

# **CBCS CURRICULUM B.A. Arabic (Honours) 2019**

In accordance with the Regulations of the Under  
Graduate Choice Based Credit System (UG-CBCS) of  
Gauhati University



**This is approved in the Academic  
Council held on 08/11/2019**

**DEPARTMENT OF ARABIC  
GAUHATI UNIVERSITY**

E-mail: [arabic@gauhati.ac.in](mailto:arabic@gauhati.ac.in)

Revision Cycle 1.0 May 2019

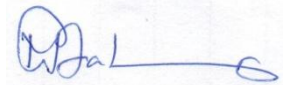
Web: <https://gauhati.ac.in/arabic>

GUWeb: <http://web.gauhati.ac.in/syllabus>

© Gauhati University

## DECLARATION OF CONFORMITY

I certify that the syllabus of the CBCS Curriculum B.A. (Honours) in the subject of ARABIC is as per the guidelines laid down in the UG-CBCS Regulations of Gauhati University and the sequence and nomenclature of the core papers are maintained as per model syllabus published by the UGC, which is also a mandate of the UG-CBCS Regulations of Gauhati University.



(Mizazur Rahman Talukdar)  
Head i/c of the Department/Chairperson of CCS-UG  
Department of Arabic, Gauhati University  
17th May, 2019

**GAUHATI UNIVERSITY**  
**DEPARTMENT OF ARABIC**

A Brief Outline of the Syllabus of B.A. Arabic (Honours)

Sl. No.	Paper Code	Status	Title of the Paper	Credit	Internal Marks	Final Marks	Total
<b>SEMESTER-I</b>							
1	ARA-HC-1016	CORE	C-1: ARABIC PROSE AND POETRY-I	6	20	80	100
2	ARA - HC-1026	CORE	C-2: POLITICAL HISTORY OF THE ARABS-I	6	20	80	100
3	ARA-HG-1016	GE	GE-1: CONTEMPORARY ARAB WORLD-I	6	20	80	100
<b>SEMESTER-II</b>							
1	ARA - HC-2016	CORE	C-3: ARABIC PROSE AND POETRY-II	6	20	80	100
2	ARA - HC-2026	CORE	C-4: APPLIED GRAMMAR-I	6	20	80	100
3	ARA-HG-2016	GE	GE-2 CONTEMPORARY ARAB WORLD-II	6	20	80	100
<b>SEMESTER-III</b>							
1	ARA - HC-3016	CORE	C-5: CLASSICAL ARABIC PROSE AND POETRY-I	6	20	80	100
2	ARA - HC-3026	CORE	C-6: POLITICAL HISTORY OF THE ARABS-II	6	20	80	100
3	ARA - HC-3036	CORE	C-7: APPLIED GRAMMAR –II	6	20	80	100
4	ARA-SE-3014	SEC	SEC-1: SPOKEN ARABIC -I	4	20	80	100
5	ARA-HG-3016	GE	GE-3: CONTEMPORARY ARAB WORLD-III	6	20	80	100
<b>SEMESTER-IV</b>							
1	ARA-HC-4016	CORE	C-8: MODERN ARABIC PROSE AND POETRY-I	6	20	80	100

UG-CBCS CURRICULUM- B.A. ARABIC (HONOURS) 2019

2	ARA- HC- 4026	CORE	C-9: POLITICAL HISTORY OF THE ARABS-III	6	20	80	100
3	ARA- HC- 4036	CORE	C-10: APPLIED GRAMMAR-III	6	20	80	100
4	ARA- SE-4014	SEC	SEC-2: SPOKEN ARABIC-II	4	20	80	100
5	ARA- HG- 4016	GE	GE-4: CONTEMPORARY ARAB WORLD-IV	6	20	80	100
<b>SEMESTER-V</b>							
1	ARA- HC- 5016	CORE	C-11: CLASSICAL ARABIC PROSE AND POETRY-II	6	20	80	100
2	ARA- HC- 5026	CORE	C-12: HISTORY OF ARABIC LITERATURE-I	6	20	80	100
3	ARA- HE- 5016	DSE	DSE-1: FUNCTIONAL ARABIC-I	6	20	80	100
4	ARA- HE- 5026	DSE	DSE-2: APPLIED GRAMMAR-IV	6	20	80	100
<b>SEMESTER-VI</b>							
1	ARA- HC- 6016	CORE	C-13: MODERN ARABIC PROSE AND POETRY-II	6	20	80	100
2	ARA- HC- 6026	CORE	C-14: HISTORY OF ARABIC LITERATURE-II	6	20	80	100
3	ARA- HE- 6016	DSE	DSE- 3: FUNCTIONAL ARABIC-II	6	20	80	100
4	ARA- HE- 6026	DSE	DSE-4: TRANSLATION, COMPREHENSION AND COMPOSITION	6	20	80	100



**LIST OF PAPERS**

Sl. No.	Paper Codes	Title of the Papers
		<b>CORE (Total 14 Papers)</b>
1	ARA-HC-1016	ARABIC PROSE AND POETRY-I
2	ARA -HC-1026	POLITICAL HISTORY OF THE ARABS-I
3	ARA -HC-2016	ARABIC PROSE AND POETRY-II
4	ARA -HC-2026	APPLIED GRAMMAR-I
5	ARA -HC-3016	CLASSICAL ARABIC PROSE AND POETRY-I
6	ARA -HC-3026	POLITICAL HISTORY OF THE ARABS-II
7	ARA -HC-3036	APPLIED GRAMMAR –II
8	ARA-HC-4016	MODERN ARABIC PROSE AND POETRY-I
9	ARA-HC-4026	POLITICAL HISTORY OF THE ARABS-III
10	ARA-HC-4036	APPLIED GRAMMAR-III
11	ARA-HC-5016	CLASSICAL ARABIC PROSE AND POETRY-II
12	ARA-HC-5026	HISTORY OF ARABIC LITERATURE-I
13	ARA-HC-6016	MODERN ARABIC PROSE AND POETRY-II
14	ARA-HC-6026	HISTORY OF ARABIC LITERATURE-II
<b>Skill Enhancement Course (SEC) (Total 2 Papers)</b>		
1	ARA -SE-3014	SPOKEN ARABIC -I
2	ARA-SE-4014	SPOKEN ARABIC-II
<b>Discipline Specific Elective (DSE) (Total 4 Papers)</b>		
1	ARA-HE-5016	FUNCTIONAL ARABIC-I
2	ARA-HE-5026	APPLIED GRAMMAR-IV
3	ARA-HE-6016	FUNCTIONAL ARABIC-II
4	ARA-HE-6026	TRANSLATION, COMPREHENSION AND COMPOSITION
<b>Generic Elective(GE) (Total 4 Papers)</b>		
1	ARA -HG-1016	CONTEMPORARY ARAB WORLD-I
2	ARA -HG-2016	CONTEMPORARY ARAB WORLD-II
3	ARA -HG-3016	CONTEMPORARY ARAB WORLD-III
4	ARA-HG-4016	CONTEMPORARY ARAB WORLD-IV

## NATURE AND NOMENCLATURE OF THE COURSES

In line with the UGC's guidelines, the courses are categorized as Core courses, Elective courses or Ability Enhancement courses:

**Core Course.** A Core course is a course that has to be compulsorily studied. A student in an undergraduate degree programme with Honors will have to take up 14 core courses, each of 6 credits. In a Regular undergraduate degree programme a student will need to take up 12 core courses, each again of 6 credits.

**Elective Course:** An Elective course is to be chosen by the student from a pool of such courses on offer and will essentially be of three types:

**Discipline Specific Elective Course:** An Elective Course which is offered by the main discipline. The discipline offering a Discipline Specific Elective course may also offer discipline related elective courses that are interdisciplinary in nature. A student enrolled in an undergraduate degree program with Honours will have to earn 24 course credits from Discipline Specific Elective courses. For a student enrolled in a non-Honours undergraduate degree program in Arts, the course credit requirement from Discipline Specific Elective courses will be 24 credits.

**Generic Elective Course:** A Generic Elective Course is offered by an unrelated discipline and has the objective of broadening the academic experience of a student. A student enrolled in an undergraduate degree program with Honours can acquire 24 course credits from Generic Elective Courses. A Core Course offered in a discipline may be allowed as an Elective to a student from another discipline. This course will be treated under the category of Generic Elective Courses. Generic Elective Courses are not available to students in a non-Honours undergraduate science degree program while other non-Honours undergraduate programmes require enrollees to take up two such courses.

**Dissertation/Project:** Engaging students in a Project/ Dissertation work, which requires knowledge application and problem solving, is considered to be important in the learning process. All students enrolled in an undergraduate degree program (Honours and non-Honours) will have the option of choosing to undertake Project/Dissertation work for 6 credits in lieu of a 6 credit Discipline Specific Elective course in the fifth semester only.

**Ability Enhancement Courses:** Ability Enhancement Courses which are to be taken up by students in an undergraduate degree program will be of two types:

**Ability Enhancement Compulsory Courses:** These 4 credit courses are mandatory for every student enrolled in an undergraduate degree program. A student will have to take up 4 credit course in Environmental Science and a second 4 credit course in English Communication/ MIL Communication.

**Skill Enhancement Courses:** Skill Enhancement Courses will be value-based or skill based and there will be a pool of courses on offer. A student enrolled in an undergraduate degree program with Honours will have to take up a minimum of two SEC courses of 4 credits each as part of the program requirement. For students enrolled in non-Honours undergraduate degree programs the credit requirement from Skill Enhancement Courses will be 16 credits. It is desirable that the university will prepare Skill Enhancement Courses for various disciplines from the list of SEC provided by the UGC template. However colleges are free to develop their own SECs independently which must have prior approval of the Academic Council.

For the purpose of computation of work-load the following mechanism is to be adopted:

- 1 Credit = 1 Theory period of one hour duration
- 1 Credit = 1 Tutorial period of one hour duration
- 1 Credit = 1 Practical period of two hour duration

## **REQUIREMENTS FOR AN UNDERGRADUATE DEGREE**

The following table indicates the requirements for successful completion of under-graduate degree under Gauhati University –

DEGREE	MINIMUM REQUIREMENTS
Undergraduate Degree with Honours (all disciplines)	<ul style="list-style-type: none"><li>• 14 core papers in that discipline</li><li>• 2 Ability Enhancement Compulsory Courses</li><li>• 2 Skill Enhancement Courses ( minimum)</li><li>• 4 Discipline Specific Elective</li><li>• 4 Generic Elective papers</li></ul>

**Credit Allocation: B.A. (Honours) Arabic**

Course	*Credits	
	Theory + Practical	Theory + Tutorial
<b>I. Core Course (6 Credits)</b>		
<b>(14 Papers)</b>	14×4= 56	14×5=70
<b>Core Course Practical / Tutorial*</b>		
<b>(14 Papers)</b>	14×2=28	14×1=14
<b>II. Elective Course (6 Credits)</b>		
<b>(8 Papers)</b>		
A.1. Discipline Specific Elective (4 Papers)	4×4=16	4×5=20
A.2. Discipline Specific Elective Practical/ Tutorial* (4 Papers)	4 × 2=8	4×1=4
B.1. Generic Elective/ Interdisciplinary (4 Papers)	4×4=16	4×5=20
B.2. Generic Elective Practical/ Tutorial* (4 Papers)	4 × 2=8	4×1=4
<b>Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6th Semester</b>		
<b>III. Ability Enhancement Courses</b>		
<b>1. Ability Enhancement Compulsory Courses (AECC) (2 Papers of 4 credits each)</b>	2 × 4=8	2 × 4=8
Environmental Science		
English/MIL Communication		
<b>2. Skill Enhancement Courses (SEC) (Minimum 2) (2 Papers of 4 credits each)</b>	2 × 4=8	2 × 4=8
<b>Total credit</b>	<b>148</b>	<b>148</b>

\* wherever there is a practical there will be no tutorial and vice-versa

**Programme Template: B.A. Honours (Arabic)**

Semester	CORE COURSE (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Elective: Discipline Specific (DSE) (4)	Elective: Generic (GE) (4)
I	ARA-HC-1016	(English/MIL Communication) ENG-AE-1014/ XXX-AE-1014			ARA-HG-1016
	ARA -HC-1026				
II	ARA -HC-2016	Environmental Science ENV-AE-2014			ARA-HG-2016
	ARA -HC-2026				
III	ARA -HC-3016		ARA-SE-3014		ARA-HG-3016
	ARA -HC-3026				
	ARA -HC-3036				
IV	ARA-HC-4016		ARA-SE-4014		ARA-HG-4016
	ARA-HC-4026				
	ARA-HC-4036				
V	ARA-HC-5016			ARA-HE-5016	
	ARA-HC-5026			ARA-HE-5026	
VI	ARA-HC-6016			ARA-HE-6016	
	ARA-HC-6026			ARA-HE-6026	

**Abbreviations:****HC:** Core courses**SE:** Skill Enhancement courses**HE:** Discipline specific Elective courses**HG:** Generic Elective Courses

- ❖ Students of Arabic Honours may take **Generic Elective (HG)** papers from any available discipline in the college **except Arabic**.
- ❖ Students will opt 2 papers in Semester-V and 2 papers in Semester-VI as Discipline Specific Electives (HE)

**SEMESTER: I**  
**PAPER CODE: ARA-HC-1016**  
**ARABIC PROSE AND POETRY-I**

UNIT-I PROSE			
SL. No.	Title	Selected from the Book	Name of the Author/ Publisher
1	تحية و التعارف	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الإردية، نيو دلهي
2	الأم		
3	أسرتي	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية العالمية، طرابلس، الجماهيرية العظمى
4	فى المطعم		
UNIT –II PROSE			
1	فى السوق	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية العالمية، طرابلس، الجماهيرية العظمى
2	فى المزرعة		
3	فى الفصل الدراسي		
4	الوقت	نخب من أدب العرب	د. عبد المجيد الندوي
UNIT –III POETRY			
1	شرو خير	ديوان أبي العتاهية	أبو العتاهية
2	تربية الأمهات	ديوان معروف الرصافي	معروف الرصافي
3	دعاء	اللغة العربية لغير الناطقين بها	ميخائيل نعيمة
4	نبذة عن حياة المؤلفين		
UNIT-IV POETRY			
1	أكبر من كل الكلمات	حبيبتي	نزار قباني
2	نشيد الشبان المسلمين	الشوقيات	أحمد شوقي
3	علموا الفتاة	اللغة العربية لغير الناطقين بها	الأستاذ أحمد الفقيه حسن
4	نبذة عن حياة المؤلفين		

## Reading References:

1. لمحات من أدب العرب، نشرت من قبل قسم اللغة العربية و آدابها بجامعة غوهاتي
2. ديوان أبي العتاهية
3. الشوقيات
4. اللغة العربية الوظيفية
5. مختارات من أدب العرب

**SEMESTER: I**  
**PAPER CODE: ARA-HC-1026**  
**POLITICAL HISTORY OF THE ARABS-I**  
**(Time of Prophet Muhammad PBUH)**

UNIT-I: Early life of the prophet Mohammad (PBUH)

- ✓ Birth, parentage and early life of the Prophet
- ✓ Marriage with Khadijah– preaching of Islam and hostility of the Quraysh
- ✓ Emigration to Abyssinia: first pledge of Aqabah
- ✓ Second pledge of Aqabah; the Hizrat

UNIT-II: The prophet at Makkah

- ✓ The conquest of Makkah
- ✓ Battle of Hunayn
- ✓ Campaign of Tabuk
- ✓ Farwell pilgrimage –Battle of Muthah

UNIT-III: The prophet at Madina

- ✓ State of Parties–Political, religious and social institutions at Madinah
- ✓ Battle of Badr, Uhud and Ditch: Causes, Events and result
- ✓ Treaty of Hdaybiah–conquest of Khaybar
- ✓ Character of the Prophet

UNIT-IV: Administration under the Prophet

- ✓ The sovereign– the province
- ✓ The revenue system
- ✓ The army and education system
- ✓ The Prophet as a reformer and as a nation builder

**Reading References:**

1. A Study of Islamic History by K. Ali
2. Concise History of Muslim World, Vol. I by Rafi Ahmad Fidai
3. Sirat-un-Nabi by Allamah Shibli Nu'mani
4. History of the Arabs by Philip K. Hitti
5. Study materials prepared by the Department of Arabic, Gauhati University

**SEMESTER: I**  
**PAPER CODE: ARA-HG-1016**  
**CONTEMPORARY ARAB WORLD-I**

**UNIT-I**

- ✓ Introduction to the Arab world

**UNIT-II**

- ✓ Gulf Co-operation Council (GCC) and Oil and Petroleum Exporting Countries (OPEC)

**UNIT-III**

- ✓ The Arab League

**UNIT-IV**

- ✓ Indo-Arab relations: Commercial, Socio-Cultural, Political and Educational

**Reading References:**

1. Somosamoyik Arab Bishwa, Part-I developed by the Department of Arabic, Gauhati University and Published by Mellat Publication, Guwahati.
2. Glimpses of Modern Arab World by Bashir Ahmed Jamali
3. The Arab world: Society, Culture and State by Halim Barakat
4. Understanding the Arab Culture by Jihad al-Omari
5. Popular Culture in the Arab World by Andrew Hammond
6. Official websites of concerned Countries and their agencies



**SEMESTER: II**  
**PAPERCODE: ARA-HC-2016**  
**ARABIC PROSE AND POETRY-II**

UNIT-I PROSE			
Sl. No.	Title	Selected from the Book	Name of the Author/ Publisher
1	الحرية و المساواة و الإخاء فى الإسلام	نخب من أدب العرب	د. عبد المجيد الندوي
2	بلادي	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي
3	كيف اتعلم اللغة جيدا		
UNIT –II PROSE			
1	ابو بكر الصديق	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي
2	الصحة و الطعام		
3	الإتحاد قوة	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية العالمية، طرابلس، الجماهيرية العظمى
UNIT –III POETRY			
1	لو كنت عصفورا	ديوان يحيى اللبابيدي	يحيى اللبابيدي
2	نشيد الزكاة	ديوان يوسف العظم	يوسف العظم
3	أغر عليه لنبوة خاتم	ديوان حسان بن ثابت	حسان بن ثابت
4	نبذة عن حياة المؤلفين		
UNIT-IV POETRY			
1	الله مولى دنائير و مولائي	ديوان أبي نواس	أبو نواس
2	أيها الحب أنت سر بلائي	ديوان أبي القاسم الشابي	أبو القاسم الشابي
3	اللغة العربية	ديوان حافظ ابراهيم	حافظ ابراهيم
4	نبذة عن حياة المؤلفين		

## Reading References:

1. لمحات من أدب العرب، نشرت من قسم اللغة العربية و آدابها بجامعة غوهاتي
2. ديوان أبي نواس
3. ديوان أبي القاسم الشابي
4. ديوان حافظ ابراهيم
5. ديوان حسان بن ثابت

**SEMESTER: II**  
**PAPER CODE: ARA-HC-2026**  
**APPLIED GRAMMAR-I**

**UNIT-I**

- ✓ تعريف الفعل و أقسامه : الفعل الماضي (تصريفاً و تدريباً)
- ✓ الماضي المطلق، المعروف ، المجهول، المثبت، المنفي
- ✓ الماضي القريب، المعروف ، المجهول، المثبت، المنفي
- ✓ الماضي البعيد ، الماضي الاستمراري

**UNIT-II**

- ✓ الفعل المضارع (تصريفاً و تدريباً)
- ✓ المضارع المعروف ، المجهول، المثبت، المنفي
- ✓ الفعل المضارع المنفي بلم ، الفعل المضارع المنفي بلمن
- ✓ توكيد الفعل المضارع : بنون التوكيد الثقيلة و الخفيفة ، توكيد الفعل المضارع بلام التوكي

**UNIT-II**

- ✓ الفعل الأمر (تصريفاً و تدريباً)
- ✓ الفعل النهي
- ✓ اسم الفاعل
- ✓ اسم المفعول

**UNIT-IV**

- ✓ اسم التفضيل (تصريفاً و تدريباً)
- ✓ اسم المبالغة
- ✓ الصفة المشبهة
- ✓ اسم الآلة و اسم الظرف

**Reading References:**

1. Arabic Grammar –I (Text & Exercises) published by MESCO-ALEEF, Hyderabad
2. A Practical Approach to the Arabic Language by Dr. Wali Akhtar Nadwi
3. A New Arabic Grammar of the written language by J. A. Haywood and H. M. Nahmad
4. النحو الواضح لعلى الجارم و مصطفى أمين
5. النحو الهادي لمحمد هداية الله القاسمي
6. الجديد في العربية للدكتور إحسان الرحمن

**SEMESTER: II**  
**PAPERCODE: ARA-HG-2016**  
**CONTEMPORARY ARAB WORLD-II**  
**(Kingdom of Saudi Arabia (KSA) and United Arab Emirates (UAE))**

**UNIT-I**

- ✓ A brief introduction to the kingdom of Saudi Arabia and United Arab Emirates (UAE)

**UNIT-II**

- ✓ Geography and Economy of the kingdom of Saudi Arabia and United Arab Emirates (UAE)

**UNIT-III**

- ✓ Contemporary political developments the kingdom of Saudi Arabia and United Arab Emirates (UAE)

**UNIT-IV**

- ✓ Education and culture the kingdom of Saudi Arabia and United Arab Emirates (UAE)

**Reading References:**

1. Somosamoyik Arab Bishwa,Part-II developed by the Department of Arabic, Gauhati University.
2. Glimpses of Modern Arab World by Bashir Ahmed Jamali
3. The Arab world: Society, Culture and State by Halim Barakat
4. Understanding the Arab Culture by Jihad al-Omari
5. Popular Culture in the Arab World by Andrew Hammond
6. Official websites of concerned Countries and their agencies

**SEMESTER: III**  
**PAPER CODE: ARA-HC-3016**  
**CLASSICAL ARABIC PROSE AND POETRY-I**

UNIT-I PROSE			
SL. No.	Title	Selected from the Book	Name of the Author/ Publisher
1	غلام عابد	نخبة الأدب	د. عبد المجيد الندوي
2	جارية سوداء		
3	الانتقام		
UNIT –II PROSE			
1	المجرم	نخبة الأدب	د. عبد المجيد الندوي
3	الصدقة	نخب من أدب العرب	د. عبد المجيد الندوي
4	سورة القدر		
UNIT –III POETRY			
1	القبرة و ابنها	الشوقيات	احمد شوقي
2	ما بال عيني	ديوان حسان بن الثابت	حسان بن الثابت
3	يا مرحبا	ديوان عبد الرحمن الشكري	عبد الرحمن الشكري
4	نبذة عن حياة المؤلفين		
UNIT-IV POETRY			
1	الموت	ديوان ابي نواس	أبو نواس
2	يا عين جودي بدمع منك مسكوب	ديوان الخنساء	الخنساء
3	حمدت الله و الله الحميد	ديوان لبيد بن ربيعة	ليبيد بن ربيعة
4	نبذة عن حياة المؤلفين		

## Reading References:

1. لمحات من أدب العرب، نشرت من قسم اللغة العربية و آدابها بجامعة غوهاتي
2. ديوان أبي نواس
3. ديوان الخنساء
4. ديوان عبد الرحمن الشكري
5. ديوان لبيد بن ربيعة

**SEMESTER: III**  
**PAPERCODE: ARA-HC-3026**  
**POLITICAL HISTORY OF THE ARABS-II**  
(Caliphate of Abu Bakar Siddique and Umar Farooq)

**UNIT-I Abu Bakkar (R.A.)**

- ✓ Early life of Abu Bakar and his accession
- ✓ Eradication of False prophet,
- ✓ Apostasy movement
- ✓ Invasion of Iran, Iraq and Syria

**UNIT-II**

- ✓ Battle of Yamama
- ✓ Admonition to the contraveners of Zakat system
- ✓ Formation of advisory council and province
- ✓ Administration, character and achievements of Abu Bakar

**UNIT-III Umar Farooq (R.A.)**

- ✓ Early life of Umar Farooq and his accession
- ✓ His services to Islam before his accession
- ✓ Expansion of Islamic Empire under Umar Farooq
- ✓ Conquest of Persia, Battle of Namarraq and Battle of Jasn

**UNIT-IV**

- ✓ Battle of Qadissia, Battle of Yarmok, Conquest of Syria
- ✓ Role of Khalid Bin Walid in expansion of Islamic empire during the reign of Umar Farooq
- ✓ Martyrdom of Umar Farooq
- ✓ Administration, character and achievements of Umar Farooq

**Reading References:**

1. A Study of Islamic History by K. Ali
2. Concise History of Muslim World, Vol. I by Rafi Ahmad Fidai
3. History of the Arabs by Philip K. Hitti
4. Study Materials developed by the Department of Arabic, Gauhati University

**SEMESTER: III**  
**PAPER CODE: ARA-HC-3036**  
**APPLIED GRAMMAR –II**

**UNIT-I**

- اسم الإشارة ✓
- اسم الموصول ✓
- الجملة الاسمية ✓
- الجملة الفعلية ✓

**UNIT-II**

- الضمائر المنفصلة ✓
- المركب الإضافي ✓
- المركب التوصيفي ✓
- حروف الجر ✓

**UNIT-III**

- المعرفة و النكرة ✓
- تذكير و تأنيث ✓
- واحد ، تثنية ، جمعة ✓
- العدد و المعدود ✓

**UNIT-IV**

- اسم بلحاظ اصل ✓
- اسم باعتبار جنس ✓
- اسم باعتبار خاص و عام ✓
- اسم باعتبار تعداد و اعراب ✓

**Reading References:**

1. العربية مع علم اللغة العربية Arabic Grammar –II (Text & Exercises) published by MESCO-ALEEF, Hyderabad
2. A Practical Approach to the Arabic Language by Dr. Wali Akhtar Nadwi
3. A New Arabic Grammar of the written language by J. A. Haywood and H. M. Nahmad
4. النحو الواضح لعلى الجارم و مصطفى أمين
5. النحو الهادي لمحمد هداية الله القاسمي
6. الجديد في العربية للدكتور إحسان الرحمن

**SEMESTER: III**  
**PAPER CODE: ARA-SE-3014**  
**SPOKEN ARABIC-I**

**UNIT-I: Fundamentals of Arabic Language**

- ✓ Introduction to Alphabets
- ✓ Listening to texts, listening to Arabic audio-videos, Trials of a good listener
- ✓ Introduction to Arabic phonetic Symbols, consonants & Vowels with illustrations in use
- ✓ Pronunciation Practice preferably using ICT tools

**UNIT-II: Development of Reading and writing Skill**

- ✓ Recognition of letters
- ✓ Reading comprehension and Combination of Letters
- ✓ Description of Human vocal organs (مخارج الحروف)
- ✓ Writing Practices

**UNIT-III: Vocabulary Enrichment**

- ✓ Nature e.g. Earth, Moon, Sun, river mountain etc. and seasons
- ✓ Relatives e.g. father, mother, brother etc. and Body parts, dresses
- ✓ Month, Week, Days, Time, Direction
- ✓ Numeral (1 to 100), Plants, Vegetables, Flowers, Fruits

**UNIT-IV: Basic Grammar and Conversation Practices**

- ✓ Parts of Speeches
- ✓ Person, Number and Gender
- ✓ Conversation Practices using demonstrative pronouns
- ✓ Conversation Practices using simple sentences

**Reading References:**

1. معلم اللغة العربية , Standard-I, Published by MESCO-ALEEF, Hyderabad
2. معلم اللغة العربية (الثروة اللغوية) Published by MESCO-ALEEF, Hyderabad
3. Teach Yourself Arabic by Prof. S. A. Rahman
4. Arabic for Beginners by. S. Ali
5. Madina Arabic, Vol. I by Dr. V. Abdur Rohim
6. Lets Speak Arabic By Prof. S. A. Rahman

**SEMESTER: III**  
**PAPER CODE: ARA-HG-3016**  
**CONTEMPORARY ARAB WORLD-III**  
**(State of Kuwait and Syrian Arab Republic)**

**UNIT-I**

- ✓ A brief introduction to the State of Kuwait and Syrian Arab Republic

**UNIT-II**

- ✓ Geography and Economy of the State of Kuwait and Syrian Arab Republic

**UNIT-III**

- ✓ Political developments of the State of Kuwait and Syrian Arab Republic

**UNIT-IV**

- ✓ Education and culture of the State of Kuwait and Syrian Arab Republic

**Reading References:**

1. Somosamoyik Arab Bishwa, Part-III developed by the Department of Arabic, Gauhati University.
2. Glimpses of Modern Arab World by Bashir Ahmed Jamali
3. The Arab world: Society, Culture and State by Halim Barakat
4. Understanding the Arab Culture by Jihad al-Omari
5. Popular Culture in the Arab World by Andrew Hammond
6. Official websites of concerned Countries and their agencies



**SEMESTER: IV**  
**PAPER CODE: ARA-HC-4016**  
**MODERN ARABIC PROSE AND POETRY-I**

UNIT-I PROSE			
Sl. No.	Title	Selected from the Book	Name of the Author/ Publisher
1	صلح الحديبية	نخب من أدب العرب	د. عبد المجيد الندوي
2	مفهوم الإسلام	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي
3	سلامة السير		
UNIT-II PROSE			
1	حقوق المرأة و واجباتها فى الإسلام	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي
2	عثمان بن عفان(رض)		
3	النوم نصف الصحة و الجمال		
UNIT –III POETRY			
1	إلى الشبان	ديوان معروف الرصافي	معروف الرصافي
2	أنشودة الشتاء	ديوان المازني	المازني
3	عروس فرشت لها الأرض بالزهر	ديوان خليل مطران	خليل مطران
4	نبذة عن حياة المؤلفين		
UNIT-IV POETRY			
1	رثاء الأديب مصطفى لطفى المنفلوطي	ديوان حافظ إبراهيم	حافظ إبراهيم
2	دعوة إلى الأحلام	ديوان نازك الملائكة	نازك الملائكة
3	العيش	ديوان عبد الرحمن الشكري	عبد الرحمن الشكري
4	نبذة عن حياة المؤلفين		

**Reading References:**

1. لمحات من أدب العرب، نشرت من قسم اللغة العربية و آدابها بجامعة غوهاتي
2. ديوان نازك الملائكة
3. ديوان خليل مطران
4. القراءة العربية
5. نخب من أدب العرب

**SEMESTER: IV**  
**PAPER CODE: ARA-HC-4026**  
**POLITICAL HISTORY OF THE ARABS-III**  
**(Caliphate of Uthman and Ali)**

**UNIT-I: Caliph Uthman (R.A.)**

- ✓ Early life of Uthman and his emigration to Abyssinia
- ✓ His services to Islam before his accession
- ✓ Accession of Uthman and revolt in Persia
- ✓ Roman invasion in Egypt

**UNIT-II**

- ✓ Charges brought against Uthman,
- ✓ Causes of various revolts during the reign of Uthman
- ✓ Martyrdom of Uthman
- ✓ Administration, character and achievements of Uthman

**UNIT-III : Caliph Ali (R.A.)**

- ✓ Early life of Ali
- ✓ Services to Islam before the accession of Ali
- ✓ Battle of Camel, Battle of Siffin
- ✓ Causes of civil war during reign of Ali

**UNIT-IV**

- ✓ Emergence of Khawarij
- ✓ Causes of failure of Ali
- ✓ Martyrdom of Ali
- ✓ Administration ,character and achievements of Ali

**Reading References:**

1. A Study of Islamic History by K. Ali
2. Concise History of Muslim World, Vol. I by Rafi Ahmad Fidai
3. Sirat-un-Nabi by Allamah Shibli Nu'mani
4. History of the Arabs by Philip K. Hitti
5. Study Materials developed by the Department of Arabic, Gauhati University

**SEMESTER: IV**  
**PAPER CODE: ARA-HC-4036**  
**APPLIED GRAMMAR-III**

**UNIT-I**

- ✓ الكلمة – الاسم، الفعل ، الحرف
- ✓ المذكر و المؤنث ، المفرد ، المثنى ، الجمع
- ✓ الضمائر المتصلة
- ✓ مركب التام و الناقص

**UNIT-II**

- ✓ المبتدأ و الخبر
- ✓ حروف الاستفهام
- ✓ أدوات الشرط
- ✓ حروف النداء

**UNIT-III**

- ✓ حروف العطف
- ✓ اسم المنسوب
- ✓ اسم التصغير
- ✓ الجمع المذكر السالم ، الجمع المؤنث السالم و إعرابهما

**UNIT-IV**

- ✓ المضارع المنصوب
- ✓ المضارع المجزوم
- ✓ إن و إخوانها
- ✓ كان و إخوانها

**Reading References:**

1. A Practical Approach to the Arabic Language by Dr. Wali Akhtar Nadwi
2. معلم اللغة العربية Arabic Grammar –I & II (Text & Exercises) published by MESCO-ALEEF, Hyderabad
3. A New Arabic Grammar of the written language by J. A. Haywood and H. M. Nahmad
4. النحو الواضح لعلى الجارم و مصطفى أمين
5. النحو الهادي لمحمد هداية الله القاسمي
6. الجديد في العربية للدكتور إحسان الرحمن

**SEMESTER: IV**  
**PAPER CODE: ARA-SE-4014**  
**SPOKEN ARABIC-II**

**UNIT-I: Basic Grammar**

- ✓ Pronouns and Possessive and their usage
- ✓ Basic Structure of Sentence: Nominal and Verbal
- ✓ Subject and Predicate
- ✓ Verbs and Tenses

**UNIT-II: Development of Reading and writing Skill**

- ✓ Formation of Words and using them in sentences
- ✓ Reading comprehension
- ✓ Writing Practices
- ✓ Typing Arabic Alphabets

**UNIT-III: Vocabulary Enrichment**

- ✓ Animal: Wild and Domestic, Birds and Insects
- ✓ Electrical Appliances in home and office: Fan, Iron, Refrigerator etc.
- ✓ Shapes and Colours, Household articles, kitchen utensils etc.
- ✓ Means of transportation e.g. Bus, car, motor cycle etc.
- ✓ Games: Indoor and outdoor

**UNIT-IV: Conversation Practices**

- ✓ At home
- ✓ At Classroom
- ✓ At market
- ✓ At office

**Reading References:**

1. معلم اللغة العربية, Standard-I, Published by MESCO-ALEEF, Hyderabad
2. معلم اللغة العربية (الثروة اللغوية) by MESCO-ALEEF, Hyderabad
3. Teach Yourself Arabic by Prof. S. A. Rahman
4. Arabic for Beginners by S. Ali
5. Madina Arabic, Vol. I by Dr. V. Abdur Rahim
6. Lets Speak Arabic By Prof. S. A. Rahman

**SEMESTER: IV**  
**PAPER CODE: ARA-HG-4016**  
**CONTEMPORARY ARAB WORLD-IV**  
**(Republic of Iraq and State of Qatar)**

**UNIT-I**

- ✓ A brief introduction to the Republic of Iraq and State of Qatar.

**UNIT-II**

- ✓ Geography and Economy of the Republic of Iraq and State of Qatar

**UNIT-III**

- ✓ Contemporary political developments of the Republic of Iraq and State of Qatar

**UNIT-IV**

- ✓ Education and culture of the Republic of Iraq and State of Qatar

**Reading References:**

1. Somosamoyik Arab Bishwa, Part-IV developed by the Department of Arabic, Gauhati University
2. Glimpses of Modern Arab World by Bashir Ahmed Jamali
3. The Arab world: Society, Culture and State by Halim Barakat
4. Understanding the Arab Culture by Jihad al-Omari
5. Popular Culture in the Arab World by Andrew Hammond
6. Official websites of concerned Countries and their agencies

**SEMESTER: V**  
**PAPER CODE: ARA-HC-5016**  
**CLASSICAL ARABIC PROSE AND POETRY-II**

UNIT-I PROSE			
Sl. No.	Title	Selected from the Book	Name of the Author/ Publisher
1	كيف هاجر النبي صلى الله عليه وسلم	مختارات من أدب العرب	أبو الحسن علي الندوي
2	فى سبيل السعادة و اليقين		
3	بر الوالدين	القراءة الراضدة	أبو الحسن علي الندوي
UNIT –II PROSE			
1	أخلاق المؤمن	مختارات من أدب العرب	أبو الحسن علي الندوي
2	خطبة النبي فى حجة الوداع		
3	رسالة من مكة المكرمة	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي
UNIT –III POETRY			
1	قال أبو العلاء الم عري إياك و الخمر فهي خاليتة	ديوان أبو العلاء الم عري	أبو العلاء الم عري
2	و ما انا بالساعي بفضل	ديوان حاتم الطائي	و قال حاتم الطائي
3	تخفف من الدنيا لعلك تقلت	ديوان ابو العتاهية	أبو العتاهية
4	نبذة عن حياة المؤلفين		
UNIT-IV POETRY			
1	و ما بعض الإقامة فى ديار	ديوان قيس بن الخطيم	قيس بن الخطيم
2	أرسل من أهوى رسولا له	ديوان ابي نواس	أبو نواس
3	إذا المرء لم يدنس من اللوم عرضه	ديوان سمواى بن عاديا	سمواى بن عاديا
4	نبذة عن حياة المؤلفين		

**Reading References:**

1. لمحات من أدب العرب، نشرت من قسم اللغة العربية و آدابها بجامعة غوهاتي
2. ديوان أبي العلاء الم عري
3. القراءة الراضدة
4. ديوان قيس بن الخطيم

**SEMESTER: V**  
**PAPERCODE: ARA-HC-5026**  
**HISTORY OF ARABIC LITERATURE-I**  
**(Pre-Islamic Period)**

**UNIT-I**

- ✓ Background of Arabic language and literature

**UNIT-II**

- ✓ Growth and development of pre-Islamic Arabic prose and poetry

**UNIT-III**

- ✓ Sources and characteristics of pre-Islamic Arabic prose and poetry

**UNIT-IV**

- ✓ Prominent figures of pre-Islamic Arabic prose and poetry

**Reading references:**

1. A History of Arabic Literature by K. A. Fariq
2. A Literary History of the Arabs by R. A. Nicholson
3. A History of the Arabic Literature by Clement Huart
4. تاريخ الأدب العربي لأحمد حسن الزيات
5. تاريخ الأدب العربي لعمر فروخ
6. تاريخ آداب اللغة العربية لجرجي زيدان
7. تاريخ الأدب العربي لشوقي ضيف
8. Study Materials developed by the Department of Arabic, Gauhati University

**SEMESTER: V**  
**PAPER CODE: ARA-HE-5016**  
**FUNCTIONAL ARABIC-I**

UNIT-I			
Sl. No.	Title	Selected from the Book	Name of the Author/ Publisher
1	بلادي	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الأردنية، نيو دلهي
2	جزاء الوالدين	القراءة الراشدة	أبو الحسن على الندوي
3	أدب الأكل و الشرب		
UNIT –II			
1	عيد الأضحى	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي
2	قيمة الزمان		
3	كيف أقضي يومي	القراءة الراشدة	أبو الحسن على الندوي
UNIT –III			
1	جزاء المعروف	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية العالمية، طرابلس، الجماهيرية العظمى
2	فى مكتب البريد	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الأردنية، نيو دلهي
3	قيمة الوقت		
UNIT-IV			
1	معرفة الوقت بالساعة	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الأردنية، نيو دلهي
2	أوقات الفراغ		
3	الغذاء الصحي		

**Reading References:**

1. لمحات من أدب العرب نشرت من قبل قسم اللغة العربية وآدابها بجامعة غوهاتي
2. القراءة العربية عبد القدوس القاسمي ، محمد ساجد القاسمي
3. اللغة العربية لغير الناطقين بها
4. اللغة العربية الوظيفية
5. القراءة الواضحة لواحد الزمان القاسمي
6. القراءة الراشدة لأبي الحسن على الندوي



**SEMESTER: V**  
**PAPER: ARA-HE-5026**  
**APPLIED GRAMMAR-IV**

**UNIT-I**

- ✓ المعرب و المبني
- ✓ الحال و ذو الحال
- ✓ المفعول و أقسامه
- ✓ المستثنى

**UNIT-II**

- ✓ المطابقة بين المبتدأ و الخبر
- ✓ المطابقة بين الفاعل و الفعل
- ✓ افعال المقاربة
- ✓ افعال المدح و الذم

**UNIT-III**

- ✓ التميز
- ✓ البديل
- ✓ عدد و المعدود
- ✓ اسم التفضيل

**UNIT-IV**

- ✓ التاكيد، أسماء الكناية
- ✓ افعال التعجب
- ✓ افعال الشروع
- ✓ الأسماء الأفعال

**Reading References:**

1. A Practical Approach to the Arabic Language by Dr. Wali Akhtar Nadwi
2. معلم اللغة العربية Arabic Grammar –I & II (Text & Exercises) published by MESCO-ALEEF, Hyderabad
3. A New Arabic Grammar of the written language by J. A. Haywood and H. M. Nahmad
4. النحو الواضح لعلى الجارم و مصطفى أمين
5. النحو الهادي لمحمد هداية الله القاسمي
6. الجديد في العربية للدكتور إحسان الرحمن

**SEMESTER: VI**  
**PAPER CODE: ARA-HC-6016**  
**MODERN ARABIC PROSE AND POETRY-II**

UNIT-I PROSE			
Sl. No.	Title	Selected from the Book	Name of the Author/ Publisher
1	الكأس الأولى	النظرات	المنفلوطي
2	ربي لمن خلقت هذا النعيم	ما تراه العيون	محمود تيمور
3	مرتا البانية	دمعة و ابتسامة	جبران خليل جبران
UNIT -II PROSE			
1	الشيخ الهندي	نخب من أدب العرب	كامل كيلاني
2	القميص الأحمر	مختارات من أدب العرب	أبو الحسن علي الندوي
3	علو الهمة		
UNIT -III POETRY			
1	الإنسان و الغرور	ديوان ابراهيم عبد القادر المازني	ابراهيم عبد القادر المازني
2	الى أمي	ديوان محمود درويش	محمود درويش
3	العلم ثروة أمة و يسار	ديوان جميل صدقي الزهاوي	جميل صدقي الزهاوي
4	نبذة عن حياة المؤلفين		
UNIT-IV POETRY			
1	اوجب الواجبات إكرام أمي	ديوان معروف الرصافي	معروف الرصافي
2	أنا	ديوان نازك الملائكة	نازك الملائكة
3	الرشد أجمل سيرة يا أحمد	ديوان احمد شوقي	احمد شوقي
4	نبذة عن حياة المؤلفين		

**Reading References:**

1. لمحات من أدب العرب، نشرت من قسم اللغة العربية و آدابها بجامعة غوهاتي
2. دمعة و ابتسامة
3. النظرات
4. ديوان جميل صدقي الزهاوي
5. ديوان محمود درويش
6. ديوان معروف الرصافي

**SEMESTER: VI**  
**PAPER CODE: ARA-HC-6026**  
**HISTORY OF ARABIC LITERATURE-II**  
**(Early Islamic Period)**

**UNIT-I**

- ✓ Sources of Early Islamic Arabic Literature (Quran and Hadith)

**UNIT-II**

- ✓ Development of Arabic Poetry during early Islamic period

**UNIT-III**

- ✓ Characteristics of early Islamic Arabic prose and poetry

**UNIT-IV**

- ✓ Prominent figures of Arabic literature during early Islamic period

**Reading references:**

1. A History of Arabic Literature by K. A. Fariq
2. A Literary History of the Arabs by R. A. Nicholson
3. Life and works of Hassan Bin Thabith by Prof. Raina Khanam Mazumdar
4. A History of the Arabic Literature by Clement Huart
5. تاريخ الأدب العربي لأحمد حسن الزيات
6. تاريخ الأدب العربي لعمر فروخ
7. تاريخ آداب اللغة العربية لجرجي زيدان
8. تاريخ الأدب العربي لشوقي ضيف

**SEMESTER: VI**  
**PAPER CODE: ARA-HE-6016**  
**FUNCTIONAL ARABIC-II**

UNIT-I			
Sl. No.	Title	Selected from the Book	Name of the Author/ Publisher
1	المدارس	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الأردنية، نيو دلهي
2	صحة البيئة		
3	صيدلية		
UNIT –II			
1	شجرة الزيتون	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية العالمية، طرابلس، الجماهيرية العظمى
2	النمل		
3	زكاء الطفل		
UNIT –III			
1	نصائح الطبيب	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية العالمية، طرابلس، الجماهيرية العظمى
2	فى العيادة		
3	تنظيم الوقت	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي
UNIT-IV			
1	فى العطلة	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي
2	الحرية		
3	الطالب الزكي		

**Reading References:**

1. المنتخب من العربية الوظيفية ثاني
2. القراءة العربية، عبد القدوس القاسمي ، محمد ساجد القاسمي
3. اللغة العربية لغير الناطقين بها
4. اللغة العربية الوظيفية
5. القراءة الواضحة لواحد الزمان القاسمي
6. القراءة الراشدة لأبي الحسن على الندوي

**SEMESTER: VI**  
**PAPER CODE: ARA-HE-6026**  
**TRANSLATION, COMPREHENSION AND COMPOSITION**

**UNIT-I**

- ✓ Translation from Arabic to English (Seen)
- ✓ Translation from English to Arabic (Seen)

**UNIT-II**

- ✓ Translation from English to Arabic (Unseen)
- ✓ Translation from Arabic to English (Unseen)

**UNIT-III**

- ✓ Comprehensive text

**UNIT-IV**

- ✓ Essay

**Reading References:**

1. Method of Translation: English - Arabic (منهج الترجمة) by Muinuddin Azmi
2. Let's Translate (English-Arabic-English) by Abul Kalam
3. Advanced Arabic Composition by Raji M. Rammuni
4. The Oxford English Arabic Dictionary of Current usage
5. Teach Yourself Arabic by Prof. S. A. Rahman
6. A New Arabic Grammar of the written language by J. A. Haywood and H. M. Nahmad
7. أسس الترجمة من الإنجليزية إلى العربية و بالعكس للدكتور عز الدين ،محمد نجيب

**MARKS DISTRIBUTION AND MODEL QUESTION PATTERN**

Questions have to be set in both Arabic and English

Examinees are required to answer the questions in Arabic or in English or in Assamese unless it is specified in the Question concerned

Total Marks: 100

Internal Assessment Marks: 20

Final Examination Marks: 80

<b>PROSE &amp; POETRY PAPERS</b>			
Sl. No.	Question	Description	Marks
1.	Short Question / Answer	5 out of 8 Questions of 2 marks each	5×2=10
2.	Textual Translation	2 Questions ( 1 out of 2 from prose and 1out of 2 from poetry) of 10 marks each	2×10=20
3.	Textual Explanation	1 out of 2 questions from poetry of 10 marks each	10
4.	Summary	1 out of 2 Questions from poetry of 10 marks each	10
5.	Textual Question	1 out of 2 broad questions of 10 marks each	10
6.	Biographical Account	1 out of 2 broad questions of 10 marks each	10
7.	Short notes	2 out of 4 Questions of 5 marks each	2×5=10
Total marks			80

<b>POLITICAL HISTORY OF THE ARABS, HISTORY OF ARABIC LITERATURE</b>			
Sl. No.	Question	Description	Marks
1.	Short Question / Answer	10 out of 15 Questions of 1 mark each	1×10=10
2.	Short Question / Answer	5 out of 8 Questions of 2 marks	5×2=10
3.	Broad Question	1 out of 2 question from each Unit of 10 marks	4×10=40
4.	Short notes	4 out of 8 of 5 marks	4×5=20
Total Marks			80

<b>APPLIED GRAMMAR PAPER OF SEMESTER-II</b>			
Sl. No.	Question	Description	Marks
1.	Short Question / Answer	5out of 8 Questions of 3 marks	5×3=15
2.	Conjugation	2 out of 3 question of 10 marks	2×10=20
3.	Sentence correction	10 out 10 of 1 mark	1×10=10
4.	Sentence making	5 out of 8 words of 1 mark	1×5=5
5.	Word meaning	10 out 15 of 1 mark	1×10=10
6.	Short notes	2 out of 4 of 5 marks	2×5=10
7.	Translation of sentences	10 out 15 of 1 mark	1×10=10
Total Marks			80
<b>APPLIED GRAMMAR PAPER OF SEMESTER-III</b>			
Sl. No.	Question	Description	Marks
1.	Short Question / Answer	5out of 8 Questions of 3 marks	5×3=15
2.	Broad Question	2 out of 4 question of 8 marks	2x8=16
3.	Sentence correction	6 out 6 of 1 mark	1x6=6
4.	Sentence making	10 out of 12 words of 1 mark	1x10=10
5.	Gender change	6 out 6 of 1 mark	1x6=6
6.	Number change	6 out 6 of 1 mark	1x6=6
7.	Determination of المعرفة و النكرة	6 out 6 of 1 mark	1x6=6
8.	Short notes	2 out of 4 of 5 marks	2x5=10
9.	Translation of sentences	5 out 7 of 1 mark	1x5=5
Total Marks			80
<b>APPLIED GRAMMAR PAPER OF SEMESTER-IV</b>			
Sl. No.	Question	Description	Marks
1.	Short Question / Answer	5out of 8 Questions of 3 marks	5x3=15
2.	Broad Question	2 out of 4 question of 8 marks	2x8=16
3.	Sentence correction	6 out 6 of 1 mark	1x6=6
4.	Sentence making	10 out of 12 words of 1 mark	1x10=10
5.	Fill in the blanks	6 out 6 of 1 mark	1x6=6
6.	Determination of tense	7 out 7 of 1 mark	1x7=7

UG-CBCS CURRICULUM- B.A. ARABIC (HONOURS) 2019

7.	Short notes	2 out of 4 of 5 marks	2x5=10
8.	Translation of sentences	10 out 10 of 1 mark	1x10=10
Total Marks			80
<b>APPLIED GRAMMAR PAPER OF SEMESTER-V</b>			
Sl. No.	Question	Description	Marks
1.	Short Question / Answer	5 out of 8 Questions of 3 marks	5x3=15
2.	Broad Question	2 out of 4 question of 10 marks	2x10=20
3.	Sentence correction	5 out 5 of 1 mark	1x5=5
4.	Sentence making	10 out of 12 words of 1 mark	1x10=10
5.	Fill in the blanks	6 out 6 of 1 mark	1x5=5
6.	Determination of sentence	5 out 5 of 1 mark	1x5=5
7.	Short notes	2 out of 4 of 5 marks	2x5=10
8.	Translation of sentences	10 out 10 of 1 mark	1x10=10
Total Marks			80
<b>SPOKEN ARABIC PAPERS</b>			
Sl. No.	Question	Description	Marks
1.	Writing of Alphabet/ Words		10
2.	Word Meaning From Arabic to English	10 out of 15	10x1=10
3.	Word Meaning From English to Arabic	10 out of 15	10x1=10
4.	Translation	Any two	10x2=20
5.	Sentence Making	5 out of 8 Words	5x2=10
6.	Vocabulary Testing		20
Total marks			80
<b>CONTEMPORARY ARAB WORLD PAPERS</b>			
Sl. No.	Question	Description	Marks
1.	Short Question / Answer	10 out of 15 Questions of 1 mark each	1x10=10
2.	Short Question / Answer	5 out of 8 Questions of 2 marks	5x2=10
3.	Broad Question	1 out of 2 question from each Unit of 10 marks	4x10=40



UG-CBCS CURRICULUM- B.A. ARABIC (HONOURS) 2019

4.	Short notes	4 out of 8 of 5 marks	4×5=20
Total Marks			80
<b>FUNCTIONAL ARABIC PAPERS</b>			
Sl. No.	Question	Description	Marks
1.	Short Question	5 out of 8 Questions	5×2=10
2.	Textual Translation	2 out of 4	10×2=20
3.	Textual Question	1 out of 2	10
4.	Fill in the Blanks	5 Sentences	5×1=5
5.	Sentence Correction	5 Sentences	5×1=5
6.	Sentence Making	10 out of 15 Words	10×1=10
7.	Word Meaning	10 out of 15 Words	10×1=10
8.	Short Notes	2 out of 3	5×2=10
Total marks			80

COMMITTEE OF COURSES & STUDIES (CCS)  
FOR UNDER GRADUATE (UG) COURSES IN ARABIC  
UNDER GAUHATI UNIVERSITY

- |  |                     |
|--|---------------------|
| 1. Mr. Mizazur Rahman Talukdar<br>Head i/c, Department of Arabic, Gauhati University | Chairman & Convener |
| 2. Dr. Abul Kalam Choudhury<br>Department of Arabic, Gauhati University              | Member              |
| 3. Dr. Raizuddin Alom<br>Department of Arabic, Gauhati University                    | Member              |
| 4. Dr. Nooruddin Ahmed<br>Department of Arabic, Cotton University                    | Member              |
| 5. Dr. Abu Bakr Siddique<br>Department of Arabic, Cotton University                  | Member              |
| 6. Dr. Abdul Kader Ahmed<br>Department of Arabic B.H.College, Howly                  | Member              |
| 7. Dr. Azizul Hoque<br>Department of Arabic, Rupahi College                          | Member              |
| 8. Dr. Abul Kasim,<br>Department of Arabic, Mongaldai College                        | Member              |
| 9. Dr. Atowar Rahman<br>Department of Arabic, B.N.College, Dhubri                    | Member              |
| 10. Dr. Syed Abdullah Ahmed<br>Department of Arabic, Rangia College                  | Member              |
| 11. Dr. Hafiz Md. Nazrul Islam<br>Department of Arabic, M.K.College, Subha, Barpeta  | Member              |

Data Entry and Designing

Abdul Awal Paramanik  
Arshad Laskar  
&  
Abdus Sagir Ahmed  
Guest Faculties at the Department of Arabic, GU

# **CBCS CURRICULUM**

## **B.A. Arabic (Regular) 2019**

In accordance with the Regulations of the under  
graduate Choice Based Credit System (UG-  
CBCS) of Gauhati University



This is approved in the Academic  
Council held on 08/11/2019.

**DEPARTMENT OF ARABIC**  
**GAUHATI UNIVERSITY**

E-mail: [arabic@gauhati.ac.in](mailto:arabic@gauhati.ac.in)

Revision Cycle 1.0 May 2019

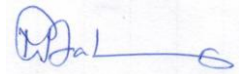
Web: <https://gauhati.ac.in/arabic>

GUWeb: <http://web.gauhati.ac.in/syllabus>

© Gauhati University

**DECLARATION OF CONFORMITY**

I certify that the syllabus of the UG-CBCS Curriculum B.A. (Regular) in the subject of ARABIC is as per guidelines laid down in the UG-CBCS Regulations of Gauhati University and the sequence and nomenclature of the core papers are maintained as per model syllabus published by the UGC, which is also a mandate of the UG-CBCS Regulations of Gauhati University.



(Mizazur Rahman Talukdar)  
Signature of the Head i/c of the Department/Chairperson of UG-CCS  
Department of Arabic, Gauhati University  
17th May, 2019

**GAUHATI UNIVERSITY**  
**DEPARTMENT OF ARABIC**  
**A BRIEF OUTLINE OF THE SYLLABUS OF**  
**B.A. ARABIC (Regular)**

Sl. No.	Paper Code	Title of the Paper	Credit	Internal Marks	Final Marks	Total
<b>SEMESTER-I</b>						
1	ARA-RC-1016	DSC-1-A: CONTEMPORARY ARAB WORLD-I	6	20	80	100
<b>SEMESTER-II</b>						
2	ARA-RC-2016	DSC-1-B: CONTEMPORARY ARAB WORLD-II	6	20	80	100
<b>SEMESTER-III</b>						
1	ARA-RC-3016	DSC-1-C: CONTEMPORARY ARAB WORLD-III	6	20	80	100
2	ARA-SE-3014	SEC-I SPOKEN ARABIC-I	4	20	80	100
<b>SEMESTER-IV</b>						
1	ARA-RC-4016	DSC-1-D: CONTEMPORARY ARAB WORLD-IV	6	20	80	100
2	ARA-SE-4014	SEC-2: SPOKEN ARABIC-II	4	20	80	100
<b>SEMESTER-V</b>						
1	ARA-SE-5014	SEC-3: SPOKEN ARABIC-III	4	20	80	100
2	ARA-RE-5016	DSE-1-A: ARABIC PROSE , POETRY & HISTORY OF ARABIC LITERATURE-I	6	20	80	100
3	ARA-RG-5016	GE-1: POLITICAL HISTORY OF THE ARABS-I	6	20	80	100

UG-CBCS CURRICULUM- B.A. ARABIC (REGULAR) 2019

SEMESTER-VI						
1	ARA-SE-6014	SEC-4: SPOKEN ARABIC-IV	4	20	80	100
2	ARA-RE-6016	DSE-1-B: ARABIC PROSE , POETRY & HISTORY OF ARABIC LITERATURE-II	6	20	80	100
3	ARA-RG-6016	GE-2: POLITICAL HISTORY OF THE ARABS-II	4	20	80	100

**LIST OF PAPERS**

Sl. No.	Paper Codes	Title of the Papers
<b>CORE PAPERS (Total 4)</b>		
1	ARA-RC-1016	CONTEMPORARY ARAB WORLD-I
2	ARA -RC-2016	CONTEMPORARY ARAB WORLD-II
3	ARA -RC-3016	CONTEMPORARY ARAB WORLD-III
4	ARA-RC-4016	CONTEMPORARY ARAB WORLD-IV
<b>Discipline Specific Elective (DSE) (Total 2)</b>		
1	ARA -RE-5016	ARABIC PROSE , POETRY & HISTORY OF ARABIC LITERATURE-I
3	ARA-RE-6016	ARABIC PROSE , POETRY & HISTORY OF ARABIC LITERATURE-II
<b>Generic Elective(GE)(Total 2)</b>		
1	ARA-RG-5016	POLITICAL HISTORY OF THE ARABS-I
2	ARA-RG-6016	POLITICAL HISTORY OF THE ARABS-II
<b>Skill Enhancement Course (SEC) (Total 4)</b>		
1	ARA -SE-3014	SPOKEN ARABIC-I
2	ARA -SE-4014	SPOKEN ARABIC-II
3	ARA-SE-5014	SPOKEN ARABIC-III
4	ARA-SE-6014	SPOKEN ARABIC-IV

## NATURE AND NOMENCLATURE OF THE COURSES

In line with the UGC's guidelines, the courses are categorized as Core courses, Elective courses or Ability Enhancement courses:

**Core Course.** A Core course is a course that has to be compulsorily studied. A student in an undergraduate degree programme with Honors will have to take up 14 core courses, each of 6 credits. In a Regular undergraduate degree programme, a student will need to take up 12 core courses, each again of 6 credits.

**Elective Course:** An Elective course is to be chosen by the student from a pool of such courses on offer and will essentially be of three types:

**Discipline Specific Elective Course:** An Elective Course which is offered by the main discipline. The discipline offering a Discipline Specific Elective course may also offer discipline related elective courses that are interdisciplinary in nature. A student enrolled in an undergraduate degree program with Honours will have to earn 24 course credits from Discipline Specific Elective courses. For a student enrolled in a non-Honours undergraduate degree program in Arts, the course credit requirement from Discipline Specific Elective courses will be 24 credits.

**Generic Elective Course:** A Generic Elective Course is offered by an unrelated discipline and has the objective of broadening the academic experience of a student. A student enrolled in an undergraduate degree program with Honours can acquire 24 course credits from Generic Elective Courses. A Core Course offered in a discipline may be allowed as an Elective to a student from another discipline. This course will be treated under the category of Generic Elective Courses. Generic Elective Courses are not available to students in a non-Honours undergraduate science degree program while other non-Honours undergraduate programmes require enrollees to take up two such courses.

**Dissertation/Project:** Engaging students in a Project/ Dissertation work, which requires knowledge application and problem solving, is considered to be important in the learning process. All students enrolled in an undergraduate degree program (Honours and non-Honours) will have the option of choosing to undertake Project/Dissertation work for 6 credits in lieu of a 6 credit Discipline Specific Elective course in the fifth semester only.

**Ability Enhancement Courses:** Ability Enhancement Courses which are to be taken up by students in an undergraduate degree program will be of two types:

**Ability Enhancement Compulsory Courses:** These 4 credit courses are mandatory for every student enrolled in an undergraduate degree program. A student will have to take up 4 credit course in Environmental Science and a second 4 credit course in English Communication/ MIL Communication.



## UG-CBCS CURRICULUM- B.A. ARABIC (REGULAR) 2019

**Skill Enhancement Courses:** Skill Enhancement Courses will be value-based or skill based and there will be a pool of courses on offer. A student enrolled in an undergraduate degree program with Honours will have to take up a minimum of two SEC courses of 4 credits each as part of the program requirement. For students enrolled in non-Honours undergraduate degree programs the credit requirement from Skill Enhancement Courses will be 16 credits. It is desirable that the university will prepare Skill Enhancement Courses for various disciplines from the list of SEC provided by the UGC template. However colleges are free to develop their own SECs independently which must have prior approval of the Academic Council.

For the purpose of computation of work-load the following mechanism is to be adopted:

- 1 Credit = 1 Theory period of one hour duration
- 1 Credit = 1 Tutorial period of one hour duration
- 1 Credit = 1 Practical period of two hour duration

**Credit Allocation (B.A. Regular)**

Course	*Credits	
	Theory + Practical	Theory + Tutorial
<b>I. Core Course (6Credits)</b>		
(12Papers)	12×4= 48	12×5=60
Two papers - English		
Two papers - MIL/Alt English		
Four papers - Discipline 1		
Four papers - Discipline 2		
CoreCoursePractical/Tutorial*	12×2=24	12×1=12
(12 Practicals/Tutorials)		
<b>II. Elective Course (6Credits)</b>		
(6 Papers)	6×4=24	6×5=30
Two papers - Discipline 1 specific		
Two papers - Discipline 2 specific		
Two papers - Inter disciplinary		
Two papers from each discipline of choice and two papers of interdisciplinary nature		
Elective Course Practical / Tutorial*	6 × 2=12	6×1=6
(6 Practical/Tutorials*)		
Two papers - Discipline 1 specific		
Two papers - Discipline 2 specific		
Two papers - Generic (Inter disciplinary)		
Two papers from each discipline of choice and two papers of interdisciplinary nature		
Optional Dissertation or project working place of one Discipline Specific Elective paper (6 credits) in 6th Semester		
<b>III. Ability Enhancement Courses</b>		
1. Ability Enhancement Compulsory Courses (AECC) (2 Papers of 4 credit each)	2×4=8	2 ×4=8
Environmental Science		
English/MIL Communication		
2. Skill Enhancement Courses (SEC) (4 Papers of 4 credit each)	4 × 4=16	4 × 4=16
Total credit	132	132

\*Where there is a practical there will be no tutorial and vice versa.

UG-CBCS CURRICULUM- B.A. ARABIC (REGULAR) 2019

PROGRAMME TEMPLATE: B.A.ARABIC (REGULAR)

Semester	CORE COURSE (12)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Discipline Specific Elective (DSE) (4)	Generic Elective (GE) (2)
I	English-1	(English/MIL Communication) XXX-AE-1014			
	DSC- 1 A ARA-RC-1016				
	DSC- 2 A				
II	English-2	Environmental Science ENV-AE-2014			
	DSC- 1 B ARA-RC-2016				
	DSC- 2 B				
III	MIL-1/Alt English-1		ARA-SE-3014		
	DSC- 1 C ARA-RC-3016				
	DSC- 2 C				
IV	MIL-2/Alt English-2		ARA-SE-4014		
	DSC- 1 D ARA-RC-4016				
	DSC- 2 D				
V			ARA-SE-5014	ARA-RE-5016	ARA-RG-5016
VI			ARA-SE-6014	ARA-RE-6016	ARA-RG-6016

**SEMESTER: I**  
**PAPER CODE: ARA-RC-1016**  
**CONTEMPORARY ARAB WORLD-I**

**UNIT-I**

- ✓ Introduction to the Arab world

**UNIT-II**

- ✓ Gulf Co-operation Council (GCC) and Oil and Petroleum Exporting Countries (OPEC)

**UNIT-III**

- ✓ The Arab League

**UNIT-IV**

- ✓ Indo-Arab relations: Commercial, Socio-Cultural, Political and Educational

**Reading References:**

1. Somosamoyik Arab Biswa Vol-I Developed by the Department of Arabic, GU and Published by Mellat Publication, Guwahati
2. Glimpses of Modern Arab World by Bashir Ahmed Jamali
3. The Arab world: Society, Culture and State by Halim Barakat
4. Understanding the Arab Culture by Jihad al-Omari
5. Popular Culture in the Arab World by Andrew Hammond
6. Official websites of concerned Countries and their agencies

**SEMESTER: II**  
**PAPERCODE: ARA-RC-2016**  
**CONTEMPORARY ARAB WORLD-II**  
**(Kingdom of Saudi Arabia (KSA) and United Arab Emirates (UAE))**

**UNIT-I**

- ✓ A brief introduction to the kingdom of Saudi Arabia and United Arab Emirates (UAE)

**UNIT-II**

- ✓ Geography and Economy of the kingdom of Saudi Arabia and United Arab Emirates (UAE)

**UNIT-III**

- ✓ Contemporary political developments of the kingdom of Saudi Arabia and United Arab Emirates (UAE)

**UNIT-IV**

- ✓ Education and culture of the kingdom of Saudi Arabia and United Arab Emirates (UAE)

**Reading References:**

1. Somosamoyik Arab Biswa Vol-I I Developed by the Department of Arabic, GU
2. Glimpses of Modern Arab World by Bashir Ahmed Jamali
3. The Arab world: Society, Culture and State by Halim Barakat
4. Understanding the Arab Culture by Jihad al-Omari
5. Popular Culture in the Arab World by Andrew Hammond
6. Official websites of concerned Countries and their agencies

**SEMESTER: III**  
**PAPER CODE: ARA-RC-3016**  
**CONTEMPORARY ARAB WORLD-III**  
**(State of Kuwait and Syrian Arab Republic)**

**UNIT-I**

- ✓ A brief introduction to the State of Kuwait and Syrian Arab Republic

**UNIT-II**

- ✓ Geography and Economy of Kuwait and Syrian Arab Republic

**UNIT-III**

- ✓ Political developments of Kuwait and Syrian Arab Republic
- ✓

**UNIT-IV**

- ✓ Education and culture of Kuwait and Syrian Arab Republic

**Reading References:**

1. Somosamoyik Arab Biswa Vol-III Developed by the Department of Arabic, GU
2. Glimpses of Modern Arab World by Bashir Ahmed Jamali
3. The Arab world: Society, Culture and State by Halim Barakat
4. Understanding the Arab Culture by Jihad al-Omari
5. Popular Culture in the Arab World by Andrew Hammond
6. Official websites of concerned Countries and their agencies

**SEMESTER: III**  
**PAPER CODE: ARA-SE-3014**  
**SPOKEN ARABIC-I**

**UNIT-I: Fundamentals of Arabic Language**

- ✓ Introduction to Arabic Alphabet
- ✓ Listening to texts, listening to Arabic audio-visuals, Trials of a good listener
- ✓ Introduction to Arabic phonetic Symbols, Consonants & Vowels with illustrations in use
- ✓ Pronunciation Practice preferably using ICT tools

**UNIT-II: Development of Reading and writing Skill**

- ✓ Recognition of Letters
- ✓ Reading Comprehension and Combination of Letters
- ✓ Description of Human Vocal Organs (مخارج الحروف)
- ✓ Writing Practices

**UNIT-III: Vocabulary Enrichment**

- ✓ Nature e.g. Earth, moon, river mountain etc. and seasons
- ✓ Relatives e.g. father, mother, brother etc. and Parts of body, dresses etc.
- ✓ Month, Week, Days, Time, Direction
- ✓ Numeral (1 to 100), Plants, Vegetables, Flowers, Fruits etc.

**UNIT-IV: Basic Grammar and Conversation Practices**

- ✓ Parts of Speech
- ✓ Person, Number and Gender
- ✓ Conversation Practices using demonstrative pronouns
- ✓ Conversation Practices using simple sentences

**Reading References:**

1. معلم اللغة العربية, Standard-I, Published by MESCO-ALEEF, Hyderabad
2. معلم اللغة العربية (الثروة اللغوية) Published by MESCO-ALEEF, Hyderabad
3. Arabic grammar I & II معلم اللغة العربية (Texts and exercises) by MESCO
4. Teach Yourself Arabic by S. A. Rahman
5. Arabic for Beginners by S. Ali
6. Madina Arabic, Vol. I by Dr. V. Abdur Rahim
7. Lets Speak Arabic By S. A. Rahman

**SEMESTER: IV**  
**PAPER CODE: ARA-RC-4016**  
**CONTEMPORARY ARAB WORLD-IV**  
**(Republic of Iraq and State of Qatar)**

**UNIT-I**

- ✓ A brief introduction to Republic of Iraq and State of Qatar.

**UNIT-II**

- ✓ Geography and Economy of Iraq and State of Qatar

**UNIT-III**

- ✓ Contemporary political developments of Iraq and State of Qatar

**UNIT-IV**

- ✓ Education and culture of Iraq and State of Qatar

**Reading References:**

1. Somosamoyik Arab Biswa Vol-IV Developed by the Department of Arabic, GU
2. Glimpses of Modern Arab World by Bashir Ahmed Jamali
3. The Arab world: Society, Culture and State by Halim Barakat
4. Understanding the Arab Culture by Jihad al-Omari
5. Popular Culture in the Arab World by Andrew Hammond
6. Official websites of concerned Countries and their agencies
7. Study Materials Developed by the Department of Arabic, Gauhati University



**SEMESTER: IV**  
**PAPER CODE: ARA-SE-4014**  
**SPOKEN ARABIC-II**

**UNIT-I: Basic Arabic Grammar**

- ✓ Pronouns and Possessive and their usage
- ✓ Basic Structure of Sentences: Nominal and Verbal
- ✓ Subject and Predicate
- ✓ Verbs and Tenses

**UNIT-II: Development of Reading and Writing Skill**

- ✓ Formation of Words and using them in sentences
- ✓ Reading Comprehension
- ✓ Writing Practices
- ✓ Typing Arabic Alphabets

**UNIT-III: Vocabulary Enrichment**

- ✓ Animal: Wild and Domestic, Birds and Insects
- ✓ Electrical Appliances in home and office: Fan, Iron, Refrigerator etc.
- ✓ Shapes and Colours, Household articles, kitchen utensils etc.
- ✓ Means of Transportation e.g. bus, car, motor cycle etc.
- ✓ Games: Indoor and outdoor

**UNIT-IV: Conversation Practices**

- ✓ At home
- ✓ At Classroom
- ✓ At market
- ✓ At office

**Reading References:**

1. معلم اللغة العربية، Standard-I, Published by MESCO-ALEEF, Hyderabad
2. معلم اللغة العربية (الثروة اللغوية) by MESCO-ALEEF, Hyderabad
3. Arabic Grammar I & II معلم اللغة العربية (Texts and exercises) by MESCO
4. Teach Yourself Arabic by S. A. Rahman
5. Arabic for Beginners by S. Ali
6. Madina Arabic, Vol. I by Dr. V. Abdur Rohim
7. Lets Speak Arabic By Prof. S. A. Rahman

**SEMESTER: V**  
**PAPER CODE: ARA-SE-5014**  
**SPOKEN ARABIC-III**

**UNIT-I: Vocabulary Enrichment**

- ✓ Religion, Mankind and kinship
- ✓ Works , money , Crime and Punishment
- ✓ Technology
- ✓ Medicine, Diseases and Hospital

**UNIT-II: Basic Grammar**

- ✓ Definite and Indefinite
- ✓ Pronounces: Detached and Attached
- ✓ Relative Pronouns
- ✓ Prepositions

**UNIT-III: Conversation Practice**

- ✓ Conversation between two friends
- ✓ Conversation in the class room
- ✓ Conversation in the office
- ✓ Conversation over telephone

**UNIT-IV: Conversation Practice**

- ✓ Conversation with a doctor
- ✓ Conversation in the hospital
- ✓ Conversation in the market
- ✓ Practice of frequently used phrases

**Reading References:**

1. Teach Yourself Arabic by Prof.S. A. Rahman
2. Learn to speak Arabic, Urdu and English by BadrujjamanQasmiKiranwi
3. Madina Arabic, Vol. I by Dr. V. AbdurRahim
4. Lets Speak Arabic By Prof. S. A. Rahman
5. معلم اللغة العربية Arabic grammar I & II (Texts and exercises) by MESCO-ALEEF
6. معلم اللغة العربية (الثروة اللغوية) by MESCO-ALEEF, Hyderabad

**SEMESTER: V**  
**PAPER CODE: ARA-RE-5016**  
**ARABIC PROSE, POETRY AND HISTORY OF ARABIC LITERATURE-I**

**Choose any one group. Either A or B not both.**

**GROUP-A (80 Marks)**

ARABIC PROSE AND POETRY-I (لمحات من أدب العرب الجزء الأول)			
UNIT-I: PROSE			
Sl. No.	Title	Selected from the Book	Name of the Author/ Publisher
1	تحية و التعارف	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية العالمية، طرابلس، الجماهيرية العظمى
2	الوقت	نخب من أدب العرب	د. عبد المجيد الندوي
UNIT-II: PROSE			
3	الأم	نخب من أدب العرب	د. عبد المجيد الندوي
4	فى الفصل الدراسي	اللغة العربية الوظيفية	المجلس القومي لترويج اللغة الأردنية، نيو دلهي
UNIT –III: POETRY			
1	شرو خير	ديوان أبي العتاهية	أبو العتاهية
2	دعاء	اللغة العربية لغير الناطقين بها	ميخائيل نعيمة
UNIT –IV: POETRY			
3	علموا الفتاة	اللغة العربية لغير الناطقين بها	الأستاذ أحمد الفقيه حسن
4	نبذة عن حياة المؤلفين		
GROUP-B: (80 Marks)			
HISTORY OF ARABIC LITERATURE-I (Pre Islamic period)			

**UNIT-I**

- ✓ Background of Arabic language and literature

**UNIT-II**

- ✓ Growth, development and characteristics of pre-Islamic Arabic prose and poetry

**UNIT-III**

- ✓ Prominent figures of pre-Islamic Arabic prose like Sahban Bin Wael, Quss Bin Saidah al iyaadi, Hatim Tai Etc.

**UNIT-IV**

- ✓ Prominent figures of pre-Islamic Arabic poetry e.g. Imrul Qais, Zuhair Bin Abi Sulma, Tarafa Etc.

**SEMESTER: V**  
**PAPER CODE: ARA-RG-5016**  
**POLITICAL HISTORY OF THE ARABS-I**  
**(Time of Prophet Muhammad PBUH)**

**UNIT-I: Early life of the prophet Mohammad (PBUH)**

- ✓ Birth, parentage and early life of the Prophet
- ✓ Marriage with Khadijah– preaching of Islam and hostility of the Quraysh
- ✓ Emigration to Abyssinia: first pledge of Aqabah
- ✓ Second pledge of Aqabah; the Hizrat

**UNIT-II: The prophet at Makkah**

- ✓ The conquest of Makkah
- ✓ Battle of Hunayn
- ✓ Campaign of Tabuk
- ✓ Farwell pilgrimage –Battle of Mutah

**UNIT-III: The prophet at Madina**

- ✓ State of Parties–Political, religious and social institutions at Madinah
- ✓ Battle of Badr, Uhud and Ditch: Causes, Events and result
- ✓ Treaty of Hudaibiah–conquest of Khaybar
- ✓ Character of the Prophet

**UNIT-IV: Administration under the Prophet**

- ✓ The sovereign– the province
- ✓ The revenue system
- ✓ The army and education system
- ✓ The Prophet as a reformer and as a nation builder

**Reading References:**

1. A Study of Islamic History by K. Ali
2. Concise History of Muslim World, Vol. I by Rafi Ahmad Fidai
3. Sirat-un-Nabi by Allamah Shibli Nu'mani
4. History of the Arabs by Philip K. Hitti
5. Study materials prepared by the Department of Arabic, Gauhati University

**SEMESTER: VI**  
**PAPER CODE: ARA-SE-6014**  
**SPOKEN ARABIC-IV**

**UNIT-I: Basic Grammar**

- ✓ Conjugation of Verbs: Madi, Mudhare, Amar and Nahi
- ✓ Active participle and its usage (اسم الفاعل)
- ✓ Passive Participle and its usage (اسم المفعول)
- ✓ Rules pertaining to Arabic numbers (قواعد العدد)

**UNIT-II: Vocabulary Enrichment**

- ✓ Institutions and Organization
- ✓ Professions and Occupations
- ✓ Commonly used expressions
- ✓ Reading comprehension e.g. Arabic Newspaper like الاهرام، الجزيرة، الرائد، الشرق الاوسط

**UNIT-III: Conversation Practice**

- ✓ Job Interview
- ✓ Conversation in the Embassy
- ✓ Conversation in a Business Meeting
- ✓ Conversation about Professions and occupations

**UNIT-IV: Usage of Audio-visual tools**

- ✓ Arabic movies
- ✓ Movies with Arabic subtitles
- ✓ Watching Arabic serials
- ✓ Listening to Arabic radios and news channels e.g. BBC Arabic, Al-Jazeera etc.

**Reading References:**

1. معلم اللغة العربية Arabic grammar I & II (Texts and exercises) by MESCO
2. معلم اللغة العربية (الثروة اللغوية) by MESCO-ALEEF, Hyderabad
3. Teach Yourself Arabic by Prof. S. A. Rahman
4. Arabic for Beginners by S. Ali
5. Madina Arabic, Vol. I by Dr. V. Abdur Rahim
6. Lets Speak Arabic By Prof.S. A. Rahman

<b>SEMESTER: VI</b>
<b>PAPER CODE: ARA-RE-6016</b>
<b>ARABIC PROSE, POETRY AND HISTORY OF ARABIC LITERATURE-II</b>

**Choose any one group. Either A or B not both.**

**GROUP-A (80 Marks)**

ARABIC PROSE AND POETRY-II (لمحات من أدب العرب الجزء الثاني)			
UNIT-I: PROSE			
Sl. No.	Title	Selected from the Book	Name of the Author/ Publisher
1	بلادي	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي
2	كيف اتعلم اللغة جيدا	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي
UNIT-II: PROSE			
3	الصحة و الطعام	القراءة العربية	عبد القدوس القاسمي ، محمد ساجد القاسمي
4	الإتحاد قوة	اللغة العربية لغير الناطقين بها	جمعية الدعوة الإسلامية العالمية، طرابلس، الجماهيرية العظمى
UNIT –III: POETRY			
1	لو كنت عصفورا	ديوان يحيى اللبابيدي	يحيى اللبابيدي
2	نشيد الزكاة	ديوان يوسف العظم	يوسف العظم
UNIT –IV: POETRY			
3	اللغة العربية	ديوان حافظ ابراهيم	حافظ ابراهيم
4	نبذة عن حياة المؤلفين		

<b>GROUP-B: (80 Marks)</b>
<b>HISTORY OF ARABIC LITERATURE-II</b>
<b>(Early Islamic period)</b>

**UNIT-I**

- ✓ Sources of Early Islamic Arabic Literature (Quran and Hadith)

**UNIT-II**

- ✓ Development and Characteristics of Arabic prose and poetry during early Islamic period

**UNIT-III**

- ✓ Prominent figures of Arabic Prose literature during early Islamic period like Hazrat Abu Bakkar, Hazrat Umar , Hazrat Ali etc.

**UNIT-IV**

- ✓ Prominent figures of Arabic Poetry literature during early Islamic period like Hassan Bin Thabit, Kaab Bin Zuhair, Khansa etc.

**SEMESTER: VI**  
**PAPER CODE: ARA-RG-6016**  
**POLITICAL HISTORY OF THE ARABS-II**  
**(Caliphate of Abu Bakar Siddique and Umar Farooq)**

**UNIT-I Abu Bakkar (R.A.)**

- ✓ Early life of Abu Bakar and his accession
- ✓ Eradication of False prophet,
- ✓ Apostasy movement
- ✓ Invasion of Iran, Iraq and Syria

**UNIT-II**

- ✓ Battle of Yamama
- ✓ Admonition to the contraveners of Jakat system
- ✓ Formation of advisory council and province
- ✓ Administration, character and achievements of Abu Bakar

**UNIT-III Umar Farooq (R.A.)**

- ✓ Early life of Umar Farooq and his accession
- ✓ His services to Islam before his accession
- ✓ Expansion of Islamic Empire under Umar Farooq
- ✓ Conquest of Persia, Battle of Namarraq and Battle of Jasn

**UNIT-IV**

- ✓ Battle of Qadissia, Battle of Yarmok, Conquest of Syria
- ✓ Role of Khalid Bin Walid in expansion of Islamic empire during the reign of Umar Farooq
- ✓ Martyrdom of Umar Farooq
- ✓ Administration, character and achievements of Umar Farooq

**Reading References:**

1. A Study of Islamic History by K. Ali
2. Concise History of Muslim World, Vol. I by Rafi Ahmad Fidai
3. History of the Arabs by Philip K. Hitti
4. Study Materials developed by the Department of Arabic, Gauhati University

# UG-CBCS CURRICULUM- B.A. ARABIC (REGULAR) 2019

## MARKS DISTRIBUTION AND QUESTION PATTERN

Questions have to be set in both Arabic and English

Examinees are required to answer the questions in Arabic or in English or in Assamese unless it is specified in the Question concerned

Total Marks: 100

Internal Assessment Marks: 20

Final Examination Marks: 80

<b>CONTEMPORARY ARAB WORLD PAPERS</b>			
Sl. No.	Question	Description	Marks
1.	Short Question / Answer	10 out of 15 Questions of 1 mark each	1×10=10
2	Short Question / Answer	5 out of 8 Questions of 2 marks	5×2=10
3.	Broad Question	1 out of 2 question from each Unit of 10 marks	4×10=40
4.	Short notes	4 out of 8 of 5 marks	4×5=20
Total Marks			80

<b>Prose, Poetry , History of Arabic Literature and Political History of the Arabs</b>			
Sl. No.	Question	Description	Marks
1	Short Question / Answer	5 out of 8 Questions of 2 marks	5×2=10
2	Broad Question	5 questions of 10 marks (taking at least 1 from each Unit)	5×10=50
3	Short notes	4 out of 8 of 5 marks	4×5=20
Total Marks			80



UG-CBCS CURRICULUM- B.A. ARABIC (REGULAR) 2019

<b>SPOKEN ARABIC PAPERS</b>			
Sl. No.	Question	Description	Marks
1.	Writing of Alphabet/ Words		10
2.	Word Meaning From Arabic to English	10 out of 15	10×1=10
3.	Word Meaning From English to Arabic	10 out of 15	10×1=10
4.	Translation		10×2=20
5.	Sentence Making	5 out of 8 Words	5×2=10
6.	Vocabulary Testing		20
Total marks			80

**COMMITTEE OF COURSES & STUDIES (CCS)  
FOR UNDER GRADUATE (UG) COURSES IN ARABIC  
UNDER GAUHATI UNIVERSITY**

- |  |                     |
|--|---------------------|
| 1. Mr. Mizazur Rahman Talukdar<br>Head i/c, Department of Arabic, Gauhati University | Chairman & Convener |
| 2. Dr. Abul Kalam Choudhury<br>Department of Arabic, Gauhati University              | Member              |
| 3. Dr. Raizuddin Alom<br>Department of Arabic, Gauhati University                    | Member              |
| 4. Dr. Nooruddin Ahmed<br>Department of Arabic, Cotton University                    | Member              |
| 5. Dr. Abu Bakkar Siddique<br>Department of Arabic, Cotton University                | Member              |
| 6. Dr. Abdul Kader Ahmed<br>Department of Arabic B.H. College, Howly                 | Member              |
| 7. Dr. Azizul Hoque<br>Department of Arabic, Rupahi College                          | Member              |
| 8. Dr. Abul Kasim,<br>Department of Arabic, Mongaldai College                        | Member              |
| 9. Dr. Atowar Rahman<br>Department of Arabic, B.N. College, Dhubri                   | Member              |
| 10. Dr. Syed Abdullah Ahmed<br>Department of Arabic, Rangia College                  | Member              |
| 11. Dr. Hafiz Md. Nazrul Islam<br>Department of Arabic, M.K. College, Subha, Barpeta | Member              |

---

Data Entry and Designing

Abdul Awal Paramanik

Arshad Laskar

&

Abdus Sagir Ahmed

Guest Faculties of the Department of Arabic, GU

সন্মান পাঠ্যক্রম  
(HONOURS COURSE)

This is approved in the Academic Council held on 08/11/2019

**সন্মান পাঠ্যক্রম**  
(Honours Course)

- গুৱাহাটী বিশ্ববিদ্যালয়ৰ অসমীয়া বিষয়ৰ স্নাতক (সন্মান) পাঠ্যক্রম ৬ টা ষাণ্মাসিকত সম্পন্ন হ'ব।
- প্ৰত্যেক পাঠ্যৰ বাবে (Course) ৬ ক্রেডিট অথবা ৪ ক্রেডিট ধাৰ্য কৰা হৈছে। ৬ ক্রেডিটৰ পাঠ্যৰ বাবে সপ্তাহত ৬ বিদ্যায়তনিক ঘণ্টা আৰু ৪ ক্রেডিটৰ পাঠ্যৰ বাবে ৪ বিদ্যায়তনিক ঘণ্টা নিৰ্দিষ্ট কৰা হৈছে। সপ্তাহটোৰ ৬ ক্রেডিটৰ পাঠ্যত ৫ টা শৈক্ষিকশ্ৰেণী আৰু ১ টা শৈক্ষিক বৈঠক (Tutorial Class) অনুষ্ঠিত হ'ব।

**অসমীয়া সন্মান পাঠ্যক্রমৰ পাঠ্য বিভাজন**  
(Course Structure for BA in Assamese (Honours) under CBCS)  
২০১৯

Semester	ধৰণ (Type)	বুনিয়াদী পাঠ্য (Core Course)	সক্ষমতা বিকাশ পাঠ্য (AECC)	দক্ষতা বিকাশ পাঠ্য (SEC)	বিষয় সম্পৰ্কীয় ঐচ্ছিক পাঠ্য (DSE)	বৰ্গীয় ঐচ্ছিক পাঠ্য (GE)
	পুৰণত (Credit)	14 x 6 = 84	2 x 4 = 8	2 x 4 = 8	4 x 6 = 24	4 x 6 = 24
I		ASM-HC-1016 ASM-HC-1026	ASM-AE-1014 / ENG-AE-1014/ Other MIL Communication			ASM-HG- 1016
II		ASM-HC-2016 ASM-HC-2026	ENV-AE-2014			ASM-HG- 2016
III		ASM-HC-3016 ASM-HC-3026 ASM-HC-3036		ASM-SE- 3014		ASM-HG- 3016
IV		ASM-HC-4016 ASM-HC-4026 ASM-HC-4036		ASM-SE- 4014		ASM-HG- 4016
V		ASM-HC-5016 ASM-HC-5026			ASM-HE-5XX6 ASM-HE-5YY6	
VI		ASM-HC-6016 ASM-HC-6026			ASM-HE-6XX6 ASM-HE-6YY6	

**নিৰ্দেশনা :**

অসমীয়া (সন্মান)ৰ শিক্ষার্থীয়ে অসমীয়া বিষয়ৰ বাহিৰে মহাবিদ্যালয়ত উপলব্ধ অন্য যিকোনো বিষয়ৰ পৰা ঐচ্ছিক বৰ্গীয় পাঠ্য ল'ব পাৰিব।

স্নাতক সন্মান পাঠ্যক্রম (১৪৮ ক্রেডিট)  
পাঠ্য তালিকা  
(ক) বুনীয়াদী পাঠ্য (Core Course)

ক্রমিক নং	পাঠ্যসংখ্যা	পাঠ্যশীৰ্ষক
1	ASM-HC-1016	অসমীয়া সাহিত্যৰ বুৰঞ্জী (চৰ্যাপদ-শংকৰী যুগ)
2	ASM-HC-1026	অসমীয়া সাহিত্যৰ বুৰঞ্জী (উত্তৰ শংকৰী যুগ-অৰুণোদই যুগ)
3	ASM-HC-2016	ভাষা-বিজ্ঞান পৰিচয়
4	ASM-HC-2026	সাহিত্য-সমালোচনা
5	ASM-HC-3016	অসমীয়া সাহিত্য প্ৰৱেশ
6	ASM-HC-3026	অসমীয়া কবিতাৰ চানেকি
7	ASM-HC-3036	অসমৰ সংস্কৃতি
8	ASM-HC-4016	তুলনামূলক ভাৰতীয় সাহিত্য
9	ASM-HC-4026	অসমীয়া ভাষাৰ সমাহৰণ : আৰ্যভাষা আৰু আৰ্যভিন্নভাষা
10	ASM-HC-4036	অসমীয়া গদ্য সাহিত্য (আৰম্ভণিৰ পৰা অষ্টাদশ শতিকালৈ)
11	ASM-HC-5016	অসমীয়া নাটক আৰু পৰিৱেশন শৈলী
12	ASM-HC-5026	অসমীয়া ব্যাকৰণ
13	ASM-HC-6016	অসমীয়া চুটিগল্প আৰু উপন্যাস
14	ASM-HC-6026	অসমীয়া লিপিৰ ইতিহাস

(খ) বিষয়সম্পৰ্কীয় ঐচ্ছিক পাঠ্য (DSE)

ক্রমিক নং	পাঠ্যসংখ্যা	পাঠ্যশীৰ্ষক
1	ASM-HE-5016	অসমীয়া লোক-সাহিত্য অধ্যয়ন
2	ASM-HE-5026	অসমীয়া বমন্যাসবাদী কবিতা

3	ASM-HE-5036	শংকৰদেৱ
4	ASM-HE-5046	অসমীয়া কল্পবিজ্ঞান সাহিত্য
5	ASM-HE-6016	লক্ষ্মীনাথ বেজবৰুৱা
6	ASM-HE-6026	বাণীকান্ত কাকতি
7	ASM-HE-6036	অসমীয়া শিশু আৰু কিশোৰ সাহিত্য
8	ASM-HE-6046	অসমীয়া ভাষাৰ উপভাষা
9	ASM-HE-6056	প্রকল্প

### (গ) দক্ষতা বিকাশ পাঠ্য (SEC)

<u>ক্রমিক নং</u>	<u>পাঠ্যসংখ্যা</u>	<u>পাঠ্যশীৰ্ষক</u>
1	ASM-SE-3014	ব্যৱহাৰিক অসমীয়া
2	ASM-SE-4014	সৃজনীমূলক সাহিত্য

### (ঘ) বৰ্গীয় ঐচ্ছিক পাঠ্য (GE)

<u>ক্রমিক নং</u>	<u>পাঠ্যসংখ্যা</u>	<u>পাঠ্যশীৰ্ষক</u>
1	ASM-HG-1016	অসমীয়া ভাষাৰ ইতিহাস
2	ASM-HG-2016	অসমীয়া সাহিত্যৰ ইতিহাস (আৰম্ভণিৰ পৰা অষ্টাদশ শতিকা পৰ্যন্ত)
3	ASM-HG-3016	অসমীয়া নাটক আৰু মঞ্চকলা
4	ASM-HG-4016	আধুনিক অসমীয়া গীতিসাহিত্য

প্ৰথম ষাণ্মাসিক  
বুনিয়াদী পাঠ্য  
ASM-HC-1016  
অসমীয়া সাহিত্যৰ বুৰঞ্জী  
(চৰ্যাপদ - শংকৰী যুগ)  
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলে অসমীয়া সাহিত্যৰ যুগ বিভাজন সম্পৰ্কত পণ্ডিতসকলৰ মতামত, উমৈহতীয়া সাহিত্যৰ ধাৰণা আৰু ইয়াৰ গুৰুত্বপূৰ্ণ নিদৰ্শন, প্ৰাক্-শংকৰী আৰু শংকৰী যুগৰ প্ৰধান সাহিত্যিকসকলৰ ৰচনাৰ বৈশিষ্ট্য সম্পৰ্কে জানিব পাৰিব।)

প্ৰথম গোট : অসমীয়া সাহিত্যৰ যুগ বিভাগ	২০
দেবেন্দ্ৰ নাথ বেজবৰুৱা, হেমচন্দ্ৰ গোস্বামী, বাণীকান্ত কাকতি, মহেশ্বৰ নেওগ, সত্যেন্দ্ৰনাথ শৰ্মা কৃত অসমীয়া সাহিত্যৰ যুগবিভাজন	
দ্বিতীয় গোট : উদ্ভৱ কালৰ অসমীয়া সাহিত্য	২০
উমৈহতীয়া সাহিত্যঃ চৰ্যাপদ, ডাকৰ বচন, শ্ৰীকৃষ্ণ কীৰ্তন আৰু শূন্য পুৰাণ	
তৃতীয় গোট : প্ৰাক্-শংকৰী যুগ	২০
পটভূমি, সাধাৰণ বৈশিষ্ট্য, কবিসকল আৰু তেওঁলোকৰ সাহিত্যৰাজি (হেম সৰস্বতী, মাধৱ কন্দলি, হৰিবৰ বিপ্ৰ)	
চতুৰ্থ গোট : শংকৰী যুগ	২০
পটভূমি, সাধাৰণ বৈশিষ্ট্য, বৈষ্ণৱ আৰু পাঁচালী (শংকৰদেৱ, মাধৱদেৱ, ভট্টদেৱ, দুৰ্গাবৰ, সুকবি নাৰায়ণ দেৱ) কবিসকল আৰু তেওঁলোকৰ সাহিত্যকৃতি	

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমৰ বৈষ্ণৱ ধৰ্ম আৰু সাহিত্য : কনক চন্দ্ৰ চহৰীয়া  
অসমীয়া পাঞ্চালী গীত : নবীন চন্দ্ৰ শৰ্মা  
অসমীয়া সাহিত্যৰ চানেকি (প্ৰথম, দ্বিতীয়, তৃতীয় খণ্ড) : হেমচন্দ্ৰ গোস্বামী  
অসমীয়া সাহিত্যৰ পূৰ্ণ ইতিহাস : হৰিনাথ শৰ্মা দলৈ  
অসমীয়া সাহিত্যৰ বুৰঞ্জী : ডিম্বেশ্বৰ নেওগ  
অসমীয়া সাহিত্যৰ বুৰঞ্জী : দেবেন্দ্ৰ নাথ বেজবৰুৱা  
অসমীয়া সাহিত্যৰ বুৰঞ্জী (প্ৰথম খণ্ড) : বিশ্বেশ্বৰ হাজৰিকা (সম্পা.)  
অসমীয়া সাহিত্যৰ বুৰঞ্জী (দ্বিতীয় খণ্ড) : শিৱনাথ বৰ্মন (সম্পা.)  
অসমীয়া সাহিত্যৰ ৰূপৰেখা : মহেশ্বৰ নেওগ  
অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত : সত্যেন্দ্ৰনাথ শৰ্মা  
বৈষ্ণৱ যুগৰ অসমীয়া সাহিত্য : ভুবনেশ্বৰী বৈশ্য  
মধ্যযুগৰ অসমীয়া ভাষাৰ ৰূপতাত্ত্বিক বিশ্লেষণ : লক্ষী হাজৰিকা  
শ্ৰীকৃষ্ণ কীৰ্তন : লীলাৱতী শইকীয়া বৰা (সম্পা.)  
Aspects of Early Assamese Literature : Banikanta Kakati (ed.)  
Assamese: Its Formation and Development : Banikanta Kakati

বুনিয়াদী পাঠ্য  
ASM-HC-1026  
অসমীয়া সাহিত্যৰ বুৰঞ্জী  
(উত্তৰ-শংকৰী যুগ - অৰুনোদই যুগ)  
মূল্যাংক : ৮০

(উদ্দেশ্য : পূৰ্ববৰ্তী পাঠ্যৰ ধাৰাবাহিক স্বৰূপে প্ৰস্তুত কৰা এই পাঠ্যৰ অধ্যয়নৰ যোগেদি ছাত্ৰ-ছাত্ৰীসকলক উত্তৰ শংকৰী যুগ, প্ৰাক্ অৰুনোদই, অৰুনোদই যুগৰ পটভূমিৰ জ্ঞান লভাৰ লগে লগে সেই সেই সময়ছোৱাৰ গুৰুত্বপূৰ্ণ সাহিত্যিকৰ ৰচনাৰ সৈতে পৰিচিত হ'ব।)

প্ৰথম গোট : উত্তৰ-শংকৰী যুগ (সপ্তদশ আৰু অষ্টাদশ শতিকা) :	২০
ঐতিহাসিক আৰু সাহিত্যিক পটভূমি আৰু বৈশিষ্ট্য	
দ্বিতীয় গোট : উত্তৰ-শংকৰী যুগৰ সাহিত্য :	২০
চৰিত সাহিত্য, ব্যৱহাৰিক সাহিত্য আৰু বুৰঞ্জী সাহিত্য	
তৃতীয় গোট : প্ৰাক্-অৰুনোদই আৰু অৰুনোদই যুগ (ঊনবিংশ শতিকা) :	২০
ঐতিহাসিক আৰু সাহিত্যিক পটভূমি আৰু বৈশিষ্ট্য	
চতুৰ্থ গোট : প্ৰাক্-অৰুনোদই আৰু অৰুনোদই যুগৰ সাহিত্য :	২০
মণিৰাম দেৱান, কাশীনাথ তামুলী ফুকন আৰু বিশ্বেশ্বৰ বৈদ্যাধিপ, নাথান ব্ৰাউন, আনন্দৰাম ঢেকিয়াল ফুকন, হেমচন্দ্ৰ বৰুৱাৰ সাহিত্যকৃতি	

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অৰুনোদই : মহেশ্বৰ নেওগ (সম্পা.)  
অসমীয়া সাহিত্যৰ পূৰ্ণ ইতিহাস : হৰিনাথ শৰ্মা দলৈ  
অসমীয়া সাহিত্যৰ বুৰঞ্জী : ডিম্বেশ্বৰ নেওগ  
অসমীয়া সাহিত্যৰ বুৰঞ্জী (দ্বিতীয় খণ্ড) : শিৱনাথ বৰ্মন (সম্পা.)  
অসমীয়া সাহিত্যৰ ৰূপৰেখা : মহেশ্বৰ নেওগ  
অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত : সত্যেন্দ্ৰনাথ শৰ্মা



**বৰ্গীয় ঐচ্ছিক পাঠ্য**  
**ASM-HG-1016**  
**অসমীয়া ভাষাৰ ইতিহাস**  
**মূল্যাংক : ৮০**

(উদ্দেশ্য : এই পাঠ্যত অসমীয়া ভাষাৰ ক্ৰমবিকাশৰ ধাৰণা বিভিন্ন পাঠৰ জৰিয়তে দিয়া হৈছে।)

প্ৰথম গোট : অসমীয়া ভাষাৰ উদ্ভৱ আৰু যুগবিভাজন	20
দ্বিতীয় গোট: প্ৰাচীন অসমীয়া ভাষাৰ ভাষাগত বৈশিষ্ট্য : চৰ্যাপদ, মাধৱ কন্দলি : ৰামায়ণ, শংকৰদেৱ : দশম	20
তৃতীয় গোট : মধ্যযুগৰ অসমীয়া ভাষাৰ ভাষাগত বৈশিষ্ট্য : বুৰঞ্জী, চৰিত পুথি, মন্ত্ৰ পুথি	20
চতুৰ্থ গোট : আধুনিক অসমীয়া ভাষাৰ ভাষাগত বৈশিষ্ট্য	20
আনন্দৰাম ঢেকিয়াল ফুকন : অচমিয়া লৰাৰ মিত্ৰ হেমচন্দ্ৰ বৰুৱা : আত্মজীৱন চৰিত লক্ষ্মীনাথ বেজবৰুৱা : বুঢ়ী আইৰ সাধু	

**সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :**

অসমীয়া কথা সাহিত্য (পুৰণি ভাগ) : বিৰিঞ্চি কুমাৰ বৰুৱা  
অসমীয়া গদ্য-সাহিত্যৰ গতি-পথ (প্ৰথম খণ্ড) : হৰিনাথ শৰ্মা দলৈ  
অসমীয়া ব্যাকৰণ আৰু ভাষাতত্ত্ব : কালিৰাম মেধি  
অসমীয়া ভাষাৰ ইতিহাস : ৰমেশ পাঠক  
অসমীয়া ভাষাৰ উদ্ভৱ, সমৃদ্ধি আৰু বিকাশ : উপেন্দ্ৰ নাথ গোস্বামী  
অসমীয়া ভাষাৰ ৰূপতত্ত্ব : লীলাৱতী শইকীয়া বৰা  
আনন্দৰাম ঢেকিয়াল ফুকন : অসমীয়া লৰাৰ মিত্ৰ (দ্বিতীয় আৰু তৃতীয় কাণ্ড) : যোগেন্দ্ৰ নাৰায়ণ ভূঞা (সম্পা.)  
উদ্ভৱকালীন অসমীয়া ভাষা : সুবাসনা মহন্ত  
বুঢ়ী আইৰ সাধু : লক্ষ্মীনাথ বেজবৰুৱা  
মধ্যযুগৰ অসমীয়া ভাষাৰ ব্যাকৰণ : দীপ্তি ফুকন পাটগিৰি  
শ্ৰীশ্ৰীশংকৰদেৱ : আদি দশম : নবীন চন্দ্ৰ শৰ্মা (সম্পা.)  
স্নাতকৰ কথাবন্ধ : মহেশ্বৰ নেওগ (সম্পা.)  
Assamese: Its Formation and Development : Banikanta Kakati  
Studies in Assamese Vocabulary : Ramesh Pathak  
The Origin and Growth of the Assamese Language : Dimbeswar Neog

**দ্বিতীয় ষাণ্মাসিক**  
**বুনিয়াদী পাঠ্য**  
**ASM-HC-2016**  
**ভাষাবিজ্ঞান পৰিচয়**  
**মূল্যাংক : ৮০**

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীয়ে ভাষা-বিজ্ঞানৰ আধাৰত ভাষা বিশ্লেষণৰ বিভিন্ন শাখা, স্তৰ আৰু ধৰণৰ লগতে ভাষা অধ্যয়নৰ ইতিহাসৰ সৈতে পৰিচিত হ'ব।)

<b>প্ৰথম গোট :</b> ভাষাবিজ্ঞানৰ সাধাৰণ পৰিচয়	20
ভাষাবিজ্ঞানৰ সংজ্ঞা, ভাষাবিজ্ঞানৰ লগত ভাষাতত্ত্ব আৰু ব্যাকৰণৰ সম্পৰ্ক	
<b>দ্বিতীয় গোট :</b> ভাষাবিজ্ঞানৰ শাখা-প্ৰশাখা	20
বৰ্ণনাত্মক ভাষাবিজ্ঞান, ঐতিহাসিক ভাষাবিজ্ঞান, তুলনামূলক ভাষাবিজ্ঞান, বিৰোধমূলক ভাষাবিজ্ঞান, সমাজ-ভাষাবিজ্ঞান, মনো-ভাষাবিজ্ঞান, উপভাষাবিজ্ঞান	
<b>তৃতীয় গোট :</b> ভাষাবিজ্ঞানৰ অধ্যয়নৰ স্তৰ	20
ধ্বনিতত্ত্ব, ৰূপতত্ত্ব, শব্দার্থতত্ত্ব, বাক্যতত্ত্ব	
<b>চতুৰ্থ গোট :</b> ভাষা সম্পৰ্কীয় চিন্তা-চৰ্চা আৰু অধ্যয়নৰ ইতিহাস :	20
পাণিনীয় ধাৰা, গ্ৰীক ধাৰা	

**সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :**

আধুনিক ভাষাবিজ্ঞান পৰিচয় : ফণীন্দ্র নাৰায়ণ দত্তবৰুৱা

ধ্বনি-বিজ্ঞানৰ ভূমিকা : গোলোক চন্দ্ৰ গোস্বামী

ব্যাকৰণ : প্ৰাচ্য আৰু পাশ্চাত্য : খগেশ সেন ডেকা

ভাষা আৰু ভাষা-চিন্তা : নগেন ঠাকুৰ

ভাষা-বিজ্ঞান : উপেন্দ্ৰ নাথ গোস্বামী

ভাষা-বিজ্ঞান প্ৰৱেশ : বসন্ত কুমাৰ ভট্টাচাৰ্য

ভাষা-বিজ্ঞানৰ ভূমিকা : ৰমেশ পাঠক

ভাষাবিজ্ঞানৰ জিলিকনি : প্ৰণীতা দেৱী

ভাষার্থ বিজ্ঞান : ভগৱান মৰল

A Short History of Linguistics : R. H. Robins

Linguistics : David Crystal

বুনিয়াদী পাঠ্য  
ASM-HC-2026  
সাহিত্য-সমালোচনা  
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যই প্ৰাচ্য আৰু পাশ্চাত্য সাহিত্যতত্ত্বৰ কেতবোৰ চৰ্চিত দিশ নতুনকৈ চোৰাত ছাত্ৰ-ছাত্ৰীসকলক সহায় কৰিব।)

প্ৰথম গোট : বস, ধ্বনি, গুণ, ৰীতি : সংজ্ঞা আৰু স্বৰূপ	20
দ্বিতীয় গোট : কবিতাত কল্পনাৰ স্থান, চিত্ৰকল্পবাদ, প্ৰতীকবাদ	20
তৃতীয় গোট : ট্ৰেজেডি, এবছাৰ্ড আৰু ব্ৰেখ্‌টীয় নাট্য ধাৰা	20
চতুৰ্থ গোট : চুটিগল্প আৰু উপন্যাস : ৰূপ-বৈচিত্ৰ্য	20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

আধুনিকতাবাদ আৰু অন্যান্য প্ৰবন্ধ : হৰেকৃষ্ণ ডেকা  
উপন্যাস : প্ৰহ্লাদ কুমাৰ বৰুৱা  
চুটিগল্প : উদয় দত্ত  
ট্ৰেজেডী বিচাৰ : শৈলেন ভৰালী  
ধ্বনি আৰু বসতত্ত্ব : মুকুন্দ মাধৱ শৰ্মা  
নন্দনতত্ত্ব প্ৰাচ্য আৰু পাশ্চাত্য : ত্ৰৈলোক্যনাথ গোস্বামী  
নাটক আৰু অসমীয়া নাটক : শৈলেন ভৰালী  
সাহিত্য আলোচনা : ত্ৰৈলোক্যনাথ গোস্বামী  
সাহিত্য উপক্ৰমণিকা : মহেন্দ্ৰ বৰা  
সাহিত্যৰ তত্ত্ব আৰু প্ৰয়োগ : বিমল মজুমদাৰ  
সাহিত্য দৰ্পন : বিশ্বনাৰায়ণ শাস্ত্ৰী  
সাহিত্যৰ বাদ-বৈচিত্ৰ্য : নগেন শইকীয়া (সম্পা.)  
সাহিত্য বিচাৰ : ৰামমল ঠাকুৰীয়া  
সাহিত্য সমালোচনা তত্ত্ব : অঞ্জন কুমাৰ ওজা (সম্পা.)  
সাহিত্য : সংজ্ঞা আৰু আংগিক : পৰাগ কুমাৰ ভট্টাচাৰ্য  
Romantic Imagination : C. M. Bowra

**বৰ্গীয় ঐচ্ছিক পাঠ্য**  
**ASM-HG-2016**  
**অসমীয়া সাহিত্যৰ ইতিহাস**  
(আৰম্ভণিৰ পৰা অষ্টাদশ শতিকা পৰ্যন্ত)  
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীয়ে প্ৰাক্-শংকৰী যুগ, শংকৰী যুগ আৰু উত্তৰ শংকৰী যুগৰ সাহিত্যৰ পটভূমি আৰু বিশিষ্ট সাহিত্য-  
কৃতিৰ ধাৰণা লাভ কৰিব।)

<b>প্ৰথম গোট :</b> লোক সাহিত্য	20
সংজ্ঞা, সাধাৰণ বৈশিষ্ট্য : অসমীয়া লোক সাহিত্যৰ শ্ৰেণী বিভাগ আৰু প্ৰতিটো বিভাগৰ আলোচনা	
<b>দ্বিতীয়গোট :</b> প্ৰাক্-শংকৰী যুগৰ সাহিত্য	20
পটভূমি, সাধাৰণ বৈশিষ্ট্য, কবিসকল আৰু তেওঁলোকৰ সাহিত্যৰাজি	
<b>তৃতীয়গোট :</b> শংকৰী যুগৰ সাহিত্য	20
পটভূমি, সাধাৰণ বৈশিষ্ট্য, বৈষ্ণৱ আৰু পাঁচালী কবিসকল আৰু তেওঁলোকৰ সাহিত্যকৃতি	
<b>চতুৰ্থ গোট :</b> উত্তৰ-শংকৰী যুগৰ সাহিত্য	20
পটভূমি, সাধাৰণ বৈশিষ্ট্য: চৰিত সাহিত্য, ব্যৱহাৰিক সাহিত্য আৰু বুৰঞ্জী সাহিত্য	

**সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :**

অসমৰ বৈষ্ণৱ ধৰ্ম আৰু সাহিত্য : কনক চন্দ্ৰ চহৰীয়া  
অসমৰ লোক সাহিত্য : শশী শৰ্মা  
অসমীয়া জন সাহিত্য : প্ৰফুল্লদত্ত গোস্বামী  
অসমীয়া পাঞ্চালী গীত : নবীন চন্দ্ৰ শৰ্মা  
অসমীয়া লোক সাহিত্য : প্ৰহ্লাদ কুমাৰ বৰুৱা (সম্পা.)  
অসমীয়া লোক সাহিত্যৰ ৰূপৰেখা : লীলা গগৈ  
অসমীয়া সাহিত্যৰ পূৰ্ণ ইতিহাস : হৰিনাথ শৰ্মা দলৈ  
অসমীয়া সাহিত্যৰ বুৰঞ্জী : ডিম্বেশ্বৰ নেওগ  
অসমীয়া সাহিত্যৰ বুৰঞ্জী (প্ৰথম খণ্ড) : বিশ্বেশ্বৰ হাজৰিকা (সম্পা.)  
অসমীয়া সাহিত্যৰ বুৰঞ্জী (দ্বিতীয় খণ্ড) : শিৱনাথ বৰ্মন (সম্পা.)  
অসমীয়া সাহিত্যৰ ৰূপৰেখা : মহেশ্বৰ নেওগ  
অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত : সত্যেন্দ্ৰনাথ শৰ্মা  
গোৱালপৰীয়া লোকগীত সংগ্ৰহ : বীৰেন্দ্ৰনাথ দত্ত  
গোৱালপৰীয়া লোক-সংস্কৃতি আৰু লোকগীত : ধীৰেন দাস  
বৈষ্ণৱ যুগৰ অসমীয়া সাহিত্য : ভুবনেশ্বৰী বৈশ্য

তৃতীয় ষাণ্মাসিক  
বুনিয়াদী পাঠ্য  
ASM-HC-3016  
অসমীয়া সাহিত্য-প্ৰৱেশ  
মূল্যাংক : ৮০

(উদ্দেশ্য : অসমীয়া সাহিত্যৰ এনে কিছুসংখ্যক সৃজনীমূলক আৰু সমালোচনামূলক লেখা ইয়াত সন্নিবিষ্ট কৰা হৈছে, যিয়ে সাহিত্যৰ  
বসাস্বাদনৰ বাট ছাত্ৰ-ছাত্ৰীসকলৰ বাবে মুকলি কৰিব।)

প্ৰথম গোট : সাধুকথা, কবিতা আৰু গল্প

20

লক্ষ্মীনাথ বেজবৰুৱা (সংগ্ৰাহক) : চম্পাৰতীৰ সাধু  
দেৱকান্ত বৰুৱা : লাচিত বৰফুকন  
হেম বৰুৱা : মমতাৰ চিঠি  
নৱকান্ত বৰুৱা : এটা প্ৰেমৰ পদ্য  
হীৰেন ভট্টাচাৰ্য : শৰ সন্ধান  
চৈয়দ আব্দুল মালিক : দুখন ভৰি  
মহিম বৰা : টোপ

দ্বিতীয় গোট : প্ৰবন্ধ আৰু সমালোচনা

20

সত্যনাথ বৰা : জীৱনৰ অমিয়া  
বেণুধৰ শৰ্মা : মকৰা পেস্কাৰ  
হীৰেন গোহাঁই : মানুহ শংকৰদেৱ

তৃতীয় গোট : আত্মজীৱনী, জীৱনী আৰু উপন্যাস

20

ভবেন্দ্ৰ নাথ শইকীয়া : জীৱন বৃত্ত (প্ৰথম অধ্যায়)  
কৃষ্ণকান্ত সন্দিকৈ (আব্দুছ ছাত্তাৰ প্ৰণীত গ্ৰন্থ) : ব্যক্তিগত পুথিভঁৰাল  
হোমেন বৰগোহাঞি : সাউদৰ পুতেকে নাও মেলি যায় (দ্বিতীয় অধ্যায়)

চতুৰ্থ গোট : ভ্ৰমণ সাহিত্য আৰু ব্যক্তিগত ৰচনা

20

বিৰিঞ্চি কুমাৰ বৰুৱা : কথা চহকী মাৰ্কিন ডেকাৰ সংগসুখ  
হেম বৰুৱা : মেকং নৈ দেখিলো (প্ৰথম অধ্যায়)  
দেৱব্ৰত দাস : আশা আৰু সান্ত্বনাৰ কথা

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অসমীয়া চুটি গল্পৰ প্ৰবাহ : লীলাৱতী শইকীয়া বৰা (সম্পা.)  
কাঠনিবাৰী ঘাট : মহিম বৰা  
গদ্যৰেখা : অজিত ভৰালী (সম্পা.)  
জীৱন বৃত্ত : ভবেন্দ্ৰনাথ শইকীয়া  
প্ৰফেছৰ বৰুৱাৰ চিঠি : বিৰিঞ্চি কুমাৰ বৰুৱা  
বুঢ়ী আইৰ সাধু : লক্ষ্মীনাথ বেজবৰুৱা (সংগ্ৰাহক)  
মেকং নৈ দেখিলো : হেম বৰুৱা  
ৰমণীয় : নৱকান্ত বৰুৱা  
সঞ্চয়ন : মহেশ্বৰ নেওগ (সম্পা.)  
সাঁউদৰ পুতেকে নাও মেলি যায় : হোমেন বৰগোহাঞি  
সাৰথি : সত্যনাথ বৰা  
সাহিত্যৰ অভিব্যক্তি : কামালুদ্দিন আহমেদ  
হিয়াৰ পখিলাবোৰ, তৃতীয় খণ্ড : দেৱব্ৰত দাস  
হীৰেন গোহাঁই ৰচনাৱলী ১ : শোণিত বিজয় দাস আৰু মুনীন বায়ন (সম্পা.)

বুনিয়াদী পাঠ্য  
ASM-HC-3026  
অসমীয়া কবিতাৰ চানেকি  
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যই প্ৰাকশংকৰী, শংকৰী, বমন্যাসিক আৰু আধুনিক কাব্য/কবিতাৰ সৈতে ছাত্ৰ-ছাত্ৰীসকলক পৰিচিত কৰাব।)

প্ৰথম গোট :	মাধৱ কন্দলী :	চিত্ৰকূটৰ চিত্ৰ (ৰামায়ণৰ পৰা)	20
	দুৰ্গাবৰ :	মায়া অযোধ্যাৰ সৃষ্টি আৰু চিত্ৰাৱলী চতুৰ্দশীৰ খেলা	
দ্বিতীয় গোট :	শংকৰদেৱ :	শৰৎ বৰ্ণনা (দশমস্কন্ধ ভাগৱতৰ পৰা)	20
	ৰাম সৰস্বতী :	দ্রৌপদীৰ বিলাপ	
তৃতীয় গোট :	চন্দ্ৰকুমাৰ আগৰৱালা :	প্ৰকৃতি	20
	ৰঘুনাথ চৌধাৰী :	অন্তিম জ্যোতি	
	দেৱকান্ত বৰুৱা :	মনোৰমা	
চতুৰ্থ গোট :	নৱকান্ত বৰুৱা :	পলস	20
	অজিত বৰুৱা :	আজি আকৌ মেজাংকৰিৰ এঙাচোলা পিন্ধি	
	নীলমণি ফুকন :	ব্ৰহ্মপুত্ৰত সূৰ্যাস্ত	

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অসমীয়া সাহিত্যৰ বুৰঞ্জী (দ্বিতীয় খণ্ড) : শিৱনাথ বৰ্মন (সম্পা.)  
অসমীয়া সাহিত্যৰ বুৰঞ্জী (পঞ্চম খণ্ড) : ৰঞ্জিত কুমাৰ দেৱ গোস্বামী (সম্পা.)  
অসমীয়া সাহিত্যৰ বুৰঞ্জী (ষষ্ঠ খণ্ড) : হোমেন বৰগোহাঞি (সম্পা.)  
আধুনিক অসমীয়া কবিতা : কামালুদ্দিন আহমেদ  
আধুনিক কবিতা : হৰেকৃষ্ণ ডেকা  
কবিতা মঞ্জৰী : নিৰ্মলপ্ৰভা বৰদলৈ (সম্পা.)  
যোৱা শতিকাৰ কবিতা অসমীয়া নৱন্যাসী সাহিত্যৰ পৰম্পৰা : দিলীপ বৰুৱা

বুনিয়াদী পাঠ্য  
ASM-HC-3036

অসমৰ সংস্কৃতি

মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে অসমৰ সংস্কৃতিৰ লোকাচাৰ, ধৰ্মীয় পৰম্পৰা, উৎসৱ-পাৰ্বন, পৰিবেশ্য কলা, স্থাপত্য-ভাস্কৰ্য-চিত্ৰকলাৰ জ্ঞান লভাৰ লগতে বৃহত্তৰ অসমীয়া জাতি গঠন প্ৰক্ৰিয়াৰ আভাস পাব।)

প্ৰথম গোট	: সংস্কৃতিৰ সংজ্ঞা আৰু স্বৰূপ আৰু বৃহত্তৰ অসমীয়া জাতি গঠন প্ৰক্ৰিয়া	20
দ্বিতীয় গোট	: সামাজিক লোকাচাৰ, ধৰ্মীয় পৰম্পৰা আৰু উৎসৱ-পাৰ্বন (লোকাচাৰ : জন্ম, মৃত্যু আৰু বিবাহৰ লগত জড়িত; ধৰ্মীয় পৰম্পৰা : শৈৱ, শাক্ত আৰু বৈষ্ণৱ; উৎসৱ পাৰ্বন : কৃষিৰ লগত জড়িত)	20
তৃতীয় গোট	: অসমীয়া পৰিবেশ্য কলা আৰু পৰম্পৰাগত খেল-ধেমালি	20
চতুৰ্থ গোট	: অসমৰ স্থাপত্য, ভাস্কৰ্য আৰু চিত্ৰকলা	20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমৰ জনকৃষ্টি : যোগেশ দাস

অসমৰ জনগোষ্ঠীয় সামাজিক লোকাচাৰ : উপেন ৰাভা হাকাচাম, প্ৰফুল্ল কুমাৰ নাথ (সম্পা.)

অসমৰ জনজাতি : প্ৰমোদ চন্দ্ৰ ভট্টাচাৰ্য (সম্পা.)

অসমৰ জাতি আৰু সংস্কৃতি : পৰমানন্দ ৰাজবংশী (সম্পা.)

অসমৰ পুথিচিত্ৰ : নৰেন কলিতা

অসমৰ মানুহৰ নৃ-বৈজ্ঞানিক পৰিচয় : ভুৱন মোহন দাস

অসমৰ লোক-সংস্কৃতি : বিৰিঞ্চি কুমাৰ বৰুৱা

অসমৰ লোক-সংস্কৃতি : নিৰ্মলপ্ৰভা বৰদলৈ

অসমৰ সংস্কৃতি : লীলা গগৈ

অসমৰ সংস্কৃতি-সমীক্ষা : নবীন চন্দ্ৰ শৰ্মা আৰু কনক চন্দ্ৰ চহৰীয়া (সম্পা.)

অসমত শৈৱ সাধনা আৰু শৈৱ সাহিত্য : হৰিনাথ শৰ্মা দলৈ

অসমীয়া জাতিৰ ইতিবৃত্ত : অসম সাহিত্য সভা

অসমীয়া জাতিৰ ইতিহাস : অসম সাহিত্য সভা

অসমীয়া সংস্কৃতিৰ জনজাতীয় বৰঙণি : নাহেদ পাদু

পুৰণি অসমীয়া সমাজ আৰু সংস্কৃতি : মহেশ্বৰ নেওগ

লোক-সংস্কৃতি : নবীন চন্দ্ৰ শৰ্মা

সত্ৰ-সংস্কৃতিৰ ৰূপৰেখা : কেশৱানন্দ দেৱগোস্বামী

সংমিশ্ৰণত অসমীয়া সংস্কৃতি : আব্দুছ ছাত্তাৰ

*Bihu Springtime Festival of Assam* : Prafulladatta Goswami

*History and Civilization of the People of Assam* : P. C. Choudhury

*The Assamese* : Audrey Cantile



## দক্ষতা বিকাশ পাঠ্য

ASM-SE-3014

## ব্যৱহাৰিক অসমীয়া

মূল্যাংক : ৮০

(উদ্দেশ্য : অসমীয়া বিষয়ৰ জ্ঞানেৰে একোগৰাকী ছাত্ৰ-ছাত্ৰীৰ পৰৱৰ্তী জীৱনৰ বৃত্তিকপে গ্ৰহণ কৰিব পৰা বিশেষ বিষয়ৰ প্ৰাথমিক আৰু প্ৰায়োগিক জ্ঞান এই পাঠ্যত থাকিব।)

প্ৰথম গোট	:	আৰ্হি পাঠ : পদ্ধতি আৰু কৌশল	20
দ্বিতীয় গোট	:	ছপা আৰু বৈদ্যুতিন মাধ্যমৰ বাবে বিজ্ঞাপন লেখন, ইংৰাজী হিন্দী বিজ্ঞাপনৰ অসমীয়া অনুবাদ	20
তৃতীয় গোট	:	অনুবাদ : সংবাদ, প্ৰবন্ধ, সাক্ষাৎকাৰ	20
চতুৰ্থ গোট	:	চিত্ৰনাট্য নিৰ্মাণ : সাহিত্যৰ চিত্ৰায়ণ	20

### সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমীয়া আখৰ জেঁটনিৰ কথা : শিৱনাথ বৰ্মন

আৰ্হি পাঠকৰ হাত পুথি : অসম সাহিত্য সভা

কি লিখি কেন লিখি : নীৰেন্দ্ৰ নাথ চক্ৰবৰ্তী

গণজ্ঞাপন : তত্ত্ব ও প্ৰয়োগে : পাৰ্থ চট্টোপাধ্যায়

ব্যৱহাৰিক অসমীয়া ব্যাকৰণ : উপেন ৰাভা হাকাচাম

বিজ্ঞান লেখকৰ হাতপুথি : দীনেশ চন্দ্ৰ গোস্বামী

বিষয় চলচিত্ৰ : সত্যজিৎ ৰায়

লেখক ও সম্পাদকৰ অভিধান : সুভাষ ভট্টাচাৰ্য (সম্পা.)

সেকাল একালৈৰ সংবাদ পৰিবেশনৈৰ ধাৰা ও বিচিত্ৰ সংবাদ : বৈদ্যনাথ বন্দোপাধ্যায়

**বৰ্গীয় ঐচ্ছিক পাঠ্য**  
**ASM-HG-3016**  
**অসমীয়া নাটক আৰু মঞ্চকলা**  
**মূল্যাংক : ৮০**

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে লোকনাট্য, প্ৰচেনিয়াম, বিকল্প মঞ্চৰ স্বৰূপ সম্পৰ্কে অৱগত হোৱাৰ লগতে মঞ্চ আৰু অভিনয়ৰ আনুষংগিক  
দিশসমূহৰ জ্ঞানো লাভ কৰিব।)

- প্ৰথম গোট :** পৰম্পৰাগত অসমীয়া মঞ্চ আৰু নাট্যৰীতি 20  
লোকনাট্য আৰু ইয়াৰ পৰিৱেশন— পুতলা নাচ, ওজাপালি, কুশান গান, ভাওনা  
(লোকনাট্য মানে কি, লোকজীৱনৰ সৈতে লোকনাট্যৰ সম্পৰ্ক, লোকনাট্যৰ  
বিষয়বস্তু, উপস্থাপন কৌশল, মঞ্চ আৰু অভিনয়— আহাৰ্য, সাত্ত্বিক, বাচিক, আংগিক)
- দ্বিতীয় গোট :** অসমৰ প্ৰচেনিয়াম মঞ্চ আৰু ইয়াৰ ইতিহাস (আৰম্ভণিৰ পৰা ১৯৪৭ লৈকে) 20
- তৃতীয় গোট :** আধুনিক অসমীয়া নাটকৰ পৰিৱেশন 20  
মঞ্চসজ্জা, সাজসজ্জা আৰু অংগসজ্জা, আলোকসম্পাত, আৱহ সংগীত, অভিনয়
- চতুৰ্থ গোট :** অসমৰ বিকল্প মঞ্চ আৰু পৰিৱেশন 20  
বাটৰ নাট, অনাতাঁৰ নাট, মুকাভিনয়, একাংকিকা নাটক আৰু ভ্ৰাম্যমাণ নাটক

**সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :**

অসমৰ লোকনাট : নবীনচন্দ্ৰ শৰ্মা  
অসমীয়া নাট্য সাহিত্যৰ জিলিঙনি (আদিৰ পৰা ১৯৬৭ পৰ্যন্ত) : হৰিশ্চন্দ্ৰ ভট্টাচাৰ্য  
অসমীয়া নাট্য সাহিত্য : সত্যেন্দ্ৰনাথ শৰ্মা  
অসমীয়া লোক-নাট্য পৰম্পৰা : শৈলেন ভৰালী  
ছশ বছৰৰ অসমীয়া নাটক : পৰম্পৰা আৰু পৰিৱৰ্তন : অজিত শইকীয়া (সম্পা.)  
থিয়েটাৰে আলো : তত্ত্ব ও প্ৰয়োগ : ৰঞ্জিতকুমাৰ মিত্ৰ  
থিয়েটাৰ দৃশ্যৰ বিকাশ ও সমীক্ষা : ৰঞ্জিতকুমাৰ মিত্ৰ  
নাট্যচিন্তা-নাট্যচৰ্চা : ভূপেন গোস্বামী  
নাট্যশিল্প আৰু অভিনয় তত্ত্ব : অপৰ্ণ বেজবৰুৱা  
নাটক আৰু মঞ্চকলা : অজিত ভৰালী  
মঞ্চলেখা : অতুলচন্দ্ৰ হাজৰিকা  
মঞ্চ দৃশ্যৰ পৰিকল্পনা ও নিৰ্মাণ : ৰঞ্জিতকুমাৰ মিত্ৰ  
*Bhaona : The Ritual Play of Assam* : M. Neog  
*Indian Theatre* : N. Jain  
*Key Concept in Drama and Performance* : K. Pickering  
*Music and Drama* : A.D. Ranade  
*Performance Studies : An Introduction* : R. Schechner

চতুৰ্থ ষাণ্মাসিক

বুনিয়াদী পাঠ্য

ASM-HC-4016

তুলনামূলক ভাৰতীয় সাহিত্য

মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে শিক্ষার্থীসকলক তুলনামূলক সাহিত্যৰ পটভূমি আৰু পৰিচয়ৰ লগতে আধুনিক যুগৰ ভাৰতীয় সাহিত্যৰ লগত পৰিচয় কৰি দিয়া হ'ব।)

প্ৰথম গোট : তুলনামূলক সাহিত্যৰ পৰিচয় 20  
সংজ্ঞা, উৎস আৰু বিকাশ, অধ্যয়ন ক্ষেত্ৰ, বিভিন্ন শাখা (School), অধ্যয়নৰ তাৎপৰ্য, শেহতীয়া ধাৰা

দ্বিতীয় গোট : তুলনামূলক ভাৰতীয় সাহিত্যৰ পৰিচয় 20  
ভাৰতীয় ধাৰণা আৰু ইতিহাস, তুলনামূলক ভাৰতীয় সাহিত্যৰ ভিত্তি আৰু বিকাশ, অধ্যয়ন ক্ষেত্ৰ আৰু প্ৰাসংগিকতা

তৃতীয় গোট : চুটিগল্প 20  
অভাগীৰ স্বৰ্গ : শৰৎচন্দ্ৰ চট্টোপাধ্যায়  
ৰাপচি : উষা প্ৰিয়স্বদা  
গান্ধী : বেছগাহাল্লি ৰামা

চতুৰ্থ গোট : উপন্যাস 20  
নিৰ্মলা : মুন্সী প্ৰেমচন্দ  
পথেৰ পাচালী : বিভূতিভূষণ বন্দোপাধ্যায়

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

আধুনিক বাংলা সাহিত্য : মোহিতলাল মজুমদাৰ

আধুনিক ভাৰতীয় সাহিত্য : শৈলেন ভৰালী

এমুঠি অনূদিত ভাৰতীয় গল্প : হাফিজ আহমেদ

তুলনাত্মক সাহিত্য : দিলীপ বৰা

তুলনামূলক ভাৰতীয় সাহিত্য : নীৰাজনা মহন্ত বেজবৰা

দস কঁহানিয়া : উষা প্ৰিয়স্বদা

নিৰ্মলা : মুন্সী প্ৰেমচন্দ

পথেৰ পাচালী : বিভূতিভূষণ বন্দোপাধ্যায়

প্ৰেমচন্দ ঔৰ উনকা যুগ : ৰামবিলাস শৰ্মা

বংগ সাহিত্যে উপন্যাসেৰ ধাৰা : শ্ৰীকুমাৰ বন্দোপাধ্যায়

ভাৰতীয় সাহিত্যৰ তুলনামূলক অধ্যয়ন : প্ৰফুল্ল কুমাৰ নাথ

Comparative Literature : Theory and Practice : Amiya Dev (ed.)

The Idea of Comparative Literature in India : Amiya Dev

বুনিয়াদী পাঠ্য  
ASM-HC-4026  
অসমীয়া ভাষাৰ সমাহৰণ : আৰ্য ভাষা আৰু আৰ্য-ভিন্ন ভাষা  
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে সংস্কৃত, প্ৰাকৃত, বাংলা, ওড়িয়া আদি আৰ্যভাষাৰ সৈতে অসমীয়া ভাষাৰ সম্পৰ্ক নিৰূপণ কৰিব পৰা হ'ব। সেইদৰে অসমীয়া ভাষাত টাই-আহোম, বড়ো, ৰাভা, খাচী ইত্যাদি আৰ্য-ভিন্ন ভাষাৰ প্ৰভাৱ আৰু উপাদানৰ বিষয়ে ইয়াত আলোচনা কৰা হ'ব।)

প্ৰথম গোট : উদ্ভৱকালীন অসমীয়া ভাষা	20
আৰ্য-ভিন্ন থলুৱা জনগোষ্ঠী, আৰ্যসকলৰ অসমলৈ প্ৰব্ৰজন, অসমীয়া ভাষা-সম্প্ৰদায়ৰ গঠন	
দ্বিতীয় গোট : ভাৰতীয় আৰ্যভাষাৰ লগত অসমীয়া ভাষাৰ সম্বন্ধ	20
অসমীয়া ভাষাত মাগধী প্ৰাকৃত আৰু অন্যান্য প্ৰাকৃতৰ উপাদান	
তৃতীয় গোট : আৰ্য-ভিন্ন ভাষাৰ লগত অসমীয়া ভাষাৰ সম্বন্ধ	20
অষ্ট্ৰিক, তিব্বতবৰ্মীয় আৰু দ্ৰাবিড় ভাষা-পৰিয়ালৰ উপাদান	
চতুৰ্থ গোট : সাম্প্ৰতিক অসমীয়া ভাষাত আৰ্য আৰু আৰ্য-ভিন্ন ভাষাৰ উপাদান	20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমৰ ভাষা : ভীমকান্ত বৰুৱা  
অসমীয়া আৰু অসমৰ তিব্বতবৰ্মীয় ভাষা : উপেন ৰাভা হাকাচাম  
অসমীয়া আৰু অসমৰ ভাষা : বিশ্বজিৎ দাস আৰু ফুকন বসুমতাৰী (সম্পা.)  
অসমীয়া, বাংলা আৰু উড়িয়া ভাষা : তুলনামূলক অধ্যয়ন : দীপ্তি ফুকন পাটগিৰি  
অসমীয়া ব্যাকৰণ আৰু ভাষাতত্ত্ব : কালিৰাম মেধি  
অসমীয়া ভাষাৰ উদ্ভৱ, সমৃদ্ধি আৰু বিকাশ : উপেন্দ্ৰ নাথ গোস্বামী  
অসমীয়া ভাষাৰ মৌলিক বিচাৰ : দেৱানন্দ ভৰালি  
উদ্ভৱকালীন অসমীয়া ভাষা : সুবাসনা মহন্ত  
পালি-প্ৰাকৃত-অপভ্ৰংশ ভাষা আৰু সাহিত্য : নগেন ঠাকুৰ  
Assamese: Its Formation and Development : Banikanta Kakati  
Introduction to Prakrit : A.C. Woolner  
Sino-Tibetan : A Compectus : Poul K. Benedict  
Studies in Sino-Tibetan Languages : S.N. Goswami

বুনিয়াদী পাঠ্য  
ASM-HC-4036  
অসমীয়া গদ্য সাহিত্য  
(আৰম্ভণিৰ পৰা অষ্টাদশ শতিকালৈ)  
মূল্যাংক : ৮০

(উদ্দেশ্য : ছাত্ৰ-ছাত্ৰীৰ মনত অসমীয়া গদ্য সাহিত্য সম্পৰ্কে স্পষ্ট ধাৰণা গঢ়ি তুলিবৰ বাবে শংকৰদেৱৰ নাটৰ গদ্যৰ পৰা বুৰঞ্জীৰ গদ্যলৈকে পাঠ ইয়াত সন্নিবিষ্ট কৰা হৈছে।)

প্ৰথম গোট : শংকৰদেৱৰ 'ৰুক্মিণী হৰণ' নাটৰ অন্তৰ্গত ৰুক্মিণীৰ প্ৰেমপত্ৰ মাধৱদেৱৰ 'অৰ্জুন ভঞ্জন' নাটৰ অন্তৰ্গত নন্দ-যশোদাৰ কলহ বৰকৰতী পুথিৰ বায়ুকৰতী মন্ত্ৰ	২০
দ্বিতীয় গোট : ভট্টদেৱৰ কথাগীতা(প্ৰথম অধ্যায়): অৰ্জুনৰ বিষাদ যোগ গোপালচৰণ দ্বিজৰ শ্ৰীভক্তি ৰত্নাকৰ কথা : গুৰু-সেৱা মাহাত্ম্য ৰঘুনাথ মহন্তৰ শ্ৰীৰামায়ণ কথা: ৰামৰ বন গমন	২০
তৃতীয় গোট : কথা গুৰুচৰিত: গুৰু-শিষ্যৰ মণিকাঞ্চন সংযোগ সাতসৰী অসম বুৰঞ্জী: অসমৰ বণোদ্যম	২০
চতুৰ্থ গোট : সুকুমাৰ বৰকাথৰ 'হস্তী বিদ্যাৰ্ণৱ' : হাতীৰ লক্ষণ সপ্তদশ শতিকাৰ চামধৰা গড়ৰ ৰণজয়ৰ শিলৰ ফলি বদন চন্দ্ৰ বৰফুকনলৈ চন্দ্ৰকান্ত সিংহ স্বৰ্গদেউৰ গোপনীয় পত্ৰ	২০

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমীয়া কথা সাহিত্য : বিৰিঞ্চি কুমাৰ বৰুৱা  
অসমীয়া গদ্য সাহিত্যৰ গতিপথ : হৰিনাথ শৰ্মাদলৈ  
অংকমালা : সত্যেন্দ্ৰনাথ শৰ্মা  
অংকাৱলী : কালিৰাম মেধি  
ক্ৰমবিকাশত অসমীয়া কথাশৈলী : প্ৰফুল্ল কটকী  
গুৰু চৰিত কথা : মহেশ্বৰ নেওগ  
প্ৰাচ্য শাসনাৱলী : মহেশ্বৰ নেওগ (সম্পা.)  
সাতসৰী অসম বুৰঞ্জী : সূৰ্যকুমাৰ ভূঞা (সম্পা.)  
স্নাতকৰ কথাবন্ধ : মহেশ্বৰ নেওগ (সম্পা.)  
Hastibidyarnava: Pratap Ch. Choudhury (ed.)

