

VIDYA BHAVANA

(Institute of Humanities and Social Sciences)

B.A. (HONOURS)inANCIENT INDIAN HISTORY, CULTURE & ARCHAEOLOGY

CC-I

History of India I (From Prehistory–400 BCE)

Course Objectives: This course is an introductory paper intending to introduce prehistory, protohistory and important political events till 400 BCE of India to the students. The course also intends to give a brief idea about the different sources and the changing interpretations of ancient Indian history.

Course Outcome: After completing this course students are expected to have a fair knowledge about the prehistory, protohistory and the sources of Ancient Indian History.

CC-II

Introduction to Archaeology

Course Objectives: The main objective is to introduce the undergraduates about the basics of archaeology. The paper will make students aware of the definitions of basic concepts in archaeology and the basic techniques involved in archaeology.

Course Outcome: This paper will help the students to understand the other papers of ancient Indian history where archaeology plays a very important role. They will be able to grasp the ideas of ancient sites and human landscapes in a much meaningful manner.

CC-III

History of India II (400 BCE-Middle of the 7th century CE)

Course Objectives: The main objective of this paper is to understand historical processes between 400 BCE to middle of 7th Century CE. Though the chronology of the paper starts at 400 BCE, an initial background is given starting from 200 BCE starting with the Sungas and ending with post Gupta scenario,

Course Outcome: The paper ensures that the students learn the changes in political, social, economic and cultural scenario happening during this chronological span. It will also teach them how to study sources to the changing historical processes.

CC-IV

Introduction to Ancient Civilizations I: Mesopotamia and Egypt

Course Objectives: The objective of this course is to introduce the students about the Ancient Civilizations of Mesopotami and Egypt. This course will familiarize the students with the Origin of Neolithic Revolution, process of Urbanization in Mesopotamia, Sumer from the

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beginning till the Persians. In the Egyptian section, the students will learn about the Old Kingdom- From First Dynasty to Eight Dynasty.

Course Outcome: After the completion of this course, the students will have a fair idea about the different aspects of the ancient history of Mesopotamia and Egypt.

CC-V

History of India-III (700-1300 CE)

Course Objective: This course forms the third part in the series of History of India. The time brackets are based on the specific historical changes like regionalism in polity, culture and economy marking a departure from the preceding era of Guptas. The chapters present a survey of new political scenario of ambitious regional powers with shifting and overlapping boundaries. The impact of the power struggle in the contemporary culture, literature, art, religion, political structure, economy that came to mark as a period of early medieval in Indian history forms the crux of the paper. The course introduces this scenario from different regions of India with specific focus on dynasties like Rashtrakutas, Pratiharas, Palas, Chandellas and Cholas. It is aimed to bring out a comprehensive idea of the period in terms of what forces formed the polity of the time as well as how the polity was detrimental of social life in region specific manner, which was also the phenomena across the subcontinent.

Course Outcome: The course is expected to familiarize the student to theories of state, feudalism, political structure and periodization in history, based on the Indian examples from early medieval period.

CC-VI

Introduction to Ancient Civilizations II: Ancient Europe, Greece and Rome

Course Objectives: This paper aims to introduce the students to the ancient western world. It is to give them a global historical perspective of the ancient world with special emphasis on Greek and Roman civilization. The students will try to understand the origin, development and decline of the civilizations.

Course Outcome: This paper will ensure that the students learn to look at cultures and civilizations globally. While they learn ancient Indian history of various chronological periods, it is also important to learn the contemporary civilizations and their historical processes.

CC-VIII

Introduction to Indian Society and Economy

Course Objectives: This paper is an introduction to studies in past societies and the development of economy. The course work is organized in a synchronized manner to mimic the method of recreating the past. The first unit deals with sources through which the past is imagined. The second unit will begin with a theoretical understanding of organizations and institutions that differentiated human from other animals. This is followed by discussion of early societies and the social institutions in practice like Varna-Jati, Ashrama system etc. The fourth unit deals with the changes in economic patters from early pastoral societies to agrarian societies and finally into urbanization. Finally the idea of trade and monetary economy will be discussed. The paper will conclude with a brief introduction to the feudalism debate.

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Course Outcome: This course will attempt to provide flesh and blood to the abstract concepts of society and economy. The study of Stratification will form the core of this work. The origin of family, caste, clan and social customs will be discussed under this paradigm. The modes of production and distribution of labor will also be incorporated in the discourse of the gradual evolution of the economy. It is envisioned that the students will be introduced to the genre of socio-economic history by the time this course is concluded.

CC-XI

Introduction to Indian Religion and Philosophy

Course Objectives: The students will be introduced with the Religious history of India from Pre Indus to the Puranic traditions. They will be introduced with sources of Vedic Religion and Sramanic sects like Buddhism and Jainism and some contemporary sects like Ajivikas, Carvakas and Lokayatas. The students will also be introduced with Philosophy of six schools for example Astika and Nastika, Nyaya- Vaisesika, Sankhya and Yoga, Mimamsa Philosophy and Vedanta.

Course Outcome: After completing the course students will have a familiarity with major trends in writing the religious history of India from Pre Indus to the Puranic traditions. The students will also have knowledge of philosophy of six schools for example Astika and Nastika, Nyaya- Vaisesika, Sankhya and Yoga, Mimamsa Philosophy and Vedanta.

CC-XIII

Introduction to Indian Art (300 BCE-1300 CE)

Course Objectives: The course is designed as an introduction. It is intended to familiarize the student to ancient Indian art traditions and stimulate an interest for the appraisal of ancient aesthetics. The prehistoric and protohistoric phases are presented as background for the emergence of art activity in succeeding periods. The course surveys through phases of Indian art as well as various forms of art in the ancient times. The course covers ancient religious architectures- rock cut and structural, temples, sculptures and the literature on painting from different regions of India from the given period. The course aims to introduce the students to ancient India art, related major sites and structures.

Course Outcome: The course will enable the student to appreciate the ancient aesthetics and knowledge of construction, and also stimulate interest to know the subject in detail.

CC-XIV

Early India: Sources and Modes of Interpretations

Course Objectives: The main objectives of the paper to study the major sources and their uses in the process of historical reconstruction, historical consciousness of the past in early cultures, and to study the different schools of historiography and representative historians in particular schools of interpretation.

Course Outcome: The student will have a wide-ranging idea on the different sources of the early India and their mode and different way of interpretation in the process of historical reconstruction.

DSE-I

Archaeology and Literature

Course Objectives: The course aims to initiate the ideas of corroboration of archaeological sources and literary sources in understanding early India. It aims to discuss the notions of political geography and historical geography as found in ancient Indian literature and also study its archaeological connotations.

Course Outcome: The outcome of the course is to ensure that the students develop a critical understanding of both the methodologies – archaeology and literature and they will be able use both of the sources effectively.

DSE-II

History of Science and Technology in Ancient India

Course Objectives: This course is intended to introduce students to the history of science and technology in Ancient India and to familiarize them with the major developments in different branches of science.

Course Outcome: After the completion of the course, the students will have a comprehensive understanding of the development of science and technology in different fields in ancient India.

DSE-III

Indian Social and Economic History (From the Beginning of Agriculture to 300 CE)

Course Objectives: The students are expected to attain better perspective regarding the origin of human settlements and Peasantisation of economy gradually evolving into an urban culture. A key approach of this work will be to teach the students the notion of processes in history and hence question belief and inculcate scientific temper.

Course Outcome: The course will be an introductory path into the study of settled societies. It will begin with the discussion about the earliest domestication of plant and animals. It will conclude in the era of guilds, long distance trades, monetized economies and flourishing towns. The sequences of study will be chronological beginning from the early Vedic period till the post-Mauryan period. Major themes such as the tribal economies, second urbanisation, Dharmasastras will be discussed in the process.

DSE-IV

Indian Religious History (From the beginning to 300 CE)

Course Objectives: The main aim of this course is to make students familiar with sources and nature of Indian religious history from the Indus religion to 3rd Century CE. In this course special emphasis will be given on doctrine and philosophy of Sramanic tradition like Buddhism and Jainism, Ajivikas and Carvakas.

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Course Outcome: After completing the course students will have a familiarity with the sources and the different approaches to the religious history of Ancient India from the beginning to 300CE.

DSE -V

Indian Art History (From the Beginning to 300 CE)

Course Objectives: This is first of the two papers on Art history option. As this is a specialized paper the syllabus deal in detail aspects relating to ancient Indian art from different regions and covers the period upto 300 CE. The religious structures, icons and methods of their making are dealt to understand the ancient knowledge pertaining to the art of building and aesthetics.

Course Outcome: the student will be able to appreciate the ancient wisdom of building and art and understand the continuity of the same a heritage.

DSE -VI

Indian Social and Economic History (300 CE to 1300 CE)

Course Objectives: This course is in continuation of the DSE III course, which deals with the early historic phase. A historiographic study of this period from the Kali age debate to changing pattern of trade and commerce. The growth of regional economies and peasantization of tribal groups will also be discussed. The proliferation of jati, a direct outcome of the above mentioned process will also be discussed. The study will be chronological as above divided into the three phases of feudalism by Prof. R.S.Sharma. The course will conclude with debates about state formation and changes in the early medieval period.

Course Outcome: The central objective of this course will be to introduce the students the concept of early medieval. The meaning of the term, its broader socio-economic processes and political outcome are few important things the participants are expected to learn.

DSE-VII

Indian Religious History (300 CE -1300 CE)

Course Objectives: In this course major emphasis will be given on the origin and concept of bhakti in Indian religious thought. In this regard special emphasis will be given on chapters of Bhagvad Gita which contains the meaning and interpretation of the term Bhakti. The history and development of Brahmanical sects like Savism and Vaisnavism and minor sects like Sakti worship is taken into account. The course also deals with the major changes that took place in Sramanic sects like Buddhism and Jainism from 3rd century CE.

Course Outcome: After completing the course students will have a familiarity with the rise and development of Brahmanical sects like Savism and Vaisnavism and Sramanic sects like Mahayana, Vajrayana and Tantrayana and Jain schools like Digambaras and Svetambaras from the 3rd century CE to the 13th century CE.

DSE -VIII

Indian Art History (300 CE to 1300 CE)

Course Objectives: This is the second paper in this specialization. The paper covers the later phase of Indian art history, when new forms of art and architecture emerged. The paper looks into regional specific art sensibilities and its context in detail.

Course Outcome: the student is prepared to identify the characters and features of Indian art from different regions of the given period. The course also helps them to understand art as source for historical studies.

DSE- IX

History of Ancient Southeast Asia

Course Objectives: South Asia and Southeast Asia has a long history of cultural, economic and political exchange. This key link between the eastern sea-board of India and south Asian requires further study. This course attempts to do the same. It begins with introducing its students the geographical and demographic aspects of Southeast Asia. It then deals with its past in a systematic manner, discussing the sources followed by polity, state and most important of all culture. It is the cultural similarities which has intrigued scholars for centuries. However, it needs to be kept in mind that the prime objective of this work is to trace the exchange of ideas that occurred between these two regions.

Course Outcome: This course is expected to introduce the students with Southeast Asia. This will introduce them to a relatively different arena where their minds can wonder freely. Despite methodological similarities it is always interesting to understand a different culture and note the depth to which they influence each other. These will be the prime motives of studying this paper at the early stage.

DSE -X

Ideas and Concepts in Early India

Course Objectives: This course covers different aspects of early ideas and concepts in ancient India, with the objective to discuss the Vedic ideas, concept of Karma, Dharma and moksha. The main aim of this course is to study the ideas of both Brahmanic and Sramanic tradition.

Course Outcome: After the completion of this course, the students will be able to understand the basic idea and concept of Early India.

GEC-I

Ancient Indian Civilization I

Course Objectives: The objective of this course is to introduce students to the history of ancient India, discuss various sources and the major developments from pastoralism to settled life, emergence of Mahajanapada till the Hoysalas.

Course Outcome: After the completion of the course, the students will have a fair understanding of the various sources and the history from pastoralism to settled life in Indian context. They will also be familiarized with the major developments from the emergence of the Mahajanapadas till the Hoysalas.

GEC -II

Ancient Indian Civilization II

Course Objectives: The course on Ancient Indian civilization part two covers the different component of Indian literatures and languages, various social institutions of early India and stages in early Indian economy. The main objectives of the paper to develop historical consciousness about the ancient Indian civilization in the minds of the students and to impart knowledge on the Indian literary and historical tradition.

Course Outcome: The student will be able to understand the early Indian classical literatures and languages, importance of the study of social institutions and various stages in the history of economy.

GEC- III

Ancient Indian Civilization III

Course Objectives: This course forms the third part in the study of Ancient Indian civilization, introduces the basic ideas on the early Indian religious traditions. The units of the paper cover the diverse religious sects such as Brahmamnic and Sramanic cults and study the origin and growth of intellectual movements of early India. The most important objectives of the course to develop knowledge on understanding of early religious history and analyze the emergence of temple institution.

Course Outcome: The student is prepared to identify the fundamental features of the early Indian religious history and the significance of the different religious sects of early India from different regions of the given period. The course also helps them to understand religious aspects as an important component of cultural studies.

GEC -IV

Ancient Indian Civilization IV

Course Objectives: For students of Generic elective the study of history is presented more precisely yet covering all branches of the discipline. This paper looks into ancient Indian art as a source to understand history, as evidence of knowledge from past, and also as reflections of past societies.

Course Outcome: The student will be familiar to ancient sites of art culture and religion and have understanding of the cultural past in more detail.

SEC-I

Introduction to Heritage Management and Museum Studies

Course Objectives: The objective of this course is to introduce students to the key concepts of Heritage management, including the definition and scope of the subject, the relation between Heritage and Museum and its implementation in the Indian context.

Course Outcome: Students will have an understanding of various issues related to Heritage management.

SEC-II

Introduction to Archaeological Field Methods

Course Objectives: The objective of this course is to introduce students to different archaeological field methods to recognize archaeological sites, artefacts (inscriptions, coins, terracotta objects, images, temples, secular structures and habitations).

Course Outcome: Students will have practical understanding of different archaeological fields methods employed to recognize archaeological sites and artefacts (both prehistoric and historic).

M.A.inANCIENT INDIAN HISTORY, CULTURE & ARCHAEOLOGY

A.1

Historical Geography of Early India

Course Objectives: The objective of the paper is to introduce the students the concepts of historical geography and the ideas of ancient traditions. The main aim is to make the students understand historicity of ancient landscape using ancient texts and archaeological evidences.

Course Outcome: The students will have an overall perspective of the interaction of people and ancient landscape.

A.2

Archaeological Background to the Study of Indian History

Course Objectives: This course introduces students to the key concept of archaeology, its relation with various other disciplines, its development in both global and Indian context and different dating methods. This course also aims to give a brief overview of South Asian archaeology starting from Prehistory to Historical Archaeology.

Course Outcome: Students learn the basics of Archaeology, its relation with other disciplines, its development in both global and Indian context and a brief introduction to South Asian archaeology.

A.3

Religion and Art in Early India (From the Middle of 2nd millennium BCE to 1300 CE)

Course Objectives: This is one of the compulsory introductory papers in the course. The paper surveys two interconnected fields of religion and art of ancient India. The evolution and development of religious ideas in the past and associated forms and structures of worship are studied in detail. The paper surveys the parallel developments in religion and art through the reasons for changes, characteristic features, the modes etc. It is aimed to stimulate interest among students to know the subject in depth further.

Course Outcome: The student will be familiar to the history of religion and art and also they will be capable of understanding the interconnected or comprehensive nature of cultural changes in Indian society.

A.4

**Early Indian Social and Economic History
(From the Middle of 2nd millennium BCE to 1300 CE)**

Course Objectives: The course on Early Indian social and economic history covers different aspects of Indian social system and different stages in the economy, myth of the origin of *chaturvarna* system and proliferation of various new castes and communities. The prime objectives of the course to make student to understand the major division between caste, class and kin-based society and the growth of urban based industrial economy and rural based agrarian economy.

Course Outcome: The students understand the basic concept of Varna based early Indian society and different stages in the economic condition of the Early India.

A.5

**Early Indian Epigraphy and Numismatics
(From the middle of 2nd millennium BCE to 1300 CE)**

Course Objectives: The main aim of this course is to make students aware of what is study of epigraphy, its use as a source for reconstructing the early history of India, its merits and demerits, eras used in the epigraphs as well as the beginning of epigraphical study. At the same time some of the inscriptions are taken into account to show their historical importance. The study of Coins is also incorporated in this course in order to show the students that how coins are used as a source for knowing the history of early India.

Course Outcome: After completing this course student will be familiar with the major trends in writing epigraphs. At the same time they will be aware of the history of numismatic study in Indian Subcontinent.

A.6

Approaches to the Study of Ancient India's Past

Course Objectives: The paper attempts to stimulate thoughts on nature, process and making of history. Regional specific notions of past from around the world are also introduced to the students to understand the process of history writing. The indigenous notions of past, the textual and other sources, their interpretation and the modern ideological interventions etc. are dealt in detail.

Course Outcome: This course is to provide an insight into the notions of past and history, making of the discipline and the writing of history. The students are expected to develop original thinking and analytical understanding.

A.7

The Emergence of State in India: Magadh

Course Objectives: This course deals with the history and ideology of rise of early state in India and the territorial expansion of Magadha to the time of Mauryan ruler Asoka. Further in this course students will be introduced the religious practices and patronization of religion by the State.

Course Outcome: After meticulous study of this syllabus, students will be able to understand the concept of early state formation, the monarchy, republic, Mahajanapadas forms of state in early India. Most importantly they will learn the structure of empire and the religion by the State.

A.8

Political Ideas and Institutions

(From the Middle of 2nd millennium BCE to 1300 CE)

Course Objectives: The objective of the course is to impart a theoretical perspective of concepts of polity of ancient India. It will deal with definitions related to various concepts of political ideas and institutions in ancient India

Course Outcome: It will enable the students to understand the political dynastic histories better. It will enable the students to have a critical understanding of the ancient polities.

A.9

The Gupta Period in Indian History

Course Objectives: This is one of the dynasty specific papers of the course. The period of Gupta rule has marked significance in Indian history. The paper looks into the political, religious, cultural, social and other associated aspects of the time in detail. It discusses the political structure and the reciprocal nature of many other social institutions of the Gupta period.

Course Outcome: The student gets a thorough understanding of the developments of the era to assess how it was different from the previous and more importantly how it organically leads to the succeeding changes in Indian polity.

A.10

Deccan and South India from 300 BCE and 700 CE

Course Objectives: The peninsular region was one of the most happening spaces in early historic period. The paper discuss the transitions of societies, emergence of state, its evolution into structured forms, the dynastic rules associated social and economic changes. Intend to include regional history, especially, the Deccan and south for the confluence of cultures and polities.

Course Outcome: The student will have a comprehensive picture of history of the period covered. It also enables the student to understand the region in context as well in relation to rest of the country.

A.11

South India from 700 CE to 1300 CE

Course Objectives: The main objectives of the paper to study the political history of the south India from the middle of 6th century AD to 8th century AD. The course covers the major political powers of south India and their extensions, the structure of the state, their cultural importance, administrative machinery and functions of the local assemblies.

Course Outcome: The student will have a comprehensive picture of the political history of south India during the study periods. It also enable the student to understand the dominant political powers of south India and their social and cultural influences in the history of early and early medieval India.

A.12

History of Eastern India including the Brahmaputra valley (700 CE to 1300 CE)

Course Objectives: In this course the geography of eastern India including the Brahmaputra Valley will be introduced. The course also includes political developments in Eastern India under major dynasties. The course will also discuss the archaeology of Eastern India and its contact with South East Asia.

Course Outcome: After the completion of this course the students will have a fair understanding of the archaeology of eastern India and its contact with SE Asia.

S.1

Approaches to Archaeological Studies in India

Course Objectives: The students learn the development of the discipline of archaeology in India. It looks at the historiography of the discipline of archaeology from the earliest perception of past in the pre-independence era to the growth of regional identities and local institutions.

Course Outcome: Students learn the changing perception of India's past through various chronological phases. It enables them to critically look into the phases of the development of this discipline.

S.2

Archaeology: Theories and Techniques

Course Objectives: The course is divided into two parts – theories in archaeology and field methods. The primary objective of the first part of the course is to introduce the major theories used in archaeology. The objectives are to provide a methodological foundation for archaeological interpretation, as well give an idea of global perspective on changes occurring in the discipline. The second part introduces students to the process of archaeological investigation from the discovery of sites to their excavation and analysis of the recovered archaeological evidences. This course will also include training in field methods including excavation techniques.

Course Outcome: By the end of the course students will be able to understand basic features of various theories and thoughts used in archaeological interpretations. They will also learn the practical methods of doing archaeological work.

S.3

Prehistory of South Asia

OBJECTIVES AND OUTCOMES

Course Objectives: The objective of this course is to introduce the concept of Prehistory, its aims and the development of prehistory as a discipline. The course also covers portions on geological time period and human evolution to understand the evolution of human over different periods. The course also contains unit on Lower Palaeolithic, Middle Palaeolithic, Upper Palaeolithic, Mesolithic and Neolithic period and to study the tools, typology, contexts and adaptations of each period. The course also has fieldworks and laboratory study of artifacts.

Course Outcome: After the completion of the course, students gain basic perspective on prehistory, geological period, human evolution and the different Stone Ages in South Asian context. The students also get a better understanding of the archaeological sites and artifacts after completing the practical sessions.

S.4

Protohistory of South Asia

Course Objectives: The course will cover aspects the Chalcolithic culture of South Asia starting from neo-chalcolithic cultures in various parts of the subcontinent till the appearance of iron in the late second, to early first millennium BC. One major part will be discussing Indus civilization –its origin, growth and decline. The focus will be on the Western India, Gangetic valley, central India, and the South, with an examination of the Chalcolithic cultures that co-existed with Harappan urbanism and continued after its decline, and the developments that led to the emergence of the 'second urbanization' during the first millennium BC.

Course Outcome: On the successful completion of Protohistory of South Asia, students will develop a strong foundation and critical understanding of the subject and will be able to situate South Asian materials within wider archaeological debates.

S.5

Historical Archaeology of South Asia (Iron Age to Medieval)

Course Objectives: The Early Iron Age is a formative period in Indian Civilization and so its archaeology is of great interest. In this course the data from different parts of India is reviewed. The course also aims to initiate the students to the debates of Iron age and Early Historic urbanism. It will deal with the ideas of archaeology of Buddhism and the manifestation of material culture in early medieval period.

Course Outcome: Students are introduced to the archaeological record of the Iron Age in India and some of the theoretical issues related to state formation and the development of complex societies

S.6

Ethnoarchaeology: Theories and Practices

Course Objective: The objective of this course is to introduce ethnoarchaeology and discuss its major role in archaeology for interpretations. The course also discusses key concepts of ethnoarchaeology with case studies both from India and different parts of the world. The last unit in this course deals with the emerging concepts to make the students aware of the recent trends in ethnoarchaeology.

Course Outcome: After the completion of the course, students will be familiarized with the concepts of ethnoarchaeology, important ethnoarchaeological case studies from India and abroad and the key role played by ethnographic data as a source to understand archaeological data.

S.7

Indian Epigraphy and Palaeography-I

Course Objectives: The main purpose of this Course is to teach the students how to use an inscription as a historical document. This is done by analyzing the contents of the inscriptions and the significant terms in their historical context. The language and script used in the inscriptions is also incorporated in this course.

Course Outcome: After completing the course the students will have a familiarity with the contents of the inscriptions mentioned above and the significant terms used in it. The students will be familiar with palaeography which is a study of language and script. It will be of immense help to students in reading the inscriptions.

S.8

Indian Epigraphy and Palaeography-II

Course objectives: The purpose of the course is to teach the students the use of reading and writing the major scripts of Indian subcontinent. The origin and development of scripts are also incorporated in this course.

Course Outcome: After completing this course the students will have a familiarity with the reading and writing the major scripts of Indian subcontinent. The knowledge of scripts will help them in reading and interpreting the original inscriptions.

S.9

Indian Epigraphy and Palaeography-III

Course objectives: The main objective of the course is to teach the use of inscriptions as historical documents. Analytical study of the contents and significant terms in historical context will be expected.

Course outcomes: After completing the course the students will be familiar with how to use the inscriptions as a historical documents.

S.10

Indian Numismatics-I (Methods and Techniques)

Course objectives: The main purpose of this course is to teach the students the methods and techniques used in minting coins in early India. Identification of coins is also an important part of this course.

Course outcomes: After completing this course students will have the knowledge of methods and techniques used in minting coins. At the same time they will also learn how to handle and identify a particular coin.

S.11

Indian Numismatics-II (Early Indian Coins up to 320 CE)

Course Objectives: The main aim of this course is to teach the students the origin of antiquity of coins in early India. The coins of different ruling powers both foreign and indigenous in Indian subcontinent up to 320 CE is also taken into account in this paper. Tribal and local coins of India is a part of this study.

Course outcomes: After completing this course students will gather knowledge of different types of coins issued by ruling powers in early India. This knowledge will help them in identifying characteristic features and legends on a particular coin.

S.12

Indian Numismatics-III (Indian Coins from 320 CE to 1300 CE)

Course Objectives: This course will give the students the thorough knowledge of not only principal coins of early medieval north India but also South Indian coins from 320CE to1300 CE.

Course outcomes: After completing this course students will have a familiarity with the coins of one of the major ruling powers of India like Guptas. The characteristic features and legends in different languages and scripts on the coins of Chalukyas, Kadambas, Cholas and Pandyas help them in using these coins as a source of reconstructing the history of South Indian powers.

S.13

Social History of India upto 400 CE

Course Objectives: This course will concentrate on the aspects of social history in the early historic period. It will begin with an analytical discussion around the use of sources in understanding social history. The sources will include both literature and archeology. The evolution of Varna-Jati system along with social evils like untouchability and slavery will also be discussed. The continuity and changes in the Asrama system as discussed in the normative texts will also be critically analyzed. The position of women, represented in the normative texts and exemplified in the narrative texts will be studied comparatively.

Course Outcome: The students are expected to learn the basics scholarship in social history by the conclusion of this paper.

S.14

Gender Studies: Women in Ancient India

OBJECTIVES AND OUTCOMES

Course Objectives: This course will introduce the students with the concept of Gender itself. The work will attempt to historicize the concept to better understand changes in the given paradigm over time. The study will begin with looking at the position of women in the pre-historic society followed by debates revolving the mother goddess cults. The study will continue by analyzing the representation of women in different religious cults like Vaishnavism, Shaktism, Buddhism, Tantricism, Bhakti etc. The study will then attempt to study the history of ordinary women, their lives as represented in the normative texts. This will include a study of their economic agency within the bounds of ritual constraints. The course will conclude with a brief study of certain extreme practices forced upon by the patriarchal setup. This includes the study of the Sati system, Devadasi system and the idea of Widowhood.

Course Outcome: The course will learn to historicize the concept to better understand changes in the given paradigm over time.

S.15

Social History of India from 400 CE to 1300 CE

Course Objectives: This will be a continuation of the paper mentioned above. It will discuss the social history of the Early Medieval period. So this course will attempt to instruct the students in sources from the Early medieval period, and methods of interpreting them. The course will begin with a discussion of the Vaishyas and the Sudras whose number swell with the changes in the agrarian dynamics. This paper will also discuss the new professional classes like the Kayasthas and the Rajputs in context of the early medieval society. The course will conclude with the study of Education system exemplified in Nalanda, Vikramshila and similar places of learning.

Course Outcome: The courses will impart the students a critical understanding of the various aspects of caste system and other aspects of early medieval society.

S.16

Economic History of India up to 400 CE

Course Objectives: As the title of the course suggests, this paper will be an in-depth study of economic history in the Early Historic period. Concept like mode of production, factors of production, distribution of labour etc, will be elucidated in the introduction of this course. The first unit deals with the sources. In this the discussion will be two pronged. The first will be to list out all the major sources used in the reconstruction of the past such as the Arthasastra. The second aspect of be to teach the students methodology to interpret the sources, and also to narrate them in a historical manner. The following unit ensues with the debates around the second urbanization and the process of urbanization itself. The third unit will attempt to understand the agrarian changes that led to the above mentioned urbanization and the sources that shed light on these issues. The production and accumulation of surplus would be a major discussion in this unit. The fourth unit will deal with craft production with special interest on the Mauryan economy, which stands as the prime example of state enterprise. The course will conclude with a discussion on trade and revenue extraction methods in the post-Mauryan period.

Course Outcome: Pursuing this paper, the students are expected to learn the immense scholarship in the reconstruction of the economic past. This hopes to inculcate the concept of economic analysis of the ancient past and critical mindset of the students.

S.17

Economic History of India from 400 CE to 1300 CE.

Course Objectives: This paper is in continuation of course S16 which deals with economic history of Early historic period. Under the overarching paradigm of the feudalism debate, the Early medieval economy will be discussed in this course. The study ensues with the critical examination of the concept of ownership of land. This will lead to the study of agrarian structure and methods of craft production in the changed economy. This will be followed by the Urban decay debates with special emphasis on trade and market centres, both old and new. Finally the relationship between feudalism and polity will be discussed towards the end. It is essential to understand the co-relation between these two dominant aspects of the past.

Course Outcome: The students are expected to retain ample understanding of Early Medieval Period by the end of this course. They will also gain experience in methods of dealing with primary sources. Finally, the students are expected to gradually develop a better sense of analysis and critical thinking for their future endeavors.

S.18

Themes in Early Indian Social and Economic History

Course Objectives: This is the conclusive paper in the study of socio-economic history. The first unit deals with terminology, their origin and meaning. The inherent and the given meanings of society and economy itself will be discussed. The following units can be divided in two parts. The second and the third units deal with social history, whereas the fourth and the fifth deals with economic history. Varna-Jati and the concept of Samskara, their origins and evolution will be revised. Similarly, the urbanization process and the debates around monetization of economy and guild system will also be discussed. The core purpose of this paper is two-fold. The first objective is a quick revision of socio-economic history, which is stated above. The second and the more important aspect of this work is to help the students willing to indulge themselves in further research.

Course Outcome: This would help them to better choose for themes of ancient social and economic history that they might be interested. The discussion in class will also be research oriented.

S.19

Vedic Religion and its Legacy

Course Objectives: The paper initiates the student to the origin and evolution of religion in India. The earliest text based religious practices, rituals, purpose and importance in the context are discussed. The concepts of deities, forces, nature etc as known from the sources will provide the student a historic perspective into the origin of religions.

Course Outcome: The student will have an understanding of religious ideas and practices of ancient India from an academic and historic perspective.

S.20

Evolution of Puranic and Hindu Religious Cults, Rituals and Ideas – I

Course Objectives: This paper is a sequel to the previous ones and discusses the further transitions in Vedic religion with the new philosophical propositions in religious ideas. The new concepts, ideas, rituals and practices that carried the legacy of early phase and brought new flavor to the religion are introduced to the students.

Course Outcome: The student learns the progress and trajectories of religion in early India from an academic and historic perspective.

S.21

Evolution of Puranic and Hindu Religious Cults, Rituals and Ideas-II

Course Objectives: The third paper in the series look into the changes in the religious scenario of ancient India. The compositions of new normative texts, new deities and cults, concepts of devotion and its cult, regional developments of religious ideas and practices are the focus of this paper. The students are familiarized to more texts.

Course Outcome: the students will have clear understanding of transitions and changes in religion and will be able to understand the geographic context specific reasons for religious and cultural changes

S.22

Buddhism

Objectives: This paper singularly focuses on Buddhism. The origin, its milieu, the reasons and background are dealt in detail. The development of Buddhism from an order to institutionalized religion, its breaking into branches and spread across places are discussed in the paper.

Outcome: The student will learn the historicity of the religion, especially in its socio cultural background and material milieu.

S.23

Jainism

Course Objectives: The paper focuses on Jainism. It discusses the background, development, basic principles, important preachers and institutions related to the religion. The social significance and branching of the religion and its spread in far wide regions are also part of the syllabus.

Course Outcome: The student is expected to learn the historical significance of the religion, its social background and cultural significance.

S.24

Tantrism

Course Objectives: Tantrism is a major branch of Indian religious practice. It has been applied to the worship of deities from different cults. The paper surveys its origin, development and adoption into different religious sects and practices. It also discuss how the Tantrism is a continuing legacy in Indian belief system.

Course Outcome: The students are expected to understand the practices as a social phenomena and intellectual by product of beliefs and practices of ancient India

S.25

Architecture I: Proto Historic Phase: Stambhas, Stupa and Rock-cut Architecture

Course Objectives: This paper is the first in Art and Architecture specialization. The topics cover the development of art from proto historic to late second millennium CE. Different religious roots of art, ideas, techniques, methods and modes of art production and construction from ancient India is discussed in detail.

Course Outcome: the student will be well versed in the early phase of Indian art, its features and characteristics.

S.26

Architecture II: Temple Architecture (North India)

Course Objectives: the paper is framed to understand the temple architecture of north India, because primarily, temples form the largest number of art evidences, secondly, they are identified with a regional style. This paper looks into the art and science of building temples in the past, their aesthetic appraisal, the reflection of sub regional variation and sensibilities.

Course Outcome: The student will be able to identify temples based on stylistic classifications, also understand the progress of art through time and space.

S.27

Sculpture and Painting

Course Objective: Sculptures and paintings form large part of ancient art evidence. They are mostly found as part of building structures and also in loose form. The development of this art tradition is studied in the backdrop of religion and greater changes in culture and society, so as to use them as sources to study the past.

Course Outcome: This study enables the student to understand the meaning, use, purposes and worth of art evidences from ancient times, especially the sculptures and paintings.

S.28

Architecture III: Temple Architecture (South India)

Course Objective: The regional variety of temple building style of the peninsular region is focused in this paper. It discusses the phases of development, patrons of the art activity, the styles and variations and the methods and techniques. The paper also surveys important sites and monuments in relation to the art.

Course Outcome: the learner will be able to identify the regional styles of art, temple structures of different periods and regions.

S.29

Iconography I: Jain and Buddhist Iconography

OBJECTIVES AND OUTCOMES

Course Objective: A systematic study of Jain and Buddhist sculptures are offered here. The evolution and development of its iconography, types of icons their features are dealt in detail. The religious nuances of art, reflection of religious changes and other contemporary aspects on art are also discussed.

Course Outcome: A student of this course will be able to identify a sculpture with its religious affinity, tentative period, the character and style.

S.30

Iconography II: Brahmanical Iconography

Course Objectives: The Brahmanical religion also has produced large number of icons. The paper will study the varieties of icons based on the canonical and sacred texts on which they are based. The sculptures, their features, characteristics and other aspects will be studied. It will also discuss the patrons of art.

Course Outcome: A student of this course will be able to identify a sculpture with its religious affinity, tentative period, the character and style.

M.Phil COURSES in ANCIENT INDIAN HISTORY, CULTURE & ARCHAEOLOGY

Semester- I

Course –I: Research Methodology and Techniques: (4 Credits/100 Marks)

Course Objectives: This course train the researcher to carry out research efficiently and methodically. The technical aspects and tools in every step of research are taught. It covers from the selection of topic to final research report writing.

Course Output: The researcher will be able to choose the research topic and suitable methods to carry out the further research and will be able to write the dissertation at the end of the course following this training.

Course- II: Historiography: (4 Credits/100 Marks)

Course Objectives: This paper discuss in detail the theoretical and epistemological aspects of the discipline history. The development, nature and theoretical prepositions of the subject are dealt with in a global perspective to place Indian historiography in context.

Course Outcome: The researcher is expected to develop a structured historical sense based on the understanding of the significance and relevance of history in human knowledge production.

Semester- II

Course-III: Major Themes in Early Indian History, Culture & Archaeology- I (With Special Reference to Eastern India) (4 Credits/100 Marks)

Course Objective: This course is specific on branches of Indian historical studies focusing on Eastern India. The first part on archaeology of eastern India introduce the researcher to the historiography of archaeological researches and important sites in the region. The second section on epigraphy and numismatics deal with typologies of inscriptions, development of

OBJECTIVES AND OUTCOMES

scripts and coinages. The third section on art and architecture deals with art as the product of social activity and reflection of aesthetics from the past. These three sections together provide a comprehensive understanding for research on eastern India.

Course Outcome: The researcher is enabled to focus on eastern India, specifically on the given branches and carry out the research.

Semester – II:

Course No. IV: Major Themes in Early Indian History, Culture & Archaeology: II **(With Special References to Eastern India)**(4 Credits/100 Marks)

Course Objectives: This paper is a sequence of paper III, and focus on social and economic aspects of eastern Indian history. Different theoretical propositions pertaining to study of India social history help the researcher to gain a scientific understanding. The economic aspects of ancient eastern India is second part of the paper. The historical developments of religions and their studies form the third part.

Course Outcome: The researchers who intend to focus on the social, economic or religious history will gain strong foundations on the field.

Semester III

Course- V: Reviewing of Published Research work and Written Presentation of a Synopsis.(4 credits / 100 Marks)

Reviewing of Published research work in the relevant field of research and written presentation of a synopsis on the proposed area/ title of research before the respective Patha-Samiti (Board of Studies). The Patha-Samiti (Board of Studies) concerned shall evaluate the synopsis, approve the proposed title and or suggest any change, if necessary, of the title of the research topic. The Patha-Samiti (Board of Studies) concerned shall finally nominate the supervisor for each candidate.

Ph.D. Course Work in Ancient Indian History, Culture and Archaeology

Paper-I Historiography and Research Methodology

Course Objectives: This paper is designed as foundation for historical research and divided into two specific sections of historiography and methodology. the chapters are intended to provide a proper understanding of the nature and character of the discipline, its development through stages and various thoughts. The methodology part deals with the process of research writing and history writing.

Course Outcome: The paper is expected to provide the necessary insights into the theoretical and structural aspects of the discipline enabling the researcher to carry out research.

Paper- II (Elective)

OBJECTIVES AND OUTCOMES

Course Objectives: This elective paper comprises themes from different branches of Indian historical studies. It also familiarizes the researcher to brief historiography and recent developments in each field and help them to choose the field of interest and understand the larger context of Indian historiography.

Course Output: The researcher will be able to narrow down the interest area as well as being introduced to different branches will enable to conceive research from a broader perspective.

Department of Economics & Politics

BA (HONS) in ECONOMICS

SEMESTER-I

Core Course 1 (CC-01): INTRODUCTORY MICROECONOMICS

Course objectives: The emphasis of the course will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyse real-life situations.

Learning Outcomes: This course is designed to expose first-year students, who may be new to economics, the basic principles of microeconomic theory.

Core Course 2 (CC-02): MATHEMATICAL METHODS IN ECONOMICS-I

SEMESTER-II

Core Course 3 (CC-03): INTRODUCTORY MACROECONOMICS

Core Course 4 (CC-04): MATHEMATICAL METHODS IN ECONOMICS – II

Course Objectives

This course is the second part of a compulsory two-course sequence. This part is to be taught in Semester II following the first part in Semester I. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus. This course teaches the method of applying mathematical techniques to economic theory in general.

Learning Outcomes

The course provides the mathematical foundations necessary for further study of postgraduate economics, statistics, computer science, finance and data analytics. The

OBJECTIVES AND OUTCOMES

analytical tools introduced in this course have applications wherever optimization techniques are used in business decision-making for managers and entrepreneurs alike. These tools are necessary for anyone seeking employment as an analyst in the corporate world.

Semester-III

Course:CC-05:INTERMEDIATE MICROECONOMICS – I

(Mathematical Approach)

Course Objective

It is aimed to be a foundation course on using mathematical tools to understand more clearly various microeconomic analyses and models that students are previously introduced to in a logical way. The discipline of economics is increasingly relying on mathematical techniques to explain complex phenomenon relating to micro and macro issues. The broad objective of this course is to equip the students with basic tools of mathematics and showing examples of how they help in understanding the rational decision making process of an economic agent.

Learning Outcome

At the end of the course, students are expected to be familiar with basic mathematical techniques like differential and integral calculus and how mathematics deals with limiting situation of a continuous variable. They also learn the techniques and logic of unconstrained optimization, constrained optimization and can deal with discrete and continuous time in analysing inter-temporal decision making. These mathematical tools are shown to be applied to analyse the behaviour of different economic agents like buyers and sellers. These techniques prepare the students to deal with more complex economic systems like General Equilibrium models and Dynamic Optimization, which are covered in different other courses down the line in their pursuit for higher degrees.

Course-CC-06

INTERMEDIATE MACROECONOMICS - I

Course: CC-07

STATISTICAL METHODS FOR ECONOMICS

Course Objective

The discipline of economics largely depends on information to be processed by the tools of statistics. The objective of this course is to introduce the students to the discipline of statistics and to familiarize them with techniques of information processing that has wide application in economics.

Learning Outcome

This course introduces the types of information that are collected for various economics analyses and the standard and basic ways to produce and represent summary information hidden in a raw dataset. The course also prepares them to various statistical terms which in their later days become a common language in communicating economic results. The course also prepares the students to venture into more sophisticated statistical analyses like Econometric tools that are integral part of the syllabus in higher classes.

SKILL ENHANCING COMPULSORY COURSE

SEMESTER III/ (SECC-I)

MATHEMATICAL METHODS-III

Course Objective

OBJECTIVES AND OUTCOMES

In this course students are introduced to the basic mathematical tools necessary to analyze dynamic economic models as well as stochastic models that are crucial to empirical studies. These skills are not only essential prerequisites for many courses on economic growth, development as well as econometrics but also crucial to handle statistical data that is important requirement in various jobs available for students of economics.

Learning Outcome

At the end of this course the student is ready to deal with issues in dynamic economics and to proceed to learn more about statistical methods that analyze empirical data.

SEMESTER-IV

Course : CC-08: INTERMEDIATE MICROECONOMICS - II

Course Objective:

This course builds on the microeconomic principles studied in the previous Microeconomics courses and provides an analysis of the way in which the market system functions as a mechanism for coordinating the independent choices of individual economic agents. It develops a basis for evaluating the efficiency and equity implications of competition and other market structures, and a perspective on the appropriate role of government. Included are the study of consumer choice, production and cost, market structure, and market failure. Given the emphasis on applications in earlier courses this course will put more emphasis on the mastery of theoretical concepts and analytical tools, although their application to real world problems remains an important part of the course.

Learning obs

Upon successful completion, students will have the knowledge and skills to: apply economic concepts to solve for choices made by consumers and producers; assess the economic efficiency of market outcomes for different market structures, also in the presence of externalities, and/or when influenced by government intervention

Course CC-09: INTERMEDIATE MACROECONOMICS - II

Course Objective: The objective of this course is to teach the foundations of Macroeconomics -- its basic schools of thought like Keynes, Classics, Monetarism, Rational expectations etc.

Learning outcome: Students should be able to understand the fundamental debates of Macroeconomics especially focusing on policy discourse -- policy relevance/irrelevance debate across different schools. Thus, not only the theoretical complexities, but also the practical relevance of Macroeconomics could be comprehended.

Course: CC-10: INTERNATIONAL ECONOMICS

Course Objectives:

This course makes the students familiar with the basic theories of International trade. Starting with the Absolute Advantage of Adam Smith and Comparative Advantage of David Ricardo the course covers most of the fundamental trade theories such as the Heckscher-Ohlin trade theory to the International Product Life cycle theory. They also study the various trade policies such as tariff and quota. They are also taught the basics of international finance that includes study of balance of payments accounts and exchange rate theories. From this course the students get an overall idea of the trade theories developed over time..

Learning Outcomes:

Upon successful completion of the course, students will have the

1. knowledge and skills to be familiar with the basic models of international trade and their essential properties;
2. Understand the tools taught in class and be able to recognise their application to the analysis of real world fact situations;
3. Read and understand professional economics articles in the field of international trade theory.

SKILL ENHANCING COMPULSORY COURSE

SEMESTER IV / STATISTICAL METHODS-II (SECC II)

Course Objectives

The discipline of economics largely depends on information to be processed by the tools of statistics. The objective of this course is to introduce the students to the sampling techniques, problem of inferences and testing of hypothesis - all of these have wide application in economics.

Learning Outcomes

This course introduces the types of sampling methods and the standard and basic ways to perform testing of hypotheses. The course prepares the students to various statistical techniques which in their later days become a common language in communicating economic results.

SEMESTER-V

Course: CC-11: INDIAN ECONOMY-I

Course Objectives

This course gives an overview of India economy. It aims at showing the picture of our economy right from the eve of independence – as underdeveloped one, with low growth as one of the important characteristics – to the present one – as being one of the fastest growing economies. As such, the syllabus covers the plans and strategies taken for the development of the country since independence, with particular focus on paradigm shifts and turning points. Furthermore, the objective is also to equip students with other contemporary issues of our economy such as, human development, inequality, employment and population growth.

Learning Outcomes

OBJECTIVES AND OUTCOMES

- (a) To understand the basic characteristics of economic development and growth of Indian economy.
- (b) To be able to understand economic planning in India.
- (c) To analyze new economic policies (privatization, liberalization and globalization) in India.
- (d) To gain knowledge about the contemporary issues of our economy.

Course: CC- 12: DEVELOPMENT ECONOMICS-I

Course Description

This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to strategies and models of development. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. The course ends by linking economic and political institutions to development by discussing the role of the state and market in economic development.

DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS: GROUP-I

Course: DSE- (i)

Paper: PUBLIC ECONOMICS

Course Objectives

The focus of the course, which draws on microeconomic theory, is on the development of analytical tools and their application to key policy issues relating to the spending, taxing and financing activities of government. Particular emphasis is given to recent developments in public economics, including findings from current research, in areas such as behavioural public economics, new empirical methods and policy innovations.

Learning Outcomes

The course aims to give students an appreciation of the analytical methods in economics for the study of the public sector and the role of the state in principle and in practice; to provide a thorough grounding in the principles underlying the role of the state, the design of social insurance and the welfare state and the design of the tax system and to enable students to understand the practical problems involved in implementing these principles.

Course Description

Public economics is the study of government policy from the points of view of economic efficiency and equity. The paper deals with the nature of government intervention and its implications for allocation, distribution and stabilization. Inherently, this study involves a formal analysis of government taxation and expenditures. The subject encompasses a host of topics including public goods, market failures and externalities. The paper is divided into two sections, one dealing with the theory of public economics and the other with the Indian public finances.

Course: DSE (ii)

Paper: MONEY AND FINANCIAL MARKETS

Course Description

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

Course-DSE (iii)

Paper: ECONOMIC HISTORY OF INDIA (1857-1947)

Course Objective

It is aimed to be a foundation course on the understanding of the history of India, especially the British colonial era from an economics perspective. The objective of the course is to enable them to look at colonial history from a very rational perspective. They are taught economic issues like the theory of economic drain that was actually calculated by Dadabhai Naoroji, trade restrictions, land revenue related policies, etc. It is an important course for the students to understand the foundation of the independent India.

Learning Outcome

At the end of the course, students are expected to look at Indian history more rationally and from an economic perspective. This will help them in their argument and in their thinking process when they discuss about the history of the country.

Course Description

This course analyses key aspects of Indian economic development during the second half of British colonial rule. In doing so, it investigates the place of the Indian economy in the wider colonial context, and the mechanisms that linked economic development in India to the compulsions of colonial rule. This course links directly to the course on India's economic development after independence in 1947.

Course- DSE (iv)

Paper: ECONOMICS OF HEALTH AND EDUCATION

Course Description

The importance of education and health in improving well-being is reflected in their inclusion among the Millennium Development Goals adopted by the United Nations member states, which include among other goals, achieving universal primary education, reducing child mortality, improving maternal health and combating diseases. This course provides a microeconomic framework to analyze, among other things, individual choice in the demand for health and education, government intervention and aspects of inequity and discrimination in both sectors. It also gives an overview of health and education in India.

Semester-VI

CC- 13: INDIAN ECONOMY-II

Course Description

This course examines sector-specific policies and their impact in shaping trends in key economic indicators in India. It highlights major policy debates and evaluates the Indian empirical evidence. Given the rapid changes taking place in the country, the reading list will have to be updated annually.

CC-14:INTRODUCTORY ECONOMETRICS

DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS: ECONOMICS

GROUP-II

Course: DSE-X

Subject:COMPARATIVE ECONOMIC DEVELOPMENT (1850-1950)

Course Description

This course investigates selected issues in comparative historical perspective over the 19th century and the first few decades of the 20th century. The course focuses on a set of countries, which followed clearly diverse trajectories and patterns of growth to achieve their industrial transition and compares the outcomes of these diverse trajectories on sectoral change, inter-sectoral relations, labour processes and industrial relations and also compares the role of the state in facilitating the respective trajectories.

Course: DSE-XI

Subject: FINANCIAL ECONOMICS

Course Description

This course introduces students to the economics of finance. Some of the basic models used to benchmark valuation of assets and derivatives are studied in detail; these include the CAPM, and the Binomial Option Pricing models. The course ends with a brief introduction to corporate finance.

Course: DSE-XII

Subject: Dissertation /Project
Syllabus for B.A. (Hons.)

Generic Elective Courses in Economics

Generic Elective in Economics I: Introductory Microeconomics

Course Objectives

The course provides an introduction to a core area of economics known as microeconomics. It considers the operation of a market economy and the problem of how best to allocate society's scarce resources. The course considers the way in which various decision making units in the economy (individuals and firms) make their consumption and production decisions and how these decisions are coordinated. It considers the laws of supply and demand, and introduces the theory of the firm, and its components, production and cost theories and models of market structure. The various causes of market failure are assessed, and consideration is given to public policies designed to correct this market failure.

Learning Outcomes

This course aims to develop an understanding of the framework that economists use to analyse choices made by individuals in response to incentives and consider how these choices can also serve the social interest. The course introduces students to models of how individuals and firms interact within markets, when markets fail, and how government policy may improve outcomes for society. A theoretical framework is developed in which students acquire an understanding of how economic agents interact and by doing so develop the literacy and verbal communication skills necessary for presenting arguments of an economic nature.

Course Description

This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

Generic Elective in Economics II: Introductory Macroeconomics

Course Description

This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.

Generic Elective in Economics III(a): Indian Economy-I

Course Objective

This course gives an overview of India economy. It aims at imparting knowledge about the development process of our economy from the eve of independence. As such, the syllabus covers the plans and strategies taken for the development of the country since independence, with particular focus on paradigm shifts and turning points. Furthermore, the objective is also to equip students with other contemporary issues of our economy such as, human development, inequality, employment and population growth.

OBJECTIVES AND OUTCOMES

Learning Outcome:

- (a) To have idea of the basic nature of Indian economy.
- (b) To know about the current five year plan and new economic policies.
- (c) To able to understand about the contemporary issues of our Indian economy.

Course Description

Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post -Independence period, with particular emphasis on paradigm shifts and turning points.

Generic Elective in Economics III(b): Money and Banking

Course Description

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

Generic Elective in Economics III(c): Environmental Economics

Course Description

This course introduces students to concepts, methods and policy options in managing the environment using tools of economic analysis. This course should be accessible to anyone with an analytical mind and familiarity with basic concepts of economics. Since several environmental problems are caused by economic activity (for instance, carbon emissions, over-harvesting of renewable resources and air and water pollution as a by-product of industrial activity), this course examines different approaches to adjusting behaviour through economic institutions such as markets and incentives as well as through regulation, etc. It also addresses the economic implications of environmental policies through practical applications of methods for valuation of environmental goods and services and quantification of environmental damages. Conversely, the impact of economic growth on the environment is also addressed under the rubric of sustainable development. Environmental problems and issues from the Indian and international context (especially global warming) are used to illustrate the concepts and methods presented in the course. The course will be useful for students aiming towards careers in the government sector, policy analysis, business, journalism and international organisations.

Generic Elective in Economics IV(a): Indian Economy-II

Course Description

This course examines sector-specific policies and their impact in shaping trends in key economic indicators in India. It highlights major policy debates and evaluates the Indian empirical evidence.

Generic Elective in Economics IV(b): Economic History of India 1857-1947

Course Description

This course analyses key aspects of Indian economic development during the second half of British colonial rule. In doing so, it investigates the place of the Indian economy in the wider colonial context, and the mechanisms that linked economic development in India to the compulsions of colonial rule. This course links directly to the course on India's economic development after independence in 1947.

Generic Elective in Economics IV(c): Public Finance

Course Description

This course is a non-technical overview of government finances with special reference to India. The course does not require any prior knowledge of economics. It will look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralisation in India. The course will be useful for students aiming towards careers in the government sector, policy analysis, business and journalism.

MA in ECONOMICS

M.A.: SEMESTER-I

C-1. Microeconomics I (50 marks)

Course Objectives

This course deals with more recent advances in microeconomic theory and the skills developed in this course will help students to apply the theoretical knowledge in research. Topics to be covered include the following: consumer choice, demand, and their applications in the recent literature, as well as uncertainty, cooperative and non-cooperative game theory, networks, fair allocation and their applications, models of oligopoly, adverse selection, signalling games, principal agent problems and general equilibrium theory.

Learning Outcomes

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

1. Understand the latest developments in microeconomic theory
2. Understand the economic modelling of human decisions under uncertainty
3. Analyse and evaluate the design of incentive mechanisms
4. Understand the modelling of one-sided markets such as auction markets

C-2. Macroeconomics–I

Course Objective and Learning Outcome

This is a rigorous course to address Macroeconomics from an alternative perspective. The course is centered on a critique of Microfoundation of Macroeconomics and puts forward the demand side Macroeconomics as opposed to the supply side one. The ideas of Keynes and Kalecki were kept in the Centre.

Paper: C-3: ECONOMETRICS I (50 MARKS) COMPULSORY

Course Objectives

This Course will provide a basic understanding of Classical Linear Regression Models and regression diagnostic. Lectures will focus on introducing the relevant econometric theory and explaining the theory with examples. Equal importance is attached to the development of an intuitive understanding of the material that will allow these econometric tools to be utilised effectively and creatively.

