

Multi-Disciplinary Course

based on NEP-2020

SEMESTER-I



(Effective from Session 2025-26)

(Batch: 2025-2028)



SAMBALPUR UNIVERSITY

JYOTI-VIHAR, BURLA, SAMBALPUR, ODISHA-768019

Multi-Disciplinary Course (MDC)

SEMESTER-I

ENVIRONMENTAL CHEMISTRY

Credits: 3

Lecture: 45 Hour

Full mark: 100

Subject Teacher: Chemistry or any other life Science Teacher.

Course Objectives:

The objectives of a course in environmental chemistry typically aim to provide students with a deep understanding of the chemical processes occurring in the environment and their impacts on ecosystems, human health, and the planet as a whole with a comprehensive understanding of the components and processes of environmental systems, including the atmosphere, hydrosphere, lithosphere, and biosphere, and their interactions. Investigation of the chemical composition of environmental compartments, including the atmosphere (air pollutants), hydrosphere (water pollutants), and lithosphere (soil pollutants), and the sources, fate, and transport of pollutants in these compartments. To examine the chemical properties and toxicological effects of environmental pollutants on ecosystems and human health, including acute and chronic toxicity, bioaccumulation, bio magnification, and risk assessment.

Course outcomes:

- Gain a comprehensive understanding of the chemical processes occurring in the environment, including the sources, fate, and transport of pollutants
- Develop analytical skills in environmental chemistry, and apply a range of analytical techniques for the detection, and characterization of environmental pollutants.
- Aware of global environmental issues and challenges such as climate change, pollution, biodiversity loss, and resource depletion.
- Apply the principles of environmental chemistry for mitigating environmental pollution, promoting environmental conservation, and contributing to the development of environmentally friendly technologies and policies.

UNIT I

Environment Introduction, Composition of atmosphere, vertical temperature, heat budget of the earth atmospheric system, vertical stability atmosphere, Biogeochemical Cycles of C, N, P, S and O. Bio distribution of elements. Hydrosphere Chemical composition of water bodies- takes,

streams, rivers and wet lands etc. Hydrological cycle. Aquatic pollution-inorganic, organic, pesticide agricultural, industrial and sewage, detergents, oil spills and oil pollutants. Water quality parameters- dissolved oxygen, biochemical oxygen demand, solids, metals, content of chloride, sulphate, phosphate, nitrate and micro-organisms. Water quality standards, Analytical methods for measuring BOD, DO, COD, F, oils, metals (As, Cd, Cr, Hg, Pb, Se etc) residual chloride and chlorine demand. Purification and treatment of water.

UNIT II

Soils composition, micro and macro nutrients, pollution-fertilizers, pesticides, plastics and metals, waste treatment Atmosphere Chemical composition of atmosphere-particles, ions and radicals and their formation. Chemical and photochemical reactions in atmosphere, smog formation, oxides of N, C, S, O and their effect, pollution by chemicals, petroleum, minerals, chlorofluorohydrocarbons. Greenhouse effect, acid rain, air pollution controls and their chemistry. Analytical methods for measuring air pollutants. Continuous monitoring instruments.

UNIT III

Industrial Pollution Cement, Sugar, distillery, drug, paper and pulp, thermal power plants, nuclear power plants, metallurgy. Polymers, drugs etc. Radionuclide analysis. Disposal of wastes and their management.

UNIT IV

Environmental Toxicology, Chemical solutions to environmental problems, biodegradability, principles of decomposition.

