

# **BANASTHALI VIDYAPITH**

**Master of Philosophy (Economics)**  
**Master of Philosophy (Political Science)**  
**Master of Philosophy (History)**  
**Master of Philosophy (Sociology)**



## **Curriculum Structure**

First Semester Examination, December, 2020  
Second Semester Examination, April/May, 2021

**BANASTHALI VIDYAPITH**  
**P.O. BANASTHALI VIDYAPITH**  
**(Rajasthan)-304022**

July, 2020

**103**

**No. F. 9-6/81-U.3**

**Government of India  
Ministry of Education and Culture  
(Department of Education)**

New Delhi, the 25th October, 1983

## **NOTIFICATION**

In exercise of the powers conferred by Section 3 of the University Grants Commission Act, 1956 (3 of 1956) the Central Government, on the advice of the Commission, hereby declare that Banasthali Vidyapith, P. O. Banasthali Vidyapith, (Rajasthan) shall be deemed to be a University for the purpose of the aforesaid Act.

Sd/-

**(M. R. Kolhatkar)**

Joint Secretary of the Government of India

## **NOTICE**

Changes in Bye-laws/Syllabi and Books may from time to time be made by amendment or remaking, and a Candidate shall, except in so far as the Vidyapith determines otherwise, comply with any change that applies to years she has not completed at the time of change.

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# **Master of Philosophy (Economics)**

## **Programme Educational Objectives**

M.Phil. Programme at Banasthali aims to train research students to successfully take part in the exciting profession of Economics as Economists, Managers, Policy Makers, Bureaucrats, Researchers, Journalists, Academicians, Teachers and other forms of decision makers/practitioners. The profession of Economics requires multiple skills and capabilities related to observing the decision making by economic agents at a micro and/or macro level and analytically interpreting these acts in a larger theoretical framework. The observation part requires Economists to collect data and the interpretation part requires that data is analyzed and conclusions drawn within a theoretical framework.

Economic and Social Science research requires a broad outlook and sound training of theory as well as research methods. The M.Phil. Programme therefore focuses on providing advanced training of economic theory along with a robust introduction to research methods in Economics and Social Sciences. To keep up with the dynamic real world and the ever expanding theoretical world it is ensured that the Curriculum is reviewed and if necessary revised every year. Multiple reading electives are also incorporated to promote the development of ability of self learning amongst research students.

The broad Course objectives are to impart knowledge and develop understanding of the economy at national and global level, and at the same time provide necessary analytical tools and intellectual training to make meaningful observations and interpretations.

The main objectives of the M.Phil. programme in Economics are:

- To provide exemplary education in a stimulating environment where delivery of knowledge of theory and practice of Economics is integrated with nationally and internationally recognized research which enables students to undergo a transformative learning and research process.

- To prepare competent Social Science Researchers (particularly in the field of Economics) at various levels for India.
- To expose students to theoretical and research method approaches within the field of Economics and allied subjects and promote respect for all approaches.
- To develop gender-neutral attitudes and practices, respect for all races, nations, religions, culture, language and traditions.
- To promote scientific temper amongst the students in particular and the society in general.
- To nurture a temperament that would enable individuals to set and work towards self-driven performance goals, entrepreneurial and academic ventures and overall leadership.

### **Programme Outcomes**

- **PO1: Knowledge of Economics:** Students will be able to develop understanding of economic concepts pertaining to the behavior of economic agent from micro and macro perspectives. Along with this they will be able to explain and analyze economic theories and models.
- **PO2: Knowledge of Social Science, Philosophy and Research:** Students will be able to understand the overall social science perspective and the comparative role of economics in this scheme, especially through the paper on Research Method which is delivered in an interdisciplinary manner.
- **PO3: Problematizing ability:** Students will be able to utilize, philosophical and scientific techniques to achieve clear, analytical and critical thinking process for raising original and genuine questions and finding research gaps to set a research agenda.
- **PO4: Designing Research:** Students will be able to carry out literature review, construct research hypothesis, formulate research questions and objectives and identify sources of data/material.

- **PO5: Undertaking Research:** Students will be able to carry out research by utilizing econometric, statistical and other economics research techniques in the process of preparing their term paper and M.Phil thesis.
- **PO6: Economic Communication:** Students will be able to develop critical thinking on current issues in the framework of economics and command the ability to effectively communicate economic ideas and their own research in form of presentations and written submissions, like term paper and thesis.
- **PO7: Planning Abilities:** Demonstrate effective planning abilities including time management, resource management, delegation skills and organizational skills. Develop and implement plans and organize work to meet deadlines, especially with respect to completing research and compiling thesis/report.
- **PO8: Modern Tool Usage:** Ability to understand, select and apply appropriate methods and procedures of modern computing tools to achieve efficiency in economics research, communication and teaching.
- **PO9: Theory and Practice of Teaching:** Students will be able to understand the nuances of teaching economics in the higher education setting with the help of classroom sessions and practice teaching opportunity. This aspect of the M.Phil programme at Banathali Vidyapith is one of the its kind in the entire country.
- **PO10: Professional Ethics:** Have a deep sense of respect for all disciplines and theoretical approaches so that a well rounded, dogma free intellectual activity is feasible
- **PO11: Life-Long Learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning to the broadest context of economic, societal and technological change. Have the ability of Self assessment and use feedback effectively from others to identify learning gaps and work on these gaps on an ongoing basis.

# **Master of Philosophy (Political Science)**

## **Programme Educational Objectives**

Following the ethos of Banasthali Vidyapith which aims to materialize the ethos of nation building, women leadership through five fold education, this Programme develops ethical values through practical, moral and intellectual aspects of five fold education, the ability to understand & appreciate human diversity and to engage in community life as active citizens. This programme also enhances knowledge and creates the research aptitude required to understand political phenomena from the local to the global context.

The main objectives of the programme are:

- To acquaint students with contemporary political theory and issues in the Indian political system.
- To develop insights of alternative moral and ethical frameworks for interpreting contemporary political discourse.
- To apply disciplinary or interdisciplinary learning across multiple contexts, integrating knowledge and practices.
- To develop an exciting and supportive learning environment that is conducive to high quality research and related learning activities including debates, seminars and lectures.
- To engage in a systematic study of both theoretical and practical aspects of Political Science equipped with strong methodological training.
- To acquaint with the qualitative and quantitative research techniques for conducting field based research studies including selection of research problems, sampling and style of references.
- To develop a set of core skills in students to work with efficiency in the areas of teacher education, Methods of teaching, educational administration and supervision.
- To increase awareness of career options available in the public and private sectors with postgraduate degree in political science. Also to make aware about its value as entry in Politics, administrative services, teaching positions, legal education and various other fields.

## Programme Outcomes

After completion to the M.Phil, Programme in Political Science, students will be able to:

- **PO1: Knowledge of Political Realm:** Understand the fundamental Concepts and theories, political process and issues of national and international politics, including the political process in India. Effectively apply comparative, critical and analytical skills in reading and writing to address significant issues of the political world.
- **PO2: Interdisciplinary Perspective:** Understand interdisciplinary and Multidisciplinary perspective to the study of social sciences. Evaluate diverse point of views embedded within various frameworks which may include temporal, cultural, linguistic, socio-political or technological contexts.
- **PO3: Analytical Perspective:** Demonstrate critical thinking, including the ability to form an argument, detect fallacies and evidence about key issues of politics and thoughtful and well-articulated presentations on specific field.
- **PO4: Technical Skills:** Acquire the ability and the knowledge about use of electronic devices and traditional resources to study the key issues i.e. local, state, national and international policy. Use computer application for data analysis and power point presentations to explain the research findings.
- **PO5: Problem Solving:** acquaint themselves with the idea of rational and analytical thinking and Conduct research in political areas. Also be able to apply political science knowledge and skills to avoid crisis situations and solving actual problems when they occur.
- **PO6: Communication Skills:** Able to interact with diverse population of formal or informal arenas; grasp their view point while dealing with socio-political issues and communicate effectively in both oral and written presentations and public speaking also.

- **PO7: Leadership and Management Abilities:** Demonstrate the quality to lead a team, country formal or an informal organization. The capacity to perform duties, effective planning and management, ability to interact effectively with people and also indentifying and setting achievable goals, developing necessary strategies and outlining the tasks and schedules on how to achieve the set goals.
- **PO8: Teaching Abilities:** acquaint themselves with teaching skills for higher education. Also demonstrate their teaching skills through practice teaching.
- **PO9: Community Service:** Participate as a civically engaged member of society and provide community service.
- **PO10: Ethical Understanding:** Develop and apply ethical considerations in professional, personal and social life and also recognize cultural and personal variability in lifestyle.
- **PO11: Professional Identity:** Understand and perform their professional roles in state and society, such as a political leader, educationalist and political analysts, Social Worker, Public Relations Assistant and Campaign Staffer and so on.
- **PO12: Environment and Sustainability:** disseminate knowledge and demonstrate a role in the promotion of environmental sustainability, understand the comprehensive systemic analysis across both physical and behavioral dimensions of society, the environment, and the economy.
- **PO13: Life-Long Learning:** Understand the theory and practice of politics. Engage in dialogue over political concerns and life-long learning to participate in the political process. Also contribute towards a positive change in the society.

## **Master of Philosophy (History)**

### **Programme Educational Objectives**

In compatibility with Banasthali Vidyapith aim to materialize the ethos of nation-building, Indian Culture and *Panchmukhi Shiksha*, the M.Phil History Programme focuses on the enlightened and human value based education along with the academic, disciplinary and research pursuits of students. Through the application of core, interdisciplinary courses, reading electives and dissertation writing, the M.Phil. history programme intends to orient the students towards the ideas of history, research methods, historiographical trends and issues in the writing of history.

The main objectives of the M. Phil History programme are to:

- Provide exemplary education in a stimulating environment where delivery of historical knowledge is integrated with nationally and internationally recognized research to conduct and publish cutting-edge multidisciplinary research papers.
- Give the students a choice of reading electives which are diverse in nature that provides the students more focused and deeper perceptiveness on selected themes.
- Facilitate pursuit of knowledge that cuts across disciplinary boundaries.
- Introduce the students to debates from the different periods of Indian history to develop an insight into the moving forces and dynamics of the discipline.
- Raise sensitivity to professional ethical codes of conduct, social values and respect for all.
- Demonstrate standards of writing field visit reports and digital literacy that would support professional needs.
- Develop gender-neutral attitudes and practices; respect for all races, nations, religions, cultures, languages and traditions.
- Nurture a temperament that would enable learners to set and work towards self-driven performance-goals, entrepreneurial ventures and overall leadership.

## Programme Outcomes

- **PO1: History Knowledge:** This programme enables the scholars to develop knowledge about the historiographical trends, prominent debates, and issues related to the historian's craft.
- **PO2: Research Abilities:** The specialized courses enhance the research abilities and recent dynamics in historical writing.
- **PO3: Problem Analysis:** Through the focus on critical analyze of sources, term paper. Dissertation writings, self-reading, seminar, the learners would be familiarized with the skill of writing.
- **PO4: Usage of Modern Historical Methodology:** The diverse themes in global historiography, history of ideas and discussion on environmental issues, cinema and its aesthetic and ontological importance introduces the students to apply modern methodology to understand the current social changes.
- **PO5: Leadership Skills:** The dissertation writing and field work develop skills of fast and accurate ways of working and instills the learners with qualities of time/resource management. The involvement in organization of seminars/ symposiums helps to nurture in them leadership skills and sharpens value of time and importance of networking.
- **PO6: Professional Identity:** The programme caters to enhance the researchers' capabilities and professional skills to enter the field of working as historians, teachers, academicians, corporate employees and bureaucrats.
- **PO7: Ethics of History:** A sound historical knowledge enables the scholars to develop and apply principles of ethics in societal and professional contexts. They will be able to recognize cultural and personal variability in values, communication and lifestyles.
- **PO8: Communication:** The scholars will be able to critically think and analyze and formulate sound historical arguments, write them in comprehensive manner and present them before the community of intellectuals, Indian and global.

- **PO9: The Historian, Society, Environment and Sustainability:** The programme enables the scholars to achieve an understanding of the past which will build the quality of responsible citizens who can provide rational solutions to social issues, sustainable development and environmental hazards.
- **PO10: Life-Long Learning:** The M. Phil programme is just the beginning of a life-long learning of the subject of history. The scholars with their knowledge about changes in different historical periods would understand the nature of transition of the discipline, society and would develop an on-going process of learning of the same.

## **Master of Philosophy (Sociology)**

### **Programme Educational Objectives**

Keeping in focus the significance of research in higher education, Banasthali Vidyapith aims to train young researchers. The Master of Philosophy (M.Phil.) in Sociology Programme is designed to guide young researchers from sociological and interdisciplinary perspectives to address critical socio-cultural issues and problems. The course stimulates the research scholars to learn advanced theoretical and sociological concepts and equips them with social research techniques and tools which help them in empirical and qualitative studies of various sociological concerns of our society so that their research works may contribute to the knowledge repertoire and policy formulation

#### **The main objectives of M.Phil Programme are:**

- To provide extensive sociological knowledge about society and culture that shape individual identity and behaviour.
- To develop an understanding of fact, concept and theory and their interrelations in sociological paradigm.
- To acquaint with classical, modern and post-modern sociological theories and their implications for research initiatives.
- To provide knowledge about cross-cutting issues and basic principles of interdisciplinary approach for holistic understanding of society.
- To promote sociological researches; qualitative and quantitative both, for policy recommendations, formulation and implementation in order to bring positive social change.
- To generate awareness about gender equality and social values and motivate to adapt in dynamic socio-cultural and political scenario.
- To provide practical training through dissertation keeping in view of preparing efficient researchers.

- To enhance the abilities of effective communication and reflective presentation of sociological knowledge enriched by the application of new technological innovations.
- To develop sociological knowledge and skills that will enable to think critically and creatively about society and social issues in local and global perspective and prepare globally recognized researchers and academicians in the field of sociology.
- To explain the role of sociologists in generating awareness; creating sociological literature and formulating policy documents related to environmental regulation and sustainable development.
- To create round personality development characterized by conflict resolving attitude, leadership and team spirit essential for social construction.

### **Programme Outcomes**

- **PO1: Sociological Knowledge:** Develop and apply sociological imagination to critically understand relation between individual and society; possess knowledge about sociological theory and methods to be applied for conducting systematic social researches and suggest policy recommendations for positive social change.
- **PO2: Planning Abilities:** Exhibit effective planning abilities essential to carry out fruitful social research with efficient time and resource management.
- **PO3: Problem analysis:** Acquainted with idea of rational thinking, scientific enquiry and critical approach; possess strong decision making ability in everyday life.
- **PO4: Modern tool usage:** Acquire knowledge of softwares and technological devices of social science research and apply them wisely according to the need of the research.
- **PO5: Leadership skills:** Understand social concerns and cultural values; develop sensitivity towards complex human nature, social interaction and dynamic social reality; consider the importance of

collective wellbeing and leadership while fulfilling professional and social responsibilities.

- **PO6: Professional Identity:** Identify roles of professional sociologist such as researcher, academicians and civil servant.
- **PO7: Sociological Ethics:** Understand ethical codes that govern the conduct of sociologists and how sociological knowledge may be applied to people and lives.
- **PO8: Communication:** Communicate effectively with people in different social settings i.e. family, neighbourhood, community and society at large and grasp their view point while dealing with social issues
- **PO9: The Sociologist and Society:** Disseminate knowledge about contextual reality of society and its major concerns; Create theories to explain changing nature of society.
- **PO10: Environment and sustainability:** Understand how human quest for development altered ecological balance i.e. man-nature relationship; show the caring and sensitive attitude and behaviour towards environment in daily lives; and suggest sustainable development practices to save environment through researches and policy formulations.
- **PO11: Life- long learning:** Learns the adapting nature of Indian tradition and recognize the need for adaptation with rapidly changing materialist aspect of culture (particularly technological change); engage in dialogue over social concerns and contribute towards social justice and social upliftment

## Curriculum Structure Master of Philosophy (Economics)

### Semester - I

Course Code	Course Name	L	T	P	C*
TRM 601	Research Methodology	4	0	0	4
TRM 602	Teacher, Teaching and Higher Education	4	2	0	6
TRM 602L	Teacher, Teaching and Higher Education Lab	0	0	4	2
ECO 620P	Term Paper	0	0	16	8
	Discipline Elective	4	0	0	4
	Reading Elective - I	0	0	4	2
<b>Semester Total:</b>		<b>12</b>	<b>2</b>	<b>24</b>	<b>26</b>

### Semester - II

Course Code	Course Name	L	T	P	C*
ECO 617D	Dissertation	0	0	32	16
ECO 614S	Seminar	0	0	8	4
	Open Elective	4	0	0	4
	Reading Elective - II	0	0	4	2
<b>Semester Total:</b>		<b>4</b>	<b>0</b>	<b>44</b>	<b>26</b>

### List of Discipline Elective

Course Code	Course Name	L	T	P	C*
ECO 612	Selected Topics in Advanced Economic Theory	4	0	0	4
ECO 619	Institutions and Policies in India	4	0	0	4
ECO 618	Indian Economic Problems and Issues	4	0	0	4

### List of Reading Elective

Course Code	Course Name	L	T	P	C*
ECO 613R	Selected Topics in Indian Agriculture and Rural Development	0	0	4	2
ECO 610R	Gender and Development	0	0	4	2
ECO 609R	Economics of Ethics	0	0	4	2
ECO 607R	Behavioural Economics	0	0	4	2
ECO 611R	Institutional Economics	0	0	4	2
ECO 616R	Urbanization and Public Policy	0	0	4	2

\* L - Lecture hrs/week ; T - Tutorial hrs/week;

P- Project/Practical/Lab/All other non-classroom academic activities, etc. hrs/week; C- Credit Points of the Course

### Evaluation Scheme for Dissertation/Term Paper/Seminar

Course Code	Course Name	L	T	P	C
ECO 620P	Term Paper	0	0	16	8
ECO 617D	Dissertation	0	0	32	16
ECO 614S	Seminar	0	0	8	4

#### Term Paper:

##### Continuous Assessment (40 Marks)

1. Topic Selection + Literature Review – 20 Marks
2. Presentation – 20 Marks

##### Submission of Marks in Secrecy Section:

Before Diwali Break

##### End Semester Assessment (60 Marks)

1. Report Submission - 20 Marks
2. Presentation - 20 Marks
3. Viva-voce- 20 Marks

#### Dissertation:

##### Continuous Assessment (40 Marks)

Phase I: Topic Selection – 5 marks

Phase II: Synopsis Presentation – 10 Marks

Phase III: Submission and internal viva-voce – 25 marks

##### Submission of Marks in Secrecy Section:

After 40 days of commencement of classes

One Month before First Semester Examination

Before Commencement of End Semester Examination

##### End Semester Assessment (60 Marks)

Evaluation of Dissertation (By External Expert) – 60 marks

\*Before submitting of M. Phil dissertation it is mandatory for students to submit atleast one research paper.

