

S-08th July, 2014 AC after Circulars from Circular No.84 & onwards - 37 -

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY**

**CIRCULAR NO. ACAD/SU/MLA/Syllbus/110/2014**

It is hereby informed to all concerned that, on the recommendation of the Faculties of Arts & Social Sciences, the Academic Council at its meeting held on 08-07-2014 has accepted the **"New Syllabus of Master of Liberal Arts"** run at University Campus, as appended herewith.

This is effective from the Academic Year 2014-2015 and onwards.

All concerned are requested to note the contents of this circular and bring the notice to the students, teachers and staff for their information and necessary action.

University Campus,  
Aurangabad-431 004.  
REF.NO. ACAD/ SU/ MLA/  
SYLLAB. / 2014/23087-93  
**A.C.M.A.I.No.25.**

Date:- 05-09-2014.

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**Director,**  
**Board of College and**  
**University Development.**

**Copy forwarded with compliments to :-**

- 1] The Director, Master of Liberal Arts,  
Dr. Babasaheb Ambedkar Marathwada University.
- 2] The Director, University Network & Information Centre, UNIC, with  
**a request to upload the above syllabus on University Website.**

**Copy to :-**

- 1] The Controller of Examinations,
- 2] The Superintendent, [ M.A. Unit ],
- 3] The Superintendent, [ Eligibility Unit ],
- 4] The Director, [E-Suvidha Kendra], in-front of Registrar's Quarter,  
Dr. Babasaheb Ambedkar Marathwada University,
- 5] The Record Keeper,  
Dr. Babasaheb Ambedkar Marathwada University.

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**Dr. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,  
AURANGABAD**



**Syllabus of  
Master of Liberal Arts  
[M.L.A.]  
Choice Based Credit Grading with  
School System**

**Run at University Campus,**

**Effective from 2014-2015**

DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY, AURANGABAD  
SCHOOL OF LIBERAL ARTS  
MASTER IN LIBERAL ARTS 2014-15

**Concept Note :**

**About Liberal Arts**

The purpose of education is to equip you with the skills needed to live your life to the optimum, within the surroundings that you find yourself in. To be able to do this, one needs to have a certain vitality about oneself in addition to being multi-dimensional. A liberal arts education, in its open flow of subjects and courses through the arts, sciences and business, offers a willing individual precisely these two qualities. What distinguishes a liberal arts programme from other 'traditional' courses is that every student would have to study subjects from across the academic spectrum. One can have either four papers of his choice in social sciences or remaining from Liberal arts Programme. Exposure to these diverse fields in a conducive learning environment is what has made liberal arts the chosen field of study of opinion leaders such as Bill Clinton, Barack Obama and Bill Gates.

Liberal arts is gaining currency as a preferred format of study the world over, especially in societies and countries that have come to realise that merely being placed in a job is not the sole aim of a well rounded education. Sure, job opportunities are important and necessary, but they aren't the be all and end all. A liberal arts post graduate PG degree programme offers students everything that a traditional M.A or M.Sc does, and more. The liberal arts approach is attractive precisely because it equips one with all the technical and academic knowledge to excel in one's chosen field of study, while simultaneously enriching one's knowledge base with other skills and knowledge sets that no doubt supplement a core domain.

Diversity is not looked at as an 'add-on' in the liberal arts environment. Rather, it is a necessity. In a vibrant and dynamic world, the need is for vibrant and dynamic individuals. A narrow education does not quite cut it. Even in a professional work environment, it is the professional's performance on the job that makes all the difference. This performance is no doubt enhanced by the education that broadens the scope of the professional's thought processes and analytical capabilities. A liberal arts education enhances these qualities.

Liberal arts educators strive to break out of the damaging sense in which education has come to be unnecessarily streamlined. If knowledge is the edge, then in order to possess that edge, an individual or student cannot subscribe to arbitrary and arcane boundaries fossilized in a given system of education.

Contrary to popular belief, liberal arts is not only about the fine arts or the performing arts. In fact, the use of the word 'art' these days is often narrow for the ancient Greeks, mathematics, grammar and music were all arts. Art is something made, something fashioned by man. By this understanding, all sciences are 'art' as well, since these scientific knowledge systems are an achievement of man. The only difference is the approach taken in teaching the course. The approach is one of relevance, interconnectedness and vitality.

## **Career prospect**

The career prospect of a Liberal Arts Post-graduate is limitless, due to the very nature of the programme. In an age where jobs are few and applicants many, candidates are not only required to be adept at their respective fields of specialization, but they are also expected to have the capacity to adapt to any given situation, be good problem solvers and be able to multi-task. A two years rigorous training in the Liberal Arts system will thus naturally make the students a cut above the rest. Looking into the inter-disciplinary nature of the programme, Liberal Arts post-graduates would be eligible for almost any career. Journalism, business, advertising, civil services, writing, research, NGOs, academics, policy and financial analysis, banking and public relations are just some of the careers that students can opt for.

Another unique advantage for the Liberal Arts is that unlike most other courses, they do not have to rely solely on getting “placed” by the Institute where they study. Our University in this sense, does not just act as a placement agency which only focuses on ensuring jobs for the students; rather, we make the students confident enough to stand on their own feet and create their own jobs with their unique combination of subjects. For instance, someone with a major in Economics and a minor in Business Studies could start their own financial advisory firm; a student with a Political Science major and a Film Studies minor could enter the field of political activism by making political documentaries; someone with a combination like Psychology and Anthropology could get into the marketing department of a company, using their knowledge to analyse consumer behavior, which depends on the psychological and cultural makeup of the people. The bottom line is that Liberal Arts students have the potential to turn an otherwise bizarre-sounding combination of subjects into a successful, unconventional career.

A PG degree in Liberal Arts provides that foundational ground for other specialized careers. It prepares the students for the competitive exams studies. Most MBA Business schools look for students who have different academic backgrounds. A Liberal Arts student, being able to bring to the table the knowledge of various fields, would naturally have an edge over other regular postgraduates.

In a nutshell, a PG degree in Liberal Arts makes the students effective thinkers and communicators, who are not only well-read, but also possess qualities like inter-personal and analytical skills, adaptability and multi-tasking, which are extremely valuable in today’s world. Moreover, while our University prepares one for a successful career, it also prepares them to be the harbingers of creative, social and political change.

**SEMESTER-I Core Papers**

<b>MLA-01</b>	Basics of Archaeology and Anthropology	<b>(4 credits)</b>
<b>MLA-02</b>	History of Science Technology and Medicine	<b>(4 credits)</b>
Elective Papers: Candidates can make choice of two papers of their own disciplines. However, for candidates having full time course in liberal arts, have to appear following two papers <b>out of three</b> .		
<b>MLA-03</b>	Culture and Literary Studies	<b>(4 credits)</b>
<b>MLA-04</b>	Applied Archaeology and Anthropology	<b>(4 credits)</b>
<b>MLA-05</b>	Changing Profile of Indian Economy	<b>(4 credits)</b>

**Semester – II****Core papers:**

<b>MLA-06</b>	Constitutional Development and Democracy	<b>(4 credits)</b>
<b>MLA-07</b>	Environmental Administration	<b>(4 credits)</b>
<b>Elective papers:</b> (Candidates can make choice of two papers of their own disciplines. However, for candidates having full time course in liberal arts, have to appear following two papers)		
<b>MLA-08</b>	Popular Culture and Criticism	<b>(4 credits)</b>
<b>MLA-09</b>	Globalization and Social Change	<b>(4 credits)</b>