Text Books

- *Environmental Chemistry, A. K. De, Wiley Eastern*
- *Environmental Chemistry, S.E. Manahan, Lewis Publishers*
- *Environmental Chemistry with Green Chemistry, A. K. Das, Books & Allied (P) Ltd., Kolkata, 1st Edn, 2010*

References Books

- *Environmental Chemistry, S.E. Manahan, Lewis Publishers*
- *Environmental Chemistry with Green Chemistry, A. K. Das, Books & Allied (P) Ltd., Kolkata, 1st Edn, 2010*
- *Environmental Toxicology, Ed. J. Rose, Gordon and Breach Science Publication Erach Bharucha. Textbook of Environmental Studies, Universities Press, 2005*

GARDENING AND VERMICOMPOSTING

Credits: 3

Lecture: 45 Hour

Full mark: 100

Subject Teacher: Botany or any other competent Teacher.

Course Objectives:

- To introduce the students with the concept and importance of horticulture.
- To introduce the students with the methods for plant propagation.
- To introduce the students with the scope and importance of vermicomposting.

Course Outcomes:

- Students would understand the scope and importance of the horticulture.
- Students would get the skill to propagate the plants through asexual methods.
- Students would understand the importance and use of vermicomposting for horticulture.

Unit-I: Introduction to horticulture, importance of horticulture crops, Principle of crop production technology, essential plant nutrients and their deficiency symptoms, organic and inorganic manures, water management in horticulture crops

LO: The students will know about the concept and importance of horticulture.

Unit-II:

Types of plant propagation, root curing and tubers, grafting, leaf cutting, runners and offsets, rooting media, rooting hormone, types of nursery bed, irrigation & protection **LO: The students will be able to know how to do the plant propagation.**

Unit-III: Vermiculture: Definition, scope and importance; vermicomposting using garden waste; use of vermicomposting in garden

LO: The students will be able to know and how to use the vermicomposting.

Activities to be done:

1. Identification and description of salient features of ornamental plants
2. Study of asexual propagation methods (grafting, cutting, layering)
3. Study of techniques for rooting
4. Study of irrigation techniques (drip irrigation)
5. Study of preparation of nursery bed.

Text Books:

- Rao, K. M. (2005). *Textbook of horticulture*. Macmillan.

Reference book:

- Don, M. (2021). *The Complete Gardener: A Practical, Imaginative Guide to Every Aspect of Gardening*. Dorling Kindersley Ltd.
- Solankey, S. S., Akhtar, S., Maldonado, A. I. L., Rodriguez-Fuentes, H., Contreras, J. A. V., & Reyes, J. M. M. (Eds.). (2020). *Urban Horticulture: Necessity of the Future*. BoD–Books on Demand.

ECONOMICS IN EVERYDAY LIFE

Credits: 3

Lecture: 45 Hour

Full mark: 100

Subject Teacher: Economics

Objectives:

This objective of this course is to expose the non-economics students to the subject matter of economics by introducing them with the most basic concepts of economics.

Unit I: Basic Concepts in Economics

Meaning and Definition of economics, Economics is a Science or an Art, Microeconomics versus Macroeconomics, Basic economic issues of a household: (How to address the different needs with the limited income?) Needs, resource scarcity and optimal allocation of resources Important economic concepts: Goods, Service, Value, Price, Utility, Types of Utility, Firm, Industry, Supply and Demand, Market (only concept)

LO: Upon completion of this module, students will get a basic idea about the basic concepts in economics and understand the importance of economics in their day to day life.

Unit II: Money and Banking

Definition of Money, Evolution of Money, Value of Money, Functions of Money, Types of Money, Banking, Different types of Banks, Functions of Commercial bank, Functions of Central Bank.

LO: Upon completion of this module, students will get a basic idea about money and banking which they can use and get benefited in their day to day life.

Unit III: Public Finance and Budget

Meaning of Public Finance, Difference between Public Finance and Private Finance, meaning of Budget, Objectives of Budget, Types of Budget (only concept)

LO: Upon completion of this module, the students will be introduced to concepts of public finance and budget.

Unit IV: Indian Economy Concepts

Basic Characteristics of Indian Economy, Meaning and Significance of Demographic Statistics, Analysis of Size of Population, Sex Ratio, Literacy Rate, Human Development, Sustainable Development Goal (SDG) (Concept only)

LO: This module shall enable the students to gain an in-depth understanding of the Indian economy, including its demographic profile, human development and sustainable development goals.