#### Seminar:

##### Continuous Assessment (40 Marks)

1. Topic Selection +Outline of the study - 20 Marks
2. Presentation - I – 20 Marks

##### Submission of Marks in Secrecy Section:

One month before End Semester exam

##### End Semester Assessment (60 Marks)

1. Report Submission - 20 Marks
2. Presentation - II - 20 Marks
2. Viva-voce - 20 Marks

## Curriculum Structure

### Master of Philosophy (Political Science)

#### Semester - I

Course Code	Course Name	L	T	P	C*
TRM 601	Research Methodology	4	0	0	4
TRM 602	Teacher, Teaching and Higher Education	4	2	0	6
TRM 602L	Teacher, Teaching and Higher Education Lab	0	0	4	2
POL 619P	Term Paper	0	0	16	8
	Discipline Elective	4	0	0	4
	Reading Elective - I	0	0	4	2
<b>Semester Total:</b>		<b>12</b>	<b>2</b>	<b>24</b>	<b>26</b>

#### Semester - II

Course Code	Course Name	L	T	P	C*
POL 616D	Dissertation	0	0	32	16
POL 612S	Seminar	0	0	8	4
	Open Elective	4	0	0	4
	Reading Elective - II	0	0	4	2
<b>Semester Total:</b>		<b>4</b>	<b>0</b>	<b>44</b>	<b>26</b>

#### List of Discipline Elective

Course Code	Course Name	L	T	P	C*
POL 601	Modern Political Analysis	4	0	0	4
POL 617	Gender and Politics	4	0	0	4
POL 618	State and Politics in South Asia	4	0	0	4

#### List of Reading Elective

Course Code	Course Name	L	T	P	C*
POL 608R	Plato's Political Philosophy	0	0	4	2
POL 611R	Political Philosophy of Mahatma Gandhi	0	0	4	2
POL 610R	Political Philosophy of B.R. Ambedkar	0	0	4	2
POL 607R	Kautilya: Politics and Statecraft	0	0	4	2
POL 615R	Administrative Institutions in India	0	0	4	2

\* L - Lecture hrs/week ; T - Tutorial hrs/week;

P- Project/Practical/Lab/All other non-classroom academic activities, etc. hrs/week; C- Credit Points of the Course

### Evaluation Scheme for Dissertation/Term Paper/Seminar

Course Code	Course Name	L	T	P	C
POL 619P	Term Paper	0	0	16	8
POL 616D	Dissertation	0	0	32	16
POL 612S	Seminar	0	0	8	4

#### Term Paper:

##### Continuous Assessment (40 Marks)

1. Topic Selection + Literature Review – 20 Marks
2. Presentation – 20 Marks

##### Submission of Marks in Secrecy Section:

Before Diwali Break

##### End Semester Assessment (60 Marks)

1. Report Submission - 20 Marks
2. Presentation - 20 Marks
3. Viva-voce- 20 Marks

#### Dissertation:

##### Continuous Assessment (40 Marks)

Phase I: Topic Selection – 5 marks

Phase II: Synopsis Presentation – 10 Marks

Phase III: Submission and internal viva-voce – 25 marks

##### Submission of Marks in Secrecy Section:

After 40 days of commencement of classes

One Month before First Semester Examination

Before Commencement of End Semester Examination

##### End Semester Assessment (60 Marks)

Evaluation of Dissertation (By External Expert) – 60 marks

\*Before submitting of M. Phil dissertation it is mandatory for students to submit atleast one research paper.

#### Seminar:

##### Continuous Assessment (40 Marks)

1. Topic Selection +Outline of the study - 20 Marks
2. Presentation - I – 20 Marks

##### Submission of Marks in Secrecy Section:

One month before End Semester exam

##### End Semester Assessment (60 Marks)

1. Report Submission - 20 Marks
2. Presentation - II - 20 Marks
2. Viva-voce - 20 Marks

## Curriculum Structure Master of Philosophy (History)

### Semester - I

Course Code	Course Name	L	T	P	C*
TRM 601	Research Methodology	4	0	0	4
TRM 602	Teacher, Teaching and Higher Education	4	2	0	6
TRM 602L	Teacher, Teaching and Higher Education Lab	0	0	4	2
HIST 620P	Term Paper	0	0	16	8
	Discipline Elective	4	0	0	4
	Reading Elective - I	0	0	4	2
<b>Semester Total:</b>		<b>12</b>	<b>2</b>	<b>24</b>	<b>26</b>

### Semester - II

Course Code	Course Name	L	T	P	C*
HIST 618D	Dissertation	0	0	32	16
HIST 613S	Seminar	0	0	8	4
	Open Elective	4	0	0	4
	Reading Elective - II	0	0	4	2
<b>Semester Total:</b>		<b>4</b>	<b>0</b>	<b>44</b>	<b>26</b>

### List of Discipline Elective

Course Code	Course Name	L	T	P	C*
HIST 602	Concepts in the Study of History	4	0	0	4
HIST 607	Themes and Debates in the Study of History	4	0	0	4
HIST 619	Sources of Indian History	4	0	0	4
HIST 617	An Outline of Indian Art History	4	0	0	4

### List of Reading Elective

Course Code	Course Name	L	T	P	C*
HIST 616R	Textiles in Indian History	0	0	4	2
HIST 612R	Science and Society	0	0	4	2
HIST 614R	Sports in History	0	0	4	2
HIST 611R	Indian Diaspora	0	0	4	2
HIST 608R	Cliometrics and the New Economic History	0	0	4	2
HIST 610R	Environmental History and Global Politics in Post Cold War Era	0	0	4	2

\* L - Lecture hrs/week ; T - Tutorial hrs/week;

P- Project/Practical/Lab/All other non-classroom academic activities, etc. hrs/week; C- Credit Points of the Course

### Evaluation Scheme for Dissertation/Term Paper/Seminar

Course Code	Course Name	L	T	P	C
HIST 620P	Term Paper	0	0	16	8
HIST 618D	Dissertation	0	0	32	16
HIST 613S	Seminar	0	0	8	4

#### Term Paper:

##### Continuous Assessment (40 Marks)

1. Topic Selection + Literature Review – 20 Marks
2. Presentation – 20 Marks

##### Submission of Marks in Secrecy Section:

Before Diwali Break

##### End Semester Assessment (60 Marks)

1. Report Submission - 20 Marks
2. Presentation - 20 Marks
3. Viva-voce- 20 Marks

#### Dissertation:

##### Continuous Assessment (40 Marks)

Phase I: Topic Selection – 5 marks

Phase II: Synopsis Presentation – 10 Marks

Phase III: Submission and internal viva-voce – 25 marks

##### Submission of Marks in Secrecy Section:

After 40 days of commencement of classes

One Month before First Semester Examination

Before Commencement of End Semester Examination

##### End Semester Assessment (60 Marks)

Evaluation of Dissertation (By External Expert) – 60 marks

\*Before submitting of M. Phil dissertation it is mandatory for students to submit atleast one research paper.

#### Seminar:

##### Continuous Assessment (40 Marks)

1. Topic Selection +Outline of the study - 20 Marks
2. Presentation - I – 20 Marks

##### Submission of Marks in Secrecy Section:

One month before End Semester exam

##### End Semester Assessment (60 Marks)

1. Report Submission - 20 Marks
2. Presentation - II - 20 Marks
2. Viva-voce - 20 Marks

## Curriculum Structure

### Master of Philosophy (Sociology)

#### Semester - I

Course Code	Course Name	L	T	P	C*
TRM 601	Research Methodology	4	0	0	4
TRM 602	Teacher, Teaching and Higher Education	4	2	0	6
TRM 602L	Teacher, Teaching and Higher Education Lab	0	0	4	2
SOC 621P	Term Paper	0	0	16	8
	Discipline Elective	4	0	0	4
	Reading Elective - I	0	0	4	2
<b>Semester Total:</b>		<b>12</b>	<b>2</b>	<b>24</b>	<b>26</b>

#### Semester - II

Course Code	Course Name	L	T	P	C*
SOC 617D	Dissertation	0	0	32	16
SOC 610S	Seminar	0	0	8	4
	Open Elective	4	0	0	4
	Reading Elective - II	0	0	4	2
<b>Semester Total:</b>		<b>4</b>	<b>0</b>	<b>44</b>	<b>26</b>

#### List of Discipline Elective

Course Code	Course Name	L	T	P	C*
SOC 603	Sociological Approaches	4	0	0	4
SOC 619	Rural and Urban Society in India	4	0	0	4
SOC 618	Gender and Society	4	0	0	4
SOC 620	Sociology of Mass Media	4	0	0	4

#### List of Reading Elective

Course Code	Course Name	L	T	P	C*
SOC 611R	Sociology of Mass Communication and Advertising	0	0	4	2
SOC 613R	Studies in Indian Society	0	0	4	2
SOC 608R	Gender Studies	0	0	4	2
SOC 609R	Rural and Urban Studies	0	0	4	2
SOC 615R	Tribal Studies	0	0	4	2
SOC 612R	Sociology of Sports	0	0	4	2
SOC 616R	Reading Ethnographies	0	0	4	2

\* L - Lecture hrs/week ; T - Tutorial hrs/week;

P- Project/Practical/Lab/All other non-classroom academic activities, etc. hrs/week; C- Credit Points of the Course

### Evaluation Scheme for Dissertation/Term Paper/Seminar

Course Code	Course Name	L	T	P	C
SOC 621P	Term Paper	0	0	16	8
SOC 617D	Dissertation	0	0	32	16
SOC 610S	Seminar	0	0	8	4

#### Term Paper:

##### Continuous Assessment (40 Marks)

1. Topic Selection + Literature Review – 20 Marks
2. Presentation – 20 Marks

##### Submission of Marks in Secrecy Section:

Before Diwali Break

##### End Semester Assessment (60 Marks)

1. Report Submission - 20 Marks
2. Presentation - 20 Marks
3. Viva-voce- 20 Marks

#### Dissertation:

##### Continuous Assessment (40 Marks)

Phase I: Topic Selection – 5 marks

Phase II: Synopsis Presentation – 10 Marks

Phase III: Submission and internal viva-voce – 25 marks

##### Submission of Marks in Secrecy Section:

After 40 days of commencement of classes

One Month before First Semester Examination

Before Commencement of End Semester Examination

##### End Semester Assessment (60 Marks)

Evaluation of Dissertation (By External Expert) – 60 marks

\*Before submitting of M. Phil dissertation it is mandatory for students to submit atleast one research paper.

#### Seminar:

##### Continuous Assessment (40 Marks)

1. Topic Selection +Outline of the study - 20 Marks
2. Presentation - I – 20 Marks

##### Submission of Marks in Secrecy Section:

One month before End Semester exam

##### End Semester Assessment (60 Marks)

1. Report Submission - 20 Marks
2. Presentation - II - 20 Marks
2. Viva-voce - 20 Marks

## **Practical Evaluation of Teacher, Teaching and Higher Education Course (Teaching Practice)**

1. Observation of Teaching Process under the Course In-charge.
2. Preparation of Sample Handout, Lecture Plan and Question paper.
3. Practice teaching to be undertaken by the Student to be evaluated by the Course In-charge.

Component	How	By whom	By when
Continuous Assessment (40 Marks)	Preparation of Sample Handout 5 marks	Course In-charge	Last week of August, 2020
	Lecture plan: Content analysis, Learning objectives, Method & strategies, Table of T.L.P. 10 marks	Course In-charge	Last week of September, 2020
	Preparation of Question paper and Use of ICT 10 Marks	Course In-charge	Second week of October, 2020
	3 class x 1hour 15 Marks	Course In-charge	First week of November, 2020
End Semester Exam (Teaching Practice) 60 Marks	Lecture Plan Submission 20 marks  Final Teaching 40 Marks	External Examiner	December, 2020

## Evaluation of Theory Paper

1. **The performance of the candidate shall be evaluated in two parts.**
  - i) 40 Marks : Two Internal Assessments of 20 marks each by way of continuous evaluation for each theory course by selecting two from the following
    - a) Assignments: Must be based on the relevant topics in order to enhance learning capabilities of students.
    - b) Journal/Library Notes: Develop reading skills among students and help them organize knowledge by making notes and developing relevant bibliographies/references on topics related to their relevant discipline.
    - c) Project Based Learning: Expansion of student's perspectives by providing them the opportunity to explore and study the real world problems/issues and connect it with their subject matter.
    - d) Field Work: Promotes empirical learning and broadens students' knowledge base, skills and understanding of the subject by providing them exposure to field.
    - e) Book Review: Reviewing relevant books related to the study area in order to make students familiar with existing knowledge and identify gaps.
    - f) Critical Summaries: Students have to identify key theories/models from their respective disciplines and analyze it critically.
    - g) Poster/Oral Presentation: Students learn the skill of communicating their research and understanding of the topics with others. They get to analyze and synthesize their ideas through designing creative demonstrations in the form of posters and PPTs. It leads to enhanced communicative skills and developed public speaking skills among students.
  - ii) 60 Marks : End Semester Exam
2. The respective Course In-Charge will give the assessment plan at the commencement of the semester to the Head of the Department.
3. The entire record of the assessment will be maintained by the Course In-Charge and submitted to the Head of the Department at the end of the term.

## Evaluation Scheme and Grading System

Continuous Assessment (CA) (Max. Marks)					End-Semester Assessment (ESA) (Max. Marks)	Grand Total (Max. Marks)
Assignment				Total (CA)		
I	II	III	IV			
10	10	10	10	40	60	100

In all theory, laboratory and other non classroom activities (project, dissertation, seminar, etc.), the Continuous and End-semester assessment will be of 40 and 60 marks respectively. However, for Reading Elective, only End semester exam of 100 marks will be held. Wherever desired, the detailed breakup of continuous assessment marks (40), for project, practical, dissertation, seminar, etc shall be announced by respective departments in respective student handouts.

Based on the cumulative performance in the continuous and end-semester assessments, the grade obtained by the student in each course shall be awarded. The classification of grades is as under:

Letter Grade	Grade Point	Narration
O	10	Outstanding
A+	9	Excellent
A	8	Very Good
B+	7	Good
B	6	Above Average
C+	5	Average
C	4	Below Average
D	3	Marginal
E	2	Exposed
NC	0	Not Cleared

Based on the obtained grades, the Semester Grade Point Average shall be computed as under:

$$SGPA = \frac{CC_1 * GP_1 + CC_2 * GP_2 + CC_3 * GP_3 + \dots + CC_n * GP_n}{CC_1 + CC_2 + CC_3 + \dots + CC_n} = \frac{\sum_{i=1}^n CC_i * GP_i}{\sum_{i=1}^n CC_i}$$

Where n is the number of courses (with letter grading) registered in the semester,  $CC_i$  are the course credits attached to the  $i^{\text{th}}$  course with letter grading and  $GP_i$  is the letter grade point obtained in the  $i^{\text{th}}$  course. The courses which are given Non-Letter Grades are not considered in the calculation of SGPA.

The Cumulative Grade Point Average (CGPA) at the end of each semester shall be computed as under:

$$CGPA = \frac{CC_1 * GP_1 + CC_2 * GP_2 + CC_3 * GP_3 + \dots + CC_n * GP_n}{CC_1 + CC_2 + CC_3 + \dots + CC_n} = \frac{\sum_{i=1}^n CC_i * GP_i}{\sum_{i=1}^n CC_i}$$

Where n is the number of all the courses (with letter grading) that a student has taken up to the previous semester.

Student shall be required to maintain a minimum of 4.00 CGPA at the end of each semester. If a student's CGPA remains below 4.00 in two consecutive semesters, then the student will be placed under probation and the case will be referred to Academic Performance Review Committee (APRC) which will decide the course load of the student for successive semester till the student comes out of the probationary clause.

To clear a course of a degree program, a student should obtain letter grade C and above. However, D/E grade in two/one of the courses throughout the UG/PG degree program respectively shall be deemed to have cleared the respective course(s). The excess of two/one D/E course(s) in UG/PG degree program shall become the backlog course(s) and the student will be required to repeat and clear them in successive semester(s) by obtaining grade C or above.

**After successfully clearing all the courses of the degree program, the student shall be awarded division as per following table.**

Division	CGPA
Distinction	7.50 and above
First Division	6.00 to 7.49
Second Division	5.00 to 5.99
Pass	4.00 to 4.99

**CGPA to % Conversion Formula: % of Marks Obtained = CGPA \* 10**

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## TRM 601 Research Methodology

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

### **Learning Outcome:**

**At the completion of the Course, the students will be able to –**

- Develop understanding of the conceptual aspects of research approaches and techniques necessary for research area.
- Identify, explain, and apply the various research techniques and tools in conducting research.
- Prepare a coherent research proposal and report.
- Acquire Techniques of preparing Research Thesis or Dissertation along with publishable Research Papers.

### **Section - A**

Research: Meaning, Objective, Motivation, types, approaches and significance. Research Process, Criteria of good research. Literature Review. Formulation of research problem and research hypothesis. Research design: Meaning, need and importance. Basic principles of experimental design. Sampling design: Census survey and sample survey, types of sampling, Criteria of good sample.

### **Section - B**

Data collection: Types and sources of data, Methods of Data collection, Measurement scales. questionnaire design. Reliability and validity of a questionnaire. Classification and tabulation of data. Graphical representation of data. Interpretation of Mean, Median, Mode, Range, Standard Deviation, Framing of hypothesis and its testing.

### **Section - C**

Types of research report: Articles, report, thesis. Layout of research report. Style of references: APA (American Psychological Association) and MLA (Modern Language Association), Bibliography. Plagiarism, Copyright issues, Publishing a paper. Citation counting & Impact factor, Citation index. Online and open access journals.

### **Recommended Books:**

1. Jackson, L.S. (2009). *Research Methods and Statistics*. New Delhi, India: Cengage Learning.
2. Rao, G.N. (2012). *Research Methodology and quantitative Methods*. Hyderabad, India: B.S.
3. Kumar, R. (2011). *Research Methodology*. Los Angeles: Sage Publications.
4. Gray, C. and Malins, J. (2004). *Visualizing Research, A Guide to the Research Process in Art and Design*, England: Ashgate Publishing Limited
5. Oliver, P. (2004). *Writing Your Thesis*, New Delhi: Vistaar Publications, 2004.
6. Day, R. A., (1992) *How To Write and Publish a Scientific Paper*, Cambridge University Press, London.
7. Haroon, Dr. Mohammad (2013). *Indian Music: Research Methodology and Techniques*, ISBN:9788192465340.
8. Kothari, C. R. (2013). *Research methodology: Methods and techniques*. (2<sup>nd</sup> Ed.). New Delhi: New Age International Publishers.
9. Sinha, M.P. (2004). *Research Methods in English*. New Delhi: Atlantic Publishers.
10. सिंह, शशिभूषण, (2006), *शोध प्रविधि*, नई दिल्ली, हिन्दी बुक सेन्टर।
11. सिंह, कन्हैया, (2017), *हिन्दी पाठानुसंधान*, इलाहाबाद, लोकभारती प्रकाशन।
12. सत्येन्द्र, *अनुसंधान स्वरूप और आयाम*, सम्पा. गुप्त रमाकान्त, जोशी, ब्रजरतन, (2016), दिल्ली, वाणी प्रकाशन।

#### **Suggested e-Learning Materials:**

1. Research Methodology  
[http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit\\_Kumar-Research\\_Methodology\\_A\\_Step-by-Step\\_G.pdf](http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf)
2. Research design  
<http://libguides.usc.edu/writingguide/researchdesigns>
3. Chi-square test and its application in hypothesis testing  
<http://www.j-pcs.org/article.asp?issn=2395-5414;year=2015;volume=1;issue=1;spage=69;epage=71;aulast=Rana>
4. शोध प्रविधि, विनयमोहन शर्मा  
<http://archive.org/search.php?query=shodh%20pravidhi>

## TRM 602 Teacher, Teaching and Higher Education

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

4 2 0 6

### Learning Outcomes:

At the completion of the Course, the students will be able to -

- Acquire comprehensive understanding of the concept and process of teaching.
- Develop an appreciation of role of teachers in higher education and nation building.
- Prepare Handouts, Lecture plans and Question Paper.
- Understand the regulatory institutions of higher education in India.
- Demonstrate classroom teaching methods for better understanding of students.
- Acquire techniques to develop better rapport with students.

### Section - A

Concept of Teaching, Instruction and Training, Instructional Objectives as Expected Changes in Behaviours. Methods of Teaching.

### Section - B

Making of Effective Handouts and Lesson Plan.

Role and Prerequisites of Teacher in Higher Education.

Evaluation in Higher Education.

### Section - C

Structure and Functions of Academic Bodies – UGC, ICSSR, ICHR, ICCR, CSIR, AICTE, NCTE.

Role of AI & ICT in Higher Education.

### Recommended Books:

1. Aggarwal, J.C. (2012). Principles, *Methods & Techniques of Teaching*. New Delhi: Vikas Publishing.
2. Association of Indian Universities. (2003). *Globalization of Indian Higher Education*.
3. Mangal. S.K. & Manga. U. (2014). *Essentials of Educational Technology*. Delhi: PHI Learning.

