（第二版）复旦大学出版社；2016年。

**Course Code:** CHI552

**Course Title:** INDIA CHINA RELATIONS: SELECTED TEXTS

**Credit:** 4

**Course Description:** Study of India- China relations through selected texts from ancient to contemporary times. Important topics covered include spread of Buddhism in China, India-China relations during colonial period, bonhomie between India and China during 1950s, 1962 border war and its aftermath, Indian perceptions of China and current status of bilateral relations.



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### **References**

师觉月 (作者), 姜景奎 (译者) 《印度与中国》中国大百科全书出版社; 2018 年。

王汝良 《中国文学中的印度形象研究》中华书局; 2018 年。

尹锡南 《印度的中国形象》人民出版社; 2010 年。

张颂仁, 陈光兴, 高士明 《从西天到中土:印中社会思想对话》, 上海人民出版社; 2014 年。

季羡林 《中印文化交流史》, 中国社会科学出版社, 2008 年。

### **ELECTIVE (OPTIONAL) COURSES**

**Course Code:** CHI571

**Course Title:** HISTORY OF ANCIENT CHINESE LITERATURE-II

**Credit:** 4

**Course Description:** Study of ancient Chinese literature from Wei, Jin and North South dynasties literature to Qing dynasty literature.

### **Refernces**

B.R.Deepak. *History of Ancient Chinese Literature*, Pigeon Books, New Delhi, 2017.

马积高, 《中国古代文学史(中下册)》, 人民文学出版社; 2009 年。

郭预衡 《中国古代文学史(2)》, 上海古籍出版社; 1998 年。

**Course Code:** CHI572

**Course Title:** CONTEMPORARY CHINESE WRITER-II

**Credit:** 4

**Course Description:** Study of literary styles, genres, and writing characteristics of representative contemporary Chinese writers like Liu Xinwu (Classteacher 《班主任》), Mo Yan (Change 《变》).





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**References**

中国作家原著

**Course Code:** CHI573

**Course Title:** SELECTED CHINESE POETRY-II

**Credit:** 4

**Course Description:** Study of styles, genres, and characteristics of modern and contemporary Chinese poetry.

**References**

王宜振《现代诗歌教育普及读本》，西安电子科技大学出版社，2016年。

艾青《中国现代诗歌选》人民文学出版社，2018年。

蔡天新《现代诗 110 首》生活·读书·新知三联书店，2014年。

梁平、韩珩《中国现代诗歌精选》，四川人民出版社，2016年。

谢冕、孙绍振《中国现当代诗歌名作欣赏》北京大学出版社；2012年。

徐志摩《徐志摩诗歌全集》，哈尔滨出版社，2013年。

**Course Code:** CHI574

**Course Title:** INTELLECTUAL TRADITIONS OF CHINA-II

**Credit:** 4

**Course Description:** Study of modern and contemporary intellectual thought and tradition of China as seen under Mao Zedong, Deng Xiaoping, Jiang Zemin, Hu Jintao and Xi Jinping.

**References**

林语堂《中国的智慧》湖南文艺出版社，2016年。

国家图书馆，《大国智慧：中华优秀传统文化培育的核心思想理念》，国家图书馆出版社，2017年。



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胡兴松 《中国哲学大师的智慧》中山大学出版社出版，2015 年。

尹业初 《领悟中国哲学的智慧》中国社会科学出版社，2016 年。

重庆出版社 《王道：内圣外王的中国智慧》2015 年

季然 《影响孩子一生的经典故事：中国经典智慧故事》，浙江少年儿童出版社，2014 年。

冷成金 《读懂中国智慧》重庆出版社，2012 年。

易中天 《中国智慧：易中天著》上海文艺出版社，2011 年。

**Course Code:** CHI575

**Course Title:** SELECTED TEXTS IN CHINESE ECONOMIC DEVELOPMENT

**Credit:** 4

**Course Description:** Study of economic development in modern China since 1949 till contemporary unfolding of the process of reform and opening-up.

### References

苏育平 《当代中国经济》北京语言大学出版社; 2000 年。

吴敬琏 《当代中国经济改革教程》上海远东出版社, 2016 年。

刘方健、历继刚 《中国经济发展史简明教程》西南财经大学出版社，2010 年。

赵德馨 《中国近现代经济史》，河南人民出版社，2003 年。

**Course Code:** CHI576

**Course Title:** CHINA'S STRATEGIC THOUGHT-II

**Credit:** 4

**Course Description:** Study of strategic thinking in China during modern and contemporary times under Mao Zedong, Deng Xiaoping, Jiang Zemin, Hu Jintao and now under Xi Jinping dispensation.



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**References**

毛泽东《毛泽东选集》，人民出版社；1991年。

邓小平《邓小平文选全集》人民出版社，2008年。

张文木《重温毛泽东战略思想》山东人民出版社，2016年。

王公龙《中国特色国际战略思想体系研究》，人民出版社，2012年。

夏东民, 陆树程《江泽民战略思想研究》苏州大学出版社；2003年。

杨瑛, 周忠高《深入学习中国梦战略思想热点·面对面》中共中央党校出版社；2014年。

杨英杰《新理念 新思想 新战略旨归:学习习近平大国治理思想》中共中央党校出版社；2017年。

**Course Code:** CHI577

**Course Title:** MODERNISATION OF PLA-II

**Credit:** 4

**Course Description:** Study of modernisation of PLA since reform and opening-up in 1979 under Deng Xiaoping with special focus on Xi Jinping dispensation.

**References**

Tilman Pradt. *China's New Foreign Policy: Military Modernisation, Multilateralism and the 'China Threat'*, Palgrave Macmillan, 2016.

徐有威, 陈东林《小三线建设与国防现代化》上海大学出版社；2016年。

《全国干部学习培训教材:加快推进国防和军队现代化》党建读物出版社,人民出版社；2015年。

孙科佳, 蔡仁照《新中国成立 60 年军队现代化建设的理论与实践》国防大学出版社，2009年。

中央人民广播电台军事部编《军威进行曲:人民解放军现代化建设系列报道》，中国广播电视出版社，1987年。





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**Course Code:** CHI578

**Course Title:** CHINA'S FOREIGN POLICY

**Credit:** 4

**Course Description:** Study of China's foreign policy in contemporary era of globalisation in backdrop of (re)emergence of China as a major power in world order.

### References

王帆 《大国外交》北京联合出版公司; 2016 年。

王灵桂 《中国特色大国外交：内涵与路径》中国社会科学出版社; 2018 年。

吴建民 《中国特色大国外交与“一带一路”》外文出版社; 2016 年。

杨公素，张植荣 《当代中国外交理论与实践》北京大学出版社; 2009 年。

张历历 《当代中国外交简史》上海人民出版社，2015 年。

何新华 《中国外交史 从夏至清 上下册》中国经济出版社，2017 年。

宋海啸 《中国外交决策模式》时事出版社，2016 年。

金灿荣 《中国智慧：十八大以来中国外交》中国人民大学出版社，2017 年。

王逸舟 《中国外交十难题》江苏人民出版社，2015 年。

杨公素，张植荣 《当代中国外交理论与实践》北京大学出版社，2009 年。

张清敏 著，张清敏 译 《中国外交》，五洲传播出版社，2010 年。

计秋枫 《中国外交历程：1949-1989》南京大学出版社，2018 年。

**Course Code:** CHI579

**Course Title:** POWER OF DYNAMICS-II

**Credit:** 4

**Course Description:** Study internal as well as external working of power (权力) in context of working of party and state in modern China from 1978 till present.



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**CENTRAL UNIVERSITY OF GUJARAT**  
(Established by an Act of Parliament of India, No 25 of 2009)

**Centre for Chinese Studies**

**School of Language Literature and Culture Studies**

**By Hand/Speed Post/E-Mail/Fax**

**M.A. in Chinese**

**References**

潘成鑫 (作者), 张旗 (译者) 《国际政治中的知识、欲望与权力:中国崛起的西方叙事》, 社会科学文献出版社: 2016 年。

罗豪才 《为了权利与权力的平衡: 法制中国建设与软法之治》 罗豪才出版社: 五洲传播出版社, 2016 年。

廖小东 《政治仪式与权力秩序: 古代中国“国家祭祀”的政治分析》, 中国社会科学出版社, 2013 年。

**Course Code:** CHI591

**Course Title:** PROJECT-IV

**Credit:** 9

**Course Description:** Project on writing research article and its presentation. Introduction to research methods, writing academic papers and presentation.

*Sumat*  
11/08/18

*Ashwini*

*SA*  
11/08/2018





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**Annexure-2**

**Evaluation:** Evaluation of students will be based on their understanding of classroom teaching-learning. Students will be evaluated continuously throughout a semester on the basis of their class performance, oral and written examinations, dictation, assignments, term papers, class tests, project writings and presentations.

**The division of marks is as follows:**

End-semester 50%

Mid-semester: 25%

Assignment/term- paper/ presentation/class-test: 10%

Attendance and class performance: 10%+5% respectively.

**Classroom Contact Hours:** One credit equals to one classroom contact hour per week.

*Sumit*  
11/08/2018

*Askar*  
11/8/18

*SA*  
11/08/2018



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**Syllabus**  
**(Choice-Based Credit System)**

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**M.A. in Defence and Strategic Studies**

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(For Admissions Academic Year 2020-21 Onwards)

**School of National Security Studies**  
**Central University of Gujarat**  
**Sector 29, Gandhinagar**  
**Gujarat**

## Course Structure

Course Code	Course Title	Core or Optional	Credits
<b>First Semester (All Core) 18 Credits</b> <b>(Students have to register for all 04 Core papers &amp; STS 441)</b>			
STS-401	Introduction to Security and Strategic Studies	Core	04
STS-402	Theories of International Relations	Core	04
STS-403	Strategic Thinkers	Core	04
STS-404	Global Security and Conflict Resolution	Core	04
STS-441	Soft Skill Development	Compulsory	02
<b>Second Semester (All Core) 18 Credits</b> <b>(Students have to register for all 04 Core papers &amp; STS 491)</b>			
STS-451	India's National Security	Core	04
STS-452	Geopolitics and Security	Core	04
STS-453	India's Defence Policy and Defence Economics	Core	04
STS-454	Science Technology and National Security	Core	04
STS-491	Communication Skills and Computer Applications	Compulsory	02
<b>Third Semester (18 Credits)</b> <b>Students can register for any 4 optional courses plus STS-541</b>			
STS-541	Introduction to Research Methodology	Compulsory	02
STS-521	Global Terrorism and International Security	Optional	04
STS-522	Introduction to Non-Traditional Security	Optional	04
STS-523	Conflict, Security and Development	Optional	04
STS-524	Internal Security of India	Optional	04
STS-525	China's Foreign and Security Policy	Optional	04
STS-526	Disaster Management	Optional	04
STS-527	Introduction to Geographic Information System (GIS)	Optional	04
<b>Fourth Semester (18 Credits)</b> <b>Students can register for any 4 optional courses plus STS-591</b>			
STS-591	Research Paper	Compulsory	02
STS-571	Energy Security	Optional	04
STS-572	National Security and India's Foreign Policy	Optional	04
STS-573	Cyberspace and International Security	Optional	04
STS-574	WMD and National Security	Optional	04
STS-575	European Union as a Global Actor	Optional	04
STS-576	International Organisation and Global Governance	Optional	04
STS-577	Intelligence Agencies and India's National Security	Optional	04
STS-578	Wars, Conflict and Violence in India	Optional	04
STS-579	Introduction to West Asia	Optional	04
STS-580	International Law	Optional	04

# **First Semester**

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## INTRODUCTION TO STRATEGIC AND SECURITY STUDIES

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**Course Code: STS-401**

**Course Type: Core**

**Credit: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

**Course Description:** This is an introductory course in the field of Strategic and Security studies. It provides an overview of the evolution and development of this sub-disciplinary study along with theoretical approaches and key concepts. And the course will address major debates in conceptual framework for understanding and analyzing the main issues and challenges to international security.

### **Course Objective**

By the end of this course, the students will:-

- Develop an ability to understand some of the major debates in international security.
- Be able to understand the broad meaning of security and its various implications in the contemporary world.
- Understand contemporary security issues and challenges in international relations

### **Mode of Assessment:**

- 20% Presentation and Assignment/Term Paper
- 30% Mid-semester exam
- 50% End-semester exam

### **Course Units**

#### **UNIT -1: INTRODUCTION**

- General Introduction
- What is Strategic Studies?
- Shifting the focus of security from the state to other actors
- Does Strategic Studies differ from Security Studies?

#### **UNIT -2: ENDURING ISSUES OF STRATEGY (The Changing Character of War )**

- Security in Strategic Studies
- Meaning of War and Causes of war
- Principles and nature of War
- Changing pattern of war and International Politics (Modern War)

#### **UNIT-3: SECURITY AS THE NEW FRAMEWORK FOR ANALYSIS**

- Defining Security (challenging the meaning of Security)
- Broadening and Widening Debates
- Keys concepts and Approaches
- Institutions

## **UNIT-4: CONTEMPORARY ISSUES AND SECURITY CHALLENGES**

- Technology and war
- Humanitarian intervention
- Proliferation of arms and transnational crime
- Terrorism and insurgency

### **Course Readings**

#### **Unit 1 - Reading:**

1. John Baylis, "Strategy in the Contemporary World: Introduction" in Strategy in the Contemporary World, ed. by Baylis, Wirtz and Gray (Oxford University Press).
2. "General Introduction" Security Study, Volume 1.
3. Chapter 1, from Paul D. Williams (ed.) book 'Security Studies: An Introduction'
4. Chapter 1, from Barry Buzan and Lene Hansen's book "The Evolution of International Security Studies"

#### **Recommended reading:**

1. Waltz, K.N. 1959. Man, the State and War. A Theoretical Analysis. Columbia University Press,
2. Thucydides, History of the Peloponnesian War, ("The Melian Dialogue")
3. Allan Collin, "Contemporary Security Studies,"

#### **Unit 2 - Reading:**

1. Lawrence Freedman, 'Defining War,' The Oxford Handbook of War, pp. 17-29
2. Lawrence Freedman, 'Strategic Studies and the Problem of Power, in Strategic Studies: A Reader, ed. by Mahnken and Maiolo (Routledge, 2nd ed., 2014), pp. 9-21.
3. Thomas C. Schelling, 'Arms and Influence,' in Strategic Studies: A Reader, pp. 105-125.
4. Hew Strachan, 'Strategy and War,' in The Oxford Handbook of War, pp. 30-42
5. Michael Sheehan, "The Changing Character of War", in 'The Globalisation of World Politics: An Introduction to International Relations (4<sup>th</sup> edition) by John Baylis, Steve Smith and Patricia Owens (ed.) pp: 211 – 225.
6. Paul D. Williams, 'WAR' in "Security Studies: An Introduction' ed. by Paul D. Williams.
7. Kaldor, Mary (2013): Introduction, in: Kaldor, Mary: New and Old Wars, Oxford, pp. 1-14.
8. Dannreuther, Roland (2007): Understanding Contemporary War and Insecurity, in: Dannreuther, Roland: International Security. The Contemporary Agenda, pp. 121-140.

#### **Recommended readings**

1. Sun Tzu, 2010. The Art of War . Simon & Brown.
2. Carl Von Clausewitz, "On War , Book I: On The Nature of War, and Book III: On Strategy In General.

### **Unit 3 - Reading**

1. David A. Baldwin , 'The Concept of Security', Review of International Studies ( 1997 ), 23, 5-26.
2. Baary Buzan, 'People State and Fear.'
3. Ken Booth, 'Security and Emancipation,'
4. Stephen M. Walt (1991), "The Renaissance of Security Studies,' *International Studies Quarterly*, 35(2), pp: 211---239.
5. Rebecca Grant, 'The Quagmire of Gender and International Security,'
6. Edward A. Kolodziej, 'Renaissance in Security Studies? Caveat Lector!
7. Steve Smith, 'The Contested Concept of Security,' (in Ken Booth (2005), ed. 'Critical Security Studies and World Politics,' Boulder, CO: Lynne Rienner Publishers.

### **Recommended Readings:**

1. Arnold Wolfers (1962), *Discord and Collaboration: Essays on International Politics*, Johns Hopkins University Press, pp: 147- 165.
2. Roland Paris (2001), "Human Security: Paradigm Shift or Hot Air?" *International Security*, Vol. 26, No. 2, pp.: 87- 102.
3. Mohammed Ayoob, (1991), "The Security Problematic of the Third World," *World Politics*, Vol. 43 pp: 257- 283.)
4. Barry Buzan (1997), "Rethinking Security after the Cold War," *Cooperation and Conflict*, Vol. 32, No. 5, pp: 5-28.
5. Keith Krause and Michael C. Williams (1996), "Broadening the Agenda of Security Studies: Politics and Methods." *Mershon International Studies Review*, Vol. 40, No.2 pp: 229-54.

### **Unit 4 - Reading:**

1. Paul Roger, 'Terrorism', in Paul D. William ed. "Security Studies: An Introduction'.
2. James D. Kiras, 'Terrorism and Globalisation,' in John Baylis ed, 'The Globalization of the World Politics,'
3. Darryl Howlett, "Nuclear Proliferation," in John Baylis ed. 'The Globalization of the World Politics,'

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## THEORIES OF INTERNATIONAL RELATIONS

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**Course Code: STS-402**

**Course Type: Core**

**Credit: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

**Course Description:** This is an M.A. level course which will introduce students to various theories of International Relations and Security Studies. It is structured around the classical and contemporary theories of International Relations and it will survey both mainstream and critical approaches, examine how these theories conceptualize International Relations and Security Studies as a field of study and studies the relationship between the theory and practice of international relations.

**Objective:** The course aims to enable students:

- To familiarize students with theory and theorizing.
- To introduce students to key theories of International Relations and understand their strengths and weaknesses.
- To interrogate how International Relations has been constructed as a field of study.
- To demonstrate how theories can be used to examine and explain international events and processes.

**Evaluation Method:**

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

**Teaching Methods:** The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles on theories of international relations.

### Course Units

#### **Unit 1: What is Theory?**

- What is International Relations (major issues in Cold War and post-Cold War)
- What is Theory and how is theory useful?
- What is I.R. Theory?

#### **Unit 2: Realist Theories of International Relations**

- Realist Traditions
- Classical Realism
- Neo Realism / Structural Realism
- Criticism of Structural Realism



### **Unit 3: Liberal Institutionalism and Regime Theory**

- Liberalism/ Neo-Liberalism
- International Regimes
- Liberal Institutionalism
- Domestic Politics and International Behaviour

### **Unit 4: Alternative Approaches to Theorizing International Relations**

- Critical Theory
- Feminist Theory
- Constructivism
- Debates on IR Theory from Global South

### **Readings (4 Units)**

#### **Unit 1 - Readings**

- Kenneth Waltz, "Laws and Theories," in Robert O. Keohane, ed. *Neorealism and Its Critics*,
- James Rosenau, "Thinking Theory Thoroughly. 19-26. Originally published in James N. Rosenau, *The Scientific Study of Foreign Policy*, London: Frances Pinter, 1980, 19-31.
- Martin Wight, "Why is There No International Theory," in H. Butterfield and Martin Wight (Eds.), *Diplomatic Investigations*, Harvard University Press, 1996, pp. 17-34.

#### **Unit 2 - Readings**

- Thucydides, "The Melian Dialogue", from *History of the Peloponnesian War*.
- Niccolo Machiavelli, "On Princes and the Security of their States", from *The Prince*.
- Thomas Hobbes, "Of the Natural Condition of Mankind", from *Leviathan*.
- Jean Jacques Rousseau, "The State of War: Confederation as Means to Peace in Europe".
- Hans J. Morgenthau, "Chapter 1: A Realist Theory of International Politics" from Hans J. Morgenthau, *Politics Among Nations*, pp 1-15.
- Hans J. Morgenthau, "Chapter 14: Evaluation of the Balance of Power" from Hans J. Morgenthau, *Politics Among Nations*, pp 204-223.
- E.H. Carr, "The Nature of Politics" from E.H. Carr, *The Twenty Years' Crisis 1919-1939*, pp. 91-96.
- Hedley Bull, "International Theory: The Case for a Classical Approach," in *Contending Approaches to International Politics*.
- Kenneth Waltz, "Explaining War: The Levels of Analysis", from *Man, the State and War*.
- Kenneth Waltz, "Reductionist and Systemic Theories in *Theories of International Politics*, pp. 60-78.
- Robert O. Keohane, "Theory of World Politics: Structural Realism and Beyond", in Robert O. Keohane, ed. *Neorealism and its Critics*, pp. 158-201.
- John Gerard Ruggie, "Continuity and Transformation in World Polity: Towards Neo-realist synthesis", in Robert O. Keohane, ed. *Neorealism and its Critics*, pp. 131-157.

### Unit 3- Readings

- Robert D. Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games" in Peter B. Evans, Harold K. Jacobson and Robert D. Putnam, eds. *Double Edged Diplomacy*, pp. 431-468.
- "Introduction: Three perspectives on international regimes" in Andreas Hasenclever, Peter Mayer and Volker Rittberger, *Theories of International Regimes*, Cambridge: Cambridge University Press
- John Ikenberry, "Institutions, Strategic Restraint, and the Persistence of American Postwar Order," *International Security*, Vol. 23, No. 3, Winter 1998-1999, pp. 43-78.
- Robert O. Keohane and Joseph S. Nye, "Realism and Complex Interdependence", in *Power and Interdependence*, pp. 23-37.
- Robert Jervis, "Security Regimes", *International Organization*, Vol. 36, No. 2, Spring 1982, pp. 357-378.
- Joseph M. Greico, "Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism", *International Organization*, Vol. 42, No. 3, Summer, 1988, pp. 485-507.

### Unit 4 – Readings

- Richard Devetak, "Critical Theory", in Scott Burchill and Andrew Linklater, eds, *Theories of International Relations*, London, Macmillan Press, 1996, pp. 145-178.
- J. Ann Tickner, "Hans Morgenthau's principles of Political Realism" A Feminist Reformulation".
- Carol Cohn, "Sex and Death in the Rational World of Defence Intellectuals", *Signs: Journal of Women in Culture and Society*, Vol. 12, no. 4, pp. 687-718.
- Wendy Brown, *Manhood and Politics: A Feminist Reading in Political Theory*, Rowman and Littlefield, 1988. (Selected Sections).
- Alexander Wendt, "Anarchy is What States Make of it: The Social Construction of Power Politics, *International Organization*, Vol. 46, no. 2, 1992, pp. 391-425.
- Mohammed Ayoob, "Defining Security: A Subaltern Realist Perspective", in Krause and Williams eds, *Critical Security Studies*, pp. 121-146.
- Amitav Acharya, "The Periphery as the Core: The Third World and Security Studies", in Krause and Williams eds. *Critical Security Studies*, pp. 299-327.

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## STRATEGIC THINKERS

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**Course Code: STS-403**

**Course Type: Core**

**Credit: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

### **DESCRIPTION:**

This course will introduce students to world famous strategic thinkers and their dominant theories along with its significance in the contemporary world. Students would be able to explore the domain of warfare in land, water, air, space and cyber world at the end of the course. Meanwhile students would also be able to analyse where India stands in this whole spectrum.

### **OBJECTIVE:**

- To acknowledge students about strategic thoughts of various thinkers
- To enable students to analyse the concepts on land, sea, air, space and cyber warfare/power
- To inform the students about contemporary hybrid warfare/strategy and India's participation in the system/domain.

### **Teaching Methods**

Bulk of the teaching will take place through classroom lectures and interactions. For students, regular attendance and participation in the class are essential. Group and individual activities from student participants would supplement classroom engagement. Students are expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

### **Mode of Evaluation**

Assignments/Term Paper : 20%

Mid- Semester exam : 30%

End-Semester exam : 50%

**Term Paper/Assignment-** will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

**Mid-Semester Examination:** Written examination in the middle of the semester would be conducted, covering half of the course.

**End Semester Examination:** There will be a written test towards the end of the Semester.

## Course Contents

### Unit 1- Military, War and Strategy

- Sun Tzu and Kautilya
- Machiavelli and Jomini
- Carl von Clausewitz

### Unit 2 – Revolutionary Thinkers

- Karl Marx and Lenin
- Mao Zedong
- Che Guevara

### Unit 3 – Land, Sea and Air Power Thinkers

- F.C. Fuller, and B.H. Liddell Hart
- Mackinder, Alfred T. Mahan
- Giulio Douhet and Billy W. Mitchell

### Unit 4 – Nuclear Strategists and Peace

- Bernard Brodie, Lawrence Freedman
- Mahatma Gandhi's Thoughts
- Nehru's Development of Peace

### Suggested Readings:

1. Shekhar Adhikari (2004), *Modern Strategic Thought: Machiavelli to Nuclear Warfare*, New Delhi: Kilsas Books.
2. Carl Von Clausewitz trans. James John Graham (1873), *On War*, London: N. Trübner.
3. E. M. Earle (1943), *Makers of Modern Strategy: From Machiavelli to Nuclear Age*, Princeton: Princeton University Press.
4. Beatrice Heuser (2010), *The Strategy Makers: Thoughts on War from Machiavelli to Clausewitz*, California: Praeger.
5. Martin Van Creveld (2000), *The Art of War & Military Thought*, London: Cassell & Co., Wellington House.
6. Mao Tse Tung (1961), *Guerrilla Warfare*, Urbana: University of Illinois Press.

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## GLOBAL SECURITY AND CONFLICT RESOLUTION

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**Course Code: STS-404**

**Course Type: Core**

**Credit: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

This course will aim at promoting the understanding of the major characteristics of wars and global conflicts and peace-making against the changing political, socio-economic, and technological conditions in which they have taken place from the end of the Second World War to the near present. It will deal with the contemporary history of international conflicts and wars and conflict resolutions. The paper will investigate the key ideas and issues that have influenced them in the context of numerous case studies. The emphasis is on wars and conflicts in East, Southeast and South Asia and West Asia.

### **Unit 1: Theories/ concept of war and peace**

- Introduction to War and Peace
- Causes of Wars
- Theories of Conflict Resolution
- Approaches to Conflict Management and Conflict Resolution

### **Unit 2. Major conflicts and conflict resolutions in East Asia and South East Asia**

- Korean War
- Vietnam War
- Sino –Japanese disputes
- Conflict management and conflict resolution in East Asia and S.E. Asia

### **Unit 3. Major conflicts and conflict resolutions in South Asia**

- Afghanistan
- India and Pakistan
- Bangladesh
- Conflict management and conflict resolution in South Asia

### **Unit 4: Major conflicts and conflict resolutions in West Asia**

- Syrian conflict
- Israel Palestine conflict
- Iran
- Lebanon
- Conflict management and conflict resolution in West Asia

### **Readings**

#### **Unit 1: Theories/ concept of war and peace**

- Galtung, Johan, 'Violence, Peace, and Peace Research' Journal of Peace Research, Vol. 6, No. 3 (1969), pp. 167-191

- Galtung, Johan, *Peace by Peaceful Means ,Peace and Conflict, Development and Civilization*, SAGE Publications Ltd (1996)
- Morton Deutsch, Eric C. Marcus, Peter T. Coleman (Eds)*The Handbook of Conflict Resolution: Theory and Practice*, Wiley (2000)

## **Unit 2. Major Conflicts and conflict resolutions in East Asia and South East Asia**

- Ward, Geoffrey C. *The Vietnam War: An Intimate History*. Ebury publishing (2019)
- Karnow, Stanley, *Vietnam: A History*, Amazon Paperback (1997)
- Louis H. Carlson, *Remembered Prisoners of a Forgotten War: An Oral History* (St. Martin's Press)
- Richard A. Peters and Xiaobing Li, eds., *Voices from the Korean War: Personal Stories of American, Korean, and Chinese Soldiers* (University of Kentucky Press).

## **Unit 3. Major Conflicts and conflict resolutions in South Asia**

- Edward Ingram, "Great Britain's Great Game: An Introduction," *The International History Review*, Vol. 2, No. 2 (April 1980), pp. 160-171.
- Thomas Barfield, *Afghanistan: A Cultural and Political History* (Princeton: Princeton University Press, 2010),
- Thomas P. Cavanaugh, *Hubris, Self-Interest and America's Failed war in Afghanistan: The Self-Sustaining Overreach*,
- Bose, Sumantra. *Kashmir: Roots of Conflict Paths to Peace*. Cambridge, Mass.: Harvard University Press.
- Brass, Paul. *Theft of an Idol*. Princeton: Princeton University Press
- Cohen, Stephen. *The Idea of Pakistan*. Washington D.C.: Brookings Institutions Press.
- Ollapally, Deepa. 2008. *The Politics of Extremism in South Asia*. New York: Cambridge University Press.
- Europa regional surveys of the world, *South Asia 2018*, Routledge (2017)

## **Unit 4: Major conflicts and Conflict Resolution in West Asia**

- Eric Davis (2009). *The New Middle East: 10 Conceptual Sins in Analyzing Middle East Politics* (Arabic translation below). *The New Middle East*. url: <http://new-middle-east.blogspot.com/2009/01/10-conceptual-sins-in-analyzing-middle.html>
- David Fromkin (1991). "How the modern Middle East map came to be drawn". In: *Smithsonian* 22.2, p. 132
- Michael L. Ross (2001). "Does Oil Hinder Democracy?" In: *World Politics* 53.3, pp. 325–361.
- Larry Diamond (2010). "Democracy's Past and Future: Why Are There No Arab Democracies?" In: *Journal of Democracy* 21.1, pp. 93–112
- Meir Litvak (1998). "The Islamization of the Palestinian-Israeli conflict: The case of Hamas". In: *Middle Eastern Studies* 34.1, pp. 148–163
- Herbert C. Kelman (2011). "A One-Country/ Two-State Solution To the Israeli-Palestinian Conflict". In: *Middle East Policy* 18.1, pp. 27–41

- Ely Karmon (2007). "Iran's Role in the Radicalization of the Sunni-Shia Divide". In: *Geopolitical Affairs* (Shia Power: Next Target Iran?) 1.1, pp. 273–293
- Mai Yamani (2008). "The Two Faces of Saudi Arabia". In: *Survival* 50.1, pp. 143–156
- Samuel Helfont (2009). "The Muslim Brotherhood and the Emerging Shia Crescent". in: *Orbis* 53.2, pp. 284–299
- William McCants, *The ISIS Apocalypse: The History, Strategy, and Doomsday Vision of the Islamic State* (New York: St. Martin's Press, 2015)
- Fisher, Max. "Syria's Paradox: Why the War Only Ever Seems to Get Worse." *The New York Times*. August 26, 2016.

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## SOFT SKILL DEVELOPMENT

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**Course Code: STS-441**

**Course Type: Compulsory**

**Credit: 02**

**Contact Hours: 2 hours per week**

### **DESCRIPTION:**

The course has been developed to enhance personal skills of students. It will help them to improve interpersonal skills, team work abilities, leadership quality etc. In addition, it will also help them in progressing their communication skills and confidence that could further benefit them in facing any type of interviews for job or academic admissions.

### **OBJECTIVE:**

- It helps students to develop competencies and capability
- It develops and strengthens several skills making them competent and confident
- It helps students to bring in behavioural change among them
- It helps students to acquire employability skills and it develops interpersonal communication, team building and leadership skills.

### **Mode of Evaluation**

Mid- Semester exam : 50%

End-Semester exam : 50%

**Mid-Semester Examination:** Written examination in the middle of the semester would be conducted, covering half of the course.

**End Semester Examination:** There will be a written test towards the end of the Semester.

### **Course Units**

#### **Unit 1: Interpersonal and Team Skills**

- Interpersonal Communication, Assertiveness, Aggressiveness, Submissiveness
- Confrontation, Conflict Resolution, Team Skills
- Team Building, Negotiations, Mediations, Arbitrations
- Definition of Personality, Need for Personality Development

#### **Unit 2: Leadership Quality Skills**

- Leadership Skills, Team Building and Leadership
- Common Leadership mistakes, Best Practices of Leadership Successful Leadership
- Identifying your Individual Leadership Style, Managing change
- Strategies for Self-Motivation, Problem Solving, Creativity



### **Suggested Readings:**

- Hurlock, E.B (2006). Personality Development, 28<sup>th</sup> Reprint. New Delhi: Tata Mc Graw Hill.
- Robbins, S.B.(2005). Organizational Behaviour. New Delhi: Prentice Hall of India.
- Pravesh Kumar (2005). All about self- Motivation. New Delhi: Goodwill Publishing House.
- Smith, B (2004). Body Language. Delhi: Rohan Book Company.
- Mile, D.J (2004). Power of positive thinking. Delhi: Rohan Book Company.

# **Second Semester**

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## INDIA'S NATIONAL SECURITY

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**Course Code: STS-451**

**Type of Course: Core**

**Credits: 04**

**Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)**

**DESCRIPTION:** National security is one of the core components of International Relations [IR]. No country does IR without concerning its national security. Given the importance of national security in IR, this course has been designed for students to familiarise with the concepts and issues of national security along its linkages with International Relations.

### OBJECTIVE

- To introduce students the theory, concept, issues and concerns of national security.
- To develop understanding on internal/external security issues and government responses.
- To enable students to analyse varieties of threats to Indian and global security.

**Teaching Methods:** Bulk of the teaching will take place through classroom lectures and interactions. For students, regular attendance and participation in the class are essential. Group and individual activities from student participants would supplement classroom engagement. Students are expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

### Mode of Evaluation

Assignments/Term Paper	: 20%
Mid- Semester exam	: 30%
End-Semester exam	: 50%

**Term Paper/Assignment-** will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

**Mid-Semester Examination:** Written examination in the middle of the semester would be conducted, covering half of the course.

**End Semester Examination:** There will be a written test towards the end of the Semester.

## **Course Contents**

### **Unit 1 - Introduction to National Security**

- National Security Concept, Definition and Theories
- National Power and its Components
- Security concerns of Major Powers/Middle Powers and Small Powers

### **Unit 2 - India's Security Structure and Environment**

- India's National Security Environment
- India's National Security Structure (Internal and External)
- India's Higher Defence Organisation

### **Unit 3 - India's Security Concerns, Nuclear Weapons and National Security**

- India's Internal Security and National Security
- India-Pakistan relations and National Security
- India-China relations and National Security
- Nuclear Weapons and National Security

### **Unit 4 – Wars and Decision-making bodies in India**

- India's Wars – WW1, WW2, 1947, 1962, 1965, 1971, 1999
- Cabinet Council on Security Affairs, NSC, NSCS
- Role of media and impact of public opinion on national security issues

## **Suggested Readings**

1. Bajpai, Kanti (Ed.), *India's National Security: A Reader*, India: Oxford University Press.
2. Harsh Pant, Ed. (2019), *India's Evolving National Security Agenda: Modi and Beyond*, Seattle: Konark Publishers, 2019.
3. Baldwin, David, "The Concept of Security", *Review of International Studies*, 23, 1997, pp.5-26
4. Ganguly, Sumit (2010), *India's Foreign Policy: Retrospect and Prospect*, London: Oxford University Press.
5. Itty Abraham (1998), *The Making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial State*, New York: Zed Books.
6. Russell, Wirtz (2008), *Globalisation and WMD Proliferation: Terrorism, Transnational networks, and International Security*, London: Routledge.
7. Subramaniam, Arjun (2016), *India's Wars: A Military History, 1947-1971*, Harper Collins.
8. Thapliyal, Uma Prasad (2018), *Military History of India*, Rupa.
9. Raghavan, Srinath (2016), *India's War: The Making of Modern South Asia 1939-1945*, Allen Lane.

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## **GEOPOLITICS AND SECURITY**

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**Course Code: STS-452**

**Course Type: Core**

**Credit: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

**Course Description:** The course will explore some major (regional) conflicts and security challenges in both the Cold and Post-Cold war world as well as assess the role of key (regional) powers and international actors in shaping the geopolitics and security regimes in a particular region.

**Mode of Evaluation:**

- 20% Presentation and Assignment/Term Paper
- 30% Mid-Semester examination
- 50% End Semester examination

**Course Content**

**UNIT-1: GEOPOLITICS AND GEOSTRATEGY**

- Introduction to geopolitics
- Geopolitical theories and geostrategy
- Geostrategy as the art of war
- Changing nature of geopolitics

**UNIT-2: GEOPOLITICS AND SECURITY DURING COLD WAR**

- Ideology and Geopolitics
- Identifying new strategic places
- Technological development and its impacts on security and geopolitics
- End of cold war

**UNIT- 3: NEW GEOPOLITICAL ENVIRONMENT AND SECURITY ISSUES**

- Regional conflicts, climate change and energy politics
- Refugee crisis, internal migration and environmental migration
- Terrorism and geopolitical organizations
- Geo-economics, connectivity and contemporary issues

**UNIT-4: MAJOR PLAYERS IN CONTEMPORARY GEOPOLITICS AND GEO-ECONOMIC**

- USA and EU as geopolitical and geo-economic power
- Rising China in the world politics
- Resurgence of Russia
- India and other regional powers

## **READINGS**

### **Readings Unit -1: Geopolitics and Geostrategic**

1. Colin S. Gray and Geoffrey Sloan, eds., *Geopolitics: Geography and Strategy* (London: Frank Cass, 1999), pp. 1-11, and 161-77.
2. Ladis K. D. Kristof, "The Origins and Evolution of Geopolitics", *The Journal of Conflict Resolution*, Vol. 4, No. 1, (The Geography of Conflict) (March, 1960), pp. 15-51.
3. Andrew Gyorgy, "The Geopolitics of War: Total War and Geostrategy", *The Journal of Politics*, Vol. 5, No. 4 (Nov., 1943), pp. 347-362
4. Sprout, M. "Mahan: Evangelist of Sea Power." pp. 415- 445.
5. Sumida, J. "Alfred Thayer Mahan, Geopolitician." pp. 39-62.
6. H. MacKinder, "The Geographical Pivot of History." pp. 27-31.

### **Readings Unit – 2: Geopolitics and Security during Cold War**

1. Chapter 3: of Geoffrey Parker's book, 'Geopolitics: Past, Present, and Future,' (London: Pinter, 1998), pp.24-57.
2. David G. Hansen, "The Immutable Importance of Geography" *Parameter*, Spring 1997.

### **Readings Unit- 3: New Geopolitical environment and Security Issues**

1. Ian Skeet, "Geopolitics of Energy", *Energy Exploration & Exploitation*, Vol. 14, No. 3/4, 14th CERI International Oil and Gas Markets Conference Calgary September 1995 (1996), pp. 265-272
2. Charu Rastogi, "Changing Geo-politics of Oil and the Impact on India," *Procedia - Social and Behavioral Sciences*, 2014, Vol.133, pp.93-105.
3. Benjamin K. Sovacool, "Evaluating Energy Security in the Asia Pacific: Towards a More Comprehensive Approach," *Energy Policy*, 2011, Vol. 39 (11), pp. 7472–7479.
4. Charlotte Streck and Maximilian Terhalle, "The Changing Geopolitics of Climate Change," *Climate Policy*, 2013, Vol. 13 (5), pp. 533-537.
5. Branko Bošnjaković, "Geopolitics of Climate Change: A Review," *Thermal Science*, 2012, Vol., 16 (3), pp. 629-654.

### **Unit-4: Major Players in Contemporary Geopolitics and Geo-economic**

1. Richard K Betts and Thomas J Christensen, "The Rise of China: Getting the question right", in Robert J Art and Robert Jervis (ed.), 'International Politics: Enduring concepts and Contemporary Issues'.
2. Manoj Dorraj and James English, "China's Strategy for Energy Acquisition in the Middle East: Potential for Conflict and Cooperation with the United States," *Asian Politics and Policy*, 2012, Vol. 4 (2), pp. 173–191.

### **SUGGESTED READINGS**

- Thomas Owens, "In defense of classical geopolitics" Naval War College Review, Autumn 1999.
- Ostrand, N. (2015). The Syrian Refugee Crisis. Center for Migration Studies of New York, 3:3.
- Guard, C., Chan, B., Lutterloh, A. (2015). Understanding the Syrian Refugee Crisis. World Affairs Council.
- Jonathan Stern et al., "Reducing European Dependence on Russian Gas," The Oxford Institute for Energy Studies (2014).
- Gray, Colin. *War, Peace, and International Relations: An Introduction to Strategic History*. Strategy and History. London and New York: Routledge, 2007.
- Braden, Kathleen, and F. M. Shelley. *Engaging Geopolitics*. London: Longman, 1999.
- Flint, Colin. *Introduction to Geopolitics*. London and New York: Routledge, 2006.
- Agnew, John. *Making Political Geography*. London: Hodder Arnold, 2002.
- Ó Tuathail, Gearóid, Simon Dalby, and Paul Routledge, eds. *The Geopolitics Reader*. 2d ed. London and New York: Routledge, 2006.
- Morgenthau, Hans, and Kenneth Thompson. *Politics among Nations: The Struggle for Power and Peace*. 6th ed. Boston: McGraw-Hill, 1985.
- Lacoste, Yves. *Géopolitique, la longue histoire d'aujourd'hui*. Paris: Larousse, 2006.

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## INDIA'S DEFENCE POLICY AND DEFENCE ECONOMICS

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**Course Code: STS-453**

**Course Type: Core**

**Credit: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

### **DESCRIPTION:**

This course will make students to understand India's Defence Policy, economic theories of defence and India's Defence Budgeting and related issues. Students will be able to explore the structure of India's defence setup, defence budgeting, allocation of resources, and the defence planning and procurement process in India. They would be educated on India's defence production and mobilization of resources for military affairs. At the end of the course, the students would be able to understand the various aspects of India's defence policy,

### **OBJECTIVE:**

- To make student understand on India's defence policy, expenditure and economic aspects of military affairs
- To provide information on contours of defence budget and its planning process
- To make clear on India's defence production system

### **Teaching Methods**

Bulk of the teaching will take place through classroom lectures and interactions. For students, regular attendance and participation in the class are essential. Group and individual activities from student participants would supplement classroom engagement. Students are expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

### **Mode of Evaluation**

Assignments/Term Paper	: 20%
Mid- Semester exam	: 30%
End-Semester exam	: 50%

**Term Paper/Assignment-** will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

**Mid-Semester Examination:** Written examination in the middle of the semester would be conducted, covering half of the course.



**End Semester Examination:** There will be a written test towards the end of the Semester.

### **Course Units**

#### **Unit I: Introduction**

- Civil-Military Relations in India
- Understanding the Indian Army, Navy and Airforce
- Jointness in the Indian Defence Forces

#### **Unit II: Defence Expenditure and Defence v/s Development debate**

- Economic Theories and Concepts of Defence
- Determinants of Defence Expenditure
- Economic Policy of Military Affairs
- Defence versus Development

#### **Unit III: India's Defence Economic Policy and Defence Production: Policies, Structure and Challenges**

- Indian Defence Planning and Budgeting
- Defence Production in India (DRDO, DPSU, OFB, Private Sector) and challenges
- Indian Defence Procurement Policy and Process

#### **Unit IV: India's Defence Budget and Expenditure**

- Trend Analyses of India's Defence Expenditures since 1947
- Understanding India's Defence Budget
- India's Defence Expenditures

### **Readings**

1. Harsh V. Pant, "Handbook of Indian Defence Policy: Themes, Structure and Doctrines, (New York: Routledge, 2016)
2. Ron Mathews, Defence Production in India (New Delhi: ABC, 1989)
3. Jasjit Singh, India's Defence Spending: Assessing Future Needs (New Delhi: Knowledge Publishers, 2001)
4. Y.Lakshmi, Trends in India's Defence Expenditure (New Delhi: ABC, 1988)
5. V.P. Malik and Vinod Anand, Defence Planning: Problems and Prospects (New Delhi: Manas, 2006)
6. Annual Reports of the Ministry of Defence, Government of India.
7. Amiya K Ghosh, Resource Allocation and Management in Defence: Need for a Framework (New Delhi, Knowledge World Publishers, 2013)
8. Brauer, Jurgen and Hartley, Keith, The Economics of Regional Security" (New York, Routledge, 2013)

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## SCIENCE TECHNOLOGY AND NATIONAL SECURITY

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**Course Code: STS-454**

**Course Type: Core**

**Credits: 04**

**Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)**

**Introduction:** This is a M.A. level course which will introduce students to the manner in which thinking about international security and conflicts have been impacted as a result of advances in science and technology. The course will focus on four areas namely, nuclear weapons and missiles, chemical and biological weapons and space. The manner in which these areas are governed in terms of treaties, agreements, technology control regimes and norms will also be discussed.

### **Objective**

The course aims to enable students:

- To familiarize students with the how science and technology is shaped by the developments in technology.
- To introduce students to technological developments and advance in the areas of nuclear weapons and missiles, chemical and biological weapons and space and how it impacts thinking about security and conflicts.
- To appreciate the risks involved in handling complex technologies.

### **Evaluation Method**

- Sessional Evaluation – 50 Marks
- End Semester Exam - 50 marks

### **Learning Methods**

The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles on linkages between science and technology and security.

### **Course Units**

#### **Unit 1: Science, Technology and National Security**

- Technological Changes from Industrial Revolution to Information Revolution
- Science, Technology, Society and Security, Complex Technologies and Risks involved
- Relevance of S&T to National Security
- Impact of Information Technology, RMA, and Impact of Technology on Warfare

## **Unit 2: Science, Technology and Warfare**

- Research and Development in Defence Technologies,
- Defence Production in India (DPSUs, OFB and Private Sector)
- Transfer of Technology and impact on National Security (Critical and Dual Use Technology)
- Mobilization of Resources during War and Peace

## **Unit 3: India's Nuclear, Cyber, Space Capabilities**

- India's Nuclear (Civilian and Military) and Missile Program
- India's Cyber Capabilities, Cyber Security, Cyber Vulnerabilities, Cyber Wars, Propaganda
- India's Space Program, Space and Security

## **Unit 4: Emerging Threats for National Security**

- Use of S&T by terrorist groups, WMD Terrorism
- Social media and Impact on National Security
- Countering Terrorism by use of Science and Technology

### **Course Readings**

## **Unit 1: Science, Technology and National Security**

- Bourne, Mike, 2014, *Understanding Security*, Houndmills Basingstoke: Palgrave Macmillan. (Ch 1, Ch 2, and Ch 3)
- David Baldwin, 'The Concept of Security', *Review of International Studies*, Vol. 23, 1997, pp. 5-26.
- Eliot Cohen, "Technology and Warfare", in John Baylis et al *Strategy* (Oxford, 2002)
- Arnulf Grubler, *Technology and Global Change* (Two chapters, Cambridge, 1998)
- C.P. Snow, *Two Cultures*, (Select Chapters and Introduction).
- Charles Perrow, *Normal Accidents: Living with High Risk Technologies*, Princeton: Princeton University Press. (Selections)

## **Unit 2: Science, Technology and Warfare**

- Ranjit Ghosh, *Indigenisation: Key to Self-Sufficiency and Strategic Capability*, Pentagon Press, 2016.
- Lakshman K. Behra, *Indian Defence Industry: An Agenda for Making in India*, Publisher: Pentagon Press, 2016.
- Kevin A. Desourza, *Transfer of Defence Technology: Understanding the Nuances and Making it Work for India*, new Delhi: KW Publishers, 2019.
- Nabeel Mancheri, Lalitha Sundaresan and S. Chandrashekar, *Dominating the World: China and the Rare Earth Industry*, R. 19, Bangalore: national Institute of Advanced Studies, 2013.
- Sophia Kalantzakos, *China and the Geopolitics of Rare Earths*, OUP, 2017.

## **Unit 3: India's Nuclear, Cyber, Space Capabilities**

- Scott D. Sagan, *The Limits of Safety: Organizations, Accidents, and Nuclear Weapons*, Princeton: Princeton University Press, 1993.

- Scott D. Sagan, "The perils of proliferation: Organization theory, deterrence theory, and the spread of nuclear weapons", *International Security*, 18(4), Spring 1994, pp. 66-107.
- Dinshaw Mistry, 'Beyond the MTCR: Building a comprehensive regime to contain ballistic missile protection', *International Security*, vol. 27, no. 4, Spring 2003, pp. 119-149.
- Rossouw von Solms Johan van Niekerk, "From information security to cyber security", *Computers & Security*, Vol. 38, October 2013, Pages 97-102
- Lindsay, Jon R. 2013. "Stuxnet and the Limits of Cyber Warfare." *Security Studies* 22 (3): 365–404
- S Chandrashekar, "Space, War and Security – A Strategy for India," NIAS Report, Bangalore: National Institute of Advanced Studies, December 2015.

#### **Unit 4: Emerging Threats for National Security**

- Charles Perrow, 2007, "Are Terrorists as Dangerous as Management? The Nuclear Plant Threat." In *The next Catastrophe: Reducing Our Vulnerabilities to Natural, Industrial, and Terrorist Disasters*, Princeton, NJ: Princeton University Press, pp. 132–73.
- Myriam Cavelty Dunn. 2008. "Cyber-Terror—Looming Threat or Phantom Menace? The Framing of the US Cyber-Threat Debate." *Journal of Information Technology & Politics* Vol. 4, No. 1, pp. 19–36.

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## COMMUNICATION SKILLS AND COMPUTER APPLICATION

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**Course Code: STS-491**

**Course Type: Compulsory**

**Credits: 02**

**Teaching and Contact Hours: 2 per week**

**DESCRIPTION:** The course is designed to improve the communication and basic computer skills of students. It will support students to enhance communication and understanding abilities in English. At the same time, basic computer application will also be taught during the course which could improve their elementary research skills in terms of study material collection [internet research], collation [data banking] and report preparation (writing skills) for respective subjects.

### OBJECTIVES

- To enable students to comprehend the concept of Communication
- To make students to build a repertoire of functional vocabulary and communication skills
- To train students in basic computer knowledge, this provides essential skills for the user to get adapted to any work environment.

### Mode of Evaluation

Mid- Semester exam : 50%

End-Semester exam : 50%

**Mid-Semester Examination:** Written examination in the middle of the semester would be conducted, covering half of the course.

**End Semester Examination:** There will be a written test towards the end of the Semester.

### Course Units

#### Unit 1: English Language Skills

- Spoken English Skills, Greeting, Self-introduction, Body Language, Verbal and Non Verbal Communication
- Skills In Reading, Writing Skills, listening Skills, Conversation Skills
- Public Speaking, Interpersonal, Interactive and Presentation Skills

#### Unit 2: Basic Computing Skills and Academic Computer Application

- Introduction to Computers-Classification of Computers, Role of Computers in Society and Security, Inside Computers- Software (Processing, memory) and Hard Ware (CPU, OS, DOS, Windows)

- Word Processing, File Management, Spread Sheets, Networks, Presentations, Data Base, Pi Chart, Graphs, Power Point, Excel, Word, PDF etc.
- E-Mail-Reading and Writing, Letter and Report Writing

### **Suggested Readings**

- Sasikumar.V and P.V. Dhamija. (1993). *Spoken English: A Self-Learning Guide to Conversation Practice*. 34<sup>th</sup> Reprint. Tata McGraw-Hill. New Delhi
- V. Syamala, (2002). *Effective English Communication for you*. Emerald Publishers, Chennai.
- Hewings, Martin. 1999. *Advanced English Grammar: A Self-Study Reference and Practice Book for South Asian Students*. Reprint 2003. Cambridge University Press. New Delhi
- Introduction to Computers – Peter Norton, Tata McGraw Hill
- Microsoft (2003) – Jennifer Ackerman Kettell, Guy Hat-Davis, Curt Simmons, Tata McGraw Hill

# **Third Semester**

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## INTRODUCTION TO RESEARCH METHODOLOGY

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**Course Code: STS-541**

**Course Type: Compulsory**

**Credits: 02**

**Teaching and Contact Hours: 2 per week**

**Introduction:** The course will familiarize students with the methods and tools of doing research in Social Sciences, Defence and Strategic Studies and International Relations (IR). The students will learn the nuances of research writing, data analysis (quantitative and qualitative), selecting and designing a research proposal including framing research questions and hypothesis, reviewing and critically analyzing the existing literature in the area.

**Objective:**

The course aims to enable students: -

- To identify a research area and research questions to be investigated
- To collect data from online and offline databases
- To write a literature review
- To write research proposal

**Evaluation Method:**

- Preparation of Sample Research Proposal : 50 marks
- Field Work Analysis : 50 marks

**Teaching Methods:** The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include preparation of a research proposal and its presentation by the students. Students will be encouraged to do a regular reading of the important books and journals pertaining to the issue area.

### Units

#### **Unit 1: Introduction to Research Methodology**

##### **What is Research and Research Methodology**

- Types of Research
- Inductive vs Deductive Method
- Introducing Positivism, Behaviouralism
- Hermeneutics, Falsification, Paradigm

##### **How to prepare a Research Proposal**

- Research Ethics and Plagiarism
- Collecting Data using Online and Offline Databases, Using ICT Tools for Citation (Zotero, Endnote)
- Deciding Research Area/Focus



- Literature Review
- Designing Research Questions and Hypothesis

## **Unit 2: Quantitative and Qualitative Tools and Techniques in Social Science Research**

### **Quantitative Tools and Techniques in Social Science Research**

- Data and data collection
- Designing and Selecting samples
- Basics of statistical Tools and techniques to Analyse Data

### **Qualitative Tools and Techniques in Social Science Research**

- Questionnaire
- Field Work
- Interviews

### **Introduction to Field Trip**

- Field Visit to University Departments/ Centers
- Interactions with Think Tanks and Research Institutions
- Meetings/Interactions with Defence Forces, Area Experts and Specialists

### **Essential Readings**

1. Stephen Van Evara, *Guide to Research for Students of Political Science*, Cornell: Cornell University Press, 1997.
2. McNabb David, *Research Methods for Political Science: Quantitative and Qualitative Methods*, Prentice Hall, New Delhi 2004.
3. Howard Lune and Bruce L. Berg, *Qualitative Research Methods for Social Sciences*, Pearson, Ninth Ed., 2017.
4. Anselm Strauss and Juliet Corbin, *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*, 2<sup>nd</sup> Edition. Newbury Park, CA: Sage Publications, 1998.
5. William E Wagner, *Using SPSS for social sciences and research methods*, Sage, 2006.
6. N.L. Spoull, *Handbook of Research Methods: A Guide for Practitioners and Students in the Social Sciences*, 2<sup>nd</sup> Ed., Metuchen, NJ: Scarecrow Press, 1995.

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## GLOBAL TERRORISM AND INTERNATIONAL SECURITY

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**Course Code: STS-521**

**Course Type: Optional**

**Credits: 04**

**Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)**

### **Description:**

The course was designed keeping in mind the fact that terrorism has become a primary concern for the international community especially after the 9/11 terrorist attacks in the United States. It will make students to understand the important aspects of terrorism and counter terrorism occurring in different parts of the globe. After completing the course, the students will be able to understand the functioning of major terrorist organisation and the challenges caused in global order.

### **OBJECTIVE**

- To understand concept, causes and effect of global terrorism
- Educate the functioning of major international terrorist organisation and global counter terrorism measures
- Analysis of terrorism as a major challenge for national and international security

### **Teaching Methods**

Bulk of the teaching will take place through classroom lectures and interactions. For students, regular attendance and participation in the class are essential. Group and individual activities from student participants would supplement classroom engagement. Students are expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

### **Mode of Evaluation**

Assignments/Term Paper : 20%

Mid- Semester exam : 30%

End-Semester exam : 50%

**Term Paper/Assignment-** will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

**Mid-Semester Examination:** Written examination in the middle of the semester would be conducted, covering half of the course.

**End Semester Examination:** There will be a written test towards the end of the Semester.

## **Course Contents**

### **Unit 1 - Introduction to Terrorism**

- Terrorism – Meaning, Definitions & Concept
- Types of Terrorism - State Sponsored, Cross Border, Homegrown
- Ideological perspectives & Causes of Terrorism (psychology, economy, culture etc.

### **Unit 2 - Terrorism Around the Globe**

- Terrorism in Asia (India, Neighbouring Nations and East Asia)
- Terrorism in West and Central Asia
- Terrorism in Europe, Africa, and South America

### **Unit 3 – Global Terrorist Organisations**

- Main Global Terror Operatives
- Aims and Objectives of Terrorist Groups
- Strategies and Activities of Terrorist Organisations

### **Unit 4 – Global Response to Terrorism**

- Role of International Organisations – (United Nations and others)
- Bi/Multi-lateral Collaboration in counter terrorism
- Role of Media and Non-Governmental Organisations

## **Suggested Readings:**

1. Aubrey, Stefan M. (2004), *The New Dimension of International Terrorism*, Zurich: VDF
2. Bhatt, Ashok (2007), *Global Terrorism*, New Delhi: Lotus Press
3. Freeman, Michael (2013), *Financing Terrorism: Case Studies*, New Delhi: Ashgate Publications
4. Kaur, Kulwant (2005), *Global Terrorism: Issues, Dimensions and Options*, New Delhi: Kanishka Publishers
5. Kay, Sean (2009), *Global Security in the Twenty First Century: The Quest for the Search for Peace*, USA: Rowman & Littlefield Publishers
6. Lutz, James M., Lutz, Branda J. (2013), *Global Terrorism*, New York: Rutledge

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## INTRODUCTION TO NON-TRADITIONAL SECURITY

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**Course Code: STS-522**

**Credits: 04**

**Course Type: Optional**

**Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)**

### **Course Description**

This course introduces students to, contemporary discourses in security studies. While war remains as the central issue in international security, it is certainly not the only threat to survival, nor is peace synonymous with security. In this context the course attempt to discuss a wide variety of Non-Traditional Security (NTS) challenges/issues, along with different perspectives and policies regarding threats other than war. How does NTS relate to war and peace, for example, and what dangers are most threatening? When does conflict over scarce resources – food, water, energy, healthcare, etc. affect survival? And what can be done about new or emerging threats, like climate change and cyber-attack.

### **Course Units**

#### **Unit 1: Introduction to Security and Non-Traditional Security**

- Introduction to the Course
- Security Theories

#### **Unit 2: Securitisation, Human Security and Migration**

- Contemporary Security Discourses
- Securitization and Human Security
- Population and Migration

#### **Unit 3: Energy, Climate Change, Food Security and Infectious Diseases**

- Energy
- Climate Change
- Food & Water
- Infectious Diseases

#### **Unit 4: Transnational Crime, Terrorism and Cyber Security**

- Transnational Crime
- Terrorism
- Cyber Security

### **Unit Readings**

#### **Unit 1: Introduction to Security and Non-Traditional Security**

##### **INTRODUCTION TO THE COURSE**

- Alan Collins, "Introduction: What is Security Studies?" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 1)

- David Baldwin, "The Concept of Security," *Review of International Studies*, Vol. 23 (1997), pp. 5-26.

## **SECURITY THEORIES**

- Charles L. Glaser, "Realism" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 2)
- Patrick Morgan, "Liberalism" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 3)
- Christine Agius, "Social Constructivism" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 6)
- Andrew T. Price-Smith, "Theory and Exegesis" and "On Health, Power, and Security" in *Contagion and Chaos: Disease, Ecology, and National Security in the Era of Globalization*

## **Unit 2: Securitisation, Human Security and Migration**

### **CONTEMPORARY SECURITY DISCOURSES: SECURITIZATION AND HUMAN SECURITY**

- Ralf Emmers, "Securitization" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 12).
- Randolph B. Persaud, "Human Security" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 10)
- Heidi Hudson, "'Doing' Security as Though Humans Matter: A Feminist Perspective on Gender and the Politics of Human Security," *Security Dialogue*, 36, no. 2 (June 2005), pp. 155-174.

#### **Recommended:**

- Roland Paris, "Human Security: Paradigm Shift or Hot Air?," *International Security* 26, no. 2 (2001): 87-102
- Marlies Glasius, "Human Security from Paradigm Shift to Operationalization: Job Description for a Human Security Worker," *Security Dialogue*, 39, no. 1 (March 2008): 31-54.
- Holger Stritzel, "Towards a Theory of Securitization: Copenhagen and beyond," *European Journal of International Relations* 13, no. 3 (2007): 357-383.
- Tara McCormack, "Power and Agency in the Human Security Framework," *Cambridge Review of International Affairs*, 21, no. 1 (2008): 113-128.

### **POPULATION AND MIGRATION**

- Paul Roe, "Societal Security" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 15)
- Tara Wagner, "A Less than 'Pacific' Solution for Asylum Seekers in Australia," *International Journal of Refugee Law* 16, no. 1 (2004): 53-90.

#### **Recommended:**

- Fiona B. Adamson, "Crossing Borders: International Migration and National Security," *International Security* 31, no. 1 (2006): 165-199.
- Mark L. Haas, "A Geriatric Peace? The Future of U.S. Power in a World of Aging Populations," *International Security* 32, no. 1 (Summer 2007): 112-147.

## **Unit 3: Energy & Climate Change, Food Security and Infectious Diseases**

### **ENERGY**

- Doug Stokes and Sam Raphael, "Energy Security" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 23).
- Charles L. Glaser, "How Oil Influences U.S. National Security," *International Security* 38, no. 2 (2013): 112-146.
- Michael Wesley, *Power Plays: Energy and Australia's Security*, Canberra: Australian Strategic Policy Institute, 2007. URL:[http://www.aspi.org.au/publications/publication\\_details.aspx?ContentID=142](http://www.aspi.org.au/publications/publication_details.aspx?ContentID=142)
- Xu Yi-chong, "China's Energy Security," *Australian Journal of International Affairs* 60, no. 2, (2006): 265-286.
- Susanne Peters, "Coercive Western Energy Security Strategies: 'Resource Wars' as a New Threat to Global Security," *Geopolitics* 9, no. 1 (2004): 187-212.
- Frank Verrastro and Sarah Ladislav, "Providing Energy Security in an Interdependent World," *The Washington Quarterly* 30, no. 4 (2007): 95-104.

### **CLIMATE CHANGE**

- Daniel Deudney, "The Case Against Linking Environmental Degradation and National Security," *Millennium*, Vol. 19, No. 3 (1990), pp. 461-476.
- Joshua Busby, "Who Cares about the Weather?: Climate Change and U.S. National Security," *Security Studies*, Vol. 17, No. 3 (2008), pp. 468-504.
- Bruno Tertrais, "The Climate Wars Myth," *The Washington Quarterly*, Vol. 34, No. 3 (Summer 2011), pp. 17-29.
- Emily Meierding, "Climate Change and Conflict: Avoiding Small Talk about the Weather," *International Studies Review* 15, no. 2 (2013): 185-203.
- Alex Evans, "Resource Scarcity, Climate Change and the Risk of Violent Conflict," *World Development Report 2011: Background Paper*, World Bank (9 September, 2010), URL:[http://siteresources.worldbank.org/EXTWDR2011/Resources/6406082-1283882418764/WDR\\_Background\\_Paper\\_Evans.pdf](http://siteresources.worldbank.org/EXTWDR2011/Resources/6406082-1283882418764/WDR_Background_Paper_Evans.pdf)
- Erika Cudworth and Stephen Hobden, "Beyond Environmental Security: Complex Systems, Multiple Inequalities, and Environmental Risks," *Environmental Politics*, 21, no. 1 (February 2011): 42-59.

### **FOOD & WATER**

- "The 9-billion people question – A special report on feeding the world," *The Economist*, 26 February 2011.
- Thomas F. Homer-Dixon, "Overview," in *Environment, Scarcity, and Violence* (Princeton, Princeton University Press, 1999), Chapter 2.
- Wendy Barnaby, "Do Nations go to War Over Water?," *Nature*, Vol. 458, (19 March, 2009): 282-283.

### **INFECTIOUS DISEASES**

- Stefan Elbe, "Health and Security" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 25).

- Tara O'Toole, Michael Mair, Thomas V. Inglesby, "Shining Light on 'Dark Winter'," *Clinical Infectious Diseases* 34, (1 April): 972-83

**Recommended:**

- Gregory D. Koblenz, "Biosecurity Reconsidered: Calibrating Biological Threats and Responses," *International Security*, Vol. 34, No. 4 (2010).

**Unit 4: Transnational Crime, Terrorism and Cyber Security**

**TRANSNATIONAL CRIME**

- Harold Trinkunas and Jeanne Giraldo, "Transnational Crime" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 26).
- Ralf Emmers, "ASEAN and the Securitization of Transnational Crime in Southeast Asia," *Pacific Review* 16, no. 3 (2003): 419-438.

**Recommended:**

- Michael Kenney, *From Pablo to Osama: Trafficking and Terrorists Networks, Government Bureaucracies, and Competitive Adaptation* (University Park, PA: The Pennsylvania State University Press, 2007).
- Emmanuel Obuah, "Combating Global Trafficking in Persons: the Role of the United States Post-September 2001," *International Politics* 43, no. 2 (2006): 241-265.
- Charles Tilly, "War Making and State Making as Organized Crime," in *Bringing the State Back In*, Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol eds., (Cambridge: Cambridge University Press, 1985).

**TERRORISM**

- Brenda Lutz and James Lutz, "Terrorism" in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2015. (Chapter 21).
- Max Abrahms, "What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy," *International Security*, Vol. 32, No. 4 (Spring 2008), pp. 78-105.
- Neil Renwick, "Southeast Asia and the Global 'War on Terror' Discourse," *Cambridge Review of International Affairs* 20, no. 2 (2007): 249-266.
- Andrew H. Kydd and Barbara F. Walters, "The Strategies of Terrorism," *International Security* 31, no. 1 (2006): 49-80.
- Bruce Hoffman, *Inside Terrorism*, Revised and Expanded Edition (New York: Columbia University Press, 2006).
- Marc Sageman, *Leaderless Jihad: Terror Networks in the Twenty-First Century* (Philadelphia, University of Pennsylvania Press, 2008).

**CYBER SECURITY**

- Myriam Dunn Cavelty, "Cyber-security," in Alan Collins (ed.), *Contemporary Security Studies*, New York: Oxford University Press, 2013. (Chapter 25)
- Richard Clarke and Robert Knake, "The Battlespace," chapter 3 in *Cyber War: The Next Threat to National Security and What to Do about It* (New York: HarperCollins, 2010)

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## CONFLICT, SECURITY AND DEVELOPMENT

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**Course Code: STS-523**

**Course Type: Optional**

**Credit: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

### **Course Description:**

The course explores the interconnections between conflict, security and development and how these manifests themselves in the wider context of globalization. Using theoretical frameworks from International Relations, Security Studies and Peace and Conflict studies, the course will introduce various debates surrounding the changing nature of conflict and peacebuilding and the challenges facing actors in conflict zones. It will cover issues such as security-development nexus, humanitarian intervention, security sector reform, democratisation, good governance and state building. It critically analyses the role of diverse actors such as governments, international institutions, aid agencies and NGOs having a stake in the politics of peace and post-conflict reconstruction.

### **Objectives:**

- To understand the linkages between conflict, security and development.
- To understand the challenges of conflict and post-conflict environment.
- Develop awareness of concepts and theoretical approaches for understanding causes of conflict.
- To analyze role of international actors in humanitarian intervention, peacebuilding and reconstruction.

### **Evaluation Method:**

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

### **Teaching Methods:**

The teaching method will include lectures and seminar presentations. The weekly session of four lectures (1 hour each) will introduce the theme and key concepts to stimulate discussion and further reflection on the topic. Students will also be asked to make presentation on the assigned readings. This will be followed by group discussions to facilitate their engagement and explore further debates surrounding the topic. Classroom interaction will also involve use of ICT tools such as power point presentations, guest lectures through skype, screening of documentaries, movies.

### **Learning Outcomes:**

- To critically reflect on causes of conflict, understanding patterns and trends.
- Knowledge of data sources for conflict mapping.
- To use concepts and theoretical approaches for case studies.
- To develop insights into possible future scenarios and research in the field.



## **Course Units**

### **Unit 1: Introduction – Understanding Conflict, Causes and Characteristics**

- The New War Approach
- Fragile States and Security Dilemma
- Ethnic and identity conflicts
- Shadow Economies
- Gender and Conflict

### **Unit 2: Global Governance and Security-Development Nexus**

- Globalization and Security
- Liberal Peace
- Human Security
- Securitization of Aid

### **Unit 3: Role of International Organizations and Humanitarian Actors**

- UN Peacekeeping
- Responsibility to Protect
- NGOs and other humanitarian actors

### **Unit 4: Conflict Management and Post-conflict Reconstruction**

- Peacebuilding
- Statebuilding
- Security Sector Reform
- Democratization

## **Unit Readings**

### **Unit 1**

- Beswick, D. and Paul Jackson (2015). *Conflict, Security, and Development: An Introduction*. New York: Routledge.
- World Bank (2011). *World Development Report 2011: Conflict, Security, and Development*. Washington: World Bank.
- Jacoby, T. (2008). *Understanding Conflict and Violence: Theoretical and Interdisciplinary Approaches*. London: Routledge.
- Kaldor, M. (2006). *New & Old Wars*. Cambridge: Polity
- Polity Collier, P. (2003). Market for Civil War, *Foreign Policy*, May/June, 39-45.
- Mueller, John (2000). The Banality of 'Ethnic War', *International Security*, 25 (1): 42-70.
- Cockburn, C. (2010). Gender Relations as Causal in Militarization and War. *International Feminist Journal of Politics*, 12(2): 139-157.
- Hagen, Jamie J. (2016). Queering Women, Peace and Security. *International Affairs*, 92 (2): 313–332
- Coomaraswamy, Radhika. (2015). *Preventing Conflict, Transforming Justice, Securing the Peace: A Global Study on the Implementation of United Nations Security Council Resolution 1325*. UN Women.
- LeBillon, P. (2001). The political ecology of war: natural resources and armed conflicts. *Political Geography*, 20 (5): 561-584.

- Keen, D. (2012). Greed and grievance in civil war, *International Affairs*, 88(4): 757-777.
- Berger, M.T. and Heloise Weber (2009). War, Peace and Progress: Conflict, Development, (in)security and Violence in the 21st century. *Third World Quarterly*, 30(1): 1-16
- Jackson, P. and D. Beswick (2011). *Conflict, Security and Development*. London: Routledge.

## Unit 2

- Richmond, O. (2008). *Peace in International Relations*. London: Routledge.
- Duffield, M. (2001). *Global Governance and the New Wars: The Merging of Development and Security*. London: Zed Books.
- Heathershaw, John (2008). Unpacking the Liberal Peace: The Dividing and Merging of Peacebuilding Discourses, *Millennium*, 36, 597-621.
- Duffield, M. (2007). *Development, Security and Unending War: Governing the World of Peoples*. Cambridge: Polity
- Dower, N. (1999). Development, Violence and Peace: A Conceptual Exploration. *European Journal of Development Research*, 11: 44-64.
- Hettne, B. (2010). Development and Security: Origins and Future, *Security Dialogue*, 41(1): 31–52.
- Duffield, M. (2002). Social Reconstruction and the Radicalization of Development: Aid as a Relation of Global Liberal Governance. *Development and Change*, 33(5): 1049-1071.
- Picciotto, R. (2004). Aid and Conflict: The Policy Coherence Challenge, *Conflict, Security and Development*, 4(3): 543-562
- Kavalski, E. (2008). The Complexity of Global Security Governance: An Analytical Overview, *Global Society*, 22(4): 423-443.

## Unit 3

- Ayoob, M. (2004). Third World Perspectives on Humanitarian Intervention and International Administration. *Global Governance*, 10(1): 99-118
- Paris, R. (2014). The 'Responsibility to Protect' and the Structural Problems of Preventive Humanitarian Intervention, *International Peacekeeping*, 21(5): 569-603
- Mills, K. (2005). Neo-Humanitarianism: The Role of International Humanitarian Norms and Organizations in Contemporary Conflict. *Global Governance*, 11:161-83.
- Aleksovski, Stefan. Oliver Bakreski and M.A. Biljana Avramovska (2014). Collective Security – The Role of International Organizations – Implications in International Security Order. *Mediterranean Journal of Social Sciences* 5 (27): 274-282.
- Boehmer, Charles, Erik Gartzke, and Timothy Nordstrom (2004). "Do Intergovernmental Organizations Promote Peace? *World Politics* 57(1): 1-38.
- Bellamy, A.J. and Paul D. Williams (2009). The West and Contemporary Peace Operations, *Journal of Peace Research*, 46 (1): 39-57.

## Unit 4

- Roland, Paris (2002). International peacebuilding and the 'mission civilisatrice', *Review of International Studies*, 28, 637-656
- Berger, M.T. (2006). From Nation-Building to State-Building: The Geopolitics of Development, the Nations-State System and the Changing Global Order. *Third World Quarterly*, 27(1): 5–25.
- Pugh, M. (2005). The Political Economy of Peacebuilding: A Critical Theory Perspective. *International Journal of Peace Studies*, 10 (2):23–42.
- Chandler, D. (2010). *International Statebuilding: The Rise of Post-Liberal Governance*. New York: Routledge
- Paris, R. and T. Sisk (eds.) (2009). *The Dilemmas of Statebuilding. Confronting the Contradictions of Postwar Peace Operations*. New York: Routledge.
- Hippler, J. (2008). Democratization After Civil Wars – Key Problems and Experiences. *Democratization*, 15(3): 550-569.
- Heather, M. and Danielle Beswick. (2011). State Building, Security and Development: state building as a new development paradigm? *Third World Quarterly*, 32(10), 1703-1714.

## Suggested Journals

- |                                      |   |
|--------------------------------------|---|
| • Alternatives                       | • International Security                        |
| • Civil Wars                         | • Intervention and State Building               |
| • Conflict, Security and Development | • Journal of Conflict Resolution                |
| • Development and Change             | • Journal of Conflict, Security and Development |
| • Ethics & International Affairs     | • Journal of Peacebuilding and Development      |
| • Global Governance                  | • Journal of Peace Research                     |
| • Human Rights Quarterly             | • Security and Development                      |
| • International Affairs              | • Third World Quarterly                         |
| • International Organization         |   |
| • International Peacekeeping         |   |

## Useful websites

- International Crisis Group (<https://www.crisisgroup.org/>)
- Dept. of Peace and Conflict Studies, Uppsala University (<http://www.pcr.uu.se/data/>)
- Berghof Foundation (<https://www.berghof-foundation.org/en/>)
- Peace Research Institute Oslo (<https://www.prio.org/>)

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## INTERNAL SECURITY OF INDIA

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**Course Code: STS-524**

**Course Type: Optional**

**Credit: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

**Description:**

This course will make students understand the security threats evolving/occurring in India. It will allow student to explore the various internal security threats ranging from between insurgency in the North East, left wing extremism by the CPI-Maoists, Naxal to terrorism in the hinterland to militancy in Jammu and Kashmir. The students would be trained (for their future academic endeavors) academically to objectively study and analyse conflict in a holistic manner.

**Objective:**

- To holistically understand the internal security dynamic in India
- Analyse the various sources of internal security threats in India
- Educate the measures taken by state to control the violence

**Teaching Methods**

Bulk of the teaching will take place through classroom lectures and interactions. For students, regular attendance and participation in the class are essential. Group and individual activities from student participants would supplement classroom engagement. Students are expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

**Mode of Evaluation**

Assignments/Term Paper	: 20%
Mid- Semester exam	: 30%
End-Semester exam	: 50%

**Term Paper/Assignment-** will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

**Mid-Semester Examination:** Written examination in the middle of the semester would be conducted, covering half of the course.

**End Semester Examination:** There will be a written test towards the end of the Semester.

## **Course Units**

### **Unit I: Terrorism in India**

- Introduction
- Militancy in Jammu and Kashmir
- Terrorism in Rest of India (RoI)

### **Unit II: Insurgency in North East India**

- Origin and Active Groups
- Spread and Affected Areas
- Current Status and State Response

### **Unit III: Left Wing Extremism in India**

- History and Active Groups
- Red Belt Areas and Reasons for Growth
- Current Status and State Response

### **Unit IV: Other Internal Security Challenges**

- Fake Indian Currency Notes
- Arms Smuggling
- Drug and Human Trafficking

## **Suggested Readings:**

- Paranjpe, Shrikant, *Internal Security in India: Issues, Structures, Approaches* Ed., Mumbai: Indus Source Books 2014, for Nehru Centre, Mumbai.
- Paranjpe, Shrikant, *Internal Security and Role of the State: Managing Conflicts in India*, New Delhi: D.K. Publishers, 2019.
- Avasthi, Abha, *Dimensions of Violence and Terrorism* (Lucknow: Bharat Book Centre, 1998).
- Bhatnagar, V., *Challenges to India's Integrity: Terrorism, Casteism, Communalism* (Jaipur: Rawat Publications, 1998)
- Marwah, Ved, *Uncivil Wars: Pathology of Terrorism in India* (New Delhi: Harper Collins Publishers, 1999).
- Maroof Raza, Stephen P. Cohen, *Confronting Terrorism*, Penguin, 2009
- Arora, Subhash Chander, *Strategies to Combat Terrorism* (New Delhi: Har-Anand Publications, 1999)
- Karan, Vijaya, *War by Stealth: Terrorism in India* (New Delhi: Penguin Books, 1997)
- Iliams and Dimitri Vlassis, *Combating Transnational Crime: Concepts, Activities and Responses*

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## CHINA'S FOREIGN AND SECURITY POLICY

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**Course Code: STS-525**

**Course Type: Optional**

**Credits: 04**

**Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)**

### **Introduction:**

This course attempts to provide a comprehensive introduction to China's security and foreign policy. In particular, it will analyse China's rising role in international relations.

### **Objective:**

By the end of the course, the student will be able to:

- Identify the main objectives and priorities of Chinese foreign policy
- Investigate the source of conflict and cooperation in China's behaviour in international arena.
- Understand Chinese military capabilities and its grand strategy and strategic culture

### **Mode of Evaluation**

Sessional Evaluation + Class Participation : 50%

End -Sem. Exam : 50%

### **Course Units**

#### **UNIT 1: SOURCES OF CHINA'S FOREIGN POLICY AND CHINA'S RELATIONS WITH MAJOR COUNTRIES**

##### **Source of Foreign Policy**

- Internal factors (Tibet, Xinjiang etc.)
- External factors (Taiwan, Hong Kong, China's Peaceful Rise)

##### **China's Relations with Great Powers**

- USA
- USSR/ Russian Federation

##### **China's Relations with Major Countries/Regions**

- Korea
- Japan
- India
- Pakistan
- Central Asian
- Southeast Asian
- Africa
- West Asia

## **UNIT 2: TERRITORIAL DISPUTES**

- Border disputes
- South China Sea
- Chinese strategy to resolve territorial disputes with neighbours

## **UNIT-3: CHINA'S STRATEGY, STRATEGIC CULTURE AND MILITARY CAPABILITIES**

### **China's Strategy and Strategic Culture**

- Ancient Chinese thought
- Sun Tzu and Art of War
- Mao Zedong
- Contemporary grand strategy
- Strategic Culture

### **Chinese Military Capabilities and Modernisation**

- Military capabilities
- Nuclear & delivery platform
- Space & Cyber

## **UNIT -4: CHINA'S TRADE & ECONOMIC RELATIONS**

- Chinese growing economic power in International Relations
- China Pakistan Economic Corridor (CPEC)
- One Belt One Road (OBOR)
- Maritime Silk Route

### **Suggested Readings**

1. Harsh Pant, *China Ascendant: Its Rise and Implications* Ed., New Delhi: HarperCollins, 2019.
2. Andre Beaufre (1996), '*An Introduction to Strategy*' Santa Barbara, CA Praeger: 19-50.
3. Colin S. Gray (1999), 'Strategic Culture as Context: The First Generation of Theory Strikes Back' *Review of International Studies*, Vol. 25(1) (Jan., 1999), pp. 49-69
4. Alastair Iain Johnston (1995), "*Cultural Realism: Strategic Culture and Grand Strategy in Chinese History*". Princeton University Press.
5. Sun Tzu (2002), "The Art of War",
6. Alastair Iain Johnston (1996), "Cultural Realism and Strategy in Maoist China", in Peter J. Katzenstein edited book 'The Culture of National Security: Norms and Identity in World Politics' New York: Columbia University Press: pp 216-270.
7. James Mann (1998), 'About Face: A History of America's Curious Relationship with China', New York: Alfred Knopf.
8. Davis Shambugh (2013), 'China Goes Global: The Partial Power', Oxford: Oxford University Press.
9. Robert G. Sutter (2012), 'Chinese Foreign Relations : Power and Policy since the Cold War,' (3<sup>rd</sup> Edition), New York: Rowman and Littlefield.
10. A. Doak Barnett (1978), 'China and the Major Powers in East Asia', Washington DC: Brookings

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## DISASTER MANAGEMENT

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**Course Code: STS -526**

**Course Type: Optional**

**Credits: 04**

**Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)**

### **Introduction:**

This course attempts to provide a comprehensive introduction to types of disaster and disaster management, mitigation and recovery and reconstruction after disasters.

### **Objective:**

By the end of the course, the student will be able to:

- Understand the concepts of disaster and disaster management in detail;
- They will also come to know about disasters - both natural and manmade and its impact on society and ecological systems.
- Students will also acquire knowledge on policies and actions regarding preparedness, mitigation, relief and rehabilitation.

### **Mode of Evaluation**

Sessional Evaluation + Class Participation	: 50%
End -Sem. Exam	: 50%

### **Course Units**

#### **Unit 1: Introduction to Disasters**

- Disaster Management: Concept & significance
- Approaches to disaster management: Rationale, elements and objectives of disaster management.

#### **Unit 2: Types of Disasters**

- Dimensions and typology of Disasters - Natural disasters- include broad outlines regarding natural and non-natural disasters such as; earthquake, volcanic eruptions, floods, landslides, avalanches, tsunamis, cyclone, climatic change, drought, epidemics and war.
- Dimensions and typology of Disasters - Manmade Disasters- include Industrial accidents, soil degradation, desertification, deforestation, depletion of water resources, destruction of ecological system, landslides, fire, oil spill, breakdown of essential services etc.

#### **Unit 3: Risk Assessment and Mitigation**

- Risk Assessment and Vulnerability Analysis: Understanding Risk, Hazard, Risk and Vulnerability, Vulnerability Identification and Analysis
- Disaster Management: Risk Reduction and Preparedness, Mitigation, Recovery and Reconstruction



#### **Unit 4: Disaster Management in India**

- Disaster management in developed and developing nations.
- National Disaster management policy- significance, principles and policy options.
- National Disaster Management Authority: Structure, Function, Powers, NDMA Act.

#### **Suggested Reading**

- Bourriau, Janine; (1992) Understanding Catastrophe; Cambridge University Press, Cambridge,.
- Carter, W. Nick., (1991) Disaster Management- A Disaster Manager's Handbook, A.D.B., Manila, Philippines.
- Coppola, P. Damon, (2006) Introduction to International Disaster Management, Elsevier.
- Garlake, Teresa, (2000) Dealing with Disasters, Oxfam Education, Oxford.
- Greenberg, Michael I., (2006) Encyclopaedia of Terrorist, Natural & Man-Made: Disasters Jones & Bartlett, United Kingdom.
- Goel S.L. and Ram Kumar, (2001) Disaster Management, Deep Publications Pvt. Ltd., New Delhi.
- Goel, S.L., (2006) Encyclopedia of Disaster Management, Deep and Deep, New Delhi.
- Marathe P. P., (2006) Concepts and practices in disaster management, Diamond Publications
- Narayan, B., (2000) Disaster Management, APH Publishing Corporation, New Delhi.
- Pelling, Mark (2003) Vulnerability of Cities: Natural Disasters and Social Resilience, Earth Scan, London.
- Sharma V.K. (2013) Disaster Management, IIPA, New Delhi.
- Shaw, Rajib and R.R. Krishnamurthy, (2009) Disaster Management: Global Problems and Local Solutions, Universities Press.
- Singh, R.B., (2006) Natural hazards and disaster management: Vulnerability and Mitigation, Rawat Publications, Jaipur.
- Singh, Shailendra K, Kundu, Subhash C and Singh, Shobha, (1980) Disaster Management; Mittal Publications, New Delhi.

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## INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEM (GIS)

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**Course Code: STS -527**

**Course Type: Optional**

**Credits: 04**

**Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)**

### **Introduction:**

This course attempts to provide a introduction to the basics of Geographic Information System (GIS) using the GIS lab in the School of National Security Studies. It will provide hands-on training to students on the use of QGIS software to carry out analysis on national security issues.

### **Objective:**

By the end of the course, the student will able to:

- Understand the concepts of Geographic Information System (GIS)
- They will also come to know about disasters - both natural and manmade and its impact on society and ecological systems.
- Students will also acquire knowledge on policies and actions regarding preparedness, mitigation, relief and rehabilitation.

### **Mode of Evaluation**

Sessional Evaluation + Class Participation : 50%

End -Sem. Exam in the form of a project : 50%

### **Unit 1: Introduction to GIS**

- Types of Maps and Projections, Scale, Coordinate Reference System
- Uses of GIS, Various types of data and layers
- Installing Plugins and Familiarising with QGIS software and Datasets

### **Unit 2: Vector Data and Analysis**

- Create Point, Line, Polygon (P,L,P) shape files
- Digitize Point, Line, Polygon shape files
- Importing Spreadsheets data to add layer to P,L,P

### **Unit 3: Raster Data and Analysis**

- Types of Raster Data, Data Attribute
- DEM analysis
- Heatmap, Contour, Hillshade and other features

### **Unit 4: Creating a Map and adding Layers**

- Digitisation of Small Map, Clipping of Map
- Adding layers to Map
- Adding Data to Map
- Finalising Map by adding scale and Legend

### **Suggested Readings and Resources**

- *Geographic Information System Basics*” by Jonathan E. Campbell, UCLA, Michael Shin, UCLA.
- Spoken Tutorial, QGIS, IIT Bombay, FOSSE Project, [https://spoken-tutorial.org/tutorial-search/?search\\_foss=QGIS&search\\_language=English](https://spoken-tutorial.org/tutorial-search/?search_foss=QGIS&search_language=English)
- Geographic Information Systems (GIS), GIS Data, *MIT Libraries*, <https://libguides.mit.edu/gis>

# **Fourth Semester**

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## RESEARCH PAPER

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**Course Code: STS -591**

**Course Type: Compulsory**

**Credits: 02**

**Teaching and Contact Hours: 2 per week**

**Introduction:** The course will familiarize students in writing a research paper of about 5000 words.

**Objective:**

The course aims to enable students: -

- To identify a research area and research questions to be investigated
- To collect data from online and offline databases
- To write a literature review
- To write research paper

**Evaluation Method:**

- Writing the research paper requires weekly one-hour consultation with the assigned faculty guide.
- Research Paper – 60 marks
- Presentation of the research paper to faculty members – 40 marks

**Submission Details:**

- The research paper should be typed on A4 size paper, with proper references.
- The paper should be an original research and should not be copied or plagiarized.
- The paper should be typed in  
Font- 'Times New Roman'  
Font Size- 12  
Spacing- 1.5
- Research Paper should be submitted in hard and soft copy to the assigned faculty guide and the School Office.

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## ENERGY SECURITY

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**Course Code: STS-571**

**Credits: 04**

**Course Type: Optional**

**Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)**

### **Course Outline**

This course will focus on many aspects of the energy and security nexus. It will begin with an overview of the concept of energy security, its meaning and uses, as well as an overview of some major contemporary energy security issues and problems. This will include some of the basic data, trends, issues and options in oil, gas, electrical, hydropower, alternative energy sources and more. The course will examine the evolution of thinking about the relationship between energy and security in the 20th century and explore new thinking about how to ensure energy security in the 21st century; the course highlights policy challenges to integrate diverse economic, geopolitical and environmental objectives by examining selected energy security policy issues and approaches

### **Course Modules**

#### **Unit 1**

- Why is Energy a National Security Issue?
- Oil Economics

#### **Unit 2**

- The Persian Gulf and Resource Wars
- Global Governance of Extractive Resources
- Energy Poverty and Development

#### **Unit 3**

- Russia, Central Asia, Pipeline Politics and Europe
- Energy and Africa
- US, China and Energy Security
- China and India

#### **Unit 4**

- Climate Change
- Energy Security and Renewable Energy
- Conservation, Alternative Energies,
- India's Quest for energy security

### **Reading list**

- Brenda Shaffer (2009) "Introduction," in Energy Politics, pp. 1-18.

- Jean-François Seznac (2012) "Politics of Oil Supply: National Oil Companies vs. International Oil Companies," in Looney, ed., the Routledge Handbook of Oil Politics, pp. 45-59.
- Daniel Yergin (2011) "Is the World Running out of Oil?" in *The Quest*, pp. 227-241. [in polycopié]
- James Fearon (2005) "Primary Commodity Exports and Civil War" *Journal of Conflict Resolution* 49(4): 483-507.
- Michael Ross (2004) "How Do Natural Resources Influence Civil War? Evidence from Thirteen Cases," *International Organization* 58:35-67.
- Philippe Le Billon (2001) "The Political Ecology of War" *Political Geography* 20:561-584.
- Robert Kaplan (2011) "The South China Sea Is the Future of Conflict," *Foreign Policy*, Sept-Oct.
- Terry Lynn Karl (1999) "The Perils of the Petro-State: Reflections on the Paradox of Plenty," *Journal of International Affairs* 53(1): 31-48.
- Michael Ross (2001) "Does Oil Hinder Democracy?" *World Politics* 53: 325-361.
- Stephen Haber and Victor Menaldo (2011) "Do Natural Resources Fuel Authoritarianism: a Reappraisal of the Resource Curse," *American Political Science Review*, pp. 1-26.
- Halvor Mehlum et. al. (2006) "Institutions and the Resource Curse," *The Economic Journal* 116: 1-20.
- Marc J. O'Reilly and Wesley B. Renfro (2006) "Evolving Empire: America's 'Emirates' Strategy in the Persian Gulf," *International Studies Perspectives* 8: 137-151.
- Bruce Russett (1981) "Security and the Resources Scramble: Will 1984 be like 1914?" *International Affairs* 58(1): 42-58.
- Michael T. Klare "Petroleum Anxiety and the Militarization of Energy Security," in Moran and Russell, eds. *ES&GP*, pp. 39-61.
- Christopher J. Fettweis (2009) "No Blood for Oil: Why Resource Wars are Obsolete," in Luft and Korin, eds. *ESC*, pp. 66-77.
- Leszek Buszynski (2010) "Rising Tensions in the South China Sea: Prospects for a Resolution of the Issue," *Security Challenges* 6(2): 85-104.
- David R. Dreyer (2010) "One Issue Leads to Another: Issue Spirals and the Sino-Vietnamese War," *Foreign Policy Analysis* 6: 297-315.
- Krista Wiegand (2009) "China's Strategy in the Senkaku/Diaoyu Islands Dispute: Issue Linkage and Coercive Diplomacy," *Asian Survey* 5(2): 170-193.
- M. Taylor Fravel (2010) "International Relations Theory and China's Rise: Assessing China's Potential for Territorial Expansion," *International Studies Review* 12: 505-532.
- Jeff D. Colgan (2010) "Oil and Revolutionary Governments: Fuel for International Conflict," *International Organization* 64: 664-691.
- Joanna Depledge (2008) "Striving for No: Saudi Arabia in the Climate Change Regime," *Global Environmental Politics* 8(4): 9-35.
- Matthew Fuhrmann (2012) "Splitting Atoms: Why Do Countries Build Nuclear Power Plants?" *International Interactions*

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## NATIONAL SECURITY AND INDIA'S FOREIGN POLICY

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**Course Code: STS-572**

**Credit: 04**

**Course Type: Optional**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

**Course Description:** Foreign policy is a tool that a sovereign state uses to pursue its national interests in the international arena. This course aims at providing a comprehensive introduction to the key issues in India's foreign policy. It discusses the origins and determinants of India's foreign policy, the theory and practice of nonalignment, key episodes and trends in the history of India's foreign policy, the reasons for its transformation during the late-1980s and early-1990s, and the features of contemporary foreign policy. The course also covers key bilateral relations, regions and issue areas and culminates with discussions on the enduring themes in India's relations with the world and the skill of analysing foreign policy.

**Teaching methods:** A significant portion of teaching would involve classroom lectures. Group discussions and presentations would be initiated when these activities would be useful from the point of view of the course.

**Learning outcomes:** Students crediting this course can expect to:

- Acquire a comprehensive understanding of the historical outlines of India's foreign policy
- Become familiar with the enduring themes in India's foreign policy
- Be skilled in the analysis of foreign policy
- Possess a fair understanding of India as an international actor
- Understand the key challenges before contemporary Indian foreign policy

**Requirements:** Students are expected to read the material given by the course instructor in advance and be prepared for each class. They are also expected to respect deadlines.

### **Evaluation**

20 percent – term paper plus presentation

30 percent – mid-semester exam

50 percent – end-semester exam

### **Course Units**

#### **Unit I: Introduction, Structure and Determinants of India's Foreign Policy**

1. The meaning of foreign policy and its relation to national interest
2. Determinants of India's foreign policy
3. Institutions, Actors and Personalities in the Making of India's Foreign Policy (Parliament, Cabinet, Political parties, Pressure Groups, Foreign Policy Planning, Bureaucracy, Military, National Security Council); Personalities and Indian Foreign Policy (Jawaharlal Nehru to Narendra Modi)



## **Unit 2: India's Foreign Relations**

4. India and South Asia: Major Issues and their implications for National Security
5. Extended neighbourhood and National Security Implications: West Asia, Central Asia and South East Asia
6. Key bilateral relations: United States, Russia, China, Japan, Israel, Africa

## **Unit 3: India and International Institutions**

7. India and the UN
8. India and International Financial Institutions - GATT, IMF, World Bank
9. India and Regional Institutions – BRICS, SCO, European Union, SAARC, BIMSTEC

## **Unit 4: Major Security Issues and India's Foreign Policy**

10. India's nuclear policy (PTBT, NPT, CTBT, MTCR, NSG, Wassenaar Agreement)
11. Global issues – climate change, international terrorism and security
12. Diaspora and foreign policy

## **Reading List**

### **Required**

- Appadorai, A. (1949). 'India's Foreign Policy'. *International Affairs*, 25(1): 37-46.
- Ganguly, Sumit and Rahul Mukherji (2011). *India Since 1980*. New York: Cambridge University Press.
- Harsh Pant, *Indian Foreign Policy: The Modi Era*, New Delhi: Har Anand Publications, 2019.
- Harsh Pant, Ed., *New Directions in India's Foreign Policy: Theory and Praxis*, Cambridge: Cambridge University Press, 2018.
- Harsh Pant and Yogesh Joshi, *Indian Nuclear Policy*, Oxford: Oxford University Press, 2018.
- Harsh Pant, *Indian Foreign Policy: An Overview*, Manchester: Manchester University Press; New Delhi: Orient Black Swan: 2016.
- Lal, Deepak. (1967). 'Indian Foreign Policy, 1947-64'. *Economic and Political Weekly*, 2(19): 879+881-883+885-887.
- Malone, David M., C. Raja Mohan and Srinath Raghavan (eds.) (2015). *The Oxford Handbook of Indian Foreign Policy*. Oxford and New York: Oxford University Press.
- Mehta, P.B. (2009). 'Still Under Nehru's Shadow? The Absence of Foreign Policy Frameworks in India'. *India Review*, 8(3): 209-233.
- Misra, K.P. (1981). 'Towards Understanding Non-Alignment'. *International Studies*, 20(1-2):23-37.
- Mohan, C. Raja (2003). *Crossing the Rubicon: The Shaping of India's New Foreign Policy*. New Delhi: Viking Books.
- Nehru, Jawaharlal. (1946/2012). *The Discovery of India*. New Delhi: Penguin Books.
- Noorani, A.G. (1979). India's Foreign Policy. *Asian Affairs*, 6(4): 231-242.
- \_\_\_\_\_ (1978). Foreign Policy of the Janata Party Government. *Asian Affairs*, 5(4): 216-228.

- Prasad, Bimal (1962). *The Origins of Indian Foreign Policy: The Indian National Congress and World Affairs, 1885-1947*. Calcutta: Bookland.
- Rajagopalan, Rajesh (2013). 'Nuclear Weapons, Indian Strategy, and International Politics' in Navnita Chadha Behera (ed.) *India Engages the World*, New Delhi: Oxford University Press, 271-330.
- Rajan, M.S. (1968-69). 'India and World Politics in the Post-Nehru Era'. *International Journal*, 24(1): 138-158.
- Rana, A.P. (1969). 'The Intellectual Dimensions of India's Nonalignment'. *The Journal of Asian Studies*, 28(2): 299-312.
- Khilnani, S. et.al (2013). *Non-Alignment 2.0: A Foreign and Strategic Policy for India in the Twenty First Century*. New Delhi: Penguin.

### **Recommended**

The books and articles listed below are recommended readings should students want to read more on any of the key aspects covered in the course.

- Appadorai, A. (1981). *The Domestic Roots of India's Foreign Policy, 1947-1972*. Delhi: Oxford University Press.
- Dixit, J.N. (2004). *Makers of India's Foreign Policy*. New Delhi: HarperCollins.
- Keenleyside, T.A. (1980). Prelude to Power: The Meaning of Non-Alignment Before Indian Independence. *Pacific Affairs*, 53(3): 461-483.
- Rajan, M.S. (1997). *Recent Essays on India's Foreign Policy*. Delhi: Kalinga Publications.
- Harshe, Rajan and K.M. Seethi (eds.) (2009). *Engaging with the World: Critical Reflections on India's Foreign Policy*. New Delhi: Orient Blackswan.
- Raghavan, Srinath (2010). *War and Peace in Modern India: A Strategic History of the Nehru Years*. Ranikhet: Permanent Black.
- Thakur, Ramesh (1992). 'India After Nonalignment'. *Foreign Affairs*, 71(2): 165-182.
- Malone, David M. (2012). *Does the Elephant Dance?: Contemporary Indian Foreign Policy*. Oxford: Oxford University Press.
- Sidhu, W.P.S., P.B. Mehta and Bruce Jones (2013). *Shaping the Emerging World: India and the Multilateral Order*. Washington, D.C.: Brookings Institution Press.
- Abraham, Itty (2014). *How India Became Territorial: Foreign Policy, Diaspora, Geopolitics*. Stanford, C.A.: Stanford University Press.
- Chaudhuri, R. (2013). *Forged in Crisis: India and the United States Since 1947*. London: Hurst.
- Cohen Stephen P. (2013). *Shooting for a Century: The India-Pakistan Conundrum*. Noida: HarperCollins Publishers.
- Garver, J. (2001). *Protracted Contest: Sino-Indian Rivalry in the Twentieth Century*. Seattle, W.A.: University of Washington Press.

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## CYBERSPACE AND INTERNATIONAL SECURITY

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**Course Code: STS-573**

**Credits: 04**

**Course Type: Optional**

**Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)**

### **DESCRIPTION:**

The course has been designed to introduce the contours of cyberspace to the students. The subject will focus on introduction to cyberspace and discuss the vulnerabilities in it. It will also explain how cyberspace can be protected through various mechanisms including laws and policies. In one of the chapters, the course will dedicatedly examine the situation of cyberspace in India.

### **OBJECTIVE:**

- To understand/explore vulnerabilities in cyber space and implications on International Security
- Study the internal and external global cyber threats
- Examine international and national cyber policies/laws and measures
- Analyse the future challenges in global cyberspace

### **Teaching Methods**

Bulk of the teaching will take place through classroom lectures and interactions. For students, regular attendance and participation in the class are essential. Group and individual activities from student participants would supplement classroom engagement. Students are expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

### **Mode of Evaluation**

Assignments/Term Paper	: 20%
Mid- Semester exam	: 30%
End-Semester exam	: 50%

**Term Paper/Assignment-** will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. Strict action would be initiated against plagiarism.

**Mid-Semester Examination:** Written examination in the middle of the semester would be conducted, covering half of the course.

**End Semester Examination:** There will be a written test towards the end of the Semester.

## **Course Contents**

### **Unit 1 - Introduction to Cyberspace**

- Defining cyber space, Information Security and CII's
- Information Systems: Networks/LAN/WAN and Military Sensors
- Impact of Cyber Crimes in International Security (Citizen Security, Defence Sector, Finance (Banking) Divisions, Energy Segments, Transportation Facilities, Space Domain, Telecommunications)

### **Unit 2 - Vulnerabilities in Cyberspace (Type of Cyber Aggression/Violence)**

- Cyber Warfare (National Security Breach, Cyber Armies, Malware Attacks)
- Cyber Terrorism (Motivation, Recruitment, Training, Campaigning, Tools of violence)
- Cyber Espionage (Data theft, cyber spies/machineries, Espionage Malwares/tools)
- Cyber Crimes (Hacking, Phishing, Defamation, Spam, Trespass, Stalking)

### **Unit 3 - Securing Global Cyber Space (Role of International and National Bodies)**

- Risk Identification, Levels of Protection and Defensive Measures
- Global Computer Emergency Response Team
- UN and other International Institutions

### **Unit 4 - Cyber Laws/Policies and Indian Cyber Security System**

- Overview of Cyber Laws
- Cyber Laws in US, Europe, China, Russia & Others
- Indian Cyber Security Policy and IT-Act
- ME&IT, DIT, CERT-In, NIC, etc
- Prime Minister Office (NCIIPC & NSCS); Ministry of Defence (CYBERCOM, DIARA, Defence-CERT, DRDO); Ministry of Home Affairs (CCTNS)

### **Suggested Readings:**

1. Franklin D. Kramer, Stuart H. Starr, Larry K. Wentz (ed), *Cyberpower and National Security*, Potomac Books Inc, 2009.
2. Jeffrey Carr, *Inside Cyber Warfare: Mapping the Cyber Underworld*, O'Reilly Media, 2011.
3. Richard A. Clarke, *Cyber War: The Next Threat to National Security and What to Do About It*, Ecco, 2012.
4. P.W. Singer, Allan Friedman (ed), *Cybersecurity and Cyberwar: What Everyone Needs to Know*, Oxford University Press, 2014.
5. Jason Andress, Steve Winterfeld (ed), *Cyber Warfare: Techniques, Tactics and Tools for Security Practitioners*, Syngress, 2013.

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## **WEAPONS OF MASS DESTRUCTION (WMD) AND NATIONAL SECURITY**

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**Course Code: STS-574**

**Credits: 04**

**Course Type: Optional**

**Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)**

**Course Description:** This M.A. level course will introduce students to the debates around weapons of mass destruction. The course will study the reasons why states seek WMDs, nuclear weapons, chemical and biological weapons, nuclear deterrence, nuclear capabilities in the major nuclear weapons possessing countries and arms control and disarmament efforts.

### **Objective**

The course aims to enable students:

- To familiarize students with the science of nuclear weapons and nuclear power.
- To introduce students to reasons why states seek nuclear weapons.
- To familiarize the students with the nuclear capabilities in the major nuclear weapons possessing countries.
- To demonstrate the importance of norms and treaties in global efforts to control proliferation of nuclear weapons and eliminate nuclear weapons.

### **Evaluation Method:**

- Mid Semester Exam - 30 marks
- Sessional Evaluation (Review Articles/Term paper and presentations) - 20 marks
- End Semester Exam - 50 marks

**Learning Methods:** The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles on deterrence and nuclear strategy. The students will be watching and discussing documentaries and movies about the Cuban Missile Crisis to appreciate the dangers associated with nuclear weapons.

### **Course Units**

#### **Unit 1: Science of Weapons of Mass Destruction (WMD) and Risks Involved**

- Introducing the Science behind Nuclear Energy and WMDs
- Challenges for Avoiding proliferation
- Effects of Nuclear, Chemical and Biological Weapons
- Risks involved in dealing with Nuclear Energy and WMDs.

## **Unit 2: Proliferation of Weapons of Mass Destruction**

- Major Drivers (Security related drivers, Domestic Politics related drivers, Norms and Prestige related drivers), Waltz and Sagan debate about 'Spread of Nuclear Weapons'
- Chemical and Biological Weapons
- Concept of Non-Proliferation and Major treaties (PTBT, NPT, CTBT, FMCT)
- Export Control Regimes (MTCR, NSG, Australia Group, Wassenaar Agreement)
- Chemical Weapons Convention and Biological Weapons Convention
- Terrorism and Nuclear Proliferation

## **Unit 3: Nuclear Strategy, Deterrence and Weapons of Mass Destruction**

- Understanding the basic concepts of Nuclear Deterrence
- How has the nuclear strategy evolved in the nuclear age (Major Strategists and Writers on Nuclear Strategy)
- Capabilities and Doctrines of Nuclear Weapons Possessing Countries (NWS and India, Pakistan, Israel, North Korea)

## **Unit 4: Arms Control and Disarmament**

- Arms Control and Disarmament – Concepts, Objectives, Elements of Arms Control, Approaches to Arms Control and Disarmament
- Arms Control Under League of Nations, United Nations, Unilateral, Bilateral and Multilateral Approaches
- Nuclear Arms Limitation and Arms Control Treaties (ABM, SALT, START, INF etc.)
- Countries which have given up or ceased nuclear weapons programs (Former republics of FSU, South Africa, Libya and Iran)
- Nuclear Taboo and Nuclear Disarmament

### **Course Readings**

#### **UNIT 1: Science of Weapons of Mass Destruction (WMD) and Risks Involved**

- "How Do Nuclear Weapons Work?" Union of Concerned Scientists,
- Richard Rhodes and Denis Beller, "The Need for Nuclear Power," *Foreign Affairs*, Vol. 79, No. 1 (Jan. - Feb., 2000), pp. 30-44.

#### **UNIT 2: Proliferation of Weapons of Mass Destruction**

- Scott D. Sagan, 'The perils of proliferation: Organization theory, deterrence theory, and the spread of nuclear weapons', *International Security*, Vol. 18, No. 4, Spring 1994, pp.66-107.
- Scott D. Sagan, "Why Do States Build Nuclear Weapons?: Three Models in Search of a Bomb," *International Security*, Vol. 21, No. 3, Winter, 1996-1997, pp. 54-86.
- Kenneth N. Waltz and Scott D. Sagan, *The Spread of Nuclear Weapons: A debate*, New York: W. W. Norton, 1995. (Selected Sections).
- Richard Price, "A genealogy of the chemical weapons taboo", *International Organization*, Vol. 49, No. 1, Winter 1995, pp. 73-103.

- Jonathan B. Tucker, "A Farewell to Germs: The US renunciation of biological and toxin warfare, 1969-70", *International Security*, Vol. 27, No.1, Summer 2002, pp. 107- 148.

### **UNIT 3: Nuclear Strategy, Deterrence And Capabilities**

- Ward Wilson, *Five Myths About Nuclear Weapons*, Houghton Mifflin Harcourt, 2013. (Selected Sections).
- Lawrence Freedman, *The Evolution of Nuclear Strategy*, London: Macmillan Press Ltd, 1989 (Chapters - 1, 6, 9, 15, 16, 17).
- Jervis, Robert, *Perception and Misperception in International Politics*, Princeton: Princeton University Press, 1976. (Chapter 3).
- Scott D. Sagan, *Moving Targets: Nuclear Weapons and National Security*, Princeton, NJ: Princeton University Press, 1989. (Chapter 1).
- Jacques E. C. Hymans, *Achieving Nuclear Ambitions: Scientists, Politicians, and Proliferation*, Cambridge: Cambridge University Press, 2012. (Selected Sections).
- John Wilson Lewis and Xue Litai, *China Builds the Bomb*, Stanford: Stanford University Press, 1988, pp. 35-169
- Wu Riqiang, "Certainty of Uncertainty: Nuclear Strategy with Chinese Characteristics," *Journal of Strategic Studies*, 2013, Vol. 36, No. 4, pp.579-614.
- Bhumitra Chakma, "Road to Chagai: Pakistan's Nuclear Programme, Its Sources and Motivations," *Modern Asian Studies*, Vol. 36, No. 4, 2002, pp. 871-912.
- Scott Sagan, "Evolution of Pakistani and Indian Nuclear Doctrine," in Scott Sagan Ed. *Inside Nuclear South Asia*, New Delhi: Foundation Books, 2011.
- Paul Kapur, *Dangerous Deterrent* (Sections will be identified)
- George Perkovich, *India's Nuclear Bomb*, California: Oxford University Press (Selected sections).
- "Draft Report of National Security Advisory Board on Indian Nuclear Doctrine", *Ministry of External Affairs*, August 17, 1999, available at <http://www.mea.gov.in/in-focus-article.htm?18916/Draft+Report+of+National+Security+Advisory+Board+on+Indian+Nuclear+Doctrine>
- "Cabinet Committee on Security Reviews Progress in Operationalizing India's Nuclear Doctrine," *Press Information Bureau*, January 4, 2003, available at <http://pib.nic.in/archieve/lreleng/lyr2003/rjan2003/04012003/r040120033.html>
- Bharat Karnad, "The Irrelevance of Classical Nuclear Deterrence Theory," *India Review*, Vol. 4, No. 2, April 2005, pp. 173-213.
- Christopher R. Hill, "The Elusive Vision of a Non-Nuclear North Korea," *The Washington Quarterly*, 2013, Vol. 36 (2), pp. 7-19.

### **UNIT 4: Arms Control and Disarmament**

- Emanuel Adler, "The Emergence of Cooperation: National Epistemic Communities and the International Evolution of the Idea of Nuclear Arms Control." *International Organization*, 1992, Vol. 46, 1, pp. 101-145.
- Francis J. Gavin, "Blasts from the Past: Proliferation Lessons from the 1960s," *International Security*, 2004, Vol. 29, 3, pp. 100-135.

- Nina Tannenwald, "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use," *International Organization* 1999, Vol. 53, 3, pp. 433-468.



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## EUROPEAN UNION AS A GLOBAL ACTOR

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**Course Code: STS-575**

**Course Type: Optional**

**Credit: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

### **Course Description:**

The European Union (EU) is a remarkable development of the post-second World War period. Reconciling national interests with pooled sovereignty in certain domains, the EU is a *sui-generis* (one of its kind) project. It represents a post Westphalian actor with the most advanced form of supranational governance inspiring efforts towards regional integration around the world. However, events like Iraq War, Eurozone crisis, Brexit and the migration crisis have put the integration project at crossroads. This course provides an overview of contemporary European politics with focus on EU's role as a global actor. It explores EU's engagement with major powers and emerging regions like Asia and discusses challenges facing the European integration project.

### **Objectives:**

- To understand the origins and evolution of the EU, its politics, institutions and external relations.
- To understand the EU's engagement with major powers and regions.
- To think critically about the EU's role in global politics.
- To analyse challenges confronting future of European integration.

### **Evaluation Method:**

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

### **Teaching Methods:**

The teaching method will include lectures and seminar presentations. The weekly session of four lectures (1 hour each) will introduce the theme and key concepts to stimulate discussion and further reflection on the topic. Students will also be asked to make presentation on the assigned readings. This will be followed by group discussions to facilitate their engagement and explore further debates surrounding the topic. Classroom interaction will also involve use of ICT tools such as power point presentations, guest lectures through skype, screening of documentaries/movies.

### **Learning Outcomes:**

- To use different theoretical and methodological approaches to study the EU's global actorness
- To analyse EU's actorness in several policy areas such as economic, development and humanitarian assistance, and security and defence
- To develop insights into possible future scenarios and research in the field.

## **Course Units**

### **Unit 1: A Brief Introduction to the European Union**

- History and evolution
- European Integration – Theoretical approaches (Functionalism, Intergovernmentalism, Supranationalism, Multi-level governance)

### **Unit 2: Conceptualizing EU as a Global Actor**

- Civilian and Normative power
- Multilateralism and rules-based order
- EU as a security actor – ESS (2003) and EUGS (2016)

### **Unit 3: EU Foreign and Security Policy: Key Issues**

- Enlargement and neighbourhood
- Climate change and sustainable development
- Trade and connectivity
- Human rights and democracy promotion
- Migration

### **Unit 4: EU in a Multipolar World**

- Future of Trans-Atlantic partnership
- EU's relations with China, Russia and UN
- India-EU Strategic Partnership

## **Unit Readings**

### **Unit 1**

- Archer, Clive (2008). *The European Union*. London: Routledge.
- Warleigh-lack, Alex (2008). *European Union: The Basics*. New York: Routledge.
- Liesbet Hooghe & Gary Marks (2019). Grand theories of European integration in the twenty-first century. *Journal of European Public Policy*, 26:8, 1113-1133
- Maher, Richard (2019). International Relations Theory and the Future of European Integration, *International Studies Review*, 1-26.

### **Unit 2**

- Manners, Ian (2002). Normative Power Europe: a Contradiction in Terms? *Journal of Common Market Studies*, 40(2): 235-258.
- Smith, Michael (2007). The European Union and International Order: European and Global Dimensions. *European Foreign Affairs Review*, 12(4): 437-456.
- Moravcsik, Andrew (2002). Reassessing Legitimacy in the European Union. *Journal of Common Market Studies*, 40: 603-624.
- Howorth, Jolyon (2010). The EU as a Global Actor: Grand Strategy for a Global Grand Bargain? *Journal of Common Market Studies*, 48(3): 455-474.
- Lucarelli, S. & I. Manners (2006) (Eds.), *Values and Principles in European Union Foreign Policy*. London: Routledge.
- Mälksoo, Maria (2016). From the ESS to the EU Global Strategy: external policy, internal purpose. *Contemporary Security Policy*, 37(3): 374-388.

- Howorth, Jolyon (2016). The EUGS: New Concepts for New Directions in Foreign and Security Policy. *International Spectator*, 51(3): 24-26.

### Unit 3

- Oberthür, S. (2016). Where to Go from Paris? The European Union in Climate Geopolitics, *Global Affairs* 2: 2.
- Ash, Timothy Garton (2012). The Crisis of Europe: How the Union Came Together and Why It's Falling Apart. *Foreign Affairs*, 91(5): 2-15.
- Carbone, Maurizio (2007). *European Union and International Development: The Politics of Foreign Aid*. London: Routledge
- Ceccorulli, Michela & Sonia Lucarelli (2017). Migration and the EU Global Strategy: Narratives and Dilemmas. *International Spectator*, 52(3): 83-102.
- Leblond, Patrick & Crina Viju-Miljusevic (2019). EU trade policy in the twenty-first century: change, continuity and challenges. *Journal of European Public Policy*, 26(12): 1836-1846.
- Lisbonne de Vergeron, Karine (2018). The New Silk Roads: European Perceptions and Perspectives. *International Studies*, 55(4): 339-349.
- Singh, Manasi. 2016. EU's Democracy Promotion in the Neighbourhood: Renegotiating the Framework post Arab Spring. In Scott Nicholas Romaniuk and Marguerite Marlin (Eds). *Democracy and Civil Society in a Global Era*, New York: Routledge.

### Unit 4

- Simón, L. (2015). Europe, the rise of Asia and the future of the transatlantic relationship. *International Affairs*, 91(5): 269-289
- Berkofsky, A. (2014). The European Union (EU) in Asian Security: Actor with a Punch or Distant Bystander? *Asia-Pacific Review*, 21(2): 61-85.
- Sachdeva, Gulshan (2014). EU–China and EU–India: A Tale of Two Strategic Partnerships. *Strategic Analysis*, 38(4): 427-431.
- Kirchner, Emil (2015). China and the EU as Global Actors: Challenges and Opportunities for Joint Cooperation. *Economic and Political Studies*, 3(1): 98-113.
- Casier, Tom (2016). From logic of competition to conflict: understanding the dynamics of EU–Russia relations. *Contemporary Politics*, 22(3): 76-394.
- Kavalski, Emilian (2016). The EU–India strategic partnership: neither very strategic, nor much of a partnership, *Cambridge Review of International Affairs*, 29:1, 192-208.
- Peters, Ingo (2011). Strategic Culture and Multilateralism: The Interplay of the EU and the UN in Conflict and Crisis Management. *Contemporary Security Policy*, 32:3, 644-666.

### Journals

- European Journal of Political Research
- European Security
- European Union Politics
- Journal of European Studies
- Journal of European Integration

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## INTERNATIONAL ORGANIZATIONS AND GLOBAL GOVERNANCE

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**Course Code: STS-576**

**Course Type: Core**

**Credit: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

**Course Description:** The course examines the role and relevance of international organizations (IOs) and the major concepts and theoretical approaches to study IOs and assess their contribution in policy areas such as economic development, security, trade, environment, human rights and humanitarian assistance. It focuses on understanding global governance both as a paradigm and as an emerging field of inquiry in international relations. It explores what is meant by 'global', what is being governed, how and by whom. The course introduces students to debates, challenges, the driving forces and processes, that characterise governance in an increasingly interconnected and politicised global context.

**Objectives:**

- To understand why states cooperate and create institutions to address collective action problems.
- To understand the design and functioning of IOs and their interactions with states and non-state actors.
- To understand multilateral diplomacy through international institutions, regimes, transnational networks.
- To be familiar with key issues, actors, sources of authority, challenges and trends in global governance.

**Evaluation Method:**

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

**Teaching Methods:** The teaching method will include lectures and seminar presentations. The weekly session of four lectures (1 hour each) will introduce the theme and key concepts to stimulate discussion and further reflection on the topic. Students will also be asked to make presentation on the assigned readings. This will be followed by group discussions to facilitate their engagement and explore further debates surrounding the topic. Classroom interaction will also involve use of ICT tools such as power point presentations, guest lectures through skype, screening of documentaries/movies.

**Learning Outcomes:**

- To critically evaluate the process of decision-making at the global level in major policy domains.
- To use concepts and theoretical approaches for case studies.
- To develop insights into possible future scenarios and research in the field.

## **Course Units**

### **Unit 1: Introduction to IOs and Global Governance**

- Historical evolution
- Definition, Typology, Roles and Functions
- Governance in a globalizing world

### **Unit 2: Concepts and Theoretical Approaches**

- Realism and Liberal Institutionalism
- Regime Theory
- Functionalism and Neo-functionalism
- Multilateralism
- Power, IOs and Global Governance

### **Unit 3: Actors and Institutions in Global Governance**

- The UN System – Evolution in a changing global context
- World Bank, IMF; WTO
- G20, BRICS
- Regional Organisations (EU, ASEAN, SAARC)
- Non-state Actors (Global Civil Society, Networks & Movements, NGOs, TNCs)

### **Unit 4: Global Governance and Role of IOs: Key Thematic Issues**

- Collective security and use of force
- Peacebuilding and post-conflict reconstruction
- Trade, finance and development
- Human Rights and Human Security
- Environment and Health

## **Readings**

### **Unit 1**

- Diehl, Paul F. (ed.) (2005). *Politics of Global Governance: International Organizations in an Interdependent World*, Boulder, CO: Lynne Rienner.
- Dingwerth, Klaus and Philipp Pattberg (2006). Global Governance as a Perspective on World Politics. *Global Governance*, 12: 185-203.
- Finkelstein, Lawrence (1995). What is Global Governance? *Global Governance*, 1(3): 367-372.
- Abbot, Kenneth and Duncan Snidal (1998). Why States Act through Formal Organizations. *Journal of Conflict Resolution*, 42: 3-32.
- Archer, Clive (2015). *International Organisations*, London: Routledge.
- Hurd, Ian (2018). *International Organizations: Politics, Law, Practice*, New York: Cambridge University Press.
- Karns, M. P. and Mingst, K.A. (2004). *International Organizations: The Politics and Processes of Global Governance*, Boulder, CO: Lynne Rienner.
- Reinalda, Bob (2009). *Routledge History of International Organizations: From 1815 to the Present Day*, London: Routledge.

## Unit 2

- Keohane, Robert O. and Lisa L. Martin (1995). The Promise of Institutional Theory," *International Security*, 20(1), pp. 39-51.
- Grieco, Joseph (1988). Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism. *International Organization*, 42(3): 485-507.
- Barnett, Michael N. and Martha Finnemore (1999). The Politics, Power, and Pathologies of International Organizations. *International Organization*, 53(4): 699-732.
- Ruggie, John Gerard (1992). Multilateralism: The Anatomy of an Institution. *International Organization*, 46(3): 561-598.
- Mearsheimer, John J (1994). The False Promise of International Institutions. *International Security*, 19(3): 73-91.

## Unit 3

- Craig, Campbell (2008). The Resurgent Idea of World Government. *Ethics & International Affairs*, 22 (2): 133-142.
- Dutt, Sagarika (2012). The UN and Global Governance: Do Ideas Alone Help? *India Quarterly*, 68(2): 187-194.
- Kaldor, Mary (2003). The Idea of Global Civil Society. *International Affairs*, 79 (3): 583-593.
- George Weiss and Ramesh Thakur (eds.) (2010), *Global Governance and the UN: An Unfinished Journey*, Bloomington: Indiana University Press.
- Goodrich, Leland M. (1947). From League of Nations to United Nations. *International Organization*, 1(1): 3-21
- Cooper, Andrew (2010). The G20 as an Improvised Crisis Committee and/or a Contested 'Steering Committee. *International Affairs*, 86 (3): 741-757.
- Cronin, Bruce (2002). The Two Faces of the United Nations: Between Inter-governmentalism and Transnationalism. *Global Governance*, 8(1): 53-71.
- Hettne, Björn and Fredrik Söderbaum (2006), The UN and Regional Organizations in Global Security: Competing or Complementary Logics? *Global Governance*, 12(3): 227-232.
- Bexell, Magdalena; Jonas Tallberg and Anders Uhlin (2010). Democracy in Global Governance: The Promises and Pitfalls of Transnational Actors. *Global Governance*, 16 (1): 81-101.

## Unit 4

- Lipson, Michael (2007). Peacekeeping: Organized Hypocrisy? *European Journal of International Relations*, 13: 5-34
- Woodward, Scott (2012). The Responsibility to Protect: The Time is Now, *Mediterranean Quarterly*, 23 (3): 82-97.
- Woods, Ngaire (2007). *The Globalizers: The IMF, the World Bank, and Their Borrowers*, Ithaca: Cornell University Press.
- Ng N, Ruger J (2011). Global health governance at the crossroads. *Global Health Governance*, 3(2): 1-37.
- Lee, Kelly and Adam Kamradt-Scott (2014). The multiple meanings of global health governance: a call for conceptual clarity. *Globalization and Health*, 10 (28),
- Woods, Ngaire (2010). Global governance after the financial crisis: a New multilateralism or the last gasp of the great powers?. *Global Policy*, 1: 51-63.

- Newell, Peter (2008). The Political Economy of Global Environmental Governance. *Review of International Studies* 34 (3): 507-529

## **JOURNALS**

- International Organization
- Global Governance
- Global Society
- Global Policy
- The Review of International Organizations

## **VIDEOS**

- Rise of WTO  
<https://www.youtube.com/watch?v=1Xp75Egtvi8>
- Transnational crime  
<https://vimeo.com/56937394>
- EU migration crisis: the inside story  
<https://www.youtube.com/watch?v=YnYzcl4QRgY>
- A world on the move: Refugees and Migrants  
<https://www.youtube.com/watch?v=vpkcHYfXC0w>
- Life As A UN Peacekeeper In The Democratic Republic Of The Congo  
<https://www.youtube.com/watch?v=T1xiS8mBpBs>

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## INTELLIGENCE AGENCIES AND INDIA'S NATIONAL SECURITY

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**Course Code: STS-577**

**Course Credits: 04**

**Course Type: Optional**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

**Evaluation Method:**

- Sessional Evaluation (Mid Semester Exam/ Term paper & presentations) - 50 marks
- End Semester Exam - 50 marks

**Teaching Methods:**

The teaching method will include lectures and seminar presentations. The weekly session of four lectures (1 hour each) will introduce the theme and key concepts to stimulate discussion and further reflection on the topic. Students will also be asked to make presentation on the assigned readings. This will be followed by group discussions to facilitate their engagement and explore further debates surrounding the topic. Classroom interaction will also involve use of ICT tools such as power point presentations, guest lectures through skype, screening of documentaries/movies.

**Course objectives**

- To educate the objectives/functioning of Intelligence communities (academic approach, not the statecraft) and National Security Studies in higher education
- Study different types of intelligence organisations/units in India and their respective role
- Analyse the basic functions of such institutions and their future trends.

### **Course Contents**

**Unit 1: Introduction to Intelligence Studies and National Security**

- Understating the concept of intelligence and security studies
- History of Indian Intelligence
- National Security Laws (Secret Act)
- Basic role of Intelligence Organisation in securing India

**Unit 2: Indian Intelligence Organisations**

- India's Dedicated Intel Organisation: Intelligence Bureau (Internal); Research and Analyses Wing (External/Foreign); National Technical Research Organisation (Technical)
- Military and Central Armed Police Forces: Their Intelligence Units



- Other Intelligence setups: Finance Intelligence Unit, Narcotics Crime Bureau, Enforcement Directorate, Multi Agency Center, Joint Intelligence committee etc.)

### **Unit 3: Function and Sources of Intelligence**

- Open Sources Intelligence (OSINT), Human Intelligence (HUMINT)
- Signal Intelligence (SIGINT), Communication Intelligence (COMINT)
- Imagery Intelligence (IMINT), Cyber Intelligence (CYBERINT)

### **Unit 4: Relevance of Intelligence Studies in Academic Realm and Social Sphere**

- Intelligence studies at Universities and Think Tanks (case study of US, UK, Europe, Israel & Australia)
- Intelligence in Literature and Films
- Intelligence and the Media
- Analyses on Future Trends of Indian Intelligence
- Exercise/Gaming

#### **Suggested Readings:**

1. V.K.Singh, *India's External Intelligence*, Manas Publications, New Delhi-2007.
2. B. Raman, *The Kaoboy of R&AW: Down Memory Lane*, Lancer Publishers, New Delhi-2007.
3. D.C. Pathak, *Intelligence: A Security Weapon*, Manas Publication, New Delhi, 2008
4. Maloy Krishnar Dhar, *Intelligence Tradecraft: Secrets of Spy Warfare*, Manas Publication, New Delhi, 2011
5. D C Nath, *Intelligence Imperatives for India*
6. Dr Bhashyam Kasturi, *Intelligence Services Analysis, Organization And Function*

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## WARS, CONFLICT AND VIOLENCE IN INDIA

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**Course Code: STS-578**

**Credits: 04**

**Course Type: Optional**

**Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)**

**Introduction:** The course aims to introduce major wars and conflicts in India since post-independence period. It discusses both full scale wars and Kargil conflict with Pakistan, falling short of full scale war. Along with wars, major insurgencies in North, West, Central and North-East India would be explored. The course also takes into account non-traditional security issues and challenges, like caste, communal and linguistic conflicts in India. Major inter-state conflicts over water resource would be also discussed.

### **Teaching Methods**

The primary mode of instruction would be regular lectures by course instructor. Class room discussions and interactions would also constitute essential part of class room teaching. For students, regular attendance, preparation and participation are essential. Students will be expected to participate actively in classrooms based on their critical understanding of assigned readings. 70% attendance is necessary for the end semester exam.

### **Evaluation**

#### **Mode of Evaluation**

Assignments / Term Paper	: 20%
Mid- Semester	: 30%
End-Semester	: 50%

**Term Paper/Assignment-** will be approximately of 4000 words in length, excluding bibliography. The theme should be proposed by the student from the course outline and should be finalized in consultation with the instructor. There will be an in-class presentation of the paper. In all assessments, students will also be judged on organization, clarity of expression, and presentation skill. There will be penalties for late submission. Strict action would be initiated against plagiarism.

**Mid-Semester Examination:** Written examination in the middle of the semester would be conducted, covering half of the course.

**End Semester Examination:** There will be a written test towards the end of the Semester.

### **Course Units:**

#### **Unit I: India's Wars/Conflicts with neighbours**

- 1947- Indo-Pak war 1947-48
- 1962- India-China war
- 1965 - Indo-Pak war
- 1971- Indo-Pak war
- 1999-Kargil Conflict

## **Unit II: Major Insurgencies and Militant Movements**

- Left Wing Extremism
- Kashmir
- Punjab
- North-East

## **Unit III: Religious Conflict, Communalism and Caste Violence**

- Religious Conflict,
- Communalism
- Caste Violence

## **Unit IV: Linguistic Demands, State Reorganization and Intra-State Conflicts over Water Resources**

- Linguistic Demands
- Demands for State Reorganisation
- Intra-State conflicts over Water Resources

### **Essential Readings:**

- Navnita Chadha Behra, "Internal Conflicts and Governance: Understanding India's Praxis," in *Norms and Premises of Peace Governance: Socio-Cultural Similarities and Differences in Europe and India*, eds., Janel B. Galvanek, Hans J. Giessmann and Mir Mubashir, Berghof Occasional Paper No. 32, Berlin, Berghof Foundation, 2012.
- Navnita Chadha Behra, *Conflict, Governance and Peace Building In Kashmir*, Oslo: Peace Research, 2103
- Arjun Subramaniam, *India's Wars: A Military History, 1947-1971*, HarperCollins, 2016
- V P Malik, *India's Military Diplomacy*, Harper, 2013
- Srinath Raghavan, *War and Peace in Modern India*, Orient Blackswan, 2013
- Srinath Raghavan, *1971: A Global History of the Creation of Bangladesh*, Harvard University Press, 2013
- John Garver, China's Decision for War with India in 1962," in *New Approaches to the Study of Chinese Foreign Policy*, Robert S. Ross and Alastair Iain Johnston, Stanford University Press, 2005.
- John Garver, Indian-Chinese Rivalry in Indochina," *Asian Survey*, Vol. 27, No. 1 (November 1987), pp. 1205-1219.
- Amitav Acharya, Subrat K Singhdeo and M Rajaretnam, ed. 2011. *Human Security: From Concept to Practice Case Studies from Northeast India and Orissa*. Singapore. First. 5 Toh Tuck Link: World Scientific Series on Human Security. doi:Asian Dialogue Society.
- Chakrabaty, Bidyut and Kujur Kumar Rajat. 2010. *Bidyut Chakrabarty, Rajat Kumar Kujur Maoism in India Reincarnation of Ultra-Left Wing Extremism in the Twenty-First Century Routledge Contemporary South Asia Series 2010.pdf*. First. Routledge.
- Dubey, Sandeep Kumar. 2013. "Maoist Movement in India: An Overview." *Institute for Defence Studies and Analyses*, 1–21.
- Mohanty, Manoranjan. 1977. *Manoranjan Mohanty-Revolutionary Violence\_ A Study of the Maoist Movement in India-Sterling Publishers (1977).pdf*. New

Delhi: Sterling.

- Scott Gates, Kaushik Roy, *Unconventional Warfare in South Asia: Shadow Warriors and Counterinsurgency*, Routledge, 2014
- Baruah, Sanjib (2005) *Durable Disorder Understanding the Politics of Northeast India*. Oxford: Oxford University Press.
- Gill, K.P.S. (1997) *The Knights of Falsehood*. New Delhi: Har Anand.
- Goswami, Namrata (2007) 'The Naga Narrative of Conflict: Envisioning a Resolution Roadmap', *Strategic Analysis*, 31 (2): 287–313.
- Kohli, Atul, 'Can Democracies Accommodate Ethnic Nationalism? Rise and Decline of Self Determination Movements in India', *Journal of Asian Studies*, 56 (2), 1997, pp. 325–44.
- Baruah, Sanjib (1994) 'The State and Separatist Militancy in Assam: Winning a Battle and Losing the War?', *Asian Survey*, 34 (10): 863–97
- Egreteau, Renaud (2006) *Instability at the Gate: India's Troubled Northeast and its External Connections*. New Delhi, Centre de Sciences Humaines.
- Wallace, Paul (2007) 'Countering Terrorist Movements in India: Kashmir and Khalistan', in Robert J. Art and Louise Richardson (eds), *Democracy and Counterterrorism Lessons from the Past*. Washington, DC: United States Institute of Peace, pp. 425–82
- Asha Sarangi and Sudha Pai, *Interrogating Reorganisation of States: Culture, Identity and Politics in India*, Routledge, 2016
- Louise Tillin, *Remapping India: New States and their Political Origins*, C. Hurst & Co., 2013
- Alan Richards & Nirvikar Singh (2010) Inter-state Water Disputes in India: Institutions and Policies, *International Journal of Water Resources Development*, 18:4, 611–625, DOI: [10.1080/079006202200001743](https://doi.org/10.1080/079006202200001743)
- Iyer, R. R. (1994a) Federalism and water resources, *Economic and Political Weekly*, 26 March, pp. 733–738.
- Iyer, R. R. (1994b) Indian federalism and water resources, *Water Resources Development*, 10(2), pp. 191–202.
- Ramana, M. V. V. (1992) *Inter-state River Water Disputes in India* (Madras, Orient Longman)
- Wilkinson, Steven Ian. "India, Consociational Theory, and Ethnic Violence." *Asian Survey* 40, no. 5 (2000): 767–91. doi:10.2307/3021176.
- Paul R. Brass, *The Production of Hindu-Muslim Violence in Contemporary India*, Seattle: University of Washington Press, 2003
- Rup Kumar Barman, Caste Violence in India: Reflections on Violence against the Dalits of Contemporary India, *Contemporary Voice of Dalit*, Vol 3, Issue 2, 2010, pp. 193 – 212, <https://doi.org/10.1177/0974354520100205>
- Hugo Gorringer, Surinder S. Jodhka & Opinderjit Kaur Takhar (2017) Caste: experiences in South Asia and beyond, *Contemporary South Asia*, 25:3, 230–237, DOI: [10.1080/09584935.2017.1360246](https://doi.org/10.1080/09584935.2017.1360246)

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## INTRODUCTION TO WEST ASIA

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**Course Code: STS-579**

**Credits: 04**

**Course Type: Optional**

**Teaching and Contact Hours: 5 per week (including 1 consultation/tutorial)**

**Course Description:** This is a M.A. level course which seeks to introduce students to the concepts, history, conflicts and India's concerns and interests in the West Asian region.

### **Objective**

The course aims to enable students:

- To familiarize students with the terms and concepts used to delineate the region.
- Introduce students to the history of the region
- Familiarize students with the major conflicts in the region.
- Highlight India's concerns and interests in the West Asian region.

