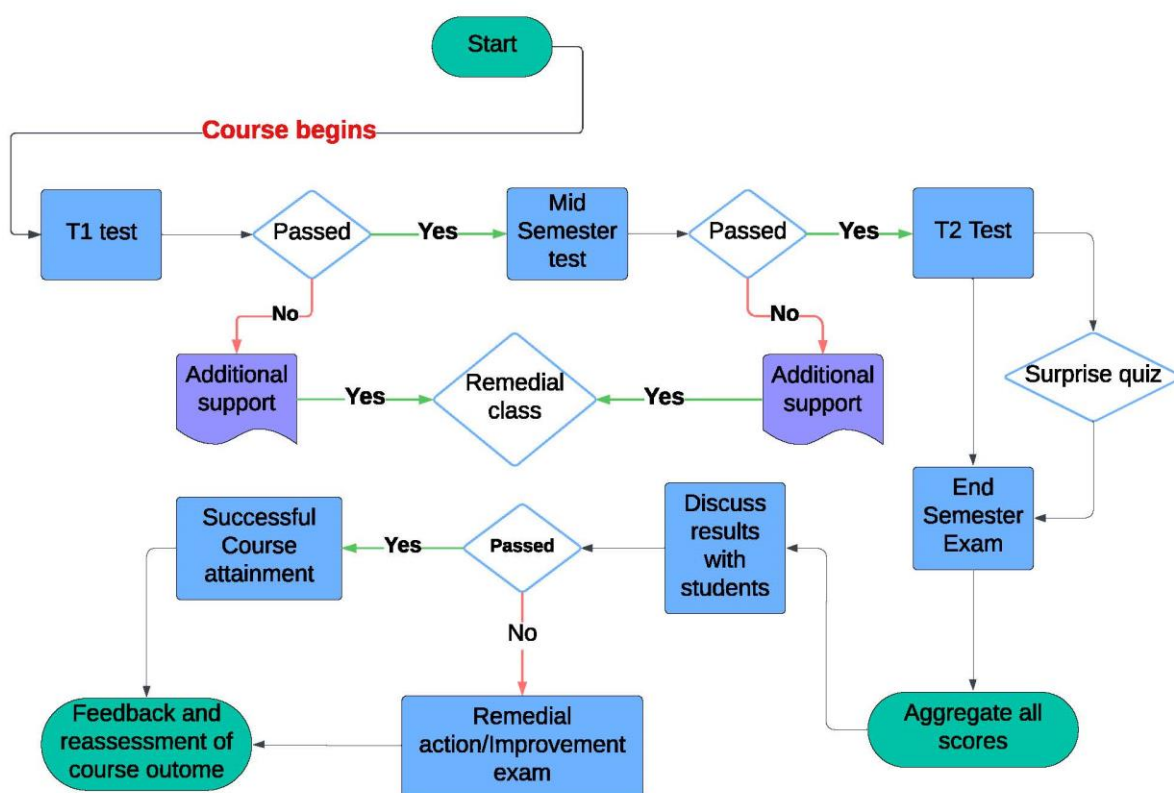


2.6.1 The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

The practice of the institution has been to extensively disseminate learning results via its website and other papers and this accomplishes several goals. First of all, by educating parents, teachers, staff, students, and other stakeholders about the university's standards and educational goals, it fosters accountability and openness. By giving them a clear idea of what is expected of them and how their progress will be assessed, it also gives students the confidence to take charge of their educational journey.

Every department that provides a course of study lists all of the programs it offers, along with the course outline, syllabus, and objectives for each program. The course results and objectives are clearly stated in the syllabus. The syllabus also includes details about the curriculum and assessment. A flowchart is presented to show the workflow of a course in the semester.



The learning outcomes are closely integrated into the assessment process, ensuring that students' progress and achievement align with the expected educational standards. Learning outcomes are student-centered, describing what students will do rather than what the instructor will teach. The university assesses how well students meet the learning outcomes and graduate attributes. Learning outcomes and graduate attributes are publicized through its website and other documents. These outcomes are updated/revised time and again in accordance with the outcomes achieved after a semester.

Students work in groups on research projects guided by faculty members, where they must use their knowledge and abilities to solve practical issues or investigate novel areas of study. Many students are also motivated to undergo internship programmes in universities, private and public sector companies as well as other research institutes. This helps students to learn several cutting-edge tools and techniques while performing hands on training exercise on several instruments.

A
PROJECT REPORT

ON
**DETERMINATION OF LIQUIDITY OF TERRESTRIAL AND IMPACT
MELTS AND VISCOSITY DETERMINATION OF LONAR IMPACT
MELT UNDER ATMOSPHERIC PRESSURE**

SUBMITTED IN PARTIAL FULFILMENT FOR THE DEGREE

OF
MASTER OF SCIENCE (APPLIED GEOLOGY)

BY
MAUSAMI CHETRI

U2175372

UNDER THE SUPERVISION
OF

PROFESSOR JAYANTA KUMAR PATI



**DEPARTMENT OF EARTH AND PLANETARY SCIENCES
UNIVERSITY OF ALLAHABAD
PRAYAGRAJ-211002, UTTAR PRADESH
INDIA**

Jayanta Pati
23/05/2023
विभागाध्यक्ष
HEAD
नू एवं ग्रहीय विज्ञान विभाग
Dept. of Earth & Planetary Sciences
इलाहाबाद विश्वविद्यालय
University of Allahabad

UNIVERSITY OF ALLAHABAD

DEPARTMENT OF SOCIOLOGY



PAPER – LIBRARY BASED PROJECT WORK

SESSION – 2022 - 2023

TOPIC – GENDER AND DEVELOPMENT
EDUCATIONAL AND HEALTH FACTORS
AFFECTING DEVELOPMENT OF
WOMENS OF UP VS KERALA

SUBMITTED TO:

DR. MUNEE ILLATH
DEPARTMENT OF SOCIOLOGY
UNIVERSITY OF ALLAHABAD

[Signature]
16/05/2023

SUBMITTED BY:

ANSHUMAN SRIVASTAVA
MA 4th SEMESTER

Date:- 16/05/2023
Signature:- Anshuman

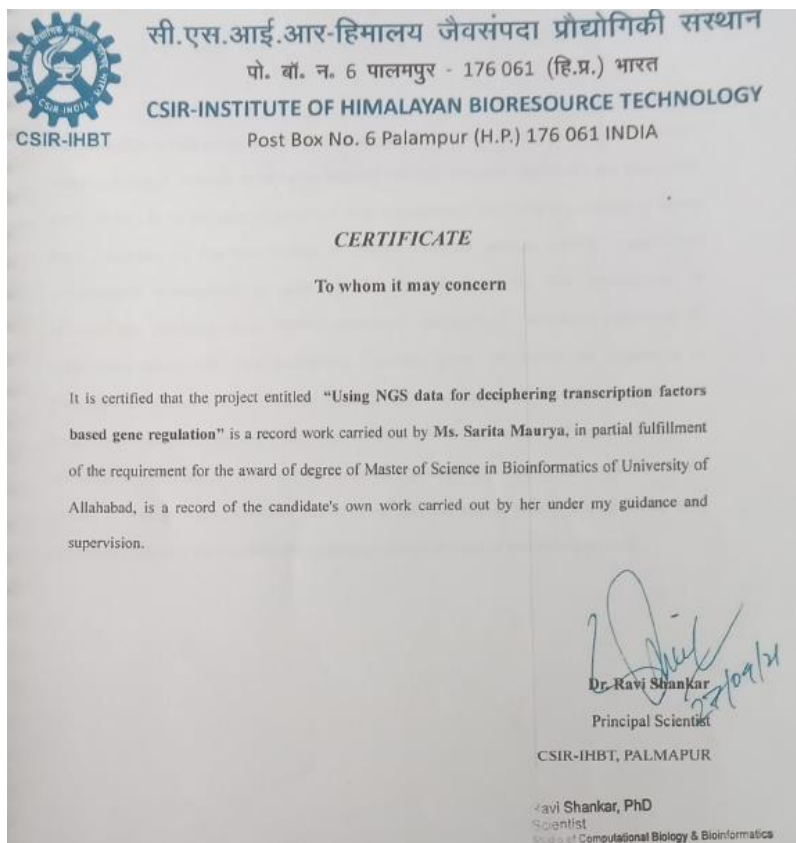


Fig. Research projects in MSc Applied Geology and MA Sociology, MSc Bioinformatics in association with CSIR lab



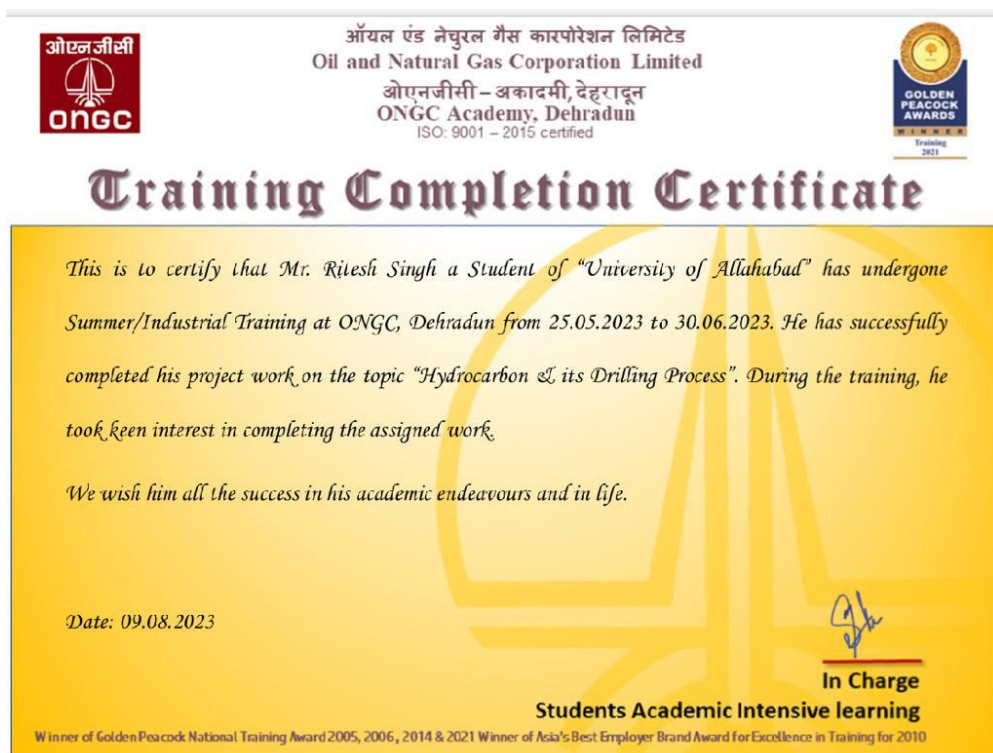


Fig. Internship successfully completed in ONGC by MSc Applied Geology students

The university of Allahabad has many dedicated instruments such as MRI, XRD, XRF, SEM, RAMAN spectroscopy, EEG, LIBS, FTIR wherein the students use the facilities and learn the working principle and handling procedure. This helps them to understand the data and the output is significantly improved. Some advanced learners are able to publish good quality research articles too.



Fig. MRI and EEG facility in CBCS



Fig. FTIR and XRD facilities in Materials Science and XRD & Confocal RAMAN spectroscopy facility in Physics

The CBCS framework's flexibility empowers students to pursue their interests and career goals, fostering personalized learning experiences. Furthermore, the emphasis on faculty development and the balance between theoretical and practical components of the curriculum enhance teaching quality and real-world preparedness.

Some **key attributes of programme/course outcomes** depending on its nature are:

- Knowledge depth expected to be acquired in the subject domain for theoretical and practical learning outcomes
- Critical Thinking, decision taking, inter-personal and leadership skills, behavioural change, and opportunities for personal development
- Scope for creativity, research, innovation, entrepreneurial enhancement
- Scope for acquiring inter-disciplinary knowledge
- Training, skill enhancement, and placement
- Understanding diversity, regional, national and global perspectives

Syllabus

B.Voc. in Lifestyle Design



Centre of Fashion Design & Technology

Institute of Professional Studies

University of Allahabad

Allahabad

Course Structure of B. Voc. In Lifestyle Design

Semesters	Course Code		Title of Paper	Skill/ General Education Courses	Credits			
					L	T	P	Total
Sem-I	ILD 121		Introduction to Lifestyle Design I	Skill	4	0	0	4
	Elective 1	ILD 151	Beauty Therapy	Skill	2	0	3	5
		ILD 152	Basic Cutting & Stitching	Skill	2	0	3	5
	Elective 2	ILD 153	Hair Styling	Skill	2	0	3	5
		ILD 154	Hand Embroidery	Skill	2	0	3	5
	ILD 122		Accessory Design I (Wrap Accessories)	Skill	0	0	5	5
	ILD 123		Design & Construction I	Skill	0	0	5	5
	ILD 101		Communication Skills	Gen. Ed.	2	0	2	4
Sem-II	ILD 102		Personality Development	Gen. Ed.	2	0	2	4
			Total Credits		12	0	20	32
	ILD 124		Design Thinking	Skill	4	0	0	4
	ILD 125		Surface Ornamentation	Skill	0	0	5	5
	Elective 3	ILD 155	Advance Make up Techniques	Skill	0	0	5	5
		ILD 156	Craft Based Design	Skill	0	0	5	5
	ILD 126		Beauty & Wellness Consultancy	Skill	0	0	5	5
	ILD 103		English	Gen. Ed.	2	0	2	4
Sem-III	ILD 104		Digital Tools I	Gen. Ed.	2	0	2	4
			Total Credits		8	0	19	27
	ILD 221		Trend Analysis	Skill	4	0	0	4
	ILD 222		Merchandising (Handicrafts)	Skill	5	0	0	5
	ILD 223		Accessory Design II (Bags & other storage Accessories)	Skill	0	0	5	5
	ILD 224		Design & Construction II	Skill	0	0	5	5
	ILD 201		Photography	Gen. Ed.	2	0	2	4
	ILD 202		Digital Tools II	Gen. Ed.	2	0	2	4
Sem-IV			Total Credits		13	0	14	27
	ILD 225		Digital Cataloguing	Skill	2	0	3	5
	ILD 226		Design Innovation	Skill	0	0	5	5
	ILD 227		Accessory Design III (Footwear)	Skill	0	0	5	4
	ILD 228		Design & Construction III	Skill	0	0	5	4
	ILD 203		Environment Studies	Gen. Ed.	3	0	1	4
	ILD 204		Marketing & Management	Gen. Ed.	4	0	0	4
			Total Credits		9	0	19	28
Sem-V	ILD 321		Visual Merchandising	Skill	3	0	2	5
	ILD 322		Accessory Design IV (Headgear)	Skill	0	0	5	5
	ILD 323		Accessory Design IV (Jewelry)	Skill	0	0	5	5
	ILD 324		Design & Construction IV	Skill	0	0	5	5
	ILD 301		Professional skills	Gen. Ed.	3	0	1	4
	ILD 302		Entrepreneurship	Gen. Ed.	3	0	1	4
			Total Credits		9	0	19	28
Sem-VI	ILD 348		Design Collection I	Skill	0	0	15	15
	ILD 349		Project I	Skill	0	0	12	12
	ILD 303		Intellectual Property Rights (IPR)	Gen. Ed.	3	0	0	3
			Total Credits		3	0	27	30
G. Total					54	0	118	172

B. Voc. In Lifestyle Design**Semester'I****Skill Education****Introduction to Lifestyle Design I****Course Objective**

This paper is designed to understand the nature of lifestyle design business, elements and challenges associated with Industry. Designed to understand the areas of Lifestyle design Business with its comprehensive study & Design terminologies to create awareness about overall nature of stream. Another objective is to acquire the knowledge regarding environment and movement of design trend so that to understand the various aspects of the stream.

Topics to be covered

Business of Lifestyle Design Products, Importance of Lifestyle Design, Economic importance of Business, Evolution of Design, Terminology of Design, Principles of Design movement, Theory of Lifestyle Design. Nature of Lifestyle Design, Environment of Design, Design Categories, Factors influencing Design, Designer Study

Learning Outcome

Students will become aware of the functioning of the Lifestyle Design Industry.

Beauty Therapy**Course Objective**

This paper is designed to understand the job of a beauty therapist. A beauty therapist is a professionally trained individual who specializes in beauty services of both the face and body. A beauty therapist performs various duties such as providing skin care, applying makeup, removal of unwanted hair, manicure and pedicure services. The Beauty Therapist needs to be knowledgeable on health, safety and hygiene, beauty products, and a range of beauty services.

Topics to be covered

Prepare and maintain work area, Perform skin care services, Perform depilation services, Provide manicure and pedicure services, Perform makeup services, Operate and apply electrical/electronic equipment for facial beauty services safely and effectively, Perform salon reception duties, Maintain health and safety at the workplace. Create a positive impression at the workplace.

Learning Outcome

Students will become aware of the role and functioning of a Beauty Therapist.

Basic Cutting & Stitching**Course Objective**

This paper is designed to understand the job of a self-employed tailor. Self employed tailor is a skilled tailor versed with making customized Indian dresses. The job thus involves taking measurement, cutting fabric as per measurement and sewing with the help of ordinary sewing machines. The person also does alteration works of stitched dress materials to correct and fit as per customer requirements.

Topics to be covered

Maintain work area, tools and machines, Comply with industry, regulatory and organizational requirements

Drafting and Cutting the Fabric, carry out the process of sewing for dress materials and common household items of textiles, carry out inspections and alterations to adjust corrections for fittings, Maintain health, safety and security in tailoring shop.

Learning Outcome

Students will become aware of the role and functioning of a Self-Employed Tailor.

Hair Styling

Course Objective

This paper is designed to understand the job role of a Hair Stylist. A hair stylist is a professionally trained individual who specializes in haircare treatments. A hair stylist performs various duties such as shampooing, trimming, cutting, blow drying, coloring and treatment for hair damage and repair. A hair stylist needs to understand the intricacies of cutting and styling hair, while also knowing how to keep hair healthy.

Topics to be covered

Prepare and maintain work area, Perform Blow drying of hair, Shampoo, condition the hair and scalp, Perform Indian Head Massage and Hair Spa Services

Cut hair, perform hair styling and dressing, Color and lighten hair, Perm and neutralize hair, perform hair relaxing and straightening services, maintain health and safety at the workplace, Create a positive impression at the workplace

Learning Outcome

Students will become aware of the role and functioning of a Hair Stylist.

Hand Embroidery

Course Objective

This paper is designed to understand the job role of a Hand embroiderer. A Hand Embroiderer embroiders decorative designs on fabric & other materials by hand, using needle & thread. The hand embroiderer uses a variety of sewing techniques to create different kinds of embroidery stitches & effects such as Cross stitch, French knot stitch, Bullion knot stitch, Shade work, Applique work, English Smocking etc. The job requires the hand embroiderer to have the skills to stitch a variety of Flat stitches, Loop stitches and Knotted stitches.

Topics to be covered

Maintain health, safety and security at work place,

Carry out different types of embroidery stitches Flat, Loop & Knotted stitches, Embroider decorative designs using a combination of stitches & work styles, Contribute to achieve quality in embroidery work, Maintaining work premises and tools

Learning Outcome

Students will become aware of the role and functioning of a Hand embroiderer.

Accessory Design I (Wrap Accessories)

Course Objective

The students will be introduced to the world of wrap accessories and its appropriate terminology and language. The module provides an understanding of the relationship between wrap accessories and garments in order to create the overall look. It will make students well informed about all aspects of wrap accessories, ranging from the raw materials used to the actual designing, production, matching, customer use and marketing.

Topics to be covered

Introduction to Accessories, Importance of Accessories, Terminology of Accessories, Components of accessories, Gems & Settings, Laces & Braids, Leather, Fur, Feather, Straw and Straw like materials, Other components of Wrap Accessories

Learning Outcome

Students will understand and demonstrate their ability to communicate original design ideas and technical information utilizing a variety of methods appropriate to the accessory design industry. They will learn to apply theoretical understanding into a practical application. They will be able to use alternative materials to construct aesthetic and functional prototypes.

Design & Construction I

Course objective

In this module students will learn how to practically construct wrap accessories drafts which is finally marked on paper and construction lines are drawn to complete the pattern. Drafting is used to create basic, foundation or design patterns. It prepares students to develop and apply intermediate and advanced construction techniques and sewing methods to new projects. Understanding commercial pattern guidelines for more complex construction projects and applying basic pattern alterations to these projects will be covered.

Topics to be covered

Drafting & Construction techniques of all types of Wrap Accessories, Belts, Scarves, Tie, Design variations. Construction on various materials, Sizing and texturing, application of trims and supporting accessories like buttons, rivets, eyelets, buckles etc.

Learning Outcome

Students will understand and demonstrate their ability to draft and construct their original ideas by utilizing the technical information to create a variety of designs appropriate to the wrap accessory design industry. They will learn to convert their designs into a functional product. They will be able to use alternative materials to construct aesthetic and functional prototypes.

General Education Communication Skills

Course objective

In this module student will be exposed to various forms of personal and professional communication.

Topics to be covered

Definition of Communication; Function, purpose, Process, Types of communication, business

communication, employment communication, e-communication, communication and language. delivery presentation.

Learning Outcome

Students will be able to communicate their ideas effectively & precisely.

Personality Development

Course objective

Topics to be covered

Learning Outcome

B. Voc. In Lifestyle Design**Semester II****Skill Education****Design Thinking****Course objective**

This paper is intended to instill the capacity to think configuration by supporting the capability of Idea age. This module is proposed to present thoughts, philosophies, standards, essentials and abilities that include a typical information base imperative to all plan disciplines.

Topics to be covered

Design Introduction, Design Basics, Design Tools and Techniques, Methods of Designing, Approaches to Design, Design process & Presentation

Learning Outcome

These essentials will cultivate a multidisciplinary configuration experience among students and will set them up to move to the following level. It will furnish the students with establishment and essentials of aptitudes in plan. This will help in creating employability and professional abilities of students.

Surface Ornamentation**Course objective**

In this module students will experiment in designing with embroideries, dyeing & printing on fabric, while working in an actual workshop surrounding. The major highlight of this module will be the embroideries, dyeing & printing, painting techniques. It also includes screen making, color mixing.

Topics to be covered

Concept of Design, Motif & Placement, Geometrical Design, Abstract Design, Traditional Design, Stylized Design, Natural & Nursery Design, Various type of Placements for textile surface designing, Dyeing & Printing techniques, Tie & Dye, Block Printing, Batik Printing, Fabric Painting, Various hand and machine embroidery techniques, Smocking, Machine stitches, pleating, shirring, tucks etc. Innovative concepts for surface ornamentation.

Learning Outcome

Students will be able to experiment with different embroideries dyeing & printing, painting and other innovative techniques and will be able to apply them in reference to current fashion trends for developing their unique concepts on fabric.

Advance Make up Techniques**Course objective**

This course is designed to develop understanding for the job role of a Bridal Fashion and Photographic Make-up Artist. A Bridal Fashion and Photographic Make-up Artist is a professionally trained individual in make-up techniques using corrective make up, highlighting and shading, air brush make-up to deliver high quality professional make up. The Make-up Artist consults, advises, markets and sells a range of beauty treatments and performs various duties such as providing skin care, applying makeup. The Make-up Artist needs to be knowledgeable on health safety and hygiene, beauty products, and a range of beauty therapies.

Topics to be covered

Prepare and maintain work area, Perform skincare services, Perform bridal make-up services, Perform fashion and photographic make-up, Apply air-brush make-up, Consult and advise clients, Promote and sell beauty services and products, Manage and lead a team, Maintain health and safety of work area, Create a positive impression at work area.

Learning Outcome

Students will become aware of the role and functioning of a Bridal Fashion and Photographic Make-up Artist.

Craft Based Design

Course objective

This paper is intended to instill the capacity to think craft as the base element for creation of design and then propose it into a contemporary fashion for a functional product.

Topics to be covered.

Craft techniques, its ideology, design essential concepts, concept of contemporary elements, experimentation, dimensions and exploration

Learning Outcome

Students will learn the creation & application of various crafts in contemporary fashion.

Beauty & Wellness Consultancy

Course objective

This course is designed to develop understanding for the job role of an Assistant Beauty Wellness Consultant. An Assistant Beauty Wellness Consultant is an operational job-role selling products in salons, spas, promotional locations, etc. She/he supports sales and marketing by displaying products, conducting visual hair and skin analysis, matching hair and skin conditions to product categories, selling, tracking and reporting sales information to the sales executive or manager.

Topics to be covered

Arrange product for sales, Provide sales and customer services to customers for hair, beauty and wellness product and service sales, Perform simple administrative tasks to assist the beauty wellness consultant in product sales, Maintain health and safety at the workplace, Create a positive impression at the workplace

Learning Outcome

Students will become aware of the role and functioning of an Assistant Beauty Wellness Consultant.

General Education

English

Course objective

To make students understand the proper usage of English language.

Topics to be covered

Introduction to Communication, Grammar, Writing Techniques & Vocabulary, Conversation Skills, communication.

Learning Outcome

Students will be able to understand and communicate their ideas in English properly.

Digital Tools I

Course objective

The course is designed to aim at imparting a basic knowledge of computer for the student. This paper will also cover the aspects of Internet, Social Media and smart phones that are most relevant to day to day life and to make students aware of how to use it to the optimum.

Topics to be covered

introduction, basic components of the computer, MS word, power point and excel, application of internet, search engine, basics of E-mail, Internet Surfing (Email), Social Media (Social Networking Sites), Micro Blogging, Mobile Marketing, Making Presentation

Learning Outcome

student will gain knowledge about basics of computer and basic functions related to Net Surfing, Social Media & its utility in professional world.

B. Voc. In Lifestyle Design**Semester III****Skill Education****Trend Analysis****Course objective**

In this module students will learn to forecast the future demand for particular styles, fabrics and colours as it is an important aspect of the fashion industry. Forecasting is a creative process that can be understood, practiced and applied. Forecasting provides a way for executives to expand their thinking about changes, through anticipating the future, and projecting the likely outcomes. This module involves the following activities such as studying market conditions, noting the life style of the people, researching sales statistics, evaluating popular designer collections, surveying fashion publications, observing street fashions etc.

Topics to be covered

Identification / Selection of target market, Trend analysis of earlier seasons to understand trend spotting methods & trend lifecycles, forecast interpretation of the current / subsequent season, Developing Style directions based on selected markets Trend reporting & data presentation, National & International trend spotting, Color concepts & Moods. Design process

Learning Outcome

Students will be able to understand forecasting and its utility. They will start using the correct procedure of designing i.e. trend analysis, preparation of boards & design collection.

Merchandising (Handicrafts)**Course objective**

This course is designed to understand the job role of a Merchandiser (Handicrafts). The Merchandiser liaisons with stakeholders to identify end customers product requirements as well as glean the market trends which will be reflected in the organization's product lines. He has the ability to analyze market and customer trends, attention to details, pick up cues, communicate and liaison with wide variety of stakeholders and strong interpersonal skills.

Topics to be covered

Analyze market for trends, Study internal organization trends, Translate the market cues to product lines, Coordinate with colleagues and work as a team, Maintain safe work environment, Maintain personal health, Basic business management

Learning Outcome

Students will become aware of the role and functioning of a Merchandiser (Handicrafts).

Accessory Design II (Bags & other storage Accessories)**Course objective**

The students will be introduced to the world of Bags & other storage accessories and its appropriate terminology and language. The module provides an understanding of the storage accessories and its utility in order to create the functional designs. It will make students well informed about all aspects of storage accessories, ranging from the raw materials used to the actual designing, production, costumer use and

marketing.

Topics to be covered

Introduction to Accessories, Importance of Accessories, Terminology of Accessories, Components of Accessories, Trims & Settings, Laces & Braids, Leather, Fur, Feather, Straw and Straw like materials, Other components of Bags & other storage Accessories

Learning Outcome

Students will understand and demonstrate their ability to communicate original design ideas and technical information utilizing a variety of methods appropriate to the accessory design industry. They will learn to apply theoretical understanding into a practical application. They will be able to use alternative materials to construct aesthetic and functional prototypes.

Design & Construction II

Course objective

In this module students will learn how to practically construct Bags & other storage accessories drafts which is finally marked on paper and construction lines are drawn to complete the pattern. Drafting is used to create basic, foundation or design patterns. It prepares students to develop and apply intermediate and advanced construction techniques and sewing methods to new projects. Understanding commercial pattern guidelines for more complex construction projects and applying basic pattern alterations to these projects will be covered.

Topics to be covered

Drafting & Construction techniques of all types of Bags & other storage Accessories, Design variations including travel storage accessories. Construction on various materials, Sizing and texturing, application of trims and supporting accessories like buttons, rivets, eyelets, buckles etc.

Learning Outcome

Students will understand and demonstrate their ability to draft and construct their original ideas by utilizing the technical information to create a variety of designs appropriate to the Bags & other storage accessory design industry. They will learn to convert their designs into a functional product. They will be able to use alternative materials to construct aesthetic and functional prototypes.

General Education

Photography

Course objective

To create and understanding of basic photography

Topics to be covered

Introductions photography, Camera parts and types. Menu items and shooting modes, Image show and Presentation of influential black and white photographers Concept Image show and Presentation, Introduction to Photoshop, basics of editing, color correcting

Learning Outcome

Student will be able to handle camera and understanding of photography.

Digital Tools II

Course objective

The objective is to create an understanding of various design specific soft-wares and their functioning.

Topics to be covered

Introduction to new software and its uses for designing such as coral draw, adobe Photoshop, illustrator etc.

Learning Outcome

Students will be able to work on dedicated software. They will be able to project their ideas through the use of latest technology in an effective way.

B. Voc. In Lifestyle Design**Semester IV****Skill Education****Digital Cataloguing****Course objective**

This course is designed to understand the job role of a Digital Cataloguer. Digital Cataloguer is responsible for aiding in creation of an attractive digital catalogue and other digital pages with respect to the look and feel of the product and product description. Thus, the accuracy of the information and the correctness of placing products as per buyer's directive will be his/her job. He needs to demonstrate creativity, innovation and enthusiasm in his/her role. He/she needs to be physically fit and mentally balanced to carry out his/her duties efficiently.

Topics to be covered

List products and map SKUs accurately to cater to product category and customer needs, adhere to quality standards for creating and maintaining catalogues and digital pages, adhere to company policies and statutory regulations related to sales and service, Update self on basics of category management, Liaise with internal and external stakeholders for accurate product listings

Learning Outcome

Students will become aware of the role and functioning of a Digital Cataloguer.

Design Innovation**Course objective**

This paper is designed to create thorough understanding of each of the areas within the accessories, supply chain, including design innovation, pattern engineering, manufacturing and pre-production, and professional industry practice. Students will develop the ability to review, consolidate, extend and apply the knowledge and skills they have learnt in order to create innovative fashion designs and garments appropriate to the requirements of their work environment. Students will also learn techniques for improving the flexibility and originality of their thinking and will explore approaches used by managers and organizations to create and sustain high levels of innovation.

Topics to be covered

Introduction to design Innovation, Significance of product design, product design and development process, sequential engineering design method, the challenges of product development, Concept of Design, Concept of Innovation, Innovation Types, Innovation Methods. Ideation, Conceive & Create, Product specifications & Pattern breaking.

Learning Outcome

Students will be able to understand the concept of innovation and its methodology. They will be able to review, consolidate, extend and apply the knowledge and skills they have learnt in order to create innovative products.

Accessory Design III (Footwear)**Course objective**

The students will be introduced to the world of Footwear and its appropriate terminology and language. The

module provides an understanding of the footwear and its functionality in order to create a comfortable design. It will make students well informed about all aspects of footwear, ranging from the raw materials used to the actual designing, production, customer use and marketing.

Topics to be covered

Inspect and check quality of raw material, Check quality of semi-finished product after clicking process, Check quality of semi-finished product after moulding process, Check quality of semi-finished product after stitching process, Check quality of product after trimming process, Check quality of product after finishing process

Interact and coordinate across levels and departments, maintain health, safety and security at workplace, Comply with industry, regulatory and organizational requirements

Learning Outcome

Students will understand and demonstrate their ability to communicate original design ideas and technical information utilizing a variety of methods appropriate to the footwear industry. They will learn to apply theoretical understanding into a practical application. They will be able to use alternative materials to construct aesthetic and functional prototypes. They will adhere to the job role of Quality Control Inspector (Non Leather).

Design & Construction III

Course objective

In this module students will learn how to practically construct Footwear drafts which is finally marked on paper and construction lines are drawn to complete the pattern. Drafting is used to create basic, foundation or design patterns. It prepares students to develop and apply intermediate and advanced construction techniques and sewing methods to new projects. Understanding commercial pattern guidelines for more complex construction projects and applying basic pattern alterations to these projects will be covered.

Topics to be covered

Drafting & Construction techniques of all types of Footwear, Design variations. Construction on various materials, Sizing and texturing, application of trims and supporting accessories like buttons, rivets, eyelets, buckles etc.

Learning Outcome

Students will understand and demonstrate their ability to draft and construct their original ideas by utilizing the technical information to create a variety of designs appropriate to the Footwear design industry. They will learn to convert their designs into a functional product. They will be able to use alternative materials to construct aesthetic and functional prototypes.

**General Education
Environment Studies**

Course objective

To grow awareness of the surroundings and the concept of environmental studies.

Topics to be covered

Definition, Scope and Importance, Need for public awareness, Concept of ecosystem, Biodiversity and its conservation, Social Issues and the Environment, Human Population and the Environment

Learning Outcome

Students will be able to understand the basic concepts of environmental studies.

General Marketing**Course objective**

This module is designed to impart essential knowledge of marketing.

Topics to be covered

Concept of marketing, Understanding of needs, wants & demands, Market research, design research, Market segmentation, target market, brand, Marketing Mix-4Ps

Learning Outcome

The student will gain knowledge about basic aspects of the marketing

B. Voc. In Lifestyle Design
Semester V
Skill Education
Visual Merchandising

Course objective

This course is designed to develop understanding of the job role of a Visual Merchandiser. Visual Merchandiser is responsible for implementing visual merchandising concepts and elements as per guidelines laid down by the store and by the various brands in the store. This person will also execute merchandising themes and plots as per business need. He needs to be physically fit, innovative and aesthetically creative to be able to execute his/her role efficiently. He/she should demonstrate work organization, self-management, communication and interpersonal skills. He/she should be self-motivated and should be able to work in collaboration with multiple teams.

Topics to be covered

Enhance store visibility by implementing attractive visual displays to support store profitability. Comply to store policies, merchandising norms and statutory regulations while executing themes and plots. Collect and analyze data to track the visual impact of promotions and events. Maintain visual merchandising elements in the store as per brand and store guidelines. Update self on industry trends and best practices through continuous learning and innovation. Liaise with internal and external stakeholders to effectively implement visual merchandising plans

Learning Outcome

Students will become aware of the role and functioning of a Visual Merchandiser.

Accessory Design IV (Headwear)

Course objective

The students will be introduced to the world of Headwear and its appropriate terminology and language. The module provides an understanding of the Headwear and its functionality in order to create a comfortable design. It will make students well informed about all aspects of Headwear, ranging from the raw materials used to the actual designing, production, costumer use and marketing.

Topics to be covered

Introduction to Headwear, Importance of Headwear, Terminology of Headwear, Components of Headwear, Trims & Settings, Laces & Braids, Leather, Fur, Feather, Straw and Straw like materials, Other components of Headwear.

Learning Outcome

Students will understand and demonstrate their ability to communicate original design ideas and technical information utilizing a variety of methods appropriate to the Headwear industry. They will learn to apply theoretical understanding into a practical application. They will be able to use alternative materials to construct aesthetic and functional prototypes.

Accessory Design IV (Jewelry)

Course objective

The students will be introduced to the world of Jewelry and its appropriate terminology and language. The module provides an understanding of the Jewelry and its functionality in order to create a comfortable design. It will make students well informed about all aspects of Jewelry, ranging from the raw materials used to the actual

designing, production, costumer use and marketing.

Topics to be covered

Introduction to Jewelry, Importance of Jewelry, Terminology of Jewelry, Components of Jewelry, Trims & Settings, Laces & Braids, Leather, Fur, Feather, Straw and Straw like materials, Other components of Jewelry.

Learning Outcome

Students will understand and demonstrate their ability to communicate original design ideas and technical information utilizing a variety of methods appropriate to the Jewelry industry. They will learn to apply theoretical understanding into a practical application. They will be able to use alternative materials to construct aesthetic and functional prototypes.

Design & Construction IV

Course objective

In this module students will learn how to practically construct Headwear & Jewelry drafts which is finally marked on paper and construction lines are drawn to complete the pattern. Drafting is used to create basic, foundation or design patterns of Headwear. It prepares students to develop and apply intermediate and advanced construction techniques and sewing methods to new projects. Understanding commercial pattern guidelines for more complex construction projects and applying basic pattern alterations to these projects will be covered. It also focus on the construction of non-precious Jewelry making techniques.

Topics to be covered

Drafting & Construction techniques of all types of Headwear, Design variations. Construction on various materials, Sizing and texturing, application of trims and supporting accessories.
Construction techniques of all types of Jewlry, Design variations. Construction on various materials.

Learning Outcome

Students will understand and demonstrate their ability to draft and construct their original ideas by utilizing the technical information to create a variety of designs appropriate to the Headwear & Jewelry design industry. They will learn to convert their designs into a functional product. They will be able to use alternative materials to construct aesthetic and functional prototypes.

General Education

Professional skills

Course objective

Professional skills such as leadership, mentoring, project management, and conflict resolution are value-added skills essential to any career. So in this module student will learn value added skills for personality enhancement.

Topics to be covered

Leadership quality, Time management skill, Teamwork, Public speaking, Flexibility, Communication, Mentoring

Learning Outcome

Student will understand ways to apply proper courtesy in different professional situations.

Entrepreneurship

Course objective

The module will focused on business management skills ranging from business strategy and financial planning, marketing and market research, talent management and organizational development. It will familiarize the students with the process and procedure of setting up new enterprises.

Topics to be covered

Entrepreneurship: Concept, Innovation, Type, Process, Competencies, Management Skill, importance & Economic Development, Funds – Sources, Ownership, Type of Company, entrepreneurial finance, marketing, Small Scale Industry & Government Schemes, Project Planning, Formulation & Control, business planning

Learning Outcome

Students will be able to plan and organize the daily running of a business. They will be able to ensure that the business thrives and develops.

B. Voc. In Lifestyle Design

Semester VI

Skill Education

Design Collection I

Course objective

It is important for designers to approach the formulation of a collection with consideration for an intended customer or target market in relation to season, price and product assortment. This module is designed for students to follow the design process and construct a range of products.

Topics to be covered

Selection of Theme, Research, Board Presentation, Design & Trend analysis, Selection of Design & other details, Drafting & Construction of products

Learning Outcome

Students will be able to design their first theme-based collection.

Project I

Course objective

Once they have designed a collection of designs and their sketches, students need to create the collection in actual work zone. This module is designed in which students will be going to a cluster/company/factory/unit for the creation of collection and learn in actual work scenario.

Topics to be covered

Creation of a design collection, documenting the process, creating the report.

Learning Outcome

Students will be able to create a collection and learn in actual work scenario.

General Education

Intellectual Property Rights (IPR)

Course objective

To introduce fundamental aspects of Intellectual property Rights to students who are going to play a major role in development and management of innovative projects in industries.

Topics to be covered

Introduction and the need for intellectual property right (IPR) - Kinds of Intellectual Property Rights: Patent, Copyright, Trade Mark, Design, Geographical Indication, Plant Varieties and Layout Design

Learning Outcome

Student shall get an adequate knowledge on patent and copyright for their innovative ideas and works.

**Post graduate Programme in M.Sc. in Textile and Apparel Designing
Semester System**

SEMESTER I

Paper Code	Papers	Credits	L-T-P-C	Marks		
				Sessional	End Semester	Total
HOM580	Textile Industry of India	4	4-0-0-4	40	60	100
HOM581	Apparel Designing and Construction-I	3	3-0-0-3	40	60	100
HOM582	Apparel Designing and Construction-I (Practical)	3	0-0-6-3	40	60	100
HOM583	Fashion Retailing and Merchandising	3	3-0-0-3	40	60	100
HOM584	Dyeing and Finishing	3	3-0-0-3	40	60	100
HOM585	Dyeing (Practical)	4	0-0-8-4	40	60	100
Total		20				600

SEMESTER II

Paper Code	Papers	Credits	L-T-P-C	Marks		
				Sessional	End Semester	Total
HOM586	Textile Printing	4	4-0-0-4	40	60	100
HOM587	Textile Printing(Practical)	4	0-0-8-4	40	60	100
HOM588	CAD in Textile and Fashion –I (Practical)	4	0-0-8-4	40	60	100
HOM589	Research Methods and Statistics	4	3-1-0-4	40	60	100
HOM590	Fabric Construction Techniques	4	4-0-0-4	40	60	100
Total		20				500

SEMESTER III

Paper Code	Papers	Credits	L-T-P-C	Marks		
				Sessional	End Semester	Total
HOM591	Entrepreneurship Management	3	3-0-0-3	40	60	100
HOM592	Textile Testing	3	3-0-0-3	40	60	100
HOM593	Textile Testing (Practical)	4	0-0-8-4	40	60	100
HOM594	Apparel Designing and Construction-II (Practical)	6	0-0-12-6	40	60	100
HOM595	CAD in Textile and Fashion-II (Practical)	4	0-0-8-4	40	60	100
Total		20				500

SEMESTER IV

Paper Code	Papers	Credits	L-T-P-C	Marks		
				Sessional	End Semester	Total
HOM596	Scientific paper writing	4	0-0-8-0	40	60	100
HOM597	Seminar	8	0-0-16-8	40	60	100
HOM598	Dissertation	6	0-0-12-6	40	60	100
HOM599	Summer Training	6	0-0-12-6	40	60	100
Total		24				400

The total credits of the 2 years semester of P.G. (Textile and Apparel Designing) are 84.

SEMESTER I

Paper Code: HOM580

LTPC: 4-0-0-4

Paper: Textile Industry of India

Objective:

- To acquaint students with multi faceted textile industry of India, the economic regime and the policy regulations within which textile industry is operated.

Contents:

UNIT I

1. An overview on business environment of India.
2. History, growth and present status of the India textile industry, sickness, revival and up-gradation

UNIT II

1. Importance of textile and clothing industry in the Indian economy in terms of consumption, employment and per capita income, gross national product and international trade.
2. National textile policy 1985 and 2000, change in focus over the years in terms of objectives, functional ability, regulatory mechanisms and futuristic trends.

UNIT III

1. Foreign trade policy. The mechanism of MFA. History and current status GATT and WTO. Implications of a free trade regime and protectionist regime.
2. Production, consumption, employment problems, prospects and SWOT analysis of Cotton, Wool, Jute, man-made fiber and filament yarn industry, Handloom industry, Readymade garment industry and Technical textiles.

UNIT IV

1. Textile management organizational structure- organized and decentralized structure, handloom and powerloom sector.

UNIT V

1. Export procedures, incentives, organization for promotion of exports.
2. Textile research organization and their functions.

Outcomes:

- Learners will acquire knowledge about the vast textile sector in India and world.
- Knowledge about different policies and different organizations, which are working on textile industry in India.

References:

- Mishra and Puri, Indian Economy, Himalaya publishing house.
- National textile policy-2000
- Journals- Cloth line, Business India, Business Today
- News papers- Economic Times, Financial Express and Apparel online
- Industry published journal, newsletter, WVEPC, HHEC
- Economic surveys, Government of India

Paper: Apparel Designing and Construction-I

Objectives:

- To impart in depth knowledge of style reading, pattern making and garment construction techniques.
- To develop and understand the principles of pattern making and draping.

Contents:

UNIT I

1. Detailed study of industrial machine and equipment used for:
 - a. Cutting
 - b. Sewing
 - c. Finishing
 - d. Embellishment

UNIT II

1. Study the interrelationship of needles, thread, stitch length and fabric.

UNIT III

1. Method of pattern making:
 - a. Drafting
 - b. Flat pattern
 - c. Draping

UNIT IV

1. Developing paper pattern:
 - a. Understanding the commercial paper pattern
 - b. Layout on different fabrics, width and types

UNIT V

1. Buying criteria for:
 - a. Knits, denims, silks and other special
 - b. Readymade garments

Outcomes:

- Learners will develop skills in apparel construction
- Learn basic principles of garment construction

References:

- Armstrong, Pattern making for fashion designing, Pearson Education
- Gioello and Berke, Figure type and size rang, Fairchild publications, New York.
- Grate and Storm, concepts in clothing, McGraw Hill Book Co., New York
- BinaAbling, Fashion sketch book, Fairchild publications, New York.
- Claire Shaeffers, Fabric sewing guide, Chilton book company, Randot, Pennysyivania.
- Harold Carr and BarabaraLathan, The technology of Clothing Manufacturer, Oxford BSP professional book, London
- Slamper, Sharpo and Donnell, Evaluating apparel quality, Fairchild publications, New York.
- Natalle Bray, Dress Fitting, Blackwell science ltd.

Paper Apparel Designing and Construction-I (Practical)

Objective:

- To inculcate various garment construction techniques among students

Contents:

UNIT I

1. Designing through Flat Pattern:

- a. Dart manipulation
- b. Development of variation in sleeves
- c. Development of variation in collars (Rolled and shawl collar)

UNIT II

1. Neckline and Facings:

- a. Scooped necklines
- b. Built up neckline
- c. Cowl neckline
- d. Designer necklines

UNIT III

1. Plackets:

- a. Center button closing
- b. Double breasted
- c. Asymmetrical closing

UNIT IV

1. Sleeve Construction:

- a. Set-in sleeves
- b. Flared sleeves
- c. Raglan sleeves
- d. Puff sleeves

UNIT V

1. Designing Through Draping:

- a. Basic draping principle and techniques
- b. Developing patterns

Outcome:

- Students will learn different techniques of making garments with the help of draping.

References:

- Pamela Stringer, Pattern drafting for dressmaking, Batsford Ltd.
- Helen Joseph Armstrong, Draping for apparel design, Fairchild publications, New York

Paper: Fashion Retailing and Merchandising

Objectives:

- To understand the dynamics of fashion and fashion designers
- To develop understanding visual merchandizing and its importance in today's consumer market.
- To gain knowledge about the management aspect of retailing.
- To impart knowledge regarding the prevalent merchandizing practices.

Contents:

UNIT I

1. The Dynamics of Fashion:

- a. Fashion terminology, fashion cycle, fashion adoption theories, fashion forecast and the role of designers in merchandizing.

2. The Concept of Retailing:

- a. Definition, role of retailing in merchandizing the retail mix, retail environment types of retail store.

UNIT II

1. Element and Principle of Art and Design:

- a. Element of design colour, textile line form, space principals of design rhythm, balance proportion, emphasis, unity interpretation for designing retail store.

2. Visual Merchandising:

- a. Plans and Schedules: Season holiday promotion, Sales themes ideas
- b. Types of Display: Window display, Interior display
- c. Elements of Display: The merchandising, the backdrop walls and shelves, mannequins and forms signage lighting- luminance levels relation to colors.

UNIT III

1. Planning and Budgeting for a Retail Store:

- a. Maintenance and ordering of stocks, preparation of sales report.

1. Recruitment and Management of Sales Force:

- a. Types of compensation package for sales force, personal selling as a means of promotion.

UNIT IV

1. Marketing and Merchandising:

- a. Core concepts, marketing environment, marketing and merchandising, environment of India.

2. Product in Relation to Fashion:

- a.** Classification of fashion product life cycle the process of product development, the marketing of the brand, branding strategies, brand management, brand image building.

UNIT V

1. Promotion and Distribution:

- a.** Role of promotion, methods of promotion, advertising, sales promotion and selling. Designing and management of different methods of promotion, and their employment in relation to cost effectiveness and life cycle.

2. Pricing:

- a.** Principles and methods of pricing: pricing in relation to product type product life cycle, distribution outlet etc.

Outcome:

- Student will be ready to enter in the market of fashion industry as they will learn different marketing strategies, retailing merchandising etc.

References:

- Frings G.S, Fashion form Concept to Consumer Prentice Hall Inc. Engelwood Cliff's New Jersey.
- Chuter A.J, Introduction to Clothing Production Management, Blackwell Science Ltd.
- Stone E. and Sample J.A, Fashion Merchandising: An Introduction, McGraw Hill Book.

Paper: Dyeing and Finishing

Objectives:

- To understand the theory of dyeing in relation to various classes of dyes and its application. Inculcate awareness of different methods of printing and appreciate the technical advantage of each and develop technical competency in printing with different dyes on different fabrics.
- To study the chemicals used in textile processing from sizing to finishing along with the essential properties of raw material used in their manufacture and study the recent development in various finishing processes.

Contents:

UNIT 1

Dyeing:

1. History of dyestuff concept of colours and its relation to light classification and types of dyes/colouring matter
2. Chemistry of dyes and pigments- composition structure, properties, affinity towards fibre.

UNIT II

1. Dyeing with chemical dyes direct, reactive, vat, sulphur, azo, acid, and basic and disperse dyes.
2. Dyeing with natural dyes role of methods.

UNIT III

1. Dyeing machines for fiber yarn and fabric industrial dyeing practices.
2. Dyeing auxiliaries and their uses. Banned dyes and auxiliaries regarding dyeing soaping and washing.

UNIT IV

Finishing:

1. Finishing concept scope and importance finishes- soil repellent soil resistant soil release, antistatic, anti-pilling, wash wear, crabbing, decanting, water proof and repellency mildew proof flame resistance and flame proof, antibacterial

UNIT V

1. Recent advancement in dyeing.
2. Recent advancement in finishing

Outcomes:

- Students will learn different methods of dyeing on different fabrics.

References:

- V. A. Sehnaï, Chemistry of Dyes and principle of Dyeing. Sevak Prakasahan, Mumbai
- V. A. Sehnaï, Azo Dyes Facts and Figures. SevakPrakasahan, Mumbai
- K. Venkatrama Chemistry of Synthetic Dyes, Part I and Part II
- H. A. Lubs, Robert E. The Chemistry of Synthetic Dyes and Pigments, Krieger Publishing Company New York.
- Bermad P Corbman. Textile-Fiber
- Prayag R. S. Textile Finishing
- VaidyaA&Trivedi, textile Auxiliaries & Finishing Chemicals. ATIRA, Ahemadabad

Paper: Dyeing (Practical)

Objective:

- To impart skill in dyeing on different fabrics

Contents:

UNIT I

1. Dyeing of cotton and jute with corresponding dyes by exhaust method in laboratory dyeing machine.

UNIT II

1. Dyeing of silk and wool with corresponding dyes by exhaust method in laboratory dyeing machine.

UNIT III

1. Resist dyeing- Tie dye on silk, jute, cotton, chiffon, georgette

UNIT IV

1. Resist dyeing- Batik on silk, cotton

UNIT V

1. Visit to dyeing and processing unit

Outcome:

- Students will learn techniques of dyeing fabrics.

References:

- V. A. Sehnai, Chemistry of Dyes and principle of Dyeing. SevakPrakasahan, Mumbai
- V. A. Sehnai, Azo Dyes Facts and Figures. SevakPrakasahan, Mumbai
- Nalini Srivastava, Tie and dye, PanditSunderlal Sharma Central Institute of Vocational Education

SEMESTER II

Paper Code: HOM586

LTPC: 4-0-0-4

Paper: Textile Printing

Objectives:

- To impart the knowledge about preparation of fabric for printing.
- To inculcate awareness of the different methods of printing and appreciate the technical advantage of each.

Contents:

UNIT I

1. **Introduction to Printing:** Difference between Dyeing and Printing. Historical development of printing methods.
2. **Methods of Printing:** Block, Stencil, Screen, Roller, Rotary screens used at cottage and industrial level.

UNIT II

1. **Principle of Printing:** Cotton, Polyester, Acrylic, Silk. Thickeners, auxiliaries for printing. Fixation of prints using various methods/ machineries, rotary screen printing machine. Preparation of screen.
2. **Printing Pastes:** Thickening agents and auxiliaries for the printing and their suitable to various classes of dyes and fibers. Preparation of printing pastes for different dyes and different fibers.

UNIT III

1. **Styles of Printing:**
 - a. Direct style, resist or reserve style, discharge style and raised style.
 - b. Styles and methods of printing traditionally used in India.

UNIT IV

1. **Special Printing Procedures:**
 - a. Polychromatic dyeing transfers printing, carpet printing, flock printing.

UNIT V

1. Finishing and after treatment of printed goods at cottage and industrial level.
2. Recent advances in printing.

Outcome:

- Students will learn about different printing techniques.

References:

- V.A. Shenai. Technology of Textile Processing. Vol. IV. Sevak Publication.
- R.S Prayag. Technology of Textile Printing. Noyes Data Corporation.
- Joyce Story. The Thames & Hudson Manual of Textile Printing. Thames & Hudson 4.Vilensky G. Textile Science. CBS.

Paper: Textile Printing (Practical)

Objective:

- To impart skill in screen printing on different fabrics

Contents:

UNIT I

1. Printing of cotton, jute, silk, polyester with respective dyes and fixation using steaming techniques.

UNIT II

1. Printing with pigments. Block printing on silk, cotton
2. Product development

UNIT III

1. Preparation of screen for printing single color and design screen for 3 colors separately.

UNIT IV

1. Printing and Product development using prepared screens

UNIT V

1. Visit to printing unit

Outcome:

- Students will learn about different printing techniques on different fabrics.

References:

- V.A. Shenai. Technology of Textile Processing. Vol. IV. Sevak Publication.
- R.S Prayag. Technology of Textile Printing. Noyes Data Corporation.
- R. Vatsala, Textbook of Textile and Clothing, ICAR publications

Paper: CAD in Textile and Fashion – I (Practical)

Objective:

- To enable students to work on computer for fashion illustrations.

Contents:

UNIT I

1. Basic knowledge of computer

UNIT II

1. Basic illustration using Corel draw software

UNIT III

1. Basic illustration using Adobe Photoshop software

UNIT IV

1. Application of Corel draw software in different design development

UNIT V

1. Application of Adobe Photoshop software in different design development

Outcome:

- Students will learn designing on computer.

References:

- Veisainet, D.D. 1987 Computer Aided drafting design concept and application
- Fugii, D. Colour with style, Graphic-Sha Publishing company Ltd.
- Winifred, A. 1990 metric pattern cutting for men's wear: including Unisex casual clothes and CAD, BSI Profession at books Oxford.
- Clarkin P.G. 1990 pattern clothing for womens clothes, the technology of sizing BSP professional books Oxford
- Aldrich, W 1994 CAD in clothing and textile Blackwell Sciences Ltd.

Paper: Research Methods and Statistics

Objectives:

- To understand the signification of statistics and research methodology in Home Science research.
- To understand the type's tools and methods of research and develop the ability to construct data gathering instruments appropriate to the research design.

Contents:

UNIT 1

1. Science, scientific methods, scientific approach.
2. Role of statistic and research in Home Science discipline, objective of research explanation, control and prediction.

UNIT II

1. Type of research historical, survey and experimental, case study, social research, participative research.
2. Definition and identification of a research problem.
 - a. Selection of research problem.
 - b. Justification

UNIT III

1. Theory, hypothesis, basic assumption, limitation and delimitation of the problem.
2. Types of variable.
3. Theory of probability
 - a. Population of sample.
 - b. Probability sampling systematic random sampling, two stages and multi stage sampling, cluster sampling.

UNIT IV

1. Non- probability sampling, purposive quota and volunteer sampling/snowball sampling.
2. Basic principle of research design.
3. Qualitative research methods.

UNIT-V

1. Definition and types of qualitative research.
 - a. Research and techniques of data collection
 - b. Informal group discussion
 - c. Interview: Key information, In-depth interviews
 - d. Observation
 - e. Social mapping
 - f. Participatory rapid assessment
 - g. Participatory learning assessment

Outcome:

- Students will learn the importance of research in Home Science.

References:

- C. R. Kothari, GauravGarg, 2014 Research Methodology Method and Techniques, (IIIrdedition), New age International Publishers
- S.P. Gupta, 1999, Elimentary statistical Methods, Sultan Chand & Sons
- Bandarker, P.L. and Wilknsn T.S. 2000, Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai
- Bhatnagar, GL. 1990: Research Methods and Measurements in Academy, New Delhi.
- Dooly, D, 1995, Strageies for interpreting Qualitative data: sage Publication California

Paper: Fabric Construction Techniques

Objective:

- To enable students to understand and learn methods of developing fabric by using different fibers, yarn and fabric making techniques.
- To gain knowledge and understanding of fundamental of weaving machinery and processes.
- To analyze different weave pattern and learn principles of creating design through weaving.

Contents:

UNIT I

1. Principles of yarn manufacture-yarn processing.
 - a. For natural fibers cotton, wool and worsted, jute, linen by conventional system and recent development like Rotar, Vortex, Friction Ajrjit, Electrostatic Twistless, Laminated yarns.

UNIT II

1. Modern development in yarns and in their manufacturing process
 - a. Modern yarn production-principles of spinning in production of man-made fiber, hot and cold drawing, spun yarn, bled yarn and bicomponent yarn. Cold drawing,
 - b. Textured yarn technology principle methods and process variable in texturing and their effect on properties of textured yarn, morphological change induced by texturing.

UNIT III

1. Principles of fabric manufacture- basic principles, characteristics and significance of different processes- woven knitted non woven laces braids.

UNIT IV

1. Fabric faults and their remedies
 - a. Fiber
 - b. Yarn
 - c. Fabric

UNIT V

1. Recent advancement in spinning, weaving, knitting and non-wovens.

Outcome:

- Students will learn different techniques of fabric construction

Reference:

- Grociki Z.J. Watson Textile Design and Colour, London Newness Butter Wo1q1qrths.
- William Watson Advanced Textile Design London Longmans Green and Co.Ltd.
- Corbman, B. Fibre to Fabric.
- AmalsarF.M.Fabric Structure and Cloth Analysis.
- Ajgaonkar D.B. Knitting Technology, Universal Publishing Corp-Mumbai.
- Spun Yarn Technology, Eric Oxtoby Butterworth publication.

SEMESTER III

Paper Code: HOM591

LTPC: 3-0-0-3

Paper: Entrepreneurship Management

Objective:

- To provide conceptual inputs regarding Entrepreneurship management
- To sensitize and motivate the students towards entrepreneurship management
- To orient and impart knowledge towards indentifying and implementing Entrepreneurship opportunities.

Contents:

UNIT-I

1. **Entrepreneurship:** Definition, characteristics employment promotion, efforts to introduce entrepreneurship

UNIT –II

1. Conceptual Frame Work:

- a. Concept need and process in entrepreneurship development
- b. Role of enterprise in a global economy
- c. Types of enterprise merits and demerits
- d. Government policies and scheme for enterprise development and management.
- e. Institutional support to enterprise development and management.

UNIT- III

1. The Entrepreneur:

- a. Entrepreneurial motivation- dynamics of motivation.
- b. Entrepreneurial competency- concept
- c. Developing Entrepreneurial competencies-requirement and understanding the process of entrepreneurship development, self awareness interpersonal skills creativity, assertiveness achievement factors affecting entrepreneur's role.

UNIT- IV

1. Launching and Organizing an Enterprise:

- a. Environment scanning information source, scheme of assistant problems.
- b. Enterprise selection market assessment enterprise feasibility study, SWOT analysis.
- c. Recourse mobilization finance, technology, raw material, site and manpower.
- d. Costing and marketing management and quality control.
- e. Feedback, monitoring and quality control.
- f. Feedback. Monitoring and evaluation.

UNIT- V

1. Growth Strategies:

- a. Performance appraisal and assessment.
- b. Profitability and control measure demand and challenges
- c. Need for diversification.
- d. Future growth- technique of expansion and diversification, vision strategies.

2. Enterprise Networking:

- a. Concept and dynamics
- b. Methods

c. Joint venture, co-ordination and feasibility study.

Outcomes:

- Student will be able to recognize a business opportunity.
- Students will be able to develop an entrepreneurial mindset and network.
- Students will be able to develop an ability of self analysis in context of an entrepreneurial career.
- Student will develop analytical and critical thinking skills necessary for making financial decision. Through SWOT analysis students will able to select appropriate enterprise.

References:

- Kantikar, A. Grass roots Entrepreneurship, Entrepreneurs and Micro- Enterprise in Rural India, New Age International, New Delhi.
- Michel Armstrong, A handbook of management techniques Kogan page limited.
- SKG Sundaram; Entrepreneurship: A handbook for Beginners, SNDT Women's University Mumbai.

Paper: Textile Testing

Objective:

- To develop and understand the method and technique used to analysis textile fiber yarns and fabric for end performance.
- To acquire knowledge and understanding of various structural properties of textile and relate them to end use fabrics performance and product.
- To familiarize student with the different testing equipment, their underlying principals and the international accepted standards, test method and the language and measurement.
- To be able analyze and interpret the result and predict the general textile behavior performance.
- To develop understanding of importance of quality control in testing.

Contents:

UNIT I

Introduction:

- a. Importance and objective of textile testing and analysis.
- b. Use of statistics in handling data in the area of textile testing.
- c. Sampling procedures and selection of sample method of testing.
- d. Development of standard test method ISO series national and international organization involved in textile testing.
- e. Atmospheric condition for testing humidity and moisture and temperature, standard condition for testing.
- f. Unit of measurement and scales of testing,

UNIT II

Fibre Testing:

- a. Length, linear density, maturity, fiber fineness.

UNIT III

Yarn Testing:

- a. Yarn number or count single and lea strength, twist, evenness, crimp properties and measurement of crimp percentage.

UNIT IV

Fabric Testing:

- a. Length, width, thickness, weight per unit area and per unit length, fabric count, cover factor of fabric.
- b. Air permeability measurement of air permeability and fabric properties.
- c. Fabric stiffness handle and drape, Shirley stiffness tester, flexural rigidity, measurement of handle and drape.
- d. Appearance of retention, crease resistance, crease recovery, measurement of crease recovery, fabric characteristics affecting wrinkle resistance.
- e. Pilling of fabric pilling testing.
- f. Durability, serviceability, wear and abrasion resistance testing of abrasion resistance, abrasion testing instruments aesthetic of abrasion and wear.

- g. Water and fabrics relationship, definition and methods of testing for water repellence, spray test boundation spray test and shrinkage testing for thread testing.
- h. Tensile strength test- definition and terminology factors affecting the tensile properties of textile, different principals of tensile testing machine (CRT, CRE) single yarn strengths tester, bursting strength tester, tearing strength tester.
- i. Comfort and related physical properties of textile- physical phenomenon affecting thermal comfort, evolution of textile properties related to comfort.

UNIT V

- a. Safety aspects and protective properties of textile- flammability definition and terms. Factors affecting flammability, flame resistance and flame proof finishes on fabric flame resistance finishes and its toxicity, protective clothing.
- b. Colourfastness: colour fastness to washing, perspiration, rubbing, sunlight, dry cleaning on gray scale.
- c. Labeling and care of textiles.

Outcomes:

- a. Student will be able to analyze fiber/yarn/fabric properties for end performance.
- b. Student will get familiar with different testing equipments and their underlying principal.
- c. Student will get to know about different test method standard ASTM Standard, ISO Standard etc.
- d. Student will be able to understand the importance of quality control in textile testing.
- e. Student will be able to explain the care of textile items and interpret the meaning of different care labels with symbols.

References:

- Booth, J. E; principals of Textile Testing, Newness Butter Worth, London.
- John, H. Skinkle: Textile Testing, Brooklyn, New York
- Grover and Hamby: Handbook of Textile Testing and Quality Control, Wiles.
- Billie, J. Collier and Helen H. Eps: Textile Testing and Analysis, Prentice Hall, New Jersey.
- ISI Specification, BIS Specification
- ASTM Standards.

Paper: Textile Testing (Practical)

Objectives:

- To give knowledge about textile testing and quality control
- To develop and understand the method and technique used to analysis textile fiber yarns and fabric for end performance.
- To acquire knowledge and understanding of various structural properties of textile and relate them to end use fabrics performance and product.
- To familiarize student with the different testing equipment, their underlying principals and the international accepted standards, test method and the language and measurement.
- To be able analyse and interpret the result and predict the general textile behaviour performance.
- To develop understanding of importance of quality control in testing

Contents:

UNIT I

1. Fiber testing:

- a. Identification of Textile fibers
- b. Determination of Cotton fiber maturity
- c. Moisture content of different fibers

UNIT II

1. Yarn testing :

- a. To identify the twist in the given yarn and to determine the twist per inch
- b. Determination of yarn count using Beesley balance
- c. Determination of yarn count using Quadrant balance
- d. To determine Yarn evenness

UNIT III

1. Fabric Testing:

- a. To determine the Thread count/fabric count of different fabric samples
- b. GSM (weight per unit area) of different fabric samples
- c. Fabric thickness of different fabric samples

UNIT III

- a. Crease recovery of different fabric samples
- b. Bending length and Flexural rigidity of different fabric samples
- c. To determine the drapability of fabric

UNIT IV

- a. Abrasion resistance of fabric
- b. Pilling resistance of fabrics using ICI pilling box tester
- c. To determine the dimensional change (shrinkage) in the fabric

UNIT V

- a. Colour fastness of dyed textile materials to washing
- b. Colour fastness of dyed textile materials to rubbing
- c. Colour fastness of dyed textile materials to light
- d. Colour fastness of dyed textile materials to perspiration

Outcomes:

- a. Student will be able to analyze fiber/yarn/fabric properties for end performance.
- b. Student will get familiar with different testing equipments and their underlying principal.
- c. Student will get to know about different test method standard ASTM Standard, ISO Standard etc.
- d. Student will be able to understand the importance of quality control in textile testing.
- e. Student will be able to explain the care of textile items and interpret the meaning of different care labels with symbols.

References:

- Booth, J. E; principals of Textile Testing, Newness Butter Worth, London
- John, H. Skinkle: 1949 Textile Testing, Brooklyn, New York
- Grover and Hamby: Handbook of Textile Testing and Quality Control Wiles.
- Billie, J. Collier and Helen H. Eps: Textile Testing and Analysis, Prentice Hall, New Jersey.
- ISI Specification, BIS Specification
- ASTM Standards.
- Jinlian HU, 2008 Fabric Testing, Woodhead publishing limited, Cambridge England
- B.P Saville, 1999 Physical testing of textiles, Woodhead publishing limited,
- Dr. J.V. Rao, Quality Evaluation, Northern India Textile research Association,
- Dr. J.V. Rao & Vivewk Agarwal, 2006 Care Labeling, Northern India Textile research Association
- Dr. Alka Goel and Ruchikholiya, Textile Testing (a laboratory manual) GBPUA & T Pantnagar
- Samuel Russell Tortman, Edward Russell Tortman, 1932, Textile Analysis, C. Griffin, Limited
- P. Angappan, Textile Testing

Paper: Apparel Designing and Construction-II (Practical)

Objective:

- To inculcate various garment construction techniques among students

Contents:

UNIT I

1. Market Survey:

- a. Collection of various type of fabrics
- b. Collection of various type of embellishments
- c. Types of value addition on fabric.

UNIT II

1. Seasonal Colour Story and Colour Forecasting According to Season:

- a. Colour combinations-50 sample

UNIT III

1. Boutique Management:

- a. Window designing
- b. Investment and accounting

2. Portfolio Management:

- a. Portfolio to showcase the skills of the designer
- b. How to create a portfolio

UNIT IV

1. Visit to Garment Manufacturing Units:

UNIT V

1. Theme Garment-

- a. Developing line of garment based on a theme, Sketching, Designing, Sizing and Stitching
- b. Theme will be any one of the following-
 - Indo-western
 - Tradition Indian
 - Western
 - Bridal-wear
 - Children's garments
 - Evening wear
 - Nightwear
 - Casual wear

Outcomes:

- Students will learn different types of garment construction techniques
- Students will learn boutique management and portfolio management strategies
- Students will have exposure to garment manufacturing unit
- Students will learn designing and construction of theme garment.

References:

- Armstrong, pattern making for Fashion Design
- Gioello and Berk; Figure Type and Size, Fair child publication, New York.
- BeenaAbling, Fashion Sketch book, Fair child publication, New York.
- Harrold and Barbara. The Technology of Clothing Manufacture, Oxford BSP Profession book, London.
- NatelleyBrey, Dress Fitting. Published by Blackwell
- Fiber, Fabric and Fashion- S. Srivastava, Central Publication, Allahabad.

Paper: CAD in Textile and Fashion-II (Practical)

Objective:

- To enable students to work on computer for fashion illustrations

Content:

UNIT I

Advanced: In the advanced module students develop design with consistent with current fashion trends. Stress will be on professional techniques of garment construction utilizing computers.

UNIT II

1. **Advance illustration Fashion CAD software:**
 - a. 3D technique in design development

UNIT III

1. **Advance illustration Garment CAD software:**
 - a. Pattern making
 - b. Drafting
 - c. Marking
 - d. Grading

UNIT IV

1. **Application of Fashion CAD software in design development:**

UNIT V

1. **Application of Garment CAD software in pattern making:**

Outcome:

- Students will learn designing on computer.

References:

- Veisainet, D.D. 1987 Computer Aided drafting design concept and application
- Fugii, D. Calour with style, Graphic-Sha Publishing company Ltd.
- Winifred, A. 1990 metric pattern cutting for men's wear: including Unisex casual clothes and CAD, BSI Profession at books Oxford.
- Carklin P.G. 1990 pattern clothing for womens clothes, the technology of sizing BSP professional books Oxford
- Aldrich, W 1994 CAD in clothing and textile Blackwell Sciences Ltd.

SEMESTER IV

Paper Code: HOM596

LTPC: 0-0-8-0

Paper: Scientific writing

UNIT I

1. **Scientific writing:** Introduction, Types, Characteristics of scientific writing, Articles, Chapter, Monographs, Dissertations, Bibliographies.
2. **Use and guidelines:** For drafting Titles, Heading, Sub heading, Tables, Illustrations, and Appendices.
3. **Parts of Dissertation/Research report/Article:** Introduction, Review of Literature, Method, Results and Discussion, Clarity, Validity and Objectivity during writing each of the above parts

UNIT II

1. Report Writing, CV and Resume making, plagiarism.
2. **Writing for Grants:** Question to be addressed, Rationale, Importance, Conceptualization, Pilot data, Clarity, Specificity of method, Budgeting, Outcome.
3. **Plagiarism:** Concept and Guidelines, Software's.

Reference Books

- Wren & Martin, High School English Grammar and Composition, S.Chand, Paperback, 2005
- Using English in Science & Technology, Singh, R.K., Prakash Book Depot, Bareilly, 2000.

Paper Code: HOM597

LTPC: 0-0-16-8

Paper: Seminar

- This paper will include a presentation on any advance topic related to Textile and Apparel Designing

Paper Code: HOM598

LTPC: 0-0-12-6

Paper: Dissertation

- This paper will include individual topic for practical, presentation & Report writing

Paper Code: HOM599

LTPC: 0-0-12-6

Paper: Summer Training

- Summer training will be of three months duration

UNIVERSITY OF ALLAHABAD

(A Central University)

DEPARTMENT OF POLITICAL SCIENCE

PRAYAGRAJ



Vidya Dadati Vinayam
(Education Gives Humility)

M.A. Political Science

“Knower of the means makes impossible tasks also possible.”

- Kautilya

“The direction in which education starts a man will determine his future in life.”

- Plato

Structure and Syllabus
(W.e.f. 2024-25 Academic Year)

UNIVERSITY OF ALLAHABAD

M.A. Political Science

Introduction to the Programme

M.A. in Political Science is one of the postgraduate programmes being offered by University of Allahabad from 1927-28 academic year. The programme provides the students with enriching experience in the field of Political Science. It focuses on diverse aspects of political science: political thought, political theory, international relations, comparative politics, Indian politics, public administration, public policy, and other emerging fields in the discipline. The programme contains the curriculum that has designed to equip learners with appropriate knowledge, skills and values of the discipline and emphasis is on student-centric approach of learning.

Objectives of the programme:

- To acquire knowledge and understanding of political theories, institutions, structures and processes of political and social phenomena at the local, national and international levels.
- To have an in-depth understanding of the significance of the state and politics in modern social and political processes.
- To be able to analyse the role of power, authority and influence in the functioning of any society.
- To enable the students for research or careers in areas such as public service, education, law, media, politics and governmental as well as non-governmental organizations.
- To equip students with the framework and capability to evaluate socio-economic, political and policy problems and formulate appropriate policy options.

Learning Outcomes of the Programme:

On successful completion of the programme students would be able to:

- Demonstrate knowledge and understanding of the key theories and concepts of Political Science, and insights into the theoretical advances in the discipline.
- Demonstrate the ability to evaluate theories in the light of empirical evidence or normative propositions.
- Apply appropriate theories to understand and analyse social and political phenomena.
- Demonstrate an understanding of the philosophical underpinnings of political systems, processes and movements at the local, national and international levels.
- Evince the ability to think critically about political institutions, processes and issues relating to politics at the local, national and international levels.
- Demonstrate the intellectual ability and skills to carry out independent research and come out with appropriate solutions.



इलाहाबाद विश्वविद्यालय
UNIVERSITY OF ALLAHABAD
 (A Central University)



Department of Political Science
M. A. Political Science
Programme Structure

Sl.No	Course Code	Title of the Course	Credits
SEMESTER – I			
1.	POL501	Western Political Thought – I	4
2.	POL502	Comparative Politics	4
3.	POL503	Themes in Indian Political Thought	4
4.	POL504	Indian Administration	4
Total			16
S.No	Course Code	Title of the Course	Credits
SEMESTER – II			
1	POL511	Western Political Thought – II	4
2.	POL512	Indian Political System	4
3.	POL513	Principles of Public Administration	4
4.	POL514	Concepts and Contemporary Issues in International Relations	4
Total			16
S.No	Course Code	Title of the Course	Credits
SEMESTER – III			
1.	POL601	Theory of International Relations	4
2.	POL602	Research Methodology	4
Group A- Interpreting India (Any One Elective from Group ‘A’			
3	POL 651	State Politics in India (With Special Reference to U.P.)	4
	POL 652	Reform Initiatives and Administrative Changes in India	
	POL 653	Human Rights in India	

	POL 654	Government and Politics in India	
	POL 655	Indian Nationalist Thought with special reference to the ideas of Pandit Deendayal Upadhyay	
	POL 656	Social Movements & Politics in India	
	POL 657	Women Empowerment & Gender Justice in India	
	POL 658	Leading Decisions of the Indian Judiciary	
Group B- Political Philosophy and Public Policy (Any One Elective from ‘B’			
4.	POL 661	Political Sociology	4
	POL 662	Green Political Thought	
	POL 663	Feminism and Gender Justice	
	POL 664	Civil Society: West and East	
	POL 665	Public Policy	
	POL 666	Important Doctrines in Indian Constitution	
	POL 667	Politics, Culture and Mass Media (With special focus on Indian Cinema)	
Total			16
S.No	Course Code	Title of the Course	Credits
SEMESTER – IV			
1.	POL 611	Contemporary Political Theory	4
2.	POL 612	India in World Affairs	4
Group C – Comparative Politics and Political System (Any one Elective from Group ‘C’			
3.	POL 671	State in Comparative Perspective	4
	POL 672	Theories of Social Change, Social Movements, and Revolutions	
	POL 673	Development Discourse - Politics of the Development	
	POL 674	Comparative Study of Culture, Identity and Politics	
	POL 675	South Asian Political Systems (Pak, Sri Lanka, Bangladesh, Nepal)	
	POL 676	Political Parties and Party Systems	
	POL 677	Politics Culture And Mass Media (Screening And Discussions On Indian Films)	
	POL 678	E-Governance and Cyber Security	

Group D – International Relations (Any One from Group ‘D’			
	POL 681	International Relations after the Second World War	
	POL 682	South Asian Regional Security	
	POL 683	Diplomacy and International Negotiations	
4.	POL 684	India, Pakistan & the Great Powers	4
	POL 685	Foreign Policy of the Major Powers	
	POL 686	International Law	
	POL 687	International Organizations in World Politics	
Total			16
Programme Total Credits			64

SEMESTER -I

M.A. POLITICAL SCIENCE

SEMESTER -I

Course Code: POL 501

Course Title: WESTERN POLITICAL THOUGHT – I (Core Course)

Course Objectives:

- This course will familiarize the students to important political questions and the manner in which the political questions were first posed and are being answered in normative ways.
- It will introduce the students to the questions, ideas and values of political philosophy which are being addressed by the political philosophers.
- In this manner students would be familiarized with the theoretical origins of key concepts in political science.

Learning Outcome:

On the completion of the course the students will be able to:

- Understand how to read and decode the classics and use them to solve contemporary socio-political problems;
- Connect with historically written texts and interpret it in contemporary context; and
- Able to present their arguments and thoughts about contemporary issues.

UNIT-I

PLATO

ARISTOTL

EUNIT-II

AUGUSTINE, AQUINAS, MACHIAVELLI

UNIT-III

HOBBS, LOCKE, ROUSSEAU

UNIT-IV

BENTHAM,

MILLUNIT-V

KANT, HEGEL, GREEN

SUGGESTED READINGS:

1. Sinclair, Thomas Alan. A history of Greek political thought. Vol. 34. Routledge, 2013.
2. Plato, *Republic*, Chapters, trans. G.M.A Grube, revised by C.D.C. Reeve. Indianapolis: Hackett, 1992.
3. L. Strauss and J. Cropsey (eds) *History of Political Philosophy*, 2nd Edition. Chicago: Chicago University Press (1987).
4. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education
5. M. Forsyth and M. Keens-Soper (eds) *A Guide to the Political Classics: Plato to Rousseau*. New York: Oxford University Press.
6. D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press
7. B. Nelson, (2008) *Western Political Thought*. New York: Pearson Longman
8. William T Bluhm *Theories of the Political System: Classics of Political Thought and Modern Political Analysis*
9. Machiavelli, *Republic*, Chapters XII, XVII, XXI, Mansfield, Harvey C. (1985) The University of Chicago Press: Chicago and London.
10. Hobbes, T. *Leviathan*, Chapters 1, 2, 3, Curley, Edwin (1994), Hackett Publishing Company.
11. Locke, J. *Two Treatise of Government* (Cambridge: CUP, 1988)
12. Mill, J.S. *On Liberty* and other writings

HINDI READINGS:

1. जोहरी, जे सी (२०२३), पाश्चात्य राजनीतिक चिंतन, आगरा: एस बी डी पब्लिकेशंस
2. मेहता, जीवन (२०२१), राजनीतिक विचारधाराएं, आगरा: एस बी डी पब्लिकेशंस
3. सूद, पी. ज्योति (२०२२), पाश्चात्य राजनीतिक विचारों का इतिहास, मेरठ: के नाथ एंड कंपनी
4. शर्मा, प्रभुदत्त (२०२२), पाश्चात्य राजनीतिक विचारों का इतिहास, जयपुर: कॉलेज बुक डिपो
5. प्रसाद, चंद्रदेव (२०२१), आधुनिक राजनीतिक विचारक, नई दिल्ली: अटलांटिक पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स

Course Code: POL 502

Course Title: COMPARATIVE POLITICS (Core Course)

Course Objectives:

- This course introduces students to the different perspectives, approaches and conceptual frameworks of comparative government and politics.
- The course emphasizes the importance of understanding how and why comparisons are made apart from what is to be compared.
- It exposes students to conceptual categories and analytical frameworks which capture and explain both the similarities and differences in political experiences across the world.
- Students would be made familiar to the diversity of approaches to study politics such as political institutions, political culture and specific debates within each of the approaches.
- The main objectives of the course are to help students develop knowledge, skills, attitudes and values appropriate for the overall civic and cultural development of our society.

Learning Outcomes:

After completing this course, the students would:

- Become familiar with the debates on key concepts and theoretical perspectives in comparative government and politics.
- Learn to use the comparative method to analyze why and how political institutions, processes, regimes, and ideologies change over time and across regions.
- Learn to use conceptual tools to understand new developments in political experiences across the world in a historical, sociological, political economy, and institutional perspectives.
- Develop a thorough understanding on how to study politics comparatively, that is, understand similarities and differences in political experiences.
- Gain an understanding of the nature, scope, approaches, and development of the discipline.
- Acquire an understanding of a range of concepts such as constitution and constitutionalism; unitary and federal form of governments.
- Demonstrate knowledge of federal designs and unitary model form of government based on different notions of nationalism.
- Learn how to distinguish between different kinds of political systems based on their electoral design and party systems.

UNIT-I

(i) Comparative Politics – A historical overview (ii) Meaning, Nature and Scope, Present & Future trends

UNIT-II

Approaches to the study of Comparative Politics – Traditional & Modern Behavioural, Post Behavioural approaches Political Systems Approach – David Easton's model Structural Functionalism – Almond's model Karl Deutsch's Communication model Political Economy approach Culture Centric Approach

UNIT-III

Constitutionalism and Democratic Theory, Liberal, Classical and Contemporary, David Held's Concept of Cosmopolitan Democracy, Authoritarian, Military & Totalitarian Dictatorships.

UNIT -IV

Theories of Party systems, classification & role in Modern Societies. Pressure Groups Civil Society and the State Theories of Ruling Elites & Political Leadership

UNIT-V

Comparative Development Experience Theories of Development Political Development & Modernization Development and Under development and Dependency Problems confronting developing countries Search for alternative model of development Impact of Liberalization and globalization on developing political systems

READING LIST:

1. Jean Blondel (1970). Comparative Government and Politics: A Reader, London: Macmillan
2. Huntington, Samuel P. (1971), The Change to Change: Modernization, Development, and Politics, *Comparative Politics*, Vol. 3, No. 3, pp. 283-322
3. Mukhopadhyaya, Amal Kumar (1977), *Political sociology: An introductory analysis*, Kolkata: K.P. Bagchi
4. Chandhoke, Neera (2007), Civil Society, *Development in Practice*, Vol. 17, No. 4/5, pp. 607-614.
5. Almond Gabriel A. and Bing Powell (1997), Comparative Politics: A Theoretical Framework, Pearson.
6. Frank, Andre Gunder (1996), 'The Development of Underdevelopment', in Andre Gunder Frank, Latin America: Underdevelopment or Revolution. New York: Monthly Review Press.
7. Haq, Mahbub ul (1995), *Reflections on Human Development*. New York: Oxford University Press.

8. Kothari, Rajni (1989), *Rethinking Development: In Search of Humane Alternatives*, New Delhi: New Horizon press.
9. Gauba, O. P. (2021), *An Introduction to Political Theory*, National Publication.
10. Heywood, Andrew (2022), *Politics*, Bloomsbury Publishing.
11. Deutsch, Karl W. (1952), On Communication Models in the Social Sciences, ***The Public Opinion Quarterly***, Vol. 16, No. 3, pp. 356-380
12. Varma, S. P. Modern Political Theory, Vikas Publishing.
13. R.H. Chilcote (1994). Theories of Comparative Politics, West View: Boulder Colorado.

Course Code: POL503

Course Title: THEMES IN INDIAN POLITICAL THOUGHT (Core Course)

Course Objectives:

- Based on the study of individual thinkers, the course introduces a selection of thinkers and themes Indian political thought.
- The objective is to study general themes that have been produced by thinkers from varied social, political, and temporal contexts.

Learning Outcomes:

On successful completion of this course, students will be able to

- Demonstrate a knowledge of some of the main ideas of key thinkers in modern India.
- Demonstrate a knowledge of the socio-political context in which the ideas emerged.
- Participate and contribute through class discussions and research papers on themes around these thinkers in modern India and assess their impact on contemporary political thinking.

UNIT-I: Nature of State and Citizen

- a. State in India- Ancient, Medieval and Modern with special reference to Kautilya's theory of State, Barni and Abdul Fazl's Idea of Medieval State
- b. Concept of Subject and Citizen in Pre Colonial and Post- Colonial India

UNIT-II: Politics and Morality

Ethics, power and governance (viz. Dharma, Danada and Shasana)

War and Morality in Ancient Thought

UNIT-III:

1. Liberalism in Indian Politics

Rationalism, Constitutionalism, Liberty, Rights, State and Economy

2. Theories of Nationalism – Secular, Cultural and Religious

UNIT-IV

1. Marxism and Socialism in India- Radical Humanism, Communism, Democratic Socialism, Indian Socialist Ideas
2. Gandhism and Sarvodaya with special reference to Gandhi, Vinoba Bhave and Jay Prakash Narain

UNIT-V

1. Feminist Discourse with special reference to Pandita Ramabai, Tarabai Shinde and Women's Indian Association
2. Dalit Bahujan Discourse with reference to the Ideas of Phule, Ambedkar and Periyar

READING LIST:

1. Altekar, A.S. State and Government in Ancient India (Hindi and English)
2. A.A. Appadorai: Indian Political thinking Through the Ages
3. Jayaswal, K.P.: Hindu Polity
4. Karunakaran K.P.: Indian Politics from Naoroji to Gandhi
5. Mehta V.R.: Foundations of Indian Political Thought
6. Verma V.P: Ancient and Medieval Indian Political thought (Hindi too)
7. Naraane, V.M: Modern Indian Thought
8. Chakravorthy B and Pandey, R: Modern Indian Thought: Text and Context (Hindia too)
9. Sinari, R.A.: Modern Indian Political Thought
10. Suda, J.P.: Main Currents of Social and Political Thought in Modern India –III Vol (Hindi also available)
11. Singh and Roy: Indian Political Thought

Course Code: POL504

Course Title: INDIAN ADMINISTRATION (Core Course)

Course Objectives:

- To understand the historical evolution and development of Indian Administration from the Mauryan to the contemporary period.
- To analyze the structure, functioning and challenges of the Indian Administration in the post-independence era.
- To evaluate the impact of globalization, liberalization and privatization on Indian administration.
- To examine the role of various administrative bodies in governance and development processes.