4. M C Donough, J O & Christopher Shaw. (1980). *Materials and Methods in ELT: A Teacher's Guide*, London: Black Well Publisher.
5. Butt, G. (2008). *Lesson Planning*, London.
6. Bhardwaj, A. (1997). *Elements of Modern Curriculum*, New Delhi: Sarup & Sons.
7. Yalden, Janice. (1995). *Principles of Course Design for Language Teaching* Cambridge University Press.
8. Joanne, Collie & Stephen Slater. (2003). *Literature in the Language Classroom*. Cambridge University Press.
9. Markham, M. (2011). *“Teaching Creative Arts and Media”*, Berkshire: Open University Press.
10. शर्मा, डॉ. प्रभा, (2007). “कला शिक्षा शिक्षण”, जयपुर श्रुति पब्लिकेशन
11. श्रीवास्तव, रविन्द्रनाथ, (2017), *भाषा शिक्षण*, नई दिल्ली, वाणी प्रकाशन

**Suggested e-Learning Materials:**

1. For Objectives of Teaching English in India  
<https://www.jstor.org/action/doBasicSearch?Query=articles+on+objectives+of+teaching+english>
2. Innovative Pedagogy  
<https://res.mdpi.com/societies/societies-07-00030/.../societies-07-00030.pdf?>
3. Critical Pedagogy  
<https://www.researchgate.net/.../240724612>
4. For Grammar Translation Method and Communicative Language Teaching Method  
<https://www.jstor.org/action/doBasicSearch?Query=articles+on+grammar+translation+method>

## TRM 602L Teacher, Teaching and Higher Education Lab

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**0 0 4 2**

### Learning Outcomes:

At the completion of the course, the students will be able to:

- Develop and enhance leadership and teaching skills.
- Demonstrate classroom teaching methods for better understanding of students.
- Prepare Effective Handouts, Lecture Plan and Question Paper.

### Course Content:

Preparation of Sample Handout; Lecture Plan: Content Analysis, Learning Objectives, Methods and Strategies, Table of Teaching, Learning Process (T.L.P); Evaluation in Higher Education; Use of ICT.

### Recommended Books:

1. Bawa, M. S., Nagpal, B. M. (2011). Developing Teaching Competencies. New Delhi: Viva Books.
2. Mangal, S. K., Mangal, U. (2014). Essentials of Educational Technology. Delhi: PHI Learning Private Limited.
3. Thamarasseri, I. (2012). Essentials of Educational Evaluation. New Delhi: Kanishka Publishers.
4. M C Donough, J O, & Christopher Shaw (1980). Materials and Methods in ELT: A Teacher's Guide. London: Black Well Publisher.

### Suggested E-Learning Material:

- For Objectives of Teaching English in India  
<https://www.jstor.org/action/doBasicSearch?Query=articles+on+objectives+of+teaching+english>
- Evaluation in Higher Education and Use of ICT.  
<https://www.nyu.edu/classes/keefer/waoe/amins.pdf>

## **Master of Philosophy (Economics)**

### **First Semester**

#### **ECO 620P Term Paper**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**0 0 16 8**

The student will have to write a term paper under the guidance of a mentor, broadly based on the Review of Literature for the Dissertation, ranging from 20 to 30, double line space, typed pages, in TNR 12 Font size. For Hindi font to be used DevLys 010, size 14.

The same will be evaluated by a 3 member departmental committee, comprising the HoD, one faculty member and the mentor, at the end of the Semester. The continuous assessment will be done on the Dissertation synopsis and Literature Review (20 marks) + Seminar presentation (20 marks)

#### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Acquaint the basic ideals of writing a research paper in area of subject.
- Analyze the primary and secondary sources of research area in Economics.
- Build capability in applying the knowledge of research techniques in writing the research papers.
- Review various research fields and sub fields of Economics.

#### **E- Learning Material**

The student will be guided to refer to e-resources related to the topic of the term paper.

## Second Semester

### ECO 617D Dissertation

<b>Max. Marks : 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>0</b>	<b>0</b>	<b>32</b>	<b>16</b>

The student will write the dissertation under the guidance of a supervisor teacher. The size may be around 80-100, double line space, typed pages, in TNR 12 Font size. For Hindi font to be used DevLys 010, size 14. The submitted dissertation would be sent for external evaluation.

The internal viva voce will be done by a Board of Examiners comprising Dean FSS, HoD and the supervisor.

#### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Acquaint the basic ideals of writing the dissertation in area of subject.
- Analyze the primary and secondary sources of research problem.
- Build capability in applying the knowledge of research techniques in writing the research report.

#### **E-learning material**

- The student in the process of research will be guided to examine relevant –resources related to the area of study.

### ECO 614S Seminar

<b>Max. Marks : 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>4</b>

The student will have to present a Seminar on any related aspect of the dissertation or on any current and relevant issue, related to the concerned discipline and submit a hard copy of the same. A teacher will mentor the student for the Seminar. The presentation of the same will be assessed by a three member Board of Examiners.

#### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Analyze different sources of data collection.
- Develop their presentation skills

- Prepare a research paper using research techniques and methodology

**E-learning materials:**

The students would be advised to refer e-resources related to their topic of seminar.

## **Discipline Elective**

### **ECO 612 Selected Topics in Advanced Economic Theory**

<b>Max Marks: 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

#### **Section- A**

Theory of consumer behaviour: Hicks logical ordering theory of demand; The duality approach in utility analysis: The Indirect Utility Function, Derivation of Demand Function: Roy's Identity; Lancaster's theory of consumer demand, Individual Choice under risky situations; The Friedman Savage Hypothesis, The Markowitz Hypothesis, New Mann Morgenstern Method.

#### **Section- B**

Theory of the firm: Limit pricing theory - Bain's limit pricing theory; The model of Sylos-Labini, The model of Franco-Modigliani, The model of Bhagwati, The model of Pashigian; Baumol's model of sales maximization-Static and Dynamic models (Single-Product case only).

#### **Section- C**

The modern approach to consumption: Consumption under uncertainty: Random Walk hypothesis, Consumption and government spending: Barro-Ricardian Problem. Unemployment Theories: Efficiency wage model, Shapiro – Stiglitz- Model, Insider outsider model, Implicit contract theory, Optimal Monetary Policy: Targeting Monetary Aggregates, Targeting Interest rate and Inflation targeting. Optimal Fiscal Policy: Goal of Macroeconomic policy makers: Public choice theory and Partisan Theory, Automatic fiscal stabilizers.

**Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Analyze the individual choice under risk and uncertainty.
- Examine various theories of firms.
- Examine various theories of unemployment.
- Analyze optimum monetary and fiscal policies.
- Describe different theories of consumption.

**Recommended Books:**

1. Varian, Hal (1992). *Microeconomic Analysis* (Third ed.). New York: Norton. pp. 106–108.
2. Barthwal, R. R. (1992). *Microeconomic Analysis*. Wiley Eastern.
3. Koutsoyiannis, A. (1975). *Modern Microeconomics*. Mcmillan London.
4. Salvatore, D. (2014). *International Economics: Trade and Finance* Mcmillan, New York.
5. Hicks, J. R. (1986). *A Revision of Demand Theory*. Oxford University Press, London.
6. Baumol, W. J. (1972). *Economic Theory and Operations Analysis*. Prentice Hall of India Pvt.Ltd
7. Dornbusch, R. and Fisher, S. (2012). *Macroeconomics*, McGraw Hill.
8. Shapiro, E. (2015). *Macro Economic Analysis*, New Delhi: Galgotia Publications (p) Ltd.

**Suggested E- Learning Material:**

1. Duality and Modern Economics Retrieved from: [https://books.google.co.in/books?id=HO8zAAAAIAAJ&pg=PA45&redir\\_esc=y#v=onepage&q&f=false](https://books.google.co.in/books?id=HO8zAAAAIAAJ&pg=PA45&redir_esc=y#v=onepage&q&f=false)
2. Lancaster, Kelvin J. (1966). "A New Approach to Consumer Theory" *Journal of Political Economy*. Retrieved from : <http://www.dklevine.com/archive/refs41385.pdf>
3. Lecture Note: Efficiency wages, the Shapiro-Stiglitz Model Retrieved from: <https://economics.mit.edu/files/548>
4. Relative effectiveness of Monetary and fiscal policies, Retrieved from: <https://rbidocs.rbi.org.in/rdocs/Publications/PDFs/15WPS071011F.PDF>

## ECO 619 Institutions and Policies in India

**Max Marks: 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

### Section- A

Development Finance Institutions-1948; Banking Regulation Act-1949; Planning Commission-1950; Essential Commodities Act-1955; Food Corporation of India-1965; Agriculture Price Commission-1965.

### Section- B

Nationalization of Banks-1969; Sick Industrial Companies Act-1985; Consumer Protection Act-1986; Tarapore Committee on Full Convertibility of Rupee-1997; Competition Commission of India-2003; Fiscal Responsibility and Budget Management Act-2003; Mahatma Gandhi National Rural Employment Guarantee Act- 2005; Special Economic Zone Act- 2005.

### Section- C

FDI in Retail Sector-2012; National Food Security Act-2013; Pradhan Mantri Jan Dhan Yojna-2014; Aadhar Act-2016; Insolvency and Bankruptcy Code; Demonetization-2016; Real Estate (Regulation and Development) Act- 2016; Goods and Services Tax-2017.

### Learning Outcomes:

**After completion of the course, the student will be able to:**

- Understand the functioning of institutions in India.
- Analyze the economic policies and its impact on Indian economy.
- Evaluate the role of institutions and policies in economic development.
- Assess the contemporary dynamism of policies in India.

### Recommended Books:

1. Chikermane, G. (2018). *70 Policies That Shaped India*. Observer Research Foundation, New Delhi.
2. Datt, R. and Sundaram, K. P. M. (2017). *Indian Economy*. S. Chand and Company, New Delhi.
3. Jha, R. (2008) (Ed.). *The Indian Economy Sixty Years after Independence*. Springer.
4. Kapila, U. (2009)(Ed.). *India's Economic Development since 1947*. Academic Foundation.

5. Misra, S. K. and Puri, V. K. (2011). *Indian Economy*. Himalaya Publishing House.

**Suggested E-Resources:**

1. <https://www.gst.gov.in/>
2. <https://www.cci.gov.in/>
3. <https://www.ibbi.gov.in/>
4. <http://fci.gov.in/>
5. <https://dfpd.gov.in/nfsa-act.htm>
6. <https://nrega.nic.in>

**ECO 618 Indian Economic Problems and Issues**

**Max Marks: 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

**Section- A**

A detailed study of Indian economic problems and issues with emphasis on current situation: poverty; unemployment; income inequality; health inequality; inflation and balance of payment disequilibrium- Definitions, estimates and remedial measures.

**Section- B**

Recent banking and financial sector reforms; contemporary trade policies and their impact on Indian economy; current debates of Indian economy: Amartya Sen Vs Jagdish Bhagwati; Angus Deaton Vs Utsa Patnaik.

**Section- C**

Trend and sectoral analysis of foreign direct investment in India; Globalization and consumerism, geo-politics and international trade, Atmanirbhar Bharat Vs Globalization: A critique.

**Learning Outcomes:**

**After completion of course, the student will be able to:**

- Understand the functioning of Indian Economy.
- Analyze the problems and issues of Indian Economy.
- Understand the popular policies related debate between eminent economists.
- Assess the contemporary dynamism.

**Recommended Books:**

1. Datt, R. and Sundaram, K. P. M. (2017). *Indian Economy*. S Chand and Company, New Delhi.
2. Jha, R. (2008) (Ed.). *The Indian Economy Sixty Years after Independence*, Springer.
3. Kapila, U. (Ed.). (2009). *India's Economic Development since 1947*. Academic Foundation.
4. Misra, S. K. and Puri, V.K. (2011). *Indian Economy*. Himalaya Publishing House.

**Suggested E-Resources:**

1. [www.epw.in](http://www.epw.in)
2. <https://www.indiabudget.gov.in/economicsurvey/>
3. <https://www.rbi.org.in/>
4. <https://economictimes.indiatimes.com/>
5. <https://www.business-standard.com/>

## Reading Electives

### ECO 613R Selected Topics in Indian Agriculture and Rural Development

**Max. Marks : 100**

**L T P C**

**ESA:100**

**0 0 4 2**

India is predominantly a rural country and agriculture is the prime sector of the rural economy. This course attempts to expose students about the changing contribution of rural areas in Indian economy. It is important know the structure of rural poverty and its determinants in India. Students should critically review policies for rural development in the post-independence period. To understand the pace and pattern of agricultural growth, it is also expected to comprehend the linkages between ‘agricultural growth and rural poverty’, ‘agriculture and globalization in the context of the WTO and ‘Agrarian distress and farmers' suicides’. Food security has been a major concern in India. It is critical to know the contribution of public distribution system in achieving food security in India. It is important to critically analyze the price support programs in India the

agricultural marketing system and the scope of E-marketing to solve the problems of marketing faced by farmers.

### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Understand the dynamics of changes in the rural economy of India.
- Grasp emerging issues related to agriculture in India in the context of their development and barriers to transformation.
- Critically analyze problems of food security, agricultural pricing and marketing.

### **Recommended Books:**

1. Acharya, S.S. and Agarwal, N.L. (1999). *Agricultural Marketing in India*. Oxford and IBH Publishing Co. Pvt. Ltd.
2. Balakrishnan, P. (2000). *Agriculture and Economic Reforms: Growth and Welfare*. *Economic and Political Weekly*, 35 (12): 999-1004.
3. Ghatak, S. and Ingerscent, K. (1984). *Agriculture and Economic Development*. New Delhi: Select books.
4. Hanumantha Rao, C. H. (2004). *Agricultural Policy and Performance*. In B. Jalan (Eds.) *The Indian Economy: Problems and Prospects*. Panguin Books.
5. Jha, R. (2003). *Rural Poverty in India: Structure and Determinants and Suggestions for Policy Reforms*. In Raghabendra Jha (Eds.) *Indian Economic Reforms*. Palgrave Macmillan.
6. Mishra, S. (2014). Risks, Farmers' Suicides and Agrarian Crisis in India: Is There A Way Out?. *Indira Gandhi Institute of Development Research*, Mumbai WP-2007-14.
7. Puri, V.K. and Mishra, S.K. (2018). *Indian Economy*. Mumbai: Himayala Publishing House.
8. Saini, S. and Gulati, A. (2014). Leakages from Public Distribution System and the Way Forward. *ICRIER*. Working Paper 294.
9. Saini, S. and Gulati, A. (2015). The National Food Security Act 2013- Challenges, Buffer Stocking and Way Forward. *ICRIER*, Working Paper 297.
10. Singh, K. (2009). *Rural Development: Principles, Policies and Management*. New Delhi: Sage Publication.

**E-learning materials:**

1. <http://agriculture.gov.in>
2. <https://rural.nic.in>
3. <http://dare.nic.in>
4. <http://agricoop.nic.in>
5. <http://planningcommission.gov.in>
6. <http://www.ifpri.org/topic/food-security>

**ECO 610R Gender and Development****Max. Marks : 100****L T P C****ESA:100****0 0 4 2**

The study of gender's relation to development has gathered major interest amongst scholars and international policy makers. It is a high time to consider gender and development as a separate area of study. It is pertinent to know issues and approaches in this area and Gender Development Index (GDI). As far as the gender action plan and Sustainable Development Goals (SDGs) are concerned students must understand sex ratio, health, poverty and primary education. It is expected from students to know the concept and analysis of women's work with special reference to the valuation of productive and unproductive work, paid and unpaid work, economically and socially productive work, female contribution to national income and its limitation. Particularly, developing country like India women constitute almost half of the population, so, there is a need to understand the role of women in the labor market in India, supply and demand for female labor in India. There is a difference in female work participation in the organized and unorganized sector. It is equally important to understand wage differentials between men and women including education, skill, productivity, efficiency, opportunity. Mainstreaming gender into developmental policies cannot be neglected which involves gender and development planning, gender sensitive governance and gender budgeting. Now, there is a paradigm shift from women's well being to women's empowerment. An increase in the proportion of women accessing microfinance services could potentially

reduce gender inequality. It is critically important to comprehend the democratic decentralization and empowerment of women in India.

### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Understand the key concepts relating to gender.
- Know the evolution of approaches to gender and development.
- Critically analyse the relevance of gender in development, particularly in relation to key debates around the SDGs, power and empowerment.
- Apply a range of gender analysis frameworks and tools in development interventions.

### **Recommended Books:**

1. Agarwal, B., Humphries, J. & Robeyns, I. (2010). *Capabilities, Freedom and Equality*. In Amartya Sen (eds.). *Work from a Gender Perspective*. New Delhi: OUP.
2. Agnihotri, S.B. (2000). *Sex ratio in Indian Population: A Fresh Exploration*. New Delhi: Sage publications.
3. Banerjee N. and Krishnaraj, M. (2004). Sieving budgets for women. *Economic and Political Weekly*. Vol 39 (44), pp.4788 –4791.
4. Boserup, E. (1970). *Women's Role in Economic Development*. USA: St. Martin's Press.
5. Chen, M. (2009). Counting the Invisible Workforce: The Case of Home based Workers. *World Development Report*, Vol 27 (3), pp 603 – 610.
6. Dasgupta, M. et al. (2009). Evidence of an incipient decline in the number of missing girls in China and India. *Population and Development Review*, Vol 35 (2), pp 401 – 416.
7. Hirway, I. (2009). Mainstreaming Time Use Surveys in National Statistical System in India. *Economic and Political Weekly*. Vol XLIV (49), December 5, pp 56 – 65.
8. Jacobson, J.P. (2007). *The Economics of Gender*. USA: Blackwell Publishing.
9. John, M. (2007). Women in Power: Gender, caste and the politics of local urban governance. *Economic and Political Weekly*. Sept 29.
10. Lourdes, B. (1992). Accounting for women's work: the progress of two decades. *World Development Report*. Vol. 20, No. 11, 1547-1560.

11. Momsen, J. (2010). *Gender and Development*. USA: Routledge.
12. Seth, M. (2000). *Women and Development: The Indian Experience*. New Delhi: Sage Publications.
13. Sinha, N., Raju, D. & Morrison, A. (2007). Gender Equality, Poverty and Economic Growth. *World Bank Policy Research Working Paper*, 4349.
14. Srinivansan, K. and Shroff, A. (1998). *India: Towards Population, Development Goals*. New Delhi: Oxford University Press.

### **E- Learning Material**

1. [www.undp.org/hdr](http://www.undp.org/hdr)
2. <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTGENDER/0,,contentMDK:20619560~menuPK:1570210~pagePK:148956~piPK:216618~theSitePK:336868,00.html>
3. <https://info.worldbank.org/etools/docs/library/192862/Module1/Module1c.html>
4. <http://www.fao.org/docrep/005/y3969e/y3969e02.htm>
5. <http://www.bridge.ids.ac.uk/sites/bridge.ids.ac.uk/files/reports/re55.pdf>
6. <http://www.un.org/millenniumgoals/>
7. <http://socialjustice.nic.in>
8. [https://www.ilo.org/asia/media-centre/news/WCMS\\_545923/lang--en/index.html](https://www.ilo.org/asia/media-centre/news/WCMS_545923/lang--en/index.html)
9. <https://www.sciencedirect.com/science/article/pii/S0305750X11001288>

## **ECO 609R Economics of Ethics**

**Max. Marks : 100**

**ESA:100**

L	T	P	C
<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

From being a Moral philosophy based social science, Economics has in current times become dominated by the predictive and positive approaches emerging out of the engineering and physics based influences on the discipline. However in a more basic sense economic science is not detached from the moral question. This course aims to bring out the relationship of economic science with the ethical questions and outline the philosophical basis of economic reasoning. For this purpose students are expected to

engage first with philosophical basis of Economic Reasoning by undertaking extensive reading exercise on Positive and Normative Economics, Idea of Rationality, Utility Maximization, Utilitarianism and its basic implications in the form of idea of common good and Pareto optimality, negative liberty, property rights, inequality and types of market failures. Students are encouraged to understand the basics of Welfare Economics by engaging with the Welfare theorems. To be able to appreciate the interaction of economics and ethics students need to grasp the basics of Ethics (Moral Philosophy). For this purpose they should understand the basic concepts of Descriptive and normative Morality, Virtue Ethics, Deontological Ethics and Consequentialism. Students will also have to engage with important philosophers and their relevant work and they should focus on Aristotle and the Idea of 'Good Life', Kantian Ethics, Rousseau and the idea of 'Public Will', J.S. Mill and Negative Rights, Berlin's Two Concepts of Liberty, Robert Nozick and Friedrich Hayek and the idea of libertarianism. To move further and to witness the juxtaposing of moral philosophy and economics students are encouraged to engage with Adam Smith's Theory of Moral Sentiments, and Ethics of Market based economy via Adam Smith's The Theory of Wealth of Nations. To hone their learning further it is imperative that students utilize the knowledge gained from reading to think about some practical applications. They are encouraged to read and think about whether rationality is unethical or not, the possibilities and impossibilities of redistribution, Land redistribution, taxation, the idea of a living wage, idea of trusteeship and corporate social responsibility.