### **Evaluation Method:**

- Mid Semester Exam - 30 marks
- Sessional Evaluation (Review Articles/Term paper and presentations) - 20 marks
- End Semester Exam - 50 marks

**Teaching Methods:** The pedagogical approach would involve classroom lectures accompanied with use of power points and videos wherever required. Special guest lecture (through ICT tools like Skype and in person) by experts in the field will also be organised as part of the course from time to time. Classroom teaching will also include group discussion and presentations by the students. Students will be encouraged to do a regular reading of the important books, book chapters and journal articles to understand the west Asian region. Important films on the region like *Lawrence of Arabia* and the *Ten Commandments* will also be shown and discussed during the course.

### **Course Units**

#### **UNIT 1: TERMS, CONCEPTS & APPROACHES TO HISTORY**

- Issues: Terms: Middle East, Near East, West Asia
- Concepts: Orientalism

#### **UNIT 2: WEST ASIA IN HISTORY AND IDEOLOGIES**

##### **History of the West Asian Region**

- Ottoman and Persian Empires
- Rivalry Among European Powers and Emergence of the British as the Dominant Power
- Growth of Nationalism

- First World War and its impact on the region (Ottoman-German Alliance; Revolt by Sharief Husain of Mecca against the Ottomans; Balfour Declaration & Sykes-Picot Agreement; Disintegration of the Ottoman Empire)
- Creation of New Nation-States and struggle for Independence

### **Ideologies**

- Nationalism: Arab, Iranian and Turkish
- Pan-Islamism
- Zionism
- Bathism and Socialism
- Wahabism and Salafism

### **UNIT 3: CONFLICTS IN WEST ASIA**

- Iran-Saudi Rivalry
- Israel-Palestine Dispute
- Iran-Iraq War

### **UNIT 3: CONFLICTS IN WEST ASIA**

- Iran-Saudi Rivalry
- Israel-Palestine Dispute
- Iran-Iraq War

### **UNIT 4: INDIA AND THE CONTEMPORARY ARAB WORLD**

- Historical Linkages between India and West Asia
- Nasser, Nehru and NAM, Suez crisis
- India and GCC
- Post-Cold War Era and Globalisation
- Challenges for India's West Asia Policy

### **Unit Readings**

#### **UNIT 1: TERMS, CONCEPTS & APPROACHES TO HISTORY**

1. Carr, E. H., What is History? (Selected Sections).
2. Edward Said, Orientalism (Selected Sections).

#### **UNIT 2: WEST ASIA IN HISTORY AND IDEOLOGIES**

- George E Kirk, *A Short History of the Middle East: From the Rise of Islam to Modern Times*, New York: Methuen, 1955.
- Ira M. Lapidus, *A History of Islamic Societies*, Cambridge: Cambridge University Press, 1988.

#### **UNIT 3: CONFLICTS IN WEST ASIA**

1. Beverley Milton-Edwards and Peter Hinchcliffe, *Conflicts in the Middle East Since 1945*, Routledge, 2008.
2. Gregory Hamas and Todd M. Ferry, *The Palestine-Israel Conflict: A Basic Introduction*.

#### **UNIT 4: INDIA AND THE CONTEMPORARY ARAB WORLD**

1. S. Maqbul Ahmad, *Indo-Arab Relations; an account of India's Relations with the Arab World from ancient up to modern times*, (Selected Chapters)
2. Abhyankar, Rajendra M. (ed.) *West Asia and the Region: Defining India's Role*, New Delhi, Academic Foundation, 2008 (Selected Chapters)
3. Riyaz Punjabi and AK Pasha, (Eds.) *India and the Islamic World*, New Delhi: Radiant Publishers, 1998.

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## INTERNATIONAL LAW

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**Course Code: STS-580**

**Credit: 04**

**Contact Hours: 5 hours per week (including 1 hr consultation/tutorial)**

**Course Description:** International Law has gained significant momentum in the global legal order and relations. This is plainly because no state can exist and operate independently of others, however strong and powerful it may be. Virtually there is no area at the global level which is not influenced and governed by International Law at present. Observance of International Law has almost become an indispensable order of/for international relations. This course introduces students to the realm of International Law in terms of its nature, sources, international operation and municipal application. This course is also devoted to address various established concepts and current issues of International Law.

### **Course Units**

#### **UNIT 1: INTRODUCTION, SOURCES AND SUBJECTS OF INTERNATIONAL LAW**

1. Introduction to International Law
  - Origin and Nature of International Law
  - Definition of International Law
  - Is International Law a True Law?
  - Bases of International Law
  - Asian African Perspectives on International Law
2. Sources of International Law
  - International Conventions
  - International Customs
  - General Principles of Law Recognized by Civilized States
  - Judicial Decisions and Juristic Works
  - Codification and Progressive Development of International Law
3. Subjects of International Law
  - States and International Organizations
  - Status of Individuals
  - International Non-State Actors

#### **UNIT 2: SOVEREIGNTY, STATE RECOGNITION, SUCCESSION, JURISDICTION AND RESPONSIBILITY**

4. Concept of Sovereignty in International Law
  - Nature of a State
  - Essential Elements of a State
  - Rights and Duties of States
  - Different Kinds of States
  - Sovereign Equality of States



5. Relationship between International Law and Municipal Law
  - Theories of Relationship
  - State Practices: US and UK
  - Indian Position
6. State Recognition and Succession
  - Theories of Recognition
  - Modes of Recognition
  - Legal Effects of Recognition
  - State Succession
7. State Jurisdiction
  - Acquisition and Loss of State Territory
  - Law of Air and Outer Space, Law of the Sea
  - Nationality
  - Criminal Jurisdiction: Extradition and Asylum
  - Diplomatic immunities and Privileges
8. State Responsibility
  - Elements of International Responsibility
  - Notion of Imputability
  - Calvo Doctrine
  - State Responsibility for Breach of Treaty or Contractual Obligations
  - State Responsibility in respect of Expropriation of Foreign Property
  - State Responsibility for Environment
  - Responsibility to Protect

### **UNIT 3: LAW OF TREATIES, LAW OF ENVIRONMENT AND LAW OF INTERNATIONAL ORGANISATIONS**

9. Law of Treaties
  - Definition and Meaning
  - Vienna Convention on the Law of Treaties
  - Classification of Treaties
  - Parties Competent to Make a Treaty
  - Formation and Reservations to Treaties
  - Interpretation, Amendment of Treaties
  - Termination of Treaties
10. Law of Environment
  - Relevance of General International Law for Environment
  - International Co-operation for the Regulation of Environmental Conservation
  - UN Efforts on the Protection and Preservation of Environment
  - Concept of Sustainable Development and Environment
11. Law of International Organizations
  - Definition and Evolution of International Organizations
  - League of Nations
  - United Nations and Its Principal Organs
  - Specialized Agencies and other Inter-governmental Organizations

### **UNIT 4: LEGALITY OF WAR, USE OF FORCE AND HUMAN RIGHTS**

12. Legality of War and Use of Force
  - Settlement of International Disputes

- Definition of War and Its Legal Character and Effects
- Position within the UN Charter
- Laws of Warfare
- War Crimes and Genocide
- Termination of War and Postliminium
- Non-International Armed Conflicts
- Law of Neutrality

### 13. Human Rights

- Universal Protection of Human Rights
- Regional Protection of Human Rights
- National Protection of Human Rights

### Reading List

- Agarwal, H.O., International Law and Human Rights (20th edn, Jain Book Agency 2014).
- Anand, R. P., Development of Modern International Law and India (Nomos 2005).
- Anand, R. P., Studies in International Law and History: An Asian Perspective (Springer 2004).
- Brownlie, Ian., Principles of Public International Law (7th edn, OUP 2008).
- Dixon, M., Textbook on International Law (OUP 2005).
- Harris, D.J., Cases and Materials on International Law (7th rev edn, Sweet & Maxwell 2010).
- Jennings, Robert and Arthur Watts (eds.), Oppenheim's International Law (9th edn, Longman 1992).
- Kapoor, SK, International Law and Human Rights (18th edn, Central Law Agency 2011).
- Malanczuk, Peter, Akehurst's Modern Introduction to International Law (8th rev edn, Routledge 2002).
- Shaw, Malcolm N., International Law (6th edn, Cambridge University Press 2008).
- Verma, S.K., An Introduction to Public International Law (PHI Learning 1998).

**CENTRE FOR STUDIES IN ECONOMICS AND PLANNING**  
**SYLLABUS FOR M.A.**

Course code	Nature of Course	Course Title	No .of L/T	Credits
<b>M.A. Semester I</b>				
ECO401	Core compulsory	Microeconomics I	4+1	4
ECO402	Core compulsory	Macroeconomics I	4+1	4
ECO 403	Core compulsory	Statistical methods for economics	4+1	4
ECO 421-424	Core elective	Any one paper to be selected by the student from group A	4+1	4
ECO 441	Core	Field work & report writing	2	2
<b>M.A. Semester II</b>				
ECO 451	Core compulsory	Microeconomics II	4+1	4
ECO 452	Core compulsory	Macroeconomics II	4+1	4
ECO 453	Core compulsory	Mathematics For Economics	4+1	4
ECO 471-474	Core elective	Any one paper to be selected by the student from group B	4+1	4
ECO 491	Core compulsory	Field work & report writing	2	2
<b>M.A. Semester III</b>				
ECO 501	Core compulsory	Development Economics I	4+1	4
ECO 502	Core compulsory	Econometrics I	4+1	4
ECO 503	Core	Public Economics	4+1	4

	compulsory			
ECO 521-524	Core elective	Any one paper to be selected by the student from group C	4+1	4
ECO 541	Core compulsory	Field work & report writing	2	2
<b>M.A. Semester IV</b>				
EC0551	Core compulsory	Development Economics II	4+1	4
ECO552	Core compulsory	Econometrics II	4+1	4
ECO553	Core compulsory	International Economics	4+1	4
ECO 571-575	Core elective	Any one paper to be selected by the student from group D	4+1	4
ECO 591	Core compulsory	Field work & report writing	2	2

<b>Subject code</b>	<b>Title of the paper</b>	<b>Total credit</b>
<b>Group A</b>		
ECO 421	Indian economy	4
ECO 422	Political economy of development	4
ECO 423	Economics of Social Sector	4
ECO 424	FDI And Development In India	4
<b>Group B</b>		
ECO 471	Economics of Agriculture	4
ECO 472	Industrial Economics	4
ECO 473	Economics Of Insurance	4
ECO 474	Economics of infrastructure	4
<b>Group C</b>		
ECO 521	Data analysis and computer applications in economics	4
ECO 522	Behavioural Economics	4

ECO 523	Experimental Economics	4
ECO 524	Gender Economics	4
<b>Group D</b>		
ECO 571	Economics of Health	4
ECO 572	Labour Economics	4
ECO 573	Financial Economics	4
ECO 574	Institutional Economics	4

## **MA. SEMESTER I**

### **ECO 401 MICROECONOMICS I**

#### **Objective**

The objective of this course is to provide students an in-depth knowledge of theoretical concepts and tools dealing with the economic behaviour of individual economic agents and market structure. It familiarizes them with various theories dealing with demand, production, price and output determination and also alternative theories of the firm.

#### **Unit I Theory of Consumer Choice**

Consumer preference and utility function; Utility maximization problem; Walrasian/ Marshallian demand function and its properties; Indirect utility function and its properties; Expenditure minimization problem; Duality; Hicksian demand functions and expenditure function; Slutsky equation; Relationship between the Walrasian and Hicksian demand functions;

Choice and Revealed Preferences; Weak and strong axiom of revealed preference and the law of demand

Welfare Evaluation: Equivalent variation and compensating variation; Consumer's surplus.

#### **Unit II Producer Theory and Costs**

Technology and Optimal Production: Production sets and technology; Production function and its properties: Cobb-Douglas, constant elasticity of substitution, and variable elasticity of substitution production function; Returns to scale, technical progress; Processes/activities, isoquants and its different forms; Conditions for optimal production.

Profit maximisation: Profit function; factor demand function; supply function; Hotelling's lemma; profits and producer surplus

Duality and theory of cost: Cost minimisation and cost functions; derivation of cost function from production function; Shepard's lemma; Returns to scale and cost functions; Short run and long run cost functions; conditional factor demand functions.

### **Unit III Market Structure and Firm Behaviour**

Perfect competition: Market characteristics; Equilibrium conditions; Short- and long-run considerations; Efficiency and welfare.

Monopoly: Market characteristics; Reasons for existence of monopoly; Natural monopoly; Equilibrium conditions; price discrimination; Welfare considerations.

Monopolistic competition: Market characteristics; Chamberlin's Approach for equilibrium of the firm and the group; Excess capacity considerations

Oligopoly: Market characteristics; Non-Collusive Models: Cournot Nash equilibrium, Bertrand equilibrium, Stackelberg behaviour- quantity leadership and price leadership models, Kinked demand curve model; Collusive oligopoly models.

### **Unit IV Economic Choice under Uncertainty and Asymmetric Information**

Uncertainty: Expected value criterion; The St. Petersburg Paradox; Expected Utility Hypothesis and solution to the St. Petersburg Game; Expected utility function for risk aversion and risk loving; Certainty Equivalent

Asymmetric information: Market for lemons; Principal-agent problem; Adverse selection; Moral hazard.

### **Reading List**

Andreu Mas-Colell, A., M. D. Whinston, and J. R. Green (1995), Microeconomic Theory, Oxford University Press.

Baumol, W. J. (1982), Economic Theory and Operations Analysis, Prentice Hall of India.

Henderson, J.E. and R.E. Quandt (1988), Microeconomic Theory - A Mathematical Approach, McGraw Hill.

Koutsoyiannis, A. (1979), Modern Micro Economics, Macmillan Press, London.

Kreps, D. M. (1990), A Course in Microeconomic Theory, Princeton University Press.

Muñoz-Garcia, F. (2017), Advanced Microeconomic Theory: An Intuitive Approach with Examples, The MIT Press.

Pindyck, R. S. and D. L. Rubinfeld, (2001), Micro Economics, New Delhi: Prentice Hall of India.

Reny, P. J. and G. A. Jehle (2011), Advanced Microeconomic Theory, 3<sup>rd</sup> ed., Addison Wesley.

Schotter, A. R. (2000), Microeconomics: A Modern Approach, Pearson.

Sen, A. (1999), Microeconomics; Theory and Applications, New Delhi: Oxford University Press.

Varian, H. (1992), Micro Economic Analysis, New York: W. W. Norton & Company, Inc.

Watson, D. S., M. A. Holman and M. Getz (1993), Price Theory and Its Uses, 5<sup>th</sup> Revised ed., University Press of America.

## **ECO 402    MACROECONOMICS-I**

### **UNIT I National Income and its Measurement**

Circular Flow of Income and expenditure in two, three, and four-sector economy. National Income Accounting, Concepts of GDP, GNP, GDP Gap, GDP Deflator and national income, Rules and Methods of Measurement of GDP (Income, expenditure and Out Put method), Classical and Keynesian Theories of Output and Employment

### **Unit II Theories of Consumption and Investment Spending**

Consumption Function; Short run and Long run Consumption Function – Absolute Income, Relative Income, Permanent Income and Life Cycle Hypotheses. Factors influencing consumption expenditure- Rate of interest, Price level and expectation, distribution of income and financial assets. The Marginal Efficiency of Capital Approach, Theories of Investment- Profit and accelerator theories; Investment spending, the rate of interest and the role of finance. Influence of policy measures on investment.



### **Unit III Supply of and Demand for Money**

Demand for Money, Post-Keynesian approaches to demand for Money - Patinkin and the Real Balance Effect; Approaches of Baumol and Tobin; Friedman and the modern quantity theory. Money supply; RBI approach to money supply; High powered money and money multiplier; budget deficits and money supply; Money supply and open economy; control of money supply.

### **Unit IV Neo-classical, Keynes and IS-LM approach**

Neo-classical and Keynesian views on interest; The IS-LM model; Extension of IS-LM model, shift in ISLM; IS-LM model with government sector; Relative effectiveness of monetary and fiscal policies; Extension of IS-LM models with labour market and flexible prices- Keynes & Pigou effects; crowding out hypothesis.

#### **Basic Readings**

Barro and Sala-i-Martin (2004), Macroeconomics , McGraw Hills

Brian Snowdon and Howard R. Vane, A Macroeconomics Reader. Routledge

N Gregory Mankiw(2016), “Macroeconomics”, 9<sup>th</sup> Edition, Worth Publishers, New York

Rosalind Levacic and Alexander Rebman(1982), “Macroeconomics”, McMillan

Rudiger D., Stanley F. and Richard S. (2010), Macroeconomics”,2010, McGraw Hills

#### **Additional Readings**

Andrew Abel and Ben Bernanke “Macroeconomics”, (2003) Pearson, Indian Ed

Brian Snowdon and Howard R. Vane.(2009), Modern Macroeconomics Its Origins, Development and Current State. Edward Elgar Publishing, Inc.

David Romer (2006), “Advanced Macroeconomics”, McGraw-Hill

Richard T. Froyen(2003), “Macroeconomics”, Pearson Indian Ed

## **ECO 403 STATISTICAL METHODS FOR ECONOMICS**

### **Objective**

The basic objective of this course is to provide students the basic understanding and knowledge of statistical tools that are used in the rational decision making in the field of applied economics.

### **Unit I Presentation and Descriptive Analysis of Data and Probability Theory**

Classification and sources of data; Presentation: Graphs, Tabulation and Frequency distributions; Central tendency, dispersion, skewness, kurtosis, and moments.

Classical definition of probability; Axiomatic probability: sample space and event, axioms and laws of probability, conditional probability and independence; Random variables; Discrete and continuous probability distributions, Expectation, Cumulative distribution function and probability density function; Continuous probability distributions - Normal distribution, Law of large numbers, Central Limit Theorem; Discrete probability distributions-Binomial distribution, Poisson distribution, Geometric distribution, Negative binomial distribution.

### **Unit II Sampling Theory**

Census and sample; Parameters and estimators; Properties of estimators; Systematic and sampling errors; Probability and non-probability sampling techniques; Meaning of sampling distribution:  $z$ ,  $t$ ,  $F$ , Chi-square ( $\chi^2$ ) statistic; Point and interval estimates of parameters.

### **Unit III Tests of Hypothesis and Correlation and Regression Analysis**

Formulation of Statistical Hypotheses; Type I and Type II errors, Power of a test; Tests based on  $z$ ,  $t$ ,  $F$  and  $\chi^2$  statistic, Goodness-of-fit test, contingency tables and test for independence; Analysis of variance.

Simple and partial correlations; Rank Correlation; correlation and covariance; Linear regression - OLS estimation of relationship between variables.

#### **Unit IV Index Numbers**

Concept of an index number; Problems in the construction of index numbers; Laspeyres', Pasche's and Fischer's Ideal Index Numbers; Wholesale Price Index Numbers and Cost of Living Index Numbers.

#### **Reading List**

David P Doane and Lori E. Seward (2008), Applied Statistics in Business and Economics, 2<sup>nd</sup> edition, McGraw-Hill/Irwin.

Gupta S.P. (latest), Statistical Methods, New Delhi: Sultan Chand & Sons.

Gupta, S. C. (1982), Fundamentals of Statistics, Bombay: Himalaya Publishing House.

Gupta, S. C. and V K Kapoor (latest), Fundamentals of Mathematical Statistics, Sultan Chand & Sons.

James T. McClave, P. George Benson and Terry Sincich (latest), Statistics for Business and Economics, Prentice Hall.

John E. Floyd (2010), Statistics for Economists: A Beginning, University of Torontom Unpublished manuscript, available at: <http://www.economics.utoronto.ca/jfloyd/stats/ecstats.pdf>

Nagar, A. L. and R. K. Das (1985), Basic Statistics, New Delhi: Oxford University Press.

## **ECO 421 Indian Economy**

### **Objective**

The basic objective of this course is to understand theory in context of Indian economy. The subject also aims to let the student know the issues that Indian economy faces during its process of economic growth.

### **Unit I Agriculture sector**

Indian Agriculture in the pre-independence era-land system and its changes, land tenure system - and land reforms in the post-independence era, Green revolution and capital formation in agriculture, agricultural prices and PDS, impact of public expenditure on agricultural growth, trends in production and productivity of major food crops in India, sustainability of agriculture and food security in India

### **Unit – II industry sector**

Industrial policy in the pre-reform period, role of private and public sectors, new industrial policy, and its impact, role of FDI and MNC's in industrial development

### **Unit – III Macro economic issues of Indian economy**

The concept of external sector and BOP, trends in composition, volume and direction of foreign trade, new trade policy, exchange rate policy

Analysis of price, behaviour in India, financial sector reforms, interest rate policy, review of monetary policy of RBI, money and capital markets, working of SEBI in India

### **Unit – IV Globalisation and India**

Rationale of internal and external reforms, globalization of Indian economy, WTO & its impact on different sectors of the economy, need for and issues in good governance

### **Reading List**

Das Gurucharan(2015), India Unbound: from Independence to the Global Information age Paperback – 29 Sep 2015

Datt and Mahajan Ashwini (2016), Indian Economy , S. Chand, New Delhi.  
Gupta K.R. (ed.), (2018)Studies in Indian Economy, Atlantic publishers

Misra, S.K & V.K. Puri (2018), Indian Economy, Himalaya Publishing House, New Delhi

Uma Kapila (2018), Indian Economy: Performance and Policies, 2018-19  
19<sup>th</sup> edition

Uma Kapila (editor)(2018), Indian Economy Since Independence: A Comprehensive and Critical Analysis of India's Economy, 1947-2018, Academic Foundation

## **ECO 422 POLITICAL ECONOMY OF DEVELOPMENT IN INDIA**

### **Objective**

The objective of the paper is to analyse the parameters of political economy and the development of political thinking by leading economists. It will also focus on planning and policies in the contemporary economic scenario.

### **Unit I Fundamentals of Political Economy**

**Introduction:** Meaning and definition of Political Economy, Methods of Political Economy.

Laissez faire and free market Adam Smith

Government Intervention & Welfare Keynes, Pigou, Piero Sraffa,  
Commodities and Capabilities: Amartya Sen

### **Unit II Growth and Redistribution**

Marx Surplus and Labour, Michal Kalecki; Growth as Redistribution, Fiscal Policy Taxation & Revenue Generation, Distribution of revenue between the centre and states

### **Unit III Planning & Policies Pre- Reform India**

Mixed Economy; Bombay Plan, Gandhian Model, Nehru Mahalanobis Model , Heavy Industrialisation in India. The Post-Independence Political Economy

Post-Reform India Neo-Liberal Economic Reforms, Liberalisation

Privatisation Globalisation (LPG) Model. National Institution For Transforming India (NITI) Aayog, Make in India, Labour Policy and Social Security Parallel Economy, Black Money in India.

#### **Unit IV Globalisation and India**

Global India, Role of IMF and World Bank, Civil Society and NGO's

#### **Reading list**

Bardhan Pranab (1998), The Political Economy of Development in India, Delhi, OUP

Bhaduri Amit, (2015), A Model Of Development By Dispossession, Fourth Foundation

Byres Terence J. (ed.), (1998), The State, Development Planning and Liberalisation 'in India, Delhi, OUP

Frankel Francine R., (2004), India's Political Economy, Delhi. OUP  
Jenkins Rob, 2000, Economic Reform in India, Cambridge, CUP

Joshi Vijaya and L.M.D. Little, (1998), India's Economic Reform 1991-2001, Delhi, OUP.

Mukharji Rahul (ed.)(2007), India's Economic Transition: The Politics of Reforms, edited by Rahul Mukherji, Oxford University Press , New Delhi.

Stuart and John Harris,( 2000), Reinventing India, Cambridge Polity

Terry. J. Byres, (1999), 'The Indian Economy: Major Debates since Independence', Oxford University Press. (1999)

### **ECO 423 ECONOMICS OF SOCIAL SECTOR**

#### **Objective**

With the growth in theoretical and practical importance of human capital formation, the social sector also has been gaining significance in economics. The objective of this subject is to acquaint the students with theoretical premises and empirical approaches to social sector.

#### **Unit I Introduction to Economics of Education**

Human capital— the concept, components of human capital; Human capital vs. Physical capital, Historical developments in the human capital theory; Human capital and human development; Public and private education; Cost of education— private costs and social costs; Education, employment and income; Education, poverty and income distribution.

## **Unit II Human Capital & labour market**

Human Capital & the household, theories of human capital- classical and modern approaches, analysis of segmented labour market, on-the-job training- general & specific, financing of OJT

Approaches to educational planning; Economics of educational planning in developing countries with special reference to India; Educational planning and the problem of educated unemployment and brain drain; Role of financing in the development of education; Equity and efficiency effects of financing education in India.

## **Unit III Introduction to Economics of Health**

The concept of health and health care; life expectancy and mortality rates, morbidity— Health as consumption and investment goods; Role of health in economic development; Comparison of education and health; Health as human capital; Determinants of health— Poverty and malnutrition; Economic dimensions of health care—Demand and supply of health Care.

## **Unit IV Financing and Institutional Issues in Health Care**

Resource mobilization and utilization of health care in India; Pricing and subsidies to health sector; Equity and efficiency effects of health care financing; Health care and resource constraints; Inequalities in health and health care in India; Institutional issues in health care delivery; Implications of GATT for health sector and financing.

### **Reading list**

Becker, G.S. (1974). Human Capital. 2nd edition, NBER, New York.

Blaug Mark, (1971), An introduction to Economics of Education, Penguin Publishers

Blaug Mark, (1974), Economics of Education, Vol. I and II, Penguin Publishers.

Folland, S., A.C. Goodman, and M. Stano (2001). The Economics of Health and Health Care. New Jersey: Prentice Hall.

Klarman, H.E. (1995). The Economics of Health. New York: Columbia University Press.

Panchamukhi, P.R. (1980). Economics of Health: A Trend Report. ICSSR Survey, New Delhi: Allied Publisher.

Phelps, Charles E. (2010). Health Economics. 4th edition, Prentice Hall.

Walker, Melanie, and Elaine U. (eds.) (2007). Amartya Sen's Capability Approach and Social Justice in Education. Macmillan.

William, Jack (2000). Principles of Health Economics for Developing Countries. WBI Development Studies.

World Bank (1993). The World Development Report 1993: Investing in Health. Oxford University Press.

## **ECO 424 FDI and Development in India**

### **Objective**

This course offers students the essential knowledge, theoretical and empirical, to understand India's development experience with FDI– inflows as well as outflows. What are the trends and patterns of FDI inflows to India and FDI outflows from it? Both M&As and greenfield foreign direct investments activities will be in focus and explore the risks and benefits for Indian economy.

### **UNIT I Introduction: Definition and Measurement**

Definition of Foreign Direct Investment; FDI vs. Foreign Portfolio Investment; FDI Stock and Flows; Quantity vs. Quality of FDI; Horizontal vs. Vertical FDI; Brownfield vs. Greenfield FDI. Classification of FDI by Motivations: Market-seeking FDI, Efficiency-seeking FDI, Resource-seeking FDI, Strategic asset-seeking FDI; Identifying a FDI Company Empirically: Equity based criterion and its limitation: Criterion Adopted by Indian Regulatory Bodies



and Researchers: Criterion Suggested by International Organization like IMF and OECD; Empirical Exercise: Based on actual data of a few companies, identify foreign firms and domestic firms operating in Indian markets.

## **UNIT II Theories of FDI**

Kojima-Ozawa Macroeconomic Theory (Kojima, 1973; Ozawa, 1979; Lee, 1984), Product Cycle Theory (Vernon, 1966), Investment Development Path model (Dunning, 1981; Dunning and Narula, 1996), Market Imperfection/Monopolistic Advantage Theory (Kindleberger, 1969; Hymer, 1970), Internalization Theory (Buckley and Casson 1976; Buckley, 1988), Eclectic Approach/ OLI Paradigm (Dunning, 1980, 1988), Stage theory of internationalization (Johanson and Wiedersheim-Paul, 1975; Johanson and Vahlne, 1977, 2006)

## **UNIT III FDI Policy Regime in India and FDI Flows**

Policies and Trends: Inward FDI policy regime & Trends and Composition of FDI inflows (Rao et. al., 1999; Nagaraj, 2003; Satyanand and Raghavendran, 2011a), Outward FDI policy regime & Trends and Composition of FDI Outflows (Pradhan, 2008a b, 2009, 2011a; Narayanan and Bhat, 2009; Hansen, 2010; Sauvant and Pradhan, 2010; Satyanand and Raghavendran, 2011b); Review of Empirical Studies: Discussion of empirical studies using different FDI theories to explain Indian FDI position and those dealing with determinants of FDI inflows into India and FDI outflows from India: Explaining Indian FDI position through IDP Model (Hansen, 2010), Explaining FDI inflows into China and India at macro level (Wei, 2005), Explaining FDI outflows from India at macro level (Hattari and Rajan, 2010), Explaining Indian firms' decision to invest abroad and locational choice (Pradhan, 2004, 2011a)

## **UNIT IV Impact of FDI on Indian Economy**

Macro Approaches: Direct contribution of foreign firms to GDP, capital formation, exports and R&D; impact of inward FDI on economic growth (Dua, and Aneesa, 1998; Pradhan, 2002a; Kumar and Pradhan, 2005; Chakraborty and Nunnenkamp, 2006; Das and Sharma, 2007); impact of inward FDI on domestic Investment (Kumar and Pradhan, 2005); impact of inward FDI on trade (Sharma, 2000; Das and Sharma, 2007); Impact of inward FDI on employment Patterns (Pradhan, 2006)

Micro Approaches: Comparison of the performance of foreign and domestic-owned firms in exports (Aggarwal, 2002; Pradhan and Sahu, 2008), productivity (Pradhan, 2002b; Kathuria, 2002, Sasidharan and Ramanatha,

2007; Iyer, 2009) and R&D intensity (Pradhan, 2002c; Kathuria, 2008; Pradhan, 2011b c); Impact of Outward FDI on domestic exports, employment and R&D (Pradhan, 2008b; Pradhan and Singh, 2009)

### **Reading list**

Caves, R. E. (2007), Multinational Enterprise and Economic Analysis, 3<sup>rd</sup> Edition. Cambridge University Press.

Pradhan, J.P. (2008b), Indian Multinationals in the World Economy: Implications for Development, New Delhi: Bookwell Publisher.

Sauvant, K.P. and J.P. Pradhan, with A. Chatterjee and B. Harley (2010), (eds.) The Rise of Indian Multinationals: Perspectives on Indian Outward Foreign Direct Investment, New York: Palgrave Macmillan.

## **M.A. SEMESTER II**

### **ECO 451 MICROECONOMICS- II**

#### **Objective**

The basic objective of this course is to provide a comprehensive introduction to the theories of distribution, fundamentals of welfare economics, general equilibrium and alternative theories of the firm.

#### **Unit I Theory of Distribution**

Marginal productivity theory of pricing of factors of production; Product exhaustion theorem; Determination of rent, wages, interest and profit.

#### **Unit II Welfare Economics**

Welfare criteria; Pigouvian welfare economics; Pareto optimality conditions; Social welfare functions; Imperfections- market failure, decreasing costs, uncertainty, non-existent and incomplete markets; Theory

of second best; Arrow's impossibility theorem; Maximisation of social Welfare; Derivation of grand utility frontier; Determination of welfare maximizing state; Compensation Principle-Kaldor-Hicks-Scitovsky.

### **Unit III General Equilibrium**

Walrasian General Equilibrium: A Pure Exchange Model - An aggregate Excess demand function- Walras Law- composite commodity theorem-existence of a general equilibrium- Mechanism for attaining Walrasian general equilibrium-Tatonnement process- Uniqueness and stability of General equilibrium -Perfect and imperfect stability.

### **Unit IV Alternative Theories of Firms**

Average-cost pricing model; Bain's limit pricing model; Managerial theories of the firm: Baumol's theory of sales maximization, Morris's model of the managerial enterprise, Williamson's model of managerial discretion, Cyert and March's behavioural theory of the firm.

### **Reading List**

Andreu Mas-Colell, A., M. D. Whinston, and J. R. Green (1995), Microeconomic Theory, Oxford University Press.

Broadway R.W. and N. Bruce (1984), Welfare Economics, London: Basil Blackwell.

Koutsoyiannis, A. (1979), Modern Micro Economics, London: Macmillan Press.

Mishan. E.J. (1969), Welfare Economics: An Assessment, Amsterdam: North-Holland.

Moore, J. C. (2007), General Equilibrium and Welfare Economics: An Introduction, Springer-Verlag Berlin Heidelberg.

Mukherjee, A.(1990), Walrasian and Non-Walrasian Equilibria, Oxford University Press.

Muñoz-Garcia, F. (2017), Advanced Microeconomic Theory: An Intuitive Approach with Examples, The MIT Press.

Qurk, J. and R. Saponnik (1968), Introduction to General Equilibrium Theory and Welfare Economics, New York: McGraw Hill.

Varian, H. (1992), Micro Economic Analysis, New York: W. W. Norton & Company, Inc.

## **ECO 452    MACROECONOMICS- II**

### **Unit I Macroeconomics in an Open Economy**

Mundell-Fleming model — Asset Markets, expectations and exchange rates; the new classical critique of micro foundations, the new classical approach; Policy Implications of new classical approach - empirical evidence

### **Unit II Aggregate Supply, Inflation and Unemployment**

Models of Aggregate Supply, Classical, Keynesian and Monetarist and Structuralist approaches to inflation; Philips curve analysis (Short run and long run)-Natural rate of unemployment-expectation augmented Phillips curve-Nonaccelerating inflation rate of unemployment (NAIRU)- Tobin's modified Philips curve; Adaptive expectations and rational expectations hypothesis. Policies to control inflation.

### **Unit III Theories of Business Cycle and Macroeconomic Policies**

Theories of Business Cycle-Introduction of Economic Fluctuations, Aggregate Demand and Aggregate Supply, Targeting monetary aggregates-Targeting interest rates-Inflation targeting-Budget deficits and money creation-The Barro-Ricardo equivalence theorem (The Ricardian equivalence)- Hyperinflation-Costs of inflation- The issue of Central bank autonomy-Rules vs discretion- The Taylor Rule-Time inconsistency of policy.

### **Unit IV Growth Theories**

The Solow Swan Model, Framework and Assumptions of Theory of Endogenous Growth

### **Basic Readings**

Barro and Sala-i-Martin (2004), Macroeconomics McGraw Hills

Brian Snowdon and Howard R. Vane, A Macroeconomics Reader. Routledge

N Gregory Mankiw(2016), “Macroeconomics”, 9<sup>th</sup> Edition, Worth Publishers, New York

Rosalind Levacic and Alexander Rebman (1982), Macroeconomics, McMillan

Rudiger D., Stanley F. & Richard S. (2010), Macroeconomics”, 2010, McGraw Hills

### **Additional Readings**

Andrew Abel and Ben Bernanke “Macroeconomics”, 2003, Pearson, Indian Ed

Richard T. Froyen “Macroeconomics”, 2003, Pearson Indian Ed

Brian Snowdon and Howard R. Vane (2010), Modern Macroeconomics Its Origins, Development and Current State. Edward Elgar Publishing, Inc.

David Romer (2006), Advanced Macroeconomics, McGraw Hill

## **ECO 453      Mathematics for Economics**

### **Objective**

It intends to equip students with the knowledge and application of mathematical tools and techniques that are commonly used in the exposition and formulation of economic principles and theories.

### **UNIT I Introduction and Basic Concepts**

Introduction and Use of Mathematics in Economics; Algebraic Expression: Monomial, Binomial, Trinomial, Multinomial and Polynomial; Concept and Rules of Exponents; Equation: Definition, Linear and Non-linear Equations (Quadratic, Polynomial and Rational) and their Graphs; Economic Application of Equation and Graphs: Budget Line, Supply and Demand Analysis, National Income Determination in a Two-Sector Economy, IS-LM

Analysis, etc.; Simultaneous Equations; Set Theory: Definition, Description, Special Sets of Real Numbers, Equality of Sets and Subsets; Intervals of Real Numbers: Closed, Open and Half-open Intervals; Set Operations: Set Union, Set Intersection, Set Difference, Set Complement, Cartesian Product; Real Number Line and Cartesian Coordinate Plane.

## **UNIT II      Relations, Functions, Limits and Continuity   & Matrix and Determinant**

Relations: Concept and Types; Concept of a Function; Types of functions: Linear and Non-linear Functions; Quadratic, Cubic, Exponential and Logarithmic Functions; Concept of limit of a variable; Left limit and right limit of a real valued function; Definition of limit of a real valued function; Continuity and discontinuity of functions; Applications in Economics: Total cost functions (fixed cost and variable cost); Average cost functions; interest (simple, compound); depreciation; etc.

Concept of Matrix; Types of Matrices; Matrix Operations: Addition, Subtraction and Multiplications; Row Operations; Matrix Inversion, Partitioned Matrix, Rank of a Matrix, Trace of a Matrix; Determinant of a Matrix; Minors and Cofactors; Principal Minors of a Matrix; Inverse Matrix: Gauss Elimination and Adjoint Matrices-Co-factor Methods; Solution to Simultaneous Equations: Crammer's Rule.

## **UNIT III      Differentiation**

Comparative Statics and Concept of Derivative; Difference Quotient; Derivative and Slope of a Curve; Continuity and Differentiability of a Function; Basic Rules of Differentiation for Function(s) of Single Variable; Differentiation of Inverse and Implicit Function; Rules of Differentiation Involving Function(s) Different Variables: Partial Differentiation; Second and Higher Order Derivatives; Total Differentiation; Applications in Economics: Derivation of marginal functions (marginal cost, marginal revenue; marginal utility), etc.; Relationship between Marginal Revenue and Average Revenue; Marginal Cost and Average Cost; Increasing and Decreasing Functions; Curvature: Concavity and Convexity; Comparative Static Analysis of Market Equilibrium Model (Single Commodity) and National Income Determination in Three-Sector Model; etc.

## **UNIT IV   Unconstrained and Equality Constrained Optimization & Integral Calculus**

Optimization in Economics; Relative Vs. Absolute Extremum; First-Derivative Test for Relative Extremum; Second-Derivative Test for Relative Extremum; Necessary Vs. Sufficient Condition; N-th Derivative Test; Applications in Economics: Condition for Profit Maximization; Derivation of Minimum Average Cost from a given Total Cost; Maximization of Profit under Price Discrimination; Optimization Condition for Function with Two Choice Variables; Total Differential as a Quadratic Form: Positive and Negative Definites; Equality Constraint Optimization; Applications in Economics: Profit Maximization by a Multi-Product Firm; Price Discrimination by a Single-Product Firm; Utility Maximization; etc.

Definite integration: Definite integral as an Area under a Curve; Indefinite Integration: Indefinite Integral as an Anti-derivative, Basic Rules; Applications in Economics: Derivation of Total Function from Marginal Function (Total Cost, Revenue or Profit); Estimation of Consumer's Surplus and Producer's Surplus.

### **Reading List**

Chiang, A.C. and K. Wainwright (2017), Fundamental Methods of Mathematical Economics, Fourth Edition, McGraw-Hill Higher Education.

Dadkhah, K.M. (2011), Foundation of Mathematical and Computational Economics, Second Edition, Springer.

Dowling, E. T. (2011), Introduction to Mathematical Economics, Third Edition, McGraw Hill.

Hoy, M., J. Livernois, C. McKenna, R. Rees and T. Stengos (2011), Mathematics for Economics, MIT Press.

Knut, S. and P. J. Hammond (2002), Mathematics for Economic Analysis, Reprint of 1<sup>st</sup> 1995 Edition, Delhi: Pearson Educational India: Delhi.

## **ECO 471 Economics of Agriculture**

### **Objective**

India is predominantly an agriculture economy. The objective of this course is to provide a detailed treatment of theoretical and practical issues in agricultural economics. The objective is to familiarize students with policy

issues that are relevant to Indian agriculture and enable them to analyze the issues, using basic micro-economic concepts.

### **Unit 1 Agriculture and development**

Role of agriculture in economic development; Interdependence between agriculture and industry; Features of pre capitalist and capitalist agriculture; Traditional agriculture and its modernization

Theories of agricultural development, Approaches of Schultz, Mellor and Boserup, Lewis, Fei-Ranis, Dale Jorgenson

### **Unit II Demand and Supply factors in agriculture: A theoretical approach**

Production relationships in agriculture – Laws of returns – Production functions – Factor-product, factor-factor and Product-product relationships – Cobb-Douglas production.

Factors determining Supply of and demand for farm products – Supply behaviour in agriculture. Features and problems of Agricultural marketing.

### **Unit III Agricultural Price Policy**

Marketing of agriculture produce: Marketing Efficiency, Marketing and pricing of agricultural inputs and outputs, price fluctuations and their cost, regulated Markets, Marketed and Marketable Surplus – Agricultural Prices in India: Objectives and Performance –Crop Insurance in Indian Agriculture – Food Security in India – Public Distribution System in India.

### **Unit IV Agriculture: Finance Diversification and Sustainability**

Rural Finance: Characteristics, Sources of Rural Credit – Role of NABARD in Agriculture Development – rural Cooperative Credit System – Sustainable Agriculture

White Revolution in India – Fishery, Poultry, Forestry, Horticulture and Floriculture – Rural Industrialization: Problems and Prospects – Agro-based industries in India – Crop Insurance: Advantages and Limitations in application – Green Revolution in India.



### **Suggested readings**

Subba Reddy, Raghuram, Neelakanta Sastry and Bhavani Devi(1998), Agricultural Economics, Oxford & IBH, New Delhi.

Sadhu and Singh (2001), Fundamentals of Agricultural Economics, Himalaya Publishing House, Mumbai.

Singh, I.J.,(2002), Elements of Farm Management Economics, East-West Press Pvt. Ltd, New Delhi.

Acharya and Agarwal(2012), Agricultural Marketing in India, Oxford & IBH, New Delhi.

Gail L. Cramer, Clarence W Jensen, Douglas D .Southgate(2001), Agricultural Economics Wiley.

Darren Hudson(2006), Agricultural Markets and Prices, Blackwell Publishing

George W. Norton, Jeffrey Alwang, William A Masters(2006), The Economics of Agricultural Development, Routledge, an imprint of Taylor & Francis books Ltd.

John B Penson. Jr., Oral Capps Jr., C. Parr Rosson, Richard Woodward(2009), Introduction to Agricultural Economics, Prentice Hall.

Ronald A. Schrimper(2000), Economics of Agricultural Markets, Prentice Hall.

Douglas Southgate, Douglas H. Graham, Kuthier Tweeten(2006), The World Food Economy, Blackwell Publishing.

Kym Anderson, Will Martin (Eds)(2010)., Agricultural Trade Reform and the Doha Development Agenda, World Bank.

### **ECO 472 Industrial Economics**

#### **Objective**

In the contemporary world with globalization and liberalization more and more attention is being given to industry. The objective is to provide a thorough knowledge about the economics of industry in a clear and

analytical manner, particularly in the Indian context. This course intends to provide knowledge to the students on the basic issues such as productivity, efficiency, capacity utilization and debates involved in the industrial development.

### **Unit I Organizational Forms And Theories of Industrial Location**

Types of organizational forms: process of Incorporation, commencement of business; Business motive- maximization, managerial motivation; Evaluation of goals.

Technology, production cost and demand, Optimum size of firm, Competitive equilibrium and welfare

General determinants of industrial location; advantages and disadvantages of localization; Decentralization of industries and its advantages; Approaches to industrial location analysis -Alfred Weber's theory; sergeant Florence's theory of industrial location, market area theory; industrial location trends in India.

### **Unit II Market structures and Industrial Efficiency**

The Cournot model, Bertrand competition with homogeneous products. The Stackelberg equilibrium reinterpreted as subgame-perfect equilibrium Product differentiation and advertisement, Research & Development and Innovation; Market concentration, its measurement and effects on market Performance; Diversification, Integration and Merger.

Meaning of economic efficiency; measurement of efficiency level; optimum Firm; factors determining efficiency and firm size; limits and obstacles to the size of firm-a synthesis on the size of firm, efficiency and decision making process.

Industrial Productivity: Concept and measurement, Capacity utilization – concept and measurement; Changes in Industrial structure and economic development; MNC's and transfer of technology; Small Scale Industries; Public policy and industrialization; Privatization – concept, scope and relevance

### **Unit III Industrial Financing**

Need for finance; types and sources of finance; choice of funding-external versus internal sources, role of financial institutions. Cost of capital to

industries; Capital structure decision; working capital financing; long term asset financing, Institutions for industrial finance, Venture capital financing,

Uncertainty in industrial organisation

#### **Unit IV Research and Development, innovation and industry**

Concept of R & D, R&D expenditure as an investment decision-Finance for R&D-Relationship between R&D inputs and outputs-market structure and the evaluation of R&D- the innovating firm-diffusion of new techniques

#### **Reading list**

Donald A Hay and D J Morris(1978), Industrial Economics theory and evidence.

K V Sivaya and V B M Da(2009) , Indian industrial economy, sultan chand.

I J Ahluwalia(1985), Industrial growth in India, oxford university press.

Singh, A and A.N. Sandhu (1988), Industrial Economics, Himalaya Publishing House, Bombay.

Martin, Stephen,(2001), Advanced Industrial Economics, Blackwell Publishing

Bains, J. S. (1996). Industrial Organization, Cheltenham, U.K. An Elgar Critical Writings Reader.

Barthwal, R. R. (2010). Industrial Economics: An Introductory Textbook. New Delhi: New Age International Publishers.

Hay, D. A and Morris, D. J. (1991). Industrial Economic: Theory and Evidence. Oxford University Press.

Lee, N., Jones, R. M., and Tyson, W. J. (1985). An Introduction to Industrial Economics. London: Allen and Unwin.

Marshall, A. (2003): Elements of Economics of Industry, Simon Publications, UK

Marshall, A. and Marshall, M. P. (2012): The Economics of Industry, Ulan Press, U

## **ECO 473    Economics of Insurance**

### **Objective**

In the recent times the insurance sector has been gaining significance. The objective of the subject is to make the students acquainted with the insurance sector.

### **Unit I        Economic analysis of Insurance**

Economic security, Human quest for economic security through time: Definition of insurance; Risk pooling and risk transfer; social Vs. private insurance; Life vs. Non-life insurance; Classification of life, health and general insurance policies.

### **Unit II        Risk and Risk Management**

Fundamentals of uncertainty and risk; nature and source of risk, concept of risk, classification of risk-pure risk and speculative risk, demand for insurance, moral hazard and insurance demand, concept of risk management, Reinsurance, fundamentals of reinsurance, types of reinsurance;

### **Unit III       Insurance and Economic Development**

Risk management and insurance in economic development, insurance institutions as financial intermediaries; Insurance institutions as investment institutions, insurance institutions in Indian capital market.

### **Unit IV Essentials of life and health insurance**

Fundamentals of life and health insurance, functions of life and health insurance; mathematical basis of life insurance; Health Insurance and economic development-agriculture insurance and farmers' security

### **Reading list**

Dionne, Georges (Ed.)(2013), Handbook of Insurance, Springer-Verlag New York

Dionne, Georges, Harrington, Scott E. (Eds.)(1992), Foundations of Insurance Economics, Readings in Economics and Finance, Springer Netherlands

Howard C Kunreuther (2013), Insurance and Behavioural Economics: Improving Decisions in the Most Misunderstood Industry, Cambridge University Press

K. Borch, Knut K. Aase And Agnar Sandmo(1990), Economics Of Insurance, North Holland, Bergen.

Zweifel, Peter, Eisen, Roland (2012), Insurance Economics, Springer-Verlag Berlin Heidelberg

## **ECO 474 ECONOMICS OF INFRASTRUCTURE**

### **Objective**

The main objective of this course is to familiarize the students with role of infrastructure in economic development and growth and key issues in financing, governance and inter-regional disparities. This paper also aims to exposit main categories of infrastructure, including physical and social with special reference to the Indian situation.

### **UNIT I Role of Infrastructure in Economic Development**

Infrastructure-Development Linkages; Infrastructure as Public Good – Issues in nonexcludability and non rivalrous consumption; Physical and Social Infrastructure; Nature of Public Utilities; The Peak-Load, Off-Load Problem; Issues in Privatisation of Infrastructure.

### **Governance and Regulation of Infrastructure**

Infrastructure Policy and Regulation; Infrastructure Finance; Public-Private Partnership (PPP); Models and Examples in PPP; Regional Performance of Infrastructure; Question of Land

### **UNIT II Physical Infrastructure**

Transportation Railways, Roadways, Airways and Waterways: Progress,

Pricing; Technological Advancement and Challenges. New policies/programmes related to each mode of transportation  
Communication Tele-density, Mobile and Internet, Social Media; Growth of IT-ITES.

### **UNIT III Economic Infrastructure**

Energy, Electricity and Special Economic/Investment Zones Power Generation, Distribution and Pricing; Privatisation of Electricity; Coverage; Alternative (Renewable and Unconventional) Sources of Energy, including Nuclear, Solar and Wind Energy; Energy Conservation; Problems and Potential of SEZs, Export Processing Zones (EPZs) and Special Investment Region (SIR).

Banking and Financial Services Spread and Performance of Banking Services; Technology Interface of Financial Services; Financial Inclusion Initiatives.

### **UNIT IV Social Infrastructure**

Health Services Medical Facilities; State and Provision of Health; Drinking Water and Sanitation; Centrally Sponsored Schemes in Health, Drinking Water and Sanitation; Issues in Privatisation of Health Services. Education Concept and Scope of Human Resource Development; Education and Economic Growth: Progress on Universalisation of Primary Education; Performance of Secondary, Technical, Professional and Higher Education; Right to Education and Discrimination.

Special Initiatives/Programmes in Rural and Urban Infrastructure Provision of Urban Amenities in Rural Areas (PURA); PMGSY; Deendayal Upadhyaya Gram Jyoti Yojana (DDUGJY); Reviving Water Harvesting Systems and Watershed; Swachh Bharat Mission (Rural and Urban); Smart City: Key Components, Performance and Challenges.

### **Reading List**

Crew, M. A. and P. R. Kleindorfer (1979), Public Utility Economics, Macmillan, London.

Das, K. (2010), 'Lopsided Infrastructure', in Alternative Survey Group (Ed.), Alternative Economic Survey, India: Two Decades of Neoliberalism, Daanish Books, Delhi,

Goel, M.M. (2011), Economics of Human Resource Management in India, VK Global Publications, New Delhi.

Government of India (2017), The India Infrastructure Report, Vols. I, II and III, NCAER and Government of India, New Delhi. (Chairman: Rakesh Mohan).

Morris, S. (2007), 'Infrastructure', in Kaushik Basu (Ed.), The Oxford Companion to Economics in India, Oxford University Press, New Delhi.

Panchamukhi, P.R. (1980), Economics of Health: A Trend Report in ICSSR, A Survey of Research in Economics, Vol. VI, Infrastructure, Allied, Delhi.

Raghuram, G., R. Jain, S. Morris, P. Pangotra and S. Sinha (Eds.) (1999), Infrastructure Development and Financing: Public Private Partnership, Macmillan India Ltd, New Delhi.

Tilak, J.B.G. (1994), Education for Development in Asia, Sage Publications, New Delhi

## **ECO 501 DEVELOPMENT ECONOMICS I**

### **Objective**

Objective of this paper is to equip the learners with the theories of economic growth and development and making them aware about some critical issues.

### **Unit I Conceptual Issues and Measurement of development**

Growth and Development- measurement-sources-per capita income-Basic Needs Capability Approach, Inclusive Growth Model- inequality of income-Human Development Index-

### **UNIT II Theories of development**

Classical theory- Karl Marx and Capitalist Development- Entrepreneurship and Innovation-Functional Issues (Kuznets's inverted U-hypothesis), Inequality as constraint to growth (Kalecki). Balanced Growth, Unbalanced Growth (Hirschman-Prebisch Singer), Stage Theory (Rostow Gershen Kron)

### **UNIT III Theories of Development and Underdevelopment**

Low level equilibrium trap-Dualism (Lewis - Ranis - Fei), Dependency Theory of development-Myrdal's model of Circular and cumulative causation.

## **UNIT IV Critical Issues in Development**

Poverty – Measurement & Identification issue, poverty and under-nutrition, Functional Effects Unemployment – Measurement, Types, alternative theories, linkage between unemployment and poverty.

Social Network as an institution- Social Capital, Globalisation and Climate Change

Informal Sector-Determinants of its size, linkage with rest of economy, Urbanisation and Rural – Urban migration – theories and empirical evidence, Rural – Urban linkages.

Social Network as an institution- Social Capital, Globalisation and Climate Change

Determinants of its size, linkage with rest of economy, Urbanisation and Rural – Urban migration – theories and empirical evidence, Rural – Urban linkages.

### **Reading list**

Robert Barro and Xavier Sala-i-Martin (2003), Economic Growth, PHI, New Delhi

Todaro, Michael P. and Stephen C. Smith (2012) Economic Development, 11th Edition, Pearson India

Behrman, S. and T.N. Srinivasan (1995), Handbook of Development Economics vol.3, Elsevier, Amsterdam.

Thirlwall, A.P.(1993), Growth and Development, Palgrave Macmillan.

Kindleberger, C.P.(1983), Economic Development, McGraw Hill,

Agrawal, A N and Singh S P (1982): Economics of Underdevelopment, Oxford University Press, 1958, London

## **ECO 502 Econometrics-I**

### **Objective**

The aim of this course is to endow students with the theoretical knowledge of basic econometrics tools that are generally used by social scientists and researchers in analyzing socio-economic phenomenon. Students get



familiarity with the simple and multiple regression models and learn the skills for formulating and developing econometric model for applications on real economic situations.

### **UNIT I Introduction to Econometrics**

Definition and Scope of Econometrics; Classical Methodology of Econometrics: Theoretical Statement, Mathematical and Statistical Formulations, Data, Estimation, Testing of Hypothesis, Prediction and Policy Application; Concept of Population Regression, Sample Regression, Error term

### **UNIT II Simple Linear Regression Model**

Concept of Regression; Estimation- Ordinary Least Square Method; Assumptions of OLS; Properties of OLS estimator: Gauss-Markov Theorem; Hypothesis Testing: Normality assumption for error term, t-test for individual regression coefficient; Analysis of Variance; Prediction: Mean and Individual Prediction

Extension to Multivariate Linear Regression Model Estimation, Assumptions and Properties; Analysis of Variance, R-squared; Hypothesis Testing: Individual and Overall Model Significance, t and F test.

### **UNIT III Heteroscedasticity**

Heteroscedasticity: Meaning and Consequences for OLS estimator, Tests for heteroscedasticity, Remedial Measures.

Multicollinearity: Meaning and Consequences for OLS estimator, Tests for multicollinearity, Remedial Measures.

**UNIT-IV:** Autocorrelation: Meaning and Consequences for OLS estimator, Tests for autocorrelation, Remedial Measures.

### **Relaxing Other Assumptions of Classical Regression**

Specification errors: Wrong Functional Form, Measurement Errors, Overfitting and Underfitting of the model; Non-normality

### **Reading List**

Gujarati, D. N. and S Sangeetha (2007), Basic Econometrics, Fourth Edition, McGraw-Hill.

Johnston, J. and J. DiNardo (1996), Econometric Methods, Fourth Edition, McGraw-Hill.

Stewart, J. and L. Gill (1998), Econometrics, Second Edition, Prentice Hall.

Wooldridge, J.M., (2000), Introductory Econometrics: A Modern Approach, Southwestern College Publ.

### **ECO 503 Public Economics**

#### **Objective**

The goal of the course is to make the students familiar with the theories that deals with the rationale, role and functions of government in an economy and the effects of its taxing, spending and borrowing activities on social welfare.

#### **UNIT I The Economic Rationale for Government and Public Policy**

Efficiency Arguments for Government Intervention: Market failure — Public Goods, Externalities, Imperfect Competition and Imperfect Information; Uncertainty and Non-existence of Futures Markets; Informational Asymmetry — Theory of Second Best; Cases of Failures in Insurance Markets Involving Adverse Selection and Moral Hazard and Capital Market Failures;

Arguments for Redistribution: Removing Distributional Inequalities: Vertical Equity, Horizontal Equity, Social Inclusion, Intergenerational Equity; Provision of Merit Goods; Improving Access to Basic Services Such as Health Care and Education; Social Goals of Poverty Alleviation and Removal of Regional Imbalances.

#### **UNIT II Public Expenditure**

Wagner's Law of Increasing State Activities; Wiesman-Peacock Hypothesis; Samuelson's Pure Theory of Public Expenditure, Meltzer and Richard's Median Voter Hypothesis; Baumol's Model of Unbalanced Growth; Brown and Jackson's Microeconomic Model; Criteria for Public Investment; Social

Cost-Benefit Analysis — Project Evaluation, Estimation of Costs, Shadow Pricing, Discount Rate.

### **UNIT III Taxation and Public Debt**

Tax Incidence; Partial Equilibrium Incidence; Theory of Incidence: Allocative and Equity Aspects of Individual Taxes; Benefit and Ability to Pay Approaches (Models of Lindahl and Bowen), Deadweight Loss and Optimal Tax Theory, Types of Taxes, Characteristics of Good Tax System

Theories of Public Debt: Classical and Modern (Keynesian, Buchanan, Bowen-Devis-Kope), Burden of Public Debt; Sources of Public Debt; Public Borrowings and Price Level; Crowding Out of Private Investment; Principles of Debt Management and Repayment.

### **UNIT IV Indian Public Finance**

Budgeting; Indian tax system; Revenue of the Union, States and local bodies; Major taxes in India: base of taxes, direct and indirect taxes, taxation of agriculture, expenditure tax, reforms in direct and indirect taxes, taxes on services; Non-tax revenue of Centre, State and local bodies; Analysis of Central and State government budgets; Trends in public expenditure and public debt; Fiscal crisis and fiscal sector reforms in India.

### **Reading List**

Atkinson A. (ed.) (1991), Modern Public Finance, Vol. I & II, Cambridge: Edward Elgar Publishing.

Auerbach, A. J. and M. Feldstein (ed.)(2010), Handbook of Public Economics, Vol. 2, Amsterdam: Elsevier.

Gruber, J. (2015), Public Finance and Public Policy, 5<sup>th</sup> Edition, Worth Publishers.

Jha, Raghendra (1999), Modern Public Economics, London and New York: Routledge.

Laffont, J.J. (2009), Foundations of Public Economics, MIT Press.

Musgrave, R. A. and P. B. Musgrave (2017), Public Finance in Theory and Practice, 5<sup>th</sup> edition, New York: McGraw Hill Education.

Stiglitz, J. E. (1988), Public Sector Economics, W. W. Norton and Company.

Thompson, F. And M. T. Green (1998), Handbook of Public Finance, New York: Marcel Dekker.

## **ECO 521 Data Analysis And Computer Application for Economic Analysis**

### **Objective**

This course will equip the students with computer application in economics.

### **Unit I Data Sources and data Extraction**

The tools Sources of data –Familiarity with different data base such as: PROWESS, CMIE, National Sample Survey Organisation reports, Census data – National Health and Family Welfare reports.

### **Unit II working with MS-Excel**

Worksheet basics, creating worksheet, entering data into worksheet, data, text, dates, cell formatting values, saving & protecting worksheet. Working with single and multiple workbook – coping, renaming, moving, adding and deleting, coping entries and moving between workbooks, Working with formulas & cell referencing, Formatting of worksheet. Previewing & Printing worksheet, Graphs and charts, various charts type, formatting grid lines & legends, previewing & printing charts using Worksheet & MS Excel.

### **Unit III Use of various functions in Economics**

Data applications in Economics-Population census versus sample surveys, Frequency distribution and summary Statistics, use of Mathematical Functions, Financial functions, Statistical Functions, etc. in economics.

### **Unit IV Dealing with Data**

Simple two variable regressions- correlation, Linear Regression- Getting regression output – Extensions to linear regression; Hypothesis Testing- A framework –Heteroscedasticity – Testing for Heteroscedasticity – Serial correlation-Multicollinearity problem - Dummy variable analysis

### **Reading list**

Alexis Leon and Mathews Leon : Introduction to Computers with Ms-Office, TMH.

Ash Narayan Sah (2012): Data Analysis Using Microsoft, Excel Books, India.  
Asthana and Braj Bhushan : Statistics for Social Sciences (with SPSS applications), PHI

Box, G.E.P. and Jenkins, G.M. (1976), Time series Analysis, Forecasting and Control, Holden Day, San Francisco.

Dubey, Manoj (2013): P. C. Packages, Kamal Prakashan, Indore.

Hamilton. J. (1994), Time Series Analysis, Princeton University, Princeton.

Mansoor, A. I. T. (2014): Tools and Applications, Pragma Publications, Matura.

Rajaraman, V. (2014): Fundamental of Computer, Prentice Hall India Pvt. Limited, New Delhi.

## **ECO 522 BEHAVIOURAL ECONOMICS**

### **Objective**

This paper will enable the students to learn to incorporate descriptively accurate assumptions about cognitive ability, social interaction, moral motivation, and emotional responses into economic modelling and explore the implications of this for human behaviour and economic outcomes. The paper will help students of economics to generate theoretical insights, make more accurate predictions of field phenomena, and suggest welfare improving policies.

### **Unit 1 Introduction to Behavioural Economics**

Behavioural Science Concepts - Affect heuristic- Anchoring- Decoy effect- Availability- Bounded rationality- Certainty/possibility effects- Choice architecture- Choice overload- Cognitive bias- Confirmation bias- Decision fatigue- Decision staging- Dunning-Kruger effect- Dictator game-, regret avoidance and mental accounting- Diversification bias- Dual-self model- Dual-system theory- Endowment effect-Framing effect-Gambler's fallacy- Halo effect-IKEA effect-Licensing effect-Mental accounting- Partitioning-

Peak-end rule-Possibility effect- Prospect theory- Regulatory focus theory- Risk-as a feeling- Trust game- Zero price effect

## **Unit II Behavioural Science in Practice**

Behavioural Science In Practice- Principals, Agents, and Rational Choice- Prospect theory and the concept of loss aversion- applicability of the theory - Information Avoidance-Information avoidance in the information age-The social context of decisions-Evidenced-based management-Field experiments-The Psychology of Financial Decision-Making-Households, individuals, markets, and managers- Parsimony in behavioural economics

## **Unit III Behavioural Economics and Human Behaviour**

How Behavioural Economics Is Shaping Our Live-new model of human behaviour- Integrating behavioural science with other complementary disciplines- global case studies- case of Hello Wallet and personalised financial management- case of RWE -confirmation bias and cultural problems--Behavioural Research to Understand the Barriers and Triggers to Using

Alternative Dispute Resolution- Google's People Analytics Team and Use of Behavioural Insights, Data Science and Quantitative Research to Improve Workplace Decision-Making and Wellbeing - Use of Behavioural Science to Reduce Perceived Barriers to Health

## **Unit IV Markets and Behavioural Approaches**

Awareness and the willingness as Deciding Drivers of Behavioural Change - Social Norms and the Costs of Not Following Them- Psychological Costs and economic costs- Behavioural Change Matrix as a methodology for compliance management some case studies- behavioural science in financial decision making- decision making and Behavioural Factors- The ostrich effect

Behavioural biases and markets- Understanding consumer decision-making and using behavioural insights- Improving Consumer Outcomes- Use of Behavioural Insights in Policy Making

## **Reading List**

Alain Samson (ed.) (2017), Behavioural Economics Guide, Behavioural Science Solutions Ltd

Wilkinson Nick and Matthias Klaes(2012), An Introduction to Behavioural Economics Palgrave MacMillan

Cass Sunstein and Richard Thaler(2008), Nudge: Improving Decisions about Health, Wealth, and Happiness, Yale University Press New Haven & London

by Kahneman Daniel (2013), "Thinking, Fast and Slow". Farrar, Straus and Giroux; 1st edition

Robert B. Cialdini(2008), Influence: The Psychology of Persuasion, Allyn and Bacon; 5th edition

## **ECO 523 Experimental economics**

### **Objective**

Experimental economics is a growing field in economics. This subject will help the students in providing a method to test theoretical predictions, to explore human behaviour in specific economic environments, to help design institutions, to advice on policy and to search for patterns and regularities in economic wheeling and dealing. The range of experimental test beds can be from lab experiments, field experiments, and surveys.

### **Unit I Preliminaries of Experimental Economics**

Nature and scope of Experimental Economics; Early history of experimental economics; Three paradoxes in Utility theory: The history of consumer choice theory. Anomalies in main-stream economics: Endowment effect, Loss aversion, Status quo bias; Ultimatum, Dictators and Manners, Winner's curse, Prisoner's dilemma; Philosophy of experimental economics; Micro-economic system as an experimental science.

### **Unit II Major Contributors to Experimental Economics**

Early contributors: Daniel and Nicholas Bernoulli (18th century), LL Thurstone (1931), Edward Chamberlin (1933, 1948), Stephen Roushes and Albert Hart (1951), F. Masteller, F. and P. Noguee, P (1951), J von Neumann and Oscar Morgenstern (1944, 1954), H Sauer Mann (1959, 1960), D Davidson and J Marschke (1959), S. Siegel and LE Fourier (1960), Joseph

Bower (1965), C. Bruno (1968) Modern times Contributors: Vernon Smith, Daniel Kahneman, Alvin Roth, Richard Thaler, Colin Camerer, Reihner Seiten, Amos Tversky, Charles Holt.

### **Unit III Principles of Experiments and Experimental Design**

Principles of economic experiments: Realism and models; Controlled economic environments; Induced value theory; Parallelism; Practical applications and von Hayek hypothesis. Experimental design: Direct experimental control: Constant and treatments. Indirect control: Randomization; The within-subjects design as an example of blocking and randomization; other efficient designs. Introduction to the major Laboratories of experimental economics: ICES (George Mason), XS-FS (Florida), XLAB (UC Berkeley), Camerer's Group (Caltech), EEPS (Caltech), SSEL (Caltech), PEEL (Pittsburgh).

### **Unit IV Major Areas of Experimental Economics**

Individual decision making; Multi-criteria decision-making; Intransitiveness of preferences; Prospect theory: Decision under risk; Experimental research in Public Goods theory; Experiments in coordination problems; Bargaining experiments and auctions; Experiments in industrial organization; Experimental asset markets

### **Basic Readings**

Friedman, D. and S. Sunder (1994): Experimental Methods: A Primer for Economists, CUP.

Kagel, J.H. and A.E. Roth (eds.) (1997): The Handbook of Experimental Economics, Princeton Univ. Press.

### **Additional Reading List**

An Introduction to Experimental Economics available at (<http://www.webng.com/economics>)

Thaler R.H. (1994), Anomalies: The Winner's Curse: Paradoxes and Anomalies of Economic Life, Princeton University Press



## **ECO 524 Gender Economics**

### **Unit I Concept, Importance of Gender Studies: Demography of Gender**

Importance of gender studies – Women in patriarchal and matriarchal societies and structures – Gender bias in the theories of values, distribution and population; Demography of female population – causes of declining sex ratios and fertility rates in LDCs and particularly India – Women and their access to nutrition, health, education and community resources and their impact in female mortality and fertility; Feminist criticism of development indices, theories of gender inequality.

### **Unit II Decision making, Economic Activity and Women**

Factors affecting decision making by women; property rights, access to and control over economic resources, assets, power of decision making at household, class, community level; economic status of women and its effect in WPR, income level, health and education in developing countries; Concept and analysis of women's work; visible and invisible work, economically and socially productive work; Women in pre-industrial and industrial; societies, female contribution to national income.

### **Unit III Labour Market, Technology, Environment and Women**

Factors affecting female entry in labour market, supply and demand for female labour in developed and developing countries; studies of female work participation in agricultural and non-agricultural rural activities, internal sector, cottage and small industries, organized industry and services sector, women & SHGS; Wage differentials in female activities; Determinants of wage differentials, gender, education, skill, productivity, efficiency, opportunity; structure of wage across regions and economic sectors; Impact of technological development and modernization on women's work participation; Female activities and ecological and environmental concerns – Role of new technologies for helping women.

### **Unit IV Social Security, Gender Planning, Development Policies and Governance**

Social security for women: entitlements, economic independence and risk coverage, access to Unit and insurance markets, SHGs & social security; Review of legislations for women's empowerment, social security & property rights – Need for affirmative action on the part of the government; Mainstreaming gender into development policies, gender planning

techniques, gender budgeting, gender sensitive governance; Democratic decentralization and women's empowerment.

### **Reading List**

Amsden, A.H. (Ed.) (1980): The Economics of Women and Work, Penguin, Harmondsworth.

Boserup, E. (1970): Women's Role in Economic Development, George Allen and Unwin, London.

Engles, F. (1985): The Origin of the Family, Private Property and the State, Progress Publications, Moscow.

Kabeer, N. (1994): Reversed Realities: Gender Hierarchies in Development Thought, Kali for Women, ND.

Krishnaraj, M., R.M. Sudarshan and A. Shariff (1999): Gender, Population and Development, OUP, ND.

Kuhn, A. and A.N. Wolpe (Eds.) (1978): Feminism and Materialism, Routledge and Kegan Paul, London.

Mies, M. (1998): Patriarchy and Accumulation on a World Scale: Women in the International Division of Labour, Zed Books, London

Mitra, A. (1979): Implications of Declining Sex Ratio in India's Population, Allied, ND.

Murthy, K.R. (ed.) (2001): Building Women's Capacities.

## **ECO 551 Development economics II**

### **Objective**

The course is about fundamental models used to analyze theoretical and empirical issues in economic growth and development. It will enable to students to comprehend theoretical and empirical development across countries and region for policy purposes.

### **Unit I Development Issues**

Growth and Development, Changing Notions of Development: Traditional

Economic Measures, The New Economic View of Development, Amartya Sen's "Capability" Approach, Development and Happiness, Three Core Values of Development, The Central Role of Women, The Three Objectives of Development; Comparative Economic Development: Basic Indicators of Development: Real Income, Health, and Education, Holistic Measures of Living Levels and Capabilities, Characteristics of the Developing World: Diversity within Commonality, How Low-Income Countries Today Differ from Developed Countries in Their Earlier Stages,

## **Unit II Contemporary Models of Development**

Underdevelopment as a Coordination Failure, Multiple Equilibria: A Diagrammatic Approach, Michael Kremer's O-Ring Theory of Economic Development, The O Ring Model, Implications of the O-Ring Theory, Economic Development as Self-Discovery. Hausmann-Rodrik-Velasco Growth Diagnostics Framework, Human Capital: Education and Health in Economic Development, The Central Roles of Education and Health, Education and Health as Joint Investments for Development, Improving Health and Education: Why Increasing Income Is Not Sufficient

## **Unit III Theoretical approaches to Economic Growth-I**

Standard Primal Growth Accounting, Growth Accounting vs Sources of Growth, Factors affecting economic growth-capital, labour, technology; Technological progress – embodied and disembodied technical progress, Growth models- Harrod-Domar; Neo-classical growth models Solow and Meade; Joan Robinson's growth model;

## **Unit IV Theoretical approaches to Economic Growth-II**

Cambridge criticism of neo-classical analysis of growth, the capital controversy, Growth models of Kaldor and Pasinetti, Golden Rule of Capital Accumulation, Theoretical dissatisfaction with Neoclassical Theory, Models with Endogenous Growth: One sector growth models- The AK model, learning by doing and knowledge spill over.

### **Reading list**

Robert Barro and Xavier Sala-i-Martin (2003), Economic Growth, PHI, New Delhi

Todaro, Michael P. and Stephen C. Smith (2012) Economic Development, 11th Edition, Pearson India

Behrman, S. and T.N. Srinivasan (1995), Handbook of Development Economics vol.3, Elsevier, Amsterdam.

Thirlwall, A.P.(2010), Growth and Development, Palgrave Macmillan.

Ghatak, S. (2013), An Introduction to Development Economics, Allen and Unwin

Kindleberger, C.P.(1983), Economic Development, McGraw Hill,

Agrawal, A N and Singh S P (1982): Economics of Underdevelopment, Oxford University Press, 1958, London

## **ECO 552 Econometrics-II**

### **Objective**

It is to complement the theoretical knowledge on econometric tools that students have learned in the Econometrics I course. It further introduces additional econometrics tools that are often used in the analysis of socio-economic phenomenon. Students shall learn about use of dummy variable in regression analysis, the role of time or lag in economic relationship, simultaneous equations, principal component analysis, etc.

### **UNIT I Classical Linear Regression Model in Matrix Form**

CLRM in Matrix Formulation; OLS Estimation and Properties; ANOVA Analysis

Dummy Variable Regression Models - Concept of Dummy Variable; Dummy Independent Variable: Intercept and Slope Dummy; Dummy Dependent Variable: LPM, Logit, Probit, and Tobit models

### **UNIT II Dynamic Econometric Models**

Distributed-Lag Models: Concept and Estimations; Koyck Model, Partial Adjustment Model, Adaptive Expectations; Instrumental Variables; Autoregressive Models; Almon Approach to Distributed - Lag Models; Granger Causality Test

### **UNIT III Simultaneous-Equation Models**

Simultaneous Equation Models: Simultaneous Equation Bias and Inconsistency of OLS Estimators; Identification Problem; Identification-order and Rank Condition; Methods of Estimating Simultaneous Equation System.

Generalized Least Squares, Weighted Least Squares Estimators; Feasible Generalized Least Squares;

### **UNIT IV Nonlinear Regression Functions**

Intrinsically Nonlinear Regression Functions; Estimation of Nonlinear Regression

### **Reading List**

Gujarati, D., D. Porter and S. Gunasekar (2011), Basic Econometrics, McGraw Hill Education (India) Private Limited.

Johnston, J. and J. DiNardo(2010), Econometric Methods, Fourth Edition, McGraw-Hill, latest edition.

Kennedy. P. (2008), A Guide to Econometrics, 6<sup>th</sup> Edition, Wiley-Blackwell.

Kmenta, J. (1997), Elements of Econometrics, Reprint, New York: University of Michigan Press.

Kutner, M., C. Nachtsheim, J. Neter and W. Li (2004), Applied Linear Statistical Models, McGraw-Hill/Irwin.

Maddala, G.S. and K. Lahiri (2009), Introduction to Econometrics, John Wiley & Sons.

Stewart, J. and L. Gill (1998), Econometrics, Second Edition, Prentice Hall.

Wooldridge, J.M., (2000), Introductory Econometrics: A Modern Approach, Southwestern College Publ.

## **ECO 553 International Economics**

### **Objective**

This subject will enable the students to understand the economic approaches to a global economy.

### **Unit I Theories of Trade**

The pure theory of international trade – theories of absolute advantage, comparative advantage and opportunity costs, modern theory of international trade; theorem of factor price equalization; Heckscher – Ohlin Theory of International Trade. Role of dynamic factors, i.e., changes in tastes, technology and factor endowments in explaining the emergence of trade; the Rybczynski theorem.

### **Unit II Gains and Terms of trade & Barriers to trade**

Measurement of gains from trade and their distribution. Concept of terms of trade, their uses and limitations. Hypothesis of secular deterioration of terms of trade, its empirical relevance and policy implications for less developed countries. Trade as an engine of economic growth.

The theory of interventions – tariffs, quotas and non – tariff barriers. Economic effects of tariffs & quotas on national income, output, employment, terms of trade, income distribution; Balance of payments on trading partners. The political economy of non – tariff barriers and their implications.

### **Unit – III Balance of Trade and Payments**

Meaning and components of balance of payments. Equilibrium and disequilibrium in the balance of payments. The process of adjustment under system of gold standard, fixed exchange rates and flexible exchange rates. Expenditure – reducing and expenditure switching policies and direct controls for adjustment. Policies for achieving internal and external equilibrium simultaneously under alternative exchange rate regimes. Foreign trade multiplier with and without foreign repercussions and determination of national income and output.

### **Unit IV Economic Cooperation**

Forms of economic cooperation; Reforms for the emergence of trading blocs at the global level; static and dynamic effects of a custom union and free

trade areas. Rationale and economic progress of SAARC / SAPTA and ASEAN regions- problems and prospects of forming a customs union in the Asian region. Regionalism(EU, NAFTA) Multilateralism and WTO. Emerging international monetary system with special reference to post – Maastricht developments and developing countries. Reform of the international monetary system, India and developing countries.

### **Reading List**

Bhagwati, J (Ed) International trade, selected readings, Cambridge University Press, Massachusetts

Carbough, R.J. Dana, M.S. international Economics, International Thompson Publishing, New York

Kindle Berger(1996), C.P International Economics, Routledge, London

R.D. Irwin(1995), International Economics &International Economic Policy, Homewood International Economics, McGraw Hill International, Singapore

## **ECO 571 HEALTH ECONOMICS**

### **Objective**

This paper aims to equip student of an understanding that health is unlike any other good and train them in tools of health economics to analyse health outcomes, processes and policies.

### **Unit I Basics of health economics**

Why health Economics? Health care economy, uncertainty and contagious good, Health economics as public finance, linkages with welfare economics. Introduction / Demand for Health and Health Care: The Grossman Model, Socioeconomic Disparities in Health.

### **Unit II Supply of Health care**

Supply of Health care: Physician Supply: training and wages, barriers to entry, physician agency, discrimination. Hospitals industry: History of modern hospitals, relationship between hospitals and physicians, relationship between hospitals and payers.

### **Unit III . Economics of Health innovation**

Health Insurance: Demand, Adverse Selection, Moral Hazard. Economics of Health innovation: Pharmaceuticals, Patents, Regulations of pharmaceutical industry. Innovation and Technology, Technology Assessment

### **Unit IV Health Policy**

Health Policy conundrum: Arrow's impossibility theorem, health policy trilemma, regulations of health market, control over moral hazard, Regulation of health care provision, comparing national health policy; Nationalised health care, social health insurance, American model. Population Aging and the future of health policy.

### **Reading list**

Jay Bhattacharya, Timothy Hyde, Peter Tu (2014) Health Economics, Palgrave Macmillan.

Anthony J. Cuyler and Joseph P. (ed) (2000), Handbook of Health Economics, Newhouse, North-Holland, Elsevier Science.

Clewer, Ann, and David Perkins, (1998), Economics for Health Care Management. London: Prentice Hall.

Folland, Sherman, Allen Goodman, and Miron Stano. (2001), The Economics of Health and Health Care. New York: Macmillan, Third Edition.

Rice, Thomas (1998), The Economics of Health Reconsidered. Chicago: Health Administration Press.

Sherman Folland, Allen C. Goodman, and Miron Stano, (2004.), The Economics of Health and Health Care, 4th Edition, Prentice Hall.

Santerre and Neun, (2004) Health Economics: Theories, Insights, and Industry Studies, Thomson/South Western.



## **ECO 572 Labour Economics**

### **Objective**

Issues pertaining to the labour market, wage theories, employment policies in the globalized economy have become vitally important for developing countries. In a country like India where the bulk of the labour force is in the unorganized sector and the organized sector is witnessing “jobless” growth, the importance of issues such as employment and unemployment as well as livelihood and social security for the growing millions continues to assume significance. This paper exposes students to theoretical as well as empirical issues relating to the labour market with special reference to India.

### **Unit I**

Labour market in Developing countries, Growth Distribution employment and poverty, Informality; Characteristics, measures, reason for existence and policy response to informality.

### **Unit II**

Wages in developing countries: determinants, Classical and neoclassical theory of wage determination, empirical evidences, wages with unlimited supply of labour, macroeconomic perspective. Distribution of wages: based on individual characteristics, based on employer and industry, Role of minimum wages and Globalisation.

### **Unit III**

Labour migration and development: trends and characteristics, Determinants of labour migration: theoretical underpinnings and evidences, Impact on home economy: theory and evidence, Impact on host economy: theory and evidence. Education and Human Capital: Education and Growth, Education and labour market.

### **Unit IV**

Labour market institutions: Employment protection legislation, Minimum wages, Unemployment Benefits. Labour market policies for development: Theoretical arguments for the policies, policies around the world, challenges in implementing policies, evidence from global financial crises 2007-09, Do labour market policies work? Empirical evidences. Labour market

information and analysis systems: Conceptualisation of LIMA systems and indicators.

### **Reading List**

Sandrine Cazes and Sher Verick (2012) Perspectives on labour economics for development; International Labour Office, Geneva.

Gupta P.K. (2012) Labour Economics, New Delhi Vrinda Publication (p) Ltd.

Lester, R.A. (1964) Economics of Labour (2nd Ed.), Macmillan, New York.

Papola, Ghosh and A. N. Sharma (1993) Labour Employment and Industrial Relations in India B.R. Publishing House, New Delhi

Datt, G. (1996), Bargaining Power Wages and Employment: An Analysis of Agricultural Labour Markets in India, Sage Publications, New Delhi.

## **ECO 573 Financial Economics**

### **Objective**

This course will equip the students to an understanding of theoretical approaches to finance.

### **Unit I Introduction to Financial Economics**

Nature and Role of Financial System, Financial Intermediate and Financial Intermediaries, The structure of the financial system, Financial Markets: functions of financial system, Financial Instruments, Equilibrium in Financial Markets, Financial System and Economic Development.

### **Unit II Basic Concepts in Finance**

Time Value of Money: Future Value, Present Value, Future value of an annuity, Present value of annuity, Present rate of perpetuity. Investment Criteria: Net Present Value, Benefit Cost Ratio, Internal Rate of Return, Modified Internal Rate of Return, Pay Back Period.

### **Unit III Structure of Interest Rates**

Determination of interest rates, Structure of Interest rates, Theories of term structure interest rates: Expectation Theory, Market Segmentation Theory and Liquidity Premium Theory; determinants of general structure of interest rates; Analysis of financial statement: Ratio Analysis, Different Kinds of Financial Ratios, Calculation and its importance in financial analysis; Risk and Return: Types of risk, Measurement of Risk and Return of an asset, Measurement of Risk and Return of a Portfolio, Determinants of Beta, Risk-Return trade off.

### **Unit IV Banking Institutions and NBFIs**

Commercial Banks: Profitability and efficiency of Banks, Development Banks-Role and functions, Investment banking and Merchant banking, Definition and Types of Non Banking Financial Institutions: UTI, Mutual Funds: Valuation (NAV), UTI and Other Mutual Funds; Insurance Companies, Provident Funds and Pension Funds, Growth and impact of NBFIs, Control of NBFIs .

### **Basic Readings**

Chandra, P (2012) Financial Management, Theory and Practice, McGraw Hill Education Pvt. Ltd. New Delhi.

Bhole, L. M. and J Mahakud (2009) Financial Institutions and Markets, McGraw Hill Education Pvt. Ltd. New Delhi.

Mishkin F S and S G Eakins (2011) Financial Institutions and Markets, Pearson, New Delhi.

### **Additional Readings**

Khan, M. Y. and Jain, P. K. (2004), Financial Management, Text, Problems and Cases, McGraw Hill Education Pvt. Ltd. New Delhi.

Pandey, I. M. Financial Management, Vikas Publishing House, New Delhi.  
Harker P. T. and S. A. Zenios (2000) (Eds) Performance of Financial Institutions Cambridge University Press, Cambridge.

Johnson , H. J. (1993) Financial Institutions and Markets, McGraw Hill, New York.

Khan M. Y. (1996) Indian Financial System Tata McGraw Hill, New Delhi.

Machiraju, M. R. (1999) Indian Financial System, Vikas Publishing House, New Delhi.

Brigham E F and M C Ehrhardt, (2012) Financial Management, Theory and Practice, Cengage Learning, New Delhi.

## **ECO 574 INSTITUTIONAL ECONOMICS**

### **Objective**

The objective of the paper is to acquaint the students with the role of institutions in economic growth.

### **Unit I Theory of Contracts**

The definition of a contract; Legal and economic approach to contracts; Freedom of contract; Bounded rationality and contractual incompleteness; Asymmetric information (hidden characteristics, hidden information/ hidden action, hidden intentions) and opportunistic behaviour; Adverse selection and the closing of markets; Signalling, screening and self-selection; Asset plasticity and moral hazard; Principal-agent problem and agency costs; A simple principle-agent experiment in the classroom. Controlling and preventing moral hazard (controlling the agent, incentive contracts, bonding, do-it-yourself method); Attributes of transactions and the choice of a contract; Asset specificity, types of specific assets; Synergy effects, quasi rents appropriation and hold-up problem; Classification of contracts (classical, neoclassical and relational contracting). Discrete alternative governance structures: market, hybrids and hierarchy; Self-enforcing agreements (Telser) and hostages (Williamson); Hybrids: specific assets and their safeguards. Institutional environment and its role in the choice of contract; The role of trust; Economic approach to trust. Kreps: the trust game; Types of trust (contractual trust, competence trust and good will trust); Explaining the internal structure of formal organizations: transaction costs approach.

## **Unit II The New Institutional Theory of the Firm**

Neoclassical theory of the firm; Explanations of the firm in the new institutional theory (F. Knight, R. Coase, A. Alchian and H. Demsetz, O. Williamson, O. Hart); The market and the firm; Comparative analyses of the alternative coordination forms; Internal market and influence costs; The boundaries of the firm; Ownership structure of the firm. A theory of the owner-monitor (Alchian and Demsetz, 1972); Competing forms of economic organization, relative advantages of alternative structures (proprietorships, partnerships, open corporation, regulated firms, public enterprises, nonprofit organizations, labour-managed firms); Separation of ownership and control in the open corporation; Opportunistic behaviour of the managers and corporate control. Outsider and insider corporate governance; Privatization (Liberalization and Globalization) in India (and other transition economies): how to control the managers.

## **Unit III The Theory of Institutional Change**

Stability of institutions and institutional change; The concept of institutional equilibrium; The main sources of institutional change; Centralized and spontaneous institutional change; The role of the state in the process of institutional change; The problem of compensation of the disadvantaged groups; Theories of selection of efficient institutions in the process of competition (Alchian, Friedman); Institutional change and path dependence; Forms of path-dependence (weak form, semi-strong and strong forms); Institutional changes in contemporary India.

## **Unit IV The New Institutional Theory of the State**

Social mechanisms for constraining open access; Contractual theories of the state (Locke, Rousseau), Hobbes predatory theory of the state; North's model of the state; The regulatory role of the state in the Indian economy. The legal system in the institutional framework; Philosophy of jurisprudence before utilitarianism; Formalism and legal realism; Legal Pragmatism; Utilitarian basis of justice and jurisprudence; Analytic jurisprudence; Legal positivism; normative theories; Feminist jurisprudence; Law and the economy; Posner's Moral relativism. Corruption and its economics: the principal-agent framework; incentive structures; the threat system and the authority; collusion, pre-emptive collusion and ex-post collusion; Rent-seeking behaviour and free-riding; Rent-seeking in teams; Rent-seeking in hierarchical systems; Basil model of corruption and its analysis; Classification of Corruption models; Game-theoretical approaches towards

corruption study; Corruption in hierarchical structures; Dynamic corruption models; Welfare implications of corruption.

### **Reading List**

Brousseau Eric and Jean-Michel Glachant EDS.),(2008), New Institutional Economics: A Guidebook, Cambridge University Press

Claude Menard & Mary M. Shirley(eds.)(2005), Handbook of New Institutional Economics, Springer-Verlag US

Douglass C. North,(1990), Institutions, Institutional Change and Economic Performance, University of Chicago Press.

Geoffrey M. Hodgson (2004), The Evolution of Institutional Economics (Economics as Social Theory) 1st Edition, Routledge, NY

Wolfgang Kasper, Manfred E. Streit, and Peter J. Boettke, (2012), Institutional Economics: Property, Competition, Policies, Second Edition, Edward Elgar, US



Name of the Programme: <b>M.A in German Studies</b>	
<b>Name of the School</b>	<b>Name of the Centre</b>
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## Appendix II

### Syllabus<sup>1</sup> - M.A. Programme in German Studies

Programme M.A. in German is open to students who have already earned a B.A. in German. Those who have earned an advanced diploma (B2.2) in German language of any UGC recognised university and have a B.A. in any other subject are also welcome to apply for admissions to this programme. Selection will be done on the basis of rank attained by the candidate in the online entrance exam designed for this programme.

This programme offers courses on a range of subjects like genres of literature, literary movements, and periods in history of literature, translation & interpretation, linguistics, didactics of German Language, the cultural and political history. In final semester students are required to write a dissertation on an area of their choice, thereby providing a basis for an academic career.

#### M.A. in German Studies

- The entrance examination for the M.A. in German Studies Programme will be conducted in German.
- Candidates having obtained the B.A. degree in German from the Central University of Gujarat need not appear for the entrance examination separately, provided they fulfil the necessary CGPA required for admission to the M. A. Programme according to the rules of the university.
- Candidates from other universities with a B. A. degree in German Studies can also be eligible for the entrance examination, provided they have obtained the necessary CGPA or an equivalent of that in grade or percentage as laid down by the Central University of Gujarat to be eligible for the entrance test for admission to M.A. in German Studies.
- Candidates having a bachelor degree in other streams may also be eligible for an entrance test in the M. A. in German Studies Programme, provided they have obtained the necessary CGPA or an equivalent of that in grade or percentage as laid down by the Central University of Gujarat and have either completed Advanced Diploma level courses in German offered by various UGC recognized universities or have completed the B2.2 level of the Goethe Institute (Max Mueller Bhavan) to be eligible for the entrance test for admission to M.A. in German Studies.
- The programme would offer courses on a range of subjects like genres of literature, literary movements, history of literature, translation & interpretation, linguistics, didactics of German Language, the cultural and political history. In final semesters of the M.A. students will be required to write a dissertation on an area of their choice, thereby providing a basis for an academic career.
- MA in German Studies entrance examination will consist of 100 multiple-choice-

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<sup>1</sup> As approved by the Board of Studies of Centre for German Studies on 04.05.2018.

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questions. The syllabus for the test will be as follows:

Language aptitude & grammatical structures – 40 % weightage

History, Geography & Current Affairs – 30 % weightage

German Literature, linguistics & translating word, phrases, sentences (German⇔English)  
– 30 % weightage



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**MONSOON SEMESTER (First Semester)**

Course Code	Course Title	Credit
GER 401	<b>History of Literature – 1945 onwards</b> This course focusses on study of Literature written in the post WWII period i.e. 1945 onwards.	4
GER 402	<b>Translation Studies I</b> Introduction to translation studies as a discipline and study of different translation theories <b>Translation – Non-fictional texts</b> Translation of non-fictional texts from German to Hindi/English and vice versa.	4
GER 441	<b>Project – I: Engaging with Academic Writing I</b>	2
GER 421	<b>Advanced Language Skills</b> Report writing, Film reviews, business correspondence etc	4
GER 422	<b>Linguistics and Stylistics</b> Introduction to German Linguistics and technique and problems of stylistics.	4
GER 423	<b>Study of an author I</b> This course focusses on detailed study of an author through reading of selection works.	4
GER 424	<b>Specialised study of literature I</b> This course focusses on in depth study of a theme or period in literary history.	4
	Total Credits	18

Name of the Programme: <b>M.A in German Studies</b>	
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**WINTER SEMESTER (Second Semester)**

Course Code	Course Title	Credit
GER 451	<b>History of Literature-Barock, Enlightenment, Sturm u. Drang</b> Selected Novels and Dramas from the 17 <sup>th</sup> and 18 <sup>th</sup> Centuries will be taken up for readings and discussions.	4
GER 452	<b>Translation Studies II</b> Introduction to translation studies as a discipline and study of different translation theories <b>Translation of Micro-language texts</b> Translation of micro language texts from German to Hindi/English and vice versa.	4
GER 491	<b>Project – II: Engaging with Academic Writing II</b>	2
GER 471	<b>Study of an author II</b> This course focusses on detailed study of an author through reading of selection works.	4
GER 472	<b>Specialised study of literature II</b> This course focusses on in depth study of a theme or period in literary history.	4
GER 473	<b>Cultural history of German speaking countries I</b> This course focusses on social movements and their influence on art and literature in the German Speaking countries.	4
GER 474	<b>Comparative Literature</b> Introduction to theoretical discussions as well as methods of comparative literary studies.	4
Total Credits		18

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### MONSOON SEMESTER (Third Semester)

Course Code	Course Title	Credit
GER 501	<b>History of Literature- Romantic to Realism</b> Selected Works from late 18 <sup>th</sup> century to early 19 <sup>th</sup> Century will be taken up for reading and discussion.	4
GER 502	<b>Didactics of Foreign Language Teaching</b> The aim of the course is to analyse various theories of foreign language teaching through practical component	4
GER 541	<b>Project III: Research Methodology I</b>	2
GER 521	<b>Cultural history of German speaking countries II</b> This course focusses on social movements and their influence on art and literature in the German Speaking countries.	4
GER 522	<b>India in German speaking world</b> This course will analyse the different constructions / representations of India in the literature of German speaking countries.	4
GER 523	<b>Translation: Scientific and Business Texts</b> This course focusses on translation of Scientific and Business Texts	4
GER 524	<b>Modern European Philosophers</b> Introduction to modern European philosophers of post – Enlightenment era to Present.	4
GER 525	<b>Introduction to Interpretation</b> Target of this course is to introduce students to the art of oral translation i.e. interpretation. Focus will remain only on consecutive interpretation. Classes for this course will be conducted in the language lab where students will be introduced to original speeches in German. This will also ensure that they achieve a higher level of Hörverstehen, wherein they will be required to interpret these speeches in English and/or Hindi.	4
Total Credits		18

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**WINTER SEMESTER (Fourth Semester)**

Course Code	Course Title	Credit
GER 551	<b>History of Literature- Naturalism to Expressionism</b> Selected Literature from the 19 <sup>th</sup> century to 20 <sup>th</sup> century will be taken up for reading and discussion.	4
GER 552	<b>Dissertation</b>	4
GER 591	<b>Project IV: Research Methodology II</b>	2
GER 571	<b>Translation of Literary Texts</b> Translation of literary texts from German to Hindi/English and vice versa.	4
GER 572	<b>German Art History</b> This course will familiarise students with the important trends in the history of European art.	4
GER 573	<b>Film Studies (German Cinema)</b> this course will introduce students to film as an art form by looking at examples from German/ European cinema	4
GER 574	<b>Literary Theory and Criticism</b> Aim of this course would be to introduce students to different schools of thought in the field of literary criticism: Positivism, Formalism Structuralism and Critical Theory.	4
GER 575	<b>Interpretation</b> This course is designed to take our students further into the task of interpretation which will prepare them for interpretation assignments offered by numerous German MNCs in India. In this semester they will be taught the technique of note taking which is of great importance in cases of both consecutive and simultaneous interpretations. Focus will remain on consecutive interpretation.	4
	Total Credits	18

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NAME OF PROGRAMME : M.A. GUJARATI  
SEMETER-1

COURSE	COURSE TITLE	COURSE CODE	MARKS	CREDIT
CORE-1	અર્વાચીન ગુજરાતી કવિતા Early Gujarati Poetry	GUJ-403	50/50	04
CORE-2	ભારતીય સાહિત્ય મીમાંસા Indian Literary Criticism	GUJ-404	50/50	04
ELECTIVE-1	ગુજરાતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ Political and Cultural History of Gujarat	GUJ-426	50/50	04
ELECTIVE-2	ગુજરાતની લોકવિદ્યા Folklore of Gujarat	GUJ-427	50/50	04
ELECTIVE-3	સાહિત્ય અને આધુનિકતા Modernism and literature	GUJ-428	50/50	04
ELECTIVE-4	લોકપ્રિય સાહિત્ય Popular Literature	GUJ-429	50/50	04
ELECTIVE-5	ગુજરાતી વિવેચન-1 Gujarati Criticism-1	GUJ-430	50/50	04
CORE	પ્રકલ્પ કાર્ય Project work	GUJ-442	50/50	02
	TOTAL CREDIT			28

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NAME OF PROGRAMME : M.A. GUJARATI  
SEMETER-2

COURSE	COURSE TITLE	COURSE CODE	MARKS	CREDIT
CORE-1	અર્વાચીન ગુજરાતી ગદ્ય Early Gujarati Prose	GUJ-453	50/50	04
CORE-2	પાશ્ચાત્ય સાહિત્ય મીમાંસા Western Literary Criticism	GUJ-454	50/50	04
ELECTIVE-1	મધ્યકાલીન ગુજરાતી સાહિત્ય Medieval Gujarati Literature	GUJ-476	50/50	04
ELECTIVE-2	ગુજરાતનું લોકસાહિત્ય Folk Literature of Gujarat	GUJ-477	50/50	04
ELECTIVE-3	સાહિત્ય અને સમાજ Literature and Society	GUJ-478	50/50	04
ELECTIVE-4	તુલનાત્મક સાહિત્ય Comparative Literature	GUJ-479	50/50	04
ELECTIVE-5	ગુજરાતી વિવેચન-2 Gujarati Criticism-2	GUJ-480	50/50	04
CORE	પ્રકલ્પ કાર્ય Project Work	GUJ-492	50/50	02
	TOTAL CREDIT			30

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NAME OF PROGRAMME : M.A. GUJARATI  
SEMETER-3

COURSE	COURSE TITLE	COURSE CODE	MARKS	CREDIT
CORE-1	ગ્રંથકારનો અભ્યાસ: Study of Author	GUJ-503	50/50	04
CORE-1	ભાષાવિજ્ઞાન-I Linguistics-1	GUJ-504	50/50	04
ELECTIVE-1	ભારતનો રાજકીય અને સાંસ્કૃતિક ઇતિહાસ Political and Cultural History of India	GUJ-526	50/50	04
ELECTIVE-2	ગુજરાતની આદિવાસી અને વિચરતી જાતિનું લોકસાહિત્ય Nomadic and Tribal Folk Literature of Gujarat	GUJ-527	50/50	04
ELECTIVE-3	સાહિત્ય અને સિનેમા Literature and Cinema	GUJ-528	50/50	04
ELECTIVE-4	વિશ્વ સાહિત્ય World Literature	GUJ-529	50/50	04
ELECTIVE-5	નારીવાદી સાહિત્ય Feminist Literature	GUJ-530	50/50	04
CORE	પ્રકલ્પ કાર્ય Project Work	GUJ-542	50/50	02
	TOTAL CREDIT			30

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NAME OF PROGRAMME : M.A. GUJARATI  
SEMETER-4

COURSE NO.	COURSE TITLE	COURSE CODE	MARKS	CREDIT
CORE-1	સાહિત્ય સ્વરૂપ : ટૂંકી વાર્તા Literary Genre : Short story	GUJ-553	50/50	04
CORE-2	ભાષાવિજ્ઞાન- 2 Linguistics-2	GUJ-554	50/50	04
ELECTIVE-1	ભારતીય સાહિત્ય Indian Literature	GUJ-576	50/50	04
ELECTIVE-2	ગુજરાતનું સંત સાહિત્ય અને ચારણી સાહિત્ય Saint and Charani Literature of Gujarat	GUJ-577	50/50	04
ELECTIVE-3	સાહિત્ય અને પત્રકારત્વ Literature and Journalism	GUJ-578	50/50	04
ELECTIVE-4	ડાયસ્પોરા સાહિત્ય Diaspora literature	GUJ-579	50/50	04
ELECTIVE-5	દલિત સાહિત્ય Dalit Literature	GUJ-580	50/50	04
CORE	પ્રકલ્પ કાર્ય Project Work	GUJ-592	50/50	02
	TOTAL CREDIT			30

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CENTRAL UNIVERSITY OF GUJARAT



संदर्भ A-C  
31/01/20

गुजरात केन्द्रीय विश्वविद्यालय  
हिन्दी अध्ययन केंद्र  
भाषा, साहित्य एवं संस्कृति अध्ययन संस्थान  
गांधीनगर- 382030



गुजरात केन्द्रीय विश्वविद्यालय  
CENTRAL UNIVERSITY OF GUJARAT

एम.ए. हिन्दी पाठ्यक्रम  
हिन्दी अध्ययन केंद्र

(16 जनवरी 2020 को आयोजित अध्ययन गण्डल की बैठक में अनुमोदित।)



**गुजरात केन्द्रीय विश्वविद्यालय**  
**हिन्दी अध्ययन केंद्र**  
**एम.ए.- पाठ्यक्रम**

**प्रथम सत्र**

**क्रेडिट - 18**

पाठ्य पत्र कोड	पाठ्यक्रम विवरण	Syllabus Detail	क्रेडिट	
HIN-401	मध्यकालीन हिन्दी काव्य	Medieval Hindi Poetry	4	अनिवार्य
HIN-402	आधुनिक हिन्दी नाटक और अन्य गद्य विचार	Modern Hindi Drama & Other Prose Forms	4	अनिवार्य
HIN-421	क. हिन्दी कहानी	Hindi Short story	4	वैकल्पिक
HIN-425	ख. भक्तिकाव्य और कवि	Bhakti Poetry & Poets	4	वैकल्पिक
HIN-423	ग. हिन्दी पत्रकारिता	Hindi Journalism	4	वैकल्पिक
HIN-424	घ. प्रवासी हिन्दी साहित्य	Hindi Diaspora Literature	4	वैकल्पिक
प्रकल्प	कंप्यूटर और हिन्दी	Computer & Hindi	2	अनिवार्य
HIN-443	अनुप्रयोग आधारित प्रकल्प	Application Based Projects		

**द्वितीय सत्र**

**क्रेडिट - 18**

पाठ्य पत्र कोड	पाठ्यक्रम विवरण	Syllabus Detail	क्रेडिट	
HIN-451	आधुनिक हिन्दी काव्य	Modern Hindi Poetry	4	अनिवार्य
HIN-452	आधुनिक हिन्दी कथा साहित्य	Modern Hindi Fiction	4	अनिवार्य
HIN-471	क. हिन्दी उपन्यास	Hindi Novel	4	वैकल्पिक
HIN-472	ख. नवजागरणकालीन साहित्य	Renaissance Literature	4	वैकल्पिक
HIN-473	ग. रेडियो, टी.वी. एवं वेब माध्यम	Radio, TV & Web Medium	4	वैकल्पिक
HIN-474	घ. गुजराती साहित्य	Gujarati Literature	4	वैकल्पिक
प्रकल्प	व्यावसायिक अनुवाद	Commercial Translation	2	अनिवार्य
HIN-493	अनुप्रयोग आधारित प्रकल्प	Application Based Projects		

तृतीय सत्र

क्रेडिट - 18

पाठ्य पत्र कोड	पाठ्यक्रम विवरण	Syllabus Detail	क्रेडिट	
HIN-501	भाषा विज्ञान और हिन्दी भाषा	Linguistics & Hindi Language	4	अनिवार्य
HIN-502	अस्मितामूलक साहित्य	Literature of Identity Discourse	4	अनिवार्य
HIN-521	क. हिन्दी नाटक एवं रंगमंच	Hindi Drama	4	वैकल्पिक
HIN-522	ख. छायावाद	Chhayavad	4	वैकल्पिक
HIN-523	ग. हिन्दी सिनेमा	Hindi Cinema	4	वैकल्पिक
HIN-525	घ. आधुनिक भारतीय साहित्य	Modern Indian Literature	4	वैकल्पिक
प्रकल्प HIN-543	पटकथा लेखन अनुप्रयोग आधारित प्रकल्प	Script Writing Application Based Projects	2	अनिवार्य

चतुर्थ सत्र

क्रेडिट - 18

पाठ्य पत्र कोड	पाठ्यक्रम विवरण	Syllabus Detail	क्रेडिट	
HIN-551	साहित्यशास्त्र	Literary Theory	4	अनिवार्य
HIN-552	प्रयोजनमूलक हिन्दी	Functional Hindi	4	अनिवार्य
HIN-571	क. हिन्दी आलोचना	Hindi Criticism	4	वैकल्पिक
HIN-572	ख. स्वातंत्र्योत्तर हिन्दी कविता	Post-Independence Hindi Poem	4	वैकल्पिक
HIN-573	ग. अनुवाद सिद्धांत एवं प्रयोग	Translation Theory & Application	4	वैकल्पिक
HIN-574	घ. तुलनात्मक साहित्य	Comparative Literature	4	वैकल्पिक
प्रकल्प HIN-593	शोध प्रविधि शोध पत्र लेखन	Research Methodology Writing Research Paper	2	अनिवार्य

नोट: 1. प्रत्येक सत्र के वैकल्पिक पाठ्य-पत्रों (क,ख,ग,घ) में से किन्हीं दो का चयन विद्यार्थी कर सकते हैं।

2. अध्यापन एवं लिखित परीक्षा की भाषा हिन्दी होगी।

## एम.ए. हिन्दी पाठ्यक्रम मूल्यांकन प्रणाली

प्रत्येक पाठ्य पत्र के लिए 100 अंक निर्धारित हैं। जिनमें 50 अंक आंतरिक मूल्यांकन तथा शेष 50 अंक सत्रांत परीक्षा के लिए निर्धारित हैं। सत्रांत परीक्षा का प्रश्नपत्र दो घंटे का होगा। सत्रांत परीक्षा के प्रश्नपत्र का अंक विभाजन निम्नवत होगा है-

1. बहु विकल्पी 10	: 10 अंक	
2. संक्षिप्त उत्तर 04 (विकल्प सहित)	: 08 अंक	
3. विस्तृत उत्तर 03 (विकल्प सहित)	: 24 अंक	
4. टिप्पणी/व्याख्या 02 (विकल्प सहित)	: 08 अंक	पूर्णांक : 50 अंक

### आंतरिक मूल्यांकन के अंतर्गत अंक विभाजन

उपस्थिति और कक्षा में सहभागिता	: 05 अंक	
संगोष्ठी पत्र प्रस्तुति	: 10 अंक	
प्रदत्त कार्य	: 10 अंक	
मध्य सत्र लिखित परीक्षा	:	
1. बहु विकल्पी 05	: 05 अंक	
2. संक्षिप्त उत्तर 03 (विकल्प सहित)	: 06 अंक	
3. विस्तृत उत्तर 02 (विकल्प सहित)	: 10 अंक	
4. टिप्पणी/व्याख्या 01 (विकल्प सहित)	: 04 अंक	पूर्णांक : 50 अंक

## प्रथम सत्र

### अनिवार्य प्रश्नपत्र- 1 : मध्यकालीन काव्य (Medieval Hindi Poetry)

क्रेडिट 04

#### उद्देश्य

- छात्रों को आदि एवं मध्यकालीन हिन्दी काव्य के प्रतिनिधि कवियों और उनके काव्य से परिचित कराना
- पाठ्य कृतियों के सन्दर्भ में काव्य के आस्वादन और समीक्षा की क्षमता बढ़ाना

#### इकाई- 1.

आदिकालीन काव्य की पृष्ठभूमि और काव्य

भक्ति काव्य की पृष्ठभूमि और उसका अखिल भारतीय स्वरूप

भक्ति काव्य का वैचारिक आधार

भक्ति काव्य की विभिन्न धाराएं एवं प्रवृत्तियां

भक्ति काव्य का सामाजिक आधार

#### इकाई- 2.

भक्तिकाव्य- निर्गुण धारा

जायसौ (आचार्य रामचंद्र शुक्ल द्वारा सं. 'पद्मावत' से) सिंहल द्वीप वर्णन खंड- 1. सिंहल द्वीप कथा अब गावों..... सिंहल द्वीप समीप 2. जबहीं दीप नियरावा..... सदा बसंत 3. फरे आब अति..... घन तार खजूर 4. राजसभा पुनि दीख ..... बाद परताप नागमती विमोह खंड- 1. नागमती चितउर पथ..... मोहि दिन्ह 2. पाट महादेइ हिये..... अदा पलुहंत 3. चढ़ा असाढ़ गगन..... सुख भुला सर्व 4. कुहुकी कुहुकी जस..... सुनी आवै कान्त ।

कबीर ( हजारी प्रसाद द्विवेदी कृत 'कबीर' से) पद सं. 33, 35 168, 215 और 249 साखी सं. 176, 220 222, 230, 231, 234, 241 और 256

#### इकाई- 3.

भक्तिकाव्य- सगुण धारा

सूरदास (आचार्य रामचंद्र शुक्ल द्वारा सं. 'अमरगीत सार' से) 1. नीको रहियो जसुमति..... सन्देश न लीन्हो 2. आयो घोष बड़ो व्यापारी..... आनि दिखावे 3. हम तो बूह..... जननी छार 4. हमारे हरि हरिल..... जिनके मन चकरी 5. निर्गुण कौन देश..... सबे मति नासी 6. प्रीती करि दीन्हो..... न बैठी झार 7. हरि हैं राजनीति .... जाय सताए 8. उधो तुम अपनी जतन..... अर्धजल जोग ।

तुलसीदास ( 'कवितावली' से) 1. किसान, किसान-कुल..... बड़ी है आगि पेटकी 2. जातिके, सुजातिके..... देखि-सुनी सो 2. खेती न किसानको..... तुलसी हठा करी 3. धूत काही, अदधूत..... दीबेको दोऊ 4. पठयो है..... मन्दलालको 5.

मीरा (विश्वनाथ त्रिपाठी कृत मीरा कव काव्य से)- 1. हे मा बड़ी बड़ी..... घर बसिके 2. माई संतारे ..... रसीली जांची 3. माई री म्हा..... जणम की कोल 4. पग बांध धूपरयां..... आस्यां री 5. राणाजी ठे जहर

दियो.....अपणी जाणी 6. जोगी मत जा..... जौत भिन्ना जा 7. साबरे मारया तीर ..... धरण ना धीर 8.  
आवत मोरी..... किसन मुरारी

#### इकाई- 4.

रीतिकालीन काव्य की राजनीतिक, सामाजिक, साहित्यिक एवं सांस्कृतिक पृष्ठभूमि

रीतिकालीन काव्य की विविध धाराएँ (रीतिबद्ध, रीतिसिद्ध, रीतिमुक्त)

देव (चयनित पद)- 1. सुनो पै परम .....एक बारही करै परी 2. डार दुम पलना.....गुलाब घटकारी दे 3.  
कथा मैं न कथा..... परमेसर प्रतीति मैं 4. जब तैं कुंवर..... विलोकति बिकानी-सी 5. तेरो कह्यो करि करि  
.....मारी एक बार 6. प्रेम गुन..... तरंग श्याम रंग की 7. झहरी झहरी झीनी.....रगत मे 8. सासन ही सौं  
समीर ..... हरि जू हरि

बिहारी (चयनित पद)- 1. मेरी भव बाधा.....हरित दुति होई 2. अजौ तरयौना.....मुकुतनु कै संग 3. पत्रा ही  
तिथि..... आनन ओष उजास 4. या अनुरागी चित की ..... उज्जलु होई 5. मोहन मुरती..... जग होइ 6.  
बेसरी मोती दुति..... पट पौछ्यो जाइ 7. बड़े न हुजै..... गहनी गढ़यौ न जाइ 8. नहीं परागु नहीं..... कौन  
हवाल 9. अंग अंग नग..... उज्यारीगैह 10. चिलक, चिकनई, चटक..... इसी जाइ

घनानंद (चयनित पद)- 1. रावरे रूप की रीति.....हाथिनीं हारियै 2. बिरह दवागिनी उठी..... सब ही हरे 3.  
रावरे गुननि बांधि..... परेखनी मूरति है 4. लहकी लहकी आवै..... रहियै ऊचे 5. दग छकत हैं छवि.....  
लज धकै 6. जब तैं निहारे..... तिन ही को ध्यान ।

#### सन्दर्भ ग्रन्थ सूची

1. हिंदी साहित्य का इतिहास, आचार्य रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, काशी
2. हिंदी साहित्य का इतिहास, सं. डॉ. नगेन्द्र, मयूर प्रकाशन, नोएडा
3. हिंदी साहित्य का दूसरा इतिहास, बच्चन सिंह, राधाकृष्ण प्रकाशन, दिल्ली
4. हिन्दी काव्यधारा, राहुल सांकृत्यायन, बिहार राष्ट्रभाषा परिषद, पटना
5. त्रिवेणी, आचार्य रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी
6. कबीर, आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली
7. भक्ति आंदोलन और शूरदास का काव्य, मैनेजर पाण्डेय, वाणी प्रकाशन, दिल्ली
8. भारतीय प्रेमछात्र की परंपरा, परशुराम चतुर्वेदी, भारतीय ज्ञानपीठ, दिल्ली
9. लोकवादी तुलसीदास, विश्वनाथ त्रिपाठी, लोकभारती प्रकाशन, इलाहाबाद
10. बिहारी का नया मूल्यांकन, डॉ. बच्चन सिंह, राजकमल प्रकाशन, दिल्ली
11. कबीर : एक पुनर्मूल्यांकन, सं. बलदेव बंशी, आधार प्रकाशन पंचकुला, हरियाणा
12. भक्ति काव्य और लोकजीवन, शिवकुमार मिश्र, वाणी प्रकाशन, दिल्ली
13. भक्ति आन्दोलन इतिहास और संस्कृति, कुंवरपाल सिंह, वाणी प्रकाशन, दिल्ली
14. जायसी, विजयदेव नारायण साही, हिन्दुस्तानी ऐकेडमी, इलाहाबाद
15. भक्ति काव्य का समाज दर्शन, प्रेमशंकर, वाणी प्रकाशन, दिल्ली
16. भक्ति काव्य यात्रा, डॉ. रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद
17. रीतिकालीन कवियों की प्रेम व्यंजना, डॉ. बच्चन सिंह, लोकभारती प्रकाशन, इलाहाबाद

18. रीति काव्य की इतिहास दृष्टि, सुधीन्द्र कुमार, वाणी प्रकाशन, दिल्ली
19. हिंदी साहित्य का ऐतिहासिक, डॉ. विनोद कुमार तनेजा, हरियाणा राज्य अकादमी, पंचकुला, हरियाणा
20. रीतिकाव्य, जगदीशचंद्र गजल, राधाकृष्ण प्रकाशन, दिल्ली
21. रीतिकाव्य के विविध आयाम, सुधीन्द्र कुमार, स्वराज प्रकाशन, दिल्ली
22. बिहारी अनुशीलन, सरोज गुप्ता, स्वराज प्रकाशन, दिल्ली

## अनिवार्य प्रश्नपत्र- 2 : आधुनिक हिन्दी नाटक एवं अन्य गद्य विधाएं

(Modern Hindi Drama & Other Prose Forms)

क्रेडिट 04

### उद्देश्य

- छात्रों को हिन्दी नाटक और अन्य गद्य विधाओं से परिचित कराना
- छात्रों में नाटक एवं अन्य गद्य विधाओं के आस्वादन और विश्लेषण की दृष्टि विकसित करना

### इकाई- 1.

हिन्दी नाटक : विकास और प्रवृत्तियाँ

हिन्दी का कथेतर गद्य : स्वरूप और विकास

### इकाई- 2.

नाटक - भारत दुर्देशा (भारतेंदु हरिश्चंद्र)

एकांकी- बादल की मृत्यु (रामकुमार वर्मा), स्ट्राईक (कुबेरेश्वर), ओर का तारा (जगदीशचन्द्र नाथुर)

### इकाई- 3.

निबंध - शिवशम्भु के चिट्ठे (बालमुकुन्द गुप्त), लोभ और प्रीति (आचार्य रामचंद्र शुक्ल), साहित्य का उद्देश्य (प्रेमचंद), अशोक के फूल (आचार्य हजारीप्रसाद द्विवेदी), प्रेमचंद के फटे जूते (हरिशंकर परसाई), राम का मुकुट भीग रहा है (विद्यानिवास मिश्र), उत्तरा फाल्गुनी के आस-मास (कुबेरनाथ राय)

### इकाई- 4.

अन्य गद्य विधाएं

यात्रा वृत्तान्त- मेरी लिखत यात्रा (राहुल संकृत्यायन), चयनित अंश

संस्मरण- स्मृति की रेखाएं 'गुंगिया' (महादेवी वर्मा)

आत्मकथा- अपनी खबर (पाण्डेय बेचन शर्मा उग्र), चयनित अंश

जीवनी- आवारा मसीहा (विष्णु प्रभाकर), चयनित अंश

## सन्दर्भ ग्रन्थ सूची-

1. रंगदर्शन, नेमिचन्द्र जैन, अक्षर प्रकाशन, दिल्ली
2. हिंदी रंगमंच की भूमिका, लक्ष्मीनारायण लाल, राजकमल प्रकाशन, दिल्ली
3. हिंदी का गद्य साहित्य, रामचंद्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी
4. साहित्यिक विधाएं : सैद्धांतिक पक्ष, डॉ. मधु धवन, वाणी प्रकाशन, दिल्ली
5. हिंदी गद्य : विन्यास और विकास, रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद
6. आधुनिक गद्य की विविध विधाएं, उदयभानू सिंह, वाणी प्रकाशन, दिल्ली
7. पारंपरिक भारतीय रंगमंच, कपिला वात्स्यायन, नेशनल बुक ट्रस्ट, दिल्ली
8. हिंदी साहित्य का इतिहास, आचार्य रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी
9. हिंदी नाटक उद्भव एवं विकास, डॉ. दशरथ ओझा, राजपाल एंड संस, दिल्ली
10. आधुनिक भारतीय रंगलोक, जयदेव तनेजा, भारतीय ज्ञानपीठ, दिल्ली
11. आधुनिक हिंदी नाटक और रंगमंच, नेमिचन्द्र जैन, राधाकृष्ण प्रकाशन, दिल्ली
12. आत्मकथा की संस्कृति और अपनी खबर, पंकज चतुर्वेदी, राजकमल प्रकाशन, दिल्ली
13. भारतीय एवं पश्चात्य रंगमंच, सीताराम चतुर्वेदी, राजकमल प्रकाशन, दिल्ली
14. हिंदी निबंध और निबंधकार, रामचंद्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी
15. हिंदी साहित्य और संवेदना का विकास, रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद
16. हिंदी साहित्य का आधा इतिहास, सुमन राजे, ज्ञानपीठ प्रकाशन, दिल्ली
17. आधुनिक साहित्य की प्रवृत्तियाँ, नामवर सिंह, लोक भारती प्रकाशन, इलाहाबाद
18. हिंदी निबंध साहित्य का सांस्कृतिक अध्ययन, बाबूराम, वाणी प्रकाशन, दिल्ली
19. हिंदी नाटक के सौ साल, (दो भागों में) सं. महेश आनंद, राष्ट्रीय नाट्य विद्यालय, दिल्ली
20. हिंदी साहित्य का दूसरा इतिहास, बच्चन सिंह, राधाकृष्ण प्रकाशन, दिल्ली

## वैकल्पिक प्रश्नपत्र- क : हिन्दी कहानी (Hindi Short story)

क्रेडिट 04

### उद्देश्य

- छात्रों को कहानी विधा के तात्त्विक स्वरूप का परिचय देना
- ऐतिहासिक विकास क्रम के परिप्रेक्ष्य में कहानी विशेष का महत्व समझते हुए एवं मूल्यांकन करने की क्षमता विकसित करना

### इकाई 1.

कहानी : परिभाषा, स्वरूप एवं तत्व

हिन्दी कहानी का उद्भव और विकास

### इकाई 2.

स्वतन्त्रतापूर्व हिन्दी कहानी- ठाकुर का कुआँ (प्रेमचंद), जाई (विश्वम्भरनाथ शर्मा 'कौशिक'), पुरस्कार (जयशंकर प्रसाद), खुदराम (पाण्डेय बेचन शर्मा 'उग्र'), पत्नी (जैनेन्द्र), दुःख (यशपाल), शरणदाता (अज्ञेय)



### इकाई 3.

नई कहानी - मलबे का मालिक (मोहन राकेश), नीली झील (कमलेश्वर), बंद दरवाजों के साथ (मन्नू भंडारी), वांग्चु (भीष्म साहनी), रसप्रिया (फणीश्वरनाथ रेणु), कर्मनाशा की हार (शिवप्रसाद सिंह), छिप्टी कलेबटरी (अमरकांत)

### इकाई 4.

समकालीन हिन्दी कहानी- अमरुद का पेड़ (ज्ञानरंजन), अपना रास्ता तो बाबा (काशीनाथ सिंह), मज्जू फालतू (स्वयं प्रकाश), छप्पन तोले की करघन (उदयप्रकाश), कर्ज (मोहनदास नैमिशराय), रहोगी तुम वही (सुधा अरोड़ा), चिह्नार (मैत्रेयी पुष्पा)

### सन्दर्भ ग्रन्थ सूची

1. कहानी नई कहानी, नामवर सिंह, लोकभारती प्रकाशन, इलाहाबाद
2. हिंदी कहानी का इतिहास, गोपालराय, राजकमल प्रकाशन, दिल्ली
3. हिंदी कहानी का इतिहास, मधुरेश, सुमित प्रकाशन, इलाहाबाद
4. कहानी सन्दर्भ और प्रकृति, देवीशंकर अवस्थी, राजकमल प्रकाशन, दिल्ली
5. कहानी का लोकतंत्र, पल्लव, आधार प्रकाशन, पंचकुला, हरियाणा
6. कहानी : स्वरूप और संवेदना, राजेंद्र यादव, वाणी प्रकाशन, दिल्ली
7. कुछ कहानियाँ कुछ विचार, विश्वनाथप्रसाद त्रिपाठी, वाणी प्रकाशन, दिल्ली
8. कहानी : समकालीन चुनौतियाँ, शम्भु गुप्त, वाणी प्रकाशन, दिल्ली
9. कहानी के नये प्रतिमान, कुमार कृष्ण, वाणी प्रकाशन, दिल्ली
10. समकालीन कहानी : नया परिप्रेक्ष्य, पुष्पपाल सिंह, सामयिक प्रकाशन, दिल्ली
11. कहानी : वस्तु, अंतर्वस्तु, शम्भु गुप्त, राधाकृष्ण प्रकाशन, दिल्ली
12. हिंदी कहानी : यथार्थवादी नज़रिया, मार्कण्डेय, लोकभारती प्रकाशन, इलाहाबाद
13. हिंदी कहानी : प्रक्रिया और पाठ, सुरेन्द्र चौधरी, राधाकृष्ण प्रकाशन, दिल्ली
14. समकालीन हिंदी कहानी में समाज संरचना, मोनिका हारित, पंचशील प्रकाशन, जयपुर
15. स्वातंत्र्योत्तर हिंदी कहानी में मानव प्रतिमा, हेतु भारद्वाज, पंचशील प्रकाशन, जयपुर
16. कहानी का उत्तर समय : सृजन सन्दर्भ, पुष्पपाल सिंह, सामयिक प्रकाशन, दिल्ली
17. आधुनिक हिंदी कहानी, लक्ष्मीनारायण ताल, वाणी प्रकाशन, दिल्ली
18. हिंदी कहानी : संरचना और संवेदना, डॉ. साधना शाह, वाणी प्रकाशन, दिल्ली
19. हिंदी कहानी : परम्परा और प्रगति, हरदयाल, वाणी प्रकाशन, दिल्ली
20. इक्कीसवीं सदी का पहला दशक और हिंदी कहानी, सूरज पालोवान, वाणी प्रकाशन, दिल्ली
21. जनवादी कहानी : पृष्ठभूमि से पुनर्विचार तक, रमेश उपाध्याय, वाणी प्रकाशन, दिल्ली

**उद्देश्य**

- छात्रों को भक्ति साहित्य की परिस्थितियाँ, प्रवृत्तियाँ एवं प्रतिनिधि रचनाकारों से परिचय कराना
- पाठ्य कृतियों के सन्दर्भ में काव्य आस्वादन और समीक्षा की क्षमता बढ़ाना

**इकाई- 1.**

भक्ति काव्य की पृष्ठभूमि

भक्ति काव्य का अखिल भारतीय स्वरूप

भक्ति काव्य का वैचारिक आधार

भक्ति काव्य का सामाजिक आधार (स्त्री, लोक, वर्ण व्यवस्था)

**इकाई- 2.**

भक्ति काव्य : संवेदना और प्रवृत्तियाँ

भक्ति काव्य : भाषा, संरचना और शिल्प

भक्ति काव्य : संगीत एवं विविध कलाओं से संबंध

**इकाई- 3.**

निर्गुण भक्ति काव्यधारा

प्रमुख कवि : कबीर, रैदास, दादू दयाल, मुल्ला दाउद, जायसी,

**इकाई- 4.**

सगुण भक्ति काव्यधारा

प्रमुख कवि : सूरदास, नन्ददास, मीरा, तुलसीदास, रसखान, नरसी मेहता

**सन्दर्भ ग्रन्थ सूची**

1. हिंदी साहित्य का भक्तिकालीन काव्य, डॉ. मनमोहन सहगल, हरियाणा ग्रन्थ अकादमी, पंचकुला, हरियाणा
2. हिंदी सगुण भक्ति काव्य के दार्शनिक स्रोत, रामचन्द्र देव, लोकभारती प्रकाशन, इलाहाबाद
3. हिन्दी काव्यधारा, राहुल सांकृत्यायन, बिहार राष्ट्रभाषा परिषद, पटना
4. त्रिवेणी, आचार्य रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी
5. कबीर, आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली
6. भक्ति आंदोलन और सूरदास का काव्य, मैनेजर पाण्डेय, वाणी प्रकाशन, दिल्ली
7. भारतीय प्रेमाख्यान की परंपरा, परचुराम घनुर्वेदी, भारतीय ज्ञानपीठ, दिल्ली
8. लोकवादी तुलसीदास, विश्वनाथ त्रिपाठी, लोकभारती प्रकाशन, इलाहाबाद
9. बिहारी का नया मूल्यांकन, डॉ. बच्चन सिंह, राजकमल प्रकाशन, दिल्ली
10. कबीर : एक पुनर्मूल्यांकन, सं. बलदेव बंशी, आधार प्रकाशन पंचकुला, हरियाणा

11. भक्ति काव्य और लोकजीवन, शिवकुमार मिश्र, वाणी प्रकाशन, दिल्ली
12. भक्ति आन्दोलन इतिहास और संस्कृति, कुंवरपाल सिंह, वाणी प्रकाशन, दिल्ली
13. जायसी, विजयदेव नारायण सार्वी, हिन्दुस्तानी ऐकेडमी, इलाहाबाद
14. भक्ति काव्य का समाज दर्शन, प्रेमशंकर, वाणी प्रकाशन, दिल्ली
15. भक्ति काव्य यात्रा, डॉ. रामस्वरूप धनुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद
16. गीता का जीवन और समाज, माधव हड़्डा, वाणी प्रकाशन, दिल्ली
17. हिंदी साहित्य का इतिहास, आचार्य रामचंद्र शुक्ल, वाणी प्रकाशन, दिल्ली
18. हिंदी साहित्य का इतिहास, सं. डॉ. नगेन्द्र, मयूर प्रकाशन, नोएडा
19. हिंदी साहित्य का दूसरा इतिहास, बच्चन सिंह, राधाकृष्ण प्रकाशन, दिल्ली
20. भक्ति का सन्दर्भ, देवीशंकर अवस्थी, वाणी प्रकाशन, दिल्ली

## वैकल्पिक प्रश्नपत्र- ग : हिन्दी पत्रकारिता (Hindi Journalism)

क्रेडिट 04

### उद्देश्य

- छात्रों को पत्रकारिता के विकास और महत्व से परिचित कराना
- पत्रकारिता और मीडिया लेखन में सक्रिय भागीदारी हेतु सक्षम बनाना

### इकाई- 1.

पत्रकारिता : परिभाषा, स्वरूप, प्रकार, उद्देश्य, महत्व

पत्रकारिता का आरम्भ एवं विकास

पत्रकारिता संबंधी प्रमुख कानून तथा आधार संहिता

### इकाई- 2.

हिन्दी पत्रकारिता : उद्भव और विकास

स्वतंत्रता पूर्व हिन्दी पत्रकारिता

स्वातंत्र्योत्तर हिन्दी पत्रकारिता

### इकाई-3.

हिन्दी की साहित्यिक पत्रकारिता

स्वतन्त्रतापूर्व की प्रमुख साहित्यिक पत्र-पत्रिकाएँ - कवि वचन सुधा, हिन्दी प्रदीप, सरस्वती, हंस

स्वातंत्र्योत्तर प्रमुख साहित्यिक पत्र-पत्रिकाएँ - सारिका, धर्मयुग, दिनगान, नई कहानी, आलोचना, हंस, युद्धरत आम आदमी

लघु पत्रिका आन्दोलन

#### इकाई-4

पत्रकारिता संबंधी लेखन

समाचार संकलन, समाचार लेखन, संपादन, फीचर लेखन, आमुख, शीर्षक, आवरण कथा, संपादकीय आदि  
प्रस्तुति : प्रूफ-सोधन, पृष्ठ विन्वास, चित्र, रेखाचित्र, कार्टून आदि

#### सन्दर्भ ग्रन्थ सूची

1. हिंदी पत्रकारिता, डॉ. कृष्णबिहारी मिश्र, लोकभारती प्रकाशन, इलाहाबाद
2. पत्रकारिता : परिचय और प्रवृत्तियाँ, डॉ. पृथ्वीराज पाण्डेय, लोकभारती प्रकाशन, इलाहाबाद
3. पत्रकारिता के नये आयाम, एस. के. दुबे, लोकभारती प्रकाशन, इलाहाबाद
4. पत्रकारिता : नया दौर, नये प्रतिमान, संतोष भारतीय, राधाकृष्ण प्रकाशन, दिल्ली
5. पत्रकारिता : नया मीडिया नये संज्ञान, शालिनी जोशी, राधाकृष्ण प्रकाशन, दिल्ली
6. आधुनिक पत्रकारिता, डॉ. अर्जुन तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी
7. हिंदी पत्रकारिता, डॉ. धीरेन्द्रनाथ सिंह, विश्वविद्यालय प्रकाशन, वाराणसी
8. हिंदी पत्रकारिता, डॉ. अर्जुन तिवारी, वाणी प्रकाशन, दिल्ली
9. पत्रकारिता का बदलता स्वरूप, डॉ. महासिंह पुनिया, हरियाणा ग्रन्थ अकादमी, पंचकुला, हरियाणा
10. हिंदी पत्रकारिता : स्वरूप और आयाम, राधेश्याम शर्मा, हरियाणा ग्रन्थ अकादमी, पंचकुला, हरियाणा
11. सूचना प्रौद्योगिकी एवं पत्रकारिता, अशोक मलिक, हरियाणा ग्रन्थ अकादमी, पंचकुला, हरियाणा
12. हिंदी पत्रकारिता और जनसंचार, डॉ. ठाकुर दत्त आलोक, वाणी प्रकाशन, दिल्ली
13. हिंदी पत्रकारिता : स्वरूप और सन्दर्भ, विनोद गोदरे, वाणी प्रकाशन, दिल्ली
14. पत्रकारिता इतिहास और प्रश्न, कृष्ण बिहारी मिश्र, वाणी प्रकाशन, दिल्ली
15. पत्रकारिता के उतर आधुनिक चरण, कृपाशंकर चौबे, वाणी प्रकाशन, दिल्ली
16. संचार क्रांति और हिंदी पत्रकारिता, डॉ. अशोक कुमार शर्मा, विश्वविद्यालय प्रकाशन, वाराणसी
17. हिंदी पत्रकारिता के नये प्रतिमान, बच्चन सिंह, विश्वविद्यालय प्रकाशन, वाराणसी
18. हिंदी पत्रकारिता और समाचार पत्रों की दुनिया, रत्नाकर पाण्डेय, स्वराज प्रकाशन, दिल्ली
19. हिंदी पत्रकारिता आधुनिक सन्दर्भ, देव प्रकाश मिश्र, स्वराज प्रकाशन, दिल्ली
20. पत्रकारिता के प्रश्न, राजेंद्र शंकर भट्ट, पंचशील प्रकाशन, जयपुर

#### वैकल्पिक प्रश्नपत्र- घ : हिन्दी प्रवासी साहित्य (Diaspora Hindi Literature)

क्रेडिट 04

#### उद्देश्य

- छात्रों को प्रवासी साहित्य से परिचय कराना
- चयनित रचनाओं के अध्ययन द्वारा प्रवासियों के सामाजिक-सांस्कृतिक जीवन को समझाना

#### इकाई-1

प्रवासी साहित्य की अवधारणा, स्वरूप और विकास

जलावतन, दासता, देशांतर गमन, बहुसांस्कृतिकता एवं नागरिकता, भूमंडलीकरण और प्रवासन, वतन और स्मृति, डायस्पोरा और भाषा

#### इकाई-2

हिन्दी प्रवासी साहित्य : स्वरूप एवं विकास

#### इकाई-3

लाल पसीना - अभिमन्यु अनंत

#### इकाई-4

देशांतर - संपादक : तेजेंद्र शर्मा, हिन्दी साहित्य अकादमी, दिल्ली ( चयनित कहानियां )

#### सन्दर्भ ग्रन्थ सूची

1. प्रवासी हिंदी कहानी : एक अंतर्दृष्टि, सं. सुष्मा आर्य- अजय नावरिया, शिल्पायन प्रकाशन, दिल्ली
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### प्रकल्प (Project)

क्रेडिट 02

कंप्यूटर और हिन्दी अनुप्रयोग पर आधारित प्रकल्प Computer & Hindi Application Based Projects	क्रेडिट 2	अनिवार्य
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## द्वितीय सत्र

### अनिवार्य प्रश्नपत्र- 3 : आधुनिक हिन्दी काव्य (Modern Hindi Poetry)

क्रेडिट 04

#### उद्देश्य

- छात्रों को आधुनिक हिन्दी काव्य की प्रवृत्तियाँ और प्रतिनिधि रचनाकारों से अवगत कराना
- छात्रों को पाठ्य कृतियों के सन्दर्भ में काव्य के आस्वादन और समीक्षा की क्षमता बढ़ाना

#### इकाई- 1.

आधुनिक हिन्दी काव्य का परिचय एवं प्रवृत्तियाँ : भारतेंदु युग, द्विवेदी युग, छायावाद, प्रगतिकद, प्रयोगवाद, नई कविता, अकविता, जनवादी कविता और समकालीन कविता

#### इकाई- 2.

जयशंकर प्रसाद - कामायनी का श्रद्धा सर्ग  
सूर्यकांत त्रिपाठी निराला- राम की शक्तिपूजा

#### इकाई- 3.

नागार्जुन- प्रेत का बयान, अकाल और उसके बाद, गुलाबी चूड़ियाँ, कलामुद्दीन  
अज्ञेय- नदी के द्वीप, बावरा अहेरी, कलमों बाजरे की  
गजानन माधव मुक्तिबोध- ब्रह्मराक्षस, भूल गलती, एक अंतर्कथा

#### इकाई- 4.

रघुवीर सहाय- रामदास, हंसो हंसो जन्दी हंसो, तुमसे कहीं कुछ है  
धूमिल- बीस साल बाद, अकाल दर्शन, मुनासिब कार्यवाही  
केदारनाथ सिंह- आना, रोटी, बनारस, धानों का गीत

#### सन्दर्भ ग्रन्थ सूची

1. प्रतिनिधि आधुनिक कवि, सं. डॉ. चन्द्र बिखा, हरियाणा साहित्य अकादमी, पंचकुला
2. आधुनिक हिंदी साहित्य की प्रवृत्तियाँ, सं. डॉ. चन्द्र बिखा, हरियाणा साहित्य अकादमी, पंचकुला
3. कवियों की पृथ्वी, अरविन्द त्रिपाठी, आधार प्रकाशन पंचकुला, हरियाणा
4. आधुनिक हिंदी कविता का इतिहास, नंदकिशोर नवल, भारतीय ज्ञानपीठ प्रकाशन, दिल्ली
5. कविता का अर्थोत्तर, परमानन्द श्रीवास्तव, वाणी प्रकाशन, दिल्ली



6. छायावाद का रचनालोक, रामदरश मिश्र, वाणी प्रकाशन, दिल्ली
7. कामायनी : एक पुनर्विचार, मुक्तिबोध, राजकमल प्रकाशन, दिल्ली
8. कल्पना और छायावाद, केदारनाथ सिंह, वाणी प्रकाशन, दिल्ली
9. छायावाद, नामवर सिंह, राजकमल प्रकाशन, दिल्ली
10. आधुनिक हिंदी साहित्य की प्रवृत्तियाँ, नामवर सिंह, राजकमल प्रकाशन, दिल्ली
11. छायावाद का सौंदर्यशास्त्रीय अध्ययन, कुमार विमल, राजकमल, प्रकाशन, दिल्ली
12. छायावाद युगीन साहित्यिक वाद विवाद, गोपाल प्रधान, स्वराज प्रकाशन, दिल्ली
13. छायावाद का प्रेमदर्शन, विजय लक्ष्मी, स्वराज प्रकाशन, दिल्ली
14. कविता के नये प्रतिमान, नामवर सिंह, राजकमल प्रकाशन, दिल्ली
15. नई कविता और अस्तित्ववाद, रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली
16. साव्येतर कविता परिवर्तित दिशाएँ, विजय कुमार, प्रकाशन संस्थान, दिल्ली
17. समकालीन हिंदी कविता, विश्वनाथ प्रसाद तिवारी, लोकभारती प्रकाशन, दिल्ली
18. फिलहाल, अशोक वाजपेयी, राजकमल प्रकाशन, दिल्ली
19. समकालीन कविता का बीजगणित, कुमार कृष्ण, वाणी प्रकाशन दिल्ली
20. समकालीन कविता और सौंदर्य बोध, रोहितारव, वाणी प्रकाशन, दिल्ली
21. कविता की जमीन और जमीन की कविता, नामवर सिंह, राजकमल प्रकाशन, दिल्ली
22. कविता का आत्मपक्ष, एकांत श्रीवास्तव, प्रकाशन संस्थान, दिल्ली
23. कविता की संगत, विजय कुमार, आधार प्रकाशन, पंचकुला, हरियाणा
24. समकालीन कविता का बीजगणित, कृष्ण कुमार, वाणी प्रकाशन, दिल्ली
25. आधुनिक हिंदी कविता में बिम्ब विधान, केदारनाथ सिंह, राधाकृष्ण प्रकाशन, दिल्ली
26. नयी कविता का आत्मसंपर्क, मुक्तिबोध, राजकमल प्रकाशन, दिल्ली
27. कविता का उत्तर जीवन, परमानन्द श्रीवास्तव, राजकमल प्रकाशन, दिल्ली
28. समकालीन हिंदी कविता की नई सोच, डॉ. पद्मजा घोरपड़े, वाणी प्रकाशन, दिल्ली

#### अनिवार्य प्रश्नपत्र- 4 : आधुनिक हिन्दी कथा साहित्य (Modern Hindi Fiction)

क्रेडिट 04

##### उद्देश्य

- छात्रों को उपन्यास तथा कहानी विधा के साहित्यिक स्वरूप से परिचित कराना
- उपन्यास तथा कहानी के ऐतिहासिक विकास के परिप्रेक्ष्य में रचना विशेष का महत्व समझने एवं मूल्यांकन करने की क्षमता विकसित करना
- रचना के आसपास और विश्लेषण की क्षमता बढ़ाना

##### इकाई- 1.

आधुनिक हिन्दी कथा साहित्य के विकास की पृष्ठभूमि



उपन्यास : उद्भव और विकास

कहानी : उद्भव और विकास

इकाई- 2.