Learning Outcomes

On successful completion of this Course, students will be able to:

- (a) Learn various basic econometric methods, estimation methods and related econometric theories.
- (b) Apply these methods to data or econometric modelling techniques

Paper: C-4: Quantitative Economic Analysis (Total Lectures-60)

Course objectives: The aim of this module is to develop students' ability to apply mathematical techniques in solving economic problems.

Learning Outcomes: The course provides students with advanced mathematical skills that are essential for the study and practice of economics at Post Graduate level. The aim will be achieved by introducing mathematical concepts and techniques, solving mathematical problems, and solving economic problems using mathematical techniques.

Paper: C-5 :Economic Thought MA SEMESTER II

Paper: C-6. Micro II Course Objective

The objective of this course is to train the second semester graduate students in some of the most important technical tools and approaches of the modern theory of decision making: specifically Economics of Uncertainty, Games and Information. In contrast to the standard equilibrium and optimization theories that form the basis of most of undergraduate micro and macro economics, the focus here is on decision making in an uncertain and interactive economic environment where agents are incomplete informed of each others strategies. These methodological tools are presently widely used in every field of micro, macro, public and development economics as well as international and financial economics.

Learning Outcome

The graduate students who have taken this course can now study and comprehend the technical arguments underlying research in a wide variety of areas as well as select the appropriate method for the theoretical analysis of their own research.

Paper: C-7:MACROECONOMICS II

Course Objectives

The course discusses at the advanced level the major developments in Macroeconomics, starting from the complete Keynesian model, using figures and algebra. The course (i) presents and compares the major modern macroeconomic theories and their associated policy effectiveness. (ii) provides a detailed account of the Keynesian, new Classical and new Keynesian economics, and various unemployment theories. (iii) offers a detailed analysis of the challenges to Keynesian economics by the new classical economists. (iv) evaluates the relative effectiveness of fiscal and monetary policies associated with the theories considered.

Learning Outcomes

It provides the students to acquire a sound and up-to-date knowledge on the developments in macroeconomic theories and policies, and understand the behaviour of different economies and explain the behaviour in terms of the standard macroeconomic theories. It enables them to know the type of policy or policy-mix required for correcting deviations from equilibrium condition and for achieving macroeconomic objectives and targets.

Paper: C-8 Development Economics

Course Objective:

The objective of this course is to teach the fundamental paradigms of development -- classical-neoclassical, structuralist, human development, development management etc.

Learning Outcome:

Students should be able to understand the major debates on why-what-how pertaining to development and should be able to enter into the contemporary development policy discourses and processes as well, as theoreticians as also practitioners.

Paper: C-9. Computer Application

Course Objective

The objective of this course is to equip the students to deal with empirical information sets. Applied economics currently deals with large and complex datasets, which should be analysed and interpreted with logic. Other courses impart the knowledge of modelling and developing the logic. However, practical application of those models and logic requires skills to handle a dataset with appropriate software. The objective of this course is to impart that complementary skill to the students.

Learning Outcomes

The students after this course become reasonably skilled in handling data in a spreadsheet (Excel) and analyse it through specialized software STATA. This is the most widely used software in social sciences and has almost all the routines that are needed for analysing a dataset. The course also prepares the students with basics that they require to know to be a Data Analyst. The course enables them to handle their own data independently in their possible forays in M.Phil/Ph.D.

SEMESTER II

Paper: C-10. Indian Economics

Course Objectives: The objective of this course is to give an overview of India economy. This course develops the macroeconomics of the Indian economy in its dirigiste and "liberal" phases and examines the reasons for the transition from the one to the other. The course covers the evolving monetary, fiscal, balance of payments policies, the performance of the economy and its particular sectors. Furthermore, the objective is also to equip students with other contemporary issues of our economy such as, human development, inequality, employment and poverty.

Learning Outcomes

- (a) To able to equip the students with the theoretical, empirical and policy issues relating to the society, polity and economy of India.
- (b) To gain knowledge on the contemporary issues of Indian economy

OPTIONAL PAPERS

SEMESTER III (GROUP A)

Paper: OP-1: Industrial Organization

Course Objective

This paper familiarizes the graduate student with what Jean Tiroles calls the Second Wave of research in Industrial Organization. The First Wave, associated with Joe Bain and Edward Mason developed the so called Structure-Conduct-Performance (SCP) framework – where market structure (eg number of buyers and sellers, cost structure, product differentiation etc) determined conduct (choice of price, quantity, R&D, investment and advertising) which in turn lead to performance (profits, efficiency, price cost ratio etc) and mainly concentrated on empirical studies. The Second Wave which began in the 1970s was much more involved with theoretical analysis – using the results of modern game theory and economics of information. It challenged the one way relation envisaged in SCP in so far as market structure itself depended on entry and exit, investment and R&D etc. In this paper a number of selected papers in Industrial Organization are discussed by the Instructor and complemented with others presented by the students which are then discussed by the entire class.

Learning Outcomes

This paper familiarizes the students with modern theories of Industrial Organization which they may extend, apply or empirically study in their own research. Along with this the emphasis on student presentations and class discussions is to prepare the MA final year students for the job market – academic and non academic – where presentation and discussion skills are extremely important.

Paper-OP-2: Agricultural Economics-I

Course Objectives:

The course discusses some important microeconomic and institutional aspects of Agricultural Economics at the theoretical and empirical levels. It discusses (i) the production and consumption behaviour of agricultural households in terms of agricultural household models under various conditions including complete/incomplete markets with or without uncertainty and risk in production and/or in factor markets; (ii) the behaviour of agricultural households in supplying and marketing their products; (iii) efficiency and existence of share cropping relative to other forms of contractual arrangements such as wage-contract and fixed-rent contract; (iv) inter-linked transactions in rural markets; and (v) spatial integration of agricultural markets.

Learning outcomes

It helps the students to acquire up-to-date knowledge on the developments in some aspects of Agricultural Economics, and understand and explain the behaviour of agricultural households in terms of the theories and empirical evidence in the context of Indian agriculture. It enables them to understand the type of policies needed to improve the condition of farming communities.

Paper: OP-3: Trade Theory

Course Objective:

International Trade deals with the economics of globalization or cross-border economic activities. More specifically, the course focuses on international transactions that involve a movement of goods and services (trade flows) or of factors of production (migration, foreign direct investment). Three themes are explored: the basis of trade, the pattern of trade, and the gains from trade. We will also study models of trade where factors of production are heterogeneous and so need to match to form production teams. Finally, we will study new trade theory.

Learning Outcomes:

By the end of this course, students should understand the concept of different bases for trade and the gains from trade, understand what determines the pattern of trade, and be able to outline the costs, benefits, and impact on income distribution of different instruments of trade protection. They should be able to explain the effects of free trade areas, and of factor mobility. Students should be able to apply the analytical toolbox of trade theory to real world situations in order to make qualitative predictions. So this course will enable the takers to:

1. Provide a written description of each trade models covered in the course explaining the key assumptions and results.
2. Mathematically solve/prove important insights from selected trade models.
3. Summarize existing empirical evidence and critically analyze the evidence in light of the trade models covered in the course.

Paper: OP-4. Public Economics & Policy

Paper: OP-5 : Advanced Econometrics-I

Course Objectives

OBJECTIVES AND OUTCOMES

This Course will provide a basic understanding of limited dependent variable models, Simultaneous Equation Models and Dynamic Econometric Models. Lectures will focus on introducing the relevant econometric theory and explaining the theory with examples. Equal importance is attached to the development of an intuitive understanding of the material that will allow these econometric tools to be utilised effectively and creatively.

Learning Outcomes

On successful completion of this Course, students will be able to:

- (c) Learn various advanced econometric methods, estimation methods and related econometric theories.
- (d) Apply these methods to data or econometric modelling techniques
- (e) Use E-views to estimate econometric models, interpret econometric estimates and analyse the results.

Paper: OP-6. Political Economy of Development

Course Objective:

The objective of this course is to critically evaluate the paradigms of development.

Learning Outcome:

The course is expected to enhance the ability of the students to understand comprehensively the history of development from classical political economy to contemporary paradigm of development management. This broad but complex vision could be essential not only for academics, but also for policy discourse.

OP- 7: General Equilibrium Theory

Paper: OP-8: Urban Planning and Urban Governance in Developing Countries (with Special Reference to India)

Course Objectives

Urban planning and governance interventions in many cities in the Global South have been facing big challenges as rapid population growth has led to resource scarcity, environmental degradation, and social inequality. This Course addresses such challenges at the interface between Urban Studies and Development Studies. We will look at how various forces shape cities, the outcomes of urbanisation for cities and their populations and how urban governments and planners have sought to respond to the challenges of urbanisation. We will explore influential ideas which have changed our thinking about cities and examine some of

OBJECTIVES AND OUTCOMES

the major global challenges facing cities today. Focusing on urban areas in the Global South, it looks at the city from a variety of spatial scales, from everyday practices of citizens at the grassroots level to the representation of the city within national policy and planning processes. We will pay particular attention to governance issues of the Indian cities, especially the role of global economic processes in producing of urban space, technologies of government and planning and insurgent modes of claiming space and rights.

Learning Outcomes

The students will be able to understand issues confronting cities in diverse socioeconomic, political, and cultural circumstances and the challenges and opportunities in formulating appropriate planning interventions. The Course will encourage students to think critically about the ways in which practitioners approach issues and define problems, and the theoretical viewpoints that inform their actions. Students will be able to develop their skills in researching, presenting and debating arguments drawn from the academic literature on international development and urban studies.

Semester-IV

OP11. International Trade Policy

Lecture Hours – 60

Course Objectives

It attempts to provide an up-to-date and understandable analytical framework for illuminating current events and bringing the excitement of international economics into the classroom. In analyzing both the real and monetary sides of the subject, our approach has been to build up, step by step, a simple, unified framework for communicating the grand traditional insights as well as the newest findings and approaches. To help the student grasp and retain the underlying logic of international economics, we motivate the theoretical development at each stage by pertinent data and policy questions.

Learning Outcomes

We attempt to take up real life problems and intend to test and solidify students' comprehension. The problems range from routine computational drills to "big picture" questions suitable for classroom discussion. In many problems we ask students to apply what they have learned to real-world data or policy questions. These learning goals help students assess their mastery of the material and motivate them to do further research in this field and excel as successful academicians.

**OP12: Environmental & Resource Economics
(50 Marks)**

Course Objectives

The economics of managing environmental and natural resources are increasingly gaining importance in the mainstream economics discourse. This field is growing very fast in terms of the volume of literature as well as in valuation techniques. The field has a very wide canvas starting from global issues like Climate Change to small local issues like municipal solid waste management. The objective of this course is to introduce the students to the broad spectrum and techniques of possible research relating to environment and natural resource management and sustainability.

Learning Outcomes

At the end of this course, students become aware of almost all the major sub-themes of environmental economics and resource economics. They also get equipped with various valuation techniques, which are often used for environmental valuation studies. Almost every sphere of natural resource management currently deals with the major question of sustainability. The course helps the students to understand the importance of environmentally sustainable decision making, rather than aiming at static optimization and efficiency analysis. The course exposes the students to a wide range of issues that might help them to decide on their future research agenda. The course also helps them to prepare for jobs in the NGO/Development sector.

Paper: OP-14: Advanced Econometrics II

Course Objectives

This course will present an advanced treatment of econometric principles for panel and time series data sets. The course will focus on modern econometric techniques, addressing both technical derivations and practical applications. Applications in the areas of microeconomics, macroeconomics and finance will be considered.

Learning Outcomes

On successful completion of this Course, students will be able to:

- (f) Learn various advanced econometric methods, estimation methods and related econometric theories.
- (g) Apply these methods to data or econometric modelling techniques
- (h) Use E-views to estimate econometric models, interpret econometric estimates and analyse the results.

Optional Paper: OP-15. Health Economics

Course Objective:

Health economics is the study of how scarce healthcare resources are allocated among competing interventions and among groups in society. This course introduces basic concepts and practical issues faced by decision makers at all levels in the health system in allocating scarce resources so that the choices they make maximise health benefits to the population. The course content includes modules introducing public health and policy, basic research methods in health, microeconomic theory, health economics, and in-depth modules on concepts and applications of economic evaluation, health care financing, health policy, health system.

Learning Outcomes:

OBJECTIVES AND OUTCOMES

The overall goal of this course is to increase appreciation of role of health economics, health care financing and policy in public health. It will provide a fundamental understanding of key issues in health economics, health care financing, pharmaceutical economics, and economic evaluation for public health practice for informed decision making and implementation. Therefore, the emphasis on analytics will prepare you to address a wide-range of issues in public health, development economics, and more!

OP16.Modern Growth Theory

Total no of Lectures-60

Course Objectives:

The Course emphasis is on developing formal models that are dynamic in nature. Modern Growth Theory requires a basic understanding of systems of difference and differential equations and techniques of intertemporal optimization. The course provides an elementary introduction to these techniques through some models that use them.

Learning Outcomes:

This course will discuss recent developments in growth and development, and in particular dynamic macroeconomic theory focusing, among other issues, on labour market distortions, pollution and the heterogeneity of agents (e.g. in wealth, ability, preferences, information structures, etc.).

OP17. Economics of Corruption

Brief

Corruption is an economic, political, and human rights problem. Almost every country on the planet has some form of corruption. Corruption can undermine economic growth and political stability; lead to efficiency losses; and impede access to resources such as credit or public health; and ultimately reduce governance credibility and effectiveness. Corruption distorts trade and investment flows and it can facilitate illegal activities such as trafficking in women, drugs, or money laundering. In this course, we propose to examine corruption from real world as well as scholarly perspectives. We will use case studies, debates, guest lectures, and items from the news to examine how corruption can affect effective governance at the national and international levels and its trade spillovers. We will also examine how new technologies and strategies (from cell phones to the Extractive Industry Transparency Initiative) can reduce corruption and improve governance.

Course Objective

Upon completing the course, students will:

- Understand the roots of corruption and its variants;
- Understand the debate among scholarly disciplines on corruption;
- Evaluate how corruption affects and distorts economic growth;
- Be able to assess global and national strategies to reduce corruption; and
- Evaluate how technology can facilitate and undermine accountability.

Learning Outcomes

OBJECTIVES AND OUTCOMES

- Be able to comprehend both corruption and anticorruption counterweights.
- Understand strategies at the national and international level to combat corruption.
- Understand how corruption undermines democracy and constrains the voice of the poor.
- Understand its relationship to the resource curse, trade, and other economic activities.
- Understand that transparency does not automatically yield accountability.
- Help students develop comparative evaluation processes and skills essential to citizenship and policy stewardship.

Paper: OP18: Macroeconomics of Developing Countries

Course objective: The objective of this course is to teach the Macroeconomics suitable for the developing countries.

Learning outcome: This course is expected to help the students to understand the structural features of the developing world with an understanding about the corresponding policy discourse.

M.A. /M.Sc. Syllabus in Anthropology

Objective and Learning Outcome

SEMESTER - I

Paper – I Biological Anthropology

Objective: Objectives of the course is to provide in-depth knowledge about fundamentals of biological Anthropology, including man's place in the animal kingdom and human origin and evolution.

Learning outcome: At the end of the course, the student will have the basic knowledge of biological anthropology. They will also be familiarised with the fossil evidences of human evolution and theories of evolution.

Paper – II Genetics and Population Biology

Objectives: To provide basic knowledge about different methods of human study, qualitative and quantitative genetics, human growth, development, maturity and racial biology.

Learning Outcome: Students will acquire basic knowledge on different methods of study that applied in human, population variation of genetic traits, human growth and biological race.

Paper – III Fundamentals of Social/Cultural Anthropology

Objective: To familiarize the students about the basic knowledge of Social and Cultural Anthropology.

Learning Outcome: Upon successful completion of the course students are expected to have knowledge on Social and Cultural Anthropology.

Paper – IV Theories of Culture

Objective: To provide knowledge about Theory of Culture, Transmission of culture, Culture and Civilization, Culture and Language, Social and Cultural change.

Learning Outcome: This course enables the students to get more in-depth knowledge on Culture.

Paper – V Palaeoanthropology

Objective: To focus on the past history of humankind with a special emphasis on Hominidae family and also Paleoanthropologists' working with different kinds of fossil and cultural evidences and reconstructs human kinship lines.

Learning Outcome: Students will gain in depth knowledge on evolution of modern man as well as hominization process.

Paper – VI Archaeological Anthropology

Objectives: The objective of this course is to provide an overview of the major aspects of archaeological anthropology in the different parts of the world. This course also deals with different dating methods and geological time scale.

Learning outcome: Students will gain a global perspective on prehistoric studies and students will be acquainted with the various dating methods and geological time scale.

SEMESTER - II

Paper – VII Research Methods in Anthropology

Objective: The students are expected to gain knowledge on different aspects of research methodology and techniques in fieldwork.

Learning Outcome: From this research methodology theory paper students could carry out fieldwork.

Paper – VIII Statistics and Computer Application in Anthropology

Objective: To introduce basic theoretical concept and application of statistics in Anthropology and basic computation using computer.

Learning Outcome: Students will learn data handling, analysis, interpretation which may help in preparation of field report writing.

Paper – IX Indian Prehistory

Objective: This paper focuses on the Indian prehistory. In this course students will be acquainted with the origin and development of food production, prehistoric cultures of India and Indus valley civilization.

Learning outcome: Students will gain an Indian perspective on prehistoric studies and can better appreciate the role of India in the global context.

Paper – X Fieldwork and Field Report Writing

Objective: The acquaint and equip the students with fieldwork, data collection, data analysis and report-writing

Learning Outcome: This course enables the students in doing fieldwork and report-writing

Paper – XI Practical: Social/Cultural and Archaeological/Prehistory

Objective: To provide knowledge on Material Culture

Learning Outcome: This course enables students to know the utility of material culture used by different community, its technology and knows more about others culture.

Paper – XII Practical: Biological Anthropology

Objective: The purpose of this course is to provide an overview in physical/biological anthropology. Students will also be familiarised with population genetics, adaptation and protein synthesis.

Learning outcome: Having successfully completed this paper student will have a better understanding about physical/biological anthropology, including population genetics, adaptation and protein synthesis.

SEMESTER - III

Paper – XIII Indian Anthropology

Objective: To apprise about the growth of Anthropology in India, Indian society, Indian village and social stratification.

Learning outcome: Students will acquire advanced knowledge on Anthropology in India.

Paper – XIV Ethnicity, Nation Building and Policy Planning

Objective: To impart knowledge on Tribal society, cities, Ethnicity, Nation Building Process, National Integration and Policy Planning Issues.

Learning outcome: This course enables the students to know more in-depth of Indian Culture.

Paper – XV Physiological Anthropology & Ergonomics

Objective: This paper focus on human in modern society, evaluating humankind mainly from a physiological perspective and his adaptability with living environments. Objective of ergonomics is to study man – machine relationship.

Learning outcome: Student will acquire key concept of physiological polytypism, potential capability of physiological traits, physiological coordination of whole-body, environmental adaptability and techno-adaptability.

Paper XVI – Anthropological Demography

Objective: To provide knowledge on population dynamics, its composition, structure and this is highly influenced by heredity and environment.

Learning Outcome: This paper enables students to understand how evolutionary forces such as gene flow, genetic drift act on population variation, population growth (decline).

Paper – XVII Medical Anthropology

Objective: To provide knowledge on socio-cultural and biological aspects of health and disease, health care systems, biocultural adaptation and ethnomedicine.

Learning Outcome: Students will acquire knowledge on bio-cultural dimension of health and healing, health policy and intervention strategy, ethnographic research on medical practice and technologies.

Paper – XVIII Project/Placement/Dissertation

Objective: To provide knowledge about application of Anthropological theories in real life situation.

Learning Outcome: Application of Anthropological approaches in the welfare of human beings.

SEMESTER – IV

GROUP – A (BIOLOGICAL ANTHROPOLOGY)

Paper – XIX – Human Genetics

Objectives: To provide details knowledge on cytogenetics, population genetics, genetic disorder and techniques in molecular biology

Learning Outcome: After the completion of this paper student will learn inherited genetic and metabolic disorder, variation of genetic traits across population, numerical and structural chromosomal anomalies, DNA technology and application, various techniques applied in molecular biology.

Paper – XX Biochemical Genetics

Objective: Objectives of the course is to provide in-depth knowledge about fundamentals of biochemical genetics. This course will enable students to understand methods in human genetics, quantitative variation and human immune system.

Learning outcome: At the end of the course, the student will have in-depth knowledge about methods in human genetics, quantitative variation and human immune system.

Paper – XXI Human Biology

Objectives: To provide details knowledge on human growth at different stages, methods of human growth study, body composition and reproductive biology.

Learning Outcome: Students will learn in depth knowledge on pre and postnatal growth, development and maturity, deposition of fat at different body parts, sexual dimorphism and age influence on growth and body composition, factors affecting growth and body composition, biological process of aging and reproduction.

Paper – XXII Biostatistics & Applications

Objectives: To introduce theoretical concept and application of biostatistics in the field of biomedical research and application of software (e.g. SPSS, SAS etc.) for data analyses.

Learning Outcome: This paper enables students to learn data handling, analysis and interpretation for dissertation and research work in future.

Paper – XXIII Forensic Anthropology

Objective: Objectives of the course is to provide in-depth knowledge on forensic anthropology. This course will enable students to know about forensic anthropology. This course deals with the human skeleton, dermatoglyphics, body fluids and DNA as forensic evidence.

Learning outcome: At the end of the course, the student will have in-depth knowledge about forensic anthropology, including human skeleton, dermatoglyphics, body fluids and DNA as forensic evidence.

Paper – XXIV Molecular & Evolutionary Anthropology

Objective: To provide molecular basis of evolution of mankind, his origin, migration and settlement.

Learning outcome: Students will acquire knowledge on evolutionary links between modern and ancient man based on molecular analysis such as DNA or protein sequences.

Paper – XXV Nutritional & Sports Anthropology

Objective: To provide basic concept of nutrition from biological and socio-cultural aspects and their relation with health, and how anthropology is related to sports science

Learning Outcome: Student will learn in details on socio-cultural processes on nutrition, nutritional epidemiology, nutrigenomics and role of anthropological perspectives in sports science such as anthropometric characteristics, genetic features and family status.

Paper – XXVI Primatology

Objective: To provide knowledge on classification and distribution of living and extinct primates, their behaviour and communication, evolution, survival, adaptation and conservation policy.

Learning Outcome: This paper enables the students to learn on both living and extinct primates and natural habits, evolution and behaviour.

Paper – XXVII Laboratory work

Objective: Objectives of the course is to provide practical knowledge on anthropometry and body composition, spirometry, karyotyping, biochemical test, electrophoresis, and PCR

Learning outcome: After successful completion of this paper student will develop a sound practical knowledge on anthropometry and body composition, chromosome identification and classification, measures of lung functions, visualize DNA pieces and proteins by size, and DNA amplification.

Paper – XXVIII Dissertation work

Objective: Objectives of the course is to provide practical knowledge about field work and report writing in biological anthropology.

Learning outcome: The students will be able to conduct fieldwork and writing independent report/dissertation in the subfield of Biological Anthropology.

GROUP – B (SOCIAL-CULTURAL ANTHROPOLOGY)

Paper – XXIX Theory and Methods in Social-Cultural Anthropology

Objective: To impart knowledge on Theory and Methods in Social-Cultural Anthropology

Learning outcome: Students will acquire knowledge on History of Anthropological thoughts, Semiotic and Cognitive Anthropology.

Paper – XXX Anthropological Theory and Method for Policy Planning & Applications

Objective: To apprise about the Anthropological Theory and method for Policy Planning and applications

Learning outcome: This course enables the students in understanding more about nature of Anthropology.

Paper – XXXI Developmental Anthropology

Objective: To provide knowledge about the various aspects of development.

Learning outcome: This course enables students to acquire knowledge on Rural development, community developmental programmes, the role of Social reforms leaders, contribution of religious and spiritual leaders to development.

Paper – XXXII Tribal and Minorities Studies in India

Objective: To provide fundamental knowledge about the Tribal development, SC, OBCs and Sustainable development.

Learning outcome: Ability to understand the Tribal, SC, OBCs and Sustainable development.

Paper – XXXIII Communication Anthropology

Objective: The students are expected to gain knowledge on concept of Communication Anthropology.

Learning outcome: Students will acquire knowledge on communication and different aspects of communication.

Paper – XXXIV Ecological Anthropology

Objective: To provide knowledge of theoretical concept of cultural ecology, human living environment through both physical and socio-cultural context.

Learning outcome: This paper enables student to acquire knowledge on relation between human and their biophysical environment, adaptation, ecological crisis and environmental degradation and intervention strategy.

Paper – XXXV Anthropology of Gender

Objective: To provide knowledge in details on concept and theory of gender, role of anthropology in gender studies, gender discrimination and violence

Learning outcome: Student will acquire knowledge on role and status of gender in contemporary society through time and space, anthropological debate on gender and sexuality.

Paper – XXXVI Psychological Anthropology

Objective: To provide knowledge on concept and theory of psychology, role of anthropology in psychology, culture and personality

Learning outcome: Students will learn interaction between culture and development of human mind, and understanding of cognition, motivation, emotion, perception and mental health.

Paper – XXXVII Dissertation work

Objective: The acquaint and equip the students with fieldwork, data collection, data analysis and report-writing

Learning Outcome: This course enables the students in doing dissertation and report-writing

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Author: Milon Das
Keywords:
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Number of Pages: 7
Number of Words: 2,025 (approx.)
Number of Characters: 11,543 (approx.)

Centre for Women's Studies

M.Phil and PhD Programme in “Gender and Development”

Course-Wise Learning Outcomes

Core Course: Research Methods

1. Understanding the fundamentals of social science research
2. Application of quantitative methods to social research problems
3. Evaluate, compare, and critique feminist methodologies.

Core Course: Feminist Thought

1. Knowledge about the different strands of feminist theory
2. Identify major influences within key historic feminist movements
3. Evaluate, compare, and critique feminist theories

Core Course: Gender and Development

1. Identify and comprehend gender based social inequalities and injustices.
2. Articulate how intersectional identities (e.g., gender, race, ethnicity, class, sexuality, and so on) interact with development processes and yield asymmetrical development outcomes.
3. Identify how the Government policies and programmes address gender inequities and inequalities in India.

Optional Course: Gender, Family and Work: A Dialogue between theory and empirics

1. Connect theory and practice in the context of gender, family and work.
2. Recognise the household and State as a heterogeneous institutions which participate in asymmetrical distribution of resources, access and benefits based on gender.
3. Read the position of India vis-à-vis other selected countries in terms of the role played by the State with respect to gender, family and work.

Optional Course: Social Indicators of Development with Emphasis on Health and Education: A Gendered Perspective

1. Identify and comprehend gender based social inequalities and injustices in the education and health sectors
2. Evaluate the position of India vis-à-vis other selected countries in terms of the role played by the State with respect to gender on the one hand and health and education on the other hand.
3. Critique public policies on health and education through a gendered lens.

Optional Course: Rural Women in the Indian Development Experience

1. Critically assess and evaluate issues related to development of rural women as reflected in the Indian policyscapes
2. Identify major development related challenges faced by rural women from different social groups.
3. Evaluate, compare, and critique the empowerment strategies for rural women in India

Optional Course: Women and Environment

1. Evaluate, compare, and critique the different perspectives and theories on eco-feminism
2. Appreciate women's contribution to environmental movements
3. Critique public policies on environment through a gendered lens.

Optional Course: Gender, Media and development

1. Articulate how media influences society from a gender perspective
2. Connect theory and practice in gender research in media and communication
3. Read about media monitoring and how to apply this method.

Optional Course: Women and Religion

1. Appreciate the role and status of women in different religions
2. Understand the fundamental tenets of feminist theology
3. Appreciate the gender questions in spirituality.

Optional Course: Women in Ancient India

1. Compare the role of women during the different eras in ancient India
2. Learn about the research methodology for exploring ancient texts and archaeological documentation.

Optional Course: Feminist Literary Critique: Tagore and Other Selected *Bangla* Texts

1. Appreciate the theories of Feminist Literary Criticism.
2. Evaluate, compare and critique selected literary texts from a feminist perspective.

Optional Course: Women and/in Literature

1. Compare and appreciate excerpts from the works of selected women authors across the three waves of feminism, coloured women's writings, Third World feminists and Ecofeminists.
2. Identify the evolution of women's writing and position in India chronologically
3. Appreciate the literature contributed by women and/or representing women in countries outside India

Semester I

Core Course: Research Methods

Credit-8/ Marks- 100

Module 1: Scientific Social Research

Unit 1: Social Research

Meaning, Objectives, Laws and Social Facts, Laws of Science in Social Research
Validation and Falsification

Unit 2: Paradigms in social research

From modernism to postmodernist enquiry
Overview of quantitative and qualitative research methodology
Types of research-Descriptive, Explanatory–Exploratory

Module 2: Research Design and Data Collection

Unit 1: Scientific Methods and steps

Sensing the problem, statement of problem, objective, hypothesis, research design;
Research design vis-à-vis research methods. Is hypothesis essential for a research
problem?
Review of published literature- book review, literature review, systematic review,
review articles

Unit 2: Collection of quantitative data, sampling, structured questionnaires, ethical considerations

Unit 3: Designing qualitative research

Collection of qualitative data, ethnography, in-depth interview, focus group
discussions, case studies
Ethical considerations

Module 3: Data Analysis and Interpretation

Unit 1: Quantitative techniques

Measures of central tendencies
Measures of dispersion
Concepts of probability
Parametric and non-parametric techniques to test hypotheses
Analysis of variance

Correlation and regression, multiple linear regression and logit regression techniques

Unit 2: Qualitative techniques

Developing coding frame
Searching for texts

Content analysis

Unit 3: National and international statistical resources for the study of women and gender;
Limitations and difficulties of published data

Unit 4: Computer applications- use of software for quantitative data analysis- SPSS, STATA
Manual and computer-aided analysis using ATLAS.ti on gender relevant
qualitative data- coding and analysis.

Module 4: Advanced Methods in Relation to Gender Studies

Unit 1: Gender Studies- emergence of a discipline
Feminism and research, is there a feminist research methodology? Is there a feminist
mode of collection/recording/expression?
Interpretative issues, ethics of collaboration, addressivity, appropriation.

Unit 2: Key methodological and epistemological debates within women's studies
Objectivity vs. subjectivity
Qualitative vs. quantitative research
Research vs. Researched
Personal vs. Political.

Unit 3: A feminist perspective on researching women
Work and family
Experiences and issues in feminist research in health
Feminist perspectives in researching violence.

Unit 4: Reading selected texts from following categories: ethnography, oral history, life
narratives (with special emphasis on Indian women's autobiographies and memoirs),
event narratives, testimonies, verbal art, speaking texts, songs.

Recommended Readings:

Arias, Arturo, (ed.) 2001, *The Rigoberta Menchu Controversy*, University of Minnesota Press,
Minneapolis.

Bama, Faustina, *Sangati: Events*, OUP, New Delhi, 2005.

Bardhan, Pranab and Isha Ray, (ed.) 2008, *The Contested Commons: Conversations between
Economists and Anthropologists*, Wiley Blackwell.

Bowles and Duelli Kleim, (ed.) 1988, *Theories of Women's Studies*, London: Routledge &
Kegan Paul.

Mukherjee Chandan, [Howard White](#), [Marc Wuyts](#) (2013): *Econometrics and Data Analysis for Developing Countries*, Routledge, UK.

Dasi, Binodini, *My Story, My Life as an Actress*, (ed.) and (tr.) 1998, Rimili Bhattacharya, Kali for Women, New Delhi.

Dasi, Rassundari, *Amar Jibon*, Dey Book Store, Kolkata, 1995.

Debi, Rassundari, *Amar Jibon*, (ed.) 2002, Chittrita Bandyopadhyay, Kolkata, PrayasPrakashana.

Devi, Rassundari, *AmarJibon (My Life)*, (tr.) 1999, Enakshi Chatterjee, Writers Workshop, Kolkata.

Gates, Henry Louis, Jr., (ed.) 1984, *Black Literature and Literary Theory*, Methuen, New York.

Gates, Henry Louis, *The Signifying Monkey: A Theory of Afro-American Literary Criticism*, OUP, New York, 1988.

Harding, Sandra, *Feminism & Methodology*, Indiana: Indiana University Press, 1987.

Matthews, Bob and Liz Ross, *Research Methods: A practical guide for the social sciences*, England: Pearson Education Limited, 2010.

Mikkilsen, B, *Methods of Development Work & Research*, London: Zed Books, 1993.

Mitchell, Juliet & Ann Oakley, *What is Feminism?*, Blackwell, U. 1989.

Oakley, P, et al, *Projects with People*, Geneva, 1991.

Pandey, D., *Empowerment of Women: Participatory Action Research Approach*, R CWS, 1995.

Perks, Robert and Alistair Thomson, eds., *The Oral History Reader*, Routledge, New York, 1998.

Randall, Margaret, *Sandino's Daughters: Testimonios of Nicaraguan Women in Struggle*, (ed.) 1981, LynaYanz, New Star Books, Toronto.

Roberts, Helen, *Feminist Research*, (ed.) 1988, Routledge & Kegan Paul London.

Sarkar, Tanika, *Words to Win: The Making of Amar Jibon, A Mordern Autobiography*, Kali for Women, New Delhi, 1999.

Seale, Cleve (ed.) 2008, *Social Research Methods- A Reader*. London: Routledge.

Sen, Manikuntala, *Sediner Katha*, NabapatraPrakashan, Kolkata, 1982.

Sen, Minakshi, *Jailer BhetorJali: PagalbariParba*, Spandan, Kolkata, 1993.

Sommer, Doris, "Not Just a Personal Story: Women's Testimonios and the Plural Self", in Bella Brodsk and Celeste Schenck, eds., *Life/Lines: Theorizing Women's Autobiography*, Cornell University Press, Ithaca, New York, 1988, pp. 107-30.

Spivak, GayatriChakravorty, 'A Literary Representation of the Subaltern: Mahasweta Devi's "Stanadayini" in R. Guha(ed.) 1987, *Subaltern Studies V*, Oxford University Press, Delhi.

Stree Shakti Sanghatana, *We Were Making History: Women and the Telengana Uprising*, Zed Press, London, 1989.

Tharu, Susie and K. Lalitha, *Women Writing in India*, Vol I, OUP, Delhi, 1991.

Tharu, Susie and K. Latika, *Women Writing in India*, Vol II, OUP, Delhi, 1993.

Visweswaran, Kamala, *Fictions of Feminist Ethnography*, University of Minnesota Press, Minneapolis, 1994.

Semester I

Core Course: Feminist Thought

Credit-8/ Marks- 100

1. Enlightenment and Liberalism

- a. Emergence of Feminist Theory: Contribution of thinkers such as Mary Wollstonecraft, J.S. Mill and others
- b. Personal autonomy and political autonomy: Betty Friedan, Gloria Steinem and others
- c. Development and Rights: Capabilities/ Entitlements

2. Marxism and Feminism

- a. Friedrich Engels: Origin of the Family, Private Property and the State
- b. Early Socialist Feminists: Clara Zetkin, Alexandra Kollontai, [Sylvia Pankhurst](#)
- c. Unhappy Marriage between Marxism and Feminism: Gender versus Class Debates (such as Veronica Beechey and Margaret Benston); Heidi Hartmann (1979) and the Dual Systems Theory

3. Radical Critique of Patriarchy

- a. Early Radical Feminists: Margaret Sanger, Margaret Mead, Olive Schreiner, Charlotte Perkins Gilman, Emma Goldman
- b. Existentialist Feminism: Simone de Beauvoir
- c. Second Wave Radical Feminists: Shulamith Firestone, Kate Millett, Germaine Greer
- d. Radical libertarian and cultural feminism: contemporary debates

4. Interrogating Universals

- a. The Inclusion Illusion—Interrogating White Feminisms
- b. Black Feminism
- c. Third World Feminism / South Asian Feminisms
- d. Dalit Women's critique of caste based patriarchy

5. Feminism and the Post-structuralist Turn

- a. Interrogating Questions of Essentialism
- b. Psychoanalytic Interventions
- c. Reviewing the sex-gender system through the shift from 'woman' to 'gender'
- d. Power and the Politics of the Body—Structures and Resistance

6. Debates on development (connecting Marxist-Feminism via Rosa Luxemburg)

- a. International debates on development and gender questions
- b. Rosa Luxemburg and Marxist feminism

7. Esther Boserup

- a. Esther Boserup's thesis and the report of the committee on the status of women in India (1974): beginnings of women and development debate
- b. Critique of Boserup: question of third world feminism: L. Beneria, Geeta Sen

8. Gender and Development: The capability Approach

- a. The roots and Liberal Feminism: Martha Nussbaum
- b. The capability and Amartya Sen

Readings:

Bordo, Susan R. "A feminist appropriation of Foucault." *The Body: Knowing bodies* 1 (2004): 237.

Brady, Anita, and Tony Schirato. *Understanding Judith Butler*. Sage, 2010.

Burack, Cynthia. *Healing identities: Black feminist thought and the politics of groups*. Cornell University Press, 2004.

Butler, Judith. "Performative acts and gender constitution: An essay in phenomenology and feminist theory." *Theatre journal* 40, no. 4 (1988): 519-531.

Butler, Judith. *Gender trouble: Feminism and the subversion of identity*. routledge, 2011.

Butler, Judith. *Undoing gender*. Psychology Press, 2004.

Carastathis, Anna. "The concept of intersectionality in feminist theory." *Philosophy Compass* 9, no. 5 (2014): 304-314.

Carby, Hazel. "White woman listen! Black feminism and the boundaries of sisterhood." *Black British cultural studies: A reader* (1996): 61-86.

Coates, Patricia Walsh. *Margaret Sanger and the Origin of the Birth Control Movement, 1910-1930: The Concept of Women's Sexual Autonomy*. Edwin Mellen Press, 2008.

Collins, Patricia Hill. "Defining black feminist thought." (1997).

Crow, Barbara A. *Radical feminism: A documentary reader*. NYU Press, 2000.

Cudd, Ann E., and Robin O. Andreasen. "Feminist theory: A philosophical anthology." (2005).

Das, Anirban. *Toward a Politics of the (Im) possible: the Body in Third World Feminisms*. Anthem Press, 2010.

Däumer, Elisabeth D. "Queer ethics; or, the challenge of bisexuality to lesbian ethics." *Hypatia* 7, no. 4 (1992): 91-105.

Davis, Angela Y. *Women, race, & class*. Vintage, 2011.

- Donner, Wendy. "John Stuart Mill's liberal feminism." *Philosophical Studies* 69, no. 2 (1993): 155-166.
- Engels, Friedrich, and Tristram Hunt. *The origin of the family, private property and the state*. Penguin UK, 2010.
- Firestone, Shulamith. *The dialectic of sex: The case for feminist revolution*. Macmillan, 2003.
- Frazer, Elizabeth, Jennifer Hornsby, and Sabina Lovibond. "Ethics: a feminist reader." (1992).
- Gallop, Jane. "The Daughter's Seduction Feminism and Psychoanalysis." (1984)
- Gerda, Lerner. "The creation of patriarchy." (1986).
- Greer, Germaine. "The female eunuch." (1971).
- Grosz, Elizabeth A. "Space, time, and perversion: Essays on the politics of bodies." (1995).
- Hartmann, Heidi. "The unhappy marriage of Marxism and feminism: Towards a more progressive union." *Capital & Class* 3, no. 2 (1979): 1-33.
- Hartmann, Heidi. *Capitalism, patriarchy, and job segregation by sex*. Macmillan Education UK, 1982.
- Honeycutt, Karen. "Clara Zetkin: A Socialist Approach to the Problem of Woman's Oppression." *Feminist Studies* 3, no. 3/4 (1976): 131-144.
- Horner, Avril, and Angela Keane. *Body matters: feminism, textuality, corporeality*. Manchester University Press, 2000.
- Jagger, Gill. *Judith Butler: Sexual politics, social change and the power of the performative*. Routledge, 2008.
- Kollontai, Alexandra. "The social basis of the woman question." *Selected Writings of Alexandra Kollontai* (1977): 58-74.
- Mack-Canty, Colleen. "Third-wave feminism and the need to reweave the nature/culture duality." *NWSA Journal* 16, no. 3 (2004): 154-179.
- Millett, Kate. *Sexual politics*. University of Illinois Press, 2000.

Mitchell, Juliet. *Psychoanalysis and Feminism: A Radical Reassessment of Freudian Psychoanalysis, with a New Introduction by the Author*. Basic Books, 2008.

Mohanty, Chandra Talpade, and Ann Russo. *Third world women and the politics of feminism*. Vol. 632. Indiana University Press, 1991.

Mohanty, Chandra Talpade. "'Under western eyes' revisited: feminist solidarity through anticapitalist struggles." *Signs* 28, no. 2 (2003): 499-535.

Moitra, Shefali. "Feminist Thought: Androcentrism, Communication, and Objectivity." (2002).

Nicholson, Linda J., ed. *The second wave: a reader in feminist theory*. Vol. 1. Psychology Press, 1997.

Pankhurst, Estelle Sylvia. *The suffragette movement: an intimate account of persons and ideals*. Lovat Dickson & Thompson, 1935.

Rege, Sharmila. "A Dalit feminist standpoint." In *SEMINAR-NEW DELHI-*, pp. 47-52. MALYIKA SINGH, 1998.

Rege, Sharmila. "Dalit women talk differently: a critique of 'difference' and towards a Dalit feminist standpoint position." *Feminism in India* (2004): 211-25.

Rege, Sharmila. "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position." *Economic and Political Weekly* (1998): WS39-WS46.

Rege, Sharmila. *Writing caste, writing gender: reading Dalit women's testimonios*. Zubaan, 2006.

Sawicki, Jana. *Disciplining Foucault: Feminism, power, and the body*. Psychology Press, 1991.

Tong, Rosemarie. *Feminist thought: A comprehensive introduction*. Routledge, 2013.

Witz, Anne. "Whose body matters? Feminist sociology and the corporeal turn in sociology and feminism." *Body & society* 6, no. 2 (2000): 1-24.

Wollstonecraft, Mary. *Vindication of the Rights of Woman*. Broadview Press, 1982.

Wright, Elizabeth. "Feminism and psychoanalysis: A critical dictionary." (1992).

Semester II

Core course: Gender and development with reference to India

Credits-8/ Full Marks- 100

Module 1: Notions of gender, development and well-being

Unit 1: Growth vs. development: concern for human well-being.

Women's empowerment, contribution of feminist analysis in focussing on exclusion of gender.

Module 2: Review of theoretical approaches to development

Unit 1: Overview of theoretical approaches: women in development, the DAWN perspective; gender and development; the capability approach; 'development as freedom' (Amartya Sen); rights-based approach with a focus on women's rights.

Development indicators and critiques: Human Development Index, Gender related Development Index; Human Poverty Index.

Module 3: India in the context of world at large

Unit 1: International initiatives in women's development: International Women's Decade, Plan of Action – Mexico-1975, Program of Action- Copenhagen – 1980, Forward looking strategies – Nairobi – 1985, Platform for Action- Beijing-1995, Millennium Development Goals

Module 4: Indian experience of development and gender with a focus on West Bengal

Unit 1: Beginnings of women and development debate in India.

A gendered critique of Indian development experience: "Towards Equality", Report of the Committee on the Status of Women (1974) in the context of Ester Boserup's intervention on economic development;

Unit 2: Women in the labour market

Conceptualization of women's work: inside vs. outside dichotomy.

Long term trend in women's outside work participation- interregional patterns in India

Explaining the variation over states:

The question of participation in agriculture, land rights and access to land, Economic development and structural shift – comparison with East Asia and also with Bangladesh,

Development of capabilities: achievements in health and education.

More recent scenario: Impact of the increasing opening up of the market.

Unit 3: Development of capability: a gendered approach

Women's right to health

Sex ratio and the conceptualization of Missing women: facts and explanations

Girl child, marriage and sexuality - an interregional analysis

Other health indicators

Broad indicators of education

Unit 4: Feminization of poverty

Conceptualisation

Self-employment and the debate on the informal sector: Self-help groups- debates on alternative models

Women and environment- Eco-feminist interventions

Unit 5: Policies and governance: A critique

Introduction to gender and development- from WID to GAD; practical and strategic needs;

Approach to women's development in the Indian five year plans- Welfare Perspective (I-Vth Plan), Development Perspective (VI -VIIthPlan), Empowerment Perspective (VIIth Plan and onwards),

The National Policy for the Empowerment of Women-2000

Right to health; national schemes, policies and programmes related to health.

From population control to reproductive health- family planning and reproductive health care issues

Right to education; policies related to education of girls, adult education of women.

Module 5: Inequalities, exclusion and violence

Unit 1: Conceptualising violence and its different forms;

Concept of social exclusion and intersectional positionalities;

Exclusions based on class, ethnicity, region, caste, religion and the role of violence in the perpetuation of inequalities; the violence of development.

Unit 2: Public space and violence against women.

Unit 3: Intimate partner violence

Recommended Readings:

Agarwal, Bina, "The Gender and Environment Debate", *Feminist Studies*, spring 1992; also in N. Rao (et al) eds., *Sites of Change: The Structural Context of Empowering Women in India*, FES and UNDP, New Delhi, 1996.

Agarwal, Bina, Jane Humphries, Ingrid Robeyns. *Amartya Sen's Work and Idea: A Gender Perspective*. Routledge, 2005

Ahmad, Imtiaz, *Family, Kinship, and Marriage among Muslims in India*, Manohar, New Delhi, 1976.

Bandopadhyaya S., *Caste, Culture and Hegemony*, Sage, New Delhi, 2003

Basu Kaushik and Kanbur Ravi, *Arguments for a better world: Essays in Honor of Amartya Sen: Vol II, Society, Institutions and Development*, OUP, 2009.

Bhasin Kamla and Menon Ritu (2000) *Borders and Boundaries: Women in India's Partition*, New Delhi, Kali for Women.

Burra, Neera, Myron Weiner, Asha Bajpai (ed.) *Born Unfree, Child Labour, Education and the State in India*, Oxford University Press.

Butalia Urvashi (2002) 'Confrontation and Negotiation: The women's Movement Responses to Violence Against Women', in Kapadia Karin (ed) *The Violence Of Development*, New Delhi: Palgrave-Macmillan.

Caroline O.N. Moser, "Gender Planning in the Third World: Meeting Practical and Strategic Gender Needs", in *World Development*, 17:11, 1989, pp.1799-1825.

Chakravarti Uma (2007) 'Burdens of Nationalism: some Thoughts on South Asian Feminists on the Nation State 'in De Mel Nilofeur and SelvyThiruchandran (eds) *At The Cutting Edge: Essays in Honour of KumariJaywardene*, New Delhi: Women Unlimited.

Chakravarty Deepita and Chakravarty Ishita, *Women, Labour and the Economy in India: From migrant men servants to uprooted girl children maids*, Routledge, 2015.

Chakravarty Deepita and IshitaChakravarty: 'Girl Children in the Care Economy: Domesticity in West Bengal', *Economic and Political Weekly*, 43(4).

Curjel F. Dagmar, *Women's Labour in Bengal Industries*, published by Government of India, Calcutta, 1923.

Domestic Violence Bill: A campaign (2003), New Delhi: Indian Social Institute.

Dreze, Jean and Amartya Sen, *India: Development and Participation*, Oxford India Paperbacks, New Delhi, 2005 (chapter 7).

Escobar, Arturo, *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press, Princeton, 1995.

Gandhi Nandita and Shah Nandita (1992) *Issues at Stake: Theory and Practice of Women's Movement in India*, New Delhi: Kali for Women.

GangoliGeetanjali (2007) *Indian Feminisms: Law, Patriarchies and Violence in India*, Ashgate Publications (Bhanwari Devi Campaign).

Hirway, Indira, "Critique of Gender Development Index: Towards an Alternative", *Economic and Political Weekly*, October 26, 1996.

John, M.E., 2008. *Women's studies in India: a reader*, Penguin Books.

John, Mary E. "Gender and Development in India, 1970s-1990s: Some Reflections on the Constitutive Role of Contexts." *Economic and Political Weekly* (1996): 3071-3077.

Kabeer, Naila, *Reversed Realities: Gender Hierarchies in Development Thought*, Verso, London, 1994 (chapters 1-4).

Kannabiran Kalpana (2005) *Violence of Normal Times*, New Delhi Women Unlimited.

Karve, Irawati, *Kinship organization in India*, Asia Publishing, Bombay, 1965.

Mies, Maria and Vandana Shiva, *Ecofeminism*, Zed Books, London, 1994.

Mitter, Swasti, "Technological Changes and the Search for a New Paradigm for Women's Work", *Gender, technology and Development*, 3:1, 1999.

Molyneux, Maxine and Martha Nussbaum, eds., *Gender Justice, Development and Rights*, OUP, New Delhi, 2002 (chapter 3 and 20).

Nussbaum, Martha C., "Capabilities as Fundamental Elements: Sen on Social Justice". Draft. <http://www.lse.ac.uk/Depts/humanrights/documents/documents/Constitutional/Capabilities.pdf>

Nussbaum, Matha, *Women and Development: The Capabilities Approach*, Kali for Women, New Delhi, 2000, pp, 59-100.

Omvedt, Gail *We Will Smash this Prison: Indian Women in Struggle*, Zed Press, London, 1980.

Omvedt, Gail, *Violence Against Women: New Movements and New Theories in India*, Kali for Women, New Delhi, 1990.

Panda, Pradeep and Bina Aggarwal. (2005). Marital violence, Human Development and Women's Property Status. *World development*, Volume 33 (5): 823-850

Paul, Tanusree and Saraswati Raju. (2014). Gendered labour in India: Diversified or Confined? *Economic and Political Weekly*. Vol - XLIX No. 29, 197-208

Paul, Tanusree. 2011. 'Space, Gender and Fear of Crime: Some Explorations from Kolkata', *Gender Technology and Development*, 15 (3): 411-436.

Raju, Saraswati. 2013. [The Material and the Symbolic: Intersectionalities of Home-Based Work in India. *Economic and Political weekly*](#), Vol. 48(1): 60-68

Raworth, Kate and David Stewart, "Critiques of the HDI: A Review", in Sakiko Fukuda-Parr and A.K. Shiva Kumar, eds., *Reading in Human Development Concepts: Measures and Policies for a Development Paradigm*, UNDP, 2003.

Ray, Debraj, *Development Economics*, Oxford India Paperbacks, New Delhi, 2004 (chapter 2, pp. 25-44).

Razavi, Shahrashoub and Carol Miller. From WID to GAD: Conceptual Shifts in the Rustagi, Preet. (2004) Significance of Gender-related Development Indicators: An Analysis of Indian States. *Indian Journal of Gender Studies*, 11(3): 291-343

Sangari, Kumkum and Uma Chakravarty, eds., *Recasting Women: Essays in Colonial History*, Kali for Women, New Delhi, 1990.

Sen, Amartya, *Development as Freedom* (introduction and chapter 1), OUP, New Delhi, 2000.

Sen, Gita and Caren Grown, *Development, Crises and Alternate Vision: Third World Women's Perspective*, Monthly Review Press, New York, 1987.

Swaminathan Padmini (ed): *Women and Work: Essays from Economic and Political Weekly*, Orient Black Swan, 2013.

Towards Equality: Report of the Committee on the Status of Women in India, Ministry of Education and Social Welfare, Government of India, New Delhi, 1974.

United Nations, Development Programme, *Human Development Report 1995*, OUP, Delhi, 1995 (chapters 1 and 3).

United Nations, *World Survey on the Role of Women in Development: Globalisation, Gender and Work*, New York, 1999.

V. Geetha (1998) 'On Bodily Love and Hurt' in Mary John and Janaki Nair (eds). *A Question of Silence: The Sexual Economies of Modern India*, New Delhi: Kali For Women.

Women and Development Discourse. United Nations Research Institute for Social Development. Occasional paper 1, 1995.

Semester III

Optional Course: Gender, Family and Work- A dialog between theory and empirics

Credits-4/ Marks-50

Module 1: The family and the patriarch

Unit 1: In search of a theoretical paradigm

Theoretical concepts referring to the neoclassical paradigms of family: family as a unit for decision making (Gary Backer)

Interventions by the Marxists and Feminists (Heidi Hartman, Folbre, Humphries)

The notion of family as a case of cooperative conflict: Nancy Folbre, Amartya Sen, Bina Agarwal

Unit 2: Socio-cultural issues and the modifications

Question of fall-back position and development of agency: economic and social factors

Notion of domesticity, marriage, question of culture and women's agency (Maria Mies, Davidoff, Samita Sen).

Does working outside the home for pay necessarily enhance agency?

Module 2: Implications of gender disparity within the household: The world relevant to us

The main topics:

Disparity in development of capabilities and entitlement

The question of girl child

Feminization of poverty

The empirical context:

Contemporary India in the context of South Asia and developed countries. Understanding the macro trends from published data (World Bank, UN and the NFHS).

West Bengal in the context of other Indian states focussing on Kerala, Tamil Nadu, Andhra Pradesh, Uttar Pradesh and the Punjab.

Discussion of Case studies on West Bengal and Kerala

Module 3: “Men as the main bread winner”

Unit 1: Development of capability and women’s ability to participate in paid work

Discussion of trends in female workforce participation in developed countries, East and South-East Asia and South Asia.

India and the states with a focus on West Bengal: explaining the facts of women work less than men do, women are concentrated in certain kinds of work, women earn less than men do

Unit 2: Theoretical explanations of the above labour market trends:

Conversation between sociologists, economists and anthropologists

The human capital school.

The Marxists and the radicals.

The feminist school.