**Semester III****Core Papers:**

<b>MLA-10</b>	Comparative Religion and Indology	<b>(4 credits)</b>
<b>MLA-11</b>	Agriculture Innovation and Technology	<b>(4 credits)</b>
<b>Any two of following</b>		
<b>MLA-12</b>	Management Theories	<b>(4 credits)</b>
<b>MLA-13</b>	Geo Political Studies	<b>(4 credits)</b>
<b>MLA-14</b>	New Corporate Communication and Public Relation	<b>(4 credits)</b>
<b>MLA-15</b>	Service Course	<b>(4 credits)</b>
<b>Atleast one service course in third or fourth semester from any department of our University.</b>		

**Semester IV:****Core Paper**

<b>MLA-16</b>	Qualitative and Quantitative Research Methods and Analysis	<b>(4 credits)</b>
<b>MLA-17</b>	Field work studies and monograph preparation based on visit of industries and organization to understand professional values and moral ethics	<b>(4 credits)</b>
<b>MLA-18</b>	Dissertation on the selected research themes	<b>(8 credits)</b>
<b>Total credits = 68</b>		
<b>Total marks = 1600</b>		

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY, AURANGABAD**  
**SCHOOL OF LIBERAL ARTS**  
**MASTERS IN LIBERAL ARTS, 2014-2015**

SEMESTER WISE MODULE

1. Objectives of the Course:
2. Teaching Learning Methodology-Pedagogy
3. Special Learning Aptitude
4. Classroom Protocol



**MASTERS IN LIBERAL ARTS, 2014-2015****YEAR-I (SEMESTER I & II)**

<b>Paper-I-MLA - 01</b>	: Basics of Archaeology and Anthropology
<b>Paper-II-MLA - 02</b>	: Comparative Religion and Indology
<b>Paper-III-MLA - 03</b>	: Culture and Literary Studies
<b>Paper-IV: MLA - 04</b>	: History of Science, Technology and Medicine

**YEAR-II (SEMESTER III & IV)**

<b>Paper-V-MLA - 05</b>	: Qualitative and Quantitative Research Methods and Analysis
<b>Paper-VI-MLA - 06</b>	: Applied Archeology and Anthropology
<b>Paper-VII-MLA - 07</b>	: Popular Culture and Criticism
<b>Paper-VIII-MLA - 08</b>	: Agriculture, Innovation and Technology

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY, AURANGABAD****SCHOOL OF LIBERAL ARTS****MASTERS IN LIBERAL ARTS, 2014-2015****FIRST YEAR : SEMESTER I & II****Paper-I-MLA-01 : Basics of Archaeology and Anthropology****Course Objective :**

India being caradol of cultures the study of Archeology and anthrolpogy a very basic foundation for liberal arts study as ethno cultural process are very basics in understanding all the problems of the modern world .This component has been included in the present syllabus as a core paper to sensitize the learner about tools techniques and methods for applied cultural studies.

**Unit : I**

Concept of Archaeology. Collected Definitions, Sub disciplines of Archaeology, concept Archaeology Field School? Selection of choosing of Field School, Necessary Equipment and tools used by Archaeologist

**Unit : II**

History of Archaeology, Kinds of Archaeological Sites in the Marathwada region. Working Tours of Archaeological Sites, Photo Essays of Archaeology in Action, Characteristics of Cultural sites and civilizations

**Unit : III**

Methods of writing reports of exploration and excavation, study of major excavation in Maharashtra and India. Study of cave Temples In India with special reference to Ajanta ,Ellora Caves

**Unit : IV**

Concept of is Anthropology. Definition, meaning, scope and subject matter of Anthropology. Major branches of Anthropology, The uniqueness of anthropology : Holism, Bio-cultural approach, Empiricism or field work, concept of culture, Comparative method & concept of cross-cultural , Relativism.

**Unit : V**

Time-space dimensions in anthropology, traditional focus on preliterate societies their scope and interrelatedness Sociocultural Anthropology, Biological (or Physical) Anthropology, Linguistic Anthropology, Linguistic Anthropology Relation of Anthropology with other cognate sciences. Relevance of anthropological knowledge in the contemporary world, current status of anthropological studies in India. Structuralism, Systemic Functional Linguistics.

**Recommended Readings:**

Frank Raymond Allchin, Dilip Kumar Chakraborty, *A Source-book of Indian Archaeology, Volume 3*, Munshiram Manoharlal Publishers, 2003

Brajadulal Chattopadhyaya, *Studying Early India: Archaeology, Texts, and Historical Issues*, Orient Blackswan, 2005

Dilip Kumar Ganguly, *Ancient India, History and Archaeology*, New Delhi, Abhinav Publications, 1994

K. Paddaya, *Recent Studies in Indian Archaeology*, Munshiram Manoharlal Publishers Pvt. Limited, 2002

Sourindranath Roy, *The story of Indian Archaeology, 1784-1947*, Archaeological Survey of India, 1961  
Ralph Leon Beals, Harry Hoijer, Alan R. Beals, *An Introduction to Anthropology*, Macmillan Publishers Limited, 1977

Thomas HyllandEriksen, *What is anthropology?*, Pluto Press, 2004

Thomas HyllandEriksen, *A History Of Anthropology*, Rawat Publications, 2008

E.E. Evans-Pritchard, *Social Anthropology*, Routledge, 2013

Ram Nath Sharma, Rajendra K. Sharma, *Anthropology*, Atlantic Publishers & Dist, 1997

Isabelle Clark-Decès, *A Companion to the Anthropology of India*, John Wiley & Sons, 2011

K.S. Krishna Rao, *Introduction to Indian Social Anthropology*, Global Vision Publishing Ho, 2005

Nadeem Hasnain, *Readings in Indian anthropology*, Harnam Publications, 1988

J. S. Bansal, Praveen Singhal, *Anthropology in Indian context*, Today & Tomorrow, Printers & Publishers, 1983

Alessandra Duranti (ed) *Linguistic Anthropology A Reader*, Blackwell Ltd. 2001

F.desaursure, . *A Course in General Linguistics*, Trans by W. Baskin (1977)

Halliday MAK. et. al: *Introduction to Functional Linguistics*, 3<sup>rd</sup> addition Hodder Arnold, 2004.

**Online sources**

<http://www.uark.edu/campus-resources/archinfo/ArcheologyBasics.pdf>

[http://highered.mcgraw-hill.com/sites/dl/free/0073531022/635179/len31022\\_ch01.pdf](http://highered.mcgraw-hill.com/sites/dl/free/0073531022/635179/len31022_ch01.pdf)

**Paper-II: MLA 02 : History of Science, Technology and Medicine  
(4 credits)**

**Course Objective :**

In the post renaissance period there was a tremendous shift in the women life because STR (scientific and technological revolution) played a key role in assuring of modern age. In this connection the study regarding science technology and medicine will be enriching experience. In this paper major learning point is the history of science technology and medicine has been covered as milestone in development. To enlighten the learner about solid foundation of scientific and technological revolution. This paper has been include as a core paper.

**Unit : I**

The Scientific Revolution , Science in Antiquity and the Middle Ages, Science from the Enlightenment to the present

**Unit : II**

History of the Life Sciences, History of the Physical and Mathematical Sciences, Introduction to the Historiography of Science , Objectivity and Quantification in Science . Explanations in Early Modern Natural Philosophy, Social Knowledge and Social Power, Science, Magic and Religion, 1600 – the present.

**Unit : III**

The Scientific Revolution, History of Science from Newton to Darwin, Cultural History of science and Technology in the Twentieth Century  
The History of Medicine: Cultural History of Science and Technology and Medicine in the second Half of Twentieth Century The Foundations of Modern Medicine in second half of Twentieth Century ,the Historic Roots Of The healing Arts

**Unit : IV**

Colonialism, Empire, and “Post colonialism” in Sciences, technologies’, and Medical Practices. History of the Scientific Cultures, Political Economy, and Technological Change in Global Scenario and in context to South Asia, 1680-2000.