उपन्यास - बाणभट्ट की आत्मकथा - हजारिप्रसाद द्विवेदी

इकाई- 3.

उपन्यास - मैला आंचल - फणीश्वरनाथ रेणु

इकाई 4.

चयनित कहानियाँ - हेलिबैन की बतखें (अजेय), जहाँ हसद नहीं (यशपाल), गदल (रंगेय राघव), परिंदे (निर्मल वर्मा), बदबू (शेखर जोशी), वापसी (उषा प्रियंवदा), सिक्का बदल गया (कृष्णा सोबती), सलाम, (ओमप्रकाश वाल्मीकि) कटघरे (सुमित्रा महरॉल), बच्चे गवाह नहीं हो सकते (पंकज बिष्ट), सिरीउपमायोग (शिवमूर्ति)

1. उपन्यास का इतिहास, गोपालराय, राजकमल प्रकाशन, दिल्ली
2. उपन्यास का काव्यशास्त्र, बच्चन सिंह, राधाकृष्ण प्रकाशन, दिल्ली
3. अधूरे साक्षात्कार, नमिचंद्र जैन, वाणी प्रकाशन, दिल्ली
4. उपन्यास का उदय, ऑयन वाट (अनु. धर्मपाल सरिन), हरियाणा साहित्य अकादमी, पंचकुला
5. कहानी नई कहानी, नामवर सिंह, लोकभारती प्रकाशन, इलाहाबाद
6. हिंदी कहानी का इतिहास, गोपालराय, राजकमल प्रकाशन, दिल्ली
7. हिंदी कहानी का इतिहास, मधुरेश, सुमित प्रकाशन, इलाहाबाद
8. उत्तर आधुनिकता और समकालीन कथा साहित्य, डॉ. लक्ष्मी गौतम, लोकभारती प्रकाशन, इलाहाबाद
9. हिंदी कथा साहित्य : एक दृष्टि, सत्यकेतु सांकृत, राधाकृष्ण प्रकाशन, दिल्ली
10. बीसवीं शताब्दी का हिंदी साहित्य, विजयमोहन सिंह, राजकमल प्रकाशन, दिल्ली
11. हिंदी कथा साहित्य का इतिहास, हेतु भारद्वाज, पंचशील प्रकाशन, जयपुर
12. उपन्यास और लोकजीवन, रैल्फ फॉक्स, पी.पी.एच., दिल्ली
13. उपन्यास और वर्चस्व की सत्ता, वीरेंद्र यादव, राजकमल प्रकाशन, दिल्ली
14. आधुनिकता और हिंदी उपन्यास, इन्द्रनाथ मदान, राजकमल प्रकाशन, दिल्ली
15. हिंदी उपन्यास : एक अंतर्गता, रामदरश मिश्र, राजकमल प्रकाशन, दिल्ली
16. उपन्यास की संरचना, गोपाल राय, राजकमल प्रकाशन, दिल्ली
17. समकालीन हिंदी उपन्यास : समय से साक्षात्कार, विजय लक्ष्मी, राधाकृष्ण प्रकाशन, दिल्ली
18. उपन्यासों के रचना प्रसंग, कुसुम वाष्णीय, राधाकृष्ण प्रकाशन, दिल्ली
19. उपन्यास का पुनर्जन्म, परमानन्द श्रीवास्तव, वाणी प्रकाशन, दिल्ली
20. उपन्यास समय और संवेदना, विजय बहादुर सिंह, वाणी प्रकाशन, दिल्ली

21. उपन्यास : स्थिति और गति, चन्द्रकांत बंदिबडेकर, वाणी प्रकाशन, दिल्ली  
 22. समकालीन उपन्यासों का वैचारिक पक्ष, डॉ. अर्जुन चव्हाण, वाणी प्रकाशन, दिल्ली

## वैकल्पिक प्रश्नपत्र- क : हिन्दी उपन्यास (Hindi Novel)

क्रेडिट 04

### उद्देश्य

- छात्रों को उपन्यास विधा के उदय, विकास एवं तात्त्विक स्वरूप का परिचय देना
- ऐतिहासिक विकास के परिप्रेक्ष्य में रचना विशेष का महत्व समझने एवं मूल्यांकन करने की क्षमता विकसित करना

### इकाई-1.

उपन्यास : उदय और विकास

परिभाषा, तत्व, प्रकार, अन्य विधाओं से संबंध

हिन्दी उपन्यास का विकास

हिन्दी उपन्यास : विविध संदर्भ

### इकाई-2.

शेखर एक जीवनी, भाग एक - सच्चिदानंद हिरानंद वात्स्यायन अजंय

### इकाई-3.

राम दरबारी - श्रीलाल शुक्ल

### इकाई-4.

पचपन खंभे लाल दीवार - उषा प्रियंवदा

### सन्दर्भ ग्रन्थ सूची

1. उपन्यास का इतिहास, गोपालराय, राजकमल प्रकाशन, दिल्ली
2. उपन्यास का कव्यशास्त्र, बच्चन सिंह, राधाकृष्ण प्रकाशन, दिल्ली
3. अधूरे साक्षात्कार, नेमिचंद्र जैन, वाणी प्रकाशन, दिल्ली
4. उपन्यास का उदय, ऑथन राट (अनु. धर्मपाल सरीन), हरियाणा साहित्य अकादमी, पंचकुला
5. उपन्यास और लोकजीवन, रैल्फ फॉक्स, पी.पी.एच., दिल्ली
6. उपन्यास और वर्चस्व की सत्ता, वीरेंद्र यादव, राजकमल प्रकाशन, दिल्ली
7. आधुनिकता और हिंदी उपन्यास, इन्द्रनाथ मदान, राजकमल प्रकाशन, दिल्ली
8. हिंदी उपन्यास : एक अंतर्बीजा, रामदरश मिश्र, राजकमल प्रकाशन, दिल्ली

9. उपन्यास की संरचना, गोपाल राय, राजकमल प्रकाशन, दिल्ली
10. समकालीन हिंदी उपन्यास : समय से साक्षात्कार, विजय लक्ष्मी, राधाकृष्ण प्रकाशन, दिल्ली
11. उपन्यासों के रचना प्रसंग, कुसुम वाष्णीय, राधाकृष्ण प्रकाशन, दिल्ली
12. उपन्यास का पुनर्जन्म, परमानन्द श्रीवास्तव, वाणी प्रकाशन, दिल्ली
13. उपन्यास समय और संवेदना, विजय बहादुर सिंह, वाणी प्रकाशन, दिल्ली
14. उपन्यास : स्थिति और गति, चन्द्रकांत बादिवडेकर, वाणी प्रकाशन, दिल्ली
15. समकालीन उपन्यासों का वैचारिक पक्ष, डॉ. अर्जुन चव्हाण, वाणी प्रकाशन, दिल्ली
16. हिंदी उपन्यास, डॉ. रामचंद्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी
17. हिंदी के आंचलिक उपन्यासों में मूल्य संक्रमण, वेदप्रकाश अमिताभ, वाणी प्रकाशन, दिल्ली
18. समकालीन हिंदी उपन्यास : समय और संवेदना, सं. वी.के. अब्दुल जलील, वाणी प्रकाशन, दिल्ली
19. समकालीन हिंदी उपन्यास, शशिभूषण सिंह, हरियाणा ग्रंथ अकादेमी, पंचकुला
20. समकालीन हिंदी उपन्यास, मुरज पालीवाल, हरियाणा ग्रंथ अकादेमी, पंचकुला

## वैकल्पिक प्रश्नपत्र- ख : नवजागरणकालीन साहित्य (Renaissance Literature)

क्रेडिट 04

### उद्देश्य

- छात्रों को नवजागरणकालीन पृष्ठभूमि एवं प्रवृत्तियों से परिचय कराना
- पाठ्य कृतियों के आस्वादन और विश्लेषण क्षमता को बढ़ाना

### इकाई-1:

नवजागरण : अवधारणा, स्वरूप, विकास, विशेषताएँ  
 पश्चात्य नवजागरण की पृष्ठभूमि  
 भारतीय नवजागरण की पृष्ठभूमि  
 नवजागरणकालीन प्रमुख संस्थाओं का परिचय

### इकाई-2:

हिन्दी नवजागरण : प्रमुख प्रवृत्तियाँ  
 हिन्दी नवजागरण और भारतेंदु युग का साहित्य  
 हिंदी नवजागरण और द्विवेदी युग का साहित्य

### इकाई-3:

नाटक : वैदिक हिंसा, हिंसा न भवति - भारतेंदु हरिश्चंद्र  
 निबंध : राधाचरण गुरुवामी के चयनित निबंध

### इकाई-4:

प्रिय प्रवास- अयोध्या सिंह उपाध्याय हरिऔध

### सन्दर्भ ग्रन्थ सूची

1. रस्ताकशी, वीर भारत-तलवार, सारांश प्रकाशन, दिल्ली
2. भारतेन्दु हरिश्चंद्र और हिंदी नवजागरण की समस्याएं, रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली
3. महावीर प्रसाद द्विवेदी और हिंदी नवजागरण, रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली
4. नवजागरण, देशी स्वछंदतावाद और नई काव्यधारा, कृष्णदत्त पालीवाल, स्वराज प्रकाशन, दिल्ली
5. हिंदी नवजागरण, डॉ. राजेन्द्र पाठक, विश्वविद्यालय प्रकाशन, वाराणसी
6. हिंदी नवजागरण और जातीय गद्य परम्परा, कर्मेन्दु शिशिर, आधार प्रकाशन, पंचकुला, हरियाणा
7. हिंदी नवजागरण : राधाचरण गौस्वामी, सं. कर्मेन्दु शिशिर, स्वराज प्रकाशन, दिल्ली
8. हिंदी और बंगला नवजागरण : भारतेन्दु और बंकिमचन्द्र के निबंध, रूपा गुप्ता, स्वराज प्रकाशन, दिल्ली
9. नवजागरण और हिंदी आलोचना, रमेश कुमार, शिल्पायन प्रकाशन, दिल्ली

### वैकल्पिक प्रश्नपत्र- ग : रेडियो, टीवी एवं वेब माध्यम (Radio, TV & Web medium) क्रेडिट 04

#### उद्देश्य

- छात्रों को रेडियो, टीवी एवं वेब माध्यम के विकास और महत्व से परिचित कराना
- छात्रों को रेडियो, टीवी एवं वेब माध्यम में सक्रिय भागीदारी हेतु सक्षम बनाना

#### इकाई- 1.

रेडियो का इतिहास

टी.वी. का इतिहास

वेब माध्यमों का परिचय

#### इकाई- 2.

टी.वी. सूचना एवं शिक्षण के माध्यम के रूप में

टी.वी. मनोरंजन के माध्यम के रूप में

साहित्यिक कृतियों पर आधारित टी.वी. कार्यक्रमों का निर्माण और प्रस्तुतीकरण

कार्यक्रमों का अध्ययन (नीम का पेड़, तमस)

#### इकाई- 3.

इंटरनेट और वेब माध्यम

वेब माध्यम का स्वरूप और प्रवृत्तियाँ

वेब माध्यम के विविध रूप (समाचार वेबसाइट, ब्लॉग, सोशल साइट्स)

साहित्यिक वेबसाइटों का अध्ययन

वेबसाइट और तकनीक

#### इकाई- 4.

रेडियो, टी.वी. एवं वेबसाइट के लिए रचनात्मक लेखन  
रेडियो, टी.वी. एवं वेबसाइट के लिए व्यावसायिक लेखन

### सन्दर्भ ग्रन्थ सूची

1. हिंदी वेब साहित्य, सुनील कुमार भट्ट, राधाकृष्ण प्रकाशन, दिल्ली
2. संस्कृति विकास और संचार क्रांति, पी.सी. जोशी, ग्रंथशिल्पी, नई दिल्ली, 2001
3. मंडी में मीडिया, विनीत कुमार, वाणी प्रकाशन, दिल्ली
4. साक्षात्कार व्यवहार और सिद्धांत, रामशरण जोशी, ग्रंथशिल्पी, नई दिल्ली
5. टेलीविजन : चुनौतियाँ और संभावनाएँ, गौरीशंकर रैणा, वाणी प्रकाशन, दिल्ली
6. टेलीविजन समीक्षा : सिद्धांत और व्यवहार, सुधीश पचौरी, वाणी प्रकाशन, दिल्ली
7. मीडिया का यथार्थ, डॉ. रतन कुमार पाण्डेय, वाणी प्रकाशन, दिल्ली
8. रेडियो का कला पक्ष, डॉ. नीरजा माधव, विश्वविद्यालय प्रकाशन, वाराणसी
9. संप्रेषण और रेडियो शिल्प, विश्वनाथ पाण्डेय, विश्वविद्यालय प्रकाशन, वाराणसी
10. समाचार और संवाददाता, काशीनाथ गोविंद जोगलेकर, विश्वविद्यालय प्रकाशन, वाराणसी
11. मीडिया लेखन : सिद्धांत और प्रयोग, मुकेश मानस, स्वराज प्रकाशन, दिल्ली
12. संचार माध्यम : तकनीक एवं लेखन, विजय कुलश्रेष्ठ, पंचशील प्रकाशन, जयपुर
13. मीडिया, साहित्य और संस्कृति, माधव हाड़ा, स्वराज प्रकाशन, दिल्ली
14. टेलीविजन : निर्माण कला - विवेकानंद, सामयिक प्रकाशन, दिल्ली
15. भ्रूमंडलीकरण बाजार और मीडिया - संपादक- जय नारायण बुधवार, प्रमिला बुधवार, स्वराज प्रकाशन
16. मीडिया, बाजार और लोकतंत्र - सं- पंकज बिष्ट, भूपेन सिंह, शिल्पायन प्रकाशन, दिल्ली
17. मीडिया, मिथ और समाज - रामशरण जोशी, शिल्पायन प्रकाशन, दिल्ली
18. भारत में जनसंचार और प्रसारण माध्यम - मधुकर लेले, राधाकृष्ण प्रकाशन, दिल्ली
19. मीडिया का अंडरवर्ल्ड- दिलीप मंडल, राधाकृष्ण प्रकाशन, दिल्ली
20. न्यू मीडिया इंटरनेट की आवाही चुनौतियाँ और संभावनाएँ - आर. अनुरा, राधाकृष्ण प्रकाशन, दिल्ली
21. वेब पत्रकारिता : नया मीडिया, नए रुझान - शालिनी जोशी, शिवप्रसाद जोशी, राधाकृष्ण प्रकाशन, दिल्ली
22. टेलीविजन लेखन - असगर वजहत, प्रभात रत्न, राधाकृष्ण प्रकाशन, दिल्ली
23. रेडियो नाटक की कला डॉ. सिद्धनाथ कुमार, राधाकृष्ण प्रकाशन, दिल्ली
24. रेडियो वार्ता-शिल्प - डॉ. सिद्धनाथ कुमार, राधाकृष्ण प्रकाशन, दिल्ली
25. टीआरपी टीवी न्यूज और बाजार - मुकेश कुमार, वाणी प्रकाशन, दिल्ली
26. टेलीविजन की कहानी - डॉ. श्याम कश्यप, मुकेश कुमार, लोक भारती प्रकाशन, इलाहाबाद

**उद्देश्य**

- छात्रों को गुजराती साहित्य के विकास और प्रवृत्तियों से परिचित कराना
- चयनित रचनाओं के अध्ययन द्वारा गुजरात के सामाजिक-सांस्कृतिक जीवन को समझाना

**इकाई 1.**

गुजराती साहित्य की संक्षिप्त पृष्ठभूमि

मध्यकालीन गुजराती साहित्य की प्रमुख प्रवृत्तियाँ : जैन साहित्य, प्रेम लक्षणा भक्ति साहित्य, आख्यान परम्परा, ज्ञानमार्गी साहित्य

**इकाई 2.**

आधुनिक गुजराती साहित्य की प्रमुख प्रवृत्तियाँ

सुधारक युग, पंडित युग, गांधी युग, आधुनिक युग, उत्तर आधुनिक युग

**इकाई 3.**

गुजराती साहित्यकार :

नर्मद, गोवर्धनराम त्रिपाठी, उमाशंकर जोशी, पन्नालाल पटेल,

**इकाई 4.**

गुजराती रचनाएँ :

सहाप्रस्थान (उमाशंकर जोशी)

जीवी (पन्नालाल पटेल)

**सन्दर्भ ग्रन्थ सूची**

1. गुजराती साहित्य का इतिहास, जयंतकृष्ण हरिकृष्ण दवे, उत्तरप्रदेश हिंदी संस्थान, लखनऊ
2. नवजागरणकालीन गुजराती साहित्य, स. महावीर सिंह चौहान, पार्श्व प्रकाशन, अहमदाबाद
3. भारतीय साहित्य- संपा. डॉ. नगेन्द्र, प्रभात प्रकाशन, दिल्ली संस्करण 2013
4. भारतीय साहित्य का समेकित इतिहास- संपा. नगेन्द्र, हिन्दी कार्यान्वयन निदेशालय, दिल्ली, संस्करण 1989
5. भारतीय साहित्य- डॉ. रामछबोला त्रिपाठी, वाणी प्रकाशन, दिल्ली संस्करण 2008
6. भारतीय साहित्य : स्थापनाएँ और प्रस्तावनाएँ, के. सच्चिदानंदन, राजकमल प्रकाशन, दिल्ली
7. भारतीय साहित्य, डॉ. आरसु, राधाकृष्ण प्रकाशन, दिल्ली
8. भारतीय साहित्य का सांस्कृतिक पक्ष, रोहिताश्व, शिल्पायन प्रकाशन, दिल्ली
9. आधुनिक भारतीय कविता, डॉ. नदकिशोर पाण्डेय, अवधेश नारायण मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी
10. भारतीय काव्य में सर्वधर्म समभाव, डॉ. नगेन्द्र, वाणी प्रकाशन, दिल्ली

11. भारतीय काव्य विमर्श, राममूर्ति त्रिपाठी, वाणी प्रकाशन, दिल्ली
12. गुजराती साहित्य का इतिहास, जयकृष्ण हरिकृष्ण दवे, उत्तरप्रदेश हिंदी संस्थान, लखनऊ
13. छतदल (सौ श्रेष्ठ भारतीय कविताएँ), स्वयं कवियों द्वारा किया गया संकलन, भारतीय भाषा परिषद, कोलकाता
14. चयनम (काव्य संकलन), स. अरुण प्रकाश, साहित्य अकादमी, दिल्ली
15. समकालीन गुजराती कविताएँ, चयन एवं हिंदी अनुवाद, साहित्य अकादमी, दिल्ली

### प्रकल्प (Project)

क्रेडिट 02

	व्यावसायिक अनुवाद अनुप्रयोग पर आधारित प्रकल्प Professional Translation Application Based Projects	क्रेडिट 2	अनिवार्य
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## तृतीय सत्र

### अनिवार्य प्रश्नपत्र-5 : भाषा विज्ञान एवं हिन्दी भाषा (Linguistics & Hindi Language) क्रेडिट 04

#### उद्देश्य

- छात्रों को भाषा विज्ञान की विभिन्न शाखाओं से परिचित कराना
- हिन्दी भाषा अध्ययन की वैज्ञानिक पद्धति से अवगत कराना

#### इकाई- 1.

भाषा की परिभाषा स्वरूप एवं अभिलक्षण  
भाषा विज्ञान स्वरूप और व्याप्ति  
भाषा परिवार  
भाषा की संरचना  
भाषा और विचार

#### इकाई- 2.

ध्वनि विज्ञान  
पद विज्ञान  
वाक्य विज्ञान  
अर्थ विज्ञान

#### इकाई- 3.

हिन्दी भाषा की ऐतिहासिक पृष्ठभूमि  
हिन्दी की उपभाषाएं (बोलियाँ)  
भाषा और लिपि का संबंध  
देवनागरी लिपि का मानकीकरण

#### इकाई- 4.

हिन्दी भाषा की संरचना  
हिन्दी ध्वनियाँ और उनका वर्गीकरण  
शब्द साधन, शब्द रचना, वाक्य विन्यास, विराम चिह्न

#### सन्दर्भ ग्रन्थ सूची

1. भाषा और समाज, डॉ. रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली
2. भाषा विज्ञान की भूमिका, डॉ. देवेन्द्रनाथ शर्मा, राधाकृष्ण प्रकाशन, नई दिल्ली
3. हिन्दी भाषा का इतिहास, डॉ. धीरेन्द्र वर्मा, हिन्दुस्तानी एकेडमी, इलाहाबाद



4. हिंदी भाषा संरचना के विविध आयाम, रवीन्द्रनाथ श्रीवास्तव, राधाकृष्ण प्रकाशन, नई दिल्ली
5. आधुनिक भाषा विज्ञान, भोलानाथ तिवारी, वाणी प्रकाशन
6. One Language Two Script – Christopher King, Oxford University Press, 1994
7. The Hindi Public Sphere (1920-1940) – Franceska Orsini, Oxford University Press 2002
8. भाषा और व्यवहार, ब्रजमोहन, वाणी प्रकाशन, दिल्ली
9. भारतीय भाषा विज्ञान, आ. किशोरीदास वाजपेयी, वाणी प्रकाशन, दिल्ली
10. भाषाई अस्मिता और हिंदी, रवीन्द्रनाथ श्रीवास्तव, वाणी प्रकाशन, दिल्ली
11. हिंदी : विविध व्यवहारी की भाषा, सुवास कुमार, वाणी प्रकाशन, दिल्ली
12. हिंदी भाषा : इतिहास और स्वरूप, राजमणि शर्मा, वाणी प्रकाशन, दिल्ली
13. भारत की भाषाएँ एवं भाषिक एकता तथा हिंदी, महावीर सरन जैन, लोकभारती प्रकाशन, इलाहाबाद
14. भारत की भाषा समस्या, रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली
15. भाषा, भाषा विज्ञान और राजभाषा हिंदी, महेंद्रनाथ दुबे, वाणी प्रकाशन, दिल्ली
16. भाषा और व्यवहार, ब्रजमोहन, वाणी प्रकाशन, दिल्ली
17. आधुनिक भाषा विज्ञान, राजमणि शर्मा, वाणी प्रकाशन, दिल्ली
18. आधुनिक भाषा विज्ञान, कृपाशंकर सिंह-चतुर्भुज सहाय, वाणी प्रकाशन, दिल्ली
19. हिंदी भाषा, महावीर प्रसाद द्विवेदी, वाणी प्रकाशन, दिल्ली
20. हिंदी भाषा : अतीत से आज तक, विजय अग्रवाल, वाणी प्रकाशन, दिल्ली

## अनिवार्य प्रश्नपत्र- 6 : अस्मितामूलक साहित्य (Literature of Identity Discourse) क्रेडिट 04

### उद्देश्य

- छात्रों को अस्मितामूलक साहित्य की वैचारिकी से परिचय कराना
- छात्रों को अस्मितामूलक साहित्य से परिचित कराना
- अस्मितामूलक साहित्य के आस्वादन और विश्लेषण की क्षमता बढ़ाना

### इकाई- 1.

अस्मितामूलक साहित्य की अवधारणा  
अस्मिता का अर्थ  
अस्मिता : व्यक्ति, समूह और राष्ट्र  
अस्मिताओं के उभार के कारण

### इकाई- 2.

दलित एवं आदिवासी लेखन  
जूठन (आत्मकथा), ओमप्रकाश वाल्मीकि  
घयनित कहानीकार- रामदयाल मुंज, हरिराम मीणा, वाल्टर मैगरा 'तरुण', शेखर मन्सिंक

### इकाई- 3.

स्त्री लेखन

चयनित कहानीकार- कृष्णा सोबती, प्रभा खेतान, सुशीला टाकमौर, गीतांजलि

### इकाई- 4.

अल्पसंख्यक संवेदनाजनित लेखन

चयनित कहानीकार- असगर यजाहत, नासिरा शर्मा, अब्दुल बिस्मिल्लाह, अनवर सुईल

### सन्दर्भ ग्रन्थ सूची

1. दलित साहित्य का सौंदर्यशास्त्र, ओमप्रकाश वाल्मीकि, राधाकृष्ण प्रकाशन, दिल्ली
2. आधुनिकता के आईने में दलित, सं. अभय कुमार दुबे, वाणी प्रकाशन, दिल्ली
3. दलित साहित्य का सौंदर्यशास्त्र, शरणकुमार लिम्बाले, वाणी प्रकाशन, दिल्ली
4. दलित साहित्य के प्रतिमान, डॉ. एन. सिंह, वाणी प्रकाशन, दिल्ली
5. आदिवासी दुनिया, हरिराम मीणा, नेशनल बुक ट्रस्ट, दिल्ली
6. आदिवासी स्वर और नई शताब्दी, सं. रमणिका गुप्ता, वाणी प्रकाशन दिल्ली
7. आदिवासी साहित्य यात्रा, सं. रमणिका गुप्ता, राधाकृष्ण प्रकाशन दिल्ली
8. आदिवासी लेखन एक उभरती चेतना, रमणिका गुप्ता, सामयिक प्रकाशन नई दिल्ली
9. आदिवासी भाषा और शिक्षा, सं. रमणिका गुप्ता, स्वराज प्रकाशन दिल्ली
10. आदिवासी अस्मिता का संकट, रमणिका गुप्ता, सामयिक प्रकाशन, दिल्ली
11. खतरे अल्पसंख्यकवाद के, मुन्जफर हुसैन, प्रभात प्रकाशन, दिल्ली
12. सांप्रदायिक राजनीति : तथ्य एवं मिथक, राम पुनियानी, वाणी प्रकाशन, दिल्ली
13. स्त्री संघर्ष का इतिहास, राधा कुमार, वाणी प्रकाशन, दिल्ली
14. स्त्री मुक्ति का सपना, सं. कमलाप्रसाद, वाणी प्रकाशन, नई दिल्ली
15. परिवार, निजी सम्पत्ति और राजसत्ता की उत्पत्ति, फ्रेडरिक एंगेल्स, पी.पी.एच., दिल्ली
16. दलित साहित्य : अनुभव, संघर्ष एवं यथार्थ, ओमप्रकाश वाल्मीकि, राधाकृष्ण प्रकाशन, दिल्ली
17. स्त्री चिन्तन की चुनौतियाँ, रेखा कस्तवार, राधाकर्मल प्रकाशन, दिल्ली
18. विमर्श के विविध आयाम, अर्जुन चव्हाण, वाणी प्रकाशन, दिल्ली
19. यथास्थिति से टकराते हुए : दलित स्त्री जीवन से जुड़ी हुई आलोचना, सं. अनीता भारती-बजरंग बिहारी तिवारी, सम्यक प्रकाश, दिल्ली
20. हाशिये की वैचारिकी, सं. उमा शंकर चौधरी, अनामिका पब्लिशर्स, दिल्ली
21. दलित साहित्य का समाजशास्त्र, हरिनारायण ठाकुर, भारतीय ज्ञानपीठ, दिल्ली

**उद्देश्य**

- छात्रों को नाटक के स्वरूप, रचनाविधान और रंगमंचीय पक्ष से परिचित कराना
- छात्रों में नाटक के अस्वादन और विश्लेषण की दृष्टि विकसित करना

**इकाई-1.**

नाटक की परिभाषा और स्वरूप, नाटक के तत्व, नाटक का अन्य विधाओं से संबंध, नाटक का सामाजिक महत्व

नाटक तथा अन्य कलाओं का अंतःसम्बन्ध

**इकाई-2.**

नाटक की परम्परा

संस्कृत नाटक

पारसी नाटक

पाश्चात्य नाटक

हिन्दी नाटक

ध्रुवस्वामिनी - जयशंकर प्रसाद

**इकाई- 3.**

रंगमंच की अवधारणा और प्रकार

नाट्यप्रदर्शन के तत्व-रंगशिल्प, रंगभाषा, ध्वनि एवं संगीत (आहार्य, अलंकरण, वैशभूषा आदि)

लोकमंच और देशज संवेदना (शमलीला, रासलीला, स्वांग, भवाई, तमाशा आदि)

जनमंच और प्रतिरोध की संस्कृति (एकांकी/नुक्कड़ नाटक)

विदेशिया- मिखारी ठाकुर

**इकाई 4.**

अंधायुग - धर्मवीर भारती

आधे अधूरे - मोहन राकेश

**सन्दर्भ ग्रन्थ सूची**

1. पारंपरिक भारतीय रंगमंच, कपिला वात्स्यायन, नेशनल बुक ट्रस्ट, दिल्ली
2. नाट्यभाषा, गोविंद चातक, लक्षशिला प्रकाशन
3. हिंदी नाटक उद्भव एवं विकास, डॉ. दशरथ ओझा, राजपाल एंड संस, दिल्ली
4. आधुनिक भारतीय रंगलोक, जयदेव तनेजा, भारतीय ज्ञानपीठ, दिल्ली

5. आधुनिक हिंदी नाटक और रंगमंच, नेमिचन्द्र जैन, राधाकृष्ण प्रकाशन, दिल्ली
6. रंगदर्शन, नेमिचन्द्र जैन, राधाकृष्ण प्रकाशन, दिल्ली
7. हिंदी नाटक सिद्धांत और विवेचन, गोविन्द चातक, तत्त्वशिला प्रकाशन
8. भारतीय एवं पश्चात्य रंगमंच, सीताराम चतुर्वेदी, राजकमल प्रकाशन, दिल्ली
9. अंतरंग बहिरंग - देवेन्द्रराज अंकुर, राजकमल प्रकाशन
10. हिंदी नाटक उद्भव एवं विकास, डॉ. दशरथ ओझा, राजपाल एंड संस
11. आधुनिक भारतीय रंगलोक, जयदेव तनेजा, भारतीय ज्ञानपीठ, दिल्ली
12. हिंदी नाटक : आज कल, तत्त्वशिला प्रकाशन
13. दूसरा नाट्यशास्त्र, देवेन्द्रराज अंकुर, वाणी प्रकाशन, दिल्ली
14. भारतीय एवं पश्चात्य रंगमंच - सीताराम चतुर्वेदी, राजकमल प्रकाशन
15. नाट्यालोचना के सिद्धांत - सिद्धनाथ कुमार, वाणी प्रकाशन
16. हिंदी नाटक के सौ साल, दो भागों में, महेश आनंद, राष्ट्रीय नाट्य विद्यालय, दिल्ली
17. हिंदी नाटक : विमर्श के विविध आयाम, ममता धवन, स्वराज प्रकाशन, दिल्ली
18. हिंदी रंगमंच की भूमिका, लक्ष्मीनारायण लाल, राजकमल प्रकाशन, दिल्ली
19. हिंदी नाटक, बच्चन सिंह, लोकभारती प्रकाशन, इलाहाबाद
20. हिंदी नाटक और रंगमंच, (सं.) राजकमल बोरा, पंचशील प्रकाशन, जयपुर

## वैकल्पिक प्रश्नपत्र- ख : छायावाद (Chhayavad)

क्रेडिट 04

### उद्देश्य

- छात्रों को छायावादी काव्य से विशेष परिचय कराना
- छात्रों को पाठ्य कृतियों के सन्दर्भ में काव्य के आस्वादन और समीक्षा की क्षमता बढ़ाना

### इकाई- 1.

छायावाद की पृष्ठभूमि

छायावाद का स्वरूप

छायावाद की प्रवृत्तियाँ

### इकाई- 2.

जयशंकर प्रसाद का जीवन दर्शन, समरसता और आनंदवाद, कामायनी में रूपका तत्व और कामायनी का आधुनिक सन्दर्भ

रचनाएँ- झरना, कामायनी (लज्जा संगी)

### इकाई- 3.

सूर्यकांत त्रिपाठी निराला की कविता में प्रकृति एवं प्रगति चेतना, निराला के काव्य में विविध प्रयोग

रचनाएँ- सरोज स्मृति, स्नेह निर्झर बह गया, बादल राग, जूही की कली

#### इकाई- 4:

सुमित्रानंदन पन्त के काव्य में प्रकृति चित्रण, पन्त की सौन्दर्य चेतना और उनकी काव्य भाषा  
रचनाएँ- परिवर्तन, नौका विहार, प्रथम रश्मि का आना रंगिणी, मौन निमंत्रण  
महादेवी वर्मा के काव्य में रहस्यवाद, वेदना भाव, गीति तत्व, काव्य भाषा और बिम्ब विधान  
रचनाएँ- मैं नीर भरी दुःख की बटली, सब बुझे दीपक जला लूँ, यह मंदिर का दीप, पूछता क्यों शेष कितनी  
रात, मधुर-मधुर मेरे दीपक जल, क्या पूजा क्या अर्चन रे

#### सन्दर्भ ग्रन्थ सूची

1. छायावाद का रचनालोक, रामदरश मिश्र, वाणी प्रकाशन, दिल्ली
2. कामायनी : एक पुनर्विचार, मुक्तिबोध, राजकमल प्रकाशन, दिल्ली
3. प्रसाद, निराला और पन्त छायावाद और उसकी वृहत्ती, विजय बहादुर सिंह, स्वराज प्रकाशन, दिल्ली
4. छायावादयुगीन साहित्यिक वादविवाद, गोपाल प्रधान, स्वराज प्रकाशन, दिल्ली
5. कामायनी का पुनर्मूल्यांकन, रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद
6. कवि सुमित्रानंदन पन्त, नन्ददुलारे वाजपेयी, लोकभारती प्रकाशन, इलाहाबाद
7. जयशंकर प्रसाद, नन्ददुलारे वाजपेयी, लोकभारती प्रकाशन, इलाहाबाद
8. कवि निराला, नन्ददुलारे वाजपेयी, लोकभारती प्रकाशन, इलाहाबाद
9. निराला काव्य की छवियाँ, नंदकिशोर नवल, राजकमल प्रकाशन, दिल्ली
10. निराला का काव्य : विविध सन्दर्भ, मीरा श्रीवास्तव, लोकभारती प्रकाशन, इलाहाबाद
11. निराला का काव्य, बच्चन सिंह, आधार प्रकाशन, पंचकुला
12. कल्पना और छायावाद, केदारनाथ सिंह, वाणी प्रकाशन, दिल्ली
13. छायावाद, नामवर सिंह, राजकमल प्रकाशन, दिल्ली
14. आधुनिक हिंदी साहित्य की प्रवृत्तियाँ, नामवर सिंह, राजकमल प्रकाशन, दिल्ली
15. छायावाद का सौंदर्यशास्त्रीय अध्ययन, कुमार विमल, राजकमल, प्रकाशन, दिल्ली
16. छायावाद युगीन साहित्यिक वाद विवाद, गोपाल प्रधान, स्वराज प्रकाशन, दिल्ली
17. छायावाद का प्रेमदर्शन, विजय लक्ष्मी, स्वराज प्रकाशन, दिल्ली
18. जयशंकर : एक पुनर्मूल्यांकन, विनोद शाही, आधार प्रकाशन, पंचकुला
19. प्रसाद का काव्य, प्रेमशंकर, राधाकृष्ण प्रकाशन, दिल्ली
20. महादेवी, इंद्रनाथ मदान, राधाकृष्ण प्रकाशन, दिल्ली
21. महादेवी का जया मूल्यांकन, गणपति चन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद
22. महादेवी, परमानन्द श्रीवास्तव, लोकभारती प्रकाशन, इलाहाबाद
23. छायावाद के कवि : प्रसाद, निराला और पन्त, विजय बहादुर सिंह, सामयिक प्रकाशन, दिल्ली
- 24.

उद्देश्य

- छात्रों को हिन्दी सिनेमा के इतिहास-विकास से परिचित कराना
- छात्रों को सिनेमाई कला के विविध आयामों से परिचित कराना

इकाई- 1.

सिनेमा : स्वरूप और विकास

हिन्दी सिनेमा का अतीत और वर्तमान (श्याम-श्वेत, रंगीन, वैश्विक सिनेमा)

जन माध्यम के रूप में सिनेमा

सिनेमा के विविध प्रकार - लोकप्रिय सिनेमा, कलात्मक एवं समानांतर सिनेमा, बाल सिनेमा, डॉक्युमेंट्री

इकाई- 2.

सिनेमा और समाज

सिनेमा और राजनीति

सिनेमा और संस्कृति

सिनेमा की भाषा एवं सम्प्रेषण

इकाई- 3.

साहित्य और सिनेमा

साहित्य और सिनेमा का अंतःसम्बन्ध

साहित्यिक रचना का सिनेमा में रूपांतरण- शतरंज के खिलाड़ी, तीसरी कसम, चित्रलेखा

इकाई- 4.

सिनेमा के लिए लेखन :

पटकथा लेखन

संवाद लेखन

गीत लेखन

सन्दर्भ ग्रन्थ सूची

1. हिंदी सिनेमा का समाजशास्त्र, जवरीमल्ल पारख, ग्रंथशिल्पी, नई दिल्ली
2. पटकथा लेखन : एक परिचय, मनोहर श्याम जोशी, राजकमल प्रकाशन, नई दिल्ली
3. शहर और सिनेमा : वाया दिल्ली, निहिर पंड्या, वाणी प्रकाशन, दिल्ली
4. फिल्मक्षेत्र-रंगक्षेत्र, अमृतलाल नागर, वाणी प्रकाशन, दिल्ली
5. कथा-पटकथा, मन्मू भंडारी, वाणी प्रकाशन, दिल्ली
6. सिनेमा और संस्कृति, राही मासूम 'रजा', वाणी प्रकाशन, दिल्ली

7. सिनेमा समकालीन सिनेमा, अजय बहमात्मज, वाणी प्रकाशन, दिल्ली
8. सिनेमा : कल, आज, कल, विनोद भारद्वाज, वाणी प्रकाशन, दिल्ली
9. शहर और सिनेमा : वाया दिल्ली, मिहिर पंड्या, वाणी प्रकाशन, दिल्ली
10. हिंदी सिनेमा का सच, स. संभूनाथ, वाणी प्रकाशन, दिल्ली
11. सिनेमा और संस्कृति - राही मासूम रजा, वाणी प्रकाशन
12. चलचित्र, कल और आज - सत्यजीत राय, राजपाल एंड संस
13. भारतीय सिने सिद्धांत - अनुपम औझा, राधाकृष्ण प्रकाशन
14. लोकप्रिय सिनेमा और सामाजिक यथार्थ- जवरीमल पारख, अनामिका पटिलशर्मा
15. How to read a film – James Monaco, Oxford University Press
16. Ideology of Hindi Cinema – Madhav Prasad, Oxford University Press
17. हिंदी सिनेमा के सौ वर्ष - दिलचस्प, सामयिक प्रकाशन, दिल्ली
18. सिनेमा के सौ बरस - सं- मृत्युंजय, शिल्पायन प्रकाशन, दिल्ली
19. फिल्म का सौन्दर्य शास्त्र और भारतीय सिनेमा - सं- कमला प्रसाद, शिल्पायन प्रकाशन, दिल्ली
20. फीचर लेखन : स्वरूप और शिल्प - डॉ. मनोहर प्रभाकर, राधाकृष्ण प्रकाशन, दिल्ली
21. फिल्म निर्देशन - कुलदीप सिन्हा, राधाकृष्ण प्रकाशन, दिल्ली
22. नए दौर का नया सिनेमा - प्रियदर्शन, वाणी प्रकाशन, दिल्ली
23. सिनेमा के चार अध्याय - टी. शशिधरन, वाणी प्रकाशन, दिल्ली
24. अभेद आकाश(फिल्मकार मणिकौल से बातचीत) - उदयन बाजपेयी, वाणी प्रकाशन, दिल्ली
25. अपूर्वयी का दृश्य पाठ - सतीश बहादुर/श्यामला वनारसे, वाणी प्रकाशन, दिल्ली
26. मंडी में मीडिया - विनीत कुमार, वाणी प्रकाशन, दिल्ली
27. पश्चिम और सिनेमा - दिनेश श्रीनेत, वाणी प्रकाशन, दिल्ली

## वैकल्पिक प्रश्नपत्र- घ : आधुनिक भारतीय साहित्य (Modern Indian Literature)

क्रेडिट 04

### उद्देश्य

- छात्रों को भारतीय साहित्य की अवधारणा से परिचित कराना
- घयनित रचनाओं के अध्ययन द्वारा भारत के सामाजिक-सांस्कृतिक जीवन को समझना

### इकाई 1.

भारतीय साहित्य की अवधारणा

भारतीय साहित्य का सामान्य परिचय

भारतीय साहित्य के अध्ययन की समस्याएं

इकाई 2.

कन्नड़ नाटक- हयवदन, गिरिश कर्नाड

बांग्ला उपन्यास- गौरा, रवीन्द्रनाथ टैगोर

इकाई 3.

भारतीय कविताएँ- उर्दू, मलयालम, मराठी एवं पूर्वोत्तर भाषाओं की चयनित कविताएँ

इकाई 4.

भारतीय कहानियाँ- तमिल, तेलुगु, मराठी, गुजराती, पंजाबी, असमिया एवं उड़िया भाषाओं की चयनित कहानियाँ

सन्दर्भ ग्रन्थ सूची

1. भारतीय साहित्य, सं. डॉ. नगेन्द्र, प्रभात प्रकाशन, दिल्ली
2. भारतीय साहित्य, डॉ. रामछबीला त्रिपाठी, वाणी प्रकाशन, दिल्ली
3. भारतीय साहित्य का समेकित इतिहास, सं. डॉ. नगेन्द्र, हिंदी माध्यम कार्यन्वय निदेशालय दिल्ली विश्वविद्यालय, दिल्ली
4. भारतीय उपन्यास की अवधारणा और स्वरूप, सं. आलोक गुप्त, राजपाल एंड संज, दिल्ली
5. भारतीय साहित्य : स्थापनाएं और प्रस्तावनाएँ, के. सच्चिदानंदन, राजकमल प्रकाशन, दिल्ली
6. भारतीय लेखन में प्रतिरोध की परम्परा, मैनेजर पाण्डेय, वाणी प्रकाशन, दिल्ली
7. भारतीय उपन्यास और आधुनिकता, वैभव सिंह, आधार प्रकाशन, पंचकूला, हरियाणा
8. भारतीय साहित्य, मूलचंद गौतम, राधाकृष्ण प्रकाशन, दिल्ली
9. भारतीय साहित्य, डॉ. आरसु, राधाकृष्ण प्रकाशन, दिल्ली
10. भारतीय साहित्य के इतिहास की समस्याएं, रामविलास शर्मा, सामयिक प्रकाशन, दिल्ली
11. भारतीय साहित्य की भूमिका, रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली
12. भारतीय उपन्यास की दिशाएँ, सत्यकाम, सामयिक प्रकाशन, दिल्ली
13. भारतीय साहित्य का सांस्कृतिक पक्ष, रोहिताश्व, शिल्पायन प्रकाशन, दिल्ली
14. चौदह भारतीय उपन्यास, तुलसी नारायण सिंह, शिल्पायन प्रकाशन, दिल्ली

### प्रकल्प (Project)

क्रेडिट 02

	पटकथा लेखन अनुप्रयोग आधारित प्रकल्प Script Writing Application Based Projects	क्रेडिट 2	अनिवार्य
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## चतुर्थ सत्र

अनिवार्य प्रश्नपत्र- 7 : साहित्यशास्त्र (Literary Theory)

क्रेडिट 04

### उद्देश्य

- छात्रों को भारतीय एवं पाश्चात्य काव्यशास्त्र के विकासक्रम से परिचित कराना
- छात्रों को भारतीय एवं पाश्चात्य काव्यशास्त्र के सिद्धांतों से अवगत कराना और उनमें समीक्षात्मक दृष्टि विकसित करना

### इकाई-1.

काव्य-लक्षण, काव्य-हेतु, काव्य-प्रयोजन, काव्य के प्रकार  
अलंकार, रीति, वक्रोक्ति एवं औचित्य सिद्धांत का संक्षिप्त परिचय

### इकाई- 2.

रस सिद्धांत : रस की अवधारणा, रस का स्वरूप, प्रमुख व्याख्याकार, रस निष्पत्ति, रस के अंग

ध्वनि सिद्धांत- ध्वनि का स्वरूप, सिद्धांत और ध्वनि भेद

### इकाई- 3.

अरस्तू - अनुकृति, वासदी और उसके तत्व, विरेचन

फ्रांचे - अभिव्यज्जनावाद

आई. ए. रिचर्ड्स - मूल्य सिद्धांत, भाषा के विविध रूप

टी. एस. इलियट - परम्परा और व्यक्तित्व का प्रश्न, वस्तुनिष्ठ समीकरण, निर्व्यक्तिकता का सिद्धांत, क्लासिक और रोमांटिक

### इकाई- 4.

हिन्दी के प्रमुख आलोचकों की साहित्य विचारक मान्यताओं का अध्ययन

रामचंद्र शुक्ल, हजारी प्रसाद द्विवेदी, नन्ददुलारे वाजपेयी और रामविलास शर्मा  
नई समीक्षा और प्रमुख साहित्यिक ताट

### सन्दर्भ ग्रन्थ सूची

1. काव्यशास्त्र, भागीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी
2. पाश्चात्य काव्यशास्त्र के सिद्धांत, डॉ. मैथिलीप्रसाद भारद्वाज, हरियाणा साहित्य अकादमी, चंडीगढ़
3. पाश्चात्य साहित्य चिंतन, निर्मला जैन, राधाकृष्ण प्रकाशन दिल्ली
4. पाश्चात्य काव्यशास्त्र, देवेन्द्रनाथ शर्मा, नेशनल पब्लिशिंग हाउस, दिल्ली

5. संरचनावाद, उत्तरसंरचनावाद और प्राच्य काव्यशास्त्र, गोपीचंद नारंग, साहित्य अकादमी, दिल्ली
6. काव्य चिन्तन की पश्चिमी परंपरा, निर्मला जैन, वाणी प्रकाशन, दिल्ली
7. रस सिद्धांत और सौंदर्यशास्त्र, निर्मला जैन, वाणी प्रकाशन, दिल्ली
8. भारतीय काव्य विमर्श, राममूर्ति त्रिपाठी, वाणी प्रकाशन, दिल्ली
9. अथातो सौन्दर्य जिज्ञासा, रमेश कुंतल मेघ, वाणी प्रकाशन, दिल्ली
10. भारतीय काव्यशास्त्र, तारकनाथ वाली, वाणी प्रकाशन, दिल्ली
11. पाश्चात्य काव्यशास्त्र, तारकनाथ वाली, वाणी प्रकाशन, दिल्ली
12. भारतीय एवं पाश्चात्य काव्यशास्त्र की पहचान, हरिमोहन, वाणी प्रकाशन, दिल्ली
13. काव्यशास्त्र के मानदंड, रामनिवास गुप्त, वाणी प्रकाशन, दिल्ली
14. हिंदी कव्यशास्त्र, डॉ. रामदेव शाह, पंचशील प्रकाशन, जयपुर
15. पाश्चात्य कव्यशास्त्र का इतिहास, डॉ. रामदेव शाह, पंचशील प्रकाशन, जयपुर
16. भारतीय एवं पाश्चात्य काव्यशास्त्र का तुलनात्मक अध्ययन, डॉ. बच्चन सिंह, हरियाणा ग्रंथ अकादमी, पंचकुला
17. भारतीय काव्यशास्त्र, हरिश्चंद्र वर्मा, हरियाणा ग्रंथ अकादमी, पंचकुला
18. भारतीय काव्यशास्त्र की भूमिका, योगेन्द्र प्रताप सिंह, लोक भारती प्रकाशन, इलाहाबाद
19. भारतीय एवं पाश्चात्य काव्य सिद्धांत, गंगतिचंद्र गुप्त, लोक भारती प्रकाशन, इलाहाबाद
20. भारतीय एवं पाश्चात्य काव्यशास्त्र की रूपरेखा, रामचंद्र तिवारी, लोक भारती प्रकाशन, इलाहाबाद

## अनिवार्य प्रश्नपत्र- 8 : प्रयोजनमूलक हिन्दी (Functional Hindi)

क्रेडिट 04

### उद्देश्य

- छात्रों को हिन्दी भाषा के विविध प्रयोजनों और आयामों से परिचित करवाना
- छात्रों को हिन्दी में कामकाज करने की क्षमता को बढ़ाना

### इकाई- 1.

स्वाधीनता आन्दोलन और हिन्दी

संपर्क भाषा, राष्ट्रभाषा एवं राजभाषा के रूप में हिन्दी का विकास

सामान्य हिन्दी, साहित्यिक हिन्दी तथा प्रयोजनमूलक

प्रयोजनमूलक हिन्दी : अवधारणा, स्वरूप, प्रयुक्तियाँ

### इकाई- 2.

राजभाषा हिन्दी : संवैधानिक स्थिति

राजभाषा अधिनियम, प्रमुख धाराएँ, प्रावधान, निर्देशों की जानकारी

राजभाषा कार्यान्वयन के प्रयास, सरकार के अधीन कार्यरत प्रमुख हिन्दी संस्थाएँ

### इकाई- 3.

प्रशासकीय संप्रेषण के विविध रूप

कार्यालयीन लेखन (शासकीय, अर्धशासकीय, व्यावसायिक, औपचारिक आदि एवं लेखन के प्रमुख प्रकारों का अध्ययन)

### इकाई- 4.

अनुवाद भाषा

कार्यालयीन अनुवाद

कार्यालयीन अनुवाद : समस्याएं और संभावनाएं

लिप्यान्तरण की समस्याएं

पारिभाषिक तथा तकनीकी शब्दावली

हिंदी कम्प्यूटिंग

### सन्दर्भ ग्रन्थ सूची

1. प्रयोजनमूलक हिंदी, डॉ. रमेश तरुण, अशोक प्रकाशन, दिल्ली
2. सरकारी कार्यालयों में हिंदी प्रयोग, गोपीनाथ श्रीवास्तव, लोकभारती प्रकाशन, इलाहाबाद
3. कार्यालयीन हिंदी, डॉ. विजयपाल सिंह, विश्वविद्यालय प्रकाशन, वाराणसी
4. प्रयोजनमूलक हिंदी : सिद्धांत और व्यवहार, रघुनन्दनप्रसाद शर्मा, विश्वविद्यालय प्रकाशन, वाराणसी
5. प्रयोजनमूलक हिंदी, विनोद गोदरे, वाणी प्रकाशन, दिल्ली
6. प्रयोजनमूलक हिंदी : सिद्धांत और प्रयोग, दंगल झलते, वाणी प्रकाशन, दिल्ली
7. प्रयोजनमूलक हिंदी की नई भूमिका, कैलाशनाथ पाण्डेय, लोकभारती प्रकाशन, इलाहाबाद
8. प्रयोजनमूलक हिंदी, माधव सोनटक्के, लोकभारती प्रकाशन, इलाहाबाद
9. प्रयोजनमूलक हिंदी : संरचना और अनुप्रयोग, डॉ. रामप्रकाश-डॉ. दिनेश गुप्त, राधाकृष्ण प्रकाशन, दिल्ली
10. प्रयोजनमूलक हिंदी, राजनाथ भट्ट, हरियाणा ग्रंथ अकादेमी, पंचकुला
11. प्रयोजनमूलक हिंदी, कमला शंकर त्रिपाठी, उत्तरप्रदेश हिंदी संस्थान, लखनऊ

### वैकल्पिक प्रश्नपत्र- क : हिन्दी आलोचना (Hindi Criticism)

क्रेडिट 04

### उद्देश्य

- छात्रों को हिन्दी आलोचना की प्रकृति, प्रवृत्ति एवं विकासक्रम से परिचित कराना
- छात्रों को प्रमुख आलोचकों की अवधारणाओं और प्रतिमानों से परिचित कराना

#### इकाई- 1.

हिन्दी आलोचना की पृष्ठभूमि, पूर्व शुक्ल युग की आलोचना, शुक्ल युग की आलोचना, आचार्य रामचंद्र शुक्ल की आलोचना इष्टि (कविता क्या है, काव्य में लोकमंगल की साधनावस्था, रसात्मक बोध के विविध रूप, मानस की धर्मभूमि)

#### इकाई- 2.

शुक्लोत्तर आलोचना और आलोचक  
आचार्य हजारी प्रसाद द्विवेदी, नन्ददुलारे वाजपेयी, डॉ. नमोद  
प्रसाद और निराला की आलोचना इष्टि

#### इकाई- 3.

प्रगतिशील आलोचना और आलोचक  
शिवदान सिंह चौहान, रामविलास शर्मा, मुक्तिबोध, नामवर सिंह  
परवर्ती प्रगतिशील आलोचना

#### इकाई- 4.

आधुनिकतावादी आलोचना और आलोचक  
अज्ञेय, विजयदेवनारायण साही, रामस्वरूप चतुर्वेदी

#### सन्दर्भ ग्रन्थ सूची

1. हिंदी आलोचना का विकास, मधुरेश, सुमित प्रकाशन, इलाहाबाद
2. हिन्दी आलोचना का विकास, नन्दकिशोर नवल, राजकमल प्रकाशन, दिल्ली
3. हिन्दी आलोचना, विश्वनाथ त्रिपाठी, राजकमल प्रकाशन, दिल्ली
4. कविता के नये प्रतिमान, नामवर सिंह, राजकमल प्रकाशन, दिल्ली
5. नई कविता और अस्तित्ववाद, रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली
6. आधुनिक हिन्दी काव्यालोचना के सौ वर्ष, प्रो. पुष्पिता अवस्थी, राधाकृष्ण प्रकाशन, दिल्ली
7. आलोचना के नये मान, कर्ण सिंह, मैकमिलन प्रकाशन, दिल्ली
8. आलोचना की जमीन, विनोद शाही, आधार प्रकाशन पंचकुला, हरियाणा
9. आलोचना का जनतंत्र, देवेन्द्र चौबे, आधार प्रकाशन पंचकुला, हरियाणा
10. समकालीन हिन्दी आलोचना- संपा. परमानन्द श्रीवास्तव, साहित्य अकादमी, दिल्ली संस्करण प्रथम संस्करण 1998
11. आलोचक और आलोचना- कमला प्रसाद, आधार प्रकाशन, पंचकुला, हरियाणा
12. समकालीन आलोचना- संपा. वीरेंद्र सिंह, पंचशील प्रकाशन, जयपुर संस्करण 1989
13. आलोचक और आलोचना- देवीशंकर अवस्थी, वाणी प्रकाशन, दिल्ली
14. आलोचना की पहली किताब- विष्णु खरे, वाणी प्रकाशन, दिल्ली

15. आलोचना यात्रा- चंचल चौहान, स्वराज प्रकाशन, दिल्ली
16. हिंदी आलोचना : इतिहास और सिद्धांत- योगेन्द्र प्रताप सिंह, वाणी प्रकाशन, दिल्ली
17. हिंदी आलोचना का सिद्धांतिक आधार- कृष्णदत्त पालीवाल, वाणी प्रकाशन, दिल्ली
18. आलोचना और विचारधारा- नामवर सिंह, राजकमल प्रकाशन, दिल्ली
19. हिंदी आलोचना का दूसरा पाठ- निर्मला जैन, राजकमल प्रकाशन, दिल्ली
20. आलोचना के सौ बरस (तीन भागों में)- सं. अरविन्द त्रिपाठी, शिल्पायन प्रकाशन, दिल्ली

## प्रश्नपत्र- ख : स्वातंत्र्योत्तर हिन्दी कविता (Post-Independence Hindi Poem) क्रेडिट 04

### उद्देश्य

- छात्रों को स्वातंत्र्योत्तर हिन्दी काव्य की प्रवृत्तियाँ और प्रतिनिधि रचनाकारों से अवगत कराना
- छात्रों को पाठ्य कृतियों के सन्दर्भ में काव्य के आस्वादन और समीक्षा की क्षमता बढ़ाना

### इकाई- 1.

स्वातंत्र्योत्तर हिन्दी कविता की पृष्ठभूमि  
स्वातंत्र्योत्तर काव्य आन्दोलन, कथ्य और शिल्पगत वैविध्य  
उपलब्धि और सीमाएँ

### इकाई- 2.

नई कविता के प्रतिनिधि कवि और कविता  
शमशेर बहादुर सिंह, त्रिलोचन, कुंवरनारायण, सर्वेश्वरदयाल सक्सेना, केदारनाथ सिंह

### इकाई- 3.

विविध काव्यान्दोलन के प्रतिनिधि कवि और कविता  
राजकमल चौधरी, कुमार विकल, भक्तुराज, लीलाधर जगूड़ी

### इकाई- 4.

आठवें दशक के बाद की हिन्दी कविता के प्रतिनिधि कवि और कविता  
चंद्रकांत देवताले, मंगलेश डबराल, ओमप्रकाश वाल्मीकि, अरुण कमल, अनामिका

### सन्दर्भ ग्रन्थ सूची

1. कविता के नये प्रतिमान, नामवर सिंह, राजकमल प्रकाशन, दिल्ली
2. नई कविता और अस्तित्ववाद, रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली
3. साठोत्तरी कविता परिवर्तित दिशाएँ, विजय कुमार, प्रकाशन संस्थान, दिल्ली
4. समकालीन हिंदी कविता, विश्वनाथ प्रसाद तिवारी, लोकभारती प्रकाशन, दिल्ली

5. फिलहाल, अशोक वाजपेयी, राजकमल प्रकाशन, दिल्ली
6. समकालीन कविता का बीजगणित, कुमार कृष्ण, वाणी प्रकाशन दिल्ली
7. समकालीन कविता और सौंदर्य बोध, रोहिताश्व, वाणी प्रकाशन, दिल्ली
8. आधुनिक साहित्य की प्रवृत्तियाँ, नामवर सिंह, राजकमल प्रकाशन, दिल्ली
9. कविता की जमीन और जमीन की कविता, नामवर सिंह, राजकमल प्रकाशन, दिल्ली
10. कविता का आत्मपक्ष, एकांत श्रीवास्तव, प्रकाशन संस्थान, दिल्ली
11. कविता की संगत, विजय कुमार, आधार प्रकाशन, पंचकुला, हरियाणा
12. समकालीन कविता का बीजगणित, कृष्ण कुमार, वाणी प्रकाशन, दिल्ली
13. आधुनिक हिंदी कविता में बिम्ब विधान, केदारनाथ सिंह, राधाकृष्ण प्रकाशन, दिल्ली
14. नयी कविता का आत्मसंपर्क, मुक्तिबोध, राजकमल प्रकाशन, दिल्ली
15. कविता का उत्तर जीवन, परमानन्द श्रीवास्तव, राजकमल प्रकाशन, दिल्ली
16. कविता के पक्ष में, (सं.) विश्वरंजन, शिल्पायन प्रकाशन, दिल्ली
17. समकालीन हिंदी कविता की नई सोच, डॉ. पद्मजा घोरपडे, वाणी प्रकाशन, दिल्ली
18. एक कवि की नोटबुक, राजेश जोशी, राजकमल प्रकाशन, दिल्ली
19. हिंदी कविता आधी शताब्दी, अजय तिवारी, साहित्य भंडार प्रकाशन, इलाहाबाद
20. समकालीन कविता के बारे में, नरेन्द्र मोहन, वाणी प्रकाशन, दिल्ली

## वैकल्पिक प्रश्नपत्र- ग : अनुवाद : सिद्धांत और प्रयोग

(Translation Theory & Experimentation)

क्रेडिट 04

### उद्देश्य

- छात्रों को अनुवाद की मूलभूत विशेषताओं और उसके महत्व से परिचित कराना
- अनुवाद के व्यावहारिक अभ्यास के द्वारा बेहतर अनुवाद करने की क्षमता बढ़ाना

### इकाई- 1.

अनुवाद का स्वरूप, प्रक्रिया और क्षेत्र

अनुवाद का व्यापक सन्दर्भ, अनुवाद की प्रकृति- कला, विज्ञान

अनुवाद की इकाई-शब्द, पदबंध, वाक्य, पाठ

अनुवाद प्रक्रिया के तीन पक्ष - विश्लेषण, अंतरण और पुनर्गठन

अनुवाद की तीन भूमिकाएँ - पाठक की भूमिका, द्वािभाषिक की भूमिका, रचयिता की भूमिका स्रोत भाषा और लक्ष्य भाषा, अनुवाद की चिंतन परम्परा- भारतीय एवं पाश्चात्य

अनुवाद के क्षेत्र (साहित्य, वार्तालाप, पत्राचार, धर्म, न्यायालय, कार्यालय, शिक्षा, विज्ञान, प्रौद्योगिकी और संचार माध्यम आदि)

## इकाई- 2

अनुवाद के प्रकार और अनुवाद की योजनाएं

पाठानुवाद एवं आशु अनुवाद, लिप्यान्तरण, शब्दिक अनुवाद, भावानुवाद, छायानुवाद, मशीनी अनुवाद

## इकाई- 3.

अनुवाद, पुनरीक्षण और मूल्यांकन

भाषिक, संरचनागत और शैलीगत, सांस्कृतिक शब्द, लोकोपिष्टांत एवं मुहावरें,

साहित्य एवं साहित्योत्तर अनुवाद की समस्याएँ

## इकाई- 4.

अनुवाद प्रयोग, व्यतिरिक्त विश्लेषण

भारतीय भाषाओं अथवा अंग्रेजी से हिन्दी अनुवाद एवं हिन्दी से भारतीय भाषाओं अथवा अंग्रेजी में अनुवाद

## सन्दर्भ ग्रन्थ सूची

1. अनुवाद विज्ञान : सिद्धांत और अनुप्रयोग, सं. नगेन्द्र, हिंदी अध्ययन कार्यन्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली
2. अनुवाद के सिद्धांत : समस्याएँ और समाधान, साचमुल्लू रामचंद्र रेड्डी, साहित्य अकादमी, दिल्ली
3. अनुवाद सिद्धांत एवं प्रयोग, जी. गोपीनाथ, लोकभारती प्रकाशन, इलाहाबाद
4. अनुवाद सिद्धांत की रूपरेखा, सुरेश कुमार, वाणी प्रकाशन, दिल्ली
5. अनुवाद और रचना का उत्तर जीवन, रमण सिन्हा, वाणी प्रकाशन, दिल्ली
6. अनुवाद प्रक्रिया और परिदृश्य, रीतारानी पालीवाल, वाणी प्रकाशन, दिल्ली
7. अनुवाद विज्ञान, भोलानाथ तिवारी, प्रकाशक शब्दकार, दिल्ली
8. अनुवाद की व्यावहारिक समस्याएँ, भोलानाथ तिवारी, प्रकाशक शब्दकार, दिल्ली
9. अनुवाद : सिद्धांत और व्यवहार - डॉ. जयंतीप्रसाद नौटियाल, राधाकृष्ण प्रकाशन, दिल्ली
10. अनुवाद के भाषिक पहलू - विभा गुप्ता, वाणी प्रकाशन, दिल्ली
11. अनुवाद क्या है - राजमल बोरा, वाणी प्रकाशन, दिल्ली
12. अनुवाद-कार्यक्षमता : भारतीय भाषाओं की समस्याएँ - सं. महेन्द्रनाथ दुबे, वाणी प्रकाशन, दिल्ली
13. भारतीय भाषाएँ और हिंदी अनुवाद समस्या समाधान - कैलाशचन्द्र भाटिया, वाणी प्रकाशन, दिल्ली
14. बेकिंग अनुवाद - ओम निषधल/ गुमान सिंह, किताबघर प्रकाशन
15. अनुवाद : अवधारणा और विमर्श, श्रीनारायण समीर, लोकभारती प्रकाशन, इलाहाबाद
16. अनुवाद, तकनीक और समस्याएँ, श्रीनारायण समीर, लोकभारती प्रकाशन, इलाहाबाद
17. अनुवाद विज्ञान : सिद्धांत एवं प्रयोग, प्रो. राजमणि शर्मा, हरियाणा ग्रंथ अकादमी, पंचकुला
18. अनुवाद सैद्धांतिकी, प्रदीप सक्सेना, आधार प्रकाशन, पंचकुला
19. अनुवाद विज्ञान की भूमिका, कृष्ण कुमार गोस्वामी, राजकमल प्रकाशन, दिल्ली



## वैकल्पिक प्रश्नपत्र- घ : तुलनात्मक साहित्य (Comparative Literature)

क्रेडिट 04

### उद्देश्य

- छात्रों को तुलनात्मक साहित्य के इतिहास और परम्परा से अवगत कराना
- छात्रों को तुलनात्मक साहित्य के सिद्धांतों और अध्ययन प्रविधि का आधारभूत ज्ञान कराना

### इकाई- 1.

तुलनात्मक साहित्य : अर्थ, स्वतंत्र ज्ञान क्षेत्र के रूप में विकास, परिभाषा  
तुलनात्मक साहित्य का स्वरूप, क्षेत्र और महत्व  
तुलनात्मक साहित्य के विविध संप्रदाय

### इकाई- 2.

भारतीय तुलनात्मक साहित्य के अध्ययन की परम्परा और इतिहास  
तुलनात्मक साहित्य अध्ययन की प्रविधि

### इकाई- 3.

वस्तु बीज (थोमोटिक्स) दृष्टि से तुलनात्मक अध्ययन  
दो रचनाएँ - मानव की अस्मिता, अस्तित्व का प्रश्न - नदी के द्वीप (अजेय) और अमृता (रघुवीर चौधरी)

### इकाई- 4.

गृहीत अध्ययन (रिसेप्शन स्टडी) की दृष्टि से अध्ययन  
पौराणिक कथा /पात्र /घटना के आधार पर अध्ययन  
रश्मिरथी (दिनकर), कर्ण-कुली संवाद (टेगौर), कर्ण-कुली (उमाशंकर जोशी )

### सन्दर्भ ग्रन्थ सूची

1. तुलनात्मक साहित्य की भूमिका, इन्द्रनाथ चौधरी, नेशनल बुक ट्रस्ट, दिल्ली
2. तुलनात्मक साहित्य : भारतीय परिप्रेक्ष्य, इन्द्रनाथ चौधरी, वाणी प्रकाशन, दिल्ली
3. तुलनात्मक अध्ययन : भारतीय भाषाएँ और साहित्य, राजमल बोरा, वाणी प्रकाशन, दिल्ली
4. तुलनात्मक अध्ययन : स्वरूप एवं समस्याएँ, राजमल बोरा, वाणी प्रकाशन, दिल्ली
5. तुलनात्मक साहित्य, सं. जगेन्द्र, नेशनल पब्लिकेशन हाउस, दिल्ली
6. तुलनात्मक साहित्य सिद्धांत और समीक्षा, सं. महावीर सिंह चौहान, सरदार पटेल विश्वविद्यालय, वल्लभ विद्यानगर, गुजरात
7. Comparative literature theory and practice, editor-Amiya dev & Sisirkumar, Indian institute of advanced study, shimla



	<p>શોધ પ્રવિધિ</p> <p>શોધ પત્ર લેખન</p> <p>Research Methodology</p> <p>Writing Research Paper</p>	ક્રેડિટ 2	અનિવાર્ય
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## **M.A in Social Work**

*Changing lives for better tomorrow*

### **About the Programme**

The two years M.A in Social Work programme would be of four semesters with 20 credits, including concurrent field work, block field work and research dissertation, with a total of 80 credits across four semesters. In addition to the 80 credits (20 credits of 4 semesters), there would be a compulsory social work camp (6-10 days) and a social work tour (8-10 days) with 02 credits each. Thus, in total, the M.A in Social Work programme would be of 80 credits across the four semesters, along with an additional 4 credits (social work camp -02 credits and social work tour- 02 credits). Apart from the field work courses of social work, the taught courses also would have some components that are field based. Each taught course would have four modules/units with four credits. Within the four credits (60 hours) of a taught course, a maximum of around 20 hours shall be of tutorial sessions.

The M.A in Social Work programme aims to train students to constructively engage with the policy makers and public so as to evolve innovative strategies through field action projects and practice based research. The broader objective of this course emanates from the much-felt need of having a *social work perspective* to the various public policies that are generally framed and implemented by governments for citizens' welfare.

The uniqueness of this programme is its integration of social work skills and practices *embedded in social sciences* with the objective of rational understanding of policy formulation, monitoring and analysis in the larger governance framework. The social work perspective to public policy and governance could deliver better services to its beneficiaries, provided the methods of social work is integrated well with the policies and the larger governance framework. The course would cover the principles, skills, values and knowledge base of social work along with cutting edge knowledge for public policy and governance, embedded in social sciences.

The students graduating in the MA in Social Work would become change agents who connect the policy makers, implementation agencies and the end users of the policies. The course is prepared to produce critical human resource for the government, policy framers, grassroots NGOs engaged in the social development sectors.

### **Objective**

The broader objective of this course emanates from the much-felt need of having a ‘social work perspective’ with strong skill sets of methods in social work, to the various public policies that are generally framed and implemented by governments for citizens’ welfare. The uniqueness of this programme is its integration of social work skills and practices through embedding in social sciences with the objective of rational understanding of policy formulation, monitoring and analysis in the larger governance framework. The social work perspective to public policy and governance could deliver better services to its beneficiaries, provided the *methods of social work* is integrated well with the policies and the larger governance framework

This course thus becomes innovative in the sense that it targets to deepen the horizon of the theories and practices of social work through amalgamating the discourses of public policy and governance through embedding in social sciences, with the skills sets and methods of social work for effective social service delivery outcomes for communities. The course hence is prepared to produce young minds with a holistic vision of public policy and governance, thereby being a change agent, specifically with the social work intervention skill sets.

### Courses outlay of M.A in Social Work

<b>SEMESTER I</b>				
<b>M.A in Social Work</b>				
<b>Sr. No</b>	<b>Course No.</b>	<b>Course Name</b>	<b>Course Code</b>	<b>Credits</b>
1	SOW-401	Historical and Philosophical Foundations of Social Work	Core	4
2	SOW-402	Social Work Practice I: Working with Individuals and Groups	Core	4
3	SOW-403	Social Work Practice II: Community Organisation and Social Action	Core	4
4	SOW-404	Basic Social Sciences- I ( <i>basics of sociology and psychology</i> )	Core	4
5	SOW-441	Concurrent Field work with focus on working with community	Others	4
		<b>TOTAL CREDITS</b>		<b>20</b>

<b>SEMESTER II</b>				
<b>Sr. No</b>	<b>Course No.</b>	<b>Course Name</b>	<b>Course Code</b>	<b>Credits</b>
1	SOW -451	Social Welfare Administration and New Public Management	Core	4
2	SOW-452	Governance and Social Policy	Core	4
3	SOW-453	Health and Mental Health	Core	4
4	SOW-454	Basic Social Sciences- II ( <i>basics of Political studies and Economics</i> )	Core	4
5	SOW-491	Concurrent Field work – in a structured agency based	Others	4
		<b>TOTAL CREDITS</b>		<b>20</b>

*Students have to undergo an academic writing workshop (non-credited) focusing on research proposal development.*

<b>SEMESTER III</b>				
<b>Sr. No</b>	<b>Course No.</b>	<b>Course Name</b>	<b>Course Code</b>	<b>Credits</b>
1	SOW- 501	Social Work Research	Core	4

2	SOW-502	Development Practices in Urban Rural and Tribal context*	Core	4
3	SOW-503	Criminology and Criminal Justice *	Core	4
4	SOW-504	Social Work Practices with Family Child and Youth*	Core	4
5	SOW-541	Block Field Work with focus on working with ANY of the above three preferably Government Department.	Others	4
6	SOW-542	Social Work Tour	Others	2
		<b>TOTAL CREDITS</b>		<b>20 +2</b>

*\*The Block Field Work shall be from ANY ONE of the above three settings. The Block Field Work courses ( 04 credits) is considered as a **compulsory course**.*

<b>SEMETER IV</b>				
<b>Sr. No</b>	<b>Course No.</b>	<b>Course Name</b>	<b>Course Code</b>	<b>Credits</b>
1	SOW- 551	Participatory Programme Planning for Development Sector	Core	4
2	SOW-552	Introduction to Human Resources and Employee Relations	Core	4
3	SOW-553	Corporate Social Responsibility	Core	4
4	SOW-571	Policies and Programmes: Microfinance and Livelihood	Optional	4
5	SOW-591	Research Dissertation* with focus on ANY of social work issues	Others	4
6	SOW-592	Social Work Camp	Others	2
		<b>TOTAL CREDITS</b>		<b>20 + 2</b>

*\*The student is supposed to take up ANY ONE of the Research Study, preferable from the area of the field setting s/he had worked. The Research Dissertation is also considered as **compulsory course** with 04 credits. Only after the submission and presentation of the research dissertation, the coursework would be considered as complete. The evaluation of the Research Dissertation would be done by the internal supervisor only.*

<b>Social Work Camp/Tour</b>	<b>Credits</b>	<b>Evaluation</b>
Social Work Camp (6-10 days) <b>SOW-592</b>	02 Credits	A report to be submitted by the student would be evaluated.
Social Work Tour (08-10 days) <b>SOW-542</b>	02 Credits	A report to be submitted by the student would be evaluated.

<b>Courses</b>	<b>Credits</b>
Taught Courses ( 4 courses * 4credits = 16 * 4 semesters = 64 )	64
Field Based (1 course * 4 credits = 4 * 4 semesters = 16)	16
<b>Total = 64 + 16 = 80 credits + 4 credits</b> ( 2 credits each for social work camp and social work tour, that are essential part of social work experiential learning, thus it is incorporated and credited)	<b>80 credits + 4 credits</b>

## **COURSE OUTLINE**

<b>Name of the Programme</b>	<b>M.A. in Social Work</b>
<b>Course Title</b>	<b>Historical and Philosophical Foundations of Social Work</b>
<b>Course No and Course Code</b>	<b>SOW- 401 ; Core</b>
<b>Semester</b>	<b>I</b>
<b>Credits</b>	<b>FOUR</b>
<b>Course Development Team</b>	<b>Prof. S L Hiremath and Dr. Sony Kunjappan</b>
<b>Course Teacher</b>	

### **Introduction**

This course on Historical and Philosophical Foundation of Social Work is about the evolution of the social work profession and its underlying philosophy. It provides theory, explains concepts and develops understanding of intervention strategies. It provides skills and techniques through the practice to work towards social change. It helps the learners increase personal effectiveness and grow as a professional.

### **Objectives**

- To understand the concept, definition, objectives, functions and theoretical foundations
- To gain knowledge on the historical development of social work profession in India
- To imbibe the principles, values and ethics of professional social work; recognise the need and importance of social work education and field work practicum

### **Method of Teaching**

Lectures, Book Reviews, Seminars, Tutorials and Guest Speakers.

### **Assessment**

The assessment would be on a continuous basis. The method of assessment is left to the concerned course teacher. The weightage for the various components are as follows:

- Class Participation including attendance – 10%
- Assignments/ Presentations – 15%
- Mid Term (not necessarily written exam)- 25%



- End Semester (not necessarily written exam) – 50%

## **Course Content**

### **Unit I**

Social Work as a Profession; Philosophy, values, principles and code of ethics of professional social work – Knowledge and Skills base of social work – Tenets of the social work profession. Social Work: Definition, objectives and functions – Historical development of social work in India- Contexts of social work practice – Social Work – Meaning, definitions, objectives, values and Functions. Evolution of Social Work Profession: UK, USA and India. Impact of Social Reform Movements. Philosophy and Principles of Social Work and their application; Methods of social work: Factors that influenced the emergence of method approach in Social Work Practice; fields of social work. Concepts related to social work – Social service, Social welfare, Social reform, Social policy, Social security, Social justice and Social development.

### **Unit II**

Theories of Social Work – Ecological Systems Theory, Psychodynamic Theory, Social Learning Theory, Strengths perspective, Radical social work, Task centred approach, Gandhian Theory Psychosocial theory, functional theory, ecosystems theory, System Approach to Social Work Practice, structural theory, strength based social work theory, Integrated Social Work Practice.

### **Unit III**

Introduction to methods of social work and levels of practice – Micro, mezzo and macro levels – Fields of Social Work: Community Development, Medical and Psychiatric Social Work, Social Work in the Workplace, Social Work with Family and Children, School Social Work, Correctional Social Work, Youth Development, Disaster Management, Corporate Social Responsibility, Conflict and Peace, Working with Marginalized Groups.

## Unit IV

Social Work Education in India – Evolution, Nature and content of social work education – Fieldwork – Nature and objectives – Importance of field work supervision-Professional Associations of social work – Problems of professionalization in India - Networks in Social Work.

Attributes of a profession, Professional ethics, Professionalization of Social Work; Professional Associations, Academic Associations. International professional organizations-IASSW, IFSW, GSCC, NASW.National level professional organizations-ASSWI, IATSW, APSWA, ISPSW, NAPSWA.State level professional organizations.

Social Work Education – Content, Training, Supervision, Problems and Challenges

### Essential Readings

Dasgupta, S. (Ed.) (1967). *Towards a Philosophy of Social Work in India*, New Delhi: Popular Book Service.

Bombay Association of Trained Social Workers (2002): Declaration of Ethics for Professional Social Workers 2002, in Joseph and Fernandes, 2006 (Appendix IIIb).

Desai, M. (2002). *Ideologies and Social Work: Historical and Contemporary Analyses*, Jaipur: Rawat Publishers.

Goldstein, Howard (1973): The Client – In and As a System; in *Social Work Practice: A Unitary Approach*, Columbia: University of South Carolina Press (Chapter 4)

Gracy Fernandes And Madhuri Dass (2000): Teaching Social Work Values and Ethical Decision-Making; *In the Indian Journal of Social Work*, Vol.61 (2), 2000, p.269-284

Howe, David (1989, 1990): An Introduction to Social Work Theory. Making Sense in Practice, England: Wildwood House.

Levy; C.S.(1973): The Values Base of Social Work, *Journal of Education for Social Work*, 9, 34.42.

Joseph, Josantony and Gracy Fernandes (Editors) (2006): *An Enquiry into Ethical Dilemmas in Social Work*; Mumbai: College of Social Work (Chapter 3, 4, 6)

Miley, Karla K., O'melia, Michael and Dubois, Brenda L. (1995): The Ecosystems Perspective *Generalist Social Work Practice: An Empowering Approach*. Boston: Allyn and Bacon (Chapter 2)

Mooney, L. A.; Knox D.; & Schacht C. (2000): Thinking about Social Problems; Chapter 1 in

Understanding Social Problems (2nd Edition); Wadsworth/Thomson Learning, USA; pp. 1-27.

Mullaly, B. (1993) *Structural Social Work: Ideology, Theory and Practice*; McClelland & Stewart Inc. The Canadian Publishers, Toronto..

NASW (1987):*Encyclopedia of Social Work* (18<sup>th</sup> Edition), NASW.

Parsons, Jorgensen, Hernandez (1994): *Integration of Social Work Practice*; California: Brooks/Cole Publishing Co.

Patel, C. (1999). *Social Work Practice: Religio-Philosophical Foundations*. New Delhi: Rawat Publications.

Pincus, A., Minahan, A. (1993): *Social Work Practice: Model and Method*. Illinois: F.E. Peacock Publishers. (Chapter 3)

Wadia, A.R. (1961). *History and Philosophy of Social Work in India*. Bombay: Allied Publishers.

Zastrow, Charles (1995) *The Practice of Social Work*; California, Brooks/Cole Publishing Company (5<sup>th</sup> edition; p. 5-41)

### **Suggested Readings**

Agarwal, M.M. (1998). *Ethics and Spirituality*. Shimla: Indian Institute of Advanced Study.

Basu, S. (1992). *Regional Movements: Politics of Language, Ethnicity – Identity*, New Delhi: Manohar Publication.

Bharucha, R. (1998). *In the Name of the Secular: Contemporary Cultural Activism in India*, Delhi: Oxford University Press.

Bhasin, K. and Khan, N.S. (1986). *Some Questions on Feminism and its Relevance in South Asia*. New Delhi: Kali for Women.

Borgatta, E.F. (1992). *Encyclopedia of Sociology*. New York: MacMillan.

Buechler, S.M. (2000). *Social Movements in Advanced Capitalism: The Political Economy and Cultural Construction of Social*, Delhi: Manak Publications.

Chandra, B. (1994). *Ideology and Politics in Modern India*. New Delhi: Har-Anand Publications.

Chatterjee, P. (1996). *Approaches to the Welfare State*. Washington, D.C.: National Association of Social Workers.

- Chatterjee, P. and Chakraborty, B. (1999). *Social Movements in Contemporary India*, Calcutta: K.P. Bagchi and Company.
- Diwakar, V.D.(Ed.) (1991). *Social Reform Movements in India: A Historical Perspective*, Bombay: Popular Prakashan.
- Ekins, P. (1992). *New World Order: Grassroots Movements for Global Change*, London: Routledge and Kegan Paul.
- Encyclopaedia of Social ...* (1987). *Encyclopaedia of Social Work*. Silver Spring, Maryland: National Association of Social Workers.
- Engineer, A.A. (1995). *Lifting the Veil: Communal Violence and Communal Harmony in Contemporary India*, Hyderabad: Sangram Books.
- Fernandes, W. and Dutta, A. (1999). *Colonialism to Globalisation: Five Centuries After Vasco da Gama*, New Delhi: Indian Social Institute.
- Freire, P. (1972). *Pedagogy of the Oppressed*. London: Penguin Books.
- Gore, M.S. (1993). *The Social Context of an Ideology: Ambedkar's Political and Social Thought*. New Delhi: Sage Publications.
- Habib, I. (Ed.) (1992). *Medieval India*. Delhi: Oxford University Press.
- Joseph, G. (1998). *Social Action Groups and their Activists*, Bangalore: Centre for Social Action.
- Kothari, R. (1990). *Rethinking Development: In Search of Humane Alternatives*, London: Aspect Publications.
- Lakshmana, C. and Others (Eds.) (1990). *Social Action and Social Change*, Delhi: Ajanta Publications.
- Lobo, G.V. (1991). *Human Rights in Indian Situation*. New Delhi: Commission for Justice, Peace and Development.
- Nadkarni, V. (1993) "Ecosystems Perspective of Mental Health", In Mane Purnima and Gandevia Katy, (Editors), *Mental Health in India Issue and Concerns*, (Bombay: Tata Institute of Social Sciences) pp. 246-258
- Nadkarni, V., L. Narayan, S. Limaye and R. Mammen (2008-09) *Social Work Perspective : Compendium for M.A. Social Work, TISS 2008-09* (unpublished), Mumbai: TISS D space.
- Nadkarni, V.V (2002) Interventions on Garbage Pollution using Integrated Social Work Practice Framework, *Indian Journal of Social Work*, 63:3

- Omvedt, G. (1994). *Dalits and the Democratic Revolution*. New Delhi: Sage Publications.
- Rao, M.S.A. (Ed.) (2000). *Social Movements in India: Studies in Peasant, Backward Classes, Sectarian Tribal and Women's Move*, New Delhi: Manohar Publication.
- Sommer, J.G. (2001). *Empowering the Oppressed: Grassroots Advocacy Movements in India*, New Delhi: Sage Publications.
- Staggenborg, S. (1997). *Gender, Family, and Social Movements*, New Delhi: Sage Publications.
- Swatija and Chayanika (1992). *Not Just a Matter of Faith: Essays on Communalism*. Bombay: An Akshara Publication.
- University Grants Commission (1980). *Review of Social Work Education in India: Retrospect and Prospect*, New Delhi.
- Woodrofe, K. (1962). *From Charity to Social Work*. London: Routledge and Kegan Paul.



## **COURSE OUTLINE**

<b>Name of the Programme</b>	<b>M.A. in Social Work</b>
<b>Course Title</b>	<b>Social Work Practice I: Working with Individuals and Groups</b>
<b>Course No and Course Code</b>	<b>SOW- 402 ; Core</b>
<b>Semester</b>	<b>I</b>
<b>Credits</b>	<b>FOUR</b>
<b>Course Development Team</b>	<b>Dr. Sony Kunjappan and Prof. S L Hiremath</b>
<b>Course Teacher</b>	<b>Dr. Sony Kunjappan</b>

### **Introduction**

This course aims to develop the required skills of working with individuals and groups in various situations/settings like crisis, preventive, facilitative and developmental. The course covers the basic understanding of the values and principles of working with individuals and groups. It also helps the learner to critically analyze problems of individual and groups.

### **Objectives**

- Understand casework and group work as methods of professional social work.
- Understand the values and principles of working with individuals and groups.
- Develop the ability to critically analyze problems of individuals and groups and related factors.
- Enhance understanding of the basic concepts, theoretical approaches, tools and techniques in working with individuals, groups and families, in problem-solving and in developmental work.
- Develop appropriate skills and attitudes to work with individuals, groups and families.

### **Method of Teaching**

Lectures, Book Reviews, Seminars, Tutorials and Guest Speakers.

### **Assessment**

The assessment would be on a continuous basis. The method of assessment is left to the concern

course teacher. The weightage for the various components are as follows:

- Class Participation including attendance – 10%
- Assignments/ Presentations – 15%
- Mid Term (not necessarily written exam) - 25%
- End Semester (not necessarily written exam) – 50%

## **Course Content**

### **Unit I**

Social case work: Concept and Definitions, scope, principles of social work, historical development - Introduction of casework as a method of social work - Concepts of adjustment and maladjustment - Philosophical assumptions and values of casework.

Pioneers in Social Case Work: The Almoners, Jane Addams, Ida Canon, Lydia Rappaport, Mary Richmond, Florence Hollis, H.H.Pearlman.

Social groups – Definition, Characteristics, and Importance – Classification of Groups – Cooley, Sumner, MacIver & Page, Toseland & Rivas – Theories of Group formation – Social Group Work – Concept, Historical development of Group Work, Values and Skills, Principles and Purpose of Group work

### **Unit II**

Casework Process: Phase 1 – Exploration of person in environment – Phase 2 multidimensional assessment and planning, multidimensional intervention – Phase 3 – helping: implementing and goal attainment – Phase 4 – termination and evaluation – follow up – case work skills – case worker-client Relationship: meaning, purpose and elements/components – characteristics of professional relationship: empathy transference and counter transference, resistance, sustaining the relationship, non-possessive warmth, genuineness and self-disclosure – obstacles in client worker relationship – change process /Communication (IPR).

Basic Group Processes – Sub-group, Group conflict, Group decision making, Leadership in groups. Group dynamics – Concept, and Areas – Communication and Interaction Patterns, Group Cohesion, Social Control Dynamics and Group Culture. Stages or Phases of Group work – Pre group formation, Beginning phase, Middle/Working phase and Termination phase, Follow-up, Facilitation Skills and Techniques used in these Phases.



### **Unit III**

Approaches and Models - Psycho Social approach, Psychoanalytical, Functional approach, Problem solving approach, task centered approach, person-in-environment, strengths approach and crisis intervention, empowerment approach– application of these approaches to understand clients and their contexts

Tools and techniques in casework: listening, observation, Interview – home visits, collateral contacts, referrals – techniques in practice – ventilation, emotional support, action oriented support, advocacy, environment modification, modeling, role-playing and confrontation – Case history taking, Record keeping – Face sheet, Narrative, Process and Summary recording.

### **Unit IV**

Theoretical perspectives related to Social Group Work- principles- models in Social Group Work. Theoretical approaches of group work practice – Psychoanalytic, Learning, Field, Social Exchange, Systems theories. Stages of Group Development – Tuckman, Klien, Garland, Jones & Kolodny; Models of social group work – Social goals, Remedial, Reciprocal models, Programme development process, Programme Media

### **Essential Readings**

Mathew, G.(1992). *An introduction to social casework*: Tata Institute of Social Sciences.

Mujawar, W. R., & Sadar, N. K. (2010). *Field work training in social work*. New Delhi: Mangalam Publications.

Perlman, H. H. (1957). *Social casework: a problem-solving process*: University of Chicago Press.

Cartwright, Dorwin and Zander, Alwin. (1995). *Group dynamics*. New York: Row, Peterson & Co.

Konopka, G. (1983 3rd Ed.). *Social group work: A helping process*. New Jersey : Prentice Hall

### **Suggested Readings**

Segal, E. A. (2010). *Professional social work*. New Delhi: Cengage Learning India Pvt. Ltd.  
Timms, N. (1966). *Social casework: principles and practice*. Routledge & Kegan Paul.  
Timms, N. (1972). *Recording in social work*: Routledge and K. Paul.  
Trevithick, P. (2000). *Social work skills: A practice handbook*. Open University Press

Upadhyay, R. K. (2003). *Social casework: A therapeutic approach*. New Delhi: Rawat Publications.

Coyle, Grace, L. (1947). *Group experience and democratic values*. New York: The Women's Press.

Trecker, H.B. (1970). *Social group work-principles and practices*. New York : Associate Press

Toseland, R. and Rivas, R. (1995). *An introduction to group work practice*, (Massachusetts: Allyn and Bacon)

Bhatt R.M. (1960). *Records of group work practice in India*. Baroda:Baroda University.

Delhi School of Social Work (1958). *Field work records in group work and community organization*. London : Tavistock Publication

Doel, M. & Sawda, C. (2003). *The essentials of group worker*. London : Jessica Kingsley Pub.

Douglas, T. (1976). *Group process in social work: A theoretical synthesis*. New York : John Wiley & Sons

Douglas, T. (1978). *Basic group work*. London : Tavistock Publication

Barhard,. (1975). *The use of groups in social work practice*. USA : Routledge & Kegan Paul Ltd.

Klein J. (1967). *The study of groups*. London :Routledge and Kegan Paul Ltd

Konopka, G. (1954). *Group work in institution*. New York: Associate Press .

Northern, H. (1969). *Social work with groups*. New York : Columbia University Press

Northern, H. (1976). *Theory of social work with groups*. New York : Columbia University Press

Phillips, H. (1962). *Essentials of social group work skills*. New York : Associate Press

Ryland & Wilson,. (1949). *Social group work practice*. USA: Houghton Mifflin Co.

Trecker, H.B. (1955). *Group work: Foundations & frontiers*. New York : Whiteside & William Marrow & Co



## **COURSE OUTLINE**

<b>Name of the Programme</b>	<b>M.A. in Social Work</b>
<b>Course Title</b>	<b>Social Work Practice II: Community Organisation and Social Action</b>
<b>Course No and Course Code</b>	<b>SOW-403; Core</b>
<b>Semester</b>	<b>I</b>
<b>Credits</b>	<b>FOUR</b>
<b>Course Development Team</b>	<b>Prof. S L Hiremath and Dr. Sony Kunjappan</b>
<b>Course Teacher</b>	

### **Introduction**

Community organisation as a method of social work practice is seen as a means to facilitate communities towards self-directed change. It takes as its basis the inequalities in society manifested through processes of marginalisation, discrimination or disempowerment of groups, which have resulted in the loss of control over resources, be they tangible or intangible. The strategies of CO practice being addressed as part of the course covers a range spanning different ideologies, from those being people- initiated, and those that are initiated by the elite. Community organisation is seen as a means as well as end, where collective processes sustain the community's capacity to bring about change.

### **Objectives**

- Understand the critical elements of community organisation practice.
- Enhance critical understanding of the models and strategies for community organisation practice.
- Enhance the understanding of the roles of the agencies and community organizer
- Enhance critical understanding of the models and strategies for community organization and social action.
- To understand the techniques and approaches of social work practice with communities.
- Develop perspective and skills for participatory processes in the community and civil society.

## **Method of Teaching**

Lectures, Book Reviews, Seminars, Tutorials and Guest Speakers.

## **Assessment**

The assessment would be on a continuous basis. The method of assessment is left to the concerned course teacher. The weightage for the various components are as follows:

- Class Participation including attendance – 10%
- Assignments/ Presentations – 15%
- Mid Term (not necessarily written exam) - 25%
- End Semester (not necessarily written exam) – 50%

## **Course Content**

### **Unit I**

Community organization – History, Concept, Principles, Scope, Assumptions and Objectives – Community Organization and Community Development – Process of community organization – Study and Survey, Analysis, Assessment, Discussion, Organization, Action, Reflection, Modification and Continuation

### **Unit II**

Models of community organization(J. Rothman's Model): locality development, social planning, social action- Approaches (Murray G. Ross' Model)-specific content, general content and process content -Asset-Based Community Development (ABCD) approach - Roles of community organizer - Skills in community organization- Methods of community organization - Community development: concept, philosophy and methods, Rural Community Development – Principles, approaches.

### **Unit III**

Social Action in Community Organization - Concept, Purpose, Principles of Social Action– Skills Involved in social action- Models of Social Action- Mobilization and Grass- Root Mobilization. Strategies and Tactics in Social Action – Social Action as a method of social work – Approaches to social action – Paulo Friere, Saul Alinsky, Mahatma Gandhi and Ambedkar, Public Interest Litigation.

## **Unit IV**

Concept of advocacy as a tool, Strategy for advocacy – Campaigning, Lobbying, Use of media and public opinion building in advocacy – Coalition and Network building, linking up protest movements with development work, conflict resolution.

### **Essential Readings**

Gangrade, K. D. (1997). *Community organisation in India*, New Delhi: Popular Prakashan.

Cox M. Fred et. al. (2005). *Strategies of community organization*. 4th Edition. New Delhi: Peacock Publishers.

Johri, Pradeep Kumar. (2005). *Social Work and Community Development*. New Delhi: Anmol Publications Pvt. Ltd.

Kumar, Jha Jainendra. (2002). *Social work and community development*. New Delhi: Anmol Publications Pvt. Ltd.

Ledwith, Margaret. (2005). *Community development: A critical approach*. New Delhi: Rawat Publications.

Kumar, Somesh. (2008). *Methods for community participation*. New Delhi: Vistar Publications.

Siddiqui, H. Y. (1984) *Social work and social action*.(ed.), New Delhi: Harnam Publications

Christopher, A.J., and Thomas William. (2006). *Community organization and social action*. New Delhi: Himalaya Publications.

### **Suggested Readings**

Siddiqui, H. Y. (1977). *Working with communities*. New Delhi: Hira Publication.

Kumaran, Hyma, Wood. (2004). *Community action planning*. Chennai: T. R. Publications

Rivera & Erlich,. (1995). *Community organising in a diverse society*. Boston: Allyn and Bacon

Jim Ife (1995). *Community development: Creating community alternatives - vision, analysis and practice*. Melbourne, Australia: Longman

United Nations Children's Fund, Geneva (Switzerland), (1982). *Community Participation: Current issues and lessons learned*. Washington, D.C.: Distributed by ERIC Clearinghouse, 1982.

Fred, Milson. (1974). *An introduction to community work*. London: Routledge and Kegan Paul

Dasgupta, Sugata. (1980). Social Movements, *Encyclopedia of social work in India*, New Delhi: Press Division, G02

Arora R. K. (Ed.) 1979 People's Participation in Development Process: Essays in Honour of B. Mehta, Jaipur: the HCM State Institute of Public Administration.

A. J Christopher and William Thomas, Community Organisation and Social Action, Himalaya Publications, New Delhi.

Dayal, R. 1960 Community Development Programme in India, Allahabad: KitabMahal Publishers.

Henderson, Paul; Jones, The Boundaries of Change in Community David and Thomas, Work, Boston, George Allen and UnwinDavid N. 1980

McMiller, W. 1945 Community Organisation for Social Welfare, Chicago: University of Chicago Press.

Murphy, C. G. 1954 Community Organisation Practice, Boston: Houghton Mifflin Co.

Ross Murray G. 1967 Community Organisation: Theory, Principles and Practice, New York: Harper and Row.Siddiqui, H. Y. 1997 Working with Communities: An Introduction to Community Work, New Delhi: Hira Publications.





## COURSE OUTLINE

<b>Name of the Programme</b>	<b>M.A. in Social Work</b>
<b>Course Title</b>	<b>Basic Social Sciences I ( <i>basics of Sociology and Psychology</i> )</b>
<b>Course No and Course Code</b>	<b>SOW-404; Core</b>
<b>Semester</b>	<b>I</b>
<b>Credits</b>	<b>FOUR</b>
<b>Course Development Team</b>	<b>Prof. S L Hiremath and Dr. Sony Kunjappan</b>
<b>Course Teacher</b>	

### Introduction

This course is to give an understanding of basic concepts and theories about society and the relevance of Psychology to social work practice.

### Objectives

- To understand the basic concepts and theories about society
- To gain knowledge the contributions of different sociological thinkers
- To acquire skills to identify and critically analyze existing and emerging social problems
- To understand the relevance of Psychology to social work practice
- To develop theoretical understanding of human development across the life span
- To understand the nature and development of human behaviour in socio-cultural context
- To learn about human behavioural processes, personality and theoretical approaches
- To apply the information on human growth and behaviour in social work practice

### Method of Teaching

Lectures, Book Reviews, Seminars, Tutorials and Guest Speakers.

### Assessment

The assessment would be on a continuous basis. The method of assessment is left to the concerned course teacher. The weightage for the various components are as follows:

- Class Participation including attendance – 10%
- Assignments/ Presentations – 15%

- Mid Term (not necessarily written exam)- 25%
- End Semester (not necessarily written exam) – 50%

## **Course Content**

### **Unit I**

Introduction to Sociology - Concept of Society- Meaning, types and characteristics - Individual and Society – Community – Rural, Urban and Tribal Communities - Social Organizations - Meaning and Forms - Concept of Associations - Difference between Society, Community and Association.

Psychology - Meaning, Definition, Fields and Methods, Introduction to Schools of Psychology, Relevance of Psychology to Social Work practice

### **Unit II**

Social Stratification – Meaning and functions, Caste, Class and Race, Social Mobility – Concept and types of social mobility - Social Institutions - Marriage, Family, Education, Religion – Meaning, Types and Functions - Political Institutions - Concept of State, Government, Democracy

Heredity and Environment – Lifespan perspective – Development: concept and principles; Developmental stages and Developmental tasks – Developmental periods – infancy, babyhood, childhood, puberty and adolescence, early adulthood, middle age and old age – areas of Human Development – Physical, Social, Emotional, Moral and Cognitive growth and Theories – Cognitive Development – Piaget, Moral Development – Kohlberg.

### **Unit III**

Concept of Culture - Culture and Society - Cultural Lag Cultural assimilation and integration - Civilization - Customs, Mores, Folkways - Socialization - Meaning, Agencies and Functions - Social Control - Meaning and agents - its effect on individual and society - Social Processes - Co-operation, Competition, Conflict, Accommodation, and Assimilation

Concept of Human Behaviour, the Concept of Self - Psychological Processes in Behaviour: Needs and Motives, Cognition, Memory, Intelligence: Concept, theories and assessment - Motivation: Meaning, definition, types and characteristics of motives, theories of motivation – Personality: Meaning, Definition, types and factors influencing Personality and structure, Theories of Personality

### **Unit IV**

Sociological Theories: August Comte, Spencer, Weber, Durkheim, Simmel, Karl Marx. Indian Social Thinkers - Gandhi, Aurobindo, Vivekananda, Radhakrishnan - Social Change –

Meaning, Theories, Causes and resistance.

Human Behaviour Processes – Emotions, Concept of Perception, Characteristics, process and factors influencing perception; Definition, Concept, Nature of attitudes, stereotypes and prejudice, formation of attitudes and attitudinal change, leadership

### **Essential Readings**

Bhusan, Vidya & Sachdev, (2006), *An introduction to sociology*. Allahabad, Kitab Mahal.

Harry. M. Johns, (1993). *Sociology: A systematic introduction*. Chennai: Allied Publications

Horton,P.S & Hunt, C. L. (2005). *Sociology*. New Delhi: Tata McGraw Hill

Clifford, Morgen and King, Richard. (1975). *Introduction to Psychology*, New York: McGraw Hill Inc.

Coleman, James C. & Broen William E. (1972). *Abnormal Psychology and Modern life*, India: D. B. Taraporevala Sons and Co. Pvt. Ltd.

Hurlock, Elizabeth. (1976). *Personality Development*, New Delhi: Tata McGraw Hill Publishing Co. Ltd.

### **Suggested Readings**

Ingleby Ewan. (2006). *Applied Psychology for Social Work*, UK: Learning Matters Ltd.

Mangal, S. K. (2007). *General Psychology*, New Delhi: Sterling Publisher Pvt. Ltd.

Paula Nicolson, Rowan Bayne and Jenny Owen. (2006). *Applied Psychology for Social Workers*,UK: Palgrave Macmillan Ltd. (3<sup>rd</sup> Edition).



## **COURSE OUTLINE**

<b>Name of the Programme</b>	<b>M.A. in Social Work</b>
<b>Course Title</b>	<b>Social Welfare Administration and New Public Management</b>
<b>Course No and Course Code</b>	<b>SOW-451; Core</b>
<b>Semester</b>	<b>II</b>
<b>Credits</b>	<b>FOUR</b>
<b>Course Development Team</b>	<b>Prof. S L Hiremath and Dr. Sony Kunjappan</b>
<b>Course Teacher</b>	

### **Introduction**

This course is to help the student to understand the concept of social welfare administration, the various welfare policies by the Government. It also introduces the student to the New Public Management framework, its features and criticism.

### **Objectives**

- To gain knowledge about the concept of social welfare administration.
- To understand the welfare policies by the government
- To understand the framework of NPM and its criticism

### **Method of Teaching**

Lectures, Book Reviews, Seminars, Tutorials and Guest Speakers.

### **Assessment**

The assessment would be on a continuous basis. The method of assessment is left to the concerned course teacher. The weightage for the various components are as follows:

- Class Participation including attendance – 10%
- Assignments/ Presentations – 15%
- Mid Term (not necessarily written exam) - 25%
- End Semester (not necessarily written exam) – 50%

## **Course Content**

### **Unit I**

Concept of administration, Social Welfare Administration - meaning, definition, principles and characteristics, Types of administration: organization and Development, POSDCORB, Registration of organizations – Registration under societies act, trust act, Program and project planning, SWOT analysis. Human Service Organizations (HSO) – Features - Non-Government, Non-Profit making and Self-governing – Types of HSO – By Orientation, Levels of operation and Focus – National Policy on Voluntary sector (2007) – Organizational structure and characteristics of Human Service organizations.

### **Unit II**

Procedures in registering an organization – Societies Registration Act, 1860, Indian Trust Act, 1882, The Companies Act, 1956. Administrative Structure – Memorandum of Association, Bye laws, Constitution, Deed, Functions and responsibilities of governing board, committees and office bearers. Administrative structure of social welfare at the Central, State and Local level – Programmes of Central Social Welfare Board and State Social Welfare Boards.

### **Unit III**

Public Welfare Programmes and Administration- State, civil society and market; history and ideological basis for government's responsibility in promoting the well-being and social development of all, particularly the welfare and development of the disadvantaged, brief historical sections; organizational arrangement of national, state and local governments: brief historical overview of public financing strategies; approaches to rural, tribal and urban development; cooperative movement, legislative and administrative framework; development and welfare of SC, ST, OBC, MBC, minorities and women; designing national and state social sector and poverty alleviation programmes; role of NGOs and trained social workers good governance and social justice; impact of liberalization, privatization and globalization; people's participation, democracy and development.

## Unit IV

New Public Management (NPM), its origin, characteristic and principles of NPM; conceptual framework of NPM; objectives of public management reforms; Criticism of NPM. Redefining Governance – Catalytic Government; Community Owned Government; Customer Driven Government; Enterprising Government; Decentralized Government; Market Oriented Government

### Essential Readings

Batra, Nitin. ( 2004). *Administration of social welfare in India*. Jaipur: Raj Publishing House.

Bhattachary, Sanjay. (2009). *Social work administration and development*. New Delhi: Rawat Publications.

Bose, A.B. (1971). *Social welfare planning in India*. Bangkok: U.N. Publications

Sachdeva D R (1990). *Social Welfare Administration in India*. New Delhi: Kitab Mahal.

Medury, Uma (2010). *Public Administration in the Globalization era*, New Delhi, Orient Blackswan.

Osborne, David and Gaebler, Ted (1992). *Reinventing Government: How the entrepreneurial spirit is transforming the public sector*, Addison Wesley Publication.

### Suggested Readings

Choudry, Paul, (1979). *Voluntary social welfare in India*. New Delhi: Sterling Publishers.

Choudry, Paul, (1993). *Hand book on social welfare*. Delhi: Atma Ram & Sons.

Dennison. D & Chepman, Valeries: *Social Policy and Administration*, George Allanond Unwin, London.

Dubey, S.N. (1973). *Adminstration of Social Welfare programmes in India*. Bombay: Somaiya Publications.

*Encyclopaedia of Social Work in India- Vol I & III*. (1987). Ministry of Welfare. Government of India.



Kohli, A.S & S.R. Sharma. (1998). *Encyclopaedia of Social Welfare and Administration*. New Delhi: Anmol Publication.

## **COURSE OUTLINE**

<b>Name of the Programme</b>	<b>M.A. in Social Work</b>
<b>Course Title</b>	<b>Governance and Social Policy</b>
<b>Course No and Course Code</b>	<b>SOW-452; Core</b>
<b>Semester</b>	<b>II</b>
<b>Credits</b>	<b>FOUR</b>
<b>Course Development Team</b>	<b>Dr. Sony Kunjappan and Prof. S L Hiremath</b>
<b>Course Teacher</b>	<b>Dr. Sony Kunjappan</b>

### **Introduction**

This course aims to introduce the student an interdisciplinary perspective on the study of governance and social policy, along with its dimensions. The course also provide a sense of what is social policy, why it is needed, what are it scopes and why social policy has moved beyond concerns of welfare and public management. It also discusses the process of policy making in India and the models of social policy that explains the social policy process, the actors involved in implementation and evaluation. It also focuses on social policy at selective sectors such as criminal justice system, which are in general neglected in India.

### **Objectives**

- (a) To understand the concept of governance, theoretical approaches, the state, market and civil society and its relationships.
- (b) To look into the constitutional provisions that supports the frame work of social policy
- (c) To gain an overview of models that explains social policy processes.
- (d) To understand the official policy makers, the process of policy making in India and also the forces involved.
- (e) To look at how policy implementation and evaluation take place.
- (f) To explore and recognize the importance and need for effective and efficient network between the various stakeholders of criminal justice.

### **Method of Teaching**

Lectures, Book Reviews, Seminars, Tutorials and Guest Speakers.

### **Assessment**

The assessment would be on a continuous basis. The method of assessment is left to the

concerned course teacher. The weightage for the various components are as follows:

- Class Participation including attendance – 10%
- Assignments/ Presentations – 15%
- Mid Term (not necessarily written exam) - 25%
- End Semester (not necessarily written exam) – 50%

## **Course Content**

### **Unit I**

Evolution of the concept of Governance; Governance as Structure-hierarchies, markets, networks, communities; Governance as process- steering and coordination; Governance as Analytical framework; Process and outcomes: the state as independent and dependent variable; Role of Government in Governance; Role of Society; Linkages between state and society.

Basic concepts: Authority; Civil Society; Government; Legitimacy; Policy; Welfare; State. Welfare State; Social Policy; Modes and Methods of Social Policy Interventions; History of Social Policy; Constitutional Provisions and Framework related to Social Policy; Understanding Policy, its nature; policy making and decision making; policy making and planning; Policy analysis, policy advocacy and scope of policy; Social Justice and Social Policy.

### **Unit II**

Theories of Governance- Traditional Authority, Autopsies and network steering, Cybernetics and Steering, Policy instruments, Institutional Analysis; Networks and policy communities; Rational Choice and Collective Choice; New Institutionalism; Governance Networks; The idea of Governmentality.

Good Governance; Features of Good Governance; Interpretations of Good Governance; Perspectives – Neoliberal perspectives; Human Development perspectives; Human Rights perspectives ; essential elements of good governance- rule of law, accountability, transparency, participation, inclusiveness and right to dissent, people's control.

### **Unit III**

Models for policy analysis; stages for policy analysis; market led reforms and social policy; Approaches to social policy; Forces in policy making process; official policy makers- Legislature, Executive, Bureaucracy and Judiciary. Policy making in India; Institutional factors; Non-Governmental Institutions; Policy Implementation - Elements in Implementation, Implementers, Implementation techniques; Conditions for successful implementation; Policy evaluation; forms and problems in policy evaluation.

## **Unit IV**

Policy making in India; Institutional factors. Non- Governmental institutional; policy Implementation Elements in Implementation, Implementers, Implementation techniques; Conditions for successful implementation; policy evolution; forms and problems in policy evaluation.

### **Essential Readings**

Sapru, R K (1994) Public Policy: Formulation, Implementation and Evaluation, Sterling Publishers Pvt. Ltd. New Delhi.

Shivani Singh (2016), Governance: Issues and Challenges, Sage Publications, New Delhi.

Hall, A and J Midgley (2004), Social Policy for Development, Sage Publication.

Baldock, John et.al (1999), Social Policy, Oxford University Press (Chapter 1,2 and 3).

Hill, M (1997), Understanding Social Policy, 5th Edition, Blackwell Publishing Ltd (Chapter 1, 3 & 4)

Jon, Pierre and Guy, Peters (2000). Governance, Politics and the State, New York

Mander, Harsh and Asif, Mohammed (2004). Good Governance: Resource Book, BFC publications.

Mathur, Kuldeep (2008). From Government to Governance: A brief survey of the Indian Experience, New Delhi: National Book Trust.

### **Suggested Readings**

Heywood, Andrew (2000), Key concepts in politics, MacMillian Press Ltd, London.

Anderson, James E (1994) Public Policymaking: An introduction; 2nd Edition, Boston; Houghton Mifflin Co.

Baldock, John et.al (eds) (1999) Social Policy; Oxford University Press.

David G. Gil (1992) Unravelling Social Policy: Theory, Analysis and Political Action Towards Social Equality; 5th edition; Schenkman Book Inc.

Dror Y (1968) Public Policy Making re-examined; San Francisco, Chandler.

Mathur, Kuldeep (2008), From Government to Governance: A brief Survey of the Indian Experience, National Book Trust, New Delhi.

Osborne, David and Gaebler, Ted (1992), Re-inventing Government: How the entrepreneurial spirit is transforming the public sector, Addison Wesley Publication Company, Inc.

Evans, Peter (1995) Embedded Autonomy: State and Industrial Transformation, Princeton University Press.



## **COURSE OUTLINE**

<b>Name of the Programme</b>	<b>M.A. in Social Work</b>
<b>Course Title</b>	<b>Health and Mental Health</b>
<b>Course No and Course Code</b>	<b>SOW-453; Core</b>
<b>Semester</b>	<b>II</b>
<b>Credits</b>	<b>FOUR</b>
<b>Course Development Team</b>	<b>Prof. S L Hiremath and Dr. Sony Kunjappan</b>
<b>Course Teacher</b>	

### **Introduction**

This course on Health and Mental Health is to enable the student to develop a holistic perspective in Health. It also helps the student to understand the concepts of public health. The course gives an understanding on the evolution and structure of public health system in India. The course discussed about the concepts related to mental health, well-being and mental illness. It also helps the student to understand the different models of mental health.

### **Objectives**

- To enable students to develop holistic perspective in health.
- Understand the concept of public health and different related terminologies.
- Understand the distribution, determinants and measures of health.
- Describe the evolution and structure of the public health system in India.
- Understand concepts related to mental health, well-being and mental illness
- Understand the different models of mental health

### **Method of Teaching**

Lectures, Book Reviews, Seminars, Tutorials and Guest Speakers.

### **Assessment**

The assessment would be on a continuous basis. The method of assessment is left to the concerned course teacher. The weightage for the various components are as follows:

- Class Participation including attendance – 10%
- Assignments/ Presentations – 15%
- Mid Term (not necessarily written exam) - 25%

- End Semester (not necessarily written exam) – 50%

## **Course Content**

### **Unit I**

Overview and contribution of Social Sciences in Health and Health Services; Interdisciplinary Approach to Health and Health Services; Emergence of Social Determinants Framework. Concept of health and disease; Concept of public health and related terminologies like community health, Preventive and Social Medicine (PSM), Health management etc;

### **Unit II**

Historical development of public health: Chadwick era, Scientific era (germ theory era), Internationalization, New Public Health; Distribution, determinants and basic measures of health; Health Indicators; Health in developed and developing countries.

Diseases of public health importance; Concept of prevention; Levels of prevention; History, structure, function and organization of health services in India; Job descriptions of various functionaries; Overview of the various national health programmes

### **Unit III**

Concepts of mental health, well-being and mental illness; Models of mental health: bio-psycho-social, structural, social determinants; Notions of mental health

### **Unit IV**

Epidemiology of mental illness; Introduction to Psychiatric disorders; Mental Health interventions

## **Essential Readings**

Adler, N and Stone, G. (Eds.) (1979) 'Social Perspectives on the Health System', in Stone, Cohen and Adler (Eds.) *Health Psychology- A Handbook*, London: Jossey-Bass Publishers.

Ashton, John and Seymour, Howard (1988) *The New Public Health*, Philadelphia: Open University Press.

Duggal R. and Gangolli L. (2005) *Review of Healthcare in India*, Mumbai: Cehat.

Government of India (1946) *Report of the Health Survey and Planning Committee*. Simla: Government of India Press.

Government of India (1983) *National Health Policy*. New Delhi: Ministry of Health and Family Welfare.

Government of India (2002) *National Health Policy 2002*. New Delhi: Department of Health Ministry of Health and Family Welfare.

Holland, W. W., Knox, G. and Detel, R. (2002) *Oxford Textbook of Public Health. Volume 1, 2 and 3*, Oxford University Press.

Moye, L. and Kapadia, A. S. (2000) *Difference equations with public health applications*, New York: Marcel Dekker.

Park, J. E. (2006) *Text book of Preventive and Social Medicine*, 17th edition.

Deutsch, A. (1937) *The mentally ill in America: A history of their care and treatment from colonial times*, New York: Doubleday, Doran and Co. Inc.

Jahoda, M. (1959) *Current concepts of positive mental health*, New York: Basic Book Service .

Kendrick, T & Others (Eds.) (1996) *The prevention of mental illness in primary care*, Cambridge: University Press.

Mane, P. and Gandevia, K.Y. (Eds.) (1993) *Mental Health Issues in India: Issues and Concerns*, Bombay: TISS.

Mohl, P.C. (1982) Promoting mental health and reducing risk for mental illness. In M.M. Faber and A.M. Reinhardt (Eds.), *Promoting health through risk reduction*, New York: Macmillan Publishing Co. Inc.

Prabhu, G.G. And Raghuram, A. (1987) 'Mental Health in India', in *Encyclopaedia of Social Work in India, Vol. 2*, New Delhi: Publications Department, Ministry of Information and Broadcasting, Government of India.

Sinha, D. (1990) *Concept of psycho-social well-being: Western and India perspectives*, NIMHANS Journal, 8(1), 1990: 1-11.

Somasundaram, O. (1984) History of Psychiatry in India. In A. DeSouza and D.A. DeSouza (eds.) *Psychiatry in India*, Bombay: Bhalani Book Depot.



## **COURSE OUTLINE**

<b>Name of the Programme</b>	<b>M.A. in Social Work</b>
<b>Course Title</b>	<b>Basic Social Sciences II (basics of Political Studies and Economics)</b>
<b>Course No and Course Code</b>	<b>SOW-454; Core</b>
<b>Semester</b>	<b>II</b>
<b>Credits</b>	<b>FOUR</b>
<b>Course Development Team</b>	<b>Prof. Sarita Aggarwal</b>
<b>Course Teacher</b>	

### **Introduction**

This course aims at developing a learning track in the fields of economics and political science. In modern times economics and political science have been growing. The examination of the relationships existing between political institutions on one hand and economic growth or social welfare on the other; the discussion of public policies and their effects on individual and aggregate economic variables. This programme aims at providing students with advanced and complete training in both economics and political science.

### **Objectives**

- To understand the basic concepts and theories about economy and political scenario in the country
- To gain knowledge the contributions of different economic and political thinkers
- To acquire skills to identify and critically analyze existing and emerging economic and political problems
- To understand the economic and political processes.
- To understand the nature and development of economy

### **Method of Teaching**

Lectures, Book Reviews, Seminars, Tutorials and Guest Speakers.

## **Assessment**

The assessment would be on a continuous basis. The method of assessment is left to the concerned course teacher. The weightage for the various components are as follows:

- Class Participation including attendance – 10%
- Assignments/ Presentations – 15%
- Mid Term (not necessarily written exam)- 25%
- End Semester (not necessarily written exam) – 50%

## **Course Content**

### **Unit I**

Introduction: Basic economic and political concepts: democracy, freedom, equality, justice, State, power, government, political culture, constitutional foundation of Indian federal structure. comparative economic systems, their meaning, features; merits and demerits; resources and their use.

### **Unit II**

Globalization and its impact on society and economy, institutional framework of a global economy-realism, liberalism and structuralism, post war institutions and society in less developed countries,

### **Unit III**

Institutions and economic growth, theoretical approach, basic concepts and their criticisms - property rights, transaction cost, principal-agent theory, collective action, development implications of institutional change with special reference to India

### **Unit IV**

Growth vs. Development- various approaches, modern approach and Human development- concept and measurement, gender development and gender empowerment- Issues and major economic problems of Indian economy-population, poverty and unemployment, Development Process in India with reference to planning. – historical perspective and modern context.

## **References**

Ahluwalia, I.J. and I.M.D. Little (Eds.) (1999), Indian's Economic Reforms and Development (Essays in Honour of Manmohan Singh), Oxford University Press, New Delhi.

Arend Lijphart,(2008), Thinking About Democracy, Routledge, London.

Banik Nilanjan (2015), The Indian economy-A Macro-Economic Perspective, Sage India

Berlin, I., (1969), 'Two Concepts of Liberty', in I. Berlin, Four Essays on Liberty, London: Oxford University Press: 118-72.

Bhagvati J (1993), India in Transition: Freeing the economy, Oxford, Clarendon Press.

Brahmananda, P.R. and V.R. Panchmukhi (Eds.) (2001), Development Experience in the Indian Economy: Inter-State Perspectives, Bookwell, Delhi.

Chatterjee parth (1997), state and politics in India, Oxford University Press, Delhi.

Cohen, G. A.,(1989), 'On the Currency of Egalitarian Justice', Ethics, 99 (4): 906-44

Daniel Caramani(2008), Comparative Politics, Oxford University Press, Oxford.

David A. Baldwin (ed.), (1993), Neo-Realism and Neo-liberalism: The Contemporary Debate New York: Columbia University Press.

Dutt R and KPM Sundaram (2016), Indian Economy, S. Chand, New Delhi.

Gerald F. Gaus and Chandran Kukathas (ed.)(2004), Handbook of Political Theory, Sage, London.

John Baylis and Steve Smith (eds.) (2001), The Globalization of World Politics, Oxford: Oxford University Press.

Mckinnon, Catriona (ed.), (2008), Issues in Political Theory, New York: Oxford University Press.

North, Douglas C.(2004), "Institutional Change and Economic Performance", Cambridge University Press.

Rawls, John, (1971), A Theory of Justice, Harvard: Bellknap.

Robert Cox, with T. Sinclair (1996), Approaches to World Order, Cambridge: Cambridge University Press.

Sachs, J. D., Varshney, A, & Bajpai, N. (1999). Introduction India in the Era of Economic Reforms, Oxford University Press, New Delhi.

Steiner, Hillel, (1994), An Essay on Rights, Oxford: Blackwell.

Uma Kapila (2015), Indian Economy: Performance and Policy, Academic Foundation.

## **COURSE OUTLINE**

<b>Name of the Programme</b>	<b>M.A. in Social Work</b>
<b>Course Title</b>	<b>Social Work Research</b>
<b>Course No and Course Code</b>	<b>SOW-501; Core</b>
<b>Semester</b>	<b>III</b>
<b>Credits</b>	<b>FOUR</b>
<b>Course Development Team</b>	<b>Prof. S L Hiremath and Dr. Sony Kunjappan</b>
<b>Course Teacher</b>	

### **Introduction**

This course is to equip the student to utilize, conduct research as service managers to improve services, evaluate, develop new services and intervention methods, including strategies and techniques.

### **Objectives**

- To comprehend the importance of research as a social work method
- To be familiar with various research designs, methods, statistical tools and techniques relevant to social work research.
- Develop attitudes and skills appropriate for social work research
- Develop skills for use of library and documentation in research work
- Acquire the skills for data analyses and research writing

### **Method of Teaching**

Lectures, Book Reviews, Seminars, Tutorials and Guest Speakers.

### **Assessment**

The assessment would be on a continuous basis. The method of assessment is left to the concerned course teacher. The weightage for the various components are as follows:

- Class Participation including attendance – 10%
- Assignments/ Presentations – 15%
- Mid Term (not necessarily written exam) - 25%

- End Semester (not necessarily written exam) – 50%

## **Course Content**

### **Unit I**

Meaning and characteristics of scientific method- Goals of research- Basic elements of social research: concepts, constructs, variables, hypothesis, theories, operational definitions. Social work research: meaning, purpose and scope- Types of social work research: need assessment studies, situational analysis, monitoring and evaluation, impact assessment, policy research- Distinction between social research and social work research.

### **Unit II**

Research Designs: Meaning and Purpose of Research design–Criteria of good Research Design– Important research designs – Meaning – Scientific Social Surveys – Experimental study design, Descriptive, Explanatory, Exploratory, Participatory Action Research - Quantitative and Qualitative Research and basic distinction, grounded theory, narrative, case study, ethnography.

### **Unit III**

Purpose of sampling – Concepts related to sampling – population, universe, sampling frame and sampling unit – Meaning and types of probability and non-probability sampling – techniques and procedures in sample selection – Methods and tools of data Collection – interview, questionnaire, observation – guidelines in framing of questions. Research hypothesis: Meaning, types and hypothesis testing

### **Unit IV**

Levels of measurements – nominal, ordinal, interval and ratio, Scaling – Likert, Thurstone – Problems and tests of Reliability and Validity – Hypothesis – meaning, types, formulation and uses – Coding, Master sheet, tabulation plan – Univariate, bivariate, trivariate and multivariate analyses of data – Measures of central tendency (mean, median, mode) and dispersion - Inferential Analyses: correlation – tests of significance (chi square, t-test) analysis of variance (ANOVA), use of SPSS

Writing a research report - Social work research report content and formats - Literature Review and Literature Survey - Problem Identification - Specification of Research Questions - Rationale and Study Objectives – operational definitions. Data Analysis, Interpretation of results and discussion. References–Appendices–Structure of Research Report-Variou styles of report writing-writing up the research report: The title, the abstract, introduction, summary of rationale, aim and research questions, the method sub sections, analysis, conclusion, appendices.

### **Essential Readings**

Alston, M. Bocolos, W. (Indian Edition 2003). *Research for social workers: An introduction to methods*. Jaipur: Rawat Publications

Andrews, Richard. (South Asia edition 2005). *Research questions*. London: Continuum

Babbie, E. (ed) (2004). *The practice of social research*, Thomson Wadsworth, Belmont (USA).

Bailey, Kenneth D. (1978) *Methods of social research*. New York: Mcneil Pub.

Baker, Therese L. (1994) *Doing social research*. Singapore: McGraw Hill

Black, James A & Champion, Dean J. (1976) *Methods and issues in Social research*.

Bombay

Claire, S, et al (3rd ed), 1976, *Research Methods in Social Relations*. Holt, Rich and Winston, New York.

### **Suggested Readings**

Clarke, A., 2003, *Evaluation research* sage Publications, New Delhi

Costello, Patrick (S. Asia Edition 2005) *Action research*. London: Continuum

Denzin, N.K., Lincoln, Y.S. (ed), 1994, *Handbook of qualitative research*. Sage Publications, NewDelhi.

Gillham, Bill (2000) *Case study research methods*. London: Continuum

Goode, W.J., Hatt, P.K. (1981) *Methods in Social Research*, Singapore: McGraw Hill

Gregory, Ivan. 2005 *Ethics in Research Continuum*, London

Grinell, Richard M. (Jr.) (1988) *Social Work Research and Evaluation*, Illinois F. E.

Gupta. S.P. (1985). *Statistical Methods*. New Delhi: Sultan Chand & Sons Publishers

Kidder, Louise H. (1981) *Research Methods in Social Relations*, New York: CBS

Kothari, C. R. (2004 2nd edition reprint) *Research Methodology: Methods & Techniques*,





## **COURSE OUTLINE**

<b>Name of the Programme</b>	<b>M.A. in Social Work</b>
<b>Course Title</b>	<b>Development Practices in Urban Rural and Tribal context</b>
<b>Course No and Course Code</b>	<b>SOW-502; Core</b>
<b>Semester</b>	<b>III</b>
<b>Credits</b>	<b>FOUR</b>
<b>Course Development Team</b>	<b>Prof. S L Hiremath and Dr. Sony Kunjappan</b>
<b>Course Teacher</b>	

### **Introduction**

This course aims at introducing the student towards the programmes of rural and tribal development, and the importance of social work practice with rural and tribal communities.

### **Objectives**

- Develop an understanding of urban, rural and tribal communities.
- Understand the characteristics and problems of urban, rural and tribal communities.
- Acquire knowledge on the contribution of Government and Non-governmental organizations to rural and tribal development and also to have an understanding of the functions of Panchayati Raj Institutions
- To gain knowledge about the application of social work in urban, rural and tribal development programmes.

### **Method of Teaching**

Lectures, Book Reviews, Seminars, Tutorials and Guest Speakers.

### **Assessment**

The assessment would be on a continuous basis. The method of assessment is left to the concerned course teacher. The weightage for the various components are as follows:

- Class Participation including attendance – 10%
- Assignments/ Presentations – 15%
- Mid Term (not necessarily written exam) - 25%

- End Semester (not necessarily written exam) – 50%

## **Course Content**

### **Unit I**

Urban and Rural community: Structure and characteristics, Rural Reconstruction efforts before Independence: Baroda, Shantiniketan, Guragon, Marthandam, Firka, Etawah and Nilokheri experiments - Extension – meaning, principles, approaches - Rural Development Agencies: CAPART, DRDA, NABARD, NIRD, IRMA, Khadi and Village Commission - Cooperatives – People's participation in rural development - Role of NGO's for rural development; Urban Agencies

### **Unit II**

Urban and Rural Development - Genesis of Urban and Rural Development – conceptual framework – objectives, approaches and strategies scope – indicators of rural development – Rural Development administrative structure - Theories applicable to rural development – balanced vs unbalanced growth – Lewis theory of surplus labour – Dualistic theories – Trickle-down theory – Myrdal's backwash effect theory - Big Push Theory, Leibenstein's Critical Minimum Effort Theory - Measurements of Social Development: Human Development Index (HDI), Human Poverty Index (HPI), Poverty – concept and dimensions – measurement of poverty – causes and consequences of poverty- poverty alleviation strategies – changing paradigm in rural development.

### **Unit III**

Tribes in India: Tribal Demography; Nature and Characteristics, Economic, Social, Political and Cultural, Problems of Tribal Life, Primitive Tribal Groups (PTG), Features of Scheduled caste and Scheduled tribes in India, Social work and Tribal Development, Committees and commissions for tribal development, constitution of India and tribes, Tribal development policies and plans in India – Minor Forest Produce.

### **Unit IV**

Urban and Rural Development Programmes - Five Year Plans and Rural Development -

Programmes for women, youth and Children - Nehru Yuva Kendra (NYK), Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGA), Swarnajayanti Gram Swarozgar Yojana (SGSY), Provision of Urban Amenities in Rural Areas (PURA), Bharat Nirman Scheme (BNS), Pradhan Mantri Gram Sadak Yojana (PMGSY), Integrated Child Protection Scheme (ICPS), National Rural Health Mission (NRHM), Prime Minister's Rozgar Yojana (PMRY) - Central Rural Sanitation Programme – Programme components – IEC activities – VWSC – Social Welfare Programmes;

National Programmes of Development: Skill India; Make in India; Digital India, Start-up India;

### **Essential Readings**

Barnabas, A. P. 1987 Rural Community Development in India, In Encyclopedia of Social Work in India, Vol. II, New Delhi: Ministry of Welfare, Government of India.

Bharadwaj, A. N. 1979 Problems of Scheduled Castes and Scheduled Tribes in India, New Delhi: Light and Life Publishers.

Desai, A. R (Ed.) 1981 Peasant Struggles in India, New Delhi: Oxford University Press.

Singh, K. 1986 Rural Development: Principles, Policies and Management, New Delhi: Sage Publications.

Kumar, Somesh. Methods for Community Participation: A Complete Guide for Practitioners. New Delhi: Vistaar Publications, 2002.

Barnabas, A. P. 1987 Rural Community Development in India, In Encyclopedia of Social Work in India, Vol. II, New Delhi: Ministry of Welfare, Government of India.

Kumar, Somesh. Methods for Community Participation: A Complete Guide for Practitioners. New Delhi: Vistaar Publications, 2002.

Bose, Nirmal Kumar. 1971. Tribal Life in India. National Book Trust India, New Delhi.

### **Suggested Readings**

Desai, A. R. (Ed.) 1978. Rural Sociology in India. Bombay: Popular Prakashan.

Debey, S. N. and Murdia, R. 1977 Land Alienation and Restoration in Tribal Communities, Bombay: Himalaya Publications.

Dube, S. C. 1987. Welfare of the Scheduled Tribes, In. Encyclopedia of Social Work in India, Vol, III, New Delhi: Ministry of Welfare, Government of India.

Epstein Scarlet, J. 1973 South India: Yesterday, Today and Tomorrow; Mysore Villages Revisited. London and Basingstoke: Macmillan Press.

