

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-A05	Microeconomics for Development		4	-	-	4	-	-	4	30	70	-	-	100
CC-A06	Introduction to Public Administration		4	-	-	4	-	-	4	30	70	-	-	100
MIC-03	Introduction to Indian Constitution		4	-	-	4	-	-	4	30	70	-	-	100
Multidisciplinary Course(s)														
MDC-03	One from Pool								3					75
Ability Enhancement Course(s)														
AEC-03	One from Pool								2					50
Skill Enhancement Course(s)														
SEC-03	One from Pool								3					75
Value-added Course(s)														
VAC-03	One from Pool								2					50
Total Credits									22					550

#Four credits of internship earned by a student during summer internship after 2nd semester will be counted in 3rd semester of a student who pursue 2-year PG Programme without taking exit option.

Pages - 01 to 49
Meenakshi

Keerthi

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-A7	Macroeconomics for Development		4	-	-	4	-	-	4	30	70	-	-	100
CC-A8	Gender and Development Studies		4	-	-	4	-	-	4	30	70	-	-	100
CC-A9	Development Theories and Approaches		2	-	4	2	-	2	4	15	35	15	35	100
CC-A10	Public Health System Management		4	-	-	4	-	-	4	30	70	-	-	100
Minor Vocational Courses														
MIC-04(VOC)	Equity, Ethics and Justice in Development		4	-	-	4	-	-	4	30	70	-	-	100
Ability Enhancement Course(s)														
AEC-04	One from Pool								2					50
Value-added Course(s)														
VAC-04	One from Pool								2					50
Total Credits									24					600

Accepted

Semester 5

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-A11	Development Planning and Policy	242/D SI/CC-5A11	4	-	-	4	-	-	4	30	70	-	-	100
CC-A12	Labour Migration for Development	242/D SI/CC-5A12	4	-	-	4	-	-	4	30	70	-	-	100
CC-A13	Introduction to Rural Development and Strategies	242/D SI/CC-5A13	4	-	-	4	-	-	4	30	70	-	-	100
CC-A14	Issues of Poverty in Development	242/D SI/CC-5A14	4	-	-	4	-	-	4	30	70	-	-	100
Minor Vocational Courses														
MIC-02(VOC)	Food Security and Agriculture for Development	242/D SI/VO-502	4	-	-	4	-	-	4	30	70	-	-	100
Internship/Field Activity#														
Internship									4					100
Total Credits									24					600

Beepalea

Semester 6

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-A15	Community Engagement and Participatory Communication	242/D SI/CC-6A15	2	-	2	2	-	2	4	15	35	15	35	100
CC-A16	Urbanization and Development	242/D SI/CC-6A16	4	-	-	4	-	-	4	30	70	-	-	100
CC-A17	Public Finance	242/D SI/CC-6A17	4	-	-	4	-	-	4	30	70	-	-	100
CC-A18	Introduction to Research	242/D SI/CC-6A18	2	-	4	2	-	2	4	15	35	15	35	100
Minor Vocational Courses														
MIC-03(V OC)	Corporate Social Responsibility	242/D SI/MI-603	2	-	4	2	-	2	4	15	35	15	35	100
Skill Enhancement Course(s)														
SEC-03	One From Pool								2					50
Total Credits									22					550

Beepulu

242/DSI/CC301

MA Integrated Development Studies
SEMESTER - 3

Name of Subject: Microeconomics for Development											
Subject Code: CC-A05						Course ID:					
Credits				Hours			Marks				
Total Credits	L	T	P	L	T	P	TI	TE	PI	PE	Total Marks
4	4	0	0	4	0	0	30	70	-	-	100

Instructions for paper setter:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2*7=14 marks).
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

Objective: This course introduces the core concepts of microeconomics and their application to real-world and developmental contexts. It aims to build foundational knowledge of consumer and producer behaviour, market dynamics, and resource allocation mechanisms. By linking microeconomic theories with development issues such as poverty, inequality, and government intervention, the course prepares students to analyze and evaluate economic policies and outcomes in both developed and developing economies.

Course Outcomes: Students will able to:

1. Understand and apply the laws of demand and supply to explain market equilibrium and price determination.
2. Analyze consumer decision-making using utility theory and the indifference curve approach.
3. Compare different market structures and evaluate their impact on pricing and resource allocation.
4. Examine the role of microeconomic policies in addressing development challenges such as poverty and market failure.

(Course Content)

Unit 1: Introduction to Microeconomics and Demand-Supply Basics

- 1.1 Meaning, Scope of Microeconomics and Role of Economics in Development Studies
- 1.2 Basic Concepts of Utility, Scarcity, Opportunity Cost, and Rational Choice
- 1.3 Law of Demand and Elasticity (Demand Curve, Income and Price Elasticity)
- 1.4 Law of Supply and Market Equilibrium (Supply Curve, Shift in Supply, Market Price Determination)

Unit 2: Consumer and Producer Behaviour

- 2.1 Consumer Behaviour and Utility Analysis (Total Utility, Marginal Utility, Law of Diminishing Marginal Utility)

Beepily

- 2.2 Basic Concept of Indifference Curve Approach (Budget Line, Consumer Equilibrium)
- 2.3 Production Function (Short-Run and Long-Run production and Law of Variable Proportions)
- 2.4 Cost Concepts (Fixed Cost, Variable Cost, Average and Marginal Cost)

Unit 3: Market Structures and Price Mechanism

- 3.1 Perfect Competition (Characteristics and Price Determination)
- 3.2 Monopoly and Monopolistic Competition (Features, Price-Output Decisions)
- 3.2 Basics of Oligopoly (Few Firms and Strategic Behaviour)
- 3.3 Price Mechanism and Resource Allocation – (Market Allocation Resources and Different Structures)

Unit 4: Microeconomics in Development Context

- 4.1 Market Failure and Government Intervention (Public Goods, Externalities, and Need for Policy)
- 4.2 Poverty and Inequality (Microeconomic View on Resource Distribution and Impact on Demand & Supply)
- 4.3 Land, Labour and Credit Markets (Rural/Developing Economies)
- 4.4 Role of Microeconomic Policy in Development (Subsidies, Taxation, and Welfare Schemes)

Suggested Readings

1. Koutsoyiannis, A. *Modern Microeconomics*. 2nd ed. London: Macmillan, 1979.
2. Lipsey, Richard G., and Alec Chrystal. *Economics*. 12th ed. Oxford: Oxford University Press, 2014.
3. Mankiw, N. Gregory. *Principles of Microeconomics*. 4th ed. Mason, OH: Thomson South-Western, 2006.
4. Mas-Colell, Andreu, Michael D. Whinston, and Jerry R. Green. *Microeconomic Theory*. New York: Oxford University Press, 2012.
5. Salvatore, Dominick. *Schaum's Outline of Microeconomic Theory*. New York: McGraw-Hill, 2011.
6. Varian, Hal R. *Intermediate Microeconomics: A Modern Approach*. 6th ed. New York: W. W. Norton & Company, 2003.

Suggested Additions (Microeconomics from a Societal Perspective)

7. Bowles, Samuel. *Microeconomics: Behavior, Institutions, and Evolution*. Princeton: Princeton University Press, 2004.
→ Focuses on how economic behavior is shaped by social norms, power, and institutions.
8. Sen, Amartya. *On Ethics and Economics*. Oxford: Blackwell, 1987.
→ Discusses the ethical foundations and social context of economic decision-making.
9. Frank, Robert H. *Microeconomics and Behavior*. 8th ed. New York: McGraw-Hill Education, 2015.



- Introduces behavioral economics and how real-world choices diverge from standard rational models.
- 10. Ostrom, Elinor. *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge: Cambridge University Press, 1990.
 - Not purely microeconomics, but foundational in understanding how people self-organize resource use.
- 11. Chang, Ha-Joon. *Economics: The User's Guide*. London: Bloomsbury Press, 2014.
 - Offers a heterodox perspective on economics that critiques traditional microeconomic assumptions.
- 12. Nelson, Julie A. *Economics for Humans*. 2nd ed. Chicago: University of Chicago Press, 2018.
 - Challenges traditional economic models by introducing care work, ethics, and feminist economics.



242/DSI/CC302

**MA Integrated Development Studies
SEMESTER - 3**

Name of Subject: Introduction of Public Administration											
Subject Code: CC-A06						Course ID:					
Credits				Hours			Marks				
Total Credits	L	T	P	L	T	P	TI	TE	PI	PE	Total Marks
4	4	0	0	4	0	0	30	70	-	-	100

Instructions for paper setter: Examiner is requested to set **one compulsory and eight other questions, two from each unit.** The compulsory question should be of 14 marks and should cover entire syllabus. Student should attempt four other questions i.e. one from each unit.

Objective: This course aims to introduce students to the foundational and evolving theories of Public Administration, including classical, contemporary, and indigenous models such as Kautilya's *Arthashastra*, exploring their relevance in modern governance. It offers a comprehensive understanding of India's rural and urban governance systems, rooted in constitutional provisions and democratic decentralization through the 73rd and 74th Amendments. The course also focuses on developing analytical skills in public policy and environmental administration through participatory governance models and real-life case studies.

Course Outcomes: Students will able to:

1. Understand key concepts, scope, and theories of Public Administration.
2. Analyze rural and urban governance structures and their functioning.
3. Evaluate the role of state and non-state actors in inclusive local governance.
4. Assess public policy and environmental governance using participatory approaches.

(Course Content)

Unit 1: Introduction to Public Administration

- 1.1 Definition and Scope of Public Administration
- 1.2 Theoretical Approaches to Public Administration (Kautilya's theory of Statecraft and Governance, Bureaucratic Theory by Max Weber, Scientific Management Theory, Human Relation Theory, McGregor's Theory of 'X' and 'Y', William Ouchi's Theory 'Z', Abraham Maslow's Need Hierarchy Concept)
- 1.3 Perspective of Indian Administration: Parliamentary Democracy, Federalism, Democratic Socialism, Fundamental Rights, Judicial Activism (role of RTI and PIL)
- 1.4 Public Administration vs Private Administration

Unit 2: Rural and Urban Governance in India

- 2.1 73rd and 74th Constitutional Amendment Acts
- 2.2 Rural Local Governance: Gram Sabha, Gram Panchayat, Panchayat Samiti and Zila Parishad

2.3 Urban Local Governance: Municipal Corporation, Municipal Council and Nagar Panchayat (case studies: water crises, waste management and e-governance)

2.4 State Election Commission: Composition and Functions

Unit 3: Public Policy and Administration

3.1 Public Policy: Meaning and Significance (Difference between Policy, Scheme and Plan)

3.2 Role of Legislature, Executive, Judiciary and Non-state actors (eg. NGOs, Pressure Groups etc) in Policy Making and Implementation

3.3 Inclusive Governance: Role of Gender, Caste and Marginalized Communities in Policy Making and Implementation

3.4 Case Studies on Policy Success and Failure (Right to Education Act, MNREGA, National Population Policy and Total Sanitation Campaign)

Unit 4: Environmental Administration in India

4.1 Defining Environment, Ecology and Sustainable Development

4.2 National Environment Policy: Institutional Arrangements

4.3 Environmental Movements in India: Impact on Public Policy

4.4 Role of Civil Society and NGOs in Environmental Administration India

Practical Exercise

1. Panchayat/Municipality Observation Visit
2. Mock Gram Sabha/City Council Simulation


Suggested Readings

1. Agarwal, R. D., ed. *Dynamics of Personnel Management: A Book of Readings*. 1973.
2. Bajpai, Arun. *Panchayati Raj in India: A New Thrust*. New Delhi: Sahitya Akademi, 1995.
3. Beck, Tony. *The Experience of Poverty: Fighting for Respect and Resources in Village India*. London: Intermediate Technology Publications, 1994.
4. Bhambhri, C. P. *Public Administration in India*. New Delhi: Vikas Publishing House, 1976.
5. Birkland, Thomas A. *An Introduction to Public Policy: Theories, Concepts and Models of Public Policy Making*. 5th ed. London: Routledge, 2020.
6. Gupta, N. I. L., ed. *Sustainable Development*. Special issue, *The Indian Journal of Public Administration* 35, no. 3 (1989).
7. Hueso, Andrés, and Brian Bell. "An Untold Story of Policy Failure: The Total Sanitation Campaign in India." *Water Policy* 15, no. 6 (2013): 1001–1017.
8. Jain, L. C., ed. *Decentralization and Local Governance*. New Delhi: Orient Blackswan, 2005.
9. Kabcer, Naila. *Reversed Realities: Gender Hierarchies in Development Thought*. London: Verso, 1994.
10. Rao, Nitya. *Good Women Do Not Inherit Land: Politics of Land and Gender in India*. New Delhi: Social Science Press, 2001.
11. Ranjan, Ashok Basu, and Padam Nabh Gautam. *Natural Heritage of India: Essays on Environment Management*. New Delhi: Reliance Publishing House, 1989.



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12. Sapru, R. K. *Environment Management in India*. New Delhi: Ashish Publishing House, 1987.
 13. Singh, Hoshiar, and Pardeep Sachdeva. *Public Administration: Theory and Practice*. New Delhi: Pearson, 2012.

Suggested Case Studies

1. Centre for Science and Environment. *Chennai's Water Crisis: Lessons for Urban Water Governance*. New Delhi: CSE, 2019. <https://www.cseindia.org/chennai-water-crisis-9517>.
 2. Participatory Research in Asia (PRIA). *Participatory Budgeting in Pune: Empowering Citizens through Democratic Decentralization*. New Delhi: PRIA, 2009. https://pria.org/knowledge_resource/1583137543_Participatory_Budgeting.pdf.
 3. United Nations Environment Programme (UNEP). *Success Stories on Sustainable Urban Waste Management: Alappuzha, Kerala*. Nairobi: UNEP, 2017. <https://www.unep.org/resources/report/success-stories-sustainable-urban-waste-management>.
 4. Ministry of Housing and Urban Affairs. *e-Aasthi: Digitizing Property Records in Tumakuru*. Government of India, 2021. <https://smartnct.niua.org/content/417cb92a-7fac-4b9e-a914-1f8c08a1aa3f>.
 5. D'Souza, Rohan. "Water in the City: Governance and Scarcity in Delhi." In *India Infrastructure Report 2011: Water*, edited by 3iNetwork, 61–71. New Delhi: Oxford University Press, 2011.
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242/DSI/MI301

**MA Integrated Development Studies
SEMESTER - 3**

Name of Subject: Introduction to Indian Constitution											
Subject Code: MIC-03						Course ID:					
Credits				Hours			Marks				
Total Credits	L	T	P	L	T	P	TI	TE	PI	PE	Total Marks
4	4	0	0	4	0	0	30	70	-	-	100

Instructions for paper setter: Examiner is requested to set **one compulsory and eight other questions, two from each unit.** The compulsory question should be of 14 marks and should cover entire syllabus. Student should attempt four other questions i.e. one from each unit.

Objective: This course aims to provide a concise understanding of the Indian Constitution and its foundational principles, offering students a solid grounding in the legal and philosophical framework of the nation. It focuses on how various constitutional provisions relate directly to development, governance, and social inclusion, highlighting their relevance in contemporary policymaking and administration. The course also involves the analysis of key institutions, fundamental rights, and landmark case laws that have significantly influenced the development process in India, enabling students to critically engage with the Constitution both as a legal document and as a tool for socio-economic transformation.

Course Outcomes: Students will able to:

- 1 Understand key constitutional concepts relevant to development.
- 2 Explore the role of the Constitution in shaping development policies.
- 3 Critically analyze constitutional provisions and their practical application.
- 4 Examine case studies demonstrating the constitutional basis of development challenges and initiatives.

(Course Content)

Unit 1: Constitution, Development and Social Justice

- 1.1 Making of the Constitution (brief): Historical context & key debates
- 1.2 Role of Dr. B.R. Ambedkar and the concept of Constitutional Morality
- 1.3 Preamble and its Significance
- 1.3 Fundamental Rights and Directive Principles of State Policy

Unit 2: Governance Structure and Development Planning

- 2.1 Basic Structure of Constitution: Kesavananda Bharati Case
- 2.2 Parliamentary System
- 2.3 Federalism: Centre-State Relations and their implications on welfare and development.
- 2.4 Judiciary: Structure, Functions and Jurisdiction

Unit 3: Rights-Based Framework for Development

- 3.1 Judicial Activism: Meaning and Significance
- 3.2 Public Interest Litigation: Meaning and Importance
- 3.3 Reservation and Affirmative Action: Constitutional Provisions & Recent Debates
- 3.4 Case Law Analysis and Development-related Judgements (Right to work, Right to Education, Vishakha Guidelines etc)

Unit 4: Contemporary Challenges and Case Studies

- 4.1 Constitution and Environment: Sustainable Development, Green Judgments
- 4.2 Forest Rights Act and Tribal Development
- 4.3 Role of Civil Society, and NGOs in achieving development goals.
- 4.4 Implementation Gap and Constitutional Accountability

Practical Exercise

1. Constitution Debate Simulation

Suggested Readings

1. Austin, Granville. *The Indian Constitution: Cornerstone of a Nation*. Selected chapters. Oxford: Oxford University Press, 1966.
2. Austin, Granville. *Working a Democratic Constitution: A History of the Indian Experience*. Selected chapters. Delhi: Oxford University Press, 1999.
3. Laxmikanth, M. *Indian Polity for Civil Services Examination*. 6th ed. New Delhi: McGraw-Hill Education, 2020.
(Update edition/year if needed.)
4. Supreme Court of India. *Landmark Judgments on Fundamental Rights: Right to Education (Unnikrishnan v. State of Andhra Pradesh), Vishaka v. State of Rajasthan, Olga Tellis v. Bombay Municipal Corporation, and M.C. Mehta Cases*. Various years.
5. Government of India. *Policy Briefs on Social Welfare Legislation: MGNREGA, NFSA, Forest Rights Act*. Various years.
6. Various Authors. "Articles on Recent Constitutional Developments." *Economic and Political Weekly, Seminar, The Hindu*. Various years.



242/DSI/CC401

**MA Integrated Development Studies
SEMESTER - 4**

Name of Subject: Macroeconomics for Development											
Subject Code: CC-A07						Course ID:					
Credits				Hours			Marks				
Total Credits	L	T	P	L	T	P	TI	TE	PI	PE	Total Marks
4	4	0	0	4	0	0	30	70	-	-	100

Instructions for paper setter:

- Nine Questions will be set in all and students will be required to attempt 5 questions.
- Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2*7=14 marks).
- For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

Objective: This course provides an introduction to the core principles of macroeconomics and explores how national economies function as a whole. It focuses on key aggregates such as national income, employment, inflation, and government policy, with special attention to their role in the context of economic development. Students will gain insight into macroeconomic variables, policy tools, and the challenges faced by developing countries in achieving economic stability and growth. The course emphasizes the practical relevance of macroeconomic theory in addressing issues like unemployment, poverty, and inflation through appropriate policy interventions.

Course Outcomes: Students will able to:

- Understand key macroeconomic variables and methods for measuring national income in an economy.
- Analyze the causes and types of unemployment and poverty, particularly in developing countries.
- Examine the role of money, banking, and inflation in the macroeconomic development process.
- Evaluate the impact of fiscal and monetary policy on economic development and macroeconomic stability.

(Course Content)

Unit 1: Introduction to Macroeconomics and National Income

- 1.1 Meaning, Scope of Macroeconomics and its role in Development Studies
- 1.2 Basic Macroeconomic Variables (GDP, GNP, NNP, Personal Income and Disposable Income)
- 1.3 Circular Flow of Income (Two, Three & Four Sector Models)
- 1.4 Measurement of National Income (Product, Income and Expenditure Methods)

Unit 2: Employment, Unemployment, and Poverty

b

- 14
- 2.1 Concept of Employment and Unemployment (Types: Seasonal, Disguised, Structural, Voluntary Frictional)
 - 2.2 Unemployment in Developing Countries – Causes and consequences
 - 2.3 Poverty: Meaning, Types and Measurement (Absolute vs. Relative Poverty)
 - 2.4 Role of Government Schemes and Employment Programs in Reducing Unemployment


Unit 3: Money, Banking, and Inflation

- 3.1 Functions of Money (Medium of Exchange and Store of Value)
- 3.2 Role of Central Bank and Commercial Banks in Development
- 3.3 Inflation: Meaning and Causes (Demand-Pull and Cost-Push Inflation)
- 3.4 Impact of Inflation on Development (Poor and fixed income groups)

Unit 4: Macroeconomic Policy and Economic Development

- 4.1 Basics of Fiscal Policy (Government Expenditure and Taxation)
- 4.2 Basic of Monetary Policy (Interest Rate and Money Supply Control)
- 4.3 Budget and Deficit (Types of Deficits and Their Effect on Development)
- 4.4 Macroeconomic Stability for Development (need of stable inflation, employment, and income matter)

Suggested Readings

1. Jha, Raghendra. *Contemporary Macroeconomic Theory and Policy*. New Delhi: Wiley Eastern Limited, 1991.
 2. Shapiro, Edward. *Macroeconomic Analysis*. 5th ed. New Delhi: Harcourt Brace, 1996. (Confirm edition/publisher if different.)
 3. Mankiw, N. Gregory. *Macroeconomics*. 6th ed. New York: Worth Publishers, 2010.
 4. Blanchard, Olivier. *Macroeconomics*. 5th ed. Upper Saddle River, NJ: Pearson Education, 2009.
 5. Branson, William H. *Macroeconomic Theory and Policy*. 3rd ed. New Delhi: East-West Press, 2005.
 6. Dornbusch, Rudiger, Stanley Fischer, and Richard Startz. *Macroeconomics*. 11th ed. New York: McGraw-Hill, 2010.
 7. Gordon, Robert J. *Macroeconomics*. 12th ed. Boston: Pearson Addison Wesley, 2011.
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242/DSI/CC402

**MA Integrated Development Studies
SEMESTER - 4**

Name of Subject: Gender and Development Studies											
Subject Code: CC-A08						Course ID:					
Credits				Hours			Marks				
Total Credits	L	T	P	L	T	P	TI	TE	PI	PE	Total Marks
4	2	0	2	2	0	4	15	35	15	35	100

Instructions for paper setter: Examiner is requested to set **one compulsory and eight other questions, two from each unit.** The compulsory question should be of 14 marks and should cover entire syllabus. Student should attempt four other questions i.e. one from each unit.

