

**SYLLABUS FOR UNDERGRADUATE
COURSE IN HISTORY
(Bachelor of Arts Examination)**

**UNDER
CHOICE BASED CREDIT SYSTEM**

Course Structure of U.G. History Honours

Semester	Course	Course Name	Credit	Total marks
Semester-I	AECC-I	AECC-I	4	100
	C 1	History of India-I	6	100
	C 2	Social Formations and Cultural Patterns of the Ancient World	6	100
	GE-I	History of India-I (Early Times to 1750)	6	100
Semester-II	AECC-II	AECC-II	4	100
	C 3	History of India-II	6	100
	C 4	Social Formations and Cultural Patterns of the Medieval World	6	100
	GE-II	History of India – II (1750-1950)	6	100
Semester-III	C 5	History of India-III (c.750-1206)	6	100
	C 6	Rise of Modern West-I	6	100
	C 7	History of India-IV (c.1206-1526)	6	100
	GE-III	Rise of the Modern West – I	6	100
	SEC-I	SEC-I	4	100
Semester-IV	C 8	Rise of Modern West-II	6	100
	C 9	History of India-V (c.1526-1750)	6	100
	C 10	Historical Theories and Methods	6	100
	SEC-II	SEC-II	4	100
	GE-IV	Rise of the Modern West – II	6	100
Semester-V	C 11	History of Modern Europe-I(c.1780-1880)	6	100
	C 12	History of India-VII (1750-1857)	6	100
	DSE-I	History and Culture of Odisha - I	6	100
	DSE-II	History and Culture of Odisha - II	6	100
Semester-VI	C 13	History of India-VIII (C.1857-1950)	6	100
	C 14	History of Modern Europe-II(1880-1939)	6	100
	DSE-III	History and Culture of Odisha- III	6	100

	DSE-IV	Project Report	6	100	
			Total	148	2600

HISTORY

HONOURS PAPERS:

Core course – 14 papers

Discipline Specific Elective – 4 papers

Generic Elective for non History students – 4 papers. In case University offers 2 subjects as GE, then paper 1 and 2 will be the GE papers.

Marks per paper – Mid term: 20 Marks, End term: 80 Marks Total – 100 marks

Credit per paper – 6

Teaching hours per paper – 50 hours (Theory) + 10 hours (Tutorial)

Core Paper I

HISTORY OF INDIA- I

Unit-I: Reconstructing Ancient Indian History

1. Early Indian notions of History
2. Sources of Historical Writings
3. Historical Geography (Major Harappan Sites and Sixteen Mahajanapadas).

Unit-II: Pre-historic Hunter-Gatherers and Food Production

1. Paleolithic Culture: Upper, Middle and Lower; Tool making habit
2. Mesolithic Culture: New developments in Technology and Economy
3. Neolithic and Chalcolithic Settlements
4. Food Production : Beginning of Agriculture

Unit-III: The Harappan Civilization

1. Origins; Settlement Patterns and Town Planning
2. Economic Life: Agriculture, Craft Productions and Trade
3. Social and Political Organization; Religious Beliefs and Practices; Art

Unit-IV: Cultures in Transition

1. Early Vedic Age: Society, Polity, Religion and Literature
2. Later Vedic Age: Social Stratification (Varna and Gender), Polity, Religion, and Culture

Suggested Text Books:

1. R. S. Sharma, Material Culture and Social Formations in Ancient India, 1983.
2. Upinder Singh, A History of Ancient and Early Medieval India.

Reference Reading:

1. Romila Thapar, Early India: From Beginning to 1300 CE, Penguin.
2. A.L. Basham, The Wonder that was India, Vol.1
3. B. Fagan, Digging from the Earth
4. H.D. Sankhalia, Prehistory of India.
5. B.R. Alchin, The Birth of Indian Civilization.

Core Paper II

SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD

Unit-I:

1. Evolution of Man
2. Paleolithic Cultures
3. Mesolithic Cultures

Unit-II: Neolithic Culture:

1. Food Production
2. Development of Agriculture
3. Animal Husbandry

Unit-III: Bronze Age Civilizations

1. Egypt
2. Mesopotamia (Sumeria & Babylonia)
3. China (Shang)

Unit-IV: Ancient Greece:

1. Athens and Sparta
2. Politics, Economic
3. Culture

Suggested Text Books:

1. Burns and Ralph. World Civilizations, Vol. A.
2. V. Gordon Childe, What Happened in History?

Reference Reading:

1. G. Clark, World Prehistory: A New Perspective.
2. Bisman Basu, The Story of Man
3. H.Neil & M.C.Willam, A World of History, Oxford, New York, 1907.
4. H.R. Hall, Ancient History of the Near East, 1932.
5. H.S. Baghela, World of Civilization

Core Paper III**HISTORY OF INDIA-II (300BCE-750CE)****Unit-I: Economy and Society (circa 300 BCE to circa CE 300):**

1. Expansion of Agrarian Economy: Production relations.
2. Urban growth: Trade & Commerce
3. Social stratification: Class, Varna, Jati, Gender

Unit-II: Changing Political Formations (circa 300 BCE to circa CE 300):

1. The Mauryan Empire: Chandragupta Maurya and Asoka-Conquest and Administration
2. Post-Mauryan Polities: Kushanas, and Satavahanas
3. The Cholas

Unit-III: Towards Early Medieval India [circa CE fourth century to CE 750]:

1. Gupta Age: Agrarian Expansion, Land Grants, Graded Land Rights and Peasantry.
2. Varna, Proliferation of Jatis: changing norms of marriage and property.
3. The Nature of Polities: The Gupta Empire
4. Post- Gupta Polities - Pallavas, Chalukyas, and Vardhanas

Unit-IV: Religion, Culture, Philosophy and Society

1. Consolidation of the Brahminical Tradition: Dharma, Varnashram, Purusharthas,
2. Buddhism: Hinayan and Mahayana
3. Jainism: It's major Principles
4. Development of Art and Architecture: Mauryan, and Gupta

Suggested Text Books:

1. D. D. Kosambi, An Introduction to the Study of Indian History, 1975.
2. A. L. Basham, Wonder That Was India, Rupa.

Reference Reading:

1. Romila Thapar, Early India: From the Origins to 1300, 2002.
2. Dharma Kumar and Irfan Habib, Cambridge Economic History of India, vol-I.
3. Romila Thapar, Ancient India.
4. K.M. Ashraf, Life and Condition of the People of Hindustan.
5. D.N. Jha (ed.), Feudal Social Formation in Early India.

Core Paper IV**SOCIAL FORMATIONS AND CULTURAL PATTERNS
OF THE MEDIEVAL WORLD****Unit-I: Polity and Economy in Ancient Rome**

1. Polity and Empire in Ancient Rome
2. Crises of the Roman Empire-Rise and fall of Julius Caesar
3. Agrarian Economy
4. Urbanization and Trade

Unit-II: Economic Developments in Europe from 7th to 14th Centuries:

1. Agricultural Production
2. Towns and Trade,
3. Feudalism- Origin, Growth and Decline

Unit-III: Religion and Culture in Medieval Europe:

1. Medieval Church,
2. Monastic Communities
3. Papacy

Unit-IV: Societies in Central Islamic Lands:

1. The Tribal background, Rise of Islam; Rise of Sultanates
2. Religious Developments: the Origins of Shariah,

Suggested Text Books:

1. Perry Anderson, Passages from Antiquity to Feudalism.
2. Marc Bloch, Feudal Society, 2 Vols.

Reference Reading:

1. J. Barrowclough, The Medieval Papacy.
2. Cambridge History of Islam, 2 Vol.
3. Will Durant, The Story of Civilization (vols. I & II).
4. T.W. Wallbank & N.M. Bailey, Civilization –Past and Present.
5. R. Coulborne, Feudalism in History.

Core Paper V
HISTORY OF INDIA-III (c. 750 -1206)

Unit –I: Studying Early Medieval India: Political Structures

1. Sources: Literary and Archaeology
2. Evolution of Political structures: Rajputs and Cholas
3. Legitimization of Kingship; Brahmanas and Temples
4. Arab conquest of Sindh: Causes and Impact

Unit-II: Agrarian Structure and Social Change:

1. Agricultural Expansion; Crops
2. Landlords and Peasants
3. Proliferation of Castes
4. Peasantization of Tribes

Unit-III: Trade and Commerce:

1. Inter-regional Trade
2. Maritime Trade and Forms of Exchange
3. Process of Urbanization
4. Merchant Guilds of South India

Unit-IV: Religious and Cultural Developments:

1. Puranic Traditions; Buddhism and Jainism
2. Islamic Intellectual Traditions: Al-Biruni
3. Regional Languages and Literature
4. Art and Architecture: Evolution of Regional styles: Kalingan and Dravidian style of Temple Architecture

Suggested Text Books:

1. B.D. Chattopadhyaya, The Making of Early Medieval India.
2. R.S. Sharma and K.M. Shrimali, (eds), Comprehensive History of India, Vol. IV (A & B).

Reference Reading:

1. Satish Chandra, Medieval India, Vol. I, Har Anand.
2. D. D. Koasambi, The Culture and Civilization of Ancient India: In Historical outline New Delhi; Vikas 1971.5th Print.
3. K. A. Nilakantha Sastri, The Colas, South Indian History.
4. Mittal, Socio-Cultural History of India.
5. R.C.Majumdar (ed) History and Culture of Indian people. Bombay; Bharatiya Vidya Bhavan 1960.Relevant Vol.