Reference Books

Mankiw, Gregory N. (2015): Principles of Economics, 6th Edition, Cengage Learning India Private Limited, New Delhi

Mankiw, Gregory N. (2010): Macroeconomics, 7th edition, Cengage Learning India Private Limited, New Delhi

Misra, S. K. and V. K. Puri (2024) Indian Economy - Its Development Experience. 42nd edition, Himalaya Publishing House, Mumbai

Bhole, L. M. (2017): Financial institutions and Market, 6th Ed, Tata McGraw hill, New Delhi.

Dutt R. and K. P. M Sundharam and (2024) Indian Economy, S. Chand & Company Ltd., New Delhi.

HISTORY OF EDUCATION IN MODERN INDIA

Credits: 3 Lecture: 45 Hour

Full mark: 100

Subject Teacher: History

Course Objective:

- To get general awareness on education in India over centuries and to understand its evolution.
- To understand what it meant 'to be educated' in the pre-modern India, and how the terms
- To understand and get a general awareness about the establishment of modern schools and universities, and how shaping of these institutions, ideas, and practices made India "modern."

Course Outcome:

- Students will learn about the different policies and practices that reshaped the conception of modern education.
- Students will get to appreciate the evolution of educational practices from Early India to Modern India.
- Students will learn and grasp the diversities of educational practices and how they were made uniform with the advent of colonialism and its reshaping forces.

Unit I: Pre Colonial education, Western Challenge Western Encounter and Educational Challenges

Educational activities of East India company (1600-1765), Educational Policy of the East India Company (1765-1813), Danish Mission (1706-92), Work of Serampore Trio and others in Bengal (1758-1813), Indigenous education in early 19th century: Reports of Madras, Bombay and Bengal presidencies.

Unit II: Before and After Macaulay:

- Private educational enterprise by British Officials and non-officials (1813 – 53), Private Indian enterprise in education (1813-53), Macaulay's Minutes on Education (1835) & its main recommendations,
- Wood's Despatch (1854) and its significance,
- Understanding ideological and administrative influences on Education

Unit III: Education between Command, Commissions and National Alternatives

- Indian Education Commission (1882-83) & its main recommendations; Indian Universities Commission (1902), Calcutta University Commission (1917-19) & its critical appraisal
- Zakir Husain Committee Report (1938) & Nai Talim,
- Post-war educational developments (Sergeant Plan, 1944).

Unit IV: Education in Contemporary India: Issues in the foundation of Aided and autonomous educational institutions and Politics

- Establishment of IITs and IIMs, Growth of Indian Universities,
- Kothari Commission Report and NEP of 1986
- NEP 2020

Learning Outcome

Unit I: Students will learn about the pre-colonial education models, and how the Western encounter changed the face of education. Basically, they will be equipped to think and know what is “modern” about the “Modern Education”.

Unit II: Students will learn about the impact of TB Macaulay and his legacy for education in India. By closely reading different Minutes on Education, students will be able to adjudge the impact and influence of Macaulay on education.

Unit III: Students will learn how different commissions and committees shape educational policies and curriculum design. They will grasp the political and historical context under which educational policies are made and changed, and what rationale justify such moves.

Unit IV: Students will learn about education in contemporary India, and how different institutions of national importance came into being. What is the role of education in making India developed, and how are we dealing with the issues of equity and fairness in education historically.

Select Readings:

- Dharampal (ed.), *The Beautiful Tree: Indigenous Education in the Eighteenth Century*, Biblia Impex, New Delhi, 1983.
- J.P. Naik and Syed Nurullah, *A Students' History of Education in India, (1800-1973)*, Macmillan India Ltd, Delhi, First Published 1945, Sixth Revised Edition 1974, Reprinted 2004.