**Unit :V**

Global Knowledge in the 17<sup>th</sup> to 20<sup>th</sup> Centuries; Theories of Scientific Change, Science and Commercialization in the 20<sup>th</sup> and 21<sup>st</sup> Century, Cultural History of the Body, The Politics of Health 1750-2000 : World Health and Public Health; Physical and Mental Health, Reproductive and children health practices and policies in South Asia .Health for all policy in India and Marathwada

## References

- ReijerHooykaas, *Selected Studies in History of Science*, UC BibliotecaGera1, 1983
- Pietro Corsi, Paul Weindling, *Information sources in the history of science and medicine*, Butterworth Scientific, 1983
- HelaineSelin, Hugh Shapiro, *Medicine Across Cultures: History and Practice of Medicine in Non-Western Cultures*, Springer, 2003
- FezaGünerngun, Dhruv Raina, *Science between Europe and Asia: Historical Studies on the Transmission, Adoption and Adaptation of Knowledge* (Google eBook), Springer, 2010
- P.T. Durbin, *Broad and Narrow Interpretations of Philosophy of Technology: Broad and Narrow Interpretations*, Springer, 1990
- Gregory J. Feist, *The Psychology of Science and the Origins of the Scientific Mind*, Yale University Press, 2006
- David Edgerton, *The Shock of the Old: Technology and Global History Since 1900*, Oxford University Press, 2011
- James E. McClellan III, Harold Dorn, *Science and Technology in World History: An Introduction* (Google eBook), JHU Press, 2008
- John V. Pickstone, *Ways of Knowing: A New History of Science, Technology and Medicine*, Manchester University Press, 2000
- O. P. Jaggi, *History of Science, Technology and Medicine in India: Indian system of medicine*, Atma Ram, 1981
- Ronald E. Doel, Thomas Söderqvist, *The Historiography of Contemporary Science, Technology, and Medicine: Writing Recent Science*, Routledge, 2006

**Elective papers : Candidates can choose two papers of their disciplines, however for the candidate having full time course in liberal arts, have to appear following papers**

**Paper-III-MLA-03 : Culture and Literary Studies (4 credits)**

**Course Objective :**

In the modern world literature is described as mirror of society and it is also denominator of cultural courses which are active on the matrix of society, culture and Nation. Hence in this paper current trends in culture and literary have been sharply focused to ignite the learner about changing scenario cultural and literature studies in is the objective of inclusion of this elective paper.

**Unit : I**

Concept of "Culture": Its meaning and understandings in world cultures. The Questions of Cultural Studies : Culture's Footprint, Region, Race, The present status of cultural studies in India

**Unit : II**

Cultures and the Canon: Regions of Culture, "Small Spaces of the Brain", "Racial" Appropriation, Imperial, Domestic, Transnational, Revenants of Empire, Race, Empire, Memory, Ethnicities in the Transnational Frame

**Unit : III**

Brief review of Indian cultural traditions from Panini, Patanjali and Bharat Muni, Indian Rasa theory and theory of Sadharanikarn, Indian view of literary aesthetics

**Unit : IV**

Cultural studies" the variant (and critique) of British Marxism in modern studies of everyday life, cultural criticism, and post-industrial Britain. Ethnographies and field work, the study of collective life; in Fine Arts, to the new postmodern and historicist readings of visual culture; History

**Unit : V**

The study of temporal change in attitudes about race, gender, or ethnicity; in media criticism and sociology, the study of mass culture, the status of literary criticism in Indian in context of general and particular in Maharashtra .Folk Arts and Culture in Maharashtra .The role of Saints and Prophets in the extension of Cultural Values

**References**

- Marjorie Garber, Paul B. Franklin, Rebecca L. Walkowitz, *Field Work: Sites in Literary and Cultural Studies* (Google eBook), Routledge, 2013
- Steven Tötösy de Zepetnek, *Comparative Literature and Comparative Cultural Studies*, Purdue University Press, 2003
- Robert Dale Parker, *How to Interpret Literature: Critical Theory for Literary and Cultural Studies*, Oxford University Press, Incorporated, 2011
- Krzysztof Ziarek, Seamus Deane, *Future Crossings: Literature Between Philosophy and Cultural Studies*, Northwestern University Press, 2000
- Andrew Milner, *Literature, Culture and Society*, Psychology Press, 2005
- Patrick Brantlinger, *Crusoe's Footprints: Cultural Studies in Britain and America*, Psychology Press, 1990
- Raymond Williams, *Resources of hope: culture, democracy, socialism*, Verso, 1989
- Clifford Geertz, *The Interpretation of Cultures: Selected Essays*, Basic Books, 1973
- Louis Aronsson Sass, *Madness and modernism: insanity in the light of modern art, literature, and thought*, BasicBooks, 28-Aug-1992
- Kuan-Hsing Chen, David Morley, *Stuart Hall: Critical Dialogues in Cultural Studies* (Google eBook), Routledge, 2006
- Stuart Hall, *Representation: Cultural Representations and Signifying Practices*, SAGE, 1997
- Janice A. Radway, *Reading the romance: women, patriarchy, and popular literature*, University of North Carolina Press, 1991



## **Paper-IV-MLA-04 : Applied Archeology and Anthropology (4 Credits)**

### **Course Objective :**

The new world requires new treatment to worlds socio-cultural problems hence in this elective paper applied archeology and anthropology has been covered this paper is help a great deal to sensitize the learner about heritage management, problems in heritage management and cultural tourism. For a country like India such applied perspective will help a great deal to solve modern problems to foster interest in cultural studies is target of this paper.

#### **Unit : I**

Cultural Heritage in the World, Need of Applied Archaeology & its implications. Environment archaeology, Palaeo-environmental survey of India during Pleistocene and Holocene with examples. World Heritage Sites in India and Maharashtra and heir Conservation

#### **Unit : II**

Palaeo-environmental indicators and varieties of evidences, Methods of study, sample collection, different techniques applied, Human – land relationships: understanding the impact of environmental change on early societies.

#### **Unit : III**

Archaeozoology : Application of Archaeozoology in reconstruction of past, Survey of animal fossil remains and archaeozoological remains from archaeological sites in India , Palaeontology, fossilization, taphonomy, diatom, Sample collection, processing, methods of analysis, Archaeobotany: Application of archaeobotany in reconstruction of the past, Survey of plant remains and related evidences from archaeological sites in India, Study of wood, grains, impressions, fossils, coprolites, phytoliths, pollens and spores, Sample collection, processing, methods of analysis, plant DNA.

#### **Unit : IV**

Concept of Applied or Public Anthropology ,Cultural Resource Management and Public Perceptions. The Rights and Responsibilities of Stakeholders, Repatriation, Indigenous Rights and the Other, Culture Memory and Multiple Truths, Outreach, Anthropology and public Education Archaeology as Engagement and Agency for Change, Cultural Heritage Presentations.