Core Paper VI
RISE OF THE MODERN WEST - I

Unit-I: Transition from Feudalism to Capitalism:

1. The problems of Transition: Economic Expansion, Industrial production
2. Trade and Commerce
3. Urban Development, Town Life

Unit-II: Early Colonial Expansion:

1. Motives, Voyages and Explorations.
2. The Conquests of America
3. Mining and Plantation, The African Slaves.

Unit-III: Renaissance and Reformation:

1. Its Social Roots Spread of Humanism in Europe.
2. The Renaissance: Art, Architecture, Sculpture, Painting and Literature
3. Origins and Spread of Reformation Movements.
4. Emergence of European State system: Spain, France, England, Russia

Unit-IV: Economic Developments of the Sixteenth Century:

1. Shift of economic balance from the Mediterranean to the Atlantic.
2. Commercial Revolution- Causes and Nature
3. Growth of Industries and its Impact

Suggested Text Books:

1. Charles A. Nauert, Humanism and the Culture of the Renaissance (1996).
2. Harry Miskimin, The Economy of Later Renaissance Europe: 1460-1600.

Reference Reading:

1. Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe.
2. F. Rice, The Foundation of Early Modern Europe.
3. Toynbee, A.J, A Study of History (12 volumes).
4. Maurice Dobb, Transition from Feudalism to Capitalism.
5. Wallbank, T.W. & Bailey, N.M. Civilization: Past and Present.

Core Paper VII**HISTORY OF INDIA IV (c.1206 - 1526)****Unit-I: Sultanate: Political Structures**

1. Survey of Sources: (a) Persian Tarikh Tradition, (b) Vernacular Histories; (c) Epigraphy.
2. Consolidation of the Sultanate of Delhi: Balban, Alauddin Khaljis and Mahammad-bin Tughluqs.
3. Theories of kingship: The Ruling Elites: Ulema, Sufis and the Imperial Monuments

Unit-II: Emergence of Regional Identities

1. Bahamanis, Vijayanagar and Odisha.
2. Regional Art, Architecture and Literature in Vijayanagar and Odisha

Unit-III: Society and Economy:

1. Iqta and the Revenue-free Grants.
2. Agricultural production, Technology.
3. Market Regulations, Growth of Urban Centers.
4. Trade and Commerce, Indian Overseas Trade.

Unit-IV: Religion, Society and Culture:

1. Sufi Silsilas: Chishtis and Suhrawardis; doctrines and practices, Social roles
2. Bhakti Movements and Monotheistic Traditions: Kabir, Nanak, Ravidas and Sri Chaitanya.
3. Social Impact of the Bhakti Tradition: Rise of Liberal Thought, Ideology of Equality and Gender Relations

Suggested Text Books:

1. Satish Chandra, Medieval India, Vol. I, Har Anand Publications, New Delhi.
2. J.L. Mehta, An Advanced Study of the History of Medieval India, Vol.I.

Reference Reading:

1. Irfan Habib, Medieval India: The Study of a Civilization, NBT, New Delhi.
2. ABM Habibullah, The Foundation of Muslim Rule in India.
3. SBP Nigam, Nobility under the Sultans of Delhi.
4. R.P. Tripathy, Some Aspects of Muslim Administration in India.
5. R.S.Sharma, Early Medieval Indian Society: Orient Blackswan 2001.

Core Paper VIII
RISE OF THE MODERN WEST - II

Unit-I: The English Revolution and European Politics in the 18th century:

1. Background: Socio-Economic and Political Crisis in 17th Century Europe.
2. Major Issues-Political and Intellectual Currents;
3. Parliamentary Monarchy;
4. Patterns of Absolutism in Europe

Unit-II: Rise of Modern Science

1. Development of Science from Renaissance to the 17th century
2. Impact of Modern Science on European society

Unit-III: Mercantilism and European Economy

1. Origin and spread of Mercantilism
2. Impact of Mercantilism on European economy
3. Agricultural and Scientific Background to the Industrial Revolution

Unit-IV: The American Revolution

1. Political currents
2. Socio-Economic Issues
3. Significance of the American Revolution

Suggested Text Books:

1. H. Butterfield, The Origins of Modern Science.
2. Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe.

Reference Reading:

1. Harry Miskimin, The Economy of Later Renaissance Europe: 1460 - 1600.
2. C.A Fisher, History of Modern Europe.
3. F. Rice, The Foundation of Early Modern Europe
4. David Thomson, Europe since Napoleon, Pelican Books, 1985

5. Swain, J.E., A History of World Civilization, Eurasia Publishing House Pvt. Ltd., New Delhi, 1994

Core Paper IX
HISTORY OF INDIA V (c. 1526 - 1750)

Unit-I: Establishment of Mughal Rule:

1. India on the eve of advent of the Mughals
2. Military Technology: Fire Arms,
3. Sher Shah: Administrative and Revenue Reforms

Unit-II: Consolidation of Mughal Rule:

1. Incorporation of Rajputs and other Indigenous Groups in Mughal Nobility
2. Evolution of Administrative Institutions: zabti, mansab, jagir, madad-i-maash
3. Emergence of the Marathas; Shivaji; Expansion under the Peshwas

Unit-III: Society and Economy:

1. Land rights and Revenue system: Zamindars and Peasants
2. Trade Routes and patterns of Internal Commerce; overseas trade
3. Urban Centres, Craft and Technology

Unit-IV: Cultural Ideals:

1. Religious tolerance and sulh-i-kul; Sufi mystical and Intellectual Interventions
2. Art and Architecture
3. Mughal and Rajput Paintings: Themes and Perspectives

Suggested Text Books:

1. J.L. Mehta, An Advanced Study of the History of Medieval India, Vol.II.
2. Satish Chandra, Medieval India, vol.2, Har Anand Publications, New Delhi.

Reference Reading:

1. Irfan Habib, Agrarian System of Mughal India, 1526-1707.
2. A.B.Pandey, Later Medieval Period.
3. R.P.Tripathi, Rise and Fall of the Mughal Empire
4. S.Nurul Hassan, Thoughts on Agrarian Relations in Mughal India.
5. Ishwari Prasad, Life and Times of Humayun.

Core Paper X
HISTORICAL THEORIES & METHODS

Unit-I: Meaning and Scope of History

1. Definition, Nature and Scope of History.
2. Object and Value of History.
3. History, Science and Morality.

Unit-II: Traditions of Historical Writing

1. Ancient Greek Traditions – Herodotus, Thucydides
2. Ancient Roman Traditions - Polybius, Livy and Tacitus

3. Medieval Understanding: Western – St. Augustine, Arabic – Ibn Khaldun.

Unit-III: History as Interdisciplinary Practice

1. History and Archaeology, History and Anthropology.
2. History and Psychology, History and Literature.
3. History and Political Science

Unit-IV: Historical Methods

1. Sources of History: Written, Oral. Visual & Archaeological.
2. Historical facts.
3. Historical Causation.
4. Historical Objectivity

Suggested Text Books:

1. B. Sheik Ali, History: Its Theory and Method, Macmillan, Reprinted, 1996.
2. E. H. Carr, What is History? , Penguin Books, Reprinted, 1983.

Reference Reading:

1. E. Sreedharan, A Text Book of Historiography, Orient Longman, Reprinted, 2004.
2. Marc Bloch, The Historians Craft.
3. R.G. Collingwood, The Idea of History
4. G.T.Reiner, History: Its Purpose and Method.
5. K.Rajayyan, History: it's Theory & Method

Core Paper XI

History of Modern Europe- I (c. 1780-1880)

Unit-I: The French Revolution (1789):

1. Socio, Religious, Economic and Political Conditions
2. Intellectual Currents.
3. Role of the Middle Classes

Unit-II: Revolution and its European Repercussions:

1. National Constituent Assembly
2. National Legislative Assembly
3. Napoleonic Consolidation- Reform and Empire

Unit-III: Restoration and Revolution: c. 1815 - 1848

1. Congress of Vienna Restoration of old Hierarchies
2. Revolutionary and Radical Movements-
 - A) July Revolution (1830) and
 - B) February Revolution (1848)

Unit-IV: Socio-Economic Transformation and Remaking of States (Late 18th Century to Late 19th Century)

1. Process of Capitalist Development: Agrarian and Industrial Revolutions in England and German States.
2. Evolution of Social Classes: Land Owners, Peasantry: Bourgeoisie and Proletariat

3. Popular Movements and the Formation of National Identities in Germany and Italy, Ireland

Suggested Text Books:

1. T.S. Hamerow, Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].
2. Anthony Wood, History of Europe, 1815 to 1960 (1983).

Reference Reading:

1. E.J. Hobsbawm, Nations and Nationalism.
2. A .Wesley Rohem, The Record of Mankind, Health and Company, Boston, 1952.
3. CMD Ketelbey, History of Modern Times since 1789, OUP, 2009.
4. David Thomson, Europe since Napoleon, Pelican Books, 1985.
5. Edward Mac Nall Burns et al, World Civilizations, vols. A,B,C,Goyal Saab, New Delhi.

Core Paper XII
HISTORY OF INDIA VII (c. 1750 - 1857)

Unit-I: Expansion and Consolidation of Colonial Power:

1. Foreign Trade and Early forms of Economic Exploitations in Bengal
2. Dynamics of Expansion, with special reference to Bengal, Mysore and Odisha

Unit-II: Colonial State and Ideology:

1. Arms of the Colonial state: army, Police, Law.
2. Imperial Ideology: Orientalism and Utilitarianism
3. Education: Indigenous and Modern.