Learning Outcomes:

- **Knowledge:** Gain comprehensive knowledge of the evolution, structure and functioning of Indian Administration.
- **Skill:** Develop analytical skills to evaluate administrative processes and their effectiveness in governance.
- **Aptitude:** Foster critical thinking in assessing the challenges and reforms in Indian Administration.
- **Value:** Cultivate an appreciation for the complexities of administrative systems in a diverse and dynamic socio-political context.

UNIT - I

1. EVOLUTION OF INDIAN ADMINISTRATION

- a) Mauryan Administration
- b) Mughal Administration
- c) British Administration

UNIT-II

2. POST-INDEPENDENCE INDIAN ADMINISTRATION

- a) Constitutional Setting
- b) Parliamentary Democracy
- c) Federalism
- d) Socialism
- e) Globalization and its Impact

3. FEDERAL ARRANGEMENT

- a) Centre- State Relationship
- b) Recent Developments

UNIT-III

4. STRUCTURE OF ADMINISTRATION

- a) Central Secretariat
- b) Cabinet Secretariat
- c) Prime Minister's Office
- d) Cabinet Committees

5. STATE ADMINISTRATION

- a) Role of Governor

UNIT-IV

6. FINANCIAL ADMINISTRATION

- a) Budget- Formation, Approval and Execution
- b) Parliamentary Control over Finance
- c) Parliamentary Committees
- d) Comptroller and Auditor General of India
- e) Lokpal, Social Audit

UNIT-V

7. PLANNING AND DEVELOPMENT

- a) Planning- History and Growth in India
- b) Planning Process in India
- c) NITI AAYOG its organization, structure and functions
- d) Economic Liberalization and Recent Initiatives

8. PUBLIC SECTOR UNITS

- a) History and Classification
- b) Achievements and Limitations
- c) Recent Developments in Public Enterprises- Privatization and Disinvestment

SUGGESTED READINGS:

English Medium:

1. Avasthi & Avasthi. "Indian Administration."
2. Maheshwari, Shriram. "Indian Administration."
3. Arora, Ramesh K., and Rajni Goyal. "Indian Public Administration: Institutions and Issues."
4. Singh, Hoshiar. "Indian Administration."
5. Subramanian, K. "Indian Government and Politics."
6. Jain, R.B. "Public Sector Undertakings: Administrative and Managerial Perspective."
7. Laxmikanth, M. "Governance in India."

8. Braibanti, Ralph. "Asian Bureaucratic Systems Emergent from the British Imperial Tradition."

Hindi Medium:

1. Avasthi & Avasthi. "Bharatiya Prashasan" (भारतीय प्रशासन).
2. Singh, Hoshier. "Bharat mein Lok Prashasan" (भारत में लोक प्रशासन).
3. Laxmikanth, M. "Bharat ki Rajvyavastha" (भारत की राजव्यवस्था).
4. Chaturvedi, T.N. "Bharatiya Prashasanik Vayavastha" (भारतीय प्रशासनिक व्यवस्था).
5. Arora, Ramesh K., and Rajni Goyal. "Bharatiya Lok Prashasan" (भारतीय लोक प्रशासन).
6. Pylee, M.V. "Bharatiya Samvidhan" (भारतीय संविधान).
7. Jain, R.B. "Sarkari Udyam: Prashasanik Aur Prabandhik Dristikon" (सार्वजनिक उद्यम: प्रशासनिक और प्रबंधनिक दृष्टिकोण).

SEMESTER- II

M.A.: Political Science
SEMESTER- II
Course CODE: POL511
Course Title: WESTERN POLITICAL THOUGHT II (Core)

Course Objectives:

- To provide a detailed analysis about the Western Political Thought beginning with Karl Marx and after him.
- To impart the knowledge about various philosophies and changing nature of society, polity, economy and its impact on contemporary thought tradition.
- To discuss the importance of ideologies in Political Science discipline seeing the contemporary changing and complex nature of this Subject.

Learning Outcomes:

- Understand the different political thinkers' ideas
- Examine the interconnection among state, society, economy and culture and how they shape political thought
- Evaluate the emerging new problems and challenges in political thought discourse after Karl Marx
- Gain knowledge on the different ideologies, contemporary issues, challenges and their remedies as discussed by different thinkers

UNIT-I

MARX AND ENGELS

UNIT- II

KAUTSKY

BERNSTEIN

UNIT- III

LENIN

TROTSKY

ROSA LUXEMBERG

UNIT- IV

GRAMSCI

FRANKFURT SCHOOL

ALTHUSSER

UNIT- V

Mao

HITLER

SUGGESTED READINGS:

1. Buttigieg, J A (1986), "The Legacy of Antonio Gramsci", *Boundary 2*, Vol. 14(3): 1-17.
2. Chaurasia, R. S. (2022), *History of Western Political Thought*, New Delhi: Atlantic.
3. Clark, Katerina (2018), "Rosa Luxemburg: The Russian Revolution", *Studies in East European Thought*, Vol. 70(23): 153-165.
4. Counihan, C (1986), "Antonio Gramsci and Social Science", *Dialectical Anthropology*, Vol. 11(1): 3-9.
5. Dittmer, Lowell (1980), "The Legacy of Mao Zedong", *Asian Survey*, No. 20(5): 552-573.
6. Engel, Mylan (2017), "Review: Bernstein on Moral Status and the Comparative Values of Life", *Journal of Animal Ethics*, Vol. 7(2): 204-213.
7. Friedman, Geraldine (1995), "The Spectral Legacy of Althusser: The Symptom and Return", *Yale French Studies*, No. 88, pp. 165-182.
8. Gauba, O. P. (2017), *Western Political Thought*, New Delhi: Mayur.
9. Hauner, Milan (1978), "Did Hitler Want a World Dominion?", *Journal of Contemporary History*, Vol. 13(1): 15-32.
10. Jha, Shefali (2018), *Western Political Thought*, New Delhi: Pearson.
11. Kautsky, H. John (1981), "Karl Kautsky and Eurocommunism", *Studies in Comparative Communism*, Vol.14(1): 3-44.
12. Lenin (1963), *Imperialism: The Highest Stage of Capitalism*, Moscow: Progress.
13. Remington, Thomas (1997), "Trotsky, War Communism, and the Origins of NEP", *Studies in Comparative Communism*, Vol. 10(1/2):44-67.
14. Rousseas, Stephen (1979), "Rosa Luxemburg and the Origins of Capitalist Catastrophic Theory", *Journal of Post Keynesian Economics*, Vol. 1(4):3-23.
15. Schram, R. Stuart (1994), "Mao Zedong a Hundred Years On: The Legacy of a Ruler", *The China Quarterly*, No. 137, pp. 125-143.
16. Sharma & Sharma (1988), *Western Political Thought*, New Delhi: Atlantic.
17. Sharma, Urmila (2023), *Western Political Thought: From Bentham to Present Day*, New Delhi: Atlantic.
18. Stewart, Janet (2007), "Breaking the Power of the Past over the Present: Psychology, Utopianism, and the Frankfurt School", *Utopian Studies*, Vol. 18(1): 21-42.
19. Turner, Junior H A (1969), "Big Business and the Rise of Hitler", *The American Historical Review*, Vol. 75(1): 56-70.
20. Wheatland, Thomas (2009), *The Frankfurt School in Exile*, US: University of Minnesota Press.
21. Xu, Kefei (2022), "Law and Reproduction: Louis Althusser's Criticism of Capitalist Law", *Taylor & Francis Online*, 30 March 2022.

M.A.: Political Science
Course Code: POL 512
Course Title: INDIAN POLITICAL SYSTEM(Core)

Course Objective:

- This course deals with the theoretical and structural aspects of Indian government and politics.
- The syllabus aims at familiarizing the students about different concepts applied in Indian political system.

Course Outcomes:

At the end of the course students will able to:

- Understand the operation of Indian political system.
- Understand and assess the functioning different political bodies in India.
- Have clarity about applicability and suitability of a particular concept in India.

UNIT-I

- a) Nature of the Indian political system.
- b) Languages of Indian politics – Sainly, Traditional, Modern.Civilizational Ethos – Unity in Diversity.
- c) Political Culture in India.

UNIT-II

- a) Caste and Politics in India – Mandalization and Dalit Politics.
- b) Religion and Politics in India – Problems of Communalism, Secularism and Fundamentalism.

UNIT-III

Region and Language in Indian Politics – Insurgency, Secessionism and Terrorism.

UNIT-IV

Working of Indian Democracy, its Strengths and Weaknesses and the Main Challenges before it.

UNIT-V

Emerging Trends in Indian Politics –

- a) Corruption and Politics in India
- b) Women and Politics in India
- c) Environment and Politics in India

SUGGESTED READINGS:

1. Abbas, H., Kumar, Ranjay, and Alam, Mohammad Aftab, Indian Government and Politics, Pearson, 2011.
2. Chakravarty, Bidyut, and Pande, Rajendra Kumar, Indian Government and Politics, Sage Publications, 2008.
3. Chandoke, Neera, and Priyadarshi, Praveen, Contemporary India, Pearson, 2009.
4. Ghosh, Peu, Indian Government and Politics, PHI, 2012.
5. Jayal, Nirja G., and Mehta, Bhanu Pratap, The Oxford Companion to Politics in India, OUP, 2011.
6. Jha, Pravin Kumar, Indian Politics in Comparative Perspective, Pearson, 2012.
7. Paranjpe, Shrikant, India's Internal Security: Issues and Perspectives, Kalinga Publications, 2009.
8. Singh, M. P., and Saxena, Rekha, Indian Politics, PHI, 2011.
9. Basu, Durga Das, Introduction to the Constitution of India, Lexis Nexis, 2012.
10. Laxmikant, M, Indian Polity, TMH, 2015.
11. Laxmikant, M., Governance in India, TMH, 2015.
12. Pylee, M. V, An Introduction to the Constitution of India, Vikas Publishing, 2008.
13. Sharma, Brij Kishore, Introduction to the Constitution of India, PHI Learning, 2009.

M.A.: POLITICAL SCIENCE

Course Code: POL513

Course Title: Principles of Public Administration (Core)

Course Objectives:

- To provide a comprehensive understanding of the evolution, theories, and practices in Public Administration.
- To examine organizational principles, leadership styles, and decision-making processes within public institutions.
- To explore the role of public administration in governance, including citizen engagement and global challenges.
- To develop critical analysis skills in the context of personnel and financial administration in the public sector.

Learning Outcomes:

- **Knowledge:** Gain an in-depth understanding of various principles, theories, and historical developments in Public Administration.
- **Skill:** Develop analytical skills to evaluate administrative processes, organizational dynamics, and leadership theories.
- **Aptitude:** Cultivate the ability to apply theoretical knowledge to practical situations in public administration.
- **Value:** Appreciate the role of public administration in promoting good governance, transparency, and social responsibility.

UNIT- I: Evolution and Basic Premises of Public Administration

- **Public Administration:** Meaning, scope and significance, Private vs. Public Administration
- **Historical Development:** Evolution of the discipline and Minnowbrook Conferences (I, II and III).
- **Modern Approaches:** NPA, NPM, NPS and concepts of good governance.
- **Role of Civil Society:** Exploring Citizens' Charter, Right to Information, and Social Audit.
- **Global Challenges:** Addressing impacts of liberalization, privatization, and globalization.

UNIT-II: Concepts and Principles of Organization

- **Organizational Basics:** Structure and principles of public organizations.
- **Hierarchy and Command:** Principles of hierarchy and unity of command.
- **Management Essentials:** Authority, responsibility, coordination, and span of control.

- **Dynamics of Organization:** Centralization, decentralization, delegation, and supervision.
- **Efficiency Factors:** Balancing line and staff roles for effective administration.

UNIT- III: Classical and Neo-Classical Theories

- **Foundational Concepts:** Overview of different administrative theories.
- **Scientific Management:** Exploration of Taylor's Scientific Management Theory
- **Administration and Bureaucracy:** Fayol's Administrative Management and Weber's bureaucracy.
- **Interpersonal Dynamics:** Mayo's Human Relations and Barnard's Functions of the Executive.
- **Dynamic Administration:** Analysis of Mary Parker Follett's Administrative Theory

UNIT- IV: Modern and Contemporary Theories

- **Modern Theories:** Introduction to Behavioral, Systems and Ecological Approaches.
- **Decision Making:** Decision Making Theory with special reference to Herbert Simon.
- **Leadership:** Great Man Theory, Behavioural and Situational Theories of Leadership
- **Motivation:** Maslow's Hierarchy of Needs and Herzberg's Two Factor Theory
- **Participative Management:** Contributions by R. Likert, C. Argyris and D. McGregor

UNIT- V: Personnel and Financial Administration

- **Personnel Administration:** Fundamental concepts of Personnel Administration.
- **Recruitment and Training:** Methods and significance in the public service.
- **Appraisal and Promotion:** Appraisal methods and promotion criteria.
- **Financial Administration:** Budget, Types of Budget and Budgeting Process.
- **Fiscal Responsibility:** Overseeing the public expenditure and auditing roles.

SUGGESTED READINGS:

1. "Public Administration: Concepts and Theories" by Rumki Basu. Publisher: Sterling Publishers Pvt. Ltd.
2. "New Horizons of Public Administration" by Mohit Bhattacharya. Publisher: Jawahar Publishers.
3. "Administrative Theories and Management Thought" by Sapru. Publisher: PHI Learning
4. "Lok Prashasan" by M. Laxmikanth. Publisher: Tata McGraw-Hill Education.
5. "Bharat mein Lok Prashasan" by Avasthi and Maheshwari. Publisher: Sahitya Bhawan Publications.

6. "Theories of Public Organization" by Robert B. Denhardt. Publisher: Cengage Learning.
7. "Public Administration: An Introduction" by Marc Holzer and Richard W Schweser. Publisher: Routledge.
8. "Governance in India" by M. Laxmikanth. Publisher: Tata McGraw-Hill Education.
9. "Bharat Ki Rajvyavastha" by M. Laxmikanth. Publisher: Tata McGraw-Hill Education.
10. "Bharat ka Prashasnik Vyavastha" by Rajni Goyal and Ramesh K. Arora. Publisher: Sahitya Bhawan Publications.

M.A.: POLITICAL SCIENCE

Course Code: POL 514

Course Title: Concepts and Contemporary Issues in International Relations (Core Course)

Course Objectives:

- This course is designed to enable students with the important concepts and issues in contemporary international relations.
- The course begins with discussion on the basic building blocks of international relations including state, sovereignty and territoriality.
- The discussion then turns to the existing global order and the changing trajectory in international relations with the emergence of new actors and processes in international relations.
- This is followed by a discussion on the major issues in peace, politics and global security.

Learning Outcomes:

- After the completion of the course, the students will have a fair knowledge of the key concepts and issues in international relations.
- Equipped with this, the students will be able to understand, analyse and interpret the world before them.

UNIT I: The Making of the Modern World

State, Sovereignty: Pre Westphalia/Post Westphalia Security: Theoretical Understanding, Conceptual Clarity

UNIT II: Power and International Order

- i. The Liberal International Order Debate
- ii. A New Great Power Competition?
- iii. Global South Perspective

UNIT III: Globalisation: Redefining International Relations

- i. Globalisation: Meaning and Concepts
- ii. Porous Border and State Sovereignty: Towards Debordering?
- iii. Non-state Actors: Transnational Networks and Organisations

UNIT IV: Peace, Politics and Global Security Threats

- i. Diplomacy
- ii. Politics of Terrorism
- iii. Ecology and Human Security
- iv. Humanitarian Intervention and the Responsibility to Protect

UNIT V: Peace, Politics and Global Security Threats II

- i. Proliferation of Nuclear Weapons in Post- Cold War Era
- ii. Cyber Security and AI

iii. Health Security

READINGS LIST:

Unit- I

1. Peter Stirk (2015), Introduction: The Concept of the State in International Relations. In Robert Schuett and Peter M. R. Stirk (eds.), *The Concept of the State in International*
2. Derek Croxton (1999), The Peace of Westphalia of 1648 and the Origins of Sovereignty, *The International History Review*, vol. 21, no. 3, September, pp. 569-591.
3. David A. Baldwin (1997), The Concept of Security, *Review of International Studies*, vol. 23, no. 1, January, pp. 5-26

Unit- II

1. David A. Baldwin (2013). "Power and International Relations," in *Handbook of International Relations*, eds. Walter Carlsnaes, Thomas Risse, and Beth A. Simmons, Los Angeles, CA: Sage Publications, pp. 273–274 & p. 280.
2. G. John Ikenberry (2018), The End of Liberal International Order?, *International Affairs*, vol. 94, no. 1, January, pp. 7-23.
3. Hedley Bull (1977), The Concept of Order in World Politics (Chapter 1). In *The Anarchical Society: A Study of Order in World Politics*, (New York: Palgrave), pp. 3-21
4. Gideon Rose, "The Fourth Founding: The United States and the Liberal Order," *Foreign Affairs*, December 11, 2018; Jake

Unit- III

1. Ritzer, G. (2010), *Globalization: A Basic Text*, West Sussex: Wiley-Blackwell, pp. 33-62.
2. Ritzer, G. (2010), "Global Flows of People: Vagabonds and Tourists", in *Globalization: A Basic Text*, West Sussex: Wiley-Blackwell, pp. 297-321.
3. N.C. Behera (2020). 'State and Sovereignty,' in A. B. Tickner and K. Smith (eds.), *International Relations from the Global South: Worlds of Difference*, London: Routledge: pp.139-160.
4. Peter Willetts.(2023) 'Transnational actors and international organizations in global politics' in John Baylis and Steve Smith .*Globalisation of world politics*

Unit- IV

1. Constantinou, Costas M.; Pauline Kerr and Paul Sharp (Eds.) *The SAGE Handbook of Diplomacy*, SAGE. 2016.
2. Heywood, A. (2011), "Global Environmental Issues" in *Global Politics*, New York: Palgrave, pp. 383-411. Volger, J. (2011), 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.), *Globalization of World Politics*, New York: Oxford University Press, pp. 348-362.
3. *Global Terrorism and Its Impact Essential Readings*: Bajpai, K.P. (2012), "Terrorism" in
4. B.S. Chimni and Siddharth Mallavarapu (eds.), *Handbook on International Relations: Essays from the Global South*. New Delhi: Pearson Education, pp. 312-327.

5. Acharya, Amitav (2014), "Human Security" in Baylis, J. et al. (eds.), *The Globalization of World Politics: An Introduction to International Relations* (6th edition), Oxford: Oxford University Press, pp. 448-462. 13
6. Alex J. Bellamy, Nicholas J. Wheeler (2014), "Humanitarian intervention in world politics" in, John Baylis and Steve Smith (*Globalisation of world politics*)

Unit- V

1. Proliferation of Nuclear Weapons in Post- Cold War Era Essential Readings: D. Howlett (2011), "Nuclear Proliferation" in J. Baylis, S. Smith and P. Owens (eds.), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 384-397.
2. Whagre Prateek & Shibani Mehta, "India's National Cybersecurity Policy Must Acknowledge Modern Realities" (Diplomat, 2019).
<https://thediplomat.com/2019/12/indias-national-cybersecurity-policy-must-acknowledge-modern-realities/>
3. James Johnson (2019), Artificial Intelligence & Future Warfare: Implications for International Security, *Defense & Security Analysis*, vol. 35, no. 2, April, pp. 147-169.
4. Shantesh Kumar Singh (2019) Infectious Diseases, National Security and Globalisation World Affairs.

SEMESTER-III

M.A.: POLITICAL SCIENCE

SEMESTER-III

Course Code: POL 601

Course Title: THEORY OF INTERNATIONAL RELATIONS (Core Course)

Course Objectives:

- To explain ontological and epistemological foundations of international relations (IR).
- To explain the substantive and methodological debates.
- To develop the analytical and explanatory capabilities on IR.

Course Learning Outcomes:

After completing this course students will be able to:

- Understand and explain international relations in theoretical terms.
- Understand the key positivist and reflective theoretical advancements.
- Understand the importance of state and non-state actors as units of analysis in international relations.
- Understand the global issues in theoretical terms

COURSE OUTLINES

UNIT I

- Development of International Relations Theory
- State, State System and International Relations
- Pluralism in contemporary foreign policy-making

UNIT II

Advanced traditional and contemporary theories:

- Realism
- Structural Realism
- Liberalism
- Neo-Liberalism

UNIT III

- Marxism
- Critical Theory
- Constructivism
- Feminism

UNIT IV

- Globalisation Dynamics and International Relations Theory
- Regionalism and Regionalisation in IR theory
- Multilateralism and Global Governance

UNIT V

- Democratic Peace
- Environmentalism
- Culture and Religion in International Relations

SUGGESTED READINGS:

1. Alexander Wendt, *Social Theory of International Politics*, Cambridge University Press.
2. Barry Buzan, *People, States and Fear: An Agenda for International Security Studies in the post-Cold War Period*, Wheat sheaf Books
3. Chris Brown and Kirsten Ainley, *Understanding International Relations*, Palgrave.
4. Colin Wight, *Agents, Structures and International Relations: Politics as Ontology*, Cambridge University Press.
5. David Held, *Globalisation Theory: Approaches and Controversies*, Polity.
6. Emanuel Adler and Michael Barnett (Eds.), *Security Communities*, Cambridge University Press.
7. Francis Fukuyama, *The End of History and the Last Man*, Avon.
8. Hans J. Morgenthau, *Politics among Nations: The Struggle for Power and Peace*, Knopf, Kalyani Publications
9. Hedley Bull, *The Anarchical Society: A Study of Order in World Politics*, Macmillan
10. Iver B. Neumann and Ole Wæver (Eds.), *The Future of International Relations: Masters in the Making?*, Routledge.
11. Jack Donnelly, *Realism and International Relations*, Cambridge University Press.
12. Johan Spanier, *Games Nations Play*, Macmillan.
13. John Baylis, Steve Smith & Patricia Owens (Eds.), *The Globalisation of World Politics*, Oxford University Press.
14. Jonathan Fox and Shmuel Soadler, *Bringing Religion into International Relations*, Palgrave Macmillan.
15. Joshua S. Goldstein, *International Relations*, Pearson.
16. Julie Reeves, *Culture and International Relations*, Routledge.
17. K. Knorr and J.N. Rosenau (Eds.), *Contending Approaches to International Politics*, Princeton University Press.
18. K.J. Holst, *International Politics: A Framework for Analysis*, PHI
19. Karim M. Fierke, *Critical Approaches to International Security*, Blackwell.
20. Kenneth N. Waltz, *Theory of International Politics*, MacGraw Hill
21. Mahendra Kumar, *Theoretical Aspects of International Politics*, Shiv Lal Agarwal & Company.
22. Maja Zehfuss, *Constructivism in International Relations: The Politics of Reality*, Cambridge University Press.
23. Martin Griffiths, *International Relations Theory for 21st Century: An Introduction*, Routledge.
24. Martin Griffiths, *Realism, Idealism and International Politics: A Reinterpretation*, Routledge.
25. Martin Hollis and Steve Smith, *Explaining and Understanding International Relations*, Clarendon Press.
26. Michael P. Sullivan, *Theories of International Relations: Transition vs. Persistence*, Palgrave.
27. Paul K. Huth and Todd L. Allee, *The Democratic Peace and Territorial Conflict in the Twentieth Century*, Cambridge University Press.

28. Peu Ghosh, International Relations, MacMillan
29. Pushpesh Pant, International Relations, Tata MacGraw Hill
30. Robert Jackson and Georg Sorensen, Introduction to International Relations, Oxford University Press.
31. Rumki Basu, International Politics: Concepts, Theories and Issues, Sage Publications
32. Scott Burchill et al., Theories of International Relations, Palgrave
33. Robert Gilpin, War and Change in World Politics, Cambridge University Press
34. Thomas Diez, Ingvild Bode, et. al., Key Concepts in International Relations, Sage Publications
35. Tim Dunne, et al. (Eds.), International Theories: Discipline and Diversity, Oxford University Press.

M.A. POLITICAL SCIENCE
SEMESTER-III
Course Code: POL602
Course Title: RESEARCH METHODOLOGY

Course Objectives:

- To equip students with a comprehensive understanding of research methodologies in political science.
- To develop critical thinking and analytical skills necessary for conducting political research.
- To familiarize students with various research designs and methodologies suitable for political science studies.
- To enhance skills in data analysis, interpretation, and presentation in the context of political research.

Learning Outcomes:

- **Knowledge:** Students will gain knowledge of various research philosophies, methodologies, and tools relevant to political science.
- **Skill:** Proficiency in designing research studies, analysing both qualitative and quantitative data, and employing statistical and qualitative analysis software.
- **Aptitude:** Development of critical thinking and problem-solving abilities, especially in interpreting political data and trends.
- **Value:** Appreciation of ethical research practices and an understanding of the impact of research on policy and society.

UNIT -I: Foundations of Research in Political Science

- **Overview of Research:** Definitions, nature, and significance.
- **Philosophies of Science in Research:** Empiricism, rationalism, positivism, and post-positivism.
- **Types of Research:** Basic, applied, exploratory, descriptive, explanatory, evaluative.
- **Scientific Method:** Steps of Research in Political Science
- **Research Ethics:** Academic integrity, plagiarism, data confidentiality, and ethical considerations.

Unit -II: Research Design and Methodologies in Political Science

- **Research Design:** Elements, importance, and types (quantitative, qualitative, and mixed methods).
- **Quantitative Research Design:** Experimental and longitudinal designs.
- **Qualitative Research Design:** Case studies, ethnography, grounded theory and narrative analysis.
- **Data Collection Methods:** Surveys, interviews, observations, document analysis.
- **Sampling:** Probability and non-probability sampling, sampling bias, and determining sample size.

UNIT -III: Data Analysis and Interpretation in Political Research

- **Introduction to Statistical Analysis:** Descriptive statistics, inferential statistics.
- **Hypothesis Testing:** Null hypothesis, significance testing, p-values, and error types.
- **Qualitative Data Analysis:** Content analysis, thematic analysis, discourse analysis.
- **Ensuring Research Quality:** Validity, reliability, and generalizability in research.
- **Introduction to Software Tools:** Basic overview of statistical and qualitative analysis software.

UNIT -IV: Research Communication and Writing in Political Science

- **Research Proposals:** Elements, writing process, and proposal defence.
- **Academic Writing Skills:** Structure, style, referencing, and avoiding plagiarism.
- **Research Reporting:** Structuring research articles, thesis writing, and publication process.
- **Presentation Skills:** Preparing and delivering effective research presentations.
- **Navigating the Peer Review Process:** Understanding and responding to peer reviews.

UNIT-V: Contemporary Trends and Advanced Topics in Political Science Research

- **Comparative Political Analysis:** Methodologies, challenges, and applications.
- **Emerging Trends:** Big data, machine learning, and their applications in political research.
- **Policy Analysis:** Policy Research in Political Science.
- **Globalization and its Impact on Political Research:** Cross-national studies, transnational topics.
- **Future Directions in Political Research:** Challenges and opportunities in the digital age.

RECOMMENDED BOOKS:

1. Kumar, Ranjit. "Research Methodology: A Step-by-Step Guide for Beginners." Published by SAGE Publications.
2. Kothari, C.R. "Research Methodology: Methods and Techniques." Published by New Age International.
3. Kumar, Ranjit. "Anusandhan Vidhi: Prarambhik Margadarshika." Published by Vishwa Prakashan.
4. Kothari, C.R. "Anusandhan Vidhiyan: Tarike aur Taknikein." Published by New Age International.
5. Shively, W. Phillips. "The Craft of Political Research." Published by Pearson.
6. Yin, Robert K. "Case Study Research: Design and Methods." Published by SAGE Publications.

7. Denzin, Norman K., and Lincoln, Yvonna S., editors. "The SAGE Handbook of Qualitative Research." Published by SAGE Publications.
8. Alvarez, R. Michael. "Quantitative Political Analysis." Published by Princeton University Press.
9. Creswell, John W. "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches." Published by SAGE Publications.
10. Bryman, Alan. "Social Research Methods." Published by Oxford University Press.
11. Maxwell, Joseph A. "Qualitative Research Design: An Interactive Approach." Published by SAGE Publications.
12. Field, Andy. "Discovering Statistics Using IBM SPSS Statistics." Published by SAGE Publications.
13. Booth, Wayne C., Colomb, Gregory G., and Williams, Joseph M. "The Craft of Research." Published by University of Chicago Press.
14. Patton, Michael Quinn. "Qualitative Research & Evaluation Methods: Integrating Theory and Practice." Published by SAGE Publications.
15. Neuman, W. Lawrence. "Social Research Methods: Qualitative and Quantitative Approaches." Published by Pearson.

GROUP- A – Interpreting India
(Any One Elective Course from Group ‘A’)

COURSE CODE	COURSE TITLE
POL-651	State Politics in India (With Special Reference to U.P.)
POL-652	Reform Initiatives and Administrative Changes in India
POL-653	Human Rights in India
POL-654	Government and Politics in India
POL-655	Indian Nationalist Thought with special reference to ideas of Pandit Deendayal Upadhyay
POL-656	Social Movements and the Politics in India
POL-657	Women Empowerment & Gender Justice in India
POL-658	Leading Decisions of the Indian Judiciary

COURSE CODE: POL 651 (ELECTIVE)

COURSE TITLE: STATE POLITICS IN INDIA (WITH SPECIAL REFERENCE TO UP)

Course Objective: To provide a detailed analysis about the politics of India in general and Uttar Pradesh in particular, To impart the knowledge about various ideologies and power play prevalent in Uttar Pradesh politics, To understand the Indian political system

Learning Outcomes: The students will be able to: Understand the different phases in UP politics, examine the interconnection among state, society, economy and culture and how they shape politics with the reference of Uttar Pradesh, Evaluate the emerging new trends, challenges and opportunities in UP politics, know the significance of UP politics in India

UNIT – I

State Politics in India: Theoretical Framework, Nature and Patterns. Emerging Trends - Demand for State Autonomy

UNIT -II: Government Machinery in the States

State Executive: Governor, Chief Minister, Council of Ministers State Legislature: Composition, Powers and Functions
 State Judiciary: Composition, Powers and Functions

UNIT-III

The Federal System -Changing Pattern of Centre-State Relations. Panchayati Raj System – Democratic Decentralisation and Social Justice Political Behaviour and Rise of Regional Parties

UNIT- IV: Politics of Uttar Pradesh

Historical Legacies, Geographic and demographic Profile of U.P.

Post-Independence Politics: The role of Political Parties

Green revolution: Rise of Agrarian Interests and their impact on Politics Pressure Groups in U.P.

Regionalism: Trends and Main features

UNIT-V: Caste and Religion in U.P. Politics

Political leadership and changing pattern of dominance

Politics of Minorities, Scheduled castes and Other Backward Classes in U.P. Future prospects of State Politics in U.P.

READINGS LIST:

1. Das, Christopher Albert (2015). "Agricultural Crisis in India: The Root Cause and Consequences". MPRA Paper No. 18930, posted 01 Dec 2009. Available at https://mpra.ub.uni-muenchen.de/18930/1/MPRA_paper_18930.pdf
2. Jodhka, Surinder S. (2006). "Beyond 'Crises': Rethinking Contemporary Punjab Agriculture". *Economic and Political Weekly* 41 (16), April 22-28: 1530-1537.
3. Mohanty, B B (2013). "Farmer Suicides in India: Durkheim's Types". *Economic and Political Weekly* 48 (21), May 25: 45-54.
4. Narasimha Rao P. and Suri K. C. (2006). "Dimensions of Agrarian Distress in Andhra Pradesh". *Economic and Political Weekly* 41 (16), April 22-28: 1546-1552.
5. Sidhu, H. S. (2002). "Crisis in Agrarian Economy in Punjab: Some Urgent Steps". *Economic and Political Weekly* 37 (30), July 27-August 02: 3132-3138.
6. Brass, Paul R. (2002). "India, Myron Weiner and the Political Science of Development". *Economic and Political Weekly* 37 (29), July 20-26: 3026-3040.
7. Narain, Iqbal (1970). "Democratic Politics and Political Development in India". *Asian Survey* 10 (2), February: 88-99.
8. Pai, Sudha (1989). "Towards A Theoretical Framework For The Study Of State Politics In India: Some Observations". *The Indian Journal of Political Science* 50 (1): 94-109.
9. Rai, Haridwar and Jawaharlal Pandey (1979), "State Politics : In Need Of A Framework Of Analysis". *The Indian Journal of Political Science* 40 (2), June: 123-139.
10. Singh, Mahendra Prasad (2012). "State Politics in India". *Dialogue* 14 (1), July-September. Available at https://www.asthabharati.org/Dia_Jul%202012/m.p.%20singh.htm
11. Weiner, Myron (1961). "State Politics in India: Report on a Seminar". *Asian Survey* 1(4), June: 35-40.

12. Yadav, Yogendra and Suhas Palshikar (2008). "Ten Theses on State Politics In India". Seminar-India, No. 591, November.

Course Code: POL 652 (ELECTIVE)

Course Title: REFORM INITIATIVES AND ADMINISTRATIVE CHANGES IN INDIA

Course Objectives:

- To provide a detailed analysis about the history, nature, and functions of civil service in India.
- To impart the knowledge about the evolution and changing nature of local and urban administration.
- To discuss the importance of administrative reforms in India seeing the contemporary administrative challenges such as e-governance.

Learning Outcomes: The students will be able to:

- a) Understand the history of civil service and administrative systems in India,
- b) Examine the interconnection among state, bureaucracy and market in India, and how they function,
- c) Evaluate the problems and challenges faced by bureaucrats in executing policies,
- d) Gain knowledge on the services provided by the state to address public issues, and
- e) Know the significance of administrative reforms in India.

UNIT-I: PERSONNEL ADMINISTRATION

- a. Civil Services in India- Evolution and Growth
- b. Recruitment, Training and Promotion
- c. Improving Public Administration- Transparency and Accountability, New Regulatory Bodies, New Initiatives

UNIT II: DISTRICT ADMINISTRATION

- a. Role and Importance of DM
- b. Development Administration and DM
- c. Bureaucratic Overload
- d. Aspirational Districts Programme (ADP)

UNIT III: REVAMPING RURAL AND URBAN ADMINISTRATION

- a. Panchayati Raj- History and Growth
- b. 73rd Amendment and PRIs
- c. 74th Amendment and its Impact
- d. Emerging problems of Local and Urban Administration: E-waste management, Migration, Smart City

UNIT IV: ISSUES IN INDIAN ADMINISTRATION

- a. State, Bureaucracy and development
- b. Problem of Corruption

- c. Minister- Civil Servant Interface
- d. Redressal of Public Grievances
- e. Lokpal and Lokayukta

UNIT V: ADMINISTRATIVE REFORMS AND GOOD GOVERNANCE IN INDIA

- a. ARC - I and II
- b. Good Governance and Public Service Delivery
- c. Citizen's Charters

READINGS LIST:

1. Jha, Chandan Kumar, Ajit Mishra, Sudipta Sarangi (2023), *The Political Economy of Corruption*, New York: Routledge.
2. Government of India (2009), *Second Administrative Reforms Commission*, New Delhi: Government of India.
3. Laxmikant, M. (2011), *Public Administration*, New Delhi: Tata McGraw Hill.
4. Ministry of Law and Justice (2014), *THE LOKPAL AND LOKAYUKTAS ACT, 2013*, New Delhi: Government of India.
5. Dasgupta, Aditya and Devesh Kapur (2020), The Political Economy of Bureaucratic Overload: Evidence from Rural Development Officials in India, *American Political Science Review*, <https://doi.org/10.1017/S0003055420000477>
6. Gulzar, Saad, and Benjamin J. Pasquale. 2017. "Politicians, Bureaucrats, and Development: Evidence from India." *American Political Science Review* 111 (1): 162–83.
7. Pepinsky, Thomas B., Jan H. Pierskalla, and Audrey Sacks. 2017. "Bureaucracy and Service Delivery." *Annual Review of Political Science* 20: 249–68.
8. First Administrative Reforms Commission (1966), Department of Administrative Reforms and Public Grievances, <https://darpg.gov.in/panel/first-administrative-reforms-commission-reports>
9. Mathur, Kuldeep (2020), *From government to governance: a brief survey of the Indian experience*, New Delhi: NBT.
10. Mathur, Kuldeep (2015), *Public Policy and Politics in India: How Institutions Matter*, New Delhi: Oxford University Press.
11. Baviskar, B.S. and George Mathew (eds) (2009), *Inclusion and Exclusion in Local Governance: Field Studies from Rural India*. New Delhi: Sage.

Course Code: POL653

Course Title: HUMAN RIGHTS IN INDIA (Elective)

Course Objectives:

- Comprehensive understanding of constitutional, statutory and institutional aspects of human rights protection in India.
- Educate students about constitutional provisions dealing with human rights and special legislations dealing with protection of vulnerable and marginalized groups
- Discussion on institutional framework in India dealing with protection and enforcement of human rights.

Learning Outcomes:

By the end of the course students should be able to:

- Identify and evaluate the historical, philosophical, political and cultural developments establishing human rights as a set of global norms, agreements and procedures.
- Demonstrate a good understanding of the provisions under the constitution of India dealing with human rights.
- Display a good understanding of the nature and scope of special legislations dealing with protection of human rights of marginalized and vulnerable sections.
- Analyze complex human rights problems and apply relevant provisions of human rights law in India to hypothetical situation/case study and a theoretical knowledge of the underpinnings of the human rights framework in India, its operation and issues associated with its implementation

UNIT-I

Introduction - Indian perspective of Human Rights & Social Justice, Gandhian perspective, Ambedkar's strategy, Critique of the western approach.

UNIT-II: India's commitment to Human Rights & Social Justice.

- a. Human Rights & Social Justice in the Indian Constitutional Framework, The Preamble, Fundamental Rights, Directive Principles of State Policy.
- b. India's commitment to International Declarations and Conventions.

UNIT-III: Implementation of the Constitutional Provisions

- a. Judiciary – Promotion of Rights and Social Justice
- b. PIL – an instrument for promotion of Rights & Social Justice.
- c. National Human Rights Commissions.
- d. New Rights incorporated in the Constitution for eg- Right to Information, Right to Education etc.

UNIT-IV: Empowerment of the weaker sections

- a. Gender Justice and Women – Curbing violence against women, women's movement.
- b. Empowerment of S.Cs & S.Ts the depressed castes – Social Engineering and Social change.
- c. Justice for the Minorities – Protection.
- d. Rights of the Tribals, Refugees & displaced persons, Bonded Labour

UNIT-V

- a. Human Rights Movement in India – Growing awareness
- b. Education and protection of Human Rights.

READING LIST:

1. Gilbert Coleman, The Human Rights in India, MJP Publisher:Delhi, 2023.
2. Amit Bhattacharya and Bimol Kanti Ghosh. Human Rights in India: Historical Perspectives, Raj Publishers:Delhi, 2017.
3. Alferdsson, Gudmundur and Eide, Asbjorn, ed., The Universal Declaration of Human Rights: A Common Standard of Achievement, The Hague, Martinus Nijhoff publishers, 1999.
4. Asian-African Legal Consultative Organization, Fifty Years of AALCO: Commemorative Essays in International Law, New Delhi, 2007.
5. Bhargava, Rajeev and Acharya, Ashok, eds. Political Theory: An Introduction, Delhi: Pearson, 2014.
6. Donnelly, Jack, Universal Human Rights in Theory and Practice, Jaipur: Rawat, 2014.
7. Paul Gordon Lauren, The Evolution of International Human Rights: Visions Seen, Philadelphia: University of Pennsylvania Press, 2003.
8. Rahman, Anisur, ed., Human Rights and Social Security: Perspectives, Issues and Challenges, New Delhi: Manak Publications, 2011
9. Yasin, Adil, Human Rights, Akansha Publishing House, 2004.
10. Human Rights Quarterly, 1981-. (Johns Hopkins University Press, Journals Division, Baltimore, MD 21218, USA).
11. Arvind Narrain & Saumya Uma, Breathing Life into the Constitution: Human Rights Lawyering in India, Alternative Law Forum, 2017
12. Darshana Mitra and Santanu Chakraborty, A Life in Law and Activism: Sudha Bharadwaj Speaks, PUCL, 2021.

COURSE CODE: POL 654

COURSE TITLE: GOVERNMENT AND POLITICS IN INDIA (ELECTIVE)

Course Objectives:

- To provide a detailed analysis about the Indian political system
- To impart the knowledge about various ideologies and power play prevalent in Indian politics
- To understand the agents and agencies in Indian politics

Course Outcomes: The students will be able to:

- Understand the different phases in Indian politics
- Examine the interconnection among state, society, economy and culture and how they shape politics with the reference to India
- Evaluate the emerging new trends, challenges and opportunities in Indian politics
- Know the significance of Indian democracy in world politics.

UNIT-I

Nature of Indian Federalism – Main Areas of Tension between the Centre and the States – Commissions on Centre State Relations – Rajamannar, Sarkaria and M. M. Punchhi Commission- Changing Nature of Federalism.

UNIT-II

Nature of Fundamental Rights and Directive Principles of State Policy -Their Changing Relationship in the light of Judicial Decisions – Golaknath and Keshavnand Bharti Case.

UNIT-III

- a) Changing Role of the President and Prime Minister.
- b) Decline of Legislature vis- a- vis the Executive.
- c) Judicial Independence – Judicial Review – Judicial Activism and Public Interest Litigation.

UNIT-IV

Decentralization and Participatory Democracy – Changing Nature of Panchayati Raj in India – Significance of the 73rd and 74th Amendments.

UNIT-V

- 1) The Party System in India – Recent Trends – Role of Regional Parties – Elections and Voting Behavior – Electoral reforms.
- 2) Pressure Groups in Indian Politics: a) Business groups, b) Agrarian Groups, c) Trade Unions.

Course Code: POL 655

**Course Title: INDIAN NATIONALIST THOUGHT WITH REFERENCE TO IDEAS
OF PANDIT DEENDAYAL UPADHYAY**

Learning Objectives:

This paper has been designed:

- To update the students social and political thoughts of Pandit Deendayal Upadhyay.
- To understand his ideas and plans towards the country, society, nation, culture, system and his idea of integral humanism

Learning Outcomes:

At the end of the course, the students will be able:

- To connect with the Indian nation fundamental ideas.
- To develop in the students an understanding of Deendayal Upadhyay philosophy.
- To make the students aware of what is the real integral humanism of Deendayal Upadhyay

UNIT-I

1. Nationalism – Meaning, Origin and History of Western Nationalism, Theories of Nationalism
2. Factors affecting nationalism – Objective, Subjective, Cultural

UNIT-II

Early Nationalist Thought in India – Annie Besant, Dayanand Saraswati, Vivekananda, Bankim Chandra, Tilak and Aurobindo Ghose

UNIT-III

Twentieth Century Nationalism Ideas of V.D. Savarkar, M S Golwalkar, Lala Lajpat Rai Rabindranath Tagore

UNIT-IV

1. Nationalist Thought – M.M. Malviya
2. Ideas related to Social reform and education
3. Life and work of Deen Dayal Upadhyaya
4. Deendayal Upadhyaya – Philosophical Foundations; Concept of Ekatm Manavvad.

UNIT-V

1. Social and Economic Ideas
2. Political Thought of Deen Dayal Upadhyaya
3. Deen Dayal Upadhyay contribution to Hindu revivalism and his relevance in contemporary Indian Politics

READING LIST:

1. Madhurendra Kumar (2023). Pt. Deendayal Upadhyay.
2. Sanjeev Kumar Sharma (2018). Integral Humanism: A Reader Philosophy of Pandit Deendayal Upadhyay, Anu Books: First Edition

COURSE CODE: 656 (ELECTIVE)

COURSE TITLE: SOCIAL MOVEMENTS AND POLITICS IN INDIA

Course Objectives:

- This course is a study of social movements and its impact on the Indian politics.
- This course is designed to equip students with the conceptual, theoretical and methodological issues involved in the study of social movements, as well as the historical and descriptive analyses of collective action.
- It also draws attention to an important aspect of the analysis of social movements: their articulation with states, societies cultures and overall how it influenced the politics of India.
- The course envisages that studying social movements would ultimately foster an understanding of the dynamics of power, justice and human agency in transforming societies and cultures.
- Together its focus remains on how to read, engage, understand, analyze and write about social movements and the broader processes of organization and mobilization.

Learning Outcomes:

At the end of the course the students will be able:

- To understand the meaning, processes and mechanisms of social movements.
- To apprehend the dynamics and motivations of individuals and groups participating in social movements and identify reasons for success (or failure) of social movements in the Country.

UNIT- I

Concept: Social Movements and Social Change, Leadership and Ideology, Characteristics and Classification of Social Movements

New Social Movements

UNIT -II

Peasant Movements (Pre Independence and Post-Independence)

Naxalite Movement.

UNIT -III

Dalit Movements

Backward Castes Movement

Women Movement

UNIT-IV

Environmental Movement,

Anti-displacement Movements

UNIT-V

Globalisation and Social Movements: Information Technology,

Anti-globalisation Social Movements

READINGS LIST:

1. Shah Ghanshyam (2004), Social Movements in India: A Review of Literature: Sage Publications
2. Shah Ghanshyam (2001): Social Movements and the State: SAGE Publications
3. Ghanshyam Shah: Bharat main Samajik Andolan
4. Nirja Gopal Jayal Pratap Bhanu Mehta, (2011): The Oxford Companion to the Indian Politics: Oxford University Press
5. Amites Mukhopadhyaya (2012), Social Movement in India : Pearson
6. V. N. Singh, Janmay Singh: Bharat Main Samajik Andolan
7. MSA Rao (1979), Social Movements in India: Studies in Peasant, Tribal and Women's Movement
8. Gail Omvedt (1993), Reinventing Revolution: New Social Movements and the Socialist Traditions in India, Routledge.
9. Gail Omvedt (1991), The Anti-Caste Movement and the Discourse of Power: Race and Class, 33, 2: Sage
10. Gopal Guru, 'Mahatma Jotirao Phule and reservations', paper presented at the seminar on Phule at the Centre for Social Studies, Surat, 9-11 January 1991, p. 72.
11. Weiner Myron, (1962), The Struggle for Equality in India *Foreign Affairs*, Vol. 40, 4
12. Jurgen habermas (1981), New Social Movements Telos vol.49

COURSE CODE: POL 657 (Elective)

Course Title: WOMEN EMPOWERMENT AND GENDER JUSTICE IN INDIA

Course Objective: This course is a study on women empowerment and gender justice in India. It will begin with an analysis on the history and the important issues confronting the women's movement in India and thereby setting the context for a more comprehensive understanding of the issue. The course investigates the structures and systems by examining the constitutional provisions and legal system and the judiciary and their role in enhancing the empowerment of women in India. It also attempts to question the rule and complicity of social structures and relations in gender inequality by analyzing the connection between states of women and their participation development.

Learning Outcomes: On completion of the course students will be able to understand and analyze the issues surrounding women empowerment and gender justice in India. Students will be equipped to comprehend the changing nature and how adaptive the law and judiciary have been to respond to the changing need and requirement in gender justice.

UNIT- I: INDIAN WOMEN'S MOVEMENT TOWARDS GENDER JUSTICE

- Historical Evolution of feminism in India
- Major issues confronting women's movement in India

UNIT II: PROBLEMS FACED BY WOMEN IN INDIA

- Violence against women
- Sexual Violence
- Discrimination

UNIT-III: LAW

- Law as an instrument of gender justice and social change
- Enactments to protect and promote women's rights

UNIT-IV: JUDICIARY AND GENDER JUSTICE

- Political Empowerment and Gender Justice
- Participation in the political process
- Politics of Representation

UNIT-V: WOMEN AND DEVELOPMENT

- Economic Empowerment – women & work
- Social Empowerment – Health & Education

READINGS LIST:

1. Ratna Kapur and Brenda Gossman (2022), **On Women, Equality and the Constitution: Through the Looking Glass of Feminism**, National Law School Journal Vol 6, Issue 1.
2. Samita Sen (2000), **Toward a Feminist Politics? The Indian Women's Movement in Historical Perspective**, The World Bank Policy Research Report on Gender and Development, Working Paper Series No. 9
3. Mary E. John (1996) **Gender and Development in India, 1970s-1990s: Some Reflections on the Constitutive Role of Contexts**, Economic and Political Weekly , Nov. 23, 1996, Vol. 31, No. 47 (Nov. 23, 1996), pp. 3071-3077.
4. Nivedita Menon (1996), **Rights, Bodies and the Law: Towards a Feminist Ethics of Justice**, CRSO Working Paper 554, October 1996.
5. Rekha Pande (2018), **"The History of Feminism and Doing Gender in India"**, November 2018 Revista Estudos Feministas 26(3)
6. N. Menon, (2004) **'Sexual Violence: Escaping the Body'**, in Recovering Subversion, New Delhi: Permanent Black, pp. 106-165
7. P. Swaminathan, (2012) **'Introduction'**, in Women and Work, Hyderabad: Orient Blackswan, pp.1-17
8. Himangshu Ranjan Nath (2015) **'Gender Justice in India: A critical Appraisal'**, Journal of Juridical and Social Science, Vol 5, No 3.
9. Agnihotri and V. Mazumdar (1997), **"Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s"**, Economic and Political Weekly, 30 (29), pp. 1869-1878.
10. Nandita Shah, Sujata Gothoskar, Nandita Gandhi and Amrita Chhachhi (1994) **Structural Adjustment, Feminisation of Labour Force and Organisational Strategies**, Economic and Political Weekly, Vol. 29, No. 18
11. D. Mehrotra, (2001) **Bhartiya Mahila Andolan: Kal, Aaj aur Kal**, Delhi: Books for Change
12. G. Joshi, (2004) **Bharat Mein Stree Asmaanta: Ek Vimarsh**, University of Delhi: Hindi Medium Implementation Board

13. N. Menon (2008) '**Power**', in R. Bhargava and A. Acharya (eds) Political Theory: An Introduction, New Delhi: Pearson
14. N. Menon (2008) '**Gender**', in R. Bhargava and A. Acharya (eds) Political Theory: An Introduction, New Delhi, Pearson
15. P. Swaminathan, (2012) '**Introduction**', in **Women and Work**, Hyderabad: Orient Blackswan, pp.1-17
16. R. Upadhyay and S. Upadhyay (eds.) (2004) **Aaj ka Stree Andolan**, Delhi: Shabd Sandhan.
17. T. Shinde, (1993) '**Stree Purusha Tulna**', in K. Lalitha and Susie Tharu (eds), Women Writing in India, New Delhi, Oxford University Press, pp. 221-234
18. U. Chakravarti, (2001) '**Pitrasatta Par ek Note**', in S. Arya, N. Menon & J. Lokneeta (eds.) Naarivaadi Rajneeti: Sangharsh evam Muddey, University of Delhi: Hindi Medium Implementation Board, pp.1-7

Course Code: POL658

Course Title: LEADING DECISIONS OF THE INDIAN JUDICIARY (Elective)

Course Objectives:

- To understand the importance of origins and functions of Tort Law
- To reminisce the leading case laws and authorities that have helped in the growth of tort law.
- To relate the major principles fundamental to the operation of the tort law system

Learning Outcomes:

At the end of the programme, the students will be able to:

- Enhancement of legal acumen with the objective of bringing social change
- Acquire the ability to identify legal issues and principles underlying any given factual situation

UNIT-I

- i. Shankari Prasad Vs Union of India – 1952
- ii. A.P. Gopalan Vs State of Madras – 1950
- iii. State of Madras Vs Champakam Dorairajan – 1951
- iv. Golaknath Vs State of Punjab – 1967

UNIT-II

- i. Maneka Gandhi Vs Union of India – 1978
- ii. Kesavananda Bharti Vs State of Kerala – 1973
- iii. ADM Jabalpur Vs Shivakant Shukla – 1976

UNIT- III

- i. Indira Nehru Gandhi Vs Raj Narain – 1975
- ii. Mohd. Ahmed Khan Vs Shah Bano Begum – 1985
- iii. Minerva Mills Vs Union of India – 1980

UNIT- IV

- i. Vishakha Vs State of Rajasthan 0 1997
- ii. S.R. Bommai Vs Union of India – 1994
- iii. Sarla Mudgal & Others Vs Union of India – 1995

UNIT – V

- i. Shreya Singhal Vs Union of India – 2015
- ii. Justice K S. Puttuswamy Vs Union of India – 2017
- iii. National Legal Service Authority Vs Union of India – 2014

READING LIST:

1. A.W.B. Simpson (1996). Leading Cases in the Common Law – Clarendon press.
2. B.R. Agarwal (2004). Our Judiciary, NBT Delhi.
3. D. D. Basu. Introduction to the Constitution of India, New Delhi: Wadhwa and Company

Law Publisher.

4. Subhash Kashyap (2001). Our Constitution, NBT Press.
5. Anirudh Prasad and Chandrasen Pratap Singh (2012). Judicial Power and Judicial Review, Eastern Book Company
6. Modhuita Basu (2019). Law of Maintenance in India: An Overview, Eastern Law House, Eastern Book Company.
7. Justice R V Raveendran (2021). Anomalies in Law and Justice: Writings Related to Law & Justice, Eastern Book Company.
8. Sumeet Malik (2019). V D Kulshreshtha's Landmarks in Indian Legal and Constitutional History, Eastern Book Company.
9. Aishwarya Pratap Singh (2023). Lectures on Procedural Laws for Judicial Service with latest judgements. Lexis Nexis Publishers.
10. A Lakshminath (2016). Judicial Process and Precedent. Eastern Book Company.
11. K D Gaur (2019). Leading Cases on Criminal Law, Central Law Publication.
12. Bhawani Lal (1961). Extraordinary Trials from Law Courts. Eastern Book Company.
13. H R Khanna (2008). Making of India's Constitution. Eastern Book Company
14. P S Narayana, P Jagadish Chandra Prasad (2022). Judicial Review, Asia Law House.

Group B – Interpreting India
(Any One Elective Course from Group ‘B’)

COURSE CODE	COURSE TITLE
POL 661	Political Sociology
POL 662	Green Political Thought
POL 663	Feminism and Gender Justice
POL 664	Civil Society: West and East
POL 665	Public Policy
POL 666	Important Doctrines in Indian Constitution
POL 667	Politics, Culture and Mass Media (With special focus on Indian Cinema)

Course Code: POL 661 (Elective)

Course Title: POLITICAL SOCIOLOGY

Course Objectives: Politics is about power and authority. But the production, conservation and distribution of power and authority occur far beyond Parliament: in family dynamics, neighborhoods, schools, welfare policies, social movements, nation-states, and the globalized economy. In this course, we will examine such areas using the theoretical framework and analytic tools of political sociology.

Learning Outcomes: Theoretical works are explored with practical applications and illustrations in specific national/historical contexts. Through the readings and written work, students will acquire proficient knowledge of the central themes, methods and empirical concerns of political sociologists. They will also become aware of criticisms and debates within the field – as well as its limitations.

UNIT-I

Political Sociology: Meaning, Nature and scope. Different approaches to political Sociology- Systems, Structural Functional and Marxist.

UNIT-II

Theories of Political Sociology

Durkheim, Max Weber and Elite Theorists, Pareto, Mosca, Michel's and Mills.

UNIT-III

Power, Authority and Legitimacy

Political Culture and Political Socialization.

UNIT-IV

Political Participation

Political Development and Modernization.

UNIT-V

State, Civil Society and Governance.

Theories of Social Change, Social Movements and Revolutions

READINGS LIST:

1. Anthony Giddens, "Elites and Power" in *Social Stratification (3rd Edition)*.
2. Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*.
3. Bourdieu, Pierre. 1994. Rethinking the State: Genesis and Structure in the Bureaucratic Field."
4. *Sociological Theory* 12(1): 1-18.
5. Emile Durkheim, "Forms of Social Solidarity" in *Selected Writings*.
6. Emile Durkheim, "The Division of Labour and Social Differentiation".
7. Goodwin, Jeff and Jasper, James, eds. *The Social Movements Reader: Cases and Concepts (2nd Edition)*. London: Blackwell.
8. Gosta Esping-Anderson, "Introduction" and "Three Political Economies of the WelfareState" in *Three Worlds of Welfare Capitalism*.
9. Grusky, David B. 2008. *Social Stratification: Class, Race and Gender in Sociological Perspective (Third Edition)*. Colorado: Westview Press.
10. James C. Scott, "Cities, People and Language" in *Seeing Like a State*.
11. Janoski, T., Alford, R. R., Hicks, A. M., & Schwartz, M. A. (Eds.). (2005). *The handbook of political sociology: states, civil societies, and globalization*. Cambridge University Press.
12. Jeff Goodwin and James M. Jasper (eds.), "When and Why do Social Movements Occur?" in *The Social Movements Reader: Cases and Concepts (2nd Edition)*.
13. John W. Meyer, John Boli, George M. Thomas, and Francisco O. Ramirez "World Society and the Nation-State" in *American Journal of Sociology*.
14. Karl Marx, "Theses on Feuerbach" and "Manifesto of the Communist Party."
15. Lukes, Steven. 2005. *Power: A Radical View*. New York: Palgrave Macmillan.
16. Mark Granovetter, "Economic Embeddedness," pp. 165-174 in *Contemporary Sociological Theor* and "The Strength of Weak Ties" (*American Journal of Sociology*).
17. Max Weber, "Domination and Legitimacy" in *Economy and Society (3rd edition)*.
18. Max Weber, "Politics as a Vocation," and "Class, Status, Party," in *From Max Weber*.
19. Meyer, John W., John Boli, George M. Thomas, and Francisco O. Ramirez. 1997. "World society and the nation-state." *American Journal of Sociology* 103(1): 144-181.
20. Mills, C. Wright, "The Promise" in *The Sociological Imagination*.
21. Nash, K., & Scott, A. (Eds.). (2008). *The Blackwell companion to political sociology*. John Wiley & Sons.

22. Rogers Brubaker and Frederick Cooper, "Beyond 'Identity'" in *Theory and Society*
23. Steven Lukes, "Introduction" and "Power: A Radical View," in *Power: A Radical View* (2nd Edition).
24. Thorstein Veblen, "The Theory of the Leisure Class" in *Social Stratification* (3rd Edition).
25. Veugelers, John W. P. 1999. "A Challenge for Political Sociology: The Rise of Far-Right Parties in Contemporary Western Europe." *Current Sociology* 47 (4).
26. Woodberry, Robert D. 2012. "The Missionary Roots of Liberal Democracy." *American Political Science Review* 106(2): 244-274.

Course Code: POL 662 (Elective)

Course Title: GREEN POLITICAL THOUGHT

Course Objectives: This course introduces students to the different perspectives, approaches and conceptual frameworks of climate change and environmental politics and policy. The course will equip the students with theoretical perspectives and pragmatic understanding of the challenges posed by nature, environmental degradation and climate change from the developing and least developed countries. It will also equip them to understand the emerging political and policy issues related to the environment on various social and economic dimensions due to environmental degradation and climate change.

Learning Outcomes: After completing this course, the students would be able to:

- i) Study emerging political and policy issues related to environmental degradation and climate change,
- ii) Clearly present their own arguments and thoughts about contemporary environmental issues and develop ideas to solve them through analytical skills and policy evaluation,
- iii) Learn to understand the recent developments in the environment protection acts and policies in India and the world.

UNIT I

1. Environmental Philosophies, Politics and Ethics
2. The Development of Modern Ecopolitical Thought

UNIT II

1. Biodiversity, Protected Areas & People
2. Resources, Poverty & Protest
3. Industrialization, Urbanization & Pollution: Institutional Challenges

UNIT III

1. Environment, Institutions and Governance
2. State, Market, Community & Local Governments
3. Community & Local Government Management: A Developing Country Perspective

UNIT IV

1. Gender and Environment
2. Eco feminist Movement
3. Implications to Environment & Women's Lives in India

UNIT V

1. Climate Change: Different Perspectives
2. Global Commons and Local Initiatives
3. Green Movements & Environmental Policy in India

SUGGESTED READINGS:

1. Agarwal, Bina (1992), *The Gender and Environment Debate: Lessons from India*, *Feminist Studies*, 18(1), Spring, pp. 119-158.
2. Agarwal, Bina (1997). *Environmental Action, Gender Equity and Women's Participation*. *Development and Change*, 28(1), 1–44. Portico.
3. Agarwal, Bina (1998), *Environmental Management, Equity and Ecofeminism: Debating India's Experience*, *Journal of Peasant Studies*, Vol. 25, No. 4, pp. 55-95.
4. Amita Baviskar (1996), *In the Belly of the River*, Delhi: Oxford University Press,.
5. Arun Agrawal (2005), *Environmentality: Technologies of Government and Political Subjects*, Durham: Duke University Press.
6. Arun Agrawal (1999), *Greener Pastures: Politics, Markets, and Community among a Migrant Pastoral People*, Durham NC: Duke University Press.
7. Carson, Rachel (2000), *Silent Spring*. Penguin Classics.
8. Charles Taylor (1999), *Two theories of Modernity*, *Public Culture*, 11(1): 153-74.
9. David Arnold & Ramachandra Guha (ed) (1996), *Nature, Culture & Imperialism: Essays on the Environmental History of South Asia*, Delhi: Oxford University Press.
10. David Hardiamn (1994), *Power in the Forest: The Dangs, 1820-1940*, *Subaltern Studies VIII*, David Arnold and David Hardiman eds., pp. 89-147, Delhi: Oxford University Press.
11. Dennis L. Soden & Brent S. Steel (1999), *Handbook of Global Environmental Policy & Administration*, New York: Mooirol Dekker.
12. Dubash, K. N., & Rajamani, L. (2015). *Multilateral Diplomacy on Climate Change*. In David M. Malone, C. Raja Mohan, & S. Raghavan (eds.), *The Oxford Handbook of Indian Foreign Policy* (pp. 663-677). Oxford: Oxford University Press.
13. Elinor Ostrom (1990), *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press, Cambridge.
14. Ismail Serageldin & Andrew Steer (eds) (1993), *Valuing the Environment*, The World Bank, Washington D.C.
15. J. T. Houghton et al (1992), *Climate Change 1992: The Supplementary Report to the IPCC Scientific Assessment*, Cambridge: Cambridge University Press.
16. Jean Dreze, Meera Samson & Satyajit Singh (eds) (1997), *The Dam and the Nation: Displacement and Resettlement in the Narmada Valley*, Delhi: Oxford University Press.
17. John S. Dryzek (1997), *The Politics of the Earth: Environmental Discourses*, Oxford: Oxford University Press.
18. K. Sivaramakrishnan (1997), *A Limited Forest Conservancy in Southwest Bengal, 1864-1912*, *Journal of Asian Studies* 56(1): 75-112.
19. L C Zelezny et al (2000), *New Ways of Thinking About Environmentalism: Elaborating on Gender Differences in Environmentalism*, *Journal of Social Issues*, 56(3), pp. 443-457.
20. M. Mohanty (2002), 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K. Raj (eds.) *Thinking Social Sciences in India: Essays in Honour of Alice Thorner Patel*, New Delhi: Sage.
21. Mahesh Rangarajan (2001), *India's Wildlife History*, New Delhi: Permanent Black.

22. Negi, A. (2014). India and the Climate Change Regime. In Amitabh Mattoo & Happymon Jacob (eds.) *India and the International System: Theory, Policy and Structure* (pp. 287-307). New Delhi: Australia-India Institute and Manohar Publications.
23. Nicholas Stern (2007), *The Economics of Climate Change*, Cambridge: Cambridge University Press.
24. Patrick McCully (1996), *Silenced Rivers: The Ecology and Politics of Large Dams*, N.J: Zed Books.
25. Ramachandra Guha (1992), *The Unquiet Woods*, Delhi: Oxford University Press.
26. Ramachandra Guha (1999), *Environmentalism: A Global History*, Ann Arbor, Michigan: Longman Publishers.
27. Ramachandra Guha (2000), *Environmentalism*, Delhi: Oxford University Press.
28. Ramachandra Guha & Juan Martinez-Alier (1997), *Varieties of Environmentalism: Essays North & South*, London: Earthscan.
29. Rebecca Elmhirst and Bernadette P. Resurreccion (2008), *Gender, Environment and Natural Resource Management: New Dimensions, New Debates in Gender and Natural Resource Management*, London: Routledge.
30. Richard Grove (1992), *The Origins of Western Environmentalism*, *Scientific American*, 267.
31. Richard Peet & Michael Watts (1996), *Liberation Ecologies: Environment, Development and Social Movements*, London: Routledge.
32. S Buckingham-Hatfield (1999), *Gender and Environment*, Routledge.
33. Satyajit Singh (1997), *Taming the Waters: The Political Economy of Large Dams in India*, Delhi: Oxford University Press.
34. Satyajit Singh (2016), *The Local in Governance: Politics, Decentralization, and Environment*, New Delhi, Oxford University Press.
35. Sumit Sarkar (2014), *Modern Times: India 1880s to 1950s*, Ranikhet: Permanent Black.
36. Ted Benton (ed) (1996), *The Greening of Marxism*, London: The Guilford Press.
37. Thayer Scudder (1973), *The Human Ecology of Big Projects: River Basin Development and Resettlement*, *Annual Review of Anthropology*, 2: 45-61.
38. Vandana Shiva (1988), *Staying Alive: Women, Ecology & Survival in India*, New Delhi: Kali for Women.
39. World Commission on Environment & Development (1987), *Our Common Future*, Delhi: Oxford University Press.

COURSE CODE: POL 663 (ELECTIVE)

COURSE TITLE: FEMINISM AND GENDER JUSTICE

Course Objectives:

- The main purpose of this course is to familiarise the students with the praxis of feminism.
- It introduces major concepts and ideas related to feminism and gender.
- The course seeks to encourage students to develop a holistic understanding of theories that explain the subordination of women and other identities.
- It makes students able to understand gender as a major category in analysing the complex power dynamics in socio, cultural, political and economic domains.
- The course also aims at making students comprehend different streams of feminism, role of international institutions in ensuring gender justice and feminist standpoint on current issues including migration and sustainable development.

Learning Outcomes:

After the completion of course,

- The students will have a comprehensive understanding on basic principles and arguments of feminism.
- They will be aware of different streams of arguments and the major contestations within feminist discourse.
- Students will also be able to understand the complexities of social structures from a feminist view point.
- They will also be able to use gender as a category of analysis to critically approach the existing norms and values that are normalised in engendering social inequalities.
- The course will enhance the analytical approach and their aptitude to develop themselves into responsible citizens with a sense of equality and justice.
- The course thus not only gives an insight into the theoretical dimensions of feminism but also encourages the application of the principles in their everyday life.

UNIT-I

Feminist Approach to Political Theory

Key issues like Gender, Patriarchy, and Theories of women's subordination

Public Vs Private

UNIT-II

Different approaches to Feminism - Liberal, Socialist, Radical, Cultural, Post-Modernist, Eco Feminism, Post-colonial, Post Marxist

UNIT-III

United Nations and Gender Justice

Women's Rights as Human Rights

UNIT-IV

Gender Based Violence

Law as an Instrument of Gender Justice and Social Change

UNIT-V

Sustainable Development and Gender Justice

Contemporary issues related to Gender Justice (LGBTQ, migration and refugee issues)

ESSENTIAL READINGS:

1. Bryson, Valerie (2003). *Feminist Political Theory: An Introduction*. New York: Palgrave Macmillan
2. Geetha, V. (2002). *Patriarchy*. Calcutta: Stree.
3. Walby, Sylvia (1989). 'Theorising Patriarchy'. *Sociology*, vol 23, No. 2, pp. 213-234.
4. Lerner, Gerda (1986). *The Creation of Patriarchy*. New York: Oxford University Press.
5. Geetha, V. (2002). *Gender*, Calcutta: Stree
6. Jagger, Alison (1983). *Feminist Politics and Human Nature*, U.K.: Harvester Press.
7. Menon, Nivedita (2008). 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, New Delhi: Pearson
8. Butler, Judith (2010). *Gender Trouble and the Subversion of Identity*, Routledge, New York.
10. Butler, Judith (2004). *Undoing Gender*, Routledge, New York.
11. Crenshaw, Kimberle (1991). 'Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color'. *Stanford Law Review*. Vol. 43, No. 6, pp. 1241-1299.
13. Beauvoir, Simon De (1977). *The Second Sex*. London: Vintage Books.
14. Chakravarti, Uma (2003). *Gendering Caste: Through a Feminist Lens*. New Delhi: Sage.

Course Code: POL 664 (Elective)

Course Title: CIVIL SOCIETY: WEST & EAST

Course Objective: A vibrant civil society is a core component of democratic life. 'Civil society' includes social movements, grassroots activism, philanthropists, unions, non-profits, NGOs, charities, informal associational life, and cooperatives, among others. In this course, students interrogate how civil society is evolving in a world of pervasive digitization and data collection. Using human rights as an anchor, we will explore how digital technologies perpetuate long-standing threats and create new challenges for digital rights. We will also analyze how communities develop strategies to mitigate these harms and actively promote values, organizations, regulation, and design that support the equitable and emancipatory use of technology.

Learning Outcomes: After completing the course, students will be able to describe the scope of the concept of civil society and discuss its usefulness and limitations. They also define different constraints posed on civil society by law and policy, technological designs, and social norms. They Critique common assumptions about the internet and digital technologies from an intersectional perspective. They Understand how social identities shape and are shaped by digital technologies students summarize different approaches to these issues taken by scholars across disciplines including historians, media and communication scholars, legal scholars, and political scientists.

UNIT I - GENEALOGY OF THE CIVIL SOCIETY

- a) John Locke
- b) Alexis De Tocqueville
- c) Hegel and Gramsci

UNIT II – CIVIL SOCIETY AND NEOLIBERALISM

- a) Social Capital, Networks, and Norms
- b) Corporate Interventions and Philanthropy
- c) Non-Governmental Organizations

UNIT III - DIGITAL CIVIL SOCIETY

- a) Privacy, Assembly and Association
- b) Freedom of Expression and movement
- c) Right to Health and Cultural Rights

UNIT IV - ISSUES IN GLOBAL CIVIL SOCIETY

- a) Human Security
- b) Humanitarian Issues
- c) Democratization Movement

UNIT V - CIVIL SOCIETY AND ITS AVATARS IN INDIA

- a) Religion
- b) Caste
- c) Media and Markets

READINGS LIST:

1. Almond, Gabriel A., and Sidney Verba, *The Civic Culture: Political Attitudes and Democracy in Five Nations*, Princeton: Princeton University Press, 1963.
2. Bellah, Robert N., et al. Chapters Preface, 1, 2, 7, 8, and 10 in *Habits of the Heart: Individualism and Commitment in American Life*, 2nd ed. Berkeley, CA: University of California Press, 1996. ISBN: 9780520205680.
3. Chandhoke, Neera. 2014. 'Can Civil Society Reorder Priorities in India?'. *Economic and Political Weekly*, 49 (8), pp.43-8.
4. Cohen, J. L. and Arato, A., *Civil Society and Political Theory*, Cambridge, Mass.: MIT Press, 1992.
5. Diamond, Larry, "Rethinking Civil Society: Toward Democratic Consolidation", *Journal of Democracy*, Vol. 5, No. 3 (July 1994): 4-17.
6. Fine, Robert and Shirin Rai ed., *Civil Society: Democratic Perspectives*, London: Frank Cass & Co. Ltd., 1997
7. Foley, Michael W. & Bob Edwards, "The Paradox of Civil Society", *Journal of Democracy*, Vol. 7, No. 3 (July 1996): 38-52.
8. Foley, Michael, and Bob Edwards. "Beyond Tocqueville: Civil Society and Social Capital in Comparative Perspective." *American Behavioral Scientist* 42, no. 1 (September 1998): 5-20.
9. Foley, Michael, and Bob Edwards. "Escape from Politics? Social Theory and the Social Capital Debate." *American Behavioral Scientist* 40, no. 5 (1997): 550-61.
10. Francis Fukuyama, "The Primacy of Culture", *Journal of Democracy*, Vol. 6, No. 1 (January 1995): 7-14.
11. Hann, Chris, and Elizabeth Dunn ed., *Civil Society: Challenging Western Models*, London: Routledge, 1996.
12. Hann, Chris. Introduction in *Civil Society: Challenging Western Models*. Edited by Hann and Dunn. New York, NY: Routledge, 1996. ISBN: 9780415132183.
13. Inglehart, Ronald, *Modernization and Post Modernization: Cultural, Economic, and Political Change in 43 Societies*, Princeton: Princeton University Press, 1997.
14. Inoguchi, Takashi. "Broadening the Basis of Social Capital in Japan." In *Democracies in Flux: The Evolution of Social Capital in Contemporary Society*. Edited by Robert Putnam. Oxford: Oxford University Press, 2002. ISBN: 9780195150896.
15. Keane, John. "Global Civil Society?" Chapter 2 in *Global Civil Society 2002*. Edited by Helmut Anheier, Marlies Glasius, and Mary Kaldor. New York, NY: Oxford University Press, 2003. ISBN: 9780199251681.
16. Mahajan G. (1999). Civil society and its avatars: what happened to freedom and democracy? *Economic and Political Weekly* 1188–1196.
17. Portes, Alejandro. "Social Capital: Its Origins and Applications in Modern Sociology." *Annual Review of Sociology* 24 (1998): 1-24.

18. Putnam, Robert D. Chapters 17-20 in *Bowling Alone: The Collapse and Revival of American Community*. New York, NY: Simon & Schuster, 2000. ISBN: 9780684832838.
19. Putnam, Robert D., *Making Democracy Work*, Princeton: Princeton University Press, 1993.
20. Putnam, Robert D., Robert Leonardi, and Raffaella Y. Nanetti. Chapters 5, and 6 in *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton, NJ: Princeton University Press, 1994. ISBN: 9780691037387.
21. Sampson, Steven. "The Social Life of Projects: Importing Civil Society to Albania." *Civil Society: Challenging Western Models*. Edited by Chris Hann, and Elizabeth Dunn. London: Routledge, 1996. ISBN: 9780415132183.
22. Schmitter, Philippe, "On Civil Society and the Consolidation of Democracy: Ten Propositions", mimeograph, Stanford Department of Political Science, July 1995.
23. Seligman, Adam. "The Modern Idea of Civil Society." In *The Idea of Civil Society*. Princeton, NJ: Princeton University Press, 1995, pp. 15-58. ISBN: 9780691010816.
24. Shah, Mihir. 2014. 'Civil Society and Indian Democracy: Possibilities of Social Transformation'. *Economic and Political Weekly*, 49 (8), pp. 37-42.
25. Skocpol, Theda. "United States: From Membership to Advocacy." In *Democracies in Flux: The Evolution of Social Capital in Contemporary Society*. Edited by Robert Putnam. New York, NY: Oxford University Press, 2004. ISBN: 9780195171600.
26. Tocqueville, De Alexis. Excerpts from "Democracy in America." In *The Civil Society Reader*. Edited by Hodgkinson and Foley. Hanover, NH: University Press of New England, 2003, pp. 113-32. ISBN: 9781584652786
27. Weigle, Marcia A. and Jim Butterfield, "Civil Society in Reforming Communist Regimes: The Logic of Emergence", *Comparative Politics*, Vol. 25, No. 1 (October 1992): 1-23.

Course Code: POL 665 (Elective)

Course Title: PUBLIC POLICY

Course Objectives:

- To introduce the fundamentals of public policy as a discipline and policy analysis,
- To familiarize students with several disparate public affairs with enough clarity,
- To respond to a cohort of competent policy analysts with a problem-solving bend, ready to take on public matters in a systematic manner.

Learning Outcomes:

- Familiarizing the students with the key concepts and theories of public policy,
- Critically assess the use of evidence and data of policy analysis practices,
- To understand as to why certain issues emerge as policy issues for the government to act upon, how different actors play their role in shaping and influencing the policy process, how policies are implemented and what are the outcomes.

UNIT-I

- a) Public Policy: Key Concepts and Theories.
- b) Public Policy: Meaning, Definitions and Scope - Rationale for the Study of Public Policy - Evolution of Public Policy - Policy Analysis as Art and Craft
- c) Public Policy Theories - Group theory - Elite theory - Institutional theory - Rational theory - Process theory - Incremental theory
- d) Kautilya Theory of Public Policy – Arthashastra

UNIT-II

- a) Policy Typologies and instruments: Distributive Policies - Regulatory Policies - Redistributive Policies - Substantive vs procedural policies - Material vs symbolic policies - Public vs private policies - Liberal vs conservative policies.

UNIT-III

- a) Public Policy Cycle: Five Stages of Public policymaking - Agenda Setting - Policy Formulation - Policy Legitimation (policy approval) - Policy Implementation - Policy Evaluation - Policymaking styles/levels - Bottom-up and top-down - Merits and demerits of the styles.
- b) Public Policy analysis: Quantitative and Qualitative Models Public Policy Research and Development - Practical Issues

UNIT-IV

- a) Public Policy Environment: Context - Political - Economic - Social and Cultural context
- b) Policy Actors: Elected Politicians - Public, Bureaucracy - Political Parties - Interest /Pressure Groups - International Actors and Regimes

UNIT-V

- a) Case Studies with reference to India: Education - Health - Environment - Industrial - Agricultural Policies.

ESSENTIAL READINGS:

1. Birkland, Thomas A. (2001). An Introduction to the Policy Process, London M. E. Sharpe.
2. Dror, Yehezket. (1989). Public Policy Making Re-examined, Oxford, Transaction Publication.
3. Dye, Thomas R. (1975). Understanding Public Policy, New Jersey: Prentice Hall.
4. Frohock, Fred M. (1979). Public Policy: Scope and Logic, New Jersey: Prentice Hall.
5. Chakrabarty, Bidyut and Prakash Chand (2015). Public Policy- Concept, Theory and Practice, Delhi: Sage.
6. R K Sapru (2017) Public Policy – A Contemporary Perspective, India: Sage.
7. Chakrabarti and Kaushiki Sanyal (2016). Public Policy in India, India: OUP.
8. Ham, Christopher and Hill, Michael. (1984). The Policy Process in the Modern Capitalist State, Sussex, Harvester.
9. House, Peter W. (1982). The Art of Public Policy Analysis, Delhi: Sage. Gunn, L. and Hogwood, B. (1982). Modes of Public Policies, University of Strathclyde: Glasson.
10. Pandya, Hiren J. and Venkatraman, A. (1990). 'Policy Approach to Public Administration'. Indian Journal of Administrative Science, Jan-Jun.
11. Peters, B. Guy. (1992). 'Public Policy and Public Bureaucracy', in Douglas E Ashford edited, History and Context in Comparative Public Policy, Pittsburgh: University of Pittsburgh Press.
12. Self, Peter. (1993). 'Market Ideology and Public Policy', in Peter Self, Government by the Market? The Political of Public Choice, Boulder. Westview.
13. Wamsley, Gary, et.al. (1990). 'Public Administration and the Governance Process: Shifting the Political Dialogue', In Trary Wamsley, et. al. Refounding Public Administration, New Delhi: Sage.
14. Sharma Rashmi (2023). भारत में लोकनीत नम्राण एवं प्रशासन - Public Policy Formulation & Administration in India. New Delhi: SBPD Publications.

Course Code: POL 666

**Course Title: IMPORTANT DOCTRINES IN INDIAN CONSTITUTION
(Electives)**

Course Objectives: Since the Indian constitution forms a very important segment of the discipline of political science, the study of the Indian constitution demands a deeper knowledge of these doctrines to develop an insight and a better understanding of the evolution of the constitution. The judicial decisions have devised these doctrines from time to time and it is very important to have a clear-cut knowledge of the genesis and the impact of the doctrines. In order to trace the growth of the Indian constitution, these doctrines will serve the act of the navigator.

Learning Outcomes: After opting for this course and studying it seriously, it will add to the basic minimum knowledge of the Indian constitution, particularly the growth and evaluation and the contribution of judiciary will be outlined. Understanding Indian constitution in the light and backdrops of these doctrines, it will certainly add to the academic skills of the students to interpret the constitutional history and its various dynamics. It will refine the student's aptitude to Indian constitution. With the knowledge of these doctrines, he/she may visit the Indian constitution in a different light. Understanding the doctrine pertaining to the Indian Constitution will give a better perspective of judicial constitutional interface to the students

UNIT-I

Rule of law, Doctrine of Separation of Power, Doctrine of Judicial Review, and Doctrine of Due Process of Law

UNIT-II

Doctrine of Basic Structure, Doctrine of Harmonious Construction, Doctrine of Eclipse, Doctrine of Waiver

UNIT-III

Doctrine of Pith and Substance, Doctrine of Incidental or Ancillary Powers, Doctrine of Colourable Legislation, Doctrine of Severability, Doctrine of Territorial Nexus, Doctrine of Repugnancy

UNIT-IV

The Doctrine of Constitutional Morality, Doctrine of Laches, Doctrine of Casus Omissus (Interpretation and construction), Doctrine of Parens Patriae, Doctrine of Pleasure

UNIT-V

Doctrine of Occupied Field, Doctrine of Promissory Estoppel, Doctrine of Waiver, Trust Doctrine, the doctrine of Constitutional Trust, Doctrine of Eclipse.

READING LIST:

1. Austin Granville (1999). The Indian Constitution. OUP.
2. H.R. Khanna (2008). Making of Indian Constitution. Eastern Book Company

3. Sumeet Malik (2016). Landmarks in Indian Legal and Constitutional History. Eastern Book Company
4. H M Seervai (2023). Constitutional Law of India. Law and Justice Publishing Company.
5. Samaraditya Pal (2019). India's Constitution - Origins and Evolution (Constituent Assembly Debates, Lok Sabha Debates on Constitutional Amendments and Supreme Court Judgments

Course Code: POL667 (Elective)

Course Title: POLITICS, CULTURE AND MASS MEDIA

(With special focus on Indian Cinema)

Course Objectives:

- To familiarize students with the major theories and perspectives on idea of realities present in political philosophy
- To introduce students with the major media theories with special focus on popular culture
- To introduce an interdisciplinary and collaborative research related with both cinema and politics

Learning Outcomes:

By the end of completion of the course, the student will be able to:

- Understand the politics of realities as well as language
- Critically examine the different forms of media from theoretical and political perspective
- Explore the politics of Indian Cinema and its different forms of hegemonisation

UNIT-I

1. Pictures of Reality

- An overview of the notion of 'reality' from Heraclitus to Post Modernism.

2. Locating Language

- a) Rationalist/Empiricist viewpoint
- b) Structuralist viewpoint

UNIT -II

1. Popular Culture: Nature, Scope and chief defining characteristics - school of thought.

2. Mass Culture: Nature, Scope and chief defining characteristics.

3. Mass Media:

Theories:

- a) Hypodermic theory
- b) Selective Perception theory

Approaches:

- a) Media effects
- b) Use and gratification

- c) Orthodox Marxist.
- d) Cultural studies.

UNIT-III

Film Theory

- 1. Auteur. b) Expressionism. c) Realism. D) High brow/low brow.
- 2. a) Gramsci's concept of hegemony b) Althusser's notion of Interpellation; c) Laclau's Idea of Populism. Theories on Indian Cinema a) Art/Commercial; Realist/Escapist. b) Tradition/Modernity Paradigm c) Ideological Role of Cinema.

UNIT-IV

Categorising Films

- 1. Epic or Modernist
- 2. Innovative
- 3. Conventional a) Chief defining characteristics b) Thematic structure c) Politics of Technology.