Objective: This course aims to provide students with a foundational understanding of gender as a social construct and its intersections with development processes. It critically examines theoretical approaches to gender and development, such as WID, WAD, and GAD, and highlights how social institutions like the family, state, and economy shape gender roles and inequalities. The course also explores policy frameworks, development programs, and contemporary challenges, including gender-based violence, LGBTQI+ rights, and digital inequality. Through both theoretical and sectoral lenses, the course equips students to analyze gendered impacts of policies and engage with grassroots movements and global development agendas.

Course Outcomes: Students will be able to:

- 1 Gain conceptual clarity on the relationship between gender and development.
- 2 Explore key theoretical perspectives on gender in development discourse.
- 3 Critically analyze development policies and their gendered implications.
- 4 Engage with case studies and empirical material to understand lived realities of gendered experiences in development contexts.

(Course Content)

Unit 1: Conceptual Foundations of Gender and Development

- 1.1 Introduction to Gender: Biological Determination vs Social Construction
- 1.2 Approaches to the Study of Gender and Feminist Movements (First Wave, Second Wave, Third Wave)
- 1.3 Introduction to Gender and Development Theories: WID, WAD, GAD
- 1.4 Social Reproduction and Gendered Division of Labour

Unit 2: Gendered Institutions and Policy Frameworks

- 2.1 Family and Household
- 2.2 Gender and the State
- 2.3 Gender Budgeting and Development Planning in India
- 2.4 International Frameworks: CEDAW, SDGs, Beijing Platform for Action

Unit 3: Sectoral Perspectives and Development Programs



- 3.1 Gender and Education: Access, Retention, and Curriculum
- 3.2 Gender and Health: Reproductive Rights, Mental Health, Nutrition
- 3.3 Livelihoods and Gender: SHGs, NRLM, MGNREGA
- 3.4 Land Rights, Property, and Inheritance: Gendered Access and Control

Unit 4: Contemporary Challenges and Movements

- 4.1 Violence Against Women: Domestic Violence Act, Sexual Harassment at Workplace Act (POSH)
- 4.2 Intersectionality in Development: LGBTQI+ Rights, Caste, Class, and Identity Politics
- 4.3 Digital Gender Divide and Access to Technology
- 4.4 Grassroots Movements and Role of Civil Society: Case Studies from India

Practical Exercise

1. Gender Role Mapping Exercise
2. Policy Analysis: Gender Budgeting
3. Media and Gender Representation Review
4. Digital Access Survey

Suggested Readings

1. Agarwal, Bina. "'Bargaining' and Gender Relations: Within and Beyond the Household." *Feminist Economics* 3, no. 1 (1997): 1–51.
→ (Though progressive, Agarwal focuses on economic agency and household negotiations; broadly acceptable)
2. Beauvoir, Simone de. *The Second Sex*. Translated by H. M. Parshley. New York: Vintage Books, 1983.
3. Boserup, Ester. *Women's Role in Economic Development*. Rev. ed. London: Earthscan, 2007.
4. Crenshaw, Kimberlé W. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." *Stanford Law Review* 43, no. 6 (1991): 1241–1299.
5. Engels, Friedrich. *The Origin of the Family, Private Property and the State*. Trans. Ernest Untermann. New York: International Publishers, 1972.
→ [OPTIONAL: Can be excluded if Marxist historical materialism is to be avoided]
6. Hill Collins, Patricia. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. 2nd ed. New York: Routledge, 2008.
7. Hochschild, Arlie Russell. *The Second Shift: Working Parents and the Revolution at Home*. New York: Viking, 1989.
8. Kessler, Suzanne J. "The Medical Construction of Gender." *Signs* 16, no. 1 (1990): 3–26.
9. Mead, Margaret. *Sex and Temperament in Three Primitive Societies*. New York: William Morrow, 1935.
10. Rosaldo, Michelle Zimbalist, and Louise Lamphere, eds. *Women, Culture and Society*. Stanford, CA: Stanford University Press, 1974.
11. Supreme Court of India. Landmark Judgments on Gender Justice: *Vishaka v. State of Rajasthan*, *NALSA v. Union of India*, and *Shayara Bano v. Union of India*. Various years.
12. Walby, Sylvia. *Theorizing Patriarchy*. Oxford: Basil Blackwell, 1989.
13. West, Candace, and Don H. Zimmerman. "Doing Gender." *Gender & Society* 1, no. 2 (1987): 125–151.



242/DST/EC403

MA Integrated Development Studies
SEMESTER - 4

Name of Subject: Development Theories and Approaches											
Subject Code: CC-A09						Course ID:					
Credits				Hours			Marks				
Total Credits	L	T	P	L	T	P	TI	TE	PI	PE	Total Marks
4	4	0	0	4	0	0	30	70	-	-	100

Instructions for paper setter: Examiner is requested to set **one compulsory and eight other questions, two from each unit.** The compulsory question should be of 14 marks and should cover entire syllabus. Student should attempt four other questions i.e. one from each unit.

Objective: This course aims to critically engage students with the evolution of development theories, from classical modernization paradigms to contemporary and post-development alternatives. It encourages an understanding of communication's role in development while exploring indigenous, participatory, rights-based, and culturally rooted perspectives. The course fosters critical thinking about global inequalities, power structures, and the possibilities of alternative, locally grounded development practices.

Course Outcomes: Students will able to:

1. Understand foundational and alternative paradigms of development.
2. Critically analyze various theories of development.
3. Evaluate various approaches and framework to development.
4. Examine contemporary models and its implications in shaping current development discourse.

(Course Content)

Unit 1: Classical and Neoclassical Theories

- 1.1. Introduction to the Dominant Paradigm: Traditional vs. Modern Societies
— Talcott Parsons, Max Weber, Emile Durkheim and W.W. Rostow
- 1.2. Modernization Theory
— Daniel Lerner, Everett Rogers, Wilbur Schramm and W.W. Rostow
- 1.3. Indigenous Perspectives on Modernity
— M.N. Srinivas, Yogendra Singh and Dipankar Gupta
- 1.4. Deconstruction of the Dominant Paradigm
— Introductory critiques from Ashis Nandy, Arturo Escobar, and Partha Chatterjee
Note: (the stage for Dependency Theory and Post-colonialism to be covered in Unit 2)

Unit 2: Dependency and Opposing Approaches

- 2.1 Dependency Theory
— Paul A. Baran, Andre Gunder Frank, Samir Amin and Fernando Henrique Cardoso
- 2.2. World Systems Theory
— Immanuel Wallerstein

(Handwritten marks)

- 2.3. Post-development Critique
 - Arturo Escobar and Gustavo Esteva
- 2.4. Relevance and Critique of Dependency and Post-development Theories
 - Application to Global South contexts, especially South Asia
 - Contemporary debates on global inequalities, neo-colonialism, and agency in development discourse

Unit 3: Alternative Approaches to Development

- 3.1. Participatory and Empowerment Approaches
 - Robert Chambers, Paulo Freire, John Stuart Mill and Jean-Jacques Rousseau
- 3.2. Another Development and the New Paradigm
 - Jan Servaes
 - UNESCO – The MacBride Report (Many Voices, One World, 1980).
 - Dattopant Thengadi
- 3.3. Basic Needs Approach
 - Paul Streeten and Abraham Maslow
 - ILO/World Bank Reports (1970s–80s)
- 3.4. Rights-Based Approach (RBA)
 - Amartya Sen and Martha C. Nussbaum
 - UNDP/UNICEF Frameworks

Unit 4: Contemporary approaches

- 4.1. Sustainable Development Paradigm
 - Gro Harlem Brundtland
 - United Nations Sustainable Development Goals (SDGs).
- 4.2. ICT Paradigm (Information and Communication Technology for Development)
 - Manuel Castells
 - World Bank / UNDP ICT Initiatives
- 4.3. Entertainment-Education (Edutainment) Approaches
 - Arvind Singhal & Everett Rogers
- 4.4. Post-Development and Cultural-Critical Paradigm
 - Arturo Escobar, Ashis Nandy and Gustavo Esteva

Suggested Readings

1. Amin, Samir. *Accumulation on a World Scale: A Critique of the Theory of Underdevelopment*. New York: Monthly Review Press, 1974.
2. Austin, Granville. *The Indian Constitution: Cornerstone of a Nation*. Oxford: Oxford University Press, 1966.
3. Baran, Paul A. *The Political Economy of Growth*. New York: Monthly Review Press, 1957.
4. Brundtland, Gro Harlem. *Our Common Future*. Oxford: Oxford University Press, 1987.
5. Cardoso, Fernando Henrique, and Enzo Faletto. *Dependency and Development in Latin America*. Berkeley: University of California Press, 1979.
6. Castells, Manuel. *The Rise of the Network Society*. Vol. 1 of *The Information Age: Economy, Society and Culture*. Oxford: Blackwell, 1996.



7. Chambers, Robert. *Putting the Last First*. London: Longman, 1983.
8. Chatterjee, Partha. *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton, NJ: Princeton University Press, 1993.
9. Escobar, Arturo. *Encountering Development: The Making and Unmaking of the Third World*. Princeton, NJ: Princeton University Press, 1995.
10. Esteva, Gustavo. "Development." In *The Development Dictionary: A Guide to Knowledge as Power*, edited by Wolfgang Sachs, 6–25. London: Zed Books, 1992.
11. Frank, Andre Gunder. "The Development of Underdevelopment." *Monthly Review* 18, no. 4 (1966): 17–31.
12. Freire, Paulo. *Pedagogy of the Oppressed*. Translated by Myra Bergman Ramos. New York: Herder and Herder, 1970.
13. Gupta, Dipankar. *Mistaken Modernity: India Between Worlds*. New Delhi: HarperCollins, 2000.
14. Lerner, Daniel. *The Passing of Traditional Society: Modernizing the Middle East*. Glencoe, IL: Free Press, 1958.
15. Maslow, Abraham H. *Motivation and Personality*. New York: Harper & Row, 1954.
16. Mill, John Stuart. *On Liberty*. London: John W. Parker and Son, 1859.
17. Nandy, Ashis. *The Intimate Enemy: Loss and Recovery of Self Under Colonialism*. Delhi: Oxford University Press, 1983.
18. Nussbaum, Martha C. *Creating Capabilities: The Human Development Approach*. Cambridge, MA: Belknap Press of Harvard University Press, 2011.
19. Parsons, Talcott. *The Social System*. Glencoe, IL: Free Press, 1951.
20. Rogers, Everett M. *Diffusion of Innovations*. 5th ed. New York: Free Press, 2003.
21. Rostow, W. W. *The Stages of Economic Growth: A Non-Communist Manifesto*. Cambridge: Cambridge University Press, 1960.
22. Rousseau, Jean-Jacques. *The Social Contract*. Translated by Maurice Cranston. London: Penguin Books, 1968. (Original work published 1762.)
23. Schramm, Wilbur. *Mass Media and National Development: The Role of Information in the Developing Countries*. Stanford, CA: Stanford University Press, 1964.
24. Sen, Amartya. *Development as Freedom*. New Delhi: Oxford University Press, 1999.
25. Servaes, Jan. *Communication for Development and Social Change*. New Delhi: SAGE Publications, 2008.
26. Singh, Yogendra. *Modernization of Indian Tradition: A Systemic Study of Social Change*. New Delhi: Thomson Press, 1973.
27. Singhal, Arvind, and Everett M. Rogers. *Entertainment-Education: A Communication Strategy for Social Change*. Mahwah, NJ: Lawrence Erlbaum Associates, 2002.
28. Srinivas, M. N. *Social Change in Modern India*. Berkeley: University of California Press, 1966.
29. Streeten, Paul. *First Things First: Meeting Basic Human Needs in Developing Countries*. New York: Oxford University Press, 1981.
30. Thengadi, Dattopant. *Third Way: Swadeshi – An Ideology for National Reconstruction*. New Delhi: Sahitya Sindhu Prakashana, 1995.
31. UNESCO. *Many Voices, One World: Communication and Society Today*. Report by the International Commission for the Study of Communication Problems (MacBride Report). Paris: UNESCO, 1980.
32. United Nations. *Sustainable Development Goals (SDGs) Report*. New York: United Nations, 2015–2030.
33. Wallerstein, Immanuel. *The Modern World-System I: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century*. New York: Academic Press, 1974.

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34. Weber, Max. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Talcott Parsons. London: Allen & Unwin, 1930. (Original work published 1905.)
35. Weber, Max. *Economy and Society: An Outline of Interpretive Sociology*. Edited by Guenther Roth and Claus Wittich. Berkeley: University of California Press, 1978. (Selections.)
36. World Bank and UNDP. *Various Reports on ICT4D and Digital Inclusion*. Various years. (e.g., Digital India, e-Governance Case Studies.)



**MA Integrated Development Studies
SEMESTER - 4**

Name of Subject: Public Health System and Management											
Subject Code: CC-A10						Course ID:					
Credits				Hours			Marks				
Total Credits	L	T	P	L	T	P	TI	TE	PI	PE	Total Marks
4	4	0	0	4	0	0	30	70	-	-	100

Instructions for paper setter: Examiner is requested to set **one compulsory and eight other questions, two from each unit.** The compulsory question should be of 14 marks and should cover entire syllabus. Student should attempt four other questions i.e. one from each unit.

Objective: The course aims to provide a comprehensive understanding of public health systems, including their components and functions, health policy and planning, operational management, and contemporary challenges. It covers health service delivery models, policy frameworks, resource management, and emerging issues in public health.

Course Outcomes:

1. Describe the overview, components, functions, and organizational structure of public health systems, including health service delivery models and governance.
2. Develop and analyze health policy frameworks, strategic planning processes, implementation, and evaluation, and understand the role of stakeholders in health policy.
3. Apply principles of operational management in public health, including resource allocation, quality assurance, performance monitoring, and human resource management.
4. Assess contemporary challenges in public health management, such as emerging health issues, crisis management, system resilience, and innovations for future advancements.

Unit 1: Introduction to Public Health Systems

- 1.1 Overview of Public Health Systems (Primary, Secondary, and Tertiary Healthcare Networks in India).
- 1.2 Components and Functions of Health Systems (National Health Mission (NHM) and Ayushman Bharat).
- 1.3 Health Service Delivery Models
 - (Rural health delivery models: ASHA workers, Anganwadi centers, Primary Health Centers (PHCs).
 - Urban health service delivery: Urban Health Mission and Urban Primary Health Centers (UPHCs)
- 1.4 Health System Organization and Governance (Role of state governments in public health management and function of district health authorities)

Unit 2: Health Policy and Planning



- 2.1 Health Policy Frameworks and Development (National Health Policy 2017)
- 2.2 Strategic Planning in Public Health (Case Study Ayushman Bharat and Planning and implementation of immunization programs at state levels)
- 2.3 Health Policy Implementation and Evaluation (case Study Implementation and evaluation of the Swachh Bharat Mission)
- 2.4 Role of Stakeholders in Health Policy (WHO, UNICEF, and NGOs in supporting health policies, Public-private partnership (PPP) models in Indian healthcare)

Unit 3: Operational Management in Public Health

- 3.1 Resource Allocation and Management (Health budget allocation and prioritization in India, Managing health resources in rural areas)
- 3.2 Quality Assurance and Improvement (National Accreditation Board for Hospitals & Healthcare Providers (NABH) standards)
- 3.3 Performance Monitoring and Evaluation (Introduction to India's Health Management Information System (HMIS).
- 3.4 Human Resource Management in Health Systems (Challenges of healthcare workforce shortage in India (doctors, nurses), Training and management of frontline workers like ASHA and Auxiliary Nurse Midwives (ANMs).

Unit 4: Contemporary Challenges in Public Health Management

- 4.1 Emerging Health Issues and Trends (Rising burden of Non-Communicable Diseases (NCDs) in India, Mental health issues and India's National Mental Health Programme (NMHP).
- 4.2 Public Health Crises and Emergency Management (Management of COVID-19 pandemic in India: successes and challenges, Case study: Handling of the 2018 Nipah virus outbreak in Kerala)
- 4.3 Health System Resilience and Adaptation (Strengthening health systems through digital health initiatives like e-Sanjeevani and Aarogya Setu app, Health system responses to natural disasters (floods, earthquakes) in India)
- 4.4 Innovations and Future Directions in Public Health Management (Growth of telemedicine and mobile health (mHealth) services in India, Use of Artificial Intelligence and data analytics in Indian public health initiatives under Digital India)

Practical Exercise

1. Health Facility Visit
2. Health Data Analysis
3. Survey on Mental Health Awareness
4. Digital Health Tool Review

Suggested Readings

1. Rao, Mohan. *Health for All: Myth and Reality*. New Delhi: Orient Longman, 1994. (Though Rao is critical, the book offers a useful analytical foundation.)
2. Taneja, D. K. *Health Policies and Programmes in India*. 17th ed. New Delhi: Doctors Publications, 2023.



3. Lakshminarayan, R. *India's Health Care Sector: An Overview*. New Delhi: Oxford University Press, 2012.
4. Bhatia, J. C., and R. K. Bansal. *Public Health in India: Issues and Challenges*. New Delhi: Academic Foundation, 2011.
5. Bhandari, Laveesh, ed. *Health Infrastructure in India: Critical Analysis and Policy Recommendations*. New Delhi: India Infrastructure Report, 2010.

Official Reports, Guidelines, and Policy Documents

6. Ministry of Health and Family Welfare (MoHFW). *Indian Public Health Standards (IPHS) Guidelines*. Accessed August 2025. <https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=450&lid=226>.
7. Park, K. *Park's Textbook of Preventive and Social Medicine*. 27th ed. Jabalpur: Banarsidas Bhanot, 2023.
8. National Health Mission. *Operational Guidelines on NHM and Ayushman Bharat*. Accessed August 2025. <https://nhm.gov.in/index1.php?lang=1&level=2&sublinkid=698&lid=171>.
9. Ministry of Health and Family Welfare (MoHFW). *Ayushman Bharat Health and Wellness Centre Guidelines*. Accessed August 2025. <https://ab-hwc.nhp.gov.in/>.
10. MoHFW. *Rural Health Statistics 2021–22*. Accessed August 2025. <https://ruralhealthstatistics.nic.in/>.
11. National Urban Health Mission. *Framework for Implementation*. Accessed August 2025. <https://nhm.gov.in/index1.php?lang=1&level=2&sublinkid=971&lid=308>.
12. NITI Aayog. *Healthy States, Progressive India: Report on Health Index*. Accessed August 2025. <https://niti.gov.in/health-index>.
13. WHO India. *Health System Governance in India*. Accessed August 2025. <https://www.who.int/india/health-topics/health-systems-governance>.
14. Ministry of Health and Family Welfare (MoHFW). *National Health Policy 2017*. Accessed August 2025. https://www.nhp.gov.in/nhpfiles/national_health_policy_2017.pdf.
15. WHO India. *Immunization Handbook for Health Workers*. 2021. <https://www.who.int/publications/i/item/immunization-handbook-for-health-workers-india>.
16. Ministry of Jal Shakti. *Swachh Bharat Mission: Achievements & Progress Reports*. Accessed August 2025. <https://swachhbharatmission.gov.in/sbmcms/index.htm>.
17. WHO. *Country Cooperation Strategy – India 2019–2023*. Accessed August 2025. <https://www.who.int/docs/default-source/searo/india/ccs-india.pdf>.
18. UNICEF India. *Annual Reports*. Accessed August 2025. <https://www.unicef.org/india/reports>.
19. NITI Aayog. *Public Private Partnership in Healthcare: Models and Case Studies*. Accessed August 2025. https://niti.gov.in/sites/default/files/PPP_Healthcare_Models_CaseStudies.pdf.
20. Ministry of Health and Family Welfare (MoHFW). *National Health Accounts Estimates for India*. Accessed August 2025. https://main.mohfw.gov.in/sites/default/files/NHA_Report_2017-18.pdf.
21. NITI Aayog. *Health Expenditure Landscape in India*. Accessed August 2025. https://niti.gov.in/sites/default/files/2021-10/Health_Expenditure_Report.pdf.
22. NABH. *Accreditation Standards for Primary and Secondary Health Centres*. Accessed August 2025. <https://nabh.co/Standards>.



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23. MoHFW. *Health Management Information System (HMIS) User Manual*. Accessed August 2025. <https://hmis.nhp.gov.in/#/>.
24. MoHFW. *National Health Workforce Accounts Report, 2020*. Accessed August 2025. <https://main.mohfw.gov.in/sites/default/files/NHWA%20Report%202020.pdf>.
25. WHO. *India Health Workforce Report 2021*. <https://www.who.int/publications/i/item/9789290228696>.
26. Indian Council of Medical Research (ICMR). *India: Health of the Nation's States Report 2017*. https://main.icmr.nic.in/sites/default/files/reports/Health_of_Nations_States_Report_2017.pdf.
27. MoHFW. *National Mental Health Programme Guidelines*. <https://nhm.gov.in/index1.php?lang=1&level=2&sublinkid=453&lid=273>.
28. Ministry of Health & Family Welfare. *COVID-19 India: Management Reports and Guidelines*. <https://www.mohfw.gov.in/>.
29. Kerala State Health Department. *Nipah Virus Outbreak Report – 2018*. <https://www.nihfw.org/Doc/Nipah-Virus-Kerala-2018.pdf>.
30. National Digital Health Mission (NDHM). *Strategy Overview*. <https://ndhm.gov.in/>.
31. MoHFW. *eSanjeevani – A National Teleconsultation Service*. <https://esanjeevani.in/>.
32. NITI Aayog. *Digital Health in India: Technology for a Healthier Future*. https://niti.gov.in/writereaddata/files/document_publication/Digital_Health_Report_2020.pdf.
33. WHO-SEARO. *AI and Big Data in Public Health in India: Opportunities and Challenges*. <https://apps.who.int/iris/handle/10665/332771>.



MA Integrated Development Studies
SEMESTER - 4

Name of Subject: Equity, Ethics and Justice in Development											
Subject Code: MIC-04						Course ID:					
Credits				Hours			Marks				
Total Credits	L	T	P	L	T	P	TI	TE	PI	PE	Total Marks
4	4	0	0	4	0	0	30	70	-	-	100

Instructions for paper setter: Examiner is requested to set **one compulsory and eight other questions, two from each unit.** The compulsory question should be of 14 marks and should cover entire syllabus. Student should attempt four other questions i.e. one from each unit.

Objective: This course explores the principles of equity, ethics, and justice in development. It provides an understanding of theoretical frameworks, ethical challenges in practice, and real-world policy analysis to promote inclusive and fair development.

Course Outcomes: After completing this course, students will be able to:

1. Define key concepts and frameworks of equity, ethics, and justice.
2. Analyze ethical dilemmas in development, including informed consent and power dynamics.
3. Evaluate development policies with a focus on marginalized communities.
4. Propose inclusive strategies for equitable and sustainable development.