Unit-III: Economy and Society:

1. Land revenue systems- Permanet, Ryotwari and Mahalwari.
2. Commercialization of Agriculture- Consequences
3. Drain of Wealth- Causes and Consequences
4. Growth of Modern Industry

Unit-IV: Popular Resistance:

1. Santhal Uprising (1856-57)
2. Indigo Rebellion (1860)
3. Movement of 1857- Causes and Consequences

Suggested Text Books:

1. Dharma Kumar and Tapan Raychaudhuri, (ed.), The Cambridge Economic History of India, Vol. II.
2. Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's Struggle for Independence.

Reference Reading:

1. Sumit Sarkar, Modern India (1885-1947), Mac Milan.
2. A.R.Desai, Social Background of Indian Nationalism
3. R. Vlyanovsky, Agrarian India between the World Wars.
4. Sekhar Bondhapadhaya, From Plessey to Partition.
5. G.Kaushal, Economic History of India, 1757-1956

Core Paper XIII

C.C. XIII: HISTORY OF INDIA VIII (c. 1857 - 1950)

Unit-I: Cultural Changes, Socio and Religious Reform Movements:

1. The advent of Printing and its Implications
2. Reform and Revival: Brahma Samaj, Arya Samaj, Aligarh Movement.
3. Emancipation of Women, Sanskritization and Anti-Caste Movements

Unit-II: Nationalism: Trends up to 1919:

1. Political Ideology and Organizations, Formation of INC
2. Moderates and Extremists.
3. Swedish Movement
4. Revolutionaries

Unit-III: Gandhian Nationalism after 1919: Ideas and Movements:

1. Mahatma Gandhi: His Perspectives and Methods
2. Non- Cooperation, Civil Disobedience, Quit India,
3. Subhas Chandra Bose and INA
4. Nationalism and Social Groups: Peasants, Tribes, Dalits and Women

Unit-IV: Communalism and Partition:

1. Ideologies and Practices, Muslim League
2. Hindu Maha Sabha
3. Partition and Independence
4. Making of the Constitution

Suggested Text Books:

1. Sumit Sarkar, Modern India, 1885-1947.
2. Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's, Struggle for Independence, Penguin

Reference Reading:

1. Sekhar Bandopadhyaya, From Plessey to Partition
2. N.S. Bose, Indian Awakening and Bengal
- 3.A. R. Desai, Social Background of Indian Nationalism, Popular, Bombay.
- 4.S.Gopal, British Policy in India, 1858-1905.
- 5.Bipan Chandra, Indian National Movement.

Core Paper XIV

HISTORY OF MODERN EUROPE II (c. 1880 - 1939)

Unit-I: Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries:

1. The Struggle for Parliamentary Democracy and Civil Liberties in Britain.
2. Forms of Protest during early Capitalism: Food Riots in France and England: Luddites and Chartism.
3. Early Socialist Thought; Marxian Socialism

Unit-II: The Crisis of Feudalism in Russia and Experiments in Socialism:

1. Emancipation of Serfs
2. Revolutions of 1905; the Bolshevik Revolution of 1917.
3. Programme of Socialist Construction.

Unit-III: Imperialism, War, and Crisis: c. 1880-1939:

1. Growth of Militarism; Power Blocks and Alliances: Expansion of European Empires –First World War (1914 – 1918)
2. Fascism and Nazism.
3. The Spanish Civil War.
4. Origins of the Second World War.

Unit-IV: Intellectual Developments since circa 1850: Major Intellectual Trends:

1. Mass Education and Extension of Literacy.
2. Institutionalization of Disciplines: History, Sociology and Anthropology.
3. Darwin and Freud.

Suggested Text Books:

1. C.M. Cipolla, Fontana Economic History of Europe, Volume II the Present (1981). I : The Industrial Revolution.
2. T.S. Hamerow, Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].

Reference Reading:

1. George Lichtheim, A Short History of Socialism.
2. K.B. Keswani, International Relations in Modern World (1990-1995).
3. C.D.M. Ketelby, A History of Modern Times.
4. Carr.E.H., International Relations between the Two World Wars, 1919-1939, New York, 1966.
5. Garden Green Wood, The Modern World –A History of Our Times.

Discipline Specific Elective Paper-1

History and Culture of Odisha - I

Units: I

1. Historical Geography: Kalinga, Utkal, Kosal
2. Kalinga War (261 B.C.) and its Significance.
3. Kharavela –Career and Achievements

Unit: II

1. Matharas and Eastern Gangas and Sailodbhavas
2. Bhaumakaras
3. Somavamsis

Unit: III

- 1.Imperial Gangas
- 2.Suryavamsi Gajapatis
- 3.Post- Gajapati Political developments upto 1568.

Unit: IV

- 1.Social and Cultural Life in Early and Medieval Odisha
- 2.Growth and Decay of Urban Centres
- 3.Trade and Commerce
- 4.Taxation and Land Revenue

Suggested Text Books:

- 1.K.C. Panigrahi, History of Odisha, Kitab Mahal.
2. Sahu, Mishra & Sahu, History of Odisha.

Reference Reading:

- 1.S.K. Panda, Political and Cultural History of Odisha.
- 2.A. C Pradhan, A Study of History of Orissa
- 3.B.K. Mallik, etal (eds) Odia Identity, Page Maker Publications, Bhubaneswar, 2019.
- 4.R. D Banarjee, History of Orissa, 2 vols.
- 5.M.N. Das(ed), Sidelights on History and Culture of Orissa, Vidyapuri, Cuttack, 1977

Discipline Specific Elective Paper-II**History and Culture of Odisha -II****Units: I**

1. Afghan Conquest and Mughal Rule in Odisha- Administration
2. Maratha rule in Odisha – Administration
3. British Occupation and Early Colonial Administration: Land Revenue, Salt Policy, Jail and Police Administration.

Unit: II

1. Resistance Movements: Ghumsar Rebellion, Paik rebellion, Revolt of 1857 and Surendra Sai, Keonjhar Uprisings.
2. Famine of 1866 – Causes and Consequences
3. Growth of Education and Language Movement

Unit: III

1. Growth of Nationalism
2. Formation of Separate Province of Orissa.
3. Prajamandal Movement

Unit: IV

- 1.Nationalist Politics in Odisha
- 2.Quit India Movement
- 3.Merger of Princely States

Suggested Text Books:

- 1.P.K. Mishra & J.K. Samal, A Comprehensive History and Culture of Orissa- Vol. I & II.
2. A. C. Pradhan, Sidelights on Freedom Struggle in Orissa.

Reference Reading:

- 1.K.M. Patra, Freedom Struggle in Odisha.
- 2.J.K.Samal, Orissa under the British Crown.
- 3.K.M.Patra, Orissa State Legislature & Freedom Struggle.
- 4.B.C. Ray, Orissa under the Mughals, Punthi Pustak.
- 5.B.C. Ray, Orissa under the Marathas, Punthi Pustak.

Discipline Specific Elective Paper-III

History and Culture of Odisha - III

Unit: I

1. Buddhism in Odisha
2. Jainism in Odisha
3. Saivism in Odisha

Unit: II

1. Saktism and Tantricism in Odisha
2. Growth of Vaishnavism in Odisha and Cult of Jagannath
3. Growth of Odia Literature : Sarala Mahabharata
4. Pancha-Sakha Literature

Unit: III

1. Buddhist Art and Architecture
2. Jaina Art
3. Evolution of Temple Architecture -Parsurameswar, Mukteswar, Lingaraja, Jagannath and Konarka

Unit: IV

1. Christian Missionaries – Education and Health
2. Mahima Movement and its Impact
3. Neo-Hindu Movements – Brahmo, Arya Samaj.

Suggested Text Books:

- 1.A.C. Pradhan, A Study of the History of Odisha, Panchasheel.
2. B.K. Mallik, Paradigm of Dissent and Protest :- Social Movements in Eastern India (1400-1700 AD)

Reference Reading:

- 1.K.S. Behera, Temples of Orissa.
- 2.P.K. Mishra(ed), Comprehensive History and Culture of Orissa, Vol-I Pt. II.
- 3.N.K. Bose, Canons of Orissan Architecture
- 4.M.N. Das (ed), Sidelights on History and Culture of Orissa.

5. N.K. Sahu, Buddhism in Orissa.

Discipline Specific Elective Paper-IV (Optional/Project)

History of Contemporary Odisha (1947-1980)

Unit I: Political Developments

1. Second Congress Ministry (1946-1950):

- a) Integration of Princely States with Odisha
- b) New Capital
- c) Hirakud Dam Project

2. Years of Uncertainties (1950-1980)

- a) Third Congress Ministry and Abolition of Zamindari System
- b) Biju Patnaik's First Ministry Achievements

Unit II: United Political Initiatives

1. Coalition Politics-Achievements and Challenges

- a) R.N. Singdeo,
- b) Sadasiba Tripathy

2. Panchayati Raj Institutions-Its Working and Impacts.

- a) Rural Stages
- b) Urban Stages

Unit III: Economic Development

- a) Growth of Industries- Roulkela Steel Plant and Odisha Sponge Iron Ltd.
- b) Irrigation and Agricultural Infrastructure
- c) Development in Transport and State communication- National and State High Ways in Odisha

Unit IV: Social Developments and Problems

- a) Government Community Development Programmes- Its Impact
- b) Peasant Movements: Causes and Effects
- c) Growth of Art and Craft: Raghunathpur, Pipli and Bargarh

Suggested Text Books:

- 1. Hemant K. Mohapatra, Odisara Etihasha (Odia), Friends Publishers, Cuttack, 2019.
- 2. Sukadeva Nanda, Coalition Politics in Odisha, Sterling Publishers, Delhi.