**Learning Outcomes:****After completion of the course, the student will be able to:**

- Define and explain the concept of Ethics.
- Elucidate the philosophical basis of Economic reasoning.
- Explain the role of ethics in economic thinking.
- Appreciate the potential influence of economic thinking on the idea of ethics.
- Utilize the understanding of Ethics and Economics to analyze practical economic and policy issues.

**Recommended Books:**

1. Dasgupta, P. (1986). Positive Freedom, Markets and the Welfare State. *Oxford Review of Economic Policy*, 2(2), 25-36.
2. Ray, D., & Sen, A. (1994). Price and quantity controls: A survey of some major issues. *Welfare Economics*, 166-196.
3. Schumacher, E. F. (2011). *Small is Beautiful: A Study of Economics as if People Mattered*. Random House.
4. Sen, A. (1985). The Moral Standing of the Market. *Social philosophy and policy*, 2(2), 1-19.
5. Sen, A. (1999). On Ethics and Economics. *OUP Catalogue*.
6. Smith, A. (2010). *The Theory of Moral Sentiments*. Penguin.
7. Varian, H. R. (1999). *Intermediate Economics: A Modern Approach*, WW Norton & company. New York.

**E- Learning Material**

1. <https://plato.stanford.edu/info.html>
2. <https://www.libertyfund.org/>
3. <https://www.core-econ.org/>
4. <https://www.econlib.org/>

**ECO 607R Behavioural Economics****Max. Marks : 100****L T P C****ESA:100****0 0 4 2**

Behavioural economics predominantly deals with human behaviour's deviations from the model of the homo economics or rational man. These deviations from rational calculation are introduced as non-standard or reflections of biases which leads towards non-standard preferences, non-standard beliefs, non standard decision making. Students are exposed to concepts of Behavioural Economics to explain human behavior through the lens of social preferences, heuristics and norms, from which new economic models are constructed. Central concepts particularly refer to humans and their decisions. Thereby; humans are described as behaving in accordance with bounded rationality. Students are encouraged to understand different research areas of Behavioural economics described by analysis of heuristics, discounting and time preferences and Emotions. The aim of

behavioural economic study is to gain more knowledge about human decision making behaviour and also to better inform and politically shape social phenomena such as investment in private pensions, health care, decisions on finance and education, mostly in accordance with the normative ideal of rational choice. This means that behavior which is considered not to be economically rational should be incrementally reduced. Nudges are seen as appropriate instruments to lead humans to decide as if there was no bounded rationality e.g. due to lack of self-control. It is assumed that humans themselves prefer these devices and these decisions in comparison to those driven by bounded rationality.

### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Understand main areas of Behavioural Economics.
- Analyse difference between nature of Humans in real life and Econs mentioned in Neoclassical Economics.
- Discuss the concept of Judgments
- Analyse Cognitive Biases in Judgement

### **Recommended Books:**

1. Airdy D.(2010). *Predictably Irrational: The Hidden Forces That Shape Our Decisions*,Harper Collins Publishers.
2. Kahneman, D., & Egan, P. (2011). *Thinking, fast and slow* (Vol. 1). New York: Farrar, Straus and Giroux.
3. Thaler, R. H., & Sunstein, C. R. (2009). *Nudge: Improving decisions about health, wealth, and happiness*. Penguin.
4. Thaler, R. (2015). *Misbehaving: The Making of Behavioural Economics* London. Allen Lane.
5. World Development Report (2015). *Mind, Society and Behaviour, International Bank for Reconstruction and Development / The World Bank*.

### **E- Learning Material**

1. <http://www.behavioraleconomics.com/BEGuide2015.pdf>
2. <http://www.behavioraleconomics.com/BEGuide2016.pdf>
3. <http://www.behavioraleconomics.com/BEGuide2017.pdf>
4. <https://behavioralpolicy.org/>
5. <http://www.worldbank.org/en/programs/embed>

## ECO 611R Institutional Economics

**Max. Marks : 100**

**L T P C**

**ESA:100**

**0 0 4 2**

Institutions are an important feature of economic organization of human society. This course aims to introduce students to the basic concepts responsible for Institutions coming into play according to economic theory, such as, Market as a Governance Mechanism, Benefits of Market, Opportunity Cost, Property Rights, Transaction Costs, Externalities (Social Cost) and market failure, Contracts, Coase Theorem, Public Goods, Common Resources, Tragedy of Commons; Command based versus Market based Economic System. Another important purpose of this course is to help students understand Institutions, need of and various types of institutions, such as formal and informal institutions. Students also need to deal with different theoretical approaches to the study of Institutions, such as, Political Economy, Public Choice Theory, New Institutional Economics, Constitutional Economics, Law and Economics, Mechanism Design Approach and Principal Agent Theory. Engagement with some practical applications related with current milieu can also be utilized to concretize learning around institutions. For this purpose students can engage with the idea of Institutional failure in the form of market and government failure, Management of Common Resources, Tragedy of commons and importance of institutions and the overall link between Institutions and Economic Growth and Development.

### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Define Institutions.
- Learn the basic concepts in economics necessary for study of institutions.
- Understand various aspects of evolution and need of Institutions.
- Explain and distinguish between different theoretical approaches to the study of institutions.
- Apply learning on Institutions and economic tools to understand practical policy and economic issues.

### **Recommended Books:**

1. Acemoglu, D., Johnson, S., & Robinson, J. A. (2005). *Institutions as a fundamental cause of long-run growth*. Handbook of economic growth, 1, 385-472.
2. Bardhan, Pranab. (1997). Corruption and development: a review of issues. *Journal of economic literature* 35.3 : 1320-1346.
3. Bardhan, Pranab.(1999). *The Political Economy of Development in India: Expanded edition with an epilogue on the political economy of reform in India*. OUP Catalogue.
4. Basu, Kaushik, Sudipto Bhattacharya, and Ajit Mishra. (1992). Notes on Bribery and the Control of Corruption. *Journal of Public Economics* 48.3, 349-359.
5. Hardin, Garrett. (1968). The Tragedy of the Commons, *Science*, vol.162, no. 3859.
6. Kapur, Devesh, and Pratap Bhanu Mehta, (2007). *Public Institutions in India: Performance and Design*. Oxford University Press.
7. Ostrom, Elinor, (1990). *Governing the commons: The Evolution of Institutions for Collective Action*, Cambridge University Press.
8. Rodrik, Dani, and Arvind Subramanian. (2003). The Primacy of Institutions. *Finance and Development* 40.2, pp. 31-34.
9. Shughart, William F., and Laura Razzolini, eds. (2003). *The Elgar Companion to Public Choice*. Edward Elgar Publishing,
10. Subramanian, Arvind. (2007). The Evolution of Institutions in India and its relationship with Economic Growth. *Oxford Review of Economic Policy* 23.2 pp. 196-220.
11. Williamson, Oliver E. (1989). Transaction Cost Economics. *Handbook of Industrial Organization*, pp. 135-182.
12. Williamson, Oliver E. (1996). *The Mechanisms of Governance*. Oxford University Press.

#### **E- Learning Material:**

1. <https://plato.stanford.edu/info.html>
2. <https://www.libertyfund.org/>
3. <https://www.core-econ.org/>
4. <https://www.econlib.org/>

## **ECO 616R Urbanisation and Public Policy**

**Max. Marks : 100**

**L T P C**

**ESA:100**

**0 0 4 2**

Urbanization has been a worldwide phenomenon during much of this century. The development of a national urban policy is the key step for reasserting urban space and territoriality. The Policy provides an overarching coordinating framework to deal with the most pressing issues related to trends and patterns of urbanization and urban economic status. Urban poverty is unique, particularly in the way that it follows certain patterns of growth. It is expected from students to know about urban land regulation, local authorities-functions and responsibilities. It is important to know urban planning, housing policies and regulations. Urban infrastructure and services- specific sectors incorporates water and sanitation, energy, transport and mobility, drainage, urban waste management, telecommunication and other services which is critical to know to formulate public policy for urban development. Managing problem of environmental pollution is equally important. Municipal finances are characterized by the constant tension between the funds and functions of local governments. Job creation and local economic development examine the impact of technological progress on regional and local labour markets. It is expected to comprehend the dynamics of main cities including capital city, policy options for intermediate cities and policy options for market towns and other settlements. It is also expected from students to understand linkages between urban-rural and social inclusion -including youth and gender. A thorough understanding of recent policies for education and health achievements in urban localities is also required.

### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Understand the process of urbanization and government policies.
- Explain the link between the urban growth and economic development.
- Analyze challenges in effective implementation of public policy for urban development vis-a- vis overall development of the country.

**Recommended Books:**

1. Ahluwalia, I.J. and Kanbur, R. (2014). *Urbanisation in India: Challenges, Opportunities and the Way Forward.* , NewDelhi: Sage India.
2. Evans, A.W. (1984). *Urban Economics.* London: Basil Blackwell.
3. Kulshrestha, S.K. (2012). *Urban and Regional Planning in India: A Handbook for Professional Practice.* Delhi: Sage India.
4. Ministry of Housing and Urban Poverty Alleviation, Government of India (2014). *Inclusive Urban Planning: State of the Urban Poor Report-2013.* New Delhi: Oxford University Press.
5. Mohanty, K. P. (2014). *Cities and Public Policy: An Urban Agenda for India.* New Delhi: Sage India.
6. Sen, J. (2012). Sustainable Urban Planning. *The Energy and Resources Institute,* New Delhi.
7. Shaw, A. (2012). *Indian Cities.* New Delhi: Oxford **University Press.**
8. Sivaramakrishnan, K.C. (2011). *Re-visioning Indian Cities: The Urban Renewal Mission.* New Delhi:Sage India.
9. Sivaramakrishnan, K.C. (2014). *Governance of Megacities: Fractured Thinking, Fragmented Setup.* Oxford: Oxford University Press.
10. World Bank (2013). *Urbanization Beyond Municipal Boundaries: Nurturing Metropolitan Economies and Connecting PeriUrban Areas in India.* World Bank Publications, Washington DC.

**E-learning material:**

1. [http://www.indiaenvironmentportal.org.in/files/file/Strategic\\_Plan\\_draft\\_new\[1\].pdf.pdf](http://www.indiaenvironmentportal.org.in/files/file/Strategic_Plan_draft_new[1].pdf.pdf)
2. [http://www.urbangateway.org/icnup/sites/default/files/NUP\\_Framework\\_for\\_a\\_Rapid\\_Diagnostic.pdf](http://www.urbangateway.org/icnup/sites/default/files/NUP_Framework_for_a_Rapid_Diagnostic.pdf)
3. [https://openknowledge.worldbank.org/bitstream/handle/10986/5962/9780821372814\\_ch06.pdf](https://openknowledge.worldbank.org/bitstream/handle/10986/5962/9780821372814_ch06.pdf)
4. <https://www.planetizen.com/node/75766/public-policies-optimal-urban-development>
5. <https://planningtank.com/dissertation/national-urbanisation-policy-india>
6. <http://www.urbanpro.co/wp-content/uploads/2017/04/Inside-the-City-On-Urbanisation-Public-Policy-and-Planning.pdf>

# Master of Philosophy (Political Science)

## First Semester

### POL 619P Term Paper

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
0	0	16	8

The student will have to write a term paper under the guidance of a mentor, broadly based on the Review of Literature for the Dissertation, ranging from 20 to 30, double line space, typed pages, in TNR 12 Font size. For Hindi font to be used is DevLys 010, size 14.

The same will be evaluated by a 3 member departmental committee, comprising the HoD, one faculty member and the mentor, at the end of the Semester. The continuous assessment will be done on the Dissertation synopsis and Literature Review (20 marks) + Seminar presentation (20 marks)

#### Learning Outcome:

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

- Acquaint themselves with the basic ideals of writing a research paper in the area of their subject.
- Analyze the primary and secondary sources of research in Political Science.
- The knowledge of research techniques in writing the research papers.

Review various research fields and sub fields of Political Science.

#### Suggested E-Resources:

- The student will be guided to refer to e-resources related to the topic of the term paper.

## Second Semester

### POL 616D Dissertation

<b>Max. Marks : 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>0</b>	<b>0</b>	<b>32</b>	<b>16</b>

The students will write a dissertation under the guidance of a supervisor. The size may be around 80-100, double line space, typed pages, in TNR 12 Font size. For Hindi font to be used is DevLys 010, size 14. The submitted dissertation would be sent for external evaluation.

The internal viva voce will be done by a Board of Examiners comprising of the Dean FSS, HoD and the supervisor.

#### **Learning Outcome:**

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

- Acquaint themselves with the basic ideals of writing the dissertation in area of subject.
- Analyze the primary and secondary sources of the research problem.
- Apply the knowledge of research techniques in writing the research report.

#### **Suggested E-Resources:**

The student in the process of research will be guided to examine relevant – resources related to the area of study.

### POL 612S Seminar

<b>Max. Marks : 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>4</b>

The student will have to present a Seminar on any related aspect of the dissertation or also on any current and relevant issue, related to the concerned discipline and submit a hard copy of the same. A teacher will mentor the student for the Seminar. The presentation of the same will be assessed by a three member Board of Examiners.

#### **Learning Outcome:**

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

- Analyze different sources of data collection.
- Develop their presentation skills

- Prepare a research paper using research techniques and methodology

**Suggested E-Resources:**

The students would be advised to refer to e-resources related to the topic of their seminar.

## **Discipline Elective**

### **POL 601 Modern Political Analysis**

<b>Max. Marks: 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

#### **Section- A**

Political Analysis Traditional and Modern Perspective, Fact – Value dichotomy in Political Analysis, Elements of Scientific Method. Major Approaches of Political Analysis: Normative Approach, Systems approach

#### **Section- B**

Political Socialization, Political Culture, Political Participation, Political Development and Political Modernization.

#### **Section- C**

Participatory Democracy, Civil Society and Citizenship, Social justice and affirmative actions.

**Learning Outcomes:**

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

- Develop a critical understanding of the dynamism and diversity of modern and contemporary political analysis.
- Familiarize themselves with analytical and research skills needed to understand and explain politics and government.
- Develop basic analytical skills to evaluate diverse approaches to the study of politics.

**Recommended Books:**

1. Charlesworth, J. C. (1967). *Contemporary Political Analysis*. New York: Free Press.
2. Easton, David. (1963). *The Political System - An Inquiry into the state of Political Science*. New York: Alfred A. Knopf Inc.

3. Lasswell, Harold D. (1969). *Politics, Who Gets, What, When & How*. New York: McGraw Hill and Co. Inc.
4. Eugene, J. Meehan (1965). *The Theory and method of Political Analysis*. Homewood: III, Dosrey Press.
5. Goodin, Robert E and Petited Philip (1993). *A companion to Contemporary Political Philosophy*. Uk: BlackwallOxford.
6. Ray, B.H. (ed.) (2000). *Contemporary Political Thinking*. New Delhi: Kaushik Publisher.
7. Dahl, Robert (2003). *Modern Political Analysis*. New Delhi: Pearson Education.
8. Ramaswamy, Sushila. (2003). *Political Theory : Ideas and Concepts*. Delhi: Macmillan India.
9. Verma, S.P. (1975). *Modern Political Theory*. Delhi: Vikas.
10. Brecht, Arnold (1959). *Political Theory : Foundations of Twentieth Century Political Thought*. USA: Princeton University Press.
11. Easton, David (1971). *Framework to Political Analysis*. New York: Prentice Hall Inc.
12. Easton, David (1965). *A System Analysis of Political Life*. New York: John Wiley and Sons Inc.
13. Lasswell & Kaplan (1953). *Power and Society : Framework for Political Inquiry*. New Haven: Yale University.
14. Hutcheon (1989). *The politics of Postmodernism*. London & New York: Routledge.

### **Suggested E-Resources**

- E PG Pathshala- <https://epgp.inflibnet.ac.in/ahl.php?csrno=29>
- Annual Review of Political Science,  
<http://www.annualreviews.org/journal/polisci>, Annual Reviews
- Review of Middle East Studies,  
<http://www.jstor.org/action/showPublication?journalCode=revimiddeas>  
tstud, Middle East Studies Association of North America (MESA)
- Political Methodology,  
<http://www.jstor.org/action/showPublication?journalCode=polimethod>,  
Oxford University Press; Society for Political Methodology
- Political Analysis,  
<http://www.jstor.org/action/showPublication?journalCode=polianalysis>

## POL 617 Gender and Politics

**Max. Marks: 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

### **Course Content:**

#### **Section- A**

Constructing Gender: Meaning, Nature, Scope and Evolution of Gender Studies; Core Concepts: Power, Equality, Patriarchy, Public/Private Dichotomy.

#### **Section- B**

Political Ideologies and Women: Liberal, Socialist, Marxist and Radical; Waves of Feminism; Feminist Thought: Merry Wollstonecraft, Simon-de-Beauvoir, Betty Friedan.

#### **Section- C**

Women Movements in India; Political Participation of Women in India; Gender Equality and Women's Protection: Law and Legislation in India (Domestic Violence Act, Vishaka Guidelines, Uniform Civil Code)

### **Learning Outcomes:**

After completion of the course students will be able to:

- Understand the construction of Gender and its core elements
- Understand various perspectives and waves of Feminism
- Understand the Feminist Movement in India
- Explore theoretical and practical aspects such as the legal framework and social justice, as they relate to gender.
- To reach their own conclusion and write an effective research paper up to ten pages.

### **Recommended Books:**

1. Benhabib, Seyla, and Cornell, Drucilla, (1987) *Feminism as Critique: On the Politics of Gender*, , Minneapolis, University of Minnesota Press.
2. Bryson, Valerie, (2003). *Feminist Political Theory: An Introduction*, Second Edition, Houndmills: Palgrave Macmillan.
3. Butler, Judith and Scott, Joan W. (Eds.), (1992). *Feminists Theorize the Political*, New York, Routledge

4. Collins, Patricia Hill, (2000). *Black Feminist Thought Knowledge, Consciousness and the Politics of Empowerment*, London, Routledge.
5. Donovan, Josephine, (2006). *Feminist Theory: The Intellectual Traditions*, Third Edition, , New York, The Continuum
6. Gamble, Sarah (Ed.), *The Routledge Companion to Feminism and Post feminism*, London, , Routledge.
7. Glover, David and Kaplan, (2000).
8. Cora, *Genders*, London, Routledge.
9. Brush, Lisa D. (2007). *Gender and Governance*. Delhi: Rawat Publications.
10. Chodrow, Nancy (1978). *The Reproduction of Mothering*. Berkeley: University of California Press.
11. Oakley, Ann. (1972). *Sex, Gender and Society*. New York : Harper and Row.

#### **Suggested E-Resources**

- E PG Pathshala  
<https://epgp.inflibnet.ac.in/ahl.php?csrno=828>
- E PG Pathshala  
<https://epgp.inflibnet.ac.in/ahl.php?csrno=456>
- Social Politics: International Studies in Gender, State and Society
- [https://muse.jhu.edu/journals/social\\_politics](https://muse.jhu.edu/journals/social_politics), Oxford University Pres

### **POL 618 State and Politics in South Asia**

<b>Max. Marks: 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

#### **Course Content:**

##### **Section- A**

Contextualising South Asian Colonial History: National Movements, Independence and Partition, Socio-cultural Background and Geo-Politics.

##### **Section- B**

Political and Economic Challenges – Failing States: Pakistan and Afghanistan; Terror as Tactics: Sri Lanka and Nepal; Civil Military Relations: Bangladesh.

### Section- C

Protracted Disputes, Human Security and Environmental Issues: Partition and the War for Kashmir, The Sri Lankan Civil War, Nuclear issues, Terrorism, Insurgency, Human Rights, Gender, Development Issues and Migration.