(Course Content)

Unit 1: Introduction to Equity, Ethics, and Justice in Development

- 1.1 Definitions and Concepts of *Equity, Ethics and Justice*
- 1.2 Historical perspectives (Gandhian ideas, Ambedkar’s vision of social justice, Nancy Fraser and Iris Marion Critical Social Justice Approach)
- 1.3 Simple frameworks: (Rawls’ Theory of Justice, Capability Approach and Thomas Piketty’s political economy and inequality)
 - 1.4 Indicators of fairness – access to health, education, social mobility

Unit 2: Ethical Issues in Development

- 2.1 Ethical dilemmas in Development (Displacement vs. Development, Participation vs. Top-down Planning, Equity vs. Efficiency, Cultural Sensitivity vs. Universal Models)
- 2.2 Importance of informed consent and ensuring community participation
- 2.3 Power Imbalance Between Government Agencies and Local People
- 2.4 Respecting Local Cultures and Traditions in Development Projects

Unit 3: Policies and Social Justice



- 3.1 Understanding policies using equity and justice perspectives
- 3.2 Policies Impact on Dalits, Adivasis, women, LGBTQ+, and rural poor
- 3.3 Fair distribution of resources like water, land, and technology
- 3.4 Case Studies (Haryana context):
 - *Ladli Scheme* for girl child welfare
 - *BPL Housing Scheme* in rural Haryana
 - *Bhagidari Yojana* for participatory development
 - *Mewat Development Agency* for minority welfare

Unit 4: Building Fair and Inclusive Development

- 4.1 Inclusive Project Designing– (rural sanitation, digital literacy for women).
- 4.2 Strategies to reduce inequalities (gender budgeting, targeted subsidies).
- 4.3 Monitoring and Evaluation with equity indicators (participation, feedback, grievance redress).
- 4.4 Future Directions and Case Studies:
 - *e-Disha Centres in Haryana* – digital inclusion
 - *Self-Help Groups (SHGs) for women empowerment*
 - *Saksham Yuva Scheme* – employment and skill training for youth

Practical Exercise

1. Field Visit & Community Interaction
2. Case Study Analysis
3. Data Collection & Analysis
4. Monitoring & Evaluation Exercise

Suggested Readings

1. Ambedkar, B. R. *Annihilation of Caste*. Delhi: Navayana Publishing, 2014. (Originally published 1936.)
2. Crocker, David A. *Ethics of Global Development: Agency, Capability, and Deliberative Democracy*. Cambridge: Cambridge University Press, 2008.
3. Gandhi, Mahatma. *Hind Swaraj*. Ahmedabad: Navajivan Publishing House, 1938. (Originally written in 1909; check edition used.)
4. Kabeer, Naila. *Reversed Realities: Gender Hierarchies in Development Thought*. London: Verso, 1994.
5. Rawls, John. *A Theory of Justice*. Cambridge, MA: Harvard University Press, 1971.
6. Sen, Amartya. *Development as Freedom*. Oxford: Oxford University Press, 1999.

Government of Haryana – Policy Documents and Schemes

7. Government of Haryana. *Saksham Yuva Scheme Guidelines and Progress Reports*. Launched 2016. <https://haryana.gov.in>.
8. Government of Haryana. *Beti Bachao, Beti Padhao: State Implementation Reports*. Ongoing since 2015. <https://haryana.gov.in>.
9. Government of Haryana. *Mukhya Mantri Antyodaya Parivar Utthan Yojana (MMAPUY)*. Launched 2021. <https://haryana.gov.in>.



10. Government of Haryana. *Haryana Skill Development Mission (HSDM): Policy and Operational Framework*. Launched 2015. <https://haryana.gov.in>.
11. Government of Haryana. *Parivar Pehchan Patra (PPP): Implementation Guidelines*. Launched 2020. <https://haryana.gov.in>.
12. Government of Haryana. *Annual Budget Speeches and Vision Documents*. Various years. <https://haryana.gov.in>.

B

**MA Integrated Development Studies
SEMESTER - 5**

Name of Subject: Development Planning and Policy											
Subject Code: CC-A11						Course ID:					
Credits				Hours			Marks				
Total Credits	L	T	P	L	T	P	TI	TE	PI	PE	Total Marks
4	4	0	0	4	0	0	30	70	-	-	100

Instructions for paper setter: Examiner is requested to set **one compulsory and eight other questions, two from each unit.** The compulsory question should be of 14 marks and should cover entire syllabus. Student should attempt four other questions i.e. one from each unit.

Objective: The course aims to provide an in-depth understanding of development planning, covering its concepts, historical evolution, types, and key components. It explores policy formulation, implementation strategies, planning models, and the challenges and innovations in development planning.

Course Outcomes: After completing this course, students will be able to:

1. Understand the fundamentals of development planning
2. Analyze policy-making processes, including stakeholder involvement and methods of implementation, monitoring, and evaluation.
3. Evaluate planning models (e.g., participatory, top-down, bottom-up) through real-world case studies.
4. Identify challenges and innovations in development planning, and assess the impact of technology and data on future planning trends.

(Course Content)

Unit 1: Introduction to Development Planning

- 1.1 Development Planning: Concepts and Objectives
- 1.2 Types of Development Plans (Strategic, Tactical, Operational)
- 1.3 Instruments of Public Policy and Planning (Legislative, Economic, Regulatory)
- 1.4 Contexts: State, Market, and Civil Society Interaction in Development

Unit 2: Policy Formulation for Development

- 2.1 Theoretical Perspectives and Indian Thinkers (Deendayal Upadhyaya Civilisation approach, Swami Vivekananda's cultural revivalism and national pride, Economic Liberalism and Nationalism by Swaminathan Aiyar and Raghuram Rajan, Ram Manohar Lohia cultural nationalism)
- 2.2 Institutions Involved in Policy Formulation (Role of the Cabinet, Council of Ministers, Parliament, NITI Aayog Influence of State Governments and Inter-Governmental Bodies)
- 2.2 Stakeholders in the Indian Policy Landscape (Role of Civil Society, NGOs, Media, Political Parties, Pressure Groups and public Consultancies)



2.4 Policy Formulation Process and Case Studies

Unit 3: Policy Implementation and Evaluation

- 3.1 Approaches and Challenges in Policy Implementation (Top-down vs. bottom-up, institutional capacity, inter-agency coordination)
- 3.2 Monitoring and Evaluation Techniques (Performance indicators, formative/summative evaluation, policy evaluation agencies)
- 3.3 Tools for Assessing Policy Effectiveness (Cost-benefit analysis, cost-effectiveness, RCTs, risk assessment, economic and ethical criteria)
- 3.4 Role of Technology and Innovation in Implementation (e-Governance, data-driven decision-making, digital platforms, AI tools)

Unit 4: Indian Public Policy & Emerging Challenges

- 4.1 Institutional Framework in India (Role of Cabinet, NITI Aayog, Bureaucracy, Political Parties, CSOs, Media, and Pressure Groups)
- 4.2 International Influence (IMF, World Bank, WTO, SDGs and Global Development Goals)
- 4.3 Innovations and Best Practices in Development Planning (Participatory Models, Integrated Frameworks, Digital Platforms)
- 4.4 Future Trends and Challenges (Data-Driven Planning, AI & Predictive Analytics in Policy, Climate Change, Ethical and Political Considerations in Policy Design)

Suggested Reading:

1. Holtz-Eakin, Douglas, and Harvey S. Rosen, eds. *Public Policy and the Economics of Entrepreneurship*. Cambridge, MA: MIT Press, 2003.
2. Goodin, Robert E., Michael Moran, and Martin Rein, eds. *The Oxford Handbook of Public Policy*. Vol. 6 of *The Oxford Handbooks of Political Science*. Oxford: Oxford University Press, 2006.
3. Menutt, Patrick. *The Economics of Public Choice*. Cheltenham, UK: Edward Elgar, 1996.
4. Stiglitz, Joseph E., and Edward P. Brown. *Economics of the Public Sector*. Vol. 50. New York: W. W. Norton, 1988.
5. Stiglitz, Joseph E., and Jay K. Rosengard. *Economics of the Public Sector*. 4th International Student ed. New York: W. W. Norton & Company, 2015.

b

**MA Integrated Development Studies
SEMESTER - 5**

Name of Subject: Labour Migration for Development											
Subject Code: CC-A12						Course ID:					
Credits				Hours			Marks				
Total Credits	L	T	P	L	T	P	TI	TE	PI	PE	Total Marks
4	4	0	0	4	0	0	30	70	-	-	100

Instructions for paper setter: Examiner is requested to set **one compulsory and eight other questions, two from each unit.** The compulsory question should be of 14 marks and should cover entire syllabus. Student should attempt four other questions i.e. one from each unit.

Objective: This course introduces students to the dynamics of labour markets and migration in the context of development. It focuses on employment trends, migration flows, the implications for human rights, and evolving policy responses.

Course Outcomes: After Completion of Course Students will able to Learn

1. Understand key features of labour markets
2. Analyze internal and international migration patterns
3. Examine the impact of labour and migration on development
4. Evaluate policy responses and anticipate future trends

Unit 1: Labour Market Dynamics

- 1.1 Formal and informal labour markets
- 1.2 Labour force participation and youth unemployment
- 1.3 Labour codes in India and minimum wage laws
- 1.4 Global value chains and gig economy employment

Unit 2: Migration Patterns and Issues

- 2.1 Circular rural–urban migration and economic push-pull factors
- 2.2 Emerging Trends in International Migration: Migration from Kerala, Punjab, and Gujarat to the US, Canada, and Europe
- 2.3 Migrant access to housing, identity and welfare
- 2.4 Legal frameworks and bilateral labour agreements

Unit 3: Impact of Labour and Migration on Development

- 3.1 Remittances and brain drain
- 3.2 Left-behind families and urban integration challenges
- 3.3 Labour mobility and regional development
- 3.4 Kerala's migration policies and SDG inclusion



Unit 4: Policy Solutions and Future Trends

- 4.1 Skill development schemes and social security platforms
- 4.2 Portability of benefits and safe migration practices
- 4.3 Climate migration and automation
- 4.4 Philippines' Labour export strategy (formalized international migration) and Jharkhand's migrant registry (internal migration governance response)

Suggested Readings:

1. Abbas, Rameez. "Internal Migration and Citizenship in India." *Journal of Ethnic and Migration Studies* 42, no. 1 (2016): 150–168.
<https://www.tandfonline.com/doi/full/10.1080/1369183X.2015.1100067>.
2. Breman, Jan. "A Bogus Concept?" *New Left Review*, no. 84 (2013): 130–138.
<https://newleftreview.org/issues/ii84/articles/jan-breman-a-bogus-concept.pdf>.
3. Datta, Anamika, and S. Irudaya Rajan. "Internal Migration and Development in India." *Indian Journal of Human Development* 18, no. 1 (2024): 7–19.
<https://journals.sagepub.com/doi/full/10.1177/09737030241251865>.
4. De Haas, Hein. "Migration and Development: A Theoretical Perspective." *International Migration Review* 44, no. 1 (2010): 227–264. <https://heindehaas.org/wp-content/uploads/2015/05/de-haas-2007-comcad-wp-migration-and-development-theory.pdf>.
5. Deshingkar, Priya, and Daniel Start. *Seasonal Migration for Livelihoods in India: Coping, Accumulation and Exclusion*. London: Overseas Development Institute, 2003. <https://odi.org/en/publications/seasonal-migration-for-livelihoods-in-india-coping-accumulation-and-exclusion/>.
6. International Labour Organization (ILO). *World Employment and Social Outlook: Trends 2023*. Geneva: ILO, 2023.
https://www.ilo.org/sites/default/files/wcmsp5/groups/public/%40dgreports/%40inst/documents/publication/wcms_865332.pdf.
7. Khosla, Radhika. "Platform Work and Labour Rights in India." *Economic and Political Weekly* 56, no. 36 (2021). <https://www.epw.in/journal/2021/36/platform-economy/platform-work-and-labour-rights-india.html>.
8. Ministry of Labour and Employment, Government of India. *Overview of the Four Labour Codes*. 2020. <https://labour.gov.in/new-labour-codes>.
9. Srivastava, Ravi. *Understanding Circular Migration in India: Its Nature and Dimensions, the Crisis Under Lockdown and the Response of the State*. New Delhi: Institute for Human Development, 2020a.
https://www.thehinducentre.com/publications/policy-watch/article33461900.ece/binary/IHD-CES_WP_04_2020.pdf.
10. Srivastava, Ravi. *Vulnerable Internal Migrants in India and Portability of Social Security and Entitlements*. New Delhi: Institute for Human Development, 2020b.
https://www.ihdindia.org/Working%20Papers/2020/IHD-CES_WP_02_2020.pdf.
11. World Bank. *Migration and Development Brief 39: Leveraging Diaspora Finances*. KNOMAD, 2023.
<https://documents1.worldbank.org/curated/en/099740408142422676/pdf/IDU-84dfd61b-e135-4242-a202-3728b2e8fa86.pdf>.

**MA Integrated Development Studies
SEMESTER - 5**

Name of Subject: Introduction to Rural Development and Strategies											
Subject Code: CC-A13						Course ID:					
Credits				Hours			Marks				
Total Credits	L	T	P	L	T	P	TI	TE	PI	PE	Total Marks
4	4	0	0	4	0	0	30	70	-	-	100

Instructions for paper setter: Examiner is requested to set **one compulsory and eight other questions, two from each unit.** The compulsory question should be of 14 marks and should cover entire syllabus. Student should attempt four other questions i.e. one from each unit.

Objective: To introduce students to the central challenges, strategies, and institutional frameworks of rural development in India. The course uses historical context, policy analysis, and sectoral approaches to build a critical understanding of how rural transformation is shaped and contested.

Course Outcomes: After completing this course, students will be able to:

1. Identify and analyze core rural development challenges such as poverty, land inequality, and agrarian crisis, and understand their historical and structural dimensions.
2. Critically assess key rural development programs and institutions, including government schemes like MGNREGA and the role of PRIs, NGOs, and SHGs in fostering rural transformation.
3. Apply strategic and participatory approaches—such as integrated planning, livelihood diversification, and use of technology—to evaluate or design context-specific rural development solutions.

Unit 1: Key Concepts and Structural Challenges

- 1.1: Definitions and scope of rural development
- 1.2: Historical evolution of rural policy in India
- 1.3: Structural challenges: land inequality, rural poverty, infrastructure deficits
- 1.4: Agrarian crisis and changing rural livelihoods

Unit 2: Institutional and Policy Interventions

- 2.1: Early and contemporary rural development programs: IRDP, SGSY, MGNREGA
- 2.2: Role of PRIs and decentralization
- 2.3: Land reform policies and stagnation
- 2.4: NGOs and grassroots governance

Unit 3: Rural Livelihood Strategies

- 3.1: Green Revolution: achievements and exclusions
- 3.2: Agricultural innovation and sustainability
- 3.3: Non-farm sector: crafts, rural industries, migration
- 3.4: Role of women-led SHGs in rural livelihoods and economic strategies

Unit 4: Infrastructure, Inclusion, and Futures

- 4.1: Physical infrastructure: roads, electricity, telecom, water
- 4.2: Health and education delivery in rural areas
- 4.3: Social inclusion: caste, gender, and class in rural strategy
- 4.4: Data, tech and rural innovation: AgriTech, e-governance, solar

Suggested Reading:

1. Drèze, Jean, and Amartya Sen. *An Uncertain Glory: India and Its Contradictions*. London: Penguin Group Ltd., 2013.
2. Ghonemy, Mohamad Riad. *The Dynamics of Rural Poverty*. Rome: Food and Agriculture Organization of the United Nations (FAO), 1986.
3. Jha, Uma Medury. *Rural Development in India: Problems and Prospects*. New Delhi: Anmol Publications, 1995.
4. National Council of Applied Economic Research. *India Rural Infrastructure Report*. New Delhi: SAGE Publications, 2007.
5. Sahu, Kailash. *Rural Development in India*. New Delhi: Anmol Publications, 2003.
6. Singh, Katar. *Rural Development: Principles, Policies and Management*. 3rd ed. New Delhi: SAGE Publications, 2009.
7. Tripathy, S. N. *Rural Development*. New Delhi: Discovery Publishing House, 2000.

**MA Integrated Development Studies
SEMESTER - 5**

Name of Subject: Issues of Poverty in Development											
Subject Code: CC-A14						Course ID:					
Credits				Hours			Marks				
Total Credits	L	T	P	L	T	P	TI	TE	PI	PE	Total Marks
4	4	0	0	4	0	0	30	70	-	-	100

Instructions for paper setter: Examiner is requested to set **one compulsory and eight other questions, two from each unit.** The compulsory question should be of 14 marks and should cover entire syllabus. Student should attempt four other questions i.e. one from each unit.

Objective: The course aims to provide a comprehensive understanding of poverty, including its definitions, types, causes, and consequences. It covers methods for measuring poverty, examines global and regional perspectives, and evaluates various policy responses and strategies for poverty reduction.

Course Outcomes:

1. Understand the definitions and types of poverty, including absolute and relative poverty.
2. Learn the methods for measuring poverty, including income and consumption-based measures and the Multidimensional Poverty Index (MPI).
3. Analyze global and regional trends in poverty, with a focus on urban and rural differences and the impact of globalization.
4. Evaluate policy responses and strategies for poverty reduction, including economic growth, social safety nets, and microfinance initiatives.

Unit 1: Understanding Poverty

- 1.1. Definition and Types of Poverty: Absolute and Relative Poverty
- 1.2. Concepts of Income Poverty and Multidimensional Poverty
- 1.3. Causes of Poverty: Structural and Individual Factors
- 1.4. Consequences of Poverty: Social, Economic, and Psychological Impacts

Unit 2: Measuring Poverty

- 2.1. Poverty Line: Concepts and Calculation Methods
- 2.2. Income and Consumption-based Measures
- 2.3. Multidimensional Poverty Index (MPI)
- 2.4. Issues and Challenges in Poverty Measurement

Unit 3: Global and Regional Perspectives on Poverty

- 3.1. Poverty Trends and Statistics: Global, Regional, and National Levels
- 3.2. Case Studies of Poverty in Different Countries
- 3.3. Urban vs. Rural Poverty: Differences and Commonalities
- 3.4. Impact of Globalization on Poverty

Unit 4: Policy Responses to Poverty



- 4.1. Poverty Reduction Strategies: Economic Growth and Redistribution
- 4.2. Social Safety Nets and Welfare Programs
- 4.3. Microfinance and Inclusive Economic Development
- 4.4. Evaluation of Anti-Poverty Policies and Program

Suggested Readings:

1. Chenery, Hollis, Montek S. Ahluwalia, C. L. G. Bell, John H. Duloy, and Richard Jolly. *Redistribution with Growth*. Oxford: Oxford University Press, 1974.
2. Drèze, Jean, and Amartya K. Sen. *Hunger and Public Action*. Oxford: Clarendon Press, 1989.
3. Haughton, Jonathan, and Shahidur R. Khandker. *Handbook on Poverty and Inequality*. Washington, DC: World Bank Publications, 2009.
4. Kumar, Nirmal. *Textbook on Law, Poverty & Development*. New Delhi: Universal Law Publishing, 2014.
5. Kuznets, Simon. "Economic Growth and Income Inequality." *American Economic Review* 45, no. 1 (1955): 1–28.
6. Rousseau, Jean-Jacques. *A Discourse on Inequality*. London: Penguin Classics, 2013.
7. Sen, Amartya K. *Inequality Reexamined*. Oxford: Oxford University Press, 1992.
8. Sharma, H. K. *Textbook on Law, Poverty and Development*. New Delhi: Bharat Law House, 2021.
9. Streeten, Paul, with Shahid Javed Burki, Mahbub ul Haq, Norman Hicks, and Frances Stewart. *First Things First: Meeting Basic Human Needs in the Developing Countries*. Oxford: Oxford University Press, 1981.
10. Wagle, Udaya R. *Research Handbook on Poverty and Inequality*. Cheltenham, UK: Edward Elgar Publishing, 2023.

**MA Integrated Development Studies
SEMESTER - 5**

Name of Subject: Agriculture and Food Security for Development											
Subject Code: MIC-02(VOC)						Course ID:					
Credits				Hours			Marks				
Total Credits	L	T	P	L	T	P	TI	TE	PI	PE	Total Marks
4	4	0	0	4	0	0	30	70	-	-	100

Instructions for paper setter: Examiner is requested to set **one compulsory and eight other questions, two from each unit.** The compulsory question should be of 14 marks and should cover entire syllabus. Student should attempt four other questions i.e. one from each unit.

Objective:

Course Outcomes: After completing this course, students will be able to:

Objective: To provide a comprehensive understanding of the role of agriculture in development, food security, sustainable practices, and agricultural policies.

Course Outcomes:

1. Analyze the role of agriculture in economic and rural development, its historical evolution, and current trends and challenges.
2. Understand the dimensions of food security, global and regional challenges, nutritional security, and the impact of climate change.
3. Explore sustainable agricultural practices, including principles, organic farming, conservation agriculture, and technological innovations.
4. Evaluate agricultural policies, including frameworks, subsidies, trade policies, and case studies of successful programs.

Unit 1: Introduction to Food and Agriculture in Development

- 1.1. Role of Agriculture in Economic Development
- 1.2. Agriculture and Rural Development
- 1.3. Historical Evolution of Agricultural Systems
- 1.4. Current Trends and Future Challenges in Agriculture

Unit 2: Food Security and Nutrition

- 2.1. Concept and Dimensions of Food Security
- 2.2. Global and Regional Food Security Challenges
- 2.3. Nutritional Security and Public Health
- 2.4. Impact of Climate Change on Food Security

Unit 3: Sustainable Agricultural Practices



- 3.1. Principles of Sustainable Agriculture
- 3.2. Organic Farming and Agroecology
- 3.3. Conservation Agriculture and Water Management
- 3.4. Technological Innovations in Agriculture

Unit 4: Agricultural Policies and Global Trade

- 4.1. Agricultural Policy Frameworks
- 4.2. Subsidies, Price Supports, and Trade Policies
- 4.3. Global Food Trade and its Impact on Development
- 4.4. Case Studies of Successful Agricultural Policies and Programs

Suggested reading

- 1. Hussain, Majid. *Agricultural Geography*. Jaipur: Rawat Publications, 2000.
- 2. Modgal, Suresh. *Food Security of India*. New Delhi: National Book Trust, 2017. ISBN 81-237-7131-2.
- 3. Ramaswamy, S., and L. Surulivel. *Food Security in India*. Chennai: MJP Publishers, 2017. ISBN 9788180943386.
- 4. Singh, Jasbir, and S. S. Dhillon. *Agricultural Geography*. 2nd ed. New Delhi: Tata McGraw-Hill, 1988.
- 5. Swaminathan, M. S. *Combating Hunger and Achieving Food Security*. Cambridge: Cambridge University Press, 2016. ISBN 9781107123113.