দক্ষতা বিকাশ পাঠ্য

ASM-SE-4014

সৃজনীমূলক সাহিত্য

মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে কবিতা আৰু গল্প লিখাৰ প্ৰাথমিক আৰু ব্যৱহাৰিক জ্ঞান প্ৰদান কৰা হ'ব।)

প্ৰথম গোট : 20

কল্পনাৰ সংজ্ঞা আৰু পৰিসৰ

কল্পনাৰ কৰ্ষণ

সৃজনীমূলক সাহিত্য ৰচনাৰ প্ৰয়োজনীয় যোগ্যতা

দ্বিতীয় গোট : 20

আধুনিক কবিতা : সংজ্ঞা আৰু বৈশিষ্ট্য

আধুনিক কবিতাৰ পটভূমি

আধুনিক কবিতাৰ ভাষা

তৃতীয় গোট : 20

গল্পৰ বীজ ৰোপণ

গল্প ৰচনাৰ বাবে ক্ষেত্ৰ অধ্যয়ন

গল্পৰ নিৰ্মাণ

চতুৰ্থ গোট : 20

কবিতা আৰু গল্পৰ আৰ্হি প্ৰস্তুতকৰণ

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

আধুনিক অসমীয়া কবিতা : কামালুদ্দিন আহমেদ

আধুনিক বাংলা কাব্য পৰিচয় : দীপ্তি ত্ৰিপাঠী

আধুনিকতাবাদ আৰু অন্যান্য প্ৰবন্ধ : হৰেকৃষ্ণ ডেকা

কবিতাৰ ক্লাস : নীৰেদ্ৰ নাথ চক্ৰবৰ্তী

ৰমন্যাসবাদ : মহেন্দ্ৰ বৰা

সৃজনীমূলক সাহিত্য : প্ৰেৰণা আৰু আৰ্হি : অতনু ভট্টাচাৰ্য

*Romantic Imagination* : C M Bowra

বৰ্গীয় ঐচ্ছিক পাঠ্য  
ASM-HG-4016  
আধুনিক অসমীয়া গীতি সাহিত্য  
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে আধুনিক অসমীয়া গীতি সাহিত্যৰ বিভিন্ন পৰ্বৰ যুগমীয়া গীতৰ সৈতে ছাত্ৰ-ছাত্ৰীৰ পৰিচয় আৰু অন্তৰংগতা স্থাপন কৰাৰ কথা চিন্তা কৰা হৈছে।)

প্ৰথম গোট :		20
	অসমীয়া আধুনিক গীতি সাহিত্যৰ ইতিহাস	
দ্বিতীয় গোট :		20
	হেৰা আমাৰ জন্মভূমি	: লক্ষ্মীনাথ বেজবৰুৱা
	মোৰ গানত জ্বলে শত যুগৰ কত অভিমান	: জ্যোতিপ্ৰসাদ আগৰৱালা
	পূজোঁ আহাঁ আই মাতৃ	: পাৰ্বতীপ্ৰসাদ বৰুৱা
	অ' অসমীয়া ডেকা দল	: বিষ্ণুপ্ৰসাদ ৰাভা
তৃতীয় গোট :		20
	নিয়ৰৰে ফুল এপাহ ফুলিল	: নৱকান্ত বৰুৱা
	হে দোলা	: ভূপেন হাজৰিকা
	হএওঁৰা জেতুকী	: ৰুদ্ৰ বৰুৱা
	কাউৰী পৰে	: কেশৱ মহন্ত
চতুৰ্থ গোট :		20
	বহুদিন বকুলৰ গোন্ধ পোৱা নাই	: তফজ্জুল আলি
	সন্ধিয়াৰ আকাশত বগলি উৰে	: নিৰ্মলপ্ৰভা বৰদলৈ
	মাহ হালধিৰে নোৱালে ধুৱালে	: দ্বিজেন্দ্ৰমোহন শৰ্মা
	তোমাৰ বাবেই আছোঁ বাট চাই	: কীৰ্তিকমল ভূঞা

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অসমীয়া আধুনিক গীতৰ বিকাশত আকাশবাণীৰ ভূমিকা : কীৰ্তিকমল ভূঞা  
অসমীয়া আধুনিক গীতৰ সংগীতকাৰসকল : তফজ্জুল আলি  
কেশৱ মহন্তৰ গীত সমগ্ৰ : মনজ্যোৎস্না মহন্ত গোস্বামী (সম্পা.)  
গান আৰু কবিতা সমগ্ৰ : নৱকান্ত বৰুৱা  
জ্যোতিপ্ৰসাদ ৰচনাৱলী : নগেন শইকীয়া (সম্পা.)  
পাৰ্বতীপ্ৰসাদ বৰুৱা ৰচনাৱলী : পৰনাত্ম শৰ্মা(সম্পা.)  
ফুলৰ এই মেলাতে : নিৰ্মলপ্ৰভা বৰদলৈ  
বহুদিন বকুলৰ গোন্ধ পোৱা নাই : তফজ্জুল আলি  
বিষ্ণুপ্ৰসাদ ৰাভা ৰচনা সম্ভাৰ (প্ৰথম খণ্ড) : যোগেশ দাস (সম্পা.)  
বেজবৰুৱাৰ গ্ৰন্থাৱলী : অসম সাহিত্য সভা  
ভূপেন হাজৰিকাৰ গীত আৰু জীৱন ৰথ : দিলীপকুমাৰ দত্ত

পঞ্চম ষাণ্মাসিক  
বুনিয়াদী পাঠ্য

ASM- HC-5016

অসমীয়া নাটক আৰু পৰিৱেশন শৈলী  
(আৰম্ভণিৰ পৰা অষ্টাদশ শতিকালৈ)  
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলে অসমীয়া নাটকৰ ইতিহাসৰ ৰূপৰেখাৰ বিষয়ে অৱগত হোৱাৰ লগতে প্ৰতিনিধিত্বমূলক নাটক বিশেষৰ পৰিৱেশন শৈলীৰ বিষয়েও জানিব পাৰিব।)

প্ৰথম গোট :	অসমীয়া নাটকৰ চমু ইতিহাস লোকনাট্য; অংকীয়া নাট আৰু বুমুৰা উত্তৰ স্বাধীনতা যুগৰ নাটক (মহাকাব্যিক নাটক, এবচাৰ্ড নাটক, লোককলাৰ সমল অন্তৰ্ভুক্ত নাটক) অসমীয়া নাটকৰ পৰিৱেশন শৈলীৰ ইতিহাস : বিভিন্ন ধৰণৰ মঞ্চ (পৰিৱেশনৰ স্থান), দৃশ্যসজ্জা, মঞ্চসজ্জা, নাটকৰ আহাৰ্য, অভিনয় শৈলী আদিৰ স্বৰূপ আৰু বিকাশ	20
দ্বিতীয় গোট :	অংকীয়া নাট আৰু পৰিৱেশন ৰুক্মিণী হৰণ : শংকৰদেৱ (অংকীয়া নাটৰ আহাৰ্য, মুখা, গায়ন-বায়ন সম্পৰ্কে বিশেষকৈ জানিব লাগিব)	20
তৃতীয় গোট :	প্ৰাক্-স্বাধীনতা যুগৰ অসমীয়া নাটক আৰু পৰিৱেশন নীলাম্বৰ : প্ৰসন্নলাল চৌধুৰী (মঞ্চসজ্জা, আলোকসম্পাত, অভিনয়ৰীতি সম্পৰ্কে বিশেষকৈ জানিব লাগিব)	20
চতুৰ্থ গোট :	উত্তৰ-স্বাধীনতা যুগৰ অসমীয়া নাটক আৰু পৰিৱেশন আহাৰ : অৰুণ শৰ্মা উৰুখা : কৰুণা ডেকা (মঞ্চৰীতি, অভিনয়ৰীতি, উপস্থাপন শৈলী সম্পৰ্কে বিশেষকৈ জানিব লাগিব)	20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমৰ লোকনাট্য : নবীনচন্দ্ৰ শৰ্মা  
অসমীয়া নাটক : স্বৰাজোত্তৰ কাল : শৈলেন ভৰালী  
অসমীয়া নাট্য সাহিত্য : সত্যেন্দ্ৰনাথ শৰ্মা  
অসমীয়া নাট্য সাহিত্যৰ জিলাঙনি (আদিৰ পৰা ১৯৬৭ পৰ্যন্ত) হৰিশ্চন্দ্ৰ ভট্টাচাৰ্য  
আধুনিক অসমীয়া নাটক : পৰীক্ষা নিৰীক্ষা আৰু বিভিন্ন ধাৰা : কুলদা কুমাৰ ভট্টাচাৰ্য  
আহাৰ : অৰুণ শৰ্মা  
উদ্ভট নাটক : বিনোদ শৰ্মা  
নাটক আৰু অভিনয় প্ৰসংগ : সত্যপ্ৰসাদ বৰুৱা  
নাটক আৰু মঞ্চকলা : অজিত ভৰালী



প্রসংগ নাটকঃ পোনা মহন্ত  
ভৰতৰ নাট্যশাস্ত্ৰঃ অসম নাট্য সন্মিলন  
মঞ্চলেখাঃ অতুলচন্দ্ৰ হাজৰিকা  
মঞ্চ দৃশ্যৰ বিকাশ ও সমীক্ষাঃ ৰঞ্জিতকুমাৰ মিত্ৰ  
*An Anatomy of Drama* : M. Boulton  
*Bhaona : The Ritual Play of Assam* : M. Neog (s.l)  
*Performance Theory* : R. Schechner  
*Theory of Performance Studies* : P. Auslanu

বুনিয়াদী পাঠ্য  
ASM-HC-5026  
অসমীয়া ব্যাকৰণ  
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যত উচ্চ ব্যাকৰণৰ ৰীতি অনুযায়ী অসমীয়া ভাষাৰ বৈয়াকৰণিক বিশ্লেষণ কৰা হ'ব।)

প্ৰথম গোট	: অসমীয়া ব্যাকৰণৰ ইতিহাস, ব্যাকৰণৰ শ্ৰেণীবিভাগ, ব্যাকৰণৰ উপাদান : ধ্বনি, ৰূপ, শব্দ আৰু বাক্য	20
দ্বিতীয় গোট	: অসমীয়া ভাষাৰ ধ্বনিতত্ত্ব : বিভাজ্য ধ্বনি : স্বৰ ধ্বনি, ব্যঞ্জন ধ্বনি অবিভাজ্য ধ্বনি : শ্বাসাঘাত, সন্ধি, অনুনাসিকতা, সুৰ-লহৰ	20
তৃতীয় গোট	: অসমীয়া ভাষাৰ ৰূপতত্ত্ব : বচন, লিংগ, নাম বিভক্তি, ক্ৰিয়া বিভক্তি	20
চতুৰ্থ গোট	: অসমীয়া ভাষাৰ বাক্যতত্ত্ব : অসমীয়া বাক্যৰ শ্ৰেণী বিভাজন, অসমীয়া বাক্যৰ গাঁঠনিক বিশ্লেষণ - নিকটস্থ অঙ্গ বিচাৰ, খণ্ডবাক্য গঠনৰ নিয়ম	20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অসমীয়া বৰ্ণপ্ৰকাশ : গোলোক চন্দ্ৰ গোস্বামী  
অসমীয়া ব্যাকৰণ আৰু ভাষাতত্ত্ব : কালিৰাম মেধি  
অসমীয়া ব্যাকৰণৰ মৌলিক বিচাৰ : গোলোক চন্দ্ৰ গোস্বামী  
অসমীয়া ভাষাৰ ব্যাকৰণ : উপেন্দ্ৰ নাথ গোস্বামী  
অসমীয়া ভাষাৰ ৰূপকথা : উপেন্দ্ৰ নাথ গোস্বামী  
অসমীয়া ভাষাৰ ৰূপতত্ত্ব : লীলাৱতী শইকীয়া বৰা  
উচ্চতৰ অসমীয়া ব্যাকৰণ : ৰমেশ পাঠক  
ব্যাকৰণ আৰু প্ৰাকৃতিক বিজ্ঞান : ৰমেশ পাঠক  
ব্যৱহাৰিক ধ্বনি বিজ্ঞান : দীপংকৰ মৰল  
ব্যাকৰণ : প্ৰাচ্য আৰু পাশ্চাত্য : খগেশ সেন ডেকা  
ভাষাবিজ্ঞান উপক্ৰমণিকা : অৰ্পণা কোঁৱৰ  
Assamese: Its Formation and Development : B.K. Kakati  
Syntactic Structure : Noam Chomsky

## বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য

(এই ষাণ্মাসিকৰ ছাত্ৰ-ছাত্ৰীয়ে চাৰিটা বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য ASM-HE-5016, ASM-HE-5026, ASM-HE-5036, ASM-HE-5046-ৰ মাজৰ পৰা যিকোনো দুটা পাঠ্য বাছি ল'ব পাৰিব)

### ASM-HE-5016

### অসমীয়া লোক-সাহিত্য অধ্যয়ন

মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীয়ে লোক সাহিত্যৰ স্বৰূপ আৰু অসমীয়া লোকসাহিত্যৰ বিভিন্ন সমলৰ সৈতে পৰিচিত হ'ব।)

প্রথম গোট : লোকসাহিত্যৰ প্ৰকৃতি বিচাৰ আৰু শ্ৰেণী বিভাগ : গেয় আৰু কথ্য, প্ৰাচীন আৰু সমকালীন, আঞ্চলিক আৰু জনগোষ্ঠীয়	20
দ্বিতীয় গোট : প্ৰবাদ-পটন্তৰ, জনশ্ৰুতি-সাধুকথা, মন্ত্ৰসাহিত্য, নিচুকনি আৰু খেল-ধেমালিৰ গীত-মাত (অসমীয়া আৰু অসমীয়াৰ নৃগোষ্ঠীয় উপভাষাত ৰচিত গীত-মাতৰ বিশেষ প্ৰসংগত)	20
তৃতীয় গোট : মালিতা আৰু কাহিনী গীত : আখ্যানমূলক, বুৰঞ্জীমূলক, ব্যঙ্গাত্মক, সমকালীন, খণ্ডিত মালিতা (অসমীয়া আৰু অসমৰ নিৰ্বাচিত জনগোষ্ঠীৰ গীত-মাতৰ বিশেষ প্ৰসংগত)	20
চতুৰ্থ গোট : অনুষ্ঠানমূলক, উৎসৱকেন্দ্ৰিক, স্ততিমূলক, ধৰ্মকেন্দ্ৰিক, প্ৰেম আৰু বিৰহ বিষয়ক (বাৰমাহী গীত), (অসমীয়া আৰু অসমৰ নিৰ্বাচিত জনগোষ্ঠীৰ গীত-মাতৰ বিশেষ প্ৰসংগত)	20

### সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অলৌ গুটি-তলৌ গুটি : অসমৰ খেল-ধেমালিৰ গীত-মাত : উপেন ৰাভা হাকাচাম (সম্পা.)

অসমীয়া জনসাহিত্য : প্ৰফুল্লদত্ত গোস্বামী

অসমীয়া লোক-সাহিত্যৰ ৰূপৰেখা : লীলা গগৈ

কামৰূপী লোকগীতি সংগ্ৰহ : হেমন্ত কুমাৰ শৰ্মা (সম্পা.)

গোৱালপৰীয়া লোকগীত সমগ্ৰ : বীৰেন্দ্ৰনাথ দত্ত (সম্পা.)

দৰঙী লোকগীত সংগ্ৰহ : কনক চন্দ্ৰ চহৰীয়া (সম্পা.)

বাৰমাহৰ তেৰ গীত : প্ৰফুল্লদত্ত গোস্বামী

হেনা-হুচা : অসমীয়া জনজাতীয় / জনগোষ্ঠীয় লোকসাহিত্যৰ সংকলন (প্ৰথম আৰু দ্বিতীয় খণ্ড) : উপেন ৰাভা হাকাচাম (সম্পা.)

বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য  
ASM-HE-5026

অসমীয়া ৰমন্যাসবাদী কবিতা  
মূল্যাংক : ৮০

(উদ্দেশ্য : ঊনবিংশ শতিকাৰ শেহৰ ফালে অসমীয়া কবিতাত যি ৰমন্যাসিকতাৰ সূচনা হৈছিল, এই পাঠ্যৰ জৰিয়তে তাৰ বিভিন্ন পৰ্ব ছাত্ৰ-ছাত্ৰীসকলে অনুধাৱন কৰিব পাৰিব।)

প্ৰথম গোট : লক্ষ্মীনাথ বেজবৰুৱা : ভ্ৰম চন্দ্ৰকুমাৰ আগৰৱালা : নিয়ৰ মফিজুদ্দিন আহমদ হাজৰিকা : আত্মন হেমচন্দ্ৰ গোস্বামী : প্ৰিয়তমাৰ চিঠি	20
দ্বিতীয় গোট : ৰঘুনাথ চৌধাৰী : কেতেকী (প্ৰথম তৰংগ) অম্বিকাগিৰী ৰায়চৌধুৰী : মানৱায়তন ৰত্নকান্ত বৰকাকতি : বিশ্বহৰণ যতীন্দ্ৰনাথ দুৱৰা : সোণোৱালী দেশ	20
তৃতীয় গোট : শৈলধৰ ৰাজখোৱা : বিদায় পৰত নলিনীবালা দেৱী : পৰশমণি জ্যোতিপ্ৰসাদ আগৰৱালা : বিশ্বশিল্পী	20
চতুৰ্থ গোট : ডিম্বেশ্বৰ নেওগ : শাপমুক্তা বিনন্দ চন্দ্ৰ বৰুৱা : হে জননী ভাৰতবৰ্ষ অতুল চন্দ্ৰ হাজৰিকা : লালকিল্লা	20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অম্বিকাগিৰী ৰায়চৌধুৰী : সত্যেন্দ্ৰনাথ শৰ্মা (সম্পা.)  
অসমীয়া কবিতা : কৰবী ডেকা হাজৰিকা  
কবি চন্দ্ৰকুমাৰ : কবীন ফুকন  
কবি চৌধাৰী আৰু চৌধাৰীদেৱৰ কবিতা : কমলেশ্বৰ শৰ্মা  
কবিতামঞ্জৰী : বিশ্ববিদ্যালয় প্ৰকাশন বিভাগ, গুৱাহাটী বিশ্ববিদ্যালয়  
কবিতাৰ কথা : নিৰ্মলপ্ৰভা বৰদলৈ  
কবিতাৰ ভাষা আৰু অন্যান্য প্ৰবন্ধ : উপেন্দ্ৰনাথ শৰ্মা  
চন্দ্ৰকুমাৰৰ কবিতা সমগ্ৰ : নগেন শইকীয়া  
প্ৰবন্ধ (১৯৭৩-২০১৫) : ৰঞ্জিৎ কুমাৰ দেৱ গোস্বামী  
ৰঘুনাথ চৌধাৰীৰ কাব্য বিচাৰ : উমেশ ডেকা আৰু নীলমোহন ৰয় (সম্পা.)  
ৰমন্যাসবাদ : মহেন্দ্ৰ বৰা  
ৰমন্যাসবাদ আৰু লক্ষ্মীনাথ বেজবৰুৱাৰ কবিতা : কামালুদ্দিন আহমেদ  
প্ৰঞ্জা-সিন্ধু কবি মফিজুদ্দিন : আনিছ উজ্জামান (সম্পা.)

## বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য

ASM-HE-5036

শংকৰদেৱ

মূল্যাংক : ৮০

(উদ্দেশ্য : অসমীয়া সাহিত্যৰ যুগন্ধৰ প্ৰতিভা শংকৰদেৱৰ বৰগীত, কীৰ্তনঘোষা, কাব্য আৰু নাট সম্পৰ্কে ছাত্ৰ-ছাত্ৰীসকলে জ্ঞান লাভ কৰিব।)

প্ৰথম গোট : শংকৰদেৱৰ সাহিত্যৰ পৰিচয় আৰু পটভূমি	২০
দ্বিতীয় গোট : বৰগীত :	২০
(১) নাৰায়ণ কাহে ভকতি	
(২) সাৰঙ্গ পাণি হে	
কীৰ্তনঘোষা :	
(১) গজেন্দ্ৰ উপাখ্যান	
(২) শিশু লীলা	
তৃতীয় গোট : হৰিশ্চন্দ্ৰ উপাখ্যান	২০
চতুৰ্থ গোট : পাৰিজাত-হৰণ নাট	২০

### সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অনুনাদ : শ্ৰীমন্ত শংকৰ আৰু অসমীয়া সংস্কৃতি : ৰঞ্জিৎ কুমাৰ দেৱগোস্বামী (সম্পা.)

অসমৰ বৈষ্ণৱ সাহিত্য আৰু দৰ্শন : অণিমা দত্ত

পুৰণি অসমীয়া সাহিত্য : বাণীকান্ত কাকতি

প্ৰবন্ধ গানৰ পৰম্পৰাত বৰগীত : বাপচন্দ্ৰ মহন্ত

মহাপুৰুষ শংকৰদেৱ : নবীন চন্দ্ৰ শৰ্মা

শংকৰী সাহিত্যৰ সমীক্ষা : ভৱ প্ৰসাদ চলিহা (সম্পা.)

শংকৰদেৱ (১ম আৰু দ্বিতীয় খণ্ড) : মহেশ্বৰ নেওগ

শংকৰদেৱ অধ্যয়ন প্ৰসঙ্গ : কেশৱানন্দ দেৱগোস্বামী

শংকৰদেৱ অধ্যয়নৰ গ্ৰন্থপঞ্জী : বিমল মজুমদাৰ (সম্পা.)

শংকৰদেৱৰ কৃতি আৰু কৃতিত্ব : শিৱনাথ বৰ্মন

শংকৰদেৱৰ সাহিত্য প্ৰতিভা : হৰিনাথ শৰ্মা দলৈ

শ্ৰীমন্ত শংকৰদেৱৰ সমাজ আৰু সংস্কৃতি : প্ৰদীপজ্যোতি মহন্ত (সম্পা.)

বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য

ASM-HE-5046

অসমীয়া কল্পবিজ্ঞান সাহিত্য

মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলে কল্পবিজ্ঞানৰ স্বৰূপ সম্পৰ্কে জ্ঞাত হোৱাৰ লগতে অসমীয়া কল্পবিজ্ঞান চুটিগল্প, অসমীয়া কল্পবিজ্ঞান উপন্যাস আৰু অসমীয়া কল্পবিজ্ঞান নাটকৰ বসাস্বাদন কৰিব পাৰিব।)

প্রথম গোট : বিজ্ঞান সাহিত্য আৰু কল্পবিজ্ঞান সাহিত্য : এটা তুলনামূলক পৰিচয়	20
কল্পবিজ্ঞান সাহিত্যৰ চমু ইতিহাস	
অসমীয়া কল্পবিজ্ঞান সাহিত্যৰ চমু ইতিহাস	
দ্বিতীয় গোট : অসমীয়া কল্পবিজ্ঞান চুটিগল্পৰ অধ্যয়ন :	20
‘বিৰচতীয়াৰ দেশ’ : হৰিপ্ৰসাদ বৰুৱা	
‘আৰাজ’ : সৌৰভ কুমাৰ চলিহা	
তৃতীয় গোট : অসমীয়া কল্পবিজ্ঞান উপন্যাসৰ অধ্যয়ন :	20
ইলেকট্ৰনিক নামৰ ল’ৰাটো : শান্তনু তামুলী	
শব্দ নিৰন্তৰ শব্দ : দীনেশ চন্দ্ৰ গোস্বামী	
চতুৰ্থ গোট : অসমীয়া কল্পবিজ্ঞান নাটকৰ অধ্যয়ন :	20
বিন্দু : হিমেন্দ্ৰ বৰঠাকুৰ	

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অসমীয়া বিজ্ঞান সাহিত্য : দীনেশ বৈশ্য (সম্পা.)  
অসমীয়া বিজ্ঞান সাহিত্য : অতীতৰ পৰা বৰ্তমানলৈ : ক্ষীৰধৰ বৰুৱা (সম্পা.)  
ইলেকট্ৰনিক নামৰ ল’ৰাটো : শান্তনু তামুলী  
বিজ্ঞান সাহিত্য : অসমীয়া বিজ্ঞান সাহিত্যৰ বিভিন্ন ধাৰা : প্ৰমোদ চন্দ্ৰ নেওগ  
বিংশ শতিকাৰ অসমীয়া বিজ্ঞান সাহিত্য : পৰমানন্দ মহন্ত  
মইনা : হৰিপ্ৰসাদ বৰুৱা  
হিমেন্দ্ৰ বৰঠাকুৰৰ নাট্যসম্ভাৰ আৰু আলোচনা : নিশিগন্ধা তালুকদাৰ (সম্পা.)

শব্দ নিবন্ধৰ শব্দ : দীনেশ চন্দ্ৰ গোস্বামী

সৌৰভ কুমাৰ চলিহা বচনাৱলী : শোণিত বিজয় দাস, মুনীন বায়ন (সম্পা.)

*Science Fiction* : Adam Charles Roberts

*Science Fiction* : Brian Baker

**ষষ্ঠ ষাণ্মাসিক**  
**বুনিয়াদী পাঠ্য**  
**ASM-HC-6016**  
**অসমীয়া চুটিগল্প আৰু উপন্যাস**  
**মূল্যাংক : ৮০**

(উদ্দেশ্য : ছাত্ৰ-ছাত্ৰীসকলে এই পাঠ্যৰ জৰিয়তে অসমীয়া চুটিগল্প আৰু উপন্যাসৰ ধাৰা সম্পৰ্কে অৱহিত হোৱাৰ লগে লগে অসমীয়া ভাষাৰ গুৰুত্বপূৰ্ণ গল্প আৰু উপন্যাসৰ বসাস্বাদনৰ লগতে ইয়াৰ বিদ্যায়তনিক গুৰুত্ব উপলব্ধি কৰিব।)

প্ৰথম গোট : অসমীয়া চুটিগল্পৰ ধাৰা	20
দ্বিতীয় গোট : অসমীয়া উপন্যাসৰ ধাৰা	20
তৃতীয় গোট : চুটিগল্প লক্ষ্মীধৰ শৰ্মা : নীনা যোগেশ দাস : বৰদেউতা পূৰ্বী বৰমুদৈঃ ৰাজনীতি নুবুজা মানুহ	20
চতুৰ্থ গোট : উপন্যাস মামণি ৰয়ছম গোস্বামী : দঁতাল হাতীৰ উঁয়ে খোৱা হাওদা	20

**সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :**

অসমীয়া চুটিগল্প : ঐতিহ্য আৰু বিৱৰ্তন : অপূৰ্ব বৰা (সম্পা.)  
আধুনিক গল্প সাহিত্য : ত্ৰৈলোক্যনাথ গোস্বামী  
উপন্যাস আৰু অসমীয়া উপন্যাস : গোবিন্দ প্ৰসাদ শৰ্মা  
এশ বছৰৰ অসমীয়া উপন্যাস : নগেন ঠাকুৰ (সম্পা.)  
দঁতাল হাতীৰ উঁয়ে খোৱা হাওদা : মামণি ৰয়ছম গোস্বামী  
শ্ৰেষ্ঠ অসমীয়া চুটিগল্প : শৈলেন ভৰালী (সম্পা.)



বুনিয়াদী পাঠ্য  
ASM-HC-6026  
অসমীয়া লিপিৰ ইতিহাস  
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলে অসমীয়া লিপিৰ ইতিহাসৰ আভাস পোৱাৰ লগতে অসমৰ শিলালিপি, অসমৰ তাম্ৰলিপি  
সম্পৰ্কেও জ্ঞান লাভ কৰিব।)

- প্ৰথম গোট : লিপিৰ পৰিচয় আৰু ভাৰতীয় লিপি; অসমীয়া লিপিৰ  
উদ্ভৱ আৰু বিকাশ 20
- দ্বিতীয় গোট : অসমৰ শিলালিপি : পৰিচয়মূলক অধ্যয়ন — সুৰেন্দ্ৰ বৰ্মাৰ  
উমাচল লিপি, ভূতি বৰ্মাৰ বৰগঙ্গা লিপি, হৰ্জৰ বৰ্মাৰ  
তেজপুৰ লিপি, কাণাই বৰশীবোৱা লিপি, সমুদ্ৰপালৰ  
আমবাৰী লিপি, গছতলৰ লিপি 20
- তৃতীয়গোট : অসমৰ তাম্ৰলিপি : পৰিচয়মূলক অধ্যয়ন— ভাস্কৰ বৰ্মাৰ ডুবি আৰু নিধনপুৰ শাসন, হৰ্জৰ বৰ্মাৰ হায়ুংথল  
শাসন, বনমাল বৰ্মাৰ তেজপুৰ আৰু পৰ্বতীয়া শাসন, বলবৰ্মাৰ নগাঁও আৰু হাওৰাঘাট শাসন 20
- চতুৰ্থ গোট : অসমীয়া হাতেলিখা পুথিৰ লিপি :  
গড়গঞা লিপি, বামুণীয়া লিপি, কায়থেলী লিপি; হাতেলিখা পুথিৰ লিখন কলা আৰু লেখন সামগ্ৰী 20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অসমীয়া প্ৰাচীন লিপি : সৰ্বেশ্বৰ কটকী  
অসমীয়া লিপি : উপেন্দ্ৰনাথ গোস্বামী  
অসমীয়া লিপিতত্ত্ব অধ্যয়ন : সতীশ চন্দ্ৰ ভট্টাচাৰ্য্য  
অসমীয়া লিপিৰ পৰিচয় : কনক চন্দ্ৰ চহৰীয়া  
পাঠ-সমীক্ষা (সূত্ৰ আৰু প্ৰয়োগবিধি) : মালিনী গোস্বামী  
পাঠ-সমীক্ষা প্ৰসংগত : ৰামচৰণ ঠাকুৰীয়া  
প্ৰাচ্য শাসনাবলী : মহেশ্বৰ নেওগ  
বিশ্বলিপিৰ ভূমিকা : নাৰায়ণ দাস (সম্পা.)  
*Development of Script in Ancient Kamrup* : T.P. Verma  
*Inscriptions of Ancient Assam* : M. M. Sarma : (ed.)  
*Kamrupa Sasanavali* : D. Sarma (Ed.)  
*The Evolution of Assamese Script*: Mahendra Bora

## বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য

(এই ষাণ্মাসিকৰ ছাত্ৰ-ছাত্ৰীয়ে পাঁচটা বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য ASM-HE-6016, ASM-HE-6026, ASM-HE-6036, ASM-HE-6046, ASM-HE-6056- ৰ মাজৰ পৰা যিকোনো দুটা পাঠ্য বাছি ল'ব পাৰিব)

### ASM-HE-6016

### লক্ষ্মীনাথ বেজবৰুৱা

মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলে সাহিত্যৰথী লক্ষ্মীনাথবেজবৰুৱাৰ সৃষ্টিশীল আৰু চিন্তামূলক লেখাৰ আভাস পাব।)

প্ৰথম গোট : কবিতা (কবিতা, মালতী, বীণবৰাগী ১ম তৰংগ)	20
দ্বিতীয় গোট : সুৰভি (বাপিবাম, লাওখোলা, মলক গুইন্ গুইন্)	20
তৃতীয় গোট : আত্মজীৱনী (মোৰ জীৱন সোঁৱৰণ, প্ৰথম ভাগ)	20
চতুৰ্থ গোট : তত্ত্বকথা : গীতা-তত্ত্ব লঘু ৰচনা : কৃপাবৰ বৰুৱাৰ উইল	20

#### সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমীয়া সাহিত্যৰ ঐতিহ্য আৰু লক্ষ্মীনাথ বেজবৰুৱা : তৰণী ডেকা, কামালুদ্দিন আহমেদ (সম্পা.)

কালান্তৰৰ দোমোজাত বেজবৰুৱা : হীৰেন গোহাঁই

বেজবৰুৱাৰ সাহিত্য প্ৰতিভা : বাণীকান্ত শৰ্মা (সম্পা.)

ৰমন্যাসবাদ আৰু লক্ষ্মীনাথ বেজবৰুৱাৰ কবিতা : কামালুদ্দিন আহমেদ

লক্ষ্মীনাথ বেজবৰুৱা : অসম প্ৰকাশন পৰিষদ

লক্ষ্মীনাথ বেজবৰুৱাৰ সাহিত্য প্ৰতিভা : বিশ্বনাৰায়ণ শাস্ত্ৰী

সাহিত্যৰথী : প্ৰফুল্ল কটকী

Lakshminath Bezbaroa the Sahityarathi of Assam : Maheswar Neog (ed.)

বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য  
ASM-HE-6026  
বাণীকান্ত কাকতি  
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে বাণীকান্ত কাকতিৰ সমালোচনামূলক আৰু চিন্তামূলক প্ৰবন্ধৰ সৈতে ছাত্ৰ-ছাত্ৰীসকল পৰিচিত হ'ব পাৰিব।)

প্ৰথম গোট : বৰগীত বধকাব্য নামঘোষা	20
দ্বিতীয় গোট : আৰ্যাবৰ্ত আৰু পুৰণি অসম কবিৰ অহৈতুকী প্ৰীতি বেজবৰুৱা	20
তৃতীয় গোট : কথা-কবিতা তুমি নাৰী হৃদয়	20
চতুৰ্থ গোট : জাতীয় চৈতন্য নীৰ সাধনা আমাৰ নতুন সাহিত্য	20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

প্ৰসংগ বাণীকান্ত : ভবেন বৰুৱা

বাণীকান্ত ৰচনাৱলী : মহেশ্বৰ নেওগ (সম্পা.)

বাণীকান্তৰ পৰা ভবেন বৰুৱালৈ : শৈলেন ভৰালী

সাহিত্য আৰু চেতনা : হীৰেন গোহাঁই

*Banikanta Kakati : The Man And His Works* : Tabu Taid  
and Ranjit Dev Goswami (eds.)

**বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য**  
**ASM-HE-6036**  
**অসমীয়া শিশু আৰু কিশোৰ সাহিত্য**  
**মূল্যাংক : ৮০**

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকল শিশু-কিশোৰ উপযোগী পদ্য, কাব্য, সাধুকথা, নাটক, প্ৰবন্ধ আৰু মহাকাব্যৰ সৈতে পৰিচিত হ'ব পাৰিব।)

প্রথম গোট : প্রচলিত : কপৌটি এ	20
জ্যোতিপ্ৰসাদ আগৰৱালা : 'জ্যোতি বামায়াণ'ৰ বামৰ জন্ম অংশ	
নৰকান্ত বৰুৱা : কোনে	
নিৰ্মলপ্ৰভা বৰদলৈ : ব'দালি এ ব'দ দে	
দ্বিতীয় গোট : প্ৰফুল্লদত্ত গোস্বামী : বিলাতী হোজা	20
ভবেন্দ্ৰনাথ শইকীয়া : মৰমৰ দেউতা	
তৃতীয় গোট : মিত্ৰদেৱ মহন্ত : মৌ-মহাভাৰত	20
হোমেন বৰগোহাঞি : স্মৃতি-শক্তি আৰু চিন্তা-শক্তি	
চতুৰ্থ গোট : প্ৰবীণা শইকীয়া : অজান দেশত এলিচ	20
বন্দিতা ফুকন : গৰমৰ বন্ধত সোণটি	

**সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :**

অজান দেশত এলিচ : প্ৰবীণা শইকীয়া

অসমীয়া শিশু সাহিত্যৰ সংক্ষিপ্ত ইতিহাস : উপেন্দ্ৰ বৰকটকী

কিতাপ পঢ়াৰ আনন্দ : হোমেন বৰগোহাঞি

গৰমৰ বন্ধত সোণটি : বন্দিতা ফুকন

জ্যোতিপ্ৰসাদ বচনাৱলী : নগেন শইকীয়া (সম্পা.)

নৰকান্ত বৰুৱাৰ শিশু সাহিত্য সমগ্ৰ : গগণ চন্দ্ৰ অধিকাৰী (সম্পা.)

নিৰ্মলপ্ৰভা বৰদলৈৰ শিশু সাহিত্য সমগ্ৰ : গগণ চন্দ্ৰ অধিকাৰী (সম্পা.)

বিলাতী হোজা : প্ৰফুল্লদত্ত গোস্বামী

মৰমৰ দেউতা : ভবেন্দ্ৰনাথ শইকীয়া

মৰুৱা ফুল : নৰকান্ত বৰুৱা

মৌ-মহাভাৰত : মিত্ৰদেৱ মহন্ত

*Children's Literature : A Very Short Introduction* : Kimberley Reynolds

*Reading Children: Essays on Children's Literature* : Rimi B Chatterjee & Nilanjana Gupta (eds.)

**বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য**  
**ASM-HE-6046**  
**অসমীয়া ভাষাৰ উপভাষা**  
**মূল্যাংক : ৮০**

(উদ্দেশ্য : এই পাঠ্যত অসমীয়া ভাষাৰ বিভিন্ন আঞ্চলিক আৰু সামাজিক উপভাষাৰ বিষয়ে আলোচনা কৰা হৈছে। তদুপৰি উপভাষা প্ৰয়োগ সম্বলিত পাঠ সংযোগৰ জৰিয়তে এনে উপভাষাৰ সাহিত্যিক প্ৰয়োগৰ ধাৰণা ছাত্ৰ-ছাত্ৰীক দিবলৈ চেষ্টা কৰা হৈছে।)

<b>প্ৰথম গোট</b>	: উপভাষাৰ সংজ্ঞা আৰু স্বৰূপ : উপভাষাৰ নিৰ্মাণ প্ৰক্ৰিয়া, উপভাষা অধ্যয়নৰ প্ৰয়োজনীয়তা	20
<b>দ্বিতীয় গোট</b>	: অসমীয়া ভাষাৰ ভিন্নতা : আঞ্চলিক উপভাষা, সামাজিক উপভাষা, নৃগোষ্ঠীয় উপভাষা	20
<b>তৃতীয় গোট</b>	: অসমীয়া ভাষাৰ আঞ্চলিক উপভাষাবোৰৰ ভাষিক বৈশিষ্ট্য : উজনি আৰু নামনি	20
<b>চতুৰ্থ গোট</b>	: অসমীয়া সাহিত্যত উপভাষাৰ প্ৰয়োগ : গুণাভিৰাম বৰুৱা : ৰাম-নবমী (পঞ্চম অংক, দ্বিতীয় দৰ্শন ) সৌৰভ কুমাৰ চলিহা : হাঁহিচম্পা শীলভদ্র : সহযাত্ৰী	20

**সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :**

অসমীয়া আৰু অসমৰ ভাষা-উপভাষা : উপেন ৰাভা হাকাচাম  
অসমীয়া ভাষাৰ উদ্ভৱ, সমৃদ্ধি আৰু বিকাশ : উপেন্দ্ৰ নাথ গোস্বামী  
উপভাষা আৰু অসমৰ উপভাষা : দীপ্তি ফুকন পাটগিৰি (সম্পা.)  
উপভাষা বিজ্ঞান : দীপংকৰ মৰল  
এহাত ডাবা : সৌৰভকুমাৰ চলিহা  
কামৰূপী উপভাষা : এটি অধ্যয়ন : বিভা ভৰালী  
গুণাভিৰাম বৰুৱা : ৰাম-নবমী : প্ৰসেনজিৎ চৌধুৰী (সম্পা.)  
গোৱালপৰীয়া উপভাষা : ৰূপ বৈচিত্ৰ্য : বিভা ভৰালী আৰু কল্পনা তালুকদাৰ (সম্পা.)  
শীলভদ্র : মধুপুৰৰ মধুকৰ (শীলভদ্রৰ নিৰ্বাচিত গল্প) : মুনীন বায়ন (সম্পা.)  
A Study on Kamrupi - A Dialect of Assamese : Upendra Nath Goswami  
Dialectology : Peter Trudgill

## বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য

ASM-HE-6056

প্রকল্প

মূল্যাংক : ১০০

এই কাকতখনৰ বাবে ছাত্ৰ-ছাত্ৰীয়ে বিভাগীয় শিক্ষকৰ তত্ত্বাৱধানত কোনো গুৰুত্বপূৰ্ণ স্থান, উৎসৱ-পাৰ্বণ, লোকাচাৰ, লোকপৰিৱেশ্য কলা, লোক সাহিত্য, লোকভাষা আদি যিকোনো এটা বিষয়ত প্রকল্প প্ৰস্তুত কৰিব লাগিব। প্রকল্পৰ শব্দসংখ্যা ৪০০০-৫০০০ ৰ ভিতৰত হ'ব লাগিব। বিভাগৰ মুৰব্বী/ অধ্যাপক/অধ্যাপিকাই তত্ত্বাৱধায়কৰ সহযোগত মূল্যায়নৰ ব্যৱস্থা কৰি প্রকল্পটি আৰু নম্বৰ তালিকা বিশ্ববিদ্যালয়ৰ পৰীক্ষা নিয়ন্ত্ৰকলৈ প্ৰেৰণ কৰিব। এই প্রকল্পৰ মুঠ 100 নম্বৰৰ ভিতৰত 80 নম্বৰ প্রকল্পৰ বাবে আৰু 20 নম্বৰ মৌখিক পৰীক্ষাৰ বাবে ধাৰ্য কৰা হৈছে।

সাধারণ পাঠ্যক্রম  
(REGULAR COURSE)

This is approved in the Academic Council held on 08/11/2019

## সাধাৰণ পাঠ্যক্রম (Regular Course)

- গুৱাহাটী বিশ্ববিদ্যালয়ৰ অসমীয়া বিষয়ৰ স্নাতক (সাধাৰণ) পাঠ্যক্রম 6 টা বাৰ্ষিকত সম্পন্ন হ'ব।
- প্ৰত্যেক পাঠ্যৰ (Course) বাবে 6 ক্রেডিট অথবা 4 ক্রেডিট ধাৰ্য কৰা হৈছে। সমান পাঠ্যক্রমৰ লেখীয়াকৈ ইয়াতে 6 ক্রেডিটৰ পাঠ্যৰ বাবে 6 বিদ্যায়তনিক ঘণ্টা আৰু 4 ক্রেডিটৰ পাঠ্যৰ বাবে 4 বিদ্যায়তনিক ঘণ্টা নিৰ্দিষ্ট কৰা হৈছে।

### অসমীয়া সাধাৰণ পাঠ্যক্রমৰ পাঠ্য বিভাজন (Course Structure for BA in Assamese (Regular) under CBCS)

২০১৯

Semester	ধৰণ (Type)	বুনিয়াদী পাঠ্য (Core Course)	সক্ষমতা বিকাশ পাঠ্য (AECC)	দক্ষতা বিকাশ পাঠ্য (SEC)	বিষয় সম্পৰ্কীয় ঐচ্ছিক পাঠ্য (DSE)	বৰ্গীয় ঐচ্ছিক পাঠ্য (GE)
	গুৰুত্ব (Credit)	১২x৬=৭২	২x৪=৮	৪x৪=১৬	৪x৬=২৪	২x৬=১২
I		ENG-CC-1016 ASM-RC-1016 DSC- 2 A	ENG-AE-1014/ ASM-AE-1014/ Other MIL Communication			
II		ENG-CC-2016 ASM-RC-2016 DSC- 2 B	ENV-AE-2014			
III		ASM-CC-3016 ASM-RC-3016 DSC- 2 C		ASM- SE-3014		
IV		ASM-CC-4016 ASM-RC-4016 DSC- 2 D		ASM-SE-4014		
V				ASM-SE-5014	ASM-RE-5XX6 DSE- 2 A	ASM-RG-5016
VI				ASM-SE-6014	ASM-RE-6XX6 DSE- 2 B	ASM-RG-6016



## স্নাতক সাধাৰণ পাঠ্যক্রম (ক্রেডিট 120)

### পাঠ্য তালিকা

#### বুনিয়াদী পাঠ্য (Core Course)

ক্রমিক নং	পাঠ্যসংখ্যা	পাঠ্যশীৰ্ষক
1	ASM-RC-1016	অসমীয়া ভাষাৰ ইতিহাস
2	ASM-RC-2016	অসমীয়া সাহিত্যৰ ইতিহাস (আৰম্ভণিৰ পৰা অষ্টাদশ শতিকা পৰ্যন্ত)
3	ASM-RC-3016	অসমীয়া নাটক আৰু মঞ্চকলা
4	ASM-RC-4016	আধুনিক অসমীয়া গীতিসাহিত্য

#### বিষয়সম্পৰ্কীয় ঐচ্ছিক পাঠ্য (DSE)

ক্রমিক নং	পাঠ্যসংখ্যা	পাঠ্যশীৰ্ষক
1	ASM-RE-5016	শংকৰদেৱ
2	ASM-RE-5026	অসমীয়া লোক-সাহিত্য অধ্যয়ন
3	ASM-RE-6016	ছন্দ আৰু অলংকাৰ
4	ASM-RE-6026	অভিযোজনা

#### দক্ষতা বিকাশ পাঠ্য (SEC)

ক্রমিক নং	পাঠ্যসংখ্যা	পাঠ্যশীৰ্ষক
1	ASM-SE-3014	ব্যৱহাৰিক অসমীয়া
2	ASM-SE-4014	সৃজনীমূলক সাহিত্য
3	ASM-SE-5014	আবৃত্তিকলা
4	ASM-SE-6014	অসমীয়া আখৰ জোঁটনি

#### বৰ্গীয় ঐচ্ছিক পাঠ্য (GE)

ক্রমিক নং	পাঠ্যসংখ্যা	পাঠ্যশীৰ্ষক
1	ASM-RG-5016	শংকৰদেৱ
2	ASM-RG-6016	ছন্দ আৰু অলংকাৰ

আধুনিক ভাৰতীয় ভাষা (MIL)

<u>ক্রমিক নং</u>	<u>পাঠ্যসংখ্যা</u>	<u>পাঠ্যশীৰ্ষক</u>
1	ASM-CC-3016	প্ৰাচীন অসমীয়া সাহিত্য
2	ASM-CC-4016	আধুনিক অসমীয়া সাহিত্য

প্রথম ষাণ্মাসিক  
বুনিয়াদী পাঠ্য (Core Course)  
ASM-RC-1016  
অসমীয়া ভাষাৰ ইতিহাস  
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যত অসমীয়া ভাষাৰ ক্ৰমবিকাশৰ ধাৰণা বিভিন্ন পাঠৰ জৰিয়তে দিয়া হৈছে।)

প্রথম গোট : অসমীয়া ভাষাৰ উদ্ভৱ আৰু যুগবিভাজন	20
দ্বিতীয় গোট : প্ৰাচীন অসমীয়া ভাষাৰ ভাষাগত বৈশিষ্ট্য : চৰ্যাপদ, মাধৱ কন্দলি : বামাৰণ, শংকৰদেৱ : দশম	20
তৃতীয় গোট : মধ্যযুগৰ অসমীয়া ভাষাৰ ভাষাগত বৈশিষ্ট্য : বুৰঞ্জী, চৰিত পুথি, মন্ত্ৰ পুথি	20
চতুৰ্থ গোট : আধুনিক অসমীয়া ভাষাৰ ভাষাগত বৈশিষ্ট্য	20
আনন্দৰাম ঢেকিয়াল ফুকন : অচমিয়া লৰাৰ মিত্ৰ হেমচন্দ্ৰ বৰুৱা : আত্মজীৱন চৰিত লক্ষ্মীনাথ বেজবৰুৱা : বুঢ়ী আইৰ সাধু	

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অসমীয়া কথা সাহিত্য (পুৰণি ভাগ) : বিৰিঞ্চি কুমাৰ বৰুৱা  
অসমীয়া গদ্য-সাহিত্যৰ গতি-পথ (প্ৰথম খণ্ড) : হৰিনাথ শৰ্মা দলৈ  
অসমীয়া ব্যাকৰণ আৰু ভাষাতত্ত্ব : কালিৰাম মেধি  
অসমীয়া ভাষাৰ ইতিহাস : ৰমেশ পাঠক  
অসমীয়া ভাষাৰ উদ্ভৱ, সমৃদ্ধি আৰু বিকাশ : উপেন্দ্ৰ নাথ গোস্বামী  
অসমীয়া ভাষাৰ গঠন : ঐতিহ্য আৰু ৰূপান্তৰ : উপেন ৰাভা হাকাচাম  
অসমীয়া ভাষাৰ ৰূপতত্ত্ব : লীলাৱতী শইকীয়া বৰা  
আনন্দৰাম ঢেকিয়াল ফুকন : অসমীয়া লৰাৰ মিত্ৰ (দ্বিতীয় আৰু তৃতীয় কাণ্ড) : যোগেন্দ্ৰ নাৰায়ণ ভূঞা (সম্পা.)  
উদ্ভৱকালীন অসমীয়া ভাষা : সুবাসনা মহন্ত  
বুঢ়ী আইৰ সাধু : লক্ষ্মীনাথ বেজবৰুৱা  
মধ্যযুগৰ অসমীয়া ভাষাৰ ব্যাকৰণ : দীপ্তি ফুকন পাটগিৰি  
স্নাতকৰ কথাবন্ধ : মহেশ্বৰ নেওগ (সম্পা.)  
শ্ৰীশ্ৰীশংকৰদেৱ : আদি দশম : নবীন চন্দ্ৰ শৰ্মা (সম্পা.)  
Assamese: Its Formation and Development : Banikanta Kakati  
Studies in Assamese Vocabulary : Ramesh Pathak  
The Origin and Growth of the Assamese Language : Dimbeswar Neog

দ্বিতীয় ষাণ্মাসিক  
বুনিয়াদী পাঠ্য  
ASM-RC-2016  
অসমীয়া সাহিত্যৰ ইতিহাস  
(আৰম্ভণিৰ পৰা অষ্টাদশ শতিকা পৰ্যন্ত)  
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীয়ে প্ৰাক্-শংকৰী যুগ, শংকৰী যুগ আৰু উত্তৰ শংকৰী যুগৰ সাহিত্যৰ পটভূমি আৰু বিশিষ্ট সাহিত্য-  
কৃতিৰ ধাৰণা লাভ কৰিব।)

প্ৰথম গোট : লোক সাহিত্য	20
সংজ্ঞা, সাধাৰণ বৈশিষ্ট্য : অসমীয়া লোক সাহিত্যৰ শ্ৰেণী বিভাগ আৰু প্ৰতিটো বিভাগৰ আলোচনা	
দ্বিতীয়গোট : প্ৰাক্-শংকৰী যুগৰ সাহিত্য	20
পটভূমি, সাধাৰণ বৈশিষ্ট্য, কবিসকল আৰু তেওঁলোকৰ সাহিত্যৰাজি	
তৃতীয়গোট : শংকৰী যুগৰ সাহিত্য	20
পটভূমি, সাধাৰণ বৈশিষ্ট্য, বৈষ্ণৱ আৰু পাঁচালী কবিসকল আৰু তেওঁলোকৰ সাহিত্যকৃতি	
চতুৰ্থ গোট : উত্তৰ-শংকৰী যুগৰ সাহিত্য	20
পটভূমি, সাধাৰণ বৈশিষ্ট্য: চৰিত সাহিত্য, ব্যৱহাৰিক সাহিত্য আৰু বুৰঞ্জী সাহিত্য	

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অসমৰ বৈষ্ণৱ ধৰ্ম আৰু সাহিত্য : কনক চন্দ্ৰ চহৰীয়া  
অসমৰ লোক সাহিত্য : শশী শৰ্মা  
অসমীয়া জন সাহিত্য : প্ৰফুল্লদত্ত গোস্বামী  
অসমীয়া পাঞ্চালী গীত : নবীন চন্দ্ৰ শৰ্মা  
অসমীয়া লোক সাহিত্য : প্ৰহ্লাদ কুমাৰ বৰুৱা (সম্পা.)  
অসমীয়া লোক সাহিত্যৰ ৰূপৰেখা : লীলা গগৈ  
অসমীয়া সাহিত্যৰ পূৰ্ণ ইতিহাস : হৰিনাথ শৰ্মা দলৈ  
অসমীয়া সাহিত্যৰ বুৰঞ্জী : ডিম্বেশ্বৰ নেওগ  
অসমীয়া সাহিত্যৰ বুৰঞ্জী (প্ৰথম খণ্ড) : বিশ্বেশ্বৰ হাজৰিকা (সম্পা.)  
অসমীয়া সাহিত্যৰ বুৰঞ্জী (দ্বিতীয় খণ্ড) : শিৱনাথ বৰ্মন (সম্পা.)  
অসমীয়া সাহিত্যৰ ৰূপৰেখা : মহেশ্বৰ নেওগ  
অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত : সত্যেন্দ্ৰনাথ শৰ্মা  
গোৱালপৰীয়া লোকগীত সংগ্ৰহ : বীৰেন্দ্ৰনাথ দত্ত  
গোৱালপৰীয়া লোক-সংস্কৃতি আৰু লোকগীত : ধীৰেন দাস  
বৈষ্ণৱ যুগৰ অসমীয়া সাহিত্য : ভুবনেশ্বৰী বৈশ্য



তৃতীয় ষাণ্মাসিক  
বুনিয়াদী পাঠ্য  
ASM-RC-3016  
অসমীয়া নাটক আৰু মঞ্চকলা  
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে লোকনাট্য, প্ৰচেনিয়াম, বিকল্প মঞ্চৰ স্বৰূপ সম্পৰ্কে অৱগত হোৱাৰ লগতে মঞ্চ আৰু অভিনয়ৰ আনুষংগিক  
দিশসমূহৰ জ্ঞানো লাভ কৰিব।)

প্ৰথম গোট : পৰম্পৰাগত অসমীয়া মঞ্চ আৰু নাট্যৰীতি 20  
লোকনাট্য আৰু ইয়াৰ পৰিৱেশন— পুতলা নাচ, ওজাপালি, কুশান গান, ভাওনা  
(লোকনাট্য মানে কি, লোকজীৱনৰ সৈতে লোকনাট্যৰ সম্পৰ্ক, লোকনাট্যৰ  
বিষয়বস্তু, উপস্থাপন কৌশল, মঞ্চ আৰু অভিনয়— আহাৰ্য, সাংগীতিক, বাচিক, আংগিক)

দ্বিতীয় গোট : অসমৰ প্ৰচেনিয়াম মঞ্চ আৰু ইয়াৰ ইতিহাস (আৰম্ভণিৰ পৰা ১৯৪৭ লৈকে) 20

তৃতীয় গোট : আধুনিক অসমীয়া নাটকৰ পৰিৱেশন 20  
মঞ্চসজ্জা, সাজসজ্জা আৰু অংগসজ্জা, আলোকসম্পাত, আৱহ সংগীত, অভিনয়

চতুৰ্থ গোট : অসমৰ বিকল্প মঞ্চ আৰু পৰিৱেশন 20  
বাটৰ নাট, অনাতাঁৰ নাট, মুকাভিনয়, একাংকিকা নাটক আৰু ভ্ৰাম্যমাণ নাটক

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অসমৰ লোকনাট : নবীনচন্দ্ৰ শৰ্মা  
অসমীয়া নাট্য সাহিত্যৰ জিলিঙনি (আদিৰ পৰা ১৯৬৭ পৰ্যন্ত) : হৰিশ্চন্দ্ৰ ভট্টাচাৰ্য  
অসমীয়া নাট্য সাহিত্য : সত্যেন্দ্ৰনাথ শৰ্মা  
অসমীয়া লোক-নাট্য পৰম্পৰা : শৈলেন ভৰালী  
ছশ বছৰৰ অসমীয়া নাটক : পৰম্পৰা আৰু পৰিৱৰ্তন : অজিত শইকীয়া (সম্পা.)  
থিয়েটাৰে আলো : তত্ত্ব ও প্ৰয়োগ : ৰঞ্জিতকুমাৰ মিত্ৰ  
থিয়েটাৰ দৃশ্যৰ বিকাশ ও সমীক্ষা : ৰঞ্জিতকুমাৰ মিত্ৰ  
নাট্যচিত্ৰ-নাট্যচৰ্চা : ভূপেন গোস্বামী  
নাট্যশিল্প আৰু অভিনয় তত্ত্ব : অপৰ্ণ বেজবৰুৱা  
নাটক আৰু মঞ্চকলা : অজিত ভৰালী  
মঞ্চলেখা : অতুলচন্দ্ৰ হাজৰিকা  
মঞ্চ দৃশ্যৰ পৰিকল্পনা ও নিৰ্মাণ : ৰঞ্জিতকুমাৰ মিত্ৰ  
Bhaona : The Ritual Play of Assam : M. Neog  
Indian Theatre : N. Jain  
Key Concept in Drama and Performance : K. Pickering  
Music and Drama : A.D. Ranade  
Performance Studies : An Introduction : R. Schechner

## দক্ষতা বিকাশ পাঠ্য

ASM-SE-3014

## ব্যবহাৰিক অসমীয়া

মূল্যাংক : ৮০

(উদ্দেশ্য : অসমীয়া বিবয়ব জানেৰে একোগবাকী ছাত্ৰ-ছাত্ৰীৰ পৰবৰ্তী জীৱনৰ বুদ্ধিক্ৰমে প্ৰহৰ কৰিব পৰা বিশেষ বিবয়ব প্ৰাথমিক অক্ষ  
প্ৰায়োগিক জ্ঞান এই পাঠ্যত থাকিব।)

প্ৰথম গোট	:	আৰ্হি পাঠ : পদ্ধতি আৰু কৌশল	20
দ্বিতীয় গোট	:	ছপা আৰু বৈদ্যুতিন মাধ্যমৰ বাবে বিজ্ঞাপন লেখন, ইংৰাজী হিন্দী বিজ্ঞাপনৰ অসমীয়া অনুবাদ	20
তৃতীয় গোট	:	অনুবাদ : সংবাদ, প্ৰবন্ধ, সাক্ষাৎকাৰ	20
চতুৰ্থ গোট	:	চিত্ৰনাট্য নিৰ্মাণ : সাহিত্যৰ চিত্ৰায়ণ	20

### সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমীয়া আখৰ জোঁটনিৰ কথা : শিবনাথ বৰ্মন

আৰ্হি পাঠকৰ হাত পুথি : অসম সাহিত্য সভা

কি লিখি কেন লিখি : নীৰেন্দ্ৰ নাথ চক্ৰবৰ্তী

গণজ্ঞাপন : তত্ত্ব ও প্ৰয়োগে : পাৰ্থ চট্টোপাধ্যায়

ব্যবহাৰিক অসমীয়া ব্যাকৰণ : উপেন বাভা হাকাচাম

বিজ্ঞান লেখকৰ হাতপুথি : দীনেশ চন্দ্ৰ গোস্বামী

বিষয় চলচিত্ৰ : সত্যজিৎ ৱায়

লেখক ও সম্পাদকেৰ অভিধান : সুভাষ ভট্টাচাৰ্য (সম্পা.)

সেকাল একালেৰ সংবাদ পৰিবেশনেৰ ধাৰা ও বিচিত্ৰ সংবাদ : বৈদ্যনাথ বন্দোপাধ্যায়

# আধুনিক ভাৰতীয় ভাষা (MIL)

ASM-CC-3016

প্ৰাচীন অসমীয়া সাহিত্য

মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকল প্ৰাচীন অসমীয়া সাহিত্যৰ গীত-পদ, কাব্য, নাট আৰু কথা সাহিত্যৰ বিষয়ে অৱগত হ'ব পাৰিব।)

প্ৰথম গোট : গীত-পদ :	
শংকৰদেৱ : জয় জয় যাদৱ (বৰগীত)	২০
সুকবি নাৰায়ণ দেৱ : অ' কি বেফুলা জাগ অ' (পাঁচালী গীত)	
দ্বিতীয় গোট : কাব্য :	
হৰিবৰ বিপ্ৰ : বৰুৱাহনৰ যুদ্ধ	২০
অনন্ত কন্দলী : কুমৰহৰণ	
তৃতীয় গোট : নাটক :	
মাধৱদেৱ : অজ্জুন ভঞ্জন	২০
চতুৰ্থ গোট : কথা-সাহিত্য :	
বৈকুণ্ঠনাথ ভট্টাচাৰ্য্য : অজ্জুনৰ সাংখ্য যোগ (শ্ৰীমদ্ভাগৱদগীতাৰ অসমীয়া অনুবাদৰ দ্বিতীয় অধ্যায়)	২০
বঘুনাথ মহন্ত : বামৰ বন-গমন	

## সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অঙ্কমালা : বিৰিঞ্চি কুমাৰ বৰুৱা (সম্পা.)
- অসমীয়া কথাসাহিত্য : পুৰণি ভাগ : বিৰিঞ্চি কুমাৰ বৰুৱা
- অসমীয়া কাহিনীকাব্যৰ প্ৰবাহ : সত্যেন্দ্ৰনাথ শৰ্মা
- অসমীয়া নাট্য সাহিত্য : সত্যেন্দ্ৰনাথ শৰ্মা
- অসমীয়া সাহিত্যৰ গতিপথ : হৰিনাথ শৰ্মা দলৈ
- অসমীয়া সাহিত্যৰ ৰূপৰেখা : মহেশ্বৰ নেওগ
- কুমৰ হৰণ কাব্য : নবীন চন্দ্ৰ শৰ্মা (সম্পা.)
- পদ্মাপুৰাণ : সুকবি নাৰায়ণদেৱ
- পুৰণি অসমীয়া কাব্য : কনক চন্দ্ৰ চহৰীয়া
- পুৰণি অসমীয়া সাহিত্য : বাণীকান্ত কাকতি
- পুৰণি অসমীয়া সাহিত্যৰ ইতিহাস : প্ৰফুল্ল কুমাৰ নাথ
- পুৰণি অসমীয়া সাহিত্যৰ সৌৰভ : নবীন চন্দ্ৰ শৰ্মা
- বাপচন্দ্ৰ মহন্ত (সম্পা.) : বৰগীত
- স্নাতকৰ কথাবন্ধ : মহেশ্বৰ নেওগ (সম্পা.)

চতুৰ্থ ষাণ্মাসিক  
বুনিয়াদী পাঠ্য  
ASM-RC-4016  
আধুনিক অসমীয়া গীতি সাহিত্য  
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে আধুনিক অসমীয়া গীতি সাহিত্যৰ বিভিন্ন পৰ্বৰ যুগমীয়া গীতৰ সৈতে ছাত্র-ছাত্রীৰ পৰিচয় আৰু অন্তৰংগতা স্থাপন কৰাৰ কথা চিন্তা কৰা হৈছে।)

প্ৰথম গোট : অসমীয়া আধুনিক গীতি সাহিত্যৰ ইতিহাস	20	
দ্বিতীয় গোট : হেৰা আমাৰ জন্মভূমি	: লক্ষ্মীনাথ বেজবৰুৱা	20
মোৰ গানত জ্বলে শত যুগৰ কত অভিমান	: জ্যোতিপ্ৰসাদ আগৰৱালা	
পূৰ্জোঁ আহাঁ আই মাতৃ	: পাৰ্বতীপ্ৰসাদ বৰুৱা	
অ' অসমীয়া ডেকা দল	: বিষ্ণুপ্ৰসাদ ৰাভা	
তৃতীয় গোট : নিয়ৰেৰে ফুল এপাহ ফুলিল	: নৱকান্ত বৰুৱা	20
হে দোলা	: ভূপেন হাজৰিকা	
হেপ্ৰেৰা জেতুকী	: ৰুদ্ৰ বৰুৱা	
কাউৰী পৰে	: কেশৱ মহন্ত	
চতুৰ্থ গোট : বহুদিন বকুলৰ গোক্ৰ পোৱা নাই	: তফজ্জুল আলি	20
সন্ধিয়াৰ আকাশত বগলি উৰে	: নিৰ্মলপ্ৰভা বৰদলৈ	
মাহ হালধিৰে নোৱালে ধুৱালে	: দ্বিজেন্দ্ৰমোহন শৰ্মা	
তোমাৰ বাবেই আছোঁ বাট চাই	: কীৰ্তিকমল ভূঞা	

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অসমীয়া আধুনিক গীতৰ বিকাশত আকাশবাণীৰ ভূমিকা : কীৰ্তিকমল ভূঞা  
অসমীয়া আধুনিক গীতৰ সংগীতকাৰসকল : তফজ্জুল আলি  
কেশৱ মহন্তৰ গীত সমগ্ৰ : মনজ্যোৎস্না মহন্ত গোস্বামী (সম্পা.)  
গান আৰু কবিতা সমগ্ৰ : নৱকান্ত বৰুৱা  
জ্যোতিপ্ৰসাদ ৰচনাৱলী : নগেন শইকীয়া (সম্পা.)  
পাৰ্বতীপ্ৰসাদ বৰুৱা ৰচনাৱলী : পৰনাথ শৰ্মা(সম্পা.)  
ফুলৰ এই মেলাতে : নিৰ্মলপ্ৰভা বৰদলৈ  
বহুদিন বকুলৰ গোক্ৰ পোৱা নাই : তফজ্জুল আলি  
বিষ্ণুপ্ৰসাদ ৰাভা ৰচনা সত্তাৰ (প্ৰথম খণ্ড) : যোগেশ দাস (সম্পা.)  
বেজবৰুৱাৰ গ্ৰন্থাৱলী : অসম সাহিত্য সভা  
ভূপেন হাজৰিকাৰ গীত আৰু জীৱন ৰথ : দিলীপকুমাৰ দত্ত



দক্ষতা বিকাশ পাঠ্য

ASM-SE-4014

সৃজনীমূলক সাহিত্য

মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে কবিতা আৰু গল্প লিখাৰ প্ৰাথমিক আৰু ব্যৱহাৰিক জ্ঞান প্ৰদান কৰা হ'ব।)

প্ৰথম গোট : কল্পনাৰ সংজ্ঞা আৰু পৰিসৰ কল্পনাৰ কৰ্ষণ সৃজনীমূলক সাহিত্য ৰচনাৰ প্ৰয়োজনীয় যোগ্যতা	20
দ্বিতীয় গোট : আধুনিক কবিতা : সংজ্ঞা আৰু বৈশিষ্ট্য আধুনিক কবিতাৰ পটভূমি আধুনিক কবিতাৰ ভাষা	20
তৃতীয় গোট : গল্পৰ বীজ ৰোপণ গল্প ৰচনাৰ বাবে ক্ষেত্ৰ অধ্যয়ন গল্পৰ নিৰ্মাণ	20
চতুৰ্থ গোট : কবিতা আৰু গল্পৰ আৰ্হি প্ৰস্তুতকৰণ	20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

আধুনিক অসমীয়া কবিতা : কামালুদ্দিন আহমেদ

আধুনিক বাংলা কাব্য পৰিচয় : দীপ্তি ত্ৰিপাঠী

আধুনিকতাবাদ আৰু অন্যান্য প্ৰবন্ধ : হৰেকৃষ্ণ ডেকা

কবিতাৰ ক্লাস : নীৰেন্দ্ৰ নাথ চক্ৰবৰ্তী

ৰমন্যাসবাদ : মহেন্দ্ৰ বৰা

সৃজনীমূলক সাহিত্য : প্ৰেৰণা আৰু আৰ্হি : অতনু ভট্টাচাৰ্য

*Romantic Imagination* : C M Bowra

## আধুনিক ভাৰতীয় ভাষা (MIL)

ASM-CC-4016

### আধুনিক অসমীয়া সহিত্য

মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে আধুনিক অসমীয়া সাহিত্যৰ বহু-বহু কবিতা, চুটিগল্প, প্ৰবন্ধ আৰু নাটকৰ সৈতে ছাত্ৰ-ছাত্ৰীৰ অন্তৰংগতা স্থাপনৰ দিশত গুৰুত্ব দিয়া হৈছে।)

প্ৰথম গোট : হীৰেন ভট্টাচাৰ্য : শোভাযাত্ৰাত নিহতজনৰ কবিতা নিৰ্মলপ্ৰভা বৰদলৈ : মৰ্মাস্তিক বাম গগৈ : পথাৰ	20
দ্বিতীয় গোট : সৌৰভ কুমাৰ চলিহা : বীণা কুটীৰ ভবেন্দ্ৰনাথ শইকীয়া : বানপ্ৰস্থ অৰুপা পটঙ্গীয়া কলিতা : দেওপাহাৰৰ ভগ্নস্তুপত	20
তৃতীয় গোট : বেণুধৰ শৰ্মা : মণিৰাম দেৱানৰ ফাঁচী ডিম্বেশ্বৰ নেওগ : বনঘোষা-বনৰীয়া গীত	20
চতুৰ্থ গোট : জ্যোতিপ্ৰসাদ আগৰৱালা : লভিতা	20

#### সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমীয়া চুটিগল্প : ঐতিহ্য আৰু বিৱৰ্তন : অপূৰ্ব বৰা (সম্পা.)

আধুনিক কবিতা : হৰেকৃষ্ণ ডেকা

কবিতা মঞ্জৰী : নিৰ্মলপ্ৰভা বৰদলৈ (সম্পা.)

লভিতা : জ্যোতিপ্ৰসাদ আগৰৱালা

শ্ৰেষ্ঠ অসমীয়া চুটিগল্প : শৈলেন ভৰালী (সম্পা.)

স্নাতকৰ কথাবন্ধ : মহেশ্বৰ নেওগ (সম্পা.)

পঞ্চম ষাণ্মাসিক  
দক্ষতা বিকাশ পাঠ্য  
ASM-SE-5014  
আবৃত্তি কলা  
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে কবিতা আবৃত্তিৰ তাত্ত্বিক আৰু প্ৰায়োগিক জ্ঞান প্ৰদানৰ প্ৰয়াস কৰা হ'ব।)

প্ৰথম গোট	: আবৃত্তিৰ ইতিহাস আৰু পৰম্পৰা; আবৃত্তিৰ উপস্থাপন	20
দ্বিতীয় গোট	: আবৃত্তিৰ প্ৰস্তুতি : কাব্য বোধ, ছন্দ আৰু যতিৰ ধাৰণা, কাব্য গতি (pace) স্মৃতিকৰণ (memorization)	20
তৃতীয় গোট	: আবৃত্তিৰ কৌশল : স্বৰ ক্ষেপন, স্বৰ কম্পন (modulation), সঠিক উচ্চাৰণ, সুৰ আৰু লয়ৰ প্ৰয়োগ	20
চতুৰ্থ গোট	: ব্যৱহাৰিক পৰীক্ষা : জ্যোতিপ্ৰসাদ আগৰৱালা / নৱকান্ত বৰুৱা / হীৰেন ভট্টাচাৰ্যৰ যিকোনো এটা কবিতাৰ আবৃত্তি	20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমীয়া কবিতাৰ ছন্দ : মহেন্দ্ৰ বৰা

কবিতাৰ ক্লাস : নীৰেন্দ্ৰ নাথ চক্ৰৱৰ্তী

জ্যোতি প্ৰসাদ বচনাৱলী : সত্যেন্দ্ৰ নাথ শৰ্মা (সম্পা.)

নৱকান্ত বৰুৱাৰ কবিতা : তীৰ্থ ফুকন (সম্পা.)

বাক্ শিল্প : আবৃত্তি আৰু সংলাপ : ভূপেন চক্ৰৱৰ্তী

বিষয় আবৃত্তি : অমিয় চট্টোপাধ্যায়, দেবদুলাল বন্দোপাধ্যায়

সুগন্ধি পখিলা : হীৰেন ভট্টাচাৰ্য

Assamese Phonetic Reader : P.N. Dutta Baruah

Heart Beats : Everyday Life and the Memorized Poem : Catherine Robson

## বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য

(এই যাণাসিকৰ ছাত্ৰ-ছাত্ৰীয়ে দুটা বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য ASM-RE-5016 আৰু ASM-RE-5026 - ব মাজৰ পৰা যিকোনো এটা পাঠ্য বাছি ল'ব পাৰিব)

**ASM-RE-5016**

**শংকৰদেৱ**

**মূল্যাংক : ৮০**

(উদ্দেশ্য : অসমীয়া সাহিত্যৰ যুগন্ধৰ প্ৰতিভা শংকৰদেৱৰ বৰগীত, কীৰ্তনঘোষা, কাব্য আৰু নাট সম্পর্কে ছাত্ৰ-ছাত্ৰীসকলে জ্ঞান লাভ কৰিব।)

প্ৰথম গোট : শংকৰদেৱৰ সাহিত্যৰ পৰিচয় আৰু পটভূমি	২০
দ্বিতীয় গোট : বৰগীত :	২০
(১) নাৰায়ণ কাহে ভকতি	
(২) সাৰঙ্গ পাণি হে	
কীৰ্তনঘোষা :	
(১) গজেন্দ্ৰ উপাখ্যান	
(২) শিশু লীলা	
তৃতীয় গোট : হৰিশ্চন্দ্ৰ উপাখ্যান	২০
চতুৰ্থ গোট : পাৰিজাত-হৰণ নাট	২০

### সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অনুনাৰ্দ : শ্ৰীমন্ত শংকৰ আৰু অসমীয়া সংস্কৃতি : ৰঞ্জিৎ কুমাৰ দেৱগোস্বামী (সম্পা.)  
অসমৰ বৈষ্ণৱ সাহিত্য আৰু দৰ্শন : অণিমা দত্ত  
পুৰণি অসমীয়া সাহিত্য : বাণীকান্ত কাকতি  
প্ৰবন্ধ গানৰ পৰম্পৰাত বৰগীত : বাপচন্দ্ৰ মহন্ত  
মহাপুৰুষ শংকৰদেৱ : নবীন চন্দ্ৰ শৰ্মা  
শংকৰী সাহিত্যৰ সমীক্ষা : ভৱ প্ৰসাদ চলিহা (সম্পা.)  
শংকৰদেৱ (১ম আৰু দ্বিতীয় খণ্ড) : মহেশ্বৰ নেওগ  
শংকৰদেৱ অধ্যয়ন প্ৰসঙ্গ : কেশৱানন্দ দেৱগোস্বামী  
শংকৰদেৱ অধ্যয়নৰ গ্ৰন্থপঞ্জী : বিমল মজুমদাৰ (সম্পা.)  
শংকৰদেৱৰ কৃতি আৰু কৃতিত্ব : শিৱনাথ বৰ্মন  
শংকৰদেৱৰ সাহিত্য প্ৰতিভা : হৰিনাথ শৰ্মা দলৈ  
শ্ৰীমন্ত শংকৰদেৱৰ সমাজ আৰু সংস্কৃতি : প্ৰদীপজ্যোতি মহন্ত (সম্পা.)

বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য  
ASM-RE-5026  
অসমীয়া লোক-সাহিত্য অধ্যয়ন  
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীয়ে লোক সাহিত্যৰ স্বৰূপ আৰু অসমীয়া লোকসাহিত্যৰ বিভিন্ন সমলৰ সৈতে পৰিচিত হ'ব।)

- প্ৰথম গোট : লোকসাহিত্যৰ প্ৰকৃতি বিচাৰ আৰু শ্ৰেণী বিভাগ : 20  
গেয় আৰু কথ্য, প্ৰাচীন আৰু সমকালীন, আঞ্চলিক  
আৰু জনগোষ্ঠীয়
- দ্বিতীয় গোট : প্ৰবাদ-পটন্তৰ, জনশ্ৰুতি-সাধুকথা, মন্ত্ৰসাহিত্য, নিচুকনি আৰু 20  
খেল-ধেমালিৰ গীত-মাত (অসমীয়া আৰু অসমীয়াৰ নৃগোষ্ঠীয়  
উপভাষাত ৰচিত গীত-মাতৰ বিশেষ প্ৰসংগত)
- তৃতীয় গোট : মালিতা আৰু কাহিনী গীত : 20  
আখ্যানমূলক, বুৰঞ্জীমূলক, ব্যঙ্গাত্মক, সমকালীন, খণ্ডিত মালিতা  
(অসমীয়া আৰু অসমৰ নিৰ্বাচিত জনগোষ্ঠীৰ গীত-মাতৰ বিশেষ প্ৰসংগত)
- চতুৰ্থ গোট : অনুষ্ঠানমূলক, উৎসৱকেন্দ্ৰিক, স্মৃতিমূলক, ধৰ্মকেন্দ্ৰিক, প্ৰেম আৰু 20  
বিবহ বিষয়ক (বাৰমাহী গীত), (অসমীয়া আৰু অসমৰ নিৰ্বাচিত জনগোষ্ঠীৰ  
গীত-মাতৰ বিশেষ প্ৰসংগত)

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অলৌ গুটি-তলৌ গুটি : অসমৰ খেল-ধেমালিৰ গীত-মাত : উপেন ৰাভা হাকাচাম (সম্পা.)  
অসমীয়া জনসাহিত্য : প্ৰফুল্লদত্ত গোস্বামী  
অসমীয়া লোক-সাহিত্যৰ ৰূপৰেখা : লীলা গগৈ  
কামৰূপী লোকগীতি সংগ্ৰহ : হেমন্ত কুমাৰ শৰ্মা (সম্পা.)  
গোৱালপৰীয়া লোকগীত সমগ্ৰ : বীৰেন্দ্ৰনাথ দত্ত (সম্পা.)  
দৰঙী লোকগীত সংগ্ৰহ : কনক চন্দ্ৰ চহৰীয়া (সম্পা.)  
বাৰমাহৰ তেৰ গীত : প্ৰফুল্লদত্ত গোস্বামী  
সমকালীন অসমীয়া লোক-সাহিত্য : উপেন ৰাভা হাকাচাম (সম্পা.)  
হেনা-হুচা : অসমীয়া জনজাতীয় / জনগোষ্ঠীয় লোকসাহিত্যৰ সংকলন (প্ৰথম আৰু দ্বিতীয় খণ্ড) : উপেন ৰাভা  
হাকাচাম (সম্পা.)



বৰ্গীয় ঐচ্ছিক পাঠ্য (GE)  
ASM-RG-5016

শংকৰদেৱ  
মূল্যাংক : ৮০

(উদ্দেশ্য : অসমীয়া সাহিত্যৰ যুগন্ধৰ প্ৰতিভা শংকৰদেৱৰ বৰগীত, কীৰ্তনঘোষা, কাব্য আৰু নাট সম্পৰ্কে ছাত্ৰ-ছাত্ৰীসকলে জ্ঞান লাভ কৰিব।)

প্ৰথম গোট : শংকৰদেৱৰ সাহিত্যৰ পৰিচয় আৰু পটভূমি	২০
দ্বিতীয় গোট : বৰগীত :	২০
(১) নাৰায়ণ কাহে ভকতি	
(২) সাৰঙ্গ পাণি হে	
কীৰ্তনঘোষা :	
(১) গজেন্দ্ৰ উপাখ্যান	
(২) শিশু লীলা	
তৃতীয় গোট : হৰিশ্চন্দ্ৰ উপাখ্যান	২০
চতুৰ্থ গোট : পাৰিজাত-হৰণ নাট	২০

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অনুনাৰ্দ : শ্ৰীমন্ত শংকৰ আৰু অসমীয়া সংস্কৃতি : ৰঞ্জিৎ কুমাৰ দেৱগোস্বামী (সম্পা.)  
অসমৰ বৈষ্ণৱ সাহিত্য আৰু দৰ্শন : অগ্নিমা দত্ত  
পুৰণি অসমীয়া সাহিত্য : বাণীকান্ত কাকতি  
প্ৰবন্ধ গানৰ পৰম্পৰাত বৰগীত : বাপচন্দ্ৰ মহন্ত  
মহাপুৰুষ শংকৰদেৱ : নবীন চন্দ্ৰ শৰ্মা  
শংকৰী সাহিত্যৰ সমীক্ষা : ভৱ প্ৰসাদ চলিহা (সম্পা.)  
শংকৰদেৱ (১ম আৰু দ্বিতীয় খণ্ড) : মহেশ্বৰ নেওগ  
শংকৰদেৱৰ অধ্যয়ন প্ৰসঙ্গ : কেশৱানন্দ দেৱগোস্বামী  
শংকৰদেৱৰ অধ্যয়নৰ গ্ৰন্থপঞ্জী : বিমল মজুমদাৰ (সম্পা.)  
শংকৰদেৱৰ কৃতি আৰু কৃতিত্ব : শিৱনাথ বৰ্মন  
শংকৰদেৱৰ সাহিত্য প্ৰতিভা : হৰিনাথ শৰ্মা দলৈ  
শ্ৰীমন্ত শংকৰদেৱৰ সমাজ আৰু সংস্কৃতি : প্ৰদীপজ্যোতি মহন্ত (সম্পা.)

ষষ্ঠ মাধ্যমিক  
দক্ষতা বিকাশ পাঠ্য  
ASM-SE-6014  
অসমীয়া আখৰ-জোঁটনি  
মূল্যাংক : ৮০

(উদ্দেশ্য : অসমীয়া ভাষা বৃত্তিগতভাৱে ব্যৱহাৰ কৰিবলৈ শুদ্ধ আখৰ-জোঁটনিৰ জ্ঞান অপৰিহাৰ্য। এই পাঠ্যত অসমীয়া আখৰ-জোঁটনিৰ নিয়ম আৰু কৌশল সম্পৰ্কীয় জ্ঞান সন্নিবিষ্ট হৈছে।)

প্ৰথম গোট : বৰ্ণাশুদ্ধিৰ কাৰণ :	20
স্বৰধ্বনিগত বৰ্ণাশুদ্ধি - স্বৰধ্বনি আৰু আখৰৰ সম্পৰ্ক, স্বৰচিহ্ন	
দ্বিতীয় গোট : ব্যঞ্জনধ্বনিগত বৰ্ণাশুদ্ধি :	20
ব্যঞ্জনধ্বনি আৰু আখৰৰ সম্পৰ্ক, যুক্তাক্ষৰ	
তৃতীয় গোট : ভুল প্ৰয়োগ :	20
বিভক্তি, প্ৰত্যয়, চন্দ্ৰবিন্দু, যতিচিহ্ন, তৎসম শব্দৰ বানান, থলুৱা শব্দৰ বানান	
চতুৰ্থ গোট : লিপ্যন্তৰ পদ্ধতি আৰু প্ৰয়োগ	20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অসমীয়া আখৰ-জোঁটনি অসমীয়া : গোলোক চন্দ্ৰ গোস্বামী  
অসমীয়া আখৰ-জোঁটনি আৰু লিপ্যন্তৰ পদ্ধতি : গুৱাহাটী বিশ্ববিদ্যালয়  
অসমীয়া আখৰ জোঁটনিৰ কথা : শিৱনাথ বৰ্মন  
অসমীয়া ভাষাৰ স্বতন্ত্ৰতা : ভগৱান মৰল  
অসমীয়া ভাষা : সংৰক্ষণ, সংবৰ্ধন আৰু সম্প্ৰচাৰ : ৰমানন্দন বৰা (সম্পা.)  
অসমীয়া ভাষা-সাহিত্য চৰ্চাকাৰীসকলৰ হাতপুথি : ৰমেশ পাঠক  
নিকা অসমীয়া ভাষা : মহেশ্বৰ নেওগ  
ব্যাকৰণ তত্ত্ব আৰু তাত্ত্বিক : খগেশ সেন ডেকা

## বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য

(এই ষাণ্মাসিকৰ ছাত্ৰ-ছাত্ৰীয়ে দুটা বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য ASM-RE-6016 আৰু ASM-RE-6026 -ৰ মাজৰ পৰা যিকোনো এটা পাঠ্য বাছি ল'ব পাৰিব)

ASM-RE-6016

ছন্দ আৰু অলংকাৰ

মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলক অসমীয়াত ব্যৱহৃত ছন্দ আৰু অলংকাৰৰ তাত্ত্বিক জ্ঞান প্ৰদানৰ প্ৰয়াস কৰা হৈছে।)

প্ৰথম গোট : অক্ষৰ, মাত্ৰা, লয়, যতি, চৰণ, মুক্তক 20

দ্বিতীয় গোট : নিৰ্বাচিত ছন্দ 20

পদ, দুলাড়ী, ছবি, লেচাবী, একাৰলী, ঝুমুৰী, কুসুমমালা

তৃতীয় গোট : অলংকাৰ 20

সংজ্ঞা, অলংকাৰৰ প্ৰয়োজনীয়তা

অলংকাৰৰ প্ৰকাৰভেদ

চতুৰ্থ গোট : নিৰ্বাচিত অলংকাৰ 20

অনুপ্ৰাস, যমক, শ্লেষ, বক্ৰোক্তি, পুনৰুক্তিৰদাভাস, উপমা, কপক, ভ্ৰান্তিমান, উৎপ্ৰেক্ষা, ব্যাজস্ততি

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমীয়া কবিতাৰ ছন্দ : মহেন্দ্ৰ বৰা

অসমীয়া ছন্দ শিল্পৰ ভূমিকা : নৱকান্ত বৰুৱা

অলংকাৰ-জিজ্ঞাসা : নিশীথ মুখোপাধ্যায়

কবিতাৰ দেহবিচাৰ : নৱকান্ত বৰুৱা

সংস্কৃত সমালোচনা শাস্ত্ৰৰ বিৱৰ্তন আৰু ধাৰা : নৰেন্দ্ৰ নাথ শৰ্মা

সাহিত্য বিদ্যা পৰিক্ৰমা : তীৰ্থনাথ শৰ্মা



## বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য

ASM-RE-6026

অভিযোজনা

মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে অভিযোজনাৰ তাত্ত্বিক আৰু ব্যৱহাৰিক জ্ঞান লাভ কৰিব।)

প্ৰথম গোট : অনুবাদ প্ৰক্ৰিয়া

20

অনুবাদৰ প্ৰকাৰ হিচাপে অভিযোজনা

অনুবাদ আৰু অভিযোজনাৰ পাৰ্থক্য

দ্বিতীয় গোট : একে ঠাল (genre)ৰ আৱৰ্ততে কৰা অভিযোজনা

20

অধ্যয়ন, বিশ্লেষণ আৰু তুলনা— মাৰ্ক টোৱেইনৰ উপন্যাস

*Adventures of Huckleberry Finn* আৰু উপন্যাসখনৰ বন্দিতা ফুকনে

কৰা অভিযোজনাকালবেৰী ফিনৰ ৰোমাঞ্চকৰ কাহিনী

তৃতীয় গোট : এটা ঠালৰ পৰা আন এটা ঠাললৈ কৰা অভিযোজনা

20

অধ্যয়ন, বিশ্লেষণ আৰু তুলনা— লক্ষ্মীনন্দন বৰাৰ উপন্যাস *গঙাচিলনীৰ পাখি*

আৰু উপন্যাসখনৰ পদুম বৰুৱাই কৰা চলচ্চিত্ৰীয় অভিযোজনা *গঙাচিলনীৰ পাখি*

চতুৰ্থ গোট : লিখন-প্ৰকল্প (শিক্ষকে ছাত্ৰ-ঠাত্ৰীক একে ঠালৰ আৱৰ্ততে বা এটা ঠালৰ পৰা

20

আন এটা ঠাললৈ কৰা অভিযোজনাৰ উদাহৰণ হিচাপে এটা অভিযোজিত পাঠ

মূল পাঠৰ সৈতে তুলনা কৰি চাবলৈ দিব)

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অনুবাদ অধ্যয়ন : তত্ত্ব আৰু প্ৰয়োগ : মদন শৰ্মা

অনুবাদৰ কথা : আবুল লেইচ

অনুবাদ পৰিক্ৰমা : প্ৰফুল্ল কটকী

অসমীয়া চলচ্চিত্ৰৰ ছাঁ-পোহৰ : অপূৰ্ব শৰ্মা

চলচ্চিত্ৰ : সময়-সমাজ-নন্দনতত্ত্ব : উৎপল দত্ত

তুলনামূলক সাহিত্য আৰু অনুবাদ কলা : কৰবী ডেকা হাজৰিকা

তুলনামূলক সাহিত্য আৰু অনুবাদৰ বিচাৰ : নীৰাজনা মহন্ত বেজবৰা

*Translation Studies* : Susan Bassnett

*Translation Studies Reader* : Lawrence Venuti (ed.)

বৰ্গীয় ঐচ্ছিক পাঠ্য  
ASM-RG-6016  
ছন্দ আৰু অলংকাৰ  
মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলক অসমীয়াত ব্যৱহৃত ছন্দ আৰু অলংকাৰৰ তাত্ত্বিক জ্ঞান প্ৰদানৰ প্ৰয়াস কৰা হৈছে।)

প্ৰথম গোট : অক্ষৰ, মাত্ৰা, লয়, যতি, চৰণ, মুক্তক

20

দ্বিতীয় গোট : নিৰ্বাচিত ছন্দ

20

পদ, দুলাড়ী, ছবি, লোচাবী, একাৱলী, কুমুৰী, কুসুমমালা

তৃতীয় গোট : অলংকাৰ

20

সংজ্ঞা, অলংকাৰৰ প্ৰয়োজনীয়তা

অলংকাৰৰ প্ৰকাৰভেদ

চতুৰ্থ গোট : নিৰ্বাচিত অলংকাৰ

20

অনুপ্ৰাস, যমক, শ্লেষ, বক্ৰোক্তি, পুনৰুক্তিৰদাভাস, উপমা, ৰূপক, ভ্ৰান্তিমান, উৎপ্ৰেক্ষা, ব্যাজস্ততি

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমীয়া কবিতাৰ ছন্দ : মহেন্দ্ৰ বৰা

অসমীয়া ছন্দ শিল্পৰ ভূমিকা : নৱকান্ত বৰুৱা

অলংকাৰ-জিজ্ঞাসা : নিশীথ মুখোপাধ্যায়

কবিতাৰ দেহবিচাৰ : নৱকান্ত বৰুৱা

সংস্কৃত সমালোচনা শাস্ত্ৰৰ বিৱৰ্তন আৰু ধাৰা : নৰেন্দ্ৰ নাথ শৰ্মা

সাহিত্য বিদ্যা পৰিক্ৰমা : তীৰ্থনাথ শৰ্মা

**SYLLABUS  
OF  
EDUCATION**

**FOR  
UNDER GRADUATE CBCS COURSE (HONOURS)  
(REVISED)**



**(Approved by Academic Council on 8<sup>th</sup> November, 2019  
effective from July, 2019)**

**GAUHATI UNIVERSITY  
GUWAHATI**

## Course Structure of B.A. Education (Honours) under CBCS

### Gauhati University, Guwahati

It aims to develop a holistic and multidimensional understanding of the topics. It attempts to approach new areas of learning, develop competencies in the students thereby opening various avenues for self-discovery, academic understanding and employment.

#### Instruction on Teaching Method:

- The classroom transaction of all the papers will be done through Blended mode of learning. However, offline learning will be conducted through lectures, group discussions, experiential exercises, projects, presentations, workshops, seminars and hands on experiences.
- Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. To this end, practicum is incorporated as an important component in many of the papers.
- Use of ICT and mass media and web based sources is highly recommended to make the teaching learning process interactive and interesting.
- 40% of the courses will be covered by online mode of learning.

**Evaluation:** The mode of evaluation would be through a combination of external and internal assessment in the ratio of 80: 20 respectively. Equal weightage will be given to all the units while setting of questions papers in external examination. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the student.

Semester	Core Credit- 14x6=84	AECC 2x4=8	SEC 2x4=8	DSE 4x6=24	GE 4x6=24
I	EDU-HC-1016	English/MIL communication			EDU-HG-1016
	EDU-HC-1026				
II	EDU-HC-2016	Environmental science			EDU-HG-2016
	EDU-HC-2026				
III	EDU-HC-3016		EDU-SE-3014		EDU-HG-3016
	EDU-HC-3026				
	EDU-HC-3036				
IV	EDU-HC-4016		EDU-SE-4014		EDU-HG-4016

	EDU-HC-4026				
	EDU-HC-4036				
V	EDU-HC-5016			<i>Any one</i> EDU-DSE-5016 / EDU-DSE-5026	
	EDU-HC-5026			<i>Any one</i> EDU-DSE-5036/ EDU-DSE-5046	
VI	EDU-HC-6016			<i>Any one</i> EDU-DSE-6016/ EDU-DSE-6026	
	EDU-HC-6026			<i>Any one</i> EDU-DSE-6036/ EDU-DSE-6046	

**List of Papers**  
**B.A. Education (Honours)**

<b>Core Papers</b>			
<b>Sl. No</b>	<b>Course code</b>	<b>Title of the Paper</b>	<b>Credit</b>
1	EDU-HC-1016	Principles of Education	6
2	EDU-HC-1026	Psychological foundations of Education & laboratory practical	4+2
3	EDU-HC-2016	Philosophical and Sociological Foundations of Education	6
4	EDU-HC-2026	Development of Education in India- I	6
5	EDU-HC-3016	Development of Education in India- II	6
6	EDU-HC-3026	Educational Technology and Teaching Methods	6
7	EDU-HC-3036	Value and Peace Education	6
8	EDU-HC-4016	Great Educational Thinkers	6
9	EDU-HC-4026	Educational Statistics & Practical	4+2
10	EDU-HC-4036	Emerging Issues in Education	6
11	EDU-HC-5016	Measurement and Evaluation in Education & Laboratory Practical	4+2
12	EDU-HC-5026	Guidance and Counselling	6
13	EDU-HC-6016	Education and Development	6
14	EDU-HC-6026	Project	6
<b>Discipline Specific Elective Papers ( DSE)</b>			
1	EDU-DSE-5016/	Continuing Education/	6
2	EDU-DSE-5026	Developmental Psychology	
3	EDU-DSE-5036/	Human Rights Education/	6
4	EDU-DSE-5046	Teacher Education in India	
5	EDU-DSE-6016/	Mental Health & Hygiene/	6
6	EDU-DSE-6026	Special Education	

7	EDU-DSE-6036/	Educational Management/	6
8	EDU-DSE-6046	Women and Society	
<b>Generic Elective (GE)</b>			
1	EDU-HG-1016	Foundations of Education	6
2	EDU-HG-2016	Psychology of Adolescents	6
3	EDU-HG-3016	Guidance and Counselling	6
4	EDU-HG-4016	History of Education in India	6
<b>Skill Enhancement Course (SEC)</b>			
1	EDU-SE- 3014	Public speaking skill	4
2	EDU-SE-4014	Writing Bio-data and facing an Interview	4
<b>Ability Enhancement Compulsory Course (AECC)</b>			
1		English/MIL Communication	
2		Environmental Science	

# 1<sup>st</sup> SEMESTER (HONOURS)

EDU-HC-1016

## PRINCIPLES OF EDUCATION

Total Marks: 100 (External: 80 and Internal: 20)

Credit-6

### Course Objectives:

After completion of this course the learner will be able to:

- Acquaint the students with the sound principles of education
- Acquaint the students with the important concepts of Education, Curriculum, Democracy, Discipline and Freedom.
- Develop knowledge about different Aims of Education, various types of Curriculum, Correlation of Studies and Forms of Discipline.
- Familiarise the students with democratic idea of modern education.

### Course contents

Units	Contents
<b>Unit-1</b>	<b>Meaning and Concept of Education</b> <ul style="list-style-type: none"><li>• Meaning, nature and scope of education.</li><li>• Forms of education- Formal, Informal and Non-formal education and their agencies</li><li>• School and its functions, relationship between school and society.</li><li>• Distance and Open Education with special reference to India.</li><li>• Functions of education.</li></ul>
<b>Unit-2</b>	<b>Aims of education</b> <ul style="list-style-type: none"><li>• Meaning and importance of Aims.</li><li>• Determinants of aims.</li><li>• Historical retrospect.</li><li>• Social Vs Individual aim.</li><li>• Vocational and Liberal aim</li><li>• Democratic, Citizenship, Moral and Complete living as an aim of education</li></ul>
<b>Unit- 3</b>	<b>Curriculum</b> <ul style="list-style-type: none"><li>• Concept and nature of Curriculum</li><li>• Importance of Curriculum.</li><li>• Types of Curriculum.</li><li>• Principles of Curriculum Construction</li><li>• Correlation of Studies—Meaning, Types and importance.</li><li>• Co-curricular activities- Meaning, Types and importance.</li></ul>
<b>Unit-4</b>	<b>Discipline and Freedom</b> <ul style="list-style-type: none"><li>• Meaning and importance</li><li>• Discipline Vs. Order</li><li>• Forms of discipline</li></ul>



	<ul style="list-style-type: none"> <li>• Place of reward and punishment in schools</li> <li>• Concept of free-discipline.</li> <li>• Maintenance of discipline in school.</li> </ul>
<b>Unit-5</b>	<b>Democracy and Education</b> <ul style="list-style-type: none"> <li>• Meaning of Democracy in Education</li> <li>• Democracy and the Education of Masses</li> <li>• The child in democratic education.</li> <li>• Role of Teachers and the Administrators in Democracy.</li> <li>• Methods of teaching in Democracy</li> </ul>

**Recommended Readings:**

- Agarwal J.C. (2010). *Theory and Principles of Education*. Delhi: Vikash Publishing House Pvt. Ltd.
- Baruah, J. (2006). *Sikshatatta Adhyayan*. Guwahati: Lawyer's Book Stall.
- Bhatia & Bhatia (1994). *Theory and Principles of Education*. Delhi: Doaba.
- Chatterjee, S. (2012). *Principles and Practice of Modern Education*. Delhi: Books & Allied Ltd.
- Raymont T. (1904). *Principles of Education*. London, New York & Bombay: Longmans, Green & Co.
- Ross J.S. (1945). *The Ground Work of Educational Theory*. London, Toronto, Bombay, Sydney: George G. Harrap & Co. Ltd.
- Safaya R.N. & Shaida B.D. (2010). *Modern Theory and Practice of Education*. New Delhi: Dhanpatrai Publishing Company Pvt. Ltd.

**EDU-HC-1026**  
**PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Make the students understand the relationship between education and psychology.
- Explain the need of educational psychology in teaching learning process.
- Describe the nature and theories of learning and role of motivation in learning.
- Understand the concept of memory, forgetting, attention and interest.
- Understand intelligence, its theories and measurement.
- Acquaint with different types of personality and the adjustment mechanism.

**Course contents**

Units	Contents
<b>Unit-1</b>	<p><b>Psychology and Education:</b></p> <ul style="list-style-type: none"> <li>• Meaning and nature of Psychology</li> <li>• Relation between education and psychology</li> <li>• Educational Psychology-Nature,Scope,Methods— Observation,Experimentation,Case study method</li> <li>• Importance of Educational Psychology in teaching –learning process</li> </ul>
<b>Unit-2</b>	<p><b>Learning and Motivation:</b></p> <ul style="list-style-type: none"> <li>• Learning -Meaning and nature</li> <li>• Theories of learning—Connectionism, Classical conditioning, Operant conditioning and Theory of Insightful learning</li> <li>• Laws of learning--law of readiness, law of exercise ,law of effect</li> <li>• Factors affecting learning</li> <li>• Motivation-meaning, role in learning</li> </ul>
<b>Unit-3</b>	<p><b>Memory, Attention and Interest:</b></p> <ul style="list-style-type: none"> <li>• Memory—Meaning, nature and types</li> <li>• Economy in memorization</li> <li>• Forgetting—meaning and causes</li> <li>• Attention-concept, characteristics, determinants and types</li> <li>• Interest-Meaning, relation between Attention and Interest</li> <li>• Role of attention and Interest in learning</li> </ul>

<b>Unit-4</b>	<b>Intelligence, Creativity and personality</b> <ul style="list-style-type: none"> <li>• Intelligence-Meaning, nature and theories :Two-factor theory, Group factor theory</li> <li>• Creativity-concept, characteristics</li> <li>• Personality—meaning and nature</li> <li>• Theories of personality-Type and trait theory</li> </ul>
<b>Unit-5</b>	<b>Laboratory Practical</b> <b>Recall and Recognition, Trial and Error learning, Span of attention</b> <b>( The three practical will be done in Psychological laboratory, there will be 2 credits for practical class)</b>

### Recommended Readings:

- Baron, R. A. (2001). *Psychology*. New Delhi: Prentice Hall.
- Bichler, R. F. and Snowman, J. (1993). *Psychology Applied to Teaching*. Boston: Houghton Mifflin
- Chauhan, S. S. (1996). *Advanced Educational Psychology*. New Delhi: Vikash Publishing House Pvt. Ltd.
- Crow & Crow (1962). *Educational Psychology*. New Delhi: Prentice Hall.
- Guilford, J. P. (1965). *General Psychology*. New Delhi: East West Press Pvt. Ltd.
- Kuppuswamy B. (2013). *Advanced Educational Psychology*, New Delhi: Sterling Publishers Private Limited.
- Mangal, S. K. (2009). *Advanced Educational Psychology*. New Delhi: PHI Learning Private Limited.
- Saikia, L.R. (2018). *Psychological and Physiological Experiments in Education*. Guwahati.
- Skinner, Charles, (2012). *E- Educational Psychology*. New Delhi: Prentice Hall.

**EDU-HG-1016**  
**FOUNDATIONS OF EDUCATION**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to

- Acquaint with the principles of education
- Gain knowledge about different various Forms and Aims of Education
- Understand the concept and importance of Discipline and Freedom.
- Acquire knowledge about the concept of Emotional and National Integration and International Understanding.

**Course contents**

Units	Content
<b>Unit-1</b>	<p><b>Concept of Education</b></p> <ul style="list-style-type: none"> <li>• Meaning ,Nature and Scope of education</li> <li>• Forms of education-</li> <li>• Formal education, Informal and Non formal education- Meaning and Nature. School as an agency of formal education</li> <li>• Aims of education, Meaning and importance of Aims. Types of Aims-</li> <li>• Social Vs Individual aim.</li> <li>• Vocational and Liberal aim</li> <li>• Democratic aim of education.</li> </ul>
<b>Unit-2</b>	<p><b>Philosophy and Education</b></p> <ul style="list-style-type: none"> <li>• Philosophy: Meaning, Nature and Scope</li> <li>• Philosophy of Education: Meaning and Scope</li> <li>• Relationship between education and philosophy</li> <li>• Impact of philosophy on education</li> </ul>
<b>Unit-3</b>	<p><b>Psychology and Education</b></p> <ul style="list-style-type: none"> <li>• Meaning and nature of Psychology</li> <li>• Relation between education and psychology</li> <li>• Educational Psychology-Nature, Scope, Method Observation, Experimentation, Case study method</li> <li>• Importance of Educational Psychology in teaching –learning process</li> </ul>
<b>Unit-4</b>	<p><b>Education for National Integration and International understanding</b></p> <ul style="list-style-type: none"> <li>• Meaning and Nature of National Integration and International understanding</li> <li>• Role of education in development of National Integration and International understanding.</li> <li>• Globalization and its impact in developing International cooperation</li> </ul>
<b>Unit-5</b>	<p><b>Sociology and Education</b></p> <ul style="list-style-type: none"> <li>• Concept and methods of Sociology, Educational Sociology: Meaning, Nature, Scope and Importance, Relation between education and sociology</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups</li><li>• Concept of socialization, Education as a socialization process</li></ul> |
|--|---|

### **Recommended Readings:**

- Agarwal J.C. (2010). *Theory and Principles of Education*. Delhi: Vikash Publishing House Pvt. Ltd.
- Baruah, J. (2006). *Sikshatatta Adhyayan*. Guwahati: Lawyer's Book Stall.
- Bhatia & Bhatia (1994). *Theory and Principles of Education*. Delhi: Doaba.
- Chatterjee, S. (2012). *Principles and Practice of Modern Education*. Delhi: Books & Allied Ltd.
- Goswami, Dulumoni (2014). *Philosophy of Education*. Guwahati: DVS Publishers.
- Raymont T. (1904). *Principles of Education*. London, New York & Bombay: Longmans, Green & Co.
- Ross J.S. (1945). *The Ground Work of Educational Theory*. London, Toronto, Bombay, Sydney: George G. Harrap & Co. Ltd.
- Safaya R.N. & Shaida B.D. (2010). *Modern Theory and Practice of Education*. New Delhi: Dhanpatrai Publishing Company Pvt. Ltd.

## **2<sup>nd</sup> SEMESTER (HONOURS)**

**EDU-HC-2016**

### **PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION**

**Total Marks: 100 (External: 80 and Internal: 20)**

**Credit-6**

#### **Course Objectives:**

After completion of this course the learner will be able to:

- Know the concept of philosophy and its relationship with education.
- Understand the educational implications of different Indian schools of philosophy.
- Understand the educational implications of different Western schools of philosophy.
- Know the concept of sociology and its relationship with education.
- Develop understanding about the concept of educational sociology, social groups and socialisation.

#### **Course contents**

<b>Units</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Philosophy and Education</b> <ul style="list-style-type: none"><li>• Philosophy: Meaning, Nature and Scope</li><li>• Philosophy of Education: Meaning and Scope</li><li>• Relationship between education and philosophy</li><li>• Impact of philosophy on education</li></ul>
<b>Unit-2</b>	<b>Various Indian Schools of Philosophy and Education</b> <ul style="list-style-type: none"><li>• Vedic Philosophy: Different concepts of Vedic philosophy, Implication in education</li><li>• Yoga and Philosophy: Different types, Astangika Yoga, Implication in education</li><li>• Buddhist Philosophy: Four principles, Implication in education</li></ul>
<b>Unit-3</b>	<b>Various Western Schools of Philosophy and Education</b> <ul style="list-style-type: none"><li>• Idealism: Meaning, Principles, Implication in education</li><li>• Naturalism: Meaning, Principles, Implication in education</li><li>• Pragmatism: Meaning, Principles, Implication in education</li></ul>
<b>Unit-4</b>	<b>Sociology and Education</b> <ul style="list-style-type: none"><li>• Concept and methods of Sociology, Educational Sociology: Meaning, Nature, Scope and Importance, Relation between education and sociology</li><li>• Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups</li><li>• Concept of socialization, Education as a socialisation process</li></ul>
<b>Unit-5</b>	<b>Socio-cultural Context of Education</b> <ul style="list-style-type: none"><li>• Social Change: Meaning, Nature and Factors</li><li>• Education as an instrument of Social Change</li><li>• Culture: Meaning, Nature, Cultural change and Cultural Lag</li></ul>

	<ul style="list-style-type: none"> <li>• Relation between education and culture</li> <li>• Social Organisation: Meaning and Types</li> <li>• Social Disorganisation: Meaning, Causes and Remedies</li> </ul>

### Recommended Readings:

- Bhatia & Narang (2013). *Philosophical and Sociological Bases of Education*. Ludhiana: Tandon Publications.
- Brown, F. J. (1954): *Educational Sociology (2<sup>nd</sup> Edition)*. New York: Prentice Hall.
- Brubacher, John S. (1962). *Modern Philosophies of Education*. McGraw Hill: New Delhi.
- Chanda, S.S. & Sharma, R. K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.
- Chandra S. S., R. Sharma, & Rejendra K (2002). *Philosophy of Education*. New Delhi: Atlantic Publishers.
- Goswami, Dulumoni (2013). *Philosophy of Education*. Guwahati: DVS Publishers.
- Ogburn, W.F. & Nimkoff, W.F. (1966). *A handbook of Sociology*. New Delhi: Eurasia Publishing House (Pvt.) Ltd.
- Rao, C. N. Shankar (2005). *Sociology-Principles of Sociology with an introduction to Social Thought*. New Delhi: S. Chand & Company.
- Ravi, S. S. (2015). *Philosophical and Sociological Bases of Education*. New Delhi: Prentice Hall India Pvt. Ltd.
- Saikia, Polee (2017). *Sociological Foundations of Education*. Guwahati: DVS Publishers.
- Singh, Y. K. (2007). *Philosophical Foundation of Education*. New Delhi: APH Publishing Corporation.

**EDU-HC-2026**  
**DEVELOPMENT OF EDUCATION IN INDIA-I**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Recount the concept of Ancient Indian education system
- Describe the education system in Ancient India, particularly Vedic Education
- Examine the education system in Medieval India.
- Analyse the education system during British Period

**Course contents**

Units	Content
<b>Unit-1</b>	<p><b>Education in Ancient and Medieval India</b></p> <ul style="list-style-type: none"> <li>• <b>Education in Ancient India</b> <ul style="list-style-type: none"> <li>- The Vedic System of Education: Concept and Salient Features</li> <li>- Education in the <i>Arthashastra</i> of Kautilya</li> </ul> </li> <li>• <b>Education during Buddhist Period</b> <ul style="list-style-type: none"> <li>- General Features of Buddhist Education</li> <li>- Ancient Universities and Centres of Education: Taxila, Nalanda, Vikramshila, Varanasi,</li> </ul> </li> <li>• <b>Education in Medieval India</b> <ul style="list-style-type: none"> <li>• <b>The Islamic System of Education</b> <ul style="list-style-type: none"> <li>- General Features of Muslim Education</li> <li>- Defects of Muslim Education</li> </ul> </li> </ul> </li> </ul>
<b>Unit-2</b>	<p><b>Education in British India: The Beginning</b></p> <ul style="list-style-type: none"> <li>• Indigenous Education at the Beginning of British Rule</li> <li>• Educational Activities of Missionaries in Assam</li> <li>• The East India Company's Role</li> <li>• The Charter Act of 1813</li> <li>• The Anglicists-Orientalists Controversy</li> <li>• Macaulay's Minute, 1835</li> <li>• Downward Filtration Theory</li> </ul>
<b>Unit-3</b>	<p><b>Education in British India: In 19<sup>th</sup> Century</b></p> <ul style="list-style-type: none"> <li>• Wood's Despatch of 1854 <ul style="list-style-type: none"> <li>- Background of the Despatch</li> <li>- Recommendations</li> <li>- Implementation of the Despatch</li> </ul> </li> <li>• Indian Education Commission-1882 <ul style="list-style-type: none"> <li>- Appointment of Indian Education Commission</li> <li>- Its Terms of Reference</li> <li>- Major Recommendations</li> <li>- Criticism of the Commission</li> </ul> </li> </ul>
<b>Unit-4</b>	<p><b>Rise of Nationalism and its impact on education</b></p> <ul style="list-style-type: none"> <li>• Indian University Commission- 1902, Major Recommendations</li> <li>- Lord Curzon's Education policy on Primary, Secondary and Higher</li> </ul>



	<p>Education</p> <ul style="list-style-type: none"> <li>- Government of India's Resolution on Educational Policy-1904, The University Act of 1904</li> <li>• Gokhale's Bill for Compulsory Primary Education- 1910-1912</li> <li>- Impact of Compulsory Primary Education Movement in Assam: Assam Elementary Education Act-1926</li> <li>• Calcutta University Commission-1917, Major Recommendations</li> </ul>
<b>Unit-5</b>	<p><b>Education in British India: A Period of Experiment</b></p> <ul style="list-style-type: none"> <li>• Hartog Committee Report-1929, Major Recommendations</li> <li>• Basic Education-1937, Background</li> <li>- Wardha Education Conference-1937</li> <li>- Salient Features of Basic Education</li> <li>- Criticism of the Basic Education</li> <li>• The Sargent Report- 1944</li> </ul>

**Recommended Readings:**

- Aggarwal, J.C. (2004). *Landmarks in the History of the Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Chaube, S. P. and Chaube, A. (2005). *Education in Ancient and Medieval India*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Dash, B.N. (2014). *History of Education in India*. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
- Ghosh, Suresh C. (2007). *History of Education in India*. New Delhi: Rawat Publications.
- Thakur, A.S. and Thakur, A. (2015). *Development of Education System in India: Problems and Prospects*. Agra: Agarwal Publications.

**EDU-HG-2016**  
**PSYCHOLOGY OF ADOLESCENTS**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Enable the students to understand the period of adolescence
- Enable the students to understand the significance of the adolescence period in human life
- Enable the students to know about various problems associated with this stage
- Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

**Course contents**

Units	Contents
<b>Unit-1</b>	<b>Introduction to adolescent psychology</b> <ul style="list-style-type: none"> <li>• Meaning and definition of adolescence</li> <li>• Need and importance of studying adolescent psychology</li> <li>• Adolescence – age of transition</li> <li>• Is adolescence a period of storm and stress?</li> </ul>
<b>Unit-2</b>	<b>Physical and mental development</b> <ul style="list-style-type: none"> <li>• Characteristics of physical development</li> <li>• Characteristics of mental development</li> <li>• Educational implications of physical and mental development</li> </ul>
<b>Unit-3</b>	<b>Social development</b> <ul style="list-style-type: none"> <li>• Characteristics of social development</li> <li>• Influence of peers in social development</li> <li>• Factors affecting social adjustment</li> </ul>
<b>Unit-4</b>	<b>Emotional and personality development</b> <ul style="list-style-type: none"> <li>• Characteristics of emotional development</li> <li>• Personality changes during adolescence</li> <li>• Adjustment problems of adolescence</li> </ul>
<b>Unit-5</b>	<b>Delinquency</b> <ul style="list-style-type: none"> <li>• Meaning , Nature and types of delinquency</li> <li>• Causes of delinquency – biological, psychological and sociological</li> <li>• Role of school, family and society in preventing delinquency</li> <li>• Prevention and control of drug addiction</li> </ul>

**Recommended Readings:**

- Chaube, S. P. (2011). *Developmental Psychology*. New Delhi: Neelkamal Publications Ltd.
- Cole, L. (1936). *Psychology of Adolescence*, New York: Rinchart and Winsten

- Goswami, G. (2008). *Child Development and Child Care*. Guwahati: Arun Prakashan.
- Hurllock, E. B. (1980). *Developmental Psychology-A Life span approach*. New Delhi: Tata McGraw Hill Publishing Com. Ltd.

### **3<sup>rd</sup> SEMESTER (HONOURS)**

**EDU-HC-3016**

## **DEVELOPMENT OF EDUCATION IN INDIA-II**

**Total Marks: 100 (External: 80 and Internal: 20)**

**Credit-6**

### **Course Objectives:**

After completion of this course the learner will be able to:

- Understand the Educational situation during the time of Independence
- Explain the recommendations and educational importance of different Education Commission and Committees in post Independent India
- Analyse the National Policy on Education in different tomes
- Accustom with the recent Educational Development in India

### **Course Content:**

<b>Units</b>	<b>Content</b>
<b>Unit-1</b>	<b>Development of Indian Education the post independence period</b> <ul style="list-style-type: none"><li>• Educational Provisions of the Indian Constitution and their Implementation</li><li>• University Education Commission – 1948<ul style="list-style-type: none"><li>- Appointment of University Education Commission</li><li>- Aims and Recommendations of the Commission</li><li>- Evaluation of the Recommendations</li></ul></li></ul>
<b>Unit-2</b>	<b>Development of Secondary Education in the Post-Independent Period</b> <ul style="list-style-type: none"><li>• Dr. Tara Chand Committee-1948<ul style="list-style-type: none"><li>- Major Recommendations</li></ul></li><li>• Secondary Education Commission-1952-53<ul style="list-style-type: none"><li>- Terms and Condition</li><li>- Aims and Objectives of Secondary Education</li><li>- Defects of Secondary Education</li><li>- Recommendations of the Commission</li><li>- Evaluation of the Recommendations of the Commission</li></ul></li></ul>
<b>Unit-3</b>	<b>Education Commission-1964-66</b> <ul style="list-style-type: none"><li>• Reasons for appointing Education Commission</li><li>• Major Recommendations of Education Commission on:<ul style="list-style-type: none"><li>- National Objectives of Education</li><li>- National Pattern of Education</li><li>- National Curriculum</li><li>- Text Book</li><li>- Method of Teaching</li><li>- Teaching Personnel and Teacher Status</li><li>- Teacher Education</li><li>- Guidance and Counselling</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>- Examination and Evaluation</li> <li>• Critical assessment and Relevance of the recommendations in Present Education System.</li> </ul>
<b>Unit-4</b>	<p><b>National Policies on Education in Post Independent India</b></p> <ul style="list-style-type: none"> <li>• National Policy on Education-1968</li> <li>• National Policy on Education-1986: Recommendations, National System of Education</li> <li>• Review of National Policy of Education <ul style="list-style-type: none"> <li>- Ramamurthy Review Committee, 1990</li> <li>- Janardan Reddy Committee Report, 1991</li> </ul> </li> <li>• Revised National Policy of Education-1992</li> </ul>
<b>Unit-5</b>	<p><b>Recent Developments and programmes in Indian Education</b></p> <ul style="list-style-type: none"> <li>• The National Knowledge Commission Report <ul style="list-style-type: none"> <li>- Background and Recommendations</li> </ul> </li> <li>• Report of the Committee to Advise on Renovation and Rejuvenation of Higher Education <ul style="list-style-type: none"> <li>- Recommendations</li> </ul> </li> <li>• National Curriculum Framework, 2005</li> <li>• Government Programmes of Education: SSA, RMSA, RUSA</li> <li>• Right to Education (RTE)</li> <li>• Quality Control of Higher Education: NAAC- Its Objectives and Roles.</li> </ul>

### Recommended Readings

- Aggarwal, J.C. (2004). *Landmarks in the History of the Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Dash, B.N. (2014). *History of Education in India*. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
- Ghosh, Suresh C. (2007). *History of Education in India*. New Delhi: Rawat Publications.
- Thakur, A.S. and Thakur, A. (2015). *Development of Education System in India: Problems and Prospects*. Agra: Agarwal Publications.

**EDU-HC-3026**  
**EDUCATIONAL TECHNOLOGY AND TEACHING METHODS**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Make the students understand the objective of educational technology in teaching learning process
- Acquaint the students with innovations in the field of education through technology
- Make the students understand about various methods and devices of teaching
- Acquaint students with levels, effectiveness of teaching and classroom management
- Make the students understand the strategies of effective teaching as a profession.

**Course contents**

Units	Contents
<b>Unit:1</b>	<b>Educational technology:</b> <ul style="list-style-type: none"> <li>• Meaning and nature of Educational technology</li> <li>• Components of Educational Technology- Hardware and Software and Systems Approach</li> <li>• Instructional Technology-Difference between Educational Technology and Instructional Technology, Programmed Instruction</li> </ul>
<b>Unit:2</b>	<b>Information and Communication Technology in teaching-learning</b> <ul style="list-style-type: none"> <li>• Concept, nature and components of communication technology</li> <li>• Marks of effective classroom communication</li> <li>• Barriers of effective classroom communication</li> <li>• Application of ICT in teaching-learning</li> <li>• Resources of learning- Projected and Non-projected resources, Internet, E-learning, EDUSAT, INFLIBNET and Social media</li> </ul>
<b>Unit:3</b>	<b>Models of teaching</b> <ul style="list-style-type: none"> <li>• Concept, nature and characteristics</li> <li>• Inquiry model</li> <li>• Personalized system of instruction</li> <li>• Computer Assisted Instructions(CAI), Team teaching, Collaborative teaching, Cooperative mastery learning</li> </ul>
<b>Unit:4</b>	<b>Methods and techniques of teaching</b> <ul style="list-style-type: none"> <li>• Teaching learning process- Meaning and Nature of teaching and learning</li> <li>• Criteria of good teaching</li> <li>• Teaching Methods- lecture method, play way method, Activity method, Discussion, Project method, problem solving method</li> </ul>

	<ul style="list-style-type: none"> <li>• Teaching techniques- Maxims of teaching, devices of teaching-Narration, Illustration, Questioning</li> </ul>
<b>Unit:5</b>	<b>Lesson Planning and Micro Teaching</b> <ul style="list-style-type: none"> <li>• Lesson plan –Its meaning and Importance</li> <li>• Types of Lessons- Knowledge Lesson, Skill Lesson, Appreciation Lesson</li> <li>• Herbartian Steps of Lesson Planning</li> <li>• Criteria of a good lesson plan</li> <li>• Micro teaching- meaning and components</li> </ul>

### Recommended Readings:

- Aggarwal J. C. (2005). *Educational Technology*. New Delhi: Vikash Publishing House Pvt. Ltd.
- Chauhan, S. S. (2008). *Innovations in Teaching-learning Process*. New Delhi: Vikash Publishing House Pvt. Ltd.
- Joshi, A. (). *Models of Teaching*. Agra: H.P. Bhargava, Book House
- Kochhar, S. K. (1996). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Mangal, S.K. and Mangal, Verma (2009). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
- Passi, B.K. (1976). *Becoming Better teacher-Micro Teaching Approach*. Ahmedabad: Sahitya Mudranalaya
- Sharma, R.A. (2000). *Teaching Foundation of Education*. Meerut: R. Lall Book Depot
- Siddiqui, M.H.(2008). *Models of teaching*. New Delhi: APH Publishing Corporation
- Singh, Amarjit (2006): *Classroom Management*, New Delhi: Kanishka Publishers

**EDU-HC-3036**  
**VALUE AND PEACE EDUCATION**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Understand the concept and meaning of value.
- Become aware about the role of educational institutions in building a value based society.
- Understand the meaning and concept of peace and its importance in human life.
- Understand the meaning and importance of peace education and its relevance at national and international level.
- Identify the different issues/ challenges in imparting peace education.
- Identify the strategies and skills in promoting peace education at institutional level.

**Course contents**

<b>Unit</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Value</b> <ul style="list-style-type: none"> <li>• Concept and characteristics of value.</li> <li>• Sources of values</li> <li>• Impact of globalization on culture and values.</li> <li>• Importance of values in human life</li> </ul>
<b>Unit-2</b>	<b>Types of values, their characteristics, functions and educational significance</b> <ul style="list-style-type: none"> <li>• Core values.</li> <li>• Social values</li> <li>• Moral values</li> <li>• Religious and spiritual values.</li> <li>• Aesthetic values.</li> <li>• Personal values</li> </ul>
<b>Unit-3</b>	<b>Value education</b> <ul style="list-style-type: none"> <li>• Concept, characteristics, Objectives and Importance of value education.</li> <li>• Value education at different stages – <ul style="list-style-type: none"> <li>- Primary</li> <li>- Secondary</li> <li>- Higher education.</li> </ul> </li> <li>• Role of teacher and family in imparting value education.</li> </ul>
<b>Unit-4</b>	<b>Peace education</b> <ul style="list-style-type: none"> <li>• Meaning, definition and characteristics of peace.</li> <li>• Importance of peace in human life.</li> </ul>



	<ul style="list-style-type: none"> <li>• Teacher’s role in promoting peace.</li> <li>• Concept, need and characteristics of peace education</li> <li>• Curricular contents of peace education at different levels – Primary, Secondary and Higher Education</li> <li>• Strategies and skills in promoting peace education</li> <li>• Relevance of peace education in national and international context</li> </ul>
<b>Unit-5</b>	<p><b>Challenges of Peace education and Role of Different Organisations</b></p> <ul style="list-style-type: none"> <li>• Challenges of peace education</li> <li>• Role of national and international organizations for promoting peace education – <ul style="list-style-type: none"> <li>- International Institute for Peace(IIP),</li> <li>- UNESCO,</li> <li>- International Peace Bureau (IBP),</li> <li>- UNO</li> <li>- UNICEF,</li> <li>- Global Peace Foundation(GPF),</li> <li>- Mahatma Gandhi Institute of Education for Peace and Sustainable Development.</li> </ul> </li> </ul>

### Recommended Readings:

- Agarwal, J. C. (2005). *Education for Values, Environment and Human rights*. New Delhi: Shipra Publication.
- Chakrabarty, M. (1997). *Value education: Changing Perspective*. New Delhi: Krishna Publishers Distribution.
- Chitakra, M. G. (2007). *Education and Human Values*. New Delhi APH Publishing Corporation.
- Mishra, L (2009). *Peace education-Framework for teachers*. New Delhi: APH Publishing Corporation.
- Panda. P.K. (2017). *Value Education*. Guwahati: Nivedita Book Distributors.
- Rajput, J. S. (2002). *Human Values in School Education*. New Delhi: Anmol Publication.
- Singh, S. P. (2011). *Education for World Peace*. New Delhi: Discovery Publishing House.
- Suryanarayana. N. V. S. (2017). *Education and Human Value*. Guwahati: Nivedita Book Distributors.

**EDU-HG-3016**  
**GUIDANCE AND COUNSELLING**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Help the students to understand the concept, need and importance of Guidance and Counselling
- Enable the students to know the different types and approaches to Guidance and Counselling
- Acquaint the students with the organization of guidance service and school guidance clinic
- Enable the learners to understand the challenges faced by the teacher as guidance worker.

**Course contents**

Units	Contents
<b>Unit-1</b>	<b>Introduction to Guidance</b> <ul style="list-style-type: none"> <li>• Meaning, objectives and scope of guidance</li> <li>• Need and principles of guidance</li> <li>• Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance</li> </ul>
<b>Unit-2</b>	<b>Introduction to Counselling</b> <ul style="list-style-type: none"> <li>• Meaning, objectives and scope of counselling</li> <li>• Need and principles of counselling</li> <li>• Types of counselling : Directive, Non-directive and Eclectic counselling</li> <li>• Relation between Guidance and Counselling</li> </ul>
<b>Unit-3</b>	<b>Organization of guidance service</b> <ul style="list-style-type: none"> <li>• Meaning of guidance service</li> <li>• Need and principles of organizing guidance service</li> <li>• Components of guidance service: counselling service, techniques of counselling service</li> <li>• Qualities of a good counsellor</li> </ul>
<b>Unit-4</b>	<b>Guidance needs of students</b> <ul style="list-style-type: none"> <li>• Guidance needs of students in relation to home-centred and school-centred problems</li> <li>• Group guidance and Group counselling</li> <li>• Guidance for CWSN</li> <li>• School Guidance Clinic</li> </ul>
<b>Unit-5</b>	<b>School guidance programme</b> <ul style="list-style-type: none"> <li>• Importance of guidance and counselling cells in educational institutions</li> </ul>

	<ul style="list-style-type: none"><li>• Follow-up Services</li><li>• Role of the Head of the institution and parents in guidance and counselling</li><li>• Challenges and functions of the teacher as guidance provider/ counsellor</li></ul>
--	---

**Recommended Readings:**

- Agarwal, Rashmi (2010). *Educational, Vocational guidance and Counselling, Principles, Techniques and programmes*. New Delhi: Shipra Publication.
- Aggarwal J.C. (1989): *Educational and Vocational Guidance and Counselling*. New Delhi: Doaba House.
- Bhatia, K. K. (2009). *Principles of Guidance and Counselling*. New Delhi: Kalyani Publishers.
- Goswami, M. (2015). *Nirdexona aru Paramorxodan*. Guwahati: Ashok book stall.
- Kalita, Utpal (2017). *Nirdexona aru Poramorxodan*. Guwahati: Shanti Prakashan.
- Kochhar, S. K. (2010). *Educational and vocational guidance in secondary schools*. New Delhi: Starling Publishers Pvt. Ltd.

**EDU-SEC- 3014**  
**PUBLIC SPEAKING SKILL**

**Credit – 4**

**Course Outcome:**

After completing this course, students will be able to acquire the capacities of public speaking skill.

**Course contents**

**a. Theory (2 Credits)**

Units	Contents
<b>Unit-1</b>	<p><b>Public Speaking and Communication Skill</b></p> <ul style="list-style-type: none"> <li>• Meaning and Importance of Public Speaking</li> <li>• Components of Public Speaking: Illustration, Voice modulation, The Power of Pause, Visual Aids, Sense of humour, Articulation</li> <li>• Principles of Effective Public Speaking: Principle of Preciseness, Principle of Clarity, Principle of Completeness, Principle of Consciousness, Principle of Adaption</li> <li>• Ways of becoming Better Public Speaker</li> <li>• Concept and Nature of Communication</li> <li>• Communication Cycle</li> <li>• Types of Communication: Verbal and non-Verbal</li> <li>• Barriers of Communication</li> <li>• Ways of Effective Communication</li> </ul>
<b>Unit-2</b>	<p><b>Personality Development and Motivation as Means for Effective Public Speaking</b></p> <ul style="list-style-type: none"> <li>• Concept and Nature of Personality</li> <li>• Types of Personality: Extrovert and Introvert</li> <li>• Traits of Personality needed for Effective Public Speaking: Openness to Change, Agreeableness, Extroversion, Sociability, Emotional Stability, Liveliness, Reasoning, Warmth</li> <li>• Role of Personality in Effective Communication</li> <li>• Concept of Balanced Personality</li> <li>• Meaning and Nature of Motivation</li> <li>• Kinds of Motivation: Natural or Intrinsic Motivation and Artificial or Extrinsic Motivation</li> <li>• Ways or means of motivating audience</li> </ul>

**b. Practical (2 Credits)**

Students shall prepare a write-up based on topic selected for speech.

**Guidelines:**

- The students will be trained on public speaking
- Teachers will give demonstrations on public speaking
- It will cover: Style of presentation, voice modulation, body language, communication with audience, eye contact
- Topics of speech will be selected by the students discussing with teachers.
- Topic of write-up will be decided by the internal examiner.
- Word limit for the write-up is maximum 2000.

**Mode of Delivery:**

Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

**Evaluation Plan:**

- For theory part, written examination will be conducted with 50 marks.
- Evaluation for practical examination (Public Speaking Skill+Write-up of the speech) will be done by an External Examiner.

**Recommended Readings:**

- Mangal, S. K. (2013). *Essentials of Educational Psychology*. Delhi: PHI Learning Private Limited.
- Manoharan, P. K. (2008). *Education and Personality Development*. New Delhi: APH Publishing Corporation.
- Morgan, Clifford T. (1993). *Introduction to Psychology*. New Delhi: Tata McGraw Hill Publishing Company Limited.
- Nikitina, Arina (2011). *Successful Public Speaking*. Arina Nikitina & bookboon.com

## 4<sup>th</sup> SEMESTER (HONOURS)

EDU-HC-4016

### GREAT EDUCATIONAL THINKERS

Total Marks: 100 (External: 80 and Internal: 20)

Credit-6

#### Course Objectives:

After completion of this course the learner will be able to:

- Enable the students to learn the Philosophy of life of different Educational Thinkers and their works.
- Enable the students to learn about the views of thinkers in educational context.
- Enable the students to learn about relevance of some of their thoughts at present day context.

#### Course contents

Units	Topics
Unit-1	<b>Educational Thoughts of Srimanta Sankardeva</b> <ul style="list-style-type: none"><li>- Brief Life Sketch and Philosophy of Life</li><li>- Views of Sankardeva on Education and practices.</li><li>- Educational system of Satras and Namgharas and their relevance in modern era</li></ul>
Unit-2	<b>Educational Thoughts of Mahatma Gandhi and Rabindranath Tagore</b> <ul style="list-style-type: none"><li>• Mahatma Gandhi<ul style="list-style-type: none"><li>- Brief Life Sketch and Philosophy of Life</li><li>- Views of Gandhiji on Educational Philosophy and practices</li><li>- Gandhiji's Nai Talim.</li></ul></li><li>• Rabindranath Tagore<ul style="list-style-type: none"><li>- Brief Life Sketch and Philosophy of Life</li><li>- Views of Tagore on Educational Philosophy and practices</li><li>- Tagore's Vishvabharati</li></ul></li></ul>
Unit-3	<b>Educational Thoughts of A.P.J. Abdul Kalam</b> <ul style="list-style-type: none"><li>- Brief Life Sketch and Philosophy of Life</li><li>- Views of Kalam on Educational Philosophy and practices</li><li>- Kalam's Education Model for the 21<sup>st</sup> Century</li></ul>
Unit-4	<b>Educational Thoughts of Rousseau and Froebel</b> <ul style="list-style-type: none"><li>• Jean Jacques Rousseau<ul style="list-style-type: none"><li>- Brief Life Sketch and Philosophy of Life</li><li>- Views of Rousseau on Educational Philosophy and practices</li><li>- Rousseau's Negative Education</li></ul></li><li>• Fredric Wilhelm August Froebel<ul style="list-style-type: none"><li>- Brief Life Sketch and Philosophy of Life</li><li>- Views of Froebel on Educational Philosophy and practices</li><li>- Froebel's Kindergarten.</li></ul></li></ul>

<b>Unit-5</b>	<p><b>Educational Thoughts of John Dewey and Madam Maria Montessori</b></p> <ul style="list-style-type: none"> <li>• John Dewey <ul style="list-style-type: none"> <li>- Brief Life Sketch and Philosophy of Life</li> <li>- Views of Dewey on Educational Philosophy and practices</li> <li>- Dewey's Concept of Democratic Education</li> </ul> </li> <li>• Madam Maria Montessori <ul style="list-style-type: none"> <li>- Brief Life Sketch and Philosophy of Life</li> <li>- Views of Montessori on Educational Philosophy and practices</li> <li>- Montessori's Children House.</li> </ul> </li> </ul>
---------------	--

### Recommended Readings

- Abdul Kalam, A. P. J. (1998). *India 2020, A Vision for the New Millennium*. Penguin Books India Ltd.
- Bezbarua, L. (2004). *Mahapurush Sri Sankardev aru Sri Madhavdev*. Guwahati: Jyoti Prakashan.
- Dewey, John (2014). *Democracy and Education*. Akar Books.
- Goswami, Dr. Renu (1996). *A Text book on Great Educators and Educational Classics*. Guwahati: Lawyar's Book Stall.
- Narang, C. L. & Bhatia, K. K. (2013). *Philosophical and Sociological Bases of Education (Revised Edition)*. Ludhina: Tandon Publications.
- Neog, M. (1998). *Sankaradeva and his Times: Early History of the Vaisnava Faith and Movement in Assam (3rd edition)*. Guwahati: Lawyer's Book Stall.
- Saikia, I. & Kalita .U. (2016). *Prachya Aaru Pachayatyar Sikshabidsakal*. Guwahati: Shanti Prakashan.

**EDU-HC-4026**  
**EDUCATIONAL STATISTICS AND PRACTICAL**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Develop the basic concept of Statistics,
- Be acquainted with different statistical procedures used in Education.
- Develop the ability to represent educational data through graphs.
- Familiarize the students about the Normal Probability Curve and its applications in Education.

**Course contents**

Units	Topics
<b>Unit-1</b>	<b>Basics of Educational Statistics</b> <ul style="list-style-type: none"> <li>• Statistics- Meaning, Nature and Functions</li> <li>• Need of statistics in Education</li> <li>• Measures of central tendency and their uses</li> <li>• Mean, Median and Mode from ungrouped and grouped data</li> <li>• Measures of variability –Concept, Types and their uses, merits and demerits</li> <li>• Quartile Deviation, Average Deviation, Standard deviation-(grouped and ungrouped data-short method), Combined SD</li> </ul>
<b>Unit-2</b>	<b>Graphical presentations of data</b> <ul style="list-style-type: none"> <li>• Usefulness of Graphical presentations of data,</li> <li>• Basic principle of constructing a graph,</li> <li>• Different types of graph –histogram, frequency polygon,</li> <li>• Cumulative frequency percentage curve (Ogive), Smoothed graph.</li> </ul>
<b>Unit-3</b>	<b>Co-efficient of Correlation and Percentiles</b> <ul style="list-style-type: none"> <li>• Coefficient of correlation – Meaning and types,</li> <li>• Computation of, co-efficient of correlation by Rank difference method &amp; Product-moment method and interpretation of result</li> <li>• Calculation of Percentile and Percentile Rank</li> </ul>
<b>Unit-4</b>	<b>Normal Probability Curve and Its Application</b> <ul style="list-style-type: none"> <li>• Normal Probability Curve: Its Meaning, Properties and Uses</li> <li>• Table of Area under NPC</li> <li>• Applications of Normal Probability Curve</li> <li>• Divergence from Normality: Skewness and Kurtosis</li> </ul>



<b>Unit-5</b>	<b>Statistical Practical</b> <ul style="list-style-type: none"><li>• To determine the Mean Median and Mode</li><li>• Graphical Representation – Frequency Polygon, Histogram and Pie diagram</li></ul>
---------------	--

**Recommended Readings:**

- Garrett, H.E. (2014). *Statistics in Psychology and Education*. Mumbai: Vakils, Feffer and Simons Pvt. Ltd.
- Goswami, Marami (2012). *Measurement and Evaluation in Psychology and Education*. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Kalita, Utpal (2019). *Sikshat Parisankhya Bignan*. Guwahati: Shanti Prakashan.
- Mangal, S.K. (2005). *Statistics in Psychology and Education*. New Delhi: Prentice Hall of India.
- Saha, Kaberi (2012). *Statistics in Education and Psychology*. New Delhi: Asian Books Pvt. Ltd.
- Sahu, Binod, K. (1998). *Statistics in Psychology and Education*. New Delhi: Kalyani Publishers.

**EDU-HC-4036**  
**EMERGING ISSUES IN EDUCATION**  
**Total Marks: 100 (External=80 and Internal=20)]**  
**Credit-6**

**Objectives:**

After completion of this unit, students will able to-

- Make the students acquaint with major emerging issues national, state, and local
- Acquaint the students with the various issues in education that are emerging in the recent years in the higher education system
- Address the various problems and challenges of education in India at all levels.