#### Learning Outcomes:

After completion of this course students will be able to:

- Contextualise state and politics in the South Asian Region
- Understand the political and economic challenges of the South Asian regions.
- Analyze contemporary issues with respect to South Asia

#### Recommended Books:

1. Alam, Imtiaz (2006). *Whither South Asia*. Lahore: South Asian Policy Analysis Network.
2. Anirudh, Gupta (1964). *Politics in Nepal*. New Delhi: Allied Publishers.
3. Bose, Sugata & Jalal, Ayesha, (2003). *Modern South Asia: History, Culture and Political Economy*. New Delhi: Oxford: University Press.
4. Cohen, Stephen P. (2001). *'Situating India' in India: Emerging Power*. Washington, D.C: Brookings Institution Press
5. Dubey, Muchkund (1999). *South Asian Growth Quadrangle: Framework for Multifaceted Cooperation*. Delhi: Macmillan.
6. Farmer, B.H. (1996). *An Introduction to South Asia* . 2nd edition. Routledge.
7. Hye, Hasnat Abdul (2001). *Governance: South Asian Perspectives*. New Delhi: Manohar.
8. Johari, J.C. (1991). *Government and Politics of South Asia*. New Delhi: Sterling Publishers.,
9. Jalal, Ayesha (2002). *Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective*. New York: Cambridge University Press.,
10. Jha, Nalini Kant (2010). *Democracy, Nation Building and Peace in South Asia*. New Delhi: Har Anand Publications.
11. Khalid, Bin Sayeed (1967). *The Political System of Pakistan*. Boston: Houghton Muffin Co.

12. Khilani & Raghavan (2016). *Comparative Constitutionalism in South Asia*. Oxford: OUP.
13. Mahbubul-Haq (2012). *Governance for People's Empowerment*. Lahore: Development Centre.
14. Mallick Ross (1998). *Development, Ethnicity and Human Rights in South Asia*. New Delhi
15. Ollapally, Deepa M. (2008). *The Politics of Extremism in South Asia*. Cambridge: Cambridge University Press.
16. Phadnis, Urmila & Rajat Ganguly (2001). *Ethnicity and Nation-building in South Asia*. New Delhi: Sage.
17. Shastri, A. & Jeyaratnam, A. (2001). *The Post-Colonial States of South Asia: Democracy, Development and Identity*. New York: Palgrave
18. *South Asia: India, Nepal, Pakistan*. Boulder Colorado: Lynne Rienner.
19. Vanaik, Achin, (2004). *Globalization and South Asia: Multidimensional Perspectives*. New Delhi: Manohar.
20. Yong, Tan Tai, (2010). *South Asia: Societies in Political and Economic Transition*. New Delhi: Manohar.

#### **Suggested E-Resources**

- E PG Pathshala  
<https://epgp.inflibnet.ac.in/ahl.php?csrno=29>
- Asian Perspective  
<http://www.jstor.org/action/showPublication?journalCode=asianperspective>
- Asian Journal of Social Science
- <http://www.jstor.org/action/showPublication?journalCode=asiajsociscie>

## Reading Electives

### POL 608R Plato's Political Philosophy

**Max. Marks : 100**

**L T P C**

**ESA:100**

**0 0 4 2**

#### **Course Content:**

Plato is generally viewed as one of the greatest and most influential philosophers in the Western tradition. His political philosophy is held in high regard, and is the earliest comprehensive political philosophy we possess. As with other great figures, Plato's political theory was not only part of his overall philosophical system but profoundly shaped by his social and political circumstances. This course is designed to cultivate interest among the students regarding Plato's Political Philosophy. In this course students will explore the Main features and significance of classical Greek philosophy and Plato's Ideas on justice as a virtue, educational philosophy, Ideas on communism and new social order, concept of philosopher king & philosophical practices and Ideal state and it's relevance in modern era.

#### **Learning Outcome:**

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

- Understand the Main Features of Classical Greek Philosophy in general and Plato's Political Philosophy in particular.
- Comprehend Plato's ideas on Justice, communism, education etc.
- Analyze and justify the relevance of Plato's Ideas in the modern era.

#### **Recommended Books:**

1. Guthrie, WKC (1985). *A History of Greek Philosophy*. UK: Cambridge University Press.
2. Allen, Danielle S. (2012, December). *Why Plato Wrote*. USA: Jouns & Sons.
3. Magrini, James M. (2017, December). *Plato's Socrates Philosophy and Education*. US: New York: Springer Publication.
4. Plato and Makridis, Odysseus. (2018, February). *Republic*. Knickerbocker Classics.
5. Jayapalan, N (1999). *Plato*. New Delhi: Atlantic Publisher & Dist.

#### **Suggested E-Resources:**

- <https://www.iep.utm.edu/platopol/>
- <https://thegreatthinkers.org/plato/introduction/>
- <https://politics.virginia.edu/georgeklosko/wp-content/uploads/sites/8/2016/09/plato6.pdf>
- <https://plato.stanford.edu/entries/plato-ethics-politics/>
- <https://muse.jhu.edu/book/131>
- <https://archive.org/search.php?query=plato%27s%20political%20philosophy>

## **POL 611R Political Philosophy of Mahatma Gandhi**

**Max. Marks : 100**

**L T P C**

**ESA:100**

**0 0 4 2**

### **Course Content:**

Gandhi was the man of the millennium. His political philosophy had its roots in different philosophical systems, both Eastern and Western. This course is based on the political philosophy of Gandhi and the purpose of this course is to familiarize the students with his political philosophy. In this course students shall explore Gandhi's major theories- Truth and Non-violence, Ends and Means Gandhi's conception of self, God and world, Gandhi's conception of war, peace and conflict resolutions, Gandhi's Ideas on Spiritualization of politics, Freedom, Fraternity & Equality, Democracy, Decentralization of administration along with Gandhi's Ideas on Ecology and Women's Status and Role in Society. His ideas are deliberated upon with specific emphasis on reading of his original writings. The course has been designed to cultivate interest among the students in the study of Gandhi's Political Thoughts, to increase awareness about the political philosophy of Gandhi, to develop understanding about it's relevance and to enhance knowledge about his contribution in political theorizing.

### **Learning Outcome:**

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

- Understand the key features of Gandhian political philosophy.
- Comprehend Gandhi and Gandhism a critique of liberalism and capitalism.

- Analyze the impact and relevance of Gandhian thought in Indian and global politics
- Determine Gandhi's greatest accomplishment for the Indian people using evidence to support arguments and assertion.

**Recommended Book:**

1. Guha, Ramachandra. (2011). *India after Gandhi: The history of the world's largest democracy*. New Delhi: Pan Macmillan.
2. Pandey, J. (1998). *Gandhi and 21st century*. Delhi: Concept Publishing Company.
3. Parekh, B. (2001). *Gandhi: a very short introduction*, Uk: Oxford University Press .
4. Sharma, B. M.(2017). *Mahatma Gandhi and His Philosophy*. Jaipur: Rawat Pubns.
5. Dwivedi, R.P. (2007). *Revisiting Gandhi* . Delhi: Radha Publication.
6. Arya, P.K.(2008). *Mahatma Gandhi and Problem of Communalism*. Jaipur: pointer publisher
7. Lohia, R. M. (1976). *Marx Gandhi and Socialism*, Hyderabad: Scientific Socialist Educational Trust
8. Parekh, B. ( 1995). *Gandhi's Political Philosophy*, New Delhi: Ajanta Interntional.
9. Mantena, K. (2012) .*On Gandhi's Critique of the State: Sources, Contexts, and Conjunctures. Modern Intellectual History*, Vol. IX, no, 3:535.563.
10. Dalton, D.(2012). *Mahatma Gandhi: Nonviolent power in action*. USA: Columbia University Press
11. Gandhi, M.K. (1953). *Towards new education*. Ahmedabad: Navajivan Publishing House.
12. Gandhi, M. K.(1960). *Trusteeship*. Ahmedabad: Navajivan Publishing House.
13. Dalton, D. (1996). *Swaraj: Gandhi's Idea of Freedom*, in Mahatma Gandhi: Selected Political Writings, USA: Hackett Publishing, pp. 95-148.
14. Coward, H. (2003). *Gandhi, Ambedkar, and Untouchability*, in H. Coward (ed) *Indian Critiques of Gandhi*, New York: State University of New York Press, pp. 41-66.

**Suggested E-Resources:**

- <https://www.mkgandhi.org/articles/gandhian-political-theory.html>
- [https://www.mkgandhi.org/articles/g\\_thght.htm](https://www.mkgandhi.org/articles/g_thght.htm)
- [https://www.academia.edu/30922009/POLITICAL\\_IDEAS\\_OF\\_MAHATMA\\_GANDHI\\_AND\\_CONTEMPORARY\\_RELEVANCE](https://www.academia.edu/30922009/POLITICAL_IDEAS_OF_MAHATMA_GANDHI_AND_CONTEMPORARY_RELEVANCE)
- <https://www.gandhiservefoundation.org/about-mahatma-gandhi/>
- [https://www.researchgate.net/publication/312142439\\_POLITICAL\\_IDEAS\\_OF\\_MAHATMA\\_GANDHI\\_AND\\_CONTEMPORARY\\_RELEVANCE](https://www.researchgate.net/publication/312142439_POLITICAL_IDEAS_OF_MAHATMA_GANDHI_AND_CONTEMPORARY_RELEVANCE)
- <https://archive.org>

**POL 610R Political Philosophy of Dr. B.R. Ambedkar****Max. Marks : 100****L T P C****ESA:100****0 0 4 2****Course Content:**

Ambedkar's legacy as a socio-political reformer had a deep impact on modern India. In post-Independence India, his socio-political thought is respected across the political spectrum. His initiatives have influenced various spheres of life and transformed the way India today looks at socio-economic policies, education and affirmative action through socio-economic and legal incentives. He was the chief architect of the Constitution of India. In this perspective it is very important for the students of political science to get acquainted with his political philosophy. Basically this course is designed to cultivate his political ideas among the students. It will help students to understand his social and political thought as a great reformer of Indian society and a political thinker, who gave comprehensive theory of social justice for Indian society. Actually he was a realist about the social order and its effects, but also an optimist about the 'power of democratic institutions' to bring equality. This course will develop a holistic perspective about him among the students and they will be able to learn his various aspects of political thinking like democracy, state, nation, nationalism, social order etc.

**Learning Outcome:**

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

- Understand B.R. Ambedkar's social and political thought as a great reformer of Indian society and a political thinker.
- Assess and disseminate the ideas of B.R. Ambedkar on nationalism, caste, state and democracy.
- Analyse the role of Ambedkar in Political thought and constitutional development in India.

**Recommended Books:**

1. Mankar, Vijay (2016). *Dr. B. R. Ambedkar – An Intellectual Biography of ideas, enlightenment, life and liberation work*. Nagpur: Blue World Series.
2. Austin, Granville. (1972). *The Indian Constitution: Cornerstone of a Nation*. New Delhi: Oxford University Press.
3. Bakshi, S. R. (ed.). (2001). *B. R. Ambedkar, His Political and Social Ideology*. New Delhi: Deep & Deep Publications.
4. Banerjee, Anilchandra. (1978). *The Constitutional History of India*. Calcutta: A Mukherjee & Co. Pvt. Ltd.
5. Boudh, Jugalkishor (ed.). (2013). *Dr. Ambedkar's Evidence Before The Simon Commission*. New Delhi: Samyak Prakashan.
6. Ambedkar, B.R. (1946). *Who were the Shudras? and How they came to fourth Varna in Indo-Aryan Society*. Bombay: Thacker & Co.
7. Keer, Dhananjaya (1962). *Dr. B. R. Ambedkar-Life and Mission*. Bombay: Popular publication.
8. Lokhande, G.S. (1977). *Bhim Rao Ramji Ambedkar*. New Delhi: Sterling Publishers.

**Suggested E-Resources:**

- <https://books.google.co.in/books?id=pcu2AQAQBAJ&printsec=frontcover&dq=political+philosophy+of+b+r+ambedkar&hl=en&sa=X&ved=0ahUKEwiHgvT76eXhAhW0Q3wKHas4DgoQ6AEILzAB#v=onepage&q=political%20philosophy%20of%20b%20r%20ambedkar&f=false>
- <https://books.google.co.in/books?id=yaxvDwAAQBAJ&printsec=frontcover&dq=political+philosophy+of+b+r+ambedkar&hl=en&sa=X&ved=0ahUKEwiHgvT76eXhAhW0Q3wKHas4DgoQ6AEINDAC#v=one>

page&q=political%20philosophy%20of%20b%20r%20ambedkar&f=false

- <https://books.google.co.in/books?id=0Bo0Rjlp-0QC&printsec=frontcover&dq=political+philosophy+of+b+r+ambedkar&hl=en&sa=X&ved=0ahUKEwiHgvT76eXhAhW0Q3wKHas4DgoQ6AEIOjAD#v=onepage&q=political%20philosophy%20of%20b%20r%20ambedkar&f=false>
- [https://www.epw.in/system/files/pdf/2017\\_52/15/SA\\_LII\\_15\\_150417\\_Valerian%20Rodrigues.pdf?0=ip\\_login\\_no\\_cache%3Dab4da5c133067fbd66b6c139d4993d83](https://www.epw.in/system/files/pdf/2017_52/15/SA_LII_15_150417_Valerian%20Rodrigues.pdf?0=ip_login_no_cache%3Dab4da5c133067fbd66b6c139d4993d83)
- <https://mea.gov.in/books-writings-of-ambedkar.htm>

## **POL 607R Kautilya: Politics and Statecraft**

**Max. Marks : 100**

**L T P C**

**ESA:100**

**0 0 4 2**

### **Course Content:**

Kautilya is considered as one of the first realist Indian political thinker. Kautilya's *Arthashastra*, a classic work of political theory and statecraft has remained important across the world. This course has been designed to cultivate interest among the students in the study of Kautilya's thoughts on politics and statecraft. 'Saptang Sidhant', 'Mandal Sidhant' and 'Shadgunya Niti' are the major theories of Kautilya which are relevant in the political science discourse as fundamentals of statecraft and potential for tackling theoretical difficulties and empirical questions. In this course students will explore Kautilya's Ideas on justice along with above mentioned theories and their relevance in modern era.

### **Learning Outcome:**

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

- Understand the Political Philosophy of Ancient Indian Political thinker Kautilya.
- Evaluate the ideas of Kautilya on state, Justice and administration etc.
- Analyze Kautilya's thoughts on International Politics and foreign affairs.

- Justify the relevance of political philosophy of Kautilya in the present scenario.

**Recommended Books:**

1. Kautilya's Arthashastra & Machiavellism (1984). *A Reevaluation. The Quarterly review of historical studies*, vol: 23 .
2. Kumar, P. (1989). *Kautilya Arthashastra: An Appraisal*. Nag Publishers.
3. Menon, K.P. (1998). *Kautilya on Rajaniti*. Nag Publishers.
4. Agrawal, K.M. (1990). *Kautilya on Crime and Punishment*. Shree Almora Book Depot Publishing.
5. Gupta, V.K. (1998). *Kautilyan Jurisprudence*. B.D. Gupta Publishers.

**Suggested E-Resources:**

- <https://unacademy.com/lesson/kautilya-part-1/ZE7IZLS5>
- <https://sol.du.ac.in/mod/book/view.php?id=1599&chapterid=1604>
- <https://www.ancient.eu/Kautilya/>
- <https://ideas.repec.org/p/pramprapa/9962.html>
- <https://www.ancient.eu/Arthashastra/>
- <http://oaji.net/articles/2016/488-1472118670.pdf>
- <https://archive.org/search.php?query=kautilya>

**POL 615R Administrative Institutions in India**

**Max. Marks : 100**

**L T P C**

**ESA:100**

**0 0 4 2**

**Course Content:**

The need of understanding and working of Administrative institutions which can provide affirmative understanding of objectives to fulfill the need for better apprehension of Administration. The deeper knowledge of Planning Commission (NITI Aayog) and National Development Council which are extra constitutional and extra-statutory bodies responsible for formulating plans for Socio-economic development in India.

Students will also get the knowledge of working procedure and organization of Finance Commission and also to develop the understanding of organizational setup and working of Election Commission which are constitutional bodies. Students will get acquainted with the factors

influencing organization and functions of Union Public Service Commission (UPSC).

Students will also get the idea about advisory boards working at the national level like Railway Board and Central Social welfare Board.

To provide students the better understanding of working of regulatory authorities which are commonly setup to enforce safety and standards or to protect consumers in market. Understanding Telecom Regulatory Authority of India (TRAI) and its purpose of regulating telecommunication service, adjudicate disputes and protecting interests of service providers as well as consumers. To understand the formation of Insurance Regulatory and Development Authority (IRDA), this protects the interests of policy holders in regulation, promotion and ensuring of older growth of insurance industry.

Studying another regulatory authority, National Bank for Agriculture and Rural Development (NABARD) and its functions as an apex body for consideration of all types of credit needs in agriculture and rural development.

By the end of this course students will gain thorough knowledge of Administrative institutions and Regulatory authorities in India.

### **Learning Outcome:**

After completion of the course student will be able to:

- Develop an understanding of constitutional and extra constitutional bodies .
- Know about the institutional aspect of Indian Administration.
- Analyze the working of administrative institutions in India.

### **Suggested E- Resource:**

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=30>
- Indian journal of public administration- <https://us.sagepub.com/en-us/nam/indian-journal-of-public-administration/journal202581#description>
- Journal of Public Administration Research and Theory: J-PART <http://www.jstor.org/action/showPublication?journalCode=jpubladmiresethe>
- Journal of Elections, Public Opinion & Parties- <http://www.tandfonline.com/loi/fbep20>

## **Master of Philosophy (History)**

### **First Semester**

#### **HIST 620P Term Paper**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

L	T	P	C
0	0	16	8

The student will have to write a term paper under the guidance of a mentor, broadly based on the Review of Literature for the Dissertation, ranging from 20 to 30, double line space, typed pages, in TNR 12 Font size. For Hindi font to be used Devlys 010, size 14.

The same will be evaluated by a 3 member departmental committee, comprising the HoD, one faculty member and the mentor, at the end of the Semester. The continuous assessment will be done on the Dissertation synopsis and Literature Review (20 marks) + Seminar presentation (20 marks)

#### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Relate to the basic ideals of writing a research paper in history
- Analyze the primary and secondary sources in history
- Frame sound arguments using the knowledge of research techniques and knowledge
- Review topics related to history, and historiographical trends.

#### **Suggested E-Resources:**

- The student will be guided to refer to e-resources related to the topic of the term paper.

## Second Semester

### HIST 618D Dissertation

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>0 0 32 16</b>

The student will write the dissertation under the guidance of a supervisor teacher. The size may be around 80-100, double line space, typed pages, in TNR 12 Font size. For Hindi font to be used DevLys 010, size 14. The submitted dissertation would be sent for external evaluation.

The internal viva voce will be done by a Board of Examiners comprising Dean FSS, HoD and the supervisor.

#### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Develop skills for writing of history.
- Analyze the available source materials and develop research related arguments.

#### **Suggested E-Resources:**

- The student in the process of research will be guided to examine relevant –resources related to the area of study.

### HIST 613S Seminar

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>0 0 8 4</b>

The student will have to present a Seminar on any related aspect of the dissertation or also on any current and relevant issue, related to the concerned discipline and submit a hard copy of the same. A teacher will mentor the student for the Seminar. The presentation of the same will be assessed by a three member Board of Examiners.

#### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Locate a research problem related to history writing
- Analyze different sources by which a narrative of history can be written
- Prepare a research paper using research techniques and methodology
- Develop their presentation skills

**Suggested E-Resources:**

- The students would be advised to refer to e-resources related to their topic of study.

**Discipline Elective****HIST 602 Concepts in the Study of History**

<b>Max. Marks: 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Section- A**

Pre-modern Historical Traditions; Modern Historical Traditions- Enlightenment, Romanticism, Positivism; Historicism

**Section- B**

Neo-Marxist Tradition; Intellectual History; Environmental History; Oral History

**Section- C**

Cinema History; Book History; Connected Histories- Emotions, People, Commodities, Sports

**Learning Outcomes:**

**After completion of the Course, the student will be able to:**

- Familiarize with ancient, pre-modern and modern historical traditions.
- Comprehend concepts of historicism, Neo-Marxism and intellectual history.
- Assess importance of environmental history, oral history, cinema history, book history and connected histories.