#### **Unit : V**

Historical Trends in Applied Anthropology : Case Studies, Culture & Agriculture (Agroforestry), NGOs, Development & Globalization, Environmental Anthropology, Language Preservation and Publishing, Preserving Language Diversity Education and Socialization, Western & Traditional Medicine: Question of 'Villagers' Beliefs', Traditional Birth Attendants, and the politics of knowledge and medicine. The Relationship between forms of Indigenous Land Tenure and Quality of Life of landowners ,Study of current trends in Indian Anthropological research

## References

- Altschul, Jeffrey H. 2010. Archaeological Heritage Values in Cross-Cultural Context. In Messenger, Smith, and Soderland, pp. 75-84
- Aranda, Lila Lizama. 2010. Heritage Values and Mexican Cultural Policies: Dispossession of the “Other’s” Culture by the Mexican Archaeological System. In Messenger, Smith, and Soderland, pp. 225-238.
- Bruning, Susan B. 2010. Articulating Culture in the Legal Sphere: Heritage Values, Native Americans and the Law. In Messenger, Smith, and Soderland, pp. 209-224.
- Burke, Heather et al. 2008. *Kennewick Man: Perspectives on the Ancient One*, Left Coast Press. The file on ecourseware will contain about 50 pages selected from this volume.
- Hantman, Jeffrey, L. 2004. Monacan Meditation. In Shackel and Chambers, pp. 19-33
- McLean, K. 2011. Whose Questions, Whose Conversations? In *Letting Go? Sharing Historical Authority in a User-Generated World*, edited by B. Adair, B. Filene and L. Koloski, pp. pp. 34-43. Left Coast Press, Walnut Creek.
- McMullen, Ann. 2008. The Currency of Consultation and Collaboration. In *Museum Anthropology Review* 2(2) Fall 2008, pp. 54-68.
- Moreno, T., C. White, A. Sadongei and N. Odegaard. 2009 Integration of Tribal Consultation to Help Facilitate Conservation and Collections Management at the Arizona State Museum. *The SAA Archaeological Record* (March):pp. 36-40.
- Nicholas, G. (editor). 2010. *Being and Becoming Indigenous Archaeologists*. Left Coast Press, Walnut Creek. Selected readings 47 pp.
- Orser, Charles, Jr. 2004. Archaeological Interpretation and the Irish Diasporic Community. In Shackel and Chambers, pp. 171-188.
- Silliman, S. W. and T. J. Ferguson. 2010. Consultation and Collaboration with Descendant Communities. In *Voices in American Archaeology*, edited by W. Ashmore, D. T. Lippert and B. J. Mills, pp. 48-72. The Society for American Archaeology, Washington D.C.
- Townsend, R. 2011. Native Soil: A Cherokee Archaeologist Digs Into His Own Heritage. *The SAA Archaeological Record* (March):21-23.
- Warner, Mark S. and Daryl Baldwin. 2004. The Collaboration between the Miami Nation and Archaeology. In Shackel and Chambers, pp. 137-149.
- Yu, Pei-Lin. 2010. Experiencing Heritage Values Among the Doro Ana Pume of Venezuela. In Messenger, Smith, and Soderland, pp. 199-207.
- Zeitlin, S. 2011. Where Are the Best Stories? Where Is My Story? Participation and Curation in a New Media Age. In *Letting Go? Sharing Historical Authority in a User-Generated World*, edited by B. Adair, B. Filene and L. Koloski, pp. pp. 34-43. Left Coast Press, Walnut Creek.

**Paper-V-MLA-05 Changing Profile of Indian Economy**

1. Per Capita Income, National Income and its Composition. Poverty, inequality and unemployment, Human Development Index

**2. Planning in India:**

A brief account of the development of Indian economy from first to twelfth five year plan – changes in policy : Socialism to Liberal Economy, Democratic decentralization in the Indian Federal system (the panchayati Raj System)

**3. Economic Reforms in India:**

Liberal Industrial Policy 1991, Ex-im policy and exchange rate reforms since 1992, Convertibility of Rupee, Role of RBI under the liberal system, disinvestment policy

**4. Indian Public Finance :**

Fiscal Federalism, Fiscal Responsibility & Budget Management Act. Finance Commission and Fiscal Consolidation.

**5. Globalization of the Indian Economy:**

WTO, TRIPS, TRIMS and its impact on the Indian Economy, Foreign Direct investment in India.

**References :-**

1. Rakesh Mohan, "Growth Record of the Indian Economy 1950-2008: A Story of Substantial Savings and Investment." Chapter 26 in Uma Kapila (ed), Indian Economy since Independence, New Delhi: Academic Foundation, 2009, PP. 683-712.
2. Uma Kapila, "Growth and Structural Change since 1950," Chapter 25 in Uma Kapila (ed), Indian Economy since independence, New Delhi: Academic Foundation, 2009, PP. 683-712.
3. Angus Deaton and Jean Dreze, "Poverty and Inequality in India: A Re-Examination" Chapter 18 in Angus Deaton and Valerie Kozel (eds), The Great Indian Poverty Debate, New Delhi: Macmillan, 2005 pp.428-465.
4. UNDP, Human Development Report 2009, New York: OUP, 2010.
5. R. Radhakrishna, C.Ravi and B. Sambhi Reddy (2010), "Can We Really Measure Poverty and Identify poor when poverty Encompasses Multiple Deprivations?" Working Paper, No. WP 02/2010, Hyderabad: Centre for Economic and Social Studies (CESS), 2010
6. Shankar Acharya, "Macroeconomic Performance and Policies, 2000-2008," in Shankar Acharya and Rakesh Mohan (eds), India's Economy, Performance and Challenges: Essays in Honour of Montek Singh Ahluwalia, New Delhi: OUP, 2010, pp. 39-81
7. GOI, Economic Surveys and Budget papers, Various Recent Years.
8. GOI, Report of the Task Force on Implementation of GST New Delhi, 2009.

9. "Persistence of Fiscal Irresponsibility: Looking Deeper into the Provisions of FRBM Act," *Economic and Political Weekly*, vol. 44 (37), Sept. 12, 2009.
10. Rakesh Mohan, "India's Financial Sector and Monetary Policy Reforms: Fostering Growth while Containing Risk," in Shankar Acharya, New Delhi: OUP, 2010, pp. 149-179.
11. RBI, Annual Reports, Various Recent Years.
12. Judge Isher & IMD Little (eds), *India's Economic Reforms & Development (Second Edition) Essays for Manmohan Sing*, Oxford India perennials, 2012.
13. GOI Report of the 13<sup>th</sup> Finance Commission, New Delhi.
14. Bhaduri Amit, "Development with Dignity," National Book Trust, New Delhi: 2005.

## **Semester II**

### **Core Papers :**

#### **Paper-VI-MLA-06 : Constitutional Development and Democracy (4 credits)**

#### **Course Objective :**

Indian constitution is treated as a one of the Ideal constitution in the world. Dr. B. R. Ambedkar who was a great **phillahrophtrosi** was able to implant liberal democratic Ideas in the multicultural society of India. This paper has been included to focus values of constitutional moralities and work cultural. To ignite studies about democratic values is the basic purpose of this paper.

#### **Unit :I**

The constituent Assembly and the Constitution : The formation of the constituent Assembly; the philosophy of the Constitution and its main features , Fundamental Rights and Directive Principles

#### **Unit : II**

Organs of Government **The Legislature** : Parliament , the Executive president, Prime Minister and Governor , **The Judiciary** : The Supreme Court.

#### **Unit : III**

Federalism and Decentralization Centre - State relations; constitutional provisions regarding emergency and centre-state relations; special provisions for some states and the fifth and sixth schedule areas , **Third tier of government** : Panchayati raj; Urban local bodies

#### **Unit : IV**

**Security Laws** Preventive detention laws and constitutional exceptions (b) Extra-ordinary laws : anti-terror laws, laws against organized crimes

**Unit : V**

**Constitutional & Liberal Arts** Directives principal & State Policy, Welfare State-Education, Development of women & Special provisions regarding S.C.& S.T. as well as minorities.