UNIT- V

Overlap of Dominant Political and Cinematic Discourses

- 1- a) Process of interpellation b) Process of articulation c) Process of deflection d) Process of resolution
- 2. Concept of Man
- 3. Dynamics of Change.
- 4. Hegemony and counter hegemony

READING LIST:

- 1. Raymond Williams, 'Marxism and Literature.
- 2. J. Currans , ' Mass Communication and Society
- 3. Colin MacCabe , High Theory /Low Theory
- 4. I.C.Jarvie Towards A Sociology of Cinema
- 5. Walter Benjamin , illumination
- 6. J.Hartley and T.Hawkes , Mass Communication and Society
- 7. Terry Eagleton , Literary Theory Peter Wollen , Signs and Meanings in Cinema
- 8. Pfeiderer and Lutze , The Hindi Film :Agent and Re-Agent of cultural changes
- 9. Sudhir Kakar , Family Relationship in Mythology of Hindi Cinema
- 10. Ashis Nandy An intelligent Critics Guide to Popular Cinema
- 11. -----The Secret politics of our Desires
- 12. Iqbal Masud , 'Genesis of Popular Cinema

13. Ernesto Laclau ,”Politics and Ideology in Marxist Theory
14. James Monaco , How to Read a Film
15. Tony Bennent , Popular Television and Film
16. A, Dudley , MajorFilm Theories
17. A Bazin , What is Cinema
18. J.Berger , Ways of Seeing
19. R.Kolkar , The Altering Eye
20. P.Stevens Hollywood Politics and Counter Cinema
21. F.Kazmi, The Politics of India’s Conventional Cinema

SEMESTER-IV

M.A.: POLITICAL SCIENCE
SEMESTER-IV
Course Title: CONTEMPORARY POLITICAL THEORY (Core)
COURSE CODE: POL 611

Course Objectives:

- To foster a detailed critical understanding of a range of arguments in contemporary political philosophy, and the ability to criticise, evaluate, explain (verbally and in writing), and apply these arguments
- It recognizes and acknowledges diversity of ideas given by different political scholars.
- It enables the student to examine the different theoretical frameworks for the functioning of state institutions and deliver justice to all citizens.
- This course will introduce the students to key discourses on contemporary political theory.

Learning objectives:

- By the end of the module, students should be able to comprehend and critically analyse complex arguments from contemporary political philosophy, to provide a critical account of them, and to construct and defend their own sustained arguments about major political values.

UNIT-I

Status of Political Theory-Divide or Resurgence.

State in Political Theory – Liberal, Neo – Liberal, Marxist and Neo – Marxist Theories.

UNIT-II

Feminism – Liberal, Radical, Socialist, Cultural, Eco, Post – Modernist.

New Social Movements and Civil Society.

UNIT-III

Social Justice and Theory of Rights: Nozick, Rawls, Amartya Sen's Criticism of Rawls's Theory, Hayek, Walzer, Martha Nussbaum

Post – Modernism: Ernest Gellner, Habermas, Ulrich Beck, Giddens.

Critical Response to Post – Modernity

UNIT-IV

Democratic and Representation Theories.

Citizenship Theory - Communitarianism: Michael Sandel, Michael Walzer, Macintyre, Taylor

UNIT-V

Nationalism and Multiculturalism. Globalization and Environmentalism

ESSENTIAL READINGS:

1. Farrelly, Colin (2004). *Introduction to Contemporary Political Theory*. London: Sage Publications.
2. Shorten, Andrew (2016). *Contemporary Political Theory*. New York: Palgrave Macmillan.
3. Bellamy, R. (1993). *Theories and Concepts of Politics*, New York: Manchester University Press.
4. Cunningham, Frank (2002). *Theories of Democracy, A Critical Introduction*. New York: Routledge.
5. Bhargava, Rajeev and Ashok Acharya (2008). *Political Theory: An Introduction*. New Delhi: Pearson Education India.
6. Jagger, Alison (1983). *Feminist Politics and Human Nature*, U.K.: Harvester Press.
7. Marsh, D. and Stoker, G. (1995). *Theory and Methods in Political Science*. London: Macmillan.
8. Mackinnon, C. (2008). *Issues in Political Theory*, New York: Oxford University Press.
9. Kymlicka, Will (2001). *Contemporary Political Philosophy: An Introduction*. New York: Oxford University Press.

M.A. POLITICAL SCIENCE

SEMESTER-IV

COURSE CODE: POL 612

Course Title: INDIA IN WORLD AFFAIRS (Compulsory Course)

Course Objectives:

This paper aims:

- To enhance the knowledge of the students about the roots and principles of the Indian foreign policy and the dynamics of world affairs.
- Theoretical and conceptual skill will be developed to inculcate research skills among the students.
- To enable students to understand the role of India in the comity of the nations.
- To provide a perspective to understand national, regional and global dynamics of world affairs. An insight will be developed to comprehend and analyse the contemporary global issues.

Learning Outcomes:

- Will enhance cognitive, behavioural and affective learning. Students will be able to analyse the trajectory of Indian foreign policy.
- Will become conversant with the nuances of the foreign policy of major powers, functioning of regional co-operations, and multilateral organisations.
- Will be trained to evaluate the impact of emerging issues and challenges at the world level.
- Students will develop insights to contribute to the existing domain of knowledge of India in world affairs.
- It will develop the ability to evaluate and synthesize information from diverse and reliable sources.

UNIT-I

The Making of India's Foreign Policy

- i. What is foreign policy?
- ii. Historical Underpinnings of Indian Foreign Policy
- iii. Non-Alignment: Conceptual Implications and Relevance
Determinants and Objectives of Indian Foreign Policy

UNIT-II

India and its Neighbours

- i. Indo-Pakistan Relations
- ii. Indo-Nepal Relations
- iii. Indo-Bangladesh Relations
- iv. Indo-Sri Lanka Relations
- v. India's Neighbourhood First Policy

UNIT-III

India and Major Powers

- i. India-China Relations
- ii. India-Russia Relations
- iii. India-USA Relations
- iv. India- France Relations

UNIT-IV

Regional and Multilateral Organizations

- i. India's role in the United Nations
- ii. India's role in SAARC, ASEAN, European Union
- iii. India and BRICS+, SCO, QUAD, OPEC,G-20

UNIT-V

India and Contemporary Global Issues

- i. India's Foreign Policy in Post-Cold War era
- ii. Evolution of India's Nuclear Policy
- iii. India's Look East Policy to Act East Policy
- iv. New Foreign Policy Challenges before Indian Foreign Policy: Terrorism, Human Rights, Non-traditional Security Threats, New World Order, Economic Diplomacy, North-South Debate

READING LIST:

1. Appadorai, Arjun (1982). The Domestic Roots of India's Foreign Policy, 1947-72.OUP.
2. Chatterjee, Aneek. (2018). International Relations Today: Concepts and Applications. Pearson.
3. Ganguly, Sumit.(2019). Indian Foreign Policy. Oxford.
4. Kanti, Bajpai and Hrash V. Pant (2013). India's Foreign Policy: A Reader (Critical Issues in Indian Politics). Oxford
5. Murthy, C.S.R.(2020). India in the United Nations: Interplay of Interests and Principle. Sage
6. Pant, H. V.(2019).Indian Foreign Policy: An Overview. Orient BlackSwan.
7. Prasad, Bimal.(2012). The Making of India's Foreign Policy. Vitasta Publication.
8. Shankar, Jai(2020). The India Way: Strategies for an Uncertain World. Harper Collins.
9. Sikri, Rajiv.(2013). Challenge and Startegy: Rethinking India's Foreing Policy. Sage.
10. Yadav, R.S.(2022). Bharat ki Videsh Niti. Pearson.

M.A.: POLITICAL SCIENCE
SEMESTER-IV

Group C – Comparative Politics and Political System
(Any One Elective Course from Group ‘C’)

COURSE CODE	COURSE TITLE
POL 671	State in Comparative Perspective
POL 672	Theories of Social Change, Social Movements, and Revolutions
POL 673	Development Discourse - Politics of the Development
POL 674	Comparative Study of Culture, Identity and Politics
POL 675	South Asian Political Systems (Pak, Sri Lanka, Bangladesh, Nepal)
POL 676	Political Parties and Party Systems
POL 677	Politics Culture And Mass Media (Elective) (Screening And Discussions On Indian Films)
POL 678	E-Governance and Cyber Security

CODE: POL 671 (ELECTIVE)

COURSE TITLE: STATE IN COMPARATIVE PERSPECTIVE

GROUP ‘C’: COURSE

Course Objectives:

- The meaning of comparative politics, its purpose and the methods used to study comparative politics.
- To study state in comparative perspective through which students imbibe knowledge.
- To understand different theoretical approaches to explaining State.
- To cognize different theoretical approaches to explaining who rules?

Learning Outcomes:

- The course will familiarize students to basic concepts, methods and scope of politics, different approaches.
- The students will gain a comprehensive knowledge of the central and major theories and key issues and problem through comparative perspective.

UNIT-I

The development of the modern state in a comparative perspective. State in Political Theory

- (a) State and Civil Society (b) State and Class, Caste, Gender (c) State and Nationalities
 (d) State and Citizen

UNIT-II

Liberal Democratic State, The Welfare State, The advanced capitalist state

UNIT-III

State in socialist societies Party and the State and class

UNIT-IV: The Post-Colonial State Authoritarian States

- (a) Explanation of Authoritarian regimes
- (b) Patterns of Coercion
- (c) Causes and Consequences of Military Rule in Asia and Africa
- (d) Fascist States
- (e) Corporate

UNIT-V: Globalisation and the Contemporary State Virtual State

- (a) State in the era of expanding Information Technology
- (b) Professionalisation of the state apparatus with special reference to U.S. and India

The State in the 21st century (a) Questions of state sovereignty (b) Statism and centrality of the state in organized human life.

READING LIST:

1. Connor, W. (2000). Nation-building or Nation-destroying. In J. Hutchinson & A. Smith (Eds.), *Nationalism: Critical Concepts in Political Science*. London: Routledge.
2. Franklin, B. (1973). Marxism and the National Question. In B. Franklin (Ed.), *The Essential Stalin: Major theoretical writings 1905-1952*. London: Croom Helm.
3. Grosby, S. (2005). *Nationalism: A Very Short Introduction*. Oxford: Oxford University Press.
4. Guibernau, M. (1996). *Nationalisms: The nation-state and Nationalism in the Twentieth Century*. Cambridge: Polity Press.
5. Hearn, J. (2006). *Rethinking Nationalism: A Critical Introduction*. New York: Palgrave Macmillan. Kellas, J. G. (1998). *The Politics of Nationalism and Ethnicity* (2nd ed.). Basingstoke: Macmillan. Kymlicka, W. (1995). *Multi-Cultural Citizenship*. Oxford: Oxford University Press.
6. Lichtenberg, J. (1997). Nationalism, for and (mainly) against. In R. McKim & J. McMahan (Eds.), *The Morality of Nationalism*. New York: Oxford University Press.
7. Parekh, B. (1994). Equality, Fairness and Limits of Diversity. *Innovation*, 7(3). Parekh,

- B. (1997). *Equality in a Multicultural Society*. In J. Franklin (Ed.), *Equality*. London: Institute for Public Policy Research.
8. Taylor, C. (1999). *Democratic Exclusion (and its Remedies?)*. In A. C. Cairns & E. Al (Eds.), *Citizenship, Diversity, and Pluralism*. McGill-Queen's University Press.
9. Vincent, A. (2010). *Modern Political Ideologies* (3rd ed.). Oxford: Blackwell. Wimmer, A. (2002). *Nationalist Exclusion and Ethnic Conflict: Shadows of Modernity*. Cambridge: Cambridge University Press.
10. Winter, E. (2007). How Does the Nation Become Pluralist? *Ethnicities*, 7(4), 483–515.
- Weber, M. (1994). *The Nation*. In J. Hutchinson & A. D. Smith (Eds.), *Nationalism*. Oxford and New York: Oxford University Press.

COURSE CODE: POL-672 (ELECTIVE)

Course Title: THEORIES OF SOCIAL CHANGE, SOCIAL MOVEMENTS & REVOLUTIONS

Course Objective: This course purports to apprise the students of the basic tenets of Social change, revolutions and movements across nations and cultures. The general objective of this course is to enable the students to develop a better understanding of the complexities of both modern and traditional societies.

Learning Outcome: After accomplishing this course the students will have learnt the skill and knowledge of comprehending a society in its entirety and historicity. The students will have mastered the art of comparative evaluation of the forces of social stagnation and dynamic change.

UNIT-I

Social Change: Meaning & Theories

UNIT-II

Revolution – Causes, Impact, Theories – Recent Trends

UNIT – III

Theories of Social Movements – Emerging Issues

UNIT – IV

New Social Movements: Meaning & Theories. Role of Feminist, Environmental and Human Rights Movements

UNIT – V

Emerging Issues: a) New Liberation Movements, b) The New anti-corruption Movement in India, c) The NGO Phenomenon – Patterns in India and Bangladesh, the experience of Grameen Bank & SEWA, d) Impact of Information Technology on Social Mobilization

READINGS LIST:

1. Charles Tilly, From Mobilisation to Revolution, Menlo Park, CA, Addison Wesley, 1978.
2. David Potter, David Goldblatt, Margaret Kiloh and Paul Lewis (eds.), Democratization, Polity in Association with The Open University, 1997.
3. Eric Hobsbawm, The Age of Revolution, Europe 1789-1848, Weidenfeld & Nicolson, London, 1975, Reissued, 1995.
4. Ghanshyam Shah (ed.), Social Movements and the State, Sage, New Delhi, 2002.
5. Gail Omvedt, Reinventing Revolution, New Social Movements and the Socialist Tradition in India, Sharpe, 1993.

6. Hoarce B. Davis, *Toward a Marxist Theory of Nationalism*, Monthly Review Press, New York and London, 1978.
7. James Petras, 'The Centrality of Peasant Movements in Latin America: Achievements and Limitations', *Synthesis/Regeneration*, No.38, Fall 2005.
8. Manoranjan Mohanty, Partha Nath Mukherji with Olle Tornquist (eds.) *People's Rights: Social Movements and the State in the Third World*, Sage, 1998.
9. Maurice Cranston (ed.), *The New Left*, National Academy, Delhi, 1973.
10. Paul W. Zagorski, *Comparative Politics: Continuity and Breakdown in the Contemporary World*, Routledge, New York, 2009.
11. Rajendra Vora and Suhas Palshikar (ed.), *Indian Democracy, Meanings and Practices*, Sage, 2004.
12. Ralph Miliband and John Saville eds. *The Socialist Register*, 1972, The Merlin Press, London, 1972.
13. Roland Axtmann, (ed.), *Understanding Democratic Politics*, Sage. Shahnaz Rouse, *Shifting Body Politics, Gender, Nation, State in Pakistan*, Women Unlimited, 2004.
14. Stan Taylor, *Social Science and Revolutions*, Macmillan, London and Basingstoke, 1984.
15. Theda Skocpol, *States and Social Revolutions, A Comparative analysis of France, Russia and China*, Cambridge University Press, 1979.
16. Tom Mertes (ed.), *A Movement of Movements, Is Another Really World Possible?*, Verso, London, 2004.

Course Code: POL673

**Course Title: DEVELOPMENT DISCOURSE – POLITICS OF THE DEVELOPMENT
(Elective)**

Course Objective

- To evaluate the concept of development and its evolution.
- It analyses how the development idea induces the debate on economic development, international development and global development, particularly after the rising economic profiles of China and India.
- This paper introduces various theories to understand the development trajectory and its policy implications at the national and international levels.
- An understanding of various development policies is essential to examine development driven and contentious issues such as environment, poverty and security.

Learning Outcomes: The students will be able:

- To understand the evolution and changing nature of development in domestic and international development policies
- To discuss how different actors play their role in shaping and influencing the development policies of countries
- To analyze different theories of development to examine development related problems and issues
- To evaluate the end of development debate and the rethinking of present development policies

UNIT –I

- Concept of development and Its evolution
- Post-Development

UNIT II

- Human Development
- Alternative Development
- Right to Development
- Sustainable Development

UNIT III

- International Development
- Global Development
- Development And Neoliberalism

UNIT IV

- Decolonisation of development
- Self-reliance

UNIT- V

- Development and Environment
- Development and Poverty
- Development and Security
- End of Development Debate

READINGS LIST:

1. Adams, W.M. 1990, 'Green Development', In Jonathan Crush, ed., *Power of Development*. London and New York Routledge.
2. Biekart, Kees, Laura Camfield, Uma Kothari, and Henning Melber (2024), Rethinking Development and Decolonising Development Studies, in H. Melber et al. (eds.), *Challenging Global Development*, EADI: Global Development Series
3. Demaria, Federico, Ashish Kothari, Ariel Salleh, Arturo Escobar, and Alberto Acosta (2024), Post-development: From the Critique of Development to a Pluriverse of Alternatives in S. Villamayor-Tomas, R. Muradian (eds.), *The Barcelona School of Ecological Economics and Political Ecology*, Studies in Ecological Economics 8.
4. Ferguson, James (1990), *The Anti-politics Machine: "Development," Depoliticization, and Bureaucratic Power in Lesotho*, Cambridge: Cambridge University Press.
5. Ficher, Andrew Mm. (2019) bringing development back into development studies. *Development and Change* 50(2), pp. 426–444
6. Fischer, Frank and Maarten A. Hajer (1999), *Living with Nature: Environmental Politics as Cultural Discourse*, New York: Oxford University Press
7. Frank, Andre Gunder (1996), 'The Development of Underdevelopment', in Andre Gunder Frank, *Latin America: Underdevelopment or Revolution*. New York: Monthly Review Press.
8. Haq, Mahbub ul (1995), *Reflections on Human Development*. New York: Oxford University Press.
9. Herath, Dhammika (2009), The Discourse of Development: Has It Reached Maturity?, *Third World Quarterly* , 30: 8, pp. 1449-1464
10. Hill, Douglas, Nave Wald And Tess Guiney (2016), Development And Neoliberalism, In *The Handbook Of Neoliberalism*, Edited By Simon Springer, Kean Birch And Julie Macleavy, London: Routledge
11. Horner, Rory and David Hulme (2019), From international to global development: new geographies of 21st century development, *Development And Change* 50(2): 347–378.
12. Kothari, Rajni (1989), *Rethinking Development: In Search of Humane Alternatives*, New Delhi: New Horizon press.
13. Roe, Emery (1991), 'Development Narratives, Or Making the Best of Blueprint Development', *World Development* 19(4):287-300.
14. Sachs, Wolfgang (ed.) (2010), *The Development Dictionary: a guide to knowledge as power*, New York: Zed Books
15. Sengupta, Arjun (2002), 'On the Theory and Practice of the Right to Development', *Human Rights Quarterly*, 24: 4 , pp. 837-889
16. Wainwright, Joel (2008), *Decolonizing Development: Colonial Power and the Maya*, Oxford: Blackwell.

COURSE CODE: POL 674

COURSE TITLE: COMPARATIVE STUDY OF CULTURE, IDENTITY AND POLITICS (ELECTIVE)

Course Objectives:

- This course is designed to give a comprehensive understanding of the politics of culture, identity and religion with a comparative perspective.
- These issues have acquired enormous importance in the world today, and there has been an upsurge in identity and culture related problems and conflicts across the world.
- Therefore, this course aims to impart an updated knowledge of these issues to the students, with some recent examples from various countries.
- The course aims to impart the skill of analyzing these issues reflexively and to apply this knowledge for understanding and helping in resolving these conflicts.

Learning Outcomes: After completing the course the students will be able to:

1. Understand the complex ideas related to culture and identity politics.
2. To develop analytical and writing skills on various aspects of culture, identity, and religion.
3. To critically analyse the debates in the field.
4. Analyse practical situations to problems related to culture and identity conflicts.

UNIT-I: Culture

Concept, Meaning, Political Culture Approach, Classification, relationship between Culture and Politics.

UNIT-II: Identity Discourse

Identity of Individuals, Communities, States and Nation States. Identity Conflicts in Multicultural Post-Colonial Nations.

UNIT-III

Politics of Culture and Identity Impact of Globalization on Culture and Identity – Cultural Diversity and Global Uniformity.

UNIT-IV

Gender and Identity Politics

UNIT-V

Religion and Politics.

READINGS LIST:

1. Oswell, D. (2006). *Culture and society: An introduction to cultural studies*. Sage.
2. Brooker, P. (2016). *A glossary of literary and cultural theory*. Taylor & Francis.
3. Chilcote, R. H. (2018). *Theories of comparative politics: the search for a paradigm*

reconsidered. Routledge.

4. Harshe, R. (2006). Culture, identity and international relations. *Economic and Political Weekly*, 3945-3951.
5. Hobsbawm, E., & Ranger, T. (Eds.). (2012). *The invention of tradition*. Cambridge University Press.
6. Nagel, J. (1994). Constructing ethnicity: Creating and recreating ethnic identity and culture. *Social Problems*, 41(1), Special Issue on Immigration, Race, and Ethnicity in America, pp. 152-176
7. Horowitz, D. L. (2000). *Ethnic groups in conflict*. Univ of California Press.
8. Faulks, K. (2013). *Citizenship*. Routledge.
9. Kymlicka, W. (2002). *Contemporary political philosophy: An introduction*. Oxford University Press.
10. Pieterse, J.N. (1993). Globalization as hybridization. Working Paper series no.152. file:///C:/Users/ritam/Downloads/Globalization_as_hybridization.pdf
11. Held, D. & McGrew, A. (2003). The great globalization debate: An introduction. In D. Held & A. McGrew (Eds.) *The global transformations reader: An introduction to the globalization debate*, pp. 1-18. Polity.
12. Thomas, S., (2005). *The Global Resurgence of Religion and the Transformation of International Relations*. Palgrave Macmillan.
13. Samuel, H. (1993). The clash of civilizations. *Foreign affairs*, 72(3), 22-49.
14. Gusterson, H. (2005). The seven deadly sins of Samuel Huntington. *Why America's Top Pundits Are Wrong*, In Besteman, C., & Gusterson, H. (Eds.). *Why America's top pundits are wrong: anthropologists talk back* (Vol. 13). Univ of California Press.

COURSE CODE: POL 675

COURSE TITLE: SOUTH ASIAN POLITICAL SYSTEMS (Pak, Sri Lanka, Bangladesh, Nepal) (ELECTIVE)

Course Objectives:

- To introduce the students with importance of South Asia as a region
- To acquire knowledge of the history, culture, economy, region and politics of South Asia.
- To understand the nation-building project and experiments of constitutional in South Asia

Learning Outcomes:

By the end of completion of the course, the students will be able to:

- Engage with serious questions on the economy, cultural and political aspects of the South Asia
- Understand the working of the regions like SAARC, its challenges and future prospectus.

UNIT-I

- South Asia: General Introduction
- Colonialism and Nationalism in South Asia

UNIT-II

- Political Institutions in South Asia: Constitutional Development; Nature and Type of Political Systems; Structure and Processes of Politics.

UNIT-III

- Political Parties and Pressure Groups
- Religion and Politics, Role of Military in Political Development.

UNIT-IV

- Politics of Ethnicity; ♣ Ethnic and sectarian conflicts

UNIT-V

- Problems of Nation-Building,

READING LIST:

1. Shivshankar Menon. India and Asian Politics: Past and Present
2. Jaquez Betrand. Political Change in South East Asia.
3. Brass. P. (ed.) Routledge Handbook of South Asia Politics, London: Routledge.
4. Ian Talbot (2009). Pakistan: A Modern History, London: c Hurst.

5. Y Malik et.al. (2009). Government and Politics in South Asia.

JOURNALS:

1. Asian Survey
2. Commonwealth and Comparative Politics
3. Contemporary South Asian

CORSE CODE: POL 676

COURSE TITLE: POLITICAL PARTIES AND PARTY SYSTEMS (ELECTIVE)

Course Objectives: Political Parties and party systems are the key structures of all the modern Political Systems. Originating as an Extra-Constitutional Structure it consolidated itself in the process of democratization in the eighteenth and nineteenth centuries. It is intrinsically linked with the working of representative democracies of today. However, in non-democratic one-party states party plays an important role as an independent variable. It acts as an instrument of modernization in the developing countries. This course deals with the crucial role of political parties as an important institution in the entire political system.

Learning Outcomes:

After the completion of the course, the student would:

- Reflect on the importance of political parties for the democratic process.
- Explain the key concepts and themes in the study of political parties and party systems.
- Apply concepts and themes in the study of political parties and party systems to current cases and/or countries.
- Research and argue about a specific topic concerning political parties and party systems.
- Present research about parties and systems in a clear manner.

UNIT-1

- 1, Meaning, Nature and Evolution of Political Parties.
2. Theories of Party Systems.
3. Classification of Party Systems.

UNIT-II

- 4.Role of Political Parties in Modern Political Systems.
2. Party Structure.
3. Electoral System and Political Parties – Need for Reforms.

UNIT-III

4. Party system in India.
5. Party System & Pressure Politics in USA.

UNIT-IV

6. Communist Party of China.

UNIT-V

7. Recent Trends.

READING LIST:

1. Dutta, Rajshree (2011). Measuring Party System Change in India: An Analysis at the National and at the Level of States, 1952-2009. *The Indian Journal of Political Science*, Vol. 72(3): 663-678.
2. Hasan, Zoya (Edited) (2002). *Parties and Party Politics in India*. New Delhi, India. Oxford University Press.
3. Jaffrelot, Christofer and Sanjay Kumar (2009) .*Rise of the Plebeians?The Changing Face of Indian Legislative Assemblies*. New Delhi. Routledge.
4. Kothari, Rajni (1970). *Politics in India*. New Delhi, India: Orient Longman.
5. Manor, James (2002). *Parties and the Party System*. In the Edited book *Parties and Party Politics in India* by Zoya Hasan. New Delhi, India. Oxford University Press. pp. 431-474.
6. Paul Brass (1990). *Politics of India Since Independence*. Cambridge, UK: Cambridge University Press.
7. Ross, Gilbert Ralph (1954). *Democracy, Party, and Politics, Ethics*, Vol. 64(1): 100-125.
8. Varshney, Ashutosh (2003), *Battle Half Won: India's Improbable Democracy*, Penguin/Viking
9. Yadav, Yogendra and Palshikar, Suhas (2009), "From Hegemony to Convergence: Party System and Electoral Democracy: Party System and Electoral Democracy in Indian States", *Journal of Indian School of Political Economy* 15 (1-2), pp. 5- 44.

Course Code: POL677

Course Title: POLITICS CULTURE AND MASS MEDIA (Elective)

(Screening and Discussions on Indian Films)

Course Objective:

- Interdisciplinary is one of the major tools of exploring teaching and learning in India.
- To create an alternative pedagogy to understand the discourses of Nationalism and Cosmopolitanism in India.
- With use of Modern Indian Hindi Cinema, this paper tries to introduce the students with the major themes of Indian Political Thought for example women, caste, class, community and its relationship with Nationalism and Cosmopolitanism.
- The larger objective of this course is to create an understanding of exploring the theme of caste class gender and its relationship with nation and the global through the lenses of cinema.

Learning Outcome:

- It will help students to understand the Politics of Visuals specifically Politics of Popular Hindi Cinema
- It will add a completely different perspective to understand the political philosophy of Nationalism and Cosmopolitanism
- It will make students familiar with the themes of interdisciplinary research in Political Philosophy

UNIT-I

Indian Cinema in Relationship with Nationalism and Cosmopolitanism

Aawara, Shree 420, Mother India, Pyasa, Dr Kotnis Ki Amar Kahani, Do Ankhein Barah Hath, Mughle E Azam, Jis Desh Main Ganga Bahti hai, Garam Hawa,

UNIT-II

Themes:

Women and Nation

Mother India, Mughl E Azam, Saheb Biwi Aur Ghulam, Bandini, Guide, Arth.

UNIT-III

Caste, Class, and Nation

Screening:

Sholey, Dewaar, Zanzeer, Koolie

Guddi, Milli, Rajnigandha,

Caste and Nation

Sadgati, Ankur and Fandry.

UNIT-IV

Nationalism and Communalism in Hindi Cinema

Dharamputra, Roza, Bombay, Dharm, Padmavat, Haider.

UNIT -V

Globalisation, Indian Cinema and its Relationship with Nationalism and Cosmopolitanism

Film Screening:

Kal Ho Na Ho, Swadesh, Pipli Live and Delhi-6

ESSENTIAL READINGS:

UNIT -1

1. Ashis Nandy, "An Intelligent Critic's Guide to Indian Cinema", in idem, *The Savage Freud and Other Essays on Possible and Retrievable Selves* (Delhi: Oxford UP, 1995), 196-236.
2. Ashish Nandy Ed, *The Secret Politics of Our Desire: Innocence Culpability and Indian Popular Cinema*
3. Asish Nandy, *The Illegitimacy of Nationalism*, (New Delhi: Oxford University Press, 1994)
4. Benedict Anderson, *Imagined Community: Reflections on the Origin and Spread of Nationalism*, (London: Verso, 1983) 22-26
5. M. Madhav Prasad, *Ideology of Hindi Films: A Historical Construction*, New Delhi: Oxford University Press (1998).
6. Martha C. Nussbaum, "Patriotism and Nationalism", in the *Cosmopolitan Readers* Ed. Brawn and Held, (Cambridge: Polity Press, 2010), 155-163

UNIT-2

1. Gayatri Chatterjee, *Mother India* [BFI Film Classics] (London: British Film Institute, 2002), 20-32, 41-74.
2. Brigitte Schulze, "The Cinematic 'Discovery of India': Mehboob's Re-Invention of the Nation in *Mother India*", *Social Scientist* 30, nos. 9-10 (Sept-Oct 2002), 72-87.
3. Partha Chatterjee, "The Nationalist Resolution of the Women's Question", in *Recasting Women: Essays in Colonial History*, eds. Kumkum Sangari and Sudesh Vaid (New Delhi: Kali for Women, 1999), 233-53.
4. Priti Ramamurthy, "The Modern Girl in India in the Interwar Years", *Women's Studies Quarterly* 34, nos. 1-2 (Spring-Summer 2006), 197-226.
5. Sumathi Ramaswamy, *The Goddess and the Nation: Mapping Mother India* (Duke University Press, 2010; Indian ed., Delhi: Zubaan, 2011), 73-149

UNIT -3

1. Fareed Kazmi, *The Politics of India's Conventional Cinema: Imaging a Universe, Subverting the Multiverse*, Sage: New Delhi, 1999.

UNIT-4

2. Communalism and Popular Cinema Readings: Gyanendra Pandey, "The Colonial Construction of 'Communalism': British Writings on Banaras in the Nineteenth Century", in *Subaltern Studies VI: Writings on South Asian History and Society*, ed. Ranajit Guha (New Delhi: Oxford UP, 1989), 132-68.
3. Ashis Nandy, "The Politics of Secularism and the Recovery of Religious Tolerance" and "Coping with the Politics of Faiths and Cultures", both in *Time Warps* (Delhi: Permanent Black, 2001), 61-88 and 89-128.
4. Ashis Nandy, "The Twilight of Certitudes: Secularism, Hindu Nationalism and Other Masks of Deculturation", in *idem, The Romance of the State and the Fate of Dissent in the Tropics* (Delhi: Oxford UP, 2003), 61-82. •
5. Ravi Vasudevan, "Bombay and Its Public", in Rachel Dwyer and Chris Pinney, eds., *Pleasure and the Nation: The History, Politics and Consumption of Public Culture in India* (Delhi: Oxford UP, 2003), 186-211
6. Nandana Bose, "The Central Board of Film Certification Correspondence (1992-2002): A Discursive Rhetoric of Moral Panic, 'Public' Protest and Political Pressure", *Cinema Journal* 47, no. 3 (Spring 2010), 67-87.

UNIT-5

1. Ravi Vasudevan. 2010. *Geographies of the Cinematic Public: Notes on Regional, National and Global Histories of Indian Cinema*. *Journal of the Moving Image* 9.
2. Raminder Kaur and Ajay Sinha, eds., *Bollyworld: Popular Indian Cinema Through a Transnational Lens*, (Sage: New Delhi, 2005)
3. Pradip. K. Dutta, "Rabindra Nath and the Production of Critical Cosmopolitanism" in *Tagore and the Nation*, Swati Ganguli ed. 2011
4. *South Asian Popular Culture 4 (2): Indian Cinema Abroad: Historiography of Transnational Cinematic Exchanges*. Edited by Dimitris Eleftheriotis and Dina Iordanova.
5. Frontline. 100 Celebrating Indian Cinema's Century. 18 October, 2013.
6. *European Journal of Economic and Political Studies*. Vol: 4, No: 1, Summer 2011. Joya Hasan (2020) *Forging Identities: Gender, Communities and The State In India*, Routledge Publication.

READINGS IN HINDI:

1. कमला प्रसाद (2015). *फिल्म का सौंदर्यशास्त्र और भारतीय सिनेमा*. नई दिल्ली, शिल्पायन प्रकाशन।
2. जयप्रकाश चौकसे (1991). *राजकपूर. मेरठ, संवाद प्रकाशन।*
3. ललित जोशी (2002). *हाउसफुल. इलाहाबाद, इतिहासबोध प्रकाशन।*
4. ललित जोशी (2013). *बॉलीवुड पाठ. नई दिल्ली, वाणी प्रकाशन।*
5. विजय पाडलकर, (2018). *सिनेमा के सात रंग. मेरठ, संवाद प्रकाशन।*
6. राही मासूम रज़ा (2001). *सिनेमा और संस्कृति. नई दिल्ली, वाणी प्रकाशन।*

7. अनवर जमाल, सैबल चर्टजी, (2006). हॉलीवुड बॉलीवुड. नई दिल्ली, वाणी प्रकाशन।
8. जवरीमल्ल पारख (2012). साझा संस्कृति, सांप्रदायिक आतंकवाद और हिंदी सिनेमा. नई दिल्ली, वाणी प्रकाशन।
9. जवरीमल्ल पारख, (2006) हिंदी सिनेमा का समाजशास्त्र, ग्रंथ शिल्पी प्रकाशन, नई दिल्ली.
10. जवरीमल्ल पारख, (2001) लोकप्रिय सिनेमा और सामाजिक यथार्थ, अनामिका पब्लिशर्स एण्ड डिस्ट्रिब्यूटर।
11. नसरीन मुन्नी कबीर (2016). सिनेमा के बारे में. नई दिल्ली, राजकमल प्रकाशन।
12. रमेश उपाध्याय, संज्ञा उपाध्याय, (2012). भूमंडलीकरण और भारतीय सिनेमा (संपा). नई दिल्ली, शब्द संधान।
13. बया. हिंदी सिनेमा में हाशिये का समाज: 1. अप्रैल-जून, 2018.
14. पर्रिंदे. हिंदी सिनेमा में आज का समय और साहित्य, वर्ष 8, अंक 9, 11. जनवरी, 2017.
15. समयांतर. काल्पनिक इतिहास, साम्प्रदायिक मंशाएं. वर्ष 49, अंक 6, मार्च, 2018.
16. इतिहास बोध. संस्कृति : कल, आज और कल. वर्ष 19, जनवरी-जून, 2009.
17. बहुवचन. सिनेमा के सौ साल. अंक 39, अक्टूबर-दिसम्बर, 2013.
18. आजकल. समकालीन रंगमंच परिदृश्य. वर्ष 72, अंक 1. मई, 2016.
19. वसुधा. हिंदी सिनेमा: बीसवीं से इक्कीसवीं सदी तक, वर्ष 6, अंक 1.
20. द इंडियन एरा. जश्न ए सिनेमा. वर्ष 1, अंक 8. मई, 2013.
21. बया: साहित्य, संस्कृति और विचार का त्रैमासिक. वर्ष 7, पूर्णांक 18, जुलाई-सितंबर, 2012.
22. अंकित पाठक (June 15, 2020) भारत-चीन के बीच दोस्ती की मिसाल है डॉ. कोटनिस की अमर कहानी

<https://m.thewirehindi.com/article/524/126797>.

COURSE CODE: POL678

COURSE CODE: E-GOVERNANCE AND CYBER SECURITY (Elective)

Course Objectives:

- To provide an in-depth understanding of e-governance, encompassing its evolution, technological advancements, policy frameworks, and associated cyber security challenges.
- To develop students' critical thinking and analytical skills, focusing on problem-solving within the domains of e-governance and cyber security.
- To enhance students' ability to evaluate, design, and implement secure and ethically sound e-governance solutions.
- To foster an appreciation of the societal impacts of e-governance, emphasizing the importance of privacy, security, and ethical integrity in the digital era.

Learning Outcomes:

- **Knowledge:** Students will gain an in-depth understanding of the evolution, technologies, policies, and ethical considerations in e-governance and cyber security.
- **Skill:** Development of analytical and problem-solving skills related to e-governance systems and cyber security threats.
- **Aptitude:** Enhanced ability to assess and implement e-governance solutions with a strong emphasis on security and ethical considerations.
- **Value:** Understanding of the societal impact of e-governance and the importance of maintaining privacy, security, and ethical standards in the digital age.

UNIT -I: Introduction to E-Governance

- **Conceptual Overview:** Understanding e-governance and Open Public Service Delivery
- **Evolution and Drivers:** Tracing the stages of e-governance development and global trends.
- **E-Governance in India:** National E-Governance Plan (NeGP) and its Impact.
- **Benefits of E-Governance:** Efficiency, transparency, and citizen empowerment.
- **Challenges Faced:** Addressing digital divide, privacy, and security threats.

UNIT -II: Technology and Tools for E-Governance

- **Foundational Concepts:** Basic Networking Concepts and Internet.
- **Essential Technologies:** Open-source software, cloud computing and Artificial Intelligence.
- **E-Governance Platforms:** Understanding e-services, e-participation, and mobile governance.
- **Cyber Security Tools:** Firewalls, Intrusion Detection Systems, Encryption Techniques.
- **Cyber Law in India:** Overview of Information Technology Act and related regulations.

UNIT-III: Cyber Security in E-Governance

- **Cyber Threat Landscape:** Identifying cybercrime, hacking, and malware.
- **Risk Management:** Conducting vulnerability assessments in e-governance.
- **Policy Frameworks:** Developing cyber security policies and standards.
- **Legal Considerations:** Understanding legal aspects in e-governance security.
- **International Cooperation:** Collaborative efforts in cyber security.

UNIT-IV: Ethical and Policy Issues in E-Governance and Cyber Security

- **Privacy Concerns:** Data protection strategies in e-governance.
- **Digital Surveillance:** Balancing surveillance and freedom of expression.
- **Access to Information:** Deliberating on net neutrality and information access.
- **Civil Society Role:** Engaging public participation in policy-making.
- **Ethical Considerations:** Ethical implications of digital governance.

UNIT -V: Future of E-Governance and Cyber Security

- **Emerging Technologies:** Impact of Internet of Things (IoT) and quantum computing.
- **Artificial Intelligence in Governance:** Exploring the role of Artificial Intelligence in e-governance.
- **Future Challenges:** Anticipating the future obstacles in e-governance.
- **Opportunities Ahead:** Identifying potential advancements and innovations.
- **Trends in Cyber Security:** Examining the future trends in cybersecurity measures.

SUGGESTED READINGS:

English Medium

1. "E-Governance: Concepts and Case Studies" by C.S.R. Prabhu - Publisher: PHI Learning.
2. "Cyber Security" by Nina Godbole and Sunit Belapure - Publisher: Wiley.
3. "Digital Governance and E-Government Principles Applied to Public Procurement" by A. Rajagopal - Publisher: IGI Global.
4. "Cyber Security Essentials" by James Graham, Ryan Olson, and Rick Howard - Publisher: CRC Press.
5. "Information Technology for Management" by Efraim Turban, Linda Volonino, and Gregory R. Wood - Publisher: Wiley.
6. "Cybersecurity and Cyberwar" by P.W. Singer and Allan Friedman - Publisher: Oxford University Press.
7. "The Basics of Information Security" by Jason Andress - Publisher: Syngress.
8. "E-Governance In India: An Initiative of Impact Evaluation in Odisha" by Laxminarayan Bindhani and Padmalaya Mahapatra - Publisher: Kunal Books

Hindi Medium

1. "E-Governance: Siddhant Aur Vyavahar" (E-Governance: Theory and Practice) by Dr. Ramesh Chandra - Publisher: PHI Learning (Hindi Edition).
2. "E-Governance Ke Sashaktikaran Ki Or" (Towards the Empowerment through E-Governance) by Dr. Saurabh Gupta - Publisher: Vayu Education of India.
3. "Suchna Prodyogiki" (Information Technology) by M.P. Gupta - Publisher: PHI Learning.
4. "Cyber Suraksha" (Cyber Security) by Nina Godbole and Sunit Belapure - Publisher: Wiley
5. "Internet Ka Kanoon" (Law of the Internet) by Karnika Seth - Publisher: LexisNexis.
6. "Bharat Mein E-Governance" by Dr. Ramesh Chandra - Publisher: PHI Learning.
7. "Cyber Apradh Aur Vidhi" (Cyber Crimes and Law) by Pavan Duggal - Publisher: LexisNexis

Group D – International Relations (Any one Elective from Group ‘D’)

COURSE CODE	COURSE TITLE
POL- 681	International Relations after the Second World War
POL- 682	South Asian Regional Security
POL- 683	Introduction to Diplomacy and International Negotiations
POL- 684	India, Pakistan & the Great Powers
POL- 685	Foreign Policy of the Major Powers
POL- 686	International Law
POL- 687	International Organizations and World Politics

M.A. Political Science**SEMESTER -IV****COURSE CODE: POL 681****Course Title: INTERNATIONAL RELATIONS AFTER SECOND WORLD WAR (ELECTIVE)****UNIT-I**

- Cold War: Origin, development and impact Deterrence, arms race and power politics during Cold War Disintegration of Soviet Union: Implications for world politics and security

UNIT-II

- Post-Cold War international system Impact of 9/11 on world politics United Nations: Structure, functions and role Issues of Human Rights and International Law NAM: Origin, role and relevance Regional Organizations: SAARC and European Union

UNIT-III

- Third World political problems in the post-Cold War period (specially the conflict in the Middle East and Afghanistan) The problem of nuclear proliferation in Asia

UNIT – IV

- Indian foreign policy: Determinants, objectives and decision-making process India's neighborhood Indian economic diplomacy

UNIT-V

- India's politico-strategic engagement with the major powers in the post-cold War period A case for reshaping of India's foreign policy in the contemporary world

READINGS LIST:

1. Alterman, Eric. "The Decline of Historical Thinking," The New Yorker, 4 February 2019.
2. Westad, Odd Arne. "Has a New Cold War Really Begun?," Foreign Affairs, 27 March

2018.

3. Westad, Odd Arne (2010). "The Cold War and the international history of the twentieth century," in Leffler, Melvyn P. and Odd Arne Westad (eds.) *The Cambridge History of the Cold War Vol 1*. New York, Cambridge University Press.
4. Smith, Tony (Fall 2000). "New Bottles for New Wine: A Pericentric Framework for the Study of the Cold War." *Diplomatic History* 24(4): 567- 591.
5. Westad, Odd Arne (2017). *The Cold War: A World History*. New York, Basic Books.
6. Keylor, Chapter 8: The Formation of the Bipolar World in the Truman-Stalin Era (1945- 1953) § Podcast: 18.1. Superpower, Marshall Plan, Bretton Woods, from *American Capitalism: A History*, Cornell University:
7. Stephen Wertheim, "Instrumental Internationalism: The American Origins of the United Nations, 1940–3," *Journal of Contemporary History* Vol. 54 No. 2 (2019): 265–283.
8. Daniel Immerwahr (2019). *How to Hide an Empire: A History of the Greater United States* (New York: Farrar, Straus and Giroux.
9. Dubnov, Arie M. & Laura Robson (2019). *Partitions: A Transnational History of Twentieth-Century Territorial Separatism* (Palo Alto, CA, Stanford University Press, 2019). Introduction: Drawing the Line, Writing beyond It: Toward a Transnational History of Partitions, p. 1-25.
10. May, Ernest R. "John F. Kennedy and the Cuban Missile Crisis," BBC, Last updated Nov. 2013.
11. Cohen, Eliot A. (Winter 1985/6). "Why We Should Stop Studying the Cuban Missile Crisis." *The National Interest* (2): 3-13.

Course Code: POL 682
Course Title: SOUTH ASIAN REGIONAL SECURITY
(Elective Course)

Course Objectives:

- To explain 'Regions' and Regional Security conceptualisations.
- To explain the dynamics of key conflicts in South Asia.
- To develop understanding of global geo-politics and its strategic consequences for the South Asian security.
- To explain the patterns of India's South Asia policy.

Course Learning Outcomes:

After completing this course student will be able to:

- Understand the conceptual tools of regional security in South Asia.
- Understand and explain cooperative and conflictual contours of South Asian Regional Security.
- Understand the determining role of extra-regional powers on South Asian security.
- Understand approaches to conflict resolution and regional integration.
- Understand India's approach and policy towards the region.

UNIT I

- Regional Security in South Asia: A Conceptual Understanding
- Regional Security in South Asia during the Cold War
- Regional Security in South Asia during the post-Cold War period

UNIT II

- Impact of 9/11 and Globalisation
- Various dimensions of conflicts in South Asia
- Causal Explanations of conflicts in South Asia

UNIT III

- Nuclearisation of South Asia: Problem and solution
- International Terrorism in South Asia
- Importance of the Indian Ocean

UNIT IV

- Regional Security in South Asia and extra-regional powers: An overview of the role of the US, China and Russia

UNIT V

- Approaches to Conflict Resolution in South Asia
- Confidence-building measures (CBMS) in South Asia
- Regional cooperation and integration: Problem and solution
- India's South Asia policy

SUGGESTED READINGS:

1. Achin Vanaik (Ed.), *Globalisation and South Asia: Multidimensional Perspectives*, Manohar.
2. Ashley J. Tellis, *Stability in South Asia: Prospects of Indo-Pak Nuclear Conflict*, Natraj Publishers.
3. B.M. Jain, *India in the New South Asia*, I.B. Taurus & Co. Ltd.
4. Baldev Raj Nayyar, *India in the World Order: Searching for Major-Power Status*, Cambridge University Press
5. Barry Buzan and Gowher Rizvi (Eds.), *South Asian Insecurity and the Great Powers*, Macmillan
6. Benjamin Miller, *States, Nations and the Great Powers: Sources of Regional War and Peace*, Cambridge University Press.
7. Boutros Boutros –Ghali, *An Agenda for Peace*, Oxford University Press.
8. Craig Baxter, et al., *Government and Politics in South Asia*, Westview.
9. Dennis Kux, *The United States and Pakistan, 1947-2000: Disenchanted Allies*, John Hopkins University Press.
10. Devin T. Hagerty (Ed.), *South Asia in World Politics*, Oxford University Press.
11. Devin T. Hagerty, *The Consequences of Nuclear Proliferation: Lessons from South Asia*, MIT Press.
12. Kanti P. Bajpai and Stephen P. Cohen (Eds.), *South Asia after the Cold War*, Westview
13. Mohammad Ayoob (Ed.), *Regional Security in the Third World*, Croom Helm Ltd.
14. Navnita Chadha-Behera, *International Relations in South Asia: Search for an Alternative Paradigm*, Sage Publications
15. Partha Gosh, *Cooperation and Conflict in South Asia*, Manohar Publishers
16. Rafiq Dosani and Henry S. Rower (Eds.), *Prospects for Peace in South Asia*, Orient Longman.
17. Rajpal Budania, *India's National Security Dilemma: The Pakistan Factor and India's Policy Response*, Indus Publishing Company
18. Richard Sisson and Leo Rose, *War and Secession: Pakistan, India and the Creation of Bangladesh*, University of California Press.
19. S.M. Burke, *Pakistan's Foreign Policy: An Historical Analysis*, Oxford University Press.
20. Shahid M. Amin, *Pakistan's Foreign Policy: A Reappraisal*, Oxford University Press.

21. Stephen Cohen, *The Security of South Asia: American and Asian Perspectives*, Vistaar.
22. Strobe Talbot, *Engaging India: Diplomacy, Democracy, and the Bomb*, Brookings Institution Press.
23. Sudhir J. George, *Intra-State and Inter-State Conflicts in South Asia*, South Asian Publishers.
24. Sumit Ganguly, *The Origins of War in South Asia: Indo-Pakistani Conflicts since 1947*, Westview Press
25. Urmila Phadnis, *Ethnicity and Nation-Building in South Asia*, Sage Publications.
26. V.M. Hewitt, *The International Politics of South Asia*, Manchester University Press.
27. V.M. Hewitt, *The New International Politics of South Asia*, Manchester University Press.
28. William Bards, *India, Pakistan and Great Powers*, New York
29. Sumit Ganguly (Ed.), *India's Foreign Policy: Perspectives and Prospects*, OUP.
30. Chris Ogden, *Indian Foreign Policy: Ambition and Transition*, Polity.
31. David Malone, *Does the Elephant Dance?*, OUP
32. Harsh V Pant, *India's Foreign Policy in a Unipolar World*, Routledge.
33. Harsh V Pant, *Indian Foreign Policy: An Overview*, BlackSwan
34. David M. Melone, C Raja Mohan, & Srinath Raghavan, *The Oxford Handbook of Indian Foreign Policy*, OUP
35. A Subramanyam Raju, ed., *New Futures for South Asia: Commerce and Connectivity*, Routledge

Course Code: POL 683

Course Title: Diplomacy and International Negotiation (Elective Course)

Course Objectives: This course is designed to equip students with concepts and practice of diplomacy and international negotiation. While introducing the students to the meaning, evolution and changing dynamics of diplomacy, the course will also explore non-western sources and practice of diplomacy as a critique to the western-centric diplomatic studies. It seeks to bring conceptual clarity understanding the different types and processes of diplomacy. It will take into consideration the various factors influencing the behaviour of state actors by discussing the variety of actors and issues which range from 'high' politics to that of 'low' politics, intending to go beyond the conventional parameters of IR discipline, where states remain the primary unit of analysis.

Learning Outcome: After the completion of the course, students will be able to a) grasp of the concepts and practices of diplomacy, and b) interpret and analyse the diplomatic events and the larger international politics.

UNIT I: Introduction: Meaning, Evolution and Relevance to International Relations

The student will be introduced to the history, practice and different waves of diplomacy in IR. The unit also explains and presents the relevance/irrelevance and critique of diplomatic studies. The focus will be on the shifting nature of actors and issues over a period of time and the ontological and epistemological inquiries which inform the meaning of diplomacy.

UNIT-II: Non-Western Sources of Diplomacy: Critique of Diplomatic Theory and Practice

This unit is a critique on the theoretical and conceptual origins of diplomacy by exploring beyond the Western claims on the origins and evolution of diplomacy. The unit will seek to answer if philosophical worldviews shape state behaviour and the alternative tools for understanding concepts of diplomacy. Here we will discuss diplomacy and the colonial encounter and non-western sources and practices of diplomacy.

UNIT- III: Diplomatic Practice: Process, Types and Styles of Diplomacy

This unit will analyse the process and styles of diplomatic practices. It will discuss the processes and various types and styles of diplomacy.

UNIT- IV: Understanding International Negotiations: Definition and Theories

This Unit will introduce students to international negotiations and will discuss the definitional and conceptual aspects of negotiation theory and practice into perspective

UNIT- V: International Negotiation: Processes and Approaches

This unit will study the various approaches and perspectives on international negotiations. Techniques and Styles in bilateral and multilateral negotiations are given due attention

SUGGESTED READINGS:

1. Beier, J. Marshall (2016), 'Indigenous diplomacy' in Constantinou, Costas M.; Pauline Kerr and Paul Sharp (Eds.), *The SAGE Handbook of Diplomacy*, SAGE, pp. 642-653.
2. Constantinou, Costas M.; Pauline Kerr and Paul Sharp (Eds.) *The SAGE Handbook of Diplomacy*, SAGE. 2016.
3. Cooper, A. F., Heine, J., Thakur, R., & Thakur, R. C. (Eds.) *The Oxford Handbook of Modern Diplomacy*, Oxford University Press. 2013.
4. David Lai (2004), *Learning from the Stones: A Go Approach to Mastering China's Strategic Concept*, Shi, Monograph, Strategic Studies Institute, U.S. Army War College, 2004.
5. Harold Nicholson. *Diplomacy*. Oxford University Press. 1939 (Revised in 1942).
6. Henrikson, Alan K. (2005), "The Future of Diplomacy? Five Projective Visions," *Discussion Papers in Diplomacy*, No.96, Clingendael: Netherlands Institute of International Relations.
7. Hossain, Mohammad Amjad (2015), 'Diplomacy in Islam' Foreign Affairs Insights and Review available at <https://fairbd.net/diplomacy-in-islam/>.
8. James, Alan (2016), 'Diplomatic relations between states' in Constantinou, Costas M.; Pauline Kerr and Paul Sharp (Eds.), *The SAGE Handbook of Diplomacy*, SAGE, pp. 257-267.
9. Jonsson, Crister and Hall, Martin. (2005), *Essence of Diplomacy*, New York: Palgrave Macmillan, Chs. 1 and 2.
10. Langhorne, Richard (2005), "The Diplomacy of Non-State Actors," *Diplomacy & Statecraft*, 16:2, pp.331-339.
11. Langhorne, Richard. (2000), "Full Circle: New Principals and Old Consequences in the Modern Diplomatic System," *Diplomacy and Statecraft*, 11:1, pp.33-46
12. Mapendere, J. (2005), Track one and a half diplomacy and the complementarity of tracks. *Culture of Peace Online Journal*, 2(1), 66-81.
13. Morgenthau, Hans. (1973), *Politics Among Nations*, Alfred Knopf, Ch.32, "The Future of Diplomacy", pp. 530-550
14. Murray, Stuart et.al. (2011), "The Present and Future of Diplomacy and Diplomatic Studies," *International Studies Review*, Vol.13, Issue 4, pp.709-728.
15. O' Neill, Kate. (2009), *The Environment and International Relations*, New York: Cambridge University Press, Chs.1-4.
16. Opondo, Sam Okoth (2016), 'Diplomacy and the colonial encounter' in Constantinou, Costas M.; Pauline Kerr and Paul Sharp (Eds.), *The SAGE Handbook of Diplomacy*, SAGE, pp.39-53.
17. Zartman, I. William (2016), 'Diplomacy and negotiation' in Constantinou, Costas M.; Pauline Kerr and Paul Sharp (Eds.), *The SAGE Handbook of Diplomacy*, SAGE, pp. 207-219.

Course Code: POL 684

Course Title: INDIA, PAKISTAN AND GREAT POWERS(Elective Course)

Course Objectives:

This course aims at enabling the student to understand comprehensive overview of the reason behind historical animosity between India and Pakistan and its continuation which include identity- based difference, territorial conflict, external great powers involvement and domestic politics within both countries. A key objective of the course is to make student aware of impact of contemporary dynamics of relationship in term of economic capabilities and co-operation. This course seeks to equip students with the basic intellectual tools for understanding the future trajectory of relationship based on contemporary trends.

Learning Outcomes:

On successful completion of the course, students would demonstrate

- Critically analyse the various determinants that influence India and Pakistan relation.
- Develop insight what measure can be taken to improve the relationship between India and Pakistan.
- Understand and evaluate how economic co-operation change relationship between any two country.

UNIT I

- India-Pakistan Relations: A Historical Background
- Cold War Dynamics and Impact on India-Pakistan Relations

UNIT II

Issues in India-Pakistan Relations:

- The Kashmir Issue
- The Issue of Terrorism
- Various Dimensions of Arms Race between India and Pakistan

UNIT III

- The Issue of Economic Cooperation
- Minor Issues: Siachen, Tulbul Navigation Project, Sir Creek
- India-Pakistan Peace Process: Key Structures

UNIT IV

Policies and Roles of Great Powers towards India-Pakistan Relations:

- Policy and Role of Great Britain
- Policy and Role of the United States

UNIT V

- Policy and Role of the Soviet Union (Now Russia)
- Policy and Role of China

READING LIST:

1. S. Ganguly, Conflict unending, India-Pakistan Tension since 1947, NewYork, Columbia University Press 2001
2. T.V. Paul, The India- Pakistan conflict: An Enduring Rivalry, Cambridge university Press, 2005
3. M.J. Akbar, Tinderbox: The Past and Future of Pakistan, Harper Collins Publication, New Delhi., 2017
4. white-Spunner Barney, Partition : The story of Indian independence and the creation of Pakistan 1947, Simon and schuster publication, UK, 2017

Course Code: POL 685 (Elective)

Course Title: FOREIGN POLICY OF THE MAJOR POWERS

Course Objective: This course taken up the task of exploring policies of the world's major powers namely, US, Russia, China and Japan. This course seeks to present an analytical perspective on the changing nature of their Foreign policies and its impact on both global and regional politics. This paper focuses on the relations with regional and other major powers. The purpose of this course is to present a comprehensive analytical perspective on the continental or regional politics vis-à-vis world affairs.

The fundamental objectives of this course are to help students develop knowledge, skills, attitudes and values appropriate for the overall civic and cultural development of our society.

- **In terms of knowledge:** This course proposes to build on a prior understanding of the nature and value of foreign policies of the world's major powers. Students will acquire a comprehensive understanding of the key concepts and the historical development of foreign policies of the major powers through analytical skills and policy evaluation. The purpose is to help students examine contemporary political realities with conceptual tools which enable them to see relationship among political phenomena across the world and understand the debates that have gathered around them.
- **In terms of skills:** To enable students to develop critical thinking and enhance their communication and analytical skills through a variety of methods ranging from textual analyses, experiential learning and use of statistical data are evaluated through regular class presentations and group discussions. This course will enhance learning to learn/self-awareness and self-direction, collaboration, creativity and communication. There has been a shift in education toward recognizing that students will develop these skills after completing this course.
- **In terms of attitudes and values:** Fostering values and attitudes of solidarity and empathy is a key part of our learning objective. We often think of the world within our own parameters and this course will help us to venture into the unknown to see things from other perspectives. This course will help students to develop motivation and commitment to take responsibility, empathy, collaboration, conflict resolution and patience. This also provides opportunities to develop and learn to value friendship based on trust, and a sense of justice and responsibility for their own actions and those of others.

Course Learning Outcome: On successful completion of the course, students would demonstrate,

After completing this course, the students would be able to:

- i. Study evolving and changing nature of power structure, such as great powers, middle powers and emerging powers in the contemporary world.
- ii. Clearly present their own arguments and thoughts about understanding foreign policy and importance of the study
- iii. Familiar with the determinants of the foreign policies and continuity and change of the

major powers.

- iv. Learn to use conceptual tools to understand new developments in foreign policy-making political experiences of the world's major powers in relations to their historical, sociological, political economy and institutional backgrounds.

UNIT I: Understanding Foreign Policy

1. Understanding Foreign Policy and Importance of the Study
2. Determinants of the Foreign Policies of the Major Powers
3. Changing nature of Power Structure: Great Powers, Middle Powers and Emerging Powers

UNIT II: US Foreign Policy

1. Key Features
2. Policy of Continuity and Change: US Threat Perceptions and Security Interests
3. Policy on Non-Proliferation and Terrorism
4. Foreign Economic Policy

UNIT III: Foreign Policy of China

1. Key Features
2. Relations with Regional and Major Powers
3. Foreign Economic Policy

UNIT IV: Foreign Policy of Russia

1. Key Features
2. Policy continuity and change: Russia's Threat Perceptions and Security Interests
3. Foreign Economic Policy UNIT -V

UNIT IV: Foreign Policy of Japan

1. Key Features
2. Relations with Regional and Major Powers
3. Foreign Economic Policy

SUGGESTED READINGS:

Unit I

1. Alex Mintz and Karl DeRouen. Understanding Foreign Policy Decision Making. New York: Cambridge University Press, 2010.
2. Kenedy, Paul. The Rise and Fall of Great Powers: Economic Change and Military Conflict, from 1500 to 2000. New York: Random House, 1987.
3. Mearsheimer, John. The Tragedy of Great Power Politics. New York: Norton, 2001.

Unit II

4. Cronin Patrick M. From Globalism to Regionalism: New Perspectives on US Foreign and Defence Policies, Washington, National Defence University Press, 1993.
5. Epstein William, The Last Chance: Nuclear Proliferation and Arms Control, New York, Free Press, 1976.

6. Gaddis Johan Lewis, *Strategies of Containment: A Critical Appraisal of Post War American National Security Policy*, Oxford, Oxford University Press, 1990.
7. Haas Richard N, *Intervention: The Use of American Military Forces in the Post-Cold War World*, New York, Carnegie Endowment of International Peace, 1998.
8. Robert Kagan, *Of Paradise and Power: America and Europe in the New World Order*, KNOPF Publishers, 2003.

Unit III

9. Chan Gerald, *Chinese Perspective on International Relations*, New Zealand, Houndsmill, Macmillan University Press, 1999.
10. Sutter, Robert G., *Shaping China's Future in World Affairs: The Role of U.S.* Boulder, Westview, 1996.

Unit IV

11. Kanet, Roger E and Kozhemiakin, Alexander V., *The Foreign Policy of Russian Federation*, Houndsmill. Macmillan, 1997.
12. Zwick Peter. *Soviet Foreign Relations: Process and Policy*. New Jersey, Prentice Hall, 1990.

Unit V

13. Ellison Herbert J. *Japan and The Pacific Quadrille: The Major Powers in East Asia*, Boulder, Westview Press, 1987.
14. Masahide, Shibusawa. edited, *Japan and the Asian Pacific Region*, London, Croom Helm, 1984.

COURSE CODE: POL 686

COURSE TITLE: INTERNATIONAL LAW (ELECTIVE)

UNIT-1

Definition, basis and nature of International Law

Source of International Law

Subjects of International Law

UNIT-II

Law of Peace –Intervention, Recognition, State Succession, Nationality, Extradition and Asylum

UNIT-III

International Transactions- Agents- Diplomatic Envoys, Consuls, Treaties.

Disputes - Settlement of disputes by peaceful and coercive means,

UNIT-IV

Role of the International Court of Justice in the settlement of disputes, war crimes, Neutrality, Prize Court.

UNIT-V

Recent trends and changing structure of International Law. International Law and UNO.

READING LIST:

1. Malcolm N Shaw (2010). International Law. Cambridge University Press
2. Gurdip Singh and Amrita Bahri (2024). International Law. Eastern Book Company
3. Emily Crawford et.al (2024). Public International Law, Cambridge University Press.

Course Code: POL 687

**Course Title: INTERNATIONAL ORGANIZATIONS IN WORLD
POLITICS (ELECTIVE)**

Course Objectives: The objective of this course is

- To provide the students with a comprehensive understanding of the role and activities of international organizations in the early 21st century.
- The focus, therefore, is on the philosophy and principles of IO as well as issues that they try to deal.
- The course will focus on different parts of the world with their specific institutions, such as NATO, NAFTA, ASEAN, ECOWAS, and the League of Arab States.

Learning Outcomes

After the course, the student will be able to:

- Outline major international relations theories on International Organization.
- They also describe the structure and function of the main IGOs such as the United Nations. In addition, students analyze the social, political, and economic influences affecting IO's.
- They will be able to explain some of the current concerns to international organizations such as conflict, the environment, resource management, and the rule of law.

UNIT I – ORIGINS AND DEVELOPMENT

- a) The Peace of Westphalia
- b) Kant's Doctrine of Perpetual Peace
- c) Wilson's Moral Diplomacy

UNIT II – ALTERNATIVE APPROACHES

- a) Rationalist Institutionalism
- b) Constructivism
- c) Organizational Theory

UNIT III – INTERNATIONAL NORMS

- a) Hegemonic Stability Theory
- b) International Civil Society
- c) Transnational Networks

UNIT IV – COLLECTIVE IDENTITY

- a) Origins of Multiculturalism
- b) Why is there no NATO in Asia?
- c) Can International Organizations be Democratic?

UNIT V – GLOBAL ORGANISATIONS

- a) United Nations Organisations
- b) International Criminal Court
- c) World Trade Organization
- d) The World Bank and IMF

READINGS LIST:

1. Alexander Wendt, “Anarchy is What States Make of it,” *International Organization*, spring, 1992.
2. Arias, E., Hollyer, J. R., & Rosendorff, B. P. (2018). Cooperative Autocracies: Leader Survival, Creditworthiness, and Bilateral Investment Treaties*. *American Journal of Political Science*, 62(4), 905–921.
3. Bailey, M. A., Strezhnev, A., & Voeten, E. (2017). Estimating dynamic state preferences from United Nations voting data. *Journal of Conflict Resolution*, 61(2), 430-456.
4. Blaydes, Lisa. 2004. Rewarding Impatience: A Bargaining and Enforcement Model of OPEC. *International Organization*. 58:213-237.
5. Busch, M. L., & Pelc, K. J. (2010). The politics of judicial economy at the World Trade Organization. *International Organization*, 64(2), 257-279.
6. Clark, R., & Dolan, L. R. (2020). Pleasing the Principal: U.S. Influence in World Bank Policymaking. *American Journal of Political Science*.
7. Copelovitch, M., & Powers, R. (2021). Do We Really Know What We Think We Know About the Politics of IMF Lending? Measuring and Reassessing US Influence in Global Financial Governance. Working Paper.
8. Davis, Christina. (2004). International Institutions and Issue Linkage: Building Support for Agricultural Trade Liberalization. *American Political Science Review* 98 (1) (February): 153-69.
9. Downs, Rocke, and Barsoom. 1996. "Is the Good News about Compliance Good News about Cooperation?" *International Organization* Vol. 50, No. 3: 379-406.
10. Fang, S. (2008). The informational role of international institutions and domestic politics. *American Journal of Political Science*, 52(2), 304-321.
11. Fearon, James D. 1998. “Bargaining, Enforcement and International Cooperation. *International Organization*” 52:269-306

12. Gilligan, M. J., & Johns, L. (2012). Formal Models of International Institutions. *Annual Review of Political Science*, 15(1), 221–243.
13. Goldstein, J. (2017). Trading in the twenty-first century: is there a role for the World Trade Organization?. *Annual Review of Political Science*, 20, 545-564.
14. Henry Kissinger, *A World Restored: Metternich, Castlereagh and the Problems of Peace 1812-1822*. 1963.
15. Hilaire M. (2021). *The evolution and transformation of international law : developments in international law from the peace of westphalia to the post-united nations charter*. Logos Verlag Berlin.
16. Hollyer, J. R., & Rosendorff, B. P. (2011). Why Do Authoritarian Regimes Sign the Convention Against Torture? Signaling, Domestic Politics and Non-Compliance. *Quarterly Journal of Political Science*, 6, 275-327.
17. Johns, L. (2019). The design of enforcement: Collective action and the enforcement of international law. *Journal of Theoretical Politics*, 31(4), 543-567.
18. Johns, L., & Parente, F. (2021). The Politics of Punishment: Why Non-Democracies Join the International Criminal Court *, (March), 1–41.
19. Kant I. Johnston I. & Orend B. (2015). *On perpetual peace : a philosophical sketch*. Broadview Editions.
20. Kenneth Waltz, *Theory of International Politics*. New York: Random House, 1979.
21. Keohane, Robert. 1984. *After Hegemony: Cooperation and Discord in the World Political Economy*. Princeton: Princeton University Press. Chapters 1, 4-6.
22. Margaret Keck and Kathryn Sikkink, *Activists Beyond Borders: Advocacy Networks in International Politics*, Cornell University Press. 1998.
23. Michael Barnett and Martha Finnemore, *Rules for the World: International Organizations in Global Politics*. Cornell University Press, 2004.
24. Paul Diehl, *The Politics of Global Governance: International Organizations in an Interdependent World*. Lynn Rienner, 2001.
25. Putnam, R. D. (1988). Diplomacy and domestic politics: the logic of two-level games. *International organization*, 42(3), 427-460.
26. Robert Keohane, *After Hegemony*. Princeton: Princeton University Press. 1984.
27. Stone, R. W. (2011). *Controlling institutions: International organizations and the global economy*. Cambridge University Press.
28. Thomas D. Zweifel, *International Organizations and Democracy: Accountability, Politics, and Power*, Lynn Rienner. 2006.
29. Voeten, E. (2005). The political origins of the UN Security Council's ability to legitimize the use of force. *International Organization*, 59(3), 527-557.

University of Allahabad, Allahabad

PG Programme: M. A. (English)

Syllabus for M. A. English (Sem I, II, III & IV)

Learning Outcome-based Curriculum

(with effect from the academic year 2024-25)



Paper wise Course Contents: Enclosed the copy of syllabus
References and Additional References: Enclosed in the Syllabus
Credits/ semester: (5x5 =) 25

Total number of Credits (for 4 semesters): (25x4=) 100
No. of lectures per Core/ Elective Paper/ Semester: (15x5=) 75
Total no. of periods (for 4 Semesters): (75x4) = 300

Scheme of Examination: Semester (As per University Regulations)

Number of Seats: As per University Regulations
Admission Criterion: As per University Regulations
Eligibility, if any: As per University Regulations

Fee Structure: As per University Structure

Passed in Board of Studies on 24 Jan 2024 (in continuation of the adjourned meeting dated 24 Dec 2023)

Presented in Board of Faculty on 29 Jan 2024

Passed in Academic Council on 13.05.2024

Passed in Executive Council on 18.05.2024

Learning Outcomes Descriptors and Programme Outcomes for a Master's degree (e.g. M.A., M.Com., M.Sc., etc.) (Level 6.5)

Master's Degree (2 years /4 semesters of study): The Master's degree qualifies students who can apply an advanced body of knowledge in a range of contexts for professional practice, research, and scholarship and as a pathway for further learning. Graduates at this level are expected to possess and demonstrate specialized knowledge and skills for research, and/or professional practice and/or for further learning. Master's degree holders are expected to demonstrate the ability to apply the established principles and theories to a body of knowledge or an area of professional practice.

Descriptor	Knowledge and understanding: The graduates should be able to demonstrate the acquisition of:
P.O. 1.	advanced knowledge about a specialized field of enquiry with a critical understanding of the emerging developments and issues relating to one or more fields of learning,
P.O. 2.	advanced knowledge and understanding of the research principles, methods, and techniques applicable to the chosen field(s) of learning or professional practice,
P.O. 3.	procedural knowledge required for performing and accomplishing complex and specialized and professional tasks relating to teaching, and research and development.
Descriptor	General, technical and professional skills required to perform and accomplish tasks: The graduates should be able to demonstrate the acquisition of:
P.O. 4.	advanced cognitive and technical skills required for performing and accomplishing complex tasks related to the chosen fields of learning.
P.O. 5.	advanced cognitive and technical skills required for evaluating research findings and designing and conducting relevant research that contributes to the generation of new knowledge.

P.O. 6.	specialized cognitive and technical skills relating to a body of knowledge and practice to analyze and synthesize complex information and problems.
Descriptor	Application of knowledge and skills: The graduates should be able to demonstrate the ability to:
P.O. 7.	apply the acquired advanced theoretical and/or technical knowledge about a specialized field of enquiry or professional practice and a range of cognitive and practical skills to identify and analyse problems and issues, including real-life problems, associated with the chosen fields of learning.
P.O. 8.	apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems.
Descriptor	Generic learning outcomes: The graduates should be able to demonstrate the ability to:
P.O. 9.	listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences,
P.O. 10.	communicate, in a well-structured manner, technical information and explanations, and the findings/results of the research studies undertaken in the chosen field of study,
P.O. 11.	present in a concise manner view on the relevance and applications of the findings of recent research and evaluation studies in the context of emerging developments and issues.
P.O. 12.	evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.
P.O. 13.	meet one's own learning needs relating to the chosen fields of learning, work/vocation, and an area of professional practice,

P.O. 14.	pursue self-paced and self-directed learning to upgrade knowledge and skills, including research-related skills, required to pursue a higher level of education and research.
P.O. 15.	problematize, synthesize, and articulate issues and design research proposals,
P.O. 16.	define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships,
P.O. 17.	develop appropriate tools for data collection for research,
P.O. 18.	the ability to use appropriate statistical and other analytical tools and techniques for the analysis of data collected for research and evaluation studies,
P.O. 19.	plan, execute, and report the results of an investigation,
P.O. 20.	follow basic research ethics and skills in practicing/doing ethics in the field/ in one's own research work.
P.O. 21.	make judgements and take decisions regarding the adoption of approaches to solving problems, including real-life problems, based on the analysis and evaluation of information and empirical evidence collected.
P.O. 22.	make judgement across a range of functions requiring the exercise of full responsibility and accountability for personal and/or group actions to generate solutions to specific problems associated with the chosen fields/subfields of study, work, or professional practice.
Descriptor	Constitutional, humanistic, ethical, and moral values: The graduates should be able to demonstrate the willingness and ability to:
P.O. 23.	embrace and practice constitutional, humanistic, ethical, and moral values in one's life,

P.O. 24.	adopt objective and unbiased actions in all aspects of work related to the chosen fields/subfields of study and professional practice,
P.O. 25.	participate in actions to address environmental protection and sustainable development issues,
P.O. 26.	support relevant ethical and moral issues by formulating and presenting coherent arguments,
P.O. 27.	follow ethical principles and practices in all aspects of research and development, including inducements for enrolling participants, avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
Descriptor	Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mindset: The graduates should be able to demonstrate the acquisition of knowledge and skill sets required for:
P.O. 28.	adapting to the future of work and responding to the demands of the fast pace of technological developments and innovations that drive the shift in employers' demands for skills, particularly with respect to the transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes.
P.O. 29.	exercising full personal responsibility for the output of own work as well as for group/team outputs and for managing work that is complex and unpredictable requiring new strategic approaches.

Mapping of the course needs to be done on the above parameters.

Learning Outcomes Descriptors and Programme Specific Outcomes for a Master's degree in English (Level 6.5)

Descriptor	Knowledge and understanding: Upon completion of the MA English programme, graduates should be able to demonstrate the acquisition of:
P.S.O. 1.	Advanced knowledge of major literary periods, genres, and movements.
P.S.O. 2.	Critical understanding and interpretation of literary and cultural texts along with an awareness and appreciation of diverse literary traditions and cultural contexts.
P.S.O. 3.	Advanced theoretical and analytical skills in literary studies.
Descriptor	General, technical and professional skills required to perform and accomplish tasks: Upon completion of the MA English programme, the graduates should be able to demonstrate the acquisition of:
P.S.O. 4.	Effective communication skills, both written and oral.
P.S.O. 5.	Proficient research and information literacy skills.
P.S.O. 6.	Ability to critically analyse and evaluate complex ideas and arguments.
Descriptor	Application of knowledge and skills: Upon completion of the MA English programme, the graduates should be able to demonstrate the ability to:
P.S.O. 7.	Apply literary theories and methodologies to analyse and interpret texts and utilize critical thinking skills to solve real-world problems related to literature and culture.
P.S.O. 8.	Produce original and well-researched scholarly work.
Descriptor	Generic learning outcomes: Upon completion of the MA English programme, the graduates should be able to demonstrate the ability to:
P.S.O. 9.	Engage in independent and lifelong learning.

P.S.O. 10.	Adapt to new and evolving challenges in the field of literature.
P.S.O. 11.	Collaborate and work effectively in interdisciplinary settings.
P.S.O. 12.	Demonstrate intellectual curiosity and openness to diverse perspectives.
Descriptor	Constitutional, humanistic, ethical, and moral values: Upon completion of the MA English programme, the graduates should be able to demonstrate the willingness and ability to:
P.S.O. 13.	Engage in ethical and responsible research and scholarship.
P.S.O. 14.	Promote inclusivity and diversity in literary analysis and interpretation.
P.S.O. 15.	Uphold humanistic values in their academic and professional endeavours.
P.S.O. 16.	Contribute to the advancement of social justice through literary awareness.
Descriptor	Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mindset: Upon completion of the MA English programme, the graduates should be able to demonstrate the acquisition of knowledge and skill sets required for:
P.S.O. 17.	Preparedness for roles in education, publishing, journalism, cultural institutions, and related fields and adaptability and resilience in the face of evolving career landscapes.
P.S.O. 18.	Entrepreneurial mindset in exploring innovative approaches to literary and cultural endeavours and adaptability and resilience in the face of evolving career landscapes.

Course Structure
M.A. (English)
Revised Syllabus (To be effective from the academic session: 2024-2025)

M.A. Sem I (English)

Paper I: Literary Criticism & Theory: I (5 Credits, MM: 100)

Paper II: Core British Literature - I (5 Credits, MM: 100)

Paper III: Core American Literature - I (5 Credits, MM: 100)

Paper IV: Core Indian Literature - I (5 Credits, MM: 100)

Paper V: Core New Literature - I (5 Credits, MM: 100)

M.A. Sem II (English)

Paper I: Literary Criticism & Theory: II (5 Credits, MM: 100)

Paper II: Core British Literature - II (5 Credits, MM: 100)

Paper III: Core American Literature - II (5 Credits, MM: 100)

Paper IV: Core Indian Literature - II (5 Credits, MM: 100)

Paper V: Core New Literature - II (5 Credits, MM: 100)

M.A. Sem III (English)

Paper I: Core British Literature - III (5 Credits, MM: 100)

Paper II: Research Methodology (5 Credits, MM: 100)

Paper III: Elective Course – I (5 Credits, MM: 100)

Paper IV: Elective Course – II (5 Credits, MM: 100)

Paper V: Viva-Voce (5 Credits, MM: 100)

M.A. Sem IV (English)

Paper I: Core British Literature - IV (5 Credits, MM: 100)

Paper II: Research Project (5 Credits, MM: 100)

Paper III: Elective Course – III (5 Credits, MM: 100)

Paper IV: Elective Course – IV (5 Credits, MM: 100)

Paper V: Viva-Voce (5 Credits, MM: 100)

List of Elective Courses

M.A. Sem III (English)

Paper III: Elective Course I (5 Credits, MM: 100)

One of the following is to be opted:

1. Literature and Environment - I
2. Irish Literature – I
3. Gender and Literature – I
4. Theatre in India – I
5. Indian Fiction in English Translation– I
6. Existentialism and Literature – I
7. Linguistics, Phonetics and Modern Grammar – I
8. Partition and Literature – I
9. D H Lawrence - I

Paper IV: Elective Course - II (5 Credits, MM: 100)

One of the following is to be opted:

1. Children's Literature – I
2. Tagore - I
3. Indian Sanskrit Poetics – I
4. Understanding India through Literature – I
5. Popular Literature - I
6. Introduction to Film Studies – I
7. Introduction to French Literature - I
8. Introduction to Russian Literature – I
9. Comparative Literature: Theory & Praxis – I
10. Translation: Theory and Praxis - I

M.A. Sem IV (English)

Paper III: Elective Course I (5 Credits, MM: 100)

One of the following is to be opted:

1. Literature and Environment - II
2. Irish Literature – II
3. Gender and Literature – II
4. Theatre in India – II
5. Indian Fiction in English Translation – II
6. Existentialism and Literature – II
7. Linguistics, Phonetics and Modern Grammar – II
8. Partition and Literature – II
9. D H Lawrence - II

Paper IV: Elective Course II (5 Credits, MM: 100)

One of the following is to be opted:

1. Children's Literature – II
2. Tagore - II
3. Indian Sanskrit Poetics – II
4. Understanding India through Literature – II
5. Popular Literature - II
6. Introduction to Film Studies – II
7. Introduction to French Literature - II
8. Introduction to Russian Literature – II
9. Comparative Literature: Theory & Praxis – II
10. Translation: Theory and Praxis - II

Evaluation / Assessment:

1. Continuous assessment to be followed as the Learning Outcome-based Curriculum is being followed.
2. Exams to be conducted in the following order: T-1, Mid-Sem, T-2, End-Sem
3. Weightage for T-1/ T-2 = 20% (better of the two scores will be counted)
4. Weightage for Mid-sem = 20%
5. Weightage for End-sem exam = 60%

Question Paper Pattern:

1. T-1/ T-2 : Essay type assignments to be given by the Seminar group teachers.
2. Mid-sem: Five short answer type questions. Answers expected in about 100 words. So in all a candidate is expected to write about 500 words. Duration of exam: 90 minutes (or as per the University rules). No external choice in answering questions will be given.
3. End-sem exam: Five essay type questions to be answered. Length of the answer is left open. Time duration: 3.00 hrs (or as per the University rules). Internal choice in answering questions may be given.

Research Project:

1. Each student will have to undertake a project to enable him to understand how to write projects for different funding agencies.
2. The length of the project will be around 10,000 words.
3. It shall be written in the form of a research paper intended to be published in a journal of repute.
4. If the paper is published/ accepted for publication, it will outrightly be awarded excellent grade. If it is awarded marks out of 100, as in other papers, the equivalent marks will be awarded. Relative grading/ marks will be done going by the reputation/ ranking of the journal.
5. The project will be supervised and approved by the seminar teacher. An Advisory Committee of some teachers may be formed by the seminar teacher in consultation with the HOD.
6. If the paper is submitted for publication, the student shall invariably be the first author and the seminar teacher the second author.
7. The project will carry a certificate of originality with proof of proper plagiarism check certification by the recognised agencies.

University of Allahabad
Department of English and Modern European Languages
PG Prog in English Lit, Sem I: All Papers

M. A. English Literature Semester I

Paper I: Literary Criticism & Theory – I

Credit: 5, Code:

Objective:

This paper sets out to acquaint the students with:

- the defining moments in the history of English studies from classical antiquity to the era of New Criticism in the twentieth century (European Classical Criticism to New Criticism).
- the pioneers of literary criticism foregrounded through their representative works.
- key concepts of Indian poetics introduced, as part of the initiative to incorporate Indian Knowledge System, for students to apply them in critical reading of literary texts.

Content:

Section	Domains & Theories of Literary Criticism	No. of Periods
A	1. European Classical Criticism Aristotle: <i>Poetics</i> Chapters I, V, VI & VIII	08
	2. Renaissance Criticism Philip Sidney: <i>An Apology for Poetry</i>	08
	3. Neoclassical Criticism Samuel Johnson: “Preface to Shakespeare”	04
	4. Romantic Criticism i) William Wordsworth: “Preface to <i>Lyrical Ballads</i> ” ii) S. T. Coleridge: <i>Biographia Literaria</i> Chapter XIII	04 06
	5. Forerunners of New Criticism i) Matthew Arnold: “The Study of Poetry” ii) T. S. Eliot: (a) “Tradition and the Individual Talent” (b) “The Function of Criticism”	06 06 06
	6. New Criticism i) Cleanth Brooks: “The Language of Paradox” ii) John Crowe Ransom: “Criticism, Inc.”	06 06
B	Indian Classical Poetics – I <i>Rasa, Dhvani and Alankaras</i>	15

Duration of the Semester: 15 weeks, Number of Classes: 75 @ 5 classes per week

Expected Outcome:

Equipped with a well-grounded understanding of the evolution of English studies, the students will be poised for a break with the convention of reading literature for aesthetics and embark upon a new era in which literary studies merges with other human sciences.

Evaluation pattern/scheme of examination: (approved and in operation as of now):

- Test one (written test/assignment) – 20%
- Mid-semester examination – 20%
- Test two (written test/assignment) – 20%
- Final (end semester) examination – 60%

[Note: For the final assessment, only the better of Test one and Test two is to be counted]

Suggested Reading

- Baldick, Chris. *The Concise Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press, 2001.
- Bennet, Andrew and Royale, Nicholas. *An Introduction to Literature, Criticism and Theory*. Prentice Hall, 1999.
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford, 2000.
- Enright, D. J. and Ernest De Chickera. *English Critical Texts*. Oxford University Press, 1997.
- Gupta, Neerja A. *A Student's Handbook of Indian Aesthetics*, Newcastle upon Tyne: Cambridge Scholars Publishing, 2017.
- Habib, M. A. R. *Literary Criticism from Plato to the Present: An Introduction*. Oxford (USA): Blackwell Publishing, 2008.
- Leitch, Vincent B (Ed.) *Norton Anthology of Theory and Criticism*, W. W. Norton & Co., 2001.
- Rajnath. *Critical Speculation*. Delhi: Doaba House, 1996.
- Rajnath. *T S Eliot's Theory of Poetry*. New Delhi: Arnold-Heinemann, 1980.
- Srivastava, K G. *Aristotle's Doctrine of Tragic Katharsis*. Allahabad: Kitab Mahal, 1982.
- Srivastava, K G. "A New Look at the 'Katharsis' Clause of Aristotle's 'Poetics'", *British Journal of Aesthetics*. 12 (3, 1972), pp. 258-275.
- Upadhyay, Ami. *A Handbook of Indian Poetics and Aesthetics*. Prakash Book Depot, 2020.
- Waugh, Patricia. *Literary Theory and Criticism*. Oxford University Press, 2006.

Designed by

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Paper II**1. Course title: Core British Literature I****Credit: 5, Course Code:****2. Objectives of the course:**

- (i) To provide a foundational course with British Literature as the originating literature for English Studies.
- (ii) To give the students a detailed knowledge of major literary works in different genres of various periods.
- (iii) To expose the students to the political, economic, social and cultural background so as to enable them to study the works of representative authors of British Literature including those who have written about India and Indian culture.
- (iv) To acquaint the learners with the literary movements, and the evolution and developments of literary forms to encourage further reading for enhancement of their existing knowledge.