- *Joseph Dibona, (ed.), One Teacher One School, Biblia Impex, New Delhi, 1983.*
- *Mahatma Gandhi, Educational Reconstruction, Wardha, Hindustani Talimi Sangh, 1938.*
- *Mushirul Hasan (ed.), Knowledge, Power and Politics: Educational Institutions in India, Roli Books, 1998.*
- *Sabyasachi Bhattacharya, Joseph Bara and Chinna Rao Yagati (ed.), Educating the Nation: Documents on the Discourse of National Education in India (1880-1920), Kanishka, 2003.*
- *Sabyasachi Bhattacharya, Joseph Bara and Chinna Rao Yagati (eds.), Development of Women's Education in India: A Collection of Documents (From 1850 to 1920), Kanishka, New Delhi, 2001.*
- *William Hunter, Report of the Indian Education Commission, Superintendent of Government Printing, Calcutta, 1884.*
- *9. Michael Dodson, Orientalism, Empire, and National Culture: India, 1770-1880. (Basingstoke & New York: Palgrave Macmillan, 2007) (New Delhi: Foundation Books, 2009)*
- *Agrawal, J.C. (1984). Landmarks in the History of Modern Indian Education: New Delhi: Vikas Publishing House, Pvt. Ltd*
- *Rao, Parimala V, Beyond Macaulay, 1780-1860, Routledge, 2020*
- *Ghosh, Suresh Chandra, The History of Education in Modern India, 1757-2012, Orient Blackswan, 2000.*
- *Singh, Sahana, The Educational Heritage of Ancient India, 2017.*
- *Aldrich, Richard, An Introduction to the History of Education, London, Hodder and Stoughton, 1982*
- *Bell, Andrew, An Analysis of the Experiment in Education, Made at Egmore, Near Madras, London, T. Bensley, 1807*
- *Carnoy, Martin, Education as Cultural Imperialism, New York, Longman, 1974*
- *Kopf, David, British Orientalism and Bengal Renaissance: The Dynamics of Indian Modernisation 1773– 1835, Berkley, University of California Press, 1960.*
- *Kumar, Krishna, Political Agenda of Education: A Study of Colonialist and Nationalist Ideas, New Delhi, Sage Publication, 1991*
- *Kumar, Nita, Lessons from Schools, History of Education in Banaras, New Delhi, Sage Publication, 2000.*
- *Majumdar, Bhagaban Prasad, First Fruits of English Education: 1817–1857, Calcutta, Bookland, 1972*
- *Metcalfe, Thomas R., Ideologies of the Raj, Cambridge, Cambridge University Press, 1995*
- *Paranjape, M.R. (ed.), A Source Book of Modern Indian Education, Bombay, Palgrave Macmillan, 1938.*

□ Trevelyan, Charles E., *On the Education of the People of India*, London, Longman, Orme, Brown, Green and Longmans, 1838.

Internet Resources

1. Parimala V Rao, Colonial State and Indigenous Vernacular Schools.

<https://www.youtube.com/watch?v=k7f4Xzc-Oe4>

Activities to Do

1. Students will collect and compile all the reports of various education commissions and committees since 1947.
2. Students will collect and compile the profiles of prominent educationists and policy makers in the field of education.

ତୁଳନାତ୍ମକ ସାହିତ୍ୟ

Credits: 3 Lecture: 45 Hour

Full mark: 100

Subject Teacher: Odia

Course Outcome (ପାଠ୍ୟପଦ୍ଧତି ଫଳଶ୍ରୁତି):