**References**

Austin, G.(1979) ‘The Constituent Assembly : Microcosm in Action ,in The Indian constitution: Cornerstone of a Nation. New Delhi: Oxford University Press, PP1-25

Austin, G.(1979) ‘The Constituent Assembly : Microcosm in Action ,in The Indian constitution: Cornerstone of a Nation. New Delhi: Oxford University Press, PP1-308-330

Agrawal, A. (2005) The Indian Parliament, in Kapur, D. and Mehta P. B. (ed) Public Institutions in India : Performance and Design New Delhi Oxford University Press, pp 77-104

Shankar B. L. and Rodirigues V. (2011) The Changing Conception of Representation : Issues, Concerns and Institutions,’ in The Indian Parliament: A Democracy at Work. New Delhi: Oxford University Press, pp 105-173

Marwah V. (1995) Use and Abuse of Emergency Powers : The Indian Experience,’in Arora B. and Verney. D. (eds) Multiple Identities in a Single State: Indian Federalism in Comparative Perspective. Delhi Konark, pp 136-159

Sinha A. (2004) The Changing Plitical Economy of Federalism in India: A historical Institutional Approach, in India Review 3(1) : pp 25-63

The constitution of India Bare Act with Short Notes (2011) New Delhi: Universal, Fifth and Sixth Schedules pp

## **Paper-VII-MLA-07: Environmental Administration (4 credits)**

### **Course Objective :**

Man, ecosystem and culture are closely related to each other India having dense population and vast geographical expression requires special environmental administration to alert students learners about administrative mechanism in environment education is the basic objective of this core paper.

### **Unit : I**

The concept of environment, social ecology, types of environmental pollution and measures to control it.

### **Unit : II**

Man Eco-system and culture: The environmental awareness in ancient and medieval and modern India, Major environment summits in the world and India's role in it.

### **Unit : III**

Environmental laws in India : its provisions Critical study, different state laws and state agencies.

### **Unit : IV**

The brief introduction to central and state government agencies to control environmental pollution in India, the concept of water literacy, energy literacy and various problems of protecting environment in the urban and rural areas.

### **Unit : V**

Environmental education : Course content and structural system, the role of media in environmental education, NGOs and Eco-clubs



## **Paper-VIII-MLA 08 : Popular Culture and Criticism (4 credits)**

### **Course Objective :**

Popular culture requires critical analysis and evaluation which can provide new line of development for the healthy growth of popular culture. Criticism is a tool and technique to describe the height of cultural expressions hence this paper has been introduced to make aware about positive aspect in field of criticism.

#### **Unit : I**

Concept of Culture, mass culture and Popular Culture , Difference between Cultural values and culture, popular culture and high versus low cultures. ,Issues in contemporary cultural studies in India and World

#### **Unit : II**

Forces behind the production and circulation of cultural artifacts (e.g. films, regional fiction, romance novels, advertising) and their meanings ; the creation or maintenance of cultural hierarchy and distinctions of taste and value ;the cultural construction of race, ethnicity, and gender ; the visual and spatial dimensions of everyday experience ; and the relationship of private and public spheres.

#### **Unit : III**

Cultural criticism : manifested, modified, or challenged in the domain of literary and cultural history the course readings, then, will be eclectic: drawing upon cultural criticism, literary history, studies of popular culture in contemporary cultural practices.

#### **Unit : IV**

Pluralism and race, politics of religion and popular cultures, reading and interpreting “Signs” of popular culture, Advertising: Form of popular culture, Food Culture and psychology, Urban Legends & Mythical Characters, Popular Music and Sports. Video Games and Cyber culture/s, impact of new media on culture.

#### **Unit : V**

Review of TV serials, films and theatre, as well as music concerts, festival of fine arts, dance and drama as well as folk performances, study of cultural websites in a critical angle merits and demerits, formation of website or promoting popular culture, its limitations and critical analysis.

## **References**

Barry Brummett, *Rhetoric in Popular Culture*, Sage Publications, 2006

Shirley Fedorak, *Pop Culture: The Culture of Everyday Life*, University of Toronto Press, 2009

Jib Fowles, *Advertising and Popular Culture*, SAGE, 23-Jan-1996

Andi Zeisler, *Feminism and Pop Culture: Seal Studies (Google eBook)*, Seal Press, 2008

Richard Keller Simon, *Trash Culture: Popular Culture and the Great Tradition*, University of California Press, 1999

Chandra Mukerji, Michael Schudson, *Rethinking Popular Culture: Contemporary Perspectives in Cultural Studies*, University of California Press, 1991

**Elective Papers : Candidates can choose two papers of their own disciplines. However for candidates having full time course in liberal arts,**

## **Paper-IX-MLA 09 : Globalization and Social Change (4 credits)**

### **Course Objective :**

World has become global village due to communication revaluation said Marshall McLuhan which has come true in the new millennium. WTO and Dunkel proposal have brought forth LPG process leading towards globalization. This process has affected social milieu and cultural ethics to make aware of the students about cross and cores of globalization is the target of this core paper.

#### **Unit : I**

Globalization- Nature , concept and scope WTO and Aurthor Dunkel proposal LPG Process and its impact on global societies

#### **Unit : II**

Globalization and its Impact on Asian countries in general and India in particular, impact on globalization on agriculture, industries and education

#### **Unit : III**

Dynamics of globalization and economic growth, impact on banking and culture, E-Commerce and automation of banking industry, social responsibility of banking industry in the post globalization period.

#### **Unit : III**

Cultural dynamics of globalization Implications of globalization on gender family and socio cultural relationship

#### **Unit : IV**

Implications of globalization on media, environment and folk arts, positive and negative aspects of social change, new model to face the challenge of globalization for south Asia in general and India in particular.

### **Semester III**

### **Paper-X-MLA 10 : Comparative Religion and Indology**

#### **Course Objective :**

Religion was a connecting force in the ancient world the study of comparative religion in the critical angle can help to develop the rationalism in the minds of students learner. Further India having the rich hold of realizes cultural of Vedic Buddhist and Jain as well as Islam. A special focus is given on the study of Indology to provide a comparative prospective of world religions is the basic purpose of the present paper.

#### **Unit : I**

Comparative religion : World Religions and Global Issues, Ethical Conflicts and Religious Values, Cross-Cultural Environmental Ethics differences , differences Dharma and religion development of Indian religion ,Vedic ,Buddhist ,Jain etc

#### **Unit : II**

Comparative Study of Buddha, Jesus, Adi Shankaracharya and Karl Marx and Dr.B. R .Ambedkar : A Study in Comparative Ethics, End of the World, Religion and Sexuality, Women and Religion.

#### **Unit : III**

Sociology and Religion ,Theories and Criticisms of Religion ,Current trends in Religion Studies : Animals and Religion ,Pilgrimage and Sacred places ,Religious Pluralism in India

#### **Unit : IV**

**Indology:** Introduction to Indology, history and philosophy of Indology. Vedic literature - from Veda to Brahmana, Origins of "Samskara and Karma" - from Upanishad to Buddhism, Sanskrit Literature (Abhijnaanasakuntalam, Viraagyazatakam of Bhartrahari), Vedic Prose, Rigveda - Vasistha and Vishwamitra, Avestha: Homiyast.

#### **Unit : V**

Introduction to philosophy Buddhism and Jainism Inscriptions of Asoka, Overview of History of Indian Buddhism, Abhidharmakoshbhaashya based on the Sanskrit Text in Comparison with Buddhist Texts, Critical Study on Literature of the schools of Vaadhula, Yoga-chara-adhyamika, Charakrahita and Panchakarma. Elementary Sanskrit and Pali grammar, Introduction to Historical Grammar of Old Indo-Persian– Phonology and its impact on Indian studies in grammar and linguistics, relevance of Panini and later critics, current trends in indology studies.