Reference Reading:

- 1. Sunit Ghosh, Orissa in Turmoil: A Study in Political Developments, Bookland International, Bhubaneswar, 1991.
- 2. Basant Das, Odisha Rajanitira Gopan Katha (Odia), Anusandhan Publication, Bhubaneswar, 2001.
- 3. B.B. Jena & J.K. Baral (eds), Government and Politics in Orissa, Print House (India), Lucknow, 1988.
- 4. Chittaranjan Das, Nabakrushna Chaudhury, NBT, New Delhi.
- 5. Dasarathi Bhuyan, Orissa Politics: From 1936 to Contemporary Politics, Mangalam Publishers, New Delhi, 2010.

OR

Project Report

The Students may be allotted topics of their interest in the beginning of 5th Semester Classes. They may write the Project Reports on local History and Culture, local personalities with their significant contribution to change the Society and economy with historical perspective containing up to 50 double spaced typed pages. The students may consult the sources like local archaeology, manuscripts, community documents, oral traditions, oral narratives, local biographies and family sources for writing the project dissertation. The Teachers will guide the students to complete their Project assignments. The students may be allowed to fill up their forms after their submission of the projects assigned to them. The student has to secure fifty percent of marks from the evaluation of the project and fifty percent of the marks in the viva voce test which are compulsory.

Generic Elective Paper I History of India - I (Early Times to 1750)

Unit – I : Reconstructing Ancient Indian History

1. Sources of Historical Writings.
2. Vedic Age : Society, Polity and Culture
3. Buddhism and Jainism : Principles and Impact

Unit – II : Polity and Administration

1. The Mauryan Empire : Conquest and Administration
2. Gupta Society : Land Grants, Peasantry and beginning of Feudal Society
3. Gupta Polity : Conquests and Administration
4. Harshavardhan : Achievements

Unit – III: Early Medieval Society, Economy and Culture

1. Post Gupta Trade and Commerce
2. Delhi Sultanate : Conquests and Administration
3. Bhakti and Sufi Movements in India
4. Development of Regional Language and Literature

Unit – IV: India on the Eve of the Advent of the Mughals

1. Sher Shah : Administration and Reforms
2. Mughal Administrative Institutions : Zabt, Mansab and Jagir
3. Religious Tolerance Sulh-i- Kul
4. Mughal Art and Architecture

Suggested Text Books:

1. Upinder Singh, History of Ancient & Early Medieval India.
2. Romila Thappar, The Early India

Reference Reading:

1. Irfan Habib, Medieval India, NBT, New Delhi
2. R.S. Sharma, India's Ancient Past
3. S.A.A. Rizvi, Wonder that was India, Vol.II, Rupa
4. Cultural Heritage of India, Bharatiya Vidyabhaban Series, Vol-1-IV
5. A.L. Basheon (ed), Cultural History of India, OUP, New Delhi, 2011

Generic Elective Paper II
History of India - II (1750-1950)

Unit – I Foundation and Expansion of British Rule_

1. Battle of Plassey (1757) and Conquest of Bengal
2. Conquest of Mysore and Maharashtra
3. Expansion through Diplomacy : Subsidiary Alliance and Doctrine of Lapse

Unit – II Consolidation of British Rule and Indian Responses

1. Peasant & Tribal Resistance against British Rule: Sanyasi Rebellion (1763); Kondh Rebellion in Ghumusar, Santal Rebellion
2. Revolt of 1857 : Nature and Significance
3. Land Revenue Settlements : Permanent Settlement, Ryotwari and Mahalwari Settlement

Unit – III – Social and Cultural Policies

1. Socio-Religious Reform Movements: Brahma Samaj, Arya Samaj, Theosophical Society, Aligarh Movement.
2. Growth of Press and Education
3. Issues of Caste and Gender : Jyotiba Phule- Women Question and Issues, Depressed Class.

Unit – IV – Indian National Movement

1. Politics of Moderates and Extremists (1885-1920)
2. Gandhian Mass Movements (Non-Cooperation, Civil Disobedience and Quit India Movements), (1920-1940)
3. Communal Politics and Partition
4. Making of the Democratic Constitution

Suggested Text Books:

1. A.R. Desai, Social Background of Indian Nationalism, Popular, Mumbai
2. Priyadarshi Kar, Comprehensive History of Modern India.

Reference Reading:

1. Sumit Sarkar, Modern India : 1885-1947, Mac Millan.
2. B.R. Mani, Debrahminising History: Dominance and Resistance in Indian Society, Manohar, New Delhi, First Published 2005.
3. Chandra Bharil, Social and Political Ideas of B.R. Ambedkar, Aalekh Publishers, Jaipur, 1977.

4. Sumit Sarkar, Modern India (1885-1947), Mac Millan, Delhi, First Published 1983.
5. Hirendra N. Mukherjee, Gandhi, Ambedkar and the Extirpation of Untouchability, PPT, New Delhi.

Generic Elective Paper III

RISE OF THE MODERN WEST - I

Unit-I: Transition from Feudalism to Capitalism

1. The problems of Transition: Economic Expansion, Industrial production
2. Trade and Commerce
3. Urban Development, Town Life

Unit-II: Early Colonial Expansion

1. Motives, Voyages and Explorations.
2. The Conquests of America
3. Mining and Plantation, The African Slaves.

Unit-III: Renaissance and Reformation

1. Its Social Roots Spread of Humanism in Europe.
2. The Renaissance: Art, Architecture, Sculpture, Painting and Literature
3. Origins and Spread of Reformation Movements.
4. Emergence of European State system: Spain, France, England, Russia

Unit-IV: Economic Developments of the Sixteenth Century

1. Shift of economic balance from the Mediterranean to the Atlantic.
2. Commercial Revolution- Causes and Nature
3. Growth of Industries and its Impact

Suggested Text Books:

1. Charles A. Nauert, Humanism and the Culture of the Renaissance (1996).
2. Harry Miskimin, The Economy of Later Renaissance Europe: 1460 û1600.

Reference Reading:

1. Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe.
2. F. Rice, The Foundation of Early Modern Europe.
3. Toynbee, A.J, A Study of History (12 volumes).
4. Maurice Dobb, Transition from Feudalism to Capitalism.
5. Wallbank, T.W. & Bailey, N.M. Civilization: Past and Present.

Generic Elective Paper IV

G.E. IV: RISE OF THE MODERN WEST - II

Unit-I: The English Revolution and European Politics in the 18th century

1. Background: Socio-Economic and Political Crisis in 17th Century Europe.
2. Major Issues-Political and Intellectual Currents;
3. Parliamentary Monarchy;

4. Patterns of Absolutism in Europe

Unit-II: Rise of Modern Science

1. Development of Science from Renaissance to the 17th century
2. Impact of Modern Science on European society

Unit-III: Mercantilism and European Economics

1. Origin and spread of Mercantilism
2. Impact of Mercantilism on European economy
3. Agricultural and Scientific Background to the Industrial Revolution

Unit-IV: The American Revolution

1. Political currents
2. Socio-Economic Issues
3. Significance of the American Revolution

Suggested Text Books:

1. H. Butterfield, The Origins of Modern Science.
2. Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe.

Reference Reading:

1. Harry Miskimin, The Economy of Later Renaissance Europe: 1460 - 1600.
2. C.A Fisher, History of Modern Europe.
3. F. Rice, The Foundation of Early Modern Europe
4. David Thomson, Europe since Napoleon, Pelican Books, 1985
5. Swain, J.E., A History of World Civilization, Eurasia Publishing House Pvt. Ltd., New Delhi, 1994

HISTORY Papers for PASS students

Discipline Specific Core – 4 papers

Discipline Specific Elective – 2 papers

Marks per paper – Mid term: 20 Marks, End term: 80 marks; Total – 100 marks

Credit per paper – 6

Teaching hours per paper – 40 hours (theory) + 20 hours (tutorial)

Course Structure of U.G. History Pass				
Semester	Course Opted	Course Name	Credit	Total Marks
I	DSC I	History of India from c. 300 to 1206	6	100
II	DSC II	History of India from c. 300 to 1206	6	100
III	DSC III	History of India from c. 1206-1707	6	100
IV	DSC IV	History of India from c. 1707-1950	6	100
V	DSE I	Society and Economy of Modern Europe (c. 15 th to 18 th Century)	6	100
VI	DSE II	Some Aspects of European History (1780-1945)	6	100
Total:			36	600

Discipline Specific Core Paper I
History of India From Earliest Times up to 300 CE

Unit I:

1. A broad survey of Paleolithic, Mesolithic and Neolithic Cultures.
2. Harappan Civilization: Origin, Extent, dominant features & decline.
3. The Vedic Period: Polity, Society, Economy and Religion.

Unit II:

1. Territorial States and the rise of Magadha:
 - a) Conditions for the rise of Mahajanapadas
 - b) The Causes of Magadha's success
2. Alexander's Invasion and impact
3. Jainism and Buddhism: Causes, Doctrines, Spread, Decline and Contributions

Unit III:

1. The Satavahanas Phase; Aspects of Political History, Material Culture, Administration, Religion
2. Emergence and Growth of Mauryan Empire;
 - a) State
 - b) Administration
 - c) Economy
 - d) Ashoka's Dhamma
 - e) Art & Architecture

Unit IV:

1. The Sangam Age: Sangam Literature, Polity, Society & Culture
2. The Kushanas: Aspects of Polity, Society, & Religion.

Suggested Text Books:

1. Basham, A.L. The Wonder that was India
2. Thapar, Romila, History of Early India

Reference Reading:

1. Allchin, F.R. and B., Origins of a Civilization: The Prehistory and Early Archaeology of South Asia
2. Sastri, K.A.N., A History of South India
3. Sharma, R.S., Aspects of Political Ideas and Institutions in Ancient India (1991 edn.)
4. Agrawal, D.P. The Archaeology of India
5. Chakrabarti, D.K. Archaeology of Ancient Indian Cities

Discipline Specific Core Paper II

History of India From. C.300 to1206

Unit I:

1. The Rise & Growth of the Guptas: Administration, Society, Economy, Religion, Art, Literature, and Science & Technology.