**MA Integrated Development Studies
SEMESTER - 6**

Name of Subject: Participatory Communication and Community Engagement											
Subject Code: CC-A15						Course ID:					
Credits				Hours			Marks				
Total Credits	L	T	P	L	T	P	TI	TE	PI	PE	Total Marks
4	2	0	2	2	0	4	15	35	15	35	100

Instructions for paper setter: Examiner is requested to set **one compulsory and eight other questions, two from each unit.** The compulsory question should be of 14 marks and should cover entire syllabus. Student should attempt four other questions i.e. one from each unit.

Objective: This course aims to provide a comprehensive understanding of community engagement and participatory communication within both rural and urban development contexts. It introduces students to the conceptual foundations and practical relevance of involving communities in the planning, execution, and evaluation of development initiatives. By exploring traditional knowledge systems, folk media, urban digital platforms, and participatory tools, the course emphasizes culturally rooted and people-centered communication strategies. Through case studies and applied examples, students will learn to identify barriers, assess community needs, and co-create inclusive, sustainable solutions for social change.

Course Outcomes: After completing this course, students will be able to:

1. Understand and explain the core principles of community engagement and participatory communication.
2. Critically evaluate rural and urban participatory models through traditional and digital media platforms.
3. Analyze real-world case studies to assess the impact of grassroots communication strategies.
4. Propose inclusive and innovative communication approaches to enhance community participation in development.

(Course Content)

Unit 1: Introduction to Community Engagement

- 1.1 Concept and Scope of Community Engagement (Definition, objectives, and significance of involving communities in development processes.)
- 1.2 Principles of Participatory Communication
- 1.3 Strategies and Techniques for Effective Community Engagement
- 1.4 Tools and Methods for Participation and Feedback

Unit 2 Participatory Communication in Rural Context

- 2.1 Folk Media in Community Engagement (Saang, Ragini and Gugga Katha)
- 2.2 Traditional Knowledge Systems and Local Cultural Practices



- 2.3 Media Literacy and Rural Empowerment
- 2.4 Case Studies of Rural Campaigns using Participatory Methods

Unit 3 Participatory Approaches in Urban Framework

- 3.1 Urban Media Platforms and Community Voices (Community Radio, Local News Networks, Podcasts, and Digital Apps)
- 3.2 Citizen Participation and Urban Governance (Understanding Ward Committees, Mohalla Sabhas, Public Consultations and Local Decision-Making)
- 3.3 Digital Mobilization and Urban Youth Awareness (Social Media Campaigns, Online Petitions, and Digital Storytelling)
- 3.4 Challenges in Urban Engagement (communication barriers in urban settings)

Unit 4: Challenges and Practical Innovations in Community Engagement

- 4.1 Barriers to Effective Community Participation
- 4.2 Addressing Cultural, Social, and Economic Obstacles
- 4.3 Best Practices and Innovative Approaches (Case Study)
 - Use of participatory theatre in *Panipat* for Beti Bachao campaign, and *Swachh Bharat* initiatives in *Karnal*)
- 4.4 Improving and Sustaining Engagement (Case Study)
 - *Mahila Sabhas* in *Mewat* as platforms for participatory health communication, and *Digital Literacy Missions* in *Hisar* promoting peer-led community training models)

Suggested Readings:

1. Billard, Thomas J., Silvio Waisbord, et al. *Public Scholarship in Communication Studies*. New York: Routledge, 2024.
2. Chung, Deborah S., and Seungahn Nah. "Understanding Citizen Journalism as Civic Participation." In *Understanding Citizen Journalism as Civic Participation*, 2022. (If this is a journal article or book chapter, please provide full publication details; otherwise, treat it as a monograph.)
3. Cohen, Hart. *The Strehlow Archive: Explorations in Old and New Media*. New York: Routledge, 2017.
4. Dralega, Carol Azungi. *ICT Based Development of Marginal Communities*. Kampala: Fountain Publishers, 2009.
5. Gregory, Anne, and Gregoria Arum Yudarwati. *Strategic Participatory Communication and Development: Engagement and Empowerment*. London: Routledge, 2024.
6. Hutchins, Amber L., and Natalie T. J. Tindall. *Public Relations and Online Engagement: Audiences, Fandom and Influencers*. New York: Routledge, 2021.
7. Hutchins, Amber, and Natalie Tindall. *Public Relations and Participatory Culture: Fandom, Social Media and Community Engagement*. New York: Routledge, 2016.
8. Mmutle, Tsietse, Tshepang Bright Molale, et al. *Strategic Communication Management for Development and Social Change: Perspectives from the African Region*. Cape Town: HSRC Press, 2025.



- 40
9. Nah, Seungahn, and Deborah S. Chung. "Understanding Citizen Journalism as Civic Participation." In *Understanding Citizen Journalism as Civic Participation*, 2020. (Duplicate title; you may wish to clarify if these are distinct works.)
 10. Sison, Marianne, and Zeny Sarabia-Panol. *Corporate Social Responsibility, Public Relations and Community Engagement: Emerging Perspectives from South East Asia*. New York: Routledge, 2020.
 11. Stephansen, Hilde, and Emiliano Treré. *Citizen Media and Practice: Currents, Connections, Challenges*. London: Routledge, 2019.
 12. Vicari, Stefania. *Digital Media and Participatory Cultures of Health and Illness*. Cambridge: Polity Press, 2021.
 13. Wenzel, Andrea. *Community-Centered Journalism: Engaging People, Exploring Solutions, and Building Trust*. Urbana: University of Illinois Press, 2020.



MA Integrated Development Studies
SEMESTER - 6

Name of Subject: Urbanization and Development											
Subject Code: CC-A16						Course ID:					
Credits				Hours			Marks				
Total Credits	L	T	P	L	T	P	TI	TE	PI	PE	Total Marks
4	4	0	0	4	0	0	30	70	-	-	100

Instructions for paper setter: Examiner is requested to set **one compulsory and eight other questions, two from each unit.** The compulsory question should be of 14 marks and should cover entire syllabus. Student should attempt four other questions i.e. one from each unit.

Objective: This course aims to provide students with a comprehensive understanding of the processes, policies, and consequences of urbanization, especially in the context of the Global South. It explores the spatial, social, economic, and environmental dimensions of urban development, and introduces key debates in planning, governance, sustainability, and innovation in urban systems.

Course Outcomes: After completing this course, students will be able to:

1. Define and critically examine concepts and trends in urbanization.
2. Understand the policy and planning frameworks shaping urban spaces.
3. Analyze key urban challenges, including poverty, informality, infrastructure, and sustainability.
4. Explore future trajectories of urban development, including smart cities, resilience, and climate adaptation.

Unit 1: Fundamentals of Urbanization

- 1.1. Urbanization: Concepts and Definitions (Urbanization vs. Urban Growth, Indicators: Urban population percentage, density, rate of change)
- 1.2. Historical Patterns of Urbanization (Urbanization during the Industrial Revolution, Post-colonial urban growth in the Global South)
- 1.3. Urban Spatial Development (Urban sprawl and peri-urban expansion, Metropolitan regions and megacities)
- 1.4. Impacts on Society and Environment (Social segregation and informal settlements, Urban ecological stress: waste, air pollution)

Unit 2: Urban Development Policies and Planning

- 2.1. Urban Planning Frameworks (Master plans and their limitations, Land use zoning)
- 2.2. Housing and Basic Services (Affordable housing and slum redevelopment e.g., PMAY-U Access to water and sanitation in low-income areas)
- 2.3. Policy Instruments and Institutions (Smart Cities Mission: aims and critiques, Role of ULBs and the 74th Amendment)
- 2.4. Stakeholders and Governance (Public-Private Partnerships (PPPs), Role of civil society and community-based organizations)

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Unit 3: Urbanization Challenges and Solutions

- 3.1. Urban Poverty and Informality (Informal economy and precarious employment, Housing insecurity and evictions)
- 3.2. Environmental Sustainability (Waste management and urban pollution. Heat islands and climate vulnerability)
- 3.3. Urban Mobility (Public transport systems and access, Non-motorized transport (NMT) and policy neglect)
- 3.4. Urban Health and Social Services (Health disparities in slums, Education infrastructure in underserved areas)

Unit 4: Future Directions and Innovations

- 4.1. Smart and Digital Cities (ICT and e-governance, Surveillance and digital exclusion)
- 4.2. Sustainable Urban Development (Green infrastructure and low-carbon cities, Urban agriculture and circular economies)
- 4.3. Urban Resilience and Adaptation (Community-based disaster risk reduction, Resilient infrastructure planning)
- 4.4. Trends and Visions for Future Cities (Post-pandemic urban futures, Shrinking cities and counter-urbanization)

Suggested Readings:

Bhan, Gautam. "This Is No Longer the City I Once Knew: Evictions, the Urban Poor and the Right to the City in Millennial Delhi." *Environment and Urbanization* 21, no. 1 (2009): 127–142. <https://doi.org/10.1177/0956247809103009>.

Bilsborrow, Richard E., ed. *Migration, Urbanization, and Development: New Directions and Issues*. New York: United Nations Population Fund, 1998.


Davis, Mike. "Planet of Slums." *New Left Review*, no. 26 (2004): 5–34. <https://newleftreview.org/issues/ii26/articles/mike-davis-planet-of-slums>.

Government of India. *Smart Cities Mission Guidelines*. Ministry of Housing and Urban Affairs, 2022. <https://smartcities.gov.in>.

Narayan, Lalita. *Urbanization and Development*. New Delhi: Rawat Publications, 2014. (Assumed publisher; please confirm.)

Roy, Ananya. "Urban Informality: Toward an Epistemology of Planning." *Journal of the American Planning Association* 71, no. 2 (2005): 147–158. <https://doi.org/10.1080/01944360508976689>.

UN-Habitat. *World Cities Report 2020: The Value of Sustainable Urbanization*. Nairobi: United Nations Human Settlements Programme, 2020. <https://unhabitat.org/World-Cities-Report-2020>.



□ Watson, Vanessa. "The Planned City Sweeps the Poor Away: Urban Planning and 21st Century Urbanisation." *Progress in Planning* 72, no. 3 (2009): 151-193.
<https://doi.org/10.1016/j.progress.2009.06.002>.



MA Integrated Development Studies
SEMESTER - 6

Name of Subject: Public Finance											
Subject Code: CC-A17						Course ID:					
Credits				Hours			Marks				
Total Credits	L	T	P	L	T	P	TI	TE	PI	PE	Total Marks
4	4	0	0	4	0	0	30	70	-	-	100

Instructions for paper setter:

4. Nine Questions will be set in all and students will be required to attempt 5 questions.
5. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2*7=14 marks).
6. For the remaining four questions, students will attempt 1 out of 2 questions from each of the four units (14 marks each).

Objective: The course aims to introduce the concepts of public finance, focusing on the government's role, public revenue sources, and budgeting practices. It covers taxation principles, public expenditure types, and fiscal policy tools, emphasizing their impact on economic stabilization and management.

Course Outcomes:

1. Comprehend the fundamental concepts of public finance, including government roles, revenue sources, and budgeting.
2. Understand taxation principles, types of taxes, and tax policy administration.
3. Analyze public expenditure types, budgeting processes, and fiscal deficit management.
4. Evaluate the impact of fiscal policy tools on economic stabilization and public debt management.

Unit 1: Introduction to Public Finance

- 1.1. Nature and Scope of Public Finance
- 1.2. The Role of Government in Public Finance
- 1.3. Public Revenue Sources and Classification
- 1.4. Budgets and its types

Unit 2: Taxation

- 2.1. Principles of Taxation
- 2.2. Types of Taxes: Direct and Indirect
- 2.3. Decentralization of taxes between Centre and State
- 2.4. Canon of Taxes

Unit 3: Public Expenditure and Budgeting

- 3.1. Types of Public Expenditure
- 3.2. Cannons of Public Expenditure



- 3.3. Effects of Public Expenditure on: Production & Distribution
- 3.4. Fiscal Deficits and Debt Management

Unit 4: Fiscal Policy and Economic Impact

- 4.1. Fiscal Policy Objectives and Tools
- 4.2. The Role of Fiscal Policy in Economic Stabilization
- 4.3. Fiscal Reforms in India
- 4.4. Economic Impact of Fiscal Policies

Suggested Reading:

1. Bagchi, Amaresh. *Readings in Public Finance*. New Delhi: Oxford University Press, n.d.
2. Bhatia, H. L. *Public Finance*. New Delhi: Vikas Publishing House, n.d. *(Please provide edition/year if available.)*
3. Lekhi, R. K. *Public Finance*. Ludhiana: Kalyani Publishers, n.d. *(Edition/year assumed; please confirm.)*
4. Musgrave, Richard A., and Peggy B. Musgrave. *Public Finance in Theory and Practice*. 5th ed. New York: McGraw-Hill, 1989.
5. Rosen, Harvey S. *Public Finance*. 7th ed. New York: McGraw-Hill/Irwin, 2005.
6. Rosen, Harvey S. "Public Goods and Publicly Provided Private Goods." In *Public Finance*, 7th ed., Chapter 3. New York: McGraw-Hill/Irwin, 2005.
7. Stiglitz, Joseph E. *Economics of the Public Sector*. 3rd ed. New York: W.W. Norton & Company, 2000.

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**MA Integrated Development Studies
SEMESTER - 6**

Name of Subject: Introduction to Research											
Subject Code: CC-A18						Course ID:					
Credits				Hours			Marks				
Total Credits	L	T	P	L	T	P	TI	TE	PI	PE	Total Marks
4	2	0	2	2	0	4	15	35	15	35	100

Instructions for paper setter: Examiner is requested to set **one compulsory and eight other questions, two from each unit.** The compulsory question should be of 14 marks and should cover entire syllabus. Student should attempt four other questions i.e. one from each unit.

Objective: This course introduces students to the foundational principles, methods, and ethics of research in the social sciences. It aims to provide the conceptual and practical tools necessary for designing and conducting basic research using qualitative, quantitative, or mixed methods. Emphasis is placed on research design, data collection, analysis, and communication of findings in an ethical and coherent manner.

Course Outcomes: After completing this course, students will be able to:

1. Understand and differentiate among key types of research approaches.
2. Formulate research problems and develop researchable questions.
3. Select appropriate research designs and sampling methods.
4. Conduct basic qualitative and quantitative data collection and analysis.
5. Prepare and present a mini research report using ethical and academic standards.

Unit 1: Basics of Research

- 1.1: Meaning, Purpose & Characteristics of Research
- 1.2: Types of Research: Basic, Applied, Action
- 1.3: Philosophical Approaches: Positivism vs Interpretivism
- 1.4: Ethical Foundations in Research: Informed Consent, Plagiarism, Data Integrity

Unit 2: Designing a Research Study

- 2.1: Identifying Research Problems and Objectives
- 2.2: Formulating Research Design: Qualitative or Quantitative
- 2.3: Introduction to Research Designs: Exploratory and Descriptive
- 2.4: Sampling Basics: Simple Random Sampling, Purposive Sampling

Unit 3: Data Collection Methods

- 3.1: Qualitative Method: Interview (Structured and Semi-Structured)
- 3.2: Quantitative Method: Survey Questionnaire
- 3.3: Instrument Design
- 3.4: Concepts of Validity and Reliability

Unit 4: Basic Data Analysis and Reporting



- 4.1: Qualitative Analysis: Manual Coding and Thematic Categorization
- 4.2: Quantitative Analysis: Descriptive Statistics (Mean, Median, Mode)
- 4.3: Data Visualization: Tables, Bar Graphs
- 4.4: Writing and Presenting a Research Report: Structure, Referencing, Clarity

Suggested Readings

1. Black, Trevor R. *Doing Quantitative Research in the Social Sciences: An Integrated Approach to Research Design, Measurement and Statistics*. London: SAGE Publications, 1999.
2. Bryman, Alan. "Paradigm Peace and the Implications for Quality." *International Journal of Social Research Methodology* 9, no. 2 (2006): 111–126.
<https://doi.org/10.1080/13645570600595280>.
3. Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. Thousand Oaks, CA: SAGE Publications, 2014.
https://books.google.com/books/about/Research_Design.html?id=4uB76IC_pOOC.
4. Davies, Charlotte. *A Quick Guide to Quantitative Research in the Social Sciences*. London: Routledge, 2020.
5. Ritchie, Jane, Rachel Ormston, Carol McNaughton Nicholls, and Jane Lewis. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. 2nd ed. London: SAGE Publications, 2013.
6. Upadhyay, Pankaj, and Vijay K.C. *Qualitative Researches in Social Sciences*. New Delhi: Centrum Press, 2014.
7. Babbie, Earl R. *The Practice of Social Research*. 15th ed. Boston: Cengage Learning, 2020.
8. Kothari, C. R., and Gaurav Garg. *Research Methodology: Methods and Techniques*. 4th ed. New Delhi: New Age International, 2019.
9. Neuman, W. Lawrence. *Social Research Methods: Qualitative and Quantitative Approaches*. 7th ed. Boston: Pearson, 2014.
10. Silverman, David. *Interpreting Qualitative Data*. 6th ed. London: SAGE Publications, 2020.
11. Flick, Uwe. *An Introduction to Qualitative Research*. 6th ed. London: SAGE Publications, 2018.
12. Baskar, R. *Social Research Methodology*. Chennai: University of Madras Publication Division, 2010. (Indian context-focused)
13. Sharma, B. A. V., R. Satyanarayana, and T. Krishnan. *Research Methods in Social Sciences*. New Delhi: Sterling Publishers, 2002.
14. Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. 5th ed. London: SAGE Publications, 2022.

**MA Integrated Development Studies
SEMESTER - 6**

Name of Subject: Corporate Social Responsibility and Development											
Subject Code: MIC-03(VOC)							Course ID:				
Credits				Hours			Marks				
Total Credits	L	T	P	L	T	P	TI	TE	PI	PE	Total Marks
4	2	0	2	2	0	4	15	35	15	35	100

Instructions for paper setter: Examiner is requested to set **one compulsory and eight other questions, two from each unit.** The compulsory question should be of 14 marks and should cover entire syllabus. Student should attempt four other questions i.e. one from each unit.

Objective: This course explores the fundamentals of Corporate Social Responsibility (CSR), including its definition, evolution, and theoretical frameworks. It focuses on developing and implementing effective CSR strategies, integrating them into business models, and engaging with stakeholders. The course also covers the measurement and reporting of CSR impact, emphasizing transparency and accountability. Finally, it addresses common challenges in CSR, the impact of globalization, emerging trends, and future innovations.

Course Outcomes:

1. Understand the definition, evolution, and theoretical frameworks of CSR.
2. Develop and implement CSR strategies and integrate them into business models.
3. Measure CSR impact, adhere to reporting standards, and ensure transparency.
4. Address challenges and explore future trends and innovations in CSR.

Unit 1: Introduction to Corporate Social Responsibility

- 1.1. Definition and Evolution of CSR
- 1.2. Theoretical Frameworks of CSR
- 1.3. CSR Principles and Objectives
- 1.4. CSR and Business Ethics

Unit 2: CSR Strategies and Implementation for Development

- 2.1. Developing CSR Strategies for Development Initiatives
- 2.2. Integration of CSR into Business Models and its Role in Development
- 2.3. Stakeholder Engagement and Collaboration
- 2.4. Case Studies of CSR Implementation in Development

Unit 3: CSR Impact and Reporting

- 3.1. Measuring CSR Impact in Development
- 3.2. CSR Reporting Standards and Frameworks



- 3.3. Transparency and Accountability in CSR
- 3.4. Evaluating CSR Performance

Unit 4: Challenges and Future Directions in CSR

- 4.1. Common Challenges in CSR Implementation
- 4.2. CSR, Globalization and Development
- 4.3. Emerging Trends in CSR
- 4.4. The Future of CSR: Innovations and Development

Suggested Readings

1. Dongyong Zhang, Stephen Morse, et al. – *Sustainable Development and Corporate Social Responsibility* – 2017
2. K. Sanjana – *Corporate Social Responsibility and Development* – 2022
3. Dr. Mahesh Thakur – *A Handbook on Corporate Social Responsibility* – 2023
4. Madhumita Chatterji – *Corporate Social Responsibility* – 2011
5. George Pohle and Jeff Hittner – *Attaining Sustainable Growth through Corporate Social Responsibility* – 2008
6. Mark S. Schwartz – *Corporate Social Responsibility: An Ethical Approach* – 2011
7. Sanjay K. Agarwal – *Corporate Social Responsibility in India* – 2008
8. William B. Werther Jr. and David Chandler – *Strategic Corporate Social Responsibility: Stakeholders in a Global Environment (Second Edition)* – 2011



NEP Outcome-based Curriculum Framework

For

M.A. Hindu Studies

(To be effective from the Academic Session 2025-26)



Department of Indian Knowledge & Languages,

Gurugram University, Gurugram

(A State Govt. University Established Under Haryana Act 17 Of 2017)

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Background

M.A. Hindu Studies

An M.A. in Hindu Studies typically involves an in-depth exploration of the religion, philosophy, culture, and history of Hinduism. The curriculum generally includes the study of key texts such as the Vedas, Upanishads, epics like the Mahabharata and Ramayana, and other significant scriptures and commentaries. Courses cover various schools of Hindu philosophy, such as Vedanta, Samkhya, and Yoga, as well as the practices, rituals, and diverse traditions within Hinduism.

Students often engage in the study of Sanskrit, as it's the primary language of many Hindu texts. The program also explores the historical development of Hinduism, its interactions with other religions, and its impact on art, literature, and society. Additionally, contemporary issues, such as the role of Hinduism in the modern world, its diaspora, and its interaction with global religions, are commonly addressed.

Programs also involve comparative studies with other religious traditions, courses on the Hindu aesthetic and performing arts, and opportunities for fieldwork or research projects. The course aims to provide a comprehensive understanding of Hindu thought and practice, equipping students with the tools for scholarly research, teaching, or other professional applications related to Hindu Studies.

Objectives of the Course

The objective of an M.A. in Hindu Studies course is typically to provide an in-depth understanding of Hindu traditions, philosophies, texts, practices, and their historical and cultural contexts.