ବିବିଧ ଭାଷାର ସାହିତ୍ୟ ମଧ୍ୟରେ ତୁଳନାତ୍ମକ ଅଧ୍ୟୟନ ସାମ୍ପ୍ରତିକ ସମୟର ଏକ ପ୍ରାସଙ୍ଗିକ ବିଷୟ । ଏହାଦ୍ୱାରା ବିଶ୍ୱ ପରିପ୍ରେକ୍ଷୀରେ ସାହିତ୍ୟିକ ସମ୍ପର୍କ ବୁଝିପାଏ ଓ ବିଶ୍ୱ କଲ୍ୟାଣ ସାଧୁତନ୍ତ୍ର । ସ୍ନାତକଶ୍ରେଣୀର ବିଦ୍ୟାର୍ଥୀମାନେ ତୁଳନାତ୍ମକ ସାହିତ୍ୟ ଅଧ୍ୟୟନ ମାଧ୍ୟମରେ ବିବିଧ ଭାଷା ଓ ସାହିତ୍ୟର ଜ୍ଞାନ ଆହରଣ କରିପାରିବେ । ତେଣୁ ବହୁମୁଖୀ ପାଠ୍ୟସମ୍ବନ୍ଧରେ ତୁଳନାତ୍ମକ ସାହିତ୍ୟ

Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି):

୧ମ ଏକକ : ତୁଳନାତ୍ମକ ସାହିତ୍ୟର ଚାହିଦା ଉପରେ ଛାତ୍ରଛାତ୍ରୀ ଏଠାରେ ଅବଗତ ହୋଇପାରିବେ । ବିଶେଷତଃ ତୁଳନାତ୍ମକ ସାହିତ୍ୟର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ବିବିଧରୂପ ଜାଣିପାରିବେ ।

୨ୟ ଏକକ : ସଂସ୍କୃତ ହେଉଛି ଭାରତର ସର୍ବପ୍ରାଚୀନ କାବ୍ୟଭାଷା । ସଂସ୍କୃତ ସାହିତ୍ୟର ବିଖ୍ୟାତ କବି ଓ ନାଟ୍ୟକାର କାଳିଦାସଙ୍କ ସୁପ୍ରସିଦ୍ଧ 'ଅଭିଜ୍ଞାନ ଶାକୁନ୍ତଳମ୍' ନାଟକ ଓ ଆଧୁନିକ ଓଡ଼ିଆ କାବ୍ୟକାର ଗଙ୍ଗାଧରଙ୍କ 'ପ୍ରଣୟବଲ୍ଲରୀ'ର ତୁଳନାତ୍ମକ ଅଧ୍ୟୟନ କରିବାପାଇଁ ଏହି ଏକକରେ ସୁଯୋଗ ରହିଛି ।

୩ୟ ଏକକ : ହିନ୍ଦୀ ଭାଷାର ବିଖ୍ୟାତ ଲେଖକ ପ୍ରେମଚନ୍ଦଙ୍କ 'ଗୋଦାନ' ଉପନ୍ୟାସ ଓ ବିଶିଷ୍ଟ ଓଡ଼ିଆ କଥାକାର ଫକୀରମୋହନଙ୍କ 'ଛମାଣ ଆଠଗୁଣ୍ଠ'ର ତୁଳନାତ୍ମକ ସମୀକ୍ଷା ବେଶ୍ ଗୁରୁତ୍ୱ ରଖେ । ଏହି ଏକକରୁ ବିଦ୍ୟାର୍ଥୀମାନେ ତୁଳନାତ୍ମକ ଜ୍ଞାନ ଅର୍ଜନ କରିବେ ।

୪ର୍ଥ ଏକକ: ନୋବେଲ ପୁରସ୍କାର ପ୍ରାପ୍ତ 'The Waste Land' କାବ୍ୟ ଗ୍ରନ୍ଥଟି ବିଶ୍ୱବ୍ୟାପୀ ପ୍ରଭାବ ବିସ୍ତାର କରିଛି । ତାହା ସହିତ ଯଶସ୍ୱୀ ଆଧୁନିକ କବି ଗୁରୁପ୍ରସାଦଙ୍କ 'କାଳପୁରୁଷ'ର କିପରି ସାମଞ୍ଜସ୍ୟ ବା ତାରତମ୍ୟ ରହିଛି, ଛାତ୍ରଛାତ୍ରୀ ତାହା ଏଠାରେ ଅନୁଶୀଳନ କରିବେ ।