3. Course content: Syllabus (topics and/or texts), along with the number of periods/classes mentioned against each topic:

List of Texts	No. of periods
Drama <ul style="list-style-type: none"> i) Christopher Marlowe: <i>Doctor Faustus</i> (4) ii) William Shakespeare: <i>Hamlet</i> (6) (Detailed Study) iii) John Webster: <i>The Duchess of Malfi</i> (4) iv) Ben Jonson: <i>The Alchemist</i> (4) 	18
Poetry <ul style="list-style-type: none"> (i) Geoffrey Chaucer: Lines 1-30; 822-858 (from Prologue to Canterbury Tales) (3) (ii) Edmund Spenser: <i>Epithalamion</i> (4) (iii) William Shakespeare: "Let Me Not to the Marriage of True Minds" & "Under the Greenwood Tree" (2) (iv) John Milton: <i>Paradise Lost</i>, Book 1 (5) (v) John Donne: "Holy Sonnet: Batter My Heart, Three-Person'd God", "The Ecstasy", & "Twickenham Garden" (6) (vi) Andrew Marvell: "To His Coy Mistress" (2) (vii) John Dryden: <i>Absalom and Achitophel</i> (Character of Absalom, lines 19-40; Character of Zimri, lines 544-568) (3) (viii) Alexander Pope: <i>The Rape of the Lock</i> (Canto 1) (4) (ix) William Blake: "The Tyger" & "The Lamb" (2) 	31
Prose <ul style="list-style-type: none"> (i) Niccolo Machiavelli: <i>The Prince</i> (Chapters 9 and 10) (4) (ii) Francis Bacon: "Of Ambition", "Of Truth" (2) (iii) G. A. Henty. <i>With Clive in India</i> (4) 	10
Fiction <ul style="list-style-type: none"> (i) Daniel Defoe: <i>Robinson Crusoe</i> (4) (ii) Jonathan Swift: <i>Gulliver's Travels</i> (4) (iii) Henry Fielding: <i>Tom Jones</i> (4) (iv) Mary Shelley: <i>Frankenstein</i> (4) 	16
Total teaching weeks = 15, Number of classes = 15x5 = 75	

(NB: The number mentioned at the end of each text within the brackets indicates the number of classes.)

4. Expected course outcome:

By the end of this course the students will be able to:

- (i) Have a foundational knowledge of British Literature.
- (ii) Get a detailed understanding and ideas of major literary works in different genres in respective periods.
- (iii) Grasp the knowledge of the political, economic, social and cultural background which will enable them to study the works of representative authors of British Literature.
- (iv) Have a thorough understanding of literary movements, literary forms and various techniques.
- (v) Use principles that support sound critical judgement of various forms of literature by diverse communities of readers.
- (vi) Develop their linguistic, analytical and cognitive skills.

5. Evaluation pattern/scheme of examination: (approved and in operation as of now):

- (i) Test one (written test/assignment): 20%
- (ii) Mid-semester examination: 20%
- (iii) Test two (written test/assignment): 20%
- (iv) Final (end semester) examination: 60%

[Note: For the final assessment, only the better of Test one and Test two is to be counted.]

6. Suggested Reading List:

Drama

- Downer, Alan S. *British Drama: A Handbook and Brief Chronicle*. Ardent Media, 2008.
- Shellard, Dominic. *British Theatre Since the War*. Yale UP, 2000.
- Smart, John. *Twentieth Century British Drama*. Cambridge UP, 2001.

Poetry

- Bush, Douglas. *English Poetry: The Main Currents from Chaucer to the Present*. Oxford UP, 1952.
- Duncan, Joseph E. *The Revival of Metaphysical Poetry: The History of Style, 1800 to the Present*. U of Minnesota P, 1959.
- Furniss, Tom, and Michael Bath. *Reading Poetry: An Introduction*. 2nd edition. Routledge, 2013.
- Glancy, Ruth. *Thematic Guide to British Poetry*. Greenwood Press, 2002.
- Herbert, P.N. *How Poetry Works: The Elements of English Poetry*. Bilkent, 2000.
- Keynes, Geoffrey, editor. *A Vision of the Last Judgement in Poetry and Prose of William Blake*. Vol. 1, 4th ed. The Nonesuch Press, 1939.
- Morrison, Blake. *The Penguin Book of Contemporary British Poetry*. Penguin, 1999.
- Rivers, Isabel. *Classical and Christian Ideas in English Renaissance Poetry*. Routledge, 1994.

Prose

- Axson, Stockton. "Francis Bacon as Man of Letters." Lectures on Francis Bacon. Rice Institute Pamphlet - Rice University Studies, vol. 13, no. 1, 1926.

- Bacon, Francis. *The Essays of Francis Bacon*, edited by Mary Augusta Scott, Charles Scribner's Sons, 1908.
- Strauss, Leo. *Thoughts on Machiavelli*. U of Chicago P, 1958.

Fiction

- Eagleton, Terry. *The English Novel: An Introduction*. Blackwell Publishing, 2013.
- Hewitt, Douglas. *English Fiction of the Early Modern Period*. Pearson, 1988.
- Spearman, Diana. *The Novel and Society*. Barnes & Noble, 1966.
- Watt, Ian P. *The Rise of the Novel*. U of California P, 2011.

General Reading List:

- Abrams, M. H. *A Glossary of Literary Terms*. Heinle & Heinle, 1999.
- Baldick, Chris. *The Concise Oxford Dictionary of Literary Terms*. Oxford UP, 2001.
- Fulford, Tim. *Romantic Indians: Native Americans, British Literature, and Transatlantic Culture 1756-1830*. Oxford UP, 2006.
- Kermode, Frank, and John Hollander, editors. *Modern British Literature*. (Oxford Anthology of English Literature 6). Oxford UP, 1973.
- Klarer, Mario. *An Introduction to Literary Studies*. Routledge, 1999.
- Mackean, Ian. *The Essentials of Literature in English, Post - 1914*. Bloomsbury, 2005.
- Thornley, G. C., and Gwyneth Roberts. *An Outline of English Literature*. Longman, 2003.

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Paper III: Core American Literature – I Credit: 5, Code:

Objectives

- To introduce the students to the literature of the United States of America.
- To familiarize him/her with the important literary movements and development of various genres of literature.
- To give him/her first-hand knowledge of major writers and classics of American literature.

Poetry

No. of Lectures: 20

1. Walt Whitman – “When Lilacs Last in the Dooryard Bloom’d”, “One’s- Self I Sing”
2. Robert Frost – “Mending Wall”, “After Apple Picking”, “The Gift Outright”
3. Carl Sandburg – “Cool Tombs”, “Harbor”, “Grass”
4. Hilda Doolittle – “The Pool”, “Sea Rose”, “Mid-Day”, “Garden”, “Sea Violet”
5. Amy Lowell – “The Pike”, “Venus Transiens”, “New Heavens for Old”
6. E.E. Cummings – “O Sweet Spontaneous”, “Pity This Monster Manunkind”, “I Sing of Olaf Glad and Big”
7. William Carlos Williams - “The Delineaments of the Giants” (Book-I), “The Forgotten City”.
8. Wallace Stevens – “Thirteen Ways of Looking at a Black Bird”, “The Snow Man”, “The Emperor of Ice-Cream”.
9. Langston Hughes – “Cross”, “The Negro Speaks of Rivers”, “Harlem”
10. Gertrude Stein – “What do I See”, “Why Do You Feel Differently”, “Kneeling” from ‘A Valentine to Sherwood Anderson’

Drama

No. of Lectures: 16

1. Tennessee Williams – *A Glass Menagerie*
2. Arthur Miller – *Death of a Salesman*
3. Eugene O’Neill – *The Hairy Ape*
4. Cassandra Medley – Luis Valdez (American) *Zoot Suit*

Fiction

No. of Lectures: 20

1. Nathaniel Hawthorne – *Scarlet Letter*
2. Herman Melville – *Moby Dick*
3. Mark Twain – *Adventures of Huckleberry Finn*
4. Ernest Hemingway - *A Farewell to Arms*

Prose

1. Henry David Thoreau – *Civil Disobedience*
2. Emerson - “Self-Reliance”

Course Outcomes

By the end of this course the students will be able to:

- Have a foundational knowledge of American Literature;
- understand American culture and heritage.
- analyze the works of accomplished poets and writers from global perspective.
- develop critical understanding in totality.

Evaluation pattern/scheme of examination:

- Test one (written test/assignment) – 20%
- Mid-semester examination – 20%
- Test two (written test/assignment)– 20%
- Final (end semester) examination – 60%

Suggested Readings

General Readings

Bevis, William W. (1988). *Mind of Winter: Wallace Stevens, Meditation & Literature*. Pittsburgh Press.

Ehrlich, E.; Carruth, G. (1982). *The Oxford Illustrated Literary Guide to the United States*. Vol. 50. New York: Oxford University Press.

Bryer, Jackson R.; Roblyer, P. (1969). *H. D.: A Preliminary Checklist*. Contemporary Literature.

Spiller, Robert. *Literary History of the United States*. Collier Macmillan Ltd 1964

Poetry

Reynolds, David S. (1996). *Walt Whitman's America: A Cultural Biography*. Vintage Books.

Hindus, M. (2013). *Walt Whitman: A Critical Heritage*. Routledge.

Parini, J. (2000). *Robert Frost: A Life*. Macmillan.

Bloom, H. (1986) ed. *Modern Critical Views: Robert Frost*. New York: Chelsea House Publishers.

Yannella, P. (1996). *The Other Carl Sandburg*. Univ. Press of Mississippi.

Munich, A., & Bradshaw, M. (Eds.). (2004). *Amy Lowell, American Modern*. Rutgers University Press.

Munich, A.; Bradshaw, M. (2002). *Selected Poems of Amy Lowell*. New Brunswick, NJ: Rutgers University Press.

Friedman, N. (2019). *EE Cummings: The Art of His Poetry*. JHU Press.

Hughes, L., Hubbard, D., & Tracy, S. C. (2001). *The collected works of Langston Hughes* (Vol. 5). University of Missouri Press.

Stein, G. (2017). *The Autobiography of Alice B. Toklas by Gertrude Stein-Delphi Classics (Illustrated)* (Vol. 24). Delphi Classics.

Drama

Londre, F. H. (1979). *Tennessee Williams*. New York: Frederick Ungar Publishers.

Bigsby, C. (1997). *The Cambridge Companion to Arthur Miller*. New York: Cambridge University Press.

Bloom, H. (2006). *Arthur Miller: Modern Critical Interpretations*. New York: Chelsea House Publishing.

Bloom, H. (1987). *Modern Critical Views: Eugene O'Neill*. New York: Chelsea House.

O'Neill, E. (1989). *Long Day's Journey into Night*. New Haven: Yale University Press.

Valdez, L. (1992). *Zoot suit & other plays*. Arte Publico Press.

Fiction

Orona-Cordova, R. (1983). Zoot Suit and the Pachuco Phenomenon: An Interview with Luis Valdez. *Revista Chicano-Riquena*, 11, 95-110.

Hawthorne, N. (2002). *Selected Letters of Nathaniel Hawthorne*. Ohio State University Press.

Melville, H. (2017). *The Writings of Herman Melville*. Northwestern University Press.

Powers, Ron. (2005). *Mark Twain: A Life*. New York: Free Press.

Koutsimani, E. (2008). *Racial Politics and the Construction of Identity in White American Children's Literature: The Case of The Adventures of Huckleberry Finn and To Kill a Mockingbird* (Doctoral dissertation, Aristotle University of Thessaloniki).

Dodman, T. (2006). "Going All to Pieces": "A Farewell to Arms" as Trauma Narrative. *Twentieth Century Literature*, 52(3), 249-274.

Baker, C. (1969). *Ernest Hemingway: A Life Story*. New York: Charles Scribner's Sons.

Prose

Thoreau, Esq., H.D. (1849). *Resistance to Civil Government Aesthetic Papers*. Boston.

Patell, C. R. (1994). Emersonian Strategies: Negative Liberty, Self-Reliance, and Democratic Individuality. *Nineteenth-Century Literature*, 48(4), 440-479.

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Paper IV: Core Indian Literature – I**Credit: 5,****Code:****1. Objectives of the course:**

This paper sets out to:

- Provide students with a thorough understanding of prominent Indian writers in English and update their knowledge on contemporary Indian literature.
- Enable students to comprehend the evolution of Indian writing in English within the broader context of India's historical interactions with the English language.
- Introduce students to the development of various literary genres, considering the socio-economic, political, and religious dimensions that have influenced the literary landscape of India.
- Motivate students to recognize the significance of Indian Literature in English and inspire them to undertake research in the field.
- Facilitate students' understanding of the intricate relationship between literary theory and literature, particularly in the colonial and postcolonial Indian context.

2. Course content:**Poetry (26 periods)**

Poet	Poem	Periods
Henry Derozio	"To My Native Land"	3
Toru Dutt	"The Lotus"	2
Rabindranath Tagore	Excerpts from <i>Gitanjali</i> (Song no. 01, 19, 54)	5
Sarojini Naidu	"Song of Radha", "The Milk Maid"	2
Sri Aurobindo	"Bride of Fire", "The Golden Light"	3
Nissim Ezekiel	"Night of the Scorpion", "Poet, Lover, Birdwatcher", "Jewish Wedding in Bombay"	4
Kamala Das	"An apology to Gautam", "The Stone Age"	4
Dom Moraes	"Spree", "Letter to my Mother", "Bells for William Wordsworth"	3

Fiction : (26 pds)

Raja Rao	<i>On the Ganga Ghat & Other Stories</i>	7 Periods
Shashi Deshpande	<i>That Long Silence</i>	6 Periods
Arun Joshi	<i>Strange Case of Billy Biswas</i>	7 Periods
Anita Desai	<i>Fire on the Mountain</i>	6 Periods

Non-fictional Prose (08 pds)

Nehru	From <i>Discovery of India</i> / “The Epics, History, Tradition and Myth”, “ <i>The Mahabharat</i> ”, “ <i>The Bhagwat Gita</i> ” , “The Old Indian Theatre	3 Periods
Coomarswamy	From <i>The Dance of Shiva</i> “The Dance of Shiva”	3 Periods
A.K. Ramanujan	“Is There an Indian Way of Thinking”	2 Periods

Drama (15 pds)

Poile Sengupta	<i>Mangalam</i>	5 Periods
Manjula Padmanabhan	<i>Lights Out</i>	5 Periods
Mahesh Dattani	<i>Final Solutions</i>	5 Periods

Assessment and Evaluation Continuous Internal Evaluation (40%) & End Term Evaluation (60%)

i.	Test one (written test/assignment)	20%
ii.	Mid-semester examination	20%
iii.	Test two (written test/assignment)	20%
iv.	Final (end semester) examination	60%

Expected course outcome:

- Students will have an in-depth knowledge of major Indian writers in English or English Translation, showcasing an understanding of their contributions and the evolution of contemporary Indian literature.
- Students will be able to analyse the growth of Indian writing in English and Bhasha Literatures within the historical context of India’s contact with the English language, recognizing key influences and transformative periods
- Students will be able to critically examine and discuss various literary genres, considering the socio-economic, political, and religious factors that shape these genres in the diverse cultural landscape of India.
- Students will be able to demonstrate the capability to initiate and conduct research projects related to Indian Literature in English, reflecting an understanding of the significance and relevance of the field.
- Students will be able to connect theoretical frameworks with literary works, particularly in the colonial and postcolonial Indian context. Students will be able demonstrate a nuanced understanding of the relationship between literary theory and the actual practice of literature.

5. Suggested Reading List:

Poetry

1. K.R. Ramachandran Nair: Three Indo-Anglian Poets: Henry Derozio, Toru Dutt, and Sarojini Naidu (New Delhi, 1987)
2. M. Chakrabarti, Rabindranath Tagore, Diverse Dimensions (New Delhi, 1990)
3. K.D. Sethna, Sri Aurobindo: The Poet (Pondicherry, 1974)
4. P Tyagi, Sri Aurobindo: his Poetry and Poetic Theory (Saharanpur, 1988)
5. B. King, Modern Indian Poetry in English (New Delhi, 2001)
6. B. King, Three Indian Poets: Nissim Ez Modern Indian Poetry in English (New Delhi, 2001)
7. B. King, Modern Indian Poetry in English (New Delhi, 1987, rev. 2001), the standard work on the subject and unlikely to be surpassed.
8. S. Mishra, Preparing Faces: Modernism and Indian Poetry in English (Suva and Adelaide, 1995).
9. G.J.V. Prasad, Continuities in Indian English Poetry : Nation, Language, Form (New Delhi, 1999).
10. Paranjape, Makarand (ed.) Indian Poetry in English. Macmillan India Ltd. 1993

Fiction/Short Story

1. Minakshi Mukherjee: Realism and Reality: The Novel and Society in India (New Delhi, 1985)
2. Minakshi Mukherjee: The Perishable Empire: Essays on Indian writing in English, (New Delhi, 2000)
3. Minakshi Mukherjee: The Twice -born Fiction: Themes and Techniques of the Indian Novel in English (New Delhi, 2001)
4. M. Berry, Mulk Raj Anand: The Man and the Novelist (Amsterdam, 1971)

Non Fictional Prose

1. R.D. King, Nehru and the Language Politics of India (New Delhi, 1997)

Drama

1. Mahesh Dattani: Me and My Plays, Penguin India, 2014
2. Mahesh Dattani: Collected Plays Vol 1. Penguin Books Ltd, Year: 2000
3. Poile Sengupta: Women Centre Stage The Dramatist and the play
4. S. Krishna Bhatta, Indian English Drama: A Critical Study (New Delhi, 1987).
5. M.K. Naik and S. Mokashi-Punekar (eds), Perspectives on Indian Drama in English (Madras, 1977).

General Reading

1. Iyengar, K. R. Srinivasa. *Indian Writing in English*. New Delhi: Sterling Publications, 2019
2. S. K. Das: *A History of Indian Literature*, Vol VIII and IX (New Delhi, 1991-1995)
3. M.K. Naik: *A History of Indian Literature in English* (New Delhi, 1982)
4. Arvind Krishna Mehrotra: *A Concise History of Indian Literature in English*, Permanent Black, 2010

Designed by

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Paper V: Core New Literatures in English – I Credit: 5, Code:

(Australia, New Zealand & Canada)

Objectives:

- To introduce the students to a variant of commonwealth literature – Australian, Canadian and literature from New Zealand
- To make the students approach selected texts for their literary value and cultural importance
- To enable the students approach some texts from a cross-cultural perspective.
- To provide the students with a broad perspective of the development of Canadian Literature.
- To initiate the process of cross-cultural studies and comparative literary studies.

Course Content:

A) Australia

Fiction

- i. Patrick White – *The Solid Mandala*
- ii. Sally Morgan – *My Place*

Poetry

- i. Shaw Neilson – “To a Blue Flower”, “The Bard and the Lizard”
- ii. James McAuley – “Invocation”, “To Any Poet”
- iii. Peter Porter – “Your Attention Please”

Drama

- i. Allen Saymour – *The One Day of the Year*
- ii. David Williamson – *Dead White Males*
- iii. Jack Davis -- *No Sugar*

Prose/ Short Story

- i. Henry Lawson – “The Drover’s Wife”
- ii. Barbara Baynton – “The Chosen Vessel”, “Squeaker’s Mate”

New Zealand

Fiction

Janet Frame-*Owls Do Cry*

Poetry

Allen Curnow – “Time, House and Land”

Canada

Fiction

- i. Margaret Atwood – *The Blind Assassin*
- ii. Sinclair Rose -- *As for Me and My House*

Judith Thomson -- *Lion in the Street*

Poetry

- i. AM Klein – “Indian Reservation: Caughnawaga”

- ii. PK Page - "Another Space"
- iii. A J M Smith – "Ode on the Death of William Butler Yeats"
- iv. Wilfred Campbell – "The Winter Lakes"
- v. Margaret Atwood – "Journey to the Interior"

Drama

- i. Georgee Ryga - *The Ecstasy of Rita Joe*
- ii. Sharon Pollack – *Blood Relations*

Prose/Short Story

- i. Alice Munro – "The Love of a Good Woman"
- ii. Stephen Leacock - "My Financial Career"

Note: Selection of Poems from *An Anthology of Commonwealth Poetry* edited by C D Narsimhaiah, Laxmi Publications, 2016.

Expected Course Outcome:

- Understanding the emergence of comparative and cross-cultural studies with reference to Australian, Canadian literature and literature from the New Zealand.
- To understand the main currents of the development of English Language through reading of the texts from these countries.
- To demonstrate conceptual and textual understanding through interactive sessions and tests and exam.

Evaluation pattern/scheme of examination:

- i. Test one (written test/assignment) – 20%
- ii. Mid-semester examination – 20%
- iii. Test two (written test/assignment) – 20%
- iv. Final (end semester) examination – 60%

Suggested Reading List:

Poetry

Coleman, Peter. *The Heart of James McAuley: Life and Work of the Australian Poet*, Wildcat Press, 1980.

K., Sajeesh. "The Problem of Identity Crisis in the Selected Poems of Allen Curnow and Fleur Adcock". *The Criterion: an International Journal in English*, Vol.11, Issue III, June 2020.

Neilson John Shaw. *Poetry, Autobiography and Correspondence*, edited by Cliff Hanna, University of Queensland Press, 1991.

Smith, AJM. *The Book of Canadian Poetry: a Critical and Historical Anthology*, University of Chicago, 1943.

Drama:

Lahiri, Papiya. *Sharon Pollock the Playwright: The Personal and the Political Ordeal*. New Delhi: Creative Publications, 2016.

Pollock, Sharon. *Blood Relations and Other Plays*. NeWest Press (latest edition)

Rees, Leslie. *A History of Australian Drama* (2 Volumes). Sydney: Angus and Robertson Publications, 1978, rept. 1987.

Thomson, Helen. "Drama since 1965" in Bruce Bennett, et al (eds) *The Oxford Literary History of Australia*. Auckland: OUP, 1998.

Fiction

Harold, Denis and Pamela Gordon. *Janet Frame in Her Own Words*. Edited by, Penguin ebooks, 2011.

Howells, Coral Ann. *The Cambridge Companion to Margaret Atwood*. Cambridge: Cambridge University Press, 2006.

Morgan, Sally. *My Place*. Virago. 1995.

Sally Reclaims her Place: *The Reconstruction of the Sense of Place*. Sweden University Notes, 2009.

Thomson, A.K. *Critical Essays on Judith Wright*. Brisbane: Jaccaranda Press, 1968.

General

Dutton, Geoffrey. Ed. *Literature of Australia*. Ringwood: Penguin Books Australia, 1985.

Green, H.M. *A History of Australian Literature*, Vol I, Sydney: Angus and Robertson, 1984.

Jones, D. G. *Butterfly on Rock: A Study of Themes and Images in Canadian Literature*. Toronto: University of Toronto Press, 1970.

Kiernan, Brian and Patrick White. *Macmillan Commonwealth Writers Series*, The Macmillan Press, London, 1980.

King, Michael. *The Penguin History of New Zealand*. Auckland, NZ: Penguin Group, 2003.

Renes, Martin. *Aboriginal Identity Retrieved and Performed Within and Without My Place* (University of Barcelona notes)

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Designed by

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Sem II: All Courses
Department of English and Modern European Languages
University of Allahabad

M. A. English Literature
Semester II
Paper I

I. Literary Criticism & Theory-II

Credit: 5

Code:

Objective:

The paper seeks to invite students to:

- the theory turning English Studies.
- make sense of the major theoretical orientations beginning from structuralism down to ecocriticism.
- approach each theory through a seminal starting-point text.
- key concepts of Indian poetics introduced, as part of the initiative to incorporate Indian Knowledge System, for students to apply them in critical reading of literary texts.

Course Content:

Section	Concepts and Starting-Point Texts	Periods
A	1.Structuralism Ferdinand de Saussure: “Nature of the Linguistic Sign”	06
	2.Deconstruction Jacques Derrida: “Structure, Sign and Play in the Discourse of the Human Sciences”	06
	3.Marxism Louis Althusser: “Ideology and Ideological State Apparatuses”	06
	4.Feminism Elaine Showalter: “The Female Tradition”	06
	5.Postcolonialism Gauri Viswanathan: “The Beginnings of English Literary Study in British India”	06
	6.Subaltern Studies Gayatri C. Spivak: “Can the Subaltern Speak?”	06
	7.New Historicism Stephen Greenblatt: “Fiction and Friction”	06
	8.Psychoanalysis Jacques Lacan: “The Insistence of the Letter in the Unconscious”	06
	9.Postmodernism Jean-Francois Lyotard: “What Is Postmodernism?”	06
	10.Ecocriticism Jonathan Bate: Going, Going (Chapter 1 of <i>The Song of the Earth</i>)	06
B	Indian Classical Poetics –II <i>Riti, Vakrokti and Aucitya</i>	15

Duration of the Semester: 15 weeks, number of classes:75 @ 5 periods per week

Expected Outcome:

Having explored the journey of English studies through the era of theory, the students will find themselves equipped to experiment with unconventional reading of literary texts, and thereby contribute to the enterprise of opening texts to infinite interpretations.

Evaluation pattern/scheme of examination:(approved and in operation as of now):

- i. Test one(written test/assignment) – 20%
- ii. Mid-semester examination –20%
- iii. Test two(written test/assignment)–20%
- iv. Final(end semester)examination–60%

[Note: For the final assessment only the better of Test one and Test two is to be counted]

Suggested Reading List:

- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. New Delhi: Viva Books Private Limited, 2010.
- Chandran, Mini and Sreenath V. S. *An Introduction to Indian Aesthetics*. Bloomsbury, 2020.
- Choudhary, Satya Dev. *Glimpses of Indian Poetics*. New Delhi: Sahitya Akademi, 2002.
- Devy, G N. *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Longman, 2007.
- Eagleton, Terry. *Literary Theory: An Introduction*. Blackwell, 2008.
- Lodge, David and Nigel Wood. Eds. *Modern Criticism and Theory: A Reader*. Routledge 2008.
- Nayar, Pramod. *Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism*. Pearson, 2009.
- Newton, K. M. (Edited and Introduced), *A Reader in Modern Literary Criticism*, Houndmills: The Macmillan Press, 1992.
- Rajnath. *Postcolonial Criticism and Theory: A Critique*. Jaipur: Rawat, 2022.
- Rajnath. *The Identity of Literature: A Reply to Jacques Derrida*. Jaipur: Rawat, 2017.
- Rajnath and William I Elliott. *Essays in Modern Criticism*. Delhi: Doaba, 2006.
- Shrawan, Ashima. *The Language of Literature and its Meaning: A Comparative Study of Indian and Western Aesthetics*. Newcastle upon Tyne: Cambridge Scholars Publishing, 2019.

Designed by:

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Paper II**Course Title: Core British Literature - II****Credit: 5 Code:****1. Objectives of the course:**

- (i) To consolidate the knowledge of the characteristics of various literary genres and British tradition in English Literature from the Romantic to the Victorian Age.
- (ii) To critically evaluate and interpret various forms and types of texts including plays, novels, poetry, and prose.
- (iii) To appreciate literature as an expression of human values within historical, political, cultural and social contexts from the Romantic to the Victorian Age.
- (iv) To hone the analytical skills and critical acumen in students through reading, discussion, and written assignments.
- (v) To discover the Indian connection with British Literature produced during this era.

2. Course content: Syllabus (topics and/or texts), along with the number of periods/classes mentioned against each topic:

List of Texts	No. of classes
Drama <ul style="list-style-type: none"> (i) William Congreve: <i>The Way of the World</i> (5) (ii) George Bernard Shaw: <i>Candida</i> (5) (iii) Oscar Wilde: <i>The Importance of Being Earnest</i> (5) 	15
Poetry <ul style="list-style-type: none"> (i) Thomas Gray: "The Bard", "The Progress of Poesy" (3) (ii) William Wordsworth: "Ode: On Intimations of Immortality from Recollections of Early Childhood" (4) (iii) Samuel Taylor Coleridge: "The Rime of the Ancient Mariner" (3) (iv) Lord Byron: "She Walks in Beauty" (1) (v) John Keats: "Ode on a Grecian Urn", "Ode to Autumn" (4) (vi) P. B. Shelly: "Adonais: An Elegy on the Death of John Keats" (5) (vii) Alfred Lord Tennyson: "The Defence of Lucknow", "Crossing The Bar" (4) (viii) Matthew Arnold: "Scholar Gypsy" (4) 	28
Prose <ul style="list-style-type: none"> (i) John Bunyan: <i>Pilgrim's Progress</i> ("The Hill of Difficulty" and "The Valley of Humiliation") (4) (ii) James Boswell (Biography): <i>Life of Samuel Johnson</i> (2) (iii) John Keats: Selected Letters (2) <ul style="list-style-type: none"> (a) To Miss Jeffrey, May 31, 1819; (b) To Georgiana Augusta Keats, January 15, 1820; (iv) Macaulay, T. B. "Minute on Education (1835)" (2) 	12

Fiction	20
(i) Jane Austen: <i>Sense and Sensibility</i> (5)	
(ii) Charles Dickens: <i>A Tale of Two Cities</i> (5)	
(iii) George Eliot: <i>Middlemarch</i> (5)	
(iv) Emily Bronte: <i>Wuthering Heights</i> (5)	
Total teaching weeks = 15, Number of classes = 75	

4. Expected course outcome:**By the end of this course the students will be able to:**

- (i) Develop a sound understanding of the various genres, forms, and characteristics of English Literature.
- (ii) To critically analyse, interpret and evaluate various forms of literature and representative texts of eminent authors.
- (iii) Appreciate literature as an expression of human values culturally, aesthetically and emotionally.
- (iv) Sharpen their analytical skills and critical thinking through extensive reading, discussions, and research.
- (v) Discover their roots and bond with respect to Indian culture, ethos and traditions.

5. Evaluation pattern/scheme of examination: (approved and in operation as of now):

- (i) Test one (written test/assignment) – 20%
- (ii) Mid-semester examination – 20%
- (iii) Test two (written test/assignment) – 20%
- (iv) Final (end semester) examination – 60%

6. Suggested Reading List:**Drama**

- Baker, Stuart E., *Bernard Shaw's Remarkable Religion: A Faith That Fits the Facts*. University Press of Florida, 2002.
- Blau, Herbert. *Reality Principles: From the Absurd to the Virtual*. U of Michigan P, 2011.
- Downer, Alan S. *British Drama: A Handbook and Brief Chronicle*. Ardent Media, 2008.
- Esslin, Martin. *The Theatre of the Absurd*. Vintage, 2004.
- Gagnier, Regenia. *Critical Essays on Oscar Wilde*. G. K. Hall, 1991.
- Gahan, Peter, *Shaw Shadows: Rereading the Texts of Bernard Shaw*. University Press of Florida, 2004
- Henderson, Archibald, *George Bernard Shaw: His Life and Works*. Hurst and Blackett, 1911.
- Ohmann, Richard Malin. *Shaw: The Style and the Man*. Wesleyan UP, 1962.
- Pravat, M. *Theatre of the Absurd*. Anant Art Gallery, 2006.
- Roden, Frederick S., editor. *Critical Insights: Oscar Wilde*. Salem Press, 2019.

Poetry

- Aske, Martin. *Keats and Hellenism*. Cambridge UP, 1985.
- Bate, W. J. *John Keats*. Oxford UP, 1967.

- Bowra, C.M. *Romantic Imagination*. Oxford UP, 1885.
- Dickstein, Morris. *Keats and his Poetry: A Study in Development*. U of Chicago P, 1971.
- Ende, Stuart A. *Keats and the Sublime*. Yale UP, 1976.
- Evert, Walter H. *Aesthetic and Myth in the Poetry of Keats*. Princeton UP, 1965.
- Ford, Boris, editor. *The Pelican Guide to English Literature: From Blake to Byron*. Vol. 5. Penguin, 1961.
- Frye, Northrop. *A Study of English Romanticism*. Oxford UP, 1968.
- Hofmann, Klaus. "Keats's Ode to a Grecian Urn." *Studies in Romanticism*, vol. 45, no. 2, 2006, pp. 251–84. *JSTOR*, <https://doi.org/10.2307/25602046>.
- Hough, Graham. *The Romantic Poets*. Hutchinson University Library, 1968.
- Kitson, Peter J. *Coleridge, Keats and Shelley*. Macmillan, 1996.
- Labbe, J. *Writing Romanticism: Charlotte Smith and William Wordsworth, 1784-1807*. Palgrave Macmillan, 2014.
- Martin, Kellie. "The Philosophical Implications of Keats' Ode on a Grecian Urn." arachnid.pepperdine.edu/gooseweb/kellimartin.htm.
- Pathak, R. S. *John Keats: Poetry and Poetics*. Creative Books, 1997.
- Roy, Vijay Kumar. *Aesthetic of John Keats: An Indian Approach*. Adhyayan Publishers, 2010.
- Santayana, George. *The Sense of Beauty: Being the Outlines of Aesthetic Theory*. Charles Scribner's Sons, 1896.
- Srivastava, K G. *Bhagavadgita and the English Romantic Movement: A Study in Influence*. Delhi: Macmillan, 2002.

Prose

- Bradley, M. *Pilgrim's Progress: Study Guide*. P & R Publishing Co., 1994.
- Chatterjee, Bhabatosh. *John Keats: His Mind and Work*. Sarat Book House, 2014.
- Clark, Madeline. "The Wisdom of John Keats." <https://www.theosophy-nw.org/theosnw/arts/ar-mcl7.htm>.
- Roy, Vijay Kumar. "Satyam Shivam Sundaram: Mysticism of Beauty and the Mind of John Keats." *Anglisticum*, vol. 2, no. 5, Oct. 2013, pp. 206-211.
- _____. "Indian Ethos in the Poetry of John Keats." *Contemporary Discourse*, vol. 2, no. 2, July 2011, pp. 249-252.
- *Srimadbhagavad Gita*. Commentary by Ramsukhdas. Geeta Press, 2063 Vikram.
- Macaulay, T. B. "Minute on Education (1835)". *Bureau of Education. Selections from Educational Records, Part I (1781-1839)*. Edited by H. Sharp. Superintendent, Government Printing, 1920. Rpt. National Archives of India, 1965.

Fiction

- Beauvior, Simone de. *The Second Sex*. Penguin, 1983.
- Eagleton, Terry. *The English Novel: An Introduction*. Blackwell Publishing, 2013.
- Ellmann, Mary. *Thinking About Women*. Harcourt BraceJovanovich, 1968.
- Forster, E. M. *Aspects of the Novel*. Mariner Books, 1956.
- Friedan, Betty. *The Feminine Mystique*. Penguin, 1965.
- Millett, Kate. *Sexual Politics*. Doubleday, 1970.
- Spearman, Diana. *The Novel and Society*. Barnes & Noble, 1966.

7. General Reading List

- Abrams, M. H. *A Glossary of Literary Terms*. Heinle & Heinle, 1999.
- Baldick, Chris. *The Concise Oxford Dictionary of Literary Terms*. Oxford UP, 2001.
- Bosanquet, Bernard. *A History of Aesthetic*. George Allen & Unwin, 1949.

- Bush, Douglas. *English Poetry: The Main Currents from Chaucer to the Present*. Oxford UP, 1952.
- Daiches, David. *A Critical History of English Literature: Romantics to the Present Day*. Vol. 4. Allied Publishers, (Indian Rpt.), 1983.
- Franklin, Michael J. *Romantic Representations of British India*. Routledge, 2012.
- Fulford, Tim. *Romantic Indians: Native Americans, British Literature, and Transatlantic Culture 1756-1830*. Oxford UP, 2006.
- Furniss, Tom, and Michael Bath. *Reading Poetry: An Introduction*. (1996). Second edition. Routledge, 2013.
- Gowans, Christopher W. "Self-Cultivation Philosophies." *A Draft of the Introduction to a book entitled Self Cultivation Philosophies in Ancient India, Greece and China*. Oxford UP, 2021.
- Halsted, John B. *Romanticism*. Macmillan and Co. Ltd., 1969.
- Higgins, D. *Romantic Englishness: Local, National and Global Selves, 1780-1850*. Palgrave Macmillan, 2014.
- Hipple, Walter John. *The Beautiful, The Sublime & The Picturesque in Eighteenth Century British Aesthetic Theory*. Carbondale, 1957.
- James, D.G. *The Romantic Comedy: An Essay on English Romanticism*. Oxford UP, 1963.
- Jones, D. *English Critical Essays: Nineteenth Century*. Oxford UP, 1977.
- Jones, John. *John Keats's Dream of Truth*. Chatto and Windus, 1969.
- Mackean, Ian. *The Essentials of Literature in English, Post - 1914*. Bloomsbury, 2005.
- Mathews, G. M. editor. *Keats: The Critical Heritage*. Barnes and Noble, 1971.
- Murry, John Middleton. *Keats and Shakespeare: A Study of Keats's Poetic Life from 1816 to 1820*. Oxford UP, 1926.
- _____. *Keats*. Oxford UP, 1954.
- Rao, E. Nageshwar, editor. *John Keats: An Anthology of Recent Criticism*. Pencraft International, 1998.
- Read, Sir Herbert. *The Voice of Feeling: Studies in English Romantic Poetry*. Hassell Street Press, 2021.
- Scudder, Horace E., editor. *The Complete Poetical Works and Letters of John Keats*. Houghton Mifflin Company, 1899.
- Trilling, Lionel, editor. *The Selected Letters of John Keats*. Farrar, 1951.

Designed by

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Paper III- Core American Literature-II**Credit-5****Code –****Objectives**

- To introduce the student to the literature of the United States of America
- To familiarize the student with the important literary movements and development of various genres of literature.
- To give the student first-hand knowledge about major writers and classics of American Literature.
- To familiarise him/her with the writers belonging to Marginalized Voices viz. African American, Native American, Hispanic, American West communities, etc.

Course Content:**Poetry No. of Lectures: 20**

1. Allen Ginsberg – “Howl” (line 1-26), “A Supermarket in California”
2. Charles Olson – “Sun Right in My Eye and Maximus”, “To Himself”
3. Garry Snyder – “The Bath”, “Axe Handles”
4. John Berryman – From the *Dream Songs* (1, 14, 29) “Henry’s Understanding”
5. Anne Saxton – “All My Pretty Ones”, “How We Danced”
6. Audre Lorde – From the *House of Yemanja*, “Hanging Fire”
7. June Jordan – “The Reception”, “July 4”, “1984:For Buck”
8. Leslie Marmon Silko – “Where Mountain Lion Lay Down with Deer”, “Love Poem”
9. Joy Harjo - “Eagle Poem”, “Remember”
10. Denise Levertov – “Pleasures”, “The Day of Art”, “Song for Escher”

Drama: No. of Lectures: 20

1. Edward Albee – *Who’s Afraid of Virginia Woolf?*
2. August Wilson – *Fences*
3. Lorraine Hansberry – *A Raisin in the Sun*
4. Ntozake Shange – *For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf*

Fiction No. of Lectures: 20

1. John Steinbeck – *The Grapes of Wrath*
2. Toni Morrison – *Beloved*
3. J. D. Salinger – *The Catcher in the Rye*
4. Cherrie Moraga - *Loving in the War Years*
5. Cormac McCarthy - *All the Pretty Horses*

Prose No. of Lectures: 15

1. Thomas Paine – American Crisis
2. Edgar Allan Poe – Philosophy of Composition

Course Outcomes:**After reading the course a student will be able to:**

- Critically analyse the complexity and diversity of American literature.

- Appreciate the intricacies of American literature.
- Examine American literature in the light of the society and culture of the United States of America.

Evaluation pattern/scheme of examination:

- Test one (written test/assignment) – 20%
- Mid-semester examination – 20%
- Test two (written test/assignment)– 20%
- Final (end semester) examination – 60%

Suggested Reading

Astro, Richard. John Steinbeck and Edward F. Ricketts (1973). *The Shaping of a Novelist*. Minneapolis: U of Minnesota P.

Halliwell, M. (2007). *American Culture in the 1950s*, Edinburgh University Press.

Hine, Darlene Clark (2005). *Black Women in America* (2nd ed.). Oxford: Oxford University Press.

Morris, T. (1999). *A Brief Biography of the Life of Anne Sexton*. University of Texas at Arlington.

Nelson, C. (2008). *Modern American Poetry website*. University of Illinois at Urbana–Champaign.

Nicorvo, Jay Baron. (2015). *Poets & Writers*. Four Way Books.

Poetry

Bowlby, R. (2002). *Carried Away: The Invention of Modern Shopping. A Supermarket in California*. Columbia University Press.

Clark, Tom. (1991). *Charles Olson: The Allegory of a Poet's Life*. W. W. Norton Publication.

Ginsberg, A., & Miles, B. (1995). *Howl*. New York: Harper Perennial.

“Harjo, Joy 1951–”. *Oklahoma Historical Society*.

Lavazzi, T. (1989). Pattern Of Flux: The” Torsion Form” In Gary Snyder's Poetry. *The American Poetry Review*, 18(4), 41-47.

Lorde, A. (2004). *Conversations with Audre Lorde*. Univ. Press of Mississippi.

Mariani, P. (2016). *Dream Song: The Life of John Berryman*. Trinity University Press.

Michailidou, A. (2004). Gender, body, and feminine performance: Edna St. Vincent Millay's impact on Anne Sexton. *Feminist Review*, 78(1), 117-140.

Middleton, P. (1981). *Revelation and Revolution in the Poetry of Denise Levertov*. Binnacle Press.

Teorey, M. (2004). William Wordsworth and Leslie Marmon Silko: Toward an Ecofeminist Future. *Interdisciplinary Studies in Literature and Environment*, 31-56.

Drama

Bigsby, C.W.E. (1969). *Albee*. Oliver & Boyd Press.

Blum, H. P. (1969). A psychoanalytic view of Who's Afraid of Virginia Woolf?. *Journal of the American Psychoanalytic Association*, 17(3), 888-903.

Bogumil, M. L. (1999). *Understanding August Wilson*. Univ of South Carolina Press.

Carter, Steven R. (1991). *Hansberry's Drama: Commitment Amid Complexity*. Urbana: University Of Illinois Press.

Fiction

- Conner, Marc C., (2000) *The Aesthetics of Toni Morrison: Speaking the Unspeakable*. Jackson: University Press of Mississippi.
- Moraga, C. (2023). *Loving in the War Years: And Other Writings, 1978-1999*. Haymarket Books.
- Paine, T. (1967). *The Writings of Thomas Paine*. Jazzybee Verlag.
- Poe, E. A. (2013). *Edgar Allan Poe*. Edition Lempertz.
- Steinbeck, J. (2012). The grapes of wrath. In *A Route 66 Companion* (pp. 108-111). University of Texas Press.
- Wegner, J. (1998). Whose Story Is It?: History and Fiction in Cormac McCarthy's "All the Pretty Horses". *Southern Quarterly*, 36(2), 103.
- Xu, B. (1994). Memory and the Ethnic Self: Reading Amy Tan's *The Joy Luck Club*. *Melus*, 19(1), 3-18.

Designed by

Kumar Parag, Associate Professor,
Department of English and MEL, University of Allahabad.

Paper IV–Core Indian Literature–II**Code– PELC-509****Credit-5****1. Objectives of the course:**

The course aims to:

- Provide students with a thorough understanding of prominent Indian writers in English and update their knowledge on contemporary Indian literature.
- Enable students to comprehend the evolution of Indian writing in English within the broader context of India's historical interactions with the English language.
- Introduce students to the development of various literary genres, considering the socio-economic, political, and religious dimensions that have influenced the literary landscape of India.
- Motivate students to recognize the significance of Indian Literature in English and inspire them to undertake research in the field.
- Facilitate students' understanding of the intricate relationship between literary theory and literature, particularly in the colonial and postcolonial Indian context.

2. Course Content**Poetry (30 Periods)**

POET	POEMS	Periods
A. K. Ramanujan	The Striders, Another View of Grace	3
Jayant Mahapatra	From “Relationship”: two”, “Today I Watch Through the Window Evening”, “Landscape By the River”, “Events	4
Keki N. Daruwalla	“Rumination”, “The King Speaks to the Soldier”	3
Adil Jussawala	“Land's End” and “The Exile's Story”	3
Eunice D’Souza	“Catholic Mother”, “My Mother Feared Death (excerpt)”	3
Arun Kolatkar	“Breakfast Time”, “Kala Ghoda”. 7, 8, 9, 11, 12, 13, 15, 16, 19, 20, 30	3
Agha Shahid Ali	“In Arabic”, “Tonight”, “Woolf’s Postscript to the Little Red Riding Hood”	3
Gieve Patel	“On Killing A Tree”, “License”, “How Do You Withstand Body”	3
Arundhati Subramanyam	When Landscape Becomes Woman, Song For Catabolic Women	2

Fiction (26 Periods)

U. R Ananth Murthy	<i>Samskar</i>	6 Periods
Mamang Dai	<i>The Legend of Pensam</i>	6 Periods
Amitav Ghosh	<i>The Shadow Lines</i>	7 Periods
Chitra Bannerji Divakaruni	<i>The Palace of the Illusion</i>	6 Periods

Drama (15 Periods)

Premanand Gajvee	<i>A Sip of Water</i>	5 Periods
Girish Karnad	<i>Tughlaq</i>	5 Periods
Asif Currimbhoy	<i>The Doldrums</i>	5 Periods

Non-fictional prose (4 Periods)

Bhalchandra Nemade	“Nativism in Literature”, translated and edited by Arvind Dixit and Makarand Paranjape, <i>Nativism: Essays in Criticism</i> (Delhi: Sahitya Akademi).	2 Periods
Namvar Singh	“Culture of Criticism and Criticism of Culture” (From <i>Criticism, Culture and Society</i>)	1 Period
Jiddu Krishnamurti	“The Individual and Society” (From J Krishnamurti’s Book <i>The First And Last Freedom</i>)	1 Period

Evaluation pattern/scheme of examination:

i.	Test one (written test/assignment)	20%
ii.	Mid-semester examination	20%
iii.	Test two (written test/assignment)	20%
iv.	Final (end semester) examination	60%

4. Expected course outcome:

- Students will have an in-depth knowledge of major Indian writers in English or English Translation, showcasing an understanding of their contributions and the evolution of contemporary Indian literature.
- Students will be able to analyse the growth of Indian writing in English and Bhasha Literatures within the historical context of India's contact with the English language, recognizing key influences and transformative periods
- Students will be able to critically examine and discuss various literary genres, considering the socio-economic, political, and religious factors that shape these genres in the diverse cultural landscape of India.
- Students will be able to demonstrate the capability to initiate and conduct research projects related to Indian Literature in English, reflecting an understanding of the significance and relevance of the field.
- Students will be able to connect theoretical frameworks with literary works, particularly in the colonial and postcolonial Indian context. Students will be able demonstrate a nuanced understanding of the relationship between literary theory and the actual practice of literature.

Suggested Reading:**Poetry**

- Kumar, Akshaya. *Poetry, Politics and Culture: Essays on Indian Texts and Contexts*. Taylor and Francis, 2014.
- Zinia Mitra, *Poetry of Jayanta Mahapatra Imagery and Experiential Identity*, Authorspress, 2012
- Shiba Shankar Nath, *The Poetry of Jayanta Mahapatra: A Study in Imagery*, Delhi: Authorspress, 2014,
- Singh, Rameshwor. *A Critical Assessment of the Poetry of Keki N Daruwalla*, Walnut Publication, 2022.
- De Souza, Eunice Ed. (1997) *Nine Indian Women Poets: An Anthology*. Delhi: Oxford University Press.
- Burt, Stephen. *Agha Shahid Ali, World Literature, and the Representation of Kashmir. Mad Heart Be Brave: Essays on the Poetry of Agha Shahid Ali, by Kazim Ali*. Kindle ed., University of Michigan Press, 2017.
- Kirpal, Viney Pal Kaur. *The Poetry of Gieve Patel: A Critical Scrutiny*.
- Madhusudan Prasad. *Living Indian English Poets*. New Delhi: Sterling Publishers Pvt Ltd, 1989.

Fiction

- Misra, Nirja, et al. "Sanskara: Three Critics on Anantha Murthy's Novel." *Indian Literature*, vol. 25, no. 5, 1982, pp. 98–122. *JSTOR*, <http://www.jstor.org/stable/23331116>.
- De, Asis. *Amitav Ghosh's Culture Chromosome: Anthropology, Epistemology, Ethics*, Space. Brill, 2021.
- Ghosh, Tapan Kumar and Bhattacharya, Prashanta. *In Pursuit of Amitav Ghosh: Some Recent Readings*. Orient Black Swan, 2013.
- Mandal, Pratibha. *An Approach to Cultural Mapping in North-East India in Respect to Tribal Tales*. Kolkata: The Asiatic Society, 2009.
- Haokip, James Vungjangam. *Mythology of North-East India*. Shillong: DBCIC Publications, 2010
- Leenerts, Cynthia. *Chitra Banerjee Divakaruni: A Critical Companion*. Lexington Books, 2022.

Drama

- Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature*. Orient Longman, India. 2004
- Mukherjee, Tutun, editor. *Girish Karnad's Plays: Performance and Critical Perspectives*. Pencraft International, 2006.
- G.P. Deshpande: *Modern Indian Drama*. New Delhi: Sahitya Akademi, 2000.
- Ruth L Meserve and Walter J Meserves; Goa Asif Currimbhoy, Writers Workshop Books, 1982, Indian Creative Writing in English.

Non fictional Prose

- Vijay Prakash Singh ed. *Culture of Criticism and Criticism of Culture*. Sahitya Akademi, New Delhi. 2023
- *The Second Krishnamurti Reader*. Penguin Arkana. 1991

- Sara Suleri, *The Rhetoric of English India*. Chicago and London: University of Chicago Press, 1992.
- Tripathi, Mrityunjay. *The Hindi Canon: Intellectuals, Processes, Criticism*. Translated by Shad Naved, Tulika Books, August 2019.

General Reading:

- Sinha, Arnab Kumar, Bhattacharya, Sajalkumar, and Lahiri, Himadri, editors. *Contemporary Indian English Poetry and Drama: Changing Canons and Responses*. Cambridge Scholars Publishing, 2019.
- Aijaz Ahmad, *In Theory: Classes, Nations, Literatures*, Verso, 1993
- *Theatre India* (Journal of the National School of Drama)

Designed by

Rajesh Verma, Associate Professor,
Department of English & MEL, University of Allahabad.

Paper V-Core New Literatures in English-II Credit -5 Code –**African & Caribbean Literature****Course Objectives**

- To understand what is African Literature and how is it different from other Literatures of the world.
- To enable the students to understand the main currents of development in English Language writing in the Anglophone parts of Africa and Caribbean islands
- To introduce the students to a few select writings in English from Africa and the West Indies and Guyana.
- To familiarize the students with the richness of cultural heritage of Africa through major writers and various genres.
- To initiate the process of cross cultural studies and comparative literary studies.

Course Content:**African Literature****Fiction**

1. Chinua Achebe - *Things Fall Apart*
2. JM Coetzee - *Foe*

Poetry

1. Dennis Brutus – “A Common Hate Enriched Our Love and Us”
2. Gabriel Okara – “The Mystic Drum”
3. John Pepper Clark – “The Casualties”
4. Birago Diop: “Breath”
5. David Diop – “Africa”
6. Ijeoma Umebinyuo – “Questions for Ada: Poem no. 4”, “freedom looks better on you”

Drama

1. Athol Fugard– *Master Harold*
2. Ama Ata Aidoo -*Anowa*

Caribbean Literature**Fiction and Nonfiction**

1. Ngugi wa Thiong'o -- *A Grain of Wheat*
2. Jean Rhys – *Wide Sargasso Sea*

Non-Fiction

3. Ngugi wa Thiong'o -- “Decolonialising the Mind”

Poetry

1. Edward Braithwaite – “Tizzic”
2. Derek Walcott – “A Far Cry from Africa”
3. Mervyn Morris – “Judas”

Drama

1. Wole Soyinka - *Lion and the Jewel*
2. Derek Walcott – *Drums and Colours*

Note: Selection of Poems from *An Anthology of Commonwealth Poetry* edited by C D Narasimhaiah, Delhi: Lakshmi, 2016.

Course Learning Outcomes:

1. Understanding the emergence of comparative and cross-cultural studies with reference to African and Caribbean Literature
2. To understand the main currents of the development of English Language through reading of African and Caribbean texts.
3. To demonstrate conceptual and textual understanding through interactive sessions and tests and exams

Evaluation pattern/scheme of examination: (approved and in operation as of now):

- i. Test one (written test/assignment) – 20%
- ii. Mid-semester examination – 20%
- iii. Test two (written test/assignment)– 20%
- iv. Final (end semester) examination – 60%

Suggested Reading List:

Poetry

Kehinde, Ayo. "Edward Brathwaite's The Arrivants and the trope of Cultural searching." *The Journal of Pan African Studies* 1.9 (2007): 184.

Okunoye, Oyeniyi. "Postcolonial African Poetry." *The Cambridge Companion to Postcolonial Poetry* (2017): 31-44.

Romme, Marius, et al. *Living with voices: 50 stories of recovery*. PCCS books, 2009.

Walcott, Derek. "A Far Cry from Africa." *Collected Poems* 1984 (1948): 17-18.

Drama

Adhikary, Ramesh Prasad. "Women under Patriarchy: A Postcolonial Feminist Critique of Wole Soyinka's The Lion and the Jewel." *European Scientific* (2020): 90-98.

Chesaina, Ciarunji. *Women in African Drama: Representation and Role*. Diss. University of Leeds, 1987.

Etherton, Michael. *The Development of African drama*. Taylor & Francis, 2023.

Goodseed, Ochulor Nwaugo. "Language and Power: A Critical Discourse Analysis of Wole Soyinka's The Lion and the Jewel." *Journal of English Language and Literature* (ISSN: 2368-2132) 10.1 (2018): 982-988.

Hill, Errol. "The Emergence of a National Drama in the West Indies." *Caribbean Quarterly* 18.4 (1972): 9-40.

Odia, Clement Eloghosa, and Peter O. Aihevba. "Drama and Communication: Interrogating the Topos of Relational Conflict in Ama Ata Aidoo's Anowa." *LWATI: A Journal of Contemporary Research* 14.4 (2017): 261-273.

Fiction

- Achebe, Chinua. *Contemporary Authors: New Revision Series. Vol. 47.* Detroit: Gale Research, Inc., 1995.
- Achebe, Chinua. *Dictionary of Literary Biography: Twentieth-Century Caribbean and Black African Writers.* Vol. 117.
- Brown, Lloyd. *Women Writers in Black Africa.* Praeger Publishers Inc, 1981.
- Thiong'o, Ngugi wa. *Decolonising the Mind: The Politics of Language in African Literature.* J. Currey, 1986.
- Thiong'o, Ngugi wa. "Writing Against Colonialism." in (ed) Petersen, K. H. *Criticism and Ideology: Second African Writers' Conference*, Stockholm, 1986.

General

- Chinweizu, Jemie, O. And Madubuike. *Toward The Decolonization of African Literature.* Vol. 1. African Fiction and Poetry and Their Critics. Washington: Howard University Press, 1983.
- Donnell, Alison & Sarah Lawson (ed). *The Routledge Reader in Caribbean Literature .* Welsh, 1997.
- Fanon, F. *Black Skin, White Masks.* London: Pluto Press, 1967.
- Lash, Scott & Urry, John. *The End of Organized Capitalism.* Cambridge: Polity Press, 1993.
- Leys, C. *Underdevelopment in Kenya - The Political Economy of Neo-colonialism 1964-1971.* Berkley and Los Angeles: University of California Press, 1975.

Designed by

Pratima Chaitanya, Associate Professor,
Department of English & MEL, University of Allahabad

Semester III: All courses
Department of English and Modern European Languages
University of Allahabad
M. A. English Literature Semester III

Paper I: Core British Literature – III

Credit: 5,

Code:

Prerequisite: Clearance of Semester-1 and Semester-2

Objective:

- Explore the historical and cultural factors that shaped British literature.
- Evaluate the significance of literary techniques and devices in conveying complex ideas and emotions.
- Develop critical analysis skills through the in-depth study of British literature.
- Foster interpretive skills to engage with complex texts and cultivate effective communication of critical insights through discussion and writing.

Course Contents

Drama

20 Periods

- 1.) J. M. Synge: *The Playboy of the Western World*
- 2.) Samuel Beckett: *Waiting for Godot*
- 3.) John Osborne: *Look Back in Anger*

Poetry

20 Periods

- 1.) Robert Browning: "A Grammarian's Funeral", "Andrea del Sarto"
- 2.) Christina Rossetti: "Goblin Market" (Lines 1-100)
- 3.) Elizabeth Barrett Browning: "The Cypress stood Up Like a Church"
- 4.) Thomas Hardy: "In the Time of Breaking of Nations", "The Ruined Maid"
- 5.) Gerald Manley Hopkins: "Thou Art Indeed Just", "God's Grandeur"
- 6.) W B Yeats: "A Bronze Head", "Byzantium"
- 7.) Wilfred Owen: "Dulce Et Decorum Est"
- 8.) T S Eliot: "The Wasteland"

Prose

15 Periods

- 1.) Milton: "Freedom of Press" (*Areopagitica*)
- 2.) Gibbon: *The History of the Decline and Fall of the Roman Empire*: Chapter One
- 3.) Aldous Huxley: *Benares*

Fiction

20 Periods

- 1.) Joseph Conrad: *Heart of Darkness*
- 2.) Rudyard Kipling: *Kim*
- 3.) D. H. Lawrence: *The Rainbow*
- 4.) James Joyce: *Portrait of an Artist as a Young Man*

Duration of the Semester: 15 weeks, Number of Classes: 75 @ 5 classes per week

Expected outcome:

- Students will be able to identify and articulate the connections between literary works and the societal contexts, demonstrating a comprehensive awareness of the historical backdrop.
- They will develop a keen ability to evaluate the significance of various literary techniques and devices employed by the authors.
- They will synthesise historical, cultural, and literary knowledge to form a coherent and nuanced understanding of British literature.
- They will exhibit competence in crafting well-structured written analyses and engaging in articulate class discussions, showcasing their developed communication skills.

Evaluation pattern/scheme of examination: (approved and in operation as of now):

- Test one (written test/assignment) – 20%
- Mid-semester examination – 20%
- Test two (written test/assignment) – 20%
- Final (end semester) examination – 60%

Suggested Reading:

Drama

Brockett, Oscar G., and Franklin J. Hildy. *History of the Theatre*. Pearson, 2019.
Elam, Keir. *The Semiotics of Theatre and Drama*. Routledge, 2002.
Bennett, Susan. *Theatre Audiences: A Theory of Production and Reception*. Routledge, 1997.
Innes, Christopher. *Modern British Drama*. Cambridge UP, 2002.
Esslin, Martin. *The Theatre of the Absurd*. Vintage, 1961.
Jeffers, Thomas L. *The Playwright as Thinker: A Study of Drama in Modern Times*. Southern Illinois UP, 1987.

Poetry

Bloom, Harold. *The Anxiety of Influence: A Theory of Poetry*. Oxford UP, 1973.
Eliot, T. S. *The Sacred Wood: Essays on Poetry and Criticism*. Faber and Faber, 1920.
Perloff, Marjorie. *Poetics in a New Key: Interviews and Essays*. University of Chicago Press, 2014.
Donoghue, Denis. *The Making of a Poem: A Norton Anthology of Poetic Forms*. Norton, 2000.
Thwaite, Anthony, editor. *The Penguin Book of Contemporary British Poetry*. Penguin, 1982.
Smith, Stan. *A Reader's Guide to Contemporary British Poetry*. Pearson, 2005.
O'Neill, Michael. *Contemporary British and Irish Poetry: An Introduction*. Palgrave Macmillan, 2006.
Fisher, Neil A. *Modern British Poetry*. Cambridge UP, 1975.

Fiction

Hawthorn, Jeremy. *The Cambridge Companion to the Novel*. Cambridge UP, 2001.
Innes, Christopher. *Modern British Drama: The Twentieth Century*. Cambridge UP, 2002.
Ricoeur, Paul. *Time and Narrative*. U of Chicago P, 1990.
Forster, E. M. *Aspects of the Novel*. Harcourt Brace, 1927.
Bakhtin, Mikhail. *The Dialogic Imagination: Four Essays*. University of Texas Press, 1981.
Eagleton, Terry. *The English Novel: An Introduction*. Blackwell, 2005.
McHale, Brian. *Postmodernist Fiction*. Routledge, 1987.
Brooks, Peter. *Reading for the Plot: Design and Intention in Narrative*. Harvard UP, 1992.

Prose

Fowler, Alastair. *Kinds of Literature: An Introduction to the Theory of Genres and Modes*. Harvard UP, 1982.
Holland, Norman N. *The Dynamics of Literary Response*. Oxford UP, 1968.
Moretti, Franco. *Distant Reading*. Verso, 2013.
Meyers, Jeffrey. *Orwell: Wintry Conscience of a Generation*. W.W. Norton, 2000.

Sanders, Andrew. *Charles Lamb, Elia and the London Magazine: Metropolitan Muse*. Palgrave Macmillan, 2010.

Buckley, Jerome Hamilton. *The Victorian Temper: A Study in Literary Culture*. Harvard UP, 1997.

General

Eagleton, Terry. *How to Read Literature*. Yale UP, 2013.

Abrams, M. H., et al. *The Norton Anthology of English Literature: The Major Authors*. Norton, 2018.

Leitch, Vincent B., et al. *The Norton Anthology of Theory and Criticism*. Norton, 2018.

Lentricchia, Frank, and Thomas McLaughlin. *Critical Terms for Literary Study*. U of Chicago P, 1995.

Rivkin, Julie, and Michael Ryan. *Literary Theory: An Anthology*. Blackwell,

2017. Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. Routledge, 2015.

Williams, Raymond. *Keywords: A Vocabulary of Culture and Society*. Oxford UP, 2014.

Designed by

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**M. A. English Literature
Semester III
Paper - II**

Paper II: Research Methodology

Credit: 5,

Code:

Prerequisite: Clearance of Semester-1 and

Semester-2Objective:

- To identify and discuss the role and importance of research
- To identify and discuss the issues and concepts salient to literary research
- To apply literary approaches to texts
- To familiarize researchers with the principles, tools and techniques of research with a special focus on literary research.

Content:

Module No.	Subtitle of the Module	Topics	No. of Lectures
1.	Research	Meaning, Principles, Formulation of Research Problem, Qualitative Research and Quantitative Research, Methods Vs Methodology, Review of literature, Hypothesis, and Methods of Data Collection	15
2.	Literary Research-1	Meaning, Objectives, Materials and Tools, Textual Scholarship and Discourse Analysis, Historical Approach, Marxist Approach, and Psychological Approach	15
3.	Literary Research-2	Mythological and Archetypal Approach, Formalist Approach, Feminist Approach, Comparative Study, and Post colonialism Interdisciplinary and Translation	15
4.	Planning and Presentation	Deciding on a Topic, Turning Topic into an Argument, Working Out a Structure, Preparing a Research Proposal, Writing a Project, and Presenting a Paper	15

5.	Documenting Sources	MLA Style Sheet Ethics of Research and Plagiarism Note: MLA Handbook for Writers of Research Papers (Latest Edition) is to be used as a text and reference book.	15
Total number of Lectures			15x5=75

Duration of the Semester: 15 weeks, Number of Classes: 75 @ 5 classes per week

Expected Outcome:

- Researchers will have developed a good understanding of different approaches, considerations and challenges involved in research.
- They will be able to explain key research concepts and issues.
- They will be able to read, comprehend and explain research articles in their academic discipline.
- They will be able to apply literary approaches to texts.

Evaluation pattern/scheme of examination: (approved and in operation as of now):

- Test one (written test/assignment) – 20%
- Mid-semester examination – 20%
- Test two (written test/assignment) – 20%
- Final (end semester) examination – 60%

[Note: For the final assessment, only the better of Test one and Test two is to be counted]

Suggested Readings:

Altick, Richard D., and John J. Fenstermaker. *The Art of Literary Research*. New York: Norton, 1993.
 Bagchi, Kanak Kanti. *Research Methodology in Social Sciences: A Practical Guide*.

Delhi: Abijeet Publications, 2007.

Christenberry, H Faye. *Literary Research and Postcolonial Literatures in English*. UK: The Scarecrow Press, 2012.

Correa Delia da Sousa and Owens W. R. *Handbook to Literary Research*. London: Routledge, 2010.
 Eliot, Simon. *A Handbook to Literary Research*. London: Routledge, 1999.

Gabriele, Griffin, ed. *Research Methods for English Studies*. Edinburgh: EUP, 2005.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA Publications, 2004.

Gregory, Ian. *Ethics in Research*. London: Continuum, 2003.

Guerin, Wilfred L., Earle Labor, Lee Morgan, Jeanne C. Reesman, and John R. Willingham. *A Handbook of Critical Approaches to Literature*. New York: OUP, 2005.

Phanse, Sameer S. *Research Methodology Logic, Methods, and Cases*. New Delhi: OUP, 2016.
Sinha, M.P. *Research Methods in English*. Delhi: Atlantic, 2014.
Sten, H.W. *Introduction to Literary Research*. New Delhi: Omsons Publications, 1994.

Designed by
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University of Allahabad

**M. A. English Literature
Semester III**

Paper – III (Elective Course –I)

Note: One of the following is to be opted as an Elective Course -I:

Paper III (1): Literature and Environment-I

Credit: 5,

Code:

Prerequisite: Clearance of Semester-1 and

Semester-2 Objectives:

- To familiarize the students with the fundamental concepts, and introduce some theories on the relationship between environment and literature.
- To encourage students to comprehend the ways in which shifting literary depictions of the natural world have influenced societal perceptions of interactions between humans and environment.
- To develop an appreciation of the role of literary fiction/non-fiction in awakening a sense of responsibility towards environment.
- To enhance a critical ability to identify and evaluate underlying environmental issues/concerns in indigenous cultures.

Course Content:

S.No.	Unit	Topic	No. of Periods
1.	Unit –I Theory	Theoretical Issues: Old World wilderness, The sublime, New World wilderness, the trouble with wilderness	20
2	Unit-II Fiction	Barbara Kingsolver- <i>Flight Behaviour</i> (2012) Sarah Joseph- <i>Gift in Green</i> (2011)	12 12
3	Unit-III Non-Fiction	Selections from R.E. Hawkins (ed)- <i>Jim Corbett's India</i> (1986) Vera L. Norwood – “Heroines of Nature: Four Women Respond to the American Landscape” Leslie Marmon Silko- “Landscape, History and the Pueblo Imagination”	12 6 6
4.	Unit-IV Poetry	Wendell Berry- “The Second Coming of the Trees”/ Mary Oliver- “When I am among the Trees” Sarojini Naidu - “In the Forest” & A.K. Ramanujan – “Ecology”	3 4
		Total Periods	75

Expected Outcome:

By the end of the course the students shall be able to:

- Explain in greater detail the subjects, problems, and ideas that are presented in environmental literature (in its diverse forms).
- Gain cognizance about the impending environmental crises and how literature is responding to the same.
- Enhance their comprehension of the contemporary environmental issues.
- Analyze the significance of literary works in engaging with environmental issues and challenges.
- Acquire awareness about immediate/wider surroundings through lived experiences on various

themes related to daily life.

Evaluation pattern/scheme of examination:

- i. Test one (written test/assignment) – 20%
- ii. Mid-semester examination – 20%
- iii. Test two (written test/assignment) – 20%
- iv. Final (end semester) examination – 60%

Suggested Reading List:

- 1. Buell, Lawrence. *The Future of Environmental Criticism*. Blackwell. 2009.
- 2. Clark, Timothy. *Ecocriticism on the edge: The Anthropocene as a threshold concept*. Bloomsbury Publishing, 2015.
- 3. Garrard, Greg, ed. *The Oxford handbook of ecocriticism*. Oxford University Press, 2014.
- 4. Garrard, Greg. *Ecocriticism*. Routledge, 2004. Gifford, Terry. *Pastoral*. Routledge, 2019.
- 5. Gifford, Terry. *Pastoral*. Routledge, 2019.
- 6. Glenn, Love. *Practical Ecocriticism*. Charlottesville: Virginia University Press, 2003
- 7. Glotfelty, Cheryll, and Harold Fromm. *The Ecocriticism Reader: Landmarks in Literary Ecology*. 1996
- 8. Hawkins, R.E. *Jim Corbett's India*. New Delhi. OUP. 1978.
- 9. Hucklebridge, Dane. *No Beast So Fierce*. New York, Harper Collins. 2019.
- 10. Joseph, Sarah. *Gift in Green*. Harpercollins India, 2011.
- 11. Kingsolver, Barbara. *Flight Behaviour*. London, Faber and Faber. 2012
- 12. Norwood, Vera L. "Heroines of nature: four women respond to the American landscape." *Environmental Review* 8.1 (1984): 34-56.
- 13. Oliver, Mary. *Devotions: The Selected Poems of Mary Oliver*. Penguin, 2017.
- 14. Selvamony, Nirmal & Rayson K Alex. ed., *Essays in Ecocriticism*. New Delhi: OSLE-India & Sarup and Sons, 2007. Print.
- 15. Soper, Kate. *What is Nature? Culture, Politics and the Non-Human*. Oxford: Blackwell, 1995
- 16. Swarnalatha, Rangarajan. *Ecocriticism. Big Ideas and Practical Strategies*. Orient Black Swan, 2019.

Designed by

Sadaf Siddiqui,
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Department of English & MEL,
University of Allahabad

M. A. English Literature
Semester III
Paper – III (Elective Course –I)

Paper III (2): Irish Literature -I

Credit: 5,

Code:

Prerequisite: Clearance of Semester-1 and

Semester-2 Objectives:

- To introduce students to the important texts in English produced by Irish Writers.
- To expose the readers to notable writers in Irish Literature and to enable them to understand their writing styles and literary techniques.
- To make students familiar with the aspects of Irish culture and the significant features of Irish people and society.
- To make students understand the distinct flavour of Irish Literature and discern its difference from the literature produced by English authors.

Course Content:

UNIT I

POETRY

- “River in Spate” by Louis MacNeice. (4 Periods)
- “Sunday Morning” by Louis MacNeice. (4 Periods)
- “Train to Dublin” by Louis MacNeice (4 Periods)
- “Joining the Colours” by Katherine Tynan . (4 Periods)
- “Cityscape” by Evan Boland. (4 Periods)

UNIT II

FICTION

- *Black Prince* by Iris Murdoch. (10 Periods)
- *Brooklyn* by Colm Toibin. (10 Periods)

UNIT III

DRAMA

- *Pygmalion* by G. B. Shaw . (8 Periods)
- *Riders to the Sea* by J.M. Synge. (7 Periods)

UNIT IV

IRISH and INDIAN CULTURE

The Ancient Irish Epic Tale by Tain Bo Cualnge. (10 Periods)

Ireland and India: Colonies, Culture and Empire by Tadhg Foley and Maureen O’ Connor (Irish Academic Press, 2006)(5 Essays). (10 Periods)

Expected Outcomes:

At the end of the course the students will be able to-

- Get an idea of the contribution of Irish Writers towards English Literature.
- Understand the characteristic features of Irish Culture and Traditions.
- Trace out the evolution and development of Irish Literature.
- Have a fair understanding about the different genres of Irish Literature.

Evaluation pattern/scheme of examination: (approved and in operation as of now):

- Test one (written test/assignment) – 20%

- Mid-semester examination – 20%
- Test two (written test/assignment) – 20%
- Final (end semester) examination – 60%

Suggested Reading

UNIT- 1

Charles Gavan Duffy, Ballad Poetry of Ireland (1845)

Douglas Hyde, The Love Songs of Connaght [in translation] (1894)

John Harrington, ed. Modern and Contemporary Irish Drama (Norton Critical

Edition) Edmund Spenser, Selections from A View of the Present State of Irelande

(1633) Jonathan Swift, A Modest Proposal (1729)

UNIT- 2

Aubrey De Vere, English Misrule and Irish Misdeeds

(1848) Daniel Corkery, The Hidden Ireland (1924)

UNIT- 3

Harmon, Maurice. Modern Irish Literature, 1800-1967: A Readers Guide. Dublin: Dolmen Press, 1967.

UNIT- 4

MacDonagh, Thomas. Literature in Ireland: Studies in Irish and Anglo-Irish. Nenagh, Co.

Tipperary: Relagh Books, 1996.

Warner, Alan. A Guide to Anglo-Irish Literature. Dublin: Gill and MacMillan; New York: St.

Martin's Press, 1981

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**M. A. English Literature
Semester III**

Paper – III (Elective Course –I)

Paper III (3): Gender and Literature -I

Credit: 5,

Code:

Prerequisite: Clearance of Semester-1 and Semester-2

Objectives of the course are to:

- familiarize students with literature about gender and sexuality,
- develop the understanding of the students in theoretical concepts of gender and sexuality in the view of social and cultural construction,
- introduce the students with the history of women and gender relations in India,
- introduce the students with the concepts of womanism, femalism, feminism, antifeminism and masculinism,
- discuss the impact of gender stereotypes on human lives.

Course Content:

Topics/Texts	Periods
Section A: Understanding Key Concepts	
Vatsayana: “Salutation to Dharma, Artha, and Kama.” From <i>Kamasutra</i> (Pt 1, Chapter 1) Judith Butler: “Subjects of Sex/Gender/Desire” from <i>Gender Trouble: Feminism and the Subversion of Identity</i> Simone de Beauvoir: Introduction to <i>The Second Sex</i>	20
Section B Prose: Fiction and Non-Fiction:	
Non-Fiction Tarabai Shinde: A Comparison between Women and Men Chimamanda Ngozi Adichie: We Should All Be Feminists Vrinda Nabar: Caste as Woman (Excerpts)	20
Fiction: Novel Pratibha Ray: Yajnaseni	10
Section C: Drama	
Henrik Ibsen: <i>A Doll’s House</i>	12
Section D: Poetry	
Brenda Shaughnessy: <i>Postfeminism</i> Nikki Giovanni: <i>Woman Poem</i> Charlotte Perkins Stetson Gilman: <i>Women to Men</i>	13

Expected Outcome:

On successful completion of the course students will be able to:

- analyse literary texts and understand gender roles in life,
- understand the function of patriarchy in the oppression of the sexes,
- realize ideas of womanism, femalism, feminism, antifeminism and masculinity,
- analyse socio-cultural constructions of gender.

Evaluation pattern/scheme of examination: (approved and in operation as of now):

- Test one (written test/assignment) – 20%
- Mid-semester examination – 20%
- Test two (written test/assignment) – 20%

- Final (end semester) examination – 60%

[Note: For the final assessment, only the better of Test one and Test two is to be counted]

Suggested Reading: Section A

- Rich, Adrienne. "The Primacy of the Mother." *Of Woman Born: Motherhood as Experience and Institution*. W. W. Norton and Company, 1995, pp. 85–109.
- Homes, Mary. *What is Gender: Sociological Approaches*. Sage Publishers, 2007.
- Spacks, Patricia Meyer. *The Female Imagination: A Literary and Psychological Investigation of Women's Writing*. George Allen and Unwin, 1976.
- Showalter, Elaine (ed.). *The Feminist Criticism: Essays on Women, Literature, and Theory*. New York: Pantheon Books, 1985.
- *A Literature of Their Own: From Charlotte Bronte to Doris Lessing*. London: Virago Press, 1977.
- Gilbert, Sandra M and Susan Gubar (eds.). *The New Feminist Criticism: Essays on Women, Literature and Theory*. London: Virago Press, 1989.

Section B

- Tharu, Susie and K. Lalitha (eds.). *Women Writing in India: 600BC to the Present, Vol. I and II*. Delhi: Oxford University Press, 1991 and 1993.
- Chakravarti, Uma. *Gendering Caste*. Sage, 2018.
- Sarasvati, Pandita Ramabai. *The High-Caste Hindu Woman*. Fleming H Ravell Company, 1901. • Mohanty, Chandra T. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Feminism without Borders: Decolonizing Theory. Practicing Solidarity*. Duke University Press, 2003.
- Chakravarti, Uma. *Gendering Caste*. Sage, 2018.
- Sarasvati, Pandita Ramabai. *The High-Caste Hindu Woman*. Fleming H Ravell Company, 1901.
- Kosambi, Meera. *Women Writing Gender: Marathi Fiction Before Independence*. Permanent Black, 2012.

Section C

- Krutch, Joseph Wood (1953). *Modernism in Modern Drama: A Definition and an Estimate*. Ithaca: Cornell University Press. p. 9. OCLC 176284.
- Jones, Henry Arthur. *The Foundations of a National Drama: a collection of lectures, essays and speeches, delivered and written in the years 1896–1912*. Reprinted: Wentworth Press, 2016.
- McFarlane, James. *Cambridge Companion to Ibsen*. Cambridge University Press, 1994.

Section D

- Gamble, Sarah (ed.) *The Routledge Companion to Feminism and Postfeminism*. Routledge, 2010.

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M. A. English Literature
Semester III
Paper – III (Elective Course –I)

Paper III (4): Theatre in India -I**Credit: 5,****Code:****Prerequisite:** Clearance of Semester-1 and Semester-2**Objectives:**

The Learning Objectives of this course are as follows:

- to create a better understanding about the development of theatre in India in the modern times .
- to build an understanding of the need to look at theatre and its performativity as a part of literature
- to create an understanding of the impact of traditional and folk theatre arts on development of modern theatre in India.

Course content:

	Content	Periods
1.	Suresh Awasthi – <i>In Defence of the 'Theatre of Roots'</i>	2
2.	V. Raghavan – <i>Sanskrit Drama and Performance</i>	2
3.	Kamaladevi Chattopadhyay – <i>Towards a National Theatre</i>	2
4.	Modern Kannada Theatre: H.S. Sivaprakash – Madhavi	8
5.	Byalatta: Chandra Shekhar Kambar – Jo Kumaraswamy	8
6.	Tamasha & Lavini: Tendulkar – Ghasiram Kotwal	8
7.	Adaptation of Classical Theatre in Malayalam Theatre: K. N. Pannikar – Siri Sampige	8
8.	Nacha theatre: Habib Tanvir – Charandas Chor	8
9.	Revolutionary Theatre: Mahashweta Devi – Mother of 1084	8
10.	Punjabi Experimental Theatre: Neelam Mansingh Chowdhry – <i>Fida</i>	6

Expected course outcome:

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

- appreciate the growth of Indian theatre in modern times in a better way.
- understand the various folk theatre forms and their impact on modern Indian theatre
- understand the way theatre can be a tool for social change.

Evaluation pattern/scheme of examination:

- Test one (written test/assignment) – 20%
- Mid-semester examination – 20%
- Test two (written test/assignment) – 20%
- Final (end semester) examination – 60%

Suggested Reading:

- Awasthi, Suresh, Performance tradition in India (India, the land and the people), National Book, Trust, 2001.
- Badal Sircar: Search for a Language of Theatre,
- Bhatia, Nandi, Modern Indian Theatre, Oxford, 2011
- Chandrasan (ed.), Myriad Spaces, Lokdharmi, 2021
- Deshpande, G.P., Modern Indian Drama, Sahitya Akademi, 2015.

- Deshpande, Sudhavana, Aksharak.V., Sameera Iyengar (eds.) Our Stage, Tulika, 2009.
- Dharwadker, Aparna, theatres of Independence: Drama, Theory and Urban Performance in India Since 1947, Iowa, 2005.
- Dimitrova, Diana, Cultural Identity In Hindi Plays: Poetics, Politics, And Theatre In India, Oxford,2022.
- Farley, Richmond P., (Author), & 2 More, Indian Theatre, Motilal Banarasidass, 2007
- Indian Drama in Retrospect, Sangeet Natak Akademi, 2010
- Katyal Anjum, Badal Sircar, Towards a Theatre of Consciousness, Sage, 2021.
- Mee, Erin B. Theatre of Roots – Redirecting the Modern Indian Stage
- Mukherjee, Tutun, Staging Resistance, Plays by Women in Translation, Oxford, 2012.
- Twist in the Folktale, Seagull, 2018

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**M. A. English Literature
Semester III**

Paper – III (Elective Course –I)

Paper III (5): Indian Fiction in English Translation – I Credit: 5, Code:

Prerequisite: Clearance of Semester-1 and Semester-2

Objectives:

The Learning Objectives of this course are as follows:

- To make the students acquainted with translated Indian fiction written in different languages.
- To comprehend the development of Indian fiction, its contribution in literary reproduction of Indian society during colonial period.
- To familiarize students with the cultural ethos and values of India through Indian fiction.
- To acquaint students with the notion of nationalism in general and various views on nationalism in particular.
- To understand the pathetic situation of peasantry in the colonial Indian society including class conflict and exploitation of marginalized by stakeholders of power and capital.
- To enable students to understand the nuances of indigenous life, culture and traditions depicted in the novel.

Content:

Unit	Content	Teaching Periods
I	Nandshankar Mehta - <i>Karan Ghelo</i> (1866) Translated by Tulsi Vatsal & Aban Mukherji, 2015.	25
	Bankim Chandra Chatterjee - <i>Anandamath</i> (1882) Translated by Basanta Koomar Roy. Orient Paperback, 2019.	
II	Hari Nayan Apte <i>But Who Cares</i> (1890) Translated by Santosh Bhoomkar, 2015.	25
	Fakir Mohan Senapati – <i>Six Acres and a Third</i> (1896) Rabi Shankar Mishra, Satya P. Mohanty, Jatindra K. Nayak and Paul St.-Pierre, Penguin, 2006.	
III	Mirza Hadi Ruswa - <i>Umrao Jaan Ada</i> (1899) Translated by David Matthews. New Delhi, Rupa and Co. 2006.	25
	Premchand – <i>The Gift of a Cow</i> (1936) Translated by Gordon C. Roadarmel. Indiana University Press; 2002.	
	Total	25x3=75

Expected Outcome:

By the end of the course students will be able to:

- learn various shades of Indian fiction produced in different languages.
- understand the potential of fiction in fostering social and cultural change.
- know the concept of nationalism, including its historical development and various forms.

- assess critically and compare different contexts of Indian society, politics and culture through the prescribed novels.
- articulate their understanding of how cosmopolitanism influences the narrative, themes, and characters in Indian fiction.
- gain a profound understanding for the intricacies of indigenous life, culture, and traditions as portrayed in the novels.

Evaluation pattern/scheme of examination: (approved and in operation as of now):

- Test one (written test/assignment) – 20%
- Mid-semester examination – 20%
- Test two (written test/assignment) – 20%
- Final (end semester) examination – 60%

Suggested Readings:

Unit I

- Asaduddin, M. "First Urdu Novel, Contesting Claims and Disclaimers" in *The Annual of Urdu Studies*. 2001.
- Bredi, Daniela. "Fallen Women: A Comparison of Rusva and Manto". *The Annual of Urdu Studies*. 2001
- Oldenburg, Veena Talwar. "Lifestyle As Resistance: The Case of the Courtesans of Lucknow, India." *Feminist Studies*, Vol. 16, No. 2, 1990, pp. 259-287.
- Oesterheld, Christina. *Entertainment and Reform, Urdu Narrative Genres in the Nineteenth Century. In India's Literary History*. Edited by Stuart Blackburn and Vasudha Dalmia. Delhi: Permanent Black. 2004.
- Sharma, P. Muralidhar. "Poetry, Performance, and the Courtesan: Changing Contours of the Thumri in Kathak." *Caesura: Poetics of Cultural Translation*, Vol.2, Issue 1, 2017.
- Thoban, Sitara. "Locating the Tawa'if Courtesan-Dancer: Cinematic Constructions of Religion and Nation." *Journal of Religion and Popular Culture*, 2021.
- Chatterjee, S.C. *India and the New Order*, pp. 15-16 and 34-39; *Architects and Architecture*, Calcutta, 1948, pp. 5-7
- Madan, I. N. Saratchandra Chatterjee: *His Mind and Art*. Lahore: Minerva book-shop, 1944. Mukhia, Banani. *Women's Images Men's Imagination*. New Delhi: Manohar Publishers, 2002. Mukhopadhyay, Manik. Ed. *The Golden Book of Saratchandra*. Bombay: Allied Publishers, 1977. Prabhakar, Vishnu trans. Jai Ratan. *The Great Vagabond*. New Delhi: B. R. Publishing Corporation, 1990.
- Sogani, Rajul. *The Hindu Widow in Indian Literature*. New Delhi: Oxford University Press, 2002.