- To offer a broad and deep exploration of Hindu beliefs, practices, scriptures, rituals, and philosophies, including the study of key texts such as the Vedas, Upanishads, Bhagavad Gītā, Ramayana, and Mahabharata.
- To develop skills in critical thinking, textual analysis, and interpretation of primary sources. This includes understanding the historical development, cultural contexts, and contemporary relevance of Hindu traditions.
- To examine the historical evolution of Hinduism from ancient to modern times, including its influence on Indian society, art, politics, and its interactions with other religions and cultures.
- To integrate perspectives from history, philosophy, literature, anthropology, and religious studies, providing a multidisciplinary approach to understanding Hindu traditions.
- To train students in research methodologies specific to the study of Hinduism, enabling them to contribute to academic scholarship through research, publications, and presentations.
- To explore the role and impact of Hinduism in contemporary issues, such as globalization, environmental ethics, gender roles, and social justice.

- To provide insights into the global spread of Hinduism and the experiences of the Hindu diaspora, examining how Hindu traditions are practiced and adapted in various cultural contexts.

Eligibility criteria for the programme for Indian and International

- students Minimum criteria are 55% or 2.2/4.0 GPA or equivalent Grade Point Average (GPA) in Undergraduate Degree.
- Students from any stream i.e Humanities/ Sciences/ Engineering/ Management/ Law etc. can apply for the programme.
- Age no bar.

career opportunities

An M.A. in Hindu Studies opens up a wide range of **career opportunities** in various fields, including academia, research, cultural preservation, education, and social work. Graduates can leverage their deep understanding of Hinduism, its philosophy, and its cultural traditions to pursue roles in both traditional and contemporary settings.

- Teaching Hindu Studies, Religious Studies, Indology, Philosophy, or related subjects at universities, colleges, and institutions.
- Conducting advanced research in Hindu philosophy, history, culture, or comparative religion. This can involve working for academic institutions, think tanks, or research organizations.
- Pursuing a Ph.D. in Hindu Studies, Indology, or related fields, leading to advanced research positions or academic leadership roles.
- Working with cultural organizations, museums, or government bodies to advise on Hindu art, literature, traditions, and rituals.
- Overseeing religious programs, managing temple activities, and promoting spiritual and cultural engagement within Hindu communities.
- Working with organizations that promote Hindu culture, interfaith dialogue, or social development based on Hindu ethical principles.
- Applying principles from Hindu ethics and spirituality in fields like mental health, family counseling, or community development.
- Working with religious organizations, governments, or NGOs to promote understanding and cooperation between different religious communities.
- Serving as a cultural ambassador, promoting understanding of Hinduism and Indian culture in international forums, embassies, or cultural exchange programs.
- Working in museums, heritage sites, or cultural preservation organizations to protect and promote Hindu art, architecture, and religious practices.
- Managing collections of Hindu texts, manuscripts, and cultural artifacts in libraries or archives.
- Offering insights into Hindu traditions for media, film, or corporate projects that require a



deep understanding of Indian culture and religion.

These career paths not only offer personal growth but also provide opportunities to contribute to society by promoting Hindu philosophy, traditions, and ethics in a wide range of professional contexts.

Note: The medium of instruction and examination for the course would be Hindi and English.



Programme Education Outcomes (PEOs)

The Programme Education Outcomes (PEOs) of an M.A. in Hindu Studies would typically focus on providing students with a deep understanding of Hindu philosophy, texts, traditions, and their contemporary relevance.

PEO	Description
PEO-1	Develop a comprehensive knowledge of key Hindu texts such as the Vedas, Upanishads, Bhagavad Gītā, Ramayana, Mahabharata, Puranas, and Dharmashastra.
PEO-2	Cultivate an understanding of the diverse schools of Hindu philosophy (e.g., Vedanta, Samkhya, Yoga, Nyaya, Vaisheshika, Mimamsa) and their implications in shaping Hindu thought such as Dharma, Karma, Moksha and their relevance to contemporary ethical debates.
PEO-3	Enhance critical thinking and analytical skills in the interpretation of Hindu texts, traditions, and their varied commentarial traditions.
PEO-4	Develop research skills for academic work in Hindu Studies, including textual criticism, comparative analysis, and the application of modern academic theories.
PEO-5	Foster personal growth and self-awareness by engaging with Hindu spiritual traditions, practices of meditation, and philosophical inquiry.



Outcome of the Programme

A student with a MA degree in Hindu Studies shall –

PO	Description
PO-1	Develop a good understanding of foundational principles underlying Hindu spiritual traditions and culture.
PO-2	Demonstrate an in-depth understanding of the key Hindu scriptures, including the Vedas, Upanishads, Smritis, Epics, and Puranas.
PO-3	Exhibit a comprehensive grasp of the major schools of Hindu philosophy (Vedanta, Samkhya, Yoga, etc.) and their core teachings.
PO-4	Develop skills in interpreting primary Hindu texts, applying hermeneutical techniques, and understanding commentarial traditions.
PO-5	Analyze sacred texts within their historical, cultural, and philosophical contexts, offering both traditional and contemporary interpretations.
PO-6	Articulate Hindu ethical concepts such as Dharma, Karma, and Moksha, and analyze their application in contemporary issues such as morality, justice, and environmental ethics.
PO-7	Engage with debates on the relevance of Hindu thought in the modern world, including discussions on spirituality, well-being, and the human condition.
PO-8	Demonstrate awareness of the historical evolution of Hinduism, its diversity of practices, and its relationship with other religious and philosophical systems.
PO-9	Understand the role of Hindu traditions in shaping art, culture, rituals, and social institutions throughout history.



Programme Specific Outcomes (PSOs)

The Programme Specific Outcomes (PSOs) of an M.A. in Hindu Studies focus on the unique, discipline-specific knowledge and skills that students will acquire through the program. These outcomes highlight the specialized areas of learning within Hindu Studies and their practical applications.

PSO	Description
PSO-1	Attain a deep understanding and critical interpretation of foundational Hindu scriptures, including the Vedas, Upanishads, Bhagavad Gītā, Ramayana, and Mahabharata.
PSO-2	Demonstrate expertise in specific commentaries and interpretations of these texts from various philosophical traditions within Hinduism.
PSO-3	Gain comprehensive knowledge of key Hindu philosophical systems, including Advaita Vedanta, Vishishtadvaita, Dvaita, Samkhya, and Yoga, and their relevance in both historical and modern contexts.
PSO-4	Critically analyze the similarities and differences between various schools of Hindu thought and their influence on spiritual and intellectual traditions.
PSO-5	Achieve proficiency in reading and interpreting classical Sanskrit texts, enabling direct engagement with primary sources.
PSO-6	Evaluate the application of Hindu ethical principles such as Dharma, Karma, and Ahimsa to contemporary social, political, and environmental issues.
PSO-7	Understand the influence of Hinduism on modern movements like environmentalism, feminism, and human rights, as well as its contribution to global spiritual practices (e.g., Yoga, mindfulness).
PSO-8	Demonstrate the ability to conduct independent research on topics within Hindu Studies, utilizing appropriate methodologies such as textual criticism, historical analysis, and comparative philosophy.
PSO-9	Contribute to academic discussions through original research, presentations, and publications on key issues in Hindu philosophy, history, and culture.
PSO-10	Develop expertise in a specific area of Hindu Studies, such as Vedanta, Yoga, Tantra, or Bhakti traditions, preparing for advanced research or teaching in that specialization.

Postgraduate Attributes

Postgraduate Attributes for an M.A. in Hindu Studies reflect the qualities, skills, and competencies that graduates are expected to possess by the end of their program. These attributes describe not only academic and intellectual development but also personal and ethical growth.

- Graduates will possess a deep and nuanced understanding of Hindu philosophy, scriptures, rituals, history, and culture.
- They will be proficient in analyzing and interpreting major Hindu texts, such as the Vedas, Upanishads, Gītā, and epics.
- Graduates will have strong critical thinking skills, allowing them to evaluate philosophical ideas, ethical principles, and religious practices in Hinduism.
- They will be able to engage with complex academic discussions, using both traditional and modern frameworks to critique and analyze Hindu thought.
- Graduates will be adept at conducting independent research in the field of Hindu Studies, utilizing primary and secondary sources, critical methodologies, and academic rigor.
- They will have experience in academic writing, presenting research findings, and contributing to scholarly discussions through papers and publications.
- Graduates will have a strong grasp of ethical and moral teachings in Hinduism, including concepts like Dharma, Karma, and Moksha, and their application to contemporary social and personal issues.
- They will understand the importance of these teachings in shaping ethical behavior, personal integrity, and social responsibility.
- Graduates will have proficiency in classical languages such as Sanskrit, enabling them to engage directly with primary Hindu texts.
- They will be skilled in translating, interpreting, and analyzing Sanskrit texts, contributing to their broader understanding of Hindu thought.
- Graduates will possess excellent communication skills, both in writing and speaking, enabling them to convey complex ideas about Hindu philosophy, culture, and history to diverse audiences.
- They will be able to present their ideas clearly and effectively in academic, professional, and public settings.

These attributes aim to ensure that M.A. Hindu Studies graduates are not only academically competent but also ethically grounded, culturally aware, and ready to contribute meaningfully to society in both scholarly and practical capacities.



Qualification Descriptors

Qualification Descriptors for an M.A. in Hindu Studies outline the academic standards, levels of achievement, and competencies that students must demonstrate to earn the degree. These descriptors provide a benchmark for the knowledge, skills, and attributes associated with the qualification.

- **Depth of Knowledge:** Graduates will have a comprehensive and deep understanding of Hindu scriptures, philosophies, traditions, and historical developments. This includes familiarity with primary texts like the Vedas, Upanishads, Bhagavad Gītā, and Puranas, as well as secondary literature and commentarial traditions.
- **Philosophical Systems:** They will possess detailed knowledge of major Hindu philosophical schools, including Vedanta, Samkhya, Yoga, Nyaya, and others, along with an ability to compare these systems critically.
- **Contextual Awareness:** Graduates will understand Hinduism in its historical, social, and cultural contexts, including its interactions with other religious and philosophical systems.
- **Critical Thinking:** Graduates will demonstrate the ability to critically evaluate ideas, arguments, and interpretations related to Hindu philosophy, rituals, and cultural practices.
- **Problem-Solving:** Graduates will use their philosophical knowledge to address contemporary issues, applying Hindu ethical principles such as Dharma, Karma, and Ahimsa in problem-solving.
- **Research Skills:** Graduates will be capable of independently designing and conducting research in the field of Hindu Studies. They will be skilled in using both primary sources (e.g., scriptures, commentaries) and secondary academic literature.
- **Methodological Proficiency:** Graduates will demonstrate proficiency in various research methodologies, including textual criticism, historical analysis, comparative philosophy, and sociocultural studies.
- **Academic Writing:** Graduates will have the ability to write clearly and coherently, producing well-structured academic papers, essays, and research reports on topics in Hindu Studies.
- **Public Engagement:** They will be able to communicate complex ideas about Hinduism to both academic and non-academic audiences, using language appropriate to the context. This includes presenting research at conferences or delivering lectures.
- **Multilingual Skills:** Where applicable, graduates will demonstrate proficiency in Sanskrit and/or other relevant classical languages, enabling them to engage directly with Hindu texts.

These qualification descriptors define the standards and expectations for students completing an M.A. in Hindu Studies, ensuring they are well-prepared for academic, professional, and personal success in their chosen field.



M.A. Hindu Studies
(Scheme PG A2: Postgraduate Programmes
(Course work + Research)


Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-01	Understanding Hinduism: Core Concepts and Beliefs -1		3	1	-	3	1	-	4	30	70	-	-	100
CC-02	Dharma And Karma Vimarsa		3	1	-	3	1	-	4	30	70	-	-	100
CC-03	Introduction to Epics text Rāmāyana		3	1	-	3	1	-	4	30	70	-	-	100
Discipline Specific Elective Courses														
DSE-01	Sanskrit Parichaya		2	1	-	2	1	-	3	25	50	-	-	75
Multidisciplinary Course(s)														
MDC-01														
Ability Enhancement Course(s)														
AEC-01	व्यावहारिक संस्कृत-1 (AEC)		1	-	1	1	-	1	2	10	25	15	-	50
Value-added Course(s)														
VAC-01	Upanishad and Geeta (VAC)		1	1	-	1	1	-	2	20	30	-	-	50
Total Credits									22					



Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-	Introduction to the Vaidika-Literature		3	1	-	3	1	-	4	30	70	-	-	100
CC-	Introduction to Epics Text Mahābhārata		3	1	-	3	1	-	4	30	70	-	-	100
CC-	Praman Siddhant		3	1	-	3	1	-	4	30	70	-	-	100
Discipline Specific Elective Courses														
DSE-	Hindu Darsana and Traditions		2	1	-	2	1	-	3	25	50	-	-	75
Multidisciplinary Course(s)														
MDC-														
Ability Enhancement Course(s)														
AEC-	व्यावहारिक संस्कृत-2		1	-	1	1	-	1	2	10	25	15	-	50
Skill Enhancement Course(s)														
SEC-	Bharatiya Vastushastra		1	1	-	1	1	-	2	25	25	-	-	50
Total Credits									22					



Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-	Understanding Hinduism: Core Concepts and Beliefs - 2		3	1	-	3	1	-	4	30	70			100
CC-	Punarjanm, Bandhana and Mokṣa		3	1	-	3	1	-	4	30	70			100
CC-	Introduction to Allied Concepts of Hindutva		3	1	-	3	1	-	4	30	70			100
Discipline Specific Elective Courses														
DSE-	Hindu Thinkers		2	1	-	2	1	-	3	25	50			75
Multidisciplinary Course(s)														
MDC-									3					
Ability Enhancement Course(s)														
SEC	Basic Skills for Research Paper and Dissertation		1	-	1	1	-	1	2	5	25	20		50
Skill Enhancement Course(s)														
VAC	Reading Hindu Classics		1	1	-	1	1	-	2	25	25			50
Seminar														
Seminar									2					50
Internship/Field Activity#														
Internship/Field Activity									4					100
Total Credits									28					



Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-	Vada Parampara		4			4			4	15	35	15	35	100
CC-	Applicability of Western Methods for Understanding Indian Texts...		3	1		3	1		4	30	70			100
Discipline Specific Elective Courses														
DSE-	Shodha Vigyan		2	1	-	2	1	-	3	25	50			75
Multidisciplinary Course(s)														
MDC-									3					
Ability Enhancement Course(s)														
AEC-	व्यावहारिक संस्कृत-3		1	-	1	1	-	1	2	5	25	20		50
Community Engagement/Field Work/Survey/Seminar														
Seminar									6					
Total Credits									22					



1ST SEMESTER
M. A HINDU STUDIES
Core Course Paper 1

Course Code		Credit	Structure			
			L	T	P	TOTAL CREDIT UNITS
	Understanding Hinduism: Core Concepts and Believes -1	4	3	1	0	4

Course Description:

This course provides a comprehensive understanding of Hinduism as one of the world's oldest and most diverse religious traditions. It examines Hinduism's historical evolution, scriptural foundations, ritual practices, and socio-cultural dimensions. Students will explore primary texts like the Vedas, Upanishads, Bhagavad Gita, and Puranas, alongside secondary literature and modern interpretations.

Course objectives:

- To provide an in-depth understanding of Hindu religious, philosophical, and cultural traditions.
- To study primary texts in translation (or in original Sanskrit where applicable).
- To analyze historical developments and contemporary expressions of Hinduism.
- To encourage interdisciplinary approaches including philosophy, history, literature, and art.

Understanding Hinduism-1

Unit-1

- Understanding the term 'Hindu': its historicity and geography
- Key periods: Vedic, later Vedic, Epic, classical, mediaeval and modern
- Diversity within Hinduism
- Hindu Jivan-drishhti

Unit-2: Hindu Scriptures (Textual Studies):

- Vedas: Overview and key hymns
- Upanishads: Major doctrines (Brahman, Atman, Moksha)
- Bhagavad Gita: Philosophical synthesis (Bhakti, Karma, Jnana)
- Selections from the Ramayana and Mahabharata

Unit-3 Epics and puranic religions

- Enumerations of Ashtanga Vidyas and Upangas with their respective Acharyas
- Tattva/Atma across traditions and underlying unifying themes
- Position of feminine in Bharat

Unit-4 Paths to liberation in Hinduism:

- Gyana-yoga
- Bhakti-yoga
- Karma-yoga
- Raj-yoga

Recommended Readings:

1. S. Radhakrishnan – The Hindu View of Life
2. Gavin Flood – The Truth Within: A History of Inwardness in Christianity, Hinduism, and Buddhism
3. R.C. Zaehner – Hinduism
4. Klaus Klostermaier – A Survey of Hinduism
5. Patrick Olivelle (trans.) – Upanishads, Dharmasāstra, Bhagavad Gita
6. A.L. Basham – The Wonder That Was India

Course Outcomes:

Identify and explain the key historical phases in the development of Hinduism, from the Vedic period to modern times. Analyze foundational Hindu texts (Vedas, Upanishads, Bhagavad Gita, Epics, and Puranas) and their interpretations in different historical contexts. Interpret and critically engage with core philosophical concepts such as Brahman, Atman and moksha.

Instructions for External Examiner: This question paper shall be divided in two sections. Examiner is requested to set section A as compulsory question containing 14 marks and from the entire syllabus (can be either objective or subjective). Section B will be in choice from two of the questions from each unit. The students will be required to attempt one question from each unit. All questions from each unit will carry equal marks.

1ST SEMESTER

M. A HINDU STUDIES

Core Course Paper 2

251/HS/CC102-A

Course Code		Credit	Structure			
			L	T	P	TOTAL CREDIT UNITS
	Dharma And Karma Vimarsa	4	3	1	-	4

Course Description:

This course explores the philosophical, ethical, and practical dimensions of the concepts of Dharma (righteous duty) and Karma (action and its consequences) as found in Indian knowledge traditions. Through a study of classical texts such as the *Bhagavad Gītā*, *Manusmṛti*, *Mahābhārata*, and key darśanas (especially Mimāṃsā and Vedānta), the course aims to provide students with a deep understanding of how these concepts have guided moral behavior, social order, and spiritual progress in Indian civilization. It also encourages critical thinking about the relevance and reinterpretation of these concepts in contemporary life.

Course Objectives:

- To introduce students to the foundational meanings and interpretations of Dharma and Karma in Indian philosophy.
- To examine the role of Dharma and Karma in shaping ethical decision-making, personal responsibility, and societal roles.
- To explore how different Indian philosophical schools (e.g., Mimāṃsā, Vedānta, Nyāya) interpret these concepts.
- To develop an ability to critically engage with traditional and modern debates on duty, action, free will, fate, and justice.
- To reflect on the contemporary relevance of Dharma and Karma in addressing issues of personal ethics, social justice, and professional conduct.

Unit 1: Dharma: Definitions and meanings

- Understanding the term “Hindu” (its historicity, and its geographic and jīvana-dṛṣṭi aspects)
- Definitions and meanings of Dharma (mahābhārata, manusmṛti, vaiśeṣika sutra, bhagavadgītā- śāṅkarabhāṣya- upodghāta, definitions in śramaṇa traditions)
- Distinctions between dharma and religion (pantha, mazahab)
- Types of dharmas: pravṛttimūlaka and nivṛttimūlaka

Unit 2: Dharma as the Organizing Principle:

- Vaidika and śramaṇa traditions and in śrī guru grantha sāhiba jī
- Varṇāśrama dharma and choice
- Rāja-dharma and āpad-dharma
- Samāja-dharma and swadharma

Unit 3 Karma

- Karma: Definition and understanding
- karma, vikarma and akarma (Bhagavadgītā 4.16 and corresponding śāṅkarabhāṣya)
- Six karmas: nitya, naimittika, prāyaścitta, upāsana, kāmya and niṣiddha
- Niṣkāma (Brahma/Sarvam as the real doer) and sakāma karma

Unit-4 Relation between Īśvara and Karma

- Definition of Īśvara (Yoga-Sūtra 1.24-27)
- kleśa, vipāka, āśaya
- Karma- Phala, Prārabdha,
- Saṃskāra

Suggested Readings:

1. धर्म शास्त्र का इतिहास, पी.वी. काणे. उत्तर प्रदेश हिन्दी संस्थान, लखनऊ भाग-5 सन् 2019, सप्तम संस्करण।
2. हिन्दूधर्म जीवन में सनातन की खोज, विद्यानिवास मिश्र, राधाकृष्ण प्रकाशन, दिल्ली, 2013।
3. उपनिषद् दर्शन का रचनात्मक सर्वेक्षण, रामचन्द्र दत्तात्रेय रानाडे, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 1971।
4. जैन दर्शन मनन और मीमांसा, आचार्य महाप्रज्ञ, जैनविश्वभारती, लाडनूँ (राजस्थान), आदर्श साहित्य संघ प्रकाशन, चुरू, राजस्थान, 2014।
5. श्रीभगवद्गीता, शांकरभाष्य (हिन्दी अनुवाद सहित), गीताप्रेस, गोरखपुर, संवत् 2065।
6. कर्म योगशास्त्र (Hindu Philosophy of Ethics), बाल गंगाधर तिलक, शक संवत् 2065।
7. Sanatana Dharma: An Advance Text Book of Hindu Religion and Ethics, Bhagwandas and Annie Besant, The Theosophical Publishing House, Madras, 1940.
8. Dharma, the categorial Imerative, edited by: Ashok Vohra, Arvind Sharma,
9. Mrinal Miri, D.K. Z Printwotld, New Delhi, 2005.
10. Social & Political Implications of Concepts of Justice and Dharma, Chousalkar Ashok S., Mittal Publicaions, Delhi, 1986
11. Hindu View of Life, by Sarvepalli Radhakrishnan, New Delhi: HarperCollins, 2012.

Course Outcomes:

- Students will develop a nuanced understanding of the concept of Dharma in Hindu philosophy, including its historical, scriptural, and ethical dimensions.
- Analyze various interpretations of Dharma in Hindu texts such as the Vedas, Upanishads, Smritis, and the Mahabharata.
- Apply the concept of Dharma to contemporary issues, recognizing its role in social, personal, and cosmic order.
- Gain an in-depth understanding of Karma theory and its interrelated principles of cause and effect, including Sanchita, Prarabdha, and Agami Karma.

Instructions for External Examiner: This question paper shall be divided in two sections. Examiner is requested to set section A as compulsory question containing 14 marks and from the entire syllabus (can be either objective or subjective). Section B will be in choice from two of the questions from each unit. The students will be required to attempt one question from each unit. All questions from each unit will carry equal marks.