Module 4: The role of the state

Supply side interventions: development of capabilities

Demand side questions: development of economic opportunities

A critique of India with reference to Japan, China, South Korea and Bangladesh

West Bengal in comparison with Tamil Nadu

Module 5: Women’s experience in paid work:

Post industrial revolution Britain and the American industrialization. Export oriented industrialization and the Chinese experience: the contemporary debate on the issues of nimble finger/ sweat labour (Also Bangladesh)

How similar or different is the work place experience of women in India/ West Bengal from the industrialized countries as well the as late industrializers?

The informal sector, trade unions and women workers in India/West Bengal

The neo-liberal reforms and the women workers in India

Recommended Readings:

Agarwal, Bina, *A field of One’s Own: Gender and Land Rights in South Asia*, Cambridge, Cambridge University Press, 1994.

_____, “Social Security and the Family: Coping with Seasonality and Calamity in Rural India”, *Journal of Peasant Studies*, 1990, 17: 341-412.

_____, “Bargaining” and Gender Relations: Within and Beyond the Household”, *Feminist Economics*, 1997, 3(1): 1-51.

_____, “Engaging with Sen on Gender Relations”, in Kaushik Basu and Ravi Kanbur, (eds.) 2009, *Arguments for a Better World: Essays in Honour of Amartya Sen*, Volume II: Society, Institutions, and Development, pp. 157-177, New York: Oxford University Press.

Banerjee, Nirmala, “Working Women in Colonial Bengal: Modernization and Marginalization” in Kumkum Sangari et al. (eds.) 2006, *Recasting Women: Essays in Colonial History*, New Delhi: Zubaan.

Becker, Gary S., *A Treatise on the Family*, Cambridge, Cambridge University Press, 1981.

Folbre, N., “Hearts and Spades: Paradigms of Household Economics”, *World Development*, 1986, 14(2): 245-255.

_____, “The Black Four of Hearts: Towards a New Paradigm of Household Economics”, in J Bruce and D. Dwyer, (eds.) 1988, *A Home Divided*, pp. 248-64. Stanford, California: Stanford University Press.

_____, *The Invisible Heart: Economics and Family Values*. New York, New Press, 2001.

_____, Sen, A.K., ‘Gender and Cooperative Conflicts’, in I Tinker, (ed.) 1990, *Persistent Inequalities: Women and World Development*, New York, Oxford University Press.

_____, *Poverty and Famines*, Oxford University Press, 1981.

_____, "More than 100 million women are missing", *New York Review of Books*, 1990, 37 (20): 17-22.

Dreze, Jean and Amartya Sen, *India Development and participation*, Delhi, Oxford University Press: Chapter on gender, 2002.

Jean Dreze and Amartya Sen, *An Uncertain Glory India and its Contradictions*, Penguin Books Limited, London: Chapters ,8, 2013.

Lourdes Beneria, ‘From “Harmony” to “Cooperative Conflicts”’: Amartya Sen’s Contribution to Household Theory’, in K. Basu and R. Kanbur, (eds.) 2009, *Arguments for a better World*, Oxford University Press.

Rowbotham, Sheila, *Hidden from History, 300 Years of Women’s Oppression and the Fight Against It*, Pluto Press, 1975.

Kessler Harris, Alice, *Gendering Labour History*, Urbana and Chicago, University of Illinois Press, 2007.

Chant, Sylvia, “Households, gender and rural-urban migration: reflections on linkages and considerations for policy”, *Environment and Urbanization*, 1998, 10(1): 12.

Davidoff, Leonore and Catherine Hall, *Family Fortunes: Men and women of the English Middle Class, 1780-1850*, Chicago: University of Chicago Press, 1987.

Corbridge, S and J. Harriss and C. Jeffrey, *India Today: Economy, Politics and Society*, London, Polity: Chapter 13, 2012.

Sen, Samita, *Women and labour in Late Colonial India*, Cambridge University Press, 1999.

Sen Samita, (2014) *Economic and Political Weekly*.

Paul, Tanusree and Saraswati Raju, Gendered labour in India: Diversified or Confined? *Economic and Political Weekly*, 2014, Vol - XLIX No. 29, 197-208.

Chakravarty, Deepita, 'Docile Oriental Women and the Organized Labour: A case of an Indian garment export park', *Indian Journal of Gender Studies*, 2007, Vol. 14, No.3: 439-460, Sage Publications, Los Angeles/ London/ New Delhi/ Singapore.

Chakravarty Deepita, Ishita Chakravarty, *Women, Labour and the Economy in India: From Migrant Butlers to Uprooted Maids*, Routledge, London, UK. (Forthcoming, January, 2015).

Kabeer N and S Mahamood, 'Globalization, Gender and Poverty: Bangladeshi Women Workers in Export and Local Markets', *Journal of International Development*, 2004, Vol. 16(1).

Kabeer N, *The Power to Choose: Bangladeshi Women and Labour Market Decisions in London and Dhaka*, London, New York, Verso, 2000.

Lindholm, Charles (1982): *Generosity and Jealousy: The Swat Pukhtun of Northern Pakistan* Columbia University Press, New York, 1982.

Figart, D, 'Gender as more than a dummy variable: Feminist approaches to Discrimination', *Review of Social Economy*, 2005, Vol. LXIII (3).

Chari, Anurekha, "Gendered citizenship and women's movement", *Economic and Political Weekly*, 2009, 44 (17): 47-57.

Chen, Marty, (ed.) (1998), *Widows in India: social neglect and public action*, New Delhi: Sage.

Chowdhury, Prem, "First our jobs then our girls": the dominant caste perception on the 'rising' Dalits", *Modern Asian Studies*, 2009, 43 (2): 437-479.

Rustagi, Preet, "Significance of gender-related development indicators: an analysis of Indian states", *Indian Journal of Gender Studies*, 2004, 11 (3): 291-343.

Srinivasan, Janaki, "Paradox of human development of women in Kerala", *Economic and Political Weekly*, 2009, 44 (10): 23-25.

World Bank (2012): World Development Report, 2012, *Gender Equality and Development*, Washington, World Bank.

Semester III

Optional Course: Social Indicators of Development with Emphasis on Health and Education: A Gendered Perspective

Credits 4/Marks 50

Module 1: Health and education as social indicators of development

Unit 1: Theoretical perspectives on gender, health and education- human capital theory, capabilities approach.
Millennium development goals, Human Development Index, Gender development Index
The implications of socio-economic and cultural factors

Module 2: The women's movements for education and health in South Asia and in developed countries

Unit 1: Contributions of Mary Wollstonecraft, Emily Davies, Rokeya S. Hossain, Pandita Ramabai.
Women's movements in education and Right to education

Unit 2: Embodied health movements and women
Women's health movements in the United States
Are women united on health issues in India?

Module 3: Development of basic capabilities: Why and how gender matters? International experiences

Unit 1: Experiences of education and health related achievements in the developed countries

The excessive focus on educating and making a more healthy workforce including the women in the late-industrialisers- case of South Korea and China

The exception of Bangladesh

Module 4: Did India/West Bengal follow the same path?

Unit 1: Indicators of literacy and education with special reference to girls' education- spatio-temporal variations

Unit 2: Primary education - changes and challenges: Pratham and Pratiche Education Reports
Gender gaps in enrolment, drop-outs, completion of various levels in education.

Unit 3: Gender inequality in higher education
Women in Science and Technology

Unit 4: Government interventions in education: a feminist critique
Education for All, SarvaShikshaAbhiyan and National Programme for Education of Girls at Elementary Level (NPEGL).

Unit 5: Overview of health scenario
Indicators of health- spatio-temporal variations
Gender relations and reproductive health- social, political and economic issues in this context
Nutrition and women's health

Unit 6: Public health and gender questions
Context of public health in India: Politics and policies of gender, health and nutrition
Importance of health policies in mitigating gender based violence
Health insurance policies for the poor and the implications for women- case studies of West bengal, AP, Karnataka.

Recommended Readings:

Baron, Stephen, John Field and Tom Schuller, (Eds.) 2000, *Social Capital: Critical Perspectives*, Oxford:OUP.

Bhattacharya, Sabyasachi, *The Contested Terrain: Perspectives on Education in India*, Hyderabad: Orient Longman, 1998.

Bradley, Karen, "The Incorporation of Women into Higher Education: Paradoxical Outcomes?" *Sociology of Education* 73: 1-18, 2000.

Chanana, Karuna, (ed.) 1988, *Socialisation, Education and Women*. New Delhi: Orient Longman.

Chitnis, Suma and Philip G. Altbach, (EDs.) 1993, *Higher education reform in India: Experience and perspective*, New Delhi: Sage.

Commission on Social determinants of Health, 2008, *Closing the gap in generation: Health equity through action on the social determinants of health*, Geneva: World health Organization.
Davies, Emily, *The Higher Education of Women*. Adegri Graphics LLC, 1999.

Dreze, Jean and Amartya Sen, *India: Development and Participation*, New Delhi: OUP, 2002.

Epstein, Andrew J. and Simon P. Opolot, *Gender equity through education (GEE)*, USAID, 2012.

Gerber, Theodore P. and Sin Yi Cheung, "Horizontal Stratification in Postsecondary Education: Forms, Explanations, and Implications", *Annual Review of Sociology* 34: 299-318, 2008.

Glazer-Raymo, Judith, 2008, "The Feminist Agenda: A Work in Progress." Pp. 1-34 in *Unfinished Agendas: New and Continuing Gender Challenges in Higher Education*, edited by J. Glazer-Raymo. Baltimore: Johns Hopkins University Press.

Goodman, Joyce and Jane Martin, (eds.) 2002, *Gender, Colonialism and Education: The Politics of Experience*. London?, Woburn.

Greene, Margaret E. and Andrew Levack, *Synchronizing Gender Strategies A Cooperative Model for Improving Reproductive Health and Transforming Gender Relations*, Population Reference Bureau, 2010.

Hausmann, Ricardo, Laura D. Tyson, Saadia Zahidi, *The Global Gender Gap Report Switzerland: World Economic Forum*, 2012.

Herz, Barbara and Gene B. Sperling, *What Works in Girls' Education: Evidence and Policies from Developing World*. New York: Council on Foreign Relations Press, 2004.

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Jacobs, Jerry A., "Gender Inequality and Higher Education", *Annual Review of Sociology* 22: 153-85, 1996.

King, Jacqueline, *Gender Equity in Higher Education*, 2006, Washington, DC: American Council on Education, Available at pdf.-

Kosambi, Meera, *Pandita Ramabai through Her Own Words*. Delhi: OUP, 2000.

Kosambi, Meera, *Crossing Thresholds: Feminist Essays in Special History*. New Delhi: Permanent Black, 2007.

Kumar, Radha, *The History of Doing: An Illustrated Account of Movements for Women's Rights and feminism in India, 1800-1990*, New Delhi: Indraprastha Press.

Li, Guofang and Gulbahar H. Beckett, (eds.) 2006, "Strangers" of the Academy: Asian Women Scholars in Higher Education, Sterling, VA: Stylus Publishing.

Longwe, S., "Education for Women's Empowerment or Schooling for Women's Subordination", *Gender and development*, 1998, 6(2):19-26.

Luke, Carmen, *Globalization and Women in Academia: North/West-South/East*, Mahwah, NJ: Lawrence Erlbaum Associates, Publishers, 2001.

Luke, Carmen, *Globalization and Women in Academia: North/West-South/East*, Mahwah, NJ: Lawrence Erlbaum Associates, Publishers, [Ch. 5, 7, 8], 2001.

Maynard, Mary, "Beyond the 'Big Three': The Development of Feminist Theory into the 1990s." *Women's History Review* 4, 1995, 3: 259-81.

Mazumdar, Vina, *Education, Equality and Development: Persistent Paradoxes in India Women's History*. New Delhi: CWDS.

Powell, Avril and S. Lambert-Hurley, (eds.), *Rhetoric and Reality: Gender and the Colonial Experience in South Asia*. New Delhi: OUP.

Qadeer, Imrana, *New Reproductive Technologies And Health Care In Neo-Liberal India*. New Delhi: Centre for Women's Development Studies, 2010.

Ramachandran, Vimala (ed.) 2004, *Gender and Social equity in Primary Education: Hierarchies of Access*. New Delhi: Sage.

Ramachandran, Vimala, (ed.) 2003, *Getting Children Back to School: Case Studies in Primary Education*. New Delhi: Sage.

Rosen, Andrew, Emile Davies and the Women's Movement: 1862-1867. *Journal of British Studies*, 1979,19(1):.

Rottach, Elisabeth, Sidney Ruth Schuler and Karen Hardee, 2009, *Gender Perspectives Improve Reproductive Health Outcomes: new evidence*, Interagency Gender Working Group, USAID, and Population Action International.

Sarkar, Tanika, Strishiksha and its Terrors: Re-reading Nineteenth Century Debates on Reform. In Supriya Chaudhuri and Sajni Mukherji, (eds.) 2002, *Literature and Gender*, Hyderabad Orient Longman.

Sax, Linda J., *The Gender Gap in College: Maximizing the Developmental Potential of Women and Men*, San Francisco: Jossey Bass, 2008.

Schiebinger, Londa, Andrea Davies Henderson, Shannon K. Gilmartin, *Dual-Career Academic Couples: What Universities Need to Know* (PDF), Stanford: Clayman Institute, 2008.

Sen, Samita, A Father's Duty: State, Patriarchy and Women's Education. In Sabyasachi Bhattacharya, (Ed) 2002, *Education and the Disprivileged : Nineteenth and twentieth Century India*. New Delhi: Orient Longman.

Thorner, Alice and Maithreyi Krishnaraj, (eds.) 2000, *Ideals, Images and Real Lives: Women in Literature and History*. Hyderabad: Orient Longman.

Turner, Caroline Sotelo, "Women of Color in Academe: Living with Multiple Marginality". *Journal of Higher Education* 73, 2000, 1: 74-93.

Twombly, Susan B., "Women Academic Leaders an a Latin American University: Reconciling the Paradoxes of Professional Lives." *Higher Education* 35: 367-97, 1998.

Wollstonecraft, Mary, *A vindication of the rights of woman: with strictures on political and moral subjects*, London, 1792.

Wollstonecraft, Mary, [*Thoughts on the Education of Daughters: With Reflections on Female Conduct, in the More Important Duties of Life*](#). London: Joseph Johnson, 1787.

Wotipka, Christine Min and Elise Paradis, “*Cross-National Trends and Analyses of Female Faculty*.” Unpublished manuscript, Stanford University, Stanford, CA, 2009.

Xie, Yu and Kimberlee A. Shauman, *Women in Science: Career Processes and Outcomes*, Cambridge: Harvard University Press, 2003.

Xie, Yu and Kimberlee A. Shauman, *Women in Science: Career Processes and Outcomes*, Cambridge: Harvard University Press, 2003.

Semester III

Optional Course: Rural Women in the Indian Development Experience

Credits 4/ Marks 50

Module 1: Status, problems and social structure of rural women in India.

Module 2: Indian Five Year Plans: issues related to development of rural women including Public Works with special reference to MGNREGA.

Module 3: Status of tribal women – emerging issues.

Module 4: Rural planning, PRIs, decentralization, leadership and women.

Module 5: Concept of Micro-finance & SHGs: international and national experiences, a comparative picture (for example, Bangladesh, Malaysia, Andhra Pradesh). Impact of SHGs, their Formulation, Gradation, Inter-loaning System, and Role in Livelihood Generation, SGSY, Entrepreneurship development and NRLM

Module 6: Women in Agriculture and Non-farm Management.

Module 7: Violence against Rural Women and International and National Organizations working for Rural Women.

Recommended Readings:

Ahuja, Ram, *Violence Against Women*, Rawat Publications, New Delhi, 1998.

Bagchi, Jasodhara, *Indian Women: Myth and Reality*, (ed.) 1995, Sangam Books (India) Private Limited: Hyderabad.

Choudhury, A., *The Indian Women's Search for Economical Development*, Vikas Publishing House Ltd, New Delhi, 2000.

Desai, Neera, *Women in Modern India*, Vohra and Company Publishers Pvt. Ltd, Bombay, 1997.

Ghosh, *Women and Entrepreneurship in India in Entrepreneurship and Innovation, Models for Development*, (ed.) 1998, Sage Publications, New Delhi.

Karmakar, K. G., *Rural Credit and Self Help Groups*, Sage Publications, New Delhi, 1999.

Krug, E. E., Dahlberg, L. L., Mercy, J. A., Zwi, A. B. and Lozano, R. (eds.) 2002, *World Report on Violence and Health*, World Health Organisation, Geneva.

Kumari, Archana; Verma, R.K., *Women Political Leadership in India: Some Important Dimensions*, Serials Publications: Delhi, 2010.

Kurne, Anjali, *Issues in Women's Development*, Rawat Publications: New Delhi, 2010.

Lalneihzovi, *Women's Development in India*, (ed.), 2007, Mittal Publications: New Delhi.

Louise L. Hay, *Empowering Women: Every Woman's Guide to Successful Living*, Hodder and Stoughton, 1997.

Mukherjee, Reema, *Rural Women Empowerment*, Adhyayan Publishers and Distributors, 2008.

Narayanaswamy, B., Samanta, R. K. and Narayana Gowda, K., *Self Help Groups – Key to Empowerment of Rural Women*, The Women Press, New Delhi, 2007.

Nirmala, J., *Empowerment of Women in India*, Serials Publications: Delhi, 2005.

Pandya, Rameshwari, *Women in Changing India*, Serials Publications: Delhi, 2008.

Paul Mitra, Kakali, *Development Programmes and Tribals – Some Emerging Issues*, Kalpaz Publications, Delhi, 2004.

Prasad, Kiran, *Women in Rural Development*, The Women Press, 2006.

Sinha, Niroj, *Empowerment of Women through Political Participation*, Kalpaz Publications: Delhi, 2007.

Vidyarthi, L. P. and Rai, B. K., *The Tribal Culture of India*. Concept Publishing Company, New Delhi, 1985.

Semester III

Optional Course: Women and Environment

Credits 4/ Marks 50

Module 1: Women and Nature- Natural Resources, Ecosystem, management of natural resources, depletion of natural resources, Urban intervention and decay in natural environment - implications on rural women.

Module 2: Women and Pollution-Different types of pollutions, Role of women, Impact of Indoor and outdoor pollution, Sustainable development and impact on women. Pollution and health hazards

Module 3: Women in environmental movements- Chipko Movement, Narmada BachaoAandolan, other movements in India and abroad

Module 4: Women and Management- forest management, global warming, waste water management, Role of Women in Agriculture- Reflections of advanced technologies towards environment.

Module 5: Women , NGO and Environmental Policy- Role of NGOs in protecting the environment and rights of women; National Policy on protecting environment – Role of Pollution Control Boards, Central and State initiatives for environment protection, Ministry of Environment and Forest, Recent trends

Recommended Readings:

Agarwal, Bina. (1992) The Gender and Environment Debate: Lessons from India. *Feminist Studies*, Vol. 18(1): 119-158.

Chopra, Kanchan and S.C. Gulati. (1997)Environmental Degradation and Population Movements: The Role of Property Rights. *Environmental and Resource Economics*9: 383–408

Chopra, Kanchan and Saroj Kumar Adhikari. (2004) Environment development linkages: modelling a wetland system for ecological and economic value. *Environment and Development Economics*9: 19–45

Kabeer, Naila. *The Power to Choose Bangladeshi Women and Labour Market Decisions in London and Dhaka*. London New York: Verso

Kurian, C.T., “Tracks for the Time”. The Hindu “Survey on Environment”

M.S Swaminathan, 1998, Gender Dimensions in Biodiversity Management, Konark publishers pvt ltd, New Delhi

Nightingale, Andrea. The Nature of Gender: work, gender and environment. Environment and Planning D: Society and Space 24:2-45

P.K. Rao, 2000 Sustainable Development-Economics and Policy, Blackwell, New Delhi

PromillaKapur (ed), 2000, Empowering Indian Women, Publication Division, Government of India, New Delhi

Ronnie Vernooy, (Ed.) 2006, Social and Gender Analysis in Natural Resource Management – Learning Studies and Lessons from Asia, Sage, New Delhi

Siddiqui, Kalim. (2012). Development and Displacement in India: Reforming the Economy towards *Sustainability*. *Journal of Physics: Conference Series*364: 1-13

Vandana Shiva, “Gender and Technology Journal”, - Sage

Semester III

Optional Course: Gender, Media and Development

Credits-4/Marks-50

Module I: Gender, Media and Society

Gendered Media and its influence in society: its manifestation in society from gender perspective - Contemporary Social Issues-Masculinity and Sexuality and Media - Gendered Verbal & Nonverbal Communication

Module II: Gender and Communication Research

Theories and Concepts in Mass Communication - Processes of communication in modern life and society with special reference to gender -Methods of Research in Mass Communication

Module III: Media Monitoring on Gender Issues

Discussion on Media Monitoring - Project on Gender Representation in Media (Print/Audio-Visual/New Media/Social Media/Film)

Module IV: Practical

Each student has to prepare either a print or an audio-visual representation of a contemporary gender-related practical issue based on his/her field work assigned by the centre

Recommended Readings:

1. Tattelman, I. (1999). Speaking to the gay bathhouse: Communicating in sexually charged spaces. In W. L. Leap (Ed.), *Public sex/Gay space* (pp. 71---94). New York, NY: Columbia University Press gendered media
2. Berry, K. (2007). Embracing the catastrophe: Gay body seeks acceptance. *Qualitative Inquiry*, 13(2), 259---281.
3. Simmons, J. (2008). Performing “of” and “in”: Charting a body of ambiguous performances. *Text and Performance Quarterly*, 28(3), 330---343.
4. Heasley, R. (2005). Queer masculinities of straight men: A typology. *Men and Masculinities*, 7, 310---320.
5. Glover, J. (Producer), & Spadola, M. (Director). (1999). *Private dicks: Men exposed* [Motion picture]. USA: Cinemax.
6. Connell, R. W. (2006). The social organization of masculinity. In S. M. Whitehead & F. J. Barrett (Eds.), *The masculinities reader* (pp. 30---50). Malden, MA: Polity.
7. Michael Messner, Michele Dunbar, and Darnell Hunt, “The Televised Sports Manhood Formula”

8. Robert Walser, "Forging Masculinity: Heavy-Metal Sounds and Images of Gender" (GMR)
9. Karen Lee Ashcraft and Lisa A. Flores, "'Slaves with White Collars': Persistent Performances of Masculinity in Crisis
10. *The Gender and Media Reader*, edited by Mary Celeste Kearney, Routledge, 2011.
11. DeFrancisco, V.P., & Palczewski, C.H. (2007). Media [chapter 11]. In *Communication gender diversity: A critical approach* (pp. 235--261). Thousand Oaks, CA: Sage Publications.
12. Dove--Viebahn, A. (2007). Fashionably femme: Lesbian visibility, style and politics in *The L Word*. In T. Peele (Ed.), *Queer popular culture: Literature, media, film, and television* (pp. 71--83). New York, NY: Palgrave Macmillan.
13. Porfido, G. (2007). Queer as Folk and the spectacularization of gay identity. In T. Peele (Ed.), *Queer popular culture: Literature, media, film, and television* (pp. 57--69). New York, NY: Palgrave Macmillan.
14. Denise D. Bielby and William T. Bielby, "Women and Men in Film: Gender Inequality among Writers in a Culture Industry" (GMR)
15. Stacy Smith, "Representations of women in Hollywood
16. Elana Levine, "Fractured Fairy Tales and Fragmented Markets: Disney's Weddings of a Lifetime and the Cultural Politics of Media Conglomeration"
17. Kristen Shilt, "'I'll Resist With Every Inch and Every Breath': Girls and Zine Making as a Form of Resistance" (GMR)
18. Neils van Doorn, Sally Wyatt, and Liesbet van Zoonen, "A Body of Text: Revisiting Textual Performances of Gender and Sexuality on the Internet" (GMR)
19. Sharon Cumberland, "Private Uses of Cyberspace: Women, Desire, and Fan Culture" (GMR)
20. Pam Royse, Joon Lee, Undrahbuyan Baasanjav, Mark Hopson, and Mia Consalvo, "Women and Games: Technologies of the Gendered Self" (GMR)
21. Esther MacCallum-Stewart, "Real Boys Carry Girly Epics: Normalising Gender Bending in Online Games" (GMR)
22. Gaye Tuchman, "The Symbolic Annihilation of Women by the Mass Media" (GMR)
- Laura Mulvey, "Visual Pleasure and Narrative Cinema" (GMR)
23. *Gendered Lives: Communication, Gender and Culture* (10th edition), by Julia T. Wood
24. Michel Foucault, from *The History of Sexuality*, Vol, 1
25. Susan Bordo, "Introduction: Feminism, Western Culture, and the Body" *
26. Sandra Lee Bartky, "Femininity, Foucault and the Modernization of Patriarchal Power" *
27. Annabelle Mooney, "Boys Will Be Boys: Men's Magazines and the Normalisation of Pornography" (GMR)
28. Brenda Cooper, "Boys Don't Cry and Female Masculinity: Reclaiming a Life and Dismantling the Politics of Normative Heterosexuality" (GMR)
29. DeBeauvoir, S. (2000). The married woman. In A. Minas (Ed.), *Gender basics: Feminists perspectives on women and men* (2nd ed., pp. 259--267). Stamford, CT:
30. Wadsworth. Grant, A. (2000). And still, the lesbian threat: Or, how to keep a good woman a woman. *Journal of Lesbian Studies*, 4(1), 61--80.
31. Bordo, S. The body and the reproduction of femininity. In M. S. Kimmel (Ed.), *The gendered society reader* (3rd ed., pp. 309--326). New York, NY: Oxford University Press.

Semester III

Optional Course: Women and Religion

Credits 4/ Marks 50

Module 1: Role and status of women in religious institutions.

Module 2: Role and status of women in religion (Mother, daughter, wife, widow).

Module 3: The spiritual heritage of women.

Module 4: Women mystics in medieval times.

Module 5: Goddess worship

Module 6: Feminist theology

Module 7: Feminism and spirituality

Module 8: Monastic order (life in the order)

a) Admission, b) training, c) rules and regulations, d) Inter communication between monks and nuns.

Recommended Readings:

1. Ursula King, *Women and Spirituality*, New Amsterdam, New York

2. Therigatha

3. Ursula King (ed), *Women and World Religion, Past and Present*, New York, Paragon House

4. Arvind Sharma, *Women and Religion*, SUNY Press

5. Bernstein Marcelle, *Nuns*, London: Collins

6. I.B. Horner, *Women under Primitive Buddhism*, Motilal Banarasi Das

7. Kshitimohan Sen, *Prachin Bharate Nari*, Visva-Bharati

8. Vijaya Choudhury *Goddess worship in Ancient India*, Visva-Bharati

Semester III

Optional Course: Women In Ancient India

Credits 4/ Marks 50

Module 1- Research methodology for exploring ancient texts and archaeological documentation.

Unit 01 – Primary and Secondary tools for research- conflicting statements about the position of women in the same text: a case study and overview.

Unit 02 – Later Interpolations incorporated in some texts: a critical study.

Unit 03- Concept of ‘Woman’, determined by socio-economic and other extraneous factors

Module-2: Position of women in Vedic Literature

Unit 01- Women as revealed in *Samhita* texts-the hymns by women seers-

Assessment of those hymns-role of women as equal partners of their counterparts – a myth or a reality?

Unit 2 - Women in later part of the Vedic period – gradual deterioration of status – plausible reasons behind such degradation – socio-economic perspective.

Module 3 – Women in the epics

Unit 01- Women in the Mahabharata. Divergence of opinion about women in didactic and other parts of the same text. Thorough degradation of status of women– unconditional surrender to the mercy of male considered as the singular virtue of a woman –*Draupadi* as an icon of ideal womanhood.

Unit 02 – Women in the *Ramayana*. The process underlying the conversion of women into mere stooges in the hands of patriarchy- A few case studies-an overview.

Module 4 –Women in the age of *Dharmasastras*.

Unit 01- Total degradation of status of women. Right to education and property negated. Marriage age for women lowered. Women denigrated to the status of second class citizen, identical status as shared by *Dāsa* (sudras).

Unit 02 – A few principal *Dharmasastra* writers and their views about women.

The views of at least two principal *Dharmasastra* writers viz. *Manu* and *Yagnavalkya* on patriarchy and womanhood to be analysed – contrast in approach to be emphasized.

Module 5 – The status of women as revealed in Buddhist texts.

Unit 01 – Women allowed entry in Buddhist nunnery, gradual change of attitude towards women.

Unit 02 – An overview about the status of women in ancient India. Archaeological evidence may be highlighted in this context.

Recommended Readings:

Indian Women, Myth and Reality ed. by Jasodhara Bagchi, Sangam Books, Delhi, 1997.

Kusum Datta, *Women's Studies And Women's Movement in India*, The Asiatic Society, Kolkata, 2007.

Piyali Praharaj: *Indian Women and The Crisis of Identity Down The Ages*, Sanskrit Pustak Bhandar, Kolkata, 2006.

Sukumari Bhattacharji, *Women and Society in ancient India*, Basumati Corporation Limited, Calcutta, 1994.

Women in Early Indian Societies ed. by Kumkum Roy, Monohar, Delhi, 2005.

Women in Indian Society: A Reader ed. by Rehana Ghadially, Sage Publications, New Delhi, 1998.

Semester III

Optional Course: Feminist Literary Critique: Tagore and Other Selected *Bangla* Texts

Credits 4/ Marks 50

Module 1: Theories of Feminist Literary Criticism

Module 2: Tagore's literature in the light of Feminist critique

Novel: *Jogajog*
Short stories written during 1914-1920.

Module 3: Feminist critique: Ashapoorna Devi: *PrathamProtisruti, Subarnalata*
ManikBandyopadhyay: *PutulNacherItikatha*

Module 4: Student's own criticism of any literary work from feminist point of view

Recommended Readings:

Ashapoorna Devi, *Subarnalata* (1967), Mitra & Ghosh Pvt. Ltd., 2011.

Ashapoorna Devi, *PrathamPratishruti* (1964), Mitra & Ghosh Pvt. Ltd., Awarded year 1976.

Bandyopadhyay Manik, *PutulNacherItikatha*, First published by D.M. Library of Calcutta in 1936.

Bhattacharya Sutapa, *SheyNohiNohi*, Subarnarekha, Kolkata 1970.

Bhattacharya Sutapa, *Bangali Meyer BhabnamulakGadya*, Sahitya Academy, 1999, (rpt.) 2007.

Ghosh Prasun and Ahana Biswas, *AndarerItihas- NarirJobanbandiSampadana o Sankalon*.

Kemp, Sandra and Judith Squires, (eds.) *Feminisms*, Oxford Readers, OUP, 1997.

Lovenduski Joni, Randall Vicky, *Contemporary Feminist Politics: Women & Power in Britten*, OUP, 1993.

Chakravarty I, B. Pain and K. Bandyopadhyay (eds.), *NaishobdoBhenge: AtmaKothoneBangaliMeyera*, Stree Publishers, Kolkata, 2005

Tagore Rabindranath, *Galpaguchha*, 1914-1920.

Tagore Rabindranath, *Yogayog*, 1929.

Semester III

Optional Course: Women and/in Literature

Credits 4/ Marks 50

Module 1: Selection and excerpts from works of Mary Wollstonecraft, J. S. Mill, Virginia Woolf, Simone de Beauvoir, Elaine Showalter, Mary Jacobus, Helene Cixous, Julia Kristeva, Luce Irigaray, Judith Butler, Henry Louis Gates Jr, bell hooks, Alice Walker, Gloria Anzaldúa, Trinh T. Minh-ha, Chandra Talpade Mohanty, Val Plumwood, Maria Mies, Vandana Shiva and others to acquaint students with writings on the three waves of feminism, coloured women's writings, Third World feminists and Ecofeminists.

Module 2: This section could concentrate on Women and/in Literature in India available in English or translated into English from various Indian languages essential to trace the evolution of women's writing and position in India chronologically.

Selections from *Women Writing in India* (2 volumes) edited by Susie Tharu and K. Lalita; selections from novels by Kamala Markandaya; Selections from Short Story Collections: (for instance) stories by Lakshmi Kanan, Ambai or from *Harvest Annual Translation Vol II* (Special Issue on Bangla Short Stories by Women Writers ed. Tapati Gupta and Anil Acharya. Anustup, 2002); poetry and drama (*Silence! The Court is in Session* by Vijay Tendulkar or *Nagamandala* by Girish Karnad, for instance) selections

Module 3: Women and/in literature of countries other than India

Texts to be selected from literary works of Charlotte Bronte, Elizabeth Gaskell, Thomas Hardy, Virginia Woolf, Jean Rhys, Doris Lessing, Sylvia Plath, Charlotte Perkins Gilman, Alice Walker, Toni Morrison, Lorraine Hansberry, Amiri Baraka, Ntozake Shange, Maxine Hong Kingston, Margaret Atwood, Bapsi Sidhwa, Khaled Hosseini, Jean Arasanayagam among others.

Suggested Reading List:

Mary Wollstonecraft: *Vindication of the Rights of Woman*

John Stuart Mill: *The Subjection of Women*

Virginia Woolf: *A Room of One's Own*

Elaine Showalter: *A Literature of Their Own*

Sandra M. Gilbert and Susan Gubar: *Madwoman in the Attic*

Mary Eagleton ed. *Feminist Literary Theory: A Reader*

Toril Moi: *Sexual/Textual Politics*

Judith Butler: *Gender Trouble*

Susie Tharu and K. Lalita ed. *Women Writing in India* 2 volumes

Maria Mies and Vandana Shiva. *Ecofeminism*

bell hooks: *Talking Back: Thinking Feminist, Thinking Black*

Alice Walker: *In My Mother's Garden*

Ambai: "Squirrel"

Vijay Tendulkar: *Silence! The Court is in Session*

Charlotte Bronte: *Jane Eyre*

Jean Rhys: *Wide Sargasso Sea*

Khaled Hosseini: *A Thousand Splendid Suns*

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Learning Outcomes Based Curriculum Framework (LOCF)

Syllabus Objective and Outcome

**(Foreign Course, Certificate Course, Diploma and
Preparatory)**

2020



**DEPARTMENT OF INDO-TIBETAN STUDIES,
VISVA-BHARATI, SANTINIKETAN, (W.B.), INDIA.**

731235

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**DEPARTMENT OF INDO-TIBETAN STUDIES, VISVA-BHARATI
SYLLABUS OBJECTIVE AND OUTCOME (FOREIGN COURSE,
CERTIFICATE COURSE, DIPLOMA AND PREPARATORY)**

FOREIGN COURSE

Part-01

Content: Language

Objective: Introduction to Applied Grammar and Composition, translation practice and Buddhist Terminology in Tibetan.

Expected Outcome: Students will able to read, write and pronounce the Tibetan words correctly, understand the Tibetan literature and its content well, enhance the vocabulary and Buddhist terms in Tibetan and translation of short passages and stories.

Suggested Readings:

1. New plan Tibetan Grammar and Translation by Pema Chhinjor, Paljor Publications, Delhi, 1998.
2. A Grammar of the Tibetan Language: Literature and Colloquial by Herbert Bruce, 1978.
3. A text books of colloquial Tibetan by G.N. Roerich.
4. An Introduction to the Grammar of the Tibetan Language by Sarat Chandra Dash, Motilal Banarasidas, Delhi, 1983
5. Modern Tibetan Language, Volume I & II by LobsangThonden, Library of Tibetan Works & Archives, Dharamsala, 1996.

Part-02

Content: Text

1. Tibetan Reader- I
2. Sa-skya Legs-bshad, Chapter- 1 (First ten verses only)

Objective: Reading short stories and selected verses in Tibetan to understand the depth of Tibetan literature, culture, grammar and different grammar construction.

Expected Outcome: Able to read, write, and improve vocabulary and basic understanding of Tibetan Buddhist literature.

Suggested Readings:

1. Tibetan Civilization by R.A. Stein, 1972.
2. Political History of Tibet by Shakapa

CERTIFICATE COURSE

Part -01

Content: Language

Objective: This paper consists of applied grammar and composition, translation methodology, practice on essay and letter writing and Tibetan Buddhist terminology.

Expected Outcome: Able to read, write and enrich vocabulary of basic Buddhist terminology in Tibetan. Able to translate the short sentences from Tibetan to Hindi, Bengali, English and students' own mother tongue or their first language etc. The students are also expected to be able to understand the method of Tibetan letter writing and essay writing.

Suggested Readings:

- 1) Grammar and Composition
 - a) Tibetan Reader III (Council for Tibetan education Dharamsala)
 - b) A Grammar of the Tibetan Language: Literature and Colloquial by Herbert Bruce, 1978.
 - c) Textbook of the Colloquial Tibetan by G.N. Roerich.
- 2) Translation and essay writing: No textbook is prescribed.
- 3) Letter writing *Yigbskurnambzhag*, published from Tibetan Culture Printing Press, Dharamsala (H.P)

Part-02

Content: Literature

1. Prose
2. Poetry

Objective: Introduction on Tibetan literature both a prose and poetry form. This course aims at providing students with a comprehensive understanding on Indo-Tibetan literature.

Expected Outcome: Able to acquire the basic knowledge on Indo-Tibetan literature and its content. Understand the art of Tibetan poetry and prose composition.

Suggested Readings:

1. Tibetan Reader I (Council for Tibetan Education, Dharamsala)
2. Ngos-Kyi-Yul-Dang Ngos-Kyi-Mi-Mang by Dalai Lama, chapter I.
3. Poetry
 - a) bShes-Pa'i spring-yig by Klu-sgrub. (up to 15 verses)
 - b) Sa-skya Legs-bshad by Sakya Pandita Chapter 1 (first 15 verses)

DIPLOMA COURSE

Part-01

Content: Language

Objective: Introduction on Tibetan grammar, composition and comprehension, translation and essay writing.

Expected Outcome: Able to understand the basic structure of Tibetan language, method of composition in Tibetan, translation from Tibetan to other languages and essay writing.

Suggested Readings:

1. Sum-cu pa of ThonmiSambhota
2. Textbooks of Colloquial Tibetan by G. Roerich.
3. Introduction to the Grammar of the Tibetan Language by S.C. Das.
4. Grammar of Tibetan Language by Alexander Csoma de Koros.
5. Tibetan Grammar by Jaschke.

Part-02

Content: Poetry, Drama texts and history of Tibetan Buddhism

Objective: Introduction to Tibetan poetry, fiction and outline of history of Tibetan Buddhism.

Expected Outcome: Able to understand the fundamental knowledge of Tibetan poetry and fiction and its content, Tibetan Buddhist culture as well as understand the history of Tibetan Buddhism and its development in Tibet and abroad.

Suggested Readings:

1. Deb TherdMar Po by Tshal Pa KundGa' rDorJe.
2. Deb ThersNgon Po by 'Gos Lo Tsa Ba gZon Nu dPal.
3. Shel Gyi Me Long by Th'ubKanChos Kyi Nyi Ma.
4. The Religion of Tibet by Charles Bell.
5. The Buddhism of Tibet or Lamaism by L.A. Waddell.

Part-03

Content: Prose Literature

1. Chronicles and Bibliography text
2. Essay Writing
3. History of Tibet

Objective: Reading chronicles and Bibliography text, history of Tibet in Tibetan and practice of essay writing.

Expected Outcome: Able to understand the Tibetan culture, its history and also to gain good information about the Indo-Tibetan bibliography literature texts. Student can also compose short essay in Tibetan language.

PREPATORY COURSE

P-01

Content: Language Training

Objective: Introduction on elementary Tibetan Grammar and Composition, Honorific forms, conversation practice, translation methodology and translation practice.

Expected Outcome: Student are able to read, write and speak, having knowledge of Tibetan elementary grammar students can able to write short sentences in Tibetan and translate it into other languages.

Suggested Readings:

1. Sum-cu pa of ThonmiSambhota
2. Textbooks of Colloquial Tibetan by G. Roerich.
3. Introduction to the Grammar of the Tibetan Language by S.C. Das.
4. Grammar of Tibetan Language by Alexander Csoma de Koros.
5. Tibetan Grammar by Jaschke.

P-02

Content: Introduction of Buddhism in India & Tibet

Objective: Introduction of Buddhism in India and Tibet aims to provide students essential knowledge on Buddhism and Propagation of Buddhism in Tibet and its development.

Expected Outcome: Able to understand the life and deeds of Buddha, origin and development of Buddhism in India as well as its propagation in Tibet from the early 7th century AD.

Suggested Readings:

1. Beal, Samuel, *The Life of Buddha*. Delhi: 2002.
2. Lalitavistara [Kagyur]
3. Tenzin Gyatso, 14th Dalai Lama. *The Principal Aspects of the Path*. Dharamsala: 1989
4. Tenzin Gyatso, 14th Dalai Lama. *Four Essential Buddhist Commentaries*. Dharamsala: 2005 (1982)
5. BukkyoDendoKyokai. *The Teachings of Buddha*. Tokyo: 2002.
6. Sarao, K.T. *Origin of Ancient Indian Buddhism*. Taipei: 2004 (1989).
7. Snellgrove, David. *Indo-Tibetan Buddhism*. London: 1987.
8. Lopez, Donald S. *Religions of Tibet in Practice*. Princeton: 1987.

P-03

Content: Buddhist Literature and Royal Chronicles in Tibet

1. Short stories, Ancestral Dharma kings

Objective: Reading short stories and History in Tibetan, understand Tibetan grammar and composition, Buddhist literature, Tibetan royal chronicles and the contribution of Dharma kings.

Expected Outcome: Able to read Tibetan indigenous literature, make short sentences in Tibetan, improve the vocabulary, and to familiarize with the Tibetan Buddhist literature, culture and history.

Suggested Readings:

1. *Tibetan Reader I*, Dharamsala: Tibetan Educational Printing Press,
2. Chimpa, Lama and Alaka Chattopadhyaya. *Taranath's History of Buddhism in India*, trans. Delhi: Motilal Banarsidass, 2010.
3. Obermiller, E. *History of Buddhism in India and Tibet*, trans. Delhi: Sri Satguru Publications, 1986.
4. Khetsun Sangpo. *Biographical Dictionary of Tibet and Tibetan Buddhism*, Dharamsala: Library of Tibetan Works and Archives, 1973.

**DEPARTMENT OF INDO-TIBETAN STUDIES, VISVA-BHARATI
SYLLABUS OBJECTIVE AND OUTCOME (CBCS)**

B.A.SEM-1

CC-01

Content: Tibetan Classical Grammar & Prose (Textual Study)

1. *dyangs can grub pa 'irdorje (YangchenDrubpay Dorje) Legs bshadljondbang*
2. Dalai Lama, *ngoskyiyul dang ngoskyi mi mang [My Land and My People- Appendix-I]*

Objective: Introduction on Prefix, Suffice, fourteen grammatical particles and eight cases of Tibetan grammar in elementary level and also enable them to pronounce Tibetan words correctly. Second book Introduce the situation of Buddhism and its basic teachings.

Expected Outcome: Able to read, write and understand the Tibetan texts and its content well and also able to explain it too. Know the situation of Buddhism in the world and particularly in Tibet and understand the basic knowledge of Buddhism.

Suggested Readings:

1. Noble Ross Reat. *The Divine Tree: A Tibetan Mnemonic Grammar Poem*, 1982.
2. Das, SaratChandra. *Introduction to the Grammar of Tibetan Language*. Delhi: 2008 (1915).
3. TsetanChonjore & Andrea Abinanti. *Colloquial Tibetan (A Textbook of the Lhasa Dialect)*
4. His Holiness the XIV Dalai Lama. *My Land and My People*, Warner Books: 1997.

CC-02

Content: Cultural History of Tibet (Early Spread of Buddhism)

Bon and Nyingmapa Schools, Introduction on zhangzhung, and Life & Works of Śāntaraṅgita, Padmasambhava, Kamalaśīla & Vimalamitra

Objective: Introduction on Cultural history of Tibet and its indigenous religion Bon and Nyingmapa schools of Tibetan Buddhism, together with contribution of selected Indian Buddhist masters propagating the Buddhism in Tibet.

Expected Outcome: Capable to understand the Cultural history, indigenous religion of Tibet and the early spread of Buddhism in Tibet and also knows the contribution of selected Indian Buddhist master in Tibet.

Suggested Readings:

1. Roerich, G.N. *Deb thersngon po (The Blue Annals)*. Delhi: 1988. (Calcutta: 1949).
2. Snellgrove, David & Hugh Richardson. *A Cultural History of Tibet*. Boston: 1986.
3. Obermiller, & E., *The History of Buddhism in India and Tibet*, Delhi: 2005.
4. Drangsong Namgyal. *Bod rig pa 'izhib 'jug mkha' ldinggshogzung (The Garuda Wings)*. Jyatha, Thamel: Vajra Publication, 2009.

GE-01**Content:** Introduction to Elementary Tibetan Grammar

1. TsetanChonjore& A. Abinanti. *Colloquial Tibetan (A Textbook of the Lhasa Dialect)*
2. Sarat Chandra Das. *Introduction to the Grammar of Tibetan Language*. Delhi: 1996.

Objective: The objective of this topic is to enable students to read, write and pronounce the Tibetan words accurately through the introduction of elementary Tibetan grammar.**Expected Outcome:** Student will able to read the sentences, pronounce the words correctly, make short sentences and improve the Tibetan vocabulary.**Suggested Readings:**

1. Lama ChoedakRinpoche. *A Text Book of Tibetan Language*. Australia: Sakya Losal Choe Dzong
2. Nicolas Tournadre&SangdaDorje. *Manual of Standard Tibetan: Language and Civilization*. Ithaca: Snow Lion Publications

B.A SEM-2**CC-03****Content:** Indo-Tibetan Literature

1. *bshes springs (Suhrlakkha) by Nāgārjuna [Verse: 1-20]*
2. *choskyitshigsubcadpa (Dhammapada) [Chap.I, Verse 1-15]*

Objective: Introduction of Buddhist ethics. Lesson on abstain from ten non-virtues action of body, speech and mind; Practicing the eight Buddhist precepts and training on six Paramitas. Second text introduces the collected and compiled discourse of Lord Buddha.**Expected Outcome:** Having inculcated moral conduct student will live the life well trained in moral and ethical values enshrined in Buddhist training. With the basic understanding of Buddhist ethics and shall be able to go for further studies in the Subject.**Suggested Readings:**

1. *Suhrlakkha of Nāgārjuna with the commentary of JetsunRendawa*, CIHTS, Sarnath, Varanasi: 1996.
2. *Nāgārjuna's Letter*. LWTA, Dharamsala: 1995.
3. *Dhammapada*. The Dalai Lama Tibeto-Indological Studies Vol. IV, CIHTS, Sarnath: 1982.
4. *The Dhammapada* (Pali text & translation with stories in brief and notes) Taipei, Taiwan: 1993.

CC-04**Content:** Classical Tibetan Literature (Poetry)*gzhon nu drug gi rtogs brjod (Chap. I & II)*

Objective: Introduction to the practice of Six Paramita (giving, ethics, patience, perseverance, concentration and wisdom) on the account of Buddhism in particularly and mundane concern in general.

Expected Outcome: Able to know the content of Six Paramita and worldly concern. Enhance the vocabulary of Tibetan and Sanskrit composition and comprehensive of passage and translation of literature.

GE-02

Content: Introduction to Intermediate level Tibetan grammar

1. TsetanChonjore& A. Abinanti. *Colloquial Tibetan (A Textbook of the Lhasa Dialect)*
2. Sarat Chandra Das. "Content: Introduction to Elementary Tibetan Grammar," *Introduction to the Grammar of Tibetan Language*. Delhi: 1996.

Objective: Introduction to Classical Tibetan Grammar and Colloquial Tibetan, construction of sentences and translation.

Expected Outcome: Able to identify the Dependent and Independent Particles and Case endings of Tibetan grammar very well, construct the simple sentences and also able to translate the short passages.

Suggested Readings:

1. Lama Choedak. *A Text Book of Tibetan Language*. Australia: Sakya Losal Choe Dzung
2. N. Tournadre& S. Dorje. *Manual of Standard Tibetan: Language and Civilization*. Ithaca: Snow Lion Publications
3. Bloomfield, Andrew and Yanki Tshering. *Learning Practical Tibetan*, Ithaca: Snow Lion Publications
4. William A. Magee & Elizabeth Napper. *Fluent Tibetan. A Proficiency Oriented Learning System (Novice & Intermediate Levels)*
5. Joe B. Wilson. *Translating Buddhism from Tibetan*, Ithaca: Snow Lion Publications

B.A. Sem -III

CC-05

Content: Indo-Tibetan Buddhist Literature

1. *byang chub semspa 'ispyod pa la 'jug pa {Bodhicaryāvatāra}, Chapter-II*

Objective: Introduction to the benefit of Bodhicitta (the altruistic mind) to motivate oneself towards generating it and the method of generation.

Expected Outcome: Able to change one's mind set towards other being and become loving kindness and compassionate for the welfare of other sentient beings.

Suggested Readings:

1. Thrangu Rinpoche. *A Guide to the Bodhisattva's Way of Life of Śāntideva*. Delhi: 2002.
2. Tripathi, Ram Shankar. *Bodhicaryāvatāra* (in Hindi). Leh: 2002.
3. Batchelor, Stephen. *A Guide to the Bodhisattva's Way of Life*. LTWA, Dharamsala: 1992.

CC-06**Content:** Tibetan Lhamo Opera*Gzugs kyi nyima'i rnam thar*

Objective: One of the themes of Tibetan Lhamo opera, this fictional story provides the significance of righteousness and highlights the meaningless in attaching the worldly affairs. Hence, the objective here is to encourage students to step in the path of righteousness.

Expected Outcome: Enhance the reading practice of Tibetan, improve the Tibetan vocabulary understands the significance of Tibetan poetry and composition. Expected to students are follow the path of righteousness in their daily life.

Suggested Readings:

1. gZugskyinyima'irnam thar, Dharamsala: TCPP
2. Shastri, V. Bhattachārya: Bhotaparakasha. Calcutta University, Kolkata

CC-07**Content:** Tibetan Classical Grammar (Textual Study)*Thumi Sambhota: Sum cu pa (MūlaTrimsā)*

Objective: Introduction on fourteen grammatical particles and eight cases of classical Tibetan grammar and their usage.

Expected Outcome: Able to construct the sentence and become well versed in Tibetan traditional grammar and their usage in different grammar and sentence construction.

Suggested Readings:

1. Lahuli, K. Angrup. *Bod kyibrdasprod slob deb* (Tibetan and Hindi), trans. Central University for Tibetan Studies, Sarnath, Varanasi: 2010.
2. Tshetan Zhab-drung. *Sum rtagskyibshad pa thon mi'izhal lung*. New Light Publication, 1989.

SECC-01**Content:** Buddhist Ethics (Based on Indo-Tibetan Literature)

1. *Bodhicaryāvatāra (Byang chub semspa'ispyod pa la 'jug pa), Chapter I*
2. *Cānakyanītisāstra (Canaka'i lugs kyibstanbcos) Chapter I*

Objective: This chapter presents the benefit of Bodhicitta (the altruistic mind). Hence, the objective here is to motivate students to appreciate the Bodhicitta the “thought of enlightenment” and put this altruistic thought into practice in daily life. The second text highlights the moral ethics.

Expected Outcome: Able to change one's mind set towards other beings and become loving kindness and compassionate for the welfare of other sentient beings. Expected to be well-trained in moral and ethical values and become responsible citizen.

Suggested Readings:

1. Batchelor, Stephen: *A Guide to the Bodhisattva's Way of Life*, LTWA: Dharamsala 1992
2. Tripathi, Ram Shankar: *Bodhicaryāvatāra* (in Hindi), Leh, 2002
3. Nagarjuna: *Shesrabrgyapazhesbyaba'irabtubyed pa*
4. S.K. Pathak (ed): *Cānakyanīti* (Ca naka'i lugs kyibstanbcos), Visva-Bharati

GE-03

Content: Introduction to Tibetan Buddhist Culture

1. *Patrul Rinpoche: Kunbzangblama'izhal lung*
2. *H.H. the Dalai Lama: The Power of Compassion*

Objective: Introduction to Tibetan Buddhist way of life and Tibetan religious tradition and mind training. Through the Buddhist Culture, students will be introduced with the literary guideline of Buddhist practice in making them a responsible citizen.

Expected Outcome: Student will able to understand the Buddhist Culture of Tibet and its religious tradition; Buddhist definition of compassion and loving kindness; Tibetan Buddhist way of life.

Suggested Readings:

1. PatrulRinpoche. *Words of My Perfect Teacher*
2. Gampopa. *Dwags po thar rgyan*
3. Sakya Pandita. *Thubpadgongsgsal*
4. Lama Tsongkhapa. *Lam rim chenmo*

B.A. Sem -IV

CC-08

Content: Cultural History of Tibet (Later Spread of Buddhism in Tibet)

1. *Thu'u Kan Chökyi Nyima: grub mtha' shelgyi me long*
2. *Bu-ston Rinchen Drub: buston chos 'byung*

Objective: Introduction to the History of Tibet and its Royal Chronicles and also informed about the development of Tibetan Buddhism during 8th to 11th century.

Expected Outcome: Able to know the historical facts of Tibetan kingdom and its kings. Acquire the essential knowledge about the dissemination and development of Tibetan Buddhism in Tibet.

Suggested Readings:

1. Roerich, G.N. *Deb ther sngon po* (The Blue Annals). Delhi: 1988 (Calcutta 1949).
2. Snellgrove, David & Hugh Richardson. *A Cultural History of Tibet*. Boston: 1986.

3. Tulku Thondup Rinpoche. *Buddhist Civilization in Tibet*, London: 1987.
4. Obermiller, E. *The History of Buddhism in India and Tibet*. Delhi: 2005.