ପାଠ୍ୟ ବକ୍ଷୟ

୨. ପାଶ୍ଚାତ୍ୟ ସାହିତ୍ୟ ଓ ସମୀକ୍ଷା ତତ୍ତ୍ୱ - ସଂ. କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ପ୍ରାଚୀ ସାହିତ୍ୟ ପ୍ରଚ୍ଛେଦନ, କଟକ ।

୩. ସାମ୍ପ୍ରତିକ ପାଶ୍ଚାତ୍ୟ ସମୀକ୍ଷାତତ୍ତ୍ୱ ତତ୍ତ୍ୱ - ଚିତ୍ତ ରଞ୍ଜନ ମିଶ୍ର, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ ।

୪. ପାଶ୍ଚାତ୍ୟ ସମୀକ୍ଷାତତ୍ତ୍ୱ ତତ୍ତ୍ୱ - ଜିତେନ୍ଦ୍ର ନାରାୟଣ ପଟ୍ଟନାୟକ ।

୫. ତୁଳ୍ୟ କବିତା - ସତ୍ୟେଶ ତ୍ରିପାଠୀ, ଏଥେନା, କଟକ ।

୬. ଗବେଷଣା ଅନୁବାଦ ଓ ସମୀକ୍ଷାତତ୍ତ୍ୱ - ନାରାୟଣ ସାହୁ, ସତ୍ୟ ନାରାୟଣ ବୁକ୍ ଷୋର, କଟକ ।

ନମୁନା ପ୍ରଶ୍ନ (Sample Questions) :

୧. କାହାକୁ ତୁଳନାତ୍ମକ ସାହିତ୍ୟର ପିତା ବୋଲି କୁହାଯାଏ ? (୧ ମାର୍କ)

୨. ବିଶ୍ୱର କେଉଁ ଦୁଇଜଣ ପ୍ରସିଦ୍ଧ କବି ତଥା ନାଟ୍ୟକାରଙ୍କ ଉପରେ ମାୟାଧର ମାନସିଂହ ତୁଳନାତ୍ମକ ଗବେଷଣା କାର୍ଯ୍ୟ କରିଛନ୍ତି ? (୨ ମାର୍କ)

୩. ଗୋଦାନ ଓ ଛମାଣ ଆଠଗୁଣ୍ଠର ପାଞ୍ଚୋଟି ସାମଞ୍ଜସ୍ୟ ଲେଖ । (୫ ମାର୍କ)

୪. ଦୁଷ୍ମନ୍ତ ଚରିତ୍ରକୁ ଚିତ୍ରଣ କରିବାରେ କାଳିଦାସ ଓ ଗଙ୍ଗାଧରଙ୍କ ଦୃଷ୍ଟିକୋଣର ତୁଳନା କର । (୮ ମାର୍କ)

POLITICAL PROCESS IN INDIA

Credits: 3 Lecture: 45 Hour

Full mark: 100

Subject Teacher: Political Science

Course Objectives:

- To impart quality of knowledge about Political Theory.
- It helps the students to know about the Meaning and Theories of Democracy.
- To increase awareness among students about the Rights and Duties of a Citizen.

Course outcomes (COs):

After completing this course satisfactorily, a student will be able to:

- Demonstrate a broad and coherent body of knowledge with depth in the underlying principles and concepts.
- Integrate knowledge of the diversity of cultures and peoples
- Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in the discipline of the Political Science
- Demonstrate capacity for reflection, planning, ethical decision making and inter - disciplinary team work in diverse contexts of community engagement.