Mahajan, V. S, (Ed.) 1993 Employment through Rural Development - Towards Sustainability, New Delhi: Deep & Deep Publications.

Mahanti, Neeti. 1994. Tribal Issues - A Non-conventional Approach. New Delhi: Inter- India

Publications.

Nair, T. K. and Training Social Workers for Rural. Anbarasan, R. S. (Eds.) 1981 ASSWI.

Patel, M. L. 1994 Tribal Development without Tears. New Delhi: Inter-India Publications.

Ramaiah, P. 1988. Issues in Tribal Development. Allahabad: Chugh Publications.

## **COURSE OUTLINE**

<b>Name of the Programme</b>	<b>M.A. in Social Work</b>
<b>Course Title</b>	<b>Criminology and Criminal Justice</b>
<b>Course No and Course Code</b>	<b>SOW-503; Core</b>
<b>Semester</b>	<b>III</b>
<b>Credits</b>	<b>FOUR</b>
<b>Course Development Team</b>	<b>Dr. Sony Kunjappan and Prof. S L Hiremath</b>
<b>Course Teacher</b>	<b>Dr. Sony Kunjappan</b>

### **Introduction**

This course helps the student to have an understanding of Criminology, its theories and the Criminal Justice System in India and its processes. It also gives an overview the police, prosecution and court along with their role and functions.

### **Objectives**

- To have an understanding of criminology and its theoretical perspectives.
- To have an overview of the working of criminal justice system in India
- To have an understanding of the role and functions of police, prosecution and courts in the delivery of Justice.

### **Method of Teaching**

Lectures, Book Reviews, Seminars, Tutorials and Guest Speakers.

### **Assessment**

The assessment would be on a continuous basis. The method of assessment is left to the concerned course teacher. The weightage for the various components are as follows:

- Class Participation including attendance – 10%
- Assignments/ Presentations – 15%
- Mid Term (not necessarily written exam) - 25%
- End Semester (not necessarily written exam) – 50%

## **Course Content**

### **Unit I**

Criminology: Definitions, historical perspectives, nature and scope. Criminology as a Social Science, Relations with other Sciences. Criminology Vs Criminal Justice. Fundamental Concepts: Norms, Values, Mores, Folkways, Culture, Subculture, Socialization, Social Conformity, Social Control, Social Disorganization, Social Problems, Anti-social behavior. Deviance: Normative and Reactivist Definitions of Deviance. Crime – Legal and Sociological definitions. Deviance and Crime – Differences. Process of Criminalization – Sociological and legal.

### **Unit II**

Schools of Criminology - Demonology, Classical, Neo-Classical Schools, Positive School, Cartographic School, Biological and Constitutional School. Multiple Factors: Heredity, Ecological and Economic factors.

*Social Strain Theories*: Anomie theory, Culture conflict and Sub culture theory, Middle Class measuring rod. *Social Ecology Theories*: Concentric Zone theory, Environmental Criminology / Geography of Crime, Social disorganization theory, Cultural Transmission theory, Lower class culture theory.

Theory of Imitation (Tarde), Differential Association Theory, Differential Identification theory, Social Learning Theory and Differential opportunity theory.

*Social Control Theories*: Drift and Neutralization theory, Containment theory, Social bond theory - *Social Conflict Theories*: Labelling Theory, Radical Criminology, Conflict Criminology, New Criminology, and Marxist Criminology.

### **Unit III**

Criminal Justice system in India: A Historical Perspective; Components of Criminal Justice System: Police, prosecution, Judiciary and Correction, Inter Linkages and Coordination Between them. Structure of Criminal Justice System in India. Roles of legislature, police, prosecution, judiciary and prison system in Criminal Justice. Process of Law making. Role of Law Commissions. Cooperation and coordination among the various sub systems of criminal justice system. Role of Victims and Witnesses in the Criminal Justice Process.

Administration of Criminal Justice in India, Criminal Justice system and Human Rights; Public Interest Litigation and Legal Aid. Legal aid boards - Role of Social workers in courts. Out of court settlement in justice delivery system - Role and importance of arbitration, conciliation, negotiation, conflict resolution.

## Unit IV

Police : Development of Police System; Functions of Police: Crime Reporting, Registration, Investigation, Arrest, Powers, Police-Public Relationship, problems of Police Administration; Female Police, Police Act and its amendments; Police Accountability; National Police Commissions; Working at Police Station; Police in Democratic Society, its Role; Future of Policing in India.

### Essential Readings

Akers, R.L., and Sellers. C.S. (2004) *Criminological Theory: Introduction, Evaluation, and Application*. 4th Edition. Los Angeles; Roxbury Publishing.

Bernard, T.G., Vold, G.B., and Snipes, J.B. (2002) *Theoretical Criminology*. Fifth Edition. New York: Oxford University Press.

Cullen, F.T., and Agnew, R. (2003) *Criminological Theory: Past to Present*. Second Edition. Los Angeles, CA: Roxbury Publishing Company.

Curran, D.J., and Renzetti, C.M. (2001) *Theories of Crime*. Second Edition. Boston: Allyn and Bacon.

Paranjepe, N.V., (2002). *Criminology and Penology*, Central Law Publications, Allahabad.

Krishna Mohan Mathur (1994), *Indian Police, Role and Challenges*, Gyan Publishing House, New Delhi.

Parmar. M.S., (1992), *Problems of Police Administration*, Reliance Publishing House, New Delhi.

SankarSen (1986), *Police Today*, Ashish Publishing House, New Delhi.

Edwin H. Sutherland and Donald R. Cressey (1974), *Principles of Criminology*, Lippincott, Philadelphia

### Suggested Readings

George Vold and Thomas J. Bernard, (1986), *Theoretical Criminology*, Oxford University Press, New York

Harry Elmer Barnes and Negley K. Teeters, (1966), *New Horizons in Criminology*, Prentice Hall, New Delhi.

Ronel N., & Segev, D. (eds.), *Positive Criminology*. Abingdon, Oxon: Routledge.

Williams, F.P. and McShane, M.D. (2004) *Criminological Theory*. Upper Saddle River, NJ: Prentice Hall.

Kunjappan Sony (2012) *Governance of In-service training process and procedures*, New Delhi; Palm Leaf Publications.

Kunjappan Sony (2017) 'Indian Police Training Institution, University and other stakeholder partnership: Towards a matrix model for better policing' in Philip Scott and Dilip K Das (eds)



*Change and Reform in Law Enforcement: Old and New Efforts*, Taylor and Francis group, CRC, USA.

Kunjappan Sony (2017) 'Policing by consent: Exploring the possibilities of functional linkage between local police stations and panchayat' in *Global Issues in Contemporary Policing*. JohnAEteron (ed), Taylor and Francis Group.U.S.A.

Ramanujam .T (1992), *Prevention and Detection of Crime*, Madras Book Agency.

*Ahmed Siddique, (1993), Criminology, Problems and Perspectives, III Edn., Eastern Book House, Lucknow.*

Allen, Friday, Roebuck and Sagarin, (1981), *Crime and Punishment: An introduction to Criminology*. The Free press. New York.

Brendan Maguire & Polly F. Radosh, (1999), *Introduction to Criminology*, Wadsworth Publishing Company, Boston, U.S.A.

Reid Sue Titus, (2006). *Crime and Criminology*. Mc Graw Hill Publishers.

Harry Elmer Barnes and Negley K. Teeters, (1966), *New Horizons in Criminology*, Prentice Hall, New Delhi.

John E.Conklin, J.E., (1981), *Criminology*, Macmillan, London.

Williams, F.P. and McShane, M.D. (2004) *Criminological Theory*. Upper Saddle River, NJ: Prentice Hall.



## **COURSE OUTLINE**

<b>Name of the Programme</b>	<b>M.A. in Social Work</b>
<b>Course Title</b>	<b>Social Work Practice with Family Child and Youth</b>
<b>Course No and Course Code</b>	<b>SOW-504; Core</b>
<b>Semester</b>	<b>III</b>
<b>Credits</b>	<b>FOUR</b>
<b>Course Development Team</b>	<b>Prof. S L Hiremath and Dr. Sony Kunjappan</b>
<b>Course Teacher</b>	

### **Introduction**

This course is to have an understanding of the student on the professional competence of social work practice with family and children. It also looks at the types of practice settings and also in understanding the role of the profession and the stakeholders in the welfare of families and children.

### **Objectives**

- To strengthen the professional competence of Social work Practice with families and children
- To gain understanding of type of practice settings working with families and children
- To understand the role of the profession and the stakeholders in the welfare of families and children.

### **Method of Teaching**

Lectures, Book Reviews, Seminars, Tutorials and Guest Speakers.

### **Assessment**

The assessment would be on a continuous basis. The method of assessment is left to the concerned course teacher. The weightage for the various components are as follows:

- Class Participation including attendance – 10%
- Assignments/ Presentations – 15%
- Mid Term (not necessarily written exam) - 25%
- End Semester (not necessarily written exam) – 50%

## **Course Content**

### **Unit I**

Social Work with Families and Children: Working effectively with children and families, Values and Ethics in social work with children and families, Family as a Client System, Strengthening Family structure and Communication.

### **Unit II**

Process of Intervention: Social Worker-client relationship, Social Study, Assessment, Goal Setting, Contracting, Intervention; Development of practice skills: Conceptual skills, Interviewing skills – Informational interview, Diagnostic/Assessment interview, Therapeutic Interview, Recording skills, Evaluation.

### **Unit III**

Social Work Practice in different settings: Social Work interventions for children in different settings: school settings, correctional settings, institutionalized children, community based interventions, children in care and protection, adoption centres, street children, children abusing substances, children in clinical settings, Social work interventions for families in different settings: Family Counselling centres, short stay, Respite care, Destitute homes, Clinical settings.

### **Unit IV**

Role of the Social Worker while working with children and families: Case worker, Group Facilitator, Community Organizer, Case Manager, Enabler, Reformer, Project Manager, Researcher, Activist, Advocacy and Lobbying, Sensitisation, Campaigning, Social Audits, Trainer, Monitoring and Evaluation, Documentation, Fund Raising, Resource Mobilisation, Policy Planning, Catalyst, Change maker, Role Model, Community Organiser, Coordinator, Enabler, Reformer, Facilitator, Volunteer. Youth, Civil Society Organisation, Community Based Organisations.

## **Essential Readings**

- Constable, Robert & Danniell B Lee. (2004). Social Work with Families: Content and Process, Chicago, USA: Lyceum Books Inc
- Pat, Starkey. (2000). Families and Social Workers: the work of Family Service Units, Great Britain: Liverpool University Press
- Jowit, Maureen & Loughlin, Steve O. (2007). Social Work with Children and Families, Great Britain: Learning Matters Ltd
- Butler, Ian and Roberts, Gwenda. (2004). Social Work with Children and Families: Getting into Practice, second edition, Great Britian: Jessica Kingsley Publishers

Chowdry, Premanand. (2008). Child Survival, Health and Social Work Intervention, Jaipur: ABD Publishers.

Munson C.E. (1985) Social Work with Families: Theory and Practice, London Free Press.

Anderson, Per Pistrup. (1997). Child Growth and Nutrition and Developing Countries, Mumbai: Oxford University Press

### **Suggested Readings**

Bajpai, Asha .(2006). Child Rights in India, Law, Policy, Practice, Delhi: Oxford University Press

Chandler, Caroline A. (2008). Early Child Care, USA: Transaction Publishers.

Cooker, Christian & Lucille Allain. (2008). Social Work with Looked After Children, Gt. Britain: Learning Matters

Deb, Sibnath. (2006). Children in Agony, New Delhi: Concept Publishing Company.

Dowd, Nancy E. (2006). Hand Book of Children, Culture & Violence, USA: Sage Publications.

Kumar, Aravind. (2007). Child Care: Health and Nursing, New Delhi: Mohit Publications. Liza,

Bingley Miller & Arnon, Bentovim. (2007). Adopted Children and their Families, New York: Routledge Taylor & Francis Group.

## **COURSE OUTLINE**

<b>Name of the Programme</b>	<b>M.A. in Social Work</b>
<b>Course Title</b>	<b>Participatory Programme Planning for Development Sector</b>
<b>Course No and Course Code</b>	<b>SOW-551 ; Core</b>
<b>Semester</b>	<b>IV</b>
<b>Credits</b>	<b>FOUR</b>
<b>Course Development Team</b>	<b>Prof. S L Hiremath and Dr. Sony Kunjappan</b>
<b>Course Teacher</b>	

### **Introduction**

This course is intended to orient them to the role of both formal and informal mechanisms within development programmes, ranging from micro interventions to macro projects, and to prepare them for effective engagement. For students therefore, a people-centred perspective; the ability for methodical conceptualising, and hence, planning and work; knowledge of tools of planning, monitoring and evaluation; skills in utilising them; would be developed through this course.

### **Objectives**

1. To develop a people- centred perspective on planning, monitoring and evaluation of programmes and projects
2. To enhance student ability for systematic conceptualisation and implementation of work through knowledge of components of the project cycle
3. To develop student capacity to grasp and utilise various tools of planning, monitoring and evaluation.
4. To build skills required in using these tools at various stages of programmes and projects.

### **Method of Teaching**

Lectures, case studies, Seminars, Tutorials and Guest Speakers.

### **Assessment**

The assessment would be on a continuous basis. The method of assessment is left to the concerned course teacher. The weightage for the various components are as follows:

- Class Participation including attendance – 10%
- Assignments/ Presentations – 15%
- Mid Term (not necessarily written exam) - 25%
- End Semester (not necessarily written exam) – 50%

## **Content**

### **Unit I**

Context, Concepts – programmes, projects, project cycle; Methods, process, tools

### **Unit II**

Project proposal writing; Logical Framework Analysis

### **Unit III**

Cost-effectiveness analysis; basics of accounting; PRA; Micro-planning

### **Unit IV**

EIA; SIA; Social Audit

*(The course outline of this course on Participatory Programme Planning for Development sector was conceptualized from the syllabus of Tata Institute of Social Sciences)*

## **Essential Readings**

Altschuld J W. (2000). *From Needs Assessment To Action*. Thousand Oaks: Sage Publication.

Butcher H et al., (2007). *Critical Community Practice*. The Policy Press. Bristol.

Dale R. (2006). *Development planning: Concepts and tools for Planners Managers and Facilitators*. Published in India. New Delhi: Academic Foundation.

-- -- (2004). *Evaluating Development Programmes and Projects*. Second Ed. New Delhi: Sage Publications.

Shaw I F, Greene J C and Mark M M (ed.). (2007). *Sage Handbook Of Evaluation : Policies, Programs and Practices*. London: Sage Publications.

## **Suggested Readings**

Centre for Good Governance. (2006). *A Comprehensive Guide for Social Impact Assessment*. Hyderabad : Centre for Good Governance.

Centre for Good Governance. (2005). *Social Audit: A Tool for Performance Improvement and Outcome Measurement*. Hyderabad

Devinney T M., (2009). *Is the Socially Responsible Corporation a Myth? The Good, the Bad, and the Ugly of Corporate Social Responsibility*. Academy of Management Perspectives.

DFID. (2005). *Monitoring And Evaluating Information and Communication for Development (ICD) Programmes*.

- International Institute for Environment and Development. (2004). *Participatory Learning and Action*. London .
- Marsden D and Oakley P (ed.). (1990). *Evaluating Social Development Projects*. Oxford: Oxfam.
- Morgan M, Levitt R E and Malek W. (2008). *Executing Your Strategy*. Boston: Harvard Business School Press.
- Mukherjee N. (1993) *Participatory Rural Appraisal: Methodology and Applications*. New Delhi: Concept Publishers.
- Narayanasamy N. (2009). *Participatory Rural Appraisal: Principles, Methods and Application*. Los Angeles: Sage Publications.
- Ramachandran P and others. (2008). *Applied Social Research*. Bangalore: Centre For Social Action Trust.
- Ramkumar Vivek. (2008). *Our money, Our responsibility*. The International Budget Project
- USAID . (2008). Social Audit Tool Handbook.



## **COURSE OUTLINE**

<b>Name of the Programme</b>	<b>M.A. in Social Work</b>
<b>Course Title</b>	<b>Introduction to Human Resources and Employee Relations</b>
<b>Course No and Course Code</b>	<b>SOW-552; Core</b>
<b>Semester</b>	<b>IV</b>
<b>Credits</b>	<b>FOUR</b>
<b>Course Development Team</b>	<b>Prof. S L Hiremath</b>
<b>Course Teacher</b>	

### **Introduction**

This course helps to understand the concept of Management and Human Resource Management, its function, administration, strategies. It also looks at the principles and determinants of wages are related concerns of employee, working in an organization. The course also looks at the scope and prospectus Industrial social work.

### **Objectives**

- To understand the concept of Management, human resource management and their functions.
- To understand the principles and determinants of wages and related concerns of employee
- To look at the scope and prospectus of Industrial social work

### **Method of Teaching**

Lectures, case studies, Seminars, Tutorials and Guest Speakers.

### **Assessment**

The assessment would be on a continuous basis. The method of assessment is left to the concerned course teacher. The weightage for the various components are as follows:

- Class Participation including attendance – 10%

- Assignments/ Presentations – 15%
- Mid Term (not necessarily written exam) - 25%
- End Semester (not necessarily written exam) – 50%

## **Content**

### **Unit I**

Management: Concept, Definition, Functions - POSDCORB, Principles – Henry Fayol; Scientific Management – F.W.Taylor; Management vs. Administration; Human Resource Management; Definition, Importance and Scope; HRM vs. Personnel Management; HRM in changing environment; HRM in Indian Corporate World; Qualities, Roles and status of Human Resource Manager.

### **Unit II**

Functions of Human Resource Management: Human Resource Planning, Recruitment and Selection - Methods, process, Mode of assessment; Placement, Induction, Transfer, Promotion, Demotion; Human Resource Policy; Job Analysis, Job Description, Job Specification, and Methods of Job Evaluation; Talent Management; Employee Retention; VRS; Procedures of TQM, TPM, Kaizen, 5 S, and ISO.

### **Unit III**

Wage and Salary Administration: Meaning, Importance, Principles; Determinants of wages and salary; Wage theories; Wage policy, Wage fixation institutions; Wages – Types and Components; Incentives– Financial and Non-Financial; Intrinsic and extrinsic rewards; Fringe Benefits; Retirement benefits.

Strategic Human Resource Management (SHRM) – Concepts and Perspectives, Definition, characteristics, Functions, Implications of SHRM on the organization, Difference between HRM and SHRM; Human Capital Management; International Human Resource Management – Definition, Reasons, Challenges, IHRM vs. Domestic HRM; HRIS.

### **Unit IV**

Industrial Social Work – Definition, Scope; Employee Assistance Programme (EAP) – Origin, Meaning, Definition, Underlying Assumptions, Core Components, Features, Models, Services,

Consultancies, Designing EAP, Current trends and scope in India, Role of HR in implementation of EAP in the Indian workplace, EAP as an area of Social Work practice, EAP vs counselling, Role of Social Worker in the Workplace.

### **Essential Readings**

- Famularo, Joseph 1987 Handbook of Human Resource Administration, McGraw- Hill.
- Gary Desslar 1997 Human Resource Management, 7th Edition, New Delhi: Prentice Hall of India Pvt. Ltd.
- Pareek, Udai and Rao, T. V. 1982 Designing and Managing Human Resources, New Delhi, Oxford & IBH.
- Subba Rao, P. 1996 Essentials of Human Resource Management and Industrial Relations, Himalaya Publishing House.
- Arora, M, 2005 Industrial Relations, New Delhi, Excell Books.
- Devar, R. S. 1967 Personnel Management and Industrial Relations, New Delhi, Vikas Publishing House.
- Lal Das, D. K. 1991 Personnel Management, Industrial Relations and Labour Welfare, Agra, Y. K. Publishers.

### **Suggested Readings**

- Deb Tapomoy. (2010). *Human resource development*. New Delhi: Anne Books.
- Dessler Garry, Biju Varkkey. (2011). *Human resource management*. New Delhi: Dorling Kindersley Publishing Company.
- McKenna, Eugene and Beech, Nic 1997: The Essence of Human Resource Management, New Delhi, Prentice – Hall of India Pvt. Ltd.
- Madhusudhana Rao, M. 1986 Labour Management Relations and Trade Union Leadership, New Delhi, Deep and Deep Publications.
- Mamoria, C. B. and Mamoria S. 2006 Dynamics of Industrial Relations, Mumbai, Himalaya Publishing House.
- Achar, M. R. 1976 Labour Rules in Karnataka, Bangalore, Shree Vidya Printers.
- Joseph, T.M. 2009 Industrial Law, Mumbai, Himalaya Publications Pvt., Ltd.
- Somani, Anjan and Mishra, Shivani, 2009-10 Employment Laws, Jaipur, Ramesh Book Depot
- Srivastava S C, 2009 Industrial Relations and Labour Law. New Delhi, Vikas Publishing House Pvt Ltd.



## **COURSE OUTLINE**

<b>Name of the Programme</b>	<b>M.A. in Social Work</b>
<b>Course Title</b>	<b>Corporate Social Responsibility</b>
<b>Course No and Course Code</b>	<b>SOW-553; Core</b>
<b>Semester</b>	<b>IV</b>
<b>Credits</b>	<b>FOUR</b>
<b>Course Development Team</b>	<b>Prof. S L Hiremath</b>
<b>Course Teacher</b>	

### **Introduction**

This course helps the student to understand the concept of Corporate Social Responsibility (CSR) and its evolution. It also helps the student in designing and implementation of CSR and develops the skills for effective planning and development of projects related on CSR.

### **Objectives**

- To understand the concept of Corporate Social Responsibility (CSR) and its evolution.
- To help in designing and implementation of CSR.
- To develop skills for effective planning and development of projects related on CSR.

### **Method of Teaching**

Lectures, case studies, Seminars, Tutorials and Guest Speakers.

### **Assessment**

The assessment would be on a continuous basis. The method of assessment is left to the concerned course teacher. The weightage for the various components are as follows:

- Class Participation including attendance – 10%
- Assignments/ Presentations – 15%
- Mid Term (not necessarily written exam) - 25%
- End Semester (not necessarily written exam) – 50%

## **Content**

### **Unit I**

Corporate Social Responsibility – Concept, and significance – Philanthropy Conventional and Strategic. Evolution of CSR – a moral argument for CSR – a rational argument for CSR – an economic argument for CSR - strategic context of CSR – Carroll’s Model of CSR (Pyramid of CSR) – Globalization and CSR. Stakeholders and perspectives - interest Groups Related to CSR – Tools of CSR – Business Benefits of CSR

### **Unit II**

Designing a CSR policy – Factors influencing CSR policy – Managing CSR in an organization – Role of HR Professionals in CSR – Global Recognitions of CSR- ISO 14000 - SA 8000 - AA 1000 - Codes formulated by UN Global Compact – UNDP, Global Reporting Initiative.

Implementing CSR – CSR in the marketplace – CSR in the workplace – CSR in the community – CSR in the ecological environment – Case Studies: Lifebuoy Soaps’ *Swasthya Chetna*, ITC’s *e-Choupal* venture, Titan Industries Limited, Tata Power

### **Unit III**

CSR in India: Legal provisions and specifications on CSR – TCCI (Tata Council for Community Initiatives), Tata Model on CSR – National CSR HUB, TISS Mumbai – Success and failure with CSR initiatives – CSR Awards in India – role of social workers in CSR

Introduction: Planning and its importance – Process and Blueprint Planning – Centralized Planning Vs. Decentralized Planning - Concept of Management in Social Development – Process of Management – POSDCORB - Project Cycle - Baseline Survey - Implementation of Development Projects – Factors affecting Implementation – Project Identification – Tools of Project Identification - Project Formulation – Detailed Project Report.

### **Unit IV**

Problem Analysis - Project Appraisal – Technical Feasibility – Economic Feasibility – Financial Feasibility – Project Monitoring – Project Evaluation – Principles of Evaluation – Types of Evaluation – Formative and Summative Planning – Criteria for Evaluation – Indicators of Evaluation – Terms of Reference for Evaluation.

## Essential Readings

Benn & Bolton, (2011). *Key concepts in corporate social responsibility*. Australia: Sage Publications Ltd.

Bradshaw, T. and D. Vogel. (1981). *Corporations and their critics: Issues and answers to the problems of corporate social responsibility*. New York: McGraw Hill Book Company

Brummer, J.J. (1991). *Corporate Responsibility and Legitimacy: An interdisciplinary analysis*. Westport, CT: Greenwood Press.

Cannon, T. (1992). *Corporate responsibility* (1st ed.) London: Pitman Publishing.

## Suggested Readings

Crane, A. et al., (2008). *The Oxford handbook of corporate social responsibility*. New York: Oxford University Press Inc.

Ellington, J. (1998). *Cannibals with forks: The triple bottom line of 21st century business*. New Society Publishers

Grace, D. and S. Cohen (2005). *Business ethics: Australian problems and cases*. Oxford: Oxford University Press.

Reddy, Sumati and Stefan Seuring. (2004). *Corporate Social Responsibility: Sustainable Supply Chains*. Hyderabad: ICFAI University Press.

Werther, W. B. & Chandler, D. (2011). *Strategic corporate social responsibility*. Thousand Oaks, CA: Sage

Choudhury, S. (1990) *Project Management*, New Delhi, Tata McGraw – Hill Publishing Company Ltd.

Fernandes, Walter Tondon, Rajesh (Ed) (1981) *Participatory Research and Evaluation*, New Delhi : Indian Social Institute.

Goel, B. B. and Faculty of Arts, Punjab University (1987) *Project Management- A Development Perspective*, New Delhi: Deep and Deep Publication.

Marsden, David, Oaklay, Peer (Ed) (1990) *Evaluating Social Development Project*; Oxford, UK: Oxfam.

Mukharjee, Amitava (2004) *Participatory Rural Appraisal- Methods and Applications in Rural Planning*, New Delhi : Concept Publishing Company.

Mukharjee, Neela (2002) *Participatory Learning and Action with 100 Field Methods*, New Delhi: Concepts Publishing Company.

Mukherjee, Neela (1996) Participatory Rural Appraisal and Questionnaire Survey, New Delhi : Concept Publishing Company.

Nail, B. M. (1985) Project Management – Scheduling and Monitoring By PERT/CPM, New Delhi: VANI Educational Books.

PRIA (1995) A manual for participatory Training Methodology in Development, New Delhi : PRIA.



## COURSE OUTLINE

<b>Name of the Programme</b>	<b>M.A. in Social Work</b>
<b>Course Title</b>	<b>Policies and Programmes: Microfinance and Livelihood</b>
<b>Course No and Course Code</b>	<b>SOW-571; Optional</b>
<b>Semester</b>	<b>IV</b>
<b>Credits</b>	<b>FOUR</b>
<b>Course Development Team</b>	<b>CSRSM/SSS ( <i>Cross Listing Course from Centre for Studies and Research in Social Management</i> )</b>
<b>Course Teacher</b>	

### Introduction

This course helps the student to understand the concept of Microfinance and Livelihood and policies and programmes in the context of Social Work. It also helps the student in designing and implementation of Microfinance and livelihood practices and develops the skills for effective planning and development of projects related on them.

### Objectives

- To understand the concept of Microfinance and Livelihood and its evolution its uses in various contexts of social work.
- To help in designing and implementation of Microfinance and Livelihood policies and programmes in Indian context.
- To develop skills for effective planning and development of projects related on Microfinance and Livelihood.

### Method of Teaching

Lectures, case studies, Seminars, Tutorials and Guest Speakers.

### Assessment

The assessment would be on a continuous basis. The method of assessment is left to the concerned course teacher. The weightage for the various components are as follows:

- Class Participation including attendance – 10%
- Assignments/ Presentations – 15%
- Mid Term (not necessarily written exam) - 25%
- End Semester (not necessarily written exam) – 50%

### Content

## **Unit I**

Rural Social Structure, Social Change and Continuity-Social and Economic structure of Rural Society-Agricultural Development, Land Reforms and Agrarian Class Structures in India, Concepts of Rural Development-Present Scenario of Indian Agriculture, Agriculture Finance and Marketing-Impact of Globalization on Indian Agriculture.

## **Unit II**

Management of Rural Financing and Micro-Finance- Rural Credit System, Role of Rural Credit in Rural Development, Evolution and Growth of Rural Credit System in India, Agriculture Credit, Problems and Prospects, Rural Credit to Non-form sector, Role of Government Institutions towards facilitating Rural Credit, Role of Non-government/Semi-government/ Quasi-government institutions.

## **Unit III**

Micro-finance and Micro-credit- Concept of micro-finance/ Micro-credit, Evolution and Growth- Micro-Finance and Social Security, Micro-Finance and Livelihood approach- Different Models of Micro-finance (NABARD, Grameen Bank, BRAC, BASIX, and BANDHAN etc.). Success Stories, Problems and Prospects of Micro Financing in Rural India- Micro-Finance and Entrepreneurial Development, Rural Women- Self-Help-Groups.

## **Unit IV**

Sustainable Rural Livelihood and its Diversification- Livelihood: Concept, Income and Livelihood processes and outcome. Livelihood in Developing countries- Diversity and Diversification- Sustainability- A Framework of a Livelihood Analysis.

## **Essential Readings**

Amit K. Bhandari, Ashok Kundu (Eds). (2014). *Microfinance, Risk-taking Behaviour and Rural Livelihood*. New Delhi: Springer.

Amitabh Bhatnagar (ed.). (2008). *Rural Microfinance and Microenterprise: Informal Revolution*. New Delhi: Concept Publishing Company.

David Hulme, Thankom Arun (Eds). (2009). *Microfinance: A Reader*. London and New York: Routledge.

Gan Christopher, Nartea Gilbert. (2017). *Microfinance in Asia*. New Jersey: World Scientific.

K G Karmakar. (2008). *Microfinance in India*. New Delhi: Sage.

Thomas Dichter and Malcolm Harper (2007). *What's Wrong with Microfinance?*. Practical Action Publishing.

### **Suggested Readings**

- Ajai Nair. (2005). *Sustainability of Microfinance Self Help Groups in India: Would Federating Help?*
- Ambar Nath Ghosh, Asim K. Karmakar. (2015). *Agriculture, Sustainable Development and Microfinance: Essays in Honour of Professor Biswajit Chatterjee*. Regal Publications
- Daniela Roettger. *Agricultural Finance for Smallholder Farmers: Rethinking Traditional Microfinance Risk and Cost Management Approaches*. Stuttgart: ibidem-Verlag.
- Doris Köhn (Ed). (2013). *Microfinance 3.0: Reconciling Sustainability with Social Outreach and Responsible Delivery*. New York: Springer Open.
- Food and Agriculture Organisation of the United Nations. (2005). *Microfinance and Forest-based Small-scale Enterprises*. Rome: FAO.
- G. Bhaskar, Kurapati Venkat Narayana. (2015). *Micro Finance and Women*. New Century Publications.
- Hotze B. Lont, Otto Hospes (Eds). (2004). *Livelihood and Microfinance: Anthropological and Sociological Perspectives on Savings and Debt*. Delft: Eburon Academic Publishers.
- Jean-Pierre Gueyie, Ronny Manos, Jacob Yaron (Eds). (2013). *Microfinance in Developing Countries: Issues, Policies and Performance*. New York: Palgrave Macmillan.
- Malcolm Harper, Sukhwinder Singh Arora (Eds). (2005). *Small Customers, Big Market: commercial banks in microfinance*. Warwickshire: ITDG Publishing.
- Malcolm Harper. (2012). *Whose Sustainability Counts?: BASIX's Long March from Microfinance to Livelihoods*. Kumarian Press.
- N Srinivasan. (2009). *Microfinance India: State of the Sector Report 2008*. New Delhi: Sage.
- Prabhu Ghatge. (2007). *Indian Microfinance: The Challenges of Rapid Growth*. New Delhi: Sage.
- Ranjula Bali Swain. (2012). *The Microfinance Impact*. New York: Routledge.
- Renate Kloeppinger-Todd, Manohar Sharma (eds). (2010). *Innovations in Rural and Agriculture Finance*. 2020 Vision for Food, Agriculture and the Environment.
- Smita Premchander, V Prameela, M Chidambaramanathan, L Jeyaseelan. (2009). *Multiple Meanings of Money: How Women See Microfinance*. New Delhi: Sage.
- Stephen Morse, Nora McNamara. (2013). *Sustainable Livelihood Approach: A Critique of Theory and Practice*. Dordrecht: Springer.





## गुजरातकेन्द्रीयविश्वविद्यालय

(भारतकीसंसदकेअधिनियमसं. 25, 2009केतहतस्थापित)

### CENTRAL UNIVERSITY OF GUJARAT

(Established by an Act of Parliament of India, No 25 of 2009)

Sector 29, Gandhinagar-382030, Gujarat, INDIA

[www.cug.ac.in](http://www.cug.ac.in)

### Centre for Studies in Society and Development School of Social Sciences

Established in 2009, The Centre for Studies in Society and Development (CSSD) is one of the academic centres in the School of Social Sciences, Central University of Gujarat. The Centre is anchored to the disciplines of sociology and anthropology in articulating perspectives on development. The Centre aims to generate and disseminate knowledge on theoretical and applied aspects of society and development and the interfaces between them. Its courses introduce and engage with different theoretical formulations and debates concerning local as well as global issues related to social development. It tries to analyse different processes, actors, structures and power relations as constructed and contested by the state and different institutions as well. Teaching and research activities in the Centre are oriented towards contemporary questions pertaining to theoretical and applied dimensions of society.

### M.A. Sociology Programme (Course Outline)

M.A in Sociology is a two-yearfull-time programme, consisting of four semesters. The students are mandated to take 16 courses, four credits each, comprising of both core papers and optional/elective papers. Additionally, the students are required to do a self-study project (2 Credits), in each of the first three semesters, and a research dissertation (4 Credits) in fourth semester. The MA Sociology programme has a total of 74 Credits. During the vacation the students are encouraged to take up internship programmes with NGOs, research institutions and other institutions working in the area of social development.

First Semester (Monsoon Semester)			
Course Code	Course Title	Core/Optional	Credit
SOC 401	Research Methodology-I	Core	4
SOC 402	Classical Sociological Theory	Core	4
SOC 405	Indian Society-I	Core	4
SOC 421	Social Movements and Change in India	Optional	4
SOC 422	Sociology of Gender	Optional	4
SOC 441	Self-Study Project	Core	2

*\*Students may credit one optional course*

<b>Second Semester (Winter Semester)</b>			
<b>Course Code</b>	<b>Course Title</b>	<b>Core/Optional</b>	<b>Credit</b>
SOC 451	Research Methodology II	Core	4
SOC 452	Modern Sociological Theory	Core	4
SOC 454	Rural Sociology	Core	4
SOC 472	Political Sociology	Optional	4
SOC 473	Introduction to Human Rights	Optional	4
SOC 491	Self-Study Project	Core	2
		Total Credit	18

*\*Students may credit one optional course*

<b>Third Semester (Monsoon Semester)</b>			
<b>Course Code</b>	<b>Course Title</b>	<b>Core/Optional</b>	<b>Credit</b>
SOC 501	Social Stratification and Mobility	Core	4
SOC 503	Sociology of Development	Core	4
SOC 504	Indian Society-II	Core	4
SOC 521	Sociology of Diaspora	Optional	4
SOC 522	Entrepreneurship and Development	Optional	4
SOC 524	Corporate Social Responsibility	Optional	4
SOC 541	Self-Study Project	Core	2
		Total Credit	18

*\*Students may credit one optional course*

<b>Fourth Semester (Winter Semester)</b>			
<b>Course Code</b>	<b>Course Title</b>	<b>Core/Optional</b>	<b>Credit</b>
SOC 551	Social Exclusion and Inclusive Policy	Core	4
SOC 553	Urban Sociology	Core	4
SOC 571	Tribal Studies in India	Optional	4
SOC 573	Sociology of Environment	Optional	4
SOC 574	Sociology of Health	Optional	4
SOC 592	Master's Dissertation	Core	4
		Total Credit	20

*\*Students may credit two optional courses*

**Total Credit Requirements for MA Sociology Programme: 74**

**M.A. SOCIOLOGY**  
***SYLLABUS***

## SEMESTER I COURSES

COURSE NO	COURSE TITLE	CREDIT
<b>SOC-401</b>	<b>RESEARCH METHODOLOGY-I (Core)</b>	<b>4</b>

<i>Pre-requisites for the Course:</i> None		
<i>Course Objective:</i> This course will familiarize the students with the philosophical premises of social science research. Further, it will introduce students to diverse theoretical perspectives and methodological tools in carrying out research.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand philosophy of science and theoretical foundation of social science research.
Unit-II	LO2	Explain of methodological perspectives, politics and ethics of social science research.
Unit-III	LO3	Describe uniqueness of social science research and research process in social sciences.
Unit-IV	LO4	Know the usage of statistics and organization of statistical survey.

Didactics: Lectures and Assignments

Evaluation: Mid semester exam: 20%, Class Participation: 10 %, field work-based Assignment: 20% and Semester end exam: 50%.

### **Unit- 1:**

**16 Hours**

An Introduction to Philosophy of Science and Theory in Social Science

- a) What is social science? Issues in understanding reality.
- b) Paradigm, Theory, how to construct a theory? and Integration of Theory and Empirical Data
- c) Ontology, Epistemology, Methodology
- d) Empiricism and Positivism
- e) Debate on objectivity vs. subjectivity, facts and interpretation, hermeneutics

### **Unit- 2:**

**20 Hours**

- A. Methodological Perspectives
  - a) Positivist and Post-Positivist
  - b) Interpretive
  - c) Grounded theory
  - d) Feminist
  - e) The Comparative Approach
- B. Politics of Knowledge and Research
- C. Ethics in Social Science Research



**Unit- 3:****10 Hours****A. Introduction to Social Science Research**

- a) What is research? – Deductive Research and Inductive Research
- b) Why do research? – Exploration, Description, Explanation
- c) How is social science research different from others?
- d) Overview of the research process

**B. Types of Research:**

- a) Quantitative
- b) Qualitative
- c) Mixed

**Unit-4:****14 Hours****Introduction to Statistics:**

- a) Why we need statistics
- b) Testing of Hypothesis
- c) Organizing statistical survey: types of statistical unit, source of data, techniques of data collection, processing of data and preparation of report

**Essential Readings**

Benton, T. And Craib, I. (2001). *Philosophy of Social Science: The Philosophical Foundations of Social Thought*. New York: Palgrave.

Blaikic, N. (1993). *Approaches to Social Enquiry*. Polity Press

Bloc, Marc, (1964). *Historian's Craft*, Vintage , 1964

Bryman, A. (1988). *Quality and Quantity in Social Research*. London: Unwin Hyman  
Carr, E. H., (1967). *What is History*, Vintage,

Christian C. G. (2011). Ethics and Politics in Qualitative Research. In Norman K D and Lincoln, Yvona. S. L (2011) (Ed). *The Sage Handbook of Qualitative Research*. Thousand Oaks: Sage

Feyerabend, P (1993). *Against Method*. London: Verso

Foucault, M. (1972). *Power/knowledge*. New York: Pantheon Books (ed. By Collin Gordon)

Glaser, B. G. and Strauss, A. (1967). *The Discovery of Grounded Theory*. Chicago: Aldine  
Harding, S.(Ed.) (1988). *Feminism and Methodology*. Bloomington: Indiana University Press.

Kuhn, T. (1970). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.

Lakatos, I. (1970), "Falsification and the Methodology of Scientific Research Programmes" in I. Lakatos and R. Musgrave, eds., *Criticism and the Growth of Knowledge*, Cambridge, 1970

Okasha, S. (2004). *Philosophy of Science: A very short introduction*. Delhi: OUP

Popper, Karl (1959), *The Logic of Scientific Discovery*, New York.

Salkin N J. (2013). *Statistics for people who (think they) hate statistics*. New Delhi: Sage

Spicer, N. (2004). Combining qualitative and quantitative methods. In Cleave, S. (Ed). *Researching Society and Culture*. London: Sage

Weber, M. (1949). *The Methodology of Social Sciences*. Illinois: The Free Press

Weinstein, Jay Allen. (2010). *Applying Social Statistics: An Introduction to Quantitative Reasoning in Sociology*. Rowman and Littlefield : New York , Toronto.

### **Additional Readings:**

Andrew, S. (1992). *Method in Social Science: A realist Approach*. London: Routledge.

Berger, P.L and Luckman T. (1966). *The social construction of reality*. London: Penguin Books

Collingwood, (1994) *The Idea of History: With Lectures 1926-1928*, Delhi: OUP, (Revised Edition)

Durkheim, Emile, 1938, *The Rules of Sociological Method*, Free Press, London

Elifson, K. W, Runyon, R. P. and Haber, A. (1990). *Fundamentals of Social Statistics*. New Delhi: McGraw-Hill.

Mahajan, G. (1997). *Explanation and understanding in Human Sciences*. Delhi: OUP

Seale, C. (2004). *Researching Society and Culture*. New Delhi: Sage

**COURSE NO.  
CREDIT**

**COURSE TITLE**

**COURSE**

**SOC-402**

**CLASSICAL SOCIOLOGICAL THEORY (Core) 4**

<i>Pre-requisites for the Course:</i> None		
<i>Course Objective:</i> The course would provide an historical background of the context in which sociology emerged as a discipline. It would familiarize students with various perspectives on 19 <sup>th</sup> century and early 20 <sup>th</sup> century sociological theories.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the historical context of the emergence of Sociology and theory of positivism as propagated by Auguste Comte and Herbert Spencer.
Unit-II	LO2	Get a comprehensive perspective about the concepts and methodology as propagated by Emile Durkheim.
Unit-III	LO3	Provide a broader perspective about theoretical perspective and concepts used by Karl Marx.
Unit-IV	LO4	Explain Max Weber's perspective on society and analyse the way Max Weber developed his theoretical, methodological perspective while critiquing both Marxist theory as well as positivism.
Unit-V	LO5	Understand Georg Simmel's theory of social interaction.

Note: LO- Learning Outcome

**Didactics:** Lectures and assignments

**Evaluation:** a mid-semester exam; a book/article review and end semester exam.

**Unit-1: 8. hours**

- A. Social and Historical Context for the Emergence of Sociology – Europe and the dynamics of change in 18<sup>th</sup> and 19<sup>th</sup> century. Theory of Progress.
- B. Positivism of Auguste Comte
  - a) Laws of Human Progress
  - b) Hierarchy of Sciences
  - c) Positivism
- C. Herbert Spencer and Organicism

**Unit-2: 14 hours**

Emile Durkheim:

- a) Division of Labour
- b) Rules of Sociological Method
- c) Suicide
- d) Elementary Forms of Religious Life

**Unit 3: 14 hours**

Karl Marx:

- a) Conception of Society: Historical and Dialectical Materialism
- b) Capitalism: Origin, Development, Social System and Alienation
- c) Theories of Surplus Value
- d) Class Consciousness and Class Struggle

**Unit 4: 13 hours**

Max Weber:

- a) Weber in dialogue with Marx
- b) Methodology, Science, Values, Objectivity and Ideal Types
- c) Social Action, Domination, Authority, Class, Status and Party
- d) Bureaucracy, Rationalization
- e) World Religions and Western Capitalism: Protestant Ethic Thesis.

**Unit 5: 13 hours**

Georg Simmel:

- a) Method: Forms on Interaction
- b) Social Types
- c) The theory of Culture
- d) Philosophy of Money

**Essential Readings:**

1. Durkheim, Emile, Division of Labour
2. \_\_\_\_\_ Rules of Sociological Method
3. \_\_\_\_\_ Suicide
4. \_\_\_\_\_ Elementary Forms of Religious Life
5. Marx, Karl .A Contribution to the Critique of Political Economy
6. \_\_\_\_\_, The Communist Manifesto
7. \_\_\_\_\_, Capital Volume 1
8. Weber,M.,The Theory of Social and Economic Organization. Free Press. P.B.1964.
9. \_\_\_\_\_ Protestant Ethic and the Spirit of Capitalism
10. \_\_\_\_\_ Economy and Society
11. \_\_\_\_\_ The Sociology of Religion
12. Simmel, Georg. The Philosophy of Money. Routledge, London 2004
13. \_\_\_\_\_. Sociology - Inquiries into the Construction of Social Forms. Brill books Leiden 2004.
14. Kurth H Wolff. The Sociology of Georg Simmel. The Free Press, Glencoe, Ill. 1950

**Additional Readings:**

1. Aron, R. :Main Currents in Sociological Thought Vols.I,II. London : Weidenfeld,1976.
2. Barnes, H.E. (ed.), An Introduction to the History of Sociology, Chicago : University of Chicago Press, 1948.
3. Coser, Lewis (ed.), Georg Simmel, Englewood Cliffs, N.J. : Prentice Hall, 1965.
4. Coser , L.A.: Masters of Sociological Thought : Ideas in Historical and Social Context , (2<sup>nd</sup> ed.) New York :Harcort , 1977.
5. Gurvitch, G.andW.E.Moore (eds.),Twentieth Century Sociology, New York : Philosophical Lib.1945.
6. Heilborn ,Johan, The Rise of Social Theory, London: Polity Press, 1996.
7. MacRae, D.G.Weber London : Fontana\Collins, 1974.
8. Martindale, Don, The Nature and Types of Sociological Theory, Boston : Houghton, Mifflin,1981.

9. McLelland, David, Marx, London : Fontana\Collins, 1975.
10. Morrison, Ken, Marx, Weber, Durkheim: Formations of Modern Social Thought, London: Sage, 2006.
11. Nisbet, Robert, The Sociology of Emile Durkheim, New York : Oxford University Press 1974.
12. Ritzer, George, Sociological Theory (8<sup>th</sup>ed.), New York etc.: Tata McGraw-Hill Companies Inc., 2011.
13. Ritzer, George (ed.), The Blackwell companion to major social theorists, Massachusetts: Blackwell Publishers, 2000.
14. Timasheff, N.S. and G.A. Theodorson, Sociological Theory : Its Nature and Growth (4<sup>th</sup> ed.), New York : Random House, 1976.
15. Thomason, Kenneth, Auguste Comte : The Foundation of Sociology, New York : Halstead Press, 1975.
16. Turner, S.P. (ed.), Emile Durkheim : Sociologist and Moralist. London : Routledge, 1993.
17. Turner, Jonathon, Classical Sociological Theories : A Positivistic Interpretation, Chicago: Nelson-Hall, 1993.

**COURSE NO**  
**SOC-405**

**COURSE TITLE**  
**INDIAN SOCIETY- I (Core)**

**CREDIT**  
**4**

<i>Pre-requisites for the Course: None</i>		
<i>Objectives of the Course:</i> The term “Indian Society” perhaps is in a way misnomer, but the term has been used, quite often, in the literature to indicate a certain kind of unity in culture or civilization or social system. Multiplicity of castes associated with it are many religions, tribes, numerous linguistic groups, ethnic groups and so on, inhabit the landscape of the subcontinent. What kinds of structures and systemic nature “Indian Society” exhibits? If so, what is the nature of these structures? How are they constituted? What kinds of patterns could be discerned? What has been the historical processes which have been shaping and reshaping this society? What is the role of politics, power, ideology, hegemony and so on which have been shaping this society? What are the kinds of articulations and critiques of these systems/structures? This course on Indian Society would introduce to various points of view of social systems/structures and its critiques to grasp the complexities or paradoxes of this society, and the changing nature of this society itself. In this course, students are introduced to history of caste system and theories of Caste.		
<b>Learning Outcomes:</b>		
<b>Unit-I</b>	<b>LO1</b>	This unit helps students to understand the intellectual background and the context of emergence of disciplines of sociology and social anthropology in India and their focus and methodological concerns.
<b>Unit-II</b>	<b>LO2</b>	This unit helps students to expand their sociological imagination to understand and study the evolution of caste, religion, and other coordinates of Indian society. Students would be in a position to conceptualize historically the diversity of social formations in Indian context.
<b>Unit-III</b>	<b>LO3</b>	This unit helps students to understand Structural-functional conceptualizations to understand Indian social system.
<b>Unit-IV</b>	<b>LO4</b>	This unit helps students to understand caste system critically and the reconceptualization in terms of caste-less society.

### **Modalities of the Course:**

Learning through this course would include lectures, critical reading sessions, assignments and examination- two internal assessments which consist of review of book/articles, discussion and presentation; and a written mid-term examination and the final examination.

### **Course Outline**

#### **A. General Theoretical-Methodological orientations to study Indian Society**

Sociology and Social Anthropology in India  
Book view and Field view  
Orientalist Constructions of Indian Society  
Historical Approaches to study of Origins of Caste

## **B. Cultural Approaches**

- a) G S Ghurye
- b) Irawati Karve
- c) N.K. Bose

## **C. Structural Functional Approaches**

- a) M. N. Srinivas
- b) Louis Dumont
- c) S. C. Dube

## **D. Critical Approaches**

- a) Jotiba Phule
- b) B.R. Ambedkar
- c) V. Ramasamy Naicker (Periyar)
- d) Gerald Berreman
- e) Parvathamma C.
- f) Gail Omvedt
- g) Kancha Illaiah
- h) Nicholas Dirks
- i) Declan Quigley

## **Readings:**

Aloysius, G. 1999. Caste In and Above History, Sociological Bulletin Vol. 48, No. 1/2 (March-September 1999), pp. 151-173.

Ambedkar, B.R. 1916. Castes in India: Their Mechanism, Genesis, and Development, Jullandar: Patrika Publications.

Ambedkar, B.R. 1936. Annihilation of Caste

Bronkhorst, Johannes. 2017. Brahmanism: Its place in ancient Indian society, Contributions to Indian Sociology 51, 3 (2017): 361–36, Contributions to Indian Sociology (NS) Vol. 12 No. 1 (1978), New Delhi: SAGE Publications.

Das Veena. 2004. Handbook of Indian Sociology. New Delhi: OUP.

Deshpande, G.P. (ed.) 2002. Selected Writings of Jotirao Phule, New Delhi: Leftword Books.

Deshpande, Satish. (ed.) 2014. The Problem of Caste, New Delhi: Orient Blackswan.

Dhanagere D N. 1998. Themes and Perspectives in Indian Sociology, Jaipur: Rawat.

Dumont, Louis. 1970. Homo Hierarchicus: The Caste System and its Implications, Delhi: OUP

Ghurye G.S. 1990. Caste and Race in India. Bombay: Popular Prakashan

- Gore, M. S. 1993. The Social context of the Ideology: Ambedkar's Political and Social Thought, New Delhi: Sage Publications.
- Gough, Kathleen. 1981. Rural Society in Southeast India. Cambridge: Cambridge University Press.
- Gupta, Dipankar. 1991. Social Stratification. Delhi: Oxford University Press.
- Ilaiah, Kancha. 1996. Why I am not a Hindu: A Sudra critique of Hindutva philosophy, culture and political economy. Calcutta: Samya.
- Inden, Ronald B. 1986. Orientalist Constructions of India, Modern Asian Studies, Vol.20, No.3.  
 \_\_\_\_\_. 1990. Imagining India, London: Hurst & Company.
- Klass, Morton. 1980, Caste: The Emergence of the South Asian Social System, Philadelphia: Institute for the Study of Human Rights.
- Karve, Iravati. 1961. Hindu Society: An Interpretation. Poona: Deccan College.
- Madan T N 1994. Pathways: Approaches to the Study of Society in India. Delhi: OUP.
- Madan T N. 2001. The Comparison of Civilization: Louis Dumont on India and the West. International Sociology. 16(3).
- Madan T.N. (ed.). 1992. Religion in India, New Delhi: OUP.
- O'Hanlon, Rosalind. 2002. Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India, Cambridge: Cambridge University Press.
- Omvedt Gail. 1994. Dalits and the democratic revolution: Dr. Ambedkar and the Dalit movement in colonial India. Delhi: Sage.
- \_\_\_\_\_. 2003. Buddhism in India: Challenging Brahmanism and Caste, New Delhi: Sage Publications.
- \_\_\_\_\_. 2011. Understanding Caste: From Buddha to Ambedkar and Beyond, Orient Blackswan: New Delhi.
- Oomen .T.K. Mukherjee P. 1986: Indian Sociology: Reflections and Introspections, Bombay: Popular Prakashan.
- Phule, Jotirao. 1873. Gulamgiri/Slavery
- Quigley, Declan. 1995. Interpretation of Caste, Oxford: Clarendon Press.
- Rege, Sharmila. (ed.) 2013. Against the Madness of Manu: B. R. Ambedkar's Writings on Brahmanical Patriarchy, New Delhi: Navayana.



- Rodrigues, Valerian. (ed.) 2004. Essential Writings of B. R. Ambedkar, New Delhi: Oxford University Press
- Said, Edward. 1979. Orientalism. New York: Vintage.
- Srinivas, M.N. 1987. The Dominant Caste and other Essays. New Delhi: OUP.
- Srinivas. M.N. 2009. The Oxford India: Srinivas, New Delhi: OUP.
- Uberoi, Patricia. 1993. Family, Kinship and Marriage in India, New Delhi: OUP.
- \_\_\_\_\_. (et. al.) 2007. Anthropology in the East, Ranikhet: Permanent Black.

<b>COURSE NO.</b>	<b>COURSE TITLE</b>	<b>CREDIT</b>
<b>SOC-421</b>	<b>Social Movements and Change in India (Optional)</b>	<b>4</b>

Pre-requisites for the Course: None		
<i>Course Objective:</i> This course examines the conceptual issues of social movements and their roles in social transformation. It examines the meanings, nature, typology of social movements and the social bases of social movements. The major theoretical explanations/approaches to social movements – that explains why people take part in social movements, the contexts in which social movements take place, and how social movements mobilise resources, among others – are also explored. The course also explores diverse range of social movements (both pre-independence and post-independence India) in India. The institutionalizations of social movements, state's response, and the outcomes of social movements are also critically examined.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand basic concepts of social movements and their characteristics
Unit-II	LO2	Explain the different theoretical approaches to social movements
Unit-III	LO3	Differentiate the diverse types of social movements in the context of India.
Unit-IV	LO4	Explain the new social movements in India that include the Womens' movements, human rights movements, and Dalit movements, among o others.
Unit-V	LO5	Understand how social movements have been instrumental in bring social change in India and how state has reacted to such movements

Note: LO- Learning Outcome

### **Evaluation:**

The Breakup of marks:

- Class Participation/attendance: 10%
- Assignment/Presentations/Field Work/etc.: 20%
- Mid-Semester Exam: 20 %
- End-Semester Exam: 50%

### **Unit-1 Conceptual Terrain 10 Hours**

Social Movements: Definitions, Characteristics and Types; Stages of Social Movements; Social Bases of Social Movements; Counter movements

### **Unit 2 Theories of Social Movements 15 Hours**

Marxist Approaches; Weberian Approach; Collective Behaviour Theory; Relative Deprivation Theory; Resource Mobilization Theories; Political Opportunity Structure Approach; Rational Choice Perspectives

### **Unit 3 Social Movements in India 10Hours**

Social Reform Movements in India; Peasant Movements in India: Pre independent and Post Independent; Labour and Trade Union Movements; Sub-nationality movements.

**Unit 4            New Social Movements in India****15 Hours**

New Social Movements: Conceptual Framework; Dalit Movements; Backward Caste/Class Movements; Women Movements; Environmental Movements, Human Rights Movements; LGBTQ Rights Movements

**Unit 5            Social Movements, Social Change and the State    10 Hours**

Conceptual Clarifications: Relationship between Social movements and Social Change; Consequences of Social Movements; State's Response; A Critical Assessments of Social Movements in India

**Essential Reading Lists:**

Agnihotri, I. & Mazumdar, V. (2010). Changing Terms of Political Discourse: Women's Movement in India, 1970s-1990s. In: Oommen, T. K. (Ed.) *Social Movements II: Concerns of Equity and Security* (pp. 181-202). New Delhi: Oxford University Press.

Bosi, L., Giugni, M. & Uba, K. (eds). (2016). *The Consequences of Social Movements*. Cambridge: Cambridge University Press.

Buechler, S. New Social Movement Theories. In Buechler, S. and Cylke, F. K. (Eds.). (1997). *Social Movements: Perspectives and Issues*. Mountain View, California: Mayfield Publishing Company.

Desai, A.R. (ed.). (1979). *Peasant Struggles in India*. Bombay: Oxford University Press.

Dhanagare, D.N. (1991). *Peasant Movements in Indian 1920-1950*. Delhi: Oxford University Press.

Gadgil, M. and Guha, R. (2006). Ecological Conflicts and the Environmental Movement in India. In: Rangrajan, M. (Ed.) *Environmental Issues in India: A Reader* (pp. 385-428). New Delhi: Orient Longman.

Ferree, M. M. (1992). The Political Context of Rationality: Rational Choice Theory and Resource Mobilization. In: *Frontiers in Social Movement Theory* (29-52). Morris, A. & Mueller, C. (Eds.). New Haven: Yale University Press.

Goodwin, Jeff and Jasper & James M. (Eds). (2003). *The Social Movements Reader: Cases and Concepts*. Oxford: Blackwell.

Gould, R. (1991). Multiple Networks and Mobilization in the Paris Commune, 1871. *American Sociological Review*, 56, No. 6, 716-729.

Jaffrelot, C. 2000. 'The Rise of the Other Backward Classes in the Hindi Belt'. *Journal of Asian Studies*, 59 (No. 1)

Jaffrelot, C. 2003. *India's Silent Revolution: The Rise of the Lower Castes in North India* London: Hurst and Co.

Jones, K. W. (1989). *Socio-religious reform movements in British India*. Hyderabad: Orient Longman.

Kurzman, C. (1996). Structural Opportunity and Perceived Opportunity in Social Movement Theory: The Iranian Revolution of 1979. *American Sociological Review*, 61, 153-170.

McCarthy, J. & Mayer Zald. (2008). Resource Mobilization and Social Movements: A Partial Theory. In: Ruggiero, V. & Montagna, N. (Eds). *Social Movements: A Reader* (pp. 105-117). London: Routledge.

Mishra, U. (2014). *India's North East: Identity Movements, State, and Civil Society*. New Delhi: Oxford University Press.

Olson, M. (1971). *The Logic of Collective Action*. Cambridge: Harvard University Press.

Omvedt, G. (1994). *Dalits and the democratic revolution*. New Delhi: Sage Publications.

Omvedt, G. (2002). Ambedkar and After: The Dalit Movement in India. In: Shah, G. (ed.). *Social Movements and the State* (pp. 293-309). New Delhi: Sage.

Oommen, T.K. (1990). *Protest and Change: Studies in Social Movements*. Delhi: Sage Publications.

Rao, M.S.A. (1979). *Social Movements and Social Transformation*. New Delhi: Macmillan.

Sethi, H. (1993). Survival and Democracy: Ecological Struggles in India. In: Wignaraja, P. (ed.) *New Social Movements in the South: Empowering the People* (pp. 122-148). New Delhi: Vistaar.

Singh, R. (2001). *Social Movements, Old and New: A Post-Modernist Critique*. New Delhi: Sage Publications.

Shah, G. (ed.). (2002). *Social Movements and the State*. New Delhi: Sage.

Sinha, S. Tribal Solidarity Movements in India: A Review. In: Shah, G. (ed.) *Social Movements and the State* (pp. 251-266). New Delhi: Sage.

Singha, R. & Debal, K. (2004). *Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity*. Delhi: Sage.

Tilly, Charles. (1978). *From Mobilization to Revolution*. Reading, MA: Addison-Wesley.

### **Additional Readings:**

Amenta, Edwin et. al. (2010). The Political Consequences of Social Movements. *Annual Review of Sociology* 36, no. 14, 287-307.

Baruah, S. (2005). *Durable Disorder: Understanding the Politics of Northeast India*. Delhi: Oxford University Press.

Crossley, N. (2002). *Making Sense of Social Movements*. Buckingham: Open University Press.

Diani, M. (1992). The Concept of Social Movement. *The Sociological Review* 40, no. 1: 1-25.

Eisendstadt, S. N. (1965). *Modernisation: Protest and Change*. New Jersey: Prentice Hall.

Giugni M, McAdam, D, Tilly, C. (Eds.). (1999). *How Movements Matter: Theoretical and Comparative Studies on the Consequences of Social Movements*. Minneapolis: University of Minnesota Press.

Gupta, K. P. (1974). Religious Evolution and Social Change in India: A Study of Ramkrishna Mission Movement. *Contributions to Indian Sociology*, New Series, No. 8.

Mukherji, P. N. (2012). Social Movement and Social Change: Towards a Conceptual Clarification and Theoretical Framework. In: Sahu, D. R. (ed). *Sociology of Social Movement* (pp. 3-22). New Delhi: Sage Publications.

Nambiar, V. (1964). *Indian Nationalism and Hindu Social Reform*. Princeton, Princeton University Press.

Omvedt, G. (2005). *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. New Delhi: Sage Publications.

Oommen, T. K. (2012). Sociological Issues in the Analysis of Social Movements in Independent India. In: Sahu, D. R. (Ed.). *Sociology of Social Movement* (pp. 23-44). New Delhi: Sage Publications.

Shah, G. (2012). *Social Movements in India: A Review of Literature*. New Delhi: Sage Publications.

Singh, Y. (1986). *Modernization of Indian Tradition*. New Delhi: Rawat Publications.

Wilson, J. (1973). *Introduction to Social Movements*. New York: Basic Books Inc. Publishers.

COURSE NO	COURSE TITLE	CREDIT
SOC- 422	Sociology of Gender (Optional)	4

<i>Pre-requisites for the Course:</i> None		
<i>Course Objective:</i> The course tries to familiarize students with key issues, perspectives and debates in sociology of gender. It is expected to help students in applying gender as a critical tool in academics as well as their everyday lives.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the key concepts in gender studies and get clarity about the very categorization of 'gender' and 'sex'.
Unit-II	LO2	Get a broader perspective on the emergence of different theoretical perspectives in feminism and the recent developments in feminist theorization.
Unit-III	LO3	Provide a comprehensive view about how gender interfaces with the issues of economic production, the biological reproduction and social reproduction.
Unit-IV	LO4	Analyse the politics, movements and laws with regard to gender justice in India.

Note: LO- Learning Outcome

**Didactics:** Lectures, Book Review, Documentary Screening

**Evaluation:** a mid-semester examination, seminar presentation and end semester examination

### Unit-I- 10 hours

Basic concepts in gender studies:

- a) Androcentrism
- b) Patriarchy
- c) Multiple Sexualities
- d) Socialization
- e) Sex/Gender Debate

### Unit II- 17 hours

Theoretical Perspectives and Waves in Feminism:

A. First wave and second wave feminist perspectives

B. Third wave feminism: Challenges to 'woman' as a universal category- Internationally and in Indian Context

- a) Black feminism
- b) Sexuality Debate
- c) Interrogating the Category of Third World

- d) Caste Question
- e) Social Disability
- f) Question of Religion

### **Unit III- 15 hours**

Production and Reproduction:

- a) Women, Class and Work
- b) Household labour debate
- c) Gender and Property
- d) Cultural construction of reproduction
- e) Contemporary reproductive debates
- f) Globalization, production and reproduction

### **Unit IV- 15 hours**

Politics, Movements and Laws in India:

- a) Women's Movements in post Independent India
- b) Violence against women
- c) Women's Reservation Debate
- d) Gender and Development

### **Essential Readings:**

1. Agarwal Bina (1996): *A Field of One's Own: Gender and Land Rights in South Asia*. Cambridge: Cambridge University Press.
2. Agnes, Flavia (2000): "Women, Marriage and the Subordination of Rights in Community" in *Gender and Violence: Subaltern Studies XI*, Permanent Black, New Delhi.
3. Butler, Judith (1990): *Gender Trouble*. New York: Routledge.
4. "Combahee River Collective: A Black Feminist Statement," 1977. In *Let Nobody Turn Us Around: Voices of Resistance, Reform, and Renewal; An African American Anthology*, edited by Manning Marable and Leith Mullings, 524-529. New York: Bowman & Littlefield Publishers, Inc., 2000.
5. Das Veena and Renu Addalkha (2001): *Disability and Domestic Citizenship: Voice, Gender and the Making of the Subject*, *Public Culture*, Vol.13, No.3.
6. Davis, Angela Y. (2011). *Women, Race and Class*. New Delhi: Navayana.
7. Dube, Leela,(1986). „Seed and Earth: The symbolism of biological reproduction and sexual relations of production“. In Leela Dube, Eleanor Leacock & Shirley Ardener (Eds.). *Visibility and Power: Essays on Women in Society and Development*. (22-53). Delhi: Oxford University Press.
8. Ehrenreich, Barbara and Arlie Russell Hochschild. (2002). (Ed.). *Global Women:Nannies, Maids and Sex Workers in the New Economy*. New York: Metropolitan books.
9. Fausto-Sterling, Anne (2000): *Sexing the body*. New York: Basic Books. Chapter-1, 4

10. Gandhi, Nandita and Nandita Shah. (1992). *The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*. New Delhi: Kali for Women.
11. Geetha, V (2006): 'Gender', Stree,
12. Ginsburg, Faye and Rayna Rapp. (1991). „The politics of reproduction“. *Annual Review of Anthropology*. 20 (1991), 311-343.
13. Jane Pilcher and Imelda Whelehan, *Fifty key concepts to gender studies*, Sage, 2004.
14. Kumar, Radha (1993): History of Doing, Kali, New Delhi.
15. Mary E. John, 'Alternate Modernities? Reservations and women's Movement in 20<sup>th</sup> century India', Economic and Political weekly, October 28, 2000, volume. 35, No. 43/44, pp.3822-3829.
16. Mohanty, Chandra Talpade (1988): "Under Western Eyes: Feminist Scholarship and Colonial Discourses". Feminist Review, Vol.-30, pp. 61-88.
17. Naila Kabeer, "Reversed Realities: Gender Hierarchies in Development Thought", Verso, 1994. Selected Chapters.
18. Nivedita Menon, 'Recovering Subversion: Feminist Politics Beyond the Law'. Permanent Black, 2004. Chapter 4.
19. Rege, Sharmila (1998): "Dalit Women Talk Differently: A critique of 'Difference' and Towards a Dalit Feminist Stand Point Position". Economic and Political weekly, Vol.33, no.44.
20. Roberts, Dorothy (1997). *Killing the Black Body: Race, Reproduction and the Meaning of Liberty*. New York: Pantheon Books.
21. Sangari, Kumkum (1995): "Politics of Diversity: Religious Communities and Multiple Patriarchies" Economic and Political Weekly. 23 December and 30 December issue.
22. Tharu, Susie and Tejaswini Niranjana. (1999): 'Problems for a contemporary theory of gender' in Nivedita Menon (ed.) Gender and Politics in India, New Delhi: Oxford University Press. Pp. 494-525.
23. Valerie Bryson (1992): 'Feminist Political Theory: An Introduction' Palgrave. (Selected chapters).

#### **Additional Readings:**

1. V. Geetha, 'Patriarchy', Stree, 2007.
2. Sylvia Walby, 'Theorizing Patriarchy', Basil Blackwell, 1990.
3. Rege, Sharmila (2003): "Introduction" in Sharmila Rege ed. *Sociology of Gender*.
4. Acker, J (1973): 'Women and Social Stratification: A case of Intellectual Sexism'. *American Journal of Sociology*, Vol. 78, No. 4, pp. 936-45.
5. Nivedita Menon edited Gender and Politics in India, New Delhi OUP.
6. Linda Nicholson ed (1997). 'The Second Wave: A Reader in Feminist Theory', Routledge, Selected chapters.
7. Sanghari, Kumkum and Sudesh Vaid (ed.) (1989): Recasting women: Essays in Colonial History, Kali for Women.



## SEMESTER II COURSES

COURSE NO	COURSE TITLE	CREDIT
<b>SOC-451</b>	<b>RESEARCH METHODOLOGY-II (Core)</b>	<b>4</b>

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of research methods.		
<i>Course Objective:</i> This course will help students in getting knowledge about the application of different tools in carrying out their research. Students would also become familiar with diverse documentary sources of data. Further, the course also help students in training them about analyzing data and writing report.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Learn the usage of different research tools for gathering quantitative and qualitative data.
Unit-II	LO2	Understand sequential steps associated with designing of research proposal and know about major secondary sources of data.
Unit-III	LO3	Acquire knowledge about analyzing data and writing dissertation.
Unit-IV	LO4	Know about statistical analysis of quantitative data.

**Didactics:** Lectures and Assignments

**Evaluation:** Mid semester exam: 20%, Class Participation: 10 %, Field work-based Assignment: 20%, Semester end exam: 50%.

### Unit- 1: 20 Hours

A. Introduction to Quantitative and Qualitative Methods:

- a) Interviews
- b) Case study
- c) Participant Observation / Ethnography
- d) Oral Narratives
- e) Focus Group Discussion
- f) PRA (Participatory Rural Appraisal)
- g) Surveys
- h) Questionnaire
- i) Document Analysis
- j) Content Analysis

### Unit- 2: 10 Hours

A. Basic information Literacy Skills:

- a. Review of Literature
- b. Library search
- c. Web search,
- d. Bibliography and Referencing
- e. Identifying Research Problem and Framing Research Questions
- f. Designing Research Proposal and Writing Synopsis

## B. Major Data Sources on Indian Society:

- a) Archives
- b) Census
- c) National Sample Survey Organisation (NSSO)
- d) National Family Health Survey (NFHS) and other large data sets
- e) Gazetteers, District handbooks, People of India Project

## Unit- 3: 10 Hours

### A. Writing a Research Report

- a) How to write a field note
- b) Erasing and Inserting the Researcher; Reflexivity
- c) Analysis
- d) Writing Dissertation
- e) Plagiarism test

## Unit-4: 20 Hours

- A. Sampling, Sample design
- B. Measures of central tendency
- C. Correlation analysis
- D. Diagrammatic, Graphic and Tabular presentations

## Essential Readings

Agresti, A. and B. Finley. (1997) *Statistical Methods for the Social Sciences*, Prentice Hall and Pearson Publishing, (Several editions available, under more than one imprint).

Alexander L George, Andrew Bennett (2005). *Case Studies and Theory Development in Social Sciences*. Cambridge: MIT Press

Becker, H. (1984). *Writing for Social Scientists*, Chicago: University of Chicago Press

Bhatt, C. (2004). Doing a Dissertation. In Cleave S. (Ed). *Researching Society and Culture*. London: Sage

Bogdan R and Taylor S. J. (1974). Participant observation. In Robert B and Steven J. T. *Introduction to Qualitative Research Method – A Phenomenological Approach to the Social Sciences*. New York: John Wiley and Sons.

Branley, D. (2004). Doing a literature review. In Cleave S. (Ed). *Researching Society and Culture*. London: Sage

Bryman, A. (2008): *Social Research Methods*. Delhi: OUP.

Chambers, Robert (1994) The Origins and Practice of Participatory Rural Development. In *World Development*, Vol. 22, No. 7, pp. 953-969.

Elifson, K. W, Runyon, R. P. and Haber, A. (1990). *Fundamentals of Social Statistics*. New Delhi: McGraw-Hill

Geertz, C. (1973). *Thick Description: Towards an Interpretive Theory of Culture*. NY: Basic Books, Chapter 1

Miles, M., & Huberman, A.M., (1994). *Qualitative Data Analysis*. London: Sage

Mills, C. Wright (1959) *The Sociological Imagination*, Oxford University Press: Oxford.

Moser, Claus and Kalton, G. (1976). *Survey Methods in Social Investigation*. New Delhi: Heinmann.

Perks, Robert and Alistair Thomson eds. (1998). *The Oral History Reader*, Routledge, (selections).

Reinharz, S and Lynn, D. eds. (1991). *Feminist Research Methods*. New York: OUP  
Robert P. Weber (1997). *Basic Content Analysis*. Sage.

Salkin N J. (2013). *Statistics for people who (think they) hate statistics*. New Delhi: Sage  
Sayer, Andrew. (1992). *Method in Social Science (revised 2nd edition)*, Routledge.

Seale, C. (2012) (ed). *Researching Society and Culture*. London: Sage

Srinivas, M. N., A. Shah and E. Ramaswamy (eds.) (1979). *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*. Delhi: Oxford University Press.

Taylor, Steven J and Robert Bogdan (1984) .*Introduction to Qualitative Research methods: the Search for Meanings*, New York Wiley,

Tonkiss, F. (2004). *Analysing text and speech: content and discourse analysis*. In Cleave, S. (Ed). *Researching Society and Culture*. London: Sage

Tonkiss, F. (2004). *Using Focus Groups*. In Cleave, S. (Ed). *Researching Society and Culture*. London: Sage

Williamson J. B, Karp, D. A. and Dolphin, J. R. (1977). *The Research Craft: An introduction to social science methods*. Oxford: Little Brown and Company. (chapter 11)

### **Additional Readings:**

Denzin, N K and Lincoln, Y. S. (2011) (Ed). *The Sage Handbook of Qualitative Research*. Thousand Oaks: Sage

Elifson, K. W, Runyon, R. P. and Haber, A. (1990). *Fundamentals of Social Statistics*. New Delhi: McGraw-Hill.

Bryman, A. (1988). *Quality and Quantity in Social Research*. London: Unwin Hyman

<b>COURSE NO</b>	<b>COURSE TITLE</b>	<b>CREDIT</b>
<b>SOC-452</b>	<b>MODERN SOCIOLOGICAL THEORY (CORE)</b>	<b>4</b>

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/ Social Sciences		
<i>Objectives of the Course:</i> Modern Sociological Theory introduces the students to the field of theories and conceptualizations and their re-workings within various streams of sociological thought. Broadly, the course would explore through various readings the continuities and discontinuities from the classical sociological thought; new currents in sociological thought- (as an ongoing critique and progression, and cumulation); and the epistemologies of various streams of sociological thought. Generally modern sociological theory is periodized from 1930s to the present times thought process.		
<i>Learning Outcomes:</i> The course places sociological theorizations and conceptual resources at the disposal of the students. The course demonstrates to the students the scientific nature of sociological theorizing. Different streams of the sociological theorizing prepare students to conceptualize different realities and history of the society. Theorizing being the very essential part of the research process, it equips students to take up research in a systematic manner.		
<b>Unit I</b>	<b>LO1</b>	This unit shows the students to understand the differences between Classical Sociological Theory and Modern Sociological Theory- in terms of periodization and the underlying epistemological break.
<b>Unit II</b>	<b>LO2</b>	This unit introduces students to understand ensembles of Structural-functional conceptualizations of various theorists of sociological theorizing.
<b>Unit III</b>	<b>LO3</b>	This unit helps students to various conceptualizations of social conflict.
<b>Unit IV</b>	<b>LO4</b>	This unit aids students to conceptualizations interactional experiences in the social world of human beings.
<b>Unit V</b>	<b>LO5</b>	This unit helps students to understand the synthesis of various strands of sociological theorizing

### **Modalities of the Course:**

Learning through this course would include lectures, critical reading sessions, assignments and examination- two internal assessments which consist of review of book/articles, discussions and presentations; and a written mid-term examination and the final examination.

### **Course Outline:**

#### **Unit I (2 hours)**

#### **What is Modern Sociological Theory/Contemporary Social Theory?**

#### **Unit II (15 hours)**

#### **Structural-Functionalism**

Talcott Parsons' Grand Theory:  
Theory of Action  
The Pattern Variable  
Social Systems- Functional System

Social Change  
Robert K. Merton: Re-workings of Functionalism  
Theories of Middle Range  
Reconsideration of Functionalism  
Jeffrey Alexander: Neo-functionalism

**Unit III (17 hours)**  
**Conflict-Critical Theory**

Marxist and Neo-Marxist Sociology:  
Antonio Gramsci- Hegemony  
Louis Althusser- Ideology  
Critical Theory: Frankfurt School and JurgenHabermas  
Wright Mills  
Pierre Bourdieu  
Ralf Dahrendorf  
Lewis Coser  
Randall Collins

**Unit IV (16hours)**  
**Symbolic Interactionism and Phenomenological Sociology**

George Herbert Mead: The Mind, Self and Society  
Herbert Blumer: Interpretation and Methodology- Codifying Interactionism  
Erving Goffman: Dramaturgy and Everyday Life, Interaction Order  
Alfred Schutz- Phenomenological Sociology  
Harold Garfinkel: Ethnomethodology  
Peter Berger: Social Construction of Reality  
Jacques Lacan: The Symbolic and the Subject of the Unconscious

**Unit V (10 hours)**

**Recent Theoretical Trends in Sociological Theory: Structuration and Theory of Practice, Post-Structuralism, Feminism, etc.**

Anthony Giddens  
Pierre Bourdieu  
Zygmunt Bauman: Liquid Modern Sociality and Way of Life  
Michel Foucault: Institutional orders and Power  
Feminist Perspectives

**Readings:**

Abend, Gabriel. 2008. The Meaning of 'Theory', Sociological Theory, Jun., 2008, Vol. 26, No. 2 (Jun., 2008), American Sociological Association.

Alexander, Jeffrey C. Ed. 1985. Neofunctionalism. London: Sage.

Althusser, L. 1971. Lenin and Philosophy and Other Essays. New York: Monthly Review Press.

Appelrouth, Scott and Edles, D. 2008. Classical and Contemporary Sociological

Beilharz, Peter. 2000. Zygmunt Bauman: Dialectic of Modernity, London: Sage Publications.

Theory: Text and Readings. California: Pine Forge Press.

Berger, Peter L (1966). *The Social Construction of Reality: a Treatise in the Sociology of Knowledge*. Garden City, New York: Anchor.

Blackshaw, Tony. 2005. *Zygmunt Bauman*. London/New York: Routledge.

Bourdieu, Pierre. 1990. In Other Words: Essays Towards a Reflexive Sociology. Oxford: Polity Press.

Bourdieu, Pierre. 1977 *Outline of a Theory of Practice*, Cambridge: Cambridge University Press.

Chiesa, Lorenzo. 2007. Subjectivity and Otherness: A Philosophical Reading of Lacan, Cambridge: The MIT Press.

Connerton, Paul. Ed. 1976. Critical Sociology. Harmondsworth: Penguin.

Dahrendorf, Ralf. 1979. Class and Class Conflict in Industrial Society. London: Routledge and Kegan Paul.

Ferretter, Luke. 2006. Louis Althusser, Routledge: London/New York.

Giddens, Anthony. 2004. In Defense of Sociology. Cambridge: Polity Press.  
Giddens, Anthony. 1976. Classical Social Theory and the Origins of Modern Sociology, American Journal of Sociology, Vol. 81. No. 4.

Giddens, Anthony and Turner, J. H. Ed. 1987. Social Theory Today. Cambridge: Polity Press.

Giddens, Anthony (1984) *The Constitution of Society. Outline of the Theory of Structuration*. Cambridge : Polity.

Gouldner, Alvin. 1971. The Coming Crisis of Western Sociology. London: Heinemann.

Gramsci, Antonio. 1971. Selections from the Prison Notebooks. London: Lawrence and Wishart.  
Jenkins, Richard. 1992. Key Sociologists: Pierre Bourdieu, Routledge: London/New York.

Jones, Steve. 2006. Antonio Gramsci, Routledge: London/New York.

- Luckmann, Thomas. Ed. 1978. Phenomenology and Sociology: Selected Readings. New York: Penguin Books.
- Mennell, Stephen. 1980. Sociological Theory: Uses and Unities. Surrey: Thomas Nelson and Sons, 2<sup>nd</sup> Edition.
- Merton, Robert K. 1968. Social Theory and Social Structure. New York: Free Press.
- Parsons, Talcott et al. 1965. Theories of Society: Foundations of Modern Sociological Theory. New York: Free Press.
- Skinner, Quentin. 1990. The Return of Grand Theory in the Human Sciences, Cambridge: Cambridge University Press.
- Rabinow, Paul. Ed. 1986. The Foucault Reader. Harmondsworth: Penguin.
- Ritzer, George. Ed. 2007. The Blackwell Encyclopedia of Sociology. Oxford: Blackwell.
- Ruth A. Wallace et al. 1995. Contemporary Sociological Theory: Continuing the Classical Tradition, New Jersey: Prentice Hall.
- Seidman, Steven and Alexander, J. C. Ed. 2001. New Social Theory Reader: Contemporary Debates. London: Routledge.
- Sharrock, Wes. et. al. Understanding Modern Sociology, London/Thousand Oaks/New Delhi: Sage Publications.
- Tester, Keith. 2004. The Social Thought of Zygmunt Bauman, Hampshire/New York: Palgrave Macmillan.
- Turner, Bryan S. 2006. The Cambridge Dictionary of Sociology, Cambridge University Press, Cambridge.

**COURSE NO.**  
**SOC-454**

**COURSE TITLE**  
**RURAL SOCIOLOGY (core)**

**CREDIT**  
**4**

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objective:</i> The students would get to know about different ways of classification of village, rural social structure. The course would also help students in understanding rural power structures and various social processes, institutions, structures in rural societies in India.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the basic concepts of Rural society.
Unit-II	LO2	Explain the development of village studies in India and the theoretical, methodological Perspectives to study villages.
Unit-III	LO3	Describe rural social structure and challenges posed by introduction of new technological interventions in agriculture, globalization, commercialization, farmers' movements.
Unit-IV	LO4	Provide an understanding of politics and power structure of rural society by analyzing rural social system, role of Panchayati raj institutions.
Unit-V	LO5	Understand the strategies of rural development and emerging issues and challenges of rural society and beyond in the contemporary times.

**Methods of instructions:** Lectures and assignments

**Evaluation:** a mid-semester exam; a book/article review and end semester exam.  
This paper is divided into four units. The total hours of teaching are mentioned at the beginning of each unit.

**Course outline:**

**Unit I: (7 lectures)**

**Basic Concepts:** Rural society, urban society, rural-urban continuum, Rurbanism

**Unit II: (10 lectures)**

**Village Studies in India**

- a) Historical Development
- b) ii) Theoretical and Methodological Perspectives

**Unit III: Agriculture and Social Structure ( 13 lectures)**

- a) Classification of Peasants
- b) Agrarian Class Structure, Mode of Production
- c) Land reform, common property resources, and green revolution
- d) Irrigation: political economic dimensions
- e) New Technology, commercialization of agriculture, Agrarian Reforms and Globalization
- f) Farm distress and Farmer's movement

**Unit IV: Politics and Power Structure (10 lectures)**



- a) Rural Social System – Emergence of social differentiation, occupational specialization / division of labor
- b) Social Dimension: Family, Caste, Class, Gender Relations
- c) Leadership Pattern and the Power Structure
- d) Panchayati Raj and the Devolution of Power
- e) Empowerment of Women and Weaker Sections
- f) Politics and Conflict

#### **Unit V: Rural Development ( 20 lectures)**

- a) Policies and Programmes: Bank and Cooperatives, microfinance Industries, handicraft, self-help group, Artisans
- b) Changing Concerns and Strategies: poverty, migration, culture and marginalization (bonded labor, landless labor, tenants, sharecropping) Food Security, Droughts, and other Calamities.
- c) Emerging Issues and Challenges: amenities and constraints – food and nutrition, health and hygiene, education, unemployment, etc.
- d) Consequences of change in rural and urban India

#### **Readings:**

Abraham, Francis M. (1974) Dynamics of Leadership in Village India. Allahabad

Asthana M D and Pedro Madrano (ed) (2001). Towards Hunger Free India: Agenda and Imperatives. New Delhi: Manohar.

Atal Yogesh& Rajesh Misra (eds). 2004. Understanding the Social Sphere: The Village and Beyond. Jaipur: Rawat.

Barbara Harriss-White (2004). India's Socially Regulated Economy. The Indian Journal of Labour Economics, 47(1): 49-68.

Bergmann, Theodar., (1984) Agrarian Reform in India. New Delhi: Agricole.

Beteille, Andre., (1974) Studies in Agrarian Social Structure. Delhi: OUP.

Beteille, Andre. (1979). Caste, Class and Power. Berkley: University of California Press.

Bhalla Alok and Peter J Bumke (eds) (1992). Images of Rural India in the Twentieth Century. New Delhi: Sage.

Bhaumik, Shankar Kumar (1993) Tenancy Relations and Agrarian Development. New Delhi: Sage.

Bose, Pradip Kumar (1984). Classes in a Rural society. New Delhi: Ajanta.

Breman Jan, Peter Kloos and AshwaniSaith (1997) The Village in Asia Revisited. Delhi: OUP.

Chakraborty K and S K Bhattacharya. (1993) Leadership, Factions and Panchayati Raj. Jaipur: Rawat.

Chakraborty, Anand (2001). Social Power and Everyday Class Relations: Agrarian Transformation in North Bihar. New Delhi: Sage.

Chambers Robert. (1983). Rural Development. New York: Longman Comp.

Chattopadhyay Manobendu (1985) Conditions of Labor in Indian Agriculture. Calcutta: K.P. Bagchi.

Chittambar J.B. (1975) Introductory Rural Sociology. New Delhi: Wiley Eastern.

Daniel Thorner (1966). The Theory of Peasant Economy, In D Thorner et al (ed) A.V Chayanov.s Theory of Peasant Economy, New Delhi: OUP.

Dasgupta Biplab. (1977). Agrarian Change and the New Technology in India. Geneva.

Desai A R (ed) (1977) Rural Sociology in India. Bombay: Popular.

Dhadave M.S. et.al. (eds) (1996) Rural Studies in India. Jaipur: Rawat.

Doshi S L and P C Jain.(1999) Rural Sociology. Jaipur: Rawat.

Frankel F (1971). India's Green Revolution, Bombay: OUP, pp.3-46, 191-215.

Gupta Dipankar (2005). Whither the Indian Village .Culture and Agriculture in Rural India.EPW, XL(8), Feb 19.pp. 751-8.

Haque T and A S Sirohi. (1986) Agrarian Reforms and Institutional Changes in India. New Delhi: Concept.

Harriss White, Barbara and S Janakarajan (1997).From Green Revolution to Rural Industrial Revolution in South India.*Economic and Political Weekly*, 32(25):1469-1477.

Jean Dreze (2004). Democracy and Right to Food. EPW, Vol.39, No.17, pp. 1723-31.

Jens Lerche (2013). The Agrarian Question in Neoliberal India: Agrarian Transition Bypassed? *Journal of Agrarian Change*, Vol.13, No.3, July.

Jha Hetukar (1991). Social Structures of Indian Villages. New Delhi: Sage.

John Harris. (1982) Green Revolution. In Harriss J (ed) Rural Development Hutchinson, London.

John Macdougall (1980). Two Models of Power in Contemporary rural India. Contributions to Indian Sociology (N.S), Vol.14, No.1, pp.77-94.

Joshi P C (ed) (1987). Institutional Aspects of Agricultural Development. New Delhi: Allied.

Joshi P C (1975) Land Reforms in India. Bombay: Allied.

Kolenda Pauline (1983) Caste, Cult and Hierarchy. Meerut : Folklore Institute. Pp.6-67.

Lieten G K . (1992) Continuity and Change in Rural West Bengal. New Delhi: Sage.

Lieten G K (2003). Power, Politics and Rural Development: Essays on India. New Delhi: Manohar.

Lieten, G K. (1996). Development, Devolution and Democracy: The Village Discourse in West Bengal. New Delhi: Sage.

Madan G R and Tara Madan (1983). Village Development in India: A Sociological Approach. New Delhi: Allied.

MadanVandana (ed). (2004) The Village in India. New Delhi: OUP.

Maheswari S R. (1985). Rural Development in India. New Delhi: Sage.

Mathur Y B. (1985). Rural Development in India: 1885 – 1985. Hyderabad: NIRD.

Mearns Robin (2000). Access to Land in Rural India: Policy Issues and Options.

Mencher John. P (1978).Agriculture and Social Structure in Tamil Nadu. Bombay: Allied.

Mohanty, Bibhuti Bhusan. (2016). “Agrarian Transition: From Classic to Current Debates.” In *Critical Perspectives on Agrarian Transition: India in the Global Debate*, edited by Bibhuti Bhusan Mohanty, 1–40. Rutledge.

Natar U R and Ambika Chaudhury (eds). (1995). Sociology and Rural Development. Jaipur: Rawat.

Newby H (1980) .Trend Report : Rural Sociology.Current Sociology, 78 (Spring). pp.5-10, 23-30; 36-53; 76-93.

Pathan S N (1987). Land Reforms and Change in Rural Society. Allahabad: Chaugh Publications.

PatnaikUtsa (1987). Peasant Class Differentiation. Delhi: OUP.

Rogaly Ben et.al. (1999). Sonar Bangla. New Delhi: Sage.

Sahay G R. (2001). Village Studies in India. Jaipur: Rawat.

Sen A.K. (1981). Poverty and Famines: An Essay on Entitlement and Deprivation. OUP.

Sengupta Nirmal (1991). Managing Common Property: Irrigation in India and the Phillipines. New Delhi: Sage.

Shah A M (ed) 2007. The Grass-Roots of Democracy. New Delhi: Permanent Black.

Shah Ghanshyam, Mander, Thorat, etl (2006) Untouchability in Rural India , Sage Publications

Shanin T (1987) Peasants and Peasant Societies. pp.1-11, 176-184; 331-337; 447-475.

Sharma K L. (1997). Rural Society in India. Jaipur: Rawat.

Singh Katar. (1999). Rural Development: Principles, Policies and Management. New Delhi: Sage

Srinivas M N (1987). The Dominant Caste and Other Essays. Delhi: OUP.

Thakur, Manish. (2014). Indian Village: A Conceptual History. Rawat Publishers.

Thekkamalai S S (1983). Rural Development and Social Change in India. Delhi: D K Publishers

Thorner Alice (1982) .Semi-Feudalism or Capitalism., EPW, December, pp.1961-8, 1993-9, 2061-6.

Zaid S M Iqbal Anis. (1988) Politics, Power and Leadership in Rural India. New Delhi: Commonwealth.

**COURSE NO**  
**SOC 472**

**COURSE TITLE**  
**POLITICAL SOCIOLOGY (optional)**

**CREDIT**  
**4**

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objective:</i> Political Sociology offers and understanding of the interplay between society and polity; It lies at the intersection of political science and sociology. As a branch of Sociology, it concerns with the understanding of political structures in their social context and dimensions, distribution of power in a society. This paper covers the definition, origin, scope and development of Political Sociology; the major theoretical approaches and topics that are critical to the understanding of socio-political phenomena; the interface between politics and society, and social movements in India.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand basic concepts that are fundamental to political Sociology
Unit-II	LO2	Explain the various theoretical approaches that are integral to political sociology
Unit-III	LO3	Understand the intimate connections between Indian society and polity
Unit-IV	LO4	Explain the various socio-political movements in India

Note: LO- Learning Outcome

**Evaluation:**

The Breakup of marks:

- Class Participation/attendance: 10%
- Assignment/Presentations/Field Work/etc.: 20%
- Mid-Semester Exam: 20 %
- End-Semester Exam: 50%

**Unit 1. Introduction to Political Sociology                      15 Hrs**

- (a) Definition, Origin and Scope of Political Sociology
- (b) Relationship between Society and Polity
- (c) Basic Concepts: Power and Authority; Nation, State, Citizenship; Democracy, Political Party, Civil Society; Ethnicity, Nationalism, Civic Nationalism

**Unit 2: Approaches to Political Sociology                      15 Hrs**

- (a) Marxian Approach
- (b) Weberian Approach
- (c) Elite Theories: Pareto, Mosca, R. Michels, C.W. Mills
- (d) Feminist Theories
- (e) Foucauldian

**Unit 3: Society and Polity in India                                      10 Hrs**

- (a) State and Nation building in India
- (b) Politics of Caste, Ethnicity, Religion, Region, Language
- (c) Secularism, Multi-culturalism, Majoritarianism and Minoritarianism

#### **Unit-4. Socio-Political Movements and Politics in India      20 Hrs**

- (a) Political Socialization, Protests and Social Movements
- (b) Party System and Electoral Process
- (c) Pressure Groups and Interest Groups
- (d) Agrarian Movements, Working Class Politics, Language Movement
- (e) Dalit and Backward Class Movements
- (f) Women, Human Rights and Environmental Movements

#### **Reading List:**

Anderson, B. (1983). *Imagined Communities*. London: Verso

Baruah, S. (2010). Regionalism and Secessionism. In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. Chapter 12

Baxi, U. (2002). Notes on Holocaust Politics. *Seminar*. Issue no.513

Basu, A. (2010). Gender and Politics. In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. Chapter 11

Bottomore, T. (1993). *Political Sociology* (second edition). London: Pluto Press.

Chatterjee, P. (2010). "The state". In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. (chapter 1)

Drake, Michael. (2010). *Political Sociology for a Globalized World*. U.S.A: Polity Press.

Collins, R. (1968). A Comparative Approach to Political Sociology. In Reinhard B. et al (ed.): *State and Society*. Boston: Little Brown

Davis, N. Y. (1997). *Gender and Nation*. Thousand Oaks: Sage

Dreyfus, H. L. and Rabinow, P. (1982). *Michel Foucault: Beyond Structuralism and Hermeneutics*. Chicago: Chicago University Press.

Gellner, E. (1983). *Nations and nationalism*. Oxford: Blackwell Publishing.

Gramsci, A. (1992). *Prison Notebooks*. Columbia: Columbia University Press

Gupta, D. (1995). *Political Sociology in India: Contemporary trends*. Hyderabad: Orient Longman

Habermas, J. (1992). *The Structural Transformation of Public Sphere*. Cambridge: The MIT Press

Hariss, J. (2010). Class and Politics. In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP (Chapter 9)

- Hasan, H. (ed.) (2004). *Parties and party politics in India*. Oxford: OUP
- Jaffrelot, C. (2010). "Majoritarian Politics". In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. (Chapter 14)
- Jodhka, S. (2010). Caste and Politics. In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. Chapter 10
- Kothari, R. and Manor, J (1970) (Ed). *Caste in Indian Politics*. Hyderabad: Orient Longman
- Marshall, T. H. (1977). *Class, Citizenship and Social Development*. Chicago: Chicago University Press
- Mills, C. R. (1956). *The Power Elite*. Oxford: Oxford University Press
- Narain, A. (2008), "That Despicable Specimen of Humanity: Policing of Homosexuality in India". In Kalpana K. and Ranabir S. (Ed). *Challenging the rules of law*. New Delhi: Sage
- Oommen, T.K. (2004). *Nation, Civil Society and Social Movements*. New Delhi: Sage
- Oommen, T.K. (2004). *Nation, Civil Society and Social Movements*. New Delhi: Sage
- Nash, K. (2010). *Contemporary political sociology*. West Sussex: Wiley Blackwell
- Pareto, V. (1968). *The rise and Fall of Elites: An application of theoretical sociology*. New Jersey: The Bedminister Press Inc
- Roy, A. (2008). Citizenship. In Rajeev Bhargabha (ed). *What is political theory and why do we need it*. Delhi: Pearson Longman
- Scott, J. S. (1998). *Seeing like a state*. Connecticut: Yale University Press
- Sreedharan, E. (2010). "The party system". In Niraja G. J and Pratap B M (Ed). *The Oxford Companion to Politics in India*. Oxford: OUP. Chapter 9
- Weber, M. (2004) *The Vocation Lectures*. David O and Tracy B S. (Ed.) (chapter on Politics as vocation). Indianapolis: Hackett Publishing Company.
- Weber, M. (1978). *Economy and Society: An Outline of Interpretive Sociology*. Volume I, Berkley: University of California Press. (Chapter III, The Types of Legitimate Domination, pp. 212-254)

**COURSE NO.****COURSE TITLE****CREDIT****SOC-473****INTRODUCTION TO HUMAN RIGHTS(Optional)****4**

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objective:</i> The importance of the idea of human rights and their centrality in the aspirations of humankind for building a more humane world has become a fact of life and is impossible to ignore. Given the context, the imparting of knowledge on human rights and duties has become central to the efforts towards fostering a rights-conscious society. The objective of this paper is to introduce the students to the basic concepts of human rights, major theoretical foundations of rights, and the institutional mechanisms through which human rights are protected and promoted – both at the national and international domains. The course also introduces students to the various human rights provisions contained in Indian constitution and the major human rights issues in India, such as the rights of the disadvantage and vulnerable sections of the Indian society. The nature, issues and concerns, and the trajectories of the human rights movements in India are also introduced.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the concept of human rights, its historical evolution, and various generations/types of human rights
Unit-II	LO2	Explain the different theoretical approaches to the understanding of human rights
Unit-III	LO3	Explain the institutional context wherein human rights are protected and promoted at the international level, including the UN system
Unit-IV	LO4	Delineate the human rights provisions in Indian constitution and the institutional arrangements for protecting and promoting human rights in the Indian context

Note: LO- Learning Outcome

**Evaluation:**

Total marks for the paper: 100 Marks (4 Credits)

The Breakup of marks:

- Class Participation/attendance: 10%
- Assignment/Presentations/Field Work/etc: 20%
- Mid-Semester Exam: 20 %
- End-Semester Exam: 50%

**Unit-1 Human Rights-Conceptual Terrain – 15 Hours**

- Meaning, Nature, and Definition of Rights
- Historical Evolution of the Concept of Rights
- Notion of Positive and Negative Rights
- Notion of Civil and Democratic Rights
- Three Generations of Rights (Civil and Political Rights; Economic, Social and Cultural Rights; and Collective/ Solidarity Rights)
- The co-relation between rights and duties
- Challenges to Universality of Human Rights



## **Unit 2 Theories of Human Rights- 15 Hours**

- Natural Rights Theory
- Positivist/Legal Theory
- Marxian Theory
- Utilitarian Approach
- Sociological Theory of Rights

## **Unit 3 International Human Rights System – 15 Hours**

- Overview of UN Human Rights Systems
- Human Rights Provisions of UN Charter 1945
- The International Bill of Human Rights (UDHR, ICCPR and the ICESCR)
- Other International Conventions
- Human Rights Monitoring Bodies (Charter based bodies and Treaty-based bodies)
- Shadow Reporting to UN Treaty Bodies
- NGOs and the International Human Rights Movements

## **Unit 4 Human Rights and Duties in India – 15 Hours**

- Indian Constitution and Human Rights
- Fundamental Rights, Duties and Directive Principles of State Policy
- Rights of Marginal/Vulnerable Groups
- Institutional Arrangements for Human Rights Enforcement
- Human Rights Movements in India

### **Reading Lists:**

1. Allan Gibbard (1984). “Utilitarianism and Human Rights”, *Social Philosophy and Policy*, 1 (2): pp 92-102.
2. John Simmons, *Justification and Legitimacy: Essays on Rights and Obligations* (Cambridge: Cambridge University Press, 2001), 185
3. A.R. Desai, *Violation of Democratic Rights in India*, Vol. 1 (Popular Prakashan Publications; Mumbai, 1986).
4. Arun Ray, *National Human Rights Commission of India: Formation, Functioning, and Future Prospects* (Khama Publishers, New Delhi, 2004).
5. Betty A. Sichel, “Karl Marx and the Rights of Man,” *Philosophy and Phenomenological Research* 32, no. 3 (1972): 355.
6. Bryan Turner (1997) “A Neo-Hobbesian theory of Human Rights: A Reply to Malcolm Waters”, *Sociology*, 31(3): 565-571

7. Bryan S. Turner, "Outline of a Theory of Human Rights," *Sociology*, 27, no. 3 (1993): 492.
8. Bryan Turner (1997) "A Neo-Hobbesian theory of Human Rights: A Reply to Malcolm Waters", *Sociology*, 31(3): 565-571.
9. Charles R. Beitz, *The Idea of Human Rights* (New York: Oxford University Press, 2009), 50.
10. Gideon Sjoberg, Elizabeth A. Gill and Norma Williams, "Sociology of Human Rights," *Social Problems* 48, no. 1 (2001): 18.
11. Ian Brownlie and Goodwin-Gill (eds.), *Basic Documents on Human Rights* (Oxford University Press, 2006).
12. Jeremy Waldron, *Theories of Rights* (Oxford; Oxford University Press, 1984).
13. Jack Donnelly, *Universal Human Rights in Theory and Practice* (Cornell University Press, Ithaca, 2013).
14. Janusz Symonides (ed.), *Human Rights* (Rawat Publications; Jaipur, 2005)
15. Jack Donnelly, "The social construction of international human rights" in *Human Rights in Global Politics* Tim Dunne and Nicholas J. Wheeler (eds.) (Cambridge University Press, 1999), 71-102.
16. Jack Donnelly, "Human Rights as Natural Rights," *Human Rights Quarterly* 4, no. 3 (1982): 391-405.
17. Jerome J. Shestack, "The Philosophical Foundations of Human Rights," in *Human Rights: Concept and Standards*, ed. Janusz Symonides (New Delhi: Rawat Publications, 2002), 37-38
18. Jhon K. Thomas, *Human Rights of Tribals* (Delhi: Isha Books, 2005)
19. John Rawls, *Law of the People* (Cambridge: Harvard University Press, 2001).
20. Karl Marx, "On the Jewish Question," in *The Marx-Engels Reader*, Robert Tucker (ed), (New York: Norton & Company, 1978), 26 – 46.
21. Ken Booth, "Three Tyrannies" in *Human Rights in Global Politics*, Tim Dunne and Nicholas J. Wheeler eds. (Cambridge University Press; Cambridge, 1999), 31-70
22. Malcolm Waters (1996) "Human Rights and the Universalization of Interests", *Sociology*, 30(3): 593-600
23. Michael Freeman, *Human Rights: An Interdisciplinary Approach* (Polity Press, Oxford: Polity, 2002).
24. M. R. Ishay, *The History of Human Rights* (Orient Longman, New Delhi, 2004)

25. Munmun Jha, India from Indira Gandhi's Emergency, In Encyclopedia of Human Rights, edited by David P. Forsythe (New York: Oxford University Press, Volume 3, 2009, 5-16).
26. Munmun Jha, "Nehru and Civil Liberties in India, *"International Journal of Human Rights*, Volume 7, Number 3, 2003, pp. 103-115
27. Nirmal, Chiranjivi J, Human Rights in India: Historical, Social and Political Perspective (Oxford University Press, 2006)
28. Philip Alston (ed.), *The United Nations and Human Rights*(Clarendon Press, Oxford, 1996).
29. Upendra Baxi, *Future of Human Rights* (Oxford University Press, New Delhi, 2002).
30. P. L. Mehta and Neena Verma, *Human Rights Under the Indian Constitution* (Deep and Deep Publications, New Delhi, 1995)
31. Ronald Dworkin, *Taking Rights Seriously* (London: Duckworth, 1978).
32. R. Ganga, Children's Rights as basic Human Rights, New Delhi: Reference Press, 2007.
33. Smitu Kothari, "The Human Rights Movement in India: A Critical Overview," in Rethinking Human Rights: Challenges for Theory and Action, ed. Smitu Kothari and Harsh Sethi (New Delhi; New Horizon Press, 1991), 85.
34. S. Sri Krishna, Dalit and Human Rights (New Delhi: Serial Pub., 2007)
35. South Asia Human Rights Documentation Centre, *Introducing Human Rights* (Oxford University Press; New Delhi, 2010).
36. V.V. Devasia, Women, Social Justice and Human Rights (New Delhi: APH Publishing Corporation, 2009)
37. Will Kymlicka (Eds), Rights of Minority Cultures (Oxford: Clarendon Press, 1995).

**SEMESTER III  
COURSES**

<b>COURSE NO</b>	<b>COURSE TITLE</b>	<b>CREDIT</b>
<b>SOC 501</b>	<b>Social Stratification and Mobility (CORE)</b>	<b>4</b>

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objectives:</i> As a compulsory course in Sociology, the objective is to familiarize the student with both theoretical formulations and empirical studies undertaken by sociologists & anthropologists - classical and contemporary on the theme of stratification and mobility in advanced societies and in India.		
<b>Learning Outcomes:</b>		
<b>Unit I</b>	<b>LO1</b>	The course on stratification and mobility gives a comprehensive understanding of different kinds of social systems generating social measures of social statuses and roles in the society. The course would mainly equip students to conceptualize the nature of ranking measures, hierarchies, merit, inequalities, differentiation, etc., to understand the structuring of the society and the changes in it.
<b>Unit II</b>	<b>LO2</b>	This unit helps students to understand the conceptualizations of social stratification in advanced societies.
<b>Unit III</b>	<b>LO3</b>	This unit helps students to understand the conceptualizations of social stratification in India
<b>Unit IV</b>	<b>LO4</b>	This unit helps students to understand the conceptualizations of social stratification in Tribal societies.
<b>Unit V</b>	<b>LO5</b>	This unit helps students to understand the conceptualizations of social stratification to understand limits to social mobility in various social contexts.

Didactics: Class room lectures

Evaluation: Mid-term test -20%; book reviews/ assignments 20%; Class participation - 10%; Semester end exam: 50 percent

**Unit 1:: Total lectures 14**

- **Perspectives on Social Stratification**
  - Functionalist
  - Marxian
  - Weberian
  - Elite
  - Gender
  - Race

**Unit 2.: Total lectures: 6**

**Stratification in Advanced Societies**

- a) Nature of Stratification in North America and Western Europe;
- b) Caste in other countries

### **Unit 3.: Caste: 14 lectures**

#### **Social Stratification in India -1**

- a) Caste and Hierarchy; Caste and Inequalities exclusion and untouchability; Caste and its Critiques
- b) Caste in non-Hindu religions
- c) Feminist perspectives of Stratification: Patriarchy and the Subordination of Women; The Family as a Site of Inequality; Gender, Work, and Entitlement; The Community, the State and Patriarchy

### **Unit 4.: Total lectures: 14**

#### **Social Stratification in India -2**

- a) Stratification in Tribal society
- b) Class stratification in India: Labour and the informal sector; the middle class – changing profile
- c) Ethnicity in India

### **Unit 5.: Total Lectures – 12**

#### **Social Mobility and Change**

- Concept of Social Mobility and Change, Difference between Social Mobility and Change; Unit and Direction of Social Mobility; Limit of Social Mobility :
- Types of mobility: inter-generational and intra-generational mobility; horizontal and vertical mobility; Cultural mobility - sanskritization and westernization
- Social Movements and change – Dalit movements; Tribal movements;

#### **Essential Readings:**

- Bhatt, Ela. (2006). *We are poor but so many*. Oxford University Press.
- Bhowmik, Sharit. (2012). *Industry, Labour and Soceity*. Orient Blackswan
- Bottomore, Tom B. (1965). *Elites and Society*. Basic Books. New York.
- Breman, Jan (1996). *Footloose Labour: Working in India's Informal Economy*. Cambridge University Press.
- Chakravarti, Uma (1993). Conceptualising Brahmanical patriarchy in early India: Gender, caste, class and state. *Economic and Political Weekly* 28:579-585.
- Chakravarti, Uma (2003). *Gendering Caste Through a Feminist Lens*. Calcutta: Stree

- Crompton, Rosemary. (1993). *Class and Stratification An Introduction to Current Debates*. London: Polity Press.
- Davis, Kingsley and Wilbert E. Moore. (1991). Some Principles of Stratification: The Functionalist Position. In Dipankar Gupta [ed]. *Social Stratification*. Delhi: Oxford University Press.
- Gupta, Dipankar. (1991). *Social Stratification*. New Delhi: Oxford University Press.
- Jefferlot, C. (2000). The Rise of the Other Backward Classes in the Hindi Belt. *The Journal of Asian Studies*, 59(1), pp.86-108.
- Jaffrelot, Christophe. (2003) India's silent revolution: The rise of the lower castes in north India, London: Hurst & company.
- Jaffrelot, Christophe. (2009). *Dr. Ambedkar's Strategies against Untouchability and the Caste System*. Working Paper Series Volume III, No. 4. New Delhi: Indian Institute of Dalit Studies.
- Khanam, Azra. (2013). *Muslim Backward Classes: A Sociological Perspective*, New Delhi: Sage Publications.
- Phule, Jyotirao. (1873). *Slavery*
- Rege, Sharmila. (2013). *Against the Madness of Manu: B.R. Ambedkar's Writings on Brahmanical Patriarchy*. Delhi: Navayana
- Rodrigues, Valerian. 2004. *The Essential Writings of B.R. Ambedkar*. : New Delhi: Oxford University Press
- Rossides, Daniel. (1997), *Social Stratification - The Interplay of Class, Race, and Gender*. New Jersey, Prentice- Hall.
- Shah, Ghanshyam. (2004). *Social Movements in India*. Sage.
- Singh, Yogendra .(1999). *Social Stratification and Change in India*. New Delhi: Manohar
- Srinivas, M.N. (1966). *Social Change in Modern India*. University of California Press
- Tumin, Melvin M. (1953). Some Principles of Stratification: A Critical Analysis. *American Sociological Review*. 18(4):387-394
- Verma, Pavan (2007). *The Great Indian Middle Class*. Penguin.
- Walby, Sylvia. (1990). *Theorizing Patriarchy*. Oxford: Basil Blackwell
- Weber, Max. (1958). Class, Status and Party in Gerth, HH and C Wright Mills (ed) *From Max Weber: Essays in Sociology*. (pp.180-195). New York. Oxford University Press.
- Xaxa, V. (2008). *State, Society and Tribes*. Pearson Longman.

### **Additional Readings:**

- Appadurai, A. (1988). "Putting hierarchy in its place." *Cultural Anthropology* 3:36-49.
- Barber, Bernard and Alex, Inkeles (1971). *Stability and Social Change*. Little Brown and Company.
- Bhowmik, Sharit. (2009). *Street Vendors in the Global Urban Economy*. Routledge
- Crompton, Rosemary (1993) *The New Politics of Class Social Movements and Cultural Dynamics in Advanced Societies*. Sage.
- Damle, Y.B. ( 1968) Reference Group Theory with Regard to Mobility Castes in James Silverberg (ed.) *Social Mobility in the Caste System in India* . The Hague: Mouton.
- Lipset S.N. (1959) *Social Mobility in Industrial Society*,. California University Press
- Marx, Karl. (2001). Alienation and Social Class. In Grusky David. [ed]. *Social Stratification: Race, Class and Gender in Sociological Perspective*. Colorado:Westview Press.
- Mills, C Wright. (1956). *The Power Elite*. New York. Oxford University Press.
- Misra, BB. (1961). *The Indian Middle Classes*. Oxford University Press.
- Parkin Frank. (2001). Marxism and Class Theory: A bourgeois Critique in Grusky David. [ed]. *Social Stratification: Race, Class and Gender in Sociological Perspective*.(pp.162-177) .Colorado. Westview Press.
- Ram, Nandu (1988) *The Mobile Scheduled Caste: Rise of a New Middle Class*. Delhi: Hindustan Publishing House Corporation
- Rege, Sharmila. (2006). *Writing Caste/ Writing Gender: Reading Dalit Women's Testimonios*, Zubaan: New Delhi: Zubaan
- Sharma, K. L. (1997). *Social Stratification in India Issues and Themes*. New Delhi: Sage.
- Silverberg, James (ed.) (1968). *Social Mobility in the Caste System in India*. The Hague: Mouton
- Singer, Milton and B.S. Cohn (1968). *Structure and Change in India Society*, Chicago: Publishing Company
- Srinivas, M.N. (1996). *Caste: Its Twentieth Century Avatar*. New Delhi: Viking
- Washbrook, D. (1990). South Asia, the World System, and World Capitalism. *The Journal of Asian Studies* 49:479-508.
- Wright, Erik Olin. (1994). *Interrogating Inequality Essays on Class Analysis, Socialism and Marxism*. London, Verso. Chapter 1.
- Wright, Erik Olin.(2002). *Class Counts*. Cambridge University Press

**Course No.**  
**SOC 503**

**Course Title**  
**Sociology of Development (Core)**

**Credit**  
**4**

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objective:</i> This course would give an understanding of development in sociological literature. The first unit examines the emergence of the concept of development and distinguishes it from other related concepts. The next three units examines the conceptualizing and theorizing of development in sociology from different perspectives in reference to different socio-historical, economic and political settings. The last two units analyses the different deliberations on development in Indian context and concludes with the understanding of contemporary issues in the field of development in Indian context.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the idea of development in its historical context and the various conceptual perspectives on development
Unit-II	LO2	Explain the various theoretical approaches to the understanding of development
Unit-III	LO3	Explain the arguments of post-development theories
Unit-IV	LO4	Understand the debates concerning development in India with particular reference to the ideas of Nehru, Gandhi and Ambedkar. It will also help in critical interrogation of the disparity in development by looking at the situation of the marginalised social groups.
Unit-V	LO5	Articulate the different facets of globalisation and its encounter with diverse social groups

Note: LO- Learning Outcome

### **Evaluation:**

Total marks for the paper: 100 Marks (4 Credits)

The Breakup of marks:

- Class Participation/attendance: 10%
- Assignment/Presentations/Field Work/etc: 20%
- Mid-Semester Exam: 20 %
- End-Semester Exam: 50%

### **Unit 1. Introduction** (Total Lectures: 10)

(a) Historical background of the idea of development - End of colonialism; rise of nationalism in the Third World societies and the desire for development.

(b) Conceptual Perspectives on Development: Economic growth, Human development, Social development, Sustainable development

### **Unit 2. Theories of development** (Total Lectures: 14)

(a) Modernisation Theory (b) Failure of modernization approach; Critiques of Modernization (c) Socialist theories; (d) Dependency Theory and its Critiques (e) Limits to Growth thesis



**Unit 3: Post- Development theories** – Development as a Discourse (Total Lectures: 10)

**Unit 4. India' Development Debate** (Total Lectures: 14)

(a) Nehru, Gandhi, Ambedkar; (b) New Economic Policies – Disparities in development – Caste, Class, Tribe, Gender, Religion, Region, Minorities (c) Feminist perspectives of development

**Unit 5. Globalisation and Social Exclusion** (Total Lectures: 12)

Social exclusionary processes in the era of Globalization in India - Minorities, Development of the marginals, perspectives and challenges

**Essential Readings:**

- Alavi, H. and T. Shanin. (1982). *Introduction to the Sociology of Developing Societies*, Macmillan.
- Chalam, K. S. 2011. *Economic Reforms and Social Exclusion: Impact of Liberalization on Marginalized Groups in India*. New Delhi: Sage Publications (Chs.: 3, 5, 6, 7 & 8)
- Desai, A.R.: (1971): *Essays on Modernisation of Underdeveloped Societies*. Bombay:Thacker and Company Ltd, Vol I and II
- Eade D. & Ligteringen E. (2006). *Debating Development – NGOs and the Future*. Jaipur: Rawat Publications
- Escobar, Arturo. (1995). *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press.
- Esteva, Gustavo (1997) Development in Sachs, Wolfgang (ed.) *The Development Dictionary*, Hyderabad: Orient Longman.
- Frank, Andre Gunder (1971). *Capitalism and Underdevelopment in Latin America*. Penguin Books.
- Gandhi, MK :*On Trusteeship*
- Harcourt, Wendy. (2009) *Body Politics in Development*. Zed
- Inkeles, Alex .(1976). A Model of the Modern Man: Theoretical and Methodological Issues in Black, C.E. ed., *Comparative Modernisation*, The Free Press
- Kothari, Rajni: (1964): The Meaning of Jawaharlal Nehru. *The Economic Weekly*, Special Number July
- Latouche, Serge. (2009). *Farewell to Growth*. Cambridge: Polity press.
- Lerner, D. (1964). *The Passing of Traditional Society*
- Meadows, Donella H. et al (1974). *The Limits of Growth*, Pan Books
- Nathan, Dev and Virginius Xaxa (eds). 2014. *Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India*. New Delhi: Oxford University Press (Chs.: Introduction, 2, 18 & 19)
- Mohanty, C. T.. (1984). Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Boundary 2*, 12/ 13, 333–358. <http://doi.org/10.2307/302821>
- Pieterse, Jan Nederveen (2001). *Development Theory: Deconstructions/ Reconstructions*. New Delhi: Vistaar Publications.
- Preston, P. W. (1996). *Development Theory An Introduction*. Oxford: Blackwell

#### Publishers

- Rahnema, Majid and Bawtree, Victoria (eds.) (1997). *The Post-Development Reader*. London: Zed Books.
- Rahnema, Majid (1997): Participation. in Sachs, Wolfgang (ed). *The Development Dictionary*. Hyderabad: Orient Longman.
- Sachs, Wolfgang (ed.). (1997). *The Development Dictionary* Hyderabad: Orient Longman.
- Schumacher, E.F. (1977). *Small is Beautiful*. New Delhi: Radha Krishna
- Singha Roy, Debal K (ed), (2001), *Social Development and the Empowerment of Marginalized Groups*, Sage Publications, New Delhi
- Thorat S.K., (1998), *Ambedkar's Role in Economic Planning and Water Policy*, Shipra Publications, Delhi
- Wallerstein Immanuel, (1983), *Historical Capitalism*, Verso, London.

#### **Additional Readings:**

- Alexander, KC. (1994). *The Process of Development of Societies*, New Delhi: Sage.
- Blomstrons, M. and B. Hettne (1984). *Development Theory in Transition*. London: Zed
- Cooke, Bill and Uma Kothari (eds). 2001. *Participation: The New Tyranny?*, London: Zed Books.
- Dantwala, ML. (1964). Economic Ideology of Jawaharlal Nehru. *The Economic Weekly*. Special Number, July.
- Dreze Jean and SenAmartya, (2002). *India Development and Participation*. New Delhi: Oxford University Press.
- Freire, Paulo. (1996). *Pedagogy of the Oppressed*. Penguin Books.
- Hicky, Samuel and Giles Mohan (eds). (2004). *Participation: From Tyranny to Transformation?*, London: Zed Books.
- Illich, Ivan (1977). *Toward a History of Needs*. Bantam
- Moore, W. (1978). *Social Change*
- Rist, Gilbert. (2008). *The History of Development*. Zed Books
- Schuurman, Frans J. (2001) *Globalization and Development Studies*, New Delhi: Vistaar Publications
- Tipps, D.C. (1976) in Black ed. C.E. (ed.), *Comparative Modernisation*, The Free Press
- \_\_\_\_\_ (1973): "Modernization theory and Comparative Study of Societies – A Critical Perspective" in *Comparative Studies in Society and History*. Vol 15, No. 2. Cambridge University Press. pp. 199-226

**Course No.****Course Title****Credit****SOC- 504****Indian Society-II (Core)****4**

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Objectives of the Course:</i> This paper would introduce students to contemporary social processes in India. This would give a view of the interplay/intersectionality of structural/systemic aspects of society that are in operation. While we study the dynamics of social processes, it would also give the view of shaping/reshaping of the society. Debates on Reservations, Secularism, Communalism, Nationalism, etc., would demonstrate the manifestations of various structural/systemic aspects of Indian Society. Though the course would grapple with conceptualizations of various social processes but the emphasis is on to get a view of the inter-wovenness/intertwined structural/systemic complexities.		
<b>Learning Outcomes:</b> The course expands the sociological imagination of the students to understand and study the social processes at work shaping/reshaping Indian society. Students would be in a position to conceptualize the contingencies of the present social world. Students would be equipped to systematically understand the society which is drawn into the processes engendered by the constitutional processes to make/remake the society. Beyond the constitutional aspects, students' imagination is also drawn to understand systematically the nature of dynamics of politics, law, economy and social movements which are significant in the way social life responds to the processes		
Unit I	LO1	This unit helps students to understand the conceptualizations of nationalism and the associated contestations
Unit 2	LO2	This unit helps students to understand the conceptualizations of Communalisms and the associated contestations.
Unit 3	LO3	This unit helps students to understand the conceptualizations of Secularism and problems of its realization in India.
Unit 4	LO4	This unit helps students to understand the conceptualizations of affirmative action to various social categories.
Unit 5	LO5	This unit helps students to understand the role of contemporary social movements in shaping the Indian society.

**Modalities of the Course:**

Learning through this course would include lectures, critical reading sessions, writing assignments and examination-

- two internal assessments which consists of review of book/articles, discussion and presentations (20%), participation in the class (10%) and a written mid-term examination (20%).
- and the End Semester final examination (50 percent marks).

### **Unit I: Nationalism (15 hours)**

- Conceptualization of Nationalism; Sociology of Nationalism
- Historical and Social Preconditioning of Nationalism in India
  - Emergence of Anti-Colonial Nationalism and its Social conditioning
  - Emergence of Cultural and Political Nationalisms
  - Interplay of Economic and Political Nationalisms
  - Interplay of Cultural and Political-Communal Nationalisms

### **Unit II: Communalism (10 Hours)**

- Conceptualizations of communalism
- Colonial conditioning and Discourses of Communalism
- Nationalist Discourses on Communalisms and Debates on Representations
- Marxist Perspective, Constructivist Perspective, Anti-Modernist.

### **Unit III: Secularism (10 Hours)**

- What is Secularism?
- Secularism in Indian Context
  - Secularization of Society and Crisis of Secularism
  - Reactions to ideology of Secularism
  - Secularism and Minorities' Life-world and Rights

### **Unit IV: Reservation Policies for SC, ST, BC, Gender and Minorities (10 Hours)**

- Historical background of the debates on 'Representation' and 'Reservation'
- Reservation Policies in the Post-Independence Period
- Debates on Social Justice
- State and Social Justice
- Debates on Minority issues and Justice
- Contemporary Social Movements

### **Unit V: Dalit Ideology, Tribal Issues and Institutionalization of OBCs (15 Hours)**

- Struggles against Caste system and the conceptions of Emancipation/Liberation
- Forms of Atrocities and Discrimination
- Evolving reactions against Anti-Caste struggles
- Policies for Tribal Development
- Dispossession and the Tribal Life-World
- Reservation for OBCs in the institutions and business of State/Government
- Contemporary Social Movements

### **Essential Readings:**

Agrwaal, Ashok. et. al. (eds.) (2009). Justice and Law: The Limits of the Deliverables of Law, New Delhi: Sage Publications.

- Ahmad, A. (2002). *On Communalism and Globalization Offensives of the Far Right*. New Delhi: Three Essays Press.
- Aloysius, G. (1998). *Nationalism Without a Nation in India*. Delhi: OUP.
- Anderson, B. (2006). *Imagined Communities: Reflections on the origin and spread of Nationalism*. London: Verso (Revised edition).
- Bhargava, R. (Ed.) (1998). *Secularism and Its Critics*. Delhi: OUP
- Bidwai, P, Mukhia, H., Vanaik, A. (Eds.). (1996). *Religion, Religiosity and Communalism*. New Delhi: Manohar.
- Calhoun, Craig. 1997. *Nationalism*, Minneapolis: University of Minnesota Press.
- Chandra, B. (2008). *Communalism in Modern India*. New Delhi: Har-Anand Publishers Pvt., Ltd.
- Chatterjee, P. (1993). *The Nation and its Fragments: Colonial and Postcolonial Histories*. Princeton/New Jersey: Princeton University Press.
- Corbridge, S. (2000). Competing Inequalities: The Scheduled Tribes and the Reservation System in India's Jharkhand. *The Journal of Asian Studies*, 59(1), PP.62-85.
- Desai, A.R. (1966). *Social Background of Indian Nationalism*. Bombay: Popular Prakashan.
- Deshpande, S. (ed.) (2015). *The Problem of Caste*. Hyderabad: Orient Blackswan Private Limited.
- Deshpande, S. (2003). *Contemporary India: A Sociological View*. New Delhi: Viking.
- Engineer, A. A. (Ed.) 1992. *Politics of Confrontation The babri-Masjid Ramjanambhoomi Controversy Runs-Riot*. Delhi: Ajanta publications.
- Engineer, A. A.. (2004). *Communal Riots After Independence: A Comprehensive Account*. New Delhi: Shipra Publications.
- Engineer, A. A. (Ed.) (1991). *Communal Riots in Post-Independence India*. Hyderabad: Sangam Books India Pvt. Ltd.
- Fazal, Tanweer. (2015). 'Nation- State' and Minority Rights in India: Comparative perspectives on Muslim and Sikh identities, London & New York: Routledge.
- Fürer-Haimendorf, C. V. (1967). *The Position of Tribal Population in Modern India*. London: OUP.
- Galanter, M. (1984). *Competing Equalities: Law and the Backward Classes in India*, New Delhi: OUP.
- Gellner, Ernest. (1983). *Nations and Nationalism*. Oxford: Basil Blackwell.
- Gupta, D. (2002). Limits of Tolerance-Prospects of Secularism in India after Gujarat, No. 3, *EPW* November 16, 2002.

- Guru, G. (2000). *Dalits: Reflections on the Search for Inclusion*, Peter R. D.(Ed.) *Contemporary India- Transitions*, New Delhi: Sage Publication.
- Guru, G. et. al. (2000). *The Cracked Mirror: An Indian Debate on Experience and Theory*, New Delhi: OUP.
- (ed.) (2009). *Humiliation: Claims and Context*, New Delhi: OUP.
- Hansen, T. B. (1999). *The Saffron Wave: Democracy and Hindu Nationalism in Modern India*. Princeton/New Jersey: Princeton University Press.
- Hasan, M. (1979). *Nationalism and Communal Politics in India*. New Delhi: Manohar Publications.
- Illaiah. K. (2005). *Why I am not a Hindu*. Calcutta: Samya.
- Jacobson, G. J. (2003). *The Wheel of Law: India's Secularism in Comparative Constitutional Context*. New Delhi: OUP.
- Jaffrelot, Christophe. (2003) *India's silent revolution: The rise of the lower castes in north India*, London:Hurst & company.
- Jaffrelot, C. (2007). *Hindu Nationalism: A Reader*. Princeton/New Jersey: Princeton University Press.
- Jaffrelot, C. (2005). *Dr. Ambedkar and Untouchability: Analyzing and fighting Caste*. New Delhi: Permanent Black.
- Jefferlot, C. (2000). The Rise of the Other Backward Classes in the Hindi Belt. *The Journal of Asian Studies*, 59(1), pp.86-108.
- Khanam, Azra. (2013). *Muslim Backward Classes: A Sociological Perspective*, New Delhi: Sage Publications.
- Krishnan, P. S. (2018). *Social exclusion and Justice in India*, New York/London: Routledge.
- Kothari, R. (2002). Culture of Communalism in Gujarat. *Economic and Political Weekly*, November 30.
- Kumar, D. (1992). The Affirmative Action Debate in India. *Asian Survey*, 32(3), PP.290-302.
- Lobo, L. (2002). *Globalisation, Hindu Nationalism and Christians in India*. New Delhi: Rawat Publications.
- Madan, T.N. (1987). Secularism and its Place. *The Journal of Asian Studies*, 46. (4), PP.747-759.

- Madan, T.N. (1993). Whither Indian Secularism. *Modern Asian Studies*. 27(3), PP.667-697.
- Madan, T.N. (1997). *Modern Myths, Locked Minds: Secularism and Fundamentalism in India*. Delhi: OUP.
- Mathur. H.M (Ed.) (1977) *Anthropology in the Development Process*. New Delhi: Vikas Publishing House.
- Menon, N. (2000) Elusive Woman: Feminism and Women's Reservation Bill. *EPW*, 28 October, Vol. 35.
- Needham, A. D. and Rajan, R. S. (Eds.) (2007). *The Crisis of Secularism in India*. Ranikhet: Permanent Black.
- Ovichegan, Samson K. (2015). Faces of Discrimination in Higher Education in India: Quota policy, social justice and the Dalits, New York/London: Routledge.
- Pai, S. (2001). Dalit Assertion and the Unfinished Democratic Revolution-The BSP in UP. Delhi: Sage Publications.
- Pandey, G. (1992). *The Construction of Communalism in Colonial North India*. New Delhi: Oxford University Press.
- . 2001. Remembering Partition. Cambridge: Cambridge University Press.
- Pantham, T. (1997). Indian Secularism and Its Critics: Some Reflections. *The Review of Politics*, 59, pp 523-540.
- Prasad, Anirudh. (1998). Reservational Justice to Other Backward Classes (OBCs): Theoretical and Practical Issues, New Delhi: Deep & Deep Publications.
- Ramaswamy, G. and Bhukya, B. (2002). Lambadas: Changing Cultural Patterns. *EPW*, 20 April 2002.
- Roohi, Sanam. et. al. (eds.) (2009) Key Texts on Social Justice in India, New Delhi: Sage Publications.
- Singh, K.S. (1985). *Tribal society in India*. New Delhi: Manohar publication. Chapter 9 & 11  
The position of the tribal populations in modern India
- Vanaik, A. (1997). *Communalism Contested Religion, Modernity and Secularization*. New Delhi: Vistaar Publications.
- Veer, P. V. D. (2000). *Religious Nationalism Hindus and Muslims in India*. New Delhi: OUP.
- Verma, H. S. (ed.) (2005). The OBCs and the ruling classes in India, Jaipur: Rawat Publications.

- Wilkinson, S. I. (2005). *Votes and Violence: Electoral Competition and Communal Riots in India*. New York: Cambridge University Press.
- Xaxa, V. (2005). The Politics of Language, Religion and Identity: Tribes in India, *EPW*, 26 March 2005.
- (2008) *State, Society, and Tribes: Issues in Post-Colonial India*, New Delhi: Pearson Education India



**COURSE NO.****COURSE TITLE COURSE****CREDIT****SOC-521****SOCIOLOGY OF DIASPORA (Optional)****4**

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Science		
<i>Course Objective:</i> This course would help the students to understand the significance of the diaspora, clarify basic concepts and familiarize with different theories. The historical, social, political and economic context of India diaspora would be examined along with the various approaches to study diaspora. This paper is divided into two sections where the first section deals with the theorisation on diaspora in general and second section deals with the Indian diaspora in particular		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the idea of diaspora and the basic concepts that are fundamental in diaspora studies
Unit-II	LO2	Articulate the historical context of the Indian diasporas – precolonial, colonial and post-colonial period.
Unit-III	LO3	Explain the various perspectives on Indian diaspora
Unit-IV	LO4	Understand the debates and discourses on the issue of Indian diasporas
Unit-V	LO5	Delineate the connection between India and her diasporas – its socio-economic impacts.

Note: LO- Learning Outcome

**Aim &Outcome:****Didactics:** Lectures and assignments**Evaluation:** a mid-semester exam: 20%; a book/article review 20%, end semester exam 50%. And Class Participation: 10 %**COURSE OUTLINE:****Unit- I            Twenty hours**

Diaspora as an area and significance of academic study:

Basic concepts – migration and diaspora, transnationalism, multiculturalism, deterritorialisation, Hybridity and creolisation

Theories of Diaspora- Arjun Appadurai, Stuart Hall, Robin Cohen, Paul Gilroy and Saskia Sassen

**Unit-II            Ten Hours**

Historical background of the Indian diaspora: Pre-colonial, colonial and post-colonial,

Pre-colonial: Trade, and spread of religion — Colonial: The indentured system —

Postcolonial

### **Unit-III      Ten Hours**

Perspectives on Indian Diaspora: Regional, Religious, Caste and Gender

### **Unit- IV      Ten Hours**

Discourses on the Indian diaspora:

Brain drain and skill drain

Colonial — Nationalist — Contemporary and post-colonial

### **Unit – V      Ten Hours**

The social construction of the 'other' Indian:

The India connection of the diasporic Indians — The remittance economy and its socio-economic impact — The diasporic Indians: Policy issues

### **ESSENTIAL READINGS**

- Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalisation*. Minneapolis: University of Minnesota Press.
- Clarke, C. Ceri, P. and Steven, V. (Eds.). (1990): *South Asians Overseas*. Cambridge: Cambridge University Press.
- Gosine, M. (Ed.). (1994). *The East Indian odyssey: Dilemmas of a Migrant People*. New York: Windsor Press. Sociology 88
- Gilroy, P. (1993). *The Black Atlantic: Modernity and its Double Consciousness*. London: Verso
- Hall, S. (1995). Cultural Identity and Diaspora. In Bill A. et al. (Ed), *The Post-colonial Studies Reader (Second Edition)*. London: Routledge
- Jayaram, N. (2004). Introduction: The Study of Indian Diaspora. In N. J. (Ed.), *The Indian Diaspora: Dynamics of Migration*. New Delhi: Sage
- Jain, R. K. (1993). *Indian communities abroad: Themes and literature*. New Delhi: Manohar.
- Jayaram, N. (2004). The Dynamics of Language in Indian Diaspora. In N. J. (Ed.), *The Indian Diaspora: Dynamics of Migration*. New Delhi: Sage
- Jaffrelot, C. (2007). The Diaspora and Hindu Nationalism. In Christophe J. (Ed.), *Hindu Nationalism: A Reader*. Princeton: Princeton University Press.

- Jodhka, S. (2009). The Ravidasis of Punjab: Global Contours of Caste and Religious Strife, *Economic and Political Weekly*, 44 (24), 79-85.
- Kannabiran, K. (1998). Mapping Migration, Gender and Culture in Politics in the Indian Diaspora. *Economic and Political Weekly*, 33(41), 53-57.
- Khadria, B. (1990). Migration of Human Capital to United States. *Economic and Political Weekly*. 25 (32) ,1784-1794
- Kumar, V. (2004). Understanding Dalit Diaspora. *Economic and Political Weekly*, 39 (1), 114-116
- Kurian, G. T and Srivastava, R. P. (Eds.). (1983). *Overseas Indians: A study in Adaptation*. New Delhi: Vikas Publishing House.
- Niranjana, T. (1998). Left to the Imagination: Indian Nationalism and Female Sexuality in Trinidad. In Janaki N. and Mary E J. (Ed.). *A Question of Silence: The Sexual Economies of Modern India* (pp-111-138). London: Zed Books.
- Parekh, B. et al. (2003). *Culture and Economy in Indian Diaspora*. New York: Routledge.
- Rutten, M. and Patel, P. J (2007). Contested Family Relations and Government Policy: Linkages between Patel Migrants in Britain and India. In Gisbert O. (Ed.). *Global Indian Diasporas: Exploring Trajectories of Migration and Theory*. Amsterdam: Amsterdam University Press
- *Sociological Bulletin*. (1989). Special No. on “Indians abroad” (Guest ed.: S.L.Sharma) 38 (1).
- Sassen, S. (1998). *Globalisation and its Discontents*, New York: The New Press
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**COURSE NO****COURSE TITLE****CREDIT****SOC-522****ENTREPRENEURSHIP AND DEVELOPMENT (OPTIONAL)****4**

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of sociology/social sciences		
<i>Course Objective:</i> This course will familiarize students with the concepts and theories of entrepreneurship. With the main focus on the perspective that “an entrepreneur as an agent of social change”. It hopes to motivate students to initiate entrepreneurial activities.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Provide a conceptual framework in understanding Entrepreneurship and develop a historical perspective about Indian entrepreneurship.
Unit-II	LO2	Know about theories and approach in understanding entrepreneurship.
Unit-III	LO3	Analyze the relationship of entrepreneurship with other social institutions. Understand the role of different communities such as women, youth and the role of Diaspora in entrepreneurship.
Unit-IV	LO4	Explain the contemporary situation of Entrepreneurship in India and role of the state and other organizational interventions for entrepreneurship development in India.
Unit-V	LO5	Evaluate entrepreneurial performance, by critically analyzing the implementation strategies for handling challenges and getting training in managing new venture.