Unit II:

1. Harsha & His Times: Harsha's Kingdom, Administration, Buddhism & its spread
2. The Cholas and Pandyas: Polity, Society, and Economy & Culture

Unit III:

1. Towards the Early Medieval: Changes in Society, Polity Economy and Culture with reference to the Pallavas, & Chalukayas

Unit IV

1. Arabs in Sindh: Polity, Religion & Society.
2. Struggle for power in Northern India & Establishment of Sultanate: Mahmud of Ghazani, Muhammad of Ghor.

Suggested Text Books:

1. R. S. Sharma: Indian Feudalism-India's Ancient Past
2. B. D. Chattopadhyaya: Making of Early Medieval India

Reference Reading:

1. Derryl N. Maclean: Religion and Society in Arab Sindh
2. K. M. Ashraf: Life and Conditions of the People of Hindustan
3. M. Habib and K.A. Nizami: A Comprehensive History of India Vol.V
4. Tapan Ray Chaudhary and Irfan Habib (ed.) : The Cambridge Economic History of India, Vol.I
5. Satish Chandra: A History of Medieval India, 2 Volumes

Discipline Specific Core Paper III

History of India From 1206 to 1707

Unit I:

1. Foundation, Expansion & consolidation of the Delhi Sultanate: Iltutmish & Balban
2. Military, administrative & economic reforms under the Khiljis & the Tughlaqs: Alauddin Khilji & Mahmud-bin-Tughlaq

Unit II:

1. Bhakti & Sufi Movements.
2. Emergence and consolidation of Mughal State: Babur and Akbar

Unit III:

1. Akbar to Aurangzeb: administrative structure-Mansab & Jagirs, State & Religious policies.
2. Economy, Society & Culture under the Mughals.

Unit IV:

1. Emergence of Maratha Power: Shivaji, Conquest & Administration.

Suggested Text Books:

1. Satish Chandra: A History of Medieval India, 2 Volumes
2. J.L. Mehta, An Advanced History of Medieval India.

Reference Reading:

1. S.A.A.Rizvi: Muslim Revivalist Movements in Northern India during 16th and 17th Centuries
2. R.P. Tripathi: The Rise and Fall of the Mughal Empire, 2 vol.
3. I. H. Siddiqui: Some Aspects of Afghan Despotism
4. Kesvan Veluthat: Political Structure of Early Medieval South India
5. Stewart Gordon, : The Marathas 1600-1818

Discipline Specific Core Paper IV**History of India; 1707-1950****Unit I:**

1. Political condition of India and Advent of European Trading Companies.
2. Expansion & consolidation of Colonial Power up to 1857: Anglo-French Rivalry, Battle of Plassey & Buxar, Subsidiary Alliance & Doctrine of Lapse.

Unit II:

1. Revolt of 1857: Causes, Nature & Aftermath.
2. Colonial economy: Agriculture, Trade & Industry- Permanent Settlement, Ruin of Indigenous Industries & Monopoly of Trade

Unit III:

1. Socio-Religious Movements in the 19th century: Raja Rammohan Ray, Dayananda Saraswati, Ramakrishna Paramahansa, Swami Vivekananda & Theosophical Society.
2. Emergence & Growth of Nationalism: Causes, Swadeshi Movement, Non-cooperation Movement, Civil Disobedience Movement & Quit India Movement

Unit IV:

1. Communalism: Origin, Growth and partition of India.
2. Advent of Freedom: Constituent Assembly, establishment of Republic & Salient Features of Indian Constitution.

Suggested Text Books:

1. Sugata Bose and Ayesha Jalal: Modern South Asia: History, Culture, Political Economy, New Delhi, 1998
2. Sekhar Bandyopadhyay: From Plassey to Partition

Reference Reading:

1. Sumit Sarkar: Modern India 1885 to 1947, Mamillan, 1983
2. Bipan Chandra: Modern India, Orient Blackswan.
3. Bipan Chandra: India's Struggle for Independence
4. R.P. Dutt: India Today.
5. K.G. Subramanian: The Living Tradition: Perspectives on Modern Indian Art

Discipline Specific Elective Paper I
Society & Economy of Modern Europe: 15th – 18th Century

Unit I:

1. Feudalism: Origin, Growth & Decline

Unit II:

1. Renaissance: Origin, Spread & its Impact
2. European Reformation: Origin, nature & Impact

Unit III:

1. Geographical Discovery
2. Beginning of Colonization and Economic Exploitation

Unit IV:

1. Growth of Capitalism; Industrial Revolution- Causes and Consequences

Suggested Text Books:

1. J H Plumb, The Pelican Book of the Renaissance, Penguin, 1982
2. G. R. Elton, Reformation Europe 1517, 1559, Wiley, 1999

Reference Reading:

1. Ralph Davis, The Rise of the Atlantic Economies, New York, 1973
2. Arvind Sinha, Europe in Transition, Delhi, 2010
3. Rodney Hilton, The Transition from Feudalism to Capitalism, Delhi, 2006.
4. Fernand Braudel, Civilization and Capitalism, Vols. I, II, III, California, 1992
5. Butterfield, Herbert, The origins of modern science. Vol. 90507. Free Press, 1997

Discipline Specific Elective Paper II
Some Aspects of European History: C. 1780-1945

Unit I:

1. The French Revolution: Causes, Nature & Consequences
2. Napoleonic Era: First Consul, Achievements & Downfall.

Unit II:

1. Revolutions of 1830 & 1848: Causes & Effects.
2. Unification of Italy & Germany.

Unit III:

1. Imperialist Conflicts: First World War-Causes and Consequences.
2. League of Nations

Unit IV:

1. Rise of Fascism in Italy and Nazism in Germany.
2. Second World War-Causes and Consequences.

Suggested Text Books:

1. E.J. Hobsbawm: The Age of Revolution.

2. Lynn Hunt: Politics, Culture and Class in the French Revolution.

Reference Reading:

1. Andrew Porter: European Imperialism, 18760 -1914 (1994).
2. E.J. Hobsbawm: The Age of Extremes, 1914 - 1991, New York: Vintage, 1996
3. Carter V. Findley and John Rothey: Twentieth-Century World, Boston: Houghton-Mifflin, 5th ed. 2003
4. David Thomson, Europe Since Napaleon.

ଦକ୍ଷତାବର୍ଦ୍ଧକ ବାଧ୍ୟତାମୂଳକ ପାଠ୍ୟକ୍ରମ
Ability Enhancement Compulsory Course (AECC)
ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା – ଓଡ଼ିଆ
(2019-20)

MIL (Communications) – Odia

ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (**2nd Semester**) କଳା, ବିଜ୍ଞାନ ଓ ବାଣିଜ୍ୟ ସାଧାରଣ (**Pass**) / ସମ୍ମାନ (**Hons**)
ଶ୍ରେଣୀ ପାଇଁ ଉଦ୍ଦିଷ୍ଟ

ମୋଟ୍ କ୍ରେଡିଟ୍ସ-୪, ମୋଟ୍ ଶ୍ରେଣୀ ପାଠଦାନ ନିର୍ଦ୍ଦିଷ୍ଟ-୪୦, ଗୋଟିଏ ଶ୍ରେଣୀ ପାଠଦାନର (ପିରିୟଡ୍) ସମୟ ଅବଧି
-୪୫ ମିନିଟ୍, ପାଠ୍ୟକ୍ରମ - ୨, ପୂର୍ଣ୍ଣସଂଖ୍ୟା - ୧୦୦

(Credits – 4) Total Classes - 40, One Period - 45 Minutes, Course - II, Full Marks - 100

ପାଠ୍ୟକ୍ରମର ଭୂମିକା :

ଏହି ପାଠ୍ୟକ୍ରମଟି ପସନ୍ଦ ଓ ଆସ୍ଥାଭିତ୍ତିକ (CBCS / ସିବିସିଏସ୍) ପାଠ୍ୟ ପ୍ରଣାଳୀ ଅନୁସାରେ ପ୍ରସ୍ତୁତ ହୋଇଛି । ବିଭିନ୍ନ ସ୍ତରରେ ଆବଶ୍ୟକ ଅନୁସାରେ ସମସାମୟିକ ପରିସ୍ଥିତିକୁ ନେଇ ଭାବବିନିମୟ ଓ ପାରସ୍ପରିକ ଯୋଗାଯୋଗ ସ୍ଥାପନ କିପରି ଓଡ଼ିଆ ଭାଷାରେ ସହଜରେ, ସରଳରେ ହୋଇପାରିବ – ଏ ଦିଗ ପ୍ରତି ଏଥିରେ ଧ୍ୟାନ ଦିଆଯାଇଛି । ଓଡ଼ିଆ ଭାଷା ଓ ସାହିତ୍ୟର ପ୍ରାୟୋଗିକ ଜ୍ଞାନର ବିକାଶ ନିମିତ୍ତ +୩ ସରୀୟ ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ଏହି ପାଠ୍ୟକ୍ରମର ଖସଡ଼ାଟି ସାହାଯ୍ୟ କରିବ । ସେଥିପାଇଁ ପ୍ରଚଳିତ ଭାଷାର ବୈୟାକରଣିକ, ବ୍ୟାବହାରିକ ଓ ପ୍ରାୟୋଗିକ ଦିଗ ପ୍ରତି ଏଥିରେ ଧ୍ୟାନ ଦିଆଯାଇଛି । ଏଥିରେ ସଂଯୋଗ ପ୍ରକ୍ରିୟାର ଅନୁବିଧି, ଯୋଗାଯୋଗର ତଥ୍ୟ ଓ ତତ୍ତ୍ୱ ପ୍ରତି ଗୁରୁତ୍ୱ ଦିଆଯାଇଛି । ସରକାରୀ କାର୍ଯ୍ୟାଳୟରେ ଓଡ଼ିଆ ଭାଷାର ବ୍ୟବହାରରେ ଏହା ଦକ୍ଷତା ବୃଦ୍ଧି କରିବ । ଓଡ଼ିଆ ଭାଷାର ପ୍ରୟୋଗରେ ସେମାନେ ଶୁଦ୍ଧ ଓ ପରିଚ୍ଛନ୍ନ ଭାବରେ ଯେକୌଣସି ପ୍ରକାର ଜ୍ଞାନର ସୂଚନା ତଥ୍ୟ ଓ ସିଦ୍ଧାନ୍ତକୁ ମୌଖିକ ଓ ଲିଖିତ ସ୍ତରରେ ସହଜରେ ପ୍ରକାଶ କରିପାରିବେ ଏବଂ ସେମାନଙ୍କ ମାତୃଭାଷା ପ୍ରୟୋଗର ବିକାଶ ଘଟିପାରିବ ।