### **Recommended readings**

- Darrell J. Fasching, Dell deChant, David M. Lantigua, *Comparative Religious Ethics: A Narrative Approach to Global Ethics*, John Wiley & Sons, 2011
- William Albert Graham, *Islamic and Comparative Religious Studies: Selected Writings*, Ashgate Publishing, Ltd., 2010
- René Gothóni, *How to do Comparative Religion?: Three Ways, Many Goals*, Walter de Gruyter, 2005
- Kimberley Christine Patton, Benjamin C. Ray, *A Magic Still Dwells: Comparative Religion in the Postmodern Age*, University of California Press, 2000
- Y. Masih, *A Comparative Study of Religions* (Google eBook), Motilal Banarsidass Publ., 2000
- Douglas Charing, *Comparative religions: a modern textbook*, Blandford Press, 1982
- Kedar Nath Tiwari, *Comparative Religion* (Google eBook), Motilal Banarsidass Publ., 1983
- SarojaBhate, *Indology: past, present, and future*, Sahitya Akademi, 2002
- William Norman Brown, *India and Indology: Selected Articles*, Motilal Banarsidass Published, 1978
- Vasudev Vishnu Mirashi, *Literary and Historical Studies in Indology* (Google eBook), Motilal Banarsidass Publ., 1975
- Douglas T. McGetchin, *Indology, Indomania, and Orientalism: Ancient India's Rebirth in Modern Germany*, Fairleigh Dickinson Univ Press, 2009
- D. D. Kosambi, Brajadulal Chattopadhyaya, *Combined Methods in Indology And Other Writings*, Oxford University Press, Incorporated, 2005
- Asiatic Society, *Future of Indology: A Collection of Seminar Papers*, Asiatic Society, 2003
- Indology, *German Indology: Past and Present*, Shakuntala Publishing House, 1969
- Ramchandra Narayan Dandekar, *Recent Trends in Indology*, Bhandarkar Oriental Research Institute, 1978

## **Paper-XI MLA-11 : Agriculture, Innovation and Technology (4 credits)**

### **Course Objective :**

India is an agrarian Nation having rich traditional knowledge of farming agriculture was a basic potential course which has change the profile of Indian society However two green regulation in India possible due to technological innovations to provide up-to-date knowledge about modern agricultural development is the basic perspective behind this paper.

### **Unit :I**

Origin and development of agriculture in India and World .Modes and methods of traditional farming, understanding basic sociological concepts in agriculture and the organization and functioning of rural institutions based on agriculture ,elements of social systems and barriers to social change in agro based structure

### **Unit : II**

Nature , Scope and principals of agriculture innovations ,technology and extension in agriculture ,role of communication in extension ,Understanding the concept of innovation and adoption in agricultural extension.

### **Unit : III**

Principles of extension administration and importance of audio-visual aids, roles of local information leaders, agricultural innovation, technology and extension in agriculture, the effective role of agricultural research institutes in extension work, diffusion of innovation, Rogger's theory and its application to third world countries.

### **Unit : IV**

Objectives and Key Issues, sharing agricultural information, ICT a Promising Means, ICT and Agricultural Industry, Innovations for sustainable agriculture, role of media in second green revolution in the field of vegetables and horticulture.

**Unit : V**

Innovations: Fertilizer tree, perennial crops, cover crops, urban agriculture, small livestock productions, integrated fish and crop, orphan crops policy- accessing product to market payment to ecosystem services summary active learning organic, and GMO : contemporary agrarian issues, the current status of agricultural research in India, linking innovations from lab to land, fusion of new media and folk media for enhancing agricultural production. Agro –Channel and its relevance in Extension

**References**

World Bank, *Enhancing Agricultural Innovation: How to Go Beyond the Strengthening of Research Systems*, World Bank Publications, 2007

United Nations, *Technology and Innovation Report 2010: Enhancing Food Security in Africa through Science, Technology and Innovation*, United Nations, United Nations Publications, 2010

The World Bank, *Agricultural Innovation Systems: An Investment Sourcebook* (Google eBook), The World Bank, World Bank Publications, 21-Feb-2012

Arnulf Grübler, Charlie Wilson, *Energy Technology Innovation*, Cambridge University Press, 30-Dec-2013

OECD, *Improving Agricultural Knowledge and Innovation Systems OECD Conference Proceedings: OECD Conference Proceedings* (Google eBook), OECD, OECD Publishing, 2012

Setotaw FeredeTeseema, *Impact of Technological Change on Household Production and Food Security in Smallholders Agriculture: The Case of Wheat-tef Based Farming Systems in the Central Highlands of Ethiopia*, CuvillierVerlag, 2006

David J. Bennett, Richard C. Jennings, *Successful Agricultural Innovation in Emerging Economies: New Genetic Technologies for Global Food Production*, Cambridge University Press, 2013

United Nations, *Rural Development and Poverty in South Asia*, United Nations, United Nations Publications, 2004

Olaf Erenstein, *Zero tillage in the rice-wheat systems of the Indo-Gangetic Plains: A review of impacts and sustainability implications*, Intl Food Policy Res Inst, 2009

Muinul Islam, Nitai Chandra Nag, Mahendra P. Lama, Dilli Raj Khanal, A. R. Kemal, *Economic Integration in South Asia: Issues and Pathways*, Pearson Education India, 2010

**Any two of following****Paper-XII MLA-12 : Management Theories (4 credits)****Course Objective :**

Management and communication are the two basic weapons which have elevated human life. In the post second world war period number of new management thinkers aroused like a star and they have enriched the tradition of human learning to inculcate modern management values among the learners is the basic purpose of this paper.

**Unit : I**

Emergence of Management science, in the new world classical theory of management by F. W. Taylor, its important features and criticism.

**Unit : II**

The rise of organizational theory in management contribution by chester Barnavt, its relevance to modern management highlights and critical insights.

**Unit : III**

The significance of decision making theory in modern management contribution by Herbert Simon, its importance salient features and critical appreciation.

**Unit : IV**

Brief introduction to management theory by Henry Faryol, its important dimensions and relevance to the modern world.

**Unit : V**

The rise of behavioral approach and improvement of behaviroual management theory by Mary Parker Follet, critical assessment and limitation of behavioral theory.



**Unit : VI**

The new dimensions of Ecological management theory and its applications in current scenario, critical study of the theory evolved by Fret W. Riggs

**Unit : VII**

The relevance of management theory in Asian context and need of developing Indian management theory.

**Recommended readings :**

R. N. Singh- Management thinkers, Himalaya Publications, New Delhi.

S. R. Maheshwari- Administrative theory, MCMillan Publishers, New Delhi

Achut Godbole- Board Room

Herold Koontz- Essentials of Management, McGraw Hils, New Delhi,

Prasad and Prasad- Administrative thinkers

Bernard Chester- The functions of the executive, Harvard University Press, Cambridge.

Administration thinkers-Prasad and Prasad, Light and life publisher, New Delhi 1980.

The functions of Executive – Autro. Chester, Publisher Harvard Uni. Press. London- 1971.

## **Paper-XIII MLA-13 : Geo Political Studies (4 credits)**

### **Course Objective :**

Confident peace are the two dynamic forces after second world war. Super power, their tactics as well as their diplomatic strategies in the new world have let to the birth of geopolitical studies. United nation moves and strategies are also relevant to understand this phenomenon hence this paper have been included to provide new global dimensions of geopolitical strategies.