CC-09

Content: Indigenous Tibetan Literature (Poetry)

Sakya Pandita: Sa skya legs bshad, Chapter- I

Objective: The book on Moral Teaching introduces the chapter on Examination of Wise Person. This chapter in verse form highlights the innate good qualities and the characteristics of wise person by narrating short moral stories as an illustration. The objective is to make students understand the unique feature of wise person's characters as depicted in the first chapter of Sa-skya legs bshad.

Expected Outcome: Able to gain awareness with regard to the importance of good conduct in one's life.

Suggested Readings:

1. KhenchenSangyay Tenzin: Sa skya legs bshadkyi 'grel pa
2. GungthangTanpayDronme: Chu shing bstanbcos

CC-10

Content:Buddhist Logical Text (Textual Study)

1. *Geshe Jamphel Samphel: Blo rig rnam bzhag nyer mkho phyogs bsdu*
2. *Dignaga: NyāyaPravesh*

Objective: Introduction to the fundamental knowledge of minds as presented in Tibetan Buddhist Logic Within the framework of Indian Buddhist Logic and Epistemology. Second text on Buddhist Logic and it introduces many valuable points on two *prāmānas* (valid knowledge) of *pratyakṣa* and *anumāna* (perception and inference). The first twenty sutras are incorporated in the syllabus.

The students are expected to understand the characteristic of *anumāna* (inference) according to Buddhist Logic. Able to differentiate the nature of *anumāna* (inference) that is maintained by Dignaga and *Nyāya-Vaisheshika*

Expected Outcome: One can understand the concept of seven different types of minds; their definition and the division as presented according to Gelugpa school of Tibetan Buddhism. Second text provides the understanding on Valid Knowledge according to the Buddhism.

Suggested Readings:

1. GesheLobsangGyatso. *Rigs lam che ba blo rig rnam bzhag nyer mkho kun btus*.
2. Sakya Paṇḍita. *Tshad ma rigs gter*
3. Tangyur (Peking Edition)
4. SempaDorjee. *NyāyaPravesh of Dignaga with Haribhadrasuri's Commentary and Tibetan Text*, Bibliotheca Indo-Tibetica. Series No. 6

SEEC-02

Content:Mind Training Text (Based on Tibetan Buddhism)

1. *Dhammapada (CittaVarga)*
2. *Sakya Pandita: Zhen pa bzhi bral gyi gdam sngag*

Objective: Highlights the discourse on merits and demerits of the mind and how one can safeguard one's mind. Also introduces the mind training teaching based on Tibetan Buddhism. Hence, the objective here is to make students understand the basic nature of the mind and the mental states of three levels of practitioners.

Expected Outcome: Able to understand the nature of mind and its function. Having well understood on the nature of mind one can understand the real meaning of Dharma and wish to apart from the attachment to this life, samsara, and self-interest and grasping at the wrong views.

Suggested Readings:

1. *Dhammapada*. The Dalai Lama Tibeto-Indological Studies. Vol. IV, CIHTS, Sarnath: 1982.
2. Palbar, Horkhang Sonam. *dGe 'dun chos 'phelgyigsungrtsom*. ed.
3. *Sa pan kundga' rgyalmtshangyigsung 'bum*
4. Chegawa Yeshe Dorjay. *Blosbyong don bdun ma*

GE-04

Content: Introduction to Buddhism

1. *Life of Gautama Buddha*
2. H.H. the XIVth Dalai Lama: *My Land and My People [Appendix-1 (up to Mahayana)]*

Objective: Introduction to the Life of Gautama Buddha and the second text provides the fundamental teaching of Gautama Buddha.

Expected Outcome: Students will gain the basic knowledge on the life and deeds of Gautama Buddha, his primary teaching and its moral values.

Suggested Readings:

1. Bapat, P. V. *2500 Years of Buddhism*, Delhi: Ministry of Information and Broadcasting, 1956.
2. H.H. the Dalai Lama, (Trans. by Jeffrey Hopkins & Lati Rinpoche) *The Buddhism of Tibet and the Key to the Middle Way*. New York: Harper & Row
3. H.H. the Dalai Lama. *An Introduction to Buddhism*
4. Walpola Rahula. "Setting in Motion the Wheel of Truth," *Dharmacakrapravartana Sūtra, What the Buddha Taught*, trans. Oxford: One World Publications

B.A. Sem-V

CC-11

Content: Indo-Tibetan Buddhist Literature

1. *Nāgārjuna: bShespa'i spring yig (Verse no. 21-41)*
2. *Atisha Dīpamkara: Bodhipatha Pradīpam (byang chub lam sgron) (Verse 1-20)*

Objective: Introduction of Buddhist ethics. Lesson on abstain from ten non-virtues action of body, speech and mind; Practicing the eight Buddhist precepts and training on six Paramitas. Second text provides the introduction to the Buddhist practice purely based on Indian scholastic tradition, gradual

path for the three types of individual practitioners e.g. Small, Middle and Great person with their characteristics and differences in accordance with their attainment of enlightenment.

Expected Outcome: Having inculcated moral conduct student will live the life well trained in moral and ethical values enshrined in Buddhist training. With the basic understanding of Buddhist ethics and shall be able to go for further studies in the Subject. Second text makes able to understand the essential teaching of Buddha and the path that leads to the complete enlightenment.

Suggested Readings:

1. Suhrlekha of Nāgārjuna with the commentary of JetsunRendawa, CIHTS, Sarnath: 1996.
2. *Nāgārjuna's Letter*. LTWA, Dharamsala: 1995
3. Shastri, LobsangNorbu. *Atisha Dīpamkara: Bodhipatha Pradipam* (byang chub lam sgron) trans. Sarnath: Central Institute of Higher Tibetan studies, Varanasi
4. JamgonLodoeThaye. *byang chub lam sgronrtsa 'grel*. Sarnath: 1994.

CC-12

Content: Indo-Tibetan Avadan Literature

1. *Kshemendra: rTogs brjod dpag bsam 'khri shing (Chap. I)*
2. *Kshemendra: rTogs brjod dpag bsam 'khri shing (Chap. II)*

Suggested Readings:

1. *rTogsbrjoddpagbsam 'khri shing (Avadāna-Kalpalatā)*: Dharamsala, 1986
2. Tangyur (Peking Edition)

DSE-01

Content: Indigenous Tibetan Literature (Poetry)

1. *SakyaPandita: Saskyalegsbshad, Chap. II*
2. *GunghangTenpaeDronme: Chu shingbstanbcos (Choskyisarga)*

Objective: Both the texts composed in the form of poetry highlights the subject on moral ethics within the context of Tibetan culture.

Expected Outcome: Having inculcated moral conduct student will live a life well-trained in moral and ethical values enshrined in Buddhist teaching.

Suggested Readings:

1. KhenchenSangyayTenzin. *Saskya legs bshad kyi 'grel pa*. Dharamsala: TCPP.
2. GunghangTanpayDronme. *Chu shing bstanb cos*, Dharamsala: TCPP.

DSE-02

Content: Indo-Tibetan Poetics

Danḍi: Kāvyaḍarśa (sNyan ngag me long), Chap. 1 (Verse No. 1-25)

Objective: Kāvyaḍarśa provides the fundamental knowledge on classical Indian poetry composition and its divisions. Highlight the development of Kāvyaḍarśa and teaching-learning tradition in Tibet.

Expected Outcome: Able to know the essential knowledge of poetry which based on classical Indian Sanskrit tradition of poetry composition.

Suggested Readings:

1. MiphamGeleg Namgyal: sNyanngag me long gi 'grel pa dang dperbrjod
2. Shiv Narayan Shastri: DandiracitaKāvyaḍarśa 'Prasādinī' hindībyākhyāsahit
3. C. Sankara Rama Sastri: Kāvyaḍarśa with English Notes and Translation

B.A. Sem-VI

CC-13

Content:Indo-Tibetan Literature (Poetry)

1. *UdānVarga (Ched du brjodpa 'itshoms) (Verse 1-20)*
2. *Nāgārjuna: Lugs kyi bstan bcos skebo gsoba 'i thigs pa (Verse no. 1-20)*

Objective:Both the Selected Chapter of the text UdānVarga andLugs kyibstanbcosskebogsoba'i thigs pa explains the way of leading a spiritual life. It deals with how one should behave in a practical life to attain his religious goal. Second text also provides the introduction to the moral conduct purely based on Indian scholastic tradition.

Expected Outcome:The students are expected to get benefit in understanding the moral ethics of human being and thereby able to apply moral code of conduct in one's practical life.

Suggested Readings:

1. *Ched du brjodpa 'itshoms*. Dharamsala: TCPP, 2008.
2. *Dhammapada*. The Dalai Lama Tibeto-Indological Studies, Vol. IV, CIHTS, Sarnath: 1982.
3. Shastri, V. Bhattacharya. *Bhotaparakasha*, Calcutta University, Kolkata:
4. Tangyur (Peking Edition)

CC-14

Content:Indo-Tibetan Philosophical Literature

1. *Shes rab kyi pha roltu phyin pa 'isnying po (Prajñāpāramitāhṛdayasūtra)*
2. *Maitreyaṅāth: Theg pa chen po rgyudbla ma (Mahāyāna-Uttaratantra), (Verse No.1-28)*

Objective: This paper provides students with insight into the ultimate reality in both ontological and epistemological sphere of Buddhist learning. Also introduces the Buddhist philosophical doctrine of Dependant Origination. Second Text provided Introduction to the Buddhist philosophy of Yogacara School or Vijñānavāda in general and the important teachings on Buddha-nature and enlightenment in particular.

Expected Outcome: Able to get the fair idea about the Prajñāpāramitā literature and its contents in true perspective of emptiness as well as the qualities of Buddha. Second text provides the philosophical view of Yogacara School. Also develop the intellectual thought in oneself that all sentient beings possessed the Buddha-nature which is indispensable for attaining enlightenment.

Suggested Readings:

1. Buddha Nature: The Mahayana Uttaratantra Shastra with Commentary, Snow Lion Publication 2000
2. *Theg pa chen po rgyud blama'i bstan bcos legs par bshad pa* (Mahāyāna-Uttaratantraśāstra-Subhāṣita), Kathmandu, Nepal

DSE-03

Content: Tibetan Lhamo Opera

rGyal po dri med kun ldan gyi rnam thar

Objective: One of the themes of Tibetan Lhamo opera, this fictional story provides the significance of righteousness and highlights the meaningless in attaching the worldly affairs. Hence, the objective here is to encourage students to step in the path of righteousness.

Expected Outcome: Enhance the reading practice improve the Tibetan vocabulary and also understands the significance of Tibetan poetry and composition. Expected students will follow the path of righteousness in their daily life.

Suggested Readings:

1. Dri med kundangyimdzadnam, Bod ljongs mi dmangsdpeskrunkhang, 2008
2. Choskyirgyal po dri med kundangyimdzadtshulrgyaspa mu tig phrengbabzhugs so, Dharamsala: TCPP

DSE-04

Content: Lexicography & Thesaurus

1. *Sakya Pandita: Dag par byed pa sdeb sbyor rinchen rgya mtsho*
2. *Amarsimha: Amarkosha (mNgonbrjod 'chi med mdzod) (Prānivarga)*

Objective: Introduction to Lexicography provides the clear idea of noun and their spelling, meaning and usage. The second text on thesaurus presented the synonyms and appropriate usages of synonyms in composition.

Expected Outcome: Able to remember spelling of words correctly and their usage appropriately. One can use the synonyms properly while composing the verse, poetry and prose. One can also understand the content of Buddhist scripture.

Suggested Readings:

1. Satis Chandra Vidyabhusan. *Amarkosha* (Bi-lingual)
2. Sakya Pandita. *Dag par byed pa sdeb sbyor rinchen rgya mtsho*
3. Tangyur (Peking Edition)
4. Jamyang Gyaltsan. *mNgon brjod rgya mtsho'i chu thigs kyi 'grel pa mngaris khambu*

**DEPARTMENT OF INDO-TIBETAN STUDIES, VISVA-BHARATI
SYLLABUS OBJECTIVE AND OUTCOME B.A (HONS) NON-CBCS,
M.A. AND PH.D.**

B.A. SEM-1

H-1

Content: Grammar & Prose

1. dyangs can grub pa'irdorje (YangchenDrubpayDorje) Legs bshadljondbang
2. Dalai Lama: ngoskiyul dang ngoskiyi mi mang [My Land and My People- Appendix-I]

Objective: Introduction on Prefix, Suffice, fourteen grammatical particles and eight cases of Tibetan grammar in elementary level and also enable them to pronounce Tibetan words correctly. Second book Introduce the situation of Buddhism and its basic teachings.

Expected Outcome: Able to read, write and understand the Tibetan texts and its content well and also able to explain it too. Know the situation of Buddhism in the world and particularly in Tibet and understand the basic knowledge of Buddhism.

Suggested Readings:

1. Yangchan-DrupPa'iDorje. *legs bshad ljond bang*. Dharamsala: 1988. 104-107)
2. Das, SaratChandra. *Introduction to the Grammar of Tibetan Language*. Delhi: 2008 (1915).
3. Das, S.K: Manual for Tibetan Lesson, KIBI, New Delhi 2013
4. Goldstein, Melvyn. *Essentials of Modern Literary Tibetan*. Los Angeles: 1991.
5. LobsangThonden. *Modern Tibetan Language*, Vol. I
6. Tenzin Gyatsho. the 14th Dalai Lama. *ngoskiyul dang ngoskiyi mi mangs*. Delhi s.a.
7. His Holiness the XIV Dalai Lama. *My Land and My People*, [The Original Autobiography of His Holiness the Dalai Lama], Warner Books 1997.

H-2

Content: Cultural History of Tibet (Early Spread of Buddhism)

Bon and Nyingmapa Schools, Introduction on zhang chung, and Life & Works of Śāntarakṣita, Padmasambhava, Kamalaśīla & Vimalamitra

Objective: Introduction on Cultural history of Tibet and its indigenous religion Bon and Nyingmapa schools of Tibetan Buddhism, together with contribution of selected Indian Buddhist masters propagating the Buddhism in Tibet.

Expected Outcome: Capable to understand the Cultural history, indigenous religion of Tibet and the early spread of Buddhism in Tibet and also knows the contribution of selected Indian Buddhist master in Tibet.

Suggested Readings:

1. Thu'ubKanChokyiNyima. *grubmtha' shelgyi me long*

2. Gyurme Dorje with Matthew Kapsten. *bdud 'joms chos 'byung*, Boston: 1991.
3. G.N.Roerich, *deb ther sngon po* (The Blue Annals). Delhi 1988 (Calcutta 1949)
4. Stein, R.A., *Civilization of Tibet*. London: 1972.
5. Snellgrove, David & Hugh Richardson. *A Cultural History of Tibet*. Boston 1986
6. Tulku Thondup Rinpoche, *Buddhist Civilization in Tibet*. London 1987
7. Rockhill, W.W. *The Dalai Lamas of Lhasa and their Relations with the Manchu Emperors of China. 1644-1908*. Dharamsala: 1988.
8. Zhakapa, Tsepon W.D. *A Political History of Tibet*. New York: 1984.
9. Obermiller, & E. *The History of Buddhism in India and Tibet*. Delhi: 2005.
10. Tucci, G. *Religions of Tibet*
11. Drangsong Namgyal: *bod rig pa'izhib 'jug mkha' lding gshog zung* (The Garuda Wings). Vajra Publication, Jyatha, Thamel 2009
12. Das, S.K., *Biography of Indian Buddhist Acharyas*, Central Institute for Buddhist Studies, Choglamsar, Leh 2007

B.A. SEM-2

H-3

Content: Indo-Tibetan Literature

1. bshes springs (Suhrlekkha) by Nāgārjuna [Verse: 1-20]
2. choskyitshigsubcad pa (Dhammapada) [Chap.I, Verse 1-15]

Objective: Introduction of Buddhist ethics. Lesson on abstain from ten non-virtues action of body, speech and mind; Practicing the eight Buddhist precepts and training on six Paramitas. Second text introduces the collected and compiled discourse of Lord Buddha.

Expected Outcome: Having inculcated moral conduct student will live the life well trained in moral and ethical values enshrined in Buddhist training. With the basic understanding of Buddhist ethics and shall be able to go for further studies in the Subject.

Suggested Readings:

1. *Suhrlekkha of Nāgārjuna* with the commentary of JetsunRendawa, CIHTS, Sarnath, Varanasi: 1996.
2. *Nāgārjuna's Letter*. LWTA, Dharamsala: 1995.
3. *Dhammapada* (Commentary in the Context of Modern Times). CUTS, Sarnath, Varanasi: 2013.
4. *The Dhammapada* (Pali text & translation with stories in brief and notes) Taipei, Taiwan: 1993.

H-4

Content: Poetry Texts (Sanskrit-Tibetan Bilingual Study)

gzhon nu drug gi rtogs brjod (Chap. I & II)

Objective: Introduction to the practice of Six Paramita (giving, ethics, patience, perseverance, concentration and wisdom) on the account of Buddhism in particularly and mundane concern in general.

Expected Outcome: Able to know the content of Six Paramita and worldly concern. Enhance the vocabulary of Tibetan and Sanskrit composition and comprehensive of passage and translation of literature.

Suggested Readings:

1. *gzhon nu drug gi rtogs brjod* (Ṣatakumārāvadāna). Dharamsala

H-5

Content:Indo-Tibetan Literature

byang chub semspa 'ispyod pa la 'jug pa {Bodhicaryāvatāra}, Chap.I+II

Objective: Introduction to the benefit of Bodhicitta (the altruistic mind) to motivate oneself towards generating it and the method of generation.

Expected Outcome: Able to change one's mind set towards other being and become loving kindness and compassionate for the welfare of other sentient beings.

Suggested Readings:

1. Thrangu Rinpoche: A Guide to the Bodhisattva's Way of Life of Śāntideva. Delhi 2002
2. Tripathi, Ram Shankar: Bodhicaryāvatāra (in Hindi) Leh 2002
3. Batchelor, Stephen: A Guide to the Bodhisattva's Way of Life. Dharamsala 1992
4. Vaidya, P.L.: *Mahāyānasūtrasamgraha*. Patna 1987
5. Shastri, V. Bhattacharya: Bodhicaryāvatāra (Tib.- Sans.). The Asiatic Society, Kolkata
6. Tengyur, Peking Edition

H-6

Content:Opera

Gzugs kyi nyima 'i rnam thar

Objective: One of the themes of Tibetan Lhamo opera, this fictional story provides the significance of righteousness and highlights the meaningless in attaching the worldly affairs. Hence, the objective here is to encourage students to step in the path of righteousness.

Expected Outcome: Enhance the reading practice of Tibetan, improve the Tibetan vocabulary and understands the significance of Tibetan poetry and composition. Expected students to follow the path of righteousness in their daily life.

Suggested Readings:

1. Shastri, V.Bhattachārya. *Bhotaparakasha*. Calcutta University, Kolkatta:

B.A. SEM-4

H-7

Content: Grammar

Thumi Sambhota: Sum cu pa (Mūla Trimśa)

Objective: Introduction on fourteen grammatical particles and eight cases of classical Tibetan grammar and their usage.

Expected Outcome: Able to construct the sentence and become well versed in Tibetan traditional grammar and their usage in different grammar and sentence construction.

Suggested Readings:

1. Das, Sarat Chandra. *Introduction to the Grammar of Tibetan Language*. Delhi: 2008 (1915).
2. Lahuli, K. Anrup, *bodkyibr dasprod slob deb* (Tibetan and Hindi), Central University for Tibetan Studies, Sarnath, Varanasi: 2010.
3. Tshetan Zhab-drung, *sum rtags kyi bshad pa thon mi'i zhal lung*. New Light Publication 1989.
4. Das, S.K. *Manual for Tibetan Lesson*, KIBI, New Delhi: 2103.

H-8

Content: History of Tibet

The Later Spread of Buddhism in Tibet [Three Tibetan Buddhist Schools]

Objective: Introduction to the History of Tibet and its Royal Chronicles and also informed about the development of Tibetan Buddhism during 8th to 11th century.

Expected Outcome: Able to know the historical facts of Tibetan kingdom and its kings. Acquire the essential knowledge about the dissemination and development of Tibetan Buddhism in Tibet.

Suggested Readings:

1. Thu'ub Kan Chokyi Nyima, *grub mtha' shelgyi me long*
2. Gyurme Dorje with Matthew Kapstein, *bdud 'jomschos 'byung*, Boston: 1991.
3. G.N. Roerich, *deb thers ngon po* (The Blue Annals), trans. Delhi: 1988 (Calcutta 1949)
4. Stein, R.A.: *Civilization of Tibet*. London: 1972.
5. Snellgrove, David & Hugh Richardson, *A Cultural History of Tibet*. Boston: 1986
6. Tulku Thondup Rinpoche: *Buddhist Civilization in Tibet*, London: 1987
7. Rockhill, W.W. *The Dalai Lamas of Lhasa and their Relations with the Manchu Emperors of China, 1644-1908*. Dharamsala: 1988.
8. Zhakapa, Tsepon W.D. *A Political History of Tibet*, New York: 1984.
9. Obermiller, E. *The History of Buddhism in India and Tibet*, Delhi: 2005.

B.A. SEM-5

H-9

Content: Poetry Texts

Atisha Dīpaṃkara: byang chub lam sgron (Sūtra Portion)

Objective: Introduction to the Buddhist practice purely based on Indian scholastic tradition, gradual path for the three types of individual practitioners e.g. Small, Middle and Great person with their characteristics and differences in accordance with their attainment of enlightenment.

Expected Outcome: Able to understand the essential teaching of Buddha and the path that leads to the complete enlightenment.

Suggested Readings:

1. DipamkaraAtisha: *Bodhipatha Pradipam (byang chub lam sgron)* tr. by LobsangNorbu Shastri, Sarnath: Central University of Tibetan Studies, Varanasi-221007
2. JamgonLodoeThaye: *byang chub lam sgronrtsa 'grel*. Sarnath: 1994
3. Gampopa. *The Jewel Ornament of Liberation*, (Tr. Guenther, Herbert v.), London: 1959

H-10

Content: Logical Text

Geshe Jamphel Samphel: blo rig rnam bzhag nyer mkho phyogs bsdus (pp. 31-40)

Objective: Introduction to the fundamental knowledge of minds as presented in Tibetan Buddhist Logic within the frame work of Indian Buddhist Logic and Epistemology

Expected Outcome: One can understand the concept of seven different types of minds; their definition and the division as presented according to Gelugpa school of Tibetan Buddhism.

Suggested Readings:

1. GesheLobsangGyatso. *rigs lam che ba blo rig rnam bzhag nyer mkho kunbtus*
2. Sakya Paṇḍita. *tshad ma rigs gter*

H-11

Content: Indo-Tibetan Psychological Texts (Sanskrit-Tibetan Bilingual Study)

1. *Nāgārjuna: shesrabsdongbu [Verse No. 1-20]*
2. *Langkargshespa'imdo (The Lankāvatārasūtra), Chap.III*

Objective: These selected verses presented the moral ethics is an excerpt from one of the seven Indian Nitishastra *shes rab sdon gbu* (The Staff of Wisdom) incorporated in the Indo-Tibetan literature. The portion of the chapter III from the *Lankāvatārasūtra* describes the three types of mental body and the nature of five grave non-virtuous actions etc. The objective is to inspire and encourage students to

upgrade their moral ethics and the understanding of different types of mental body and the five heinous crimes according to the Yogacaraschool of philosophy.

Expected Outcome: Expected to realize the importance of moral values and there by apply them in one's life with the basic understanding of yogacara philosophy. Hence, the ultimate expectation is a simple living, high thinking the famous sutra of Mahatma Gandhi.

Suggested Readings:

1. Suzuki, Daisetz Teitaro. *Studies in Lankāvatārasūtra*, Motilal Banarsidass
2. Vaidya, P.L. *Lankāvatārasūtra*, ed. Patna: Mithila Prakasha, 1961.
3. *Kagyur/Tengyur*, Peking Edition
4. Das, Sanjib Kumar. *Nagarjuna: Prajñādaṇḍa*, trans. KIBI, New Delhi: 2014.

H-12

Content: Avadāna Literature

Kshemendra: rtogsbrjoddpagbsam 'khrishing (Chap. I & II)

Objective: Buddhist literature provides the basic idea on the doctrine of cause and effect or the theory of karma by revealing the acts of a bodhisattva in particular and previous life and the result of those actions in one's present life through the medium of poetry. It gives the essential knowledge of poetry too.

Expected Outcome: Able to understand the theory of karma and its result in particular and get basic information about poetry and composition in general.

Suggested Readings:

1. *Rtogsbrjoddpagbsam 'khrishing* (Avadāna-Kalpalatā). Dharamsala: 1986
2. Das, Sarat Chandra. ed. The Asiatic Society, Kolkata
3. *Kagyur/Tengyur*, Peking Edition

B.A. SEM-6

H-13

Content: Poetry and Lexicography

1. *Daṇḍi: Kāvyaḍarśa (snyannag me long), Chap. 1 (Verse No. 1-25)*
2. *Rinpung Ngawang Jigdrag: mngonbrjodmkhaspa 'ir nargyan (names of the Buddhas and Bodhisattvas)*

Objective: Introduction of *Kāvyaḍarśa* provided the fundamental knowledge on Indo-Tibetan poetry and its division. Spread of *Kāvyaḍarśa* and teaching learning tradition in Tibet. The second text introduces the synonyms or epithets of Buddha and Bodhisattvas, and the employment of their usages in poetry composition.

Expected Outcome: Able to understand the essential knowledge of Indo-Tibetan poetry. Second text makes one familiar with the synonyms of Buddha and Bodhisattvas and to be able to employ them in the poetry and composition.

Suggested Readings:

1. *Mngon brjod mkhas pa'i rna rgyan* (names of the Buddhas and Bodhisattvas), Beijing 1990
2. Ngulchu Dharma Bhadra: *mngon brjod rgya mtsho'i chu thig, Xinhya* 1992
3. Chimed Senge: *mngon brjod 'chi med mdzod*. Gangtok 1984
4. Das, Sanjib Kumar. *Basic Buddhist Terminology*, Sarnath: KRPC, Varanasi 2009
5. Rigzin, Tsepa. *Tibetan-English Buddhist Terminology*, Dharamsala: LTWA, 2000

H-14**Content:** Indo-Tibetan Literature

1. *Shes rab kyi pha rol tu phyin pa'i snyin gpo* (Prajñāpāramitāhrdayasūtra)
2. *choskyitshigsubcad pa* (Dhammapada) [Chap. XIV]

Objective: This paper provides students with insight into the ultimate reality in both ontological and epistemological sphere of Buddhist learning. Also introduces the Buddhist philosophical doctrine of Dependent Origination. The particular chapter of Dhammapada highlights few verses with regard to the qualities of Buddha etc.

Expected Outcome: Able to get the fair idea about the Prajñāpāramitā literature and its contents in true perspective of emptiness as well as the qualities of Buddha.

Suggested Readings:

1. Kagyur, Peking Edition
2. Lopez, D.S. *The Heart Sutra Explained*. New York: 1988.
3. Wayman, Alex. *Secret of the Heart Sutra*. New Delhi: 1990
4. GesheKelsangGyatso. *Heart of Wisdom: An Explanation of the Heart Sutra*. London: 2001.

H-15**Content:** Indigenous Literature

1. *mkhas 'jug* [pg. no. 391-395]
2. *SakyaPandita. saskya legs bshad* [Chap. I]

Objective: 1. Based on the Indian poetical text *Kāvyaḍarṣa* of AcāryaDandin, the text *mKhas 'jug* (Entering Gate for the Wise) of 12th century Tibetan scholar SakyaPandita comprises of three chapters dealing with the art of exposition, composition and debate. The portion of second chapter specially deals with the mood is incorporated in the syllabus. So, the objective is to get familiar with the text *mKhas 'jug* (Entering Gate for the Wise) in general and to introduce the expression of moods (nyams) applied in the composition.

2. The second book on Moral Teaching introduces the chapter on Examination of Wise Person. This chapter in verse form highlights the innate good qualities and the characteristics of wise person by narrating short moral stories as an illustration. The objective is to make students understand the unique feature of wise person's characters as depicted in the first chapter of Sa-skya legs bshad.

Expected Outcome: The students are expected to gain basic knowledge on how the expression of mood (nyams) is applied in the art of composition. Able to gain awareness with regard to the importance of good conduct in one's life.

Suggested Readings:

1. Desi SangayGyatsho: *rgyudbzhi'i 'grel pa vaidurya sngon po* (Commentary), Dharamsala:
2. *Sde dge rgyud bzhi, mi rigs dpekrunkhang*, Tibet
3. *sapaNkundga' kundga' rgyal mtshan gyi gsung 'bum. Vol. I, bod ljong mi rigs dpekrunkhang, shin hva, 1992.*

H-16

Content: Philosophical Literature

1. *Maitreyanāth: theg pa chen po rgyu dbla ma {Mahāyāna-Uttaratantra}, Verse No.1-28*

Objective: Introduction to the Buddhist philosophy of Yogacara School or Vijñānavāda in general and the important teachings on Buddha-nature and enlightenment in particular.

Expected Outcome: Able to understand the philosophical view of Yogacara School. Also develop the intellectual thought in oneself that all sentient beings possessed the Buddha-nature which is indispensable for attaining enlightenment.

Suggested Readings:

1. Tengyur, Peking Edition
2. Buddha Nature: The Mahayana Uttaratantra Shastra with Commentary, Snow Lion Publication 2000
3. *theg pa chen po rgyudblama'ibstanbcos legs par bshad pa* (Mahāyāna-Uttaratantraśāstra-Subhāṣita), Kathmandu, Nepal
4. MahāyānottaraTantraśāstra with commentary, Central University for Tibetan Studies, Sarnath, Varanasi 2010

**DEPARTMENT OF INDO-TIBETAN STUDIES, VISVA-BHARATI
SYLLABUS OBJECTIVE AND OUTCOME (B.A. (HONS), NON-CBCS)**

M.A. SEM-1

P-1

Content:Prose

Tenzin Gyatso, the 14th Dalai Lama: legs bshad blo gсар mig 'byed (pp. 1-14 & 85-93)

Objective: Introduction to the importance and benefits of religious practice in one's life and discusses the logical reasoning to prove the existence of past and future lives. Also, introduce about the different types of Buddha's bodies. Result of such practice-Buddhahood, qualities of four Buddha-bodies and deed.

Expected Outcome: Able to understand the reason and importance of religious practice in one's life and the result of such practice-Buddhahood and its qualities. One will engage in religious practice with delightful.

Suggested Readings:

1. Tenzin Gyatso, His Holiness. *Opening the Mind and Generating a Good Heart, translated* (Tr. Tsepak Rigzin & Jeremy Russell), LWTA, Dharamsala:
2. Prof. Thubten Chogdup. *Buddha Siddhanta Sara*. trans.
3. *Buddhism for Twenty-first Century: An International Perspective (Souvenir-2004)*
4. Gampopa. *The Jewel Ornament of Liberation* (Translated and Annotated by Herbert V. Guenther)

P-2

Content:Poetry

Songs of the VI Dalai Lama (Selected Readings)

Objective: Introduction to the Tibetan traditional Poem, oral literature and its composition.

Expected Outcome: Able to understand the Tibetan traditional Poem, oral literature and the environment of composition.

Suggested Readings:

1. K. Dhondup. *Songs of the Sixth Dalai Lama*. Dharamsala: 1981.
2. Dechen Dolkar. *bod ljong ngal rtsol glu*. Lhasa: 2002.

P-3

Content: Buddhist Philosophical Texts

Vasubandhu: chos mngon pa mdzod (Abhidharmakośa) (Chap. I)

Objective: Introduction to complete content of the Elements according to Buddhism and definition of the elements, terms, division and introduces the conditioned, unconditioned, pure, impure categories of elements.

Expected Outcome: Able to understand the Elements and its functions as well as the pure and impure, conditioned and unconditioned phenomena.

Suggested Readings:

1. *Chos mngon pa mdzod* (Peking Catalogue of Kagyur and Tengyur)
2. *mngon pa mdzod rang 'grel* by Vasubandhu
3. ChimsLobsangDragpa.*mchim mdzod chungngu*
4. La Vallee-Poussin Louis de.*Abhidharmakoshabhasyam*. Paris: 1923
5. De Silva, C.L.A. *A Treatise of Buddhist Philosophy of Abhidharma*
6. ĀcāryaNarendradeva: *Abhidharmakosa*
7. Haldar, Aruna.*Some Psychological Aspects of Early Buddhist Philosophy based on the Abhidharmakosha of Vasubandhu*. Kolkata: 2001 (1981).
8. Chowdhuri, Sukomal.*Analytical Study of the Abhidharmakośa*. Calcutta: 1983.

P-4

Content:Indigenous Tibetan Literature

SakyaPandita: Thub pa dgongs gsal[Trisarana-gamana&Bodhicitta]

Objective:To introduce the essence of taking refuge, detail nature of taking refuge, and the benefits of taking refuge in Buddha, Dharma and Sangha. The text also introduces the different traditions of generating the “thought of awakening” (Bodhicitta), ways of generating the “thought of awakening”(Bodhicitta).

Expected Outcome: Expected to get clear picture of the basic demarcation between Buddhist and non-Buddhist follower and understand the method of taking refuge in Buddha, Dharma and Sangha. Also, the students are expected to learn and practice the method of generating the “thought of awakening” (Bodhicitta).

Suggested Readings:

1. Sakya PanditaKungaGyaltsen.*Munimata-Prakasha* (tr. Sanjib Kumar Das).CIBS, Leh: 2008
2. *Sa skyagsung 'bum*

M.A. SEM -2

P-5

Content:Prose

Tenzin Gyatso, the 14th Dalai Lama: legs shad blo gsar mig 'byed (pp. 15-23 & 94-109)

Objective: Selected reading deals with the concept and the divisions of “two truths” as expounded in Buddhist philosophical literature. The second selected reading introduces the outline of four major

schools of Buddhism in Tibet. Hence, the objective of the text is to provide students a rudimentary knowledge on the sub-divisions and the concept of “two truths” as the basis of all phenomena.

Expected Outcome: Expected to grasp the definitions and sub-divisions of two truths as well as to get hold of general outline of four major schools of Buddhism in Tibet.

Suggested Readings:

1. Tsepak Rigzin & Jeremy Russell. *Opening the Mind and Generating a Good Heart*. Trans.
2. Prof. Thubten Chogdup. *Bauddha Siddhanta Sara*. Trans.
3. *Buddhism for Twenty-first Century: An International Perspective (Souvenir-2004)*
4. Herbert V. Guenther. *The Jewel Ornament of Liberation*. Trans. Annotated.

P-6

Content: Poetry

Ngul Chu Thogme Zangpo: rgyal sras lag len so bdun ma

Objective: This text comprises of thirty-seven verses introduces the theme on mind training which is refer here to Bodhisattva way of life. It mainly taught us how to ignore our own selfish purpose and works for the general masses. Hence, the objective here is to provide a comprehensive knowledge and the essentials points on the practices of mind training teaching within the framework of Mahayana Buddhism.

Expected Outcome: Expected to become an altruistic in nature, tolerable, and open minded being who can serve the human society without prejudices of their caste, creed, social status and faith etc.

Suggested Readings:

1. Ngulchu Thogme Zangpo (Wyl. dngul chu thogs med bzang po): *rgyalsras lag len so bdun ma*. (Tr. Sempa Dorje), Himachal Pradesh 1993
2. *Four Essential Buddhist Commentaries*. Tibetan Works and Archives, Dharamsala: 1982.

P-7

Content: Buddhist Philosophical Texts

Candrakīrti: dbu ma 'jug pa [Chap. No. I]

Objective: Introduction to the first Bhumi (the Great Joyous) of the Bodhisattva among the Ten-Stage of Bodhisattva in which one rejoices at realizing a partial aspect of the truth.

Expected Outcome: Able to understand the qualities of the Great Joyous stage of Bodhisattva in particular and qualities of later nine-stage in general. Can produce happiness and delight to engage in the Bodhisattva conduct.

Suggested Readings:

1. *Madhyamakāvatāra* of Ācārya Candrakīrti (Root Text along with the auto-commentary), CUTS: 2005.
2. *Tengyur, Peking Edition*

P-8

Content: Indigenous Tibetan Literature
Gampopa: thar rgyan [Chap. Shes rab kyi le'u]

Objective: Introduction to the Perfection of Wisdom Awareness, its reflection on the fault and virtues actions, definition, classification, characteristics etc. and the way to practice Perfection or Wisdom Awareness.

Expected Outcome: One can engage in the Bodhisattva conduct and know the importance of engaging in five Paramita in general and Perfection of Wisdom Awareness in particular.

Suggested Readings:

1. Gampopa. *The Jewel Ornament of Liberation* (Tr. Khenpo Sonam Gyatso), CUTS, Sarnath: 1999.
2. Gampopa. *The Jewel Ornament of Liberation* (Tr. & noted by Herbert V. Guenther)

M.A. SEM-III**P-9**

Content: Buddhist Logic
Dharmakirti: rigs pa'i thigs pa. Nyayabindu (Chapter-I)

Objective: *Nyāyabindu* by Dharmakirti is a short treatise of Buddhist logic in *sutra* form. It contains all the important points regarding Buddhist logic in its three chapters and first chapter is in the syllabus.

Expected Outcome: The outcome of study into this treatise will benefit the students by presenting a complete knowledge on *pramāna* (valid knowledge) mainly *pratyakṣa* (Direct Perception).

Suggested Readings:

1. Vinitadeva. *tshad ma rigs thigs kyi 'grel pa*
2. Gupta, Rita. *The Buddhist Concept of Pramana and Pratyakṣa*. Delhi: 2007.
3. Mokṣakaragutpa, *Tarkabhasa*, Sarnath, Varanasi: 2004.
4. Stcherbatsky Th.: *Buddhist Logic*, Varanasi: 2009.

P-10

Content: Philosophical Literature
Nagarjuna dbu ma rtsa ba she srab. [Mulamadhyamakarikā], Chapter-I

Objective: Introduction to the philosophy of the Middle Way of Madhyamika School. This chapter provides the complete content of Dependent Origination through examination of condition.

Expected Outcome: Expected to acquire the fundamental knowledge and philosophical view Madhyamika School and understanding the Dependent Origination, emptiness etc.

Suggested Readings:

1. *dbu ma rtsabashesrab* (Peking Tengyur)
2. Phunshok Dhondup. *dbu ma rtsa ba'i tshig le'ur byas pa ces bya ba'i rnam bshad rigs pa'i rgya mtsho zhes bya ba bzhugs*

3. Candrakirti. *tshig gsal*. Prasannapada, The Clear Words
4. Kaluphana, David J. *The Fundamental Treatise on the Middle Way (Mūlamadhyamakakārikā)*
5. Garfield, Jay. *Mūlamadhyamakakārikā*. Fundamental Treatise on the Middle Way
6. Vaidya, P.L. *Mūlamadhyamakakārikā*. Patna: Mithila Prakashana, 1989.

P-11

Content: Indigenous Tibetan Literature (Later Spread of Buddhism)

1. *Tsongkhapa Lobsang Dragpa: lam tso rnam gsum*
2. *Geshe Langri Thangpa: blo sbyong tshigs brgyad ma*

Objective: The text *lam tso rnam gsum* (Three Principal Aspects of the Path) focuses the theme on renunciation, bodhicitta and the wisdom of emptiness. These three are essential paths lead to liberation from the cyclic existence or samsara. The object here is to provide lay students an idea of how the practitioner can be free from the bondage of sufferings of cyclic existence.

The text *blo sbyong tshigs brgyad ma* (The Eight Verses of Mind Training) is a concise text deals with the essential points and method of mind training contains in eight verses. Hence, the object is to give an idea of how one can train in the teaching of mind training.

Expected Outcome: Able to realize the importance and benefits of control one's aggressive mind through applying the method taught in this text on mind training.

Suggested Readings:

1. Kyabje Phabongkha. *lam sornam gsum gyi zin bris lam bzangsgo 'byed*
2. Geshe Lobsang Tharchin. *The Principal Teaching of Buddhism*. New Delhi
3. Thurman, Robert. *Life and Teachings of Tsongkhapa*. Dharmasala: 2006 (1982).
4. Davidson, Ronald M. *Tibetan Renaissance. Tantric Buddhism in the Rebirth of Tibetan Culture*. New Delhi: 2008.
5. Tripradhanmarga. In Journal: Ladakh-Prabha. Vol. V, Leh 1987
6. Four Essential Buddhist Commentaries. LWTA: 1982

P-12

Content: Hagiography of Buddhist Ācāryas and Buddhist Holy Places

1. *Seventeen Adepts of Nalanda*
2. *Buddhist Holy Places in India*

Objective: The first topic is to highlight the life and works of seventeen Indian adepts of ancient Nalanda University. And the second topic introduces the Buddhist holy places in India.

Expected Outcome: Expected to know the academic contributions of seventeen Indian adepts of ancient Nalanda University as well as to realize the significance of Buddhist Holy sites connect directly or indirectly to Gautama Buddha's life.

Suggested Readings:

1. Lobsang Norbu Tshonawa. *Indian Buddhist Pandits in the Land of Snow* (trans.) Dharmasala: Library of Tibetan Works and Archives, 1992.

2. Bapat, P.V. *2500 Years of Buddhism*. New Delhi, Patiala House: Publications Division, Ministry of Information and Broadcasting, 1956.
3. Bu-ston. *The History of Buddhism in India and Tibet*, (trans.) E.Obermiller, Delhi: Sri Satguru Publications, 1986.
4. KhetsunSangpo. *Biographical Dictionary of Tibet and Tibetan Buddhism*, Dharamsala, H.P: Library of Tibetan Works and Archives, 1973.
5. Tāranāth. *Bharat Mein Bauddha Dharma Ka Itihasa*, (trans.) Rigzin Lhundu Lama, Patna: Kashi Prasad Jayaswal Research Institute, 2000.
6. Tāranāth. *History of Buddhism in India*, (trans.) Lama Chimpa&AlakaChattopadhyaya, Delhi: Motilal Banarsidass Publishers Private Limited, 2010.

P-13

Content:Buddhist Logic

Mokṣakaragupta: rtoḡge'iskad

Objective:*Tarkabhāsa* by Moksakara Gupta is a complete text on Buddhist Logic which is based on Dharmakirti's work i.e.*Nyāyabindu*, and the text also presented the criticism of non-Buddhist logic, like *Nyāya-Vaiśeṣika*, *Mīmāṃsika* etc. It is a complete and concise text on Buddhist logic for the beginner. The first chapter is selected in the syllabus.

Expected Outcome:The students are expected to familiarize with the fundamental knowledge of Buddhist Logic in general and especially on the theme of *pratyakṣa* (Direct Perception).

Suggested Readings:

1. GesheLobsang Gyatso: *rigs lam che ba blo rig rnam bzhag nyer mkho kunbtus*
2. Sakya Pandit: *tshad ma rigs gter*

P-14

Content:Psychological Literature

Chosmngon pa mdzod (Skt. *Abhidharmakosa*) by Vasubandhu (Chap. II)

Objective: Introduction on the faculties and its functions the function of the dharmas (emphasizing how dharmas function and arise) with the Buddhist Psychological view of Samsara and Nirvana.

Expected Outcome: Able to know about the one's faculties, division and its function. One can also understand how Dharmas function and arise.

Suggested Readings:

1. *Chos mngon pa mdzod* (Peking Catalogue of Kagyur and Tengyur)
2. *mNgon pa mdzod rang 'grel* by Vasubandhu
3. ChimsLobsangDrakpa.*mchim mdzod chung ngu*
4. La Vallee-Poussin Louis de.*Abhidharmakoshabhasyam*. Paris: 1923
5. De Silva, C.L.A. *A Treatise of Buddhist Philosophy of Abhidharma*
6. ĀcāryaNarendradeva: *Abhidharmakosa*
7. Chowdhuri, Sukomal. *Analytical Study of the Abhidharmakosa*, Calcutta: 1983

P-15**Content:** Indigenous Tibetan Literature

1. *DragpaGyaltshan: zhen pa bzhi bral*
2. *Paltriil Rinpoche. Kun bzang blama 'li zhal lung [rdorjesebsdpa 'isgombzlas]*

Objective: The objective of the text *zhen pa bzhibral*(Parting from the Four Attachments) is to provide the essence of graded path teaching (Lam rim) according to Sakyapa school of Tibetan Buddhism. The second text deals with the method on how the obscuration can be purified through the practice of Confession.

Expected Outcome: Able to understand the essential meaning of Dharma, and know the method of free oneself from the attachments that bound us in this samsara. Also, students are expected to gain the knowledge and method of purification of obscuration through confession.

Suggested Readings:

1. *Blo sbyong brgya rtsa* by KonchogGyaltshan
2. English Translations of 'Parting from the Four Attachments'
3. SempaChenpoKonchogGyaltshan. *blo sbyong brgya tsa ma*. Dharamsala: 1989.
4. Davidson, Ronald M. Tibetan Renaissance. Tantric Buddhism in the Rebirth of Tibetan Culture. New Delhi: 2008.

Ph.D. COURSE WORK**Course Work No. 1**

1. Research Methodology

Objective:

Train students to write a short research paper and book review both in English and Tibetan with a view to upgrade their research aptitude. Also, to familiarize students with basics of research and research process, enable students to formulate research topic, research synopsis/proposal and prepare a research report.

Course Work No. 2

1. Elective Course
 - a. Indo-Tibetan Literature (Historical Approach of the Five Major Sciences)
 - i. Science of Grammar
 - ii. Science of Logic and Epistemology
 - iii. Science of Arts and Crafts
 - iv. Science of Healing
 - v. Science of Philosophy
 - b. Origin and Development of Tibetan Buddhism

c. Standardization of Buddhist Terminologies

Objective:

These five major topics generally incorporated within the vast Indo-Tibetan Literature are grouped in the “A” category within the Elective Course and Origin and Development of Tibetan Buddhism and Standardization of Buddhist Terminologies in the “B” and “C” category in the Elective Course. The students are expected to carry out the research venture in the field of subject related with the particular topic opted from the elective paper.

Course Work No. 3

1. Review of Published Research Works (Both Tibetan and English)

The students are train in the process of proper way of writing a book review of the published research work. The students have to write a book review both in English and Tibetan.

Suggested Readings:

1. Nagarjuna's Letter, Tr, by Geshe Lobsang Tharchin & Artemus B. Engle, Library of Tibetan Works and Archives, 1995
2. Tenzin Gyatso, The Fourteenth Dalai Lama: Opening the Mind & Generating a Good Heart, Library of Tibetan Works and Archives, 1995
3. Tenzin Gyatso, The Fourteenth Dalai Lama: *legs bshad blo gsar mig 'byed ces bya ba bzhugs so*, Tibetan Cultural Printing Press, Dharamsala, H.P.
4. Maitreyanath: Abhisamayāṅkāra, Central Institute of Higher Tibetan Studies, Sarnath, Varanasi, 1993
5. Śāntideva: Bodhicaryāṭāra, Sakya Students Union, Central Institute of Higher Tibetan Studies, Sarnath, Varanasi, 1988
6. Nagarjuna: Ratnāvalī, Central Institute of Higher Tibetan Studies, Sarnath, Varanasi, 1990
7. The Precious Garland, Library of Tibetan Works and Archives, 1982
8. Dignāga: Nyāyapraveśasūtra, Central Institute of Higher Tibetan Studies, Sarnath, Varanasi, 1996
9. Dipankara, Atiśa: Bodhipathpradīpa, Central Institute of Higher Tibetan Studies, Sarnath, Varanasi, 1984
10. Smritijnana: *rig gnas nyer mkho phyogs bsgrigs bzhugs so*, KRPC, Central Institute of Higher Tibetan Studies, Sarnath, Varanasi, 2001
11. Lotsawa Kawa Paltseg: A Manual of Key Buddhist Terms, Library of Tibetan Works and Archives, 1997
12. Satish Chandra Vidyabhusana: Amarakosa, Gangtok, 1984

13. Nagarjuna: Dharmasamgraha, Central Institute of Higher Tibetan Studies, Sarnath, Varanasi,1988
14. Taranatha: History of Buddhism in India, Patna 1971
15. G.N. Roerich: The Blue Annals, Delhi 1988 (Calcutta 1949)
16. Snellgrove, David & Hugh Richardson: A Cultural History of Tibet. Boston 1986
17. Tulku Dhondup Rinpoche: Buddhist Civilization in Tibet. London 1987
18. Obermiller, E.: bus ton. The History of Buddhism in India and Tibet, Delhi 2005
19. Zhakapa, Tsepon W.D.: A Political History of Tibet, New York 1984
20. Thu'u bkavan chos kyi nyi ma (Thu'u Kan Chokyi Nyima): grub mtha' shel gyi me long
21. G.C.Pandey: History of Buddhism in India, Lucknow 1990
22. Sadhanamala and Nispannayogavali (Indian Source)
23. Pratimaloksanam (Tibetan Source)
24. The History of Tibet (The Early Period: to C.AD 850 The Yarlung Dyanasty, Vol. 1-3), Ed. by Alex Mckay, Routledge Curzon, London and New York, 2003
25. Astangahridayasya Alpapada Sphutartha, Ed. by Dorjee Damdul and L.N.Shastri, Central Institute of Higher Tibetan Studies, Sarnath, Varanasi,1988

Centre for Journalism and Mass Communication

Programme Objectives and Outcomes

Programme Objectives:

- Training minds in the transdisciplinary phenomenon of communication through holistic and reductionist pedagogy in PG programmes as per Visva-Bharat mission.
- Indian culture and Communication perspectives, method and praxis thrust in PG, Doctoral and projects.
- Competence in theory-informed skill application across communication spectrum from Intra-Personal through mass communication to self-mass communication.
- Immersing communication engagement at four levels- individual, group, community and media industry.
- Departmental internship of continuous nature within the semester with Organizational and field engagement in the last semester and during vacations.
- Society-responsive & industry- improving Creative, production, Marketing, research, strategy & research competent integrated media personality Development.
- “Establishment of Free communication ideas between the two hemispheres” preparedness.

Programme Outcomes:

- Placement in Ad & PR. agencies, Dev orgs, Media Houses, Research organisation.
- Entrepreneurship: 4 (1 NPC , 1 Marcom , 2 online cos)
- PhD produced: 12
- Placed: 11
- Outreaches to society, helping villages for developing Community from within, helping police in safe drive campaign, spearheading Visva-Bharati's COVID campaign strategy and social media arm.



**Curriculum of Masters of Communication and Journalism
Centre for Journalism and Mass Communication**

Visva-Bharati

2018

(For Five Batches of Masters' from 2018)

Name of the Course: Masters in Communication & Journalism

Bhavana: Vidya Bhavana, Visva-Bharati

Centre: Centre for Journalism & Mass Communication

Duration: 2 years

Number of Semesters: 4

Total Marks: 2400 Marks

Marks Per Semester: 600 Marks

First Three Semesters: 6 Papers Per Semester/ 100 marks each/ 4 credits each

Pass marks per paper of 100 marks: 40 marks (Composite Course structure) [Theory, internal assessment and practical together]

Last Semester: 4 papers (3 in major specialization & 1 in minor specialization) 150 marks each/6 credits each

Pass Marks per paper of 150 marks: 60 marks (Composite Course Structure) [Theory and internal assessment together in Theory paper, Practical/internship report/dissertation assessment in other major specialisation papers, Term paper assessment in minor specialisation]

Course character: Taught & self-learnt.

Credit pattern: @weekly theory class 1 hour for course duration= 1 credit

@weekly tutorial 1 hour for course duration= 1 credit

@weekly practical 2 hours for course duration= 1 credit

@weekly guided field work 2 hours for course duration= 1 credit

The Nature of Credit Transfer: This credit system gives a student of CJMC a chance to undertake a specialization major and minor in fourth semester from either within CJMC or from Kalabhavana/ Silpa Sadana/Department of Rural Studies/any other Bhavana/ any faculty if offered by the respective Bhavana/Department. This curriculum would also offer the possibility of credit transfer between Visva-Bharati and any masters' degree programme in India and abroad. That credit transfer would be for an entire semester, but not more than two semesters in a full 4-semester programme. For CJMC students, 1st semester and second semester won't be open for credit transfer from any other university as first two semesters aim at developing core competence in communication and journalism through Visva-Bharati experience.

Bhanu 411119

प्रभारी / in-charge / ভারপ্রাপ্ত

दि.जे.एच.सि. विस्वभारती / CJMC, Visva-Bharati

সি. জে. এম. সি., বিশ্বভারতী

সান্টিনিকেতন / Santiniketan শান্তিনিকেতন-731235

Vision

The Centre for Journalism and Mass Communication (CJMC) was established by Visva-Bharati, a central university and an Institute of National Importance in India in April 29, 2000, with a PG Diploma Course in Journalism and Mass Communication. In 2017, Executive Council of the University has taken decision to upgrade CJMC as Department of Communication and Journalism after obtaining consent of the Visitor of the university.

This unit of Visva-Bharati is to fulfill the objectives of the university (section 5A of Visva-Bharati Act 1951) “to study the mind of man in its realization of different aspects of truth from diverse points of view;” and “to seek to realize in a common fellowship of study the meeting of the East and the West and thus ultimately to strengthen the fundamental condition of world peace through the establishment of free communication of ideas between the two hemispheres”. These objectives were among the objects for which Gurudev Rabindranath Tagore founded Visva-Bharati at Santiniketan in 1921.