Unit II

- Dalmia, Vasudha. "Introduction to the New Edition." *The Gift of a Cow*. Trans.
- Gopal, M. *Munshi Premchand - A Literary Biography*. Bombay: Asia Publishing House. 1964
- Gupta, Prakash Chandra Prem Chand. *Makers of Indian Literature*. Sahitya Akademi. 1998
- Mukherjee, Meenakshi. *Realism and Reality: The Novel and Society in India*. Delhi: Oxford University Press, 1985.
- Orsini, Francesca. *The Oxford India Premchand*. Oxford University Press. p. ix. 2004
- Premchand, Munshi. "The Aim of Literature." Trans. Francesca Orsini. *The Oxford India Premchand*. New Delhi: Oxford UP, 2004.
- Rai, Amrit. *Premchand: His Life and Times*. Translated by Trivedi, Harish. Oxford University Press. 1991

- Schulz, Siegfried A. *Premchand: A Western Appraisal*. Indian Council for Cultural Relations. 1981
- Das, Nityananda. "The Tribal Situation in Orissa." K. Suresh Sing. Ed. *The Tribal Situation in India*, I. I.A.S. Shimla. 1972.
- Hazam, Miaz. "The Common Man's Tragedy: A Reading of Gopinath Mohanty's *Paraja*." *Journal of Business Management & Social Sciences Research*. March 2014:4-7.
- Munshi, Indra. *The Adivasi Question: Issues of Land, Forest and Livelihood*. New Delhi: Orient Blackswan Pvt. Ltd. 2012.
- Patnaik, Jitendra Narayan. "Oriya Novels in the 1930s and 1940s". *Orissa Review*. (Sep-Oct2008).
- Sitakanta Mahapatra, "The Tragedy of Being Tribal". Rev. of *Paraja*. Indian Book Chronicle. Vol.12, 10 October 1987.
- Ulaka, Ramchandra. "The Social Life of the Paraja", *Adibasi*, Vol. XVI, No. 2, July, 1976. pp. 21-32.
- Vidyarthi L.P and B. K. Rai. *The Tribal Culture of India*. New Delhi: Concept Publishing Company, 1976.
- Yadav, Kumkum. *Tribals in India Narratives*. I. I.A.S. Shimla, 2003

Unit III

- Deshpande G. P. "Marathi Literature since Independence: Some Pleasures and Displeasures" *Economic and Political Weekly*, Vol. 32, No. 44/45 (Nov. 8-14, 1997), pp. 2885-2892
- Kosambi, Meera. "Rebellion and retreat: Women's self-representations in the post-independence Marathi novel" *South Asia*. Vol. XXI. 1998. pp. 139-152.
- Devy, G.N. *A Nomad Called Thief: Reflection on Adivasi Silence*. New Delhi: Orient Longman Pvt. Ltd., 2006.
- Munshi, Indra. *The Adivasi Question: Issues of Land, Forest and Livelihood*. New Delhi: Orient Blackswan Pvt. Ltd. 2012.
- Vidyarthi L.P and B. K. Rai. *The Tribal Culture of India*. New Delhi: Concept Publishing Company, 1976.
- Yadav, Kumkum. *Tribals in India Narratives*. I. I.A.S. Shimla, 2003
- Bhagyalakshmi, R. (2019). Myth of Chastity as a Patricentric Clutch on Women: A Study on Thakazhi Sivasankara Pillai's *Chemmeen* in *International Journal of English Literature and Social Sciences*, Vol. 4, Issue- 2.
- Devi, Leela. *Influence of English and Malayalam Novels*. Trivandrum: Collage Book House, 1978.
- Magdaline Dyana, R. (2013). Depiction of Society in the Novel *Chemmeen* by T. S. Pillai in *English Studies International Research Journal*, Vol. 1, Issue- 1.
- Malik, Nidhi. (2015). The Fall of Customs in *Chemmeen* in *International Journal of Applied Research*, Vol. 1, Issue- 3.
- Mackey, Jean. *Time to Kiss the Earth Again. An Exploration of Ecospirituality in Nature as a healing place*. Connections. Vol 5. No 2. 2003
- Sanders, Scott Russell. "Speaking a Word for Nature" Eds Cheryl Glotfelty and Harold Fromm. *The Ecocriticism Reader: Landmarks in Literary Ecology*. Athens and London: University of Georgia Press, 1996.

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**M. A. English Literature
Semester III**

Paper – III (Elective Course –I)

Paper III (6): Existentialism and Literature – I Credit:

5, Code:

Prerequisite: Clearance of Semester-1 and Semester-2

Objectives:

This course aims to:

- Introduce the philosophical branch of Existentialism, its origins and development.
- Familiarize the basic concepts of Existentialism.
- Understand the major theories of Existentialism as propounded by the major Existentialist philosophers.
- Explore Existentialism through the complex relationships through works which express the philosophy at the idea level as well as works that express the entire gamut of experience that an individual goes through in real and metaphorical terms.
- Analyse how the opposition of the individual and society, the inner division of particularity and universality, the struggle for authenticity and the troubled assertion of freedom, makes the individual self go through the entire existential vocabulary of absurdity, choice, dread, despair and commitment.

Course Contents:

Total	75 Periods
Introduction to Existentialism	8 Periods
Existentialism and Literature	7 Periods
Franz Kafka's <i>The Metamorphosis</i>	10 Periods
Friedrich Nietzsche's <i>Thus Spoke Zarathustra</i>	10 Periods
Jean Paul Sartre's <i>The Flies</i>	10 Periods
S H V Agyeya's <i>Shekhar: A Life</i>	10 Periods
Satish Alekar's <i>The Dread Departure</i>	10 Periods
Soren Kierkegaard's <i>My Point of View as an Author</i>	10 Periods

Course Level Learning Outcomes:

By the end of the course, the students are expected to be able to:

- Explain Existentialism and its basic concepts.
- Explain and analyse the major theories of Existentialism.
- Analyse how literary texts reflect Existentialism.
- Use the theoretical framework of Existentialism to analyse literary texts from different contexts.

Evaluation pattern/scheme of examination:

- Test one (written test/assignment) – 20%
- Mid-semester examination – 20%
- Test two (written test/assignment) – 20%
- Final (end semester) examination – 60%

Suggested Readings:

- Alekar, Satish, and Samik Bandyopadhyay. *Collected Plays of Satish Alekar*, Oxford University Press, New Delhi, 2010.
- Collins, James, *The Existentialists; A Critical Study*, Henry Regnery, 1952
- Cruickshank, John. *Albert Camus and the Literature of Revolt*. 1959. Reprint. Westport, Conn.: Greenwood Press, 1978.
- Ellmann, Richard. *The Modern Tradition: Backgrounds of Modern Literature*. Oxford University Press, 1980.
- Esslin, Martin, *The Theatre of the Absurd*, Anchor Books, 1961
- Gosetti-Ferencei, Jennifer Anna, 'Existentialism as Literature: The Twentieth Century', *On Being and Becoming: An Existentialist Approach to Life*, New York, 2021
- Hughes, Edward J., ed. *The Cambridge Companion to Camus*. New York: Cambridge University Press, 2007.
- Kafka, Franz. *The Metamorphosis*, Sirius Publishing, London, 2023.
- Kierkegaard, Soren. *The Point of View*, Princeton University Press, 1998.
- Macquarrie, John. *Existentialism*, Penguin, London, 2001.
- McBride, William L., ed. *Existentialist Literature and Aesthetics*. New York: Garland, 1997.
- McDonald, Paul S. *The Existentialist Reader: Anthology of Key Texts*, Routledge, 2000.
- Nietzsche, Friedrich Wilhelm. *Thus Spoke Zarathustra*, Grols Verlag, Hamburg, 2023.
- Poisson, Catherine. *Sartre and Beauvoir*. Amsterdam and New York: Rodopi, 2002.
- Sartre, Jean-Paul. *No Exit and Three Other Plays*, Paw Prints, 2008.
- Sartre: *Romantic Rationalist*, Fontana, 1967
- Sprintzen, David. *Camus: A Critical Examination*. Philadelphia: Temple University Press, 1988.
- Staehler, Tanja. *Existentialism*, Routledge, 2013.
- Todd, Olivier. *Albert Camus: A Life*. Translated by Benjamin Ivry. New York: Alfred A. Knopf, 1997
- Vatsyayan, Sachchidanand Hiranand, et al. *Shekhar: A Life*. Penguin Books, an Imprint of Penguin Random House, 2018.
- Warnock, Mary. *Existentialism*, Oxford University Press, 2005.

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**M. A. English Literature
Semester III**

Paper – III (Elective Course –I)

Paper III (7): Linguistics, Phonetics and Modern Grammar – I

Credit: 5,

Code:

Prerequisite: Clearance of Semester-1 and Semester-2

Objective:

- To familiarize the student with the concept of Language, Theories about Language and Linguistics
- To familiarize the student with the basics of the latest developments in Linguistics, Phonetics and Modern Grammar of English
- To introduce the student to the basic tools essential for a systematic study of Linguistics, Phonetics and developments in Modern Grammar of English

Unit 1 (15 pds)

Language: The Origin of Language, Language and Communication; Animal Language; Properties of Human Language

Linguistics: Definition, Linguistics as a Science, Scope of Linguistics, Branches of Linguistics, Linguistics and Language Teaching

Language Variation and Language Change: Language Varieties: Standard and Non-Standard Language, Register, Jargon, Dialect, Patios, Pidgin, Creole, Slang, Idiolect; Varieties of English; Language Change.

Unit 2 (15 pds)

i) Ferdinand de Saussure; Nature of Linguistic Sign, Immutability and Mutability of the Sign, Static and Evolutionary Linguistics (Chapters 1, 2 and 3 of Saussure's *Course in General Linguistics*, Part 1) covering synchronic and diachronic approaches; langue and parole; sign, signifier, signified and semiology; syntagmatic and paradigmatic relations; (pp. 65-100)

ii) Bloomfield (from *Language*): "The Study of Language" (pp. 3-20), "The Use of Language" (pp. 21-41)

Unit 3 (15 pds)

Organs of Speech, IPA Symbols, Phonemes in English and Acceptable Indian Variants, Classification of English speech sounds, The Description of Consonants, Vowels, Diphthongs and Triphthongs in English, Consonant Clusters, syllable, Word Stress and Sentence Stress (Panini, Daniel Jones and Pike)

Unit 4 (15 pds)

Morpheme, word, word classes, inflection, derivation, compounding, English morphology.

Syntax and semantics: categories and constituents, predicates and argument structure, thematic roles, case; phrase structure;

Unit 5 (15 pds)

- Hornby's Structural Grammar
- Chomsky's Transformational Grammar and Transformational Generative Grammar
- Halliday's Functional Grammar
- Communicative Grammar (*A Communicative Grammar of English* by Geoffrey Leech and Jan Svartvik)
- Introduction to Cognitive Grammar (Kamila Turewicz, "Introduction to Cognitive Grammar", *Studies in Language and Linguistics. Selected Readings for Students of English*)

Philology, editors. Piotr Cap and Magdalena Kozanecka, Chapter 5, pp. 171-203,
<http://www.cje.ids.czest.pl/biblioteka/976262-Studies-in-Language-and-Linguistics-for-Students-of-English-Philology.pdf>)

Total periods: 5 x 15= 75 (including exams)
Course outcomes:

The students will be able to:

- understand the concept of Language, theories about Language and Linguistics
- understand the basics of the latest developments in Linguistics, Phonetics and in Modern Grammar of English
- read the dictionaries of Phonetics
- use the basic tools essential for a systematic study of Linguistics, Phonetics and developments in Modern Grammar in English

Scheme of Examination:

- I Test: Written exam/ assignment 20%
- Midsem exam: Written exam 20%
- II Test: Written exam/ assignment 20%
- Final exam: Written exam 60%

Suggested Readings:

Linguistics

- Akmajian, Adrian, Richard. A. Demers, Ann K Farmer and Robert M. Hamish, *Linguistics: An Introduction to Language and Communication*, 2nd ed. (Cambridge, Mass.: MIT Press, 1984; Indian edition, Prentice Hall, 1991).
- Aronoff, Mark and Kirsten Fudeman. *What is Morphology?*. West Sussex: Wiley-Blackwell. 2011.
- Chierchia Gennaro and Sally McConnell-Ginet. *Meaning and Grammar: An Introduction to Semantics*. Cambridge, Massachusetts: MIT Press. 2000.
- Chomsky, Noam. *Aspects of the Theory of Syntax*. Cambridge, Massachusetts: MIT Press. 1965.
- Fromkin, V. and R. Rodman, *An Introduction to Language*, 2nd ed. New York: Holt, Rinehart and Winston, 1974.
- Fromkin, Victoria. *Linguistics: An Introduction to Linguistic Theory*. Malden, MA: Blackwell. 2000.
- Gleason, H.A. *Introduction to Descriptive Linguistics*. New Delhi: OUP/IBH, 1980. Kreidler, C.W. *Introducing English Semantics*. London: Routledge, 1998.
- Meyer, Charles F. *Introducing English Linguistics*, Cambridge: Cambridge UP, 2009.
- Mesthrie, Rajend and Rakesh M Bhatt. *World Englishes: The Study of New Linguistic Varieties*. Cambridge: Cambridge University Press. 2008.
- Miller, Jim. *An Introduction to English Syntax*. Edinburgh: Edinburgh University Press, 2002.
- Pinker, Steven. *The Language Instinct*. Harmondsworth: Penguin. 1994.
- Riemer, Nick. *Introducing Semantics*, Cambridge: Cambridge UP, 2010. Yule, George. *The Study of Language*. Cambridge: Cambridge UP, 2017.
- Saussure, Ferdinand de. *Course in General Linguistics*. New York: McGraw Hill, 1966.

Phonetics

- Balasubramaniam, T. *A Textbook of English Phonetics for Indian Students*. Madras: Macmillan, 1981.

- Balasubramaniam, T. *English Phonetics for Indian Students: A Workbook*. Madras: Macmillan, 1981.
- Bansal, R K and J B Harrison. *Spoken English for India*. Madras: Orient Longman, 1983. Dhamija, PV & J. Sethi. *A Textbook of English Phonetics for Indian Students*. New Delhi: Prentice-Hall, 1981.
- *Exercises in Spoken English Part 1: Accent, Rhythm and Intonation*. Central Institute of English and Foreign Languages, Hyderabad. Madras: OUP 1974.
- *Exercises in Spoken English Part 2: Consonants*. Central Institute of English and Foreign Languages, Hyderabad. Madras: OUP, 1977.
- *Exercises in Spoken English Part 3: Vowels*. Central Institute of English and Foreign Languages, Hyderabad. Madras: OUP, 1977.
- Gimson, A.C. *An Introduction to the Pronunciation of English*, London: Arnold. 1977. Jones, Daniel. et al. *Cambridge English Pronouncing Dictionary*. Cambridge: Cambridge University Press, 2011.
- O'Connor, J.D. *Better English Pronunciation*. Cambridge: Cambridge University Press, 2009.

Modern Grammar:

- Bakshi, R. N. *A Course in English Grammar*. New Delhi: Orient Longman, 2005.
- Halliday, MAK & M.I.M. Matthiessen. *An Introduction to Functional Grammar*. London: Hodder Arnold, 2004
- Jespersen, Otto. *Essentials of English Grammar*. London: Routledge, 2006.
- Langacker, Ronald W. *Cognitive Grammar: A Basic Introduction*, Oxford: Oxford University Press. 2008
- Leech, Geoffrey and Jan Svartvik. *A Communicative Grammar of English*. 3rd Ed. New Delhi, Pearson, 2003.
- Leech, Geoffrey et al. *English Grammar for Today: A New Introduction*. Bloomsbury (India), 2022.
- Palmer, F. *Grammar*. London: Pelican, 1976.
- Quirk, Randolph. *A University Grammar of English*. New Delhi: Pearson, 1973. Sinha, M.P., A.K. Awasthi, Shravan Kumar & Harleen Kaur. *Higher English Grammar and Composition*. New Delhi: Atlantic, 2018.

Designed by

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M. A. English Literature
Semester III
Paper – III (Elective Course –I)

Paper III (8): Partition and Literature – I

Credit: 5,

Code:

Prerequisite: Clearance of Semester-1 and Semester-2

Objectives:

The Learning Objectives of this course are as follows:

- To create a better understanding about literature as an expression of trauma.
- Works of Literature around the events of Partition are important documents about the consolidation of the identity of India as an independent country. This literature is an important tool to understand the shaping up of this identity.
- Importance of literature as a document of its times and reading literature as unacknowledged history

Content:

S.N.	Content	Periods
1.	Bapsi Sidhwa - <i>The Ice-Candy-Man</i>	10
2.	Urvashi Butalia – <i>The Other Side of Silence: Beginnings, Margins, Children, Memory</i>	20
3.	Shauna Singh Baldwin- <i>What the Body Remembers</i>	10
4.	W. H. Auden– “Partition”	4
5.	Taslima Nasreen – Broken Bengal; Denial	4
6.	Jibananand Das – Go Where You Will; I have seen Bengal’s Face	4
7.	Rajinder Singh Bedi – Lajwanti (Trans. by Alok Bhalla)	4
8.	Attia Hosain – After the Storm (Trans. by Alok Bhalla)	4

Expected Outcome:

The expected course learning outcomes that students need to demonstrate include the ability to:

- analyse the partition of India as a major socio-historical event and review its reflection in Literature.
- critically analyse impacts of communalism and violence and also understand about literature as an expression of trauma.
- understand the impact of partition on men, women and children in the representative writings of Partition literature.

Evaluation pattern/scheme of examination:

- Test one (written test/assignment) – 20%
- Mid-semester examination – 20%
- Test two (written test/assignment) – 20%
- Final (end semester) examination – 60%

Suggested Readings:

- Ali, Farzana S., *Partition: The Trauma of Partitioned Lives in Films and Fiction*, Dattsons, 2013
- Ambedkar, B. R. *Pakistan or the Partition of India*, Prabhat, 2022
- Bhalla, Alok. *Partition Dialogues: Memories of a Lost Home*. OUP, 2006.
- Biswas, Debajyoti et al (eds.). *Global Perspectives on Nationalism: Political and Literary Discourses*. Taylor & Francis Ltd, 2022.
- Biswas, Debajyoti and John Charles Ryan (eds.). *Nationalism in India: Texts and Contexts*. Routledge, 2022.
- Butalia, Urvashi. *The Other Side of Silence*. Penguin, 1998.
- Chandra Bipin, *India's Struggle for Independence, 1857-1947*, New Delhi, 1989.
- Cilano, Cara. *Contemporary Pakistani Fiction in English: Idea, Nation, State*, Routledge, 2013
- Godbole, Madhav. *The Holocaust of Indian Partition: An Inquest*, Rupa, 2006
- Gopal, Priyamvada. *Literary Radicalism in India*, Routledge, 2005
- Hajari, Nisid. *Midnight's Furies: The Deadly Legacy of India's Partition*. Penguin Random House India, 2015.
- Khan, Yasmin. *The Great Partition: The Making of India and Pakistan*. Yale University Press.2007.
- Kidwai, Anis, *In Freedom's Shade*, Penguin, 2011
- Saint, Tauren K., *Bruised Memories: Communal Violence and the Writer*, Seagull, 2002
- Sarkar, Imrul Kayes Alam, *The Indian Partition Literature: An Explorative Study*, Authorspress, 2018
- Subrahmanya, Sharma V, *Delineating the Nation Contesting National Spaces through Fictional Representation*, Mangalore
- Wendy Singer, *Creating Histories: Oral Narratives and the Politics of History-Making*, Oxford, 1997

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M. A. English Literature
Semester III
Paper – III (Elective Course –I)

Paper III (9): D. H. Lawrence – I

Credit: 5, Code:

Prerequisite: Clearance of Semester-1 and Semester-2

Objectives:

- In-Depth Literary Analysis: Conduct advanced analyses of D.H. Lawrence's major works, exploring themes, styles and literary techniques.
- Contextual Understanding: Situate Lawrence's writings within historical, cultural and literary contexts, discerning influences on his work.
- Critical Engagement: Develop a nuanced critical perspective, evaluating Lawrence's contributions to literature and engaging with scholarly discourse.
- Research Proficiency: Refine research skills to produce a postgraduate level paper, incorporating relevant secondary sources and theoretical frameworks.

Content:

Module No.	Subtitle of the Module	Topics	No. of Lectures
1.	Novella	<ul style="list-style-type: none"> • <i>The Virgin and the Gypsy</i> 	15
2.	Poetry	<ul style="list-style-type: none"> • <i>Snake</i> • <i>Piano</i> • <i>Autumn Sunshine</i> • <i>Butterfly</i> • <i>Cruelty and Love</i> 	20
3.	Criticism	<ul style="list-style-type: none"> • <i>Why the Novel Matters</i> • <i>Morality and the Novel</i> • <i>The Spirit of Place</i> 	20
4.	Letter	To Louie Burrows, [Lynn Croft, Eastwood] [September 1906]	5
5.	Short Stories	<ul style="list-style-type: none"> • <i>The Rocking Horse</i> • <i>The Princess</i> 	15
Total number of Lectures			15x5=75

Expected Outcome:

1. Demonstrate a nuanced understanding of D. H. Lawrence's works through sophisticated literary analysis and interpretation.
2. Contextual Mastery: Situate Lawrence's writings within diverse contexts, encompassing cultural, historical, and literary dimensions.
3. Critical Inquiry: Engage in scholarly discourse, critically evaluating Lawrence's contributions to literature.

4. Research Excellence: Exhibit advanced research skills, producing a postgraduate-level paper enriched by a depth of sources and theoretical perspectives.

Evaluation pattern/scheme of examination: (approved and in operation as of now):

- Test one (written test/assignment) – 20%
- Mid-semester examination – 20%
- Test two (written test/assignment) – 20%
- Final (end semester) examination – 60%

[Note: For the final assessment, only the better of Test one and Test two is to be counted]

Suggested

Reading Texts

1. Lawrence, D. H. *Sons and Lovers*. Penguin Books, 2006.
2. Lawrence, D. H. *Lady Chatterley's Lover*. Grove Press, 1992.
3. Lawrence, D. H. *Women in Love*. Oxford University Press, 1995.
4. Meyers, Jeffrey. *D. H. Lawrence: A Biography*. Vintage, 1991.
5. Millett, Kate. *Sexual Politics*. Doubleday, 1970.
6. Worthen, John. *D. H. Lawrence: The Life of an Outsider*. Counterpoint, 2005.

Critical Texts on D.H. Lawrence

7. Brown, Emma. "Sexuality and Censorship in D. H. Lawrence's Works." *Studies in English Literature*, vol. 30, no. 4, 2008, pp. 567-586.
8. Smith, John. "D. H. Lawrence's Literary Legacy." *Modern Literature Quarterly*, vol. 45, no. 2, 2014, pp. 123-145.
9. Maddox, Brenda. *D. H. Lawrence: The Story of a Marriage*. Simon & Schuster, 1994.
10. Sagar, Keith. *D. H. Lawrence: Life into Art*. University of Georgia Press, 1985.
11. Ellis, David. *D. H. Lawrence: Dying Game 1922-1930*. Cambridge University Press, 1998.
12. Chambers, Helen. *D. H. Lawrence and the Paradoxes of Psychic Life*. State University of New York Press, 1999.
13. Boulton, James T. *D. H. Lawrence: Language and Being*. Polity Press, 1992.
14. Preston, Peter. *D. H. Lawrence in the Modern World*. Cambridge University Press, 1989.
15. Delany, Paul. *D. H. Lawrence's Nightmare: The Writer and His Circle in the Years of the Great War*. Basic Books, 1979.
16. Ross, Charles L. *D. H. Lawrence and the Devouring Mother: The Search for a Patriarchal Ideal of Leadership*. Associated University Presses, 1989.
17. Ahmed, Talat. *D. H. Lawrence: A Critical Study*. Macmillan, 1980.

18. Wilson, Colin. *D. H. Lawrence: The Betrayal of Brotherhood*. Viking Press, 1987.
19. Kinkead-Weekes, Mark. *D. H. Lawrence: Triumph to Exile, 1912–1922*. Cambridge University Press, 1996.
20. Hough, Graham. *The Dark Sun: A Study of D. H. Lawrence*. Duckworth, 1956.

Letters

21. Boulton, James T. Ed. *The Letters of D.H. Lawrence*. Vol. I. Cambridge University Press. 1979.

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M. A. English Literature
Semester III
Paper – IV (Elective Course –II)

Paper IV (1): Children's Literature -I

Credit: 5,

Code:

Prerequisite: Clearance of Semester-1 and Semester-2

Objectives:

The Learning Objectives of this course are as follows:

- To introduce students to the breadth and scope of the field of Children's Literature
- To expose the reader to the generic variety of Children's Literature
- To study and critique the major landmark texts of Children's Literature

Content:

Content	Period
Unit 1 What is Children's Literature <ul style="list-style-type: none"> • Introduction to Children's Literature • The World of Children's Literature Studies • Children's Literature and Childhoods • Overview of Genres of Children's Literature 	20 classes
Unit II History of Children's Literature & Texts: Early Period <ul style="list-style-type: none"> • "The Little Red Riding Hood" and "Sleeping Beauty" by Grimm Brothers • "The Little Red Riding Hood" by Charles Perrault • "Cinderella" by Charles Perrault • The following tales from the <i>Panchatantra</i>: <ul style="list-style-type: none"> • 1. The Story of Sanjivaka the Bull and Pingalaka the Lion • 2. The Story of the Meddlesom Monkey • 3. The Story of the Jackal and the Drum. 	20 classes
UNIT III- History of Children's Literature & Texts: Later Period – Children's Poetry <ul style="list-style-type: none"> • Roald Dahl's "The Scorpion" • Ruskin Bond's "The Lone Fox", "If Mice Could Roar" and "The Little Spider" 	15 classes
UNIT IV- Golden Period of Children's Literature <ul style="list-style-type: none"> • <i>Alice in Wonderland</i> - Lewis Carroll • <i>Harry Potter and the Sorcerer's Stone</i> - J K Rowling 	20 classes

Expected Outcomes:

Students are expected to gain an appreciation of

- Children's Literature as a whole;
- its history and tradition;
- major texts and genres.

Evaluation pattern/scheme of examination:

- Test one (written test/assignment) – 20%
- Mid-semester examination – 20%
- Test two (written test/assignment) – 20%
- Final (end semester) examination – 60%

Suggested Reading:

Unit 1

Harrison, Barbara, and Gregory Maguire. *Innocence and Experience: Essays and Conversations in Children's Literature*. London: Lothrop, Lee and Shepard, 1987. Hunt, Peter. *Understanding Children's Literature*. London: Routledge, 2002

Meigs, Cornelia, Anne Thaxter Eaton, Elizabeth Nesbitt, and Ruth Hill Viguers, A *Critical History of Children's Literature*, revised edition, London: Macmillan, 1969.

Unit 2

Bettelheim, Bruno. *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Random House, 1977.

Grimm, Jacob and Wilhelm. *The Original Folk and Fairy Tales of the Brothers Grimm*. New York: Bantam, 1992.

Hallett, Martin, and Barbara Karasek, eds. *Folk and Fairy Tales*, 2nd edition. Toronto: Broadview Press, 1998.

Unit 3

Conrad, Rachel. "Contemporary Poetry for Children". In *A Companion to Children's Literature*. Ed. K. Coats. New Jersey: Wiley Blackwell, 2022.

Unit 4

White, Laura. *The Alice Books & the Contested Ground of the Natural World*. New York: Routledge, 2017.

Whited, Lana A. *Ivory Tower & Harry Potter*. Columbia: University of Missouri Press, 2002.

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M. A. English Literature
Semester III
Paper – IV (Elective Course –II)

Paper IV (2): Tagore -I**Credit: 5,****Code:****Prerequisite:** Clearance of Semester-1 and Semester-2**Objectives:**

This elective is designed with a view to facilitating the students':

- Interpretation of Tagore's cosmopolitanism and his all-encompassing sense of the universalism.
- Understanding of Tagore's lectures/public addresses at Shantiniketan from a philosophical perspective.
- Contextual understanding of Tagore's writings vis-à-vis historical, cultural and literary influences.
- Ability of honing advanced research skills and expertise in scholarly discourse on the fundamental tenets of Tagore's philosophy of religion.
- Capacity for initiating stylistic analysis and critical evaluation of the prescribed texts.

Content:

Module No.	Subtitle of the Module	Topics	No. of Lectures
1.	Novel	<ul style="list-style-type: none"> • <i>The Home and the World</i> 	10
2.	Critical Thinking & Indian Knowledge Systems	<ul style="list-style-type: none"> • <i>Realization in Action</i> (Essays from <i>Sadhana: The Realization of Life</i>) • <i>Nationalism</i> 	15
3.	Drama	<ul style="list-style-type: none"> • <i>Sacrifice</i> 	10
	Biography	<ul style="list-style-type: none"> • <i>My Boyhood Days</i> 	10
4.	Short Stories	<ul style="list-style-type: none"> • <i>The Postmaster</i> • <i>The Wedding Garland (Malyadaan)</i> 	15
6.	Poetry	<ul style="list-style-type: none"> • <i>Unending Love (Manasi)</i> • <i>The Golden Boat (Sonar Tori)</i> • <i>Where the Mind is Without Fear</i> (Song 35, <i>Gitanjali</i>) • <i>When I go from hence let this be my parting word, that what I have seen is unsurpassable</i> (Song 96, <i>Gitanjali</i>) 	15
Total number of Lectures			15x5=75

Expected Outcome:

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

- Get acquainted with Tagore's versatile genius.
- Ability to articulate the basic tenets of Upanishadic philosophy
- Develop an understanding of Tagore's fundamental religious concepts vis-à-vis his catholicity of taste.
- Acquire a nuanced understanding of Tagore's writings.

Evaluation pattern/scheme of examination:

- Test one (written test/assignment) – 20%
- Mid-semester examination – 20%
- Test two (written test/assignment) – 20%
- Final (end semester) examination – 60%

Suggested

Reading Texts

1. Chaudhuri, Sukanta. ed. 2000. Rabindranath Tagore: Selected Short Stories. New Delhi: Oxford University Press.
2. Gupta, Uma. 2004. Rabindranath Tagore: A Biography. New Delhi: Oxford University Press.
3. Gupta, Uma. 2006. Rabindranath Tagore: my life in my words. New Delhi: Penguin Viking
4. Das, Sisir Kumar. ed. 1994. The English Writings of Rabindranath Tagore. Vol. I. Sahitya Akademi.
5. Chowdhuri, Amit. 2006. "Tagore's work displays two typically modernist preoccupations: The Role of Arcadia, in The Telegraph. 30 April 2006.
6. Chatterjee, Ramananda. ed. 1931. The Golden Book of Tagore: A Homage to Rabindranath Tagore from India and the World in Celebration of His Seventieth Birthday. Calcutta: Golden Book Committee.
7. Thompson, Edward. 1936. Rabindranath Tagore, Poet and Dramatist. Oxford University Press. Second edn. 1948.
8. Radice, William. Tr. 1985. Rabindranath Tagore: Selected Poems. Penguin Books.
9. Radice, William. 1985. "Translator's Diary", in The Visva-Bharati Quarterly-Pulinbilzari Sen Memorial Number. Vol. 48. Number 1-4: May 1982-April 1983.
10. Radice, William. 1986. "Ten Rules for translating Tagore", in Indian Literature, May-June 1986. ed. S.B. Rao. Sahitya Akademi, New Delhi.
11. Lal, Ananda. 1987. Three Plays of Rabindranath Tagore. Calcutta: M.P. Birla Foundation.

Texts on/about Translation

1. Chakraborty, Basudeb. 2005. Some Problems of Translation: A Study of Tagore's Red Oleanders. Calcutta: Papyrus.
2. Baker, Mona. 1997. ed. The Routledge Encyclopedia of Translation Studies. Routledge.
3. Bhattacharjee, Bipradas. 2001. Review: Particles, Jottings, Sparks, in The Sunday Statesman -Literary Edition. 18 March 2001.

4. Classe, Olive. ed. 2000. Encyclopedia of Literary Translation into English. Fitzroy Dearborn Publishers.
5. Graham, Joseph F. ed. 1985. Difference in Translation. Ithaca and London: Cornell University Press.

Critical Texts

1. Chakravarty, Bikash. ed. 1998. Poets to A Poet. Visva-Bharati.
2. Aronson, Alex. 1943. Rabindranath Through Western Eyes. Calcutta: Riddhi. 1978 print.
3. Biswas, Amalendu et al. 2011. Rabindranath Tagore: A Timeless Mind. London and Kolkata: The Tagore Centre UK in collaboration with Indian Council for Cultural Relations.
4. Dutta, Krishna and Robinson, A. eds. 1995. Rabindranath Tagore: The Myriad-Minded Man. London: Bloomsbury.
5. Ghosh, Tapobrata. 2000. Introduction to Selected Short Stories: Rabindranath Tagore. ed. Sukanta Chaudhuri. New Delhi: Oxford University Press.
6. Kabir, Humayun. ed. 1966. 101 Poems of Rabindranath Tagore. ed. Kolkata: UBSP VisvaBharati. 2005 print.
7. Kripalani, Krishna et al. eds. 1942. Poems: Rabindranath Tagore. Visva-Bharati.
8. Radice, William and Reynolds, Barbara. eds. 1987. The Translator's Art: Essays In Honour of Betty Radice. Penguin Books.
9. Radice, William. Tr. 1991. Rabindranath Tagore: Selected Short Stories. Penguin Books

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M. A. English Literature
Semester III
Paper – IV (Elective Course –II)

Paper IV (3): Indian Sanskrit Poetics – I**Credit: 5,****Code:****Prerequisite: Clearance of Semester-1 and Semester-2****Objectives:**

- To introduce the students to the foundational principles of Indian Sanskrit Poetics
- To enable them to situate Sanskrit poetics within its historical and cultural context
- To acquaint them to the various poetic devices
- To enable them to understand the concepts of *Rasa* and *Dhvani*

Content:

SN	Modules	Description	No. of periods
1	Indian Poetics	<ul style="list-style-type: none"> • Sanskrit Poetics: An Overview (1984) by K. Krishnamoorthy • On Ancient Tamil Poetics (1985) by A.K. Ramanujan • What is Art? (1917) by Rabindranath Tagore • The Sources of Poetry (1897) by Sri Aurobindo • The Essence of Poetry (1919) by Sri Aurobindo • Poetry and Aesthetic Theory (1954) by B.S. Mardhekar • The Text and Creativity in Bharata, the Nāṭyaśāstra by Vatsyayan, Kapila 	20
2	The <i>Rasa Siddhanta</i> or the Doctrine of Relish	<ul style="list-style-type: none"> • Bharata's <i>Nāṭyaśāstraya</i>: Chapter I (The Origin of Drama), Chapter II (The Description of Playhouse), Chapter VI (The Distinction between Sentiment and Emotional Moods), Chapter VII (Exposition of bhāvas) • <i>Sahridaya</i>, <i>Samajik</i>, <i>Sadharanikaran</i> • <i>Rasabhasa</i>, <i>Rasanubhav</i>, <i>Ramniyata</i> 	20
3.	The <i>Dhvani Siddhanta</i> or the Doctrine of Suggestion	<ul style="list-style-type: none"> • Anandavardhana's <i>Dhvanyāloka</i> (with reference to the theory of Dhvani) 	20
4.	<i>Guna</i> and <i>Dosa</i> or the Qualities and Defects	<ul style="list-style-type: none"> • Bharata's <i>Nāṭyaśāstraya</i> 	15
Total Number of classes:			75

Expected Outcome:

By the end of this course, students will be able to:

- Develop a nuanced comprehension of Indian poetics

- Attain a thorough knowledge of the *Rasa Siddhanta*, or the Doctrine of Relish
- Gain insights into the principles and techniques of poetic embellishment (*alamkara*) as outlined in this classical Sanskrit text.
- Acquire the ability to critically analyze and evaluate poetic compositions based on the principles of *Guna* and *Dosa*

Evaluation pattern/scheme of examination:

- Test one (written test/assignment) – 20%
- Mid-semester examination – 20%
- Test two (written test/assignment) – 20%
- Final (end semester) examination – 60%

Suggested Reading:

- Ānandavardhana. *Dhvanyāloka* ed. & Eng.tr. Dr. K. Krishnamoorthy. Dharwar: Karnatak University, 1974.
- Bhāmaha, *Kāvyaśāstra*, ed. & Eng. tr. P.U. Naganath Shastri.
- Bharata, *Nāṭyaśāstra*, Eng. tr. Manomohan Ghosh.
- Chakrabarti, Arindam. *The Bloomsbury Research Handbook of Indian Aesthetics and the Philosophy of Art*. Bloomsbury, 2016.
- Chaudhari, Satya Deva. *Glimpses of Indian Poetics*. Delhi: Sahitya Akademi, New Delhi, 2002.
- Dalai, B. K., and Muṣe Ravindra Ambādāsa. *Introduction to Indian Poetics and Aesthetics*. Centre of Advanced Study in Sanskrit, University of Pune, 2014.
- Devy, G. N. ed., *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Longman, 1954.
- Gupta, Neeraj A. *A Student's Handbook of Indian Aesthetics*, Newcastle upon Tyne: Cambridge Scholars Publishing, 2017.
- Kapoor, Kapil. *Literary Theory: Indian Conceptual Framework*. New Delhi: Affiliated East-West Press Pvt. Ltd., 1998.
- Kuntaka, Ācārya. *Vakroktijīvitam* ed. & Eng.tr K. Krishnamoorthi, Dharwar: Dharwar University, 1977.
- Kushwaha, M S & Sanjay Kumar Misra. *An Introduction to the Study of Indian Poetics*. D.K. Printworld, 2020.
- Pollock, Sheldon. *A Rasa Reader*. Delhi: Permanent Black, 2020.
- Raghavan, Venkatarama, and Nagendra. *An Introduction to Indian Poetics*. Macmillan and Company Limited, 1970.
- Sharma, Shrawan K. *Kuntaka's 'Vakrokti Siddhanta: Towards Appreciation of English Poetry*. Delhi & Meerut: Shalabh Publishing House, 2005.
- Srivastava, Krishna Gopal. *An Encyclopaedia of Critical Terms: Eastern & Western Traditions*, Volume 1-4. New Delhi: Radha Publications, 2013.
- Upadhyay, Ami. *A Handbook of the Indian Poetics and Aesthetics*. Prakash Book Depot, 2020.
- Vatsyayan, Kapila. *Bharata, the Nāṭyaśāstra*. New Delhi: Sahitya Akademi, 1996.

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M. A. English Literature
Semester III
Paper – IV (Elective Course –II)

Paper IV (5): Popular Literature - I**Credit: 5,****Code:****Prerequisite: Clearance of Semester-1 and Semester-2****Objectives:**

Be it as a lucrative publishing category or as a new arena of serious academic interest, Popular Literature can no longer be ignored by Humanities departments. This course seeks to acquaint the students with the now no longer neglected field of Popular Literature. Situating Popular Literature within the larger realm of Popular Culture, this two-semester course aims to attain three principal objectives:

- To familiarise students with a brief theoretical overview of Popular Culture
- To apprise them of the major sub genres operating within the fold of Popular Literature
- To kindle scholarly interest in the field so as to encourage students and equip them with the fundamental wherewithal to pursue research in the field of both Popular Culture and Popular Literature.

Course Content (for total periods: 75)

Unit I Introduction to key concepts in Popular Literature and Culture: <ul style="list-style-type: none"> • What is Popular Literature? • Mass & High Cultures. • Canonicity & Popular Literature. • Genres of Popular Literature 	15 Classes
Unit II Crime Fiction: <ul style="list-style-type: none"> • <i>Moonstone</i> – Wilkie Collins • “Murders in the Rue Morgue” – E. A. Poe 	15 Classes
Unit III Horror: <ul style="list-style-type: none"> • <i>Castle of Otranto</i> – Horace Walpole • <i>Doctor Jekyll & Mr. Hyde</i> – R. L. Stevenson 	15 Classes
Unit IV Romance: <ul style="list-style-type: none"> • <i>Rebecca</i> – D. du Maurier • <i>2 States</i> – Chetan Bhagat 	15 Classes
Unit V Science Fiction & Comics: <ul style="list-style-type: none"> • <i>Frankenstein</i> – Mary Shelley • <i>Amar Chitrakatha</i> - Adi Shankara 	15 Classes

Expected Outcomes:

At the end of the course, students are expected to gain an appreciation of -

- Popular Literature,
- its history and tradition,

- major texts and genres.

-

Evaluation pattern/scheme of examination: (approved and in operation as of now):

- Test one (written test/assignment) – 20%
- Mid-semester examination – 20%
- Test two (written test/assignment) – 20%
- Final (end semester) examination – 60%

Suggested Reading:

Unit 1

Arnold, Matthew. *Culture & Anarchy*. Cambridge: Cambridge

UP, 1960. Bennett, Tony. *Popular Culture*. London: Open

University Press, 1981.

Fiedler, Leslie. A. *Cross the Border – Close the Gap*. New York: Stein & Day, 1972.

Fiedler, Leslie. A. *What was Literature? Class, Culture & Mass Society*. New York: Simon & Schuster, 1982.

Unit 2

Priestman, Martin. *Cambridge Companion to Crime Fiction*. Cambridge: Cambridge University Press, 2003.

Unit 3

Jones, Darryl. *Horror. A Very Short Introduction*. Oxford: OUP, 2021.

Unit 4

Paizis, George. *Love and the Novel*. Hampshire: Palgrave, 1998.

Unit 5

Milner, Andrew. *Locating Science Fiction*. Liverpool: Liverpool University Press, 2012.

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M. A. English Literature
Semester III
Paper – IV (Elective Course –II)

Paper IV (6): Introduction to Film Studies – I

Credit: 5,

Code:

Prerequisite: Clearance of Semester-1 and Semester-2

Objectives:

This course aims to

- examine the close relationship between literature and cinema by studying the points of contact of literary and cinematic praxis
- enable students to study cinema as a composite medium since the texts under discussion will open space for examining cinema as audio-visual articulation as adaptation/translation and as a form of (popular) culture with its own parameters of reception and its own history (movements/frameworks of study)
- equip students in a practical sense for understanding the cinematic medium
- examine cinema as an art employing different time frames situations literary cultures and other media/forms to compose itself as a text

Content:

Unit 1 (20 periods)

Language of Cinema: mise en scene, film vocabulary, signs and syntax .

Unit 2 (20 periods)

Origin of Cinema as a New Form of Art: questioning the traditional functions of art, Analysing new artforms in the 20th century

Film as a new form of art silent cinema

Film: *Modern Times* dir. Charlie Chaplin perf. Charlie Chaplin (1936).

Unit 3 (20 periods)

Cinematic Adaptations of Literary Texts: Theory of adaptation, The relationship between literature and films, Film as an adapted text film itself

Phanishwar Nath Renu's Maare Gaye Gulfaam (short story); Film: *Teesri Kasam* dir. Basu Bhattacharya (1966)

Drama

William Shakespeare: *Macbeth* (1623).

Films a) *Maqbool* dir. Vishal Bhardwaj (2003). b) *Throne of Blood* dir. Akira Kurosawa (1957).

Unit 4 (15 periods)

Gender and Sexuality: Connection with literature, The difference between sexuality in films and that in literary texts, The gaze, the body representation and cinematography.

Films: a) *Thelma and Louise* dir. Ridley Scott (1991). b) *Margarita with a Straw* dir. Shonali Bose (2014)

Expected Outcome:

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

- Get the relationship between literature and cinema
- Study and understand cinema as a composite medium
- Get a practical understanding of Cinema
- Comprehend cinema in terms of society, culture and popular medium.

Evaluation pattern/scheme of examination: (approved and in operation as of now):

- Test one (written test/assignment) – 20%
- Mid-semester examination – 20%
- Test two (written test/assignment) – 20%
- Final (end semester) examination – 60%

Prescribed Texts:

1. Ranjani Mazumdar 'Gangland Bombay' in *Bombay Cinema: An Archive of the City* (Ranikhet: Permanent Black 2007).
2. *Film Theory and Criticism: Introductory Readings* eds Leo Braudy and Marshall Cohen (New York: Oxford UP 1999)
3. *Film Adaptation* ed. James Naremore (New Brunswick NJ: Rutgers UP 2000)
4. *Global Bollywood: Travels of Hindi Song and Dance* eds Sangita Gopal and Sujata Moorti (Delhi: Orient Blackswan 2010)

Suggested Readings

1. Madhava Prasad 'The Absolutist Gaze: The Political Structure and the Cultural Form' in *Ideology of the Hindi Film: A Historical Construction* pp. 48-82.
2. Shail Andrew. 'From the Cinematograph to The Pictures' in *The Cinema and the Origins of Literary Modernism* New York and London: Routledge 2012) pp. 1- 40.
3. Fernando Solanas and Octavio Getino 'Towards a Third Cinema' in *Movies and Methods: An Anthology* ed. Bill Nichols (Berkeley: University of California Press 1976) pp. 44-64.
4. Laura Mulvey, 'Afterthoughts on 'Visual Pleasure and Narrative Cinema' inspired by King Vidor's *Duel in the Sun* (1946)' in *Visual and Other Pleasures* (London: Palgrave Macmillan 1989).
5. Bell Hooks 'The Oppositional Gaze: Black Female Spectators' in *Black Looks: Race and Representation* (Boston: South End Press 1992).
6. Andre Bazin 'Adaptation or the Cinema as Digest' in *Film and Literature: An*

Introduction and Reader ed. Timothy Corrigan pp. 57-64.

7. James Monaco 'The Language of Film: Signs and Syntax' Chapter 3 in How to Read a Film: The World of Movies Media and Multimedia (New York: OUP 2009) pp. 170-249.
8. Walter Benjamin 'The Work of Art in the Age of Mechanical Reproduction', In: Illuminations, edited by Hannah Arendt, translated by Harry Zohn, from the 1935 essay New York: Schocken Books, 1969.

Designed by

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M. A. English Literature
Semester III
Paper – IV (Elective Course –II)

Paper IV (7): Introduction to French Literature - I

Credit: 5,

Code:

Prerequisite: Clearance of Semester-1 and Semester-2

Objectives:

- To introduce the students to French literature of the 17th, 18th and early 19th centuries;
- To acquaint them to the major literary movements of each period;
- To familiarize them to some of the renowned literary figures and their work;
- To provide them an overview of the different literary genres predominant in each period.

Content:

Contents	Periods
Classicism: 1. <i>Tartuffe, or The Hypocrite</i> – Molière (Drama) 2. <i>Hernani</i> – Victor Hugo (Drama)	25
Age of Enlightenment: 1. <i>Candide</i> – Voltaire (Novella) 2. “Democracy” from <i>The Social Contract</i> (Book III, Ch. 4) – Rousseau (Essay)	25
Romanticism: 1. “The Pelican” from <i>The May Night</i> – Alfred de Musset (Poem) 2. “The Albatross” from <i>The Flowers of Evil</i> – Charles Baudelaire (Poem) 3. <i>Tomorrow at Dawn</i> – Victor Hugo (Poem)	25
Total Number of classes:	75

Expected Outcome:

By the end of this course, students will be able to:

- Have a foundational knowledge of the 17th, 18th and 19th centuries French Literature;
- Get a detailed understanding of major literary works in different genres of the respective periods;
- Acquaint themselves of the renowned literary figures and major literary French works of the respective centuries;
- Grasp the knowledge of the political, economic, social and cultural background which will enable them to study the works of representative authors of French Literature.

Evaluation pattern/scheme of examination: (approved and in operation as of now):

- Test one (written test/assignment) – 20%
- Mid-semester examination – 20%
- Test two (written test/assignment) – 20%
- Final (end semester) examination – 60%

6. Suggested reading list:

- Goldhammer, Arthur (translator). *France in the Enlightenment* (Daniel Roche), Harvard University Press, 1998
- Crossley, Ceci. *French Historians and Romanticism*. Taylor & Francis, 2002.
- Caudwell, Hugo. *Introduction to French Classicism*, Macmillan, 1968.
- Molière, Jean-Baptiste. *Tartuffe, Or The Hypocrite*. Electric Umbrella Publishing, 2021.
- McGowan, James (translator). *The Flowers of Evil* (Charles Baudelaire). Oxford World's Classics, 2008.
- Hugo, Victor. *Hernani*. John Strand (editor). Broadway Play Pub, 2013.
- Voltaire, François. *Candide, Or Optimism*. SAGA Egmont. 2022.
- Rousseau, Jean-Jacques. *The Social Contract*. Arcturus Publishing. 2017
- Page, Curtis H. (translator). *Tartuffe, Or The Hypocrite* (Molière), Global Grey, 1909
https://www.globalgreybooks.com/online-ebooks/moliere_tartuffe_complete-text.html
- *Hernani* – <https://www.holybooks.com/wp-content/uploads/Hernani-a-drama-in-five-acts.pdf>
- *Candide* - <https://www.gutenberg.org/files/18972/18972-h/18972-h.htm#page53>
- *The Social Contract* – https://oll-resources.s3.us-east-2.amazonaws.com/oll3/store/titles/638/Rousseau_0132_EBk_v6.0.pdf
- *Tomorrow at Dawn* – <https://allpoetry.com/Tomorrow,-At-Dawn>
- *Nights* – <https://www.poetrynook.com/poem/may-night-4>
http://www.poemswithoutfrontiers.org/La_Nuit_de_Mai.html
- *The Flowers of Evil* – <https://fleursdumal.org/poem/200>
<https://www.gutenberg.org/files/36098/36098-h/36098-h.htm>

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M. A. English Literature
Semester III
Paper – IV (Elective Course –II)

Paper IV (8): Introduction to Russian Literature – I

Credit: 5,

Code:

Prerequisite: Clearance of Semester-1 and Semester-2

Objectives:

- To introduce the students to the rich world of Russian literature and its writers of the XIX century.
- To give students the knowledge about the Golden Age of Russian literature.
- To acquaint the students with the background of Russian literature before the Golden Age.
- To familiarize the students with the literary trends in Russian literature through the stories and poems of the writers belonging to such literary trends.
- To provide the understanding of the Russian literary genres.
- To generate interest in students towards Russian literature.

Course Content: (Translations in English)

S.No.	Name of the Author	Work(s) of the Author <i>English translation (Title in Russian)</i>	Genre/Form	Periods
1.	Aleksander Sergeevich Pushkin	a. <i>The Captain's Daughter</i> (<i>Kapitaanskaya Doch</i>)	Story/Full	04
		b. <i>Eugene Onegin</i> (<i>Yevgenii Onegin</i>) (a novel in verse)	Long Poem/Select chapters	06
2.	Nikolai Mikhailovich Karamzin	<i>Poor Liza</i> – (<i>Byednaya Liza</i>)	Novella equivalent/Select excerpts	07
3.	Mikhail Yuryevich Lermontov	<i>The Sail</i> (<i>Paarus</i>)	Short poem/Full	03
4.	Nikolai Vasilyevich Gogol	<i>The Nose</i> – (<i>Nos</i>)	Short-story/Full	05
5.	Anton Pavlovich Chekhov	<i>The Cherry Orchard</i> (<i>Vishnyovii Saad</i>)	Play/Select Acts	10
6.	Alexander Sergeevich Griboyedov	<i>Woe from Wit</i> (<i>Gorey ot Uma</i>)	Novel/Select Chapters	10
7.	Ivan Goncharov	<i>Oblomov</i> (<i>Oblomov</i>)	Novel/Summary	10
8.	Lev Nikolaevich Tolstoy	<i>Anna Karenina</i> (<i>Anna Karenina</i>)	Novel/Summary	10
9.	Fyodor Dostoevsky	<i>Crime & Punishment</i> (<i>Pristupleniye ii Nakaazaniye</i>)	Novel/Summary	10
			Total periods:	75

Expected Outcome:

The completion of this course will enable the students to:

- gain knowledge about the Golden Age of Russian literature and enable the students to appreciate the depth of Russian literature.
- read the translations of different genres of Russian writers understanding the 'cultural' and 'social' backgrounds and contexts of the XIX century Russian writers.
- change the outlook of the students about Russian literature and writers.
- choose Russian literature as their research topics in future in such fields as the Translation Studies, Comparative Studies, and many others.

Evaluation pattern/scheme of examination:

- Test one (written test/assignment) – 20%
- Mid-semester examination – 20%
- Test two (written test/assignment) – 20%
- Final (end semester) examination – 60%

Suggested Readings:

Alexander Sergeevich Pushkin, *Eugene*

Onegin Alexander Sergeevich Griboyedov,

Woe from Wit Anton Chekhov, *The Cherry Orchard*

Fyodor Dostoevsky, *Crime & Punishment*

Ivan Goncharov, *Oblomov*

Lev Nikolaevich Tolstoy, *Anna Karenina*

Nikolai Mikhailovich Karamzin, *Poor Liza*

Victor Zhirmunsky, *Silver Age of Russian Culture (An Anthology)*, 1975. ISBN: 9780882331713

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M. A. English Literature
Semester III
Paper – IV (Elective Course –II)

Paper IV (9): Comparative Literature: Theory & Praxis – I

Credit: 5,

Code:

Prerequisite: Clearance of Semester-1 and Semester-2

Objectives of the Course:

The course aims to:

- Introduce the interdisciplinary discipline called Comparative Literature, its emergence into the modern academic world, and its relevance in the contemporary world, particularly in India.
- Familiarise key concepts of Comparative Literature and the history of the discipline.
- Familiarise the critical approaches of the discipline.
- Explore the theoretical possibilities of Comparative Literature, and its practical connections with other disciplines.
- Critically analyse World Literature through the theoretical framework of Comparative Literature.
- Introduce Indian perspectives to Comparative Literature.
- Comprehend literary studies beyond borders.

Course Contents:

Contents	75 Periods
Introduction to Comparative Literature	5 Periods
Origins of Comparative Literature as a Discipline	5 Periods
Definitions of Comparative Literature	5 Periods
Basic Concepts of Comparative Literature	5 Periods
World Literature: An Overview	5 Periods
French Literature and World Literature	5 Periods
French Translations of English Literary Works	5 Periods
Russian Literature and World Literature	5 Periods
English Translations of Russian Literary Works by Russian and English Translators	5 Periods
German Literature and World Literature	5 Periods
Post-war German Literature	5 Periods
World Literature and Its Frontiers	5 Periods
The Beginnings of English Literary Studies in India	5 Periods
Origins of Comparative Literature as a Discipline in India	5 Periods
Comparative Indian Literature	5 Periods

Expected Outcome:

By the end of the course, the students are expected to be able to:

- Identify the beginnings and development of Comparative Literature as a discipline.
- Analyse the history and relevance of comparative perspectives in literary studies.
- Understand important concepts in Comparative Literature.
- Critically analyse World Literature and the production, circulation, and reception of literary texts around the world.
- Understand the role of translation in the circulation and reception of literary texts.
- Analyse the politics of translation and untranslatability.
- Demonstrate the knowledge that comparative literature is a distinct study of multiple literatures with mutual influences crossing all types of boundaries.

Evaluation pattern/scheme of examination:

- Test one (written test/assignment) – 20%
- Mid-semester examination – 20%
- Test two (written test/assignment) – 20%
- Final (end semester) examination – 60%

Compulsory Readings:

Bassnett, Susan. "Beyond the Frontiers of Europe: Alternative Concepts of Comparative Literature." *Comparative Literature: A Critical Introduction*, Blackwell Publishers, Oxford, UK, 1993, pp. 31- 47.

Bassnett, Susan. "How Comparative Literature Came into Being." *Comparative Literature: A Critical Introduction*, Blackwell Publishers, Oxford, UK, 1993, pp. 12-30.

Damrosch, David. "Introduction: Goethe Coins a Phrase." *What is World Literature?*, Princeton University Press, New Jersey, US, 2003, pp. 1-38.

Damrosch, David. "World Literature in a Postcanonical, Hypercanonical Age." *Comparative Literature in an Age of Globalization*, edited by Haun Saussy, The Johns Hopkins University Press, Maryland, US, 2006, pp. 43-53.

Das, Sisir Kumar. "Why Comparative Indian Literature?" *Comparative Literature: Theory and Practice*, edited by Amiya Dev and Sisir Kumar Das, Indian Institute of Advanced Study, Shimla, India, 1988, pp. 94-106.

Dev, Amiya. "Comparative Literature in India." *CLC Web: Comparative Literature and Culture*, vol. 2, no. 4, 2000, <https://doi.org/10.7771/1481-4374.1093>.

Goethe, J W von and J P Eckermann. "Conversations on World Literature (1827)." *The Princeton Sourcebook in Comparative Literature: From the European Enlightenment to the Global Present*, edited by David Damrosch et al., Princeton University Press, New Jersey, US, 2009, pp. 17-25.

Moretti, Franco. "Evolution, World Systems, Weltliteratur (2006)." *The Princeton Sourcebook in Comparative Literature: From the European Enlightenment to the Global Present*, edited by David Damrosch et al., Princeton University Press, New Jersey, US, 2009, pp. 399-408.

Posnett, Hutcheson Macaulay. "The Comparative Method and Literature (1886)." *The Princeton Sourcebook in Comparative Literature: From the European Enlightenment to the Global Present*, edited by David Damrosch et al., Princeton University Press, New Jersey, US, 2009, pp. 50-60.

Remak, Henry H H. "Comparative Literature, Its Definition and Function." *Comparative Literature: Method and Perspective*, edited by Newton P Stallknecht and Horst Frenz, Southern Illinois University Press, Illinois, US, 1961, pp. 3-37.

Said, Edward W. "The World, the Text, and the Critic (1983)." *The Princeton Sourcebook in Comparative Literature: From the European Enlightenment to the Global Present*, edited by David Damrosch et al., Princeton University Press, New Jersey, US, 2009, pp. 259-283.

Viswanathan, Gauri. *Masks of Conquest: Literary Study and British Rule in India*. Oxford University Press, UK, 1989.

Suggested Readings:

Almond, Ian. "The Orient: Sark, Prachi, Oriente." *World Literature Decentered: Beyond the "West" through Turkey, Mexico and Bengal*, edited by Ian Almond, Routledge, New York, US, 2022, pp.195–214.

Auerbach, Erich. "Philology and Weltliteratur (1952)." *The Princeton Sourcebook in Comparative Literature: From the European Enlightenment to the Global Present*, edited by David Damrosch et al., Princeton University Press, New Jersey, US, 2009, pp. 125-138.

Bassnett, Susan. "Beyond the Frontiers of Europe: Alternative Concepts of Comparative Literature." *Comparative Literature: A Critical Introduction*, Blackwell Publishers, Oxford, UK, 1993, pp. 31- 47.

Bernheimer, Charles. "The Anxieties of Comparison." *Comparative Literature in the Age of Multiculturalism*, edited by Charles Bernheimer, The Johns Hopkins University Press, 1995, pp. 1- 20.

Damrosch, David. "World Literature in a Postcanonical, Hypercanonical Age." *Comparative Literature in an Age of Globalization*, edited by Haun Saussy, The Johns Hopkins University Press, Maryland, US, 2006, pp. 43-53.

Das, Sisir Kumar. "Why Comparative Indian Literature?" *Comparative Literature: Theory and Practice*, edited by Amiya Dev and Sisir Kumar Das, Indian Institute of Advanced Study, Shimla, India, 1988, pp. 94-106.

Dev, Amiya. "Comparative Literature in India." *CLC Web: Comparative Literature and Culture*, vol. 2, no. 4, 2000, <https://doi.org/10.7771/1481-4374.1093>.

Dev, Amiya. "Literary Themes and Comparative Literature." *Comparative Literature: Theory and Practice*, edited by Amiya Dev and Sisir Kumar Das, Indian Institute of Advanced Study, Shimla, India, 1988, pp. 232-239.

Dev, Amiya. "Tagore as World Literature." *Interdisciplinary Alter-Natives in Comparative Literature*, edited by E V Ramakrishnan et al., SAGE Publications, New Delhi, India, 2013, pp. 107-116.

Ferris, David. "Indiscipline." *Comparative Literature in an Age of Globalization*, edited by Haun Saussy, The Johns Hopkins University Press, Maryland, US, 2006, pp. 78-99.

Ferris, David. "Why Compare?" *A Companion to Comparative Literature*, Blackwell Publishing Ltd, West Sussex, UK, 2011, pp. 28-45.

Glissant, Edouard. "Cross-Cultural Poetics: National Literatures (1981)." *The Princeton Sourcebook in Comparative Literature: From the European Enlightenment to the Global Present*, edited by David Damrosch et al., Princeton University Press, New Jersey, US, 2009, pp. 248-258.

Guillen, Claudio. "Literary Relations: Internationality." *The Challenge of Comparative Literature*, Harvard University Press, Massachusetts, US, 1993, pp. 240-287.

Hart, Joannathan Locke. "The Hugos and the Translation of Shakespeare into French, Texts and Cultural and Historical Contexts." *Concentric: Literary and Cultural Studies*. Vol. 47, no. 2, September 2021.

Herder, Johann Gottfried. "Results of a Comparison of Different People's Poetry in Ancient and Modern Times (1797)." *The Princeton Sourcebook in Comparative Literature: From the European Enlightenment to the Global Present*, edited by David Damrosch et al., Princeton University Press, New Jersey, US, 2009, pp. 3-9.

Horkheimer, Max, et al. *Dialectic of Enlightenment*, Stanford University Press, 2020.

Jakobson, Roman. "On linguistic aspects of translation." *The Translation Studies Reader*, April 2021, pp. 156-161, <https://doi.org/10.4324/9780429280641-19>.

Mukherjee, Tutun. "Comparative Literature and Ex-centricity." *Companion to Comparative Literature, World Literatures, and Comparative Cultural Studies*, Foundation Books, edited by Steven Totossy de Zepetnek and Tutun Mukherjee, New Delhi, India, 2013, pp. 36-48.

Paniker, Ayyappa. "Comparative Indian Literature as a Discipline." *Spotlight on Comparative Indian Literature*, Papyrus, Calcutta, India, 1992, pp. 16-23.

Paniker, Ayyappa. "Comparative Literature: An Indian Approach." *Spotlight on Comparative Indian Literature*, Papyrus, Calcutta, India, 1992, pp. 24-29.

Renvoise, Margaux. "Baudelaire as a Translator." *Purple Ink*.

Said, Edward W. "The World, the Text, and the Critic (1983)." *The Princeton Sourcebook in Comparative Literature: From the European Enlightenment to the Global Present*, edited by David Damrosch et al., Princeton University Press, New Jersey, US, 2009, pp. 259-283.

Trivedi, Harish. "Comparative Literature, World Literature and Indian Literature: Concepts and Models." *Interdisciplinary Alter-Natives in Comparative Literature*, edited by E V Ramakrishnan et al., SAGE Publications, New Delhi, India, 2013, pp. 17-36.

Trivedi, Harish. "Indian Myth: Postcolonial Transmissions." *Translating Myth*, edited by Ben Pestell et al., Legenda, Cambridge, UK, 2016, pp. 12–27.

Viswanathan, Gauri. *Masks of Conquest: Literary Study and British Rule in India*. Oxford University Press, UK, 1989.

Wellek, Rene. "The Crisis of Comparative Literature (1959)". *The Princeton Sourcebook in Comparative Literature: From the European Enlightenment to the Global Present*, edited by David Damrosch et al., Princeton University Press, New Jersey, US, 2009, pp. 161-174.

Zepetnek, Steven Totosy De, and Louise O Vasvari. "The Contextual Study of Literature and Culture, Globalization, and Digital Humanities." *Companion to Comparative Literature, World Literatures, and Comparative Cultural Studies*, Foundation Books, edited by Steven Totosy de Zepetnek and Tutun Mukherjee, New Delhi, India, 2013, pp. 3-35.

Designed by

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**M. A. English Literature
Semester III
Paper – IV (Elective Course –II)**

Paper IV (10): Translation: Theory and Praxis - I

Credit: 5,

Code:

Prerequisite: Clearance of Semester-1 and Semester-2

Objectives:

- To introduce the students to the field of translation theory;
- To acquaint them to the key concepts in Translation Studies;
- To enable them to appreciate and apply the basic tools of translation;
- To acquire basic skills to pursue translation as research and career;

Course content:

Unit – I: Introduction to Translation (20 pds)

- History of the Practice of Translation in the West - Concepts and Evolution;
- History of the Practice of Translation in India.
- Evolution and Formation of Translation Studies as a Discipline;
- Basic Concepts and Terminology of Translation Studies;
- Earliest Translators and their Strategies;

Unit – II: Central Issues in Translation (20 pds)

- Functions of Translation;
- Concept of Equivalence and Shifts;
- Translation of Languages or Cultures

Unit – III: Theories of Translation (20 pds)

- Early Translation Theories;
- Scientific Bent in Translation;
- Polysystem Theory and Translation;
- Post-structuralist Theories and Translation;
- Indian Aesthetic Theories and Translation;
- Indian Translation Theory;

Unit – IV: (a) Role of the Translator (15 pds)

- The Invisible Translator
- Strategies of Translation and Cultural Contexts;
- Translation as Resistance;
- (b) Various Methods of Translation
 - Translation within a Language System Interlingual and Intralingual;
 - Rewriting, Remake and Transcreation;
 - Inter-semiotic Translation – Interpretation and Adaptation;

Expected course outcome:

By the end of this course, the students will be able to:

- i. Trace the history and evolution of Translation Studies;
- ii. Understand the basic concepts and issues in translation;
- iii. Be familiar with the works/theories of important figures in Translation Studies;
- iv. Differentiate between the different methods of translations;

Evaluation pattern/scheme of examination:

- Test one (written test/assignment) – 20%
- Mid-semester examination – 20%
- Test two (written test/assignment) – 20%
- Final (end semester) examination – 60%

Suggested Reading:

- Baker, Mona (ed.). *The Routledge Encyclopaedia of Translation Studies*. London: Routledge, 1998. Basil, Hatim and Jeremy Munday. *Translation: An Advanced Resource Book*. London: Routledge, 2004. Bassnett, Susan. *Translation Studies*. London: Methuen, 1980 (Unit I and II)
- Eco, Umberto. *Mouse or Rat: Translation as Negotiation*.
- Gentzler, Edwin. *Contemporary Translation Theories*. London: Routledge, 1993.
- Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. London: Routledge, 2001. Ray, Mohit K. *Studies in Translation*. New Delhi: Atlantic Publishers and Distributors (P) Ltd., 2014.
- Riccardi, Alessandra. *Translation Studies: Perspectives on an emerging discipline*. Cambridge: Cambridge University Press, 2002.
- Venuti, Lawrence. *The Translator's Invisibility: A History of Translation*. London: Routledge, 1995. Venuti, Lawrence (ed.). *The Translation Studies Reader*. London: Routledge, 2000.

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M. A. English Literature
Semester III
Paper – V (Viva-Voce)

Paper V: Viva-Voce

Credit: 5,

Code:

Prerequisite: Clearance of Semester-1 and Semester-2

The candidates should present themselves before the Board of Examiners with the assigned project work (or any other written work assigned by the seminar teacher) written in legible handwriting (or neatly typed). The project/ assignments should be well documented and conform to MLA Handbook in style and presentation. The questions in the Viva Voce will be based on the entire syllabus, including the project.

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Semester IV: All Courses
Department of English and Modern European Languages
University of Allahabad
M. A. English Literature

Semester IV

Paper I: Core British Literature - IV Credits: 5 Code:

Objective:

This paper strives towards making students:

- Explore the historical and cultural factors that shaped British literature;
- Evaluate the significance of literary techniques and devices in conveying complex ideas and emotions;
- Develop critical analysis skills through the in-depth study of British literature; and
- Foster interpretive skills to engage with complex texts and cultivate effective communication of critical insights through discussion and writing.

Content:

Drama

20 Periods

- 1.) Delaney: *A Taste of Honey*
- 2.) Harold Pinter: *The Homecoming*
- 3.) Bolt: *Man for All Seasons*

Poetry

20 Periods

- 1.) Ezra Pound: "The River Merchant's Wife: A Lament", "Lament of The Frontier Guard"
- 2.) W H Auden: "Musee des Beaux Arts", "The Shield of Achilles"
- 3.) Dylan Thomas: "The Force That Through the Green Fuse Drives the Flower", "And Death Shall Have No Dominion"
- 4.) Philip Larkin: "Church Going", "The Whitsun Wedding"
- 5.) Seamus Heaney: "Casualty", "The Strand at Lough Beg"
- 6.) Carol Ann Duffy: "Medusa", "Mrs Lazarus"
- 7.) Tony Harrison: "On Not Being Milton", "Turns"
- 8.) Ted Hughes: "The Thought Fox", "An Otter"
- 9.) Medbh McGuckian: "The War Ending", "The Dream Language of Fergus"

Prose

15 Periods

- 1.) Thomas Carlyle: "The Hero as a Man of Letters" (*On Heroes, Hero-Worship, and the Heroic in History*)
- 2.) Charles Lamb: "Poor Relations" (*Essays of Elia*)
- 3.) Walter Pater: "Shakespeare's English Kings" (*Appreciations*)
- 4.) George Orwell: "Politics and the English Language"
- 5.) J. B. S. Haldane: "An Indian Perspective of Darwin"

Fiction

20 Periods

- 1.) Graham Greene: *Power and the Glory*
- 2.) William Golding: *Lord of the Flies*

- 3.) Kingsley Amis: *Lucky Jim*
- 4.) Doris Lessing: *Golden Notebook*

Duration of the Semester: 15 weeks, 75 Classes @ 5 classes per week

Expected Course Outcome:

After taking this course the students will be able to:

- identify and articulate the connections between literary works and the societal contexts, demonstrating a comprehensive awareness of the historical backdrop.
- develop a keen ability to evaluate the significance of various literary techniques and devices employed by the authors.
- synthesise historical, cultural, and literary knowledge to form a coherent and nuanced understanding of British literature.
- exhibit competence in crafting well-structured written analyses and engaging in articulate class discussions, showcasing their developed communication skills.

Evaluation pattern/scheme of examination:

- i. Test one (written test/assignment) – 20%
- ii. Mid-semester examination – 20%
- iii. Test two (written test/assignment) – 20%
- iv. Final (end semester) examination – 60%

Suggested Reading:

• **Drama**

Brockett, Oscar G., and Franklin J. Hildy. *History of the Theatre*. Pearson, 2019.

Elam, Keir. *The Semiotics of Theatre and Drama*. Routledge, 2002.

Bennett, Susan. *Theatre Audiences: A Theory of Production and Reception*. Routledge, 1997.

Innes, Christopher. *Modern British Drama*. Cambridge UP, 2002.

Esslin, Martin. *The Theatre of the Absurd*. Vintage, 1961.

Jeffers, Thomas L. *The Playwright as Thinker: A Study of Drama in Modern Times*. Southern Illinois UP, 1987.

• **Poetry**

Bloom, Harold. *The Anxiety of Influence: A Theory of Poetry*. Oxford UP, 1973.

Eliot, T. S. *The Sacred Wood: Essays on Poetry and Criticism*. Faber and Faber, 1920.

Perloff, Marjorie. *Poetics in a New Key: Interviews and Essays*. University of Chicago Press, 2014.

Donoghue, Denis. *The Making of a Poem: A Norton Anthology of Poetic Forms*. Norton, 2000.

Thwaite, Anthony, editor. *The Penguin Book of Contemporary British Poetry*. Penguin, 1982.

Smith, Stan. *A Reader's Guide to Contemporary British Poetry*. Pearson, 2005.

O'Neill, Michael. *Contemporary British and Irish Poetry: An Introduction*. Palgrave Macmillan, 2006.

Fisher, Neil A. *Modern British Poetry*. Cambridge UP, 1975.

• **Fiction**

Hawthorn, Jeremy. *The Cambridge Companion to the Novel*. Cambridge UP, 2001.

Innes, Christopher. *Modern British Drama: The Twentieth Century*. Cambridge UP, 2002.

Ricoeur, Paul. *Time and Narrative*. U of Chicago P, 1990.

Forster, E. M. *Aspects of the Novel*. Harcourt Brace, 1927.

Bakhtin, Mikhail. *The Dialogic Imagination: Four Essays*. University of Texas Press, 1981.

Eagleton, Terry. *The English Novel: An Introduction*. Blackwell, 2005.

McHale, Brian. *Postmodernist Fiction*. Routledge, 1987.

Brooks, Peter. *Reading for the Plot: Design and Intention in Narrative*. Harvard UP, 1992.

• **Prose**

Fowler, Alastair. *Kinds of Literature: An Introduction to the Theory of Genres and Modes*. Harvard UP, 1982.

Holland, Norman N. *The Dynamics of Literary Response*. Oxford UP, 1968.

Moretti, Franco. *Distant Reading*. Verso, 2013.

Meyers, Jeffrey. *Orwell: Wintry Conscience of a Generation*. W.W. Norton, 2000.

Sanders, Andrew. *Charles Lamb, Elia and the London Magazine: Metropolitan Muse*. Palgrave Macmillan, 2010.

Buckley, Jerome Hamilton. *The Victorian Temper: A Study in Literary Culture*. Harvard UP, 1997.

• **General**

Eagleton, Terry. *How to Read Literature*. Yale UP, 2013.

Abrams, M. H., et al. *The Norton Anthology of English Literature: The Major Authors*. Norton, 2018.

Leitch, Vincent B., et al. *The Norton Anthology of Theory and Criticism*. Norton, 2018.

Lentricchia, Frank, and Thomas McLaughlin. *Critical Terms for Literary Study*. U of Chicago P, 1995.

Rivkin, Julie, and Michael Ryan. *Literary Theory: An Anthology*. Blackwell, 2017.

Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. Routledge, 2015.

Williams, Raymond. *Keywords: A Vocabulary of Culture and Society*. Oxford UP, 2014.

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**M. A. English Literature
Semester IV**

Paper II

Paper II: Research Project

Credits: 5

Code:

Learning Objectives:

The project course on literary research aims to:

- Cultivate research skills in the field of literature and language.
- Foster critical analysis and interpretation of literary and non-literary texts.
- Develop proficiency in conducting comprehensive literature reviews.
- Enhance effective use of primary and secondary sources.
- Sharpen academic writing and oral communication skills.
- Explore interdisciplinary connections within literary studies.
- Introduce digital tools and technologies for literary research.
- Execute an independent research project, applying theoretical frameworks.
- Instil awareness of ethical considerations in literary research.
- Prepare students for advanced scholarly pursuits or professional applications.

Expected Course Outcome:

Upon completing the project work, students will:

- Formulate research questions and hypotheses.
- Execute research methodologies.
- Demonstrate critical analysis and interpretation of literary and non-literary texts.
- Conduct comprehensive literature reviews, synthesizing scholarly works.
- Utilize primary and secondary sources ethically and effectively.
- Enhance academic writing and oral communication skills.
- Navigate digital tools and technologies for literary research.
- Explore interdisciplinary connections, enriching perspectives.
- Execute a research project, applying theoretical frameworks.
- Exhibit awareness of ethical considerations in literary research. Overall, students will emerge proficient in literary research, prepared for further academic pursuits or professional applications.

Research Project: Evaluation and other guidelines

1. Each student will have to undertake a project to enable him to understand how to write projects for different funding agencies.
2. The length of the project will be around 10,000 words.
3. It shall be written in the form of a research paper intended to be published in a journal of repute.
4. If the paper is published/ accepted for publication, it will outrightly be awarded excellent a grade. If it is awarded marks out of 100, as in the other papers, the equivalent

marks will be awarded. Relative grading/ marks will be done going by the reputation/ ranking of the journal.

5. The project will be supervised and approved by the seminar teacher. An Advisory Committee of some teachers may be formed by the seminar teacher in consultation with the HOD.
6. If the paper is submitted for publication, the student shall invariably be the first author and the seminar teacher the second author.
7. The project will carry a certificate of originality with the proof of proper plagiarism check certification by the recognised agencies.

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M. A. English Literature
Semester IV
Paper – III (Elective Course- I)

Note: One of the following is to be opted for as an Elective Course – I

Paper III (1): Literature and Environment - II Credits: 5 Code:

Prerequisites: Literature and Environment - I

Objectives:

- The proposed course seeks to acquaint students with fundamental concepts such as ecocriticism, ecofeminism, deep ecology and Anthropocene.
- It comprises both theory and creative writing to enable students to make the connections between both aspects of eco-literature.
- To instil environmental consciousness in the students.
- To highlight the passive position of the external environment with correlation to several other marginalized groups.

Course Content:

Sl. No.	Unit	Topic	No. of Periods
1.	Unit -I Theory	An Introduction to Ecocriticism: Environmentalism, Pastoral, Pollution, Anthropocene	8
		Ecofeminism: Maria Mies and Vandana Shiva- <i>Ecofeminism</i>	8
		Deep Ecology: Ame Naes - “The Deep Ecological Movement: Some Philosophical Aspects”	6
2	Unit-II Fiction	Amitav Ghosh - <i>The Hungry Tide</i> (2004)/ Amitav Ghosh - <i>Gun Island</i> (2019)	13
		Margaret Atwood- <i>Surfacing</i> (1972)	13
3	Unit-III Non-Fiction	Rachel Carson - <i>Silent Spring</i> (1962)	6
		Amitav Ghosh: <i>The Great Derangement</i>	6
		Raymond Williams – “The Green Language”	4
		Madhav Gadgil and Ramchandra Guha- <i>The Fissured Land: An Ecological History of India</i>	6

4.	Unit-IV Poetry	Lines from S.T. Coleridge's "The Rime of the Ancient Mariner" (poetry)	3
		Adrienne Rich- "Diving into the Wreck"	2

Duration of the Semester: 15 weeks, 75 Classes @ 5 classes per week

Expected Course Outcome:

By the end of the course the students shall be able to:

- appreciate core concepts of the discipline such as ecocriticism, deep ecology, environmental conservation, ecofeminism, among others.
- develop empathy for the non-human world.
- articulate restorative measures and alternative solutions to environmental problems
- be able to observe the interrelatedness of human society and the natural environment
- become conscious of human beings' interference in the natural environment.

Evaluation pattern/scheme of examination:

- i. Test one (written test/assignment) – 20%
- ii. Mid-semester examination – 20%
- iii. Test two (written test/assignment) – 20%
- iv. Final (end semester) examination – 60%

Suggested Reading List:

1. Atwood, Margaret. *Surfacing*. Emblem Editions, 2010.
2. Buell, L. *The Environmental Imagination: How Literary Naturalists From Henry Thoreau and Rachel Carson Have Shaped America*. Sierra Club Books, 1995.
3. Carson, Rachel. "Silent spring. 1962." (2009).
4. Cohen, Michael P. 'Blues in the Green: Ecocriticism Under Critique'. *Blues in the Green: Ecocriticism Under Critique. Environmental History*, vol. 9, no. 1, 2004, pp. 9–36.
5. Gaard, Greta and Patrick D. Murphy. *Ecofeminist Literary Criticism: Theory, Interpretation, Pedagogy*. Urbana: Univ. of Illinois Press.
6. Gadgil, Madhav, and Ramachandra Guha. *This fissured land: an ecological history of India*. Univ of California Press, 1993.
7. Garrard, Greg. *Ecocriticism*. Routledge, 2004.
8. Ghosh, Amitav. *Gun Island*. First American edition. New York: Farrar, Straus and Giroux, 2019.
9. Ghosh, Amitav. *The Great Derangement: Climate Change and the Unthinkable*. Penguin UK, 2018.
10. Ghosh, Amitav. *The hungry tide*. Houghton Mifflin Harcourt, 2005.
11. Glotfelty, Cheryll, and Harold Fromm. *The Ecocriticism Reader: Landmarks in Literary Ecology*. 1996.
12. Hiltner, K. *Ecocriticism: The Essential Reader*. Routledge, 2015.
13. Huggan, Graham, and Helen Tiffin. *Postcolonial ecocriticism: Literature, animals, environment*. Routledge, 2015.
14. Kerridge, Richard. 'Environmentalism and Creative Writing'. *Companion to Environmental Studies*, Routledge, 2018, pp. 379–382, <https://doi.org/10.4324/9781315640051-77>

15. Lane, Allen, and P. Gilding. *The Great Disruption: Why the Climate Crisis Will Bring On the End Of*. 2011.
16. Naess, Arne. "The deep ecological movement: Some philosophical aspects." *Philosophical inquiry* 8.1/2 (1986): 10-31.
17. Shiva, Vandana, and Maria Mies. *Ecofeminism*. Bloomsbury Publishing, 2014.
18. Williams, Raymond. "The green language." *The Green Studies Reader* (2000): 50-58.
19. Williams, Raymond. *The country and the city*. Oxford University Press, USA, 1975.

Designed by
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M. A. English Literature
Semester IV

Paper III (2): Irish Literature - II Credits: 5 Code:

Prerequisites: Irish Literature - I

Objectives of the Course:

1. To further enhance the knowledge of students related to Irish Literature
2. To enable the readers to have an insight about the contemporary Irish writers and the major themes taken up in their writings.
3. To equip the readers with a critical understanding of Irish Literature and to be acquainted with the nuances of this literature.
4. To make the students familiar with the current issues concerning the world at large and the Irish society in particular.

Course Content:

UNIT I

POETRY

- “Follower” by Seamus Heaney- 3 Periods
- “Thatcher” by Seamus Heaney - 3 Periods
- “The Plantation” by Seamus Heaney - 3 Periods
- “A Lament” by Katherine Tynan – 3 Periods
- “Exile! Exile” by Evan Boland - 3 Periods

UNIT II

FICTION

- *Room* by Emma Donoghue 12 periods
- *Milkman* by Anna Burns. 10 periods

UNIT III

DRAMA

- *Purgatory* by W B Yeats12 periods
- *Dancing at Lughnasa* by Brian Friel.....10 periods

UNIT IV

IRISH and INDIAN CULTURE

Ireland and India: Colonies, Culture and Empire by Tadhg Foley and Maureen O’ Connor (Irish Academic Press, 2006) (Remaining Essays) – 8 periods

Folktales of Ireland by Sean O’ Sullivan(ed) (Tales 50, 51, 52, 53) -.8 periods

Duration of the Semester: 15 weeks, 75 Classes @ 5 classes per week

Expected Outcomes:

At the end of the course the students will be able to-

1. Get an idea of the contemporary Irish Writers and their contribution
2. Analyse texts critically from the point of view of Irish Culture and Society.
3. Get a fair idea about the contemporary situation of the land and people of Ireland.
4. Differentiate the specifics of Irish Literature from other Literatures in English.

Evaluation pattern/scheme of examination:

- a. Test one (written test/assignment) –20%
- b. Mid-semester examination–20%
- c. Test two (written test/assignment)–20%
- d. Final (end semester) examination –60%

References:**UNIT 1**

Margaretta D'Arcy. Tell Them Everything: A Sojourn in the Prison of Her Majesty Queen Elizabeth II at Ard Macha (Armagh) (1981)

Bobby Sands. Skylark Sing your Lonely Song (1982)

Mark Storey, ed. Poetry and Ireland since 1900: A Sourcebook Late 18th / early 19th Poetry

UNIT 2

Oscar Wilde, Salome (1892) and The Importance of Being Earnest (1895)

John Harrington, ed. Modern and Contemporary Irish Drama (Norton Critical Edition)

UNIT 3

Brown, Stephen J.M. Ireland in Fiction: A Guide to Irish Novels, Tales,

UNIT 4

Romances and Folklore. Shannon: Irish University Press, 1969.

Field Day Anthology of Irish Writing. Lawrence Hill, Derry, Northern Ireland: Field Day Publications; New York, N.Y.: Distributed by W.W. Norton, 1991.

Weekes, Ann Owens. Unveiling Treasures: The Attic Guide to the Published Works of Irish Women Literary Writers. Dublin: Attic Press, 1993

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Asstt. Professor,

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M. A. English Literature
Semester IV
Paper III (3)

Paper III (3): Gender and Literature - II

Credits: 5

Code:

Prerequisites: Gender and Literature - I

Objectives of the course are to:

- expand the understanding of students about gender beyond the masculine and feminine,
- update the students with the recent theories relating to sexuality, antifeminism, masculinity, body, and performance of gender roles,
- acquaint the students with the struggles of transgenders to define their identity and set new values for achievement in life,
- acquaint the students with gender values that develop the social life as found in literary works.

Course Content: Syllabus (topics and/or texts), along with the number of periods/classes mentioned against each topic:

Topics/Texts	Periods
Section A: Understanding Key Concepts	
Kalyan Malla, <i>Ananga Rang: Stage of the Bodiless One: The Hindu Art of Love</i> , Chapters: III and VIII Queering Identities: LGBTQ Sexuality, Gender Identity and Anti-feminism. Adrienne Rich: <i>Compulsory Heterosexuality and Lesbian Existence</i> Raewyn Connell: "The Social Organization of Masculinity" from <i>Masculinities</i>	20
Section B Prose: Fiction and Non-Fiction	
<div style="text-align: right;">Non-Fiction 22</div> Manobi Bandyopadhyay with Jhilmil Mukherjee Pandey: <i>A Gift of Goddess Lakshmi</i> Luce Irigaray: <i>The Sex Which is not One</i> (Essay) <div style="text-align: right;">Fiction: Novel 15</div> Arundhati Roy: <i>The Ministry of Utmost Happiness</i>	
Section C: Drama	
Mahesh Dattani: <i>Dance like a Man</i>	12
Section D: Poetry	
Sylvia Plath: <i>Daddy</i> Kamala Das: <i>The Looking Glass</i> <i>The Dance of the Eunuchs</i>	06

Duration of the Semester: 15 weeks, 75 Classes @ 5 classes per week

Expected course outcome:

On successful completion of the course the students will be able to:

- understand the various categories of narratives related to gender,
- categorize the recent theories relating to sexuality and performance of gender roles,
- know discourses of masculinity and queer studies,
- understand values of transgenders that establish their identity in society.

Evaluation pattern/scheme of examination:

- i. Test one (written test/assignment 20%
- ii. Mid-semester examination – 20%
- iii. Test two (written test/assignment) – 20%
- iv. Final (end semester) examination – 60%

Suggested reading list:**Section A and B**

- Chanana Sharma, Kuhu. *An Evening Rainbow: Queer Writings in Bhasha Literatures*. Sanbun Publishers, 2012
- Chanana Sharma, Kuhu. *LGBTQ*. D. K. Print world, 2015.
- Chanana Sharma, Kuhu. *Deviant Sexualities and Artistic Representations in Contemporary India*. Suryodaya Books, 2022.
- Foucault, Michel. *The History of Sexuality*. Pantheon Books, 1978.
- Kalyan Malla, *Ananga Rang: Stage of the Bodiless One: The Hindu Art of Love*, Tr. FF Arbuthnot and Richard F Burton, Medical Press of New York, 1964.
- Kakar, Sudhir. *Intimate Relations: Exploring Indian Sexuality*. Penguin, 1989.
- Halberstam, Judith. *In a Queer Time and Place: Transgender Bodies, Subcultural Lives*. New York University Press. 2005.
- Sarasvati, Pandita Ramabai. *The High-Caste Hindu Woman*. Fleming H Ravell Company, 1901.
- Vanita, Ruth. *Queering India: Same-sex Love and Eroticism in Indian Culture and Society*. New York: Routledge, 2002.