**Course contents**

Units	Contents
<b>Unit-1</b>	<b>Social Inequality in Education and Constitutional Safeguards</b> <ul style="list-style-type: none"> <li>• Concept of Social Inequality</li> <li>• Constitutional Provision for Ensuring Equality in Education</li> <li>• Education of Socially Disadvantaged Section: SCs, STs and Minorities , Education of people of Char area of Assam</li> <li>• Education for Backward Children, Child Labour, Street Children and Slum Dwellers</li> <li>• Gender Disparity and Rural-Urban Disparity in Education</li> </ul>
<b>Unit-2</b>	<b>Liberalization, Privatization and Globalization of Education</b> <ul style="list-style-type: none"> <li>• Liberalization: Concept and its impact on education</li> <li>• Privatization: Concept and its impact on education</li> <li>• Globalization: Concept and its impact on education</li> <li>• Public-private Partnership</li> <li>• Education as investment</li> </ul>
<b>Unit-3</b>	<b>Issues related to Students</b> <ul style="list-style-type: none"> <li>• Youth Unrest: Concept, Causes and Remedies</li> <li>• Campus Disturbance: Concept, Causes and Remedies</li> <li>• Examination Anxiety: Concept, Causes and Remedies</li> <li>• Issues related to Educated Unemployment.</li> </ul>
<b>Unit-4</b>	<b>Environmental Education and Population Education</b> <ul style="list-style-type: none"> <li>• Main Environmental Issues: Global Warming, Ozone Depletion and Environmental Pollution</li> <li>• Role of Environmental Education for Sustainable Development</li> <li>• Role of Different Stakeholders (Government and Non-Government Organisations, Women, Media) in Environmental Protection</li> <li>• Population Explosion: Its Causes and Consequences</li> <li>• Population Education for Population Control</li> </ul>

<b>Unit-5</b>	<p><b>Multi-Cultural Education and Alternative Education</b></p> <ul style="list-style-type: none"> <li>• Concept, Objectives and Need of Multi-Cultural Education</li> <li>• Curriculum and Instruction of Multi-Cultural Education</li> <li>• Issues related to Multi-Cultural Education</li> <li>• Concept of Alternative Education and its related Issues</li> <li>• Role of NIOS and Sakshar Bharat Mission in Alternative Education</li> <li>• Role of IGNOU and KKHSOU in Alternative Higher Education</li> <li>• MOOC and its related Issues.</li> </ul>
---------------	--

**Recommended Readings:**

- Aggarwal J. C. (1997). *Development and Planning of Modern Education*. New Delhi: Vikas Publishing House Ltd.
- Chandel and Nand (2011). *Population Education*. Agra: Shri Vinod Pustak Mandir.
- Das, Dr. Phunu (Ed.) (2016). *Contemporary Issues of Indian Education*. Guwahati: Shanti Prakashan
- Krishnamacharyulu, V. (2005). *Environmental Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Mishra and Mohanty (2013). *Trends and Issues in Indian Education*. Meerut: R. Lall Book Depot.
- Taj, Haseen (2011). *Current Challenges in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Tiwari, R.P. *Problems of Education in N.E. India*. Ludhiana: Tandon Publications.

**EDU-HG-4016**  
**HISTORY OF EDUCATION IN INDIA**  
**Marks: 100 (External: 80 Internal: 20)**  
**CREDIT: 6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Analyse the education system during British Period
- Understand the Educational situation during the time of Independence
- Explain the recommendations and educational importance of different Education Commission and Committees in post Independent India
- Analyse the National Policy on Education in different tomes
- Accustom with the recent Educational Development in India.

**Course contents**

Units	Content
<b>Unit-1</b>	<p><b>Education in British India</b></p> <ul style="list-style-type: none"> <li>• The Beginning <ul style="list-style-type: none"> <li>- The Charter Act of 1813</li> <li>- The Anglicists-Orientalists Controversy</li> <li>- Macaulay’s Minute, 1835</li> <li>- Downward Filtration Theory</li> </ul> </li> <li>• Wood Despatch of 1854 <ul style="list-style-type: none"> <li>- Background of the Despatch</li> <li>- Recommendations</li> <li>- Implementation of the Despatch</li> </ul> </li> <li>• Indian Education Commission-1882 <ul style="list-style-type: none"> <li>- Appointment of Indian Education Commission</li> <li>- Background for appointing the Commission</li> <li>- Major Recommendations</li> <li>- Criticism of the Commission</li> </ul> </li> </ul>
<b>Unit-2</b>	<p><b>Raise of Nationalism and its impact on Education</b></p> <ul style="list-style-type: none"> <li>• Initiative of Gopalkrishna Gokhle, Gokhale’s Bill for Compulsory Primary Education- 1910-1912</li> <li>• All India Educational Conference, Wardha, 1937</li> <li>• Gandhiji’s Basic Education –Concept , Philosophy and Salient Features, Criticism of the Basic Education</li> </ul>
<b>Unit-3</b>	<p><b>Development of Indian Education: Post Independence I</b></p> <ul style="list-style-type: none"> <li>• University Education Commission-1948 <ul style="list-style-type: none"> <li>- Appointment of University Education Commission</li> <li>- Aims of University Education</li> <li>- Recommendations of the Commission</li> <li>- Evaluation of the Recommendations</li> </ul> </li> <li>• Secondary Education Commission-1952-53 <ul style="list-style-type: none"> <li>- Appointment of Secondary Education Commission</li> <li>- Aims and Objectives of Secondary Education</li> <li>- Defects of Secondary Education</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Recommendations of the Commission</li> <li>- Evaluation of the Recommendations of the Commission</li> </ul>
<b>Unit-4</b>	<p><b>Development of Indian Education: Post Independence- II</b></p> <ul style="list-style-type: none"> <li>• Education Commission-1964-66 <ul style="list-style-type: none"> <li>- Major Recommendations and its effects on existing Indian education</li> </ul> </li> <li>• National Policy of Education-1986 <ul style="list-style-type: none"> <li>- Background</li> <li>- Major Recommendations</li> <li>- Impact on Indian Education</li> </ul> </li> </ul>
<b>Unit -5</b>	<p><b>Recent Developments in Indian Education</b></p> <ul style="list-style-type: none"> <li>• The National Knowledge Commission's Report <ul style="list-style-type: none"> <li>- Major recommendation and its implementation</li> </ul> </li> <li>• National Curriculum Framework, 2005</li> <li>• Government Programmes of Education: SSA, RMSA and RUSA</li> <li>• The Right to Education Act, 2009 and its implementation.</li> </ul>

### Recommended Readings:

- Aggarwal, J.C. (2004). *Landmarks in the History of the Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Chaube, S. P. and Chaube, A. (2005). *Education in Ancient and Medieval India*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Dash, B.N. (2014). *History of Education in India*. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
- Ghosh, Suresh C. (2007). *History of Education in India*. New Delhi: Rawat Publications.
- Thakur, A.S. and Thakur, A. (2015). *Development of Education System in India: Problems and Prospects*. Agra: Agarwal Publications.

**EDU-SE-4014**  
**WRITING BIODATA AND FACING AN INTERVIEW**  
**Credit- 4**

**Course Outcome:**

After completing this course, students will be able to write a bio-data scientifically and will develop confidence to face different types of interview.

**Course contents**

**a. Theory (2 Credits)**

Units	Contents
<b>Unit-1</b>	<p><b>Bio-data</b></p> <ul style="list-style-type: none"> <li>• Meaning, Purpose and Types of Bio-data</li> <li>• Components of Bio-data</li> <li>• Bio-data: Do's and Do not's</li> <li>• Meaning of Resume and Curriculum Vitae</li> <li>• Differences among Bio-data, Resume and Curriculum Vitae</li> <li>• How to write a Good Academic Bio-data</li> </ul>
<b>Unit-2</b>	<p><b>Interview</b></p> <ul style="list-style-type: none"> <li>• Meaning and objectives of Interview</li> <li>• Different types of Interview: Structured interview, Unstructured interview, Job-related interview</li> <li>• Characteristics of good interview</li> <li>• Importance of interview</li> <li>• Skills of facing interview</li> </ul>

**b. Practical (2 credits):**

Students shall write a bio-data to face interview.

**Guidelines:**

- The teachers will have to guide the students in writing their Bio-data, if necessary outside experts may also be invited to train the students in writing the Bio-data.
- Teachers will guide the students to differentiate amongst Bio-data, Resume and Curriculum Vitae (CV).
- Teachers will explain the style and skill of appearing a formal interview.
- Students will practice mock interview within the classroom.

**Mode of Delivery:**

Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

**Evaluation Plan:**

- For theory part, written examination will be conducted with 50 marks.
- For Practical part, evaluation (Submission of Prepared Bio-data+ Facing an Interview) will be done by an External Examiner.

**Recommended Readings:**

- Innes, James (2009). *The CV Book-Your Definite Guide to Writing the Perfect CV*. Prentice Hall.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International.
- Sidhu, Kulbir Singh (1984). *Methodology of Research in Education*. New Delhi: Sterling Publisher's Private Limited.

## **5<sup>th</sup> SEMESTER (HONOURS)**

### **Instruction:**

- EDU-HC-5016 and EDU-HC-5026 papers are compulsory for all the 5<sup>th</sup> semester Honours students.
- In DSE papers, students will have to select two papers from four alternatives. They can select first paper from EDU-DSE-5016 or EDU-DSE-5026 alternatives. And they can select the second paper from EDU-DSE-5036 or EDU-DSE-5046 alternatives.

### **EDU-HC-5016 MEASUREMENT AND EVALUATION IN EDUCATION & PRACTICAL**

**Total Marks: 100 (External: 80 and Internal: 20)  
Credit-6**

### **Course Objectives:**

After completion of this course the learner will be able to:

- Enable the students to understand the concept of measurement and evaluation in education.
- Acquaint the students with the general procedure of test construction and characteristics of a good test.
- Develop an understanding of different types of educational tests and their uses.
- Acquaint the students about personality test, and aptitude tests.

### **Course contents**

<b>Units.</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Measurement and Evaluation in Education</b> <ul style="list-style-type: none"><li>• Meaning and concept of measurement, Functions of measurement, Types of measurement, Scales of measurement</li><li>• Evaluation -Its meaning, basic principles</li><li>• Relationship and difference between Measurement and Evaluation</li><li>• Examination and Evaluation</li><li>• Formative and Summative evaluation</li><li>• Role of evaluation in education</li></ul>
<b>Unit-2</b>	<b>Test Construction</b> <ul style="list-style-type: none"><li>• General procedure of Test Construction and Standardization</li><li>• Item Analysis</li><li>• Characteristics of a good test</li></ul>



	<ul style="list-style-type: none"> <li>• Validity, Reliability, Objectivity and Norms</li> </ul>
<b>Unit-3</b>	<b>Educational Achievement Test</b> <ul style="list-style-type: none"> <li>• Meaning and objectives of Achievement Test</li> <li>• Difference between Achievement test and Intelligence Test</li> <li>• Construction of Educational Achievement Test</li> <li>• Different types of Educational Achievement Test</li> </ul>
<b>Unit-4</b>	<b>Personality Test</b> <ul style="list-style-type: none"> <li>• Personality Test- Meaning and Nature</li> <li>• Types of Personality Measurement <ul style="list-style-type: none"> <li>- Subjective Technique (Personality Inventory or Questionnaire-MMPI)</li> <li>- Objective Technique (Rating Scale)</li> <li>- Projective Technique (Thematic Apperception Test, Ink-Blot-Test)</li> <li>- Situational Technique (Psycho Drama)</li> </ul> </li> </ul>
<b>Unit-5</b>	<b>Laboratory Practical</b> <ul style="list-style-type: none"> <li>• Ink Blot Test</li> <li>• Free Association Test, Control Association Test</li> <li>• Personality Test for Introversion-Extroversion</li> </ul>

### Recommended Readings:

- Asthana, Bipin (2009). *Measurement and Evaluation in Psychology and Education*. Agra: Vinod Pustak Mandir
- Freeman, F.S. (1965). *Theory and Practice of Psychological Testing*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
- Goswami, Marami (2012). *Measurement and Evaluation in Psychology and Education*. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Saikia, L.R. (2018). *Psychological and Physiological Experiments in Education*. Guwahati.
- Sarma & Kalita (2016). *Sikshat Parimapan, Mulyayan aaru Parisankhya Bignan*. Guwahati: Shanti Prakashan.

**EDU-HC-5026**  
**GUIDANCE AND COUNSELLING**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Help the students to understand the concept, need and importance of Guidance and Counselling
- Enable the students to know the different types and approaches to Guidance and Counselling
- Acquaint the students with the organization of guidance service and school guidance clinic
- Enable the learners to understand the challenges faced by the teacher as guidance worker.

**Course contents**

Units	Contents
<b>Unit-1</b>	<b>Introduction to Guidance</b> <ul style="list-style-type: none"> <li>• Meaning, objectives and scope of guidance</li> <li>• Need and principles of guidance</li> <li>• Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance</li> </ul>
<b>Unit-2</b>	<b>Introduction to Counselling</b> <ul style="list-style-type: none"> <li>• Meaning, objectives and scope of counselling</li> <li>• Need and principles of counselling</li> <li>• Types of counselling : Directive, Non-directive and Eclectic counselling</li> <li>• Relation between Guidance and Counselling</li> </ul>
<b>Unit-3</b>	<b>Organization of guidance service</b> <ul style="list-style-type: none"> <li>• Meaning of guidance service</li> <li>• Need and principles of organizing guidance service</li> <li>• Components of guidance service: counselling service, techniques of counselling service</li> <li>• Qualities of a good counsellor</li> </ul>
<b>Unit-4</b>	<b>Guidance needs of students</b> <ul style="list-style-type: none"> <li>• Guidance needs of students in relation to home-centred and school-centred problems</li> <li>• Group guidance and Group counselling</li> <li>• Guidance for CWSN</li> <li>• School Guidance Clinic</li> </ul>
<b>Unit-5</b>	<b>School guidance programme</b> <ul style="list-style-type: none"> <li>• Importance of guidance and counselling cells in educational institutions</li> </ul>

	<ul style="list-style-type: none"> <li>• Follow-up Services</li> <li>• Role of the Head of the institution and parents in guidance and counselling</li> <li>• Challenges and functions of the teacher as guidance provider/ counsellor</li> </ul>
--	---

**Recommended Readings:**

- Agarwal, Rashmi (2010). *Educational, Vocational guidance and Counselling, Principles, Techniques and programmes*. New Delhi: Shipra Publication.
- Aggarwal J.C. (1989): *Educational and Vocational Guidance and Counselling*. New Delhi: Doaba House.
- Bhatia, K. K. (2009). *Principles of Guidance and Counselling*. New Delhi: Kalyani Publishers.
- Goswami, M. (2015). *Nirdexona aru Paramorxodan*. Guwahati: Ashok book stall.
- Kalita, Utpal (2017). *Nirdexona aru Poramorxodan*. Guwahati: Shanti Prakashan.
- Kochhar, S. K. (2010). *Educational and vocational guidance in secondary schools*. New Delhi: Starling Publishers Pvt. Ltd.

**EDU-DSE-5016**  
**CONTINUING EDUCATION**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Know the concept, objectives, scope and significance of continuing education in the context of present scenario.
- Understand about different aspects and agencies of continuing education.
- Realize different methods and techniques as well as issues of continuing education.
- Know the meaning of open education and realise the importance of open school and open universities in continuing education.
- Understand the development of adult education in India, kinds of adult education and different problems of adult education.

**Course Contents**

<b>Units</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Continuing Education</b> <ul style="list-style-type: none"> <li>• Continuing Education: Meaning, Nature and objectives</li> <li>• Functions and Scope of Continuing education</li> <li>• Significance of continuing education</li> <li>• Meaning and nature of different Aspects Continuing education: Fundamental education, Adult education, Social education &amp; Extension education</li> <li>• Agencies of continuing education</li> </ul>
<b>Unit-2</b>	<b>Methodologies and Issues of Continuing Education</b> <ul style="list-style-type: none"> <li>• Different methods of Continuing education</li> <li>• Strategies and devices of continuing education</li> <li>• Role of Mass-media in continuing education</li> <li>• Issues of continuing education in India</li> </ul>
<b>Unit-3</b>	<b>Open Education</b> <ul style="list-style-type: none"> <li>• Open Education: Meaning, Characteristics, Objectives and Types</li> <li>• Open School: Meaning and role of NIOS</li> <li>• Open University: Meaning, Characteristics, Objectives and development</li> <li>• Role of Open university in Continuing education</li> </ul>
<b>Unit-4</b>	<b>Adult Education</b>

	<ul style="list-style-type: none"> <li>• Meaning and Development of Adult education in India</li> <li>• Different kinds of adult education in India</li> <li>• Methods of Teaching adults</li> <li>• Planning adult education programmes in Assam for empowerment of rural women</li> <li>• Problems and Solution of Adult Education in India</li> </ul>
<b>Unit-5</b>	<b>Recent Literacy programmes in India</b> <ul style="list-style-type: none"> <li>• Changing concept of Literacy</li> <li>• National Literacy Mission 1988</li> <li>• Total Literacy Campaign and Post Literacy programme</li> <li>• Shakshar Bharat Mission</li> </ul>

### Recommended Readings:

- Aggarwal, J. C. (2008). *Adult Education*. Delhi: Doaba House.
- Chandra, Dr. Soti Shivendra (2005). *Adult and Non-Formal Education*. Delhi: Surajeet Publications.
- Das, Dr. Lakshahira (1999). *Adult Continuing Education*. Guwahati: Amrita Prakashan.
- Goswami, Dulumoni (2009). *Literacy and Development*. Guwahati: DVS Publishers.
- Kalita, Utpal (2015). *Abirata Siksha Aaru Durattwa Siksha*. Guwahati: Shanti Prakashan.
- Kaur & Sood (2009). *Adult and Non-Formal Education*. Ludhiana: Tandon Publishers.
- Mohanty, S. (2012). *Lifelong and Adult Education*. New Delhi: APH Publishing House.
- Talukdar, B. K. (1993). *Adult Education: Concepts & Methods*. Guwahati: Bina Library.

**EDU-DSE-5026**  
**DEVELOPMENTAL PSYCHOLOGY**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Enable the students to understand the basic concepts relating to development
- Acquaint the students about heredity and environmental factors affecting pre-natal development
- Enable the students to understand the development aspects during infancy and childhood
- Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

**Course contents**

<b>Units</b>	<b>Topics</b>
<b>Unit-1</b>	<b>Introduction to Developmental Psychology</b> <ul style="list-style-type: none"> <li>• Meaning, definition, nature and scope of developmental psychology</li> <li>• Different methods of studying developmental psychology</li> <li>• Hereditary and other factors that affect pre-natal development</li> <li>• Periods of pre-natal development</li> <li>• Characteristics of pre-natal development</li> <li>• Precautionary measures to be taken in pre-natal development</li> </ul>
<b>Unit-2</b>	<b>Infancy</b> <ul style="list-style-type: none"> <li>• Characteristics of infancy</li> <li>• Different developmental aspects during infancy <ul style="list-style-type: none"> <li>- Physical development</li> <li>- Cognitive development</li> <li>- Motor development</li> <li>- Language development</li> <li>- Emotional development</li> </ul> </li> <li>• Conditions that affect parental attitude towards the infant</li> <li>• Role of family in the development of infants</li> </ul>
<b>Unit-3</b>	<b>Childhood</b> <ul style="list-style-type: none"> <li>• Characteristics of childhood</li> <li>• Developmental tasks of childhood <ul style="list-style-type: none"> <li>- Physical development of early and late childhood</li> <li>- Emotional development of early and late childhood</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Influence of family and school in social and personality development in childhood</li> </ul>
<b>Unit-4</b>	<b>Adolescence</b> <ul style="list-style-type: none"> <li>• Meaning and definition of adolescence</li> <li>• Need and importance of studying adolescence</li> <li>• Characteristics of adolescence</li> <li>• Developmental tasks of adolescent period</li> <li>• Adolescence – age of transition</li> <li>• Physical changes during adolescence</li> <li>• Intellectual development during adolescence</li> </ul>
<b>Unit-5</b>	<b>Social, Emotional and Personality Development of Adolescence</b> <ul style="list-style-type: none"> <li>• Social development during adolescence</li> <li>• Role of family, school and peers in the development of adolescence</li> <li>• Emotionality during adolescence</li> <li>• Personality development during adolescence</li> <li>• Adjustment problems and juvenile delinquency</li> </ul>

### **Recommended Readings:**

- Bee, H. and Denise Boyd (2006). *The Developing Child*. New Delhi: Pearson Education Inc. India edition
- Chaube, S. P. (2011). *Developmental Psychology*. New Delhi: Neelkamal Publications Ltd.
- Cole, L. (1936). *Psychology of Adolescence*, New York: Rinchart and Winsten
- Goswami, Devi & Kalita (2016). *Bikashit Manobignan*. Guwahati: Shanti Prakashan.
- Goswami, G. (2008). *Child Development and Child Care*. Guwahati: Arun Prakashan.
- Hurllock, E. B. (1980). *Developmental Psychology-A Life span approach*. New Delhi: Tata McGraw Hill Publishing Com. Ltd.
- Hurlock, E.B. (1942). *Child Development*. New Delhi: Tata McGraw Hill Publishing Com. Ltd
- Thompson, G.G. (1969). *Child Psychology*. Bombay: The Times of India Press.

**EDU-DSE-5036**  
**HUMAN RIGHTS EDUCATION**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Explain the basic concept, nature and scope of human rights
- Describe the meaning, nature, principles, curriculum and teaching methods of human rights education at different levels of Education.
- Know the role of United Nations on human rights
- Understand enforcement mechanism in India
- Know the role of advocacy groups

**Course Contents**

Units	Contents
<b>Unit-1</b>	<p><b>Basic Concept of Human Rights</b></p> <ul style="list-style-type: none"> <li>• Concept and Nature of Human Rights</li> <li>• Scope of Human Rights</li> <li>• Concept, objectives, principles of Human Rights Education</li> <li>• Needs and Significance of Human Rights Education in India.</li> <li>• Human Rights Education at Different levels: <ul style="list-style-type: none"> <li>- Elementary level</li> <li>- Secondary level</li> <li>- Higher level.</li> </ul> </li> <li>• Methods and Activities of Teaching Human Rights</li> <li>• Curriculum of Human Rights Education</li> </ul>
<b>Unit-2</b>	<p><b>United Nations and Human rights</b></p> <ul style="list-style-type: none"> <li>• Universal Declaration of Human Rights (1948) by UN</li> <li>• UN and Promotion and Protection of Human Rights</li> <li>• Human Rights and Indian Constitution</li> <li>• Fundamental Rights similar to the UN Human Rights in Constitution of India</li> </ul>
<b>Unit-3</b>	<p><b>Human Rights – Enforcement Mechanism in India</b></p> <ul style="list-style-type: none"> <li>• Human Rights Act – 1993</li> <li>• Human Rights Commission – role and objectives</li> <li>• Judicial organs – Role of Supreme Court and High court in India</li> <li>• Commission of Women and Children in India</li> </ul>
<b>Unit-4</b>	<p><b>Role of Advocacy Groups for Promotion of Human Rights</b></p> <ul style="list-style-type: none"> <li>• Role of Global Agencies: UN, UNESCO, Vienna Declaration</li> <li>• Role of Government and Non-Governmental Organizations;</li> <li>• Role of educational institutions</li> </ul>



	<ul style="list-style-type: none"> <li>• Role of press and mass media</li> </ul>
<b>Unit-5</b>	<b>Human Rights and Marginalised Sections</b> <ul style="list-style-type: none"> <li>• Human Rights related to Racial Discrimination</li> <li>• Human Rights related to Religions and Religious Minorities</li> <li>• Human Rights related to Linguistic Minorities</li> <li>• Human Rights related to Communal Minorities</li> <li>• Human Rights related to Refugees</li> <li>• Human Rights related to Aged</li> <li>• Human Rights related Women and Children</li> <li>• Human Rights related to Differently Abled</li> <li>• Human Rights related to Transgender</li> </ul>

### Recommended Readings:

- Aggarwal, J. C. (2008). *Education in the Emerging Indian Society*. New Delhi: Shipra Publication.
- Chand, Jagdish (2007). *Education for Human Rights*. New Delhi: Anashah Publishing House.
- Deka, Neelotpal (2008). *Human Rights Perspectives and Challenges*. Guwahati: Assam Book Depot.
- Mohanty, J. (2006). *Human Rights Education*. New Delhi: Deep & Deep Publications.
- Naseema, C. (2008). *Human Rights Education Theory and Practice*. New Delhi: Shipra Publications.
- Rao, Digumarti Bhaskara (2004). *Human Rights Education*. New Delhi: Discovery Publication House.
- Reddy & Others (2015). *Human Rights Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.

**EDU-DSE-5046**  
**TEACHER EDUCATION IN INDIA**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Explain the Concept, Scope, Aims & Objectives and Significance of teacher education
- Acquaint with the development of Teacher Education in India
- Acquaint with the different organising bodies of teacher education in India and their functions in preparation of teachers for different levels of education
- Acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyse the status of teacher education in India
- Understand and conceive the qualities, responsibilities and professional ethics of teachers

**Course Contents**

Units	Contents
<b>Unit-1</b>	<b>Conceptual Framework and Historical Perspectives of Teacher Education in India</b> <ul style="list-style-type: none"> <li>• Teacher Education-Concept, scope and aims and objectives</li> <li>• Need and Significance of Teacher Education in 21<sup>st</sup> Century</li> <li>• Types of Teacher Education-Pre-service and In-service</li> <li>• Development of Teacher Education in India</li> <li>• Shifting focus from Teacher Training to Teacher Education</li> </ul>
<b>Unit-2</b>	<b>Teacher Education For Different Levels of Education</b> <ul style="list-style-type: none"> <li>• Preparation of Teachers for Pre-Primary Level of education</li> <li>• Preparation of Teachers for Primary Level of education</li> <li>• Preparation of Teachers for Secondary Level of education</li> <li>• Preparation of Teachers for Higher Level of education</li> </ul>
<b>Unit-3</b>	<b>Structure and Organisations of Teacher Education in India</b> <ul style="list-style-type: none"> <li>• Basic Training Centre (BTC)</li> <li>• District Institute for Education and Training (DIET)</li> <li>• State Council for Educational Research and Training (SCERT)</li> <li>• National Council for Educational Research and Training (NCERT)</li> <li>• National Council for Teacher Education (NCTE)</li> <li>• National University of Educational Training and Administration (NUEPA)</li> </ul>

	<ul style="list-style-type: none"> <li>• Regional Colleges of Education</li> </ul>
<b>Unit-4</b>	<p><b>Status of Teacher Education in India: Trends, Issues and Challenges</b></p> <ul style="list-style-type: none"> <li>• Skill and Competency based Teacher Education, Flanders Interaction Analysis, Micro Teaching and Simulated Social Skill Teaching (SSST)</li> <li>• National Curriculum Framework for Teacher Education (NCFTE), 2009</li> <li>• NCTE Regulations, 2014</li> <li>• Present problems of Teacher Education in India and their solution</li> <li>• Quality Assurance in Teacher Education and its challenges</li> </ul>
<b>Unit-5</b>	<p><b>Quality, Responsibility and Professional Ethics of Teachers</b></p> <ul style="list-style-type: none"> <li>• Qualities and responsibilities of a teacher</li> <li>• Teacher as a Facilitator, Counsellor and Practitioner-Researcher</li> <li>• Role expectations of Teachers in twenty first century</li> <li>• Professional ethics and accountability of teachers</li> </ul>

### Recommended Readings:

- Aggarwal, J. C. (2004). *Teacher and Education in a Developing Society*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhargava, M. & Saikia, L. Rasul (2012). *Teacher in 21<sup>st</sup> Century- Challenges, Responsibilities, Creditability*. Agra: Rakhi Prakashan.
- Flanders, Ned, A. (1970). *Analysing Teacher Behaviour*. London: Wesley Publishing Company.
- Gurrey, P. (). *Education and the Training of Teachers*. London: Longmans, Green and Company.
- Kalita, Sahariah & Sarmah (2014). *Sikshar Siksha*. Guwahati: Shanti Prakashan.
- Mukherjee, S. N. (1968). *Education of Teachers in India, Vol.-I and II*. New Delhi: S. Chand and Company.
- Rajput, J. S. and Walia, K. (2002). *Teacher Education in India*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, Sashi Prabha (2004). *Teacher Education in India*. New Delhi: Vikash Publications Pvt. Ltd.

## **6<sup>th</sup> SEMESTER (HONOURS)**

### **Instruction:**

- EDU-HC-6016 and EDU-HC-6026 papers are compulsory for all the 5<sup>th</sup> semester Honours students.
- In DSE papers, students will have to select two papers from four alternatives. They can select first paper from EDU-DSE-6016 or EDU-DSE-6026 alternatives. And they can select the second paper from EDU-DSE-6036 or EDU-DSE-6046 alternatives.

**EDU-HC-6016**  
**EDUCATION AND DEVELOPMENT**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

### **Course Objectives:**

After completion of this course the learner will be able to:

- Relation between education and development
- Educational development in the post globalization era
- Role of education in community development
- Education for human resource development
- Economic and political awareness through education

### **Course Contents:**

<b>Units</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Basic Concepts of Education and Development</b> <ul style="list-style-type: none"><li>• Indicators of educational development</li><li>• Role of education in national development</li><li>• Growth and development of education in India in the post globalization era</li><li>• Concept of modernization- Role of education in modernization</li></ul>
<b>Unit-2</b>	<b>Education and Community Development</b> <ul style="list-style-type: none"><li>• Community: Meaning, Definition, Nature.</li><li>• Relationship between School and Community.</li><li>• Role of Teachers in Community Development.</li><li>• Participation of Community people in Educational Institutions.</li><li>• Role of Education in Community Development.</li><li>• Problems of Educational Institutions in Community Development.</li></ul>
<b>Unit-3</b>	<b>Education and Human Resource Development</b> <ul style="list-style-type: none"><li>• Human Resource Development: Meaning, Definition and Characteristics.</li></ul>

	<ul style="list-style-type: none"> <li>• Objectives and Need of Human Resource Development.</li> <li>• Factors of Human Resource Development.</li> <li>• Role of education in Human Resource Development.</li> <li>• Organisations of Human Resource Development: MHRD, UGC, NCERT, CBSE.</li> </ul>
<b>Unit-4</b>	<b>Education and Economic Development</b> <ul style="list-style-type: none"> <li>• Meaning of Economic Development and National Development.</li> <li>• Relationship between education and Economics.</li> <li>• Impact of Economics on Education.</li> <li>• Role of Education in Economic Development.</li> <li>• Education as an Investment.</li> </ul>
<b>Unit-5</b>	<b>Education and Developing Political Awareness</b> <ul style="list-style-type: none"> <li>• Education and democracy</li> <li>• Role of education in creating political awareness</li> <li>• Politics among the students</li> <li>• Importance of students unions</li> </ul>

### Recommended Readings:

- Krishnamacharyulu, V. (2013). *School Management and systems of education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Latchanna & Hussein (2007). *Economics of Education*. New Delhi: Discovery Publishing House.
- Ravi, S. Samuel (2015). *Education in emerging India*. Delhi: PHI Learning Private Limited.
- Sharma, R. A. (2007). *Economics of Education*. Meerut: R. Lall Book Depot.
- Taj, Dr. Haseen (2011). *Current Challenges in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Tiwari, R. P. *Problems of Education in N.E. India*. Ludhiana: Tandon Publications.

**EDU-HC-6026  
PROJECT**

**Total Marks: 100 (External: 80 and Internal: 20)  
Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Explain the process of conducting a Project.
- Prepare a Project Report.

**Guideline:**

Each student is required to complete anyone project related to any area of the syllabus to be evaluated by Internal and External Examiners jointly through viva-voce test. The project work will be completed according to following heads:

- Title of the Project
- Introduction
- Importance of the Study
- Objectives of the Study
- Review of related literature (if any)
- Methods and Procedure
- Data Analysis and Discussion
- Conclusion

**Internal Assessment (20 Marks):**

Home Assignment/Group Discussion related to Project: 10 Marks

Library Works: 6 Marks

Attendance: 4 Marks

**External Assessment (80 Marks):**

Project Report: 60 Marks

Viva Voce: 20 Marks

**EDU-DSC-6016**  
**MENTAL HEALTH AND HYGIENE**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.
- Understand the concept and importance of mental hygiene and its relationship with mental health.
- Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
- Learn the meaning and problem of adjustment and also the different adjustment mechanisms.
- Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.

**Course Contents**

Units	Content
<b>Unit-1</b>	<b>Fundamentals of Mental Health</b> <ul style="list-style-type: none"> <li>• Mental Health – Meaning and Definitions</li> <li>• Scope of Mental Health</li> <li>• Dimensions of Mental Health</li> <li>• Need and importance of Mental Health</li> <li>• Characteristics of a mentally healthy person</li> <li>• History of development of Mental Health</li> </ul>
<b>Unit-2</b>	<b>Mental Hygiene – Meaning and Definitions</b> <ul style="list-style-type: none"> <li>• Mental Hygiene – Meaning and Definitions</li> <li>• Goals of Mental Hygiene</li> <li>• Functions of Mental Hygiene</li> <li>• Need and importance of Mental hygiene</li> <li>• Relationship between Mental health and hygiene</li> </ul>
<b>Unit-3</b>	<b>Education and Mental Health</b> <ul style="list-style-type: none"> <li>• Principles of sound Mental Health</li> <li>• Factors affecting Mental Health</li> <li>• Mental Health Hazards</li> <li>• Mental Health of Students <ul style="list-style-type: none"> <li>-Role of Home</li> <li>-Role of School</li> <li>-Role of Society</li> </ul> </li> </ul>

	Mental Health of Teachers
<b>Unit-4</b>	<b>Preservation of Mental Health and Hygiene</b> <ul style="list-style-type: none"> <li>• Positive Psychology – Meaning and Nature</li> <li>• Importance of Positive Psychology</li> <li>• Contribution of WHO on Mental Health</li> <li>• Stress management</li> <li>• Mental Health Care Act, 2017</li> </ul>
<b>Unit-5</b>	<b>Mental Health and Yoga</b> <ul style="list-style-type: none"> <li>• Concept of Yoga</li> <li>• Importance of Yoga for Physical and Mental Health</li> <li>• Role of Yoga for Personality Development</li> <li>• Role of Yoga for management of Stress</li> <li>• Principles of Yoga for Healthy Living</li> <li>• Pranayama and Meditation for Promoting Mental Health</li> </ul>

### Recommended Readings:

- Baumgardner, S. And Crother, M. (2009). *Positive Psychology*. New Delhi: Pearson India Education Services Pvt. Ltd.
- Chauhan, S. S. (2007). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Crow, L.D. and Crow, A. (1951). *Mental Hygiene*. New York: McGraw Hill
- Gururani, G.D. (2006). *Textbook on Mental Health and Hygiene*. New Delhi: Akansha Publishing House.
- Mangal, S. K. (1999). *Essentials of Educational Psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Mangal, S. K. (2008). *Abnormal Psychology*. New Delhi: Sterling Publication
- Safaya, R.N., Shukla, C. S. and Bhatia, B. D. (2002). *Modern Educational Psychology*. Delhi: Dhanpat Rai Publishing Company.



**EDU-DSC-6026**  
**SPECIAL EDUCATION**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to

- Understand the meaning and importance of special education
- Acquaint with the different policies and legislations of special education
- Familiarise the students with the different types of special children with their characteristics
- Enable the students to know about different issues, educational provisions and support services of special education

**Course Content:**

Units	Content
<b>Unit-1</b>	<p><b>Special Education-</b></p> <ul style="list-style-type: none"> <li>• Meaning, Objectives, Scope and Importance of Special Education</li> <li>• Development of Special Education in India with special reference to Assam</li> <li>• Integration of Special Education in Regular Classroom</li> <li>• Issues relating to integration and innovation</li> <li>• Challenges in Special Education</li> </ul>
<b>Unit-2</b>	<p><b>Physically Challenged Children</b></p> <ul style="list-style-type: none"> <li>• Children with Visual Impairment (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes)</li> <li>• Children with Hearing Impairment (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes)</li> <li>• Children with Orthopedically Handicapped (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes)</li> </ul>
<b>Unit-3</b>	<p><b>Children with Intellectual Disability (Mental Retardation) and Gifted</b></p> <ul style="list-style-type: none"> <li>• Gifted Children <ul style="list-style-type: none"> <li>- Meaning and Definition</li> <li>- Characteristics</li> <li>- Educational Programme</li> </ul> </li> <li>• <b>Children with Intellectual Disability (Mentally Retarded)</b> <ul style="list-style-type: none"> <li>- Meaning and definition</li> <li>- Characteristics</li> <li>- Levels</li> <li>- Causes</li> <li>- Educational Programme</li> </ul> </li> </ul>
<b>Unit-4</b>	<p><b>Children with Learning Disability</b></p> <ul style="list-style-type: none"> <li>• Meaning and Definition</li> </ul>

	<ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Types</li> <li>• Causes</li> <li>• Prevention</li> <li>• Educational Programme</li> </ul>
<b>Unit-5</b>	<p><b>Policies, Legislation and Services</b></p> <ul style="list-style-type: none"> <li>• National Policy on Education-1986</li> <li>• Central Scheme of Integrated Education for Disabled Children (IEDC)</li> <li>• Rehabilitation Council of India Act-1992</li> <li>• The Persons with Disabilities (PWD) Act-1995</li> <li>• National Policy for Persons with Disability, 2006</li> <li>• Community Based Rehabilitation <ul style="list-style-type: none"> <li>- Definition</li> <li>- Need</li> <li>- Implementation Process</li> </ul> </li> </ul>

**Recommended Readings:**

- Ali, S. (2016). *Special Education: For Differently Able Children*. Guwahati: Kalyani Publishers.
- Kalita, U. and Saikia, I. (2018). *Bisesh Siksha*. Guwahati: Shanti Prakashan.
- Mangal, S.K. (2008). *Educating Exceptional Children: An Introduction to Special Education*. New Delhi: PHI Pvt. Ltd.
- Manivannan, M. (2013). *Perspective in Special Education*. New Delhi: Neelkamal Publications Pvt. Ltd.

**EDU-DSC-6036**  
**EDUCATIONAL MANAGEMENT**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to

- Develop an understanding of the basic concept of educational management.
- Enable the students to know about the various resources in education
- Enable the students to understand the concept and importance of educational planning.
- Enable the students to know about the financial resources and financial management in education.

**Course Contents**

Units	Contents
<b>Unit-1</b>	<p><b>Introduction to Educational Management</b></p> <ul style="list-style-type: none"> <li>• Meaning, nature and scope of Educational Management</li> <li>• Objectives/Purpose of Educational Management</li> <li>• Principles of Educational Management</li> <li>• Types of Educational Management</li> <li>• Functions of Educational Management- Planning, Organizing, Directing, Supervising and controlling</li> <li>• Classroom Management- Principles, Strategies and Techniques.</li> </ul>
<b>Unit-2</b>	<p><b>Resources in Education</b></p> <ul style="list-style-type: none"> <li>• Meaning of resources</li> <li>• Types of resources- Human resource, Material resource and Financial resource</li> <li>• Management of Human, Material and Financial resources</li> <li>• Optimum Utilization of resources in educational institutions</li> </ul>
<b>Unit-3</b>	<p><b>Educational Planning</b></p> <ul style="list-style-type: none"> <li>• Meaning, Nature and Importance of educational planning</li> <li>• Types of educational planning</li> <li>• Principles of educational Planning</li> <li>• Central State Relationship in Educational Planning, Central and State Educational Advisory Bodies- MHRD, UGC, NCERT, SCERT</li> </ul>
<b>Unit-4</b>	<p><b>Institutional Planning</b></p> <ul style="list-style-type: none"> <li>• Concept, Nature, and Scope of Institutional Planning</li> <li>• Institutional Planning for Infrastructural Development and Personnel Development</li> <li>• Procedure of Institutional Planning</li> <li>• Organisation of Time Table and Co-curricular Activities</li> </ul>

<b>Unit-5</b>	<b>Financing of Education and Recent Trends in Management</b> <ul style="list-style-type: none"> <li>• Concept of Educational Finance</li> <li>• Sources of Educational Finance</li> <li>• Principles of Educational Finance</li> <li>• Budget: Concept and Components, Process of Preparing Institutional Budget</li> <li>• Recent Trends in Educational Management <ul style="list-style-type: none"> <li>- Total Quality Management</li> <li>- SWOT Analysis</li> </ul> </li> </ul>
---------------	--

### Recommended Readings:

- Bhatnagar and Gupta (2006). *Educational Management*. Meerut: R. Lall Book Depot.
- Bhattacharya, Shantanu (2012). *Educational Management-Theory and Practice*. Guwahati: EBH Publishers.
- Kalita, Saharia & Devi (2014). *Saikshik Byabasthapana Aaru Prasasan*. Guwahati: Shanti Prakashan.
- Krishnamacharyulu, V. (2008). *School Management and System of Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Mathur and Mathur (2010). *School Organisation and Management*. Agra: Agrawal Publication.
- Sharma, R. N. (2010). *Educational Administration, Management and Organisation*. Delhi: Surjeet Publications.
- Sidhu, I. S. (2012). *Educational Administration and Management*. Delhi: Pearson India Publishers
- Taj Haseen and Bhatnagar, Piyush (2012). *Modern Perspectives of Organizational Behaviour*, Agra: Harprasad Institute of Behavioural Studies.

**EDU-DSC-6046**  
**WOMEN AND SOCIETY**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to

- Know the changing role of women in India
- Understand gender discrimination in Indian society
- Make the students understand the constitutional provisions for women and their rights.
- Make the students understand women empowerment
- Develop an awareness and sensitivity towards women

Units	Contents
<b>Unit-1</b>	<b>Status and role of women</b> <ul style="list-style-type: none"> <li>• Women in ancient and medieval India</li> <li>• Changing role of Women in India</li> <li>• Women's health and related issues</li> <li>• Role of women in family , school and society</li> <li>• Women's role in social and environmental movement</li> </ul>
<b>Unit-2</b>	<b>Constitutional provisions and Rights of women</b> <ul style="list-style-type: none"> <li>• Constitutional Provision for equality of Women (Educational and Legal Provisions)</li> <li>• National Policy on Education (1986) on women education</li> <li>• National Council for Women Education</li> <li>• Property Right</li> <li>• National Policy for Empowerment of Women, 2001</li> </ul>
<b>Unit-3</b>	<b>Gender inequalities in School and society</b> <ul style="list-style-type: none"> <li>• Family attitude</li> <li>• Gender bias in Textbook</li> <li>• Curricular Choices</li> <li>• Teachers' attitude</li> <li>• Classroom Interaction</li> <li>• Peer Culture</li> <li>• Gender inequality in workplace</li> </ul>
<b>Unit-4</b>	<b>Women Empowerment</b> <ul style="list-style-type: none"> <li>• Concept of women empowerment, importance</li> <li>• Types of women empowerment- Economic, political, Educational , legal</li> <li>• Women entrepreneurship</li> <li>• Barriers of women empowerment</li> <li>• Role of education in women empowerment</li> </ul>
<b>Unit-5</b>	<b>The new roles of men and women and its Implications</b> <ul style="list-style-type: none"> <li>• Changes in family patterns</li> <li>• Gender roles in transition</li> </ul>

	<ul style="list-style-type: none"> <li>• New gender roles</li> <li>• Factor influencing gender role</li> <li>• Women as peace builder</li> <li>• Gender sensitivity- new gender roles and its implications for family and society</li> </ul>

### Recommended Readings:

- Acker, S. (1987). *Feminist Theory and the Study of Gender and Education*. Jstor.
- Agarwal, N. (1993). *Women Education & Population in India*. Allahabad: Chugh Publications,
- Aggarwal J.C. (1976). *Indian Women: Education and Status*. New Delhi: Arya Book Depot.
- Bhatia , R. L. & Ahuja , B. N. (2006). *Modern Indian Education and it's Problems*. Delhi: Surjeet Publication.
- Bhatt B. D. & Sharma S.R. (1992). *Women's Education and Social Development*. Delhi: Kanishka Publishing House.
- Kaur I.(1983). *Status of Hindu Women in India*. Allahabad: Chugh Publications,
- Reddy, V. Govinda (2017). *Gender Perspectives in Peace Education*. Delhi: Manglam Publishers and Distributors.

\*\*\*\*\*

**SYLLABUS  
OF  
EDUCATION**

**FOR  
UNDER GRADUATE CBCS COURSE (REGULAR)  
(REVISED)**



**(Approved by Academic Council on 8<sup>th</sup> November, 2019  
effective from July, 2019)**

**GAUHATI UNIVERSITY  
GUWAHATI**

## Course Structure of B.A. Education (Regular) under CBCS Curriculum

It aims to develop a holistic and multidimensional understanding of the topics. It attempts to approach new areas of learning, develop competencies in the students thereby opening various avenues for self-discovery, academic understanding and employment.

### Instruction on teaching method:

- The classroom transaction of all the papers will be done through Blended mode of learning. However, offline learning will be conducted through lectures, group discussions, experiential exercises, projects, presentations, workshops, seminars and hands on experiences.
- Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. To this end, practicum is incorporated as an important component in many of the papers.
- Use of ICT and mass media and web based sources is highly recommended to make the teaching learning process interactive and interesting.
- 40% of the courses will be covered by online mode of learning.

**Evaluation:** The mode of evaluation would be through a combination of external and internal assessment in the ratio of 80: 20 respectively. Equal weightage will be given to all the units while setting of questions papers in external examination. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the student.

Semester	Core Course	AECC	SEC	DSE	GE
I	English-1	English/MIL Communication & Environmental Science			
	EDU-RC-1016				
	Other Subject				
II	English-2	English/MIL Communication & Environmental Science			
	EDU-RC-2016				
	Other Subject				
III	MIL/Alt English-1		EDU-SE- 3014		
	EDU-RC-3016				
	Other Subject				
IV	MIL/Alt		EDU-SE-		



	English-2		4014		
	EDU-RC-4016				
	Other subject				
V			EDU-SEC-5014	<i>Any one</i> EDU-DSE-5016/ EDU-DSE-5026/ EDU-DSE-5036/ EDU-DSE-5046	EDU-RG-5016
VI			EDU-SEC-6014	<i>Any one</i> EDU-DSE-6016/ EDU-DSE-6026/ EDU-DSE-6036/ EDU-DSE-6046	EDU-RG-6016

## List of Papers

<b>Core Papers</b>			
Sl. No	Course code	Title of the Paper	Credit
1	EDU-RC-1016	Foundations of Education	6
2	EDU-RC-2016	Psychology of Adolescents	6
3	EDU-RC-3016	Guidance and Counselling	6
4	EDU-RC-4016	History of Education in India	6
5	EDU-DSE-5016/ EDU-DSE-5026/ EDU-DSE-5036/ EDU-RE-5046	Continuing Education/ Developmental Psychology/ Human Right Education/ Teacher Education in India	6
6	EDU-DSE-6016/ EDU-DSE-6026/ EDU-DSE-6036/ EDU-DSE-6046	Mental health and Hygiene/ Special Education/ Educational Management/ Women and Society	6
<b>Generic Elective (GE)</b>			
1	EDU-RG-5016	Distance Education	6
2	EDU-RG-6016	Mental Health and Hygiene	6
<b>Skill Enhancement Course (SEC)</b>			
1	EDU-SE-3014	Public Speaking Skill	4
2	EDU-SE-4014	Writing Bio-Data and facing an interview	4
3	EDU-SE-5014	Extension Activities	4
4	EDU-SE-6014	Developing Teaching Skill	4
<b>Ability Enhancement Course (AEC)</b>			
1	AECC-1		4
2	AECC-2		4

# 1<sup>st</sup> SEMESTER (REGULAR)

EDU-RC-1016

## FOUNDATIONS OF EDUCATION

Total Marks: 100 (External: 80 and Internal: 20)

Credit-6

### Course Objectives:

After completion of this course the learner will be able to

- Acquaint with the principles of education
- Gain knowledge about different various Forms and Aims of Education
- Understand the concept and importance of Discipline and Freedom.
- Acquire knowledge about the concept of Emotional and National Integration and International Understanding.

### Course contents

Units	Content
<b>Unit-1</b>	<b>Concept of Education</b> <ul style="list-style-type: none"><li>• Meaning ,Nature and Scope of education</li><li>• Forms of education-</li><li>• Formal education, Informal and Non formal education- Meaning and Nature. School as an agency of formal education</li><li>• Aims of education, Meaning and importance of Aims. Types of Aims-</li><li>• Social Vs Individual aim.</li><li>• Vocational and Liberal aim</li><li>• Democratic aim of education.</li></ul>
<b>Unit-2</b>	<b>Philosophy and Education</b> <ul style="list-style-type: none"><li>• Philosophy: Meaning, Nature and Scope</li><li>• Philosophy of Education: Meaning and Scope</li><li>• Relationship between education and philosophy</li><li>• Impact of philosophy on education</li></ul>
<b>Unit-3</b>	<b>Psychology and Education</b> <ul style="list-style-type: none"><li>• Meaning and nature of Psychology</li><li>• Relation between education and psychology</li><li>• Educational Psychology-Nature, Scope, Method Observation, Experimentation, Case study method</li><li>• Importance of Educational Psychology in teaching –learning process</li></ul>
<b>Unit-4</b>	<b>Education for National Integration and International understanding</b> <ul style="list-style-type: none"><li>• Meaning and Nature of National Integration and International understanding</li><li>• Role of education in development of National Integration and International understanding.</li><li>• Globalization and its impact in developing International cooperation</li></ul>
<b>Unit-5</b>	<b>Sociology and Education</b> <ul style="list-style-type: none"><li>• Concept and methods of Sociology, Educational Sociology: Meaning,</li></ul>

	<p>Nature, Scope and Importance, Relation between education and sociology</p> <ul style="list-style-type: none"> <li>• Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups</li> <li>• Concept of socialization, Education as a socialization process</li> </ul>
--	--

### **Recommended Readings:**

- Agarwal J.C. (2010). *Theory and Principles of Education*. Delhi: Vikash Publishing House Pvt. Ltd.
- Baruah, J. (2006). *Sikshatatta Adhyayan*. Guwahati: Lawyer's Book Stall.
- Bhatia & Bhatia (1994). *Theory and Principles of Education*. Delhi: Doaba.
- Chatterjee, S. (2012). *Principles and Practice of Modern Education*. Delhi: Books & Allied Ltd.
- Goswami, Dulumoni (2014). *Philosophy of Education*. Guwahati: DVS Publishers.
- Raymont T. (1904). *Principles of Education*. London, New York & Bombay: Longmans, Green & Co.
- Ross J.S. (1945). *The Ground Work of Educational Theory*. London, Toronto, Bombay, Sydney: George G. Harrap & Co. Ltd.
- Safaya R.N. & Shaida B.D. (2010). *Modern Theory and Practice of Education*. New Delhi: Dhanpatrai Publishing Company Pvt. Ltd.

## **2<sup>nd</sup> SEMESTER (REGULAR)**

**EDU-RC-2016**

### **PSYCHOLOGY OF ADOLESCENTS**

**Total Marks: 100 (External: 80 and Internal: 20)**

**Credit-6**

#### **Course Objectives:**

After completion of this course the learner will be able to:

- Enable the students to understand the period of adolescence
- Enable the students to understand the significance of the adolescence period in human life
- Enable the students to know about various problems associated with this stage
- Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

#### **Course contents**

<b>Units</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Introduction to adolescent psychology</b> <ul style="list-style-type: none"><li>• Meaning and definition of adolescence</li><li>• Need and importance of studying adolescent psychology</li><li>• Adolescence – age of transition</li><li>• Is adolescence a period of storm and stress?</li></ul>
<b>Unit-2</b>	<b>Physical and mental development</b> <ul style="list-style-type: none"><li>• Characteristics of physical development</li><li>• Characteristics of mental development</li><li>• Educational implications of physical and mental development</li></ul>
<b>Unit-3</b>	<b>Social development</b> <ul style="list-style-type: none"><li>• Characteristics of social development</li><li>• Influence of peers in social development</li><li>• Factors affecting social adjustment</li></ul>
<b>Unit-4</b>	<b>Emotional and personality development</b> <ul style="list-style-type: none"><li>• Characteristics of emotional development</li><li>• Personality changes during adolescence</li><li>• Adjustment problems of adolescence</li></ul>
<b>Unit-5</b>	<b>Delinquency</b> <ul style="list-style-type: none"><li>• Meaning , Nature and types of delinquency</li><li>• Causes of delinquency – biological, psychological and sociological</li><li>• Role of school, family and society in preventing delinquency</li><li>• Prevention and control of drug addiction</li></ul>

#### **Recommended Readings:**

- Chaube, S. P. (2011). *Developmental Psychology*. New Delhi: Neelkamal Publications Ltd.

- Cole, L. (1936). *Psychology of Adolescence*, New York: Rinehart and Winston
- Goswami, G. (2008). *Child Development and Child Care*. Guwahati: Arun Prakashan.
- Hurllock, E. B. (1980). *Developmental Psychology-A Life span approach*. New Delhi: Tata McGraw Hill Publishing Com. Ltd.

# 3<sup>rd</sup> SEMESTER (REGULAR)

EDU-RC-3016

## GUIDANCE AND COUNSELLING

Total Marks: 100 (External: 80 and Internal: 20)

Credit-6

### Course Objectives:

After completion of this course the learner will be able to:

- Help the students to understand the concept, need and importance of Guidance and Counselling
- Enable the students to know the different types and approaches to Guidance and Counselling
- Acquaint the students with the organization of guidance service and school guidance clinic
- Enable the learners to understand the challenges faced by the teacher as guidance worker.

### Course contents

Unit	Contents
Unit-1	<b>Introduction to Guidance</b> <ul style="list-style-type: none"><li>• Meaning, objectives and scope of guidance</li><li>• Need and principles of guidance</li><li>• Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance</li></ul>
Unit-2	<b>Introduction to Counselling</b> <ul style="list-style-type: none"><li>• Meaning, objectives and scope of counselling</li><li>• Need and principles of counselling</li><li>• Types of counselling : Directive, Non-directive and Eclectic counselling</li><li>• Relation between Guidance and Counselling</li></ul>
Unit-3	<b>Organization of guidance service</b> <ul style="list-style-type: none"><li>• Meaning of guidance service</li><li>• Need and principles of organizing guidance service</li><li>• Components of guidance service: counselling service, techniques of counselling service</li><li>• Qualities of a good counsellor</li></ul>
Unit-4	<b>Guidance needs of students</b> <ul style="list-style-type: none"><li>• Guidance needs of students in relation to home-centred and school-centred problems</li><li>• Group guidance and Group counselling</li><li>• Guidance for CWSN</li><li>• School Guidance Clinic</li></ul>
Unit-5	<b>School guidance programme</b>

	<ul style="list-style-type: none"><li>• Importance of guidance and counselling cells in educational institutions</li><li>• Follow-up Services</li><li>• Role of the Head of the institution and parents in guidance and counselling</li><li>• Challenges and functions of the teacher as guidance provider/ counsellor</li></ul>
--	--

**Recommended Readings:**

- Agarwal, Rashmi (2010). *Educational, Vocational guidance and Counselling, Principles, Techniques and programmes*. New Delhi: Shipra Publication.
- Aggarwal J.C. (1989): *Educational and Vocational Guidance and Counselling*. New Delhi: Doaba House.
- Bhatia, K. K. (2009). *Principles of Guidance and Counselling*. New Delhi: Kalyani Publishers.
- Goswami, M. (2015). *Nirdexona aru Paramorxodan*. Guwahati: Ashok book stall.
- Kalita, Utpal (2017). *Nirdexona aru Poramorxodan*. Guwahati: Shanti Prakashan.
- Kochhar, S. K. (2010). *Educational and vocational guidance in secondary schools*. New Delhi: Starling Publishers Pvt. Ltd.



**EDU-SEC- 3014**  
**PUBLIC SPEAKING SKILL**

**Credit – 4**

**Course Outcome:**

After completing this course, students will be able to acquire the capacities of public speaking skill.

**Course contents**

**a. Theory (2 Credits)**

Units	Contents
<b>Unit-1</b>	<p><b>Public Speaking and Communication Skill</b></p> <ul style="list-style-type: none"> <li>• Meaning and Importance of Public Speaking</li> <li>• Components of Public Speaking: Illustration, Voice modulation, The Power of Pause, Visual Aids, Sense of humour, Articulation</li> <li>• Principles of Effective Public Speaking: Principle of Preciseness, Principle of Clarity, Principle of Completeness, Principle of Consciousness, Principle of Adaption</li> <li>• Ways of becoming Better Public Speaker</li> <li>• Concept and Nature of Communication</li> <li>• Communication Cycle</li> <li>• Types of Communication: Verbal and non-Verbal</li> <li>• Barriers of Communication</li> <li>• Ways of Effective Communication</li> </ul>
<b>Unit-2</b>	<p><b>Personality Development and Motivation as Means for Effective Public Speaking</b></p> <ul style="list-style-type: none"> <li>• Concept and Nature of Personality</li> <li>• Types of Personality: Extrovert and Introvert</li> <li>• Traits of Personality needed for Effective Public Speaking: Openness to Change, Agreeableness, Extroversion, Sociability, Emotional Stability, Liveliness, Reasoning, Warmth</li> <li>• Role of Personality in Effective Communication</li> <li>• Concept of Balanced Personality</li> <li>• Meaning and Nature of Motivation</li> <li>• Kinds of Motivation: Natural or Intrinsic Motivation and Artificial or Extrinsic Motivation</li> <li>• Ways or means of motivating audience</li> </ul>

**b. Practical (2 Credits)**

Students shall prepare a write-up based on topic selected for speech.

**Guidelines:**

- The students will be trained on public speaking
- Teachers will give demonstrations on public speaking
- It will cover: Style of presentation, voice modulation, body language, communication with audience, eye contact
- Topics of speech will be selected by the students discussing with teachers.
- Topic of write-up will be decided by the internal examiner.
- Word limit for the write-up is maximum 2000.

**Mode of Delivery:**

Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

**Evaluation Plan:**

- For theory part, written examination will be conducted with 50 marks.
- Evaluation for practical examination (Public Speaking Skill+Write-up of the speech) will be done by an External Examiner.

**Recommended Readings:**

- Mangal, S. K. (2013). *Essentials of Educational Psychology*. Delhi: PHI Learning Private Limited.
- Manoharan, P. K. (2008). *Education and Personality Development*. New Delhi: APH Publishing Corporation.
- Morgan, Clifford T. (1993). *Introduction to Psychology*. New Delhi: Tata McGraw Hill Publishing Company Limited.
- Nikitina, Arina (2011). *Successful Public Speaking*. Arina Nikitina & bookboon.com

## **4<sup>th</sup> SEMESTER (REGULAR)**

**EDU-RC-4016**

### **HISTORY OF EDUCATION IN INDIA**

**Marks: 100 (External: 80 Internal: 20)**

**CREDIT: 6**

#### **Course Objectives:**

After completion of this course the learner will be able to:

- Analyse the education system during British Period
- Understand the Educational situation during the time of Independence
- Explain the recommendations and educational importance of different Education Commission and Committees in post Independent India
- Analyse the National Policy on Education in different tomes
- Accustom with the recent Educational Development in India.

#### **Course contents**

<b>Units</b>	<b>Content</b>
<b>Unit-1</b>	<b>Education in British India</b> <ul style="list-style-type: none"><li>• The Beginning<ul style="list-style-type: none"><li>- The Charter Act of 1813</li><li>- The Anglicists-Orientalists Controversy</li><li>- Macaulay's Minute, 1835</li><li>- Downward Filtration Theory</li></ul></li><li>• Wood Despatch of 1854<ul style="list-style-type: none"><li>- Background of the Despatch</li><li>- Recommendations</li><li>- Implementation of the Despatch</li></ul></li><li>• Indian Education Commission-1882<ul style="list-style-type: none"><li>- Appointment of Indian Education Commission</li><li>- Background for appointing the Commission</li><li>- Major Recommendations</li><li>- Criticism of the Commission</li></ul></li></ul>
<b>Unit-2</b>	<b>Raise of Nationalism and its impact on Education</b> <ul style="list-style-type: none"><li>• Initiative of Gopalkrishna Gokhle, Gokhale's Bill for Compulsory Primary Education- 1910-1912</li><li>• All India Educational Conference, Wardha, 1937</li><li>• Gandhijis Basic Education –Concept, Philosophy and Salient Features, Criticism of the Basic Education</li></ul>
<b>Unit-3</b>	<b>Development of Indian Education: Post Independence I</b> <ul style="list-style-type: none"><li>• University Education Commission-1948<ul style="list-style-type: none"><li>- Appointment of University Education Commission</li><li>- Aims of University Education</li><li>- Recommendations of the Commission</li><li>- Evaluation of the Recommendations</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>• Secondary Education Commission-1952-53 <ul style="list-style-type: none"> <li>- Appointment of Secondary Education Commission</li> <li>- Aims and Objectives of Secondary Education</li> <li>- Defects of Secondary Education</li> <li>- Recommendations of the Commission</li> <li>- Evaluation of the Recommendations of the Commission</li> </ul> </li> </ul>
<b>Unit-4</b>	<b>Development of Indian Education: Post Independence- II</b> <ul style="list-style-type: none"> <li>• Education Commission-1964-66 <ul style="list-style-type: none"> <li>- Major Recommendations and its effects on existing Indian education</li> </ul> </li> <li>• National Policy of Education-1986 <ul style="list-style-type: none"> <li>- Background</li> <li>- Major Recommendations</li> <li>- Impact on Indian Education</li> </ul> </li> </ul>
<b>Unit -5</b>	<b>Recent Developments in Indian Education</b> <ul style="list-style-type: none"> <li>• The National Knowledge Commission's Report <ul style="list-style-type: none"> <li>- Major recommendation and its implementation</li> </ul> </li> <li>• National Curriculum Framework, 2005</li> <li>• Government Programmes of Education: SSA, RMSA and RUSA</li> <li>• The Right to Education Act, 2009 and its implementation.</li> </ul>

### Recommended Readings:

- Aggarwal, J.C. (2004). *Landmarks in the History of the Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Chaube, S. P. and Chaube, A. (2005). *Education in Ancient and Medieval India*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Dash, B.N. (2014). *History of Education in India*. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
- Ghosh, Suresh C. (2007). *History of Education in India*. New Delhi: Rawat Publications.
- Thakur, A.S. and Thakur, A. (2015). *Development of Education System in India: Problems and Prospects*. Agra: Agarwal Publications.

**EDU-SE-4014**  
**WRITING BIODATA AND FACING AN INTERVIEW**  
**Credit- 4**

**Course Outcome:**

After completing this course, students will be able to write a bio-data scientifically and will develop confidence to face different types of interview.

**Course contents**

**a. Theory (2 Credits)**

<b>Units</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Bio-data</b> <ul style="list-style-type: none"><li>• Meaning, Purpose and Types of Bio-data</li><li>• Components of Bio-data</li><li>• Bio-data: Do's and Do not's</li><li>• Meaning of Resume and Curriculum Vitae</li><li>• Differences among Bio-data, Resume and Curriculum Vitae</li><li>• How to write a Good Academic Bio-data</li></ul>
<b>Unit-2</b>	<b>Interview</b> <ul style="list-style-type: none"><li>• Meaning and objectives of Interview</li><li>• Different types of Interview: Structured interview, Unstructured interview, Job-related interview</li><li>• Characteristics of good interview</li><li>• Importance of interview</li><li>• Skills of facing interview</li></ul>

**b. Practical (2 credits):**

Students shall write a bio-data to face interview.

**Guidelines:**

- The teachers will have to guide the students in writing their Bio-data, if necessary outside experts may also be invited to train the students in writing the Bio-data.
- Teachers will guide the students to differentiate amongst Bio-data, Resume and Curriculum Vitae (CV).
- Teachers will explain the style and skill of appearing a formal interview.
- Students will practice mock interview within the classroom.

**Mode of Delivery:**

Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

**Evaluation Plan:**

- For theory part, written examination will be conducted with 50 marks.
- For Practical part, evaluation (Submission of Prepared Bio-data+ Facing an Interview) will be done by an External Examiner.

**Recommended Readings:**

- Innes, James (2009). *The CV Book-Your Definite Guide to Writing the Perfect CV*. Prentice Hall.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International.
- Sidhu, Kulbir Singh (1984). *Methodology of Research in Education*. New Delhi: Sterling Publisher's Private Limited.

## 5<sup>th</sup> SEMESTER (REGULAR)

### Instruction:

- Students will have to select **one paper** from four alternatives DSE papers (EDU-DSE-5016/EDU-DSE-5026/EDU-DSE-5036/EDU-DSE-5046).
- The Regular Course students other than Education Regular can select EDU-RG-5016.

**EDU-DSE-5016**  
**CONTINUING EDUCATION**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

### Course Objectives:

After completion of this course the learner will be able to:

- Know the concept, objectives, scope and significance of continuing education in the context of present scenario.
- Understand about different aspects and agencies of continuing education.
- Realize different methods and techniques as well as issues of continuing education.
- Know the meaning of open education and realise the importance of open school and open universities in continuing education.
- Understand the development of adult education in India, kinds of adult education and different problems of adult education.

### Course Contents

Units	Contents
<b>Unit-1</b>	<b>Continuing Education</b> <ul style="list-style-type: none"><li>• Continuing Education: Meaning, Nature and objectives</li><li>• Functions and Scope of Continuing education</li><li>• Significance of continuing education</li><li>• Meaning and nature of different Aspects Continuing education: Fundamental education, Adult education, Social education &amp; Extension education</li><li>• Agencies of continuing education</li></ul>
<b>Unit-2</b>	<b>Methodologies and Issues of Continuing Education</b> <ul style="list-style-type: none"><li>• Different methods of Continuing education</li><li>• Strategies and devices of continuing education</li></ul>

	<ul style="list-style-type: none"> <li>• Role of Mass-media in continuing education</li> <li>• Issues of continuing education in India</li> </ul>
<b>Unit-3</b>	<b>Open Education</b> <ul style="list-style-type: none"> <li>• Open Education: Meaning, Characteristics, Objectives and Types</li> <li>• Open School: Meaning and role of NIOS</li> <li>• Open University: Meaning, Characteristics, Objectives and development</li> <li>• Role of Open university in Continuing education</li> </ul>
<b>Unit-4</b>	<b>Adult Education</b> <ul style="list-style-type: none"> <li>• Meaning and Development of Adult education in India</li> <li>• Different kinds of adult education in India</li> <li>• Methods of Teaching adults</li> <li>• Planning adult education programmes in Assam for empowerment of rural women</li> <li>• Problems and Solution of Adult Education in India</li> </ul>
<b>Unit-5</b>	<b>Recent Literacy programmes in India</b> <ul style="list-style-type: none"> <li>• Changing concept of Literacy</li> <li>• National Literacy Mission 1988</li> <li>• Total Literacy Campaign and Post Literacy programme</li> <li>• Shakshar Bharat Mission</li> </ul>

### Recommended Readings:

- Aggarwal, J. C. (2008). *Adult Education*. Delhi: Doaba House.
- Chandra, Dr. Soti Shivendra (2005). *Adult and Non-Formal Education*. Delhi: Surajeet Publications.
- Das, Dr. Lakshahira (1999). *Adult Continuing Education*. Guwahati: Amrita Prakashan.
- Goswami, Dulumoni (2009). *Literacy and Development*. Guwahati: DVS Publishers.
- Kalita, Utpal (2015). *Abirata Siksha Aaru Durattwa Siksha*. Guwahati: Shanti Prakashan.
- Kaur & Sood (2009). *Adult and Non-Formal Education*. Ludhiana: Tandon Publishers.
- Mohanty, S. (2012). *Lifelong and Adult Education*. New Delhi: APH Publishing House.
- Talukdar, B. K. (1993). *Adult Education: Concepts & Methods*. Guwahati: Bina Library.



**EDU-DSE-5026**  
**DEVELOPMENTAL PSYCHOLOGY**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Enable the students to understand the basic concepts relating to development
- Acquaint the students about heredity and environmental factors affecting pre-natal development
- Enable the students to understand the development aspects during infancy and childhood
- Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

**Course contents**

Units	Topics
<b>Unit-1</b>	<b>Introduction to Developmental Psychology</b> <ul style="list-style-type: none"> <li>• Meaning, definition, nature and scope of developmental psychology</li> <li>• Different methods of studying developmental psychology</li> <li>• Hereditary and other factors that affect pre-natal development</li> <li>• Periods of pre-natal development</li> <li>• Characteristics of pre-natal development</li> <li>• Precautionary measures to be taken in pre-natal development</li> </ul>
<b>Unit-2</b>	<b>Infancy</b> <ul style="list-style-type: none"> <li>• Characteristics of infancy</li> <li>• Different developmental aspects during infancy <ul style="list-style-type: none"> <li>- Physical development</li> <li>- Cognitive development</li> <li>- Motor development</li> <li>- Language development</li> <li>- Emotional development</li> </ul> </li> <li>• Conditions that affect parental attitude towards the infant</li> <li>• Role of family in the development of infants</li> </ul>
<b>Unit-3</b>	<b>Childhood</b> <ul style="list-style-type: none"> <li>• Characteristics of childhood</li> <li>• Developmental tasks of childhood <ul style="list-style-type: none"> <li>- Physical development of early and late childhood</li> <li>- Emotional development of early and late childhood</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Influence of family and school in social and personality development in childhood</li> </ul>
<b>Unit-4</b>	<b>Adolescence</b> <ul style="list-style-type: none"> <li>• Meaning and definition of adolescence</li> <li>• Need and importance of studying adolescence</li> <li>• Characteristics of adolescence</li> <li>• Developmental tasks of adolescent period</li> <li>• Adolescence – age of transition</li> <li>• Physical changes during adolescence</li> <li>• Intellectual development during adolescence</li> </ul>
<b>Unit-5</b>	<b>Social, Emotional and Personality Development of Adolescence</b> <ul style="list-style-type: none"> <li>• Social development during adolescence</li> <li>• Role of family, school and peers in the development of adolescence</li> <li>• Emotionality during adolescence</li> <li>• Personality development during adolescence</li> <li>• Adjustment problems and juvenile delinquency</li> </ul>

### **Recommended Readings:**

- Bee, H. and Denise Boyd (2006). *The Developing Child*. New Delhi: Pearson Education Inc. India edition
- Chaube, S. P. (2011). *Developmental Psychology*. New Delhi: Neelkamal Publications Ltd.
- Cole, L. (1936). *Psychology of Adolescence*, New York: Rinchart and Winsten
- Goswami, Devi & Kalita (2016). *Bikashit Manobignan*. Guwahati: Shanti Prakashan.
- Goswami, G. (2008). *Child Development and Child Care*. Guwahati: Arun Prakashan.
- Hurllock, E. B. (1980). *Developmental Psychology-A Life span approach*. New Delhi: Tata McGraw Hill Publishing Com. Ltd.
- Hurlock, E.B. (1942). *Child Development*. New Delhi: Tata McGraw Hill Publishing Com. Ltd
- Thompson, G.G. (1969). *Child Psychology*. Bombay: The Times of India Press.

**EDU-DSE-5036**  
**HUMAN RIGHTS EDUCATION**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Explain the basic concept, nature and scope of human rights
- Describe the meaning, nature, principles, curriculum and teaching methods of human rights education at different levels of Education.
- Know the role of United Nations on human rights
- Understand enforcement mechanism in India
- Know the role of advocacy groups

**Course Contents**

Units	Contents
<b>Unit-1</b>	<p><b>Basic Concept of Human Rights</b></p> <ul style="list-style-type: none"> <li>• Concept and Nature of Human Rights</li> <li>• Scope of Human Rights</li> <li>• Concept, objectives, principles of Human Rights Education</li> <li>• Needs and Significance of Human Rights Education in India.</li> <li>• Human Rights Education at Different levels: <ul style="list-style-type: none"> <li>- Elementary level</li> <li>- Secondary level</li> <li>- Higher level.</li> </ul> </li> <li>• Methods and Activities of Teaching Human Rights</li> <li>• Curriculum of Human Rights Education</li> </ul>
<b>Unit-2</b>	<p><b>United Nations and Human rights</b></p> <ul style="list-style-type: none"> <li>• Universal Declaration of Human Rights (1948) by UN</li> <li>• UN and Promotion and Protection of Human Rights</li> <li>• Human Rights and Indian Constitution</li> <li>• Fundamental Rights similar to the UN Human Rights in Constitution of India</li> </ul>
<b>Unit-3</b>	<p><b>Human Rights – Enforcement Mechanism in India</b></p> <ul style="list-style-type: none"> <li>• Human Rights Act – 1993</li> <li>• Human Rights Commission – role and objectives</li> <li>• Judicial organs – Role of Supreme Court and High court in India</li> <li>• Commission of Women and Children in India</li> </ul>
<b>Unit-4</b>	<p><b>Role of Advocacy Groups for Promotion of Human Rights</b></p> <ul style="list-style-type: none"> <li>• Role of Global Agencies: UN, UNESCO, Vienna Declaration</li> <li>• Role of Government and Non-Governmental Organizations;</li> <li>• Role of educational institutions</li> <li>• Role of press and mass media</li> </ul>

<b>Unit-5</b>	<b>Human Rights and Marginalised Sections</b> <ul style="list-style-type: none"> <li>• Human Rights related to Racial Discrimination</li> <li>• Human Rights related to Religions and Religious Minorities</li> <li>• Human Rights related to Linguistic Minorities</li> <li>• Human Rights related to Communal Minorities</li> <li>• Human Rights related to Refugees</li> <li>• Human Rights related to Aged</li> <li>• Human Rights related Women and Children</li> <li>• Human Rights related to Differently Abled</li> <li>• Human Rights related to Transgender</li> </ul>

### Recommended Readings:

- Aggarwal, J. C. (2008). *Education in the Emerging Indian Society*. New Delhi: Shipra Publication.
- Chand, Jagdish (2007). *Education for Human Rights*. New Delhi: Anashah Publishing House.
- Deka, Neelotpal (2008). *Human Rights Perspectives and Challenges*. Guwahati: Assam Book Depot.
- Mohanty, J. (2006). *Human Rights Education*. New Delhi: Deep & Deep Publications.
- Naseema, C. (2008). *Human Rights Education Theory and Practice*. New Delhi: Shipra Publications.
- Rao, Digumarti Bhaskara (2004). *Human Rights Education*. New Delhi: Discovery Publication House.
- Reddy & Others (2015). *Human Rights Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.

**EDU-DSE-5046**  
**TEACHER EDUCATION IN INDIA**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Explain the Concept, Scope, Aims & Objectives and Significance of teacher education
- Acquaint with the development of Teacher Education in India
- Acquaint with the different organising bodies of teacher education in India and their functions in preparation of teachers for different levels of education
- Acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyse the status of teacher education in India
- Understand and conceive the qualities, responsibilities and professional ethics of teachers

**Course Contents**

<b>Units</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Conceptual Framework and Historical Perspectives of Teacher Education in India</b> <ul style="list-style-type: none"><li>• Teacher Education-Concept, scope and aims and objectives</li><li>• Need and Significance of Teacher Education in 21<sup>st</sup> Century</li><li>• Types of Teacher Education-Pre-service and In-service</li><li>• Development of Teacher Education in India</li><li>• Shifting focus from Teacher Training to Teacher Education</li></ul>
<b>Unit-2</b>	<b>Teacher Education For Different Levels of Education</b> <ul style="list-style-type: none"><li>• Preparation of Teachers for Pre-Primary Level of education</li><li>• Preparation of Teachers for Primary Level of education</li><li>• Preparation of Teachers for Secondary Level of education</li><li>• Preparation of Teachers for Higher Level of education</li></ul>
<b>Unit-3</b>	<b>Structure and Organisations of Teacher Education in India</b> <ul style="list-style-type: none"><li>• Basic Training Centre (BTC)</li><li>• District Institute for Education and Training (DIET)</li><li>• State Council for Educational Research and Training (SCERT)</li><li>• National Council for Educational Research and Training (NCERT)</li><li>• National Council for Teacher Education (NCTE)</li><li>• National University of Educational Training and Administration (NUEPA)</li></ul>

	<ul style="list-style-type: none"> <li>• Regional Colleges of Education</li> </ul>
<b>Unit-4</b>	<p><b>Status of Teacher Education in India: Trends, Issues and Challenges</b></p> <ul style="list-style-type: none"> <li>• Skill and Competency based Teacher Education, Flanders Interaction Analysis, Micro Teaching and Simulated Social Skill Teaching (SSST)</li> <li>• National Curriculum Framework for Teacher Education (NCFTE), 2009</li> <li>• NCTE Regulations, 2014</li> <li>• Present problems of Teacher Education in India and their solution</li> <li>• Quality Assurance in Teacher Education and its challenges</li> </ul>
<b>Unit-5</b>	<p><b>Quality, Responsibility and Professional Ethics of Teachers</b></p> <ul style="list-style-type: none"> <li>• Qualities and responsibilities of a teacher</li> <li>• Teacher as a Facilitator, Counsellor and Practitioner-Researcher</li> <li>• Role expectations of Teachers in twenty first century</li> <li>• Professional ethics and accountability of teachers</li> </ul>

### Recommended Readings:

- Aggarwal, J. C. (2004). *Teacher and Education in a Developing Society*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhargava, M. & Saikia, L. Rasul (2012). *Teacher in 21<sup>st</sup> Century- Challenges, Responsibilities, Creditability*. Agra: Rakhi Prakashan.
- Flanders, Ned, A. (1970). *Analysing Teacher Behaviour*. London: Wesley Publishing Company.
- Gurrey, P. (). *Education and the Training of Teachers*. London: Longmans, Green and Company.
- Kalita, Sahariah & Sarmah (2014). *Sikshar Siksha*. Guwahati: Shanti Prakashan.
- Mukherjee, S. N. (1968). *Education of Teachers in India, Vol.-I and II*. New Delhi: S. Chand and Company.
- Rajput, J. S. and Walia, K. (2002). *Teacher Education in India*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, Sashi Prabha (2004). *Teacher Education in India*. New Delhi: Vikash Publications Pvt. Ltd.

**EDU-RG-5016**  
**DISTANCE EDUCATION**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Enable the students to understand the concept of distance education and its growth in India and Assam
- Acquaint the students with the growing need and importance of distance education
- Acquaint the students with the different forms and methodologies applied in distance education
- Enable the students to understand different programmes of distance education
- Acquaint the students with different instructional strategies of distance education

**Course content:**

Units	Contents
<b>Unit-1</b>	<b>Distance Education</b> <ul style="list-style-type: none"> <li>• Its meaning, nature and scope</li> <li>• Need and importance of distance education</li> <li>• Merits and demerits of distance education</li> <li>• General structure of distance learning programme</li> </ul>
<b>Unit-2</b>	<b>Development of Distance Education in India</b> <ul style="list-style-type: none"> <li>• Development of distance education in India</li> <li>• Development of distance education in Assam</li> </ul>
<b>Unit-3</b>	<b>Distinction among Conventional, Correspondence and Distance education</b> <ul style="list-style-type: none"> <li>• Distinction between Conventional and Distance education</li> <li>• Distinction between Correspondence and Distance education</li> <li>• Distinction between Conventional and Correspondence education</li> <li>• Different agencies of distance education</li> </ul>
<b>Unit-4</b>	<b>Methodologies in Distance education</b> <ul style="list-style-type: none"> <li>• Different forms of instructional strategies in distance education</li> <li>• Print- Media</li> <li>• Non-Print Media</li> <li>• Information and communication technology (ICT)</li> <li>• Different modes of student support services in distance education</li> </ul>
<b>Unit-5</b>	<b>Programmes of distance education with special reference to-</b> <ul style="list-style-type: none"> <li>• Women education</li> <li>• Rural development</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher-training programme <ul style="list-style-type: none"> <li>➤ Pre-service</li> <li>➤ In-service</li> </ul> </li> <li>• Poor and underprivileged people</li> </ul>
--	--

**Recommended Reading:**

- Ansari, N. A. (1990). *Adult Education in India*. New Delhi: S. Chand and Company Ltd.
- Goswami, D. (2009). *Literacy and Development*. Guwahati: DVS publishers.
- Kalita, Utpal (2015). *Abirata Siksha Aaru Durattwa Siksha*. Guwahati: Shanti Prakashan.
- Mathur, S. S. (1966). *A Sociological Approach to Indian Education*. Agra: Shri Vinod Pushtak Mandir.
- Mohanty, S. (2012). *Life Long and Adult Education*. New Delhi: Ashish Publishing House.
- Paramji, S. (Ed.) (1984). *Distance Education*. New Delhi: Sterling Publishers Pvt. Ltd.
- Saiyadain, M. S. & others (1990). *Challenges in Adult Education*. New Delhi: Macmillian India Ltd.
- Sharma, Madhulika (2006). *Distance Education, Concepts and Principles*. New Delhi: Kanishka Publishers.



**EDU-SE-5014**  
**EXTENSION ACTIVITIES**  
**Credit- 4**

**Course Outcome:**

After completing this course, students will be able to do extension activities.

**Course contents**

**a. Theory (2 Credits)**

<b>Units</b>	<b>Contents</b>
<b>Unit-1</b>	<b>Extension Activities</b> <ul style="list-style-type: none"><li>• Meaning, characteristics and objectives of Extension</li><li>• Principles and importance of Extension</li><li>• Areas of Extension Education activities</li><li>• Role of higher education on Extension Activities</li></ul>
<b>Unit-2</b>	<b>Extension Methods and Swachha Bharat Mission</b> <ul style="list-style-type: none"><li>• Extension Methods with particular reference to –Home visit, Group Discussion, Exhibition, Campaigning</li><li>• Swachha Bharat Mission- Its objectives and components</li></ul>

**b. Practical Work (2 credits)**

Students will have to involve in any of the following extension activities –

- Visit the nearby village/area and conduct survey on educational and economic status of the community people
- Visit nearby schools and look after the teaching learning environment in the schools
- Involve in Swachha Bharat Mission
- Creating awareness of women health, politics, environment etc. in the locality

**Guidelines:**

- The teachers will have to guide the students in extension activities.
- Teachers will explain the concept and different types of extension activities and help the students to prepare field report.

**Mode of Delivery:**

Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

**Evaluation Plan:**

- For theory part, written examination will be conducted with 50 marks.
- For Practical part, evaluation (Submission of field report+viva voce examination) will be done by an External Examiner.

**Recommended Readings:**

- Ali, Lokman (2019). *Continuing Education and Distance Education*. Guwahati: Ashok Publication.
- Kalita, Utpal (2015). *Abirata Siksha Aaru Durattwa Siksha*. Guwahati: Shanti Prakashan.
- Kundu, C. L. (1986). *Adult Education*. New Delhi: Sterling Publishers Private Limited.
- Roychoudhury, B. N. (2000). *Extension Education in Higher Education System*. Guwahati.

## **6<sup>th</sup> SEMESTER (REGULAR)**

### **Instruction:**

- Students will have to select one paper from four alternatives DSE papers (EDU-DSE-6016/EDU-DSE-6026/EDU-DSE-6036/EDU-DSE-6046).
- The Regular Course students other than Education Regular can select EDU-RG-6016.

**EDU-DSE-6016**  
**MENTAL HEALTH AND HYGIENE**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

### **Course Objectives:**

After completion of this course the learner will be able to:

- Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.
- Understand the concept and importance of mental hygiene and its relationship with mental health.
- Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
- Learn the meaning and problem of adjustment and also the different adjustment mechanisms.
- Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.

### **Course Contents**

<b>Units</b>	<b>Content</b>
<b>Unit-1</b>	<b>Fundamentals of Mental Health</b> <ul style="list-style-type: none"><li>• Mental Health – Meaning and Definitions</li><li>• Scope of Mental Health</li><li>• Dimensions of Mental Health</li><li>• Need and importance of Mental Health</li><li>• Characteristics of a mentally healthy person</li><li>• History of development of Mental Health</li></ul>
<b>Unit-2</b>	<b>Mental Hygiene – Meaning and Definitions</b> <ul style="list-style-type: none"><li>• Mental Hygiene – Meaning and Definitions</li><li>• Goals of Mental Hygiene</li><li>• Functions of Mental Hygiene</li><li>• Need and importance of Mental hygiene</li><li>• Relationship between Mental health and hygiene</li></ul>

<b>Unit-3</b>	<b>Education and Mental Health</b> <ul style="list-style-type: none"> <li>• Principles of sound Mental Health</li> <li>• Factors affecting Mental Health</li> <li>• Mental Health Hazards</li> <li>• Mental Health of Students <ul style="list-style-type: none"> <li>-Role of Home</li> <li>-Role of School</li> <li>-Role of Society</li> </ul> </li> </ul> Mental Health of Teachers
<b>Unit-4</b>	<b>Preservation of Mental Health and Hygiene</b> <ul style="list-style-type: none"> <li>• Positive Psychology – Meaning and Nature</li> <li>• Importance of Positive Psychology</li> <li>• Contribution of WHO on Mental Health</li> <li>• Stress management</li> <li>• Mental Health Care Act, 2017</li> </ul>
<b>Unit-5</b>	<b>Mental Health and Yoga</b> <ul style="list-style-type: none"> <li>• Concept of Yoga</li> <li>• Importance of Yoga for Physical and Mental Health</li> <li>• Role of Yoga for Personality Development</li> <li>• Role of Yoga for management of Stress</li> <li>• Principles of Yoga for Healthy Living</li> <li>• Pranayama and Meditation for Promoting Mental Health</li> </ul>

### Recommended Readings:

- Baumgardner, S. And Crother, M. (2009). *Positive Psychology*. New Delhi: Pearson India Education Services Pvt. Ltd.
- Chauhan, S. S. (2007). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Crow, L.D. and Crow, A. (1951). *Mental Hygiene*. New York: McGraw Hill
- Gururani, G.D. (2006). *Textbook on Mental Health and Hygiene*. New Delhi: Akansha Publishing House.
- Mangal, S. K. (1999). *Essentials of Educational Psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Mangal, S. K. (2008). *Abnormal Psychology*. New Delhi: Sterling Publication
- Safaya, R.N., Shukla, C. S. and Bhatia, B. D. (2002). *Modern Educational Psychology*. Delhi: Dhanpat Rai Publishing Company.

**EDU-DSE-6026**  
**SPECIAL EDUCATION**

**Total Marks: 100 (External: 80 and Internal: 20)**

**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to

- Understand the meaning and importance of special education
- Acquaint with the different policies and legislations of special education
- Familiarise the students with the different types of special children with their characteristics
- Enable the students to know about different issues, educational provisions and support services of special education

**Course Content:**

Units	Content
<b>Unit-1</b>	<b>Special Education-</b> <ul style="list-style-type: none"> <li>• Meaning, Objectives, Scope and Importance of Special Education</li> <li>• Development of Special Education in India with special reference to Assam</li> <li>• Integration of Special Education in Regular Classroom</li> <li>• Issues relating to integration and innovation</li> <li>• Challenges in Special Education</li> </ul>
<b>Unit-2</b>	<b>Physically Challenged Children</b> <ul style="list-style-type: none"> <li>• Children with Visual Impairment (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes)</li> <li>• Children with Hearing Impairment (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes)</li> <li>• Children with Orthopedically Handicapped (Meaning and Definition, Classifications, Identification, Problems, Educational Programmes)</li> </ul>
<b>Unit-3</b>	<b>Children with Intellectual Disability (Mental Retardation) and Gifted</b> <ul style="list-style-type: none"> <li>• Gifted Children <ul style="list-style-type: none"> <li>- Meaning and Definition</li> <li>- Characteristics</li> <li>- Educational Programme</li> </ul> </li> <li>• <b>Children with Intellectual Disability (Mentally Retarded)</b> <ul style="list-style-type: none"> <li>- Meaning and definition</li> <li>- Characteristics</li> <li>- Levels</li> <li>- Causes</li> <li>- Educational Programme</li> </ul> </li> </ul>
<b>Unit-4</b>	<b>Children with Learning Disability</b> <ul style="list-style-type: none"> <li>• Meaning and Definition</li> <li>• Characteristics</li> </ul>

	<ul style="list-style-type: none"> <li>• Types</li> <li>• Causes</li> <li>• Prevention</li> <li>• Educational Programme</li> </ul>
<b>Unit-5</b>	<p><b>Policies, Legislation and Services</b></p> <ul style="list-style-type: none"> <li>• National Policy on Education-1986</li> <li>• Central Scheme of Integrated Education for Disabled Children (IEDC)</li> <li>• Rehabilitation Council of India Act-1992</li> <li>• The Persons with Disabilities (PWD) Act-1995</li> <li>• National Policy for Persons with Disability, 2006</li> <li>• Community Based Rehabilitation <ul style="list-style-type: none"> <li>- Definition</li> <li>- Need</li> <li>- Implementation Process</li> </ul> </li> </ul>

**Recommended Readings:**

- Ali, S. (2016). *Special Education: For Differently Able Children*. Guwahati: Kalyani Publishers.
- Kalita, U. and Saikia, I. (2018). *Bisesh Siksha*. Guwahati: Shanti Prakashan.
- Mangal, S.K. (2008). *Educating Exceptional Children: An Introduction to Special Education*. New Delhi: PHI Pvt. Ltd.
- Manivannan, M. (2013). *Perspective in Special Education*. New Delhi: Neelkamal Publications Pvt. Ltd.

**EDU-DSE-6036**  
**EDUCATIONAL MANAGEMENT**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to

- Develop an understanding of the basic concept of educational management.
- Enable the students to know about the various resources in education
- Enable the students to understand the concept and importance of educational planning.
- Enable the students to know about the financial resources and financial management in education.

**Course Contents**

Units	Contents
<b>Unit-1</b>	<b>Introduction to Educational Management</b> <ul style="list-style-type: none"> <li>• Meaning, nature and scope of Educational Management</li> <li>• Objectives/Purpose of Educational Management</li> <li>• Principles of Educational Management</li> <li>• Types of Educational Management</li> <li>• Functions of Educational Management- Planning, Organizing, Directing, Supervising and controlling</li> <li>• Classroom Management- Principles, Strategies and Techniques.</li> </ul>
<b>Unit-2</b>	<b>Resources in Education</b> <ul style="list-style-type: none"> <li>• Meaning of resources</li> <li>• Types of resources- Human resource, Material resource and Financial resource</li> <li>• Management of Human, Material and Financial resources</li> <li>• Optimum Utilization of resources in educational institutions</li> </ul>
<b>Unit-3</b>	<b>Educational Planning</b> <ul style="list-style-type: none"> <li>• Meaning, Nature and Importance of educational planning</li> <li>• Types of educational planning</li> <li>• Principles of educational Planning</li> <li>• Central State Relationship in Educational Planning, Central and State Educational Advisory Bodies- MHRD, UGC, NCERT, SCERT</li> </ul>
<b>Unit-4</b>	<b>Institutional Planning</b> <ul style="list-style-type: none"> <li>• Concept, Nature, and Scope of Institutional Planning</li> <li>• Institutional Planning for Infrastructural Development and Personnel Development</li> <li>• Procedure of Institutional Planning</li> </ul>

	<ul style="list-style-type: none"> <li>• Organisation of Time Table and Co-curricular Activities</li> </ul>
<b>Unit-5</b>	<p><b>Financing of Education and Recent Trends in Management</b></p> <ul style="list-style-type: none"> <li>• Concept of Educational Finance</li> <li>• Sources of Educational Finance</li> <li>• Principles of Educational Finance</li> <li>• Budget: Concept and Components, Process of Preparing Institutional Budget</li> <li>• Recent Trends in Educational Management <ul style="list-style-type: none"> <li>- Total Quality Management</li> <li>- SWOT Analysis</li> </ul> </li> </ul>

### Recommended Readings:

- Bhatnagar and Gupta (2006). *Educational Management*. Meerut: R. Lall Book Depot.
- Bhattacharya, Shantanu (2012). *Educational Management-Theory and Practice*. Guwahati: EBH Publishers.
- Kalita, Saharia & Devi (2014). *Saikshik Byabasthapanana Aaru Prasasan*. Guwahati: Shanti Prakashan.
- Krishnamacharyulu, V. (2008). *School Management and System of Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Mathur and Mathur (2010). *School Organisation and Management*. Agra: Agrawal Publication.
- Sharma, R. N. (2010). *Educational Administration, Management and Organisation*. Delhi: Surjeet Publications.
- Sidhu, I. S. (2012). *Educational Administration and Management*. Delhi: Pearson India Publishers
- Taj Haseen and Bhatnagar, Piyush (2012). *Modern Perspectives of Organizational Behaviour*, Agra: Harprasad Institute of Behavioural Studies.



**EDU-DSE-6046**  
**WOMEN AND SOCIETY**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to

- Know the changing role of women in India
- Understand gender discrimination in Indian society
- Make the students understand the constitutional provisions for women and their rights.
- Make the students understand women empowerment
- Develop an awareness and sensitivity towards women

Units	Contents
<b>Unit-1</b>	<b>Status and role of women</b> <ul style="list-style-type: none"> <li>• Women in ancient and medieval India</li> <li>• Changing role of Women in India</li> <li>• Women's health and related issues</li> <li>• Role of women in family , school and society</li> <li>• Women's role in social and environmental movement</li> </ul>
<b>Unit-2</b>	<b>Constitutional provisions and Rights of women</b> <ul style="list-style-type: none"> <li>• Constitutional Provision for equality of Women (Educational and Legal Provisions)</li> <li>• National Policy on Education (1986) on women education</li> <li>• National Council for Women Education</li> <li>• Property Right</li> <li>• National Policy for Empowerment of Women, 2001</li> </ul>
<b>Unit-3</b>	<b>Gender inequalities in School and society</b> <ul style="list-style-type: none"> <li>• Family attitude</li> <li>• Gender bias in Textbook</li> <li>• Curricular Choices</li> <li>• Teachers' attitude</li> <li>• Classroom Interaction</li> <li>• Peer Culture</li> <li>• Gender inequality in workplace</li> </ul>
<b>Unit-4</b>	<b>Women Empowerment</b> <ul style="list-style-type: none"> <li>• Concept of women empowerment, importance</li> <li>• Types of women empowerment- Economic, political, Educational , legal</li> <li>• Women entrepreneurship</li> <li>• Barriers of women empowerment</li> <li>• Role of education in women empowerment</li> </ul>
<b>Unit-5</b>	<b>The new roles of men and women and its Implications</b> <ul style="list-style-type: none"> <li>• Changes in family patterns</li> <li>• Gender roles in transition</li> <li>• New gender roles</li> </ul>

	<ul style="list-style-type: none"> <li>• Factor influencing gender role</li> <li>• Women as peace builder</li> <li>• Gender sensitivity- new gender roles and its implications for family and society</li> </ul>

### **Recommended Readings:**

- Acker, S. (1987). *Feminist Theory and the Study of Gender and Education*. Jstor.
- Agarwal, N. (1993). *Women Education & Population in India*. Allahabad: Chugh Publications,
- Aggarwal J.C. (1976). *Indian Women: Education and Status*. New Delhi: Arya Book Depot.
- Bhatia , R. L. & Ahuja , B. N. (2006). *Modern Indian Education and it's Problems*. Delhi: Surjeet Publication.
- Bhatt B. D. & Sharma S.R. (1992). *Women's Education and Social Development*. Delhi: Kanishka Publishing House.
- Kaur I.(1983). *Status of Hindu Women in India*. Allahabad: Chugh Publications,
- Reddy, V. Govinda (2017). *Gender Perspectives in Peace Education*. Delhi: Manglam Publishers and Distributors.

**EDU-RG-6016**  
**MENTAL HEALTH AND HYGIENE**  
**Total Marks: 100 (External: 80 and Internal: 20)**  
**Credit-6**

**Course Objectives:**

After completion of this course the learner will be able to:

- Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.
- Understand the concept and importance of mental hygiene and its relationship with mental health.
- Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.
- Learn the meaning and problem of adjustment and also the different adjustment mechanisms.
- Familiarise with the concept and issues of positive psychology, mental health of women, role of WHO and stress management.

**Course Contents**

<b>Units</b>	<b>Content</b>
<b>Unit-1</b>	<p><b>Fundamentals of Mental Health</b></p> <ul style="list-style-type: none"> <li>• Mental Health – Meaning and Definitions</li> <li>• Scope of Mental Health</li> <li>• Dimensions of Mental Health</li> <li>• Need and importance of Mental Health</li> <li>• Characteristics of a mentally healthy person</li> <li>• History of development of Mental Health</li> </ul>
<b>Unit-2</b>	<p><b>Mental Hygiene – Meaning and Definitions</b></p> <ul style="list-style-type: none"> <li>• Mental Hygiene – Meaning and Definitions</li> <li>• Goals of Mental Hygiene</li> <li>• Functions of Mental Hygiene</li> <li>• Need and importance of Mental hygiene</li> <li>• Relationship between Mental health and hygiene</li> </ul>
<b>Unit-3</b>	<p><b>Education and Mental Health</b></p> <ul style="list-style-type: none"> <li>• Principles of sound Mental Health</li> <li>• Factors affecting Mental Health</li> <li>• Mental Health Hazards</li> <li>• Mental Health of Students <ul style="list-style-type: none"> <li>-Role of Home</li> <li>-Role of School</li> <li>-Role of Society</li> </ul> </li> </ul>

	Mental Health of Teachers
<b>Unit-4</b>	<b>Preservation of Mental Health and Hygiene</b> <ul style="list-style-type: none"> <li>● Positive Psychology – Meaning and Nature</li> <li>● Importance of Positive Psychology</li> <li>● Contribution of WHO on Mental Health</li> <li>● Stress management</li> <li>● Mental Health Care Act, 2017</li> </ul>
<b>Unit-5</b>	<b>Mental Health and Yoga</b> <ul style="list-style-type: none"> <li>● Concept of Yoga</li> <li>● Importance of Yoga for Physical and Mental Health</li> <li>● Role of Yoga for Personality Development</li> <li>● Role of Yoga for management of Stress</li> <li>● Principles of Yoga for Healthy Living</li> <li>● Pranayama and Meditation for Promoting Mental Health</li> </ul>

### Recommended Readings:

- Baumgardner, S. And Crother, M. (2009). *Positive Psychology*. New Delhi: Pearson India Education Services Pvt. Ltd.
- Chauhan, S. S. (2007). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Crow, L.D. and Crow, A. (1951). *Mental Hygiene*. New York: McGraw Hill
- Gururani, G.D. (2006). *Textbook on Mental Health and Hygiene*. New Delhi: Akansha Publishing House.
- Mangal, S. K. (1999). *Essentials of Educational Psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Mangal, S. K. (2008). *Abnormal Psychology*. New Delhi: Sterling Publication
- Safaya, R.N., Shukla, C. S. and Bhatia, B. D. (2002). *Modern Educational Psychology*. Delhi: Dhanpat Rai Publishing Company.

**EDU-SE-6014**  
**DEVELOPING TEACHING SKILL**  
**Credit- 4**

**Course Outcome:**

After completing this course, students will be able to develop understanding about different teaching skills which are used in classroom transaction.

**Course contents**

**a. Theory (2 Credits)**

Units	Contents
<b>Unit-1</b>	<p><b>Teaching Skill</b></p> <ul style="list-style-type: none"> <li>• Concept of Teaching and Teaching Skills</li> <li>• Some Important Teaching Skills:               <ul style="list-style-type: none"> <li>- Introduction skill (Meaning and Components)</li> <li>- Blackboard writing (Meaning and Components)</li> <li>- Questioning skill (Meaning, Uses, Guidelines for Framing and Presenting Questions, Classification and Purpose)</li> <li>- Illustration (Meaning, Types, Precautions of using illustration by the teacher)</li> <li>- Stimulus variation (Meaning and Components)</li> <li>- Use of Audio visual aids (Meaning, Types and uses)</li> </ul> </li> </ul>
<b>Unit-2</b>	<p><b>Concept and Preparation of Lesson Plan</b></p> <ul style="list-style-type: none"> <li>• Meaning and Nature of Lesson Plan</li> <li>• Need and Importance of Lesson Plan</li> <li>• Types of Lessons: Knowledge Lesson, Skill Lesson, appreciation Lesson</li> <li>• Herbartian Steps of Lesson Plan</li> <li>• Criteria of a good lesson plan</li> <li>• Preparation of lesson plan</li> </ul>

**b. Practical (2 Credits)**

Students will have to develop the skill of preparing Lesson plan. Students shall use any one teaching skill in classroom practice.

***Guidelines for Practical Work:***

- The following teaching skills will be developed through practice teaching in the classroom-
  - Introduction skill
  - Blackboard writing
  - Questioning skill
  - Presentation

- Illustration
- Stimulus variation
- Use of Audio visual aids
- The teachers will have to guide the students in developing teaching skills. .
- Students will practice teaching in nearby schools.

**Mode of Delivery:**

Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

**Evaluation Plan:**

- For theory part, written examination will be conducted with 50 marks.
- Practical Evaluation (Final Practice Teaching+ Viva Voce) will be done by an External Examiner.

**Recommended Readings:**

- Agarwal, J. C. (2014). *Principles, Methods & Techniques of Teaching*. New Delhi: Vikash Publishing House Pvt. Ltd.
- Arulsamy & Zayapragassarazan (2011). *Teaching Skills and Strategies*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Kalita & Saikia (2020). *Saikshik Prajuktibignan Aaru Sikshan Padhati*. Guwahati: Shanti Prakashan.
- Kochhar, S. K. (2004). *Methods and Techniques of Teaching*. New Delhi: Sterling Publisher's Private Limited.

\*\*\*\*\*

**Syllabus for B.A. (Hons.) Economics under CBCS Gauhati University**  
**(To be effective from 2019-20 session)**

Gauhati University offers BA (Hons) in Economics. Moreover, Economics can be taken up as one of the Disciplines in BA (Regular) and BSc (Regular) Programmes.

The template of the BA (Hons) programme is given below.

**Course Structure for B.A. (Hons.) Economics:**

There are a total of fourteen economics core courses that students are required to take across six semesters. All the core courses are compulsory. In addition to core courses in economics, a student of B.A. (Hons.) Economics will choose four Discipline Specific Elective (DSE) Courses. The Discipline Specific Elective (DSE) Courses are offered in the fifth and sixth semesters and two such courses will be selected by a student from a set of courses specified for each of these semesters (Groups I and II in the attached table). It is recommended that each college should offer at least three Discipline Specific Elective (DSE) Courses in the fifth and sixth semesters to allow the students some minimal element of choice.

The syllabi for the Discipline Specific Elective (DSE) Courses are provisional and subject to revision.

**Contact Hours:** Each course has 5 lectures and 1 tutorial (per group) per week. The size of a tutorial group is 8-10 students.

**Note on Course Readings:** The nature of several of the courses is such that only selected readings can be specified in advance. Reading lists should be updated and topic-wise readings should be specified at regular intervals, ideally on an annual basis.

**Eligibility for Admission into BA Hons Economics:** Given the quantitative requirements of the program, only students who have passed mathematics at the Class XII level are eligible for admission. [However not to deprive student who are currently at Higher Secondary level without Mathematics as one of the subjects and who have been considering opting for Economics (Major/Honours) course this eligibility criterion will be in force only from the third year of implementation of this syllabus. This was unanimously agreed upon in the meeting of the Under-Graduate Committee of Courses and Studies in Economics of Gauhati University held on 25/5/18]

## Course Template - BA Honours in Economics

<i>Semester</i>	<i>CORE COURSE</i>	<i>Ability Enhancement Compulsory Course (AECC)</i>	<i>Skill Enhancement Course (SEC)</i>	<i>Elective: Discipline Specific DSE</i>	<i>Elective: Generic (GE) #</i>
<b><i>I</i></b>	<i>ECO HC 1016</i>	<i>English/MIL Communication</i>			<i>ECO HG 1016</i>
	<i>ECO HC 1026</i>				
<b><i>II</i></b>	<i>ECO HC 2016</i>	<i>Environmental Science</i>			<i>ECO HG 2016</i>
	<i>ECO HC 2026</i>				
<b><i>III</i></b>	<i>ECO HC 3016</i>		<i>ECO SE 3014</i>		<i>ECO HG 3016</i>
	<i>ECO HC 3026</i>				
	<i>ECO HC 3036</i>				
<b><i>IV</i></b>	<i>ECO HC 4016</i>		<i>ECO SE 4014</i>		<i>ECO HG 4016</i>
	<i>ECO HC 4026</i>				
	<i>ECO HC 4036</i>				
<b><i>V</i></b>	<i>ECO HC 5016</i>			<i>ECO HE 5016 * /ECO HE 5026 /ECO HE 5036</i>	
	<i>ECO HC 5026</i>				
<b><i>VI</i></b>	<i>ECO HC 6016</i>			<i>ECO HE 6016 * /ECO HE 6026 /ECO HE 6036</i>	
	<i>ECO HC 6026</i>				



**Course Nomenclature for B.A. (Hons.) Economics**

<b>Semester-I</b>	<b>Semester-II</b>
Core Course 1 ECO-HC-1016: Introductory Microeconomics	Core Course 3 ECO-HC-2016: Introductory Macroeconomics
Core Course 2 ECO-HC-1026: Mathematical Methods for Economics-I	Core Course 4 ECO-HC-2026: Mathematical Methods for Economics-II
Ability Enhancement Compulsory Course (AECC)-I	Ability Enhancement Compulsory Course (AECC)-II
Generic Elective (GE) ECO-HG-1016: Principles of Microeconomics I	Generic Elective (GE) ECO-HG-2016: Principles of Microeconomics II

<b>Semester-III</b>	<b>Semester-IV</b>
Core Course 5 ECO-HC-3016: Intermediate Microeconomics-I	Core Course 8 ECO-HC-4016: Intermediate Microeconomics-II
Core Course 6 ECO-HC-3026: Intermediate Macroeconomics-I	Core Course 9 ECO-HC-4026: Intermediate Macroeconomics-II
Core Course 7 ECO-HC-3036: Statistical Methods for Economics	Core Course 10 ECO-HC-4036: Introductory Econometrics
Skill Enhancement Course (SEC)-I ECO-SE-3014: Data Collection and Presentation	Skill Enhancement Course (SEC)-II ECO-SE-4014: Data Analysis
Generic Elective (GE) ECO-HG-3016: Principles of Macroeconomics I	Generic Elective (GE) ECO-HG-4016: Principles of Macroeconomics II

<b>Semester-V</b>	<b>Semester-VI</b>
Core Course 11 ECO-HC-5016: Indian Economy-I	Core Course 13 ECO-HC-6016: Indian Economy-II
Core Course 12 ECO-HC-5026: Development Economics-I	Core Course 14 ECO-HC-6026: Development Economics-II
<b>Group-I (Discipline Specific Elective (DSE) Courses) (Any Two)</b>	<b>Group-II (Discipline Specific Elective (DSE) Courses) (Any Two)</b>
(i) ECO-HE-5016: Economics of Health and Education	(iv) ECO-HE-6016: Environmental Economics
(ii) ECO-HE-5026: Money and Financial Markets	(v) ECO-HE-6026: International Economics
(iii) ECO-HE-5036: Public Finance	(vi) ECO-HE-6036: The Economy of Assam

# **FIRST SEMESTER CORE**

## **ECO-HC-1016: INTRODUCTORY MICROECONOMICS**

### **Course Description**

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

### **Course Outline**

#### **1. Exploring the subject matter of Economics**

Why study economics? Scope and method of economics; the economic problem: scarcity and choice; the question of what to produce, how to produce and how to distribute output; science of economics; the basic competitive model; prices, property rights and profits; incentives and information; rationing; opportunity sets; economic systems; reading and working with graphs.

#### **2. Supply and Demand: How Markets Work, Markets and Welfare**

Markets and competition; determinants of individual demand/supply; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together; how prices allocate resources; elasticity and its application; controls on prices; taxes and the costs of taxation; consumer surplus; producer surplus and the efficiency of the markets.

#### **3. The Households**

The consumption decision - budget constraint, consumption and income/price changes, demand for all other goods and price changes; description of preferences (representing preferences with indifference curves); properties of indifference curves; consumer's optimum choice; income and substitution effects; labour supply and savings decision - choice between leisure and consumption.

#### **4. The Firm and Perfect Market Structure**

Behaviour of profit maximizing firms and the production process; short run costs and output decisions; costs and output in the long run.

#### **5. Imperfect Market Structure**

Monopoly and anti-trust policy; government policies towards competition; imperfect competition.

#### **6. Input Markets**

Labour and land markets - basic concepts (derived demand, productivity of an input, marginal productivity of labour, marginal revenue product); demand for labour; input demand curves; shifts in input demand curves; competitive labour markets; and labour markets and public policy.

## **Readings**

1. Karl E. Case and Ray C. Fair, *Principles of Economics*, Pearson Education Inc., 8<sup>th</sup> Edition, 2007.
2. N.Gregory Mankiw, *Economics: Principles and Applications*, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4<sup>th</sup> edition, 2007.
3. Joseph E. Stiglitz and Carl E. Walsh, *Economics*, W.W. Norton & Company, Inc., New York, International Student Edition, 4<sup>th</sup> Edition, 2007.

## **ECO-HC-1026: MATHEMATICAL METHODS IN ECONOMICS-I**

### **Course Description**

This is the first of a compulsory two-course sequence. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.

### **Course Outline**

#### **1. Preliminaries**

Sets and set operations, relations and functions, number system

#### **2. Functions of one real variable**

Elementary types of functions: quadratic, polynomial, power, exponential, logarithmic, convex, quasi-convex and concave functions, limit and continuity of functions

#### **3. Differential calculus**

Differentiation of a function, Basic rules of differentiation, partial and total differentiation, second and higher order derivatives for single variable, economic applications of differentiation

#### **4. Single variable optimization**

Local and global optima: geometric characterization, characterization using calculus: tests for maximization and minimization, applications: profit maximization, cost minimization, revenue maximization

#### **5. Integration of functions**

Meaning and significance of integration, basic rules of integration, significance of a constant after integration, applications: derivations of total functions (total cost, total revenue, consumption and

saving functions) from marginal functions, consumer's surplus and producer's surplus, problems relating to investment and capital formation

**Readings:**

1. K. Sydsaeter and P. Hammond, *Mathematics for Economic Analysis*, Pearson Educational Asia: Delhi, 2002
2. Chiang A.C. and K. Wainwright, *Fundamental Methods of Mathematical Economics*, McGraw Hill International Edition
3. Baruah S.N., *Basic Mathematics and its Economic Applications*, MacMillan

**SECOND SEMESTER CORE**

**ECO-HC-2016: INTRODUCTORY MACROECONOMICS**

**Course Description**

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

**Course Outline**

**1. Introduction to Macroeconomics and National Income Accounting**

Basic issues studied in macroeconomics; measurement of gross domestic product; income, expenditure and the circular flow; real versus nominal GDP; price indices; national income accounting for an open economy; balance of payments: current and capital accounts.

**2. Money**

Functions of money; quantity theory of money; determination of money supply and demand; credit creation; tools of monetary policy.

**3. Inflation**

Inflation and its social costs; hyperinflation.

**4. The Closed Economy in the Short Run**

Classical and Keynesian systems; simple Keynesian model of income determination; IS-LM model; fiscal and monetary multipliers.

## **Readings:**

1. Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 11<sup>th</sup> edition, 2010.
2. N. Gregory Mankiw. *Macroeconomics*, Worth Publishers, 7<sup>th</sup> edition, 2010.
3. Olivier Blanchard, *Macroeconomics*, Pearson Education, Inc., 5<sup>th</sup> edition, 2009.
4. Richard T. Froyen, *Macroeconomics*, Pearson Education Asia, 2<sup>nd</sup> edition, 2005.
5. Andrew B. Abel and Ben S. Bernanke, *Macroeconomics*, Pearson Education, Inc., 7<sup>th</sup> edition, 2011.

## **ECO-HC-2026: MATHEMATICAL METHODS IN ECONOMICS - II**

### **Course Description**

This course is the second part of a compulsory two-course sequence. This part is to be taught in Semester II following the first part in Semester I. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this Syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.

### **Course Outline**

#### **1. Linear algebra**

Matrix: various types of matrices, vector and vector space-concept, matrix operations: addition, subtraction and multiplication; rank, norm and trace of a matrix, introduction to the concept of determinants and their properties, non-singularity of matrix, matrix inversion, solutions of simultaneous equations by using matrix inversion and Cramer's rule, simple market model and national income model

#### **2. Functions of several real variables**

Homogeneous and homothetic functions: concepts, Differentiable functions: concepts, Implicit Function Theorem and applications

#### **3. Multi-variable optimization**

Unconstrained optimization: geometric characterization, characterization using calculus and applications: price discrimination and multi-plant firm; constrained optimization with equality constraints, Lagrange multiplier, applications: consumer's equilibrium and producer's equilibrium

#### **4. Differential equation**

Meaning, first order differential equation, application to market model

## **5. Difference equation**

First order difference equation, Cob-Web market model

### **Readings:**

1. K. Sydsaeter and P. Hammond, *Mathematics for Economic Analysis*, Pearson Educational Asia: Delhi, 2002
2. Chiang A.C. and K. Wainwright, *Fundamental Methods of Mathematical Economics*, McGraw Hill International Edition
3. Baruah S.N., *Basic Mathematics and its Economic Applications*, MacMillan

## **THIRD SEMESTER CORE**

### **ECO-HC-3016: INTERMEDIATE MICROECONOMICS - I**

#### **Course Description**

The course is designed to provide a sound training in microeconomic theory to formally analyze the behaviour of individual agents. Since students are already familiar with the quantitative techniques in the previous semesters, mathematical tools are used to facilitate understanding of the basic concepts. This course looks at the behaviour of the consumer and the producer and also covers the behaviour of a competitive firm.

#### **Course Outline**

##### **1. Consumer Theory**

Preference; utility; budget constraint; choice; demand; Slutsky equation; buying and selling; choice under risk and inter-temporal choice; revealed preference.

##### **2. Production, Costs and Perfect Competition**

Technology; isoquants; production with one and more variable inputs; returns to scale; short run and long run costs; cost curves in the short run and long run; review of perfect competition.

#### **Readings:**

1. Hal R. Varian, *Intermediate Microeconomics, a Modern Approach*, W.W. Norton and Company/Affiliated East-West Press (India), 8<sup>th</sup> edition, 2010. The workbook by Varian and Bergstrom may be used for problems.
2. C. Snyder and W. Nicholson, *Fundamentals of Microeconomics*, Cengage Learning (India), 2010.
3. B. Douglas Bernheim and Michael D. Whinston, *Microeconomics*, Tata McGraw-Hill (India), 2009.

## **ECO-HC-3026: INTERMEDIATE MACROECONOMICS - I**

### **Course Description**

This course introduces the students to formal modeling of a macro-economy in terms of analytical tools. It discusses various alternative theories of output and employment determination in a closed economy in the short run as well as medium run, and the role of policy in this context. It also introduces the students to various theoretical issues related to an open economy.

### **Course Outline**

#### **1. Aggregate Demand and Aggregate Supply Curves**

Derivation of aggregate demand and aggregate and supply curves; interaction of aggregate demand and supply.

#### **2. Inflation, Unemployment and Expectations**

Phillips curve; adaptive and rational expectations; policy ineffectiveness debate.

#### **3. Open Economy Models**

Short-run open economy models; Mundell-Fleming model; exchange rate determination; purchasing power parity; asset market approach; Dornbusch's overshooting model; monetary approach to balance of payments; international financial markets.

### **Readings:**

1. Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 11<sup>th</sup> edition, 2010.
2. N. Gregory Mankiw. *Macroeconomics*, Worth Publishers, 7<sup>th</sup> edition, 2010.
3. Olivier Blanchard, *Macroeconomics*, Pearson Education, Inc., 5<sup>th</sup> edition, 2009.
4. Steven M. Sheffrin, *Rational Expectations*, Cambridge University Press, 2<sup>nd</sup> edition, 1996.
5. Andrew B. Abel and Ben S. Bernanke, *Macroeconomics*, Pearson Education, Inc., 7<sup>th</sup> edition, 2011.
6. Errol D'Souza, *Macroeconomics*, Pearson Education, 2009
7. Paul R. Krugman, Maurice Obstfeld and Marc Melitz, *International Economics*, Pearson Education Asia, 9<sup>th</sup> edition, 2012.

## **ECO-HC-3036: STATISTICAL METHODS FOR ECONOMICS**

### **Course Description**

This is a course on statistical methods for economics. It begins with some basic concepts and terminology that are fundamental to statistical analysis and inference. It then develops the notion of probability, followed by probability distributions of discrete and continuous random variables and of joint distributions. This is followed by a discussion on sampling techniques used to collect survey data. The course introduces the notion of sampling distributions that act as a bridge between probability theory and statistical inference. The semester concludes with some topics in statistical inference that include point and interval estimation.

### **Course Outline**

#### **1. Introduction and Overview**

The distinction between populations and samples and between population parameters and sample statistics; the use of measures of location and variation to describe and summarize data; moments – basic concepts and types.

#### **2. Elementary Probability Theory**

Sample spaces and events; probability axioms and properties; addition and multiplication theorem of probability, counting techniques; conditional probability and Bayes' rule; independence of events.

#### **3. Random Variables and Probability Distributions**

Defining random variables; probability distributions; expected values of random variables and of functions of random variables; properties of commonly used discrete and continuous distributions (uniform, binomial, poisson and normal random variables).

#### **4. Random Sampling and Jointly Distributed Random Variables**

Density and distribution functions for jointly distributed random variables- basic concepts; covariance and correlation coefficients.

#### **5. Sampling**

Principal steps in a sample survey; methods of sampling; Sampling techniques- random, stratified random, multi-stage random and systematic random sampling; the role of sampling theory; properties of random samples.

### **Readings:**

1. Jay L. Devore, *Probability and Statistics for Engineers*, Cengage Learning, 2010.
2. John E. Freund, *Mathematical Statistics*, Prentice Hall, 1992.
3. Richard J. Larsen and Morris L. Marx, *An Introduction to Mathematical Statistics and its Applications*, Prentice Hall, 2011.
4. William G. Cochran, *Sampling Techniques*, John Wiley, 2007.



## **FOURTH SEMESTER CORE**

### **ECO-HC-4016: INTERMEDIATE MICROECONOMICS - II**

#### **Course Description**

This course is a sequel to Intermediate Microeconomics I. The emphasis will be on giving conceptual clarity to the student coupled with the use of mathematical tools and reasoning. It covers general equilibrium and welfare, imperfect markets and topics under information economics.

#### **Unit 1: General Equilibrium, Efficiency and Welfare**

- a) Exchange Economy, Consumption Allocation and Pareto Optimality; Edgeworth Box and Contract Curve; Equilibrium and Efficiency under Pure Exchange.
- b) Pareto Efficiency with production: Concepts of PPF, Social Indifference Curves and Resource Allocation.
- c) Perfect Competition, Pareto Efficiency and Market Failure (Externalities and Public Goods), Property Right and Coase Theorem.

#### **Unit 2: Market Structure and Game Theory**

- a) Monopoly, Pricing with Market Power; Degree of Monopoly, Price Discrimination-Different Degrees; Multi-plant Monopoly, Peak-Load Pricing.
- b) Monopolistic competition; Product Differentiation; Perceived and Proportionate Demand Curves; Price-Output Determination.
- c) Oligopoly and Game Theory (Two Person Zero Sum Game, Basic ideas and examples of non zero sum games, Prisoner's Dilemma), Applications of Game Theory in Oligopolistic Markets (Cournot Equilibrium, Bertrand Equilibrium, Stackleberg Equilibrium).

#### **Unit 3: Markets with Asymmetric Information**

Information Asymmetry, Adverse Selection, Moral Hazard, Signaling and Screening.

#### **Readings:**

1. Dominick Salvatore, Micro Economics – Theory and Applications, OUP.
2. Koutsoyiannis. A, Modern Micro-Economics, ELBS/Macmillan.
3. Hal Varian, Microeconomic Analysis, Third Edition, Selected Chapters, W.W. Norton and Company.
4. C. Snyder and W. Nicholson, Fundamentals of Micro Economics, Cengage Learning (India).
5. G.S. Maddala and Ellen Miller, Micro Economic Theory and Application, Tata McGraw Hill.
6. R.R. Barthwal, Micro Economic Analysis, Wiley Eastern Limited.
7. Martin J. Osborne, An Introduction to Game Theory, OUP, New Delhi.
8. Hugh Gravelle and Ray Rees, Micro Economics, Pearson Education.

## **ECO-HC-4026: INTERMEDIATE MACROECONOMICS - II**

### **Course Description**

This course is a sequel to Intermediate Macroeconomics I. In this course, the students are introduced to the long run dynamic issues like growth and technical progress. It also provides the micro-foundations to the various aggregative concepts used in the previous course.

### **Course Outline**

#### **1. Economic Growth**

Harrod-Domar model; Solow model; golden rule; technological progress and elements of endogenous growth.

#### **2. Microeconomic Foundations**

- a. Consumption: Keynesian consumption function; Fisher's theory of optimal intertemporal choice; life-cycle and permanent income hypotheses; rational expectations and random-walk of consumption expenditure.
- b. Investment: determinants of business fixed investment; residential investment and inventory investment.
- c. Demand for money.

#### **3. Fiscal and Monetary Policy**

Active or passive; monetary policy objectives and targets; rules versus discretion: time consistency; the government budget constraint; government debt and Ricardian equivalence.

#### **4. Schools of Macroeconomic Thoughts**

Classicals; Keynesians; New-Classicals and New-Keynesians.

### **Readings:**

1. Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 11<sup>th</sup> edition, 2010.
2. N. Gregory Mankiw. *Macroeconomics*, Worth Publishers, 7<sup>th</sup> edition, 2010.
3. Olivier Blanchard, *Macroeconomics*, Pearson Education, Inc., 5<sup>th</sup> edition, 2009.
4. Andrew B. Abel and Ben S. Bernanke, *Macroeconomics*, Pearson Education, Inc., 7<sup>th</sup> edition, 2011.
5. Robert J. Gordon, *Macroeconomics*, Prentice-Hall India Limited, 2011.

## **ECO-HC-4036: INTRODUCTORY ECONOMETRICS**

### **Course Description**

This course provides a comprehensive introduction to basic econometric concepts and techniques. It covers statistical concepts of hypothesis testing, estimation and diagnostic testing of simple and multiple regression models. The course also covers the consequences of and tests for misspecification of regression models.

### **Course Outline**

#### **1. Statistical Background**

Normal distribution; chi-sq, t- and F-distributions; estimation of parameters; properties of estimators; testing of hypotheses: defining statistical hypotheses; distributions of test statistics; testing hypotheses related to population parameters; Type I and Type II errors; power of a test; tests for comparing parameters from two samples.

#### **2. Simple Linear Regression Model: Two Variable Case**

Estimation of model by method of ordinary least squares; properties of estimators; Gauss-Markov theorem; goodness of fit; tests of hypotheses; scaling and units of measurement; confidence intervals; forecasting.

#### **3. Multiple Linear Regression Model**

Estimation of parameters; properties of OLS estimators; goodness of fit -  $R^2$  and adjusted  $R^2$ ; partial regression coefficients; testing hypotheses – individual and joint; functional forms of regression models; qualitative (dummy) independent variables.

#### **4. Violations of Classical Assumptions: Consequences, Detection and Remedies**

Multicollinearity; heteroscedasticity; serial correlation.

#### **5. Specification Analysis**

Omission of a relevant variable; inclusion of irrelevant variable; tests of specification errors.

### **Readings**

1. D.N.Gujarati and D.C.Porter, *Essentials of Econometrics*, McGrawHill, 4th edition, International Edition, 2009.
2. Christopher Dougherty, *Introduction to Econometrics*, Oxford University Press, 3rd edition, Indian edition, 2007

## **FIFTH SEMESTER CORE**

### **ECO-HC-5016: INDIAN ECONOMY-I**

#### **Course Description**

Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in India, the reading list will have to be updated annually.

#### **Course Outline**

##### **1. Economic Development since Independence**

Major features of the economy at independence; growth and development under different policy regimes—goals, constraints, institutions and policy framework; an assessment of performance—sustainability and regional contrasts; structural change, savings and investment.

##### **2. Population and Human Development**

Demographic trends and issues; education; health and malnutrition.

##### **3. Growth and Distribution**

Trends and policies in poverty; inequality and unemployment.

##### **4. International Comparisons**

With China, Pakistan, Bangladesh, Sri Lanka, Nepal and Vietnam

#### **Readings:**

1. Jean Dreze and Amartya Sen, Jean Dreze and Amartya Sen, 2013. *An Uncertain Glory: India and its Contradictions*, Princeton University Press.
2. Pulapre Balakrishnan, 2007, The Recovery of India: Economic Growth in the Nehru Era, *Economic and Political Weekly*, November.
3. Rakesh Mohan, 2008, -Growth Record of Indian Economy: 1950-2008. A Story of Sustained Savings and Investment, *Economic and Political Weekly*, May.
4. S.L. Shetty, 2007, -India's Savings Performances since the Advent of Planning, in K.L. Krishna and A. Vaidyanathan, editors, *Institutions and Markets in India's Development*.
5. Himanshu, 2010, Towards New Poverty Lines for India, *Economic and Political Weekly*, January.
6. Jean Dreze and Angus Deaton, 2009, Food and Nutrition in India: Facts and Interpretations, *Economic and Political Weekly*, February.
7. Himanshu. 2011, -Employment Trends in India: A Re-examination, *Economic and Political Weekly*, September.
8. Rama Barua et al, 2010, -Inequities in Access to Health Services in India: Caste, Class and Region, *Economic and Political Weekly*, September.

9. Geeta G.Kingdon, 2007,-TheProgress of School Education in India, *Oxford Review of Economic Policy*.
10. J.B.G.Tilak, 2007,-Post Elementary Education, Poverty and Development in India, *International Journal of Educationa lDevelopment*.
11. T. Dyson,2008,-India'sDemographic Transition and its Consequences for Development |in Uma Kapila, editor, *Indian Economy Since Independence*, 19<sup>th</sup>edition, Academic Foundation.
12. Kaushik Basu, 2009,-ChinaandIndia:IdiosyncraticPaths to High Growth, *Economic and Political Weekly*, September.
13. K.James,2008, -Glorifying Malthus: Current Debate on Demographic Dividend in India, *Economic and Political Weekly*,June.
14. Reetika Khera, 2011,-India'sPublicDistributionSystem: Utilisation and Impact *Journal of Development Studies*.
15. Aniruddha Krishna and Devendra Bajpai, 2011,-Lineal Spread and Radial Dissipation: Experiencing Growth in Rural India, 1992-2005, *Economic and PoliticalWeekly*,September.

## **ECO-HC-5026: DEVELOPMENT ECONOMICS-I**

### **Course Description**

This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect stategovernance.

### **Course Outline**

#### **1. Conceptions of Development**

Alternative measures of development, documenting the international variation in these measures, comparing development trajectories across nations and within them.

#### **2. Growth Models and Empirics**

The Harrod-Domar model, the Solow model and its variants, endogenous growth models and evidence on the determinants of growth.

#### **3. Poverty and Inequality: Definitions, Measures and Mechanisms**

Inequality axioms; a comparison of commonly used inequality measures; connections between inequality and development; poverty measurement; characteristics of the poor; mechanisms that generate poverty traps and path dependence of growth processes.

#### **4. Political Institutions and the Functioning of the State**

The determinants of democracy; alternative institutional trajectories and their relationship with economic performance; within-country differences in the functioning of state institutions; state ownership and regulation; government failures and corruption.

### **Readings**

1. Debraj Ray, *Development Economics*, Oxford University Press, 2009.
2. Partha Dasgupta, *Economics, A Very Short Introduction*, Oxford University Press, 2007.
3. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee, *Understanding Poverty*, Oxford University Press, 2006.
4. Kaushik Basu, *The Oxford Companion to Economics in India*, OUP, 2007.
5. Amartya Sen, *Development as Freedom*, OUP, 2000.
6. Daron Acemoglu and James Robinson, *Economic Origins of Dictatorship and Democracy*, Cambridge University Press, 2006.
7. Robert Putnam, *Making Democracy Work: Civic Traditions in Modern Italy*, Princeton University Press, 1994

## **SIXTH SEMESTER CORE**

### **ECO-HC-6016: INDIAN ECONOMY-II**

#### **Course Description**

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

#### **Course Outline**

##### **1. Macroeconomic Policies and Their Impact**

Fiscal Policy; trade and investment policy; financial and monetary policies; labour regulation.

##### **2. Policies and Performance in Agriculture**

Growth; productivity; agrarian structure and technology; capital formation; trade; pricing and procurement.

##### **3. Policies and Performance in Industry**

Growth; productivity; diversification; small scale industries; public sector; competition policy; foreign investment.

##### **4. Trends and Performance in Services**

#### **Readings:**

- 1 Shankar Acharya, 2010, -Macroeconomic Performance and Policies 2000-8, in Shankar Acharya and Rakesh Mohan, editors, *India's Economy: Performances and Challenges: Development and Participation*, Oxford University Press.
- 2 Rakesh Mohan, 2010, -India's Financial Sector and Monetary Policy Reforms, in Shankar Acharya and Rakesh Mohan, editors, *India's Economy: Performances and Challenges: Development and Participation*, Oxford University Press.
- 3 Pulapre Balakrishnan, Ramesh Golait and Pankaj Kumar, 2008, -Agricultural Growth in India Since 1991, *RBI DEAP Study no.27*.
- 4 B.N. Goldar and S.C. Aggarwal, 2005, -Trade Liberalisation and Price-Cost Margin in Indian Industries, *The Developing Economics*, September.
- 5 P. Goldberg, A. Khandelwal, N. Pavcnik and P. Topalova, 2009, -Trade Liberalisation and New Imported Inputs, *American Economic Review, Papers and Proceedings*, May.
- 6 Kunal Sen, 2010, -Trade, Foreign Direct Investment and Industrial Transformation in India, in Premachandra Athukorala, editor, *The Rise of Asia*, Routledge.
- 7 A. Ahsan, C. Pages and T. Roy, 2008, -Legislation, Enforcement and Adjudication

- in Indian Labour Markets: Origins, Consequences and the Way Forward, in D. Mazumdar and S. Sarkar, editors, *Globalization, Labour Markets and Inequality in India*, Routledge.
- § Dipak Mazumdar and Sandeep Sarkar, 2009,-The Employment Problem in India and the Phenomenon of the \_Missing Middle, *Indian Journal of Labour Economics*.
- ¶ J. Dennis Rajakumar, 2011,-Size and Growth of Private Corporate Sector in Indian Manufacturing, *Economic and Political Weekly*, April.
- || Ramesh Chand, 2010, -Understanding the Nature and Causes of Food Inflation, *Economic and Political Weekly*, February.
- ||| Bishwanath Goldar, 2011,-Organised Manufacturing Employment: Continuing the Debate, *Economic and Political Weekly*, April.



## **ECO-HC-6026: DEVELOPMENT ECONOMICS-II**

### **Course Description**

This is the second module of the economic development sequence. It begins with basic demographic concepts and their evolution during the process of development. The structure of markets and contracts is linked to the particular problems of enforcement experienced in poor countries. The governance of communities and organizations is studied and this is then linked to questions of sustainable growth. The course ends with reflections on the role of globalization and increased international dependence on the process of development.

### **Course Outline**

#### **1. Demography and Development**

Demographic concepts; birth and death rates, age structure, fertility and mortality; demographic transitions during the process of development; gender bias in preferences and outcomes and evidence on unequal treatment within households; connections between income, mortality, fertility choices and human capital accumulation; migration.

#### **2. Land, Labor and Credit Markets**

The distribution of land ownership; land reform and its effects on productivity; contractual relationships between tenants and landlords; land acquisition; nutrition and labor productivity; informational problems and credit contracts; microfinance; inter-linkages between rural factor markets.

#### **3. Individuals, Communities and Collective Outcomes**

Individual behavior in social environments, multiple social equilibria; governance in organizations and in communities; individual responses to organizational inefficiency.

#### **4. Environment and Sustainable Development**

Defining sustainability for renewable resources; a brief history of environmental change; common-pool resources; environmental externalities and state regulation of the environment; economic activity and climate change.

#### **5. Globalization**

Globalization in historical perspective; the economics and politics of multilateral agreements; trade, production patterns and world inequality; financial instability in a globalized world.

### **Readings**

1. Debraj Ray, *Development Economics*, Oxford University Press, 2009.
2. Partha Dasgupta, *Economics, A Very Short Introduction*, Oxford University Press, 2007.

3. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee, *Understanding Poverty*, Oxford University Press, 2006.
4. Thomas Schelling, *Micromotives and Macrobehavior*, W. W. Norton, 1978.
5. Albert O. Hirschman, *Exit, Voice and Loyalty: Responses to Decline in Firms, Organizations and States*, Harvard University Press, 1970.
6. Raghuram Rajan, *Fault Lines: How Hidden Fractures Still Threaten the World Economy*, 2010.
7. Elinor Ostrom, *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press, 1990.
8. Dani Rodrik, *The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist*, Oxford University Press, 2011.
9. Michael D. Bordo, Alan M. Taylor and Jeffrey G. Williamson (ed.), *Globalization in Historical Perspective*, University of Chicago Press, 2003.

**DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS:**  
**(Any Two per Semester)**

**FIFTH SEMESTER DSE**

**ECO-HE-5016: ECONOMICS OF HEALTH AND EDUCATION**

**Course Description**

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

**Course Outline**

**1. Role of Health and Education in Human Development**

Importance in poverty alleviation; health and education outcomes and their relationship with macroeconomic performance.

**2. Microeconomic Foundations of Health Economics**

Demand for health; uncertainty and health insurance market; alternative insurance mechanisms; market failure and rationale for public intervention; equity and inequality.

**3. Evaluation of Health Programs**

Costing, cost effectiveness and cost-benefit analysis; burden of disease.

**4. Health Sector in India: An Overview**

Health outcomes; health systems; health financing.

**5. Education: Investment in Human Capital**

Rate of return to education: private and social; quality of education; signaling or human capital; theories of discrimination; gender and caste discrimination in India.

**6. Education Sector in India: An Overview**

Literacy rates, school participation, school quality measures.

**Readings:**

1. William, Jack, *Principles of Health Economics for Developing Countries*, World

- Bank Institute Development Studies, 1999.
2. World Development Report, *Investing in Health*, The World Bank, 1993.
  3. Ronald G., Ehrenberg and Robert S., Smith, *Modern Labor Economics: Theory and Public Policy*, Addison Wesley, 2005.

## **ECO-HE-5026: MONEY AND FINANCIAL MARKETS**

### **Course Description**

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

### **Course Outline**

#### **1. Money**

Concept, functions of money; concept of money supply and its measurement; money multiplier theory, RBI's approach to money supply.

#### **2. Financial Institutions, Markets, Instruments and Financial Innovations**

Meaning and types of financial institutions, nature and role of financial institutions; financial markets: definitions and types-money market and capital market, their characteristics and functions, call money market, treasury bill market, commercial bill market including commercial paper and certificates of deposits, government securities market, primary and secondary market for securities, financial sector reforms in India, financial derivatives –meaning, types, distinctive features of financial derivatives and its benefits.

#### **3. Interest Rates**

Determination; sources of interest rate differentials; theories of term structure of interest rates; interest rates in India.

#### **4. Banking System**

Meaning and types; Functions of Commercial banks, process of credit creation and its limitations, Balance sheet of Commercial banks, portfolio management-meaning and objective of portfolio management, theories of portfolio management; banking sector reforms in India.

#### **5. Central Banking and Monetary Policy**

Functions of central bank; monetary policy-objectives, indicators and instruments of monetary control; monetary management in an open economy; current monetary policy of India.