Mission

In 2003-04, the landmark year of the Centre, a full-fledged two-year MA course was introduced, which was intended to keep up with the then present global trends in the art, social science and science of communication discipline in making. However, in keeping up with the changing times, the syllabus is now getting restructured to incorporate a lot of new aspects. The salient traits of the curriculum are:-

- Training for young minds in harnessing the trans-disciplinary phenomenon of communication
- A to and fro movement among field experience, practical and theoretical learning
- A to-and-fro movement between holistic and reductionist pedagogy to realize the interdependence and connectedness among various constituent vocations and avocations informed by communication and media field.
- Skill and integrated personality building exercises
- Developing a society responsive and industry improving inertia among learners.
- Preparing for working towards “establishment of free communication of ideas between the two hemispheres” as desired from Visva-Bharati by Her founder.

Semester Break-Up Overview

Semester I

Semester Objective

The first semester has been designed for critical exposure to the trans-disciplinary, universal and cultural-relativist reality of communication, its theorization, its various media and their techniques of persuading audience, various aspects of their utilization. The core objectives of the first semester are shaping the personality of the students for vocation and avocations in the field, and skill development for print and cyber journalism towards preparing them for the profession.

Paper I: Communication Theory and Practice (Credit 4, Internal Assessment 20 marks, End-Semester Written 30, Practical 50)

Paper II: Media Literacy & Mediagraphy (Credit 4, Internal Assessment 20 marks, End-Semester Written 30, Practical 50)

Paper III: Fundamentals of Journalism (Credit 4, Internal Assessment 20 marks, End-Semester Written 30, Practical 50)

Paper IV: Media Organization Management (Credit 4, Internal Assessment 20 marks, End-Semester Written 30, Practical 50)

Paper V: Media Technology I (**Print and Cyber**) (Credit 4, Practical 100)

Paper VI: Personality Development (Credit 4, Internal Assessment 20 marks, End-Semester Written 30, Practical 50)

Semester II

Semester Objective

The second semester introduces the students to the various theoretical and practical aspects necessary for them to be equipped for the requirement of the industry within the legal and cultural framework of the country.

Paper VII: Media Laws, Ethics & Evolution (Credit 4, Internal Assessment 20 marks, End-Semester Written 80)

Paper VIII: Communication Research I (Credit 4, Internal Assessment 20 marks, End-Semester Written 80)

Paper IX: Print and Cyber Journalism I (Credit 4, Internal Assessment 20 marks, End-Semester Written 30, Practical 50)

Paper X: Audio Visual Production I (Credit 4, Internal Assessment 20 marks, End-Semester Written 80)

Paper XI: Media Technology II (**Audio-Visual Post Production & Research**) (Credit 4, Practical 100)

Paper XII: Indian Culture & Heritage (Credit 4, Internal Assessment 20 marks, End-Semester Written 80)

Semester III

Semester Objective

The third semester takes the students a step ahead in the direction of research and field work alongside honing their skills in online journalism, advertising and corporate communication. They will be introduced to advertising and CC tools. Thus, during second and third semester, they will be given enough exposure to various practices and theoretical areas so that by the end of third semester they are able to choose the specialization in area of their natural liking and core competence.

Paper XIII: Print and Cyber Media II (Credit 4, Internal Assessment 20 marks, End-Semester Written 30, Practical 50)

Paper XIV: Audio Visual Production II (Credit 4, Internal Assessment 20 marks, End-Semester Written 30, Practical 50)

Paper XV: Communication Research II (Credit 4, Practical 100)

Paper XVI: Corporate Communication and Event Management (Credit 4, Internal Assessment 20 marks, End-Semester Written 30, Practical 50)

Paper XVII: Development Communication (Credit 4, Internal Assessment 20 marks, End-Semester Written 80)

Paper XVIII: Advertising (Credit 4, Internal Assessment 20 marks, End-Semester Written 30, Practical 50)

Semester IV

Semester Objective

A Masters' graduate needs to stand out from the crowd of skilled professionals in media and communication in his/her thoroughness in practice and perspective beyond practice. He/she should be able to plan communication strategy and media execution. A major specialization with three papers in theory, practical assignment and research in the fourth semester is aimed at achieving this objective of differentiating a better professional from the rest. Self-driven minor specializations aim at providing an opportunity to the students to work in another area of their liking. For theoretical study, first two months of the semester will be utilized whereas the 3rd and 4th month will be for specialisation relevant field/industry/organizational engagement and dissertation /term paper completion.

(3 Papers in one major specialization and 1 paper in minor specialization)

Set A: (3 Papers in major specializations x 150 marks from any of the following papers)



- ✓ Communication Design
- ✓ Communication and Media Aesthetics
- ✓ Rural Communication
- ✓ Gender and Media
- ✓ Indian Communication Thought & Practice
- ✓ Advance Media Organization Management
- ✓ Film Appreciation
- ✓ Health Communication
- ✓ Science Communication
- ✓ Advanced Audio-Visual Production
- ✓ Advance Cyber Communication and Journalism

Major Paper I: Specialization Theory

(6 Credit, End-Semester Written 120+ Internal Assessment-30)

Major Paper II: Theory/Project in Major Specialization

(6 Credit, End Semester Written 120+ Internal Assessment-30/End Semester Reporting and Interview 150) Depending upon the paper requirement

Major Paper III: Dissertation/ Project (Live/industry) in Major Specialization

(End semester evaluation of dissertation by guide & one external expert for 150 marks)

- **Set B: Minor Paper:** Self-initiated (Organizational Engagement/Field Project/Term Paper) (150 marks)

The minor paper chosen is to be related to the major, the reason being both the papers will together offer the necessary edge for job/further research/entrepreneurship to the pass-out.

Self-initiated Organizational Engagement/Field Project (Project Report/ Organizational Engagement Report/ Term Paper to be submitted for assessment and discussion by guide and one external expert for 150marks)

- ✓ Design process
- ✓ Community Radio
- ✓ Folk media
- ✓ Indigenous Communication
- ✓ Caste, Gender & Communication
- ✓ Asian Communication Thoughts
- ✓ Communication & Art
- ✓ Political Communication
- ✓ Religion & Communication
- ✓ Environment Communication
- ✓ Film making (documentary/short feature)
- ✓ Communication for sanitation & hygiene
- ✓ Social media
- ✓ Media Entrepreneurship
- ✓ Citizen Journalism
- ✓ Branding
- ✓ Communication for peace & Conflict resolving
- ✓ Advocacy
- ✓ Social Marketing
- ✓ Corporate Social Responsibility
- ✓ Mindful Communication
- ✓ Digital Marketing

Detailed Semester Break-Up

Semester I

Total - 24 Credits/600 Marks

Paper I: Communication Theory and Practice

Pedagogy: Instruction in first 2 units will be experiential learning based along with theoretical exposition. Third unit will be taught theoretically through comparison and contrasting. Fourth unit would be demonstrated through practical exercises of any four among the six areas.

Total: 100

(Credit 4, Internal Assessment 20 marks, End-Semester Written 30, Practical 50)

Unit I: Overview

Phenomenon & function of Communication: Natural and technology mediated, traits & types
Mass Self-Communication and Machine-communication in digital age
Human communication: understanding changing contexts (society, culture, power structure, economy and technology),
Evolution of communication ages
Communication studies: Science, arts and social science aspects; question of discipline

Unit II: Brain & Mind in Communication

Human communication structure: The Brain, Body proper, sense organs and neural network
Mind, the process: Making neural patterns and Mental Images -- Consciousness (wakefulness, attention and connection to self), Response to internal & external stimuli, constructing reality in reaction to actual events.
Framing of the Mind: Perception, Emotion, feeling, reasoning and Cognition (Information processing to relate content & format of message to memory)
Communicative action: Motor-sensory coordination, metaphor (connecting brain circuitry and language), signs, narratives, activating mirror neurons for behavior change
Media in work: Notion of Bias-Agenda setting, Priming & framing, counter-framing & indexing

Unit III: Perspectives

Overview of Indian perspective: Sadharanikaran, Rasa, Dhvani, Apoha and Sphota
Overview of other Asia-centric perspective: Chinese, Japanese, Korean and West Asian
Overview of European perspective: Rhetorics, Frankfurt School
Overview of US perspective: Information Theory, Technological Determinism, Uses & Gratification, Systems
Digital Age perspectives: network, information, interface, archive and simulation

Unit IV: Practicing Communication

Applying tool for understanding common orientation of people
Observing Communicative behavior: Within, one-to-one, family, group and crowd
Self-Development as Communicator: Self-reflection and situational response analysis
Micro lab, Who Am I and Interpersonal perception games for contextual expressiveness
Message structuring exercise as human media and for utilizing technology aided group communication; Mobile Communication experience lab

Recommended Readings:

- Mass Communication Theory by Denis McQuail (Sage).
- Communication Theory: Eastern and Western Perspective by D. Lawrence Kincaid (Academic Press)
- Communication Theory: The Asian Perspective by Wimal Dissanayake (AMIC)
- Mass Communication Today by Subir Ghosh (Sishu-Sahitya Samsad)
- Communication Power by Manuel Castells (Oxford University Press)
- Media & Communication Practices & Issues by M. Chatterjee & B. L. Choudhury (SB Enterprise)

Paper II: Media Literacy & Mediagraphy

Pedagogy: Classroom interaction on media content and package creation dynamics, media ontology and evolution of media. Debate on media presentation and representation of current issues to understand mind and motive of media creation.

Total: 100 Marks

(Credit 4, Internal Assessment 20 marks, End-Semester Written 30, Practical 50)

Unit I: Task, trait and ontology of Media

Traits of media: Constant and in transition;
Expanding task of media in making Information age;
Medium, message and language;
Redefining Media;

Unit II: Media Evolution

Human media: From personal to folk, art, classical and community
Simple technique to complex technology till 1900: Print, telegraphy, photography and film;
Electronic Media evolution 20th Century;
Evolution of Digital Media: Changing Mediascape; Media Convergence

Unit III: Content and packaging in media

Political economy question; Socio-cultural context of media owners and professionals;
Technological limitations; Consumer-centric approach; Issues thrown by possibility of Machine-Communication

Unit IV: Media presentation and representation

Issues in current media; Identifying variance in presentation and representation; Framing;
Identifying bias and slant

Recommended Readings:

- Media Literacy by W. James Potter (SAGE Publications, Inc.)
- Introduction to Mass Communication: Media Literacy and Culture: Stanley Baran (McGraw-Hill)
- Media Literacy: Keys to Interpreting Media Messages: Art Silverblatt, Donald C. Miller, Julie Smith, Nikole Brown (Praeger)
- Convergence Culture: Where Old and New Media Collide by Henry Jenkins (New York University Press)

Paper III: Fundamentals of Journalism

Pedagogy: Classroom interaction based on media content and product dynamics in mass media, followed by practical journalism practices in mother of all media (print) in two issues of Visva-Bharati Chronicle.

Total 100

(Credit 4, Internal Assessment 20 marks, End-Semester Written 30, Practical 50)

Unit I: Journalism Concepts

Process in Journalism: Research and Assignment, Sourcing and documentation, Story Construction, Editing, designing with visual elements

Perspective in Journalism: Social Construction of Reality, Market-Driven journalism, Social Media Push, governance and journalism

Journalism practice variation among print, radio and television

Journalism career

Unit II:

Translation for Journalism

Units III & IV:

Visva-Bharati Chronicle -2 issues

Recommended Readings:

- The Journalists Handbook by M.V. Kamath (Vikas Publishing House)
- News Reporting and Editing by K.M. Srivastava (Sterling Publishers)
- The Media Student's Handbook by G. Branston and R. Stafford (Routledge)
- Understanding Journalism by Lynette Sheridan Burns (Sage Publications)
- Newspaper Journalism: A Practical Introduction by Susan Pape & Susan Featherstone (Sage Publications)

Paper IV: Media Organization Management

Pedagogy: First two units will be taught through class colloquium in teacher-guided, student-presented topics. Case studies will inform the reality of the industry too. Third and fourth units will be taught in combination of policy review, case study informed by theoretical input. Practical exercise will be in production, general management and marketing engagement for Visva-Bharati Chronicle.

Total: 100

(Credit 4, Internal Assessment 20 marks, End-Semester Written 30, Practical 50)

Unit I: Overview of Media Industry

Media organization: core tasks, product & services (concept, traits, stand-alone & trans-media product), vision, mission and goal

Constituents of media Industry, boundary spanning organizations, unique traits of media business, contribution of media business to national income, Competition, industrial organization model, legal status of different segments of industry, industry bodies & government relation

Media organization ownership: types of ownership, issues in investment (including FDI-OCB-NRI-FII), and MO share trading in open market

Trend of convergence in media organizations, implications for media products, HR and management

Unit II: Overview of Management

Concept of management, management principles for media organizations, Types of management, Policy formulation, planning and control, Organizational design for delegation, decentralization, authority sphere, motivation, control and co-ordination.

Hierarchy, functions and organisational structure of different departments: general management, finance, editorial/programme, circulation/distribution, advertising, branding, HR, production, IT and reference sections

Unit III: Managing core tasks

Editorial/programme management across media types :Communication package/editorial mix/ Programme Mix, Planning and execution of programme production – production terms, control practices and procedures, scheduling, transmitting/updating, record keeping, quality control and cost effective techniques, Editorial – Response system.

Marketing management across media types: distribution/transmission/hosting/circulation, pricing for time/space/time-space/product/archival services, brand promotion, advertisement procurement & placement (strategy, contract and agency relations), PR with external public, Exploiting social media platform & digital marketing techniques

Unit IV: Media Economics

Basics in Concept & types of capital, Revenue model, MO profit equation & break-even Accounting System, Budgeting and finance, budget control, costing.

Commercial policy, Communication & financial audit, Tax, labour laws, conformity to financial closures.

Recommended Readings:

- The Indian Media Business by Vanita Kohli-Khandekar (Response Books)
- Media Organization Management by B. LohaChoudhury(Unique Books International)
- Electronic Media Management by Peter Pringle, Michael F Starr (Focal Press)
- The Media Economy by Alan B. Albarran (Routledge)
- Understanding Media Economics by Gillian Doyle (Sage Publications)
- Handbook of Media Management and Economics by Alan B. Albarran (Lawrence Erlbaum Associates)

Paper V: Media Technology I (Print and Cyber)

Pedagogy: The paper is a foundation for students in journalism focussing on the practice of the print and cyber media. Emphasising on reporting and editing, the course relies heavily on practical and hands-on-training. This will be done in workshop mode. As a part of the course, production of one weekly group newspaper on given audience focus and one web portal will be taken up.

**Total 100
(Credit 4, Practical 100)**

Unit I

QuarkXpress : The basic functionality of font, alignment, spacing, and color, but it also provides its users with professional typesetting options such as kerning, curving text along a line, and ligatures, Box Positioning, Coloring (CMYK & RGB), use of all the tools.

Adobe Page Maker: Design and layout of newspapers/magazines etc.

Unit II

HTML: Introduction, Basic, Tags, Examples;

Adobe Dreamweaver: Introduction, Using Tools, syntax highlighting, code completion, Integrated Development Environment;

Adobe Indesign: Desk Top Publishing, Ad Copy Designing, Publishing Tools, Newspaper Design, Magazine Design, Web Design;

Adobe Photoshop: Use of all Tools, Photography Edit.

Unit III & IV – Practical Projects

1. Make a Newspaper Tabloid
2. Design a Magazine
3. Web design of news portal.

Recommended Readings:

- Adobe Photoshop Elements 10 Classroom in a Book by Adobe Press (2011)
- Adobe Dreamweaver CS6 Digital Classroom by Jeremy Osborn (John Wiley & Sons)
- Adobe InDesign CS6 Classroom in a Book by Adobe Press (2012)
- HTML and CSS: Design and Build Websites by Jon Duckett (John Wiley & Sons)

Paper VI: Personality Development

Pedagogy:As students at PG level are already grown up, the thrust would be to impress upon them desired qualities of any communication professional for success in career and long-term relationships. Personality traits such as perseverance, earnestness, diligence, patience, responsibility, fellow feeling, co-operation and social-consciousness will be improved in diagnostic workshops, follow-up observations and group activities. Lectures will be minimal and create ambition for proper personality required in communication and media industry.

Total: 100

(Credit 4, Internal Assessment 20 marks, End-Semester Written 30, Practical 50)

Unit I: Understanding Personality

Personality traits
Assessing own personality development
Formation of a Philosophy of life
Experiments on personality

Unit II: Constructing a media & communication personality

An exercise to study deeper into life and making of one's own choicest media personality and finding own requirements for nearing/surpassing him/her

Unit III: Attractiveness quotient building

Self-exercise based conscious effort for personality augmentation/improvement on own strength to be assessed through continuous observation
Assertiveness; Relationship success; Gestures and postures; Hand Movements; Smiles; Walking Style; Voice Modulation

Unit IV: Group Worth

Improving group-worthiness and community-utility through planned activities
Group discussion strategies
Negotiation strategies

Recommended Readings:

- Social and Personality Development by David R. Shaffer (Wadsworth Publishing)
- Business Communication by Asha Kaul (Prentice Hall)
- The Case of the Bonsai Manager: The Lessons for Managers on Intuition by R Gopalakrishnan
- What The CEO Really Wants From You by R Gopalakrishnan (Collins Business)
- You Can Win by Shiva Khera

Semester II

Total - 24 Credits/600 Marks

Paper VII: Media Laws, Ethics & Evolution

Pedagogy: This paper captures the evolution and development of the media in India. It is also focused on the development of the legal and ethical perspective of students with respect to the media environment, and on the development and evolution of electronic media and films in India. The study will be done through case study (Ethics and law portions) besides lecture.

Total: 100

(Credit 4, Internal Assessment 20 marks, End-Semester Written 80)

Unit I: Media History

Pre-printing press age

Printing press and early publications in India

Journalism between 1780-1947: An Overview

Overview of Newspaper development between 1947- 2017: Indian languages and English

Overview of electronic media development: Radio (from 1920-2017), TV (1950-2017), Film (1910s-2017)

Overview of Web media development: From Dotcoms to social media (1995-2017)

Unit II: Media Ethics

Why Media Ethics- truth-accuracy-balance-decency-human rights; Etic & Emic;

Freedom of the press and the Constitution-need for a free press in a democracy;

Issues of privacy and security in data journalism

Right to Information: ethical aspects

Press Commissions and ethical journalism; The Press Council Act

Self-regulation vs. Govt. Regulation of media conduct

Unit III: Media Law

Laws for the press: PRB, Working Journalists Act etc.

Laws and regulations for Broadcasting: AIR Code, FM Policy, Community Radio Policy etc.

Laws and regulations for Television: Cable Television Act and Rules etc.

Film and Recorded Music Regulations: Cinematographic Act, censor, Copy right, performance right etc.; Laws for new media and Telecommunication: TRAI etc.

Unit IV: Legislative and Judicial Requirements

The State: Sedition-incitement to violence - IPC 121 read with 511 inflammatory writing (IPC 353); Citizens: Defamation (IPC 499, 500) civil and criminal defamation-libel, slander;

Contempt of Court;

Legislature: Parliamentary privileges / Articles 105 (Parliament) Article 194 (State Legislation);

Covering and reporting court proceedings (Article 361A)

Common court terminology - Plaintiff, defendant, affidavit, evidence, prosecution, conviction, accused, acquittal, bail, prima facie, sub judice;

Indian Constitution; Juvenile Justice Act, Domestic Violence Act, NDPS Act,
Current legal issues being debated in the media;

Recommended Readings:

- A History of Communications: Media and Society from the Evolution of Speech to the Internet by Marshall T. Poe, (Cambridge University Press)
- History of Indian Journalism by J. Natarajan (Publications Division, GoI)
- Romance of Indian Journalism Jitendranath Basu (Calcutta University)
- Laws of the Press by D.D. Basu (Prentice Hall)
- Introduction to the Constitution of India by D.D. Basu (Prentice Hall)
- Broadcasting in India by P.C. Chatterjee (Sage Publications)
- Freedom of Press: Politico Legal Aspects of Press Legislation of India by Sita Bhatia (Rawat Publications)
- Media Ethics: Cases and Moral Reasoning by Clifford G. Christians, Mark Fackler, Kathy Richardson, Peggy Kreshel, Robert H. Woods (Allyn & Bacon)

Paper VIII: Communication Research I

Pedagogy: The course is designed to train the students in the evolving field of media and communication research.

Total: 100

(Credit 4, Internal Assessment 20 marks, End-Semester Written 80)

Unit I: Introducing Research

Meaning and Concept, Methods of Acquiring knowledge; Question of researchability; Types of Research: Basic-Applied-Descriptive-Analytical-Clinical-CaseStudy-Historical Standard of Research: Reliability, Validity, replicability, closure, objectivity, ethical dimensions; Inductive, Deductive, Empiricism, Qualitative, Quantitative; Overview of Communication research in India

Unit II: Research Design & Approaches

Perspective in research; Research Design-Types and Needs-Structure-Component; Experimental and Classic Research Design, Solomon Four Group- Post Test only Control Group; Quasi Experimental Design-One Shot Case Study-Longitudinal Research-Panel-Trend Study; Audience Ethnography-Talk, Text, Action, Participant Observation, Focus Group; Survey Research-Questionnaire Construction

Unit III: Reception Research

Media Meaning through Talk-Conversational Analysis; Discourse Analysis, CDA; Viewing and Interpreting Image, Advertising, Message, Content Analysis; Methodological Pluralism, Triangulation; Internet Research-Reliability of Data, Processing Internet Data, Data Mining

Unit IV: Data Processing and Application

Coding and Tabulation, Analysis and Interpretation, Levels of Measurement; Hypothesis Testing, Frequency Distribution, Standard Deviation, Normal Curve; Quantitative Data Analysis- Univariate and Bivariate; Writing a Research Proposal and research paper

Recommended Readings:

- Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches by Arthur Asa Berger Berger (Sage Publications)
- Mass Media Research by Roger D. Wimmer and Joseph R. Dominick (Wadsworth, Cengage Learning)
- Social Research Methods by Alan Bryman (Oxford University Press)

Paper IX: Print and Cyber Journalism I

Pedagogy: This paper aims at students' understanding of close connect between print and cyber journalism in areas of sourcing, documentation, research while variance in story presentation, editing and formatting. This will be done utilising common content in 'compare, contrast and create' mode teaching-learning supported by theoretical understanding of why media and platform differences need to be addressed.

Total: 100

(Credit 4, Internal Assessment 20 marks, End-Semester Written 30, Practical 50)

Unit I: Common Sourcing for story

News and story concepts: news value, feature worthiness, topicality
Indications of a story possibility: from social media clues, trends, sudden changes, etc.
Befriending Sources without getting influenced: official and Non-official
Archival material for research: contextuality and fact richness
Sharing Info with other Journos: Dos and Donts

Unit II: Writing difference for print and cyber

Language proficiency measures
Translation skills
Understanding write-up genres
Differences of reading habits for print and cyber
Deadline and style differences
Pressure for likes and sharing: Cyber Challenges

Unit III: Writing reports for Visva-Bharati Chronicle (print)

Unit IV: Inter-language story translations and cyber reporting

Recommended Readings:

- Writing and Reporting News: A Coaching Method (Sixth Edition) by Carole Rich(Wadsworth, Cengage Learning)
- Online Newsgathering Research and Reporting for Journalism by Stephen Quinn and Stephen Lamble (Focal Press)
- Journalism Online by Mike Ward(Focal Press)

Paper X: Audio Visual Production I

Pedagogy: This paper is focused on the concept of Electronic Production and Broadcasting.

Total 100

(Credit 4, Internal Assessment 20 marks, End-Semester Written 80)

Unit I

Radio as a medium of mass communication in today's context; Characteristics and Limitations of radio; Formation of Prasar Bharati; Privatisation and expansion of FM Radio channels; Development of Educational & Community Radio.

Sound: Audio elements used in video programmes - lip synchronized sound, voice, music, ambience, sound effects; Types of microphones; Use of audio mixers for recording & editing of sound; Audio post production;

Unit II

Radio Formats; Writing for the Ear; Knowing your audience; Developing your style ; Writing for different formats and messages ; Dramatising messages

Unit III

Practical Exercises: Recording and editing exercises; Writing exercises; Interviews-simulated and actuality; Research and scripting of radio documentary/feature/drama;

Unit IV

Practical Exercises: Presentation of various types of programmes; Production of radio discussions/talk shows; Production of public service messages (max 30 seconds); Production of radio documentary/feature; Preparation of community based fictional/non-fictional shows (for community radio stations).

Recommended Readings –

- Essential Radio Journalism by Paul Chantler & Peter Stewart (A & C Black Publishers Limited)
- Freelancing for Television and Radio Media Skills by Leslie Mitchell (Routledge)
- Presenting on TV and Radio: An Insider's Guide by Janet Trewin (Focal Press)
- The Radio Producer's Handbook by R. Kaempfer & S. John (Allworth Press)
- The Radio Station: Broadcast, Satellite and Internet by M.C.M. Keith (Focal Press)
- Radio Production by R. McLeish (Focal Press)

Paper XI: Media Technology II (Audio-Visual Post Production & Research)

Pedagogy: The paper is a foundation for students in journalism focussing on the practice of the audio visual production technology and data analysis. The course relies heavily on practical and hands-on-training. As a part of the course, the students will produce 1 min audio-visual programs at regular intervals as well as analyse data sets.

Total: 100
(Credit 4, Practical 100)

Unit I

Adobe Premiere (Latest Software): Video Adding, Colour Balance, Slow Motion, Time Lapse, Other Effects, Transitions, Specialized Effects, Exporting; **Adobe Audition; Adobe Flash Final Cut Pro:** Video Editing Basics, Transition, Rendering, Exporting

Unit II

SPSS (Quantitative Analysis): Data Entry, Correlation, Correlation and Regression, Factor Analysis, Confirmatory Factor Analysis. SEM.

NVIVO (Qualitative Analysis): Data Entry, Data Analysis, and Interpretation.

Unit III & IV: Projects

1. Making 1 min audio-visual fiction or non-fiction feature/program
2. Making 5 min audio fiction or non-fiction feature/program.
3. Analysing a Quantitative data set for a research project
4. Analysing a Qualitative data set for a research project

Recommended Readings:

- Adobe Premiere Pro Power Tips: Secrets, Shortcuts, and Techniques by Larry Jordan (Routledge)
- Final Cut Pro X: Making the Transition by Larry Jordan (Peachpit Press)
- Qualitative Data Analysis with NVivo by Patricia Bazeley & Kristi Jackson (Sage Publications)

Paper XII: Indian Culture & Heritage

Pedagogy: This paper is a theory one aimed at a broader understanding of Indian Culture and heritage from own perspective developed by Tagore, Ananda Coomarswamy and others. This is done through exposing students to the overview of broad areas and urging them to feel how Visva-Bharati, through its events and curriculum in art, aesthetics, music etc. are creating an experience of the culture and heritage. This is done in participatory and observational approach.

Total 100

(Credit 4, Internal Assessment 20 marks, End-Semester Written 80)

Unit I: Holistic or Composite Culture?

The Foundation of Indian culture

Elements of Indian Culture

Cultural resources, new inclusions and national integration after independence

The Problematique: A cultural nation or a political nation building

Unit II: Philosophical underpinnings

What makes us Indian?

Philosophical Schools: Unity and diversity

Contemporary Question of Identity: Tagorean discourse in context

The Problematique: Glorious heritage and reductionist present

Unit III: Tagorean Thoughts and practice

Indian approach to art and culture education

Indian educational approach: Santiniketan and Sriniketan

Indian classical dances and music

Science education

Unit IV: Communication and Cultural resources

Festivals in Tagore's abode: continuity and purpose

Chain of events and message continuation: Tagorean Communication

Folk and Community media development

Contributing to the Globe: ambition of Visva-Bharati

Recommended Readings:

- Composite Culture of India and National Integration by Rasheeduddin Khan (IIAS, Simla)
- Rabindra Parichay (Visva-Bharati)
- The Cultural Heritage of India (Volumes I-IX) (Ramakrishna Mission Institute of Culture)

Semester III

Total - 24 Credits/600 Marks

Paper XIII: Print and Cyber Journalism II

Pedagogy: This paper aims at students' understanding of variance between print and cyber journalism in areas of story editing, layout and formatting. This will be done utilising common content in 'compare, contrast and create' mode teaching-learning supported by theoretical understanding of why media and platform differences need to be addressed.

Total Marks: 100

(Credit 4, Internal Assessment 20 marks, End-Semester Written 30, Practical 50)

Unit I: Editing

Editing as natural process: executive and creative functions
Conforming to Communication package or editorial formula of the product
Style Book
Headlines: forms, Functions, dos and don'ts
Headline schedule
Utilising visual and dynamism factors in print and cyber

Unit II: Design and layout

Layout elements; Layout principles; Exploiting optical axis; Design for aesthetic look

Unit III:

Editing and designing Visva-Bharati Chronicle

Unit IV:

Editing and designing web portal

Recommended Readings –

- Online Journalism: A Basic Text by Tapas Ray (Foundation Books)
- Writing and Reporting News: A Coaching Method (Sixth Edition) by Carole Rich (Wadsworth, Cengage Learning)
- Online Newsgathering Research and Reporting for Journalism by Stephen Quinn and Stephen Lamble (Focal Press)
- Journalism Online by Mike Ward (Focal Press)

Paper XIV: Audio Visual Production II

Pedagogy: This paper introduces the practical training and concept development necessary for media professionals. Last two units are practical based.

Total Marks: 100

(Credit 4, Internal Assessment 20 marks, End-Semester Written 30, Practical 50)

Unit I

Understanding the medium - Nature and Language of TV; Television Genre; Formats, Styles and treatments; Aesthetic Factor of video editing; Types of video editing- Non-Linear editing, Cut to cut, assemble & insert, on line, off line editing; Designing, Evaluation and field testing of programme.

Unit II

Camera: Introduction to video camera; Parts of video camera and their functions; Camera movement equipment; Lenses – functions and types; Types of shots, camera angles and camera movements; Aperture control and depth of field

Lights: Lights and its properties; Different types of lights; Other tools used in lighting – diffusers, reflectors, cutters & gels; Basic lighting techniques; Accessories used in lighting.

Scripting: Process of Script Writing-Ideation-Research-Brainstorming-Drafting News & Documentary Scripts

Unit III

Practical Exercises/Assignments: Fiction programme preparation;

Unit IV

Practical Exercises/Assignments: Non Fiction programme preparation; Producing news packages every week.

Recommended Readings:

- Video Production by V. Belavadi (Oxford University Press)
- Broadcast News Writing, Reporting and Production by Ted White Frank Barnas (Focal Press)
- Broadcast News: Radio Journalism and an Introduction to Television by Mitchell Stephens, (Rinehart & Winston)
- Introduction to Video Production: Studio, Field and Beyond by R. Compesi and J. Gomez (Routledge)
- Shoot Edit Share: Video Production for Mass Media, Marketing, Advertising, and Public Relation by K. Johnson, and J. Radosh (Focal Press)
- Producing for TV and New Media by C. Kellison (Focal Press)
- Digital Video Production Cook Book by C. Kenworthy (O'Reilly)

Paper XV: Communication Research II

Total Marks: 100
(Credit 4, Practical 100)

Pedagogy: This paper introduces the students to the practical aspects of conducting research and encourages them to take up their preferred research topic and submit a dissertation on the same.

Unit I: Communication Research Domains

Investor Research: Control Studies, Content Studies; Medium Research: Media Studies; Audience Research: Audience Studies, Effect Studies; Communication per se

Unit II: Basics of Research and Dissertation Writing

Choosing a research topic; Titling the dissertation; Arrangement of contents; The body of the dissertation; Figures, tables and charts; Footnotes; Endnotes; Quotations; Abbreviations; The conclusion; The index; The appendix; Ethical Considerations in Research

Unit III: Basics of Documentation in Research

Need for acknowledgment; Citation & Reference Styles, Reference vs. Bibliography

Unit IV: Practical Exercise/Assignment

Dissertation Submission preferably within 10,000 words

Recommended Readings:

- Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioral Sciences by Fred C. Lunenburg, Beverly J. Irby (Corwin Press)
- The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation by Carol M. Roberts (Corwin Press)
- Writing Your Dissertation: How to plan, prepare and present successful work by Derek Swetnam (How To Books Ltd)
- Pocket Guide to APA Style by Robert Perrin (Wadsworth Publishing)

Paper XVI: Corporate Communication and Event Management

Scope: The paper aims to build clear knowledge of Public Relations and its praxis through the practical orientations to meet the scopes of the field

Total Marks: 100

(Credit 4, Internal Assessment 20 marks, End-Semester Written 30, Practical 50)

Unit I: Public Relations

Definition, Role, Functions, Origin; PR Tools-Brochures, Direct Mail Campaigns, Media Kits, Media Lists, Media Tours, Newsletters, News Releases, Opinion-Editorials, Public Service Advertisements and Announcements, Speeches, Web Pages, Public Communications Toolbox; Publics in PR; Different Sectors of PR; PR Research; PR Ethics; Understanding Target Audience.

Unit II: Corporate Communication

Definition, Historical roots, Scopes; Annual Reports; Audio News Releases; Communication Audits; Video News Releases and Electronic Press Kits, Media Relations; Branding; Logo; Consumer Communication; External PR; Differences between Marketing Communication and Corporate Communication; Organization Profiles; Campaign; Analysis of Market Trend; Balance Sheet; PRO and his role; CSR Applying PR in practice, Product PR, Business PR, Financial PR, Political PR, Internal PR; Planning & Evaluation- Example of a PR Plan

Unit III: Event Management

Methods and purpose, tools for it; Public Affairs; Lobbying; Crisis Management; Agency Services

Unit IV: Practical Projects

- ❖ Students will have to produce short PR commercials as per the instructions of the course instructor. Such productions will constitute materials for external evaluation and students will have to appear for viva. **(15)**
- ❖ They will also produce event based projects incorporating different stages of management planning and execution of which viva will be done. **(15)**

Recommended Readings:

- Essentials of Corporate Communication by Cees B. M. van Riel & Charles J. Fombrun (Routledge)
- The 18 Immutable Laws of Corporate Reputation: Creating, Protecting, and Restoring your Most Valuable Asset by R. J. Alsop (Free Press)
- Corporate Communication by P. Argenti (McGraw Hill Education)
- Reputation Rules: Strategies for Building Your Company's Most Valuable Asset by D. Diermeier (McGraw Hill Education)
- Public Relations in India: New Tasks and Responsibilities by J. V. Vilanilam (Sage Publications)
- The Practice of Public Relations by Fraser P. Seitel (Pearson)

Paper XVII: Development Communication

Pedagogy: The paper sheds light on different communication strategies adopted so far worldwide, and the theoretical and ideological factors responsible for the application of such strategies as an indispensable component in different developmental programmes

Total Marks: 100

(Credit 4, Internal Assessment 20 marks, End-Semester Written 80)

Unit 1: Universe of Rural Area

Concept, Characteristic features, Rural-Urban dichotomy, Rural demography, Ethnic Pluralism; Definition, Nature and Structure of the Village, Social/cultural organization of the communities in Indian context.

Unit 2: Rural Media and Communication Process

Different types, Function and Process: Sanskritization, Secularization and Westernization, Role of Media in Social / Cultural change.

Unit 3: Development and Rural Area

Development: concept, issues, indicators, dynamics; Theories of development: Tagore, Gandhi and Marx; Development communication: approaches, models, initiatives, international perspectives.

Unit 4: Development Communication in India

Problems and issues: Ecological variation, Mixed economy, Political Pluralism, Social stratification, Minorities, Ethnic crisis, Cross-border terrorism.

Government Measures: Constitutional provisions, Five-year Plans, different schemes & projects, participation of Local Govt.: Panchayats.

Role of Communication Agents: NGOs, SHGs, Religious Institutions

Recommended Readings:

- Development Communication: Theory and Practice by Uma Narula (Har-Anand)
- Communication and Development: A Study of Two Indian Villages by Y. V. Laksmana Rao, (University of Minnesota)
- Media, Communication and Development: Three Approaches by Linje Manyozo (Sage Publications)
- Development Communication Sourcebook: Broadening the Boundaries of Communication by Paolo Mefalopulos (The World Bank)
- Communication for Development and Social Change by Jan Servaes (Ed.) (Sage Publications Inc.)

Paper XVIII: Advertising

Pedagogy: This paper introduces the concept of Advertising with a focus on development of creative abilities.

Total Marks: 100

(Credit 4, Internal Assessment 20 marks, End-Semester Written 30, Practical 50)

Unit I

Advertising: Definition, Role, Functions; Advertising as communication tool; Advertising as a social process- consumer welfare, standard of living and cultural values; Classification of advertising on the basis of Target Audience, Market Segmentation, Medium, Purpose; Advertising vs. Marketing; Market segmentation process; Integrated Marketing Communication; Models of Advertising Communication; Semiotic theory; Image: a selling proposition; Role of colours, photographs, computer graphics; Concept & stages of Branding, brand management, brand image; Segmentation, brand positioning, brand equity;

Unit II

Account planning –Elements of Marketing plan; Plan advertising campaign (the planning cycle) and types; USP; Budgeting process; Media Planning and research: Media agencies- definition, need and importance; Media plan: objectives, Methods of measuring effectiveness of advertising programme – different types of pre-testing, concurrent testing and post testing. Advertising Research: Consumer, Market & Product; Concept of creativity; Idea generation; The creative brief; Types of copy, how to prepare ad copy; Copy and script writing: Print, Electronic, Cyber, Outdoor; Appeals in Advertising; Ad Agency Structure & Functions: Concept of advertising agencies; Client –agency relationship;

Unit III & IV: Practical Projects

Students will have to produce combination of Advertisements (across different media platforms) as per the instructions of the course Instructor. Such productions will constitute materials for external evaluation and students will have to appear for viva.

Recommended Readings:

- Advertising Basics by J. Vilanilam (Sage Publications)
- Visual Persuasion: The Role of Images in Advertising by Paul Messaris (Sage Publications)
- Advertising Cultures: Gender, Commerce, Creativity by Sean Nixon (Sage Publications)
- Ogilvy on Advertising by David Ogilvy (Crown Publishers)
- Advertising Procedure by Russel, J. Thomas (Prentice Hall)
- Brand Positioning: Strategies for Competitive Advantage by Subroto Sengupta (McGraw-Hill Education)

Semester IV

Paper XIX : Major Paper I: Specialization Theory
(6 Credit, End-Semester Written 120+ Internal Assessment-30)

Paper XX : Major Paper II: Theory/Project in Major Specialization
(6 Credit, End Semester Written 120+ Internal Assessment-30/End Semester Reporting and Interview 150) Depending upon the paper requirement

Paper XXI: Major Paper III: Dissertation/ Project (Live/industry) in Major Specialization
(End semester evaluation of dissertation by guide & one external expert for 150 marks)

Paper XXII: Set B: Minor Paper: Self-initiated (Organizational Engagement/Field Project/Term Paper) (150 marks)

(A) Communication Design

Paper I

(6 Credit, End-Semester Written 120+ Internal Assessment-30)

Pedagogy: The study of the creative design process is integral to effective communication. The paper on communication design seeks to introduce the students to graphic techniques of visual communication expression and presentations and the aesthetics and design principles of communication.

Unit I: Introduction

Communication and design; Visual communication design versus graphic design; Creativity and communication; Visual communication design tools: signs, symbols, diagrams, maps, tables, charts, pie charts etc.

Unit II: Design Principles and Functions

Visual communication design principles: perception, signification, meaning, interpretation, contexts; Functions of graphic design: information, persuasion, decoration, metalinguistic and phatic functions; Creativity and problem-solving

Unit III: Typographic Design

Evolution, principles, functions, specimens (Serif/Sans Serif); Macrotypography and Microtypography; Typesetting Factors: Space and Spacing, Alignments and Paragraphs, Hierarchy, Aesthetic Tailoring; Impact of new media on the art of typography

Unit IV: New Media Communication Design Praxis

Principles of web designing; Principles of social media profile making; The science of emojis: History, evolution, contemporary usage and relevance

Recommended Readings:

- Communication Design: Principles, Methods and Practice by Jorge Frascara (Allworth Press)
- Graphic Design as Communication by Malcolm Barnard (Routledge)
- Typographic Design: Form and Communication by Rob Carter, Philip B. Meggs, Ben Day, Sandra Maxa, Mark Sanders (Wiley)
- Design Elements, Typography Fundamentals: A Graphic Style Manual for Understanding How Typography Affects Design by Kristin Cullen (Rockport Publishers)
- Visual Communication: Understanding Maps, Charts, Diagrams, and Schematics by Ned Racine (LearningExpress, LLC)
- Web Site Design Is Communication Design by Thea Van Der Geest (John Benjamins Publishing Company)
- The Semiotics of Emoji: The Rise of Visual Language in the Age of the Internet by Marcel Danesi (Bloomsbury)

Paper II
(6 Credit, End-Semester Written 120+ Internal Assessment-30)

Pedagogy: This paper will introduce the students to the fundamentals of communication design from the Indian perspective.

Unit I: Introduction

Visual communication (painting, sculpture) in ancient India: Bhimbetka rock art, Ajanta and Ellora paintings and sculptures; Visual communication (painting, sculpture) in medieval India: Tanjore paintings; Folk and tribal art forms in modern India: Madhubani paintings, Patachitra, Rangoli

Unit II: The Saḍangā Canons

Six aspects of visual depiction in Yasodhara's commentary on Vatsyayana's Kamasutra: Rūpabheda, Pramāṇa, Bhāva, Lāvaṇyayojana, Sādrśya, Varnikā-bhaṅga

Unit III: Illustration-Making (Citrakarma)

Eight aspects given in Bhoja's Samarāṅgaṇasūtradhāra: vartikā, bhūmibandhanam, lekhyam/lekhā, rekhākarmāṇi, varṇakarma, vartanā-krama, lekhakaraṇam, dyutikarma

Unit IV: Application

Contemporary relevance and application of the principles of *saḍangā* and *citrakarma* in communication design in sync with modern advances in graphics making technology

Recommended Readings:

- Saḍangā or The Six Limbs of Painting by Abanindranath Tagore (The Visva-Bharati Quarterly, Vol. VIII, Parts I & II, May-October, 1942)
- On the Sadanga Canons of Painting By Prithvi Kumar Agrawala (Prithivi Prakashan)
- The Theory of Citrasutras in Indian Painting: A Critical Re-Evaluation of their Uses and Interpretations by Isabella Nardi (Routledge)

(I) Communication and Media Aesthetics

Paper I

(6 Credit, End-Semester Written 120+ Internal Assessment-30)

Pedagogy: The knowledge of communication and media aesthetics is critical to effective communication and media application in sync with the individual and socio-cultural needs and expectations. The paper on communication and media aesthetics seeks to introduce the students to aesthetic aspects associated with the expression of communication and media content in the desirable manner in the public realm.

Unit I: Overview of Aesthetics

Defining “Art” and “Aesthetics”; Aspects of Aesthetics: Subject, Object, Communication, Experience, Beauty and Art: Indian and Western Perspectives; Imagination, Conceptualization and Interpretation; Imitation and Representation: Ancient Indian and Greek View

Unit II: Communication and Applied Media Aesthetics

Communication and Aesthetics; Art and applied Media Aesthetics; Audio and Visual Aesthetics; Essential Elements of Applied Media Aesthetics: Light, Colour, Two-Dimensional Space, Three-Dimensional Space, Time, Motion and Sound

Unit III: Sound Aesthetics

The Science of Vocal Aesthetics: Pitch, Timbre, Rhythm, Tempo etc.; Importance of Audio Aesthetics; Aspects of Vocal Aesthetics: Recording, Processing, Mixing, Noise Reduction; Aspects of Verbal Communication Aesthetics: Form, Content and Expression

Unit IV: Visual Aesthetics

Aesthetics of visual representations (Photography, Paintings, Graphics etc.): Form, Content and Expression; Aesthetics of calligraphy and typography: Font, Size, Colour, Alignment etc.

Recommended Readings:

- Introducing Aesthetics by David E. Fenner (Praeger)
- Sight, Sound, Motion: Applied Media Aesthetics by Herbert Zettl (Wadsworth Cengage Learning)
- Shaping Sound in the Studio and Beyond: Audio Aesthetics and Technology by Gary Gottlieb (Thomson Course Technology)
- Experience and Nature by John Dewey (Oxford Book Company)
- Aesthetics and Painting (Continuum Aesthetics) by Jason Gaiger (Continuum)
- Picture Theory: Essays on Verbal and Visual Representation by W. J. T. Mitchell

Paper II
(6 Credit, End-Semester Written 120+ Internal Assessment-30)

Pedagogy: This paper will introduce the students to the fundamentals of communication and media aesthetics from the Indian perspective.

Unit I: Overview of Indian Aesthetics

History and Brief Overview of Indian Aesthetics; Seven Fundamental Elements of Indian Aesthetics: Characteristic (Lakṣaṇa), Embellishment (Alaṅkāra), Quality (Guṇa), Defect (Doṣa), Style (Riti), Suggestion (Dhvani), Aesthetic Configuration (Rasa)

Unit II: The Aesthetics of Verbal Communication in Bharata Muni's Natyasastra

The Thirty-Six Fundamental Characteristic Marks/ Indicators (Lakṣaṇa); The Four Figures of Speech (Alaṅkāra); The Ten Faults/ Defects (Doṣa); The Ten Merits/ Qualities (Guṇa); Seven Characteristics of a Message Fit for Presentation (Yogyatā)

Unit III: The Aesthetics of Paralinguistics in Bharata Muni's Natyasastra

Utility of the Three Voice-Registers in the Human Body: Chest/ Breast, Throat and Head in Communication Aesthetics vis-à-vis Degrees of Timbre and Application; Eight Types of 'Resonance'; Six Categories of Sound/ Voice Based on their Intensity/ Degree of Loudness; Three-Degree Scale for Tempo; The Five Pitch Levels; The Four Pitch Accents; Intonation Based on Intended Effect and Speed of Addressing; Five Faults of Voice etc.

Unit IV: Rabindranath Tagore on Art and Aesthetics

Principal Object of Art: The Expression of Personality; Art as the Response of Man's Creative Soul to the Call of the Real; The Six Fundamental Principles/Concepts of Aesthetics: Beauty, Truth, Goodness, Joy, Expression and Art; Inter-relation of the Six Principles;

Recommended Readings:

- Comparative Aesthetics: Volume I (Indian Aesthetics) by Kanti Chandra Pandey (Chowkhamba Sanskrit Series Office)
- The Natya Shastra (English Translation) Volume I (Chapters I-XXVII) by Manomohan Ghosh (The Asiatic Society)
- The Nāṭya Shastra Ascribed to Bharata Muni (English Translation) Volume II (Chapters XXVIII-XXXVI) by Manomohan Ghosh (The Asiatic Society)
- Rabindranath Tagore on Art & Aesthetics: A Selection of Lectures, Essays and Letters by Prithwish Neogy/Inter-National Cultural Centre (Orient Longmans)
- Studies in Comparative Aesthetics by Pravasjivan Chaudhury (Visva-Bharati)

(C) Rural Communication

Paper I

(6 Credit, End-Semester Written 120+ Internal Assessment-30)

Pedagogy: Communicating for development in the rural settings continues to be a challenge for the communication and development professionals in the modern age. Therefore, the paper on rural communication seeks to guide the students on meeting the practical challenges of successful rural communication.

Unit I: Introduction

Rural Community and Infrastructure, Urban-Rural Communication and Development Dichotomy, Role of Communication in Rural Development; Communication Spectrum of Rural Settings: Interpersonal Communication, Group Communication, Mass Media and New Media Penetration, Informal Communication Channels

Unit II: Approaches and Perspectives

Approaches to Rural Communication: Rapid Rural Appraisal (RRA), Participatory Rural Appraisal/ Participatory Rural Communication Appraisal (PRA/PRCA); Perspectives: The Gandhian Perspective of Rural Development, Tagore's Views on Rural Reconstruction, Paulo Freire's Views on Participatory Development

Unit III: Communication Research for Rural Communication

Participatory Action Research (PAR), Ethnographic Action Research (EAR), Key Informant Interview (KII), *Focus Group Discussion (FGD)*, Most Significant Change (MSC) etc.

Unit IV: Case Study

Significant Rural Communication Experiences from India and the World

Recommended Readings:

- Communication for Rural Development Sourcebook by Mario Acunzo, Marzia Pafumi, Cleofe Torres and Maria Stella Tirol (FAO)
- Framework on Effective Rural Communication for Development by R. D. Castello & P.M. Braun (FAO)
- Development Communication Sourcebook: Broadening the Boundaries of Communication by Paolo Mefalopulos (The World Bank)
- e-Governance for Development: A Focus on Rural India by Shirin Madon (Palgrave Macmillan)
- Rabindranath Tagore on Rural Reconstruction by Sudhir Sen (Visva-Bharati)

Paper II-Practical-150
(6 Credit, End Semester Reporting and Interview 150)

Module 1: Project on Rural Reporting/Communication through Print Media

- Content analysis of rural news, articles, features etc. in dailies/periodicals

Module 2: Project on Rural Reporting/Communication through Radio

- Preparation of spoken work program on rural issues

Module 3: Project on Audio-Visual Rural Reporting/Communication

- Scripting and compiling program/preparing short film any rural issue

Module 4: Project on Rural Reporting/Communication through Folk Media

- Identification of folk forms suitable to rural communication and preparation of suitable content

Module 5: Project on Rural Organizations/ Communication Professionals

- Submission of a project report after visiting a rural institution/interviewing a rural communication professional

Recommended Readings:

- Reporting on Rural Issues: A Media Guide by Rosalind Yarde, Loretta de Luca, Vittorio Longhi, Léa Breton, Paola Victoria (International Labour Organization)
- Rural Reporting in India by K. Ramachandra Murthy (Prajasakti Book House)
- Management of Rural Reporting Network in India: A Study with Special Reference to Four Selected Newspapers (A Thesis Submitted to Sri Krishnadevaraya University Anantapur for the award of the degree of Doctor of Philosophy in Management) by K. Ramachandra Murthy
- Radio Broadcasting Serves Rural Development (Reports and Papers on Mass Communication: No. 48) by B. P. Bhatt, P. V. Krishnamoorthy, R. Marathey & M. Bourgeois (UNESCO)
- The Role of Film in Development (Reports and Papers on Mass Communication: No. 64) by Peter Hopkinson (UNESCO)

(D) Gender and Media

Paper I

(6 Credit, End-Semester Written 120+ Internal Assessment-30)

Pedagogy: The paper seeks to introduce the students to the evolutionary praxis of gender and media relations in the public sphere.

Unit I: Understanding Patriarchy

Public and Private Patriarchy; Social Construction of Femininity and Masculinity

Unit II: Sex and Gender

Approaches to conceptualising gender; Gender as constrained choice; Gender roles; Gender identity; Gender relations; Gender as performance (embodied gender)

Unit III: Gender and Empowerment

Measuring Empowerment; Factors Influencing Economic Empowerment of Women

Unit IV: Feminist Theory and Media

Media and Gender Studies: The Beginning; Feminist intervention in communication theory; Feminist Theory Perspectives and development;

Recommended Readings:

- Gendered Lives: Communication, Gender, and Culture by Julia T. Wood (Wadsworth Publishing)
- Sociology of Gender: The Challenge of Feminist Sociological Knowledge by Sharmila Rege (Ed.) (Sage Publications)
- Towards a Theory of Patriarchy in The Polity Reader in Gender Studies by Sylvia Walby (Polity Press)
- The Gender and Media Reader by Mary Celeste Kearney (Ed.) (Routledge)

Paper II
(6 Credit, End-Semester Written 120+ Internal Assessment-30)

Pedagogy: This paper will delve into the area of media representation of gender identity and the role and impact of media in promoting gender stereotypes.

Unit I: Gender Stereotypes

Cultural Stereotypes; Gendered Media - its influence in society; Gender portrayal in films and in mass media

Unit II: Gendered media

Contemporary Social Issues- Masculinity and Sexuality and Media - Gendered Verbal & Nonverbal Communication

Unit III: The Third Gender

Issues in representation; challenges and perspectives

Unit IV: Media Monitoring on Gender Issues

Discussion on Media Monitoring - Project on Coverage of Gender Representation in Media (Print/Audio-Visual/New Media/Social Media/Film); Gender perspectives in Print, Visual and New Media

Recommended Readings:

- The Gender Communication Connection by Teri Kwal Gamble and Michael W. Gamble (Routledge)
- Media, Gender, and Popular Culture in India: Tracking Change and Continuity by Sanjukta Dasgupta, Dipankar Sinha and Sudeshna Chakravarti (SAGE Publications India Pvt Ltd)
- Media, Gender and Identity: An Introduction by David Gauntlett (Routledge)
- Heroes, Heroines, and Everything in Between: Challenging Gender and Sexuality Stereotypes in Children's Entertainment Media by Carrie Lynn D. Reinhard; Christopher J. Olson (Eds.) (Lexington Books)

(E) Indian Communication Thought & Practice

Paper I

(6 Credit, End-Semester Written 120+ Internal Assessment-30)

Pedagogy: This paper aims to introduce the students to the indigenous concepts of communication theory and practice from the Indian sub-continent.

Unit I: Ancient Indian Communication Thought

Definition and scope; Key concepts in Ancient Indian Communication Thought; Key thinkers of Ancient Indian Communication Thought

Unit II: Medieval Indian Communication Thought

Definition and scope; Key concepts in Medieval Indian Communication Thought; Key thinkers of Medieval Indian Communication Thought

Unit III: Modern Indian Communication Thought

Definition and scope; Key concepts in Modern Indian Communication Thought; Key thinkers of Modern Indian Communication Thought

Unit IV: Communication in the Indian Philosophical and Aesthetic Traditions

Understanding the Hindu view of communication (Nyāya, Vaiśeṣika, Sāṃkhya, Yoga, Mīmāṃsā and Vedānta) ; Understanding the Buddhist view of communication; Understanding the Jaina view of communication; Further exploration of Indian perspectives of communication from ancient Indian texts, viz., Nāṭyaśāstra, Vākyapadīya

Recommended Readings:

- Culture and Communication in Ancient India and China by Robert T. Oliver (Syracuse University Press)
- In Quest of Alternative Views on Theories of Communication: Excavating Thoughts of Sufism by M. Bolouri (Lambert Academic Publishing)
- Social Communication in Religious Traditions of Asia by Eilers, F. J. (Ed.). (Logos Publications)
- The Gesture Language of the Hindu Dance by Hughes, R. M. (Pseud. La Meri) (Columbia University Press)
- The Word and the World: India's Contribution to the Study of Language by B. K. Matilal (Oxford University Press)
- Intercultural Communication: The Indian Context by R. N. Rao & A. Thombre (Sage Publications India Pvt Ltd.)