ମୂଲ୍ୟ ବିଭାଜନ ପଦ୍ଧତି : (ସବୁଥିରୁ ବିକଳ୍ପ ପଢ଼ିବ)

- କ) ନିର୍ଦ୍ଧାରିତ ପାଠ୍ୟର ସବୁ ଏକକ (ୟୁନିଟ୍) ରୁ ବିକଳ୍ପସହ ଦୁଇଟି ଲେଖାଏଁ ମୋଟ ୮ଟି ୧୫ନମ୍ବର ବିଶିଷ୍ଟ ଦୀର୍ଘପ୍ରଶ୍ନ ପଢ଼ିବ । ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ୪ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୫ x ୪ = ୬୦)
- ଖ) ନିର୍ଦ୍ଧାରିତ ପାଠ୍ୟର ସବୁ ଏକକରୁ ୧୨ଟି ଅତିସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଢ଼ିବ । ସେଥିରୁ ୧୦ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୦ x ୨ = ୨୦)
- ଗ) ମହାବିଦ୍ୟାଳୟସ୍ତରୀୟ ଅନ୍ତଃ ପରୀକ୍ଷା (୨୦)
- ମୋଟ୍ ମୂଲ୍ୟାଙ୍କ - ୧୦୦

ସବିଶେଷ ପାଠ୍ୟ

ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା – ଓଡ଼ିଆ (AECC)

ପାଠ୍ୟ-୧ / Course – 1: ଯୋଗାଯୋଗ ଅନୁବିଧି, ରୀତି ଓ ମାଧ୍ୟମ

୧ମ ଏକକ : ଯୋଗାଯୋଗର ପରିଭାଷା, ଅନୁବିଧି, ପରିସର ଓ ପ୍ରକାରଭେଦ

୨ୟ ଏକକ : ସାକ୍ଷାତକାର, ଭାଷଣ କଳା

୩ୟ ଏକକ : ସମ୍ବାଦର ପରିଭାଷା, ପରିସର ଓ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି

୪ର୍ଥ ଏକକ : ଓଡ଼ିଆ ଭାଷାର ବର୍ଣ୍ଣମାଳା, ବର୍ଣ୍ଣାଶୁଦ୍ଧିର ନିରୀକରଣ । (ବନାନ ତୁଟି - ସାଦୃଶ୍ୟଜନିତ ଅଶୁଦ୍ଧି, ଲିଙ୍ଗଗତ ଅଶୁଦ୍ଧି, ସନ୍ଧିଗତ ଅଶୁଦ୍ଧି, ସମାସଗତ ଅଶୁଦ୍ଧି, ବଚନ ଓ ବିଭକ୍ତିଗତ ଅଶୁଦ୍ଧି, ବାକ୍ୟ ବିଧିଜନିତ ଅଶୁଦ୍ଧି, ସମାର୍ଥବୋଧକ ଶବ୍ଦାଶୁଦ୍ଧି, ପ୍ରତ୍ୟୟ ଜନିତ ଅଶୁଦ୍ଧି, ଶବ୍ଦ ସଂଯୋଗାତ୍ମକ ଓ ସ୍ଵରସଙ୍ଗତି ଜନିତ ଅଶୁଦ୍ଧି)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (ପାଠ୍ୟ-୧ / Course – 1)

୧. ଯୋଗାଯୋଗ ମୂଳକ ମାତୃଭାଷା (ଓଡ଼ିଆ) ସାମଲ ବିରଞ୍ଚି ନାରାୟଣ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ ।
୨. ସଂଯୋଗ ଅନୁବିଧି, ସନ୍ତୋଷ କୁମାର ତ୍ରିପାଠୀ, ନାଳନ୍ଦା, କଟକ
୩. ଭାଷଣ କଳା ଓ ଅନ୍ୟାନ୍ୟ ପ୍ରସଙ୍ଗ - କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ
୪. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା – ଓଡ଼ିଶା ରାଜ୍ୟପାଠ୍ୟ ପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ଵର
୫. ସମ୍ବାଦ ଓ ସାମ୍ବାଦିକତା – ଚନ୍ଦ୍ରଶେଖର ମହାପାତ୍ର, ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ଵର
୬. ନିର୍ଭୁଲ ଲେଖାର ମୂଳସୂତ୍ର, ନୀଳାଦିଭୂଷଣ ହରିଚନ୍ଦନ, ପି.ସି.ଆର ପବ୍ଲିକେସନ, ଭୁବନେଶ୍ଵର
୭. ସର୍ବସାର ବ୍ୟାକରଣ - ନାରାୟଣ ମହାପାତ୍ର ଓ ଶ୍ରୀଧର ଦାସ, ନିୟୁ ଷ୍ଟୁଡେଣ୍ଟସ୍ ଷ୍ଟୋର, କଟକ

**ENVIRONMENTAL STUDIES
&
DISASTER MANAGEMENT
(AECC I)
SEMESTER-1**

FOR UNDER-GRADUATE COURSES ARTS, SCIENCE AND COMMERCE (2021-22)

Course Objectives:

The following objectives have been framed for the proposed curriculum to: -

1. Find out solutions for a sustainable Earth for future generation
2. Make the stakeholders aware of their rights, responsibilities, consequences of their conduct towards nature and build resilience
3. Develop a sense of equitable use of resources and their preservation for the future generation
4. Sensitize the stakeholders on Disaster and Pandemic preparedness

Learning Outcome:

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

1. Identify the historical origins of destructive attitudes and practices toward the natural environment;
2. Know the compatibility of human and environmental/ecological values
3. Know the natural resources available on earth and how to conserve and manage them
4. Understand the disasters and pandemic they are facing and empower the new generation to face the new challenges

Pedagogy/ Teaching Transaction

1. Classroom teaching
2. Self- Study
3. E-Learning
4. Guest Lectures
5. Case Study Analysis and Discussion
6. Field Trip/Visit
7. Seminars
8. Audio, Video, Film Based Discussion/Analysis
9. Group Exercises
10. Group Discussions

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**ENVIRONMENTAL STUDIES
&
DISASTER MANAGEMENT**

(AECC I)

SEMESTER-1

FOR UNDER-GRADUATE COURSES ARTS, SCIENCE AND COMMERCE (2021-22)
FULL MARK-100 (Credit-4)

Unit-I (Environment)

(13 periods x 45 min)

The Environment: The Atmosphere, Lithosphere, Hydrosphere, Biosphere (01 period)

Ecosystem: Energy flow in the ecosystem (01 period)

Biogeochemical Cycle: Water Cycle, Carbon Cycle, Nitrogen Cycle (02 periods)

Pollution: Water Pollution, Air Pollution, Soil Pollution, Radiation Pollution, Industrial Pollution, Light Pollution, Sound Pollution (05 periods)

Environmental Laws (Water Act 1974, Air Act 1981, The Wildlife Protection Act 1972, The Environment Protection Act 1986), The Forest Conservation Act 1980 (04 periods)

Unit-II (Climate Change & Sustainable Development) (13 periods x 45 min)

Population Ecology: Individuals, Species, Population, Community (01 period)

Human Population Growth, Population Control Methods (01 period)

Urbanization and its effect on society (01 period)

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Climate Change: Causes, effect, Global Warming, Carbon footprint and environmental protection (05 periods)

Steps taken towards sustainable development: Ban of single-use plastics, Automobile Scrapping Policy, Promotion of Electrical Vehicles (03 periods)

Brief idea on Sustainable Development Goals (SDGs), Agenda 21 of Rio Earth Summit (02 periods)

Unit-III (Disaster Management)

(13 periods x 45 min)

Disaster Management: Types of disasters (Natural and Man-made) and their causes and effect) (02 periods)

Vulnerability Assessment and Risk Analysis: Vulnerability to various disasters (Flood, Cyclone, Earthquake, Heat waves and Lightning) (02 periods)

Institutional Framework: Institutional arrangements for disaster management (National Disaster Management Authority (NDMA), State Disaster Management Authority (SDMA), District Disaster Management Authority (DDMA), National Disaster Response Force (NDRF) and Odisha Disaster Rapid Action Force (ODRAF) (02 periods)

Preparedness Measures: Disaster Management Cycle, Early Warning System, Pre-Disaster and Post-Disaster Preparedness, Strengthening of SDMA and DDMA, Community Preparedness, Stakeholder participation, Corporate Social Responsibility (CSR) (05 periods)