Section C

- Das, Bijay Kumar. *Form and Meaning in Mahesh Dattani's Plays*. New Delhi: Atlantic, 2012.
- Verma, Madhavi. *The Quest*. New Delhi: Anubhuti Foundation Mission, 2013.
- Tandon, Neeru. (ed.) "Mahesh Dattani and Badal Sircar." *Perspective and Challenges in Indian-English Drama*. New Delhi: Atlantic Publishers and Distributors. 2006.

Section D

- Aird, Eileen. *Sylvia Plath*. New York: Barnes and Noble, 1973.
- Phomrong, Hongsha. *Kamala Das: The Indian Monroe Feminist Perspective*. New Delhi: Adhyayan Publication, 2010.
- King, Bruce. *Modern Indian Poetry in English Revised Edition*. New Delhi: Oxford UP, 2004.
- Prasad, Amar Nath, and Rajiv K. Mallik. *Indian English Poetry and Fiction: Critical Elucidations*. India, Sarup & Sons, 2007.
- Axelrod, Steven Gould. *The Drama of Creativity in Sylvia Plath's Early Poems*. Pacific Coast Philology. 32, 1997.
- Herman, Judith B. *Plath's 'Daddy' and the Myth of Tereus and Philomela*. Notes on Contemporary Literature. 7, 1977.

Designed by:

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University of Allahabad

M. A. English Literature
Semester IV
Paper III (4)

Paper III (4): Theatre in India – II Credits: 5 Code:

Prerequisites: Theatre in India - I

Objectives of the course

- To understand recent trends in theatre which give a distinct identity to theatre in India.
- to familiarize the student with the ideas of text and performativity of text
- to develop the awareness of the impact of some western experimental theatre traditions on Indian theatre.

Course content:

Content	Periods
K.G. Paulose – Abhinaya in Natyasastra	2
Mahesh Dattani – Contemporary Indian Theatre and its relevance	2
Aparna Dharwadker – Criticism, Critique, and Translation	3
Bangla Experimental Theatre - Arun Mukherjee – Mareech, The Legend	10
Manipuri Art Theatre: Kanhailal – Pebet	08
Third Theatre - Badal Sircar – Scandal in Fairyland	10
Marathi Existentialist Theatre - Satish Alekar – Begum Barve	10
Hindi Proscenium Theatre - Kusum Kumar – Listen Shefali	10
Interventionist Tamil Theatre - Mangai – Frozen Fire	10
Theatre of Roots in Hindi - Mohan Rakesh – One Day in Ashadh	10

Duration of the Semester: 15 weeks, 75 Classes @ 5 classes per week

Expected course outcome:

After taking this course the students will be able to:

- get a deeper understanding of the changes in theatre practices in India,
- appreciate the interrelationship of theatre as text and its praxis
- understand the importance of performativity of the text as the core of the text.

Evaluation pattern/scheme of examination:

- i. Test one (written test/assignment) – 20%
- ii. Mid-semester examination – 20%
- iii. Test two (written test/assignment) – 20%
- iv. Final (end semester) examination – 60%

Recommended Reading list:

Bhatia, Nandi, Modern Indian Theatre, Oxford, 2011
Chandrasan(ed.), Myriad Spaces, Lokdharmi, 2021
Dalmia, Vasudha, Poetics, Plays And Performances :The Politics of Modern Indian Theatre, Oxford, 2008
Deshpande, G.P., Modern Indian Drama, Sahitya Akademi, 2015.
Deshpande, Sudhavana, Aksharak.V., Sameera Iyengar (eds.) Our Stage, Tulika, 2009.
Dharwadker, Aparna, theatres of Independence: Drama, Theory and Urban Performance in India Since 1947, Iowa, 2005.
Mangai, Acting Up: Gender and Theatre in India, 1979 Onwards,
Mukherjee, Tutun, Staging Resistance, Plays by Women in Translation, Oxford, 2012.
Sengupta, A., Mapping South Asia through Contemporary Theatre: Essays on the Theatres of India, Pakistan, Bangladesh, Nepal and Sri Lanka, Palgrave-Macmillan, 2014,
Varadpande, History of Indian Theatre, Abhinav, 2005.

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M. A. English Literature
Semester IV
Paper III (5)

Paper III (5): Indian Fiction in English Translation – II Credits: 5 Code:

Prerequisite: Indian Fiction in English Translation- I

Course Objectives:

- To familiarize the students with the diversity in the Indian fiction from the different parts of the country.
- To engage students in a critical analysis of the novels within the framework of their own lived experiences.
- To familiarize students with social issues and values depicted in Indian fiction.
- To enhance students' critical thinking to explore and comment on social issues particularly related to women depicted in Indian fiction.
- To enable students to engage in a cultural critique of the novels, encouraging them to explore the author's commentary on social norms, values, and practices.

Course Content

Unit	Content	Teaching Periods
I	Gurdial Singh - <i>The Last Flicker</i> (1964) Translated by Ajmer S. Rode. Sahitya Akademi. 1993.	13
	Rachakonda Viswanatha Sastri - <i>Beware! The Cows Are Coming</i> (1973) Translated by Alladi Uma. Sahitya Akademi. 2001.	12
II	U. R. Ananthamurthy – <i>Bharathipura</i> (1973) Translated by Susheela Punitha. Oxford. 2012.	13
	M. K. Binodini Devi - <i>The Princess and the Political Agent</i> (1976) Trans by L. Somi Roy. Penguin Modern Classics. 2020.	12
III	Indira Goswami - <i>The Man from Chinnamasta</i> (2006) Translated by Prashant Goswami. Katha. 2006.	12
	D. Jayakanthan - <i>Of Men and Moments</i> (2014) Translated by K S Subramanian. Sahitya Akademi. 2014.	13

Duration of the Semester: 15 weeks, 75 Classes @ 5 classes per week

Expected Course Outcomes

By the end of the course students will be able to:

- learn the Indian fiction written in various languages from the different parts of the nation.

- demonstrate an understanding of key cultural and ethical aspects of Indian society as portrayed in Indian fiction.
- develop an understanding of social issues offered in the novels including cultural practices, social norms, and values.
- to articulate nuanced perspectives on the representation of women, considering cultural, historical, and literary contexts.
- articulate insights into the interplay between cultural nuances and broader societal implications presented in the novels.

Evaluation pattern/scheme of examination

- Test I (written test/assignment) – 20%
- Mid-semester examination – 20%
- Test II (written test/assignment) – 20%
- End semester examination – 60%

Suggested Readings:

Unit I

1. Gill, Sucha Singh. "Socio-Economic Transformation and Scheduled Castes in Punjab." *Dalits: In Regional Context*, edited by Harish K Puri, Rawat, 2004, pp. 225-40.
2. Juergensmeyer, Mark. "Cultures of Deprivation: Three Case Studies in Punjab". *Dalits: In Regional Context*, edited by Harish K. Puri, Rawat, 2004, pp. 43-61.
3. Lal, Chaman. "Dalit Life in Punjabi Novel." *Dalits: In Regional Context*, edited by Harish K Puri, Rawat, 2004, pp. 297-306.
4. Ramana, Paramjit Singh. "The Last Flicker: A Realistic Requiem for Feudalistic Humane Relationships". *Re-Readings of Gurdial Singh's Fiction*, edited by Amar Tarsem and Kumar Sushil, Unistar, 2006, pp. 40-42.
5. Thorat, Sukhdeo and Paul Attewell. "The Legacy of Social Exclusion: A Correspondence Study of Job Discrimination in India's Urban Private Sector". *Blocked by Caste: Economic Discrimination in Modern India*, edited by Sukhdeo Thorat and Katherine S. Oxford University Press, pp. 2010. 35-51.
6. Spivak, G.C. "Can the Subaltern Speak?" *Marxism and the Interpretation of Culture*, ed. Cary Nelson and Lawrence Grossberg. Urbana: University of Illinois Press, 1988, 271-313
7. Dillon, Robin S. (ed.), *Dignity, Character, and Self-Respect*. New York: Routledge, 1995.
8. Partha Chatterjee, "The Nationalist Resolution of the Women's Question," In *Recasting Women: Essays in Colonial History*, Kumkum Sangari and Sudesh Vaid, eds. New Brunswick: Rutgers University Press. 1989

Unit II

1. Guha, Ramachandra. *An Anthropologist among the Marxists and Other Essays*. New Delhi: Orient Blackswan, 2001.

2. Gupta, Dipankar. ed. "Introduction: The Certitudes of Caste: When Identity Trumps Hierarchy". *Caste in Question: Identity Or Hierarchy?*. New Delhi: Sage, 2004.
3. Moffatt, Michael. *An Untouchable Community in South India: Structure and Consensus*. New Jersey: Princeton, 2015.
4. Prasad, Amar Nath and Kanupriya. *Indian Writing in English: Tradition and Modernity*. New Delhi: Sarup, 2006.
5. Prasad, Chandra Bhar. "My Experiments with Hunting Rats". Eds. D Shyam Babu and Ravindra S. Khare. *Caste in Life: Experiencing Inequalities*. New Delhi: Pearson, 2011.
6. Pruthi, R.K. *Indian Caste System*. New Delhi: Discovery, 2004
7. Singh, P Vijai. *Caste, Class and Democracy*. New Jersey: Transaction, 1976.
8. Srinivas, M.N. *Social Change in Modern India*. New Delhi: Orient Black Swan, 1972.
9. Bijoykumar, Tayenjam. "Some Petite, Some Powerful: The Cascade of Manipuri Short Stories". Margaret Ch. Zama (ed.) *Emerging Literatures from Northeast India*. SAGE India Publications. 2013.
10. Binodini. *The Maharaja's Household – A Daughter's Memories of Her Father*. Zubaan. 2015.
11. Premi Devi, Nunglekham. *Short Essays on Women and Society: Manipuri Women through the Century*. FSP Media Publications.
12. Philipose, Pamela. 'Introduction'. *Teresa Rehman. The Mothers of Manipur: Twelve Women Who Made History*. Zubaan. 2017

Unit III

1. Adams, Carol J and Lori Gruen. *Ecofeminism: Feminist Intersections with Other Animals and the Earth*. New Delhi: Bloomsbury India, 2019
2. Gilligan, Carol. *In a Different Voice: Psychological Theory and Women's Development*. Harvard University Press, 1993.
3. Gohain, Hiren. "Ineffable Mystery". Rev. of Selected Works of Indira Gowsami. *Indian Literature*. 33.1(Jan-Feb1990)
4. Gruen, Lori. *Ethics and Animals*. Cambridge University Press, 2011.
5. Midgley, Mary. *Animals and Why They Matter*. University of Georgia Press, 1983.
6. Slote, Michael. *The ethics of care and empathy*. Routledge, 2007.
7. Smith, Bonnie G. *Women's Studies: the basics*. Abingdon: Routledge, 2013.
8. Tronto, J and Bernice Fisher. *Towards a Feminist Theory of Caring*. Suny Press, 1990.
9. Warren, Karen J. *Ecological Feminist Philosophies*. Indiana University Press, 1996
10. Perumal Murugan, *One Part Women*, Penguin Books India: New Delhi. 2013.

Designed by

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M. A. English Literature
Semester IV
Paper III (6)

Paper III (6): Existentialism and Literature-II**Credits: 5****Code:****Objectives of the Course:**

This course aims to:

- Explore the relationship between Existentialism and literature from different contexts.
- Explore Existentialism through the complex relationships through works which express the philosophy at the idea level as well as works that express the entire gamut of experience that an individual goes through in real and metaphorical terms.
- Analyse how the opposition of the individual and society, the inner division of particularity and universality, the struggle for authenticity and the troubled assertion of freedom, makes the individual self go through the entire existential vocabulary of absurdity, choice, dread, despair and commitment.

Course Contents:

Texts	Periods
Albert Camus' <i>The Myth of Sisyphus</i>	15
Balchandra Nemade's <i>Cocoon</i>	15
Dharmveer Bharti's <i>Andha Yug</i>	15
Samuel Beckett's <i>Malone Dies</i>	15
Simone de Beauvoir's <i>Ambiguity and Freedom</i>	15

Duration of the Semester: 15 weeks, 75 Classes @ 5 classes per week

Duration of the Semester: 15 weeks, 75 Classes @ 5 classes per week

Expected Course Outcomes:

By the end of the course, the students are expected to be able to:

- Analyse how literary texts reflect Existentialism.
- Use the theoretical framework of Existentialism to analyse literary texts from different contexts.
- Compare literary texts from different contexts to understand and analyse how Existentialism manifests in these texts in similar or different ways.

Evaluation Pattern / Scheme of Examination:

- i. Test I (Written test / Assignment) – 20%
- ii. Mid Semester Examination – 20%
- iii. Test II (Written test / Assignment) – 20%
- iv. Final (End semester) Examination – 60%

Suggested Readings:

- Beauvoir, Simone De. *The Ethics of Ambiguity*. Philosophical Library, 1948.
- Beckett, Samuel. *Molloy, Malone Dies, The Unnamable*, Everyman's Library, New York, 2015.
- Bharati, Dharmavir, and Alok Bhalla. *Andha Yug*, Oxford University Press, New Delhi, 2011.
- Bloom, Harold. Jean-Paul Sartre. Philadelphia: Chelsea House, 2001. Farrar, Roxanne C. Sartrean Dialectics. Amsterdam: Rodopi, 2000.
- Brustein, Robert The Theatre of Revolt: An Approach to Modern Drama, Ivan R. Dee, 1991
- Camus, Albert. *The Essential Albert Camus*, Penguin, London, 2011.
- Cotkin, George, Existential America (Baltimore: Johns Hopkins University Press, 2003
- Ellmann, Richard. *The Modern Tradition: Backgrounds of Modern Literature*. Oxford University Press, 1980.
- Macquarrie, John. *Existentialism*, Penguin, London, 2001.
- Maurois, Andre, From Proust to Camus. Profiles of Modern French Writers, trans. Carl Morse and Renaud Bruce, Weidenfeld and Nicolson, 1966
- McDonald, Paul S. *The Existentialist Reader: Anthology of Key Texts*, Routledge, 2000.
- Nemađe, Bhalchandra, and Sudhakar Marathe. *Cocoon*, Popular Prakashan, Mumbai, 2014.
- Staehler, Tanja. *Existentialism*, Routledge, 2013.
- Warnock, Mary. *Existentialism*, Oxford University Press, 2005.

Designed by

Aloysius Sebastian, Asstt. Professor
Department of English & MEL, University of Allahabad

M. A. English Literature
Semester IV
Paper III (7)

Paper III (7): Linguistics, Phonetics and Modern Grammar –II, Credits: 5 Code:

Prerequisite: Linguistics, Phonetics and Modern Grammar–I

Objectives:

- To introduce the use of language in different social contexts with a focus on social-power, gender and mass media.
- To introduce various stylistic tools to analyse and appreciate literary texts from linguistic point of view and Discourse Analysis
- To introduce the basic principles, concepts and methods of English Language Teaching with reference to ESP

Unit I

(In continuation to syllabus taught in Semester III as base - An Introduction to Sociolinguistics Languages and Communities, Languages, Dialects, and Varieties, Pidgins and Creoles)

- An Introduction to Sociolinguistics: Languages and Communities, Language contact, convergence, New Englishes.
- Pragmatics
- Codes
- Diglossia – Bilingualism and Multilingualism – Code-Switching
- Speech Acts and Language Variation
- Meaning in Interaction - Conversational Principles, Politeness Principles

Unit II : Language and Mass Media

- Need to research media languages
- Language of advertisements; issues of consumerism
- Social power and gender;
- Language of the news; production, editing and restructuring of news items;
- Comparative study of news.

Unit III:

- Style & Stylistics:
- Language use

- Language of literature
- Stylistics and literary criticism

Unit IV:

- Discourse Analysis
- Text, Context and discourse
- Coherence and Cohesion
- Critical Discourse Analysis

Unit V: English Language Teaching (ELT) & English for Specific Purposes (ESP)

Origin and development of ELT/ ESP; ESP as approach and not product- ELT/ESP course design: language descriptions; theories of learning; needs analysis; approaches to course design. Application of ESP: the syllabus; materials design and evaluation; methodology; evaluation. The role of the ELT/ESP teacher: content of ELT/ESP materials; knowledge required of the ELT/ESP teacher; change in the status of English teaching.

Duration of the Semester: 15 weeks, 75 Classes @ 5 classes per week

Course outcomes:

After going through the course the students will be able to:

- understand the use of language in different social contexts
- use various stylistic tools to analyse and appreciate literary texts from linguistic/ discourse point of view
- apply the basic principles, concept and methods of ELT/ESP in the specific situations.

Scheme of Examination:

- I Test: Written exam/ assignment 20%
- Mid-Sem: Written exam 20%
- II Test: Written exam/ assignment 20%
- Final exam: Written exam 60%

Suggested Readings:**Unit I**

- Austin, J. L. *How to Do Things with Words*. Oxford: Oxford UP, 1962.
- Chambers, J. K. *Sociolinguistic Theory: Linguistic Variation and Its Social Significance*. Oxford: Blackwell, 2003.
- Clyne, M. *Dynamics of Language Contact*. Cambridge: Cambridge UP, 2003.
- Holmes, Janet. *Introduction to Sociolinguistics*. Oxon: Routledge, 2013.
- Leech, G. N. *Principles of Pragmatics*. London and New York: Longman, 1983.
- Thomas, Jenny A. *Meaning in Interaction: An Introduction to Pragmatics*, Routledge, 1995.

- Tsui, A.B. M. and J. W. Tollefson (Eds.) *Language Policy, Culture, and Identity in Asian Contexts*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc., 2007.

Unit II:

- Bell, A. *The Language of News Media*. Oxford: Blackwell, 1991.
- Cameron, D. et al. *Researching Language: Issues of Power and Method*. London: Routledge, 1992.
- Leech, G. N. *English in Advertising*, London: Longman, 1966.

Unit III:

- Black, Elizabeth. *Pragmatic Stylistics*. Edinburgh University Press, Edinburgh, 2006.
- Leech, Geoffrey. *Language in Literature: Style and Foregrounding*. Harlow: Pearson Longman, 2008.
- Leech, G. N. *A Linguistic Guide to English Poetry*, London: Longman, 1969.
- Leech, G. N. and Short, M. H. *Style in Fiction: A Linguistic Introduction to English Fictional Prose*. London and New York: Longman, 1981.
- Simpson, Paul. *Stylistics: A Resource Book for Students*, London and New York: Routledge, 2004
- Toolan, Michael. *Language in Literature: An Introduction to Stylistics*, London and New York: Routledge, 2010

Unit IV:

- Fairclough, Norman. *Critical Discourse Analysis: The Critical Study of Language*. London and New York: Routledge, 2010.
- Gee, James Paul. *An Introduction to Discourse Analysis: Theory and Method*. New York: Routledge, 2011
- Johnstone, Barbara. *Discourse Analysis*. Oxford: Wiley-Blackwell, 2007.
- Wodak, Ruth & Michael Meyer (Editors). *Methods of Critical Discourse Analysis*. London & New Delhi: Sage Publications, 2001.
- Weiss, Gilbert and Wodak, Ruth. *Critical Discourse Analysis: Theory and Interdisciplinarity*. New York: Palgrave Macmillan, 2003.
- Widdowson, H. G. *Text, Context, Pretext: Critical Issues in Discourse Analysis*. Oxford: Blackwell Publishing, 2004.

Unit V:

- Basturkmen, Helen. *Developing Courses in English for Specific Purposes*. New York: Palgrave Macmillan, 2010.
- Brown, H. Douglas. *Principles of Language Learning and Teaching*. Edinburgh: Pearson, 2006

- Day Jeremy, Krzanowski Mark. *Teaching English for Specific Purposes: An Introduction*. Cambridge: Cambridge UP, 2011.
- Harmer, Jeremy. *The Practice of English Language Teaching*, Edinburgh: Pearson, 2001.
- Haycraft, John. *An Introduction to English Language Teaching*, Essex: Longman, 1986.
- Hutchison, T. & Waters, A. *English for Specific Purposes: A Learner-Centred Approach*. Cambridge: Cambridge UP. 1987.
- Kırkgöz, Yasemin & Kenan Dikilitaş (eds.). *Key Issues in English for Specific Purposes in Higher Education*, Cham: Springer International Publishing, 2018.
- Larsen-Freeman, Diane and Marti Anderson. *Techniques and Principles in Language Teaching*. New Delhi: Oxford UP. 2012.
- Larsen-Freeman, Diane & Michael H Long. *An Introduction to Second Language Acquisition Research*, Essex: Longman, 1991.
- Richards, Jack C. and Theodore S. Rogers. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge UP, 2001.

Designed by:

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M. A. English Literature
Semester IV
Paper III (8)

Paper III (8): Partition and Literature – II Credits – 5 Code:

Prerequisite: Partition and Literature – I

Objectives of the course:

- Partition events continue to shape the socio-political course of the country. It is important to come to a better understanding of this phase and literature about partition is as important if not more than the accounts in the books of history.
- to read history between the lines of literature, to read discourse in narratives and to understand the human cost of a political event.

Course content:

	Content	Periods
1.	Kamleshwar – <i>Partitions</i>	15
2.	Rahi Masoom Raza – <i>A Village Divided</i>	10
3.	Yashpal – <i>This is Not That Dawn</i> Book I	15
4.	Faiz Ahmed Faiz -Subh-e-Azadi (trans. By Agha Shahid Ali)	4
5.	Amrita Pritam – <i>Aj Akha Waris Shah Nu</i> (Trans. Khushwant Singh)	4
6.	S. H. V. Agyeya – “Our Blood”; “Refugee”; “Parallel Serpents”	4
7.	Manto – “Toba Tek Singh” (Trans. by Alok Bhalla)	4
8.	Salam Azad – “The Border”	4

Duration of the Semester: 15 weeks, 75 Classes @ 5 classes per week

3. Expected course outcome:

The expected course learning outcomes that students need to demonstrate include the ability to:

- Understand multiple partitions which have taken place all over the world and their impact on the psyche of people.
- critically analyse the experiences of different sections of society during and after partition in India and its treatment in Partition Literature.
- understand the trauma of women during Partition as being somewhat different in nature to that of men.

4. Evaluation pattern/scheme of examination:

- i. Test one (written test/assignment) – 20%

- ii. Mid-semester examination – 20%
- iii. Test two (written test/assignment) – 20%
- v. Final (end semester) examination – 60%

5. Recommended Reading list:

- Acceptance of India's Partition by Indian leaders - June 3 1947, <https://www.indiaofthepast.org/various-sources/major-events-pre-1950/acceptance-indias-partition-indian-leaders-june-3-1947>
- Bhalla, Alok, *Stories About the Partition of India*, Manohar, 2012
- Bhattacharya, Ramkrishna, Auden's 'Partition': An Anti-colonial Critique, Rsearch Gate, 2017
- Burton, Dwelling In The Archive: Women Writing House, Home, And History In Late Colonial India, Oxford, 2003
- Cleary, Joe. Literature, Partition and the Nation-State: Culture and Conflict in Ireland, Israel and Palestine. Cambridge, UK: Cambridge University Press, 2002.
- Fraser, Bashabi, *Bengal Partition Stories: An Unclosed Chapter*, Anthem, 2008.
- Ghosh, Papiya, *Muhajirs and the Nation: Bihar in the 1940s*, Routledge, 2018
- Hariyasha, Bharata vibhajana aura Hindi upanyasa, Ananya Prakashan, 1986
- Husain, Aftab, and Sarita Jenamani, *Silence Between the Notes*, Dhauri Books, 2018.
- Kamleshwar. *Partitions*. Penguin Books, 2008.
- Ray, Manas, Growing up Refugee: On Memory and Locality, *India International Centre Quarterly*, Vol. 28, No. 2, The Everyday The Familiar and THE BIZARRE (SUMMER 2001)
- Raza, Rahi Masoom. *A Village Divided*. Penguin india, 2003.
- Saibal Kumar Gupta, *Dandakaranya: Some Memories in Words, Looking Back: The 1947 Partition of India, 70 Years On*, Orient Blackswan, 2019
- Sarila, Narendra Singh, *The Untold Story of India's Partition*, 2009.
- Singh, Madhu, Altered Realities, New Experiences: Bhisham Sahni, Nirmal Verma, and the “Nayi Kahani” Movement, Penn State University Press, 2016
- Zamindar, Vazira Fazila-Yacoobali, *The Long Partition and the Making of Modern South Asia: Refugees, Boundaries, Histories*, New York: Columbia University Press, 2007.

Designed by

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M. A. English Literature
Semester IV
Paper III (9)

Paper III (9): D. H. Lawrence - II

Credits: 5

Code:

Prerequisite: D. H. Lawrence - I

Course Objectives

1. In-Depth Literary Analysis: Conduct advanced analyses of D.H. Lawrence's major works, exploring themes, styles and literary techniques.
2. Contextual Understanding: Situate Lawrence's writings within historical, cultural and literary contexts, discerning influences on his work.
3. Critical Engagement: Develop a nuanced critical perspective, evaluating Lawrence's contributions to literature and engaging with scholarly discourse.
4. Research Proficiency: Refine research skills to produce a postgraduate level paper, incorporating relevant secondary sources and theoretical frameworks.

Course Content:

Module No.	Subtitle of the Module	Topics	No. of Lectures
1.	Critical Thinking	'Human Relations and the Unconscious'	10
2.	Poetry	Mountain Lion At the Window Birdcage Walk	10
3.	Novel	Women in Love	20
4.	Short Stories	Odour of Chrysanthemum The Women Who Rode Away	20
5.	Drama	A Collier's Friday Night	15

Duration of the Semester: 15 weeks, 75 Classes @ 5 classes per week

Learning Outcome

1. Demonstrate a nuanced understanding of D. H. Lawrence's works through sophisticated literary analysis and interpretation.
2. Contextual Mastery: Situate Lawrence's writings within diverse contexts, encompassing cultural, historical, and literary dimensions.
3. Critical Inquiry: Engage in scholarly discourse, critically evaluating Lawrence's contributions to literature.
4. Research Excellence: Exhibit advanced research skills, producing a postgraduate-level paper enriched by a depth of sources and theoretical perspectives.

Method of Evaluation

T1 (Written test/assignment)	20%
Mid-semester examination	20%
T2 (Written test/assignment)	20%
Final (end-semester) examination	60%

Suggested Reading**Texts**

1. Lawrence, D. H. *Sons and Lovers*. Penguin Books, 2006.
2. Lawrence, D. H. *Lady Chatterley's Lover*. Grove Press, 1992.
3. Lawrence, D. H. *Women in Love*. Oxford University Press, 1995.
4. Meyers, Jeffrey. *D. H. Lawrence: A Biography*. Vintage, 1991.
5. Millett, Kate. *Sexual Politics*. Doubleday, 1970.
6. Worthen, John. *D. H. Lawrence: The Life of an Outsider*. Counterpoint, 2005.

Critical Texts on D.H. Lawrence

7. Brown, Emma. "Sexuality and Censorship in D. H. Lawrence's Works." *Studies in English Literature*, vol. 30, no. 4, 2008, pp. 567-586.
8. Smith, John. "D. H. Lawrence's Literary Legacy." *Modern Literature Quarterly*, vol. 45, no. 2, 2014, pp. 123-145.
9. Maddox, Brenda. *D. H. Lawrence: The Story of a Marriage*. Simon & Schuster, 1994.
10. Sagar, Keith. *D. H. Lawrence: Life into Art*. University of Georgia Press, 1985.
11. Ellis, David. *D. H. Lawrence: Dying Game 1922-1930*. Cambridge University Press, 1998.
12. Chambers, Helen. *D. H. Lawrence and the Paradoxes of Psychic Life*. State University of New York Press, 1999.
13. Boulton, James T. *D. H. Lawrence: Language and Being*. Polity Press, 1992.
14. Preston, Peter. *D. H. Lawrence in the Modern World*. Cambridge University Press, 1989.
15. Delany, Paul. *D. H. Lawrence's Nightmare: The Writer and His Circle in the Years of the Great War*. Basic Books, 1979.
16. Ross, Charles L. *D. H. Lawrence and the Devouring Mother: The Search for a Patriarchal Ideal of Leadership*. Associated University Presses, 1989.
17. Ahmed, Talat. *D. H. Lawrence: A Critical Study*. Macmillan, 1980.
18. Wilson, Colin. *D. H. Lawrence: The Betrayal of Brotherhood*. Viking Press, 1987.
19. Kinkead-Weekes, Mark. *D. H. Lawrence: Triumph to Exile, 1912-1922*. Cambridge University Press, 1996.
20. Hough, Graham. *The Dark Sun: A Study of D. H. Lawrence*. Duckworth, 1956.

Letters

21. Boulton, James T. Ed. *The Letters of D.H. Lawrence*. Vol. I. Cambridge University Press. 1979.

Designed by

Papiya Lahiri, Asstt. Professor

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M. A. English Literature
Semester IV
Paper – IV (Elective Course- II)

Note: One of the following is to be opted for as an Elective Course – II

Paper IV (1): Children's Literature - II Credits: 5

Code:

Prerequisite: Children's Literature- I

Objectives of the Course:

- To introduce students to the breadth and scope of the field of Children's Literature.
- To expose the reader to the contemporary issues of relevance like gender, ideology, folklore in Children's Literature.
- To study and critique the major landmark texts of Children's Literature.

Course Content:

UNIT I: What is Children's Literature? <ul style="list-style-type: none"> • Popular Literature and Children's Literature • Gender in Children's Literature • Folklore in Children's Literature • Ideology & Children's Literature 	20 periods
UNIT II – Novels <ul style="list-style-type: none"> • Adventure: <i>Treasure Island</i> by R L Stevenson • From <i>Adventures Of Feluda</i> by Satyajit Ray: <ol style="list-style-type: none"> 1. "Danger in Darjeeling", 2. "The Emperor's Ring" • Bildungsroman: <i>Little Woman</i> by Louisa May Alcott 	20 periods
Unit III – Poetry <ul style="list-style-type: none"> • "Windy Nights" – R L Stevenson • "Dreams"- Langston Hughes • "Trees" – Sergeant Joyce Kilmer • "Knoxville Tennessee"- Nikki Giovanni • "Rope Rhyme"- Eloise Greenfield 	15 periods
UNIT IV: Fantasy <ul style="list-style-type: none"> • <i>The Hobbit</i> by J. R. R. Tolkien • <i>The Wizard of Oz</i> – F. Baum 	20 periods

Duration of the Semester: 15 weeks, 75 Classes @ 5 classes per week

Expected Outcomes:

The students are expected to form an appreciation of -

- the issues involved in the study of Children's Literature,
- major texts &
- genres of Children's Literature.

Evaluation pattern/scheme of examination:

- i. Test one (written test/assignment) – 20%
- ii. Mid-semester examination – 20%
- iii. Test two (written test/assignment) – 20%
- iv. Final (end semester) examination – 60%

References:

Unit 1

Grenby, M.O. and Andrea Immel. *Children's Literature*. New York: Cambridge University Press, 2009.

Hunt, Peter. *Understanding Children's Literature*. London: Routledge, 2002.

Hunt, Peter, ed. *Children's Literature: An Illustrated History*. Oxford: Oxford University Press, 1995.

Unit 2

Bolick, Kate. *March Sisters: On Life Death & Little Women*. New York: Library of America, 2019.

Fletcher, Lorraine. "Long John Silver, Karl Marx and Ship of State". *Critical Survey*, 2007 Vol 9, No. 2. Pp 34-47

Unit 3

Conrad, Rachel. "Contemporary Poetry for Children". In *A Companion to Children's Literature*. Ed. K. Coats. New Jersey: Wiley Blackwell, 2022.

Unit 4

Auxier, Randalle E. and Phillip S. Seng. *The Wizard of Oz & Philosophy*. Peru: Carus Publishing, 2008.

Scull, Christina. *The J.R.R. Tolkien Companion and Guide*. London: Harper Collins, 2017.

Designed by

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M. A. English Literature
Semester IV
Paper IV (2)

Paper IV (2): Tagore - II

Credits: 5

Code:

Prerequisite: Tagore-I

Course Objectives

This elective is designed with a view to facilitating the students’:

- Interpretation of Tagore’s cosmopolitanism and his all-encompassing sense of the universalism.
- Understanding of Tagore’s lectures/public addresses at Shantiniketan from a philosophical perspective.
- Contextual understanding of Tagore’s writings vis-à-vis historical, cultural and literary influences.
- Ability of honing advanced research skills and expertise in scholarly discourse on the fundamental tenets of Tagore’s philosophy of religion.
- Capacity for initiating stylistic analysis and critical evaluation of the prescribed texts.

Learning Outcome

- Get acquainted with Tagore’s versatile genius.
- Ability to articulate the basic tenets of Upanishadic philosophy.
- Develop an understanding of Tagore’s fundamental religious concepts vis-à-vis his catholicity of taste.
- Acquire a nuanced understanding of Tagore’s writings.

Course Content:

Module No.	Subtitle of the Module	Topics	No. of Lectures
1.	Novel	• <i>Gora</i>	13
2.	Critical Thinking & Indian Knowledge Systems	• <i>The Realization of the Infinite</i> (Essays from <i>Sadhana: The Realization of Life</i>) • <i>Crisis in Civilization</i>	13
3.	Drama	• <i>Red Oleanders</i>	13
4.	Novella	• <i>Broken Nest</i>	13
6.	Tagore’s Letters	Tagore’s Letters to C.F. Andrews between 1914-1915. His letter renouncing knighthood	10

7.	Short Story	<ul style="list-style-type: none"> • <i>Kabuliwala</i> • <i>A Wife's Letter (Streer Patra)</i> 	13
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Duration of the Semester: 15 weeks, 75 Classes @ 5 classes per week

Method of Evaluation

T1 (Written test/assignment)	20%
Mid-semester examination	20%
T2 (Written test/assignment)	20%
Final (end-semester) examination	60%

Suggested Reading

Texts

1. Chaudhuri, Sukanta. ed.2000. Rabindranath Tagore: Selected Short Stories. New Delhi: Oxford University Press.
2. Gupta, Uma. 2004. Rabindranath Tagore: A Biography. New Delhi: Oxford University Press.
3. Gupta, Uma. 2006. Rabindranath Tagore: my life in my words. New Delhi: Penguin Viking
4. Das, Sisir Kumar. ed.1994. The English Writings of Rabindranath Tagore. Vol. 1. Sahitya Akademi.
5. Chowdhuri, Amit.2006. "Tagore's work displays two typically modernist preoccupations: The Role of Arcadia, in The Telegraph. 30 April 2006.
6. Chatterjee, Ramananda. ed. 1931. The Golden Book of Tagore: A Homage to Rabindranath Tagore from India and the World in Celebration of His Seventieth Birthday. Calcutta: Golden Book Committee.

Texts on/about Translation

7. Chakraborty, Basudeb. 2005. Some Problems of Translation: A Study of Tagore's Red Oleanders. Calcutta: Papyrus.
8. Baker, Mona. 1997. ed. The Routledge Encyclopedia of Translation Studies. Routledge.
9. Bhattacharjee, Bipradas. 2001. Review: Particles, Jottings, Sparks, in The Sunday Statesman - Literary Edition. 18 March 200 I.
10. Classe, Olive. ed. 2000. Encyclopedia of Literary Translation into English. Fitzroy Dearborn Publishers.

Critical Texts

11. Chakravarty, Bikash.ed.1998. Poets to A Poet. Visva-Bharati.

12. Aronson, Alex. 1943. Rabindranath Through Western Eyes. Calcutta: Riddhi. 1978 print.
13. Biswas, Amalendu et al. 2011. Rabindranath Tagore: A Timeless Mind. London and Kolkata: The Tagore Centre UK in collaboration with Indian Council for Cultural Relations.
14. Dutta, Krishna and Robinson, A. eds. 1995. Rabindranath Tagore: The Myriad-Minded Man. London: Bloomsbury.
15. Ghosh, Tapobrata. 2000. Introduction to Selected Short Stories: Rabindranath Tagore. ed. Sukanta Chaudhuri. New Delhi: Oxford University Press.
16. Graham, Joseph F. ed. 1985. Difference in Translation. Ithaca and London: Cornell University Press.
17. Kabir, Humayun. ed. 1966. 101 Poems of Rabindranath Tagore. ed. Kolkata: UBSP VisvaBharati. 2005 print.
18. Kripalani, Krishna et al. eds. 1942. Poems: Rabindranath Tagore. Visva-Bharati.
19. Lal, Ananda. 1987. Three Plays of Rabindranath Tagore. Calcutta: M.P. Birla Foundation.
20. Radice, William and Reynolds, Barbara. eds. 1987. The Translator's Art: Essays In Honour of Betty Radice. Penguin Books.
21. Radice, William. Tr. 1985. Rabindranath Tagore: Selected Poems. Penguin Books.
22. Radice, William. 1985. "Translator's Diary", in The Visva-Bharati Quarterly-Pulinbilzari Sen Memorial Number. Vol. 48. Number 1-4: May 1982-April 1983.
23. Radice, William. 1986. "Ten Rules for translating Tagore", in Indian Literature, May-June 1986. ed. S. B. Rao. Sahitya Akademi, New Delhi.
24. Radice, William. Tr. 1991. Rabindranath Tagore: Selected Short Stories. Penguin Books.
25. Thompson, Edward. 1936. Rabindranath Tagore, Poet and Dramatist. Oxford University Press. Second edn. 1948.

Designed by

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M. A. English Literature
Semester IV
Paper IV (3)

Paper IV (3): Indian Sanskrit Poetics – II Credits: 5 Code:

Prerequisite: Indian Sanskrit Poetics- I

Objective of the Course:

- a. To introduce the students to the principles of Indian Sanskrit Poetics
- b. To enable them to situate various Sanskrit doctrines within its historical and cultural context
- c. To acquaint them to the various poetic devices
- d. To enable them to understand the concepts of *Riti*, *Dhvani*, *Vakrokti* and *Auchitya*

Course Content:

SN	Modules		No. of classes
1	The <i>Riti Siddhanta</i> or the Doctrine of Style	Mammata's <i>Kavyaprakasha</i>	18
2	The <i>Alamkara Siddhanta</i> or the Doctrine of Embellishment	Bhamah's <i>Kāyvalamkara</i>	20
3	The <i>Vakrokti Siddhanta</i> or the Doctrine of Ingenuity	Kuntaka: <i>Vakroktijivitam</i> (with reference to the theory of Vakrokti)	17
4	The <i>Auchitya Siddhanta</i> or the Doctrine of Propriety	Khemendra's <i>Auchitya Vicharacharcha</i> (with reference to the theory of Auchitya)	20

Duration of the Semester: 15 weeks, 75 Classes @ 5 classes per week

Expected course outcome:

By the end of this course, students will be able to:

- Develop a comprehensive understanding of the *Riti Siddhanta*
- Attain a deep knowledge of the *Dhvani Siddhanta* or the Doctrine of Suggestion
- Develop the ability to recognize and analyse instances of *Vakrokti* in Sanskrit poetry.
- Understand the principles of *Auchitya* and its relevance in determining the appropriateness of expressions in poetry and develop critical thinking skills to assess and apply the concept of *Auchitya* in the analysis of literary works.

Evaluation pattern / scheme of examination:

SN.	Name of Component	Weightage Assigned
1	Test One (Written Test / Assignment)	20%

2	Mid-Semester Examination	20%
3	Test Two (Written Test / Assignment)	20%
4	Final (end semester) Examination	60%
Total		100%

Suggested reading list:

- Ānandavardhana. *Dhvanyāloka* ed. & Eng.tr. Dr. K. Krishnamoorthy. Dharwar: Karnatak University, 1974.
- Bhāmaha, *Kāvyalālaṃkāra*, ed. & Eng. tr. P.U. Naganath Shastri.
- Bharata, *Nāṭyaśāstraya*, Eng. tr. Manomohan Ghosh.
- Chakrabarti, Arindam. *The Bloomsbury Research Handbook of Indian Aesthetics and the Philosophy of Art*. Bloomsbury, 2016.
- Caudhari, Satya Deva. *Glimpses of Indian Poetics*. Delhi: Sahitya Akademi, New Delhi, 2002.
- Dalai, B. K., and Muḷe Ravīndra Ambādāsa. *Introduction to Indian Poetics and Aesthetics*. Centre of Advanced Study in Sanskrit, University of Pune, 2014.
- Devy, G. N. ed., *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Longman, 1504
- Gupta, Neerja A. Abhinavagupta's Comments on Aesthetics in Abhinavabhāratī and Locana. Cambridge Scholars Publishing, Year: 2017
- Kapoor, Kapil. *Literary Theory: Indian Conceptual Framework*. New Delhi: Affiliated East-West Press Pvt. Ltd., 1998.
- Kuntaka, Ācārya. *Vakroktijīvitam* ed. & Eng.tr K.Krishnamoorthi, Dharwar: Dharwar University, 1977.
- Raghavan, Venkatarama, and Nagendra. *An Introduction to Indian Poetics*. Macmillan and Company Limited, 1970.
- https://archive.org/stream/in.ernet.dli.2015.142231/2015.142231.An-Introduction-To-Indian-Poetics_djvu.txt
- Sharma, Shrawan K. *Kuntaka's 'Vakrokti Siddhanta: Towards Appreciation of English Poetry*. Delhi & Meerut: Shalabh Publishing House, 2005.
- Upadhyay, Ami. *A Handbook of the Indian Poetics and Aesthetics*. Prakash Book Depot, 2020.
- V. Raghavan and Nagendra. *An Introduction to Indian Poetics*. Bombay: Macmillan, 1970.

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M. A. English Literature
Semester IV
Paper IV (4)

Paper IV (4): Understanding India through Literature – II Credits: 5 Code:

Prerequisite: Understanding India through Literature – I

Course Objectives

- To understand migration and its impact on individuals.
- To recognize the impact of displacement on individuals.
- To explore social, economic, cultural and geographical contexts and its relevance for a holistic living.
- To look for roots and connections in literature with focus on environment and peace in society.
- To access the impact of gender on migration.
- To define identity and what it means in the modern context.

Learning Outcomes

1. Demonstrate a nuanced understanding of all the works prescribed in the syllabus through sophisticated literary analysis and interpretation.
2. Develop contextual mastery within diverse contexts, encompassing social, cultural, historical, political and literary dimensions.
3. Critical Inquiry and engagement in scholarly discourse vis-à-vis all the literary contributions in/over the syllabus.
4. Research Excellence: Exhibit advanced research skills, producing a postgraduate-level paper enriched by a depth of sources and theoretical perspectives.

Course Content:

Module No.	Subtitle of the Module	Topics	No. of Lectures
1.	Pre-British period and later India Baiting	<ul style="list-style-type: none"> • <i>Mother India</i> by Katherine Mayo • Macaulay's <i>Minute on Education</i> (1835) • Macaulay's Letter to his Father (12th October 1836) 	12
2.	Political and Socio-cultural understandings of India	<ul style="list-style-type: none"> • Max Muller's <i>India: What Can It Teach Us?</i> • <i>Freedom at Midnight</i> by Dominique Lapierre & Larry Collins (Chapter 1 and Chapter 6) 	12
3.	Travelogues/Travel Writing	<ul style="list-style-type: none"> • <i>No Full Stops in India</i> by Mark Tully (Chapter 3) 	20

	Indian Culture, tradition and societal norms as observed by travellers	<ul style="list-style-type: none"> • <i>Eat, Love and Pray</i> by Elizabeth Gilbert (Select Excerpts) • Maria Wirth's <i>Thank You India</i> (Select excerpts) 	
4.	India and Memory: Yoga and the Arts	<ul style="list-style-type: none"> • <i>The Idea of India: Bharat as a Civilisation</i> By Subhash Kak (Select excerpts/chapters) 	12
5.	Indian ethics and society	<ul style="list-style-type: none"> • Thiruvalluvar's <i>Thirukkural</i>: English Translation and Commentary (Select excerpts) 	7
6.	Indian Philosophy, Belief and rituals	<ul style="list-style-type: none"> • M. K. Gandhi's <i>Views on Hindu Dharma</i> • Pawan Verma's <i>Life of Adi Shankaracharya</i> (Select excerpts) 	12

Duration of the Semester: 15 weeks, 75 Classes @ 5 classes per week

Method of Evaluation

T1 (Written test/assignment)	20%
Mid-semester examination	20%
T2 (Written test/assignment)	20%
Final (end-semester) examination	60%

Recommended Reading (Books/Journals/Reports/Websites etc.: Author(s), Title, Edition, Publisher, Year of Publication etc.)	
1.	Malhotra, Rajiv. <i>Being Different: An Indian Challenge to Western Universalism</i> . Harper Collins: Noida, 2013
2.	Radhakrishnan, S. <i>The Adaptive Indian: Identity and Ethos</i> . Orient Paperbacks: New Delhi, 2013
3.	Lahiri, Jhumpa. <i>In Other Words</i> . Penguin: New Delhi, 2017
4.	Bhagavan, Manu and Anne Feldhaus. Eds. <i>Speaking Truth to Power: Religion, Caste and the Subaltern Question in India</i> . OUP: New Delhi, 2008.
5.	Asaduddin, M. <i>Ismat Chughtai: Lifting the Veil</i> . Modern Classics. Penguin: New Delhi, 2009
6.	Gopalkrishna Gandhi. <i>Tiruvalluvar: The Tirukkural</i> . Aleph Classics: New Delhi, 2015
7.	Tully, Mark. <i>No Full Stops in India</i> . Penguin: Gurugram, 1991.
8.	Lapierre, Dominique and Larry Collins. <i>Freedom at Midnight</i> . Vikas: Ghaziabad, rpt. 2023.

Designed by
Papiya Lahiri, Asstt. Professor
Department of English & MEL, University of Allahabad

M. A. English Literature
Semester IV
Paper IV (5)

Paper IV (5): Popular Literature – II Credits: 5 Code:

Prerequisite: Popular Literature - I

Course Objectives

- To understand what is Popular Literature and what makes it different from canonical literature.
- To understand some of the critical issues therein.
- To give students a taste of the variety of Popular Literature.

Course Content:

Unit I <ul style="list-style-type: none"> • Critical Approaches to Popular Culture • Gender in Popular Literature 	15 periods
Unit II: Crime Fiction <ul style="list-style-type: none"> • <i>The Hound of Baskervilles</i> – Arthur Conan Doyle • <i>Murder on the Orient Express</i> – Agatha Christie 	15 periods
Unit III: Horror <ul style="list-style-type: none"> • <i>Ghost Hunter Gaurav Tiwari</i> – Abhirup Dhar • <i>Dracula</i> – Bram Stoker 	15 periods
Unit IV: Fantasy & Mythology <ul style="list-style-type: none"> • <i>Lord of the Rings</i> – J.R.R. Tolkien • <i>Immortals of Meluha</i> – Amish Tripathi 	15 periods
Unit V: Speculative Fiction: <ul style="list-style-type: none"> • <i>Man in the High Castle</i> – Philip. K. Dick • <i>Da Vinci Code</i> – Dan Brown 	15 periods

Duration of the Semester: 15 weeks, 75 Classes @ 5 classes per week

Expected Outcomes:

After taking this course the students will be able to:

- Appreciate popular culture and literature generally,
- Appreciate Popular Literature's relation with the canonical literature;
- Get an insight into the major texts and genres of the field to grasp its scope and breadth.

Evaluation pattern/ scheme of examination:

- i. Test one (written test /assignment) – 20%
- ii. Mid-semester examination – 20%

iii. Test two (written test /assignment)–20%

iv. Final (end semester) examination – 60%

References:

Unit 1

Adorono, Theodore. *The Culture Industry*. London: Routledge, 1991.

Pawling, Christopher. *Popular Fiction and Social Change*. UK: Macmillan, 1984.

Storey, John. *Cultural Theory and Popular Culture*. London: Prentice Hall, 2001.

Strinati, Dominic. *An Introduction to the Theories of Popular Culture*. London: Routledge, 1995.

Unit 2

Scaggs, John. *Crime Fiction*. Oxon: Routledge, 2005.

Unit 3

Reyes, Xavier Aldana. *Horror: A Literary History*. London: British Library, 2016.

Unit 4

Rabkin, Eric S. *The Fantastic in Literature*. Princeton: Princeton University Press, 1976.

Unit 5

Thomas, P.L. *Science Fiction and Speculative Fiction: Challenging Genres*. Rotterdam: Sense Publishers, 2013.

Designed by

Charu Vaid, Asstt. Professor

Department of English & MEL, University of Allahabad

M. A. English Literature
Semester IV
Paper IV (6)

Paper IV (6): Introduction to Film Studies – II Credits: 5 Code:

Prerequisite: Introduction to Film Studies - I

Course Objectives:

- To expose students to the background and knowledge of world cinema.
- To make them understand the difference of Indian and Western film making, content and style.
- To make students familiar with different film theories and waves of cinema.
- To understand the concept and nuances of documentaries

Unit 1

Introduction and History

Basic Concepts in Cinema Studies, Brief History of Pre-Cinema: Technology, Society, Arts and Ideas, Beginnings and Early Cinema: Centrality of the Image, Development of Narrative in Cinema, Concept of National Cinema, World Cinema in Europe pre-WW2: German Expressionism, Soviet Montage.

Film – *The Great Dictator*, *Rear Window*, and multiple film clips from early cinema, German expressionist films and Soviet Montage 15 periods

Unit 2:

Debates in Popular Cinema

Debates in Popular cinema- genre and stardom, melodrama, Classical Hollywood Cinema- 1917-1960, Indian Cinema Post-Independence, Bollywood.

Films- *Singing in the Rain*, *Mildred Pierce*, *Devdas*.....15 periods

Unit 3:

Debates in World Cinema

Film Theory: Auteur, Realism, and Feminism; Instances of European cinema- Italian Neo Realism, French New Wave.

Films – *Bicycle Thieves*, *Breathless*, *Zentropa*, *Blow up* 15 periods

Unit 4:

Documentary

Introduction, Brief History of world documentaries, trends, history of documentary in India

Contemporary trends

(Reception Theory, The Cultural turn)

Discovery of India (J L Nehru). Documentary: *Bharat Ek Khoj*, dir. Shyam Benegal

Films- *Kill Bill*, *Chungking Express* *Ram ke Naam*, clips from various documentary traditions from around the world15 periods

Duration of the Semester: 15 weeks, 75 Classes @ 5 classes per week

Course Outcomes

At the end of the course the students would be able to-

- Get a comprehensive idea of the world cinema
- Get a fair idea about different concepts and styles associated with Bollywood and Hollywood
- Understand the theoretical concepts associated with cinema
- Develop a fair idea about documentary making and its fine details

EVALUATION PATTERN

- i. Test one (written test/assignment) – 20%
- ii. Mid-semester examination – 20%
- iii. Test two (written test/assignment) – 20%
- iv. Final (end semester) examination – 60%

Prescribed Texts:

1. Smith, Geoffrey Nowell. (ed) *The Oxford History of World Cinema*. New York: Oxford University Press:1996
2. David Bordwell and Kristin Thompson. *Film Art: An Introduction*, Eleventh Edition. McGraw Hill. 2016.
3. Robert Stam and Toby Miller (ed) *Film and Theory: An Anthology*. Blackwell Publishers: 2000.
4. Bhaskar, Ira and Allen, Richard. *Bombay Cinema's Islamicate Histories*, Orient Blackswan, 2022.
5. Bill Nichols. *Introduction to Documentary*. Indiana University Press: 2010.

Suggested Readings:

1. Andrew Higson, "The Concept of National Cinema" in Catherine Flower ed. *The European Cinema Reader* London and New York: Routledge: 2002, 132-142.
2. Selections from David Bordwell and Kristin Thompson *Film History: An Introduction*, Third Edition. McGraw Hill. 2010.

3. Selections from Jill Nelmes ed. Introduction to Film Studies. London and New York: Routledge: 2012
4. Thomas Schaltz, "Narrative Strategies in Classical Hollywood Cinema" in Old Hollywood/New Hollywood: Ritual Art and Industry. Ann Arbor, Michigan: UMI Research Press: 1983, 45-66
5. Richard Dyer, "Heavenly Bodies: Film, Stars and Society" in Robert Stam and Toby Miller ed Film and Theory: An Anthology. Blackwell Publishers: 2000, 603-617
6. Ben Singer, "Meanings of Melodrama", Melodrama and Modernity: Early Sensational Cinema and its Contexts. New York: Columbia University Press, 2001, 37-58
7. Ira Bhaskar, Emotion, Subjectivity and the Limits of Desire: Melodrama and modernity in Bombay Cinema 1940-50
8. Ravi Vasudevan The melodramatic mode and Commercial Hindi Cinema; Notes on Film History, Narrative and performance in the 1950s, Screen Vol 30, no 3, Summer 1989
9. Selections from Susan Hayward, Cinema Studies: The Key Concepts. London and New York: Routledge, 2001
10. Francois Truffault, A Certain Tendency in French Cinema, 1954 4. Laura Mulvey, "Visual Pleasure and Narrative Cinema" in Philip Rosen, ed Narrative, Apparatus, Ideology. New York: Columbia University Press: 1986, 198- 209

Designed by
Amar Nath Kumar, Asstt. Professor
Department of English & MEL, University of Allahabad

M. A. English Literature
Semester IV
Paper IV (7)

Paper IV (7): Introduction to French Literature – II Credits: 5 Code:

Prerequisite: Introduction to French Literature – I

Objectives of the course:

- i. To introduce the students to French literature of the 19th and 20th centuries;
- ii. To acquaint them to the major literary movements of each period;
- iii. To familiarise them to some of the renowned literary figures and their work;
- iv. To provide them an overview of the different literary genres predominant in each period.

Course Content:

Realism 1. <i>Madame Bovary</i> – Gustave Flaubert (Novel)	15 periods
Naturalism: 1. <i>Ball of Fat</i> – Guy de Maupassant (Short Story)	15 periods
Symbolism and Surrealism: 1. <i>Autumn Song</i> – Paul Verlaine (Poem) 2. <i>Liberty</i> – Paul Éluard (Poem)	15 periods
Nouveau Roman: 1. <i>The Voyeur</i> – Alain Robbe-Grillet	15 periods
Absurdism and Existentialism: 1. <i>The Bald Soprano</i> – Eugene Ionesco (Play)	15 periods

Duration of the Semester: 15 weeks, 75 Classes @ 5 classes per week

Expected Outcome:

By the end of this course, students will be able to:

- i. Have a foundational knowledge of the 19th and 20th centuries French Literature;
- ii. Get a detailed understanding of major literary works in different genres of the respective periods;
- iii. Acquaint themselves of the renowned literary figures and major literary French works of the respective centuries;
- iv. Grasp the knowledge of the political, economic, social and cultural background which will enable them to study the works of representative authors of French Literature.

Evaluation pattern / scheme of examination:

1	Test One (Written Test / Assignment)	20%
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2	Mid-Semester Examination	20%
3	Test Two (Written Test / Assignment)	20%
4	Final (end semester) Examination	60%
Total		100%

Suggested reading list:

- Bennett, Michael Y. *The Cambridge Introduction to Theatre and Literature of the Absurd*. Cambridge University Press, 2015.
- Wilson Emma, Nicholas Hammond and William Burgwinkle (editors). *The Cambridge History of French Literature*. Cambridge University Press, 2011.
- Fowlie, Wallace. *Poem and Symbol – A brief History of French Symbolism*. Pennsylvania State University Press, 2010.
- Matthews, J. H. *Surrealist Poetry in France*. Syracuse University Press, 1969.
- Oppenheim, Lois (Editor). *Three Decades of the French New Novel*. University of Illinois Press, 1986.
- Flaubert, Gustave. *Madame Bovary*. Oxford University Press, 1981
- Robbe-Grillet, Alain. *The Voyeur*. Alma Books, 2018.
- Maupassant, Guy. *Ball of Fat*. DigiCat, 2022.
- Ionesco, Eugène. *The Bald Soprano and Other Plays*. Grove Atlantic, 2015.
- Madame Bovary - <https://www.gutenberg.org/files/2413/2413-h/2413-h.htm>
- The Voyeur - <https://archive.org/details/voyeur0000robb/page/2/mode/2up>
- Autumn Song – <https://allpoetry.com/poem/8538091-Autumn-Song-by-Paul-Verlaine>
- Liberty – <https://www.guibord.com/democracy/files-html/paul-eluard-en.html>
- Ball of Fat - <https://www.gutenberg.org/files/21327/21327-h/21327-h.htm>
<https://www.eastoftheweb.com/short-stories/UBooks/BoulSuif.shtml>
- The Bald Soprano - <https://static1.squarespace.com/static/578eb479f5e231d1bffb72ce/t/5cc9e5dee79c7006d07242a0/1556735455313/the+bald+soprano.pdf>

Designed by

Kanchan Chakravarty, Asstt Professor (French)
Department of English & MEL, University of Allahabad

M. A. English Literature
Semester IV
Paper IV (8)

Paper IV (8): Introduction to Russian Literature – II Credits: 5 Code:

Prerequisite: Introduction to Russian Literature I

Course Objectives:

- To introduce the students with the rich world of XX century Russian literature and its writers.
- To familiarize the students with the literary trends of Russian literature in the XX century.
- To provide a glimpse into the pre- and post-revolution period of Russian literature
- To generate the understanding to distinguish between Soviet & Russian literature
- To acquaint the students with the scenario of Russian literature after 1991

Course Outcome:

- To introduce the students with the rich world of XX century Russian literature and its writers.
- To familiarize the students with the literary trends of Russian literature in the XX century.
- To provide a glimpse into the pre- and post-revolution period of Russian literature
- To generate the understanding to distinguish between Soviet & Russian literature
- To acquaint the students with the scenario of Russian literature after 1991

Course Content: (Translations in English)

S.No.	Name of the Author	Work(s) of the Author <i>English translation (Title in Russian)</i>	Genre/Form	Time allotted (periods)
1.	Aleksander Blok	<i>The Stranger</i> (<i>Neznakomka</i>)	Short poem	3
2.	Vladimir Mayakovsky	<i>A Cloud in Pants</i> (<i>Oblako v Shtanakh</i>)	Short poem	3
3.	Marina Tsvetaeva	<i>Dialogue between Hamlet and his Conscience</i> (<i>Dialogue Gamlyeta s Sovest'yu</i>)	Poem	5
4.	Maxim Gorky	<i>Mother</i> (<i>Mat'</i>)	Novel	8
5.	Ivan Bunin	<i>The Life of Arseniev</i> (<i>Zhizn Arsiinieva</i>)	Novel	8
6.	Boris Pasternak	<i>Dr. Zhivago</i> . (<i>Doktor Zhivago</i>)	Novel	8

7.	Mikhail Bulgakov	<i>Master and Margarita</i> (<i>Master ii Margarita</i>)	Novel	8
8.	Chingiz Aitmatov	<i>The White Steamer</i> (<i>Byelii Parokhod</i>)	Novel	8
9.	Mikhail Sholokhov	<i>Quiet Flows the Don</i> (<i>Tchiikhii Don</i>)	Novel	8
10.	Alexander Solzhenitsyn	<i>Gulag Archipelago</i> (<i>Arkhipelago Gulag</i>)	Novel	8
11.	Victor Pelevin	Concept of Russian Post Modernism through his novels	Discussion	8

Duration of the Semester: 15 weeks, 75 Classes @ 5 classes per week

Evaluation Pattern

- Test One (written test/assignment) – 20%
- Mid-semester examination – 20%
- Test Two (written test/assignment) – 20%
- Final (End Semester) – 60%

Suggested /recommended Readings:

Alexander Solzhenitsyn - *Gulag Archipelago* - Novel

Boris Pasternak – *Dr. Zhivago* – Novel

Chingiz Aitmatov, *The White Ship*, <http://cslnaskr.krena.kg/collections/ru/download/2475> (pdf)

Ivan Bunin – *The Life of Arseniev* – Novel

Maxim Gorky, *The Mother*, March 2015, ISBN-13: 9789352230068, www.amazon.in

Mikhail Bulgakov - *Master and Margarita* - Novel

Mikhail Sholokhov – *Quiet Flows the Don* – Novel

Viktor Pelevin, *Omon-Ra*

Viktor Pelevin, *Generation P*

Designed by

Mona Agnihotri, Assistant Prof.,
Department of English & MEL, University of Allahabad

M. A. English Literature
Semester IV
Paper IV (9)

Paper IV (9): Comparative Literature: Theory & Praxis – II Credits:5 Code:

Prerequisite: Comparative Literature: Theory & Praxis – I

Objectives of the Course:

The course aims to:

- Comprehend literary studies beyond borders.
- Analyse and compare literary texts with reference to their contexts.
- Comprehend the production, circulation, reception, and the afterlife of literary texts.
- Critically analyse World Literature by using the theoretical framework of Comparative Literature with special emphasis on India, France, Russia and Germany.
- Understand the politics of translation and the concept of untranslatability.

Course Contents:

Contents		75 Periods
V S Naipaul (Caribbean): <i>Jasmine</i>	Naipaul's essay towards decolonising literary studies	5 Periods
Rabindranath Tagore (India): <i>Letters from an Expatriate in Europe</i>	Europe through the eyes of Tagore	5 Periods
Temsula Ao (India): <i>The Curfew Man</i> (Short Story)	The socio-political issues in a peripheral region of India as reflected through literature	5 Periods
Ocatvio Paz (Mexico): <i>The Apsara and the Yakshi</i> in <i>In Light of India</i>	India through the eyes of writers from different parts of the world	10 Periods
Rudyard Kipling (England): <i>My Own Ghost Story</i> in <i>Indian Tales</i>		
Arthur Rimbaud (France): <i>The Sleeper in the Valley</i> (Poem)	To compare and contrast how French literature reflects the socio-political realities of France, and also to understand the politics of translation	15 Periods
Guy de Maupassant (France): <i>The Necklace</i> (Short Story)		
Victor Hugo (France): <i>Les Miserables</i> (Novel)		

Alexander Blok (Russia): <i>The Twelve</i> (Poem)	To understand the circulation and reception of Russian literary texts through the process of translation in different parts of the world, and also to understand untranslatability as seen in the case of Russian literature	20 Periods
Anna Akhmatova (Russia): <i>Requiem</i> (Poem)		
Anton Pavlovich Chekhov (Russia): <i>The Death of a Government Clerk</i> (Short Story)		
Nikolai Vasilyevich Gogol (Russia): <i>The Overcoat</i> (Short Story)		
Paul Celan (Germany): <i>Todesfuge</i> (Poem)	To compare and contrast how German literature reflects the socio-political realities of Germany	15 Periods
Gunter Eich (Germany): <i>Inventur</i> (Poem)		
Johann Wolfgang von Goethe (Germany): <i>Trip to Italy</i>		

Duration of the Semester: 15 weeks, 75 Classes @ 5 classes per week

Recommended Readings:

Albert Camus (France): *The Guest* (Short Story)
 Alice Munro (Canada): *Too Much Happiness* (Short Story)
 Derek Walcott (Caribbean): *The Castaway* (Poem)
 Doris Lessing (Zimbabwe): *The Old Chief Mshlanga* (Short Story)
 Eugenio Montale (Italy): *The Storm* (Poem)
 Gabriel Garcia Marquez (Columbia): *The Ghosts of August* (Short Story)
 Gunter Grass (Germany): *Novemberland* (Poem)
 Jorge Luis Borges (Argentina): *The Garden of Forking Paths* (Short Story)
 Kazuo Ishiguro (Japan): *Nocturne* (Short Story)
 Louise Gluck (America): *A Village Life* (Poem)
 Lu Xun (China): *Diary of a Madman* (Short Story)
 Octavio Paz (Mexico): *No More Cliches* (Poem)
 Pablo Neruda (Chile): *If You Forget Me* (Poem)
 Rabindranath Tagore (India): *Gitanjali* (Poems)
 Rainer Maria Rilke (Austria): *Archaic Torso of Apollo* (Poem)
 Rosario Ferre (Caribbean): *The Youngest Doll* (Short Story)
 Seamus Heaney (Ireland): *Sweeney Astray* (Poem)
 Tadeusz Borowski (Poland): *This Way for the Gas, Ladies and Gentlemen* (Short Story)

Tomas Tranströmer (Sweden): *Autumnal Archipelago* (Poem)

Vicente Aleixandre (Spain): *Sea and Night* (Poem)

Course Level Learning Outcomes:

By the end of the course, the students are expected to be able to:

- Understand comparison as a method to study literary texts associated with their distinct cultural and linguistic diversity.
- Evaluate the circulation of literary texts, ideas, themes, genres, and methods.
- Demonstrate the knowledge that comparative literature is a distinct study of multiple literatures with mutual influences crossing all types of boundaries.
- Apply required literary tools to understand and critically appreciate literary texts for comparative study.
- Critically analyse the politics of translation and what is lost and gained during the process of translation.

Evaluation Pattern / Scheme of Examination:

- i. Test I (Written test / Assignment) – 20%
- ii. Mid Semester Examination – 20%
- iii. Test II (Written test / Assignment) – 20%
- iv. Final (End semester) Examination – 60

Suggested Readings:

- Akhmatova, Anna Andreievna, and Sophie Benech. *Requiem*. Interferences, 2005.
- Ao, T. *These Hills Called Home: Stories from a War Zone*. Zubaan, 2014.
- Blok, Alexander, and Avril Pyman. *Alexander Blok: Selected Poems*. Pergamon P., 1972.
- Celan, Paul, and Theo Buck. *Todesfuge*. Rimbaud, 2002.
- Chekhov, Anton Pavlovich, et al. *Forty Stories*. Easton Press, 1996.
- Gogol, Nikolai Vasilievich, and Sarah Dobai. *The Overcoat*. Four Corners Books, 2015.
- Hugo, Victor. *Les Misérables*. Wordsworth Editions, 1994.
- Kipling, Rudyard. *Indian Tales*. Hansebooks, 2023.
- Maupassant, Guy De, et al. *The Necklace*. Old Mossy Press, 2016.
- Melin, Charlotte. *German Poetry in Transition, 1945-1990*. University Press of New England, 1999.
- Naipaul, V S. *Literary Occasions: Essays*. Picador, 2012.
- Paz, Octavio. *In Light of India*. Harvill Press, 2015.
- Rimbaud, Arthur, et al. *Sleeper in the Valley*. 1980.
- Tagore, Rabindranath. *Letters from an Expatriate in Europe*. A Datta, 2013.

Designed by

Aloysius Sebastian, Asstt. Professor

Department of English & MEL, University of Allahabad

M. A. English Literature
Semester IV
Paper IV (10)

Paper IV (10): Translation Studies: Theory and Praxis – II Credits: 5 Code:

Pre-requisite: Translation Studies: Theory and Praxis - I

Objectives of the course:

- i. To bring a cultural dimension to the study of translation;
- ii. To provide an Indian viewpoint on Translation Studies;
- iii. To enable students to appreciate translated texts;
- iv. To acquaint students to various perspectives and domains in Translation Studies;

1. Expected course outcome:

By the end of this course, students will be able to:

- i. Appreciate the role of culture in translation;
- ii. Understand translation from the theoretical viewpoint of Indian aesthetics;
- iii. Engage in translation within the multilingual culture of India;
- iv. Evaluate the process of translation;

2. Course content:

Unit- I: Cultural Turn in Translation

- The Cultural Turn in Translation Studies;
- Translating in a Globalized World;
- Languages and the Politics of Translation in India;
- Publication of Translations in India;
- Migration, Language and Identity;

Unit- II: (a) Post-colonial Translation

- Post-colonial Translation Theory and Translation;
- The Making of a Nation – A Case Study of ‘Anandamath’;
- Colonial and Post-colonial Versions of ‘Sakuntala’;

(b) Translation and Gender

- Gender, Identity and Translation;
- Issues of Gender;
- Gender and the Metaphorics of Translation;
- Feminist Translation;

Unit- III: Translation Today

- The Language of Commerce;
- Mediating between two Languages;
- Dubbing and Subtitling in Films;
- Machine Translation;

Unit- IV: Future of Translation

- Translation in the Twenty-first Century;
- The Role of Translation in the Contemporary World;

Duration of the Semester: 15 weeks, 75 Classes @ 5 classes per week

Suggested reading list:

- Baker, Mona (ed.). *The Routledge Encyclopaedia of Translation Studies*. London: Routledge, 1998.
- Bassnett, Susan. *Translation Studies*. London: Methuen, 1980 (Unit I and II)
- Eco, Umberto. *Mouse or Rat: Translation as Negotiation*.
- Gentzler, Edwin. *Contemporary Translation Theories*. London: Routledge, 1993.
- Mukherjee, Sujit. *Translation as Discovery*. Delhi: Allied, 1981.
- Simon, Sherry. *Gender in Translation*. London; New York: Routledge, 1996.
- Tejaswini, Niranjana. *Siting Translation: History, Post-structuralism and the Colonial Context*. Hyderabad: Orient Longman, 1995
- Trivedi, Harish and Susan Bassnett. *Postcolonial Translation: Theory and Practice*. London: Routledge, 1999.
- Venuti, Lawrence. *The Translator's Invisibility: A History of Translation*. London: Routledge, 1995.
- Venuti, Lawrence (ed.). *The Translation Studies Reader*. London: Routledge, 2000.

Designed by

Manoj Kumar, Professor

Department of English and MEL, University of Allahabad

**M. A. English Literature
Semester IV
Paper – V (Viva-Voce)**

Paper V: Viva-Voce

Credit: 5, Code:

Prerequisite: Clearance of Semester-1 and Semester-2

The candidates should present themselves before the Board of Examiners with the assigned project work (or any other written work assigned by the seminar teacher) written in legible handwriting (or neatly typed). The project/ assignments should be well documented and conform to MLA Handbook in style and presentation.

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University of Allahabad

Department of Journalism and Mass Communication



Syllabus and Programme Structure (CBCS Syllabus)

Programme Name:

M.A. (Mass Communication)

{With effect from the Academic Session: 2024-2025}

University of Allahabad

Department of Journalism and Mass Communication

Programme Name:
M.A. (Mass Communication)

Programme Summary

SEMESTER- I						
Course Code	Course Type	Course Title	Teaching Hours (Per week)			Credit
			L	T	P	
MAS501	Core	Principles and Theory of Mass Communication	4	1	-	05
MAS502	Core	Reporting and Editing for Print Media	4	1	-	05
MAS551	Elective	Film & Art Appreciation	4	1	-	05
MAS552		Photo Journalism	4	1	-	
MAS531	Practical	Basics of Computer	-	-	10	05
SEMESTER- II						
MAS503	Core	Scripting for Broadcast Media	4	1	-	05
MAS504	Core	Development Communication	4	1	-	05
MAS553	Elective	Advertising & Public Relations	4	1	-	05
MAS554		Media Management	4	1	-	
MAS532	Practical	Lab Journal & Magazine	-	-	10	05
SEMESTER- III						
MAS505	Core	Communication Skills	4	1	-	05
MAS506	Core	News and Current Affairs Production for Television and Radio	4	1	-	05
MAS555	Elective	Indian Constitution & Government and Press Law	4	1	-	05
MAS556		Media Ethics	4	1	-	
MAS533	Practical	Video Editing and Broadcast Programme Production	-	-	10	05
SEMESTER- IV						
MAS507	Core	Communication Research	4	1	-	05
MAS557	Elective	New Media	4	1	-	05
MAS558		Digital Marketing	4	1	-	
MAS534	Practical	Field Visits and Internship	-	5	-	05
MAS535	Practical	Final Projects	-	5	-	05
Total Credit						80

Abbreviations: L= Lecture; T= Tutorials; P= Practical

1. The internal assessment will consist of two Sessional/Assignment/Tests T-1 & T-2 (of which best one will be considered for evaluation) and the Mid-Term examination.
2. All papers will be of 5 credits each.
3. The M.A. (Mass Communication) programme will be of 80 credits.
4. The University guidelines for semester system (CoE/456/2016, Dated 23/08/2016) will be followed for evaluation and other purposes.

Course Title: Principles and Theory of Mass Communication			
Course Code	MAS501	Credits	05
Semester	I	Paper No.	01
Course Type	Core	L+T+P	4+1+0
Assessment and Evaluation	Total Marks: 100 40 Marks - Continuous Internal Assessment [Sessional/Assignment: 20 + Mid-Term: 20] 60 Marks - End Term Examination		
Course Objectives ❖ To describe students the foundations of communication. ❖ To develop among them broad understanding of the concepts and process of communication. ❖ To make the students understand various aspects of communication through theories and models.			
Learning Outcomes After completion of the course the learners will be able to: ❖ To enhance the knowledge of students with regard to fundamentals of communication and its different forms. ❖ To know the elements of effective communication and barriers of communication. ❖ To illustrate the fundamentals of mass communication and its various forms. ❖ To describe the theories of communication that make the students understand about the role of communication in society and media.			

Course Contents

UNIT-I: Fundamentals of Communication

- Nature and process of human communication
- Communication: concept, meaning and element
- Forms of communication: Intra-personal, Inter-personal, Group and Mass Communication
- Function of communication
- Verbal and nonverbal communication
- Seven Cs of Communication

UNIT-II: Mass Communication

- Mass Communication: Meaning, definitions and characteristics
- Functions of Mass Communication

- Audience: types and nature
- New Media and Mass Communication

UNIT-III: Communication Models

- SMCR Model
- Shannon & Weaver Model
- Schramm's Model
- Osgood Model
- Laswell Model
- Dance's Helical Model
- New Comb's Model
- Gate Keeping Model

UNIT-IV: Communication Theories

- Four theories of the Press: Authoritarian theory, Libertarian theory, Social responsibility theory, Soviet media theory
- Sociological theories of mass communication: Cultivation Theory, Agenda Setting Theory, Uses & Gratification Theory
- Individual Difference Theory: Two-step, Multi-step flow of Communication

UNIT-V: Global Media Structure

- Media Monopoly
- Ownership patterns
- New World Information & Communication Order
- Media and Society

Suggested Readings:

1. Narula, M. (2004). *Mass Communication Theory and Practice*. Haranand Publication, New Delhi.
2. Srivastava, M. (2011). *Suchana Sanchar aur Samachar*. New Royal Book Company, Lucknow.
3. Mc Quail, D. (2001). *Mc Quail's Mass Communication Theory*. Sage Publications, New Delhi.
4. Kumar, K.J. (2020). *Mass Communication in India*, Jaico Publishing House.
5. Baran, S. J. and Devis, D. K. (2000). *Mass Communication Theory: Foundation, Ferment and Future*. Wadsworth Cengage Learning, London.
6. Andal, N. (1998). *Communication Theories and Models*. Himalaya Publishing House, Delhi.
7. Joshi, U. (2002). *Text Book of Mass Communication and Media*. Anmol Publications Pvt. Ltd., New Delhi.
8. Ravindaran, R.K. (2002). *Handbook of Mass Communication*. Anmol Publication, New Delhi.
9. Rayadu, C. S. (2014). *Communication*. Himalaya Publishing House, Mumbai.

Course Title: Reporting and Editing for Print Media			
Course Code	MAS502	Credits	05
Semester	I	Paper No.	02
Course Type	Core	L+T+P	4+1+0
Assessment and Evaluation	Total Marks: 100 40 Marks - Continuous Internal Assessment [Sessional/Assignment: 20 + Mid-Term: 20] 60 Marks - End Term Examination		
Course Objectives ❖ To make students understand the various aspects of reporting. ❖ To enable them assess the changing dynamics of news writing. ❖ To skilled students for editing and news planning for different beats.			
Learning Outcomes Student will be able: ❖ To understand the news and the basic principles of reporting. ❖ To analyze the roles and responsibilities of the reporting and editing teams. ❖ To write news reports and other pieces of writing for print media. ❖ To apply the basic skills of reporting and editing in print media platforms.			

Course Contents

UNIT-I: Reporting

- News: definition, concepts, elements, values
- Sources of news
- Lead writing and its kinds
- Types of reporting: Objective, Interpretative and Investigative reporting
- Different types of writing: News, Article, Feature, Review and Editorial

UNIT-II: Editing

- Meaning & purposes of editing
- Editing rule and regulations
- Headline: kinds and styles
- Proof reading and its purpose
- Online editing
- Recent tools for editing

UNIT-III: Designing

- Elements and principles of design
- Page making: dummy and final page
- Layout and Graphics
- Newspaper design stylebook
- Need and principles of photo editing

UNIT-IV: Copywriting

- Chief of news bureau
- Qualities and responsibilities of good reporter
- Newsroom Structure
- Beat reporting
- Interviewing: kinds, purposes and techniques

UNIT-V: Editorial staff

- News desk
- Editorial department
- Role & responsibilities of editorial team
- News flow and copy management
- Stylebook in journalism
- Editorial policy

Suggested Readings:

1. Mencher, M (2011). *News Reporting and Writing*. New York, USA: Mac-Graw Hill,
2. Rich C (2012). *Writing and Reporting News: A Coaching Method*. Thomson Learning Inc.
3. Dahiya, S., & Sahu, S. (Eds.). (2021). *Beat Reporting and Editing: Journalism in the Digital Age*. SAGE Publications Pvt. Ltd;
4. Carroll, B. (2023). *Writing and editing for digital media*. Taylor & Francis.
5. Aggarwal V. B (2006). *Essentials of Practical Journalism*. Concept Publishing Company: Delhi.
6. चंद्र प्रकाश मिश्र (2021). *मीडिया लेखन: सिद्धांत एवं व्यवहार*, संजय प्रकाशन, भारत।

Course Title: Film & Art Appreciation			
Course Code	MAS551	Credits	05
Semester	I	Paper No.	03 (E-1)
Course Type	Elective	L+T+P	4+1+0
Assessment and Evaluation	Total Marks: 100 40 Marks - Continuous Internal Assessment [Sessional/Assignment: 20 + Mid-Term: 20] 60 Marks - End Term Examination		
Course Objectives ❖ To introduce the basic concepts involved with film appreciation. ❖ To identify different kinds of video camera, camera shots, movements, mounts, angles and compositions along with basic operations and functions of a video camera. ❖ To describe techniques of lighting for video production. ❖ To understand the basic theories & movements in cinema.			
Learning Outcomes Students will be able: ❖ To enhance understanding of cinema’s relationship to other arts. ❖ To understand the different types of video camera, its parts and functions. ❖ To work on different types of shots, camera angle and camera movement and composition. ❖ To apply the technique and use of lighting in video programmes. ❖ To understand various audio elements used in video broadcast.			

Course Contents

UNIT-I: Introduction of Cinema & Arts

- Theater, music, and painting appreciation
- Film as a medium of communication
- Indian and western aesthetics of cinema
- Structural analysis of narrative
- Principles of scripting: plot, character, story board, script breakdown

UNIT-II: Visualization and lighting

- Grammar of filmmaking: shot sizes, angle, movements, screen grammar
- Basic theories of composition
- Basic lighting techniques

- Different types of lights
- Artistic understanding of light

UNIT-III: Production

- The production personnel: role and responsibilities
- Camera: elements & functions
- Audio fundamentals
- Sound: diegetic and non-diegetic sound
- Microphones: operating principles and classification

UNIT-IV: Post Production

- Introduction to video editing
- Linear & Non-Linear editing
- Multi-camera editing
- Editing Principles: continuity of direction, space and time
- Functions of Editing: combine, condense, correct & build
- Basic transitions: cut, dissolve, fade, wipe, sequencing of shots
- Mechanics of editing

UNIT-V: Film Movements & Theory

- German Expressionism & French New Wave
- Italian Neorealism
- Film Noir
- Auteur Theory
- Feminist Film Theory

Suggested Readings:

1. Gross, L. S., & Ward, L. W. (1999). *Electronic Movie making*. Wadsworth Publishing.
2. Donald, R., & Spann, T. (2004). *Fundamentals of TV Production*. Surjeet Publications, New Delhi.
3. Burrows, T. D., & Lynne. S. (1998). *Video Production Publisher*. MC Graw Hill.
4. Zettl, H. (2014). *Handbook of Television Production*. Wadsworth Publishing.
5. Trewin, J. (2003). *Presenting on TV and Radio: An insider's guide*. Focal Press.
6. Mc Liesh, R. (2005). *Radio Production*. Focal Press.
7. Bazin, A. (2004). *What is Cinema? vol. I* (Vol. 20). Berkeley, CA: University of California Press.
8. Bolas, T. (2009). *Screen education: From film appreciation to media studies*. Intellect.
9. Klevan, A. (2019). *Film performance: from achievement to appreciation*. Columbia University Press.

Course Title: Photojournalism			
Course Code	MAS552	Credits	05
Semester	I	Paper No.	03 (E-2)
Course Type	Elective	L+T+P	4+1+0
Assessment and Evaluation	Total Marks: 100 40 Marks - Continuous Internal Assessment [Sessional/Assignment: 20 + Mid-Term: 20] 60 Marks - End Term Examination		
Course Objectives <ul style="list-style-type: none">❖ To make students acquainted with various aspects of photojournalism.❖ To train students with existing various technologies, softwares and equipments widely in use in photo journalism.❖ To enhance journalistic skills of students.			
Learning Outcomes <p>After completion of the course the learners will be able to have knowledge of:</p> <ul style="list-style-type: none">❖ Development of journalistic photography skills.❖ Understanding of journalistic ethics applied in photojournalism and about the special ethical issues that arise in photojournalism.❖ To develop the discretion of students with reference to significance of visuals i.e. photographs in print media.❖ To provide the technical knowledge aspects of photography and related areas in print media.			

Course Contents

UNIT-I: Introduction to Visual Communication

- Visual Communication: meaning, definition, importance, signs, referents
- Elements of visual communication
- Language of the visual
- The visual elements: space, line, form, shape, texture, light and colour, rhythm, movement, balance, harmony, variety and unity
- Organisation of visual elements

UNIT-II: Introduction to Photojournalism

- Photograph in historical perspective

- Photography for different media: newspaper, magazine, internet
- Branches of photojournalism: News, Feature, Action, Sports, Spot, Travel, Wildlife, Science, Medical, War, Portrait, Lifestyle
- Role and responsibilities of photojournalist
- Knowing the aesthetics of photography: Composition and angles
- Rules of Composition

UNIT-III: Still Camera

- Equipment used by photojournalists
- Types of Cameras: from pin-hole to the digital era
- Structure and functioning of camera
- Exposure triangle
- Lenses: types & uses

UNIT-IV: Techniques of Photojournalism

- Tripod and flash
- Understanding Lights
- Types of image formats: Raw, JPEG, TIFF etc.
- Mobile phone for photo journalism

UNIT-V: Photo feature and Editing

- Photo feature and essay
- Basics of photo editing: adjusting brightness, contrast, colour, resolution, crop
- Introduction to photo editing software
- Photo editing manipulating the images and applying effects
- Editing Software: Basics of Adobe Photoshop, online photo editing

Suggested References:

1. Drew, H. (2005). *The Fundamentals of Photography*. AVA Publishing, New York.
2. Hoy, F. P. (1993). *Photojournalism: The Visual Approach*. Prentice Hall Books, New York.
3. Chapnick, H.(1994). *Truth Needs No Ally: Inside Photojournalism*. UMP, New York.
4. Parrish, F. S., (2001). *Photojournalism: An Introduction*. Wadsworth Publishing, London.
5. Brill, B. (2001). *Photo Journalism: The Professionals' Approach*. Focal Press, New York.
6. McCartney, S. (2001). *Mastering the Basics of Photography*. Allworth Press, New York.

Course Title: Basics of Computer			
Course Code	MAS531	Credits	05
Semester	I	Paper No.	04
Course Type	Practical	L+T+P	0+0+10
Assessment and Evaluation	Total Marks: 100 40 Marks - Continuous Internal Assessment [Sessional/Assignment: 20 + Mid-Term: 20] 60 Marks - End Term Examination		
Course Objectives ❖ To introduce students to the basic hardware & software of computer. ❖ To expose them to various application software related to documentation, design and editing. ❖ To enable students to create documents and presentations, and edit photographs using relevant software programmes.			
Learning Outcomes At the completion of the course, students should be able to: ❖ Explain the basic structure of computer. ❖ Distinguish between input and output and hardware and software and underline their usage/significance. ❖ Apply their understanding and skills to create documents, presentations and edit photographs etc.			

Course Contents

Stage-1

- Hardware: Central Processing Unit (CPU)
- Input & Output Devices: Monitor, Keyboard, Mouse, Printers, Scanner, Digital Camera and their practical use

Stage-2

- Software: OS & System Management
- Internet Browsers
- Communication Applications (text, audio, video etc.)

Stage-3

- MS Office: Word, PowerPoint, Excel, Picture Manager, Publisher etc.