**Didactics:** Lectures and assignments**Evaluation:** a mid semester exam: 20 %; a book/article review / field exposure: 20%, class participation : 10%, and end semester exam: 50%**Unit-I : Ten Hours****Key Concept of Entrepreneurship:**

- A) Enterprise, Entrepreneur and Entrepreneurship
- B) History of Indian entrepreneurship
- C) Characteristics and types of Entrepreneur
- D) New generations of entrepreneurship viz. Social Entrepreneurship, Corporate Entrepreneurship, Rural Entrepreneurship, Agripreneurship, Edupreneurship, Health entrepreneurship, Tourism entrepreneurship, Women entrepreneurship etc.

**Unit-II Ten Hours****Theories and Approaches:**

- A) Organizational theories: Gandhian, Marxian, Weberian, Neo-Weberian, Durkheim, Karl Polanyi, Parsons, FW Taylor, Herzberg, McGregor, Maslow.

- B) Entrepreneurship Theories: Joseph Schumpeter- Types of Entrepreneurship, and David C. McClelland- Training for Entrepreneurial Motivation
- C) Interdisciplinary approach- Sociological, cultural, political, economic, cognitive and behavioural approach

### **Unit-III : Fifteen Hours**

#### **Social Structure and Entrepreneurship**

- A) Entrepreneurship and Social Institution: Demography; Family, Economy, Religion, Class, Caste, Race, and Ethnicity and Cluster approach
- B) Community based Entrepreneurship, Cultural Entrepreneurship, Regional Entrepreneurship, International Entrepreneurs: Diaspora and Immigrant Entrepreneurship
- C) Entrepreneurship among Marginal Groups: Scheduled Castes, Scheduled Tribes, Minority and Other Backward Classes
- D) Women Entrepreneurship and Youth Entrepreneurship

### **Unit-IV : Fifteen Hours**

#### **Entrepreneurship in India:**

- A) Entrepreneurship Framework / Conditions in India: Market openness, non- market forces, institutions and social network, physical infrastructure, cultural and social norms
- B) Emerging entrepreneurial Ecosystem and Ease of doing business. IPR and Legal Challenges.  
Problems of entrepreneurs – Reasons ,Sickness, and Remedies - Incentives and subsidies
- C) State intervention, Organization assistance and Support Institutions for Entrepreneurship Development – Industrial and Development Corporation, SIBDI, MSME, Khadi and village Industries, Industrial park, Special Economic Zone
- D) Emerging Issues: BRICS Nations, ASEAN, Globalisation and entrepreneurship, tradition, culture and entrepreneurship

### **Unit-V : Ten Hours**

#### **Evaluating Entrepreneurial Performance**

- A) Implementation Strategies: Crisis and Challenges in Managing New Venture
- B) Creativity, innovation, invention in new venture
- C) Training - in MSME's, vocational, soft skill, IT and computer and banking and finance training etc.
- D) Entrepreneurship an Implication for Social Change -Social Entrepreneurship (Arvind Eye Care, Ashoka Foundation, AjimPremji Foundation, Bill and Melinda Foundation, Jaipur Foot, Akshaya Patra, SEWA, Teach India, Micro-finance Institutions, Sulabh International etc.)

## ESSENTIAL READINGS

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### **ADDITIONAL READINGS**

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Bal, G. (1998). 'Communities and Culture in Entrepreneurship Development in India'. The Journal of Entrepreneurship, 7, (2).

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EDII Manuals for Business Idea Generation and Business Plan Preparation.

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- Peter F. Drucker (2009) “Innovation and Entrepreneurship”,Harper Collins
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- Portes, A. (ed.).(1995). Economic Sociology of Immigration: Essays on Network, Ethnicity and Entrepreneurship. New York. Russel Sage Foundation.
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- Robin Lowe, Sue Marriott (2012) "Enterprise: Entrepreneurship and Innovation: Concepts, Contexts and Commercialization"1e,Routledge,
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<b>COURSE NO</b>	<b>COURSE TITLE</b>	<b>CREDIT</b>
<b>SOC 524</b>	<b>Corporate Social Responsibility (Optional)</b>	<b>4</b>

*Pre-requisites for the Course:* Students should have basic knowledge of Social Sciences

*Course Objective:* This course will help students in getting acquainted with the concepts and context of Corporate Social Responsibility. Students will also gain knowledge about CSR, social audit for understanding social change.

On completion of the course, the students will be able to:

Unit-I	LO1	Understand concept of Corporate Social Responsibility. Know history and evolution of CSR at both international level and in Indian context.
Unit-II	LO2	Learn CSR Frameworks in India, legal provisions and specifications. Issues in Indian Economy, Corporate Governance and CSR in social development.
Unit-III	LO3	Design CSR policy and programmes, manage CSR in an organization and understand role of civil society.
Unit-IV	LO4	Understand implementation of CSR through Case Studies. Learn Social Impact Assessment and CSR Audit. Success and failure of CSR initiatives.

Method of Teaching: Lectures, case studies, Seminars, Tutorials and Guest Speakers.  
The assessment would be on a continuous basis.

**Evaluation:** a mid semester exam: 20 %; a book/article review / field exposure: 20%,  
class participation : 10%, and end semester exam: 50%

## **Course Content**

### **Unit I (10 hours)**

#### **Concept and Context**

- A) Corporate Social Responsibility – Concept and significance
- B) History and Evolution of CSR - International Frameworks and Indian context - a moral and a rational argument for CSR
- C) Strategic context of CSR – Carroll’s Model of CSR (Pyramid of CSR)
- D) Globalization and CSR

### **Unit II (15 hours)**

- A) Issues in Indian Economy and Social Development

- B) Government Expectations, Roles and Responsibilities
- C) Indian CSR Framework (Pre Companies Bill 2012), Companies Act 2013
- D) CSR in India: Legal provisions and specifications on CSR
- E) Stakeholders and perspectives - interest Groups Related to CSR
- F) Corporate Governance and CSR

### **Unit III (15 hours)**

- A) Designing a CSR policy, projects and programmes and Factors influencing CSR policy
- B) Global Recognitions of CSR formulated by UN Global Compact – UNDP, Global Reporting Initiative.
- C) Managing CSR in an organization, Role of HR Professionals in CSR,
- D) Role of Civil Society

### **Unit IV (20 hours)**

- A) Implementing CSR – CSR in the marketplace, CSR in the workplace, CSR in the community and, CSR in the ecological environment
- B) Case Studies: Lifebuoy Soaps' Swasthya Chetna, ITC's e-Choupal venture, Titan Industries Limited, Tata Power, TCCI (Tata Council for Community Initiatives), Tata Model on CSR – National CSR HUB, TISS Mumbai
- C) Social Impact Assessment and CSR Audit – social medicine and community health, education, environment, leadership, women empowerment, rehabilitation of disability, communication, sustainable Development etc.
- D) Success and failure with CSR initiatives – CSR Awards in India – Role of Social Entrepreneurs and social workers in CSR

### **Readings**

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Koner, S. (2017). Social audit and accounting in India-An over view. *International Journal of Research in Social Sciences*, 7(11), 327-335.

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## SEMESTER IV COURSES

COURSE NO	COURSE TITLE	CREDIT
<b>SOC-551</b>	<b>SOCIAL EXCLUSION AND INCLUSIVE POLICY (CORE)</b>	<b>4</b>

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of sociology.		
<i>Course Objective:</i> This course introduces to the concept and context of social exclusion from diverse theoretical perspectives and methodological approaches. The course would familiarize students with the social structures, institutions, agencies and processes involved in the social exclusion and inclusion.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand histories and meanings of social exclusion. Learn conceptual and theoretical frameworks of social exclusion.
Unit-II	LO2	Learn tools and techniques for measuring levels and degrees of social exclusion
Unit-III	LO3	Contextualize of social exclusion at individual and collective level in all spheres of life.
Unit-IV	LO4	Explain social institutions and systems involved in social exclusionary practices.
Unit-V	LO5	Analyze the role of inclusive measures in creating social change and mobility.

**Didactics:** Lectures and assignments

**Evaluation:** a mid semester exam: 20 %; a book/article review: 20%, class participation : 10%, and end semester exam: 50%

### **UNIT: 1 :Ten Hours**

Social Exclusion: Histories and Meanings, Concepts and Theories

- A) Discrimination, deprivation inequality, marginality and exclusion,
- B) Capabilities and Entitlements, Social Welfare and Wellbeing, Social Justice and Rights
- C) Thoretico-analytical framework for various issues

### **UNIT: 2 :Ten Hours**

Methodology in Social Exclusion Studies

- A) Tools and Techniques
- B) Measurement: Levels and Degrees of Social Exclusion

### **UNIT: 3 :Ten Hours**

Contextualisation of Social Exclusion

- A) Individual and Collectivity
- B) Socio-cultural Economic Political Spheres

#### **UNIT: 4 :Fifteen Hours**

Institution and System of Social Exclusion

Caste, Tribe, Class, Race, Religion, Ethnicity, Minority, Gender variance, disability, region.

#### **UNIT : 5 Fifteen Hours**

From Exclusion to Inclusion: Critiques

A) Role of Social Movements, Civil Society, State- Legislations, Policies and Programmes

B) Emergence of Inclusive society: Participation in Societal Spheres

C) Change and Mobility

#### **ESSENTIAL READINGS**

Bryne, D. (2006). *Social Exclusion*. London. Open University Press

Chakravarti, U. (2006). *Gendering Caste Through a Feminist Lens*. Calcutta. Stree

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Sen, A. (2007). *Social Exclusion: Concept, Application and Scrutiny*. New Delhi. Critical Quest

Sen, Amartya (1973), "Poverty, inequality and unemployment: Some conceptual issues in measurement". *Economic and Political Weekly*, Special number.

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Thorat S. and Kumar, N. (2008), *B. R. Ambedkar's Perspectives on Social Exclusion and Inclusive Policies*. New Delhi. Oxford University Press.

Varma, H.S., eds., (2005). *The OBCs and the Dynamics of Social Exclusion in India*. New Delhi. Serials

### **ADDITIONAL READINGS**

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Appasamy, P., Guhan, S., Hema, R., (et al) (1996). 'Social Exclusion from a Welfare Rights Perspective in India'. International Institute for Labour Studies and United Nations Development Programme, Research Series. 106, Geneva: ILO Publications

Atkinson, A. B. (1998) 'Social Exclusion, Poverty and Unemployment' in J. Hills, eds. *Exclusion, Employment and Opportunity*, London: Centre for Analysis of Social Exclusion (CASE). London School of Economics

Brass, P. R. (1991). *Ethnicity and Nationalism: Theory and Comparison*. New Delhi. Sage

Furber-Haimendorf, (1982). *Tribes of India*. Delhi. Oxford, Christof Von.

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Sheth, D. L., (2004). 'Caste, Ethnicity and Exclusion in South Asia: The Role of Affirmative Action Policies in Building Inclusive Societies'. *Occasional Paper*, New York. UNDP, Human Development Report Office

Silver, H. (1994). 'Social Exclusion and Social Solidarity: Three Paradigms'. *International Labour Review*, 133 (5-6).

**Course No****Course Title****Credit****SOC-553****Urban Sociology (Core)****4**

*Pre-requisites for the Course:* Students should have basic knowledge of Sociology/Social Sciences

*Objectives of the Course:* Urban Sociology is as old as Sociology itself. Encountering modernity in the form of city gave rise to one of the major fields of studies within Sociology. Modern city and the scale of urbanization of the modern times do not have any precedents in the history. Understanding social life and relationships in the urbanizing world, viewing the city as part of systems of production like viz., capitalism, the changing nature of forms of urban life (in terms evolving city in last 200 years viz., differences between modern city of 19<sup>th</sup> century is markedly different from the 20<sup>th</sup> century though with certain continuities), the social processes which shape the city and so on, are significant. This paper would address the spatial-turn in sociology. The paper introduces various theoretical perspectives which have been evolving for more than hundred years.

**Learning Outcomes:** The course of Urban Sociology equips students with wide-ranging conceptual resources to understand the rapidly changing world. Rapidly Urbanizing world poses theoretical and methodological challenges for systematic understanding. Urban Sociology presents to the students not only theoretical resources, but also wide array of empirical resources which are global in nature. Thus giving exposure to cross-cultural understanding of urban societies. Urbanizing societies are synonymous with modernizing societies, the pace of changes in these societies are propelled by technologies and globalization. This paper exposes students to understand the rapid changes in the economy, politics, technologies and society. The course enables the students to understand the social systems in flux caught in the welter of technologies and globalization.

<b>Unit I</b>	<b>LO1</b>	This unit helps students to understand the different theoretical perspectives of urban phenomenon.
<b>Unit II</b>	<b>LO2</b>	This unit helps students to understand the conceptualizations of New Urban Sociology
<b>Unit III</b>	<b>LO3</b>	This unit helps students to understand the Post-modern approaches to Urban phenomena.
<b>Unit IV</b>	<b>LO4</b>	This unit helps students to understand the conceptualizations of role of Globalization and Technologies in determining the urban phenomena.
<b>Unit V</b>	<b>LO5</b>	This unit helps students to understand the conceptualizations of social stratification and marginality in the urban systems.

**Modalities of the Course:**

Learning through this course would include lectures, critical reading sessions, writing assignments and examination-

- two internal assessments which consists of review of book/articles, discussion and presentations (20%), participation in the class (10%) and a written mid-term examination (20%).

- and the End Semester final examination (50 percent marks).

### **Unit I: Classical Urban Sociology- Approaches to Urban Phenomena (10 Hours)**

- a) Marxian
- b) Weberian
- c) Socio-psychological
- d) Cultural
- e) Chicago/Ecological approach
- f) New Urban Sociology- Debates on Urban, Urbanization, Space, Stratification, the World and People

### **Unit II: Neo-Marxian and Neo-Weberian approaches: (20 hours)**

- a) Urbanism and Urban Culture as ideological formulation- The myth of Urban
- b) Historical Processes of Urban Phenomena
- c) Formation of Metropolitan Regions
- d) Articulation of Urban System as form of Capitalist Formation
- e) Collective Consumption
- f) Built Environment and Overaccumulation Crisis- Primary and Secondary Circuits of Capital
- g) Debates on Space
- h) Time, Space and Money
- i) Authority, Bureaucracy and Managerialism
- j) Social Structure, Spatial Structure and Inequalities in the City
- k) Communities and Conflicts in the City
- l) Place and Socio-Political Identification
- m) Urban Participation and Social Order

### **Unit III: Eclectic Socio-spatial Approaches to City (10 Hours)**

- a) Dialectics of Space: Production of Space and the Social Space
- b) Right to the City
- c) Social Production of Urban Space: Socio-Spatial Perspective
- d) Trialectics of Space

### **Unit IV: Globalization and Cities (10 Hours)**

- a) Urban Sociology in the Context of Globalization
- b) Command and Control Functions of the Global Cities
- c) Globalization and Urbanization in the Developing World

- d) Globalization and Reconfiguration of Urban regions: Cities and Communities in the global Context
- e) Network Urban Society: Informational Mode of Development and the City

### **Unit V: Urban Marginality (10 Hours)**

- a) Marginal Spaces: Slums, Shantytowns, Ghetto, etc., Definitions, Typologies and Conceptualizations, Global Census of Slums
- b) Spaces of Hope and Despair
- c) Civic Bodies- Space of Difference and Indifference
- d) Tools to Rethinking Marginality: Violence From Below- Deproletarianization, Relegation and Stigmatization, Political Alienation and Mechanisms of Penalization, Challenges to Citizenship
- e) Laissez Faire State and Advancing Marginality

### **Essential Readings:**

Champion, T. and Hugo, G. (ed), (2004). *New Forms of Urbanization- Beyond the Urban-Rural Dichotomy*. Aldershot: Ashgate Publishing Limited.

Clark, D. (1996). *Urban World/Global City*. London/New York: Routledge.

Davis, M. (2006). *Planet of Slums*. London/New York: Verso.

Desai, A. R. & Pillai S, D.(eds.) (1991). *Slums and Urbanization*. Popular Prakashan: Bombay.

Gottdiener, M. & Budd, L. (2005). *Key Concepts in Urban Studies*. London/Thousand Oaks, and New Delhi: Sage Publications.

Gottdiener, M. & Hutchinson, R. (2011). *The New Urban Sociology*. Boulder: Westview Press.

Heitzman, J. (2004). *Network City: Planning the Information Society in Bangalore*. Delhi: Oxford University Press.

Hust, E. & Mann, M. (eds.) (2005). *Urbanization and Governance in India*. New Delhi: Manohar.

Hutchison, R. (ed.) (2010). *Encyclopedia of Urban Studies*. London/New Delhi/Washington DC/Singapore/Los Angeles: Sage Publications.

Katznelson, I. (1993). *Marxism and the City*. Oxford: Clarendon Press.

Kleniewski, N. (ed.) 2005. *Cities and Society*. Massachusetts/Oxford: Blackwell Publishing.

Lefebvre, H. (Eleonore Kofman & Elizabeth Lebas, eds.) (1996). *Writings on Cities*. Massachusetts/Blackwell Publishers.

- LeGates, R. T. & Stout, F. (Eds.) (1996). *The City Reader*. London/New York: Routledge.
- Nair, J. (2005). *The Promise of the Metropolis: Bangalore's Twentieth Century*. Delhi: Oxford University Press.
- Pacione, M. (ed.) (2002). *The City: Critical Concepts in the Social Sciences*. New York/London: Routledge (Vols. I-V).
- Paddison, R. (ed.) (2001). *Handbook of Urban Studies*. London/Thousand Oaks/New Delhi: Sage Publications.
- Pahl, R. E. (ed.) (1968). *Readings in Urban Sociology*. Oxford/New York: Pergamon Press.
- Parker, S. (2004) *Urban Theory and the Urban Experience: Encountering the City* London/New York: Routledge.
- Patel, S. & Deb, K. (eds.) (2006). *Urban Studies*. Delhi: OUP.
- Rex, J. & Moore, R. (1973). *Race, Community and Conflict: A Study of Sparkbrook*. London/New York: Oxford University Press.
- Roy, A. & Ong, A. (eds.) (2011). *Asian Experiments and the Art of Being Global*. West Sussex: Wiley-Blackwell.
- Saunders, P. (1981). *Social Theory and the Urban Question*. London: Hutchinson & Co.
- Savage, M. & Warde, A. (1993). *Urban Sociology, Capitalism and Modernity*. Hampshire/London: The Macmillan Press Ltd.
- Sennett, R. (ed.), 1969, *Classic Essays on The Culture of Cities*. New York: Appleton-Century-Crofts.
- Sennett, R. (1994). *Flesh and Stone: The Body and the City in Western Civilization*. New York/London: W. W. Norton & Company.
- Wacquant, L. (2008). *Urban Outcasts: A Comparative Sociology of Advanced Marginality*. Cambridge/Massachusetts: Polity.

### **Additional Readings:**

- Castells, M. (1974). Theory and Ideology in Urban Sociology. In *Urban Sociology: Critical Essays*. Ed. C. G. Pickvance. London:Tavistock.
- Castells, M. (1977). *The Urban Question: A Marxist Approach*. London: Edward Arnold.
- Castells, M. (1978). *City, Class and Power*. New York: Macmillan.

- Castells, M. (1996). *The Informational City: Information Technologies, Economic Restructuring, and the Urban-Regional Process*. Oxford/Massachusetts: Blackwell Publishers.
- Gottdiener, M. (1994). *The Social Production of Urban Space*. Austin: University of Texas Press.
- Harvey, D. (1985). *Consciousness and the Urban Experience*. Oxford: Basil Blackwell.
- Harvey, D. (1985). *The Urbanization of Capital*. Oxford: Basil Blackwell.
- Harvey, D. (2009) *Social Justice and the City-Revised Edition*, Athens: The University of Georgia Press.
- Lefebvre, H. (1991). *The Production of Space*. Oxford/Cambridge. Mass: Blackwell.
- Sassen, S. (1991). *The Global City: London, New York, and Tokyo*. New Jersey/Oxford: Princeton University Press.
- Sassen, S. (2000). New Frontiers Facing Urban Sociology at The Millennium. *The British Journal of Sociology*, Jan/Mar.Vol.51, Issue No. 1.
- Soja, E. (1989). *Postmodern Geographies: the Reassertion of Space in Critical Social Theory*. London: Verso.

**COURSE NO.****COURSE TITLE****CREDIT****SOC-571****Tribal Studies in India (Optional)****4**

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of Sociology/Social Sciences		
<i>Course Objective:</i> This paper/course offers insights into tribal lifeways and life-worlds. The course provides an exploration of the meanings of the concept tribe and the context in which the term is understood and used in Indian context. The important aspects of the social, cultural, economic and political life of the tribals are also examined. The issues and problems concerning tribals and their collective mobilizations– both during the colonial and post-independent period – are also examined. The diverse approaches to tribal welfare, constitutional safeguards, and the role of the state and NGOs in shaping tribal development are also explored.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the basic concepts that are fundamental in tribal studies
Unit-II	LO2	Explain the fundamental characteristics of tribes in terms of their geographical distribution, racial classifications and socio-economic conditions
Unit-III	LO3	Explain the various socio-economic problems of tribal communities
Unit-IV	LO4	Differentiate the various tribal movements in India both during colonial and post-colonial period
Unit-V	LO5	Understand the various approaches to tribal development and the measures adopted by the Indian state for tribal development

Note: LO- Learning Outcome

**Evaluation:****The Breakup of marks:**

- Class Participation/attendance: 10%
- Assignment/Presentations: 20%
- Mid-Semester Exam: 20 %
- End-Semester Exam: 50%

**Unit - 1 Introduction****10 Hours**

Importance of Tribal Studies; Tribe: Meaning, Nature, Scope; Tribe, Ethnicity, Caste, Race and Tribe; Concept of Tribe in Indian Context; Adivasi/Tribes as Indigenous Peoples

**Unit-2 Tribes in India****10 Hours**

Classification of Tribes: Racial, Linguistic Affiliation, Economy, Geographical Distribution; Denotified Tribe and Nomadic Tribe; Vulnerable Tribal Groups; Tribal Institutions: Marriage, Kinship, Religion; Features of Tribal Economy; Traditional Political Structure; Customary Laws; Indigenous Knowledge, Intellectual Property Rights; Social Change among Tribals; Social Differentiation among Tribes



**Unit-3                      Tribal Problems in India                      10 Hours**

Problems of Land Alienation and Agriculture; Social and Economic Backwardness; Illiteracy; Indebtedness; Social Backwardness; Tribes and Forest Interaction; Exploitation of Natural Resources and Tribes

**Unit 4                      Tribal Movements in India                      15 Hours**

Tribal Consciousness and Collective Mobilisations: Pre-Independence and Post-Independence India; Tribal Anti-Colonial Movements; Religious and Social Reform Movements; Sub-nationalist movements; insurgency movements; Movements around issues of forests rights, environment, development and displacements.

**Unit 5                      State Policy, Tribal Welfare and Development   15 Hours**

Pre-Independence and post-Independence approaches to tribal development: isolationist, assimilationist, and integrationist; Constitutional /Safeguards and Provisions; Tribal Development Programmes; Affirmative Action Programmes in Education and Jobs; National Commission for Scheduled Tribes; Role of Missionaries and voluntary organizations.

**Essential Readings:**

Bose, A, Nangbri, T. & Kumar, N. (eds.) (1990). *Tribal Demography and Development in North-East India*. New Delhi: B. R. Publishing.

Baviskar, A. (1995): *In the Belly of the River: Tribal Conflicts Over Development in the Narmada Valley*. Delhi: Oxford University Press.

Burman, B. K. R. (1994). *Indigenous and tribal peoples: Gathering mist and new horizon*. New Delhi: Mittal Publications.

Doshi, S. L. (1997). *Emerging Tribal Image*. Jaipur: Rawat Publications.

Devy, G.N. (2009). *The Oxford India Elwin*. New Delhi: Oxford University Press

Furer-Haimendorf, C.V. (1991). *Tribes of India: Struggles for Survival*. New Delhi: Oxford University Press.

Ghurye, G.S. (1963). *The Scheduled Tribes*. Bombay: Popular Prakashan.

Hardiman, D. (1987). *The Coming of the Devi: Adivasi Assertion in Western India*. Delhi: Oxford University Press.

Kumar, D. B., Pfeffer, G. (2002). *Contemporary Society Tribal Studies: The Concept of Tribal Society*. New Delhi: Concept Publishing House.

Mehta, P.L. (1991). *Constitutional Protection to Scheduled Tribes in India in Retrospect and Prospect*. New Delhi: H.K Publishers.

Meena, R. (2007). Urban Denotified Tribes: Competing Identities, Contested Citizenship. *Economic and Political Weekly*, 42, no. 59-64.

Nathan, D. & Xaxa, V. (2015). *Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India*. New Delhi: Oxford University Press.

Singh, K.P. (1988). *Tribal Development in India*. New Delhi: Uppal, 1988.

Singh, K.S. (ed.). (1972). *Tribal Situation in India*. Shimla: Indian Institute of Advanced Study.

Singh, K.S. (1982). *Tribal Movements in India Vol. I & II*. New Delhi: Manohar Publishers.

Singh, K.S. (ed.). (1982). *Economies of Tribes and their Transformation*. New Delhi: Concept Publishing House.

Singh, K.S. (ed.). (1998). *Tribal Society in India: A Historical Approach*. New Delhi: Manohar Publishers.

Singh, K. S. (1994). *The Scheduled Tribes, People of India*. New Delhi: Oxford University Press.

Singh, K. S. *The Scheduled Tribes, People of India*, National series, Vol. III, (New Delhi: Oxford University Press, 1994).

Upreti, H.C. (2007). *Indian Tribes: Then and Now*. Jaipur: Pointer Publishers.

Xaxa, V. (2005). The Politics of Language, Religion and Identity: Tribes in India, *Economic and Political Weekly*, 40, no. 13, 1363-1370.

Xaxa, V. (2008). *State, Society, and Tribes: Issues in Post-colonial India*. New Delhi: Pearson Education.

### **Additional Readings:**

Baruah, S. (2005). *Durable Disorder: Understanding the Politics of Northeast India*. Delhi: Oxford University Press.

Baviskar, A. (2004). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Delhi: Oxford University Press.

Chaube, S. (1999). *Hill Politics in North-East India*. Delhi: Orient Longman.

Choudhury, S. N. (ed.). (2013). *Globalization, National Development and Tribal Identity*. Jaipur: Rawat Publications.

Gupta, S. K., Sharma, V. P. & Sharda, N. K. (eds). (1998). *N. K. Tribal Development, Appraisal and Alternatives*. New Delhi: Indus Publishing Company.

- Narwani, G.S. (2004). *Tribal Laws in India*. Jaipur: Rawat Publications.
- Misra, U. (2000). *The Periphery Strikes Back: Challenges to the Nation-States in Assam and Nagaland*. Shimla: Indian Institute of Advanced Study.
- Ramdas, R. (2009). *Tribal Land Alienation and Political Movements: Socio-Economic Patterns from South India*. Cambridge: Cambridge Scholars Publishing.
- Sharma, C. K. (2000). Assam: Tribal Land Alienation: Government's Role. *Economic and Political Weekly*, 36, no. 52, 4791-4795.
- Sahay, B.N. (1997). Approach to Tribal Welfare. *Yojana*, 41, no. 1.
- Sisodia, Y. S. (1999). *Political Consciousness among Tribals*. Jaipur: Rawat Publications.
- Vidyarthi, L.P. (ed.). (1981). *Tribal Development and its Administration*. New Delhi: Concept Publishing Company.

**COURSE NO****SOC- 573****COURSE TITLE****Sociology of Environment (Optional)****CREDIT****4**

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of social sciences.		
<i>Course Objective:</i> The course attempts to help students understand key issues, perspectives and debates in sociology of environment. It tries to interrogate the responses and responsibilities of state, international agencies and civil society towards environmental issues. The course hopes to enable students to critically analyze inter-linkages of environment with other social and economic issues.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the basic concepts in environmental sociology and track the history of modern environmentalism.
Unit-II	LO2	Track the key debates in environmental sociology concerning environment, development, sustainability and climate change.
Unit-III	LO3	Get a broader view about major environmental issues concerning land, forest, water, food, air and tourism.
Unit-IV	LO4	Provide a comprehensive perspective on diverse theoretical approaches to study environment.
Unit-V	LO5	Explain diverse environmental movements at national and international level, their interventions; and the formulation of environmental laws and policies.

Note: LO- Learning Outcome

**Didactics:** Lectures, Book Review/article review, Documentary screening.

**Evaluation:** Mid-semester examination (20%), Assignment/Seminar presentation (20%), Class participation (10%) and End semester examination (50%).

Unit –I- Basic Concepts of in Environmental Sociology and tracing its history (12 Hours)

- a) Basic Concepts: Changing Human Environment Relationship, Ecosystem, Human Ecology, Political Ecology, Sustainability.
- b) Modern Environmentalism:
  - i) Origin of Modern Environmentalism
  - ii) New Paradigm of Environmentalism of Sixties
  - iii) Environmentalism as a Part of Larger Social Critique

Unit-II- Key Debates in environmental sociology: (10 Hours)

- a) Environment and Development Debate
- b) Population and Sustainability Debate
- c) Climate Change

### Unit-III- Major Environmental Issues (13 Hours)

- a) Land (Green Revolution, shrinking of the commons and its effects on poor, SEZ and its impact on people)
- b) Forest (Colonial forest policy, mining, forest and industrial growth, monoculture, rights over forest resources)
- c) Water (unequal distribution of water, depletion of water, big dams),
- d) Food (Genetically modified food)
- e) Air
- f) Tourism

### Unit IV- Approaches to Study Environment: (15)

- a) Gandhian
- b) Ecological Marxism
- c) Social Constructionism
- d) Realism
- e) Appropriate Technology
- f) Deep Ecology
- g) Ecofeminism
- h) Caste Perspective

### Unit V- Environment Movements, State and International Agencies: (10)

- a) Transnational organization and unequal ecological exchange
- b) Environment Movements in India: Chipko, Narmada Bachao Andolan, Silent Vally, Save Western ghats, POSCO, Niyamgiri
- c) Environmental NGOs and civil society
- d) Environmental Laws and State policies

### **Essential Readings:**

Baviskar, A. (2005). *In the Belly of the River: Tribal Conflicts Over Development in the Narmada Vally*, New Delhi: OUP.

Agarwal, B. (2001). Participatory Exclusions, Community Forestry and Gender: An analysis of South Asia and a Conceptual Framework, *World Development*, Vol-29 (10): 1623-1648.

Agarwal, Bina (2010). *Gender and Green Governance: Political Economy of Women's Presence Within and Beyond Community Forestry*. Oxford University Press.

Breitmeier, H. and Rittberger, V. (2000). Environmental NGOs in an emerging global civil society, in P.S Chasek (ed) *The Global Environment in the Twenty First Century*:

*Prospects for International Cooperation*. New York: United Nations University Press. Pp-130-163.

Barry, J. (1999). *Environment and Social Theory*, Routledge.

Bryant, R.L. (1997). Beyond the Impasse: The Power of Political ecology in Third World Environmental Research, *Area*, 29 (1): 5-19.

Catton, W. R. JR. (1994). Foundations of Human Ecology, *Sociological Perspectives*, 37 (1): 75-95.

Foster, J.B. (1995). Marx and Ecology, *Monthly Review*, Vol. 47: 108-124.

Gottlieb, R. (2005). *The Transformation of the American Environment Movement*, Washington DC: Island Press.

Guha, R. (2000). *Environmentalism: A Global History*, New York: Longman. (Chapter 3 and 5).

Laska, S.B. (1993). Environmental Sociology and the State of Discipline. *Social Forces*, 72 (1): 1-17.

Gadgil, M. and Guha, R. (1996). *Ecology and equity: The Use and Abuse of Nature in Contemporary India*, New Delhi: OUP.

Merchant, C. (2014). *Earthcare: Women and the Environment*, Routledge.

Merchant, C. (2014). The Scientific Revolution and the Death of Nature, *Focus*, 97: 513-533.

Moolakkattu, J. S. (2010). Gandhi as a Human Ecologist, *Journal of Human Ecology*, Vol. 29, No. 3, pp-151-158.

Omvedt, G. (1995). *Dalit Visions: Anti-Caste Movement and the Construction of an Indian Identity*. Hyderabad: Orient Longman.

Prasad, P M (2006), Environment Protection: Role of Regulatory System in India, *Economic and Political Weekly* April 1, 2006, p.1728.

Redclift, M. R and Woodgate, G. (2010): *The International Handbook of Environmental Sociology*, Edward Elgar Publishing Limited.

Rice, J. (2009). The Transnational Organization of Production and Uneven Environmental Degradation and Change in the World Economy, *International Journal of Comparative Sociology*, Vol-50 (3-4): 215-236.

Roberts T.J and B.C. (2009). Ecologically Unequal Exchange, Ecological Debt and Climate Justice: The History and Implications of Three Related Ideas for a New Social Movement. *International Journal of Comparative Sociology*, Vol-50 (3-4): 385-409.

Sanjay Upadhyay and Videh Upadhyay (2002), 'Handbook on Environmental Law: Forest Laws, Wild Life Laws and the Environment', Volume 1, New Delhi: The LexisNexis Group of Companies.

Skaria, Ajay (2001). Hybrid Histories: Forests, Frontiers and Wildness in Western India. Oxford University Press.

Vandermeer, J. (1998). The Tragedy of the Commons: The Meaning and the Metaphor, *Science and Society*, Vol-60 (3): 290-306.

Wapner, P. (1996). *Environmental Activism and World Civic Politics*. Albany: SUNY Press.

### **Additional Readings:**

Davis, M. 1998). *Ecology of Fear: Los Angeles and the Imagination of Disaster*. New York: Metropolitan Books.

Ehrlich, P. (1969). *The Population Bomb*. San Francisco: Sierra Club.

Foster, J. B. (1994). *The Vulnerable Planet: A Short Economic History of the Environment*. New York: Monthly Review Press.

Freudenberg, W. and Gramling, R. (1989). The Emergence of Environmental Sociology. *Sociological Inquiry*. Vol.59: 439-452.

Guha, R. (1994): *Social Ecology*, New Delhi: Oxford University Press.

Hardin, G. (1968). The Tragedy of the Commons. *Science* Vol-162: 1243-1248.

Karliner, J. (1997). *The Corporate Planet: Ecology and Politics in the Age of Globalization*. San Francisco: Sierra Club Books.

Merchant, C. (2005). *Radical Ecology: The Search for a Livable World*. Routledge.

Pathak, R.P (2004). Environmental Challenges and Gandhian Solution. *Indian Journal of Political Science*. Vol.65, No-3, Pp.367-376.

Redclift, M. R and Woodgate, G. (2005). *New Developments in Environmental Sociology*. Cambridge University Press.

Philippe Cullet and Sujith Koonan (ed.) (2019). *Research Handbook on Law, Environment and the Global South*. Edward Elgar Publishing.

COURSE NO	COURSE TITLE	CREDIT
SOC- 574	SOCIOLOGY OF HEALTH (Optional)	4

<i>Pre-requisites for the Course:</i> Students should have basic knowledge of social sciences.		
<i>Course Objective:</i> This course aims to provide various perspectives in understanding the relation between medicine, health, and development. The course is expected to offer a comprehensive picture of critical issues involved with health care.		
On completion of the course, the students will be able to:		
Unit-I	LO1	Understand the history of development of medicine in the Western world and develop a critical perspective in defining 'health'.
Unit-II	LO2	Get a broader perspective on diverse theoretical approaches in understanding health.
Unit-III	LO3	Explain about the way 'body' is conceived, theorized and normalized.
Unit-IV	LO4	Provide a comprehensive perspective on health care development in pre-independent India, the initial decades of post independent India and during neo-liberal era.
Unit-V	LO5	Analyze health policies and programmes introduced in India at different times, and the issues and concerns of the health movements.

Note: LO- Learning Outcome

**Didactics:** Lectures and Assignments

**Evaluation:** Semester end exam: 50%, Mid semester exam: 20%, Class Participation: 10 % and Assignment: 20%

COURSE OUTLINE:

### **Unit- I: 10 Hours**

#### **Biomedicine:**

Defining Health- Social Model of Health, How Biomedicine Defines Health,

The History of Medicine in West- Bedside Medicine, Medicine in the Hospital, Medicine in the Community, Medicine in the Laboratory.

### **Unit -II: 15 Hours**

#### **Basic concepts and approaches in sociology and anthropology of health**

Functionalist, Politico-economy, Feminist, Foucaultian and Caste perspectives

Conceptual distinction between Disease, Illness, and Sickness

Sickness Articulations – Suffering, Language of Pain and Metaphors.



### **Unit- III: 10 Hours**

#### **Body and Society**

Social Body, Gendered body, Body-politics and 'embodiment',

Conceptualizing Ability-Disability-Impairment

### **Unit-IV: 15 Hours**

#### **Health care Development in India:**

Medicine in pre-Independent India, Medical pluralism in India, Health care in Post-Independent India and neo-liberal era, Public Health Institutions, Privatisation of health care.

### **Unit –V:10 Hours**

#### **Health Policies, Programmes and Movements in India:**

Health Policy Framework –Bhore Committee, Alma Ata Declaration, Specific Disease Programmes, People's health movement, National Health Policy, Drug Policies, Patents, Clinical Trials; Issues and Concerns during Covid-19 Pandemic.

#### **ESEENTIAL READINGS**

- Abraham, L. (2005). Indian Systems of Medicine (ISM) and Public Healthcare in India. In Leena V G., Ravi D. and Abhay S. (Ed.) *Review of Healthcare In India*, Mumbai: CEHAT.
- Arnold, D. (1993). *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth Century India*. Berkeley: University of California Press.
- Banerjee, D. (1996). Political Economy of Public Health in India. In M. D. G. and L. C. C. (ed) *Health, Poverty and Development in India* (Pp-295-314), New Delhi: Oxford University Press.
- Banerjee, M. (2000). Wither Indigenous Medicine. *Seminar*. Issue no.489, May.
- Blaxter, M. (2010). *Health: Key Concepts*. Cambridge: Polity Press.
- Bynum, William (2008). *The History of Medicine: A Very Short Introduction*. Oxford University Press.
- Chowdhury, N. (2013). Clinical Trials: Private Actors in Public Regulation, *Economic and Political Weekly*, Vol. 48 (10).

- Gangoli, L. V and Gaitonde, R. (2005): Programmes for Control of Communicable Diseases. Leena V. G., Ravi D. and Abhay S. (Ed.) *Review of Healthcare In India*, Mumbai: CEHAT
- Good, B. (1994). *Medicine, Rationality and Experience*. Cambridge: Cambridge University Press. (chap1 & 3).
- Hughes, N. S. and Lock, M. (1987). The Mindful Body, *Medical Anthropology Quarterly* (N.S) 1 (1), pp. 6-41.
- Ilaiah, K. (1996). Beef, BJP and Food Rights of People. *Economic and Political Weekly*, 31 (2), pp1444-45, June 15
- Mauss, M. (1973). Techniques of the Body. *Economy and Society*, 2 (1), pp. 70-88.
- Martin, E. (2001). *Women in the body: Cultural Analysis of Reproduction*. Michigan: Beacon Press.
- Mehrotra Nilika. (2021). Disability Studies in India: Interdisciplinary Perspectives. Springer.
- Pinto, S. (2004). Development without Institution: Eratz Medicine and the Politics of Everyday Life in Northern India. *Cultural Anthropology*, Vol. 19, Issue 3, pp. 337-364,
- Qadeer, I. (2008). Health Planning in India: Some Lessons From The Past, *Social Scientist*, 36 (5), pp. 51-75
- Rao, M. (1999): *Disinvesting in health: The World Bank's prescription for health*, New Delhi: Sage.
- Rao, N. (2014). Marriage, Violence and Choice: Dalit women's Agency in Rural Tamilnadu. *Gender and Society*, 20 (10).
- Sontag, S. (1990). *Illness, and its Metaphors*. London: Penguin.
- Thapan, M. (ed) (1997): *Embodiment . Essays on Gender and Identity*. New Delhi: OUP. (Introduction & Chap.1).
- Ramaiah, A. (2015). Health Status of Dalits in India. *Economic and Political Weekly*, 12(43):70-74
- Srinivasan, S. (2005). Availability Of Drugs In India, In Leena V G., Ravi D. and Abhay S. (Ed.) *Review of Healthcare In India*, Mumbai: CEHAT.
- Turner, B. (1987). *Medical Power and Social Knowledge*. London: Sage. pp.1-17.
- Turner, B. (2008). *The Body and Society: Exploration in Social Theory*. London: Sage

- Young, A. (1982). Anthropologies of Illness and Sickness. *Annual Review of Anthropology*, 11, pp. 257-285
- White, K. (2002). *An Introduction to the Sociology of Health and Illness*. New Delhi: Sage
- Yuill, C. et al, (2010). *Key Concepts in Health Studies*. Thousand Oaks: Sage
- Sathyamala, C. (2008): “Reflections on Alma Ata”, *Economic and Political Weekly*, .43(27)

### **Additional Readings**

- Annandale, A. (2001): *The Sociology of Health and Medicine . A Critical Introduction*. Cambridge: Polity Press.
- Elaine, S. (1985). *The Body in Pain: The Making and Unmaking of the World*. New Delhi: OUP
- Hardiman, D. (2008). Healing, Medical Power and the Poor: Contests in Tribal India, *Economic and Political Weekly*, Vol. 42 (16)
- Schwatz, H. (1994): *Dominant issues in medical sociology*. New York: McGrawHill.
- Scrambler, G. and Paul H. (1998): *Modernity, medicine and health: Medical Sociology towards 2000*. London: Routledge.
- Williams, S. J (2003). *Medicine and the Body*. New Delhi: Sage. Pp.1-27

**CENTRAL UNIVERSITY OF GUJARAT**

***SCHEME OF EXAMINATION  
AND  
COURSES OF STUDY***



**Doctor of Philosophy (Ph.D.)  
Chemical Sciences**

**CENTRAL UNIVERSITY OF GUJARAT  
GANDHINAGAR, SECTOR-30  
(Gujarat)-382030  
INDIA**

	Code	Course	Hours /week	Total hours	Credit
<b>Semester I</b>	CHE601	<b>Research Methodology</b> <ol style="list-style-type: none"> <li>1. Foundations of Research</li> <li>2. Measurement and sampling</li> <li>3. Methods of Data Collection</li> <li>4. Methods of Data Collection – Qualitative methods</li> <li>5. Research Report</li> </ol> <b>Introduction</b> This course is designed to learn research methodology. <b>Learning objective:</b> <ol style="list-style-type: none"> <li>1. Foundations of research, sampling, data collection, qualitative methods and report writing.</li> </ol> <b>After completion of the course, learning course outcomes (COs):</b> <ol style="list-style-type: none"> <li>1. Gain awareness about getting patents and copyrights for innovative works.</li> <li>2. Acquire knowledge of plagiarism in research work.</li> </ol>	2		2
	CHE602	<b>Organic Chemistry</b> <ol style="list-style-type: none"> <li>2. Reagents and Functional group transformation</li> <li>3. Asymmetric synthesis</li> <li>4. Natural product chemistry</li> </ol> <b>Introduction</b> This course is designed to learn <b>organic Chemistry</b> . <b>Learning objective:</b> <ol style="list-style-type: none"> <li>1. Reagents and functional group transformation, asymmetric synthesis, and natural product chemistry.</li> </ol> <b>After completion of the course, learning course outcomes (COs):</b> <ol style="list-style-type: none"> <li>1. Students will learn how to synthesize new products and elucidate the mechanism of a particular reaction.</li> </ol>	2		2
	CHE603	<b>Inorganic Chemistry</b> <ol style="list-style-type: none"> <li>1. Advanced coordination chemistry</li> <li>2. Applications of group theory</li> <li>3. Organometallic photochemistry</li> </ol>	2		2

	<p>4. Bonding in polyatomic ions</p> <p><b>Introduction</b> This course is designed to learn inorganic chemistry.</p> <p><b>Learning objective:</b></p> <ol style="list-style-type: none"> <li>1. Advanced coordination chemistry, applications of group theory, organometallic photochemistry, and bonding in polyatomic ions.</li> </ol> <p><b>After completion of the course, learning course outcomes (COs):</b></p> <ol style="list-style-type: none"> <li>1. Students will learn about the basics of coordination chemistry and the application of group theory to understanding the bonding and structure of complexes.</li> </ol>			
CHE604	<p><b>Physical Chemistry</b></p> <ol style="list-style-type: none"> <li>1. Emerging trends in physical chemistry</li> <li>2. Advanced applied thermodynamics</li> <li>3. Quantum mechanics and applications</li> <li>4. Physicochemical potential and friccohesity</li> </ol> <p><b>Introduction</b> This course is designed to learn physical chemistry.</p> <p><b>Learning objective:</b></p> <ol style="list-style-type: none"> <li>1. Emerging trends in physical chemistry, advanced applied thermodynamics, quantum mechanics and, applications, physicochemical potential, and ,friccohesity.</li> </ol> <p><b>After completion of the course, learning course outcomes (COs):</b></p> <ol style="list-style-type: none"> <li>1. Students will learn how to synthesize new products and elucidate the mechanism of a particular reaction.</li> </ol>	2		2
CHE605	<p><b>Advanced laboratory techniques</b></p> <ol style="list-style-type: none"> <li>1. Spectroscopic techniques for structure determination</li> <li>2. Physicochemical techniques</li> <li>3. Advanced techniques like XRD, LCMS,XDS,AFM, HRTEM etc.</li> </ol> <p><b>Introduction</b> This course is designed to learn Advanced laboratory techniques.</p> <p><b>Learning objective:</b></p> <ol style="list-style-type: none"> <li>1. Spectroscopic techniques for structure</li> </ol>	2		2

		<p>determination, physicochemical techniques and advanced techniques like XRD, LCMS, XDS, AFM, HRTEM etc.</p> <p><b>After completion of the course, learning course outcomes (COs):</b></p> <ol style="list-style-type: none"> <li>1. Students will learn to characterize newly developed products using different spectroscopic techniques.</li> </ol>			
<b>Total credits (A)</b>					<b>10</b>
<b>SemesterII</b>	CHE671	<p><b>Organic and Interfaces</b></p> <ol style="list-style-type: none"> <li>1. Bioorganic chemistry</li> <li>2. C-H activation strategy and applications</li> <li>3. Protection and deprotection strategies</li> <li>4. Modern Concepts of Organic Chemistry and Green Chemistry</li> <li>5. Applications of 2D NMR techniques in characterization and conformational analysis</li> </ol> <p><b>Introduction</b> This course is designed to learn Organic and Interfaces.</p> <p><b>Learning objective:</b></p> <ol style="list-style-type: none"> <li>1. Bioorganic chemistry, C-H activation strategy and applications, protection and deprotection strategies, modern Concepts of organic Chemistry and Green Chemistry, applications of 2D NMR techniques in characterization and conformational analysis.</li> </ol> <p><b>After completion of the course, learning course outcomes (COs):</b></p> <ol style="list-style-type: none"> <li>1. Students will learn how to synthesize new products and elucidate the mechanism of organic reactions.</li> </ol>	2		2
	CHE672	<p><b>Inorganic and Interfaces</b></p> <ol style="list-style-type: none"> <li>1. Catalysis</li> <li>2. Inorganic nanomaterials</li> <li>3. Medicinal inorganic chemistry</li> <li>4. Environmental inorganic chemistry</li> </ol> <p><b>Introduction</b> This course is designed to learn Inorganic and Interfaces.</p> <p><b>Learning objective:</b></p> <ol style="list-style-type: none"> <li>1. Catalysis, inorganic nanomaterials, medicinal inorganic chemistry, environmental inorganic chemistry.</li> </ol>	2		2

		<b>After completion of the course, learning course outcomes (COs):</b> <ol style="list-style-type: none"> <li>Students will learn how to synthesize new inorganic compounds using nanocatalyst.</li> </ol>			
	CHE673	<b>Physical and Interfaces</b> <ol style="list-style-type: none"> <li>Interacting spontaneity of nanoemulsion</li> <li>Chemistry of combustion and green fuels</li> <li>Interfacial potential of dendrimers and graphene research</li> <li>Solar energy and photocatalysts like graphene.</li> </ol> <b>Introduction</b> This course is designed to learn Physical and Interfaces. <b>Learning objective:</b> <ol style="list-style-type: none"> <li>Interacting spontaneity of nanoemulsion, chemistry of combustion and green fuels, interfacial potential of dendrimers and graphene research, solar energy and photocatalysts like graphene.</li> </ol> <b>After completion of the course, learning course outcomes (COs):</b> <ol style="list-style-type: none"> <li>Students will learn how to synthesize new photocatalysts for renewable energy production.</li> </ol>	2		2
	CHE674	<b>Analytical and Interfaces</b> <ol style="list-style-type: none"> <li>HPLC, GC etc.</li> <li>2D NMR techniques</li> <li>Mass ionization techniques and analyzer.</li> </ol> <b>Introduction</b> This course is designed to learn analytical and interfaces. <b>Learning objective:</b> <ol style="list-style-type: none"> <li>HPLC, GC, 2D NMR techniques, mass ionization techniques and analyzer.</li> </ol> <b>After completion of the course, learning course outcomes (COs):</b> <ol style="list-style-type: none"> <li>Students will learn advanced purification and characterization methods to characterize newly developed products.</li> </ol>	2		2
	CHE675	<b>Research and Publication Ethics</b> <ol style="list-style-type: none"> <li>Philosophy and Ethics</li> <li>Scientific Conduct</li> </ol>	2		2



		3. Publication Ethics 4. Open Access publishing 5. Publication Misconduct 6. Databases and Research Metrics. <b>Introduction</b> This course is designed to learn research and publication ethics.  <b>Learning objective:</b> 1. Philosophy and Ethics, scientific conduct, publication ethics, open access publishing, publication misconduct, databases and research metrics.  <b>After completion of the course, learning course outcomes (COs):</b> 1. Learners will learn research ethics to publish their research work.			
<b>Total credits (B)</b>					<b>10</b>
<b>Grand Total Credits (A+B)</b>					<b>20</b>

### School of Chemical Sciences

#### Ph.D. in Chemical Sciences: **Program Outcomes (POs)**

After completing Ph.D. in Chemical Sciences, the below-mentioned outcomes are expected:

1. Learners will get many training opportunities available throughout the course, including seminar series throughout the school and interaction with world-class scientists.
2. Learners will be able to effectively design and carry out independent research leading to new knowledge or practical/applicable result
3. Learners will build a strong foundation for conceptual, quantitative, and rational thinking based on theories and models related to chemical sciences.
4. Learners will combine chemical concepts and ideas learned in lecture courses with the skills learned in laboratories to formulate hypotheses, propose and perform experiments, collect data, compile and interpret results, and draw reasonable and logical conclusions.
5. Students will be empowered with excellent critical thinking skills and problem-solving abilities and will communicate the results of their work to chemists and non-chemists.

**SCHOOL OF LANGUAGE, LITERATURE AND CULTURE STUDIES**

**M.Phil/Ph.D Programme**

**Comparative Literature**

**Ph.D. Course Credit Structure**

<b>Semester – I</b>	<b>Credits</b>	<b>Semester – II</b>	<b>Credits</b>
Paper – 1	03	Paper – 1	03
Paper -2 : Research Methodology – I	02	Paper -2 : Research Methodology – II	02
Paper – 3 (optionals)	03	Paper – 3 (optionals)	03
Seminar	01	Seminar	01
Term Paper	01	Project	01
<b>Total Credits</b>	<b>10</b>	<b>Total Credits</b>	<b>10</b>
<b>Semester – III</b>			
Dissertations	10		

## **Core Paper Course CL-653: Government and Comparative Politics of South Asia**

### **Course Description:**

South Asia is bounded on the south by the Indian Ocean and on land by West Asia, Central Asia, East Asia, and Southeast Asia. This sub-region comprises eight developing countries—Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan and Sri Lanka. South Asia is home to well over one fifth of the world's population, making it the most populous geographical region in the world.

Since the end of the Cold War, South Asia has become a focal point of growing international attention and concern by nuclear proliferation, the rise of Islamic militancy and the anti-terror war, the emergence of India as a global power, and regional effort for cooperation. South Asian nations have also been experiencing profound political evolution of democratization.

This course provides students with a comprehensive and systematic introduction to the comparative political study of the eight nations of South Asia. Organized in parallel fashion to facilitate cross-national comparison, the course sections on each nation address several topical areas of inquiry: political culture and heritage, government structure and institutions, political parties and leaders, and social conflict and resolution. India, the preeminent power of the subcontinent, will receive the greatest attention. In treating the international relations of the region, this course will address several predominant region-wide issues: the India–Pakistan conflict, the rise of Islamic militancy and the AfPak war, and regional cooperation under the South Asian Association of Regional Cooperation (SAARC).

### **Textbooks:**

The textbooks are all electronic resources and students can read them online or download them by purchase. We will just choose several chapters from each book as reading assignments.

1. Yogendra K. Malik et al, Government and politics in South Asia, 6th Edition Boulder, Col.: Westview Press, 2009. (Electronic Resource, distributed by email)
2. T.V. Paul ed., South Asia Weak States, Stanford, Calif.: Stanford Security Studies, 2010. (Electronic Resource)

3. Lawrence Saez, The South Asian Association of Regional Cooperation (SAARC), Hoboken: Taylor & Francis, 2012. ( Electronic Resource) 4. During the course of the semester, additional latest articles on South Asia may be added and distributed as required readings in class.

## **References:**

5. Paul R. Brass ed., Routledge Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka, Nepal(Hoboken : Taylor & Francis, 2010).

## **General Survey of South Asia**

### **1. The Changing South Asia**

(1) A Political Map of South Asia <http://mapsof.net/map/map-of-south-asia>  
<http://www.columbia.edu/itc/mealac/pritchett/00maplinks/>

(2) South Asia, From Wikipedia [http://en.wikipedia.org/wiki/South\\_Asia](http://en.wikipedia.org/wiki/South_Asia)

(3) South Asia: peoples, Politics, Economics, Geography, and Definitions  
<http://www.cotf.edu/earthinfo/sasia/SAdef.html>

### **2. Political Development of South Asia**

(1) State Failure and States Poised to Fail

(2) State Formation, Consolidation, and the Security Challenges

3) State, Nations, and the Regional Security Order

4)State Globalization and State Capacity

6)Symbiosis and Fracture

## **THEME QUESTIONS:**

- (1) Geography, Peoples, Ethnicities, Religions, capitals and big cities.
- (2) Political systems, major political parties, political leaders
- (3) Major ethnic and religious conflicts, wars

## **II. Introduction to South Asian Countries :**

### **India**

- (1) Indian Polity, Security and Foreign Policy in Contemporary India
- (2) Political Culture and heritage
- (3) Political Institutions, Government Processes

#### **THEMES:**

- (1) The Indian Governance Model
- (2) The Role of a Multi-party democracy.

#### **Texts:**

**Arundhati Roy: *The Ministry of Utmost Happiness***

### **Pakistan**

- (1 )Weak State, failed State, Garrison State: The Pakistan Saga
- (2) Political Culture and Heritage
- (3) Constitutional Political Parties and Political leaders
- (2) Conflict and Mediation
- (3) Problems and Prospects

#### **Texts:**

**Kamila Shamsie: *Burnt Shadows***

#### **THEMES:**

- (1)Review Pakistan's Political culture, institutions, political parties and leaders;

(2) Identify and analyze problems and conflicts in the Pakistani Society;

**Afghanistan:**

(1) Afghanistan: A Weak State in the Path of Power Rivalries

(2) Afghanistan <http://en.wikipedia.org/wiki/Afghanistan>

(3) South Asia: Afghanistan <https://www.cia.gov/library/publications/the-world-factbook/geos/af.html>

**Readings:**

(1) Adam Simpson, One Step Forward, Two Steps back, (A research report, 2012, distributed by email)

(2) Afghanistan: The long, Hard Road to the 2014 Transition, (A ICG research report, 2012, distributed by email)

**Texts:**

**Nasir Shansab:** *Silent Trees: A Novel of Afghanistan*

**Bangladesh**

(1) “A Weak State” with Multiple Security Challenges

(2) Political Culture and heritage

(3) Government Institutions

**Themes:**

1) Elections, Parties, and Interest Groups

(2) Conflict and Resolutions

(3) Modernization and Development

**Texts:**

**Tahmima Anam :** *A Golden Age*

**Nepal**

- (1) Rebellion and State Formation in Nepal
- (2) Political heritage and Culture
- (3) Political Institutions and Government Processes
- (4) Political Parties, Elections, and leaders
- (5) Class and Identity Conflicts
- (6) Modernization and Development

**Texts:**

**Samrat Upadhyay:** *Arresting God in Kathmandu*

**Sri Lanka**

- (1) Challenges in State Consolidation and Minority Integration
- (2) Political Culture and Heritage
- (3) Government structure
- (4) Political Parties and Interest Groups
- (5) Conflict mediation: Ethnic Conflict and War
- (6) Modernization and Development

**Texts:**

**Anuk Arudpragasam's :** *The Story of a Brief Marriage*

**The Future of South Asia**

Regional Integration and Cooperation

- (1) SAARC: Introduction (2) SAARC: Future Challenges (Brief Introduction to Bhutan and the Maldives)

**South Asia as a Region in the World System**

- (1) Transforming South Asia: .Is a Pluralistic Security Community feasible?

## (2) The Future: South Asia as a Region and a Player in the World System

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## **Course CL-654: Research Methodology – I (Credit 02) (Semester –II)**

**OBJECTIVES:** Students will learn how to use the MLA style sheet for the preparation  
of bibliographies

Introducing students to the elements of a dissertation

### Unit 1

- Students will learn how to use biographies, translations, histories of literature and similar resources for literary research
- Students will be familiarized with the process of writing a research paper
- To acquaint with different documentation style, APA, Chicago etc
- Research proposal

### Unit 2

- Presentation
- Literature Review
- Data Collection
- Field Work with emphasis on writing a A) Project B) Report
- Use of ICT and other citation engines

## **Reading List**

Joseph Gibaldi. *MLA Handbook for Writers of Research Papers*. Seventh Edition.

Watson, G., *Writing a Theses: A Guide to Long Essays and Dissertations*. London: Longman, 1987.

Jane Aaron. *The Little Brown Essential Handbook*. Fifth Edition. 2005.

Blalock, H. M. *Conceptualization and Measurement in Social Sciences*. Thousand Oaks, CA: Sage Publications, 2002.

Cooper, H.M. *Integrating Research*. Thousand Oaks, CA: Sage Publications, 1993.

Hoover, K. and Donovan, T. *The Elements of Social Scientific Thinking*. Washington, DC: The Brookings Institution, 1993.

Jacoby, W.G. *Statistical Graphics for Univariate and Bivariate Data*. Thousand Oaks, CA: Sage Publications, 1997.

Kinder, D.R. and Palfrey, T.R. *Experimental Foundations of Political Science*. Ann Arbor, MI: University of Michigan Press, 1993.

Schmidt, D.E. *Expository Writing in Political Science*. New York, NY: Harper Collins, 1993.

Shively, P.W. *The Craft of Political Research*, (4<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice Hall, 1997.

Stinchcombe, A.L. *Constructing Social Theories*. Chicago, IL: Chicago University Press, 1987.

Trochin, W.M. *The Research Methods Knowledge Base*. Cincinnati, OH: Atomic Dog Publishing, 1999.

Verba, S. and Nie, N. *Participation in America: Political Democracy and Social Equality*. Chicago, IL: University of Chicago Press, 1987.

## **Course CL-665: Conflict and Literature**

### **Objectives of the Course:**

1. To familiarize research students with the theoretical constructs on conflict and its relationship to literature produced,
2. To enable students to understand and use interdisciplinary approaches in the study of literary texts.
3. To focus on present global crisis in countries affected by different kinds of conflict.
4. To focus on the interface between literature and international relations.
5. To identify research areas in the contemporary problematic of global conflicts, diasporic movements and literature.

The course has two modules, each of which will have fifteen hours of teaching.

### **Module 1                      Understanding Conflict & Violence**

1. Understanding Conflict: Theoretical Constructs
2. Violent and Non-Violent Conflicts
3. Sources of Conflict
4. Types of Conflict: Ethnic Conflict, Clash of Civilization and Environmental Conflict
5. Structural and Cultural Violence

### **Recommended Readings**

Arendt, Hannah. 1970. *On Violence*. New York: Harcourt, Brace & World, Inc.

Fukuyama, F. 1989. 'The End of History.' *National Interest*, no. 16. Summer.

Huntington, Samuel P. 1996. *The Clash of Civilizations and the Remaking of World Order*. New York: Simon and Schuster.

Jeong, Ho-Won. 2008. *Understanding Conflict and Conflict Analysis*. New Delhi: Sage Publications.

Kriesberg, Louis. 1998. *Constructive Conflicts: From Escalation to Resolution*. New York: Rowman and Littlefield

Parsons, A, 1995, *From Cold War to Hot Peace*, London: Micheal joseph

Pruitt & Kim. 2004. *Social Conflict: Escalation, Stalemate, and Settlement*, 3<sup>rd</sup> Edition. Boston: McGraw-Hill.

Rothman, Jay. 1997. *Resolving Identity Based Conflicts in Nations, Organization, and Communities*. San Francisco: Jossey-Bass Publishers.

Roy, Beth. 1994. *Some Trouble with Cows: Making Sense of Social Conflict*. Berkley: University of California Press

Smith, Anthony. 1986. *The Ethnic Origins of Nations*. Oxford: Basil Blackbell.

Thucydides. *The Peloponnesian War, The Melian Dialogues* (Book 5, Chapter 17)

Ury, William. 2000. *The Third Side: Why We Fight and How We can Stop*. New York: Penguin

## **Module 2: Conflict and the Globe**

Aslam, Nadeem. *The Blind Man's Garden*. New York: Alfred A. Knopf, 2013. Print

Bhattacharya, Joydeep Roy. *The Watch*. London: Random House, 2012. Print.

[http://wlajournal.com/20\\_1-2/15-18%20Hanley.pdf](http://wlajournal.com/20_1-2/15-18%20Hanley.pdf)

Hosseini, Khaled. *The Kite Runner*. New York: Berkely Group, 2003. Print.

---. *A Thousand Splendid Sons*. London: Bloomsbury, 2007. Print

Powers, Kevin. *The Yellow Birds*. New York: Little Brown, 2012. Print.

Sasson, Jean. *For the Love of a Son: One Afghan Woman's Quest for Her Stolen Child*. London: Random House, 2010. Print.

Adichie, Chimamanda Ngozi. *Half of a Yellow Sun*. London: Harper Perennial, 2006. Print.

---. *Purple Hibiscus*. London: Harpper Collonis Publishers, 2003. Print

### **Recommended Readings**

Carroll, Andrew. *Operation Homecoming: Iraq, Afghanistan, and the Home Front, in the Words of U.S. Troops and Their Families*. London: Random House, 2006. Print.

Hanley, Brian. "Why Study the Literature of War?" *International Journal of the Humanaties*. 15-18. Web.

Luckhurst Roger. "In War Times: Fictionalizing Iraq." *Contemporary Literature*. 53.4 (Winter 2012): 713-37. Print

Dalley, Hamish. "Trauma Theory and Nigerian Civil War Literature: Speaking "Something that was Never in Words" in Chris Abani's Song for Night". *Journal of Postcolonial Writing* 49.4 (2013): 445-457. Web. 01 January, 2014. 12:02.

<<http://dx.doi.org/10.1080/17449855.2013.804000>>. Falola, Toyin, and Matthew M. Heaton. *A History of Nigeria*. New York: Cambridge University Press, 2008. Print.

Falola, Toyin, and Omozuanvbo Ihonvbere, Julius. *The Rise and Fall of Ngeria's Second Republic, 1979-1983*. London: Zed Books, 1985. Print. Hawley, John. C. "Biafra as Heritage and Symbol: Adichie, Mbachu, and Iweala." *Research in*

*African Literatures* 39.2 (Summer, 2008): 15-26. Indiana University Press. Web. 10

August, 2013. 06: 18.

<<http://www.muse.jhu.edu/journals/ral/summary/v039/39.2hawley.html>>. Hodges, Hugh.  
“Writing Biafra: Adichie, Emecheta and the Dilemmas of Biafran War Fiction”.

*Postcolonial Text* 5.1 (2009): 1-13. Trent University. Web. 09 October, 2013. 01:18.

<<http://postcolonial.org/index.php/pct/article/viewFile/898/917>>.

Hron, Madelane. ““Ora Na-Azu”: The Figure of the child in Third-Generation Nigerian Novels.”

*Research in African Literature* 39.2 (Summer, 2008): 27-48. Indian University Press. Web.  
08 August, 2013. 09:11.

<<http://www.jstor.org/stable/20109577>>. Krishnan, Madhu. “Biafra and the Aesthetics of Closure  
in the Third Generation Nigerian Novel”. *Rupkatha Journal on Interdisciplinary Studies in  
Humanities* 2.2 (2010): 185-95. The University of Nottingham, UK. Web. 01 February,  
2014. 02:49.

<<http://rupkatha.com/V2/n2/BiafraandNigerianNovel.pdf>>. Mabura, Lily, G. N. “Breaking Gods:  
An African Postcolonial Gothic Reading of Chimamanda Ngozi Adichei's, “*Purple Hibiscus*”  
and “*Half of a Yellow Sun*.”” *Research in African Literatures* 39.1 (Spring, 2008): 203-222.  
Indiana University Press. Web. 31 May, 2013 07:27.

<<http://www.jstor.org/stable/20109568>>.

## Course CL-666: Geopolitics and Contemporary Middle East Literature

### Course Description:

This course is focused on the study of contemporary Middle East literature in English translation. The different genres of literature include poetry, novels, graphic novels, short stories, and memoir written by established and new authors from different countries including Egypt, Iraq, Iran, Lebanon, Morocco, Palestine, and Syria. Focusing on these works thematic concerns and formal features, the course will place them in their historical and cultural context. Among the issues discussed are ones relating to geopolitics ,tradition and modernity, nationalism and globalization, gender and sexuality, war and revolution, totalitarianism and freedom.

### Texts:

Mahmoud Darwish: *The Adam of Two Edens: Selected Poems*, 2000 (Syracuse University Press and Jusoor) (edited by Munir Akash and Carolyn Forche)

Ghassan Kanafani, *Men in the Sun and Other Palestinian Stories*. London: Lynne Rienner Publishers. 1999.

Fatima Mernissi, *Dreams of Trespass: Tales of a Harem Girlhood*. Perseus Books.

Naguib Mahfouz, *Midaq Alley*. Anchor.

Sinan Antoon, I'jaam: *An Iraqi Rhapsody*. San Francisco: City Lights. 2007.

Khaled Khalifa, *In Praise of Hatred*. Doubleday, 2008.

Marjane Satrapi, *Embroideries*. New York: Pantheon, 2005.

Yehuda Amichai: *Selected Poems*. Penguin Modern European Poets. 1971.

### **Recommended Readings:**

1. Adunis, An introduction to Arab poetics (translated from the Arabic by Catherine Cobham), Austin, TX, University of Texas Press, 1990.
2. Agius, Dionisius A., Arabic literary works as a source of documentation for technical terms of the material culture, Berlin, K. Schwarz Verlag, 1984.
3. Ahsan, `Abdushshakur., Modern trends in the Persian language, Islamabad, Iran Pakistan Institute of Persian Studies, 1976.
4. Al-Khatib, Muhammad Kamil and Maher Barakat, Just Like a River, Interlink Pub Group, 2002, ISBN: 1566564751, Buy/Reviews.
5. Alcalay, Ammiel, After Jews and Arabs, Minnesota, 1993.
6. Alcalay, Ammiel (ed.), Keys to the Garden, City Lights, 1996.
7. Allen, Roger, Modern Arabic literature, New York, Ungar Pub. Co., 1987.
8. Allen, Roger , Hilary Kilpatrick and Ed de Moor. (ed.), Love and sexuality in modern Arabic literature, London, Saqi, 1995.
9. Anderson, Margaret, Arabic materials in English translation : a bibliography of works dating from the pre-Islamic period to 1977, Boston, G. K. Hall, 1980.
10. Arberry, Arthur John (ed.), Modern Arabic poetry; an anthology with English verse translations, London, Taylor's Foreign Press, 1950.
11. Arbuthnot, F. F., Arabic authors : a manual of Arabian history and literature, London, Darf Pub., 1986.
12. Atiyeh, George N. (ed.), The Book in the Islamic World : The Written Word and Communication in the Middle East, Albany, State Univ of New York Press, 1995.
13. Attar, Farid al-Din, The conference of the birds, Harmondsworth, Middlesex, England, Penguin Books, 1984.
14. Badawi , M.M., Modern Arabic literature, Cambridge, Cambridge University Press, 1992.
15. Badawi, Muhammad Mustafa., Modern Arabic literature and the West, London, Ithaca Press for the Board of the Faculty of Oriental Studies, University of Oxford, 1985.
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64. Mahfouz, Naguib, The Day the Leader was killed, NYC, Anchor Books, 2000, ISBN: 0-385-49922-1, Buy/Reviews.
65. Mahfouz, Naguib, T., The Cairo Trilogy: Palace Walk, Palace of Desire, Sugar Street, NYC, Everyman's Library, 2001, ISBN: 0-375413316, Buy/Reviews.
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92. Shami, Yitzhak, *Hebron Stories*, Labyrinthos, 2000.
93. Shammas, Anton, *Arabesques*, California reprint, 2001.
94. Sirat Sayf ibn Dhi Yazan., English. *Selections The adventures of Sayf ben Dhi Yazan : an Arab folk epic -translation and narration by Lena Jayyusi ; introduction by Harry Norris*, Bloomington, Ind, Indiana University Press, 1996.
95. Slyomovics, Susan., *The object of memory : Arab and Jew narrate the Palestinian village*, Philadelphia, PA, University of Pennsylvania Press, 1998.
96. Smart., J.R., *Tradition and modernity in Arabic language and literature*, Surrey, Curzon, 1996.
97. Sowayan, Saad Abdullah., *Nabati poetry : the oral poetry of Arabia*, Berkeley, University of California Press, 1985.
98. Testen, David., *Parallels in Semitic linguistics : the development of Arabic la and related Semitic particles*, Leiden ; Boston, Brill, 1998.
99. Thackston, Wheeler McIntosh, *An introduction to Persian*, Bethesda, Md, Iranbooks, 1993.
100. Trix, Frances., *Spiritual discourse: learning with an Islamic master*, Philadelphia, University of Pennsylvania Press, 1993.
101. Turki, Fawaz, *Soul in Exile: Lives of a Palestinian Revolutionary*, NYC, Monthly Review Press, 1988.
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103. Wilfong , Terry G., *Women of Jeme: Lives in a Coptic Town in Late Antique Egypt (New Texts from Ancient Cultures)*, Ann Arbor, MI, University of Michigan Press, 2003, ISBN: 0472066129, Buy/Reviews.
104. Wilson, Epiphanius, *Arabian literature ... with critical and biographical sketches*, London and New York, The Colonial press, 1900.
105. Windfuhr, Gernot., *Persian grammar : history and state of its study*, The Hague ; New York, Mouton Publishers, 1979.
106. Yehoshua, A., *Mr. Mani*, NYC, Doubleday, 1992.
107. Zajjaji, `Abd al-Rahman ibn Ishaq, *The explanation of linguistic causes : az-Zaggagi's theory of grammar : introduction, translation, commentary* - Kees Versteegh, Amsterdam ; Philadelphia, J. Benjamins, 1995.

## Course CL-667: Social Movements in India

### Objectives:

The course provides insights into how various social movements have been instrumental in questioning and resisting the organised power relations. It explores the conditions responsible for their emergence, the tactics and strategies exploited in these movements.

### Unit 1. Theories of Social Movements:

#### Readings

Readings: 1. Rao, M.S.A.: Social Movements in India, Vol.I and II, Manohar, Delhi, 1978. 2. Shah Ghanshyam: Social Movements and the State, Sage, New Delhi, 2002. 3. James Petras, Henry Vettmeyer: Social Movements and State Power, Pluto Press, London, 2005. 4. T.K.Oommen: Nation, Civil Society and Social Movements, Sage, Delhi, 2004. 5. David S. Meyer, Nancy Whittilev, Belinda Robnett: Social Movements, Oxford, New York, 2002.

### Unit 2. Bhakti Movement:

Tradition and Modernity in Bhakti Movements by Jayant Lele (Introduction)2.

The Dense Desolate Pathway : Routes of Bhakti in Medieval Indian Literature by SWAPAN MAJUMDAR – (Jstor)

3. Contemporary *Bhakti* Recastings: Recovering a Demotic Tradition, Challenging Nativism, Fashioning Modernism In Indian Poetry

Laetitia Zecchini (Tailor and Francis)

4. Sangari, Kumkum. “Mirabai and the Spiritual Economy of Bhakti”. *Economic and Political Weekly* 25 (1990): 1464-1475. JSTOR. Web. 10 March, 2016.

### Unit 3. Peasant Movement in India:

1. Politics of class (ness) in the Farmer’s movement in India: validity of the new Social Movement Paradigm – Vibha Arora
2. The emergence of Peasant Movement in India: an area study by S. M. Pandey
3. Peasant Movements in Colonial India: An examination of some conceptual frameworks – L.S. Vishwanath

### Unit 4. Industrial Working Class Movement in India:

1. Working Class and the Nationalist Movement in India: The Critical Years by Rakhahari Chatterji
2. Industrial Workers and the Formation of “Working Class Consciousness” in India – Namrata Gupta and Raka sharan
3. Indian Labour Movement: Colonial Era to the Global Age – T.K.Oommen
4. Translating Marx: Mavali, Dalit and the Making of Mumbai’s Working Class (1928 -35)

#### Unit 5. Feminist Movement in India:

1. Women Writing in India: The twentieth century by Susie J. Tharu, KeLalita
2. Recasting Women: Essays in Indian Colonial History by Kumkum Sangari and Sudesh Vaid
3. MAJOR TRENDS OF FEMINISM IN INDIA by Sarbani Guha Ghosal (Jstor)  
*The Indian Journal of Political Science*, Vol. 66, No. 4 (Oct.-Dec., 2005), pp. 793-812
4. Dwelling in the Archive: Women, Writing, House, Home and History in Late Colonial India by Antoinette Burton

#### Unit 6. Dalit Movement in India:

1. Heroes, Histories and Booklets by Badri Narayan (jstor)
2. The Caste Question: Dalits and the Politics of Modern India by Anupama Rao
3. The Flaming Feet and Other Essays: The Dalit Movement in India by D. Nagraj
4. Dalit Women Talk Differently by Gopal Guru
5. Limbale, Saranakumara. *Towards an Aesthetic of Dalit Literature: history, controversies, and considerations*. Tran. Mukherjee, Alok. Hyderabad: Orient Longman, 2004. Print.

#### Unit 7. Tribal Movement in India:

1. A nomad called thief: reflections on Adivasi silence by G.N. Devi
2. The Coming of the Devi: Adivasi Assertion in Western India by David Hardiman
3. The Naxalites and the Maoist Movement in India: Birth, Demise, and Reincarnation by Dipak K. Gupta (Taylor and Francis)

#### Unit 8. Disability Rights Movement in India:

1. Jagdish Chander in Ghosh 2016: "Interrogating Disability in India"

2. Jagdish Chander in Addlakha 2013: "Disability Studies in India: Global discourses, Local realities"
3. Bhambhani, M. (2004). From charity to self-advocacy: The emergence of disability rights movement in India. Unpublished master's thesis, University of Illinois at Chicago.
4. Nilika Mehrotra 'Disability Rights Movements in India: Politics and Practice' Economic and Political Weekly (Vol. 46, Issue No. 06; 5 Feb 2011)

## **Optional Course CI- 668: Feminist Approach to Cultural Forms.**

This course will introduce students to multiple forms of representation such as theatre, dance, music, paintings, cinema, novels, oral narratives and self-narratives through a feminist lens. It will allow us to map how feminist criticism has pushed the boundaries of established genres such as the novel and drama to new directions. It will also analyze the workings of new modes of representations that are consciously taking on the mandate of feminism. By focusing on a wide range of texts and critical writings this course opens up the crucial link between feminism and the shifting modalities of cultural forms.

### **Objectives of the Course:**

1. To introduce Feminist Critical Approaches to not only women's literature but to cultural forms in general
2. To enable students to engage with questions about subjectivity and power and how it is linked to cultural forms of representation
3. To indicate the possibilities from gender studies to arrive at other issues of marginality.

### **Course Outline and Readings:**

#### **Form: Novel**

1. Essay on *Jane Eyre* from Gubar Susan and Sandra M Gilbert, *Madwoman in the Attic: The woman writer and the nineteenth Century Literary imagination*. (Harvard: Yale University press, 2000)
2. Spivak, Gayatri Chakravorty. "Three Women's Texts and a Critique of Imperialism". *Critical Inquiry*, vol 12, 1 "Race, Writing and Difference" (Autumn 1985), pp 249-61.
3. Sedgwick, Eve K. "Tennyson's *Princess* : One Bride for Seven Brothers", from *Between Men: English Literature and Male Homosocial Desire* (1985) pp 118-32. (form: Narrative Poem)
4. Davis, Deanna I. "Feminist Critics and Literary Mothers: Daughters Reading Elizabeth Gaskell". *Signs*, vol 17, Spring 1992 ( JSTOR)

#### **Form: Dance/ Drama /Theatre**

1. Rose, Jacqueline. "*Hamlet* : The 'Mona Lisa' of Literature". From Rose, *Sexuality in the Field of Vision*. New York: Verso, 1986, 2005, pp 136-154.
2. Phelan, Peggy. "Crisscrossing Cultures". (On male Gotipua Dancers in Orissa, India) in Leslie Ferris ed, *Crossing the Stage: Controversies on Crossdressing*. London: Rutledge, 1993, pp. 163-177.
3. Butler, Judith. "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory". *Theatre Journal*, vol 40, 4 ( Dec 1988), pp 519-531. ( JSTOR)

#### **Form: Self narratives and the question of how to build a feminist critique?**



1. From Ruth Vanita's *Gandhi's Tiger and Sita's Smile* (2005), (Chapter to be decided as the course interest develops).
2. Binodini Dasi: Self narrative and theatre (Extract) (Critical extracts from R Bhattacharya/P Chatterjee/S. Chatterjee)
3. Isadora Duncan : Self Narrative and Contemporary Dance (Extract)
4. Kimerer Lamothe's *Nietzsche's Dancers ID, Martha Graham and the Revaluation of Christian Values.* )
5. Gangubai Hangal : *The Song of My life :Self Narrative and Music* (extract) ( Critical Extract from Amanda Wiedman : *Singing the Classical, Voicing the Modern*)

#### **Form: Fantasy Fiction**

1. Charlotte Perkin Gilman's 'The Yellow Wallpaper' (1899)
2. Treichler, Paula. "Escaping the Sentence: Diagnosis and Discourse in 'The Yellow Wallpaper'" *Tulsa Studies in Women's Literature*. vol 2 (1/2). 1984. 61-77.
3. Rokeya Sakhawat Hossain's 'Sultana's Dream' (1905)
4. Bhattacharya, Nilanjana. "Two Dystopian Fantasies" *Indian Literature*. vol 50 (1). 2006. 172-177.

#### **Form: Visual Art**

1. Selections from Frida Kahlo's Work (1907-1954)
2. Selections from Pushpamala's work (1956)
3. Tharu, Susie. 2007. "This is Not an Inventory: Norm and Performance in Everyday Femininity." In *Native Women of South India, Manners and Customs. Pushpamala N and Clare Arni Art Catalogue, 11-25. New York: Nature Morte, Gallery Chemould and Bose Pacia.*
4. Kapur, Geeta. 2000. Chapter on Frida Kahlo and Amrita Sher-Gil. In *When was Modernism Essays on Contemporary Cultural Practice in India*, New Delhi: Tulika Press.

#### **Form: Cinema**

1. Focus on Agnes Varda (1928-)  
Films: *Vagabond* (1985), *Gleaners* (2000), *The Beaches of Agnes* (2008)
2. Focus on Andrea Arnold (1961-)  
Films: *Red Road* (2006), *Fish Tank* (2009)
3. John Berger. 1977. *Ways of Seeing*. Excerpts.
4. Laura Mulvey. 1975. "Visual Pleasure and Narrative Cinema." In *Feminism and Film*.
5. Sandy Flitterman-Lewis. 1990. "Varda in Context: French Film Production in the Early Sixties – the New Wave." In *To Desire Differently: Feminism and French Cinema*.

#### **Form: Self-Narratives and the challenges of writing a feminist autobiography**

1. Lorde, Audre. 1982. *Zami or a New Spelling of my Name*. New York: Crossing Press.
2. Audre Lorde's. 1984. "The Master's Tools will never Dismantle the Master's House" *Sister Outsider: Essays and Speeches*. New York: Crossing Press.

3. Hammonds, Evelyn. "Black W(holes) and the Geometry of Black Female Sexuality". *differences: A Journal of Feminist Cultural Studies*, 6.2+3, 1994, 127-145.

**Form: Oral Narratives**

1. Butalia, Urvashi. 1998. *The Other Side of Silence*. Delhi: Penguin Books.
2. Benesch, Klaus. "Oral Narrative and Literary Text: Afro American Folklore in *Their Eyes were Watching God*". (text Hurston's Novel) **(possible addition)**
3. Rege, Sharmila. 2006. Introduction to *Writing Gender, Writing Caste: Narrating Dalit Women's Testimonios*. Delhi: Zubaan. **(possible addition)**

## **Course CL-669:Literatures of Central Asia in Translation**

### **Description**

This course surveys Central Asian literature in translation. Although the majority of the works are in modern and historical Turkic languages, some works are written in Persian/Tajik while some others were written originally in Russian. The course follows a chronological approach while introducing different genres of literature. It begins with the pre-Islamic period, including the earliest shamanistic times (6th-8th centuries) and the period of Manichaean, Nestorian, and Buddhist influence (9th-10th centuries). It then covers many examples of traditional Muslim Arabic, Iranian, and Turkic literatures in Central Asia broadly defined (11th-19th centuries). It then examines in depth the colonial period, Central Asian literatures in the Soviet Union (20th century) and concludes with a brief examination of the new era of independence

### **Pre-Islamic Literatures of Central Asia: Inscriptions: Sacred Texts**

Jes P. Asmussen, *Manichaean Literature. Representative Texts, Chiefly from Middle Persian and Parthian Writings*, Persian Heritage Series 22 (Delmar, 1975),

### **Early Islamic Literatures in Central Asia: Iranian Epic: Didactic Literature**

Firdausi, trans. Reuben Levy, *The Epic of The Kings: Shah-Nama, The National Epic Of Persia* (London, Routledge & Kegan Paul, 1967)

### **Central Asian Turkic Literature in the Mongol Period: Islamic Religious Literature**

Jami: *Persian Poems. An Anthology of Verse Translations*, trans. A.J. Arberry (New York: E.P. Dutton & Co., 1954)

### **Central Asian Literature in the Timurid and Post-Timurid Periods: Prose**

*The Baburnama: Memoirs of Babur, Prince and Emperor*, ed.-trans. W.M. Thackston (Washington, D.C.: Freer Gallery of Art: Arthur M. Sackler Gallery, Smithsonian Institution, 1995)

### **Central Asian Turkic Literature in the Timurid and Post-Timurid Periods: Epic**

A.T. Hatto, *The Memorial Feast for Kōkötöy Khan (Kōkötöydün as«ī)*. A Kirghiz Epic Poem, London Oriental Series 33 (Oxford, 1977)

### **Central Asian Literature in the Colonial Era: The Colonized**

Sadriddin Aino, trans. John R. Perry – Rachel Lehr, *The Sands of Oxus. Boyhood Reminiscences of Sadriddin Aini*, Bibliotheca Iranica Literature Series 6

## **Central Asian Literature in the Soviet Period**

Chingiz Aitmatov, trans. James Riordan, *Mother Earth and Other Stories* (London—Boston: Faber and Faber, 1989)

**Central Asian Literature in the Soviet Period: Timur Pulatov & The End of the USSR & the Newly Independent States of Central Asia**, trans. Dudley Hagen, *The Life Story of a Naughty Boy from Bukhara* (Moscow: Raduga, 1983)

## **Recommended Readings on Central Asian Literature**

1. Sadriddin Aino, trans. George H. Hanna, *Pages From My Own Story. Memoirs.* (Moscow: Foreign Languages Publishing House, 1958).
2. Sadriddin Ainø, *The Sands of Oxus. Boyhood Reminiscences of Sadriddin Aini*, trans. John R. Perry – Rachel Lehr, *Bibliotheca Iranica Literature Series 6* (Costa Mesa, CA: Mazda, 1998).
3. Sadriddin Ainø et alia, ed. Shavkat Niyazi, *At the Foot of the Blue Mountains. Stories by Tajik Authors* (Moscow: Raduga Publishers, 1984).
4. Chingiz Aitmatov, trans. John French, *The Day Lasts More Than A Hundred Years* (Bloomington: Indiana University Press, 1983).
5. Chingiz Aitmatov, trans. Fainna Glagoleva, “Farewell, Gyulsary!”, *Tales of the Mountains and Steppes* (Moscow, 1969), pp. 117-280.
6. Chingiz Aitmatov, trans. James Riordan, *Mother Earth and Other Stories* (London—Boston: Faber and Faber, 1989).
7. Chingiz Aitmatov, trans. Natasha Ward, *The Place of the Skull* (New York: Grove Press, 1989).
8. Edward A. Allworth, *Evading Reality. The Devices of cAbdalrauf Fitrat*, *Modern Central Asian Reformist*, Brill’s Inner Asian Library 4 (Leiden—Boston, 2002).
9. Jes P. Asmussen, *Manichaean Literature. Representative Texts, Chiefly from Middle Persian and Parthian Writings*, *Persian Heritage Series 22* (Delmar, 1975).
10. *At the Foot of the Blue Mountains. Studies by Tajik Authors* (Moscow: Raduga, 1984).
11. *The Baburnama: Memoirs of Babur, Prince and Emperor*, ed.-trans. W.M. Thackston (Washington, D.C.: Freer Gallery of Art: Arthur M. Sackler Gallery, Smithsonian Institution, 1995). [also available in a new Modern Library Classics edition]
12. E.E. Bacon, *Central Asians under Russian Rule. A Study in Culture Change* (Ithaca, 1966).
13. Julian Baldick, *Imaginary Muslims. The Uwaysi Sufis of Central Asia* (New York, 1993).

- A. Bombaci, "The Turkic Literatures. Introductory Notes on the History and Style", *Philologiae Turcicae Fundamenta*, ii, ed. P.N. Boratov (Wiesbaden, 1965), pp. XI-LXXI.
14. Central Asian Monuments, ed. H.B. Paksoy (Istanbul: Isis Press, 1992).
  15. Mirza Haydar Duðlat, *Tarix-i Rāpidi*, trans. N. Elias and E.D. Ross, *A History of the Moghuls of Central Asia* (London, 1895).
  16. Walter Feldman, "Interpreting the Poetry of Mākhtumquli", *Muslims in Central Asia. Expression of Identity and Change*, ed. Jo-Ann Gross (Durham—London: Duke University Press, 1992), pp. 167-189.
  17. Firdawsø, trans. Reuben Levy, *The Epic of The Kings: Shah-Nama, The National Epic Of Persia* (London, Routledge & Kegan Paul, 1967).
  18. Fuzylø, Leylā and Mejnñn, trans. S. Huri (London, 1970).
  19. A.T. Hatto, *The Memorial Feast for Kōkötöy Khan (Kōkötöydün as«ï). A Kirghiz Epic Poem*, London Oriental Series 33 (Oxford, 1977).
  20. Utkir Hashimov, trans. Uli Schamiloglu, "Life in a Dream", *Icarus 16: End of Empire: 15 New Works from the 15 Republics of the Former Soviet Union* (Winter 1995), pp. 37-50. Translated from Uzbek.
  21. Ata Malik Juvaini, trans. J.A. Boyle, *The History of the World Conqueror*, i-ii (Manchester, 1958/U. Washington, 1997).
  22. Nikolai N. Karazin, trans. Anthony Sariti, *In the Distant Confines* (Madison: Turko-Tatar Press, in press).
  23. Shir Muhammad Mirab Munis and Muhammad Riza Mirab Agahi, trans. Yuri Bregel, *Firdaws al-iqbāl: History of Khorezm, Islamic History and Civilization. Studies and texts 28* (Leiden—Boston: Brill, 1999).
  24. Christopher Murphy, "Abdullah Qadiriyy and the Bolsheviks: From Reform to Revolution", *Muslims in Central Asia. Expressions of Identity and Change*, ed. Jo-Ann Gross (Durham—London: Duke University Press, 1992), pp. 190-202.
  25. Narshakhø, *The History of Bukhara*, trans. Richard N. Frye (Cambridge, Mass., Mediaeval Academy of America, 1954).
  26. Alisher Navoi, trans. Robert Devereux, *Muhākamat al-lughatain* (Leiden: E. J. Brill, 1966).
  27. *Persian Poems. An Anthology of Verse Translations*, trans. A.J. Arberry (New York: E.P. Dutton & Co., 1954).
  28. Timur Pulatov, trans. Dudley Hagen, *The Life Story of a Naughty Boy from Bukhara* (Moscow: Raduga, 1983).
  29. Rabghyżø, *The Stories of the Prophets: Qisas al-anbiyāʾ. An Eastern Turkish Version*, i-ii, ed.-trans. H.E. Boeschoten et alia (Leiden: Brill, 1995).
  30. Karl Reichl, *Singing the Past. Turkic and Medieval Heroic Poetry* (Ithaca: Cornell University Press, 2000).

31. Karl Reichl, *Turkic Oral Epic Poetry: Traditions, Forms Poetic Structure*, The Albert Bates Lord Studies in Oral Tradition (New York: Garland, 1992).
32. Annemarie Schimmel, *Mystical Dimensions of Islam* (Chapel Hill: University of North Carolina Press, 1975).
33. Talat Tekin, *A Grammar of Orkhon Turkic*, Indiana University Publications, Uralic Altaic Series 69 (Bloomington, 1968), pp. 261-295.
34. Andreas Tietze, *The Koman Riddles and Turkic Folklore* (Berkeley: University of California Press, 1966).
35. T.G. Winner, *The Oral Art and Literature of the Kazakhs of Russian Central Asia* (Durham, 1958).
36. *World Literature Today: Literatures of Central Asia* 70:3 (Summer 1996).

**CENTRE FOR STUDIES IN ECONOMICS AND PLANNING**  
**Syllabus for PH.D. IN ECONOMICS**  
**Course Structure**

Course code	Nature of Course	Course Title	No .of L/T	Credits
<b>Ph.D. Semester I</b>				
ECO 601	Core compulsory	Research Methodology I	2+1	2
ECO 602	Core compulsory	Advanced Economic Theory (Micro Economics)	3+1	3
ECO 621-625	Core Elective	Any one paper to be selected by the student from group G	3+1	3
ECO 641	...	Field work and research paper writing	2	2
<b>Semester II</b>				
ECO 651	Core compulsory	Research Methodology II	2+1	2
ECO 652	Core compulsory	Advanced Economic Theory (Macro Economics)	3+1	3
ECO 671-675	Core elective	Any one paper to be selected by the student from group H	3+1	3
691	core	Term paper writing	2	2

Subject	Title of the paper	Total credit
<b>Group G</b>		
ECO 621	Advanced Econometrics	3
ECO 622	Economics of Education	3
ECO 623	Financial Economics	3
ECO 624	International Trade and Finance	3
ECO 625	Environmental Economics	3
<b>Group H</b>		
ECO 671	Statistical soft wares for Econometrics	3
ECO 672	International Business	3
ECO 673	Health Economics	3
ECO 674	Global Economic issues	3
ECO 675	Agricultural Economics	3

## **ECO 601 RESEARCH METHODOLOGY IN ECONOMICS-I**

### **Objective**

The course is designed to strengthen students' capability to organize and conduct research on economic issues and problems. They will learn about the conceptual and philosophical basis of research methodology in economics. The course shall impart knowledge on to how to conduct applied economic research from topic selection, literature survey, formulation of research questions and hypothesis, selection of appropriate research method and empirical techniques, interpretation of results and inferences for policies.

### **UNIT I Introduction: Basic Concepts and Process of Economic Research**

Research: Meaning and purpose; Process of economic research: (i) Research questions—Identifying the problematique (Research area/ questions/ concerns/topic), (ii) Survey of literature on the topic—Acknowledging existing knowledge and moving beyond the given, (iii) Theoretical framework—Application of economic theory to shed light on the problem, (iv) Empirical testing— Data gathering, processing, obtaining empirical results by applying appropriate tools to the data, (v) Presentation and Inference— Presenting and interpreting the results and drawing implications, conclusions, and recommendation; Research methodology and methods; Reasons to study methodology

Philosophical Foundations of Economic Methodology: Economic Positivism and Normativism; Evolution of Positivism in Economics: J.S. Mill, J.E. Cairnes, J.N. Keynes; Apriorism, Falsificationism and Conventionalism: L. Robbins; Falsificationalism and Methodology of Economics: Karl Popper; Testability in Economics: T. Hutchison; Instrumentalism: Milton Friedman; Operationalism: Paul Samuelson; Positivism in Economics: An Assessment.

Alternative Methodological Perspectives in Economics: Marxism, Comparative Historical Approach, Post-Modernism and Economics: Keynesian Economics, Institutional Economics, Feminist Economics, Inclusive Economics; Methodological Pluralism: Warren Samuels.

### **UNIT II Research Design and Approaches**

Types of research questions: Exploratory, descriptive and causal questions; What is research design: purpose of research and research questions, specifying concepts, specifying variables to operationalize concepts, methodology (qualitative analysis vs. quantitative analysis vs. participatory analysis; empirical, exploratory, descriptive), Data needs (primary or



secondary), Methods to collect data — Primary (questionnaire surveys, in depth interviews, focus group discussions, key informant interviews, observation)], sources of secondary data, Methods to analyse data (descriptive statistics, case studies, content analysis, regression analysis etc); Nature of Research question and research design: What data/information needs to be gathered and what methods to be applied to analyse such data; Two Directions of Reasoning: Deductive reasoning and Inductive reasoning; Types of research design: Inductive (qualitative) vs. Deductive (quantitative); Data Types: Numerical and Categorical; Random variables: Quantitative and Qualitative (Categorical) Random Variable; Types of quantitative random variables: discrete and continuous random variables; Types of qualitative random variables: nominal (i.e. unordered) and ordinal (ordered) random variables;

Research Ethics: Professional Ethics, Scientific Misconduct, Plagiarism, Conflicts of Interest, External Funding and Objectivity of Research.

Empirical Example of a research proposal submitted for funding agencies to learn how the actual report was prepared; Example of a Ph.D. thesis proposal; Example of a published research paper.

## **Reading List**

Ahuja, R. (2008), *Research Methods*, Rawat Publication.

Baronov, D. (2004), *Conceptual Foundations of Social Research Methods*, Paradigm Publishers.

Boettke, P.J., C. J. Coyne and P. T. Leeson (2013), 'Comparative Historical Political Economy', *Journal of Institutional Economics*, 9(3), pp. 285–301.

Caplin, Andrew and Andrew Schotter (2008) eds., *The Foundations of Positive and Normative Economics: A Handbook*, Oxford: Oxford University Press.

Davis, J.B. (2012), 'Samuels on Methodological Pluralism in Economics', in Biddle, J.E. and R. B. Emmett (ed.), *Research in the History of Economic Thought and Methodology: A Research Annual (Research in the History of Economic Thought and Methodology, Volume 30)*, Emerald Group Publishing Limited, pp.121-136.

Don Ethridge (2004), *Research Methodology in Applied Economics*, Blackwell Publishing.

Friedman, Milton (1953), 'The Methodology of Positive Economics', in Friedman (1953) *Essays in Positive Economics*, pp. 3-43, Chicago: University of Chicago Press.

Gerring, J. (2001), Social Science Methodology, Cambridge: Cambridge University Press.

Greenlaw, S. (2006), Doing Economics: A Guide to Understanding and Carrying Out Economic Research, Houghton Mifflin Company.

Hatton, T.J., K. H. O'Rourke and A. M. Taylor (2007), (eds.) The New Comparative Economic History: Essays in Honour of Jeffrey G. Williamson, Cambridge MA: MIT Press.

Hollis, M. (1994), The Philosophy of Social Science: An Introduction, New York & Cambridge: Cambridge University Press.

Kothari, C. R. (2012), Research Methodology: Methods and Techniques, 2<sup>nd</sup> Reprint, New Age International Publisher.

Neuman, W. L. (2008), Social Research Methods: Quantitative and Qualitative Approach, Pearson.

O'Leary, Z. (2004), The Essential Guide to Doing Research, SAGE Publications.

Ruccio, D.F., and J. Amariglio (2003), Postmodern Moments in Modern Economics, Princeton University Press.

## **ECO 602    ADVANCED ECONOMIC THEORY –I (Micro Economics)**

### **Objective**

The basic objective of this course is to familiarize the research students with the advanced topics in microeconomics covering new developments in theory of consumer choice, theory of firms, and game theory.

### **Unit I Recent Theoretical Developments in Consumer Behaviour**

Slutsky Theorem; Revision of Demand Theory by Hicks; Linear Expenditure Systems; Stone and Rowe Model; Nerlov's stock adjustment principle; Houthaker and Taylor's Dynamic Model; Lancaster's Theory of Consumer Behaviour.

### **Unit II Realistic market structures and firm's behaviour**

Monopolistic competition; Oligopoly: Chamberlin Model, Stackelberg Model; Kinked demand curve model: Cartels and Price Leadership Models.

### **Unit III Non-neoclassical theories of the firm**

The marginalist controversy and critical analysis of marginal analysis; Hall and Hitch's average cost pricing principle; Baumol's Sales revenue

maximisation model; Marris model of managerial enterprise; Williamson's model of managerial discretion.

Static and dynamic games of complete and incomplete information; Market Failure and the Role of the Government.

### **Reading List**

Andreu Mas-Colell, A., M. D. Whinston, and J. R. Green (1995), Microeconomic Theory, Oxford University Press.

Baumol, W. J. (1982), Economic Theory and Operations Analysis, Prentice Hall of India.

Henderson, J.E. and R.E. Quandt (1988), Microeconomic Theory - A Mathematical Approach, McGraw Hill.

Koutsoyiannis, A. (1979), Modern Micro Economics, Macmillan Press, London.

Kreps, D. M. (1990), A Course in Microeconomic Theory, Princeton University Press.

Muñoz-Garcia, F. (2017), Advanced Microeconomic Theory: An Intuitive Approach with Examples, The MIT Press.

Pindyck, R. S. and D. L. Rubinfeld, (2001), Micro Economics, New Delhi: Prentice Hall of India.

Reny, P. J. and G. A. Jehle (2011), Advanced Microeconomic Theory, 3<sup>rd</sup> ed., Addison Wesley.

Varian, H. (1992), Micro Economic Analysis, New York: W. W. Norton & Company, Inc.

## **ECO 621    ADVANCED ECONOMETRICS**

### **Objective**

The basic objective of this course is to familiarize the research students with the advanced methods of econometric analysis.

### **Unit I Univariate Time series Modelling**

Properties of time series, Properties of AR, MA, ARMA, ARIMA processes, Stationary stochastic process- Random walk and white noise, Tests for Stationarity- ACF and Sample Correlogram, Barlett's test, Box-pierce Q-test, Ljung-Box test, Unit Root Tests, Trend Stationary and Difference Stationary process, ARIMA models- identification, estimation, diagnostic testing, forecasting- MA(1), ARMA(1,1) and ARIMA(1,1,0) processes, Seasonality

## **Unit II Modelling Volatility**

Linear time series model and its limitations, testing for nonlinear models; types of non-linear time series models: the ARCH model- testing for ARCH effects, estimation of ARCH model by iteration

## **Unit III Panel data Methods**

Sources and types of panel data, why should one use panel data: their benefits and limitations, Simple panel data methods-Policy analysis with Pooled Cross Sections, Two period panel data analysis, policy analysis with two period panel data analysis, Differencing with more than two time periods; advanced panel data methods- Fixed effects estimation, Random effects model.

### **Basic Readings**

Brooks Chris (2nd edition), (2008), Introductory Econometrics for finance, Cambridge University press

Walter Enders(2004), Applied Econometric Time Series, Wiley India (P) Ltd, New Delhi

### **Additional Readings**

Gujarati, N. Damodar, and Sangeeta (2013), Basic Econometrics, McGraw Hill

Jack Johnston and John Dinardo,(1997), Econometric Methods, McGraw-Hill International Editions, Singapore.

## **ECO 622 ECONOMICS OF EDUCATION**

### **Objective**

In a globalised world, economies are becoming more skill based and the significance of education has been growing over the years. This subject will enable the learners to Develop an understanding of planning, financing and cost of education. It will also help develop an understanding of the link between the educational system and economic development. The subject will also develop an understanding of educational problems in the context of economic concepts. Theories and techniques.

### **Unit I Conceptual Issues in economics of Education**

Meaning, definition, scope and importance of Economics of Education. The relationship between education and the economic system- The role of the economic system in financing of education and absorbing the educated manpower- Education as an industry- Education as consumption and Education as individual, social and national investment- Spill-over and inter-generational effects of education.

Economic Development and Education The concepts of economic development and economic growth - The interrelationship between education and economic development- Education as a prerequisite as an accelerator and a major determinant of economic development- Significance and Development of human resources through education-Human capital approach- Need for manpower planning and Estimation of manpower requirements. Human capital vs. Physical capital

## **Unit II Measuring the Contribution of Education to Economic Growth**

Cost-Benefit Analysis in Education- Correlation Approach- Residual approach- Manpower Forecasting Approach- Wage-differential Approach. Productivity in Education-Productivity of the educational system - Internal and external efficiency of the Educational system- Dual approach, Process approach, Product approach.

Education, Equity and Income Distribution-Educational equity measures - the equal opportunity criterion- the cost – benefit criterion, and the ability to pay criterion - Education as a determinant of income variance, and the relevant contribution of different levels of education.- Tools to assess the equity and income distribution -The Gini coefficient, the Lorenz curve

## **Unit III Pricing and Financing of Education**

Concept of Cost of Education. Types of Educational costs: Direct cost, Indirect cost, Private cost, Social cost and Opportunity cost- External and Internal Efficiency of Education- Micro and Macro aspects of pricing of education (Theoretical Study) - Practical solution to the pricing of education especially at the tertiary level Financing of Education- Sources of finance for education: private, public, fees, donations- Endowments and grants. Grant-in- aid principles and practices with special reference to higher education- Government's role in financing education at different levels with special reference to higher education.

### **Reading list**

Baxter C. And O'Leary, P. J. and Westoby A. (1977) Economics and Education Policy a Reader London Longman Group Ltd.

Backer G. S, (1964) Human Capital New York: University press.

Blaug. M (1972) an Introduction to the Economics of Education, London: Penguin

Blaug, M. (ed) (1968). Economics of Education selected Readings. Vol. 1 and 2 London: Penguin Books.

Cohn, E. and Gesker (1990) T. G. The Economics of Education, Oxford: Pergamon Press

Hallak J. (1990) Investing in the Future UNESCO: Pergamon press

Johns R. I. & Morphet I: (1976) The Economics and financing of Education A system Approach New Jersey Prentice-Hall Inc.

Levin M. R. & Shank A (eds.) (1970) Educational Investment in an Urban Society: Costs, Benefits and Public Policy, New York Teachers College press

Majumdar, T. (1983) Investment in Education and social Choice, Cambridge, Cambridge University Press.

Natarajan S. (1990) Introduction to Economics of Education New Delhi. Sterling

Padmanabhan C. B. (1971) Economics of Educational Planning in India New Delhi. Arya Book Depot.

Panchamukhi P. R. (ed) (1989) Economics of Educational Finance Bombay, Himalaya publishing House

Ward, F. C. (ed) (1974) Education and Development Reconsidered New York: Praeger Publishers

Wykstra R. A. (ed) (1971) Education and the Economics of Human Capital New York: The Free press.

## **ECO 623 FINANCIAL ECONOMICS**

### **Objective**

This subject will enable the students to understand the issues of financial institutions in the process of economic growth.

### **Unit I Nature and Role of Financial System**

Introduction to Financial institutions and Markets, Financial Intermediate and Financial Intermediaries, The structure of the financial system, Determination of interest rates, Structure of Interest rates, Theories of term structure interest rates,

Regulatory and Promotional Institutions: The Reserve Bank of India: Roles and Functions, Monetary Policy of the RBI, Techniques of Monetary Control, Recent Policy Developments, Liquidity Adjustment Facility (LAF), The Securities and Exchange Board of India: Genesis, Organizations, Objectives and Functions, Performance of SEBI, IRDA and its role in financial markets, Financial Sector reforms in India.

### **Unit II Valuation of Securities**

Primary and Secondary Market for Securities Fundamentals of Valuation of Securities: Valuation of Bonds and Stocks; Bond Yield, Yield to Maturity. Equity Valuation: Dividend Discount Model, The P/E Ratio Approach; Irrelevance of Dividends: Modigliani and Miller Hypothesis; Relevance of Dividends: Walter's Model, Gordon's Model. The Cost of Capital: Debt and equity; Cost of Debt, Cost of Preference Capital and Equity Capital.

### **Unit III Derivative Markets**

An introduction to financial derivatives: Types and uses of derivatives; Forward Contracts: basic concepts, determination of forward prices, Futures Contract: basic concepts, theories of future prices- the cost of carry model, the expectation model, capital asset pricing model. Relation between Spot and Future Prices, forward vs future contract, Hedging in Futures; Options: types, value of an option, the Pay-Offs from Buying and Selling of Options; the Put Call Parity Theorem; Binomial option pricing model (BOPM) and Black-Scholes option pricing model.

### **Basic Readings**

Bhole, L. M. and J Mahakud (2009) Financial Institutions and Markets, McGraw Hill Education Pvt. Ltd. New Delhi.

Chandra, P (2012) Financial Management, Theory and Practice, McGraw Hill Education Pvt. Ltd. New Delhi.

John C. Hull, and S Basu (2013), Options Futures and other Derivatives, Pearson, New Delhi.

### **Additional Readings**

Avadhani, V. A. (2003) security Analysis and Portfolio Theory, Himalaya Publishing House, Mumbai.

Brigham E F and M C Ehrhardt, (2012) Financial Management, Theory and Practice, Cengage Learning, New Delhi.

Gardener D. C. (2003), Derivatives, Macmillan India Limited, New Delhi

Gupta S.L. (2011), Financial derivatives, PHI Learning, New Delhi.

Khan, M. Y. and Jain, P. K. (2004), Financial Management, Text, Problems and Cases, Tata McGraw Hill Company Ltd. New Delhi.

Swain PK (2012), Fundamentals of Financial derivatives, Himalaya Publishing House, Mumbai.

## **ECO 624 INTERNATIONAL TRADE AND FINANCE**

### **Objective**

To familiarize students with the theoretical and fundamental aspects of international trade and finance.

### **UNIT I Traditional and New Theories of Trade**

Absolute advantage and comparative advantage approaches to international trade; The specific factors model; Heckscher-Ohlin model; Factor price equalization theorem; Rybczynski theorem; Leontief Paradox. Emergence of Intra industry trade: Grubel-Lloyd Index; Monopolistic competition and international trade: The Krugman's Model; Increasing returns in H-O model; External increasing returns and trade

Trade policies: concept and types; Tariff and non-tariff barriers (quota, VERs; Government procurement, safety, health, environmental and technical barriers), export subsidies; Theory of tariffs: types, welfare effects, effective protection; Theory of import quotas: welfare effects; The Strategic trade theory: Brander-Spencer Analysis; Arguments for free trade and protection



## **UNIT II      Forms of Economic Integration**

Free trade agreement (FTA); Common market; Economic union; Trade creating and trade diverting customs union; Customs union and conditions for increasing welfare; Regional Trading blocks in practice; WTO.

The Foreign Exchange Market: Definition of exchange rate and foreign exchange markets; Function of foreign exchange markets: Hedging, speculation, interest arbitrage; Determinants of exchange rates; Spot and forward exchange rate; Purchasing-power parity theory; The Monetary approach to exchange rate; Interest and exchange rates relationship: Covered and uncovered interest parities; The overshooting model; Portfolio-Balance Approach

## **UNIT III      Balance of Payments**

The Current Account; The Capital Account; BOP disequilibrium and adjustment mechanism: Automatic mechanism (Price and income adjustments under fixed and flexible exchange rate system); Policy measures (Devaluation, Revaluation), Elasticity approach-J curve effect; Absorption approach-monetary approach and devaluation

### **Reading List**

Feenstra, R. C. and A. M. Taylor (2010), *Essentials of International Economics*, Worth Publishers.

Krugman, P., M. Obstfeld, and M. Melitz (2011), *International Economics: Theory and Policy*, Addison-Wesley.

Rivera-Batiz, L. A., M. Oliva (2004), *International Trade: Theory, strategies, and Evidence*, Oxford University Press.

Salvatore, D. (2011), *International Economics*, Wiley.

## **ECO 625 ENVIRONMENTAL ECONOMICS**

### **Course Descriptions and Objectives**

This paper undertakes theoretical and empirical studies of economic effects of national and local environmental policies around the world. It deals with particular issues which includes the cost and benefits of environmental

policies regarding air pollution, water pollution, toxic substances, solid waste management and global warming.

## **Unit I**

**Environmental Economics:** Scope and method; Inter-linkages between economy and environment. Property rights, externalities, environmental problems and market failures.

**Economic incentives for environmental protection:** price rationing; liability rules; quantity rationing and evaluative criteria. Pollution taxes for efficient control of pollution. Tradable pollution permits: basic theory and issues in tradable permit market

## **Unit II**

**International Issues:** Trans-boundary pollution problems; International trade and environment; International environmental treaties and Institutions.

Valuation and Environment: Concepts and methods; Theory of non-market valuation; Valuing direct and indirect environment costs and benefits.

## **Unit III**

**Resources and Sustainable Development:** Dynamic efficiency and sustainable development; Allocation of Depletable and Renewable Resources: An overview of energy, water, land, forest and agriculture related issues.

## **Basic Readings**

Baumol, William J. and Wallace E. Oates: *The Theory of Environmental Policy*, Cambridge University Press, 1988.

Fisher, A.C.: *Resource and Environment Economics*, Cambridge University Press, 1981.

Hanley, Nick and Shogren, Jason F. : *Ben White Environmental Economics: In Theory and Practice*, Oxford University Press, New York, 1997

Kolstad, Charles D.: *Environmental Economics*, Oxford University Press, New York, 2000.

## **ECO 651 RESEARCH METHODOLOGY IN ECONOMICS-II**

### **Objective**

The course is designed to complement the skills and knowledge that students' have learnt for conducting research on economic issues in the first research methodology course. Students will learn about methods and techniques of empirical economic research and prepare research proposal for their M.Phil. dissertation.

### **UNIT I Positivist and Alternative Methods of Research**

Sampling Design – Methods; Hypothesis Formulation and Testing; Methods of Analysis: Simple and Multiple Regression, Multivariate Analysis: Factor Analysis/ Principal Component Analysis;

Qualitative Methods in Research: Case Study Methods (The Case Study, Differing Perspectives, Conflict of Methods, Current Debate in Case Study), Focus Groups (Focus Group in a Historical Perspective, Focus Group as a Quantitative Method, Use for Focus Group, Planning for Focus Group, Conducting and Analyzing Focus Group), Narrative Analysis (Locating Narrations, Theoretical Contexts, Practical Models, Doing Narrative Analysis), Participatory Research Methods (Participant Observer, Rapid Rural Appraisal, Participatory Rural Appraisal, Participatory Action Research); Objectivity, Reliability and Validity in Qualitative Research

### **UNIT II Economic Data and Sources**

Primary Data and Secondary Data; Macroeconomic Databases on National Accounts, Government and Public Finance, Socio and Demographic, Labor Market, Foreign Trade, Investments, Inflation, Financial Market, Balance of Payments, Exports and Imports: National Accounts Statistics; RBI Bulletin; NSSO Surveys on Unorganized Sectors, Consumption Expenditures, Employment & Unemployment; Census of India; National Family Health Survey; Statistics of Foreign Trade of India; UN-COMTRADE; World Development Report (WDI); Secretary of Industrial Approval (SIA) Newsletter; World Investment Report; IMF Balance of Payment Statistics; Industrial Databases: Annual Survey of Industries; Prowess Database; etc.

Review of Statistical Packages like Excel, SPSS, E-Views and STATA for economic research.

Documentation Report Writing: Undertake review of literature and identify research problem, frame research objectives, develop hypotheses, explore availability of data and write the Research Proposal for M.Phil. dissertation or Ph.D. Thesis.

### **Reading List**

Ahuja, R. (2008), Research Methods, Rawat Publication.

Baronov, D. (2004), Conceptual Foundations of Social Research Methods, Paradigm Publishers.

Bell, D. (1981), 'Models and Reality in Economic Discourse' in D. Bell and I. Kristal (ed.) The Crisis in Economic Theory, New York: Basic Books.

Caplin, Andrew and Andrew Schotter (2008) eds., The Foundations of Positive and Normative Economics: A Handbook, Oxford: Oxford University Press.

Chambers, R. (1992), 'Rural Appraisal: Rapid, Relaxed and Participatory', IDS Discussion Paper No. 311, Brighton: IDS.

Don Ethridge (2004), Research Methodology in Applied Economics, Blackwell Publishing.

Fernandes, W. (1986), Participatory Research and Evaluation: Experiments in research as a Process of Liberation, New Delhi: Indian Social Institute.

Fernandes, W. (2005), 'Experiments in Creative Research: Efforts to Combine Participatory with Conventional Methodology' in A. K. Giri (ed.) Creative Social Research: Rethinking Theories and Methods, New Delhi: Vistaar Publications.

Friedman, Milton (1953), 'The Methodology of Positive Economics', in Friedman (1953) Essays in Positive Economics, pp. 3-43, Chicago: University of Chicago Press.

Greenbaum, T A (1993), Handbook for Focus Group Research, New York: Lexington Books.

Greenlaw, S. (2006), Doing Economics: A Guide to Understanding and Carrying Out Economic Research, Houghton Mifflin Company.

Hamel, J., S. Dufoeu and D. Fortin (1993), Case Study Methods, Qualitative Research Method Series 32. New Delhi: Sage Publications.

Hirschman, A. O (1981), 'Morality and the Social Sciences: A Durable Tension' in Essays in Trespassing Economics to Politics and Beyond, New York: Cambridge University Press.

Kirk, J. and M. L. Milha (1986), Reliability and Validity in Qualitative Research, Methods. Qualitative Research Method Series 1, New Delhi: Sage Publications.

Kothari, C. R. (2012), Research Methodology: Methods and Techniques, 2<sup>nd</sup> Reprint, New Age International Publisher.

Krueger, R A (1988), Focus Group: A Practical Guide for Applied Research, New Delhi: Sage Publications.

Latsis, S. J (1976), Method and Appraisal in Economics, Cambridge: Cambridge University Press.

Morgan, D. L. (1988), Focus Group as Qualitative Research, Qualitative Research Method Series 16, New Delhi: Sage Publications.

Nagaraj, R. (1999), 'How Good Are India's Industrial Statistics? An Exploratory Note', Economic and Political Weekly, 34(6), pp. 350–355.

Narayan, D. (1996), 'Towards Participatory Research', World Bank Technical Paper 307, Washington: The World Bank.

Neuman, W. L. (2008), Social Research Methods: Quantitative and Qualitative Approach, Pearson.

O'Leary, Z. (2004), The Essential Guide to Doing Research, SAGE Publications.

Reissman, C. K. (1993), Narrative Analysis, Qualitative Research Method Series 30, New Delhi: Sage Publications.

Samuels, W. J. (ed.) (1980), The Methodology of Economic Thought, New Brunswick, NJ: Transaction Books.

## **ECO 652    ADVANCED ECONOMIC THEORY-II (Macroeconomics)**

### **Objective**

The basic objective of this course is to familiarize the research students with the advanced topics in macroeconomics covering new developments in theory.

## **Unit I        Theories of Growth**

Some Basic Facts about Economic Growth, Solow growth model: The Dynamics of the Model, The Impact of a Change in the Saving Rate, Quantitative Implications, The Solow Model and the Central Questions of Growth Theory, Framework and Assumptions of Endogenous Growth Models, AK model.

Consumption and Investment: Consumption under Uncertainty: The Life Cycle and The Permanent-Income Hypothesis, The Interest Rate and Saving, Investment and the Cost of Capital, A Model of Investment with Adjustment Costs, Tobin's  $q$ , Analyzing the Model, The Effects of Uncertainty, Financial-Market Imperfections

## **Unit II        Unemployment, Inflation and Monetary Policy**

Theories of Unemployment, Inflation, Money Growth and Interest Rates, Seignorage and Inflation, Cost of Inflation, Some Macroeconomic Policy Issues.

## **Unit III        Business Cycle Theory**

Introduction to Fluctuations, Aggregate Demand and Supply, Goods Markets and Money Markets, IS-LM Models, The Theory of Real Business Cycle, New Keynesian Economics

Open Economy Macroeconomics: Mundell-Fleming model with Fixed and Floating Exchange Rates, Expectations, Exchange rates and Interest rates; Openness in Financial and Goods Markets, Macroeconomic Policy for Stabilisation and Growth.

### **Basic Readings**

Barro and Sala-i-Martin (2004), Macroeconomics McGraw Hills

David Romer(2019), Advanced Macroeconomics, 5th Edition, Mc Graw Hills

N Gregory Mankiw(2016), Macroeconomics, 9th Edition, Worth Publishers, New York

Rudiger D., Stanley F. & Richard S.(2010), Macroeconomics, McGraw Hills

### **Additional Readings**

Andrew Abel and Ben Bernanke “Macroeconomics”, 2003, Pearson, Indian Ed

Richard T. Froyen(2003), Macroeconomics, Pearson Indian Ed

Rosalind Levacic and Alexander Rebman (1982). Macroeconomics,McMillan

## **ECO 671 STATISTICAL SOFT WARES FOR ECONOMETRICS**

### **Objective**

This paper will equip the students with the use of soft ware in econometric analysis.

### **Unit I Cross-sectional Analysis**

Simple and Multiple Regressions with practical data and examples), Identifying and Solving the problems of heteroscedasticity in cross-sectional data analysis

Analysing Univariate Time series Modelling for AR, MA, ARMA, ARIMA processes, Stationary stochastic process- Random walk and white noise, Tests for Stationarity- ACF and Sample Correlogram, Barlett’s test, Box-pierce Q-test, Ljung-Box test, Unit Root Tests, Trend Stationary and Difference Stationary process, ARIMA models- identification, estimation, diagnostic testing, forecasting- MA(1), ARMA(1,1) and ARIMA(1,1,0) processes, Seasonality

### **Unit II Regressions to model Volatility**

Linear time series model and its limitations, testing for nonlinear models; types of non-linear time series models: the ARCH model- testing for ARCH effects, estimation of ARCH model by iteration

### **Unit III Estimation of Panel data**

Structuring the panel data set up, Simple panel data methods-Policy analysis with Pooled Cross Sections, Two period panel data analysis, policy analysis with two period panel data analysis, Differencing with more than two time periods; advanced panel data methods- Fixed effects estimation, Random effects model.

### **Reading list**

Brooks Chris (2nd edition), (2008), Introductory Econometrics for Finance, Cambridge University press

Walter Enders (2004), Applied Econometric Time Series, Wiley India (P) Ltd, New Delhi

## **ECO 672 INTERNATIONAL BUSINESS**

### **Objective**

This course offers an overview of theoretical approaches to understand the phenomenon of international business. It presents a view of environment for international business and pays attention to the strategies and structure of international businesses and implications of international business for firm's various functions.

### **UNIT I Globalization of Production and Markets**

Declining Trade and Investment Barriers; Role of Technological Change; Changing Nature of Global Output, FDI, and Multinational Corporations; Global Value Chains and Global Production Networks; How international business is different from domestic business?

National Environmental Context of International Business: Country Factors National Differences in Political Systems, Economic Systems, Legal System, and Level of Economic Development; Differences in Culture: Values and Norms, Social Structure, Religion, Language, Education and Workplace Culture; Implications for Business

### **UNIT II Global Trade and Investment Environmental Context of International Business**

Trade Theories and Implications for Business: Comparative Advantage; Heckscher-Ohlin Theory, Product Life-cycle Theory, New Trade Theory; Porter's Diamond; Development of World Trading System: GATT, Uruguay Round and WTO; Global FDI Flows and Theories of Horizontal and Vertical FDI; FDI Effects on Host Countries; Regional Economic Integration and Implications for Business; Global Monetary System: Foreign Exchange and International Monetary System, Global Capital Market.

### **UNIT III Strategy and Structure of International Business**

Strategy and Firm: Firm as a Value Chain, Role of Strategy; Global Expansion: Transferring Core Competencies, Exploiting Location Economies, Experience Economies; Cost Reductions and Local Responsiveness; Strategic Choice: International, Multi-domestic, Global, and Transnational Strategies; Modes of Entry and Strategic Alliances



Business Operations: Exporting, Importing, Countertrade, Global Manufacturing and Materials Management; Global Marketing and R&D; Global Human Resource Management; Accounting and Financial Management in International Business.

### **Reading List**

Hill, C. W. L. and G. T. M. Hult (2018), International Business: Competing in the Global Marketplace, 12<sup>th</sup> edition, McGraw-Hill Education.

Varma, S. (2012), International Business, New Delhi: Dorling Kindersley (India) Pvt. Ltd.

Wild, J. J. and K. L. Wild (2015), International Business: The Challenges of Globalization, 8<sup>th</sup> Edition, Pearson

## **ECO 673 HEALTH ECONOMICS**

### **Objective**

The purpose of this course is to provide substantial exposure to the state of the evidence and the major theoretical and empirical approaches used to study salient issues in health economics.

### **Unit I**

#### **Health capital**

- Grossman, Michael, "On the Concept of Health Capital and the Demand for Health," Journal of Political Economy, 1972, 80(2), 223-255.
- Becker, Gary S., Tomas J. Philipson, and Rodrigo R. Soares, "The Quantity and Quality of Life and the Evolution of World Inequality," American Economic Review, 2005, 95(1), 277-291.
- Almond, Douglas, Kenneth Y. Chay and David S. Lee. "The Costs Of Low Birth Weight," Quarterly Journal of Economics, 2005, v120(3,Aug), 1031-1083.

#### **Information asymmetries and public reporting of health care quality**

- Arrow, Kenneth. "Uncertainty and the Welfare Economics of Medical Care," American Economic Review, 1963, 53(5), 941-973.
- Dranove, David, Daniel Kessler, Mark McClellan, and Mark Satterthwaite. 2003. Is More Information Better? The Effects of 'Report Cards' on Health Care. Journal of Political Economy 111(3):555-588.

- Jin GZ, Sorensen AT. Information and consumer choice: the value of publicized health plan ratings. *J Health Econ.* 2006 Mar;25(2):248-75.

### **Health insurance**

- Akerlof, George A., "The Market for 'Lemons': Quality Uncertainty and the Market Mechanism," *Quarterly Journal of Economics*, 1970, 84(3), 488-500.
- Rothschild, Michael and Joseph E. Stiglitz, "Equilibrium in Competitive Insurance Markets: An Essay on the Economics of Imperfect Information", *Quarterly Journal of Economics*, 1976, 90(4), 629-650.
- Finkelstein, Amy , "The Aggregate Effects of Health Insurance: Evidence from the Introduction of Medicare," *Quarterly Journal of Economics*, 2007,122(1), 1-37.
- Joseph P. Newhouse & Mary Price & John Hsu & J. Michael McWilliams & Thomas G. McGuire, 2015. "How Much Favorable Selection Is Left in Medicare Advantage?," *American Journal of Health Economics*, MIT Press, vol. 1(1), pages 1-26, Winter.

### **Aging and Long-Term Care Insurance**

- Philipson, Tomas J. and Gary S. Becker, "Old-Age Longevity and Mortality-Contingent Claims," *Journal of Political Economy*, Vol. 106, No. 3, June 1998, pp. 551–573.
- Finkelstein, Amy and Kathleen McGarry. 2006. Multiple dimensions of private information: Evidence from the long-term care insurance market. *American Economic Review* 96(4):938–958.
- Van Houtven, Courtney Harold and Edward C. Norton. 2004. Informal care and health care use of older adults. *Journal of Health Economics* 23(6):1159–1180.

## **Unit II**

### **Mental health**

- Richard G. Frank & Martin Gaynor, 1995. "Incentives, Optimality, and Publicly Provided Goods: the Case of Mental Health Services," *Public Finance Review*, , vol. 23(2), pages 167-192, April.
- Ludwig, Jens & Marcotte, Dave E. & Norberg, Karen, 2009. "Anti-depressants and suicide," *Journal of Health Economics*, Elsevier, vol. 28(3), pages 659-676, May.
- Hanming Fang & Michael P. Keane & Dan Silverman, 2008. "Sources of Advantageous Selection: Evidence from the Medigap Insurance Market," *Journal of Political Economy*, University of Chicago Press, vol. 116(2), pages 303-350, 04.

### **Behavioural economics and health**

- Behavioural Hazard in Health Insurance\* Katherine Baicker Harvard University Sendhil Mullainathan Harvard University Joshua Schwartzstein *The Quarterly Journal of Economics* (2015) doi: 10.1093/qje/qjv029

- Einav, Liran, Amy Finkelstein, Stephen P. Ryan, Paul Schrimpf, and Mark R. Cullen. 2013. "Selection on Moral Hazard in Health Insurance." *American Economic Review*, 103(1): 178-219.
- Dave, Dhaval, Robert Kaestner, "Health Insurance and Ex Ante Moral Hazard: Evidence from Medicare," International Journal of Health Care Finance and Economics, Volume: 9 Issue: 4, Pages: 367-390 (December 2009).

### **Drug Markets**

- CP Adams, VV Brantner. Estimating the cost of new drug development: is it really 802 million dollars? *Health Aff (Millwood)*. 2006 Mar-Apr;25(2):420-8.
- Howard D, PB Bach, ER Berndt, RM Conti. "Pricing in the Market for Anticancer Drugs," *Journal of Economic Perspectives*. 2015;29(1,Winter):139-162.
- Conti RM, ER Berndt. "Specialty drug prices and utilization after loss of U.S. patent exclusivity, 2001-2007," NBER Working Paper No. 20016 Issued in March 2014

## **Unit III**

### **Health care market structure and competition**

- Gaynor M, Ho K, Town RJ. The Industrial Organization of Health-Care Markets. *Journal of Economic Literature* 2015, 53(2), 235-284.
- Kessler D, McClellan M. Is hospital competition socially wasteful? *QJE*, 2000.
- Dunn A, Shapiro AH. Physician Market Power and Medical-Care Expenditures. Bureau of Economic Analysis working paper 2012.

### **Payment incentives and quality of care**

- Cutler, DM. The incidence of adverse medical outcomes under prospective payment. *Econometrica*, 1995.
- D Grabowski, "Medicaid reimbursement and the quality of nursing home care," *JHE*, 2001
- Glazer, Jacob and Thomas G. McGuire. 2002. Multiple payers, commonality and free-riding in health care: Medicare and private payers. *Journal of Health Economics* 21(6):1049-1069.

### **Physician agency and incentives**

- McGuire, Thomas G. and Mark V. Pauly. 1991. Physician Response to Fee Changes with Multiple Payers. *Journal of Health Economics* 10(4):386-410.
- Sloan and Shadle, "Is there empirical evidence of "Defensive Medicine"? A reassessment, *Journal of Health Economics*, 2009.
- Jacobson M, Earle CC, Price M, Newhouse JP. How Medicare's payment cuts for cancer chemotherapy drugs changed patterns of treatment. *Health Aff (Millwood)* 2010 Jul;29(7):1391-9.

- Jacobson M, O'Malley AJ, Earle CC, Pakes J, Gaccione P, Newhouse JP. Does reimbursement influence chemotherapy treatment for cancer patients? *Health Aff (Millwood)*. 2006 Mar-Apr;25(2):437-43.

## **ECO 674 GLOBAL ECONOMIC ISSUES**

### **Objective**

The main aim of this paper is to give a historical background of globalization. It deals with global governance and challenges before the developing economies. It also encompasses foreign direct investment, multinational corporation, technological transfer and out sourcing.

### **Unit I**

Major Phases of Globalization: Colonial-Phase, Bretton Woods-Phase, and WTO Phase. Globalization, Development Alternatives, and Policy Choices.

### **Unit II**

Global Governance and Institutions: IMF, World Bank, WTO, World Trading System, Regional Trading Blocs. International Migration. Challenges before Developing Economies: Growth, Unemployment, Poverty, Inequality, Rural-Urban Divide, and Human Development.

### **Unit III**

Global Capital Movement: Foreign Portfolio Investment, Foreign Direct Investment, Foreign Aid, and Finance Capital Perspective. Multinational Corporations, Technology Transfer, and Out-Sourcing. International Debt.

### **Reading list**

D. J. Encarnation, and Borris Velic, (eds.)(1983), *Competing for Foreign Direct Investment: Government Policy and Corporate Strategy in Asia*, New York, Oxford University Press.

George Mavrotas and Anthony Shorrocks (Eds.)(2007), *Advancing Development: Core Themes in Global Economics*, Palgrave, New York.

Gerald M. Meier and James E. Rauch(2000), *Leading Issues in Economic Development*, Seventh Edition, New York, Oxford University Press.

Ian Golden and Kenneth Reinert(2006), Globalization for Development, World Bank and Palgrave Macmillan.

Jagdish Bhagwati(2004), In Defence of Globalization, Oxford University Press.

Joseph E. Stiglitz (2002), Globalization and Its Discontents, W. W. Norton, New York

Joseph E. Stiglitz(2006), Making Globalization Work, W. W. Norton and Company, New York.

Mitsuo Matsushita, T.J. Schoenbaum, and P. C. Mavroidis(2006), The World Trade Organisation: Law, Practice and Policy, Second Edition, Oxford University Press, New York.

Oatley, Thomas (2004), International Political Economy, Pearson Education, New Delhi.

## **ECO 675 ECONOMICS OF AGRICULTURE**

### **Objective**

The objective of this course is to introduce students to the importance of some major issues associated with agricultural production, agricultural finance, agricultural markets, food security and international trade in agricultural commodities, and also to expose students to the recent developments in Indian agriculture. The objective is to equip students to analyse and critically assess issues, policies that programmes in these areas.

### **Unit I**

**Agricultural Production:** Primal Estimate [Cobb-Douglas Culture], Sources of Agricultural Growth (role of natural endowments, traditional input, technology, TFPG, Institutions and infrastructure), Analysis of Allocative, Technical and Economic Efficiencies Using Frontier Production Function and Data Envelop Analysis Approaches.

### **Unit II**

**Agricultural Finance:** Financial Characteristics of Agriculture, Imperfect Information and Enforcement Problems in Credit Markets; Segmented Rural Credit Markets, Resolving Information and Incentive Problems; Managing borrowers' Credit Risks; Agribusiness and Trade Financing; and Rationale for Government Intervention in Rural Credit Markets. Structure and Functioning of Rural Credit Market in India.

**Agricultural Markets:** Nature, Types and Problems of Agricultural and agricultural Commodity Markets.

### **UNIT III**

**International Trade:** Main Features of International Trade in Agricultural Commodities, Domestic Agricultural and Trade Policies of Developed Countries and Their Impact on World Trade, Agriculture in GATT Negotiations and WTO.

**Food Security:** Concept, Threat, Indicators and Mechanism to Food Security; Food Assistance Programmes

**Recent Developments in Indian Agriculture:** Opportunities and Challenges [Expectations, Performance, and Emerging Constraints and Potentials] for Indian Agriculture in the Post Reform Period

### **Readings list**

Bhalla G.S and G Singh (2009): 'Economic Liberalisation and Indian Agriculture: A State wise. Analysis', Economic and Political Weekly 44(52): 34-44;

Bruce L. Gardener and Gordon C. Rausser(Eds); Handbook of Agricultural Economics Vol.1A Agricultural Production, Amsterdam, Elsevier Science B.V.

Bruce L. Gardener and Gordon C. Rausser (Eds); Handbook of Agricultural Economics Vol.1B Marketing, Distribution and Consumption, Amsterdam, Elsevier Science B.V.

Bruce L. Gardener and Gordon C. Rausser(Eds); Handbook of Agricultural Economics Vol.2A Agricultural and Its External Linkages, Amsterdam, Elsevier Science B.V.

Bruce L. Gardener and Gordon C. Rausser(Eds); Handbook of Agricultural Economics Vol.2B Agricultural and Policy, Amsterdam, Elsevier Science B.V.