Survival Skills: Survival skills adopted during and after disaster (Flood,

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Unit-IV (Public Health Management)

(13 periods x 45min)

Brief idea on Epidemics and Pandemics (01 period)

Non-communicable diseases with special reference to Cardiovascular diseases, Cancer, Diabetes, Hypertension and Obesity and their prevention (02 periods)

Communicable diseases with special reference to Covid-19, Flu, Hepatitis, AIDS and Tuberculosis and their transmission (02 periods)

Dynamics of Disease Transmission: Mode of transmission (Direct/Indirect), Events after infection: Immunity (Active vrs Passive, Innate vrs Acquired, Herd Immunity), Incubation Period (02 periods)

Prevention of Epidemics/Pandemics Diseases: Preventing Measures (Quarantine, Sanitization, Personal Protective measures such as Hand washing and use of protective devices, Vaccination); Control Measures (Surveillance, Isolation, Contact Tracing) (03 Periods)

Life Style management (Diet, Physical Exercise, Yoga and sleeping habit) (02 periods)

Role of Different Sectors in Managing Health Disaster: Role of Government (Centre and State), Community, Civil Society, Student mass, NGOs (01 period)

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Books Recommended:

1. Asthana DK and Asthana M: A Text Book of Environmental Studies, S. Chand, New Delhi
2. Bharucha E: A Text Book of Environmental Studies, New Delhi: UGC
3. Dash MC and Mishra PC: Man and Environment, McMillan, London
4. Disaster Management and Mitigation Plan, 2013 of Dept. of Health & Family Welfare, Govt. of Odisha*
5. Mishra DD: *Fundamental Concepts in Environmental Studies*, S. Chand, New Delhi
6. National Policy on Disaster Management, 2009*
7. National Disaster Management Plan, 2019*
8. Odum EP: *Fundamentals of Ecology*, Natraj Publications
9. State Disaster Management Plan, 2019 of Government of Odisha*
10. Standard Operating Procedure (SOP) issued by Govt. of India and Govt. Of Odisha on Public Health Managements in the websites: www.mohfw.gov.in and health.odisha.gov.in*
11. The Disaster Management Act, 2005 of Government of India*

[Note: Star (*) marked References, published by the State as well as Central Government are available in the open sources]

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SKILL ENHANCEMENT COURSES (SEC)

As per the CBCS regulation, the student registered under Honours course in any subject has to opt for two SEC courses and a student registered under Pass stream has to opt for four SEC courses. In this context, Some options are provided here. Syllabus of individual subjects also have listed additional skill based papers at the end. In addition, the combined board and Project OHEPEE has also formulated two skill papers in great detail keeping requirements of spoken English and quantitative as well as logical thinking abilities in mind. These two Special SEC papers are available as separate Model Syllabi.

Optional for SEC paper

Total Marks- 100

Skill Enhancement Courses (SEC Option-I)

ENGLISH COMMUNICATION

Introduction: This paper intends to build up the four primary skills in students in the academic as well as in the wider domains of use like public offices. The books recommended only provide guidelines for what to teach, and the list is in no way exhaustive. Teachers must be free and resourceful enough to collect teaching materials on their own, and even use newspaper clippings as teaching materials.

This is an activity-based, goal-oriented, functional course in English Communication, which aims to make the students able and efficient communicators by helping them to be self-reflexive about English. This course has a pre-defined context of being supportive and complementary to the core courses in various disciplines. Therefore, unlike most other courses in English Communication on offer, it does not seek to build facile fluency that passes off as communicative competence. Rather, it intends to equip the students with the relevant skills of presentation and expression needed in the academic as well as in the professional domains of communicative use. While reading skills exercises are meant to promote the acquisition of analytical and comprehension skills, writing skills exercises are centered on sentence construction, paragraph development and précis writing. Teachers must be free and flexible enough in relation to teaching materials, using newspaper clippings, non-conventional and multi-media resources in the classroom. There is ample scope to build the speaking and listening skills of students in the way the course is planned with an emphasis on interactive learning and articulation.

UNIT 1: Introduction

- (i) What is communication?
- (ii) Types of communication (Horizontal, Vertical, Interpersonal, Grapevine),
- (iii) Uses of Communication, Inter-cultural communication, Communication today:
- (iv) Distinct features of Indianisation, alternative texts of language learning, global English and English in the print and electronic media in India.

UNIT 2: The Four Skills and Prospect of new material in language learning

- (i) Listening-Passive and active, Speaking effective, intelligibility and clarity
- (ii) Methods and techniques of reading such as skimming, scanning and searching for information; Reading to understand the literal, metaphorical and suggested meaning of a passage,
- (iii) Identifying the tone (admiring, accusatory, ironical, sympathetic, evasive, indecisive, ambiguous, neutral etc.) of the writer and view-points.
- (iv) Cohesive and Coherent writing

UNIT 3: Grammatical and Composition Skills

- (i) Doing exercises like filling in the blanks, correcting errors, choosing correct forms out of alternative choices, joining clauses, rewriting sentences as directed, and replacing indicated sections with single words / opposites / synonyms, choosing to use correct punctuation marks, getting to understand and use formal and informal styles, learning to understand the usages of officialese, sexism, racism, jargon.
- (ii) Learning to understand information structure of the sentence such as topic-focus relationship; strategies of thematization, postponement, emphasis, structural compression (deletion of redundant parts, nominalization, cleft and pseudo-cleft sentences, elliptical structures etc.), Logical Connectors between sentences, Methods of developing a paragraph, structure of an essay and methods of developing an essay

UNIT 4: Exercises in Written Communication

- (i) Précis writing
- (ii) Note-taking skills
- (iii) Writing reports
- (iv) Guidelines and essentials of official correspondence for making enquiries, complaints and replies
- (v) Making representations; writing letters of application for jobs; writing CV, writing letters to the editor and social appeals in the form of letters/pamphlets.

Reference Books:

- *Ways of Reading: Advanced reading Skills for Students of English Literature.* Martin Montgomery et al. London: Routledge, 2007.

- *Applying Communication Theory for Professional Life: A Practical Introduction.* Dainton and Zelle, <http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXRpb25fVGh3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563>
- *Literature and the art of Communication*, Cambridge University Press.
- *Vistas and Visions*. Orient Black Swan (writing and grammar exercises at the end of lessons are recommended) From *Remapping An Anthology for Degree Classes*, ('Writing Skills'), Orient Black Swan.
- *Indian English through Newspapers* (Chapter 4,5 and 6), Concept, New Delhi,2008.
- *Contemporary Communicative English*, S Chand
- *Technical Communication: A Reader Centred Approach*. P.V. Anderson. Wadsworth, Cengage.

SEC- II (Quantitative and Logical Thinking)

QUANTITATIVE APTITUDE & DATA INTERPRETATION

Unit-1: Whole numbers, Integers, Rational and irrational numbers, Fractions, Square roots and Cube roots, Surds and Indices, Problems on Numbers, Divisibility, Steps of Long Division Method for Finding Square Roots

Unit -2: Basic concepts, Different formulae of Percentage, Profit and Loss, Discount, Simple interest, Ratio and Proportion, Mixture.

Unit-3: Time and Work, Pipes and Cisterns, Basic concepts of Time, Distance and Speed; relationship among them.

Unit-4: Concept of Angles, Different Polygons like triangles, rectangle, square, right angled triangle, Pythagorean Theorem, Perimeter and Area of Triangles, Rectangles, Circles.

Unit -5: Raw and Grouped Data, Bar Graphs, Pie charts. Mean, Median and Mode, Events and Sample Space, Probability

LOGICAL REASONING

Unit-1: Analogy basing on kinds of relationships, Simple Analogy, Pattern and Series of Numbers, Letters, Figures. Coding-Decoding of Numbers, Letters, Symbols (Figures), Blood relations.

UNIT-2 Logical Statements-Two premise argument, More than two premise argument using connectives.

UNIT -3: Venn Diagrams, Mirror Images, Problems on Cubes and Dices.



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BHANJA BIHAR, BERHAMPUR -760007(GANJAM) ODISHA.

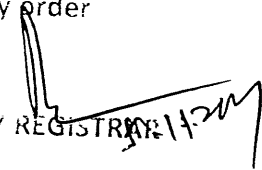
No. 7738 /Acad-I/BU/2021

Date 5/11/2021

NOTIFICATION

It is for information of all concerned that basing on the recommendation of the Board of Studies in Home Science, the Vice-Chancellor has been pleased to approve the model Syllabus on "Ethics and Values" for Under Graduate level to be effective from the Academic Session 2021-22 onwards. The syllabus shall be applicable to all affiliated and autonomous colleges and will be available in the Berhampur University website.

By order



DEPUTY REGISTRAR

Memo No. 7739 (157) /Acad-I/BU/2021

Date 5/11/2021

Copy to

1. The Member Secretary // Vice Chairperson, Odisha State Higher Education Council, Dept. of Higher Education, Govt. of Odisha, Bhubaneswar for information.
2. The Principal, all the Affiliated // Autonomous College, Under Berhampur University, for information and necessary action.
3. The Controller of Examinations, Berhampur University for information and necessary action.
4. The Section Officer, Question Setting Unit, Berhampur University, for information and necessary action.
5. The Section Officer, Examination General / Confidential UG Section, Berhampur University for information and necessary action.
6. The Web Administrator along with soft copy of the Syllabus, Berhampur University, with a request to upload the same in the University website.