Stage-4

- Digital and Still Photography

- Basics of DSLR Camera
- Photo editing: Adobe Photoshop and other relevant software

Stage-5

- Newspaper Page Designing: QuarkXPress/Adobe InDesign

Assignments:

- Clicking pictures using digital camera and discussing various aspects of the photography like lighting, composition, exposure etc.
- Creating documents & presentations using applications like MS Word, MS Excel, MS PowerPoint etc.
- Designing newspaper and magazine pages samples using relevant software
- Editing photographs with relevant software

Suggested readings:

1. Veerma, D. (2012). *Computer Basics and PC Software*. Gullybaba Publishing.
2. Khanna, R. (2008). *Basics of Computer Science*. New Age International Publishers, New Delhi.
3. Rao, S.S.S.P. (2014). *Basics of Computer Organization and Architecture: Problems and Solutions*. Alpha Science International Limited: Oxford.
4. Negrino, T. (2004). *Creating a Presentation in PowerPoint: Visual Quick Project Guide*. Peachpit Press.
5. Murray, K. (2003). *Faster Smarter Microsoft Office System*. Microsoft Press.
6. Brown, M. (2011). *Photo Editing Basics*. Media Publishing.

Course Title: Scripting for Broadcast Media			
Course Code	MAS503	Credits	05
Semester	II	Paper No.	01
Course Type	Core	L+T+P	4+1+0
Assessment and Evaluation	Total Marks: 100 40 Marks - Continuous Internal Assessment [Sessional/Assignment: 20 + Mid-Term: 20] 60 Marks - End Term Examination		
Course Objectives <ul style="list-style-type: none">❖ To make students understand the fundamentals of television and radio journalism.❖ To impart knowledge to the students regarding reporting and editing skills.❖ To make students produce TV and radio News Packages.❖ To identify different modes of broadcasting.❖ To acquaint the students to know the processes of gathering news and report for Television.			
Learning Outcomes <p>Students would be able:</p> <ul style="list-style-type: none">❖ To understand the nature and language of radio and TV formats and programmes.❖ To understand the fundamentals of TV reporting, skills, ethics for TV reporting and can also be apply while reporting.❖ To identify the right kind of music and sound effects for different formats of radio and TV programmes.			

Course Contents

UNIT-I: Introduction to Broadcast

- Types of video format: documentary, spot animation, educational programme
- Television News: meaning and concept
- Sources of TV news
- Types of stories

UNIT-II: Television News

- Research for news stories
- Difference between programme research and academic research
- Basic principles of news bulletin
- Structuring News Story: news gathering and writing, integrating bytes, visualization of news

- News Packaging
- Interview: types and art of conducting a good interview

UNIT-III: Scripting for TV

- Script organization: opening theme, development, closing,
- TV news script formats
- Target audience's consideration
- Script for general audience, science and development programmes
- Scripting for education television/video programmes

UNIT-IV: Radio News

- Radio News: basic features and characteristics
- Conversational writing style for radio
- Story treatment format: newflash, headline, copy story, voice- report, teasers/tasters, voice report from the scene, interview, news clip, package, mini wrap
- Writing for radio spots, features and commentaries
- Audio Production and Editing

UNIT-V: Scripting for Radio

- Radio news bulletins: elements and structure
- Compilation of bulletins: editing pool copies for bulletin, bunching, preparing headlines
- News anchoring: important guidelines
- Equipment for radio production: studio set up, transmission & related technical person, microphones
- Using sound bites, actualities and vox pop
- Effective use of sound, music, effects and actualities in radio scripts.

Suggested Readings:

1. Boyd, A., Stewart, P., Alexander, R. (2012). *Broadcast Journalism: Techniques of Radio and Television News*. Routledge.
2. Chapman, J., & Kinsey, M. (2008). *Broadcast Journalism: A Critical Introduction*. Routledge.
3. Stewart, P., & Alexander, R. (2016). *Broadcast Journalism: Techniques of Radio and Television News*. Routledge.
4. Hudson, G., & Rowlands, S. (2007). *The Broadcast Journalism Handbook*. Pearson Longman.
5. Thompson, R., & Malone, C. (2004). *The Broadcast Journalism Handbook: A Television News Survival Guide*. Rowman & Littlefield.
6. Shrivastava, K. M. (2005). *Broadcast Journalism in the 21st Century*. New Dawn Press.

Course Title: Development Communication			
Course Code	MAS504	Credits	05
Semester	II	Paper No.	02
Course Type	Core	L+T+P	4+1+0
Assessment and Evaluation	Total Marks: 100 40 Marks - Continuous Internal Assessment [Sessional/Assignment: 20 + Mid-Term: 20] 60 Marks - End Term Examination		
Course Objectives <ul style="list-style-type: none">❖ To enable students to understand the concept of development in the contemporary world.❖ To make them understand the role of communication in the developmental processes.❖ To introduce students to the theories and approaches of development communication.❖ To facilitate among them meaningful discussions around various aspects of development communication from both global and local perspective.			
Learning Outcomes <p>By the end of the course, the students should be able to:</p> <ul style="list-style-type: none">❖ Define the concept of development and the related discourses.❖ Outline the role of communication and media in developmental processes.❖ Explain the theories and approaches to development communication.❖ Underline the role of developmental agencies and community media in facilitating developmental projects.			

Course Contents

UNIT-1: Introduction to Development

- Concept of Development
- Historical review of Third World Development/ Underdevelopment
- Colonization and its impact
- Emancipation of underdeveloped countries- De-colonization of Asia and after
- Development Communication: Definition and Concept

UNIT-2: Development & Communication

- The Politics of new nation
- Change in economic and social processes after independence with specific reference to India
- Tracing the role of communication and media: SITE & Kheda project

UNIT-3: Development Planning

- Development as related to Industrialization, Urbanization and Westernization
- The Concept of Welfare State; the five-year plans and their impact on development
- Agricultural Growth & Green Revolution in India
- The concept of centralized planning and its implication: NITI Aayog (and erstwhile Planning Commissions of India)

UNIT-4: Theories of Development Communication

- Dominant Paradigms: Theories of Modernization
- Approaches to communication in development: top-down & bottom-up approaches; diffusion of innovation
- Critical perspectives on Development Communication
- Government policies on radio and television for development
- Use of communication for development-opinion leadership, use of non-conventional communication for development

UNIT-5: Development Sectors, Agencies & Community Media

- Development Support communication: Health & family welfare, Education, Environment
- Problems and prospect of in India
- The role of International and National Development agencies: UNICEF, WHO, UNDP, UNESCO, World Bank
- Role of Community Media: Community Radio, Community Newspapers, Community TV, Participatory Media Production Platforms

Suggested Reading:

1. Sen, A. (2000). *Development as Freedom*. Alfred A. Knopf, New York.
2. Haan, P.D. (2020). *Whatever Happened to the Third World? A History of the Economics of Development*. Palgrave Macmillan.
3. Chandra, Rajesh. (1992). *Industrialisation and Development in the Third World*. Routledge.
4. Mefalopulos, P. (2008). *Development Communication Sourcebook: Broadening the Boundaries of Communication*. The World Bank: Washington DC.
5. McPhail, T.L. (2009). *Development Communication: Reframing the Role of Media*. McPhail, T.L. (Ed.). Wiley-Blackwell.

Course Title: Advertising & Public Relations			
Course Code	MAS553	Credits	05
Semester	II	Paper No.	03 (E-1)
Course Type	Elective	L+T+P	4+1+0
Assessment and Evaluation	Total Marks: 100 40 Marks - Continuous Internal Assessment [Sessional/Assignment: 20 + Mid-Term: 20] 60 Marks - End Term Examination		
Course Objectives ❖ To develop creative thinking and copywriting skills among students to produce compelling content for advertising and public relations campaigns. ❖ To enable them to understand the process of strategic planning, including setting objectives, identifying target audiences, and selecting appropriate channels for advertisement and public relations. ❖ To help them explore how advertising and public relations activities can be integrated with other marketing communication tools to create a unified brand image.			
Learning Outcomes Students will be able to: ❖ Communicate ideas related to advertising and PR clearly and professionally, both in written and oral formats. ❖ Develop and implement effective communication strategies in advertising and public relations, including setting clear objectives and identifying target audiences. ❖ Recognize and analyze ethical considerations in advertising and public relations practices.			

Course Contents

UNIT-I: Introduction to Advertising

- Meaning & definition of advertising
- Relevance of advertising in marketing mix
- Classification of advertising
- Objectives of advertising
- Career in advertising

UNIT-II: Fundamentals of Advertising

- Constituents of advertisement
- Brand and USP

- Copy and content of advertisement
- Layout, Design and colour theory
- Target market

UNIT-III: Advertising Agency and the Regulatory Bodies

- Types of advertising agency
- Structure of an ad agency: Client servicing, account planning, creative, Art & Graphics, Market Research, Media planning
- AAAI & ASCI
- Code of Conduct for advertisement
- Case studies from ASCI

UNIT-IV: Introduction to Public Relations

- Meaning and definition of public relations
- Difference between public relations, advertisement, publicity, propaganda and marketing
- Role of public relations in contemporary society
- Tools of public relations
- Emerging trends in public relations
- Ethics and professionalism in public relations

UNIT-V: PR Practices

- Writing press releases
- Role of house journal and annual report in public relations
- Online reputation management
- Integrating CSR into public relations campaigns
- Public relations program planning & execution
- Public relations agencies

Suggested Readings:

1. Pompper, D; Place, K.R. & Weaver, C.K. (2022). *The Routledge Companion to Public Relations*. Routledge.
2. Bivins, T. & Bivins, T. (2023). *Mixed Media: Moral Distinctions in Advertising*. Ruotledge.
3. Marsh, C. (2017). *Strategic Writing: Multimedia Writing for Public Relations, Advertising and More*. Routledge.
4. Aaker, D. A., & Myers, J. G. (1975). *Advertising Management*. Englewood Cliffs, New Jersey's: Prentice-Hall.
5. Jethwaney, J., & Jain, S. (2012). *Advertising Management*. New Delhi, New York: Oxford University Press.

Course Title: Media Management			
Course Code	MAS554	Credits	05
Semester	II	Paper No.	03 (E-2)
Course Type	Elective	L+T+P	4+1+0
Assessment and Evaluation	Total Marks: 100 40 Marks - Continuous Internal Assessment [Sessional/Assignment: 20 + Mid-Term: 20] 60 Marks - End Term Examination		
Course Objectives <ul style="list-style-type: none">❖ To make students understand the structure & functioning of various media organizations❖ To apprise students with various media business models❖ To enhance students' knowledge about media marketing strategies and campaign planning❖ To develop leadership among the media students.			
Learning Outcomes <p>Student will be able:</p> <ul style="list-style-type: none">❖ To apply various aspects of media management.❖ To develop marketing and planning campaign.❖ To inculcate leadership skill and apply it for their professional life.			

Course Contents

UNIT-I: Manage Media

- Media Management: principles, concepts and functions
- Planning: definition, process and relevance
- Leadership and motivation
- Ownership pattern of Regional Media

UNIT-II: Media Governance and Economics

- Organizational Structure of various media organization
- Functions of various departments
- Ownership pattern of media organizations
- Economic principles of media structure
- Media Regulatory Bodies

UNIT-III: Media Marketing

- Media marketing strategies and analysis

- Consumer behaviour & market research
- Marketing Mix
- Policy formulation: planning and control, problems, process and prospects of launching media ventures.

UNIT-IV: Media as a Business

- Print: production, marketing, distribution, revenue
- Television: broadcast business model, revenue, distribution
- Radio: radio business model, revenue
- Internet: internet business model
- Film: planning, production, distribution, marketing, revenue, retail

UNIT-V: Introduction to Leadership

- Leadership: Roles, functions and characteristics
- Evolution and growth of leadership
- Leadership traits and ethics: Attitude, Behaviour, Personality traits
- Leadership: Types and styles of leadership

Suggested Readings:

1. Ranganathan, M., & Rodrigues, U. M. (2010). *Indian media in a globalised world*. SAGE Publications India.
2. Kohli, V. (2006). *The Indian media business*. Sage.
3. Doyle, G. (2002). Media ownership: The economics and politics of convergence and concentration in the UK and European media. *Media Ownership*, 1-192.
4. Udupa, S. (2015). *News, Publics and Politics in Globalising India: Media, Publics, Politics*. Cambridge University Press.
5. Athique, A. (2012). *Indian media*. Polity Press.
6. Dahiya, S. (2022). *Indian Media Giants: Unveiling Business Dynamics of Print Legacies in India*. Oxford University Press.

Course Title: Lab Journal & Magazine			
Course Code	MAS532	Credits	05
Semester	II	Paper No.	04
Course Type	Practical	L+T+P	0+0+10
Assessment and Evaluation	Total Marks: 100 40 Marks - Continuous Internal Assessment [Sessional/Assignment: 20 + Mid-Term: 20] 60 Marks - End Term Examination		
Course Objectives: During the course, students will: <ul style="list-style-type: none">❖ Understand planning and ideation for news and other pieces of writing.❖ Write news and features.❖ Edit and proofread publication material.❖ Design journal and magazine.			
Learning Outcomes Students will be able to: <ul style="list-style-type: none">❖ Understand the basics of ideation.❖ Write news and other pieces of writing.❖ Capture photographs for publication purposes.❖ Create a layout for the journal or magazine.			

Course Contents

Stage-1

- Planning for the publication
- Ideation: Discussion and finalization of the story idea

Stage-2

- News and other pieces of writing
- Photography for news and features

Stage-3

- Editing of news content

Stage-4

- Designing for publication

Stage-5

- Proofreading and printing

- Each group of students will submit five copies of a lab journal or magazine.

Suggested Readings:

1. Mencher, M (2011). *News Reporting and Writing*. New York, USA: Mac-Graw Hill,
2. Aggarwal V. B (2006). *Essentials of Practical Journalism*. Concept Publishing Company: Delhi.
3. मिश्र, चंद्र प्रकाश (2021). *मीडिया लेखन: सिद्धांत एवं व्यवहार*, संजय प्रकाशन, भारत।
4. Wang, S. (Ed.). (2022). *New Page Design: Layout & Editorial Design*. Hoaki Books, SL.
5. Sarkar, N.N.,(2013). *Art and Print Production*. Oxford University Press; 2nd edition

Course Title: Communication Skills			
Course Code	MAS505	Credits	05
Semester	III	Paper No.	01
Course Type	Core	L+T+P	4+1+0
Assessment and Evaluation	Total Marks: 100 40 Marks - Continuous Internal Assessment [Sessional/Assignment: 20 + Mid-Term: 20] 60 Marks - End Term Examination		
Course Objectives <ul style="list-style-type: none">❖ To orient students towards various aspects of communication skills❖ To enable them to practice various communicative exercises related to reading, writing, listening and speaking❖ To expose them to various methods, tools and techniques of effective communication			
Learning Outcomes <p>Students will be able to:</p> <ul style="list-style-type: none">❖ Explain the processes of effective communication❖ Reflect on the nuances of various communicative skills like reading, writing, listening and speaking❖ Demonstrate their learning by applying their understanding of the above aspects of the effective communication			

Course Contents

UNIT-I: Communication Skills & Practices

- Meaning and definition
- Types of communication skills
- Purpose and Scope
- Utility of communication skills in media

UNIT-II: Writing Skills & Practices

- News & Editorial Writing
- Essay/Article Writing
- Academic Writing
- Feature Writing
- Summary Writing

UNIT-III: Speaking Skills & Practices

- Preparing ideas and crafting the message
- Uses and importance of gestures in speaking
- Story telling
- Book Reading and Listening
- Extempore

UNIT-IV: Group Acquisition

- Group Discussion
- Debate
- Panels Discussion
- Peer Teaching
- Escape Room Activities

UNIT-V: Presentation Skills

- Oral Presentation
- PowerPoint Presentation
- PechaKucha Presentation (A 20 slide presentation, each lasting 20 second)
- SWOT Analysis

Suggested Readings:

1. Bob, C. (1999). *Fire Up Your Communication Skills*. Seattle Book Company.
2. Kehoe, D. (2011). *Effective Communication Skills: Course Guidebook*. The Great Courses.
3. Worth, R. (2004). *Communication Skills*. Career Skills Library.
4. McKenna, C. (1998). *Powerful Communication Skills: How to Communication with Confidence*. Career Press.
5. Sandy, C. & Kelly, C. (2008). *Active Skills for Communication: Student Text*. Heinle ELT.

Course Title: News and Current Affairs Production for Television & Radio			
Course Code	MAS506	Credits	05
Semester	III	Paper No.	02
Course Type	Core	L+T+P	4+1+0
Assessment and Evaluation	Total Marks: 100 40 Marks - Continuous Internal Assessment [Sessional/Assignment: 20 + Mid-Term: 20] 60 Marks - End Term Examination		
Course Objectives <ul style="list-style-type: none">❖ To understand the basic nuances of Radio & TV news programme.❖ To orient students towards production of Radio & TV news programme.❖ To equip them with skills and expertise of tracing and producing programmes on news and current affairs			
Learning Outcomes <p>Students will be able:</p> <ul style="list-style-type: none">❖ To visualise any idea into news format.❖ To work in newsroom setup.❖ To produce news and current affairs programme for Radio & TV.			

Course Contents

UNIT-I: Construction of News

- News angle, Multi angle Stories
- Hard news formula, The Intro, Placing key words
- Feature openers, developing the stories
- Signposting, Last line, last words

UNIT-II: Radio & Television News

- Reporting: qualities of Radio &TV news reporter
- Process of news collection for Radio &TV
- Piece to camera
- Live reporting for Radio &TV

UNIT-III: Newsroom Setup

- Single Camera and Multi Camera Setup
- Interview Setup
- Structure & function of television news channel

UNIT-IV: Voice Training

- Effective use of voice
- Enunciation, flow, punctuation, and modulation
- Moderating skills for radio discussion
- Handling interactive live transmission

UNIT-V: Critical Issues in News Media

- Public Service Broadcasters: AIR and DD News
- News Services Division
- Changing Character of Television News: 24 Hours news format
- News Production cycle, etc.
- Ethics and values in Broadcast news reporting

Suggested Readings:

1. Clausen, L. (2003). *Global news production*. Copenhagen Business School Press DK.
2. Paterson, C., Paterson, C. A., & Domingo, D. (Eds.). (2008). *Making online news: The ethnography of new media production* (Vol. 49). Peter Lang.
3. Hanitzsch, T., & Hoxha, A. (2014). News Production: Theory and Conceptual Framework. *Generic and conflict influences on the news production process*. Online available: http://www.infocore.eu/wp-content/uploads/2014/12/Theoretical-Framing_WP1_News-Productions.pdf, accessed on, 2024.
4. Niblock, S., & Machin, D. (2014). *News production: Theory and practice*. Routledge.
5. Czarniawska-Joerges, B. (2011). *Cyberfactories: How news agencies produce news*. Edward Elgar Publishing.

Course Title: Indian Constitution & Government and Press Law			
Course Code	MAS555	Credits	05
Semester	III	Paper No.	03 (E-1)
Course Type	Elective	L+T+P	4+1+0
Assessment and Evaluation	Total Marks: 100 40 Marks - Continuous Internal Assessment [Sessional/Assignment: 20 + Mid-Term: 20] 60 Marks - End Term Examination		
Course Objectives <ul style="list-style-type: none">❖ To introduce students to the basic features of the Indian Constitution.❖ To enable the students to build the linkages between the Constitution, democracy and the freedom of the press.❖ To expose them to media laws and ethics significant to the profession of journalism.❖ To familiarise them with the regulatory bodies of media and communication in India.			
Learning Outcomes <p>After the completion of the course, the students should be able to:</p> <ul style="list-style-type: none">❖ Explain the basic features of the Indian Constitution.❖ Underline the relationship between the Indian Constitution, democratic values and the freedom of press.❖ Distinguish between the media laws and ethics and their application in the field of media.			

Course Contents

UNIT-1: Introduction to Indian Constitution

- Basic feature of Indian Constitution
- Fundamental Rights & Duties
- Directive Principles of State Policy
- Major Amendments of the Constitution

UNIT-2: Constitution & Democracy

- Elections in India: national, state & local bodies
- Federalism in India: legislative, administrative and executive powers between union and states
- Judiciary: Supreme Court, High Courts and other lower courts
- Freedom of Press

- Right to Information Act

UNIT-3: Media Law

- Law of Defamation: Libel & Slander
- Copyright Act
- Contempt of Courts Act
- The Press & Registration of Books Act
- Official Secrets Act

UNIT-4: Media Ethics

- Professional Ethics for Journalists
- Paid News Syndrome
- Media Trial
- Right to Privacy
- Sensationalism

UNIT-5: Regulatory Bodies

- Press Commissions
- Ministry of Information and Broadcasting
- Prasar Bharati
- Press Council of India
- Registrar of Newspapers for India
- News Broadcasting & Digital Standards Authority
- Central Board of Film Certification
- Advertising Standards Council of India

Suggested Reading:

1. Choudhry, S.; Khosla, M. & Mehta, P.B. (Eds.). (2016). The Oxford Handbook of the Indian Constitution. Oxford University Press.
2. Basu, D.D. (2018). Introduction to the Constitution of India. Lexis Nexis.
3. Ghosh, S.K. (2001). The Indian Constitution and Its Review. Research Unit for Political Economy.
4. Austin, G. (1999). The Indian Constitution: Cornerstone of a Nation. Clarendon Press: Oxford.
5. Rab, S. & Sprague, A. (2005). Media Ownership and Control: Law, Economics and Policy in an Indian and International Context. Hart Publishing.
6. Prasad, K. (2011). Media Law in India. Kluwer Law International.
7. Kundra, S. (2005). Media Laws and Indian Constitution. Anmol Publications.

Course Title: Media Ethics			
Course Code	MAS556	Credits	05
Semester	III	Paper No.	03 (E-2)
Course Type	Elective	L+T+P	4+1+0
Assessment and Evaluation	Total Marks: 100 40 Marks - Continuous Internal Assessment [Sessional/Assignment: 20 + Mid-Term: 20] 60 Marks - End Term Examination		
Course Objectives <ul style="list-style-type: none">❖ To enable students to appreciate values in India as enshrined in the Indian Constitution and other legislations.❖ To make students understand legal framework for print, broadcast and cyber media, and analyse the issues of ethics and self-regulation			
Learning Outcomes <p>Students will be able:</p> <ul style="list-style-type: none">❖ To grasp the nuances and the legal provisions laid down in the Constitution of India.❖ To understand the contemporary media practices through contemporary debates.			

Course Contents

UNIT-I: Introduction to Ethics

- Ethics: meaning & definition
- Ethics vs. Morality
- Personal and group ethics
- Code of Ethics

UNIT-II: Global Media Ethics

- Role of conventions
- Global media ethics
- Google News Initiatives

UNIT-III: Ethical framework

- Freedom of expression (Article 19(1) (a) and Article 19(1)2)
- Issues of privacy and surveillance in society
- Protection of Women against Sexual Harassment Bill

- Sedition: incitement to violence, hate Speech

UNIT-IV: Ethics of/for reporting

- Live reporting and ethics
- Legality and Ethicality of Sting Operations
- Phone Tapping
- Media coverage of violence and related laws: inflammatory writing (IPC 353)
- Attack on civil liberties of individuals and social activists

UNIT-V: Representation and ethics

- Advertisement and Women
- Pornography related laws and case studies: Indecent representation of Women (Prohibition) Act, 1986 and rules 1987
- Media reportage of marginalized sections: children, dalits, tribals, Gender
- Media Content: debates on morality and accountability
- Relevant Case Studies

Suggested Readings:

1. Thakurta, P. G. (2008). *Media Ethics: Truth, Fairness, and Objectivity*. Oxford University Press India.
2. Sarat A. (2011). *Imagining Legality: Where Law Meets Popular Culture*. (1 ed.). Tuscaloosa: The University of Alabama Press.
3. Vikram Raghvan. (2007). *Communication Law in India*. Lexis Nexis Publication.
4. Iyer Vekat. (2000). *Mass Media Laws and Regulations in India*. Published by AMIC.

Course Title: Video Editing and Broadcast Programme Production			
Course Code	MAS533	Credits	05
Semester	III	Paper No.	04
Course Type	Practical	L+T+P	0+0+10
Assessment and Evaluation	Total Marks: 100 40 Marks - Continuous Internal Assessment [Sessional/Assignment: 20 + Mid-Term: 20] 60 Marks - End Term Examination		
Course Objectives <ul style="list-style-type: none">❖ To provide expertise in production of television news programmes❖ To lay stress on pre-production, ideation, research, scriptwriting, production and post-production work-editing, voice over, music, vision mixing and packaging.			
Learning Outcomes <p>Students will be able:</p> <ul style="list-style-type: none">❖ To understand the research process that precedes the production of a television news programmes.❖ To understand the different types of video camera, its parts and functions.❖ To work on different types of shots, camera angle and camera movement and composition.❖ To apply the technique and use of lighting.❖ To understand various elements used in video broadcast.			

Course Contents

Stage-1

- Principles of Non-linear editing
- Equipment required for non-linear editing system
- Finding files, saving, copying and backup, logging and organizing of footage
- Media file management.

Stage-2

- Basic editing technology
- Trimming, graphic keying, motion effect
- Audio mixing

- Final output

Stage-3

- Camera exercises
- Single and multi-camera interview

Stage-4

- Piece to camera
- Radio programme production
- Podcast production

Stage-5

- Production of television news stories

Assessment:

At the end of the course, students need to submit all the exercised scripts in folder & final edited contents in a pen drive.

Course Title: Communication Research			
Course Code	MAS507	Credits	05
Semester	IV	Paper No.	01
Course Type	Core	L+T+P	4+1+0
Assessment and Evaluation	Total Marks: 100 40 Marks - Continuous Internal Assessment [Sessional/Assignment: 20 + Mid-Term: 20] 60 Marks - End Term Examination		
Course Objectives ❖ To introduce the students to research methodology in Communication. ❖ To make students familiar with new research methods in communication. ❖ To equip them to design their own research studies.			
Learning Outcomes Students will be able: ❖ to formulate any idea into research problem. ❖ to handle statistical tools in research. ❖ to design and conduct communication research projects independently.			

Course Contents

UNIT-I: Introduction to Research

- Meaning and Definition of Research
- Nature and Scope of Communication Research
- Types of Research
- Communication Research Priorities in India

UNIT-II: Reference Writing

- Meaning and Types of Referencing
- Style of Referencing
- Index Creation
- Usage of Software for Referencing
- Bibliography

UNIT-III: Research Process

- Elements of Research
- Concepts and Constructs: Literature Review
- Conceptualization and Theory Building; Hypothesis Formulation

- Types of Variables
- Nature of Measurement
- Levels of Measurement: scale, reliability, validity and precision

UNIT-IV: Research Methodology

- Research Methods and Techniques
- Choosing a Research Design
- Data Collection: Sample, Sampling
- Interpretation of Data
- Statistical Tools

UNIT-V: Research Proposal & Report Writing

- The content of a Research proposal
- Writing the Research Report
- Ethics & Plagiarism

Suggested Readings:

1. Amoakohene, M. I. (2004). Researching radio audiences in an emerging pluralistic media environment: A case for the focus group discussion (FGD) method. *Africa Media Review*, 12(2), 25-40.
2. Burnham, P., Gilland Lutz, K., Grant, W., & Layton-Henry, Z. (2008). *Research Methods in Politics*. (2 ed.) Houndmills Palgrave Macmillan.
3. Bryman, A. (1988). *Quantity and Quality in Social Research* (1st ed.). Routledge.
<https://doi.org/10.4324/9780203410028>
4. Berger, A. A. (2018). *Media and communication research methods: An introduction to qualitative and quantitative approaches*. Sage Publications.
5. Puppis, M., & Van den Bulck, H. (2019). Introduction: Media policy and media policy research. *The Palgrave handbook of methods for media policy research*, 3-21.
6. Milosavljević, M., & Poler, M. (2019). Legal analysis in media policy research. *The Palgrave Handbook of Methods for Media Policy Research*, 519-539.
7. Kumar, R. (2011). *Research Methodology: A Step-by-Step Guide for Beginners*. 3rd Edition. Sage, New Delhi.
8. Kothari, C.R. (2019). *Research Methodology: Methods and Techniques*. 4th Edition, New Age International Publishers, New Delhi.

Course Title: New Media			
Course Code	MAS557	Credits	05
Semester	IV	Paper No.	02 (E-1)
Course Type	Elective	L+T+P	4+1+0
Assessment and Evaluation	Total Marks: 100 40 Marks - Continuous Internal Assessment [Sessional/Assignment: 20 + Mid-Term: 20] 60 Marks - End Term Examination		
Course Objectives: During the course, students will: ❖ Understand digital media and its key aspects. ❖ Create their personal and organizational website. ❖ Learn about digital journals and their new technology. ❖ Delve into digital media marketing.			
Learning Outcomes Students will be able to: ❖ Analyze new media and its key terminology. ❖ Create and update website. ❖ Able to handle social media and digital media platform. ❖ Write for digital new media and social media platforms.			

Course Contents

UNIT-I: Introduction to New Media

- New Media: key concepts, definition and terminology
- Information society and new media: Technological Determinism, Computer Mediated-Communication (CMC)
- Network Society
- Search Engine Optimization and Web Analytics

UNIT-II: Journalism in Digital Age

- Understanding Virtual Cultures and Digital Journalism: Internet and its beginnings
- Online Communication
- Alternative Journalism
- Mobile journalism: Technology, practice, and characteristics
- MoJo's impact on traditional journalism

- Authorship and its meaning in a Digital Age: Piracy, Copyright, Copy-left & Open Source, Digital archives

UNIT-III: Writing for Digital Media

- Platform-based new media writing: news websites and blogs, writing for social networking sites
- Creating and promoting the Blog
- SEO-based new media writing: searchable URL-based headlines, keywords and tags, concentration of keywords
- User generated content

UNIT-IV: Introduction to Digital Media Marketing

- Digital media marketing: Concept and importance
- Digital vs. traditional media marketing
- Digital media marketing channels
- Creative strategy planning for digital media
- Understanding social media platforms

UNIT-V: Website Management

- E-mail
- Web ownership and administration of internet
- Creating a website
- Website management
- Fact-checking: visuals fact check, fake news check

Suggested Readings:

1. Kosorin, D. (2016). *Introduction to programmatic advertising*. Lightning Source: India.
2. Zimmerman, J., & Ng, D. (2015). *Social media marketing all-in-one for dummies*. John Wiley & Sons.
3. Enge, E., Spencer, S., Stricchiola, J., & Fishkin, R. (2012). *The art of SEO*. " O'Reilly Media, Inc."
4. Flew, T. (2007). *New media: An introduction*. Victoria: Oxford University Press.
5. Feldman, T. (2003). *An introduction to digital media*. Routledge.
6. Griffey, J. (2019). *Introduction to Interactive Digital Media: Concept and Practice*. Routledge.
7. Lister, M., Dovey, J., Giddings, S., Grant, I., & Kelly, K. (2008). *New media: A critical introduction*. Routledge.
8. Thakur, M., & Sharma, A. (2021). *Fact Vs Fake*. Galgotia Publication Company.

Course Title: Digital Marketing			
Course Code	MAS558	Credits	05
Semester	IV	Paper No.	02 (E-2)
Course Type	Elective	L+T+P	4+1+0
Assessment and Evaluation	Total Marks: 100 40 Marks - Continuous Internal Assessment [Sessional/Assignment: 20 + Mid-Term: 20] 60 Marks - End Term Examination		
Course Objectives <ul style="list-style-type: none">❖ To teach the students fundamentals of digital marketing❖ To provide understanding about the typologies and tools of web marketing❖ To give insight into the use and functions of social media and mobile marketing			
Learning Outcomes <p>Student will be able:</p> <ul style="list-style-type: none">❖ To analyze the fundamentals of digital marketing.❖ To apply various typologies and tools in web marketing.❖ To inculcate different functions of social media and mobile marketing.			

Course Contents

UNIT-I: Introduction to Digital Marketing

- Defining and understanding of digital marketing
- Evolutionary trends in digital marketing
- Need for and importance of digital marketing
- Mechanics of digital marketing in brand development

UNIT-II: Web Advertising and PR tools

- Types of online advertising tools of online PR
- SEO and SEM
- Website as a tool of marketing
- User generated content, bookmarking, RSS, blogging and live chat online monitoring of brands

UNIT-III: Digital Media Marketing

- Microblogging: advertisers and audiences
- Various forms of social media marketing
- Copywriting for social media

- Digital videos, long format ads and podcasts social media optimisation and metrics

UNIT-IV: Mobile Marketing

- Overview of the B2B and B2C mobile marketing.
- Relevance of mobile sites, Apps (Applications) and widgets in marketing communication
- Opportunities and pitfalls of mobile marketing
- Mobile marketing in integrated brand promotion case studies

UNIT-V: Social Media and Marketing

- E-mail marketing
- Positioning regulations and codes of practice in digital marketing
- Creative strategy planning for digital media
- Understanding social media platforms for marketing.

Suggested Readings:

1. Barker, M., Barker, D. I., Bormann, N. F., & Neher, K. E. (2012). *Social media marketing: A strategic approach*. CENGAGE learning.
2. Kosorin, D. (2016). *Introduction to programmatic advertising*. Lightning Source: India.
3. Zimmerman, J., & Ng, D. (2015). *Social media marketing all-in-one for dummies*. John Wiley & Sons.
4. Enge, E., Spencer, S., Stricchiola, J., & Fishkin, R. (2012). *The art of SEO*. " O'Reilly Media, Inc."
5. Feldman, T. (2003). *An introduction to digital media*. Routledge.
6. Griffey, J. (2019). *Introduction to Interactive Digital Media: Concept and Practice*. Routledge.
7. Thakur, M., & Sharma, A. (2021). *Fact Vs Fake*. Galgotia Publication Company.
8. Tong, J. (2022). *Journalism in the Data Age*. Sage Publication.

Course Title: Field Visits and Internship			
Course Code	MAS534	Credits	05
Semester	IV	Paper No.	03
Course Type	Practical	L+T+P	0+5+0
Assessment and Evaluation	Total Marks: 100 20 marks - Internship Report 20 marks - Presentation 60 marks - Project Report (Not less than 10 pages)		
Course Objectives: During the course, students will: <ul style="list-style-type: none">❖ To provide students the opportunities to work in the industry.❖ To understand the internal structure, functions and operations of the media organisations/Film Festivals/Media Events.❖ To prepare themselves for the job opportunities based on their interests, skills and aspirations.❖ To guide them to document and their engagements and experiences during their internships.			
Learning Outcomes By the end of this course, the students should be able to: <ul style="list-style-type: none">❖ Document their learnings, experiences and key take-aways from their internships.❖ Prepare a standard report of their internship as per the laid down guidelines by the department.❖ Present their report for the final assessment.			

Course Contents

Stage-1

- Preparing a tentative list of organisations, film festivals, seminars, media events to be visited
- Finalising them in consultation with the department internal faculty mentor
- Establishing communication with the chosen media organisations for visits

Stage-2

- Visiting the media organisations/events and documenting their experiences
- Choosing a potential media organisation for internship

- Getting the formalities completed from the department

Stage-3

- Establishing contacts and seeking appointments with concerned authorities in the chosen media house
- Securing the internship
- Submitting weekly report to the assigned faculty mentor

Stage-4

- Completion of the internship and submission of internship completion report
- Preparing a draft internship report and getting reviewed by the faculty mentor
- Working on the feedbacks/inputs received and finalising the report

Stage-5

- Finalising the report and getting it signed by the departmental faculty mentor
- Presenting the report for the final assessment

Course Title: Final Projects			
Course Code	MAS535	Credits	05
Semester	IV	Paper No.	04
Course Type	Practical	L+T+P	0+5+0
Assessment and Evaluation	Total Marks: 100 40 marks - Presentation before submission 60 marks - External Assessment & Viva-Voce		
Course Objectives: <ul style="list-style-type: none">❖ To enable students to apply their learning, understanding and skills.❖ To guide them to envision and plan a project to be taken up as a part of this course.❖ To help them complete their project in the chosen format.❖ To support them specialise in their chosen field of media based on their skills, interests and aspirations.			
Learning Outcomes <p>By the end of this course, the students will be able to:</p> <ul style="list-style-type: none">❖ Complete their chosen project, and present and submit it for the for the final assessment.❖ Translate all learnings into action in the form of Thesis/Documentary/Short Film Production/New Media/Photojournalism.			

Documentary/Short Film Production/Thesis on Media/ New Media/Photojournalism

Course Contents

Stage-1

- Idea/Proposal presentation & discussion
- Outlining the method of completing the proposed project
- Presentation of the timeline

Stage-2

- Preliminaries for the project
- Working on script/casting/VO Script/research/Recce (for Documentary/Film Production)
- Literature Review (for thesis)

Stage-3

- Carrying out the production-related work (for Documentary/Film Production)
- Collection & Analysis of Data (for thesis)

Stage-4

- Editing of the project (for Documentary/Film Production)
- Chapterisation and organisation of the thesis

Stage-5

- Presentation of the draft work to the internal faculty mentor/s
- Revising the work as per the feedback received
- Getting the final copy of the work approved by the internal faculty mentor/s

**Department of Commerce and Business Administration
University of Allahabad**

SYLLABUS



M. Com.

Full Time Four Semesters

(CHOICE BASED CREDIT SYSTEM)

W.E.F. JULY, 2018

M.Com. Course Structure and Syllabus

The Programme: It is a regular full time four semesters Master Degree Programme in Commerce, redesigned and updated under the Regulations on Choice based Credit System. The programme requirements include 80 credits (64 credits from core courses, 16 credits from elective courses).

The M.Com. Programme has the following salient features:

- i. Five Core Courses in the First Semester with 20 Credits in total;
- ii. Five Core Courses in the Second Semester with 20 Credits in total;
- iii. Three Core Courses and Two Elective Courses comprising of one Group, in the Third Semester with 20 Credits in total;
- iv. Three Core Courses and Two Elective Courses comprising of one Group, in the Fourth Semester with 20 Credits in total.

The M.Com. – First Semester shall comprise of the following Five Core Courses:

COM – 501	Accounting Theory and Practices	4 Credits
COM – 502	Advanced Business Economics	4 Credits
COM – 503	Business Management	4 Credits
COM – 504	Economic Environment	4 Credits
COM – 505	Business Statistics	4 Credits

The M.Com. – Second Semester shall comprise of the following Five Core Courses:

COM – 506	Management Accounting	4 Credits
COM – 507	Managerial Finance	4 Credits
COM – 508	Business Taxation	4 Credits
COM – 509	Research Methodology	4 Credits
COM – 510	e-Business	4 Credits

The M.Com. – Third Semester shall comprise of the following Three Core Courses and the Elective Groups. Two Courses of One Elective Group shall be elected by the student:

COM – 601	Insurance Management	4 Credits
COM – 602	Security Analysis and Portfolio Management	4 Credits
COM – 603	Banking Reforms and Procedures	4 Credits

Elective Courses: All Courses from any ONE Group.

Finance (F) Group Courses:

COM – 651	Monetary Policy and Reforms	4 Credits
COM – 652	Financing of Micro, Small and Medium Enterprises	4 Credits

Human Resource Management (H) Group Courses:

COM – 653	Skill and Competency Management	4 Credits
COM – 654	Human Resource Planning and Development	4 Credits

Marketing (M) Group Courses:

COM – 655	Theory and Practice of Marketing	4 Credits
COM – 656	Rural and Agricultural Marketing	4 Credits

The M.Com. – Fourth Semester shall comprise of the following Three Core Courses and the Elective Group. Two Courses of One Elective Group shall be elected by the student:

COM – 604	Entrepreneurship and Small Business	4 Credits
COM – 605	Fundamentals of Project Management	4 Credits
COM – 606	Government and Business	4 Credits

Elective Courses: All Courses from the same Group to be opted as in the 3rd Semester.

Finance (F) Group Courses:

COM – 657	Mutual Fund Investments	4 Credits
COM – 658	International Finance	4 Credits

Human Resource Management (H) Group Courses:

COM – 659	Human Resource Policy and Practices	4 Credits
COM – 660	Industrial Relations	4 Credits

Marketing (M) Group Courses:

COM – 661	Sales Management	4 Credits
COM – 662	Advertising Management	4 Credits

Student Evaluation and Examination
(Abridged adaptation from the Regulations on CBCS framed under Clauses 1(a) (i) and 3(a) (x) of Ordinance LX: The Organisation and Conduct of Examinations)

Note: These are meant for the general guidance of students. The students are advised to read the aforementioned Regulations duly approved by the Hon'ble Vice-Chancellor on 22nd August, 2016 and notified by the Controller of Examination vide his notification No. COE/456/2016 dated 23rd August, 2016. All decisions in the matter shall be governed by these Regulations.

A. Scheme of Examination

The scheme of Examination shall be divided into two parts: Internal assessment and Semester end examination. Internal Assessment includes Assignments, Seminars, Case Studies, Quiz, Unit Tests etc. The Internal Assessment will contribute 40% and the semester end examination will contribute 60% to the total marks.

B. Continuous Assessment

- i. Evaluation and continuous assessment for each course shall be made on the basis of the student's performance in the best of the two tests/ assignments/ presentations/ group discussion / quiz (carrying 20% marks of the course) organized by the course Instructor and one Mid Semester Examination (carrying 20% marks of the course).
- ii. The schedule for the continuous assessment and the grading system shall be made known to the students at the beginning of the semester. The tests/ assignments/ quiz / group discussions / presentations shall be evenly spaced out throughout the semester.
- iii. The marks awarded for continuous assessment shall be made known to the students ordinarily within ten days of the conduct of the test etc. Students may seek clarifications, if any, about their performance from the teacher concerned within a week of the declaration of marks/grades. If there is any problem, then the student can request the Head / Coordinator to refer the matter to the Departmental Examination Committee.

C. End-Semester Examination:

- i. A student shall be eligible to appear in end-semester examination only if s/he has at least 75% of attendance in respect of classes delivered in each course separately. In case if a student failed to fulfill this condition due to some unavoidable circumstances beyond control like illness etc., attendance up to 20% can be condoned by the Dean/HOD on production of medical certificate/supporting documents on justified grounds.
- ii. If a student represents his/ her institution, University, State or Nation in Sports, NCC, NSS or Cultural or any other officially sponsored activities, he/ she shall be eligible for relaxation of attendance up to 20% in a course based on the specific recommendations of the Dean/Head of the Department.
- iii. Duration of end-semester examination for each course will be 3 Hours. The End-Semester examination paper will be divided into Five Units having equal marks. From

each Unit there will be one question with internal choice. The students will be required to attempt one question from each Unit.

- iv. The marks will be given for all examinations and they will be converted into grade (quality) points based on grading system. The semester-end, final grade sheets and transcripts will have only Credits, Grades, Grade Points, SGPA and CGPA. A multiplication factor of 9.5 for conversion of CGPA into percentage of marks as required by certain employers / service commissions will be used.

D. Departmental Examination Committee:

- i. Each Departmental Committee / Course Advisory Committee of the Department / Centre shall constitute a Departmental Examination Committee of three members to oversee all work connected with evaluation of Sessional work and end semester examination. The senior most member of the Committee shall be the Ex-officio Chairman of this Committee.
- ii. The evaluation/grades approved by the Departmental Examination Committee will be final.

E. Grades and Grade Points for Absolute Scale:

Percentage of Marks	Grade Point	Letter Grade	Classification
Marks above 80	10	O	Outstanding
Marks > 73 & ≤ 80	9	A+	Excellent
Marks > 66 & ≤ 73	8	A	Very good
Marks > 59 & ≤ 66	7	B+	Good
Marks > 52 & ≤ 59	6	B	Above Average
Marks > 45 & ≤ 52	5	C	Average
Marks > 40 & ≤ 45	4	P	Pass
Marks < 40	0	F	Fail
ABSENT	0	Ab	Absent

F. PROMOTION TO NEXT SEMESTER AND ADDITIONAL EXAMINATION:

- i. A Student shall be declared as 'Passed' and promoted to the next semester when s/he earns 'C' Grade or above in the last concluded semester examination and has not got below 'P' grade in more than two courses in the previous semester.
- ii. A student who has earned an average of 'C' grade or above in the last concluded semester examination but has got below 'P' grade in not more than two courses in the previous semester shall be promoted to the next semester with the condition that the student shall appear in the additional examination for the courses in which the student has got below 'P' grade.

- iii. A Student shall be deemed as 'Failed' in a semester when s/he gets below 'P' Grade in more than two courses offered in the previous semester, or does not appear in the examination in more than two courses. Such students will repeat the semester on payment of semester fees.
- iv. Additional examination (except for the last two semesters of the programme) for the courses in which students have failed or were absent will be held along with the corresponding semester examination for those courses of the succeeding academic years, provided that the student does not carry more than four papers of the previous semesters at any time during the course of study.
- v. In case, a student has failed in less than three courses in the final semester, the student will be permitted to appear in the additional examination in those courses that would be conducted around forty days after the declaration of the final semester result. In case, a student fails in the thesis/project, the student has to complete the thesis/project and appear in the examination in the corresponding semester of the succeeding academic year.
- vi. A student who has passed all the papers in a semester but has failed to get an overall grade of 'C' shall be promoted to the next semester and shall appear in the additional examination for two of the courses of his/her choice from the previous semester.
- vii. The backlog course(s) additional examination shall be held for the semester end examination course only. The points scored by the candidate in the Continuous Assessment shall be carried forward.
- viii. The (provisional) results of the additional examination shall be announced within two weeks (subject to the ratification by the Departmental Examination Committee when it meets next).
- ix. A student who fails to pass in any semester or carries over more than four papers would not be allowed to be **Promoted** to the subsequent semester and has to repeat the semester in which he fails or accumulates fail grade in more than four papers.
- x. A candidate may get chance to clear all the courses within the duration of the course of study plus 2 years, i.e. for 2 year course within four years. However, the student shall be allowed only once to repeat the first semester. If s/he fails again in the first semester, s/he be required to withdraw from the programme.

G. RESULTS PREPARATION:

a) Grade Card / Mark sheet: The Grade card issued at the end of each semester to each student will contain the following: i) Name, ii) Roll Number, iii) Enrolment Number, (iv) Course code, (v) Course title, (vi) Grade point in each course (G_i) (10 point scale), (vii) Credits earned for each course (C_i), (viii) SGPA for a semester and CGPA after final semester which will resemble consolidated results. The following procedure shall be used to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e. $SGPA (S_i) = \frac{\sum (C_i \times G_i)}{\sum C_i}$ where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.

- ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e. $CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$ where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

Illustration for SGPA (M. Com. Sem. I)

1	2	3	4	5
Course Code	Credit	Grade Letter	Grade Point	Credit Point (2 X 4)
COM 501	4	O	10	40
COM 502	4	B+	7	28
COM 503	4	A	8	22
COM 504	4	B	6	24
COM 505	4	A+	9	36
	Σ 20			Σ 160

Thus,

$$SGPA = 160 / 20 = 8.0$$

Autumn Semester

Course Code: COM – 501 Accounting Theory and Practices

4-0-0-4

Objectives

The course aims at providing to the students the conceptual knowledge of accounting theory and understanding of various Indian Accounting Standards.

Unit - I

Accounting: Historical Perspectives; Approaches to Accounting Theory; Generally Accepted Accounting Principles – Indian and U.S. Perspective; Ethical issues in accounting; Financial Reporting, Internal Control Procedure in Accounting

Unit - II

Accounting Standards: Need, relevance and Applicability, Setting Procedure, Overview of Standards; IFRSs – Need; Arguments for Global Convergence; Ind-AS: An overview and compliance status

Unit - III

Disclosure of Accounting Policies; Valuation of Inventories; Cash Flow Statements; Revenue Recognition;

Unit - IV

Property, Plant and Equipment; Accounting for Amalgamations; Leases.

Unit - V

Earnings per Share; Consolidated Financial Statements of Holding Companies; Provisions, Contingent Liabilities and Contingent Assets.

Suggested Readings:

1. Ravi Kant Miriyala: Accounting Standards Made Easy - Bharat Law House Pvt. Ltd.
2. D.S. Rawat: Students Guide to Accounting Standards-Taxmann, New Delhi
3. D.G. Sharma: Accounting Standards -Taxmann, New Delhi
4. L.S. Porwal: Accounting Theory- TMH, New Delhi
5. Jawahar Lal: Accounting Theory and Practice -Himalaya Publishing House, New Delhi

Autumn Semester

Course Code: COM –502 - Advanced Business Economics

4-0-0-4

Objective:

The objective of this course is to develop ability to apply the concepts, tools, and techniques of Economics in analyzing and interpreting business decisions.

Unit - I

Introduction: Concept, Nature, and Scope of Business Economics; Role and Responsibilities of Business Economist; Significance of Business Economics in Decision Making.

Principles of Business Economics: Opportunity Cost Principle, Incremental Principle, Time Perspective Principle, Discounting Principle, Equi Marginal Principle.

Demand Analysis: Law of demand and Elasticity of demand.

Unit - II

Consumption Analysis: Consumer's Equilibrium; Traditional and Modern Approaches.

Production Analysis: Production Function, Production Laws: Law of Variable proportions and Laws of returns to scale.

Unit - III

Cost Analysis: Cost-Output Relationship, Cost Control and Cost Reduction, Significance of Cost Analysis.

Pricing Analysis: Pricing of Output under Perfect competition, Monopoly, Discriminating Monopoly, Oligopoly, and Monopolistic Competition.

Unit - IV

Factor Pricing: Theories of Distribution, Rent, Wages, Interest, and Profit.

Unit - V

Business Cycle: Concept, Types, Phases, Impacts, and Control Measures of Business Cycle.

Inflation-Deflation: In Relation to Employment, GDP and General Economic Conditions, Control Measures.

Suggested Readings:

1. G. S. Gupta, Managerial Economics, TMH
2. Joel Dean, Managerial Economics, PHI
3. Baumol, Economic Analysis and Business Decisions.
4. R. L. Varshney and K. L. Maheshwari: Managerial Economics, S. Chand & Sons, Delhi
5. Sharma & Kejriwal: Prabhandh Arthshastra

Autumn Semester

Course Code: COM - 503 - Business Management

4-0-0-4

Objective

The objective is to impart a basic understanding of Management; its functions and process; as applicable to business organizations.

Unit - I

Introduction to Management and Organisations
Critical Analysis of Management Theories
Management and Society
Ethical Issues in Management
Social Responsibilities of Business and Corporate Governance

Unit - II

Essentials of Planning
Types of Managerial Plans
Management by Objectives
Decision Making – Its Importance, Process and Types

Unit - III

Nature of Organising
Different Types of Organisational Structures
Authority – Responsibility Relationship
Organisational Climate and Culture
Reinventing Organisations

Unit - IV

Directing and Motivating
Leadership, Approaches and Leadership Styles
Communication Process; Organisational Communication Channels, Barriers and Masseurs

Unit - V

Process of Control and Control Types
Essentials of Effective Control
Co-ordination
Recent Trends and Issues in Management

Suggested Readings:

1. Weihrich, Cannice and Koontz: Management – A Global Entrepreneurial Perspective
2. Robbins, S. P. and Mary Coulter: Management
3. Stoner, Freeman and Gilbert, Jr.: Management
4. Jain, J. K.: Principles and Functions of Management (English & Hindi)
5. Saxena, S. C: Prabandh Ke Siddhant (Hindi)

Autumn Semester

Course Code: COM – 504 – Economic Environment

4-0-0-4

Objective

The purpose is to provide an awareness of various economic issues and challenges being faced by India in the globalised economy.

Unit - I

Meaning of Environment, Eco-system and Environment; Significance and Elements of Economic Environment; Environmental Protection and Sustainable Development, Factors Affecting Economic Development, Sunrise Sector of India.

Unit - II

Economic Environment of Business:

Economic System; Economic Reforms and Current Government Policies – New Industrial Policy, Fiscal Policy, Monetary Policy and EXIM Policy; Demonetisation, Amalgamation and Merger of Banks; Recapitalisation Plan.

Unit - III

Competition – Meaning of Competition, Salient Features of Competition Act 2002, CCI-Competition Commission of India, CAT- Competition Appellate Tribunal.

Consumerism, Salient features of Consumer Protection Act 1986. Companies Act 2013 and its amendments.

Unit - IV

Institutional Economic Environment

International Collaborative Arrangements and Strategic Alliances; GATT, WTO, TRIPS, TRIMS

Regional Economic Groupings in Practice

Levels of Regional Economic Integration; Regionalism vs. Multilateralism, Structure and Functions of EU, NAFTA, ASEAN and SAARC.

Unit - V

FDI- Meaning and Need, Methods, Policies with regard to FDI, Recent Trends.

FEMA- Current Account Transaction, Capital Account Transaction.

Money Laundering – Meaning, Process, Impact and Prevention; fraud and Risk Analytics.

Suggested Readings:

1. Ghosh: Economic Environment of Business
2. Morrison J.: The International Business Environment
3. Mishra & Puri: Economic Environment
4. Ruddra Dutt & Sundaram: Indian Economy
5. Francis Cherunilam: Business Environment
6. D.M. Mithani: International Economics

Autumn Semester

Course Code: COM – 505 – Business Statistics

4-0-0-4

Objective:

The objective of this paper is to acquaint students with the principles of business statistics so that they should be able to use various statistical tools for the analysis of economic and business data.

Unit - I

- a. **Regression Analysis:** Regression Equations, Regression Coefficients.
- b. **Multiple Correlation and Multiple Regression Analysis:** Partial Correlation, Coefficient of Multiple Correlation, Multiple Regression Analysis.

Unit - II

- a. **Theoretical Frequency Distributions:** Binomial, Normal and Poisson Distribution.
- b. **Probability Theory:** Addition and Multiplication Theorems of Probability, Application of Addition Theorem, Multiplication Theorem, Bayes' Theorem.

Unit - III

- a. **Association of Attributes:** Theory of Association, Criterion of Independence, Coefficient of Association, Partial Association, Illusory Association, Consistency of Data, Contingency.
- b. **Chi-square Test:** Methods and Uses.

Unit -IV

- a. **Business Forecasting:** Elements, Importance, Limitations and Theories of Business Forecasting.
- b. **Vital Statistics:** Meaning, Definition, Importance, Utility, Measurements of Mortality, Life Table, Measurement of Fertility, Population Growth.

Unit - V

- a. **Sampling:** Hypothesis Testing, Standard Error, Sampling of Attributes, Sampling of Variables – Large and Small Sample, t-test, Partial Comparison Test.
- b. **Statistical Quality Control:** Meaning, Definition, Origin, Control Charts.

Suggested Readings:

1. Goode and Hatt: Methodology of Social Sciences Research,
2. Roy, Ramendu, Principle of Statistics, Prayag Pustak, Allahabad
3. Gupta, S. P.: Statistical Methods, Sultan Chand
4. Kothari, C. R.: Research Methodology, New Age Publication, New Delhi
5. Roy, Ramendu: Sankhiki Ke Siddhant , Prayag Pustak Bhawan, Allahabad
6. Shukla & Sahai: Sankhiki Ke Siddhant , Sahitya Bhawan

Spring Semester

Course Code: COM – 506 - Management Accounting

4-0-0-4

Objective

To equip the students with the knowledge Management Accounting and enable them to take managerial decisions and control by using Financial Information in various Business Situations

Unit - I

Introduction: Management accounting: Definition, differences with Financial Accounting and Cost Accounting, Role of Management Accounting, Measurement of cost behaviour.

Unit - II

Analysis and Interpretation of Financial Statements: Ratio Analysis, Comparative Statements, Common Size Statements, trend analysis, Du Pont Control Chart, Mechanism of Cash Flow and Uses of Cash Flow Data in Decision Making.

Unit - III

Marginal Costing Vs. Absorption Costing: Cost Volume Profit (CVP) Analysis, Relevant information and short term decision making: Make or Buy decisions, deciding the Product Mix, deletion of product and services, pricing decisions. Activity Based Costing

Unit - IV

Budget and Budgetary Control: Preparing the Master Budget and Functional Budgets, Cash Budget, Flexible budgets, Preparing the Master Budget and Functional Budget, Zero Base Budgeting; Performance Budgeting.

Unit - V

Variance Analysis, Responsibility Accounting- Concept; Responsibility Centres, Transfer Pricing - Market-based Price and Cost-based Price, Reporting to Management, Management Control System

Suggested Readings:

1. Khan and Jain: Management Accounting, THM Horngren, C. J.: Accounting for Management Control
2. Ashish, K. Bhattacharya: Introduction to Financial Statement Analysis, Elsevier
- Anthony, R. N.: Management Accounting
3. Sharma, R. K. and Gupta, Shashi, K.: Management Accounting, Kalyani.
4. Jawahar Lal: Advanced Management Accounting, HPH
5. Gupta, S. P.: Management Accounting, Sahitya Bhawan
6. Prakash, J. & Rao, N.: Prabandhkiya Lekhankan, Prayag Pustak Bhawan
7. Gupta, S. P.: Prabandhkiya Lekha Vidhi, Sahitya Bhawan.
8. Singhal, A. K.: Cost Accounting – A Multidimensional Approach, Prayag Pustak Bhawan, Allahabad

Spring Semester

Course Code: COM – 507 – Managerial Finance

4-0-0-4

Objective

The objective is to provide conceptual knowledge of the tools of financial analysis and management. It aims at helping the students develop skills to make financial decisions in business situations.

Unit - I

Managerial Finance, Evolution of Managerial Finance, and Financial Goal of the Firm: Profit maximization vs. Wealth Maximization, Emerging role of Finance Manager.

Valuation of Bonds, Preference Share and Equity Shares.

Unit - II

Capital Budgeting: Features and Techniques:

Valuation of Projects under conditions of certainty: Accounting Rate of return,

Pay Back Period Method, Net Present Value Method, Benefit –

Cost Method, Internal Rate of Return Method, and Comparative Analysis of various Methods.

UNIT - III

Evaluation of Projects under Conditions of Uncertainty: Methods of incorporating risk:

Conventional techniques and statistical techniques: Risk Adjusted Discount Rates, Certainty Equivalents, Sensitivity Analysis, Probabilistic, Decision Tree Method, Capital Rationing.

Unit - IV

Cost of Capital: Cost of Debt and preference, Cost of Equity, Cost of Retained Earnings, WACC, Factors affecting WACC.

Capital Structure Theories: Net Income Approach, Net Operating Income Approach and MM Approach; Capital Structure Decisions: EBIT-EPS analysis; Leverage- Operating, Financial and Combined.

Unit - V

a. Dividend Decisions and Theories:

irrelevance of Dividends: Modigliani and Miller Hypothesis, Relevance of Dividends: Walter's Model, Gordon's Model, Determinants of Dividend Policy

b. Working Capital Management: Concepts: Net working Capital and Gross Working Capital, Permanent working capital and variable working capital, managing working capital through Operating cycle, Issues in WCM.

Suggested Readings:

1. Khan & Jain: Financial Management, Tata McGraw Hill, New Delhi
2. I.M. Pandey: Financial Management, Vikas Publishing House, New Delhi
3. Prasanna Chandra: Financial Management, TMH, New Delhi
4. J. C. Van Horne: Financial Management and Policy, Printice Hall of Hall.
5. S. C. Kuchhal: Financial Management, Chaitanya Publishing House.
6. V. K. Bhalla: Financial Management and Policy, Anmol Publications.
7. R. P. Rustagi: Financial Analysis and Financial Management, Sultan Chand & Sons

Spring Semester

Course Code: COM – 508 – Business Taxation

4-0-0-4

Objective

The objective of this course is to provide working knowledge of Direct and Indirect Taxes concerning the business.

Unit - I

Profit and Gains from Business and Profession and Tax Planning: Expenses, Depreciation and Deductions under the Income Tax Act, 1961.

Capital Gains and Tax Planning: Transfer, Timing, Investment, Sale of Depreciable Asset under the Income Tax Act, 1961.

Unit - II

Tax implication under the Income Tax Act, 1961:

Special Tax Provisions Relating to Backward Areas

Tax Issues Relating Demerger

Tax Planning and Amalgamation

Conversion of Firm into Company – Tax Considerations

Conversion of Firm into Limited Liability Partnership – Tax considerations.

UNIT - III

GST Act, 2017: Basic Concepts:

Meaning of Goods and Services, Input Tax Credit, Place of Business, Place of Supply, Reserve Charge, exempted Goods, Various Rate of Taxes, Benefits of GST.

Unit - IV

GST Act, 2017: Composition Levy and Registration:

Composition Levy: Meaning of Composition Levy, Rates of Levy, Payment of Tax, Return, Penalty and Fines.

Registration: Procedure, Compulsory Registration, Cancellation and Revocation of Registration.

Unit - V

GST Act, 2017: Returns and Assessment:

Payment of Tax, Interest on Delayed Payment of Tax, refund of Tax, filling of Returns, Various Forms for Filling of Returns, Assessment: Self Assessment, Provisional Assessment, Scrutiny of Returns, Summary Assessment.

Note: The Course contents shall be modified by the Head of the Department as applicable on 1st July of each academic year according to the prevailing Tax Laws.

Suggested Readings:

1. Dr. Girish Ahuja & Dr. Ravi Gupta: Practical Approach to Income Tax, Bharat Law House Pvt. Ltd., New Delhi.
2. V. S. Datey: Indirect Tax, Taxman.
3. Dr. S. P. Goyal: Direct Tax – Planning and Management, Sahitya Bhawan Agra.

Spring Semester

Course Code: COM – 509 - Research Methodology

4-0-0-4

Objective

The objective is to equip the students with the basic understanding of research methodology and to provide an insight into the application of modern tools of analysis and interpretation.

Unit - I

Introduction: Meaning, Objectives and Types of Research, Theory and Facts and their Relationship,

Stages in Research Process:

- (a) Problem Identification, Definition and Formulation,
- (b) Hypothesis: Concept, Purpose, Types, Formulation
- (c) Review of Literature

Unit - II

Research Design: Components and Types of Research Design, Qualities of a Good Research Design.

Research Methods – Case Study Method, Experimental Method, Observation Method, Survey Methods.

Unit - III

Primary and Secondary Data: Primary Data - Nature, Sources, Advantages and Limitations.

Methods of Data Collection: Means and Issues in obtaining Primary Data – Census Method, Sampling method – Advantages and Limitation, Types and Size; Schedules, Questionnaires: Types and Design Interview and Observation.

Unit - IV

Measurement and Scaling:

- a. Measurement: Concept, Need, Process
- b. Reliability
- c. Validity
- d. Scaling: Procedures and Techniques

Sampling Design: Sampling Theory, Designs and Issues; Sampling Size; Sample Method – Probability and Non-probability Sampling.

Unit - V

Hypothesis Testing: Concepts and Procedures, Parametric and non parametric test.

Reporting of Research Findings: Report Formats, Report Writing, Significance of a Research Report, Types of Reports, Pre-requisites of a good report; References; Bibliography; Appendices

Suggested Readings:

1. Goode and Hatt, Methods in Social Research
2. Tanushree Roy & Ramendu Roy: Shodh karyapranali, Pravalika publications, Allahabad (Hindi)
3. Ramendu Roy & S. Banerjee: Fundamental of Research Methodology, Kitab Mahal, Allahabad
4. Kothari, C. R., Research Methodology, New Age Publication, New Delhi

Spring Semester

Course Code: COM – 510 – e Business

4-0-0-4

Objective

To develop awareness of application of the technology in today's business world.

Unit - I

Digital technology and business, business process management, competitive advantage through digital technology, Career in digital age, IT architecture, data management and governance, cloud computing, data centers and cloud computing, cloud service delivery models.

Unit - II

Data management leading to business intelligence, DBMS, big data analytics, data and text mining, business intelligence, digital Networks and Ethical Issues – Data Networks, IP Addresses, and APIs, Wireless Networks and Mobile Infrastructure, Collaboration and Communication Technologies, Sustainability and triple bottom line.

Unit - III

Internet technologies - Using Search Technology for Business Success, Organic Search and Search Engine Optimization, Pay-Per-Click and Paid Search Strategies, A Search for Meaning—Semantic Technology, Recommendation Engines, Social Media – strategies and communities, engagement, monitoring, media failures and lessons learned.

Unit - IV

Tactical and Operational Support Systems - Solving Business Challenges at All Management Levels, Manufacturing, Production, and Transportation Management Systems, Sales and Marketing Systems, Accounting and Finance Systems, Human Resources Systems and Ethics, Strategic Technology and Enterprise Systems - Enterprise Systems, Enterprise Social Platforms, Enterprise Resource Planning Systems, Supply Chain Management Systems, Customer Relationship Management Systems.

Unit - V

Data Visualization and Geographic Systems - Data Visualization, Enterprise Data Mashups, Digital Dashboards, Geographic Information Systems, IT Strategy and Balanced Scorecard - IT Strategy and the Strategic Planning Process, Aligning IT with Business Strategy, Balanced Scorecard, IT Sourcing and Cloud Strategy

Suggested Readings:

1. Turban, Efraim, McLean, Ephraim, Wetherbe, James, Information Technology for Management, Wiley.
2. Rainer, Rex Kelly, Turban, Efraim, Potter, & Richard E., Introduction to Information Systems: Supporting and Transforming Business, Wiley.
3. Laudon, Kenneth C., & Laudon, Jane Price, Essentials of Business Information Systems, Pearson Prentice Hall.
4. Morgan, Tony, Business Rules and Information Systems: Aligning IT with Business Goals, Pearson.
5. Nickerson, Robert C., Business and Information Systems, Prentice Hall.
6. Post, Gerald V., & Anderson, David L., Management Information Systems: Solving Business Problems with Information Technology, Tata McGraw Hill.
7. O' Brien, James A., Management Information Systems, Tata McGraw-Hill.

Autumn Semester

Course Code: COM – 601 – Insurance Management

4-0-0-4

Objective

The Course objective is to familiarize students with the operations and methodology followed by Insurance Companies in India. Importantly to propagate recently launched Insurance Schemes, particularly the schemes launched by the Hon'ble Prime Minister.

Unit – I: The Insurance Policy

Components of the Policy, The Heading, The Preamble, Schedule, The Insuring Clause, Exclusions, Excluded Perils, Un-insurable Perils; Policy Conditions: Express and Implied Conditions, Notice, Proof and Appraisal of Loss, Cancellation of Policy, Pro-rata Clause, Renewals, Non-payment of Premiums, Issue of Policy, Lost Policies, Insurance lapses.

Unit – II: Underwriting the Risk

Factors considered for Selection of Risk, Insurance of Sub-Standard (DIVYANG) Lives, Factors Contributing to Sub-Standard Lives, Methods of Treating Sub-Standard Risks.

Unit – III: Schemes of Insurance : Hon'ble Prime Minister's Initiative

A Detailed Study of:

Pradhan Mantri Suraksha Bima Yojana

Pradhan Mantri Fasal Bima Yojana

Pradhan Mantri Jeevan Jyoti Bima Yojana

Unit – IV: Health Insurance

Hon'ble Prime Minister's Perspective – Health Insurance – Jeevan Arogya, Functioning of Third Party Administrators, IRDA Regulations for TPAs, Mediclaim – Terms and Conditions.

Unit – V: Motor Insurance

Principles of Motor Insurance, Types of Motor Insurance Policies, Conditions of Motor Insurance Policies, Procedure of Motor Insurance, Settlement of Claims under Motor Insurance, The Motor Vehicles (Amendment) Bill, 2015 .

Suggested Readings:

1. Huebner, S. S.: Life Insurance, Appleton – Century-Crofts, Inc (NY)
2. Khan, Arif M.: Theory and Practices of Insurance, Educational Book House, Aligarh
3. Motihar, M.: Principle and Practices of Insurance, Sharda Pustak Bhawan, Allahabad

Autumn Semester

Course Code: COM – 602 - Security Analysis and Portfolio Management

4-0-0-4

Objective

The objective of this course is to impart knowledge to students regarding the theory and practice of Security Analysis and to give the students an in-depth knowledge of theory and practice of Portfolio management.

Unit – I

Introduction: Concept, Meaning, Nature and Scope of Security Analysis, overview of Security Market, Various Approaches to Investment Decisions; Investment Process.

Unit – II

Fundamental Analysis: Meaning and Scope of Fundamental Analysis; Features and Impact of Economic Indicators and Industry Level Factors; Company Analysis.

Technical Analysis: Meaning and Significance of Technical Analysis; Technical Analysis vs. Fundamental Analysis; Tools & Techniques of Technical Analysis.

Unit – III

Efficient Market Hypothesis: Weak, Semi-strong and Strong Market; Testing of Different Forms of Market Efficiency and their Significance.

Portfolio Analysis: Portfolio Risk and Return, Effects of combining securities Markowitz Model- Return optimization.

Unit - IV

Single Index Model - Sharpe's Optimization Solution, Capital Asset Pricing Model (CAPM) - Capital market line, Security market line; Risk free lending and borrowing,

Unit – V

Portfolio Performance Evaluation & Revision – Risk Adjusted measures of Performance Evaluation, Market Timing, and Evaluation Criteria & Procedures.

Suggested Readings:

1. Fischer, Donald E. and Jordan, Ronald J.: Security Analysis and Portfolio Management, PHI, New Delhi.
2. Bhalla, V. K.: Investment Management – Security Analysis and Portfolio Management, S. Chand, New Delhi
3. Alexander, Gordon J. and Sharpe, William F.: Fundamentals of Investments: Englewood Cliffs, Prentice Hall Inc, New Jersey.
4. Pandian, Punithavathy, Security Analysis and Portfolio Management, Vikas Publication.
5. Elton, Edwin J and Gruber, martin J. : Modern Portfolio Theory and Investment Analysis, johan Wiley, new york
6. Chandra ,P. : Investment Analysis & Portfolio management, Himalaya Publication New Delhi.
7. Khatri, Dhanesh., Security Analysis and Portfolio Management, Macmillan, New Delhi

Autumn Semester

Course Code: COM – 603 – Banking Reforms and Procedures

4-0-0-4

Objective:

To develop knowledge pertaining to banking system, its procedural and regulatory framework and recent reforms.

Unit - I

Introduction: Concept of Banking & Bank, Emergence and Development of Banking System, Function of Banks, Importance of banks in the economy, Barriers to well-developed banking system, NPA- concept and Management, Ethics and Corporate Governance in Banks.

Unit - II

Indian Banking System: Structure, History, Organization, objectives, functions and working, Nationalized Banks, Co-operative Banks, RRB'S, Private Sector Banks, Schedule Vs Non-scheduled Banks; Priority Sector Lending.

Unit - III

Banking Procedure: Preparation of voucher, Cash Receipt and Payment Entries, Clearing Inward and outward entries, transfer debit and credit entries, KYC – Concept and documentation, scrutiny of loan application/ documents, operation aspect of Core banking solution environment, Risk Management in Bank -Credit Risk, Liquidity Risk, Market Risk, Operational Risk

Unit - IV

Regulatory Frameworks Related to Banking: Amalgamation of Banking Companies, Special Provision related to Money Laundering under FEMA Act -1999, Debts Recovery Tribunal- Authorities, Procedure and power, SARFAESI, Special Provision of RERA Act, IT Act related to cyber security in digital transaction. Insolvency and Bankruptcy Code – 2016, Banking Ombudsman.

Unit - V

New Dimensions and Transitional Reforms in Banking Sector: Traditional Vs Modern Banking, Digital Banking-ATMs, Mobile Banking, Internet Banking, Shadow Banking, Bank Correspondents, Payment Bank, Collection Bank, Various New Government Schemes(PMJDY, MUDRA, PMAY and Sukanya Samridhi Yojana), Banking and Sustainability, Micro Banking, Inclusive Banking

Suggested Readings:

1. Hajela, T.N., Money and Banking- Theory with Indian Banking, Ane Books Pvt. Ltd., New Delhi
2. Principles and Practices of Banking, Indian Institute of Banking and Finance
3. Desai, B., Fundamentals of the Indian Financial System, HPH
4. Verma, A., Indian Monetary System and Banking Reforms, Unistar Books
5. Digital Banking, Indian Institute of Banking and Finance, Taxmann

Autumn Semester

Course Code: COM – 651 Monetary Policy and Reforms

4-0-0-4

Objective

It aims to provide comprehensive knowledge about monetary policy in India and major monetary reforms.

Unit - I

Money and Monetary Policy: Money: Concept, Evolution, Functions; Monetary Policy: Objectives, Role; Monetary Policy Vs. Fiscal Policy; Keynes Theory of Monetary Policy- Investment Multiplier, Marginal Efficiency of Capital and Interest Rate.

Unit - II

Mechanism of Monetary Policy: Monetary Policy Handlers, - RBI, Government; Impact of Monetary Policy on Securities Market and Currency Market; Demand for Money; Supply of Money; Monetary Policy and Bond Market.

Unit - III

Tools of Monetary Policy: Currency Issue Mechanism; Credit Creation; Credit Control; Measures of Credit Control -Quantitative measures- Bank Rate, Open Market Operation, Various Reserve Requirements; Qualitative Measures- Credit Rationing, RBI Guidelines, Moral Suasion, Direct Action; Qualitative v/s Quantitative; Repo Rate and Reverse Repo Rate.

Unit - IV

Monetary Policy and Other Dimensions: Monetary policy & inflation, Monetary policy & Recession, Monetary Policy & Exchange Rate, Monetary Policy and Unemployment, Monetary Policy and Digital Currency, Monetary Policy and Crypto Currencies

Unit - V

Monetary Policy Reforms: Monetary Policy reforms in India- Pre-reform era (1948-1991), Post- Reform Era (Since 1991); Monetary Policy Committee- Urjit Patel Committee, Objectives, Members, major Recommendations and implementation; Major Reforms and its Impact.

Suggested Readings:

1. Tomar, T.S.: Indian Monetary Policy and Economic Reforms, Radha Publication,
2. Venugopal, K.R.: Fiscal and Monetary Reforms in India, I.K. International Pvt. Ltd.
3. Singhai, G.C., Singh, S.K.: Money and Banking, Sahitya Bhavan Publication, Agra.

Autumn Semester

Course Code: COM – 652 – Financing of Micro, Small and Medium Enterprises

4-0-0-4

Objective:

The objective is to give an understanding of micro, small and medium sized enterprises (MSMEs) as important contributors to economic growth and also to guide the students to have in depth knowledge in the field of MSME finance.

Unit - I

Introduction and Role of MSMEs in Indian Economy: Problems of MSMEs; Regulatory Framework – MSME Act 2006; LLP Act; Present policy Framework.

Institutional Framework: Central and State Government (NIMSME, MIESBUD, SIDO, SISI, NSIC, DICs etc) - Financial Institutions & Banks: SIDBI, Commercial Banks, RRBs and Co-op. Banks.

Unit - II

Sources and Methods of Financing MSMEs: Quasi capital, Own money and its relevance in business, Venture Capital, Hybrid Capital; Existing MSME Loan Products and their nature, Common Guidelines/Instructions for Lending to MSME Sector, Factoring.

Credit Risk Management of MSMEs: The credit assessment, Costs and Risks specific to MSME Lending, Risk rating, Follow up, Monitoring and Review of Lending; Role of Credit Guarantee Fund Trust for Micro and Small Enterprises (CGTMSE), Small and Medium Enterprises Rating Agency (SMERA).

Unit - III

Business Development Service Providers: Role & Responsibilities, Sectoral developments, technological Development in MSMEs; Environmental Impact Assessment, Modernization issues (technological and quality up-gradation), R&D, ICT, Technology adoption.

Unit - IV

Clusters & Cluster Development: Concept, Cluster Development Strategy: Strengthening of Linkages, Innovative Product Development, Institutional Capacity Building, UNIDO Cluster Development Programme; Importance of MSME Clusters in India, Cluster Development in India.

Unit - V

Micro Finance Approach to SMEs: Linkages with Agriculture and Industry IT and MSMEs; Relationship Banking and its impact in MSMEs Development; WTO issues, impact on MSMEs –Globalization issues, impact, intermediation opportunities and Emerging issues affecting MSMEs.

Suggested Readings:

1. Micro, Small and Medium Enterprises in India, IIBF, Taxmann.
2. Vasant Desai: Dynamics of Entrepreneurial Development and Management, HPH.
3. M.B. Shukla: Entrepreneurship and Small Business Management.

Autumn Semester

Course Code: COM – 653 – Skill and Competency Management

4-0-0-4

Objective:

The objective of the course is to equip the students with the necessary skills and knowledge required for talent recognition, management, retention and development. It also enables them to learn to identify and develop competencies in employees.

Unit: I

Skill Management: Concept of skill; Concept of talent; Difference between Talent, Skill, and Knowledge; Objectives of Skill and Talent Management; Types of Skills: Hard skills and Soft skills.

Unit: II

Developing Talent and Skills: Need for Skill and Talent Development; Training for skill and talent development: Identification of training needs, Training methods, Evaluating training programmes; Mentoring; Skill obsolescence and Retraining

Unit: III

Skills and Talent Integration: Designing Reward Policy and Strategies; Succession Planning; Career Planning: Process, Career anchors, Career paths

Unit: IV

Managing Competencies: Concept of Competence, Need for Competencies, Competence and performance: competency based performance management; Developing competencies in employees

Unit: V

Competency Mapping: Meaning, objectives and need for competency mapping; Process and tools of competency mapping; Uses of competency mapping

Suggested Readings:

1. Rao, T.V. (2011). *Hurconomics for Talent Management: Making the HRD Missionary Business-Driven*, New Delhi: Pearson Education.
2. Berger, L. A. and Berger, D. R. (2010). *The Talent Management Handbook*, New Delhi: McGraw-Hill Education.
3. Shukla, R.(2009). *Talent Management: Process of Developing and Integrating Skilled Worker*, New Delhi : Global India Publications.
4. Sanghi, S. (2007). *The Handbook of Competency Mapping: Understanding, Designing and Implementing Competency Models in Organizations*, New Delhi: Sage Response.
5. Kandula, Srinivas R. (2013). *Competency-Based Human Resource Management*, New Delhi: Prentice Hall of India

Autumn Semester

Course Code: COM – 654 – Human Resource Planning and Development

4-0-0-4

Objective:

The objective of this course is to develop a conceptual clarity as well as practical understanding of Human Resource Planning and Development in the organizations. The aim is to give students the insights into various dimensions of evolving effective strategies for human resource planning and development.

Unit- I: Human Resource Planning

Objectives; Process; Significance; Human Resource Forecasting techniques; Skills Inventory; Challenges in Human Resource Planning; Downsizing Plan; Retrenchment; Layoff.

Unit-II: Human Resource Recruitment and Selection

Meaning, Process, Methods; Factors affecting Recruitment; Employer Branding; Selection Process; Selection tests; Interviews.

Unit- III: Measurement Tools in Human Resource Planning

Human Resource Information System; Human Resource Accounting - Concept and Methods; Human Resource Audit.

Unit-IV: Human Resource Development

Concept; Objectives; Significance; Difference between HRM and HRD; Performance Appraisal; Coaching, Employee Engagement.

Unit-V: Human Resource Development Strategies

Employee Retention strategies; Counseling; Quality of Work-life; Work-life Balance; Strategies for Managing Workforce Diversity.

Suggested Readings:

1. Werner, J.M. and DeSimone, R.L.: Human Resource Development: Cengage Learning India Private Limited
2. Bhattacharya, D.K.: Human Resource Planning. Excel Books, New Delhi.
3. Sen, AK: Human Resource: Development, Planning & Deployment. New Delhi: Asian Books Private Limited. South-Western; International Edition
4. Mcbey, K: Strategic Human Resources Planning. Nelson Canada
5. K'Sagar and V. B. Patil: *Manav Sansadhan Vikas (Human Resource Development)*. K'Sagar Publications
6. Arthur, M. : Career Theory Handbook, Englewood Cliff, Prentice Hall Inc.
7. Belkaoui, A.R. and Belkaoui, J.M.: Human Resource Valuation: A Guide to Strategic and Techniques. Greenwood, Quorum Books.
8. Malviya, A. K.: Human Resource Management (Hindi). PPB, Allahabad

Autumn Semester

Course Code: COM – 655 – Theory and Practice of Marketing

4-0-0-4

Objective:

The objective of this course is to provide a conceptual understanding of the subject and to make the student aware about the latest development in the field of Marketing so as to enable them to face the upcoming challenges.

Unit: I

Introduction: Concepts, Functions and Importance of Marketing, Approaches to Study Marketing.

Marketing Mix: Meaning and Elements.

Unit: II

Market Segmentation and Marketing Strategies: Concept, Objectives, Bases and Essentials for Effective Segmentation; Advantages of Segmentation, Segmentation and Marketing Strategies.

Product and Product Development

- a. **Product:** Factor Affecting PLC; Marketing Strategies during PLC.
- b. **Product Development:** Stages and Factors Affecting Development of New Product; Failure of New Product.

Unit: III

Product Identification: Branding, Packaging, Labeling.

Marketing Research: Objectives and Scope; Procedure and Limitation of Marketing Research.

Marketing Cost: Meaning and Classification; Elements Affecting Marketing Cost; Methods of Reducing Marketing Cost.

Unit: IV

Pricing Policies and Decisions: Meaning; Importance of Pricing in Marketing; Factors Affecting Pricing Decisions.

Marketing Organisation: Meaning and Importance; Principles of Marketing Organisation.

Unit: V

Marketing Control: Concept, Objectives, Need and Techniques of Marketing Control.

Issue and Developments in Marketing: Social, Ethical and Legal Aspects of Marketing; Marketing of Services; International Marketing; Green Marketing; Cyber Marketing.

Suggested Readings:

1. Philip Kotler: Marketing Management
2. Philip & Duncan: Marketing Principles and Methods
3. Ramaswamy, V.S. and Namkumari: Marketing Management – Planning Control
4. Donald, S. Tull and Well, I.Z. Hawkins: Marketing Research
5. Johri, Lalit, M.: International Marketing – Strategies for Success
6. Malviya, A.K.: Marketing Management (Hindi), PPB, Allahabad
7. Sharma, D.C. & Bajjal, V.M.: Marketing Management (Hindi)

Autumn Semester

Course Code: COM – 656 – Rural and Agricultural Marketing

4-0-0-4

Objective:

The objective of this course is to provide Conceptual knowledge of Rural and Agriculture Marketing among the students and to make them aware about recent trends in Agri-marketing.

Unit: I

Rural Marketing: Concept; Features; Significance; Strategies to Approach Rural Markets of India; Difficulties in Rural Marketing.

Unit: II

Rural Market: Meaning; **Rural Market Segmentation** – Demographical, Occupational and Sociological, Rural Marketing Initiatives taken by Corporate Sectors in India: HUL, ITC, DABAR and PATANJALI.

Unit: III

Agricultural Marketing: Concept; Classification of Agricultural Goods; Characteristics and Marketing Methods of Agricultural Products in India; Defects of Agricultural Marketing in India, Steps for Improvement.

Cooperative Marketing: Meaning; Need; Objectives; Features of Agricultural Marketing Co-operatives; Structure; Functions; Advantages and Limitations.

Unit: IV

Marketing of Agricultural Inputs: Concept, Classification of Agricultural Inputs, Marketing of Seeds, Marketing of Fertilizer, Marketing of Pesticides.

Marketing of Agricultural Produce: Wheat & Paddy Marketing, Sugarcane Marketing.

Unit: V

Agricultural Marketing Institutions in India: **NAFED:** Membership, Objectives, Activities; **NCDC:** Objectives and Activities; **TRIFED:** Objectives and Activities, **FCI:** Objectives Functions and Working.

Suggested Readings:

1. Kolkarni: Agriculture Marketing in India.
2. Hussain: Agriculture Marketing in India.
3. Rura Ashok: Indian Agricultural Economics; Myth and Reality.
4. Gopala Swamy, T.P.: Rural Marketing Environment.
5. Kohls: Marketing of Agriculture Produce.
6. C.B. Mamoria & Dr. B.B. Tripathi – Agricultural Problems of India.
7. Acharya & Agarwal - Agricultural Marketing in India.

Spring Semester

Course Code: COM - 604 - Entrepreneurship and Small Business

4-0-0-4

Objective

The objective of the paper is to acquaint students with the principles of Entrepreneurship and its role in industrial development of a country and to impart knowledge of the basic problems of management of small business units with special reference to India.

Unit – I

Entrepreneurship:

Concept of Entrepreneurship; Functions of an Entrepreneur; Quality of a successful Entrepreneur; Emergence of Entrepreneurial Class; Theories of Entrepreneurship.

Unit – II

Entrepreneurship Development:

Environmental factors affecting Entrepreneurial Development; Entrepreneurial Development Programmes and their Critical Evaluation; Government Policies and their Effect; Role of Government and other Institutions.

Unit – III

Management of Small & Medium Enterprises (SMEs):

Role of SMEs in Indian Economy; Problems of SMEs in India; Institutional support; Various Issues related to Production, Marketing and Finance of SMEs.

Unit – IV

Management of Small & Medium Enterprises (SMEs):

Human Resource Management of SMEs – Recruitment, Training and Wage Administration; Sickness and Turnaround – Meaning, Causes, Prevention and Remedies, Role of BIFR.

Unit – V

Creativity and Innovation:

Creativity – Nature, Constituents, Types; Techniques of Creative thinking – Focus Groups, Brainstorming, Attitude Analysis; Synectics; Innovation – Types and Phases. Knowledge Management and its Role in Innovation.