1ST SEMESTER

M. A HINDU STUDIES

Core Course Paper 3

Course Code		Credit	Structure			
			L	T	P	TOTAL CREDIT UNITS
Course Title	Introduction to Epics texts: The Rāmāyaṇa		3	1	0	4

Course Description:

This course introduces students to one of the most influential epic texts of Indian literature — the *Rāmāyaṇa*. Through a close reading of selected passages from Valmiki's *Rāmāyaṇa* and Tulsidas's *Rāmcharitmanas*, the course explores the narrative structure, key characters, ethical dilemmas, and philosophical dimensions of the epic. Students will engage with comparative perspectives, examining how different retellings shape cultural, spiritual, and social meanings. The course also highlights the life values, dharma, and moral teachings embedded in the epic and their relevance in contemporary contexts.

Course Objectives:

- To introduce students to the historical and literary contexts of the Rāmāyaṇa
- To analyze the narratives, themes, and characters of the epics.
- To explore the ethical, philosophical, and social questions posed by these texts.
- To understand the influence of the epics on Hindu society, culture, and religious practice.
- To compare the two epics in terms of structure, themes, and impact.

Unit 1: Overview of Rāmāyaṇa

- Types of Ramayana is - Traditional texts with divine origins (Valmiki Ramayana) reverential texts, texts deviating from the core story
- The popularity and relevance of traditional Ramayana
- Ramayana as one of the two source-books (UpajIvya) for much of Indian literature, and arts (folk, Classical, and contemporary art)

Unit II : Ramayana: A Comparative and Ethical Perspective

- Comparative study of Tulsidas's Ramcharitmanas and Valmiki Ramayana.
- Life values and ethics in Ramayana.

Unit III: Key Themes of Ramayana

- Maryada Purusottama Rama
- Rama-Rajya



Unit IV: Characters of Ramayana

- Major Characters and their Symbolism: Rāma, Lakṣmaṇa, Sītā, Hanumāna
- Relationships between humans, and social-reconstruction (e.g. Ni~adarja, jatayu, etc.), and between human and nature
- Stri-vimarsa: Anasuya, Ahilya, Kaikeyi, Kausalya, Mandodari, Sita, Swayamprabha, Tara, Trijata, Urmila, Sabari

Recommended Readings:

- 1 Many Ramayanas: The Diversity of a native tradition in South Asia, ed. Paula Richmann, University of California Press, 1991
- 2 The Ramayana Tradition in Asia ed. Shin' ichi Yoshinaga and Jan E.M. Houben
- 3 Ramayana, C. Rajagopalachari, Bharti ya Vidya Bhavan, 20 13
- 4 Shri Ramacharitamanasa ofTulsidasa: The Holy Lake of the Acts a/Rama, RC Prasad, MLBD.
- 5 A socio-political study of the Valmiki Ramayana, Ramashraya Sharma, MLBD, 1986
- 6 The Ramayana: Its Impact on Human life, Dharmendra Shastri, Vidyanidhi Prakashan, Delhi, 20 11
- 7 A socio-political study of the Valmiki Ramayana, Ramashraya Sharma, MLBD, 1986
- 8 The Ramayana of Tulasidasa, F.S. Grouse, MLBD
- 9 Essence of the Fifth Veda, Gaumag Damani, MLBD.
- 10 वाल्मीकि रामायण गीता प्रेस गोरखपुर 2021

Course Outcomes

After the completion of the course the students will-

- Understand the diversity and variations in Ramayana literature
- Appreciate the cultural and literary significance across Bharatiya history
- Explore ethical ideals of Maryada Puru~ottama Rama
- Analyse the influence on contemporary arts and literature

Instructions for External Examiner: This question paper shall be divided in two sections. Examiner is requested to set section A as compulsory question containing 14 marks and from the entire syllabus (can be either objective or subjective). Section B will be in choice from two of the questions from each unit. The students will be required to attempt one question from each unit. All questions from each unit will carry equal marks.

251/HS/DS101-A

M. A HINDU STUDIES
1ST SEMESTER
COURSE- DSE

Course Code	Credit	Structure			
		L	T	P	TOTAL CREDIT UNITS
Course Title	Sanskrit Parichaya	2	1	0	3

Course Description:

This introductory course is designed for beginners with no prior knowledge of Sanskrit. It aims to provide a foundational understanding of Sanskrit grammar, vocabulary, and sentence structure through simple texts and exercises. Emphasis is placed on reading, writing, pronunciation, and basic comprehension to enable students to engage with Sanskrit texts at an elementary level. The course draws upon classical verses, subhāṣitas (wise sayings), and beginner-level prose to cultivate interest in the Sanskrit language and its cultural significance.

Course Objectives:

- To introduce the Devanāgarī script and correct pronunciation of Sanskrit sounds.
- To build a foundational vocabulary of common Sanskrit words and expressions.
- To familiarize students with basic grammatical concepts including nouns, verbs, pronouns, and simple sentence formation.
- To enable students to read and understand simple Sanskrit texts and verses.
- To cultivate an appreciation for Sanskrit as a classical language with profound cultural and philosophical depth.
- To lay the groundwork for further study in Sanskrit literature, philosophy, and scriptures.

Unit 1:

1. **संस्कृतवर्णमालापरिचयः** – चतुर्दश माहेश्वरसूत्राणि। स्वरः, व्यञ्जनम्, संयुक्तवर्णाः, अनुस्वारः, अनुनासिकम्, विसर्ग, वर्णविन्यासः, वर्णसंयोगः, उच्चारणस्थानम्, लेखन-प्रक्रिया, शब्दपदयोर्मध्ये अन्तरम्।
2. **शब्दरूपम्** (दैनिकप्रयोगदृष्ट्या आधारभूता शब्दरूपप्रक्रिया), विभक्तिः, कारकम् (अर्थसहितः सामान्यपरिचयः)-
 - 2.1. **शब्दरूपम् (संज्ञात्मकम्)**- अन्तिमवर्णदृष्ट्या, लिङ्गदृष्ट्या, वचनदृष्ट्या व वर्गीकरणम्।

शब्दाः (अजन्ताः/स्वरान्ताः)						
	अकारान्तः	इकारान्तः	उकारान्तः	ऋकारान्तः	आकारान्तः	ईकारान्तः
पुल्लिङ्ग	देव, राम	कवि, हरि, पति	गुरु	पितृ, दातृ	-	-

स्त्रीलिंगम्	-	मति	धेनु	मातृ	लता	नदी
नपुंसकलिंगम्	फल	वारि	वस्तु	-	-	-

2.2 शब्दरूपम् (हलन्तम्/व्यञ्जनान्तम्) -

शब्दाः (हलन्ताः/व्यञ्जनान्ताः)	
पुल्लिंग	भिषज् (भिषक्), महत्, सुहृद्, राजन्, विद्यार्थिन्, पथिन्, गच्छत्, मरूत्, आत्मन्, ब्रह्मन्, विद्वस।
स्त्रीलिंगम्	वाच्, सरित्, दिश्, परिषद्, आशिष्, स्त्री, लक्ष्मी, श्री।
नपुंसकलिंगम्	जगत्, नामन्, कर्मन्, चक्षुष्, मनस्, हविष्, ब्रह्मन्, धनुष्, पयस्, दधि।
एतत्सदृशानाम् अन्योषाञ्च रूपाणाम् अभ्यासः।	

2.3 सर्वनाम- अस्मद्, युष्मद्, तद्, एतद्, यद्, भवत्, किम्, इदम्, अदस्, सर्व (त्रिषु लिङ्गेषु)।

3. धातरूपम् (क्रियारूपम्)-

3.1 धातूनां गणपरिचयः, आत्मनेपदम्, परस्मैपदम्।

3.2 लकारदृशा- लटलकारः (वर्तमानकालः), लृटलकारः (भविष्यत्कालः), लङलकार (भूतकालः), लोटलकारः(आज्ञार्थकः), विधिलिङलकारः (सम्भावनायाम्)।

पुरूषदृशा- प्रथमपुरूषः, मध्यमपुरूषः, उत्तमपुरूषः।

वचनदृशा- एकवचनम्, द्विवचनम्, बहुवचनम्।

3.3 धातवः- पञ्चलकारेषु धातुरूपाणि-

परस्मैपदिनः- पठ्, लिख्, चल्, गम्, नम्, खाद्, वद्, हस्, गै, कृ, क्री, ज्ञा, घ्रा, नी, दृश, धृ, पत्, पा(पिब), स्मृ, कुध्, शक्, पृच्छ्, इष (इच्छ), दा, जीव्, त्यज्, धाव्, पच्, रक्ष्, सू, रूद्, भी, नश्, स्निह्, आप्, क्षिप्, जप्, विश्, मिल्, ग्रह्, चिन्त्, पाल्, रच्, क्षल्।

आत्मनेपदिनः- लभ्, मुद्, क्षम्, वृध्, सह्, सेव्, ईक्ष्, ऊह्, कम्प्, भाष्, यत्, रम्, वन्द्, याच्, शीङ्।
सत्तात्मकौः- अस्, भू।

Unit- 2

1. सन्धिः- स्वरसन्धिः- यण्, अयादि, गुण, वृद्धि, दीर्घ, पूर्वरूप, पररूप, प्रकृतिभाव।
व्यञ्जनसन्धिः- परसवर्णः, अनुनासिकः, श्चुत्वम्, ष्टुत्वम्, जश्त्वम्, चर्त्वम्, णत्व-षत्वविधिः।
विसर्गसन्धिः- विसर्गलोपः, विसर्गस्थाने ओ, र, स्, श्, ष्।
अनुस्वारः, 'र्' लोपः, 'त' स्थाने 'ल्' अनुनासिकम्।
2. समासः- केवलः, अव्ययीभावः, तत्पुरूषः, कर्मधारयः, द्विगुः, बहुव्रीहिः, द्वन्द्वः।
3. कारकम्- कर्ता, कर्म, करण, सम्प्रदान, अपादान(सम्बन्ध), अधिकरण, सम्बोधन।
4. उपपदविभक्तिः-
 - अधि, अनु, उप, उभयतः, परितः निकषा, प्रति, धिक्, विना..... योगे द्वितीया।

- अलम्, विना, हीनम्, सह, साकम्, सार्धम्, समम्.....योगे तृतीया।
 - नमः, रूच्, दा, स्पृहा, अलम् (सामर्थ्यार्थे)..... चतुर्थी।
 - विना, बहिः, परम्, पूर्वम्..... योगे पञ्चमी।
 - अग्रतः, पुरतः, पृष्ठतः, वामतः, दक्षिणतः, उत्तरतः.....योगे षष्ठी।
 - स्निह, विश्वस्.....योगे सप्तमी।
5. **वाच्यम्**- कर्तृवाच्यम्, कर्मवाच्यम्, भाववाच्यम्।
6. **प्रत्ययः**-
- (क) कृतप्रत्ययः - क्त, क्तवतु, क्तवा, ल्यप्, तुमुन्, शतृ, शानच्, ण्यत्, क्तिन्, ल्युट्, तव्यत्, अनीयर्, ण्वुल्, तृच्, घञ्।
- (ख) तद्धितप्रत्ययः- मतुप्, वतुप्, इन्, ठक् (इक्), घञ्, त्व, तल्, अण्, ष्यञ्।
- (ग) स्त्रीप्रत्ययः- डीप्, डीष्, टाप्।
7. **अव्ययम्**- (स्थानवाचि)- अत्र, तत्र, सदा, सर्वदा, कदा, अद्य, श्वः, ह्यः, परश्वः, परह्यः, वारम्, आरभ्य, निश्चयेन्।
- (समुच्चयवाचि)- च, अपि, एव।
- (अवस्थावाचि) - आम्, किम्, धन्यवादः, आवश्यकम्।
- (दिशावाचि)- उपरतः, पृष्ठतः, वागतः, दक्षिणतः, अभितः, परितः।
- (पूर्णतावाचि)- पर्याप्तम्, अत्यन्तम्, अलम्, इति।
- (निषेधवाचि)- मास्तु, अलम्, इति।
- (सम्भावनावाचि)- किन्तु, प्रायशः, अपेक्षया, अतः, यत्-तत्।
- सादृश्यवाची अव्यय- इव, नु, वा, चित्।

Unit- 3: संस्कृत शब्दावलियों का पाश्चात्य अवधारणाओं से विरोधाभास (ईश्वर/God, आत्मा/Soul समुदाय, धर्म/ Religion, पति-पत्नी/Husband- Wife इत्यादि)

उपसर्गः- आ, उत्, अनु, वि, प्र, परि, अब, उप, सम्, अप।

विशेष्य- विशेषणसम्बन्धः।

संख्या- सङ्ख्यावाचि- शब्दरूपाणि एकः, द्वौ, त्रयः, चत्वारः (त्रिषु लिङ्गेषु)

Suggested Readings:

1. रचनानुवादकौमुदी, कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, विशालाक्षी भवन, चौक, वाराणसी 221001।
2. अनुवादचन्द्रिका, ब्रह्मानन्द त्रिपाठी, चौखम्बा सुरभारती प्रकाशन, चौक, वाराणसी 221001।
3. संस्कृत स्वयं शिक्षक, श्रीपाद दामोदर सातवलेकर, राजपाल एण्ड सन्स, कश्मीरी गेट, नई दिल्ली 110006।
4. दार्शनिक सम्प्रत्ययकोश, सम्पादक- शशिप्रभा कुमार, संतोष कुमार शुक्ल, रामनाथ झा, विशिष्ट संस्कृत अध्ययन केन्द्र, जवाहरलाल नेहरू विश्वविद्यालय, प्रकाशक डी.के. प्रिंटवर्ल्ड, वेदश्री एफ-395, सुदर्शन पार्क, नई दिल्ली-110015, 2014।
5. संस्कृतवाक्यों में वाच्यपरिवर्तन सिद्धान्त, भगवत्शरण शुक्ल, साकेत साहित्य प्रकाशन, इलाहाबाद, प्रयागराज, 1997।
6. An Easy grammar of Sanskrit, S.B. Datar, Pub-Keshav Bhikaji Dhawale, Maharashtra, 2015
7. Sanskrit for English Speaking People, Ratnakar Narale, Pub, Prabhat Prakashan, New Delhi, 2013

Course Outcome: -

- Student can understand and appreciate simple passages and poetry in Sanskrit
- Student will get the ability to express his/her thoughts in simple Sanskrit
- Student will appreciate the contribution of great Sanskrit poets

Instructions for External Examiner: This question paper shall be divided in two sections. Examiner is requested to set section A as compulsory question from the entire syllabus (can be either objective or subjective). Section B will be in choice from two of the questions from each unit. The students will be required to attempt one question from each unit.



SEMESTER-II
M. A HINDU STUDIES
CORE COURSE- PAPER -1

251/HS/CC201-A

Course Code	241/HS/CC	Credit	Structure			
			L	T	P	TOTAL CREDIT UNITS
Course Title	Introduction to the Vaidika-Literature		3	1	0	4

Course Description:

This course offers a foundational overview of Vaidika (Vedic) literature, the earliest and most revered body of texts in the Indian knowledge tradition. It introduces students to the four Vedas—Ṛgveda, Yajurveda, Sāmaveda, and Atharvaveda—along with their associated components: Saṁhitās, Brāhmaṇas, Āraṇyakas, and Upaniṣads. The course focuses on the historical development, literary structure, thematic content, and philosophical insights of Vedic texts. It also discusses the relevance of Vedic knowledge in the contexts of ritual, cosmology, language, and metaphysical inquiry.

Course Objectives:

- To introduce the origin, structure, and classification of Vaidika literature.
- To familiarize students with the content and purpose of the four Vedas and their fourfold divisions—Saṁhitā, Brāhmaṇa, Āraṇyaka, and Upaniṣad.
- To examine key themes such as ṛta (cosmic order), yajña (sacrifice), mantra (sacred utterance), and mokṣa (liberation) as they appear in Vedic texts.
- To trace the evolution of Vedic thought from ritualism to philosophy, especially through the Upaniṣadic tradition.
- To enable students to appreciate the literary and linguistic features of Vedic Sanskrit.
- To provide an introductory platform for further studies in Vedic philosophy, Vedāṅgas, and Indian intellectual history.

Unit 1: Overview and Importance of the Vedas

- Definition and Meaning of the Veda
- Importance of the Vedas in Hindu Tradition as śāstra-pramāṇa
- Structure and Classification of the Vedas: Mantra and Brāhmaṇa
- Concept of Veda śākhā

Unit 2: Saṃhitā-Sāhitya

- Rgveda: Division (maṇḍala and aṣṭaka krama), Hymns, Deities and Saṃgāthana Sūkta (10.191)
- Yajurveda: Importance, Rituals, Sacrifices and śivasamkalpa sūkta
Sāmaveda: Structure, Content, Musical Aspects and Chanting in sāmaveda
- Atharvaveda: Structure, Content (Magical Hymns) and Practices

Unit 3: Brāhmaṇa-Literature

- Brāhmaṇa Literature- Meaning, Division, Subject-matter {Yajña; Pañcamahāyajña; Akhyāna (Śunahśepa , Vāñmanas)}
- Āraṇyaka Literature- Meaning and Importance
Upaniṣad Literature: Definition and main concepts (Brahman and ātmān)
- Vedāṅgas: Śikṣā; Kalpa; Vyākaraṇa; Nirukta; Chandas; Jyotiṣa

Unit 4: Importance of Upaniṣada-Literature (jñānakāṇḍa) and Teachings

- Subject-matter and main concepts with special reference to the following Upaniṣads ; Īśa; Kātha; Kena; Bṛhadārṇyaka ; Taittirīya; Śvetāśvatara
- Importance of the Commentarial Tradition: Commentary of śankarācārya (śāṅkarabhāṣya)
- Upanishadic Influence on Later Indian Philosophy and Spirituality
- Relevance of Upanishadic Wisdom in Contemporary Thought

Suggested Readings:

- वेदार्थ पारिजात (खण्ड 1-2), स्वामी करपात्री महाराज, श्री राधा कृष्ण धानुका प्रकाशन संस्थान, 2022
- वैदिक साहित्य का आलोचनात्मक इतिहास, डॉ. जयदेव विद्यालंकार, हरियाणा संस्कृत अकादमी, चण्डीगढ़, 1991
- वैदिक साहित्य एवं संस्कृति, डॉ. कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी, 2000
- वैदिक साहित्य और संस्कृति, बलदेव उपाध्याय, शारदा मन्दिर, काशी, 1958
- Vedic Mythology (Vaidika Devashastra), AA Macdonell, MLBD, Delhi, 1962

Course Outcomes:

- Students will identify the four Vedas-Rgveda, Yajurveda, Sāmaveda, and Atharvaveda-and their respective components: Saṃhitā, Brāhmaṇa, Āraṇyaka, and Upaniṣad.
- They will explain the purposes of each section and its contribution to the development of Vaidika thought.
- Students will contextualize the origin of the Vedas within the early Indo-Aryan civilization, understanding their historical, cultural, and religious significance.
- Students will explore key philosophical ideas from the Upaniṣads, such as Brahman, Ātman, Karma, and Mokṣa.

Instructions for External Examiner: This question paper shall be divided in two sections. Examiner is requested to set section A as compulsory question containing 14 marks and from the entire syllabus (can be either objective or subjective). Section B will be in choice from two of the questions from each unit. The students will be required to attempt one question from each unit. All questions from each unit will carry equal marks.



251/HS/CC202-A

SEMESTER: II

M. A HINDU STUDIES

CORE COURSES, PAPER-2

Course Code		Credit	Structure			
			L	T	P	TOTAL CREDIT UNITS
Course Title	Introduction to Epics text: Mahābhārata		3	1	0	4

Course Description:

This course offers an introduction to the *Mahābhārata*, one of the greatest epics of Indian and world literature. Students will study the epic not only as a monumental narrative of dynastic conflict but also as a profound exploration of dharma (righteousness), ethics, politics, and human psychology. Special attention will be given to key episodes such as the *Bhagavad Gītā*, the game of dice, and the exile of the Pāṇḍavas. The course will also explore the role of characters like Krishna, Arjuna, Draupadi, Bhishma, and Karna, highlighting their moral dilemmas and philosophical choices. The impact of the *Mahābhārata* on Indian culture, art, and religious thought will be discussed, encouraging students to critically reflect on its enduring relevance.

Course Objectives:

- To identify and summarize the main narratives and key episodes of the Mahābhārata.
- To discuss the core themes and philosophical concepts (e.g., Dharma, Karma, Mokṣa, Rājadharmā, Āpadharmā) explored in the texts.
- To appreciate the literary and storytelling aspects of the epics.
- To recognize the cultural and historical influence of the Mahābhārata.
- To engage in critical thinking and discussion about the contemporary relevance of these ancient texts.

Unit 2: Introduction to the Mahābhārata

- The period of Mahabharata: Textual and traditional sources, as well as modern data (samvat) Calendar (samvat) of Yudhishtira (yugabda), Krishna, and Vikrama
- Structure (Parvans) and its vast scope.
- Key lineages: Kauravas and Pāṇḍavas.

Unit 2: The core story of Mahabharata.

- Dharma and Samsara: 10 stories about 110 Lakshanas of dharmas: Dhriti (Gangavatanan), kashma (Yasistha and Yiswamitra) dama (Yayati and Puru), asteya (Yudhishtira- Yaksha samvada), saucha (the tale of golden mongoose), indriyanigraha (dhanna vyadha's upadesa), dhir (Savitri), vidya (tale man-tiger-snake-elephant from Stri Parva), satyam (Hariscandra/Satyakama), akrodha (the story of Parikshita and his insult to Risi Samika)
- Key concepts: Dharma, Karma Yoga, Jñāna Yoga, Bhakti Yoga, Sthitaprajña.

Unit 3: Overview of Mahabharata

- Adi Parva (Selections): The ancestries, birth and education of the princes.
- Viduraniti and Bhagavadgita
- Rajdharma, and rajaniti: Santiparva
- Geography of Bharata-varsa.