**Recommended Books:**

- Alier, Joan Martinez, Padua, Jose Augusto and Rangarajan, M. (eds.) (2010). *Environmental History as if Nature Existed*. Delhi: Oxford University Press.
- Aymard, Maurice and Mukhiya, H. (eds.) (1989). *French Studies in History*. Vol. 1, New Delhi: Orient Longman.
- Bloc, M. (2004). *The Historian's Craft*, with an introduction by Peter Burke. Manchester: Manchester University Press.

- Burke, P. (1997). *Varieties of Cultural History*. Cornell University Press.
- Carr, E. H. [1961] (2008). *What is History*. Delhi: Penguin. (also available in Hindi)
- Popper, K. (1974). *The Poverty of Historicism*. Routledge & Kegan Paul.
- Sarkar, S. (1995). *Writing Social History*. USA: Oxford University Press.
- Singh, Anita I. (2006). *The Partition of India*. New Delhi: National Book Trust.
- Stern, Fritz ed. (1973). *Varieties of History: From Voltaire to the Present*. New York: Vintage.

#### **Suggested E-Resources:**

- Four Paradigm Transformations in Oral History Author (s): Alastair Thomson Source: The Oral History Review, Vol. 34, No. 1 (Winter-Spring, 2007), pp. 49-70 Published by: Oxford University Press on behalf of the Oral History Association Stable URL: <http://www.jstor.org/stable/4495417>.

## **HIST 607 Themes and Debates in the Study of History**

**Max. Marks: 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

### **Section- A**

Myth of Aryan Invasion; From Lineage to States- The Formation of Empires; Discourses on Feudalism.

### **Section- B**

Defining Periodization in Medieval Indian History; Process of Urbanization; Theories on Decline of the Mughal Empire.

### **Section- C**

Changing Dimensions of Agriculture, Ecology and Politics: The Transition to colonialism; Orientalism and the construction of 'Other'; Construction of Nation and Post-Colonial Discourse; Emerging Areas: Science & Technology, Environment and Medicine.

**Learning Outcomes:****After completion of the course, the student will be able to:**

- Understand the prominent debates and issues in the study of Indian History.
- Re-explore the domain of the past with a historiographical approach.
- Develop insight into the emerging trends of historical research.

**Suggested Readings:**

- Alavi, Seema (2002). *The Eighteenth Century in India*. New Delhi: Oxford University Press.
- Banerjea, Sir Surendranath (1925). *A Nation in the Making: Being the Reminiscences of Fifty Years of Public Life*. Oxford University Press.
- Chandra, Satish (2002). *Parties and Politics at the Mughal Court, 1707-1740*. Oxford University Press.
- Habib, Irfan (2008). *Technology in Medieval India, C.650-1750*. Aligarh Historians Society.
- Habib, Irfan (2014). *The Agrarian system of Mughal India 1556-1707*. Oxford University Press.
- Lal, B. B. (2015). *The Rigvedic People: Invaders, Immigrants or Indigenous*. New Delhi: Aryan Books International.
- Marshall, P.J. (2005). *The Making and Unmaking of Empires- Britain, India and America, c. 1750-1783*. Oxford University Press.
- Said, Edward W. (1979). *Orientalism*. Vintage.
- Sharma, R.S. (2005). *Indian Feudalism*. Delhi: Macmillan.
- Stokes, Eric (1959). *The English Utilitarians and India*. Oxford Clarendon Press.
- Thapar, Romila(1984). *From Lineage to States*. Delhi: Oxford University Press.

**Suggested E-Resources:**

- Bates, Crispin. (2006). Beyond representation : colonial and postcolonial constructions of Indian identity: Introduction.

- Daud Ali (2014). The Idea of the Medieval in the writing of South Asian history: contexts, methods and politics, *Social History*, 39:3, 382-407, DOI: 10.1080/03071022.2014.942521
- Early Medieval period- Historiography and Debates (History of India, c. AD 650-1550) <https://youtu.be/c2tXCVOZxhs>
- Harbans Mukhia (1981) Was there Feudalism in Indian History?, *The Journal of Peasant Studies*, 8:3, 273-310, DOI: 10.1080/03066158108438139
- [https://www.researchgate.net/publication/273793675\\_Beyond\\_representation\\_colonial\\_and\\_postcolonial\\_constructions\\_of\\_Indian\\_identity\\_Introduction](https://www.researchgate.net/publication/273793675_Beyond_representation_colonial_and_postcolonial_constructions_of_Indian_identity_Introduction)
- Kumar, D. (2003). Developing a History of Science and Technology in South Asia. *Economic and Political Weekly*, 38(23), 2248-2251. Retrieved July 22, 2020, from [www.jstor.org/stable/4413650](http://www.jstor.org/stable/4413650)
- Pouchepadass, J. (1995). Colonialism and Environment in India: Comparative Perspective. *Economic and Political Weekly*, 30(33), 2059-2067. Retrieved July 22, 2020, from [www.jstor.org/stable/4403103](http://www.jstor.org/stable/4403103)
- Study of Urbanization a Review of Theories and a review of urbanization in pre-colonial India [https://sg.inflibnet.ac.in/bitstream/10603/165865/7/07\\_chapter\\_01.pdf](https://sg.inflibnet.ac.in/bitstream/10603/165865/7/07_chapter_01.pdf)
- The Myth of Aryan Invasion in India - Dr. David Frawley - India Inspires Talks <https://youtu.be/qych3WYNViA>
- Torri, Michelguglielmo. (2014). For a New Periodization of Indian History: The History of India as Part of the History of the World. *Studies in History*. 30. 1-20. 10.1177/0257643014520737.

## HIST 619 Sources of Indian History

**Max. Marks: 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

### Section- A

Arthasastra (adhikarna1, Chapter 1,2,3,6); History of Dharmasastra Chapter XXXIV, kalivarjya, pp.885-902,923-968; Fahien (full text); Rajtarangini (Chapter V, pp.71-132)

### Section- B

Tarikh-i-Firozshahi (Description of Tughluq Statecraft; Baburnama) Description of Hindustan (pp.478-521); Francis Bernier (Description of Delhi and Agra); Nicole Conti (Account given in R.H.Major)

### Section- C

Censes and Gazetteer of area concerned (period of research); Private Papers of Nehru (National Planning Committee, 1938); Pratyaksha Jeewan Shastra by Hiralal Shastri (Vol.I, pp.295-340)

### Learning Outcomes:

After completion of the course, the student will be able to:

- Orient themselves with the style of Primary Historical Readings.
- Assess importance of sources in Historical research.
- Incorporate more analytical ideas in their Research.

### Recommended Books:

- Bernier, Francois.(1891). *The Travels in the Mogul Empire*. New Delhi: Asian Educational Services.
- Beveridge, A.S.(1970). *Baburnama: Zahiru'din Muhammad Babur Padshah Ghazi*. Delhi: Ancient Book Reprint Corporation.
- Kane, Mahamahopadhyaya Pandurang Vaman.(1946). *History of Dharmasastra*, Vol.III, Ancient and Medieval Religious and Civil Law. Poona: Bhandarkar Oriental Research Institute.
- Major, R.H.( 1857). *India in the Fifteenth Century : Being a Collection of Narratives of Voyages to India* . London: The Hakluyat Society.
- Nehru, J.L.(1958). *A Bunch of Old Letters Jawahar Lal Nehru*( Private Papers). Calcutta: Asia Publishing House.

- Shastri, Hiralal. (1970). *Pratyaksha Jeevan Shastra*. Jaipur: Anupam Prakashan.
- Stein, M.A. (1961). *Kalhana's Rajtarangini: A Chronicle of the Kings of Kashmir*. Delhi: Motilal Banarasidas.
- Vachaspati, Gairola. (2015). *Arthasastra of kautilya*. Varanasi: Chaukhambha Vidya Bhawan.
- Zilli, Ishtiyah Ahmad. (2015). *Tarikh-i Firoz Shahi*. New Delhi: Primus Books.

### **Suggested E- Resources:**

- Giles, H.A. (1923). *The Travels of FA Hsien*. Cambridge: Cambridge University Press. <https://archive.org/details/TheTravelsOfFAHsien>
- Baines, Jervoise Athelstane . (1893). *Memorandum on Census of India, 1891 : General report*. London : Eyre and Spottiswoode.  
<https://archive.org/details/cu31924023177268/page/n5/mode/2up>
- Hunter, William, Wilson . (1886). *The imperial gazetteer of India*. London: Trübner & co.  
<https://archive.org/details/imperialgazettee07hunt>
- *Memorandum on Census of British India, 1871-1872*. London : Eyre and Spottiswoode  
[https://censusindia.gov.in/DigitalLibrary/data/Census\\_1881/Publication/India/1AMemorandum%20on%20the%20census%20of%20British%20India,%201871-1872.pdf](https://censusindia.gov.in/DigitalLibrary/data/Census_1881/Publication/India/1AMemorandum%20on%20the%20census%20of%20British%20India,%201871-1872.pdf)
- National Planning Committee, *Being an abstract of Proceedings and other particulars relating . to the National Planning Committee*. Bombay: National Planning Committee  
<https://dspace.gipe.ac.in/xmlui/bitstream/handle/10973/38759/GIPE-069009-02.pdf?sequence=3&isAllowed=y>

## HIST 617 An Outline of Indian Art History

**Max. Marks: 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

### Section- A

Historiography; European Reactions to Indian Art and Architecture and the Nationalist response; Early Art Characteristics, Traditions of Rock-Cut Architecture.

### Section- B

Development of Temple architecture; Paintings at Bagh and Ajanta; Composite Art and Architecture during Medieval India; Colonial Art.

### Section- C

Contemporary Art; Folk and Popular Craft and Art; Art History – Psycho analytics, Structuralism, Multiculturalism.

### Learning Outcomes:

**After completion of the course, the student will be able to:**

- Familiarize with ancient, medieval and modern Art traditions of India.
- Comprehend concepts of art history.
- Assess importance of history and Art Studies.

### Recommended Books:

- Agrawala. Vasudev Sharan, (1965). *Indian Art. Varanasi*: Prithavi Prakashan.
- Coomaraswamy, Ananda. K. (1972). *History of Indian and Indonesian Art*. New Delhi: Munsiram Manoharlal.
- Dhar, Parul, Pandya ed. (2011). *Indian Art Historiography: Issues, Methods and Trends*. New Delhi: D.K. Printworld and National Museum Institute.
- Hatt, Michael. (2006). *Art History: A critical Introduction to Its Methods*. Manchester: Manchester University Press.
- Mitter, Partha, (1977). *Much Maligned Monsters: History of European Reactions to Indian Art*. Oxford: Clearendon Press.
- Sharma, Preeti. (2015). *Rock-Cut Architecture of South India: Architectural Perspectives*, New Delhi: Aryan Books International.

### Suggested E-Resources:

- Painted Decorative Motifs in The Ajanta Caves  
<https://www.jstor.org/stable/42930496>

- The Indo- Islamic Tradition <https://www.jstor.org/stable/23618920?>
- Origin and Development of Temple architecture <http://shodhganga.inflibnet.ac.in/bitstreams/10603/180609/4/chapter%201.pdf>

## Reading Electives

### HIST 616R Textiles in Indian History

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>ESA:100</b>	<b>0 0 0 2</b>

#### Course Description:

The antiquity of Indian textiles goes back to circa 3000 BC with a history of weaving while the variety of silk from China and Persia were items of luxury in medieval Indian courts and cotton weaving along with charka and khadi symbolised India's independence struggle. Post independence, the governmental policies have played a prominent role in development of Indian textile whereas the notion of beauty has influenced the changing patterns of costumes in history. A historical analysis of materials, structures in the production of textiles, costumes, motifs and design thus becomes engaging. The research in the area of textiles has ranged from textile history, design research, sustainable and ecological practices, market trends and future directions. The design process is inclusive of methodology and tools, principles, ideation and product detailing.

#### Learning Outcomes:

**After completion of the course, the student will be able to:**

- Understand historical development of Indian Textile and clothing.
- Evaluate scope and importance of textile Industry.
- Learn the Fundamentals of Textile Design and techniques.

#### Recommended Books:

1. Bhushan, Jamila B. (1958). *The Costumes and Textiles of India*. Bombay: Taraporevala.
2. Dhamija, Jasleen. (1994). *Indian Folk Arts and Crafts*. Delhi: National Book Trust.
3. Gillow, John, Barnard, Nicholas. (1994). *Traditional Indian textiles*. London: Thames and Hudson.

4. Jain, Rahul. (2011). *Rapture: The Art of Indian Textiles*. Delhi: Niyogi Books.
5. Nisbet, H. (2018). *Grammar of Textile Design*. Vol.2, Bombay: Taraporevala.
6. चन्द्र, मोती. (1950). *प्राचीन भारतीय वेशभूषा* . इलाहाबाद: लीडर प्रेस.

#### **Suggested E-Resources:**

- Roy, T. (Nov. 25 - Dec. 1, 2000). Industry in Colonial India. *Economic and Political Weekly*, Vol. 35, No. 48, p. 4287. [https://www.jstor.org/stable/4410011?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/4410011?seq=1#metadata_info_tab_contents)
- Gopal, Lallanji. (Feb., 1961). Textiles in Ancient India. *Journal of the Economic and Social History of the Orient*, Vol. 4, No. 1, pp. 53-69. [https://www.jstor.org/stable/3596207?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/3596207?seq=1#metadata_info_tab_contents)
- Wolcott, Susan. (Jun., 1991). British Myopia and the Collapse of Indian Textile Demand. *The Journal of Economic History*, Vol. 51, No. 2, pp. 367-384. [https://www.jstor.org/stable/2122581?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/2122581?seq=1#metadata_info_tab_contents)

## **HIST 612R Science and Society**

**Max. Marks : 100**

**L T P C**

**ESA:100**

**0 0 4 2**

#### **Course Description:**

We live in a world of sciences. In the various forms of science, it plays an important role in how we as individuals and as a society, perceive, understand, and make decisions in the world. However, such knowledge is influenced and shaped by broad social, cultural, economic and political issues, which influence how this knowledge is used and produced, and also include the historical development of scientific knowledge and in the technical, social, political, intellectual, material and cultural processes, by which knowledge has been acquired, disseminated, and employed. This course approaches its broad goal in developing understanding of the foundations of science, developing the capacity to engage in rational debate and communication about science, developing a sense of the importance of science in society. This course will not only offer an intellectual map for

students to plan and craft their own individual program, it also invites students to think synthetically, organically, and creatively on how various disciplines can be brought together with a view to elucidate the scientific, technological, and medical enterprises.

### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Developing the capacity to engage in rational debate and communication about historical development of scientific knowledge.
- Offer an intellectual map for students to plan and craft their own individual program.
- Invite students to think synthetically, organically and creatively.

### **Recommended Books:**

1. Dharampal. (1971). *Indian Science and Technology in the Eighteenth Century*. Delhi: Impex India.
2. Chattopadhyay, Debiprasad. (1996). *History of Science and Technology in Ancient India: The Beginnings*. Calcutta: Firma KLM Pvt Ltd.
3. Kumar, Deepak. (1995). *Science and the Raj*. New Delhi: Oxford University Press.
4. Raina, Dhrub, Irfan Habib, S. (1999). *Situating the History of Science: Dialogues with Joseph Needham*. New Delhi: Oxford University Press.
5. Pratik, Chakrabarti. 2004. *Western Science in Modern India: Metropolitan Methods, Colonial Practices*. Permanent Black, Sonapat.

### **Suggested E-Resources:**

- Richter, Burton. (1995). The Role of Science in Our Society. *Stanford Linear Accelerator Center, Stanford University, Stanford*. Retrieved from <http://www.slac.stanford.edu/pubs/slacpubs/9250/slac-pub-9284.pdf>
- Burke, James, Bergman, Jules & Asimov, Isaac. (1985). The Impact Of Science On Society. *Government Printing Office Washington, D.C.* Retrieved from <https://history.nasa.gov/sp482.pdf>
- Cohen, Maurie J. (1999). Science and Society in Historical Perspective: Implications for Social Theories of Risk. *White Horse Press*. Retrieved from <https://www.jstor.org/stable/pdf/30301701.pdf?refreqid=excelsior%3A6ec303883c7e36df7efdda71e9954a20>

## HIST 614R Sports in History

**Max. Marks : 100**

**L T P C**

**ESA:100**

**0 0 4 2**

### **Course Description:**

Sport occupies an important place in the socio-cultural history of human civilizations. The question of money, politics, race, sex, identity and commercialization is intricately related with the history of sports. Subsequently, the study of sport does not only help to understand the evolution of the sporting heritage of a nation, but also in the deeper appreciation of political processes such as nationalism, colonial culture and so on. However, the study of sport as a serious intellectual discipline continues to remain underdeveloped. Historians have taken a very long time to appreciate the relevance of sport in the lives of the common mass. Recently Peter Bailey, Boria Majumdar, Ramchandra Guha and others have taken a deep interest in the history of sports and society. Ramchandra Guha in his '*Corner of a Foreign Field*' has drawn on history, biography, anecdote and observation to extract an affectionate, entertaining and social account of India's complex, consuming and sometimes troubled love affair with cricket. This course enables learners to draw on the tools of anthropology, sociology, history, and other disciplines to understand the institutionalization of sports, sociology of body and deepening relation between sport and society.

### **Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Describe the history of sports through antiquity to modern times.
- Define the role of international politics in the history of society and sports
- Write about the social and cultural themes of sports, sociology of the body and aspects of gender and sexuality in relation to sports.
- Explore the possibilities of the profession of historian of sports and the historical methods of writings about sports.

### **Recommended Books:**

1. Eldelman, Robert and Wayne Wilson. (2017). *The Oxford Handbook of Sports History*. Oxford: Oxford University Press.

2. Guha, Ramchandra. (2003). *A Corner of a Foreign Field: The Indian History of a British Sport*. London: Picador.
3. Mc Comb, David. G. (1998). *Sports: An Illustrated History*. New York: Oxford University Press.
4. Pope, S. W. and John Nauright. (2010). *Routledge Companion to Sports History*. London and New York: Routledge.

#### **Suggested E-Resources:**

- Baker, Aaron. (1998). Sports Films, History, and Identity. *Journal of Sport History*, 25 (2), 217-233. <https://www.jstor.org/stable/pdf/43610557.pdf?refreqid=search%3A9b2c83767fa6205448cce53668bfc85>
- Chakrabarty, Dipesh. (2004). Introduction: The fall and rise of Indian sports history, *The International Journal of the History of Sport*, 21: 3-4, 337-343,.  
<https://doi.org/10.1080/09523360409510543>.
- Majumdar, Boria. (Jul.20-26,2002). The Vernacular in Sports History, *Economic and Political Weekly*, Vol.37, No.29. pp. 3069 - 3075. <https://www.jstor.org/stable/4412392>.
- Wheeler, Robert. F. (May, 1978). Teaching Sport as History, History through Sport, *The History Teacher*, Vol. II, No.3, 311-322. <http://www.jstor.org/>

### **HIST 611R Indian Diaspora**

**Max. Marks : 100**

**L T P C**

**ESA:100**

**0 0 4 2**

#### **Course Description:**

The term Indian Diaspora signifies with the people of India preserving major Indian ethno-cultural characteristics living outside of Indian region. Indian traders had established trade and commerce around the Indian and Pacific oceans, East Africa, Western and Southeast Asia since the ancient times. This course may facilitate the learners to uncover the changing historical, political, socioeconomic, and cultural contexts of migration upto the contemporary world. They will also gain an insight into the complex, traumatic and fragmented history of South Asia, which led to territorial,

national and cultural reformulations, which in turn shaped modern South Asian cultural imaginaries of home, identity and belonging.

### **Learning Outcomes:**

#### **After completion of the course, the student will be able to:**

- Understand the changes, continuity and development of the Indian diasporic community.
- Trace the root of cross-culturalism through the classical, colonial and contemporary wave of migration.
- Develop their analytical skill through the reading of literature on Diaspora.

### **Recommended Books:**

1. Brown, Judith. (2006). *Global South Asians: Introducing the Modern Diaspora*, Cambridge: Cambridge University Press.
2. Lal, Brij V. (2008). *The Encyclopedia of the Indian Diaspora*. Hawaii: University of Hawaii Press.
3. Oonk, G. (Ed.). (2007). *Global Indian Diasporas: Exploring Trajectories of Migration and Theory*. Amsterdam: Amsterdam University Press.
4. Mishra, Vijay. (2007). *The Literature of the Indian Diaspora*.