Paper II
(6 Credit, End-Semester Written 120+ Internal Assessment-30)

Pedagogy: This paper aims to introduce the students to the practical application and utility of Indian Communication Thought in real-environment communication situations besides making them of some existing models developed from Indian Communication Thought.

Unit I: Contemporary Concepts from Ancient Indian Communication Thought

Rasas and advertising appeals; Sadharanikaran and science communication; Contemporary relevance of Bharata Muni's AICA communication strategy in impersonal communications

Unit II: Field Work Studies Utilizing Indian Communication Thought

Assam University Rural Communication Project (AURCP); Behaviour Change Communication (BCC) Strategy for (National Rural Health Mission) NRHM in Uttar Pradesh; Saloni Swasth Kishori Yojna (SSKY) Adolescent Health Program

Unit III: Models from Indian Communication Thought

The Gandhian Model of Non-Violent Communication; The Sadharanikaran Model of Communication (SMC); The Bhatta-Mimamsa Model of Communication (BMC)
Conflict resolution and peace-making through Indian communication thought

Unit IV: Mindful Communication Insights from Indian Communication Thought

Communication Ethics and Mindfulness: The Buddhist and Other Perspectives; New-Age Mindful Communication Order.

Recommended Readings:

- Clothing for Liberation: A Communication Analysis of Gandhi's Swadeshi Revolution by P. Gonsalves (Sage Publications India Pvt Ltd.)
- Folk Arts and Social Communication by D. D. Mukhopadhyay (Publications Division, Ministry of Information & Broadcasting, GoI)
- Mindful Journalism and News Ethics in the Digital Era: A Buddhist Approach by S. A. Gunaratne, M. Pearson, & S. Senarath, (Eds.) (Routledge)
- The Rhetoric of Non-Violence: A Critical Analysis of Selected Speeches by M. K. Gandhi by S. Yamabhai (The Ohio State University)
- Theory and Practice of Communication: Bharata Muni (Indian Tradition of Communication-Vol. 1) by N. M. Adhikary (Makhanlal Chaturvedi National University of Journalism and Communication)
- Who Needs Folklore? The Relevance of Oral Traditions to South Asian Studies by A. K. Ramanujan (The Center for South Asian Studies, University of Hawaii)

(F) Advance Media Organization Management

Paper I

(6 Credit, End-Semester Written 120+ Internal Assessment-30)

Pedagogy: This paper will introduce the students to the practical aspects of media organization management to prepare them for the industry challenges in sync with the ground reality.

Unit I: Introduction

Media organisation structure and strategy: owner-employee relations; The POSDCORB strategy: planning, organizing, staffing, directing, co-ordinating, reporting and budgeting; Five core media organization management aspects: production management, human resource/ personnel management, financial management, engineering management, public relations management

Unit II: Production Management

Print media content production management, radio programme production management, television programme production management, folk media content production management, new media content production management

Unit III: Human Resource/ Personnel and Financial Management

Staff recruitment management: selection, hiring, grooming and retention, Financial management: sales management, advertising management, event management etc.

Unit IV: Engineering and Public Relations Management

Engineering management: print media operations management, radio station management, television studio management, folk media logistics management, new media platform management; Public relations management: employee relations management, consumer/target audience relations management etc.

Recommended Readings:

- Managing Media Work by Mark Deuze (Sage Publications Ltd)
- Strategic Management in the Media: Theory to Practice by Lucy Küng (Sage Publications Ltd)

Paper II
(6 Credit, End Semester Reporting and Interview 150)

Module 1: Assignment on media organisation (Print Media)

- Practical assignment on any one of the five core media organization management aspects with respect to the print media

Module 2: Assignment on media organisation(Radio)

- Practical assignment on any one of the five core media organization management aspects with respect to the radio media

Module 3: Assignment on media organisation (Television)

- Practical assignment on any one of the five core media organization management aspects with respect to the television media

Module 4: Assignment on media organisation (Folk Media)

- Practical assignment on any one of the five core media organization management aspects with respect to the folk media

Module 5: Assignment on media organisation (New Media)

- Practical assignment on any one of the five core media organization management aspects with respect to the new media

(G) Film Appreciation

Paper I

(6 Credit, End-Semester Written 120+ Internal Assessment-30)

Pedagogy: This is a survey course designed to introduce you to the broad range of theoretical, formal, and historiographical issues specific to cinema.

Unit I:

History of Film Making

Unit II:

Evolution Of Film Styles; Film Styles of silent movies – Styles of Tamil Films, South Indian Films – Indian Films – Foreign Films – Art Films – Commercial Films, Animation Films;

Unit III:

Film Experience and Major Issues - Power, poverty and conflicts; New Wave; Science Fiction

Unit IV:

Cinephilia and the Future of Film

Recommended Readings:

- Ideology and the image: social representation in the cinema and other media by Bill Nichols (Indiana University Press)
- Film and Literature: An Introduction and Reader by Timothy Corrigan (Prentice Hall)
- Traditions in World Cinema by Linda Badley, R. Barton Palmer & Steven Jay (Eds.) (Edinburgh University Press)

Paper II
(6 Credit, End-Semester Written 120+ Internal Assessment-30)

Unit I:

Ideological Movements-Existentialism; Neo-Realism; Nihilism; Surrealism; German Expressionism, Kino Pravda, Montage, Marxism; Cinematic Realism; Formalism; Structuralism; Auteur Theory; Third Cinema;

Unit II:

Other Film Movements – Cinema Novo; New queer cinema; Poetic realism; Free cinema;

Unit III:

Filmic elements of a film to be considered - mise-en-scène, montage etc.

Unit IV:

Screening based practical

Film Review & Analysis - The students will have to view the films relevant to Film Appreciation and write their reviews and analysis of each film.

Recommended Readings:

- Inside the Gaze: The Fiction Film and Its Spectator by Francesco Casetti (trans. by Nell Andrew) (Indiana University Press)
- Theories of Cinema, 1945- 1995 by Francesco Casetti; (trans. by Francesca Chiostrì and Elizabeth Gard Bartolini) (University of Texas Press)
- The Film Spectator: From Mind to Sign by Warren Buckland (ed.) (Amsterdam University Press)
- The Indian Film Theory: Flames of Sholay, Notes and Beyond by G. Roberge (Sampark)

(H)Health Communication

Paper I

(6 Credit, End-Semester Written 120+ Internal Assessment-30)

Pedagogy: This paper will be taught in a combination of health institution involvement, health campaign participation and strategy analysis.

Unit I: Introduction

Overview of Health Communication: Concept, history, contemporary relevance, ethics, challenges, barriers; Characteristics of effective health communication: accuracy, clarity, consistency, credibility, relevance, correct tone/appeal

Unit II: Health Communication Strategizing

Communication strategizing in normal situations: media campaign for health promotion and ill-health prevention; Communication strategizing in crisis situations: WHO Outbreak Communication Guidelines: principles and planning steps

Unit III: Health Journalism/Reporting

Identifying the right media outlets and delivering messages effectively; Health beat reporting; Reporting for health awareness and promotion; reporting for policy-making, reporting for persuasion; reporting for crisis management

Unit IV: Case Study

Significant Health Communication Experiences from India and the World

Recommended Readings:

- The Routledge Handbook of Health Communication by Teresa L. Thompson, Alicia Dorsey Katherine Miller, Roxanne Parrott (Routledge)
- Effective Media Communication during Public Health Emergencies. A WHO Field Guide by V.T. Covello, R.N. Hyer (World Health Organization)
- Essentials of Public Health Communication by Claudia Parvanta, David E. Nelson, Sarah A. Parvanta, Richard N. Harner (Jones & Bartlett Learning)
- Health Communication by Richard K. Thomas (Springer)
- Public Health Communication: Evidence for Behavior Change (Lea's Communication Series) by Robert Hornik (Lawrence Erlbaum Associates, Publishers)
- WHO Outbreak Communication Planning Guide (World Health Organization)
- An Empirical Test of the Sadharanikaran Theory of Communication to Defecation Hygiene Behaviour: An Evaluation of a Child-To-Community Intervention in Maharashtra, India (Doctoral Dissertation, PhD Thesis) by N. Kapadia-Kundu (Johns Hopkins School of Hygiene and Public Health)

Paper II
(6 Credit, End Semester Reporting and Interview 150)

Module 1: Project on Health Reporting/Communication through Print Media

- Content analysis of health news, articles, features etc. in dailies/periodicals

Module 2: Project on Health Reporting/Communication through Radio

- Preparation of spoken work program on health issues

Module 3: Project on Audio-Visual Health Reporting/Communication

- Scripting and compiling program/preparing short film any health issue

Module 4: Project on Health Reporting/Communication through Folk Media

- Identification of folk forms suitable to health communication and preparation of suitable content

Module 5: Project on Health Organizations/Communication Professionals

- Submission of a project report after visiting a health institution/ interviewing a health communication professional

(I) Science Communication

Paper I

(6 Credit, End-Semester Written 120+ Internal Assessment-30)

Pedagogy: Communicating science to the common masses has always been a challenge for communication practitioners and science specialists alike. Considering the pressing need for effective science communication in the public domain, the paper on science communication aims to impart the basics of science communication to the students that may be applied by them in practical communication situations.

Unit I: Introduction

Science Communication: What, Why and How; History of Science Communication; Science Journalism and its Contemporary Relevance; Science Communication in and for Sustainable Development

Unit II: Science Communication Models

Models of Science Communication: Dissemination/ Deficit Model, Contextual Model, Lay-Expertise Model, Dialogue Model, Public Participation/Engagement Model

Unit III: Science Communication Skills

Fundamental Science Communication Skills, Storytelling as an Effective Means of Science Communication; Necessary Interpersonal Communication Skills; Necessary Mass Media Skills; Necessary New Media Skills; Necessary Folk Media Skills

Unit IV: Case Study

Significant Science Communication Experiences from India and the World

Recommended Readings:

- Communicating Science to the Public: Opportunities and Challenges for the Asia-Pacific Region by Leo Tan Wee Hin, R. Subramaniam (eds.) (Springer)
- Communicating Science: A Scientist's Survival Kit by Giovanni Carrada (European Commission)

Paper II
(6 Credit, End Semester Reporting and Interview 150)

Module 1: Project on Science Reporting/Communication through Print Media

- Content analysis of science news, articles, features etc. in dailies/periodicals

Module 2: Project on Science Reporting/Communication through Radio

- Preparation of spoken work program on science issues

Module 3: Project on Audio-Visual Science Reporting/Communication

- Scripting and compiling science program/preparing short film any science issue

Module 4: Project on Science Reporting/Communication through Folk Media

- Identification of folk forms suitable to science communication and preparation of suitable content

Module 5: Project on Science Organizations/Scientists

- Submission of a project report after visiting a science institution/interviewing a scientist

(J) Advanced Audio-Visual Production

Paper I

(6 Credit, End-Semester Written 120+ Internal Assessment-30)

Pedagogy: This is a major specialization paper focusing on the language and usage of audio visual formats. It is divided into one full theory paper and one full practical paper.

Unit I

The role and purpose of audio visual communication; Evolution of audio visual communication; Space & Time; Technology of Depth; Concept of Shot, Scene and Sequence; Montage;

Unit II

Audio Visual Formats – Feature Films; Animation Films; Different types of documentary and short films; programming and scheduling; planning and broadcasting; Audio formats

Unit III

Screen Theory;
Script, Special Effects, Editing, Sound Design, Music, Direction, and Audience Care.
Modes of listening; Sound theory;

Unit IV

Visualization: Composition –Aesthetics in visual composition; Subject - camera relationship;

Recommended Readings:

- Image Journeys: Audio-Visual Media and Cultural Change in India by C. Brosius & M. Butcher (Sage Publications)
- Theorizing the moving image by Noël Carroll (Cambridge University Press)
- A Fly in the Curry: Independent Documentary Film in India by K. P. Jayasankar & A. Monteiro (Sage Publications India)
- Single Camera Video Production by Robert B. Musberger, & Michael R. Ogden (Focal Press)
- Video Production Handbook by J. Owens (Focal Press)
- Our Films, Their Films by Satyajit Ray (Orient Black Swan)

Paper II: Practical

(6 Credit, End Semester Reporting and Interview 150)

Unit I

Practical Project - Making Radio PSA/Jingle/Other short formats

Unit II

Practical Project - Making podcast series/radio drama (Fiction/Non-Fiction)

Unit III

Practical Project - Making TV/Web Series (Fiction/Non-Fiction)

Unit IV

Practical Project - Making short film (Fiction/Non-Fiction) for Electronic Media/Web Media

Recommended Readings:

- How to Read a Film by J. Monaco (Oxford University Press)
- The Five C's of Cinematography: Motion Picture Filming Techniques by Joseph V. Mascelli (Silman-James Press)
- Handbook of Television Production by H. Zettl (Wadsworth)
- Digital Compositing for Film and Video by Steve Wright (Focal Press)

(K) Advance Cyber Communication and Journalism

Paper I - Theory – 150

Written: 100

Continuous Assessment: 50

Pedagogy: With the advent of new media, cyber communication and journalism has become the buzzword in the world of professional communication practices. This paper will introduce the students to the fundamental concepts of cyber communication and journalism and their application in the new media professional communication environment.

Unit I: Introduction to Key Concepts

Cyberspace, Information Superhighway, Media Convergence, Blogging, Podcasting, Live Streaming, Microblogging, Web Designing, Web Advertising, Web Content Marketing, Online Interviewing, Open Source Reporting, Distributed Reporting, Search Engine Optimization, Crowdsourcing etc.

Unit II:

Cyberjournalism: Advantages and Disadvantages, Basics of Cyber Reporting and Editing: Print, Audio, Audio-Visual; Characteristics of Cyber Journalism: Interactivity, Ubiquity, Hypertextuality, Multimedia etc.; Citizen Journalism and Audience-Generated Content

Unit III: Cyber Content Management

Web Writing: Best Practices; Web Aesthetics: Images, Graphics, Multimedia Content; Web Publishing: Design Concerns and Software Applications; Web Content Visibility and Credibility Issues and Concerns

Unit IV: Cyber Journalism Laws and Ethics

Article 19(1)(a): Freedom of Speech and Expression; Article 19(2): Reasonable Restrictions upon Freedom of Speech and Expression; Right to Information vs. Right to Privacy; Copyright Act and Plagiarism Concerns; Online Communication Ethics and Mindful Communication

Recommended Readings:

- Journalism Online by Mike Ward (Focal Press)
- Online Newsgathering: Research and Reporting for Journalism by Stephen Quinn, Stephen Lamble (Focal Press)
- Online News Journalism and the Internet by Stuart Allan (Open University)
- Participatory Journalism: Guarding Open Gates at Online Newspapers by Jane B. Singer, David Domingo, Ari Heinonen, Alfred Hermida, Steve Paulussen, Thorsten Quandt, Zvi Reich, Marina Vujnovic (Wiley-Blackwell)
- The Handbook of Global Online Journalism by Eugenia Siapera, Andreas Veglis (Wiley-Blackwell)
- Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound by Lynda Felder (New Riders)
- Laws of the Press by D.D. Basu (Prentice Hall)



Paper II-Practical-150

(6 Credit, End Semester Reporting and Interview 150)

- **Module 1:** Practical assignment on webpage content creation and publishing
- **Module 2:** Practical assignment on website designing
- **Module 3:** Practical assignment on web advertising
- **Module 4:** Practical assignment on blogging (theme-based)
- **Module 5:** Term paper on cyber journalism laws and ethics

স্বাক্ষরিত / in-charge / ভারপ্রাপ্ত
সি.জে.এম.সি. বিশ্বভারতী / CJMC, Visva-Bharati
সি. জে. এম. সি., বিশ্বভারতী
সান্টিনিকেতন / Santiniketan শান্তিনিকেতন-731235

**EDUCATION
VIDYA-BHAVANA**

OBJECTIVES

- To orient the students about the multidisciplinary nature of the subject Education.
- To familiarize the students about the Educational Philosophy, Principles and Practices of Rabindranath Tagore and other great educators.
- To orient the students about the significance of Educational Psychology in teaching- learning process.
- To help the students know about the historical milestones of the modern Indian Educational System.
- To facilitate the students to get admission in professional courses.
- To orient the students about research programmes.
- To acquaint the students about the use of statistics in Education.
- To develop the values and social awareness of the students through lessons on social contemporary issues related to education, society and sustainable development.

OUTCOMES

- Students get acquainted with the multidisciplinary nature of the subject Education.
- Students get admitted in higher studies.
- Students get admitted in various professional courses.
- Students get acquainted with research and analytical skill.
- Students will develop social responsibility for sustainable development.

OBJECTIVES AND OUTCOMES OF THE CURRICULAM OFFERED BY DEPARTMENT OF GEOGRAPHY

B. A. (Honours) in Geography

Core Courses

Objectives:

1. Geography is taught as the study of earth being the home of mankind.
2. Our curriculum involves the study of the physical environment as well as the issues relating to the resource uses through man-nature interaction.
3. Man-nature interaction is the central theme of the geographical studies and its changing nature over time is the key perspective of learning.
4. Currently we put special emphasis on sustainability issues that involve studies on judicious resource use signaling a shift from hardcore economic development to human centric development related to enhancement in the quality of life and happiness index.
5. One of our objectives is to focus on the significant paradigm shifts e.g. from economic growth to livelihood issues and inclusive development.
6. Study of environment from diversified perspectives of landscape evolution together with its interface with human action.
7. Familiarize students with digital cartography and map making techniques. Remote Sensing and GIS tools are utilised as important components of these pursuits. Qualitative and quantitative data and information collected from primary (fieldwork) and secondary sources are analysed through application of statistical methods and techniques.

To fulfill the requirements of the aforesaid objectives, our syllabus contains the following papers:

Semester	Course Number	Name of the Course
I	CC1	Geotectonics and Geomorphology
	CC2	(Practical) Cartographic and Geological Exercises
II	CC3	Human Geography
	CC4	(Practical) Map Projection and Topographical Map
III	CC5	Climatology
	CC6	Geography of India
	CC7	(Practical) Statistical Methods in Geography
IV	CC8	Economic Geography
	CC9	Environmental Geography
	CC10	(Practical) Field Work
V	CC11	Regional Planning and Development
	CC12	(Practical) Remote Sensing and GIS
VI	CC13	Evolution of Geographical Thought
	CC14	(Practical) Disaster Management Based Project Work

Outcomes:

1. The syllabus enriches the students with theoretical concepts and their practical applications of the discipline with particular emphasis on sustainability and livelihood issues.
2. In the curriculum of Remote Sensing and GIS, students are introduced to the modern tools and techniques of map making for application in the fields like efficient land and water management.
3. Fieldworks enable the students to apply their theoretical knowledge in dealing spatial problems (applied aspects of the discipline).
4. Preparation of the field report trains them in the spatial data visualization, analysis and their systematic presentation for the effective interpretation. The derivation of the results for the problem solving and effective policy implementation is the desired outcome.
5. Syllabus also provides students with an overview of the management of natural disasters.
6. The syllabus provides ample scope to apply extension approach to cater to the interest of stakeholders of the field study area (e.g. conservation of soil, river etc.).
7. Therefore our curriculum not only provides the scope of learning the theoretical and practical bases of the subject but also the outreach activities for the benefit of the society.

Discipline Specific Elective (DSE)**Objective:**

In order to impart more specialised understanding of the subject Geography, the following discipline specific elective (DSE) courses are offered:

Semester	Course Number	Name of the Course
V	DSE1	Hydrology and Oceanography
	DSE2	Agricultural Geography
VI	DSE3	Population Geography
	DSE4	Urban Geography

Outcomes:

1. Students are equipped with the understanding of the hydrological processes that shape the landforms and determine the nature and quality of the resources base of a region.
2. Understanding of the dynamics of the earth crusts manifested in the forms of earthquakes and tsunamis.
3. Study of ocean currents, its impact on thermal balance maintenance and distribution of ocean resources enable students to understand the role of oceans in the sustainable development.
4. Students are capable to understand the role of demography and population studies as distinct fields of human geography. Knowledge regarding the theoretical concepts and different components of population along with its drivers will help to designate the population problems of the world, which is helping them in their higher studies.

5. Agricultural geography focusing on the basic man-nature interaction for assuring sustainable livelihood and allied economic activities helps the students to understand and participate in agricultural planning to cater to the needs of a sizeable section of the human society.
6. Students having the understanding of the fundamentals and patterns of urbanization process as well as the problems of urban area may serve the organizations implementing urban planning in different levels.

Skill Enhancement Courses (SEC)

Objectives:

1. To make the learners employable, Skill Enhancement Courses (SEC) are included in the course curriculum.
2. Apart from the theoretical knowledge that they obtain through attending the core courses it provides them additional and incremental abilities for data collection, storage, processing, analyses and presentation in order to serve the policy planning bodies in their professional life in future.

Therefore, the SEC courses include the papers on:

Semester	Course Number	Name of the Course
III	SEC1	Computer Basics and Computer Applications (Practical)
IV	SEC 2	Geographical Information System (Practical)

Outcomes:

1. Efficiency in computer handling for data processing, utilization of e-resources and communication.
2. Students become capable of handling the spatially referenced data for storing, managing, analyzing and displaying in various formats.
3. The knowledge gained is well utilised in making decision support system, such as in land and water resource management.
4. Our courses provide adequate foundations to capitalize job opportunities in urban/rural management schemes of the Government and Non-Government organizations.

Generic Electives (GE)

Objectives:

1. Generic Elective (GE) courses are offered to the students of other disciplines. Therefore the aims of GE courses are to provide them a broad overview of the content of the subject with special emphasis on aspects relating to universal applications of geographical knowledge.
2. To fulfill the demand of contemporary times, special focus is made on the sustainability issues concerning the dynamics of the physical landscape evolution.

From such point of view, the syllabus is designed with the following papers:

Semester	Course Number	Name of the Course
I	GE1	Disaster Management
II	GE2	Climate Change: Vulnerability and Adaptation
III	GE3	Regional Development
IV	GE4	Geography of Tourism

Outcomes:

1. It helps the students to understand the natural and anthropogenic processes of disaster and climate change with a focus on vulnerability, mitigation and adaptation practices as well as strategies.
2. Comprehensive understanding of the different geographical regions and application of different models and theories for integrated regional development.
3. Consciousness on backward area development and regional planning issues.
4. Appreciation of geographical parameters of tourism and understanding its employment potentialities.
5. Acquire knowledge on the recent trends and patterns of tourism development in India and abroad with a focus on sustainability aspects from economic, social and environmental stand points.

M. A. in Geography

Objectives:

1. To provide deeper and objective understanding of the physical landscape and human ecology.
2. It also aims to impart advanced technical knowledge through the courses on quantitative and digital cartographic techniques in the various courses of the curriculum.
3. The prime objective of post graduate course in Geography is to provide an exposure in multi-disciplinary knowledge and skills that well equip the students in the research platform.

In order to fulfil aforesaid objectives the syllabus incorporates the following courses:

Papers / Course		Subject
I	Theoretical	Geomorphology
II	Theoretical	Climatology
III	Theoretical	Industrial Geography
IV	Theoretical	Agricultural Geography
V	Practical	Quantitative Techniques in Physical Geography (Geomorphology & Climatology)

VI	Practical	Quantitative Techniques in Industrial & Agricultural Geography
VII	Theoretical	Population Geography
VIII	Theoretical	Settlement Geography
IX	Theoretical	Landscape and Human Ecology
X	Theoretical	Geographical Thought
XI	Practical	Cartographic Techniques (Population and Settlement)
XII	Practical	Applied Statistical Techniques in Geography
XIII	Theoretical	Social & Cultural Geography
XIV	Theoretical	Historical & Political Geography
XV	Theoretical	Regions & Regional Entity of India & West Bengal
XVI	Theoretical	Remote sensing & Image Interpretation
XVII	Practical	Thematic Mapping and Graphics
XVIII	Practical	Remote sensing & Image Interpretation
XIX	Theoretical	Regional Planning & Rural Development
XX	Theoretical	Geoinformatics
XXI	Theoretical	Special Paper(A,B,C, D,E)-Theory*
XXII	Practical	Special Paper(A,B,C, D,E)-Practical*
XXIII	Practical	Geoinformatics
XXIV	Dissertation	Area Study

* A – Fluvial Geomorphology, B – Terrain Evaluation, C – Environmental Geography, D – Urban, Geography, E – Hydrology

Outcomes:

1. The two physical geography papers familiarize students on the emerging issues like sea level change, global warming and climate change.
2. Students gain insights while studying geographical thought regarding the major landmarks in development of the discipline at different periods of time.
3. Agricultural geography and Industrial geography curriculum are designed to familiarize students with the fundamental theories and their practical applications.
4. The papers on population and settlement provide the students the critical appraisal on the contemporary issues of sustainability and livelihood.
5. Consciousness on the socio-cultural as well as historical and political aspects of the human environment provides students a holistic understanding while dealing with the man-nature interface.
6. By learning the quantitative techniques, the student gain efficiency in data analysis.

7. Knowledge of Geoinformatics provides them capabilities of using modern technology for the spatial analyses of the phenomena and resources. They are of immense practical use for the regional planning and development.

Ph. D. in Geography (with Course work)

Development of intellectual potentials in research aptitude is the **objective** of conducting Ph. D. course work for which the course work syllabus with following papers have been designed:

Paper	Subject
I	Research Methodology
II	Preparation, Techniques and Organisation
III	Research Proposal and Dissertation Preparation

Outcome is contribution towards knowledge domain in inter-disciplinary platforms with opportunities to be absorbed in different domain of service.

SYLLABUS OBJECTIVES & OUTCOMES (O&O) STATEMENT

DEPARTMENT OF HISTORY
Vidya-Bhavana (Institute of Humanities and Social Sciences)
Visva-Bharati, Santiniketan

STRUCTURE OF THE O&O STATEMENT

- **Statement of Purpose**
 - Undergraduate (BA in History) and Postgraduate (MA in History) Syllabi
 - Overall Objectives
 - Overall Outcomes

- **Undergraduate Programme (BA Honours)**
 - Description
 - Objectives
 - Outcomes

- **Postgraduate Programme (MA)**
 - Description
 - Objectives
 - Outcomes

- **M.Phil.–Ph.D. Coursework**
 - Description
 - Objectives
 - Outcomes

STATEMENT OF PURPOSE

The **Undergraduate Syllabus (BA in History)** was remodelled in 2017 strictly following the CBCS guidelines of the UGC.

The overall *objectives* of this exercise were:

1. Introducing students to the major themes of ancient, medieval and modern Indian history.
2. Introducing students to the major themes of ancient, medieval and history of Europe and Asia (outside India).
3. Capacitating them to be at par with the other universities of the country and the world, so that, if they wish, they could do their postgraduate studies in any university of their choice.
4. Sensitising the young minds to the issues of gender and environment as well as to the evils of various forms of negative discrimination to make them responsible citizens of the country.

Tangible *outcomes* of these objectives are reflected in:

1. Growing number of students from varied academic background opting for history at the undergraduate level in Visva-Bharati.
2. Growing number of students spreading out to different universities of the country for postgraduate studies.
3. Improvement in academic performance of students as well as in extension activities related to social responsibility which they are seen to undertake at their own initiative.

The **Postgraduate Syllabus (MA in History)** has been updated in 2017. The overall *objectives* of this exercise were:

1. To inculcate in students interest in and orientation towards research and specialisation.
2. Developing in them research skills and analytical rigour.
3. Familiarising them with the various fields of specialisation from which they can choose future directions of research.
4. Enabling students to qualify in essential competitive examinations like the UGC-NET and its state-level cognate, the WB-SET.
5. Increasing employability in mainstream academics and in allied fields, like tourism.
6. Sensitising their minds to the issues of gender and environment as well as to the evils of various forms of negative discrimination to make them into responsible citizens of the country.

Tangible *outcomes* of these objectives are reflected in:

1. Growing number of students from other colleges and universities of the state and the country opting for history at the postgraduate level in Visva-Bharati.
2. Growing number of students spreading out to different universities of the country for doctoral research.
3. A high rate of UGC-NET and WB-SET qualification among students.
4. A very high number of pass-outs from the Department have got jobs in schools, colleges and universities.

5. A large number of them apply annually to get admission to the MPhil-PhD programme of the Department. Also, an equally large number of candidates from all over the country apply for admission to the MPhil-PhD programme of the Department every year.

In the following sections, details have been provided to substantiate the foregoing statement.

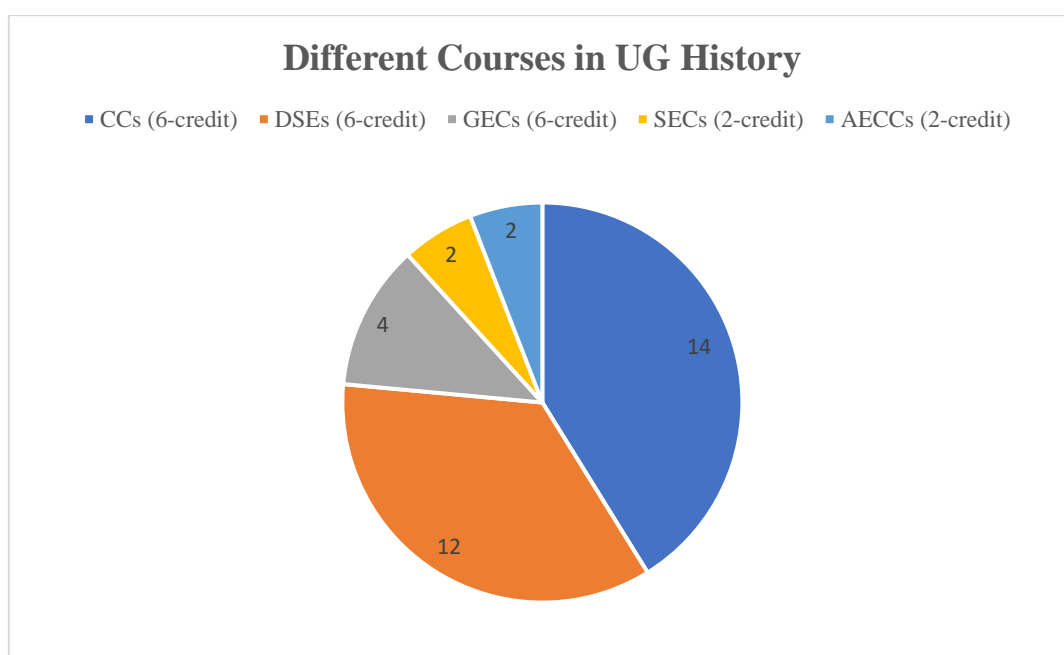
UNDERGRADUATE [BA] CBCS

Course Code: BA	Duration: 3 Years (Six Semesters)	Course Code No.: 21
HISTORY (CODE: 205)		

The BA Syllabus is in compliance with the UGC-mandated Choice-Based Credit System (CBCS).

- There are 14 (fourteen) Core Courses (or CCs). All of them are compulsory.
- There are 12 (twelve) Discipline Specific Electives (or DSEs), out of which students have to choose 04 (four) in the last two semesters of BA.
- There are 04 (four) Generic Electives Courses (or GECs) which are offered to students of other departments in fulfilment of the CBCS requirements.
- There are 02 (two) Skill-Enhancement Courses (or SECs). They, too, like the CCs, are compulsory for the students of the Department of History.
- There are 02 (two) Ability-Enhancement Courses taught at the University level to all students (Tagore Studies & Environmental Studies) in addition to the above courses.

The CCs, the DSEs and the GECs are 6-credit courses of 75 marks each (distributed into 60 marks for the end-semester examination and 15 marks for the two internal assessments per course). The SECs and the AECCs are 2-credit courses of 25 marks each.



Overall, 32 courses (CCs, DSEs, GECs, & SECs) are taught by the Department, excluding the two AECCs.

1. INDIAN HISTORY COURSES

- **Description:**

The Department offers eight Indian History courses from the pre-historic times up till 2001 in collaboration with the sister Department of Ancient Indian History, Culture and Archaeology (AIHC&A). All these courses are Core Courses and, hence, compulsory.

The first three of these courses (from pre-history up till 1206) are taught by the Department of AIHC&A. These are:

- **CC-1: History of India-I (From Beginning to 400 BCE)**
- **CC-3: History of India-II (400 BCE–750 CE)**
- **CC-5: History of India-III (c. 750–1206 CE)**

The five courses spanning the period of 1206 to 2001 are taught by the Department of History. These are:

- **CC-7: History of India-IV (1206-1526)**
- **CC-9: History of India-V (1526-1707)**
- **CC-10: History of India-VI (1707-1857)**
- **CC-12: History of India-VII (1857-1947)**
- **CC-13: History of India-VIII (1948-2001)**

In addition to these, two region-specific Indian History courses on Bengal are given as optional or DSE courses to the students in their final year of BA. These are:

- **Group-A: DSE-1: History of Medieval Bengal (c. 1200-1707) in Semester-V**
- **Group-A: DSE-2: History of Colonial Bengal (1707-1947) in Semester-V**

Both the Skill-Enhancement Courses (SECs), too, are on Indian historical themes, aimed at broadening the horizon and analytical skill-set of the students further. These are:

- **SEC-1: Art Appreciation: An Introduction to Indian Art**
- **SEC-2: Understanding Popular Culture**

Of the four GECs taught by the Department to students of other departments under the CBCS, three are designed to provide an overview of Indian history from Medieval to contemporary times. These are:

- **GEC-1: Themes in Medieval Indian History**
- **GEC-2: Themes in Modern Indian History**
- **GEC-3: Making of Contemporary India**

Overall, **15 (fifteen) courses on Indian history** (including those taught by AIHC&A) are taught to the BA students of the Department.

Module details and reading lists of all these courses are there in the BA CBCS syllabus.

- **Objectives:**

These courses aim to give the students an introductory grasp of the entire remit of Indian history.

They introduce the students to the major themes and historiographical debates in the field of Indian history from the ancient times, through the Medieval period and the colonial period, up to Indian history in the 50 odd years after independence.

They are designed to familiarise the students to the history of their country even as analytical skills are developed through engagement in debates and historical arguments.

These courses also attempt to capacitate students to qualify UGC-NET and WB-SET competitive examinations in later phases of their academic career, as these courses have been designed keeping the UGC-NET syllabus in mind. As such, these courses impart analytical rigour as well as equip students with practical skills needed to enhance employability.

- **Outcomes**

Students passing out of the undergraduate programme have been getting, when they so wished, admission in the postgraduate programmes of other universities across the country.

At later stages, the high strike-rate of the students in terms of qualifying UGC-NET and WB-SET and clearing the SSC, PSC, CSC, etc. is a clear indicator that the BA programme is largely successful in its objective of enhancing employability.

The high percentage of students from BA pursue MA, which is a clear indicator that the undergraduate programme is successful in generating durable interest in the subject among young students and inspire them to pursue higher studies. This is a particularly important outcome vector, given that a large percentage of the students in the Department come from economically and socially backward sections and are first-generation learners.

2. NON-INDIAN HISTORY COURSES

- **Description**

The Department offers two world history courses as compulsory or core courses. These courses were mandated by the model syllabus provided by the UGC for History CBCS. These are:

- **CC-2: Social Formations and Cultural Patterns of the Ancient World**
- **CC-4: Social Formations and Cultural Patterns of the Medieval World**

To ensure a foundation in European history, four compulsory or core courses are taught. These are:

- **CC-6: Rise of Modern West-I (1453–1600)**
- **CC-8: Rise of Modern West-II (1600–1800)**
- **CC-11: History of Modern Europe-I (1789–1871)**
- **CC-14: History of Modern Europe-II (1871–1945)**

Additionally, six DSEs are offered in the two final semesters of BA, so that students interesting in furthering their knowledge on the European past may choose from among them. These are:

- **Group-B: DSE-1: History of Russia I (1861–1924) in Sem-V**
- **Group-B: DSE-2: History of Russia II (1924–1953) in Sem-V**
- **Group-C: DSE-1: History of Medieval Europe: Political History in Sem-V***
- **Group-C: DSE-2: History of Medieval Europe: Social and Economic History in Sem-V***
- **Group-A: DSE-3: England under the Tudors (1485–1603) in Sem-VI**
- **Group-A: DSE-4: England under the Stuarts (1603–1702) in Sem-VI**

(*These courses have been recently added to the BA curriculum in 2021, as the syllabus in the Department is conceptualised as dynamic and is continuously improved upon.)

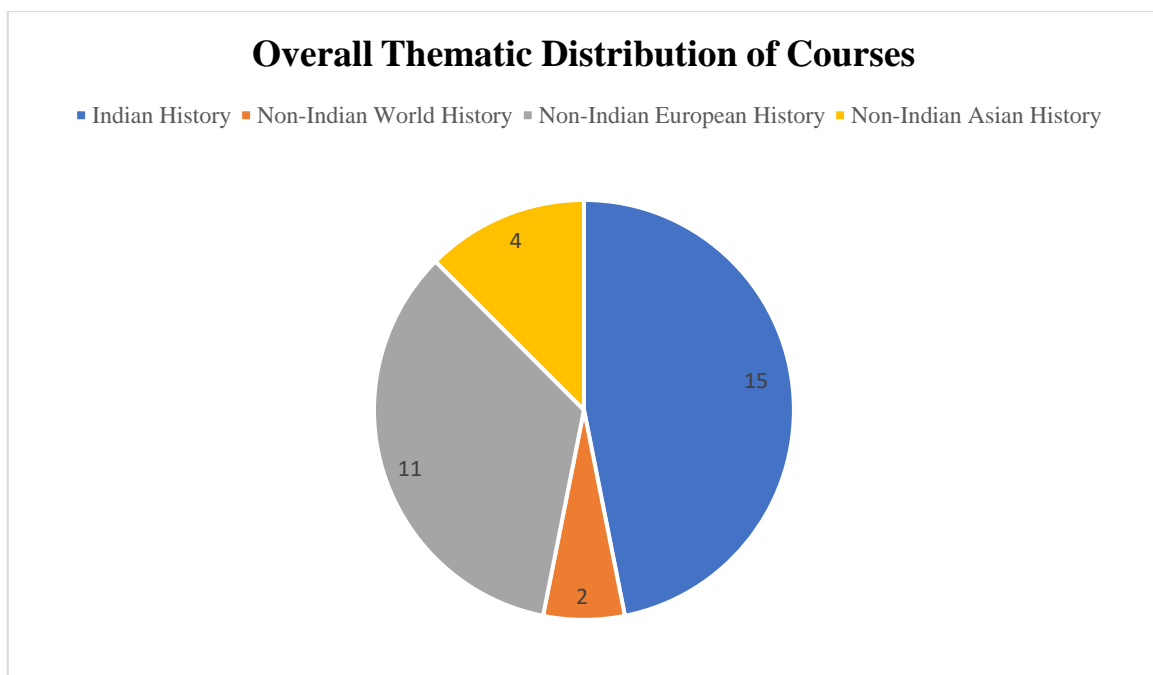
Students of other departments who opt for History as their General Elective Courses are also given an opportunity to study European history through one course:

- **GEC-4: Issues in Contemporary World**

Non-Indian history of Asia is also part of the BA curriculum. These courses focus on the modern history of South Asian countries (China and Japan) and South-East Asian countries (Myanmar, Indonesia, Malaysia, Philippines, etc.) and are optional courses in the BA final semester.

- **Group-B: DSE-3: History of South-East Asia I: the 19th Century** in Sem-VI
- **Group-B: DSE-4: History of South-East Asia II: the 20th Century** in Sem-VI
- **Group-C: DSE-3: History of Modern East Asia I (China, 1839–1949)** in Sem-VI
- **Group-C: DSE-4: History of Modern East Asia II (Japan, 1868–1945)** in Sem-VI

Overall, therefore, the Department offers **17 (seventeen) non-Indian History courses** at the undergraduate levels. Module details and reading lists of all these courses are there in the BA CBCS syllabus.



- **Objectives**

The chief objective of the non-Indian history courses is simple: they aim at broadening the historical understanding of the students by introducing them to themes in world history—not only simply of European history but that of Asian countries like China, Japan, Myanmar, Indonesia, Philippines and so on.

- **Outcomes**

World history enriches the insight of students into Indian history through the development of a comparative perspective with the history of other countries. Particularly, European history, where many of the institutions of liberal democracy were first articulated in their modern form, helps students to deepen their understanding of historical processes of institutional change and resilience.

Indian policy interests in South-East Asian countries mean that students are capacitated to understand the international relations in this area and, hence, are equipped with the wherewithal to seek employment in such government sectors.

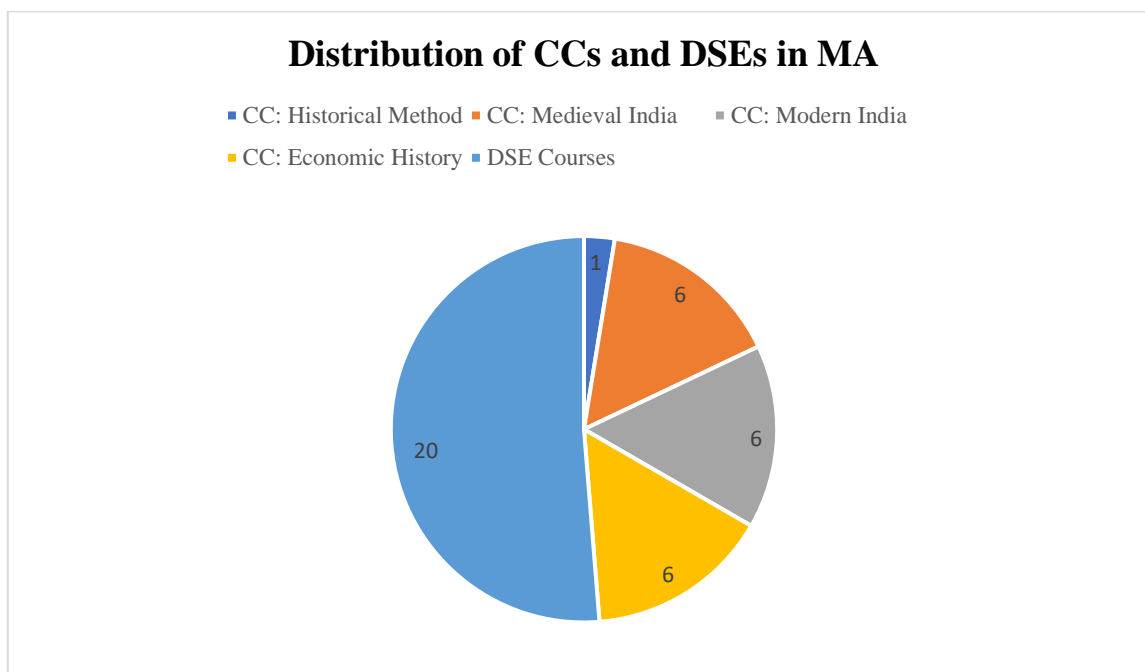
POSTGRADUATE [MA]

Course Code: MA	Duration: 2 Years (Four Semesters)	Course Code No.: 22
	HISTORY (CODE: 212)	

The Postgraduate syllabus is simply divided into Core Courses (CCs) and Discipline Specific Elective (DSE) Courses.

- There are 19 (nineteen) CCs which are, of course, compulsory.
- Out of the 20 (twenty) DSE courses offered in MA Semesters III and IV, students have to choose 5 (five), thereby giving the students a wide range of themes to choose from.

The CCs are further sub-divided into a Historical Method course, six Medieval Indian History courses, six Modern Indian History courses and six courses on the Economic History of Medieval and Modern Indian History.



Overall, 39 (thirty-nine) courses (CCs and DSEs) are offered over the four MA semesters, out of which students have to study 24 (twenty-four) courses.

1. THE HISTORICAL METHOD CC

- **Description**

One CC pertains to historical method. This course is taught in the first semester. It is:

- **CC-I: Historical Method and Historiography**

Module details and reading list for this course are there in the MA syllabus.

- **Objectives**

This is a tool course which is designed to help students improve their analytical skills and develop research aptitude and command of analytical philosophy of history. As such, it is an essential capacitation course for any student who is attempting to generally understand the nature of the historical discipline and to specifically explore avenues of future research,

- **Outcomes**

This course prepares students to begin thinking like future researchers. The great interest students show in pursuing future doctoral research testifies to this tool course's formative impact on them.

The growing success rate of students in qualifying UGC-NET and WB-SET as well as some recent publications by ex-students of the Department is proof that this course has had the desired outcome of helping these students understand relatively difficult theoretical and historiographical problems as well as kindling in them interest in the philosophical foundations of the discipline.

2. MEDIEVAL INDIAN HISTORY CCs

- **Description**

There are 6 (six) CCs dedicated to Medieval Indian History. These are:

- **CC-II: Medieval India: State and Polity (1200–1707)**
- **CC-III: Medieval India: Society and Culture (1200–1707)**
- **CC-VII: Medieval India: State and Economy (1200–1707)**
- **CC-VIII: Medieval India: Regional Powers-I**
- **CC-XIII: Medieval India: Regional Powers-II**
- **CC-XVII: Medieval India: Art, Architecture, Language and Literature (1200–1707)**

Module details and reading lists of all these courses are there in the MA syllabus.

- **Objectives**

The objective of these courses is to train students in Medieval Indian history as a field of specialization. The various aspects of the Medieval Indian state, society, culture, art and architecture are represented extensively in these courses.

- **Outcomes**

A considerable number of research scholars in the Department choose to work on Medieval Indian themes. Many of them regularly register for certificate courses in Persian in the University for this purpose.

Medieval Indian History forms a big component in the syllabus of UGC-NET and WB-SET. Crediting these courses help students clear these competitive examinations as is evident from the increasing strike rate of our students.

3. MODERN INDIAN HISTORY CCs

- **Description**

There are 6 (six) CCs dedicated to Modern Indian History. These are:

- **CC-IV: History of Modern India (1707–1857), Part 1**
- **CC-IX: History of Modern India (1707–1857), Part 2**
- **CC-X: History of Modern India (1857–1916)**
- **CC-XIV: History of Modern India: Gandhi and the Indian National Movement (1914–1947)**
- **CC-XV: India after Independence (1947–1971)**
- **CC-XVIII: India after Independence (1972–2004)**

Module details and reading lists of all these courses are there in the MA syllabus.

- **Objectives**

The objective of these courses is to train students in Modern Indian history as a field of specialization. The various aspects of the Modern Indian state, society, culture, and art are represented extensively in these courses.

- **Outcomes**

A considerable number of research scholars in the Department choose to work on Modern Indian themes. Many of them regularly register for certificate courses in modern Indian and non-English European languages (French, German, etc.) in the University for this purpose.

Modern Indian History forms a big component in the syllabus of UGC-NET and WB-SET. Crediting these courses help students clear these competitive examinations as is evident from the increasing strike rate of our students.

4. ECONOMIC HISTORY OF MEDIEVAL AND MODERN INDIA CCs

- **Description**

There are 6 (six) CCs dedicated to Economic History of Medieval and Modern India. These are:

- **CC-V: Economic History of India: Agrarian Economy of Pre-Colonial India (1200–1707)**
- **CC-VI: Economic History of India: Maritime History of India (1500–1600)**
- **CC-XI: Economic History of India: Maritime History of India (1600–1700)**
- **CC-XII: Economic History of India: Agrarian History of Colonial India**
- **CC-XVI: Economic History of India: Production, Internal Trade, Banking, and Currency in Colonial India**
- **CC-XIX: Economic History of India: Industrial Development in India (c. 1850s–1950s)**

Module details and reading lists of all these courses are there in the MA syllabus.

- **Objectives**

The objective of these courses is to train students in Economic History of India as a field of specialization. As is well known, economic history is highly technical and require special training to enable students grapple with its methodology. These courses attempt to achieve this.

- **Outcomes**

A considerable number of research scholars in the Department choose to work on themes related to economic history, in spite of the relative difficulty of this field of specialisation. This shows the success of these courses in training students in the methods and concepts of economics.

Economic History forms a big component in the syllabus of UGC-NET and WB-SET. Crediting these courses help students clear these competitive examinations as is evident from the increasing strike rate of our students.

5. THE OPTIONAL OR DSE COURSES

- **Description**

The Department regularly offers 20 (twenty) optional or DSE courses in the last two semesters of the postgraduate programme. Students have to choose five out of them. These courses are:

- **DSE-I: Science and Technology in Medieval India (1200–1707)**
- **DSE-II: The Himalayas in the British Period**
- **DSE-III: History in Literature: 18th and 19th Century India, with Special Reference to Bengal**
- **DSE-IV: Peasant Movements in Nineteenth and Twentieth Century India**
- **DSE-V: Science and Technology in Colonial & Postcolonial India**
- **DSE-VI: Tourism in India: Contribution and Impact**
- **DSE-VII: Historical Application in Tourism**
- **DSE-VIII: Contextualizing the Colonial Armies: The Colonial Army and Indigenous Society (1757–1947)**
- **DSE-IX: Business History of Maritime India (1700-1800)**
- **DSE-X: Twentieth Century World**
- **DSE-XI: Environmental History of Medieval and Modern South Asia**
- **DSE-XII: History of Ideas in Colonial India**
- **DSE-XIII: History of the USA (1492–1860)**
- **DSE-XIV: History of the USA (1860–1945)**
- **DSE-XV: Cold War and Its Impact**
- **DSE-XVI: Contemporary World**
- **DSE-XVII: Gender, Colour and Race: Some Major Movements of the 20th Century**
- **DSE-XVIII: History of Western Political Thought I**
- **DSE-XIX: History of Western Political Thought II**
- **DSE-XX: Industrialization in Great Britain and Europe, 1750–1900**

Module details and reading lists of all these courses are there in the MA syllabus.

- **Objectives**

Most of these courses have been framed in a manner that they have cross-cutting and overlapping theoretical foci and practical utility. As such, a student could choose the five courses closest to her interests or future research plans.

For instance, a student planning to diversify her opportunity portfolio outside mainstream-academic pursuits could opt for:

- The Tourism Studies Group:
 - **DSE-II: The Himalayas in the British Period**
 - **DSE-VI: Tourism in India: Contribution and Impact**
 - **DSE-VII: Historical Application in Tourism**

And supplement it with the two courses of:

- The Science & Technology Group
 - **DSE-I: Science and Technology in Medieval India (1200–1707)**
 - **DSE-V: Science and Technology in Colonial & Postcolonial India**

Similarly, anyone interested in historical ideas and concepts could opt for:

- The Intellectual History Group:
 - **DSE-III: History in Literature: 18th and 19th Century India, with Special Reference to Bengal**
 - **DSE-XII: History of Ideas in Colonial India**
 - **DSE-XVIII: History of Western Political Thought I**
 - **DSE-XIX: History of Western Political Thought II**

And supplement these with, say, the course on environmental history (**DSE-XI: Environmental History of Medieval and Modern South Asia**) or the course on gender and race (**DSE-XVII: Gender, Colour and Race: Some Major Movements of the 20th Century**).

These are merely two examples out of the numberless possible fruitful combinations that a student could formulate. The objective of these courses, then, simply put, is to broaden and deepen the understanding of the student in the theme/s of her choice.

Another objective of the DSEs is to encourage interdisciplinary thinking in scholars.

- **Outcomes**

Generally speaking, taken conjointly with the CCs, the DSEs have sharpened the analytical toolkit of students for future research, which is reflected in the vast variety of research themes that they undertake for their PhD.

Considered separately as well, the courses on Tourism studies for instance have enabled students to seek employment in the hospitality sector outside mainstream-academic research.

The interdisciplinarity of the DSEs have enabled students to participate in a wider milieu of intellectual practice over the years.

M.PHIL. & PH.D. COURSEWORK

- **Description**

In Semester I of M.Phil. & Ph.D. coursework, **Paper-I** is Compulsory. The following is the structure of the course:

Historical Method & Research Methodology

- What is History? Approaches to History
- Time, Space and Narrative
- Facts; Ontology of Facts: facticity versus factuality, fact versus fiction
- Medieval Historiography: Ibn Khaldun, Al Beruni, Ziauddin Barani, Abul Fazl
- Different *Genres* of History-writing: Positivism, Annales, Microhistory, Alltagsgeschichte, Marxism, Feminism, Nationalism, Subaltern, Structuralism, etc.
- Archives; Nature of archives; new forms of archives— oral history, visual records, performative records (*panchali*, dance, mime, etc), literary material, etc.
- What constitutes primary and secondary sources? Debates over the distinction—Is the distinction air-tight?
- Formulation of hypothesis; Review of existing literature; statement of the problem and testing
- Preparing a research proposal
- Organising the writing and drafting the thesis—chapters, sub-headings, footnotes, references & bibliography

In the same semester, i.e., Semester-I of M.Phil. & Ph.D. coursework, scholars have to choose another paper which is optional. This is **Paper-II** and research scholars have to choose from the following themes:

In alphabetical order

- Agrarian History of Medieval India**
- Colonial History of North-East India**
- Corporate Identity of the Colonial Sepoy**
- Gender Studies**
- Health and Medicine in Colonial India**
- History in Memory**
- Migration and History: A Theoretical Perspective on Why People Move**
- Overseas Indian Ocean Trade in the Seventeenth Century**
- Political Violence in Twentieth-Century India**
- Society and Culture: Colonial and Post-Colonial India (SC)**

For M.Phil., there is a **Paper-III** in the second semester which is again optional. Research scholars have to choose from the following themes:

In alphabetical order

- Culinary History of Colonial India**
- Endangered Environment: A Deep History of Humanity's Imperilled Future**
- History of Performance in Colonial India**

- d. **Military Revolution in Europe**
- e. **Military Technology in Medieval India**
- f. **Nineteenth and Twentieth Century Peasant Studies**
- g. **Notions of Honour & Justice**
- h. **Populism, or A History of Crisis in Twentieth-Century Politics in India**
- i. **Rabindranath, Nationalism and Rural Reconstruction**
- j. **State Formation in Medieval India**

The themes and structure of the coursework are discussed in greater details in the updated syllabus for M.Phil.–Ph.D. coursework.