Unit 4: Stri-vimarsa

- Stri-vimarsa in Mahabharata: Draupadi Gandhari. Hidimba Jambavati Kunti Madri Rukmani. Satyabhama, Satyavati, Sikhandi,
- Mahabharata as one of the two source-books (Upjivya) for much of Indian literature, and arts (folk, classical, and contemporary art)

Recommended Readings

- The Mahabharata and the Yugas: India's Great Epic Poem and the Hindu System of World Ages, Luis Gonzalez-Reimann, MLBD, 2010
- Mahabharata, C. Rajagopalachari, Bhartiya Vidya Bhavan, 2010
- Moral Dilemmas in the Mahabharata, Sima! Krishna Matilal, MLBD
- On the Meaning of the Mahabharata, V.S. Suthankar,
- Vidura Niti (Mahabharata Udyogaparva), Gita Press, Gorakhpur
- The Bhagavadgita (with Sanskrit text and English translation), Gita Press, Gorakhpur
- Rajadharma in Mahabharata with special reference to Santi Parva, Priyanka Pandey, D.K. Printworld, MLBD
- The Women of the Mahabharata, Badrinath Chaturvedi, Orient Black.Swan, 2008
- Mahabharata, C. Rajagopalachari, Bhartiya Vidya Bhavan, 2010
- गीताप्रेस, गोरखपुर (Gita Press, Gorakhpur): महाभारत (Mahabharata).
- गीताप्रेस, गोरखपुर (Gita Press, Gorakhpur): श्रीमद्भगवद्गीता (Shrimad Bhagavad Gita).

Learning Outcomes

After the completion of the course the students will

- Gain a comprehensive understanding of the Mahabharata's context through textual sources.
- Appreciate the complexity and enduring influence of the Mahabharata on literature and arts.
- Explore the principles of dharma and their narrative applications.
- Understand the Mahabharata's significance in shaping Bharatiya identity, including its portrayal of governance and ethics.

Instructions for External Examiner: This question paper shall be divided in two sections. Examiner is requested to set section A as compulsory question containing 14 marks and from the entire syllabus (can be either objective or subjective). Section B will be in choice from two of the questions from each unit. The students will be required to attempt one question from each unit. All questions from each unit will carry equal marks.



251/HS/CC203-A

SEMESTER: II
M. A HINDU STUDIES
CORE COURSES, PAPER-3

Course Code		Credit	Structure			
			L	T	P	TOTAL CREDIT UNITS
Course Title	Praman Siddhant		3	1	0	4

Course Description:

This course offers a critical study of the **epistemological foundations** of Indian philosophy through an in-depth exploration of **Pramāṇa-siddhānta**—the theory of valid knowledge. It focuses on the four essential elements: **Pramāṭṛ (knower)**, **Pramāṇa (means of knowledge)**, **Prameya (object of knowledge)**, and **Pramā (valid knowledge)**. The course investigates the definitions, classifications, and philosophical debates surrounding different **pramāṇas** such as perception (pratyakṣa), inference (anumāna), comparison (upamāna), postulation (arthāpatti), non-cognition (anupalabdhi), and verbal testimony (śabda).

Special emphasis is given to the concept of **śabda-śakti (power of words)** and its components—abhidhā, lakṣaṇā, and vyañjanā. The course also examines various theories of **validity (prāmāṇya)**—intrinsic (svataḥ-prāmāṇya) and extrinsic (parataḥ-prāmāṇya)—as discussed in major darśanas such as Nyāya, Mīmāṃsā, Vedānta, and Buddhism. Finally, it explores the **contemporary relevance and practical applications** of pramāṇa theory in logic, language, and epistemology.

Course Objectives:

- To introduce the fundamental concepts of Indian epistemology: pramāṭṛ, pramāṇa, prameya, and pramā.
- To classify and analyze various pramāṇas recognized by different philosophical schools.
- To understand the theories and mechanics of śabda-pramāṇa, with focus on śabda-śakti and its components.
- To explore the debates on the nature of prāmāṇya (validity of knowledge), including intrinsic vs. extrinsic validity.
- To compare and contrast the treatment of pramāṇas in schools such as Nyāya, Mīmāṃsā, Advaita Vedānta, and Bauddha Darśana.
- To apply principles of pramāṇa theory to contemporary fields such as linguistics, hermeneutics, logic, and cognitive studies.
- To cultivate critical thinking and philosophical reasoning grounded in traditional Indian knowledge systems.

Unit I

- Definition of pramāṇya, understanding Pramāṇa Sidhanta
- Bhāṭya model of analysis of text: pramāṇa, pramāṇya, prameya, and prama

Unit II

- Nature, definition, method, and limits of different types of pramāṇas: Pratyakṣa, Anumāna, Upamāna, Sabda, Anuplabdhi, Arthapatti

Unit III

- Nature, definition, method and limits of different types of pramāṇas: Sabda-śakti: abhidha, lakṣha, vyanjana, and tatparya
- Swataḥ-pramāṇya, and parataḥ-pramāṇya

Unit IV

- Applications of pramāṇas in contemporary texts of Natural Sciences, Ayurveda, Jurisprudence, Social Science.
- Application to contemporary texts

Recommended Readings

Unit I

1 A Modern Introduction to Indian Logic, SS Barlingay, National Publishing House, 1965

2 A Critical Survey of Indian Philosophy (English), Chandradhar Sharma, MLBD, New Delhi, 1979

Unit II

1. The Six Ways of Knowing, ON Datta, University of Calcutta, 1998

2. Tarka Samgrah of Annambhatta, Dayananda Bhargava, MLBD, New Delhi, 1978

Unit III

1 Word and its meaning: A new perspective, K. N. Chatterjee, Chaukhamba Publication, Varanasi

Unit IV

1 Kapoor, Kapil. Language, Linguistics and Literature: The Indian Perspective (selected parts)

Recommended/Essential Readings:

1. Matilal, Bimal Krishna, Perception, An essay on Classical Indian Theories of knowledge, Clarendon Press, Oxford, 1986
2. Dasgupta, Surendranath, A history of Indian Philosophy, Vol. I, Motilal Banarsidass, 2018
3. Bilimoria, Purushottama, sabda-pramāṇa, Word and Knowledge, D.K.Printworld, 2008.
4. Singh, Pradyuman Shah, Anuman Pramāṇa, Bharatiya Vidya- Prakashan, Delhi, 2008
5. Verma, Ashok Kumar, Abhidha-śakti, Motilal Banarsidass, 2015.
6. Jain, Dharmchand, Baudha Darshan ke Pramukh Siddhant, RG Group, Baudh Adhyayan

- kendra, Jayanarayan vyaas Vishwavidyalaya, Jodhpur, 2019.
7. Joshi, maya, Pramana - Dharmakirti and the Indian Philosophical debate, Manohar Publishers and Distributors, 2012.
 8. Raja, Kunjunni K, Indian Theories of meaning, Adyar Library Research centre, 1963
 9. P.T., Raju, The Philosophical Tradition of India, Motilal Banarsi P .T., Raju, The Philosophical Tradition of India, Motilal Banarsi das, Delhi, 1992
 10. Warder,A.K., A Course in Indian Philosophy, Motilal Banarsi das,
 11. Sharma, Chakradhar, A Critical Survey of Indian Philosophy, Motilal Banarsidass, 2022
 12. Devraaj, Dr. Nanda Kishor, Bharatiya Darsana, Uttar Pradesh Hindi Sansthaan, Lucknow, 2002.

Learning Outcomes

After the completion of the course the students will-

- Understand pramai;ia and its role in knowledge acquisition
- Apply text analysis methods to interpret texts
- Analyse Sabda-sakti for enhanced linguistic and textual analysis

Instructions for External Examiner: This question paper shall be divided in two sections. Examiner is requested to set section A as compulsory question containing 14 marks and from the entire syllabus (can be either objective or subjective). Section B will be in choice from two of the questions from each unit. The students will be required to attempt one question from each unit. All questions from each unit will carry equal marks.



25/HS/DS201

SEMESTER: II

M. A HINDU STUDIES

DSE

Course Code		Credit	Structure			
			L	T	P	TOTAL CREDIT UNITS
Course Title	Hindu Darsana and Traditions		2	1	0	3

Course Description:

This course offers an in-depth exploration of the major philosophical systems (darśanas) of the Hindu tradition. It covers both āstika (Vedic-affirming) schools—Nyāya, Vaiśeṣika, Sāṅkhya, Yoga, Mīmāṃsā, and Vedānta—and touches upon their interaction with nāstika systems such as Buddhism and Jainism where relevant. The course provides a thematic study of epistemology, metaphysics, ethics, and liberation (mokṣa) as developed in these systems.

Students will engage with both primary texts (in translation and/or original Sanskrit passages) and secondary scholarly interpretations. The course encourages comparative analysis and critical reflection, aiming to understand the continued relevance of Hindu darśanas in contemporary philosophical discourse and spiritual life.

Course Objectives:

- To familiarize the students with the salient features of main schools of Hindu Philosophy.
- To impart knowledge of origin and development of philosophical thought of Hindu culture in its all aspects i.e. metaphysics, cosmology, epistemology, logic and ethics.
- Understand the core philosophical categories in Indian thought: pramāṇa (means of knowledge), prameya (objects of knowledge), ātman (self), brahman (ultimate reality), prakṛti-puruṣa (nature and spirit), karma (action), and mokṣa (liberation).
- Compare and contrast the metaphysical and epistemological positions of different darśanas, such as dualism (Sāṅkhya), non-dualism (Advaita Vedānta), and realism (Nyāya-Vaiśeṣika).
- Evaluate the relevance of darśanic frameworks in interpreting ethical issues, spiritual practices, and Indian cultural traditions.

Course Contents

Unit: I Hindu Darsana: An Introduction

- Introduction of terms- darsana, anvikshiki, tattva- vidya
- Introduction of Vedic-Vaidic darsana , their founders, main texts and thinkers
- Salient Features of Hindu Darsana

Unit: II Carvaka, Jain and Bouddh Traditions

- **Cārvāka Philosophy:** Rejection of Transcendent Entities, Theory of Knowledge (Epistemology)
- **Jaina Dharma:** Concept of Reality: Sat (Reality), Dravya (Substance) Guṇa (Quality), Paryāya (Modes/Modifications), Jīva (Soul), Ajīva (Non-soul), Anekāntavāda (Doctrine of Non-Absolutism), Syādvāda (Theory of Conditional Predication), Nayavāda (Doctrine of Partial Standpoints), Theory of Knowledge (Epistemology)
- **Bauddha Dharma (Buddhism):** Four Noble Truths (Catvāri Āryasatyāni), Āṣṭāṅgika Mārga (Eightfold Path), Pratītyasamutpāda (Dependent Origination), Kṣaṇabhāṅgavāda (Theory of Momentariness), Anātmavāda (Doctrine of No-Self)
Schools of Buddhism: Vaibhāṣika, Sautrāntika, Yogācāra, Mādhyamika

Unit: III Nyaya-Vaise, Samkhya - Yoga Darsana Darsana

- **Nyāya Darśana:** Pramā and Apramā, Theories of Pramāṇa: Pratyakṣa (Perception), Anumāna (Inference), Upamāna (Comparison), Śabda (Verbal testimony), Prameya and its kinds
- **Vaiśeṣika Darśana:** Concept of Padārtha and its kinds, Asatkāryavāda (Theory of non-existence of the effect in the cause) Kinds of Kāraṇa (Causes): Samavāyī Kāraṇa (Inherent cause) Asamavāyī Kāraṇa (Non-inherent cause) Nimitta Kāraṇa (Efficient cause) Paramāṇukāraṇavāda (Theory of atomic causation)
- **Sāṅkhya Darśana:** Prakṛti and its evolutes, Nature of Puruṣa, The three Guṇas: Sattva, Rajas, and Tamas, Satkāryavāda (Theory of the pre-existence of the effect in the cause)
- **Yoga Darśana:** Definition of Yoga, Cittabhūmi (States of mind), Cittavṛtti (Modifications of mind), Kleśas (Afflictions), Samādhi and its types, Aṣṭāṅga Yoga (Eightfold path of Yoga)Unit; IV Purva Mimamsa -Uttara Mimamsa

Unit: IV: Purva Mimamsa, Uttara Mimamsa (Vedanta)

- **Pūrva Mīmāṃsā:** Hermeneutics of Vedic Sentences, Concept of Dharma, Theory of Bhāvanā, Śabda-nityatvāda (Doctrine of the eternality of words), Theory of Pramāṇa and its kinds, Kumārila and Prābhākara schools of Mīmāṃsā
- **Uttara Mīmāṃsā (Vedānta):**
(i) Advaita Vedānta (Śāṅkara), Brahman and Ātman, Relation between Brahman and Ātman, Three levels of reality: Adhyāsa (**superimposition**), Māyā, Vivartavāda (Theory of apparent transformation), Jīvanmukta (liberated while living), Mokṣa (liberation)



(ii) Viśiṣṭādvaita Vedānta (Rāmānuja). Saguṇa Brahman (Brahman with attributes), Refutation of Māyā,, Bhakti and Prapatti as means of liberationBrahma-Pariṇāmavāda (Theory of real transformation of Brahman)

References:

Essential Readings:

1. चन्द्रधर शर्मा, भारतीय दर्शन आलोचन और अनुशीलन, मोतीलाल बनारसीदास, वाराणसी, 2013
2. हरेन्द्र प्रसाद सिन्हा, भारतीय दर्शन की रूपरेखा, मोतीलाल बनारसीदास, दिल्ली, 1993
3. उमेश मिश्र, भारतीय दर्शन, प्रकाशन ब्यूरो, सूचना विभाग, उ.प्र. 1957
4. सर्वदर्शनसंग्रहः(माधवाचार्य), डॉ. उमाशंकर शर्मा 'ऋषि', चौखम्बा विद्याभवन, वाराणसी, 2022
5. M. Hiriyanna, Outlines of Indian Philosophy, Motilal Banarasidas, Delhi, 1997
6. M. Hiriyanna, The Essentials of Indian Philosophy, Delhi, Motilal Banarasidas, 2015
7. Chatterji Satish Chandra, Datta Dharendra Mohan , An Introduction to Indian Philosophy, Delhi, Motilal Banarasidas , 2015
8. Dasgupta, Surendranath, A History of Indian Philosophy (Vol. I, II), Delhi, Rupa Publications India. 2018
9. Sharma, Chandradhar, A Critical Survey of Indian Philosophy, Delhi, Motilal Banarasidas, 2013
10. A History of Indian Philosophy, Surendranath Dasgupta, Motilal Banarsidas Publications, Delhi, 2022
11. Indian Philosophy, Jadunath Sinha, Motilal Banarsidas Publications, Delhi, 2024
12. Indian Philosophy, S Radhakrishnan, The Macmillan Company / George Allen & Unwin Ltd, New York and London, 1927

Learning Outcomes:

- The students will be able to understand: The origin and development of philosophical thought which sprang from Vedas (astika darsana) and which developed apart from Vedas (Nastika darsana).
- The peculiar path of the evolution of a philosophical system in Hindu Dharma in the textual frame of Sutra, bhashaya, vartika,.
- The rational, polemical and intellectual rigour of Hindu Darsana as different from Philosophy.
- The nature of philosophical problems e.g. ontological, epistemological, and moral laid down in different schools of Hindu Parampara

Instructions for External Examiner: This question paper shall be divided in two sections. Examiner is requested to set section A as compulsory question from the entire syllabus (can be either objective or subjective). Section B will be in choice from two of the questions from each unit. The students will be required to attempt one question from each unit.

251/HS/CC301

SEMESTER: III

M. A HINDU STUDIES

CORE COURSES, PAPER -1

Course Code	Credit	Structure			
		L	T	P	TOTAL CREDIT UNITS
Course Title	Understanding Hinduism: Core Concepts and Believes – 2	3	1	0	4

Course Description:

This course offers a comprehensive and critical study of Hinduism—one of the world's most ancient, diverse, and complex religious traditions. It explores Hinduism's historical development, foundational scriptures, key philosophical systems, ritual practices, sectarian movements, and its role in shaping Indian society and global spirituality.

The course emphasizes both theoretical understanding and lived expressions of Hinduism—from Vedic sacrifice and temple worship to contemporary movements and reformers. It encourages critical and comparative perspectives, making it suitable for students of philosophy, religious studies, Sanskrit, and cultural history.

Course Objectives:

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

- Understand the historical origins and chronological development of Hinduism from the Vedic period to the modern era.
- Identify and evaluate key concepts such as time, triguna, chaturyuga, maya, and atman in different textual and philosophical contexts.
- Critically study the emergence and evolution of major sects such as Shaivism, Vaishnavism, and Shaktism.
- Engage with the lives and teachings of major bhakti saints and modern reformers such as Swami Vivekananda, Dayananda Saraswati, and Mahatma Gandhi.
- Evaluate the social, cultural, and political dimensions of Hinduism in both traditional and contemporary contexts.

Unit-1 Hindu theology:

- Purushartha Chatushtaya in Hindu philosophy
- Concepts of Ashvar and Avatara
- Shaivaism, Shakt and Vaishnavism

Unit-2 Concepts of Time (Kala):

- Cyclical time vs. linear time
- Four Yugas: Satya, Treta, Dvapara, and Kali Yugas
- Prakriti (Nature or matter) and Gunas: Sattva (purity), Rajas (activity), Tamas (inertia)
- Māyā (माया) – Illusion or Cosmic Power

Unit-3 Hindu society and culture:

- Organization of society in Varna and Ashram
- Role of Gurus and Ashramas
- Sixteen Sanskaras
- Educational institutional in ancient india

Unit-4 Contemporary Hinduism and religion:

- Hinduism today in India and the world
- Reform movements (Swami Dayananda, Swami Vivekanand)
- Yoga in the world
- Ethical and ecological perspectives in Indian thought.

Recommended books:

- Gavin Flood – An Introduction to Hinduism
- Chandradhar Sharma – A Critical Survey of Indian Philosophy
- Surendranath Dasgupta – Yoga Philosophy in Relation to Other Indian Systems of Thought
- Anantanand Rambachan – The Advaita Worldview: God, World, and Humanity
- भारतीय दर्शन का संक्षिप्त इतिहास – डॉ. बलदेव उपाध्याय
- हिन्दू धर्म: स्वरूप और विकास – डॉ. राधावल्लभ त्रिपाठी
- हिन्दू धर्म का परिचय – पं. विद्याधर महाजनी
- भारतीय संस्कृति और धर्म – डॉ. राममूर्ति त्रिपाठी
- भक्ति आंदोलन का इतिहास – डॉ. नाथूराम प्रेमी, डॉ. हजारीप्रसाद द्विवेदी

Learning Outcomes:

After successfully completing the course, students will be able to:

- Explain the key historical developments and foundational concepts of Hinduism using critical and scholarly language.
- Interpret primary Hindu texts in their philosophical, theological, and cultural contexts.
- Differentiate among various schools of Hindu philosophy and articulate their core doctrines.
- Analyse the ethical and metaphysical dimensions of concepts such as time, triguna, chaturyuga etc.

- Describe the ritual and devotional practices within Hinduism and their significance in the lived religion.

Instructions for External Examiner: This question paper shall be divided in two sections. Examiner is requested to set section A as compulsory question containing 14 marks and from the entire syllabus (can be either objective or subjective). Section B will be in choice from two of the questions from each unit. The students will be required to attempt one question from each unit. All questions from each unit will carry equal marks.

SEMESTER: III
M. A HINDU STUDIES
CORE COURSES, PAPER-2

Course Code		Credit	Structure			
			L	T	P	TOTAL CREDIT UNITS
Course Title	Punarjanma, Bandhana and Moksha		3	1	0	4

Course Description:

This course explores the central metaphysical concerns of Indian philosophy- rebirth (punarjanma), bondage (bandhana), and liberation (moksha) from multiple textual and philosophical perspectives. Students will examine the concept of jiva (individual self), the nature and cause of bondage, and the principle of rebirth as addressed in Sankhya, the Bhagavadgītā, and Buddhist (Pratitya-samutpada) thought.

Through a critical study of Sankhyakarika, Sankhyatattvakaumudi, and relevant portions from the Bhagavadgita, the course aims to build a comprehensive understanding of Indian thought on existential freedom and ethical action, with relevance to today's philosophical and spiritual inquiries.

Course Objectives:

- To understand classical Indian perspectives on the jiva, bondage, and liberation.
- The students understand and analyze the inter-relation and applicability of various pathways of attainment of true knowledge given by various Hindu philosophical systems.
- To analyze the process and psychology of bondage through selected Gita verses and Buddhist concepts.
- To reflect on Punarjanma as a philosophical support to dharma and ethical living.
- To develop comparative and analytical skills in studying metaphysical doctrines.

Unit 1:

- A General Concept of Atma and Jiva in Hindu Schools of Philosophy
- Purush and Prakriti in Sankhya
- Nature of Consciousness and its manifestation in Advaita Tradition.

Unit 2:

- Definitions of bandhan Categories: prakritik, vaikritik, dakshanik
- The root-cause of bandhan (Gita 3.37 – 3.41), and the process of bondage: Gita (2.62-66).
- Agyaan (Vedanta), Mithya-gyaan (Nyaya), Mithya-drishti (Bauddha), avivek (Samkhya)

Unit 3:

- The principle of punarjanma as continuation of karmic impressions
- Pratītya-samutpāda (Buddhist concept of dependent origination) and its twelve links
- Ethical and spiritual function of rebirth in upholding Dharma

Unit 4:

- Conceptions of Moksha and Nirvana in Hindu Schools of Philosophy
- Different Paths of Moksha: abhyasa, karma, bhakti, jnana

Suggested Readings

- Sanatana Dharma (An Elementary Textbook of Hindu Religion and Ethics) – The Managing Committee, Central Hindu College, Benares, 1916.
- Shrimad Bhagawad Gita (Tattvavivechani) – By Jayadaya Goyandka, Geeta Press, Gorakhpur, 2015.
- Samkhya-Karika of Isvara Krushna, (Hindi Tr.), Jagannatha Shastri, Motilal Benarsidass, Delhi, 2003.
- Samkhya-Karika of IsvaraKrushna, (English Tr. By Wilson), Delhi, 1978.
- Sarvadarshana-samgraha (English translation) by E.B.Cowell and A.E.Gough, Parimal publications, Delhi, 1986.
- Sarvadarshana-Samgraha of Madhavacharya, MLBD, New Delhi, 1996.
- A Critical Survey of Indian Philosophy (English), Chandradhar Sharma, MLBD, New Delhi, 1979.



Learning Outcomes

- Interpret the Indian philosophical concepts of rebirth, bondage, and liberation with depth and clarity.
- Apply scriptural wisdom to ethical and existential questions in modern contexts.
- Compare diverse schools of Indian thought on issues of metaphysics and soteriology.
- Develop coherent arguments using primary Sanskrit texts and commentaries.

Instructions for External Examiner: This question paper shall be divided in two sections. Examiner is requested to set section A as compulsory question containing 14 marks and from the entire syllabus (can be either objective or subjective). Section B will be in choice from two of the questions from each unit. The students will be required to attempt one question from each unit. All questions from each unit will carry equal marks.