### **Unit No: I**

Definition, nature and scope, significance of Geo political studies method of political analysis

### **Unit : II**

Resource wars, Identity conflicts, disinformation, geostrategic rivalries, Global power shift and increasing number of non state actors, among other make it difficult to analyze contemporary international relations implications of geography in controlling international relations

### **Unit : III**

Currency wars economic diplomacy competitive intelligence economic warfare, indirect strategies and state capitalism are among the various factors impacting increasingly contemporary power rivalries

### **Unit : IV**

Geo politics and theories of international relations geopolitics in Europe, Asia, Africa, Latin America, Geopolitics of land, sea air and space.

### **Unit :V**

Conflicts and cooperation in international basins, geopolitics and geo strategies geopolitical conflicts and UN role in peace keeping forces geopolitical studies and the role of mass media. Indian approach to Geo - political studies and strategies developed by India in recent times.

**References :**

Beck;Ulrich (2006) *Power in the Global Age*. Polity Press 352 p.

Dicken, Peter (2007) *Global Shift.. Mapping the Changing Contours of the World Economy*. 5th edition. SAGE.London. Chapter 1,2, 4, 16-18 (200 pages).

Perrons, Diane (2004) *Global isation and Social Change: People and Places in a Divided World*. Routledge (366 p)

Robertson, Roland (1994):"*Globalisation or Glocalisation*". *Journal of International Communication 1* (1), 1994, pp. 33-52.

Therborn, Goran (2000): "*Introduction: From the Universal to the Global*. *International Sociology*, 15:2, 149-150.

Therborn, Goran (2000): "*Globalizations: Dimensions, Historical Waves, Regional Effects, Normative Governance*". *International Sociology*, 15:2, 151-179.

Wallestein, Immanuel (2000) "*Globalization or the Age of Transition? A Long-Term View of the Trajectory of the World System*". *International Sociology*, 15:2, 249-265.

Dicken, Peter (2007) *Global Shift Mapping the Changing Contours of the World Economy*. 5th edition. SAGE.London. Chapter 3, 5-15 (200 pages).

David Held et al. (2005) *Debating Globalization*. Polity Press.

Joseph E. Stiglitz (2003) *Globalization and its Discontent*. W.WNorton & Company.

## **Paper-XIV MLA-14 : New Corporate Culture and Public Relations (4 credits)**

### **Course Objective :**

In the new millennium concept of new corporate culture has emerged and corporate communication as well as public relation have become means of fine tuning between industries and society in order to provide wider knowledge about this new horizon this paper has been planned to develop consciousness about work culture and faster productivity in every work culture and faster productivity in every walk of life this paper has been included to signalized the changing corporate culture and moral values for the healthy society.

#### **Unit : I**

Emergence of new corporate culture in new millennium, strategic public relations in corporate communication and Management, defining strategies and its relevance in public relations and corporate culture, campaign planning management and execution, the role of corporate communication and public relations in crisis and disaster management

#### **Unit : II**

Defining stakeholder for understanding their hopes and aspirations, media selection process, study of symmetrical and asymmetrical models on handling crisis/ building a distinct corporate identity, concepts variable and process making of house journal, their new styles, logo lettering and communication process in effective presentation.

#### **Unit : III**

Media relations organizing press conference facility visits, press briefs pro active and reactive media relations, critical aspects in media relations the role of new information technology and new media in corporate communication.

**Unit : IV**

Media mix and the use of electronic media for public relations in the corporate culture, development of CDs, VCDs and websites for corporate companies, development of quality publications and literature such as house journals and MNCs, developing corporate social responsibilities through media relations and building new image of corporate companies in 21<sup>st</sup> century.

**Recommended readings**

Wilcox, Auld and Agee public relations strategies and tactics, Harper and Row 1986

Arya Ashoka, Dynamics and PR Manus, 1993

Black sam practical public Relations Isaac Pitman, 1970

Burton Paul Corporate public relation, Reinhold New York 1966

Lesly Philips, Lesley's Handbook of PR and communication , American management Association, New York

PR in India,Hyderabad,1993 Jetwani ,Varma and sSarkar,PR concept and strategies tools, sterling, 1994 Kaul J.N.Pr in India ,New Delhi

Moore Frazier and Cerfield : Public Relations ,Cases and Problems, Richard Irwin' 1997 (7<sup>th</sup> ED)

Paul Burton, Corporate Public relations, Reinhold, NY, 1996

Reddy Narasimha C.V. Public Relations Society of India- an introduction, PRSI, Hyderabad.

**Paper-XV MLA:15- SERVICE COURSE**

**[Atleast One Service Course in Third or Fourth Semester from any Department of our University].**

**LIBERAL ARTS, THEORY AND PRACTICE**

**UNIT-I:** The Concept of Liberal Arts, Its origin and development, Changing role of liberal arts in civic society. The role of logic, evidence and scientific thinking in liberal arts, Common Sense and its application

**UNIT-II:** Nature and scope of liberal arts, comparative philosophies of Plato, Aristotle, Avicenna, Al-Biruni, Kautilya and Charvak, Ramification of arts in classical oriental literature

**UNIT-III:** Indian and western philosophy of liberal arts, liberal trends in pre-colonial, colonial and post-colonial art and aesthetics, architecture, literature and social sciences

**UNIT-IV:** Development of Liberal Philosophy in 19<sup>th</sup> century, J.S. Mill on Liberty, Philosophy of Harold Lasky, Liberalism in Post-Modern period. Emergence of liberal thoughts under the communist-Marxist political orders (With special reference to China, Russia, and eastern Europe)

**UNIT-V:** Liberal philosophy in India: Raja Rammohan Roy to J.L. Nehru, Brief introduction to ideas of Swami Vivekanand, Dayanand Saraswati, Mahatma Phule , Sri Aurobindo ,Mahatma Gandhi and Dr. B.R. Ambedkar. Liberalism in Post Independence India with special reference to M.N. Roy, Deendayal Upadhyaya and Ram Monohar Lohiya, Liberal Arts in 21<sup>st</sup> century South Asia

**RECOMMENDED READINGS**

Mehta, Uday Singh, *Liberalism and Empire: A Study in Nineteenth-Century British Liberal Thought*, Chicago, University of Chicago Press, 1999

Bayly, C. A., *Recovering Liberties: Indian Thought in the Age of Liberalism and Empire*, Cambridge, Cambridge University Press, 2011

Shakoor, Abida, *Origins of Modern Europe; Medieval National Consciousness*, New Delhi, Aakar Books, 2004

Mahajan, Gurpreet, *Identities and rights: aspects of liberal democracy in India*, London, Oxford University Press, 1998

Sarma, G.N. and Shakir Moin, *Roy to Nehru*, Aurangabad, Parimal Prakashan, 1976

Pant, S.N., *Western and Indian Philosophy*, Lucknow, S Chand Publishers, 1996

Gandhi, M.K., *My Experiment of Truth*, Ahmadabad, Navjeevan, 2001

Gandhi, M.K., *Hind Swaraj*, Ahmadabad, Navjeevan, 2001

Bhole B.L., *Indian Political Thinkers*, Nagpur, Vidya Books, 2006

Judith Butler, Elizabeth Weed, *The Question of Gender: Joan W. Scott's Critical Feminism*, Indiana University Press, 2011

Ben Jackson, Marc Stears, *Liberalism as Ideology: Essays in Honour of Michael Freedon*, Oxford, Oxford University Press, 2012

Martin Moir, Douglas M. Peers, Lynn Zastoupil, *J.S. Mill's Encounter with India*, University of Toronto Press, 1999

Kedar Nath Tiwari, *Classical Indian Ethical Thought: A Philosophical Study of Hindu, Jaina, and Buddhist Morals*, New Delhi, Motilal Banarsidass Publisher, 1998

Gurmukh Ram Madan, *Western Thinkers on Indian Society*, New Delhi, Anamika Pub & Distributors, 2000

Rajendra Prasad, *A Conceptual-analytic Study of Classical Indian Philosophy of Morals*, New Delhi, Concept Publishing Company, 2008

*Selected Speeches of Swami Vivekananda*, Calcutta, 2006

*Speeches and Writings of Dr. B.R. Ambedkar*, Government of Maharashtra, 2001

*Collected Works of Mahatma Gandhi*, New Delhi, Government of India 1994

## **SEMESTER IV**

### **Core Papers:**

**Paper-XVI MLA-16 Qualitative and Quantitative Research Methods and Analysis (4 credits)**

#### **Course Objective :**

In the globalized world social sciences have drastically changed. Art, literature, culture, Science, technology, management and communication are the disciplines which are melting together in the crowd of knowledge. Hence quantitative and qualitative research methods are required to understand modern complex problems in a realistic manner to develop research perspectives among the learner is the basic objective of this paper.