- **Objectives**

The Paper-I is an essential tool course designed to equip the research scholar with the wherewithal to identify her areas of interest and then to improve upon her analytical and argument-making skills, which is an essential criterion for good research.

The optional courses—given their variety and number—provide the research scholar to choose comfortably from among themes that relate to her research. This allows her to deepen and widen her understanding of the theme of her own research even as it creates solid historiographical command. The latter later feeds into the historiographical discussion in the Introduction of the scholar's final thesis.

- **Outcomes**

The high success rate of M.Phil. and Ph.D. awards and the negligible rate of drop-outs bear testimony that the coursework is practical and empowering for the research scholars.

Many research scholars juggle jobs and research. This leads to the country-wide high rate of drop-out. That the Department of History has been able to dodge the trend is a sure sign of the positive outcome derived from the rigorous coursework that the scholars have to go through.

Regular publication by research scholars in reputed journals and books is another positive outcome that needs to be foregrounded.

**DEPARTMENT OF PHILOSOPHY & COMPARATIVE RELIGION
VISVA-BHARATI
SANTINIKETAN**

Draft SYLLABUS FOR M.A. COURSE IN COMPARATIVE RELIGION (2018)

Semester		Paper Code	Title
Sem-I	Core	MACOMRCP101	Phenomenon of Religion
		MACOMRCP102	History of Comparative Religion
		MACOMRCP103	Sociology of Religion
		MACOMRCP104	Different Methods of Study of Religion
Sem-II	Core	MACOMRCP201	Ritual Studies
		MACOMRCP202	Philosophy of Religion (Advanced)
		MACOMRCP203	Religion in the Contemporary World
		MACOMRCP204	Methodology, Textual Study and Dissertation
Sem-III	Optional	MACOMROP301	Mystical Traditions of India – I
		MACOMROP302	Modern Religious Movements in India – I
		MACOMROP303	Modern Islamic Movements – I
		MACOMROP304	Religious Thoughts of Rabindranath Tagore – I
		MACOMROP305	Women and Religion – I
		MACOMROP306	Scripture as Literature – I
		MACOMROP307	Contemporary Hindu Studies – I
	Special	MACOMRSP301	Islam and Sufism – I
		MACOMRSP302	Jaina Doctrines – I
		MACOMRSP303	The Bhagavad Gita (Classical Commentaries)
		MACOMRSP304	Recent Religious Thinkers of the West
		MACOMRSP305	Christianity – New Testament Studies
		MACOMRSP306	Postcolonial Studies in Religion – I
		MACOMRSP307	The Feminine In Hindu Religious Tradition – I (Divine Feminine)
Sem-IV	Optional	MACOMROP401	Mystical Traditions of India – II
		MACOMROP402	Modern Religious Movements in India – II
		MACOMROP403	Modern Islamic Movements – II
		MACOMROP404	Religious Thoughts of Rabindranath Tagore – II
		MACOMROP405	Women and Religion – II
		MACOMROP406	Scripture as Literature – II
		MACOMROP407	Contemporary Hindu Studies – II
	Special	MACOMRSP401	Islam and Sufism – II
		MACOMRSP402	Jaina Doctrines – II
		MACOMRSP403	The Bhagavad Gita (Modern Commentaries)
		MACOMRSP404	Recent Religious Thinkers of India
		MACOMRSP405	Christianity – Early Christianity and Apostles
		MACOMRSP406	Postcolonial Studies in Religion – II
		MACOMRSP407	The Feminine in Hindu Religious Tradition – II (Position of Woman)

Note: There would be total SIXTEEN PAPERS divided into four semesters. Each paper consisting of 75 marks, out of which 15 marks (each paper) would be for continuous evaluation. 2 Optional Papers and 2 Special Papers are to be chosen for the semesters III and IV.

Syllabus: M.A Comparative Religion: Details of each Paper

PAPER - MACOMRCP101: PHENOMENON OF RELIGION

Paper Objective: To understand Religion as a distinct category with social and personal implications. To analyze the unique problem of religion due to the complex interplay of objectivity and subjectivity, tradition

and experience, community and individualism embedded within it. Also, to comprehend the symbolic nature of various religious expressions like mythology, iconography, ritual etc.

Paper Outcome: The students get an idea of the nature of Religion as a distinct and unique category.

1. Definition of Religion
2. Analysis of Religious Experience in Different Religions.
3. Symbolism

Text:

W.C.Smith: *The Meaning and End of Religion* (selections). Minneapolis; Fortress, 1991

Suggested Readings:

1. Bowker, John W. *The Oxford Dictionary of World Religions*. Oxford : Oxford Univ. Pr. 1997 / 1999.
2. *Encyclopedia of Religion* (Mircea Eliade, gen. ed.) New York : Macmillan [pertinent entries].
3. Geertz, Clifford. *The Interpretation of Cultures: Selected Essays*. New York: Basic Books, 2000 (c1973).
4. Otto, Rudolf. *Mysticism East and West*. New York: Macmillan 1970 (1932).
5. Ricoeur, Paul. *The Symbolism of Evil* (trans. By Emerson Buchanan). Boston: Beacon Pr., 1970.
6. Streng, Frederick J. *Understanding Religious Life*, 3rd ed. Belmont, CA: Wadsworth Pub. Co. 1985.

PAPER - MACOMRCP102:

Paper Objective: To explore the intellectual and religious history of Europe from ancient to the modern times that has made possible the emergence of Comparative Study of Religion as an independent discipline. To explore the development of Comparative Study of Religion since its inception up to the contemporary period.

Paper Outcome: As students' of Comparative Religion, the students get a comprehensive idea about the nature and scope of Comparative Religion as a discipline.

A. HISTORY OF COMPARATIVE RELIGION

1. What is Comparative Religion
2. The antecedents of Comparative Religion
3. Herbert Spencer, C.P Tiele and F. Max Muller
4. Darwinism and Religion
5. Inter-religious dialogue: Definition, History and Ethical Dimension

Texts:

1. Eric J. Sharpe: *Comparative Religion: A History* (selections), London: Duckworth, 1975.
2. Trevor Ling: "Why compare religion?" *Visva-Bharati Quarterly*.

Suggested Readings:

- 1 Eliade Mircea. *Patterns in Comparative Religion*, Cleveland: World Pub Co., 1970
- 2 Kitagawa Joseph (eds). *The history of religions: retrospect and prospect*, New York: Macmillan, 1985
- 3 Capps Walter, *Religious studies: The making of a discipline*, Minneapolis: Fortress, 1995
- 4 Kedarnath Tiwari, *Comparative Religion*, Benaras

- 5 Ariarajah, W. *Not Without My Neighbor: Issues in Interfaith Relations*. WCC, 1999.
- 6 Braybrooke, M. *Pilgrimage of Hope: One Hundred Years of Global Interfaith Dialogue*. Crossroad, 1992.
- 7 Carmody, D. and J. *Mysticism: Holiness East and West*. OUP, 1996.
- 8 Eck, D. *The New Religious America: How a "Christian Country" has Become the World's Most Religiously Diverse Nation*. HarperSanFrancisco, 1992.
- 9 Hick, J. *An Interpretation of Religion: Human Responses to the Transcendent*, 2nd ed. Yale UP, 2005.
- 10 Eric J. Sharpe: *Comparative Religion: A History*, London: Duckworth, 1975.
- 11 http://www.newworldencyclopedia.org/entry/Inter-religious_Dialogue#Interreligious_Dialogue_and_Ethics
- 12 Dara-Shikoh, *Majmaul-Bahrain* (Tr.), Asiatic Society, Kolkata

PAPER - MACOMRCP103: SOCIOLOGY OF RELIGION

Paper Objective: To understand the religious phenomena as emerging from the interplay of multiple aspects of a social milieu and how the religions structure and restructure the reality and the social relations through their belief systems and practices.

Paper Outcome: Students acquire a fair understanding of social origin and functions of religions through the works of classical sociologists of religion and are expected to get a glimpse of the recent advancements in the sociological studies of religion.

1. Karl Marx – *Critique of Hegel's Philosophy of Right* (Selections)
2. Emile Durkheim – *Elementary of Forms of Religious Life* (Selections) – Introduction, Book I (Chapters I to IV)
3. Max Weber – *Sociology of Religion* (Selections) – Chapters I, VI, VII & XI

Texts:

1. John Raines (Ed.), *Marx on Religion*, Temple University Press, Philadelphia, 2002.
2. Emile Durkheim, Joseph Ward Swain (Tr.), *The Elementary Forms of the Religious Life*, George Allen & Unwin Ltd., London, 1976.
3. Max Weber, Ephraim Fischhoff (Tr.), *The Sociology of Religion*, Methuen and Co Ltd., London, 1965

PAPER - MACOMRCP104: Different Methods of Study of Religion

Paper Objective: To understand the interdisciplinary nature of the study of religions and the importance of each method for studying religions and religious phenomena.

Paper Outcome: Students get an overview of each method and are able to approach the study of a religious phenomenon from different perspectives.

A. Anthropology of Religion

1. Beginnings of the Anthropological Study of Religion
2. British School of Anthropology: Tylor, and Frazer
3. 20th Century Anthropology of Religion: B. Malinowski, Arnold van Gennep, C. Geertz
4. Critique of Major Anthropological Theories of Religion: Talal Asad

B. Psychology of Religion

1. Beginnings of the Psychological Study of Religion
2. The Nature of Religious Experience: William James
3. Religion as Illusion: Sigmund Freud
4. Religion as Collective Unconscious: Carl Jung

Suggested Readings:

- 1 E. B. Tylor, *Primitive Culture* (London: Murray, 1873) (Selections)
- 2 J. G. Frazer, *The Golden Bough* (New York: Macmillan, 1935) (Selections)
- 3 B Malinowski, *Magic, Science and Religion and Other Essays* (Illinois: The Free Press, 1948) (Selections)
- 4 Arnold van Gennep, *The Rites of Passage* (London: Routledge & Kegan Paul, 1960)
- 5 C. Geertz, *The Interpretation of Culture* (New York: Basic Books, 1973)
- 6 Talal Asad, "The Construction of Religion as an Anthropological Category," in *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam* (Baltimore: MD: Johns Hopkins University Press, 1993, pp. 27-54.)
- 7 W. James, *The Varieties of Religious Experience* (The Fontana Library, 1960) (Selections)
- 8 S. Freud, *Totem and Taboo* (George Routledge and Sons Ltd., 1919) (Chapter 3)
- 9 S. Freud, *The Future of an Illusion* (W.W. Norton & Company, 1989) (Selections)
- 10 S. Freud, *Civilisation and its Discontents* (W. W. Norton & Comp., 1989) (Chapter 1)
- 11 S. Freud, *Moses and Monotheism* (Hogarth press, 1939) (First Section)
- 12 C.G. Jung, *Psychology & Religion: West and East* (Princeton University Press, 1969) (Selections)

PAPER - MACOMRCP201: RITUAL STUDIES

Paper Objective: To introduce the students to the field of ritual studies and to help them to explore the study of rituals using different theoretical tools and approaches.

Paper Outcome: Students are expected to understand the rationale behind various aspects of ritual practices from different religions.

1. Catherine Bell: *Ritual Theory, Ritual Practice*

Text:

1. Catherine Bell, *Ritual Theory, Ritual Practice*, Oxford University Press, New York, 1992.

Suggested Reading:

1. Catherine Bell, *Ritual – Perspectives and Dimensions*, Oxford University Press, Oxford and New York, 2009.

PAPER - MACOMRCP202: PHILOSOPHY OF RELIGION (ADVANCED)

Paper Objective: To introduce the students to the modern developments in the Philosophy of Religion and to introduce the existentialist and phenomenological mode of understanding of religions.

Paper Outcome: The students become aware of developments in the field of philosophy of religion. Students learn to approach religious concepts rationally and critically.

A. Existentialism and Religion

1. Soren Kierkegaard: Revolt against Hegel's Rationalism – Attack on Church – Existence – Anxiety – Truth as Subjectivity – Freedom and Subjectivity – Stages of Existence: Don Juan, Socrates and Abraham
2. Freiderich Nietzsche: Genealogy of Morals – Asceticism – Critique of Modernity – Critique of Christian Virtues – Critique of Religions (including Buddhism, Manu) – Revaluation of Values – Will to Power – Death of God – Superman/Overman

B. Phenomenology of Religion

- 1 Phenomenology of Religion: An Overview
- 2 From Philosophical phenomenology to Phenomenology of religion
- 3 Methodological phenomenology
- 4 Typological phenomenology
- 5 Some prominent phenomenologists: Gerardus van der Leeuw, Joachim Wach, Mircea Eliade, Rudolf Otto

Suggested Readings:

- 1 Robert C. Solomon, *From Rationalism to Existentialism*, Rowman and Little Field Publishers, New York and Oxford, 2001.
- 2 H.J. Blackham, *Six Existential Thinkers*, Routledge and Kegan Paul, London and Boston, 1985.
- 3 Walter Kaufmann, *Nietzsche – Philosopher, Psychologist, Antichrist*, Princeton University Press, 1975.
- 4 Friedrich Nietzsche, R.J. Hollingdale (Tr.), *Twilight of the Idols and the Anti-Christ*, Penguin Books, London and New York, 2003.
- 5 -----, *Thus Spoke Zarathustra*, Penguin Books, London and New York, 2003.
- 6 Eric J. Sharpe: *Comparative Religion: A History* (selections), London: Duckworth, 1975.
- 7 Wach Joachim. *The comparative study of religions*, New York: Columbia Univ. Pr., 1958
- 8 **Cox, J. (2006)**. A Guide to the Phenomenology of Religion; T&T Clarck International, London
- 9 **Cox, J. (2010)**. An Introduction to the Phenomenology of Religion; Continuum, London
- 9 **Smart, N. (2009)**. Ninian Smart on World Religions Vol.1: Religious Experience and Philosophical Analysis; ed. by J. Shepherd; Farnham, Ashgate
- 10 Rudolf Oto. *The Idea Of The Holy*, OUP USA, 1968
- 11 Mircea Eliade. *The Sacred and The Profane: The Nature o Religion*. Houghton Mifflin Harcourt, 1959

PAPER - MACOMRCP203: RELIGION IN THE CONTEMPORARY WORLD

Paper Objective: To critically evaluate contemporary socio-religious occurrences. To understand the complexity of Faith and its impact on other dimensions of society. To be aware of the importance of religion as a key ingredient of contemporary societies.

Paper Outcome: Students are able to understand and participate in contemporary debates over important socio-political issues.

1. Religion and politics
2. Religious Terrorism
3. Religious Pluralism
4. Science and Religion
5. Humanism, Tolerance and Secularism

Suggested Readings:

1. Dumont, Louis. *Religion, Politics and History in India: Collected Papers in Indian Sociology*. The Hague & Paris: Mouton, 1971
2. Balsubramaniam : Tolerance
3. William L. Rowe, "Religious Pluralism": Cambridge University Press, Religious Studies, Vol.35 No.2 June 1999.
4. Storey, John W. and Utter, Glenn H. Religion and Politics (Selections): Introduction
5. Sharma, Arvind. *Women in Indian Religions*. Albany: **Matilal Banarsidas**
6. Smith, Donald Eugene. *India as a Secular State*. Princeton: Princeton Univ. Pr., 1963.
7. Murry, William R. *Reason and Reverence: Religious Humanism for the 21st Century*. Boston: Skinner House Books, 2007.
8. Abu-Nimer, Mohammed. *Nonviolence and Peace-building in Islam: Theory and Practice*. Gainesville, FL: Univ. Pr. of Florida, c2003.
9. Chatterjee, Partha. A Possible Indian –Essays in Political Criticism, Oxford University Press. (1998).
10. Bagir, Zainul Abidin (ed.). *Science and Religion in a Post-Colonial World: Interfaith Perspectives*. Adelaide, SA: ATF Press, c2005.
11. Hick, John. *The New Frontier of Religion and Science : Religious Experience, Neuroscience, and the Transcendent*. Basingstoke, UK: Palgrave Macmillan, 2006.
12. Sagan, Carl. *The Varieties of Scientific Experience : a personal view of the search for God*. New York: Penguin Press, 2006.
13. Chapple, Christopher Key. *Nonviolence to Animals, Earth, and Self in Asian Traditions*. Albany: SUNY Press, 1993.
14. Morgan, Peggy. *Ethical Issues in Six Religious Traditions*. Edinburgh Univ. Pr., c1996.
15. Raju, Karam Singh. *Ethical Perceptions of World Religions: Hinduism, Buddhism, Christianity, Islam, and Sikhism : A comparative study*. Amritsar: Guru Nanak Dev Univ., 2002.
16. Ranganathan, Shyam. *Ethics and the History of Indian Philosophy*. Delhi: Motilal Banarsidas, 2007.
17. Tucker, Mary Evelyn, & John A. Grim (eds.). *Worldviews and Ecology*. Lewisburg, PA: Bucknell Univ. Pr., 1993.
18. Eck, Diana L. *A New Religious America: How a "Christian Country" has now become the world's most religiously diverse nation*. San Francisco: HarperSanFrancisco, 2002 (c2001).
19. Knitter, Paul. *The Myth of Religious Superiority: Multifaith Explorations of Religious Pluralism*. Maryknoll, NY: Orbis Books, c2005.
20. Slater, Robert H.L. *World Religions and World Community*. New York: Columbia Univ. Pr., 1963.
21. Ahmed, Rafiuddin. *Religion, Identity & Politics: Essays on Bangladesh*. Colorado Springs, CO: International Academic Publishers, c2001.
22. Mendieta, Eduardo (ed.). *The Frankfurt School on Religion: Key Writings by the Major Thinkers*. New York: Routledge, 2005.
23. Smith, Bardwell L. (ed.). *Religion and Social Conflict in South Asia*. Leiden: E.J. Brill, 1976.
24. Carmody, Denise Kardner. *Women and World Religions*. Englewood, NJ: Prentice-Hall, 1989.
25. Montiero, S.C. Evelyn, and M.M. Antoinette Gutzler (eds.). *Ecclesia of Women in Asia: Gathering the Voices of the Silenced*. ISPCK, 2005.
26. Sharma, Arvind. *Women in World Religions*. Albany: SUNY Press., c1987.

27. Lannstrom, Anna. *Promise and Peril : The Paradox of Religion as Resource and Threat*. Univ. of Notre Dame Pr., c2003.
28. Rinehart, James F. *Apocalyptic Faith and Political Violence : Prophets of Terror*. New York: Palgrave Macmillan, 2006.
29. Zaehner, Robert Charles. *Our Savage God: The Perverse Use of Eastern Thought*. New York: Sheed and Ward, 1974

PAPER - MACOMRCP204: METHODOLOGY, TEXTUAL STUDY AND DISSERTATION

Paper Objective: To give students an orientation to the methodology and the issues involved in planning and preparing a dissertation/research report.

Paper Outcome: Students get to apply their learning hands-on in preparing their dissertation. The student is able to apply her/his learning from various other papers so far into an independent and focussed study of a religious problem/ phenomenon/ text of her/his choice and present the outcome in the form of an original dissertation, thus displaying her/his grip over the subject matter and contributing to the body of research in her/his area of study as well.

A. Methodology

1. Types and Methods of Research
2. Review of Literature
3. Note-Taking, References, Bibliography
4. Planning Research
5. Report Writing

Texts:

1. C. R. Kothari, *Research Methodology – Methods and Techniques*, New Age Publications, 2014.
2. O. R. Krishnaswami, *Methodology of Research in Social Sciences*, Himalaya Publishing House, Mumbai, 2001.

B. Dissertation

Paper consists of 75 marks out of which Part-A will consist of 25 marks (out of which 20 marks for Written Examination and 5 marks for Internal Assessment) and Part-B will consist of 50 marks, having 40 marks for external examiner for examining the written submission and viva-voce (30+10) and 10 marks for the internal examiner. The submission should not exceed 50 pages.

OPTIONAL PAPERS

PAPER - MACOMRCP301: MYSTICAL TRADITIONS OF INDIA – I

1. Sri Chaitanya
2. Mirabai

Suggested Readings:

1. *Cultural Heritage of India*. Vol IV.
2. *Great Women of India*. Advaita Ashram. Pages:328-330.
3. Sushil Kr. Dey. *The Early History of the Vaishnava Faith movement in Bengal*, Firma:KL,Calcutta,1961
4. Trilochan Singh. *The ethical history of Guru Nanak*, New Delhi,1969
5. Banku Bihari. *Sufi mystics and yogis of India*, Bharatiya Vidya Bhavan, Bombay
6. West Catt. *Kabir and Kibir Panth*, G. H. Munshiram Manoharlal
7. R.A. Nicholson, *The mystics of Islam*, London
8. Ksitimohan Sen. *Medieval Mysticism of India*, Lurge, London, Reprint Delhi, 1974.
9. C. Vaudeville. *Kabir*, Vol.I. Clarendon Press, Oxford, 1974.
10. Krishna Sharma. *Bhakti and The Bhakti Movement: A New Perspective*, Munshiram Manoharlal, 1987.

PAPER - MACOMRCP302: MODERN RELIGIOUS MOVEMENTS IN INDIA – I

1. Brahma Samaj
2. Ramakrishna Mission

Suggested Readings:

1. Gonda J. *Change and continuity in Indian religion*, Munshiram Manoharlal.
2. J.N. Farquhar, *Modern religious movements in India*, Macmillan, New York, 1915
3. S.P. Sen (Ed), *Religious reform movements*
4. Joseph T. O'Connell (ed), *Organisational and Institutional aspects of Indian Religious Movements*.
5. Robert D. Baird, *Religion in Modern India*, New Delhi: Manohar, 2nd ed. 1994.
6. Binoy Gopal Roy. *Religious movements in Modern Bengal*, Santiniketan: Visva-Bharati, 1964

PAPER - MACOMROP303: MODERN ISLAMIC MOVEMENTS – I

1. Baha'i movement
2. Ahmedia movement

Suggested Readings:

1. Laven Spencer, *Ahmedia Movement: A History and Perspective*, Manohar, 1974
2. Julius Germanus, *Modern Movements In Islam*, V.B. Research Publication
3. Barbara Daly Metcalf, *Islamic Revivalism*, Oxford University Press
4. Qiyamuddin Ahmed, *The Wahabi Movement in India*, Calcutta, 1968
5. Moinuddin Ahmed Khan, *A History of Faraizi Movement in Bengal*, Karachi, 1965
6. Muhammad Iqbal, *Reconstruction of Islamic Religious thought*, Lahore

PAPER - MACOMROP304: RELIGIOUS THOUGHTS OF RABINDRANATH TAGORE – I

Texts:

1. Sadhana
2. The Religion of Man

PAPER - MACOMROP305: WOMEN AND RELIGION – I

Status of women in various religious traditions: Hinduism, Buddhism, Jainism, Christianity, Islam and Sikhism

Suggested Readings:

1. Arvind Sharma (ed.). *Women in World Religions*, Albany: Suny Press, 1987
2. June McDaniel. *Offering Flowers, Feeding Skulls: Popular Goddess Worship in West Bengal*, Oxford University Press, 2004 (Chapters: Introduction, The great Bhakti Goddesses of West Bengal: Durga & Kali)

PAPER - MACOMROP306: SCRIPTURE AS LITERATURE – I

1. Paul Ricoeur: Text and Meaning
2. Roland Barthes: Readerly Text/Writerly Text – Intertextuality – Death of Author
3. Edward Said: Worldliness of the Text – Location of the Author – Orientalism

Texts:

1. Paul Ricoeur, *Model of the Text: Meaningful Action Considered as Text*, *New Literary History*, Vol. 5, No.1, 1973, pp. 91 – 117.
2. Roland Barthes, Richard Howard (Tr.), *The Death of the Author*, available in <http://www.ubu.com/aspen/aspen5and6/threeEssays.html#barthes>
3. Edward W. Said, *Orientalism*, Routledge & Kegan Paul, London and Henley, 1978.
4. Edward W. Said, *The World, the Text and the Critic*, Harvard University Press, Cambridge and Massachusetts, 1983

PAPER - MACOMROP307: CONTEMPORARY HINDU STUDIES – I

1. The Hindu identity
2. What does it mean to be a Hindu?
3. The difficulties involved in defining the Hindu identity
4. Bhakti, Tantra and Yoga Traditions in the Hindu Life
5. Vaishnava and Shakta Bhakti,
6. Tantric and Yogic Shaktism
7. Divine madness and ecstasy
8. Holy men and women: Saints, Gurus, Siddhas
9. Hinduism in Practice and Belief
10. The belief-practice complex and its significance for a Hindu through the "text" of a sacred city

Texts:

1. McDaniel, June. *The Madness of the Saints*, University of Chicago Press, 1989. [Relevant sections]
2. McDaniel, June, *Offering Flowers, Feeding Skulls*, OUP USA, 2004 [Relevant sections]
3. Eck, Diana L. *Benaras: City of Light*, Penguin books India, 1993. [Relevant sections]
4. David N. Lorenzen, *Who Invented Hinduism?*, Yoda Press, New Delhi, 2006.

PAPER - MACOMROP401: MYSTICAL TRADITIONS OF INDIA – II

1. Nanak
2. Kabir
3. Daadu

Suggested Readings:

1. *Cultural Heritage of India*. Vol IV.
2. *Great Women of India*. Advaita Ashram. Pages: 328-330.
3. Sushil Kr. Dey. *The Early History of the Vaishnava Faith movement in Bengal*, Firma: KL, Calcutta, 1961
4. Trilochan Singh. *The ethical history of Guru Nanak*, New Delhi, 1969
5. Banku Bihari. *Sufi mystics and yogis of India*, Bharatiya Vidya Bhavan, Bombay
6. West Catt. *Kabir and Kibir Panth*, G. H. Munshiram Manoharlal
7. R.A. Nicholson, *The mystics of Islam*, London
8. Ksitimohan Sen. *Medieval Mysticism of India*, Lurge, London, Reprint Delhi, 1974.
9. C. Vaudeville. *Kabir*, Vol. I. Clarendon Press, Oxford, 1974.
10. Krishna Sharma. *Bhakti and The Bhakti Movement: A New Perspective*, Munshiram Manoharlal, 1987

PAPER - MACOMROP402: MODERN RELIGIOUS MOVEMENTS IN INDIA – II

1. Arya Samaj
2. Ambedkar Movement

Suggested Readings:

1. Gonda J. *Change and continuity in Indian religion*, Munshiram Manoharlal.
2. J.N. Farquhar, *Modern religious movements in India*, Macmillan, New York, 1915
3. S.P. Sen (Ed), *Religious reform movements*
4. Joseph T. O'Connell (ed), *Organisational and Institutional aspects of Indian Religious Movements*.
5. Robert D. Baird, *Religion in Modern India*, New Delhi: Manohar, 2nd ed. 1994.
6. Binoy Gopal Roy. *Religious movements in Modern Bengal*, Santiniketan: Visva-Bharati, 1964

PAPER - MACOMROP403: MODERN ISLAMIC MOVEMENTS – II

1. Faraizi and Wahabi movement
2. Tariqa-e-Muhammadiya Movement

Suggested Readings:

1. Julius Germanus, *Modern Movements In Islam*, V.B. Research Publication
2. Barbara Daly Metcalf, *Islamic Revivalism*, Oxford University Press
3. Qiyamuddin Ahmed, *The Wahabi Movement in India*, Calcutta, 1968
4. Moinuddin Ahmed Khan, *A History of Faraizi Movement in Bengal*, Karachi, 1965
5. Muhammad Iqbal, *Reconstruction of Islamic Religious thought*, Lahore

PAPER - MACOMROP404: RELIGIOUS THOUGHTS OF RABINDRANATH TAGORE – II**Texts:**

1. Personality
2. *Dharma* (Bengali) [Rabindra Rachanavali, WB, Vol 12]

PAPER - MACOMROP405: WOMEN AND RELIGION – II

1. The Divine Feminine in Religion
2. Role of Women in world Religions

Suggested Reading:

1. Arvind Sharma (ed.). *Women in World Religions*, Albany: Suny Press, 1987
2. June McDaniel. *Offering Flowers, Feeding Skulls: Popular Goddess Worship in West Bengal*, Oxford University Press, 2004 (Chapters: Introduction, The great Bhakti Goddesses of West Bengal: Durga & Kali)

PAPER - MACOMROP406: SCRIPTURE AS LITERATURE – II

1. Bible as Literature: Literary Forms and Strategies – Formation of Canon – Use and Interpretation
2. Mythistory in Judaism
3. Theology of *Japu* and *Asa di Var* and the Milieu
4. Interpreting Gita in the Nationalist Context: *Nishkama Karma* and *Svadharm*
5. Three Hundred Ramayanas: Five Examples and Three Thoughts on Translation

Texts:

1. John B. Cabel, Charles B. Wheeler and Anthony D. York, *The Bible as Literature – An Introduction*, Oxford University Press, New York and Oxford, 1996.
2. Shlomo Sand, *The Invention of the Jewish People*, Verso, London and New York, 2010.
3. J.S. Grewal, *Four Centuries of Sikh Tradition – History, Literature and Identity*, Oxford University Press, New Delhi, 2013.
4. Nagappa Gowda, *The Bhagavadgita in the Nationalist Discourse*, Oxford University Press, New Delhi, 2011.
5. Paula Richman, *Many Ramayanas*, University of California Press, 1992.

PAPER - MACOMROP407: CONTEMPORARY HINDU STUDIES – II

1. Folk Traditions and Hinduism
2. Village gods and goddesses
3. The 'Bhor' culture
4. Love of the bodily God: Auls, Bauls and Sahajiyas
5. Alternative Voices in Hindu Texts
6. Narratives of and about religions/cultures/castes/gender(women)/ species(animals) representing the 'others' to the high caste Hindu males who represent the dominant voice of Hinduism.

Texts:

1. McDaniel, June, *Offering Flowers, Feeding Skulls*, OUP USA, 2004 [Relevant sections]
2. Doniger, Wendy. *The Hindus: an alternative history*, The Penguin Press, USA, 2009 [Relevant sections]

Suggested Readings:

1. Flood, Gavin, *An Introduction to Hinduism*, Cambridge University press, 1996, 2004
2. ----, *The Blackwell Companion to Hinduism*, OUP, UK, 2003
3. Basham, A.L. *The Wonder that was India*, 1954
4. Narayanan, Vasudha. *Hinduism: Origins, Beliefs, Practices*, OUP, NY, 2004.
5. Eck, Diana L. *Encountering God: A Spiritual Journey From Bozeman to Benaras*, Penguin Books, 1995.
6. S.N. Balagangadhara, *The Heathen in his Blindness*

SPECIAL PAPERS

PAPER - MACOMRSP301: ISLAM AND SUFISM – I

1. Ideals of Islam
2. Ethical outlook of Islam
3. Rationalistic and Philosophical aspects of Islam : (i) Zabariyah and Qadariyah (ii) Mutazilah and Ashariah (iii) Al-Kindi, Al-Farabi, Ibn Sina, Ibn Rushd, Al Gazali.

Suggested Readings:

1. Sir Syed Amir Ali. *The Spirit of Islam*, Macmillan
2. John L. Esposito. *Islam: The Straight Path*, New York, 1998.
3. AAA Faizee. *A Modern Approach to Islam*, Oxford University Press, New Delhi, 1981.
4. P.K. Hitti. *Islam: A way of Life*, London, 1970.
5. M M Sharif History of Muslim Philosophy, Vol 1-2
6. W C Smith : On Outstanding Islam
7. Al Ghazali, Ihya-Ulumuddin, Tr. By Maulana Fazlul Karim
8. Oliver Leaman and Syed H. Nasr, *History of Islamic Philosophy*, Vol- 1 & 2, USA

PAPER - MACOMRSP302: JAINA DOCTRINES – I

1. Tattvartha Sutra by Umasvati (pp.165-249)
 - a) Chapter – vii: The Vows
 - b) Chapter – viii: Karmic Bondage
 - c) Chapter – ix: Inhibiting and Wearing off Karma

2. Padmanabha S. Jain. *Collected papers of Jaina Studies*. (pp.147-161 & 229-252)
 - a) Chapter – viii: *Muktivicar of Bhavasana*: Text and Translation
 - b) Chapter – xii: The Pure and the Auspicious in the Jaina Tradition

PAPER - MACOMRSP303: THE BHAGAVAD GITA (CLASSICAL COMMENTARIES)

1. The Gita: Sankara Bhasya
2. Mahabharata (Santiparva)

Suggested Readings:

1. Sitansu S. Chakravarty. *Essay in the Mahabharata*, Munshiram Manoharlal Publishers Pvt. Ltd.
2. Bimal Krishna Matilal. *Moral Dilemmas in the Mahabharata*, IAS Shimla & Motilal Banarasidas Delhi.
3. Sukhamay Bhattacharya. *Mahabharater Samaj*, V.B. Research Publications. (in Bengali)

PAPER - MACOMRSP304: RECENT RELIGIOUS THINKERS OF THE WEST

1. Martin Buber: Selections from 'I and Thou'
2. Rudolf Otto: Selections from '(The) Idea Of The Holy'

Suggested Readings:

1. W. Radice (ed.). *Swami Vivekananda and Modernization of Hinduism*, Oxford University Press, Delhi, 1998.
2. Jesse Roarke. *Sri Aurobindo*, Sri Aurobindo Ashram Press, Pondicherry, 1973.
3. Paul Tillich. *Christianity and the encounter of World Religions*, New York: Columbia University Press, 1963.
4. Romain Rolland. *The Life of Vivekananda: And the Universal Gospel*, Advaita Ashram publication Dept., 2004.

PAPER - MACOMRSP305: CHRISTIANITY – NEW TESTAMENT STUDIES

St. John: Gospel and Letters

Text:

The New Orford Annotated Bible with the Apocrypha, Oxford University Press, New York, 1989.

Suggested Readings:

1. Cross, F.L., *The Oxford Dictionary of the Christian Church*, Oxford University Press, London, 1957.
2. Ruether, R. and McLaughlin, E., *Women of Spirit: Female Leadership in the Jewish and Christian Traditions*, Simon & Schuster, New York, 1979.
3. Oxtoby, Willard G., *The Christian Tradition*, in his edited volume, *World Religions: Western Traditions*, Oxford University Press, London, 1996

PAPER - MACOMRSP306: POSTCOLONIAL STUDIES IN RELIGION – I

1. Colonialism and Orientalism – An Overview
2. Postcolonialism – History, Method and Strategies
3. Sugirtharajah: *Empire Exegetes Back – Postcolonial Reading Practices*

Texts:

1. R.S. Sugirtharajah, *Exploring Postcolonial Biblical Criticism – History, Method, Practice*, Wiley-Blackwell, Sussex, 2012.

Suggested Readings:

1. Cesaire, Aime, Joan Pinkham (Tr.), *Discourse on Colonialism*, Aakar Books, Delhi, 2010.
2. Loomba, Ania, *Colonialism/Postcolonialism*, Routledge, London and New York, 2005.
3. McLeod, John, *Beginning Postcolonialism*, Viva Books, New Delhi, 2010.
4. Memmi, Albert, *The Colonizer and the Colonized*, Earthscan Publications Ltd., London, 2003.
5. Said, Edward W., *Orientalism*, Routledge & Kegan Paul, London and Henley, 1978.

PAPER - MACOMRSP307: THE FEMININE IN HINDU RELIGIOUS TRADITION – I (DIVINE FEMININE)

1. Feminine in the Scriptures
2. The Feminine as a cosmological category: Yoga & Tantra
3. Shaktism
4. Folk Shaktism
5. The Bhakti Goddesses

Texts:

Appropriate sections from scriptures and books will be prescribed during classes to cover the topics of study.

Suggested Readings:

1. Rigvedic Hymns
2. Devi Bhagavata Purana
3. McDaniel, June. *The Madness of the Saints*, University of Chicago Press, 1989.
4. McDaniel, June, *Offering Flowers, Feeding Skulls*, OUP USA, 2004
5. -----*Making Virtuous Daughters and Wives*
6. Eck, Diana L. *Benaras: City of Light*, Penguin books India, 1993.
7. Altekar, A.S. *The Position of Women in Hindu Civilization*, Moilal Banarasidass Publishers, Delhi, 12th reprint, 2016.
8. Padia, Chandrakanta (Ed.). *Women in Dharmasastras: A Phenomenological and Critical Analysis*, Rawat Publication, 2009.
9. Sharma, Arvind (Ed.). *Goddesses And Women in the Indic Religious Tradition*, Indica Books, 2007.

PAPER – MACOMRSP401: ISLAM AND SUFISM – II

1. What is Sufism
2. History of Sufism
3. The Mystics of Islam

Texts:

1. Sarraj-Abu Nasr. *Kitab – al – Luma fit Tasawwuf*, Translated by R.A. Nicholson, Leiden & London, 1914. (selections)
2. Hujwiri Ali bin Uthman. *The Kashf – al Mahjub*, Translated by R.A. Nicholson, Taj Company, Nw Delhi, 1991. (selections)

Suggested Readings:

1. A.J. Arberry. *Sufism: An Account of the Mystics of Islam*, London: Mandala Books 1979, 1980.
2. Rizvi Saiyad Athar Abbas. *A History of Sufism in India*, Vol. I & II, Munshiram Manoharlal Publishers, 1978.
3. Sehmil Annemari, *Mystical Dimensions of Islam*, The University of North Carolina Pr., Chapel Hill, 1975
4. Ansari Abdul Haq. *Sufism and Shariah*, Islamic Foundation, London, 1986.
5. Md. Sirajul Islam. *Sufism and Bhakti: A Comparative Study*, The Council For Research in Values and Philosophy, Washington DC, 2004.

PAPER – MACOMRSP402: JAINA DOCTRINES – II

1. Dayananda Bhargab: *Jaina Ethics*:
 - a) Chapter iv: The Path of Three Jewels
 - b) Chapter v: The conduct of a householder
 - c) Chapter vi: The conduct of a Jaina Monk
2. Vilas Sanghavi: *Jaina Religion and Community*. (pp.132-193)
 - a) Chapter iv: Jaina Rituals and Customs
 - i. Section –1: Worship, Festivals and Fasts, Superstitions, Samskaras, Pilgrimage, Institutions, Literature and Language.
 - ii. Section –2: Jaina Festivals, Jaina Rites, Sacred Thread, Priest, Death Ceremonies, Religious Condition and Jaina Culture.
3. S. Stevenson. *The Heart of Jainism*. (selections)

PAPER – MACOMRSP403: THE BHAGAVAD GITA (MODERN COMMENTARIES)

Commentaries by Gandhi, by Tilak (*The Bhagawat Gita Rahasya*) and by Aurobindo (*Essays on the Gita*)

PAPER – MACOMRSP404: RECENT RELIGIOUS THINKERS OF INDIA

4. Swami Vivekananda:
 - a) Universal religion
 - b) Brahman and Maya
 - c) Concept of Self
 - d) Practical Vedanta

Text:

Selections from *Jnana Yoga* in Swami Vivekananda Complete Works, Mayavati Memorial Edition, Cal: Advaita Ashram.

5. Sri Aurobindo

Text:

Selections from *The Life Divine*, S Aurobindo, Sri Aurobindo Ashram, Pondicherry.

PAPER – MACOMRSP405: CHRISTIANITY – EARLY CHRISTIANITY AND APOSTLES

The Acts of the Apostles

Text:

The New Orford Annotated Bible with the Apocrypha, Oxford University Press, New York, 1989.

Suggested Readings:

2. Cross, F.L., *The Oxford Dictionary of the Christian Church*, Oxford University Press, London, 1957.
3. Ruether, R. and McLaughlin, E., *Women of Spirit: Female Leadership in the Jewish and Christian Traditions*, Simon & Schuster, New York, 1979.
4. Oxtoby, Willard G., *The Christian Tradition*, in his edited volume, *World Religions: Western Traditions*, Oxford University Press, London, 1996

PAPER – MACOMRSP406: POSTCOLONIAL STUDIES IN RELIGION – II

1. Fernando F. Segovia: *Biblical Criticism and Postcolonial Studies: Toward a Postcolonial Optic*
2. Kwok Pui-lan: *Making the Connections: Postcolonial Studies and Feminist Biblical Interpretation*
3. Sharada Sugirtharajah: *Max Muller and Textual Management: A Postcolonial Perspective*
4. Doris R. Jakobsh: *Of Colony and Gender*
5. Sharmila Rege: *The 'Madness of Manu'*

Texts:

1. R.S. Sugirtharajah (Ed.), *The Postcolonial Biblical Reader*, Blackwell Publishing, Oxford, 2006.
2. Rita Sherma and Arvind Sharma (Eds.), *Hermeneutics and Hindu Thought – Toward a Fusion of Horizon*, Springer, 2008.
3. Doris R. Jakobsh, *Relocating Gender in Sikh History – Transformation, Meaning and Identity*, Oxford University Press, New Delhi, 2005.
4. Sharmila Rege, *Against the Madness of Manu – B.R. Ambedkar's Writings on Brahminical Patriarchy*, Navayana, New Delhi, 2013.

PAPER – MACOMRSP407: THE FEMININE IN HINDU RELIGIOUS TRADITION – II (POSITION OF WOMAN)

1. Women in the Ramayana and the Mahabharata
2. Biographies of Women Saints
3. Ideal women: The Mother and The Wife
4. Women in the Laws of Manu
5. Gender Issues: Suttee, Purdah, Hindu widows, women's education

Texts:

Appropriate sections from scriptures and books will be prescribed during classes to cover the topics of study.

Suggested Readings:

10. Rigvedic Hymns
 11. Devi Bhagavata Purana
 12. McDaniel, June. *The Madness of the Saints*, University of Chicago Press, 1989.
 13. McDaniel, June, *Offering Flowers, Feeding Skulls*, OUP USA, 2004
 14. -----*Making Virtuous Daughters and Wives*
 15. Eck, Diana L. *Benaras: City of Light*, Penguin books India, 1993.
 16. Altekar, A.S. *The Position of Women in Hindu Civilization*, Moilal Banarasidass Publishers, Delhi, 12th reprint, 2016.
 17. Padia, Chandrakanta (Ed.). *Women in Dharmasastras: A Phenomenological and Critical Analysis*, Rawat Publication, 2009.
 18. Sharma, Arvind (Ed.). *Goddesses And Women in the Indic Religious Tradition*, Indica Books, 2007.
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SYLLABUS FOR M.A. COURSE IN PHILOSOPHY

2019



**DEPARTMENT OF PHILOSOPHY & COMPARATIVE RELIGION
VISVA-BHARATI
SANTINIKETAN**

शान्तिनिकेतन

There would be total **sixteen papers** divided into **four semesters**. Each paper consists of **75** marks, out of which **15** marks (each paper) would be for Continuous Evaluation/Internal Assessment. **Two Optional** Papers are to be chosen for semester III and IV.

M.A. Semester-I

(All are compulsory papers)

Paper Code	Name of the Paper
MAPHILCP101	: Metaphysics (Indian)
MAPHILCP102	: Metaphysics (Western)
MAPHILCP103	: Epistemology (Indian)
MAPHILCP104	: Knowledge and its Metaphysic (Western)

M.A. Semester-II

(All are compulsory papers)

Paper Code	Name of the Paper
MAPHILCP201	: Ethics (Western)
MAPHILCP202	: Contemporary Indian Philosophy
MAPHILCP203	: Philosophy of Language (Indian)
MAPHILCP204	: Logic (Western)

M.A. Semester-III

(Compulsory Paper)

Paper Code	Name of the Paper
MAPHILCP301	: Western Analytic Philosophy
MAPHILCP302	: Phenomenology and Existentialism

(Optional Paper)

MAPHILOP301	: Nyāya: Unit-I
MAPHILOP302	: Navya-Nyāya
MAPHILOP303	: Vaiśeṣika: Unit-I
MAPHILOP304	: Vedānta: Unit-I
MAPHILOP305	: Buddhist Epistemology
MAPHILOP306	: Buddhist Ethics and Social Thinking
MAPHILOP307	: Philosophy of Mind: Unit-I
MAPHILOP308	: Advanced Logic (Part-I)
MAPHILOP309	: Philosophy of Language (Part-I)
MAPHILOP310	: Feminist Perspectives (Western)
MAPHILOP311	: Social and Political Philosophy: Theoretical Approaches (Part-I)
MAPHILOP312	: Applied Ethics (Western)
MAPHILOP313	: Cultural Philosophy: Culture as Contestation
MAPHILOP314	: Philosophical Issues Concerning Life and Death (Unit-I)
MAPHILOP315	: Political Philosophy – Popper's Poverty of Historicism
MAPHILOP316	: Islamic Philosophy
MAPHILOP317	: Ethical Perspectives of Religions

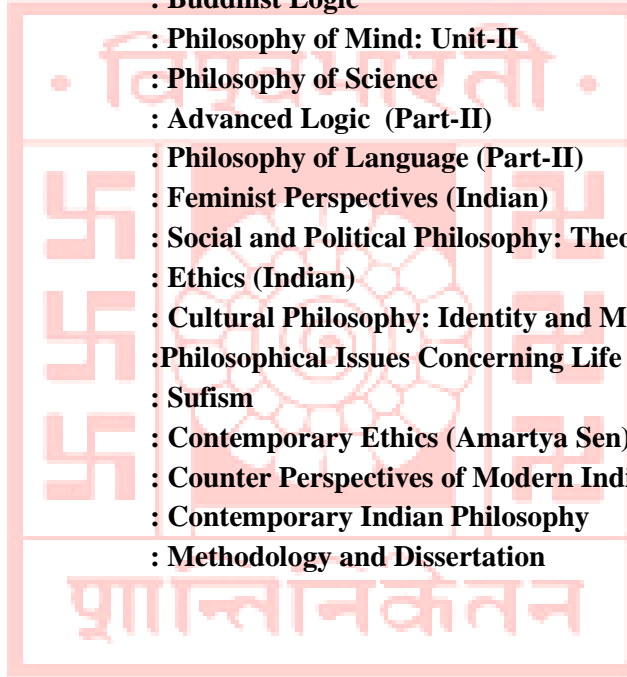
M.A. Semester-IV
(Compulsory Paper)

Paper Code
MAPHILCP401
MAPHILCP402

Name of the Paper
:Hermeneutics and Post-Modernism
:Philosophy of Religion

(Optional Paper)

MAPHILOP401 : Nyāya: Unit-II
MAPHILOP402 : Vaiśeṣika: Unit-II
MAPHILOP403 : Vedānta: Unit-II
MAPHILOP404 : Sankhya
MAPHILOP405 : Buddhist Metaphysics
MAPHILOP406 : Buddhist Logic
MAPHILOP407 : Philosophy of Mind: Unit-II
MAPHILOP408 : Philosophy of Science
MAPHILOP409 : Advanced Logic (Part-II)
MAPHILOP410 : Philosophy of Language (Part-II)
MAPHILOP411 : Feminist Perspectives (Indian)
MAPHILOP412 : Social and Political Philosophy: Theoretical Approaches (Part-II)
MAPHILOP413 : Ethics (Indian)
MAPHILOP414 : Cultural Philosophy: Identity and Multiculturalism
MAPHILOP415 : Philosophical Issues Concerning Life and Death (Unit-II)
MAPHILOP416 : Sufism
MAPHILOP417 : Contemporary Ethics (Amartya Sen)
MAPHILOP418 : Counter Perspectives of Modern Indian Thinkers
MAPHILOP419 : Contemporary Indian Philosophy
MAPHILOP420 : Methodology and Dissertation



DETAILS OF EACH PAPER M.A. SEMESTER – I

MAPHILCP101: Metaphysics (Indian)

Objective: Our observation of the world gives rise to many questions the answer of which cannot be given by observing the world. We have to speculate or infer entities and processes and their nature to get a comprehensive understanding of the world. Speculations involving the nature or constitution of the entities forming the world and the nature of change or motion or evolution of the world are regarded as metaphysical speculations. The objective of this course is to introduce the metaphysical speculations advanced by the Indian thinkers regarding the entities (God, soul, material things) constituting the world and change or motion or evolution of the world (*Satkāryavāda* and *asatkāryavāda*: *prakṛti-Kāraṇatāvāda*; *Paramāṇu-kāraṇatāvāda*, *Brahma-kāraṇatāvāda*) with special reference to the Carvaka, Buddhism, Nyaya and Vedanta.

Outcome: Students are expected to get a fair understanding of the questions involved in understanding the reality and the metaphysical speculations about them in Indian context.

- Topics:**
1. Man, God and the world as the basic concept of metaphysics
 2. Man: Self as *ātman*, *Nairātmavāda*, *ātman and Jīva*, The *jīva* as *kartā*, *bhoktā* and *Jñātā*, Different Perspectives
 3. The concept of *kāla* (Buddhism, Nyāya)
 4. *Jīvātmā* and *paramātmā*
 5. *Satkāryavāda* and *asatkāryavāda*: *prakṛti-Kāraṇatāvāda*; *Paramāṇu-kāraṇatāvāda*, *Brahma-kāraṇatāvāda*
 6. Four stages of self: *jāgrata*, *svapna*, *suṣupti* and *turīya*
 7. *Paramāṇuvāda*

- Suggested Readings:**
1. *Brahmasūtra* (selections)
 2. *Siddhāntaleśa* Saṅgraha (selections)
 3. *Prāśastapādabhāṣya*
 4. *Vātsyāyanabhāṣya*
 5. Śivāditya Miśra: *Saptapadārthī*
 6. Sadananda Bhaduri: *Studies in Nyāya-Vaiśeṣika Metaphysics*
 7. J.N. Mohanty: *Classical Indian Philosophy*
 8. G. Bhattacharya: *Essays in Analytic Philosophy*
 9. B.K. Matilal: *Logic language and Reality*

MAPHILCP102: Metaphysics (Western)

Objective: In Contemporary Western Philosophy, metaphysics secured a very important position. This course introduces the metaphysical issues, which are being discussed extensively at present, in order to make the students aware of the recent development in Western metaphysics.

Outcome: Students are expected to get a fair understanding of the questions involved in understanding the reality and the recent developments in metaphysical speculations about them in Western context.

- Topics:**
1. Concrete particulars: persistence of concrete particulars through time, endurantism and perdurantism, endurantism and the presentist view of time, perdurantism and the eternalist view of time
 2. Person, free will and agent causation: Analysis of a person into a body and a self associated with the body, identification of a person with a particular body, Strawson's concept of a person, the problem of personal identity, person as agent, agent causation and free will, analysis of agent causation, mental causation, rational choice and freedom of action.
 3. Possible Worlds: Problems about modality, the idea of possible worlds, possible worlds nominalism, actualism and possible worlds (modal realism), the idea of transworld identity
 4. Space & Time: Dimensionality and the structure of space, Newtonian notion of absolute space and Mach's objection to it, Relationalist notion of space, Kant's view of space. Time and change, the idea of passage of time, McTaggart's argument for the unreality of time, causation and the direction of time
 5. The mind and the body: Substance dualism, materialism, contemporary debates involving reductionism, physicalism, supervenience, functionalism
 6. Causation: Causation and conditionals, relation of causation, event causation, Humean idea of event causation, counterfactual analysis of event causation, probabilistic approach to event causation, fact causation

7. Realism and anti-realism: Dummett's characterization of realism, his arguments against realism
8. Challenges to metaphysics and reflections on the nature of metaphysics: The threat of relativism; the objection from naturalized epistemology; Kant and the possibility of metaphysics; possibility, concepts and semantics; ontology and ontological categories

- Suggested Readings:**
1. D.W. Hamlyn – *Metaphysics* (Selections)
 2. M.J. Loux – *Metaphysics: A Contemporary Introduction* (Selections)
 3. E.J. Lowe – *A Survey of Metaphysics* (Selections)
 4. P.F. Strawson – *Individuals: An Essay in Descriptive Metaphysics* (Selections)
 5. A.J. Ayer – *The concept of a person and Other Essays* (Selections)
 6. Loux and Zimmerman (eds.) – *The Oxford Handbook of Metaphysics* (Selections)
 7. Crane and Farkas (eds.) – *Metaphysics: A Guide and Anthology*
 8. W.V.O. Quine – 'Ontological Relativity' in *Ontological Relativity and Other Essays*

MAPHILCP103: Epistemology (Indian)

Objective: In the ancient period, knowledge developed due to man's attempt to understand the world. At a certain stage of development of human knowledge men reflected on knowledge itself which gave rise to a branch of philosophy called 'epistemology'. This course introduces reflections on human knowledge incorporated in two important texts belonging to Indian philosophy.

Outcome: Students are expected to get a fair understanding of the epistemological questions involved in knowing, through the discussions about them in *Vedāntaparibhāṣā* and *Vātsyāyanabhāṣya*

- Topics:**
1. *Vedāntaparibhāṣā* (Selections)
 2. *Vātsyāyanabhāṣya* (Selections)

MAPHILCP104: Knowledge and Its Metaphysic (Western)

Objective: Reflections on human knowledge generates certain epistemic concepts. One of the objectives of this course is to introduce the epistemic concepts of knowledge and justification as discussed in Western philosophy. The other objective is to make the students aware of the structure (metaphysic) of knowledge and necessary metaphysical (*a priori*) conditions of empirical knowledge (metaphysics of empirical knowledge) as exhibited in Kant's philosophy.