Unit I

- Origin and Development of the Indian party system Nature and trends of Indian party system Regional parties: role and significance in Indian federalism
- Political defection in India Coalition politics and parties Role of opposition parties in Indian parliamentary system
- Determinants of voting behaviour: Populism Caste as a determinant of voting behavior

Unit II

- Ethnicity Region & Language as determinants of voting behaviour
- Class as a determinant of voting behaviour Gender as a determinant of voting behaviour Voting behaviour of Rural-Urban India
- Religion and voting behaviour Determinants of voting behaviour:
- Cult/Charisma/Personality Regionalism in India: a conceptual analysis Regionalism and Indian federalism

Unit III

- Accommodation of regional aspirations—Linguistic reorganization Regional aspirations: Case study of Northeast India Autonomy and secessionism: Case of Punjab and Nagaland Statehood and Sub regional movements: Jharkhand, Chhattisgarh, and Uttarakhand.
- Autonomy movements: Bodo homeland movement and the Gorkhaland movement Impact of globalization on regional movements: Telangana Exploring the nature of identity politics in India Meaning and nature of communalism
- Variants of communal politics in post independent India Factors responsible for the growth of communal politics in India Hindu nationalism: a historical analysis
- Rise of Hindutva politics in India: contemporary scenario

Unit IV

- Indian aspect of secularism Religion-State relationship: implications for right to equality Caste as an identity in India Dominant and entrenched caste and their role in Indian politics: a contemporary scenario Caste and Indian constitutional provisions
- Electoral politics and the changing nature of caste Political mobilization of caste identities in India caste and politics: a changing scenario
- Affirmative Action Policies in India: Sources, directions and implications for class, caste and tribes A case of Affirmative Action in favour of the Adivasis: The Forest Rights Act. The Reservation Policy in India Affirmative Action for women

Text Books

- *Niraja Gopal Jayal & Pratap Bhanu Mehta, The Oxford Companion to Politics in India, Oxford University Press, New Delhi, 2010.*
- *Rajni Kothari, Politics in India Orient Longman, Hyderabad, 1970*
- *Subrata K. Mitra, Politics in India: Structure Process and Policy, Routledge, New York, 2017*
- *Partha Chatterjee (ed.), State and Politics in India, Oxford University Press, New Delhi, 2002*

ETHICAL LITERATURE

Credits: 3 Lecture: 45 Hour

Full mark: 100

Subject teacher: English

Course Objectives

1. To familiarize students with basic ethical theories
2. To create awareness about ethical issues relating to the society

Unit I: Indian Ethics

- a) Nishkamakarma (Relevant chapters from the Bhagvad Gita)
- b) Purusartha

Recommended Readings:

Sharma, I.C, Ethical Philosophies of India, Johnson Publishing Company, New York, USA, 1962
Sinha Jadunath, A Manual of Ethics, Central Publications, 2009

Unit II: Applied Ethics

- a) Euthanasia
- b) Animal Rights

Recommended Readings:

Rachels, J, The End Of Life: Euthanasia and Morality, Cambridge University Press, 1987
Singer, Peter Applied Ethics, Oxford University Press, 1986

Unit III: Literature and Ethics (I)

- a) Harper Lee: To Kill a Mocking Bird

Unit IV: Literature and Ethics (II)

- a) George Orwell: Animal Farm

Course Learning Outcome

1. Students will become aware of basic ethical approaches and understand the basic ethical issues of society.
2. They will be sensitized towards animal rights.
3. They will be sensitized towards gender and racial conflicts.

FINANCIAL LITERACY

Credits: 3 Lecture: 45 Hour

Full mark: 100

Subject Teacher: Commerce

Course Description

This course exposes students to different aspect of financial literacy such as investment, taxation and insurance. Understanding the relevance of financial planning. Banking sector reforms and monetary policy with special reference to India are also covered. It also highlights the organization, structure of money and capital market, monetary management and instruments of trading.