#### **Unit:1**

Qualitative Methods-History and Paradigm : historical background recent development within the broad field of qualitative research methods in the social science.

#### **Unit: II**

Structuralism : Zellig Harris, Roland Barthes, Michael, Bakhtin, Mak Halidan, Saussure – Structure, Sign, Signifier, Langue and Parole, Genre Analysis, Hetero, Intertextuality Basic of Mythology and epistemology questions regarding research ethic , analysis of empirical material, portability and presentation of results



**Unit: III**

Qualitative and Quantitative Research Methods in Linguistics, Eclectic Method or Combining both Methodological specializations into different practices of qualitative research, Ethnography, Genre Analysis, narrative analysis, discourse analysis, grounded theory and Critical Discourse Analysis.

**Unit: IV**

Practices of qualitative Research, Optional exercises and development of research paper, seminar papers and developing research design for dissertation.

**Unit : V**

The organization of quantitative data (e.g., tables graphs) Methods for summarizing and /Or describing data with respect to central tendency dispersion, and association. The appropriate use of standard inferential procedures in order to make generalizations from sample data to a larger population .An introduction to the use of statistical control . The use of SPSS package for data analysis. Statistical software to perform data analysis, developing design and report writing.

**Recommended readings:**

Sarah J. Tracy, Qualitative Research Methods: collecting evidence Crafting Analysis, Impact, John Wiley & sons, 2012

Monique Hennink, Inge Hutter, Ajay Bailey, Qualitative Research Methods (Google e Book) SAGE, 2010

Hennie R Boeijs, Analysis in Qualitative Research (Google e Book), SAGE, 2009

Matthew B. Miles, A. Michael Huberman, Quality Data Analysis: An Expanded Sourcebook, SAGE, 1994

Michael Quinn Patton, Qualitative Research & Evaluation Methods, SAGE, 2002

Ganapathy Vidyamurthy, Pairs Trading: Quantitative Methods and Analysis, John Wiley & Sons, 2011

Kultar Singh, Quantitative Social Research Methods, SAGE, 2007

Fredric M. Wolf, Meta Analysis: Quantitative Methods for Research Synthesis Volume 1986 (Google ebook), SAGE, 1986

Lia, Litosselite (ed) Research Methods in Linguistics, Bloomsbury Academics 201-13, UK and USA.

**Paper-XVII MLA-17 Field Work Studies and Monograph preparation based on visit of industries and organization to understand professional values and moral ethics (4 credits)**

The report should include minimum 100 pages

- Work culture (Professional culture )
- Field visit
- Data collection
- Analysis based on interviews
- Interview with CEO
- Critical analysis with corporate companies
- Document Analysis
- Visit to NGO and report base on the visit to NGO and there actual method of functioning
- Study of corporate communication strategy and unique PR identity

*Prepare a monogram on Study of professional work culture and ethics/ case studies of any social, economic and culture development programme*

<b>Paper-XVIII MLA-18 Dissertation on the Selected Research Themes (8 credits)</b>
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***Research project parameters***

1) Objective of the activity defined with one of the followings:

a) Hypothesis

b) Research questions rationale to be answered

c) Exploratory activity

2) Defined study design

3) A systematic activity for generating new knowledge

4) Analysis/interpretation of data

5) Documentation of appropriate approval

6) Student's role in the project should merit at least a byline credit in the submitted manuscript and/or abstract/ the student learner has to publish atleast one research paper in a reputed research journal

7) End product (deliverable) at the conclusion of the project

a) Student should elaborate what have they learned during the project

b) The student should be able to discuss their project's findings and they must be suitable for application in current social and economic system which will be the empirical contribution of the student learner

**Note :**

**A research project must assess in some form as part of the faculty evaluation:**

*Does the faculty mentor feel that the student was actively involved in the project from beginning to end, he/ she should maintain the quarterly schedule of the research work in the research committee of the department.*

**Regulations of the Course :**

1. In the light of Management Council decision dated 13 & 18-02-2014. The University will establish new PG course titled as “**Master in Liberal Arts**” with effect from 2014-15
2. *Graduates of any Faculty can seek admission for MLA Course of this University or any other recognized University thereto.*
3. The course duration will be of 2 years, comprising 2 semester per year
4. The intake capacity of the course will be 40 on the basis of entrance test
5. Out of 40, 20 students will be admitted on full time basis by opting all papers of liberal art and remaining 20 seats will be filled in on the basis of cafeteria approach.
6. The Semester I, the paper no. MLA-3 and MLA- 4 and in semester II, MLA-9 and MLA-10 can be opted from student’s own discipline and 4 credits each will be transferred to the PG course MLA and such students will get PG degree M.A- Liberal Arts along with mention of their respective subjects of which he/she will appear for 4 papers two in first semester and two in second semester.
7. All departments in Social sciences, languages as well as Professional courses and Fine Arts courses will be eligible through Cafeteria approach for such admission.  
*Admissions will be based on Entrance Examination Conducted by the Department of Liberal Arts.*
8. Practical work in all the semesters will be compulsory and in the IV Semester Dissertation, Project work will be compulsory and without which candidates will not be eligible to receive the degree.
9. In the examination of theory papers 80 : 20 pattern will be followed and 20 marks will be assigned on the basis of class test and Tutorial and Practical Work as well as classroom participation Publication in journals , On site field work evaluation
10. The entire course will be of 68 credits and 1700 total marks.
11. On the analogy of other PG department MLA course will also follow cumulative grade point average system and CGPA will be drawn on the basis of following formula.

**CGPA= Sum (All four semester SGPA)**

Total number of semester

**Probable fees structure**

Entrance (CET) Fees	Rs. 500/-
Tuition fee per year	Rs. 3000/-
ICT Lab fees	Rs. 500/-
Field work contribution per year	Rs. 1000/-
Career prospects fees	Rs.1000/-
Examination fees per semester	Rs. 500/-
Other fees	As per University norms

The University has moved a proposal to Govt. of Maharashtra for financial support and till then the course will be conducted on self - finance mode.

Examination System

<b>a]</b>	<b>Basic Degree</b>	<b>10 Marks</b>
<b>b]</b>	<b>GDPT</b>	<b>10 Marks</b>
<b>c]</b>	<b>Objective [MCQ]</b>	<b>40 Marks</b>
<b>d]</b>	<b>Comprehensive Test</b>	<b>40 Marks</b>

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**S\*/-1000714/-**

**S\*/-1100714/-**

**S\*/-1600714/-**

**S\*/-1900714/-**