### **Suggested E-Resources:**

- Mukhopadhyay, Jayita. 'Indian Diaspora in South East Asia : Predicaments and Prospects', <https://www.jstor.org/stable/pdf/42748423.pdf?refreqid=excelsior%3Ac6b487eefa95b969031d8a1d8a373172>
- Pande, Amba. (2013). Conceptualising Indian Diaspora: Diversities within a Common Identity. *Economic and Political Weekly*, 48 (49), 59-65.  
<https://www.jstor.org/stable/pdf/24478375.pdf?refreqid=excelsior%3Af8b7aa4fbb9a80843bff71b332033658>
- Rasmussen, Susan J. 'A Temporary Diaspora: Contested Cultural Representations in Tuareg International Musical Performance' <https://muse.jhu.edu/article/189859>

## HIST 608R Cliometrics and the New Economic History

Max. Marks : 100

L T P C

ESA:100

0 0 4 2

### Course Description:

Cliometrics is the method of analyzing economic history through the application of quantitative techniques, statistics and economic theory. The term Cliometrics, developed out of adjoining of *clio* (the muse of history) with *metrics* (to measure), was coined by Stanley Reiter. The Cliometric movement was inspired by the works of Simon Kuznets, A. H. Conrad and John R Meyer, but it was Robert Fogel who reunified economics and history and was awarded Nobel Prize in Economic Science in the year 1993. Fogel used the large-scale cross-sectional and longitudinal data to reinterpret American economic growth in sectors as diverse as railroads, slavery, and nutrition. He famously found that the railroad was not absolutely necessary in explaining economic development of America and that its effect on the growth of GNP was minimal. The use of quantitative techniques and interdisciplinary approach enabled historians to provide the counterfactual argument/what if/virtual/alternative history. This course on cliometrics and new economic history helps the learners to develop an idea of conjecturing (what did not happen or what might have happened) to understand what did happen.

### Learning Outcomes:

**After completion of the course, the student will be able to:**

- Understand the relationship between history, statistics and economic theory.
- Analyze the past with counterfactual argument and virtual history.
- Comprehend with interdisciplinary approach and the emerging trends in historical research.

### Recommended Books:

1. Ferguson, Niall (2011). *Virtual History: Alternatives and Counterfactuals*. Delhi: Penguin.
2. Fogel, Robert William and Stanley L. Engerman (1995). *Time on the Cross: The Economics of American Negro Slavery*. London: Norton.
3. Fogel, Robert William and G R Elton (2000). *The Fourth Great Awakening and the Future of Egalitarianism*. Chicago: university of Chicago Press.

4. Greasley, David and Les Oxley (2011). *Economics and History: Surveys in Cliometrics*. Wiley-Blackwell.

**Suggested E-Resources:**

- Diebolt, Claude, ‘Where Are We Now in Cliometrics?’ <https://www.jstor.org/stable/pdf/41756488.pdf?refreqid=excelsior%3Ad98557ea38277a8f32438cb7e70b1889>
- North, Douglass C. ‘Cliometrics--40 Years Later’ <https://www.jstor.org/stable/pdf/2950956.pdf?refreqid=excelsior%3A4b63ad4c1180c2e6c561f02f3f30936e>
- Nye, John V. C. ‘The Importance of Being Late: French Economic History, Cliometrics, and the New Institutional Economics’ <https://muse.jhu.edu/article/11863/pdf>

## **HIST 610R Environmental History and Global Politics in Post Cold War Era**

**Max. Marks : 100**

**L T P C**

**ESA:100**

**0 0 4 2**

**Course Description:**

Environmental History, which deals with the study of the relationship between human societies and natural world, has been relatively a new field of historical investigation. The study on the role of natural resources in global security and political economy began in the mid of nineteenth century. However, much of the literature prior to 1980s related specifically to resource extraction and developmental issues. In the late 1990s, global environmental politics began to establish itself as a distinct field within the broader frame of Environmental History. In this context, the focus of study expanded to include global environmental problems (climate change, ecological dislocation, ozone depletion, deforestation, and desertification) and policies such as- Earth Summits in Rio de Janeiro (1991) and Johannesburg (2001); Kyoto Protocol (1994); United Nations Climate Change Conference in Paris (2015) and others. Amidst these issues, the post-cold war era also saw the contradictions between the interests of developed and developing countries and the east and west on the issues of industrialization, carbon emission and sustainable development. In this light, the environmental history and Global politics in post-Cold war has

emerged as a center of interdisciplinary and transnational work that integrates research from a range of fields including geography, economics, history, law, biology, etc. This course enables the students to understand the key debates, policy matters and issues in global environmental politics.

**Learning Outcomes:**

**After completion of the course, the student will be able to:**

- Comprehend the linkages between global politics and environmental issues.
- Understand the environmental policies discussed at various earth summits.
- Develop an insight to the interdisciplinary research from a range of fields including geography, economics, history, law and biology.

**Recommended Books:**

1. Fiege, Mark (2012), *The Republic of Nature: An Environmental History of the United States*. Seattle: University of Washington Press,
2. Immerman, Richard H. and Petra Goedde. *The International Environmental Movement and the Cold War*. Oxford University Press.
3. McNeill, J.R. and Corinna R. Unger. (eds.) (2010). *Environmental Histories of the Cold War*. New York: Cambridge University Press.
4. Oreskes, Naomi and Erik Conway (2014), *The Collapse of Western Civilization: A View from the Future*. Columbia University Press, 2014.
5. Tucker, Richard P. and Edmund Russell, eds., (2004), *Natural Enemy, Natural Ally: Toward an Environmental History of War*, Corvallis: Oregon State Press.

**Suggested E-Resources:**

- Cadiou, Jean-Marie . ‘The Environmental Legacy of the Cold War’, <https://www.nato.int/DOCU/review/1993/9305-7.htm>
- Laakkonen, Simo, Viktor Pál & Richard Tucker, ‘The Cold War and environmental history: complementary fields’, <https://www.tandfonline.com/doi/pdf/10.1080/14682745.2016.1248544?needAccess=true>
- Murkowski, Frank H. ‘The Environmental Legacy of the Cold War’, <http://arcticcircle.uconn.edu/VirtualClassroom/Chariot/murkowski1.htm>

## Master of Philosophy (Sociology)

### First Semester

#### SOC 621P Term Paper

<b>Max. Marks : 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>8</b>

The same will be evaluated by a 3 member departmental committee, comprising the HoD, one faculty member and the mentor, at the end of the Semester. The continuous assessment will be done on the Dissertation synopsis and Literature Review (20 marks) + Seminar presentation (20 marks)

#### **Learning Outcomes:**

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

- Relate to the basic ideals of writing a research paper.
- Analyze the primary and secondary sources.
- Frame sound arguments using the knowledge of research techniques and knowledge.

### Second Semester

#### SOC 617D Dissertation

<b>Max. Marks : 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>0</b>	<b>0</b>	<b>32</b>	<b>16</b>

The student will write the dissertation under the guidance of a supervisor teacher. The size may be around 80-100, double line space, typed pages, in TNR 12 Font size. For Hindi font to be used DevLys 010, size 14. The submitted dissertation would be sent for external evaluation.

The internal viva voce will be done by a Board of Examiners comprising Dean FSS, HoD and the supervisor.

#### **Learning Outcomes:**

**After the completion of this course, Students will be able to**

- Develop skills for writing of Sociology
- Analyze the available source materials and develop research related arguments

## SOC 610S Seminar

<b>Max. Marks : 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>4</b>

The student will have to present a Seminar on any related aspect of the dissertation or also on any current and relevant issue, related to the concerned discipline and submit a hard copy of the same. A teacher will mentor the student for the Seminar. The presentation of the same will be assessed by a three member Board of Examiners.

### Learning Outcomes:

**Through this course the students will be able to,**

- Locate a research problem related to social issues.
- Identify basic methodological approaches of sociological research.
- Prepare a research paper using research techniques and methodology
- Develop their presentation skills

## Discipline Elective

### SOC 603 Sociological Approaches

<b>Max. Marks : 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

#### Section- A

Classical Approach-

Positivism: August Comte

The Rules of Sociological Method: Émile Durkheim

Ideal Types: Max Weber

#### Section- B

Structural-functional Approach- Talcott Parsons, R.K. Merton.

Neo Functionalism- Alexander

Conflict Approach- Marx, Dahrendorf, Coser.

Neo Marxism- Althusser, Habermas

Exchange Approach- George Homans, Peter Blau

### Section- C

Interpretive Approach-

Phenomenology: Alfred Schutz

Ethnomethodology: Garfinkel

Post Modern Approach- Jean Francois Lyotard, Jacques Derrida, Michel Foucault

#### Learning Outcomes:

**After the completion of course the students will be able to**

- Explain the various sociological approaches
- Critically analyze the major sociological approaches.
- Apply theoretical knowledge to interpret social reality.

#### Recommended Books:

- Zeitlen, M. (1998). *Rethinking sociology: A critique of contemporary theory*. Jaipur : Rawat Publication.
- Turner, J. (2005). *The structure of sociological theory* (4 th ed.). Jaipur : Rawat Publication.
- Austin, H. (2005). *Modern social theory: An introduction*. New York : Oxford University Press.
- Ritzer, G. (2000). *Sociological theory*. New York, McGraw-Hill.
- Craib, I. (1992). *Modern social theory: From Parsons to Hebermas* (2nd ed.). London : Harvester Press.
- Doshi, S. (2003). *Modernity, new modernity and neo-sociological theories*. Jaipur : Rawat Publications.

#### E-Resources

- Sociology.  
<https://www.library.mun.ca/researchtools/databases/DBSearch/Results/?...Sociology>
- Positivism & Neo-Positivism  
[http://en.apu.ac.jp/rcaps/uploads/fckeditor/publications/workingPapers/RCAPS\\_WP10-4.pdf](http://en.apu.ac.jp/rcaps/uploads/fckeditor/publications/workingPapers/RCAPS_WP10-4.pdf)
- Conflict & Neo-Conflict Approach  
<https://www.rug.nl/research/portal/files/2941825/CONFLICT.pdf>

- Ethnomethodology  
[https://www.researchgate.net/publication/229583497\\_Ethnomethodology\\_and\\_sociology\\_an\\_introduction](https://www.researchgate.net/publication/229583497_Ethnomethodology_and_sociology_an_introduction)  
<http://hummedia.manchester.ac.uk/institutes/methods-manchester/docs/ethnomethodology.pdf>

### **SOC 619 Rural and Urban Society in India**

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4 0 0 4</b>

#### **Section- A**

From Rural to Urban-Difference and Continuum, Types of Villages in India, Village Studies in India.

Agrarian Class Structure and Relations, Tenancy, Agrarian Reforms.  
 Indian cities and their characteristics.

#### **Section- B**

Theories of Urban Development.

Agrarian Crisis: Rural Indebtedness, Peasant Suicides, land Alienation.

Role of State in Agricultural Development, Subsidies for Farmers.

City Planning in India and its Main Problems.

#### **Section- C**

Sociological Studies (Any one of the following)

Studies in Agrarian Social Structure: Andre Beteille

The City: Robert Park and Ernest Burgess

#### **Learning Outcomes:**

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

- Develop a critical approach towards rural and urban issues
- Conduct researches in both the settings with knowledge of basic concepts and theoretical approaches
- Recommend for rural and urban reconstruction

#### **Recommended Books:**

- Desai, A. R. (1968). *Rural sociology in India*. Bombay, Popular Prakshan.
- Thorner, D., & Thorner, A. (1962). *Land and labour in India*. Bombay, Asia Publishing House.

- Park, T., & Burgess, E. (1925). *The City*. Chicago, University of Chicago Press
- Mumford, L. (1968). *City in History* (Chapter 1). San Diego, Mariner Books.
- Rao, M.S A (1974). *Urban sociology in India: reader and source book*. New Delhi, Orient Longman.
- Sharma, K. (1997). *Rural society in India*. New Delhi, Rawat Publication.
- Dhanagare, D. (1988). *Peasant movement in India*. New Delhi, Oxford.
- Gore, M. (1968). *Urbanization and family change*. Bombay, Popular Prakashan
- Redfield, R. (1956). *Peasant society and culture*. Chicago, Chicago University Press.

**Suggested E-Resources:**

- Rural Sociology.
- <http://egyankosh.ac.in/bitstream/123456789/31744/1/Unit-1.pdf>
- Rural Society.
- <http://egyankosh.ac.in/bitstream/123456789/27609/1/Unit-1.pdf>
- Modernization of Indian Tradition: Yogendra Singh
- <https://www.scribd.com/doc/112852491/MODernization-of-Indian->
- Theories of Urban Development
- <http://www.egyankosh.ac.in/bitstream/123456789/39117/1/Unit-2.pdf>

## **SOC 618 Gender and Society**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

### **Section- A**

Sex and Gender, Patriarchy, Social Construction of Gender

Sexual Division of Labour-Understanding Gender Inequalities- Caste, Class and Gender

Gender and Human Rights

### **Section- B**

Gender Identity: Masculinity, Femininity, Transgender.

Women in Agriculture and Industry

Gender and Media

### Section- C

Feminist Theories: Liberal, Marxist, Socialist, Radical, Post Modernist.

Women's Movement

Gender and Development

#### Learning Outcomes:

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

- Explain the basic concepts of Gender Studies like, gender and patriarchy
- Deal with gender based concerns in feminist framework with critical thinking.
- Analyse Women's Movement in India

#### Recommended Books:

- Chanana, K. (1988). *Socialization, education and women: explorations in gender identity*. Delhi, Orient Longman.
- Chaudhuri, M. (2011). *The Indian women's movement*. Delhi, Palm Leaf Publications.
- Connell, R. (2003). *Gender*. Cambridge, Polity Press.
- Desai, N., & Krishnaraj, M. (1987). *Women and society in India*. Delhi, Ajanta.
- De Souza, A. (1975). *Women in contemporary India*. Delhi, Manohar Publications.
- Forbes, G. (1999). *Women in modern India*. Cambridge University Press.
- Harding, S. (1987). *Feminism and methodology: social science issues*. India, Indiana University Press.
- Hesse-Biber, S. (2007). *Hand book of feminist research, theory and practices*. London, Sage Publications.
- Tong, R. (2009). *Feminist thought: A comprehensive introduction*. Colorado, Westview Press
- Prasad, K. (2005). *Women and media: challenging feminist discourse*. New Delhi, The Women Press.

#### Suggested E-Resources

- What are gender studies?  
[https://antifeministpraxis.files.wordpress.com/2017/05/chapter1-what-is-gender-studies\\_-understanding-basic-concepts.pdf](https://antifeministpraxis.files.wordpress.com/2017/05/chapter1-what-is-gender-studies_-understanding-basic-concepts.pdf)

- Feminism and gender equality.  
<http://diglib.bis.uni-oldenburg.de/pub/unireden/ur97/kap1.pdf>
- Feminist Theories:  
<http://diglib.bis.uni-oldenburg.de/pub/unireden/ur97/kap1.pdf>
- Women's movement in India  
<http://egyankosh.ac.in/bitstream/123456789/41972/1/Unit-1.pdf>
- Gender and media  
<https://www1.udel.edu/comm245/readings/GenderedMedia.pdf>

### **SOC 620 Sociology of Mass Media**

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

#### **Section- A**

Social Interaction and Everyday Life: Types of Communication- Interpersonal, Group and Mass Communication

Mass Media: Types and Development, Popular Culture

#### **Section- B**

Sociological Theories of Mass Media: Functionalist, Feminist and Post Modernist Theory

Role of Mass Media in Society: Socialization, Education and Consumer Behaviour

#### **Section- C**

Function and Dysfunction of Mass Media

Globalization, Modern technology and Communication

Rural Society and Traditional Media

#### **Learning Outcomes:**

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

- Understand the relationship between sociology, mass media and social system.
- Interpret the theoretical frameworks of mass Media
- Critically analyze the role and impact of mass media on society.

#### **Recommended Books-**

- Giddens, Anthony. 1997. *Sociology*. 3<sup>rd</sup> Edition, New York: Polity Press.

- Terhi, Rantaner. 2005. *The media and globalization*, New Delhi: Sage Publications.
- Packard, V. (2007). *The hidden persuader*. Hammond worth, Penguin Books.
- Weber, M. (1947). *The theory of social and economic organisation*. New York, The Free Press.
- Despande, R. (2001). *Using market knowledge*. Sage India.
- Altheride, D.L., & R. P. Snow. (1979). *Media logic*. Newbury Park, C.A. Sage.
- Jhally, S. (1987). *The codes of advertising, fetishism and the political economy of meaning in the consumer society*. New York, St Martine.
- Klapper, J. (1960). *The effect of mass communication*. New York, Free Press.
- Vanden, B., & Helen Kartz. (1999). *Advertising principles challenge and change* Lincolnwood. Business Books.

#### **Suggested E-Resources**

- Mass media and society.
- [http://www.universityofcalicut.info/SDE/VISem\\_sociology\\_sociology\\_of\\_mass\\_communication.pdf](http://www.universityofcalicut.info/SDE/VISem_sociology_sociology_of_mass_communication.pdf)
- The Sociology of mass media.
- [https://www.researchgate.net/publication/320285914\\_The\\_Sociology\\_of\\_Mass\\_Media](https://www.researchgate.net/publication/320285914_The_Sociology_of_Mass_Media)
- Communication and Mass Communication: Elements  
<http://www.universityofcalicut.info/SDE/SMMassCommunication.pdf>
- [http://www.ijcr.eu/articole/65\\_39\\_IJCR%202-2012\\_tipo.pdf](http://www.ijcr.eu/articole/65_39_IJCR%202-2012_tipo.pdf)
- Mass Media: Types and Development
- [http://www.scert.kerala.gov.in/images/2014/HSC-Textbook/25\\_Journalism-unit-02.pdf](http://www.scert.kerala.gov.in/images/2014/HSC-Textbook/25_Journalism-unit-02.pdf)
- Rural Society and Traditional Media
- [https://www.researchgate.net/publication/280061214\\_Effectiveness\\_of\\_Traditional\\_Media\\_in\\_Rural\\_Area](https://www.researchgate.net/publication/280061214_Effectiveness_of_Traditional_Media_in_Rural_Area)

## Reading Electives

### SOC 611R Sociology of Mass Communication and Advertising

**Max. Marks : 100**

**L T P C**

**ESA:100**

**0 0 4 2**

Mass communication, mass media and advertising play an increasingly important role in society. This course provides sociological perspective on the role of mass communication and advertising in modern society, especially in the context of Indian society. Various theorists like John Thompson, Jurgen Habermas and J. Baudrillard have discussed about mass communication from sociological perspective. This course explains role of mass media and advertising on society. It is quite evident that media is being used and abused both and Lasswell, Lazarsfeld, Merton, Defluer, Peterson and Wilbur Schramm have tried to explain both the aspects of media. Besides, advertising also involves ethical issues as it impacts intersections of age, gender and class in society. Thus, this course views mass communication, mass media and advertising from sociological lens.

#### **Learning Outcomes:**

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

- Understand the relationship between communication, advertising and social system.
- Explain the theoretical frameworks on mass communication.
- Critically analyze the role and impact of mass media.

#### **Recommended Books-**

- Packard, V. (2007). *The hidden persuader*. Hammond worth : Penguin Books.
- Weber, M. (1947). *The theory of social and economic organisation*. New York : The Free Press.
- Despande, R. (2001). *Using market knowledge*. New Delhi : Sage.
- Altheride, D.L., & R. P. Snow. (1979). *Media logic*. Newbury Park, C.A. : Sage.
- Browsers, J.W., & T.A. Courtright. (1984). *Communication research methods*. Glenview : Scott, Foresman.

- Jhally, S. (1987). *The codes of advertising, fetishism and the political economy of meaning in the consumer society*. New York : St Martine.
- Klapper, J. (1960). *The effect of mass communication*. New York : Free Press.
- Vanden, B., & Helen Kartz. (1999). *Advertising principles challenge and change*. Lincolnwood : Business Books.