Ghatak Subrata and Ken Ingersent ; Agriculture and Economic Development, Harvester Press Ltd. London

Government of India(2007), Eleventh Five Year Plan, Planning Commission, Government of India, New Delhi.

World Bank (2006), Rejuvenating Indian Agriculture, Washington, World Bank.

**COURSES OF STUDY**

**for**

**DOCTOR OF PHILOSOPHY IN EDUCATION**

**Session 2018 – 19 onwards**

**Revised from Session 2021-22 onwards**

**School of Education,**

Central University of Gujarat,

Sector-29, Gandhinagar,

Gujarat, India-382030

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





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## DOCTOR OF PHILOSOPHY IN EDUCATION

### Introduction

Research at Ph.D. course is essential for the scholars pursuing career in the field of education. The course enables the scholar to select to the problems in the field as well as equip them with research theory and skills for conduct of research and undertake need based research projects and for the development of education and society. The transaction tools like; lectures, tutorials, discussion, group work, seminar, use of web resources, library resources, etc. can be used for teaching the courses. The University offers Ph.D. in Education programme from a broader perspective. This programme is designed to build the research capacity of scholars from varied backgrounds and provide a strong knowledge and skill base in various areas of education. The research study completed under the Ph. D. programme is expected to provide critical inputs for policy formulation, implementation of reform programmes and capacity building activities, etc. The scholars admitted to the Ph. D. Programme are expected to complete the course work as per the rules/regulations/norms of School of Education and CUG from time to time.

### Ordinance

The ordinance no-11(A) of CUG “12. Ordinance Relating to the Award of Degree of Doctor of Philosophy (Ph.D.)” is to be adopted for the Award of Degree of Doctor of Philosophy (Ph.D.) in Education and subsequent updates in this regard from time to time.

### Core Courses

PHD 101- Methodology of Educational Research-I

PHD-RPE- Research and Publication Ethics

PHD 103- Development of Research Competency

PHD 201-Methodology of Educational Research-II

PHD 203- Development of Research Competency

### Optional Courses

The research scholar may opt any one optional course of two credits. The optional courses are:

PHD 202-A -Learning Disability: Assessment, Diagnosis and Remediation

PHD 202-B -Educational Administration and Management

PHD 202-C -ICT in Education

PHD 202-D -Entrepreneurship and Education

PHD 202-E Advanced Educational Guidance and Counselling



**Abbreviations***Ph.D. = Doctor of Philosophy**T=Theory**P=Practicum**CUG= Central University of Gujarat**SE, CUG= School of Education, Central University of Gujarat**ESE=End Semester Evaluation**SE=Sessional Evaluation***Course Pattern for Ph.D. in Education****Semester-I**

<b>Course Code</b>	<b>Course Title</b>	<b>Maximum Marks</b>	<b>Marks (T) ESE</b>	<b>Marks (P) SE</b>	<b>Total Credits</b>	<b>Total Credits (T)</b>	<b>Total Credits (P)</b>
PHD 101	Methodology of Educational Research-I	100	70	30	4	3	1
PHD-RPE	Research and Publication Ethics	70	50	20	2	1	1
PHD 103	Development of Research Competency	100		100	2		2
<b>Semester-I Total (A)</b>		<b>270</b>	<b>120</b>	<b>150</b>	<b>8</b>	<b>4</b>	<b>4</b>

\*(T)= Theory, (P)=Practicum, ESE= End Semester Evaluation, SE= Sessional Evaluation



## Semester-II

Course Code	Course Title	Maximum Marks	Marks (T) ESE	Marks (P) SE	Total Credits	Total Credits (T)	Total Credits (P)
PHD 201	Methodology of Educational Research-II	100	70	30	4	3	1
<i>Optional Course (Any One)</i>							
PHD 202-A	Learning Disability: Assessment, Diagnosis and Remediation						
PHD 202-B	Educational Administration and Management	50	50		2	2	
PHD 202-C	ICT in Education						
PHD 202-D	Entrepreneurship and Education						
PHD 202-E	Advanced Educational Guidance and Counselling						
PHD 203	Development of Research Competency	100		100	2		2
<b>Semester-II Total (B)</b>		<b>250</b>	<b>120</b>	<b>130</b>	<b>8</b>	<b>5</b>	<b>3</b>

\*(T)= Theory, (P)=Practicum, ESE= End Semester Evaluation, SE= Sessional Evaluation

## Summary of Credits

Semester	Maximum Marks	Marks (T) ESE	Marks (P) SE	Total Credits	Total Credits (T)	Total Credits (P)
I	270	120	150	8	4	4
II	250	120	130	8	5	3
<b>Total-I +II</b>	<b>520</b>	<b>240</b>	<b>280</b>	<b>16</b>	<b>9</b>	<b>7</b>

\*(T)= Theory, (P)=Practicum, ESE= End Semester Evaluation, SE= Sessional Evaluation



# **PH.D. in EDUCATION**

## **Ph.D. Course Work**

### **Semester – I**

#### **PHD 101 Methodology of Educational Research-I**

**(3 Credits Theory + 1 Credit Practicum=4 Credits)**

#### **Objectives**

This course will enable the research scholars to:

- understand the basic concepts of educational research.
- acquaint the techniques of sampling along with sampling errors.
- describe the various types of tools used in research along with their construction, validation, standardization and usage.
- describe the different methods of educational research.
- understand the characteristics of an experimental research, concept of experimental designs and different types of experimental designs along with their merits and limitations.

#### **Unit-1 Fundamentals of Educational Research**

- 1.1 Concept, scope, types and importance of educational research.
- 1.2 Purpose and sources of review of literature and procedure of writing review of literature.
- 1.3 Characteristics and Steps: Research Problem.
- 1.4 Objectives, hypothesis, and research questions: Identification, Selection, Formulation, Significance and Types.
- 1.5 Steps involved in the preparation of research proposal.

#### **Unit-2 Sampling and Research Tools**

- 2.1 Concept of population and sample and characteristics of a good sample.
- 2.2 Types of sampling and process of sampling.
- 2.3 Sampling errors and precautions.
- 2.4 Meaning, characteristics, uses and limitations of research tools.
- 2.5 Type of research tools like, Inquiry, Inventory, Interview, Observation, Socio-metrics technique and Psychological Tests
- 2.6 Development and standardization of Research Tools.



### Unit-3 Designs and Methods of Educational Research

- 3.1 Research Design: Components, Types and Importance.
- 3.2 Quantitative Research: Types and importance.
- 3.3 Experimental designs.
- 3.4 Recent trends in Educational Research in the context of quantitative research.

### Unit-4 Quantitative Data Analysis

- 4.1 Types of data, Data collection: Methods and Tools
- 4.2 Hypothesis testing
- 4.3 Normal and Binomial distributions and their property.
- 4.4 Parametric and non-parametric statistics: Concept of degrees of freedom, levels of significance and their use in interpretation of results and Chi Square ( $\chi^2$ ), Mann Whiteny 'U' Test.
- 4.5 Univariate, Bivariate and Multivariate Analysis: ANOVA, ANCOVA, Regression and Multiple Regression.

### Practicum:

Any two of the following:

- Preparation and presentation of Research Proposal
- Preparation of Bibliography on a specific research topic (APA Style)
- Review of educational research paper on any contemporary educational problem.
- Develop a tool for educational research and submit a report.
- Write a comparative report on any two doctoral theses in the context of Objective/Hypothesis/Research Questions, Variables, Tools and Data Analysis.
- Write an analytical report on NTA (National Testing agency) strategic plan.

### References

- Best, J. W., Kahn, J. V. (2010). *Research in Education*, Delhi: Prentice Hall.
- Chauhan, S. (2012). *Research Methodology in Educational*, Pearson, New Delhi.
- Cohen, L. & Manion, L. (1944). *Research Method in Education* (4th Ed.) London.
- Creswell, J. W. (2015). *Educational research* (4<sup>th</sup> Ed), Delhi: Pearson.
- Creswell, J. W. (2015). *Educational research: Planning, Conducting, and Evaluation*, Delhi: Pearson.
- Gall, M. D. et.al. (2007). *Educational research: an introduction*, Pearson, New Delhi.
- Garrett, H.E. (1966). *Introduction to Statistics in Psychology and Education*. New York.



- Garrett, H.E. (1973), *Statistics in Psychology and Education*, Vakils, Feiffer and Simon, Bombay.
- Keeves, J.P. (2014). *Educational research, methodology and measurement: an international handbook*, 2nd ed., Pergamon, New York.
- Mckenzie, G. (2015). *Educational research and development*, Arcler Press, New York.
- Shukla, S. S. (2012). *Excel and Data Analyses*. Ahmedabad: Kshiti Publications.
- Shukla, S. S. (2018). *Research Methodology*. Ahmedabad: S.G.Shastri Publications.
- Taylor, J. (2015). *Research in educational Statistics*, Koros Press Limited, Birmingham, U.K.
- Tuckman, B.W. & Harper, B. E. (2012). *Conducting educational research*, (6th ed.), Rowman & Littlefield Publishers, Lanham, Md.
- Walford, G. (2004). *Doing educational research* edited by Clive OpieA guide for First Time Researcher, 1<sup>st</sup>ed., Vistar Publications, New Delhi.
- Wolcott H. F. (2009). *Writing up qualitative research*, 3<sup>rd</sup> ed., SAGE, Los Angeles.

#### **Web Resources**

- <https://www.scopus.com>
- <https://scholar.google.co.in>
- <https://www.indiancutationindex.com>
- <https://guides.library.cornell.edu/annotatedbibliography>
- <http://ipindia.nic.in/ipr/patent/patents.htm>
- [http://ipindia.nic.in/tmr\\_new/default.htm](http://ipindia.nic.in/tmr_new/default.htm)
- <http://copyright.gov.in>
- <http://ipindia.nic.in/girindia>
- <http://www.dcmsme.gov.in/schemes/Guidelines-UK.pdf>
- <https://www.wipo.int>



**Ph.D. Course Work**  
**Semester – I**  
**PHD-RPE Research and Publication Ethics**

**(1 Credit Theory + 1 Credit Practicum=2 Credits)**

**Objectives**

The course will enable the research scholars to:

- be aware about the publication ethics and publications misconducts.
- be aware of the ethical issues in the conduct of research, the regulation of research, the procedures and process of ethical review.
- be aware of the broader ethical issues related to research such as scientific integrity and the end uses of research.
- to promote, provoke, host and engage in open and public debate about research ethics.
- to contribute to the education of researchers and reviewers of research.

**Overview**

This course has total six units focusing on basics of philosophy of science and ethics, research integrity, publication ethics. Hands-on-sessions are designed to identify research misconduct and predatory publications. Indexing and citation database, open access publications, research metrics (citations, h-index, Impact Factor, etc.) and plagiarism tools will be introduced in this course.

**Pedagogy**

Classroom teaching, guests lectures, group discussions, assignments and practical sessions.

**Evaluation**

Continuous assessment will be done through tutorials, assignments, quizzes, practical sessions and group discussion. Waitage will be given for the active participation. Final written examination will be conducted at the end of the course.

**Course Structure**

The course comprises of six modules listed in table below.

Modules	Unit Title	Teaching Hours
<b>Theory</b>		
RPE01	Philosophy and Ethics	4
RPE02	Scientific Conduct	4
RPE03	Publication Ethics	7
<b>Practice</b>		
RPE04	Open access publishing	4
RPE05	Publication Misconduct	4
RPE06	Database and research metrics	7
<b>Total</b>		<b>30</b>





## Theory

### **RPE 01: Philosophy and Ethics (3 Hours)**

- 1.1. Introduction to Philosophy: definition, nature, scope, concept, branches.
- 1.2. Ethics: definition, moral philosophy, nature of moral judgment and reactions.

### **RPE 02: Scientific Conduct (5 Hours)**

- 2.1. Ethics with respect to science and research.
- 2.2. Intellectual honesty and research integrity, copyright.
- 2.3. Scientific misconduct: falsification, fabrication and Plagiarism (FFP).
- 2.4. Redundant Publication: duplication and overlapping publication n salami slicing.
- 2.5. Selective reporting and misrepresentation of data.

### **RPE 03: Publication Ethics (7 Hours)**

- 3.1. Publication Ethics: definition, introduction and importance.
- 3.2. Best practice/standard setting initiative and guidelines: COPE, WAME, etc.
- 3.3 Conflict and interest.
- 3.4. Publication misconduct: definition, concept, problems that leads to unethical behaviour and vice versa, type.
- 3.5. Violation of publication ethics, authorship and contributorship.
- 3.6. Identification of publication misconduct, complaint and appeals.
- 3.7. Predatory publisher and journals.

## Practice

### **RPE 04: Open access publishing (4 Hours)**

- 4.1. Open access publication and initiatives.
- 4.2. SHERPA/RoMEO online resource to check publisher copyright and self-archiving policies.
- 4.3. Software tool to identify predatory publication developed by SPPU.
- 4.4. Journal finder/journal suggestion tools viz. JANE, Elsevier Journal finder, Springer, Journal Suggester, etc.

### **RPE 05: Publication Misconduct (4Hours)**

#### *A. Group Discussion (2Hours).*

- 5.A.1. Subject Specific Ethical Issues FFP, authorship.
- 5.A.2. Conflict of interest.
- 5.A.3. Complaints and appeals: examples and fraud from India and abroad

#### *B. Group: Software tools (2 Hours)*

- 5.B.1. Use of plagiarism software like turnitin, Urkund and other open source software tools.

### **RPE 06: Database and research metrics (7 Hours)**

#### *A. Database (4 Hours)*

- 6.A.1. Indexing database
- 6.A.2. Citation database: web of science, scopus, etc.

#### *B. Research metrics (3 Hours)*

- 6.B.1. Impact factor of Journal as per journal citation report, SNIP, SJR, IPP, Cite Score
- 6.B.2. Metrics: h-index, g-index, i-10 index, altmetrics



### Practicum:

Any one of the following:

- Practicum will be assigned by the course co-ordinator.

### References

- Bird, A. (2006). *Philosophy of Science*. Routledge.
- MacIntyre, Alasdair (1967), *A Short History of Ethics*. London.
- P. Chanddah, (2018) *Ethics in Competitive Research: Do not get Scooped, do not get plagiarised*, ISBN:978-9387480865
- Indian national Science Academy (INSA), *Ethics in Science Education, Research and Governance* (2019), ISBN:978-81-939482-1-7.
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On Being a Scientist: A Guide to Responsible Conduct in Research*: Third Edition. National Academies Press.
- Resnik, D. B. (2011). What is ethics in research & why is it important. National Institute of Environmental Health Sciences, 1-10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>
- Beall, J. (2012). Predatory publishers are corrupting open access. *Nature*, 489(7415), 179–179. <https://doi.org/10.1038/489179a>
- Indian National Science Academy (INSA), *Ethics in Science Education, Research and Governance*(2019), ISBN:978-81-939482-1-7. <http://www.insaindia.res.in/pdf/EthicsBook.pdf>



**Ph.D. Course Work**  
**Semester – I**  
**PHD 103      Development of Research Competency**  
**(2 Credit Practicum)**

This course shall acquaint research scholars with various research skills and competencies. The scholars shall work on any two of the following activities and submit a report (hard copy/video format):

1. Select any one educational research area and develop a comparative report of one Indian study and foreign study.
2. Visit to an institution/organization working in the field of education to study its functions, contribution to education etc. (national/international)
3. Visit to a reputed library to explore the research resources available there.
4. Interaction with M.Ed. students at other institutions to identify their problems and challenges and prepare a report on it.
5. Develop and implement an Interview schedule for studying the problems and challenges of an NGO working in the field of education.



## **Ph.D. Course Work**

### **Semester – II**

#### **PHD 201 Methodology of Educational Research-II**

**(3 Credits Theory + 1 Credit Practicum=4 Credits)**

### **Objectives**

This course will enable research scholar to:

- acquainting with the qualitative research design, tools, and techniques.
- understand the organization, analysis, interpretation, and validation of qualitative data.
- understand the theory and computation involved in different types of quantitative data.
- acquaint with the uses of computer and technical writing in educational research.
- understand the sciento-metrics in educational research.

### **Unit -1 Qualitative Research Design, Tools, Techniques and Analysis of Data**

- 1.1 Qualitative research paradigm, design, tools, and techniques.
- 1.2 Grounded Theory: design, tools, techniques.
- 1.3 Mixed Methods: design, tools, and technique.
- 1.4 Ethnographic: design, tools, and techniques.
- 1.5 Tabulating Data, Ways of Organizing and Presenting Data, Validation and Interpretation of Qualitative Data and Triangulation.
- 1.6 Content Analysis, Discourse Analysis, Documentary Analysis, Analysis of Observation Based and Interview based Data.

### **Unit-2 Meta-Analysis**

- 2.1 Concept, nature, and scope of meta-analysis.
- 2.2 Merits and demerits of meta-analysis.
- 2.3 Steps involved in meta-analysis.
- 2.4 Data collection for meta-analysis.
- 2.5 Use of various softwares for the meta-analysis.
- 2.6 Calculation and Interpretation of data and analyses of results in meta-analysis

### **Unit-3 Use of Computer and Technical Writing in Educational Research**

- 3.1 Use of MS Office in analysis, presentation and writing of the educational research report.
- 3.2 Features for statistical data analysis using computers and software, Microsoft Excel Data Analysis Tool pack, SPSS, etc.
- 3.3 Research Proposal or Project: Format, Style, General Rules for writing and Typing.



- 3.4 Journal writing: Format, Style, General Rules for writing and typing.
- 3.5 Writing papers for conference: Format, Style, General Rules for writing and Typing
- 3.6 Thesis/Dissertation: Format, Style, General Rules for writing and typing.

#### **Unit-4 Scientometrics**

- 4.1 Citation and Referencing
- 4.2 Literature search technique using Scopus, Google scholar, Web of Science, Indian Citation Index and Research Gate.
- 4.3 Styles of Referencing: APA, MLA, Annotated Bibliography.
- 4.4 Tools for citing and referencing, Grammarly, Endnote etc.
- 4.5 Cyber Law, Patents-laws, process of patenting a research finding.
- 4.6 Intellectual Property (IP), intellectual Property Right (IPR).
- 4.7 Copyright and Creative Commons (CCs) License.

#### **Practicum:**

Any two from the following:

- Write a review report on a published meta-analysis in a refereed journal.
- Write a review report on any qualitative research in the field of education.
- Preparation of bibliography on a specific research topic in MLA Style
- Draft a report on Intellectual property (IP)/ intellectual property right (IPR) / Copyright / CCs / patents.

#### **References**

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- Viechtbauer W. (2010). *Conducting meta-analysis in R with the metafor package*. Journal of Statistical Software, 36(3):1-48.
- Walford, G. (2004). *Doing educational research* edited by Clive OpieA guide for First Time Researcher, 1<sup>st</sup>ed., Vistar Publications, New Delhi.
- Wolcott H. F. (2009). *Writing up qualitative research*, 3<sup>rd</sup> ed., SAGE, Los Angeles.

#### Web Resources

- [www.scopus.com](http://www.scopus.com)
- <https://scholar.google.co.in>
- [www.indiancitationindex.com](http://www.indiancitationindex.com)
- <https://guides.library.cornell.edu/annotatedbibliography>
- <http://ipindia.nic.in/ipr/patent/patents.htm>
- [http://ipindia.nic.in/tmr\\_new/default.htm](http://ipindia.nic.in/tmr_new/default.htm)
- <http://copyright.gov.in>
- <http://ipindia.nic.in/girindia>
- <http://www.dcmsme.gov.in/schemes/Guidelines-UK.pdf>
- [www.wipo.int](http://www.wipo.int)



## Ph.D. Course Work

### Semester – II

#### PHD 202-A Learning Disability: Assessment, Diagnosis and Remediation

(2 Credits Theory= 2 Credits)

#### Objectives

This course will enable research scholars to:

- define and explain the different types of learning disabilities with reference to types and factors affecting learning.
- identify the areas of assessment for learning disability.
- describe various approaches and techniques of assessment.
- critically evaluate the usefulness of different types of assessment for learning disabled children.
- diagnose and interpret results of assessment used for learning disabled children.
- state issues and trends related to learning disability.
- explain the concept and process of curriculum development.
- use effective teaching strategies to develop desirable skills in persons with learning disability.

#### Unit 1. Learning Disability: Identification, Assessment and Diagnosis

- 1.1.Introduction to Learning Disability (LD)- Prevalence, Definition, Characteristics and types of Learning Disability
- 1.2.Identification and diagnosis of Learning disabilities- dyscalculia, dyslexia and dysgraphia
- 1.3.Assessment of cognitive (attention and memory including working memory) and linguistic (reading, spelling, fluency) functions, behavioral and emotional problems
- 1.4.Contemporary Trends and Issues in assessment with reference to: - Inclusive Education, Adulthood- Higher Education, Legal Provisions and Issues.

#### Unit 2. Specific Learning Disability Curriculum and Intervention

- 2.1.Curriculum Development and Curricular Areas
- 2.2.Remedial approaches
- 2.3.Use of technology in remedial teaching
- 2.4.Specific remedial guidelines for dyslexia, dysgraphia, and dyscalculia.

#### References

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- Bernice, Y.L. Wong (1996). *The ABCs of Learning Disabilities*. N.Y.: Academic Press.
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- Lal, S. (2017). *Paradigm Shifts in digital Inclusion for Persons with Disabilities (Divyangjan)*. Vol. 6 (No. 12) P.p 77-86. AITEA- International Journal of Education & Humanities. ISSN No. 2231-380X.
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- Prathibha Karanth (2003). *Cross-Linguistic Study of Acquired Reading Disorders: Implications for Reading Models, Disorders, Acquisition, and Teaching*. N.Y.: Kluwer Academic Publishers.
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- Purushottama G. patel (2004), *Reading Acquisition in India: Models of Learning and Dyslexia*. New Delhi: Sage Publications.
- Swanson Lee H., Harris Karen R., Graham Steve (2003). *Handbook of Learning Disabilities*. the Guilford Press, 1<sup>st</sup> Edition.

#### Web resources

- [ALDI : Association of Learning Disabilities India](#)
- [| Department of Empowerment of Persons with Disabilities | MSJE | GOI \(disabilityaffairs.gov.in\)](#)
- [Specific Learning Disabilities \(asha.org\)](#)
- [Rehabilitation Council of India \(rehabcouncil.nic.in\)](#)





**Ph.D. Course Work**  
**Semester – II**  
**PHD 202-B Educational Administration and Management**

(2 Credits Theory= 2 Credits)

**Objectives:**

This course will enable research scholars to:

- understand the concept of educational administration and management.
- explore the trust areas of research in educational administration and human resource management.
- understand the need of human resource management at different levels of education system.
- understand the research trends in educational administration and management and human resource management.
- enable to conduct research in the different administrative problems in education system.

**Unit 1- Educational Administration and Management and Human Resource Management**

- 1.1. Educational Administration and Management- Meaning, need, objectives, functions.
- 1.2. Human resource management – Meaning, need, objectives, functions.
- 1.3. Human resource Management at National, organizational, professional & social level
- 1.4. Human resource management in education

**Unit 2- Emerging issues and problems in educational administration and Trend of research in Educational Administration: Gaps and priorities**

- 2.1. Administrative problems of - primary education, secondary education, higher education, technical education
- 2.2. General problems of educational administration
- 2.3. Research in Educational Administration- Need, Importance, areas & priorities, research gaps
- 2.4. Trends of Research in Educational Administration- National and international

**References:**

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- Tilak, J.B.G. (1993). *External and Internal Resource Mobilization for Education for All; Discussion Paper*, Education for All Summit of Nine High Populated Countries. New Delhi
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- William J. Rothwell, H. C. Kazanas. (2003). *Planning and Managing Human Resources*. Human Resource Development Press, Massachusetts.

### **Web resources**

<https://www.alleducationschools.com/teaching-careers/educational-administration/>

<https://www.emerald.com/insight/publication/issn/0957-8234>

<https://minerva-access.unimelb.edu.au/handle/11343/36959>

<https://borgenproject.org/topic-1-introduction-to-human-resources-management/>



**Ph.D. Course Work**  
**Semester – II**  
**PHD 202-C      ICT in Education**  
**(2 Credits Theory= 2 Credits)**

**Objectives:**

This course will enable research scholars to

- develop ability to apply theoretical knowledge gained through the course.
- become effective user of technology in education and research.
- integrate the emerging technology in educational process.
- get acquainted with e-learning and development of ICT.

**Unit 1: Contemporary Developments in ICT in Education**

- 1.1 Use of different ICT tools in Education
- 1.2 OER Technologies-MOOC, SWAYAM.
- 1.3 Blended Learning concept and types

**Unit 2: E-learning**

- 2.1 E- learning: scope, trends, attributes, opportunities
- 2.2 E-learning - assessment and feedback mechanism e- portfolio.
- 2.3 Management, implementation, evaluation and impact of e-learning.

**References:**

- Mason Robin & Frank, R. (2006). *E-learning – The Key Concepts*. Routledge, New York.
- Pathak, R.P. & Chaudhary, J. (2012). *Educational Technology*, Pearson, New Delhi.
- Richard Andrews & Caroline (2007). *E-learning Research*, SAGE, New Delhi.
- Sharma, R.N. & Chandra, S.S. (2003) *Advanced Educational Technology*, Atlantic Publications Distributor, New Delhi.
- Naidu, S. (2006). *E-learning: A guidebook of principles, procedures and practices*. Commonwealth Educational Media Centre for Asia (CEMCA).
- Khan, B. H. (Ed.). (2005). *Managing e-learning: Design, delivery, implementation, and evaluation*. IGI Global.

**Web Resources:**

- Commonwealth of Learning (COL). <https://www.col.org/>
- Free online course on Swayam by Faculties and Universities from ... <https://swayam.gov.in/>
- ICT in education | Teachers of India. [www.teachersofindia.org](http://www.teachersofindia.org)
- ICT in Education. [ictcurriculum.gov.in/](http://ictcurriculum.gov.in/)
- MOOC on MOOCs. <https://www.mooconmooc.org/>
- mooc.org | Massive Open Online Courses | An edX Site. [mooc.org/](http://mooc.org/)
- Moodle - Open-source learning platform | Moodle.org <https://moodle.org/>



- Moodle-Home: <https://moodle.com/>
- National Policy on ICT - MHRD:  
[mhrd.gov.in/sites/upload\\_files/mhrd/.../revised\\_policy%20document%20ofICT.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/.../revised_policy%20document%20ofICT.pdf)
- NPTEL courses. [nptel.ac.in/](http://nptel.ac.in/)
- OER Commons. <https://www.oercommons.org/>
- What is OER? - Creative Commons  
[https://wiki.creativecommons.org/wiki/What\\_is\\_OER%3F](https://wiki.creativecommons.org/wiki/What_is_OER%3F)



**Ph.D. Course Work**  
**Semester – II**  
**PHD 202-D Entrepreneurship and Education**

**(2 Credits Theory= 2 Credits)**

**Objectives**

This course will enable researcher scholar to:

- understand the idea of infusing entrepreneurship into education.
- understand future challenges and opportunities abound in entrepreneurial education.
- encourage to generate knowledge and competencies that will build an entrepreneurial human capital for national development.
- create resilient and competent early-stage entrepreneurship in education.
- open-up entrepreneurship development cells to create awareness on entrepreneurship.

**UNIT 1- Foundations of Entrepreneurship Education**

- 1.1 Concept of entrepreneurship and concept of entrepreneurship education
- 1.2 Development of entrepreneurship education
- 1.3 Challenges of entrepreneurship education curriculum
- 1.4 Challenges of teaching entrepreneurship in a classroom
- 1.5 Competences and skills of teacher for entrepreneurship education
- 1.6 Entrepreneurial ethics

**UNIT 2- Entrepreneurship and Ideas**

- 2.1 Identification and evaluation of the opportunities and new ideas.
- 2.2 Resources required and the managing the Edu-enterprise.
- 2.3 Development of an Edu-business plan
- 2.4 Entrepreneurship development cells at various levels of educational institutes
- 2.5 Role of various agencies in entrepreneurship education

**References:**

- Bager, T. 2011. *Entrepreneurship Education and New Venture Creation: a Comprehensive Approach*. In: Hindle, K. & Klyver, K. (eds.) *Handbook of Research on New Venture Creation*. Cheltenham, England Edward Elgar.
- Blenker, P., Frederiksen, S. H., Korsgaard, S., Muller, S., Neergaard, H. & Thrane, C. 2012. *Entrepreneurship as Everyday Practice: towards a personalized pedagogy of enterprise education*. *Industry and Higher Education*, 26, 417-430. 37
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- Volkmann, C., Wilson, K. E., Mariotti, S., Rabuzzi, D., Vyakarnam, S. & Sepulveda, A. 2009. *Educating the Next Wave of Entrepreneurs - Unlocking Entrepreneurial Capabilities to Meet the Global Challenges of the 21st Century*. Geneva: World Economic Forum.

#### Web resources

- <https://www.ediindia.org>
- <https://commerce.gov.in>
- <https://www.nsic.co.in>
- <https://niesbud.nic.in>
- <http://ecoursesonline.iasri.res.in/mod/page/view.php?id=19314>



**Ph.D. Course Work**  
**Semester – II**  
**PHD 202- E: Advanced Educational Guidance and Counselling**  
**(2 Credits Theory= 2 Credits)**

**Objectives**

The course will enable research scholars to:

- acquaint with the meaning and scope of guidance and counselling.
- acquaint with the meaning and scope of educational guidance and counselling.
- to make them aware process of counselling.
- to learn theories of career guidance and counselling.

**Unit 1: Guidance and Counselling: Meaning and Process**

- 1.1. Guidance and Counselling: Meaning, definition and scope of guidance and counselling and educational guidance and counselling.
- 1.2 Process of Guidance
- 1.3 Counselling Process: Building a Counselling relationship, Working in Counselling Relationship and Termination of Counselling.

**Unit 2: Career Counselling and its theories**

- 2.1 Career counselling: Meaning and scope
- 2.2 Trait and Factor Career Counselling
- 2.3 Psychodynamic Career Counselling
- 2.4. Developmental Career Counselling
- 2.5. Behavior Career Counselling

**References:**

- Goldman, L. (1971). *Using Test in Counselling (Second Edition)*. New York: Meredith Corporation,
- Gothward, W. P. (1987). *Vocational Guidance Theory and Practice*. London: Croomttelm
- Kocher, S. K.(1992).*Educational and Vocational Guidance in Secodary School*. New Delhi: Sterling Publisher Pvt. Ltd.
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- Mishra R.C. (2011). *Guidance and Counseling*. Vol. 1. New Delhi: APH Publishing Corporation.
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- Qureshi, H.(2004). *Educational Counselling*. Anmol Publications Pvt. Ltd, New Delhi
- Yadav, S.(2005).*Guidance and Counselling*. Anmol Publications Pvt. Ltd. New Delhi

#### **Web resources**

- <https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education>
- <https://link.springer.com/chapter>
- <https://onlinenotebank.wordpress.com>
- <https://old.amu.ac.in/emp/studym>





**Ph.D. Course Work**  
**Semester – II**  
**PHD 203 Development of Research Competency**

**Research Colloquium**

**(2 Credit Practicum)**

- The scholars are expected to present the papers of their area of interest in the seminar. The scholars will be assigned two seminars. The scholar will have to present two papers:
  1. Research paper and
  2. Policy paper.
- The writing and presentation skills of the scholar in the seminars will be assessed.
- Seminars shall be held in the school wherein all scholars and all supervisors shall be present.

**PH.D. Thesis**

Each Ph.D. scholar is required compulsorily to select a problem on any area of education, carryout intensive research work and prepare a thesis under the guidance of a supervisor allotted to the scholar. The scholar is required to submit the completed thesis as per the latest ordinance of CUG or circular by CUG or School of Education. The research work shall be evaluated by the evaluators as per the latest ordinance of CUG or circular by CUG or School of Education from time to time.



## Format of Question Paper for Ph.D. Course

### (A) For the courses of PHD 101 and 201.

Time: 3 Hours

Marks 70

Instructions:

1. All questions are compulsory. Options are internal, if any.
2. Answer to each section should be written in separate answer book.

Section-1			
Que	Unit	Details	Marks
Q.1	From Unit-1 & 2	Q.1 Answer any two out of three from the following questions. Each answer should be in about 500 words. Each question carries 10 Marks.	20
Q.2	From Unit-1 & 2	Q.2 (A) Answer any two out of three from the following questions. Each answer should be in about 125 words. Each question carries 05 Marks.	10
		Q.2 (B) Answer the following five questions in short. Each question carries 01 Marks.	05
Section-2			
Q.3	From Unit-3 & 4	Q.3 Answer any two out of three from the following questions. Each answer should be in about 500 words. Each question carries 10 Marks.	20
Q.4	From Unit-3 & 4	Q.4 (A) Answer any two out of three from the following questions. Each answer should be in about 125 words. Each question carries 05 Marks.	10
		Q.4 (B) Answer the following five questions in short. Each question carries 01 Marks.	05
Total Marks			70

NOTE: For the theory paper, the assessment at Ph.D. level, there may be internal examiner that is within the University and External Examiner that is outside the University. One section of the question paper of Ph.D. may be assessed by internal/external examiner and one section by internal/external examiner for the objectivity and transparency of the assessment of the written examination/paper.



**(B) For the courses of PHD RPE & 202 A to 202 E**

Time: 2 Hours

Marks 50

Instructions:

1. All questions are compulsory. Options are internal, if any.

Que	Unit	Details	Marks
Q.1	From Unit-1	Q.1 Answer any two out of three from the following questions. Each answer should be in about 500 words. Each question carries 10 Marks.	20
Q.2	From Unit-2	Q.2 Answer any two out of three from the following questions. Each answer should be in about 500 words. Each question carries 10 Marks.	20
Q.3	From Unit-1 & 2	Q.3 MCQ. Each question carries 01 Mark.	10
Total Marks			50

NOTE: For the theory paper, the assessment at Ph.D. level, there may be internal examiner that is within the University and External Examiner that is outside the University.

----- WISH YOU ALL THE BEST -----



**CENTRAL UNIVERSITY OF GUJARAT**

**SCHOOL OF ENVIRONMENT AND SUSTAINABLE DEVELOPMENT**



**Ph.D. in  
ENVIRONMENT & SUSTAINABLE DEVELOPMENT**

**(Semester I-II) 2021-22**

## COURSE OUTLINE

<b>Semester-I</b>				
<b>Course Code</b>	<b>Paper No.</b>	<b>Paper Name</b>	<b>Credits</b>	<b>Hours/ Week</b>
<b>Core Courses</b>				
ESD-601	Paper-I	Research Methodology 1	02	4
ESD-602	Paper-II	Research Methodology 2 Research and Publication Ethics	02	4
ESD-603	Paper-III	Environment and Sustainable Development	02	4
ESD-604	Paper-IV	Analytical Process and Techniques in Environmental Sciences	02	4
<b>Total Credits (Semester-I)</b>			<b>08</b>	<b>16</b>
<b>Semester-II</b>				
<b>Core Course</b>				
ESD-691		Project	06	12
<b>Optional Courses (ANY ONE)*</b>				
ESD-651		Ecotoxicology	02	3
ESD-652		Crop Ecology	02	3
ESD-653		Soil biology and biochemistry	02	3
ESD-654		Remote Sensing and GIS	02	3
ESD-655		Instrumentation	02	3
ESD-656		Environmental Biotechnology & Environmental Nanotechnology	02	3
ESD-657		Groundwater Hydrology	02	3
ESD-658		Environmental Stresses in plants	02	3
ESD-659		Forestry and Remote sensing	02	3
ESD-660		Environmental Pollution	02	3
<b>Total Credits (Semester-II)</b>			<b>08</b>	<b>15</b>
<b>Total Credits</b>			<b>16</b>	<b>31</b>
<b>Extra Credits</b>				
ESD-692		Field work**/Specific Training**	4	4

\*: Optional courses should be opted after recommendation of RAC

\*\*: Field work/Industrial training should specific for the research work to be carried out.

**SEMESTER-I**  
**CORE COURSES**  
**ESD-601 RESEARCH METHODOLOGY-1**  
**(CREDIT-2)**

**Unit-1: Research Design**

Research meaning; motivation; concept and objectives of Research; Types of research; Research methods and Methodology; Research hypothesis: Types and formulation of hypothesis. Parameter and variables in research; Research design: Basic Principles; concepts; Prediction and explanation; Identification of research problem; Identification of research gaps; formulation of research objectives; Developing a research plan, Determining experimental designs; Formulation of the problem and hypothesis, Statistical Design, Sample size, protocol.

**Unit-2: Data Collection**

Literature review: Importance and purpose of literature review; sources of review; Methods of literature review; Sample and sampling procedure and Experimental design; Observation and collection of data; Methods of data collection; Source of data collection; Data Processing and Analysis; organization and presentation of data.

**Unit-3: Statistics**

Introduction to statistics: meaning; scope and limitations; Measures of Central tendency: concept; arithmetic mean, mode, median; Measures of dispersion-range, standard deviation Variance, Quartile Deviation, Coefficient of variability; Correlation analysis; Linear models and regression analysis, Analysis of Variance (ANOVA), Hypothesis testing; methods of hypothesis testing; F-test, t- test and chi square test, Introduction to statistical software

**Unit-4: Report Writing**

Components of thesis and dissertation (Synopsis, Title, Abstract, Introduction, Literature Review, Materials and methods, Tabulation of results, Plotting graphs, and interpretation and Bibliographic database.

**Unit-5: Scientific Writing/Communication**

A critical report about a scientific paper and discovery. Planning of and drafting of manuscript; writing of research proposals; research summary, research abstract and research paper. Writing abstract, determining questions, hypotheses, and objectives, writing an introduction to study, results, discussion, and conclusions; Referencing, Different styles of Bibliography; Submission of manuscript

**Unit-6: Presentation**

Introduction and application of Power point in presentations, basic features, and functions of Power Point, developing a good PowerPoint presentation, Advanced text editing operations, Adding graphical elements to presentation. Advantages and disadvantages of power point presentation, Research poster, making good research poster, software for making a poster

### Suggested Readings:

- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7 th ed. New Delhi: East-West Press, 2009
- Kothari, C.R. *Research Methodology: Methods and Techniques*. New Delhi: New Age International Ltd, 1985.
- Faber J, Writing scientific manuscripts: most common mistakes, *Dental Press J Orthod*. 2017; 22(5): 113–117. doi: 10.1590/2177-6709.22.5.113-117.sar
- Gundogan, B., Koshy, K., Kurar, L., & Whitehurst, K. (2016). How to make an academic poster. *Annals of medicine and surgery* (2012), 11, 69–71.
- Harolds, J.A., 2012. Tips for giving a memorable presentation, Part IV: Using and composing PowerPoint slides. *Clinical nuclear medicine*, 37(10), pp.977-980 <https://doi.org/10.1016/j.amsu.2016.09.001>
- Erren, T.C. and Bourne, P.E., 2007. Ten simple rules for a good poster presentation. *PLoS Comput Biol*, 3(5), p.e102. Topic 0019: writing your literature review,
- <https://snazlan.wordpress.com/2016/11/09/topic-0019-writing-your-literature-review/>
- <http://intra.tesaf.unipd.it/pettenella/Corsi/ReaserchMethodology/ResearchSynopsisWriting.pdf>
- <http://betterthesis.dk/literature-search/test-and-summary>
- [www.nitttrchd.ac.in › sitenew1 › comp\\_sc › pdf › PhD-Synopsis-template](http://www.nitttrchd.ac.in/sitenew1/comp_sc/pdf/PhD-Synopsis-template)
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5714380/>
- Crotty D, Journal Metrics, Article III; OtherMetrics: beyond the Impact Factor, *Cardiopulse*, doi:10.1093/eurheartj/ehx446
- Cross JO, Impact factors – The Basics, the e resource management Handbook, <https://www.uksg.org/sites/uksg.org/files/19-Cross-H76M463XL884HK78.pdf>

## **ESD-602 RESEARCH METHODOLOGY-2 (CREDIT-2)**

### **Research and Publication Ethics (UGC Syllabus)**

Course objectives: To create awareness about the publication ethics and publication misconducts.

### **Syllabus**

#### **Unit-1: Philosophy and Ethics**

Introduction to philosophy: definition, nature and scope, concept, branches, Ethics: definition, moral philosophy, nature of moral judgements and reactions

#### **Unit-2: Scientific Conduct**

Ethics with respect to science and research, Intellectual honesty and research integrity, Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP), Redundant publications: duplicate and overlapping publications, salami slicing, Selective reporting and misrepresentation of data

#### **Unit-3: Publication Ethics**

Definition, introduction and importance, Best practices / standards setting initiatives and guidelines: COPE, WAME, etc., Conflicts of interest, Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types, Violation of publication ethics, authorship and contributorship, identification of publication misconduct, complaints and appeals, predatory publishers and journals

#### **Unit-4: Open Access Publishing**

Open access publications and initiatives, SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies, Software tool to identify predatory publications developed by SPPU, Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

#### **Unit-5: Publication Misconduct**

Group Discussions: Subject specific ethical issues, FFP, authorship, Conflicts of interest, Complaints and appeals: examples and fraud from India and abroad, Software tools (2 hrs.) Use of plagiarism software like Turnitin, iThenticate and other open source software tools

#### **Unit-6: Databases And Research Metrics**

Citation databases: Web of Science, Scopus, etc. Research Metrics: Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score Metrics: h-index, g index, i10 index, altmetrics

**Course outcome:** Students will understand the basics of philosophy of science and ethics, research integrity, publication ethics. Hands-on-sessions will identify research misconduct and predatory publications. Knowledge about indexing and citation databases, open access publications, research metrics (citations, h-index, Impact Factor, etc.) and plagiarism tools will enable students to choose right journal for publishing their plagiarism free work.



### Suggested Readings:

- Bird, A. (2006). *Philosophy of science*. Routledge.
- MacIntyre, Alasdair (1967) *A Short History of Ethics*. London.
- P. Chaddah, (2018) *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*, ISBN:978-9387480865
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On Being a Scientist. ' A Guide to Responsible Conduct in Research. Third Edition*. National Academies Press.
- Resnik, D. B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences*, 1 —10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>
- Beall, J. (2012). Predatory publishers are corrupting open access. *Nature*, 489(7415), 179—179. <https://doi.org/10.1038/489179a>
- Indian National Science Academy (INSA), *Ethics in Science Education, Research and Governance* (2019), ISBN:978-81-939482-1-7.

## ESD-603 ENVIRONMENT AND SUSTAINABLE DEVELOPMENT (CREDIT-2)

### Unit-1: Environment-Definition and Functions

Environment: Components, Functions of the Environment; Significance of the Environment  
Depletion of Resources; Pollution impact on biotic and abiotic factors; Risk management of environmental pollution; Recent researches in environment and pollution abatement.

### Unit-II: Sustainable Development

Strategies for sustainable development; Use of Non-conventional Sources of Energy; Recycling/  
Bioconversion; SD Goals ; Solid waste management, Sustainability, environmental degradation  
and economic growth ; Environmental management  
Climate change, mitigation and adaptation: researches and case studies

### Unit III

#### Environmental Chemistry

Chemical and biochemical phenomena that occur in natural places:

*Environmental Chemistry*: Chemical potential, Chemical equilibria, Acid-Base reactions,  
Solubility products, Classification of elements. Chemical speciation.

Atmosphere: Composition, Structure & Heat balance. Particles, Ions and Radicals in atmosphere.  
Chemical processes for formation of inorganic and organic particulate matter, Chemistry of Air  
pollutants. Thermochemical and photochemical reactions in the atmosphere.

#### Suggested Readings:

- An introduction to sustainable development / Jennifer A. Elliott. Elliott, Jennifer A, 2005 Abingdon, Oxon ; New York : Routledge, 2005
- Green business, green values, and sustainability / edited by Christos N. Pitelis, Jack Keenan and Vicky Pryce. Pitelis, Christos | Keenan, Jack, Routledge, 2011
- Environment and sustainable development in india edited by Raj Kumar Sen by Sen, Raj Kumar Mukherjee, Amit Pal, Pran Krishna Deep & Deep Publications Pvt. Ltd. New Delhi 2010

Library link, Central University of Gujarat: <http://14.139.122.35/drupal/node/19>

## **ESD-604 ANALYTICAL PROCESS AND TECHNIQUES IN ENVIRONMENTAL SCIENCES (CREDIT-2)**

### **Unit-I: Basics of Environmental Sampling**

Introduction: sampling for analysis; methods of sampling; environmental sampling; plant, soil, water, air sampling procedures; development of a sampling plan; sampling strategies; processing of samples in the laboratory; preservation and storage of samples; importance of sampling. Pre-treatment and preparation of sample for analysis.

Basics of Remote sensing and GIS, GPS

### **Unit-II: Analytical Methods and Principles of Soil Land Plant Samples**

Characterisation of soils and composts: Physical, chemical and biological characterisation. Study of problematic soils; Conversion of biodegradable wastes. Recording of experimental data. Analyses for primary and secondary metabolites in plant samples.

### **Unit-III: Analytical Methods and Principles Water and Air Samples**

Surface water and Groundwater: Different sampling techniques of; Physico-chemical characterisation of surface water and groundwater; Air sample analysis

### **Unit-IV: Sustainability in sampling and analysis**

Methodology and Quality Assurance/Quality Control of Environmental Analysis. Developing environmental sustainability criteria laboratories; green methodology in labs; Good laboratory practices for sustainability and safety.

### **Suggested readings:**

- Statistical Methods for Environmental Pollution Monitoring; R. O. Gilbert, Van Nostrand Reinhold, New York 1987.
- Environmental Sampling and Analysis for Technicians; M. Csuros, Lewis Publishers, Boca Raton, 1994.
- Sampling for Environmental Data Generation; P. Grieco and R. Trattner, SciTech Publishers, Matawan, NJ 1990.
- Principles of Environmental Sampling, L. D. Keith, American Chemical Society, Washington, DC 1988.

Library link, Central University of Gujarat: <http://14.139.122.35/drupal/node/19>

## **SEMESTER-II**

### **OPTIONAL COURSES**

#### **ESD-651 ECOTOXICOLOGY (CREDIT-2)**

##### **Unit-I: Basic concept**

Introduction to ecotoxicology. Basics of environmental toxicology: Environmental persistence, Bioaccumulation, toxicity, Transport and fate of toxicants in environment. Ecotoxicity: determination of median lethal dose and concentration, protocol for testing, bioassay for measuring toxicity.

Natural Pollutants and natural cycles. Toxic effects at different organization level: Sequential effect of pollutants, effect on individual organism, population, community, and ecosystem. Development of resistance.

##### **Unit II: Class of toxicants and processing**

Exposure class toxicants in air, water, soil, domestic and occupational settings. Properties and effects of Use classes toxicants: Metals, Agricultural chemicals (Pesticides), food additives and contaminants, toxins. Absorption, distribution and elimination of toxic agents. Human health risk assessment: Risk assessment methods, Cancerous and non cancerous risk assessment. Environmental risk assessment.

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##### **Suggested Readings:**

- Walker C. (2014). Ecotoxicology: Effects of pollutants on the natural environment. CRC Press, New York.
- Hodgson E. (2004). A textbook of modern toxicology (3<sup>rd</sup> Edition). John Wiley & Sons, Inc., Hoboken, New Jersey.
- Hoffman D.J., Rattner B.A., Burton G.A. Jr, Cairns J. Jr (2003). Handbook of ecotoxicology (2<sup>nd</sup> edition). Lewis Publisher
- Williams P.L., James R.C, Roberts S.M. (2000). Principles of Toxicology: Environmental and industrial application (2<sup>nd</sup> Edition). John Wiley & Sons, Inc.

## **ESD-652 CROP ECOLOGY (CREDIT-2)**

### **Unit-I: Agricultural System and their component**

Introduction to agricultural system, Trophic chain: Trophic system in agriculture, carrying capacity. Community concept of agro-ecosystem: Community change, biomass accumulation, crowding and competition, community response to limiting factor. Genetic resource: genetic diversity and changes in genetic structure, cultivar development. Development: Developmental time and switches, Quantifying phenological response, seed germination and dormancy.

Aerial Environment: Radiation concept, Radiation and Energy balance, Climate and Weather, Microclimate. Soil Resource: Plant nutrition, Management of soil fertility, fertilizer practice, tillage system

### **Unit II: Agricultural Process**

Nitrogen Process: Nitrogen Cycle, Nitrogen fixation, decay and immobilization, Mineralization and nitrification, loss of nitrogen, Assimilation of mineral nitrogen by plant, use of organic nitrogen sources.

Water relation: Evapotranspiration, Water absorption by root, Crop water balance, water use efficiency

Photosynthesis: Photosynthetic system, Leaf and canopy photosynthesis, canopy structure for productivity and competitiveness.

Respiration and Partitioning: Carbon use in respiration, Growth respiration and growth yield, seasonal pattern of respiration, Morphological aspect of partitioning.

### **Suggested Readings:**

- Connor D.J., Loomis R.S., Cassman K.G. (2011) Crop ecology: Productivity and Management in agricultural system. Cambridge University Press (2<sup>nd</sup> edition).
- Joy T. (1990) Agricultural Ecology. Routledge, New York, USA.
- Norman T.J., Pearson C.J., Searle P.G.E. (1995). The Ecology of tropical food system. Cambridge University Press (2<sup>nd</sup> edition).

## ESD-653 SOIL BIOLOGY AND BIOCHEMISTRY (CREDIT-2)

### Unit-1: Soil biology

Biotic factors in soil; Soil organisms - their role in organic matter decomposition and nutrient transformations, soil organic matter- its nature and constitution; soil-plant-microbial interactions. Soil organisms and pedogenesis. Soil characteristics influencing growth and activity of microbes and plants.

Microbes in Integrated nutrient management- its significance in modifying soil properties  
Biochemical and Molecular approaches to study soil biota.

### Unit 2 Soil biochemistry

Microbiology and biochemistry of root-soil interface; rhizosphere, Enzymes in microbial transformations of nutrients in soil; biochemical composition and biodegradation of soil organic matter and crop residues.

Soil related constraints in crop production in different parts of India. microbial toxins in the soil. sustainable agriculture and modification in soil constituents. Soil resource management Influence of Agronomic practices on soil

Case study: Saline soils; Acid soils; Agrochemicals and soil; Irrigation water quality and soil; organic farming and soil health.

### Suggested Readings:

- *Anoop Singh, Shaili Srivastava, Dheeraj Rathore and Deepak Pant.2020. Environmental Microbiology and Biotechnology. Springer Publications. ISBN:978-981-15-6020-0*
- <https://doi.org/10.1016/B978-0-08-047514-1.50022-6>
- *Chhatarpal Singh,,Shashank Tiwari, Jay Shankar Singh, Ajar Nath Yadav .2020. Microbes in Agriculture and Environmental Development. Eds: CRC Press, Taylor and Francis Group ISBN 9780367524135*
- Soil biology and Biochemistry Journal, Elsevier
- Eileen J. Klavivko and M. Jill Clapperton.Soil Biology;Soil Management: Building a Stable Base for Agriculture. First published: 25 April 2011 Wiley online library
- L. Carpenter-Boggs and A. C. Kennedy.2011. Organic and Biodynamic Management Effects on Soil Biology

Library link, Central University of Gujarat: <http://14.139.122.35/drupal/node/19>

## **ESD-65 REMOTE SENSING AND GIS (CREDIT-2)**

### **Unit-I: Remote Sensing and Digital Image Analysis**

Basic Principles of Remote Sensing, Earth Observation Sensors and Platforms, Thermal Remote Sensing, Spectral Signatures of Different Land Cover Features and Visual Image interpretation, Digital Image Processing: Basic Concepts, Image Enhancement techniques, Image Classification Techniques and Accuracy Assessment. Microwave Remote Sensing, Hyperspectral Remote Sensing.

### **Unit-II: Geographical Information System & GNSS**

Introduction to GPS and GNSS, GPS receivers, processing methods, errors and accuracy, GPS signal characteristics, Data formats (broadcast, precise ephemeris), Indian Regional Navigation Satellite System (IRNSS), DGPS demonstration. Introduction to GIS, Geographic Phenomena, Concepts and examples, Map Projection Concepts & Use in RS & GIS, Spatial Analysis-Introductory Concepts and Overview.

### **Unit-III: RS & GIS Applications**

EO Applications for Natural Resources Management, RS and GIS Applications in Soil Resource Assessment, RS Applications in Agriculture- Crop Inventory & Yield Forecasting, RS & GIS Applications in Forestry and Ecology, RS & GIS Applications to Water Resources Management, RS & GIS for Coastal Zone Management, Remote Sensing Application to Atmospheric & Marine, Environment, RS & GIS Applications in Geology and Geomorphology.

### **Suggested Book**

- Remote Sensing of the Environment: An Earth Resource Perspective John R. Jensen

## **ESD-655: INSTRUMENTATION TECHNIQUES (CREDIT -2)**

### **Instrumental Methods for Analysis**

*Fundamentals of basic instruments:* Concept, Electromagnetic spectrum, Quantum theory, Beer-lambert law.

*Instrumentations:* Theory, Principles, Working operation and application of Colourimetry, Spectrophotometry, Flame photometry, polarimetry, Atomic Absorption Spectroscopy, Gas Chromatography, High performance liquid chromatography, High Performance Thin layer chromatography,

### **Advance Instrumental Methods for Environmental Analysis**

*Fundamentals of Advance instrumentations:* Theory, principles working operation and application of Liquid chromatography–mass spectrometry, Gas chromatography–Mass Spectrometer, Infra-Red Spectroscopy, Fourier Transform Infra-Red spectroscopy, Gamma Spectroscopy, Nuclear Magnetic Resonance, X-RAY Diffraction, *Scanning Electron Microscopy*, Transmission Electron Microscopy.

*Bioinstrumentations:* Biosensors, Electrophoresis, Gel electrophoresis, Polymerase chain reaction, conventional microscopy, Bioreactors.

### **Suggested Readings:**

Douglas A. Skoog; F. James Holler and Stanley R. Crouch. Instrumental Analysis. Cengage Learning India Private Limited (2012).

Hobart H. Willard; Lynne L. Merritt, Jr; John A Dean; Frank A. Settle, Jr; Instrumental methods of Analysis. Cengage Learning India Private Limited (2012)



## **ESD 656 ENVIRONMENTAL BIOTECHNOLOGY & ENVIRONMENTAL NANOTECHNOLOGY (CREDIT-2)**

### **Unit-1: Environmental Biotechnology**

Bioremediation: Definition, Types of bioremediation: In-situ and ex situ bioremediation; Bioremediation technologies; bioremediation monitoring; microbial metabolism, factors influencing metabolism, ground water and soil remediation - case studies

Phytoremediation: Definition, approaches, Phytoremediation processes, Mechanism of phytoremediation, Factors Influencing Phytoremediation, transgenic plants and its use for phytoremediation, Genetic engineering applications for phytoremediation; case studies.

### **Unit-2 Environmental Nanotechnology**

Nanoscience for clean environment and sustainable development: Introduction, applications, and perspective in Environment; Nanotechnology for environmental sustainability; monitoring; Nano remediation; Nano remediation technologies: Research case studies.

Nanomaterials: Synthesis and characterization; Physical, Chemical, and Biological: (microbial and plant-based nanoparticle) synthesis; Natural Nanomaterial; Nanocomposite; Dendrimers; Nano polymers, Nano biopolymers, Nano biofilms, Nano catalyst, Nano semiconductors, carbon nanotubes, Nano clays; application of nanomaterial; Membrane Technology: Nano filtration; ultrafiltration; microfiltration; design and development of reactors; nano technological application for environment - Research case studies

### **Suggested Readings:**

- Environmental Biotechnology: Concepts and Applications Editor(s): Priv.-Doz. Dr. Hans-Joachim Jördening, Prof. Dr. Josef Winter (2004) Print ISBN:9783527305858 |Online ISBN:9783527604289. DOI:10.1002/3527604286
- Textbook of Environmental Biotechnology (2006) P. K. Mohapatra. I K International Publishing House Pvt. Ltd; 1st Ed. edition (ISBN-10: 818823754X; ISBN-13: 978-8188237548
- Environmental Biotechnology (2010) M. H. Fulekar. ISBN 9781138097469 Published CRC Press.
- Environmental Biotechnology (2010) Wang, L.K., Ivanov, V., Tay, J.-H., Hung, Y.-T. (Eds.) eBook ISBN 978-1-60327-140-0; DOI 10.1007/978-1-60327-140-0
- Environmental Biotechnology Vol. 1 (2020) Gothandam, K., Ranjan, S., Dasgupta, N., Lichtfouse, E. (Eds.) ISBN 978-3-030-38191-2 DOI 10.1007/978-3-030-38192-9
- Environmental Biotechnology: Basic Concepts and Applications” by Indu Shekhar Thakur
- Bioremediation Technology: Hazardous Waste Management 1st Edition(2020) M H Fulekar (Editor), Bhawana Pathak (Editor) CRC Press

- Bioremediation- Applied Microbial Solutions for Real-World Environmental Cleanup- Ronald M. Atlas and Jim Philp: ASM Press, Washington
- Bioremediation Technology: Recent Advances- M.H.Fulekar: Springer Publishers
- Dictionary of Biotechnology- M.H.Fulekar: I.K. International Publishing House, New Delhi
- Environmental Biotechnology - M.H.Fulekar: Oxford & IBH Publishing House, New Delhi
- Environmental Biotechnology - Theory and Application – M.H.Fulekar: CRC Press and Science Publisher, USA
- Microbial Biotechnology- Fundamentals of applied Microbiology- Alexander N. Glazer and Hiroshi Nikaido, Cambridge University Press
- Microbial Methods for Environmental Biotechnology: Grainer, J.M. and Lynch, J.M. 1984. Academic Press.
- Microbiological Methods for Environmental Scientists and Engineers: Gaudy, A.F. and Gaudy, E.T. 1980, McGraw Hill.
- Nanotechnology –its Importance & Applications - M.H.Fulekar: IK International
- Environmental Nanotechnology (2017) By M. H. Fulekar, Bhawana Pathak ISBN 9781498726238 by CRC Press
- Environmental Nanotechnology Volume 1 (2018) Dasgupta, Nandita, Ranjan, Shivendu, Lichtfouse, Eric (Eds.) ISBN 978-3-319-76089-6; DOI 10.1007/978-3-319-76090-2
- Nanotechnology in Environmental Science (2018) Chaudhery Mustansar Hussain, Ajay Kumar Mishra ISBN:9783527342945 |Online ISBN:9783527808854 DOI:10.1002/ 9783527808854

## **ESD 657 Groundwater Hydrology (CREDIT-2)**

### **UNIT-1:**

Introduction to groundwater resources, occurrence and movement, Aquifers and their characteristics/classification, Darcy's law, Dupit's assumptions, Flow nets, Groundwater tracers, Well hydraulics – steady/unsteady, uniform/radial flow to a well in a confined/unconfined/leaky aquifer, Well flow near aquifer boundaries/for special conditions;

### **UNIT-2:**

Quality of groundwater, Contaminant transport processes, Advection-dispersion equation, Treatment of contaminated groundwater, Climate change and groundwater; Introduction to Groundwater flow modelling, Governing equations, Artificial recharge, Saline water intrusion in aquifers - Ghyben-Herzberg relation, Remote sensing-based groundwater studies.

### **Suggested Readings:**

- Groundwater Hydrology by Todd, D. K. and Mays, L. W., John Wiley & Sons, Inc.
- Ground and Surface Water Hydrology by Mays, L. W., John Wiley & Sons, Inc.
- Groundwater Modeling, in an Introduction to Water Quality Modelling by Mackay, R. & Riley, M., A. James, Wiley Publishers.
- Hydrogeology: Principles and Practice by Hiscock, K. M. and Bense, V. F., Wiley-Blackwell.

## **ESD 658 ENVIRONMENTAL STRESSES IN PLANTS (CREDIT-2)**

### **Unit-1:**

Impact of environmental stresses (abiotic and biotic) on growth, development, metabolism and yield of plants, Stress sensing and signalling in plants, Stress induced senescence in plants, Morphological, physiological, biochemical and molecular changes in plants in response to environmental stresses.

### **Unit-2:**

General and stress specific tolerance mechanisms in plants, Types of reactive oxygen species (ROS), sites of ROS production in plants, ROS as signalling molecule, Oxidative stress, ROS induced oxidative damage in plants, antioxidative defense mechanisms in plants, Nonenzymatic and enzymatic components of antioxidative defense System in plants, Roles of osmolytes, polyamines, Late Embryogenesis Abundance (LEA) proteins, heat shock proteins (Hsps) in plant adaptation to different environmental stresses, Regulatory network underlying defense systems, Plant responses to concurrent environmental stresses

### **Unit-3:**

Methods to study stress tolerance in plants, Strategies to develop stress tolerance in plants, Genetic engineering for developing stress tolerance, Genes implicated in stresses: genes encoding proteins that act directly and proteins that regulate stress responsive genes, Development of multiple stress tolerant plant.

### **Suggested Readings**

- Mittler, R., 2006. Abiotic stress, the field environment and stress combination. *Trends in plant science*, 11(1), pp.15-19.
- Tuteja, N. and Gill, S.S., 2016. *Abiotic stress response in plants*. John Wiley & Sons. ISBN: 978-3-527-33918-1
- Hasanuzzaman, M., Fujita, M., Oku, H. and Islam, M.T. eds., 2019. *Plant tolerance to environmental stress: Role of phytoprotectants*. CRC Press. ISBN 9781032094014
- Jha, A.B., Misra, A.N. and Sharma, P. (2019) Regulation of osmolytes syntheses in plants and improvement of abiotic stress tolerance: Profiling and counteraction. In: *Approaches for Enhancing Abiotic Stress Tolerance in Plants* (pp. 311-318), Eds. Hasanuzzaman, M., Nahar, K., Fujita, M., Oku, H., Islam, T. 1st Edition, CRC Press, Taylor and Francis. DOI: 10.1201/9781351104722-17; ISBN 9780815346425
- Sharma, P., Jha, A.B., Dubey, R.S. and Pessarakli, M. (2012) Reactive oxygen species, oxidative damage and antioxidative defense mechanism in plants under stressful conditions. *Journal of Botany*, volume 2012, Article ID 217037, 26 pages, doi:10.1155/2012/217037.
- Sharma, P. and Dubey, R.S. (2011) Abiotic stress induced metabolic alterations in crop plants: Strategies for improving stress tolerance. In: Sinha, R.P., Sharma, N. K. and Rai, A.K. editors. *Botanical Research: The Current Scenario*, I K International Publishing House Pvt. Ltd., New Delhi, India, ISBN: 9789381141045, pp. 1-54.

- Kuila, A. ed., 2020. *Plant Stress Biology: Progress and Prospects of Genetic Engineering*. CRC Press. ISBN 9781771889254.

## **ESD-659 FORESTRY AND REMOTE SENSING (CREDIT-2)**

### **Unit-I: Forestry and Optical Remote Sensing**

Forestry :Concepts Conventional/Recent Remote Sensing Classification and Forest Inventory, Climatic, Altitudinal and Topographical Zones and Vegetation Relation, Forest Types Classification and Retrieval of Biophysical Parameters, Sensor Requirements. Application of Optical Remote Sensing in Forestry. Remote Sensing application in forest cover change detection, Remote Sensing application in mapping of stressed vegetation.

### **UNIT-II: Forestry and Microwave Remote Sensing**

Microwave remote sensing, Interaction with plant. Role of microwave remote sensing in forest studies-Interferrometry and Polarimetry. Microwave techniques for Biomass estimation. Microwave techniques for forest cover classification. Interaction of microwave with mangrove forest.

### **Suggested Books:**

- Nicolas Baghdadi and MehrezZribi (2016). Land Surface Remote Sensing in Agriculture and Forest, ISTE Press and Elsevier, UK.ISBN:978-1-78548-103-1 2.
- Roy, P.S., Dwivedi, and Vijayan, D. (2010). Remote Sensing Applications. NRSC, ISRO, Hyderabad. ISBN 978-81-909460-0-1. 3. NDMA (2010).
- Fortin, M.S. and Dale, M. (2005). Spatial Analysis for Ecologist, Cambridge University Press, Cambridge. ISBN- 9780521804345.

## **ESD-660 ENVIRONMENTAL POLLUTION (CREDIT-2)**

Environmental pollution, Types of pollution; Water pollution, Air pollution, Soil pollution, Noise pollution, Radioactive pollution, Status of Environmental pollution in India

### **WATER POLLUTION**

**Water pollution:** Types of pollution, causes of pollution, trends of pollution, effects of pollution *on* biotic life and environment

**Wastewater:** Characteristics of domestic, industrial agricultural wastes -their effects on water bodies,

**Wastewater treatment technology:** Recycling and reuse of water, water audit-concern of zero discharge, safe land application of wastewater, Physico-chemical and biological methods, Industrial effluent treatments.

**Legislations and Regulations:** Prevention and control of surface and ground water; Water (Prevention and Control of Pollution) Act, 1974

### **AIR POLLUTION**

**Sources and types of air pollution:** Atmosphere and its functions, causes of air pollution, sources of air pollution, types of air pollution:

**Pollution components:** Gaseous pollutants, particulate matter, photochemical smog, Air pollutants and their interaction in the atmosphere, hazardous air pollution

**Diffusion, Transport and dispersion:** Meteorological and topographical factors, lapse rate, atmospheric stability, mixing height, Monitoring air quality, air quality parameters, air quality index, air quality standards, Prevention and Control of air pollution technologies, modelling concepts, Gaussian plume model; Effect of air pollution on plants, animals, human and materials.

**Legislations and regulations:** The Air (Prevention and Control of Pollution) Act, 1981

### **SOIL POLLUTION AND SOLID WASTE MANAGEMENT**

**Profile, texture and type:** Soil in perspective: Soil profile, Soil texture and types, Sub soil and surface soil, Mineral constituent in soil

**Dynamics:** Soil-water dynamics, soil-air changeable constituent, soil -water characteristics and behavior, effects of soil pollution.

**Pollution and degradation:** Sources of soil degradation, soil erosion, Causes of soil pollution, Effects of soil pollution and plant productivity.

**Treatment and Remediation:** Soil plant relationship. Control of soil pollution and treatment Technology, biotechnology for treatment of solid and biomedical waste

**Legislations and Regulations** for Solid waste, hazardous waste, biomedical waste, municipal waste, plastic waste, batteries waste and e-waste

**Suggested Readings:**

1. Boubel Fox, Turner & Stern. Fundamentals of Air Pollution 3<sup>rd</sup> Edi
2. Manahan, Stanley E. "Environmental Science, Technology, and Chemistry"  
Environmental Chemistry, Boca Raton: CRC Press LLC, 2000
3. Gilbert M. Masters and Wendell P Ela. Introduction to Environmental Sc. & Engg, PHI Learning Private Limited (2012).
4. Daniel Vallero. Fundamental of Air Pollution. Academic Press 4<sup>th</sup> Edi.
5. Thomas G. Spiro and William M. Stigliani, Chemistry of the Environment. Prentice Hall
6. Jerry. A. Nathanson. Basic Environmental Technology

**ESD 691 PROJECT 06 CREDITS**

Course Code	Paper No.	Paper Name	Credits	Hours/ Week
<b>Extra Credits</b>				
ESD 692		Field work <sup>**</sup> /Specific Training <sup>**</sup>	<b>4</b>	<b>4</b>



## Programme Description

### Objectives:

The objective of the research program is to equip the students with methodological approaches in German studies. It will familiarize them with the latest trends in research in the field of German studies by focusing particularly on certain thrust areas, such as German literature, film and theatre as well as the history, culture and politics of the German-speaking countries in the European context in general and in the comparative or post-colonial context in particular, translation studies and methodology of teaching of German as a foreign language.

The centre would offer an MPhil and/ a direct PhD programme in German Studies. The coursework for the MPhil or a direct PhD programme will be the same. It will be as follows:

<b><i>Semester I</i></b>	Credits	<b><i>Semester II</i></b>	Credits
Core Course I – Research Methodology I	2	Core Course III – Research Methodology II	2
Core Course II – Literaturwissenschaft (Methods of literary criticism)	2	2 Optional Courses consisting of 2 credits each	4
Optional Course	2		
Term Paper/ Assignment	1	Term Paper/ Assignment	1
Seminar	1	Seminar	1
<b>Total Credits</b>	<b>8</b>	<b>Total Credits</b>	<b>8</b>
<b><i>Semester III</i></b>			
Dissertation	8		
<b>Total Credits Required for the Programme of Study: 24 (Minimum)</b>			

## Proposed Coursework

### Monsoon Semester

<b>Course Number</b>	<b>Paper</b>	<b>Credits</b>
GER 601	Research Methodology I	2
GER 602	Methods of Literary Criticism	2
GER 621	Understanding Popular Fiction	2
GER 622	Methodology of teaching German as a foreign language	2
GER 641	Term Paper/ Assignment	1
GER 642	Seminar	1

### Winter Semester

<b>Course Number</b>	<b>Paper</b>	<b>Credits</b>
GER 651	Research Methodology II	2
GER 671	History of German Studies	2
GER 672	German literature in the age of 20 <sup>th</sup> century migration	2
GER 673	Sociolinguistics	2
GER 691	Term Paper/ Assignment	1
GER 692	Seminar	1

1.1.3  
1.2.1  
1.3.2



Syllabus: 2020-21

# CENTRAL UNIVERSITY OF GUJARAT

Centre for Applied Chemistry

School of Applied Material Sciences

Syllabus for Ph.D. in Applied Chemistry Course work

## Semester I

Total credits: 6

(A)

COURSE NO	COURSE TITLE	COURSE CODE	CREDIT
ICH-601	Research Methodology	1	3
ICH-602	Instrumentation & Statistical Methods	1	3

## Semester II

Total credits: 6

(B)

COURSE NO	COURSE TITLE	COURSE CODE	CREDIT
ICH-671-674*	Elective	2	3
	ICH-671: Stereoselective synthesis of natural products		
	ICH-672: Smart Materials		
	ICH-673: Medicinal Chemistry		
ICH-691	ICH-674: Molecular Modelling	1	3
	Project Proposal		

\*Students can choose one elective in II<sup>nd</sup> Semester

Grand Total Credit(A+B)	12
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**School of Life Sciences**  
**Central University of Gujarat**



**Syllabus**  
***Ph.D. Life Sciences-Course Work***  
**(Semester I & II)**

**(with effect from A.Y. 2021-22)**

## **Ph.D. Life Sciences**

The coursework of Ph.D. Life Sciences is spanned over two semesters. It includes core as well as optional courses. The courses like Project Proposal Design and Presentation, Term Paper Writing and Seminar have been included to enhance the communication skills of students.

### **Program Objectives**

1. To equip students to identify research problems related to life sciences and develop viable solutions.
2. To develop an attitude of critical thinking
3. To sensitize students on ethical issues related to life sciences research and research publications.
4. To equip students with skills of applying methodologies for scientific inquiries
5. To develop communication and writing skills
6. Equip the students with scientific skills which are necessary for successful careers in academia and industry.

### **Program Outcomes**

1. Students through their coursework will be able to develop an understanding of varied areas of basic and applied life sciences.
2. Students will be able to identify research problems, frame research hypothesis, define the research questions and design their experiments.
3. Students will develop skills and gain knowledge to suitably apply scientific research methods and produce new scientific knowledge and useful recommendations in the field of life sciences.
4. Students will be able to communicate effectively and defend their scientific findings by presenting their research work in various scientific forums.
5. Better writing skills through research communications.
6. Students will attain suitable skills and professional competency which will enhance their employability in academia and industry
7. Students will be able to contribute in policy making and strategic planning of emerging and important issues in both basic and applied areas of life sciences.

### Index of Syllabus of Course Work

Semester	Course Code	Course Title	Course Credit	Total Credits
I		<b>Core Courses</b>		<b>10</b>
	LSC 602	Research Methodology	4	
	LSC 604	Biological Techniques	2	
		<b>Optional Courses (Any two of the following courses)</b>		
	LSC 621	Macromolecular Structure and Function	2	
	LSC 622	Tissue Engineering	2	
	LSC 623	Computational Biology	2	
	LSC 624	Bacterial Pathogenesis	2	
	LSC 625	Intellectual Property Rights, Biosafety and Bioethics	2	
		Any course offered by other School		
II		<b>Core Courses</b>		<b>6</b>
	LSC 654	Research and Publication Ethics	2	
		<b>Optional Courses (Any one of the following courses)</b>		
	LSC 671	Project Proposal Design and Presentation	2	
	LSC 672	Term Paper Writing	2	
		Any course offered by other Centre/School	2	
		<b>Seminar</b>		
	LSC 692	Seminar	2	
<b>TOTAL CREDITS</b>				<b>16</b>

### Ph.D. Life Sciences- Semester I

Course Code	Course Title	Course Credit
	<b>Core Courses</b>	
LSC 602	Research Methodology	4
LSC 604	Biological Techniques	2
	<b>Optional Courses (Any two of the following courses)</b>	
LSC 621	Macromolecular Structure and Function	2
LSC 622	Tissue Engineering	2
LSC 623	Computational Biology	2
LSC 624	Bacterial Pathogenesis	2
LSC 625	Intellectual Property Rights, Biosafety and Bioethics	2
	Any course offered by other School	
	<b>Total Credits</b>	<b>10</b>

## **LSC 602: RESEARCH METHODOLOGY (CREDITS: 4)**

**Course Objective:** The course aims at developing the ability amongst the students to identify research problems and design the objectives for solving the problems. It will also familiarize the students with the writing of thesis and research proposal with special emphasis upon scientific writing and communication.

### **Learning Outcomes:**

- Understanding of basic concepts of research and its methodologies.
- Ability to identify appropriate research topics.
- Ability to design strategies for solving research questions.
- Knowledge of preparing a research proposal and writing thesis.
- Familiarization with all kinds of scientific communications.

### **Course Content:**

#### **Unit I: Research Design and Literature Review**

Significance, definition, purpose, and types of research; Identification of research problems and gaps; Formulation of hypothesis and research objectives; Developing a research design; Importance and purpose of literature review, Sources of literature review; Bibliographic resources and management tools in life sciences.

#### **Unit II: Biostatistics**

Introduction and application of statistics in biology; Concept of statistical population and samples, Sampling techniques; Measures of central tendency; Concept of probability theory and theory of distribution; Concept and application of correlation and regression analysis; Test of significance and ANOVA.

#### **Unit III: Structuring of Thesis and Research Proposal**

Thesis: Chapter format, Referencing, Documentation, Use and format of appendices, Indexing, Pagination, Using quotations, Footnotes, Abbreviations, Presentation of tables and figures; Preparation of research proposal.

#### **Unit IV: Scientific Writing and Communications**

Writing abstracts, research articles, reviews and book chapters; Making scientific presentations.

### **Suggested Readings:**

1. Bhattacharyya, D.K. 2011. Research methodology. Excel Books, New Delhi, 3<sup>rd</sup> ed.
2. Kumar, R. 2014. Research methodology: A step-by-step guide for beginners. SAGE Publications, California, 4<sup>th</sup> ed.
3. Singh, Y.K. 2007. Research methodology. APH Publishing Corporation, New Delhi, 2<sup>nd</sup> ed.
4. Gupta, S. 2010. Research methodology and statistical techniques. Deep and Deep Publications, New Delhi, 1<sup>st</sup> ed.

5. Khanzode, V.V. 1995. Research methodology. APH Publishing Corporation, New Delhi, 1<sup>st</sup> ed.
6. Triola, M.M., Triola, M.F. and Roy, J.L. 2017. Biostatistics for the biological and health sciences. Pearson Publisher, London, 2<sup>nd</sup> ed.



## **LSC 604: BIOLOGICAL TECHNIQUES**

### **(CREDITS: 2)**

**Course Objective:** The course aims at understanding the theory, principles and applications of various kinds of techniques used in the analysis of biological samples and molecules.

#### **Learning Outcomes:**

- Knowledge of techniques to separate, culture, stain and visualize plant and animal cells.
- Knowledge of various techniques used for visualization, analysis and separation of samples and biomolecules.
- Understanding of strengths, limitations and applications of microscopy, spectroscopy, chromatography and electrophoretic techniques in various domains.
- Understanding of multiple types of PCRs and their applications.
- Comprehension of different types of classical and next generation DNA sequencing techniques.

#### **Course Content:**

##### **Unit I: Techniques in Cell and Tissue Culture**

Experimental model systems; Histological and histochemical techniques; Microscopy: Bright and dark field microscopy, Phase contrast microscopy, Confocal microscopy, Fluorescence microscopy, Atomic force microscopy, Scanning and transmission electron microscopy, Image processing methods in microscopy; Animal and plant tissue culture; Techniques of cell separation and sorting.

##### **Unit II: Techniques in Biochemistry and Biotechnology**

Spectroscopy: Fluorescence, Circular Dichroism, Infrared, NMR.

Chromatography: Affinity, Ion exchange, Hydrophobic interaction, Gel filtration, High Pressure Liquid Chromatography, Gas Chromatography.

PCR: Multiplex PCR, Hot start PCR, Nested PCR, Real-Time PCR, *In situ* PCR, Degenerate PCR, Single specific primer PCR, Ligation PCR, Methylation specific PCR, Reverse transcriptase PCR.

Electrophoresis: Agarose gel electrophoresis, Polyacrylamide gel electrophoresis (SDS-PAGE, Native-PAGE, Denaturing-PAGE and Reducing-PAGE), Isoelectric focusing, Pulse field gel electrophoresis; Sequencing: Classical and Next-Gen.

#### **Suggested Readings:**

1. Hofman, A. and Clokie S. 2018. Wilson and Walker's Principles and techniques of biochemistry and molecular biology. Cambridge University Press, Cambridge, 8<sup>th</sup> ed.
2. Robyt, J.F. and White, B.J. 1990. Biochemical techniques: Theory and practice. Waveland Press, Long Grove, 1<sup>st</sup> ed.
3. Sambrook, J. and Russell, D.W. 2012. Molecular cloning: A laboratory manual. Cold Spring Harbor Lab Press, New York, 4<sup>th</sup> ed.
4. Miller, J. 2009. Chromatography: Concepts and contrasts. John Wiley and Sons, New York, 2<sup>nd</sup> ed.
5. Creaser, C.S. and Davies, A.M.C. 1988. Analytical applications of spectroscopy. CRC Press, U.S., 1<sup>st</sup> ed.

## **LSC 621: MACROMOLECULAR STRUCTURE AND FUNCTION**

### **(CREDITS: 2)**

**Course Objective:** This course will cover macromolecular structures and the underlying atomic interactions responsible for their structural stability. The course is designed to cover the concepts of protein folding and biomolecular interactions and will also introduce students to the experimental techniques used to elucidate macromolecular structures.

#### **Learning Outcomes:**

- Understanding of properties of macromolecular structures and functions.
- Knowledge of protein folding and diseases associated with misfolding of proteins.
- Understanding of importance of macromolecular interactions in the biological system.
- Knowledge of experimental techniques of macromolecular structure determination.

#### **Course Content:**

##### **Unit I: Structure of Macromolecules and Protein Folding**

Introduction to structural biology; Non covalent forces determining macromolecular structure; Structure of DNA, RNA and proteins; Levels of protein structure: Primary, secondary tertiary and quaternary structures; The peptide bond; Ramachandran plot; Structural motifs; Protein families.

Protein folding, Folding pathways, Intermediates, Role of accessory proteins in protein folding, Protein misfolding and diseases.

##### **Unit II: Biomolecular Interactions and Biophysical Techniques**

Interaction in biological systems and their relevance; Protein-protein interactions and general properties of protein-protein interfaces; Physical forces which mediate protein-nucleic acid interactions.

Methods for structure determination of macromolecules and complexes: CD spectroscopy, X-ray crystallography, NMR.

#### **Suggested Readings:**

1. Branden, C. and Tooze, J. 1998. Introduction to protein structure. Garland Publishing Inc., New York, 2<sup>nd</sup> ed.
2. Creighton, T.E. 1992. Proteins: Structure and molecular properties. W. H. Freeman and Company, New York, 2<sup>nd</sup> ed.
3. Lesk, A.M. 2001. Introduction to protein architecture: The structural biology of proteins. Oxford University Press, USA, 1<sup>st</sup> ed.

## **LSC 622: TISSUE ENGINEERING**

### **(CREDITS: 2)**

**Course Objective:** The focus of this course is to understand the need of alternatives in regeneration biology. The topics included in syllabus will facilitate the basic understanding of cell and its fate process. The techniques for culturing the cell in different platform is an integral part of tissue engineering, therefore, various cell cultures will be discussed. The biomaterials play a pivotal role in tissue engineering, therefore, various biomaterials and their scaffolding fabrication techniques will be covered.

#### **Learning Outcomes:**

- Understanding of the basics of tissue and its regeneration challenges.
- Knowledge of the multiple techniques for culturing the animal cells and cell fate process.
- Knowledge of the concept of biomaterials and its role in scaffolding.
- Comprehension of the tissue engineering approaches for bone and cartilage tissues.

#### **Course Content:**

##### **Unit I: Introduction to Tissue Engineering**

Regenerative biology, Tissue transplantation, Concept of engineering for regenerating human tissues; Cell: Cell and various cell fate process differentiation, Adhesion and migration, Stem cell and its contribution in regenerative medicine; Cell and tissue culture: 2D cell culture techniques, 3D cell culture techniques, Co-culture techniques, Organoid culture.

##### **Unit II: Biomaterials**

Basics of biomaterials and its characterization, Natural and synthetic biomaterials; Scaffolding technology: Basic properties of scaffold, Fabrication techniques for scaffold: Electrospinning, Phase separation, Freeze drying, Solvent casting and particulate leaching; Bone and Cartilage tissue engineering.

#### **Suggested Readings:**

1. Palsson, B.O. and Bhatia, S.N. 2009. Tissue engineering. Pearson Education, New Jersey, 1<sup>st</sup> ed.
2. Fisher, J.P., Mikos, A.G. and Bronzino, J.D. and Peterson, D.R. 2012. Tissue engineering. CRC Press, U.S., 1<sup>st</sup> ed.
3. Lanza, R., Langer, R., Vacanti, J. 2013. Principles of tissue engineering. Elsevier Academic Press, U.S., 4<sup>th</sup> ed.
4. Ratner, B., Hoffman, A., Schoen, F. and Lemons, J. 2012. Biomaterials science. Academic Press, New York, 3<sup>rd</sup> ed.

## **LSC 623: COMPUTATIONAL BIOLOGY**

### **(CREDITS: 2)**

**Course Objective:** The course is designed to introduce the important concepts, methods, and tools used in bioinformatics. This course will give students both a theoretical background and a working knowledge of the computational techniques employed in life sciences with emphasis on biological sequence analysis and its applications.

#### **Learning Outcome:**

- Familiarization with various bioinformatic databases and how to retrieve data.
- Ability to analyse sequence and structure data available in different biological databases.
- Familiarization with various bioinformatic tools and ability to apply such tools to solve the problems on their own research.

#### **Course Content:**

##### **Unit I: Biological Databases and Sequence Analysis**

Introduction to bioinformatics; Biological databases; Retrieval methods for DNA sequence; Protein sequence and protein structure information; Common sequence file formats; Data retrieval tools (ENTRZ and SRS); Submission tools of biological data.

Introduction to genomics, Gene annotation, Gene ontology; Sequence analysis; Dot plot; Pairwise and multiple sequence alignment: Software used; Local and Global alignment, Distance metrics, Similarity and homology, Scoring matrices; Dynamic programming algorithm; Sequence Similarity Searches: BLAST and its variations, Distant homology search.

##### **Unit II: Phylogenetic analysis and Structural Bioinformatics**

Phylogenetic analysis: Introduction, Rooted and unrooted trees, Clustering and cladistic approaches for phylogeny tree construction (UPGMA, Neighbour joining method, Maximum parsimony, Maximum likelihood methods), Tools for phylogeny tree construction.

Structural bioinformatics: Protein tertiary structure prediction, Visualization of protein structures, An overview of docking and molecular dynamics simulations.

#### **Suggested Readings:**

1. Lesk, A. 2013. Introduction to bioinformatics. Oxford Press. U.K., 4<sup>th</sup> ed.
2. Mount, D.W. 2004. Bioinformatics: Sequence and genome analysis. Cold Spring Harbor Laboratory Press, New York,
3. Ghosh, Z. and Mallick, B. 2008. Bioinformatics: Principles and applications. OUP India, 1<sup>st</sup> ed.
4. Baxeavanis A.D and Ouellette, B.F.F. 2004. Bioinformatics – A practical guide to the analysis of genes and proteins. Wiley – Interscience, New York, 3<sup>rd</sup> ed.

## **LSC 624: BACTERIAL PATHOGENESIS**

### **(CREDITS: 2)**

**Course Objective:** The course aims at providing the understanding of mechanism of microbial pathogenesis along with the mechanism of antimicrobial resistance. It also focuses on various factors which are responsible for increasing antimicrobial resistance amongst the pathogens which has become a serious concern.

#### **Learning Outcomes:**

- Understanding of the basic aspects of microbial pathogenesis.
- Knowledge of various molecular techniques used in diagnosis of microbial diseases.
- Understanding of the factors responsible for antimicrobial resistance amongst the pathogens.
- Awareness about various programs on AMR.

#### **Course Content:**

##### **Unit I: Mechanism of Pathogenesis**

Pathogenicity islands; Adhesion, colonization and invasion, Protein toxins, Host signalling in response to infections; Cytoskeletal modulation of host cell.

##### **Unit II: Drug Resistance**

Antibiotic classification and mechanisms of their action, Antimicrobial susceptibility testing, Molecular basis of antimicrobial resistance; MDR, XDR and TDR; Evolution of multi-drug resistance, Superbugs, Factors contributing the emergence of antimicrobial resistance, Preventive and control strategies, Global and National programs on AMR, Antibiotic adjuvants, Antimicrobial peptides.

#### **Suggested Readings:**

1. Murray, P.R., Rosenthal, K.S., Kobayashi, G.S. and Tenover, M.A. 2020. Medical microbiology. Elsevier, London, 9<sup>th</sup> ed.
2. Baron, E.J., Peterson, L.R. and Tenover, S.M. 1994. Bailey and Scott's diagnostic microbiology. Mosby, St. Louis, 9<sup>th</sup> ed.
3. Dockrell, H., Zuckerman, M., Roitt, I.M. and Chiodini, P.L. 2018. Medical microbiology. Elsevier, London, 6<sup>th</sup> ed.
4. Collee, J.C., Duguid, J.P., Fraser, A.C. and Macdonald, B.P. 1996. Mackie and McCartney practical medical microbiology. Churchill Livingstone, London, 14<sup>th</sup> ed.

## **LSC 625: INTELLECTUAL PROPERTY RIGHTS, BIOSAFETY AND BIOETHICS**

**(CREDITS: 2)**

**Course Objective:** The course aims at providing knowledge and awareness about the various aspects of biosafety regulations, IPR and bioethics concerns arising from the commercialization of biotech products.

### **Learning Outcomes:**

- Knowledge of different types of intellectual property rights and issues related to application and obtaining patents.
- Knowledge of biosafety levels and guidelines.
- Understanding of different kinds of biohazards and safety measures.
- Understanding of ethical aspects related to biological research.

### **Course Content:**

#### **Unit I: Basic Aspects of Intellectual Property Rights**

Introduction to IPR; WIPO; Types of Intellectual Property Rights; Importance of IPR for industry and academia; Relationship of IPRs with biotechnology; Trade secrets; Non-disclosure agreements; Brief background of different treaties; Patent terminology, Elements of patentability, Patent claims, Patent life and geographical boundaries, Procedure for grant of patent, Patent acts.

#### **Unit II: Biosafety and Bioethics**

Concept and definition of biosafety, Biosafety levels (BSL1-4), Biosafety guidelines and regulations, Biohazards in laboratory, Disposal of the biohazard materials; Radiation hazards; Fire hazards and safety measures; Ethical issues in animal and human research, Ethical implications of cloning, GMO and gene therapy.

### **Suggested Readings:**

1. Sadhasivam, S.K. and Jaabir, M. 2009. IPR, Biosafety and biotechnology management. Jasen Publications, Tiruchirapalli, India, 1<sup>st</sup> ed.
2. Subbaram N. 2005. Patents. Pharma Book Syndicate, Hyderabad, 1<sup>st</sup> ed.
3. Ganguli, P. 2001. Intellectual property rights. Tata Mc-Graw Hill, New Delhi, 1<sup>st</sup> ed.
4. Kankanala, K.C. 2007. Genetic patent law and strategy. Manupatra Information Solution Pvt. Ltd., Noida, 1<sup>st</sup> ed.

### Ph.D. Life Sciences- Semester II

Course Code	Course Title	Course Credit
	<b>Core Courses</b>	
LSC 654	Research and Publication Ethics	2
	<b>Optional Courses (Any one of the following courses)</b>	
LSC 671	Project Proposal Design and Presentation	2
LSC 672	Term Paper Writing	2
	Any course offered by other School	2
	<b>Seminar</b>	
LSC 692	Seminar	2
	<b>Total Credits</b>	<b>6</b>

## **LSC 654: RESEARCH AND PUBLICATION ETHICS**

### **(CREDITS: 2)**

**Course Objective:** This course aims at creating awareness about the basics of philosophy of sciences and ethics, research integrity, publication ethics. The course will cover theory as well as hands-on-sessions to identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics and plagiarism tools will be introduced in this course.

#### **Learning Outcomes:**

- Awareness among students about publication ethics and publication misconducts.
- Knowledge about various databases and software tools for identifying suitable journals.
- An understanding of different research metrics.
- Knowledge on different plagiarism software.

#### **Course Content:**

##### **Unit I: Philosophy, Scientific Conduct and Publication Ethics**

Introduction to philosophy: Definition, nature and scope, Concept, Branches; Ethics: Definition, Moral philosophy, Nature of moral judgements and reactions.

Scientific conduct: Ethics with respect to science and research, Intellectual honesty and research integrity, Scientific misconducts (Falsification, fabrication and plagiarism), Redundant publications (Duplicate and overlapping publications, Salami slicing), Selective reporting and misrepresentation of data.

Publication ethics: Definition, introduction and importance of research ethics, Best practices/standards setting initiatives and guidelines (COPE, WAME etc.), Conflicts of interest, Publication misconduct (Definition, concept, problems that lead to unethical behaviour and vice versa, types), Violation of publication ethics, authorship and contributorship, Identification of publication misconduct, complaints and appeals, Predatory publishers and journals.

##### **Unit II: Open Access Publishing, Publication Misconduct and Research Metrics**

Open Access Publishing: Open access publications and initiatives, SHERPA/RoMEO online resource to check publisher copyright and self-archiving policies, Software tool to identify predatory publications developed by SPPU, Journal finder/Journal suggestion tools (JANE, Elsevier Journal Finder, Springer Journal Suggester etc.).

Publication misconduct: Subject specific ethical issues, FFP, Authorship, Conflicts of interest, Complaints and appeals (Examples and fraud from India and abroad).

Software tools: Use of plagiarism software like Turnitin, Urkund and other open-source software tools; Databases: Indexing databases; Citation databases (Web of Science, Scopus etc.); Research metrics: Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score; h-index, g index, i10 index, Altmetrics.

#### **Suggested Readings:**

1. Bird, A. 1998. Philosophy of science. Routledge, London, 1<sup>st</sup> ed.
2. MacIntyre, A. 2006. A short history of Ethics. Routledge, London, 1<sup>st</sup> ed.



3. Chaddah, P. 2018. Ethics in competitive research: Do not get scoped: do not get plagiarized, 1<sup>st</sup> ed.
4. National Academy of Sciences, National Academy of Engineering and Institute of Medicine. 2009. On being a scientist: A guide to responsible conduct in research. National Academic Press, Washington.
5. Resnik, D.B. 2011. What is ethics in research and why is it important. NIEHS, 1-10. <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>.
6. Beall, J. 2012. Predatory publishers are corrupting open access. Nature, 489: 179-179.
7. Indian National Science Academy (INSA). 2019. Ethics in Science Education, Research and Governance 2019. [http://www.insaindia.res.in/pdf/Ethics\\_books.pdf](http://www.insaindia.res.in/pdf/Ethics_books.pdf)

## **LSC 671: PROJECT PROPOSAL DESIGN AND PRESENTATION**

**(CREDITS: 2)**

**Course Objective:** The course aims at providing a hands-on-experience to the students for applying the theoretical and practical knowledge they have acquired in formulating a research proposal on any research problem of their own choice.

### **Learning Outcomes:**

- Proficiency in searching research papers from web sources and reading the articles.
- Ability to identify research problems.
- Proficiency in formulating hypothesis, outlining objectives, designing methodology, preparing budget, chalking out timelines.
- Development of communication skills.

### **Course Content:**

1. Formulating a research proposal.
2. Presentation of designed research proposal.

### **Suggested Readings:**

Review and research articles published in a respective specialized area of research.

## **LSC 672: TERM PAPER WRITING**

### **(CREDITS: 2)**

**Course Objective:** The course aims at developing the writing skills in students on any research topic of choice.

**Learning Outcomes:**

- Proficiency in searching research papers from web sources and reading the articles.
- Enhanced writing and communication skills.
- Ability to collect, comprehend and systematically compile information on a given scientific topic.

**Course Content:**

Writing a review article on any topic of their interest.

**Suggested Readings:**

Review and research articles published in a respective specialized area of research.

## **LSC 692: SEMINAR**

### **(CREDITS: 2)**

**Course Objective:** The course is aimed at providing an opportunity to students for reading current research articles in different fields of life sciences and improving their presentation skills.

#### **Learning Outcomes:**

- Proficiency in searching research papers from web sources and reading the articles.
- Ability to critically understand and interpret research papers.
- Development of presentation and communication skills.

#### **Course Content:**

Oral presentation on a research paper or review article.

#### **Suggested Readings:**

Review and research articles published in a given area of research.

(2021 Onward)  
**CENTRAL UNIVERSITY OF GUJARAT**  
**SCHOOL OF NANO SCIENCES**  
**SYLLABUS for Ph.D. (Nanoscience) course work – 36 credits**

**Program outcome:** Student will be able to do research work, write and communicate effectively and ethically. They will be able to plan and implement their research work for local, national, regional and global developmental needs effectively. They will be familiar with various tools and instruments required for the research work.

**Program Specific outcome:**

After completing this course students will have knowledge of research philosophy, ethics and scientific writing. They will know about various tools and instrumentations used in Nanoscience research. They will gain solid scientific knowledge about different ways of making nano particles and their application which they can apply for local, national, regional and global developmental needs.

Course Code	Course Title	Credits
<b>Semester I (Total Credits -9)</b>		
NSC 615	<b>Research Methodology and Writing</b>	3
NSC 620	<b>Statistics and ICT for Research Purpose-2C</b>	2
NSC 621	<b>Research and Publication Ethics</b>	2
NSC 643	<b>Seminar III</b>	2
<b>Semester II (Total Credits -7)</b>		
NSC 654	<b>Applied Nanochemistry</b>	3
NSC 655	<b>Bio-Nanotechnology</b>	2
NSC 662	<b>Instrumentation</b>	2
<b>M.Sc. Semester III (Total Credits -20)</b>		
<b>Dissertation</b>		20
<b>Total</b>		36

## **SEMESTER I**

### **Course NSC 615: Research Methodology and Writing-3C**

**Course Objective:** To educate students about the research and the process involved

#### **Unit 1: Introduction to research**

Meaning and nature of research, Types of research, Research theories, Scientific and Experimental methods in research, Interdisciplinary and multidisciplinary research, Inductive, deductive, and intuitive sources of knowledge, Qualities of a researcher.

#### **Unit 2: The research process**

Research design, Definition and identification of research problem, Aims and objectives of research, Hypothesis: meaning, types and significance, Survey and review of literature, Methods of data collection, Data processing and analysis, Organization and presentation of data, Validity of data

#### **Unit 3: Research writing**

Writing research report, manuscripts and research proposal, Structure, and content of reports, manuscripts, proposal, styles of referencing and citations, Bibliography, Use of referencing tools: Mendeley, Endnote etc., Types of publication

#### **Text/References:**

1. Mertler, C. A., & Charles, C. M. (2011). Introduction to Educational Research. 7th ed. Boston: Pearson/Allyn & Bacon.
2. Bryman, A. (2016). Social Research Methods. Oxford university press.
3. Gibaldi, J. (2009). MLA handbook for writers of research papers. New York, NY: Modern Language Association Press.
4. Kothari, C. R. (2004). Research methodology: Methods and techniques. New Delhi: New Age International Ltd.

#### **Course outcome:**

On completion of the course, the students will be able to understand the basic idea of research and its different types, understand the research design and its various essential components and the basic idea of scientific writing and referencing.

### **Course NSC 620: Statistics and ICT for Research Purpose - 2C**

**Course objective:** To learn statistical methods and ICT skills for research purpose

#### **Unit 1: Statistics and data analysis:**

Measurement scales, normal distribution, Correlation and regression analysis: types of scales, Establishing reliability of scale and other instruments of evaluation, Normal distribution: Introduction and importance, properties of normal probability distribution, Divergence from normal distribution, Application of normal probability curve, Null hypothesis, and its importance. Methods of correlation and regression analysis. Inferential statistics: Student t-test, Analysis of variance and co-variance. Non-parametric statistics: Chi-square test.

#### **Unit 2: ICT for research purpose**

Web based resources, Search engines and techniques, Web as a tool for scientific literature survey, archive browsing, Research purpose software: Origin and MS Excel, Graph plotting and its types, Curve fitting, and data management, ChemDraw: Use of ChemDraw, The Basics, Drawing Resonance Structures, Drawing Reactions, Drawing Schematics.

#### **Text/ References:**

1. Dowdy, S., Wearden, S. and Chilko, D. (2011). Statistics for research (Vol. 512). John Wiley & Sons.
2. Evans, D. (2009). Introduction to computing explorations in language, logic, and machines. University of Virginia.
3. Tanenbaum, A.S. and Wetherall, D.J. (2010). Computer Networks. 5<sup>th</sup> Ed., Pearson publications.

### **Course outcome:**

On completion of the course, the students will be able to understand statistics, do data analysis and learn ICT skills for research purpose.

## **Course NSC 621: Research and Publication Ethics - 2C**

Course Objective: To create awareness about the publication ethics and publication misconducts

### **Course content:**

#### **Unit 1: Philosophy and Ethics**

Introduction to philosophy: definition, Nature and scope, concept, branches, Ethics: definition, moral philosophy, nature of moral judgements and reactions

#### **Unit 2: Scientific Conduct**

Ethics with respect to science and research, Intellectual honesty and research integrity, Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP), Redundant publications: duplicate and overlapping publications, salami slicing, Selective reporting and misrepresentation of data

#### **Unit 3: Publication Ethics**

Definition, introduction and importance, Best practices / standards setting initiatives and guidelines: COPE, WAME, etc., Conflicts of interest, Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types, Violation of publication ethics, authorship and contributorship, identification of publication misconduct, complaints and appeals, predatory publishers and journals

#### **Unit 4: Open Access Publishing**

Open access publications and initiatives, SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies, Software tool to identify predatory publications developed by SPPU, Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

#### **Unit 5: Publication Misconduct**

Group Discussions: Subject specific ethical issues, FFP, authorship, Conflicts of interest, Complaints and appeals: examples and fraud from India and abroad, Software tools, Use of plagiarism software like Turnitin, Urkund and other open source software tools

#### **Unit 6: Databases and Research Metrics**

Citation databases: Web of Science, Scopus, etc. Research Metrics: Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score Metrics: h-index, g index, i10 index, altmetrics

### **Text/ References:**

1. Bird, A. (2006). Philosophy of Science. Routledge.
2. MacIntyre, A. (1967). A Short History of Ethics. London.
3. Chaddah, P. (2018). Ethics in competitive research: Do not get scooped; do not get plagiarized.

4. On Being a Scientist. 'A Guide to Responsible Conduct in Research' (2009) National Academy of Sciences, National Academy of Engineering and Institute of Medicine. 3rd Ed. National Academies Press.
5. What is ethics in research & why is it important. National Institute of Environmental Health Sciences, by Resnik, D. B., 1 —10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>, 2011.
6. Beall, J. (2012). Beall's list of predatory publishers 2013. Scholarly Open Access. Nature, 489(7415), 179—179. <https://doi.org/10.1038/489179a>
7. Muralidhar, K., Ghosh, A., & Singhvi, A. K. (2021). Ethics in science education, research and governance. Indian National Science Academy.

### **Course outcome**

#### **On completion of the course, the students will be able to:**

- Understand the basics of philosophy of science and ethics, research misconduct and importance of research integrity
- Understand ethics of publication and identify publication misconduct, recognize importance of open access publications and initiatives
- Enable students to choose the right journal for publishing, understand publication misconduct and identify predatory publications.
- Learn to use plagiarism tools for plagiarism free work
- Understand databases and research metrics (citations, h-index, Impact Factor, etc).

### **Course NSC 643 Seminar - 2C**

## **SEMESTER II**

### **Course NSC 654 : Applied Nanochemistry - 3C**

#### **Course Objective:**

To study the different top down and bottom up methods for synthesis of nanomaterials.

To study about the different parameters for good quality thin film growth.

To study the properties of 1-D nanostructures such as nanotubes and nanowires.

To study the properties and applications of organic polymers nanostructures.

To study the dielectric, ferroelectric, multiferic and magnetic properties of nanomaterials.

To study the applications of carbon nanomaterials.

#### **Course content:**

**Unit 1:** Basic approaches for the synthesis of nanoparticles, surfactants, self-assembly, phase rule in oil and water system, self-assembled monolayers, LB Films. Applications of zero-dimensional Nanoparticles, applications of one-dimensional nanotubes and nanowires, application of nanoporous materials.



**Unit 2:** Preparation and characterization of diblock copolymer-based nanocomposites, application of nanopolymers: application of nanocomposites: metal-metal nanocomposites, polymer-metal nanocomposites, ceramic nanocomposites. Application of organic nanoparticles. Applications of nanocomposites in catalysis.

**Unit 3:** Dielectrics, ferroelectrics, magneto ceramics, and multiferroics Magnetism, Dia-, Para-, Ferro-, Antiferro, Ferri-magnetism, Magnetic properties, Superconducting nanomaterials & their properties and applications. Application of Thermo Electric Materials (TEM): Concept of phonon, Thermal conductivity, Specific heat; application of Carbon Nanostructures: DLCs, C60, C80 SWNT and MWNT.

**Text/References:**

1. Ozin, G. A., & Arsenault, A. (2015). Nanochemistry: a chemical approach to nanomaterials. Royal Society of Chemistry. The Royal Society of Chemistry, Cambridge, 2nd Ed., 2009.
2. Cao, G. (2004). Nanostructures & nanomaterials: synthesis, properties & applications. Imperial College Press, London.
3. Kelsall, R., Hamley, I. W., & Geoghegan, M. (Eds.). (2005). Nanoscale Science and Technology. John Wiley & Sons.
4. Cantor, B. (Ed.). (2004). Novel nanocrystalline alloys and magnetic nanomaterials. CRC Press.
5. Mai, Y. W., & Yu, Z. Z. (2006). Polymer nanocomposites. CRC Press, USA.

**Course outcome:**

**On completion of the course, the students will be able to:**

- synthesize self-assembled nanostructures with controlled morphology. They will also be familiar with the various general applications of quantum dots, nanowires/nanotubes and 2-D sheets like nanomaterials.
- get knowledge about the Preparation and characterization of diblock copolymer-based nanocomposites. They will also get ideas about how these composites can be used for different applications.
- get basic understanding about the dielectric, ferroelectric, multiferroic, magnetic and superconducting properties of ceramic materials. From these studies they will make ideas from their research in these fields. They will also be able to do application base research in these fields. They will also be familiar with thermos electric materials and its applications. Students will also get knowledge about the synthesis, properties and applications of carbon nanomaterials.

**Course NSC 655: Bio-Nanotechnology - 2C**

**Course Objective:** To get familiar with Bio-Nanotechnology and its application

**Unit 1:** Bio-nanotechnology Concept Structural Principle of Bio-nanotechnology, Function of Biological molecules, Molecular motors, force, elasticity, Biofilm inhibition by nanoparticles, DNA computers and DNA microprocessors, Biotechnology based genetic engineering.

**Unit 2:** Nanotechnology in Drug Delivery Nanoparticle in Drug delivery: Types of Nanoparticles/Nano carrier, Different methods for synthesis of polymeric nano-carriers. Targeted drug delivery, Nanoparticle delivery for Cancer and other disease Treatment.

**Text/ References:**

1. Vo-Dinh, T. (2007). Nanotechnology in biology and medicine: methods, devices, and applications. CRC Press.
2. Kumar, C.S.S.R. (2006). Nanosystem Characterization Tools in the Life Sciences. IK International Publishing House Pvt. Ltd.

**Course outcome:**

**On completion of the course, the students will be able to:**

Understand the basics and application of Bio-Nanotechnology and role of Bio-Nanotechnology in drug delivery.

**Course NSC 662: Instrumentation - 2C**

**Course objective: Introduction to advance instrumentation techniques**

**Unit 1:** Basic concept of Instrumentation Spectroscopy: UV-VIS-NIR, FT-IR, NMR, Fluorescence Spectroscopy, Chromatography: GC, HPLC, GC-MS, HPTLC, PCR, Electrophoresis.

Microscopy: Scanning Electron Microscopy, Transmission Electron Microscopy, High Resolution Transmission Electron Microscopy, Field Emission Scanning Electron Microscopy, Atomic Force Microscopy.

**Unit 2:** Advance Instrumentation Techniques Principle, Theory, Working and Application: X-Ray Diffraction, X-Ray Reflectivity, Differential thermal and Gravimetric Analysis, Vibrating sample Magnetometer, Brunauer-Emmett Teller surface areas, Zeta sizer.

Scanning Tunneling Spectroscopy, Atomic Absorption Spectrophotometer, Photoluminescence Spectroscopy, Electrochemical Impedance.

**Text/ References:**

- 1) Cao, G. (2004). Nanostructures & Nanomaterials: Synthesis, Properties & Applications. Imperial College Press.
- 2) Gogotsi, Y. (2006). Nanomaterials – Handbook. CRC Press, Taylor & Francis Group.
- 3) Edelstein, A.S. and Cammarata, R. (2012). . Nanomaterials: Synthesis, Properties and Applications. Taylor and Francis.

**Course outcome:**

**On completion of the course, the students will be able to:**

To understand the basics of spectroscopic and microscopic techniques and learn advanced instrumentation techniques and their principles.

**SEMESTER III**

**Course: Dissertation- 20C**

**Central University of Gujarat**  
**Centre for Studies in Social Management**  
**School of Social Sciences**

**Ph.D programme (Direct)**

**Introduction**

The centre for studies in social management (CSSM) was established in Central University of Gujarat in response to the need for a multidisciplinary approach which integrates disciplines of Management and Social Sciences, for dealing with complex issues and problems.

Social Management as an academic programme seeks to understand and develop practical knowledge and skills with respect to policy issues, so as to act as a catalyst for change. Given the diverse actors in the policy domain, the CSSM would open up a platform for dialogue between academics, government, civil society and NGOs at various levels. The core idea is to have professionals and researchers who by blending the requisite techniques and skills of social work and management with the research skills extant within the social sciences, will contribute in innovative and critical ways to the development sector.

**Aims**

This Ph.D. programme is designed to provide insights from multidisciplinary fields in the management and social sciences in order to address issues and concerns in the social and development management sectors. Public sector and private sector organisations from NGOs to social enterprises are critically assessed. While drawing on the breadth of research expertise and practical experience in the School of Social Sciences, this course includes a practical exercise with a development agency, Non-government organizations as part of its assessment.

**Concept note for the Ph.D. programme**

In grounding students in the field of social management embedded in the social sciences, it is necessary to address questions and concerns such as what constitutes the ‘social’ in social management and how we can begin to think of ways to understand the category of management within a socio-political and historical context. Using an interdisciplinary frame, this Ph.D. program’s focal concerns are to look into theories in management, evolving markets, new public management, ‘ethic of responsibility’ of corporates, society in India, civil society initiatives, state, para-state institutions and multi-

layers of governance. It ties together structural issues in social accountability mechanisms of various institutions with the questions of rights, inclusion, entitlements, life-chances, opportunities and outcomes for citizens and non-citizens alike.

Leading interpretations of management theory have been constrained by concepts and practice of shareholder accountability or stakeholder priorities. Without deviating altogether from this dominant trend within management theory, this Ph.D. course on social management seeks to address development and social challenges of our times by adopting alternative styles of management thinking such as critical management studies or meta-management thinking that is anchored in social and historical spaces. Lately, more critical views from social and political theory such as radical pluralism, deliberative democracy, ‘communicative rationality’ and ‘states of exception’ among others, have closely corresponded to emergent concepts in management theory, each having reciprocal influences in a globalized or a post-global world. This necessitates the incorporation of such concepts in our understanding of the management of the social and development sector in order to bring out its consequentiality for human lives. In this backdrop, students will be given a practical orientation to complex social management situations in case studies on power and participation in state-civil society relations, on ascriptive marginalities and how these are critically linked with the rule of law, markets and the development process in the post –reform period. A core course on Interrogating Indian society will provide the diagnostic location to think through some of the theoretical and existential concerns in the development sector and for our understanding of the category of the ‘social’ through the lens of the social sciences and management. The thrust areas would further include managing civil society organizations, autonomy, managing development projects, financial planning for NGO work, microfinance, social entrepreneurship, institutional and organizational basis of developmental and anti-developmental processes, social change and questions of social justice.

### **Eligibility**

A candidate shall be eligible for admission to the programme in any discipline provided he/she has qualified for the award of Master’s Degree in the concerned subject or in an allied subject of any recognized university or a degree recognized by the university for this purpose as its equivalent with a minimum of 55% marks or its equivalent Grade.

The policy of the Government of India and the guidelines of the UGC, regarding reservation of seats for candidates belonging to Scheduled Castes, Scheduled Tribes, OBCs and for Differently abled candidates shall be implemented.

### Assessment

50% end term evaluation will be done through submission of seminar paper and presentation of the same. The internal evaluation will carry 50% weightage through continuous evaluation based on interactions in the class and assignments/term papers.

### Structure of the Ph.D Programme (Direct):

The Ph.D. program will consist of 20 credits spread over duration of one year with two semesters. Core courses comprise of 6 credits and Optional/Thematic courses of 6 credits. Research Methodology I & II carry 4 credits. A total of 4 credits are devoted to Term & Seminar Papers I and II.

There would be two semesters of course work for direct Ph.D. programme. The structure of the courses and credits would be as follows:

#### Semester I

Sr.No /Course Code	Type of Course	Credits
1. SOM 601	Core Course <b>Social Management: Theory &amp; Practice</b>	3 credits
2. SOM 602	Core Course <b>Interrogating Indian Society</b>	3 credits
3. SOM 603	Research Methodology - I	2 credits
4. SOM 641	Term Paper I	1 credit
5. SOM 642	Seminar Paper I	1 credit
	<b>Total</b>	<b>10 credits</b>

#### Semester II

Sr.No /Course Code	Type of Course	Credits
1.	Optional Course I	3 credits
2.	Optional Course II	3 credits

3.	Research Methodology - II	2 credits
4.	Term Paper II	1 credit
5.	Seminar Paper II	1 credit
	<b>Total</b>	<b>10 credits</b>

\* During this tenure of 1 year the students have to complete atleast one 10- Day workshop on Research Methodology.

### **Programme of Study – Direct Ph.D. (20 credits)**

The Ph.D. course work will consist of 20 credits spread over duration of one year with two semesters. Core courses comprise of 6 credits and Optional/Thematic courses of 6 credits. Research Methodology I & II carry 4 credits. A total of 4 credits are devoted to Term & Seminar Papers I and II.

#### **Core courses**

#### **Social Management: Theory & Practice (3 credits)**

**Course Title: Social Management: Theory & Practice**

**Credits: 3 credits**

**Course code: SOM 601**

**Prepared by: Dr. Litty Denis & Dr. Sony Kunjappan**

**Email id: litty.denis@cug.ac.in**

#### **Course Description:**

The core course on Social Management: Theory & Practice will introduce the basic theories in management, discussing the pioneering thinkers in the discipline of management and discussing the critics too. It will briefly delve upon the basic functions and then the conventional branches of management to enable researchers to focus on processes and techniques leading to efficiency and effectiveness in institutions. Managing projects is critical to the sustainability of various development sector and hence the third module will discuss the significant approaches to project management and perspectives on social entrepreneurship. Finally, to integrate the role of the state, markets and the civil society, the course the course will conclude with deliberations on governance and public management.

**Course Objectives:**

- To introduce and interrogate the basic theories, functions and branches essential for understanding of Social Management
- To gain insights into various approaches of project management and gain perspectives on social entrepreneurship
- To initiate deliberations in governance and public management to examine the role of state, markets and civil society in social sector.

**Course Contents:****Unit I: Basic Theories in Management**

Evolution of Management thought; Classical Theories: Behavioural Approach, Management Science Approach, System theory Bureaucratic Management and Contingency Approach. Taylor; Weber; Ford; Mayo; Critical Management Studies: Milton Friedman. Neo Classical Approaches and Contemporary Approaches to management. 21st Century Approaches Management - Theory Z Approach. Micheal Potter's Industry and Competitive Analysis. Contribution of C K Prahalad, Discussions on Quality Management: Edward Deming, Hamel, Peter Ducker, Henry Mintzberg and Harward Simen.

**Unit II: Brief overview of branches in Management**

Financial Management: Nature of Financial Management; Overview of Financial System, Brief discussion on Public finance; Planning, Long-Term Financing and Investment Decisions; Capital Structure.

Marketing Management: Understanding social marketing; Analyzing the social marketing environment; Development Communication; Cases in marketing.

Human Resource Management: HRM in Context; HRM in Practice – HRP, Performance Appraisals –Contemporary issues in HRM – HRM, Equality and Diversity, HRM in NPOs; Discussions on Labour Laws and Relevant Case studies.

**Unit III: Social Entrepreneurship & Project Management**

Social Entrepreneurship vs Entrepreneurship; Social Entrepreneurship in Indian Context; Opportunity Recognition and Innovation; Entrepreneurship development in India; Business Plan for Not for Profit Enterprises and For Profit Enterprises; Establishing small business enterprises; Project management approaches; Relevant Case studies.

**Unit IV: Governance & Public Management**

State, Civil Society and Markets; Management and Society, Ideology, Organizations and Social change, Marginality and Development

## References

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- Peter F. Drucker. 1967. The Effective Executive. Harper & Row. New York.
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- Elton Mayo, "Hawthorne and the Western Electric Company." (Reader)
- Friedman, Milton & Friedman, Rose,D. 1962. Capitalism & Freedom. University of Chicago Press, Chicago.
- W. Edwards Deming. 1982. Improvement of Quality and Productivity Through Action by Management. National Productivity Review
- Porter, M.E. (1980) Competitive Strategy, Free Press, New York
- Perrow, C. 1987. 'The Short and Glorious History of Organisational Theory', in P. Wright and S. Robbins (eds.) Organization Theory: Readings and Cases. New Jersey: Prentice-Hall.
- C.B.Gupta; Management: Principles & Practices; Sultan Chand and Sons, 3rd edition.
- Karminder Ghuman and K. Aswathapa; Management – Concept, Practice and Cases; Tata McGraw Hill; 1st edition (2010)
- Singh, R N. 2010. Management Thought and Thinkers. Sultan Chand & Sons, New-Delhi
- M.C.Shukla; Business Organization and Management; Sultan Chand and Sons, Reprint 2013
- Ricky W. Griffin; Management Principles & Application; Cengage Learning; 2008
- Colin P. Hales. 1986. What do Managers Do? A Critical Review of the Evidence. Journal of Management Studies. 88-115.
- Wilton N, 'An Introduction to Human Resource management', Sage Publications Asia-Pacific Pte Ltd.
- Baluch, M.A, 'Human Resource Management in Non-Profit Organizations, 2012, Routledge.
- Rao,P.S, 'Essentials of Human Resource Management and Industrial Relations' 2014 Edition. Himalaya Publishing House.
- Peter F. Drucker, Innovation and Entrepreneurship.
- EDII "Faculty and External Experts – A Hand Book for New Entrepreneurs Publishers: Entrepreneurship Development" Institute of India, Ahmadabad, 1986.
- Heerekns, Gary (2001). Project Management (The Briefcase Book Series). McGraw Hill



Shtub, Bard and Globerson, Project Management: Engineering, Technology, and Implementation, PH Inc.

Clare, S.E. 2001. The Prospects for local Governance: The Roles of Non-Profit Organizations. Policy Studies Review 18, pp. 129-45.

Peters, B.G. 2001. The future of Governing: Four Emerging models, 2nd edition, Lawrence, KS: University Press of Kansas.

Peirre, J and B.G. Peters. 2005. Governing Complex Societies: Trajectories and Scenarios. Basingstoe: Palgrave Macmillan.

Chhotray, V. & Stoker, G. 2009. Governance Theory and Practice: A cross-Disciplinary Approach. Palgrave Macmillan.

### **Interrogating Indian Society (3 credits)**

**Course Title: Interrogating Indian society**

**Course Credit: 3**

**Course Code: SOM 602**

**Course design: Dr. Sudeep Basu**

**E-mail ID: sudeepbas@gmail.com**

**Course Description:** Creating a ground for understanding the ‘contours of the management of the social’ in terms of the questions of autonomy and governability, requires a thorough appraisal of the structures and processes in Indian society as well as the historical and institutional framework within which social science scholarship, particularly social and political thinking developed in post-colonial India. This broad setting would set the tone for an overview of the broad trends in the select aspects of social life in India such as caste, tribe, religion, politics, spatial categories of the village and city as well as state and civil society dynamics and the development sector. This would lead to an elaboration of the central themes and processes, old and new, relating to political and economic formations, religious and cultural spheres in India which would provide the representative frames for interpreting the “here and now”.

**Course Objective:** This course seeks to acquaint students with some of the overarching conceptual categories and methods in social science scholarship that could be critically used for thinking meaningfully about Indian society and culture.

**Course content (divided into 4 modules):**

#### **Unit 1: Ideology, Discourses and the Ideas of India**

Historiography

Colonial, Nationalist, Indological, Post-colonial, Modernity, Post-modernity, Subaltern, Feminist and Non-Brahmanical perspectives

## **Unit 2: Structure and Process**

Hierarchy and Difference, Inequality, Mobility, Marginality and Exclusion

Modernizations, sanskritization, urbanization, industrialization

## **Unit 3: Aspects of social life in India**

Debates on Caste, tribe, religion

State and civil society

Village and Urban formations

Social and Development sector

## **Unit 4: Cultural Sphere, and the ‘publics’ in India**

Language, Ethics, Media, Gender violence, Literary/Folk traditions, Cultural nationalism

## **References**

Veena Das, ed., *Handbook of Indian Sociology*. New Delhi: Oxford University Press, 2004, pp. 502.

Chakravarty, Spivak Gayatri. 1988. Can the subaltern Speak? In c. Nelson and L. Grossberg (eds.) *Marxism and the Interpretation of culture*, Macmillan Education: Basingstoe, pp. 271-313.

Bhabha, Homi. 1994. *Location of Culture*. London & New York: Routledge.

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Rodrigues, Valerian. 2017. Ambedkar as a Political Philosopher. *Economic and Political Weekly*, Vol. LII, no. 15, pp. 101-107.

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Srinivas, M.N., 1987, *The Dominant Caste and Other Essays*. Delhi: Oxford University Press, pp.20-59.

Xaxa, Virginius, 1999. Transformation of Tribes in India: Terms of Discourse, *Economic and Political Weekly*, Vol. 34, No. 24, pp. 1519-1524.

Sanjay Kumar, Anthony Heath and Oliver Heath, "Changing Patterns of Social Mobility: Some Trends over Time", *Economic and Political Weekly*, Vol. 37, No. 40 (Oct. 5-11, 2002), pp. 4091-4096.

Social Mobility and Caste in India: Report on a Seminar Author(s): William Rowe Source: *Asian Survey*, Vol. 1, No. 7 (Sep., 1961), pp. 38-40.

Dumont, L., 1991, Hierarchy Status and Power: The Caste System and its implications. In Dipankar Gupta (ed.), *Social Stratification*. Delhi: Oxford University Press, pp.471-491.

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Madan, T.N. Religion in India, *Daedalus*, Vol. 118, No. 4, Another India (Fall, 1989), pp. 114-146.

Burghart, Richard, Renunciation in the Religious Traditions of South Asia, *Man*, New Series, Vol. 18, No. 4 (Dec., 1983), pp. 635-653.

## **Research Methodology I – (Core Courses)**

**Course Title: Philosophies of research and Qualitative Techniques**

**Course Credit: 2**

**Course code: SOM 603**

**Course design: Dr. Sudeep Basu**

**E-mail ID: sudeepbas@gmail.com**

**Course Description:** Besides giving a philosophical and historical orientation to qualitative research the course acquaint students with the various modes of conducting qualitative research and analyze data.

**Course Objective:** The course seeks to place qualitative research within a theoretical and philosophical foundation.

**Course content (divided into 4 modules):**

### **Unit 1: Philosophies of research**

**Positivism**

**Interpretivism**

**Hermeneutics**

**Phenomenology**

**Symbolic Interactionism**

**Marxist**

### **Unit 2: Methods: Ethnography, Ethnomethodology, Dramaturgy, Participatory approach, Research Ethics, Writing**

### **Unit 3: Modes of analysing qualitative data**

**Gathering documents/archives – diaries, letters, autobiographies, mass media, official, visuals.**

**Conversation analysis**

**Grounded theory**

**Triangulation**

### **Unit 4: Select cases in qualitative research**

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## **Research Methodology II - (Core Courses)**

**Course Title: Quantitative Techniques**

**Course Credit: 02**

**Course Code: SOM 651**

**Prepared by: Dr. M.Roja Lakshmi**

**E-mail ID: [maila.roja@cug.ac.in](mailto:maila.roja@cug.ac.in) / [rojaifs@gmail.com](mailto:rojaifs@gmail.com)**

**Course Description:** This course attempts to introduce basic elements of quantitative methods employed in social research. It begins with a discussion on the Social Research basis of understanding social phenomenon and proceeds with an examination of the applications of statistics in social research. As part of this course, various issues of measurement, collection, organization and understanding of quantitative data are discussed. Students are also expected to work out a small exercise in data collection, analysis and interpretation.

### **Course Objective:**

1. To understand the basic elements of Quantitative approaches in Social Research
2. To examine the role of Review of Literature, Methodology and Data Collection Techniques
3. To know the various issues of measurement and statistical analysis of quantitative data by MS Excel and SPSS
4. To be practiced the quantitative research report writing.

### **Course Content (divided in 4 modules)**

#### **Unit I**

**Dimensions of Research in Social Sciences:** Basic and Applied (Evaluation, Action and Social Impact), Purpose of Research (Explore, Describe and Explain), Time Dimension in Research (Cross sectional. Longitudinal – Time Series, Panel, Cohort) and Case Study.

- Data Collection and Analysis Techniques: Quantitative Data (Experiment, Survey research, Nonreactive – Content analysis, secondary analysis, existing statistics)

#### **Unit II**

**Sampling techniques** - Meaning and various strategies of sampling (Non-Probability and Probability Sampling).

**Instruments of data collection:** Questionnaire and Interview Schedule

- a) Questions as measures - nominal, ordinal, interval and ratio.
- b) Types of questionnaire, steps in the construction of questionnaire, modes of administering Questionnaire.
- c) Schedule: questions in the schedule as measures and use of schedule.

### **Unit III**

**Analysis of Quantitative Data:** Dealing with Data, Descriptive statistics - Univariate, Bivariate and Multivariate statistics and inferential statistics - Hypothesis testing and non-parametric statistics. Computer aided statistical analysis of data: MS Excel and SPSS.

### **Unit IV**

Writing the Research report- Cases

### **Reference:**

Bryman, Alan. 1988. *Quality and Quantity in Social Research*. London: Unwin Hyman.

Corbetta, Piergiorgio. 2003. *Social Research: Theory, Methods and Techniques*. New Delhi: Sage.

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Halfpenny, Peter. 1982. *Positivism and Sociology: Explaining Social Life*. London: George Allen and Unwin.

Manheim, Henry L. and Simon, Bradley A. 1977. *Sociological Research: Philosophy and Methods*. Illinois: The Dorsey Press.

Moser, Claus and Kalton, G. 1976. *Survey Methods in Social Investigation*. New Delhi: Heinmann.

W.Lawrence Neuman. 2006. *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson Publishers.

**Course Title - Microfinance and Development (Optional course 1)**

Program Ph.D

Credits 03

Course code: SOM 671

Course design: Dr. Litty Denis

E-mail ID: litty.denis@cug.ac.in

**Course Description:**

This paper will enable the students to understand and analyse the concepts, methodologies and issues in Microfinance research. It will emphasise on the role of Microfinance as a tool for development of vulnerable masses in the society.

Course objective: To comprehend and investigate into various problem areas that can help microfinance gain a greater reach in the society and facilitate development.

**Course Outline:****Unit I: Microfinance and Development**

Livelihood pattern & Consumption pattern in poor households of India

Need for Microfinance

Growth of Microfinance Institutions in India

MFIs and Women Empowerment

Impact on Social and Economic Security

Contributions to Social Sector Development

**Unit II: Microfinance Organisations and Indian Financial System**

Understanding the Indian Financial System and Initiatives for Financial Inclusion

Legal forms of Micro Finance Organisations and Commercialization

Regulatory Environment



### **Unit III: Operational Aspects at Microfinance Organisations**

Micro Finance: Products and Services

Microfinance Delivery Methodologies

Risk Management in Microfinance Institutions

Performance of Microfinance Institutions

### **Unit IV Research and Analysis in Microfinance sector**

Studies on Impact analysis of Microfinance sector

Gender perspectives and studies on empowerment

Cases on Microfinance

### **Reference:**

Yunus, Muhammad. (1999). Banker to the Poor: Micro-Lending and the Battle Against World Poverty. New York: Public Affairs.

Yunus, Muhammad. (2007). Creating a World without Poverty: Social Business and the Future of Capitalism. New York: Public Affairs.

Panda, D.K. (2009). Understanding Microfinance, Wiley India.

Sriram, MS & Upadhyayulu, RS, (2003). The Transformation of Microfinance Sector in India: Experiences, Options & Future. IIM, Ahmedabad.

Robinson, M. S. (2001). The microfinance revolution: sustainable finance for the poor (Vol. 1). World Bank Publications.

Battilana, J., & Dorado, S. (2010). Building Sustainable Hybrid Organizations: The case of Commercial Microfinance Organizations. Academy of Management Journal, 53(6), 1419-1440.

Dichter, T. W. (1996). Questioning the future of NGOs in Microfinance. Journal of International Development, 8(2), 259-269.

Hermes, N., Lensink, R., & Meesters, A. (2011). Outreach and efficiency of microfinance institutions. *World Development*, 39(6), 938-948.

Karlan, D. S. (2001). Microfinance impact assessments: the perils of using new members as a control group. *Journal of Microfinance/ESR Review*, 3(2), 75-85.

Besley, T and S Coate (1995). "Group Lending, Repayment Incentives and Social Collateral". *Journal of Development Economics*, 46(1), 1-18.

Gangopadhyay, S, M Ghatak and R Lensink (2005): "Joint Liability Lending and the Peer Selection Effect", *Economic Journal*, 115(506), 1005-15.

Roy, A. (2010). *Poverty capital: Microfinance and the making of development*. Routledge.

Ahmed J.U. et al. (2010). *Microfinance in India: Issues and Challenges*, DVS Publishers.

Akula, V. (2010) *A Fistful of Rice: My Unexpected Quest to End Poverty Through Profitability*. Boston, MA : Harvard Business Review Press.

Sriram, M.S. & Fisher, T. (2002). *Beyond Micro-Credit: Putting Development Back into Microfinance*. Vistaar Publications.

Johnson, S., & Rogaly, B. (1997). *Microfinance and poverty reduction*. Oxfam Publications.

Morduch, J. (1998). Does microfinance really help the poor? New evidence from flagship programs in Bangladesh. Research Program in Development Studies, Woodrow School of Public and International Affairs.

Ghate, P. (2007). *Indian Microfinance: The challenges of rapid growth*. Sage Publications Pvt. Ltd.

Zeller, M., & Meyer, R. L. (2002). *The triangle of microfinance: financial sustainability, outreach, and impact*. Johns Hopkins University Press.

Copestake, J. (2007). Mainstreaming microfinance: social performance management or mission drift? *World Development*, 35(10), 1721-1738.

Malegam, Y H (2011). "Report of the Sub-Committee of the Central Board of Directors of

Reserve Bank of India to Study Issues and Concerns in the MFI Sector”, Committee report.

RBI.

Ministry of Finance (2011): “The Micro Finance Institutions (Development and Regulation)

Bill, 2011”, The Ministry of Finance, Government of India.

Drake, D. and E. Rhyne (Ed.) (2001), The Commercialisation of Microfinance: Balancing

Business and Development, Kumarian Press, West Hartford, pp. 269-291.

Wright, G. A. (2000). Microfinance systems: Designing quality financial services for the poor.

London: Zed books.

Mersland, R., & Oystein Strom, R. (2009). Performance and governance in microfinance

institutions. Journal of Banking & Finance, 33(4), 662-669.

Morduch, J. (1999). The role of subsidies in microfinance: evidence from the Grameen

Bank. Journal of development economics, 60(1), 229-248.

Sriram, M.S. (2010) ‘Commercialization of Microfinance in India: A Discussion of the

Emperor’s Apparel’, Economic and Political Weekly XLV(24): 65–73.

Government of Andhra Pradesh (2010): “An Ordinance to Protect the Women Self-Help Groups from Exploitation by the Micro Finance Institutions in the State of Andhra Pradesh and for the Matters Connected Therewith or Incidental Thereto”, State Government of Andhra Pradesh.

State of the Sector reports published by various institutions RBI, NABARD etc.

**Course Title:** Migration and Development

**Course credit:** 3

**Course code:** SOM 672

**Course design:** Dr. Sudeep Basu

**E-mail ID:** sudeepbas@gmail.com

**Course Description:** This course will enable a wide-ranging exploration of both the direct and indirect relationships between governance, development, conflicts and migration. How does the governance of migration intersect with other areas of development, such as identity, gender, sexuality, and ethnicity? What can be said about the rights regime which both contribute to and detract from the protection of migrants? Do discourses on development and policies of 'Good Governance' help to stabilize situations and thereby contribute towards 'durable solutions' and a reduction in forced migration, or can they be better understood as a direct or indirect cause of it? In addressing these questions, this course would initiate discussions into the causes, perpetuations, meanings and practices of migration, state, new socialities and citizenship.

**Course Objectives:** This course seeks to understand the intersections between migration and development from a governance perspective. How governing migration itself produces migrant subjects.

**Course content (divided into 4 Units):**

**Unit 1** Introduction: Conceptual categories of migration and development

**Unit 2** Governance and the Rights regime: International and Domestic

State, Civil Society and Migrants  
Migrants and Markets

**Unit 3** Diasporas and development

**Unit 4** Migrants, State and Citizenship: Select cases

## **References**

Bauer, T., G. S. Epstein, and L. N. Gang. 2000. *What are migrant networks*. Bonn: IZA, Discussion paper 200.

Binford, L. 2003. Migrant remittances and (under)development in Mexico. *Critique of Anthropology* 23:305-336.

Böcker, A. 1994. Chain Migration over Legally Closed Borders: Settled Migrants as Bridgeheads and Gatekeepers. *Netherlands' Journal of Social Sciences* 30:87-106.

Böhning, W. R. 1994. Helping Migrants to Stay at Home. *Annals of the American Academy of Political and Social Science* 534:165-177.

Boyd, M. 1989. Family and Personal Networks in International Migration: Recent Developments and New Agendas. *International Migration Review* 23:638-670.

Carling, J. 2002. Migration in the age of involuntary immobility: theoretical reflections and Cape Verdean experiences *Journal of Ethnic and Migration Studies* 28:5-42.

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Choldin, H. M. 1973. Kinship Networks in the Migration Process. *International Migration Review* 7:163-176.

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Mabogunje, A. L. 1970. Systems Approach to a Theory of Rural-Urban Migration. *Geographical Analysis* 2:1-18.

Stoller, P. 1996. Spaces, Places, and Fields: The Politics of West African Trading in New York City's Informal Economy. *American Anthropologist* 98:776-788.

Taylor, J. E. 1986. "Differential Migration, Networks, Information and Risk," in *Migration theory, human capital and development*, vol. 4. Edited by O. e. Stark, pp. 147-171. Greenwich, Conn.: JAI Press.

—. 1999. The new economics of labour migration and the role of remittances in the migration process. *International Migration* 37:63-88.

**Course Title:** Law, Society and access to Justice

**Course Credits:** 3

**Course code:** SOM 673

**Course design:** Dr. Sudeep Basu

**E-mail ID:** sudeepbas@gmail.com

**Course Description:** Law conceived in doctrinal terms and in terms of practice if located in a social and historical context. This course seeks to bring out this facet of law's status and operations, in as much as it impacts the non-legal sphere of human life and is in turn impacted by it. This course would explore the role of legal-rational reasoning as a form of legitimation within our political system and the role of law in shaping our world-view and ethics. The role of law as an ideology which reinforces a system of power relations within society will be probed. Several key assumptions inform the discourse on law as a tool of social empowerment. A primary assumption is about the notion of 'justice' and the accessibility of justice. The onerous task of legal empowerment of the marginalized must begin by interrogating the processes by which those who are dispossessed can access substantive justice. While unpacking the discourse on access to justice, this course will acquaint students with different politico-jural regimes where violence and exclusion are central to the crafting of judicial reforms and societal transformations.