Course outcome:

- To understand the operational aspects of the banking system, functions of central banks and monetary policies, India 's banking system, and banking sector reforms.
- To gain the requisite knowledge to handle various aspects of investment and wealth management.
- To develop the ability to understand and deal with Stock Market Operations.
- To acquire an insight into the Indian tax structure and its filing process.

Module I: Banking

- Commercial Banking- Meaning and Functions, Process of Credit Creation; Concept of Micro-finance. Central Banking- Functions; Methods of Credit Control; Recent Reforms in Banking Sector in India; Monetary Policy: Objectives & Limitations (with Reference to India).
- ***LO: This module shall give the students an understanding of the banking hierarchy and its functionality and the ways central banks influence the financial system.***

Module II: Investment Planning and management

- Investment opportunity and financial product, Insurance planning: life and non-life including medical insurance Scheme
- ***LO: This module shall enable the students to acquire an understanding of the concept and meaning of investment, the investment process, and various investment schemes.***

Module III: Money Market

- Money Market: Meaning - Constituents of organized money market; Features of Indian Money Market. Instruments of money market. Capital Market: Capital Market Instruments-Shares, Equities, Debentures and Bonds; New Instruments, Types of bonds and equities, Primary Market and Secondary Market, Interlink between Money Market and Capital Market. SEBI & Capital Market in India. Markets for Derivatives: Forward, Futures, and Options, Derivatives trading in India.
- **LO: Upon completion of this module, the learners shall be able to appreciate and analyze the mechanism and regulation of financial instruments and determine how the value of stocks, bonds, and securities are calculated.**

Module IV: Taxation

- Introduction to basic Tax structure in India for personal taxation; aspect of personal tax planning; exemption and deduction for individual; e-filing.
- ***LO: This module shall explain the basic concepts and provide the knowledge about the Computation of Income Tax, Submission of Income Tax Returns, Advance Tax, and Tax deducted at Source.***

Text Book

- *Bhole, L. M. (2011): Financial institutions and Market, Tata McGraw hill, 5th Edition, New Delhi. ✓ Introduction to Financial Planning (4th Edition 2017)- Indian Institute of Banking*

Reference Book

- *Mishkin, F. S. and Eakins S. G (2009): Financial Market and institutions, PE, 6th Edition, New Delhi.*

EDUCATIONAL PSYCHOLOGY

Credits: 3 Lecture: 45 Hour

Full mark: 100

Subject Teacher: Education

Introduction:

This course provides an introduction to concepts, theories, and recent trends, in educational psychology. The topics covered include cognitive development during the school years, classroom management, instructional approaches, motivation and individual differences.

Course Outcomes:

- To provide students with an overview of the purpose and uses of educational psychology.
- To make students understand the ways that educators motivate their students to learn and strive for excellence
- To make student explore the ways that educators manage learning environments to maximize learning and providing inclusive education

Unit-I Foundations of Educational Psychology & Motivation

- Concept of Educational Psychology. The Teaching-learning process. Goals of Teaching and Objectives for Learning. Transfer of training. Reinforcement in learning process.
- Meaning of Motivation, Intrinsic and extrinsic motivation, Motivational techniques in classroom teaching

Unit-II Theories of Cognitive Development

- Jean Piager
- Jerome Bruner
- Lev Vygotsky

Unit-III Classroom Management

- The goals of classroom management, Characteristics of an effective teachings
- Creating inclusive environment and teaching children with learning disability & ADHD

Text Books:

- N.L. & Berliner, D. C. (2009) Educational Psychology (5th Ed.). Bosson. MA: Houghton, Gage Mifflin
- Woolfolk, A.E. (2004) Educational Psychology (9th Ed.), Allyn & Bacon, London/Boston
- Monahty, N. Bharadwaj, K & Mishra, H.C. (2014), Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashini, Samantarapur, Bhubaneswar.

Reference Books:

- Chauhan, S.S. (2010) Advanced Educational Psychology, Vikash Publishing