## Readings

1. F. S. Mishkin and S. G. Eakins, *Financial Markets and Institutions*, Pearson Education, 6th edition, 2009.
2. F. J. Fabozzi, F. Modigliani, F. J. Jones, M. G. Ferri, *Foundations of Financial Markets and Institutions*, Pearson Education, 3rd edition, 2009.
3. M. R. Baye and D. W. Jansen, *Money, Banking and Financial Markets*, AITBS, 1996.
4. Rakesh Mohan, *Growth with Financial Stability- Central Banking in an Emerging Market*, Oxford University Press, 2011.
5. L. M. Bhole and J. Mahukud, *Financial Institutions and Markets*, Tata McGraw Hill, 5th edition, 2011.
6. M. Y. Khan, *Indian Financial System*, Tata McGraw Hill, 7th edition, 2011.
7. N. Jadhav, *Monetary Policy, Financial Stability and Central Banking in India*, Macmillan, 2006.
8. R.B.I. – *Report of the Working Group: Money Supply Analytics and Methodology of Compilation*, 1998.
9. R.B.I. Bulletin, Annual Report and Report on Currency and Finance (latest).
10. Sampat Mukherjee, *Macro Economics: Global Text*,
11. S.B.Gupta, *Monetary Economics: Institutions, Theory and Policy*, S.Chand and Company Ltd., 2003.
12. M.L.Jinghan, *Money, Banking, International Trade and Public Finance*, Vrinda Publications.
13. Bharati V Pathak, *Indian Financial System: Markets, Institutional and services*, Pearson Education India, 3<sup>rd</sup> edition, 2011.

## ECO-HE-5036: PUBLIC FINANCE

### Course Description

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

### Course Outline

#### Part 1: Theory

1. Normative Theory of Public Finance –Nature and Scope: Allocation Function, Distribution Function and Stabilization Function. Coordinating the functions.
2. Public Goods and their characteristics. Free Rider Problem and Market Failure, Externalities vis-à-vis Public Good.
3. Direct and Indirect Tax. Concepts of taxation: tax rate, buoyancy & elasticity of a tax. Proportional, Progressive and Regressive Taxation. Benefit Principle and Ability to Pay Theory.

#### Part 2: Issues from Indian Public Finance

4. Fiscal Policies: Definition and Objectives. Instruments of Fiscal Policy. Adopting Monetary

Policy to complement Fiscal Policy: The Indian Experience.

5. Indian Tax System. Direct Taxes: Income Tax, Corporate Tax, Customs Duty etc. Reforms in the Indirect Tax Structure: Goods and Service Tax.

6. Structure of the Public Budget. Types of Deficits and their significance: Revenue Deficit, Fiscal Deficit and Primary Deficit

7. Fiscal Federalism in India: Principles of Fiscal Devolution, Horizontal and Vertical Fiscal Balance. Federal Finance and the Finance Commission.

8. State and Local Finances. The State Subjects and its Budget. Fiscal decentralization: Role of Municipalities and Gaon Panchayats.

### **Readings**

1. Musgrave, R.A. and P.B. Musgrave, *Public Finance in Theory and Practice*, Mc-Graw Hill, 1989.

2. Mahesh Purohit , “*Value Added Tax: Experience of India and Other Countries*”, Gayatri Publications, 2007.

3. KaushikBasu, and A. Maertens (ed.), *The Oxford Companion to Economics in India*, Oxford University Press,2007.

4. M.M Sury, *Government Budgeting in India*, Commonwealth Publishers, 1990.

5. Shankar Acharya, “Thirty years of tax reform” in India, *Economic and Political Weekly*, May 2005.

6. Government of India, *Report of the 13th Finance Commission*.

7. *Economic Survey*, Government of India (latest).

8. State Finances: A Study of Budgets, *Reserve Bank of India* (latest).

**SIXTH SEMESTER DSE**  
**(Any Two per Semester)**

**ECO-HE-6016: ENVIRONMENTAL ECONOMICS**

**Course Description**

This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments. Selected topics on international environmental problems are also discussed.

**Course Outline**

**1. Introduction**

Basic concepts: Environment, Ecology, Economy and the ecosystem. Definition and scope of environmental economics, why study environmental economics. Interaction between the environment and the economy, environmental economics and ecological economics, environmental economics and resource economics. Review of microeconomics and welfare economics: the utility function, social choice mechanism, the compensation Principle and social welfare function (concepts only).

**2. The Theory of Externalities**

Pareto optimality or Pareto efficiency, Externalities: meaning and types of externality, market failure: meaning, market failure in the presence of externalities; market failure and public goods, is environment a public good? Property rights and the Coase theorem.

**3. The Design and Implementation of Environmental Policy**

Environmental Policies: an overview; Nonmarket and market based instruments of Environmental Policy: command and control (CAC) approach, economic instruments like Pigovian taxes and effluent fees, tradable permits and mixed instruments. Monitoring and Enforcement: What is monitoring and enforcement? Penalties, cost of abatement. Damages from pollution. Incentives to sources to comply with environmental regulations.

**4. International Environmental Problems**

Nature of environmental problems: transboundary pollution –Climate change, global warming, ozone depletion and bio-diversity loss; Trade and environment: pollution haven hypothesis.

**5. Measuring the Benefits of Environmental Improvements**

Non-Market values: use and non-use values and optional value, measurement methods: Direct method-contingent valuation and indirect method-hedonic pricing methods, value of statistical life; their applications and limitations.

## **6. Sustainable Development**

Conventional development model: a critique, Alternative approach: Sustainable Development and its origin, objectives of Sustainable Development, Approaches to Sustainable Development: weak sustainability, strong sustainability, Safe minimum standard approach, ecological perspective and social perspective, Rules and indicators of Sustainable Development.

### **Readings:**

1. Charles Kolstad, *Intermediate Environmental Economics*, Oxford University Press, 2nd edition, 2010.
2. Robert N. Stavins (ed.), *Economics of the Environment: Selected Readings*, W.W. Norton, 5th edition, 2005.
3. Roger Perman, Yue Ma, James McGilvray and Michael Common, *Natural Resource and Environmental Economics*, Pearson Education/Addison Wesley, 3rd edition, 2003.
4. Maureen L. Cropper and Wallace E. Oates, 1992, —Environmental Economics: A Survey, *Journal of Economic Literature*, Volume 30:675-740.
5. Subhashini Muthukrishnan, *Economics of Environment*, PHI Learning Private Limited, 2<sup>nd</sup> edition, 2015.
6. Bhattacharyya R, *Environmental Economics*, Oxford University Press.
7. Nick Hanley, Jason F. Shogren and Ben White, *Introduction to Environmental Economics*, Oxford University Press.
8. Gautam Purkayastha, *Environmental Economics: Theory ,Problems and Solutions*, Kalyani Publishers , Reprinted 2016

## **ECO-HE-6026: INTERNATIONAL ECONOMICS**

### **Course Description**

This course develops a systematic exposition of models that try to explain the composition, direction and consequences of international trade, and the determinants and effects of trade policy. It then builds on the models of open economy macroeconomics developed in courses 08 and 12, focusing on national policies as well as international monetary systems. It concludes with an analytical account of the causes and consequences of the rapid expansion of international financial flows in recent years. Although the course is based on abstract theoretical models, students will also be exposed to real-world examples and case studies.

### **Course Outline**

#### **1. Introduction**

What is international economics about?, subject matter of International Economics, An overview of world trade- its changing pattern.

#### **2. Theories of International Trade**

The Ricardian theory- comparative advantage, Heckscher-Ohlin model, specific factors model, new trade theories- Leontief Paradox, factor-intensity reversal, international trade in the context of



economies of scale and imperfect competition, technological gap and product cycle theories; the Locational theory international trade; multinational enterprises and international trade.

### **3. Trade Policy**

Instruments of trade policy- tariff and quota- partial equilibrium analysis; political economy of trade policy- free trade vs. protection; controversies in trade policy.

### **4. International Macroeconomic Policy**

Fixed versus flexible exchange rates; international monetary systems- Gold Standard, interwar period, Bretton-Woods system, European Monetary system; financial globalization and financial crises.

#### **Readings:**

1. Paul Krugman, Maurice Obstfeld, and Marc Melitz, *International Economics: Theory and Policy*, Addison-Wesley (Pearson Education Indian Edition), 9 edition, 2012.
2. Dominick Salvatore, *International Economics: Trade and Finance*, John Wiley International Student Edition, 10th edition, 2011.

## **ECO-HE-6036: THE ECONOMY OF ASSAM**

### **Course Description**

This course will provide students an idea of evolution of the Assam Economy from the colonial period to the contemporary time. The course is expected to help students to better appreciate the challenges and opportunities of the economy of Assam in the present context.

### **Course Outline**

#### **1. Changes and Evolution of the Economy in the Economic under Colonial Rule (1837 - 1947):**

Imposition of Land Revenue and Its Impact, Prohibition of Opium Production and State Takeover of Opium Trade, Inflow of Colonial Investment in Plantation, Mining and Other Industries. Development of Water Transport and Railways, In-migration of Population and its Impact on the Economy: Shock of Partition and its Impact

#### **2. Growth Trends and Sectoral Composition in the Post-Independence Period:**

Population growth trends before and after 1971, Trends in Demographic Parameters, Population Density, Sex Ratio, Life Expectancy and Infant Mortality Rate– Work Force and Labour Force Participation, Occupational Distribution.

Trends in Per Capita NSDP in comparison with trends in all-India Per Capita Income – Trends in Other Indicators of Development in Comparison with all-India standard; Literacy Rate, Enrolment Ratio and Forest Cover – Inter-community differences in Development Attainments.

#### **3. Sectoral Status and Prospects:**

Infrastructure: State of Road, Rail and Air Connectivity within and out of the State; Potentials and

Limitation of Waterways Development; Status of Power and Telecommunication, Financial System and Inclusion;

Agriculture: Land Holding Patterns, Land Tenure and Land Reforms, Cropping Pattern, Production and Productivity of Principal Crop –Diversification of the Rural Economy to Horticulture, Fishery, Livestock and Non-farm activities – Prospects and Challenges of the Sector.

Industry: State of the Tea Industry and Role of Small Tea Growers, State of Hydrocarbon Industry. Other Emerging Industries– Traditional Handloom Handicraft and their Prospect; Service Sector: Size and Composition.

#### 4. **State Finances:**

Public Finance in Assam and the emerging challenges. Trends and composition of revenue receipt and its implications. State taxes in Assam and the impact of GST. Strategies to enhance Revenue Receipt.

Composition of Public Expenditure and its implications. The Assam FRBM Act: Its implementation and outcome. Fiscal Devolution to local bodies.

#### 5. **Assam Economy in its Neighborhood** – Mutual inter-dependence with neighboring States – Stakes of Assam in the Act East Policy

#### **Readings:**

Atul Goswami "Assam's Industrial Development: Urgency of New Direction", Economic and Political Weekly 1981

Department of Economics, Gauhati University, "Identity Aspirations, Developmental Backlogs and Governance Issues in Northeast India" Maliyata Offset Press, Mirza, 2016

Directorate of Economics and Statistics, Government of Assam, "Economic Survey Assam" [recent issues] <https://des.assam.gov.in/information-services/economic-survey-assam>

Directorate of Economics and Statistics, Government of Assam, "Statistical Handbook of Assam" 2018 or later addition

Guha, Amalendu, Planter's Raj to Swaraj, Second Edition (paperback)

India Brand Equity Foundation "About Assam: Tourism, Industries In Assam, Agriculture, Economy & Geography", June 2020, <https://www.ibef.org/states/assam.aspx>

J B Ganguli, "Economic Conditions and Change in North-East India" in A.P. Singha (ed) Changing North East India, Ludhiana: Gagan Publishers, 1986

J N Sarma, "Problems of Economic Development in Assam" Economic and Political Weekly, Vol. 1, No. 7, Pp. 281+283-286.

Planning and Development Department, Government of Assam "Assam Human Development Report 2014"

## **FIRST SEMESTER GE**

### **ECO-HG-1016: Principles of Microeconomics–I**

#### **Course Description**

This course intends to expose the student to the basic principles in Microeconomic Theory and illustrate with applications.

#### **Course Outline**

##### **1. Introduction**

- a. Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems.
- b. Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium.
- c. Applications of demand and supply: price rationing, price floors, consumer surplus, producer surplus.
- d. Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities.

##### **2. Consumer Theory**

Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint.

##### **3. Production and Costs**

- a. Production: behavior of profit maximizing firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibrium condition.
- b. Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments.

##### **4. Perfect Competition**

- a. Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries.
- b. Welfare: allocative efficiency under perfect competition.

#### **Readings:**

Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8<sup>th</sup>

edition, 2007.

## **SECOND SEMESTER GE**

### **ECO-HG-2016: Principles of Microeconomics–II**

#### **Course Description**

This is a sequel to Principles of Microeconomics covered in the first semester.

#### **Course Outline**

##### **1. Market Structures**

###### **a. Theory of a Monopoly Firm**

Concept of imperfect competition; short run and long run price and output decisions of a monopoly firm; concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; remedies for monopoly: Antitrust laws, natural monopoly.

###### **b. Imperfect Competition**

Monopolistic competition: Assumptions, short run and long run price and output determinations under monopolistic competition,  
Oligopoly: assumptions, overview of different oligopoly models, contestable markets.

##### **2. Factor pricing**

Demand for a factor input in a competitive factor market, supply of inputs to a firm, market supply of inputs, equilibrium in a competitive factor market. Factor markets with monopsony power.

##### **3. Market Failure**

Efficiency of perfect competition, Sources of market failure.

Externalities and market failure, public goods and market failure, markets with asymmetric information (Ideas only)

#### **Readings:**

Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8<sup>th</sup> edition, 2007.

Pindyck, R.S, Rubinfeld, B.L and Mehta, P.L, *Microeconomics*, Pearson, 7<sup>th</sup> edition

## **THIRD SEMESTER GE**

### **ECO-HG-3016: Principles of Macroeconomics–I**

#### **Course Description**

This course introduces students to the basic concepts in Macroeconomics. Macroeconomics deals with the aggregate economy. In this course the students are introduced to the definition, measurement of the macroeconomic variables like GDP, consumption, savings, investment and balance of payments. The course also discusses various theories of determining GDP in the short run.

#### **Course Outline**

##### **1. Introduction**

What is macroeconomics? Macroeconomic issues in an economy.

##### **2. National Income Accounting**

Concepts of Income, Domestic Income and National Income; GDP and NDP at Market Price and Factor Cost, measurement of national income and related aggregates; nominal and real income;

##### **3. Determination of GDP**

Actual and potential GDP; aggregate expenditure; consumption function; investment function; equilibrium GDP; concepts of MPS, APS, MPC, APC; autonomous expenditure; Concept of multiplier.

##### **4. National Income Determination with Government Intervention and Foreign Trade**

Fiscal Policy: impact of changes in government expenditure and taxes; net exports function; net exports and equilibrium national income.

##### **5. Money in a Modern Economy**

Concept of money in a modern economy; monetary aggregates; demand for money; quantity theory of money; liquidity preference and rate of interest; money supply and credit creation; monetary policy.

#### **Readings:**

1. Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8<sup>th</sup> edition, 2007.
2. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2<sup>nd</sup> Edition, Oxford University Press, India

## **FOURTH SEMESTER GE**

### **ECO-HG-4016: Principles of Macroeconomics–II**

#### **Course Description**

This is a sequel to Principles of Macroeconomics–I. It analyses various theories of determination of National Income in greater detail. It also introduces students to concept of inflation, its relationship with unemployment and some basic concepts in an open economy.

#### **Course Outline**

##### **1. IS-LM Analysis**

Derivations of the IS and LM functions; IS-LM and aggregate demand; shifts in the AD curve.

##### **2. GDP and Price Level in Short Run and Long Run**

Aggregate demand and aggregate supply; multiplier Analysis with AD curve and changes in price levels; aggregate supply in the SR and LR.

##### **3. Inflation and Unemployment**

Concept of inflation; determinants of inflation; relationship between inflation and unemployment: Phillips Curve in short run and long run.

##### **4. Balance of Payments and Exchange Rate**

Balance of payments: current account and capital account; market for foreign exchange; determination of exchange rate.

#### **Readings:**

1. Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8<sup>th</sup> edition, 2007.
2. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2<sup>nd</sup> Edition, Oxford University Press, India

## **THIRD SEMESTER SE**

### **ECO-SE-3014: Data Collection and Presentation**

#### **Course Description:**

This course helps students in understanding use of data, presentation of data using computer softwares like MS-Excel. Students will be involved practically to preparation of questionnaires/interview schedules, collection of both primary and secondary data and its presentation. Students will also be asked to prepare a report on collected data and will be evaluated accordingly.

#### **Course Outline:**

##### **1. Use of Data**

Use of data in social sciences; types and sources of data; data collection methods. Population census versus sample surveys. Random sampling.

##### **2. Questionnaires and Schedules**

Meaning; how to prepare a questionnaire and interview schedule; use of questionnaire and interview schedule for data collection.

##### **3. Presentation of Data**

Data presentation in tabular formats; use of diagrams for data presentation; creating charts and diagrams in MS-Excel – bar, line, pie, scatter, radar, bubble diagrams, population pyramids.

#### **Readings**

1. S P Gupta, *Statistical Methods*, S Chand.
2. Webtech Solutions Inc., *Mastering Microsoft Excel Functions and Formulas*

**FOURTH SEMESTER SE**  
**ECO-SE-4014: Data Analysis**

**Course Description:**

This course discusses how data can be summarized and analysed for drawing statistical inferences. The students will be introduced to important data sources that are available and will also be trained in the use of statistical softwares like SPSS/PSPP to analyse data.

**Course Outline:**

1. Data entry in softwares like MS-Excel, SPSS/PSPP
2. Univariate frequency distributions. Measures of central tendency: mean, median and mode; arithmetic, geometric and harmonic mean. Measures of dispersion: range, mean deviation and standard deviation, skewness and kurtosis.
3. Bivariate frequency distribution. Correlation and regression. Rank correlation.
4. Estimation of population parameters from sample data. Unbiased estimators for population mean and variance.

**Readings:**

1. P.H. Karmel and M. Polasek (1978), *Applied Statistics for Economists*, 4th edition, Pitman.
2. M.R. Spiegel (2003), *Theory and Problems of Probability and Statistics* (Schaum Series).



Gauhati University offers BA (Hons) in Economics. Moreover, Economics can be taken up as one of the Disciplines in BA (Regular) and BSc (Regular) Programmes.

The programme templates of both the BA (Regular) with Economics and BSc (Regular) with Economics are given below -

### BA Regular with Economics

<i>Semester</i>	<i>CORE COURSE</i>	<i>Ability Enhancement Compulsory Course (AECC)</i>	<i>Skill Enhancement Course (SEC)</i>	<i>Discipline Specific Elective ( DSE)</i>	<i>Generic Elective (GE)*</i>
<i>I</i>	<i>English-1</i>	<i>English/MIL Communication</i>			
	<b><i>ECO RC 1016</i></b>				
	<i>DSC- 2 A</i>				
<i>II</i>	<i>English-2</i>	<i>Environmental Science</i>			
	<b><i>ECO RC 2016</i></b>				
	<i>DSC- 2 B</i>				
<i>III</i>	<i>MIL-1/Alt English-1</i>		<i>ECO SE 3014</i>		
	<b><i>ECO RC 3016</i></b>				
	<i>DSC- 2 C</i>				
<i>IV</i>	<i>MIL-2/Alt English-2</i>		<i>ECO SE 4014</i>		
	<b><i>ECO RC 4016</i></b>				
	<i>DSC- 2 D</i>				
<i>V</i>			<i>ECO SE 5014</i>	<b><i># ECO RE 5016 / ECO RE 5026 / ECO RE 5036</i></b>	<b><i>ECO RG 5016</i></b>
				<i>DSE-2 A</i>	
<i>VI</i>			<i>ECO SE 6014</i>	<b><i># ECO RE 6016 / ECO RE 6026 / ECO RE 6036</i></b>	<b><i>ECO RG 6016</i></b>
				<i>DSE-2 B</i>	

\*for students of other disciplines

#Any one of the three

**Note:** The second discipline of choice can be taken up from any Arts discipline. However, Statistics and Mathematics are recommended as the ideal complements for Economics.

## BSc Regular with Economics

<i>Semester</i>	<i>CORE COURSE (14)</i>	<i>Ability Enhancement Compulsory Course (AECC) (2)</i>	<i>Skill Enhancement Course (SEC) (2)</i>	<i>Discipline Specific Elective (DSE) (6)</i>
<i>I</i>	<b>ECO RC 1016</b>	<i>English Communication</i>		
	<i>DSC- 2 A</i>			
	<i>DSC- 3 A</i>			
<i>II</i>	<b>ECO RC 2016</b>	<i>Environmental Science</i>		
	<i>DSC- 2 B</i>			
	<i>DSC- 3 B</i>			
<i>III</i>	<b>ECO RC 3016</b>		<b>ECO SE 3014</b>	
	<i>DSC- 2 C</i>			
	<i>DSC- 3 C</i>			
<i>IV</i>	<b>ECO RC 4016</b>		<b>ECO SE 4014</b>	
	<i>DSC- 2 D</i>			
	<i>DSC- 3 D</i>			
<i>V</i>			<b>ECO SE 5014</b>	<b>#ECO RE 5016 / ECO RE 5026 / ECO RE 5036</b>
				<i>DSE-2 A</i>
				<i>DSE-3 A</i>
<i>VI</i>			<b>ECO SE 6014</b>	<b>#ECO RE 6016 / ECO RE 6026 / ECO RE 6036</b>
				<i>DSE-2 B</i>
				<i>DSE-3 B</i>

#Any one of the three

**Note:** The other two disciplines of choice have to be from a Science discipline. However, Statistics and Mathematics are recommended as the ideal complements for Economics.

## FIRST SEMESTER CORE

### **ECO-RC-1016: Principles of Microeconomics–I**

#### **Course Description**

This course intends to expose the student to the basic principles in Microeconomic Theory and illustrate with applications.

#### **Course Outline**

##### **1. Introduction**

Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems.

Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium.

Applications of demand and supply: price rationing, price floors, consumer surplus, producersurplus.

Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, otherelasticities.

##### **2. Consumer Theory**

Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint.

##### **3. Production and Costs**

Production: behavior of profit maximizing firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibriumcondition.

Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long runadjustments.

##### **4. Perfect Competition**

Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant costindustries.

Welfare: allocative efficiency under perfectcompetition.

#### **Readings:**

Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8<sup>th</sup>

## SECOND SEMESTER CORE

### **ECO-RC-2016: Principles of Microeconomics–II**

#### **Course Description**

This is a sequel to Fundamentals of Microeconomics covered in the first semester.

#### **Course Outline**

##### **1. Market Structures**

###### **Theory of a Monopoly Firm**

Concept of imperfect competition; short run and long run price and output decisions of a monopoly firm; concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; remedies for monopoly: Antitrust laws, natural monopoly.

###### **Imperfect Competition**

Monopolistic competition: Assumptions, short run and long run price and output determinations under monopolistic competition,

Oligopoly: assumptions, overview of different oligopoly models, contestable markets.

##### **2. Factor Pricing**

Demand for a factor input in a competitive factor market, supply of inputs to a firm, market supply of inputs, equilibrium in a competitive factor market. Factor markets with monopsony power.

##### **3. Market Failure**

Efficiency of perfect competition, Sources of market failure.

Externalities and market failure, public goods and market failure, markets with asymmetric information (Ideas only)

#### **Readings:**

Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8<sup>th</sup> edition, 2007.

Pindyck, R.S, Rubinfeld, B.L and Mehta, P.L, *Microeconomics*, Pearson, 7<sup>th</sup> edition

## **THIRD SEMESTER CORE**

### **ECO-RC-3016: Principles of Macroeconomics–I**

#### **Course Description**

This course introduces students to the basic concepts in Macroeconomics. Macroeconomics deals with the aggregate economy. In this course the students are introduced to the definition, measurement of the macroeconomic variables like GDP, consumption, savings, investment and balance of payments. The course also discusses various theories of determining GDP in the short run.

#### **Course Outline**

##### **1. Introduction**

What is macroeconomics? Macroeconomic issues in an economy.

##### **2. National Income Accounting**

Concepts of Income, Domestic Income and National Income; GDP and NDP at Market Price and Factor Cost, measurement of national income and related aggregates; nominal and real income;

##### **3. Determination of GDP**

Actual and potential GDP; aggregate expenditure; consumption function; investment function; equilibrium GDP; concepts of MPS, APS, MPC, APC; autonomous expenditure; Concept of multiplier.

##### **4. National Income Determination with Government Intervention and Foreign Trade**

Fiscal Policy: impact of changes in government expenditure and taxes; net exports function; net exports and equilibrium national income.

##### **5. Money in a Modern Economy**

Concept of money in a modern economy; monetary aggregates; demand for money; quantity theory of money; liquidity preference and rate of interest; money supply and credit creation; monetary policy.

#### **Readings:**

1. Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8<sup>th</sup> edition, 2007.
2. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2<sup>nd</sup> Edition, Oxford University Press, India

## FOURTH SEMESTER CORE

### **ECO-RC-4016: Principles of Macroeconomics–II**

#### **Course Description**

This is a sequel to Principles of Macroeconomics–I. It analyses various theories of determination of National Income in greater detail. It also introduces students to concept of inflation, its relationship with unemployment and some basic concepts in an open economy.

#### **Course Outline**

##### **1. IS-LM Analysis**

Derivations of the IS and LM functions; IS-LM and aggregate demand; shifts in the AD curve.

##### **2. GDP and Price Level in Short Run and LongRun**

Aggregate demand and aggregate supply; multiplier Analysis with AD curve and changes in price levels; aggregate supply in the SR and LR.

##### **3. Inflation and Unemployment**

Concept of inflation; determinants of inflation; relationship between inflation and unemployment: Phillips Curve in short run and long run.

##### **4. Balance of Payments and Exchange Rate**

Balance of payments: current account and capital account; market for foreign exchange; determination of exchange rate.

#### **Readings:**

1. Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8<sup>th</sup> edition, 2007.
2. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2<sup>nd</sup> Edition, Oxford University Press, India

## **FIFTH SEMESTER DSE**

### **ECO-RE-5016: Economic Development and Policy in India–I**

#### **Course Description**

This course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post- Independence period.

#### **Course Outline**

1. Issues in Growth, Development and Sustainability
2. Factors in Development: Capital formation (Physical and Human); technology; institutions.
3. Population and Economic Development Demographic trends; urbanisation.
4. Employment: Occupational structure in the organised and the unorganised sectors; open-, under- and disguised unemployment (rural and urban); employment schemes and their impact.
5. Indian Development Experience: Critical evaluation of growth, inequality, poverty and competitiveness, pre and post reforms era; savings and investment; mobilisation of internal and external finance; monetary and fiscal policies; centre-state financial relations.

#### **Readings:**

1. Michael P Todaro and Stephen Smith. Economic Development, Pearson, 11<sup>th</sup> edition (2011).
2. Uma Kapila, Indian Economy since Independence, Academic Foundation, 19<sup>th</sup> edition (2009).
3. United Nations Development Programme, Human Development Report 2010, Palgrave Macmillan (2010).
4. Government of India, Economic Survey (latest)
5. Government of India, Finance Commission Report (latest)

## **ECO-RE-5026: Money and Banking**

### **Course Description**

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

### **Course Outline**

#### **1. Money**

Concept, functions, measurement; theories of money supply determination.

#### **2. Financial Institutions, Markets, Instruments and Financial Innovations**

a. Role of financial markets and institutions; problem of asymmetric information – adverse selection and moral hazard; financial crises.

b. Money and capital markets: organization, structure and reforms in India; role of financial derivatives and other innovations.

#### **3. Interest Rates**

Determination; sources of interest rate differentials; theories of term structure of interest rates; interest rates in India.

#### **4. Banking System**

a. Balance sheet and portfolio management.

b. Indian banking system: Changing role and structure; banking sector reforms.

#### **5. Central Banking and Monetary Policy**

Functions, balance sheet; goals, targets, indicators and instruments of monetary control; monetary management in an open economy; current monetary policy of India

### **Readings**

1. F. S. Mishkin and S. G. Eakins, *Financial Markets and Institutions*, Pearson Education, 6<sup>th</sup> edition, 2009.
2. F. J. Fabozzi, F. Modigliani, F. J. Jones, M. G. Ferri, *Foundations of Financial Markets and Institutions*, Pearson Education, 3<sup>rd</sup> edition, 2009.
3. L. M. Bhole and J. Mahukud, *Financial Institutions and Markets*, Tata McGraw Hill, 5<sup>th</sup> edition, 2011.
4. M. Y. Khan, *Indian Financial System*, Tata McGraw Hill, 7<sup>th</sup> edition, 2011.
5. Various latest issues of R.B.I. Bulletins, Annual Reports, Reports on Currency and Finance and Reports of the Working Group, IMF Staff Papers.



## ECO-RE-5036: Environmental Economics

### Course Description

This course introduces students to concepts, methods and policy options in managing the environment using tools of economic analysis. This course should be accessible to anyone with an analytical mind and familiarity with basic concepts of economics. Environmental problems and issues from the Indian and international context (especially global warming) are used to illustrate the concepts and methods presented in the course. The course will be useful for students aiming towards careers in the government sector, policy analysis, business, journalism and international organisations.

### Course Outline

#### **1. Introduction**

Key environmental issues and problems, economic way of thinking about these problems, basic concepts from economics; Pareto optimality and market failure in the presence of externalities; property rights and other approaches.

#### **2. The Design and Implementation of Environmental Policy**

Overview, Pigouvian taxes and effluent fees, tradable permits, implementation of environmental policies in India and international experience; transboundary environmental problems; economics of climate change.

#### **3. Environmental Valuation Methods and Applications**

Valuation of non-market goods and services--theory and practice; measurement methods; cost-benefit analysis of environmental policies and regulations.

#### **4. Sustainable Development**

Concepts; measurement; perspectives from Indian experience

### Readings

1. Roger Perman, Yue Ma, Michael Common, David Maddison and James McGilvray, "*Natural Resource and Environmental Economics*", Pearson Education/Addison Wesley, 4<sup>th</sup> edition, 2011.
2. Charles Kolstad, "*Intermediate Environmental Economics*", Oxford University Press, 2<sup>nd</sup> edition, 2010.
3. Robert N. Stavins (ed.), "*Economics of the Environment: Selected Readings*", W.W. Norton, 6<sup>th</sup> edition, 2012.
4. Robert Solow, "An Almost Practical Step toward Sustainability," Resources for the Future 40th anniversary lecture, 1992.
5. Kenneth Arrow et al., "Are We Consuming Too Much?" *Journal of Economic Perspectives*, 18(3): 147-172, 2004.
6. IPCC (Intergovernmental Panel on Climate Change), Fifth Assessment Report (forthcoming 2014).

## **SIXTH SEMESTER DSE**

### **ECO-RE-6016: Economic Development and Policy in India–II**

#### **Course Description**

Building on the more aggregative analysis of trends in the Indian Economy offered in Economic Development and Policy–I, this course examines sector-specific trends in key indicators and their implications in the post-Independence period.

#### **Course Outline**

- 1. Agriculture: Policies and Performance**  
Production and productivity; credit; labour; markets and pricing; land reforms; regional variations.
- 2. Industry: Policies and Performance**  
Production trends; small scale industries; public sector; foreign investment.
- 3. Foreign Trade: Trends and Policies**  
Balance of trade and balance of payments; India and the World Trade Organisation.

#### **Readings:**

1. Uma Kapila, *Indian Economy since Independence*, Academic Foundation, 19<sup>th</sup> edition (2009).
2. Government of India, *Economic Survey*(latest)

## ECO-RE-6026: Economic History of India 1857-1947

### Course Description

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

### Course Outline

1. Introduction: Colonial India: Background and Introduction Overview of colonial economy.
2. Macro Trends: National Income; population; occupational structure.
3. Agriculture: Agrarian structure and land relations; agricultural markets and institutions – credit, commerce and technology; trends in performance and productivity; famines.
4. Railways and Industry: Railways; the de-industrialisation debate; evolution of entrepreneurial and industrial structure; nature of industrialisation in the interwar period; constraints to industrial breakthrough; labor relations.
5. Economy and State in the Imperial Context: The imperial priorities and the Indian economy; drain of wealth; international trade, capital flows and the colonial economy – changes and continuities; government and fiscal policy.

### Readings:

1. Lakshmi Subramanian, "History of India 1707-1857", Orient Blackswan, 2010, Chapter 4.
2. Sumit Guha, 1991, 'Mortality decline in early 20th century India', Indian Economic and Social History Review (IESHR), pp 371-74 and 385-87.
3. Tirthankar Roy, The Economic History of India 1857-1947, Oxford University Press, 3rd edition, 2011.
4. J. Krishnamurty, Occupational Structure, Dharma Kumar (editor), The Cambridge Economic History of India, Vol. II, (henceforth referred to as CEHI), 2005, Chapter 6.
5. Irfan Habib, Indian Economy 1858-1914, A People's History of India, Vol. 28, Tulika, 2006.
6. Ira Klein, 1984, 'When Rains Fail: Famine relief and mortality in British India', IESHR 21.
7. Jean Dreze, Famine Prevention in India in Dreze and Sen (eds.) Political Economy of Hunger, WIDER Studies in Development Economics, 1990, pp. 13-35.
8. John Hurd, Railways, CEHI, Chapter 8, pp. 737-761.
9. Rajat Ray (ed.), Entrepreneurship and Industry in India, 1994.
10. A. K. Bagchi, 'Deindustrialization in India in the nineteenth century: Some theoretical implications', Journal of Development Studies, 1976.
11. M. D. Morris, Emergence of an Industrial Labour Force in India, OUP 1965, Chapter 11, Summary and Conclusions.
12. K. N. Chaudhuri, Foreign Trade and Balance of Payments, CEHI, Chapter 10.

## **ECO-RE-6036: Public Finance**

### **Course Description**

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

### **Course**

#### **Outline Part**

##### **1: Theory**

1. Overview of Fiscal Functions, Tools of Normative Analysis, Pareto Efficiency, Equity and the Social Welfare.
2. Market Failure, Public Good and Externalities.
3. Elementary Theories of Product and Factor Taxation (Excess Burden and Incidence).

##### **Part 2: Issues from Indian Public Finance**

4. Working of Monetary and Fiscal Policies.
5. Current Issues of India's Tax System.
6. Analysis of Budget and Deficits
7. Fiscal Federalism in India
8. State and Local Finances

### **Readings**

1. Musgrave, R.A. and P.B. Musgrave, *Public Finance in Theory and Practice*, Mc-Graw Hill, 1989.
2. Mahesh Purohit, "*Value Added Tax: Experience of India and Other Countries*", Gayatri Publications, 2007.
3. Kaushik Basu, and A. Maertens (ed.), *The Oxford Companion to Economics in India*, Oxford University Press, 2007.
4. M.M. Suri, *Government Budgeting in India*, Commonwealth Publishers, 1990.
5. Shankar Acharya, "Thirty years of tax reform" in India, *Economic and Political Weekly*, May 2005.
6. Government of India, *Report of the 14<sup>th</sup> Finance Commission*.
7. *Economic Survey*, Government of India (latest).
8. State Finances: A Study of Budgets, *Reserve Bank of India* (latest).

## **FIFTH SEMESTER GE**

### **ECO-RG-5016: Economic Development and Policy in India-I**

#### **Course Description**

This course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post- Independence period.

#### **Course Outline**

1. Issues in Growth, Development and Sustainability
2. Factors in Development: Capital formation (Physical and Human); technology; institutions.
3. Population and Economic Development Demographic trends; urbanisation.
4. Employment: Occupational structure in the organised and the unorganised sectors; open-, under- and disguised unemployment (rural and urban); employment schemes and their impact.
5. Indian Development Experience: Critical evaluation of growth, inequality, poverty and competitiveness, pre and post reforms era; savings and investment; mobilisation of internal and external finance; monetary and fiscal policies; centre-state financial relations.

#### **Readings:**

1. Michael P Todaro and Stephen Smith. Economic Development, Pearson, 11<sup>th</sup> edition (2011).
2. Uma Kapila, Indian Economy since Independence, Academic Foundation, 19<sup>th</sup> edition (2009).
3. United Nations Development Programme, Human Development Report 2010, Palgrave Macmillan (2010).
4. Government of India, Economic Survey (latest)
5. Government of India, Finance Commission Report (latest)

## SIXTH SEMESTER GE

### **ECO-RG-6016: Economic Development and Policy in India–II**

#### **Course Description**

Building on the more aggregative analysis of trends in the Indian Economy offered in Economic Development and Policy–I, this course examines sector-specific trends in key indicators and their implications in the post-Independence period.

#### **Course Outline**

##### **1. Agriculture: Policies and Performance**

Production and productivity; credit; labour; markets and pricing; land reforms; regional variations.

##### **2. Industry: Policies and Performance**

Production trends; small scale industries; public sector; foreign investment.

##### **3. Foreign Trade: Trends and Policies**

Balance of trade and balance of payments; India and the World Trade Organisation.

#### **Readings:**

3. Uma Kapila, *Indian Economy since Independence*, Academic Foundation, 19<sup>th</sup> edition (2009).
4. Government of India, *Economic Survey* (latest)

**THIS SYLLABUS IS APPROVED IN THE ACADEMIC COUNCIL, GAUHATI UNIVERSITY**  
**ON NOVEMBER 8, 2020**

**Department of English, Gauhati University**

**Structure of B. A. Programme and B.A. Honours in English under CBCS**

**Outline of Choice Based Credit System:**

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 **Discipline Specific Elective (DSE) Course:** Elective courses which may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 **Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studying such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 **Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

**Details of courses under B.A. English (Honors)**

<b>Course</b>	<b>Credits</b>
	Theory + Tutorial
=====	
<b><u>I. Core Course</u></b> <b>(14 Papers)</b>	14X5=70
<b>Core Course Tutorials</b> <b>(14 Papers)</b>	14X1=14
<b><u>II. Elective Courses</u></b> <b>(8 Papers)</b>	
A.1. Discipline Specific Elective <b>(4 Papers)</b>	4X5=20
A.2. Discipline Specific Elective Tutorials 4X1=4 <b>(4 Papers)</b>	
B.1. Generic Elective/Interdisciplinary <b>(4 Papers)</b>	4X5=20
B.2. Generic Elective Tutorials <b>(4 Papers)</b>	4X1=4
<b><u>III. Ability Enhancement Courses</u></b>	
1. <b>Ability Enhancement Compulsory Courses (AECC)</b> <b>(2 Papers of 4 credits</b> <b>each)</b> Environmental Science English Communication/MIL	2 X 4=8
2. <b>Skill Enhancement Courses (SEC)</b> (Minimum 2, Max. 4) <b>(2 Papers of 4 credits each)</b>	2 X 4=8
	<b>Total credits= 148</b>



**SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A. Honours (English)**

<b>SEMESTER</b>	<b>CORE COURSE (14)</b>	<b>Ability Enhancement Compulsory Course (AECC) (2)</b>	<b>Skill Enhancement Course (SEC) (2)</b>	<b>Elective: Discipline Specific (DSE) (4)</b>	<b>Elective: Generic (GE) (4)</b>
<b>I</b>	C 1	(English/ MIL Communication)/			GE 1
	C 2	Environmental Science			
<b>II</b>	C 3	Environmental Science/			GE 2
	C 4	(English/ MIL Communication)			
<b>III</b>	C 5				GE 3
	C 6		SEC 1		
	C 7				
<b>IV</b>	C 8				GE 4
	C 9		SEC 2		

	C 10				
<b>V</b>	C 11			DSE 1	
	C 12			DSE 2	
<b>VI</b>	C 13			DSE 3	
	C 14			DSE 4	

**Details of Courses Under Undergraduate Programme (B.A.)**

**Course**

**\*Credits**

=====

Paper + Tutorial

12X5=60

**I. Core Course**

**(12 Papers)**

Two papers – English

Two papers – AltE/MIL

Four papers – Discipline

1. Four papers –

Discipline 2.

**Core Course Tutorial\***

12X1=12

**(12 Tutorials)**

**II. Elective Course**

6X5=30

**(6 Papers)**

Two papers- Discipline 1

specific Two papers- Discipline

2 specific Two papers- Inter disciplinary

Two papers from each discipline of choice and two papers of interdisciplinary nature.

**Elective Course Tutorials\***

6X1=6

**(6 Tutorials\*)**

Two papers- Discipline 1 specific

Two papers- Discipline 2 specific

Two papers- Generic

(Interdisciplinary) Two papers from each discipline of choice including papers of interdisciplinary nature.

### **III. Ability Enhancement Courses**

1. **Ability Enhancement Compulsory Courses (AECC)** 2 X 8=8

**(2 Papers of 4 credits each) Environmental Science English Communication/MIL**

2. **Skill Enhancement Courses (SEC)** 4 X 4=16

**(4 Papers of 4 credits each)**

**Total credits= 132**

### **SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A./B.Com**

<b>SEMESTER</b>	<b>CORE COURSE (12)</b>	<b>Ability Enhancement Compulsory Course (AECC) (2)</b>	<b>Skill Enhancement Course (SEC) (4)</b>	<b>Elective: Discipline Specific (DSE) (4)</b>	<b>Elective: Generic (GE) (2)</b>
<b>I</b>	English 1	(English/MIL Communication)/			
	DSC 1A				
	DSC 2A	Environmental Science			
<b>II</b>	English 2	(English/MIL Communication)/			
	DSC 1B				
	DSC 2B	Environmental Science			

<b>III</b>	Alt English 1/MIL 1		SEC 1		
	DSC 1C				
	DSC 2C				
<b>IV</b>	Alt English 2/MIL 2		SEC 2		
	DSC 1D				
	DSC 2D				
<b>V</b>			SEC 3	DSE 1 A	GE 1
				DSE 2 A	
<b>VI</b>			SEC 4	DSE 1 B	GE 2
				DSE 2 B	

### **Structure of B.A. Honours in English under CBCS**

#### **Discipline Specific Core (Compulsory)**

##### **Semester I**

- ENG-HC-1016 Indian Classical Literature
- ENG-HC-1026 European Classical Literature

##### **Semester II**

- ENG-HC-2016 Indian Writing in English
- ENG-HC-2026 British Poetry and Drama: 14th to 17th Centuries

### **Semester III**

- ENG-HC-3016 History of English Literature and Forms
- ENG-HC-3026 American Literature
- ENG-HC-3036 British Poetry and Drama: 17th and 18th Centuries

### **Semester IV**

- ENG-HC-4016 British Literature: The 18th Century
- ENG-HC-4026 British Romantic Literature
- ENG-HC-4036 British Literature: The 19th Century

### **Semester V**

- ENG-HC-5016 British Literature: The 20th Century
- ENG-HC-5026 Women's Writing

### **Semester VI**

- ENG-HC-6016 Modern European Drama
- ENG-HC-6026 Postcolonial Literatures

## **Discipline Specific Elective (Any four)**

### **Semester V (Any Two)**

- ENG-HE-5016 Popular Literature
- ENG-HE-5026 Modern Indian Writing in English Translation
- ENG-HE-5036 Literature of the Indian Diaspora
- ENG-HE-5046 Nineteenth-Century European Realism
- ENG-HE-5056 Literary Criticism and Literary Theory
- ENG-HE-5066 Science fiction and Detective Literature

### **Semester VI (Any Two)**

- ENG-HE-6016 Literature and Cinema
- ENG-HE-6026 World Literatures
- ENG-HE-6036 Partition Literature
- ENG-HE-6046 Travel writing
- ENG-HE-6056 Life Writing
- ENG-HE-6066 Writings from North East India

## **Generic Elective (Any four)**

### **Semester I (Any One)**

- ENG-HG-1016 The Individual and Society
- ENG-HG-1026 Academic Writing and Composition

### **Semester II (Any One)**

- ENG-HG-2016 Modern Indian Literature
- ENG-HG-2026 Contemporary India: Women and Empowerment

### **Semester III (Any One)**

- ENG-HG-3016 British Literature
- ENG-HG-3026 Language and Linguistics

### **Semester IV (Any One)**

- ENG-HG-4016 Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play
- ENG-HG-4026 Language, Literature and Culture

## **Ability Enhancement Course (Compulsory Two Papers) (To be provided by concerned departments)**

- ENG-AE-1014 English Communication (MIL to have a different code)
- Environmental Studies

## **Skill Enhancement Course (Any two)**

### **Semester III**

- ENG-SE-3014 Creative Writing

### **Semester IV**

- ENG-SE-4014 Translation: Principles and Practice

## **Detailed Syllabi**

### **I. B. A. Honours English under CBCS**

## Discipline Specific Core (Compulsory)

### Semester I

#### Paper 1: ENG-HC-1016 Indian Classical Literature

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper introduces students to a selection of literatures of India in English translation. Given that Indian Classical Literature offers a rich and diverse canvas that spans across genres like drama, poetry, the epic narrative as well as short fictional fables, to name a few, it is essential that students studying English literature are familiar with at least a few of these. This paper encourages students to think laterally about literatures of the world, and the possibility of cultural exchange.

#### Texts:

- Kalidasa: *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).
- Vyasa: 'The Dicing' and 'The Sequel to Dicing', 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.
- Sudraka: *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962).
- Ilango Adigal: 'The Book of Banci', in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

#### Suggested Topics and Background Prose Readings for Class Presentations

##### Topics

- The Indian Epic Tradition: Themes and Recensions
- Classical Indian Drama: Theory and Practice
- *Alankara* and *Rasa*
- *Dharma* and the Heroic

##### Readings

- Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
- Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.

- J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
- Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.

## **Paper 2: ENG-HC-1026 European Classical Literature**

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

Classical writing in Europe saw the emergence of traditions that cut across many genres, which included poetry, theatre, and general discourses. While the Aristotelian focus on the examination of the essentials of poetry extended to incorporate discussions on epic and drama, subsequent writers such as Horace drew attention to the purposefulness of the creative exercise. In the theatre the widely divergent compositions by Sophocles and Plautus respectively show the consolidation of a rich cultural discourse. It is this enriching literary tradition that this paper seeks to familiarize with through the study of representative texts belonging to the Classical Period.

### **Texts:**

- Homer: *The Odyssey*, tr. E.V. Rieu (Harmondsworth: Penguin, 1985) Book I
- Sophocles: *Oedipus the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin, 1984).
- Plautus: *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).
- Ovid: *Selections from Metamorphoses* 'Bacchus', (Book III), 'Pyramus and Thisbe' (Book IV), 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975). Horace: Satires I: 4, in *Horace: Satires and Epistles and Persius: Satires*, tr. Niall Rudd (Harmondsworth: Penguin, 2005).

## **Suggested Topics and Background Prose Readings for Class Presentations**

### **Topics**

- The Epic
- Comedy and Tragedy in Classical Drama
- The Athenian City State
- Catharsis and Mimesis
- Satire
- Literary Cultures in Augustan Rome

### **Readings**



- Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
- Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
- Horace, *Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.

## Semester II

### **Paper 3: ENG-HC-2016 Indian Writing in English**

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

Introduction: This paper on Indian Writing in English introduces students to the historical development of this body of writing- the challenges faced by early writers, the growing sense of accomplishment in the writing of different forms and the interpretation of individual and collective experience in colonial and postcolonial India. The paper is divided into three units each dealing with a specific literary form. Questions will be mostly textual but with some reference to the contexts in which individual writers have produced their works.

Course Objectives:

- Introduce students to the field of Indian Writing in English
- Give a historical overview of the development of various literary forms
- Understand how each author creatively uses his or her chosen literary form

Course Outcomes:

- Develop familiarity with the issues of politics of language and gender, nationalism and modernity pertaining to pre and post-Independence India that have been responsible for the emergence of Indian English literature
- Understand the place of English Writing in India in the larger field of English Literature
- Learn to discuss critically the use of literary forms of the novel, poetry and drama by Indian English writers in distinctive ways against Indian historical and cultural contexts

**Texts:**

- H.L.V. Derozio: 'Freedom to the Slave'; 'The Orphan Girl'
- Kamala Das: 'Introduction'; 'My Grandmother's House'
- Nissim Ezekiel: 'Enterprise'; 'Night of the Scorpion', 'Very Indian Poem in English'
- Robin S. Ngangom: 'The Strange Affair of Robin S. Ngangom'; 'A Poem for Mother'
- Mulk Raj Anand: 'Two Lady Rams'
- R.K. Narayan: *Swami and Friends* Salman Rushdie: 'The Free Radio'
- Anita Desai: *In Custody*
- Shashi Deshpande: 'The Intrusion'
- Manjula Padmanabhan: *Lights Out*
- Mahesh Dattani: *Tara*

## Suggested Topics and Background Prose Readings for Class Presentations

### Topics

- Indian English
- Indian English Literature and its Readership
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry and Drama
- Modernism in Indian English Literature

### Readings

- Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.
- Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.
- Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.
- Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.

## Paper 4: ENG-HC-2026 British Poetry and Drama: 14th to 17th Centuries

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper aims to familiarize the students with the two major forms in British literature from the 14<sup>th</sup> to the 17<sup>th</sup> centuries – poetry and drama, apart from acquainting them with the contexts that generated such literatures. The larger contexts of the Renaissance, the nature of the Elizabethan Age and its predilections for certain kinds of literary activities, and the implications of the emergence of new trends will be focused in this paper. It will also highlight the seminal issues and preoccupations of the writers and their ages as reflected in these texts.

### Texts:

- Geoffrey Chaucer: *The Wife of Bath's Prologue*
- Edmund Spenser: Selections from *Amoretti*: Sonnet LXVII 'Like as a huntsman...'; Sonnet LVII 'Sweet warrior...'; Sonnet LXXV 'One day I wrote her name...'
- John Donne: 'The Sunne Rising'; 'Batter My Heart'; 'Valediction: Forbidding Mourning'
- Christopher Marlowe: *Doctor Faustus*
- William Shakespeare: *Macbeth*
- William Shakespeare: *Twelfth Night*

## Suggested Topics and Background Prose Readings for Class Presentations and Assignments

## Topics

- Renaissance Humanism
- The Stage, Court and City
- Religious and Political Thought
- Ideas of Love and Marriage
- The Writer in Society

## Background Prose Readings

- Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.
- John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.
- Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt.1983) pp. 324–8, 330–5.
- Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.

## Semester III

### Paper 5: ENG-HC-3016 History of English Literature and Forms

**Credits: 5 (Theory) +1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

This paper introduces students to the History of English Literature and the major literary forms. It adopts a chronological approach to the study of poetry, drama, fiction and non-fictional prose, showing the development of each form as it moves through the various periods of English literature and its expansion into global English writing. While authors have been named in some instances as representative of forms and periods, in other cases, especially in the 20<sup>th</sup> and 21<sup>st</sup> centuries, the expansion of the field has meant that individual authors are too numerous to name. Hence certain directions and areas of study have been indicated.

Questions in this paper should be linked to the manner in which the different Units have been structured with focus on forms and periods and the authors named used as examples. The sections on 20<sup>th</sup> and 21<sup>st</sup> century developments are too complex and widespread to have individual authors named – this may be read and evaluated in terms of a general picture and authors of choice.

**Objectives:** To prepare the ground for the detailed study of the literature featured in subsequent papers and give a strong historical sense of literary development.

**Outcomes:**

- Acquire a sense of the historical development of each literary form.

- Gain understanding of the contexts in which literary forms and individual texts emerge.
- Learn to analyze texts as representative of broad generic explorations.

### **Unit 1: Poetry from Chaucer to the Present:**

- Chaucer and narrative poetry
- Spenser, Shakespeare, Milton (sonnet, sonnet sequences and the epic poem)
- John Donne and metaphysical poetry
- Dryden, Pope and the heroic couplet
- Romantic Poetry (lyric, sonnet, ode, pastoral, blank verse)
- Tennyson, Browning, Hopkins (from Victorian to Modern)
- Modern and postmodern Poetry and its international associations
- Walcott, Ramanujan and Postcolonial poetry

### **Unit 2: Drama from Everyman to the Present**

- Miracles, Moralities and Interludes
- Marlowe and the University Wits
- Elizabethan Stage, Shakespeare and Jonson
- Jacobean Drama, Webster
- Restoration, Wycherley and Congreve
- Goldsmith, Sheridan and the sentimental drama
- The Irish drama
- Modern and postmodern Drama (England, Europe, America)
- Postcolonial drama (India, Africa, West Indies)

### **Unit 3: Fiction**

- Narrative precursors
- The Eighteenth century novel (Defoe, Richardson, Fielding, Sterne)
- The Gothic novel (Walpole, Beckford, Radcliffe)
- Walter Scott and the historical novel
- The nineteenth century women novelists
- The Victorian novel (Dickens, Thackeray, Hardy)
- Modernism and the novel (Conrad, Lawrence, Virginia Woolf, James Joyce)
- Postmodernism and the Novel (England and America)
- Postcolonialism and the novel (South Asia and Africa)

### **Unit 4: Non Fictional Prose (Life Writing, Essays, Philosophical and Historical Prose, Satire)**

- 16<sup>th</sup> century prose (John Foxe, Hooker, Hakluyt, Burton, Bacon)
- 17<sup>th</sup> and 18<sup>th</sup> century prose
  - Thomas Browne, Jeremy Taylor, Milton, Izaak Walton, Dryden)
  - Hobbes, Locke and Swift
  - Addison and Steele (the rise of the periodicals)
  - Berkeley, Hume, Gibbon
  - Johnson, Boswell, Burke
- 19<sup>th</sup> Century Prose (Essays, Criticism, Scientific Prose, Life Writing)
  - Lamb, Hazlitt, de Quincey,
  - Wollstonecraft, Godwin
  - Coleridge, Wordsworth,

- Darwin
- Carlyle, Ruskin, Pater, Arnold
- Lytton Strachey
- 20<sup>th</sup> and 21<sup>st</sup> century prose
- Literary Criticism and Theory
- Nationalist movements and polemical writing
- Letters, Autobiographies, Biographies
- Travel writing
- Journalistic prose (editorials, op-ed pieces, reports)

### **Recommended Books:**

- B. Ifor Evans: *A Short History of English Literature* (available for purchase and on the internet archive)
- Andrew Sanders: *The Short Oxford History of English Literature* (1994)
- John Peck and Martin Coyle: *A Brief History of English Literature* (2002)
- Dinah Birch (Editor): *The Oxford Companion to English Literature* (7<sup>th</sup> edition, 2009)
- *The Norton Anthology of English Literature* (All volumes - for library )(10<sup>th</sup> edition, 2018)

### **Paper 6: ENG-HC-3026 American Literature**

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

This paper seeks to acquaint the students with the main currents of American literature in its social and cultural contexts. The texts incorporated in the paper are a historical reflection of the growth of American society and of the way the literary imagination has grappled with such growth and change. A study of the paper, hence, should lead to an acquaintance with the American society in its evolutionary stages from the beginnings of modernism to the present as well as with exciting generic innovations and developments that have tried to keep pace with social changes.

### **Texts:**

- Tennessee Williams: *The Glass Menagerie*
- Mark Twain: *The Adventures of Huckleberry Finn*
- Edgar Allan Poe: 'The Purloined Letter'
- F. Scott Fitzgerald: 'The Crack-up'
- Anne Bradstreet: 'The Prologue'
- Emily Dickinson: 'A Bird Came Down the Walk'; 'Because I Could not Stop for Death'
- Walt Whitman: Selections from *Leaves of Grass*: 'O Captain, My Captain'; 'Passage to India' (lines 1-68)
- Langston Hughes: 'I too'
- Robert Frost: 'Mending Wall'

- Sherman Alexie: 'Crow Testament'; 'Evolution'

## **Suggested Topics and Background Prose Readings for Class Presentations**

### **Topics**

- The American Dream
- Social Realism, Folklore and the American Novel
- American Drama as a Literary Form
- The Slave Narrative
- Questions of Form in American Poetry

### **Readings**

- Hector St John Crevecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
- Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
- Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.
- Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
- Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

## **Paper 7: ENG-HC-3036 British Poetry and Drama: 17th and 18th Centuries**

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

This paper aims to familiarize the students with British literature in the 17<sup>th</sup> and 18<sup>th</sup> centuries, a time-period which sees the emergence and establishment of greatly diverse kinds of writings. The selected texts may encourage the students to look at the economic, political and social changes in (primarily) Britain during this period, such as the shifts from the Puritan Age to the Restoration and Neoclassical periods. The paper also seeks to familiarize the students with the larger contexts that generated such literatures as well as the possible impacts of the literature on society. The significance of the scientific revolution during this period may also be studied in relation to the literary productions.

### **Texts:**

- John Milton: *Paradise Lost*: Book I
- John Webster: *The Duchess of Malfi*
- Aphra Behn: *The Rover*
- John Dryden: *Mac Flecknoe*
- Alexander Pope: *The Rape of the Lock*

## Suggested Topics and Background Prose Readings for Class Presentations

### Topics

- Religious and Secular thought in the 17th Century
- The Stage, the State and the Market
- The Mock-epic and Satire
- Women in the 17th Century
- The Comedy of Manners

### Readings

- The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1–7 and 22–4.
- Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
- Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.
- John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.

## Semester IV

### Paper 8: ENG-HC-4016 British Literature: The 18th Century

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

This paper aims to familiarize the students with British literature in the 18<sup>th</sup> century. A very interesting age in which reason and rationality dominated, this age saw the publication of some of the best novels and works of non-fictional prose and poetry in the English language. Though it was not predominantly an age of drama yet one cannot but pay attention to the few plays of the century. Although the texts in the course are mostly by men it must be noted that quite a number of women writers were also part of the literary scene. The texts in the course are representative of the age and to some extent representative of the forms as well. The selected texts hope to give the students an overview of the age and the writings that the age produced.

### Texts:

- Jonathan Swift: *Gulliver's Travels* (Books III and IV)
- Samuel Johnson: 'London'
- Thomas Gray: 'Elegy Written in a Country Churchyard'

- Daniel Defoe: *Moll Flanders*
- Joseph Addison: “Pleasures of the Imagination”, *The Spectator*, 411
- Oliver Goldsmith: *She Stoops to Conquer*

## **Suggested Topics and Background Prose Readings for Class Presentations**

### **Topics**

- The Enlightenment and Neoclassicism
- Restoration Comedy
- The Country and the City
- The Novel and the Periodical Press

### **Readings**

- Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).
- Daniel Defoe, ‘The Complete English Tradesman’ (Letter XXII), ‘The Great Law of Subordination Considered’ (Letter IV), and ‘The Complete English Gentleman’, in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).
- Samuel Johnson, ‘Essay 156’, in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10; ‘Pope’s Intellectual Character: Pope and Dryden Compared’, from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.

## **Paper 9: ENG-HC-4026 British Romantic Literature**

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

The nineteenth century begins with the triumph of the Romantic imagination, expressing itself most memorably in the poetry of Blake, Burns, Wordsworth, Coleridge, Shelley, and Keats. The poetry of the age fashions itself partly in revolt to the spirit of the previous age, with very different ideas about the relationship between humans and nature and the role of the poet taking hold. This paper includes selections from works of major Romantic poets which address these issues, enabling students to appreciate the essence of the Romantic vision. In addition they will read that remarkable oddity, *Frankenstein*, a novel that also illuminates Romanticism from another angle.

### **Texts:**



- William Blake: 'The Lamb', 'The Chimney Sweeper' (from *The Songs of Innocence* and *The Songs of Experience*); 'The Tyger' (*The Songs of Experience*); 'Introduction' to *The Songs of Innocence*
- Robert Burns: 'A Bard's Epitaph'; 'Scots Wha Hae'
- William Wordsworth: 'Tintern Abbey'; 'Upon Westminster Bridge'
- Samuel Taylor Coleridge: 'Kubla Khan'; 'Dejection: An Ode'
- Percy Bysshe Shelley: 'Ode to the West Wind'; 'Hymn to Intellectual Beauty'; *The Cenci*
- John Keats: 'Ode to a Nightingale'; 'To Autumn'; 'On First Looking into Chapman's Homer'
- Mary Shelley: *Frankenstein*

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

- Reason and Imagination
- Conceptions of Nature
- Literature and Revolution
- The Gothic
- The Romantic Lyric

#### **Readings**

- William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.
- John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.
- Jean-Jacques Rousseau, 'Preface' to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).
- Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

### **Paper 10: ENG-HC-4036 British Literature: The 19th Century**

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

The middle and later parts of the 19<sup>th</sup> century sees the novel coming into its own, although Jane Austen has already established the prestige of the novel form through her incisive explorations of the complexity of human motive and conduct, especially in their worldly affairs. The texts chosen will expose the students to the ground-breaking efforts of the poets as well to the works of fiction writers who manage to consolidate and refine upon the achievements of the novelists of the previous era. Austen to Rossetti represents a remarkable literary development and range of works, addressing a very diverse array of social preoccupations.

#### **Texts:**

- Jane Austen: *Pride and Prejudice*
- Charlotte Bronte: *Jane Eyre*
- Charles Dickens: *The Pickwick Papers* (Chapter 1 The Pickwickians; Chapter 2 The Journey Begins; Chapter 23 In Which Mr. Samuel Weller Begins to Devote His Energies; Chapter 56 An Important Conference Takes Place; Chapter 57 In which the Pickwick Club is Finally Dissolved)
- Thomas Hardy: 'The Three Strangers'
- Alfred Tennyson: 'The Defence of Lucknow'
- Robert Browning: 'Love among the Ruins'
- Christina Rossetti: 'Goblin Market'

## **Suggested Topics and Background Prose Readings for Class Presentations**

### **Topics**

- Utilitarianism
- The 19th Century Novel
- Marriage and Sexuality
- The Writer and Society
- Faith and Doubt
- The Dramatic Monologue

### **Readings**

- Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.
- Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man* in *The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9.
- John Stuart Mill, *The Subjection of Women* in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

## **Semester V**

### **Paper 11: ENG-HC-5016 British Literature: The 20th Century**

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

While literary modernity can trace its roots to the works of some European writers of the 19th century, in England it is in the 20th century that the era of Modernism finds its voice in arts and literature. The works of the writers chosen for this paper are good introductions to the spirit of modernism, with its urgent desire to break with the codes and conventions of the past, experiment with new forms and idioms, and its cosmopolitan

willingness to open itself up to influences coming from other shores. The paper goes beyond the High Modern period of the early century and the students will also get acquainted with the ethos of postmodernism through a reading of recent poetic and fictional works.

### **Texts:**

- Joseph Conrad: *Heart of Darkness*
- Virginia Woolf: *Mrs Dalloway*
- W.B. Yeats: 'The Second Coming'; 'Sailing to Byzantium'
- T.S. Eliot: 'The Love Song of J. Alfred Prufrock'; 'Journey of the Magi'
- W.H. Auden: 'In Memory of W.B. Yeats'
- Hanif Kureishi: *My Beautiful Launderette*
- Phillip Larkin: 'Church Going'
- Ted Hughes: 'Hawk Roosting'
- Seamus Heaney: 'Casualty'
- Carol Ann Duffy: 'Standing Female Nude'

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

- Modernism, Post-modernism and non-European Cultures
- The Women's Movement in the Early 20th Century
- Psychoanalysis and the Stream of Consciousness
- The Uses of Myth
- The Avant Garde
- Postmodernism in British Literature
- Britishness after 1960s
- Intertextuality and Experimentation
- Literature and Counterculture

#### **Readings**

- Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.
- T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp.2319–25.
- Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

- Alan Sinfield, 'Literature and Cultural Production', in *Literature, Politics, and Culture in Postwar Britain* (Berkeley and Los Angeles: University of California Press, 1989) pp. 23–38.
- Seamus Heaney, 'The Redress of Poetry', in *The Redress of Poetry* (London: Faber, 1995) pp. 1–16.
- Patricia Waugh, 'Culture and Change: 1960-1990', in *The Harvest of The Sixties: English Literature and Its Background, 1960-1990* (Oxford: OUP, 1997).

## **Paper 12: ENG-HC-5026 Women's Writing**

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

This paper seeks to direct the students' attention to nineteenth and twentieth century writings by women living in different geographical and socio cultural settings. Students will get acquainted with the situationally distinct experiences of women articulated in a variety of genres-poetry, novels, short stories, and autobiography, while the selections from Mary Wollstonecraft-the only 18<sup>th</sup> century text prescribed, will acquaint students with the ideas contained in one of the earliest feminist treatises of the western world. Apart from an examination of the themes and styles in the prescribed texts, students will be required to engage themselves with the specificities of the contexts from which the texts emerged and also analyze the women writers' handling of the different genres to articulate their women-centric experiences.

Themes: Gender, sexual/textual politics, feminism, body, identity, class, location, voice, space, gender and narrative.

### **Texts:**

- Mary Wollstonecraft: *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.
- Rassundari Debi: Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 191–2.
- Katherine Mansfield: 'Bliss'
- Sylvia Plath: 'Daddy'; 'Lady Lazarus'
- Alice Walker: *The Color Purple*
- Mahashweta Devi: 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)
- Nirupama Bargohain: 'Celebration'
- Adrienne Rich: 'Orion'
- Eunice De Souza: 'Advice to Women'; 'Bequest'

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

- The Confessional Mode in Women's Writing

- Sexual Politics
- Race, Caste and Gender
- Social Reform and Women's Rights

## Readings

- Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
- Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
- Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
- Susie Tharu & K. Lalitha, Introduction to *Women Writing in India: 600 BC to the Present, Vol.I: 600 BC to the Early 20<sup>th</sup> Century*, Eds. Tharu and Lalitha, (New Delhi: Oxford, 1997 (rpt)) pp.1-37.

## Semester VI

### Paper 13: ENG-HC-6016 Modern European Drama

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

The paper aims at introducing students to the innovative dramatic works of playwrights from different locations in Europe, which taken together represents the wide range of modern drama and its fortunes on the written page and the stage. The selected plays would allow an understanding of the emergence of avant garde movements and trends and dramatic devices and techniques during the period of modernism which eventually influenced theatrical practices in other nations of the world.

### Texts:

- Henrik Ibsen: *Ghosts*
- Anton Chekhov: *The Cherry Orchard*
- Bertolt Brecht: *The Caucasian Chalk Circle*
- Samuel Beckett: *Waiting for Godot*

### Suggested Topics and Background Prose Readings for Class Presentations

#### Topics

- Politics, Social Change and the Stage
- Text and Performance
- European Drama: Realism and Beyond
- Tragedy and Heroism in Modern European Drama
- The Theatre of the Absurd

## Readings

- Constantin Stanislavski, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.
- Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.
- George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

### **Paper 14: ENG-HC-6026 Postcolonial Literatures**

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

European Colonialism since the fifteenth century changed the face of the world in many significant ways, and the effects of the experience of colonialism remain in many countries around the world even in the postcolonial era. This paper gives the students an opportunity to acquaint themselves with some of the novels, short stories and poems from postcolonial literatures across the world, with the texts showcasing the many regional, cultural differences and peculiarities, as well as common and shared experiences of the postcolonial condition.

#### **Texts:**

- Chinua Achebe: *Things Fall Apart*
- Gabriel Garcia Marquez: *Chronicle of a Death Foretold*
- Bessie Head: 'The Collector of Treasures'
- Ama Ata Aidoo: 'The Girl who can'
- Grace Ogot: 'The Green Leaves'
- Shyam Selvadurai: *Funny Boy*
- Pablo Neruda: 'Tonight I can Write'; 'The Way Spain Was'
- Derek Walcott: 'A Far Cry from Africa'; 'Names'
- David Malouf: 'Revolving Days'; 'Wild Lemons'
- Easterine Kire: *When the River Sleeps*

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

- De-colonization, Globalization and Literature
- Literature and Identity Politics
- Writing for the New World Audience
- Region, Race, and Gender
- Postcolonial Literatures and Questions of Form

## Readings

- Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
- Ngugi waThiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.
- Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge:Cambridge University Press, 1987).
- Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' (*ARIEL*, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., *Post Independence Voices in South Asian Writings* (Delhi: Doaba Publications, 2001) pp. 51–65.

## Discipline Centric Elective (Any Four) Detailed Syllabi

### Semester V (Any Two)

#### Paper 1: ENG-HE-5016 Popular Literature

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

Over the years popular literature has moved from the margins to earn for itself a fairly important place in the literary and critical consciousness. This paper seeks to highlight the nature of 'popular' literature as a genre and the critical ideas underpinning the theorization of popular literature. This will be done through a practical engagement with various texts falling under its ambit.

#### Texts:

- Lewis Carroll: *Alice in Wonderland*
- Agatha Christie: *The Murder of Roger Ackroyd*
- J. K. Rowling: *Harry Potter and the Philosopher's Stone*
- Durgabai Vyam and Subhash Vyam: *Bhimayana: Experiences of Untouchability/ Autobiographical Notes on Ambedkar* (For the Visually Challenged students)

#### Suggested Topics and Background Prose Readings for Class Presentations

##### Topics

- Coming of Age
- The Canonical and the Popular
- Caste, Gender and Identity

- Ethics and Education in Children's Literature
- Sense and Nonsense
- The Graphic Novel

## Readings

- Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances?: Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.
- Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.
- Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978, pp. 542–61.

## Paper 2: ENG-HE-5026 Modern Indian Writing in English Translation

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

Literature in the various Indian languages presents a huge body of work testifying to the diverse cultural and regional preoccupations in the respective regions these languages belong to. This paper attempts to give students an introductory glimpse into this richness and diversity of Indian literature written in the regional languages.

## Texts:

- Premchand: 'The Shroud', in *Penguin Book of Classic Urdu Stories*, ed. M. Asaduddin (New Delhi: Penguin/Viking, 2006).
- Ismat Chughtai: 'The Quilt', in *Lifting the Veil: Selected Writings of Ismat Chughtai*, tr. M. Asaduddin (New Delhi: Penguin Books, 2009).
- Bhabendranath Saikia: 'Celebration', Tr. Prachee Dewri, in *Splendour in the Grass: Selected Assamese Short Stories*, ed. Hiren Gohain (New Delhi: Sahitya Akademi, 2010)
- Fakir Mohan Senapati: 'Rebati', in *Oriya Stories*, ed. Vidya Das, tr. Kishori Charan Das (Delhi: Srishti Publishers, 2000).
- Rabindra Nath Tagore: 'Light, Oh Where is the Light?' and 'When My Play was with thee', in *Gitanjali: A New Translation with an Introduction* by William Radice (New Delhi: Penguin India, 2011).
- G.M. Muktibodh: 'The Void', (tr. Vinay Dharwadker) and 'So Very Far', (tr. Tr. Vishnu Khare and Adil Jussawala), in *The Oxford Anthology of Modern Indian Poetry*, ed. Vinay Dharwadker and A.K. Ramanujan (New Delhi: OUP, 2000).
- Amrita Pritam: 'I Say Unto Waris Shah', (tr. N.S. Tasneem) in *Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems*, ed. K.M. George, vol. 3 (Delhi: Sahitya Akademi, 1992).
- Thangjam Ibopishak Singh: 'Dali, Hussain, or Odour of Dream, Colour of Wind' and 'The Land of the Half-Humans', tr. Robin S. Ngangom, in *The Anthology of Contemporary Poetry from the Northeast* (NEHU: Shillong, 2003).
- Dharamveer Bharati: *Andha Yug*, tr. Alok Bhalla (New Delhi: OUP, 2009).



- Hiren Bhattacharyya: 'What Is It That Burns in Me?'  
<https://www.poemhunter.com/poem/what-is-it-that-burns-in-me/>

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

- The Aesthetics of Translation
- Linguistic Regions and Languages
- Modernity in Indian Literature
- Caste, Gender and Resistance
- Questions of Form in 20th Century Indian Literature.

#### **Readings**

- Namwar Singh, 'Decolonising the Indian Mind', tr. Harish Trivedi, *Indian Literature*, no. 151 (Sept./Oct. 1992).
- B.R. Ambedkar, *Annihilation of Caste* in *Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps. 4, 6, and 14.
- Sujit Mukherjee, 'A Link Literature for India', in *Translation as Discovery* (Hyderabad: Orient Longman, 1994) pp. 34–45.
- G.N. Devy, 'Introduction', from *After Amnesia* in *The G.N. Devy Reader* (New Delhi: Orient Black Swan, 2009) pp. 1–5.

### **Paper 3: ENG-HE-5036 Literature of the Indian Diaspora**

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

In the light of global literature today focusing extensively on ideas of transnationalism, exile, migration, displacement, and so on, literature of the diaspora has come to exert a strong presence in the global scene. This paper will look at the diasporic experience with particular reference to Indian diasporic writers.

#### **Texts:**

- M. G. Vassanji: *The Book of Secrets* (Penguin, India)
- Rohinton Mistry: *A Fine Balance* ( Alfred A Knopf)
- Meera Syal: *Anita and Me* (Harper Collins)
- Jhumpa Lahiri: *The Namesake* (Houghton Mifflin Harcourt)

### **Suggested Topics and Background Prose Readings for Class Presentations**

#### **Topics**

- The Diaspora

- Nostalgia
- New Medium
- Alienation

## Reading

- “Introduction: The diasporic imaginary” in Mishra, V. (2008). *Literature of the Indian Diaspora*. London: Routledge
- “Cultural Configurations of Diaspora,” in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.
- “The New Empire within Britain,” in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.

## Paper 4: ENG-HE-5046 Nineteenth Century European Realism

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

The insistence on literary representation whose objective was to ‘mirror’ reality gained ground in nineteenth-century Europe across the different cultural spaces of the Continent. That is why varieties of realism surfaced in the literary traditions which were as culturally divergent as Russia and Spain. This paper is designed to provide an interesting sampling of the traditions that contributed to the growth and consolidation of European Realism in the nineteenth century. Study of these texts will also facilitate the understanding of the gradual movement towards modernism in the twentieth century which was, in many ways, both a response and a reaction to the major tendencies of European Realism.

### Texts:

- Ivan Turgenev: *Fathers and Sons*, tr. Peter Carson (London: Penguin, 2009).
- Leo Tolstoy: ‘Kholstomer: The Story of a Horse’
- Nikolai Gogol: ‘The Nose’
- Honore de Balzac: *Old Goriot*, tr. M.A. Crawford (London: Penguin, 2003).
- Guy de Maupassant: ‘The Necklace’

## Suggested Topics and Background Prose Readings for Class Presentations

### Topics

- History, Realism and the Novel Form
- Ethics and the Novel
- The Novel and its Readership in the 19th Century
- Politics and the Russian Novel: Slavophiles and Westernizers

## Readings

- Leo Tolstoy, 'Man as a creature of history in *War and Peace*', ed. Richard Ellmann et. al., *The Modern Tradition*, (Oxford: OUP, 1965) pp. 246–54.
- Honore de Balzac, 'Society as Historical Organism', from Preface to *The Human Comedy*, in *The Modern Tradition*, ed. Ellmann et. al (Oxford: OUP, 1965) pp. 265–67.
- Gustav Flaubert, 'Heroic honesty', Letter on *Madame Bovary*, in *The Modern Tradition*, ed. Richard Ellmann et. al. (Oxford: OUP, 1965) pp. 242–3.
- George Lukacs, 'Balzac and Stendhal', in *Studies in European Realism* (London, Merlin Press, 1972) pp. 65–85.
- Viktor Shklovsky, 'Art as Technique'

### **Paper 5: ENG-HE-5056 Literary Criticism and Literary Theory**

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

This paper will familiarize students with some important texts on literary criticism and literary theory. Beginning from William Wordsworth's Preface to the *Lyrical Ballads* the purpose will be to inform the students on the shifts in literary interpretations and critical approaches so as to equip them while reading texts across genres.

#### **Texts:**

- William Wordsworth: Preface to the *Lyrical Ballads* (1802)
- S.T. Coleridge: *Biographia Literaria*. Chapters IV, XIII and XIV
- Virginia Woolf: "Modern Fiction"
- T.S. Eliot: "Tradition and the Individual Talent" (1919)
- I.A. Richards: *Principles of Literary Criticism* Chapters 1,2 and 34. London 1924
- Cleanth Brooks: "The Language of Paradox" in *The Well-Wrought Urn: Studies in the Structure of Poetry* (1947)
- Terry Eagleton: Introduction to *Marxism and Literary Criticism* (University of California Press, 1976)
- Elaine Showalter: 'Twenty Years on: A Literature of Their Own Revisited', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977. Rpt. London: Virago, 2003) pp. xi–xxxiii.
- Toril Moi: "Introduction" in *Sexual/Textual Politics* (1985. New York and London: Routledge, 2002, 2<sup>nd</sup>Edn.) pp. 1-18.
- Jacques Derrida: "Structure, Sign and Play in the Discourse of the Human Science", tr. Alan Bass, in *Modern Criticism and Theory: A Reader*, ed. David Lodge (London: Longman, 1988) pp. 108–23.
- Michel Foucault: 'Truth and Power', in *Power and Knowledge*, tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977) pp. 109–33.

- Mahatma Gandhi: 'Passive Resistance' and 'Education', in *Hind Swaraj and Other Writings*, ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88–106.
- Edward Said: 'The Scope of Orientalism' in *Orientalism* (Harmondsworth: Penguin, 1978) pp. 29–110.
- Frantz Fanon: *Black Skin, White Masks* tr. Charles Lam Markmann (Chapter 4 "The So-Called Dependency Complex of Colonized Peoples") (London: Pluto Press, 1986) pp. 83-108

## **Suggested Background Prose Readings and Topics for Class Presentations**

### **Topics**

- Summarising and Critiquing
- Point of View
- Reading and Interpreting
- Media Criticism
- Plot and Setting
- Citing from Critics' Interpretations
- The East and the West
- Questions of Alterity
- Power, Language, and Representation
- The State and Culture

### **Readings**

- Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).
- Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).
- C.S. Lewis, Introduction in *An Experiment in Criticism*, Cambridge University Press 1992
- M.H. Abrams, *The Mirror and the Lamp*, Oxford University Press, 1971
- Rene Wellek, Stephen G. Nicholas, *Concepts of Criticism*, Connecticut, Yale University 1963
- Taylor and Francis Eds., *An Introduction to Literature, Criticism and Theory*, Routledge, 1996

## **Paper 6: ENG-HE-5066 Science Fiction and Detective Literature**

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

Science Fiction and Detective Literature have a fairly venerable ancestry, going back at least two centuries. Some fine literary minds have engaged with these genres, and their creations can be fruitfully studied to explore ways in which new narrative possibilities have emerged due to the human fascination for crime, mystery and improbable occurrences.

## **Texts:**

- Wilkie Collins: *The Woman in White*
- Arthur Conan Doyle: *The Hound of the Baskervilles*
- Raymond Chandler: *The Big Sleep*
- H.R.F. Keating: *Inspector Ghote Goes by Train*
- Doris Lessing: *Shikasta*

## **Suggested Topics and Readings for Class Presentation**

### **Topics**

- Crime across the Media
- Constructions of Criminal Identity
- Cultural Stereotypes in Crime Fiction
- Crime Fiction and Cultural Nostalgia
- Crime Fiction and Ethics
- Crime and Censorship

### **Readings**

- J. Edmund Wilson, 'Who Cares Who Killed Roger Ackroyd?', *The New Yorker*, 20 June 1945.
- George Orwell, *Raffles and Miss Blandish*, available at: [www.george-orwell.org/Raffles\\_and\\_Miss\\_Blandish/0.html](http://www.george-orwell.org/Raffles_and_Miss_Blandish/0.html)
- W.H. Auden, *The Guilty Vicarage*, available at: [harpers.org/archive/1948/05/the-guilty-vicarage/](http://harpers.org/archive/1948/05/the-guilty-vicarage/)
- Raymond Chandler, 'The Simple Art of Murder', *Atlantic Monthly*, Dec. 1944, available at: <http://www.en.utexas.edu/amlit/amlitprivate/scans/chandlerart.html>

## **Semester VI (Any Two)**

### **Paper 7: ENG-HE-6016 Literature and Cinema**

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

- James Monaco: 'The language of film: signs and syntax', in *How To Read a Film: The World of Movies, Media & Multimedia* (New York: OUP, 2009) chap. 3, pp. 170–249.

- *Romeo & Juliet* (1968; dir. Franco Zeffirelli, Paramount); and *Romeo + Juliet* (1996; dir. Baz Luhrmann, 20th Century Fox) [Adaptations of William Shakespeare *Romeo and Juliet*, and its adaptations]
- *Earth* (1998; dir. Deepa Mehta, Cracking the Earth Films Incorp.) [Bapsi Sidhwa: *Ice-Candy-Man*'s adaptation]; and *Pinjar* (2003; dir. C.P. Dwivedi, Lucky Star Entertainment) [Amrita Pritam, *Pinjar: The Skeleton and Other Stories*, tr. Khushwant Singh (New Delhi: Tara Press, 2009) and its adaptation]
- *Ganashatru* (1989; dir. Satyajit Ray, NFDC) [Henrik Ibsen: *An Enemy of the People*'s adaptation]; *Rudaali* (1993; Kalpana Lajmi, NFDC) [Mahasweta Devi: *Rudaali*]

## Suggested Topics and Background Prose Readings for Class Presentations

### Topics

- Theories of Adaptation
- Transformation and Transposition
- Hollywood and 'Bollywood'
- The 'Two Ways of Seeing'
- Adaptation as Interpretation

### Readings

- Linda Hutcheon, 'On the Art of Adaptation', *Daedalus*, vol. 133, (2004).
- Thomas Leitch, 'Adaptation Studies at Crossroads', *Adaptation*, 2008, vol. 1, no. 1, pp. 63-77.
- Poonam Trivedi, 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.
- Tony Bennett and Janet Woollacott, 'Figures of Bond', in *Popular Fiction: Technology, Ideology, Production, Reading*, ed. Tony Bennet (London and New York: Routledge, 1990).
- Gulzar – *Angoor* (1982) [Adaptation of William Shakespeare's *The Comedy of Errors*]  
Vishal Bhardwaj – *Maqbool* (2003), *Omkara* (2006) [Adaptation of William Shakespeare's *Macbeth* and *Othello* respectively]
- BBC TV mini-series (1995), Joe Wright (2005) and Gurinder Chadha's *Bride and Prejudice* (2004) [Jane Austen, *Pride and Prejudice* and its adaptations]
- Italo Spinelli – *Gangoror* 'Behind the Bodice' (2010).
- Shyam Benegal – *Junoon* (1979)  
Vishal Bhardwaj – *The Blue Umbrella* (2005), and *Saat Khoon Maaf* (2011)  
[Adaptation of Ruskin Bond's short stories]
- David Lean – *Passage to India* (1984) [Adaptation of E.M. Forster's *Passage to India*]

**Note:**

- For every unit, 4 hours are for the written text and 8 hours for its cinematic adaptation (Total: 12 hours)
- To introduce students to the issues and practices of cinematic adaptations, teachers may use the following critical material:
  - Deborah Cartmell and Imelda Whelehan, eds., *The Cambridge Companion to Literature on Screen* (Cambridge: Cambridge University Press, 2007).
  - John M. Desmond and Peter Hawkes, *Adaptation: Studying Film and Literature* (New York: McGraw-Hill, 2005).
  - Linda Hutcheon, *A Theory of Adaptation* (New York: Routledge, 2006).
  - J.G. Boyum, *Double Exposure* (Calcutta: Seagull, 1989).
  - B. Mcfarlens, *Novel to Film: An Introduction to the Theory of Adaptation* (Clarendon University Press, 1996).

**Paper 8: ENG-HE-6026 World Literatures****Credits: 5 (Theory) + 1 (Tutorial)****Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

- V.S. Naipaul: *A Bend in the River* (London: Picador, 1979).
- Marie Clements: *The Unnatural and Accidental Women*, in *Staging Coyote's Dream: An Anthology of First Nations*, ed. Monique Mojica and Ric Knowles (Toronto: Playwrights Canada, 2003)
- Antoine De Saint-Exupery: *The Little Prince* (New Delhi: Pigeon Books, 2008)
- Julio Cortazar: 'Blow-Up', in *Blow-Up and other Stories* (New York: Pantheon, 1985).
- Judith Wright: 'Bora Ring', in *Collected Poems* (Sydney: Angus & Robertson, 2002) p. 8.
- Gabriel Okara: 'The Mystic Drum', in *An Anthology of Commonwealth Poetry*, ed. C.D. Narasimhaiah (Delhi: Macmillan, 1990) pp. 132-3.
- Kishwar Naheed: 'The Grass is Really like me', in *We the Sinful Women* (New Delhi: Rupa, 1994) p. 41.
- Shu Ting: 'Assembly Line', in *A Splintered Mirror: Chinese Poetry From the Democracy Movement*, tr. Donald Finkel, additional translations by Carolyn Kizer (New York: North Point Press, 1991).

- Jean Arasanayagam: 'Two Dead Soldiers', in *Fusillade* (New Delhi: Indialog, 2003) pp. 89–90.

## **Suggested Topics and Background Prose Readings for Class Presentations**

### **Topics**

- The Idea of World Literature
- Memory, Displacement and Diaspora
- Hybridity, Race and Culture
- Adult Reception of Children's Literature
- Literary Translation and the Circulation of Literary Texts
- Aesthetics and Politics in Poetry

### **Readings**

- Sarah Lawall, 'Preface' and 'Introduction', in *Reading World Literature: Theory, History, Practice*, ed. Sarah Lawall (Austin, Texas: University of Texas Press, 1994) pp. ix–xviii, 1–64.
- David Damrosch, *How to Read World Literature?* (Chichester: Wiley-Blackwell, 2009) pp. 1–64, 65–85.
- Franco Moretti, 'Conjectures on World Literature', *New Left Review*, vol.1 (2000), pp. 54–68.
- Theo D'haen et al., eds., 'Introduction', in *World Literature: A Reader* (London: Routledge, 2012).

## **Paper 9: ENG-HE-6036 Partition Literature**

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

- Intizar Husain: *Basti*, tr. Frances W. Pritchett (New Delhi: Rupa, 1995).
- Amitav Ghosh: *The Shadow Lines*.
- Dibyendu Palit: 'Alam's Own House', tr. Sarika Chaudhuri, *Bengal Partition Stories: An Unclosed Chapter*, ed. Bashabi Fraser (London: Anthem Press, 2008) pp. 453–72.
- Manik Bandhopadhyaya: 'The Final Solution', tr. Rani Ray, *Mapmaking: Partition Stories from Two Bengals*, ed. Debjani Sengupta (New Delhi: Srishti, 2003) pp.23–39.
- Sa'adat Hasan Manto: 'Toba Tek Singh', *Black Margins: Manto*, tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212–20.
- Lalithambika Antharajanam: 'A Leaf in the Storm', tr. K. Narayana Chandran, in *Stories about the Partition of India* ed. Alok Bhalla (New Delhi: Manohar, 2012) pp. 137–45.



- Faiz Ahmad Faiz: 'For Your Lanes, My Country', in *In English: Faiz Ahmad Faiz, A Renowned Urdu Poet*, tr. and ed. Riz Rahim (California: Xlibris, 2008) p. 138.
- Jibananda Das: 'I Shall Return to This Bengal', tr. Sukanta Chaudhuri, in *Modern Indian Literature* (New Delhi: OUP, 2004) pp. 8–13.
- Gulzar: 'Toba Tek Singh', tr. Anisur Rahman, in *Translating Partition*, ed. Ravikant and Tarun K. Saint (New Delhi: Katha, 2001) p.x.

## Suggested Topics and Readings for Class Presentation

### Topics

- Colonialism, Nationalism, and the Partition
- Communalism and Violence
- Homelessness and Exile
- Women in the Partition

### Background Readings and Screenings

- Ritu Menon and Kamla Bhasin, 'Introduction', in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).
- Sukrita P. Kumar, *Narrating Partition* (Delhi: Indialog, 2004).
- Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (Delhi: Kali for Women, 2000).
- Sigmund Freud, 'Mourning and Melancholia', in *The Complete Psychological Worksof Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041–53.

### Films

- *Garam Hawa* (dir. M.S. Sathyu, 1974).
- *Khamosh Paani: Silent Waters* (dir. Sabiha Sumar, 2003).
- *Subarnarekha* (dir. Ritwik Ghatak, 1965)

## Paper 10: ENG-HE-6046 Travel Writing

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

- Ibn Batuta: 'The Court of Muhammad bin Tughlaq', Khuswant Singh's *City Improbable: Writings on Delhi*, Penguin
- Al Biruni: Chapter LXIII, LXIV, LXV, LXVI, in *India by Al Biruni*, edited by Qeyamuddin Ahmad, National Book Trust of India
- Mark Twain: *The Innocent Abroad* (Chapter VII, VIII and IX), Wordsworth Classics Edition
- Ernesto Che Guevara: *The Motorcycle Diaries: A Journey around South America* (the Expert, Home land for victor, The city of viceroys), Harper

- William Dalrymple: *City of Djinns* (Prologue, Chapters I and II), Penguin
- Rahul Sankrityayan: *From Volga to Ganga* (Translation by Victor Kierman) (Section I to Section II) Pilgrims Publishing
- Nahid Gandhi: *Alternative Realities: Love in the Lives of Muslim Women*, Chapter 'Love, War and Widow', Westland, 2013
- Vikram Seth: *From Heaven Lake* "Heaven Lake"
- Elisabeth Bumiller: *May You be the Mother of a Hundred Sons: a Journey Among the Women of India*, Chapters 2 and 3, pp.24-74 (New York: Penguin Books, 1991)

### **Suggested Topics and Background Prose Readings for Class Presentations**

- Travel Writing and Ethnography
- Gender and Travel
- Globalization and Travel
- Travel and Religion
- Orientalism and Travel

### **Readings**

- Susan Bassnett, 'Travel Writing and Gender', in *Cambridge Companion to Travel Writing*, ed. Peter Hulme and Tim Young (Cambridge: CUP, 2002) pp, 225-241
- Tabish Khair, 'An Interview with William Dalrymple and Pankaj Mishra' in *Postcolonial Travel Writings: Critical Explorations*, ed. Justin D Edwards and Rune Graulund (New York: Palgrave Macmillan, 2011), 173-184
- Casey Balton, 'Narrating Self and Other: A Historical View', in *Travel Writing: The Self and The Other* (Routledge, 2012), pp.1-29
- Sachidananda Mohanty, 'Introduction: Beyond the Imperial Eyes' in *Travel Writing and Empire* (New Delhi: Katha, 2004) pp. ix –xx.

### **Paper 11: ENG-HE-6056 Life Writing**

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

- Jean-Jacques Rousseau: *Confessions*, Part One, Book One, pp. 5-43, Translated by Angela Scholar (New York: Oxford University Press, 2000).
- Maya Angelou: *I Know Why the Caged Bird Sings*, Chapter 6, pp. 37-49 (New York: Virago, 2004)
- M. K. Gandhi: *Autobiography or the Story of My Experiments with Truth*, Part I Chapters II-IX, pp.5-26(Ahmedabad: Navajivan Trust, 1993).
- Ismat Chughtai, *A Life in Words: Memoirs*, Chapter 1 (New Delhi: Penguin India, 2013).

- Binodini Dasi: *My Story and Life as an Actress*, pp. 61-83 (New Delhi: Kali for women, 1998).
- Revathi: *Truth About Me: A Hijra Life Story*, Chapters One to Four, 1-37 (New Delhi: Penguin Books, 2010.)
- Richard Wright: *Black Boy*, Chapter 1, pp. 9-44 (United Kingdom: Picador, 1968).
- Sharankumar Limbale: *The Outcaste*, Translated by Santosh Bhoomkar, pp. 1-39 (New Delhi: Oxford University Press, 2003)

### **Suggested Topics and Background Prose Readings for class Presentations**

- Self and society
- Role of memory in writing autobiography
- Autobiography as resistance
- Autobiography as rewriting history

### **Readings:**

- James Olney, 'A Theory of Autobiography' in *Metaphors of Self: the meaning of Autobiography* (Princeton: Princeton University Press, 1972) pp. 3-50.
- Laura Marcus, 'The Law of Genre' in *Auto/biographical Discourses* (Manchester: Manchester University Press, 1994) pp. 229-72.
- Linda Anderson, 'Introduction' in *Autobiography* (London: Routledge, 2001) pp.1-17.
- Mary G. Mason, 'The Other Voice: Autobiographies of women Writers' in *Life/Lines: Theorizing Women's Autobiography*, Edited by Bella Brodzki and Celeste Schenck (Ithaca: Cornell University Press, 1988) pp. 19-44.
- Carolyn G. Heilbrun, 'Introduction' in *Writing a Woman's Life* (New York: Ballantine Books, 1988) pp. 11-31.

### **Paper 12: ENG-HE-6066 Writings from North East India**

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

#### **Section I: Oral Narratives**

- Mamang Dai: On Creation Myths and Oral Narratives
- Tashi Chopel: The Story of Creation
- Kynpham Sing Nongkynrih: U Thlen: The Man-Eating Serpent

#### **Section II: Poetry**

- Deva Kanta Barua: 'And we open the Gates'
- Ajit Barua: 'Lovely is Our Village', Parts I & II
- Rajendra Bhandari: 'Time Does Not Pass'

### **Section III: Fiction**

- Homen Borgohain: 'Spring in Hell'
- Temsula Ao: 'An Old Man Remembers'
- Mahim Bora: 'Audition'

### **Section IV: Prose**

- Gopinath Bardoloi: 'Reminiscences of Gandhiji'
- Moji Riba: 'Rites, In Passing'

### **Section V: Drama**

- Arun Sarma: *Aahar*

### **Suggested Topics and Background Prose Readings for class Presentations**

- The Folk in Narrative
- Myths and Legends
- Memory and Telling
- Writing Northeast India

### **Readings:**

- Geeti Sen. ed. *Where the Sun Rises When Shadows Fall: The North East*, OUP, 2006
- HomenBorgohain. *The Collected Works of Homen Borgohain*. Amaryllis, 2017
- Homen Borgohain and Hiren Dutta. Eds. *Hundred Years of Assamese Poetry*, Publication Board, Assam, 1998
- Mitra Phukan ed. *Assamese: Handpicked Fictions*, Katha, 2003
- Robin Singh Ngangom, and K S Nongkynrih. eds. *Dancing Earth: An Anthology of Poetry from Northeast India*, 2009

## **III Generic Elective (Four Papers)**

**Note:** One Generic Elective paper in each semester given below is designed to be a common one for both BA Honours and BA Regular students. The Departments can, therefore, offer these papers if they find it convenient to do so. However, they are also free to offer the other papers if they choose to.

### **Semester I (Any One)**

#### **Paper 1: ENG-HG-1016 Individual and Society**

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

This paper examines a key aspect of literary composition – the figure of the individual in her interactions with the society in which she lives. Literary works represent these elements in different ways. The individual appears as character, narrator, writer, while the society features as milieu in which individuals function, and as that which creates the conditions for emergence of the literary text. Individuals live in harmony or in conflict with society. Texts in this paper, selected from the many literatures in English being produced today, will provide the opportunity to study all of these aspects. Students will also note the ways in which individual-society relationships and their representation change in different historical periods of literature. Each text in this paper will be studied against its social and cultural milieu.

**Course Outcomes:**

- Understand the relationship between the individual writer and the society about/in which she writes
- Develop skill in analyzing the author's representation of society and the individual in interaction and write critiques drawing out.
- Learn to distinguish between literary representation and actual character and milieu

**Texts:**

- Geoffrey Chaucer: *The Prologue to the Canterbury Tales*
- Pope: Epistle 3 (from *An Essay on Man*)
- Charles Dickens: *Oliver Twist*
- T.S. Eliot: 'Preludes',
- Allen Ginsberg: *Howl*
- Vijay Tendulkar *Kamala* (Play. Translated from Marathi)
- Kamila Shamsie: *Burnt Shadows*
- E.L. Doctorow: *Ragtime*

**Suggested Readings:**

- The Norton Anthology of English Literature* (All volumes - for library )(10th edition, 2018)
- Andrew Sanders: *The Short Oxford History of English Literature* (1994)
- Raymond Williams: *Culture and Society* (1958)

**Paper 2: ENG-HG-1026 Academic Writing and Composition**

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

- Introduction to the Writing Process
- Introduction to the Conventions of Academic Writing
- Writing in one's own words: Summarizing and Paraphrasing
- Critical Thinking: Syntheses, Analyses, and Evaluation
- Structuring an Argument: Introduction, Interjection, and Conclusion
- Citing Resources; Editing, Book and Media Review

**Suggested Readings**

- Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
- Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).
- Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

## **Semester II (Any One)**

### **Paper 3: ENG-HG-2016 Modern Indian Literature**

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

The paper on Modern Indian Literature comprises extensive writings in all genres in many languages. The different historical and cultural backgrounds of the various Indian languages and literatures add to the complexity of what is termed as Modern Indian Literatures. However, there are also things that hold India together, many commonalities, bondings, and shared experiences despite the varieties. The list of short stories and poems prescribed for this course give the student a taste of Indian writing from different regions of the country. The selection has been culled from English translations of writings in Indian languages and English compositions of Indian authors.

#### **Short Stories:**

50 Marks

- Amrita Pritam: "The Weed"
- U. R. Anantha Murthy: "The Sky and the Cat"
- Gopinath Mohanty: "The Somersault"
- R K Narayan: "Another Community"
- Sunil Gangopadhyay: "Shah Jahan and His Private Army"
- Saurabh Kumar Chaliha: "Restless Electrons"

#### **Poems:**

30 Marks

- Nissim Ezekiel: "Poet, Lover, Birdwatcher"
- Jayanta Mahapatra: "The Abandoned British Cemetery at Balasore"
- Keki N. Daruwalla: "Wolf"
- Mamang Dai: "The Voice of the Mountain"
- Navakanta Barua: "Bats"
- Dilip Chitre: "The Felling of the Banyan Tree"

#### **Recommended Texts:**

-*The Penguin Book of Modern Indian Short Stories*. Edited by Stephen Alter and Wimal Dissanayake. 2001.

-*The Oxford Anthology of Twelve Indian Poets* chosen and edited by Arvind Krishna

Mehrotra. Oxford University Press, 1992.  
-*The Oxford Anthology of Writings from North-East India: Poetry and Essays*. Edited by  
Tilottoma Misra. OUP, 2011.

**Suggested Reading:**

-Sarkar, Sumit. *Modern Times: India: 1880s-1950s: Environment, Economy, Culture*.  
Ranikhet: Permanent Black, 2014.  
-Mehrotra, Arvind Krishna. *Partial Recall: Essays on Literature and literary History*.  
Orient Blackswan, 2012.

•

**Paper 4: ENG-HG-2026 Contemporary India: Women and Empowerment**  
**Credits: 5 (Theory) + 1 (Tutorial)**  
**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

**Course Objectives/Course Description:** This course will look at Women's Issues in India in the light of the various historical and social contexts. It will trace the evolution of Women's Empowerment both in terms of policy and discourse in postcolonial, contemporary India and at the same time try to locate the women's position in earlier times.

The course aims to:

- Study the position of women in pre-colonial times
- Show how colonial modernity impacts women
- Study the impact of nationalism on women
- Track the Women's movement and Empowerment issues in contemporary India

**Course Outcome:**

The learner will be equipped with:

- A historical understanding of the space accorded to women in India through history
- An understanding of the manner in which the social construction of gender comes about.
- The ability to critique the given and stereotypical notions of such constructions.

- Masculinity and Femininity
- Patriarchy
- Women in Community

**UNIT 2: History of Women's Movements in India (Pre & Post Independence)**  
(20)

- Women and Nation
- Women and the Partition
- Women, Education and Self-fashioning
- Women in the Public and Private Spaces

**UNIT 3: Women and Law** (15)

- Women and the Indian Constitution
- Personal Laws (Customary practices on inheritance and Marriage)
- Workshop on legal awareness

**UNIT 4: Women's Body and the Environment** (15)

- State interventions, Khap Panchayats
- Female foeticide, Domestic violence, Sexual harassment
- Eco-feminism and the Chipko Movement

**UNIT 5: Female Voices** (15)

- Kamala Das, "The Old Playhouse"
- Mahashweta Devi, *Mother of 1084*
- Krishna Sobti, *Zindaginama*

**Recommended Reading:**

- Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India*
- Kumkum Sanagari, *Recasting Women: Essays in Colonial History*
- Judith Walsh, *Domesticity in Colonial India: What Women Learned When Men Gave Them Advice*
- Tanika and Sumit Sarkar, *Women and Social Reform in Modern India- Vol 1 & Vol 2*
- Nivedita Menon, *Gender and Politics in India: Themes in Politics*



- Vandana Shiva & Maria Mies, *Ecofeminism*

### Semester III (Any One)

#### Paper 5: ENG-HG-3016 British Literature

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

This paper is designed to offer a representative sampling of the major literary traditions of British life and culture through a study of texts in different genres. The paper will comprise of 80 marks external examination and 20 marks internal evaluation.

#### Section A

##### Poetry:

30 marks

- William Shakespeare: 'Sonnet 116'
- John Milton: 'On his Blindness'
- Samuel Taylor Coleridge: 'Christabel'
- W. B. Yeats: 'The Second Coming'
- Ted Hughes: 'The Thought-Fox'
- Emily Bronte: 'Remembrance'
- Dylan Thomas: 'Poem in October'
- Vicky Feather: 'Slow Reader'

#### Section B

##### Fiction:

30 marks

- Elizabeth Gaskell: *Mary Barton*
- James Joyce: "The Dead"
- E. M. Forster: "The Celestial Omnibus"
- William Trevor: *The Story of Lucy Gault*

#### Section C

##### Drama:

20 marks

- Oscar Wilde: *The Importance of Being Earnest*
- J. B. Priestley: *An Inspector Calls*

#### Paper 6: ENG-HG-3026 Language and Linguistics

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

- Language: language and communication; language varieties: standard and non-standard language; language change.

#### Recommended Reading:

- Mesthrie, Rajend and Rakesh M Bhatt. *World Englishes: The study of new linguistic varieties*. Cambridge: Cambridge University Press, 2008.

- Lyons, John. Language and Linguistics. An Introduction. Cambridge University Press, 1981
  - Structuralism: Ferdinand De Saussure. 1966. Course in general linguistics. New York: McGraw Hill Introduction: Chapter 3
  - Phonology and Morphology: The organs of speech, vowel and consonant sounds, the syllable, word stress and sentence stress, basic intonation patterns.
- Morphemes/Allomorphs/Morphs, word-formation processes in English, inflectional and derivational suffixes.

Recommended Reading:

- Akmajian, A., R. A. Demers and R. M. Harnish, Linguistics: An Introduction to Language and Communication, 2nd ed. Cambridge, Mass.: MIT Press, 1984; Indian edition, Prentice Hall, 1991
- Fromkin, V., and R. Rodman, An Introduction to Language, 2nd ed. New York: Holt, Rinehart and Winston, 1974( Chapters 3, 6 and 7)
- Syntax and semantics: categories and constituent structure; maxims of conversation, the diversity of meaning-synonymy, antonymy, homonymy and polysemy.

Recommended Reading:

Akmajian, A., R. A. Demers and R. M. Harnish, Linguistics: An Introduction to Language and Communication, 2nd ed. Cambridge, Mass.: MIT Press, 1984; Indian edition, Prentice Hall, 1991( Chapter 5 and 6)

### Semester IV (Any One)

#### **Paper 7: ENG-HG-4016 Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play**

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

In almost every period of literary history works of non-fictional prose, fiction, poetry and drama have co-existed. Also, literary cross-currents have helped shape these literary forms in a way that demonstrates their affinities as well as differences. It's important to study works with due attention to their 'formal' aspects so that what it is truly distinctive about the literary type, form, or genre to which they belong is not missed. At the same time it's necessary to contextualize the study so that the evolutionary or historical dimension of the literary works, their growth and transformation over the years is not lost sight of. This paper will acquaint the students with different literary forms, with one part addressing formal concerns including definitions, while the other part will involve

study of actual texts which exemplify a particular literary form or genre, and which will include some consideration of the contexts of their production.

### **Part A: Forms and movements**

**20 Marks**

- Forms:

Epic and mock-epic, ballad, ode, sonnet, lyric, elegy, tragedy, tragicomedy, absurd drama, heroic drama, problem plays, expressionist plays, Gothic fiction, the historical novel, the bildungsroman, the personal essay, the periodical essay, memoir, autobiography, biography

- Movements and trends which influence forms and genres:

Neo-classicism, Romanticism, Augustanism, Victorianism, Realism, Naturalism, Expressionism, Existentialism, Dadaism and Surrealism

### **Part B: Study of individual texts**

#### **Epic and Poetry:** (20)

- *The Mahabharata* (The Game of Dice)
- Ben Jonson: "Song to Celia"
- Lord Alfred Tennyson: "The Lady of Shalott"
- John Keats: "Ode on a Grecian Urn"

#### **Prose** (Fiction and Non-fiction) (20)

- Joseph Addison: "True and False Wit," (Spectator 62)
- Charles Lamb: "The Dream Children"
- Charlotte Bronte: *Jane Eyre*
- Edgar Allan Poe: "The Black Cat"
- Kamala Das: *My Story*

#### **Plays:** (20)

- Henrik Ibsen: *A Doll's House*
- Harold Pinter: *The Birthday Party*.

#### **Suggested Reading:**

- Pakmaja Asho. *A Companion to Literary Forms*
- Chris Baldick. *The Oxford Dictionary of Literary terms*
- *The Concise Oxford Companion to English Literature (Oxford Quick Reference)*
- Lillian Herlands Hornstein, G. D. Percy, and Calvin S. Brown, Eds. *The Reader's Companion to World Literature*

**Paper 8: ENG-HG-4026 Language, Literature and Culture**

**Credits: 5 (Theory) + 1 (Tutorial)**

**Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

This paper will introduce students to the relationship between language, literature and culture. Language varies according to the culture and world view of the group in which it is used. The language used in literature also has certain features which distinguish it from the language of everyday communication. Keeping these aspects in mind, students will study the following topics:

- Speech community
- Concept of dialect
- Register and style
- Diglossia
- Bilingualism and multilingualism
- Language and gender
- Style in literature: cohesion, word-choice, point of view, figures of speech, the concept of genre.

#### **Recommended Reading:**

- Romaine, Suzanne. *Language in Society: An Introduction to Sociolinguistics*. OUP, 1994
- Trudgill, Peter. *Sociolinguistics: An Introduction to Language and Society*, 1995 Revised edition.
- Toolan, Michael. *Language in Literature: An Introduction to Stylistics*, London: Arnold, 1998
- Carter, R.(ed) *Language and Literature: An Introductory Reader in Stylistics*. London: Allen and Unwin, 1982
- Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press, 1995

#### **IV. Ability Enhancement Compulsory Course**

**Paper 1: English/MIL Communication Credits: 4**

**(ENG-AE-1014: English Communication)**

**Paper 2: Environmental Studies Credits: 4**

#### **V. Skill Enhancement Course (Two Papers)**

**Note:** There will be a common pool of papers in the Skill Enhancement Courses for both BA English Honours and BA English. These papers are designed in such a way that they can be taught in both BA English Honours and BA English (Regular). The SEC papers for Semesters III and IV in both BA English Honours and BA English will be common even though they will have separate course codes for the two programmes. These papers may be taught in classes common to both the Honours and the Regular students.

## Semester III

### Paper 1: ENG-SE-3014 CREATIVE WRITING

Credits: 4

Marks: 100 (80+20)

The students in this course will focus on three creative genres, fiction, non-fiction and poetry. The emphasis will be to build proficiency in readings and writings. The course encourages active class participation and lots of writings. One of the basic objectives of the course is to allow students to explore ideas, feelings, experiences and effectively communicate these stimulus using the written word. Each lecture will be tied to reading of texts, techniques, narratology and rhetorical positions. The set of readings will be given during the course and may vary each semester, whenever the course is on offer.

The weightage of the programme will depend on:

10% --class lectures;

20% --journal writings on discussions of ideas, photographs, paintings, memories and experiences;

30%-- class participation/assignments/workshops/writings following prompts/writing with music

40%-- submission of fiction (20000 words) /non-fiction(20000 words) / poetry(15 poems of 150000 words) at the time of completion of the course.

#### Section A: Poetry

15 Marks

Discussion/ Class participation topics:

- What is good poetry?
- Writing poetry
- Why poetry
- Reading poetry

The students will be introduced to

- History of poetry,
- Forms of poetry.
- Rhetoric and prosody.
- Images and symbols

#### Section B: Fiction

30 Marks

Discussion/ Class participation topics:

- What is a good story?
- Writing short stories
- Writing novels
- Characterisation
- Structure
- Dialogues

The selected texts will inform of style, sentence structure, and tone and how these connect to the purpose and meaning/effect of the story. There will be specific texts highlighting

- Lyrical Prose
- Focus on group rather than individual
- Narratology
- Use of symbols
- Individual and the collective voice
- Use of time
- Repetition
- Gender roles

### **Section C Non-Fiction**

15 Marks

Discussions and assignments:

The students will be introduced to

- Forms of essays
- Memoirs
- Travelogues
- Report writing
- Literary journalism

### **Section D: Workshop**(1000 --3000words)

20

Marks

- Discussing-- why you write, how you write, and what you hope to gain from this course.
- How is your writing different /similar to others?
- Reading stories by Writers-in-residence and by participants.
- Consider how this course has changed your writing skills.
- How has this course helped you to encourage reading of various texts?
- How has this course helped you to understand of literature?
- How have you grown as a writer?
- Discussion on Publication and Market.
- Prompt writings for each section.

### **Recommended Readings:**

- *A Writer's Time: A guide to the creative process from vision through revision:* Kenneth Atchity
- *How do you Write a Great Work of Fiction:* Jennifer Egan
- *In the Palm of Your Hand: The Poet's Portable Workshop:* Steve Kowit
- *The Making of a Poem: A Norton Anthology of Poetic Forms* Eavan Boland and Mark Strand
- *Rhyme's Reason: A Guide to English Verse:* John Hollander

## Semester IV

### Paper 2: ENG-SE-4014 Translation: Principles and Practice

Credits: 4

Marks: 100 (80+20)

This course is designed to give students basic skills in translation. It introduces students to the field of translation studies and gives them training in practical translation.

#### Unit 1

(Marks: 30)

##### Translation in India:

History; challenges of translation in multilingual conditions; institutions promoting and commissioning translation; Landmarks of translation in different languages.

##### Types and Modes of translation:

- Intralingual, Interlingual and intersemiotic translation
- Free translation,
- Literal translation,
- Transcreation
- Communicative or functional translation
- Audio-visual translation

##### Concepts of Translation:

Accuracy, Equivalence, Adaptation, Dialect, Idiolect, Register, Style, subtitling, back-translation

#### Unit 2

(Marks: 50)

In this section questions may be in the nature of translation tests: short passages, speeches from the plays or a poem to be analysed and different aspects pointed out; and secondly to be translated into English from the original language

##### Practical translation activities:

- a. Analyse texts translated into English keeping the above concepts, and especially that of equivalence, in mind, at the lexical (word) and syntactical (sentence) levels:

Novel : The Story of *Felanee* by Arupa Patangiya Kalita.

Play: The Fortress of Fire by Arun Sarma.

Poem: "Silt" by Nabakanta Barua, Trans. Pradip Acharya

Short Story: "Golden Girl" by Lakshminath Bezbarua, in the anthology *Splendour in the Grass*. Ed. Hiren Gohain.

- b. Make a back translation into the original English  
Short Story or passage from a text (Alice in Wonderland by Probina Saikia)
- c. Subtitle a film (Assamese – Village Rockstars) (to be discussed in class, a sample shown and then used for internal assessment)

**Resources for Practice:**

- Dictionaries
- Encyclopedias
- Thesaurus
- Glossaries
- Translation software

**Suggested Readings:**

- Baker, Mona, *In Other Words: A Coursebook on Translation*, Routledge, 2001.  
(Useful exercises for practical translation and training)
- Gargesh, Ravinder and Krishna Kumar Goswami. (Eds.). *Translation and Interpreting: Reader and Workbook*. New Delhi: Orient Longman, 2007.
- Lakshmi, H. *Problems of Translation*. Hyderabad: Booklings Corporation, 1993.
- Newmark, Peter. *A Textbook of Translation*. London: Prentice Hall, 1988.
- Toury, Gideon. *Translation across Cultures*. New Delhi: Bahri Publications Private Limited, 1987.
- Palumbo, Guisepppe. *Key Terms in Translation Studies*. London and New York: Continuum, 2009.



## **Structure of B.A./B.Com. Under CBCS**

### **English**

**(DSC: Discipline Specific Core; SEC: Skill Enhancement Course; GE: Generic Elective)**

#### **Semester 1**

**Compulsory Core: ENG-CC-1016** English I

**DSC 1A: ENG-RC-1016** The Individual and Society

**AECC:** English Communication Skills/MIL/EVS (To be provided by the Concerned Department)

#### **Semester 2**

**Compulsory Core: ENG-CC-2016** English II

**DSC 1B: ENG-RC-2016** Modern Indian Literature

**AECC:** English Communication Skills/MIL/EVS (To be provided by the Concerned Department)

#### **Semester 3**

**Compulsory Core: ALT-CC-3016** Alternative English I

**DSC 1C: ENG-RC-3016** British Literature

**SEC -1: ENG-SE-3014** Creative Writing, Book and Media Reviews

#### **Semester 4**

**Compulsory Core: ALT-CC-4016** Alternative English II

**DSC 1D: ENG-RC-4016** Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play

**SEC-2: ENG-SE-4014** Translation Studies and Principles of Translation

#### **Semester 5**

**SEC-3: ENG-SE-5014** Technical Writing

**DSE-1A: ENG-RE-5016** Soft Skills

**GE-1: ENG-RG-5016** Contemporary India: Women and Empowerment

#### **Semester 6**

**DSE-1B: ENG-RE-6016** Academic Writing

**GE -2: ENG-RG-6016** Cultural Diversity

**SEC- 4: ENG-SE-6014** Business Communication

## DETAILED SYLLABUS

### SEMESTER I

**Compulsory Core:** English I

**DSC 1A:** The Individual and Society

### **ENG-CC-1016**

#### **English I**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

The aim of this course (English I and II) is to provide the student an opportunity to read and respond to representations of issues in contemporary life and culture in the English language. The selection of texts is aimed to present themes and topics that are stimulating, insightful and informative. Each paper will have a grammar section of 10 marks. Students having English as their Major subject will have to answer questions on a text indicated in the syllabus, instead of the grammar section. Internal assessment in these two papers may be in the form of an objective-type test.

**Prose:**

60 Marks

Texts:

- Arthur Miller: *All my Sons*
- George Orwell (1903-1950): 'Shooting an Elephant'
- D.H. Lawrence: 'The Woman Who Rode Away'
- Manoj Das (1934-): 'The Misty Hour'
- Munin Barkotoki (1915-1995): 'Krishna Kanta Handiqui'
- Rohinton Mistry (1952-): 'Running Water'
- Michael Ondaatje (1943-): 'Angulimala'
- Salman Rushdie: 'Good Advice is Rarer than Rubies'

**Grammar:**

20 Marks

- Make sentences using common phrases and idioms
- Common Errors: To be answered as directed
- Correct use of verbs, tenses, prepositions, etc.
- Comprehension

## **Discipline Specific Core I – A**

**ENG-RC-1016**

### **Individual and Society**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

This paper examines a key aspect of literary composition – the figure of the individual in her interactions with the society in which she lives. Literary works represent these elements in different ways. The individual appears as character, narrator, writer, while the society features as milieu in which individuals function, and as that which creates the conditions for emergence of the literary text. Individuals live in harmony or in conflict with society. Texts in this paper, selected from the many literatures in English being produced today, will provide the opportunity to study all of these aspects. Students will also note the ways in which individual-society relationships and their representation change in different historical periods of literature. Each text in this paper will be studied against its social and cultural milieu.

#### **Course Outcomes:**

- Understand the relationship between the individual writer and the society about/in which she writes
- Develop skill in analyzing the author's representation of society and the individual in interaction and write critiques drawing out.
- Learn to distinguish between literary representation and actual character and milieu

#### **Texts:**

- Geoffrey Chaucer: *The Prologue to the Canterbury Tales*
- Pope: Epistle 3 (from *An Essay on Man*)
- Charles Dickens: *Oliver Twist*
- T.S. Eliot: 'Preludes',
- Allen Ginsberg: *Howl*
- Vijay Tendulkar *Kamala* (Play. Translated from Marathi)
- Kamila Shamsie: *Burnt Shadows*
- E.L. Doctorow: *Ragtime*

#### **Suggested Readings:**

-*The Norton Anthology of English Literature* (All volumes - for library )(10th edition, 2018)

-Andrew Sanders: *The Short Oxford History of English Literature* (1994)

-Raymond Williams: *Culture and Society* (1958)

## **SEMESTER II**

**Compulsory Core:** English II

**DSC 1B:** Modern Indian Literature

### **ENG-CC-2016**

#### **English II**

**Poetry:**

60 Marks

Texts:

- William Blake (1757-1827): 'The Lamb'
- Samuel Taylor Coleridge: 'Christabel'
- Matthew Arnold: 'Dover Beach'
- Langston Hughes (1902-1967): 'Harlem'
- Nissim Ezekiel (1924-2004): 'Shillong'
- Wole Soyinka (1934-): 'Telephone Conversation'
- David Constantine (1944-) 'The House'
- Federico Garcia Lorca (1898-1936): 'The Sleepwalking Ballad'
- Seamus Heaney (1939-): 'Punishment'
- Intiaz Dharkar: 'Purdah 1'

**Grammar and Composition:**

20 Marks

- Voice Change, Use of Determiners
- Dialogue Writing, Descriptive Writing
- Precis Writing/Report Writing

### **Discipline Specific Core I B**

#### **ENG-RC-2016**

#### **Modern Indian Literature**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

The Modern Indian Literatures comprise extensive writings in all genres in many languages. The different historical and cultural backgrounds of the various Indian languages and literatures add to the complexity of what is termed as Modern Indian Literatures. However, there are also things that hold India together, many commonalities, bondings, and shared experiences despite the varieties. The list of short stories and poems prescribed for this course give the student a taste of Indian writing from different regions of the country. The selection has been culled from English translations of writings in Indian languages and English compositions of Indian authors.

**Short Stories:**

50 Marks

- Amrita Pritam: “The Weed”
- U. R. Anantha Murthy: “The Sky and the Cat”
- Gopinath Mohanty: “The Somersault”
- R K Narayan: “Another Community”
- Sunil Gangopadhyay: “Shah Jahan and His Private Army”
- Saurabh Kumar Chaliha: “Restless Electrons”

**Poems:**

30 Marks

- Nissim Ezekiel: “Poet, Lover, Birdwatcher”
- Jayanta Mahapatra: “The Abandoned British Cemetery at Balasore”
- Keki N. Daruwalla: “Wolf”
- Mamang Dai: “The Voice of the Mountain”
- Navakanta Barua: “Bats”
- Dilip Chitre: “The Felling of the Banyan Tree”

**Recommended Texts:**

- The Penguin Book of Modern Indian Short Stories*. Edited by Stephen Alter and Wimal Dissanayake. 2001.
- The Oxford Anthology of Twelve Indian Poets* chosen and edited by Arvind Krishna Mehrotra. Oxford University Press, 1992.
- The Oxford Anthology of Writings from North-East India: Poetry and Essays*. Edited by Tilottoma Misra. OUP, 2011.

**Suggested Reading:**

- Sarkar, Sumit. *Modern Times: India: 1880s-1950s: Environment, Economy, Culture*. Ranikhet: Permanent Black, 2014.
- Mehrotra, Arvind Krishna. *Partial Recall: Essays on Literature and literary History*. Orient Blackswan, 2012.

**SEMESTER III**

**Compulsory Core:** Alternative English I

**DSC 1C:** British Literature

**SEC -1:** Creative Writing

**ALT-CC-3016**

**Alternative English I**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

This paper would seek to acquaint students with the major genres of English literature through texts which are landmarks of each genre. The texts have been carefully chosen to effectively represent the distinctive qualities of a particular genre. Moreover, students are encouraged to read the prescribed texts in their social and cultural contexts.

**Poetry:**

30 Marks

- Shakespeare: Sonnet 65
- John Donne: A Valediction: Forbidding Mourning
- William Wordsworth: Tintern Abbey
- Alfred Tennyson: Tears, Idle Tears
- Matthew Arnold: Scholar Gypsy
- Robert Frost: Stopping by Woods on a Snowy Evening
- T.S Eliot: Marina
- W.B Yeats: Among School Children

**Drama:**

20 Marks

- Shakespeare: *A Midsummer Night's Dream*
- John Osborne: *Look Back in Anger*

**Fiction:**

30 Marks

- Jane Austen: *Emma*
- Ernest Hemingway: *Farewell to Arms*

**DSC 1-C:  
ENG-RC-3016  
British Literature**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

This paper is designed to offer a representative sampling of the major literary traditions of British life and culture through a study of texts in different genres. The paper will comprise of 80 marks external examination and 20 marks internal evaluation.

**Section A**

**Poetry:**

30 marks

(12+12+6)

- William Shakespeare: 'Sonnet 116'
- John Milton: 'On his Blindness'
- Samuel Taylor Coleridge: 'Christabel'
- W. B. Yeats: 'The Second Coming'
- Ted Hughes: 'The Thought-Fox'
- Emily Bronte: 'Remembrance'
- Dylan Thomas: 'Poem in October'
- Vicky Feaver: 'Slow Reader'

**Section B****Fiction:**

30 marks

- Elizabeth Gaskell: *Mary Barton*
- James Joyce: "The Dead"
- E. M. Forster: "The Celestial Omnibus"
- William Trevor: *The Story of Lucy Gault*

**Section C****Drama:**

20 marks

- Oscar Wilde: *The Importance of Being Earnest*
- J. B. Priestley: *An Inspector Calls*

**SEC 1****ENG-SE-3014  
CREATIVE WRITING**

Credits: 4

Marks: 100 (80+20)

The students in this course will focus on three creative genres, fiction, non-fiction and poetry. The emphasis will be to build proficiency in readings and writings. The course encourages active class participation and lots of writings. One of the basic objectives of the course is to allow students to explore ideas, feelings, experiences and effectively communicate these stimulus using the written word. Each lecture will be tied to reading of texts, techniques, narratology and rhetorical positions. The set of readings will be given during the course and may vary each semester, whenever the course is on offer.

The weightage of the programme will depend on:

10% --class lectures;

20% --journal writings on discussions of ideas, photographs, paintings, memories and experiences;

30%--- class participation/assignments/workshops/writings following prompts/writing with music

40%-- submission of fiction (20000 words)/non-fiction(20000 words)/poetry(15 poems of 150000 words) at the time of completion of the course.

**Section A: Poetry**

15 Marks

Discussion/ Class participation topics:

- What is good poetry?
- Writing poetry
- Why poetry
- Reading poetry

The students will be introduced to

- History of poetry,
- Forms of poetry.

- Rhetoric and prosody.
- Images and symbols

### **Section B: Fiction**

30 Marks

Discussion/ Class participation topics:

- What is a good story?
- Writing short stories
- Writing novels
- Characterisation
- Structure
- Dialogues

The selected texts will inform of style, sentence structure, and tone and how these connect to the purpose and meaning/effect of the story. There will be specific texts highlighting

- Lyrical Prose
- Focus on group rather than individual
- Narratology
- Use of symbols
- Individual and the collective voice
- Use of time
- Repetition
- Gender roles

### **Section C Non-Fiction**

15 Marks

Discussions and assignments:

The students will be introduced to

- Forms of essays
- Memoirs
- Travelogues
- Report writing
- Literary journalism

### **Section D: Workshop**(1000 --3000words)

20 Marks

- Discussing-- why you write, how you write, and what you hope to gain from this course.
- How is your writing different /similar to others?
- Reading stories by Writers-in-residence and by participants.
- Consider how this course has changed your writing skills.
- How has this course helped you to encourage reading of various texts?
- How has this course helped you to understand of literature?
- How have you grown as a writer?



- Discussion on Publication and Market.
- Prompt writings for each section.

**Recommended Readings:**

- A Writer's Time: A guide to the creative process from vision through revision*: Kenneth Atchity
- How do you Write a Great Work of Fiction*: Jennifer Egan
- In the Palm of Your Hand: The Poet's Portable Workshop*: Steve Kowitz
- The Making of a Poem: A Norton Anthology of Poetic Forms* Eavan Boland and Mark Strand
- Rhyme's Reason: A Guide to English Verse*: John Hollander

**SEMESTER IV**

**Compulsory Core:** Alternative English II

**DSC 1D:** Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play

**SEC-2:** Translation: Principles and Practice

**ALT-CC-4016**

**Alternative English II**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

**Course Objectives:** The course has been designed to familiarise students with different forms of literature, texts and their contexts. The select texts would enable them to understand literary representations and a writer's engagement with the social, cultural and political milieu.

**Section A ESSAYS**

(15 marks)

- Charles Lamb: 'Two Races of Man'
- A. G. Gardiner: 'On Fear'
- George Orwell: 'The Spike'

**Section B POETRY**

(25 marks)

- George Herbert: 'The Rose'
- William Wordsworth: 'Scorn for the Sonnet'
- John Keats: 'La Belle Dame sans Merci'
- Wilfred Owen: 'The Send-off'
- Adrienne Rich: 'Power'

**Section C SHORT STORY**

(20 marks)

- R. K. Narayan: 'A Horse and Two Goats'
- Vikram Chandra: 'Dharma'

**Section D DRAMA**

(20 marks)

- George Bernard Shaw: *Candida*

**DSC I-D****ENG-RC-4016****Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

In almost every period of literary history works of non-fictional prose, fiction, poetry and drama have co-existed. Also, literary cross-currents have helped shape these literary forms in a way that demonstrates their affinities as well as differences. It's important to study works with due attention to their 'formal' aspects so that what it is truly distinctive about the literary type, form, or genre to which they belong is not missed. At the same time it's necessary to contextualize the study so that the evolutionary or historical dimension of the literary works, their growth and transformation over the years is not lost sight of. This paper will acquaint the students with different literary forms, with one part addressing formal concerns including definitions, while the other part will involve study of actual texts which exemplify a particular literary form or genre, and which will include some consideration of the contexts of their production.

**Part A: Forms and movements****(20 Marks)**

- Forms:

Epic and mock-epic, ballad, ode, sonnet, lyric, elegy, tragedy, tragicomedy, absurd drama, heroic drama, problem plays, expressionist plays, Gothic fiction, the historical novel, the bildungsroman, the personal essay, the periodical essay, memoir, autobiography, biography

- Movements and trends which influence forms and genres:

Neo-classicism, Romanticism, Augustanism, Victorianism, Realism, Naturalism, Expressionism, Existentialism, Dadaism and Surrealism

**Part B: Study of individual texts****Epic and Poetry:****(20)**

- *The Mahabharata* (The Game of Dice)
- Ben Jonson: "Song to Celia"
- Lord Alfred Tennyson: "The Lady of Shalott"
- John Keats: "Ode on a Grecian Urn"

**Prose** (Fiction and Non-fiction) (20)

- Joseph Addison: "True and False Wit," (Spectator 62)
- Charles Lamb: "The Dream Children"
- Charlotte Bronte: *Jane Eyre*
- Edgar Allan Poe: "The Black Cat"
- Kamala Das: *My Story*

**Plays:** (20)

- Henrik Ibsen: *A Doll's House*
- Harold Pinter: *The Birthday Party*.

**Suggested Reading:**

-Pakmaja Asho. *A Companion to Literary Forms Paperback*

-Chris Baldick. *The Oxford Dictionary of Literary terms*

-*The Concise Oxford Companion to English Literature (Oxford Quick Reference)*

-Lillian Hornstein, G. D. Percy, and Calvin S. Brown, Eds. *The Reader's Companion to World Literature*

**SEC 2**

**ENG-SE-4014**

**Translation: Principles and Practice**

Credits: 4

Marks: 100 (80+20)

This course is designed to give students basic skills in translation. It introduces students to the field of translation studies and gives them training in practical translation.

**Unit 1** (Marks: 30)

**Translation in India:**

History; Challenges of translation in multilingual conditions; Institutions promoting and commissioning translation; Landmarks of translation in different languages.

**Types and Modes of translation:**

- Intralingual, Interlingual and Intersemiotic translation
- Free translation,
- Literal translation,
- Transcreation
- Communicative or functional translation
- Audio-visual translation

**Concepts of Translation:**

Accuracy, Equivalence, Adaptation, Dialect, Idiolect, Register, Style, subtitling, back-translation

## Unit 2

(Marks: 50)

In this section questions may be in the nature of translation tests: short passages, speeches from the plays or a poem to be analysed and different aspects pointed out; and secondly to be translated into English from the original language

### Practical translation activities:

a. Analyse texts translated into English keeping the above concepts, and especially that of equivalence, in mind, at the lexical (word) and syntactical (sentence) levels:

**Novel** : The Story of *Felanee* by Arupa Patangiya Kalita.

**Play**: The Fortress of Fire by Arun Sarma.

**Poem**: "Silt" by Nabakanta Barua, Trans. Pradip Acharya

**Short Story**: "Golden Girl" by Lakshminath Bezbarua, in the anthology *Splendour in the Grass*. Ed. Hiren Gohain.

b. Make a back translation into the original English

Short Story or passage from a text (Alice in Wonderland by Probina Saikia)

c. Subtitle a film (Assamese – Village Rockstars) (to be discussed in class, a sample shown and then used for internal assessment)

### Resources for Practice:

- Dictionaries
- Encyclopedias
- Thesaurus
- Glossaries
- Translation software

### Suggested Readings:

- Baker, Mona, *In Other Words: A Coursebook on Translation*, Routledge, 2001. (Useful exercises for practical translation and training)
- Gargesh, Ravinder and Krishna Kumar Goswami. (Eds.). *Translation and Interpreting: Reader and Workbook*. New Delhi: Orient Longman, 2007.
- Lakshmi, H. *Problems of Translation*. Hyderabad: Booklings Corporation, 1993.
- Newmark, Peter. *A Textbook of Translation*. London: Prentice Hall, 1988.
- Toury, Gideon. *Translation across Cultures*. New Delhi: Bahri Publications Private Limited, 1987.
- Palumbo, Guiseppe. *Key Terms in Translation Studies*. London and New York: Continuum, 2009.

## SEMESTER V

**DSE-1A**: Soft Skills

**GE-1**: Contemporary India: Women and Empowerment

**SEC-3**: Technical Writing

## SEC 3

### ENG-SE-5014 Technical Writing

Credits: 4

Marks: 100 (80+20)

This course in Technical Writing aims at equipping the student with the skills of writing with a practical purpose. It is concerned with the techniques of good writing, of retaining and communicating information with precision, and also with specific forms of technical writing such as summaries, instructions, descriptions, formal letters and official emails.

#### Topics to be dealt with:

1. Writing as communication: Characteristics of bad technical writing and characteristics of good technical writing.
2. Purpose of writing and the audience/ target readers.
3. The process of writing: planning, drafting, revising.
4. Writing style: issues of readability, sentence-length, vocabulary, jargon, redundancy, circumlocution, choice of active or passive voice, etc.
5. Writing a summary: title, compactness, completeness, aid to memory, description versus informative summary, organization of a summary.
6. Writing instructions, descriptions, explanations.
7. Writing official letters and emails.

#### Recommended Text:

- Turk, Christopher and John Kirkman: *Effective Writing: Improving Scientific, Technical and Business Communication*. London and New York: E & F N Spon (An Imprint of Routledge), 1982.
- Taylor and Francis e-library edition 2005.

#### Suggested Reading:

- Wallwork, Adrian: *User Guides, Manuals, and Technical Writing: A Guide to Professional English*. New York: Springer, 2014.
- Peters, Pam: *The Cambridge Guide to English Usage*. CUP, 2004.
- Swan, Michael and David Baker: *Grammar Scan: Diagnostic Tests for Practical English Usage*. Oxford University Press, 2008.

### Discipline Specific Elective I-A

#### ENG-RE-5016 Soft Skills

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 100 (80+20)

#### Course Objectives:

The purpose of this Course is to equip students with the resources of soft skills so as to develop their overall personality. With this aim the course is designed to make the learners understand and be aware about the importance, role and contents of soft skills through instructions, knowledge acquisition, demonstration and practice. In effect this course hopes to improve the students' communication, interaction, writing and documentation skills and thereby hone their confidence level.

### **Course Contents**

Some important core competencies to be developed are:

- Listening Skills
- Oral presentation skills/Speaking Skills
- Communication skills
- Self management
- Resume preparation
- GD participation
- Interview facing techniques
- Creative thinking, problem solving and decision-making
- Leadership

### **Methodology**

The methodology to be adopted should be appropriate to the development of the above mentioned competencies. The focus of the course is on “performing” and not on just “knowing”. Lecturing should therefore be restricted to the minimum necessary and emphasis ought to be given for learning through active participation and involvement. The training methods will be individual centred to make each person a competent one. Opportunities for individual work have to be provided by the respective teachers. Demonstrations using different models, audio visual aids and equipment will be used intensively.

### **Suggested Readings**

- English and Soft Skills*. S.P. Dhanavel, Orient BlackSwan 2013
- Basics Of Communication In English*: Francis Sounderaj, MacMillan India Ltd.2011
- English for Business Communication*: Simon Sweeney , Cambridge University Press 1997
- An Introduction to Professional English and Soft Skills*: Das , Cambridge University Press, 2009
- The Rise of the Creative Class: And how it's Transforming Work, Leisure, Community and Everyday life*: Florida, R., Basic Books, 2002

**GE I**

**ENG-RG-5016**

**Contemporary India: Women and Empowerment**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

**Course Objectives/Course Description:** This course will look at Women's Issues in India in the light of the various historical and social contexts. It will trace the evolution of Women's Empowerment both in terms of policy and discourse in postcolonial, contemporary India and at the same time try to locate the women's position in earlier times.

The course aims to:

- Study the position of women in pre-colonial times
- Show how colonial modernity impacts women
- Study the impact of nationalism on women
- Track the Women's movement and Empowerment issues in contemporary India

**Course Outcome:**

The learner will be equipped with:

- A historical understanding of the space accorded to women in India through history
- An understanding of the manner in which the social construction of gender comes about.
- The ability to critique the given and stereotypical notions of such constructions.

**UNIT 1: Social Construction of Gender**

(15)

- Masculinity and Femininity
- Patriarchy
- Women in Community

**UNIT 2: History of Women's Movements in India (Pre & Post Independence) (20)**

- Women and Nation
- Women and the Partition
- Women, Education and Self-fashioning
- Women in the Public and Private Spaces

**UNIT 3: Women and Law (15)**

- Women and the Indian Constitution
- Personal Laws (Customary practices on inheritance and Marriage)
- Workshop on legal awareness

**UNIT 4: Women's Body and the Environment (15)**

- State interventions, Khap Panchayats
- Female foeticide, Domestic violence, Sexual harassment
- Eco-feminism and the Chipko Movement

**UNIT 5: Female Voices (15)**

- Kamala Das: "The Old Playhouse"
- Mahashweta Devi: *Mother of 1084*
- Krishna Sobti: *Zindaginama*

**Recommended Reading:**

- Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India*
- Kumkum Sanagari, *Recasting Women: Essays in Colonial History*
- Judith Walsh, *Domesticity in Colonial India: What Women Learned When Men Gave Them Advice*
- Tanika and Sumit Sarkar, *Women and Social Reform in Modern India- Vol 1 & Vol 2*
- Nivedita Menon, *Gender and Politics in India: Themes in Politics*
- Vandana Shiva & Maria Mies, *Ecofeminism*

**SEMESTER VI**



**DSE-1B:** Academic Writing  
**GE -2:** Cultural Diversity  
**SEC- 4:** Business Communication

## **DSE I-B**

### **ENG-RE-6016 Academic Writing**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

The English language is the language of higher education as well as the language used in a variety of formal settings. Hence students are expected to develop the requisite proficiency in academic writing which involves the ability to write summaries, abstracts, reviews, reports, conference /seminar presentations etc. This paper is aimed at developing academic writing skills by acquainting students with the different kinds of academic writing and the skills to be acquired to write academic English for various purposes;it will also give them practice in the processes involved in producing pieces of good academic writing. The paper consists of two modules –module 1 and module 2.

#### **Module 1: Essentials of Academic Writing**

This module will familiarize students with samples of different kinds of academic writing and concentrate on developing the basic skills required for such writing as building up vocabulary for formal use, gathering ideas or data for purposes of description or building up an argument or thesis statement, organizing the ideas so that there is coherence and clarity of thinking, making paragraphs and writing without grammatical and spelling errors.

#### **Module 2: Practice in Academic Writing**

This module will focus on giving students practice in different kinds of academic writing-taking them through the processes of making drafts, revising, editing, and writing the final version. They are also to be taught to prepare bibliographies, citations and references for writing intended for publication in academic journals.

#### **Suggested Reading:**

- Bailey, S.(2011).*Academic Writing-A Handbook for International Students* (3<sup>rd</sup> edition). New York: Routledge
- Hartley,J.(2008). *Academic Writing and Publishing- a practical Handbook*. New York: Open University Press.
- Swales,J.M&Peak,C.B(2001) *Academic Writing for Graduate Students-Essential Tasks and Skills*. Michigan:The University of Michigan Press.