DEPUTY REGISTRAR

SUGGESTED CURRICULUM FOR THE PROPOSED COURSE

Ethics and Values

(Consisting of six modules of 1 credit each; 15 lectures per credit)

ODISHA STATE HIGHER EDUCATION COUNCIL
A-11, 2nd Floor, PUSTAK BHAVAN
SUKA BIHAR, BHOI NAGAR-751022
BHUBANESWAR, ODISHA

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OBJECTIVES/LEARNING GOALS OF THE COURSE

- Development of a good human being and a responsible citizen.
- Developing a sense of right and wrong leading to ethically correct behavior.
- Inculcating a positive attitude and a healthy work culture.

SEMESTER-I

Unit-1

Title: - Issues Relating to Women

Total no. of Periods-15

Full mark-25

Credit point -1

1.0 Aims of the Unit:

- *The module aims to generate a sensitivity among the students towards women*
- *Enable them to value the contributions of women, from family to the larger society*
- *To generate among them a distinct urge to respect women*
- *To appreciate that women should have equal status and equal entitlements as member of the society*

Learning Objectives:

After going through the contents of the module and the classroom transactions on the contents, the students are expected to

- Have changes in their perceptions and practices towards women
- Develop proper attitude towards women and value their work and contribution
- Come forward to challenge unethical treatments against women
- End gender based hierarchy and hegemony, remove the feeling that women are counter to men and bring about a complementarity among the hitherto existing gender binary
- Allow women to realize their self worth and contribute their best for betterment of the society
- Pioneer in creating a gender equal society where the well being, happiness and security of the women will be well protected ; contributing towards a better and happier society

Teaching Hours

1.1 Introduction:

General introduction on Ethics and Values, Gender equality as an essential precursor to social progress, the present scenario, Desirable gender related values.

1-2-3

1.2 Women and Family

Pre-natal sex selection, Gendered practices in the family, Gender based division of labour in the family, Marriage and women, Marriage and women's consent, Child marriage, Practice of dowry, Women and family violence.

4-5-6-7

1.3 Women and Work

Women's work: The Invisible hands, Exploitation of women at work, Gender Stereotyping at work, Glass ceiling, Women and pay gap, Sexual Harassment of women at work, Working women and role conflict.

8-9-10-11

1.4 Women, Community and Society

Violence against women in public spaces, Gender sensitive language and communication, Gendered language, Sexist Language, Gender neutral language, Women and property Rights, Women's property Rights in Indian Laws, The functionality of Women's Property Rights:

12-13-14-15

Some

SEMESTER-II

Unit-2

Title: - Values and Good Citizenship

Total no. of Periods-15

Full mark-25

Credit point -1

2.0 Aim of the Unit:

- Introducing the Salient features of Indian Constitution to students and to inculcate the sense of patriotism in them
- Encouraging them to Volunteer for social work
- Instilling appropriate work ethics in them

Learning Objectives:

- Understanding Basic Values of Indian Constitution
- Inculcating Volunteerism for Social change
- Helping students to become good human being and citizen

Teaching Hours

2.1 Indian Constitution

Salient Values of Preamble: Sovereign, Socialist, Secular, Democratic, Republic, Justice, Liberty, Equality and Fraternity.

1-2-3

2.2 Patriotism

Patriotic Value and ingredients of nation building, Concept of Good citizenship, Emotional connection with the country, Duties of citizens and Qualities of good citizens

4-5-6-7

2.3 Volunteerism

Concept and facets of Volunteerism and Leadership, Building a better society through Volunteerism, Blood Donation, Social Work, Helping the Aged, Environmental Protection

8-9-10-11

2.4 Work Ethics

Punctuality, Cleanliness, Law abidingness, Rational Thinking and Scientific Temper

12-13-14-15

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SEMESTER-III

Unit-3

Title: - Issues of Drug, Tobacco and Alcohol Addiction

Total no. of Periods-15

Full mark-25

Credit point -1

3.0 Aims of the Unit:

- Creating awareness about health and Societal hazards of drugs, tobacco and alcohol addiction
- Sensitizing students about professional support system for treatment and rehabilitation

Learning Objectives:

- The students become aware of the grave danger of consuming alcohol, tobacco and drugs
- Students would encourage their friends to remain away from tobacco ,alcohol , drugs and seek professional help when needed

3.1 Extent of the Problem

Extent of Drug and Tobacco addiction and alcoholism in India, Myths associated with them, Health hazards associated with them and how they have become silent killers

3.2 Socio- economic impact

Socio- economic impact of Drug and Tobacco addiction and alcoholism:

Loss of physical and mental strength, Loss of character, Loss of family ties and relationship, Loss of earning and livelihood potentials, Loss of societal respect and dignity etc

3.3 Laws to Address this Problem

Silent features of social legislation such as NDPS Act, 1985 and COTPA Act , 2003 , Mechanism and Government Schemes for prevention , de-addiction and rehabilitation

3.4 Role of Stake - holders

Provision of Tobacco free campus and role of students, Role of students in their family and immediate surroundings, Role of NGOs and other agencies

Teaching Hours

1-2-3-4

5-6-7-8

9-10-11-12

13-14-15

SEMESTER-IV

Unit-4

Title: - Ethical Values for Student Life

Total no. of Periods-15

Full mark-25

Credit point -1

4.0 Aims of the Unit:

- To familiarize the students with core values of Academics and Goals of Education
- To create an awareness about Unethical practices in the academics

Learning Objectives:

- The students will learn to behave ethically in the campus
- Exhibit respectful treatment to others in an organizational context
- Contribute to develop a positive social environment through active participation and cooperation with others

Teaching Hours

4.1 Meaning and Objective of Education:

Knowledge is power and quest for knowledge is the real meaning of education, not quest for Degree and qualifications; Real education builds character: Difference between Academic Qualification and Ability, Academic failure could be failure within the classroom, but not outside (i.e. Failed in exam, passed in life!)

1-2-3

4.2 Challenges for Ethical Practices in Institutions of Higher Education:

Ragging, Suicide and Need for Educational Counseling, Violence vs. Peaceful Protest, Conflict resolution, Plagiarism and Violation of Intellectual property Rights, Cheating in Examination and other Fraudulent Practices

4-5-6-7

4.3 Inter personal Relation and Community Life in HEI:

Green Preacher and conservation of Energy, Community Life in Campus including Hostels, Local Common area, Inter personal relations (Students-Teacher, Students-Student and Man-Woman, Positive Friendship).

8-9-10-11

4.4 Ethical Leadership in Academic Institution:

Concept and Traits of Leadership to provide solution, everyone has Leadership Role (not limited to position), Concept of Ethical leadership, Scope of Leadership in college and Universities for Students, Teachers and Administrators, Importance of co-curricular and extra – curricular activities.

12-13-14-15

2023

SEMESTER-V

Unit-5

Title: -Vulnerable Sections of Society: Understanding their Issues

Total no. of Periods-15

Full mark-25

Credit point -1

5.0 Aims of the Unit:

To create an awareness amongst students about the need for ensuring dignity and equality for the vulnerable sections of the society.

Learning Objectives:

- Students would be able to appreciate values and ethics relating to vulnerable sections of the society.
- Students would learn to practice equality, diversity and social justice.
- Students would become more empathetic and compassionate towards vulnerable sections of the society.

5.1 Issues Relating to Children:

Nutrition and health, Child Exploitation: Child labour, trafficking, Sexual exploitation

5.2 Issues Relating to Elderly Persons:

Abuse of Elders, Financial Insecurity, Loneliness and Social Insecurity, Health Care Issues, Needs for a Happy and Dignified Ageing

5.3 Issues Relating to Persons with disability:

Rights of PWD, affirmative action, Prevention of discrimination, providing equal opportunity, various scheme for empowering PWD and social justice for PWD

5.4 Issues Relating to Third Gender:

Understanding the Third Gender, Social justice for them, Removal of discrimination, Affirmative action and Acceptance of diversity of gender.

Teaching Hours

1-2-3-4

5-6-7-8

9-10-11-12

13-14-15

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SEMESTER-VI

Unit-6

Title: - Environmental & Techno Ethics

Total no. of Periods-15

Full mark-25

Credit point -1

Aims of the Unit:

- To develop awareness and sensitize students about the importance of environment for a sustainable earth and to bring Green Technology into action
- To focus their attention towards cleanliness, preservation of biodiversity and practice of conservation of natural resources
- To make them understand the judicious use of modern technology strictly on need basis
- To use science and technology for preservation of environment and its sustainable development but not for destruction.

Learning Objectives:

- Develop an understanding of environmental ethics and work towards sustainable development
- Commitment to Green Technology for sustainable future
- Understand ethical issues relating to use of digital medium

Teaching Hours

6.1 Environmental Ethics:

Types of Ecological Values, Environmental Values & Valuing Nature, Equitable use of Resources, Role of Individual in the conservation of resources for future generation, Bio-Ethics-Genetic manipulation in plants and animals for benefit of society and cruelty against animal.

1-2-3

6.2 Promotion of Green Technology:

Goal of Green Technology: Reduce recycling, Renew (removal of chemicals), Refuse and Responsibility.

Green Technology in relation to: -Energy and Construction.

4-5-6-7

6.3 Ethics and Technology with reference to Science, gadget, machine etc. and interaction with each other;

Agricultural, Industrial, Digital, Globalized Age etc

8-9-10-11

6.4 Judicious Use of Technology:

Judicious use of Mobile Phones, Electrical machines, Plastics, Television, Computers and their harmful effects

Ethics and Use of Digital Technology: Cyber ethics- Crimes and Ethical hacking,

Ethics of social media: WhatsApp, Facebook, Twitter and others.

12-13-14-15

Apexh
5-11-2021

Dr. Khunge
5-11-21

Dr. Khunge
5/11/21

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