251/HS/CC303

SEMESTER: III
M. A HINDU STUDIES
CORE COURSES, PAPER-3

Course Code	Credit	Structure			
		L	T	P	TOTAL CREDIT UNITS
Course Title	Introduction to Allied Concepts of Hindutva	3	1	0	4

Course Description:

- 1 This course provides a critical and comprehensive exploration of the allied philosophical, socio-cultural, and political ideas that underpin the concept of *Hindutva*. While *Hindutva* is often viewed through a narrow ideological lens, this course endeavors to broaden the perspective by engaging with its foundational influences, including ideas of *dharma*, *rashtra*, *sanskriti* (culture), *swabhiman* (self-respect), and *samaj* (society). This paper explores the profound dharmic legacy through moral teachings of poets and saints, emphasizing their impact on literature and arts. It contextualizes key historical and literary milestones in Bharatiya history, offering insights into the cultural and spiritual evolution that has shaped Bharat's diverse heritage over centuries.

Course Objectives:

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

- Understand the origin and evolution of the concept of *Hindutva* and distinguish it from the broader term *Hinduism*.
- Explore the foundational ideas of *dharma*, *rashtra*, and *sanskriti* as allied concepts to *Hindutva*.
- Analyze the contributions of key thinkers and texts that shaped the *Hindutva* discourse.
- Critically assess the socio-political dimensions of *Hindutva* in the context of Indian history and identity.
- Engage with contemporary critiques and defenses of *Hindutva* from multiple disciplinary perspectives.
- Develop an informed and nuanced perspective on the relevance of *Hindutva*-related concepts in modern Indian society.

Syllabus

Unit I: Understanding Translation and Translatability

Dharma, sampradaya, atma, darsana, Iswara, bhagawana, prabhu, mana, buddhi, pramat;lika, sisya, devata, smrti, mandira, adhyatma, prema, asura, daitya, raksasa, sarTra, padartha, dravya, rastra,

van}a, jati, sastra, santi, risi, muni, guru, kala, satriya-sangita, pandita, maya, stri, mahilii, niiri, nyaya, indriya, moksa, nirvana, prana.

Unit 2: Spiritual Heritage of Bharat

- Important Mandiras (Temples): Varanasi, Madurai, Jagannath Puri, Tirupati, etc.
- Major Śakti Pīṭhas: Kāmarūpa (Assam), Jvālāmukhī (Himachal), Dākṣāyaṇī (Tamil Nadu), etc.
- Prominent Jyotirlingas: Somnāth, Kedārñāth, Māllikārijuna, etc.
- The Chārdhāma and 12 Dhāmas concept.
- Mathas and Peethas: Four mathas of Śāṅkarācārya, Nath mathas, Vaishnava Peethas

Unit 3: Kavis and Kavya Shastra

- Rupak: ten types
- Tattvas: rasa, abhinaya, kathavastu, patra
- Chhandas: anustupa, upajati, indravajra, upendravajra, vasanta-tilaka, mandakranta,
- Some Kavis: Bhasa, Kalidas, Ashvaghosh, Somdev Suri, Hala, Kalhan, Chandabaradai

Unit 4: Briefs: Some Kings and Bhakti Sants

- Sant-Parampara: Brief knowledge of Chaitanya Mahaprabhu, Sankara Deb, Namdev, Kabira, Ravidasa, Narsi Mehta, Guru Nanak, Tukaram, Tulsidas, Surdas, Mirabai, Gyaneshwar, Vidyapati, Narayan Guru.
- Some Kings and Dynasties: Samudra Gupta, Chandragupt Maurya, Lalitaditya, Chakradhwaj Singh, -Chola, Harlhar and Bukka, Bappa Rawal, Harshawardhan, Bhoj, Rana Pratap, Shivaji.

Essential! Recommended Readings

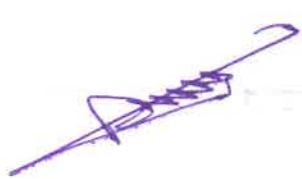
- Change and continuity in Indian Religion, J Gonda, London, 1965. .
- Social & Political Implications of Concepts of Justice and Dharma, Chousalkar Ashok S., Mittal Publications, Delhi, 1986.
- Ancient and Medieval India by HC Verma
- धर्मशास्त्र का इतिहास, पी.वी., काणे., उत्तर प्रदेश हिन्दी संस्थान, लखनऊ, भाग-5, सन 2019, सप्तम संस्करण।
- भक्ति के आयाम", डॉ. पी. जयरामन, वाणी प्रकाशन. नई दिल्ली . भारत की संत परम्परा और सामाजिक समरसता, कृष्णगोपाल, मध्यप्रदेश हिन्दी ग्रंथ अकादमी, भोपाल, 2018
- भारतीय संस्कृति की रूपरेखा, पृथ्वी कुमार अग्रवाल, विश्वविद्यालय प्रकाशन, वाराणसी., तृतीय संस्करण, 20२
- मध्यकालीन हिंदी भक्ति काव्य पुनर्मूल्यांकन के आयाम", डा. पूनम कुमारी, अनामी का पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, नई दिल्ली
- हिन्दूधर्म जीवन में सनातन की खोज, विद्यानिवास मिश्र, राधाकृष्ण प्रकाशन, दिल्ली, 2013
- Ancient India: Spiritualism and Science, Dr. Om Prabhat Agarwal.

Learning Outcomes

After the completion of the course the students will-

- Gain a deep understanding of Bharat's darsanas.
- Appreciate the moral and spiritual teachings of Indian saints and poets.
- Be knowledgeable about major historical and literary milestones in Bharat.
- Develop an appreciation for the diversity and creativity in literature and arts.

Instructions for External Examiner: This question paper shall be divided in two sections. Examiner is requested to set section A as compulsory question containing 14 marks and from the entire syllabus (can be either objective or subjective). Section B will be in choice from two of the questions from each unit. The students will be required to attempt one question from each unit. All questions from each unit will carry equal marks.



251/HS/DS301

SEMESTER: III
M. A HINDU STUDIES
DSG

Course Code	241/HS/CC204	Credit	Structure			
			L	T	P	TOTAL CREDIT UNITS
Course Title	Hindu Thinkers		2	1	0	3

Course Description:

This course offers an in-depth study of prominent Hindu thinkers who have shaped the intellectual, spiritual, and socio-cultural fabric of India across centuries. From ancient sages and philosophers to modern reformers and revivalists, the course highlights the continuity and dynamism of Hindu thought traditions. This course also aims at touching upon the historical background of Hindu thinkers and impact of their thoughts.

Course Objectives:

- To familiarize the students with prominent thoughts of distinguished Hindu thinkers of ancient and modern times.
- To create awareness among students about rich and multi-faceted heritage of Hindu Thought and thinkers who played a pivotal role in the making of Indian Knowledge System.
- To Understand the core philosophical, ethical, and socio-political ideas of major Hindu thinkers.
- To Trace the historical and intellectual development of Hindu thought from the Vedic age to the modern period.
- To Analyze the responses of Hindu thinkers to colonialism, modernity, and social reform.
- To Appreciate the diversity within the Hindu tradition as reflected in different schools and thinkers.
- To Evaluate the ongoing relevance of Hindu thinkers in shaping contemporary Indian discourse on culture, identity, and spirituality.
- To Develop critical and comparative perspectives on traditional and modern expressions of Hindu philosophy and praxis.

Unit: I (Ancient Hindu Thinkers-I)

Panini: Descriptive Techniques of Panini, Structure and methods of grammar, Panian notion of sentence and word,

Patanjali: The grammarian, author of Mahabhashya, main concepts: Definition of Word , Purpose of grammar, Idea of Sphota

Unit: II (Ancient Hindu Thinkers-II)

- **Bhatrighari** author of Vakyapadiyam, Concept of Sabdabrahma, Sphota, Kala
- **Acaarya Samkara** Commentator of the Prasthanatraya, exponent of Advaita Vedanta (Concept of Brahma!), Atman, relation between Brahma! and Atman, three levels of reality, maya, Vivartavada.
- **Acharya Ramanujacharya** and his influence on Bhakti saints from across Bharata

Unit III (Modern Hindu Thinkers)

Maharshi Dayananda

- Vedic revival, commentary on Vedas, Advaita, Traitavada (Ishwara, self and nature),
- Role in areas of education, institution building, translations, expositions, and interpretations, and national movement

Swami Vivekananda : Practical Vedanta, Universal Religion, Synthesis of j jyana, karma, bhakti and dhyana , ideal of renunciation and service.

Sri Aurobindo: (Vande Mataram, and Foundation of Indian Culture), **Bala Gangadhara Tilak** :Gita Rahasya. **Savarkar** (Hindu-Pad-Padshahi, Hindutva, Hindutva Key Pancha Prana)

Unit 3: Saint Tradition

- Introduction and contribution of major saints:
- North India: Tulsidas, Surdas, Mirabai, Ravidas, Namdev, Kabir, Jhulelal, Vidyapati
- South India: Chaitanya Mahaprabhu, Shankardev, Tiruvalur, Vasavanta, Andal, Narayan Guru
- Maharashtra and other regions: Tukaram, Dnyaneshwar, Narsee Mehta, Guru Nanak Dev

Essential Readings:

- महर्षि दयानन्द सरस्वती, सत्यार्थ प्रकाश, नई दिल्ली, आर्ष साहित्य प्रचार ट्रस्ट, 2014
- अथेया मधुर, स्वामी दयानन्द सरस्वती, दिल्ली, प्रभात प्रकाशन, 2013
- विवेकानन्द साहित्य संचयन, नागपुर, रामकृष्ण मठ, 2018
- Aurobindo The Life Divine. Pondicherry: Aurobindo Ashram, 1970.
- The Lights on Yoga. Calcutta: Arya Publishing House, 1942.
- Chaudary, Haridas Ed. The Integral Philosophy Sri Aurobindo. London. George Allen and Unwin Ltd.1960.
- Naravana, V.S. Modern Indian Thought. Bombay: Asian Publishing House, 1967.
- 8, Purani, A.B. Sri Aurobindo, Some Aspects of His Vision. Bombay. Bhartiya Vidya Bhavan,1966.

Course Outcomes:



The students will be learn about:

- The intellectual, philosophical and spiritual richness of Hindu Thought.
- The meaning and significance of main ideas of distinguished Hindu Thinkers.
- The practical importance and global relevance of the thoughts being taught in the course.

Instructions for External Examiner: This question paper shall be divided in two sections. Examiner is requested to set section A as compulsory question from the entire syllabus (can be either objective or subjective). Section B will be in choice from two of the questions from each unit. The students will be required to attempt one question from each unit.



25/HS/CC401

SEMESTER: IV

CORE COURSES, PAPER - 1

M. A HINDU STUDIES

Course Code	Credit	Structure			TOTAL CREDIT UNITS
		L	T	P	
Course Title	Vada Parampara	3	1	0	4

Course Description:

This course delves into the classical Indian tradition of *Vād Paramparā*, focusing on *Śāstrārtha*—the dialogic and analytical method of arriving at truth through debate. It emphasizes the progression from *saṁśaya* (doubt) to *niścaya* (certainty) as the fundamental movement of knowledge. The course critically explores various forms of discourse such as *vāda*, *jalpa*, and *vitaṇḍā*, while highlighting the importance of **Anubandha Catuṣṭaya** (the fourfold framework of purpose, subject, relation, and result) in structuring meaningful philosophical inquiry.

Students will gain an understanding of traditional systems of knowledge organization, with a focus on *tatparya* (intentional meaning) and its relevance in *Śravaṇa-vidhi* (the method of listening and internalization). The course also introduces **Tantrayukti**—the science of textual interpretation and structured reasoning—as a research methodology applicable across disciplines in Indian knowledge systems.

Course Objectives:

- To develop an in-depth understanding of the *Vād Paramparā* and its role in shaping Indian philosophical discourse.
- To explore the process of *Śāstrārtha* as a journey from doubt (*saṁśaya*) to knowledge (*niścaya*).
- To examine the structural components of discourse, including *vāda*, *jalpa*, and *vitaṇḍā*, and the role of *Anubandha Catuṣṭaya*.
- To introduce *tatparya* and *śravaṇa-vidhi* as foundational tools for meaning-making in scriptural studies.
- To equip students with *Tantrayukti* as a traditional yet innovative research methodology for textual analysis and interdisciplinary application.

Unit I

- Vada-Parampara: The method of Sastrartha and the concept of adhikanran
- From doubt to determination: Sansaya to Nirnaya

Unit II

- Katha (nature and types of katha): Vada, jalpa, vitanda

Unit III

- Embarking on knowledge discovery: Anubandha-chatustaya (adhikari, visaya, sambandha, Prayojana)
- Organization of knowledge: Sutra, bhasya, vartika, vrtti, tika, tippani and sangraha.
- Analysing "Tatparya" of knowledge through sravarna vidhi: "Upakrama, upasamhara, abhyasa, Apurvata, phala , arthawada, upapatti
- Analysing "tatparya" of knowledge through six-fold process (sadvidha tiitparya nirnayaka linga) sruti, linga, vakya, prakarana, sthana, samakhya

Unit IV

- Tantrayukti: "Research methodology" in context of Natural Sciences, Ayurveda, Jurisprudence, Social Science, etc.
- Naiyyayikaprakriya
- Understanding of Vedas through Vedangas and Patha-paddhati
-

Recommended Readings

- 1 Vada in Theory and Practice, Radhavallabh Tripathi, IAS, Shimla. DK Print World, New Delhi, 2016
2. A Modern Introduction to Indian Logic, SS Barlingay, National Publishing House, 1965
- 3 Tantra Prakashika, Dr. Bishnupriya Mohanty, Chaukhambha Prakashak, 2023

Recommended Readings

1. Barlingay, SS, A Modern Introduction to Indian Logic
2. Tripathi, Datta Kamlesh, The Structure of the Sastra and the Traditional Exegesis: An overview of the Indian Exegesis
3. Vidyabhusana, S.C., A History of Indian Logic, Motilal Banarsi Das, 2006
4. Tripathi, Radhavallabh, Vada in Theory and Practice, D.K-Printworld ltd, New Delhi, 2006.

Learning Outcomes

- After the completion of the course the students will—
- Understand Sastrartha and adhikariya in Vada-Parampara tradition
- Navigate from Sansaya to Nirriya in darsanaic discourse
- Learn types of katha and their roles in knowledge exchange

- Grasp Anubandha-chatu~taya's

Instructions for External Examiner: This question paper shall be divided in two sections. Examiner is requested to set section A as compulsory question containing 14 marks and from the entire syllabus (can be either objective or subjective). Section B will be in choice from two of the questions from each unit. The students will be required to attempt one question from each unit. All questions from each unit will carry equal marks.



251/HS/CC402

SEMESTER: IV

CORE COURSES, PAPER - 2

M. A HINDU STUDIES

Course Code	Credit	Structure			
		L	T	P	TOTAL CREDIT UNITS
Course Title	Applicability of Western Methods for Understanding Indian Texts...	3	1	0	4

Course Description:

This course introduces students to the critical engagement between Western methodologies and Indian textual traditions. It seeks to explore how Western philosophical, philological, literary, and hermeneutical approaches have been applied to the study of Indian texts, and critically examines their relevance, effectiveness, and limitations.

This paper critically evaluates Western perspectives on Bharat, examining constraints imposed by Western intellectual frameworks. It explores issues of representation, historical interpretation, and stereotyping. The study also assesses concepts of neutral inquiry, aiming to uncover and challenge biases in Western academic discourse about Bharat.

Course Objectives:

- To familiarize students with key Western methodological approaches in textual interpretation.
- To acquaint the students with the influence of Hindu Shastras on Western philosophical systems.
- To examine the influence of these approaches on the study of Indian scriptures, epics, and philosophical texts.
- To develop interdisciplinary and comparative skills in the interpretation of texts.
- To build awareness about methodological appropriateness and cultural context.

Unit 1:

- Traditional Western restrictions on limits of free inquiry
- Western descriptions of Bharat and traditional literary theories (Greek thinkers, Historical, Biographical etc.)

- Overview of Indian traditional methods (anvaya-vyatireka, Shastra, Agam-Nigam, etc.)

Unit 2:

1. Marxism and Critical Theory
 - Role of class and economics as analytical devices
 - Critical Theory - A theory with a purpose: A review of its history and the intention of advance Leftist thought in Europe
 - Gramsci and “hegemony”
2. Structuralism
 - Saussure, influence of Sanskrit linguistics, and consequential differences (words have no inherent meanings)
 - Emphasis on objectivity, scientific approach
3. Need for comparative methodological reflection in modern academia

Unit 3:

1. Post-structuralism
 - Derrida and influence of Upanishadic relativism
 - Deconstruction – loss of reference and endless deferral of meaning, reviewer at liberty to craft meanings
 - Derrida, Foucault, and the critique of author/text
2. Postcolonialism and Indian Texts
 - Edward Said, Gayatri Spivak – Postcolonial engagement with Indian knowledge
 - Subaltern studies, the Bhartiya Stree Vimarsh and resistance to Western models
 - Decolonial literature

Unit 4:

- Orientalism-theorizing Bharat in the Western experience
- Descriptions of Bharat through lenses of post-modernism and deconstruction Orientalism
- Can Indian texts be studied from within their own categories (e.g., Dharma, Kama, moksha, artha)?
- Methodological decolonization: limits and possibilities

Suggested Readings

- Adams, Hazard. Critical Theory Since Plato
- Colonial Discourse and Post-Colonial Theory: A Reader, Williams, Patrick and Laura Chrisman, Columbia Press, NY



- Compamtive Indian Literature, K. M. George, Kerala Sahitya Akademi, 1984
- Decolonizing the Hindu Mind, Dr. Koenraad Elst, Rupa & Co., 2005
- Devy, G. N. Indian Literary Criticism: Theory and Interpretation
- Devy, G.N. A.lie Amnesia: Tradition and Change in Indian Literary Criticism
- Dictionary a/Literary Terms and literary Theory, Penguin
- Elst, Koenraad. Hindu Dharma and the Culture War
- Essays in Indian History: towards a Marxist Perception, Irfan Habib
- Gender and Politics of History, Joan Scott, Oxford University Press, 1989.
- Indra's Net: Defending Hinduism's Philosophical Unity, Raj iv Malhotra, Harper Collins, 2016
- Invading the Sacred: An Analysis of Hinduism Studies in America, edited by Krishnan Ramaswamy, Antonio de Nicolas, and Aditi Banerjee, Rupa & Co., 2007
- Kapoor, Kap ii. Dimensions of Panini Grammar
- Kapoor, Kapil. language, linguistics and literature: The Indian Perspective
- Kapoor, Kapil. literary Theory: Indian Contextual Framework
- Marxism and the Methodology of History, Gregor McLennan
- Marxist Historiography: A Global Perspective, Editors – Wang and Iggers
- Marxist History Writing for the 21st Century, Edit. Chris Wickham
- Postmodernism or the Cultural Logic of Late Capitalism; Fredric Johnson
- Reflections on the Marxist Theory of History, Paul Blackledge
- The Battle.for Sanskrit: Is Sanskrit Political or Sacred? Oppositions, Outsiders versus Insiders, Rajiv Malhotra, Harper Collins, 2016
- The Creation of Patriarchy, Lerner Gerda, Oxford University Press, 1986.
- Western Foundations of the Caste System, Martin Farek, Dunkin Jalki, Sufiya Pathan, and Prakash Shah, Palgrave Macmillan, 2020
- White Mythologies, History and the West, Rubert Young, Routledge, 1990.

Learning Outcomes

- Articulate key Western methodologies and assess their applicability to Indian texts.
- Develop a nuanced understanding of cross-cultural interpretation.
- Evaluate the benefits and drawbacks of applying modern theories to traditional texts.
- Apply multiple frameworks (Indian and Western) to a selected Indian text critically and contextually.
- Contribute to constructive and sensitive scholarship in Indian studies.

Instructions for External Examiner: This question paper shall be divided in two sections. Examiner is requested to set section A as compulsory question containing 14 marks and from the entire syllabus (can be either objective or subjective). Section B will be in choice from two of the questions from each unit. The students will be required to attempt one question from each unit. All questions from each unit will carry equal marks.



251/HS/DS401

SEMESTER: IV
DSE-4
M. A HINDU STUDIES

Course Code	Credit	Structure			
		L	T	P	TOTAL CREDIT UNITS
Course Title	Shodha Vigyan	2	1	0	3

Course Description:

This course introduces students to the basic concepts, principles, methods and techniques of research. It includes research writing methodology, identification of sources, critique of texts, note writing, citation style and methods of selection of research topic, especially in the field of Sanskrit studies. This course coordinates both traditional and modern research approaches.

Course Objectives:

- To give knowledge of the purpose, nature and scope of research.
- To clarify the process and methods of research topic selection.
- To introduce the method of critique, editing and commentary of classical texts.
- To teach the structure of creation of research report (Thesis/Dissertation).
- To introduce modern research tools (such as bibliography, citation method, data collection).

Unit 1: – Nature and objectives of research

- Definition, characteristics and types of research
- Selection of problem in research
- Field and genres of research (literature, grammar, philosophy, history etc.)
- Methods of bibliography, commentary, interpretation

Unit 2: – Modern research techniques

- Reference list (Bibliography), creation of bibliography
- Citation system (MLA, Chicago, IAST, etc.)
- Table of contents, bibliographic index, and language of research
- Online databases, dictionaries, digital manuscripts

Unit 3: – Research writing skills

- Process of writing a thesis/essay
- Introduction, clarity of objectives, chapter division
- Originality and source analysis in research
- Concept and prevention of plagiarism in research

सुझावित ग्रंथ (Suggested Readings):

1. शोध प्रविधि – डॉ. रमेशचन्द्र शुक्ल
2. Research Methodology – Kothari, C.R.
3. An Introduction to Research Methodology – Garg, B.L.
4. Sanskr̥ta Sāhitya Mem Anusandhāna – डॉ. विश्वनाथ त्रिपाठी
5. Textual Criticism and Editorial Techniques – T. Ganapati Sastri
6. Prachya Vidya aur Sanskrit Shodh – डॉ. रामकरण शर्मा

Learning Outcomes:

- After completion of this course, students will be able to:
- Identify and determine a research topic.
- Appropriately use traditional and modern research methods.
- Gain proficiency in the structure and style of research thesis.
- Critically study texts.
- Be able to do independent research in Sanskrit subjects.



Seminar Course

The Seminar course is basically an interdisciplinary course designed for students to enrich their presentation and writing skills. Critical engagement with faculty, peers will help them to chart out topics for their research, and dissertation. One of the aims of this course is to aware them about the methodology of their select topics. It will help them in participating International, National Seminars, Conferences and Debates.