## GE II:

### ENG-RG-6016 Cultural Diversity

Credits: 5 (Theory) + 1 (Tutorial)=6

Marks: 100 (80+20)

This paper is designed to facilitate the student's engagement with and understanding of cultural contexts, situations and the rich variety of practices through a sampling of such texts that represent the widely textured tapestry emanating from different locations of the world. There will be 80 marks for the end-semester external examination and 20 marks will be allotted for internal evaluation.

#### Texts:

- V.S. Naipaul: *House for Mr. Biswas*
- Margaret Atwood: *Handmaid's Tale*
- Kishwar Naheed, 'The Grass is Really like me'
- Shu Ting, 'Assembly Line'
- Gabriel Okara, 'The Mystic Drum'
- Kersy Katrak: "Colaba Causeway"
- Seamus Heaney: "Maighdean Mara"
- Forster: "Does Culture Matter?"
- Jan Morris: "La Paz"
- Pauline Kael: "Movies on Television"
- George Bernard Shaw: *Pygmalion*

#### Suggested Reading:

- Sarah Lawall, 'Preface' and 'Introduction', in *Reading World Literature: Theory, History, Practice*, ed. Sarah Lawall (Austin, Texas: University of Texas Press, 1994) pp. ix-xviii, 1-64.
- David Damrosch, *How to Read World Literature?* (Chichester: Wiley-Blackwell, 2009) pp. 1-64, 65-85.
- The D'haen et. al., eds., 'Introduction', in *World Literature: A Reader* (London: Routledge, 2012).
- C.D. Narasimhaiah, eds. *An Anthology of Commonwealth Poetry*, ed. (Delhi: Macmillan, 1990)
- Kishwar Naheed, *We the Sinful Women* (New Delhi: Rupa, 1994)
- Shu Ting, *A Splintered Mirror: Chinese Poetry From the Democracy Movement*, tr. Donald Finkel, additional translations by Carolyn Kizer (New York: North Point Press, 1991)

## SEC- 4

### ENG-SE-6014 Business Communication

Credits: 4

Marks: 100 (80+20)

This paper is designed to familiarize students with a comprehensive idea of effective communication and its importance in the business and professional world. Students will

be introduced to the various kinds of communication as well as to the many theories of communication. The components in this paper will be both written and oral, and students will be required to participate in diverse group activities. Activities (individual and/or group) on the spoken components of the paper will be considered for internal assessment in this paper, while the end-semester examination will focus on the theoretical and written elements of the paper. The end-semester examination for this paper will be of 80 marks and internal assessment will be of 20 marks.

This paper will focus on the following key topics:

- Introduction to the essentials of Business Communication: Theory and practice
- Citing references, and using bibliographical and research tools
- Structure, vocabulary, pronunciation, and comprehension skills
- Writing résumés and facing interviews
- Report writing
- Writing memos and circulars
- Summarizing annual report of companies
- Précis writing
- Writing minutes of meetings
- E-correspondence
- Group discussion
- Spoken English for business communication
- Making oral presentations

### **Suggested Readings:**

- Scot, O.; *Contemporary Business Communication*. Biztantra, New Delhi.
- Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.
- Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd., New Delhi.
- R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, New Delhi
- Bovee, Courtland, John Thill & Mukesh Chaturvedi. *Business Communication Today*. Dorling Kindersley, Delhi
- Booher, Dianna. *E-Writing: 21st Century Tools for Effective Communication*. New York: Pocket Books, a division of Simon & Schuster, Inc.,
- Guffey, Mary Ellen. *Business Communication: Process and Product*. 5th ed. Cincinnati, Ohio: South-Western College Publishing
- Guffey, Mary Ellen. *Essentials of Business Communication, Sixth Edition*. South-Western College Publishing.

**Syllabus for B. A. Regular Course in English under CBCS - 2019**  
**APPROVED by UG-CCS, Gauhati University**  
**Department of English, Gauhati University**

**Outline of Choice Based Credit System:**

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 **Discipline Specific Elective (DSE) Course:** Elective courses which may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 **Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studying such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 **Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

**Details of courses under B.A. English (Honors)**

<b>Course</b>	<b>Credits</b> Theory + Tutorial
=====	
<b><u>I. Core Course</u></b> <b>(14 Papers)</b>	14X5=70
<b>Core Course Tutorials</b> <b>(14 Papers)</b>	14X1=14
<b><u>II. Elective Courses</u></b> <b>(8 Papers)</b>	
A.1. Discipline Specific Elective <b>(4 Papers)</b>	4X5=20
A.2. Discipline Specific Elective Tutorials 4X1=4 <b>(4 Papers)</b>	
B.1. Generic Elective/Interdisciplinary <b>(4 Papers)</b>	4X5=20
B.2. Generic Elective Tutorials <b>(4 Papers)</b>	4X1=4
<b><u>III. Ability Enhancement Courses</u></b>	
1. <b>Ability Enhancement Compulsory Courses (AECC)</b> <b>(2 Papers of 4 credits each)</b> Environmental Science English Communication/MIL	2 X 4=8
2. <b>Skill Enhancement Courses (SEC)</b> (Minimum 2, Max. 4) <b>(2 Papers of 4 credits each)</b>	2 X 4=8
	<b>Total credits= 148</b>

**SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A. Honours (English)**

<b>SEMESTER</b>	<b>CORE COURSE (14)</b>	<b>Ability Enhancement Compulsory Course (AECC) (2)</b>	<b>Skill Enhancement Course (SEC) (2)</b>	<b>Elective: Discipline Specific (DSE) (4)</b>	<b>Elective: Generic (GE) (4)</b>
<b>I</b>	C 1	(English/ MIL Communication)/			GE 1
	C 2	Environmental Science			
<b>II</b>	C 3	Environmental Science/			GE 2
	C 4	(English/ MIL Communication)			
<b>III</b>	C 5		SEC 1		GE 3
	C 6				
	C 7				
<b>IV</b>	C 8		SEC 2		GE 4
	C 9				
	C 10				

<b>V</b>	C 11			DSE 1	
	C 12			DSE 2	
<b>VI</b>	C 13			DSE 3	
	C 14			DSE 4	

**Details of Courses Under Undergraduate Programme (B.A.)**

<b>Course</b>	<b>*Credits</b>
=====	=====
<b><u>I. Core Course</u></b>	Paper + Tutorial
<b>(12 Papers)</b>	12X5=60
Two papers – English	
Two papers – AltE/MIL	
Four papers – Discipline	
1. Four papers –	
Discipline 2.	
<b>Core Course Tutorial*</b>	12X1=12
<b>(12 Tutorials)</b>	
<b><u>II. Elective Course</u></b>	6X5=30
<b>(6 Papers)</b>	
Two papers- Discipline 1	
specific Two papers- Discipline	
2 specific Two papers- Inter	
disciplinary	
Two papers from each	
discipline of choice and two	
papers of interdisciplinary	
nature.	
<b>Elective Course Tutorials*</b>	6X1=6
<b>(6 Tutorials*)</b>	
Two papers- Discipline 1	
specific	
Two papers- Discipline 2	
specific	

Two papers- Generic  
(Interdisciplinary) Two papers  
from each discipline of choice  
including papers of  
interdisciplinary nature.

### **III. Ability Enhancement Courses**

1. **Ability Enhancement Compulsory Courses (AECC)** 2 X 8=8

**(2 Papers of 4 credits each) Environmental  
Science English Communication/MIL**

2. **Skill Enhancement Courses (SEC)** 4 X 4=16

**(4 Papers of 4 credits each)**

**Total credits= 132**

### **SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A./B.Com**

<b>SEMESTER</b>	<b>CORE COURSE (12)</b>	<b>Ability Enhancement Compulsory Course (AECC) (2)</b>	<b>Skill Enhancement Course (SEC) (4)</b>	<b>Elective: Discipline Specific (DSE) (4)</b>	<b>Elective: Generic (GE) (2)</b>
<b>I</b>	English 1	(English/MIL Communication)/ Environmental Science			
	DSC 1A				
	DSC 2A				
<b>II</b>	English 2	(English/MIL Communication)/ Environmental Science			
	DSC 1B				
	DSC 2B				
<b>III</b>	Alt English 1/MIL		SEC 1		



	1				
	DSC 1C				
	DSC 2C				
<b>IV</b>	Alt English 2/MIL 2		SEC 2		
	DSC 1D				
	DSC 2D				
<b>V</b>			SEC 3	DSE 1 A	GE 1
				DSE 2 A	
<b>VI</b>			SEC 4	DSE 1 B	GE 2
				DSE 2 B	

## **Structure of B.A./B.Com. under CBCS**

### **English**

**(DSC: Discipline Specific Core; SEC: Skill Enhancement Course; GE: Generic Elective)**

#### **Semester 1**

**Compulsory Core: ENG-CC-1016** English I

**DSC 1A: ENG-RC-1016** Individual and Society

**AECC:** English Communication Skills/MIL/EVS (To be provided by the Concerned Department)

#### **Semester 2**

**Compulsory Core: ENG-CC-2016** English II

**DSC 1B: ENG-RC-2016** Modern Indian Literature

**AECC:** English Communication Skills/MIL/EVS (To be provided by the Concerned Department)

#### **Semester 3**

**Compulsory Core: ALT-CC-3016** Alternative English I

**DSC 1C: ENG-RC-3016** British Literature

**SEC -1: ENG-SE-3014** Creative Writing, Book and Media Reviews

#### **Semester 4**

**Compulsory Core: ALT-CC-4016** Alternative English II

**DSC 1D: ENG-RC-4016** Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play

**SEC-2: ENG-SE-4014** Translation Studies and Principles of Translation

#### **Semester 5**

**SEC-3: ENG-SE-5014** Technical Writing

**DSE-1A: ENG-RE-5016** Soft Skills

**GE-1: ENG-RG-5016** Contemporary India: Women and Empowerment

#### **Semester 6**

**DSE-1B: ENG-RE-6016** Academic Writing

**GE -2: ENG-RG-6016** Cultural Diversity

**SEC- 4: ENG-SE-6014** Business Communication

## DETAILED SYLLABUS

### SEMESTER I

**Compulsory Core:** English I

**DSC 1A:** Individual and Society

### **ENG-CC-1016**

#### **English I**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

The aim of this course (English I and II) is to provide the student an opportunity to read and respond to representations of issues in contemporary life and culture in the English language. The selection of texts is aimed to present themes and topics that are stimulating, insightful and informative. Each paper will have a grammar section of 10 marks. Students having English as their Major subject will have to answer questions on a text indicated in the syllabus, instead of the grammar section. Internal assessment in these two papers may be in the form of an objective-type test.

**Prose:**

60 Marks

Texts:

- Arthur Miller: *All my Sons*
- George Orwell (1903-1950): 'Shooting an Elephant'
- D.H. Lawrence: 'The Woman Who Rode Away'
- Manoj Das (1934-): 'The Misty Hour'
- Munin Barkotoki (1915-1995): 'Krishna Kanta Handiqui'
- Rohinton Mistry (1952-): 'Running Water'
- Michael Ondaatje (1943-): 'Angulimala'
- Salman Rushdie: 'Good Advice is Rarer than Rubies'

**Grammar:**

20 Marks

- Make sentences using common phrases and idioms
- Common Errors: To be answered as directed
- Correct use of verbs, tenses, prepositions, etc.
- Comprehension

## **Discipline Specific Core I – A**

**ENG-RC-1016**

### **Individual and Society**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

This paper examines a key aspect of literary composition – the figure of the individual in her interactions with the society in which she lives. Literary works represent these elements in different ways. The individual appears as character, narrator, writer, while the society features as milieu in which individuals function, and as that which creates the conditions for emergence of the literary text. Individuals live in harmony or in conflict with society. Texts in this paper, selected from the many literatures in English being produced today, will provide the opportunity to study all of these aspects. Students will also note the ways in which individual-society relationships and their representation change in different historical periods of literature. Each text in this paper will be studied against its social and cultural milieu.

#### **Course Outcomes:**

- Understand the relationship between the individual writer and the society about/in which she writes
- Develop skill in analyzing the author's representation of society and the individual in interaction and write critiques drawing out.
- Learn to distinguish between literary representation and actual character and milieu

#### **Texts:**

- Geoffrey Chaucer: *The Prologue to the Canterbury Tales*
- Pope: Epistle 3 (from *An Essay on Man*)
- Charles Dickens: *Oliver Twist*
- T.S. Eliot: 'Preludes',
- Allen Ginsberg: *Howl*
- Vijay Tendulkar *Kamala* (Play. Translated from Marathi)
- Kamila Shamsie: *Burnt Shadows*
- E.L. Doctorow: *Ragtime*

#### **Suggested Readings:**

-*The Norton Anthology of English Literature* (All volumes - for library )(10th edition, 2018)

-Andrew Sanders: *The Short Oxford History of English Literature* (1994)

-Raymond Williams: *Culture and Society* (1958)

## **SEMESTER II**

**Compulsory Core:** English II

**DSC 1B:** Modern Indian Literature

**ENG-CC-2016**

**English II**

**Poetry:**

60 Marks

Texts:

- William Blake (1757-1827): 'The Lamb'
- Samuel Taylor Coleridge: 'Christabel'
- Matthew Arnold: 'Dover Beach'
- Langston Hughes (1902-1967): 'Harlem'
- Nissim Ezekiel (1924-2004): 'Shillong'
- Wole Soyinka (1934-): 'Telephone Conversation'
- David Constantine (1944-) 'The House'
- Federico Garcia Lorca (1898-1936): 'The Sleepwalking Ballad'
- Seamus Heaney (1939-): 'Punishment'
- Imtiaz Dharkar: 'Purdah 1'

**Grammar and Composition:**

20 Marks

- Voice Change, Use of Determiners
- Dialogue Writing, Descriptive Writing
- Precis Writing/Report Writing

### **Discipline Specific Core I B**

**ENG-RC-2016**

**Modern Indian Literature**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

The Modern Indian Literatures comprise extensive writings in all genres in many languages. The different historical and cultural backgrounds of the various Indian languages and literatures add to the complexity of what is termed as Modern Indian Literatures. However, there are also things that hold India together, many commonalities, bondings, and shared experiences despite the varieties. The list of short stories and poems prescribed for this course give the student a taste of Indian writing from different regions of the country. The selection has been culled from English translations of writings in Indian languages and English compositions of Indian authors.

**Short Stories:**

50 Marks

- Amrita Pritam: "The Weed"
- U. R. Anantha Murthy: "The Sky and the Cat"
- Gopinath Mohanty: "The Somersault"

- R K Narayan: "Another Community"
- Sunil Gangopadhyay: "Shah Jahan and His Private Army"
- Saurabh Kumar Chaliha: "Restless Electrons"

**Poems:**

30 Marks

- Nissim Ezekiel: "Poet, Lover, Birdwatcher"
- Jayanta Mahapatra: "The Abandoned British Cemetery at Balasore"
- Keki N. Daruwalla: "Wolf"
- Mamang Dai: "The Voice of the Mountain"
- Navakanta Barua: "Bats"
- Dilip Chitre: "The Felling of the Banyan Tree"

**Recommended Texts:**

- The Penguin Book of Modern Indian Short Stories*. Edited by Stephen Alter and Wimal Dissanayake. 2001.
- The Oxford Anthology of Twelve Indian Poets* chosen and edited by Arvind Krishna Mehrotra. Oxford University Press, 1992.
- The Oxford Anthology of Writings from North-East India: Poetry and Essays*. Edited by Tilottoma Misra. OUP, 2011.

**Suggested Reading:**

- Sarkar, Sumit. *Modern Times: India: 1880s-1950s: Environment, Economy, Culture*. Ranikhet: Permanent Black, 2014.
- Mehrotra, Arvind Krishna. *Partial Recall: Essays on Literature and literary History*. Orient Blackswan, 2012.

**SEMESTER III**

**Compulsory Core:** Alternative English I

**DSC 1C:** British Literature

**SEC -1:** Creative Writing

**ALT-CC-3016**

**Alternative English I**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

This paper would seek to acquaint students with the major genres of English literature through texts which are landmarks of each genre. The texts have been carefully chosen to effectively represent the distinctive qualities of a particular genre. Moreover,

students are encouraged to read the prescribed texts in their social and cultural contexts.

**Poetry:**

30 Marks

- Shakespeare: Sonnet 65
- John Donne: A Valediction: Forbidding Mourning
- William Wordsworth: Tintern Abbey
- Alfred Tennyson: Tears, Idle Tears
- Matthew Arnold: Scholar Gypsy
- Robert Frost: Stopping by Woods on a Snowy Evening
- T.S Eliot: Marina
- W.B Yeats: Among School Children

**Drama:**

20 Marks

- Shakespeare: *A Midsummer Night's Dream*
- John Osborne: *Look Back in Anger*

**Fiction:**

30 Marks

- Jane Austen: *Emma*
- Ernest Hemingway: *Farewell to Arms*

**DSC 1-C:  
ENG-RC-3016  
British Literature**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

This paper is designed to offer a representative sampling of the major literary traditions of British life and culture through a study of texts in different genres. The paper will comprise of 80 marks external examination and 20 marks internal evaluation.

**Section A**

**Poetry:**

30 marks

(12+12+6)

- William Shakespeare: 'Sonnet 116'
- John Milton: 'On his Blindness'
- Samuel Taylor Coleridge: 'Christabel'
- W. B. Yeats: 'The Second Coming'
- Ted Hughes: 'The Thought-Fox'
- Emily Bronte: 'Remembrance'
- Dylan Thomas: 'Poem in October'
- Vicky Feaver: 'Slow Reader'

**Section B**

**Fiction:**

30 marks

- Elizabeth Gaskell: *Mary Barton*
- James Joyce: "The Dead"
- E. M. Forster: "The Celestial Omnibus"
- William Trevor: *The Story of Lucy Gault*

### Section C

#### Drama:

20 marks

- Oscar Wilde: *The Importance of Being Earnest*
- J. B. Priestley: *An Inspector Calls*

## SEC 1

### ENG-SE-3014 CREATIVE WRITING

Credits: 4

Marks: 100 (80+20)

The students in this course will focus on three creative genres, fiction, non-fiction and poetry. The emphasis will be to build proficiency in readings and writings. The course encourages active class participation and lots of writings. One of the basic objectives of the course is to allow students to explore ideas, feelings, experiences and effectively communicate these stimulus using the written word. Each lecture will be tied to reading of texts, techniques, narratology and rhetorical positions. The set of readings will be given during the course and may vary each semester, whenever the course is on offer.

The weightage of the programme will depend on:

10% --class lectures;

20% --journal writings on discussions of ideas, photographs, paintings, memories and experiences;

30%--- class participation/assignments/workshops/writings following prompts/writing with music

40%-- submission of fiction (20000 words)/non-fiction(20000 words)/poetry(15 poems of 150000 words) at the time of completion of the course.

#### Section A: Poetry

15 Marks

Discussion/ Class participation topics:

- What is good poetry?
- Writing poetry
- Why poetry
- Reading poetry

The students will be introduced to

- History of poetry,
- Forms of poetry.
- Rhetoric and prosody.
- Images and symbols



## **Section B: Fiction**

30 Marks

Discussion/ Class participation topics:

- What is a good story?
- Writing short stories
- Writing novels
- Characterisation
- Structure
- Dialogues

The selected texts will inform of style, sentence structure, and tone and how these connect to the purpose and meaning/effect of the story. There will be specific texts highlighting

- Lyrical Prose
- Focus on group rather than individual
- Narratology
- Use of symbols
- Individual and the collective voice
- Use of time
- Repetition
- Gender roles

## **Section C Non-Fiction**

15 Marks

Discussions and assignments:

The students will be introduced to

- Forms of essays
- Memoirs
- Travelogues
- Report writing
- Literary journalism

## **Section D: Workshop**(1000 --3000words)

20 Marks

- Discussing-- why you write, how you write, and what you hope to gain from this course.
- How is your writing different /similar to others?
- Reading stories by Writers-in-residence and by participants.
- Consider how this course has changed your writing skills.
- How has this course helped you to encourage reading of various texts?
- How has this course helped you to understand of literature?
- How have you grown as a writer?
- Discussion on Publication and Market.
- Prompt writings for each section.

### **Recommended Readings:**

- A Writer's Time: A guide to the creative process from vision through revision*: Kenneth Atchity
- How do you Write a Great Work of Fiction*: Jennifer Egan
- In the Palm of Your Hand: The Poet's Portable Workshop*: Steve Kowitz
- The Making of a Poem: A Norton Anthology of Poetic Forms* Eavan Boland and Mark Strand
- Rhyme's Reason: A Guide to English Verse*: John Hollander

### **SEMESTER IV**

**Compulsory Core:** Alternative English II

**DSC 1D:** Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play

**SEC-2:** Translation: Principles and Practice

### **ALT-CC-4016**

#### **Alternative English II**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

**Course Objectives:** The course has been designed to familiarise students with different forms of literature, texts and their contexts. The select texts would enable them to understand literary representations and a writer's engagement with the social, cultural and political milieu.

#### **Section A ESSAYS**

(15 marks)

- Charles Lamb: 'Two Races of Man'
- A. G. Gardiner: 'On Fear'
- George Orwell: 'The Spike'

#### **Section B POETRY**

(25 marks)

- George Herbert: 'The Rose'
- William Wordsworth: 'Scorn for the Sonnet'
- John Keats: 'La Belle Dame sans Merci'
- Wilfred Owen: 'The Send-off'
- Adrienne Rich: 'Power'

#### **Section C SHORT STORY**

(20 marks)

- R. K. Narayan: 'A Horse and Two Goats'
- Vikram Chandra: 'Dharma'

**Section D DRAMA**

(20 marks)

- George Bernard Shaw: *Candida*

**DSC I-D**

**ENG-RC-4016**

**Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

In almost every period of literary history works of non-fictional prose, fiction, poetry and drama have co-existed. Also, literary cross-currents have helped shape these literary forms in a way that demonstrates their affinities as well as differences. It's important to study works with due attention to their 'formal' aspects so that what it is truly distinctive about the literary type, form, or genre to which they belong is not missed. At the same time it's necessary to contextualize the study so that the evolutionary or historical dimension of the literary works, their growth and transformation over the years is not lost sight of. This paper will acquaint the students with different literary forms, with one part addressing formal concerns including definitions, while the other part will involve study of actual texts which exemplify a particular literary form or genre, and which will include some consideration of the contexts of their production.

**Part A: Forms and movements**

**(20 Marks)**

- Forms:

Epic and mock-epic, ballad, ode, sonnet, lyric, elegy, tragedy, tragicomedy, absurd drama, heroic drama, problem plays, expressionist plays, Gothic fiction, the historical novel, the bildungsroman, the personal essay, the periodical essay, memoir, autobiography, biography

- Movements and trends which influence forms and genres:

Neo-classicism, Romanticism, Augustanism, Victorianism, Realism, Naturalism, Expressionism, Existentialism, Dadaism and Surrealism

**Part B: Study of individual texts**

**Epic and Poetry:**

(20)

- *The Mahabharata* (The Game of Dice)
- Ben Jonson: "Song to Celia"
- Lord Alfred Tennyson: "The Lady of Shalott"
- John Keats: "Ode on a Grecian Urn"

**Prose** (Fiction and Non-fiction) (20)

- Joseph Addison: "True and False Wit," (Spectator 62)
- Charles Lamb: "The Dream Children"
- Charlotte Bronte: *Jane Eyre*
- Edgar Allan Poe: "The Black Cat"
- Kamala Das: *My Story*

**Plays:** (20)

- Henrik Ibsen: *A Doll's House*
- Harold Pinter: *The Birthday Party*.

**Suggested Reading:**

-Pakmaja Asho. *A Companion to Literary Forms Paperback*

-**Chris Baldick**. *The Oxford Dictionary of Literary terms*

-*The Concise Oxford Companion to English Literature (Oxford Quick Reference)*

-Lillian Hornstein, G. D. Percy, and Calvin S. Brown, Eds. *The Reader's Companion to World Literature*

**SEC 2**

**ENG-SE-4014**

**Translation: Principles and Practice**

Credits: 4

Marks: 100 (80+20)

This course is designed to give students basic skills in translation. It introduces students to the field of translation studies and gives them training in practical translation.

**Unit 1** (Marks: 30)

**Translation in India:**

History; Challenges of translation in multilingual conditions; Institutions promoting and commissioning translation; Landmarks of translation in different languages.

**Types and Modes of translation:**

- Intralingual, Interlingual and Intersemiotic translation
- Free translation,
- Literal translation,
- Transcreation
- Communicative or functional translation
- Audio-visual translation

**Concepts of Translation:**

Accuracy, Equivalence, Adaptation, Dialect, Idiolect, Register, Style, subtitling, back-translation

## Unit 2

(Marks: 50)

In this section questions may be in the nature of translation tests: short passages, speeches from the plays or a poem to be analysed and different aspects pointed out; and secondly to be translated into English from the original language

### Practical translation activities:

- a. Analyse texts translated into English keeping the above concepts, and especially that of equivalence, in mind, at the lexical (word) and syntactical (sentence) levels:  
**Novel** : The Story of *Felanee* by Arupa Patangiya Kalita.  
**Play**: The Fortress of Fire by Arun Sarma.  
**Poem**: "Silt" by Nabakanta Barua, Trans. Pradip Acharya  
**Short Story**: "Golden Girl" by Lakshminath Bezbarua, in the anthology *Splendour in the Grass*. Ed. Hiren Gohain.
- b. Make a back translation into the original English  
Short Story or passage from a text (Alice in Wonderland by Probina Saikia)
- c. Subtitle a film (Assamese – Village Rockstars) (to be discussed in class, a sample shown and then used for internal assessment)

### Resources for Practice:

- Dictionaries
- Encyclopedias
- Thesaurus
- Glossaries
- Translation software

### Suggested Readings:

- Baker, Mona, *In Other Words: A Coursebook on Translation*, Routledge, 2001. (Useful exercises for practical translation and training)
- Gargesh, Ravinder and Krishna Kumar Goswami. (Eds.). *Translation and Interpreting: Reader and Workbook*. New Delhi: Orient Longman, 2007.
- Lakshmi, H. *Problems of Translation*. Hyderabad: Booklings Corporation, 1993.
- Newmark, Peter. *A Textbook of Translation*. London: Prentice Hall, 1988.
- Toury, Gideon. *Translation across Cultures*. New Delhi: Bahri Publications Private Limited, 1987.
- Palumbo, Guisepe. *Key Terms in Translation Studies*. London and New York: Continuum, 2009.

## SEMESTER V

**DSE-1A:** Soft Skills

**GE-1:** Contemporary India: Women and Empowerment

**SEC-3:** Technical Writing

## SEC 3

### ENG-SE-5014 Technical Writing

Credits: 4

Marks: 100 (80+20)

This course in Technical Writing aims at equipping the student with the skills of writing with a practical purpose. It is concerned with the techniques of good writing, of retaining and communicating information with precision, and also with specific forms of technical writing such as summaries, instructions, descriptions, formal letters and official emails.

#### Topics to be dealt with:

1. Writing as communication: Characteristics of bad technical writing and characteristics of good technical writing.
2. Purpose of writing and the audience/ target readers.
3. The process of writing: planning, drafting, revising.
4. Writing style: issues of readability, sentence-length, vocabulary, jargon, redundancy, circumlocution, choice of active or passive voice, etc.
5. Writing a summary: title, compactness, completeness, aid to memory, description versus informative summary, organization of a summary.
6. Writing instructions, descriptions, explanations.
7. Writing official letters and emails.

#### Recommended Text:

- Turk, Christopher and John Kirkman: *Effective Writing: Improving Scientific, Technical and Business Communication*. London and New York: E & F N Spon (An Imprint of Routledge), 1982.
- Taylor and Francis e-library edition 2005.

#### Suggested Reading:

- Wallwork, Adrian: *User Guides, Manuals, and Technical Writing: A Guide to Professional English*. New York: Springer, 2014.
- Peters, Pam: *The Cambridge Guide to English Usage*. CUP, 2004.
- Swan, Michael and David Baker: *Grammar Scan: Diagnostic Tests for Practical English Usage*. Oxford University Press, 2008.

## Discipline Specific Elective I-A

### ENG-RE-5016 Soft Skills

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 100 (80+20)

#### Course Objectives:

The purpose of this Course is to equip students with the resources of soft skills so as to develop their overall personality. With this aim the course is designed to make the learners understand and be aware about the importance, role and contents of soft skills through instructions, knowledge acquisition, demonstration and practice. In effect this course hopes to improve the students' communication, interaction, writing and documentation skills and thereby hone their confidence level.

### **Course Contents**

Some important core competencies to be developed are:

- Listening Skills
- Oral presentation skills/Speaking Skills
- Communication skills
- Self management
- Resume preparation
- GD participation
- Interview facing techniques
- Creative thinking, problem solving and decision-making
- Leadership

### **Methodology**

The methodology to be adopted should be appropriate to the development of the above mentioned competencies. The focus of the course is on “performing” and not on just “knowing”. Lecturing should therefore be restricted to the minimum necessary and emphasis ought to be given for learning through active participation and involvement. The training methods will be individual centred to make each person a competent one. Opportunities for individual work have to be provided by the respective teachers. Demonstrations using different models, audio visual aids and equipment will be used intensively.

### **Suggested Readings**

- English and Soft Skills*. S.P. Dhanavel, Orient BlackSwan 2013
- Basics Of Communication In English*: Francis Sounderaj, MacMillan India Ltd.2011
- English for Business Communication*: Simon Sweeney , Cambridge University Press 1997
- An Introduction to Professional English and Soft Skills*: Das , Cambridge University Press, 2009
- The Rise of the Creative Class: And how it's Transforming Work, Leisure, Community and Everyday life*: Florida, R., Basic Books, 2002

**GE I**

**ENG-RG-5016**

**Contemporary India: Women and Empowerment**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

**Course Objectives/Course Description:** This course will look at Women's Issues in India in the light of the various historical and social contexts. It will trace the evolution of Women's Empowerment both in terms of policy and discourse in postcolonial, contemporary India and at the same time try to locate the women's position in earlier times.

The course aims to:

- Study the position of women in pre-colonial times
- Show how colonial modernity impacts women
- Study the impact of nationalism on women
- Track the Women's movement and Empowerment issues in contemporary India

**Course Outcome:**

The learner will be equipped with:

- A historical understanding of the space accorded to women in India through history
- An understanding of the manner in which the social construction of gender comes about.
- The ability to critique the given and stereotypical notions of such constructions.

**UNIT 1: Social Construction of Gender**

(15)

- Masculinity and Femininity
- Patriarchy
- Women in Community



**UNIT 2: History of Women's Movements in India (Pre & Post Independence) (20)**

- Women and Nation
- Women and the Partition
- Women, Education and Self-fashioning
- Women in the Public and Private Spaces

**UNIT 3: Women and Law (15)**

- Women and the Indian Constitution
- Personal Laws (Customary practices on inheritance and Marriage)
- Workshop on legal awareness

**UNIT 4: Women's Body and the Environment (15)**

- State interventions, Khap Panchayats
- Female foeticide, Domestic violence, Sexual harassment
- Eco-feminism and the Chipko Movement

**UNIT 5: Female Voices (15)**

- Kamala Das: "The Old Playhouse"
- Mahashweta Devi: *Mother of 1084*
- Krishna Sobti: *Zindaginama*

**Recommended Reading:**

- Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India*
- Kumkum Sanagari, *Recasting Women: Essays in Colonial History*
- Judith Walsh, *Domesticity in Colonial India: What Women Learned When Men Gave Them Advice*
- Tanika and Sumit Sarkar, *Women and Social Reform in Modern India- Vol 1 & Vol 2*
- Nivedita Menon, *Gender and Politics in India: Themes in Politics*
- Vandana Shiva & Maria Mies, *Ecofeminism*

**SEMESTER VI**

**DSE-1B:** Academic Writing  
**GE -2:** Cultural Diversity  
**SEC- 4:** Business Communication

## **DSE I-B**

### **ENG-RE-6016 Academic Writing**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

The English language is the language of higher education as well as the language used in a variety of formal settings. Hence students are expected to develop the requisite proficiency in academic writing which involves the ability to write summaries, abstracts, reviews, reports, conference /seminar presentations etc. This paper is aimed at developing academic writing skills by acquainting students with the different kinds of academic writing and the skills to be acquired to write academic English for various purposes;it will also give them practice in the processes involved in producing pieces of good academic writing. The paper consists of two modules –module 1 and module 2.

#### **Module 1: Essentials of Academic Writing**

This module will familiarize students with samples of different kinds of academic writing and concentrate on developing the basic skills required for such writing as building up vocabulary for formal use, gathering ideas or data for purposes of description or building up an argument or thesis statement, organizing the ideas so that there is coherence and clarity of thinking, making paragraphs and writing without grammatical and spelling errors.

#### **Module 2: Practice in Academic Writing**

This module will focus on giving students practice in different kinds of academic writing-taking them through the processes of making drafts, revising, editing, and writing the final version. They are also to be taught to prepare bibliographies, citations and references for writing intended for publication in academic journals.

#### **Suggested Reading:**

- Bailey, S.(2011).*Academic Writing-A Handbook for International Students* (3<sup>rd</sup> edition). New York: Routledge
- Hartley,J.(2008). *Academic Writing and Publishing- a practical Handbook*. New York: Open University Press.
- Swales,J.M&Peak,C.B(2001) *Academic Writing for Graduate Students-Essential Tasks and Skills*. Michigan:The University of Michigan Press.

## GE II:

### ENG-RG-6016 Cultural Diversity

Credits: 5 (Theory) + 1 (Tutorial)=6

Marks: 100 (80+20)

This paper is designed to facilitate the student's engagement with and understanding of cultural contexts, situations and the rich variety of practices through a sampling of such texts that represent the widely textured tapestry emanating from different locations of the world. There will be 80 marks for the end-semester external examination and 20 marks will be allotted for internal evaluation.

#### **Texts:**

- V.S. Naipaul: *House for Mr. Biswas*
- Margaret Atwood: *Handmaid's Tale*
- Kishwar Naheed, 'The Grass is Really like me'
- Shu Ting, 'Assembly Line'
- Gabriel Okara, 'The Mystic Drum'
- Kersy Katrak: "Colaba Causeway"
- Seamus Heaney: "Maighdean Mara"
- Forster: "Does Culture Matter?"
- Jan Morris: "La Paz"
- Pauline Kael: "Movies on Television"
- George Bernard Shaw: *Pygmalion*

#### **Suggested Reading:**

- Sarah Lawall, 'Preface' and 'Introduction', in *Reading World Literature: Theory, History, Practice*, ed. Sarah Lawall (Austin, Texas: University of Texas Press, 1994) pp. ix-xviii, 1-64.
- David Damrosch, *How to Read World Literature?* (Chichester: Wiley-Blackwell, 2009) pp. 1-64, 65-85.
- The D'haen et. al., eds., 'Introduction', in *World Literature: A Reader* (London: Routledge, 2012).
- C.D. Narasimhaiah, eds. *An Anthology of Commonwealth Poetry*, ed. (Delhi: Macmillan, 1990)
- Kishwar Naheed, *We the Sinful Women* (New Delhi: Rupa, 1994)
- Shu Ting, *A Splintered Mirror: Chinese Poetry From the Democracy Movement*, tr. Donald Finkel, additional translations by Carolyn Kizer (New York: North Point Press, 1991)

## SEC- 4

### ENG-SE-6014 Business Communication

Credits: 4

Marks: 100 (80+20)

This paper is designed to familiarize students with a comprehensive idea of effective communication and its importance in the business and professional world. Students will

be introduced to the various kinds of communication as well as to the many theories of communication. The components in this paper will be both written and oral, and students will be required to participate in diverse group activities. Activities (individual and/or group) on the spoken components of the paper will be considered for internal assessment in this paper, while the end-semester examination will focus on the theoretical and written elements of the paper. The end-semester examination for this paper will be of 80 marks and internal assessment will be of 20 marks.

This paper will focus on the following key topics:

- Introduction to the essentials of Business Communication: Theory and practice
- Citing references, and using bibliographical and research tools
- Structure, vocabulary, pronunciation, and comprehension skills
- Writing résumés and facing interviews
- Report writing
- Writing memos and circulars
- Summarizing annual report of companies
- Précis writing
- Writing minutes of meetings
- E-correspondence
- Group discussion
- Spoken English for business communication
- Making oral presentations

### **Suggested Readings:**

- Scot, O.; *Contemporary Business Communication*. Biztantra, New Delhi.
- Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.
- Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd., New Delhi.
- R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, New Delhi
- Bovee, Courtland, John Thill & Mukesh Chaturvedi. *Business Communication Today*. Dorling Kindersley, Delhi
- Booher, Dianna. *E-Writing: 21st Century Tools for Effective Communication*. New York: Pocket Books, a division of Simon & Schuster, Inc.,
- Guffey, Mary Ellen. *Business Communication: Process and Product*. 5th ed. Cincinnati, Ohio: South-Western College Publishing
- Guffey, Mary Ellen. *Essentials of Business Communication, Sixth Edition*. South-Western College Publishing.

**Syllabus for B. A. Regular Course in English under CBCS - 2019**  
**APPROVED by UG-CCS, Gauhati University**  
**Department of English, Gauhati University**

**Outline of Choice Based Credit System:**

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 **Discipline Specific Elective (DSE) Course:** Elective courses which may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 **Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studying such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 **Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

**Details of courses under B.A. English (Honors)**

<b>Course</b>	<b>Credits</b> Theory + Tutorial
=====	
<b><u>I. Core Course</u></b> <b>(14 Papers)</b>	14X5=70
<b>Core Course Tutorials</b> <b>(14 Papers)</b>	14X1=14
<b><u>II. Elective Courses</u></b> <b>(8 Papers)</b>	
A.1. Discipline Specific Elective <b>(4 Papers)</b>	4X5=20
A.2. Discipline Specific Elective Tutorials 4X1=4 <b>(4 Papers)</b>	
B.1. Generic Elective/Interdisciplinary <b>(4 Papers)</b>	4X5=20
B.2. Generic Elective Tutorials <b>(4 Papers)</b>	4X1=4
<b><u>III. Ability Enhancement Courses</u></b>	
1. <b>Ability Enhancement Compulsory Courses (AECC)</b> <b>(2 Papers of 4 credits each)</b> Environmental Science English Communication/MIL	2 X 4=8
2. <b>Skill Enhancement Courses (SEC)</b> (Minimum 2, Max. 4) <b>(2 Papers of 4 credits each)</b>	2 X 4=8
	<b>Total credits= 148</b>

**SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A. Honours (English)**

<b>SEMESTER</b>	<b>CORE COURSE (14)</b>	<b>Ability Enhancement Compulsory Course (AECC) (2)</b>	<b>Skill Enhancement Course (SEC) (2)</b>	<b>Elective: Discipline Specific (DSE) (4)</b>	<b>Elective: Generic (GE) (4)</b>
<b>I</b>	C 1	(English/ MIL Communication)/			GE 1
	C 2	Environmental Science			
<b>II</b>	C 3	Environmental Science/			GE 2
	C 4	(English/ MIL Communication)			
<b>III</b>	C 5		SEC 1		GE 3
	C 6				
	C 7				
<b>IV</b>	C 8		SEC 2		GE 4
	C 9				
	C 10				

<b>V</b>	C 11			DSE 1	
	C 12			DSE 2	
<b>VI</b>	C 13			DSE 3	
	C 14			DSE 4	

**Details of Courses Under Undergraduate Programme (B.A.)**

<b>Course</b>	<b>*Credits</b>
=====	=====
<b><u>I. Core Course</u></b>	Paper + Tutorial
<b>(12 Papers)</b>	12X5=60
Two papers – English	
Two papers – AltE/MIL	
Four papers – Discipline	
1. Four papers –	
Discipline 2.	
<b>Core Course Tutorial*</b>	12X1=12
<b>(12 Tutorials)</b>	
<b><u>II. Elective Course</u></b>	6X5=30
<b>(6 Papers)</b>	
Two papers- Discipline 1	
specific Two papers- Discipline	
2 specific Two papers- Inter	
disciplinary	
Two papers from each	
discipline of choice and two	
papers of interdisciplinary	
nature.	
<b>Elective Course Tutorials*</b>	6X1=6
<b>(6 Tutorials*)</b>	
Two papers- Discipline 1	
specific	
Two papers- Discipline 2	
specific	



Two papers- Generic  
(Interdisciplinary) Two papers  
from each discipline of choice  
including papers of  
interdisciplinary nature.

### **III. Ability Enhancement Courses**

1. **Ability Enhancement Compulsory Courses (AECC)** 2 X 8=8

**(2 Papers of 4 credits each) Environmental  
Science English Communication/MIL**

2. **Skill Enhancement Courses (SEC)** 4 X 4=16

**(4 Papers of 4 credits each)**

**Total credits= 132**

### **SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A./B.Com**

<b>SEMESTER</b>	<b>CORE COURSE (12)</b>	<b>Ability Enhancement Compulsory Course (AECC) (2)</b>	<b>Skill Enhancement Course (SEC) (4)</b>	<b>Elective: Discipline Specific (DSE) (4)</b>	<b>Elective: Generic (GE) (2)</b>
<b>I</b>	English 1	(English/MIL Communication)/ Environmental Science			
	DSC 1A				
	DSC 2A				
<b>II</b>	English 2	(English/MIL Communication)/ Environmental Science			
	DSC 1B				
	DSC 2B				
<b>III</b>	Alt English 1/MIL		SEC 1		

	1				
	DSC 1C				
	DSC 2C				
<b>IV</b>	Alt English 2/MIL 2		SEC 2		
	DSC 1D				
	DSC 2D				
<b>V</b>			SEC 3	DSE 1 A	GE 1
				DSE 2 A	
<b>VI</b>			SEC 4	DSE 1 B	GE 2
				DSE 2 B	

## **Structure of B.A./B.Com. under CBCS**

### **English**

**(DSC: Discipline Specific Core; SEC: Skill Enhancement Course; GE: Generic Elective)**

#### **Semester 1**

**Compulsory Core: ENG-CC-1016** English I

**DSC 1A: ENG-RC-1016** Individual and Society

**AECC:** English Communication Skills/MIL/EVS (To be provided by the Concerned Department)

#### **Semester 2**

**Compulsory Core: ENG-CC-2016** English II

**DSC 1B: ENG-RC-2016** Modern Indian Literature

**AECC:** English Communication Skills/MIL/EVS (To be provided by the Concerned Department)

#### **Semester 3**

**Compulsory Core: ALT-CC-3016** Alternative English I

**DSC 1C: ENG-RC-3016** British Literature

**SEC -1: ENG-SE-3014** Creative Writing, Book and Media Reviews

#### **Semester 4**

**Compulsory Core: ALT-CC-4016** Alternative English II

**DSC 1D: ENG-RC-4016** Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play

**SEC-2: ENG-SE-4014** Translation Studies and Principles of Translation

#### **Semester 5**

**SEC-3: ENG-SE-5014** Technical Writing

**DSE-1A: ENG-RE-5016** Soft Skills

**GE-1: ENG-RG-5016** Contemporary India: Women and Empowerment

#### **Semester 6**

**DSE-1B: ENG-RE-6016** Academic Writing

**GE -2: ENG-RG-6016** Cultural Diversity

**SEC- 4: ENG-SE-6014** Business Communication

## DETAILED SYLLABUS

### SEMESTER I

**Compulsory Core:** English I

**DSC 1A:** Individual and Society

### **ENG-CC-1016**

#### **English I**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

The aim of this course (English I and II) is to provide the student an opportunity to read and respond to representations of issues in contemporary life and culture in the English language. The selection of texts is aimed to present themes and topics that are stimulating, insightful and informative. Each paper will have a grammar section of 10 marks. Students having English as their Major subject will have to answer questions on a text indicated in the syllabus, instead of the grammar section. Internal assessment in these two papers may be in the form of an objective-type test.

**Prose:**

60 Marks

Texts:

- Arthur Miller: *All my Sons*
- George Orwell (1903-1950): 'Shooting an Elephant'
- D.H. Lawrence: 'The Woman Who Rode Away'
- Manoj Das (1934-): 'The Misty Hour'
- Munin Barkotoki (1915-1995): 'Krishna Kanta Handiqui'
- Rohinton Mistry (1952-): 'Running Water'
- Michael Ondaatje (1943-): 'Angulimala'
- Salman Rushdie: 'Good Advice is Rarer than Rubies'

**Grammar:**

20 Marks

- Make sentences using common phrases and idioms
- Common Errors: To be answered as directed
- Correct use of verbs, tenses, prepositions, etc.
- Comprehension

## **Discipline Specific Core I – A**

**ENG-RC-1016**

### **Individual and Society**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

This paper examines a key aspect of literary composition – the figure of the individual in her interactions with the society in which she lives. Literary works represent these elements in different ways. The individual appears as character, narrator, writer, while the society features as milieu in which individuals function, and as that which creates the conditions for emergence of the literary text. Individuals live in harmony or in conflict with society. Texts in this paper, selected from the many literatures in English being produced today, will provide the opportunity to study all of these aspects. Students will also note the ways in which individual-society relationships and their representation change in different historical periods of literature. Each text in this paper will be studied against its social and cultural milieu.

#### **Course Outcomes:**

- Understand the relationship between the individual writer and the society about/in which she writes
- Develop skill in analyzing the author's representation of society and the individual in interaction and write critiques drawing out.
- Learn to distinguish between literary representation and actual character and milieu

#### **Texts:**

- Geoffrey Chaucer: *The Prologue to the Canterbury Tales*
- Pope: Epistle 3 (from *An Essay on Man*)
- Charles Dickens: *Oliver Twist*
- T.S. Eliot: 'Preludes',
- Allen Ginsberg: *Howl*
- Vijay Tendulkar *Kamala* (Play. Translated from Marathi)
- Kamila Shamsie: *Burnt Shadows*
- E.L. Doctorow: *Ragtime*

#### **Suggested Readings:**

-*The Norton Anthology of English Literature* (All volumes - for library )(10th edition, 2018)

-Andrew Sanders: *The Short Oxford History of English Literature* (1994)

-Raymond Williams: *Culture and Society* (1958)

## **SEMESTER II**

**Compulsory Core:** English II

**DSC 1B:** Modern Indian Literature

**ENG-CC-2016**

**English II**

**Poetry:**

60 Marks

Texts:

- William Blake (1757-1827): 'The Lamb'
- Samuel Taylor Coleridge: 'Christabel'
- Matthew Arnold: 'Dover Beach'
- Langston Hughes (1902-1967): 'Harlem'
- Nissim Ezekiel (1924-2004): 'Shillong'
- Wole Soyinka (1934-): 'Telephone Conversation'
- David Constantine (1944-) 'The House'
- Federico Garcia Lorca (1898-1936): 'The Sleepwalking Ballad'
- Seamus Heaney (1939-): 'Punishment'
- Imtiaz Dharkar: 'Purdah 1'

**Grammar and Composition:**

20 Marks

- Voice Change, Use of Determiners
- Dialogue Writing, Descriptive Writing
- Precis Writing/Report Writing

### **Discipline Specific Core I B**

**ENG-RC-2016**

**Modern Indian Literature**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

The Modern Indian Literatures comprise extensive writings in all genres in many languages. The different historical and cultural backgrounds of the various Indian languages and literatures add to the complexity of what is termed as Modern Indian Literatures. However, there are also things that hold India together, many commonalities, bondings, and shared experiences despite the varieties. The list of short stories and poems prescribed for this course give the student a taste of Indian writing from different regions of the country. The selection has been culled from English translations of writings in Indian languages and English compositions of Indian authors.

**Short Stories:**

50 Marks

- Amrita Pritam: "The Weed"
- U. R. Anantha Murthy: "The Sky and the Cat"
- Gopinath Mohanty: "The Somersault"

- R K Narayan: "Another Community"
- Sunil Gangopadhyay: "Shah Jahan and His Private Army"
- Saurabh Kumar Chaliha: "Restless Electrons"

**Poems:**

30 Marks

- Nissim Ezekiel: "Poet, Lover, Birdwatcher"
- Jayanta Mahapatra: "The Abandoned British Cemetery at Balasore"
- Keki N. Daruwalla: "Wolf"
- Mamang Dai: "The Voice of the Mountain"
- Navakanta Barua: "Bats"
- Dilip Chitre: "The Felling of the Banyan Tree"

**Recommended Texts:**

- The Penguin Book of Modern Indian Short Stories*. Edited by Stephen Alter and Wimal Dissanayake. 2001.
- The Oxford Anthology of Twelve Indian Poets* chosen and edited by Arvind Krishna Mehrotra. Oxford University Press, 1992.
- The Oxford Anthology of Writings from North-East India: Poetry and Essays*. Edited by Tilottoma Misra. OUP, 2011.

**Suggested Reading:**

- Sarkar, Sumit. *Modern Times: India: 1880s-1950s: Environment, Economy, Culture*. Ranikhet: Permanent Black, 2014.
- Mehrotra, Arvind Krishna. *Partial Recall: Essays on Literature and literary History*. Orient Blackswan, 2012.

**SEMESTER III**

**Compulsory Core:** Alternative English I

**DSC 1C:** British Literature

**SEC -1:** Creative Writing

**ALT-CC-3016**

**Alternative English I**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

This paper would seek to acquaint students with the major genres of English literature through texts which are landmarks of each genre. The texts have been carefully chosen to effectively represent the distinctive qualities of a particular genre. Moreover,

students are encouraged to read the prescribed texts in their social and cultural contexts.

**Poetry:**

30 Marks

- Shakespeare: Sonnet 65
- John Donne: A Valediction: Forbidding Mourning
- William Wordsworth: Tintern Abbey
- Alfred Tennyson: Tears, Idle Tears
- Matthew Arnold: Scholar Gypsy
- Robert Frost: Stopping by Woods on a Snowy Evening
- T.S Eliot: Marina
- W.B Yeats: Among School Children

**Drama:**

20 Marks

- Shakespeare: *A Midsummer Night's Dream*
- John Osborne: *Look Back in Anger*

**Fiction:**

30 Marks

- Jane Austen: *Emma*
- Ernest Hemingway: *Farewell to Arms*

**DSC 1-C:  
ENG-RC-3016  
British Literature**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

This paper is designed to offer a representative sampling of the major literary traditions of British life and culture through a study of texts in different genres. The paper will comprise of 80 marks external examination and 20 marks internal evaluation.

**Section A**

**Poetry:**

30 marks

(12+12+6)

- William Shakespeare: 'Sonnet 116'
- John Milton: 'On his Blindness'
- Samuel Taylor Coleridge: 'Christabel'
- W. B. Yeats: 'The Second Coming'
- Ted Hughes: 'The Thought-Fox'
- Emily Bronte: 'Remembrance'
- Dylan Thomas: 'Poem in October'
- Vicky Feaver: 'Slow Reader'

**Section B**

**Fiction:**

30 marks



- Elizabeth Gaskell: *Mary Barton*
- James Joyce: "The Dead"
- E. M. Forster: "The Celestial Omnibus"
- William Trevor: *The Story of Lucy Gault*

### Section C

#### Drama:

20 marks

- Oscar Wilde: *The Importance of Being Earnest*
- J. B. Priestley: *An Inspector Calls*

## SEC 1

### ENG-SE-3014 CREATIVE WRITING

Credits: 4

Marks: 100 (80+20)

The students in this course will focus on three creative genres, fiction, non-fiction and poetry. The emphasis will be to build proficiency in readings and writings. The course encourages active class participation and lots of writings. One of the basic objectives of the course is to allow students to explore ideas, feelings, experiences and effectively communicate these stimulus using the written word. Each lecture will be tied to reading of texts, techniques, narratology and rhetorical positions. The set of readings will be given during the course and may vary each semester, whenever the course is on offer.

The weightage of the programme will depend on:

10% --class lectures;

20% --journal writings on discussions of ideas, photographs, paintings, memories and experiences;

30%--- class participation/assignments/workshops/writings following prompts/writing with music

40%-- submission of fiction (20000 words)/non-fiction(20000 words)/poetry(15 poems of 150000 words) at the time of completion of the course.

#### Section A: Poetry

15 Marks

Discussion/ Class participation topics:

- What is good poetry?
- Writing poetry
- Why poetry
- Reading poetry

The students will be introduced to

- History of poetry,
- Forms of poetry.
- Rhetoric and prosody.
- Images and symbols

## **Section B: Fiction**

30 Marks

Discussion/ Class participation topics:

- What is a good story?
- Writing short stories
- Writing novels
- Characterisation
- Structure
- Dialogues

The selected texts will inform of style, sentence structure, and tone and how these connect to the purpose and meaning/effect of the story. There will be specific texts highlighting

- Lyrical Prose
- Focus on group rather than individual
- Narratology
- Use of symbols
- Individual and the collective voice
- Use of time
- Repetition
- Gender roles

## **Section C Non-Fiction**

15 Marks

Discussions and assignments:

The students will be introduced to

- Forms of essays
- Memoirs
- Travelogues
- Report writing
- Literary journalism

## **Section D: Workshop**(1000 --3000words)

20 Marks

- Discussing-- why you write, how you write, and what you hope to gain from this course.
- How is your writing different /similar to others?
- Reading stories by Writers-in-residence and by participants.
- Consider how this course has changed your writing skills.
- How has this course helped you to encourage reading of various texts?
- How has this course helped you to understand of literature?
- How have you grown as a writer?
- Discussion on Publication and Market.
- Prompt writings for each section.

### **Recommended Readings:**

- A Writer's Time: A guide to the creative process from vision through revision*: Kenneth Atchity
- How do you Write a Great Work of Fiction*: Jennifer Egan
- In the Palm of Your Hand: The Poet's Portable Workshop*: Steve Kowitz
- The Making of a Poem: A Norton Anthology of Poetic Forms* Eavan Boland and Mark Strand
- Rhyme's Reason: A Guide to English Verse*: John Hollander

### **SEMESTER IV**

**Compulsory Core:** Alternative English II

**DSC 1D:** Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play

**SEC-2:** Translation: Principles and Practice

### **ALT-CC-4016**

#### **Alternative English II**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

**Course Objectives:** The course has been designed to familiarise students with different forms of literature, texts and their contexts. The select texts would enable them to understand literary representations and a writer's engagement with the social, cultural and political milieu.

#### **Section A ESSAYS**

(15 marks)

- Charles Lamb: 'Two Races of Man'
- A. G. Gardiner: 'On Fear'
- George Orwell: 'The Spike'

#### **Section B POETRY**

(25 marks)

- George Herbert: 'The Rose'
- William Wordsworth: 'Scorn for the Sonnet'
- John Keats: 'La Belle Dame sans Merci'
- Wilfred Owen: 'The Send-off'
- Adrienne Rich: 'Power'

#### **Section C SHORT STORY**

(20 marks)

- R. K. Narayan: 'A Horse and Two Goats'
- Vikram Chandra: 'Dharma'

**Section D DRAMA**

(20 marks)

- George Bernard Shaw: *Candida*

**DSC I-D**

**ENG-RC-4016**

**Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

In almost every period of literary history works of non-fictional prose, fiction, poetry and drama have co-existed. Also, literary cross-currents have helped shape these literary forms in a way that demonstrates their affinities as well as differences. It's important to study works with due attention to their 'formal' aspects so that what it is truly distinctive about the literary type, form, or genre to which they belong is not missed. At the same time it's necessary to contextualize the study so that the evolutionary or historical dimension of the literary works, their growth and transformation over the years is not lost sight of. This paper will acquaint the students with different literary forms, with one part addressing formal concerns including definitions, while the other part will involve study of actual texts which exemplify a particular literary form or genre, and which will include some consideration of the contexts of their production.

**Part A: Forms and movements**

**(20 Marks)**

- Forms:

Epic and mock-epic, ballad, ode, sonnet, lyric, elegy, tragedy, tragicomedy, absurd drama, heroic drama, problem plays, expressionist plays, Gothic fiction, the historical novel, the bildungsroman, the personal essay, the periodical essay, memoir, autobiography, biography

- Movements and trends which influence forms and genres:

Neo-classicism, Romanticism, Augustanism, Victorianism, Realism, Naturalism, Expressionism, Existentialism, Dadaism and Surrealism

**Part B: Study of individual texts**

**Epic and Poetry:**

(20)

- *The Mahabharata* (The Game of Dice)
- Ben Jonson: "Song to Celia"
- Lord Alfred Tennyson: "The Lady of Shalott"
- John Keats: "Ode on a Grecian Urn"

**Prose** (Fiction and Non-fiction) (20)

- Joseph Addison: "True and False Wit," (Spectator 62)
- Charles Lamb: "The Dream Children"
- Charlotte Bronte: *Jane Eyre*
- Edgar Allan Poe: "The Black Cat"
- Kamala Das: *My Story*

**Plays:** (20)

- Henrik Ibsen: *A Doll's House*
- Harold Pinter: *The Birthday Party*.

**Suggested Reading:**

-Pakmaja Asho. *A Companion to Literary Forms Paperback*

-**Chris Baldick**. *The Oxford Dictionary of Literary terms*

-*The Concise Oxford Companion to English Literature (Oxford Quick Reference)*

-Lillian Hornstein, G. D. Percy, and Calvin S. Brown, Eds. *The Reader's Companion to World Literature*

**SEC 2**

**ENG-SE-4014**

**Translation: Principles and Practice**

Credits: 4

Marks: 100 (80+20)

This course is designed to give students basic skills in translation. It introduces students to the field of translation studies and gives them training in practical translation.

**Unit 1** (Marks: 30)

**Translation in India:**

History; Challenges of translation in multilingual conditions; Institutions promoting and commissioning translation; Landmarks of translation in different languages.

**Types and Modes of translation:**

- Intralingual, Interlingual and Intersemiotic translation
- Free translation,
- Literal translation,
- Transcreation
- Communicative or functional translation
- Audio-visual translation

**Concepts of Translation:**

Accuracy, Equivalence, Adaptation, Dialect, Idiolect, Register, Style, subtitling, back-translation

## Unit 2

(Marks: 50)

In this section questions may be in the nature of translation tests: short passages, speeches from the plays or a poem to be analysed and different aspects pointed out; and secondly to be translated into English from the original language

### Practical translation activities:

- a. Analyse texts translated into English keeping the above concepts, and especially that of equivalence, in mind, at the lexical (word) and syntactical (sentence) levels:  
**Novel** : The Story of *Felanee* by Arupa Patangiya Kalita.  
**Play**: The Fortress of Fire by Arun Sarma.  
**Poem**: "Silt" by Nabakanta Barua, Trans. Pradip Acharya  
**Short Story**: "Golden Girl" by Lakshminath Bezbarua, in the anthology *Splendour in the Grass*. Ed. Hiren Gohain.
- b. Make a back translation into the original English  
Short Story or passage from a text (Alice in Wonderland by Probina Saikia)
- c. Subtitle a film (Assamese – Village Rockstars) (to be discussed in class, a sample shown and then used for internal assessment)

### Resources for Practice:

- Dictionaries
- Encyclopedias
- Thesaurus
- Glossaries
- Translation software

### Suggested Readings:

- Baker, Mona, *In Other Words: A Coursebook on Translation*, Routledge, 2001. (Useful exercises for practical translation and training)
- Gargesh, Ravinder and Krishna Kumar Goswami. (Eds.). *Translation and Interpreting: Reader and Workbook*. New Delhi: Orient Longman, 2007.
- Lakshmi, H. *Problems of Translation*. Hyderabad: Booklings Corporation, 1993.
- Newmark, Peter. *A Textbook of Translation*. London: Prentice Hall, 1988.
- Toury, Gideon. *Translation across Cultures*. New Delhi: Bahri Publications Private Limited, 1987.
- Palumbo, Guisepe. *Key Terms in Translation Studies*. London and New York: Continuum, 2009.

## SEMESTER V

**DSE-1A:** Soft Skills

**GE-1:** Contemporary India: Women and Empowerment

**SEC-3:** Technical Writing

## SEC 3

### ENG-SE-5014 Technical Writing

Credits: 4

Marks: 100 (80+20)

This course in Technical Writing aims at equipping the student with the skills of writing with a practical purpose. It is concerned with the techniques of good writing, of retaining and communicating information with precision, and also with specific forms of technical writing such as summaries, instructions, descriptions, formal letters and official emails.

#### Topics to be dealt with:

1. Writing as communication: Characteristics of bad technical writing and characteristics of good technical writing.
2. Purpose of writing and the audience/ target readers.
3. The process of writing: planning, drafting, revising.
4. Writing style: issues of readability, sentence-length, vocabulary, jargon, redundancy, circumlocution, choice of active or passive voice, etc.
5. Writing a summary: title, compactness, completeness, aid to memory, description versus informative summary, organization of a summary.
6. Writing instructions, descriptions, explanations.
7. Writing official letters and emails.

#### Recommended Text:

- Turk, Christopher and John Kirkman: *Effective Writing: Improving Scientific, Technical and Business Communication*. London and New York: E & F N Spon (An Imprint of Routledge), 1982.
- Taylor and Francis e-library edition 2005.

#### Suggested Reading:

- Wallwork, Adrian: *User Guides, Manuals, and Technical Writing: A Guide to Professional English*. New York: Springer, 2014.
- Peters, Pam: *The Cambridge Guide to English Usage*. CUP, 2004.
- Swan, Michael and David Baker: *Grammar Scan: Diagnostic Tests for Practical English Usage*. Oxford University Press, 2008.

### Discipline Specific Elective I-A

#### ENG-RE-5016 Soft Skills

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 100 (80+20)

#### Course Objectives:

The purpose of this Course is to equip students with the resources of soft skills so as to develop their overall personality. With this aim the course is designed to make the learners understand and be aware about the importance, role and contents of soft skills through instructions, knowledge acquisition, demonstration and practice. In effect this course hopes to improve the students' communication, interaction, writing and documentation skills and thereby hone their confidence level.

### **Course Contents**

Some important core competencies to be developed are:

- Listening Skills
- Oral presentation skills/Speaking Skills
- Communication skills
- Self management
- Resume preparation
- GD participation
- Interview facing techniques
- Creative thinking, problem solving and decision-making
- Leadership

### **Methodology**

The methodology to be adopted should be appropriate to the development of the above mentioned competencies. The focus of the course is on “performing” and not on just “knowing”. Lecturing should therefore be restricted to the minimum necessary and emphasis ought to be given for learning through active participation and involvement. The training methods will be individual centred to make each person a competent one. Opportunities for individual work have to be provided by the respective teachers. Demonstrations using different models, audio visual aids and equipment will be used intensively.

### **Suggested Readings**

- English and Soft Skills*. S.P. Dhanavel, Orient BlackSwan 2013
- Basics Of Communication In English*: Francis Sounderaj, MacMillan India Ltd.2011
- English for Business Communication*: Simon Sweeney , Cambridge University Press 1997
- An Introduction to Professional English and Soft Skills*: Das , Cambridge University Press, 2009
- The Rise of the Creative Class: And how it's Transforming Work, Leisure, Community and Everyday life*: Florida, R., Basic Books, 2002



**GE I**

**ENG-RG-5016**

**Contemporary India: Women and Empowerment**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

**Course Objectives/Course Description:** This course will look at Women's Issues in India in the light of the various historical and social contexts. It will trace the evolution of Women's Empowerment both in terms of policy and discourse in postcolonial, contemporary India and at the same time try to locate the women's position in earlier times.

The course aims to:

- Study the position of women in pre-colonial times
- Show how colonial modernity impacts women
- Study the impact of nationalism on women
- Track the Women's movement and Empowerment issues in contemporary India

**Course Outcome:**

The learner will be equipped with:

- A historical understanding of the space accorded to women in India through history
- An understanding of the manner in which the social construction of gender comes about.
- The ability to critique the given and stereotypical notions of such constructions.

**UNIT 1: Social Construction of Gender**

(15)

- Masculinity and Femininity
- Patriarchy
- Women in Community

**UNIT 2: History of Women's Movements in India (Pre & Post Independence) (20)**

- Women and Nation
- Women and the Partition
- Women, Education and Self-fashioning
- Women in the Public and Private Spaces

**UNIT 3: Women and Law (15)**

- Women and the Indian Constitution
- Personal Laws (Customary practices on inheritance and Marriage)
- Workshop on legal awareness

**UNIT 4: Women's Body and the Environment (15)**

- State interventions, Khap Panchayats
- Female foeticide, Domestic violence, Sexual harassment
- Eco-feminism and the Chipko Movement

**UNIT 5: Female Voices (15)**

- Kamala Das: "The Old Playhouse"
- Mahashweta Devi: *Mother of 1084*
- Krishna Sobti: *Zindaginama*

**Recommended Reading:**

- Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India*
- Kumkum Sanagari, *Recasting Women: Essays in Colonial History*
- Judith Walsh, *Domesticity in Colonial India: What Women Learned When Men Gave Them Advice*
- Tanika and Sumit Sarkar, *Women and Social Reform in Modern India- Vol 1 & Vol 2*
- Nivedita Menon, *Gender and Politics in India: Themes in Politics*
- Vandana Shiva & Maria Mies, *Ecofeminism*

**SEMESTER VI**

**DSE-1B:** Academic Writing  
**GE -2:** Cultural Diversity  
**SEC- 4:** Business Communication

## **DSE I-B**

### **ENG-RE-6016 Academic Writing**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

The English language is the language of higher education as well as the language used in a variety of formal settings. Hence students are expected to develop the requisite proficiency in academic writing which involves the ability to write summaries, abstracts, reviews, reports, conference /seminar presentations etc. This paper is aimed at developing academic writing skills by acquainting students with the different kinds of academic writing and the skills to be acquired to write academic English for various purposes;it will also give them practice in the processes involved in producing pieces of good academic writing. The paper consists of two modules –module 1 and module 2.

#### **Module 1: Essentials of Academic Writing**

This module will familiarize students with samples of different kinds of academic writing and concentrate on developing the basic skills required for such writing as building up vocabulary for formal use, gathering ideas or data for purposes of description or building up an argument or thesis statement, organizing the ideas so that there is coherence and clarity of thinking, making paragraphs and writing without grammatical and spelling errors.

#### **Module 2: Practice in Academic Writing**

This module will focus on giving students practice in different kinds of academic writing-taking them through the processes of making drafts, revising, editing, and writing the final version. They are also to be taught to prepare bibliographies, citations and references for writing intended for publication in academic journals.

#### **Suggested Reading:**

- Bailey, S.(2011).*Academic Writing-A Handbook for International Students* (3<sup>rd</sup> edition). New York: Routledge
- Hartley,J.(2008). *Academic Writing and Publishing- a practical Handbook*. New York: Open University Press.
- Swales,J.M&Peak,C.B(2001) *Academic Writing for Graduate Students-Essential Tasks and Skills*. Michigan:The University of Michigan Press.

## GE II:

### ENG-RG-6016 Cultural Diversity

Credits: 5 (Theory) + 1 (Tutorial)=6

Marks: 100 (80+20)

This paper is designed to facilitate the student's engagement with and understanding of cultural contexts, situations and the rich variety of practices through a sampling of such texts that represent the widely textured tapestry emanating from different locations of the world. There will be 80 marks for the end-semester external examination and 20 marks will be allotted for internal evaluation.

#### **Texts:**

- V.S. Naipaul: *House for Mr. Biswas*
- Margaret Atwood: *Handmaid's Tale*
- Kishwar Naheed, 'The Grass is Really like me'
- Shu Ting, 'Assembly Line'
- Gabriel Okara, 'The Mystic Drum'
- Kersy Katrak: "Colaba Causeway"
- Seamus Heaney: "Maighdean Mara"
- Forster: "Does Culture Matter?"
- Jan Morris: "La Paz"
- Pauline Kael: "Movies on Television"
- George Bernard Shaw: *Pygmalion*

#### **Suggested Reading:**

- Sarah Lawall, 'Preface' and 'Introduction', in *Reading World Literature: Theory, History, Practice*, ed. Sarah Lawall (Austin, Texas: University of Texas Press, 1994) pp. ix-xviii, 1-64.
- David Damrosch, *How to Read World Literature?* (Chichester: Wiley-Blackwell, 2009) pp. 1-64, 65-85.
- The D'haen et. al., eds., 'Introduction', in *World Literature: A Reader* (London: Routledge, 2012).
- C.D. Narasimhaiah, eds. *An Anthology of Commonwealth Poetry*, ed. (Delhi: Macmillan, 1990)
- Kishwar Naheed, *We the Sinful Women* (New Delhi: Rupa, 1994)
- Shu Ting, *A Splintered Mirror: Chinese Poetry From the Democracy Movement*, tr. Donald Finkel, additional translations by Carolyn Kizer (New York: North Point Press, 1991)

## SEC- 4

### ENG-SE-6014 Business Communication

Credits: 4

Marks: 100 (80+20)

This paper is designed to familiarize students with a comprehensive idea of effective communication and its importance in the business and professional world. Students will

be introduced to the various kinds of communication as well as to the many theories of communication. The components in this paper will be both written and oral, and students will be required to participate in diverse group activities. Activities (individual and/or group) on the spoken components of the paper will be considered for internal assessment in this paper, while the end-semester examination will focus on the theoretical and written elements of the paper. The end-semester examination for this paper will be of 80 marks and internal assessment will be of 20 marks.

This paper will focus on the following key topics:

- Introduction to the essentials of Business Communication: Theory and practice
- Citing references, and using bibliographical and research tools
- Structure, vocabulary, pronunciation, and comprehension skills
- Writing résumés and facing interviews
- Report writing
- Writing memos and circulars
- Summarizing annual report of companies
- Précis writing
- Writing minutes of meetings
- E-correspondence
- Group discussion
- Spoken English for business communication
- Making oral presentations

### **Suggested Readings:**

- Scot, O.; *Contemporary Business Communication*. Biztantra, New Delhi.
- Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.
- Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd., New Delhi.
- R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, New Delhi
- Bovee, Courtland, John Thill & Mukesh Chaturvedi. *Business Communication Today*. Dorling Kindersley, Delhi
- Booher, Dianna. *E-Writing: 21st Century Tools for Effective Communication*. New York: Pocket Books, a division of Simon & Schuster, Inc.,
- Guffey, Mary Ellen. *Business Communication: Process and Product*. 5th ed. Cincinnati, Ohio: South-Western College Publishing
- Guffey, Mary Ellen. *Essentials of Business Communication, Sixth Edition*. South-Western College Publishing.

**DEPARTMENT OF HINDI, GAUHATI UNIVERSITY****MODIFIED SYLLABUS FOR B.A. HONOURS UNDER CBCS CURRICULUM****(PASSED IN THE CCS-UG HINDI MEETING HELD ON 19.03.2021)****LIST OF PAPERS****हिन्दी विभाग, गौहाटी विश्वविद्यालय**

चयन आधारित क्रेडिट-व्यवस्था की पाठ्यचर्या के अन्तर्गत  
संशोधित स्नातक (ऑनर्स) पाठ्यक्रम

{दिनांक 19.03.2021 को आयोजित सीसीएस-यूजी (CCS-UG) हिन्दी की बैठक में गृहीत}

**प्रश्न-पत्रों की सूची**

क्रम- संख्या	प्रश्न-पत्रों के कोड	प्रश्न-पत्रों के शीर्षक
		मुख्य कोर्स {CORE COURSE (कुल 14 प्रश्न-पत्र)}
1	HIN-HC-1016	हिन्दी साहित्य का इतिहास (रीतिकाल तक)
2	HIN-HC-1026	हिन्दी साहित्य का इतिहास (आधुनिक काल)
3	HIN-HC-2016	आदिकालीन एवं मध्यकालीन हिन्दी कविता
4	HIN-HC-2026	आधुनिक हिन्दी कविता (छायावाद तक)
5	HIN-HC-3016	छायावादोत्तर हिन्दी कविता
6	HIN-HC-3026	भारतीय काव्यशास्त्र
7	HIN-HC-3036	पाश्चात्य काव्यशास्त्र
8	HIN-HC-4016	भाषाविज्ञान, हिन्दी भाषा एवं देवनागरी लिपि
9	HIN-HC-4026	हिन्दी कथा साहित्य
10	HIN-HC-4036	हिन्दी नाटक एवं एकांकी
11	HIN-HC-5016	हिन्दी निबंध एवं अन्य गद्य-विधाएँ
12	HIN-HC-5026	प्रयोजनमूलक हिन्दी
13	HIN-HC-6016	हिन्दी की साहित्यिक पत्रकारिता
14	HIN-HC-6026	हिन्दी परियोजना कार्य (Hindi Project Work)

## GU UG CBCS SYLLABUS

## योग्यता-वर्धक अनिवार्य कोर्स {ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (1 प्रश्न-पत्र)}

1	HIN-AE-1014	हिन्दी व्याकरण और सम्प्रेषण
---	-------------	-----------------------------

## कौशल-वर्धक कोर्स {SKILL ENHANCEMENT COURSE (SEC) (कुल 2 प्रश्न-पत्र)}

1	HIN-SE-3014	कार्यालयीन अनुवाद
2	HIN-SE-4014	अनुवाद विज्ञान

## विषय-विशिष्ट ऐच्छिक कोर्स {DISCIPLINE SPECIFIC ELECTIVE (DSE) (कुल 4 प्रश्न-पत्र)}

1	HIN-HE-5016	लोक-साहित्य-चिन्तन
2	HIN-HE-5026	हिन्दी की राष्ट्रीय-सांस्कृतिक काव्यधारा
3	HIN-HE-5036	पूर्वोत्तर भारत में हिन्दी भाषा और साहित्य
4	HIN-HE-6016	छायावादी काव्यधारा
5	HIN-HE-6026	प्रेमचन्द का साहित्य
6	HIN-HE-6036	हिन्दी का वैश्विक परिदृश्य एवं प्रवासी हिन्दी साहित्य

## सामान्य ऐच्छिक कोर्स {GENERIC ELECTIVE (GE) (कुल 4 प्रश्न-पत्र)}

1	HIN-HG-1016	हिन्दी साहित्य का इतिहास
2	HIN-HG-2016	मध्यकालीन हिन्दी कविता
3	HIN-HG-3016	आधुनिक हिन्दी कविता
4	HIN-HG-4016	हिन्दी गद्य साहित्य

## स्नातक (ऑनर्स) पाठ्यक्रम का कार्यक्रम-प्रारूप

छमाही	मुख्य कोर्स {CORE COURSE (14)}	योग्यता-वर्धक अनिवार्य कोर्स {ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (2)}	कौशल-वर्धक कोर्स {SKILL ENHANCEMENT COURSE (SEC) (2)}	विषय-विशिष्ट ऐच्छिक कोर्स {DISCIPLINE SPECIFIC ELECTIVE (DSE) (4)}	सामान्य ऐच्छिक कोर्स {GENERIC ELECTIVE (GE) (4)}
I	HIN-HC-1016 हिन्दी साहित्य	ENG-AE-1014/ ASM-AE-1014/			HIN-HG-1016 हिन्दी साहित्य

## GU UG CBCS SYLLABUS

	का इतिहास (रीतिकाल तक)	HIN-AE-1014 हिन्दी व्याकरण और सम्प्रेषण			का इतिहास
	HIN-HC-1026 हिन्दी साहित्य का इतिहास (आधुनिक काल)				
II	HIN-HC-2016 आदिकालीन एवं मध्यकालीन हिन्दी कविता	ENV-AE-2014			HIN-HG-2016 मध्यकालीन हिन्दी कविता
	HIN-HC-2026 आधुनिक हिन्दी कविता (छायावाद तक)				
III	HIN-HC-3016 छायावादोत्तर हिन्दी कविता		HIN-SE-3014 कार्यालयीन अनुवाद		HIN-HG-3016 आधुनिक हिन्दी कविता
	HIN-HC-3026 भारतीय काव्यशास्त्र				
	HIN-HC-3036 पाश्चात्य काव्यशास्त्र				
IV	HIN-HC-4016 भाषाविज्ञान, हिन्दी भाषा एवं देवनागरी लिपि		HIN-SE-4014 अनुवाद विज्ञान		HIN-HG-4016 हिन्दी गद्य साहित्य
	HIN-HC-4026 हिन्दी कथा साहित्य				
	HIN-HC-4036 हिन्दी नाटक एवं एकांकी				



## GU UG CBCS SYLLABUS

V	HIN-HC-5016 हिन्दी निबंध एवं अन्य गद्य विधाएँ			HIN-HE-5016 लोक-साहित्य- चिन्तन	
	HIN-HC-5026 प्रयोजनमूलक हिन्दी			HIN-HE-5026 हिन्दी की राष्ट्रीय- सांस्कृतिक काव्यधारा	
				HIN-HE-5036 पूर्वोत्तर भारत में हिन्दी भाषा और साहित्य	
VI	HIN-HC-6016 हिन्दी की साहित्यिक पत्रकारिता			HIN-HE-6016 छायावादी काव्यधारा	
	HIN-HC-6026 हिन्दी परियोजना कार्य			HIN-HE-6026 प्रेमचन्द का साहित्य	
				HIN-HE-6036 हिन्दी का वैश्विक परिदृश्य एवं प्रवासी हिन्दी साहित्य	

## मुख्य कोर्स (CORE COURSE)

HIN-HC-1016

हिन्दी साहित्य का इतिहास (रीतिकाल तक)

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

## GU UG CBCS SYLLABUS

**लक्ष्य :** विद्यार्थियों को आदिकालीन, भक्तिकालीन एवं रीतिकालीन हिन्दी साहित्य के इतिहास की सम्यक् जानकारी देना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1 आदिकाल – सीमांकन, नामकरण, परिस्थितियाँ, सिद्ध साहित्य, नाथ साहित्य, जैन साहित्य, रासो काव्य
- इकाई 2 भक्तिकाल – सीमांकन, नामकरण, परिस्थितियाँ, सन्त काव्य, सूफी काव्य, रामकाव्य, कृष्ण काव्य
- इकाई 3 रीतिकाल -- सीमांकन, नामकरण, परिस्थितियाँ, रीतिबद्ध, रीतिसिद्ध, रीतिमुक्त काव्यधारा

**सन्दर्भ ग्रन्थ :**

1. हिन्दी साहित्य का इतिहास – आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी।
2. हिन्दी साहित्य का आदिकाल – आचार्य हजारी प्रसाद द्विवेदी, बिहार राष्ट्रभाषा परिषद, पटना।
3. हिन्दी साहित्य की भूमिका – आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली।
4. हिन्दी साहित्य का इतिहास -- डॉ॰ नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली।
5. हिन्दी साहित्य का दूसरा इतिहास – डॉ॰ बच्चन सिंह, राधाकृष्ण प्रकाशन, नयी दिल्ली।
6. रीतिकाव्य की भूमिका – डॉ॰ नगेन्द्र, नेशनल पब्लिशिंग हाउस, नयी दिल्ली।
7. रीतिकाल : तथ्य और चिन्तन – डॉ॰ सरोजिनी पाण्डेय, विकास प्रकाशन, जवाहर नगर, कानपुर।
8. हिन्दी साहित्य का वैज्ञानिक इतिहास (भाग 1 और 2) – डॉ॰ गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद।
9. रीतिकाव्य – नन्दकिशोर नवल, राजकमल प्रकाशन, नयी दिल्ली।

HIN-HC-1026

हिन्दी साहित्य का इतिहास (आधुनिक काल)

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य :** विद्यार्थियों को आधुनिक हिन्दी साहित्य के इतिहास की सम्यक् जानकारी देना, साथ ही उन्हें खड़ीबोली हिन्दी गद्य के उद्भव एवं विकास के साथ परिचित कराना इस प्रश्न-पत्र का प्रमुख लक्ष्य है।

## GU UG CBCS SYLLABUS

इकाई 1	आधुनिक काल –	सीमांकन, नामकरण, परिस्थितियाँ, आधुनिक और आधुनिकता के तात्पर्य, भारतेन्दुयुगीन काव्य--प्रवृत्तियाँ एवं प्रमुख कवि
इकाई 2		द्विवेदी-युग, छायावाद, प्रगतिवाद--काव्य-प्रवृत्तियाँ एवं प्रमुख कवि
इकाई 3		प्रयोगवाद, नयी कविता, समकालीन कविता--काव्य-प्रवृत्तियाँ एवं प्रमुख कवि
इकाई 4		हिन्दी गद्य (खड़ीबोली) का विकास – स्वतंत्रता-पूर्व एवं स्वतन्त्रता के बाद की खड़ीबोली

**सन्दर्भ ग्रन्थ :**

1. हिन्दी साहित्य का इतिहास – आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी ।
2. हिन्दी साहित्य का वैज्ञानिक इतिहास (भाग 1 और 2) – डॉ॰ गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद ।
3. हिन्दी साहित्य का इतिहास -- डॉ॰ नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
4. हिन्दी साहित्य का दूसरा इतिहास – डॉ॰ बच्चन सिंह, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
5. हिन्दी साहित्य का आधुनिक इतिहास – डॉ॰ तारकनाथ बाली, प्रभात प्रकाशन, नयी दिल्ली ।

HIN-HC-2016

आदिकालीन एवं मध्यकालीन हिन्दी कविता

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य :** विद्यार्थियों को विद्यापति, कबीर, जायसी, सूरदास, तुलसीदास, बिहारी, घनानन्द जैसी अमर विभूतियों का काव्य-रस प्रदान करना, साथ ही उन्हें मैथिली, सधुक्कड़ी, अवधी और ब्रजि हिन्दी से परिचित कराना प्रस्तुत प्रश्न-पत्र का प्रधान लक्ष्य है।

इकाई 1	<u>पाठ</u> : विद्यापति (पद 1-18)
	<u>पाठ</u> : कबीर (साखी 1-15), (पद 1-4), जायसी (मानसरोदक खण्ड)
इकाई 2	<u>पाठ</u> : सूरदास (विनय, बाल-वर्णन), तुलसीदास (पुष्पवाटिका प्रसंग)

इकाई 3 पाठ : बिहारी (दोहा 1-15), घनानन्द (पद 2, 3, 4, 5, 6) [रीतिकाव्य-संग्रह से]

**निर्धारित पाठ्य-पुस्तक :**

1. विद्यापति -- डॉ॰ आनन्द प्रकाश दीक्षित (संपा.), साहित्य प्रकाशन मन्दिर, ग्वालियर ।
2. मध्ययुगीन काव्य -- डॉ॰ बृजनारायण सिंह (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
3. रीतिकाव्य-संग्रह -- डॉ॰ विजयपाल सिंह (संपा.), लोकभारती प्रकाशन, इलाहाबाद ।

**सन्दर्भ ग्रन्थ :**

1. विद्यापति - शिवप्रसाद सिंह, लोकभारती प्रकाशन, इलाहाबाद ।
2. विद्यापति काव्य का सांस्कृतिक अध्ययन – डॉ॰ अमूल्य चन्द्र बर्मन, असम हिन्दी प्रकाशन, गुवाहाटी ।
3. कबीर-मीमांसा – डॉ॰ रामचन्द्र तिवारी, लोकभारती प्रकाशन, इलाहाबाद ।
4. जायसी : एक नयी दृष्टि – डॉ॰ रघुवंश, लोकभारती प्रकाशन, इलाहाबाद ।
5. कबीर – आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, इलाहाबाद ।
6. सूर और उनका साहित्य – डॉ॰ हरवंशलाल शर्मा, भारत प्रकाशन मन्दिर, अलीगढ़ ।
7. तुलसी साहित्य : विवेचन और मूल्यांकन – डॉ॰ देवेन्द्रनाथ शर्मा, नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
8. गोस्वामी तुलसीदास – आचार्य रामचन्द्र शुक्ल, प्रकाशन संस्थान, नयी दिल्ली ।
9. बिहारी का नया मूल्यांकन – डॉ॰ बच्चन सिंह, लोकभारती प्रकाशन, इलाहाबाद ।
10. बिहारी का काव्य-सौष्ठव – डॉ॰ कल्पना पटेल, विद्या प्रकाशन, कानपुर ।
11. घनानन्द का साहित्यिक अवदान – डॉ॰ हनुमंत रणखांब, विद्या प्रकाशन, कानपुर ।

HIN-HC-2026

आधुनिक हिन्दी कविता (छायावाद तक)

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य :** विद्यार्थियों को खड़ीबोली हिन्दी में रचित भारतेन्दुयुगीन, द्विवेदीयुगीन और छायावादयुगीन कविताओं का रस प्रदान करते हुए उन्हें आधुनिक-बोध तथा आधुनिक काव्य-शिल्प से परिचित कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

## GU UG CBCS SYLLABUS

- इकाई 1 निर्धारित पाठ : भारतेन्दु (निज भाषा उन्नति, आत्म प्रबोधन), मैथिलीशरण गुप्त (यशोधरा)
- इकाई 2 निर्धारित पाठ : मैथिलीशरण गुप्त (मातृभूमि), निराला (सरोज-स्मृति), पन्त (परिवर्तन, नौका विहार)
- इकाई 3 निर्धारित पाठ : महादेवी वर्मा (बीन भी हूँ मैं तुम्हारी रागिनी भी हूँ, मन्दिर का दीप), प्रसाद (चिन्ता सर्ग-- कामायनी)

निर्धारित पाठ्य-पुस्तक :

1. हिन्दी काव्य सुधा, गौहाटी विश्वविद्यालय प्रकाशन ।
2. आधुनिक काव्यधारा -- डॉ० विजयपाल सिंह (संपा.), अनुराग प्रकाशन, वाराणसी ।
3. राष्ट्रवाणी -- वासुदेव सिंह (संपा.), संजय बुक सेंटर, वाराणसी (उत्तर प्रदेश) ।
4. आधुनिक काव्य संग्रह -- रामवीर सिंह (संपा.), केन्द्रीय हिन्दी संस्थान, आगरा ।

सन्दर्भ ग्रन्थ :

1. आधुनिक हिन्दी कविता – डॉ० विश्वनाथ प्रसाद तिवारी, राजकमल प्रकाशन, नयी दिल्ली ।
2. भारतेन्दु हरिश्चन्द्र और हिन्दी नवजागरण की समस्याएँ – डॉ० रामविलास शर्मा, राजकमल प्रकाशन, नयी दिल्ली ।
3. भारतेन्दु : एक नयी दृष्टि – लहरी राम मीणा, स्वराज प्रकाशन, नयी दिल्ली ।
4. मैथिलीशरण गुप्त के काव्य की अंतर्कथाओं के स्रोत -- शशि अग्रवाल, हिन्दी साहित्य सम्मेलन, प्रयाग ।
5. निराला की साहित्य-साधना – डॉ० रामविलास शर्मा, राजकमल प्रकाशन, नयी दिल्ली ।
6. कवि सुमित्रानन्दन पन्त – आचार्य नन्ददुलारे वाजपेयी, प्रकाशन संस्थान, दिल्ली ।
7. महादेवी – डॉ० परमानन्द श्रीवास्तव, लोकभारती प्रकाशन, इलाहाबाद ।
8. कामायनी : एक पुनर्विचार – गजानन माधव 'मुक्तिबोध', राजकमल प्रकाशन, नयी दिल्ली ।
9. छायावाद की परिक्रमा -- श्याम किशोर मिश्र, लोकभारती प्रकाशन, इलाहाबाद ।
10. प्रसाद, पन्त और मैथिलीशरण – रामधारी सिंह 'दिनकर', लोकभारती प्रकाशन, इलाहाबाद ।
11. जयशंकर प्रसाद – आचार्य नन्ददुलारे वाजपेयी, लोकभारती प्रकाशन, इलाहाबाद ।

HIN-HC-3016

छायावादोत्तर हिन्दी कविता

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

## GU UG CBCS SYLLABUS

**लक्ष्य :** विद्यार्थियों को हिन्दी की प्रगतिवादी, राष्ट्रीय-सांस्कृतिक, प्रयोगवादी और नयी कविता की संवेदना एवं शिल्पगत विशेषताओं की सम्यक् जानकारी देना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

**इकाई 1** पाठ : केदारनाथ अग्रवाल (चन्द्र गहना से लौटती बेर, मांझी न बजाओ बंसी मेरा मन डोलता)

पाठ : नागार्जुन (ये दंतुरित मुस्कान, अकाल और उसके बाद)

**इकाई 2** पाठ : दिनकर (हिमालय)

माखनलाल चतुर्वेदी (कैदी और कोकिला, पुष्प की अभिलाषा), भवानीप्रसाद मिश्र (गीत फरोश, बूँद टपकी एक नभ से), अज्ञेय (कलगी बाजरे की)

**इकाई 3** पाठ : रघुवीर सहाय (नेता क्षमा करें, हँसो हँसो जल्दी हँसो), सर्वेश्वरदयाल सक्सेना (दुःख, भूख), गिरिजा कुमार माथुर (आज हैं केसर रंग रंगे बन, छाया मत छूना मन)

### निर्धारित पाठ्य-पुस्तक :

1. छायावादोत्तर काव्य-संग्रह – रामनारायण शुक्ल और डॉ० श्रीनिवास पाण्डेय (संपा.), संजय बुक सेंटर, वाराणसी।
2. आधुनिक काव्यधारा – डॉ० विजयपाल सिंह (संपा.), अनुराग प्रकाशन, वाराणसी।

### सन्दर्भ ग्रन्थ :

1. आधुनिक कविता यात्रा – डॉ० रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद।
2. कवि अज्ञेय – नन्दकिशोर नवल, राजकमल प्रकाशन, नयी दिल्ली।
3. कवि केदारनाथ अग्रवाल – डॉ० धी. के. रामचन्द्रन, विद्या प्रकाशन, कानपुर।
4. गिरिजाकुमार माथुर के काव्य का शिल्प-विधान – डॉ० शुभा वाजपेयी, विद्या प्रकाशन, कानपुर।
5. समकालीन हिन्दी कविता – ए. अरविन्दाक्षण, राधाकृष्ण प्रकाशन, नयी दिल्ली।
6. नागार्जुन और उनकी कविता – नन्दकिशोर नवल, राजकमल प्रकाशन, नयी दिल्ली।
7. नागार्जुन के काव्य में यथार्थ – डॉ० शैलेश पाण्डेय, विद्या प्रकाशन, कानपुर।
8. सर्वेश्वर : सौन्दर्य और प्रेम – डॉ० रामशंकर त्रिपाठी, विनय प्रकाशन, कानपुर।
9. रघुवीर सहाय की कविता : चिन्तन एवं शिल्प – डॉ० उषा मिश्र, विनय प्रकाशन, कानपुर।
10. माखनलाल चतुर्वेदी : काव्य एवं दर्शन – डॉ० दिनेश चन्द्र वर्मा, विद्या प्रकाशन, कानपुर।
11. दिनकर : अर्धनारीश्वर कवि – नन्दकिशोर नवल, राजकमल प्रकाशन, नयी दिल्ली।

12. भवानीप्रसाद मिश्र की कविता : रचना-दृष्टि, संवेदना और शिल्प – डॉ० अश्विनी कुमार शुक्ल, विद्या प्रकाशन, कानपुर ।

HIN-HC-3026

भारतीय काव्यशास्त्र

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य :** विद्यार्थियों को काव्य (साहित्य) की शास्त्रीय समीक्षा हेतु भारतीय काव्यशास्त्र के मुख्य सिद्धान्तों की सम्यक् जानकारी देना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

- इकाई 1 काव्य-लक्षण, काव्य-हेतु एवं काव्य-प्रयोजन  
रस सिद्धान्त – रस की अवधारणा (परिभाषा, स्वरूप), रस-निष्पत्ति और साधारणीकरण
- इकाई 2 ध्वनि सिद्धान्त – ध्वनि की अवधारणा (परिभाषा, स्वरूप), ध्वनि के भेद (ध्वनि काव्य, गुणीभूतव्यंग्य काव्य और चित्रकाव्य का सामान्य परिचय)  
अलंकार सिद्धान्त – अलंकार की अवधारणा (परिभाषा, स्वरूप), प्रमुख अलंकार (अनुप्रास, उत्प्रेक्षा, उपमा, रूपक, यमक, अतिशयोक्ति, विरोधाभास, श्लेष)
- इकाई 3 रीति सिद्धान्त – रीति की अवधारणा (परिभाषा, स्वरूप), रीति एवं गुण, रीति का वर्गीकरण  
वक्रोक्ति सिद्धान्त – वक्रोक्ति की अवधारणा (परिभाषा, स्वरूप), वक्रोक्ति का वर्गीकरण  
औचित्य सिद्धान्त – औचित्य की अवधारणा (परिभाषा, स्वरूप)

**सन्दर्भ ग्रन्थ :**

1. भारतीय काव्यशास्त्र – बलदेव उपाध्याय, चौखंभा प्रकाशन, वाराणसी ।
2. भारतीय काव्यशास्त्र – डॉ० भगीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी ।
3. भारतीय काव्य चिन्तन – शोभाकान्त मिश्र, अनुपम प्रकाशन, पटना ।
4. काव्यालोचन – ओमप्रकाश शर्मा शास्त्री, आर्य बूक डिपो, दिल्ली ।
5. काव्य के रूप – बाबू गुलाबराय, आत्माराम एंड सन्स, दिल्ली ।

## GU UG CBCS SYLLABUS

6. भारतीय तथा पाश्चात्य काव्यशास्त्र का संक्षिप्त विवेचन – डॉ० सत्यदेव चौधरी और डॉ० शान्तिस्वरूप गुप्त, अशोक प्रकाशन, दिल्ली ।

7. रस सिद्धान्त का पुनर्विवेचन – डॉ० गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद ।

HIN-HC-3036

पाश्चात्य काव्यशास्त्र

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य :** विद्यार्थियों को काव्य (साहित्य) की शास्त्रीय समीक्षा हेतु पाश्चात्य काव्यशास्त्र के मुख्य सिद्धांतों की सम्यक् जानकारी देना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

- इकाई 1 प्लेटो – काव्य-सम्बन्धी मान्यताएँ – काव्य-सत्य, काव्य-सृजन का दैवी-प्रेरणा सिद्धान्त  
अरस्तू – अनुकृति एवं विरेचन सिद्धान्त  
लॉगिनुस – काव्य में उदात्त की अवधारणा
- इकाई 2 वर्डसवर्थ – काव्य-भाषा का सिद्धान्त  
कॉलरिज – कल्पना और फेंसी  
क्रोचे – अभिव्यंजनावाद
- इकाई 3 टी.एस. इलियट – परम्परा और वैयक्तिक प्रतिभा, निर्वैयक्तिकता का सिद्धान्त  
आई.ए. रिचर्डस – मूल्य सिद्धान्त, सम्प्रेषण-सिद्धान्त  
स्वच्छंदतावाद (स्वरूप एवं महत्व), यथार्थवाद (स्वरूप एवं महत्व), शैलीविज्ञान (परिभाषा, स्वरूप एवं उपयोगिता)

**सन्दर्भ ग्रन्थ :**

1. पाश्चात्य काव्यशास्त्र – डॉ० भगीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी ।
2. पाश्चात्य काव्यशास्त्र – आचार्य देवेन्द्रनाथ शर्मा, नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।



## GU UG CBCS SYLLABUS

3. भारतीय तथा पाश्चात्य काव्यशास्त्र का संक्षिप्त विवेचन – डॉ० सत्यदेव चौधरी और डॉ० शान्तिस्वरूप गुप्त, अशोक प्रकाशन, दिल्ली ।
4. पाश्चात्य साहित्य-चिन्तन – डॉ० निर्मला जैन और कुसुम बंठिया, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
5. साहित्यिक निबन्ध – डॉ० गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद ।
6. पाश्चात्य काव्य-चिन्तन – करुणाशंकर उपाध्याय, राधाकृष्ण प्रकाशन, नयी दिल्ली ।

HIN-HC-4016

भाषाविज्ञान, हिन्दी भाषा एवं देवनागरी लिपि

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य :** विद्यार्थियों को भाषाविज्ञान की मूलभूत बातों के साथ हिन्दी भाषा के उद्भव-विकास तथा देवनागरी लिपि के बारे में सम्यक् जानकारी देना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

- इकाई 1**      **भाषा :** परिभाषा, विशेषताएँ, भाषा-परिवर्तन के कारण, भाषा और बोली  
**भाषाविज्ञान :** परिभाषा, अंग, ज्ञान की अन्य शाखाओं से भाषाविज्ञान का सम्बन्ध
- इकाई 2**      **ध्वनि विज्ञान :** ध्वनि की परिभाषा, स्वरों का वर्गीकरण, स्थान और प्रयत्न के आधार पर व्यंजन ध्वनियों का वर्गीकरण, ध्वनि-परिवर्तन के कारण  
**रूप विज्ञान :** शब्द और रूप (पद), पद-विभाग, अक्षर, उपसर्ग  
**वाक्य विज्ञान :** वाक्य की परिभाषा, वाक्य के अनिवार्य तत्व, वाक्य के प्रकार, वाक्य-परिवर्तन के कारण
- इकाई 3**      **अर्थ विज्ञान :** शब्द और अर्थ का सम्बन्ध, अर्थ-परिवर्तन के कारण और दिशाएँ  
**हिन्दी भाषा का उद्भव-विकास;** अपभ्रंश, अवधी, ब्रज तथा खड़ीबोली का सामान्य परिचय  
**देवनागरी लिपि की विशेषताएँ एवं सुधार के प्रयास**

**सन्दर्भ ग्रन्थ :**

1. भाषाविज्ञान – डॉ० भोलानाथ तिवारी, किताब महल, इलाहाबाद ।

## GU UG CBCS SYLLABUS

2. भाषाविज्ञान की भूमिका – आचार्य देवेन्द्रनाथ शर्मा, अनुपम प्रकाशन, पटना ।
3. सामान्य भाषाविज्ञान – डॉ॰ बाबूराम सक्सेना, हिन्दी साहित्य सम्मेलन, प्रयाग ।
4. अभिनव भाषाविज्ञान – डॉ॰ उदयनारायण तिवारी ।
5. भाषाविज्ञान एवं भाषाशास्त्र – डॉ॰ कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी ।
6. भाषा का समाजशास्त्र – डॉ॰ राजेन्द्र प्रसाद सिंह, राजकमल प्रकाशन, नयी दिल्ली ।
7. आधुनिक हिन्दी व्याकरण एवं रचना – डॉ॰ वासुदेवनन्दन प्रसाद, भारती भवन, पटना ।
8. हिन्दी भाषा – डॉ॰ भोलानाथ तिवारी, किताबमहल, इलाहाबाद ।
9. हिन्दी भाषा का इतिहास – डॉ॰ धीरेन्द्र वर्मा, हिन्दुस्तानी अकादमी, इलाहाबाद ।
10. हिन्दी भाषा का विकास – आचार्य देवेन्द्रनाथ शर्मा और रामदेव त्रिपाठी, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
11. हिन्दी भाषा और नागरी लिपि – लक्ष्मीकान्त वर्मा, हिन्दुस्तानी अकादमी, इलाहाबाद ।

HIN-HC-4026

हिन्दी कथा साहित्य

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य :** विद्यार्थियों को हिन्दी कथा साहित्य (उपन्यास और कहानी) के स्वरूप, उद्भव एवं विकास की जानकारी देते हुए चुनिन्दा उपन्यासों और कहानियों के माध्यम से उभरते हुए जीवन-बोध से उन्हें परिचित कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1      उपन्यास एवं कहानी : परिभाषा, तत्व एवं प्रकार, उपन्यास और कहानी में अन्तर, हिन्दी उपन्यास एवं कहानी का उद्भव और विकास
- इकाई 2      त्यागपत्र (जैनेन्द्र कुमार), आपका बंटी (मन्नू भण्डारी)
- इकाई 3      उसने कहा था (चन्द्रधर शर्मा 'गुलेरी'), पूस की रात (प्रेमचन्द), आकाशदीप (जयशंकर प्रसाद), हार की जीत (सुदर्शन), पाज़ेब (जैनेन्द्र कुमार), मिस पाल (मोहन राकेश), सिक्का बदल गया (कृष्णा सोबती), पिता (ज्ञानरंजन)

**निर्धारित पाठ्य-पुस्तक एवं ऑनलाइन लिंक्स :**

1. त्यागपत्र – जैनेन्द्र कुमार, पूर्वोदय प्रकाशन, नई दिल्ली ।
2. आपका बंटी – मन्नू भंडारी, राधाकृष्ण प्रकाशन, नई दिल्ली ।
3. कथा वीथी – डॉ० प्रेमनारायण शुक्ल (संपा.), ग्रंथम, कानपुर ।
4. श्रेष्ठ कहानियाँ – डॉ० विजयपाल सिंह (संपा.), जयभारती प्रकाशन, इलाहाबाद ।
5. हार की जीत (सुदर्शन) -- <https://www.hindisamay.com/content/422/1/>
6. मिस पाल (मोहन राकेश) – <https://www.hindisamay.com/content/54/1/>
7. सिक्का बदल गया (कृष्णा सोबती) – <https://www.hindisamay.com/content/171/1/>
8. प्रतिनिधि कहानियाँ – डॉ० बच्चन सिंह (संपा.), अनुराग प्रकाशन, वाराणसी ।

**सन्दर्भ ग्रन्थ :**

1. प्रेमचन्द – डॉ० रामविलास शर्मा, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
2. प्रेमचन्द : साहित्य-विवेचन – आचार्य नन्ददुलारे वाजपेयी, राजकमल प्रकाशन, नयी दिल्ली ।
3. हिन्दी उपन्यास का इतिहास – डॉ० गोपाल राय, राजकमल प्रकाशन, नयी दिल्ली ।
4. हिन्दी उपन्यास : एक अंतर्गता – डॉ० रामदरश मिश्र, राजकमल प्रकाशन, नयी दिल्ली ।
5. आधुनिक हिन्दी उपन्यास : सृजन और आलोचना – डॉ० चन्द्रकान्त बांदिबडेकर, नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
6. हिन्दी कहानी की विकास-प्रक्रिया – आनन्द प्रकाश, लोकभारती प्रकाशन, इलाहाबाद ।
7. नयी कहानी की भूमिका – कमलेश्वर, वाणी प्रकाशन, दिल्ली ।
8. हिन्दी कहानी : अंतरंग पहचान – डॉ० रामदरश मिश्र, वाणी प्रकाशन, दिल्ली ।
9. हिन्दी कहानी के आन्दोलन : उपलब्धियाँ और सीमाएं – रजनीश कुमार, नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
10. जैनेन्द्र के उपन्यास – डॉ० परमानन्द श्रीवास्तव, लोकभारती प्रकाशन, इलाहाबाद ।
11. मनोवैज्ञानिक उपन्यासकार जैनेन्द्र – डॉ० सुशील. जी. धर्माणी, विनय प्रकाशन, कानपुर ।
12. मन्नू भण्डारी और आपका बंटी – मालविका, लोकभारती प्रकाशन, इलाहाबाद ।
13. कहानीकार प्रेमचन्द : रचना-दृष्टि और रचना-विधान – शिवकुमार मिश्र, लोकभारती प्रकाशन, इलाहाबाद ।
14. कहानीकार मोहन राकेश – ईश्वर प्रसाद बिदादा, विनय प्रकाशन, कानपुर ।

HIN-HC-4036

हिन्दी नाटक एवं एकांकी

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य :** विद्यार्थियों को हिन्दी नाटक एवं एकांकी साहित्य के स्वरूप, उद्भव एवं विकास की जानकारी देते हुए चुनिन्दा नाटकों एवं एकांकियों के माध्यम से उभरते हुए आधुनिक जीवन-बोध से उन्हें परिचित कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1 नाटक एवं एकांकी : परिभाषा, तत्व एवं प्रकार, नाटक एवं एकांकी में अन्तर, हिन्दी नाटक एवं एकांकी का उद्भव और विकास
- इकाई 2 नाटक :  
अंधेर नगरी (भारतेन्दु हरिश्चन्द्र), आषाढ का एक दिन (मोहन राकेश)
- इकाई 3 एकांकी :  
विषकन्या (गोविन्द वल्लभ पन्त), भोर का तारा (जगदीशचन्द्र माथुर), ये स्वतन्त्रता का युग (उदयशंकर भट्ट)

### निर्धारित पाठ्य-पुस्तक :

1. अंधेर नगरी – भारतेन्दु हरिश्चन्द्र, विश्वविद्यालय प्रकाशन, वाराणसी।
2. आषाढ का एक दिन – मोहन राकेश, राजपाल एण्ड सन्स, नयी दिल्ली।
3. छोटा नाटक – डॉ॰ शुकदेव सिंह (संपा.), अनुराग प्रकाशन, वाराणसी।
4. नए एकांकी – अज्ञेय (संपा.), राजपाल एण्ड सन्स, नयी दिल्ली।
5. श्रेष्ठ एकांकी – डॉ॰ विजयपाल सिंह (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली।

### सन्दर्भ ग्रन्थ :

1. मोहन राकेश और उनके नाटक – डॉ॰ गिरीश रस्तोगी, लोकभारती प्रकाशन, इलाहाबाद।
2. हिन्दी नाटक – डॉ॰ बच्चन सिंह, राधाकृष्ण प्रकाशन, नयी दिल्ली।
3. हिन्दी नाटक : उद्भव और विकास – डॉ॰ दशरथ ओझा, नेशनल पब्लिशिंग हाउस, नयी दिल्ली।
4. हिन्दी साहित्य का इतिहास – डॉ॰ नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली।

## GU UG CBCS SYLLABUS

5. कृति मूल्यांकन : आषाढ का एक दिन – आशीष त्रिपाठी (संपा.), राजपाल एण्ड सन्स, नयी दिल्ली ।
6. भारतेन्दु हरिश्चन्द्र का रचना-संसार : एक पुनर्मूल्यांकन – डॉ॰ वीरेन्द्र सिंह यादव, साहित्य रत्नाकर, कानपुर ।
7. नाटककार भारतेन्दु की रंग-परिकल्पना – सत्येन्द्र कुमार तनेजा, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
8. समकालीन हिन्दी नाटक – नरनारायण राय, सन्मार्ग प्रकाशन, दिल्ली ।
9. हिन्दी एकांकी – सिद्धनाथ कुमार, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
10. नाटककार : जगदीशचन्द्र माथुर – गोविन्द चातक, राधाकृष्ण प्रकाशन, नयी दिल्ली ।

HIN-HC-5016

हिन्दी निबंध एवं अन्य गद्य विधाएँ

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य :** विद्यार्थियों को हिन्दी निबन्ध, संस्मरण और रेखाचित्र के स्वरूप तथा हिन्दी निबन्ध साहित्य के इतिहास की जानकारी देते हुए चुनी हुई रचनाओं के माध्यम से इन प्रभावी गद्य-विधाओं की शिल्पगत विशेषताओं के साथ उन्हें परिचित कराना इस प्रश्न-पत्र का मुख्य लक्ष्य है।

- इकाई 1 निबन्ध, संस्मरण, रेखाचित्र : परिभाषा, स्वरूप एवं तत्व, हिन्दी निबन्ध का उद्भव और विकास
- इकाई 2 मजदूरी और प्रेम (सरदार पूर्ण सिंह), करुणा (आचार्य रामचन्द्र शुक्ल), देवदारु (आचार्य हजारी प्रसाद द्विवेदी), मेरे राम का मुकुट भींग रहा है (विद्यानिवास मिश्र), महाकवि जयशंकर प्रसाद (शिवपूजन सहाय)
- इकाई 3 तुम्हारी स्मृति (माखनलाल चतुर्वेदी), भक्तिन (महादेवी वर्मा), सुभान खाँ (रामवृक्ष बेनीपुरी), पीपल (अज्ञेय)

**निर्धारित पाठ्य-पुस्तक एवं ऑनलाइन लिंक्स :**

1. चिन्तामणि (पहला भाग) – आचार्य रामचन्द्र शुक्ल, इंडियन प्रेस (पब्लिकेशन्स), प्राइवेट लिमिटेड, प्रयाग ।
2. विद्यानिवास मिश्र के ललित निबन्ध – भोलाभाई पटेल एवं रामकुमार गुप्त (संपा.), जयभारती प्रकाशन, इलाहाबाद।
3. श्रेष्ठ निबन्ध – डॉ॰ आलोक गुप्त (संपा.), शिक्षा भारती, दिल्ली ।

4. हिन्दी निबन्ध – डॉ० शिव प्रसाद सिंह (संपा.), हिन्दी प्रचारक संस्थान, वाराणसी ।
5. महाकवि जयशंकर प्रसाद (शिवपूजन सहाय) -- <http://gadyakosh.org/gk/%E0%>
6. समय के पाँव -- माखनलाल चतुर्वेदी, भारतीय ज्ञानपीठ, नयी दिल्ली ।
7. रेखाचित्र -- महादेवी वर्मा, राजपाल एण्ड सन्स, दिल्ली ।
8. संस्मरण और रेखाचित्र – उर्मिला मोदी (संपा.), अनुराग प्रकाशन, वाराणसी ।

#### सन्दर्भ ग्रन्थ :

1. हिन्दी निबन्धकार – प्रो० जयनाथ 'नलिन', आत्मराम एण्ड सन्ज, दिल्ली ।
2. हिन्दी के प्रतिनिधि निबन्धकार – राजकिशोर सिंह, प्रकाशन केन्द्र, लखनऊ ।
3. गद्य की नयी विधाओं का विकास – मज़दा असाद, प्रभात प्रकाशन, नयी दिल्ली ।
4. ललित निबन्ध – केन्द्रीय हिन्दी संस्थान, आगरा ।
5. हिन्दी साहित्य का इतिहास – डॉ० नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
6. भारतीय काव्यशास्त्र – डॉ० भगीरथ मिश्र, विश्वविद्यालय प्रकाशन, वाराणसी ।
7. विद्यानिवास मिश्र के निबंधों में सांस्कृतिक चेतना – डॉ० अभिलाषा ठाकुर, विनय प्रकाशन, कानपुर ।
8. हिन्दी के श्रेष्ठ रेखाचित्र – डॉ० चौथीराम यादव (संपा.), विश्वविद्यालय प्रकाशन, वाराणसी ।

HIN-HC-5026

प्रयोजनमूलक हिन्दी

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य :** विद्यार्थियों को हिन्दी भाषा के विविध रूपों और हिन्दी-संबंधी विविध संवैधानिक प्रावधानों की सम्यक् जानकारी देना, साथ ही कार्यालय, विज्ञान, व्यवसाय, संचार-माध्यम आदि के संदर्भों में प्रयुक्त होने वाली हिन्दी के प्रयोजनमूलक स्वरूपों के साथ उन्हें भली-भाँति परिचित कराना (ताकि वे इस क्षेत्र में आजीविका की तलाश कर सकें) इस प्रश्न-पत्र का प्रमुख लक्ष्य है ।

**इकाई 1** राष्ट्रभाषा, सम्पर्क भाषा, राजभाषा, अंतर्राष्ट्रीय भाषा के रूप में हिन्दी, संविधान में हिन्दी

## GU UG CBCS SYLLABUS

- इकाई 2 प्रयोजनमूलक हिन्दी के प्रमुख प्रकार – कार्यालयीन हिन्दी और उसके प्रमुख लक्षण, वैज्ञानिक हिन्दी और उसके प्रमुख लक्षण, व्यावसायिक हिन्दी और उसके प्रमुख लक्षण, संचार माध्यम (आकाशवाणी, दूरदर्शन, चलचित्र) की हिन्दी और उसके प्रमुख लक्षण
- इकाई 3 भाषा-व्यवहार – सरकारी पत्राचार, टिप्पणी तथा मसौदा लेखन, आलेखन, व्यावसायिक पत्र-लेखन, पारिभाषिक शब्दावली, अनुवाद (हिन्दी से अंग्रेज़ी में कुछ अंश)

**सन्दर्भ ग्रन्थ :**

1. प्रयोजनमूलक हिन्दी – डॉ० विनोद गोदरे, वाणी प्रकाशन, नयी दिल्ली ।
2. प्रयोजनिक हिन्दी – डॉ० बालेन्दु शेखर तिवारी, अनुपम प्रकाशन, पटना ।
3. राजभाषा हिन्दी – डॉ० भोलानाथ तिवारी, प्रभात प्रकाशन, दिल्ली ।
4. राजभाषा हिन्दी : विकास के विविध आयाम – डॉ० मलिक मोहम्मद, प्रवीण प्रकाशन, नयी दिल्ली ।
5. प्रामाणिक आलेखन और टिप्पण – प्रो० विराज, राजपाल एण्ड सन्स, दिल्ली ।
6. व्यावहारिक आलेखन और टिप्पण – डॉ० अमूल्य चन्द्र बर्मन, असम हिन्दी प्रकाशन, गुवाहाटी ।
7. कार्यालय सहायिका – हरिबाबू कंसल, केन्द्रीय सचिवालय हिन्दी परिषद, दिल्ली ।
8. अनुवाद विज्ञान – डॉ० भोलानाथ तिवारी, किताबघर प्रकाशन, नयी दिल्ली ।
9. अनुवाद-सुधा (भाग : 1) -- डॉ० अच्युत शर्मा (संपा.), शब्द भारती, गुवाहाटी ।
10. अनुवाद-सुधा (भाग : 2) – डॉ० अच्युत शर्मा (संपा.), शब्द भारती, गुवाहाटी ।

HIN-HC-6016

हिन्दी की साहित्यिक पत्रकारिता

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य :** विद्यार्थियों को साहित्यिक पत्रकारिता के स्वरूप तथा भारतेन्दु-युग से अब तक अनवरत् रूप से प्रवाहित हिन्दी की साहित्यिक पत्रकारिता के साथ भली-भाँति परिचित कराना (ताकि वे इस क्षेत्र में आजीविका की तलाश कर सकें) प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

- इकाई 1 साहित्यिक पत्रकारिता : अर्थ, अवधारणा और महत्व

- भारतेन्दुयुगीन साहित्यिक पत्रकारिता : परिचय और प्रवृत्तियाँ
- इकाई 2 द्विवेदीयुगीन साहित्यिक पत्रकारिता : परिचय और प्रवृत्तियाँ  
प्रेमचन्द और छायावादयुगीन साहित्यिक पत्रकारिता : परिचय और प्रवृत्तियाँ
- इकाई 3 स्वातंत्र्योत्तर साहित्यिक पत्रकारिता : परिचय और प्रवृत्तियाँ  
समकालीन साहित्यिक पत्रकारिता : परिचय और प्रवृत्तियाँ  
महत्वपूर्ण पत्र-पत्रिकाएँ : सरस्वती, भारत मित्र, हिन्दी प्रदीप तथा जनसत्ता का सामान्य परिचय

**सन्दर्भ ग्रन्थ :**

1. सिर्फ पत्रकारिता- अजय कुमार सिंह, लोकभारती प्रकाशन, इलाहाबाद ।
2. हिन्दी पत्रकारिता- कृष्ण बिहारी मिश्र, लोकभारती प्रकाशन, इलाहाबाद ।
3. पत्रकारिता : परिवेश और प्रवृत्तियाँ- पृथ्वीनाथ पाण्डेय, लोकभारती प्रकाशन, इलाहाबाद ।
4. पत्रकारिता के नए आयाम- एस.के. दुबे, लोकभारती प्रकाशन, इलाहाबाद ।
5. हिन्दी पत्रकारिता : संवाद और विमर्श- कैलाशनाथ पाण्डेय, लोकभारती प्रकाशन, इलाहाबाद ।
6. पत्रकारिता में अनुवाद- जितेन्द्र गुप्ता, प्रियदर्शन एवं अरुण प्रकाश, लोकभारती प्रकाशन, इलाहाबाद ।
7. हिन्दी पत्रकारिता का प्रतिनिधि संकलन- तरुशिखा सुरजन, लोकभारती प्रकाशन, इलाहाबाद ।

HIN-HC-6026

**हिन्दी परियोजना कार्य (Hindi Project Work)**

कुल अंक : 100

लघु शोध-प्रबन्ध : 80

मौखिकी : 20

क्रेडिट : 6

**लक्ष्य :** विद्यार्थियों की शोध-प्रवृत्ति को जगाना, उनकी आलोचनात्मक समीक्षा की योग्यता को प्रोत्साहित करना, साथ ही तकनीकी (डी.टी.पी., पावर पॉइंट प्रेजेंटेशन के रूप में) उपयोग हेतु उन्हें प्रेरित करना इस परियोजना-कार्य का प्रमुख लक्ष्य है।

**(दृष्टव्य :** प्राध्यापकों द्वारा निर्धारित किए गए विषयों पर विद्यार्थी अपने परियोजना-कार्य को स्वयं कम्प्यूटर में टंकित करें। मौखिकी में विद्यार्थी पावर पॉइंट प्रेजेंटेशन द्वारा अपनी प्रस्तुति देंगे। इस प्रस्तुति में विभागीय अध्यक्ष, परियोजना-निर्देशक, विभागीय प्राध्यापकगण एवं महाविद्यालय के अध्यक्ष या अध्यक्ष के प्रतिनिधि की उपस्थिति अपेक्षित है।)



## GU UG CBCS SYLLABUS

स्नातक (ऑनर्स) पाठ्यक्रम के अन्तर्गत विद्यार्थी को किसी एक हिन्दी साहित्यिक विभूति के जीवन एवं साहित्यिक उपलब्धियों पर साहित्य-सर्वेक्षण के तहत एक लघु शैक्षिक परियोजना-कार्य एक शोध-निर्देशक के अधीन रहकर संपादित करना पड़ेगा। परियोजना-कार्य का विषय (निम्नलिखित सूची में से) और शोध-निर्देशक विद्यार्थी को उक्त छमाही के आरम्भ में ही कॉलेज के संबद्ध विभाग द्वारा निर्धारित कर दे दिए जाएंगे। विद्यार्थी को एम.फिल. के लघु शोध-प्रबन्ध (स्पाइरल बाइंडिंग रूप में) की तरह ही तैयार किए गए लगभग 50 पृष्ठों के परियोजना-कार्य को उक्त छमाही की अन्तिम परीक्षा के आरम्भ के एक सप्ताह पूर्व ही जमा करना होगा। विभाग के अध्यक्ष, परियोजना-कार्य के निर्देशक और महाविद्यालय के अध्यक्ष अथवा उनके द्वारा नामित प्रतिनिधि से बनी मूल्यांकन-समिति में से अध्यक्ष या उनके प्रतिनिधि 40 अंक (लेखन : 30 + मौखिकी : 10) तथा विभाग के अध्यक्ष 30 अंक (लेखन : 25 + मौखिकी : 5) एवं परियोजना के निर्देशक 30 अंक (लेखन : 25+ मौखिकी : 5) के अन्तर्गत मूल्यांकन करेंगे। परियोजना-कार्य के मूल्यांकन के दौरान अन्य बातों के साथ ही विद्यार्थी की आलोचनात्मक समीक्षा की योग्यता को ध्यान में रखा जाएगा।

**हिन्दी साहित्यिक विभूति**

चंदबरदाई, विद्यापति, कबीरदास, मलिक मुहम्मद जायसी, सूरदास, मीराँबाई, गोस्वामी तुलसीदास, रहीम, रसखान, केशवदास, बिहारीलाल, देव, भूषण, घनानन्द, भारतेन्दु हरिश्चन्द्र, हरिऔध, मैथिलीशरण गुप्त, माखनलाल चतुर्वेदी, जयशंकर प्रसाद, सूर्यकान्त त्रिपाठी 'निराला', सुमित्रानन्दन पन्त, महादेवी वर्मा, भगवतीचरण वर्मा, सुभद्रा कुमारी चौहान, चन्द्रधर शर्मा 'गुलेरी', हरिवंशराय 'बच्चन', मुंशी प्रेमचन्द, रामधारी सिंह 'दिनकर', आचार्य रामचन्द्र शुक्ल, अज्ञेय, जैनेन्द्र कुमार, यशपाल, लक्ष्मीनारायण मिश्र, धर्मवीर भारती, नागार्जुन, मुक्तिबोध, फणीश्वरनाथ रेणु, मोहन राकेश, सुदामा पाण्डेय 'धूमिल' और उषा प्रियम्बदा।

**योग्यता-वर्धक अनिवार्य कोर्स**

{ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)}

HIN-AE-1014

हिन्दी व्याकरण और सम्प्रेषण

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 4

## GU UG CBCS SYLLABUS

**लक्ष्य :** विद्यार्थियों को हिन्दी व्याकरण और हिन्दी के माध्यम से सम्यक् सम्प्रेषण की जानकारी देते हुए हिन्दी भाषा के उपयोग के सन्दर्भ में उनकी योग्यता में वृद्धि लाना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1 हिन्दी की वर्ण-व्यवस्था : स्वर और व्यंजन  
हिन्दी व्याकरण एवं रचना : संज्ञा, सर्वनाम, विशेषण, क्रिया और अव्यय का परिचय
- इकाई 2 उपसर्ग, प्रत्यय तथा समास, पर्यायवाची शब्द, विलोम शब्द, अनेक शब्दों के लिए एक शब्द, शब्द-शुद्धि, वाक्य-शुद्धि
- इकाई 3 सम्प्रेषण की अवधारणा, महत्व, प्रकार, मुहावरा, लोकोक्ति, पल्लवन, संक्षेपण

**सन्दर्भ ग्रन्थ :**

1. हिन्दी व्याकरण – पं. कामताप्रसाद गुरु, राजकमल प्रकाशन समूह, नयी दिल्ली।
2. हिन्दी व्याकरण मीमांसा – काशीराम शर्मा, राजकमल प्रकाशन समूह, नयी दिल्ली।
3. व्याकरण प्रदीप – रामदेव एम.ए., राजकमल प्रकाशन समूह, नयी दिल्ली।
4. नवशती हिन्दी व्याकरण – बद्रीनाथ कपूर, राजकमल प्रकाशन समूह, नयी दिल्ली।
5. मानक हिन्दी का व्यवहारपरक व्याकरण – रमेशचन्द्र महरोत्रा, राजकमल प्रकाशन समूह, नयी दिल्ली।
6. हिन्दी भाषा का वृहत् ऐतिहासिक व्याकरण – आचार्य हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन समूह, नयी दिल्ली।
7. मानक हिन्दी का पारम्परिक व्याकरण – शुकदेव शास्त्री, साहित्यागार, जयपुर।
8. आधुनिक हिन्दी व्याकरण एवं रचना – डॉ॰ वासुदेवनन्दन प्रसाद, भारती भवन, पटना।
9. हिन्दी व्याकरण-विमर्श – तेजपाल चौधरी, वाणी प्रकाशन, नयी दिल्ली।

**कौशल-वर्धक कोर्स****{SKILL ENHANCEMENT COURSE (SEC)}**

**(नोट :** इस कोर्स के लिए महाविद्यालय द्वारा विद्यार्थियों के शैक्षिक-भ्रमण की व्यवस्था की जा सकती है।)

**द्रष्टव्य :** इस कोर्स के अन्तर्गत प्रत्येक प्रश्न-पत्र में व्यावहारिक परीक्षण हेतु एक निर्देशक के तत्वावधान में विभाग की ओर से दिए गए एक विषय पर (निर्धारित पाठ्यक्रम में से) लगभग दो हजार शब्दों में एक प्रोजेक्ट-रिपोर्ट (टंकित या हस्तलिखित) जमा करना होगा। विद्यार्थी को विभागीय अध्यक्ष, प्रोजेक्ट-निर्देशक, विभाग के प्राध्यापकगण एवं महाविद्यालय के अध्यक्ष या उनके द्वारा नामित प्रतिनिधि के समक्ष अपने कार्य की पुष्टि हेतु मौखिकी के रूप में प्रस्तुति देनी होगी। यह प्रस्तुति पावर पॉइंट प्रेजेंटेशन के रूप में हो सकती है। विभाग के

## GU UG CBCS SYLLABUS

अध्यक्ष, प्रोजेक्ट के निर्देशक और महाविद्यालय के अध्यक्ष अथवा उनके द्वारा नामित प्रतिनिधि से बनी मूल्यांकन-समिति में से महाविद्यालय के अध्यक्ष या उनके प्रतिनिधि 20 अंक (लेखन : 15 + मौखिकी : 5) तथा विभाग के अध्यक्ष 15 अंक (लेखन : 10 + मौखिकी : 5) एवं प्रोजेक्ट के निर्देशक 15 अंक (लेखन : 10 + मौखिकी : 5) के अन्तर्गत मूल्यांकन करेंगे।

HIN-SE-3014

कार्यालयीन अनुवाद

कुल अंक : 100

सैद्धांतिक परीक्षण : 50

व्यावहारिक परीक्षण : 50

क्रेडिट : 4

**लक्ष्य :** विद्यार्थियों को हिन्दी भाषा के विविध रूपों, हिन्दी-सम्बन्धी विविध संवैधानिक प्रावधानों, हिन्दी के माध्यम से किए जाने वाले विभिन्न पत्राचारों, प्रशासनिक पत्रावली की निष्पादन-प्रक्रियाओं और कार्यालयीन प्रयोजनों में विभिन्न यांत्रिक उपकरणों के अनुप्रयोग-सम्बन्धी सम्यक् जानकारी देकर उनके हिन्दी प्रयोग-सम्बन्धी कौशल में वृद्धि लाना इस प्रश्न-पत्र का प्रधान लक्ष्य है।

- इकाई 1** हिन्दी भाषा के विविध रूप -- राष्ट्रभाषा, राजभाषा, जनभाषा  
शिक्षण-माध्यम भाषा, संचार भाषा, सर्जनात्मक भाषा, यांत्रिक भाषा  
राजभाषा का स्वरूप, भारतीय संविधान में राजभाषा सम्बन्धी परिनियमावली का सामान्य परिचय, राजभाषा के रूप में हिन्दी के समक्ष व्यावहारिक कठिनाइयाँ एवं सम्भावित समाधान
- इकाई 2** टिप्पण, प्रारूप/आलेखन, पल्लवन, संक्षेपण  
विभिन्न प्रकार के पत्राचार, प्रशासनिक पत्रावली की निष्पादन प्रक्रियाएँ
- इकाई 3** पारिभाषिक शब्दावली  
कार्यालयीन प्रयोजनों में विभिन्न यांत्रिक उपकरणों का अनुप्रयोग : कम्प्यूटर, लेपटॉप, टेबलेट, टेलीप्रिंटर, टेलेक्स, वीडियो कॉन्फ्रेंसिंग

**सन्दर्भ ग्रन्थ :**

1. प्रयोजनमूलक हिन्दी – डॉ॰ विनोद गोदरे, वाणी प्रकाशन, नयी दिल्ली।

2. प्रयोजनिक हिन्दी – डॉ॰ बालेंदु शेखर तिवारी, अनुपम प्रकाशन, पटना ।
3. राजभाषा हिन्दी -- डॉ॰ भोलानाथ तिवारी, प्रभात प्रकाशन, दिल्ली ।
4. राजभाषा हिन्दी : विकास के विविध आयाम – डॉ॰ मलिक मोहम्मद, प्रवीण प्रकाशन, नयी दिल्ली ।
5. प्रामाणिक आलेखन और टिप्पण -- प्रो॰ विराज, राजपाल एंड सन्स, दिल्ली ।
6. व्यावहारिक आलेखन और टिप्पण – डॉ॰ अमूल्य बर्मन, असम हिन्दी प्रकाशन, गुवाहाटी ।
7. कार्यालय सहायिका -- हरिबाबू कंसल, केन्द्रीय सचिवालय हिन्दी परिषद, दिल्ली ।
8. अनुवाद विज्ञान – डॉ॰ भोलानाथ तिवारी, किताबघर प्रकाशन, नयी दिल्ली ।
9. अनुवाद-सुधा (भाग-1) -- डॉ॰ अच्युत शर्मा (संपा.), शब्द भारती, गुवाहाटी ।
10. अनुवाद-सुधा (भाग-2) -- डॉ॰ अच्युत शर्मा (संपा.), शब्द भारती, गुवाहाटी ।

HIN-SE-4014

अनुवाद विज्ञान

कुल अंक : 100

सैद्धांतिक परीक्षण : 50

व्यावहारिक परीक्षण : 50

क्रेडिट : 4

**लक्ष्य :** विद्यार्थियों को अनुवाद-सम्बन्धी सैद्धांतिक एवं व्यावहारिक ज्ञान देकर, विशेषतः कार्यालयीन अनुवाद के सन्दर्भ में राजभाषा-नीति के अनुपालन में धारा 3(3) के अन्तर्गत निर्धारित दस्तावेजों के सटीक अनुवाद की सम्यक् जानकारी प्रदान करके कार्यालय, तकनीकी, सर्जनात्मक साहित्य आदि विविध क्षेत्रों में उनके हिन्दी-अनुवाद-सम्बन्धी कौशल में वृद्धि लाना इस प्रश्न-पत्र का प्रमुख लक्ष्य है ।

**इकाई 1** अनुवाद का अर्थ, परिभाषा, स्वरूप एवं प्रकृति, अनुवाद कार्य की आवश्यकता एवं महत्व, बहुभाषी समाज में परिवर्तन तथा बौद्धिक-सांस्कृतिक आदान-प्रदान में अनुवाद-कार्य की भूमिका, अनुवाद के प्रकार – शब्दानुवाद, भावानुवाद, छायानुवाद, सारानुवाद

**इकाई 2** अनुवाद प्रक्रिया के तीन चरण – विश्लेषण, अंतरण एवं पुनर्गठन  
अनुवाद की भूमिका – पाठक की भूमिका (अर्थ-ग्रहण की), द्विभाषिक की भूमिका (अर्थांतरण की प्रक्रिया) एवं रचयिता की भूमिका (अर्थ-सम्प्रेषण की प्रक्रिया)

## GU UG CBCS SYLLABUS

सर्जनात्मक साहित्य के अनुवाद की अपेक्षाएँ, सर्जनात्मक साहित्य के अनुवाद और तकनीकी अनुवाद में अन्तर, गद्यानुवाद और काव्यानुवाद में अन्तर

**इकाई 3 कार्यालयीन अनुवाद :** राजभाषा-नीति के अनुपालन में धारा 3(3) के अंतर्गत निर्धारित दस्तावेजों का अनुवाद (शासकीय पत्र/ अर्धशासकीय पत्र/ परिपत्र/ ज्ञापन/ कार्यालयीन आदेश/ अधिसूचना/ संकल्प-प्रस्ताव/ निविदा-संविदा/ विज्ञापन व्यावहारिक अनुवाद (हिन्दी से अंग्रेजी, अंग्रेजी से हिन्दी )

**सन्दर्भ ग्रन्थ :**

1. अनुवाद विज्ञान – डॉ॰ भोलानाथ तिवारी, किताबघर प्रकाशन, नयी दिल्ली ।
2. अनुवाद-सुधा (भाग-1) -- डॉ॰ अच्युत शर्मा (संपा.), शब्द भारती, गुवाहाटी ।
3. अनुवाद-सुधा (भाग-2) -- डॉ॰ अच्युत शर्मा (संपा.), शब्द भारती, गुवाहाटी ।
4. प्रयोजनमूलक हिन्दी – डॉ॰ विनोद गोदरे, वाणी प्रकाशन, नयी दिल्ली ।
5. प्रयोजनिक हिन्दी – डॉ॰ बालेंदु शेखर तिवारी, अनुपम प्रकाशन, पटना ।
6. प्रामाणिक आलेखन और टिप्पण -- प्रो॰ विराज, राजपाल एंड सन्स, दिल्ली ।
7. व्यावहारिक आलेखन और टिप्पण – डॉ॰ अमूल्य बर्मन, असम हिन्दी प्रकाशन, गुवाहाटी ।
8. कार्यालय सहायिका -- हरिबाबू कंसल, केन्द्रीय सचिवालय हिन्दी परिषद, दिल्ली ।

**विषय-विशिष्ट ऐच्छिक कोर्स**

{DISCIPLINE SPECIFIC ELECTIVE (DSE)}

(**दृष्टव्य :** विद्यार्थियों को HIN-HE-5016, HIN-HE-5026 और HIN-HE-5036 में से किन्हीं दो प्रश्न-पत्रों तथा HIN-HE-6016, HIN-HE-6026 और HIN-HE-6036 में से किन्हीं दो प्रश्न-पत्रों के चयन करने होंगे ।)

HIN-HE-5016

लोक-साहित्य-चिन्तन

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

## GU UG CBCS SYLLABUS

**लक्ष्य :** विद्यार्थियों को लोक, लोक-वार्ता, लोक-संस्कृति और लोक-साहित्य (लोक-गीत, लोक-नाट्य, लोक-कथा आदि) की सम्यक् जानकारी देते हुए उन्हें लोक-जीवन की सरसता की ओर उन्मुख करना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1** लोक और लोक-वार्ता, लोक-संस्कृति की अवधारणा, लोक-वार्ता और लोक-संस्कृति, लोक-संस्कृति और साहित्य, साहित्य और लोक का अंतर्संबंध, लोक-साहित्य के अध्ययन की समस्याएँ
- इकाई 2** भारत में लोक-साहित्य के अध्ययन का इतिहास, लोक-साहित्य के प्रमुख रूपों का वर्गीकरण;  
लोक-गीत : संस्कार-गीत, व्रतगीत, श्रमगीत, ऋतुगीत, जातिगीत
- इकाई 3** लोक-नाट्य : रामलीला, रासलीला, कीर्तनिया, यक्षगान, नौटंकी ; हिन्दी लोक-नाट्य की परम्परा एवं प्रविधि; हिन्दी नाटक एवं रंगमंच पर लोक-नाट्यों का प्रभाव; लोक-कथा : व्रतकथा, परिकथा, नागकथा, कथा-रूढ़ियाँ और अंधविश्वास

**सन्दर्भ ग्रन्थ :**

1. लोक साहित्य विज्ञान – डॉ॰ सत्येन्द्र, शिवलाल अग्रवाल एण्ड कम्पनी, आगरा।
2. लोक-साहित्य की भूमिका – डॉ॰ कृष्णदेव उपाध्याय, साहित्य भवन प्राइवेट लिमिटेड, इलाहाबाद।
3. गंगा घाटी के गीत – डॉ॰ हीरालाल तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी।
4. लोक-साहित्य के विविध आयाम – वीणा दाधे, अमन प्रकाशन, कानपुर।
5. लोक-साहित्य : अर्थ और व्याप्ति – डॉ॰ सुरेश गौतम, साहित्य रत्नाकर, कानपुर।
6. लोकगीतों के सन्दर्भ और आयाम – डॉ॰ शान्ति जैन, विश्वविद्यालय प्रकाशन, वाराणसी।

HIN-HE-5026

हिन्दी की राष्ट्रीय-सांस्कृतिक काव्यधारा

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य :** विद्यार्थियों को हिन्दी की समृद्ध राष्ट्रीय-सांस्कृतिक काव्यधारा के इतिहास तथा इस धारा के चुनिन्दा कवियों की सरस रचनाओं से परिचित कराकर उनमें राष्ट्रीयता की भावना एवं सांस्कृतिक चेतना को जगाना इस प्रश्न-पत्र का प्रमुख लक्ष्य है।

## GU UG CBCS SYLLABUS

- इकाई 1 (क) हिन्दी की राष्ट्रीय-सांस्कृतिक काव्यधारा का उद्भव एवं विकास  
(ख) मैथिलीशरण गुप्त – मनुष्यता, हमारी सभ्यता, भारत की श्रेष्ठता
- इकाई 2 माखनलाल चतुर्वेदी – आ गए ऋतुराज, प्राण का शृंगार, सिपाही, सिपाहिनी
- इकाई 3 रामधारी सिंह 'दिनकर' – जनतंत्र का जन्म, भारत का यह रेशमी नगर, रक्षा करो देवता,  
अवकाशवाली सभ्यता
- इकाई 4 सुभद्रा कुमारी चौहान – झाँसी की रानी, व्यथित हृदय, स्वदेश के प्रति, वीरों का कैसा हो  
वसन्त ?