**Course Objective:** The course seeks to place law within a social context in order to give meaning to law's function in society. Students would understand the relevance and limits of law and use it for bringing about desired social change.

**Course content (divided into 4 Units):**

**Unit 1** Social science and law

Law and its Other

Legal systems

Law and history

Law and Governance

Comparative law

Thinkers on law: Roscoe Pound, Georges Gurvitch, Max Weber, Durkheim, Marx, Neo-Marxists, Habermas

**Unit 2** Legal institutions and social justice issues: Identifying gaps

**Unit 3** Rule of law, democracy and markets

**Unit 4** Select cases laws on social issues in India

LAA act  
Gender discrimination  
Anti-discrimination laws  
Organizational laws  
Anti-cow slaughter laws  
Anti conversion laws  
Labour laws

## References

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- Abel, Richard L., ed. *The Law and Society Reader*. New York: New York University Press, 1995.
- Burnett, D. Graham. *A Trial by Jury*. New York: Vintage Books, 2002.
- Carter, Leif, and Tom Burke. *Reason in Law*. 6th ed. New York: Longman, 2001.
- Ewick, Patricia, and Susan S. Silbey. *The Common Place of Law: Stories From Everyday Life (Language and Legal Discourse)*. Chicago: University of Chicago Press, 1998.
- Harr, Jonathan. *A Civil Action*. New York: Vintage Books, 1996.
- Sutton, John. *Law/Society: Origins, Interactions, and Change*. Thousand Oaks, CA: Pine Forge, 2001.
- Thompson, E. P. "The Rule of Law." In *The Essential E. P. Thompson*. Edited and Introduced by Dorothy Thompson. New York: The New Press, 2001, pp. 130-137.

## Corporate Social Responsibility& Social Accountability (Optional 04)

Course Title: Corporate Social Responsibility& Social Accountability

Course Credit: 03

Course Code: SOM 674

Prepared by: Dr.Litty Denis

E-mail ID: litty.denis@cug.ac.in

Course Objective:

- To understand and gain insights on fundamental concepts and practices of Corporate Social Responsibility.
- To develop skills relevant to researching on efficient management of CSR initiatives in organizations.
- To delve upon approaches and issues of social accountability and interrogate the phenomenon of social accountability in India.

**Course Content:**

**Unit I**

History of CSR in India; Levels of CSR; CSR Rules; Companies Act; Stewardship Theory vs. Stakeholders Theory in CSR

**Unit II**

Forms of Organisations and Legal implications; Role of various institutions in CSR; Case Studies in CSR

**Unit III**

Creating CSR Frame work; Framework for Rating Corporate Social Responsibility; Taxation Issues & CSR; CSR Sustainability and Its Challenges; Global CSR and the Indian Saga; Future trends in CSR; Scope of Research in CSR

**Unit IV**

Approaches of Social Accountability; Social Accountability-role of civil society; Problems and prospects of Social Accountability in India; Research studies in Social Accountability.

**Reference:**



Chatterji, Madhumita. 2011. Corporate Social Responsibility, Oxford University Press, New Delhi.

Agarwal, K. Sanjay. 2008. Corporate Social Responsibility in India, SAGE, New Delhi.

Werther, B. William & Chandler, David (2010), Strategic Corporate Social Responsibility, SAGE Publications, New Delhi.

Bhattacharya, C.B. 2011. Leveraging CR: The Stakeholder Route to Maximizing Business and Social Value, Cambridge Press.

Porter, Michael. 2011. Creating Shared Value, Harvard Business Review January – February.

G4 Sustainability Reporting Guidelines – Reporting Principles and Standard Disclosures.

Pricewaterhouse Coopers, 2013 Handbook on Corporate Social Responsibility in India.

Crane, A., Matten, D., Spence, L. 2009. Corporate Social Responsibility: Readings and Cases in a Global Context, Routledge.

Mishra SS. 2009. Social Accountability in Global Supply Chain Management, Taxmann Publications.

Shukla, Archana. and Srinivasan, R. 2005. Lokvani: A case of public private partnership in e-governance, Indian Institute of Management Lucknow.

Also refer websites and articles/ case studies as prescribed in the class during the course of the sessions.







**Optional Paper -For Direct PhD**

**Course Title: Institutions, Governance and Justice**

**Credits: 3**

**Course Code: SOM 675**

**Prepared by: Dr. Sony Kunjappan**

**Email id: [sonycug@gmail.com](mailto:sonycug@gmail.com) / [sony@cug.ac.in](mailto:sony@cug.ac.in)**

### **Course Description**

This course examines the conceptualisation of Institutions, its functions and design. It further looks at the concept of Governance, different ways of thinking of Governance and the role of state, reforming the state, state and market and state and civil society. As Justice is to be central to any Institutions and its governance, this course tries to look at the theories of Justice from Utilitarianism, Libertarianism, Property rights, Kant, Rawls and Sen. It also touches upon Distributive Justice and Affirmative action. The course concludes with the linkages between Institutions, Governance and Justice and the questions/perspectives that arises in understanding them.

### **Course Objective**

The objective of the course is to build in a theoretical framework for the learners in terms of the research they engage with and explore their research settings, its Institutions, Governance and the approach to Justice. It also helps the learner to understand the related concepts and explore the linkages between Institutions, Governance and Justice.

The purpose of this course is to critically look at Institutions, through various approaches, specifically the citizens' perspective, the issues of gender, representations, breaking down barriers to citizen self-governance and how the governance work? It sees through the relationship between state market (demands) and civil society. The learners are introduced through various conceptualisation of Justice and thus help him to interpret through these understanding of Justice, these Institutions and the way it is being governed. It also helps the learner to under the existing institutions designs and analyses through various approaches of Institutionalism, the gaps and proposes better institutional arrangements for better service delivery for its citizens.

### **Course Content**

#### **Unit I – Institutions and Issues in Institutional Design**

What are Institutions; Approaches to Institutions; Rules Vs Discretion; Statutory Autonomy; Transparency Vs Effectiveness; Incentive Structures; India's Public Institutions: Design and Performances?

#### **Unit II – Governance – Concept, State, its linkages and reforms**

Concept of Governance; Critical Approaches to Governance; Rational Choices and Collective Choice; New Institutionalism; State and Society- Autonomy, Strength and Weakness; State and Civil Society; State and Markets; New Public Management and its critique; Transparency and Accountability; Rule of Law.

#### **Unit III – Justice- Concept and Access**

Conception of Justice- Utilitarianism- *Jermy Bentham, John Stuart Mill*; Libertarianism- *Milton and Rose Friedman, Robert Nozick, Friedrich A Hayek*; Property Rights- *John Locke*; Freedom as Autonomy- *Immanuel Kant*; Justice as Fairness- *John Rawls*; Idea of Justice- *Amartya Sen*; Justice and Virtue- *Aristotle*; Access to Justice- Distributive Justice- *Equality and Entitlement*, Affirmative Action, Nancy Fraser on Race, Feminism, Charles Taylor on Recognition.

#### **Unit IV – Linkage between Institutions, Governance and Justice**

Institutions and Governance - Oliver Williamson and Elinor Ostrom; Good Governance; Perspectives – Neo-liberal, Human Development and Human Rights; features of Good Governance; people centric governance; linkage between Institutions, Governance and Justice.

#### **References**

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- Barzelay, Michael (2000), How to argue about the New Public Management, *International Public Management Journal*, 2(2) (A), pp. 183-226.
- Burnier, DeLysa. (2003). Finding a voice: Gender and Subjectivity in Public Administration research and writing, *Administrative Theory and Praxis*, Vol. 25, Issue 1, 37-60.
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- Chhotray, V. and Stoker, G. (2009), *Governance Theory and Practice: A Cross-Disciplinary Approach*. London: Palgrave Macmillan (Chapter 1-2).
- Christensen, Tom and Laegreid, Per (2002), Symposium on Accountability, Publicity and Transparency New Public Management: Puzzles of Democracy and the Influence of Citizens, *The Journal of Political Philosophy*, vol. 10 (3), pp. 267-295.
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- Kunjappan, S. (2017), 'Indian Police Training Institutions, Universities, and Other Stakeholder Partnerships: Towards a Matrix Model for Better Policing' in Scott W. Phillips and Dilip K. Das (eds.) *Change and Reform in Law Enforcement: Old and New Efforts from Across the Globe*. CRC Press: Taylor and Francis Group: New York.
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**Optional Paper -For Direct PhD**

**Course Title: Administrative Reforms and New Public Management**

**Credits: 3**

**Course Code: SOM 676**

**Prepared by: Dr. Sony Kunjappan**

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**Course Description**

The course discusses about Administrative reforms, Good Governance, New Public Management and the different ways of re-defining Governance. It concludes with the action plan towards effective and responsive Governance for better service delivery to its citizens.

### **Course Objective**

The objective of this course is for researchers who engages in research on Administrative Reforms, New Public Management and Governance to have an in-depth understanding of the broader concepts, issues and related commissions and committees on the same. It also helps the learner to analyse and look towards improved Governance structures towards better service delivery to its citizens.

The purpose of the course is to introduce the learners to the various administrative reforms, recommendations, committees and help them to re-think public administration towards innovation, knowledge transfer, ethics, policy making, thereby helping them to explore the significance and various trends, challenges in public administration towards overall effectiveness to serve their purpose efficiently. It also critically looks at voices from difference perspectives, especially the gender, marginalised and their representations and how discourses, deliberative democracy and new governance could help better address the concerns and incorporate in reforms.

### **Course Content**

#### **Unit I – Administrative Reforms**

Meaning and Definition; Levels of Reforms; Guidelines for Administrative Reforms; Issues, Approaches and Types of Administrative Reforms; Reports and Recommendations of Committees and Commissions on Administrative Reforms since independence- with specific focus on 2<sup>nd</sup> Administrative Reforms Commission Reports.

#### **Unit II – Good Governance**

Defining Good Governance; Perspectives- Neo-liberal, Human Development and Human Rights; Civil Society and Market; Rule of Law; Accountability; Transparency; Participation; Inclusiveness; Right to dissent; People's Control; People Centric Governance.

#### **Unit III – New Public Management and Redefining Governance**

New Public Management- its origin, characteristic and principles; NPM – Objectives and Criticism; Redefining Governance- Catalytic Governance; Community Owned Government; Customer Driven Government; Enterprising Government; Decentralised Government; Market Oriented Government; NPM and its International Experiences- UK and US.

#### **Unit IV – Action Plan towards effective and responsive Governance**

Accountability and Citizen Friendly Governance; Transparency and Right to Information; Improving the performances of Public Services; Way forward towards better Governance.

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## **Reports**

First and Second Administrative Commission Reports, Government of India.

## **Optional Paper -For Direct PhD**

**Course Title: Criminal Justice Social Work (CJSW) and Policy**

**Credits: 3**

**Course Code: SOM 677**

**Prepared by: Dr. Sony Kunjappan**

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## **Course Description**

The course on Criminal Justice Social Work and Policy critically examines the influence of social work within the Indian Criminal Justice and its related problems. It further brings in

the primary methods in social work in the context of criminal justice settings – police, correctional services and juvenile justice. It also looks at the criminal justice social work education and professional training in India and the way forward through the analysis of policies in the above criminal justice settings.

### **Course Objectives**

This course is specifically designed for those researchers who are broadly engaging with criminal justice social work- settings, in terms of Police, Correctional Services and Juvenile Justice. The learners would be able to understand the issues and problems related to Criminal Justice Social Work, the practices in working with these criminal justice settings and the policies and reforms related to its implementation, evaluation and analysis.

The purpose of this course is to introduce the learners the understanding of issues within the existing criminal justice and to critically look at through various approaches in terms of the representations, gender, the perspective from ‘inside these settings’, so that through research and data, better institutional arrangements with a ‘humane touch’ could be developed, especially to those from (victims perspectives) within these criminal justice settings – such as police, correctional services and juvenile justice.

### **Course Content**

#### **Unit I – Foundational Framework of CJSW, Concepts and Problems**

Influence of Social Work in Indian Criminal Justice; Historical background of Criminal Justice (CJ) in India; Features and Problems of CJ; Policies on Criminal Justice; Components of Criminal Justice; Issues in coordination and problems faced.

#### **Unit II – Primary Methods in Criminal Justice Social Work**

*Social Case Work:* definition, relevance; Principles of case work; Components of social case work – Person, Place, Problem, Professional and Process – study, diagnosis and treatment. Practice in different settings - hospitals, schools, industry, correctional institutions and family. Techniques of case work.

*Groups Work:* Working with the groups – Group work as a method; values and Principles, skills in group work. Group work process, techniques of group work, use of group work in different fields of social work.

*Community organization:* Definition and scope as a method in relation to other methods of social work, Principles of community organization; Skills of community organization practitioner.

#### **Unit III – Criminal Justice Social Work Practices in field settings**

Police Social Work; Correctional Social Work; Social Work interventions in Juvenile settings; Reviving Criminal Justice Social Work through probation; Supporting and Assisting victims of Crime. Introduction; objectives of social intervention in police station; Basic Understanding on registration of FIR and related procedures; working with groups coming to police station; Basic Introduction on Working at Prison settings; Services provided at Prison; Work in Women Cell; Importance of Home Visit; Need for legal aid services at prison, Community Corrections, Case Studies – Triple Talaq, Adultery, Torture, Court Management, issues and practices.

#### **Unit IV – CJSW- Policy, its Implementation Evaluation and Analysis**

Criminal Justice Social Work Education and Professional Training in India; Human Rights and Criminal Justice; Polices, its implementation, evaluation and analysis related to Police reforms, Correctional Settings, Juvenile Justice, Community Corrections as an Alternative.

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## **ANNEXURE XI**



CENTRE FOR STUDIES IN SCIENCE, TECHNOLOGY AND INNOVATION POLICY  
(CSSTIP)  
SCHOOL OF SOCIAL SCIENCES (SSS)  
CENTRAL UNIVERSITY OF GUJARAT

## **SYLLABUS**

**PhD Programme in Studies in Science, Technology and Innovation Policy**

## COURSE CREDIT STRUCTURE\*

<i><b>SEMESTER – I</b></i>	Credits	<i><b>SEMESTER – II</b></i>	Credits
Paper – 1: Research Methodology – I	02	Paper – 1: Research Methodology - II	02
Paper – 2	03	Paper – 2	03
Paper – 3	03	Paper – 3	03
<b>Total Credits</b>	<b>08</b>	<b>Total Credits</b>	<b>08</b>
<b>Total Credits Required for the Programme of Study: 16 (Minimum)</b>			

\* Revised as per the Ordinance no. 12 of the University (Further revised and reframed in the light of comments received from UGC/MHRD vide Approved and adopted by the Academic Council vide item no. 16/16/AC/14.03.2018 and Executive Council vide item no. AA03/23/EC/28.03.2018 to be implemented from 2018-19 onwards.)

## DETAILS OF THE COURSES

### Monsoon Semester- I

Course Number	Paper	Credits
STI 601	Research Methodology I	02
STI 602	Introduction to Science, Technology, and Society (STS) Studies	03
STI 603	Innovation and Socio-Economic Change	03

### Winter Semester-II

Course Number	Paper	Credits
STI 651	Research Methodology II ( <i>Technology Futures Analysis</i> )	02
STI 652	Science and Technology in Modern India	03
	<b>Optional Papers</b>	
STI 671	Intellectual Property Rights and Development	03
STI 672	Science and Technology Policy Analysis	03
STI 673	Science Communication: Approaches and Methods	03
STI 674	Philosophy of Science and Technology	03
STI675	Science, Technology and Environment	03

Course Code: Core-1, Optional-2, Field Work/Practicals-3, Non-Credit-4, Repeat-5

**\* New Course Numbers as per Office Order of CoE dated 8-11-2016 (F.No. 8-1/2011-admn&Eval./5305)**

## **SYLLABUS**

# COMPULSORY COURSES

Course No: STI 601

## RESEARCH METHODOLOGY-I

Semester I/ Paper I

(Credits: 02)

### Course objective

The course intends to provide a sound understanding of the philosophical foundations of natural and social sciences. Students will also learn methods and techniques of qualitative research.

### Course description

The course is divided into three sections; the first section introduces the philosophy of science and different traditions of theory of knowledge. The second section's emphasis is on the philosophy of social sciences and ethics of research, as well as methodological issues in doing historical research. The third section discusses the designing of research in detail and introduces the techniques and methods used in social science research.

### Mode of Evaluation

Term papers, seminar presentations and other assignments in connection with different research techniques (Weightage: 50%) along with an End Semester examination (Weightage: 50%). Participation in class room discussions and activities is essential.

### Method of Instruction

Lecture/seminars/ classroom exercises/tutorials

### UNITS

#### 1. Introduction to Philosophy of Science

- a. Aristotle's Philosophy of Science---The Pythagorean Orientation---Atomism---Seventeenth century attack on Aristotelian Philosophy---Galileo, Bacon, Descartes, Newton--- Epistemology---Theories of knowledge---Historicism—Empiricism---Rationalism--- Inductivism vs. Hypothetico-Deductive View of Science
- b. Positivism, Neo-Positivism & Logical Positivism: Contributions of Comte, Durkheim, Vienna School---Debates over Scientific Realism---Constructivism
- c. Perspectives and Debates on the Nature of the Scientific Method---Debates on the notions of progress in Science--Karl Popper's notion of Falsification-Thomas Kuhn's notion of Paradigm and Scientific Revolution-Imre Lakatos' Methodology of Scientific Research Programmes-Paul Feyerabend's perspective on Methodological Anarchy in Science

## **2. Introduction to Philosophy of Social Sciences**

### **a. What is Social Science?**

Difference between methodology and method-subject matter-quantitative and qualitative research-emergence of social sciences in India, disciplinary boundaries-multidisciplinary and interdisciplinary approaches-social sciences today

### **b. Understanding 'Reality'**

What is reality and how do we know it: ontological and epistemological issues-Theory of knowledge in non-western philosophical traditions and schools-Indian debates on epistemology

### **c. Self-Reflexivity and Ethics**

Relationship between the knower and the 'object' of knowing-researcher's biases and background assumptions-influence of class, caste and gender of the researcher on research-traditional vs. organic intellectuals (Gramsci)-politics of knowledge production-research as vocation and career

### **d. History and Historiography**

Methods in history-historiography--historical narratives-historical facts-archive-Social History of Science and Technology.

## **3. Planning of Research**

a. The planning Process, Selection of a Problem for Research, Formulation of the Selected Problems, Hypothesis Formation, Measurement, Research Design/Plan, Research Proposal.

b. Review of Literature

Need for Reviewing Literature, What to Review and for What Purpose, Literature Search Procedure, Sources of Literature, Planning of Review work, Note Taking

c. Types of Research

Classification of Research, Pure and Applied Research, Exploring or Formulative Research, Descriptive Research, Diagnostic Research/Study, Evaluation Research/Studies, Action Research, Experimental Research, Analytical Study of Statistical Method, Historical Research, Surveys, Case Study, Field Studies

## **4. Methods of Research**

a. Scientific Methods, Hypotheses Generation and Evaluation, Code of Research Ethics, Definition and Objectives of Research, Various Steps in Scientific Research, Research Purposes – Research Design - Survey Research - Case Study Research

b. Data Collection-Sources of Data: Primary Data, Secondary Data; Procedure Questionnaire- Survey and Experiments – Design of Survey and Experiments - Sampling Merits and Demerits - Control Observations - Procedures - Sampling Errors

c. Fieldwork-The Nature of Field Work, Selection and Training of Investigators, Sampling Frame and Sample Selection, Field Operation, Field Administration

d. Data Analysis-Concepts, Categories and Theory-Hypothesis testing-findings



## Essential Readings

- Berger, Peter L. and Thomas Luckmann 1966. *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*, New York: Anchor Books.
- Carr, E. H. 1967. *What is History?* Vintage.
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- Kothari, C.R. 2006. *Research Methodology Methods and Techniques*, 2<sup>nd</sup> edition, Vishwa Prakashan.
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- Wallerstein, Immanuel et al. 1996. *Open the Social Sciences: Report of the Gulbenkian Commission on the Restructuring of the Social Sciences*, Stanford University Press.

## Recommended Readings

- Bendat and Piersol 2001. *Random Data: Analysis and Measurement Procedures*, Wiley Interscience.
- Beteille, Andre 2000. "Universities as Centres of Learning", in idem. *Antinomies of Society: Essays on Ideologies and Institutions*, New Delhi: Oxford University Press, pp. 131-152
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- Denzin, Norman K. and Yvonna S. Lincoln (eds) 2005. *The Sage Handbook of Qualitative Research*, 3<sup>rd</sup> edition, Thousand Oaks, London & New Delhi: Sage Publications [CUGL 001.42/D3S2]
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- Haraway, Donna 1988. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective", *Feminist Studies* 14: 575-609
- Harding, Sandra 1993. "Rethinking Standpoint Epistemology: "What is Strong Objectivity?" in Alcott, Linda, and Elizabeth Potter (eds). *Feminist Epistemologies*, New York: Routledge, pp. 49-82
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- King, Gary, Robert O. Keohane and Sidney Verba 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton, Chapter 1–3.
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- Lewis-Beck, Michael S., Bryman, Alan and Futing Liao, Tim 2004. *The Sage Encyclopaedia of Social Science Research Methods*. New York: Sage Publications.
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- Moran, Joe 2010. "Introduction", in idem. *Interdisciplinarity*, Second Edition, London and New York: Routledge
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Course No: STI 602

## **Introduction to Science, Technology and Society (STS) Studies**

Semester I/ Paper 2

(Credits: 03)

### **Course objectives**

The course introduces the interdisciplinary field of research, Science, Technology and Society (STS) Studies to the students. The interface between science, technology and society will be looked into from a range of theoretical perspectives.

### **Course description**

The first part of the course introduces three basic theoretical trends that problematized production of scientific knowledge; Sociology of Scientific Knowledge (SSK), Postcolonial Studies of Science and Feminist Studies of Science. The second part of the course focuses on the technology-society interface from a wide range of theoretical standpoints such as social shaping of technology, social constructionist and actor network theoretical perspectives. The course in general proposes that science and technology are socially and culturally embedded activities.

### **Mode of Evaluation**

Term papers, seminar presentations and other assignments (Weightage: 50%) along with an End Semester examination (Weightage: 50%). Participation in class room discussions and activities is essential.

### **Method of Instruction**

Lecture/seminars/tutorials

### **UNITS**

#### **1. Sociology of Scientific Knowledge**

What is the relationship between science and the social?—Conventional view of philosophers and historians of science-Sociology of Science (Karl Mannheim-Robert K. Merton)-Social Function of Science-(Joseph Bernal)-The Radical Science Movement-the Kuhnian intervention-Science as a social activity: Strong Programme-Laboratory Studies/ethnography of science- Actor Network Theory (Bruno Latour)-communicating science to peers- scientific controversies-public engagement with S&T-the changing configuration of science- mode II knowledge production

#### **2. Feminist and Postcolonial Studies of Science**

Women in Science-Gender and Science-Has feminism changed science? -feminist epistemology-Eurocentrism-the Enlightenment-racism and science-colonial science-human body and science-Craniology and comparative anatomy in the 19<sup>th</sup> century-eugenics-caste and gender in Indian science

### **3. Technology – Society Interface**

#### ***i. Technoscience and the Interpenetration of Science & Technology***

Questioning of the traditional boundary between science (knowing) and technology (doing)—how science and technology together shape the ways in which knowledge is constructed---Technological Determinism, Power and the Politics of Knowledge Production

#### ***ii. Technology in Context: Perspectives in STS Studies***

This section examines various perspectives on Technology in STS studies

- A) Social Shaping of Technology
- B) Social Construction of Technology
- C) Actor Network Theory
- D) Transition in Socio-Technical Systems: Multi-Level Perspective
- E) Critical Theory of Technology

#### ***iii. Gender and Technology***

How gender influences technologies and the social organization of scientific and technical workspaces---technologies constructed as masculine and feminine—technologies as both ‘liberating’ and ‘limiting’ women---contributions of Cynthia Cockburn & Donna Haraway

#### ***iv. Public Engagement with Technology***

Contributions of Trench, Lewenstein, Jasanoff&Vishvanathan---governance and ethical issues in the context of emerging technologies-----constructing risk--- role of State, civil society organizations and industry---regulatory dilemmas of transnational capitalism and influence of local contexts—democratisation and ‘up-stream’ public engagement with technology

#### **Essential Readings**

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### Recommended Readings

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Course No: STI 603

## **INNOVATION AND SOCIO-ECONOMIC CHANGE**

Semester I/ Paper 3

(Credits: 03)

### **Course Objective**

The primary objective of the course is to understand the meaning of innovation and its relevance for the development of the society. It also aims to critically analyse the understanding of innovations from various perspectives and looks into various nuances of innovations. The philosophical bases of innovation and empirical cases discussed in the field of innovation studies are other core areas of understanding.

### **Course Description**

This course intends to cover the changing understanding of innovation and current debates in the field of innovation studies. What are the philosophical bases, how it changed from a derogatory word in ancient and medieval times to a buzzword in the modern times? How scholars have shaped the field of innovation studies and different models have been discussed to understand the process of innovation is another dimension to look into this course. Theoretical sections will cover key definitions, key concepts related to innovations, different types of innovations and models of innovation. The empirical section will focus on formal and informal sector innovations and try to understand the dynamics of both the sectors.

## Mode of Evaluation

Term papers, seminar presentations and other assignments (Weightage: 50%) along with an End Semester examination (Weightage: 50%). Participation in class room discussions and activities is essential.

## Instruction Method

Lecture-cum Seminar and Field Visits (Walkshops)

1. **Conceptualising Innovation:** why innovation? what is the meaning and nuances of innovation? There is no one single definition of innovation and scholars have widened the understanding of innovation over a period. This unit attempts to explore the origin of the term innovation, its nuances and characteristics of innovations.
  - a. This will further explore typologies such as major and minor innovation and radical and incremental innovations.
  - b. Since there is no single definition of innovation, scholars shifted their focus on understanding the process of innovation and proposed different models. So, what are different models and how they look into the process of innovation is another component to look for in this unit.
  - c. Diffusion of innovation is also another major dimension which we will cover in this unit. Measuring innovations. And
    - a. Measuring innovation is another important theoretical domain and we cover the areas of patent, R&D expenditure, citation index, publications, and other indicators
2. **Towards the Systemic Understanding of Innovation:** The second unit focuses on current theoretical debate in the field of innovation studies and system of innovation is one of the dominant paradigms. How system theory is conceptualised, what are the pros and cons of system theory of innovations, what components of innovations are and what different systems of innovations are. Advantages and Disadvantages of firm centric model of innovation, innovation system approaches: national system of innovation, sectoral system of innovation system and regional innovation system.
3. **Social-Psychological Theories of Innovation:** What are the bases of innovation? Whether everyone is innovative? Why one is innovative, and others are not? Such individual level question will be asked in this unit and try to look into individual level motivation to innovate, neurophysiological basis of innovations and social factors which affect innovations.
4. **Innovation and its impact in the society:** Whether all innovations are good or bad? Who are benefited from these innovations? Is there any difference between formal and informal sector innovations? These questions will be discussed in this unit. We will look into innovation and its role in the development process, what are the policy implications of innovation and some specific cases such as grassroots innovations will be taken up to understand the role of innovations in the society.



## Essential Readings

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Course No: STI 651

## **Research Methodology-II (Technology Futures Analysis)**

Semester II/ Paper I

(Credits: 02)

### **Course Objective**

In the previous semester we looked into qualitative research methods. In this semester the focus is on developing understanding of quantitative tools and techniques of research with special reference to the domain of future studies in science policy.

### **Course Description**

This course intends to cover historical context of quantitative methods and some specific tools and techniques used in the field of science policy studies. Technology Future Analysis (TFA) is one of the major areas of technological analysis and has emerged in the last few decades. We also intend to introduce statistical concepts used to measure social and scientific phenomenon. The exercises will focus on use of statistical software packages such as SPSS, STATA, and Social Network Analysis.

### **Mode of Evaluation**

Term papers, seminar presentations and other assignments (Weightage: 50%) along with an End Semester examination (Weightage: 50%). Participation in class room discussions and activities is essential.

### **Instruction Method**

Lecture-cum seminar and field work

1. **Introduction:** What are the major Concepts, Approaches, Historical Perspective on Technology Assessment and Forecasting, Technological Foresight, Comparison of TATF, Foresight and TFA, Role of TFA, Relevance of TFA to the Developing Countries, Ethical Issues and Overall Socioeconomic TA, Horizon scanning, Innovation foresight.
  - a. **Major Issues:** Temporal and Sectoral Dimensions, Ideological Dimensions, Boundary Conditions and Core Assumption, Validation and Public Participation.
  - b. **TATF Structures in India** and Developed Countries Changing Patterns in Private (Business Planning) and Public Sector Assessment.
  - c. **Major Techniques in Technology Assessment:** Historical Surveys, Cost Benefit Analysis, Input/output Analysis, System Analysis, Cross Impact, EIA, Risk Analysis, Overall socioeconomic TA.
  - d. **Major Techniques:** Normative and Exploratory Techniques: Delphi, Analogy, Growth Curves, Trend Extrapolation, Analytical Models,

Breakthrough Rate, Scenario Writing, Relevance Tree, Morphological Analysis.

2. **Technology Road Mapping:** Typology of Socio-Technical Transitions, Sustaining vs. Disruptive Technologies, Complex Technology Sub-System, Typology of Roadmaps (a) product planning (b) service/capability planning (c) strategic planning; (d) Long-range planning (e) knowledge asset planning (f) program planning (g) process planning; (h) Integration planning
  - a. **TRIZ analysis** (*Teoriya Resheniya Izobreteniy*): Theory of invention: How inventors invent? Theory of increasing ideality
3. **Technology Futures Analysis:** Umbrella Concept for Multiple Methods, Multi Actor Context, Participative Approach, Process Management, Negotiation Oriented Approaches, Dialectic Approach
4. **Quantitative Research Methods:** Introduction to quantitative techniques and fundamentals of quantitative research, Hypothesis development and testing, Data collection methods, Sampling and measurement, Descriptive statistics. Basic SPSS and STATA skills, Review of Statistical Concepts Useful for Causal Inference, Bi-variate analysis, Regression, Correlation, Multivariate analysis. Debating quantitative research techniques.
5. **Academic Writing:** How to prepare a research report? - review of literature- writing a research paper-referencing and citation methods- style sheets- bibliography-peer review process-what is plagiarism? -Types of plagiarisms- similarity index-anti-plagiarism software.

## Readings

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### **Important Journals**

1. *Technology Forecasting and Social Change*
2. *International Journal for foresight and Innovation Policy*

### **Important links**

1. TIFAC  
<http://www.tifac.org.in/>
2. Policy Research in Engineering, Science and Technology (PREST)  
<http://www.mbs.ac.uk/research/centres/engineeringpolicy>
3. Science Policy Research Unit, Sussex  
<http://www.sussex.ac.uk/spru/>

Course No: STI 652  
**SCIENCE AND TECHNOLOGY IN MODERN INDIA**  
Semester II/ Paper II  
(Credits: 03)

### **Course objectives**

The course intends to provide the students with a deep understanding of multiple dimensions of science and technology in modern India with an emphasis on the debates in social history of science and technology in India. The students will be introduced to the historical evolution of science and technology in the Indian context(s), as well as the historical processes behind the emergence of the national S&T system with unique characteristics and cultural dynamics.

### **Course description**

The course introduces the colonial, post-independent and post-liberalisation/globalisation phases of Indian science, with a detailed discussion on different historiographical points of view on the processes involved.

### **Mode of Evaluation**

Term papers, seminar presentations and other assignments (Weightage: 50%) along with an End Semester examination (Weightage: 50%). Participation in class room discussions and activities is essential.

### **Method of Instruction**

Lecture/seminars/ tutorials



## UNITS

### 1. Origin and Development of Modern Science

How did modern science emerge? Was Europe the site of its origin and development?

Enlightenment, Capitalism and Colonisation-scientific and industrial revolutions in Europe-inventing the Greek past-Islamic scholars' contributions-Needham's ecumenical view-Europe as the locus: Why not India or China? -circulation of knowledge-multicultural roots of science

### 2. Science in the Colony

Basalla's three stage model of diffusion of science and its critiques-pre-colonial science in India-Portuguese and Dutch interventions-*Early phase* of British colonialism- the great surveys- infrastructure development- telegraph and railways-*Second phase*: universities and colleges-Missionary initiatives-*Third phase*: development of industrial research-National Planning Committee (1938)-Bombay Plan (1944)-AV Hill report (1944)-Establishment of CSIR: 1942-R&D Laboratories-Indian Institute of Technology (IITs)-domestication of science and the colonial intelligentsia- societies and organisations for popularisation of science in vernacular languages-origin and development of Indian scientific community

### 3. Development of Science & Technology 1920-1991

- a. Science and Scientists: a social history of M.N. Saha, S.S. Bhatnagar, C.V. Raman, and H.J. Bhabha,
- b. Science, Scientists and Politics: Saha, Bhatnagar, and Bhabha and their role in establishment of various scientific institutions, Nehru and Scientific Temper.
- c. Science and Technology in Independent India 1941-1991: Establishment of Science and Technology Ministry, Formation of Ministry of Natural Resources & Scientific Research Cabinet in 1947. Establishment of various research institutes such as CSIR, BARC, AIIMS, ICAR, IITs.
- d. Planning for Science, Technology and Economic development: Nehru-Mahalanobis Model: The Five-year plans.
- e. Development of science and technology in specific areas: space technology, nuclear technology, bio-technology and renewable energy.
- f. Science and Technology Policy documents: 1958, 1983, 2003, and 2013.
- g. Industrial Policy documents since pre-independence period.
- h. Science and Society in independent India: what citizens understand by science? Was science uncontested? Science Movements, Peoples' Science Movement (PSM), Khadi Village Industries, CAPART, Appropriate Technology Movement, Grassroot Innovation.

### 4. S&T after Economic Reforms-Globalization, Liberalization Privatization (Post-1991 Phase)

a. Science, Technology and Innovation In India: Trends in Post-Liberalization Phase/ Impact of Globalization, Liberalization and Privatization---Historical Overview of Major Developments (1990-2014)---Features and Impact of various Five Year Plans ---Impact of Liberalization on R&D and non-R&D based innovations in Indian enterprises---FDI and its

impact---Emergence and implications of Public Private partnerships in post-Liberalization phase---S&T strategies for poverty alleviation and rural development: A Critical Assessment--Trends in S&T output in Post-Liberalization period

b. S&T and Democratization---Discourses and Critique: Shiv Vishvanathan, AshisNandy, Claude Alvares, Vandana Shiva, Meera Nanda, Itty Abraham ---Civil Society initiatives in S&T issues in India---S&T controversies in India in post-Liberalization phase

c. S&T Policy in India in the post-1990s Phase: An Assessment---Science and Technology Policy 2003---Science, Technology and Innovation Policy 2013

### Essential Readings

Anderson, R. S. (2010). *Nucleus and Nation: Scientists, International Networks, and Power in India*. Chicago and London: The University of Chicago Press.

Habib, S. Irfan and Raina, Dhruv 2007 (eds.). *Social history of Science in Colonial India*. New Delhi: Oxford University Press.

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Sur, Abha 2011. *Dispersed Radiance: Caste, Gender and Modern Science in India*, New Delhi: Navayana.

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Abraham, Itty 1998. *The making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial Stale*. Hyderabad. Orient Longman Limited.

Alam, Ghayur 1993. *Research and Development in Indian Industry: A study of the Determinants of its Size and Scope* (mimeo) Study undertaken by the Centre for Technology Studies. New Delhi: Department of Science and Technology.

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## OPTIONAL COURSES

Course No: STI 671

### INTELLECTUAL PROPERTY RIGHTS AND DEVELOPMENT

Semester II/ Optional Paper

(Credits: 03)

#### Course Objective

The course is designed to introduce fundamental aspects of Intellectual property Rights (IPRs) to scholars who are engaged in the research area of science technology and innovation policy. The course introduces all aspects of the IPRs. It also includes case studies to demonstrate the application of the concepts in Science, Technology and innovation policy studies. The course is designed for raising awareness of a multidisciplinary audience.

#### Course Description

A renewed awakening of the role of intellectual property (IPRs) in the countries of the various regions of the world in general and India in particular has led more recently to the adoption or revision of national legislation on Intellectual Property Rights (IPRs) as well as to the establishment or modernization of Government structures that administer such legislation and influence development. The changing regime of IPRs has become one of the crucial issues in the contemporary relations among nations. The New IPRs regime that has come into being has an important role to play in the domain of New Generic Technologies (NGT), Information and Communication Technology (ICT), Biotechnology (BT) and Nanotechnology (NT).

#### Mode of Evaluation

Term papers, seminar presentations and other assignments (Weightage: 50%) along with an End Semester examination (Weightage: 50%). Participation in class room discussions and activities is essential.

## Method of Instruction

Lecture/Seminars/Presentation Classroom Exercise/Tutorials

## UNITS

### 1. Knowledge, Innovation and Intellectual Property Rights: An Introduction

- a. Knowledge – characteristics and role in economic growth, Tacit and codified knowledge, Knowledge as public good and ‘market failure’, Market for knowledge, Incentives for creation of new knowledge, Appropriation of knowledge: knowledge monopoly and its consequences;
- b. Pre-IPR system of protection: Secrecy/Trade guilds/Cartels
- c. IPR: Consequentialist, right based justification and economic justification
- d. Basic forms of IPRs: Patent, copyright, trademark, industrial design

### 2. Evolution of IP Statutes – Origin and Internationalization

- a. First IP Statutes: English Statute of Monopolies (1624); United States Patent Act (1836), German Patent Act (1877), Copyright law of Italy, English Statute of Anne (1710)
- b. International organizations and Treaties (pre- TRIPs era): Paris Convention, Berne Convention, Rome convention, IPIC Treaty, Budapest Treaty. CBD, UPOV convention. WIPO, GATT, FAO, UNCTAD
- c. WTO Framework and the TRIPs Agreement, Unification of IP rights, Extension of protectable subject matter, New forms of IPRs, Scope of Sui-generis systems, Role of Patent Cooperation Treaty

### 3. IPR in India: Emerging Technology and Legislations

- a. Science of Biotechnology, Genetic engineering and ICT.
- b. Patentability criteria in Biotechnology/ICT inventions.
- c. Distinction between discovery and innovation in Biotechnology.
- d. Reexamining the standards of novelty and non-obviousness, reproducibility in the contexts of biotechnology/ICT.
- e. Inter-country differences in patenting of life forms/ICT
- f. The Patent Act of India 1911 and the Indian Patent Act of 1970.
- g. IP rights in India and progressive harmonization with international standards;
- h. Patent Amendment Act (2005)
- i. Some case studies giving examples of patents and technology transfer, access and affordability of medicines in India.
- j. Deliberations of the National Working Group on Patent laws

### 4. Debates on IPR and Development

- a. IPRs and technology transfer
- b. IPRs vis-à-vis access & affordability of medicines
- c. Bayh-Dole Act and issues of academic entrepreneurship, advancement of science and commercialization of university research
- d. Traditional knowledge, IPR and Benefit sharing, Indigenous knowledge and its appropriation IPR & Traditional Medicine, Private vis-à-vis community-based ownership, Biopiracy, Breeders vis-à-vis Farmers rights
- e. Life form patenting (technical and ethical issues)

## Essential Readings:

*Asian Biotechnology and Development Review*. 7(2) (Complete Issue)

Biotechnology and IPR Regime: In the context of India and Developing countries (2005).

- Choudhuri, S. (2003). *The WTO and India's Pharmaceutical Industry*. Oxford University Press: New Delhi.
- Commission on Intellectual Property Rights, Innovation and Public Health (CIPRH): Publications & Study Materials* (<http://www.who.int/intellectualproperty/en/>)
- Correa, Carlos M. and Abdulqawi A. Yusuf (eds) (1998). *Intellectual Property and International Trade: The Trade Agreement*. Kluwer Law International, London.
- Cottier, Thomas and Mavroidis, C. Petros (2003). *Intellectual Property: Trade, Competition, and Sustainable Development*. World Trade Forum, Volume 3. The University of Michigan Press.
- Dasgupta, B. (1999). Patent lies and latent danger: A study of the political economy of patent in India. *Economic and Political Weekly*., April 17-24, 979-993.
- Desai, P.N. (2007). *Traditional Knowledge and Intellectual Property Protection: Past and Future*. Science and Public Policy, 185-197.

### **Recommended Readings**

- Evenson, E. R. and Westphal, J. L. (1995). *Technological Change and Technology Strategy* In: Handbook of Development Economics (Jere Behrman and T.N. Srinivasan). Elsevier.
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- Hellar, A. Michael and Eisenberg, S. Rebecca (1998). *Can Patents Deter Innovation? The Anticommons in Biomedical Research*. Science, Vol 280.
- Kamil Idris *Intellectual Property: A Powerful Tool for Economic Growth*. World Intellectual Property Organisation.
- Kumar, Nagesh (2003). *Intellectual Property Rights, Technology and Economic Development: Experiences of Asian Countries*. Economic and Political Weekly, January 18.
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- NAPAG (1995). *Intellectual Property and the Academic Community*. National Academics Policy Advisory Group. London, UK
- National Working Group on Patent Laws. Papers and Reports. CSSP Library
- Nuffield(2002). *The Ethics of Patenting DNA*. Nuffield Council of Bioethics, London, UK.
- Occasional Paper Series of Trade Related Agenda, Development and Equity (T.R.A.D.E.) The South Centre.

- Ramanna, A (2005). Bt Cotton and India's Policy on IPRs, *Asian Biotechnology and Development Review*. 7(2), pp. 43-51
- Rao, C.N. (2002). Patents for Biotechnology Inventions in TRIPs. *Economic and Political Weekly*. 2126-2129.
- Royal Society (2003). *Keeping Science Open: The Effects of Intellectual Policy on the Conduct of Science*. Prepared by the Royal Society Working Group on Intellectual Property, London: Royal Society, accessed from [www.royalsoc.ac.uk](http://www.royalsoc.ac.uk) Wiley & Sons Inc.
- Smith, G and Parr, R.L. (1989). *Valuation of Intangible Assets*. New York: John Wiley & Sons Inc.
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- Stiglitz, J (2006). Making Globalisation Work Penguin Books Ltd.: England. page 103-132.
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- Vivien Irish (2000). *How to Read a Patent Specification*. Engineering Management Journal. April, pp. 71-73.
- Watal, Jayshree (2001). *Intellectual Property Rights in the WTO and Developing Countries*. Oxford University Press: New Delhi.
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Course No: STI 672

## SCIENCE AND TECHNOLOGY POLICY ANALYSIS

Semester II/ Optional Paper

(Credits: 03)

**Course Objective:** Science and Technology Policy serves as an important agent of social, economic and political change. The present course would attempt to provide students with insights into the nature of S&T policy and its historical context; its organizational architecture in terms of how S&T is funded and performed by various actors; the changing institutional context of S&T policies; the role of civil society, industry and the State in moulding S&T policies and the ways in which S&T policies frame and mould the governance and regulation of emerging technologies in a global context. Additionally, the course would also enable students to develop a critical insight into S&T policies in various sectors, with particular reference to India. Cross-national comparison of S&T policies in various sectors would also be taken up in this regard. The course primarily aims at equipping students with a theoretical and empirical understanding of the changing nature and dynamics of S&T policy in the Indian context.

**Method of Instruction:** Lectures/ Seminar/ Tutorials



**Teaching and Contact Hours:** Four hours per week (including one tutorial)

Term papers, seminar presentations and other assignments (Weightage: 50%) along with an End Semester examination (Weightage: 50%). Participation in class room discussions and activities is essential.

**Course Modules:**

**1. S&T Policy: Historical Evolution, Perspectives & Organizational Architecture**

- A) Historical Evolution and changing agendas in S&T Policy
- B) S&T Policy Cultures
- C) Phases in S&T in India
- D) Funding of S&T & Key Actors in R&D and Policy Making
- E) Role of S&T Indicators in Policy Making

**2. Changing Institutional Framework of S&T Policy & its Governance**

- A) Blurring of traditional distinction between Science & Technology--Impact on Transfer of Technology
- B) Academic-Industry Collaborations
- C) Shift from Mode 1 to Mode 2 form of Knowledge Production--Triple Helix model

**3. S&T Controversies, Expertise and Public Policy**

- A) S&T Policy & Co-Production of Knowledge
- C) Role of Civil Society, Industry and State
- C) Risk-based regulation and 'Responsible Governance'

**4. Globalization and S&T Policy**

- A) Changing North-South relations and the Emergence of Transition Economies
- B) Intellectual Property Rights and Changing Policy Regimes
- C) Cross-National comparison of S&T policies in various sectors
- D) S&T Policy and Emerging Technologies

**Readings**

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Course No: STI 673

## **SCIENCE COMMUNICATION: APPROACHES AND METHODS**

Semester II/ Optional Paper

(Credits: 03)

### **Course objectives**

The course gives an advanced introduction to science communication based on insights from Sociology of Scientific Knowledge (SSK), Public Engagement with Science and Technology (PEST), and Media and Communication Studies. The course proposes that understanding how science is communicated is quintessential to understand the social dynamics of science.

### **Course Description**

The sharing of scientific knowledge within scientific community and its dissemination in the wider society are major concerns for the scientific establishment as well as science policy makers. This has led to the emergence of the field of science communication studies and public understanding of science as two separate fields. However, this approach was challenged in the 1990s and science communication became conceptually situated within the Public Engagement with Science and Technology Studies. This new field of research situates the citizens/public as participating in science in various ways through multiple platforms and actively shaping and democratizing contemporary science. This new 'contextualist model' in PEST Studies that redefines the public by examining actual social situations of science communication is the starting point for the course. The course will enable the students of Science, Technology & Innovation Policy Studies in their individual research projects by providing a wide spectrum of methodological tools and categories. Those who are interested in research problems related to civil society initiatives, social movements, media, communication, cinema, popular culture, education and disaster management also will be benefitted from the course.

### **Mode of Evaluation**

Term papers, seminar presentations and other assignments (Weightage: 50%) along with an End Semester examination (Weightage: 50%). Participation in class room discussions and activities is essential.

### **Method of Instruction**

The discussion in the class is organized around the research article assigned for each class. The recommended readings are meant to provide an advanced understanding of the field. Active classroom participation and 85% of attendance is a basic requirement.

### **UNITS**

#### **1. Conceptualizing Science Communication**

Linear and multidirectional models of communication-scientific knowledge production and communication-science communication in laboratories-communication during

scientific controversies-deficit model-contextualist model- risk societies of the late modernity-the new mode of knowledge production- science in deliberative democracy

## **2. Public Communication of Science**

Science popularization-science textbooks-science communication in classrooms-popular science writing-museums and exhibitions- media and science- journalistic production of science news-science communication during disasters- science in new media-role of the state and civil society

## **3. Science and Its Public(s)**

Public Engagement with Science and Technology-public sphere-multiple publics-the deliberative turn-citizen science-lay and expert knowledge-civic culture of science policy making- experimental models- public controversies over science and technology-science movements-recent shifts in policies-the Indian context

## **4. Science in Popular Culture**

Cultural Studies of Science and Technology-technoscientific culture- Science Fiction  
Studies-cinema and science-Science in Indian popular culture

## **Essential Readings**

- Irwin, Alan 1995. *Citizen Science: A Study of People, Expertise and Sustainable Development*. London and New York: Routledge.
- Irwin, Alan and Wynne, Brian (eds.) 1996. *Misunderstanding Science? The Public Reconstruction of Science and Technology*. Cambridge: Cambridge University Press.
- Jasanoff, Sheila. 2012. *Science and Public Reason*. New York & London: Routledge.
- Raina, Rajeswari S. (eds.). 2015. *Science, Technology and Development in India: Encountering Values*. Hyderabad: Orient Blackswan.
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- Varughese, Shiju Sam 2018. *Contested Knowledge: Science, Media, and Democracy in Kerala*. New Delhi: Oxford University Press.
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## **Recommended Readings**

- Basu, Anustup 2011. "The eternal return and overcoming 'cape fear': science, sensation, superman and Hindu nationalism in recent Hindi cinema", *South Asian History and Culture* 2(4): 557–571.
- Beck, Ulrich 1992. *Risk Society: Towards a New Modernity*. London, New Bury Park and New Delhi: Sage Publications.
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- Fischer, Frank. 2005. *Citizens, Experts, and the Environment*. Durham: Duke University Press.
- Habermas, Jurgen 1989. *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society*. Translated by Thomas Burger. UK: Polity Press.
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- Hilgartner, Stephen 2000. *Science on Stage: Expert Advice as Public Drama*. Stanford: Stanford University Press.
- Irwin, Alan and Michael, Mike 2003. *Science, Social Theory and Public Knowledge*. Maidenhead and Philadelphia: Open University Press.
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- Jasanoff, Sheila. 1990. *The Fifth Branch: Science Advisers as Policy Makers*. Cambridge, MA and London: Harvard University Press.
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- Lewenstein, Bruce V. 1995. "From Fax to Facts: Communication in the Cold Fusion Saga". *Social Studies of Science* 25 (3): 403–36.
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- Mubarak, Meraj Ahmed (2013) "Mapping the Hindi Horror Genre: Ghosts in the Service of Ideology", *History and Sociology of South Asia* 7(1): 39–60.
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- Shinn, T. and Whitley, R. (eds.) 1985. *Expository Science: Forms and Functions of Popularisation*. Dordrecht, Boston and Lancaster: Reidel.
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- Wynne, Brian 2005. "Risk as Globalizing 'Democratic' Discourse? Framing Subjects and Citizens." In *Science and citizens: Globalization and the challenge of engagement*, eds. Melissa Leach, Ian Scoones and Brian Wynne. London and New York: Zed Books, pp. 66–82.
- Zachariah, Mathew and Sooryamoorthy 1994. *Science for Social Revolution? Achievements and Dilemmas of a Development Movement: The Kerala Sastra Sahitya Parishad*. New Delhi: Visthaar Publications.

Course No: STI 674

## PHILOSOPHY OF SCIENCE AND TECHNOLOGY

Semester II/ Optional Paper

(Credits: 03)

### Course Objective

To learn distinguished characteristics of science and technology, to understand the evolution of science and technology and historical context, and basics of the philosophy of science and technology.

### Course Description

This course intends to cover trends in the philosophy of science and technology i.e. to explore and examine what science and technology are, what they do, and how they work in the society. It will also discuss the historical background of the topic both in Western and Indian

thoughts to understand how scientific theories evolved over period. It will also explore different scientific disciplines, scientific cultures and their relation to the field of social sciences. Therefore, first we look into the conceptual and philosophical foundation of the science and technology and then the nature and methodology of science.

### **Mode of Evaluation**

Term papers, seminar presentations and other assignments (Weightage: 50%) along with an End Semester examination (Weightage: 50%). Participation in class room discussions and activities is essential.

### **Instruction Method**

Lecture-cum Seminar and Field Visits (Walkshops)

### **Units**

1. **Introduction:** What is Science and Technology? What are philosophical bases of science and technology?
2. **Western and Non-Western historical context of Science and Technology**
  - A. Philosophy of Science and technology in Western Traditions: Aristotle, Pythagoreans, Bacon, Galileo.
  - B. What is western Science, non-western science, ancient science, and modern Science?
    - i. Institutionalisation and professionalization of science
    - ii. Philosophy of Science and technology in Non-Western Traditions: Indian, China, Africa, and others
3. **Philosophical foundations of STS:** STS scholars use diverse methods including social science, historical, and philosophical methods. The outcomes of these research address issues related science, technology and society, such as those having to do with practices and assumptions, ethics, values, governance, and policy.
4. **Metaphysical foundation of science and ethical issues:** This is time of confusion and uncertainty and this poses a question to the nature of moral obligations, about what to expect for in an afterlife, and about the limits of human knowledge. In the words of Kant: what can we know, what ought we to do, and what can we hope for are the questions for human being and it reflects in our cultures. In this unit we try to look into basis of ethics and its relationship to religion and science.

### **Readings**

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- Salomon, Jean-J., Sagasti, F.R., and Sachs-Jeantet, C. (1994). *The uncertain quest: science, technology, and development*. Tokyo: The United Nations University.
- Lloyd, G. and Sivin, N. (2002). *The Way and The Word: Science and Medicine in Early China and Greece*. New Haven: Yale University Press.
- Needham, J. (2004). *Science and Civilisation in China*. Vol. VI. Cambridge: Cambridge University Press.
- Olsen, J.K.B., Pedersen, S.A., and Hendricks, V.F. (Eds.) (2009). *A Companion to the Philosophy of Technology*. West Sussex: Blackwell Publishing Ltd..
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- Alvares, C. (1997), *Decolonizing History: Technology and Culture in India, China and the West 1492 to the Present Day*. New York: The Apex Press.
- Anthonie, M. (ed.) (2009). *Philosophy of technology and engineering sciences*. Handbook of the Philosophy of Science. Elsevier.
- DeKosky, R. and Allchin, D. (Eds) (2008), *An Introduction to the History of Science in Non-Western Traditions*, The History of Science Society Gainesville, Florida.
- Demins, D. (2010), *Science and Technology in World History: Volume 1: The Ancient World and Classical Civilization*, London: McFarland.
- Dharampal (2000), *Indian Science and Technology in the Eighteenth Century: Some contemporary European accounts*, Goa: Other India Press.
- Dusek, V (2006), *Philosophy of Technology: An Introduction*, Wiley-Blackwell.
- Dutta, A.K. (2002), *Mathematics in Ancient India*. Resonance.
- Ellul, Jacques (1964), *The Technological Society*. Vintage Books
- Green, Lelia (2001) *Technoculture: From Alphabet to Cybersex*. Allen & Unwin, Crows Nest pp 1–20.
- Ihde, D. (1998). *Philosophy of Technology*, Paragon House
- Joseph, A. (1985), *Technology: Philosophical and Social Aspects*, Episteme, Dordrecht: Kluwer
- Losee, J. (2001), *A Historical Introduction to the Philosophy of Science*, New York: OUP.
- Mitcham, C. (1994). *Thinking Through Technology*. University of Chicago Press.
- Nandy, A. (1998), *Science, Hegemony & Violence: A requiem for modernity*. UNU.
- Nye, D. (2006). *Technology Matters*. The MIT Press.
- Olsen, J.K.B. and Selinger, E. (2006), *Philosophy of Technology: 5 Questions*, New York: Automatic Press.
- Smith, W.G.C. () *Science and technology in early modern Islam, c.1450-c.1850*  
[http://www.lse.ac.uk/economicHistory/Research/GEHN/GEHNPdf/Conf4\\_WCS.pdf](http://www.lse.ac.uk/economicHistory/Research/GEHN/GEHNPdf/Conf4_WCS.pdf)
- Vidya, R. (2001), *Science in India: Past, Present and Future*, Essay for MNVIT 401, Science Theory.
- Winner, L. (1977). *Autonomous Technology*. MIT Press.
- Uddin, M.N. and Hamiduzzaman, M. (2009) *The Philosophy of Science in Social Research, The Journal of International Social Research*, 2(6).  
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## Important Links

<http://vserver1.cscs.lsa.umich.edu/~crshalizi/notabene/scientific-method.ht>

Course No: STI 675  
**SCIENCE, TECHNOLOGY AND ENVIRONMENT**  
Semester II/ Optional Paper  
(Credits: 03)

**Course objectives**

The course provided the students with an advanced introduction to the theoretical debates on the relationship between science, technology and environment. What role does science and technology have in creating/accelerating environmental crisis? Can S&T provide solutions to the environmental issues? Do we need a more inclusive paradigm of S&T that pay attention to the perspectives and values of diverse ecological communities? These are the main questions being explored here.

**Course description**

The course is organised into four units. The first unit discusses the concept of development and introduces the nuances of the theoretical debate on the same. The second unit situates environment as a political problem. The unit also discusses the environmental history of India. The third unit introduces the feminist perspectives on the role of S&T in the ecological crisis. Finally, the Marxist and socialist perspectives on nature-human relationship are introduced to problematize the human-nature relationship. The unit also brings in new theoretical standpoints on the problem and connects them with the question of the role of S&T in catalysing the sustainable and inclusive future.

**Mode of Evaluation**

Term papers, seminar presentations and other assignments (Weightage: 50%) along with an End Semester examination (Weightage: 50%). Participation in class room discussions and activities is essential.

**Method of Instruction**

Lecture/seminars/ tutorials

**UNITS**

**1. Framing Development**

What is development? -development and economy-developmentalism-the development/environment encounter- whose development? -technological projects in India-displacement-project affected people-natural and human made disasters-governmental initiatives in conservation of nature-ecological communities-debate on sustainable development-post-development theory

**2. Politics and Ecologies**

Does environment have politics? -technologies and ecologies-politicising technology-development of the ecological discourse in India-Gandhian perspectives on S&T and environment-environmental movements-approaches to nature and environment-deep ecology-social ecology- land marks in environmental history-natural resource management

### 3. The Feminisation of Nature

Ecofeminism and ecosocialism-women, ecology and scientific revolution-gender and environment debates in India-feminist critique of the role of science and technology in the creation of environmental crisis

### 4. Social Natures and Produced Natures

Marxism and the production of nature-nature as artifice and artefact-rethinking the human place in nature-can we engineer the environment? -S&T: cause of or solution to the ecological crisis?-science, technology and the question of risk-towards a more reflexive S&T which is more ecologically sensible-S&T and sustainable development

### Essential Readings

- Beck, Ulrich 1992. *Risk Society: Towards a New Modernity*. London, New Bury Park and New Delhi: Sage Publications.
- Heidegger, Martin, *The Question Concerning Technology and Other Essays*, Trans. William Lovitt, New York: Harper & Row, 1977.
- Kumar, Deepak, 'Gandhi and Technology', *Gandhi Marg*, January-March, 1997, pp.427- 37.
- Lele, Sharadchandra, 'Sustainable Development: A Critical Review', *World Development*, 19(6), 1991, pp. 607-21.
- Shiva, Vandana 1989. *Staying Alive: Women, Ecology and Development*. London: Zed Publishers.
- Visvanathan, S. 1997. *A Carnival for Science*. Delhi: Oxford University Press, 1997, Ch. 2 ("On the Annals of the Laboratory State"), pp. 15-47.

### Recommended Readings

- Adas, Michael, *Dominance by Design: Technological Imperatives and America's Civilizing Mission*, Harvard University Press, 2006.
- Barry, Andrew and Don Slater, "Introduction: The Technological Economy", *Economy and Society*, 31(2), 2002, pp. 175-193.
- Bowring, Finn, *Science, Seeds and Cyborgs: Biotechnology and the Appropriation of Life*, Verso, 2003.
- Callon, Michael, Cecile Mendel and Volona Rabeharison, "The Economy of Qualities", *Economy and Society*, 31(2), 2002, pp.194-217.
- D'Souza, Rohan, 'Nature, Conservation and Environmental History: A review of some recent environmental writings on South Asia' in *Conservation and Society*, 1 (2), 2003, pp.317-332.
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- Faber, Daniel (ed.), *The Struggle for Ecological Democracy: Environmental Justice Movements in the United States*, The Guilford Press: London New York, 1998, pp.81-103.
- Fairhead, James and Leach, Melissa, *Sciences, Society and Power: Environmental knowledge and policy in West Africa and the Caribbean*. Cambridge University Press, Cambridge, 2003.
- Fitzsimmons, Margaret and Goodman, David, 'Incorporating Nature: Environmental Narratives and the reproduction of Food' in Bruce Braun and Noel Castree (ed.),

- Remaking Reality: Nature at the Millennium*, Routledge: London and New York, 1998, pp. 194-220.
- Forsyth, Tim, *Critical Political Ecology: the politics of environmental science*, Routledge, 2003, pp.1-23.
- Gidwani, Vinay, 'The Unbearable modernity of "development"? Canal Irrigation and development Planning in western India', *Progress in Planning*, 58, 2002, pp.1-80.
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- Hart, Gillian, "Development Critiques in the 1990s: *Cul De Sac* and promising Paths." *Progress in Human Geography*, 25:4, (2001): pp. 649-58.
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**Learning Outcomes-based Curriculum Framework  
and syllabus for**

**M.A. Programme**

*in*

**POLITICAL SCIENCE**



ગુજરાત કેન્દ્રીય વિશ્વવિદ્યાલય  
CENTRAL UNIVERSITY OF GUJARAT

**CENTRE FOR GNDHIAN THUGHT AND PEACE STUDIES**

**SCHOOL OF SOCIAL SCIENCES**

**CENTRAL UNIVERSITY OF GUJARAT**

**Sector-29, Gandhinagar-382030**

**2021**

### CREDIT STRUCTURE FOR M.A. IN POLITICAL SCIENCE

Course code	Nature of Course	Course Title	No .of L/T	Credits
<b>M.A. Semester I</b>				
PLS-401	Core	Political Theory	4+1	4
PLS-402	Core	Politics in India	4+1	4
PLS-421	Optional	Gandhi: Texts and Ideas	4+1	4
PLS-422	Optional	India's Foreign Policy	4+1	4
PLS-423	Optional	Political Economy of India	4+1	4
PLS-424	Optional	International security and Peace	4+1	4
PLS-441	Core	Self Study Project	2	2
<b>M.A. Semester II</b>				
PLS-451	Core	Western Political Thought	4+1	4
PLS-452	Core	Democracy in India	4+1	4
PLS-471	Optional	Introduction to Peace and Conflict Studies	4+1	4
PLS-472	Optional	Global Issues in Politics	4+1	4
PLS-473	Optional	Traditions in Critical Theory	4+1	4
PLS-474	Optional	Subaltern Theories: Perspectives from India	4+1	4
PLS-491	Core	Self Study Project	2	2
<b>M.A. Semester III</b>				
PLS-501	Core	Comparative Politics	4+1	4
PLS-502	Core	Modern Indian Political Thought	4+1	4
PLS-521	Optional	Public Policy	4+1	4

PLS-522	Optional	Democracy : Theories and Practices	4+1	4
PLS-523	Optional	Conflicts in South Asia	4+1	4
PLS-524	Optional	Understanding Justice	4+1	4
PLS-541	Core	Self Study Project	2	2
<b>M.A. Semester IV</b>				
PLS-551	Core	International Relations	4+1	4
PLS-552	Core	Research Methodology	4+1	4
PLS-571	Optional	Contemporary Politics in West Asia and North Africa (WANA)	4+1	4
PLS-572	Optional	Local Government in India	4+1	4
PLS-573	Optional	Gender and Political Theory	4+1	4
PLS-574	Optional	Contemporary Political Theory	4+1	4
PLS-591	Core	Self Study Project	2	2

**Note:** L-Lectures; T-Tutorials

### **M.A. SEMESTER I**

**SEM-1                      PLS-401                      Core                      POLITICAL THEORY**

<b><i>Title of the Course:</i></b> Political Theory
<b><i>Semester</i></b> -I
<b><i>Type of Course:</i></b> Compulsory
<b><i>Course Code:</i></b> PLS 401
<b><i>Credits:</i></b> 4



<b>Contact Hours:</b> The paper will be taught 4 hours per week for 15 weeks.		
<b>Pre-requisites for the Course:</b> None		
<b>Objectives of the Course:</b> The broad objective of this paper is to make the students aware of the significance of political theory. This paper aims at familiarising the student with the core concepts of political theory like equality, liberty, justice, rights and power. At the end of the semester, the students will be well versed with a range of competing views revolving around the concepts.		
<b>Method of Teaching:</b> Classroom teaching and use of visuals. Students will be provided reading materials.		
<b>Evaluation Method:</b> <ol style="list-style-type: none"> <li>1. Participation in Class: 10%</li> <li>2. One Assignment: 15%</li> <li>3. Mid-Semester Examination: 25%</li> <li>4. End-Semester: 50%</li> </ol>		
<b>On completion of the course, the students will be able to</b>		
<b>Unit-1</b>	<b>LO1</b>	define political theory and understand the need of political theory.
<b>Unit-11</b>	<b>LO2</b>	comprehend the various aspects of power.
<b>Unit-III</b>	<b>LO3</b>	know the intertwined relationship between state and political obligation.
<b>Unit-IV</b>	<b>LO4</b>	delineate luck, value, and commitment; equality of what? luck egalitarianism, priority and dynamics of inequality.
<b>Unit-V</b>	<b>LO5</b>	understand justice as fairness , communitarian justice, justice and gender global justice, and egalitarian justice.
<b>Unit-VI</b>	<b>LO6</b>	pursue comprehensive overview of freedom , ancient and Modern liberty, two concepts of liberty , negative and positive freedom, republican notion of liberty, and proletarian unfreedom.

<b>Unit VII</b>	<b>LO7</b>	explain discourses on rights.
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**Note: LO-Learning Outcome**

<b>Course Content</b>
<b>Unit I: Introduction</b> <ul style="list-style-type: none"> <li>a. Defining Political Theory</li> <li>b. Need for Political Theory</li> </ul>
<b>Unit II: Power</b> <ul style="list-style-type: none"> <li>a. Defining Power</li> <li>b. The Concept of Power (Robert Dahl)</li> <li>c. Two Faces of Power (Peter Bachrach, Morton S. Baratz)</li> <li>d. Three Faces of <i>power</i> (Steven Lukes)</li> <li>e. <i>Ideological and Repressive State Apparatus</i> (Althusser)</li> <li>f. Why Study Power? The Question of the Subject (Foucault)</li> </ul>
<b>Unit III: State and Political Obligation</b> <ul style="list-style-type: none"> <li>a. The Modern State (R.M. MacIver)</li> <li>b. Political Theory and the Modern State (David Held)</li> <li>c. Poulantzas-Miliband Debate</li> <li>d. Political Obligation (T.H. Green)</li> </ul>
<b>Unit IV: Equality</b> <ul style="list-style-type: none"> <li>a. Luck, Value, and Commitment (Bernard Williams)</li> <li>b. Equality of What? (Amartya Sen)</li> <li>c. What Is the Point of Equality? (Elizabeth Anderson)</li> <li>d. Choice, Circumstance, and the Value of Equality (Samuel Scheffler)</li> <li>e. Equality or Priority? (Derek Parfit)</li> <li>f. Dynamics of Inequality (Göran Therborn)</li> </ul>
<b>Unit: V: Justice</b> <ul style="list-style-type: none"> <li>a. Justice as Fairness (Rawls)</li> <li>b. Communitarian (Walzer, Sandel)</li> <li>c. Justice, Gender and Family (Susan Okin)</li> </ul>

- d. Global Justice (Thomas Pogge)
- e. On the currency of egalitarian justice (G. A. Cohen)

#### **Unit VI: Freedom**

- a. The Idea of Freedom (Immanuel Kant)
- b. Ancient and Modern Liberty (Benjamin Constant)
- c. Two Concepts of Liberty (Isiah Berlin)
- d. Negative and Positive Freedom (Gerald C. MacCallum, Jr.)
- e. Republican Notion of Liberty: Skinner and Petit
- f. The Structure of Proletarian Unfreedom (G.A. Cohen)

#### **Unit VII: Rights**

- a. Natural Rights (H.L. A. Hart)
- b. Rights as Trump (Ronald Dworkin)
- c. Cultural Rights (Will Kymlicka, Charles Taylor, Bhikhu Parekh)

#### **Reading List**

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Arneson, R. (1989). Equality and equal opportunity for welfare. *Philosophical Studies*, 56(1), 77-93.

Bachrach, P. and Baratz, M.S. (1962). Two faces of power. *The American Political Science Review*, 56 (4), 947-952.

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- Held, D. (1989). *Political theory and the modern state*. Cambridge: Polity Press.
- J. Maynor (edss), *Republicanism and political theory*. Oxford: Blackwell.
- Lukes, S. (1974). *Power: A radical view*. New York: Macmillan Press.
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- Nelson, E. (2005). Liberty: One concept too many? *Political Theory*, 33 (1), 58-78.
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- Parfit, D. (2000). Equality or priority? In M. Clayton and A. Williams (eds.), *The ideal of equality*, 81-125. London: Macmillan
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- Rawls, J. (1971). *A theory of justice*. Harvard: Bellknap.
- Raz, J. (1986). *The morality of freedom*. Oxford: Clarendon Press.
- Sandel, M. (1982). *Liberalism and the limits of justice*. Cambridge: Cambridge
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- Therborn, G. 2013). *The killing fields of inequality*. Cambridge: Polity.
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**Sem-I****PLS-402****Core****Politics in India****Title of the Course:** Politics in India**Course Code:** PLS-402**Course Type:** Core**Sem:** I

Credits: 4

**Pre-requisites for the Course:** None**Evaluation Method:**

1. Participation in Class: 10%
2. One Assignment: 15%
3. Mid-Semester Examination: 25%

End-Semester: 50%

*Course Objective:* To familiarise the students with different perspectives, dimensions, and issues of Indian politics.

**On completion of the course, the students will be able to:**

<b>Unit-I</b>	<b>LO1</b>	Explain the importance of different approaches which are essential to grasp the political theory or politics
<b>Unit-II</b>	<b>LO2</b>	Understand different perspectives like democratic, developmental and coercive institutions. articulate their impact on Indian politics
<b>Unit-III</b>	<b>LO3</b>	Understand different components like Class, caste, gender and tribe
<b>Unit-IV</b>	<b>LO4</b>	Engage students on different dimensions like language, religion and development and so on
<b>Unit-V</b>	<b>LO5</b>	understand different phases of Indian politics
<b>Unit-VI</b>	<b>LO6</b>	Discuss several Issues with regard to electoral politics: Caste, Class, Gender, Language, Region, corruption
<b>Unit-VI</b>	<b>LO7</b>	Explain different movements like Dalit, tribal and women's movement

Note: LO – Learning Outcome

<b>COURSE CONTENT</b>
<p align="center"><b>Unit I: Politics in India: Approaches</b></p> <p>a. Historical, b. Cultural c. Legal-Institutional d. Political Economy</p>
<p align="center"><b>Unit II: Perspectives on State in India</b></p> <p>a. Democratic b. Developmental c. Coercive Institutions</p>
<p align="center"><b>Unit III: Crucial Components</b></p> <p>a. Class b. Caste c. Tribal d. Gender</p>
<p align="center"><b>Unit-IV: Dimensions</b></p> <p>a. Politics and Religion b. Language and Politics c. Development and Politics</p>
<p align="center"><b>Unit-V: Political Parties</b></p> <p>a. Different Phases</p>
<p align="center"><b>Unit-VI: Electoral Politics</b></p> <p>a. Issues: Caste, Class, Gender, Language, Region, Corruption</p>
<p align="center"><b>Unit-VII: Beyond Electoral Politics: Social movements</b></p> <p>a. Labour Movements b. Dalit Movements c. Tribal Movements d. Women movements e. Peasants Movements</p>
<p><b>Reading List</b></p> <p>Desaim, A.R. (ed.), (1974). Peasant struggles in India. New Delhi: Oxford University Press.</p>

Desai, A.R. (ed.), (1986). Agrarian struggles in India. New Delhi: Oxford University Press.

Vanaik, A. (1990). The painful transition: bourgeois democracy in India. London: Verso.

Kohli, A. (1991). India's democracy: an analysis of changing state-society relations. New Delhi: Orient Longman.

Kohli, A. (ed.), (2001). The success of India's democracy. Cambridge: Cambridge University Press.

Kohli, K. (2009). Democracy and development: essays on state, society, and economy. New Delhi: OUP.

Kohli, A. (2007.) State and development. Cambridge: Cambridge University Press.

Nayar, B. R. (ed.), (2007). Globalization and politics in India. New Delhi: Oxford University Press .

Agarwal, B. (ed.), (1988). Structures of patriarchy: state, community and household in modernizing asia, kali for women. London: Zed Books.

Jaffrelot, C. (1996): The hindu nationalist movement and Indian politics, 1925 to 1990. New Delhi: Penguin.

Francine & Frankel and Rao, M.S.A. (eds.), (1989). Dominance and state power in India: decline of a social order. (Volume I and II). New Delhi: Oxford University Press.

Omvedt. G. (1993). Reinventing revolution, new social movements and the socialist tradition in India. New York: M.E.Sharpe.

Shah, G. (ed.), (2001). Dalit Identity and Politics. New Delhi: Sage publications.

Shah, G. (ed.), (2002). Social Movements and the State. New Delhi: Sage publications.



Shah, G. (ed.), (2004). Social Movements in India, A Review of Literature. New Delhi: Sage publications.

Alam, J. (2006) Who Wants Democracy?. New Delhi: Orient Longman.

John Zavos, Thomas Blom Hansen and Christophe Jaffrelot (eds.), (2004). Hindu nationalism and Indian politics: An Omnibus. New Delhi: Oxford University Press.

Fernandes, L. (2007). India's New Middle Class: democratic politics in an era of economic reforms. New Delhi: Oxford University Press.

Lloyd I. Rudolph and Susanne Hoeber Rudolph. (1987). In pursuit of lakshmi, the political economy of the Indian state. New Delhi: Orient Longman.

Lloyd I. Rudolph and Susanne Hoeber Rudolph. (2008) Explaining Indian democracy: a fifty year perspective 1950-2006 (Vol. I-III). New Delhi: Oxford University Publications

Singh, M.P. and Saxena, R. (2003) India at the polls: parliamentary elections in a federal phase, Delhi: Orient Longman.

Mohanty. M., Mukarjee, P.N. with Olle Tornquist (ed.), (1998). People's rights, social movements and the state in the third world. New Delhi: Sage publications.

Mohanty. M. (ed.,) (2000) Caste, class and gender. New Delhi: Sage publications.

Jayal, N.G. (ed.), (2001). Democracy in India. New Delhi: Oxford University Press.

Menon, N. (ed.), (2001). Gender and politics in India. New Delhi: Oxford University Press.

Menon, N. and Nigam, A. (2007). Power and contestation in India: India since 1989. New Delhi: Orient Longman.

Chatterjee, P. (ed.), (2004). State and politics in India. New Delhi: Oxford University Press.

Chatterjee, P. (2004). The politics of the governed: reflections on popular politics in most of the world. New Delhi: Permanent Black.

Brass, R. P. (1974). Language, religion and politics in north India. London: Cambridge University Press.

Brass, R. P. (1999). The Politics in India since independence. New Delhi: reprinted by Foundation Book. London: Cambridge University Press.

DeSouza, P.R (ed.), (2000) Contemporary India – transitions. New Delhi: Fundacao Oriente and Sage Publications.

DeSouza, P.R. and Sridharan, E. (eds.), (2006). India's Political Parties. New Delhi: Sage Publications.

Bardhan, P. (1998). The political economy of development in India. New Delhi: Oxford University Publications.

Kothari, R. (1985). Politics in India. New Delhi: Orient Longman.

Guha, R. (ed.), (1982) Subaltern studies - I: Writings on south asian history and society. New Delhi: Oxford University Press.

Singh, R. (1990). Of marxism and Indian politics. New Delhi: Ajanta Publications.

Vora, R. and Palshikar, S. (ed.), (2004). Indian democracy: meanings and practices. New Delhi: Sage Publications.

Bhargava, R. (ed.,) (2006). Secularism and its critics. New Delhi: Oxford University Press.

Ray. R. and Mary Katzenstein, F. (ed.), (2006). Social movements in India, poverty, power and politics. New Delhi: Oxford University Press.

Shastri, S, Yadav, Y. and Suri, K.C. (2009) Electoral politics in Indian states, New Delhi: Oxford University Press.

Baruah, S. (2003) India against itself: Assam and the politics of nationality. New Delhi: Oxford University Press.

Pai. S. (2002). Dalit assertion and the unfinished democratic revolution: the bahujan samajparty in uttar pradesh. New Delhi: Sage Publications.

Kaviraj, S. (ed.), (1997). Politics in India. New Delhi: Oxford University Press.

Ganguly, S, Diamon, L, and Plattner, M. F. (2008). The State of India's democracy. New Delhi: Oxford University Press.

Sathyamurthy, T.V. (ed.), (1998). Region, religion, caste, gender and culture in India. New Delhi: Oxford University Press.

Hansen, T and Jaffrelot, C. (eds.), (1998). The BJP and the compulsions of politics in India, New Delhi: Oxford University Press.

Singh, U. K. (2004) Institutions and democratic governance: A study of the election commission and electoral governance in India. New Delhi: Nehru Memorial Museum and Library (NMML).

<b>Title of Course:</b> Gandhi: Texts and Idea <b>Course Code:</b> PLS-421 <b>Course Type:</b> Optional <b>Sem: I</b>		
<b>Pre-requisites for the Course:</b> None.		
<b>Evaluation Method:</b> Participation in Class: 10% One Assignment: 15% Mid-Semester Examination: 25% End-Semester: 50%		
<b>Course Objective:</b> The course aims at making the students well-versed in M. K. Gandhi's main texts and ideas.		
<b>On completion of the course, the students will be able to:</b>		
<b>Unit-I</b>	<b>LO1</b>	Understand the key texts written by Gandhi
<b>Unit-II</b>	<b>LO2</b>	Explain Gandhi's moral ideas.
<b>Unit-III</b>	<b>LO3</b>	Explicate Gandhi's political ideas.
<b>Unit-IV</b>	<b>LO4</b>	Articulate Gandhi's socio-economic ideas.

Note: LO- Learning Outcome

<b>COURSE CONTENT</b>
<p style="text-align: center;"><b>Unit I</b></p> <p><b>Key Texts</b></p> <p>a. <i>Hind Swaraj</i></p> <p>b. <i>Satyagraha in South Africa</i></p> <p>c. <i>An Autobiography or The Story of My Experiments with Truth</i></p> <p>d. <i>Constructive Programme: Its Meaning and Place</i></p>
<p style="text-align: center;"><b>Unit II</b></p> <p><b>Moral Ideas</b></p> <p>a. End-means relations</p>

- b. Satya
- c. Ahimsa
- d. Self-Suffering

### Unit III

#### Political Ideas

- a. Violence and the State
- b. Religion and Politics
- c. Gram Swaraj

### Unit IV

#### Socio-Economic Ideas

- a. Sarvodaya
- b. Trusteeship

#### Reading List

Bondurant, J. V. (1988). *Conquest of violence: The Gandhian philosophy of conflict*.

Princeton, NJ: Princeton University Press.

Brown, G. and Parel, A. (eds.) (2011). *The Cambridge companion to Gandhi*. Cambridge: Cambridge University.

Chatterjee, P. (1986). *Nationalist thought and the colonial world: A Derivative discourse*. London: Zed Books.

Chatterjee, P. (1987). The Constitution of Indian nationalist discourse. In Bhikhu Parekh and Thomas Pantham (eds.), *Political discourse: Explorations in Indian and western political thought*. New Delhi: SAGE.

Dalton, D. (1993). *Mahatma Gandhi: Nonviolent power in action*. New York: Columbia University Press.

Gandhi, G (ed.) (2008). *The Oxford India Gandhi: Essential writings*. New Delhi: Oxford University Press.

Gandhi, M.K. (1950). *Satyagraha in South Africa*. Ahmedabad: Navjivan Press.

Gandhi, R. (2007). *Mohandas: A true story of a man, his people and an empire*. New Delhi: Penguin

Iyer, R. (ed.), (1986-7). *The moral and political writings of Mahatma Gandhi, Vol. I, II & III*. Oxford: Clarendon Press.

Johnson, R. L., & Gandhi,. (2006). *Gandhi's experiments with truth: Essential writings by and about Mahatma Gandhi*. Lanham, MD: Lexington Books.

Parekh, B. (1998). *Gandhi's political philosophy: A critical examination*. London: The Macmillan Press.

Parekh, B. (1999). *Colonialism, tradition and reform: An analysis of Gandhi's political discourse*. New Delhi: SAGE

Parekh, B. (2001). *Gandhi: A very short introduction*. New Delhi: Oxford University Press.

Parel, A (ed.) (1997). *Gandhi: Hind Swaraj and other writings*. Cambridge: Cambridge University.

Parel, A. (2006). *Gandhi's philosophy and the quest for harmony*. Cambridge: Cambridge University Press

Parel, A. J. (ed.) (2000). *Gandhi, freedom, and self-rule*. New York and Oxford: Lexington Books.

Thakkar, U. and Mehta,G. (eds.) (2011). *Understanding Gandhi: GandhianS in conversion with Fred. J. Blum*. New Delhi: Sage

**SEM-I**

**PLS-422**

**Optional**

**India's Foreign Policy**

**Title of the Course:** India's Foreign Policy

**Pre-requisites for the Course:** None

**Evaluation Method:**

Participation in Class: 10%

One Assignment: 15%

Mid-Semester Examination: 25%

End-Semester: 50%

**Course Objective:** To provide students an in-depth knowledge different approaches and determinants of foreign policy of India. The paper explains the evolution and development of India's external relationship with major countries and international organisations. Moreover, the paper also deals with India's response to contemporary global concerns. The aim of this paper is to acquaint students with the different dimensions of foreign policy of India and its relations with other countries where various global concerns like climate change and blue economy are of vital importance.

**On completion of the course, the students will be able to:**

<b>Unit-I</b>	<b>LO1</b>	Understand approaches and determinants of Foreign policy.
<b>Unit-II</b>	<b>LO2</b>	Explain about India's external relationship.
<b>Unit-III</b>	<b>LO3</b>	Deliberate on India's approaches towards international organizations.
<b>Unit-IV</b>	<b>LO4</b>	Explicate India's response to global concerns.

### **COURSE CONTENT**

#### **Unit I: Approaches and Determinants**

Approaches

Determinants

#### **Unit II: India's external Relations**

Non-Alignment Movement and Panchsheel

India and its Neighbours

India-China

India-the U.S.A

India-Russia

India- West Asia and Africa

#### **Unit III: India's approaches towards International Organizations**

India and the U.N

India and SAARC

India and ASEAN

India and EU

India and WTO

India and BRICS and G-20

**Unit IV: India's Response to Global Concerns**

Traditional and Non-traditional Security threats

Disarmament

Weapons of Mass Destruction (WMD)

Climate Change

Indian Ocean Region- Marine Resources

**Reading List**

Appadorai, A. (1981). Domestic Roots of India's Foreign Policy, New Delhi, Oxford University Press.

----- (1999). National Interest and Non-Alignment, New Delhi: Kalinga Publications.

Bajpai, K. (2002). Roots of Terrorism. New Delhi: Penguin.

----- (2017). India in the World: Trials of the Republic. New Delhi: Bennett, Coleman & Co.Ltd.

Bandyopadhyaya, J. (1979). The Making of India's Foreign Policy. Calcutta: Allied.

Banerjee, A.K. (1998) (ed.). Security issues in South Asia: Domestic and external sources of threats to security. Calcutta: Minerva.

Bidwai, P. and Achin Vanaik (1999) (eds.). South Asia on a short fuse: Nuclear politics and m House.

Dixit J. N (2003). India's Foreign Policy 1947-2003. New Delhi: Thomson Press.



------. (2010). India's Foreign Policy and its Neighbors. New Delhi: Gyan Publishing House.

Ghosh, P. S. (1989). Cooperation and conflict in South Asia. New Delhi: Manohar.

Gould, H.A. and Sumit Ganguly (1993) (eds.). The Hope and the Reality: U.S.-Indian Relations from Roosevelt to Reagan. New Delhi: Oxford & IBH.

Gujral, I.K. (1998). A foreign policy for India. Delhi: External publicity division, MEA, Government of India.

Jones, R. W. and Sumit Ganguly, (2000). "Debating New Delhi's Nuclear Decision," International Security, Vol .24, No.4. Spring.

Murthy, C.S.R (2010), "India's Non-permanent Membership in the UN Security Council" in A.B. Sawant, ed., Sixty Years of India's Contribution to the United Nations. New Delhi: Authorspress, 2010, pp.39-62.

----- (2010). "Assessing India at the United Nations in the Changing Context, International Studies, Vol.47, Nos.2-4, pp.205-223.

Perkovich G. (2000), India's Nuclear Bomb – The Impact on Global Proliferation, Oxford: Oxford University Press.

Rajamohan, C. (2005). Crossing the Rubicon: The Shaping of India's New Foreign Policy, New Delhi: Penguin.

Rajan, M.S.(1994), Non-Alignment and the Non-alignment Movement in the Present World Order, Delhi: Konark.

Rana A. P. (1976), Imperatives of Non-alignment: A Conceptual Study of India's foreign Policy in the Nehru Period, New Delhi

Saran S. (2017), How India Sees the World: Kautilya to the 21st Century, New Delhi: Juggernaut Books

Saksena K. P. (1986). Cooperation in development: Problems and prospects for India and ASEAN. New Delhi: Sage Publications.

Sikri R.(2013). Challenge and Strategy: Rethinking of India's Foreign Policy. New Delhi: Sage Publications

Upreti, B.C. et al. (eds.), India's foreign policy: Emerging challenges and paradigms (Delhi: Kalinga, 2003).

**SEM-1      PLS-423      Optional      POLITICAL ECONOMY OF INDIA**

<b>Title of the Course: Political Economy of India</b>		
<b>Semester -I</b>		
<b>Type of Course:</b> Optional		
<b>Course Code:</b> PLS- 423		
<b>Credits:</b> 4		
<b>Contact Hours:</b> The paper will be taught 4 hours per week for 15 weeks.		
<b>Pre-requisites for the Course:</b> None		
<p><b>Objectives of the Course:</b> The broad objective of the paper is to explain interaction of politics and economy which produce combined outcomes in India. For comprehending the political economy of India, it aims at familiarising the students with the advent of colonialism and beginning of capitalism in India. Thereafter, two important phases (State and Welfare; State and Neoliberalism) are delineated. The last section (Politics of Reforms in India) highlights contemporary debates. The students will learn to explain various developments in political community by way of political economy. The students are suggested to read important texts and articles.</p>		
<p><b>Method of Teaching:</b> Class room teaching. Students are expected to go through the reading materials suggested in the reading list. Interactive learning is encouraged.</p>		
<p><b>Evaluation Method:</b></p> <ol style="list-style-type: none"> <li>4. Participation in Class: 10%</li> <li>5. One Assignment: 15%</li> <li>6. Mid-Semester Examination: 25%</li> <li>7. End-Semester: 50%</li> </ol>		
<b>On completion of the course, the students will be able to</b>		
<b>Unit-1</b>	<b>LO1</b>	define and comprehend political economy and its various approaches
<b>Unit-11</b>	<b>LO2</b>	discern colonialism and capitalism .

<b>Unit-III</b>	<b>LO3</b>	analyse the relationship between state and welfare
<b>Unit-IV</b>	<b>LO4</b>	outline the nature of relationship between state and neoliberalism.
<b>Unit-V</b>	<b>LO5</b>	grasp politics of reforms in India.

### **Note LO-Learning Outcome**

<b>Course Content</b>
<b>Unit I: Introduction</b> <ul style="list-style-type: none"> <li>c. Defining Political Economy</li> <li>d. Approaches to Political Economy</li> </ul>
<b>Unit II: Colonialism and Capitalism</b> <ul style="list-style-type: none"> <li>a. Deindustrialisation Debate</li> <li>b. Bombay Plan (1944)</li> <li>c. Gandhian Interventions</li> <li>d. Debates on Capitalism in India</li> </ul>
<b>Unit III: State and Welfare</b> <ul style="list-style-type: none"> <li>e. Mixed Economy and Planning</li> <li>f. 'Command' and 'demand' polity</li> <li>g. <i>Etatisme</i></li> </ul>
<b>Unit IV: State and Neoliberalism</b> <ul style="list-style-type: none"> <li>h. Liberalisation, Privatisation, and Globalisation (LPG) (1991)</li> <li>i. State and Welfare Policies</li> <li>j. Informal Economy and Unorganised Labour</li> </ul>
<b>Unit: V: Politics of Reforms in India</b> <ul style="list-style-type: none"> <li>k. Reform as Economic Growth</li> <li>l. Reform and Poverty</li> <li>m. Reform and Food Security</li> <li>n. Reform, Wealth and Income</li> </ul>
<b>Reading List</b>

- Agarwal, S. N. (1946). *Gandhian constitution for free India*. Allahabad: Kitabistan.
- Balakrishnan, P. (ed.) (2015). *Economic growth and its distribution in India*. Hyderabad: Orient BlackSwan.
- Bardhan, P. (1984). *The political economy of development in India*. Delhi: Oxford University Press.
- Bhaduri, A. and Nayyar, D. (2000). *The intelligent person's guide to liberalization*. New Delhi: Penguin.
- Bhagwati, J. and Panagariya, A. (eds.) (2012). *India's reforms: How they produced inclusive growth*. New York: Oxford University Press.
- Bhowmik, S. (2014). *The state of labour: The global financial crisis and its impact*. New Delhi: Routledge.
- Breman, J. (2003). *The labouring poor in India: Patterns of exploitation, subordination, and exclusion*. New Delhi: Oxford University Press.
- Breman, J. (2013). *At work in the informal economy of India: A perspective from the bottom up*. New Delhi: Oxford University Press.
- Chancel, L. and Piketty, T. (July 2017) Indian income inequality, 1922-2015: From British Raj to Billionaire Raj? Retrieved from <http://wid.world/document/chancelpiketty2017widworld/>
- Chandra, B. (1999). *Essays on colonialism*. Hyderabad: Orient BlackSwan.
- Chatterjee, P. (1986). *Nationalist thought and the colonial world: A derivative discourse?* New Delhi: Oxford University Press.
- Chibber, V. (2003): *Locked in place: State-building and late industrialisation in India*. Princeton: Princeton University Press.
- Frankel, F.R. (2005). *India's political economy, 1947-2004: The gradual revolution*. New Delhi: Oxford University Press.
- Harriss-White, B. and Gooptu, N. (2000). Mapping India's world of unorganised labour. In Leo Panitch and Colin Leys (eds.), *Working classes: Global Realities*, Monthly Review: New York.
- Hensman, R. (2011). *Workers, unions and global capitalism: Lessons from India*. New York: Columbia University Press.

- Jha, P. (2016). *Labour in contemporary India*. New Delhi: Oxford University Press.
- Kohli, A. (2012). *Poverty amid plenty in the new India*. Cambridge: Cambridge University Press.
- Kumarrappa, J.C. (1984). *Economy of permanence: A quest for a social order based on non-violence*. Varanasi: Sarva Seva Sangh Prakashan.
- Mahalanobis, P. C. (1953). Some observations on the process of growth of national income. *Sankhyā*, 12 (4) 307-312.
- Mukherjee, R. (ed.) (2010). *India's economic transition: The politics of reforms*. New Delhi: Oxford University Press.
- Nayar, B.R. (1989). *India's mixed economy: The role of ideology and interest in its development*. Bombay: Popular Prakashan.
- Panagariya, A. (2008): *India: The emerging giant*. New York: Oxford University Press
- Patnaik, P. (1974). *Imperialism and the growth of Indian capitalism*. In K. Mathew Kurien (ed.), *Indian state and society: A Marxian approach*. Bombay: Orient Longman.
- Patnaik, P. (1992). A note on the political economy of the 'retreat of the state'. *Social Scientist*, 20 (11), 44-57.
- Patnaik, U. (2007). *Republic of Hunger and Other Essays*. New Delhi: Three Essays Collective.
- Rudolph, L.I. and Rudolph, S.H. (1987). *In pursuit of Lakshmi: The political economy of the Indian state*. New Delhi: Orient Longman.
- Sachs, J. D., Varshney, A. and Bajpai, N. (1999). *India in the era of economic reforms*. New Delhi: Oxford University Press.
- Singh, H.K.M. (1975). Jawaharlal Nehru and economic change. *Economic and Political Weekly*, 10(33/35), 1325-1338.

**SEM-I      PLS-424      (Optional)      International Security and Peace**

**Title of the Course:** International Security and Peace

<b>Course Code:</b> PLS-424 <b>Course Type:</b> Optional <b>Semester:</b> I <b>Credits:</b> 4		
<b>Pre-requisites for the Course:</b> None		
<b>Evaluation Method:</b> Participation in Class: 10% One Assignment: 15% Mid-Semester Examination: 25% End-Semester: 50%		
<b>Course Objective:</b> To provide students an in-depth knowledge about the dynamic nature of international security and peace in both conceptually and practically for establishing and enhancing the same in international politics.		
<b>On completion of the course, the students will be able to:</b>		
Unit-I	LO1	Understand about security, dimensions of security and securitization.
Unit-II	LO2	Explain the various significant perspectives on security.
Unit-III	LO3	Deliberate on security and peace in international politics.
Unit-IV	LO4	Explicate the major issues of security and peace in twenty first century.

COURSE CONTENT	
<b>Unit I: Conceptual Understanding of Security</b>  What is security? Security for whom? state or people Dimensions of Security Militarism and securitization	
<b>Unit II: Perspectives on Security</b>  Realist Liberal	

Constructivist

Feminist

Environmentalist

Copenhagen School/Critical security studies

**Unit III: Security and Peace in International Politics**

The United Nations and International Security

War, security alliances and Peace

Democratic peace theory

Post-Conflict Justice and reconciliation

UN's approaches to Peace

**Unit IV: Major issues of Security and Peace in twenty first century**

Weapons of Mass Destruction

Non-traditional Security threats

Ethnic Conflict

Terrorism

Cyber warfare and Artificial Intelligence

**Reading List**

Andrew J. Bacevich. (2005) "Introduction," in *The New American Militarism: How Americans Are Seduced by War*. New York: Oxford University Press. pp.1–8.

Ayoob, Mohammed. (1997), "Defining Security: A Subaltern Realist Perspective" in Keith Krause & Michael C. Williams (ed.). *Critical Security Studies: Concepts and Cases*, Minneapolis: University of Minnesota Press.

Azar Gat, (2005). *The Democratic Peace Theory Reframed: The Impact of Modernity*, *World Politics*, 58 (1), 73-100.

Baldwin, David A. (1995), *Security Studies and the End of the Cold War*. *World Politics*. 48 (1), 117-141

----- . (1997). *The concept of security*. *Review of International Studies*, 23(1), 5–26.

Barash, David, P. (2000). ed., *Approaches to Peace: A Reader in Peace Studies*, New York: Oxford University Press.

Barry Buzan (1983). *People, States and Fear: The National Security Problem In International Relations*. Sussex: Wheatsheaf Books Ltd.

Benjamin Valentino. (2004). *Final Solutions: Mass Killings and Genocide in the Twentieth Century*. Ithaca: Cornell University Press.

Bill McSweeney. (1996). *Identity and Security: Buzan and the Copenhagen School*. *Review of International Studies*. 22, 81-93.

Buzan B. & Waever. (1997). *Slippery? Contradictory? Sociologically Untenable? The Copenhagen School Replies*. *Review of International Studies*, vol. 23 (2), 241-250

Buzan. B., O. Waever and J. Wilde. (1998). *Security: A New Framework for Analysis*. Colorado: Lynne Rienner Publishers.

Charles Tilly. (2003). *The Politics of Collective Violence*. Cambridge: Cambridge University Press.

Choi, Ajin. (2003), *The Power of Democratic Competition*. *International Security* 28 (1), 142-53.

David Cortright. (2008). *What is Peace? in Peace: A History of Movements and Ideas* New York: Cambridge University Press. Pp.1-21.

Doyle, Michael W. Kant. (1983). *Liberal Legacies, and Foreign Affairs*, Part 1. *Philosophy & Public Affairs* 12 (3), 205-35.

Gabrielle Rifkind and Giandomenico Picco. (2016). *Alternatives to War*. in *The Fog of Peace: How to Prevent War*. London: I.B. Tauris.

Galtung Johan et al. (2000). *Searching for Peace: The Road to Transcend*. London: Pluto Press.

Helga H. (1991). *The security puzzle: theory-building and discipline-building in international security*. *International Studies Quarterly* 35(1), 3-17.

Herbert Lin. (2013). 'Cyber Conflict and National Security' in Robert Art, and Robert Jervis, *International Politics*, (ed.). New York: Pearson, pp. 276-288



Ho-Won Jeong. (2000). Concepts of Peace and Violence. in Peace and Conflict Studies: An Introduction, Studies in Peace and Conflict Research. Burlington, VT: Ashgate. Pp.19–38.

----- (2000). Understanding War, in Peace and Conflict Studies: An Introduction, Studies in Peace and Conflict Research. Burlington, VT: Ashgate. Pp.53–64.

Jack Snyder. (2004). One World, Rival Theories. Foreign Policy. 145, 52-62.

Jervis, Robert. (2002). Theories of War in an Era of Leading-Power Peace. The American Political Science Review 96 (1), 1-14.

Jonathan Kirshner. (2008). Globalization, American Power, and International Security. Political Science Quarterly. 123 (3), 363-389.

Joseph S Nye Jr. (2003). Understanding International Conflict: An Introduction to Theory and History. New York: Longman.

K. Keith and M. Williams. (1996). Broadening the agenda of security studies: politics and methods. Mershon International Studies Review 40(2), 229–254.

Kenneth N. Waltz. (1959). Man, the State and War: A Theoretical Analysis. Columbia: Columbia University Press.

Layne, Christopher. (1994). Kant or Cant: The Myth of the Democratic Peace. International Security 19 (2), 5-49.

L. Shepherd (2013). ed. Critical Approaches to Security: An introduction to theories and methods. London: Routledge.

Mark P. Thirlwell (2010). The Return of Geo-economics: Globalisation and National Security, Perspectives, Sydney: The Lowy Institute for International Policy.

Michael Stohl (2006). The State as Terrorist: Insights and Implications. Democracy and Security 2 (1) pp.1–25.

Miller E. Steven. (2001). International Security at Twenty-Five: From One World to Another. International Security. 26 (1), 5-39.

Raghavan Srinath. (2013), India as a Regional Power, in Waheguru Pal Singh Sidhu and et.al (eds.) Shaping the Emerging World: India and the Multilateral Order, Washington, D.C.: Brooking Institute Press.

Richmond, Oliver, Subcontracting Peace: NGOs and Peacebuilding in a Dangerous World, Aldershot: Ashgate publishers,2006.

Samaddar, Ranabir. 2004). Politics of Dialogue – Living Under the Geopolitical Histories of War and Peace. Aldershot, UK: Ashgate.

----- (2004), South Asian Peace Studies I - An Introduction to Concept, Scope and Themes, New Delhi: Sage Publications.

Sidhu, W., Mehta, P. & Jones, B. (Eds.). (2013). Shaping the Emerging World: India and the Multilateral Order. Washington, D.C.: Brookings Institution Press.

Williams, P. D., & McDonald, M. (2018). Security Studies: An Introduction. New York: Routledge Press.

## M.A. SEMESTER II

SEM-II      PLS-451      Core      WESTERN POLITICAL THOUGHT

<b>Title of the Course:</b> Western Political Thought		
<b>Semester -II</b>		
<b>Type of Course:</b> Core		
<b>Course Code:</b> PLS-451		
<b>Credits:</b> 4		
<b>Contact Hours:</b> The paper will be taught 4 hours per week for 15 weeks.		
<b>Pre-requisites for the Course:</b> None		
<b>Objectives of the Course:</b> The broad objective of the paper is to explore the significance of classical political texts and the history of ideas. This paper aims at familiarising the students with the main idea(s) of the Western Political Thought by engaging with what are considered to be the most significant texts of the respective political philosophers. The emphasis will be to making the students read the original texts. Also, the students will learn how to interpret a text in different ways. Further, the students will be suggested to read important commentaries on the important texts. Last but not the least,		
<b>Method of Teaching:</b> Classroom teaching. Students are expected to go through the reading materials suggested in the reading list. Interactive learning is encouraged.		
<b>Evaluation Method:</b>  Participation in Class: 10%  One Assignment: 15%  Mid-Semester Examination: 25%  End-Semester: 50%		
<b>On completion of the course, the students will be able to</b>		
<b>Unit-I</b>	<b>LO1</b>	Understand different approaches to study texts.
<b>Unit-II</b>	<b>LO2</b>	analyse ancient Greek political thought

<b>Unit-III</b>	<b>LO3</b>	comprehend renaissance political thought.
<b>Unit-IV</b>	<b>LO4</b>	engage with social contract theoreticians.
<b>Unit-V</b>	<b>LO5</b>	understand the trajectory from metaphysics to materialism.
<b>Unit-VI</b>	<b>LO6</b>	Discern utilitarianism, liberalism, and feminism

### Note LO-Learning Outcome

<b>Course Content</b>
<b>Unit I: Approaches to Study Texts</b> <ul style="list-style-type: none"> <li>a. Textual Approach (Leo Strauss)</li> <li>b. Context Approach (Quintin Skinner)</li> <li>c. Critical Approach (Herbert Marcuse)</li> <li>d. Postmodern Approach (Foucault)</li> </ul>
<b>Unit II: Ancient Greek Political Thought</b> <ul style="list-style-type: none"> <li>a. Plato: <i>Republic</i> (excerpts)</li> <li>b. Aristotle: <i>Politics</i>, <i>Nichomachean Ethics</i> (excerpts)</li> </ul>
<b>Unit III: Renaissance Political Thought</b> <ul style="list-style-type: none"> <li>a. Machiavelli: <i>The Prince</i>, <i>The Discourses on Livy: Liberty and Conflict</i> (excerpts)</li> </ul>
<b>Unit IV: Social Contract</b> <ul style="list-style-type: none"> <li>a. Hobbes: <i>Leviathan</i> (excerpts)</li> <li>b. Locke: <i>Second Treatise</i> (excerpts)</li> <li>c. Rousseau: <i>Social Contract</i>, <i>Discourse on the Origin of Inequality</i> (excerpts)</li> </ul>
<b>Unit: V: Metaphysics to Materialism</b> <ul style="list-style-type: none"> <li>a. Kant: <i>Groundwork of the Metaphysic of Morals</i> (excerpts)</li> <li>b. Hegel: <i>Philosophy of History</i>, <i>Philosophy of Right</i> (excerpts)</li> <li>c. Karl Marx: excerpts from <i>Economic and Philosophic Manuscripts of 1844</i>, <i>The Eighteenth Brumaire of Louis Bonaparte</i>, <i>Capital Vol I</i> (excerpts)</li> </ul>

## **Unit VI: Utilitarianism, Liberalism, and Feminism**

- a. Jeremy Bentham: *Principles of Morals and Legislation*
- b. J.S. Mill: *Utilitarianism, On Liberty*
- c. Mary Wollstonecraft: *A Vindication of the Rights of Woman*  
(excerpts)

### **Reading List**

Ball, T. (2004). History and the Interpretation of Texts. In Gerald F. Gaus and Chandran

Barker, E. (2009). *The political thought of Plato and Aristotle*. New York: Dover Publications.

Bentham, J. (2007). *An introduction to the principles of morals and legislation*. New York: Dover Publications.

Broome, J.H. (1963). *Rousseau: A study of his thought*. Oxford: Oxford University Press.

Edwards, A. & Townshend, J. (eds.) (2002). *Interpreting Modern political philosophy: From Machiavelli to Marx*. Basingstoke, UK: Palgrave.

Eggleston, B. and Miller, D. E. (2014). *The Cambridge Companion to utilitarianism*. Cambridge: Cambridge University Press.

Elster, Jon. (1986). *Making sense of Marx*. Cambridge: Cambridge University Press.

Guyer, P. (eds.) (1992). *The Cambridge companion to Kant*. Cambridge: Cambridge University Press.

Johnson, C. L. (2002). *The Cambridge companion to Mary Wollstonecraft*. Cambridge: Cambridge University Press.

Kukathas (eds.), *Handbook of political theory*. New Delhi: Sage.

Macpherson, C. B. (2011). *Political theory of possessive individualism: Hobbes to Locke*. Ontario: Oxford University Press.

Pocock, J. G. A. (1962). The history of political thought: a methodological enquiry. In P. Laslett and W. G. Runciman, (eds.), *Philosophy, politics and society*. Oxford: Blackwell.

Ryan, A. (1974). *J.S. Mill*. London: Routledge & Kegan Paul.

Singer, P. (1980). *Marx*. New York: Oxford University.

Skinner, Q. (1969). Meaning and understanding in the history of ideas. *History and Theory*, 8 (1), 3–53.

Skinner, Q. (1981). *Machiavelli*. New York: Oxford University Press.

Strauss, L. (1959). *What is political philosophy?* Glencoe, IL: Free Press

Taylor, C. (1977). *Hegel*. Cambridge: Cambridge University Press.

**SEM-II      PLS-452      Core      Democracy in India**

**Title of Course:** Democracy in India

**Course Code:** PLS-452

**Course Type:** Core

**Semester:** II

**Credits:** 4

**Pre-requisites for the Course:** None

**Evaluation Method:**

Participation in Class: 10%

One Assignment: 15%

Mid-Semester Examination: 25%

End-Semester: 50%

**Course Objective:** The course aims at familiarizing students with different issues and institutions related to Democracy in India.

**On completion of the course, the students will be able to:**

<b>Unit-I</b>	<b>LO1</b>	The students are introduced to the Constituent Assembly Debates and critically engage with Constitutionalism in India.
<b>Unit-II</b>	<b>LO2</b>	Understand the nature of government and branches: Judiciary Executive and Legislature.
<b>Unit-III</b>	<b>LO3</b>	Union- State Relations. political federalism and fiscal federalism could be the learning outcomes.

<b>Unit-IV</b>	<b>LO4</b>	Deals with decentralization process by reading and understanding Panchayats. Municipalities and Autonomous Councils.
<b>Unit-V</b>	<b>LO5</b>	Party System and Election Commission of India.
<b>Unit-VI</b>	<b>LO6</b>	Learning outcome of the unit to ensure that the students understand different commissions.

Note: LO- Learning Outcome

<b>COURSE CONTENT</b>
<b>UNIT I: Historicity</b> <ul style="list-style-type: none"> <li>a. Constituent Assembly Debates</li> <li>b. Constitutionalism in India</li> </ul>
<b>Unit II: Changing nature of Government</b> <ul style="list-style-type: none"> <li>a. Judiciary (Judicial Review and Judicial Activism);</li> <li>b. Executive (Role of President and Prime Minister);</li> <li>c. Legislature (Lok Sabha and Rajya Sabha: representation and heterogeneity)</li> </ul>
<b>Unit III: Distinctiveness of Indian Federalism</b> <ul style="list-style-type: none"> <li>a. Union-State Relation: Political Federalism and Fiscal Federalism</li> </ul>
<b>Unit IV: Indian Democracy: Decentralization</b> <ul style="list-style-type: none"> <li>a. Panchayats,</li> <li>b. Municipalities</li> <li>c. c. Autonomous Councils</li> </ul>
<b>Unit V: Electoral System</b> <ul style="list-style-type: none"> <li>a. Party System</li> <li>b. Election Commission of India</li> </ul>
<b>Unit VI: Institutional Safeguards in Democracy</b> <ul style="list-style-type: none"> <li>a. The Central Information Commission</li> <li>b. The National Commission for Minorities</li> <li>c. The National Commission for Scheduled Castes</li> <li>d. The National Commission for Scheduled Tribes</li> <li>e. The National Commission for Women</li> </ul>

f. The National Human Rights Commission

**Readings:**

Arora, B. and Verney, D.(eds.)(1995).*Multiple identities in a single state: Indian federalism in comparative perspective*. New Delhi: Konark.

Austin, G. (1966).*The Indian Constitution: Cornerstone of a nation*.New Delhi: Oxford University Press.

Austin, G.(1999).*Working a democratic constitution: A history of the Indian experience*. New Delhi: Oxford University Press.

Baviskar, B.S. and Mathew,G. (eds.)(2009). *Inclusion and exclusion in local governance:Field studies from rural India*.New Delhi:Sage.

Baxi, U. (1980).*The Supreme Court in Indian politics*. New Delhi: Eastern Book Company.

Bhargava, R. (ed.), (2008).*Politics and ethics of the Indian Constitution*. New Delhi: Oxford University Press.

Chaube, S.K. (2000). *Constituent assembly of India: Springboard of revolution*. New Delhi:

Dua, B.D. and Singh, M.P. ( eds.) (2003). *Federalism in the new millennium*. New Delhi: Manohar.

Hasan, Z. (2004). *Parties and party politics in India: Themes in politics* . New Delhi: Oxford University Press.

Hasan, Z., Sridharan and R. Sudarshan (ed.).(2002). *India's living Constitution: Ideas, practices, controversies*. New Delhi: Permanent Black.

Jayal, N.G. (2006). *Representing India: Ethnic diversity and governance of public*. New Delhi: Oxford University Press.

Kapur, D. and Mehta, P.B. (eds.) (2007). *Public Institutions in India: Performance and design*. New Delhi: Oxford University Press.

Kirpal, B.N(et al.)(2000). *Supreme but not infallible: Essays in honour of the Supreme Court of India*. New Delhi: Oxford University Press.

Krishnaswamy, S.(2008).*Democracy and constitutionalism in India: A study of the basic structure doctrine*. New Delhi: Oxford University Press.



- Lloyd, L.I and Rudolph, S.H. (2008). *Explaining Indian democracy: A fifty year perspective 1950-2006, volume I-III*. New Delhi: Oxford University Press.
- Lloyd, L.I and Rudolph, S.H. (2008). *The realm of institutions: State formation and institutional change, volume II*. New Delhi: Oxford University Press.
- Manor, J.(ed.), (1994). *Nehru to the nineties: The changing office of Prime Minister in India*. New Delhi: Viking.
- Morri-Jones, W. H. (1957). *Parliament in India*. Philadelphia, PA: University of Pennsylvania Press.
- Rao, M.G. and Singh, N. (2005). *The political economy of federalism in India*. New Delhi: Oxford University Press.
- Saez, L. (2002) *Federalism without a centre: The impact of political and economic reforms on India's federal system*. New Delhi: Sage.
- Samadar, R. (ed.) (2005). *The politics of autonomy*. New Delhi: Sage.
- Sathe, S.P. (2002). *Judicial activism in India: Transgressing borders and enforcing limits*. New Delhi: Oxford University Press.
- Sen, S.(2007). *The Constitution of India: Popular sovereignty and democratic transformations*. New Delhi: Oxford University Press.
- Vora, R. and Palshikar, S. (2004). *Indian democracy: Meanings and practices*. New Delhi: Sage.
- Wadhwa, D.C. (2008). *Endangered constitutionalism: Documents of a Supreme Court case*. Pune: Gokhale Institute of Politics and Economics.

**SEM-IV     PLS-471     (Optional)     Introduction to Peace and Conflict Studies**

<b>Title of Course:</b> Introduction to Peace and Conflict Studies <b>Course Code:</b> PLS-471 <b>Course Type:</b> Optional <b>Semester:</b> II <b>Credits:</b> 4		
<b>Pre-requisites for the Course:</b> None		
<b>Course Objective:</b> To provide students an in-depth knowledge of existing conflicts and violence in contemporary World through case study. It will also emphasise on significant methods to establish peace. By this course students will understand the causes and consequences of conflict and violence multidimensionally. Students would also be familiar to the methods and mechanism through which peace can be established in the World.		
<b>Evaluation Method:</b> Participation in Class: 10% One Assignment: 15% Mid-Semester Examination: 25% End-Semester: 50%		
<b>On completion of the course, the students will be able to:</b>		
<b>Unit-I</b>	<b>LO1</b>	Understand about peace and approaches to peace and conflict its nature and dimensions.
<b>Unit-II</b>	<b>LO2</b>	Learn about many types of conflicts with significant cases.
<b>Unit-III</b>	<b>LO3</b>	Explain about conflicts over natural resources and political revolutions
<b>Unit-IV</b>	<b>LO4</b>	Explicate significant methods of peace and conflict resolution

<b>COURSE CONTENT</b>
<b>Unit I: Introduction to Peace and Conflict Studies</b>

- a. Understanding Peace and Conflict
- b. Approaches to Peace
- c. Nature and Dimensions of Conflict

### **Unit II: Political and Ethnic Conflicts**

- a. Political Conflict
  - 1. Palestine
  - 2. Kashmir
- b. Ethnic Conflict
  - 1. Kosovo
  - 2. Rwanda
  - 3. Iraq

### **Unit III: Conflict over Natural Resources and Political Revolutions**

- a. Water and Energy Resources
- b. Political Revolutions: Nepal, Tunisia, Egypt, Libya and Syria

### **Unit IV: Methods to Peace and Conflict Resolution**

- a. Methods to Conflict Resolutions
- b. Gandhian Methods to Peace and Conflict Resolution
- c. The UN and Peaceful settlement of disputes: Peace-building, Peace-making, Peacekeeping and Peace-enforcement.

### **Reading List:**

Bahadur, K. (1986) (ed.), *South Asia in transition: Conflicts and tensions*. New Delhi: Patriots.

Bandarage, A. (2009). *The Separatist Conflict in Sri Lanka: Terrorism, Ethnicity and Political Economy*, Colombo: Vijitha Yapa Publications.

- Brown E. M. (2003) (eds.). *Ethnic Conflict and International Security*, Princeton: Princeton University.
- Caprioli M. (2000): "Gendered Conflict", *Journal of Peace Research*, Vol. 37, no. 1., Sage, pp 53-70.
- Chellaney B. (2015). *Water, Peace and War: Confronting the Global Water Crisis*. New York: Rowman & Littlefield.
- Dalton, D. (2012). *Mahatma Gandhi: Nonviolent Power in Action*. Columbia: Columbia University Press.
- Dixon J. H. (1994). "Environmental Scarcities and Violent Conflict", *International Security*, Vol. 19, No. 1 (Summer), pp.5-40.
- Fox, J. (2001): "Two Civilizations and Ethnic Conflicts: Islam and the West", *Journal of Peace Research*, Vol. 38, No. 4, Sage, pp 459-472.
- Galtung J.(1958), *Theories of Conflict*. Colombia: Colombia University Press.
- (1996), *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*. New Delhi: Sage
- Hinchcliffe, P. et. al. (2007). *Conflicts in the Middle East Since 1945: The Making of the Contemporary World*. New York: Routledge.
- Jeong, H.W. (2000): *Peace and Conflict Studies: An Introduction*, Ashgate, Sydney.
- Johnson R. (2005). *A Region in Turmoil: South Asian Conflicts since 1947*, Chicago: Chicago University Press.
- Kliot N. (2005). *Water Resources and Conflict in the Middle East*. New York: Routledge.
- Liyanage, S., P. Sahadevan & Anisha Kinra (2009). *Intra-State Conflicts and Inter-State Relations: Perspectives on India-Sri Lanka Relations*. Colombo: South Asia Peace Institute.
- Manchanda, R. (2010) (ed.). *Woman, War and Peace in South Asia: Beyond Victimhood to Agency* (Sage Publications).
- Miall H., et. al. (1999): *Contemporary Conflict Resolution: The Prevention Management and Transformation of Deadly Conflicts*, Polity Press, UK.
- Mark Juergensmeyer. (2004). *Gandhi's Way: A handbook of Conflict Resolution*. New Delhi: Oxford University Press.

Mayor, F. (1999): "Towards a New Culture of Peace and Non-Violence", in *People Building Peace: 35 Inspiring Stories from around the World*, European Centre for Conflict Prevention.

Pearson, F. S. (2001): "Dimensions of Conflict Resolution in Ethno-political Disputes", *Journal of Peace Research*, Vol. 38, no. 3, Sage, pp 275-287.

Smith D. A. (1981). *The Ethnic Revival*. Cambridge: Cambridge University Press.

Shelley A. (2000): "Crossing the Lines: Women's Organization in Conflict Resolutions" *Development*, Vol. 43, no.3, Sage, pp 34-39.

Steger, M. B. & Nancy S. Lind (2001): *Violence and Its Alternatives: An Interdisciplinary Reader*, St. Martin's Press, New York.

Subramanian, K. S., (2008), *Political Violence and the Police in India*. New Delhi: Sage.

Wehr, P. (1989): *Conflict Regulation*, Westview Special Studies in Peace, Conflict and Conflict Resolution, Westview Press /Boulder, Colorado.

Weber, T. (1991). *Conflict Resolution and Gandhian Ethics*, New Delhi: Gandhi Peace Foundation.

**Sem II      PLS-472      Optional      Global Issues in Politics**

**Title of the Course:** Global Issues in Politics

**Course Code:** PLS-472

**Course Type:** Optional

**Semester** II

**Credits:** 4

**Pre-requisites for the Course:** None

**Evaluation Method:**

Participation in Class: 10%

One Assignment: 15%

Mid-Semester Examination: 25%

End-Semester: 50%

**Objectives of the Course:** The paper aims at familiarising the students with global issues of concern like human rights, genocides and violence, refugees and stateless people, the use of chemical, biological, and nuclear weapons and climate change. The paper deals with various participants on the international political scene including terrorist organizations, non-governmental groups, such as the Red Cross and Greenpeace, and the United Nations.

**Modalities of the Course:**

Learning through this course would include lectures, critical reading sessions, assignments and examination- two internal assessments which consist of review of book/articles, discussion, and presentation: and a written mid-term examination and the final examination.

**On completion of the course, the students will be able to**

<b>Unit-I</b>	<b>LO1</b>	Understand different aspects of Human Rights and Humanitarian Intervention
<b>Unit-II</b>	<b>LO2</b>	Explain Genocide and Armed Violence
<b>Unit-III</b>	<b>LO3</b>	Explicate Refugees, Immigration and Stateless people
<b>Unit IV</b>	<b>LO4</b>	Explore Climate Change, Health and Food Security
<b>Unit-V</b>	<b>LO5</b>	Explain Arms Control, and Abolition of nuclear weapons

<b>Course Contents</b>
<b>Unit I. Human Rights and Humanitarian Intervention</b> <ul style="list-style-type: none"> <li>A. State of Human Rights in the World</li> <li>B. Politics of humanitarian Intervention</li> <li>C. Terrorism, Islamic fundamentalism, and Human rights</li> <li>D. United Nations Human Rights Council and the debates</li> </ul>
<b>Unit II. Genocide and Armed Violence</b> <ul style="list-style-type: none"> <li>A. UN Convention on Genocide</li> <li>B. International Criminal Court and Crimes against Humanity</li> <li>C. State sponsored violence and mass killings</li> <li>D. Case studies: Holocaust, Armenia, Rwanda, Kosovo</li> </ul>
<b>Unit III. Refugees, Immigration and Stateless people</b> <ul style="list-style-type: none"> <li>A. Refugees and Stateless people</li> <li>B. Rights of Refugees and the International Convention on Refugees</li> <li>C. Armed conflicts and Refugees</li> <li>D. Debates on Immigration and anti-Immigration policies</li> </ul>
<b>Unit IV. Climate Change, Health and Food Security</b> <ul style="list-style-type: none"> <li>A. Global Warming and United Nations Framework Convention on Climate Change (UNFCCC)</li> <li>B. Hunger and Malnutrition</li> <li>C. Global health issues and Health Emergencies</li> <li>D. Global Poverty, Inequality and Food Security</li> </ul>
<b>Unit V. Arms Control, and Abolition of nuclear weapons</b> <ul style="list-style-type: none"> <li>A. Humanitarian consequences of nuclear weapons</li> <li>B. Global civil society and its campaign to abolish nuclear weapons/ ICAN</li> <li>C. Prohibition of Chemical and Biological Weapons</li> <li>D. Arms Control: Negotiations and Agreements</li> </ul>
<b>Readings:</b> <ul style="list-style-type: none"> <li>1. Jones, A. (2016). <i>Genocide: A comprehensive introduction</i>. Routledge.</li> </ul>

2. Rubinstein, W. D. (2004). *Genocide: A history*. Pearson Longman.
3. Herman, E. S., & Peterson, D. (2010). *The politics of genocide*. NYU Press.
4. Miliband. D. (2017). *Rescue: Refugees and the political crisis of our times*, Simon and Schuster/TED.
5. ElBaradei, M. (2011). *The age of deception: nuclear diplomacy in treacherous times*. Metropolitan books.
6. Rhodes, R. (2008). *Arsenals of folly: The making of the nuclear arms race*. Vintage Books.
7. Rhodes, R. (2011). *The Twilight of the Bombs: Recent Challenges, New Dangers, and the Prospects for a World Without Nuclear Weapons*. Vintage.
8. Maxwell, S. (1996). Food security: a post-modern perspective. *Food policy*, 21(2), 155-170.
9. Ritter, S. K. (2009). Global warming and climate change. *Chem. Eng. News*, 12(21), 11-21.
10. Schmidhuber, J., & Tubiello, F. N. (2007). Global food security under climate change. *Proceedings of the National Academy of Sciences*, 104(50), 19703-19708.
11. Koplan, J. P., Bond, T. C., Merson, M. H., Reddy, K. S., Rodriguez, M. H., Sewankambo, N. K., & Wasserheit, J. N. (2009). Towards a common definition of global health. *The Lancet*, 373(9679), 1993-1995.
12. Thomas Risse, Stephen C. Popp, Kathryn Sikkink, *The Power of Human Rights*, Cambridge University Press, 1999
13. Promoting Democracy and the Rule of Law, American and European Strategies, Amichai Megan, Thomas Risse, Michael A. Mc Faul, Palgrave Macmillan, 2009.
14. Krikorian Mark, *The New Case Against Immigration: Both Legal and Illegal*, Sentinel HC, 2008.
15. Chris Hughes, *Fair Shot: Rethinking Inequality and How We Earn*, St. Martin's Press, New York, 2018



16. Joseph Stiglitz, *The Price of Inequality: How Today's Divided Society Endangers our Future*, W.W. Norton & Company, New York. Penguin.2013.
17. Bill Mc Kibben(ed.), *The Global Warming Reader, A Century of Writing About Climate Change*, Penguin.2012.
18. Christian W. McMillen, *Pandemics: A Very Short Introduction*, Oxford, 2016.

**SEM-II      PLS-473      Core      TRADITIONS IN CRITICAL THEORY**

<b><i>Title of the Course:</i></b> Traditions in Critical Theory
<b><i>Semester -II</i></b>
<b><i>Type of Course:</i></b> Optional
<b><i>Course Code:</i></b> PLS-473
<b><i>Credits:</i></b> 4
<b><i>Contact Hours:</i></b> The paper will be taught 4 hours per week for 15 weeks.
<b><i>Pre-requisites for the Course:</i></b> None
<b><i>Objectives of the Course:</i></b> The objective of the paper is to introduce Critical Theory and its important dimensions. Critical Theory acquires significance due to using multiple epistemological resources. It deals with not only structure but also subjectivity. The paper aims at familiarising the students with the difference between traditional and critical theories; contrasting standpoints and debates concerning enlightenment; relationship between

culture and capitalism; and how both society and self are shaped. The students are encouraged to read the original texts along with reading important commentaries.

**Method of Teaching:** Classroom teaching. Students are expected to go through the reading materials suggested in the reading list. Interactive learning is encouraged.

**Evaluation Method:**

1. Participation in Class: 10%
2. One Assignment: 15%
3. Mid-Semester Examination: 25%
4. End-Semester: 50%

**On completion of the course, the students will be able to**

<b>Unit-I</b>	<b>LO1</b>	outline vantage points to Critical Theory
<b>Unit-II</b>	<b>LO2</b>	relationship among enlightenment, modernity and democratization
<b>Unit-III</b>	<b>LO3</b>	comprehend intertwining relationship culture and capitalism
<b>Unit-IV</b>	<b>LO4</b>	Explore impact of society on subject, and subject on society

**Note LO-Learning Outcome**

<b>Course Content</b>
<p><b>Unit I: Introduction</b></p> <p>A. Vantage points to Critical Theory: Max Horkheimer, Traditional and Critical Theory</p>
<p><b>Unit II: Enlightenment, Modernity and Democratisation</b></p> <p>A. Critique of Enlightenment: Max Horkheimer and Theodor Adorno, <i>Dialectic of Enlightenment</i></p> <p>B. Democratisation through Technology: Walter Benjamin, <i>The Work of Art in the Age of Mechanical Reproduction</i></p>

C. Modernity and Public Sphere: Jurgen Habermas, *The Public Sphere*

**Unit III: Culture and Capitalism**

- A. Culture Industry: Theodor Adorno, *Culture Industry*
- B. Culture and Materialism: Raymond Williams, *Culture and Materialism*

**Unit IV: Society and Subject**

- A. The structure of society: Eric Fromm, *The Sane Society*
- B. Subjectivity and Individual: Herbert Marcuse, *One Dimensional Man*

**Readings**

Adorno, (1991). *The Culture Industry: Selected essays on mass culture*, ed. and intro. J.M Bernstein. London: Routledge.

Benhabib, S. (1986). *Critique, norm, and utopia: A study of the foundations of critical theory*. New York: Colombia University Press.

Benjamin, W. (2008). *The work of art in the age of mechanical reproduction*. London: Penguin.

Fromm, E. (2002). *The sane society*. New York: Routledge.

Geuss, R. (1981). *The idea of a critical theory: Habermas and the Frankfurt School*. Cambridge, Cambridge University Press.

Habermas, J. (1964). The Public Sphere: An Encyclopaedia Article (1964), trans. Sara Lennox and Frank Lennox. *New German Critique*, 3 (Autumn), 49-55.

Habermas, J. (1987). *The philosophical discourse of modernity: Twelve lectures*, trans. F. Lawrence. Cambridge, Mass.: MIT Press.

Held, D. (1980). *Introduction to critical theory: Horkheimer to Habermas*. Berkeley, CA: University of California Press.

Horkheimer, M. (2002) *Critical theory: Selected essays*, trans J O'Connell et al. New York: Continuum.

Horkheimer, M. and Adorno, T. W. (2002). *Dialectic of enlightenment: Philosophical fragments* (1947), ed. G. S. Noerr, trans. E. Jephcott. Stanford: Stanford University Press.

Marcuse, H. (1964). *One dimensional man: Studies in the ideology of advanced industrial society*. New York: Routledge.

Rush, F. (2004). *Critical theory*. Cambridge: Cambridge University Press.

Wiggershaus, R. (1995). *The Frankfurt School*. Cambridge: Polity Press.

Williams, R. (2005). *Culture and materialism: Selected essays*. London: Verso.

**SEM-III      PLS-474      Subaltern Theories: Perspectives from India**

**Title of Course:** Subaltern Theories: Perspectives from India

**Course Type:** Optional

**Course Code:** PLS-474

**Semester** II

**Credits:** 4

**Pre-requisites for the Course:** None

**Evaluation Method:**

Participation in Class: 10%

One Assignment: 15%

Mid-Semester Examination: 25%

End-Semester: 50%

**Course Objective:** This course is an attempt to introduce students to the debates on the subaltern theories. The course is also an attempt to revisit the theoretical discourses of subalterns and carry the debates and deliberations from the subaltern thinkers of India. The course intends to acquaint students on the debates on class, caste and gender by making students to read and discuss the contemporary academic

discussions and scholarly interventions of the present times. The course intends to introduce the challenges and alternative discourses to the students

**On completion of the course, the students will be able to:**

<b>Unit-I</b>	<b>LO1</b>	Understand theoretical contributions of thinkers like Antonio Gramsci and Edward Said
<b>Unit-II</b>	<b>LO2</b>	Deliberate and understand several subaltern scholars
<b>Unit-III</b>	<b>LO3</b>	Understand several India subaltern thinkers, scholars and engage students with the contemporary Debates on Subalternism.
<b>Unit-IV</b>	<b>LO4</b>	Explain anti-caste resistance/ celebrations

Note: LO- Learning Outcome

<b>COURSE CONTENT</b>
<b>UNIT I: Subalternism: Foundations</b> a. Antonio Gramsci b. Edward Said's <i>Orientalism</i>
<b>Unit II: Theories of Subalternism</b> a. Homi K. Bhabha b. Ranajit Guha c. Gayatri Chakravorty Spivak d. Dipesh Chakrabarty
<b>Unit III: Subalternism: Perspectives from India</b> a. Kabir and Tukaram b. Tarabhai Shinde, Pandita Ramabai, B.R. Ambedkar, Jotirao Phule and Periyar E. Ramaswamy c. Contemporary Debates on Subalternism
<b>Unit IV: Subaltern cultures and resistance</b> a. Anti-Caste resistance/Bhim Jayanti celebrations and Tribal culture/resistance b. Resistance against Patriarchy c. Resistance of Religious Minorities

## Readings

Aloysius, G. (1997). *Nationalism and without a Nation in India*, New Delhi: Oxford University Press.

Ambedkar, B. R. (1987). *Dr. Babasaheb Ambedkar: Writings and Speeches*, Vol. 3. Mumbai: Educational Department Government of Maharashtra.

Ambedkar, B. R. (2003). *Annihilation of Caste*, New Delhi: Samyak Publication.

Ambedkar, B. R. (2016). *Dr. Babasaheb Ambedkar: Writings and Speeches*, Vol. 1. Mumbai: Educational Department Government of Maharashtra.

Bhabha, Homi K. (1994). *The Location of Culture*. New York and London: Routledge Publications.

Bhukya, B. (2017). Widening the Frames of Subaltern Studies, *Economic and Political Weekly*, Vol. LII No. 4, pp. 30-33.

Buttigieg, J. A. (1995). Gramsci on Civil Society, *Boundry*, Vol. 22 No. 3, pp. 1-32.

Chakrabarty, Dipesh. (1992). Postcoloniality and the Artifice of History: Who Speaks for "Indian" Pasts? *Representations* , No. 37. University of California Press. Pp.1-26.

Chakravarty, S. G. (1988). *Can the subaltern speak?* Basingstoke: Macmillan

Chatterjee, P. (1989). Caste and subaltern consciousness. In Guha, R. (Eds.), *Subaltern studies VI: Writings on South Asian history and society* (pp. 169-209). New Delhi: Oxford.

Chatterjee, Partha (2000). The Nation and Its Peasants. In Chaturvedi Vinayak (eds.), *Mapping Subaltern Studies and Postcolonial*, London: Verso.

Chatterjee, Partha (2009). *Ranjit Guha: The Small Voice of History*. In Partha Chatterjee (Eds.). New Delhi: Permanent black.

Chatterjee, Partha (2013). Subaltern Studies and Capital, *Economic and Political Weekly*, Vol. XLVIII No. 37.

Ghurye, G. S. (2014). *Caste and race in India*. Bombay: Popular Prakashan

Gramsci, A. (1992). Prison notebooks: Volume I. In Buttigieg, J. A. (Eds. & Trans.). New York: Columbia University Press.

Guha, R. (1982). Preface. In Guha, R. (Eds.), *Subaltern studies I: Writings on south Asian history and society* (pp. vii-viii). New Delhi: Oxford.

Ilaih, K. (1996). Productive labour, consciousness and history: The dalitbahujan alternative. In Amin, S. & Chakrabarty, D. (Eds.), *Subaltern studies IX: Writings on south Asian history and society* (pp: 165-200). New Delhi: Oxford.

Mayaram, Shail, Pandian, M. S. S. and Skaria, Ajay. (2005). *subaltern studies xii: muslims, dalits, and the fabrications of history*, New Delhi: Permanent Black & Ravi Dayal Publisher

Mohanty, Chandra Talpade. (1991). Introduction” and “Under Western Eyes.” *Third World Women and the Politics of Feminism*. (Eds.) Mohanty, Russo, Torres. Bloomington and Indianapolis: Indiana UP.

Omvedt, G. (2004). *Ambedkar: Towards an Enlightened India*, New Delhi: Penguins.

Omvedt, G. (2012). *Understanding Caste: From Buddha to Ambedkar and Beyond* (second edits.), New Delhi: Orient BlackSwan.

Pandey, G. (1982). Peasant revolt and Indian nationalism: The peasant movement in Awadh, 1919-22. In Guha, R. (Eds.), *Subaltern studies I: Writings on south Asian history and society* (pp: 143-197). New Delhi: Oxford.

Pandey, G. (1984). ‘Encounters and calamities’: The history of a north India Qasba in the nineteenth century. In Guha, R. (Eds.), *Subaltern studies III: Writings on south Asian history and society* (pp: 231-270). New Delhi: Oxford.

Pandey, G. (1994). The prose of otherness. In Arnold, D. & Hardiman, D. (Eds.), *Subaltern studies VIII: Essays in honour of Ranajit Guha* (pp: 188-221). New Delhi: Oxford.

Pandey, G. (1989). The colonial construction of ‘communalism’: British writings on Banaras in the nineteenth century. In Guha, R. (Eds.), *Subaltern studies VI: Writings on south Asian history and society* (pp: 132-168). New Delhi: Oxford.

Phule, J. (2016). *Selected writings of Jotirao Phule*. In Deshpande, G. P. (Edited, with annotations and introduction). New Delhi: Left Word Books.

Ramasamy, P. E. V. (2005) (3<sup>rd</sup> edition). Genesis of self-respect movement. In Veeramani, K. (Compiled), *Collected works of E. V. R. (63-80)*. Chennai: The Periyar Self-respect Propaganda Institution.

Spivak, G. (2010). "Can the Subaltern Speak?": Revised edition, from the "History" chapter of Critique of Postcolonial Reason. In MORRIS R. (Ed.), *Can the Subaltern Speak?: Reflections on the History of an Idea* (pp. 21-78). New York: Columbia University

Vishwanathan, R. (1997). *In Their Own Voices: Teenage Refugees and Immigrants from India Speak Out*. New York: Rosen Publishing Group.

Vishwanathan, R. (2014). *The Pariah Problem: Caste, Religion and the Social in Modern India (Cultures of History Series)*, New York: Columbia University Press.

Wakankar, M. (2005). The anomaly of Kabir: Caste and canonicity in Indian modernity. In Mayaram, S., Pandian, M. S. S. & Skaria, A. (Eds.), *Subaltern studies XII: Muslims, dalits, and fabrications of history* (99-139). New Delhi: Permanent Black & Ravi Dayal Publisher.