Rural Entrepreneurship - Definition, Meaning, Need, Approaches, Opportunities and Challenges; Rural Entrepreneurship and Rural Development; Growth of Rural Entrepreneurship in India.

Suggested Readings:

1. Vasant Desai: Dynamics of Entrepreneurial Development and Management, HPH
2. Zimmerver & Scarborough: Essential of Entrepreneurship and Small Business Management, PHI
3. S. S. Khanka: Entrepreneurship and Small Business Management, S. Chand & Sons
4. Nandan: Fundamentals of Entrepreneurship Management, PHI
5. M. B. Shukla: Entrepreneurship and Small Business Management, Kitab Mahal
6. S. B. Srivastava: A Practical Guide to Industrial Entrepreneurs, S. Chand & Sons

Spring Semester

Course Code: COM – 605 – Fundamentals of Project Management

4-0-0-4

Objective

To equip the students with understanding of project fundamentals, formulation, evaluation and implementation.

Unit - I

Basic Concept:

Concept of a Project, Categories of Projects, Project Development Cycle. The Concept of Project Management, Tools & Techniques of Project Management. Forms of Project Organisations.

Unit – II

Project Formulation:

Project Identification, Project Formulation and Preparation : Market and Demand Estimation, Market Survey, Demand Forecasting, Technical Factors – Material Inputs, Technology, Production, Plant Capacity, Location and Site, Civil Works, Charts Layouts, Work Schedule.

Unit – III

Financing and Project Appraisal Criteria:

Means of Financing, Estimates of Cost, Financial Projections; Project Appraisal - Payback Period, ARR, NPVI, IRR and Social Cost-benefit Analysis, and Risk Analysis.

Unit – IV

Process of Project Appraisal:

Technical, Economic, Financial, Legal and Social Appraisal of the Industrial Projects, Problems Arising due to Rate of Discount, Wage-rates, Exchange rates, Treatment of Taxes, Social Cost-benefits, Treatment of Risk and Uncertainty, Sensitivity Analysis and Probability Approach

Unit – V

Implementation, Monitoring and Control of Projects:

Project Scheduling, Network Techniques for Resource and Cost Budgeting and Scheduling, Project Management Teams and Coordination. Monitoring and Post Implementation, Evaluation of the Projects.

Suggested Reading:

1. Prasanna Chandra, Project : Preparation, Appraisal, Budgeting and Implementation
2. P.K. Matto, Project Formulation in Developing Countries
3. Chitale, Project Viability in Inflationary Condition
4. Dass Gupta & Sen, Guidelines for Project Evaluation
5. Cleland and Kind, System Analysis and Project Management
6. Nagendra P. Singh, Emerging Trends in Entrepreneurship Development
7. D.K. Jain, Project Planning and Appraisal in Planned Economy
8. M. Mohsin, Project Planning and Control

Spring Semester

Course Code: COM – 606 – Government and Business

4-0-0-4

Objective:

To acquaint the students with current Economic and Social Reforms undertaken by the Government to lift trade and industry.

Unit - I

Make in India:

Program, policies, Process, Plan, Progress, Key Sectors, Opportunities, Key Reforms, Ease of doing business, Key Examples.

Unit - II

Start Up India:

Definition: Start Up, Central and State Policy and Tax Incentives, Registering a Company in India, Service and Benefits, Start Up India Action Plan, Incubators, Initiatives by Banking and Financial Institution, MUDRA Bank Scheme, Start Up India Hub, Innovation and Business, Success Stories.

Unit - III

Stand Up India:

Scheme and Guidelines: Bankers, Applicant and Handholding Agencies, Subsidy Schemes for SC, ST and Women, Stand Up India Ecosystem, Deen Dayal Upadhyaya Gram Jyoti Yojna, Saubhagya Yojana, Ujjawala Yojana.

Unit - IV

Skill India:

Skill Development and Entrepreneurship, Government Initiatives and Policies, National Policy on Skill Development and Entrepreneurship, Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Directorate General of Training (DGT), National Skill Development Corporation (NSDC), National Institute of Entrepreneurship and Small Business development (NIESBUD).

Unit - V

Sustainable Development:

Hospitality and Tourism – Incredible India, Swatch Bharat Abhiyan

Infrastructure: Roads – Bharat Mala; **Power** – Solar Power, Wind Energy;

Housing – Pradhan Mantri Grameen Awas Yojana (PMGAY)

Financial Inclusion: Jan Dan Yojana

Suggested Reading:

1. Status Report Start Up India
2. Annual Report by Ministry of Skill Development and Entrepreneurship (English and Hindi)
3. <http://www.makeinindia.com>
4. <http://www.standupmitra.in>
5. <http://www.skillsdevelopment.gov.in>

Spring Semester

Course Code: COM – 657 – Mutual Fund Investments

4-0-0-4

Objective

To provide elementary and working knowledge to the students about various aspects of mutual funds, so as to empower them to make career in the fast expanding mutual fund industry.

Unit – I

An Overview: Concept, Nature and Features of Mutual Funds; Advantages and Disadvantages of Mutual Fund Investments; Open –Ended Funds and Close-Ended Funds.

Unit – II

Growth / Equity Funds: Diversified Equity Funds, Growth Funds, Index Funds, Sectoral Funds, Dividend Yield Funds; Tax Planning Scheme: ELSS Funds.

Unit – III

Debt / Income Funds: Diversified Debt Funds, High Yield Debt Funds, Assured Return Funds, Gilt Funds, Monthly Income Plan (MIP), Fixed Maturity Plans (FMP).

Unit – IV

Other Funds: Balanced Funds, Money Market / Liquid Funds, Large Cap Funds, Mid Cap Funds, Small Cap Funds; Exchange Traded Funds (ETFs).

Unit – V

Types of Mutual Funds Investments: Lump-Sum Investment, Systematic Investment Plan (SIP), Systematic Withdrawal Plan (SWP), Systematic Transfer Plan (STP).

Comparison of Mutual Fund Investments with other Investment Options: Bank Fixed Deposits, PPF, LIC, Post Office Schemes.

Suggested Readings:

1. Jitendra Gala, A. Gala: Guide to Indian Mutual Fund, Buzzing Stock Pub. House, Mumbai
2. Rachna Baid: Mutual Funds and Services, Taxman Pub., New Delhi
3. Mabijs Mank: Mutual Funds: An Introduction to the Core Concepts, John Wiley & Sons (Asia) Pvt. Ltd.
4. Mrudula E., Raju Priya: Mutual Fund Industry in India, ICFAI University Press, Hyderabad
5. Sakaram Sunder: Indian mutual Fund Handbook – A Guide for Industry Professionals and Intelligent Investors, Vision Books Pvt. Ltd. New Delhi

Spring Semester

Course Code: COM – 658 - International Finance

4-0-0-4

Objective

To give the students an overall view of the International Financial System – Instruments and Markets.

Unit – I

International Financial System: Introduction; Elements; Financial Market- Structure, Role, Participants; International Financial Institutions – IMF, World Bank.

Unit – II

International Financial Market Instruments: ADR, GDR, IDR, FCCB; FCEB; External Commercial Borrowing – Concept, Procedure, Documentation; Loan Syndication; Euro Bond; Foreign Bond; Euro Loan;

Unit- III

Balance of Payments and Foreign Exchange Market: BOP – Components; Disequilibrium of BOP – Concept and Significance; Correction of Disequilibrium – Devaluation, Deflation, Exchange Control, Trade Control; Foreign Exchange Market – Features, Participants; Management of Foreign Exchange in India

Unit – IV

Foreign Exchange Rate: Fixed and Floating; Exchange Rate Quotes; Spot and Forward Exchange Rate; Factors affecting Exchange Rate; Determination of Exchange Rate – Balance of Payment Theory and Purchasing Power Parity Theory.

Unit – V

Foreign Exchange Exposure and Management: Transaction Exposure, Translation Exposure and Economic Exposure; Management of Exposure.

Suggested Reading:

1. Shaprio, Alan. C.: Multinational Financial Management, Prentice Hall, New Delhi
2. Apte, P. G.: International Financial Management, Tata McGraw Hill, New Delhi
3. Buckley, Adrian: Multinational Finance, Prentice Hall, New Delhi
4. Yadav, Surendra S, P. K. Jain and Max Peyrard: Foreign Exchange Markets, Mac Million, New Delhi
5. Sharan, V.: International Financial Management, PHI, New Delhi
6. Jeevanandam, C.: Foreign Exchange- Practices, Concepts & Control, Sultan Chand & Sons, New Delhi

Spring Semester

Course Code: COM – 659 - Human Resource Policy and Practices

4-0-0-4

Objective

The contents of this paper are designed in such a way that the students who man the HRM Department in the Corporate World can effectively plan HRM policies and implement them.

Unit - I

HRM in India: HRM environment in India, Human Resource Strategies, Challenges faced by Human Resource Management, Changing Role of HRM in India, Human Resource Information System (HRIS), HR Policies.

Unit - II

Managing Careers: Concept of Career, Career Anchors, Elements and Process of Career Planning, Benefits to an Organisation and Industrial Issues in Career Planning, Career Development Cycle, Career Objectives and the Career Path: Promotion, Transfer; Succession Planning.

Unit - III

Employee Retention: Policy regarding Retention of Employees, Rewards and Incentives: Types of Incentives, Impact of Incentives, Wage Differentials; Fringe Benefits and Social Assistance Schemes: Meaning, Need, Objectives, Components, Recent Trends, Exit Policy.

Unit - IV

Quality of Work Life: Concept, Methods to Improve Quality of Work Life: Flexi Time, Flexi Place, Alternative Work Schedules, Part Time Employment, Compressed Work Week, Job Rotation, Job Enlargement, Autonomous Work Groups, Social – Technical System; Benefit of QWL Programms, Challenges in Implementing QWL Programme.

Quality Circles: Concept, Objectives, Development and Working of a Quality Circle, Problem Solving Techniques in Quality Circles; Brainstorming Sessions, Cause and Effect or Fish Bone Diagrams; Implementing Quality Circle: Issues and Challenges.

Unit - V

International HRM: Concept; Approaches to IHRM: Ethnocentric, Polycentric, Geocentri; Features of IHRM, Importance of IHRM, Factors Affecting IHRM, Different IHRM Activities, Implementing a Global HR System, Off-shoring, Expatriates and Repatriation.

Suggested Readings:

1. Gary Dessler & Biju Varkkey: Human Resource Management , Prentice Hall, Delhi
2. Mamoria, C. B. & Ganker, S. V.: Personnel Management: Text & Cases, HPH, Mumbai
3. Singhal, A. K.: Human Resource Management, Sharda Pustak Bhawan, Allahabad (Hindi & English)
4. Malviya, A. K.: Human Resource Management, PPB, Allahabad (Hindi)

Spring Semester

Course Code: COM – 660 – Industrial Relations

4-0-0-4

Objective:

The objective of the course is to help the students comprehend various dimensions of industrial relations in India. It familiarizes the students with the current scenario and various issues in industrial relations. The course aims at developing skills in students in managing these issues in general and in the Indian context in particular.

Unit: I

Concept of Industrial Relations; Organization of IR in India; Trade Union: Meaning and Functions, Types and Structures of Trade Unions, Problems; Trade Union Act, 1926 - Salient Features

Unit: II

Industrial Discipline; Industrial Conflicts: Nature, Manifestation; Industrial disputes- Nature, Causes of Disputes, Dispute Settlement Machinery; Strikes and Lockouts; Lay-off and Retrenchment

Unit: III

Collective Bargaining: Nature and Process, Grievance Handling- Nature of Grievances, Grievance Handling Procedure; Workers Participation in Management- Forms and Methods

Unit: IV

Labour Welfare - Statutory and Non-statutory Measures; Social Security- Basic Features, Objectives and Need; Factories Act, 1948 - Salient Features

Unit: V

Workers' Education and Training; Industrial Health and Safety- Need, Accidents, Occupational hazards; Role of International Labour Organisation in Industrial Relations in India

Suggested Readings:

1. Piyali Ghosh and Shefali Nandan: Industrial Relations and Labour Laws. McGraw Hill India
2. Arun Monappa: Industrial Relations. McGraw Hill India
3. SN Mishra: Labour Laws. Kitab Mahal, Allahabad
4. CS Venkataratnam: Industrial Relations, Oxford University Press, New Delhi
5. PRN Sinha, Indubala Sinha, Seema and P. Shekhar: Industrial Relations, Trade Unions, and Labour Legislation, Pearson Education India
6. TA Kochan and H Katz: Collective Bargaining and Industrial Relations, Homewood, Illinois
7. EA Ramaswamy: The Rayon Spinners-The Strategic Management of Industrial Relations, Oxford University Press, New Delhi

Spring Semester

Course Code: COM – 661 – Sales Management

4-0-0-4

Objective:

The objective of this course is to provide a conceptual understanding of the subject and familiarize the students with process of management of sales.

Unit: I

Introduction

Sales Management: Meaning, objectives, Characteristics, Functions and Importance.

Salesmanship: Meaning, Features and Significance. Qualities of a Good Salesman.

Selling Process: Meaning, Stages in Selling Process- Prospecting, Pre-approach, the Approach, Presentation and Demonstration, Handling the Objections, Closing the Sale.

Unit: II

Sales Forecasting and Planning:

Sales Forecasting: Meaning, Factors Governing Sales Forecasting, Steps in Sale Forecasting; Limitations of Sales Forecasting.

Sales Planning: Meaning, Importance and Process.

Sales Territories: Meaning, Objectives, Advantages and Reasons for Revising Sale Territories; Factors Determining size of Sales Territories;

Unit: III

Sales Quota: Meaning and Concepts, Reasons to Fix Sales Quota; Factors Considered while setting sales Quota; Types of Sales Quota, Methods of Setting Sales Quota.

Sales Organisation: Meaning, Objectives and Importance; Types of Sales Organisation.

Sales Manager: Functions, Duties and Qualities.

Unit: IV

Sales Force Management:

Recruitment and Selection: Meaning, Importance, Process, Sources and Methods.

Training and Placement: Meaning, Importance, Objectives and Limitations of Sales Force Training, Contents of a Sound Training Programme, Methods of Sales Training; Sales Force Placement.

Motivation: Meaning and Need for Motivation of Sales Force; Principles and Methods of Motivation of Sales Force.

Unit: V

Compensation to Sales Force: Meaning, Needs and Methods, Essentials of Sound Compensation Plan.

Sales Force Control: Meaning, Importance and Process of Sales Force Control; Sales Force Performance Appraisal.

Suggested Readings:

1. Bolling, C.R.: Sales Management
2. Downing, G.D.: Sales Management
3. Cundiff, Still and Govoni: Sales Management
4. Chunawala: Sales Management

5. Khan, Matin: Sales and Distribution Management
6. Aspley: Hand Book of Sales Management
7. Sales Management: Pradip Kumar Mallik

Spring Semester

Course Code: COM – 662 – Advertising Management

4-0-0-4

Objective:

The objective of this course is to acquaint students with the theory and practice of Advertising and Media Planning in order to enable them to take up the challenges in the World of Advertising and Media.

Unit: I

Advertising: Meaning, Functions, Importance and Features; Social and Economic Aspects; Types; Advertising Objectives; Advertising V/s Personal Selling, Advertising V/s Sales promotion, Advertising V/s Publicity.

Unit: II

Advertising Copy & Layout:

Advertising Copy: Meaning and Objectives; Attributes of an Effective Advertising Copy; Types of Advertising Copy.

Copy Layout: Meaning, Elements and Types of Layout; Principles of Good Layout.

Unit: III

Advertising Effectiveness: Meaning and Objective; Techniques of Testing Advertising Effectiveness.

Advertising Budget: Meaning, Advertising Budget Procedure, Factors Influencing Advertising Budget, Advertising Budget Allocation.

Unit: IV

Advertising Agencies: Meaning, Features, Need and Functions of Advertising Agencies; Selection of Advertising Agency; Modes of Paying the Agency.

Rural Advertising in India; Legal Aspect of Advertising in India; Advertising Standards Council of India (ASCI).

Unit: V

Advertising Media: Meaning and Role of Media; Types of Media- Print Media, Electronic Media, Out Door Media, Other Media.

Media Planning: Importance, Steps and Problems.

Selection of Advertising Media: Factors Affecting Selection of Advertising Media.

Suggested Readings:

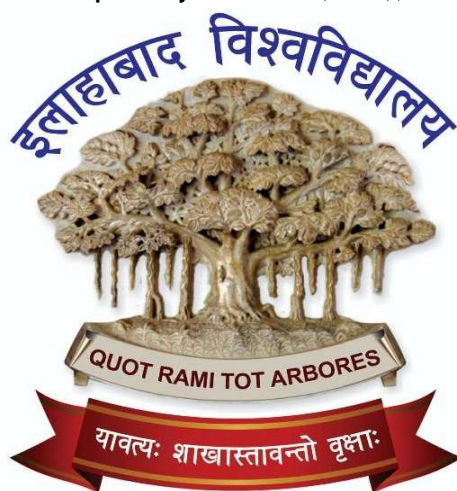
1. Aaker, David A., Batra, Rajiv Mayers, John G.; Advertising Management.
2. Chunawala, S.A.: Foundation of Advertising – Theory & Practice.
3. Sandage & Fryburger: Advertising Theory and Practice.
4. Hall, S. Rolland: Theory & Practice of Advertising.



University of Allahabad
(A Central University)

SYLLABUS

Master of Science in Design and Innovation in Rural Technology based on CBCS pattern
(Revised as per New Education Policy (NEP-2020),
CSS, Institute of Interdisciplinary Studies (IIDS), Faculty of Science, UoA



Study and Evaluation Scheme & Syllabus

M.Sc. Design and Innovation in Rural Technology
(Applicable w.e.f. Academic Session 2024 to till revised)

Duration of Course: 02 year
Mode of Examination: Semester

**Centre of Science & Society, IIDS,
UNIVERSITY OF ALLAHABAD,
PRAYAGRAJ-211002 (U.P.)**

2024



University of Allahabad

(A Central University)

ORDINANCE FOR M.Sc. DESIGN AND INNOVATION IN RURAL TECHNOLOGY BASED ON SEMESTER SYSTEM, IIDS, FACULTY OF SCIENCE, UNIVERSITY OF ALLAHABAD

1. The admission to the course of M.Sc. degree in Design and Innovation in Rural Technology open to any candidate who has earned Bachelor degree under 10+2+3 pattern of education with Zoology, Botany, Agriculture Sciences discipline of any Indian University or any accredited institution or any foreign University which the academic council of the University of Allahabad may recognize from time to time for this purpose.
2. The candidates shall be admitted through the entrance test conducted by the University followed by Group discussion and Personal Interview at the Centre in the ratio of 60:40 (60% marks entrance test conducted by University, 30% group discussion and 10% for Personal interview). There shall be separate merit lists for General, SEBC (OBC) and SC/ST candidates.
3. The total number of the candidates admitted to this course will be 20 (Twenty) and the number may vary from time to time according to the directives of the University.
4. The course shall consist of theory papers and practical based on these papers spread over four semesters.

OBJECTIVES

ORIGIN: To begin with a course dedicated towards overall development of rural technology, the Centre of Science and Society (Rural Technology and Development) {M.Sc. (Four Semesters) Programme} under the Coordinator-ship/ Directorship (Honorarium basis) University of Allahabad, efforts will made to retrieve funds under Corporate Social Responsibility (CSR) from Coal India, Adani Power Corporation, NTPC, IFFCO, and Private Industry viz., Kirloskar, Mahindra Tractors, Monsanto etc. In addition to this, the Ministry of Rural Technology and Ministry of Small and Medium Scale Industries, Govt. will also render support in establishing an independent Centre of Science and Society (Rural Technology and Development) which will incorporate advancement of technological and social aspect of rural development.

OBJECTIVES AT A GLANCE

- Conservation and promotion of indigenous knowledge from the people of rural areas.
- Rural Entrepreneurships (self-employment through Mushroom cultivation, Sericulture, Lac farming, Ornamental flower farming, Bee keeping, Preparation of natural dyes, Bio composting, E-waste management, Bio-fertilizers etc.).
- Promotion of Safe and eco-friendly technologies for their compatibility amongst villagers.
- Socio-nutritional-economic development of indigenous peoples through appropriate integrated technology and awareness.
- Generating awareness regarding government policies (monitoring and documentation).
- Rural planning and implementation of rural development projects.
- Time to time skill development training will be provided the students for fulfillment of above mention tasks with collaboration of several Govt. Institutes, CSIR Institutes, FPOs, NGOs, and other industrial partners.



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SEMESTER WISE SYLLABUS WITH MARKING SCHEME AND CREDITS

SEMESTER- I

S. No.	Course Code	Course Title	Marks	Credits
1.	DRT- 501	Introduction to Design and Innovation in Rural Technology and Development	100	3
2.	DRT- 502	Holistic approach to Rural Development	100	3
3.	DRT- 503	Rural Health and Sanitation	100	3
4.	DRT- 504	Role of ICT for Rural Development	100	3
5.	DRT- 531	Practical of DRT- 501 and DRT- 502	100	4
6.	DRT- 532	Practical of DRT- 503 and DRT- 504	100	4
Total			600	20

SEMESTER- II

S. No.	Course Code	Course Title	Marks	Credits
1.	DRT- 505	Natural Resource Management Practices in India	100	3
2.	DRT- 506	Innovation, Appraisal and action for Rural Development	100	3
3.	DRT- 507	Indian Traditional Medicine System	100	3
4.	DRT- 508	Innovative Technologies for Sustainable Rural Development	100	3
5.	DRT- 533	Practical of DRT- 505 and DRT- 506	100	4
6.	DRT- 534	Practical of DRT- 507 and DRT- 508	100	4
Total			600	20



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SEMESTER- III

S. No.	Course Code	Course Title	Marks	Credits
1.	DRT- 601	Innovative Approaches to Rural Entrepreneurship	100	3
2.	DRT- 602	Fundamentals of Commercial Production Technologies	100	3
3.	DRT- 603	Research Methodology and Statistical Analysis	100	3
4.	DRT- 604	Elective Papers*	100	3
5.	DRT- 535	Practical of DRT- 601 and DRT- 602	100	4
6.	DRT- 536	Practical of DRT- 603 and DRT- 604	100	4
Total			600	20

*Elective Papers for Semester III

DRT- 604				
S. No.	Elective Paper Code	Elective Papers*	Marks	Credits
1.	DRT 651	Medicinal and Aromatic Plants (MAPs)	100	3
2.	DRT 652	Rural Tourism	100	3
3.	DRT 653	Agriculture Extension	100	3
4.	DRT 654	Environment and Biodiversity Conservation	100	3
5.	DRT 655	Corporate Social Responsibility (CSR)	100	3
6.	DRT 656	Disaster Management	100	3

SEMESTER- IV

S. No.	Course Code	Course Title	Marks	Credits
1.	DRT- 605	Synopsis Presentation: Dissertation/Thesis/Prototype	100	2
2.	DRT- 606	Pre-Submission Presentation: Dissertation/ Thesis/Prototype	100	2
3.	DRT- 607	Major Project Submission: Dissertation/Thesis/ Prototype Development**	400	16
Total			600	20

** To complete major project from the same campus as well from any Institute of National Importance, IIT, NIT, REC, Industries, NGOs, ICAR, CSIR, ICMR laboratory/ institute to fulfillment of his/her Master of Science in Design and Innovation in Rural Technology



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DETAILED SYLLABUS OF M.Sc. DESIGN AND INNOVATION IN RURAL TECHNOLOGY

SEMESTER- I

**DRT 501: INTRODUCTION TO DESIGN AND INNOVATION IN RURAL TECHNOLOGY
AND DEVELOPMENT**

Course Code: DRT 501	Credits: 03	Marks: 100
Course Title:	Introduction to Design and Innovation in Rural Technology and Development	
Course Objectives: 1. To understand the nature and characteristics of Indian Rural Societies. 2. To understand the village patterns and modes of living in India with their institutional system. 3. To understand the rural social structures, groups and their mobilization and problems in Indian societies.		
Unit	Course Content	
I	Indian society: Nature and Characteristics Indian Societies <i>i.e.</i> Rural, Urban and Tribal, Factors of Indian Society, Rural sociology, Concept of Social Welfare, Social Work.	
II	Village patterns and modes of living: Origin of villages, Types of villages, Patterns of settlement, Family life, Racial element, Caste system, Rural Institutional Systems, Religious, Nature, Function and its Changing Structure, Significance of education in Rural Development.	
III	Rural social structure and problems: Rural Social structure, Problems of Weaker Sections, Social Problems in India: Population Explosion, Unemployment, Poverty, Gender Discrimination and Inequality, Farmers’ suicide, Violation of Human Rights and Role of women in Indian rural society.	
IV	Educational and cultural setup: Cultural and educational setup in various parts of the country, Administrative setup and link up with district headquarters, Andragogy and Pedagogy.	
V	Groups in villages and their Mobilization: Definition of group, Nature of group, Type of Groups, Principles of working with group and their mobilization, Rural Leadership: Importance of rural leadership for coordination as a team work in rural development.	
Course Outcomes: 1. The students will understand various aspects of Indian Rural Societies and their importance as a nation builder. 2. The students will get exposure to village pattern, Mode of living, various challenges and problems of rural people. 3. The students will understand various village groups and their mobilization to develop leadership qualities.		
Suggested Readings: ➤ Rural Development in India: Abdul Azeez N.P., S.M. Javed Akhtar, Kalpaz Publication IIDS/CSS/026		



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- Society in India: Ram Ahuja, Rawat Publication, IIDS/CSS/019
- Social Problems in India: Ram Ahuja, Rawat Publication, IIDS/CSS/018
- Rural Development: Principles, Policies and Management, Katar Singh, Sage Publications India Pvt. Ltd., 2009.
- Rural Sociology: Dr. Kumar, Lakshmi Narain Agrwal, Educational Pubilsher, Anupam Plaza-I, Block No. 50, Sanjay Place, Agra-2.
- Extension and Rural Welfare: O.P. Dahama, Ram Prasad & Sons, Hospital Road, Agra-3.
- Rural Sociology: S.L. Doshi, P.C. Jain, Satyam Apts, Sector -3, Jawahar Nagar, Jaipur 302004 (India).

DRT 502- HOLISTIC APPROACH TO RURAL DEVELOPMENT

Course Code: DRT 502	Credits: 03	Marks: 100
Course Title:	Holistic Approach to Rural Development	
Course Objectives: 1. To understand the nature and characteristics of natural resources and its importance in National and rural Development. 2. To understand various resources available in India such as land, water, forest, energy and other Resources.		
Unit	Course Content	
I	Educational System: Ancient Indian educational system; Gurukul System; Need of Education; The Right to Education; Sarva Shiksha Abhiyan; Primary and secondary education; Major Social Reformers and their Work: Raja Ram Mohan Roy, Mahatma Jyotibha Phule.	
II	Educational Policy: Different education commissions of India and their recommendations; New Education Policy (NEP) 2020.	
III	Rural Development: Rural development: Concept, Need and Scope; Causes of Rural Backwardness; Various aspects of Poverty and Unemployment; Ideal grameen model in India, Integrated Rural Development Programme.	
IV	Multidimensional Approach: Gandhian approach of rural development, Social, Economical and Political approach of development.	
V	Rural Empowerment: Panchayati Raj Institutions and its contribution in Rural Development; Indian Constitution and its contribution in rural development; Different Rural Commissions of India, Land Acquisition Bill.	
Course Outcomes: 1. The students will understand various natural resources and their importance in national as well as in rural development. 2. The students will get exposure to various challenges and problems with regard to availability and use of natural resources.		
Suggested Readings: ➤ Anirudh Krishna, Norman Uphoff, Milton J. Esman,1996 ‘Reasons for Hope: Instructive Experiences in Rural Development’, Kumarian Press ➤ Navaratnam, Kathiravelu K, Role of Education in Rural Development: A Key Factor for Developing Countries, ERIC ➤ Rural Development: Principles, Policies and Management, Katar Singh, Sage		



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Publications India Pvt. Ltd., 2009

- Dhahama O.P. & Bhatnagar, O.P., Education and Communication for Development, Oxford & IBH Publishing Co., New Delhi.
- Venkata Reddy, K. (2012), Agriculture and Rural Development (Emerging Trends and Right Approach to Development), Himalaya Publishing House Pvt., Ltd., Mumbai.
- Development of Land Resources- E-book on Activities Department of Land Resources, Ministry of Rural Development, Government of India, Dec. 2014.
- Peter, M., Dixit, A. and Athukorala, K. (edited). 2007. Integrated Water Resources Management: Global Theory, Emerging Practice and Local need. Sage Publication.
- Khadka, N.B. 2008. Natural Resource and Conservation.
- Nalini, K.S. 1993. Environmental Resources and Management. Anmol Publishers.
- Craig, J.R., Vaughan. D.J. & Skinner. B.J. 1996. Resources of the Earth: Origin, Use, and Environmental Impacts (2nd edition). Prentice Hall, New Jersey.

DRT 503: HEALTH ESSENTIALS IN RURAL INDIA: NUTRITION, WATER AND SANITATION

Course Code: DRT 503	Credits: 03	Marks: 100
Course Title:	Health Essentials in Rural India: Nutrition, Water and Sanitation	
Course Objective:		
<div>1. The course aims to equip students with a comprehensive understanding of rural health, including its determinants and the right to health.</div> <div>2. The course emphasizes the importance of balanced diets, safe drinking water, proper sanitation, and access to healthcare services in promoting health equity for rural populations.</div>		
Unit	Course Content	
I.	Rural Health: Concept of Health; Definition of Health; Dimensions of Health; Determinants of Rural Health; Right to Health.	
II.	Health and Nutrition: Food and Nutrition; Nutrients- Carbohydrate, Protein, Fat, Vitamins, Minerals and Water; Relationship between nutrition and health; Balance Diet; Deficiency-diseases, Nutrition education in Rural Population.	
III.	Health and Water: Water: Safe Drinking water, Concept and need; Public Health Importance of Water; Right to Water; Rural Technology to get safe drinking water; Government efforts to provide safe drinking water.	
IV.	Health and Sanitation: WHO's approach to deal with Rural Health and Sanitation, Personal hygiene and environmental hygiene, Sanitation programme and its implementation. Rural Waste Management: Definition of waste, Solid Waste, Liquid waste, SLWM under SBM Guideline, Village Swachhta Index, Rural Sanitation programmes.	
V.	Concept of Health Care: Health for all; Health Services in Rural Areas; Government Health insurance schemes; National Rural Health Mission.	
Course Outcome:		
<div>1. Acquire a solid understanding of rural health concepts, including determinants, nutrition,</div>		



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water, sanitation, and healthcare services.

2. Develop critical thinking skills to analyze challenges in rural healthcare and evaluate government interventions.

Suggested Readings:

- Health Care in India: A Comprehensive Analysis: Rama V. Baru.
- Health Problems of Rural Population in India: Suresh Sharma.
- Healthcare Reforms in India: Making up for the Lost Decades: Rajendra Pratap Gupta.
- Management of Water Resources in Agriculture: U.S. Sree Ramulu.
- Nutrition Science and Applications: Smriti Das and R. R. Sharma.
- Public Health and Nutrition in Developing Countries: S. N. Chugh and N. K. Goel.
- Rural Health Care and Housing: S.B Verma, S.K. Jiloka, A.C. Pathak.
- Rural Health Care in India: A Study of Patterns and Problems: Ravi P. Upadhyay and Krishna Kumar.
- Sanitation and Hygiene in India: A Review of Research, Policy, and Practice: Sangita Vyas and Dean Spears.
- Waste Management: Rajiv K. Sinha, Er. Ambuj K. Sinha.
- Water Management in India: M. Dinesh Kumar.
- Water Supply and Sanitation in India: K. B. Biswas and Alok Bhargava.

DRT 504- ICT FOR RURAL DEVELOPMENT

Course Code: DRT- 504	Credits: 03	Marks: 100
Course Title:	ICT for Rural Development	
Course Objectives:		
<div><div>1.</div><div>To understand the basics of computer fundamental and general background of ICT and its components for Rural Development.</div></div> <div><div>2.</div><div>To understand the concept, aspects and prospects of remote sensing and geospatial technology</div></div>		
Unit	Course Content	
I	Fundamentals of ICT: Concepts and Principles of ICT, Components of ICT, Scopes of ICT in Rural Development. IOT for Rural Development.	
II	Computer Fundamentals: Basics of computer Hardware’s and Software’s. Concepts and Applications of Intranet (LAN, WAN, Topology) and Internet (WWW, Web Browsers, Surfing, Search Engines, Downloading, Email, Skyping etc.). Data analysis and interpretation, advance software and their uses.	
III	Applications of ICT: Computers and telecommunication, Smart phone technologies in handling information: Storage, Retrieval and dissemination of information, Tele-medicine, Tele-banking, Tele-counseling, e-Library.	
IV	Web based dynamic digital interface: E-Gram Panchayat, E-Agriculture, E-Water Management, E-Weather Forecasting, E-Education, E-Health, E-Governance, E-Banking, E-Marketing, E-Insurance, E-fulfillment and customer relationship management.	
V	Forecasting Application: Basic concepts of Remote Sensing (RS), Global Positioning System (GPS) and Geographic Information Systems (GIS). Generation of Resource data, Sources acquisition, structure, transformation into map/diagram/visual presentation for better comprehension. Handling Geospatial Data using Data Analysis	



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Tools (*i.e.* QGIS, GRASS GIS, and ILWIS), Remote sensing and its application in rural development.

Course Outcomes:

1. Students will get clear understanding about the Information and Communication Technology (ICT) and its components for Rural Development.
2. The students will explore the reach of ICT in different fields such education, development, agriculture etc.

Suggested Readings:

- B.K. Gairola, Role of Information Technology and Continuing Education in Human Resource Development, ISCEE News Letter Vol.6, No.1, May, 1999, University of Roorke.
- Feather, John, Information Society: A study of Continuity and Change, Rondon, Library Association Publishing, 1994.
- Technology Vision, 2020: Services, TIFAC, New Delhi, 1996.
- ITU 2000: New technologies for rural development; final report of ITU-D, focus group 7
- “KURUKSHETRA” - A Journal on Rural Development.
- Ashok Arora, 2021; Introduction to computer application. S Chand publications.
- Singh, Katar. : Rural Development – Principles, Policies and Management, Sage Publications. New Delhi.
- Sundaram, Satya, I.: Rural Development, Himalaya Publishing.
- Goel, A. (2010). Computer fundamentals. Pearson Education India.
- Sinha, P. K., & Sinha, P. (2010). Computer fundamentals (Vol. 4). BPB publications.
- Calasso, M.P. (2016). Information and communication technology for sustainable development.
- Schowengerdt, R.A. (2006). Remote sensing: models and methods for image processing. Elsevier.
- Chang, K.T. (2015). Introduction to geographic information systems. McGraw-Hill Science/Engineering/Math.
- Reddy, M.A., & Reddy, A. (2008). Textbook of remote sensing and geographical information systems (p. 453). Hyderabad: BS publications.
- Abdalla, R. (2016). Introduction to Geospatial Information and Communication Technology (GeoICT). Springer.
- Goswami, D., Bhattacharya, S. & Barbhuiya, F.A. (2012). Information and Communication Technology for Education, Healthcare and Rural Development. Narosa Pub House.
- http://bhuvan.nrsc.gov.in/bhuvan_links.php
- <https://elearning.iirs.gov.in/>
- <http://www.sac.gov.in/Vyom/ea.jsp>



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PRACTICALS DRT 531

Course Code: DRT 531	Credits: 04	Marks: 100
Practical's based on paper DRT- 501 and DRT- 502		
<ul style="list-style-type: none">❖ Exposure visit to a village and preparation of report.❖ Exposure visit to a State Agricultural University.❖ Group discussion regarding problems of weaker sections.❖ Group discussion regarding Panchayati Raj Institutions and its contribution in rural development.❖ A case study on the beneficiaries of any rural development programmes.		

PRACTICALS DRT 532

Course Code: DRT 532	Credits: 04	Marks: 100
Practical's based on paper DRT- 503 and DRT- 504		
<ul style="list-style-type: none">❖ Preparation of a balance diet chart and nutritional value chart of commonly available grains, fruits and vegetables.❖ Prepare a nutrition education pamphlet for a rural population.❖ Observation of rural water quality by IMViC test to identify bacterial species, especially coliforms.❖ Assignment: Analyze the Village Swachhta Index of a rural area.❖ Design and construction of soak pit and compost pit.❖ Develop an agriculture waste management plan for rural people.❖ Presentation on the National Rural Health Mission and its impact.❖ Demonstration of hardware, software, input and output devices.❖ Applications of internet (WWW, Web Browsers, Surfing, Search Engines, Downloading, Email, Skyping etc.) in computer lab.❖ Demonstration of advance software and their uses.❖ Demonstration of GIS and Remote sensing laboratory.❖ A visit to the nearest metrological department.		



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SEMESTER- II

DRT 505- NATURAL RESOURCE MANAGEMENT PRACTICES IN INDIA

Course Code: DRT-505		Credits: 03	Marks: 100
Course Title:		Natural Resource Management Practices in India	
Course Objectives: 1. The course aims to provide students with a comprehensive understanding of natural resources and their significance in rural development. 2. To understand various resources available in India such as land, water, forest, energy and other Resources.			
Unit	Course Content		
I	Natural Resources: Definition and Meaning of Resources; Classification of Natural Resource; Characteristics of Resources; Importance of different resources in Rural Development; Role of Individual in Conservation of Natural Resources.		
II	Land Resources: Land as a Resource; Land use classification in India; Land Degradation; Soil Erosion and Soil Conservation; Desertification; Dry lands and Dryland Farming; Man induced landslides.		
III	Forest Resources: Characteristics of Forest Resources; Classification of Forests; Distribution of forest resources in India; Deforestation and its impact; Significance of Forest- Ecological, Economic, Socio-cultural; Forest management.		
IV	Water Resources: Surface water resources; Ground water resources; Water Demand and Utilization; Floods; Drought; Conflicts over water; Dams-benefits and problems; Water Conservation and Management- Watershed Management, Rainwater Harvesting, Prevention of Water Pollution.		
V	Energy Resources: Renewable and Non-renewable energy sources; Conventional Sources of Energy- Coal, Petroleum, Natural Gas, Hydro-power, Thermal-power, Fire-wood; Non-Conventional Sources of Energy- Nuclear or Atomic Energy, Wind power, Solar Energy, Biogas, Tidal Energy, Geo Thermal Energy; Energy Consumption in India; Energy Conservation and Management.		
Course Outcomes: Students will: 1. Gain a deep understanding of natural resources, encompassing their classification, characteristics, and significance in rural development. 2. Understand the importance of various natural resources in both national and rural development contexts. 3. Be capable of applying their knowledge of natural resource management to devise sustainable solutions for rural development, taking into account ecological, economic, and socio-cultural aspects.			
Suggested Readings: ➤ Development of Land Resources - E-book on Activities Department of Land Resources, Ministry of Rural Development, Government of India. ➤ Energy Security Choices for India: C. Vnodan. ➤ Environmental Resources and Management: K. S.Nalini. ➤ Human and Natural Resources of India: K. Narinder Jetli.			



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- Integrated Water Resources Management: Global Theory, Emerging Practice and Local need: Peter, M., Dixit, A. and Athukorala, K.
- Natural Resource and Conservation: N. B. Khadka.
- Resources of the Earth: Origin, Use, and Environmental Impacts: Craig, J.R., Vaughan. D.J. & Skinner. B.J.
- Rural Development: Principles, Policies and Management: Katar Singh.
- Water Resource Management: Institutions and Irrigation Development in India: K. V. Raju.

DRT 506- INNOVATION, APPRAISAL AND ACTION FOR RURAL DEVELOPMENT

Course Code: DRT-506		Credits: 03	Marks: 100
Course Title:	Innovation, Appraisal and action for Rural Development		
Course Objective: <ol style="list-style-type: none">1. To learn the concept of innovation and its characteristics.2. To understand the concept of Participatory Rural Appraisal, its tools and application for rural development.3. To comprehend various paradigms of rural development and experiments in rural development in India.4. To learn about the economic theories of rural development.			
Unit	Course Content		
I.	Innovation: Definition, Characteristic of innovation, Types of innovation, importance of innovation in rural development.		
II.	Participatory Rural Appraisal (PRA): Definition, Basic features, Principle & Process, PRA Methods and Techniques- Transect Walk, Social Map, Resource map, Timeline, Problem Inventory/ Analysis, Problem Prioritization (NSL Chart), Solution Assessment, Analysis Group Discussion; Difference Between RRA, PRA, PLA.		
III.	Experiments in Rural Development: Sriniketan, Martandam, Sevagram, Baroda, Firka Development, Nilokheri and Etawa Pilot Project.		
IV.	Paradigms of Rural Development: Lewis Model of Economic Development, ‘Big Push’ theory of Development, Myrdal’s thesis of ‘Spread and Backwash Effects. Gandhian Model of Rural Development		
V.	Action for Rural development: Self Help Group, National Rural Livelihood Mission (NRLM), DDU-GKY, Rural Credit Institutions- NABARD, Commercial Banks, Cooperative Banks; Rural Insurance.		
Course Outcome: <ol style="list-style-type: none">1. The course encompasses a holistic understanding of innovation, participatory rural appraisal (PRA), rural development paradigms, and action-oriented approaches for rural development.2. Students will delve into real-world experiments in rural development as well as explore theoretical frameworks, understanding their implications for rural development strategies.3. Students will emerge equipped with the knowledge and skills necessary to engage in innovative, participatory, and action-oriented approaches towards fostering rural development.			



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Suggested Readings:

- Experiments in Rural Development: Issues, Challenges, and Opportunities: A. K. Sinha and R. K. Singh.
- Gandhian Thought: J. B. Kripalani.
- Innovation and Entrepreneurship: Practice and Principles: Peter F. Drucker.
- Innovations in Rural Development: Case Studies from India: K. Gopal Iyer and P. S. Vijayshankar.
- Participatory learning and action: Neela Mukharjee.
- Participatory rural appraisal methodology and application: Neela Mukharjee.
- Participatory rural appraisal methods and application in rural planning: Amitava Mukharjee
- Participatory Rural Appraisal: Methods and Techniques: Chambers, Robert.
- Participatory Rural Appraisal: Principles, Methods, and Application: Narsimhan Santhakumar
- Rural Development: Principles, Policies, and Management: A. K. N. Reddy.
- Rural Development: Principles, Policies, and Programs: Katar Singh.
- Understanding Rural Development in India: A Multi-Dimensional Approach: Praduman Kumar.
- Understanding Rural Development: Some Concepts, Some Ideas: A. K. N. Reddy.

DRT 507- INDIAN TRADITIONAL MEDICINE SYSTEM

Course Code: DRT 507	Credits: 03	Marks:100
Course Title:	Indian Traditional Medicine System	
Course Objectives:		
1. To understand the Indian traditional medicine system and its relevance in current scenario.		
2. To understand basics of physical and breathing exercise for healthy life.		
Unit	Course Content	
I	Ayurveda: A traditional system of Indian medicine: History of Indian system of medicine <i>viz.</i> Ayurveda and its relevance in current scenario, Importance and utility of Samhita in present era, Definition of Siddhanta, types and applied examples in Ayurveda,	
II	Fundamental Principles of Ayurveda: Tridosha, Triguna, Purusha and Atmanirupana, Shatpadartha, Ahara-Vihara. Scope and importance of Pariksha (Pramana), Importance and utility of Triskandha (Hetu, Linga, Aushadh) and their need in teaching, research and clinical practice.	
III	Siddha: History of Indian system of medicine <i>viz.</i> Siddha and its relevance in current scenario, Definition of Noi and Noi Naadal, Etiology of Diseases as per Siddha system. Definition of Naadi and describe Vatha Naadi, Pitha Naadi, Kapha Naadi, ratio of Naadi, Conjoined Naadi.	
IV	Physical and Breathing Exercise: Define Acupressure, Yoga and other techniques based on traditional knowledge and wisdom for sound health and sound mind.	



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V	Health Centres and Traditions: Community Health Centre (CHC)/Primary Health Centre (PHC), First aid techniques for common injuries and accidents. Role of active constituents extracted from Medicinal and Aromatic plants against disease management, Use of ORS, Scientific documentation of traditional and indigenous knowledge related to plants used for healthcare. Information on Traditional Knowledge Digital Library (TKDL).
Course Outcomes: <ol style="list-style-type: none">1. The students will understand how “science” fits into the frameworks for systems of traditional medicine in India.2. The students will get exposure to various conceptions of health and healing reflects epistemological and psychological truths for communities or social groups.	
Suggested Readings: <ul style="list-style-type: none">➤ History of Medicine in India Chittabrata Palit and Achintya Dutta Kalpaz Publication IIDS/CSS/026.➤ Capila Anjali. Traditional Health Practices of Kumaoni Women, Continuity and Changes. New Delhi: Concept Publishing Company, 2004.➤ Indal Rakesh. Philosophy of Nature Cure, Science of Natural Life. Arogya Sewa Prakashan, Modi Nagar, UP, 2010.➤ Palep H.S. “Chemistry of Life in Ayurveda,” Scientific Foundation of Ayurveda. New Delhi: Chaukhamba Sanskrit Pratishthan, 2004.➤ Panda K Ashok, Misra Sangram. “Health Tradition of Sikkim Himalaya.” Journal of Ayurveda & Integrative Medicine, Vol 1, Issues 3, July 2010.➤ Singh R.H., Sharma P.V. Panchakarma Sarira, Panchakarma Therapy. New Delhi: Chaukhamba Sanskrit Pratishthan, 2010.➤ Singh R.H. The Ancient Concept of Yoga, The Foundation of Contemporary Yoga & Yoga Therapy. New Delhi: Chaukhamba Sanskrit Pratishthan, 2009.➤ Charak Samhita: Chakrapani commentary➤ Sushrut Samhita: Dalhana Commentary➤ Ashtanga Samgraha: Indu commentary➤ Ashtanga Hridaya: Arundutta and Hemadri commentary➤ Vaisheshika Darshan: Prashastapada Bhasya➤ Nyaya Darshan: Vatsyayan Bhasya Patanjala➤ Yoga Darshan: Vyas Bhasya	



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DRT 508- INNOVATIVE TECHNOLOGIES FOR SUSTAINABLE DEVELOPMENT

Course Code: DRT- 508		Credits: 03	Marks:100
Course Title:		Innovative Technologies for sustainable development	
Course Objectives: 1. To understand the basics of different branches of Science. 2. To understand the concept, aspects and prospects of Entrepreneurship through studied branches.			
Unit	Course Content		
I	Basic Botany: Classification, Morphology and Anatomy of Plants, Main fruits grown in rural places, Orchard Management practices, Processing and marketing of fruits, Integrated Weed management, Agro-forestry.		
II	Fundamentals of Horticulture: Introduction to Horticulture, Floriculture, Pomology, Olericulture, production and possibilities in global economy etc.		
III	Aquaculture and Fisheries industry: Aquaculture and Fisheries industry in rural setup specially culture and rearing of Carp, Prawn, Poly culture, Pearl culture etc. Different government schemes related to fisheries.		
IV	Technologies for rural development: Introduction to Apiculture various species and their habits, Rearing techniques of honey bee, Difference between traditional and modern bee keeping. Care and management of bee hive, bee wax and honey; and their utility. Economics of bee keeping, Lac and Sericulture, Cultivation, Importance, management of pests & diseases, Marketing, Nursery, Bonsai Technology.		
V	Rural Industrialization: Concept, Importance of Rural Industrialization, Village and Cottage Industries, Livestock production, breeding and maintenance (poultry, goattry and piggery).		
Course Outcomes: 1. The students will learn about basics of Botany, Apiculture, Sericulture and other fields. 2. The students will also learn various methods of entrepreneurship through Nursery, orchard management, bonsai production, well known apiculture, sericulture and other emerging technologies.			
Suggested Readings: ➤ Singh, Pandey, Jain (2018): Economic botany, Rastogi Publication, Meerut ➤ Annie Ragland and V. Kumaresan (2018): Morphology of Angiosperms, taxonomy and Economic Botany, Saras Publication, Tamilnadu ➤ Ashok Bendre and Ashok Kumar (1984): A text book of practical botany 2, Rastogi Publication, Meerut ➤ V.B. Upadhyay and G.S. Shukla (2014): Applied and Economic Zoology, Rastogi Publication, Meerut			



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PRACTICALS DRT 533

Course Code: DRT 533	Credits: 04	Marks: 100
Practical's based on paper DRT- 505 and DRT- 506		
<ul style="list-style-type: none">❖ Visit a nearby rural area and observe the different land uses pattern and identify areas prone to land degradation and erosion.❖ Prepare report on status of forest in your state, its distribution, characteristic features and propose management strategies to address deforestation and promote sustainable forest use.❖ Case Study: Analyze a case study on water conflicts and identify the causes of conflicts and propose solutions.❖ Prepare a report with recommendations for reducing energy consumption in your institution/ house and promoting renewable energy use.❖ Project: Develop a comprehensive conservation plan for a rural area, integrating strategies for land, forest, water, and energy resources.❖ Practical/Tutorial: Preparation of a questionnaire for field surveys related to rural development.❖ Field Visit: Visit to a Block/Gram Panchayat to observe and study ongoing Rural Development Programmes.❖ Field Visit: Visit to a functional Self Help Group (SHG) to understand their functioning and success story.❖ Field Visit: Visit of a DDU-GKY centre to analyze their skill development programmes and placement record.❖ PRA techniques: Preparation of social map, resource map and seasonal map of a visited village.❖ Study of Indigenous Practices: Study of indigenous technical know-how about agricultural practices prevalent in rural areas, highlighting their relevance and sustainability.		

PRACTICALS DRT 534

Course Code: DRT 534	Credits: 04	Marks: 100
Practical's based on paper DRT- 507 and DRT- 508		
<ul style="list-style-type: none">❖ Exposure visit and collection of Medicinal and aromatic Plants (MAPs) with the help of traditional healers.❖ Demonstration of yoga and breathing exercise for healthy life.❖ Preparation scientific documentation report on traditional and indigenous knowledge related to plants used for healthcare.❖ Preparation a First aid box for common injuries.❖ Visit to Community Health Centre (CHC)/Primary Health Centre (PHC) and prepare a report.❖ Identify the plants based on the morphology.❖ Preparation of nursery and making of bonsai.❖ Identification and preparation of different host plants for lac cultivation.❖ Selection and inoculation of broodlac in host plant.❖ Removal of used-up broodlac sticks from host plants.❖ Study of equipments used in apiary.❖ Preparation of report on different emerging technologies.❖ Preparation of ornamental fish aquarium.❖ Demonstration of Pearl culture.		



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SEMESTER- III

DRT 601- INNOVATIVE APPROACHES TO RURAL ENTREPRENEURSHIP

Course Code: DRT- 601	Credits: 03	Marks: 100
Course Title:	Innovative Approaches to Rural Entrepreneurship	
Course Objectives: 1. To understand the deep learning about Rural Innovation and Entrepreneurship. 2. To understand the concept, aspects and prospects of Entrepreneurship through studied branches.		
Unit	Course Content	
I	Entrepreneurship: Concept of Entrepreneurship, origin and development of Entrepreneurship. Entrepreneurship Movement in India, role of entrepreneurship in economic development, Rural Entrepreneurship, NGOs and rural entrepreneurship	
II	Innovation and IPR: Innovation, Intellectual Property Rights, Pre-IPR system of protection- Secrecy/Trade guilds/Cartels; Basic forms of IPRs- Patent, copyright, trademark, industrial design; TRIPS, IPR in India; Traditional knowledge, IPR and Benefit sharing, Indigenous knowledge and its appropriation IPR & Traditional Medicine, Bio piracy.	
III	Entrepreneurship agencies: Small Industries Development corporation (SIDC), Small Scale industries Board (SSIB), State Small Industries Development Corporations (SSIDC), Technical Consultancy Organizations (TCOs)	
IV	Entrepreneurship supporting agencies: District Industries Centre (DICs), Micro, Small and Medium Enterprise (MSME), National Small Industries Corporation (NSIC)	
V	Entrepreneurship Development programmes (EDPs): Need for EDPs, Objectives of EDPs, Course content and curriculum of EDPs, Phases of EDPs, and Evaluation of EDPs. Project Identification and Selection, STARTUP, SEED, PMKVY, TREAD, STEP, ATAL INNOVATION MISSION, MAKE IN INDIA, PRISM, Project Formulation and Appraisal.	
Course Outcomes: 1. The students will learn the concepts of entrepreneurship which will be helpful in developing successful entrepreneurs. 2. The students will also access the knowledge of different agencies and their methods of working.		
Suggested Readings: ➤ Gordona, E and N. Natarajan (2017): Entrepreneurship Development, Himalaya Publishing House Pvt Ltd, Mumbai. ➤ Sudhir Sharma, Singh Balraj, Singhal Sandeep (2005), Entrepreneurship Development, Wisdom Publications, Delhi. ➤ Drucker, P. (1999), Innovation and Entrepreneurship: Practice and Principles, Harper & Row, New York, 1985; revised edn, Butterworth-Heinemann, Oxford. ➤ Kuratko, Donald F. and Hodgetts, Richard M. (2013). Entrepreneurship : Theory, Process & Practice, Thomson Learning ➤ Mitra, J. (2020). Indian Entrepreneurship: A Nation Evolving. Springer Nature.		



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DRT 602- FUNDAMENTALS OF COMMERCIAL PRODUCTION TECHNOLOGIES

Course Code: DRT 602	Credits: 03	Marks:100
Course Title:	Fundamentals of Commercial Production Technologies	
Course Objectives: 1. To understand the nature and characteristics of grass root commercial production technologies for rural development. 2. To understand the role of beneficial microbes as bio-fertilizers for sustainable agricultural.		
Unit	Course Content	
I	Commercial production technologies: Nature, concept, applications and recent technical advancement.	
II	Mushroom Cultivation: Introduction to Mushroom, History of Mushroom in India, Types of edible Mushroom species viz. Button Mushroom (<i>Agaricus</i> sp.), Oyster Mushroom (<i>Pleurotus</i> sp.), Nutritional value of Mushrooms, Medicinal value of mushrooms. Morphology and life-cycle of Mushroom, Wild and cultivated mushroom, Edible and poisonous types, Mushroom spawns, Culture media and substrate for different species, Harvesting and Packaging, Storage of mushroom, Marketing problems in mushrooms, Future prospects of Mushroom in India. Disease and pest management.	
III	Organic Farming: Introduction, concept, advantages and disadvantages, relevance in present context, organic production requirements. Vermicomposting: Principles and functions of Vermicomposting, Biological mechanism of Vermicomposting, Use and benefits of Vermicompost, chemical composition of vermicompost and vermiwash, Use and advantages of vermiwash.	
IV	Microbes for Sustainable Agriculture: 1. Biofertilizers: Introduction, status and scope, Structure and characteristic features of bacterial biofertilizers. Isolation & purification techniques of isolates, Define the mechanism of phosphate solubilization, potash mobilization, Nitrogen fixation bacterial bio-inoculants with suitable examples, Impact of biofertilizers on medicinal and aromatic plants and selected crop for their productivity. 2. Biopesticides: History and concept of biopesticides. Definitions, concepts and classification of biopesticides viz. pathogen, botanical pesticides, and biorationales. Mass production technology of bio-pesticides. Virulence, pathogenicity and symptoms of entomopathogenic pathogens and nematodes. Impact of biopesticides on medicinal and aromatic plants and selected crop for disease management.	
V	Ready to use commercial production technology: Herbal bio-supplement, Herbal Soaps, Herbal fumigants, Agarbatti Making, Natural dye and other hygienic products.	
Course Outcomes 1. The students will understand the importance of organic farming using bio-fertilizers as well as bio-pesticides for sustainable agriculture. 2. The students will get exposure for cultivation of Mushroom as cash crop and eco-friendly commodity. 3. The students will also understand the process of vermin composting for organic farming.		



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Suggested Readings

- Vermiculture and Organic Farming, T. V. Sathe, Daya Publishing House, New Delhi.
- A Hand book of Organic Farming: Arun K Sharma Agro bios Inida, New Delhi.
- Mushroom: Cultivation and Use , Suman and Sharma, Agrobios India.
- Mushroom Growing, S. C. Day, Agrobios India.
- Mushroom: Production and Processing Technology, Pathak Yadav Gour, Agrobios India.
- Mushroom and their Cultivation Technique, R. C. Ram, Aavishkar Publishers, Distributors, Jaipur India
- M T Madigan, and J M Martinko, 2014. Biology of Microorganisms 14th Edn.
- Pearson. M J Pelczar, 1998. Microbiology 5 th Edn. Tata McGrow Hill Education Pvt. Ltd.
- Strainer, R, 1987. General Microbiology. Palgrave Macmillan. Edward Alchano, 2002. Introduction to Microbiology. Jones and Bartlett hearing.
- R P Singh, 2007. General Microbiology. Kalyani Publishers.
- J Heritage, E G V Evans, R A Killington, 2008. Introductory Microbiology. Cambridge University press P. date.
- Pelczar, jr. M. J. E. C. S.Chan and Krieg, N.R. 1996. Microbiology. Mc Graw Hill Publishers, Newyork.
- Prescott, L.M. Harley, J.P. and Klein, D.A (5ed) 2002. Microbiology. Mc Graw Hill Publishers, Newyork.
- Jamaluddin, M. Malvidya, N. and Sharma, A. 2006. General Microbiology. Scientific Publishers, Washington.
- Sullia, S.B, and Shantaram 1998. General Microbiology. Oxford and IBH.
- Borkar,S,G, and Patil N.M. 2016.Mushroom, A nutritive food and its cultivation. Astral International Pvt.Ltd,New Delhi
- Borkar,S.G. 2015.Beneficial Microbes as Biofertilizers and its Production Technology Woodhead Publisher, India,New Delhi
- Madigan, M. Martinkoj, M. and Parker (10 ed.) 2003. Biology of Microorganisms. Prentice Hall of India Pvt. Ltd., New Delhi.
- Alexander M. 1977. Soil Microbiology. John Wiley.
- Bergerson FJ. 1980. Methods for Evaluating Biological Nitrogen Fixation. John Wiley and Sons.
- Motsara, I.M.R., Bhattacharyya, P. and Srivastava, B. 1995. Biofertilizer Technology, Marketing and Usage- A Source Book-cum-glossary. FDCO, New Delhi.
- Subba Rao, N.S. Biofertilizers in Agriculture and Forestry. 1993. Oxford and IBH. Publ. Co., New Delhi.
- Burges, H.D. and Hussey, N.W. (1971). Microbial Control of Insects and mites. Academic Press, New York.
- Coppel H.C. and J.W. Martin. (1977). Biological control of insect pest suppression. Springail.
- De Bach P. 1964. Biological control of Insect Pest and Weeds Chapman and Hall, New York.
- Gautam, R.D. (2006). Biological suppression of insect pests. Kalyani Publisher, New Delhi.
- Huffaker, C.B. and Messenger, P.S. (1976). Theory and Practice of Biological control. Academic Press, New York.
- Pepper HJ and Perlman D. 1979. Microbial Technology. 2nd Ed. Academic Press.



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- A century of Nitrogen Fixation Research Present status and Future prospects. 1987. F.J. Bergersen and J.R. Postgate The Royal Soc., London.
- Biology and Biochemistry of Nitrogen fixation. 1991. M.J. Dilworth, and A.R. Glenn, Elsevier, Amsterdam.
- Nitrogen Fixation in plants. 1986. R.O.D. Dixon, and C.T. Wheeler, Blackie USA, Chapman and Hall, New York.
- A treatise on dinitrogen Fixation Section IV. Agronomy and Ecology 1977. R.W.F Hardy, and A.H. Gibson John Wiley & Sons, New York.
- Bioresearches technology for sustainable agriculture. 1999. S. Kannaiyan, Assoc. Pub. Co., New Delhi.
- Hand book for Rhizobia; Methods in legume Rhizobium Technology, 1994. P. Somasegaran and H.J. Hoben Springer-Verlag, New York.
- Biofertilizers in Agriculture and Forestry 1993. N.S. Subba Rao Oxford and IBH Publ. Co., New Delhi

DRT 603- Research Methodology and Statistical Analysis

Course Code: DRT 603	Credits: 03	Marks:100
Course Title:	Research Methodology and Statistical Analysis	
Course Objectives: <ol style="list-style-type: none">1. Student will know the different research approaches, scientific methods, criteria for good research and innovation.2. Student will get knowledge of problems encountered while working on research plan, Field and laboratory research problems.3. It will help to learn about the idea of dissertation, thesis writings, selection of problems and thesis writing. It will help to presentation of papers. Provide idea of basic research.4. Students will know importance of statistical analysis, errors occurring in the collected research data and proper interpretation of research analysis.5. Students can design the research project with the help of review of produced results, techniques of interpretation, published literature and proper layout of research report		
Unit	Course Content	
I	Types of research: Nature, important and scope of research methodology, role and steps of scientific inquiry and study of social phenomenon, criteria for Identification of research gaps, formulations and statement of research Objective.	
II	Research design: Exploratory, descriptive, and experimental research design, Qualitative and quantitative research. Complete Randomized Block Design (CRD), Randomized Block Design (RBD), Latin Squares Design (LSD) and factorial design.	
III	Statistical analysis: Introduction and Definition of statistics, Concept of Variables, Collection, Classification, tabulation, graphical and diagrammatic representation of numerical data. Central Tendencies- Mean, Median, Mode; Dispersion- Mean deviation, Standard deviation. Coefficient of Variation, Skew ness and Kurtosis. Correlation and Regression Analysis. Analysis of Variance (ANOVA). Sampling Methods- Statistical Test Hypothesis, Barrier test- z, t, F and Chi square distribution. Probability Concept, various definition of probability, Addition theorem of probability, Probability distributions (<i>viz.</i> Binomial, Poisson and normal) and their applications.	



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IV	Hypothesis: Meaning and role in research, Hypothesis testing methods. Method of data collection and its measurement. Data sources, primary and secondary- Observational and survey methods. Case studies, schedule and questioner.
V	Research reporting and scientific writing: Special Elements: title page, table of contents, headings and sub-headings, footnotes, tables and figures, appendix, bibliography etc. Plagiarism checking.

Course Outcomes

The students should able to:

1. Explain the different research approaches, scientific methods, criteria for good researches.
2. Describe the problems encountered while working on research plan, field and laboratory problems.
3. Collect research data through experimentation, questioner y by direct observations and sensitivity study of spatial and temporal data.
4. Infer the importance of statistical analysis, errors occurring in the collected research data and proper interpretation of produced research
5. Design the research project with the help of review of produced research, techniques of interpretation, published literature and proper layout of research.
6. Acquire knowledge of data collection, presentation of data, data analysis and interpretation.

Suggested Readings

- Research Methodology-Methods and Techniques, By Kothari C.R. (2011); New Age International Publisher, New Delhi.
- Research methodology-Text and cases with SPSS applications” by Gupta S.L. and Hitesh Gupta (2011); International book house Pvt. Ltd, New Delhi.
- “Statistical Methods” by S.P.Gupta, Publisher S.Chand and Sons.
- “Fundamentals of Research methodology and statistics” by Yogesh Kumar Singh , New Age International Publication, New Delhi.
- “How SAGE has shaped Research methods A 40 years history” by John W Creswell, University of Nebraska. Lincoln.
- “The Essence of Research Methodology, A Concise Guide for Master & Ph.D. students in management science, by Jan Jonker & Bartjan Pennink, Springer
- An Introduction to Statistical Methods - Gupta C.B.
- Quantitative approach to managerial decision- Hien, L.W.
- Statistics for Business & Economics, Lawrence B. Morse.
- Statistics for Management, Levin, Richard I. and David S. Rubin.
- Fundamentals of Statistics- D.N. Elhance, Veena Elhance and B. M. Aggrawal
- Basic concept in statistics, K.S. Kushwaha



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*Elective Papers for Semester III

S. No.	Course Code	Elective Papers*	Marks	Credits
1.	DRT 651	Medicinal and Aromatic Plants (MAPs)	100	3
2.	DRT 652	Rural Tourism	100	3
3.	DRT 653	Agriculture Extension	100	3
4.	DRT 654	Environment and Biodiversity Conservation	100	3
5.	DRT 655	Corporate Social Responsibility (CSR)	100	3
6.	DRT 656	Disaster Management	100	3

DRT 651- MEDICINAL AND AROMATIC PLANTS (MAPS)

Course Code: DRT- 604		
*Elective Paper Code: DRT 651	Credits: 03	Marks: 100
Course Title:	Medicinal and Aromatic Plants (MAPs)	
Course Objectives: <ol style="list-style-type: none">1. Student will know the different research approaches, scientific methods, criteria for good research and innovation regarding Medicinal and Aromatic Plants.2. To understand the role medicinal and aromatic plants and its active constituents for prevention of diseases.3. Student will know about the drugs found in plants that enhance their Medicinal value and make them commercially important.		
Unit	Course Content	
I	Introduction of Medicinal and Aromatic Plants: Importance and needs of cultivation of Medicinal and Aromatic plants, Nutritional value, Scope, Development and future prospect. Role of medicinal plants and its active constituents for prevention of diseases, Traditional healers, Describe importance of medicinal and aromatic plants in rural areas such as Tulsi, Ashwagandha, Aloe-Vera, Sarpgandha, Garlic, Ginger, Turmeric Citronella, Eucalyptus, Geranium, Ocimum, Mentha, Neem etc,	
II	Principles and methods of extraction: Discuss principles and methods of extraction of active constituents using Hydro-distillation, soxhlation, Super Critical Fluid Extraction, other extraction methods, Physicochemical properties of essential oils, Industrial significance of extracted active constituents from medicinal plants.	
III	Analytical pharmacognocny: Drug adulteration, Drug evaluation- morphological, microscopic, chemical. Phytochemical investigation, biological evaluation, antimicrobial activity using various techniques.	
IV	Herbal formulation: Pharmacopoeial preparations, principles and methods of preparation of aromatic waters, spirits, elixirs, syrups, tincture solution and special preparation of mouthwashes.	
Course Outcomes <ol style="list-style-type: none">1. The student knows the medicinal value of plants and their uses.2. Importance and needs of cultivation of Medicinal and Aromatic plants		



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Practical's:

- ❖ Study of traditional plant and their part used as traditional medicine.
- ❖ Extraction of essential oils from Mentha, Tulsi etc using Clevenger's apparatus.
- ❖ Formation of Aromatic water, spirits, tinctures.
- ❖ Extraction of medicinal plant extract by soxlet method, Distillation method.
- ❖ Presentation on antimicrobial activity of medicinal and aromatic plants.

Suggested Readings

- A Handbook of Medicinal Plants: A Complete Source Book: Prajapati/ Purohit/ Sharms/ Kumar, Agrobios India.
- Herbal and Medicinal Plants of India: Dr. D. K. Bhatt/ Dr. Aparna Raj/ Kiran Bhatt, Shree Publishers and Distributors, New Delhi.
- Introduction to Spices, Plantation Crops, Medicinal and Aromatic Plants: N. Kumar/ JBM Md. Abdul Khader/ P. Rangaswami/ I. Irulappan, Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.
- Research Methodology-Methods and Techniques, By Kothari C.R. (2011); New Age International Publisher, New Delhi.
- Medicinal plants of India Vol 1 & 2 ICAR by Kirtikar & Basu.
- Indigenous medicinal specialties: U.S. Narayan Rao
- Useful plant of Neotropical origin: Heing Brucher
- Cultivation and utilization of Aromatic plants: C.K. Atal and B.M. Kapoor
- Pharmacognocny – Tyler
- Pharmacognocny - Trease & Evans.
- Pharmacognocny- Gokhale, kokate & Purohit
- Cultivation and Utilization of Aromatic plants - L.K. Atal& B.M. Kapoor.
- Professional Pharmacy - Jain & Sharma.
- Aromatic Plants- Baby S. Skaria, P.P. Joy, G. Mathew, A. Joseph and R. Joseph
- Medicinal Plants- A.Kurian and M.A. Sankar
- Medicinal Plants ethnobotanical Approach- P.C. Trivedi
- Aromatic Plants- Baby S. Skaria, P.P. Joy, G. Mathew, A. Joseph and R. Joseph
- Compendium of Indian Medicinal plants Vol 1-4 R.P. Rastogi & B.N. Mahrotra

DRT 652- RURAL TOURISM

Course Code: DRT- 604		
*Elective Paper Code: 652	Credits: 03	Marks: 100
Course Title:	Rural Tourism	
Course Objectives:		
1. To provide a comprehensive understanding of the concept, objectives, and scope of Rural Tourism in India.		
2. To understand the nuance of rural tourism and its impact on rural development.		
Unit	Course Content	
I.	Rural Tourism: Understanding Rural Tourism; Rural Tourism- Objectives; Scope and Importance; Village as a primary tourism product- Showcasing rural life, art, culture and heritage.; Major types of Rural Tourism- Agricultural Tourism, Cultural Tourism, Nature Tourism, Adventure Tourism, Food Routes, Community Eco-tourism, Ethno-tourism; Status of Rural Tourism in India;	



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II	Rural Tourism in India: Popular Rural Tourism Sites in India and their USPs; Case Studies in Rural Tourism, Key Stakeholders in Rural Tourism in India; Success Factors in Rural Tourism; SWOT analysis of Rural Tourism in India; National Strategy and Roadmap for the Development of Rural Tourism in India; Central Nodal Agency- Rural Tourism and Rural Home Stay.
III	Tourism and Development: Rural Tourism- Socio-cultural impact, Environmental impact; Rural Tourism and Rural Women; Sustainable Rural Tourism, Benefits of Rural Tourism, Promotion & marketing of rural tourism theme, management of resources, security & service, guests feedback.
IV	Economics of tourism: Economic impact, GDP share of tourism in India. Opportunities for development of rural tourism, Challenges in development of rural tourism, benefits & hazards of rural tourism, rural tourism & employment generation in rural India.

Course Outcome:

Upon completing this course, students will be able to:

1. Demonstrate a comprehensive understanding of Rural Tourism, and its significance in showcasing rural life, art, culture, and heritage.
2. Identify and analyze major types of Rural Tourism and evaluate the status of Rural Tourism in India.
3. Evaluate the impacts of Rural Tourism and assess the benefits of sustainable Rural Tourism for local communities and development.

Practical's:

- ❖ **Field Visit to Rural Tourism Sites:** visits to popular Rural Tourism sites in India to observe firsthand their unique features, attractions, and challenges.
- ❖ **Case Study Analysis:** Analyze case studies of successful Rural Tourism projects, highlighting key strategies, stakeholder engagement, and sustainability practices.
- ❖ **SWOT Analysis Exercise:** Conduct a SWOT analysis of a selected Rural Tourism site, identifying strengths, weaknesses, opportunities, and threats for its development.
- ❖ **Development of Rural Tourism Project:** Develop a detailed project proposal for the development of a new Rural Tourism initiative, including market research, infrastructure planning, and community involvement strategies.

Suggested Readings:

- Developing Rural Tourism Resources in India : Dr. Arvind Kumar Dubey
- Government Initiatives for Development of Rural Tourism : Madhura Roy
- Rural Tourism and Tribal Development: S.B. Verma and S.K. Jiloka
- Rural Tourism: R. Prudhi
- Rural Tourism: New Concepts, New Research, New Practice: Bernard Lane and Elisabeth Kastenholtz
- Strategic Development Policies and Impact Studies of Sustainable Rural and CommunityBased Tourism: Parikshat Singh Manhas and Deepak Raj Gupta
- Tourism and Rural Management: Dr. Rais Ahmad



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DRT 653- AGRICULTURE EXTENSION

Course Code: DRT- 604		
*Elective Paper Code: DRT 653	Credits: 03	Marks: 100
Course Title:	Agriculture Extension	
Course Objectives: 1. To understand the concepts of horticulture and its branches. 2. To understand various techniques related to irrigation and importance of animal husbandry		
Unit	Course Content	
I	Approaches in Agriculture Extension: Extension Reforms in India- Decentralized decision making, Bottom up planning, Farming System and Situation based Extension Delivery System, Extension delivery through Commodity Interest Groups. Organization innovations in Extension - ATIC, IVLP, Kisan Call Centres, Agri-business and marketing activities, GOI-NGO collaboration to improve efficiency of extension.	
II	Horticulture: Horticulture, Floriculture, Pomology, Olericulture, their status and importance.	
III	Irrigation Techniques: Necessity of irrigation- scope of irrigation engineering- benefits and ill effects of irrigation development in India, Classification- choice of method of irrigation- surface and subsurface irrigation methods, Sprinkler and Drip Irrigation.	
IV	Animal Husbandry: Animal hospital, an introduction to production and management of Sheep, Goat, Poultry and Dairy.	
Course Outcomes: 1. The students will understand the various emerging technologies related to rural development. 2. The students will get exposure and training of entrepreneurship through different branches of animal husbandry.		
Practical's: ❖ Microbiology of milk, Caring of goats, Management of poultry forms, Diseases of poultry, Demonstration of irrigation techniques, Cultivation and management of flowers and vegetables. ❖ Preparation a model of Sprinkler and Drip Irrigation.		
Suggested Readings: ➤ Modi, P.N., Irrigation Water Resources and Water Power Engineering, Standard Book House, New Delhi. ➤ Garg, S.K., Irrigation Engineering and Hydraulic Structures, Khanna Publishers, New Delhi. ➤ Sharma, R.K., Text book of Irrigation Engineering and Hydraulic Structures, Oxford and IBK Publishing House, New Delhi. Khadka, N.B. 2008. Natural Resource and conservation. ➤ Rajneesh Singh and Bijendra Kumar Singh (2020): Textbook on Horticulture, New India Publishing Agency- Nipa ➤ Bagchi J. 2007. Agriculture and WTO Opportunity for India. Sanskruti.		



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- Chambers R, Pacy A & Thrupp LA. 1989. Farmers First. Intermediate Technology Publ.
- Crouch BR & Chamala S. 1981. Extension Education and Rural Development. Macmillan.
- John KC, Sharma DK, Rajan CS & Singh C. 1997. Farmers Participation in Agricultural Research and Extension Systems. MANAGE, Concept Publ. Co.
- Khan PM. 2002. Text Book of Extension Education. Himanshu Publ.
- Narasaiah ML. 2005. Agricultural Development and World Trade Organization. Discovery Publ.
- Talwar S. 2007. WTO Intellectual Property Rights. Serials Publ.
- Van den Ban BW & Hawkins BS. 1998. Agricultural Extension. S.K. Jain Publ.
- Venkaiah S. 2001. New Dimensions of Extension Education. Anmol Publ.

DRT 654- ENVIRONMENT AND BIODIVERSITY CONSERVATION

Course Code: DRT- 604		
*Elective Paper Code: DRT 654	Credits: 03	Marks: 100
Course Title:	Environment and Biodiversity Conservation	
Course Objectives: 1. To understand the concept, aspects and various prospects of environment. 2. To understand the causes and solution of biodiversity, its threat along with the different types of pollution.		
Unit	Course Content	
I	Environment: Ecosystem, Ecology, Energy, waste management, Land reformation.	
II	Pollution: Definition, causes, effects, control and measures of Air pollution, water pollution, soil pollution, Noise pollution, Pollution case studies.	
III	Biodiversity: Definition, distribution, ecological concept, hot-spots of biodiversity, threats of biodiversity, conservation of biodiversity, India's biodiversity and its conservation, endangered threatened and rare species, IUCN red list categories.	
IV	Sustainable development: Sustainable development and ecological economics, causes of un-sustainability, national and international programme on sustainable development, sustainability indicators, environmental sustainability index, sustainability development in India	
Course Outcomes: 1. The students will understand the different facts about environment, its factors and various resources. 2. The students will also identify the major hot spots, their types, threats and its conservation.		
Practical's: ❖ Land reformation using some microorganisms. ❖ Various experiments related to bioremediation. ❖ Conservation of threatened and endangered species. ❖ Elementary experiments of pollution detection and its control.		
Suggested Readings: ➤ J.S. Singh, S.P. Singh, S.R. Gupt.: Ecology Environment and Resource Conservation,		



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Anamaya Publishers, F-154/2, Lado Sarai, New Delhi-110030, India.

- Eugene P. Odum (2008): Ecology, Oxford & Ibh
- Devarajan Thangadurai, Goh Hong Ching, Jeyabalan Sangeetha, Saher Islam (Edited) (2021): Biodiversity and its Conservation, Apple Academic Press Inc.
- H.S. Bhatia (2022): Environmental Pollution and Control, JDM publishers & distributors, Noida.

DRT- 655 CORPORATE SOCIAL RESPONSIBILITY AND RURAL DEVELOPMENT

Course Code: DRT- 604		
*Elective Paper Code: DRT 655	Credits: 03	Marks: 100
Course Title:	Corporate Social Responsibility and Rural Development	
Course Objectives:		
<div>1. To enhance understanding on the concepts of CSR and legal guidelines in India.</div> <div>2. To impart knowledge to the learners regarding the scope of CSR in rural development sector and expose the participants to the best and innovative practices of CSR initiatives in rural areas.</div>		
Unit	Course Content	
I	Corporate Social Responsibility: Meaning and definition; Basic Principles of CSR; Scope of CSR; Rationale for CSR activities, Key Drivers for CSR, Model of CSR; Business Benefits of CSR; Globalization and CSR.	
II	CSR in India: Evolution of CSR in India; Companies Act, 2013, CSR-Applicability, CSR-Committee: Composition and Function; CSR Policy, CSR Expenditure, Scope for CSR Activities under Schedule VII; Implementation of CSR	
III	CSR and Rural Development: Need and Scope; CSR Expenditure for Rural Development; CSR- Rural development activities in the area of- Livelihood, Health, Education, Environment, Infrastructure, Agriculture etc.; Case Studies of Major CSR Initiatives in Uttar Pradesh.	
IV	Strategy and Society: Identify points of intersection between a company and society, Select social issues to address, Mount a small number of initiatives that generate large and distinctive benefits for the company and society, Identification of stakeholders, Stakeholder model, The Stakeholder Salience Theory	
Course Outcomes:		
<div>1. The student will understand the different dimensions of the concept of CSR.</div> <div>2. They will be able to visualize the role of corporate for a better future of the nation as well as rural population.</div>		
Practical's:		
<div>❖ Case Study: Conduct a case study analysis of prominent companies to identify and assess their CSR initiatives.</div> <div>❖ Analyze major CSR initiatives in Uttar Pradesh, identifying successful strategies and challenges faced.</div> <div>❖ Group Activity: Develop a CSR proposal for hypothetical companies, addressing specific societal issues.</div>		



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- ❖ Group discussions and debates on the effectiveness of CSR in addressing social and environmental issues.
- ❖ Conduct a study to evaluate agriculture development through CSR in your area.

Suggested Readings:

- Corporate Responsibility: Concepts, Practices and Goals: C. B. Bhattacharya, Sankar Sen, and Daniel Korschun.
- Corporate Social Responsibility and Sustainable Rural Development: Geoffrey A. Cordell.
- Corporate Social Responsibility in India: Cases and Development after the Legal Mandate: C. B. Bhattacharya and Sankar Sen.
- Corporate Social Responsibility in India: Sanjay K. Agarwal.
- Corporate Social Responsibility: A Very Short Introduction: Jeremy Moon.
- Corporate Social Responsibility: Definition, Core Issues, and Recent Developments: Dirk Matten and Andrew Crane.
- Corporate Social Responsibility: Definition, Evolution, and Frameworks: Archie B. Carroll
- Strategic Corporate Social Responsibility: Sustainable Value Creation: David Chandler and William B. Werther Jr.
- The Business Case for Corporate Social Responsibility: A Review of Concepts, Research and Practice: Archie B. Carroll and Kareem M. Shabana.
- The Pyramid of Corporate Social Responsibility: Toward the Moral Management of Organizational Stakeholders: Archie B. Carroll.
- Porter and Kramer (2006). Strategy and Society. The link between competitive advantage and corporate social responsibility. Harvard Business Review.

DRT 656- DISASTER MANAGEMENT

Course Code: DRT- 604		
*Elective Paper Code: DRT 656	Credits: 03	Marks:100
Course Title:	Disaster Management	
Course Objectives: 1. The course is intended to provide a general concept in the dimensions of disasters caused by nature beyond the human control as well as the disasters and environmental hazards induced by human activities with emphasis on disaster preparedness, response and recovery.		
Unit	Course Content	
I	Definition and types of Disaster: Hazards and Disasters, Risk and Vulnerability in Disasters, Natural and Man-made disasters, earthquakes, floods drought, landside, land subsidence, cyclones, volcanoes, tsunami, avalanches, global climate extremes. Man-made disasters: Terrorism, gas and radiations leaks, toxic waste disposal, oil spills, forest fires.	
II	Study of important Disasters: Earthquakes and its types, magnitude and intensity, seismic zones of India, major fault systems of India plate, Fire safety, flood types and its management, drought types and its management, landside and its managements case studies of disasters. Social Economics and Environmental impact of disasters.	
III	Mitigation and Management Techniques of Disaster: Basic principles of disasters	



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	management, Disaster Management cycle, Disaster management policy, National and State Bodies for Disaster Management, Early Warning Systems, Building design and construction in highly seismic zones, retrofitting of buildings.
IV	Training & Awareness program on Disaster Management: Training and drills for disaster preparedness, Awareness generation program, Usages of GIS and Remote sensing techniques in disaster management, Mini project on disaster risk assessment and preparedness for disasters.
Course Outcomes: <ol style="list-style-type: none"> 1. The student knows the Risk and Vulnerability in Disasters. 2. Training & Awareness program on disaster management will provide basic conceptual understanding. 	
Practical's: <ul style="list-style-type: none"> ❖ Prepare a report on training and drills for disaster preparedness. ❖ Presentation on usages of GIS and Remote sensing techniques in disaster management. ❖ Fire safety mock drill. 	
Suggested Readings <ul style="list-style-type: none"> ➤ Disaster Management Guidelines, GOI-UND Disaster Risk Program (2009-2012) ➤ Damon, P. Copola, (2006) Introduction to International Disaster Management, Butterworth Heineman. ➤ Gupta A.K., Niar S.S and Chatterjee S. (2013) Disaster management and Risk Reduction, Role of Environmental Knowledge, Narosa Publishing House, Delhi. ➤ Murthy D.B.N. (2012) Disaster Management, Deep and Deep Publication PVT. Ltd. New Delhi. ➤ Modh S. (2010) Managing Natural Disasters, Mac Millan publishers India LTD. 	

PRACTICALS DRT 535

Course Code: DRT 535	Credits: 04	Marks: 100
Practical's based on paper DRT- 601 and DRT- 602		
<ul style="list-style-type: none"> ❖ Visit to industrial area to understand the process of entrepreneurship. ❖ Visit to District Industry Centre. ❖ Elementary knowledge and functioning with NGO. ❖ Exposure visit to any NGOs/Govt. agencies engaged in rural development activities. ❖ Workshop or training to know the process of Patent and its process. ❖ Visit to industrial area to understand the production at commercial level. ❖ Identification of different mushroom species. ❖ Preparation of medium for mushroom cultivation, spawn mixing, casing for Button Mushroom (<i>Agaricus</i> sp.) and Oyster Mushroom (<i>Pleurotus</i> sp.). ❖ Preparation of vermicomposting pit at village and university campus. ❖ Isolation of microbes from soil by using serial dilution method and observation in petri plates. ❖ Presentation on impact of biofertilizers & biopesticides on medicinal and aromatic plants for their productivity. ❖ Preparation of Herbal Soaps & Fumigants. ❖ Making of Agarbatti using semi automatic machine. 		



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PRACTICALS DRT 536

Course Code: DRT 536	Credits: 04	Marks: 100
Practical's based on paper DRT- 603 and DRT- 604 (Elective Papers**)		
<ul style="list-style-type: none"> ❖ To study the identification of research problems. ❖ To formulation and testing the hypothesis process. ❖ To study the review and references writing styles. ❖ To study the dissertation/thesis writing style/research paper/manual. ❖ Presentation of one research paper using ppt for enhancing presentation skills. ❖ Practice of Statistical problem excel and Statistical software. 		

**Individual practical syllabus of elective papers are given at theory section

SEMESTER- IV

Objective: To build up the efficiency of students regarding research and data collection technique. It will help to learn about the idea of dissertation, thesis writings, selection of problems and thesis writing. It will help to presentation of papers. Provide idea of basic research.

S. No.	Course Code	Course Title	Marks	Credits
1.	DRT- 605	Synopsis Presentation: Dissertation/Thesis/Prototype	100	2
2.	DRT- 606	Pre-Submission Presentation: Dissertation/ Thesis/Prototype	100	2
3.	DRT- 607	Major Project Submission: Dissertation/Thesis/ Prototype Development**	400	16
Total			600	20

** To complete major project from the same campus as well from any Institute of National Importance, IIT, NIT, REC, Industries, NGOs, ICAR, CSIR, ICMR laboratory/ institute to fulfillment of his/her Master of Science in Design and Innovation in Rural Technology

Outcomes: Students will presentation their work. Students can write their Dissertation and paper for Publication. Improve the language and thinking of the students.