**निर्धारित पाठ्य-पुस्तक :**

राष्ट्रवाणी – डॉ० वासुदेव सिंह (संपा.), संजय बूक सेन्टर, वाराणसी ।

**सन्दर्भ ग्रन्थ :**

1. राष्ट्रीय काव्यधारा – कन्हैया सिंह, वाणी प्रकाशन, नयी दिल्ली ।
2. हिन्दी साहित्य का इतिहास -- डॉ० नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
3. हिन्दी साहित्य का दूसरा इतिहास – डॉ० बच्चन सिंह, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
4. मैथिलीशरण गुप्त के काव्य की अंतर्कथाओं के स्रोत -- शशि अग्रवाल, हिन्दी साहित्य सम्मेलन, प्रयाग ।
5. माखनलाल चतुर्वेदी : काव्य एवं दर्शन – डॉ० दिनेश चन्द्र वर्मा, विद्या प्रकाशन, कानपुर ।
6. दिनकर : अर्धनारीश्वर कवि – नन्दकिशोर नवल, राजकमल प्रकाशन, नयी दिल्ली ।
7. राष्ट्रभक्त कवयित्री सुभद्रा कुमारी चौहान – एम. राजस्वी, प्रभात प्रकाशन, नयी दिल्ली ।

HIN-HE-5036

पूर्वोत्तर भारत में हिन्दी भाषा और साहित्य

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य :** विद्यार्थियों को पूर्वोत्तर भारत के आठों प्रान्तों में हिन्दी को लेकर चल रही गतिविधियों की जानकारी देते हुए उन्हें पूर्वोत्तर के रचनाकारों द्वारा रचित अथवा पूर्वोत्तर के बारे में रचित चुनी हुई हिन्दी-रचनाओं से परिचित कराना इस प्रश्न-पत्र का प्रमुख लक्ष्य है ।

- इकाई 1** पूर्वोत्तर भारत में हिन्दी की स्थिति  
असम में हिन्दी के प्रचार-प्रसार का विस्तृत इतिहास; मेघालय, मिज़ोरम, मणिपुर, अरुणाचल प्रदेश, नागालैंड, त्रिपुरा एवं सिक्किम में हिन्दी के प्रचार-प्रसार की सामान्य जानकारी
- इकाई 2** असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी; मणिपुर हिन्दी प्रचार सभा, इम्फ़ाल; असम राष्ट्रभाषा सेवक संघ, गुवाहाटी; असम राज्य राष्ट्रभाषा प्रचार समिति, जोरहाट; केन्द्रीय हिन्दी संस्थान की गुवाहाटी, शिलांग और दीमापुर शाखाएँ; मेघालय राष्ट्रभाषा प्रचार समिति, शिलांग; केन्द्रीय हिन्दी निदेशालय, गुवाहाटी शाखा की गतिविधियाँ।  
पूर्वोत्तर से प्रकाशित प्रमुख हिन्दी पत्र-पत्रिकाएँ (दैनिक पूर्वोदय, सेंटीनल, पूर्वाञ्चल प्रहरी, प्रातः ख़बर, समन्वय पूर्वोत्तर, राष्ट्रसेवक, मेघालय दर्पण आदि)
- इकाई 3** राह और रोड़े --छगनलाल जैन (उपन्यास)  
हीली बोन् की बत्तखें – अज्ञेय (कहानी)  
भिण्डी के फूल – डॉ॰ हीरालाल तिवारी (गद्यकाव्य)

**पाठ्य-पुस्तक एवं सन्दर्भ ग्रन्थ :**

1. राष्ट्रभाषा प्रचार - एक झांकी – चित्र महन्त, असम हिन्दी प्रकाशन, गुवाहाटी।
2. राष्ट्रभाषा का इतिहास – चित्र महन्त, असम हिन्दी प्रकाशन, गुवाहाटी।
3. राह और रोड़े -- छगनलाल जैन, असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी।
4. जय-दोल – अज्ञेय, भारतीय ज्ञानपीठ प्रकाशन, नयी दिल्ली।
5. हिन्दी गद्य-संकलन – डॉ॰ परेशचन्द्र देव शर्मा एवं डॉ॰ हीरालाल तिवारी (संपा.), असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी।
6. हीर-ज्योति – डॉ॰ अमूल्य चन्द्र बर्मन एवं डॉ॰ अच्युत शर्मा (संपा.), हिन्दी विभाग, गौहाटी विश्वविद्यालय।

HIN-HE-6016

छायावादी काव्यधारा

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)



## GU UG CBCS SYLLABUS

**लक्ष्य :** विद्यार्थियों को हिन्दी की छायावादी काव्यधारा के इतिहास और चुनी हुई छायावादी कविताओं से परिचित कराकर उन्हें इस अनोखी काव्यधारा की संवेदना एवं शिल्पगत विशेषताओं के दर्शन कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1 (क) छायावादी काव्यधारा का उद्भव एवं विकास  
(ख) जयशंकर प्रसाद – हे लाज भरे सौन्दर्य बता दो, ले चल वहाँ भुलावा देकर, मुझको न मिला रे कभी प्यार, अरुण यह मधुमय देश हमारा
- इकाई 2 सूर्यकान्त त्रिपाठी 'निराला' – जूही की कली, सन्ध्या सुन्दरी, बाँधो न नाव, स्नेह निर्झर
- इकाई 3 सुमित्रानन्दन पन्त – मौन निमंत्रण, द्रुत झरो, वाणी, भारतमाता
- इकाई 4 महादेवी वर्मा – मन्दिर का दीप, धीरे-धीरे उतर क्षितिज से आ वसन्त रजनी, मधुर वह था जीवन, चुभते ही तेरा अरुण वाण

**निर्धारित पाठ्य-पुस्तक :**

1. आधुनिक काव्य संग्रह – रामवीर सिंह (संपा.), विश्वविद्यालय प्रकाशन, वाराणसी।

**सन्दर्भ ग्रन्थ :**

1. जयशंकर प्रसाद – आचार्य नन्ददुलारे वाजपेयी, लोकभारती प्रकाशन, इलाहाबाद।
2. महाप्राण निराला – गंगाप्रसाद पाण्डेय, राजकमल प्रकाशन, नयी दिल्ली।
3. कवि सुमित्रानन्दन पन्त – आचार्य नन्ददुलारे वाजपेयी, प्रकाशन संस्थान, दिल्ली।
4. महादेवी – इन्द्रनाथ मदान, राधाकृष्ण प्रकाशन, नयी दिल्ली।
5. छायावाद की परिक्रमा – श्याम किशोर मिश्र, लोकभारती प्रकाशन, इलाहाबाद।
6. प्रसाद, पन्त और मैथिलीशरण – रामधारी सिंह 'दिनकर', लोकभारती प्रकाशन, इलाहाबाद।
7. आधुनिक हिन्दी कविता – डॉ० विश्वनाथ प्रसाद तिवारी, राजकमल प्रकाशन, नयी दिल्ली।
8. महादेवी का नया मूल्यांकन – डॉ० गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद।
9. निराला : आत्महंता आस्था – दूधनाथ सिंह, लोकभारती प्रकाशन, इलाहाबाद।
10. प्रसाद-निराला-अज्ञेय – डॉ० रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद।

HIN-HE-6026

प्रेमचन्द का साहित्य

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य :** विद्यार्थियों को हिन्दी के महान कथाकार मुंशी प्रेमचन्द द्वारा विरचित साहित्य की सामान्य जानकारी देते हुए चुनी हुई रचनाओं (उपन्यास, नाटक, निबन्ध, कहानियाँ) के विशेष अध्ययन के जरिए उनलोगों को इस लोकप्रिय साहित्यकार से भली-भाँति परिचित कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1 (क) प्रेमचन्द के साहित्य का सामान्य परिचय  
(ख) उपन्यास – सेवासदन
- इकाई 2 नाटक – कर्बला
- इकाई 3 निबन्ध – साहित्य का उद्देश्य
- इकाई 4 कहानियाँ – पूस की रात, शतरंज के खिलाड़ी, पंच परमेश्वर, ईदगाह, दो बैलों की कथा

#### निर्धारित पाठ्य-पुस्तक एवं ऑनलाइन लिंक्स :

1. सेवासदन – सरस्वती प्रेस, इलाहाबाद।
2. कर्बला – सरस्वती प्रेस <https://epustakalay.com/book/27025-karbala-by-prem-chand/>
3. साहित्य का उद्देश्य -- <http://desharyana.in/archives/5249>
4. हिन्दी गद्य-संकलन – डॉ॰ परेशचन्द्र देव शर्मा एवं डॉ॰ हीरालाल तिवारी (संपा.), असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी।
5. शतरंज के खिलाड़ी – <http://premchand.co.in/story/shatranj-ke-khiladi>
6. सप्तसरोज – मुंशी प्रेमचन्द, सरस्वती प्रेस, इलाहाबाद।
7. कृति कथाएँ – डॉ॰ शुकदेव सिंह, विश्वविद्यालय प्रकाशन, वाराणसी।
8. कहानी विविधा – डॉ॰ देवी शंकर अवस्थी (संपा.), राजकमल प्रकाशन, नयी दिल्ली।

#### सन्दर्भ ग्रन्थ :

1. प्रेमचन्द और उनका युग – डॉ॰ रामविलास शर्मा, राजकमल प्रकाशन, नयी दिल्ली।
2. हमारे कवि और लेखक – डॉ॰ राजेश्वरप्रसाद चतुर्वेदी और राकेश, प्रकाशन केन्द्र, लखनऊ।

3. कलम का मजदूर : प्रेमचन्द – मदन गोयल, लोकभारती प्रकाशन, इलाहाबाद ।
4. कहानीकार प्रेमचन्द : रचना-दृष्टि और रचना-विधान – शिवकुमार मिश्र, लोकभारती प्रकाशन, इलाहाबाद ।
5. प्रेमचन्द : एक साहित्यिक विवेचन – आचार्य नन्ददुलारे वाजपेयी, राजकमल प्रकाशन, नयी दिल्ली ।
6. प्रेमचन्द के आयाम – ए. अरविंदाक्षण, राधाकृष्ण प्रकाशन, नयी दिल्ली ।

HIN-HE-6036

हिन्दी का वैश्विक परिदृश्य एवं प्रवासी हिन्दी साहित्य

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य** : विद्यार्थियों को विश्व के अलग-अलग देशों में हिन्दी की परिव्याप्ति की जानकारी दिलाकर प्रवासी हिन्दी साहित्यकारों द्वारा रचित रचनाओं का रसास्वादन कराना और उनमें निहित जीवन-संघर्ष से परिचित कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

- इकाई 1 हिन्दी का वैश्विक परिदृश्य  
विश्व फलक पर हिन्दी, हिन्दी का वैश्वीकरण एवं विश्व हिन्दी सम्मेलन, विदेशों में हिन्दी की लोकप्रियता, भूमंडलीकरण के युग में हिन्दी
- इकाई 2 लाल पसीना (अभिमन्यु अनत)
- इकाई 3 कोख का किराया (तेजेन्द्र शर्मा), साँकल (जाकिया जुबेरी), कौन-सी ज़मीन अपनी (सुधा ओम ठींगरा), यूँ ही चलते हुए (पूर्णिमा बर्मन)

**सन्दर्भ ग्रन्थ एवं ऑनलाइन लिंक्स :**

1. भारत और विश्व पटल पर हिन्दी – डॉ॰ सुशीला गुप्ता (संपा.), अखिल भारतीय हिन्दी संस्था संघ, नयी दिल्ली ।
2. लाल पसीना – अभिमन्यु अनत, राजकमल प्रकाशन, नयी दिल्ली ।
3. कोख का किराया -- तेजेन्द्र शर्मा

<https://www.hindisamay.com/content/1051/1/तेजेन्द्र-शर्मा-कहानियाँ-कोख-का-किराया.csp>

4. साँकल -- जाकिया जुबेरी

<https://www.matrubharti.com/novels/16546/saankal-by-zakia-zubairi>

5. कौन-सी ज़मीन अपनी -- सुधा ओम ढींगरा, भावना प्रकाशन, नयी दिल्ली ।
6. यूं ही चलते हुए -- पूर्णिमा बर्मन  
<http://www.abhivyakti-hindi.org/lekhak/pumimavarman.htm>
7. विश्वपटल पर हिन्दी – सूर्यप्रसाद दीक्षित, लोकभारती प्रकाशन, इलाहाबाद ।
8. अभिमन्यु अनंत का उपन्यास साहित्य – डॉ० श्रीचित्रा. वी. एस., विद्या प्रकाशन, कानपुर ।
9. तेजेन्द्र शर्मा का रचना-संसार – प्रो० प्रदीप श्रीधर, विनय प्रकाशन, कानपुर ।
10. साँकल : एक विश्लेषणात्मक अध्ययन – पूजा प्रजापति, साहित्य रत्नाकर, कानपुर ।
11. हिन्दी का प्रवासी साहित्य – डॉ० कालीचरण स्नेही, विद्या प्रकाशन, कानपुर ।
12. प्रवासी लेखन : नयी ज़मीन नया आसमान – अनिल जोशी, वाणी प्रकाशन, नयी दिल्ली ।

**सामान्य ऐच्छिक कोर्स**  
**{GENERIC ELECTIVE (GE)}**

HIN-HG-1016

हिन्दी साहित्य का इतिहास

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य :** विद्यार्थियों को आदिकाल, भक्तिकाल, रीतिकाल और आधुनिककाल – इन चारों कालखण्डों में विरचित हिन्दी साहित्य के इतिहास की सामान्य जानकारी देना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

- इकाई 1**      आदिकाल – सीमा-निर्धारण; नामकरण की समस्या; सिद्ध, नाथ, जैन एवं रासो काव्य की विशेषताएँ; प्रमुख कवि – सरहपा, गोरखनाथ, चंदबरदाई, अमीर खुसरो, विद्यापति
- इकाई 2**      भक्तिकाल – सीमा-निर्धारण; भक्ति-आन्दोलन का स्वरूप; सन्त, सूफी, राम एवं कृष्ण भक्ति-काव्यों की प्रवृत्तियाँ; प्रमुख कवि – कबीरदास, मलिक मुहम्मद जायसी, तुलसीदास, सूरदास, मीराबाई

## GU UG CBCS SYLLABUS

- इकाई 3 (क) रीतिकाल -- सीमा-निर्धारण; नामकरण की समस्या, रीतिकवियों का आचार्यत्व; रीतिकाल के प्रवर्तक; रीतिकालीन प्रमुख काव्यधाराएँ; प्रमुख कवि – केशवदास, बिहारीलाल, देव, भूषण, घनानन्द
- (ख) आधुनिक काल -- सीमा-निर्धारण; आधुनिक और आधुनिकता; आधुनिककालीन भारतीय नवजागरण; आधुनिककालीन कविता की विकास-यात्रा; प्रमुख कवि – भारतेन्दु हरिश्चन्द्र, हरिऔध, मैथिलीशरण गुप्त, जयशंकर प्रसाद, दिनकर, अज्ञेय, धूमिल

सन्दर्भ ग्रन्थ :

1. हिन्दी साहित्य का इतिहास – आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी ।
2. हिन्दी साहित्य का आदिकाल – आचार्य हजारी प्रसाद द्विवेदी, बिहार राष्ट्रभाषा परिषद, पटना ।
3. हिन्दी साहित्य की भूमिका – आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली ।
4. हिन्दी साहित्य का इतिहास -- डॉ॰ नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
5. हिन्दी साहित्य का दूसरा इतिहास – डॉ॰ बच्चन सिंह, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
6. रीतिकाव्य की भूमिका – डॉ॰ नगेन्द्र, नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
7. रीतिकाल : तथ्य और चिन्तन – डॉ॰ सरोजिनी पाण्डेय, विकास प्रकाशन, जवाहर नगर, कानपुर ।
8. हिन्दी साहित्य का वैज्ञानिक इतिहास (भाग 1 और 2) – डॉ॰ गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद ।
9. रीतिकालीन कवियों की प्रेम-व्यंजना – डॉ॰ बच्चन सिंह, लोकभारती प्रकाशन, इलाहाबाद ।

HIN-HG-2016

मध्यकालीन हिन्दी कविता

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

लक्ष्य : विद्यार्थियों को कबीरदास, सूरदास, तुलसीदास, बिहारी और घनानन्द जैसी अमर विभूतियों का काव्य-रस प्रदान करना, साथ ही उन्हें सधुक्कड़ी, अवधी और ब्रजी हिन्दी से परिचित कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

## GU UG CBCS SYLLABUS

- इकाई 1 **निर्धारित पाठ्य-पुस्तक** – *मध्ययुगीन काव्य* : डॉ० बृजनारायण सिंह (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली  
पाठ – कबीर (साखी : 16-30, पद : 5-6), पाठ – सूरदास (मुरली-वर्णन, भ्रमरगीत)
- इकाई 2 **निर्धारित पाठ्य-पुस्तक** - *मध्ययुगीन काव्य* : डॉ० बृजनारायण सिंह (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली  
पाठ – तुलसीदास (विनय पत्रिका, भरत विनय प्रसंग)
- इकाई 3 **निर्धारित पाठ्य-पुस्तक** – *मध्ययुगीन काव्य* : डॉ० बृजनारायण सिंह (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली  
पाठ – बिहारी (दोहा : 1-15), घनानन्द (छन्द : 1-6)

**सन्दर्भ ग्रन्थ :**

1. *कबीर-मीमांसा* – डॉ० रामचन्द्र तिवारी, लोकभारती प्रकाशन, इलाहाबाद ।
2. *कबीर* – आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, नयी दिल्ली ।
3. *सूर और उनका साहित्य* – डॉ० हरवंशलाल शर्मा, भारत प्रकाशन मन्दिर, अलीगढ़ ।
4. *तुलसी साहित्य : विवेचन और मूल्यांकन* – डॉ० देवेन्द्रनाथ शर्मा, नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
5. *गोस्वामी तुलसीदास* – आचार्य रामचन्द्र शुक्ल, प्रकाशन संस्थान, नयी दिल्ली ।
6. *बिहारी का नया मूल्यांकन* – डॉ० बच्चन सिंह, लोकभारती प्रकाशन, इलाहाबाद ।
7. *बिहारी का काव्य-सौष्ठव* – डॉ० कल्पना पटेल, विद्या प्रकाशन, कानपुर ।
8. *घनानन्द का साहित्यिक अवदान* – डॉ० हनुमंत रणखांब, विद्या प्रकाशन, कानपुर ।

HIN-HG-3016

आधुनिक हिन्दी कविता

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

## GU UG CBCS SYLLABUS

**लक्ष्य :** विद्यार्थियों को खड़ीबोली हिन्दी में रचित द्विवेदीयुगीन, राष्ट्रीय-सांस्कृतिक, छायावादयुगीन एवं छायावादोत्तर कविताओं का रस प्रदान करते हुए उन्हें आधुनिक भाव-बोध तथा आधुनिक काव्य-शिल्प से परिचित कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1**      **निर्धारित पाठ्य-पुस्तक :** हिन्दी काव्य-सुधा, गौहाटी विश्वविद्यालय प्रकाशन विभाग।  
**पाठ :** हरिऔध (आँख का आँसू), मैथिलीशरण गुप्त (पंचवटी में लक्ष्मण), माखनलाल चतुर्वेदी (युग-पुरुष)
- इकाई 2**      **निर्धारित पाठ्य-पुस्तक :** हिन्दी काव्य-सुधा, गौहाटी विश्वविद्यालय प्रकाशन विभाग।  
**पाठ :** जयशंकर प्रसाद (मेरे नाविक, झरना), महादेवी वर्मा (मेरे दीपक, दीप मेरे जल), बच्चन (जो बीत गई सो बात गई)
- इकाई 3**      **निर्धारित पाठ्य-पुस्तक :** छायावादोत्तर काव्य-संग्रह -- राम नारायण शुक्ल और डॉ० श्रीनिवास पाण्डेय (संपा.), संजय बुक सेंटर, वाराणसी।  
**पाठ :** अज्ञेय (साँप), धर्मवीर भारती (टूटा हुआ पहिया), धूमिल (रोटी और संसद)

**सन्दर्भ ग्रन्थ :**

1. हिन्दी साहित्य का इतिहास – आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी।
2. हिन्दी साहित्य का इतिहास -- डॉ० नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली।
3. हिन्दी साहित्य का वैज्ञानिक इतिहास – डॉ० गणपतिचन्द्र गुप्त, प्रभात प्रकाशन, दिल्ली।
4. छायावाद की परिक्रमा -- श्याम किशोर मिश्र, लोकभारती प्रकाशन, इलाहाबाद।
5. आधुनिक हिन्दी कविता – डॉ० विश्वनाथ प्रसाद तिवारी, राजकमल प्रकाशन, नयी दिल्ली।
6. आधुनिक कविता यात्रा – डॉ० रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद।
7. मैथिलीशरण गुप्त के काव्य की अंतर्कथाओं के स्रोत -- शशि अग्रवाल, हिन्दी साहित्य सम्मेलन, प्रयाग।
8. हरिऔध के काव्य में राष्ट्रीयता एवं सामाजिकता – डॉ० मंजु तरडेजा, विद्या प्रकाशन, कानपुर।
9. माखनलाल चतुर्वेदी : काव्य एवं दर्शन – डॉ० दिनेश चन्द्र वर्मा, विद्या प्रकाशन, कानपुर।
10. महादेवी – डॉ० परमानन्द श्रीवास्तव, लोकभारती प्रकाशन, इलाहाबाद।
11. जयशंकर प्रसाद – आचार्य नन्ददुलारे वाजपेयी, लोकभारती प्रकाशन, इलाहाबाद।
12. अज्ञेय : कवि और काव्य – डॉ० राजेन्द्र प्रसाद, वाणी प्रकाशन, नयी दिल्ली।
13. धूमिल और उनका काव्य-संघर्ष – डॉ० ब्रह्मदेव मिश्र, लोकभारती प्रकाशन, इलाहाबाद।
14. समकालीन हिन्दी कविता – ए. अरविन्दाक्षण, राधाकृष्ण प्रकाशन, नयी दिल्ली।

15. धूमिल की काव्य-चेतना – डॉ० गीता अस्थाना, विद्या प्रकाशन, कानपुर ।
16. धर्मवीर भारती की काव्य-साधना – डॉ० मंजूषा श्रीवास्तव, मिलिन्द प्रकाशन, हैदराबाद ।
17. बच्चन : कविता और जीवन के अन्तःसूत्र – सीमा जैन, स्वराज प्रकाशन, नयी दिल्ली ।
18. प्रसाद-निराला-अज्ञेय – डॉ० रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद ।

HIN-HG-4016

हिन्दी गद्य साहित्य

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य :** विद्यार्थियों के समक्ष हिन्दी उपन्यास, कहानी, निबन्ध -- जैसी गद्य-विधाओं की झाँकी प्रस्तुत करते हुए चुनी हुई रचनाओं का रसास्वादन कराना एवं उनके माध्यम से उभरते हुए जीवन-बोध का परिचय दिलवाना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

- |        |  |
|--------|--|
| इकाई 1 | उपन्यास<br>भीष्म साहनी : तमस   |
| इकाई 2 | कहानी<br>प्रेमचन्द : ईदगाह ; फणीश्वरनाथ रेणु : तीसरी क्रसम ; यशपाल : परदा ; उषा प्रियम्बदा :<br>वापसी                            |
| इकाई 3 | निबन्ध<br>रामचन्द्र शुक्ल : लोभ और प्रीति<br>हजारी प्रसाद द्विवेदी : कुटज<br>विद्यानिवास मिश्र : वसन्त आ गया पर कोई उत्कंठा नहीं |

**निर्धारित पाठ्य-पुस्तक :**

1. तमस – भीष्म साहनी, राजकमल पेपरबेक्स, नयी दिल्ली ।
2. कहानी विविधा – डॉ० देवीशंकर अवस्थी (संपा.), राजकमल प्रकाशन, नयी दिल्ली ।
3. कथा भारती – डॉ० लक्ष्मीनारायण लाल (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
4. नागर-कथाएँ – डॉ० बालेन्दु शेखर तिवारी (संपा.), अमन प्रकाशन, कानपुर ।



## GU UG CBCS SYLLABUS

5. चिन्तामणि (पहला भाग) – आचार्य रामचन्द्र शुक्ल, इंडियन प्रेस (पब्लिकेशन्स), प्राइवेट लिमिटेड, प्रयाग ।
6. हिन्दी निबन्ध – डॉ॰ शिवप्रसाद सिंह (संपा.), हिन्दी प्रचारक संस्थान, वाराणसी ।
7. निबन्ध-निकष – प्रो॰ महेन्द्र प्रताप (प्रधान संपा.), रवि प्रकाशन, आगरा ।

**सन्दर्भ ग्रन्थ :**

1. प्रेमचन्द – डॉ॰ रामविलास शर्मा, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
2. प्रेमचन्द : साहित्य विवेचन – आचार्य नन्ददुलारे वाजपेयी, राजकमल प्रकाशन, नयी दिल्ली ।
3. हिन्दी उपन्यास का इतिहास – डॉ॰ गोपाल राय, राजकमल प्रकाशन, नयी दिल्ली ।
4. हिन्दी उपन्यास : एक अंतर्गता – डॉ॰ रामदरश मिश्र, राजकमल प्रकाशन, नयी दिल्ली ।
5. आधुनिक हिन्दी उपन्यास : सृजन और आलोचना – डॉ॰ चन्द्रकान्त बांदिबडेकर, नेशनल पब्लिशिंग हाउस, नयी दिल्ली।
6. हिन्दी साहित्य का इतिहास -- डॉ॰ नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
7. कहानीकार प्रेमचन्द : रचना-दृष्टि और रचना-विधान – शिवकुमार मिश्र, लोकभारती प्रकाशन, इलाहाबाद ।
8. विद्यानिवास मिश्र का निबंध-साहित्य : सन्दर्भ और अभिव्यक्ति – डॉ॰ श्यामसुंदर पाण्डेय, विनय प्रकाशन, कानपुर ।
9. तमस उपन्यास में देशविभाजन की त्रासदी – प्रो॰ दिलीप फोलाने, विद्या प्रकाशन, कानपुर ।
10. रेणु का कथा-साहित्य – डॉ॰ सुरेश चन्द्र महरोत्रा, विद्या प्रकाशन, कानपुर ।
11. कथाकार उषा प्रियम्बदा – डॉ॰ सुभाष पवार, विद्या प्रकाशन, कानपुर ।
12. यशपाल का कहानी-संसार : एक अंतरंग परिचय – सी.एम. योहन्ना, लोकभारती प्रकाशन, इलाहाबाद ।

**DEPARTMENT OF HINDI, GAUHATI UNIVERSITY  
MODIFIED SYLLABUS FOR B.A. REGULAR CBCS CURRICULUM**

(PASSED IN THE CCS-UG HINDI MEETING HELD ON 19.03.2021)

**LIST OF PAPERS**

**हिन्दी विभाग, गौहाटी विश्वविद्यालय**

चयन आधारित क्रेडिट-व्यवस्था की पाठ्यचर्या के अन्तर्गत  
संशोधित स्नातक (रेगुलर) पाठ्यक्रम

{दिनांक 19.03.2021 को आयोजित सीसीएस-यूजी (CCS-UG) हिन्दी की बैठक में गृहीत}

**प्रश्न-पत्रों की सूची**

क्रम- संख्या	प्रश्न-पत्रों के कोड	प्रश्न-पत्रों के शीर्षक
		मुख्य कोर्स {(CORE COURSE) (कुल 4 प्रश्न-पत्र)}
1	HIN-RC-1016	हिन्दी साहित्य का इतिहास
2	HIN-RC-2016	मध्यकालीन हिन्दी कविता
3	HIN-RC-3016	आधुनिक हिन्दी कविता
4	HIN-RC-4016	हिन्दी गद्य साहित्य

योग्यता-वर्धक अनिवार्य कोर्स {ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (1 प्रश्न-पत्र)}

1	HIN-AE-1014	हिन्दी व्याकरण और सम्प्रेषण
---	-------------	-----------------------------

कौशल-वर्धक कोर्स {SKILL ENHANCEMENT COURSE (SEC) (कुल 4 प्रश्न-पत्र)}

1	HIN-SE-3014	कार्यालयीन अनुवाद
2	HIN-SE-4014	अनुवाद विज्ञान
3	HIN-SE-5014	रंग आलेख और रंगमंच
4	HIN-SE-6014	भाषा-शिक्षण

विषय-विशिष्ट ऐच्छिक कोर्स {DISCIPLINE SPECIFIC ELECTIVE (DSE) (कुल 2 प्रश्न-पत्र)}

1	HIN-RE-5016	लोक-साहित्य
2	HIN-RE-5026	हिन्दी की राष्ट्रीय काव्यधारा

## GU UG CBCS SYLLABUS

3	HIN-RE-5036	पूर्वोत्तर भारत में हिन्दी
4	HIN-RE-6016	छायावाद
5	HIN-RE-6026	प्रेमचन्द
6	HIN-RE-6036	विश्व में हिन्दी एवं प्रवासी हिन्दी साहित्य

## सामान्य ऐच्छिक कोर्स {GENERIC ELECTIVE (GE) (कुल 2 प्रश्न-पत्र)}

1	HIN-RG-5016	संगीत एवं साहित्य
2	HIN-RG-6016	तुलनात्मक भारतीय साहित्य : असमीया कहानी

## स्नातक साधारण पाठ्यक्रम {सी.सी.} (कुल 2 प्रश्न-पत्र)}

1	HIN-CC-3016	हिन्दी काव्य-धारा
2	HIN-CC-4016	हिन्दी कथा साहित्य

## स्नातक (रेगुलर) पाठ्यक्रम का कार्यक्रम-प्रारूप

छमाही	प्रकार	मुख्य कोर्स (CORE COURSE)	योग्यता-वर्धक अनिवार्य कोर्स {ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)}	कौशल-वर्धक {SKILL ENHANCEMENT COURSE (SEC)}	विषय-विशिष्ट ऐच्छिक कोर्स {DISCIPLINE SPECIFIC ELECTIVE (DSE)}	सामान्य ऐच्छिक कोर्स {GENERIC ELECTIVE (GE)}
	क्रेडिट	12x6=72	2x4=8	4x4=16	4x6=24	2x6=12
I		ENG-CC-1016 HIN-RC-1016 (हिन्दी साहित्य का इतिहास) ZZZ-RC-1016	ENG-AE-1014/ ASM-AE-1014/ HIN-AE-1014 (हिन्दी व्याकरण और सम्प्रेषण)			
II		ENG-CC-2016	ENV-AE-2014			

## GU UG CBCS SYLLABUS

		HIN-RC-2016 (मध्यकालीन हिन्दी कविता) ZZZ-RC-2016				
III		HIN-CC-3016 (हिन्दी काव्य धारा)/ ALT-CC-3016  HIN-RC-3016 (आधुनिक हिन्दी कविता)  ZZZ-RC-3016		HIN-SE-3014 कार्यालयीन अनुवाद		
IV		HIN-CC-4016 (हिन्दी कथा साहित्य)/ ALT-CC-4016  HIN-RC-4016 (हिन्दी गद्य साहित्य)  ZZZ-RC-4016		HIN-SE-4014 अनुवाद विज्ञान		
V				HIN-SE-5014 रंग आलेख और रंगमंच	HIN-RE-5016 लोक-साहित्य HIN-RE-5026 हिन्दी की राष्ट्रीय काव्यधारा HIN-RE-5036 पूर्वोत्तर भारत में हिन्दी ZZZ-RE-5016	HIN-RG-5016 संगीत एवं साहित्य
VI				HIN-SE-6014 भाषा-शिक्षण	HIN-RE-6016 छायावाद HIN-RE-6026 प्रेमचन्द HIN-RE-6036 विश्व में हिन्दी	HIN-RG-6016 तुलनात्मक भारतीय साहित्य : असमीया कहानी

					एवं प्रवासी हिन्दी साहित्य ZZZ-RE-6016	
--	--	--	--	--	--	--

### मुख्य कोर्स (CORE COURSE)

HIN-RC-1016

हिन्दी साहित्य का इतिहास

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य** : विद्यार्थियों को आदिकाल, भक्तिकाल, रीतिकाल और आधुनिककाल – इन चारों कालखण्डों में विरचित हिन्दी साहित्य के इतिहास की सामान्य जानकारी देना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1** आदिकाल – सीमा-निर्धारण; नामकरण की समस्या; सिद्ध, नाथ, जैन एवं रासो काव्य की विशेषताएँ; प्रमुख कवि – सरहपा, गोरखनाथ, चंदबरदाई, अमीर खुसरो, विद्यापति
- इकाई 2** भक्तिकाल – सीमा-निर्धारण; भक्ति-आन्दोलन का स्वरूप; सन्त, सूफी, राम एवं कृष्ण भक्ति काव्यों की प्रवृत्तियाँ; प्रमुख कवि – कबीरदास, मलिक मुहम्मद जायसी, तुलसीदास, सूरदास, मीराबाई
- इकाई 3** (क) रीतिकाल -- सीमा-निर्धारण; नामकरण की समस्या, रीतिकवियों का आचार्यत्व; रीतिकाल के प्रवर्तक; रीतिकालीन प्रमुख काव्यधाराएँ; प्रमुख कवि – केशवदास, बिहारीलाल, देव, भूषण, घनानन्द
- (ख) आधुनिक काल -- सीमा-निर्धारण; आधुनिक और आधुनिकता ; आधुनिककालीन भारतीय नवजागरण; आधुनिककालीन कविता की विकास-यात्रा; प्रमुख कवि – भारतेन्दु हरिश्चन्द्र, हरिऔध, मैथिलीशरण गुप्त, जयशंकर प्रसाद, दिनकर, अज्ञेय, धूमिल

**सन्दर्भ ग्रन्थ :**

1. हिन्दी साहित्य का इतिहास – आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी ।
2. हिन्दी साहित्य का आदिकाल – आचार्य हजारी प्रसाद द्विवेदी, बिहार राष्ट्रभाषा परिषद, पटना ।
3. हिन्दी साहित्य की भूमिका – आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, नयी दिल्ली ।
4. हिन्दी साहित्य का इतिहास -- डॉ॰ नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
5. हिन्दी साहित्य का दूसरा इतिहास – डॉ॰ बच्चन सिंह, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
6. रीतिकाव्य की भूमिका – डॉ॰ नगेन्द्र, नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
7. रीतिकाल : तथ्य और चिन्तन – डॉ॰ सरोजिनी पाण्डेय, विकास प्रकाशन, जवाहर नगर, कानपुर ।
8. हिन्दी साहित्य का वैज्ञानिक इतिहास (भाग 1 और 2) – डॉ॰ गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद ।

HIN-RC-2016

मध्यकालीन हिन्दी कविता

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य :** विद्यार्थियों को कबीरदास, सूरदास, तुलसीदास, बिहारी और घनानन्द जैसी अमर विभूतियों का काव्य-रस प्रदान करना, साथ ही उन्हें सधुक्कड़ी, अवधी और ब्रजि हिन्दी से परिचित कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

- इकाई 1      **निर्धारित पाठ्य-पुस्तक** – मध्ययुगीन काव्य : डॉ॰ बृजनारायण सिंह (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली  
पाठ : कबीर (साखी : 16-30, पद : 5-6), पाठ – सूरदास (मुरली-वर्णन, भ्रमरगीत)
- इकाई 2      **निर्धारित पाठ्य-पुस्तक** -- मध्ययुगीन काव्य : डॉ॰ बृजनारायण सिंह (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली  
पाठ : तुलसीदास (विनय पत्रिका, भरतविनय प्रसंग)
- इकाई 3      **निर्धारित पाठ्य-पुस्तक** – मध्ययुगीन काव्य : डॉ॰ बृजनारायण सिंह (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली

पाठ : बिहारी (दोहा : 1-15), घनानन्द (छन्द : 1-6)

**सन्दर्भ ग्रन्थ :**

1. कबीर-मीमांसा – डॉ० रामचन्द्र तिवारी, लोकभारती प्रकाशन, इलाहाबाद ।
2. कबीर – आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, नयी दिल्ली ।
3. सूर और उनका साहित्य – डॉ० हरवंशलाल शर्मा, भारत प्रकाशन मन्दिर, अलीगढ़ ।
4. तुलसी साहित्य : विवेचन और मूल्यांकन – डॉ० देवेन्द्रनाथ शर्मा, नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
5. गोस्वामी तुलसीदास – आचार्य रामचन्द्र शुक्ल, प्रकाशन संस्थान, नयी दिल्ली ।
6. बिहारी का नया मूल्यांकन – डॉ० बच्चन सिंह, लोकभारती प्रकाशन, इलाहाबाद ।
7. बिहारी का काव्य-सौष्ठव – डॉ० कल्पना पटेल, विद्या प्रकाशन, कानपुर ।
8. घनानन्द का साहित्यिक अवदान – डॉ० हनुमंत रणखांब, विद्या प्रकाशन, कानपुर ।

HIN-HG-3016

आधुनिक हिन्दी कविता

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य** : विद्यार्थियों को खड़ीबोली हिन्दी में रचित द्विवेदीयुगीन, राष्ट्रीय-सांस्कृतिक, छायावादयुगीन एवं छायावादोत्तर कविताओं का रस प्रदान करते हुए उन्हें आधुनिक भाव-बोध तथा आधुनिक काव्य-शिल्प से परिचित कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

इकाई 1 **निर्धारित पाठ्य-पुस्तक** : हिन्दी काव्य-सुधा, गौहाटी विश्वविद्यालय प्रकाशन विभाग ।

**पाठ** : हरिऔध (आँख का आँसू), मैथिलीशरण गुप्त (पंचवटी में लक्ष्मण), माखनलाल चतुर्वेदी (युग-पुरुष)

इकाई 2 **निर्धारित पाठ्य-पुस्तक** : हिन्दी काव्य-सुधा, गौहाटी विश्वविद्यालय प्रकाशन विभाग ।

**पाठ** : जयशंकर प्रसाद (मेरे नाविक, झरना), महादेवी वर्मा (मेरे दीपक, दीप मेरे जल), बच्चन (जो बीत गई सो बात गई)

## GU UG CBCS SYLLABUS

इकाई 3 निर्धारित पाठ्य-पुस्तक : छायावादोत्तर काव्य-संग्रह -- राम नारायण शुक्ल और डॉ० श्रीनिवास पाण्डेय (संपा.), संजय बुक सेंटर, वाराणसी ।

पाठ : अज्ञेय (साँप), धर्मवीर भारती (टूटा हुआ पहिया), धूमिल (रोटी और संसद)

सन्दर्भ ग्रन्थ :

1. हिन्दी साहित्य का इतिहास – आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी ।
2. हिन्दी साहित्य का इतिहास -- डॉ० नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली ।
3. हिन्दी साहित्य का वैज्ञानिक इतिहास – डॉ० गणपतिचन्द्र गुप्त, प्रभात प्रकाशन, दिल्ली ।
4. छायावाद की परिक्रमा -- श्याम किशोर मिश्र, लोकभारती प्रकाशन, इलाहाबाद ।
5. आधुनिक हिन्दी कविता – डॉ० विश्वनाथ प्रसाद तिवारी, राजकमल प्रकाशन, नयी दिल्ली ।
6. आधुनिक कविता यात्रा – डॉ० रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद ।
7. मैथिलीशरण गुप्त के काव्य की अंतर्कथाओं के स्रोत -- शशि अग्रवाल, हिन्दी साहित्य सम्मेलन, प्रयाग ।
8. हरिऔध के काव्य में राष्ट्रीयता एवं सामाजिकता – डॉ० मंजु तरडेजा, विद्या प्रकाशन, कानपुर ।
9. माखनलाल चतुर्वेदी : काव्य एवं दर्शन – डॉ० दिनेश चन्द्र वर्मा, विद्या प्रकाशन, कानपुर ।
10. महादेवी – डॉ० परमानन्द श्रीवास्तव, लोकभारती प्रकाशन, इलाहाबाद ।
11. जयशंकर प्रसाद – आचार्य नन्ददुलारे वाजपेयी, लोकभारती प्रकाशन, इलाहाबाद ।
12. अज्ञेय : कवि और काव्य – डॉ० राजेन्द्र प्रसाद, वाणी प्रकाशन, नयी दिल्ली ।
13. धूमिल और उनका काव्य-संघर्ष – डॉ० ब्रह्मदेव मिश्र, लोकभारती प्रकाशन, इलाहाबाद ।
14. समकालीन हिन्दी कविता – ए. अरविन्दाक्षण, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
15. धूमिल की काव्य-चेतना – डॉ० गीता अस्थाना, विद्या प्रकाशन, कानपुर ।
16. धर्मवीर भारती की काव्य-साधना – डॉ० मंजूषा श्रीवास्तव, मिलिन्द प्रकाशन, हैदराबाद ।
17. बच्चन : कविता और जीवन के अन्तःसूत्र – सीमा जैन, स्वराज प्रकाशन, नयी दिल्ली ।
18. प्रसाद-निराला-अज्ञेय – डॉ० रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद ।

HIN-RC-4016

हिन्दी गद्य साहित्य

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)



## GU UG CBCS SYLLABUS

**लक्ष्य :** विद्यार्थियों के समक्ष हिन्दी उपन्यास, कहानी, निबन्ध -- जैसी गद्य-विधाओं की झाँकी प्रस्तुत करते हुए चुनी हुई रचनाओं का रसास्वादन कराना एवं उनके माध्यम से उभरते हुए जीवन-बोध का परिचय दिलवाना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

इकाई 1	उपन्यास भीष्म साहनी : तमस
इकाई 2	कहानी प्रेमचन्द : ईदगाह ; फणीश्वरनाथ रेणु : तीसरी कसम ; यशपाल : परदा ; उषा प्रियम्बदा : वापसी
इकाई 3	निबन्ध रामचन्द्र शुक्ल : लोभ और प्रीति हजारी प्रसाद द्विवेदी : कुटज विद्यानिवास मिश्र : वसन्त आ गया पर कोई उत्कंठा नहीं

**निर्धारित पाठ्य-पुस्तक :**

1. तमस – भीष्म साहनी, राजकमल पेपरबेक्स, नयी दिल्ली।
2. कहानी विविधा – डॉ० देवीशंकर अवस्थी (संपा.), राजकमल प्रकाशन, नयी दिल्ली।
3. कथा भारती – डॉ० लक्ष्मीनारायण लाल (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली।
4. नागर-कथाएँ – डॉ० बालेन्दु शेखर तिवारी (संपा.), अमन प्रकाशन, कानपुर।
5. चिन्तामणि (पहला भाग) – आचार्य रामचन्द्र शुक्ल, इंडियन प्रेस (पब्लिकेशन्स), प्राइवेट लिमिटेड, प्रयाग।
6. हिन्दी निबन्ध – डॉ० शिवप्रसाद सिंह (संपा.), हिन्दी प्रचारक संस्थान, वाराणसी।
7. निबन्ध-निकष – प्रो० महेन्द्र प्रताप (प्रधान संपा.), रवि प्रकाशन, आगरा।

**सन्दर्भ ग्रन्थ :**

1. प्रेमचन्द – डॉ० रामविलास शर्मा, राधाकृष्ण प्रकाशन, नयी दिल्ली।
2. प्रेमचन्द : साहित्य विवेचन – आचार्य नन्ददुलारे वाजपेयी, राजकमल प्रकाशन, नयी दिल्ली।
3. हिन्दी उपन्यास का इतिहास – डॉ० गोपाल राय, राजकमल प्रकाशन, नयी दिल्ली।
4. हिन्दी उपन्यास : एक अंतर्गता – डॉ० रामदरश मिश्र, राजकमल प्रकाशन, नयी दिल्ली।
5. आधुनिक हिन्दी उपन्यास : सृजन और आलोचना – डॉ० चन्द्रकान्त बांदिबडेकर, नेशनल पब्लिशिंग हाउस, नयी दिल्ली।
6. हिन्दी साहित्य का इतिहास -- डॉ० नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली।

## GU UG CBCS SYLLABUS

7. कहानीकार प्रेमचन्द : रचना-दृष्टि और रचना-विधान – शिवकुमार मिश्र, लोकभारती प्रकाशन, इलाहाबाद ।
8. विद्यानिवास मिश्र का निबंध-साहित्य : सन्दर्भ और अभिव्यक्ति – डॉ॰ श्यामसुंदर पाण्डेय, विनय प्रकाशन, कानपुर ।
9. तमस उपन्यास में देशविभाजन की त्रासदी – प्रो॰ दिलीप फोलाने, विद्या प्रकाशन, कानपुर ।
10. रेणु का कथा-साहित्य – डॉ॰ सुरेश चन्द्र महरोत्रा, विद्या प्रकाशन, कानपुर ।
11. कथाकार उषा प्रियम्बदा – डॉ॰ सुभाष पवार, विद्या प्रकाशन, कानपुर ।
12. यशपाल का कहानी-संसार : एक अंतरंग परिचय – सी.एम. योहन्नान, लोकभारती प्रकाशन, इलाहाबाद ।

## योग्यता-वर्धक अनिवार्य कोर्स

{ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)}

HIN-AE-1014

हिन्दी व्याकरण और सम्प्रेषण

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 4

**लक्ष्य :** विद्यार्थियों को हिन्दी व्याकरण और हिन्दी के माध्यम से सम्यक् सम्प्रेषण की जानकारी देते हुए हिन्दी भाषा के उपयोग के सन्दर्भ में उनकी योग्यता में वृद्धि लाना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

इकाई 1 हिन्दी की वर्ण-व्यवस्था : स्वर और व्यंजन

हिन्दी व्याकरण एवं रचना : संज्ञा, सर्वनाम, विशेषण, क्रिया और अव्यय का परिचय

इकाई 2 उपसर्ग, प्रत्यय और समास, पर्यायवाची शब्द, विलोम शब्द, अनेक शब्दों के लिए एक शब्द, शब्द-शुद्धि, वाक्य-शुद्धि

इकाई 3 सम्प्रेषण की अवधारणा, महत्व, प्रकार, मुहावरा, लोकोक्ति, पल्लवन, संक्षेपण

**सन्दर्भ ग्रन्थ :**

1. हिन्दी व्याकरण – पं॰ कामताप्रसाद गुरु, राजकमल प्रकाशन समूह, नयी दिल्ली ।
2. हिन्दी व्याकरण मीमांसा -- काशीराम शर्मा, राजकमल प्रकाशन समूह, नयी दिल्ली ।

3. व्याकरण प्रदीप -- रामदेव एम. ए., राजकमल प्रकाशन समूह, नयी दिल्ली ।
4. नवशती हिन्दी व्याकरण – बद्रीनाथ कपूर, राजकमल प्रकाशन समूह, नयी दिल्ली ।
5. मानक हिन्दी का व्यवहारपरक व्याकरण – रमेशचन्द्र मेहरोत्रा, राजकमल प्रकाशन समूह, नयी दिल्ली ।
6. हिन्दी भाषा का बृहत् ऐतिहासिक व्याकरण – आचार्य हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन समूह, नयी दिल्ली ।
7. मानक हिन्दी का पारम्परिक व्याकरण – शुकदेव शास्त्री, साहित्यागार, जयपुर ।
8. आधुनिक हिन्दी व्याकरण एवं रचना – डॉ॰ वासुदेवनन्दन प्रसाद, भारती भवन, पटना ।
9. हिन्दी व्याकरण-विमर्श – तेजपाल चौधरी, वाणी प्रकाशन, नयी दिल्ली ।

### कौशल-वर्धक कोर्स

{SKILL ENHANCEMENT COURSE (SEC)}

(नोट : इस कोर्स के लिए महाविद्यालय द्वारा विद्यार्थियों के शैक्षिक-भ्रमण की व्यवस्था की जा सकती है।)

**द्रष्टव्य :** इस कोर्स के अन्तर्गत प्रत्येक प्रश्न-पत्र में व्यावहारिक परीक्षण हेतु एक निर्देशक के तत्वावधान में विभाग की ओर से दिए गए एक विषय पर (निर्धारित पाठ्यक्रम में से) लगभग दो हजार शब्दों में एक प्रोजेक्ट-रिपोर्ट (टंकित या हस्तलिखित) जमा करना होगा । विद्यार्थी को विभागीय अध्यक्ष, प्रोजेक्ट-निर्देशक, विभाग के प्राध्यापकगण एवं महाविद्यालय के अध्यक्ष या उनके द्वारा नामित प्रतिनिधि के समक्ष अपने कार्य की पुष्टि हेतु मौखिकी के रूप में प्रस्तुति देनी होगी । यह प्रस्तुति पावर पॉइंट प्रेजेंटेशन के रूप में हो सकती है । विभाग के अध्यक्ष, प्रोजेक्ट के निर्देशक और महाविद्यालय के अध्यक्ष अथवा उनके द्वारा नामित प्रतिनिधि से बनी मूल्यांकन-समिति में से महाविद्यालय के अध्यक्ष या उनके प्रतिनिधि 20 अंक (लेखन : 15 + मौखिकी : 5) तथा विभाग के अध्यक्ष 15 अंक (लेखन : 10 + मौखिकी : 5) एवं प्रोजेक्ट के निर्देशक 15 अंक (लेखन : 10 + मौखिकी : 5) के अन्तर्गत मूल्यांकन करेंगे ।

HIN-SE-3014

कार्यालयीन अनुवाद

कुल अंक : 100

सैद्धांतिक परीक्षण : 50

व्यावहारिक परीक्षण : 50

क्रेडिट : 4

## GU UG CBCS SYLLABUS

**लक्ष्य :** विद्यार्थियों को हिन्दी भाषा के विविध रूपों, हिन्दी-सम्बन्धी विविध संवैधानिक प्रावधानों, हिन्दी के माध्यम से किए जाने वाले विभिन्न पत्राचारों, प्रशासनिक पत्रावली की निष्पादन-प्रक्रियाओं और कार्यालयीन प्रयोजनों में विभिन्न यांत्रिक उपकरणों के अनुप्रयोग-सम्बन्धी सम्यक् जानकारी देकर उनके हिन्दी प्रयोग-सम्बन्धी कौशल में वृद्धि लाना इस प्रश्न-पत्र का प्रधान लक्ष्य है।

- इकाई 1** हिन्दी भाषा के विविध रूप -- राष्ट्रभाषा, राजभाषा, जनभाषा  
शिक्षण-माध्यम भाषा, संचार भाषा, सर्जनात्मक भाषा, यांत्रिक भाषा  
राजभाषा का स्वरूप, भारतीय संविधान में राजभाषा सम्बन्धी परिनियमावली का सामान्य परिचय, राजभाषा के रूप में हिन्दी के समक्ष व्यावहारिक कठिनाइयाँ एवं सम्भावित समाधान
- इकाई 2** टिप्पण, प्रारूप/आलेखन, पल्लवन, संक्षेपण  
विभिन्न प्रकार के पत्राचार, प्रशासनिक पत्रावली की निष्पादन प्रक्रियाएँ
- इकाई 3** पारिभाषिक शब्दावली  
कार्यालयीन प्रयोजनों में विभिन्न यांत्रिक उपकरणों का अनुप्रयोग : कम्प्यूटर, लेपटॉप, टेबलेट, टेलीप्रिंटर, टेलेक्स, वीडियो कॉन्फ्रेंसिंग

**सन्दर्भ ग्रन्थ :**

1. प्रयोजनमूलक हिन्दी – डॉ॰ विनोद गोदरे, वाणी प्रकाशन, नयी दिल्ली ।
2. प्रयोजनिक हिन्दी – डॉ॰ बालेंदु शेखर तिवारी, अनुपम प्रकाशन, पटना ।
3. राजभाषा हिन्दी -- डॉ॰ भोलानाथ तिवारी, प्रभात प्रकाशन, दिल्ली ।
4. राजभाषा हिन्दी : विकास के विविध आयाम – डॉ॰ मलिक मोहम्मद, प्रवीण प्रकाशन, नयी दिल्ली ।
5. प्रामाणिक आलेखन और टिप्पण -- प्रो॰ विराज, राजपाल एंड सन्स, दिल्ली ।
6. व्यावहारिक आलेखन और टिप्पण – डॉ॰ अमूल्य बर्मन, असम हिन्दी प्रकाशन, गुवाहाटी ।
7. कार्यालय सहायिका – हरिबाबू कंसल, केन्द्रीय सचिवालय हिन्दी परिषद, दिल्ली ।
8. अनुवाद विज्ञान – डॉ॰ भोलानाथ तिवारी, किताबघर प्रकाशन, नयी दिल्ली ।
9. अनुवाद-सुधा (भाग-1) -- डॉ॰ अच्युत शर्मा (संपा.), शब्द भारती, गुवाहाटी ।
10. अनुवाद-सुधा (भाग-2) -- डॉ॰ अच्युत शर्मा (संपा.), शब्द भारती, गुवाहाटी ।

HIN-SE-4014

अनुवाद विज्ञान

कुल अंक : 100

सैद्धांतिक परीक्षण : 50

व्यावहारिक परीक्षण : 50

क्रेडिट : 4

**लक्ष्य :** विद्यार्थियों को अनुवाद-सम्बन्धी सैद्धांतिक एवं व्यावहारिक ज्ञान देकर, विशेषतः कार्यालयीन अनुवाद के सन्दर्भ में राजभाषा-नीति के अनुपालन में धारा 3(3) के अन्तर्गत निर्धारित दस्तावेजों के सटीक अनुवाद की सम्यक् जानकारी प्रदान करके कार्यालय, तकनीकी, सर्जनात्मक साहित्य आदि विविध क्षेत्रों में उनके हिन्दी-अनुवाद-सम्बन्धी कौशल में वृद्धि लाना इस प्रश्न-पत्र का प्रमुख लक्ष्य है।

**इकाई 1** अनुवाद का अर्थ, परिभाषा, स्वरूप एवं प्रकृति, अनुवाद कार्य की आवश्यकता एवं महत्व, बहुभाषी समाज में परिवर्तन तथा बौद्धिक-सांस्कृतिक आदान-प्रदान में अनुवाद-कार्य की भूमिका, अनुवाद के प्रकार – शब्दानुवाद, भावानुवाद, छायानुवाद, सारानुवाद

**इकाई 2** अनुवाद प्रक्रिया के तीन चरण – विश्लेषण, अंतरण एवं पुनर्गठन  
अनुवाद की भूमिका – पाठक की भूमिका (अर्थ-ग्रहण की), द्विभाषिक की भूमिका (अर्थांतरण की प्रक्रिया) एवं रचयिता की भूमिका (अर्थ-सम्प्रेषण की प्रक्रिया)  
सर्जनात्मक साहित्य के अनुवाद की अपेक्षाएँ, सर्जनात्मक साहित्य के अनुवाद और तकनीकी अनुवाद में अन्तर, गद्यानुवाद और काव्यानुवाद में अन्तर

**इकाई 3** कार्यालयीन अनुवाद : राजभाषा-नीति के अनुपालन में धारा 3(3) के अंतर्गत निर्धारित दस्तावेजों का अनुवाद (शासकीय पत्र/ अर्धशासकीय पत्र/ परिपत्र/ ज्ञापन/ कार्यालयीन आदेश/ अधिसूचना/ संकल्प-प्रस्ताव/ निविदा-संविदा/ विज्ञापन  
व्यावहारिक अनुवाद (हिन्दी से अंग्रेजी, अंग्रेजी से हिन्दी)

**सन्दर्भ ग्रन्थ :**

1. अनुवाद विज्ञान – डॉ॰ भोलानाथ तिवारी, किताबघर प्रकाशन, नयी दिल्ली।
2. अनुवाद-सुधा (भाग-1) -- डॉ॰ अच्युत शर्मा (संपा.), शब्दभारती, गुवाहाटी।
3. अनुवाद-सुधा (भाग-2) -- डॉ॰ अच्युत शर्मा (संपा.), शब्द भारती, गुवाहाटी।

4. प्रयोजनमूलक हिन्दी – डॉ० विनोद गोदरे, वाणी प्रकाशन, नयी दिल्ली ।
5. प्रयोजनिक हिन्दी – डॉ० बालेंदु शेखर तिवारी, अनुपम प्रकाशन, पटना ।
6. राजभाषा हिन्दी -- डॉ० भोलानाथ तिवारी, प्रभात प्रकाशन, नयी दिल्ली ।
7. प्रामाणिक आलेखन और टिप्पण -- प्रो० विराज, राजपाल एंड सन्स, नयी दिल्ली ।
8. व्यावहारिक आलेखन और टिप्पण – डॉ० अमूल्य बर्मन, असम हिन्दी प्रकाशन, गुवाहाटी ।
9. कार्यालय सहायिका – हरिबाबू कंसल, केन्द्रीय सचिवालय हिन्दी परिषद, दिल्ली ।

HIN-SE-5014

रंग आलेख एवं रंगमंच

कुल अंक : 100

सैद्धांतिक परीक्षण : 50

व्यावहारिक परीक्षण : 50

क्रेडिट : 4

**लक्ष्य :** विद्यार्थियों को नाटक एवं रंगमंच-सम्बन्धी विस्तृत ज्ञान, हिन्दी नाट्य-लेखन के इतिहास की सम्यक् जानकारी तथा रंग-आलेख की प्रविधि-सम्बन्धी आवश्यक सूचनाएँ उपलब्ध कराते हुए उन्हें आजीविका की दृष्टि से भी इस ओर प्रोत्साहित करना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

- इकाई 1** नाटक के प्रमुख प्रकार और उनका रचना-विधान – पूर्णांकी, एकांकी, लोकनाटक, प्रहसन, काव्य नाटक, नुक्कड़ नाटक, प्रतीक नाटक, भाव नाटक, पाठ्य नाटक, रेडियो नाटक, टी.वी. नाटक  
हिन्दी नाट्य-लेखन का इतिहास  
हिन्दी नाटक की प्रमुख प्रवृत्तियाँ – सामाजिक, सांस्कृतिक, ऐतिहासिक, समस्यामूलक तथा एबसर्ड नाटक
- इकाई 2** हिन्दी के प्रमुख नाटक और नाटककार  
हिन्दी रंगमंच के प्रमुख रूप – (क) शौकिया मंच (ख) सरकारी मंच  
हिन्दी क्षेत्र की प्रसिद्ध रंगशालाएँ तथा संस्थाएँ
- इकाई 3** रंगशिल्प प्रशिक्षण, रंग स्थापत्य, रंग सज्जा, रंग दीपन, ध्वनि व्यवस्था एवं प्रसाधन, निर्देशन एवं अभिनय; रंगमंच-भाषा की विशेषताएँ

## GU UG CBCS SYLLABUS

रंग-आलेख की प्रविधि – वस्तुविधान, पात्र-परिकल्पना, परिस्थिति-योजना, संवाद-लेखन का वैशिष्ट्य, रंग-निर्देशों की उपयोगिता

**सन्दर्भ ग्रन्थ :**

1. रंगदर्शन – नेमिचन्द्र जैन, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
2. नाट्य-विमर्श – मोहन राकेश (संपा. जयदेव तनेजा), राधाकृष्ण प्रकाशन, नयी दिल्ली ।
3. हिन्दी रंगमंच का इतिहास – डॉ॰ चंदुलाल दुबे, जवाहर पुस्तकालय, मथुरा ।
4. आधुनिक हिन्दी नाटक-कला – वेदव्यास, वेदव्यास एण्ड कम्पनी, लाहौर ।
5. बीसवीं शताब्दी का हिन्दी नाटक एवं रंगमंच – गिरीश रस्तोगी, भारतीय ज्ञानपीठ, नयी दिल्ली ।
6. हिन्दी नाटक और रंगमंच में लोकतत्व – डॉ॰ हरदीप कौर सुमरा, अनुराधा प्रकाशन, नयी दिल्ली ।
7. रंग-प्रक्रिया के विविध आयाम – प्रेम सिंह एवं सुषमा आर्य (संपा.), राधाकृष्ण प्रकाशन, नयी दिल्ली ।

HIN-SE-6014

भाषा-शिक्षण

कुल अंक : 100

सैद्धांतिक परीक्षण : 50

व्यावहारिक परीक्षण : 50

क्रेडिट : 4

**लक्ष्य :** विद्यार्थियों को हिन्दी भाषा के शब्द-भण्डार-सहित व्याकरण-सम्बन्धी मूलभूत बातों, कम्प्यूटरीकरण की दृष्टि से देवनागरी लिपि में सुधार की आवश्यकता-सहित उसकी तमाम विशेषताओं और असमीया भाषा के सन्दर्भ में हिन्दी के विशिष्ट शब्दों की स्थिति आदि सभी जरूरी जानकारियाँ देकर हिन्दी भाषा के शिक्षण-सम्बन्धी उनलोगों के कौशल में वृद्धि लाना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

- इकाई 1** हिन्दी भाषा एवं शब्द भण्डार – तत्सम, तद्धव, देशज, विदेशज, कृत्रिम  
भाषा-विज्ञान के मूलाधार – व्याकरण-बोध, मानक वर्तनी का ज्ञान, शुद्ध वाक्य-विन्यास,  
वैज्ञानिक उपकरण, मानकीकृत देवनागरी लिपि का अभ्यास
- इकाई 2** पर्यायवाची, समार्थक, विलोम, गूढार्थवाची, समश्रुत, अनेक शब्दों के लिए एक शब्द-युग्म

देवनागरी लिपि का इतिहास तथा वैशिष्ट्य, देवनागरी लिपि की वैज्ञानिकता, कम्प्यूटरीकरण की दृष्टि से संक्षेपण-संशोधन की आवश्यकता

**इकाई 3** हिन्दी भाषा के विशिष्ट शब्दों का असमीया भाषा के सन्दर्भ में तुलनात्मक अध्ययन  
हिन्दी भाषा का भविष्य

**सन्दर्भ ग्रन्थ :**

1. हिन्दी व्याकरण – पं. कामताप्रसाद गुरु, राजकमल प्रकाशन समूह, नयी दिल्ली ।
2. हिन्दी व्याकरण मीमांसा – काशीराम शर्मा, राजकमल प्रकाशन समूह, नयी दिल्ली ।
3. व्याकरण प्रदीप – रामदेव एम.ए., राजकमल प्रकाशन समूह, नयी दिल्ली ।
4. नवशती हिन्दी व्याकरण – बद्रीनाथ कपूर, राजकमल प्रकाशन समूह, नयी दिल्ली ।
5. मानक हिन्दी का व्यवहारपरक व्याकरण – रमेशचन्द्र महरोत्रा, राजकमल प्रकाशन समूह, नयी दिल्ली ।
6. हिन्दी भाषा का वृहत् ऐतिहासिक व्याकरण – आचार्य हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन समूह, नयी दिल्ली ।
7. मानक हिन्दी का पारम्परिक व्याकरण – शुकदेव शास्त्री, साहित्यागार, जयपुर ।
8. आधुनिक हिन्दी व्याकरण एवं रचना – डॉ॰ वासुदेवनन्दन प्रसाद, भारती भवन, पटना ।
9. हिन्दी भाषा – डॉ॰ भोलानाथ तिवारी, किताबमहल, इलाहाबाद ।
10. हिन्दी-असमीया शब्दकोश – असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी ।
11. हिन्दी भाषा का विकास – आचार्य देवेन्द्रनाथ शर्मा और रामदेव त्रिपाठी, राधाकृष्ण प्रकाशन, नयी दिल्ली ।
12. हिन्दी भाषा और नागरी लिपि – लक्ष्मीकान्त वर्मा, हिन्दुस्तानी अकादमी, इलाहाबाद ।
13. हिन्दी व्याकरण-विमर्श – तेजपाल चौधरी, वाणी प्रकाशन, नयी दिल्ली ।

**विषय-विशिष्ट ऐच्छिक कोर्स**

{DISCIPLINE SPECIFIC ELECTIVE (DSE)}

**(दृष्टव्य : विद्यार्थियों को HIN-RE-5016, HIN-RE-5026 और HIN-RE-5036 में से एक प्रश्न-पत्र तथा HIN-RE-6016, HIN-RE-6026 और HIN-RE-6036 में से एक प्रश्न-पत्र का चयन करना होगा ।)**



HIN-RE-5016

लोक-साहित्य

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य :** विद्यार्थियों को लोक, लोक-संस्कृति और लोक-साहित्य (लोक-गीत, लोक-नाट्य, लोक-कथा आदि) की सम्यक् जानकारी देते हुए उन्हें लोक-जीवन की सरसता की ओर उन्मुख करना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1** लोक-संस्कृति की अवधारणा, लोक-संस्कृति और साहित्य, साहित्य और लोक का अंतर्संबंध, लोक-साहित्य के अध्ययन की समस्याएँ
- इकाई 2** भारत में लोक-साहित्य के अध्ययन का इतिहास, लोक-साहित्य के प्रमुख रूपों का वर्गीकरण; लोक-गीत : संस्कारगीत, व्रतगीत, ऋतुगीत
- इकाई 3** लोक-नाट्य : रामलीला, रासलीला, कीर्तनिया, यक्षगान ; हिन्दी लोक-नाट्य की परम्परा ; हिन्दी नाटक एवं रंगमंच पर लोक-नाट्य का प्रभाव, लोक-कथा : व्रतकथा, परीकथा, कथा-रूढ़ियाँ और अंधविश्वास

**सन्दर्भ ग्रन्थ :**

1. लोक साहित्य विज्ञान – डॉ॰ सत्येन्द्र, शिवलाल अग्रवाल एण्ड कम्पनी, आगरा।
2. लोक-साहित्य की भूमिका – डॉ॰ कृष्णदेव उपाध्याय, साहित्य भवन प्राइवेट लिमिटेड, इलाहाबाद।
3. गंगा घाटी के गीत – डॉ॰ हीरालाल तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी।
4. लोक-साहित्य के विविध आयाम – वीणा दाधे, अमन प्रकाशन, कानपुर।
5. लोक-साहित्य : अर्थ और व्याप्ति – डॉ॰ सुरेश गौतम, साहित्य रत्नाकर, कानपुर।
6. लोकगीतों के सन्दर्भ और आयाम – डॉ॰ शान्ति जैन, विश्वविद्यालय प्रकाशन, वाराणसी।

HIN-RE-5026

हिन्दी की राष्ट्रीय काव्यधारा

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य :** विद्यार्थियों को हिन्दी की राष्ट्रीय काव्यधारा के चुनिन्दा कवि-कवयित्रियों की सरस रचनाओं से परिचित कराकर उनमें इस काव्यधारा के प्रति रुचि एवं देश-प्रेम की भावना को जगाना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1 मैथिलीशरण गुप्त – मनुष्यता, हमारी सभ्यता, भारत की श्रेष्ठता  
 इकाई 2 माखनलाल चतुर्वेदी – आ गए ऋतुराज, सिपाही, सिपाहिनी  
 इकाई 3 रामधारी सिंह 'दिनकर' – जनतंत्र का जन्म, भारत का यह रेशमी नगर, अवकाशवाली सभ्यता  
 इकाई 4 सुभद्रा कुमारी चौहान – झाँसी की रानी, स्वदेश के प्रति, वीरों का कैसा हो वसन्त ?

**निर्धारित पाठ्य-पुस्तक :** राष्ट्रवाणी -- डॉ॰ वासुदेव सिंह (संपा.), संजय बुक सेंटर, वाराणसी

**सन्दर्भ ग्रन्थ :**

1. राष्ट्रीय काव्य धारा – कन्हैया सिंह, वाणी प्रकाशन, नयी दिल्ली।
2. हिन्दी साहित्य का इतिहास -- डॉ॰ नगेन्द्र (संपा.), नेशनल पब्लिशिंग हाउस, नयी दिल्ली।
3. हिन्दी साहित्य का दूसरा इतिहास – डॉ॰ बच्चन सिंह, राधाकृष्ण प्रकाशन, नयी दिल्ली।
4. मैथिलीशरण गुप्त के काव्य की अंतर्कथाओं के स्रोत -- शशि अग्रवाल, हिन्दी साहित्य सम्मेलन, प्रयाग।
5. माखनलाल चतुर्वेदी : काव्य एवं दर्शन – डॉ॰ दिनेश चन्द्र वर्मा, विद्या प्रकाशन, कानपुर।
6. दिनकर : अर्धनारीश्वर कवि – नन्दकिशोर नवल, राजकमल प्रकाशन, नयी दिल्ली।
7. राष्ट्रभक्त कवयित्री सुभद्रा कुमारी चौहान – एम. राजस्वी, प्रभात प्रकाशन, नयी दिल्ली।

HIN-RE-5036

पूर्वोत्तर भारत में हिन्दी

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

## GU UG CBCS SYLLABUS

**लक्ष्य :** विद्यार्थियों को पूर्वोत्तर भारत के आठों प्रान्तों में हिन्दी को लेकर चल रही गतिविधियों की जानकारी देते हुए उन्हें पूर्वोत्तर में रचित चुनी हुई हिन्दी-रचनाओं से परिचित कराना प्रस्तुत पत्र-पत्र का प्रमुख लक्ष्य है।

**इकाई 1 पूर्वोत्तर भारत में हिन्दी की स्थिति**

असम में हिन्दी के प्रचार-प्रसार का विस्तृत इतिहास; मेघालय, मिज़ोरम, मणिपुर, अरुणाचल प्रदेश, नागालैंड, त्रिपुरा एवं सिक्किम में हिन्दी के प्रचार-प्रसार की सामान्य जानकारी

**इकाई 2**

असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी; मणिपुर हिन्दी प्रचार सभा, इम्फ़ाल; असम राष्ट्रभाषा सेवक संघ, गुवाहाटी; असम राज्य राष्ट्रभाषा प्रचार समिति, जोरहाट; केन्द्रीय हिन्दी संस्थान की गुवाहाटी, शिलांग और दीमापुर शाखाएँ; मेघालय राष्ट्रभाषा प्रचार समिति, शिलांग; केन्द्रीय हिन्दी निदेशालय, गुवाहाटी शाखा की गतिविधियाँ।

पूर्वोत्तर से प्रकाशित प्रमुख हिन्दी पत्र-पत्रिकाएँ (दैनिक पूर्वोदय, सेंटीनल, समन्वय पूर्वोत्तर, राष्ट्रसेवक)

**इकाई 3**

**राह और रोड़े -- छगनलाल जैन (उपन्यास)**

**भिण्डी के फूल – डॉ॰ हीरालाल तिवारी (गद्यकाव्य)**

**पाठ्य-पुस्तक एवं सन्दर्भ ग्रन्थ :**

1. राष्ट्रभाषा प्रचार - एक झांकी – चित्र महन्त, असम हिन्दी प्रकाशन, गुवाहाटी।
2. राष्ट्रभाषा का इतिहास – चित्र महन्त, असम हिन्दी प्रकाशन, गुवाहाटी।
3. राह और रोड़े -- छगनलाल जैन, असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी।
4. हिन्दी गद्य-संकलन – डॉ॰ परेशचन्द्र देव शर्मा एवं डॉ॰ हीरालाल तिवारी (संपा.), असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी।
5. हीर-ज्योति – डॉ॰ अमूल्य चन्द्र बर्मन एवं डॉ॰ अच्युत शर्मा (संपा.), हिन्दी विभाग, गौहाटी विश्वविद्यालय।

**HIN-RE-6016**

**छायावाद**

**कुल अंक : 100**

**बाह्य परीक्षण : 80**

**आन्तरिक परीक्षण : 20**

**क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)**

## GU UG CBCS SYLLABUS

**लक्ष्य :** विद्यार्थियों को चुनी हुई छायावादी कविताओं से परिचित कराकर उन्हें इस महती काव्य-धारा की संवेदना और शिल्पगत विशेषताओं के दर्शन कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1 जयशंकर प्रसाद – हे लाज भरे सौन्दर्य बता दो, ले चल वहाँ भुलावा देकर, अरुण यह मधुमय देश हमारा
- इकाई 2 सूर्यकान्त त्रिपाठी 'निराला' – जूही की कली, सन्ध्या सुन्दरी, स्नेह निर्झर
- इकाई 3 सुमित्रानन्दन पन्त – मौन निमंत्रण, द्रुत झरो, भारतमाता
- इकाई 4 महादेवी वर्मा – मन्दिर का दीप, धीरे-धीरे उतर क्षितिज से आ वसन्त रजनी, मधुर वह था जीवन

**निर्धारित पाठ्य-पुस्तक :**

1. आधुनिक काव्य संग्रह – रामवीर सिंह (संपा.), विश्वविद्यालय प्रकाशन, वाराणसी।

**सन्दर्भ ग्रन्थ :**

1. जयशंकर प्रसाद – आचार्य नन्ददुलारे वाजपेयी, लोकभारती प्रकाशन, इलाहाबाद।
2. महाप्राण निराला – गंगाप्रसाद पाण्डेय, राजकमल प्रकाशन, नयी दिल्ली।
3. कवि सुमित्रानन्दन पन्त – आचार्य नन्ददुलारे वाजपेयी, प्रकाशन संस्थान, दिल्ली।
4. महादेवी – इन्द्रनाथ मदान, राधाकृष्ण प्रकाशन, नयी दिल्ली।
5. छायावाद की परिक्रमा – श्याम किशोर मिश्र, लोकभारती प्रकाशन, इलाहाबाद।
6. प्रसाद, पन्त और मैथिलीशरण – रामधारी सिंह 'दिनकर', लोकभारती प्रकाशन, इलाहाबाद।
7. आधुनिक हिन्दी कविता – डॉ॰ विश्वनाथ प्रसाद तिवारी, राजकमल प्रकाशन, नयी दिल्ली।
8. महादेवी का नया मूल्यांकन – डॉ॰ गणपतिचन्द्र गुप्त, लोकभारती प्रकाशन, इलाहाबाद।
9. निराला : आत्महंता आस्था – दूधनाथ सिंह, लोकभारती प्रकाशन, इलाहाबाद।
10. प्रसाद-निराला-अज्ञेय – डॉ॰ रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, इलाहाबाद।

HIN-RE-6026

प्रेमचन्द

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

## GU UG CBCS SYLLABUS

**लक्ष्य :** विद्यार्थियों को हिन्दी के महान साहित्यकार प्रेमचन्द की चुनी हुई रचनाओं (उपन्यास, निबन्ध, कहानियाँ) के अध्ययन के जरिए इस लोकप्रिय साहित्यिक विभूति से भली-भाँति परिचित कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1      उपन्यास – सेवासदन  
 इकाई 2      निबन्ध – साहित्य का उद्देश्य  
 इकाई 3      कहानियाँ – पूस की रात, शतरंज के खिलाड़ी, पंच परमेश्वर, ईदगाह, दो बैलों की कथा

**निर्धारित पाठ्य-पुस्तक एवं ऑनलाइन लिंक्स :**

1. सेवासदन – सरस्वती प्रेस, इलाहाबाद।
2. साहित्य का उद्देश्य -- <http://desharyana.in/archives/5249>
3. हिन्दी गद्य-संकलन – डॉ॰ परेशचन्द्र देव शर्मा एवं डॉ॰ हीरालाल तिवारी (संपा.), असम राष्ट्रभाषा प्रचार समिति, गुवाहाटी।
4. शतरंज के खिलाड़ी – <http://premchand.co.in/story/shatranj-ke-khiladi>
5. सप्तसरोज – मुंशी प्रेमचन्द, सरस्वती प्रेस, इलाहाबाद।
6. कृति कथाएँ – डॉ॰ शुकदेव सिंह, विश्वविद्यालय प्रकाशन, वाराणसी।
7. कहानी विविधा – डॉ॰ देवी शंकर अवस्थी (संपा.), राजकमल प्रकाशन, नयी दिल्ली।

**सन्दर्भ ग्रन्थ :**

1. प्रेमचन्द और उनका युग – डॉ॰ रामविलास शर्मा, राजकमल प्रकाशन, नयी दिल्ली।
2. हमारे कवि और लेखक – डॉ॰ राजेश्वर प्रसाद चतुर्वेदी और राकेश, प्रकाशन केन्द्र, लखनऊ।
3. कलम का मजदूर : प्रेमचन्द – मदन गोयल, लोकभारती प्रकाशन, इलाहाबाद।
4. कहानीकार प्रेमचन्द : रचना-दृष्टि और रचना-विधान – शिवकुमार मिश्र, लोकभारती प्रकाशन, इलाहाबाद।
5. प्रेमचन्द : एक साहित्यिक विवेचन – आचार्य नन्ददुलारे वाजपेयी, राजकमल प्रकाशन, नयी दिल्ली।
6. प्रेमचन्द के आयाम – ए. अरविंदाक्षण, राधाकृष्ण प्रकाशन, नयी दिल्ली।

HIN-RE-6036

विश्व में हिन्दी एवं प्रवासी हिन्दी साहित्य

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

## GU UG CBCS SYLLABUS

**लक्ष्य :** विद्यार्थियों को विश्व के अलग-अलग देशों में हिन्दी की परिव्याप्ति की जानकारी दिलाकर प्रवासी हिन्दी साहित्यकारों द्वारा रचित रचनाओं का रसास्वादन कराना और उनमें निहित जीवन-संघर्ष से परिचित कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1 हिन्दी का वैश्विक परिदृश्य  
विश्व फलक पर हिन्दी, हिन्दी का वैश्वीकरण एवं विश्व हिन्दी सम्मेलन, विदेशों में हिन्दी की लोकप्रियता
- इकाई 2 लाल पसीना (अभिमन्यु अनत)
- इकाई 3 कोख का किराया (तेजेन्द्र शर्मा), साँकल (जाकिया जुबेरी), यूं ही चलते हुए (पूर्णिमा बर्मन)

**सन्दर्भ ग्रन्थ एवं ऑनलाइन लिंक्स :**

1. भारत और विश्व पटल पर हिन्दी – डॉ॰ सुशीला गुप्ता (संपा.), अखिल भारतीय हिन्दी संस्था संघ, नयी दिल्ली।
2. लाल पसीना – अभिमन्यु अनत, राजकमल प्रकाशन, नई दिल्ली।
3. कोख का किराया -- तेजेन्द्र शर्मा  
<https://www.hindisamay.com/content/1051/1/तेजेन्द्र-शर्मा-कहानियाँ-कोख-का-किराया.csp>
4. साँकल -- जाकिया जुबेरी  
<https://www.matrubharti.com/novels/16546/saankal-by-zakia-zubairi>
5. यूं ही चलते हुए -- पूर्णिमा बर्मन  
<http://www.abhiviyakti-hindi.org/lekhak/pumimavarman.htm>
6. विश्वपटल पर हिन्दी – सूर्यप्रसाद दीक्षित, लोकभारती प्रकाशन, इलाहाबाद।
7. अभिमन्यु अनत का उपन्यास साहित्य – डॉ॰ श्रीचित्रा. वी. एस., विद्या प्रकाशन, कानपुर।
8. तेजेन्द्र शर्मा का रचना-संसार – प्रो॰ प्रदीप श्रीधर, विनय प्रकाशन, कानपुर।
9. हिन्दी का प्रवासी साहित्य – डॉ॰ कालीचरण स्नेही, विद्या प्रकाशन, कानपुर।
10. साँकल : एक विश्लेषणात्मक अध्ययन – पूजा प्रजापति, साहित्य रत्नाकर, कानपुर।

सामान्य ऐच्छिक कोर्स  
{GENERIC ELECTIVE (GE)}

HIN-RG-5016

संगीत एवं साहित्य

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण :20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य :** विद्यार्थियों को साहित्य के साथ विद्यमान संगीत के अंतर्संबंध के बारे में बताकर उन्हें हिन्दी साहित्येतिहास के अलग-अलग कालों में रचित साहित्य के साथ विद्यमान संगीत के निकट सम्बन्ध से भली-भाँति परिचित कराना इस प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1 साहित्य और संगीत का अंतर्संबंध, वैदिक संगीत का सामान्य परिचय, भारत और संगीत, आदिकाल और संगीत
- इकाई 2 मध्यकालीन वाद्ययंत्र, सूफी साहित्य और संगीत, संत साहित्य और संगीत, कृष्ण काव्य और संगीत
- इकाई 3 रामकाव्य और संगीत ; प्रसाद, निराला, महादेवी वर्मा और पंत के काव्य में संगीतात्मकता

**सन्दर्भ ग्रन्थ :**

1. विश्व संगीत का इतिहास – अमलदास शर्मा, राजकमल प्रकाशन समूह, नयी दिल्ली।
2. कोशिश : संगीत समझने की -- केशवचन्द्र वर्मा, राजकमल प्रकाशन समूह, नयी दिल्ली।
3. राग और रस के बहाने -- केशवचन्द्र वर्मा, राजकमल प्रकाशन समूह, नयी दिल्ली।
4. स्मरण संगीत – सुधा पटवर्धन, राजकमल प्रकाशन समूह, नयी दिल्ली।

HIN-RG-6016

तुलनात्मक भारतीय साहित्य : असमीया कहानी

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण :20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

## GU UG CBCS SYLLABUS

**लक्ष्य :** विद्यार्थियों को महान भारतीय साहित्य के एक अनिवार्य अंश के रूप में चुनिन्दा कहानियों के जरिए समृद्ध असमीया कहानी साहित्य से परिचित कराकर उनमें निहित विशिष्ट जीवन-बोध एवं शिल्पगत चमत्कार की जानकारी दिलाना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

- इकाई 1 जलकुँवरी (लक्ष्मीनाथ बेजबरुवा), नदराम (शरतचन्द्र गोस्वामी), केराणीर कपाल (महीचन्द्र बरा), रे बड़े भाई (हलिराम डेका)
- इकाई 2 तिनिकीया गाड़ी (सैयद आबुदुल मालिक), गराखहनीया (योगेश दास), धोरा साँप (भबेन्द्रनाथ शङ्कीया), पर्दा (होमेन बरगोहाजि)
- इकाई 3 बीणा कुटिर (सौरभ कुमार चलिहा), मने मने (स्नेह देवी), राजनीति नुबुजा मानुह (पूरबी बरमुदै), मधुपुर बहु दूर (शीलभद्र)

**पाठ्य-पुस्तक एवं सन्दर्भ ग्रन्थ :**

1. असमीया गल्प संकलन – निर्मल प्रभा बरदलै (संक.), नेशनल बुक ट्रस्ट, इंडिया।
2. आधुनिक असमीया गल्प-संग्रह – त्रैलोक्यनाथ गोस्वामी (संक. एवं संपा.), साहित्य अकादमी, नयी दिल्ली।
3. असमीया गल्प संकलन (प्रथम खण्ड) – होमेन बरगोहाजि (संक.), असम प्रकाशन परिषद, गुवाहाटी।
4. असमीया गल्प चयन – नगेन शङ्कीया (संपा.), नेशनल बुक ट्रस्ट, इंडिया।
5. श्रेष्ठ असमीया चुटि गल्प – डॉ॰ शैलेन भराली (संपा.)।
6. बिंश शतकार असमीया साहित्य – होमेन बरगोहाजि, असम साहित्य सभा।
7. असमीया चुटि गल्प अध्ययन – प्रह्लाद कुमार बरुवा।
8. चुटि गल्प – उदय दत्त, असम साहित्य सभा।
9. चुटि गल्प – जमुना शर्मा, मयूर प्रकाशन।

**स्नातक साधारण पाठ्यक्रम (सी.सी)**

HIN-CC-3016

हिन्दी काव्य-धारा

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)



## GU UG CBCS SYLLABUS

**लक्ष्य :** विद्यार्थियों को असमीया वैष्णव साहित्यकार श्रीमन्त शंकरदेव-विरचित बरगीतों-सहित हिन्दी काव्यधारा के प्राचीन एवं आधुनिक कवियों की चुनी हुई रचनाओं का रसास्वादन कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है।

**इकाई 1** हिन्दी काव्य सुधा – पाब्लिकेशन डिपार्टमेंट, गौ.वि.

**निर्धारित पाठ :** साखी (कबीरदास), बरगीत – 1, 2 (शंकरदेव), गोकुललीला, भ्रमरगीत (सूरदास), पद - 1, 2, 3 (मीराबाई) और दोहावली (तुलसीदास)

**इकाई 2** हिन्दी काव्य सुधा – पाब्लिकेशन डिपार्टमेंट, गौ.वि.

**निर्धारित पाठ :** चित्रकूट में सीता (मैथिलीशरण गुप्त), पुष्प की अभिलाषा (माखनलाल चतुर्वेदी), प्रज्वलित वह्नि (बालकृष्ण शर्मा 'नवीन'), अशोक की चिन्ता (जयशंकर प्रसाद)

**इकाई 3** हिन्दी काव्य सुधा – पाब्लिकेशन डिपार्टमेंट, गौ.वि.

**निर्धारित पाठ :** तोड़ती पत्थर (सूर्यकान्त त्रिपाठी 'निराला'), पतझड़ (सुमित्रानन्दन पंत), बीन भी हूँ (महादेवी वर्मा), आत्म परिचय (बच्चन)

**सन्दर्भ ग्रन्थ :**

1. हिन्दी साहित्य का सर्वेक्षण (काव्यखण्ड) – विश्वम्भर 'मानव', लोकभारती प्रकाशन, इलाहाबाद।
2. हिन्दी साहित्य : उद्भव और विकास – आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, नयी दिल्ली।
3. हिन्दी साहित्य : एक परिचय – डॉ० त्रिभुवन सिंह, हिन्दी प्रचारक संस्थान, वाराणसी।
4. हिन्दी साहित्य का सुबोध इतिहास – बाबू गुलाबराय, लक्ष्मी नारायण अग्रवाल, आगरा।
5. आधुनिक हिन्दी कविता – डॉ० विश्वनाथ प्रसाद तिवारी, राजकमल प्रकाशन।
6. कबीर – आचार्य हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, इलाहाबाद।
7. सूर और उनका साहित्य – डॉ० हरवंशलाल शर्मा, भारत प्रकाशन मन्दिर, अलीगढ़।
8. तुलसी साहित्य : विवेचन और मूल्यांकन – डॉ० देवेन्द्रनाथ शर्मा, नेशनल पब्लिशिंग हाउस, नयी दिल्ली।
9. मैथिलीशरण गुप्त के काव्य की अंतर्कथाओं के स्रोत -- शशि अग्रवाल, हिन्दी साहित्य सम्मेलन, प्रयाग।
10. निराला और समकालीन हिन्दी कविता – डॉ० बीना शर्मा, नेशनल पब्लिशिंग हाउस, नयी दिल्ली।
11. कवि सुमित्रानन्दन पन्त – आचार्य नन्ददुलारे वाजपेयी, प्रकाशन संस्थान, दिल्ली।
12. महादेवी – डॉ० परमानन्द श्रीवास्तव, लोकभारती प्रकाशन, इलाहाबाद।
13. जयशंकर प्रसाद – आचार्य नन्ददुलारे वाजपेयी, लोकभारती प्रकाशन, इलाहाबाद।
14. सामाजिक पृष्ठभूमि-सहित असम के बरगीत – बापचन्द्र महन्त, स्वर्गीय कमल कुमारी बरुवा ट्रस्ट फंड, जोरहाट।

15. मीरा का काव्य – विश्वनाथ त्रिपाठी, दि मैकमिलन कंपनी ऑफ इंडिया लिमिटेड, दिल्ली ।  
 16. बच्चन : कविता और जीवन के अन्तःसूत्र – सीमा जैन, स्वराज प्रकाशन, नयी दिल्ली ।

HIN-CC-4016

हिन्दी कथा साहित्य

कुल अंक : 100

बाह्य परीक्षण : 80

आन्तरिक परीक्षण : 20

क्रेडिट : 6 (व्याख्यान : 4 + ट्यूटोरियल : 2)

**लक्ष्य :** विद्यार्थियों को समृद्ध हिन्दी कथा साहित्य की झाँकी के रूप में एक लोकप्रिय उपन्यास तथा छः मनोरम कहानियों का रसास्वादन कराते हुए इनमें निहित जीवन-बोध का अनुभव कराना प्रस्तुत प्रश्न-पत्र का प्रमुख लक्ष्य है ।

इकाई 1 निर्मला : मुंशी प्रेमचन्द

इकाई 2 हिन्दी कहानी वीथिका – पाब्लिकेशन डिपार्टमेंट, गौहाटी विश्वविद्यालय  
 निर्धारित पाठ : जयदोल (अज्ञेय), ठेस (फणीश्वरनाथ रेणु), आत्मा की आवाज (कमलेश्वर)

इकाई 3 हिन्दी कहानी वीथिका – पाब्लिकेशन डिपार्टमेंट, गौहाटी विश्वविद्यालय  
 निर्धारित पाठ : दुलाईवाली (बंगमहिला), कजाकी (प्रेमचन्द), ताई (विश्वंभर शर्मा 'कौशिक')

**सन्दर्भ ग्रन्थ :**

1. हिन्दी कहानी : चरित्र-चित्रण का विकास – डॉ० उषा गोयल, मंथन पब्लिकेशन, रोहतक ।
2. कहानी की बात – मार्कण्डेय, लोकभारती प्रकाशन, इलाहाबाद ।
3. आधुनिक हिन्दी कहानी – डॉ० लक्ष्मीनारायण लाल, वाणी प्रकाशन, नयी दिल्ली ।
4. प्रेमचन्द और उनका युग – डॉ० रामविलास शर्मा, राजकमल प्रकाशन, नयी दिल्ली ।
5. हमारे कवि और लेखक – डॉ० राजेश्वरप्रकाश चतुर्वेदी और राकेश, प्रकाशन केन्द्र, लखनऊ ।
6. कहानीकार अज्ञेय : सन्दर्भ और प्रकृति – डॉ० चन्द्रभानु सोनवणे, विद्या प्रकाशन, कानपुर ।
7. कथाकार विश्वंभर शर्मा 'कौशिक' – डॉ० सुनीता चौहान, विद्या प्रकाशन, कानपुर ।
8. कहानीकार कमलेश्वर : सन्दर्भ और प्रकृति – सूर्यनारायण रणसुभे, विद्या प्रकाशन, कानपुर ।

9. रेणु का कथा-साहित्य – डॉ० सुरेश चन्द्र महरोत्रा, विद्या प्रकाशन, कानपुर।

---

**COURSE STRUCTURE AND SYLLABUS OF B.A.  
(REGULAR) THREE YEAR DEGREE  
PROGRAMME IN HISTORY  
GAUHATI UNIVERSITY**

**(As approved by the meeting of the Academic Council held on  
08.11.2019)**



**List of Contents**

	<i>Page Numbers</i>
<b>BA (Regular) Programme in History</b>	
Course Structure of the B.A. (Regular) Programme	2
List of courses of the B.A. (Regular) Programme	3
Detailed syllabus of the B.A. (Regular) Core Courses	4- 9
Detailed syllabus of the B.A. (Regular) Discipline Specific Elective Courses	10-12
Detailed syllabus of the B.A. (Regular) Generic Elective Courses	13-15
Detailed syllabus of the B.A. (Regular) Generic Elective Courses	16-18

**Course Structure and Syllabus for B.A. (Regular) Three Year Degree Programme in History, Gauhati University as recommended by the CCS-UG of the Department of History, Gauhati University in its meeting held on 14.05.2019.**

**COURSE STRUCTURE**

Semester	Core Course (4)	Ability Enhancement Compulsory Courses (AEC) (2)	Skilled Enhancement Course (SEC) (2)	Elective: Discipline Specific (DSE) (2)	Elective: Generic (GE) (2)
<b>I</b>	HIS –RC-1016: History of India from Earliest Times up to c. 1206	(English/MIL Communication)			
<b>II</b>	HIS –RC-2016: History of India from c. 1206 to 1757	Environmental Studies			
<b>III</b>	HIS –RC-3016 History of India ( c. 1757 - 1947)		HIS –SE-3014: Historical Tourism in North East India		
<b>IV</b>	HIS –RC-4016 Social And Economic History of Assam		HIS –SE-4014: Oral Culture and Oral History		
<b>V</b>			SEC (from other department)	HIS –RE-5016: History of Assam from Earliest times to 1826	HIS –RG-5016 History of Europe (c. 1648 – 1870)
<b>VI</b>			SEC (from other department)	HIS –RE-6016 History of Assam (c. 1826- 1947)	HIS –RG-6016 History of Europe (c. 1870-1939)

**LIST OF COURSES FOR B.A. (REGULAR) THREE YEAR DEGREE PROGRAMME  
IN HISTORY, GAUHATI UNIVERSITY**

**CORE COURSES** (4 courses)

**Credits: 6 per course**

**Lectures : 5 ; Tutorial : 1 (per week)**

HIS –RC-1016: History of India (from Earliest Times up to c. 1206)

HIS –RC-2016: History of India (c.1206 - 1757)

HIS –RC-3016: History of India from (c.1757 - 1947)

HIS –RC-4016: Social and Economic History of Assam

**Discipline Specific Elective Courses** (2 courses)

**Credits: 6 per course**

**Lecture : 5 ; Tutorial : 1 (per week)**

HIS –RE-5016 History of Assam (From earliest times till 1826 CE)

HIS –RE-6016 History of Assam (c. 1826- 1947)

**Skill Enhancement Elective Courses** (2 Courses offered out of 4; students are to take 2 courses from other courses)

**Credits: 4 per course**

**Lecture : 3; Tutorial : 1 (per week)**

HIS –SE-3014: Historical Tourism in North East India

HIS –SE-4014: Oral Culture and Oral History

**Generic Elective Courses** (2 courses)

**Credits: 6 per course**

**Lecture : 5 ; Tutorial : 1 (per week)**

HIS –RG-5016 History of Europe (c. 1648 – 1870)

HIS –RG-6016 History of Europe (c. 1870 – 1939)

**DETAILED SYLLABUS OF B.A. (REGULAR) THREE YEAR DEGREE UGCBCS  
PROGRAMME IN HISTORY, GAUHATI UNIVERSITY**

**Generic Elective Courses**

**(4 Courses)**

HIS –RC-1016: History of India (from Earliest Times up to c. 1206)

HIS –RC-2016: History of India (c.1206 - 1757)

HIS –RC-3016: History of India from (c.1757 - 1947)

HIS –RC-4016: Social and Economic History of Assam

**HIS –RC-1016: HISTORY OF INDIA (FROM THE EARLIEST TIMES UP TO c. 1206)**

**Lecture : 5; Tutorial : 1 (per week)**

**Course Outcome:** Upon completion of this course, students will be able to explain the emergence of state system in North India, development of imperial state structure and state formation in South India in the early period. They will be able to understand the changes and transformations in polity, economy and society in early India and the linkages developed through contacts with the outside world.

**Unit: I**

- [a] Sources : literary and archaeological
- [b] Indus Civilization :origin, extent, urban planning and urban decline.
- [c] Society, polity, economy and religion in the Rig Vedic Period
- [d] Society, polity, economy and religion in the Later Vedic Period

**Unit: II**

- [a] Rise of territorial states– Janapadas and Mahajanapadas
- [b] Rise of new religious movements in north India- Jainism and Buddhism :social dimension of early Jainism and Buddhism.
- [c] The Mauryas - Background of Mauryan state formation.
- [d] Asoka :Dhamma - its propagation; Administration and Economy under the Mauryas.
- [e] Decline of the Mauryas

**Unit: III**

- [a] Post–Mauryan period : The Sungas, Chedis
- [b]Kharavelas and Satavahanas
- [c]Sangam Age: literature, society and culture in South India.

**Unit: IV**

- [a] Central Asian contact and its Impact: The Indo-Greeks, Sakas and Kushanas
- [b] The Gupta Empire- state and administration

[c] Post Gupta period :Vardhanas and Palas

**Unit: V**

[a] Political development in the South – the Pallavas, the imperial Cholas, the Rashtrakutas and the Chalukyas.

[b] The Arabs and the Turks in Indian politics –Ghaznivides and the Ghorid invasions.

[c] Indian Society during 650 –1200 A.D.-literature & language, temple architecture and Sculpture.

**Readings:**

Jha, D.N. :*Early India*, New Delhi, 2006

----- :*Ancient India*, Monohar, New Delhi, 2001

Majumdar, R.C. :*Ancient India*, Banaras, 1952

RomilaThapar :*Early India*, Vol. I, Penguin, Delhi, 1996

Shastri, K.A. Nilakanta :*History of South India*

Singh, Upinder :*A History of Ancient and Early Medieval India*,Pearson, 2009

Habib&Thakur : The Vedic Age (Peoples History of India), Vol. III, Tulika Books, New Delhi, 2003

Majumdar, Raychoudhary&Dutta :*An Advanced History of India* (RelevantChapters)

Sharma ,R. S : *Perspectives in Social & Economic History of Early India*,

MunshiramManoharlal,Delhi,1983.

———, :*India's Ancient Past*, OUP, Delhi 2006

**HIS –RC-2016 : HISTORY OF INDIA (c.1206 to 1757)**

**Lecture : 5; Tutorial : 1 (per week)**

**Course Outcome:** Upon completion of this course, students will be able to analyse the political and social developments in India between 1206-1757. Students will be able to explain the formation of different States during this period along with their administrative apparatuses, and the society, economy and culture of India in the 13th to mid-18th century period.

**Unit: 1**

[a] Foundation and consolidation of the Sultanate : Iltutmish, Sultana Raziya, Balban and the Mongol invasions

[b] Expansion of Sultanate :AlauddinKhalji - conquests and administration

[c]Tughlaqs- Muhammad bin Tughlaq and Firoz Shah Tughlaq.

**Unit: II**

[a] Decline of the Sultanate

[b] Rise of Provincial Kingdoms and contest for supremacy :Vijaynagar and Bahmani Kingdoms.



- [c] Political and Revenue administration : *Iqtadari* system
- [d] Agriculture, trade and commerce during the Sultanate period.

### **Unit: III**

- [a] Foundation of the Mughal Empire : Mughal - Afghan contest - Babur and Humayun; Sher Shah and his administration.
- [b] Consolidation and territorial Expansion of the Mughal Empire- Akbar, Jahangir, Shahjahan, Aurangzeb.
- [c] Mughal-Rajput Relations.
- [d] Religious Policy of the Mughals

### **Unit: IV**

- [a] Rise of Maratha power under Shivaji.
- [b] Disintegration of the Mughal Empire
- [d] Mughal Administration : *mansabdari* and *jagirdari* System.
- [e] Aspects of society and economy during the Mughal period : agriculture, trade and commerce

### **Unit: V**

- [a] Syncretism in medieval India: religion, literature, art and architecture
- [b] Bhakti movement : Nanak, Kabir and Mirabai
- [c] Sufism : Different *Silsilahs*

### **Text Books:**

- Chandra, Satish : *Medieval India from Sultanat to the Mughals*, Vols. I, II  
Tripathy, R. P. : *Rise and fall of the Mughal Empire*  
Majumdar, R.C. (ed) : *The History and Culture of the Indian People*, Vols. VI  
Asraf, K.M : *Life and Conditions of the People of Hindusthan*  
Chitnis, K.N. : *Socio- Economic History of Medieval India*  
Habib, Irfan : *Agrarian System of Mughal Empire*  
Habib, M & Nizami : *Comprehensive History of India*, Vol.V  
Mehta, J.L. : *Advanced Study in History of Medieval India*, Vol. I & II  
Nizami, K.A. : *Studies in Medieval Indian History and Culture*  
Rashid, A : *Society and Culture in Medieval India*  
Rizvi, S.A.A. : *The Wonder that was India*, Part-II  
: *A History of Sufism in India*

## **HIS –RC-3016 : HISTORY OF INDIA (c. 1757 to 1947)**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** Upon completion of this course, students will be able to understand the major factors that led to the establishment and consolidation of British rule in India. They will also be able to identify the process of growth of resistance against British colonial rule and the eventual growth of Indian nationalist movement, which ultimately led to the end of the British rule in the country.

**Unit: I**

[a] : Political condition in post-Mughal period and rise of regional powers : Bengal, Oudh and Hyderabad

[b] : The Battle of Plassey and the Battle of Buxar - the establishment of the British rule in India.

[c]: Robert Clive and his Dual Administration in Bengal.

**Unit: II**

[a] : Expansion and Consolidation of the British rule under Warren Hastings and Lord Cornwallis.

[b] British relations with the Marathas and Mysore.

[c] Lord Wellesley and the Policy of Subsidiary Alliance.

[d] Lord Hastings and the relations with the Indian States.

**Unit: III**

[a] : Lord Bentinck and his reforms ; Raja Ram Mohan Roy and the growth of progressive ideas in India.

[b] : The Growth and expansion of Sikh power under Ranjit Singh.

[c] : Lord Dalhousie and his policy of expansion- the Doctrine of Lapse

**Unit :IV**

[a] : The Revolt of 1857- its causes and consequences, the Government of India Act of 1858.

[b] : The British Economic policies in India – Land revenue systems - Permanent settlement, Ryotwari and Mahalwari; trade, commercialization of agriculture, the Drain Theory.

[c] : The growth of national awakening in India and the establishment of the Indian National Congress.

**Unit: V**

[a] : Lord Curzon and the Partition of Bengal – the Swadeshi Movement in India –growth of Revolutionary Terrorism.

[b] : Gandhi in Indian politics- the Khilafat and the Non Co-operation Movement, the Civil Disobedience Movement.

[c] : The growth of the Left, Muslim League and Communal politics in India.

[d] : The Quit India Movement – The INA and Partition of India.

**Readings:**

Bandyopadhyaya, Sekhar: *From Plassey to Partition: A History of Modern India*, Orient Longman Ltd. Hyderabad, 2004.

Chandra, B, Mukherjee, M *et al* :*India's Struggle for Independence*, Penguin Books, New Delhi, 2003.

Chandra, B, :*History of Modern India*, Orient BlackSwan, 2010

Grover B.L and Grover, S :*A New Look at Modern Indian History*, S. Chand & Company, New Delhi, 2004.

Sarkar, Sumit :*Modern India*, Macmillan

Spear, P :*History of Modern India*, Penguin Books, New Delhi, 1993.

Chandra, B :*The Rise and Growth of Economic Nationalism in India*, Peoples Publication House, New Delhi, 1990.

Desai, A. R :*Social Background of Indian Nationalism*, Popular Publication, New Delhi, 1990.

Fisher, Micheal :*The Politics of the British Annexation of India, 1757 – 1857*, Oxford University Press, New Delhi, 1999.

Gopal, S :*The British Policy in India, 1858-1905*, McMillan, New Delhi, 1992.

Grewal, J. S :*The Sikhs of the Punjab*, Cambridge University Press, New Delhi, 1999.

Gordon, Stuart :*The Marathas*, Cambridge University Press, New Delhi, 1999.

Jones, K.W :*Socio-Religious Reform Movements in British India*, Cambridge University Press, New Delhi, 1999.

## **HIS –RC-4016 : SOCIAL AND ECONOMIC HISTORY OF ASSAM**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** Upon completion of this course, students will be able to analyse and explain the socio-economic history of Assam including among others the development of caste system, religious beliefs, agriculture and land system, the social organization, trade and commerce, various agricultural regulations, plantation economy, development of modern industries, transport system, education, the emergence of middle class, development of literature and press, and growth of public associations.

### **Unit I: Society and Economy in Early Assam**

- [a] Proto-history Archaeology, land grants, *Agrahara*
- [b] Aryanisation debate
- [c] Rural life
- [d] Urban centres
- [e] Beliefs and practices

### **Unit II: Society in Medieval Assam**

- [a] Social Organisation– Caste-Class Relationship, Nobility, *Paiks*, Slaves and Servants
- [b] Neo-Vaishnavite Movement in Assam – Impact on Society
- [c] Development of *Satra* Institutions

### **Unit III: Economy in Medieval Assam**

- [a] Agriculture and Land System – Classification and Ownership of Land
- [b] Land Revenue and other Taxes
- [c] Trade and Commerce – Export and Import, Trade routes
- [d] Medium of Trade

[e] Economic Relation between the Hills and the Valley : the *Posa* system.

#### **Unit IV: Economy in Colonial Assam**

- [a] Agriculture Regulations and revenue system
- [b] Plantation Economy of the Tea Industry
- [c] Development of Modern Industries-Coal and Oil.
- [d] Development of Transport System

#### **Unit V :Society in Colonial Assam**

- [a] Growth of Modern Education and the role of Christian Missionaries.
- [b] Language Controversy in 19<sup>th</sup> century Assam
- [c] Emergence of Middle Class
- [d] Literary and Cultural Development, Impact of the Bengal Renaissance.
- [e] Development of Press and Growth of Public Associations – The Assam Sahitya Sabha.

#### **Readings:**

- Barpujari, H.K.: (ed) :*The Comprehensive History of Assam*, Vol. I, III, IV & V.
- Barua B.K. :*A Cultural History of Assam*
- Baruah, S.L. :*A Comprehensive History of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985
- Gogoi Nath, Jahnabi :*Agrarian System of Medieval Assam*, New Delhi-2002
- Guha, Amalendu :*Planters Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam 1826-1947*
- Choudhury, P.C. :*History of Civilization of the People of Assam to the Twelfth Century A.D.*
- Gait, E.A. :*A History of Assam.*
- Guha, Amalendu :*Medieval and Early Colonial Assam.*
- Medhi, S. B :*Transport System and Economic Development in Assam*, Publication Board, Assam.
- Mahanta, P.K., *Asomiya Madhyabritya Srenir Itihas*
- Nath, D :*Religion and Society in North East India*, DVS, Guwahati, 2011
- Rhodes, N. and Bose, S.K. :*The Coinage of Assam, Vol. I, Pre-Ahom Period, Vol. II, Ahom Period*
- Saikia, Rajen :*Social and Economic History of Assam (1853- 1921).*
- Sarma, S.N. :*Socio Economic and Cultural History of Medieval Assam*, Guwahati, 1989
- Sharma, Monorama :*Social and Economic Change in Assam: Middle Class Hegemony*

\*\*\*\*\*

**Discipline Specific Elective Courses**  
(2 courses)

HIS –RE-5016: History of Assam (from earliest times to 1826)

HIS –RE-6016: History of Assam (c. 1826- 1947)

**HIS –RE-5016: HISTORY OF ASSAM (From earliest times upto 1826 CE)**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** This paper will give a general outline of the history of Assam from the earliest times to the advent of the British. On completion of this paper, students will be able to identify major stages of developments in the political history of Assam from the earliest times to the occupation of Assam by the English East India Company in the first quarter of the 19<sup>th</sup> century.

**Unit-I:**

[a] A brief survey of the sources: literary, archaeological, epigraphic, literary, numismatic and accounts of the foreign travellers

[b] Land and people: Migration routes

[c] Cultural linkages with South East Asia: the Stone Jars of Dima Hasao

**Unit-II:**

[a] Origin and antiquity of Pragjyotisha or Kamrupa society

[b] Political dynasties: Varmana; Salastambha; Pala

[c] Administration: Central and Provincial; Judicial; Revenue

**Unit-III:**

[a] Political condition of Assam in the Post-Pala period.

[b] Turko-Afghan invasions

[c] Disintegration of the Kingdom of Kamarupa

[d] State formation in the Brahmaputra valley-the Chutiya, Kachari and the Koch state

[e] Political conditions of the Brahmaputra valley at the time of foundation of the Ahom kingdom.

**Unit- IV:**

[a] Important Ahom Rulers: Siukapha, Suhungmung, Pratap Singha, Gadadhar Singha, Rudra Singha, Rajeswar Singha

[b] Ahom-Mughal wars- the Treaty of 1639, Battle of Saraighat (1671)

[c] Ahom system of administration: the Paik system

[d] Ahom Policy towards the neighbouring hill tribes

**Unit :V**

[a] Decline and fall of the Ahom Kingdom: the Moamariya Rebellion; Burmese Invasions

[b] The English East India Company in Assam Politics; Treaty of Yandaboo and Assam

**Readings**

Barpujari, H. K. : *The Comprehensive History of Assam Vol. I, II and III*  
Baruah, K. L.:*Early History of Kamrupa*  
Baruah, S.L. : *A Comprehensive History of Assam*, Munshiram Monoharlal, New Delhi, 1985  
Choudhury, P. C.: *The History Civilization of the People of Assam*  
Dutta, A.K. :*Maniram Dewan and the Contemporary Assamese Society*, Jorhat, 1991.  
Gait, E. A.: *A History of Assam*  
Guha, A. :*Medieval and Early Colonial Assam*, Calcutta, 1991.  
Neog, M., *Sankardeva and his Times*

## **HIS –RE-6016: HISTORY OF ASSAM (c. 1826 – 1947)**

**Lecture : 5 Tutorial : 1 (per week)**

**Course Outcome:** Upon completion of this course, students will be able to describe the period of British rule in Assam after its annexation by the imperialist forces. They will also be able to situate the development of nationalism in Assam and its role in India's freedom struggle. The course would enable the students to analyse the main currents of the political and socio-economic developments in Assam during the colonial period.

### **Unit I:**

- [a] Political condition in Assam on the eve of the British rule.
- [b] Establishment and Consolidation of the British rule: Reforms and Reorganizations - David Scott – Annexation of Lower Assam, Administrative
- [c] Reorganisation and Revenue Measures of Scott; Robertson – Administrative and Revenue Measures; Jenkins' Administrative Measures

### **Unit II:**

- [a] Ahom Monarchy in Upper Assam (1833-38)
- [b] Annexation of Cachar
- [c] Early phase of Revolts and Resistance to British rule- Gomdhar Konwar, Piyali Phukan, U.Tirut Singh,
- [d] The Khamti and the Singpho rebellion
- [e] The 1857 Revolt in Assam and its aftermath.

### **Unit III:**

- [a] Establishment of Chief Commissionership in Assam.
- [b] Land Revenue Measures and Peasant Uprisings in 19th century Assam
- [c] Growth of national consciousness – Assam Association, Sarbajanik Sabhas, Raiyat Sabhas.
- [d] Government of India Act, 1919 – Dyarchy on Trial in Assam.

### **Unit IV :**

- [a] Non Co-operation Movement and Swarajist Politics in Assam
- [b] The Civil Disobedience Movement
- [c] Trade Union and Allied Movements

[d] Tribal League and Politics in Assam

**Unit V:**

[a] Quit India Movement in Assam.

[b] Cabinet Mission Plan and the Grouping Controversy

[c] The Sylhet Referendum.

[d] Migration, Line System and its Impact on Politics in Assam

**Readings:**

Barpujari, H. K : (ed) *The Comprehensive History of Assam, Vols. IV & V.*

Baruah, S. L. : *A Comprehensive History of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985

Goswami, Priyam : *From Yandabo to Partition*, Orient BlackSwan, 2012.

Barpujari, H. K : (ed) *Francis Jenkins Report on the North- East Frontier of India.*

\_\_\_\_\_, : (ed) *Political History of Assam, Vol. I.*

\_\_\_\_\_: *Assam in the Days of the Company*

Bhuyan, A.C and : (ed) *Political History of Assam, Vols. II & III.*

De, S. Bhuyan, A.C : (ed) *Nationalist Upsurge in Assam.*

Dutta, Anuradha : *Assam in the Freedom Movement.*

Bora .S. : *Student Revolution in Assam.*

Chakravarti, B. C : *British Relations with the Hill Tribes of Assam.*

Guha, Amalendu : *Planters Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam.*

Lahiri, R.M : *Annexation of Assam*

## **Generic Elective Courses**

**(2 courses)**

HIS –RG-5016 History of Europe (c. 1648 – 1870)

HIS –RG-6016 History of Europe (c. 1870 – 1939)

### **HIS –RG-5016 : HISTORY OF EUROPE (c. 1648-1870)**

**Lecture : 5; Tutorial : 1 (per week)**

#### **Course Outcome:**

After completing the course the students will be able to explain the emergence of state system in Europe and the rise of modernity. They will also be able to analyse the revolutionary upheavals of Europe that finally shaped the world

#### **Unit I**

- [a] Peace of Westphalia and the Pyrenees and Emergence of Modern State-System
- [b] France under Henry IV, Richelieu and Mazarin's
- [c] Era of Louis XIV : Absolute Monarchy
- [d] Bourbon succession to Spain

#### **Unit II:**

- [a] Rise of Prussia and Austria: Frederick the Great and Maria Theresa; War of Austrian Succession, Diplomatic Revolution, Seven Years War
- [b] Enlightened despotism- Joseph II, Maria Theresa
- [c] Making of Modern Russia: Peter the Great, Catherine II : Warm Water Policy,
- [d] Partition of Poland

#### **Unit III:**

- [a] Genesis and growth of Capitalism, Imperialism, Mercantilism and World Politics
- [b] Novel intellectual currents: Natural Science and the 'Enlightenment'
- [c] The Maritime ascendancy of Europe: Anglo- French struggle; triumph of British imperialism.
- [d] 'Glorious' Revolution : Limited Monarchy and Parliamentary Government

#### **Unit IV:**

- [a] The French Revolution :Crisis of the *Ancien* Regime; Intellectual Currents; Participation of the Social Classes.
- [b] Rise and Fall of Napoleon: Internal Reforms, Napoleonic Wars and Continental System
- [c] The European State System after Napoleon : The Congress of Vienna, Concert of Europe

#### **Unit V:**

- [a] Revolutions of 1830 and 1848 and their repercussions
- [b] The Eastern Question : The Crimean War
- [c] Era of Second Napoleonic Empire : Napoleon III : Foreign Policy
- [d] Unification of Italy
- [e] Unification of Germany

#### **Readings**

Hayes, C.J.H., *Modern Europe to 1870*

Lipson C.J.H.Hayes, : *Europe in the 19<sup>th</sup> Century*



M.W.Baldwin & : *History of Europe* (Relevant Chapters)  
 D. Thompson : *Europe since Napoleon*  
 H .A.L.Fisher : *History of Europe*, Book III  
 C.D .M.Ketelbey : *A History of Modern Times from 1789*  
 J.A.R.Marriott : *A History of Europe from 1815 to 1939*  
 Cameron, Euan (ed.) : *Early Modern Europe An Oxford History*, New Delhi, 2004  
 Hayes, C J H : *A Political and Cultural History of Early Modern Europe*.  
 Hazen, C.D. : *Europe since 1815*.  
 Lee, Stephen J., : *Aspects of European History, 1494-1789*, Routledge, Chapman & Hall, 1984.  
 Phukan, Meenaxi, : *Rise of the Modern West: Social and Economic History of Early Modern Europe*, McMillan, New Delhi, 2001.  
 Anderson, M.S., : *Europe in the Eighteenth Century* (Longman,1987).  
 Anderson, Perry, : *The Lineage's of the Absolutist States* (Routledge, Chapman & Hall, 1974).  
 Cipola, Carlo M., : *Fontana Economic History of Europe, Vol. II & III* (Collins; 1974, Harvester Press, 1976).  
 De Vries, Jan, : *Economy of Europe in an Age of Crisis 1600-1750*.  
 Elton, G.R., : *Reformation Europe, 1517-1559*.  
 Hale, J.R., : *Renaissance Europe* (University of California Press,1978).  
 Hill, Christopher, : *A Century of Revolutions* (Norton, 1982).  
 Koenigsberger, H.G and G.L. Mosse : *Europe in the Sixteenth Century* (Longman,1971).  
 Mathias, Peter, : *First Industrial Revolutions* (London, 1969).  
 Pennington, D.H., : *Seventeenth Century Europe* (Longman, 1972)

## **HIS –RG-6016 :HISTORY OF EUROPE (c. 1870 – 1939)**

**Lecture : 5; Tutorial : 1 (per week)**

**Course Outcome:** After completing the course the students will be able to explain the major political developments in Europe from 1870 to 1939. The students will be able to delineate how the rise of two unified nations of Germany and Italy gave rise of intense imperialist contest the world over. The course would also enable the students to analyse the causes and consequences of World War I and the developments leading to World War II.

### **Unit -I.**

- [a] The Treaty of Versailles (1871) : Impact on Germany and Italy
- [b] *Kulturkampf* : Conflict between the Church and State
- [c] Foreign policy of Germany under Bismarck
- [c] The Paris Commune
- [c] Imperialism in Africa

### **Unit: II**

- [a] The Eastern Question: Role of Imperialist powers
- [b] Russo-Turkish War and the Berlin Congress
- [c] Rise of nationalism and the Balkan Wars.

- [d] Triple Alliance
- [e] Triple Entente

**Unit: III**

- [a] The First World War: Causes and consequences
- [b] The Paris Peace Conference and the Peace Settlements
- [b] League of The Nations – Origin and activities
- [c] The Bolshevik Revolution (1917) – Rise of the USSR

**Unit : IV**

- [a] Rise of Nazism – Germany under Hitler
- [b] Rise of Fascism - Italy under Benito Mussolini
- [c] The Spanish Civil War
- [d] Policy of appeasement

**Unit : V**

- [a] European involvement in East Asia
- [b] Anglo-Japanese Treaty (1902)
- [c] Russo-Japanese War (1904-05)
- [c] The Second World War: Causes

**Readings:**

- Hayes, C J H : *A Political and Cultural History of Modern Europe*, Vol. I
- Hayes, C J H : *A Political and Cultural History of Modern Europe*, Vol.-II
- Hazen, C.D., *History of Europe, 1870-1919*
- Thompson D : *Europe since Napoleon*
- Lipson E : *Europe in Nineteenth and Twentieth Century*
- Vernadsky, H : *A History of Russia*
- Fisher, H.A.L : *History of Europe from early Eighteenth Century to 1935.*

### **Skill Enhancement Elective Courses**

**(2 Courses offered in History out of 4; students are to take 2 courses from other courses)**

HIS –SE-3014: Historical Tourism in North East India

HIS –SE-4014: Oral Culture and Oral History

#### **HIS –SE-3014: HISTORICAL TOURISM IN NORTH EAST INDIA**

**Lecture : 03; Tutorial : 01 (per week)**

##### **Course Outcome:**

After completing this course, students will be able to explain Tourism in North East India with special reference to the historical monuments, cultural and ecological elements and places of the north east India country as tourist and heritage sites of the nation. They will be able to relate to the growing vocation of tourism as an industry and the applicability of historical knowledge for its growth.

**In-semester assessment:** Students shall carry out a small project (submission not less than 2000 words) based on survey of an area or monument. The project should try to unearth the tourism potential of the surveyed area or monument. The project may also be on an existing tourist site. No sessional examination is required for this paper.

##### **Unit I : Theoretical aspects of tourism, Elementary geography and bio – diversity of North East India**

[a] : Tourism – Concept, meaning and significance

[b] : Different types of Tourism

[c] : Physiographical divisions, water bodies and climatic conditions

[d] : Important wildlife habitats : Kaziranga, Manas, Orang, Nameri, Dibru Saikhowa, Namdapha, Keibul Lamjao, Rain forests of Assam.

##### **Unit II : Ancient remains and Important tourist places of the North – East**

[a] : Ancient remains: Goalpara, Ambari, Tezpur, Deopahar, Malinithan, Doyang – Dhansiri Valley

[b] : Tourist places: Shillong, Cherapunjee, Aizwal, Gangtok, Kohima, Tawang, Poa Mecca (Hajo), Azan Pir Dargah, Jatinga

##### **Unit III : Architectural Heritage**

[a] : Dimapur, Kasomari, Maibong, Khaspur

[b] : Charaideo, Garhgaon, Sivasagar and Rangpur

[c] : Ujayanta palace, Neer Mahal

[d] : Kamakhya, Hayagriva Madhava, Tripura Sundari Temple, Rumtek monastery

[e] : Kangla fort

##### **Unit IV : Fairs and festivals of the North – East**

- [a] : Festivals - *Bihu, Ali Aye Lrigang, Mopin festival, Tai* – Buddhist festivals in Assam  
 [b] : *Bhaona, Ras* celebration in Majuli  
 [c] : Fairs - Jonbil Mela, Ambubachi fair at Kamakhya  
 [d] : Tourist festivals based on ethnic culture – Horn Bill festival, Sangai festival, Dihing Patkai festival

### **Readings :**

- Bezboruah, M : *Tourism in North East India*  
 Bora, S..., & Bora, M.C : *The Story of Tourism : An Enchanting Journey through India's North – East*, UBSPD, Delhi, 2004.  
 : *Paryatanar Ruprekha: Uttar Purbanchalar Itihas Aru Sanskritir Patabhumi*  
 Bhatia, A. K. : *International Tourism – Fundamentals and Practices*, New Delhi, 1997  
 : *Tourism in India*  
 Nath, R.M. : *The Background of Assamese Culture*, Guwahati, 1978  
 Sarma, P. : *Architecture of Assam*, Delhi - 1988  
 Ahmed, Kamaluddin : *The Art and Architecture of Assam*, Spectrum Publication, Guwahati, 1994.  
 Bhattacharya, P. : *Tourism in Assam*, Bani Mandir, Guwahati, 2004  
 Neog, M. : *Pavitra Asom*, LBS, Guwahati  
 : *Asamiya Sanskritir Ruprekha*, Guwahati - 1970  
 Boruah, P. : *Chitra-Bichitra Asom*, Guwahati, 2003  
 Taher & Ahmed : *Geography of North East India*, Mani Manik Prakash, Guwahati, 2010.  
 Gogoi, Atanu : *Paryatan Aru Uttar Purbanchal*, Bani Mandir, Guwahati, 2006

## **HIS –SE-4014: Oral Culture and Oral History**

**Lecture : 03; Tutorial : 01 (per week)**

### **Course Outcome:**

After this course the students will be able to explain complex interrelationships of structures or events in the context of broader social and cultural framework of societies through ‘public memory’ and use oral history to preserve oral culture and local history. The students will be able to espouse the relevance to the northeastern region of India with its diverse culture and ethnic communities whose history is largely oral. The students will be able to use ‘Public memory’ as a tool and a source not only to write public history but also to explore new knowledge in the humanities, social sciences and even in disciplines like architecture, communication studies, gender studies, English, history, philosophy, political science, religion, and sociology.

**In-semester assessment:** Students shall carry out a small project (submission not less than 2000 words) using the Oral History method. It may be based on interviews of persons having information of past event or phenomena. No sessional examination is required for this paper.

### **Unit I. Concepts:**

- (a) Orality, Oral Tradition, Oral Culture
- (b) Oral History
- (c) Distinction between Oral Tradition and Oral History

## **Unit II. History and Historiography**

- (a) Oral History as a tool for analysis
- (b) Social issues : Gender, conflict, violence, etc.
- (c) Economic issues : Development schemes and their impact, displacement, etc

## **III. Methodology:**

- (a) Collection, preservation and interpretation of historical information through recorded interviews of people, communities, and participants in past events
- (b) Documentation and Archiving : Written, Audio and Visual

## **IV. Potential areas for Oral History research :**

- (a) Oral Traditions: Customs, Beliefs, Practices and World view;
- (b) Life Histories: Participants in past events; Women; War migrants; Victim of disasters, government policies, ethnic conflicts; Personal stories.

## **Readings:**

- Thompson, Paul R., *Voice of the Past : Oral History*, OUP, Great Britain, 1978
- Ritchie, Donald A.:*Doing Oral History: A Practical Guide*, OUP, New York, 2003.
- Perks, Robert and Thomson, Alistair (eds.) *Oral History Reader*, Routledge, 1998.
- Valerie Raleigh Yow, *Recording Oral History*, Altamira Press, USA, 2005.
- Vansina, Jan, *Oral Tradition. A Study in Historical Methodology* (Translated from the French by H. M. Wright). London: Routledge&Kegan Paul. 1965
- Vansina, Jan, *Oral Tradition as History*, Madison: University of Wisconsin Press. 1985
- Butalia, Urvashi, *The Other Side of Silence: Voices from the Partition of India*, Penguin. 2017.
- Humphries: *The Handbook of Oral History*.
- H. Roberts. Ed. *Doing Feminist Research*, Routledge&KeganPaul, London, 1981
- John Miles Foley, *Oral Formulaic-Theory: An Introduction & Annotated Bibliography*, New York & London: Garland, 1985
- Das, Veena, (ed.), *Mirrors of Violence: Communities, Riots & Survivors in South Asia*, Delhi, OUP, 1990
- Prasad, M. Mahadeva, *Ideology of the Hindi Film: A Historical Construction*, Delhi, OUP, 1998

\*\*\*\*\*

**COURSE STRUCTURE AND SYLLABUS OF B.A.  
(HONOURS) THREE YEAR DEGREE  
PROGRAMME IN HISTORY  
GAUHATI UNIVERSITY**

**(As approved by the meeting of the Academic Council held on  
08.11.2019)**



**List of Contents**

**BA (Honours) Programme in History**

	<i>Page Numbers</i>
Course Structure of the B.A. (Honours) Programme	2
List of courses of the B.A. (Honours) Programme	3
Detailed syllabus of the B.A. (Honours) Core Courses	4-23
Detailed syllabus of the B.A. (Honours) Discipline Specific Elective Courses	24-28
Detailed syllabus of the B.A. (Honours) Generic Elective Courses	29-34
Detailed syllabus of the B.A. (Honours) Skill Enhancement Courses	35-37

**Course Structure and Syllabus of B.A. (Honours) Three Year Degree Programme in History, Gauhati University as recommended by the CCS-UG of the Department of History, Gauhati University in its meeting held on 14.05.2019.**

**COURSE STRUCTURE**

	<b>Core Course (14)</b>	<b>Ability Enhancement Compulsory Courses (AEC) (2)</b>	<b>Skilled Enhancement Course (SEC) (2)</b>	<b>Elective: Discipline Specific (DSE) (4)</b>	<b>Elective: Generic (GE) (4)</b>
<b>I</b>	HIS –HC-1016 : History of India-I	(English/MIL Communication)			HIS –HG-1016: History of India (from Earliest Times to c. 1206)
	HIS –HC-1026: Social Formations and Cultural Patterns of the Ancient World				
<b>II</b>	HIS –HC-2016: History of India-II	Environmental Studies			HIS –HG-2016: History of India (c.1206 – 1757)
	HIS –HC 2026: Social Formations and Cultural Patterns of the Medieval World				
<b>III</b>	HIS –HC-3016: History of India-III (c. 750-1206)		HIS –SE-3014: Historical Tourism in North East India		HIS –HG-3016: History of India (c. 1757 – 1947)
	HIS –HC-3026: Rise of the Modern West-I				
	HIS –HC- 3036: History of India IV (c.1206-1550)				
<b>IV</b>	HIS –HC-4016: Rise of the Modern West-II		HIS –SE-4014: Oral Culture and Oral History		HIS –HG-4016 Social And Economic History of Assam
	HIS –HC-4026: History of India-V (c. 1550-1605)				
	HIS –HC- 4036: History of India-VI (c. 1605-1750)				
<b>V</b>	HIS –HC-5016: History of Modern Europe - I (c. 1780-1939)			HIS –HE-5016: History of Assam upto c. 1228	
	HIS –HC- 5026: History of India-VII (c. 1750-1857)			HIS –HE-5026: History of Assam (c. 1228-1826)	
<b>VI</b>	HIS –HC-6016: History of India-VIII (c. 1857-1950)			HIS –HE-6016: History of Assam (c. 1826- 1947)	
	HIS –HC- 6026: History of Modern Europe- II (c. 1780-1939)			HIS –HE-6026 : Assam since Independence	

## **COURSE LIST OF B.A (HONS) PROGRAMME IN HISTORY UNDER UGCBCS - GAUHATI UNIVERSITY**

### **CORE COURSES**

**(14 Courses) Credits: 6 per course**

**Lectures : 5; Tutorial : 1 (per week)**

HIS-HC-1016 : History of India-I (Earliest times to 300 BCE)

HIS-HC-1026: Social Formations and Cultural Patterns of the Ancient World

HIS-HC-2016: History of India-II ( BCE . 300- 750)

HIS-HC-2026: Social Formations and Cultural Patterns of the Medieval World

HIS-HC-3016: History of India-III (c. 750-1206)

HIS-HC-3026: Rise of the Modern West-I

HIS-HC-3036: History of India -IV (c.1206-1550)

HIS-HC-4016: Rise of the Modern West-II

HIS-HC-4026: History of India-V (c. 1550-1605)

HIS-HC-4036: History of India-VI (c. 1605-1750)

HIS-HC-5016: History of Modern Europe- I (c. 1780-1939)

HIS-HC-5026: History of India-VII (c. 1750-1857)

HIS-HC-6016: History of India-VIII (c. 1857-1950)

HIS-HC-6026: History of Modern Europe- II (c.1780-1939)

### **Ability Enhancement Courses**

**(2 Courses) Credits-2 per course**

Environmental Science

English/ MIL

### **Skill Enhancement Elective Courses (2 Courses)**

**Credits: 4 per course**

**Lectures : 3; Tutorial : 1 (per week)**

HIS –SE-3014: Historical Tourism in North East India

HIS –SE-4014: Oral Culture and Oral History

### **Discipline Specific Elective Courses**

**(4 Courses) Credits: 6 per course**

**Lectures : 5; Tutorial : 1 (per week)**

HIS –HE-5016: History of Assam up to c. 1228

HIS –HE-5026: History of Assam (c.1228-1826)

HIS –HE-6016: History of Assam (c.1826-1947)

HIS –HE-6026: Assam after Independence

### **Generic Elective Courses**

**(4 Courses) Credits: 6 per course**

**Lectures : 5; Tutorial : 1 (per week)**

HIS –HG-1016: History of India from Earliest Times up to c. 1206

HIS –HG-2016: History of India (c.1206 – 1757)

HIS –HG-3016: History of India (c.1757 – 1947)

HIS –HG-4016: Social and Economic History of Assam



**Detailed Syllabus (Semester I--VI)  
B.A (Honours) Programme in History**

**CORE COURSE**

**Semester I**

**HIS-HC-1016: HISTORY OF INDIA- I**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** After the completion of this paper, the students will be able to explore and effectively use historical tools in reconstructing the remote past of ancient Indian pre and proto history. The course will also train the students to analyse the various stages of evolution of human cultures and the belief systems in the proto- history period.

**Unit I.** Reconstructing Ancient Indian History

[a] Early Indian notions of History

[b] Sources and tools of historical reconstruction: archaeological: epigraphy, numismatics, literary

[c] Historical interpretations (with special reference to gender, environment, technology, and regions)

**Unit II.** Pre-historic hunter-gatherers

[a] Paleolithic cultures- sequence and distribution; stone industries and other technological developments.

[b] Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art.

**Unit III.** The advent of food production

[a] Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures: subsistence, and patterns of exchange

**Unit IV.** The Harappan civilization

Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.

**Unit V.** Cultures in transition

Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem.

[a] North India (circa 1500 BCE-300 BCE)

[b] Central India and the Deccan (circa 1000 BCE - circa 300 BCE)

[c] Tamilakam (circa 300 BCE to circa CE 300)

**Readings:**

- R.S. Sharma, *India's Ancient Past*, New Delhi, OUP, 2007
- R. S. Sharma, *Material Culture and Social Formations in Ancient India*, Laxmi Publications, 2007.
- R.S. Sharma, *Looking for the Aryas*, Delhi, Orient Longman Publishers, 1995
- D. P. Agrawal, *The Archaeology of India*, 1985
- Bridget & F. Raymond Allchin, *The Rise of Civilization in India and Pakistan*, 1983.
- A. L. Basham, *The Wonder that Was India*, 1971.
- D. K. Chakrabarti, *The Archaeology of Ancient Indian Cities*, 1997,
- D. K. Chakrabarti, *The Oxford Companion to Indian Archaeology*, New Delhi, 2006.
- H. C. Raychaudhuri, *Political History of Ancient India*, Rev. ed. With Commentary by B. N. Mukherjee, 1996
- K. A. N. Sastri, ed., *History of South India*, OUP, 1966.
- Upinder Singh, *A History of Ancient and Early Medieval India*, 2008.
- Romila Thapar, *Early India from the Beginnings to 1300*, London, 2002.
- Uma Chakravarti, *The Social Dimensions of Early Buddhism*. 1997.
- Rajan Gurukul, *Social Formations of Early South India*, 2010.
- R. Champakalakshmi, *Trade. Ideology and urbanization: South India 300 BC- AD 1300*, 1996.

**HIS-HC-1026 : SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** after the completion of this paper, the students will be able to explain the processes and stages of the evolution of the variety of cultural pattern throughout antiquarian periods in History. They will be able to relate the connections between the various Bronze Age civilizations in the ancient world as well as development of slave and polis societies in ancient Greece.

**Unit I. Evolution of Humankind:**

- [a] Paleolithic and Mesolithic cultures.
- [b] Food production: beginnings of agriculture
- [c] Animal husbandry.

**Unit II. Bronze Age Civilizations: economy, social stratification, state structure, religion**

- [a] Egypt (Old Kingdom)
- [b] Mesopotamia (up to the Akkadian Empire);
- [c] China (Shang);

**Unit III. Nomadic groups in Central and West Asia**

- [a] From Bronze to Iron age: Anatolia and Greece
- [b] Minoan Civilization
- [c] Debate on Iron

#### **Unit IV. Slave society in Ancient Greece:**

- [a] Origin of Slavery: Slavery in Sparta and Greece
- [b] Debate on Slavery
- [c] Agrarian economy, urbanization, trade.

#### **Unit V. Polis in ancient Greece:**

- [a] Development of democracy in Athens and Sparta;
- [b] Concept of citizenship
- [c] Greek Culture-Science and Philosophy, religion, art and architecture

#### **Readings:**

- Burns and Ralph. *World Civilizations. Cambridge History of Africa*, Vol. I.  
V. Gordon Childe, *What Happened in History*.  
G. Clark, *World Prehistory: A New Perspective*.  
B. Fagan, *People of the Earth*.  
Amar Farooqui, *Early Social Formations*.  
M. I. Finley, *The Ancient Economy*.  
Jacquetta Hawkes, *First Civilizations*.  
G. Roux, *Ancient Iraq*.  
Bai Shaoyi, *An Outline History of China*.  
H. W. F. Saggs, *The Greatness that was Babylon*.  
B. Trigger, *Ancient Egypt: A Social History*.  
UNESCO Series: *History of Mankind, Vols. I - III./ or New ed. History of Humanity*.  
R. J. Wenke, *Patterns in Prehistory*.

## **SEMESTER II**

### **HIS-HC-2016: HISTORY OF INDIA- II**

**Lecture : 5 Tutorial : 1 (per week)**

**Course Outcome:** On successful completion of this course the students will be able to explain the economic and socio-cultural connections, transitions and stratifications during the ruling houses, empires and the politico-administrative nuances of early Indian History from 300 BCE to 300 CE.

#### **Unit I. Economy and Society (circa 300 BCE to circa CE 300):**

- [a] Expansion of agrarian economy: production relations.
- [b] Urban growth: north India, central India and the Deccan;
- [c] craft Production: trade and trade routes; coinage.
- [d] Social stratification: class, *Varna*, *jati*, untouchability; gender; marriage and property relations

#### **Unit II. Changing political formations (circa 300 BCE to circa CE 300):**

- [a] The Mauryan Empire

[b] Post-Mauryan Polities : Kushanas, Satavahanas, Gana Sanghas.

**Unit III. Towards early medieval India** [circa CE fourth century to CE 750]:

[a] Agrarian expansion: land grants, changing production relations; graded Land rights and peasantry.

[b] The problem of urban decline: patterns of trade, currency, and urban Settlements.

[c] Varna, proliferation of *jatis*: changing norms of marriage and property.

[d] The nature of polities: the Gupta empire and its contemporaries.

[e] Post- Gupta polities - Pallavas, Chalukyas, and Vardhanas

**Unit IV. Religion, philosophy and society** (circa 300 BCE- CE 750):

[a] Consolidation of the brahmanical tradition: dharma, Varnashram, Purusharthas, samskaras.

[b] Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.

[c] The beginnings of Tantricism

**Unit V. Cultural developments** (circa 300 BCE - 750 CE):

[a] A brief survey of Sanskrit, Pali, Prakrit and Tamil literature; Scientific and technical treatises

[b] Art and architecture & forms and patronage; Mauryan, post- Mauryan, Gupta, post-Gupta

**Readings:**

B. D. Chattopadhyaya, *The Making of Early Medieval India*, 1994.

D. P. Chattopadhyaya, *History of Science and Technology in Ancient India*, 1986.

D. D. Kosambi, *An Introduction to the Study of Indian History*, 1975.

S. K. Maity, *Economic Life in Northern India in the Gupta Period*, 1970.

B. P. Sahu (ed), *Land System and Rural Society in Early India*, 1997.

K. N. Sastri, *A History of South India*.

R. S. Sharma, *Indian Feudalism*, 1980.

R.S.Sharma, *Urban Decay in India, c.300- c.1000, Delhi*, Munshiram Manohar Lal, 1987

Romila Thapar, *Asoka and the Decline of the Mauryas*, 1997.

Susan Huntington, *The Art of Ancient India: Buddhist, Hindu, and Jain*, New York, 1985.

**HIS-HC-2026 : SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** After the completion of this course, the students will be able to analyse and explain the historical socio-political, administrative and economic patterns of the medieval world. They will be able to describe the emergence, growth and decline of various politico-administrative and economic patterns and the resultant changes therein.

### **Unit I. Roman Republic:I**

- [a] Roman Empire
- [b] Slave society and Agrarian economy
- [c] Trade and Urbanization in Roman Empire

### **Unit II. Roman Republic:II**

- [a] Religion and Culture in Ancient Rome
- [b] Crisis of the Roman Empire
- [c] External Factors of decline of Roman Empire

### **Unit III. Economic developments in Europe from the 7th to the 14th centuries:**

- [a] Organization of production, towns and trade.
- [b] Technological developments.
- [c] Crisis of feudalism.