### M.A. Political Science Third Semester

**Sem-III      PLS-501                      Core                      Comparative Politics**

<b>Title of the Course:</b> Comparative Politics <b>Course Code:</b> PLS- 501 <b>Course Type:</b> Optional <b>Semester</b> III <b>Credits:</b> 4		
<b>Pre-requisites for the Course:</b> None		
<b>Objectives of the Course:</b> This compulsory paper intends to introduce comparative study of the institutional structures and political processes of various political systems. This paper attempts to enrich students with some of significant perspectives on this issue and takes four units to explore theoretical as well as empirical comparative experiences of different countries while analyzing their political trajectories.		
<b>Method of teaching:</b> Learning through this course would include lectures, critical reading sessions, assignments and examination.		
<b>Evaluation Method:</b> Participation in Class: 10% One Assignment: 15% Mid-Semester Examination: 25% End-Semester: 50%		
<b>On completion of the course, the students will be able to:</b>		
<b>Unit-I</b>	<b>LO1</b>	Understand the different approaches to the study of Comparative Politics
<b>Unit-II</b>	<b>LO2</b>	Explicate Modernization theories and its critiques by theorists of the dependency approach/underdevelopment and World System analysis
<b>Unit-III</b>	<b>LO3</b>	Explain the development of Modern State and the State in Capitalism, Socialist and Post-colonial societies.
<b>Unit-IV</b>	<b>LO4</b>	Understand theories of Nationalism
<b>Unit-V</b>	<b>LO5</b>	Explain Democratization, Social Movements, Revolutions

Course Content
<p><b>Unit I: Approaches to Comparative Politics</b></p> <ul style="list-style-type: none"> <li>a. Institution</li> <li>b. System, Structural – functional</li> <li>c. Culture</li> <li>d. Political Economy</li> </ul>
<p><b>Unit II: Development and Underdevelopment</b></p> <ul style="list-style-type: none"> <li>e. Modernization</li> <li>f. Growth, Development</li> <li>g. Underdevelopment</li> <li>h. Dependency</li> </ul>
<p><b>Unit III: Comparative approaches to State</b></p> <ul style="list-style-type: none"> <li>i. Development of Modern State</li> <li>j. State in Capitalism, Socialist and Post-colonial societies</li> <li>k. State: Democratic Authoritarianism</li> </ul>
<p><b>Unit IV: Theories of Nationalism</b></p> <ul style="list-style-type: none"> <li>l. Nation as an Imagined community</li> <li>m. Invention of tradition</li> <li>n. Nationalism as Modern Janus</li> <li>o. Invention of Nation</li> <li>p. Ethnic origin of nation</li> </ul>
<p><b>Unit V: Democratisation, Social Movements, Revolutions.</b></p>
<p><b>Readings:</b></p> <p>Agamben, G. (2005). <i>State of exception</i>. Chicago: University of Chicago Press.</p>

Alavi, H. and Shanin, T. (eds.) (1982). *Introduction to the sociology of 'developing societies.'* London and Basingstoke: Macmillan.

*and China.* Cambridge: Cambridge University Press.

Anderson, B. (1985). *Imagined communities' reflections on the origin and spread of nationalism.* London: Verso.

Blondel, J. (1981). *The discipline of politics.* London: Butterworths.

Burgess, M. (2006). *Comparative federalism: Theory and practice.* London: Routledge.

Calhoun, C. (1997). *Nationalism.* Buckingham: Open University Press.

Cambridge: Cambridge University Press.

Caramani, D. (2008). *Comparative politics.* Oxford: Oxford University Press.

Chatterjee, P. (1994). *Nation and its fragments.* New Delhi, Oxford University Press.

Chilcote, R. H. (1994). *Theories of comparative politics.* Westview Press: Boulder.

Croom Helm and St. Martin Press.

Duverger, M. (1954). *Political parties: Their origin and activities in modern state.* London: John Wiley.

Evans, P., Rueschmeyer, B.D. and Skocpol, T. (eds.) (1985). *Bringing the state back in.*

Gellner, E. (1983). *Nations and nationalism.* Ithaca: Cornell University Press.

Goodin, R.E. and Klingemann, H. (eds.), (1996). *The new handbook of political science.* London: Oxford University Press.

Hague, R. and Harrop, M. (2007). *Comparative government and politics.* London: Palgrave Macmillan.

Harriss, J. (2001). *Depoliticizing development: The World Bank and social capital.* Delhi: Leftword.

Hobsbawm, E. J. (1992). *Nations and nationalism since 1780: Programme, myth, reality.* Cambridge [England: Cambridge University Press.

Hobsbawm, E. J., & Ranger, T. O. (1983). *The Invention of tradition*. Cambridge: Cambridge University Press.

Howard J. Wiarda (ed.), *Comparative politics, Vol. I-V*. London: Routledge.

Justice. Cambridge: Polity

Lane, D. (1996). *The rise and fall of state socialism: Industrial society and the socialist state*. London: polity Press.

Lijphart, A. (2008). *Thinking about democracy*. London: Routledge.

Limqueco, P. and McFarlane, B. (1983). *Neo-Marxist theories of development*. London:

Moore Jr., B. (1967). *Social origins of dictatorship and democracy: Lord and peasant in*

Munck, G.L. and Snyder, R. (2008). *Passion, craft and method in comparative politics*. Baltimore: The John Hopkins University Press.

Nairn, T. (1975). The modern Janus. *New Left Review*, I (94), 3-29.

Sartori, G. (1976). *Parties and party system: A framework for analysis*. Cambridge: Cambridge University Press.

Skocpol, T. (1979). *States and social revolutions: A comparative analysis of France, Russia*. Cambridge: Cambridge University Press.

Smith, A.D. (2010). *Nationalism: Theory, ideology, history*. London: Polity Press.

### **SEM-1II PLS-502 MODERN INDIAN POLITICAL THOUGHT**

<b>Title of the Course: Modern Indian Political Thought</b>
<b>Semester -III</b>
<b>Type of Course:</b> Compulsory
<b>Course Code:</b> PLS-502
<b>Credits:</b> 4

<b>Contact Hours:</b> The paper will be taught 4 hours per week for 15 weeks.		
<b>Pre-requisites for the Course:</b> None		
<b>Objectives of the Course:</b> This paper introduces modern Indian political thought. The students will read the original texts of modern Indian political thought. Debates around the texts will also be explored.		
<b>Method of Teaching:</b> Class room teaching. Students are expected to read the suggested materials before coming to the class which will contribute to the interactive nature of the class. The students should be an active and participatory learner.		
<b>Evaluation Method:</b> <ol style="list-style-type: none"> <li>5. Participation in Class: 10%</li> <li>6. One Assignment: 15%</li> <li>7. Mid-Semester Examination: 25%</li> <li>8. End-Semester: 50%</li> </ol>		
<b>On completion of the course, the students will be able to</b>		
<b>Unit-1</b>	<b>LO1</b>	delineate colonialism with reference to tradition and modernity debate
<b>Unit-11</b>	<b>LO2</b>	fathom discourses on nature of political community
<b>Unit-III</b>	<b>LO3</b>	Explain nationalism and new humanism
<b>Unit-IV</b>	<b>LO4</b>	discuss modernity with reference to caste, class and gender

Note LO-Learning Outcome

<b>Course Content</b>
<b>Unit I: Understanding Colonialism</b> <ol style="list-style-type: none"> <li>a. Tradition and Modernity Debate</li> </ol>
<b>Unit II: Discourse on nature of Political Community</b> <ol style="list-style-type: none"> <li>a. B. G. Tilak: <i>Swaraj</i></li> <li>b. M.K. Gandhi: <i>Critique of Modern Civilisation</i></li> <li>c. Muhammad Iqbal: <i>Political community</i></li> </ol>

**Unit III: Nationalism and New Humanism**

- a. R. N. Tagore: *Nationalism and Internationalism*
- b. M. N. Roy: *New Humanism/Philosophical materialism*

**Unit IV: Modernity: Caste, Class and Gender**

- a. Pandita Ramabai: *Caste and Gender*
- b. Jotirao Phule: *Caste and Slavery*
- c. B.R. Ambedkar: *Equality and Justice*
- d. Jawaharlal Nehru: *Modernity and Secularism*

**Reading List**

Chakravarti, U. (2013). *Rewriting history: The life and times of Pandita Ramabai*. New Delhi: Zubaan.

Damodaran, K. (1967). *India thought : A critical survey*. Bombay: Asia Publishing House.

Deshpande, G.P. (2002). *Selected writings of Jotirao Phule*. New Delhi: LeftWord.

Devy, G. N. (1998). *Between tradition and modernity: India's search for identity*. Delhi: Sage.

Gopal, S. (2003). *Jawaharlal Nehru: A biography*. New Delhi: Oxford University Press.

Hardiman, D. (2003). *Gandhi in his time and ours: Indian Legacy*. New Delhi: Permanent Black.

Majeed, J. (2009). *Islam, aesthetics, and postcolonialism*. New Delhi: Routledge.

Manjapra, K. (2010). *M.N. Roy: Marxism and colonial cosmopolitanism*. New Delhi: Routledge

Mehta, V. R and Pantham, T. (eds.) (2006). *Political ideas in modern India: Thematic Explorations*. New Delhi: Sage.

Omvedt, G. (1991). *Dalits and the democratic revolutions: Dr. Ambedkar and the Dalit movement in Colonial India*. New Delhi: Sage.

Pantham, T. (1995). *Political theories and social reconstruction: A Critical survey of the literature on India*. New Delhi. Sage.

Pantham, T. and Deutsch, K.L. (1986). *Political thought in modern India*. New Delhi: Sage.

Parel, A. (2006). *Gandhi's philosophy and the quest for harmony*. Cambridge: Cambridge University

Parel, A. (2009). From political thought in India to Indian political thought. In T. Shogimen and C. J. Nederman Plymouth (eds.), *Western Political Thought in Dialogue with Asia*, 187-208. Lanham: Lexington Books.

Pati, B. (ed.). (2012). *Bal Gangadhar Tilak: Popular readings*. New Delhi: Primus Books.

Richter, W.L. (2009). *Approaches to political thought*. Rowman & Littlefield Publishers, INC.

Tagore, R.N. (2009). *Nationalism*. New Delhi: Penguin.

**SEM-III      PLS-521                      Optional                      Public Policy**

**Title of the Course:** Public Policy

**Course Code:** PLS-521

**Course Type:** Optional

**Semester** III

**Credits** 4

***Pre-requisites for the Course:*** None

**Evaluation Method:**

Participation in Class: 10%

One Assignment: 15%

Mid-Semester Examination: 25%

End-Semester: 50%

**Course Objective:** The objective of the paper is to introduce public policy to students. Besides introduction, paper substantially elaborates three approaches to public policy, agents of change in policy making and debates on public policy in India. The paper would acquaint students to public policy and its numerous dimensions for critical evaluation.

On completion of the course, the students will be able to:

Unit-I	LO1	Understand Public Policy, features of Public Policy and Components of Public Policy
Unit-II	LO2	Understand approaches to public policy
Unit-III	LO3	Explain Socio-economic milieu and Constitutional Provisions , Bureaucracy, Media and Judicial Activism, Corporate Bodies, Public-Private partnerships and Civil Society
Unit-IV	LO4	Articulate about different aspects of public policy in India

Note: LO- Learning Outcome

<b>COURSE CONTENT</b>
<b>UNIT I: Introduction</b> a. Defining Public Policy b. Features of Public Policy c. Components of Public Policy
<b>Unit II: Approaches to Public Policy</b> a. Development Administration b. Political Economy of Public Policy c. New Public Management
<b>Unit III: Agents of Change</b> a. Socio-economic milieu and Constitutional Provisions b. Bureaucracy, Media and Judicial Activism c. Corporate Bodies d. Public-Private partnerships and Civil Society



#### **Unit IV: Public Policy in India**

- a. Mixed Economy and Public-Sector Undertakings
- b. Globalisation and Structural Adjustment Programme
- c. Civil Society, Interest Groups, Public Opinion and Multi-level governance
- d. Democratic Decentralisation

#### **Readings**

- Amenta, E. (1993). The state of the art in welfare state research on social spending efforts in capitalist democracies since 1960. *American Journal of Sociology*, 99, 750–763.
- Anderson, J.E., (2006). *Public Policy-Making: An Introduction*. Boston: Houghton.
- Ashford, D. (ed.) (1992). *History and context in comparative public policy*. Ithaca, NY: University of Pittsburgh Press.
- Bergerson, P. J. (ed.), (1991). *Teaching public policy: theory, research and practice*. Westport, RI: Greenwood Press.
- Birkland, T. A. (2001). *An introduction to the policy process*. London: M. E. Sharpe.
- Dunn, N. W. (2004). *Public policy analysis: An introduction*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Fred M., (1979). *Public policy: Scope and logic*. New Jersey: Prentice-Hall.
- Ham, C. and Hill, M., (1984). *The policy process in the modern capitalist state*. Sussex: Harvester.
- Harvey, D (2007). *A brief history of neoliberalism*. Cambridge, MA: Oxford University Press.
- Lasswell, H. (1971). *A preview of policy sciences*. New York: Elsevier.
- Mathew, G and Jain, L. C (eds.), (2005). *Decentralisation and local governance*. Orient BlackSwan.
- Mathur, K. (2009). *From government to governance*. New Delhi: National Book Trust.
- Mathur, K. (2013). *Public policy and politics in India: How institutions matter*. New Delhi: Oxford University Press.
- Moran, M., Rein, M. and Goodin, R. (eds.). (2006). *The oxford handbook of public policy*. Oxford: Oxford University Press

O'Connor, J. (1973). *The fiscal crisis of the state*. New York, NY: St. Martin's.

Panitch, L. and Konings, M. (2009). Myths of neoliberal deregulation. *New Left Review*, 57, 67–83.

Self, P. (1993). *Government by the market? The political of public choice*. Boulder. Westview.

Singh, S. and Sharma, P. (eds.) (2007). *Decentralization: Institutions and politics in rural India*. New Delhi: Oxford University Press.

Somers, M. and Block, F. (2005). From poverty to perversity: ideas, markets, and institutions over 200 years of welfare debate. *American Sociological Review*, 70, 260–287.

**SEM-III    PLS-522       Optional       Democracy: Theories and Practices**

**Title of the Course:** Democracy: Theories and Practices

**Course Code:** PLS-522

**Course Type:** Optional

**Semester:** III

**Credits:** 4

***Pre-requisites for the Course:*** None

**Evaluation Method:**

Participation in Class: 10%

One Assignment: 15%

Mid-Semester Examination: 25%

End-Semester: 50%

**Course Objective:** This course is an attempt to introduce students to contemporary debates on the theories and practices of democracy. The course provides an outline of the basic types of modern democracy and examines key constitutional institutions of democracy.

**On completion of the course, the students will be able to:**

<b>Unit-I</b>	<b>LO1</b>	understand the important theories of democracy
<b>Unit-II</b>	<b>LO2</b>	Understand several aspects related to democratisation.
<b>Unit-III</b>	<b>LO3</b>	Explain Democracy as a model of Peace-building
<b>Unit-IV</b>	<b>LO4</b>	Articulate Challenges and prospects of democracy.

Note: LO- Learning Outcome

<b>COURSE CONTENT</b>
<p><b>UNIT I: Theories of Democracy</b></p> <ul style="list-style-type: none"> <li>a. Deliberative Democracy</li> <li>b. Participatory Democracy</li> <li>c. Consociational Democracy</li> <li>d. Cosmopolitan Democracy</li> </ul>
<p><b>Unit II: Democratization</b></p> <ul style="list-style-type: none"> <li>a. Huntington's waves of Democracy</li> <li>b. Non- Party-Political Process</li> <li>c. People's movement and Human Rights</li> <li>Education and Democracy</li> </ul>
<p><b>Unit III: Democracy as a model of Peace-building</b></p> <ul style="list-style-type: none"> <li>a. Export of Democracy</li> <li>b. Humanitarian Intervention</li> </ul>
<p><b>Unit IV: Democracy: Challenges and Prospects</b></p> <ul style="list-style-type: none"> <li>a. Underdevelopment</li> <li>b. Politics of Majoritarianism: Inclusion and Exclusion</li> <li>c. Globalization and Inequality</li> <li>d. Human Rights Violations</li> </ul>

## Readings

Alam, Javeed. (2004). *Who Wants Democracy*, New Delhi: Orient Longman Publications.

Arend Lijphart, "The Puzzle of Indian Democracy", in Nirja Gopal Jaya, *Democracy in India*, Delhi: OUP, pp. 326-57

Beetham, David. (2006). *What is democracy?* A Beginner's Guide to Democracy, Oxford: One World Publication.

Bernard Manin, Adam Przeworski and Susan Stokes. (1999). "Elections and Representation" in Adam Przeworski and others (ed). *Democracy, Accountability and Representation*, Cambridge: Cambridge University Press, pp. 29-54.

Christophe Jaffrelot, "Introduction", in *Rise of Plebians: The Changing Face of Indian Legislative Assemblies* (ed), New Delhi: Routledge, 2009, pp. 1-26.

Dahl, Robert and others (ed), *The Democracy Source book*, Cambridge: MIT Press.

Dahl, Robert. (2000). *On Democracy*, London: Yale University Press.

David Held. (2006). "Democracy, the Nation-state and the Global System", in *Models of Democracy*, California: Stanford University Press.

David Miller. (1983). "The competitive model of democracy" in Graeme Duncan (ed), *Democratic Theory and Practice*, Cambridge: Cambridge University Press, pp. 133-55.

Deepak Nayyar. (2001). "Economic Development and Political Democracy" Interaction of Economics and Politics in Independent India", in Niraja Gopal Jayal (ed), *Democracy in India*, OUP, 2001, pp. 361-96.

Dewey, John (2001), *Democracy and Education*, Pennsylvania State University.

Frankel Francine R. , Hasan Zoya, Bhargava Rajeev and Arora Balveer. (2002). *Transforming India: Social and Political Dynamics of Democracy*, New Delhi: Oxford University Press.

Frank Cunningham. (2002). *Theories of Democracy: A Critical introduction*, London: Routledge.

Jaffrelot, Christophe. (2003). *India's Silent Revolution: The Rise of Lower Castes in North India*, London: Orient Blackswan.

Hans Blomkvist. (2003). "*Social Capital, Civil Society and Degree of Democracy in India*", in Carolyn M. Elliott (ed), *Civil Society and Democracy*, OUP, in Making Modern World, Penguin: Harmondsworth.

Macpherson, C. B. (1966). *The Real World of Democracy*, Oxford: Oxford University Press.

Mark Bevir. (2004). *Democratic Governance*", Working Paper, Berkeley: University of California.

Michal Levin, (1983): "Marxism and democratic theory", in Graeme Duncan (ed), *Democratic Theory and Practice*, Cambridge: Cambridge University Press, pp. 58-78.

Moore, Barrington. (1979). *Social Origins of Dictatorship and Democracy: Lord and*

*Peasant in the Making of the Modern World*, Boston, MA: Beacon Press.

Pateman, Carole. (1970). *Participation and Democratic Theory*, New York: Cambridge University Press.

Pratap Bhanu Mehta. (2003). *The Burden of Democracy: Interrogating India*: Michigan: Penguin.

<b>Title of the Course:</b> Conflicts in South Asia <b>Course Code:</b> PLS-523 <b>Course Type:</b> Optional <b>Semester:</b> III <b>Credits:</b> 4		
<b>Pre-requisites for the Course:</b> None		
<b>Evaluation Method:</b> Participation in Class: 10% One Assignment: 15% Mid-Semester Examination: 25% End-Semester: 50%		
<b>Objectives of the Course:</b> This optional course aims at making students understand the conflicts in South Asia from a peace and conflict studies perspective introduces students to issues of conflicts in South Asia.		
<b>Modalities of the Course:</b> Learning through this course would include lectures, critical reading sessions, assignments and examination- two internal assessments which consist of review of book/articles, discussion, and presentation: and a written mid-term examination and the final examination.		
On completion of the course, the students will be able to:		
<b>Unit-I</b>	<b>LO1</b>	Understand the historical background and Colonialism leading to drawing of boundaries and the following problem of statelessness, IDPs and Refugees in the South Asian region.
<b>Unit-II</b>	<b>LO2</b>	Understand Self-determination and ethnic religious conflicts between state and non-state actors with examples drawn from India, Sri Lanka, Pakistan, and Bangladesh.
<b>Unit-III</b>	<b>LO3</b>	Articulate the problem of refugees and stateless people in the region is the subject of study of the third unit.
<b>Unit-IV</b>	<b>LO4</b>	Explain Refugees, Internally Displaced Persons (IDPs) and Statelessness in South Asia.

<b>Unit-V</b>	<b>LO5</b>	Explain Ethnic, Ideological and Identity Conflicts in South Asia.
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<b>Course Content</b>
<b>Unit I: Historical Background</b> a. Colonialism and State Formation b. Migration of populations during Colonial Period c. Artificial Boundaries and Demarcation of Borders
<b>Unit II: Secessionist Movements in South Asia</b> a. Kashmir b. Baluchistan c. Demand for <i>Nagaim</i> and Mizo National Front d. Srilanka: Demand for Tamil Eelam
<b>Unit III: Conflict over Resources and Climate Change</b> a. Interstate Water Conflicts: India and Pakistan, India and Bangladesh & India and Nepal b. Right to Land and Forests in Tribal India: A case study of Naxalism c. Rise of sea-level: Maldives and Bangladesh
<b>Unit IV: Refugees, Internally Displaced Persons (IDPs) and Statelessness in South Asia</b> a. Refugees from Tibet, Srilanka and Bangladesh in India b. Pashtun refugees in Pakistan c. Lhotshampas in Nepal d. Stateless people-Biharis, Indian Tamils and Rohingya
<b>Unit V: Ethnic, Ideological and Identity Conflicts in South Asia</b> a. Violence against Religious Minorities b. Identity Conflicts: Pashtuns in Pakistan, Caste-based violence in India, Maoists in Nepal c. State-sponsored violence in South Asia d. Ethnic Conflicts: Tamils in Srilanka, Hazaras in Pakistan
<b>Readings:</b> 1. Kumar, R. (2005). <i>Making peace with partition</i> . Penguin Books India.

2. Liyanage, S, Sahadevan, P. & Kinra, A. (2009) *Intra- State Conflicts and Interstate Relations: Perspectives on India- Sri Lanka Relations*, Colombo: South Asia Peace Institute.
3. Bandarage, A. (2008). *The separatist conflict in Sri Lanka: Terrorism, ethnicity, political economy*. Routledge.
4. Johnson, R. (2005). *A region in turmoil: South Asian conflicts since 1947*. Reaktion Books.
5. Jalal, A. (1995). *Democracy and authoritarianism in South Asia: A comparative and historical perspective* (Vol. 1). Cambridge University Press.
6. Pandey, G. (2006). *The construction of communalism in colonial North India*. Oxford: Oxford University Press.
7. Varshney, A. (2003). *Ethnic conflict and civic life: Hindus and Muslims in India*. Yale University Press.
8. Wirsing, R., Jasparro, C., Stoll, D. (2013) *International Conflict over Water Resources in Himalayan Asia*. Palgrave: Macmillan.
9. Matthew, R. Hammill. A. (2007) Resource Rights and Conflict in South Asia, *Peace Review: A Journal of Social Justice*, 19(1),43-49.
10. Hossain, Ishtiaq. (1998). Bangladesh-India Relations: The Ganges Water-Sharing Treaty and Beyond. *Asian Affairs: An American Review*. 25(3), 331-350.
11. Giri, B. R. (2004). Bhutan: ethnic policies in the dragon kingdom. *Asian Affairs*, 35(3), 353-364.
12. Hutt, M. (1996). Ethnic nationalism, refugees and Bhutan. *Journal of Refugee Studies*, 9(4), 397-420.
13. Gallenkamp, M. (2017). The history of institutional change in the Kingdom of Bhutan: a tale of vision, resolve, and power. *Heidelberg Papers in South Asian and Comparative Politics*, (61).
14. Nayak, N. (2007). The Maoist movement in Nepal and its tactical digressions: A study of strategic revolutionary phases, and future implications. *Strategic Analysis*, 31(6), 915-942.



15. Baral, L. R. (2001). Nepal in 2000: Discourse of Democratic Consolidation. *Asian Survey*, 41(1), 138-142.
16. Nandini. S., (2016) *The Burning Forest: India's War in Bastar*, Juggernaut.
17. Hilali, A. Z (2005) Political and Ethnic Waves in South Asia, *Pakistan Horizon*, 58(3) pp. 55-75
18. Behera N.C. (2006), *Demystifying Kashmir*, Brookings Institution Press.
19. Rashid, A. (2009), *Descent into Chaos: The U.S. and the Disaster in Pakistan, Afghanistan, and Central Asia*, Penguin Books

**SEM III      PLS-524      OPTIONAL**

**UNDERSTANDING JUSTICE**

**Title of the Course:** Understanding Justice

**Course Code:** PLS-524

**Course Type:** Optional

**Semester:** III

**Credits:** 4

**Pre-requisites for the Course:** None

**Evaluation Method:**

Participation in Class: 10%

One Assignment: 15%

Mid-Semester Examination: 25%

End-Semester: 50%

**Course Objective:** Justice is one of the central concerns of political philosophy. Since the time of Ancient Greek philosophy till the contemporary time, philosophers have interpreted and reinterpreted it from various perspectives. In modern times liberal conception of justice may be considered as a focal point. Other ideas of justice may be seen as responses to the liberal conception. Global justice is another theme discussed in this paper. It denotes different measures to address the global injustices arising

out of globalization. This paper aims at making the students explore different ideas of justice.

**On completion of the course, the students will be able to:**

Unit-I	LO1	Understand the basic idea of justice and its types.
Unit-II	LO2	Grasp the liberal idea of justice, as theorised by John Rawls, and its critics.
Unit-III	LO3	Comprehend the solutions offered by different thinkers to the problems of caste, race and disability.
Unit-IV	LO4	Explain global justice.

Note: LO- Learning Outcome

<b>COURSE CONTENT</b>
<p align="center"><b>Unit I: Introduction</b></p> <p>a. What is Justice?</p> <p>b. Contrasting ideas in Justice: Substantial/Procedural, Corrective/Distributive</p> <p>c. Justice in Greek Philosophy: Plato and Aristotle</p>
<p align="center"><b>Unit II: Justice and its Critics</b></p> <p>a. Liberalism (Rawls) <i>A Theory of Justice</i></p> <p>b. Capability Approach: Amartya Sen and Martha Nussbaum</p> <p>c. Communitarianism (Michael Sandel) <i>Liberalism and the Limits of Justice</i></p> <p>d. Libertarianism (Robert Nozick) <i>Anarchy, State and Utopia</i></p> <p>e. Feminism, Susan Moller Okin <i>Justice, Gender, and the Family</i></p>
<p align="center"><b>Unit III: Addressing the Injustice of Caste, Race and Disability</b></p> <p>a. Gandhi: <i>Sarvodaya</i> and <i>Swaraj</i></p> <p>b. Ambedkar: <i>Annihilation of caste</i></p> <p>c. Periyar</p> <p>d. Phule: <i>Gulamgiri</i></p> <p>e. Franz Fanon: <i>White Skin Black Mask</i></p> <p>f. Martha Nussbaum: <i>Frontiers of Justice: disability, nationality, species membership</i></p>
<p align="center"><b>Unit IV: Global Justice</b></p>

- a. Thomas Pogge: Negative Duty
- b. Peter Singer: Positive Duty
- c. David Miller: Remedial Responsibilities

## Readings

Aristotle, *Nicomachean Ethics*, translated by Roger Crisp, Cambridge: Cambridge University Press, 2000.

—, *The Politics*, translated by Thomas Sinclair, Harmondsworth: Penguin, 1962.

Barry, Brian, 1989, *Theories of Justice*, Hemel Hempstead: Harvester-Wheatsheaf.

—, 1995, *Justice as Impartiality*, Oxford: Oxford University Press.

Brock, G. and D. Moellendorf (eds.), 2005, *Current Debates in Global Justice*, Dordrecht: Springer.

Brooks, T. (ed.), 2008, *The Global Justice Reader*, Malden, MA: Blackwell.

Chatterjee, D. (ed.), 2004, *The Ethics of Assistance: Morality and the Distant Needy*, Cambridge: Cambridge University Press.

— (ed.), 2011, *The Encyclopedia of Global Justice*, Dordrecht: Springer..

Cohen, G.A., 1989, “On the Currency of Egalitarian Justice,” *Ethics*, 99: 906–44.

—, 2008, *Rescuing Justice and Equality*, Cambridge, MA: Harvard University Press.

Fraser, Nancy, 1997, *Justice Interruptus: Critical Reflections on the “Postsocialist” Condition*, Routledge: New York.

----- (2008) *Scales of Justice* .Columbia University Press

----- (2012) On Justice, *New Left Review*, 74

Harsanyi, John, 1975, "Can the Maximin Principle Serve as a Basis for Morality? A Critique of John Rawls's Theory," *American Political Science Review*, 69: 594–606.

Hassoun, N., 2012, *Globalization and Global Justice: Shrinking Distance, Expanding Obligations*, Cambridge: Cambridge University Press.

Johnston, David, 2011, *A Brief History of Justice*, Oxford: Wiley-Blackwell.

Knight, Carl and Zofia Stemplowska (eds.), 2011, *Responsibility and Distributive Justice*, Oxford: Oxford University Press.

MacIntyre, Alasdair, 1988, *Whose Justice? Which Rationality?*, London: Duckworth.

Mandle, J., 2006, *Global Justice*, Cambridge: Polity Press.

Miller, David, 1999, *Principles of Social Justice*, Cambridge, MA: Harvard University Press.

—, 2001, "Distributing Responsibilities," *Journal of Political Philosophy*, 9 (4): 453–471.

—, 2007, *Nationalism and Global Responsibility*, Oxford: Oxford University Press.

Miller, R., 2010, *Globalizing Justice: The Ethics of Poverty and Power*, Oxford: Oxford University Press.

Nozick, Robert, 1974, *Anarchy, State and Utopia*, Oxford: Blackwell.

Nussbaum, M., 1995, "Human Capabilities, Female Human Beings," in *Women, Culture and Development: A Study of Human Capabilities*, M. Nussbaum and J. Glover (eds.), Oxford: Oxford University Press, pp. 61–104.

----- 2006, *Frontiers of Justice: disability, nationality, species membership*, Cambridge, MA: Harvard University Press.

Okin, Susan, 1989, *Justice, Gender, and the Family*, New York: Basic Books.

Olsaretti, Serena (ed.), 2003, *Justice and Desert*, Oxford: Oxford University Press.

Paul, Jeffrey (ed.), 1982, *Reading Nozick : essays on Anarchy, State, and Utopia*, Oxford: Blackwell.

Plato, *Republic*

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## M.A. SEMESTER IV

**SEM-IV      PLS-551      Core      International Relations**

<b>Title of the Course:</b> International Relations <b>Course Code:</b> PLS-551 <b>Course Type:</b> Core <b>Semester:</b> IV <b>Credits:</b> 4		
<b>Pre-requisites for the Course:</b> None		
<b>Evaluation Method:</b> Participation in Class: 10% One Assignment: 15% Mid-Semester Examination: 25% End-Semester: 50%		
<b>Course Objective:</b> To provide students an in-depth knowledge about theoretical and conceptual subject matter of International Relations to the students in order to have comprehensive and analytical understanding of the discipline. Course attempts to make familiar with some significant dynamic concepts which have taken different meaning in the changing context of international politics.		
<b>On completion of the course, the students will be able to:</b>		
Unit-I	LO1	Understand about the emergence, meaning and debates for International Relations.
Unit-II	LO2	Explain the various significant theories of International Relations.
Unit-III	LO3	Deliberate on the ongoing power politics in international politics from the beginning of twentieth century.
Unit-IV	LO4	Explicate the various ideas and mechanism of war and peace.

### COURSE CONTENT

#### Unit I: Introduction

- a. Definition: What is International relations?

- b. Evolution: Emergence of International System and Emergence of International Relations as a discipline
- c. Scope: Great Debate; Meta Theoretical and methodological issues

### **Unit II: Theories of International Relations**

- a. Idealism /Liberalism vs Classical Realism vs Marxism
- b. Neo-realism and Neoliberalism
- c. Critical Approach: Constructivists, feminist, neo- Marxist, International society, English School
- d. Normative approaches: global Justice, Cosmopolitanism

### **Unit III: Powers and Hegemon in International Politics**

- a. Powers Politics: World War I & II
- b. Cold war and its Aftermath
- c. New Imperialism debate
- d. Nature of International system: Unipolarity and Multipolarity
- e. Forms of Dependency and Assertions
- f. NAM

### **Unit IV: War and Peace: A Conceptual Analysis**

- a. Dynamic nature of Wars: Old and New Wars
- b. War and Revolution
- c. Dimensions of Conflict and Methods of Conflict Resolutions.
- d. Discourses on Peace and Peaceful Settlement of international disputes
- e. Creating Peace: Peacebuilding, Peace-making, Peacekeeping, Peace enforcement

### **Reading List**

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- Robert W. C. (1996) "Gramsci, hegemony and international Relations: An Essay in Method", *Millennium: Journal of International Studies* 12: 162-75.
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**SEM-IV      PLS-552                      Core                      Research Methodology**

**Title of the Course:** Research Methodology

**Course Code:** PLS-552

**Course Type:** Core

**Semester:** IV

**Credits:** 4

**Pre-requisites for the Course:** None

**Evaluation Method:**

Participation in Class: 10%

One Assignment: 15%

Mid-Semester Examination: 25%

End-Semester: 50%

**Course Objective:** The objective of the paper is to introduce research methods and methodology to students. They will be equipped with methods of data collection and data analysis.

On completion of the course, the students will be able to:

Unit-I	LO1	Understand philosophy of science and social science
Unit-II	LO2	Explicate mode of enquiries in research methods.
Unit-III	LO3	Explain sampling and data collection methods.
Unit-IV	LO4	Articulate research design and research proposal.

<b>Course Content</b>
<p align="center"><b>Unit I. Science and Social Sciences</b></p> <p>a. Philosophy of Sciences, Social Sciences</p> <p>b. Explanation, Causality, and Reason</p> <p>c. Understanding and Hermeneutics</p>
<p align="center"><b>Unit II. Mode of Inquiries</b></p> <p>a. Historical</p> <p>b. Comparative</p> <p>c. Postmodernism</p> <p>d. Dialectical</p> <p>e. Feminist</p>
<p align="center"><b>Unit III. Engaging with Data</b></p> <p>e. Meaning of Data</p> <p>f. Primary Data and Secondary Data</p> <p>g. Sampling and Data Collection Methods</p> <p>h. Analysing Qualitative and Quantitative Data</p>
<p align="center"><b>Unit IV. Research Design, Writing Research, and Research Ethics</b></p> <p>a. Designing Research Proposal</p> <p>b. Quotes, Paraphrasing, Plagiarism</p> <p>c. Referencing</p> <p>d. Research Ethics</p>
<p><b>Reading List:</b></p> <p>Alasuutari, P., Bickman, L., Brannen, J. (eds) () The SAGE handbook of social research methods. London: SAGE.</p> <p>Bryman, A. (2012). Social research methods. London: Oxford University Press.</p> <p>Foucault, M. (1980). Power/knowledge: Selected interviews and other writings. New York: Pantheon Books.</p> <p>Harding, S. (ed.) (1987). Feminism and methodology: Social science issues. Bloomington: Indiana University Press.</p> <p>Howell, M. and Prevenier, W. (2001). From reliable sources: An introduction to historical methods. Ithaca, NY: Cornell University Press.</p>

Lewis-Beck, M. L., Bryman, A., Liao, T. F. The Sage Encyclopaedia of Social Science Research Methods

Mallon, T. (2001). Stolen words: The classic book on plagiarism. London: A Harvest Book.

Oliver, P. (2010). The student's guide to research ethics. Berkshire: Open University Press, McGraw-Hill Education.

Outhwaite, W. and Turner, S.P. (2007). The SAGE Handbook of social science methodology. London: SAGE.

Publication Manual of the American Psychological Association, Sixth Edition American Psychological Association

Seale, C. (ed.) (2004). Social research methods: A reader. London: Routledge.

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Walliman, N. (2006). Social research methods. London: SAGE .

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Woods, A. W . (2004). The dialectical method. In Allen W Wood Karl Marx. New York: Routledge.

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**Sem IV      PLS-571      Optional      Contemporary Politics in West Asia and North Africa**

**Title of the Course:** Contemporary Politics in West Asia and North Africa (WANA)

**Course Code:** PLS-571

**Course Type:** Optional

<b>Semester IV</b>		
<b>Credits:</b> 4		
<b><i>Pre-requisites for the Course:</i></b> None		
<b>Evaluation Method:</b> Participation in Class: 10% One Assignment: 15% Mid-Semester Examination: 25% End-Semester: 50%		
<b><i>Objectives of the Course:</i></b> The course aims at enabling students to understand different aspects of contemporary politics in West Asia and North Africa. Conflict, wars, state repression, political violence and consequently lack of peace and violation of human rights is an endemic feature of WANA. The region has witnessed many wars and armed conflicts involving both state and non-state actors as well as regional and extra-regional powers. This optional course will enable students to understand the political and social forces convulsing the region.		
<b>Modalities of the Course:</b> Learning through this course would include lectures, critical reading sessions, assignments and examination- two internal assessments which consist of review of book/articles, discussion, and presentation: and a written mid-term examination and the final examination. Course Outline:		
On completion of the course, the students will be able to:		
<b>Unit-I</b>	<b>LO1</b>	Understand State formation and conflicts in WANA.
<b>Unit-II</b>	<b>LO2</b>	Understand Armed conflicts in West Asia and North Africa.
<b>Unit-III</b>	<b>LO3</b>	Articulate Ethnicity, Minorities and Refugees in the region and its ramifications globally.
<b>Unit-IV</b>	<b>LO4</b>	Explain social movements and resistance for change in West Asia and North Africa

<b>Course Content</b>
<p><b>Unit I: State formation and conflicts in WANA</b></p> <ul style="list-style-type: none"> <li>i. Fall of the Ottoman Empire and the emergence of Colonialism</li> <li>ii. Zionism, Arab nationalism &amp; the Arab Israeli conflict.</li> <li>iii. Kingdom of Saudi Arabia and the rise of Wahhabism.</li> <li>iv. Role of External Forces</li> </ul>
<p><b>Unit II: Armed conflicts in West Asia and North Africa</b></p> <ul style="list-style-type: none"> <li>i. Islamic Revolution in Iran (1979) and the rise of Islamism in the region</li> <li>ii. Emergence of armed groups: PLO, Hamas and Hezbollah</li> <li>iii. Kurdistan Workers' Party (PKK) and the Kurdish Question</li> <li>iv. Rise of ISIS and Fundamentalism</li> </ul>
<p><b>Unit III: Ethnicity, Minorities and Refugees in WANA</b></p> <ul style="list-style-type: none"> <li>i. Arabs and Druze in Israel / Kurds in Turkey, Iran and Iraq</li> <li>ii. Sectarian conflicts: Shias- Sunni conflict, Yazidis and Houthis in the region.</li> <li>iii. Refugees and Statelessness: Palestinians and the Resolution 232</li> <li>iv. Refugees in Syria and Iraq</li> </ul>
<p><b>Unit IV: Social Movements and Resistance for Change</b></p> <ul style="list-style-type: none"> <li>i. One State vs Two-state solution, Boycott, Divestment and the Sanctions (BDS) movement in Palestine, Naqba Uprising (2018) and Peace Now</li> <li>ii. Green Movement in Iran/ Protests against the Islamic republic (2019-20)</li> <li>iii. Tunisian Revolution/ Ennhada Movement 2011</li> <li>iv. Egyptian Revolution, 2011</li> </ul>
<p><b>Readings:</b></p> <p>Beverley Milton-Edwards, <i>Contemporary Politics in the Middle East</i>, (Cambridge: Polity Press, 2011).</p>



Benny Morris, *The Birth of the Palestinian Refugee Problem, 1947-1949* (Cambridge University Press, 1987)

Ilan Pappé, *The Making of the Arab Israeli Conflict, 1947-1951* (I. B. Tauris, 1992)

Zachary Lockman, *Contending Visions of the Middle East* (Cambridge: University Press, 2004).

David Fromkin, *A Peace to End all Peace: The Fall of the Ottoman Empire and the Creation of the Modern Middle East*, Owl Books, Paperback 2001 (New York: Avon Books, 1989)

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Gerner, Deborah J., ed., *Understanding the Contemporary Middle East* (London: Lynne Rienner Publishers, 2000)

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Jessica Montell, Learning from What Works: Strategic Analysis of the Achievements of the Israel-Palestine Human Rights Community, *Human Rights Quarterly*, Volume 38, Number 4, November 2016, pp. 928-968

Ahmad Doostmohammadi, Seyyed Abdolazim Mousavi, and Javad Amani Sari Beigloo, A Study of the Causes of Wars between the Government and the Shiites of Yemen Based on "Fuzzy Cognitive Maps" *Journal of International and Area Studies*, Vol. 19, No. 1 (June 2012), pp. 97-114

Alfred Stepan, Tunisia's Transition and the Twin Tolerations, *Journal of Democracy*, Volume 23, Number 2, April 2012.

Jean-Pierre Filiu, *The Arab Revolution: Ten Lessons from the Democratic Uprising* (London: C. Hurst, 2011)

Monica Marks, Tunisia's Ennahda: Rethinking Islamism in the context of ISIS and the Egyptian coup, [https://www.brookings.edu/wp-content/uploads/2016/07/Tunisia\\_Marks-FINALE.pdf](https://www.brookings.edu/wp-content/uploads/2016/07/Tunisia_Marks-FINALE.pdf)

Reinoud Leenders, Iraqi Refugees in Syria: Causing a Spillover of the Iraqi Conflict? *Third World Quarterly*, Vol. 29, No. 8 (2008), pp. 1563-1584

Laurie Brand, Palestinians in Syria: The Politics of Integration, *Middle East Journal*, Vol. 42, No. 4 (Autumn, 1988), pp. 621-637

Joseph Sasoan, *Iraqi Refugees in the Middle East: The new crisis in the Middle East*, (I. B. Tauris, 2009)

Michael Herb. "Princes and Parliaments in the Arab World." *Middle East Journal* Vol.58, no. 3(Summer 2004): 367-384

Mohamed Tozy. "Islamists, Technocrats, and the Palace." *Journal of Democracy* Vol. 9, no. 1(January 2008): 34-41

Lisa Anderson. "The State in the Middle East and North Africa." *Comparative Politics*, Vol.20, no. 1(October 1987): 1-18.

Gregory F. Gause. "Why Middle East Studies Missed the Arab Spring: The Myth of Authoritarian Stability." *Foreign Affairs* (July/August 2011).

Nikki. R. Keddie. "Arab and Iranian Revolts 1979-2011: Influences or Similar Causes?" *International Journal of Middle East Studies*, 44 (2012): 150-152.

Charles Kurzman. "The Arab Spring: Ideals of the Iranian Green Movement, Methods of the Iranian Revolution." *International Journal of Middle East Studies*, 44 (2012): 162-165.

Charles Kurzman, *The Unthinkable Revolution in Iran* (Cambridge, Mass.: Harvard University Press, 2004)

Marc Lynch, *The Arab Uprising: The Unfinished Revolutions of the New Middle East* (Public Affairs, 2013)

Fawaz A. Gerges, *ISIS: A History* (Princeton University Press, 2017)

Mehran Kamrava, *The Modern Middle East* (Berkeley: University of California Press, 2011)

**SEM-IV      PLS-572      Optional      Local Government in India**

**Title of the Course:** Local Government in India

**Course Code:** PLS-572

**Course Type:** Optional

**Semester** IV

**Credits:** 4

**Pre-requisites for the Course:** None

**Evaluation Method:**

Participation in Class: 10%

One Assignment: 15%

Mid-Semester Examination: 25%

End-Semester: 50%

**Course Objective:** The course aims at equipping the students with knowledge about different aspects of local government in India. to acquaint the students with the history of local self-government and relevant constitutional provisions. To make the students familiar with issues and challenges concerning local self-government in India.

On completion of the course, the students will be able to:

<b>Unit-I</b>	<b>LO1</b>	Understand the history of Local Government in India
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<b>Unit-II</b>	<b>LO2</b>	Explain various constitutional provision related to local government in India.
<b>Unit-III</b>	<b>LO3</b>	Understand the journey from government to governance.
<b>Unit-IV</b>	<b>LO4</b>	Articulate the challenges before local governance in India.

<b>Course Content</b>	
<b>Unit I: History of Local Government in India</b>	
<ul style="list-style-type: none"> <li>a. Colonial Interventions: Lord Rippon's Resolution, Royal Commission on Decentralization</li> <li>b. Gandhian Intervention,</li> <li>c. Post-Independence: Balbantrai Mehta committee, Ashok Mehta Committee, Community Development Programme,</li> </ul>	
<b>Unit II: Constitutional Provisions</b>	
<ul style="list-style-type: none"> <li>a. 73rd Constitutional Amendments: Rural local self-government institutions: Gram Sabha and Gram Panchayat, Panchayat Samiti, Zilla Parishad</li> <li>b. 74th Constitutional Amendment: Urban local Self-government institutions: (Nagar Panchayat, Municipal Council, Municipal Corporation)</li> <li>c. Powers, Functions and Finance of Institutions of Local Governance</li> <li>d. State Election Commission</li> </ul>	
<b>Unit III: Government to Governance</b>	
<ul style="list-style-type: none"> <li>a. People's Participation</li> <li>b. Empowerment and MGNREGA</li> <li>c. Involvement of Civil Society, Community and NGOs.</li> <li>d. Political Parties and Local Government Elections, Women's participation, decentralization, use of ICT and e-Governance</li> </ul>	
<b>Unit IV: Challenges before Local Governance</b>	
<ul style="list-style-type: none"> <li>a. Proxy Powerholders</li> <li>b. Limited Devolution of Power, Lack of resources</li> <li>c. Corruption</li> <li>d. Traditional institutions</li> </ul>	

## Readings

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- Bandyopadhyay, D., Ghosh, S.K, and Ghosh, B. (2007). Dependency versus Autonomy: The identity crisis of India's Panchayats. In Manoranajn Mohanty, Richard Baum, Rong Ma, George Methew (eds.). *Grass-Roots Democracy in India and China: The Right to Participate*. New Delhi: Sage Publications.
- Bose, A. (1966). *Studies in India's Urbanization*. Delhi: Institute of Economic Growth.
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- DeSouza, P.R. (2002). Decentralisation and local government: The “second wind” of democracy in India. in Zoya Hasan, E. Sridharan, and R. Sudharshan (eds.), *India's living constitution: Ideas, practices and controversies*. New Delhi: Permanent Black. pp. 370-404.
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- Issac, Thomas & Franke., Richard W. (2000). *Local government and development: People's campaign for decentralized planning in Kerala*. Delhi. Leftword.
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- Jayal, N.G. and Mehta, P.B. (eds.). (2010). *The Oxford companion to politics in India*. New Delhi: Oxford University Press
- Jayal, N.G., Prakash, A. and Sharma, P. (eds.) *Local governance in India: Decentralization and beyond*. New Delhi: Oxford University Press.
- Jenkins, R. and Manor, J. (2017). *Politics and the right to work: India's national rural employment guarantee act*. London: Hurst.

- John, M.E. (2007). „Women in *power*? Gender, caste and the politics of local urban governance. *Economic and Political Weekly*, 42 (39), 3986-3993.
- Maddick, H. (1970). *Panchayati raj: A study of rural local government in India*. London: Longmans.
- Maheswari, S.R. (2003). *Local government in India*: Agra: Lakshmi Narain Agarwal.
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- Mathur, K. (2013). *Panchayati Raj*: Oxford India Short Introductions. New Delhi: Oxford University Press.
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- Mishra, B.B. (1983). *District administration and rural development in India*. Delhi: Oxford University Press.
- Mukherjee, A. (1994). *Decentralization: Panchayats in the nineties*. New Delhi: Vikas.
- Mullen, R.D. (2011). *Decentralization, local governance, and social wellbeing in India: Do local governments matter?* London: Routledge.
- Ravillion, M. & G. Datt (1987). *Growth and poverty in rural India*. Washington D.C: World Bank.
- Reddy, G. R. and Haragopal, G. (1985). The pyraveekar: "the fixer" in rural India. *Asian Survey*, 25 (11), 1148-1162.
- Rural Urban Relationship Committee Report* (1966). Ne Delhi: Ministry of Health and Family Planning, Government of India.
- Singh, S. (2016). *The Local in Governance: Politics, decentralization, and environment*. New Delhi: Oxford University Press.
- Toye, J. (1987). *Dilemmas of development*. Oxford: Blackwell.

**Title of the Course:** Gender and Political Theory

**Course Code:** PLS-573

**Course Type:** Optional

**Semester:** IV

**Credits:** 4

**Pre-requisites for the Course:** None

**Evaluation Method:**

Participation in Class: 10%

One Assignment: 15%

Mid-Semester Examination: 25%

End-Semester: 50%

**Course Objective:** By discussing excerpts from important books and articles written by feminist thinkers and scholars, this course aims at equipping the students with concepts and issues in gender and political theory. At the end of the course the students are expected to be familiar with the issues and complexities raised by feminism.

**On completion of the course, the students will be able to:**

Unit-I	LO1	Understand the concept of gender.
Unit-II	LO2	Grasp different perspectives of feminism.
Unit-III	LO3	Comprehend the interplay between gender and intersectionalities.
Unit-IV	LO4	Articulate the feminist position on history of political thought.

Note: LO- Learning Outcome

COURSE CONTENT	
<b>Unit I</b>	
<b>Introduction to Gender</b>	
<ul style="list-style-type: none"> <li>• Sex/gender</li> <li>• Patriarchy</li> <li>• Public/private</li> </ul>	
<b>Unit II</b>	
<b>Perspectives on Feminism</b>	

- waves of feminism
- liberal feminism
- radical feminism
- post-structural, post-modern and post-colonial

### Unit III

#### Gender and Intersectionalities

- gender and class: Marxist/socialist feminism
- gender and caste: dalit feminism
- gender and race: black feminism

### Unit IV

#### Women and political thought

- feminist position on the history of political thought
- women doing political theory
  - Mary Wollstonecraft, *The Vindication of the Rights of Women*
  - Carole Pateman, *The Sexual Contract*
  - Nancy Fraser, *Justice Interruptus: Critical Reflections on the 'Post-Socialist' Condition*
  - Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity*
  - Wendy Brown, *Manhood and Politics: A Feminist Reading of Political Theory*

#### Readings

Beasley, C., (1999) *What is Feminism?* London: Sage

Beauvoir, Simone de (1953). *The second sex*. New York. Knopf.

Brown, W. (1988). *Manhood and Politics: A Feminist Reading of Political Theory*. New York: Rowman & Littlefield.

Brownmiller, Susan. (1993). *Against our will: men, women, and rape*. New York: Fawcett Books,

Bryson, V. (co-edited by Campling, J.), (2003) *Feminist political Theory: An Introduction*, Basingstoke: Macmillan



Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. New York: Routledge.

Butler J. and J W Scott, eds., (1992) *Feminists Theorize the Political*. New York: Routledge.

Chakravarty, U.(2003). *Gendering Caste: Through A Feminist Lens*. Kolkata: Stree

Coole, D. (1993). *Women in Political Theory: From Ancient Misogyny to Contemporary Feminism* Sussex: Wheatsheaf Books Ltd.

DiStefano, C. (1991). *Configurations of Masculinity: A Feminist Perspective on Modern Political Theory*. Ithaca, NY: Cornell University Press

Elshtain, J.B., (1981) *Public Man, Private Woman: Women in Social and Political Thought*, Oxford: Martin Robertson

Engels, F., Morgan, L. H., & Engels, F. (1972). *The origin of the family, private property, and the state*. New York: Pathfinder Press.

Figes, E. (1987). *Patriarchal attitudes*. New York: Persea Books.

Firestone, S. (1971). *The dialectic of sex: The case for feminist revolution*. New York: Bantam Books.

Fraser, N. (1997). *Justice Interruptus: Critical Reflections on the 'Post-Socialist' Condition*. New York: Routledge.

Friedan, B. (1963). *The feminine mystique*. New York: Norton.

Gilligan, C. (1982) *In a Different Voice: Psychological Theory and Women's Development*. Cambridge Mass: Harvard University Press

Government of India (1974). *Towards Equality: Report of the committee on the status of women in India*. New Delhi: Department of Social Welfare, Ministry of Education and Social Welfare, Government of India.

Greer, G. (1970). *The female eunuch*. London: MacGibbon & Kee.

Guru, G. (1995). Dalit women talk differently. *Economic and Political Weekly*, 30 (41-42), 2548-2550.

Haraway, D. (1991) 'A cyborg manifesto: science, technology, and socialist-feminism in the late twentieth century', in *Simians, Cyborgs and Women: the reinvention of nature*. London: Free Association Books.

Hirschmann, N. J. (2008) *Gender, class and freedom in modern political theory*. Princeton: Princeton University Press.

Marcuse, H. (1974). Marxism and feminism. *Women's studies*, 2(3), 279-288.

Mill, J. S., & Longmans, Green, Reader, and Dyer, (1869). *The subjection of women*. London: Longmans, Green, Reader and Dyer.

Millett, K. (2000). *Sexual politics*. Urbana: University of Illinois Press.

Mitchell, J. (1974). *Psychoanalysis and feminism: Freud, Reich, Laing, and women*. New York: Pantheon Books.

Oakley, Ann (1972) *Sex, Gender and Society*. London: Maurice Temple Smith Ltd.

Okin, S. M. (1979) *Women in Western Political Thought*. Princeton University Press

Okin, S.M. (1989). *Justice, gender and the family*. New York: Basic Books.

Pateman, C. (1988) *The Sexual Contract*. Redwood City, CA: Stanford University Press.

Peterson, V.S. (2005). How (the meaning of) gender matters in political economy. *New Political Economy*, 10(4), 499-521.

Rege, S. (1998). Dalit women talk differently: a critique of 'difference' and towards a dalit feminist standpoint position. *Economic and Political Weekly*, 33 (44), WS-39-46

Sperling, L. (2001) *Women, Political Philosophy and Politics*. Edinburgh University Press

- Squires, J., (1999) *Gender in Political Theory*. Cambridge: Polity Press
- Sunstein, C. (ed.) (1990) *Feminism and Political Theory*. Chicago: University of Chicago Press
- Waugh, P. (1998) 'Modernism, Postmodernism, Gender: the View from Feminism' in Sandra Kemp and Judith Squires (eds.) *Feminisms*. Oxford: Oxford University Press
- Wollstonecraft, M., & Ward, C. (1996). *A vindication of the rights of woman*. Mineola, N.Y: Dover Publications.
- Young, I. M. (1997). *Intersecting Voices: Dilemmas of Gender, Political Philosophy and Policy* Princeton: Princeton University Press

### SEM-1V PLS-574 CONTEMPORARY POLITICAL THEORY

<b>Title of the Course:</b> Contemporary Political Theory
<b>Semester -IV</b>
<b>Type of Course:</b> Optional
<b>Course Code:</b> PLS-574
<b>Credits:</b> 4
<b>Contact Hours:</b> The paper will be taught 4 hours per week for 15 weeks.
<b>Objectives of the Course:</b> The paper intends to introduce contemporary political theory. The paper avoids overlapping with those papers offered for comprehensive political theory or political thought or critical traditions. It offers to engage with four crucial contemporary development in political theory which have a far-reaching impact to not only understand social realities but also the advancement of social sciences and humanities. These

four debated developments are *ideology*, *biopower*, *precarity*, and *recognition/redistribution/ intersectionality*. Discussion by way of the contemporary political theory becomes crucial in the backdrop of the neoliberal order, ascriptive violence, and structural saturation.

**Method of Teaching:** Classroom teaching and use of visuals. Students will be provided reading materials.

**Evaluation Method:**

Participation in Class: 10%

One Assignment: 15%

Mid-Semester Examination: 25%

End-Semester: 50%

**On completion of the course, the students will be able to**

<b>Unit-1</b>	<b>LO1</b>	comprehend the contour of Ideology with reference to Anthony Giddens and Slavoj Zizek
<b>Unit-11</b>	<b>LO2</b>	know biopower concerning Michel Foucault and Giorgio Agamben
<b>Unit-III</b>	<b>LO3</b>	discuss precarity in the writings of Guy Standing and Judith Butler
<b>Unit-IV</b>	<b>LO4</b>	highlight the significance of redistribution and recognition regarding Axel Honneth, Nancy Fraser, and Kimberle Crenshaw

**Note LO-Learning Outcome**

<b>Course Content</b>
<p align="center"><b>Unit I: Ideology</b></p> <p>a. Anthony Giddens, <i>Four Theses On Ideology</i></p> <p>b. Slavoj Zizek, <i>The Sublime Object of Ideology</i></p>
<p align="center"><b>Unit II: Biopower</b></p> <p>a. Michel Foucault, <i>Biopower</i></p>

b. Giorgio Agamben, *Sovereign Power*

### **Unit III: Precarity**

a. Guy Standing: *Arrival of Precariat*

b. Judith Butler: *Regulation of Life*

### **Unit IV: Redistribution and Recognition**

a. Axel Honneth: *Recognition and Reification*

b. Nancy Fraser: *Recognition and Redistribution*

c. Kimberle Crenshaw: *Intersectionality*

### **Reading List**

Agamben, G. (1998). *Homo sacer. Sovereign power and bare life*. Stanford, Calif: Stanford University Press.

Arendt, H. (1951). *The origins of totalitarianism*. New York: Harcourt Brace.

Breman, J. (2013). A bogus concept? *New Left Review*, 84, 130–138.

Butler, J. (2004). *Precarious life: The powers of mourning and violence*. London: Verso.

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1989 (Article 8). Available at: <https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>

Foucault, M. (1978). *The history of sexuality*. New York: Pantheon Books.

Foucault, M., Senellart, M., Ewald, F., & Fontana, A. (2009). *Security, territory, population: Lectures at the Collège de France, 1977-1978*. New York, N.Y: Picador/Palgrave Macmillan.

Fraser, N. (1995). *From redistribution to recognition? Dilemmas of justice in a 'postsocialist' age*. *New Left Review*, 212 (July/August), 68-93.

Fraser, N. (2001). Recognition without ethics?. *Theory, Culture & Society*, 18 (2–3), 21–42.

Fraser, N. (2005). Mapping the feminist imagination: from redistribution to recognition to representation. *Constellations.*, 12 (3), 295–307.

Fraser, N., & Honneth, A. (2003). *Redistribution or recognition?: A political-philosophical exchange*. London: Verso.

Genel, K. (2006). The question of biopower: Foucault and Agamben. *Rethinking Marxism: A Journal of Economics, Culture & Society*, 18 (1), 43–62.

Giddens, A. (1983). Four theses on ideology. *Canadian Journal of Political and Social Theory*, 7, 18–21.

Honneth, A. (2008). *Reification: A new look at an old idea*. Oxford: Oxford University Press.

Jonna, R. J. and Foster, J. B. (2016). *Marx's theory of working-class precariousness*. *Monthly Review*, 67(11). Retrieved from <https://monthlyreview.org/2016/04/01/marxs-theory-of-working-class-precariousness>.

Myers, T. (2003). *Slavoj Žižek*. London: Routledge, 2003.

Standing, G. (2011). *The precariat: The new dangerous class*. London: Bloomsbury.

Thompson, S. (2006). *The political theory of recognition. A critical introduction*. London: Polity.

Žižek, S. (1989). *The sublime object of ideology*. London: Verso.

**SCHOOL OF LIBRARY AND INFORMATION SCIENCE  
CENTRAL UNIVERSITY OF GUJARAT  
Gandhinagar**

**MASTER OF LIBRARY AND INFORMATION SCIENCE  
COURSE STRUCTURE FOR CBCS SEMESTER SYSTEM  
WITH CREDITS (76)**

**Revised & Approved  
COURSE AND CREDIT STRUCTURE  
By  
Board of Studies, SLIS  
15<sup>th</sup> September 2021**

**SCHOOL OF LIBRARY AND INFORMATION SCIENCE  
CENTRAL UNIVERSITY OF GUJARAT  
Gandhinagar**

**MASTER OF LIBRARY  
AND INFORMATION SCIENCE (M.Lib.I.Sc.)**

*LEARNING OUTCOMES OF THE PROGRAMME*

1. To teach to the students the basic philosophy and ethics of librarianship and to make them conscientious library and information professionals.
2. The students will be trained to apply foundational concepts, theories, and principles to problems of information organization and access in print and electronic environment.
3. Communicate with diverse stakeholders, promoting not just access to but also effective use of information services and systems in specific contexts.
4. Compare and critically analyze information resources, structures, standards and needs in relation to historical and global alternatives.
5. Use evidence to help address information problems, meet information needs, and create relationships in their institutions, communities, profession, and the world.
6. To acquaint the students with the basics of computers, networks, and major applications of existing and emerging technologies in libraries and information centers.
7. To generate awareness among students concerning the basic management principles and management techniques applicable in libraries and information centres and help them to understand library procedures.
8. To develop students' familiarity with various Reference and Information Sources including electronic resources and their evaluation; develop their skills for reference and information services.
9. To understand the role of information in societal and global development.
10. To help students acquire a deeper understanding of library development, library education and the needs of different kinds of library users.



**School of Library and Information Science  
Central University of Gujarat**

Master of Library and Information Science  
COURSE AND CREDIT STRUCTURE

<u>Semester</u>	<u>Course Code</u>	<u>Course Title</u>	<u>Credits</u>
1	LIS 401	Knowledge Society	4
	LIS 402	Knowledge Organization I: Classification (Theory & Practice)	4
	LIS 403	Knowledge Processing I: Cataloguing (Theory & Practice)	4
	LIS 404	Information Sources and Services	4
	LIS 405	Information Communication Technology (Theory & Practice)	4
2	LIS 451	Management of Libraries and Information Centers	4
	LIS 452	Information Storage and Retrieval	4
	LIS 453	Knowledge Organization II: Classification (Theory & Practice)	4
	LIS 454	Knowledge Processing II: Cataloguing (Theory & Practice)	4
	LIS 455	Library Automation (Theory & Practice)	4
3	LIS 501	Research Methodology	4
	LIS 502	Digital Libraries (Theory & Practice)	4
	LIS 503	Web Technologies in Information Management (Theory & Practice)	4
	LIS 542	Library Internship in a Recognized Library/Information Centre and Field Trip	6
4	LIS 551	Knowledge Management	4
	LIS 552	Informetrics and Scientometrics	4
	LIS 571*	Social Science Information Systems	4
	LIS 572*	Community Information Systems	
	LIS 573*	Science Information Systems	
	LIS 574*	Agricultural Information Systems	
	LIS 575*	Health Information Systems	
	LIS 591	Project/Dissertation	6
		<b>Total credits</b>	<b>76</b>

\*Students are required to select any one course from LIS-571 to LIS-575

## SEMESTER I

<b>Name of the Programme</b>	<b>Master of Library and Information Science</b>
<b>Course Title</b>	<b>Knowledge Society</b>
<b>Course Number</b>	<b>LIS 401</b>
<b>Semester</b>	<b>1</b>
<b>Credits</b>	<b>4</b>

### Objectives of the Course:

- To introduce the basic concepts of knowledge and its formation
- To understand the influence of knowledge in the society
- To understand the process of communication

### Course Content:

**Unit 1:** Evolution of Knowledge Society, Components, Dimensions, and Indicators of Knowledge Society. Data, Information, and Knowledge-Conceptual Differentiation; Knowledge based Institutions: different kinds; objectives and functions; library as a social and knowledge institution

**Unit 2:** Information and communication: Models, channels and barriers; trends in scientific communication; Information Literacy, Digital Literacy: Purpose, functions, objectives and models. Information Literacy – Global Perspectives

**Unit 3:** Libraries: History, types and functions; Five Laws of Library Science;

**Unit 4:** Legislative framework for library development and information provision; Public Library legislation; UNESCO Public Library Manifesto, Delivery of Books Act; Right to Information Act; IPR and Copyright; Components; National Knowledge Commission, Creative Commons, Role of Library in New Education Policy & National Science & Technology Policy

**Unit 5:** Information profession: Genesis and development of LIS profession, Librarianship as a profession, LIS Education in India professional ethics, professional bodies and association (National and international). their activities

**Method of Teaching:** Lectures, Seminars, Library visits, Fieldtrips, etc.

**Method of Assessment:** Assignment, Seminar Presentations, Mid-term, and End-term written examinations

### Recommended Readings

1. Gorman, Michael (2000). Our enduring values librarianship in the 21st century. Chicago American Library Association
2. Prashar, R.G. (1991), Information and its Communication, Medallian Press, New Delhi

3. SinghaRoy, Debal K (2014). Knowledge society: new identities in emerging India. New York Cambridge University Press
4. Ibohal Singh, Ch. (Charoibam), Raja Rammohun Roy Library Foundation & Manipur Library Association (2008). Importance of libraries in knowledge society. Manipur Library Association (MALA), Imphal
5. Duff, Alistair. (2001). *Information Society Studies*. London: Routledge
6. Harris, Michael H., Harris, Pamela C and Hannah, Stan A.(1998). *Into the Future: The Foundations of Library and Information Services in the Post-Industrial Era*. 2nd ed. Greenwich, Conn.: Ablex Publishing
7. Kent, Allen. (1994). *Encyclopedia of Library and Information Science*. NY: Marcel Dekker
8. Ranganathan, S R. (1957). *Five Laws of Library Science*. 2<sup>nd</sup> ed. Mumbai: Asia.
9. Ranganathan, S. R. (1988). *The Five Laws of Library Science*. Bangalore: Sarada Ranganathan Endowment for Library Science.
10. Wiegand, Wayne A. et al.(eds.).(1994). *Encyclopedia of Library History*. NY: Garland Publishing.
11. Bala, Harsha. (2010). *Towards building a knowledge society*. USA: Authorpress.
12. Dhavan, S.M. (2010). *Public Libraries in the Knowledge Society*. New Delhi: Serial
13. Eisenberg, Michael B & Lowe, Carrie A & Spitzer, Kathleen L & Spitzer, Kathleen L. Information literacy (2004). Information literacy: essential skills for the information age (2nd ed). Libraries Unlimited, Westport, Conn
14. Breivik, Patricia Senn & Gee, E. Gordon (1989). Information literacy: revolution in the library. American Council on Education: Macmillan; London: Collier Macmillan, New York

<b>Name of the Programme</b>	<b>Master of Library and Information Science</b>
<b>Course Title</b>	<b>Knowledge Organization I: Classification (Theory &amp; Practice)</b>
<b>Course Number</b>	<b>LIS 402</b>
<b>Semester</b>	<b>1</b>
<b>Credits</b>	<b>4</b>

#### **Objectives of the Course:**

- To understand the importance of library classification in organization of knowledge.
- To understand the formation of subjects in the Universe of Subjects and be acquainted with major schemes of classification.
- To understand the theory of classification.
- To know the different schemes of classification
- To develop skills of classification.
- To develop skills in subject analysis and synthesis of different facets.
- To develop proficiency in using Dewey Decimal Classification to construct Class Numbers for documents of different disciplines / subjects.

#### **Course Content:**

##### **Theory**

**Unit 1:** Universe of Subjects: Formation, structure, and development of subjects

**Unit 2:** Library Classification: Meaning and Purpose; Historical Perspectives,

**Unit 3:** Mapping of Universe of subjects in major schemes of Library classification – Dewey Decimal Classification, Universal Decimal Classification, Library of Congress Classification and Colon Classification.

**Unit 4:** General Theory of Classification; Normative Principles; Three planes of work; Five Fundamental Categories: PMEST; Facet Analysis- Postulates; Principles of facet sequence. Principles of helpful sequence.

**Unit 5:** Notation; Call Number and its components

### **Practice**

#### **Construction of Class Numbers for documents of different disciplines / subjects using Dewey Decimal Classification latest edition.**

- Introduction to the use of the DDC
- Analysis of a work; direct approach; Main classes, Divisions and Sections
- Use of notes likes “scope”, “Inclusion”, “Class here” “Optional provision” etc.
- Using synthetic features: Add from schedules
- Use of Table 1 ‘Standard Subdivisions’; Table 2 ‘Area’; Table 3 ‘Subdivisions of individual literature’; Table 4 ‘Subdivisions of individual languages’; Table 5 ‘Racial, Ethnic, National Groups’, and Table 6 ‘Languages’.

### **AND**

#### **Construction of Class Numbers for documents of different disciplines / subjects using Colon Classification 6<sup>th</sup> Revised edition**

- Steps in classification, Basic subjects (including canonical classes), Systems and specials.
- Compound subjects, Fundamental categories, Facet sequence, Rounds and Levels, and synthesis of class number.
- Use of Anteriorising and posteriorising Common isolates, Language isolates, Space isolates & Time isolates.
- Use of different Devices.
- Dealing with complex subjects, complex isolates and complex array isolates.

### **Recommended Readings**

1. British Standards Institute. (1988). *Universal Decimal Classification*. London: BSI.
2. Dewey, M. (2003). *Dewey Decimal Classification* (22<sup>nd</sup> ed., 4 Vols.). Ohio: OCLC.
3. Foskett, A. C. (1996). *Subject Approach to Information*. 5<sup>th</sup> ed. London: Library Association
4. Krishan, Kumar. (1998). *Theory of Classification*. 4<sup>th</sup> rev. ed. Delhi: Vikas Pub. House.
5. Mills, J. (1952). *Modern outline of library classification*. Bombay: Asia.
6. Palmer, B. I. & Wells, A. J. (1951). *Fundamentals of library classification*. London: George Allen and Unwin.

7. Parkhi, R. S. (1964). *Decimal Classification and Colon Classification in perspective*. Bombay: Asia.
8. Phillips, W. H. (1953). *Primer of book classification*. London: The Library Association.
9. Ranganathan, S. R. (1962). *Elements of Library Classification*. 3<sup>rd</sup> ed. Bombay: Asia
10. Ranganathan, S. R. (1963). *Colon Classification* (6<sup>th</sup> ed.) (with amendments). Bombay: Asia.
11. Ranganathan, S. R. (1987). *Colon Classification*. (7<sup>th</sup> ed.). Revised and edited by M.A.Gopinath. Bangalore: Sarada Ranganathan Endowment for Library Science.
12. Ranganathan, S. R. (1989). *Prolegomena to Library Classification*. Assisted by M. A. Gopinath. 3<sup>rd</sup> rep. ed. Bangalore: SRELS
13. Sayers, Berwick W C. (1958). *An introduction to library classification*. London: Grafton and Co.
14. Taylor, A. J. and Miller, D. P. (2007). *Introduction to Cataloging and Classification*. (10<sup>th</sup> ed). New Delhi: Atalntic Publishers.
15. Wynar, B. S. and Miller, D P. (2000). *Wynar's introduction to cataloging and classification*. (9<sup>th</sup> ed.). Englewood, Co.: Libraries Unlimited

<b>Name of the Programme</b>	<b>Master of Library and Information Science</b>
<b>Course Title</b>	<b>Knowledge Processing – I: Cataloguing (Theory &amp; Practice)</b>
<b>Course Number</b>	<b>LIS 403</b>
<b>Semester</b>	<b>1</b>
<b>Credits</b>	<b>4</b>

### **Objectives of the Course:**

- Emphasizes information organization and access in settings and systems of different kinds.
- To be acquainted with the theory and practice of Library Cataloguing
- To understand different catalogue codes and standards for bibliographic description.
- To have hands on practice of cataloguing of different types of books using international standards.
- To understand the rules and practices of document description for books (Monographs) according to Anglo American Cataloguing Rules-2R.

### **Course Content**

#### **Theory**

**Unit 1:** Resource Description: Concepts and definition. Library catalogue – Meaning, Definition, Purpose, Functions and Objectives of a library catalogue.

**Unit 2:** History and development of Catalogue codes and practices. Catalogue Codes – Anglo American Cataloguing Rules 2nd Revised Edition, Classified Catalogue Code and Resource Description and Access (RDA)

**Unit 3:** Evolution of the physical forms and inner forms of catalogue; Kinds of entries, their structure and uses. Filing rules and procedures.

#### **Unit 4:** Normative Principles: Laws, Canons and Principles

**Unit 5:** Bibliographic Content Standards for Description: International Standard Bibliographic Description (ISBD), Functional Requirements of Bibliographic Records (FRBR), Resource Description Framework (RDF)

**Method of Teaching:** Lectures, Practical Sessions, Seminars, Online presentations, Group Discussions, Library Visits.

**Method of Assessment:** Assignments, Seminar Presentations, Mid-term, and End-term written examination

#### **Recommended Readings**

1. American library association. (1968). *ALA Rules for filing catalog cards*. Chicago: ALA.
2. *Anglo-American Cataloguing Rules* (2<sup>nd</sup> rev. ed.). (1988). Chicago: ALA and Library Association.
3. Cutter, Charles A. (1949). *Rules for a Dictionary Catalogue*. London: Library Grafton & Co.
4. Girja Kumar, & Krishan Kumar. (1988). *Theory of cataloguing* (5<sup>th</sup> ed.). New Delhi: Vikas.
5. Fritz, D. A. (2009). *Cataloging with AACR2: Anglo American cataloging rules and MARC21 for books, electronic resources, sound recordings, videorecordings, and serials*. (2<sup>nd</sup> ed.). New Delhi: Pentagon Press.
6. Hunter, Eric J. (1989). *Examples illustrating AACR-2* (1988) revision. London: LA.
7. IFLA. (2007). *ISBD (International Standard Bibliographic Description)*. ISBD: International standard bibliographic description (consolidated ed.). München: K. G. Saur.
8. IFLA, Study Group on the Functional Requirements for Bibliographic Records. (2010). *Functional Requirements for Bibliographic Records*. München: K.G. Saur
9. Krishan Kumar. (1990). *An introduction to AACR-2*. New Delhi: Vikas.
10. Maxwell, Margaret F. 1989. *Handbook for AACR-2* (1988) revision. Chicago: ALA.
11. Maxwell, R. L. 2014. *Maxwell's handbook for RDA: explaining and illustrating RDA using MARC21*. London: Facet Publishing
12. Miller, Joseph (Ed.). (2000). *Sear's List of Subject Headings* (17<sup>th</sup> ed.). New York: Wilson.
13. Merring, M. (2014). *The RDA workbook: learning the basics of Resource Description and Access*. Englewood, Co.: Libraries Unlimited
14. Olson, H. A. and Boll, J. J. (2001). *Subject analysis in online catalogs*. (2<sup>nd</sup> ed.). Englewood, Co.: Libraries Unlimited.
15. Ranganathan, S. R. (1964). *Classified Catalogue Code with additional rules for Dictionary catalogue code* (5<sup>th</sup> ed.). Bombay: Asia.
16. Ranganathan, S. R. (1974). *Cataloguing practice* (2<sup>nd</sup> ed.). Bombay: Asia.
17. Taylor, A. J. and Miller, D. P. (2007). *Introduction to cataloging and classification*. (10<sup>th</sup> ed.). New Delhi: Atalntic Publishers.
18. Wynar, B. S. and Miller, D P. (2000). *Wynar's introduction to cataloging and classification* (9<sup>th</sup> ed.). Englewood, Co.: Libraries Unlimited.

#### **Practice**

#### **OBJECTIVES**

- To develop skills of cataloging.
- To understand the rules and practices of document description for Books (Monographs) according to Anglo American Cataloguing Rules-2.
- Preparing Catalogue Entries (Main, Added and Reference Entries) for Book (Monographs) using Anglo American Cataloguing Rules- Second revised edition.
- Assigning Subject Headings to all entries (Using at least one Standard Subject Heading)

**UNIT 1:** Single Personal Authorship; Joint Authorship; Works of more than three Authors

**UNIT 2:** Collaborative Works; Series; Multivolume Works; Pseudonymous Authors; Composite Works

**UNIT 3:** Corporate Authorship- Government Publications, Proceedings of Conferences, Seminars, Workshops; Other Corporate Bodies: Organizations, Institutions, Societies; Uniform Titles - Sacred Scripture, Anonymous Works

**UNIT 4:** Non-Book Materials-Serials, Cartographic Materials, Manuscripts, Graphic Materials, Printed Music, Sound Recordings, Motion Pictures & Video Recordings, Micro Forms, Electronic Resources

**Method of Teaching:** Lectures, Practical Sessions, Journal Work, Online Presentations, Library Visits.

**Method of Assessment:** Journal Work; Assignments; Mid-term and End-term Practical written Examination

## READINGS

1. *Anglo-American Cataloguing Rules* (2<sup>nd</sup> rev. ed.). (1988). Chicago: ALA and Library Association.
2. *Anglo-American Cataloguing Rules* (2<sup>nd</sup> rev. ed.). (2003). Chicago: ALA and Library Association.
3. Hunter, Eric J. (1989). *Examples illustrating AACR-2* (1988) revision. London: LA.
4. Krishan Kumar. (1990). *An introduction to AACR-2*. New Delhi: Vikas.
5. Maxwell, Margaret F. (1989). *Handbook for AACR-2* (1988) revision. Chicago: ALA.
6. Miller, Joseph (Ed.). (2000). *Sear's List of Subject Headings* (17<sup>th</sup> ed.). New York: Wilson.
7. Bristow, B.A. and Farrar, C. S. (Eds.). (2014). *Sears List of Subject Headings*. New York: Grey House Publishing

<b>Name of the Programme</b>	<b>Master of Library and Information Science</b>
<b>Course Title</b>	<b>Information Sources and Services</b>
<b>Course Number</b>	<b>LIS 404</b>
<b>Semester</b>	<b>1</b>
<b>Credits</b>	<b>4</b>

### **Objectives of the Course:**

- To understand the different types of information sources (print and digital), systems and services
- To study various categories of Information systems
- To study Information Needs, use and user studies, information literacy
- Understand the significance of referral centres, information analysis centres, databanks etc

### **Course Content:**

**Unit 1:** Information Sources –Documentary and Non-Documentary, Print and Non-Print, Grey Literature; Primary, Secondary and Tertiary Sources and their characteristics, Reference Sources. Regional language information sources and services; Govt. Information Sources;

**Unit 2:** Different categories of information systems: Libraries, Information and Documentation centres, Learning Resource centres: Learning Commons, Information Commons, Reesearch Commons, Referral centres, Information analysis centres, Databanks etc; their structure, functions, products, and services

**Unit 3:** Electronic Resources: e-Journals, e-Books, Online Databases, Digital Reference Collection; Institutional Repositories, Data Repositories, e-print archives, ETDs; Web Resources: Blogs, Portals, Wikis, Subject Gateways & Virtual Libraries, Social Book Marking etc., Open Access Resources, Resource Guides (Creating Resource Guides using Open Software like Subject Plus)

**Unit 4:** Information Needs, use and user studies, Information Products and Services: Document Delivery, Current Awareness Sources and Services; Selective Dissemination of Information (SDI); Trend Reports, Information Analysis and Consolidation Products and services.

**Unit 5:** Reference and Information Services, Virtual/Digital Reference Services; Tools & Technology; Recent Trends: Web alerts, Web 2.0 tools for delivering information services and others; Evaluation of Reference Sources and Web Resources; Library Resource Sharing & Library Consortia – National & International

**Method of Teaching:** Lectures, Brainstorming Sessions, Seminars, library visits, outreach, etc.

**Method of Assessment and Weightage:** Assignment, Seminar Presentations, Written Exam

### **Recommended Readings**



1. Bemis, Michael F (2014). Library and information science: a guide to key literature and sources. American Library Association, Chicago
2. Katz, W. A. (1969). Introduction to Reference Work. New York. Mc Graw Hills.
3. Sharma, J. S. & Grover, D.R (1987). Reference Service & Sources of Information. New Delhi: Ess Ess Publication.
4. Bopp, R. E. and Smith, L C. 2011. Reference and information services: an introduction. (4<sup>th</sup> ed.). Santa Barbara, California: Libraries Unlimited.
5. Singh, S. (1986). Reference Service in Academic Libraries in India. New Delhi: Ess Ess Publication
6. Chowdhury, G. G., & Chowdhury, Sudatta. (2001). Information sources and searching on the World Wide Web. London: Facet Publishing
7. Delaney, Julie. 2000. *Geographical Information Systems: An Introduction*. USA: Oxford University Press
8. Hurt, C.D. (1998). *Information Sources in Science and Technology*. 3<sup>rd</sup> ed. Westport Conn.: Libraries Unlimited
9. Longley, Paul A. and Others. (eds). (2005). *Geographical Information Systems: Principles, Techniques, Management and Applications*. 2<sup>nd</sup> ed. Hoboken, N. J.: John Wiley and Sons
10. Ranganathan, S. R. (1961). *Reference Service*. 2<sup>nd</sup> ed. Bombay: Asia Pub. House
11. Stebbins, Leslie, F. (2005). *Student guide to research in the digital age: how to locate and evaluate information sources*. Santa Barbara: Libraries Unlimited UNESCO. 1978. *Handbook of Information Systems*. PARIS: Unesco
12. Valecich, J. (2009). *Information Systems Today: Managing the Digital World*. New Delhi: PHI

<b>Name of the Programme</b>	<b>Master of Library and Information Science</b>
<b>Course Title</b>	<b>Information Communication Technology (Theory &amp; Practice)</b>
<b>Course Number</b>	<b>LIS 405</b>
<b>Semester</b>	<b>1</b>
<b>Credits</b>	<b>4</b>

### **Objectives of the Course:**

- To introduce the students with the basics of ICT and related issues
- To study Hypertext, Hypermedia, Multimedia and File Formats
- To understand Open Source Software

### **Course content - Theory:**

**Unit 1:** Evolution of computers; Computer hardware, software, storage devices and their application in libraries

**Unit 2:** Operating Systems: Linux, Windows, Shell programming

**Unit 3:** Computer software applications - MS Office and Open Office

**Unit 4:** Hypertext, Hypermedia, Multimedia and File Formats, User Interfaces, and data visualization

**Unit 5:** Networks and networking concepts; Internet; World Wide Web; Semantic Web

### **Course Content - practical**

- Operation of computers and connecting the various components
- Linux and Windows installation
- MS Office and Open Office
- Linux Basic Commands

**Method of Teaching:** Lectures, Practical Sessions, Seminars, and Projects.

**Method of Assessment and Weightage:** Assignment, Presentation, Mid-term, and End-Term Written Examination, Practical Examination

### **Recommended Readings**

1. Goel, A. (2012). Computer fundamentals. New Delhi: Pearson Education
2. Rajaraman, V. (2007). Fundamentals of computers (4th ed.). New Delhi: Prentice-Hall of India
3. Ceruzzi, P. E. (2003). *A history of modern computing*. MIT press.
4. Leon, A. & Leon, M. (1999). Fundamentals of information technology (2nd ed.). New Delhi: Vikas Publishing.
5. Marshal, F. & Kulkarni, L.G. (2009). Computer networking and the internet (5th ed.). New Delhi: Pearson Education.
6. Date, C. and Darwen, H. (1994). *A Guide to the SQL Standard*. 3rd ed. Reading, MA: Addison-Wesley
7. Bornman, H., & Von Solms, S. H. (1993). Hypermedia, multimedia and hypertext: definitions and overview. *The Electronic Library*, 11(4/5), 259-268.
8. Channelle, A. (2008). *Beginning OpenOffice 3: from novice to professional*. Apress.
9. Date, C.J. (2000). *An Introduction to Database Systems*. 7<sup>th</sup> ed. Boston, MA, USA: Addison-Wesley Longman
10. Elmasri, Ramez and Navathe, Shamakant B. (2007). *Fundamentals of Database Systems*. 5th ed. Boston: Pearson/Addison Wesley
11. Peterson, Richard. (1996). *Linux: the Complete Reference*. New York: McGraw-Hill
12. Silberschatz, A., Korth, H.F. and Sudarshan, S. 2006. *Database System Concepts*. 5th ed. Boston: McGraw-Hill International Higher Education
13. Tranter, Jeff. (1996). *Linux Multimedia Guide*. Cambridge: O'Reilly.
14. Wang, Wallace. (2010). *Microsoft Office 2010 For Dummies*. N. Delhi: John Wiley
15. Burke, John J. (2009). *Neal-Schuman Library Technology Companion*. Third Edition. New York: Neal-Schuman Publishers.
16. Savitra, Sirohi and Gupta, Amit. (2011). *Koha 3 Library Management System*. Mumbai: Packet Publishing.

**SEMESTER II**

<b>Name of the Programme</b>	<b>Master of Library and Information Science</b>
<b>Course Title</b>	<b>Management of Libraries and Information Centers</b>
<b>Course Number</b>	<b>LIS 451</b>
<b>Semester</b>	<b>2</b>
<b>Credits</b>	<b>4</b>

**Objectives of the Course:**

- To introduce the students with the basics of library and information science
- To create understanding about Human Resource and Financial and space Management
- To understand Performance parameters and Library reporting

**Course Content:**

**Unit 1:** Library as a System; Components and subsystems of a Library and their inter-relationships; Acquisition and Collection Development: policy, procedures, Document circulation – functions, procedures, and methods, Serials control – functions, procedures and methods, Stock verification. Organizational structure, Library Authority and Library Committee.

**Unit 2:** Management functions – planning, organizing, staffing, leading, Budgeting and controlling. Project Management: PERT, CPM, Management of change; Reporting: Types of reports: Annual Report-compilation, contents and style, Library statistics. Preservation of Library materials, Library Building, Library space planning, Disaster Management & Crisis Management

**Unit 3:** Human Resource Management: Delegation, communication and participation, Job description and analysis; Job evaluation, Inter-personal relations, Recruitment procedures, Motivation; Group dynamics, Training and development, Discipline, grievances, performance appraisal, Continuous Professional Development

**Unit 4:** Financial Management: budgeting and different types of budgets- PPBS, ZBB, Line Budget; Costing, cost and benefit analysis, Resource mobilization. Outsourcing.

**Unit 5:** Performance parameters: Measurement, Reengineering. Time and Motion Study, SWOT; TQM - Definition, concept, elements, Quality audit, LIS related standards, Technology management, ISO 9000 series; Marketing of library & information services

**Method of Teaching:** Lectures, Seminars, Case Studies, etc.

**Method of Assessment and Weightage:** Assignment, Written Exam

**Recommended Readings**

1. Abbot, Christine. (1994). *Performance Measurement in Libraries and Information Services*. London: ASLIB
2. Baker, F W and Baker, Sharon L. (1991). *The Measurement and Evaluation of Library Services*. Virginia: Information resource Press
3. Byrson, Jo. (1990). *Effective Library and Information Centre Management*. England: Gower

4. Coote, Helen. (1994). *How to market your library service effectively*. London: ASLIB
5. Hayss, Robert M. (2001). *Models for Library Management, Decision-Making and Planning*. New York: Academic Press
6. Osbone, Larry N and Nakamura, Margaret. (1999). *System Analysis for Libraries and Information Professional*. Colorado: Libraries Unlimited.
7. Prytherch, Gower, Ed. (1998). *Handbook of Library and Information Management*. England: Gower
8. Stueart, Robert D. and Moran, Barbara B. (2004). *Library and Information Centre Management*. Colorado: Libraries Unlimited

<b>Name of the Programme</b>	<b>Master of Library and Information Science</b>
<b>Course Title</b>	<b>Information Storage and Retrieval</b>
<b>Course Number</b>	<b>LIS 452</b>
<b>Semester</b>	<b>2</b>
<b>Credits</b>	<b>4</b>

### **Objectives of the Course:**

- To understand the historical perspectives and significance of Information storage & retrieval in the present context.
- To study various models, methods, techniques of Information Retrieval and search strategies
- Understand the significance of data security, evaluation of IR process for effectiveness.

### **Course Content:**

**Unit 1:** Information Storage and Retrieval (ISAR): Genesis and Development, Basic Concepts and components

**Unit 2:** Subject Indexing and Vocabulary Control - Concept & Need; Derived Indexing: Printed indexes & Database access and query systems; Subject Indexing Techniques- Pre and post-coordinate indexing - Chain Indexing, POPSI, PRECIS, UNITERM, Optical Coincidence System, Citation Indexing; Trends in Indexing: Automatic Indexing; Subject Heading Lists; Thesaurus: Structure and Functions and design

**Unit 3:** Information Storage and Retrieval Models- Data retrieval model, Knowledge retrieval model, Boolean model, Vector space model, Mathematical model

**Unit 4:** Web Information Retrieval System: Features; Web Search Strategy- Characteristics of Web Information Retrieval; Web Information Retrieval Tools: Need, Types and Features; Information Retrieval Beyond Text- Multimedia Information Retrieval Process: Techniques; Multilingual Information Retrieval

**Unit 5:** Evaluation of Information Retrieval Systems: Methods and Parameters; Current Trends in IR Systems, research and development; Operational IR Systems in Libraries: OPACs, Federated Search and Discovery Systems

**Methods of Teaching:** Lectures, Practical Sessions, seminars, etc.

**Methods of Assessment:** Assignment, Presentation, Written Exam, Practical

## Recommended Readings

1. Choudhury, C.G. (2004). Introduction to Modern Information Retrieval (2<sup>nd</sup> ed.). London: Facet Publishing
2. Cleveland, Donald B and Cleveland, Anna D. (1990). Introduction to Indexing and Abstracting, 2<sup>nd</sup> ed., USA: University of Michigan
3. Dhawan, K.S. (1997). Principles of information retrieval, New Delhi: Commonwealth
4. Foskett, A.C. (1996). The subject approach to information, 5<sup>th</sup> ed. London: Library Association
5. Jones, Karen, Sparck. (1981). Information retrieval experiment. London: Butterworth
6. Kiewitt, Eva, L. (1979). Evaluating information retrieval systems. London, Greenwood
7. Lancaster, F.W. (2003). Indexing and Abstracting in Theory and practice, 3<sup>rd</sup> ed. London: Facet Pub.
8. Meadow, Charles T. (1967). The analysis of information systems. New York: John Wiley
9. Muhammad Riaz. (1991). Advanced indexing and Abstracting, New Delhi, Atlantic
10. Rajan, T.N. (1981). Indexing systems: concepts, models & techniques, Calcutta: IASLIC
11. Ranganathan, S.R. (1973). Documentation: Genesis and development. Delhi, Vikas Pub.
12. Rijsbergen, J. Van. (1979). Information retrieval, 2<sup>nd</sup> ed. London: Butterworths
13. Smiraglia, Richard P. (2002). Works as entities for information retrieval, New York, Haworth
14. Taylor, Arlene. (2003), The Organization of Information. 2<sup>nd</sup> ed. Englewood, Colorado: Libraries Unlimited.
15. Vickery, B.C. (1970). Techniques of Information Retrieval. (2<sup>nd</sup> ed.). London, Butterworth
16. Wessel Andrew, E. (1974). Computer aided information retrieval. Los Angeles, Melville Pub.
17. Baeza –Yates, Ricardo. (1999). *Modern Information retrieval*. Delhi: Pearson Education
18. Belew, Richard K. (2001). *Finding Out About: A Cognitive Perspective on Search Engine Technology and the WWW*. Cambridge, UK: Cambridge University Press
19. Date, C.J. (2000). *An Introduction to Database Systems*. Reading, MA: Addison-Wesley
20. Grossman, David A. and Frieder, Ophir. (1998). Information Retrieval: Algorithms and Heuristics (The Information Retrieval Series). (2<sup>nd</sup> ed.). Dordrecht, The Netherlands: Springer
21. Korfhage, Robert R. (1997). *Information Storage and Retrieval*. New York: Wiley
22. Meadow, Charles T., Boyce, Bert R. and Kraft, Donald H. (2000). Text Information Retrieval Systems. (Library and Information Science). 2<sup>nd</sup> ed. California: Academic Press
23. Neelameghan, A. (1995). *Online Database searching and Retrieval: Strategies, Procedures, Commands and Problems – A brief guide*. Bangalore: SRELS
24. Silberschatz, A., Korth, H.F. and Sudarshan, S. (1997). *Database System Concepts*. 3<sup>rd</sup> ed. New York: McGraw-Hill
25. Van Rijsbergen, C. J. (2004). The Geometry of Information Retrieval. Cambridge: Cambridge University Press
26. Voorhees, Ellen M. and Harman, Donna K. (2005). TREC: Experiment and Evaluation in Information Retrieval (Digital Libraries and Electronic Publishing). USA: MIT Press.

<b>Name of the Programme</b>	<b>Master of Library and Information Science</b>
<b>Course Title</b>	<b>Knowledge Organization II: Classification (Theory &amp; Practice)</b>
<b>Course Number</b>	<b>LIS 453</b>
<b>Semester</b>	<b>2</b>
<b>Credits</b>	<b>4</b>

## Objectives of the Course:

- To develop acquaintance with the ontologies and folksonomies.
- To develop skills of classification and subject analysis.
- To develop proficiency in using Universal Decimal Classification to construct Class Numbers for documents of different disciplines / subjects.

## Course Content

### Theory

**Unit 1:** Classification Scheme: Universal Decimal Classification Theory

**Unit 2:** Relevance of Classification in the context of digital libraries

**Unit 3:** Research in classification: CRG (Classification Research Group) Group, DRTC (Document Research and Training Centre) and ISKO (International Society for Knowledge Organization)

**Unit 4:** Trends in Classification: Thesaurofacet, Classaurus, Automatic Classification, Web Dewey

**Unit 5:** Ontologies and Folksonomies: Concepts; OWL and SKOS.

### Practice

- Universal Decimal Classification Practice: Construction of Class Numbers for documents of different disciplines / subjects using the latest edition of Universal Decimal Classification.
- WebDewey

**Methods of Teaching:** Lectures, Practical Sessions, seminars, etc.

**Methods of Assessment:** Assignment, Presentation, Written Exam, Practical

## Recommended Readings

1. Bavakutty, M. (1981). *Canons of library classification*. Trivandrum: Kerala Library Association.
2. IFLA, ISBD Review Group. (2010). *ISBD (International Standard Bibliographic Description)*.
3. IFLA, Study Group on the Functional Requirements for Bibliographic Records. (2010). *Functional Requirements for Bibliographic Records*.
4. *International conference on future of knowledge organization in the networked environment, 3-5 September 2007: IKONE 2007*. Bangalore.
5. Krishan, Kumar. (1998). *Theory of Classification*. 4<sup>th</sup> rev. ed. Delhi: Vikas Pub. House.
6. Kumbhar, Rajendra. (2011). *Library Classification Trends in the 21<sup>st</sup> Century*. UK: Chandos.

7. Lazinger, Susan S. (2005). *Digital preservation and metadata: History, theory and practice*. Englewood: Libraries Unlimited.
8. Library of Congress, Network Development and MARC Standards Office. (2010). *MARC 21 format for bibliographic data*.
9. Library of Congress, Network Development and MARC Standards Office. (2010). *MARC Standards*.
10. Oggier, David. (2010). *Harnessing Folksonomies with a Web Crawler*. Germany: Verlag
11. Olson, Hope A, & Boll, John J. (2005). *Subject analysis in online catalogues*. (2<sup>nd</sup> ed.). Englewood: Libraries Unlimited.
12. Peters, Isabella. (2009). *Folksonomies, Indexing and Retrieval in Web 2.0*. Germany: Saur
13. Ranganathan, S. R. (1989). *Prolegomena to Library Classification*. Assisted by M. A. Gopinath. 3<sup>rd</sup> rep. ed. Bangalore: SRELS

<b>Name of the Programme</b>	<b>Master of Library and Information Science</b>
<b>Course Title</b>	<b>Knowledge Processing II: Cataloguing (Theory &amp; Practice)</b>
<b>Course Number</b>	<b>LIS 454</b>
<b>Semester</b>	<b>2</b>
<b>Credits</b>	<b>4</b>

### Objectives of the course

- To be acquainted with metadata and its standards.
- To understand Bibliographic Formats and Standards, deriving subject headings.
- Preparing Catalogue Entries (Main, Added and Reference Entries) for Non-Book Materials including electronic resources using Anglo American Cataloguing Rules- Second revised edition.

### Course Content

#### Theory

**Unit 1:** Standards for Machine Readable Bibliographic Records –ISO 2709 and the MARC family of Formats, MARC 21, MARC XML, RDA in MARC Format; CCF; Bibframe

**Unit 2:** Authority Control; Subject Cataloguing; Vocabulary Control, Lists of Subject Headings- SLISH, LCSH, OCLC FAST, MeSH, BISAC Subject Heading List; Thesaurus (AAT, ERIC Thesaurus, other subject controlled vocabularies).

**Unit 3:** Metadata and metadata standards: Meaning, Uses, Types- Dublin Core, Conversion and Crosswalk; Overview of other metadata standards like EAD, METS, MODS, VRA Core; 2. Metadata and the semantic web

**Unit 4:** Co-operative Cataloguing, Centralized Cataloguing, Union Catalogue - WorldCat, IndCat, CIP, Pre-Natal Cataloguing; Consortia approach to cataloguing: PCC, BIBCO, CONSER, NACO, SACO, OCLC CORC

**Unit 5:** Recent trends in cataloguing: Copy Cataloguing, Z39.50, Next generation catalogues, Web scale discovery services, Linked Data

### Practice

- Preparing MARC 21 records for simple print documents and simple electronic resources.
- Preparing Simple and Qualified Dublin Core records in HTML
- Introduction to preparing basic catalog records using RDA.

**Method of Teaching:** Lectures, Practical Sessions, Seminar

**Method of Assessment:** Assignments/ Journal Work; Project work; mid-term and end term written examinations.

### Recommended Readings

1. *Anglo-American Cataloguing Rules* (2<sup>nd</sup> rev. ed.). (1988). Chicago: ALA and Library Association.
2. *Anglo-American Cataloguing Rules* (2<sup>nd</sup> rev. ed.). 2003). Chicago: ALA and Library Association.
3. Cutter, C A. *Cutter- Sanborn. Figure Author Table.*
4. Dewey, Melvil. (2003). *Dewey Decimal Classification and relative index* (22<sup>th</sup> ed., 4 Vols.). Ohio: OCLC. (or 23<sup>rd</sup> edition)
5. Dublin Core. <http://dublincore.org>
6. Hunter, Eric J. (1989). *Examples illustrating AACR-2* (1988) revision. London: LA.
7. Krishan Kumar. (1990). *An introduction to AACR-2*. New Delhi: Vikas.
8. Maxwell, Margaret F. (1989). *Handbook for AACR-2* (1988) revision. Chicago: ALA.
9. Miller, Joseph (Ed.). (2000). *Sear's List of Subject Headings* (17<sup>th</sup> ed.). New York: Wilson.
10. Oliver, Chris. (2010). An introduction to RDA. A guide to the basics. Chicago: American Library Association. Available at <http://www.npc.edu/sites/files/shared/library/Introducing%20RDA.pdf>
11. Understanding MARC Bibliographic: Machine-Readable Cataloging. <https://www.loc.gov/marc/umb/um01to06.html>

<b>Name of the Programme</b>	<b>Master of Library and Information Science</b>
<b>Course Title</b>	<b>Library Automation (Theory and Practice)</b>
<b>Course Number</b>	<b>LIS 455</b>
<b>Semester</b>	<b>2</b>
<b>Credits</b>	<b>4</b>



**Objectives of the Course:**

- To familiarise students with library automation, and retrieval process.
- To familiarize students with different Integrated Library System software (ILS)
- To provide hands on experience with Integrated Library System software (ILS)

**Course Content:**

**Unit 1:** Library Automation: Definition, need, purpose and advantages.

Planning for Automation: Steps in Automation - Developing a basic technology plan; Identifying goals and objectives; Describing existing library services and technology; Assessing needs and priorities.

**Unit 2:** Understanding the features of some Library Management Software package.

Selection criteria for Library management software. Hardware and Software selection; and Implementation.

**Unit 3:** Areas of Automation: Design and development of automated system for

Acquisition, Cataloguing, Access to Catalogue (OPAC), Circulation and Serial Control.

**Unit 4:** Barcode Technology: Meaning, need, purpose and advantages. Types of

barcodes and their application. RFID technology and its application in libraries.

**Unit 5:** Integrated Library Systems: SOUL, WINISIS, Koha; Artificial Intelligence (AI):

Concept, use; Expert Systems / Knowledge based systems and its application in Libraries and Information Centres; Open-Source Software applications in libraries

**Practice**

- Soul, WINISIS and Koha  
Project: Prepare a simple database of records using select modules of any one ILMS

**READINGS**

1. Boardman, Mark. (2005). *The language of websites*. London: Rutledge Taylor & Francis Group.
2. Bolan, Kimberly, & Cullin, Robert. (2007). *Technology made simple: An improvement guide for small and medium libraries*. Chicago: American Library Association.
3. Bradley, Phil. (2000). *WWW: How to design and construct web pages*. London: Aslib.
4. Chowdhury, G. G., & Chowdhury, Sudatta. (2001). *Information sources and searching on the World Wide Web*. London: Facet Publishing.
5. Cohn, John M., Kelsey, Ann L., & Fiels, Keith Michael. (1998). *Planning for library automation: A practical handbook*. London: Library Association.
6. Ingersoll, Patricia, & Culshaw, John. (2004). *Managing information technology: A handbook for systems librarians*. Westport, CT: Libraries Unlimited.
7. Osborne, Larry N., & Nakamura, Margaret. (2004). *Systems analysis for librarians and information professionals* (2<sup>nd</sup> ed.). Englewood, CO: Libraries Unlimited.
8. Rao, Ravichandran I. K. (1990). *Library automation*. New Delhi: Wiley Eastern.

9. Rice-Lively, Mary Luhn, & Chen, Hsin-Liang. (2006). *Scenarios and information design; A user-oriented practical guide*. Oxford: Chandos Publishing.
10. Reynolds, Dennis. (1985). *Library automation: Issues and applications*. New York: Bowker.
11. Rowley, J.E. (1980). *Computer for libraries*. London: Clive Bingley.
12. Satyanarayana, N. R. (1995). *A manual of computerization of libraries*. New Delhi: Viswa Prakashan.
13. Satyanarayana, N. R. (2003). *A manual of library automation and networking*. Lucknow: New Royal Book Co.
14. Xavier, C. (2000). *World Wide Web design with HTML*. New Delhi: TMH.

### SEMESTER III

<b>Name of the Programme</b>	<b>Master of Library and Information Science</b>
<b>Course Title</b>	<b>Research Methodology</b>
<b>Course Number</b>	<b>LIS 501</b>
<b>Semester</b>	<b>2</b>
<b>Credits</b>	<b>4</b>

#### Objectives of the Course:

- To understand the research methods and process
- To understand on both quantitative techniques for data analysis and consolidation
- To develop the skills of report writing

#### Course Content:

**Unit 1:** Research – concept, meaning, need and process of research; types of research: fundamental and applied including inter-disciplinary and multi-disciplinary approach. Research ethics. Research Design – conceptualization and operationalization; Identification and formulation of problems; Hypothesis: Nominal and operational definition, Literature Survey & Review of Literature, Writing research proposals.

**Unit 2:** Research Methods – scientific method, historical method, descriptive method, survey method, case study method, Delphi & experimental methods.

**Unit 3:** Research Techniques and Tools: Sampling methods and techniques; Tools for data gathering - Questionnaire, Interview, Focus Groups, Observation, Scales and Check Lists

**Unit 4:** Data Analysis and Interpretation: Descriptive statistics- measure of central tendency; Correlation, Mean, Mode, Median, Tabulation and Generalization: Measures of dispersion, variance and Covariance, Standard Deviation; Graphical presentation of data; Regression- linear and non-linear; Chi-square Test; Sociometry; Statistical Packages-SPSS and its variations, 'R' Statistics, Bibexcel.

**Unit 5:** Research Reporting – Structure, style, concepts, guidelines for research reporting, style manuals – Chicago, MLA, APA etc.; Reference Management Software, Anti-Plagiarism Software, Writing Assistance Software, E-citation, and methods of research evaluation. Current Trends in

**Methods of Teaching:** Lectures, Discussions, Brainstorming sessions, etc.

**Methods of Assessment:** Assignment, Seminar Presentation, Mid-Term, and End-Term Written Examination

**Recommended Readings:**

1. Charles H. Busha & Stephen, P. Harter. (1980). *Research Methods in Librarianship: Techniques and Interpretation*. New York: Academic Press
2. Goode, William J and Hatt, Paul K. (1952). *Methods in Social Research*. New York: McGraw-Hill Book Company
3. Savanur, S. K. (2008). *Research methodology for information science*. Pune: Universal Prakashan
4. Goon, A M. (2000). *Fundamental of Statistics*. Calcutta: World Press
5. Gopal, M.H. (1992). *An Introduction to Research Procedure in Social Sciences*. New Delhi, Vikas, Pub. House
6. Krishnaswami, O.R. (1993). *Methodology of Research in Social Sciences*. Bombay : Himalaya
7. Kumbhar, Rajendra (2014). *Library and Information Science Research: Methods and Techniques*. 1<sup>st</sup> ed. Pune: Universal Prakashan
8. Leo, Egghe and Rousseau, Ronald. (2001). *Elementary Statistics for Effective Library and Information Service Management*. London: Aslib
9. Marurice, B. Line. (1982). *Library Surveys: an introduction to the use, planning procedure and presentation of surveys*. 2nd ed. London: Bingley
10. Mary Lee, Bundi. (1983). *Reader in Research Methods for Librarianship USA*: Greenwood Press.
11. Powell, Ronad, R. (1985). *Basic research methods for librarians*. Norwood: Ablex
12. Powell, Ronald R. and Connaway, Lynn Silipigni. (2004). *Basic Research methods for Librarians*. 4th ed. Westport: Libraries unlimited
13. Das, S. (2012). *Research methodology: methods, tools & techniques*. Jaipur: Yking books.
14. Sharma, J. N. (2011). *Research methodology: The discipline and its dimensions*. New Delhi: Deep & Deep Publications.
15. Singh, Y.K. & Bajpai, R.B. (2008). *Research methodology: Data presentation*. New Delhi: A.P.H. Publishing.
16. Sharma, C.K. & Jain, M.K. (2009). *Research methodology*. New Delhi: Shree Publishers

<b>Name of the Programme</b>	<b>Master of Library and Information Science</b>
<b>Course Title</b>	<b>Digital Libraries (Theory &amp; Practice)</b>
<b>Course Number</b>	<b>LIS 502</b>
<b>Semester</b>	<b>4</b>
<b>Credits</b>	<b>4</b>

**Objectives of the Course:**

- To introduce the foundations, evolution and concepts of Digital Libraries.
- To sensitize students with the important events in the Open Access Movement, Institutional repositories, and Digital Libraries.

- To familiarize students with the Digital Rights management and Copyright issues.
- To provide hands on experience with design, development, and implementation of Digital Libraries as case studies.

### **Course Content:**

**Unit 1:** Foundations of Digital Libraries; Open Access and Institutional Repositories; Multilingual Digital Repositories.

**Unit 2:** Digitization: Planning and Implementation, and Best Practices. Preservation of Digital Objects: PREMIS. Digital Rights Management (DRM), Copyright issues

**Unit 3:** Standards and Protocols for Digital Libraries: Character Encoding Standards, Metadata Standards, Persistent Identifiers & DOI, OAI-PMH

**Unit 4:** Users and Usage of Digital Libraries: Quantitative and Qualitative Evaluation

**Unit 5:** Digital Library Initiatives: National and International; Case studies of digital libraries; Digital Archives: India and the Globe

**Methods of Teaching:** Lectures, Brainstorming Sessions, Case Studies, Field Trips

**Methods of Assessment:** Assignment, Seminar Presentation, Mid-Term, and End-Term Written Examination

### **Recommended Readings**

1. Andrews, J. (2010). *Digital Libraries*. London: Ashgate
2. Borgman, C. L. (2000). *From Gutenberg to the Global Information Infrastructure*. Cambridge, MA: The MIT Press.
3. Choudhary, G. G and Choudhary S. (2003). *Introduction to digital libraries*. London: Facet Publishing
4. Cornish, G. P. (1990). *Copyright interpreting the law for libraries and archives*. London: Library Association
5. Costantino Thanos, Maristella Agosti. (2002). *Research and Advanced Technology For Digital Libraries: 6th European Conference, ECDL 2002, Rome*. New York: Springer
6. Coulhon, Karen. (2014). *Exploring digital libraries: foundations, practice, prospects*. London: Facet Publishing
7. Dahl, Mark et al. (2006). *Digital Libraries: Integrating content and systems*. London: Chandos
8. Fenner, Audrey (ed.). 2005. *Managing Digital Resources in Libraries*. New York: Haworth
9. Foster, Ian and Kesselman, Carl. (2004). *The Grid 2: Blueprint for a New Computing Infrastructure* (The Morgan Kaufmann Series in Computer Architecture and Design). 2<sup>nd</sup> ed. San Francisco: Morgan Kaufmann
10. Gopal, K. (2000). *Digital Libraries in Electronic Information Era*. New Delhi: Authors Press
11. Lesk, Michael. (1996). *Understanding Digital Libraries*, (The Morgan Kaufmann Series in Multimedia and Information Systems). 2<sup>nd</sup> ed. San Francisco: Morgan Kaufman.
12. Pitkin, G. M. (Ed.). (1996). *National Electronic Library: A Guide to the Future for Library managers*. London: Greenwood Press
13. William, Arms. (2005). *Digital Libraries*. New Delhi: Anne

14. Witten, I. H., & Bainbridge, D. (2003). *How to Build a Digital Library*. San Francisco, CA: Morgan Kaufman Publishers.

## Digital Libraries (Practice)

### Objectives of the Course:

- To provide hands-on experience with design, development, and implementation of Digital Libraries as case studies

### Course content:

Unit 1: Hands-on practice with scanning criteria using any scanner

Unit 2: Digitization Practice - Optical Character Recognition (OCR)

Unit 3: Creation of a Digital Library using at least one Open- Source Software

**Methods of Teaching:** Lectures, Practical Sessions, etc.

**Methods of Assessment:** Assignment, Presentation, Practical

### Recommended Readings

- Andrews, J. (2010). *Digital Libraries*. London: Ashgate
- Cornish, G. P. (1990). *Copyright interpreting the law for libraries and archives*. London: Library Association
- Costantino Thanos, Maristella Agosti. (2002). *Research and Advanced Technology for Digital Libraries: 6th European Conference, ECDL 2002, Rome*. New York: Springer
- Dahl, Mark et al. (2006). *Digital Libraries: Integrating content and systems*. London: Chandos.
- Fenner, Audrey (ed.). (2005). *Managing Digital Resources in Libraries*. New York: Haworth
- Foster, Ian and Kesselman, Carl. 2004). *The Grid 2: Blueprint for a New Computing Infrastructure* (The Morgan Kaufmann Series in Computer Architecture and Design). 2<sup>nd</sup> ed. San Francisco: Morgan Kaufmann
- Gopal, K. (2000). *Digital Libraries in Electronic Information Era*. New Delhi: Authors Press
- Lesk, Michael. (1996). *Understanding Digital Libraries*, (The Morgan Kaufmann Series in Multimedia and Information Systems). 2<sup>nd</sup> ed. San Francisco: Morgan Kaufman.
- Pitkin, G. M.(ed.). (1996). *National Electronic Library: A Guide to the Future for Library managers*. London: Greenwood Press
- William, Arms. (2005). *Digital Libraries*. New Delhi: Anne

<b>Name of the Programme</b>	<b>Master of Library and Information Science</b>
<b>Course Title</b>	<b>Web Technologies and Web-based Information Management (Theory &amp; Practice)</b>
<b>Course Number</b>	<b>LIS- 503</b>
<b>Semester</b>	<b>3</b>
<b>Credits</b>	<b>4</b>

**Objectives of the Course:**

- To introduce the concept of Web technologies, mark up languages and Network protocols
- To understand the process of web programming, database connectivity
- To study the implications of Web 2.0 technologies to library and information management.

**Course Content:**

**Unit 1:** Web Technologies: Concepts and Principles; Web 2.0: RSS feeds, Blogs, Wikies etc; social media

**Unit 2:** Client Server Architecture; Markup Languages: HTML, XML, DHTML, XHTML; Network Protocols: TCP/IP, FTP, SSHD, SOAP, HTTP, HTTPS, etc.; Web Programming: JavaScript and PHP

**Unit 3:** Database connectivity: ODBC, JDBC, Web servers- Apache and Proxy server; Open URL

**Unit 4:** Search Engines, cluster-based search engines and building search engines. Search Algorithms;

**Unit 5:** CMS (Content Management Systems): Concept, Types and Principles, CMS Architecture, CMS Software; CUG Moodle & MS Team

**Practice:****Course content**

- Website designing
- CMS installation; Blogs, wikis
- LMS MS Team

**Methods of Teaching:** Lectures, Brainstorming Sessions, Practical Sessions, Case Studies, etc.

**Methods of Assessment:** Assignment, Presentation, Written Exam, Practical

**Recommended Readings**

1. Benz, B. and Durant, JR. (2003). *XML 1.1 Programming Bible (Covers J2EE, Java, Databases, Web Services and .NET)*. New Delhi: Wiley Publishing
2. Blood, Rebecca. (2002). *The Weblog Handbook: Practical Advice on Creating and Maintaining Your Blog*. Cambridge: Perseus Publishing
3. Bray, T., Hollander, D. and Layman, A. *Namespaces in XML*. (Accessed at <http://www.w3.org/REC-xml-names/>)
4. Bray, T. (2000). *Extensible Markup Language (XML) 1.0*, 2<sup>nd</sup> ed. W3C Recommendation, <http://www.w3.org/TR/REC-xml>
5. Darnell, R. and others. (1999). *HTML 4 Unleashed: The Comprehensive Solution*. New Delhi: Techmedia
6. Goodman, D. (1998). *Dynamic HTML: Definitive Reference*. Cambridge: O'Reilly
7. Hjelm, J. and Stark, P. (2002). *XSLT: The Ultimate Guide to Transforming Web Data*. New York: John Wiley
8. Mercer, D. (2001). *XML: A Beginner's Guide*. New York: McGraw Hill (Osborne)
9. Willinsky, John. (2006). *Access Principle: Case for Open Access to Research and Scholarship*. Cambridge: MIT Press, Digital Libraries and Electronic Publishing.

<b>Name of the Programme</b>	<b>Master of Library and Information Science</b>
<b>Course Title</b>	<b>Library Internship in a Recognized Library/Information Centre and Fieldtrip</b>
<b>Course Number</b>	<b>LIS-542</b>
<b>Semester</b>	<b>3</b>
<b>Credits</b>	<b>6</b>

An internship is an individualized training program that combines learning new library skills outside the classroom and the demonstration of those skills according to a planned schedule of activities. An intern works with an advisor/supervisor selected for the purpose to develop a practical training program on a aspect of librarianship. The duration of the internship would be four weeks.

### **Objectives of the Course:**

Any library internship training serves the purpose of both – the intern as well as the host library/institution. It is supposed to add value to both the parties. These objectives are:

- To increase the knowledge and skills of recent graduates;
- To upgrade their skills in a specific area of information service;
- To train them to boost their efficiency for crucial department/section;
- To train them to adopt to the existing working conditions in the home library;
- To show them the library operations in different types of libraries

### **Content:**

- Students must undergo a four-week internship in a library of their choice.
- A report of the internship must be submitted to the school.
- A report of the Fieldtrip will have to be submitted.

**Methods of Teaching:** Brainstorming sessions with Guide/ Internship Supervisor

**Methods of Assessment:** Study Report, Assessment by Internship Supervisor

### **Recommended Readings**

1. Choukimath, Puttaraj and others. (2006). Library Internship: A key to the development of sustainable professional competence. In: Karisiddappa, C.R. and Others (Ed.) '*Building Curriculum with a Difference: A Vision for LIS Education in the 21<sup>st</sup> Century*'. *Proceedings of the 23<sup>rd</sup> IATLIS Conference*, Punjabi University, Patiala, 2006, pp.381-389.
2. Dhanapal, A.; Sasikala, G. and Charles, P. (2006). "Internship Programme for LIS Students: A best tool for training the future professionals". In: N. Laxman Rao. & S. Sudarshan Rao. (Eds.) 'Quality Education in Library & Information Science'. *.Proceedings of XXII IATLIS National Conference*, 24-16 Nov 2005, Hyderabad: IATLIS, 2006, pp.253-255
3. Kaye, Dotson. (2009). *Developing Library Leaders*. Germany: Verlag
4. Myburgh, Sue. (2005). *New Information professional*.UK: Chandos
5. Lawson, Judy. (2010). *The New Information Professional: Your Guide to careers in the Digital Age*.UK: Neal Schuman

6. Heye, Denni. (2006). *Characteristics of the Successful Twenty-first Century Information professional*. UK: Chandos
7. Routledge. (1997). *Then Future Information Professional. Proceedings of conference*. USA: Routledge



## SEMESTER IV

<b>Name of the Programme</b>	<b>Master of Library and Information Science</b>
<b>Course Title</b>	<b>Knowledge Management</b>
<b>Course Number</b>	<b>LIS 551</b>
<b>Semester</b>	<b>4</b>
<b>Credits</b>	<b>4</b>

### Objectives of the Course:

- To familiarize students with concepts, types and infrastructure of KM
- To understand the functioning of Knowledge Economy
- To plan and evaluate strategies for KM practices

### Course Content:

**Unit 1:** Introduction to Knowledge Management: Concepts, types, approaches, and principles

**Unit 2:** Knowledge economy – features / characteristics, national information infrastructure, complex nature of knowledge, taxonomy of knowledge

**Unit 4:** Knowledge Creation, Transfer and Sharing: KM Systems: infrastructure. Intellectual capital – components, measurement, KM measurement, knowledge sharing models.

**Unit 3:** Information Technology and KM -- KM enabling tools, knowledge portals and its characteristics, knowledge culture, etc.

**Unit 5:** Knowledge Management (KM) strategies (Theory) and Strategies for implementing KM practices in Libraries, Case Studies

**Methods of Teaching:** Lectures, Brainstorming Sessions, Case Studies etc.

**Methods of Assessment:** Assignment, Written Exam

### Recommended Readings

1. Al-Howamdeh, Suliman. (2003). *Knowledge Management Cultivating: Knowledge Architecture. How to Implement Successful Knowledge Management Programs*. New Delhi: Sage Publishers
2. Becarra, F. (2010). *Knowledge Management Systems and Processes*. New Delhi: PHI
3. Benbya, Hind. (2008). *Knowledge management Systems Implementation*. UK: Chandos
4. Maier, R. (2004). *Knowledge Management Systems*. USA: Springer
5. Milton, Nick. (2005). *Knowledge Management for Teams and Projects*. Oxford: Chandos
6. Raman, A T. (2004). *Knowledge Management*. New Delhi: Excel Books
7. Shukla, Archana and Srinivasan R. (2002). *Designing Knowledge Management*. New Delhi: Response
8. Steve, Ellis. (2005). *Knowledge-based workers: Intelligent Operating for the Knowledge Age*. Oxford: Chandos

9. Suresh, K L and Mahesh, Kavi. (2006). *Ten Steps to Maturity in Knowledge Management: Lessons in Economy*. Oxford: Chandos
10. Tiwana, Amrit. (2000). *The Knowledge Management Tool kit*. New Delhi: Pearson

<b>Name of the Programme</b>	<b>Master of Library and Information Science</b>
<b>Course Title</b>	<b>Informetrics and Scientometrics</b>
<b>Course Number</b>	<b>LIS 552</b>
<b>Semester</b>	<b>4</b>
<b>Credits</b>	<b>4</b>

### **Objectives of the Course:**

- To familiarize students with the fundamentals of Bibliometrics, Scientometrics, Informetrics and Webometrics
- To study various indicators of publication productivity
- To understand the significance of scientific collaborations

### **Course Content:**

**Unit 1:** Concept and Definition of Bibliometrics, Scientometrics, Informetrics and Webometrics. Pioneers. Limitations

**Unit 2:** Bibliometrics Laws. Broadford's Law, Zipf's Law, Lotka's Law, 80/20 Rule, Ortega Hypothesis. Mathew effect in Reward System, Intellectual Epidemics as a model of Scientific Communication

**Unit 3:** Indicators of publication productivity. Factors influencing publication productivity of Institutions and National research activity, by discipline, regions or countries, journals and Individuals Scientific Collaboration. Co-authorship as a measure of scientific collaboration. Collaboration rate. International Collaboration

**Unit 4:** What is citation? Indicators of citation Impact. Reasons for citing. Citation Indexes. Citation databases; Application of citation indexes Factors that influence citation impact. Journal citation measures: the impact factor, immediacy index, half-life etc., Relative citation indicators. Author citation measures: H-Index, I-Index. Co-Citation coupling and bibliographic coupling analysis.

**Unit 5:** Emerging Trends in Bibliometrics, Scientometrics, Informatics and Webometrics

**Methods of Teaching:** Lectures, Brainstorming Sessions, etc.

**Methods of Assessment:** Assignment, Written Exam

### **Recommended Readings:**

1. Garfield, E. (1979). *Citation indexing: It's theory and application in science, technology and humanity*. New York: John Wiley and Sons
2. Egghe, (2003). *Lectures on Informetrics and Scientometrics*. Bangalore: SRELS
3. F. Narin, (1976). *Evaluative Bibliometrics: The use of publication and citation analysis in the*

- evaluation of scientific activities*. New Jersey, Computer Horizons Inc.
4. Gupta, B.M. (1999). *Emerging trends in Scientometrics*. Mumbai: Allied
  5. H. Zuckerman. (1977). *Scientific elite: Noble laureates in the United States*, New York, Free Press
  6. R.K. Merton.(1973). *Sociology of science: Theoretical and empirical investigations*. Chicago, University of Chicago Press
  7. Sengupta, I.N. (1988). *Bibliometrics research: Growth of Bibliometrics literature*, Calcutta: SBA
  8. Tiwari, Ashwini. (2006). *Bibliometrics, Informetrics and Scientometrics*. Delhi: RBSA
  9. Vinkler, Peter. (2010). *The Evaluation of Research by Scientometrics Indicators*. UK: Chandos.
  10. W. Goffman and K.S. Warren.(1980). *Scientific information systems and principles of selectivity*, New York, Praeger

<b>Name of the Programme</b>	<b>Master of Library and Information Science</b>
<b>Course Title</b>	<b>Social Science Information Systems</b>
<b>Course Number</b>	<b>LIS 571</b>
<b>Semester</b>	<b>4</b>
<b>Credits</b>	<b>4</b>

### Objectives of the Course:

- To understand the structure and development of social sciences
- To study the various components of social science information systems
- To study the activities of national institutes of social sciences

### Course Content:

**Unit 1:** Information System: Basic Concepts, Components, Types and Characteristics of an Information System.

**Unit 2: Structure and Development of Social Sciences:** Definition Scope, Landmarks and research Trends in the disciplines of Humanities, Political Science. Public Administration, Economics, management, Sociology History, Psychology and Education. Consortia.

**Unit 3: Social Science Information System: Components:** Sources: Types and Media: Print and Non-Print, Electronic and Web Based. Institutions connected with Social Science Information Generation and Dissemination.

**Unit 4: Study of the activities of Social Science Institutes and Organisations:** Evaluation of Existing Information Systems and Networks in Social Sciences at National and International Level: ICSSR, NASSDOC, ICWA, Indian Institute of Management- Ahmedabad, Indian Institute of Public Administration, National Council for Applied Economic Research, National Institute of Public Finance and Policy, TISS, UNESCO, ICHR, London School of Economics and Political Science.

**Unit 5: Social Science Databases:** Critical study of Social Science Databases such as PROQUEST, JSTOR, POPLINE, PsychInfo, Emerald, Indev, Census India, IndiaStat, etc.

**Methods of Teaching:** Lectures, Brainstorming Sessions, Field trips/ study tour, Case Studies etc.  
**Methods of Assessment:** Assignment, Written Exam

**Recommended Readings:**

1. Case, D. (2006). *Looking for Information, Second Edition: A Survey of Research on Information Seeking, Needs, and Behavior*. UK: Emerald Publishing
2. Dwivedi, Y K and Wade, M R. (2011). *Information Systems Theory: Explaining and Predicting*
3. Gordon, S.R and Gordon, J R. (1999). *Information Systems: A Management Approach*
4. Hevner, Alan and Chatterjee, Samir. (2010). *Design Research in Information Systems: Theory and Practice*. New York: Springer
5. Irani, Z and Lover, Peter. (2008). *Evaluating Information Systems: Public and Private Sector*. UK: Butterworth-Heneman
6. Kelkar, S A. (2009). *Information Systems: A Concise Study*. New Delhi: PHI
7. Leckie, G J et all. (2010). *Critical Theory for Library and Information Science: Exploring the Social from Across the Disciplines*. Colarado: Libraries Unlimited
8. Rajaraman, V. (2011). *Analysis and design of Information Systems*. New Delhi: PHI
9. Sadagopan, S. (2009). *Management Information Systems*. New Delhi: PHI
10. Ward, J L and Peppard, Joe. (2002). *Strategic Planning for Information Systems*. New York: Wiley

<b>Name of the Programme</b>	<b>Master of Library and Information Science</b>
<b>Course Title</b>	<b>Community Information Systems</b>
<b>Course Number</b>	<b>LIS 572</b>
<b>Semester</b>	<b>4</b>
<b>Credits</b>	<b>4</b>

Especially useful for those interested in public or community libraries, youth services, university public engagement, social work, education, and anyone interested in working with or studying underserved communities.

**Objectives of the Course:**

- Studies how local, historical communities use information and communication technologies or otherwise access, create, organize, and share information.
- To familiarize students with the meaning, definition, use and implications of Community Information Systems
- To study various source of community information like invisible colleges, folklore, mass media, etc.
- To understand the significance of application of ICT in community information system set up

**Course Content:**

Unit 1: Information System: Basic Concepts, Components, Types and Characteristics of an Information System.

Unit 2: Meaning, definition, need, scope, uses and implications of Community Information Systems

Unit 3: Survey of an emerging field that covers key principles for working in libraries or the wider non-profit/public sectors as individuals, organizations, and communities harness new technologies and media. Evaluation of Existing Information Systems and Networks in Social Sciences at National and International Level

Unit 4: Application of Information Communication Technologies – Radio (FM and other) TV, Computers, Mobile Technologies and other.

Unit 5: Setting up of Community Information System – Needs analysis, planning, designing, application, executing, and evaluation. Invisible colleges; Folklore; Mass media etc. Sustainability studies – funding, executing, evaluation, reporting. Design and development of Information System for NGO's

**Methods of Teaching:** Lectures, Brainstorming Sessions, Field trips/ study tour, Case Studies etc.

**Methods of Assessment:** Assignment, Written Exam

### **Recommended Readings**

1. Cater-Steel, A and Al-Hakim, Latif. 2008. *Information Systems Research Methods, Epistemology, and Applications*. USA: Information Science Reference
2. Dwivedi, Y K and Wade, M R. 2011. *Information Systems Theory: Explaining and Predicting Our Digital Society*, Vol. 2 (Integrated Series in Information Systems). USA: Springer
3. Hevner, Alan and Chatterjee, Samir. 2010. *Design Research in Information Systems: Theory and Practice*. New York: Springer
4. Quinn, H S. 2011. *Community Information Needs in a Broadband Media Age*. UK: Nova Science
5. Ward, J L and Peppard, Joe. 2002. *Strategic Planning for Information Systems*. New York: Wiley
6. Mukhopadhyay. P. *Digital Community Information System: A Framework for India*. Germany: Lap Lambert
7. Kelkar, S A. 2009. *Information Systems: A Concise Study*. New Delhi: PHI
8. Sadagopan, S. 2009. *Management Information Systems*. New Delhi: PHI
9. Rajaraman, V: 2011. *Analysis and design of Information Systems*. New Delhi: PHI
10. Gordon, S.R and Gordon, J R. 1999. *Information Systems: A Management Approach*. NJ: Wiley

<b>Name of the Programme</b>	<b>Master of Library and Information Science</b>
<b>Course Title</b>	<b>Science Information Systems</b>
<b>Course Number</b>	<b>LIS 573</b>
<b>Semester</b>	<b>4</b>
<b>Credits</b>	<b>4</b>

### **Objectives of the Course:**

- To familiarize students with the meaning, definition, use and implications of Science Information Systems
- To study various sources of scientific information like invisible colleges, social media, open sources, databases, etc.
- To understand the significance of application of ICT in scientific information system set up

### **Course Content:**

**Unit 1:** Information System: Basic Concepts, Components, Types and Characteristics of an Information System. Consortia.

**Unit 2:** Structure and Development of Sciences: Definition Scope, Landmarks and research trends in the disciplines of pure and applied sciences.

**Unit 3:** Science Information System: Components: Sources: Types and Media: Print and Non-Print, Electronic and Web Based. Institutions connected with Science Information Generation and Dissemination.

**Unit 4:** Study of the activities of Science Institutes and Organisations at the national and international levels: Evaluation of Existing Information Systems and Networks in Sciences at National and International Level. Indian National Science Academy, BARC, Indian Institute of Technology (IIT), Indian Space Research Organization ISRO; NISCAIR, DESIDOC, NCSI, NISSAT, ENVIS, NSTMIS, Biotechnology Information System Network, National Informatics Centre, International Council for Science (ICSU), CERN, NASA, INIS, ASTINFO, PRISM, etc.

**Unit 5:** Science Databases: Internet-based scientific information sources and services. Critical study of Open source and commercial Science Databases; Web of Knowledge, PROQUEST, Science Direct, Nature, ACS, ASME, IEEE, ACM Digital Library, SCOPUS, INSPEC, Chemical Abstracts, PLoS, arXiv, etc.

**Methods of Teaching:** Lectures, Brainstorming Sessions, Field trips/ study tour, Case Studies etc.

**Methods of Assessment:** Assignment, Written Exam

### **Recommended Readings:**

1. Atherton, Pauline. (1977). Handbook for information systems and service. Paris: UNESCO.
2. Babu, Ashok T., Ramaiah, L.S & Bedi, O. S. (2000). Vision of Future Library and Information Systems. New Delhi: Viva Books.
3. Bavakutty, Amudhavalli A. (Ed.) (2008). Dynamics in Digital Information Systems. New Delhi: Ess Ess Publications.
4. Buckland, Michael. (1991). Information and information systems: New directions in information management. New York: Praeger.
5. Bose, K. (1994). Information networks in India: Problems and prospects. New Delhi: Ess Ess Publisher.
6. Lazar, Peter. (1985). Information System Design & Management. Bangalore: Sarda Ranganthan Endowment for Library Science.
7. Parida, Baman. (1993). Studies on information systems, services and programs in India and abroad. Delhi: Ajanta.
8. Raghavan, K. S., & Prasad, K.N. (Eds.). (2009). Library and Information Systems: From Alexandrian Heritage to Social Networking. Bangalore: Ess Ess Publications.

<b>Name of the Programme</b>	<b>Master of Library and Information Science</b>
<b>Course Title</b>	<b>Agricultural Information Systems</b>
<b>Course Number</b>	<b>LIS 574</b>
<b>Semester</b>	<b>4</b>
<b>Credits</b>	<b>4</b>

### Objectives of the Course:

- To familiarize students with the meaning, definition, use and implications of Agricultural Information Systems
- To study various source of agricultural information like organizations and databases.
- To understand the significance of application of ICT in community information system set up

### Course Content:

**Unit 1: Information System:** Basic Concepts, Components, Types and Characteristics of an Information System.

**Unit 2: Structure and Development of Social Sciences:** Definition Scope, Landmarks and research trends in the discipline agriculture and allied sciences.

**Unit 3: Agricultural Information System: Components:** Sources: Types and Media: Print and Non-Print, Electronic and Web Based. Institutions connected with Agricultural Science Information Generation and Dissemination.

**Unit 4: Study of the activities of Agricultural Science Institutes and Organisations at the national and international levels:** Evaluation of Existing Information Systems and Networks in Social Sciences at National and International Level Indian Council of Agricultural Reesearch (ICAR), National Science Academy, Consortium for e-resources

in Agricultural Science (CeRA), Agricultural Science and Technology Information System (AGRIS), FAO, Consultative Group on International Agricultural Research (CGIAR)

**Unit 5: Agricultural Science Databases: Internet-based scientific information sources and services** Critical study of Open source and commercial agricultural science Databases : PGR portal, ROHU Database, SCOPUS, Web of Knowledge, PloS, etc.

<b>Name of the Programme</b>	<b>Master of Library and Information Science</b>
<b>Course Title</b>	<b>Health Information Systems</b>
<b>Course Number</b>	<b>LIS 575</b>
<b>Semester</b>	<b>4</b>
<b>Credits</b>	<b>4</b>

#### **Objectives of the Course:**

- To familiarize students with the meaning, definition, use and implications of Health Information Systems
- To study various sources of health information like organizations and databases.

#### **Course Content:**

**Unit 1: Information System:** Basic Concepts, Components, Types and Characteristics of an Information System.

**Unit 2: Structure and Development of Social Sciences:** Definition Scope, Landmarks and research trends in the disciplines of health sciences.

**Unit 3: Health Science Information System: Components:** Sources: Types and Media: Print and Non-Print, Electronic and Web Based. Institutions connected with Health Science Information Generation and Dissemination.

**Unit 4: Study of the activities of Health Science Institutes and Organisations at the national and international levels:** Evaluation of Existing Information Systems and Networks in Social Sciences at National and International Level. Indian National Science Academy, ICMR, National Medical Library, WHO Library, UN

**Unit 5: Health Science Databases: Internet-based health information sources and services** Critical study of Open source and commercial Science Databases; Web of Knowledge, PROQUEST, Science Direct, Nature, Medline Plus, PubMed, EBSCO, Chemical Abstracts, PLoS, PsycINFO, Pharmacopeia, International Pharmaceutical Abstracts (IPA), SCOPUS, POPLINE, etc.



<b>Name of the Programme</b>	<b>Master of Library and Information Science</b>
<b>Course Title</b>	<b>Dissertation</b>
<b>Course Number</b>	<b>LIS-591</b>
<b>Semester</b>	<b>4</b>
<b>Credits</b>	<b>6</b>

Objectives:

- To gain the ability to conduct research study.
- To develop the skills to write a research report.

The students are required to select a topic for the dissertation in consultation with respective assigned guide and prepare the same during the second year of the course. The dissertation should be written as an individual work.

**Methods of Assessment:** Assessment of research report and presentation of findings with viva voce.