### Suggested E-Resources

- Mass media and society.  
[http://www.universityofcalicut.info/SDE/VISem\\_sociology\\_sociology\\_of\\_mass\\_communication.pdf](http://www.universityofcalicut.info/SDE/VISem_sociology_sociology_of_mass_communication.pdf)
- The Sociology of mass media.  
[https://www.researchgate.net/publication/320285914\\_The\\_Sociology\\_of\\_Mass\\_Media](https://www.researchgate.net/publication/320285914_The_Sociology_of_Mass_Media)
- Communication and mass communication: Elements  
<http://www.universityofcalicut.info/SDE/SMMassCommunication.pdf>  
[http://www.ijcr.eu/articole/65\\_39\\_IJCR%202-2012\\_tipo.pdf](http://www.ijcr.eu/articole/65_39_IJCR%202-2012_tipo.pdf)
- Mass media: Types and Development  
[http://www.scert.kerala.gov.in/images/2014/HSC-\\_Textbook/25\\_Journalism-unit-02.pdf](http://www.scert.kerala.gov.in/images/2014/HSC-_Textbook/25_Journalism-unit-02.pdf)
- Advertising: Features , types and development  
<https://www.kullabs.com/classes/subjects/units/lessons/notes/note-detail/7610>

## SOC 613R Studies in Indian Society

**Max. Marks : 100**

**L T P C**

**ESA:100**

**0 0 4 2**

Sociology in India is the product of intellectual response of the Indian scholars to western interpretations of Indian society and culture, after the beginning of colonial rule in India. The emergence and development of Sociology in India is closely linked with Social Anthropology. Indian society and culture has been viewed from various theoretical perspectives by different scholars. For example, G.S. Ghurye and Louis Dumont viewed Indian social reality from Textual /Indological Perspective, while M.N. Srinivas, S.C. Dube and Mckim Marriot laid emphasis on field studies from

structural-functional perspective. Later on, AR Desai and Ramkrishna Mukherjee studied the dynamics of Indian society from Marxian Perspective. Moreover, drawing on hierarchical nature of Indian society, B.R. Ambedkar and David Hardiman attempted to explain the nature of Indian society from subaltern perspective. Thus, this course introduces the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in India. Development of Sociology in India is premised on understanding of agrarian social structure, therefore a pioneer text ‘Studies in Agrarian Social Structure’ by Andre Beteille and to acquaint our students with dynamic Indian culture, a very significant text ‘Modernisation of Indian Tradition’ are included in the syllabus for reading.

### **Learning Outcomes:**

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

- Explain various theoretical perspectives of Indian sociology.
- Apply theoretical knowledge for social research in Indian context
- Critically analyze the emerging concerns in Indian sociology

### **Recommended Books :**

- Desai, A. (1979). *Peasant struggles in India*. New Delhi : Oxford University Press.
- Desai, A. (1981). Relevance of the Marxist Approach to the Study of Indian Society. *Sociological Bulletin*, 30 (1): 1-20
- Dhanagare, D. 1993. *Themes and perspective in Indian sociology*. Jaipur : Rawat Publication.
- Hardiman, D. (1996). *Feeding the Bania: peasant usurers in western India*. New Delhi : Oxford University Press.
- Hardiman, D. (1987). *The coming of devi: adivasi assertion in western India*. New Delhi : Oxford University Press.
- Dumont, L. (1966). *Homo hierarchicus*. Chicago and London : The University of Chicago Press.
- Srinivas, M. (1955). *India's village*. Bombay : Asia Publishing House.
- Mukherjee, R. (1957). *The dynamics of rural society: A study of the economic structure in Bengal village*. Berlin : Akademie- Verlag.
- Oommen, T.K., & Mukherji, P. (1986). *Indian sociology: reflections and interpretation*. Bombay : Popular Prakashan.
- Singh, Y. (1986). *Indian sociology*. New Delhi : Vistar Publications.

**Suggested E-Resources**

- Rural Sociology.  
<http://egyankosh.ac.in/bitstream/123456789/31744/1/Unit-1.pdf>
- Rural Society.  
<http://egyankosh.ac.in/bitstream/123456789/27609/1/Unit-1.pdf>
- Modernization of Indian Tradition: Yogendra Singh  
<https://www.scribd.com/doc/112852491/MOdemnization-of-Indian-Tradition-by-yogendra-Singh>

**SOC 608R Gender Studies****Max. Marks : 100****L T P C****ESA:100****0 0 4 2**

Gender Studies strives to enhance the academic understanding of students by introducing them to concepts like sex and gender, how society acts in construction of gender identities viz., Masculinity, Femininity, and Transgender. Today, it is important for academic researchers to identify patriarchy and its characteristic influences in socio-political scenarios wherein women face discrimination and marginalization. Therefore, it is imperative to study the dynamics between patriarchy, power and masculinity. The historical knowledge of different phases of Women's Movements in the Western and the Indian contexts explain the genesis of Women's Studies as an academic discipline and emergence of theoretical approaches of Liberal, Marxist, Socialist and Radical feminism to understand feminist struggle in the modern era. In the end, the course also initiates a discussion on media and its role vis a vis representation of women and their issues especially in India.

**Learning Outcomes:****After the completion of course, the students will be able to**

- Explain the basic concepts of Gender Studies like feminism, gender, and patriarchy
- Describe interdisciplinary approaches of studying women's issues with regard to their social, cultural, economic and political positioning
- Deal with gender based concerns in feminist framework with critical thinking.

**Recommended Books:**

- Chanana, K. (1988). *Socialization, education and women: Explorations in gender identity*. Delhi : Orient Longman.
- Chaudhuri, M. (2011). *The Indian women's movement*. Delhi : Palm Leaf Publications.
- Connell, R. (2003). *Gender*. Cambridge : Polity Press.
- Das Rani, S. (2010). *Gender dynamics in India*. Delhi : Himalaya Publishing House
- Desai, N., & Krishnaraj, M. (1987). *Women and society in India*. Delhi : Ajanta.
- Desai, N., & Thakkar, U. (2004). *Women in Indian society*. New Delhi : National Book Trust.
- De Souza, A. (1975). *Women in contemporary India*. Delhi : Manohar Publications.
- Forbes, G. (1999). *Women in modern India*. Cambridge : Cambridge University Press.
- Harding, S. (1987). *Feminism and methodology: Social science issues*. India : Indiana University Press.
- Hesse-Biber, S. (2007). *Hand book of feminist research, theory and practices*. London, Sage Publications.
- Kaur, M. (2005). *Gender realities*. Chandigarh : Abhishek Publications.
- Momsen, J. (2010). *Gender and development* (2nd ed.). New York : Routledge.
- Poonacha, V. (1990). *Understanding violence*. Mumbai : SNDT.
- Prasad, K. (2005). *Women and media: Challenging feminist discourse*. New Delhi : The Women Press.
- Tong, R. (2009). *Feminist thought: A comprehensive introduction*. Colorado : Westview Press

**Suggested E-Resources**

- What are gender studies?  
[https://antifeministpraxis.files.wordpress.com/2017/05/chapter1- what-is-gender-studies\\_-understanding-basic-concepts.pdf](https://antifeministpraxis.files.wordpress.com/2017/05/chapter1-what-is-gender-studies_-understanding-basic-concepts.pdf)
- Feminism and gender equality.  
<http://diglib.bis.uni-oldenburg.de/pub/unireden/ur97/kap1.pdf>

- Feminist Theories:  
<http://diglib.bis.uni-oldenburg.de/pub/unireden/ur97/kap1.pdf>
- Feminist epistemology  
[https://zodml.org/sites/default/files/%5BKathleen\\_Lennon%2C\\_Margaret\\_Whitford%5D\\_Knowing\\_the\\_D\\_0.pdf](https://zodml.org/sites/default/files/%5BKathleen_Lennon%2C_Margaret_Whitford%5D_Knowing_the_D_0.pdf)
- Women's movement in India  
<http://egyankosh.ac.in/bitstream/123456789/41972/1/Unit-1.pdf>
- Gender and media  
<https://www1.udel.edu/comm245/readings/GenderedMedia.pdf>

### **SOC 609R Rural and Urban studies**

**Max. Marks : 100**

**L T P C**

**ESA:100**

**0 0 4 2**

Society in India is broadly divided into two categories rural and urban. These areas have been identified as emerging concerns in sociological perspective. Rural and urban communities establish distinct structures of social organisation, culture and way of life. However, there is continuous interaction between these two communities and which is studied as rural urban continuum. Scholars of rural sociology consider village as unit of society and lay emphasis on peasant society and little community as its basic form. The broader social structure based on agriculture i.e. agrarian social structure occupies centre of the rural studies which particularly focuses on understanding agrarian relations and agrarian and tenancy reforms. This community is undergoing agrarian crisis and observing the problem of indebtedness, peasant suicides and land acquisition and alienation. Similarly, sociological understanding of urban society traces the evolution of urban society from town, city and metropolis with theoretical explanations of development of city by Lewis Mumford and Harris and Ullman. However, urban society is also encountering various challenges posed by over urbanization and population drift towards cities resulting in ecological problems, crime and mushrooming of slums. Therefore, the state has chalked out development plans for rural and urban societies. Hence this course emphasizes on developing an understanding of both the social settings among students and their continuous introduction.

**Learning Outcomes:****After completion of this course, students will be able to**

- Develop a critical approach towards rural and urban issues
- Conduct researches in both the settings with knowledge of basic concepts and theoretical approaches
- Recommend for rural and urban reconstruction based on researches

**Recommended Books:**

- Desai, A. R. (1968). *Rural sociology in India*. Bombay : Popular Prakashan.
- Desai, A. R.(1979). *Peasant struggle in India*. Bombay : Oxford University Press.
- Thorner, D., & Thorner, A. (1962). *Land and labour in India*. Bombay : Asia Publishing House.
- Park, T., & Burgess, E. (1925). *The city*. Chicago : University of Chicago Press
- Mumford, L. (1968). *City in history* (Chapter 1). San Diego : Mariner Books.
- Rao, M. (1974). *Urban sociology in India: reader and source book*. New Delhi : Orient Longman.
- Sharma, K. (1997). *Rural society in India*. New Delhi : Rawat Publication.
- Dhanagare, D. (1988). *Peasant movement in India*. New Delhi : Oxford University Press.
- Gore, M. (1968). *Urbanization and family change*. Bombay : Popular Prakashan.
- Dube, S.C. (1955). *Indian village*. London : Routledge and Kegan Paul.
- Redfield, R. (1956). *Peasant society and culture*. Chicago : Chicago University Press.

**Suggested E-Resources:**

- Rural Sociology.  
<http://egyankosh.ac.in/bitstream/123456789/31744/1/Unit-1.pdf>
- Rural Society.  
<http://egyankosh.ac.in/bitstream/123456789/27609/1/Unit-1.pdf>
- Modernization of Indian Tradition: Yogendra Singh  
<https://www.scribd.com/doc/112852491/MOmodernization-of-Indian-Tradition-by-yogendra-singh>

## SOC 615R Tribal Studies

**Max. Marks : 100**

**L T P C**

**ESA:100**

**0 0 4 2**

In India, there are diverse demographic groups based on ethnicity, caste, religion and region. The academic discourse on tribal communities in our country finds immense relevance from a sociological perspective. Thus, course on tribal studies explains the concept of Tribe and its characteristics and socio-cultural profile. Tribes form a distinct entity from caste which is needed to be explained for understanding ethnic identity of tribal society. Tribes are classified on various grounds of race, culture and economic status. This categorization is essential to get comprehensive knowledge of their social position. The Tribal lifestyles are interestingly unique in terms of the patterns of subsistence ranging from Food Gathering, Hunting, Shifting cultivation and Nomadic to Settled Agriculture. In changing scenario, their traditional forms of subsistence are being affected as and they are working as Artisans, Migrant Workers and Salaried employees. Therefore, demographic Profile of different tribes across India vis a vis their habitat, distribution and concentration of tribes and their Folklore enhance knowledge about them. Tribal communities are also unique in terms of their Social, Economic, Political and Religious Institutions. Tribal communities are of both types patriarchal and matriarchal; therefore, exhibit different status and role of women in their community. In present times, tribal societies in India are witnessing various social problems that have led the emergence of tribal movements. Thus, this course focuses on sensitizing students towards tribal society and culture and various problems encountered by them due to development process undergoing in India.

### **Learning Outcomes:**

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

- Understand the concept and profile of tribes.
- Explain about tribal culture and economy.
- Discuss the various problems encountered by tribal community in India.

**Recommended Books:**

- Majumdar, D.N., & T.N. Madan. (2005). *An Introduction to social anthropology*. Delhi : National Publishing House.
- Singh, K.S. (2002). *Tribal situation in India*. Shimla : Indian Institute of Advanced.
- Mathur, K.S. (1974). *Tribe, caste and peasants*. Lucknow : Ethnographic and Folk Culture Society.
- Pati, R.N & Jagatdeb, L. (1992). *Tribal demography in India*. Delhi : South Asia Books.
- Rao, M.S.A. (2002). *Social movements in India*. New Delhi : Manohar Publishers and Distributors.
- Dube, S, C. (1977). *Tribal heritage of India*. New Delhi : Vikas Publications.
- Haimendorf, C. Von. (1982). *Tribes of India: The Struggle for Survival*. New Delhi : OUP.
- Jha, Makhan. (2003). *Social anthropology*. New Delhi : Vikas Publishing House Private Limited.
- Patel, M.L. (1974). *Changing land problem: Problems of tribal India*. Delhi : Progress Publishers.
- Xaxa, V. (2008). *State, society and tribes: Issues in post- colonial India*. New Delhi : Dorling Kindersley (India).
- Bose, N.K. (1967). *Culture and society in India*. Delhi : Asia Publishing House.
- Hasnain, Nadeem. (2005). *Tribal India*. Delhi : Palka Prakashan.
- Mahapatra, L.K. (1994). *Tribal development in India: Myth and reality*. Delhi : Vikas publication.

**Suggested E-Resources**

- Concept of Tribe and characteristics  
<http://ndpublisher.in/admin/issues/IJSSAv1n1e.pdf>
- Socio- Cultural profile of Tribes in India  
<https://ijm.mercglobal.org/abstractijm101.html>
- Difference between Tribe and Caste  
<http://egyankosh.ac.in/bitstream/123456789/39008/1/Unit-1.pdf>  
<http://www.egyankosh.ac.in/bitstream/123456789/27233/1/Unit-18.pdf>

- Status and Role of Women in Tribal Society  
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.544.2059&rep=rep1&type=pdf>
- Tribal Problems and Tribal Movements in India  
<http://dlc.dlib.indiana.edu/dlc/bitstream/handle/10535/3726/tirbal-movements-and-political-realities-problems-of-conceptualisation.pdf?sequence=1>

## **SOC 612R Sociology of Sports**

**Max. Marks : 100**

**L T P C**

**ESA:100**

**0 0 4 2**

Every society has been engaged in some form of sports. Sports serve simultaneously as economic engines, socializing institutions, forums for self-expression, and sites of cultural and ideological production and reproduction. Sociology of Sports explains meaning, emergence and scope of sports in sociological perspectives. Sociological theories of functionalism, conflict and Social Action explain various dimensions of sports. Although, sports in any society are influenced by its stratification system and they determine social mobility as well. Gender and sports are inextricably linked. Feminist theorists have discussed about intersections of sports, gender and inequality. Sports are also not away from deviant practices of cheating, doping and corruption. Scholars have discussed about relationship of sports with economy, politics and media in different contexts. In present times, sports has been truly commercialized and has led to exploitation and commodification of sports persons. Nevertheless, sports plays significant role in inculcation of social values. Thus, this course is put together to understand the complex, interconnected relationship between sports and society.

### **Learning Outcomes:**

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

- Use sociological concepts, theories and research to raise critical questions about sports
- Identify how race, caste, class, age, and gender are intertwined with current understandings of sport

- Understand the relationship between sports and major social institutions.
- Examine controversies in sports and sports related programs using a sociological perspective

**Recommended Books:**

- Eitzen, D.S. (2001). *Sport in contemporary society: An Anthology*. New York : Worth Publishers.
- Coakley, J. (2015). *Sports in society: Issues and controversies*. New York : McGraw Hill Higher Education.
- Andrews, D., & Carrington, B. (2013). *A Companion to Sport*. Oxford, U.K. : Wiley-Blackwell.
- Hargreaves, J., & Anderson, E. (2014). *Routledge Handbook of Sport, Gender and Sexuality*. London : New Yourk, Routledge.
- Jarvie, G. (2006). *Sport culture and society*. New York : Routledge.
- Coakley, J., & Dunning, E. (2000). *Handbook of sport studies*. New York : Sage Publications.
- Craig, P., & Beedie, P. (2010). *Sport sociology*. London : Sage Publications.
- Hargreaves, J. (1986). *Sport, power and culture*. Cambridge : Polity Press.
- Giulianotti, R. (2004). *Sport and Modern Social Theorists*. New York : Palgrave.
- Karen, D., & Washington, R. (2015). *Sociological perspectives on Sport: The games outside the games*. London, New York : Routledge.
- Maguire, J., & Young, K. (2002). *Theory, sport and society*. Elsevier Science.
- Carrington, B., & McDonald, I. (2009). *Marxism, cultural studies and sport*. London, New York : Routledge.

**Suggested E- Resources:**

- Sport and Society:  
<https://www.jstor.org/stable/2678619>
- Sports and Society:  
<https://www.coursera.org/learn/sports-society>
- Sports and Social Theory:  
<http://www.sjsu.edu/faculty/masucci/Sporttheory.pdf>

- Sociology of Sport and Social Theory:  
<https://www.tandfonline.com/doi/pdf/10.1080/17430437.2014.898734>
- Sports and Social Values:  
<https://www.tandfonline.com/doi/full/10.1080/02614367.2016.1261180>

## SOC 616R Reading Ethnographies

**Max. Marks : 100**

**L T P C**

**ESA:100**

**0 0 4 2**

Ethnographic studies have contributed immensely in the foundation of Sociology as a discipline from both research and theoretical point of views. The ethnographic studies are integral part of Sociological tradition of writing. Therefore, this course intends to encourage the students to read ethnographic texts in their entirety. ‘Argonauts of the Western Pacific: An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea’ by Bronislaw Malinowski, ‘Witchcraft, Oracles and Magic among the Azande’ by E.E. Evans Pritchard, ‘The Children of Sánchez: Autobiography of a Mexican family’ by Oscar Lewis and ‘The Remembered Village’ by M.N. Srinivas are some of classic examples of ethnographic studies.

Note. **Any two** ethnographic manuscripts could be selected for the study in a semester by the department. Screenings of ethnographic films will complement the teaching. Video documentation around the ethnographies in general could also be used concurrently while reading texts.

### **Learning Outcomes:**

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

- Read and comprehend ethnographic texts in holistic way.
- Explain ethnographic practices and styles of different scholars.
- Apply ethnographic mode of enquiry and conduct ethnographic researches.
- Describe attributes of narrative and thematic contents in ethnographic perspective.

### **Recommended Books:**

1. Malinowski, B. (1922). *Argonauts of the western pacific: An account of native enterprise and adventure in the archipelagoes of Melanesian New Guinea*. Studies in Economics and Political Science, no. 65. London: Routledge and Kegan Paul.
2. Srinivas, M. N. (1976). *The Remembered village*. Delhi: Oxford University Press.
3. Evans-Pritchard, E. E. (1937). *Witchcraft, oracles and magic among the Azande*. London: Oxford University Press.
4. Lewis, O. (1961). *The children of Sánchez: Autobiography of a Mexican family*. New York: Random House.
5. Clifford, James and George Marcus. (1986). *Writing culture: The poetics and politics of ethnography*. London: University of California Press.
6. Levi Strauss, C. (1973). *Tristes Tropiques*. London: Penguin.
7. Rabinow, P. (1977 [2007]). *Reflections on fieldwork in Morocco*. Berkeley: University of California Press.

**Suggested E Resources:**

- Ethnographies as Texts by Marcus and Cushman. Platform: jstor, Link: [https://www.jstor.org/stable/2155775?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/2155775?seq=1#metadata_info_tab_contents)
- Anthropology of Malinowski by M.W. Young. Platform: Public Domain Review, Link: <https://publicdomainreview.org/essay/writing-his-life-through-the-other-the-anthropology-of-malinowski>
- Oscar Lewis's Mexico by John Paddock. Platform: jstor, Link: [https://www.jstor.org/stable/3316672?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/3316672?seq=1#metadata_info_tab_contents)

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