### **Unit IV. Religion and culture in medieval Europe:**

- [a]Expansion of Christianity
- [b]Development of the Catholic Church
- [c]Religion, Culture and Society in Medieval Europe

### **Unit V. Societies in Central Islamic Lands:**

- [a] The tribal background, *Ummah*, Caliphate ; rise of Sultanates
- [b] Religious developments: Sharia, Mihna, Sufism
- [c] Urbanization and trade

### **Readings:**

- Perry Anderson, *Passages from Antiquity to Feudalism*.
- Marc Bloch, *Feudal Society*, 2 Vols.
- Cambridge History of Islam*, 2 Vols.
- Georges Duby, *The Early Growth of the European Economy*.
- Fontana, *Economic History of Europe*, Vol. I (relevant chapters).
- P. K. Hitti, *History of the Arabs*.
- P. Garnsey and Saller, *The Roman Empire*.
- S. Ameer Ali, *The Spirit of Islam*.
- J. Barraclough, *The Medieval Papacy*.
- Encyclopedia of Islam*, 1st ed., 4 vols.
- M. G. S. Hodgson, *The Venture of Islam*.

## **SEMESTER III**

### **HIS-HC-3016: HISTORY OF INDIA III (c. 750 -1206)**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** The completion of this paper will enable the students to relate and explain the developments in India in its political and economic fields and its relation to the social and cultural patterns therein in the historical time period between c.700 to 1206. They will also be able to analyse India's interaction with another wave of foreign influence and the changes brought in its wake in the period.

#### **Unit I. Studying Early Medieval India:**

- (a) Historical geography; Sources: texts, epigraphic and numismatic data
- (b) Debates on Indian feudalism, rise of the Rajputs and the nature of the state

#### **Unit II. Political Structures:**

- (a) Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas
- (b) Legitimization of kingship; brahmanas and temples; royal genealogies and rituals
- (c) Arab conquest of Sindh: nature and impact of the new set-up; Ismaili dawah
- (d) Early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur

#### **Unit III. Agrarian Structure and Social Change:**

- (a) Agricultural expansion; crops
- (b) Landlords and peasants
- (c) Proliferation of castes; status of untouchables
- (d) Tribes as peasants and their place in the Varna order

#### **Unit IV. Trade and Commerce:**

- (a) Inter-regional trade
- (b) Maritime trade
- (c) Medium of exchange
- (d) Process of urbanization
- (e) Merchant guilds of South India

#### **Unit V. Religious and Cultural Developments:**

- (a) Bhakti, Tantricism, Puranic traditions; Buddhism and Jainism; Popular religious cults
- (b) Islamic intellectual traditions: Al-Biruni; Al-Hujwiri
- (c) Art and architecture: Evolution of regional styles

#### **Readings:**

- R.S. Sharma, *Indian Feudalism* (circa 300 - 1200).  
B.D. Chattopadhyaya, *The Making of Early Medieval India*.  
R.S. Sharma and K.M. Shrivastava, eds, *Comprehensive History of India*, Vol. IV (A & B).  
Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India*, Vol. V, The Delhi Sultanate  
Hermann Kulke, ed., *The State in India* (AD 1000 - AD 1700).  
N. Karashima, *South Indian History and Society (Studies from*

*Inscriptions, AD 850 -1800*

Derryl N. Maclean, *Religion and Society in Arab Sindh*.

Irfan Habib, *Medieval India: The Study of a Civilization*.

Richard Davis *Lives of Indian Images*.

Romila Thapar, Somanatha: *The Many Voices of a History*.

John S. Deyell, *Living Without Silver: The Monetary History of Early Medieval North India*.

Vijaya Ramaswamy, *Walking Naked: Women, Society, and Spirituality in South India*.

Burton Stein, *Peasant State and Society in Medieval South India*.

R. Champakalakshmi, *Trade, Ideology and Urbanization: South India, 300 BC to 1300 AD*.

*Al. Beruni's India*, NBT edition..

S C Mishra, *Rise of Muslim Communities in Gujarat*.

J. Schwartzberg, *Historical Atlas of South Asia*.

## **HIS-HC-3026: RISE OF THE MODERN WEST – I**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** On completion of this course, the students will be able to explain the major trends and developments in the Western world between the 14<sup>th</sup> to the 16<sup>th</sup> century CE. They will be able to explore and analyse the significant historical shifts and events and the resultant effects on the civilizations of Europe in the period.

### **Unit I. Transition from feudalism (to capitalism):**

[a] concepts of feudalism; regional variations

[b] The Crisis of Feudalism

[c] Economic Crisis : commercial decline, decay of towns and epidemics

[d] The transition debate : Maurice Dobb and Paul Sweezy; Marc Bloch, Georges Duby; the Brenner Debate

### **Unit II. Geographical explorations and early colonial expansion:**

[a] Factors and motives behind voyages and explorations

[b] the conquests of the Americas:

[c] beginning of the era of colonization;

[d] mining and plantation; the African slaves.

### **Unit III. Renaissance:**

[a] Origins and impact

[b] Humanism in Renaissance

[c] Re-discovery of Classics

[d] Italian influence on Art, Architecture, Culture, Education and Polity; Northern Humanism

### **Unit IV. Reformation in the 16th century: Origin and impact**

[a] Martin Luther, John Calvin, Zwingli

[b] The Radical Reformation: Anabaptists, Huguenots

[c] English Reformation and the state

[d] Counter Revolution

**Unit V. Economic developments of the sixteenth century:** Shift of economic balance from the Mediterranean to the Atlantic; agricultural revolution , Enclosure movement; Commercial Revolution; Influx of American silver and the Price Revolution.

**Readings:**

- T.S. Aston and C. H. E. Philpin (eds.), *The Brenner Debate: Agrarian Class structure and Economic Development in Pre-industrial Europe*, Cambridge University Press. 2005
- H. Butterfield, *The Origins of Modern Science*.
- Carlo M. Cipolla, *Fontana Economic History of Europe*, Vols. II and III. Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy*. 1000 -1700. 3rd ed. (1993)
- D. C. Coleman (ed.), *Revisions in Mercantilism*.
- Ralph Davis, *The Rise of the Atlantic Economics*.
- Maurice Dobb, *Studies in the Development of Capitalism*.
- J. R. Hale, *Renaissance Europe*.
- R. Hall, *From Galileo to Newton*.
- Christopher Hill, *A Century of Revolutions*.
- Rodney Hilton, *Transition from Feudalism to Capitalism*.
- H. G. Koenigsberger and G. L. Mosse, *Europe in the Sixteenth Century*.
- Stephen J. Lee, *Aspects of European History, 1494 - 1789*.
- G. Parker, *Europe in Crisis. 1598- 1648*.
- G. Parker and L. M. Smith, *General Crisis of the Seventeenth Century*.
- J. H. Parry, *The Age of Reconnaissance*.
- Meenaxi Phukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.
- V. Poliensiky, *War and Society in Europe, 1618 - 48*.
- Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.
- V. Scammell, *The First Imperial Age: European Overseas Expansion, 1400 - 1715*.
- Jan de Vries, *Economy of Europe in an Age of Crisis 1600 û 1750*.
- M. S. Anderson, *Europe in the Eighteenth Century*.
- Perry Anderson, *The Lineages of the Absolutist State*.
- Stuart Andrews, *Eighteenth Century Europe*.
- B. H. Slicher von Bath, *The Agrarian History of Western Europe. AD.500 - 1850*.
- The Cambridge Economic History of Europe. Vol. I - VI*.
- James B. Collins, *The State in Early Modern France: New Approaches to European History*.
- G. R. Elton, *Reformation Europe, 1517 û 1559*.
- M. P. Gilmore, *The World of Humanism. 1453 -1517*.
- Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*.
- J. Lynch, *Spain under the Hapsburgs*.
- Peter Mathias, *First Industrial revolution*.
- Harry Miskimin, *The Economy of Later Renaissance Europe: 1460 -1600*.
- Charles A. Nauert, *Humanism and the Culture of the Renaissance*(1996).
- The New Cambridge Modern History of Europe, Vols. I -VII.
- L. W. Owie, *Seventeenth Century Europe*.
- D. H. Pennington, *Seventeenth Century Europe*.
- F. Rice, *The Foundations of Early Modern Europe*.



## **HIS-HC-3036: HISTORY OF INDIA IV (c.1206 - 1550)**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** After completion of this course students will be able to explain the political and administrative history of medieval period of India from 1206 to 1550 AD. They will also be able to analyse the sources of history, regional variations, social, cultural and economic set up of the period.

### **Unit I. Sources:**

- (a) Persian *tarikh* tradition
- (b) Foreigners' accounts; vernacular literature.
- (c) Epigraphy and numismatics.
- (d) Architecture.

### **Unit II. Polity:**

- (a) Foundation, expansion and consolidation of the Sultanate of Delhi; Theories of kingship
- (b) The Khaljis and the Tughluqs; Mongol threat and Timur's invasion; The Sayyids; The Lodis: Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat
- (c) Ruling elites; Sufis, *ulema* and the political authority; imperial monuments and coinage

### **Unit III. Society and Economy:**

- (a) *Iqta*; revenue-free grants
- (b) Agricultural production; technology
- (c) Changes in rural society; revenue systems
- (d) Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade

### **Unit IV. Regional Polities:**

- (a) Bahmani, Vijayanagar,
- (b) Gujarat, Malwa, Jaunpur, Assam and Bengal
- (c) Consolidation of regional identities: art, architecture and literature

### **Unit V. Religion and Culture:**

- (a) Sufi *silsilas*: Chishti and Suhrawardi; doctrines and practices; social roles; literature
- (b) Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition

### **Readings:**

Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India*, Vol. V, *The Delhi Sultanate*.  
Satish Chandra, *Medieval India I*.  
Peter Jackson, *The Delhi Sultanate*.  
*Catherine Asher and Cynthia Talbot, India Before Europe*.  
Tapan Raychaudhuri and Irfan Habib, eds, *Cambridge Economic History of India, Vol. I*.  
K.A. Nizami, *Religion and Politics in the Thirteenth Century*.  
W.H. McLeod, Karine Schomer, et al, Eds, *The Sants*.  
S.A.A. Rizvi, *A History of Sufism in India, Vol. I*.  
Mohibul Hasan, *Historians of Medieval India*.

## **Semester: IV**

### **HIS-HC-4016 : RISE OF THE MODERN WEST – II**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** After the completion of this course, the student will be able to explain the political and intellectual currents in Europe in the Modern Age. They will also be able to relate the circumstances and causal factors of the intellectual and revolutionary currents of both Europe and America at the beginning of the Modern age

#### **Unit I. Europe in the 17<sup>th</sup> Century:**

- (a) Formation of nation-states : Spain; France; England; Russia
- (b) The 17th century crisis: economic, social and political dimensions.

#### **Unit II. The English Revolution:**

- (a) Major issues.
- (b) Political and intellectual currents.

#### **Unit III. European Economy:**

- (a) Development of science: Renaissance to the 17th century.
- (b) Concepts of Mercantilism and Imperialism.
- (c) Mercantilism in the 17<sup>th</sup> and 18<sup>th</sup> centuries.

#### **Unit IV. Politics in the 18th century:**

- (a) Parliamentary monarchy; patterns of Absolutism in Europe.
- (b) American Revolution : Political and economic issues.

#### **Unit V. Prelude to the Industrial Revolution.**

- (a) Money economy
- (b) The Putting Out system

#### **Readings:**

- T.S. Aston and C.H.E. Philpin (eds.), *The Brenner Debate*.  
H. Butterfield, *The Origins of Modern Science*.  
Carlo M. Cipolla, *Fontana Economic History of Europe, Vols. II and III*. Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy, 1000 -1700. 3rd ed. (1993)*  
. D.C. Coleman (ed.), *Revisions in Mercantilism*.  
Ralph Davis, *The Rise of the Atlantic Economics*.  
Maurice Dobb, *Studies in the Development of Capitalism*.  
J.R. Hale, *Renaissance Europe*.  
R. Hall, *From Galileo to Newton*.  
Christopher Hill, *A Century of Revolutions*.  
Rodney Hilton, *Transition from Feudalism to Capitalism*.  
H.G. Koenigsberger and G.L. Mosse, *Europe in the Sixteenth Century*.  
Stephen J. Lee, *Aspects of European History, 1494 - 1789*.  
G. Parker, *Europe in Crisis, 1598 - 1648*.  
G. Parker and L.M. Smith, *General Crisis of the Seventeenth Century*.

J.H. Parry, *The Age of Reconnaissance*.  
 Meenaxi Phukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.  
 V. Poliensiky, *War and Society in Europe. 1618 -48*.  
 Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.  
 V. Scammell, *The First Imperial Age: European Overseas Expansion, 1400-1715*.  
 Jan de Vries, *Economy of Europe in an Age of Crisis 1600 û 1750*.  
 M. S. Anderson, *Europe in the Eighteenth Century*.  
 Perry Anderson, *The Lineages of the Absolutist State*.  
 Stuart Andrews, *Eighteenth Century Europe*.  
 B. H. Slicher von Bath, *The Agrarian History of Western Europe. AD. 500 - 1850*.  
*The Cambridge Economic History of Europe. Vol. I - VI*.  
 James B. Collins, *The State in Early Modern France, New Approaches to European History*.  
 G. R. Elton, *Reformation Europe, 1517 û 1559*.  
 M. P. Gilmore, *The World of Humanism. 1453 û-1517*.  
 Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*.  
 J. Lynch, *Spain under the Hapsburgs*.  
 Peter Mathias, *First Industrial revolution*.  
 Harry Miskimin, *The Economy of Later Renaissance Europe: 1460 1600*.  
 Charles A. Nauert, *Humanism and the Culture of the Renaissance (1996)*.  
*The New Cambridge Modern History of Europe, Vols. I - VII*.  
 L. W. Owie, *Seventeenth Century Europe*.  
 D. H. Pennington, *Seventeenth Century Europe*.  
 F. Rice, *The Foundations of Early Modern Europe*

## **HIS-HC-4026 : HISTORY OF INDIA V (c. 1550 - 1605)**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** At the completion of this course, the students will be able to analyse the circumstances and historical shifts and foundations of a variety of administrative and political setup in India between c.1550-1605. They will also be able to describe the inter relationships between the economy, culture and religious practices of the period.

### **Unit I. Sources and Historiography:**

- (a) Persian literature; translations;
- (b) Memoirs and travelogues; vernacular literature.
- (c) Epigraphy and numismatics.
- (d) Architecture.

### **Unit II. Establishment of Mughal rule:**

- (a) India on the eve of Babur's invasion
- (b) Fire arms, military technology and warfare
- (c) Humayun's struggle for empire
- (d) Sher Shah : administrative and revenue reforms

### **Unit III. Consolidation of Mughal rule under Akbar:**

- (a) Campaigns and conquests: tactics and technology.
- (b) Evolution of administrative institutions: *zabt, mansab, jagir, madad-i-maash*.
- (c) Revolts and resistance.

(d) Religious tolerance and *sulh-i-kul*.

**Unit IV. Expansion and Integration:**

- (a) Inclusive political ideas: theory and practice; Incorporation of Rajputs and other indigenous groups in Mughal nobility
- (b) North-West frontier, Gujarat and the Deccan
- (c) Conquest of Bengal
- (d) Pressure from the *ulema*; Sufi mystical and intellectual interventions.

**Unit V. Rural Society and Economy:**

- (a) Land rights and revenue system; Zamindars and peasants; rural tensions
- (b) Extension of agriculture; agricultural production; crop patterns
- (c) Trade routes and patterns of internal commerce; overseas trade; rise of Surat

**Readings:**

Muzaffar Alam and Sanjay Subramanian, eds, *The Mughal State, 1526 - 1750*.

J.F. Richards, *The Mughal Empire*.

Satish Chandra, *Essays on Medieval Indian History*.

Irfan Habib, *Agrarian System of Mughal India, 1526 - 1707*.

**HIS-HC-4036 : HISTORY OF INDIA VI (c. 1605 - 1750)**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** after the completion of this course, the students will be able to explain and reconstruct the linkages of the history of India under the Mughal Rule. As a whole, this course will enable them to relate to the socio-economic and religious orientation of the people of Medieval period in India.

**Unit I . Political Culture under Jahangir and Shah Jahan:**

- [a] Extension of Mughal rule; changes in mansab and jagir systems; imperial culture.
- [b] Syncreticism of Jahangir, Shah Jahan and Dara Shikoh
- [c] Architecture and Paintings

**Unit II. Mughal Empire under Aurangzeb:**

- (a) State and religion under Aurangzeb; issues in the war of succession; policies regarding religious groups and institutions
- (b) Conquests and limits of expansion
- (c) Beginning of the crisis: contemporary perceptions; agrarian and jagir crises; revolts

**Unit III. Patterns of Regional Politics:**

- (a) Rajput political culture and state formation.
- (b) Deccan kingdoms.
- (c) Emergence of the Marathas; Shivaji; expansion under the Peshwas.

**Unit IV. Trade and Commerce:**

- (a) Crafts and technologies; Monetary system

- (b) Markets; transportation; urban centres
- (c) Indian Ocean trade network

### **Unit V : 18<sup>th</sup> century India**

- (a) Mughal decline.
- (b) Emergence of successor states.
- (c) The eighteenth century debate.

#### **Readings:**

M. Athar Ali, *The Mughal Nobility under Aurangzeb*.  
P.J. Marshall (ed.), *The Eighteenth Century*  
Seema Alavi (ed.) *The Eighteenth Century in India*  
Muzaffar Alam and Sanjay Subramanian, eds, *The Mughal State, 1526 - 1750*.  
J.F. Richards, *The Mughal Empire*.  
Satish Chandra, *Essays on Medieval Indian History*.  
Irfan Habib, *Agrarian System of Mughal India, 1526 û 1707*.  
Ashin Dasgupta, *Indian Merchants and the Decline of Surat, 1700 -1750*.  
Stewart Gordon, *The Marathas 1600 - 1818*.  
Ebba Koch, *Mughal Art and Imperial Ideology*.  
S.A.A. Rizvi, *Muslim Revivalist Movements in Northern India*.  
K. R. Qanungo, *Dara Shikoh*.  
S. Nurul Hasan, *Religion, State, and Society in Medieval India*.  
S. Arsaratnam, *Maritime India in the Seventeenth Century*.  
Muzaffar Alam, *The Crisis of Empire in Mughal North India*.  
Catherine Asher, *Architecture of Mughal India*.  
Milo Beach, *Mughal and Rajput Paintings*.  
Satish Chandra, *Parties and Politics at the Mughal Court*.  
Andre Wink, *Land and Sovereignty in India*.  
Harbans Mukhia, *The Mughals of India*.  
J.F. Richards, *Mughal Administration in Golconda*.  
Z.U. Malik, *The Reign of Muhammad Shah*.  
Iqbal Husain, *Ruhela Cheiftancies in 18th Century India*.

### **Semester: V**

#### **HIS-HC-5016: History of Modern Europe- I (c. 1780-1939)**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** After the completion of this course the students will be able to evaluate the historical evolution and political developments that occurred in Europe in the period between 1780 to 1939. They will also be able to critically analyse the evolution of social classes, nation states, evolution of capitalism and nationalist sentiment in Europe. They will also be able to relate to the variety of causes that dragged the world into devastating wars in the intervening period.

#### **Unit I. The French Revolution and its European repercussions:**

[a] Crisis of *ancien regime*

- [b] Intellectual currents.
- [c] Social classes and emerging gender relations.
- [d] Phases of the French Revolution 1789 - 99.
- [e] Art and Culture of French Revolution.
- [f] Napoleonic consolidation - reform and empire.

### **Unit II. Restoration and Revolution: c. 1815 - 1848:**

- [a] Forces of conservatism & restoration of old hierarchies.
- [b] Social, Political and intellectual currents.
- [c] Revolutionary and Radical movements, 1830 - 1848.

### **Unit III Capitalist Industrialization**

- [a] Process of capitalist development in industry and agriculture: case Studies of Britain, France, the German States and Russia.

### **Unit IV. Social and Economic Transformation (Late 18th century to c. 1914)**

- [a] Evolution and Differentiation of social classes: Bourgeoisie, Proletariat, land owning classes and peasantry.
- [b] Changing trends in demography and urban patterns.
- [c] Family, gender and process of industrialization.

### **Unit V. Varieties of Nationalism and the Remaking of States in the 19th and 20th Centuries.**

- [a] Intellectual currents, popular movements and the formation of National identities in Germany, Italy, Ireland and the Balkans.
- [b] Specificities of economic development, political and administrative Reorganization - Italy; Germany.

### **Readings:**

Gerald Brennan: *The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War.*

C.M. Cipolla: *Fontana Economic History of Europe, Volume III: The Industrial Revolution.*  
Norman Davies, *Europe.*

J. Evans: *The Foundations of a Modern State in 19th Century Europe.*

T.S. Hamerow: *Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].*

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

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

James Joll, *Europe Since 1870.*

David Landes: *Prometheus Unbound.*

George Lefebvre, *Coming of the French Revolution.*

George Lichtheim : *A Short History of Socialism.*

Peter Mathias, *First Industrial Revolution.*

Alec Nove: *An Economic History of the USSR.*

Andrew Porter, *European Imperialism, 18760 û 1914 (1994).*

Anthony Wood, *History of Europe, 1815 û 1960 (1983).*

Stuart Woolf: *History of Italy, 1700 û 1860.*

G. Barraclough, *An Introduction to Contemporary History.*

Fernand Braudel, *History and the Social Science in M. Aymard and*

H. Mukhia Ed. *French Studies in History, Vol. I (1989)*.  
 Maurice Dobb: *Soviet Economic Development Since 1917*.  
 M. Perrot and G. Duby [eds.]: *A History of Women in the West, Volumes 4 and 5*.  
 H.J. Hanham; *Nineteenth Century Constitution, 1815 - 1914*.  
 E.J. Hobsbawm, *Nations and Nationalism*.  
 Charles and Barbara Jelavich: *Establishment of the Balkan National States, 1840 û 1920*.  
 James Joll, *Origins of the First World war (1989)*.  
 Jaon B. Landes: *Women and the Public Sphere in the Age of the French Revolution*.  
 David lowenthal, *The Past is a Foreign Country*.  
 Colin Licas: *The French Revolution and the Making of Modern Political Culture, Volume*  
 Nicholas Mansergh: *The Irish Question, 1840 û 1921*.  
 K.O. Morgan: *Oxford Illustrated History of Britain, Volume 3 [1789 -1983]*.  
 R.P. Morgan: *German Social Democracy and the First International*.  
 N.V. Riasanovsky: *A History of Russia*.  
 J.M. Robert, *Europe 1880 û 1985*.  
 J.J. Roth (ed.), *World War I : A Turning Point in Modern History*.  
 Albert Soboul: *History of the French Revolution (in two volumes)*.  
 Lawrence Stone, *History and the Social Sciences in the Twentieth Century The Past and the Present (1981)*.  
 Dorothy Thompson: *Chartists: Popular Politics in the Industrial Revolution*.  
 E.P. Thompson: *Making of the English Working Class*.  
 Michel Vovelle, *fall of the French Monarchy (1984)*.  
 H. Seton Watson: *The Russian Empire*.  
 Raymond Williams: *Culture and Society*.

## **HIS-HC-5026 : HISTORY OF INDIA VII (c. 1780 - 1857)**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** After the completion of this course, the students will be able to relate the circumstances leading to the consolidation of colonial rule over India and their consequences. They will also be able to explain the orientation of the indigenous population and the masses towards resistance to the colonial exploitation. The course will also enable the students to analyse popular uprisings among the tribal, peasant and common people against the British policies.

### **Unit I. Expansion and Consolidation of colonial Power:**

- [a] European trading companies in India : Portuguese, Dutch, English and French
- [b] Mercantilism, foreign trade and early forms of exaction.
- [c] Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab, and Sindh.

### **Unit II. Colonial State and Ideology:**

- [a] Arms of the colonial state: army, police, law.
- [b] Ideologies of the Raj and racial attitudes.
- [c] Education: indigenous and modern.

### **Unit III. Rural Economy and Society:**

- [a] Land revenue systems and forest policy.
- [b] Commercialization and indebtedness.
- [c] Rural society: change and continuity.
- [d] Famines.
- [e] Pastoral economy and shifting cultivation.

#### **Unit IV. Trade and Industry**

- [a] De-industrialization
- [b] Trade and fiscal policy
- [c] Drain of Wealth
- [d] Growth of modern industry

#### **Unit V. Popular Resistance:**

- [a] Santhal uprising
- [b] Uprising of 1857

#### **Readings:**

- C. A. Bayly, *Indian Society and the Making of the British Empire*, : *New Cambridge History of India*.
- Bipan Chandra, *Rise and Growth of Economic Nationalism in India*.
- Suhash Chakravarty, *The Raj Syndrome: A Study in Imperial Perceptions*, 1989.
- J.S. Grewal, *The Sikhs of the Punjab*, *New Cambridge History of India*
- Ranajit Guha, ed., *A Subaltern Studies Reader*.
- Dharma Kumar and Tapan Raychaudhuri, eds., *The Cambridge Economic History of India, Vol. II*.
- P.J. Marshall, *Bengal: The British Bridgehead*, *New Cambridge History of India*.
- R.C. Majumdar, ed., *History and Culture of Indian People, Vols. IX and X. British Paramountcy and Indian Renaissance*.
- Rajat K. Ray, ed., *Entrepreneurship and Industry in India, 1800-1947, Oxford In India Readings*.
- Eric Stokes, *English Utilitarians and India*.
- Amiya Bagchi, *Private Investment in India*.
- Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, *India's Struggles for Independence*.
- A.R. Desai, *Peasant Struggles in India*.
- R.P. Dutt, *India today*.
- M.J. Fisher, ed., *Politics of Annexation (Oxford in India Readings)*.
- Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India (1983)*.
- P.C. Joshi, *Rebellion 1857: A Symposium*.
- J.Krishnamurti, *Women in Colonial India*.
- Dadabhai Naroji, *Poverty and Un-British Rule in India*.



## **Semester: VI**

### **HIS-HC-6016 : HISTORY OF INDIA VIII (c. 1857 - 1950)**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** At the completion of this course, the learners will be able to analyse the course of British colonial exploitation, the social mobilizations during the period between c.1857 to 1950 and also the techniques of Indian resistance to British policies. It will also enable the students to explain the circumstances leading to de-colonization and also the initial period of nation building in India.

#### **Unit I. Cultural changes and Socio-Religious Reform Movements:**

- [a] The advent of printing and its implications
- [b] Reform and Revival: Brahmo Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements.
- [c] Debates around gender
- [d] Making of religious and linguistic identities
- [e] Caste: sanskritising and anti Brahmanical trends

#### **Unit II. Nationalism: Trends up to 1919:**

- [a] Political ideology and organizations, formation of INC
- [b] Moderates and extremists.
- [c] Swadeshi movement
- [d] Revolutionaries

#### **Unit III. Gandhian nationalism after 1919: Ideas and Movements:**

- [a] Mahatma Gandhi: his Perspectives and Methods
- [b] (i) Impact of the First World War
- (ii) Rowlatt Satyagraha and Jallianwala Bagh
- (iii) Non- Cooperative and Civil Disobedience
- (iv) Provincial Autonomy, Quit India and INA
- [c] Left wing movements
- [d] Princely India: States people movements
- [e] Nationalism and Culture: literature and art

#### **Unit IV. Nationalism and Social Groups:**

- [a] Landlords; Peasants
- [b] Middle Classes
- [c] Tribal
- [d] Labour
- [e] Dalits
- [f] Women
- [g] Business groups

#### **Unit V. Communalism and Partition:**

- [a] Ideologies and practices: RSS, Hindu Maha Sabha, Muslim League.

- [b] Negotiations for independence, and partition
- [c] Partition riots;
- [d] Emergence of a New State: Integration of princely states, Making of the Constitution.

### **Readings:**

- Judith Brown, *Gandhi's rise to Power, 1915-22*.
- Paul Brass, *The Politics of India Since Independence, OUP, 1990*.
- Bipan Chandra, *Nationalism and Colonialism in Modern India, 1979*.
- Bipan Chandra, *Rise and Growth of Economic Nationalism in India*.
- Mohandas K. Gandhi, *An Autobiography or The Story of My Experiments with Truth*.
- Ranajit Guha, ed., *A Subaltern Studies Reader*.
- Peter Hardy, *Muslims of British India*.
- Mushirul Hasan, ed., *India's Partition, Oxford in India Readings*.
- D.A. Low, ed., *Congress and the Raj*.
- John R. McLane, *Indian Nationalism and the Early Congress*.
- Jawaharlal Nehru, *An Autobiography*.
- Gyanendra Pandey, *The Construction of Communalism in colonial north India*.
- Sumit Sarkar, *Modern India, 1885-1947*.
- Anil Seal, *Emergence of Indian Nationalism*.
- Ram Lakhan Shukla (ed.), *Adhunik Bharat ka Itihas*.
- Eleanor Zelliot, *From Untouchable to Dalit: Essays on the Ambedkar Movement*.
- Judith Brown, Gandhi: (et al) *A Prisoner of Hope*.
- Bipan Chandra, *Communalism in Modern India, 2nd ed., 1987*.
- Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, *India's, Struggles for Independence*.
- A.R. Desai, *Social Background of Indian Nationalism*.
- A.R. Desai, *Peasant Struggles in India*.
- Francine Frankel, *India's Political Economy, 1947-77*.
- Ranajit Guha, and G.C. Spivak, eds. *Select Subaltern Studies*.
- Charles Heimsath, *Indian Nationalism and Hindu Social Reform*.
- F. Hutchins, *Illusion of Permanence*.
- F. Hutchins, *Spontaneous Revolution*.
- V.C. Joshi (ed.), *Rammohan Roy and the process of Modernization in India*.
- J.Krishnamurti, *Women in Colonial India*.

## **HIS-HC-6026: HISTORY OF MODERN EUROPE II (c. 1780 -1939)**

**Lectures : 5; Tutorial : 1 (per week)**

**Couse Outcome:** After the completion of this course, the students will be able to analyse the historical developments in Europe between c.1780 to 1939. As the course structure of this paper focuses on the democratic and socialist foundations modern Europe, the students will be able to situate the historical development of working class movements, socialist upsurge and the economic forces of the two wars and the other ideological shifts of Europe in the period

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

- [a] The struggle for parliamentary democracy and civil liberties in Britain.
- [b] Forms of protest during early capitalism: food riots in France and England: Luddites and Chartism.
- [c] Early socialist thought; Marxian Socialism and the First and the Second International.
- [d] German Social Democracy, Politics and Culture.
- [e] Christian Democracy as a political and ideological force in western and central Europe

### **Unit II. The Crisis of Feudalism in Russia and Experiments in Socialism:**

- [a] Emancipation of serfs.
- [b] Russian Populism and Social Democracy.
- [c] Revolutions of 1905; the Bolshevik Revolution of 1917.
- [d] Programme of Socialist Construction.

### **Unit III. Imperialism, War, and Crisis: c. 1880 -1919:**

- [a] Theories and mechanisms of imperialism;
- [b] growth of Militarism; Power blocks and alliances: expansion of European empires - War of 1914 - 1918

### **Unit IV. The post 1919 World Order**

- [a] Economic crises, the Great Depression and Recovery.
- [b] Rise of Fascism and Nazism.
- [c] The Spanish Civil War.
- [d] Origins of the Second World War.

### **Unit V. Cultural and Intellectual Developments since circa 1850:**

- [a] Changing contexts: [i] Notions of Culture [ii] Creation of a New public sphere and mass media [iii] Mass education and extension of literacy.
- [b] Creation of new cultural forms: from Romanticism to Abstract Art.
- [c] Major intellectual trends: [i] Institutionalization of disciplines history, Sociology and Anthropology. [ii] Darwin and Freud.
- [d] Culture and the making of ideologies: Constructions of Race, Class and Gender, ideologies of Empire.

### **Readings:**

Gerald Brennan: *The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War*

C.M. Cipolla: *Fontana Economic History of Europe, Volume II the Present (1981).*

*I : The Industrial Revolution.*

Norman Davies, *Europe.*

J. Evans: *The Foundations of a Modern State in 19th Century Europe.*

T.S. Hamerow: *Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].*

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

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

James Joll, *Europe Since 1870.*

David Landes: *Prometheus Unbound.*

George Lefebvre, *Coming of the French Revolution.*

George Lichtheim: *A Short History of Socialism.*

Peter Mathias, *First Industrial Revolution.*

Alec Nove: *An Economic History of the USSR.*

Andrew Porter, *European Imperialism, 18760 -1914 (1994).*

Anthony Wood, *History of Europe, 1815 û 1960* (1983).  
 Stuart Woolf: *History of Italy, 1700 - 1860*.  
 G. Barraclough, *An Introduction to Contemporary History*.  
 Fernand Braudel, *History and the Social Science in M. Aymard and*  
 H. Mukhia eds. *French Studies in History, Vol. I* (1989).  
 Maurice Dobb: *Soviet Economic Development Since 1917*.  
 M. Perrot and G. Duby [eds.]: *A History of Women in the West, Volumes 4 and 5*.  
 H.J. Hanham; *Nineteenth Century Constitution, 1815 û 1914*.  
 E.J. Hobsbawm, *Nations and Nationalism*.  
 Charles and Barbara Jelavich: *Establishment of the Balkan National States, 1840 û 1920*.  
 James Joll, *Origins of the First World war* (1989).  
 Jaon B. Landes: *Women and the Public Sphere in the Age of the*  
*French Revolution*.  
 David lowenthal, *The Past is a Foreign Country*.  
 Colin Licas: *The French Revolution and the Making of Modern Political Culture, Volume 2*.  
 Nicholas Mansergh: *The Irish Question, 1840 - 1921*.  
 K.O. Morgan: *Oxford Illustrated History of Britain, Volume 3 [1789 -1983]*.  
 R.P. Morgan: *German Social Democracy and the First International*.  
 N.V. Riasanovsky: *A History of Russia*.  
 J.M. Robert, *Europe 1880 - 1985*.  
 J.J. Roth (ed.), *World War I: A Turning Point in Modern History*.  
 Albert Soboul: *History of the French Revolution (in two volumes)*.  
 Lawrence Stone, *History and the Social Sciences in the Twentieth Century, The Past and the*  
*Present* (1981).  
 Dorothy Thompson: *Chartists: Popular Politics in the Industrial Revolution*.  
 E.P. Thompson: *Making of the English Working Class*.  
 Michel Vovelle, *fall of the French Monarchy* (1984).  
 H. Seton Watson: *The Russian Empire*.  
 Raymond Williams: *Culture and Society*.

\*\*\*\*\*

**Discipline Specific Elective Courses**  
**(4 Courses)**

HIS –HE-5016:History of Assam Up to c. 1228  
HIS –HE-5026: History of Assam (c. 1228-1826)  
HIS –HE-6016: History of Assam (c. 1826-1947)  
HIS –HE-6026: Assam after Independence

**HIS –HE-5016: HISTORY OF ASSAM (UPTO c. 1228)**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** This paper will give a general outline of the history of Assam from the earliest times to the advent of the Ahoms in the 13<sup>th</sup> century. Upon completion, students will be acquainted with major stages of developments in the political, social and cultural history of Assam during the early times.

**Unit-I:**

- [a] A brief survey of the sources:Literary,Archaeological
- [b] Land and people: Migration routes
- [c] Cultural linkages with South East Asia : the Stone Jars of DimaHasao

**Unit-II:**

- [a] Origin and antiquity of Pragjyotisha or Kamrupa Society
- [b] Traditional rulers and early History
- [c] Religion and belief systems

**Unit-III:**

Political dynasties:

- [a] Varmana
- [b] Salastambha
- [c] Pala

**Unit-IV:**

- [a] Political condition of Assam in the Post-Pala period.
- [b] Turko-Afghan invasions
- [c] Disintegration of the Kingdom of Kamarupa

**Unit-V:**

- [a] Central and Provincial administration
- [b] Judicial administration
- [c] Revenue administration
- [d] Cultural Life : Literature, Art and architecture

**Readings**

Baruah, S.L. :*A Comprehensive History of Assam*,MunshiramMonoharlal Publishers Pvt. Ltd., New Delhi,1985  
H. K. Barpujari :*The Comprehensive History of Assam Vol. I*  
E. A.Gait:*A History of Assam*

K. L. Baruah :*Early History of Kamrupa*  
P. C. Choudhury :*The History Civilization of the People of Assam*

## **HIS –HE-5026 : HISTORY OF ASSAM (c. 1228 –1826)**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** On completion of this paper, students will be able to identify major stages of developments in the political, social and cultural history of Assam during the medieval times. This paper will enable the student to explain the history of Assam from the 13<sup>th</sup> century to the occupation of Assam by the English East India Company in the first quarter of the 19<sup>th</sup> century.

### **Unit-1**

- [a] Sources- archaeological, epigraphic, literary, numismatic and accounts of the foreign travelers; *Buranjis*
- [b] Political conditions of the Brahmaputra valley at the time of foundation of the Ahom kingdom.
- [c] Siu-ka-pha - An assessment
- [d] State information in the Brahmaputra valley-the Chutiya, Kachari and the Koch state

### **Unit-II**

- [a] Expansion of the Ahom Kingdom in the 16<sup>th</sup> century: Suhungmung (Dihingiya Raja)
- [b] Political Developments in the 17<sup>th</sup> century: rule of Pratap Singha)
- [c] Ahom-Mughal wars- the treaty of 1639.

### **Unit –III**

- [a] Assam in the second half of the 17<sup>th</sup> Century- the Ahom-Mughal Wars – Mir Jumla’s Assam Invasion- causes and consequences,
- [b] Invasion of Ram Singha - the Battle of Saraighat (1671) and its results
- [c] Post-Saraighat Assam: Ascendancy of the Tungkhungia dynasty – the reign of Gadadhar Singha.

### **Unit: IV**

- [a] Ahom Rule at its zenith of RudraSingha (1696-1714) to RajeswarSingha (1751-1769)
- [b] Decline and fall of the Ahom Kingdom the Moamariya Rebellion and the
- [c] Burmese Invasions- The English East India Company in Assam Politics
- [d] Treaty of Yandaboo and Assam

### **Unit :V**

- [a] Ahom system of administration: the Paik system
- [b] Ahom Policy towards the neighbouring hill tribes
- [c] Religious life --Sankaradeva and the Neo Vaishnavite Movement- background and implications
- [d] Cultural developments : Art, Architecture and literature.

### **Readings**

Barpujari, H.K. :*The Comprehensive History of Assam, Vol II and III*, Publication Board, Assam

Baruah, S.L. : *A Comprehensive history of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985  
Dutta, A.K. : *Maniram Dewan and the Contemporary Assamese Society*, Jorhat, 1991.  
Gait E.A. : *A History of Assam*, 2nd edition, LBS Publication, Guwahati, 1962.  
Guha, A. : *Medieval and Early Colonial Assam*, Calcutta, 1991.  
Neog, M., *Sankardeva and his Times*

## **HIS –HE-6016 : HISTORY OF ASSAM (c. 1826 – 1947)**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** Upon completion of this course, students will be able to describe the period of British rule in Assam after its annexation by the imperialist forces. They will also be able to situate the development of nationalism in Assam and its role in India's freedom struggle. The course would enable the students to analyse the main currents of the political and socio-economic developments in Assam during the colonial period.

### **Unit I:**

- [a] Political condition in Assam on the eve of the British rule.
- [b] Establishment and Consolidation of the British rule: Reforms and Reorganizations- David Scott – Annexation of Lower Assam, Administrative
- [c] Reorganisation and Revenue Measures of Scott; Robertson – Administrative and Revenue Measures; Jenkins' Administrative Measures

### **Unit II:**

- [a] Ahom Monarchy in Upper Assam (1833-38)
- [b] Annexation of Cachar
- [c] Early phase of Revolts and Resistance to British rule- Gomdhar Konwar, Piyali Phukan, U. Tirut Singh,
- [d] The Khamti and the Singpho rebellion
- [e] The 1857 Revolt in Assam and its aftermath.

### **Unit III:**

- [a] Establishment of Chief Commissionership in Assam.
- [b] Land Revenue Measures and Peasant Uprisings in 19th century Assam
- [c] Growth of national consciousness – Assam Association, Sarbajanik Sabhas, Raiyat Sabhas.
- [d] Government of India Act, 1919 – Dyarchy on Trial in Assam.

### **Unit IV :**

- [a] Non Co-operation Movement and Swarajist Politics in Assam
- [b] The Civil Disobedience Movement
- [c] Trade Union and Allied Movements
- [d] Tribal League and Politics in Assam

### **Unit V:**

- [a] Quit India Movement in Assam.
- [b] Cabinet Mission Plan and the Grouping Controversy
- [c] The Sylhet Referendum.

[d] Migration, Line System and its Impact on Politics in Assam

**Readings:**

- Barpujari, H. K : (ed) *The Comprehensive History of Assam, Vols. IV & V.*  
Baruah, Swarnalata : *A Comprehensive History of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985  
Goswami, Priyam : *From Yandabo to Partition*, Orient BlackSwan, 2012.  
Barpujari, H. K : (ed) *Francis Jenkins Report on the North- East Frontier of India.*  
\_\_\_\_\_, : (ed) *Political History of Assam, Vol. I.*  
\_\_\_\_\_: *Assam in the Days of the Company*  
Bhuyan, A.C and : (ed) *Political History of Assam, Vols. II & III.*  
De, S.Bhuyan, A.C : (ed) *Nationalist Upsurge in Assam.*  
Dutta, Anuradha : *Assam in the Freedom Movement.*  
Bora .S. : *Student Revolution in Assam.*  
Chakravarti, B. C : *British Relations with the Hill Tribes of Assam.*  
Guha, Amalendu : *Planters Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam.*  
Lahiri, R.M : *Annexation of Assam*

**HIS –HE-6026 : ASSAM SINCE INDEPENDENCE**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** Students will be able to assess the aftermath of Partition and other socio-economic developments in post-independence Assam upon completion of this course. They will also be able to identify the main currents of political and socio-economic development in Assam after India's independence and the causes and impact of various struggles and movements in contemporary Assam.

**Unit I- Political developments**

- [a] Political changes and impact of partition
- [b] Administrative Re-organisation.
- [c] Indo-China War (1962)
- [d] Electoral politics in Assam
- [e] Independence of Bangladesh and its impact on Assam

**Unit II- Economic developments**

- [a] Economic impact of the Partition
- [b] Revenue policies
- [c] Five year plans
- [d] Industrialisation and Urban Development
- [e] Demographic Changes
- [f] Transport and communication

**Unit III : Movements and Ethnic Ressurgence :**

- [a] Growth of middle class
- [b] Language movement



- [c] Refinery Movement
- [d] Assam Movement
- [e] Ethnic Resurgence and movement for autonomy; insurgency

**Unit IV: Environmental issues :**

- [a] Natural disasters : earthquake of 1950, flood, erosion.
- [b] Land policies and land hunger
- [c] Development and environment
- [c] Big dam issue
- [d] Development, Displacement and natural resources.

**Unit V- Cultural development**

- [a] Activities of The Assam Sahitya Sabha,
- [b] Development of Media (print and electronic), the All India Radio.
- [c] Development of Education : Elementary, Secondary and Higher
- [d] Women's Movements : Mahila Samiti, Asam Lekhika Somaroh

**Readings (tentative):**

Baruah, S.L. : *A Comprehensive History of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985

Baruah, S.L. (ed) : *Status of Women in Assam with Special Reference to Non-tribal Societies*  
Deka, Meeta : *Women's Agency and Social Change : Assam and Beyond*, Sage Publications, 2013

Goswami, P.C., *Economic Development of Assam*

Hussain, Monirul, *The Assam Movement: Class, Ideology and Identity*, 1993

Medhi, S. B : *Transport System and Economic Development in Assam*, Publication Board, Assam.

\*\*\*\*\*

## **Generic Elective Courses**

**(4 Courses)**

HIS –HG-1016: History of India (from Earliest Times up to c. 1206)

HIS –HG-2016: History of India (c.1206 - 1757)

HIS –HG-3016: History of India from (c.1757 - 1947)

HIS –HG-4016: Social and Economic History of Assam

### **HIS –HG-1016: HISTORY OF INDIA (FROM THE EARLIEST TIMES UP TO c. 1206)**

**Lecture : 5; Tutorial : 1 (per week)**

**Course Outcome:** Upon completion of this course, students will be able to explain the emergence of state system in North India, development of imperial state structure and state formation in South India in the early period. They will be able to understand the changes and transformations in polity, economy and society in early India and the linkages developed through contacts with the outside world.

#### **Unit: I**

[a] Sources : literary and archaeological

[b] Indus Civilization :origin, extent, urban planning and urban decline.

[c] Society, polity, economy and religion in the Rig Vedic Period

[d] Society, polity, economy and religion in the Later Vedic Period

#### **Unit: II**

[a] Rise of territorial states– Janapadas and Mahajanapadas

[b] Rise of new religious movements in north India- Jainism and Buddhism :social dimension of early Jainism and Buddhism.

[c] The Mauryas - Background of Mauryan state formation.

[d] Asoka :Dhamma - its propagation; Administration and Economy under the Mauryas.

[e] Decline of the Mauryas

#### **Unit: III**

[a] Post–Mauryan period : The Sungas, Chedis

[b]Kharavelas and Satavahanas

[c]Sangam Age: literature, society and culture in South India.

#### **Unit: IV**

[a] Central Asian contact and its Impact: The Indo-Greeks, Sakas and Kushanas

[b] The Gupta Empire- state and administration

[c] Post Gupta period :Vardhanas and Palas

#### **Unit: V**

[a] Political development in the South – the Pallavas, the imperial Cholas, the Rashtrakutas and the Chalukyas.

- [b] The Arabs and the Turks in Indian politics –Ghaznivides and the Ghorid invasions.  
 [c] Indian Society during 650 –1200 A.D.-literature & language, temple architecture and Sculpture.

**Readings:**

- Jha, D.N. :*Early India*, New Delhi, 2006  
 ----- :*Ancient India*, Monohar, New Delhi, 2001  
 Majumdar, R.C. :*Ancient India*, Banaras, 1952  
 RomilaThapar :*Early India*, Vol. I, Penguin, Delhi, 1996  
 Shastry, K.A. Nilakanta :*History of South India*  
 Singh, Upinder :*A History of Ancient and Early Medieval India*,Pearson, 2009  
 Habib&Thakur : The Vedic Age (Peoples History of India), Vol. III, Tulika Books, New Delhi, 2003  
 Majumdar, Raychoudhary&Dutta :*An Advanced History of India* (RelevantChapters)  
 Sharma ,R. S : *Perspectives in Social & Economic History of Early India*,  
 MunshiramManoharlal,Delhi,1983.  
 ———, :*India’s Ancient Past*, OUP, Delhi 2006

**HIS –HG-2016 : HISTORY OF INDIA (c.1206 to 1757)**

**Lecture : 5; Tutorial : 1 (per week)**

**Course Outcome:** Upon completion of this course, students will be able to analyse the political and social developments in India between 1206-1757. Students will be able to explain the formation of different States during this period along with their administrative apparatuses, and the society, economy and culture of India in the 13th to mid-18th century period.

**Unit: 1**

- [a] Foundation and consolidation of the Sultanate : Iltutmish, Sultana Raziya, Balban and the Mongol invasions  
 [b] Expansion of Sultanate :AlauddinKhalji - conquests and administration  
 [c]Tughlaqs- Muhammad bin Tughlaq and Firoz Shah Tughlaq.

**Unit: II**

- [a] Decline of the Sultanate  
 [b] Rise of Provincial Kingdoms and contest for supremacy :Vijaynagar and Bahmani Kingdoms.  
 [c] Political and Revenue administration : *Iqtadari* system  
 [d] Agriculture, trade and commerce during the Sultanate period.

**Unit: III**

- [a] Foundation of the Mughal Empire : Mughal - Afghan contest - Babur and Humayun; Sher Shah and his administration.  
 [b] Consolidation and territorial Expansion of the Mughal Empire- Akbar, Jahangir, Shahjahan, Aurangzeb.  
 [c] Mughal-Rajput Relations.

[d] Religious Policy of the Mughals

**Unit: IV**

[a] Rise of Maratha power under Shivaji.

[b] Disintegration of the Mughal Empire

[d] Mughal Administration :*mansabdari* and *jagirdari* System.

[e] Aspects of society and economy during the Mughal period : agriculture, trade and commerce

**Unit: V**

[a] Syncretism in medieval India: religion, literature, art and architecture

[b] Bhakti movement : Nanak, Kabir and Mirabai

[c] Sufism : Different *Silsilahs*

**Text Books:**

Chandra, Satish :*Medieval India from Sultanat to the Mughals*, Vols. I, II

Tripathy, R. P. :*Rise and fall of the Mughal Empire*

Majumdar, R.C. (ed) :*The History and Culture of the Indian People*, Vols. VI

Asraf, K.M :*Life and Conditions of the People of Hindusthan*

Chitnis, K.N. :*Socio- Economic History of Medieval India*

Habib, Irfan :*Agrarian System of Mughal Empire*

Habib, M & Nizami :*Comprehensive History of India*, Vol.V

Mehta, J.L. :*Advanced Study in History of Medieval India*, Vol. I & II

Nizami, K.A. :*Studies in Medieval Indian History and Culture*

Rashid, A :*Society and Culture in Medieval India*

Rizvi, S.A.A. :*The Wonder that was India*, Part-II

: *A History of Sufism in India*

**HIS –HG-3016 :HISTORY OF INDIA (c. 1757 to 1947)**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** Upon completion of this course, students will be able to understand the major factors that led to the establishment and consolidation of British rule in India. They will also be able to identify the process of growth of resistance against British colonial rule and the eventual growth of Indian nationalist movement, which ultimately led to the end of the British rule in the country.

**Unit: I**

[a] : Political condition in post-Mughal period and rise of regional powers : Bengal, Oudh and Hyderabad

[b] : The Battle of Plassey and the Battle of Buxar - the establishment of the British rule in India.

[c]: Robert Clive and his Dual Administration in Bengal.

**Unit: II**

[a] : Expansion and Consolidation of the British rule under Warren Hastings and Lord Cornwallis.

[b] British relations with the Marathas and Mysore.

[c] Lord Wellesley and the Policy of Subsidiary Alliance.

[d] Lord Hastings and the relations with the Indian States.

### **Unit: III**

[a] : Lord Bentinck and his reforms ; Raja Ram Mohan Roy and the growth of progressive ideas in India.

[b] : The Growth and expansion of Sikh power under Ranjit Singh.

[c] : Lord Dalhousie and his policy of expansion- the Doctrine of Lapse

### **Unit :IV**

[a] : The Revolt of 1857- its causes and consequences, the Government of India Act of 1858.

[b] : The British Economic policies in India – Land revenue systems - Permanent settlement, Ryotwari and Mahalwari; trade, commercialization of agriculture, the Drain Theory.

[c] : The growth of national awakening in India and the establishment of the Indian National Congress.

### **Unit: V**

[a] : Lord Curzon and the Partition of Bengal – the Swadeshi Movement in India –growth of Revolutionary Terrorism.

[b] : Gandhi in Indian politics- the Khilafat and the Non Co-operation Movement, the Civil Disobedience Movement.

[c] : The growth of the Left, Muslim League and Communal politics in India.

[d] : The Quit India Movement – The INA and Partition of India.

### **Readings:**

Bandyopadhyaya, Sekhar: *From Plassey to Partition: A History of Modern India*, Orient Longman Ltd. Hyderabad, 2004.

Chandra, B, Mukherjee, M *et al* :*India's Struggle for Independence*, Penguin Books, New Delhi, 2003.

Chandra, B, :*History of Modern India*, Orient BlackSwan, 2010

Grover B.L and Grover, S :*A New Look at Modern Indian History*, S. Chand & Company, New Delhi, 2004.

Sarkar, Sumit :*Modern India*, Macmillan

Spear, P :*History of Modern India*, Penguin Books, New Delhi, 1993.

Chandra, B :*The Rise and Growth of Economic Nationalism in India*, Peoples Publication House, New Delhi, 1990.

Desai, A. R :*Social Background of Indian Nationalism*, Popular Publication, New Delhi, 1990.

Fisher, Micheal :*The Politics of the British Annexation of India, 1757 – 1857*, Oxford University Press, New Delhi, 1999.

Gopal, S :*The British Policy in India, 1858-1905*, McMillan, New Delhi, 1992.

Grewal, J. S :*The Sikhs of the Punjab*, Cambridge University Press, New Delhi, 1999.

Gordon, Stuart :*The Marathas*, Cambridge University Press, New Delhi, 1999.

Jones, K.W :*Socio-Religious Reform Movements in British India*, Cambridge University Press, New Delhi, 1999.

## **HIS –HG-4016 : SOCIAL AND ECONOMIC HISTORY OF ASSAM**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** Upon completion of this course, students will be able to analyse and explain the socio-economic history of Assam including among others the development of caste system, religious beliefs, agriculture and land system, the social organization, trade and commerce, various agricultural regulations, plantation economy, development of modern industries, transport system, education, the emergence of middle class, development of literature and press, and growth of public associations.

### **Unit I: Society and Economy in Early Assam**

- [a] Proto-history Archaeology, land grants, *Agrahara*
- [b] Aryanisation debate
- [c] Rural life
- [d] Urban centres
- [e] Beliefs and practices

### **Unit II: Society in Medieval Assam**

- [a] Social Organisation– Caste-Class Relationship, Nobility, *Paiks*, Slaves and Servants
- [b] Neo-Vaishnavite Movement in Assam – Impact on Society
- [c] Development of *Satra* Institutions

### **Unit III: Economy in Medieval Assam**

- [a] Agriculture and Land System – Classification and Ownership of Land
- [b] Land Revenue and other Taxes
- [c] Trade and Commerce – Export and Import, Trade routes
- [d] Medium of Trade
- [e] Economic Relation between the Hills and the Valley : the *Posa* system.

### **Unit IV: Economy in Colonial Assam**

- [a] Agriculture Regulations and revenue system
- [b] Plantation Economy of the Tea Industry
- [c] Development of Modern Industries-Coal and Oil.
- [d] Development of Transport System

### **Unit V :Society in Colonial Assam**

- [a] Growth of Modern Education and the role of Christian Missionaries.
- [b] Language Controversy in 19<sup>th</sup> century Assam
- [c] Emergence of Middle Class
- [d] Literary and Cultural Development, Impact of the Bengal Renaissance.
- [e] Development of Press and Growth of Public Associations – The Assam Sahitya Sabha.

### **Readings:**

- Barpujari, H.K.: (ed) :*The Comprehensive History of Assam*, Vol. I, III, IV & V.  
Barua B.K. :*A Cultural History of Assam*  
Baruah, S.L. :*A Comprehensive History of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985  
Gogoi Nath, Jahnabi :*Agrarian System of Medieval Assam*, New Delhi-2002

Guha, Amalendu :*Planters Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam 1826-1947*  
Choudhury, P.C. :*History of Civilization of the People of Assam to the Twelfth Century A.D.*  
Gait, E.A. :*A History of Assam.*  
Guha, Amalendu :*Medieval and Early Colonial Assam.*  
Medhi, S. B :*Transport System and Economic Development in Assam*, Publication Board, Assam.  
Mahanta, P.K., *Asomiya Madhyabritya Srenir Itihas*  
Nath, D :*Religion and Society in North East India*, DVS, Guwahati, 2011  
Rhodes, N. and Bose, S.K. :*The Coinage of Assam, Vol. I, Pre-Ahom Period, Vol.11, Ahom Period*  
Saikia, Rajen :*Social and Economic History of Assam (1853- 1921).*  
Sarma, S.N. :*Socio Economic and Cultural History of Medieval Assam*, Guwahati, 1989  
Sharma, Monorama :*Social and Economic Change in Assam: Middle Class Hegemony*

\*\*\*\*\*

## **Skill Enhancement Elective Courses**

**(2 Courses)**

HIS –SE-3014: Historical Tourism in North East India

HIS –SE-4014: Oral Culture and Oral History

### **HIS –SE-3014: Historical Tourism in North East India**

**Lecture : 03; Tutorial : 01 (per week)**

#### **Course Outcome:**

After completing this course, students will be able to explain Tourism in North East India with special reference to the historical monuments, cultural and ecological elements and places of the north east India country as tourist and heritage sites of the nation. They will be able to relate to the growing vocation of tourism as an industry and the applicability of historical knowledge for its growth.

**In-semester assessment:** Students shall carry out a small project (submission not less than 2000 words) based on survey of an area or monument. The project should try to unearth the tourism potential of the surveyed area or monument. The project may also be on an existing tourist site. No sessional examination is required for this paper.

#### **Unit I : Theoretical aspects of tourism, Elementary geography and bio – diversity of North East India**

[a] : Tourism – Concept, meaning and significance

[b] : Different types of Tourism

[c] : Physiographical divisions, water bodies and climatic conditions

[d] : Important wildlife habitats : Kaziranga, Manas, Orang, Nameri, Dibru Saikhowa, Namdapha, Keibul Lamjao, Rain forests of Assam.

#### **Unit II : Ancient remains and Important tourist places of the North – East India**

[a] : Ancient remains: Goalpara, Ambari, Tezpur, Deopahar, Malinithan, Doyang– Dhansiri Valley

[b] : Tourist places: Shillong, Cherapunjee, Aizwal, Gangtok, Kohima, Tawang, Poa Mecca (Hajo), Azan Pir Dargah, Jatinga

#### **Unit III : Architectural Heritage**

[a] :Dimapur, Kasomari, Maibong, Khaspur

[b] :Charaideo, Garhgaon, Sivasagar and Rangpur

[c] :Ujayanta palace, NeerMahal

[d] :Kamakhya, HayagrivaMadhava, Tripura Sundari Temple, Rumtek monastery

[e] :Kangla fort

#### **Unit IV : Fairs and festivals of the North – East**

[a] : Festivals - *Bihu*, *Ali Aye Lrigang*, *Mopin* festival, Tai – Buddhist festivals in Assam

[b] : *Bhaona*, *Ras* celebration in Majuli

[c] : Fairs – Jonbil Mela, Ambubachi fair at Kamakhya

[d] : Tourist festivals based on ethnic culture – Horn Bill festival, Sangai festival, Dihing Patkai festival



## Readings :

- Bezboruah, M : *Tourism in North East India*  
Bora, S., & Bora, M.C., : *The Story of Tourism : An Enchanting Journey through India's North – East*, UBSPD, Delhi, 2004.  
: *Paryatanar Ruprekha: Uttar PurbanchalarItihasAruSanskritirPatabhumi*  
Bhatia, A. K. : *International Tourism – Fundamentals and Practices*, New Delhi, 1997  
: *Tourism in India*  
Nath, R.M. : *The Background of Assamese Culture*, Guwahati, 1978  
Sarma, P. : *Architecture of Assam*, Delhi - 1988  
Ahmed, Kamaluddin: *The Art and Architecture of Assam*, Spectrum Publication, Guwahati, 1994.  
Bhattacharya, P. : *Tourism in Assam*, BaniMandir, Guwahati, 2004  
Neog, M. : *Pavitra Asom*, LBS, Guwahati  
: *Asamiya Sanskritir Ruprekha*, Guwahati - 1970  
Boruah, P. : *Chitra-Bichitra Asom*, Guwahati, 2003  
Taher&Ahmed : *Geography of North East India*, Mani Manik Prakash, Guwahati, 2010.  
Gogoi, Atanu : *Paryatan Aru Uttar Purbanchal*, Bani Mandir, Guwahati, 2006

## HIS –SE-4014: Oral Culture and Oral History

**Lecture : 03; Tutorial : 01 (per week)**

### Course Outcome:

After this course the students will be able to explain complex interrelationships of structures or events in the context of broader social and cultural framework of societies through 'public memory' and use oral history to preserve oral culture and local history. The students will be able to espouse the relevance to the northeastern region of India with its diverse culture and ethnic communities whose history is largely oral. The students will be able to use 'Public memory' as a tool and a source not only to write public history but also to explore new knowledge in the humanities, social sciences and even in disciplines like architecture, communication studies, gender studies, English, history, philosophy, political science, religion, and sociology.

**In-semester assessment:** Students shall carry out a small project (submission not less than 2000 words) using the Oral History method. It may be based on interviews of persons having information of past event or phenomena. No sessional examination is required for this course.

### Unit I. Concepts:

- Orality, Oral Tradition, Oral Culture
- Oral History
- Distinction between Oral Tradition and Oral History

### Unit II. History and Historiography

- Oral History as a tool for analysis
- Social issues : Gender, conflict, violence, etc.
- Economic issues : Development schemes and their impact, displacement, etc

### **III. Methodology:**

- (a) Collection, preservation and interpretation of historical information through recorded interviews of people, communities, and participants in past events
- (b) Documentation and Archiving : Written, Audio and Visual

### **IV. Potential areas for Oral History research:**

- (a) Oral Traditions: Customs, Beliefs, Practices and World view;
- (b) Life Histories: Participants in past events; Women; War migrants; Victim of disasters, government policies, ethnic conflicts; Personal stories.

### **Readings:**

- Thompson, Paul R., *Voice of the Past : Oral History*, OUP, Great Britain, 1978
- Ritchie, Donald A.: *Doing Oral History: A Practical Guide*, OUP, New York, 2003.
- Perks, Robert and Thomson, Alistair (eds.) *Oral History Reader*, Routledge, 1998.
- Valerie Raleigh Yow, *Recording Oral History*, Altamira Press, USA, 2005.
- Vansina, Jan, *Oral Tradition. A Study in Historical Methodology* (Translated from the French by H. M. Wright). London: Routledge&Kegan Paul. 1965
- Vansina, Jan, *Oral Tradition as History*, Madison: University of Wisconsin Press. 1985
- Butalia, Urvashi, *The Other Side of Silence: Voices from the Partition of India*, Penguin. 2017.
- Humphries: *The Handbook of Oral History*.
- H. Roberts. Ed. *Doing Feminist Research*, Routledge&KeganPaul, London, 1981
- John Miles Foley, *Oral Formulaic-Theory: An Introduction & Annotated Bibliography*, New York & London: Garland, 1985
- Das, Veena, (ed.), *Mirrors of Violence: Communities, Riots & Survivors in South Asia*, Delhi, OUP, 1990
- Prasad, M. Mahadeva, *Ideology of the Hindi Film: A Historical Construction*, Delhi, OUP, 1998.

\*\*\*\*\*



**GAUHATI UNIVERSITY  
DEPARTMENT OF PHILOSOPHY  
REVISED SYLLABUS FOR TDC (Honours)**

**Semester I  
PHI-HC-1016  
Indian Philosophy I**

**Unit I**

Development of Indian Philosophy: the Vedas, the Upaniṣads, Bhagavadgītā  
Meaning and scope of Indian Philosophy  
Schools of Indian Philosophy; the Common Characteristics of Indian Systems

**Unit II**

**Carvaka Materialism:** Epistemology (Denial of Inference and Testimony); Metaphysics Four elements; denial of soul; denial of God; Ethics  
**Jainism:** Anekāntavāda; Syadvada; Saptabhaṅgi Naya  
**Jainism:** Navatattva

**Unit III**

**Buddhism:** Four Noble Truths; Suffering; Cause of Suffering and Chain of Twelve Links; Cessation of Suffering and *Nirvana*; Way of Cessation of Suffering and *Astangika Marga*  
**Buddhism:** Theory of Dependent Origination  
**Buddhism:** Theory of Impermanence; Theory of No-soul

**Unit IV**

**Abhidharma Schools:** Vaibhāṣika (bāhya-pratyakṣa-vāda); Sautrānika (bahyānumeya-vāda)  
**Madhyamaka:** Sunyavāda  
**Yogacāra:** Vijñānavāda

**Books Recommended:**

Chatterjee, S.C & Dutta, D.M:	<i>An Introduction to Indian Philosophy</i>
Dasgupta, S.N.:	<i>A History of Indian Philosophy</i>
Hiriyana, M.	<i>Outlines of Indian Philosophy</i>
Radhakrishnan, S.	<i>Indian Philosophy</i>
Sharma, C.D.	<i>A Critical Survey Of Indian Philosophy</i>
Sinha, J.N.	<i>Indian Philosophy, Volume I &amp; II</i>

**Semester I**  
**PHI-HC-1026**  
**Logic –I**

**Unit I:**

Argument and Argument Form  
Truth and Validity  
Deduction and Induction

**Unit II:**

Categorical Propositions; Translating Ordinary Proposition into Standard Form;  
Square of Opposition.  
Categorical Syllogism; Figures and Moods  
Immediate Inference

**Unit III:**

Venn Diagrammatic Representation of Propositions and Arguments  
Idea of Existential Import  
Testing Validity by Venn Diagram

**Unit IV:**

Concept of Set  
Operations of Set- Union, Intersection and Difference  
Symbolization of Sentences by Set Notations

**Books Recommended:**

Basson and O'Connor  
Chakraborti, Chhanda,  
Copi, I.M.  
Hurley, Patrick.  
Roy, B.N.  
Suppes, P.

*Introduction to Symbolic Logic*  
*Logic: Informal, Symbolic and Inductive*  
*Introduction to Logic. 14<sup>th</sup> Edition,*  
*Introduction to Logic*  
*Deductive Logic*  
*Introduction to Logic*

**Semester I**  
**PHI-HG-1016**  
**General Philosophy**

**Unit I**

Definition, Nature and Scope of Philosophy  
Branches of Philosophy  
Realism and Idealism

**Unit II**

Substance  
Causality  
Space and Time

**Unit III**

Empiricism, Rationalism  
Criticism  
Scepticism

**Unit IV**

Correspondence  
Coherence  
Pragmatic and Semantic

**Books Recommended:**

Patrick, G.T.W.:	<i>Introduction to Philosophy</i>
Cunningham, G.W.:	<i>Problems of Philosophy</i>
Russell, Bertrand.:	<i>Problems of Philosophy</i>
Taylor, Richard.:	<i>Metaphysics</i>
Hamlyn, D.W.:	<i>Metaphysics</i>
	<i>Theory of Knowledge</i>
Woozley, A.D.	<i>Theory of Knowledge</i>

**Semester II**  
**PHI-HC-2016**  
**Greek Philosophy**

**Unit I:**

Thales, Anaximander, Anaximenes  
Pythagoras  
Heraclitus, Democritus and Parmenides

**Unit II:**

Protagoras  
Socrates' method  
Socrates' virtue

**Unit III: Plato**

Knowledge and Opinion  
Theory of Forms  
Justice

**Unit IV: Aristotle**

Form and Matter  
Causation  
Actuality and Potentiality

**Books Recommended:**

Stace W.T.:	<i>A Critical History of Greek Philosophy</i>
Barnet J.:	<i>Early Greek Philosophy</i>
Fuller B.A.G.:	<i>History of Greek Philosophy</i>
F. Copleston (Vol. 1):	<i>History of Philosophy</i>
Zeller:	<i>Outlines of Greek Philosophy</i>
Gomperz:	<i>The Greek Thinkers</i>
Guthrie W.K.C.:	<i>History of Greek Philosophy</i>
Moore B.N:	<i>Philosophy, The Power of Ideas</i>

**Semester II**  
**PHI-HC-2026**  
**Logic II**

**Unit I:**

Symbolic Logic and its Characteristics, Uses of Symbols  
Relation between Traditional Logic and Symbolic Logic  
Modern Classification of Propositions

**Unit II:**

Logical Connectives and Variables  
Symbolization of Sentences  
Symbolization of Arguments

**Unit III:**

Truth Tables for Logical Connectives  
Direct Truth-Table for testing validity of arguments  
Indirect Truth-Table for testing validity of arguments

**Unit IV:**

Formal Proof of Validity  
Rules of Inference  
Rules of Replacement

**Books Recommended:**

Basson and O' Connor:  
Chakraborti, Chhanda:  
Copi, I.M.  
Hurley, Patrick.

*Introduction to Symbolic Logic*  
*Informal, Symbolic and Inductive,*  
*Introduction to logic. 14<sup>th</sup> Edition,*  
*Introduction to Logic,*

**Semester II**  
**PHI-HG-2016**  
**Indian Philosophy**

**Unit I**

Development of Indian Philosophy, Meaning and scope of Indian Philosophy  
Schools of Indian Philosophy  
Common Characteristic of Indian Systems

**Unit II**

Buddhism: Four Noble Truths  
Buddhism: Theory of Impermanence; No-soul theory  
Jainism: Syādvāda, Anekāntavāda

**Unit III**

**Sāṃkhya**: Puruṣa; Prakṛti  
**Sāṃkhya**: Evolution  
**Nyāya**: Pramānas

**Unit IV**

**Śaṅkara**: Brahman  
**Śaṅkara**: Avidyā & Adhyāsa  
Rāmānuja: Brahman; Jiva and Prakṛti

**Books Recommended:**

Chatterjee, S.C.:	<i>Nyaya Theory of Knowledge</i>
Chatterjee, S.C. & Dutta, D.M.:	<i>An Introduction to Indian Philosophy</i>
Dasgupta, S.N.:	<i>A History of Indian Philosophy</i>
Hiriyana, M.:	<i>Outlines of Indian Philosophy</i>
Radhakrishnan, S.:	<i>Indian Philosophy</i>
Sharma, C.D.:	<i>A Critical Survey of Indian Philosophy</i>



**Semester III**  
**PHI-HC-3016**  
**Western Philosophy (Descartes to Hegel)**

**Unit I: Rationalism**

Descartes: Cartesian Method, mind-body dualism

Spinoza: God and Substance

Leibnitz: Theory of monads, pre-established harmony

**Unit II: Empiricism**

Locke: critique of innate ideas, substance and qualities

Berkeley: *esse est percipi*

Hume: Impression and ideas, concept of self

**Unit III: Kant**

Possibility of synthetic a priori judgement

Space and time

Categories

**Unit IV: Hegel**

Dialectic Method

Absolute Idealisms

Master-slaves dialectic

**Books Recommended:**

F. Thilly:	<i>A History of Philosophy</i>
Barlingay and Kulkarni:	<i>Critical History of Western Philosophy</i>
Y. Masih:	<i>A Critical History Of Modern Philosophy</i>
Anthony Kenny:	<i>A New History of Philosophy</i>
F. Copleston:	<i>History of Philosophy</i>
D.W. Hamlyn:	<i>A History of Western Philosophy</i> <i>Routledge History of Philosophy</i>

**Semester III**  
**PHI-HC-3026**  
**Indian Philosophy II**

**Unit I**

Sāṃkhya: Puruṣa; Prakṛti; Causation  
Yoga: Cittavṛtti and its Nirodha; Aṣṭāṅgika Mārga

**Unit II**

Nyāya: Pramānas  
Vaiśeṣika: Padārthas; Atomistic theory of Creation

**Unit III**

Mimāṃsā: Pramānas  
Mimāṃsā: Pramānyavāda; Khyātivāda

**Unit IV**

Śaṅkara: Brahman; Atman; Adhyāsa and Avidyā  
Rāmaṇuja; Brahman; Jiva and Jagat; Apṛthaksiddhi  
Sankardeva's concept of God and Bhakti

**Books Recommended:**

Chatterjee, S.C.:	<i>Nyaya Theory of Knowledge</i>
Chatterjee, S.C & Dutta, D.M.:	<i>An Introduction to Indian Philosophy</i>
Dasgupta, S.N.:	<i>A History of Indian Philosophy</i>
Hiriyana, M.:	<i>Outlines of Indian Philosophy</i>
Radhakrishnan, S.:	<i>Indian Philosophy</i>
Sharma, C.D.:	<i>A Critical Survey Of Indian Philosophy</i>
Sinha, J.N.:	<i>Indian Philosophy, Volume I &amp; II</i>

**Semester III**  
**PHI-HC-3036**  
**Ethics**

**Unit I**

Nature, Scope and Utility of study of Ethics  
Object of Moral Judgement, Moral Obligation  
Postulates of Morality

**Unit II**

Virtue Ethics: Aristotle  
Deontological Ethics: Kant  
Utilitarianism: Bentham, Mill

**Unit III**

Theories of Punishment  
Professional Ethics  
Environmental Ethics

**Unit IV**

Law of Karma, Varṇa and Aśrama Dharma, Puruṣārtha  
Buddhist Pañcaśīla; Brahmavihāra  
Jaina Triratna, Aṇuvrata and Mahāvratā

**Books Recommended:**

Dasgupta, S.N.:	<i>A History of Indian Philosophy</i>
Frankena, Williams.:	<i>Ethics, Prentice Hall of India</i>
Hiriyana, M.:	<i>Outlines of Indian Philosophy</i>
Hudson, W.D:	<i>Modern Moral Philosophy</i>
Lillie, William.:	<i>An Introduction to Ethics</i>
Mackenzie, J.N.:	<i>Manual of Ethics</i>
Moore, G.E.:	<i>Ethics</i>
Radhakrishnan, S.:	<i>Indian Philosophy</i>
Singer, Peter.:	<i>Applied Ethics</i>
Singer, Peter.:	<i>Practical Ethics</i>
Tiwari, Kedar Nath:	<i>Classical Indian Ethical Thought: A Philosophical Study of Hindu, Jaina and Buddhist Morals</i>

**Semester III**  
**PHI-HG-3016**  
**Ethics**

**Unit I**

Nature, Scope and Utility of study of Ethics  
Moral Consciousness, Object of Moral Judgement, Moral Obligation  
Postulates of Morality

**Unit II**

Virtue Ethics: Aristotle  
Deontological Ethics: Kant  
Utilitarianism: Bentham, Mill

**Unit III**

Theories of Punishment, Capital Punishment  
Professional Ethics  
Environmental Ethics

**Unit IV**

Law of Karma, Varna and Asrama Dharma, Purusarthas  
Buddhist Pancasila; Brahmvihara; Bodhisattva Bhumis  
Jaina Triratna, Anuvrata and Mahavrata

**Books Recommended:**

Chakravarty, D.K.	<i>Problems of Analytical Ethics</i>
Dasgupta, S.N.	<i>A History of Indian Philosophy</i>
Frankena, W.	<i>Ethics</i>
Hiriyana, M.	<i>Outlines of Indian Philosophy</i>
Hudson, W.D.	<i>Modern Moral Philosophy</i>
Lillie, William.	<i>An Introduction to Ethics</i>
Mackenzie, J.N.	<i>Manual of Ethics</i>
Moore, G.E.	<i>Ethics</i>
Radhakrishnan, S.	<i>Indian Philosophy</i>
Singer, Peter.	<i>Applied Ethics</i>
Singer, Peter.	<i>Practical Ethics</i>
Tiwari, Kedar Nath.	<i>Classical Indian Ethical Thought: A Philosophical Study of Hindu, Jaina and Buddhist Morals</i>

**Semester IV**  
**PHI-HC-4016**  
**Contemporary Indian Philosophy**

**Unit I: Aurobindo**

Evolution  
Super mind  
Synthesis of yoga

**Unit II: Radhakrishnan**

Religious experience  
Intellect and intuition  
Man and his destiny

**Unit III: Gandhi**

Religion, Truth, Non-violence  
Satyagraha, Sarvodaya, Swadeshi  
Critique of industrialisation, trusteeship

**Unit IV: Vivekananda**

Universal religion  
Practical Vedanta  
Philosophy of education

**Books Recommended:**

	<i>Complete works of Swami Vivekananda (relevant chapters)</i>
S. Radhakrishnan:	<i>An idealist view of Life</i>
S. K. Maitra :	<i>An introduction to Philosophy of Sri Aurobindo</i>
D. M. Datta :	<i>The Philosophy of Mahatma Gandhi</i>
N. K. Bose :	<i>Selections from Gandhi</i>
Nilima Sharma :	<i>Twentieth Century Indian Philosophy</i>
D. M. Datta :	<i>Chief Currents of Contemporary Philosophy</i>

**Semester IV**  
**PHI-HC-4026**  
**Philosophy of Religion**

**Unit I**

Nature of Philosophy of religion and its distinction from theology  
Religious experience  
Religion and Science

**Unit II:**

Ontological argument  
Cosmological argument; Teleological argument  
Moral argument

**Unit III**

Reason, Faith and Revelation  
Freedom of Will  
Immortality of the soul

**Unit IV**

Religious language and symbolism  
Anti religious theories- Materialism and logical positivism  
Religious Philosophy of Sankaradeva

**Books Recommended:**

John Hick :	<i>Philosophy of Religion</i>
Miall Edwards :	<i>Philosophy of Religion</i>
B. Mitchell :	<i>Philosophy of Religion</i>
John Hick :	<i>Classical and contemporary readings in the philosophy of Religion</i>
Nilima Sharma :	<i>Philosophy of Sankaradeva: An appraisal</i>
Y. Masih:	<i>Introduction to Religious Philosophy</i>
Peterson and others (OUP):	<i>Reason and Religious Belief: An Introduction to the Philosophy of Religion</i>
Peterson and others:	<i>Philosophy of Religion. Selected Readings</i>
Maheswar Neog:	<i>Sankaradeva and His Times</i>

**Semester IV**  
**PHI-HC-4036**  
**Political & Social Philosophy**

**Unit I**

Rights and Duties  
Justice  
Equality & Liberty

**Unit II**

Anarchism  
Socialism  
Marxism

**Unit III**

Monarchy  
Theocracy  
Democracy

**Unit IV**

Humanism  
Secularism  
Multiculturalism

**Books Recommended:**

Benjamin, M. (ed):	<i>Science and Sensibility, Gender and Scientific Enquiry, 1780-1945</i>
Durkheim, E.:	<i>Sociology and Philosophy</i>
Joshi, N. V.:	<i>Social and Political Philosophy</i>
Mackenzie, J.S.:	<i>Outlines of Social Philosophy</i>
Raphael, D. D.:	<i>Problems of Political Philosophy</i>
Rout, B. C.:	<i>Political Theory and Ideology</i>
Roy & Bhattacharya.:	<i>Political Theory</i>
Sinhha, A. K.:	<i>Outlines of Social Philosophy</i>

**Semester IV**  
**PHI-HG-4016**  
**Logic**

**UNIT I: Fundamental Concepts of logic**

Propositions and Arguments  
Truth and Validity  
Deduction and Induction

**UNIT II: Aristotelian Syllogistic Logic**

Categorical Propositions, Translating Ordinary Proposition into Standard Form  
Square of Opposition  
Categorical Syllogism, Figures and Moods  
Immediate Inference

**UNIT III: Symbolic Logic: Introduction**

Symbolic Logic and its Characteristics, Uses of Symbols  
Relation between Traditional Logic and Symbolic Logic  
Modern Classification of Propositions

**UNIT IV: Propositional Logic**

Logical Connectives: *and, or, not*; Material Conditional, Bi-conditional  
Symbolization of everyday language  
Truth-Table method of testing validity of argument, Shorter Truth Table

**Books recommended:**

Basson and O'Connor:	<i>Introduction to Symbolic Logic</i>
Chakraborti, Chhanda:	Logic: Informal, Symbolic and Inductive
Copi, I.M.	<i>Introduction to Logic</i> , 14 <sup>th</sup> Edition
Hurley, Patrick.	<i>Introduction to Logic</i>
Roy, B.N.	<i>Deductive Logic</i>
Suppes, P.	<i>Introduction to Logic</i>
Stebbing, L.S.	<i>A Modern Introduction to Logic</i>



**Semester V**  
**PHI-HC-5016**  
**Analytic Philosophy**

**Unit I:**

Moore: The Analytic Turn of Philosophy  
Moore: Refutation of Idealism  
Moore: Defence of Common Sense

**Unit II:**

Russell: Logical Atomism  
Russell: General Propositions and Existence  
Russell: Theory of Description

**Unit III:**

Wittgenstein: The World as a Totality of Facts  
Wittgenstein: Picture Theory of Meaning  
Vienna Circle: Verification Theory and Rejection of Metaphysics

**Unit IV:**

Wittgenstein: Meaning and Use  
Wittgenstein: Language Game  
Wittgenstein: Critique of Private Language

**Books recommended:**

Ammerman, R.R. (ed):	<i>Classics of Analytic Philosophy</i>
Gross, B.R.:	<i>Analytic Philosophy</i>
Moore, G.E.:	"Defence of Common Sense"
Moore, G.E.:	"Refutation of Idealism"
Russell, B.:	<i>Logical Atomism</i>
Wittgenstein:	<i>Tractatus Logico Philosophicus</i>
Wittgenstein:	<i>Philosophical Investigations</i>
Pitcher, G.:	<i>Philosophy of Wittgenstein</i>
Pradhan, R.C.:	<i>Recent Developments in Analytic Philosophy</i>

**Semester V**  
**PHI-HC-5026**  
**Phenomenology and Existentialism**

**Unit I: Kierkegaard**

The three stages of human existence  
Subjectivity and Truth

**Unit II: Sartre**

Existence and Essence  
Freedom and Choice

**Unit III: Heidegger**

Authentic existence  
Being-in-the-world and Temporality

**Unit IV: Husserl**

Theory of essence  
Intentionality and Bracketing

**Books recommended:**

H.J. Blackham:	<i>Six Existentialist Thinkers</i>
Margaret Chatterjee:	<i>Existentialist Outlook</i>
M.K. Bhadra:	<i>Existentialism and Phenomenology</i>
Mary Warnock:	<i>Existentialism</i>
John Macquirre:	<i>Existentialism</i>
J.P. Sartre :	<i>Existentialism and Humanism</i>
E. Husserl :	<i>Logical Investigations</i>
Kierkegaard :	<i>Concluding Unscientific Postscript</i>

**Semester V**  
**PHI-HE-5016**  
**Philosophy of Upaniṣads**

**Unit I**

Relation to Vedas  
General Social Conditions  
Outlines of Upaniṣadic Philosophy

**Unit II**

Diversity of Theories in Creation  
Acosmic Theory of Creation  
Cosmic Theory of Creation

**Unit III**

Brahman, the Absolute  
Brahman, the World-Ground  
Brahman as Cosmic and Acosmic Ideal

**Unit IV Individual Destiny:**

Individual Soul  
Karma and Saṃsāra  
Liberation

**Books Recommended:**

Dasgupta, S.N.:	<i>A History of Indian Philosophy (Volume I)</i>
Deussen, P.:	<i>The Philosophy of the Upanisads</i>
Hume, R.E.:	<i>Thirteen Principal Upanisads</i>
Mahadevan, T.M.P.:	<i>Upanisads</i>
Radhakrishnan, S.:	<i>The Principal Upanisads</i>
Radhakrishnan, S.:	<i>Indian Philosophy (Volume I)</i>
Ranade, R.D.:	<i>A Constructive Survey of Upanisadic Philosophy</i>

**Semester V**  
**PHI-HE-5026**  
**Philosophy of Gita**

**Unit I:**

Law of Karma  
Concept of Karma, Akarma, Vikarma  
Freedom and Choice

**Unit II:**

Kṣetra-Kṣetrajña, puruṣa-prakṛti  
Uttama Puruṣa and Ultimate Reality  
Relation of individual self and Ultimate Reality

**Unit III:**

Conception of Yoga  
Karma Yoga, Jñāna Yoga, Bhakti Yoga  
Reconciliation of the Yogas

**Unit IV:**

Svabhāva, Svakarma, Svadharma  
Niṣkamakarmayoga; Lokasaṃgraha  
Liberation

**Books Recommended:**

Aurobindo:	<i>The Bhagavad Gita</i>
Gandhi, M.K.:	<i>Gita</i>
Radhakrishnan, S.:	<i>The Bhagavad Gita</i>
Ranade, R.D.:	<i>Bhagavad Gita-A Philosophy of God Realization</i>
Tilak, B.G.:	<i>Gita Rahasya</i>

**Semester V**  
**PHI-HE-5036**  
***Ísa Upaniṣad* with Saṅkara Bhāṣya (Textual Study)**

**Unit I:**

Mantras 1-4

Unit II:

Mantras 5-9

**Unit III:**

Mantras 10-14

**Unit IV:**

Mantras 15-18

**Books Recommended:**

*Ísa Upaniṣad* with Sankara's Commentary (Various Editions)

**Semester VI**  
**PHI-HC-6016**  
**Philosophy of Mind**

**Unit I**

Psychology and Philosophy of mind  
Cartesian dualism  
Problems of Cartesian dualism

**Unit II**

Parallelism  
Occasionalism  
Epiphenomenalism

**Unit III**

Behaviourism  
Identity theory  
Functionalism

**Unit IV**

Problem of Personal identity  
Physical Criterion  
Memory Criterion

**Books Recommended:**

J R Searle:	<i>Mind, A brief introduction</i>
J Heil:	<i>Philosophy of Mind</i>
Ryle, Gilbert:	<i>The Concept of Mind</i>
JJC, Smart:	"Sensation and Brain Process" in the <i>Nature of Mind</i> by D Rosenthal
J Vassey:	<i>Personal Identity</i>
B. Williams:	<i>Problem of Self</i>

**Semester VI**  
**PHI-HC-6026**  
**Meta Ethics**

**Unit I:**

Normative Ethics  
Ethical Concepts and Evaluation- Good and Right  
Meta Ethics

**Unit II:**

G. E. Moore: Indefinability of 'Good'  
G. E. Moore: Naturalistic Fallacy  
G. E. Moore: Autonomy of Morals

**Unit III:**

A. J. Ayer: Ethical Terms as Pseudo Concepts  
C.L. Stevenson: Characteristics of Moral Discourse  
C.L. Stevenson: Persuasive Definition

**Unit IV:**

R. M. Hare: Universal Prescriptivism  
R. M. Hare: Nature of Moral Arguments  
R. M. Hare: Weakness of the Will

**Books Recommended:**

Ayer, A.J.:	<i>Language, Truth and Logic</i>
Chakravary, D.K.:	<i>Problems of Analytic Ethics</i>
Hare, R.M.	<i>The Language of Morals</i>
Miller, Alex:	<i>An Introduction to Contemporary Metaethics</i>
Moore, G.E.:	<i>Principia Ethica</i>
Roojen, M.V.:	<i>Metaethics: A Contemporary Introduction</i>
Stevenson, C.L.	<i>Ethics and Language</i>
Warnock, G.J.:	<i>Contemporary Moral Philosophy</i>
Warnock, M.	<i>Ethics since 1900</i>

**Semester VI**  
**PHI-HE-6016**  
**Western Philosophy (Textual Study)**

**Unit I:**

Plato: *Republic* (books 2 and 4)

**Unit II:**

Hegel: The Preface to the *Phenomenology of Spirit*

**Unit III:**

Wittgenstein: *Philosophical Investigation* (part 1, section 65-91)

**Unit IV:**

Sartre: *Existentialism and Humanism*

**Books Recommended:**

Plato: *Republic*

Hegel: The Preface to the *Phenomenology of Spirit*

Wittgenstein: *Philosophical Investigation*

Sartre: *Existentialism and Humanism*



**Semester VI**  
**PHI-HE-6026**  
**Philosophy of Language**

**Unit I**

Language and World  
Frege's Sense and Reference  
Russell's Definite Description

**Unit II**

Ideational Theory of Meaning  
Referential Theory of Meaning  
Use Theory of Meaning

**Unit III**

Correspondence Theory of Truth  
Coherence Theory of Truth  
Pragmatic Theory of Truth

**Unit IV**

Performative and Constative Utterances  
Locutionary, Illocutionary and Perlocutionary Acts  
Theory of Illocutionary Forces

**Books Recommended**

Alston, William P.	<i>Philosophy of Language</i>
Austin, J. L.	<i>How to Do Things with Words</i>
Devitt M. & Richard Hanley (ed.)	<i>The Blackwell Guide to Philosophy of Language</i>
Frege, Gottlob	<i>On Sense and Reference</i>
Lycan G.	<i>Philosophy of Language: A Contemporary Introduction</i>
Russell, B.	<i>On Denoting</i>
Searle, J. R.	<i>Philosophy of Language</i>
Wittgenstein, L.	<i>Philosophical Investigations</i> (Relevant Sections)

**Semester VI**  
**PHI-HE-6036**  
**Applied Ethics**

**Unit I:**

Nature of Applied Ethics, its scope  
Applied Ethics and Human Values

**Unit II:**

Use and exploitation of nature  
Animal killing and animal rights

**Unit III:**

Computer crime  
Ethics and Legal aspects of virtual worlds

**Unit IV:**

Rights and obligations of health care professionals, Patients and family,  
Abortion, Euthanasia: Active and Passive

**Books Recommended:**

Hizza, Joseph M.:	<i>Computer Network Security and Cyber Ethics</i>
Holmes, R.L. :	<i>Introduction to Applied Ethics</i>
Holmes R. & Andrew L.:	<i>Environmental Ethics: An Anthology</i>
Lucas, G.:	<i>Ethics and Cyber Warfare</i>
Singer, P.:	<i>Applied Ethics</i>
Yogi, Manasvini M.:	<i>Euthanasia: Its Moral Implication</i>



**GAUHATI UNIVERSITY  
DEPARTMENT OF PHILOSOPHY  
REVISED SYLLABUS FOR TDC (Regular)**

**Semester I  
PHI-RC-1016  
General Philosophy**

**Unit I**

Definition, Nature and Scope of Philosophy  
Branches of Philosophy  
Realism and Idealism

**Unit II**

Substance  
Causality  
Space and Time

**Unit III**

Empiricism, Rationalism  
Criticism  
Scepticism

**Unit IV**

Correspondence  
Coherence  
Pragmatic and Semantic

**Books Recommended:**

Patrick, G.T.W.:	<i>Introduction to Philosophy</i>
Cunningham, G.W.:	<i>Problems of Philosophy</i>
Russell, Bertrand.:	<i>Problems of Philosophy</i>
Taylor, Richard.:	<i>Metaphysics</i>
Hamlyn, D.W.:	<i>Metaphysics</i>
	<i>Theory of Knowledge</i>
Woozley, A.D.	<i>Theory of Knowledge</i>

**Semester II**  
**PHI-RC-2016**  
**Indian Philosophy**

**Unit I**

Development of Indian Philosophy, Meaning and scope of Indian Philosophy  
Schools of Indian Philosophy  
Common Characteristic of Indian Systems

**Unit II**

Buddhism: Four Noble Truths  
Buddhism: Theory of Impermanence; No-soul theory  
Jainism: Syādvāda, Anekāntavāda

**Unit III**

Sāṃkhya: Puruṣa; Prakṛti  
Sāṃkhya: Evolution  
Nyāya: Pramānas

**Unit IV**

Śaṅkara: Brahman  
Śaṅkara: Avidyā & Adhyāsa  
Rāmānuja: Brahman; Jiva and Prakṛti

**Books Recommended:**

Chatterjee, S.C.:	<i>Nyaya Theory of Knowledge</i>
Chatterjee, S.C. & Dutta, D.M.:	<i>An Introduction to Indian Philosophy</i>
Dasgupta, S.N.:	<i>A History of Indian Philosophy</i>
Hiriyana, M.:	<i>Outlines of Indian Philosophy</i>
Radhakrishnan, S.:	<i>Indian Philosophy</i>
Sharma, C.D.:	<i>A Critical Survey of Indian Philosophy</i>

**Semester III**  
**PHI-RC-3016**  
**Ethics**

**Unit I**

Nature, Scope and Utility of study of Ethics  
Moral Consciousness, Object of Moral Judgement, Moral Obligation  
Postulates of Morality

**Unit II**

Virtue Ethics: Aristotle  
Deontological Ethics: Kant  
Utilitarianism: Bentham, Mill

**Unit III**

Theories of Punishment, Capital Punishment  
Professional Ethics  
Environmental Ethics

**Unit IV**

Law of Karma, Varna and Asrama Dharma, Purusarthas  
Buddhist Pancasila; Brahmvihara; Bodhisattva Bhumis  
Jaina Triratna, Anuvrata and Mahavrata

**Books Recommended:**

Chakravarty, D.K.	<i>Problems of Analytical Ethics</i>
Dasgupta, S.N.	<i>A History of Indian Philosophy</i>
Frankena, W.	<i>Ethics</i>
Hiriyana, M.	<i>Outlines of Indian Philosophy</i>
Hudson, W.D.	<i>Modern Moral Philosophy</i>
Lillie, William.	<i>An Introduction to Ethics</i>
Mackenzie, J.N.	<i>Manual of Ethics</i>
Moore, G.E.	<i>Ethics</i>
Radhakrishnan, S.	<i>Indian Philosophy</i>
Singer, Peter.	<i>Applied Ethics</i>
Singer, Peter.	<i>Practical Ethics</i>
Tiwari, Kedar Nath.	<i>Classical Indian Ethical Thought: A Philosophical Study of Hindu, Jaina and Buddhist Morals</i>

**Semester IV**  
**PHI-RC-4016**  
**Logic**

**UNIT I: Fundamental Concepts of logic**

Propositions and Arguments  
Truth and Validity  
Deduction and Induction

**UNIT II: Aristotelian Syllogistic Logic**

Categorical Propositions, Translating Ordinary Proposition into Standard Form  
Square of Opposition  
Categorical Syllogism, Figures and Moods  
Immediate Inference

**UNIT III: Symbolic Logic: Introduction**

Symbolic Logic and its Characteristics, Uses of Symbols  
Relation between Traditional Logic and Symbolic Logic  
Modern Classification of Propositions

**UNIT IV: Propositional Logic**

Logical Connectives: *and, or, not*; Material Conditional, Bi-conditional  
Symbolization of everyday language  
Truth-Table method of testing validity of argument, Shorter Truth Table

**Books recommended:**

Basson and O'Connor:	<i>Introduction to Symbolic Logic</i>
Chakraborti, Chhanda:	Logic: Informal, Symbolic and Inductive
Copi, I.M.	<i>Introduction to Logic</i> , 14 <sup>th</sup> Edition
Hurley, Patrick.	<i>Introduction to Logic</i>
Roy, B.N.	<i>Deductive Logic</i>
Suppes, P.	<i>Introduction to Logic</i>
Stebbing, L.S.	<i>A Modern Introduction to Logic</i>

**Semester V**  
**PHI-RE-5016**  
**Contemporary Indian Philosophy**

**Unit I: Aurobindo**

Evolution  
Super mind  
Synthesis of yoga

**Unit II: Radhakrishnan**

Religious experience  
Intellect and intuition  
Man and his destiny

**Unit III: Gandhi**

Religion, Truth, Non-violence  
Satyagraha, Sarvodaya, Swadeshi  
Critique of industrialisation, trusteeship

**Unit IV: Vivekananda**

Universal religion  
Practical Vedanta  
Philosophy of education

**Books Recommended:**

	<i>Complete works of Swami Vivekananda (relevant chapters)</i>
S. Radhakrishnan:	<i>An idealist view of Life</i>
S. K. Maitra :	<i>An introduction to Philosophy of Sri Aurobindo</i>
D. M. Datta :	<i>The Philosophy of Mahatma Gandhi</i>
N. K. Bose :	<i>Selections from Gandhi</i>
Nilima Sharma :	<i>Twentieth Century Indian Philosophy</i>
D. M. Datta :	<i>Chief Currents of Contemporary Philosophy</i>

**Semester V**  
**PHI-RE-5026**  
**Western Philosophy**

**Unit I**

Plato: Theory of Forms  
Aristotle: Form and Matter  
Augustine: Problem of Evil; Freedom of Will

**Unit II**

Descartes: Cogito Ergo Sum; Body-Mind Dualism  
Spinoza: Parallelism; Pantheism  
Leibnitz: Theory of Monads; Pre-Established Harmony

**Unit III Empiricism**

Locke: Primary and Secondary Qualities; Tabula Rasa  
Berkeley: Esse Est Percipi  
Hume: Theory of Causation, Scepticism

**Unit IV Critical Philosophy**

Kant: Synthesis of Rationalism and Empiricism  
Kant: Transcendental Aesthetic  
Kant: Theory of Understanding

**Books Recommended:**

W.T. Stace :	<i>A Critical History of Greek Philosophy</i>
B.A.G. Fuller:	<i>History of Greek Philosophy</i>
F. Copleston :	<i>History of Philosophy</i>
W.K.C. Guthrie:	<i>History of Greek Philosophy</i>
B.N Moore:	<i>Philosophy, The Power of Ideas</i>
F. Thilly:	<i>A History of Philosophy</i>
Barlingay and Kulkarni:	<i>Critical History of Western Philosophy</i>
Y. Masih:	<i>A Critical History Of Modern Philosophy</i>
Anthony Kenny:	<i>A New History of Philosophy</i>
D.W. Hamlyn:	<i>A History of Western Philosophy</i> <i>Routledge History of Philosophy</i>



**Semester V**  
**PHI GE-5016**  
**Indian Yogic Traditions**

**Unit I**

Meaning and Essence of Yoga

Jnana Yoga, Karma Yoga, Bhakti Yoga

**Unit II**

Levels of Mental Life (Cittabhumi)

Eightfold Means of Yoga (Yoganga)

**Unit III**

Buddhist Conception of Yoga

Jaina Conception of Yoga

**Unit IV**

Swami Vivekananda on Raja Yoga

Sri Aurobindo's Integral Yoga

**Books Recommended:**

H. Aranya, *Yoga Philosophy of Patanjali*

S, N. Dasgupta, *Yoga Philosophy in Relation to Other Systems of Indian Thought*

T. Cleary, *Buddhist Yoga: A Comprehensive Course*

S. Gopalan, *Outlines of Jainism*

G.W. Kaveeshwar, *The Ethics of The Gita*

Swami Vivekananda, *Raja Yoga*

Sri Aurobindo, *The Synthesis of Yoga*

**Semester VI**  
**PHI-RE-6016**  
**Philosophy of Religion**

**Unit I**

Defining Religion  
Nature of Philosophy of religion and its distinction from theology  
Religious experience

**Unit II:**

Reason, Faith and Revelation  
Freedom of Will  
Immortality of the soul

**Unit III**

Deism  
Pantheism  
Panentheism/Monothoism

**Unit IV**

Ontological argument  
Cosmological argument, Teleological argument  
Moral argument

**Books Recommended:**

Hilary Rodrigues and John S. Harding:	Introduction to Study of Religion
John Hick :	<i>Philosophy of Religion</i>
Miall Edwards :	<i>Philosophy of Religion</i>
B. Mitchell :	<i>Philosophy of Religion</i>
John Hick :	<i>Classical and contemporary readings in the Philosophy of Religion</i>
Y. Masih:	<i>Introduction to Religious Philosophy</i>
Peterson and others (OUP):	<i>Reason and Religious Belief: An Introduction to the Philosophy of Religion</i>
Peterson and others:	<i>Philosophy of Religion. Selected Readings</i>

**Semester VI**  
**PHI-RE-6026**  
**Political & Social Philosophy**

**Unit I**

Rights and Duties  
Justice  
Equality & Liberty

**Unit II**

Anarchism  
Socialism  
Marxism

**Unit III**

Monarchy  
Theocracy  
Democracy

**Unit IV**

Humanism  
Secularism  
Multiculturalism

**Books Recommended:**

Durkheim, E.:	<i>Sociology and Philosophy</i>
Joshi, N. V.:	<i>Social and Political Philosophy</i>
Mackenzie, J.S.:	<i>Outlines of Social Philosophy</i>
Raphael, D. D.:	<i>Problems of Political Philosophy</i>
Rout, B. C.:	<i>Political Theory and Ideology</i>
Roy & Bhattacharya.:	<i>Political Theory</i>
Sinhha, A. K.:	<i>Outlines of Social Philosophy</i>

**Semester VI**  
**PHI-GE-6016**  
**Philosophy of Religion**

**Unit-I Religious Concepts**

Faith and Revelation  
Idea of the Holy  
Soul and Immortality

**Unit-II Arguments for Existence of God**

Ontological  
Cosmological  
Teleological; Moral

**Unit III Theories of Belief in God**

Polytheism  
Detheism  
Monotheism

**Unit IV Relation of God and World**

Deism  
Pantheism  
Panentheism

**Recommended Books:**

Edward, M.: *An Introduction to Philosophy of Religion*  
Hick, J.: *Classical and Contemporary Readings in the Philosophy of Religion*  
Lotze, H.: *Philosophy of Religion*  
Mitchell, B.: *Philosophy of Religion*  
Otto, R.: *The Idea of the Holy*  
Hick, J.: *The Evil and the God of Love*  
Smart, N.: *Religion and Faith*  
Sarma, S.: *Religious Philosophy of Rudolf Otto*  
Tilich, P.: *Systematic Theology*  
Galloway, S.: *The Philosophy of Religion*  
Hastings, J. (ed): *Encyclopaedia of Religion and Ethics* (Relevant Articles)

# **UNDER GRADUATE CHOICE BASED CREDIT SYSTEM (UGCBCS) GAUHATI UNIVERSITY**

## **REQUIREMENTS FOR AN UNDERGRADUATE DEGREE**

The following table indicates the requirements for successful completion of under-graduate degree in Gauhati University –

<b>DEGREE</b>	<b>MINIMUM REQUIREMENTS</b>
Undergraduate Degree with Honours (all disciplines)	<ul style="list-style-type: none"><li>• 14 core papers in that discipline</li><li>• 2 Ability Enhancement Compulsory Courses</li><li>• 2 Skill Enhancement Courses ( minimum)</li><li>• 4 Discipline Specific Elective</li><li>• 4 Generic Elective papers</li></ul>

**Scheme for Choice Based Credit System (CBCS) in B.A (Honours),  
Political Science**

Type	Core Course 14X6=84	Ability Enhancement Compulsory Course AECC 2X4=8	Ability Enhancement Paper SEC 2X4 =8	Elective: Discipline Specific DSE 4X6=24	Elective: Generic GE 4X6=24
<b>Semester I</b>	<b>POL HC 1016</b> Understanding Political Theory	<b>ENG-AE-1014</b> (English/ MIL Communication)/ Environmental Science			<b>POL HG 1016</b> Introduction to Political Theory Or <b>POL HG 1026</b> Politics of North-east India Or <b>POL HG 1036</b> Governance: Issues and Challenges
	<b>POL HC 1026</b> Constitutional Government and Democracy in India				
<b>Semester II</b>	<b>POL HC 2016</b> Political Theory- Concepts and Debates	<b>ENV-AE-2014</b> Environmental Science/ (English/ MIL Communication)			<b>POL HG 2016</b> Indian Government and Politics Or <b>POL HG 2026</b> Feminism: Theory and Practice Or <b>POL HG 2036</b> Local Rural and Urban Governance
	<b>POL HC 2026</b> Political Process in India				

<b>Semester III</b>	<b>POL HC 3016</b> Introduction to Comparative Government and Politics		<b>POL SE 3014</b> Parliamentary Procedures and Practices		<b>POL HG 3016</b> Comparative Government and Politics
	<b>POL HC 3026</b> Perspectives on Public Administration		Or		Or
	<b>POL HC 3036</b> Perspectives on International Relations and World History		<b>POL SE 3024</b> Youth and Nation-Building		<b>POL HG 3026</b> Gandhi and the Contemporary World Or <b>POL HG 3036</b> United Nations and Global Conflicts
<b>Semester IV</b>	<b>POL HC 4016</b> Political Processes and Institutions in a Comparative Perspective		<b>POL SE 4014</b> Panchayati Raj in Practice Or		<b>POL HG 4016</b> Introduction to International Relations Or
	<b>POL HC 4026</b> Public Policy and Administration in India		<b>POL SE 4024</b> Citizens and Rights		<b>POL HG 4026</b> Understanding Ambedkar Or
	<b>POL HC 4036</b> Global Politics				<b>POL HG 4036</b> Politics of Globalization
<b>Semester V</b>	<b>POL HC 5016</b> Classical Political Philosophy			<b>(ANY TWO)</b> <b>POL HE 5016</b> Human Rights Or	

	<b>POL HC 5026</b> Indian Political Thought-I			<b>POL HE 5026</b> Public Policy in India Or <b>POL HE 5036</b> Understanding Global Politics Or <b>POL HE 5046</b> Select Constitutions-I	
<b>Semester VI</b>	<b>POL HC 6016</b> Modern Political Philosophy			(ANY TWO) <b>POL HE 6016</b> Human Rights in India Or <b>POL HE 6026</b> Understanding South Asia Or <b>POL HE 6036</b> Women, Power and Politics Or <b>POL HE 6046</b> Select Constitutions-II	
	<b>POL HC 6026</b> Indian Political Thought-II				



### Course Nomenclature for B.A (Honours) Political Science

<b>Semester -I</b>	<b>Semester-II</b>
<b>Core Course 1</b> POL HC 1016: Understanding Political Theory	<b>Core Course 3</b> POL HC 2016: Political Theory- Concepts and Debates
<b>Core Course 2</b> POL HC 1026: Constitutional Government and Democracy in India	<b>Core Course 4</b> POL HC 2026: Political Process in India
<b>Ability Enhancement Compulsory Course</b> (English/ MIL Communication)/Environmental Science:ENG-AE-1014	<b>Ability Enhancement Compulsory Course</b> Environmental Science/ (English/ MIL Communication): ENV-AE-2014
<b>Generic Elective</b> POL HG 1016: Introduction to Political Theory Or POL HG 1026: Politics of North-east India Or POL HG1036: Governance: Issues and Challenges	<b>Generic Elective</b> POL HG 2016: Indian Government and Politics Or POL HG 2026: Feminism: Theory and Practice Or POL HG 2036: Local Rural and Urban Governance

<b>Semester- III</b>	<b>Semester-IV</b>
<b>Core Course 5</b> POL HC 3016: Introduction to Comparative Government and Politics	<b>Core Course 8</b> POL HC 4016: Political Processes and Institutions in a Comparative Perspective
<b>Core Course 6</b> POL HC 3026: Perspectives on Public Administration	<b>Core Course 9</b> POL HC 4026: Public Policy and Administration in India
<b>Core Course 7</b> POL HC 3036: Perspectives on International Relations and World History	<b>Core Course 10</b> POL HC 4036: Global Politics
<b>Skill Enhancement Course (SEC)-I</b> POL SE 3014: Parliamentary Procedures and Practices Or POL SE 3024: Youth and Nation-Building	<b>Skill Enhancement Course (SEC)-II</b> POL SE 4014: Panchayati Raj in Practice Or POL SE 4024: Citizens and Rights

<b>Generic Elective</b> POL HG 3016: Comparative Government and Politics Or POL HG 3026: Gandhi and the Contemporary World Or POL HG 3036: United Nations and Global Conflicts	<b>Generic Elective</b> POL HG 4016: Introduction to International Relations Or POL HG 4026: Understanding Ambedkar Or POL HG 4036: Politics of Globalization
---	--

<b>Semester-V</b>	<b>Semester-VI</b>
<b>Core Course 11</b> POL HC 5016: Classical Political Philosophy	<b>Core Course 13</b> POL HC 6016: Modern Political Philosophy
<b>Core Course 12</b> POL HC 5026: Indian Political Thought-I	<b>Core Course 14</b> POL HC 6026: Indian Political Thought-II
<b>Group – I (Discipline Specific Elective Courses- DSE) (Any Two)</b>	<b>Group II (Discipline Specific Elective Courses- DSE) (Any Two)</b>
1. POL HE 5016: Human Rights	1. POL HE 6016: Human Rights in India
2. POL HE 5026: Public Policy in India	2. POL HE 6026: Understanding South Asia
3. POL HE 5036: Understanding Global Politics	3. POL HE 6036: Women, Power and Politics
4. POL HE 5046: Select Constitutions-I	4. POL HE 6046: Select Constitutions-II

**\*Important Note:**

**Marks allotment of Skill Enhancement Course (SEC) papers-**

Total Marks: 100

Theory: 50 marks

Practical Component: 50 marks

General modalities for conducting practical have been suggested in each SEC paper. However the institutions can develop their own modality based on their requirements and the resources available.

**CHOICE BASED CREDIT SYSTEM  
LIST OF PAPERS AND COURSES  
B.A (HONOURS) POLITICAL SCIENCE**

**CORE COURSE (14)**

POL HC 1016 Paper I- Understanding Political Theory  
POL HC 1026 Constitutional Government and Democracy in India  
POL HC 2016 Political Theory-Concepts and Debates  
POL HC 2026 Political Process in India  
POL HC 3016 Introduction to Comparative Government and Politics  
POL HC 3026 Perspectives on Public Administration  
POL HC 3036 Perspectives on International Relations and World History  
POL HC 4016 Political Processes and Institutions in Comparative Perspective  
POL HC 4026 Public Policy and Administration in India  
POL HC 4036 Global Politics  
POL HC 5016 Classical Political Philosophy  
POL HC 5026 Indian Political Thought-I  
POL HC 6016 Modern Political Philosophy  
POL HC 6026 Indian Political Thought-II

**Ability Enhancement (Compulsory) Foundation: Two**

ENG-AE-1014 Language-MIL/ENGLISH  
ENV-AE-2014 Environmental Science

**Ability Enhancement-2 (AE Skill Based): Any Two**

POL SE 3014 Parliamentary procedures and Practices  
POL SE 3024 Youth and Nation-Building  
POL SE 4014 Panchayati Raj in Practice  
POL SE 4024 Citizens and Rights

**Discipline Specific Elective-4 (DSE): Any Four**

POL HE 5016 Human Rights  
POL HE 5026 Public Policy in India  
POL HE 5036 Understanding Global Politics  
POL HE 5046 Select Constitutions-I  
POL HE 6016 Human Rights in India  
POL HE 6026 Understanding South Asia  
POL HE 6036 Women, Power and Politics  
POL HE 6046 Select Constitutions-II

**Generic Elective -4 (Interdisciplinary): Any Four**

POL HG 1016 Introduction to Political Theory  
POL HG 1026 Politics in North east India  
POL HG 1036 Governance: Issues and Challenges  
POL HG 2016 Indian Government and Politics  
POL HG 2026 Feminism: Theory and Practice  
POL HG 2036 Local Governance (Rural and Urban)

POL HG 3016 Comparative Government and Politics  
POL HG 3026 Gandhi and the Contemporary World  
POL HE 3036 United Nations and Global Conflicts  
POL HG 4016 Introduction to International Relations  
POL HG 4026 Understanding Ambedkar  
POL HG 4036 Politics of Globalization

**CHOICE BASED CREDIT SYSTEM  
SYLLABI AND READING LIST  
BA (HONOURS) POLITICAL SCIENCE**

**CORE COURSE**

**POL HC 1016: Understanding Political Theory**

**Course Objective:** This course is divided into two sections. Section A introduces the students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends. Section B is designed to reconcile political theory and practice through reflections on the ideas and practices related to democracy.

**Course Outcomes:**

- To introduce the idea of political theory and various approaches
- To enable the students to assess the contemporary trends of political theory
- To reconcile theory and practice in relation to democracy

**I: Introducing Political Theory (30 Lectures)**

1. What is Politics: Theorizing the ‘Political’
2. Traditions of Political Theory: Liberal, Marxist
3. Approaches to Political Theory: Normative, Historical and Empirical
4. Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern

**II: Political Theory and Practice (30 Lectures)**

**The Grammar of Democracy**

1. Democracy: The concept and idea
2. Procedural Democracy and its critique
3. Deliberative Democracy
4. Participation and Representation

**READING LIST**

**I: Introducing Political Theory**

- Bhargava, R. (2008) ‘What is Political Theory’, in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.
- Bellamy, R. (1993) ‘Introduction: The Demise and Rise of Political Theory’, in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
- Glaser, D. (1995) ‘Normative Theory’, in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.
- Sanders, D. (1995) ‘Behavioral Analysis’, in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.
- Chapman, J. (1995) ‘The Feminist Perspective’, in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.
- Bhargava, R. ‘Why Do We Need Political Theory’, in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 17-36.

Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. and Gaus, G. F. (eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.

Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press, 2004, pp.19-80.

Mukhopadhyay, A.K. (2019), *An Introduction to Political Theory*, New Delhi: Sage Publications

## **II: The Grammar of Democracy**

Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.

Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press, pp. 105-117.

Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.

Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press.

Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-146.

Brighouse, H. (2008) 'Citizenship', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 241-258.

## **POL HC 1026 Constitutional Government and Democracy in India**

**Course objective:** This course acquaints students with the constitutional design of state structures and institutions, and their actual working overtime. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice. It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment.

### **Course Outcomes:**

- To acquaint students with constitutional design of state structures and institutions
- To understand the conflicts in constitutional provisions
- To make them comprehend the state institutions in relation to extra constitutional environment.

### **I. The Constituent Assembly and the Constitution (16 lectures)**

- a. Philosophy of the Constitution, the Preamble, and Features of the Constitution (8 lectures)
- b. Fundamental Rights and Directive Principles (8 lectures)

### **II. Organs of Government (20 lectures)**

- a. The Legislature: Parliament (6 lectures)
- b. The Executive: President and Prime Minister (8 lectures)
- c. The Judiciary: Supreme Court (6 lectures)

### **III. Federalism and Decentralization (12 lectures)**

- a. Federalism: Division of Powers, Emergency Provisions (8 lectures)
- b. Panchayati Raj and Municipalities (4 lectures)

## **READING LIST**

### **I. The Constituent Assembly and the Constitution**

- a. Philosophy of the Constitution, the Preamble, and Features of the Constitution

### **Essential Readings:**

G. Austin, (2010) 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15<sup>th</sup> print, pp.1-25.

R. Bhargava, (2008) 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.

### **Additional Readings:**

D. Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.

S. Chaube, (2009) *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.

Chakrabarty, Bidyut. (2017), *Indian Constitution: Text, Context and Interpretation*, New Delhi, Sage Publications

Mellalli, Praveenkumar (2015), *Constitution of India, Professional Ethics and Human Rights*, New Delhi, Sage Publications

### **b. Fundamental Rights and Directive Principles**

#### **Essential Readings:**

G. Austin, (2000) 'The Social Revolution and the First Amendment', in *Working a Democratic Constitution*, New Delhi: Oxford University Press, pp. 69-98.

A. Sibal, (2010) 'From Niti to Nyaya,' *Seminar*, Issue 615, pp 28-34.

Chakrabarty, Bidyut. (2017), *Indian Constitution: Text, Context and Interpretation*, New Delhi, Sage Publications

Mellalli, Praveenkumar (2015), *Constitution of India, Professional Ethics and Human Rights*, New Delhi, Sage Publications

#### **Additional Reading:**

*The Constitution of India: Bare Act with Short Notes*, (2011) New Delhi: Universal, pp. 4-16.

## **II. Organs of Government**

### **a. The Legislature: Parliament**

#### **Essential Readings:**

B. Shankar and V. Rodrigues, (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.

V. Hewitt and S. Rai, (2010) 'Parliament', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 28-42.

### **b. The Executive: President and Prime Minister**

#### **Essential Readings:**

J. Manor, (2005) 'The Presidency', in D. Kapur and P. Mehta P. (eds.) *Public Institutions in India*, New Delhi: Oxford University Press, pp.105-127.

J. Manor, (1994) 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) *Nehru to the Nineties: The Changing Office of the Prime Minister in India*, Vancouver: University of British Columbia Press, pp. 20-47.

H. Khare, (2003) 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark, pp. 350-368.

### **c. The Judiciary: Supreme Court**

#### **Essential Readings:**

U. Baxi, (2010) 'The Judiciary as a Resource for Indian Democracy', *Seminar*, Issue 615, pp. 61-67.

R. Ramachandran, (2006) 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpal et.al (eds.) *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, New Delhi: Oxford University Press, pp. 107-133.

#### **Additional Reading:**

L. Rudolph and S. Rudolph, (2008) 'Judicial Review Versus Parliamentary Sovereignty', in *Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006: Volume 2: The Realm of Institutions: State Formation and Institutional Change*. New Delhi: Oxford University Press, pp. 183-210.

## **III. Federalism and Decentralization**

### **a. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules**

#### **Essential Readings:**



M. Singh, and R. Saxena (eds.), (2011) 'Towards Greater Federalization,' in *Indian Politics: Constitutional Foundations and Institutional Functioning*, Delhi: PHI Learning Private Ltd., pp.166-195.

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

B. Sharma, (2010) 'The 1990s: Great Expectations'; 'The 2000s: Disillusionment Unfathomable', in *Unbroken History of Broken Promises: Indian State and Tribal People*, Delhi: Freedom Press and Sahyog Pustak Kuteer, pp. 64-91.

*The Constitution of India: Bare Act with Short Notes*, (2011) New Delhi: Universal, pp 192-213.

#### **Additional Readings:**

R. Dhavan and R. Saxena, (2006) 'The Republic of India', in K. Roy, C. Saunders and J. Kincaid(eds.) *A Global Dialogue on Federalism*, Volume 3, Montreal: Queen's University Press, pp.166-197.

R. Manchanda, (2009) *The No Nonsense Guide to Minority Rights in South Asia*, Delhi: Sage Publications, pp. 105-109.

#### **b. Panchayati Raj and Municipalities**

##### **Essential Readings:**

P. deSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, pp. 370-404.

M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), pp. 3986-3993.

Raghunandan, J. R (2012) *Decentralization and local governments: The Indian Experience*, Orient Black Swan, New Delhi

Baviskar, B.S and George Mathew (eds) 2009 *Inclusion and Exclusion in local governance: Field Studies from rural India*, New Delhi, Sage

Chakrabarty, B. & Pandey, R.K. (2019), *Local Governance in India*, New Delhi, Sage Publications.

## **POL HC 2016 Political Theory-Concepts and Debates**

**Course Objective:** This course is divided into two sections. Section A helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. Section B introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political debates.

### **Course outcomes:**

After reading the course, the students would

- Understand the various concepts in political theory and appreciate how they can be helpful to analyse crucial political issues
- Understand the significance of debates in political theory in exploring multiple perspectives to concepts, ideas and issues.
- Appreciate how these concepts and debates enrich political life and issues surrounding it.

## **Section A: Core Concepts**

### **I. Importance of Freedom (10 Lectures)**

- a) Negative Freedom: Liberty
- b) Positive Freedom: Freedom as Emancipation and Development

*Important Issue:* Freedom of belief, expression and dissent

### **II. Significance of Equality (12 lectures)**

- a) Formal Equality: Equality of opportunity
- b) Political equality
- c) Egalitarianism: Background inequalities and differential treatment

*Important Issue:* Affirmative action

### **III. Indispensability of Justice (12 Lectures)**

- a) Procedural Justice
- b) Distributive Justice

*Important Issue:* Capital punishment

### **IV. The Universality of Rights (13 Lectures)**

- a) Natural Rights
- b) Moral and Legal Rights
- c) Three Generations of Rights

## **Section B: Major Debates (13 Lectures)**

- I. Why should we obey the state? Issues of political obligation and civil disobedience.
- II. Are human rights universal? Issue of cultural relativism.

- III. How do we accommodate diversity in plural society? Issues of multiculturalism and toleration.

## **READING LIST**

### **Section A: Core Concepts**

#### **I. Importance of Freedom**

##### **Essential Readings**

Riley, Jonathan. (2008) 'Liberty' in Mckinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-119.

Knowles, Dudley. (2001) *Political Philosophy*. London: Routledge, pp. 69- 132.

Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press, pp. 51-88.

Carter, Ian. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds.). *Political Concepts*. Manchester: Manchester University Press, pp. 4-15.

Sethi, Aarti. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 308-319.

#### **II. Significance of Equality**

Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press, pp. 91-132.

Casal, Paula & William, Andrew.(2008) 'Equality', in McKinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 149- 165.

Acharya, Ashok. (2008) 'Affirmative Action', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.

#### **III. Indispensability of Justice**

Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-86.

Wolf, Jonathan. (2008) 'Social Justice', in McKinnon, Catriona. (ed.) *Issues in Political Theory*.New York: Oxford University Press, pp. 172-187.

Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press, pp. 9-48.

Knowles, Dudley. (2001) *Political Philosophy*.London: Routledge, pp. 177-238.

McKinnon, Catriona. (ed.) (2008) *Issues in Political Theory*.New York: Oxford University Press, pp. 289-305.

Bedau, Hugo Adam. (2003) 'Capital Punishment', in LaFollette, Hugh (ed.). *The Oxford Handbook of Practical Ethics*.New York: Oxford University Press, pp. 705-733.

#### **IV. The Universality of Rights**

Seglow, Jonathan. (2003) 'Multiculturalism' in Bellamy, Richard and Mason, Andrew (eds.). *Political Concepts*. Manchester: Manchester University Press, pp. 156-168.

Tulkdar, P.S. (2008) 'Rights' in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-104.

McKinnon, Catriona. (2003) 'Rights', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*. Manchester: Manchester University Press, pp. 16-27.

Menlowe, M.A. (1993) 'Political Obligations', in Bellamy Richard.(ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 174-194.

Amoah, Jewel. (2007) 'The World on Her Shoulders: The Rights of the Girl-Child in the Context of Culture & Identity', in *Essex Human Rights Review*, 4(2), pp. 1-23.

Working Group on the Girl Child (2007), *A Girl's Right to Live: Female Foeticide and Girl Infanticide*, available on [http://www.crin.org/docs/Girl's infanticide CSW 2007.txt](http://www.crin.org/docs/Girl's%20infanticide%20CSW%202007.txt)

### **Section B: Major Debates**

Hyums, Keith. (2008) 'Political Authority and Obligation', in Mckinnon, Catriona. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 9-26

Martin, Rex. (2003) 'Political Obligation', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*, Manchester: Manchester University Press, pp. 41-51.

Campbell, Tom. (2008) 'Human Rights' in Mckinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 194-210.

Mookherjee, Monica, 'Multiculturalism', in Mckinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 218- 234.

Seglow, Jonathan, 'Multiculturalism', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*, Manchester: Manchester University Press, pp. 156-168.

## **POL HC 2026 Political Process in India**

**Course objective:** Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis -that offered by political sociology. This course maps the working of ‘modern’ institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

### **Course outcomes:**

- Understand the working of major political institutions in India
- Understand the major debates in Indian politics along the axes of caste, gender, region and religion
- Understand the changing nature of the Indian state and the contradictory dynamics of modern state power

### **I. Political Parties and the Party System (6 lectures)**

Trends in the Party System; From the Congress System to Multi-Party Coalitions

### **II. Determinants of Voting Behaviour (8 lectures)**

Caste, Class, Gender and Religion

### **III. Regional Aspirations (8 lectures)**

The Politics of Secession and Accommodation

### **IV. Religion and Politics (8 lectures)**

Debates on Secularism; Minority and Majority Communalism

### **V. Caste and Politics (6 lectures)**

Caste in Politics and the Politicization of Caste

### **VI. Affirmative Action Policies (6 lectures)**

Women, Caste and Class

### **VII. The Changing Nature of the Indian State (6 lectures)**

Developmental, Welfare and Coercive Dimensions

## **READING LIST**

### **I. Political Parties and the Party System: Trends in the Party System; From the Congress System to Multi-Party Coalitions**

#### **Essential Readings:**

R. Kothari, (2002) ‘The Congress System’, in Z. Hasan (ed.) *Parties and Party Politics in India*, New Delhi: Oxford University Press, pp 39-55.

E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in *Coalition Politics and Democratic Consolidation in Asia*, New Delhi: Oxford University Press.

**Additional Reading:**

Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P. deSouza and E. Sridharan (eds.) *India's Political Parties*, New Delhi: Sage Publications, pp. 73-115.

**II. Determinants of Voting Behaviour: Caste, Class, Gender and Religion**

**Essential Readings:**

Y. Yadav, (2000) 'Understanding the Second Democratic Upsurge', in F. Frankel, Z. Hasan, and R. Bhargava (eds.) *Transforming India: Social and Political Dynamics in Democracy*, New Delhi: Oxford University Press, pp. 120-145.

C. Jaffrelot, (2008) 'Why Should We Vote? The Indian Middle Class and the Functioning of World's Largest Democracy', in *Religion, Caste and Politics in India*, Delhi: Primus, pp. 604-619.

R. Deshpande, (2004) 'How Gendered was Women's Participation in Elections 2004?', *Economic and Political Weekly*, Vol. 39, No. 51, pp. 5431-5436.

S. Kumar, (2009) 'Religious Practices Among Indian Hindus,' *Japanese Journal of Political Science*, Vol. 10, No. 3, pp. 313-332.

**IV. Regional Aspirations: The Politics of Secession and Accommodation**

**Essential Readings:**

M. Chadda, (2010) 'Integration through Internal Reorganisation', in S. Baruah (ed.) *Ethnonationalism in India: A Reader*, New Delhi: Oxford University Press, pp. 379-402.

P. Brass, (1999) 'Crisis of National Unity: Punjab, the Northeast and Kashmir', in *The Politics of India Since Independence*, New Delhi: Cambridge University Press and Foundation Books, pp.192-227.

**V. Religion and Politics: Debates on Secularism: Minority and Majority Communalism**

**Essential Readings:**

T. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in R. Vora and S. Palshikar (eds.) *Indian Democracy: Meanings and Practices*, New Delhi: Sage, pp. 235-256.

N. Menon and A. Nigam, (2007) 'Politics of Hindutva and the Minorities', in *Power and Contestation: India since 1989*, London: Fernwood Publishing, Halifax and Zed Books, pp.36-60.

**Additional Reading:**

N. Chandhoke, (2010) 'Secularism', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 333-346.

**VI. Caste and Politics: Caste in Politics and the Politicization of Caste**

**Essential Readings:**

R. Kothari, (1970) 'Introduction', in *Caste in Indian Politics*, Delhi: Orient Longman, pp.3-25.

M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in Atul Kohli (ed.) *The Success of India's Democracy*, New Delhi: Cambridge University Press, pp. 193-225.

G. Omvedt, (2002) 'Ambedkar and After: The Dalit Movement in India', in G. Shah (ed.) *Social Movements and the State*, New Delhi: Sage Publications, pp. 293-309.

## **VII. Affirmative Action Policies: Women, Caste and Class**

### **Essential Readings:**

M. Galanter, (2002) 'The Long Half-Life of Reservations', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices, Controversies*, New Delhi: Permanent Black, pp. 306-318.

C. Jaffrelot, (2005) 'The Politics of the OBCs', in *Seminar*, Issue 549, pp. 41-45.

M. John, (2011) 'The Politics of Quotas and the Women's Reservation Bill in India', in M. Tsujimura and J. Steele (eds.) *Gender Equality in Asia*, Japan: Tohoku University Press, pp. 169-195.

Manchanda, Rita. (Ed). (2017), *Women and Politics of Peace: South Asia Narratives on Militarisation, Power, and Justice*, New Delhi, Sage Publications

## **VII. Changing Nature of the Indian State: Developmental, Welfare and Coercive**

### **Dimensions**

#### **Essential Readings:**

S. Palshikar, (2008) 'The Indian State: Constitution and Beyond', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 143-163.

R. Deshpande, (2005) 'State and Democracy in India: Strategies of Accommodation and Manipulation', Occasional Paper, Series III, No. 4, Special Assistance Programme, Department of Politics and Public Administration, University of Pune.

M. Mohanty, (1989) 'Duality of the State Process in India: A Hypothesis', *Bhartiya Samajik Chintan*, Vol. XII (1-2)

#### **Additional Readings:**

T. Byres, (1994) 'Introduction: Development Planning and the Interventionist State Versus Liberalization and the Neo-Liberal State: India, 1989-1996', in T. Byres (ed.) *The State, Development Planning and Liberalization in India*, New Delhi: Oxford University Press, 1994, pp.1-35.

A. Verma, (2007) 'Police Agencies and Coercive Power', in S. Ganguly, L. Diamond and M. Plattner (eds.) *The State of India's Democracy*, Baltimore: John Hopkins University Press, pp. 130-139.

## **POL HC 3016 Introduction to Comparative Government and Politics**

**Course objective:** This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.

### **Course Outcomes:**

- To make students understand the basic concepts in comparative politics,
- To make students classify the different political systems and historical context of modern governments,
- To enable students to have a comparative analysis of countries related to their political institutions and behaviour.

### **I. Understanding Comparative Politics (8 lectures)**

- a) Nature and scope
- b) Going beyond Eurocentrism

### **II. Historical context of modern government (16 lectures)**

- a) Capitalism: meaning and development: globalization
- b) Socialism: meaning, growth and development
- c) Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonization

### **III. Themes for comparative analysis (24 lectures)**

A comparative study of constitutional developments in the following countries: Britain, Brazil, Nigeria and China.

## **READING LIST**

### **I. Understanding Comparative Politics**

#### **Essential Readings:**

J. Kopstein, and M. Lichbach, (eds), (2005) *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp.1-5; 16-36; 253-290.

M. Mohanty, (1975) 'Comparative Political Theory and Third World Sensitivity', in *Teaching Politics*, Nos. 1 and 2, pp. 22-38

#### **Additional Readings:**

A. Roy, (2001) 'Comparative Method and Strategies of Comparison', in *Punjab Journal of Politics*. Vol. xxv (2), pp. 1-15.

J. Blondel, (1996) 'Then and Now: Comparative Politics', in *Political Studies*. Vol. 47 (1), pp. 152-160.

N. Chandhoke, (1996) 'Limits of Comparative Political Analysis', in *Economic and Political Weekly*, Vol. 31 (4), January 27, pp. PE 2-PE2-PE8



## **II Historical context of modern government**

### **a) Capitalism**

#### **Essential Readings:**

R. Suresh, (2010) *Economy & Society -Evolution of Capitalism*, New Delhi, Sage Publications, pp. 151-188; 235-268.

G. Ritzer, (2002) 'Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization', in *Globalization: A Basic Text*. London: Wiley-Blackwell, pp. 63-84.

#### **Additional Readings:**

M. Dobb, (1950) 'Capitalism', in *Studies in the Development of Capitalism*. London: Routledge and Kegan Paul Ltd, pp. 1-32.

E. Wood, (2002) 'The Agrarian origin of Capitalism', in *Origin of Capitalism: A Long View*. London: Verso, pp. 91-95; 166-181.

A. Hoogvelt, (2002) 'History of Capitalism Expansion', in *Globalization and Third World Politics*. London: Palgrave, pp. 14-28.

### **b) Socialism**

#### **Essential Readings:**

A. Brown, (2009) 'The Idea of Communism', in *Rise and Fall of Communism*, Harpercollins (ebook), pp. 1-25; 587-601.

J. McCormick, (2007) 'Communist and Post-Communist States', in *Comparative Politics in Transition*, United Kingdom: Wadsworth, pp. 195-209

#### **Additional Readings:**

R. Meek, (1957) 'The Definition of Socialism: A Comment', *The Economic Journal*. 67 (265), pp. 135-139.

### **c) Colonialism, decolonization & postcolonial society**

#### **Essential Readings:**

P. Duara, (2004) 'Introduction: The Decolonization of Asia and Africa in the Twentieth Century', in P. Duara, (ed), *Decolonization: Perspective From Now and Then*. London: Routledge, pp. 1-18.

J. Chiryanandath, (2008) 'Colonialism and Post-Colonial Development', in P. Burnell, et. al, *Politics in the Developing World*. New Delhi: Oxford University Press, pp. 31-52.

#### **Additional Reading:**

M. Mohanty, (1999) 'Colonialism and Discourse in India and China', Available at [http://www.ignca.nic.in/ks\\_40033.html](http://www.ignca.nic.in/ks_40033.html) http, Accessed: 24.03.2011.

## **III. Themes for Comparative Analysis**

#### **Essential Reading:**

L. Barrington et. al (2010) *Comparative Politics - Structures & Choices*, Boston, Wadsworth, pp. 212-13; 71-76; 84-89.

M. Grant, (2009) 'United Kingdom Parliamentary System' in *The UK Parliament*. Edinburgh: Edinburgh University Press, pp. 24-43

J. McCormick, (2007) *Comparative Politics in Transition*, UK: Wadsworth, pp. 260-270 (China)

M. Kesselman, J. Krieger and William (2010), *Introduction to Comparative Politics: Political Challenges and Changing Agendas*, UK: Wadsworth. pp. 47-70 (Britain); 364- 388 (Nigeria); 625-648 (China); 415-440 (Brazil).

#### **Additional Reading:**

P. Rutland, (2007) 'Britain', in J. Kopstein and M. Lichbach. (eds.) *Comparative Politics: Interest, Identities and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp. 39-79.

## **POL HC 3026 Perspectives on Public Administration**

**Objective:** The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

### **Course Outcomes:**

- To enable students to learn the basic concepts related to public administration and its importance,
- To make students learn the major theories of public administration,
- To enable students to have an understanding of public policy and its formulation,
- To familiarize students with the major approaches and recent debates related to field of public administration.

### **I. Public Administration as a Discipline (15 lectures)**

- Meaning, Dimensions and Significance of the Discipline
- Public and Private Administration
- Evolution of Public Administration

### **II. Theoretical Perspectives (25 lectures)**

#### **Classical Theories**

- Scientific management (F.W.Taylor)
- Administrative Management (Gullick and Urwick)
- Ideal-type bureaucracy (Max Weber)

#### **Neo-Classical Theory**

- Human relations theory (Elton Mayo)

#### **Contemporary Theory**

- Ecological approach (Fred Riggs)

### **III. Public Policy (10 lectures)**

- Concept, relevance and approaches
- Formulation, implementation and evaluation

### **IV. MAJOR APPROACHES IN PUBLIC ADMINISTRATION (20 lectures)**

- New Public Administration
- New Public Management
- New Public Service Approach
- Good Governance

## READING LIST

### I. Public Administration as a Discipline

#### a. Meaning, Dimensions and Significance of the Discipline.

Nicholas Henry, *Public Administration and Public Affairs*, Prentice Hall, 1999

D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009) *Public Administration: Understanding Management, Politics and Law in Public Sector*, 7th edition, New Delhi: McGraw Hill, pp. 1-40

W. Wilson, (2004) 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya (eds), *Administrative Change and Innovation: a Reader*, New Delhi: Oxford University Press, pp. 85-101

#### b. Public and Private Administration.

M. Bhattacharya, (2008) *New Horizons of Public Administration*, 5th Revised Edition. New Delhi: Jawahar Publishers, pp. 37-44.

G. Alhson, (1997) 'Public and Private Management', in Shafritz, J. and Hyde, A. (eds.) *Classicsof Public Administration*, 4th Edition. Forth Worth: Hartcourt Brace, TX, pp. 510-529.

#### c. Evolution of Public Administration

N. Henry, *Public Administration and Public Affairs*, 12th edition. New Jersey: Pearson, 2013

M.Bhattacharya,*Restructuring Public Administration: A New Look*, New Delhi: Jawahar Publishers, 2012

P.Dunleavy and C.Hood, "From Old Public Administration to New Public Management", *Public Money and Management*, Vol. XIV No-3, 1994

M. Bhattacharya, *New Horizons of Public Administration*, New Delhi: Jawahar Publishers, 2011

Basu, Rumki, *Public Administration : Concepts and Theories* Sterling Publishers, New Delhi 2014

### II. Theoretical Perspectives

#### Scientific Management

D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972

F. Taylor, 'Scientific Management', in J. Shafritz, and A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition. Belmont: Wadsworth, 2004

P. Mouzelis, 'The Ideal Type of Bureaucracy' in B. Chakrabarty, And M. Bhattacharya, (eds), *Public Administration: A Reader*, New Delhi: Oxford University Press,2003

#### Administrative Management

D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyrnarayana, [eds.], *Administrative Thinkers*, Sterling Publishers, 2010

E. J. Ferreira, A. W. Erasmus and D. Groenewald , *Administrative Management*, Juta Academics, 2010

#### Ideal Type-Bureaucracy

M. Weber, 'Bureaucracy', in C. Mills, and H. Gerth, *From Max Weber: Essays in Sociology*. Oxford: Oxford University Press, 1946

Warren. G.Bennis, *Beyond Bureaucracy*, Mc Graw Hill, 1973

#### Human Relations Theory

D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972

B. Miner, 'Elton Mayo and Hawthorne', in *Organisational Behaviour 3: Historical Origins and the Future*. New York: M.E. Sharpe, 2006

### **Ecological approach**

R. Arora, 'Riggs' Administrative Ecology' in B. Chakrabarty and M. Bhattacharya (eds), *Public Administration: A reader*, New Delhi, Oxford University Press, 2003

A. Singh, *Public Administration: Roots and Wings*. New Delhi: Galgotia Publishing Company, 2002

F. Riggs, *Administration in Developing Countries: The Theory of Prismatic Society*. Boston: Houghton Mifflin, 1964

### **III. Public Policy**

#### **Concept, Relevance and Approaches**

T. Dye, (1984) *Understanding Public Policy*, 5th Edition. U.S.A: Prentice Hall, pp. 1-44 *The Oxford Handbook of Public Policy*, OUP, 2006

Xun Wu, M.Ramesh, Michael Howlett and Scott Fritzen, *The Public Policy Primer: Managing The Policy Process*, Rutledge, 2010

Mary Jo Hatch and Ann .L. Cunliffe *Organisation Theory :Modern, Symbolic and Postmodern Perspectives*, Oxford University Press, 2006

Michael Howlett, *Designing Public Policies : Principles And Instruments*, Rutledge, 2011

*The Oxford Handbook Of Public Policy*, Oxford University Press, 2006

Chakrabarty, B. & Chand, P. (2016), *Public Policy: Concepts, Theory and Practice*, New Delhi: Sage Publications

#### **Formulation, implementation and evaluation**

Prabir Kumar De, *Public Policy and Systems*, Pearson Education, 2012

R.V. Vaidyanatha Ayyar, *Public Policy Making In India*, Pearson, 2009

Surendra Munshi and Biju Paul Abraham [Eds.] *Good Governance, Democratic Societies and Globalisation*, Sage Publishers, 2004

### **IV. Major Approaches in Public Administration**

#### **Development administration**

M. Bhattacharya, 'Chapter 2 and 4', in *Social Theory, Development Administration and Development Ethics*, New Delhi: Jawahar Publishers, 2006

F. Riggs, *The Ecology of Public Administration, Part 3*, New Delhi: Asia Publishing House, 1961

#### **New Public Administration**

##### **Essential Reading:**

M. Bhattacharya, *Public Administration: Issues and Perspectives*, New Delhi: Jawahar Publishers, 2012

H. Frederickson, 'Toward a New Public Administration', in J. Shafritz, & A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition, Belmont: Wadsworth, 2004

#### **New Public Management**

U. Medury, *Public administration in the Globalization Era*, New Delhi: Orient Black Swan, 2010

A. Gray, and B. Jenkins, 'From Public Administration to Public Management' in E. Otenyo and N. Lind, (eds.) *Comparative Public Administration: The Essential Readings*: Oxford University Press, 1997

C. Hood, 'A Public Management for All Seasons', in J. Shafritz, & A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition, Belmont: Wadsworth, 2004

#### **New Public Service Approach**

R.B.Denhart & J.V.Denhart [Arizona State University] "The New Public Service: Serving Rather Than Steering", in *Public Administration Review*, Volume 60, No-6, November-December 2000

### **Good Governance**

A. Leftwich, 'Governance in the State and the Politics of Development', in *Development and Change*. Vol. 25,1994

M. Bhattacharya, 'Contextualizing Governance and Development' in B. Chakrabarty and M. Bhattacharya, (eds.) *The Governance Discourse*. New Delhi: Oxford University Press,1998

B. Chakrabarty, *Reinventing Public Administration: The India Experience*. New Delhi: Orient Longman, 2007

U. Medury, *Public administration in the Globalisation Era*, New Delhi: Orient Black Swan, 2010

Singh, Shivani. (2016), *Governance: Issues and Challenges*, New Delhi, Sage Publication

## **POL HC 3036 Perspectives on International Relations and World History**

**Course Objective:** This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agency structure problem through the levels-of-analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro -centricism of International Relations by highlighting certain specific perspectives from the Global South.