Outcome: Students are expected to have a fair understanding of epistemic concepts of knowledge and the metaphysic of knowledge through Kantian philosophy.

Topics:

- Group: A**
1. Gettier's argument and the problem of fourth condition.
 2. Justification of knowledge claims and epistemic decision: foundationalism, coherentism, causal theory, reliabilism.
 3. Naturalized epistemology: for and against.
 4. Attack on *a priori* and synthetic *a priori* knowledge: Ayer, Quine.

Group: B Kant's Critique of Pure Reason (Selection)

Text: Immanuel Kant: Critique of Pure Reason, Tr. Guyer & Wood, 1999, CUP(Selections)

- Suggested Readings:**
1. Lehrer : *Theory of Knowledge*
 2. Chisolm : *Theory of Knowledge* 3rd Edn
 3. A J Ayer : *Problems of Knowledge*
 4. J L Pollock : *Contemporary Theories of Knowledge*
 5. Barry Stroud: *Philosophical Skepticism*
 6. J Dancy : *An Introduction to Contemporary Epistemology*
 7. N. Kemp Smith: *A commentary on Kant's Critique of Pure Reason*

8. Rasvihary Das: *A Handbook to Kant's Critique of Pure Reason*
9. S. Korner: *Kant*
10. J.N. Mohanty: *Lectures on Kant's Critique of Pure Reason*
11. Wilkerson: *Kant's Critique of Pure Reason*
12. Allen W. Wood: *Kant*
13. Van Cleeve: *Problems from Kant*



M.A. SEMESTER - II

MAPHILCP201: Ethics (Western)

Objective: Philosophy is not only concerned with *what there is* but also with *what we should do* and the objective of this course is to introduce the fundamental principles of just human action as emphasised in utilitarianism and the deontological theory advanced by Immanuel Kant.

Outcome: The students are expected to have an understanding of the principles of morality and justice through utilitarianism and Kantian philosophy.

- Topics:**
1. J S Mill: *Utilitarianism (selections)*
 2. Immanuel Kant: *Groundwork of the Metaphysics of Morals(selections)*

MAPHILCP202: Contemporary Indian Philosophy

Objective: The objective of this course is to make the students aware of the valuable contributions of contemporary Indian thinkers in philosophy.

Outcome: The students are expected to have a fair understanding of the contributions of modern thinkers and their impact on the modern India.

- Topics:**
1. Rabindranath Tagore: *Religion of Man*
 2. Swami Vivekananda : *Lectures from Colomaba to Almora*
 3. M Gandhi : *Hind Swaraj*
 4. Ambedkar : *Annihilation of Caste*
 5. Iqbal : *The Reconstruction Religious Thought in Islam*
 6. Sri Aurobindo: *Integral Yoga*

MAPHILCP203: Philosophy of Language (Indian)

Objective: In twentieth century, philosophy of language becomes an important aspect of philosophy and this course has been designed to introduce the valuable contribution of Indian thinkers in respect of understanding the structure and function of language.

Outcome: The students are expected to have a fair understanding of the issues involved in language and how to address them philosophically.

- Topics:**
1. The Problem of Meaning: *abhidhā*, classes of words, imports of words, *akṛtivāda-vyaktivāda, jātivāda – jātyākṛtivyaktivāda, jātiviśiṣṭavyaktivāda, apohavāda, śābdabodha*
 2. *Sphota*: Patanjali, Bhartṛhari and others; arguments against *sphota*
 3. Conditions of knowing sentence meaning; *ākankṣa, योग्या, sannidhi, tātparyajñāna*
 4. *Lakṣanā*: nature and classification. *Vyañjanā*, the theory of *dhvani*
 5. Mīmāṃsā Theory of *bhāvanā* and its criticism by the *vaiyakaraṇas*
 6. The metaphysical basis of Language: Bhartṛhari's theory of *śabdabrahman*

- Text:**
1. *Bhāṣaparichheda (śabdakhaṇḍa)*
 2. *Vākyapadīya*
 3. *Dhvanyāloka*
 4. *Tattvasaṃgraha* with Kamalaśīla's *Pañjikā (Apoha section)*

MAPHILCP204: Logic (Western)

Objective: To introduce the elements of the modern logic.

Outcome: The students are expected to have a logical reasoning ability and rational thinking, using the principles of logic.

- Topics:**
1. Quantification theory: Multiply general propositions, techniques of symbolization, quantificational rules, proof constructions, proofs of validity and invalidity, logical truths involving quantifiers
 2. The logic of relations: symbolizing relations, arguments involving relations, attributes of relations, identity and definite descriptions
 3. Tree method for testing validity of quantificational arguments

- Recommended**
1. I.M. Copi: *Symbolic Logic, 5th Ed., Chapter IV & V for topics 1&2*

Texts: 2. Richard Jeffrey: *Formal logic: Its Scope and Limits*, 2nd Ed., for topic 3 and chapter 6 & 7 for topic 4

Suggested Readings: 1. E.J. Lemmon: *Beginning Logic*



M.A. SEMESTER – III
COMPULSORY PAPER

MAPHILCP301: Western Analytic Philosophy

Objective: We use language to speak about the world. Hence, an analysis of the categories of language may disclose us the categories of the world and may provide us the clue for understanding the reality. This course has been introduced to make the students aware as to how the approach to understand the reality can be made through analysis of language.

Outcome: Students are expected to understand the issues involved in the language expressions and how the Western philosophers attempted to address them.

- Topics:**
1. Analysis at work: G.E. Moore: 'What is philosophy?', *Some Main Problems of Philosophy*, Collier Books, 1962, pp1-41
 2. Analysis at work: G.Frege, 'On Sense and Meaning' ('Über sinn und Bedeutung'), *Philosophical Writings of Gottlob Frege*, 3rd edn, Trns by Geach and Black, Basil Blackwell, Oxford,1980
 3. Analysis at work: B. Russell: 'On Denoting', in R.C. Marsh (ed), *Logic and Knowledge: Essays 1901 – 1950* (Allen & Unwin,1956). [Russell's formulation of the puzzles and their solutions in terms of his theory of descriptions]
 4. Analysis at work: P.F. Strawson, 'On Referring'
 5. Analysis at work: Wittgenstein: *Philosophical Investigations*: Demolition of the Augustinian picture of language, Language-games, the uses of sentences [Sections 1 – 27(a) of *PI*], and The sources of Philosophical Problems, the nature of Philosophical Problems, Is analytic philosophy possible? [Sections 89 – 133 of *PI*]
 6. Analysis at work: W.V.O. Quine: "Two Dogmas of Empiricism"
 7. Analysis at work: Hilary Putnam: " 'Two dogmas' Revisited" in Ryle (ed) *Contemporary Aspects of Philosophy*, D.Reidel, 1976, later included in Putnam, *Realism and Reason: Philosophical Papers*, Vol 3, CUP, 1983, pp 87 – 97.

- Suggested Readings:**
1. Milton Munitz: *Contemporary Analytic Philosophy*
 2. P F Strawson: *Analysis & Metaphysics*

MAPHILCP302: Phenomenology and Existentialism

Objective: The objective of this course is to introduce Phenomenology as an approach to set aside the **contingent** metaphysical speculations, to confine philosophy into what is **necessary** or **essential**, to understand our concepts by relating those to the life world in which we find ourselves, and to introduce existentialism of Sartre as it is related to phenomenology along with the historical background in Kierkegaard's existentialism.

Outcome: Students are expected to grasp the importance of the subjective turn of phenomenology and existentialism in the history of Western Philosophy and .

- Topics:**
1. The aim of Phenomenology : a radical method of investigation; a presuppositionless philosophy: a rigorous science; science of essence as distinguished from science of facts
 2. Different stages of development of Husserl's Phenomenology, critique of psychologism, pure logic
 3. Phenomenological method: Phenomenological Reduction and its stages; essence and essential intuition
 4. Consciousness; Intentionality ; the structure of consciousness (noesis and noema); functional analysis of consciousness; the transcendental ego
 5. The problems of solipcism and intersubjectivity
 6. Lifeworld
 7. Existentialism : Chief features; some recurring themes (existence preceeds essence; anxiety, freedom; authentic and inauthentic existence, and death); its distinctive characteristics
 8. Kierkegaard : Idea of Philosophy , revolt against rationalism; notion of existence; truth as subjectivity; freedom and subjectivity; aesthetical, ethical and religious spheres
 9. Sartre: The distinction between being-for-itself and being-in-itself, being-for-others consciousness as nothingness, freedom, bad faith, relations with others, critique of Marxism

- Suggested Readings:**
1. Herbert Spiegelberg: *The Phenomenological Movement*
 2. Barry Smith & David Woodruff Smith (eds.): *The Cambridge Companion to Husserl*
 3. Edmund Husserl: *Ideas*
 4. Mary Warnock : *Existentialism*
 5. Jean paul Sartre : *Being and Nothingness*

6. D. F. Swenson : *Kierkegaard's Concluding Unscientific Postscript*, Princeton Univ Press, 1941
7. F. Copleston: *Contemporary Philosophy : Studies of Logical Positivism and Existentialism*, London, Burns & Oates, 1965
8. D. Cooper : *Existentialism : A Reconstruction*, Basil Blackwell, 1990

Optional Paper

MAPHILOP301: Nyāya: Unit-I

Text: *Nyāyasūtra* of Gautama with *Vātsyāyanabhāṣya* (*prathama adhyāya*)

MAPHILOP302: Navya-Nyāya

Text: *Vyaptipañcaka* with Mathuri (Selections)

MAPHILOP304: Vaiśeṣika: Unit-I

Text: *Bhāṣāparichheda* with *Siddhāntamuktāvali* (*Pratyakṣakhaṇḍa*)

MAPHILOP304: Vedānta: Unit-I

Text: *Brahmasūtra Śāṅkarabhāṣya* (Chapter 1; first four *sūtras*)
Ḍṛk-ḍṛśya-viveka

MAPHILOP305: Buddhist Epistemology

- Topics:**
1. Definition of *Pramāṇa* , Nature of *Pramāṇa* and its varieties
 2. Definition of Perception and its types, Erroneous Perception
 3. Definition of Inference and its different types
 4. Validity of Knowledge
 5. Theory of Illusion

- Text:**
1. *Nyāyabindu* of Dharmakīrti
 2. *Pramāṇavārtika* of Dharmakīrti
 3. *Pramāṇasamuccaya* of Dignāga (ch.1)

- Suggested Readings:**
1. Chattopadhyay, M. *Walking Along the Paths of Buddhist Epistemology*, D. K. Printworld, 2007
 2. Gupta, Rita. *The Buddhist Concepts of Pramāṇa and Pratyakṣa*, Sundeep Prakashan, 2006
 3. Jayatilleke, K.N, *Early Buddhist Theory of Knowledge*, Routledge, 2008
 4. Matilal, B.K. and Evans, D –*Buddhist Logic and Epistemology*, Dordrecht: D. Reidal & Co. 1986
 - Vyas, C.S. *Buddhist Theory of Perception with special reference to Pramāṇavārttika of Dharmakīrti*, Navrang, 1991

MAPHILOP306: Buddhist Ethics and Social Thinking

- Topics:**
1. Code of conduct for laity and monks
 2. *Caturāryasatya*
 3. Doctrine of Tolerance
 4. *Brahmavihāra*
 5. *Ahimsā*
 6. Position of Women
 7. Concern for Environment

- Text:**
1. *Vinayapiṭaka*
 2. *Therigāthā*

3. *Theragāthā*
4. *Majjhimanikāya*
5. *Viśuddhimagga*

Suggested Readings:

1. Blackstone, K.R – *Women in the Footsteps of the Buddha*, Motilal Banarsidass, 1998
2. Damien Keown, *The Nature of Buddhist Ethics*, New York, Palgrave, 2001
Douglas Osto, *Power, Wealth and Women on India Mahayan Buddhism: The Gandavyuha Sutra* London/ New York, Routledge, 2008
4. Edmund Jayasuriya – *Thera-Therīgāthā* Buddhist Cultural Center, 1999
5. G.S.P. Mishra – *Development of Buddhist Ethics*, Delhi: Munshiram Manoharlal, 1984
6. Garfield, Jay, *Engaging Buddhism*, Oxford University Press, 2015
I.B. Horner, *Women Under Primitive Buddhism: Lay Women and Almswomen*, reprint New Delhi, Motila Banarsidass Publishers, 1999
8. K.C.Pandey, *Ecological Perspectives in Buddhism*(ed), New Delhi, Readworth, 2008
9. Kalupahana, D – *Ethics in Early Buddhism* Motilal Banarsidass, 1998
Kathryn Blackstone, *Women in the Footsteps of the Buddha: Struggle for Liberation in the Therigatha* New Delhi, Motila Banarsidass Publishers, 2000
Loy David R. - *A New Buddhist Path: Enlightenment, Evolution, and Ethics in the Modern World*, Wisdom Publication, 2015
12. Pategama Gnanarama, *An approach to Buddhist Social Philosophy* Singapore, Ti- Sarana Buddhist Association, 1996
13. Peter Harvey – *An Introduction to Buddhist Ethics: Foundations Values and Issues*, Cambridge University Press, 2000

MAPHILOP307: Philosophy of Mind: Unit-I

Topics:

1. Dualism: The Mind - Body Problem
Historical Introduction: Mind-Body problem in Greek Philosophy
Plato's *Phaedo* (63E-84B)
Substance dualism and Property Dualism: Cartesian interactionism and Epiphenomenalism and problems with dualism.
2. Philosophical or radical Behaviourism: What speaks in favour of radical behaviourism, Category Mistake, problems with radical behaviourism.
3. Mind – Brain Identity Theory: Is consciousness a brain process? The causal argument for identity theory and the problems with identity theory
4. Functionalism: Mental states as multiply realizable functional states and troubles with functionalism.
5. Karl Popper's (Non-Dualistic) Interactionistic theory.

Suggested Readings:

1. Plato, "Phaedo" in Cooper, John, ed., *The Complete Works of Plato* (especially 63E–84B), Oxford: Oxford University Press, 1999.
2. R. Descartes, *Meditations on First Philosophy*, trans. by J. Cottingham. Cambridge Texts in the History of Philosophy, Cambridge: Cambridge University Press, 1996.
3. W.D. Hart, 'An Argument for Dualism', in B. Gertler and L. Shapiro, eds., *Arguing About the Mind* (London: Routledge, 2007), pp. 117-24.
4. Robert Richardson, 'The "Scandal" of Cartesian Interactionism', *Mind*, 91 (1982): 20-37. Available online: <http://www.jstor.org/stable/2253196>
5. Gilbert Ryle, "Descartes Myth" in Chalmers, David, ed., *Philosophy of Mind: Classical and Contemporary Readings*, Chapter 5, Oxford: Oxford University Press, 2002.
6. D.M Armstrong, *A Materialist Theory of Mind* (London: Routledge & Kegan Paul, 1968), Introduction and chapter 1. Available online at: <http://lib.mylibrary.com/?id=5833>.
7. J.J.C Smart, 'Sensations and Brain Processes', *Philosophical Review*, 68 (1959): 141- 156. <http://www.jstor.org/stable/2182164>.
8. David Lewis, 'An Argument for the Identity Theory', *Journal of Philosophy*, 63 (1966): 17-25. <http://www.jstor.org/stable/2024524>. Also available at:

<http://doi.org/10.1093/0195032047.003.0007>.

9. Jaegwon Kim, *The Philosophy of Mind*. 3rd ed. (Boulder, CO: Westview, 2010), Chapter. 1 'Introduction'.
10. Ned Block, "Troubles with Functionalism", in: *Minnesota Studies in the Philosophy of Science* 9 (1978), pp. 261–325.
11. K. R. Popper & J. C. Eccles, *The Self and Its Brain*, Routledge (1984)

MAPHILOP308: Advanced Logic (Part-I)

- Topics:**
1. Deductive systems: formal deductive systems; attributes of formal deductive systems; logistic systems
 2. Formal propositional Calculus: axioms of propositional calculus; theorems; Deduction Theorem; consistency, soundness, completeness, independence of propositional calculus
 3. First Order Predicate Calculus: its language, axioms, rules of inference; prenex normal form and Skolem normal form; satisfiability, interpretation, truth and model; soundness of FOPC, completeness (Henkin's proof) of FOPC.

- Suggested Readings:**
1. I.M. Copi, *Symbolic Logic*, 5th edn,
 2. L.H. Hackstaff, *Systems of Formal logic*
 3. Smullyan, *First Order Logic*
 5. G. Hunter, *Metalogic*

MAPHILOP309: Philosophy of Language (Part-I)

- Topics:**
1. Theories of Meaning : verificationism – Quine's challenge – Indeterminacy of Translation
 2. Theories of Meaning : Davidson's truth-conditional programme – verification condition vs truth-condition – compositionality – The semantics of a formal language as model for compositionality of Meaning
 3. The role of truth definition for formal Language – generating role and projecting role – extension of the procedure to natural language. Natural language and formal language – Surface grammar. Grammar and Logic – Phrase structure grammar and Transformation rules and preservation of meaning – syntactical rules and meaning projection rules – contemporary theory.

- Suggested Readings:**
1. Wittgenstein : *Philosophical Investigations* (Part I)
 2. Russell : "On Denoting";
Strawson : "On Referring"
Donnellan : " Reference and Definite Description"
Linsky : Referring
Taylor : Truth and Meaning (1998)
P K Sen : " Non-singular reference"
 3. Russell : " The Philosophy of Logical Atomism"
Searle : "Proper Names"
Kripke : *Naming and Necessity*
 4. Kripke : *Naming and Necessity*
Kaplan : "How to Russell a Frege – Church"
Putnam : " The Meaning of Meaning"
 5. Ayer : *Language Truth and Logic*
Quine : *Ontological Relativity and Other essays*
Quine : *Word and Object*
 6. Lycan : *Logical form in Natural Language*
Davidson : "Truth and Meaning" in Harman and Davidson (ed) *The Logic of Grammar*
 7. Hornstein : *Logical Form : From GB to Minimalism*

MAPHILOP310: Feminist Perspectives (Western)

- Topics:**
- Historical back ground of feminism, Feminist theories: Liberal, Marxist Socialist, Radical. Key concepts and central problems in feminism: Patriarchy, embodiment, identity, essentialism.
Problem in feminist epistemology: Feminist critique of the concept of subject, reason, knowledge.

- Suggested Readings:**
1. Tong Rosemarie *Feminist Thought*, Unwin Hyman, London, 1984.
 2. Whelenhan Imelda *Modern Feminist Thought – From the second wave to ‘Post feminism’* Edinburah University Press, Edinburah, 1995.
 3. Elizabeth (eds.) *Feminist Epistemologies*, Routledge, New York, 1993.
 4. Frazer, Hornsby J., Lovibond S, *Ethics: A Feminist Reader*, Blackwell, Oxford, 1992.

- References:**
1. Richardson Dian and Robinson Victoria(eds.) *Introducing Women Studies*, MacMillan press, London, 1993.
 2. De Beauvoir Simone : *The second sex*, Penguin Books, Harmondsworth, 1981.

MAPHILOP311: Social and Political Philosophy: Theoretical Approaches (Part-I)

- Topics:**
1. Materialistic Approach – Karl Marx: Praxis – Labour – Class – State – Revolution.
 2. Existentialist Approach – Nietzsche: Will to Power – Morality – Overman
 3. Phenomenological Approach – Jean-Paul Sartre: Humanism
 4. Psychological Approach – Frantz Fanon: Colonialism and Alienation
 5. Poststructural Approach – Michel Foucault: Power and Knowledge

- Text:**
1. David McLellan, *The Thought of Karl Marx – An Introduction*, Macmillan Press Ltd., London, 1986.
 2. Friedrich Nietzsche, *Thus Spoke Zarathustra*, Penguin Books, New York, 1978.
 3. Jean-Paul Sartre, Carol Macomber (Tr.), *Existentialism is a Humanism*, Yale University Press, New Haven and London, 2007.
 4. Frantz Fanon, Charles Lam Markmann (Tr.), *Black Skin White Masks*, Pluto Press, London, 1986
 5. Michel Foucault, Colin Gordon (Ed.), *Power/Knowledge*, Pantheon, New York, 1980.

MAPHILOP312: Applied Ethics (Western)

- Topics:** Elements of Utilitarianism, Social Contract, Rights and Welfare, Hunger and Poverty, Right to Life, Autonomy of Individuals and Groups, Feminism, Animal Rights, Environment.

- Suggested Readings:** Selections from *Applied Ethics: A Multicultural Approach*, Edited by Larry May Et. At., Printice Hall, 1994.

MAPHILOP313 Cultural Philosophy: Culture as Contestation

- Topics:**
1. Post-Marxism – Antonio Gramsci: Elite – Hegemony – Critical Consciousness
 2. Frankfurt School – Theodor Adorno: Culture Industry
 3. Literary Criticism – Edward Said: Orientalism
 4. Subaltern Studies – Ranajit Guha: Historiography – Chandra’s Death

- Text:**
1. Antonio Gramsci, Quintin Hoare and Geoffrey Nowell Smith (Eds.), *Selections from the Prison Notebooks of Antonio Gramsci*, Lawrence and Wishart, London, 1991. (Selections)
 2. Theodor Adorno, *The Culture Industry: Enlightenment as Mass Deception*, in Max Horkheimer and Theodor W. Adorno, Edmund Jephcott (Tr.), *Dialectic of Enlightenment*, Stanford University Press, Stanford, 2002.
 3. -----, *Culture Industry Reconsidered*, in Theodor W. Adorno, J.M. Bernstein (Ed.), *The Culture Industry – Selected Essays on Mass Culture*, Routledge, London, 2001.
 4. Edward W. Said, *Orientalism*, Routledge & Kegan Paul, London and Henley, 1978.
 5. Ranajit Guha, *On Some Aspects of the Historiography of Colonial India*, in Ranajit Guha (Ed.), *Subaltern Studies I – Writings on South Asian History and Society*, Oxford University Press, New Delhi, 2010.
 6. -----, *Chandra’s Death*, in Ranajit Guha (Ed.), *Subaltern Studies V – Writings on South Asian History and Society*, Oxford University Press, New Delhi, 2010.

MAPHILOP314: Philosophical Issues Concerning Life and Death (Unit-I)

Topics: Philosophical examination of the basic concepts concerning life, death, and nature, the meaning and demeaning of life, difference between 'life' and 'existence', human nature, self, nature of morality, value and happiness, human freedom, and the possibility of life after death. Different philosophical approaches to the meaning of life would be discussed.
Indian perspectives: Charvaka; Advaita Vedanta; Bhagavad Gita; Buddhism, Jainism

Text: 1. Swami Vivekananda, *Life after Death*
2. A.K. Roy Choudhury, *Self and Falsity in Advaita Vedanta*

Suggested Readings: 1. Swami Abhedananda, *Life Beyond Death*
2. Gian Giuseppe Pilippi, *Concept of Death in Indian Tradition* (Tr. Antonio Rigopoulos)
3. Radhakrishnan, *History of Philosophy: Eastern and Western*, Vol. I
4. Aurobindo, *The Life Divine*
5. Jayatilal Sanghvi, *A treatise on Jainism*
6. Satkari Mukherjee, *Buddhist Philosophy of Universal Flux*
7. Dalai Lama, *Sleeping, Dreaming and Dying*

MAPHILOP315: Political Philosophy – Popper’s Poverty of Historicism

Text: K. Popper: *The Poverty of Historicism*

MAPHILOP316: Islamic Philosophy

Topics: 1. History of Islamic Philosophy (source, meaning and concept of Islamic Philosophy)
2. Mutazilism and Ashariism, Wujudiism, Suhudiism (Faith and Reason, God, Man and the World, Good and Evil, Unity of Being and Unity in witness)
3. Philosophy of the prominent Islamic Philosophers (Al-Farabi, Ibn-Sina, Al Ghazali, Ibn-Rushd).
4. Muslim Philosophers of India (Iqbal, Shah Waliullah)
5. Philosophy of Islamic Humanism.

Suggested Readings: 1. Seyyed Hossein Nasr and Oliver Leaman, *History of Islamic Philosophy*, part-I-II, Edited Routledge, London and New York, 1996.
2. M.M. Sharif, *A History of Muslim Philosophy*, Pakistan Philosophical congress, Pakistan.
3. B.A. Dar, Abd-al Qadir Jilani and Shihabuddin Suhrawardy.
4. Majid Fakhry, *A History of Islamic Philosophy*
5. Khalifah Abdul Hakim, Iqbal
6. Abdul Hamid Siddique, *Renaissance in Indo-Pakistan*,
7. Averroses, *Tahfatul Tahafut Translation*

MAPHILOP317: Ethical Perspectives of Religions

Topics: 1. Hinduism : The concept of *Dharma*
2. Islam : Five Pillars
3. Christianity : Ten Commandments
4. Buddhism : *Pañcāsīla and Astāngika mārga*
5. Jainism : *Triratna, Mahāvratā and Anuvratā*

Suggested Readings: 1. Morgan Peggy, *Ethical issues in six religious traditions*, Edinburg University Press, 1996
2. Raju Karan Singh, *Ethical Perspectives : Perceptions of World Religions - A comparative Study*, Amritsar, 2002
3. Hopkins Thomas, *The Hindu Religious Traditions*
4. Paul Dundas, *The Jainas*
5. T. W. Rhys Davids, *The Buddhist India*

6. Etine Gilson, *History of Christian Philosophy in the middle ages*, New York, 1955
7. Dr. Hamidullah, *Introduction to Islam*



M.A. SEMESTER – III
COMPULSORY PAPER

MAPHILCP401: Hermeneutics and Post-Modernism

Objective: To introduce the history and types of hermeneutics and the hermeneutical approaches to the issues involved in the derivations of meanings out of texts and traditions by the subjects; to introduce students to the philosophical issues involved in modernity and the postmodern/post-structural approaches to the epistemological claims and constructions.

Outcome: Students are expected to grasp the epistemological issues involved in the production of meanings and knowledge systems.

- Topics:**
1. Origin and History of Hermeneutics
 2. Types of Hermeneutics
 3. Hans-Georg Gadamar
 4. Paul Ricoeur
 5. Jurgen Habermas
 6. Lyotard
 7. Derrida
 8. M. Foucault

- Suggested Readings:**
1. A Joseph Durairaj, *Philosophical Hermeneutics*, Satya Nilayam, Chennai, 2011
 2. Hans-Georg Gadamar, *Truth and Method*, (Trs. Joel Weinsheimer and Donald G. Marshall), Bloomsbury, New Delhi, 2013
 3. Paul Ricoeur, "The Model of the Text: Meaningful Action Considered as a Text", *New Literary History*, Vol.-5, No.-5, 1973
 4. Jurgen Habermas, "Hermeneutic Claim to Universality" in *Hermeneutics Reader* (Ed. Kurt Mueller-Wallmer), Continuum, London, 1988
 5. Jean-Francois Lyotard, *The Postmodern Condition – A Report on Knowledge*, Manchester University Press, Manchester, 1984.
 6. Michel Foucault, Gordon (Ed.), *Power/Knowledge – Selected Interviews and Other Writings (1972 – 1977)*, Vintage Books, New York, 1980.
 7. Michel Foucault, Sylvere Lotringer (Ed.), *The Politics of Truth*, Semiotext(e), Los Angeles, 2007.
 8. Jacques Derrida, *Writing and Difference*, University of Chicago Press, Chicago, 1978.
 9. Jacques Derrida, Gayatri Chkravorty Spivak (Tr.), *Of Grammatology*, Johns Hopkins University Press, Baltimore, 1976
 10. Gianni Vattimo, *Beyond Interpretation: The Meaning of hermeneutics for Philosophy*, Polity Press, Cambridge and Oxford, 1997

MAPHILCP402: Philosophy of Religion

Objective: To introduce the students to the philosophical studies of religions, especially with emphasis on comparative method, concept of divinity and morality and to make them aware of the religious pluralism.

Outcome: The students are expected to understand the plurality of religious phenomena and the need for inter-religious dialogue for the resolution of religious conflicts.

- Topics:**
1. Possibility and Need of Comparative Religion
 2. The Nature of Inter-religious Dialogue and Understanding
 3. Modes of Understanding the Divine
 4. Religion and Its relation with Moral Value
 5. Religious Pluralism and Its Implications for Religious Faith
 6. Vivekananda – Chicago Lecture

- Suggested Readings:**
1. J. Hick, “Religious Pluralism” in Phillip Quinn and Charles Taliaferro (eds.) *A Companion to Philosophy of Religion*, Oxford, Blackwell, 1997 [also available in Charles Taliaferro and Griffiths (eds.) *Philosophy of Religion: An Anthology*, USA, Blackwell Publishing Ltd, 2003].
 2. Swami Vivekanand, “Addresses at the Parliament of Religions,” in *The Complete Works of Swami Vivekanand*, Vol.I (17th edition), Calcutta, Advaita Ashram, 1986.
 3. Ariarajah, W. *Not Without My Neighbor: Issues in Interfaith Relations*. WCC, 1999.
 4. Eric J. Sharpe: *Comparative Religion: A History*, London: Duckworth, 1975.
 5. Diana L. Eck, *Encountering God: A Spiritual Journey from Bozeman to Benaras*, 1993
 6. Kalidas Bhattacharya, *possibility of Different Types of Religion*, The Asiatic Society, Calcutta, 1975
 7. Dara Shikuh, *Mingling of Two Oceans*, (Majma Ul Bahrain) (Translation), Asiatic Society of Bengal, 1929

Optional Paper

MAPHILOP401: Nyāya: Unit-II

Topics: *Nyāya-kusumāñjali* with Haridāsī Tikā (Selected portion)

MAPHILOP402: Vaiśeṣika: Unit-II

Topics: *Bhāṣāparichheda* with *Siddhāntamuktābālī – anumāna* and *śabda khaṇḍa*

MAPHILOP403: Vedānta: Unit-II

Topics: Brahmaśūtra Śribhāṣya (Chapter 1; first four sutras)
Yatīndramatadīpikā

MAPHILOP404: Sankhya

Topics: *Sāṃkhya kārikā* and *sāṃkhyatattva kōumudī*

MAPHILOP405: Buddhist Metaphysics

- Topics:**
1. The Four Noble Truths: Reality and The Criterion of reality
 2. Concept of Suffering
 3. Theory of causality: Principle of Dependent Origination
 4. Doctrine of Momentariness
 5. Concept of *nairātmya*
 6. Doctrine of *apoha*
 7. Concept of *śūnya*
 8. Concept of Nirvāna: various kinds and the approach of Middle Way

Text:

1. *Abhidhammakōṣa* of Vasubandhu
2. *Mūlamādhyamakakārikā* of Nāgārjuna
3. *Vigrahavyāvartani* of Nāgārjuna
4. *Vijñaptimātratāsiddhi* of Vasubandhu

- Suggested Readings:**
1. Chatterjee, Ashoke, *Yogacāra Idealism*, MotilalBanarsidass, 1975
 2. Katsura, S. and Siderites, M. *Mulamadhymakakārikā*, 2013
 3. Garfield, J, *Fundamental Wisdom of the Middle Way*, OUP, 1995
 4. Siderits, Marks, *Buddhism as Philosophy*, Ashgate Publishing Limited, 2007
 5. Mukherjee, Satkari, *The Buddhist Philosophy of Universal Flux*, University of Calcutta, 1935
 6. Ronkin, Noa, *Early Buddhist Metaphysics*, Routledge, 2005
 7. Stcherbatsky, *Buddhist Logic*, MotilalBanarsidass Publishers, Delhi, 1994

MAPHILOP406: Buddhist Logic

- Topics:**
1. Parārthānumāna, its Process and Constituents
 2. Different types of *Hetu*
 3. *Vyāpti* and *Vyāptigraha*
 4. *Hetvābhāsa*, *Pakṣābhāsa*, *Drṣṭāntābhāsa*, *Prasanga*
 5. *Nīgrahasthāna*

- Text:**
1. *Nyāyabindu* of Dharmakīrti
 2. *Pramāṇavārtika* of Dharmakīrti
 3. *Hetubindu* of Dharmakīrti
 4. *Vādanyāya* of Dharmakīrti

- Suggested Readings:**
1. Matilal, B.K. and Evans, D – *Buddhist Logic and Epistemology*, Dordrecht: D. Reidal & Co. 1986
 2. Tillemans, T. – *Scripture, Logic and Language*, Wisdom Pub, 1999
 3. Stcherbatsky, *Buddhist Logic*, MotilalBanarsidass Publishers, Delhi, 1994

MAPHILOP407: Philosophy of Mind: Unit-II

- Topics:**
1. Mental Causation: can mental properties be the cause of bodily behaviour?
 2. Consciousness: what consciousness is; varieties of consciousness; the easy problems and the hard problem of consciousness
 3. Zombies and the Explanatory Gap
 4. Intentional Theories of Consciousness
 5. The extended mind: how can we draw the boundaries of our minds?

- Suggested Readings:**
1. Frank Jackson. 1996. "Mental Causation". In: *Mind* 105.419 (2) 377–413.
 2. Tim Crane. 1995. "The Mental Causation Debate". In: *Proceedings of the Aristotelian Society* 69: 211–236
 3. Karen Bennett. 2007. 'Mental Causation', *Philosophy Compass*, 02: 316-37. Available online only at: <http://doi.org/10.1111/j.1747-9991.2007.00063.x>.
 4. Kim Jaegwon, *Mind in a Physical World* (Cambridge, MA: MIT Press, 1998), Chapter. 1
 5. Stephen Yablo. 1992. 'Mental Causation', *Philosophical Review*, 101: 245-280. Available at <http://www.jstor.org/stable/2185535>.
 6. Ned Block. 2002 "Some Concepts of Consciousness". In: *Philosophy of Mind: Classical and Contemporary Readings*. Ed. By D. Chalmers. 2002, pp. 206–219.
 7. David J. Chalmers. 1996. *The Conscious Mind: In Search of a Fundamental Theory*. Oxford University Press.
 8. Tim Crane. 2001. *Elements of Mind* (Oxford: Oxford University Press, 2001), Chapter. 3
 9. Ned Block. 1995. 'On Confusion about a Function of Consciousness', *Behavioral and Brain Sciences*, 18 (02): 227-47. Available at <http://doi.org/10.1017/S0140525X00038188>.
 10. David Rosenthal. 1986. 'Two Concepts of Consciousness', *Philosophical Studies*, 49: 329-59. Available at <http://www.jstor.org/stable/4319832>
 11. Christopher Hill. 2006. *Consciousness* (Cambridge: Cambridge University Press), 2006). Also available online at: <http://dx.doi.org/10.1017/CBO9780511804274>.

12. Sydney Shoemaker. 1994. 'Qualia and Consciousness', *Mind*, 100 (1994): <http://www.jstor.org/stable/2255008>.
13. Gilbert Harman. 1990. 'The Intrinsic Quality of Experience', in J.E. Tomberlin, ed., *Philosophical Perspectives* (Vol. 4), *Action Theory and Philosophy of Mind* (Atascadero, CA: Ridgeview), pp. 31-52. <http://www.jstor.org/stable/2214186>
14. Charles Siewert. 2011. 'Consciousness and Intentionality', in E.N. Zalta, ed., *Stanford Encyclopaedia of Philosophy* (Fall 2011 Edition) [Online]. Available at: <http://plato.stanford.edu/entries/consciousness-intentionality/>
15. Michael Tye. 1995. *Ten Problems of Consciousness* (Cambridge, MA: MIT Press, 1995), Chapters 1 & 5.
16. Frank Jackson. 1982. 'Epiphenomenal Qualia', *Philosophical Quarterly*, 32 (1982): 127-36. <http://www.jstor.org/stable/2960077>.
17. Andy Clark and David J. Chalmers. 1998. "The Extended Mind". In: *Analysis* 58.1 (1998), pp. 7–19.

MAPHILOP408: Philosophy of Science

- Topics:**
1. Hempelian Picture of Scientific Explanation and its Developments
 2. Popper : Logic of Scientific Discovery; Falsifiability and verisimilitude
 3. Kuhn : Paradigm and Scientific Change
 4. How the Laws of Physics Lie
 5. How the Laws of Physics do not Lie
 6. Interventionist Realism

- Suggested Readings:**
1. Hempel : Scientific Explanation
 2. Popper : Logic of Scientific Discovery
 3. Kuhn : Structure of Scientific Explanation
 4. Kuhn : "Comensurability, Compatibility, Communicability"
 5. Cartwright : How the Laws of Physics Lie
 6. Cartwright : Nature's Capacities and their Measurements
 7. Hacking: Representing and Intervening

MAPHILOP409: Advanced Logic (Part-II)

- Topics:**
1. Binary operations on sets: lattice; criterion of sets having two binary operations to be a lattice; distributive lattice, complemented lattice; properties of lattice
 2. Boolean Algebra: criterion of set having two binary operations to be a Boolean Algebra; intuitive treatment of a Boolean Algebra in terms of subsets of a set
 3. Modal Logic: Systems T, S-4 and S-5; decision procedures of T, S-4 and S-5
 4. Heyting's axiomatization of Intuitionistic Logic

- Suggested Readings:**
1. R.R. Stoll, *Lattice Theory*
 2. R.L. Goodstein, *Boolean Algebra*, Pergamon Press and MacMillan, 1963
 3. Hughes and Cresswell, *A New Introduction to Modal Logic*
 4. A. Heyting, *Intuitionism*

MAPHILOP410: Philosophy of Language (Part-II)

- Topics:**
1. Denoting and Referring : Strawson's objections to Russell's Theory –Donnellan's distinction between referential and attributive use – Application of this distinction in Russell – Strawson Debate
 2. Proper Names – Failure of the Referential Theory – Russell's description Theory ordinary proper names – Searle's objections to Russell's Theory – Searle's cluster theory of proper names – Kripke's critique of Russell and Searle.
 3. Are proper names directly referential? Rigidity and proper names: Kripke's account – Udayana's account of the term akasa in Kiranavali – The Direct Reference Theory of names: Mill, Kripke and Kaplan. The causal-Historical Theory of referring – Kripke and Putnam against Descriptivist theory of Natural-Kind terms

- Suggested**
1. Searle : "Proper Names"

- Readings:**
2. Kripke : *Naming and Necessity*
 3. Kaplan : “How to Russell a Frege – Church”
 4. Kaplan, David (1989a): “Demonstratives,” in J. Almog, H. Wettstein, and J. Perry (eds.), *Themes From Kaplan*. Oxford: Oxford University Press, pp. 481–563.
 5. Putnam : “ The Meaning of Meaning”
 6. Salmon, Nathan: “Naming, Necessity, and Beyond,” *Mind*, 112: 475–92.

MAPHILOP411: Feminist Perspectives (Indian)

Topics: Is Indian feminism possible? The vedic perspective on the status of women: Samhita, Brahmana, Upanisadas, Smritis, Ramayana, Mahabharata, Dharmasastra, Caste and Gender. The non-Vedic perspective: Buddhist, Jaina & Carvaka. The medieval and modern perspectives: Vaisnavism, Sikhism.
Perspectives according to: Gandhi, Vivekananda, Raja Ram Mohan Roy, R.N. Tagore, and some Bengali Writers.(to be specified)

- Suggested Readings:**
1. Altekar, A.S.; *Position of Women in Hindu Civilization from Pre-historic Times to the Present Day*. Motilal Banarasidass, 1962.
 2. Sharma, Arvinda; *Religion and women*, Sri Sadguru publication, New Delhi, 1997.
 3. N.Shanta; *Unknown Pilgrims*, Sri Garibdas, Oriental Series, No.219, Sadguru publication, New Delhi, 1997.
 4. Jaini, P.I; *Gender and Salvation : Jaina Debates on Spiritual Liberation on Women*, Journal of Indian Philosophy. Vol.25, No.5, 1997.
 5. Desai Neera & Krishna Raj Maitreyi; *Women and society in India*, Ajanta Publications, New Delhi, 1987.
 6. Patil S., *Dasa-Sutra Slavery*, Allied publisher, Mumbai, 1982.
 7. Purohit Swami, *Indian Monk: His Life and Adventure*, Macmilan and Co.Ltd., London, 1932.
 8. Mayavati Ashrama (Ed.), *Complete Work of Vivekananda*, Mayabati Memorial Edition, 1-8 Volumes, Advaita Ashrama, Mayavati, Almora, Himalaya, 1948.
 9. Dr.Vidyut Bhagwat; *Locating Early Feminist Thought: A Review of Women's situation from 17th century to the 20th century*, Stree Abhyas Kendra, Pune University.
 10. Gross R.M.; *Buddhism After Patriarchy*, Sri Satguru Publication, New Delhi, 1993.
 11. Carberon J.I.; *Buddhism, Sexuality and Gender*, Sri Satguru Publication, New Delhi, 1992.

MAPHILOP412: Social and Political Philosophy: Theoretical Approaches (Part-II)

- Topics:**
1. Feminist Approach – Gayatri Chakravarty Spivak: *Can the Subaltern Speak?*
 2. Non-Political Approach – Tagore: *Nationalism*
 3. Anti-Caste Approach – Ambedkar: *The Untouchables*
 4. Religious Approach: Vivekananda: *Practical Vedanta*
 5. Pedagogical Approach – Paulo Freire: *Critical Consciousness*

- Text:**
1. Gayatri Chakravarty Spivak, *Can the Subaltern Speak?* in Diana Brydon (Ed.), *Postcolonialism – Critical Concepts in Literary and Cultural Studies*, Routledge, London, 2000.
 2. Rabindranath Tagore, *Nationalism*, Penguin Books, New Delhi, 2009.
 3. Sharmila Rege, *Against the Madness of Manu – B.R. Ambedkar's Writings on Brahminical Patriarchy*, Navayana, New Delhi, 2013.
 4. Paulo Freire, Myra Bergmann Ramos (Tr.), *Pedagogy of the Oppressed*, Continuum, New York and London, 2005

- Suggested Readings:**
1. David McLellan, *Karl Marx – Selected Writings*, Oxford University Press, Oxford, 1977.
 2. Walter Kaufmann, *Nietzsche – Philosopher, Psychologist, Antichrist*, Princeton University Press, Princeton, 1974.
 3. David Owen, *Maturity and Modernity – Nietzsche, Weber, Foucault and the Ambivalence of Reason*, Routledge, London, 1997.
 4. G. Marinko, *What is Scientific and Technological Revolution*, Progress Publishers, Moscow, 1989.
 5. Gilles Deleuze, Sean Hand (Tr.), *Foucault*, The Athlone Press, London, 1988.
 6. Michel Foucault, Alan Sheridan (Tr.), *The Order of Things*, Pantheon, London, 1970.
 7. -----, *The Archeology of Knowledge*, Pantheon, New York, 1972.

8. -----, *Discipline and Punish – The Birth of the Prison*, Vintage Books, New York, 1979.
9. Gayatri Chakravarty Spivak, *The New Subaltern – A Silent Interview* in Vinayak Chaturvedi (Ed.), *Mapping Subaltern Studies and the Postcolonial*, Verso, London, 2000.
10. Gayatri Chakravarty Spivak, *An Afterword on the New Subaltern* in Partha Chatterjee and Pradeep Jeganathan (Ed.), *Subaltern Studies XI – Community, Gender and Violence*, Permanent Black, Delhi, 2010.

MAPHILOP413: Ethics (Indian)

- Topics:**
1. The Law of *Karma*
 2. The concept of *Puruṣārtha* as providing a framework for understanding Indian philosophies of life.
 3. Approaches to *Puruṣārthas* : *kāma* and *Artha* as the only *puruṣārthas*, *trivarga* theory of four *puruṣārthas* as articulated in *Śāstras* and *Darśanas*.
 4. The modern interpretations of the concept of *puruṣārtha* : Rajendra Prasad, K.J.Shah and Daya Krishna
 5. The concept of *Dharma: Rta, Ṛna, Yajña* and *Dharma*. Kinds of *Dharma*: *Sādāraṇadharmā*, *Svadharmā*, *Strīdharmā* (Jaina and Buddhist view). Other relevant concepts : *Yama-Niyama*, *Śīla*, *Vrata*, *Preyas*, *Sreyas*

- Suggested Readings:**
1. P.V.Kane-History of Dharmasastra(Vols I & II),BORI,Pune 1968
 2. Datta-Ed.Purusartha,Laxmi Trust,Pune 1995
 3. R.Prasad-Karma,Causation and Retributive Morality,Conceptual Essaya in Ethics and Metaethics,ICPR,New Delhi,1989
 4. Dayananda Bhargava-Jaina Ethics,Motilal Banarasidass,1968
 5. H.Saddhatissa-Buddhist Ethics,Allen and Unwin,1970
 6. R.D.Ranade-Pathway to God-realization
 7. Dayakrishna :Indian Philosophy –A counter Perspective
 8. The Gita (2nd and 3rd Adhyaya)
 9. J.N.Mohanty-Classical Indian Philosophy (Oxford UP:2000)
 10. B.K.Matilal-The Logical and Ethical Issues of Religious Belief
 11. K. J. Shah

MAPHILOP414:Cultural Philosophy: Identity and Multiculturalism

- Topics:**
1. Karl Renner and Bruno Bauer: National Cultural Autonomy and the Question of Identity
 2. Benedict Anderson: Imagined Communities
 3. Charles Taylor: The Politics of Recognition
 4. Bhikhu Parekh: Multiculturalism

- Text:**
1. Karl Renner, *State and Nation*, in Ephraim Nimni (Ed.), *National Cultural Autonomy and its Contemporary Critics*, Routledge, New York, 2009.
 2. Benedict Anderson, *Imagined Communities – Reflections on the Origin and Spread of Nationalism*, Verso, London, 2006.
 3. Charles Taylor, *The Politics of Recognition*, in Amy Gutmann (Ed.), *Multiculturalism – Examining the Politics of Recognition*, Princeton University Press, Princeton, 1994.
 4. Bhikhu Parekh, *What is Multiculturalism?*, available in <http://www.india-seminar.com/1999/484/484%20parekh.htm>

- Suggested Readings:**
1. Fredric Jameson, *Late Marxism – Adorno, or, the Persistence of the Dialectic*, Verso, London, 1992.
 2. Ranajit Guha, *The Prose of Counter-Insurgency*, in Ranajit Guha (Ed.), *Subaltern Studies II – Writings on South Asian History and Society*, Oxford University Press, New Delhi, 2010.
 3. -----, *Dominance without Hegemony and its Historiography*, in Ranajit Guha (Ed.), *Subaltern Studies VI – Writings on South Asian History and Society*, Oxford University Press, New Delhi, 2010.
 4. -----, *Discipline and Mobilize*, in Ranajit Guha (Ed.), *Subaltern Studies VII – Writings on South Asian History and Society*, Oxford University Press, New Delhi, 2010.
 5. -----, *The Small Voice of History*, in Ranajit Guha (Ed.), *Subaltern Studies IX – Writings on South Asian History and Society*, Oxford University Press, New Delhi, 2010.

6. Tom Bottomore and Patrick Goode (*Tr. & Ed.*), *Austro-Marxism*, Clarendon Press, Oxford, 1978.
7. C.W. Watson, *Multiculturalism*, Viva Books Private Ltd., New Delhi, 2005.

MAPHILOP415: Philosophical Issues Concerning Life and Death (Unit-II)

Topics: Philosophical examination of the basic concepts concerning life, death, and nature, the meaning and demeaning of life, value and happiness, surrogacy, cloning, relationship and human freedom, abortion, euthanasia, and the possibility of life after death. Different philosophical approaches to the meaning of life would be discussed. Western perspectives: Aristotelian; Kantian; Existentialist; Wittgenstein, Peter Singer, Tom Reagon

Text:

1. Peter Singer (Ed.), *A Companion to Ethics*
2. Tom Reagon

Suggested Readings:

1. E.D. Klemke (ed.), *The Meaning of Life* (2nd edn.), Oxford University Press, New York, 2000
2. Erwin Schrodinger, *What is Life*, CUP, 2001
3. Soren Kierkegaard, *The Sickness unto Death* (Trs. Edna H. Hong & Howard V. Hong)
4. Hugh La Follette, 'Ethics in Practice'
5. C. Hargrove (Ed.), *The Animal Rights / Environmental Ethics Debate*
6. John Ladd, *Ethical Issues Relating to Life and Death*

MAPHILOP416: Sufism

Topics:

1. Origin and Development of Sufism.
2. Aims and Objectives of Sufism (*fana-fillah wa baqa billah*).
3. Sufi Beliefs, Practices and Psychology.
4. Sufi Orders (Silsilahs).
5. Sufi notion of Perfect Human being.
6. Sufism, Communal Harmony and Cross-Cultural interaction.

Suggested Readings:

1. *Revelation of the Mystery (Kashf al-Mahjub)* by Ali al-Hujwiri Trans: Carl W. Ernst. PIR Publications;
2. *The Removal of Cares – Forty Five Discourses. (Jala' Al-Khawathir)*. by Hazrat Abdul Qadir Jilani Trans: Muhtar Holland. Al-Baz Publishing, 1997;
3. *Morals For The Heart. (Fawa'id al-Fu'ad)* by Hazrat Khwaja Nizamuddin Awliya Trans: Bruce B. Lawrence. Paulist Press, 1992;
4. *Sufism and the Islamic Tradition. (Lamhatwa Sata'at)* by Shah Waliullah, Trans: G. N. Jalbani. Octagon Press, 1999;
5. *Discourses of Rumi. (Fihi-ma-fihi)* by Jalaluddin Rumi Trans: A. J. Arberry. John Murray, 1975; ISBN: 0719531802
6. Sydney Spenser, *Mysticism in the World Religions*, George Allen and Unwin Ltd., London, 1963.
7. Rasheeduddin Khan, *Composite Culture of India*, Indian Institute of Advanced Study, Shimla in association with Allied Publishers Pvt. Ltd., New Delhi, 1987, pp- 93-94.
8. William C Chittick, *Sufism- A Short Introduction*, New World, Oxford, 2007.
9. Hafiz Md. Tahir Ali, *Impact of Sufism*, Santiniketan 2003.
10. J. Tringham Spencers, *Sufi Orders in Islam*, Oxford University Press, London, 1930
11. Seyyed Athar Abbas Rizvi, *A History of Sufism in India, Australia*, vol-1-2,
12. S.R. Sharda, *Sufi Thought*, Munshiram Monoharlal Pvt. Ltd., New Delhi, 1998.
13. Aziz Ahmad, *Studies in Islamic Culture in the Indian Environment*, Clarendon Press, Oxford, 1964, pp.123-129
14. A.J. Arberry, *Sufism*, George Allen and Unwin Ltd., London, 1956, pp.84-90.
15. Md. Sirajul Islam, *Sufism and Bhakti*, CRVP, Washington, D.C., 2004.
16. Schimmel Annemarie, *Mystical Dimensions of Islam*, The University of North Carolina Press, Chapel Hill, 1975.
17. John P Brown, *The dervishes (Oriental Spiritualism)*, Oxford University Press, London, 1927.

MAPHILOP417: Contemporary Ethics (Amartya Sen)

- Topics:**
1. Utilitarianism and Beyond (selections) : Sen, A and Williams, B (eds) , CUP 1982
 2. Rights and Agency , Phil. Pub Aff, 11, 3 – 32, wint 82
 3. Evaluator Relativity and Consequential Evaluation , Phil. Pub Aff, 12, 113 – 132, spring 83

MAPHILOP418: Counter Perspectives of Modern Indian Thinkers

- Topics:**
1. Jyotiba Phule: Hinduism as exploitation
 2. Pandita Ramabai : Against Patriarchy
 3. E. V. Ramaswamy : Critique of caste and religion
 4. Narayana Guru : One caste, One Religion and one God for Humanity
 5. J. Krishnamurti : Freedom from the known

Suggested Readings:

1. Swami Muni Narayan Prasad, *The Philosophy of Narayana Guru*, D. K. Printworld, New Delhi, 2003
2. Gail Omvedt, *Dalit Visions – the anti caste movement and the construction of an Indian Identity*, Orient Longman Pvt. Ltd., Hyderabad, 2008
3. Pandita Ramabai, *My story*, Christian Institute for study of Religion and society, Bangalore
4. Jyotiba Phule, Ghulamgiri, 1873
5. Nicolas B. Dirks, *Castes of Mind: Colonialism and the making of Modern India*, Princeton University Press, Princeton 2001
6. J. Krishnamurti, *Freedom from the Known*, Krishnamurti foundations India

MAPHILOP419: Contemporary Indian Philosophy

- Topics:**
1. K.C. Bhattacharya : “Concept of Philosophy”
 2. B. K. Matilal : *Dilemmas in Mahabharata*
 3. J. N. Mohanty : *Ganges’ Theory of Truth*
 4. Dayakrishna : *Indian Philosophy* – “Three Myths about Indian Philosophy” and “The Upanisadas – What are they” in *Indian Philosophy: A Counter Perspective*, OUP, Delhi, 1991

MAPHILOP420: Methodology and Dissertation**Group - A****Methodology:**

1. Types and methods of Research
2. Review of Literature
3. Note-taking, Referances, Bibliography
4. Planning Research
5. Report Writing

Text:

1. C. R. Kothari, *Research Methodology – Methods and Techniques*, New Age Publication, 2014
2. O. R. Krishnaswami, *Methodology of Research in Social Sciences*, Himalaya Publishing House, Mumbai, 2001

Group - B Dissertation

Paper consist of total 75 marks out of which Group-A will consist of 25 marks (out of 25 marks, 5 marks for internal assesment and rest 20 marks for written examination) and Group-B will consist of 50 marks (out of which 40 marks for external examiner for examining the written submission and viva-voce (30+40) and 10 marks for internal examiner). The submission should not exceed 50 pages.