### **Course outcomes:**

- To make students understand the key theoretical approaches in International relations,
- To familiarize students with the evolution of International state systems and its importance.
- To make students aware of the key theoretical debates in International relations
- To enable students to have an overall understanding of International relations in relation to twentieth century IR history.

### **I. Studying International Relations (13 Lectures)**

- i. How do you understand International Relations: Levels of Analysis (3 lectures)
- ii. History and IR: Emergence of the International State System (5 lectures)
- iii. Treaty of Westphalia and its impact (5 lectures)

### **II. Theoretical Perspectives (24 Lectures)**

- i. Classical Realism & Neo-Realism (7 lectures)
- ii. Liberalism & Neo-liberalism (7 lectures)
- iii. Marxist Approaches (5 lectures)
- iv. Feminist Perspectives (5 lectures)

### **III. An Overview of Twentieth Century IR History – World War II onwards (23 Lectures)**

- i. World War II: Causes and Consequences (4 lectures)
- ii. Cold War: Different Phases (4 lectures)
- iii. Emergence of the Third World (3 lectures)
- iv. Collapse of the USSR and the End of the Cold War (5 lectures)
- v. Post Cold War Developments and Emergence of Other Centres of Power (7 lectures)

## **READING LIST**

### **Essential Readings:**

M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 1-4.

R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approches*, 3rd Edition, Oxford: Oxford University Press, pp. 2-7

S. Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, 2007, pp. 29-35

C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke: Palgrave, pp. 1-16.

### **Additional Readings:**

K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations*, New York: W.W. Norton and Company, pp. 1-15.

M. Smith and R. Little, (eds) (2000) 'Introduction', in *Perspectives on World Politics*, New York: Routledge, 2000, 1991, pp. 1-17.

J. Baylis and S. Smith (eds), (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 1-6.

R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 2-32.

Rumki Basu, (ed)(2012) *International Politics: Concepts, Theories and Issues* New Delhi, Sage.

### **History and IR: Emergence of the International State System:**

#### **Essential Readings:**

R. Mansbach and K. Taylor, (2012) *Introduction to Global Politics*, New York: Routledge, pp. 33-68.

K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company, pp. 16-63.

P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.

#### **Additional Readings:**

J. Baylis, S. Smith and P. Owens, (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 36-89

R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 70-135.

J Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 50-69.

E. Hobsbawm, (1995) *Age of Extremes: The Short Twentieth Century 1914-1991*, Vikings.

S. Lawson, (2003) *International Relations*, Cambridge: Polity Press, pp. 21-60.

### **How do you Understand IR (Levels of Analysis):**

#### **Essential Readings:**

J. Singer, (1961) 'The International System: Theoretical Essays', *World Politics*, Vol. 14(1), pp. 77-92.

B. Buzan, (1995) 'The Level of Analysis Problem in International Relations Reconsidered,' in K. Booth and S. Smith, (eds), *International Relations Theory Today*, Pennsylvania: The Pennsylvania State University Press, pp. 198-216.

#### **Additional Readings:**

K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company, pp. 93-178.



J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 35-49.

K. Waltz, (1959) *Man, The State and War*, Columbia: Columbia University Press.

### **Theoretical Perspectives:**

#### **Classical Realism and Neorealism**

##### **Essential Readings:**

E. Carr, (1981) *The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations*, London: Macmillan, pp. 63-94.

H. Morgenthau, (2007) 'Six Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 7-14.

T. Dunne and B. Schmidt, (2008) 'Realism', in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 90-107.

K. Waltz, (2007) 'The Anarchic Structure of World Politics', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 29-49.

##### **Additional Readings:**

M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 6-7.

H. Bull, (2000) 'The Balance of Power and International Order', in M. Smith and R. Little (eds), *Perspectives on World Politics*, New York: Routledge, pp. 115-124.

#### **Liberalism and Neoliberalism**

##### **Essential Readings:**

T. Dunne, (2008) 'Liberalism', in J. Baylis and S. Smith (eds.), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 108-123.

R. Keohane and J. Nye, (2000) 'Transgovernmental Relations and the International Organization', in M. Smith and R. Little (eds.), *Perspectives on World Politics*, New York: Routledge, pp. 229-241.

##### **Additional Readings:**

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 127-137.

R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press, pp. 97-128.

Rumki Basu, (ed)(2012) *International Politics: Concepts, Theories and Issues* New Delhi, Sage.

#### **Marxist Approaches**

##### **Essential Readings:**

I. Wallerstein, (2000) 'The Rise and Future Demise of World Capitalist System: Concepts for Comparative Analysis', in Michael Smith and Richard Little (eds), *Perspectives on World Politics*, New York: Routledge, pp. 305-317.

S. Hobden and R. Jones, (2008) 'Marxist Theories of International Relations' in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*,

New York: Oxford University Press, pp. 142-149; 155-158.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 494-496; 500-503.

### **Additional Readings:**

J. Galtung, (2000) 'A Structural Theory of Imperialism', in M. Smith and R. Little, (eds), *Perspectives on World Politics*, New York: Routledge, pp. 292-304.

A. Frank, (1966) 'The Development of Underdevelopment' *Monthly Review*, pp. 17-30.

P. Viotti and M. Kauppi (2007), *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.

Modern History Sourcebook: Summary of Wallerstein on World System Theory, Available at <http://www.fordham.edu/halsall/mod/Wallerstein.asp>, Accessed: 19.04.2013

### **Feminist Perspectives**

#### **Essential Readings:**

J. Tickner, (2007) 'A Critique of Morgenthau's Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 15-28.

F. Halliday, (1994) *Rethinking International Relations*, London: Macmillan, pp. 147-166.

#### **Additional Readings:**

M. Nicholson, *International Relations: A Concise Introduction*, New York: Palgrave, 2002, pp. 120-122.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 138-148.

S. Smith and P. Owens, (2008) 'Alternative Approaches to International Theory' in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 181-184.

### **World War II: Causes and Consequences**

Taylor, A.J.P. (1961) *The Origins of the Second World War*. Harmondsworth: Penguin, pp.29-65.

Carruthers, S.L. (2005) 'International History, 1900-1945' in Baylis, J. and Smith, S. (eds.) (2008)

*The Globalization of World Politics. An Introduction to International Relations*.4th edn. Oxford: Oxford University Press, pp. 76-84.

### **Cold War: Different Phases**

Calvocoressi, P. (2001) *World Politics: 1945—2000*. Essex: Pearson, pp. 3-91.

Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*.4th edn. Oxford: Oxford University Press, pp. 93-101.

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 225-226.

### **Emergence of the Third World**

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 207-222.

### **Collapse of the USSR and the End of the Cold War**

Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics An Introduction to International Relations*.4th edn. Oxford: Oxford University Press, pp. 93-101.

### **Post Cold War Developments and Emergence of Other Power Centres of Power:**

#### **Japan, European Union (EU) and Brazil, Russia, India, China (BRIC)**

Brezeznski, Z. (2005) *Choice: Global Dominance or Global Leadership*. New York: Basic Books, pp. 85-127.34

Gill, S. (2005) 'Contradictions of US Supremacy' in Panitch, L. and Leys, C. (eds.) *Socialist Register: The Empire Reloaded*. London: Merlin Press. 2004, London, Merlin Press and New York, Monthly Review Press. *Socialist Register*, pp.24-47.

Therborn, G. (2006) 'Poles and Triangles: US Power and Triangles of Americas, Asia and Europe' in Hadiz, V.R. (ed.) *Empire and Neo Liberalism in Asia*. London: Routledge, pp.23-37.

## **POL HC 4016 Political Processes and Institutions in Comparative Perspective**

**Course objective:** In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative politics.

### **Course Outcomes:**

- To understand, comprehend and analyse the complex nature and functioning of the political systems, political institutions and corresponding issues to these both in a country specific case of India and cross-country perspectives.
- To demonstrate critical thinking about key issues of political system of different forms, political process and public policy.
- To use the contents and sub-units of the course as yardsticks for comparing these political systems and processes.

### **I. Approaches to Studying Comparative Politics (8 lectures)**

- a. Political Culture
- b. New Institutionalism

### **II. Electoral System (8 lectures)**

Definition and procedures: Types of election system (First Past the Post and Proportional Representation)

### **III. Party System (8 lectures)**

Historical contexts of emergence of the party system and types of parties

### **IV. Nation-state (8 lectures)**

What is nation–state?

Historical evolution in Western Europe and postcolonial contexts

‘Nation’ and ‘State’: debates

### **V. Democratization (8 lectures)**

Process of democratization in postcolonial, post- authoritarian and post-communist Countries

### **VI. Federalism (8 lectures)**

- Historical context of Federation and Confederation: debates around territorial division of power.

## **READING LIST**

### **I: Approaches to Studying Comparative Politics**

#### **Essential Readings:**

M. Pennington, (2009) ‘Theory, Institutional and Comparative Politics’, in J. Bara and Pennington. (eds.) *Comparative Politics: Explaining Democratic System*. Sage Publications, New Delhi, pp. 13-40.

M. Howard, (2009) 'Culture in Comparative Political Analysis', in M. Lichback and A. Zuckerman, pp. 134- S. (eds.) *Comparative Political: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press.

B. Rosamond, (2005) 'Political Culture', in B. Axford, et al. *Politics*, London: Routledge, pp. 57-81.

#### **Additional Readings:**

P. Hall, Taylor and C. Rosemary, (1996) 'Political Science and the Three New Institutionalism', *Political Studies*. XLIV, pp. 936-957.

L. Rakner, and R. Vicky, (2011) 'Institutional Perspectives', in P. Burnell, et .al. (eds.) *Political in the Developing World*. Oxford: Oxford University Press, pp. 53-70.

### **II: Electoral System**

#### **Essential Readings:**

A. Heywood, (2002) 'Representation, Electoral and Voting', in *Politics*. New York: Palgrave, pp. 223-245.

A. Evans, (2009) 'Elections Systems', in J. Bara and M. Pennington, (eds.) *Comparative politics*. New Delhi: Sage Publications, pp. 93-119.

#### **Additional Reading:**

R. Moser, and S. Ethan, (2004) 'Mixed Electoral Systems and Electoral System Effects: Controlled Comparison and Cross-national Analysis', in *Electoral Studies*.23, pp. 575-599.

### **III: Party System**

#### **Essential Readings:**

A. Cole, (2011) 'Comparative Political Parties: Systems and Organizations', in J. Ishiyama, and M. Breuning, (eds) *21st Century Political Science: A Reference Book*. Los Angeles: Sage Publications, pp. 150-158.

A. Heywood, (2002) 'Parties and Party System', in *Politics*. New York : Palgrave, pp. 247-268.

#### **Additional Readings:**

B. Criddle, (2003) 'Parties and Party System', in R. Axtmann, (ed.) *Understanding Democratic Politics: An Introduction*. London: Sage Publications, pp. 134-142.

### **IV: Nation-state**

#### **Essential Readings:**

W. O'Conner, (1994) 'A Nation is a Nation, is a Sate, isa Ethnic Group, is a ...', in J. Hutchinson and A. Smith, (eds.) *Nationalism*. Oxford: Oxford University Press, pp. 36-46.

K. Newton, and J. Deth, (2010) 'The Development of the Modern State ', in *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, pp. 13-33.

#### **Additional Reading:**

A. Heywood, (2002), 'The State', in *Politics*. New York: Palgrave, pp. 85-102

### **V. Democratization**

#### **Essential Readings:**

T. Landman, (2003) 'Transition to Democracy', in *Issues and Methods of Comparative Methods: An Introduction*. London: Routledge, pp. 185-215.

K. Newton, and J. Deth, (2010) 'Democratic Change and Persistence', in *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, pp. 53-67.

J. Haynes, (1999) 'State and Society', in *The Democratization*. Oxford: Blackwell, pp. 20-38; 39-63.

**Additional Reading:**

B. Smith, (2003) 'Democratization in the Third World', in *Understanding Third World Politics: Theories of Political Change and Development*. London: Palgrave Macmillan, pp.250-274.

**VI: Federalism**

**Essential Readings:**

M. Burgess, (2006) *Comparative Federalism: Theory and Practice*. London: Routledge, pp. 135-161.

R. Watts, (2008) 'Introduction', in *Comparing Federal Systems*. Montreal and Kingston: McGill Queen's University Press, pp. 1-27

**Additional Reading:**

R. Saxena, (2011) 'Introduction', in Saxena, R (eds.) *Varieties of Federal Governance: Major Contemporary Models*. New Delhi: Cambridge University Press, pp. xii-x1.

## **POL HC 4026 Public Policy and Administration in India**

**Objectives:** The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

### **Course Outcomes:**

- Be familiarised with and gain knowledge about the processes of public policy making in India and their significance in administering the state.
- Develop the ability to assess the functioning of the government and the administration in ensuring a citizen centric welfare administration in India.

### **I. Public Policy (10 lectures)**

- a. Definition, characteristics and models
- b. Public Policy Process in India with special reference to NITI Ayog

### **II. Decentralization (10 lectures)**

- a. Meaning, significance, approaches and types
- b. Local Self Governance: Rural and Urban

### **III. Budget (12 lectures)**

- a. Concept and Significance of Budget
- b. Budget Cycle in India
- c. Types of Budgeting
  - i. Performance budgeting
  - ii. Zero based budgeting
  - iii. Gender budgeting

### **IV. Citizen and Administration Interface (15 lectures)**

- a. Public Service Delivery
- b. Redressal of Public Grievances: RTI, Lokpal and Citizens' Charter

### **V. Social Welfare Administration (20 lectures)**

- a. Concept and Approaches of Social Welfare
- b. Social Welfare Policies: their objectives, debates and significance
  - **Education:** Right to Education,
  - **Health:** National Health Mission,
  - **Food:** Right to Food Security
  - **Employment:** MGNREGA

## READING LIST

### Public Policy

- T. Dye, (1984) *Understanding Public Policy*, 5th Edition. U.S.A: Prentice Hall  
R.B. Denhardt and J.V. Denhardt, (2009) *Public Administration*, New Delhi: Brooks/Cole  
J. Anderson, (1975) *Public Policy Making*. New York: Thomas Nelson and sons Ltd.  
M. Howlett, M. Ramesh, and A. Perl, (2009), *Studying Public Policy: Policy Cycles and Policy subsystems*, 3rd edition, Oxford: Oxford University Press  
T. Dye, (2002) *Understanding Public Policy*, New Delhi: Pearson  
Y. Dror, (1989) *Public Policy Making Reexamined*. Oxford: Transaction Publication

### Decentralization

- Satyajit Singh and Pradeep K. Sharma [eds.] *Decentralisation: Institutions And Politics in Rural India*, OUP,2007  
D. A. Rondinelli and S.Cheema, *Decentralisation and Development*, Beverly Hills: Sage Publishers, 1983  
N.G.Jayal, *Democracy and The State: Welfare, Secular and Development in Contemporary India*, Oxford : Oxford University Press,1999  
Bidyut Chakrabarty, *Reinventing Public Administration: The Indian Experience*, Orient Longman,2007  
Noorjahan Bava, *Development Policies and Administration in India*, Delhi: Uppal Publishers, 2001  
Gabriel Almond and Sidney Verba, *The Civic Culture*, Boston: Little Brown, 1965  
M.P.Lester, *Political Participation- How and Why do People Get Involved in Politics* Chicago: McNally, 1965

### III. Budget

- Erik-Lane, J. (2005) *Public Administration and Public Management: The Principal Agent Perspective*.New York: Routledge  
Henry, N.(1999) *Public Administration and Public Affairs*. New Jersey:Prentice Hall  
Caiden, N.(2004) ‘ Public Budgeting Amidst Uncertainty and Instability’, in Shafritz, J.M. & Hyde, A.C. (eds.) *Classics of Public Administration*. Belmont: Wadsworth

### IV Citizen And Administration Interface

- R. Putnam, *Making Democracy Work* , Princeton University Press, 1993  
Jenkins, R. and Goetz, A.M. (1999) ‘Accounts and Accountability: Theoretical Implications of the Right to Information Movement in India’, in *Third World Quarterly*. June  
Sharma, P.K. & Devasher, M. (2007) ‘Right to Information in India’ in Singh, S. and Sharma, P. (eds.) *Decentralization: Institutions and Politics in Rural India*. New Delhi: Oxford University Press  
Vasu Deva, *E-Governance In India: A Reality*, Commonwealth Publishers, 2005  
*World Development Report*, World Bank, Oxford University Press, 1992.  
M.J.Moon, *The Evolution of Electronic Government Among Municipalities: Rheoteric or Reality*, American Society For Public Administration, Public Administration Review, Vol 62, Issue 4, July –August 2002  
Pankaj Sharma, *E-Governance: The New Age Governance*, APH Publishers, 2004  
Pippa Norris, *Digital Divide: Civic Engagement, Information Poverty and the Internet in Democratic Societies*, Cambridge: Cambridge University Press, 2001.  
Stephan Goldsmith and William D. Eggers, *Governing By Network: The New Shape of the Public Sector*, Brookings Institution [Washington], 2004  
United Nation Development Programme, *Reconceptualising Governance*, New York, 1997  
Mukhopadyay, A. (2005) ‘Social Audit’, in *Seminar*. No.551.



## **V. Social Welfare Administration**

Jean Drèze and Amartya Sen, *India, Economic Development and Social Opportunity*, Oxford: Oxford University Press, 1995

J.Dreze and Amartya Sen, *Indian Development: Selected Regional Perspectives*, Oxford: Clareland Press, 1997

Reetika Khera- Rural Poverty And Public Distribution System, EPW, Vol-XLVIII, No.45-46, Nov 2013

Pradeep Chaturvedi [ed.], *Women And Food Security: Role Of Panchayats*, Concept Publishers, 1997

National Food Security Mission: [nfsm.gov.in/Guidelines/XIIPlan/NFSMXII.pdf](http://nfsm.gov.in/Guidelines/XIIPlan/NFSMXII.pdf)

Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005

K. Lee and Mills, *The Economic Of Health In Developing Countries*, Oxford: Oxford University Press, 1983

K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Delhi: Akansha Publishers, 2012.

Marma Mukhopadhyay and Madhu Parhar(ed.) *Education in India: Dynamics of Development*, Delhi: Shipra Publications, 2007

Nalini Juneja, *Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors'*, International Institute For Educational Planning, UNESCO: Paris, 2001

Surendra Munshi and Biju Paul Abraham [eds.] *Good Governance, Democratic Societies and Globalisation*, Sage Publishers, 2004

Basu Rumki (2015) *Public Administration in India Mandates, Performance and Future Perspectives*, New Delhi, Sterling Publishers

[www.un.org/millenniumgoals](http://www.un.org/millenniumgoals)

<http://www.cefsindia.org>

[www.righttofoodindia.org](http://www.righttofoodindia.org)

## **POL HC 4036 Global Politics**

**Course objective:** This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

### **Course Outcomes:**

- To enable students to understand how to approach a wide range of important global political and economic policy problems and participate in public policy debates on the crucial issues facing the world today.
- To have knowledge of the essential theoretical assumptions underlying globalisation's conceptual frameworks and their relationships to policy interventions.
- To demonstrate elementary knowledge of major issues and subject-matters surrounding globalisation that decides the international relations- *political, economic and security relations*- among the nations.

### **I. Globalization: Conceptions and Perspectives (23 lectures)**

- a. Understanding Globalization and its Alternative Perspectives (6 lectures)
- b. Political debates on Sovereignty and Territoriality (3 lectures)
- c. Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs (8 lectures)
- d. Cultural and Technological Dimension (3 lectures)
- e. Global Resistances with special reference to World Social Forum (3 lectures)

### **II. Contemporary Global Issues (18 lectures)**

- a. Ecological Issues: Historical overview of International Environmental Agreements, Climate Change, Global Commons Debate (7 lectures)
- b. Proliferation of Nuclear Weapons (3 lectures)
- c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments (5 lectures)
- d. Migration (3 lectures)

### **III. Global Shifts (7 lectures)**

European Union and ASEAN

## **READING LIST**

### **I. Globalization – Conceptions and Perspectives**

## **Understanding Globalization and its Alternative Perspectives**

### **Essential Readings:**

- G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 33-62.  
M. Strager, (2009) *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16.  
R. Keohane and J. Nye Jr, (2000) 'Globalization: What's New? What's Not? (And So What?)', in *Foreign Policy*, No 118, pp. 104-119.  
Jindal, N. & Kumar, K. (2018), *Global Politics: Issues and Perspectives*, New Delhi, Sage Publications

### **Additional Reading:**

- A. McGrew, (2011) 'Globalization and Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 14-31.  
A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 1-24.  
W. Ellwood, (2005) *The No-nonsense Guide to Globalization*, Jaipur: NI-Rawat Publications, pp. 12-23.

## **Political: Debates on Sovereignty and Territoriality**

### **Essential Readings:**

- A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 112-134.  
R. Keohane, (2000) 'Sovereignty in International Society', in D. Held and A. McGrew (eds.) *The Global Trans-Formations Reader*, Cambridge: Polity Press, pp. 109-123.

### **Additional Reading:**

- K. Shimko, (2005) *International Relations: Perspectives and Controversies*, New York: Houghton Mifflin, pp. 195-219.

## **Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs**

### **Essential Readings:**

- A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 454-479.  
T. Cohn, (2009) *Global Political Economy: Theory and Practice*, pp. 130-140 (IMF), 208-218 (WTO).  
R. Picciotto, (2003) 'A New World Bank for a New Century', in C. Roe Goddard et al., *International Political: State-Market Relations in a Changing Global Order*, Boulder: Lynne Reinner, pp. 341-351.  
A. Narlikar, (2005) *The World Trade Organization: A Very Short Introduction*, New York: Oxford University Press, pp. 22-98.  
J. Goldstein, (2006) *International Relations*, New Delhi: Pearson, pp. 392-405 (MNC).  
P. Hirst, G. Thompson and S. Bromley, (2009) *Globalization in Question*, Cambridge: Polity Press, pp. 68-100 (MNC).

### **Additional Readings:**

- G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 180-190.  
F. Lechner and J. Boli (ed.), (2004) *The Globalization Reader*, London: Blackwell, pp. 236-239 (WTO).  
D. Held et al, (1999) *Global Transformations: Politics, Economics and Culture*, California: Stanford University Press, pp. 242-282 (MNC).  
T. Cohn, (2009) *Global Political Economy*, New Delhi: Pearson, pp. 250-323 (MNC).

## **Cultural and Technological Dimension**

### **Essential Readings:**

D. Held and A. McGrew (eds.), (2002) *Global Transformations Reader: Politics, Economics and Culture*, Cambridge: Polity Press, pp. 1-50; 84-91.

M. Steger, (2009) 'Globalization: A Contested Concept', in *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16.

A. Appadurai, (2000) 'Grassroots Globalization and the Research Imagination', in *Public Culture*, Vol. 12(1), pp. 1-19.

#### **Additional Reading:**

J. Beynon and D. Dunkerley, (eds.), (2012) *Globalisation: The Reader*, New Delhi: Rawat Publications, pp. 1-19.

A. Vanaik, (ed.), (2004) *Globalization and South Asia: Multidimensional Perspectives*, New Delhi: Manohar Publications, pp. 171-191, 192-213, 301-317, 335-357.

#### **Global Resistances (Global Social Movements and NGOs)**

##### **Essential Readings:**

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 487-504.

R. O'Brien et al., (2000) *Contesting Global Governance: Multilateral Economic Institutions and Global Social Movements*, Cambridge: Cambridge University Press, pp. 1-23.

J. Fisher, (1998) *Non-Governments: NGOs and Political Development in the Third World*, Connecticut: Kumarian Press, pp. 1- 37 (NGO).

##### **Additional Readings:**

G. Laxter and S. Halperin (eds.), (2003) *Global Civil Society and Its Limits*, New York: Palgrave, pp. 1-21.

A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 150-156 (NGO).

P. Willets, (2011) 'Trans-National Actors and International Organizations in Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 334-342. (NGO)

#### **II. Contemporary Global Issues**

##### **Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate**

##### **Essential Readings:**

J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 348-362.

A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 383-411.

N. Carter, (2007) *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, pp. 13-81.

Jindal, N. & Kumar, K. (2018), *Global Politics: Issues and Perspectives*, New Delhi, Sage Publications

##### **Additional Readings:**

P. Bidwai, (2011) 'Durban: Road to Nowhere', in *Economic and Political Weekly*, Vol.46, No. 53, December, pp. 10-12.

K. Shimko, (2005) *International Relations Perspectives and Controversies*, New York: Houghton-Mifflin, pp. 317-339.

##### **Proliferation of Nuclear Weapons**

##### **Essential Readings:**

D. Howlett, (2011) 'Nuclear Proliferation', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 384-397.

P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy and Identity*, New Delhi: Pearson, pp. 238-272.

##### **Additional Reading:**

A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 264-281.

### **International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments**

#### **Essential Readings:**

P. Viotti and M. Kauppi, (2007) *International Relations*, New Delhi: Pearson, pp. 276-307.

A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 282-301.

#### **Additional Readings:**

J. Kiras, (2011) 'Terrorism and Globalization', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 366-380.

A. Vanaik, (2007) *Masks of Empire*, New Delhi: Tulika, pp. 103-128.

### **Migration**

#### **Essential Readings:**

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 298-322.

S. Castles, (2012) 'Global Migration', in B. Chimni and S. Mallavarapu (eds.) *International Relations: Perspectives For the Global South*, New Delhi: Pearson, pp. 272-285.

### **Human Security**

#### **Essential Readings:**

A. Acharya, (2011) 'Human Security', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 480-493.

S. Tadjbakhsh and A. Chenoy, (2007) *Human Security*, London: Routledge, pp. 13-19; 123-127; 236-243.

#### **Additional Reading:**

A. Acharya, (2001) 'Human Security: East versus West', in *International Journal*, Vol. 56, no. 3, pp. 442-460.

### **III. Global Shifts: Power and Governance**

#### **Essential Readings:**

J. Rosenau, (1992) 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel (eds.) *Governance without Government: Order and Change in World Politics*, Cambridge: Cambridge University Press, pp. 1-29.

A. Kumar and D. Messner (eds), (2010) *Power Shifts and Global Governance: Challenges from South and North*, London: Anthem Press.

P. Dicken, (2007) *Global Shift: Mapping the Changing Contours of the World Economy*, New York: The Guilford Press.

J. Close, (2001) 'The Global Shift: A quantum leap in human evolution', Available at <http://www.stir-global-shift.com/page22.php>, Accessed: 19.04.2013.

## **POL HC 5016 Classical Political Philosophy**

**Course objective:** This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.

### **Course Outcomes:**

- To interpret ideas underlying traditions in classical political philosophy
- To analyze the debates and arguments of leading political philosophers belonging to different traditions of the period
- To appraise the relevance of classical political philosophy in understanding contemporary politics

### **I. Text and Interpretation (8 lectures)**

Significance of Interpretation

Interpretation: Different Perspectives

- i. Marxist Perspective
- ii. Feminist Perspective
- iii. Post-modern Perspective

### **II. Antiquity**

#### **Plato (8 lectures)**

Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism

Presentation theme: Critique of Democracy

#### **Aristotle (8 lectures)**

Forms, Virtue, Citizenship, Justice and State

Presentation theme: Classification of governments

### **III. Interlude:**

#### **Machiavelli (8 lectures)**

Virtu, Religion, Republicanism

Presentation themes: morality and statecraft

### **IV. Possessive Individualism**

#### **Hobbes (8 lectures)**

Human nature, State of Nature, Social Contract, State

Presentation themes: State of nature; social contract

#### **Locke (8 lectures)**

Laws of Nature, Natural Rights, Property,

Presentation theme: Natural rights

## **READING LIST**

### **I. Text and Interpretation**

#### **Essential Readings:**

T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) *Handbook of Political Theory*, London: Sage Publications Ltd. pp. 18-30.

B. Constant, (1833) 'The Liberty of the Ancients Compared with that of the Moderns', in D. Boaz, (ed), (1997) *The Libertarian Reader*, New York: The Free Press.

#### **Additional Readings:**

J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp. 1-20.

Q. Skinner, (2010) 'Preface', in *The Foundations of Modern Political Thought Volume I*, Cambridge: Cambridge University Press pp. ix-xv.

### **II. Antiquity:**

#### **Plato**

#### **Essential Readings:**

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 9-32.

R. Kraut, (1996) 'Introduction to the study of Plato', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 1-50.

C. Reeve, (2009) 'Plato', in D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press, pp. 62-80

#### **Additional Readings:**

S. Okin, (1992) 'Philosopher Queens and Private Wives', in S. Okin *Women in Western Political Thought*, Princeton: Princeton University Press, pp. 28-50

R. Kraut, (1996) 'The Defence of Justice in Plato's Republic', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 311-337

T. Saunders, (1996) 'Plato's Later Political Thought', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 464-492.

#### **Aristotle**

#### **Essential Readings:**

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 53-64.

T. Burns, (2009) 'Aristotle', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp.81-99.

C. Taylor, (1995) 'Politics', in J. Barnes (ed.), *The Cambridge Companion to Aristotle*. Cambridge: Cambridge University Press, pp. 232-258

#### **Additional Readings:**

J. Coleman, (2000) 'Aristotle', in J. Coleman *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp.120-186

D. Hutchinson, (1995) 'Ethics', in J. Barnes, (ed.), *The Cambridge Companion to Aristotle* Cambridge: Cambridge University Press, pp. 195-232.

### **III. Interlude:**

#### **Machiavelli**

#### **Essential Readings:**

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 124-130

Q. Skinner, (2000) 'The Adviser to Princes', in *Machiavelli: A Very Short Introduction*, Oxford: Oxford University Press, pp. 23-53

J. Femia, (2009) 'Machiavelli', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 163-184

**Additional Reading:**

Q. Skinner, (2000) 'The Theorist of Liberty', in *Machiavelli: A Very Short Introduction*. Oxford: Oxford University Press, pp. 54-87.

**IV. Possessive Individualism**

**Hobbes**

**Essential Readings:**

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education pp. 131-157.

D. Baumgold, (2009) 'Hobbes', in D. Boucher and P. Kelly (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 189-206.

C. Macpherson (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 17-29.

**Additional Readings:**

I. Hampsher-Monk, (2001) 'Thomas Hobbes', in *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers, pp. 1-67.

A. Ryan, (1996) 'Hobbes's political philosophy', in T. Sorell, (ed.) *Cambridge Companion to Hobbes*. Cambridge: Cambridge University Press, pp. 208-245.

**Locke**

**Essential Readings:**

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 181-209.

J. Waldron, (2009) 'John Locke', in D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 207-224

C. Macpherson, (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 194-214.

**Additional Readings:**

R. Ashcraft, (1999) 'Locke's Political Philosophy', in V. Chappell (ed.) *The Cambridge Companion to Locke*, Cambridge. Cambridge University Press, pp. 226-251.

I. Hampsher-Monk, (2001) *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers, pp. 69-116



## **POL HC 5026 Indian Political Thought-I**

**Course objective:** This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.

### **Course Outcomes:**

- To underline themes and issues in political traditions of pre-colonial India.
- To compare and contrast positions of different political traditions those were present in pre-colonial India.
- To evaluate the relevance of political thought of pre-colonial India for contemporary politics.

### **I. Traditions of Pre-colonial Indian Political Thought (8 lectures)**

- a. Brahmanic and Shramanic
- b. Islamic and Syncretic.

### **II. Ved Vyasa (Shantiparva): Rajadharma (5 lectures)**

### **III. Manu: Social Laws (6 lectures)**

### **IV. Kautilya: Theory of State (7 lectures)**

### **V. Aggannasutta (Digha Nikaya): Theory of kingship (5 lectures)**

### **VI. Barani: Ideal Polity (6 lectures)**

### **VII. Abul Fazal: Monarchy (6 lectures)**

### **VIII. Kabir: Syncretism (5 lectures)**

## **READING LIST**

### **I. Traditions of Pre-modern Indian Political Thought:**

#### **Essential Readings:**

B. Parekh, (1986) 'Some Reflections on the Hindu Tradition of Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications, pp. 17- 31.

A. Altekar, (1958) 'The Kingship', in *State and Government in Ancient India*, 3rd edition, Delhi: Motilal Banarsidass, pp. 75-108.

- M. Shakir, (1986) 'Dynamics of Muslim Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications, pp. 142- 160
- G. Pandey, (1978) *Sraman Tradition: Its History and Contribution to Indian Culture*, Ahmedabad: L. D. Institute of Indology, pp. 52-73.
- S. Saberwal, (2008) 'Medieval Legacy', in *Spirals of Contention*, New Delhi: Routledge, pp.1- 31

## **II. Ved Vyasa (Shantiparva): Rajadharma**

### **Essential Readings:**

*The Mahabharata* (2004), Vol. 7 (Book XI and Book XII, Part II), Chicago and London: University of Chicago Press.

V. Varma, (1974) *Studies in Hindu Political Thought and Its Metaphysical Foundations*, Delhi: Motilal Banarsidass, pp. 211- 230.

B. Chaturvedi, (2006) 'Dharma-The Foundation of Raja-Dharma, Law and Governance', in *The Mahabharata: An Inquiry in the Human Condition*, Delhi: Orient Longman, pp. 418- 464.

## **IV. Manu: Social Laws**

### **Essential Readings:**

Manu, (2006) 'Rules for Times of Adversity', in P. Olivelle, (ed. &trans.) *Manu's Code of Law: A Critical Edition and Translation of the Manava- Dharamsastra*, New Delhi: OUP, pp. 208-213.

V. Mehta, (1992) 'The Cosmic Vision: Manu', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 23- 39.

R. Sharma, ( 1991) 'Varna in Relation to Law and Politics (c 600 BC-AD 500)', in *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidass, pp. 233- 251.

P. Olivelle, (2006) 'Introduction', in *Manu's Code of Law: A Critical Edition and Translation of the Manava –Dharmasastra*, Delhi: Oxford University Press, pp. 3- 50.

## **V. Kautilya: Theory of State**

### **Essential Readings:**

Kautilya, (1997) 'The Elements of Sovereignty' in R. Kangle (ed. and trns.), *Arthashastra of Kautilya*, New Delhi: Motilal Publishers, pp. 511- 514.

V.Mehta, (1992) 'The Pragmatic Vision: Kautilya and His Successor', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 88- 109.

R. Kangle, (1997) *Arthashastra of Kautilya-Part-III: A Study*, Delhi: Motilal Banarsidass, rpt., pp. 116- 142.

### **Additional Reading:**

J. Spellman, (1964) 'Principle of Statecraft', in *Political Theory of Ancient India: A Study of Kingship from the Earliest time to Ceirca AD 300*, Oxford: Clarendon Press, pp. 132- 170.

## **VI. Agganna Sutta (Digha Nikaya): Theory of Kingship**

### **Essential Readings:**

S. Collins, (ed), (2001) *Agganna Sutta: An Annotated Translation*, New Delhi: Sahitya Academy, pp. 44-49.

S. Collins, (2001) 'General Introduction', in *Agganna Sutta: The Discussion on What is Primary (An Annotated Translation from Pali)*, Delhi: Sahitya Akademi, pp. 1- 26.

B. Gokhale, (1966) 'The Early Buddhist View of the State', in *The Journal of Asian Studies*, Vol. XXVI, (1), pp. 15- 22.

### **Additional Reading:**

L. Jayasurya, 'Budhism, Politics and Statecraft', Available at [ftp.buddhism.org/Publications/.../Voll1\\_03\\_Laksiri%20Jayasuriya.pdf](ftp.buddhism.org/Publications/.../Voll1_03_Laksiri%20Jayasuriya.pdf), Accessed: 19.04.2013.

## **VII. Barani: Ideal Polity**

**Essential Reading:**

I. Habib, (1998) 'Ziya Barni's Vision of the State', in *The Medieval History Journal*, Vol. 2, (1), pp. 19- 36.

**Additional Reading:**

M. Alam, (2004) 'Sharia Akhlaq', in *The Languages of Political Islam in India 1200- 1800*, Delhi: Permanent Black, pp. 26- 43

**VIII. Abul Fazal: Monarchy****Essential Readings:**

A. Fazl, (1873) *The Ain-i Akbari* (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47-57.

V. Mehta, (1992) 'The Imperial Vision: Barni and Fazal', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 134- 156.

**Additional Readings:**

M. Alam, (2004) 'Sharia in Naserean Akhlaq', in *Languages of Political Islam in India 1200- 1800*, Delhi: Permanent Black, pp. 46- 69.

I. Habib, (1998) 'Two Indian Theorist of The State: Barani and Abul Fazal', in *Proceedings of the Indian History Congress*. Patiala, pp. 15- 39.

**IX. Kabir: Syncreticism****Essential Readings:**

Kabir. (2002) *The Bijak of Kabir*, (translated by L. Hess and S. Singh), Delhi: Oxford University Press, No. 30, 97, pp. 50- 51 & 69- 70.

V.Mehta, (1992) *Foundation of Indian Political Thought*, Delhi: Manohar, pp. 157- 183.

G. Omvedt, (2008) 'Kabir and Ravidas, Envisioning Begumpura', in *Seeking Begumpura: The Social Vision of Anti Caste Intellectual*, Delhi: Navayana, pp. 91- 107.

**Additional Reading:**

L. Hess and S. Singh, (2002) 'Introduction', in *The Bijak of Kabir*, New Delhi: Oxford University Press, pp. 3- 35.

## **POL HC 6016 Modern Political Philosophy**

**Course objective:** Philosophy and politics are closely intertwined. We explore this convergence by identifying four main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.

### **Course Outcome:**

- To interpret ideas underlying traditions in modern political philosophy
- To analyze the debates and arguments of leading political philosophers of different philosophical traditions
- To appraise the relevance of modern political philosophy in understanding contemporary politics

### **I. Modernity and its discourses (8 lectures)**

Modernity: Concept (3 lectures)

Discourses on Modernity (5 lectures)

### **II. Romantics (16 lectures)**

a. Jean Jacques Rousseau (8 Lectures)

Presentation themes: General Will

b. Mary Wollstonecraft (8 Lectures)

Presentation theme: Women and paternalism

### **III. Liberal socialist (8 lectures)**

John Stuart Mill

Presentation theme: Liberty

### **IV. Radicals (16 lectures)**

a. Karl Marx (8 Lectures)

Presentation theme: Class Struggle

b. Alexandra Kollontai (8 Lectures)

Presentation theme: Disagreement with Lenin

## **READING LIST**

### **I. Modernity and its discourses**

#### **Essential Readings:**

I. Kant. (1784) 'What is Enlightenment?,' available at <http://theliterarylink.com/kant.html>, Accessed: 19.04.2013

S. Hall (1992) 'Introduction', in *Formations of Modernity* UK: Polity Press pages 1-16

### **II. Romantics**

#### **Essential Readings:**

B. Nelson, (2008) *Western Political Thought*. New York: Pearson Longman, pp. 221-255.

M. Keens-Soper, (2003) 'Jean Jacques Rousseau: The Social Contract', in M. Forsyth and M. Keens-Soper, (eds) *A Guide to the Political Classics: Plato to Rousseau*. New York: Oxford University Press, pp. 171-202.

C. Jones, (2002) 'Mary Wollstonecraft's *Vindications* and their Political Tradition' in C. Johnson, (ed.) *The Cambridge Companion to Mary Wollstonecraft*, Cambridge: Cambridge University Press, pp. 42-58.

S. Ferguson, (1999) 'The Radical Ideas of Mary Wollstonecraft', in *Canadian Journal of Political Science* XXXII (3), pp. 427-50, Available at <http://digitalcommons.ryerson.ca/politics>, Accessed: 19.04.2013.

### **III. Liberal Socialist**

#### **Essential Readings:**

H. Magid, (1987) 'John Stuart Mill', in L. Strauss and J. Cropsey, (eds), *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 784-801.

P. Kelly, (2003) 'J.S. Mill on Liberty', in D. Boucher, and P. Kelly, (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.

### **IV. Radicals**

#### **Essential Readings:**

J. Cropsey, (1987) 'Karl Marx', in L. Strauss and J. Cropsey, (eds) *History of Political Philosophy*, 2nd Edition. Chicago: Chicago University Press, pp. 802-828.

L. Wilde, (2003) 'Early Marx', in D. Boucher and P. Kelly, P. (eds) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 404-435.

V. Bryson, (1992) 'Marxist Feminism in Russia' in *Feminist Political Theory*, London: Palgrave Macmillan, pp. 114-122

C. Sypnowich, (1993) 'Alexandra Kollontai and the Fate of Bolshevik Feminism' *Labour/Le Travail* Vol. 32 (Fall 1992) pp. 287-295

A. Kollontai (1909), *The Social Basis of the Woman Question*, Available at <http://www.marxists.org/archive/kollonta/1909/social-basis.htm>, Accessed: 19.04.2013

#### **Additional Readings:**

A. Bloom, (1987) 'Jean-Jacques Rousseau', in Strauss, L. and Cropsey, J. (eds.) *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 559-580.

Selections from *A Vindication of the Rights of Woman*, Available at <http://oregonstate.edu/instruct/phl302/texts/wollstonecraft/womana.html#CHAPTER%20II>, Accessed: 19.04.2013.

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 328-354.

B. Ollman (1991) *Marxism: An Uncommon Introduction*, New Delhi: Sterling Publishers.

G. Blakely and V. Bryson (2005) *Marx and Other Four Letter Words*, London: Pluto

A. Skoble, and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 286-327.

A. Kollontai, (1977) 'Social Democracy and the Women's Question', in *Selected Writings of Alexandra Kollontai*, London: Allison & Busby, pp. 29-74.

A. Kollontai, (1977) 'Make Way for Winged Eros: A Letter to the Youth', in *Selected Writings of Alexandra Kollontai* Allison & Busby, pp. 201-292.

C. Porter, (1980) *Alexandra Kollontai: The Lonely Struggle of the Woman who defied Lenin*, New York: Dutton Children's Books.

## **POL HC 6026 Indian Political Thought-II**

**Course objective:** Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original texts are also given to discuss in the class. The list of additional readings is meant for teachers as well as the more interested students.

### **Course Outcomes:**

- To underline themes and issues in political thought of modern India.
- To compare and contrast positions of leading political thinkers in India on issues those are constitutive of modern India.
- To assess the relevance of political thought of modern India in understanding contemporary politics.

**I.** Introduction to Modern Indian Political Thought (4 lectures)

**II.** Rammohan Roy: Rights (4 lectures)

**III.** Pandita Ramabai: Gender (4 lectures)

**IV.** Vivekananda: Ideal Society (5 lectures)

**V.** Gandhi: Swaraj (5 lectures)

**VI.** Ambedkar: Social Justice (5 lectures)

**VII.** Tagore: Critique of Nationalism (4 lectures)

**VIII.** Iqbal: Community (5 lectures)

**IX.** Savarkar: Hindutva (4 lectures)

**X.** Nehru: Secularism (4 lectures)

**XI.** Lohia: Socialism (4 lectures)

## **READING LIST**

### **I. Introduction to Modern Indian Political Thought**

#### **Essential Readings:**

V. Mehta and T. Pantham (eds.), (2006) *'A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian Civilization'* Vol. 10, Part: 7, New Delhi: Sage Publications, pp. xxvii-ixi.

D. Dalton, (1982) 'Continuity of Innovation', in *Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi*, Academic Press: Gurgaon, pp. 1-28.

### **II. Rammohan Roy: Rights**

#### **Essential Readings:**

R. Roy, (1991) 'The Precepts of Jesus, the Guide to Peace and Happiness', S. Hay, (ed.) *Sources of Indian Tradition, Vol. 2*. Second Edition. New Delhi: Penguin, pp. 24-29.

C. Bayly, (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800-1830',

in Sh. Kapila (ed.), *An intellectual History for India*, New Delhi: Cambridge University Press, pp. 18- 34.

T. Pantham, (1986) 'The Socio-Religious Thought of Rammohan Roy', in Th. Panthom and K. Deutsch, (eds.) *Political Thought in Modern India*, New Delhi: Sage, pp.32-52.

**Additional Reading:**

S. Sarkar, (1985) 'Rammohan Roy and the break With the Past', in *A Critique on colonial India*, Calcutta: Papyrus, pp. 1-17.

Chakrabarty, B. & Pandey, R.K. (2009), *Modern Indian Political Thought: Text and Context*, New Delhi, Sage Publications

**III. Pandita Ramabai: Gender**

**Essential Readings:**

P. Ramabai, (2000) 'Woman's Place in Religion and Society', in M. Kosambi (ed.), *Pandita Ramabai Through her Own Words: Selected Works*, New Delhi: Oxford University Press, pp. 150-155.

M. Kosambi, (1988) 'Women's Emancipation and Equality: Pandita Ramabai's Contribution to Women's Cause', in *Economic and Political Weekly*, Vol. 23(44), pp. 38-49.

**Additional Reading:**

U. Chakravarti, (2007) *Pandita Ramabai - A Life and a Time*, New Delhi: Critical Quest, pp. 1- 40.

G. Omvedt, (2008) 'Ramabai: Women in the Kingdom of God', in *Seeking Begumpura: The Social Vision of Anti Caste Intellectuals*, New Delhi: Navayana. pp. 205-224.

**IV. Vivekananda: Ideal Society**

**Essential Readings:**

S. Vivekananda, (2007) 'The Real and the Apparent Man', S. Bodhasarananda (ed.), *Selections from the Complete Works of Swami Vivekananda*, Kolkata: Advaita Ashrama, pp. 126-129.

A. Sen, (2003) 'Swami Vivekananda on History and Society', in *Swami Vivekananda*, Delhi: Oxford University Press, pp. 62- 79.

H. Rustav, (1998) 'Swami Vivekananda and the Ideal Society', in W. Radice (ed.), *Swami Vivekananda and the Modernisation of Hinduism*, Delhi: Oxford University Press, pp. 264-280.

**Additional Reading:**

Raghuramaraju, (2007) 'Swami and Mahatma, Paradigms: State and Civil Society', in *Debates in Indian Philosophy: Classical, Colonial, and Contemporary*, Delhi: Oxford University Press, pp. 29-65.

**V. Gandhi: Swaraj**

**Essential Readings:**

M. Gandhi, (1991) 'Satyagraha: Transforming Unjust Relationships through the Power of the Soul', in S. Hay (ed.), *Sources of Indian Tradition, Vol. 2*. Second Edition, New Delhi: Penguin, pp. 265-270.

A. Parel, (ed.), (2002) 'Introduction', in *Gandhi, freedom and Self Rule*, Delhi: Vistaar Publication.

D. Dalton, (1982) *Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Mahatma Gandhi and Rabindranath Tagore*, Gurgaon: The Academic Press, pp. 154- 190.

**Additional Reading:**

R. Terchek, (2002) 'Gandhian Autonomy in Late Modern World', in A. Parel (ed.), *Gandhi, Freedom and Self Rule*. Delhi: Sage.

**VI. Ambedkar: Social Justice**

**Essential Readings:**

B. Ambedkar, (1991) 'Constituent Assembly Debates', S. Hay (ed.), *Sources of Indian Tradition, Vol. 2*, Second Edition, New Delhi: Penguin, pp. 342-347.

V. Rodrigues, (2007) 'Good society, Rights, Democracy Socialism', in S. Thorat and Aryama (eds.), *Ambedkar in Retrospect - Essays on Economics, Politics and Society*, Jaipur: IIDS and Rawat Publications.

B. Mungekar, (2007) 'Quest for Democratic Socialism', in S. Thorat, and Aryana (eds.), *Ambedkar in Retrospect - Essays on Economics, Politics and Society*, Jaipur: IIDS and Rawat Publications, pp. 121-142.

**Additional Reading:**

P. Chatterjee, (2005) 'Ambedkar and the Troubled times of Citizenship', in V. Mehta and Th. Pantham (eds.), *Political ideas in modern India: Thematic Explorations*, New Delhi: Sage, pp. 73-92.

**VII. Tagore: Critique of Nationalism**

**Essential Readings:**

R. Tagore, (1994) 'The Nation', S. Das (ed.), *The English Writings of Rabindranath Tagore, Vol. 3*, New Delhi: Sahitya Akademi, pp. 548-551.

R. Chakravarty, (1986) 'Tagore, Politics and Beyond', in Th. Panthams and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage, pp. 177-191.

M. Radhakrishnan, and Debasmita, (2003) 'Nationalism is a Great Menace: Tagore and Nationalism' in P. Hogan, Colm and L. Pandit, (eds.) *Rabindranath Tagore: Universality and Tradition*, London: Rosemont Publishing and Printing Corporation, pp. 29-39.

**Additional Reading:**

A. Nandy, (1994) 'Rabindranath Tagore & Politics of Self', in *Illegitimacy of Nationalism*, Delhi: Oxford University Press, pp. 1-50.

**VIII. Iqbal: Community**

**Essential Readings:**

M. Iqbal, (1991) 'Speeches and Statements', in S. Hay (ed.), *Sources of Indian Tradition, Vol. 2*, Second Edition, New Delhi: Penguin, pp. 218-222.

A. Engineer, (1980) 'Iqbal's Reconstruction of Religious Thought in Islam', in *Social Scientist*, Vol.8 (8), pp. 52-63.

Madani, (2005) *Composite Nationalism and Islam*, New Delhi: Manohar, pp. 66-91.

**Additional Reading:**

L. Gordon-Polonskya, (1971) 'Ideology of Muslim Nationalism', in H. Malik (ed.), *Iqbal: Poet- Philosopher of Pakistan*, New York: Columbia University Press, pp. 108-134.

**IX. Savarkar: Hindutva**

**Essential Readings:**

V.Savarkar, 'Hindutva is Different from Hinduism', available at

<http://www.savarkar.org/en/hindutva-essentials-hindutva/hindutva-different-hinduism>,

Accessed: 19.04.2013



J. Sharma, (2003) *Hindutva: Exploring the Idea of Hindu Nationalism*, Delhi: Penguin, pp. 124-172.

**Additional Reading:**

Dh. Keer, (1966) *Veer Savarkar*, Bombay: Popular Prakashan, pp. 223-250.

Chakrabarty, B. & Pandey, R.K. (2009), *Modern Indian Political Thought: Text and Context*, New Delhi, Sage Publications

**X. Nehru: Secularism**

**Essential Readings:**

J. Nehru, (1991) 'Selected Works', in S. Hay (ed.), *Sources of Indian Tradition, Vol. 2*, Second Edition, New Delhi: Penguin, pp. 317-319.

R. Pillai, (1986) 'Political thought of Jawaharlal Nehru', in Th. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage, pp. 260- 274.

B. Zachariah, (2004) *Nehru*, London: Routledge Historical Biographies, pp. 169-213.

**Additional Reading:**

P. Chatterjee, (1986) 'The Moment of Arrival: Nehru and the Passive Revolution', in *Nationalist Thought and the Colonial World: A Derivative Discourse?* London: Zed Books, pp. 131-166

Chakrabarty, B. & Pandey, R.K. (2009), *Modern Indian Political Thought: Text and Context*, New Delhi, Sage Publications

**XI. Lohia: Socialism**

**Essential Readings:**

M. Anees and V. Dixit (eds.), (1984) *Lohia: Many Faceted Personality*, Rammanohar Lohia Smarak Smriti.

S. Sinha, (2010) 'Lohia's Socialism: An underdog's perspective', in *Economic and Political Weekly*, Vol. XLV (40) pp. 51-55.

A. Kumar, (2010) 'Understanding Lohia's Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue', in *Economic and Political Weekly*, Vol. XLV (40), pp. 64-70.

## **ABILITY ENHANCEMENT- (SKILL BASED)**

### **POL SE 3014 Parliamentary Procedures and Practices**

**Course Objective:** The course attempts to make the students familiar with legislative practices in India with an orientation to equip them with the adequate skills of participation in deliberative processes and democratic decision making. The introductory unit of the course aims to provide basic understanding on the constitutional provisions related to the process of legislations as well as the kinds of bills. The second unit of this course seeks to enhance proper understanding related to the procedures, practices related to the passage of a bill from drafting to that of the passing of the Bill. Third unit is about different Committees in the House, and the Fourth unit is on hours and motions in the House.

#### **Course outcomes:**

- To help students in understanding the practical approaches to legislative practices and procedures,
- To make students understand the procedures and processes related to drafting a Bill and the passage of the Bill,
- To enable students to have an understanding of the importance of Parliamentary Committees,
- To make students learn about the basic functioning of Parliament.

#### **I. Constitutional Provisions and Kinds of Bills (10 lectures)**

Constitutional provisions of legislative procedures: Articles 107-22

Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills

#### **II. Drafting, Introductions and Readings of the Bills: Procedures and Processes (14 lectures)**

Drafting of the Bill

First Reading and Departmental Standing Committee

Second Reading

Third Reading

Passage of the Bill

Consent by the President

Gazette Notifications

#### **III. Parliamentary Committees: Composition and Functioning (14 lectures)**

Departmental Standing Committees

Select Committees

Joint Parliamentary Committees

Public Accounts Committee

Committee on Privilege

Business Advisory Committee

Ethics Committee

#### **IV. Motions and Hours in the House (10 lectures)**

Question Hour

Zero Hour

Calling Attention Motion  
Adjournment Motion  
Privilege motion,  
Censure motion,  
'No-confidence' motion,  
Cut motion

**Modalities for Practical Component:** Project Report/Field Study Report based on any activity i.e. visit to Assembly / District Administration/any other important places, Conducting Mock Parliament, Debate / Speech etc.

### **READING LIST**

- Kapur D. and P. Mehta eds. (2005), *Public Institutions in India: Performance and Design*, New Delhi, Oxford University Press.
- Kaul, M. N. & S. L. Shakhder (2016), *Practice and Procedure of Parliament*, New Delhi, Lok Sabha Secretariat
- Mehra, A.K. ed. (2017), *The Indian Parliament and Democratic Transformation*, New Delhi, Routledge.
- Basu, D.D. (2006), *Introduction to the Constitution of India*, Nagpur, Wadhwa & Co.
- Kapur, D., Mehta, P. & Vaishnav, M. eds. (2017), *Rethinking Public Institution in India*, New Delhi, Oxford University Press.
- Kashyap, S. (2000), *Reviewing the Constitution*, New Delhi, Shipra Publication. \_\_\_\_\_.
- (2003), *Blueprints of Political Reforms*, New Delhi, Shipra Publication. \_\_\_\_\_. (2015), *Our Parliament*, New Delhi, NBT.
- Malhotra, G. (2002), *Fifty years of Indian Parliament*, New Delhi, Lok Sabha Secretariat
- Mehra, A.K. & Kueck G.W. eds. (2003), *The Indian Parliament: A Comparative Perspective*, New Delhi, Konark Publishers.
- Prakash, A.S. (1995), *What Ails Indian Parliament*, New Delhi, Harper & Collins.
- Pai, Sudha & Kumar, A. Eds. (2014), *The Indian Parliament: A Critical Appraisal*, New Delhi, Orient BlackSwan.
- Shankar, B. & Rodriguez V. (2011), *The Indian Parliament: A Democracy at Work*, New Delhi, Oxford University Press.
- Singh, D. (2016), *The Indian Parliament: Beyond the Seal and Signature of Democracy*, Gurgaon, India, Universal Law Publishing.

## **POL SE 3024 Youth and Nation-Building**

### **Course objectives:**

The aim of this course is to highlight the importance of NCC and NSS. The students will be able to get involved with the NCC and the NSS and learn about its activities and undertake tasks under its aegis. The students will also be able to learn about the basics of disaster preparedness and its management.

### **Course Outcomes:**

- To enable students to learn the importance of youth in NSS and NCC,
- To make students understand the activities related to NSS and NCC and its importance,
- To make students learn the basics of National Disaster Management and its importance.

### **Unit –I: Youth and National Service Scheme (NSS) (16 lectures)**

- NSS: Organisation and Objectives
- NSS: Activities and Benefits
- NSS and its contribution

### **Unit-II: Youth and the National Cadet Corps (NCC) (16 lectures)**

- Aims and objectives of the NCC
- Organisation and Training
- NCC and its benefits

### **Unit-III: Youth and National Disaster Management (16 lectures)**

- Disaster Management Plan 2016-an overview
- National Disaster Management Authority
- Community involvement and preparedness: Assam

**Modalities for Practical Component:** Project Report/Field Study Report based on any activity i.e. awareness programme/campaign, group discussion, disaster management programme in collaboration with NCC and NSS unit etc.

## **READING LIST**

### **Unit –I:**

- NATIONAL SERVICE SCHEME MANUAL (REVISED), available at [http://nss.wbut.ac.in/documents/NSS\\_manual\\_2006.pdf](http://nss.wbut.ac.in/documents/NSS_manual_2006.pdf)

### **Unit-II:**

- ANO Handbook, NCC, Available at [https://docs.google.com/viewerng/viewer?url=http://nccindia.nic.in/sites/default/files/ANO+Hand+Book\\_1.pdf](https://docs.google.com/viewerng/viewer?url=http://nccindia.nic.in/sites/default/files/ANO+Hand+Book_1.pdf)

### **Unit-III:**

- National Policy on Disaster Management, available at <https://ndma.gov.in/images/guidelines/national-dm-policy2009.pdf>
- National Disaster Management Plan Assam State Disaster Management Authority, <http://sdmassam.nic.in/ini2.html>

## **POL SE 4014: Panchayati Raj in Practice**

**Course objective:** This course acquaints students with the Panchayati Raj Institutions and their actual working. It further encourages a study of PRIs in their mutual interaction and their interaction with the people.

### **Course outcomes:**

- This paper will help students understand the importance of grassroots political institutions in empowering people.
- This paper will highlight the complex challenges faced by PRIs in India and mechanisms involved to make it more participatory and inclusive in nature.

### **I. Strengthening Democratic Functioning of the Panchayats (16 lectures)**

- a. Participation at village level, action plan and participatory method
- b. Need assessment and Micro Planning
- c. Devolution

### **II. Panchayat Finances and Accounting (16 lectures)**

- a. Constitutional Provisions on Panchayat Finances
- b. Fiscal Decentralisation and Audit system
- c. Social Audit

### **III. Problems and Needs of Disadvantaged Groups and their Participation (16 lectures)**

- a. Women
- b. Scheduled Tribes, Scheduled Casts and Minorities
- c. Panchayat Extension to Scheduled Areas (PESA) Act

**Modalities for Practical Component:** Project Report/Field Study Report based on any activity i.e. visit to Panchayat / local self bodies, local peoples' participation in the political system etc.

## **READING LIST**

- P. deSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black
- M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39)
- Raghunandan, J. R (2012) *Decentralization and local governments: The Indian Experience*, Orient Black Swan, New Delhi
- Baviskar, B.S and George Mathew (eds) 2009 *Inclusion and Exclusion in local governance: Field Studies from rural India*, New Delhi, Sage
- M.Venkataramangaiya and M.Pattabhiram- *Local Government in India*, Allied Publishers-1969
- SR Maheswari, *Local Government in India*, Lakshmi Narain Agarwal, 2008.
- Bidyut Chakraborty and Rajendra Kumar Pandey, *Modern Indian Political Thought – Text and Context*, Sage, New Delhi, 2009.

Niraja Gopal Jayal and others, Local Governance in India – Decentralisation and Beyond, Oxford University Press, 2006.

Subrata K. Mitra. 2001. Making local government work: Local elites, panchayati raj and governance in India,

Atul Kohli (Ed.). The Success of India's Democracy. Cambridge: Cambridge University Press.

Ghosh , Buddhadeb & Girish Kumar-State Politics and Panchayats In India New Delhi: Manohar Publishers, 2003

Sudhakar , V. New Panchayati Raj System: Local Self-Government Community Development -Jaipur: Mangal Deep Publications, 2002.

Biju, M.R.- Decentralisation: an Indian experience, Jaipur: National Pub., 2007

## **POL SE 4024 Citizens and Rights**

### **Course objective:**

This course aims to understand law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

### **Course outcomes:**

- To analyse the linkages between citizenship, law, rights and equality
- To understand the measures of discrimination, justice and empowerment and the ways to protect the same.
- To evaluate the idea of justice and assess its relevance in context of contemporary India.

### **I. Equality and non-discrimination (12 lectures)**

- a. Gender: the protection of women against domestic violence, rape and sexual harassment
- b. Caste and Class: laws concerning untouchability and minimum wages
- c. Disability and equality of participation

### **II. Empowerment (12 lectures)**

- a. Access to information
- b. Rights of the consumer

### **III. Redistribution, recognition and livelihood (12 lectures)**

- a. Traditional rights of forest dwellers and the issue of women's property rights
- b. Rural employment guarantee

### **IV. Laws relating to criminal justice administration (12 lectures)**

- a. Filing of a complaint, First Information Report (FIR)
- b. Detention, arrest and bail

**Modalities for Practical Component:** Project Report/Field Study Report based on any activity i.e. awareness programme on rights / gender discrimination / RTI / FIR etc.

## **READING LIST**

### **I. Equality and non-discrimination**

#### **Essential Readings:**

Gender Study Group, (1996) Sexual Harassment in Delhi University, A Report, Delhi: University of Delhi.

N. Jain, (2011) 'Physically/Mentally Challenged', in M. Mohanty et al. Weapon of the Oppressed, Inventory of People's Rights in India, Delhi: Danish Books, pp.171-179.

P. Mathew, (2002) The Law on Atrocities Against Scheduled Castes and Scheduled Tribes, New Delhi: Indian Social Institute.

- P. Mathew, (2004) *The Minimum Wages Act, 1948*, New Delhi: Indian Social Institute.
- K. Sankaran, (2008) 'Labour Laws and the World of Work', in K. Sankaran and U. Singh (eds.) *Towards Legal Literacy*, New Delhi: Oxford University Press, Pp.119-131.
- K. Saxena, (2011) 'Dalits', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books, Pp.15-38
- K. Saxena, (2011) 'Adivasis', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, Pp.39-65.
- S. Durrany, (2006) *The Protection of Women From Domestic Violence Act 2005*, New Delhi: Indian Social Institute.
- V. Kumari, (2008) 'Offences Against Women', in K. Sankaran and U. Singh (eds.) *Towards Legal Literacy*, New Delhi: Oxford University Press.
- P. D. Mathew,(2004)*The Measure to Prevent Sexual Harassment of Women in Work Place*. New Delhi: Indian Social Institute.
- D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) *Human Rights, Justice, and Constitutional Empowerment*, Delhi: Oxford University Press.

## **II. Empowerment**

### **Essential Readings:**

- N. Kurian, (2011) 'Consumers', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books.
- S. Naib, (2013) 'Right to Information Act 2005', in *The Right to Information in India*, New Delhi: Oxford University Press, Available at [http://www.humanrightsinitiative.org/publications/rti/guide\\_to\\_use\\_rti\\_act\\_2005\\_English2012\\_light\\_Aspire.pdf](http://www.humanrightsinitiative.org/publications/rti/guide_to_use_rti_act_2005_English2012_light_Aspire.pdf) Accessed: 19.04.2013.
- A. Roberts, (2010) 'A Great and Revolutionary Law? The First Four Years of India's Right to Information Act', *Public Administration Review*. Volume 70, Issue 6, pp. 925–933.
- SAHRDC, (2006) 'Consumer Rights', in *Introducing Human Rights*, Oxford University Press, pp. 118-134.

## **III. Redistribution, Recognition and livelihood**

### **Essential Readings:**

- M. Sarin and O. Baginski, (2010) *India's Forest Rights Act -The Anatomy of a Necessary but Not Sufficient Institutional Reform*, Department for International Development. Available at [www.ippg.org.uk](http://www.ippg.org.uk) (Accessed: 10.04.2013).
- J. Dreze, Dey and Khera, (2008) *Employment Guarantee Act, A Primer*, New Delhi: National Book Trust (Also available in Hindi).

### **Additional Readings:**

- K. Chaubey, (2013) 'Do Pragatisheel Kanoonon ki Dastan: Rajya, Jan Andolan aur Pratirdoh', *Pratiman: Samay, Samaj, Sanskriti*, CSDS- Vani Prakashn, pp. 149-177.
- S. Dahiwal, (2009) 'Khairlanji: Insensitivity of Mahar Officers', *Economic and Political Weekly*, Vol. 44 (31), pp. 29-33.
- J. Kothari, (2005) 'Criminal Law on Domestic Violence', *Economic and Political Weekly*, Vol. 40(46), pp. 4843-4849.
- H. Mander, and A. Joshi, *The Movement for Right to Information in India, People's Power for the Control of Corruption*. Available at <http://www.rti.gateway.org.in/Documents/References/English/Reports/12.%20An%20article%20on%20RTI%20by%20Harsh%20Mander.pdf> , Accessed: 10.04.2013.
- P. Mathew, and P. Bakshi, (2005) 'Indian Legal System', New Delhi: Indian Social Institute.



P. Mathew, and P. Bakshi, (2005) 'Women and the Constitution', New Delhi: Indian Social Institute.

N. Menon, (2012) 'Sexual Violence', in Seeing Like a Feminist, New Delhi: Zubaan and Penguin, pp. 113-146.

M, Mohanty et al. (2011) Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books.

Centre for Good Governance, (2008) Right to Information Act, 2005: A Citizen's Guide, Available at

<http://www.rtgateway.org.in/Documents/Publications/A%20CITIZEN'S%20GUIDE.pdf>

Accessed: 10.04.2013.

K. Sankaran, and U. Singh, (eds.) (2008) Towards Legal Literacy. New Delhi: Oxford University Press.

Pandey, (2004) Rights of the Consumer. New Delhi: Indian Social Institute

#### **IV. Laws relating to criminal justice administration**

##### **Essential Readings:**

B. Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, Towards Legal Literacy, New Delhi: Oxford University Press, pp.61-77.

SAHRDC, (2006) 'Reporting a Crime: First Information Report', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure, New Delhi: Oxford University Press, pp.16-26.

SAHRDC, (2006) 'Bail', in Oxford Handbook of Human Rights and Criminal Justice in India The system and Procedure, New Delhi: Oxford University Press, pp.59-71.

SAHRDC, (2006) 'Detention', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure. New Delhi: Oxford University Press, Pp.72-84.

P. Mathew, (2003) Your Rights if you are Arrested, New Delhi. Indian Social Institute.

## DISCIPLINE SPECIFIC ELECTIVE

### POL HE 5016 Human Rights

#### Course Outcomes:

- To describe the basic concepts of human rights
- To comprehend different approaches regarding human rights
- To familiarise the role of UNO in the growth and development of human rights
- To describe different measures taken for the protection of human rights

#### Unit I: Introduction to Human Rights (14 lectures)

- Concept of Human Rights – meaning, nature, importance
- Growth and evolution of Human Rights
- Classification- three generation of Human Rights

#### Unit II: Approaches and perspectives (13 lectures)

- Universal Approach
- Cultural Relativist Approach
- Marxian Perspective

#### Unit III: Human Rights and UNO (16 lectures)

- International Bill of Rights – UDHR, ICCPR, ICESCR, Optional Protocols
- Conventions Convention on Elimination of All Forms of Discrimination Against Women, Convention on Rights of the Child
- Human Rights Council

#### Unit IV: Human rights and the role of NGOs (12 lectures)

- Amnesty International
- Human Rights Watch
- International Committee of the Red Cross

#### READING LIST

Chauhan, S.R., & N. S. Chauhan(ed): International Dimension of Human Rights(Vol. I,II,III), Global Vision Publishing House, New Delhi, 2006

Symondies, Janusz(ed),: Human Rights: Concepts and Standards, UNESCO Publishing, 2000

Saksena, K. P.,: Human Rights, Lancers Books, New Delhi, 1999

Buzarbaruah, Bhupesh Malla and Ripima Buzarbaruah, Manav Adhikar, Bani Prakash,Guwahati, 2006

Yasin, Adil-ul, and Archana Upaddhyay,: Human Rights, Akansha Publishing House, NewDelhi, 2004

## **POL HE 5026 Public Policy in India**

**Course Objective:** This course provides a theoretical and practical understanding of the concepts and methods that can be employed in the analysis of public policy. It uses the methods of political economy to understand policy as well as understand politics as it is shaped by economic changes. The course will be useful for students who seek an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

### **Course Outcomes:**

- To be familiarised with and gain knowledge about the processes of public policy making in India
- To assess the functioning of the government and the administration in ensuring a citizen centric welfare administration in India.

**I. Introduction to Policy Analysis (12 Lectures)**

**II. The Analysis of Policy in the Context of Theories of State (12 Lectures)**

**III. Political Economy and Policy: Interest Groups and Social Movements. (12 Lectures)**

**IV. Models of Policy Decision-Making (12 Lectures)**

**V. Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments (12 Lectures)**

### **READING LIST**

#### **Essential Readings I. Introduction to Policy Analysis**

Jenkins, B. (1997) 'Policy Analysis: Models and Approaches' in Hill, M. (1997) *The Policy Process: A Reader* (2nd Edition). London: Prentice Hall, pp. 30-40.

Dye, T.R. (2002) *Understanding Public Policy*. Tenth Edition. Delhi: Pearson, pp.1-9, 32-56 and 312-329.

Sapru, R.K.(1996) *Public Policy : Formulation, Implementation and Evaluation*. New Delhi: Sterling Publishers, pp. 26-46.

IGNOU.*Public Policy Analysis*.MPA-015. New Delhi: IGNOU, pp. 15-26 and 55-64.

Wildavsky, A.(2004), ' Rescuing Policy Analysis from PPBS' in Shafritz, J.M. & Hyde, A.C. (eds.) *Classics of Public Administration*.5th Edition. Belmont: Wadsworth, pp.271-284.

#### **II. The Analysis of Policy in the Context of Theories of State**

Dunleavy, P. and O'Leary, B. (1987) *Theories of the State*. London: Routledge.

McClelland, G. (1997) 'The Evolution of Pluralist Theory' in Hill, M. (ed.) *The Policy Process: A Reader*. 2nd Edition. London: Prentice Hall, pp. 53-61.

Simmie, J. & King, R. (eds.) (1990) *The State in Action: Public Policy and Politics*. London: Printer Publication, pp.3-21 and 171-184.

Skocpol, T. et al (eds.) (1985) *Bringing the State Back In*. Cambridge: Cambridge University Press, pp. 3-43 and 343-366.

Dye, T.R. (2002) *Understanding Public Policy*.10th Edition. Delhi: Pearson, pp.11-31.

#### **I. Political Economy and Policy: Interest Groups and Social Movements.**

Lukes, S. (1986) *Power*. Basil: Oxford , pp. 28-36.

Lukes, S. (1997) 'Three Distinctive Views of Power Compared', in Hill, M. (ed.), *The Policy Process: A Reader*. 2nd Edition. London: Prentice Hall, pp. 45-52.

Giddens, A. (1998) *The Third Way: The Renewal of Social Democracy*. Cambridge: Polity Press, pp. 27-64 and 99-118.

#### **IV. Models of Policy Decision-Making**

Hogwood, B. & Gunn, L. (1984) *Policy Analysis for the Real World*.U.K: Oxford University Press, pp. 42-62.

Sabatier, P.L. & Mazmanian, D. (1979) 'The Conditions of Effective Policy Implementation', in *Policy Analysis*, vol. 5, pp. 481-504.

Smith, G. & May, D. (1997) 'The Artificial Debate between Rationalist and Incrementalist Models of Decision-making', in Hill, M.*The Policy Process: A Reader*. 2nd Edition. London: Prentice Hall, pp. 163-174.

IGNOU.*Public Policy Analysis*. MPA-015, New Delhi: IGNOU, pp. 38-54.

Henry, N.(1999) *Public Administration and Public Affairs*. New Jersey: Prentice Hall, pp. 346-368.

#### **V. Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments**

Basu Rumki (2015) *Public Administration in India Handates, Performance and Future Perspectives*, New Delhi, Sterling Publishers

Self, P. (1993) *Government by the Market?The Politics of Public Choice*. Basingstoke: MacMillan, pp. 1-20,70-105,113-146,198-231 and 262-277.

Girden,E.J.(1987) 'Economic Liberalisation in India: The New Electronics Policy' in *Asian Survey*.California University Press.Volume 27, No.11. Available at - [www.jstor.org/stable/2644722](http://www.jstor.org/stable/2644722).

## **POL HE 5036 Understanding Global Politics**

**Course Objectives:** This course aims to provide students a basic yet interesting and insightful way of knowing and thinking about the world around them. It is centred around three sets of basic questions starting with what makes the world what it is by instructing students how they can conceptualize the world and their place within it. The second module focuses on the basic fault lines that drives the world apart and the last one is designed to help students explore how and why they need to think about the 'world' as a whole from alternate vantage points.

### **Course Outcomes:**

- To describe the key concepts underlying the idea of world order and their historical evolution.
- To comprehend diverse approaches to understand global political and economic problems.
- To demonstrate relevance of international actors in understanding world politics.

### **I. What Makes the World, What it is? (30 lectures)**

- a. The Sovereign State System** (10 lectures)
  - i. Evolution of the state system
  - ii. The concept of Sovereignty
- b. The Global Economy** (13 lectures)
  - i. Discussing the Bretton Woods Institutions and WTO
  - ii. Ideological underpinnings
  - iii. Transnational Economic Actors
- c. Identity and Culture** (7 lectures)

### **II. What Drives the World Apart? (10 lectures)**

- a. Global Inequalities
- b. Violence: Conflict, War and Terrorism

### **III. Why We Need to Bring the World Together? (8 lectures)**

- a. Global Environment
- b. Global Civil Society

## **READING LIST**

### **I. What Makes the World What it is?**

#### **a. The Sovereign State System**

##### **Essential Readings:**

S. Elden, (2009) 'Why Is The World Divided Territorially?', in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 192-219.

M. Shapiro, (2009) 'How Does The Nation- State Work?', in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 220-243.

R. Mansbach and K. Taylor, (2012) 'The Evolution of the Interstate System and Alternative Global Political Systems', *Introduction to Global Politics*, 2nd edition, New York: Routledge, pp. 34-68.

D. Armstrong, (2008) 'The Evolution of International Society', in J. Baylis, S. Smith, and P. Owens (ed.) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 36-52.

N. Inayatullah and D. Blaney, (2012) 'Sovereignty' in B. Chimni and S. Mallavarapu (ed.) *International Relations: Perspectives For the Global South*, New Delhi: Pearson, pp. 124-134.

Jindal, N. & Kumar, K. (2018), *Global Politics: Issues and Perspectives*, New Delhi, Sage Publications

## **b. The Global Economy**

### **Essential Readings:**

V. Peterson, (2009) 'How Is The World Organized Economically?', in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 271- 293.

R. Mansbach and K. Taylor, (2012) 'International Political Economy', *Introduction to Global Politics*, 2nd Edition, New York: Routledge, pp. 470-478.

A. Narlikar, (2005) *The World Trade Organization: A Very Short Introduction*, New Delhi: Oxford University Press.

J. Goldstein, (2006) *International Relations*, New Delhi: Pearson, pp. 327-368.

## **c. Identity and Culture**

### **Essential Readings:**

A. Wibben, (2009) 'What Do We Think We Are?', in J. Edkins and M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 70-96.

R. Collin and P. Martin, (eds.), (2013) 'Community and Conflict: A Quick Look at the Planet', in *An Introduction To World Politics: Conflict And Consensus On A Small Planet*, New York: Rowman & Littlefield Publishers, pp. 67- 102.

Y. Isar, (2012) 'Global Culture', in B. Chimni and S. Mallavarapu (ed.) *International Relations: Perspectives For the Global South*, New Delhi: Pearson, pp. 272-285.

## **II. What Drives the World Apart?**

### **a. Global Inequalities**

#### **Essential Readings:**

P. Chammack, (2009) 'Why are Some People Better off than Others?', in J. Edkins and M. Zehfuss (ed.) *Global Politics: A New Introduction*, New York: Routledge, pp. 294-319.

M. Pasha, (2009) 'How can we end Poverty?', in J. Edkins and M. Zehfuss (ed.) *Global Politics: A New Introduction*, New York: Routledge, pp. 320-343.

#### **Additional Readings:**

R. Wade, (2008) 'Globalisation, Growth, Poverty, Inequality, Resentment, and Imperialism', in J. Ravenhill (ed.), *Global Political Economy*, Oxford: Oxford University Press, pp. 373-409.

M. Duffield, (2011) *Development and Security the Unending War: Governing the World of Peoples*, Cambridge: Polity Press.

N. Adams, (1993) *World Apart: The North-South Divide and the International System*, London: Zed.

### **b. Violence: Conflict, War and Terrorism**

#### **Essential Readings:**

M. Dillon, (2009) 'What Makes The World Dangerous?' in J. Edkins And M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 397-426.

R. Mansbach, and K. Taylor, (2012) 'Great Issues In Contemporary Global Politics', in *Introduction to Global Politics*, 2nd edition, New York: Routledge, 2012, pp. 206-247.

J. Bourke, (2009) 'Why Does Politics Turn Into Violence?', in J. Edkins And M. Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, pp. 370-396.

K. Bajpai, (2012) 'Global Terrorism', in B. Chimni and S. Mallavarapu (ed.), *International Relations: Perspectives For the Global South*, New Delhi: Pearson, pp. 312-327.

R. Mansbach, and K. Taylor, (2012) 'The Causes of War And The Changing Nature Of Global Politics', in *Introduction to Global Politics*, 2nd edition, New York: Routledge, pp. 248-283.

R. Collin and P. Martin, 'Kinds Of Conflict: The World When Things Go Wrong', in *An Introduction To World Politics: Conflict And Consensus On A Small Planet*, London: Rowman & Littlefield Publishers, pp. 267-425.

### **III. Why We Need to Bring the World Together?**

#### **a. Global Environment**

##### **Essential Readings:**

S. Dalby, (2009) 'What Happens If We Do not Think In Human Terms?', in J. Edkins and M. Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, pp. 45-69.

R. Collin and P. Martin, (2013) 'The Greening of A Blue Planet', in *An Introduction To World Politics: Conflict And Consensus On A Small Planet*, Maryland: The Rowman & Littlefield Publication Group, pp. 527-570.

A. Heywood, (2011) 'Global Environmental Issues', in *Global Politics*, London: Palgrave, 2011, pp. 383-411.

N. Carter, (2007) *The Politics of Environment: Ideas, Activism, Policy*, 2nd edition, Cambridge: Cambridge University Press, pp 13-81.

#### **b. Global Civil Society**

##### **Essential Readings:**

M. Zehfuss, (2009) 'What Can We Do To Change The World?', in J. Edkins and M. Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, pp. 483-501.

N. Chandhoke, (2011) 'The Limits of Global Civil Society,' Available at [www.gcsknowledgebase.org/wp-content/uploads/2002chapter2.pdf](http://www.gcsknowledgebase.org/wp-content/uploads/2002chapter2.pdf), Accessed: 19.04.2013.

K. Mingst and J. Snyder (eds.), (2011) 'Transnational Issues', in *Essential Readings In World Politics*, 4th Edition, New York: W. W. Norton And Company, pp. 574-626.

M. Keck and K. Sikkink, (2007) 'Transnational Activist Networks,' in Robert J. Art and R. Jervis (eds.) *International Politics: Enduring Concepts And Contemporary Issues*, 8<sup>th</sup> Edition, London: Pearson, pp. 532-538.

M. Naim, (2007) 'The Five Wars Of Globalization', in R. Art and R. Jervis (eds.) *International Politics: Enduring Concepts And Contemporary Issues*, 8th Edition, London: Pearson, pp. 558-566.

S. Mallaby, (2007) 'NGOs: Fighting Poverty, Hurting the Poor', in R. Art and R. Jervis (eds.) *International Politics: Enduring Concepts and Contemporary Issues*, 8th edition, New York: Pearson, pp. 539-545.

G. Lexter and S. Halperin (eds.), (2003) *Global Civil Society And Its Limits*, New York: Palgrave, pp. 1-21.

## **POL HE 5046 Select Constitutions - I**

**Course Objective:** The course introduces the constitutional and political systems of two (2) countries. Students will have a stronger and more informed perspective on approaches to studying the constitutional and political systems of these countries in a comparative manner.

### **Course outcomes:**

- Students will be able to understand the importance of constitutions
- This paper is an integral part of public services examinations
- Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.

### **Unit I: Constitution and Constitutionalism (12 lectures)**

- Constitution - Meaning and Importance
- Classification of Constitutions
- Constitutionalism - Concept

### **Unit II: United Kingdom (14 lectures)**

- The British Political Tradition
- Parliamentary Government—
  - i. Monarchy
  - ii. Cabinet
  - iii. Parliament
- Political Parties and Interest Groups
- Rule of Law and the Judicial System

### **Unit III: United States of America (14 lectures)**

- Making of the American Constitution
- The Federal System
- National Government—
  - i. The President
  - ii. Congress
  - iii. Supreme Court
- Political Parties and Interest Groups in USA

### **Unit IV: Comparative Study of UK and USA Constitutions (12 lectures)**

- British Prime Minister vs USA President
- House of Lords vs Senate
- Speaker of House of Commons vs Speaker of House of Representatives

## **READING LIST**

Almond and Powell, *Comparative Politics: A Developmental Approach*, Prentice Hall, 1979  
Finer, H, *Theory and Practice of Modern Government*, Mituban, 1965



Dahl, Robert, *Theory and Practice of Modern Government*, Prentice Hall, 1978  
Ray, S. N., *Comparative Political Systems*, Prentice Hall, 1997  
Willoughby, Westel Woobdury , *The American Constitutional System; An Introduction to the Study of the American State*, General Books LLC, 2009  
Elster, Jon & Slagstad(Ed), *Constitutionalism and Democracy*, Cambridge University Press, 1993  
Alexander, Larry, *Constitutionalism: Philosophical Foundation*, Cambridge University Press, 2001  
Rosenbaum, S. Alan, *Constitutionalism: The Philosophical Dimension*, Greenwood Press, 1988  
Longford, W. John & Brownsey, K. Lorne, *The Changing Shape of Government in the Asia Pacific Region*, IRPP, 1988

## **POL HE 6016 Human Rights in India**

### **Course Outcomes:**

- To describe origin and development of human rights in India
- To comprehend different measures adopted by India for the protection and development of human rights
- To familiarise the emerging issues related to human rights

### **Unit I: Origin and Development of Human Rights in India (13 lectures)**

- Ancient, medieval and colonial period
- Human rights and the Constitution of India
- Protection of Human Rights Act, 1993

### **Unit II: Institutional Mechanisms for Protection of Human Rights (12 lectures)**

- National Human Rights Commission and Assam Human Rights Commission
- National Commission for Women
- National Commission for S.C and National Commission for S.T

### **Unit III: Emerging issues of human rights (13 lectures)**

- Terrorism in NE India
- Rights of Indigenous People
- Environmental Issues – Narmada Bachao movement, Chipko movement

### **Unit IV: Human Rights of vulnerable groups (10 lectures)**

- Women
- Children
- Minority

### **READING LIST**

Sehgal, B.P.Singh,(ed): Human Rights in India, Deep & Deep Publications, New Delhi, 1999

Saksena, K.P., (ed): Human Rights: Fifty Years of India's Independence, Gyan Publishing House, New Delhi, 1999

Buzarbaruah, Bhupesh Malla and Ripima Buzarbaruah,: Manav Adhikar,Bani Prakash, Guwahati, 2006

Yasin, Adil-ul, and Archana Upadhyay, : Human Rights, Akansha Publishing House, New Delhi, 2004

Medhi, Kunja (ed), Status of Women & Social Change, WSRC, Gauhati Univ. 1999

Hingorani, R.C, Human Rights in India, Oxford and IBH Publishing Company, New Delhi, 1985

## **POL HE 6026 Understanding South Asia**

**Course Objective:** The course introduces the historical legacies and geopolitics of South Asia as a region. It imparts an understanding of political regime types as well as the socioeconomic issues of the region in a comparative framework. The course also appraises students of the common challenges and the strategies deployed to deal with them by countries in South Asia.

### **Course Outcomes:**

- To identify geo-political and historical construction of South Asia as a region.
- To analyse the politics and socio-economic issues of the South Asian Region.
- To assess the relevance of regionalism in South Asia and India's position in the region.

### **I. South Asia- Understanding South Asia as a Region (9 Lectures)**

- a. Colonial Legacies (b) Geopolitics of South Asia

### **II. Politics and Governance (21 Lectures)**

- a. Regime types: democracy, authoritarianism, monarchy
- b. Emerging constitutional practices: federal experiments in Pakistan; constitutional debate in Nepal and Bhutan; devolution debate in Sri Lanka

### **III. Socio-Economic Issues (15 Lectures)**

- a. Identity politics: challenges and impacts (case studies of Pakistan, Bangladesh, Nepal, Sri Lanka)

### **IV. Regional Issues and Challenges (15 Lectures)**

- a. South Asian Association for Regional Cooperation (SAARC): problems and prospects
- b. Terrorism

## **READING LIST**

### **I. South Asia- Understanding South Asia as a Region**

Hewitt, V. (1992) 'Introduction', in *The International Politics of South Asia*. Manchester: Manchester University Press, pp.1-10.

Hewitt, V. (2010) 'International Politics of South Asia' in Brass, P. (ed.) *Routledge Handbook of South Asian Politics*. London: Routledge, pp.399-418.

Muni, S.D. (2003) 'South Asia as a Region', *South Asian Journal*, 1(1), August-September, pp. 1-6

Baxter, C. (ed.) (1986) *The Government and Politics of South Asia*. London: Oxford University Press, pp.376-394.

Baxter, C. (2010) 'Introduction', Brass, P. (ed.) *Routledge Handbook of South Asian Politics*. London: Routledge, pp.1-24

## **I. Politics and Governance**

- De Silva, K.M. (2001) 'The Working of Democracy in South Asia', in Panandikar, V.A (ed.) Problems of Governance in South Asia. New Delhi: Centre for Policy Research & Konark Publishing House, pp. 46-88.
- Wilson, J. (2003) 'Sri Lanka: Ethnic Strife and the Politics of Space', in Coakley, J. (ed.) The Territorial Management of Ethnic Conflict. Oregon: Frank Cass, pp. 173-193.
- Mendis, D. (2008) 'South Asian Democracies in Transition', in Mendis, D. (ed.) Electoral Processes and Governance in South Asia. New Delhi: Sage, pp.15-52.
- Subramanyam, K. (2001) 'Military and Governance in South Asia', in V.A (ed.) Problems of Governance in South Asia. New Delhi: Centre for Policy Research & Konark Publishing House, pp.201-208.
- Hachethi, K. and Gellner, D.N.(2010) 'Nepal : Trajectories of Democracy and Restructuring of the State', in Brass, P. (ed.) Routledge Handbook of South Asian Politics. London: Routledge, pp. 131-146.
- Kukreja, V. 2011. 'Federalism in Pakistan', in Saxena R. (ed.) Varieties of Federal Governance. New Delhi: Foundation Books, pp. 104-130.
- Jha, N.K. (2008) 'Domestic Turbulence in Nepal: Origin, Dimensions and India's Policy Options', in Kukreja, V. and Singh, M.P. (eds.) Democracy, Development and Discontent in South Asia. New Delhi: Sage, pp. 264-281.
- Burki, S.J. (2010) 'Pakistan's Politics and its Economy', in Brass, P. (ed.) Routledge Handbook of South Asian Politics. London: Routledge, pp. 83-97.
- Kaul, N. (2008) 'Bearing Better Witness in Bhutan', Economic and Political Weekly, 13 September, pp. 67-69.

## **II. Socio-Economic Issues**

- Phadnis, U.(1986) 'Ethnic Conflicts in South Asian States', in Muni, S.D. et.al. (eds.) Domestic Conflicts in South Asia : Political, Economic and Ethnic Dimensions. Vol. 2. New Delhi: South Asian Publishers, pp.100-119.
- Kukreja, V. (2003) Contemporary Pakistan. New Delhi: Sage, pp. 75-111 and 112-153.

## **III. Regional Issues and Challenges**

- Narayan, S. (2010) 'SAARC and South Asia Economic Integration', in Muni, S.D. (ed.) Emerging dimensions of SAARC. New Delhi: Foundation Books, pp. 32-50.
- Muni, S.D. and Jetley, R. (2010) 'SAARC prospects: the Changing Dimensions', in Muni, S.D. (ed.) Emerging dimensions of SAARC. New Delhi: Foundation Books, pp. 1-31.
- Baral, L.R. (2006) 'Responding to Terrorism: Political and Social Consequences in South Asia', in Muni, S.D. (ed.) Responding to terrorism in South Asia. New Delhi: Manohar, pp.301-332.
- Muni, S.D. (2006) 'Responding to Terrorism: An Overview', in Muni, S.D. (ed.) Responding to terrorism in South Asia. New Delhi: Manohar, pp.453-469.
- Hoyt, T.D. (2005) 'The War on Terrorism: Implications for South Asia', in Hagerty, D.T. (ed.) South Asia in World Politics. Lanham: Roman and Littlefield Publishers, pp.281-295.
- Lama, M. (2003) 'Poverty, Migration and Conflict: Challenges to Human Security in South Asia', in Chari, P.R. and Gupta, S. (eds.) Human Security in South Asia: Gender, Energy, Migration and Globalisation. New Delhi: Social Science Press, pp. 124-144
- Acharya, J. and Bose, T.K. (2001) 'The New Search for a Durable Solution for Refugees: South Asia', in Samaddar, S. and Reifeld, H. (eds.) Peace as Process: Reconciliation and Conflict Resolution in South Asia. New Delhi: Vedams ,pp-137-157

### **Additional Readings**

Baxter, C. (ed.) (1986) *The Government and Politics of South Asia*. London: Oxford University Press.

Rizvi, G. (1993) *South Asia in a Changing International Order*. New Delhi: Sage.

Thakur, R. and Wiggin, O.(ed.) (2005) *South Asia and the world*. New Delhi: Bookwell.

Hagerty, D.T. (ed.) (2005) *South Asia in World Politics*, Oxford: Rowman and Littlefield.

Samaddar, R.(2002) 'Protecting the Victims of Forced Migration: Mixed Flows and Massive Flows', in Makenkemp, M. Tongern, P.V. and Van De Veen, H. (eds.) *Searching for Peace in Central and South Asia*. London: Lynne Reinner.

Kukreja, V. and Singh, M.P. (eds) (2008) *Democracy, Development and Discontent in SouthAsia*. New Delhi: Sage.

## **POL HE 6036 Women, Power and Politics**

**Course objective:** This course opens up the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy. Special attention will be paid to feminism as an approach and outlook. The course is divided into broad units, each of which is divided into three sub-units.

### **Course Outcomes:**

- To explain key concepts that offers an understanding of gender inequality.
- To appraise the historical evolution of the Women's movement in India and issues addressed by it.
- To underline the contemporary issues that affect women's participation in politics

### **I. Groundings (14 lectures)**

Patriarchy

- a. Sex-Gender Debates
- b. Public and Private
- c. Power

Domains of Patriarchy

- a. Family
- b. Community
- c. State

### **II. Feminism (12 lectures)**

Different Perspectives: Liberal, Marxist & Radical

### **III. Movements and Issues (12 lectures)**

History of the Women's Movement in India

Violence against women:

- Domestic Violence
- Femicide
- Human Trafficking

### **IV. Work and Labour (12 lectures)**

- a. Visible and Invisible work
- b. Reproductive and care work
- c. Sex work

## READING LIST

### I. Groundings

#### Patriarchy

##### Essential Readings:

T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writing in India*, New Delhi, Oxford University Press, pp. 221-234

U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board, pp.1-7

#### a. Sex Gender Debates

##### Essential Reading:

V Geetha, (2002) *Gender*, Kolkata, Stree, pp. 1-20

#### b. Public and Private

##### Essential Reading:

M. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black, pp. 3-10; 40-46

#### c. Power

##### Essential Reading:

N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson, pp.148-157

#### Domains of Patriarchy

##### a. Family

##### Essential Readings:

R. Palriwala, (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) *Women's Studies in India*, New Delhi: Penguin, pp. 414-423

##### b. Community

##### Essential Reading:

U. Chakravarti, (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree, pp. 139-159.

##### c. State

##### Essential Reading:

C. MacKinnon, 'The Liberal State' from *Towards a Feminist Theory of State*, Available at <http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8>,

Accessed: 19.04.2013.

##### Additional Readings:

K. Millet, (1968) *Sexual Politics*, Available at

<http://www.marxists.org/subject/women/authors/millett-kate/sexual-politics.htm>, Accessed: 19.04.2013.

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, New Delhi: Pearson, pp. 224-233

R. Hussain, (1988) 'Sultana's Dream', in *Sultana's Dream and Selections from the Secluded Ones – translated by Roushan Jahan*, New York: The Feminist Press

S. Ray 'Understanding Patriarchy', Available at

[http://www.du.ac.in/fileadmin/DU/Academics/course\\_material/hrge\\_06.pdf](http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf), Accessed: 19.04.2013.

S. de Beauvoir (1997) *Second Sex*, London: Vintage. Saheli Women's Centre, (2007) *Talking Marriage, Caste and Community: Women's Voices from Within*, New Delhi: monograph

### II. Feminism

##### Essential Readings:

B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds), *The Feminist Reader: Local and Global Perspectives*, New York: Routledge, pp. 51-57

R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*, pp. 27-37

### **III. Movements and Issues**

#### **History of Women's Movement in India**

##### **Essential Readings:**

I. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.

R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba *South Asian Feminisms*, Durham and London: Duke University Press, pp. 333-355

##### **Violence against Women**

##### **Essential Reading:**

N. Menon, (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black, pp. 106-165

### **IV. Work and Labour**

#### **a. Visible and Invisible work**

##### **Essential Reading:**

P. Swaminathan, (2012) 'Introduction', in *Women and Work*, Hyderabad: Orient Blackswan, pp.1-17

#### **b. Reproductive and care work**

##### **Essential Reading:**

J. Tronto, (1996) 'Care as a Political Concept', in N. Hirschmann and C. Stephano, *Revisioning the Political*, Boulder: Westview Press, pp. 139-156

#### **c. Sex work**

##### **Essential Readings:**

Darbar Mahila Samanwaya Committee, Kolkata (2011) 'Why the so-called Immoral Traffic (Preventive) Act of India Should be Repealed', in P. Kotiswaran, *Sex Work*, New Delhi, Women Unlimited, pp. 259-262

N. Jameela, (2011) 'Autobiography of a Sex Worker', in P. Kotiswaran, *Sex Work*, New Delhi: Women Unlimited, pp. 225-241

##### **Additional Readings:**

C. Zetkin, 'Proletarian Woman', Available at <http://www.marxists.org/archive/zetkin/1896/10/women.htm>, Accessed: 19.04.2013.

F. Engels, *Family, Private Property and State*, Available at <http://readingfromtheleft.com/PDF/EngelsOrigin.pdf>, Accessed: 19.04.2013.

J. Ghosh, (2009) *Never Done and Poorly Paid: Women's Work in Globalising India*, Delhi: Women Unlimited *Justice Verma Committee Report*, Available at <http://nlrd.org/womens-rightsinitiative/> justice-verma-committee-report-download-full-report, Accessed: 19.04.2013.

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

V. Bryson, (1992) *Feminist Political Theory*, London: Palgrave-MacMillan, pp. 175-180; 196- 200

M. Mies, (1986) 'Colonisation and Housewifisation', in *Patriarchy and Accumulation on a World Scale* London: Zed, pp. 74-111, Available at

<http://caringlabor.wordpress.com/2010/12/29/maria-mies-colonization-andhousewifization/>, Accessed: 19.04.2013.



R. Ghadially, (2007) *Urban Women in Contemporary India*, Delhi: Sage Publications.  
S. Brownmiller, (1975) *Against our Wills*, New York: Ballantine.  
Saheli Women's Centre (2001) 'Reproductive Health and Women's Rights, Sex Selection and feminist response' in S Arya, N. Menon, J. Lokneeta (eds), *Nariwadi Rajneeti*, Delhi, pp. 284- 306  
V. Bryson (2007) *Gender and the Politics of Time*, Bristol: Polity Press

**Readings in Hindi:**

D. Mehrotra, (2001) *Bhartiya Mahila Andolan: Kal, Aaj aur Kal*, Delhi: Books for Change  
G. Joshi, (2004) *Bharat Mein Stree Asmaanta: Ek Vimarsh*, University of Delhi: Hindi Medium Implementation Board  
N. Menon (2008) 'Power', in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi: Pearson  
N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi, Pearson  
R. Upadhyay and S. Upadhyay (eds.) (2004) *Aaj ka Stree Andolan*, Delhi: Shabd Sandhan.  
S. Arya, N. Menon and J. Lokneeta (eds.) (2001) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board.

## **POL HE 6046 Select Constitutions – II**

**Course Objective:** The course introduces the constitutional and political systems of two (2) countries. Students will have a stronger and more informed perspective on approaches to studying the constitutional and political systems of these countries in a comparative manner.

### **Course outcomes:**

- Students will be able to understand the importance of constitutions;
- This paper is an integral part of public services examinations.
- Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.

### **Unit I: Peoples Republic of China- I (14 lectures)**

- Revolutionary Legacy: Communist Revolution and the Cultural Revolution
- Structure of Government
  - National Peoples' Congress
  - The President and the State Council
  - Peoples courts and Peoples Procuratorates

### **Unit II: Peoples Republic of China- II (11 lectures)**

- Rights and Duties of Citizens
- Party System and Role of the Communist Party

### **Unit III: Switzerland- I (14 lectures)**

- Swiss Political Tradition
- Swiss Federalism
- Structure of Federal Government
  - Legislature
  - Executive
  - Judiciary

### **Unit IV: Switzerland- II (9 lectures)**

- Direct Democracy
- Political Parties and Interest Groups

## **READING LIST**

Almond and Powell, *Comparative Politics: A Development Approach*, Prentice Hall, 1979

Finer, H, *Theory and Practice of Modern Government*, Mituban, 1965

Dahl, Robert, *Theory and Practice of Modern Government*, Prentice Hall, 1978

Ray, S. N., *Comparative Political Systems*, Prentice Hall, 1997

Longford, W. John & Brownsey, K. Lorne, *The Changing Shape of Government in the Asia Pacific Region*, IRPP, 1988

## GENERIC ELECTIVE

### POL HG 1016 Introduction to Political Theory

**Course Objective:** This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

**Course Outcomes:**

- To introduce the key concepts in political theory
- To make students understand the aspects of conceptual analysis
- To engage the students in application of concepts and their limitations

**1. Theorizing Political** (11 lectures)

- a. What is Politics?
- b. What is Political Theory and what is its relevance?

**2. Concepts:** Democracy, Rights, Gender, Citizenship and Civil Society (36 lectures)

**3. Debates in Political Theory:** (13 lectures)

- a. Is democracy compatible with economic growth?
- b. On what grounds censorship is justified and what are its limits?
- c. Does protective discrimination violate principles of fairness?
- d. Should the State intervene in the institution of the family?

## READING LIST

### Topic 1

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-17.

Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 18-37.

Mukhopadhyay, Amal Kumar. (2019) ' *An Introduction to Political Theory*', New Delhi, Sage publications .

### Topic 2

Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 40-57.

Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 58-73.

Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-82.

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-105.

- Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.
- Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-147.
- Das, S. (2008) 'State', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 170-187.
- Singh, M. (2008) 'Civil Society', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 188-205.
- Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 224-235.
- Shorten, A. (2008) 'Nation and State', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 33-55.
- Christiano, Thomas. (2008) 'Democracy', in McKinnon, Catriona. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.
- Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-125.
- Casal, P. & William, A. (2008) 'Equality', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 149-165.
- Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 172-193.
- Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-259.
- Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-288.
- Swift, A. (2001) *Political Philosophy: A Beginners Guide for Students and Politicians*. Cambridge: Polity Press.

### **Topic 3**

- Sen, A. (2003) 'Freedom Favours Development,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 444-446.
- Prezowski, A., et al. (2003) 'Political Regimes and Economic Growth,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 447-454.
- Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. And Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 308-319.
- Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.
- Frances E O. (1985) 'The Myth of State Intervention in the Family', *University of Michigan Journal of Law Reform*. 18 (4)pp. 835-64.
- Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought: Themes and Thinkers*, New Delhi: Pearson

## **POL HG 1026 Politics in North-East India**

### **Course Outcomes:**

- To introduce the students with the region and nature of its politics
- To engage them with historical development of the region
- To understand the contemporary developments of the region

### **Unit I: Colonial Policy of Annexation and Administration (18 lectures)**

- Geo-Strategic Location and Socio-Cultural Diversity of North-east India
- Expansion and Consolidation of Colonial Rule: Excluded and Partially Excluded Areas: Inner Line

### **Unit II: Post-Colonial Developments ( 12 lectures)**

- Separation of Sylhet and Problems of Refugees.
- Emergence of Separate States: Nagaland, Meghalaya, Mizoram.

### **UNIT III: Political Developments in Assam (8 lectures)**

- Language Politics
- Rise of Insurgency

### **UNIT IV: Changing Nature of State Politics in Assam (10 lectures)**

- Emergence of Regional Party
- Coalition Politics

### **READING LIST:**

- Gait, Edward, 2008, A History of Assam, Lawyers Book Stall, Guwahati
- Dutt, K.N., 1958, *Landmarks in the Freedom Struggle of Assam*, Guwahati..
- Barpujari, H.K., 1980, Assam in the Days of Company 1826-1858, Spectrum Publications, Sole Distributors, United Publishers in Gauhati, Assam.
- Guha, Amalendu, 1977, Planter Raj to Swaraj- Freedom Struggle and Electoral Politics in Assam 1826-1947, People's Publishing House Private Limited, New Delhi.
- Ray, B. Datta and S.P. Agarwal, 1996, Reorganisation of North-East India since 1947, Concept Publishing Company
- Misra, Udayon, 1991, Nation Building and Development in North-East India, Purbanchal Prakash, Guwahati
- Saikia, Jaideep, 2007, *Frontiers in Flames: North-East India in Turmoil*, Viking, New Delhi
- Hussain, Monirul, 1993, *The Assam Movement: Class, Ideology and Identity*, Manak Publishing House in association with HarAnand Publications, Delhi.
- Goswami, Sandhya, *Language Politics in Assam*, 1990, Ajanta Publishing House.
- Das, Samir Kumar, *ULFA: United Liberation Front of Assam: A Political Analysis*, Ajanta Publications, 1994
- Sengupta, Madhumita. *Becoming Assamese: Colonialism and New Subjectivities in Northeast India*. London: Routledge, 2016.

Baruah, Sanjib. *Durable Disorder: Understanding the Politics of Northeast India*. Delhi: Oxford University Press, 2007.

Mahanta, Nani G. *Confronting the State: ULFA's Quest for Sovereignty*. SAGE Studies on India's North East. New Delhi: SAGE Publications India Pvt Ltd, 2013

Dutta, Nandana. (2012), *Questions of Identity in Assam: Location, Migration, Hybridity*, New Delhi, Sage Publications

Bhaumik, Subir. (2009), *Troubled Periphery: Crisis of India's North-East*, New Delhi, Sage Publications

Haokip, T. (2015), *India's Look East Policy and The North East*, New Delhi, Sage Publications

## **POL HG 1036 Governance: Issues and Challenges**

**Objectives:** This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

### **Course Outcomes:**

- To introduce major concepts and debates of Governance
- To enable the students to relate governance with globalization, environment and development
- To make students explore good governance initiatives in India

### **Unit 1. Government and Governance: Concepts (12 lectures)**

Role of State in the Era of Globalisation  
State, Market and Civil Society

### **Unit 2. Governance and Development (12 lectures)**

Changing Dimensions of Development  
Strengthening Democracy through Good Governance

### **Unit 3. Environmental Governance (12 lectures)**

Human-Environment Interaction  
Green Governance: Sustainable Human Development

### **Unit 4. Local Governance (12 lectures)**

Democratic Decentralisation  
People's Participation in Governance

### **Unit 5. Good Governance Initiatives in India: Best Practices (20 lectures)**

- Public Service Guarantee Acts
- Electronic Governance
- Citizens Charter & Right to Information
- Corporate Social Responsibility

## **READING LIST**

### **Government and Governance: Concepts**

B. Chakrabarty and M. Bhattacharya, (eds.) *The Governance Discourse*. New Delhi: Oxford University Press, 1998

Surendra Munshi and Biju Paul Abraham [eds.] *Good Governance, Democratic Societies and Globalisation*, Sage Publishers, 2004

United Nation Development Programme *Reconceptualising Governance*, New York, 1997

Carlos Santiso, *Good Governance and Aid Effectiveness: The World Bank and Conditionality* Johns Hopkins University, The Georgetown Public Policy Review, Volume VII, No.1, 2001  
Vasudha Chotray and Gery Stroker, *Governance Theory: A Cross Disciplinary Approach*, Palgrave Macmillan, 2008  
J. Rosenau, 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel (eds.) *Governance without Government: Order and Change in World Politics*, Cambridge: Cambridge University Press, 1992  
B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, 2007 pp. 218-240.

Smita Mishra Panda, *Engendering Governance Institutions: State, Market And Civil Society*, Sage Publications, 2008

Neera Chandhoke, *State And Civil Society Explorations In Political Theory*, Sage Publishers, 1995

Singh, Shivani. (Ed). (2016), *Governance: Issues and Challenges*, New Delhi, Sage Publications

### **Governance and Development**

B. C. Smith, *Good Governance and Development*, Palgrave, 2007

World Bank Report, *Governance And Development*, 1992

P. Bardhan, 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of Development in India*. 6th edition, Delhi: Oxford University Press, 2005

J. Dreze and A. Sen, *India: Economic Development and Social Opportunity*. New Delhi: Oxford University Press, 1995

Niraja Gopal Jayal [ed.], *Democracy in India*, Oxford University Press, 2007

### **Environmental Governance**

Ramachandra Guha, *Environmentalism: A Global History*, Longman Publishers, 1999

J.P. Evans, *Environmental Governance*, Routledge, 2012

Emilio F. Moran, *Environmental Social Science: Human - Environment interactions and Sustainability*, Wiley-Blackwell, 2010

Burns H Weston and David Bollier, *Green Governance: Ecological Survival, Human Rights, and the Law of the Commons*, Cambridge University Press, 2013

Bina Agarwal, *Gender And Green Governance*, Oxford University Press, Oxford, 2013

J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, 2011, pp. 348-362.

A. Heywood, *Global Politics*, New York: Palgrave, 2011, pp. 383-411.

N. Carter, *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, 2007, pp. 13-81.

### **Local Governance**

Pranab Bardhan and Dilip Mookherjee, *Decentralization And Local Governance in Developing Countries: A Comparative Perspective*, MIT Press, 2006

T.R. Raghunandan, *Decentralization And Local Governments: The Indian Experience, Readings on The Economy, Polity And Society*, Orient Blackswan, 2013

Pardeep Sachdeva, *Local Government In India*, Pearson Publishers, 2011

P. de Souza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, 2002

Mary John, 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), 2007



### **Good Governance Initiatives in India: Best Practices**

- Niraja Gopal Jayal, *Democracy and the State: Welfare, Secularism, and Development in Contemporary India*, Oxford University Press, 1999
- Reetika Khera[ed.], *The Battle for Employment Guarantee*, Oxford University Press, 2011
- Nalini Juneja, *Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors'*, International Institute For Educational Planning, UNESCO : Paris, 2001
- Maxine Molyneux and Shahra Razavi, *Gender, Justice, Development, and Rights*, Oxford University Press, 2002
- Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005
- Jean Drèze and Amartya Sen, *India, Economic Development and Social Opportunity*, Oxford University Press, 1995
- K. Lee and Mills, *The Economic Of Health In Developing Countries*, Oxford University Press, 1983
- Marmar Mukhopadhyay and Madhu Parhar (eds.) *Education in India: Dynamics of Development*, Shipra Publications, 2007
- K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Akansha Publishers, 2012
- Amartya Sen and Jean Dreze, *Omnibus: Poverty and Famines, Hunger and Public Action, India- Economic Development and Social Opportunity*, Oxford University Press, 1998
- Jean Dreze and Amartya Sen, *An Uncertain Glory: India And Its Contradictions*, Princeton University Press, 2013
- Reetika Khera- *Rural Poverty And Public Distribution System*, EPW, Vol-XLVIII, No.45-46, Nov 2013
- Pradeep Chaturvedi, *Women And Food Security: Role Of Panchayats*, Concept Publishing House, 2002
- Bidyut Mohanty, "Women, Right to Food and Role of Panchayats", *Mainstream*, Vol. LII, No. 42, October 11, 2014
- D. Crowther, *Corporate Social Responsibility*, Deep and Deep Publishers, 2008
- Sanjay K. Agarwal, *Corporate Social Responsibility in India*, Sage Publishers, 2008
- Pushpa Sundar, *Business & Community: The Story of Corporate Social Responsibility in India*, New Delhi: Sage Publications, 2013

## **POL HG 2016 Indian Government and Politics**

### **Course objectives:**

The course would introduce the students to the major approaches to the study of Indian Politics. The course details the functioning of the major institutions of government while also highlighting the politics of caste, class and patriarchy prevalent in India. The thrust of this course is not to study the national constituents separately but to look at the institutions, processes, problems, and solutions that pertain to the country as a whole.

### **Course outcomes:**

- To appreciate the approaches to the study of Indian politics and the changing nature of the state
- To understand the basic features of the Indian constitution and its institutional functioning
- To examine the changing role of caste, class and patriarchy and their impact on politics
- To understand the dynamics of social movements in India.

**Unit 1.** Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian (09 lectures)

**Unit 2.** Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles (09 lectures)

**Unit 3.** Institutional Functioning: Prime Minister, Parliament and Judiciary (09 lectures)

**Unit 4.** Power Structure in India: Caste, class and patriarchy (07 lectures)

**Unit 5.** Religion and Politics: debates on secularism and communalism (06 lectures)

**Unit 6.** Parties and Party systems in India (05 lectures)

**Unit 7.** Social Movements : Workers and Peasants (10 lectures)

**Unit 8.** Strategies of Development in India since Independence: Planned Economy and Neo-liberalism (05 lectures)

## **READING LIST**

### **Essential Texts.**

Abbas, H., Kumar, R. & Alam, M. A. (2011) *Indian Government and Politics*. New Delhi: Pearson, 2011.

Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*. New Delhi: Pearson.

Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics*. New Delhi: Sage.

Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India After Independence*. New Delhi: Penguin.

- Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.
- Vanaik, A. & Bhargava, R. (eds.) (2010) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan. 12
- Menon, N. and Nigam, A. (2007) *Power and Contestation: India Since 1989*. London: Zed Book.
- Austin, G. (1999) *Indian Constitution: Corner Stone of a Nation*. New Delhi: Oxford University Press.
- Austin, G. (2004) *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press.
- Jayal, N. G. & Maheta, P. B. (eds.) (2010) *Oxford Companion to Indian Politics*. New Delhi: Oxford University Press
- Shah, Ghanshyam. (2004) . *Social Movements in India: A Review of Literature*, New Delhi: Sage publications.
- Chakrabarty, Bidyut. (2017). *Indian Constitution: Text, Context and Interpretation*, New Delhi: Sage Publications
- Chakrabarty, B, & Pandey, R.K. (2019). *Local Governance in India*, New Delhi: Sage publications
- Mellalli, Praveenkumar. (2015), *Constitution of India, Professional Ethics and Human Rights*, New Delhi: Sage Publications

## **POL HG 2026 Feminism: Theory and Practice**

**Course Objective:** The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. Part II of the paper covers history of feminism in the west, socialist societies and in anti-colonial struggles. Part III focuses a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities. And the last section aims to understand the issues with which contemporary Indian women's movements are engaged with.

### **Course outcomes:**

- This course on gender studies will open up the structural and institutional basis of patriarchy as well as establish that gender identity and gender injustice cannot be understood in isolation, but only with reference to caste, class and religious community identities.
- Understand the history of feminism and its origins in different parts of the world
- Appreciate the Indian Women's Movement and its role in foregrounding important issues relating to women's position in the society, economy and polity

### **I. Approaches to understanding Patriarchy (22 Lectures)**

- Feminist theorising of the sex/gender distinction.
- Biologism versus social constructivism
- Understanding Patriarchy and Feminism
- Liberal, Socialist, Marxist and Radical feminism

### **II. History of Feminism (22 Lectures)**

- Origins of Feminism in the West: France, Britain and United States of America
- Feminism in the Socialist Countries: China, Cuba and erstwhile USSR
- Feminist issues and women's participation in anti-colonial and national liberation movements with special focus on India

### **III. The Indian Experience (16 Lectures)**

- Traditional Historiography and Feminist critiques. Social Reforms Movement and position of women in India. History of Women's struggle in India
- Family in contemporary India - patrilineal and matrilineal practices. Gender Relations in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights
- Understanding Woman's Work and Labour – Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care),
- Underpaid and Paid work: Methods of computing women's work , Female headed Households

## READING LIST

### Approaches to understanding Patriarchy

#### Essential Readings

Geetha, V. (2002) *Gender*. Calcutta: Stree.

Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.

Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.

#### Supplementary Readings:

Ray, Suranjita. *Understanding Patriarchy*. Available at:

[http://www.du.ac.in/fileadmin/DU/Academics/course\\_material/hrge\\_06.pdf](http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf)

Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.

#### History of Feminism

Rowbotham, Sheila. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.

Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.

Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.

#### Supplementary Readings:

Eisentein, Zillah. (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press, pp. 271-353.

Funk, Nanette & Mueller, Magda.(1993) *Gender, Politics and Post-Communism*. New York and London: Routledge, Introduction and Chapter 28.

Chaudhuri, Maiyatee. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.

Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) *Urban Women in Contemporary India: A Reader*. New Delhi: Sage.

#### Feminist Perspectives on Indian Politics

Roy, Kumkum. (1995) 'Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women', in Sarkar, Tanika & Butalia, Urvashi. (eds.) *Women and the Hindu Right*. Delhi: Kali for Women, pp. 10-28.

Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', *Social Scientist*, Volume 16, No. 8.

Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.

#### Additional Readings

Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.

Shinde, Tarabai (1993) 'Stri-Purush Tulna', in Tharu, Susie & Lalita, K. (eds.) *Women Writing in India, 600 BC to the Present. Vol. I*. New York: Feminist Press.

Desai, Neera & Thakkar, Usha.(2001) *Women in Indian Society*. New Delhi: National Book Trust.

## **POL HG 2036 Local Rural and Urban Governance**

### **Course Objective:**

The course will equip the students to understand the nuances of development as it relates to greater decentralization and democratization by focussing on the evolution of local governance in India. It will familiarise the students with the institutions of rural and urban local governance and the role of the various associated committees.

### **Course Outcomes:**

- Understand the historical evolution of local governance in India
- Understand the working of rural and urban governance in India
- Understand the workings of committees and commissions associated with local governance

### **Unit I: Evolution of Local Governance in India -Rural and Urban (14 lectures)**

- Local Governance in Ancient India
- Local Governance in Pre-independent India
- Development of Local Governance in Post- independence India.

### **Unit II: 73rd Amendment and Rural Governance in India (10 lectures)**

- Gaon Panchayat and Gaon sabha
- Anchalik Panchayat, Zilla Parishad
- Women's participation and Reservation

### **Unit III : 74th Amendment and Urban Governance in India (10 lectures)**

- Nagar Panchayat
- Municipal Council
- Municipal Corporation - Guwahati Municipal Corporation

### **Unit IV: Role of Committees and Commissions (14 lectures)**

- District Planning Committee and Metropolitan Planning Committee
- State Election Commission
- State Finance Commission

## **READING LIST**

Gosh, B.K.2002, *The Assam Panchayat Act*, Assam Law House, Guwahati.

Maheshwari , S.R. 2006 *Local Governance in India*, Lakshjmi Naraian Agarwal, Agra.

Ray,B.Dutta,and Das, G. (Ed) *Dimensions of Rural Development in North East India*, Akansha, New Delhi

Alam, M.2007, *Panchayati Raj in India*, National Book Trust, New Delhi

Joshi, R.P and Narwani, G.S,2002, *Panchayati Raj in India*, Rawat Publication, Jaipur

Dube, M.P. and Padalia, M. (Ed.) 2002, *Democratic Decentralization and Panchayati Raj in India*, Anamika Publishers, New Delhi

Das, N. 2006, *Bharator panchayati raj and Asamor swayatwa sashan*, Mritunjoy Prakashan, Guwahati (Assamese)

Prasad, R. N.: *Urban Local self Govt. in India*, Mittal Publications, New Delhi, 2007

Maheswaari, S.R., : *Local Govt. in India*, Lakshami Narain, Agra, 2010

Mishra, S. N., Anil D. Mishra & Shweta Mishra: *Public Governance and Decentralisation*, Mittal Publications, New Delhi, 2003

Venkata Rao, V.: *A Hundred Years of Local Self Government in Assam*, Bani Prakash, 1963

Chakrabarty, B. & Pandey, R.K, (2019), *Local Governance in India*, New Delhi, Sage Publications

## **POL HG 3016 Comparative Government and Politics**

### **Course Outcomes:**

- To make students have a basic understanding of comparative political analysis,
- To make students learn the classification of political systems from a comparative politics framework.
- To make students learn the classification of governments and the political behavior of institutions and the changes in the nature of the nation-state.

**Unit 1.** The nature, scope and methods of comparative political analysis (10 lectures)

**Unit 2.** Comparing Regimes: Authoritarian and Democratic (6 lectures)

**Unit 3.** Classifications of political systems: (15 lectures)

- a. Parliamentary and Presidential: UK and USA
- b. Federal and Unitary: Canada and China

**Unit 4.** Electoral Systems: First past the post and proportional representation (7 lectures)

**Unit 5.** Party Systems: one-party, two-party and multi-party systems (9 lectures)

**Unit 6.** Contemporary debates on the nature of state: (13 lectures)

- a. Human Security
- b. Changing nature of nation-state in the context of globalization.

## **READING LIST**

### **Essential Texts**

Bara, J & Pennington, M. (eds.). (2009) *Comparative Politics*. New Delhi: Sage.

Caramani, D. (ed.). (2008) *Comparative Politics*. Oxford: Oxford University Press.

Hague, R. and Harrop, M. (2010) *Comparative Government and Politics: An Introduction*. (Eight Edition). London: Palgrave MacMillan.

Ishiyama, J.T. and Breuning, M. (eds.). (2011) *21st Century Political Science: A Reference Book*. Los Angeles: Sage.

Newton, K. and Deth, Jan W. V. (2010) *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press.

O'Neil, P. (2009) *Essentials of Comparative Politics*. (Third Edition). New York: WW. Norton & Company, Inc.

Palekar, S.A. (2009) *Comparative Government and Politics*. New Delhi: PHI Learning Pvt. Ltd.

Bara, Judith. & Pennington, Mark. (2009), *Comparative Politics*, New Delhi: Sage Publications.



## Essential Readings

### Topic 1.

Caramani, D. (2008) 'Introduction to Comparative Politics', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 1-23.

Mohanty, M. (1975) 'Comparative Political Theory and Third World Sensitivity', in *Teaching* .Nos. 1 & 2, pp. 22-38.

### Topic: 2.

Webb, E. (2011) 'Totalitarianism and Authoritarianism', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 249-257.

Hague, R. and Harrop, M. (2004) *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 36-50, 51-68.

### Topic: 3.

Hague, R and Harrop, M. (2004) 'The Political Executive', in *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 268-290.

### Topic: 4.

Cameron, D. R. (2002) 'Canada', in Ann L. G. (ed.) *Handbook of Federal Countries*. Montreal & Kingston: McGill-Queen's University Press, pp. 105-119.

Peter, H. (2002) 'Canada: A Federal Society-Despite Its Constitution', in Rekha Saxena. (ed.) *Mapping Canadian Federalism for India*. New Delhi: Konark Publisher, Pvt., pp. 115-129.

Dhillon, Michael. (2009), 'Government and Politics', in *Contemporary China: An Introduction*. London, New York: Routledge, 2009, pp. 137-160.

### Topic: 5.

Evans, Jocelyn A.J. (2009) 'Electoral Systems', in Bara, J. and Pennington, M. (eds.) *Comparative Politics*. New Delhi: Sage, pp. 93-119.

Downs, W. M. (2011) 'Electoral Systems in Comparative Perspectives', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 159-167.

### Topic: 6.

Cole, A. (2011) 'Comparative Political Parties: Systems and Organizations', in Ishiyama, J.T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 150-158.

Caramani, D. (2008) 'Party Systems', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 293-317, 318-347.

### Topic: 7.

Poggi, Gianfranco. (2008) 'The nation-state', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press pp. 85-107.

Hague, R. and Harrop, M. (2004) 'The state in a global context', in *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 17-34.

### Further Readings:

Bara, J. (2009) 'Methods for Comparative Analysis', in Bara, J. & Pennington, M. (eds.) *Comparative Politics*. New Delhi: Sage, pp. 40-65.

Blondel, J. (1996) 'Then and Now: Comparative Politics', *Political Studies*. Vol. 47, Issue 1, pp. 152-160

Chandhoke, N. (1996) 'Limits of Comparative Political Analysis', *Economic and Political Weekly*. vol. 31, No. 4, (January 27), pp. PE 2-PE8.

Mair, P. (2008) 'Democracy', in Carmani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 108-132.

Robbins, J. W. (2011) 'Parsidentialism Verses Parliamentarism', in Ishiyama, J. T. and Marijke, B. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 177-185.

Watts, D. (2003) *Understanding US/UK Government and Politics*. Manchester: Manchester University Press, pp. 1-25; 66-105; 106-138.

## **POL HG 3026 Gandhi and the Contemporary World**

**Course objective:** Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

### **Course Outcomes:**

- To make students understand relevance of Gandhi and his philosophy in modern times
- To familiarize students with Gandhian ideology and leadership
- To make students learn Gandhi's critique on modern civilization and development
- To make students understand Gandhi's political strategy and philosophy

### **I. Gandhi on Modern Civilization and Ethics of Development (8 lectures)**

- a. Conception of Modern Civilisation and Alternative Modernity
- b. Critique of Development: Narmada Bachao Andolan

### **II. Gandhian Thought: Theory and Action (16 lectures)**

- a. Theory of Satyagraha
- b. Satyagraha in Action
  - i. Peasant Satyagraha: Kheda and the Idea of Trusteeship
  - ii. Temple Entry and Critique of Caste
  - iii. Social Harmony: 1947 and Communal Unity

### **III. Gandhi's Legacy (16 lectures)**

- a. Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)
- b. The Pacifist Movement
- c. Women's Movements
- d. *Gandhigiri*: Perceptions in Popular Culture

### **IV. Gandhi and the Idea of Political (8 lectures)**

- a. Swaraj
- b. Swadeshi

## **READING LIST**

### **I. Gandhi on Modern Civilization and Ethics of Development**

#### **Essential Readings:**

B. Parekh, (1997) 'The Critique of Modernity', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 63-74.

K. Ishii, (2001) 'The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development', *Review of Social Economy*. Vol. 59 (3), pp. 297-312.

D. Hardiman, (2003) 'Narmada Bachao Andolan', in *Gandhi in his Time and Ours*. Delhi: Oxford University Press, pp. 224- 234.

A Baviskar, (1995) 'The Politics of the Andolan', in *In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley*, Delhi: Oxford University Press, pp.202-228.

R Iyer, (ed) (1993) 'Chapter 4' in *The Essential Writings of Mahatma Gandhi*, New Delhi: Oxford University Press.

R. Ramashray, (1984) 'Liberty Versus Liberation', in *Self and Society: A Study in Gandhian Thought*, New Delhi: Sage Publication.

## **II. Gandhian Thought: Theory and Action**

### **Essential Readings:**

B. Parekh, (1997) 'Satyagrah', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 51-63.

D. Dalton, (2000) 'Gandhi's originality', in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp.63-86.

D. Hardiman, (1981) 'The Kheda Satyagraha', in *Peasant Nationalists of Gujarat: Kheda District, 1917-1934*, Delhi: Oxford University Press, pp. 86-113.

J. Brown, (2000) 'Gandhi and Human Rights: In search of True humanity', in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp. 93-100.

R. Iyer, (2000) 'Chapter 10 and 11', in *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press, pp. 251-344

I. Knudegaard, (2010), *Gandhi's Vision for Indian Society: Theory and Action*, Master Thesis in History, University of Oslo, Available at

[https://docs.google.com/viewer?a=v&q=cache:Eqj9br1n3\\_oJ:https://www.duo.uio.no/bitstream/handle/123456789/23275/IngridxKnudegaardxmasteroppgavexixhistorie.pdf?sequence%3D1+gandhi+and+temple+entry&hl=en&gl=in&pid=bl&srcid=ADGEESiKGssA7q2z1kxiuitm3bciHPh\\_HI3chWKbJIVo9HE4LcWCLmKdKXCirPaIzh7Tp47fyoBQIHx9GUesefn8YCAQeaQSKMRdrwvYT2Q8c7XV95tQhSGuO9bNCGEdlYGoBjzoVdJc&sig=AHIEtbQ78zwxGvh92AnwmRHiA7t2wWXXJQ](https://docs.google.com/viewer?a=v&q=cache:Eqj9br1n3_oJ:https://www.duo.uio.no/bitstream/handle/123456789/23275/IngridxKnudegaardxmasteroppgavexixhistorie.pdf?sequence%3D1+gandhi+and+temple+entry&hl=en&gl=in&pid=bl&srcid=ADGEESiKGssA7q2z1kxiuitm3bciHPh_HI3chWKbJIVo9HE4LcWCLmKdKXCirPaIzh7Tp47fyoBQIHx9GUesefn8YCAQeaQSKMRdrwvYT2Q8c7XV95tQhSGuO9bNCGEdlYGoBjzoVdJc&sig=AHIEtbQ78zwxGvh92AnwmRHiA7t2wWXXJQ), Accessed: 14.04.2013, pp.27-38.

P. Rao, (2009) 'Gandhi, Untouchability and the Postcolonial Predicament: A Note'. *Social Scientist*. Vol. 37 (1/2). Pp. 64-70.

B. Parekh, (1999) 'Discourse on Unsociability', in *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*, New Delhi: Sage Publication.

D. Hardiman, (2003) 'Fighting Religious Hatreds', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press.

## **III. Gandhi's Legacy**

### **Essential Readings:**

D. Hardiman, (2003) 'Gandhi's Global Legacy', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press, pp. 238-283.

Manimala, (1984) 'Zameen Kenkar? Jote Onkar: Women's participation in the Bodhgaya struggles', in M. Kishwar and R. Vanita (eds) *In Search of Answers: Indian Women's Voices from Manushi*, London: Zed Press.

M. Shah, (2006) 'Gandhigiri; A Philosophy of Our Times', *The Hindu* Available at <http://www.hindu.com/2006/09/28/stories/2006092802241000.htm> Accessed:14.04.2013.

A. Ghosh and T. Babu, (2006) 'Lage Raho Munna Bhai: Unravelling Brand 'Gandhigiri'', *Economic and Political Weekly*, 41 (51), pp. 5225 – 5227.

H. Trivedi (2011) 'Literary and Visual Portrayal of Gandhi', in J Brown and A Parel (eds) *Cambridge Companion to Gandhi*, Cambridge University Press 2011, pp. 199-218.

## **IV. Gandhi and the Idea of Political**

### **Essential Readings:**

P. Chatterjee, (1986) 'The Moment of Maneuver', in *Nationalist Thought and the Colonial World: A derivative discourse?*, Delhi: Zed Books.

Indian Council for Historical Research (1976) 'The Logic of Gandhian Nationalism: Civil Disobedience and the Gandhi – Irwin Pact, 1930-31', *Indian Historical Review*, Available at <http://www.ichrindia.org/journal>. pdf, Accessed: 18.04.2013.

D. Dalton, (1996) 'Swaraj: Gandhi's Idea of Freedom', in *Mahatma Gandhi: Selected Political Writings*, USA: Hackett Publishing, pp. 95-148.

A. Parel (ed.) (1997) 'Editor's Introduction', in *Gandhi, Hind Swaraj and Other Writings* Cambridge: Cambridge University Press.

### **Additional Readings:**

A. Baviskar, (1995) 'National Development, Poverty and the environment', in *In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley*, Delhi: Oxford University Press, pp. 18-33.

B. Parekh, (1997) 'Religious Thought', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company.

R. Iyer, (1993) *The Essential Writings of Mahatma Gandhi*, New Delhi: Oxford University Press, pp. 299-344; 347-373.

S. Sarkar, (1982) *Modern India 1885-1947*, New Delhi: Macmillan, pp. 432-39.

R. Iyer, (2001) *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press. pp. 344-358.

H. Coward, (2003) 'Gandhi, Ambedkar, and Untouchability', in H. Coward (ed) *Indian Critiques of Gandhi*, New York: State University of New York Press, pp. 41-66.

J. Lipner, (2003) 'A Debate for Our Times', in Harold Coward (ed) *Indian Critiques of Gandhi*, New York: State University of New York Press, pp. 239-58

M. Gandhi, (1941) 'Chapter 1, 2, 9, 15, and 16', in *Constructive Programme: Its Meaning and Place*, Ahmedabad: Navjivan Trust.

R. Terchek, (1998) *Gandhi: Struggling for Autonomy*, USA: Rowman and Littlefield Publishers.

N. Dirks, (2001), 'The Reformation of Caste: Periyar, Ambedkar and Gandhi', in *Castes of Mind: Colonialism and the making of Modern India*, Princeton: Princeton University Press.

R. Mukharjee, (ed) (1995), *The Penguin Gandhi Reader*, New Delhi: Penguin.

T. Weber, (2006) 'Gandhi is dead, Long live Gandhi- The Post Gandhi Gandhian Movement in India', in *Gandhi, Gandhism and the Gandhians*, New Delhi: Roli.

A. Taneja, (2005) *Gandhi Women and the National Movement 1920-1947*, New Delhi: Haranand Publishers.

J. Brown, (2008) *Gandhi and Civil Disobedience: The Mahatma in Indian Politics*, Cambridge: Cambridge University Press, 2008

R. Ramashray, (1984) 'What Beyond the Satanic Civilization?', in *Self and Society: A Study in Gandhian Thought*, New Delhi: Sage Publication.

### **Activities**

#### **Topic 1**

1. Reading of primary texts:- M K Gandhi Chapter

VI and XIII "Hind Swaraj" Navjeevan Trust, Ahmedabad, 1910

2. A site visit to any on-going developmental project preferably in NCT Delhi by students and submission of report on Environmental law Violation and Resistance by People in a Gandhian Way.

**Topic 2**

1. Reading of primary texts:- M K Gandhi Chapter XII&XIII, “ Satyagraha in South Africa, Navjivan Trust, Ahmmedabad, 1928, pp. 95-107
2. A Report followed by presentation on functioning of Cooperative and Community engagement for example Amuland/or SEWA in Gujarat to understand Trusteeship and its relevance

**Topic 3**

1. Movie Screenings (Movies like Lage Raho Munna Bhai, Gandhi by Richard Attenborough and Student’s Participation in reviewing/discussing the movie from a Gandhian perspective or Cultural engagement of Students with Gandhian Ideas through staging of a street play.

**Topic 4**

Student visit to any Gandhian Institution in Delhi like, Gandhi Darshan and Smiriti to understand on-going Gandhian work and programme and interacting with Gandhian activists.

## **POL HG 3036 United Nations and Global Conflicts**

**Course Objective:** This course provides a comprehensive introduction to the most important multilateral political organization in international relations. It provides a detailed account of the organizational structure and the political processes of the UN, and how it has evolved since 1945, especially in terms of dealing with the major global conflicts. The course imparts a critical understanding of the UN's performance until now and the imperatives as well as processes of reforming the organization in the context of the contemporary global system.

### **Course Outcomes:**

- To make students learn the importance of United Nations as an organization
- To enable students to have a basic understanding of the political processes of the United Nations
- To make students to learn the relevance of United Nations and its intervention in global conflicts critically.

### **I. The United Nations (29 Lectures)**

- a. An Historical Overview of the United Nations
- b. Principles and Objectives
- c. Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund [UNICEF], United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees [UNHCR])
- d. Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect
- e. Millennium Development Goals

### **II. Major Global Conflicts since the Second World War (20 Lectures)**

- a. Korean War
- b. Vietnam War
- c. Afghanistan War
- d. Balkans: Serbia and Bosnia

### **III. Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms (11 Lectures)**

## **READING LIST**

### **Essential Readings**

#### **I. The United Nations (a) An Historical Overview of the United Nations**

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 39-62.

Goldstein, J. and Pevehouse, J.C. (2006) *International relations*. 6th edn. New Delhi: Pearson, pp. 265-282.

Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 1-20.

Gareis, S.B. and Varwick, J. (2005) *The United Nations: an introduction*. Basingstoke: Palgrave, pp. 1-40.

Gowan, P. (2010) 'US: UN', in Gowan, P. 'A calculus of power: grand strategy in the twentyfirst century. London: Verso, pp. 47-71.

Baylis, J. and Smith, S. (eds.) (2008) *The globalization of world politics. an introduction to international relations*. 4th edn. Oxford: Oxford University Press, pp. 405-422.

Thakur, R. (1998) 'Introduction', in Thakur, R. (eds.) *Past imperfect, future uncertain: The UN at Fifty*. London: Macmillan, pp. 1-14.

Basu, Rumki (2014) *United Nations: Structure and Functions of an international organization*, New Delhi, Sterling Publishers

#### **(b) Principles and Objectives**

Gareis, S.B. and Varwick, J. (2005) *The United Nations: An introduction*. Basingstoke: Palgrave, pp. 15-21.

**(c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund [UNICEF], United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees [UNHCR])**

Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 21-141.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp.119-135.

#### **(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect**

Nambiar, S. (1995) 'UN peace-keeping operations', in Kumar, S. (eds.) *The United Nations at fifty*. New Delhi, UBS, pp. 77-94.

Whittaker, D.J. (1997) 'Peacekeeping', in *United Nations in the contemporary world*. London: Routledge, pp. 45-56.

White, B. et al. (eds.) (2005) *Issues in world politics*. 3rd edn. New York: Macmillan, pp. 113- 132.

#### **(e) Millennium Development Goals**

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp.264-266.

Sangal, P.S. (1986) 'UN, peace, disarmament and development', in Saxena, J.N. et.al. *United Nations for a better world*. New Delhi: Lancers, pp.109-114.

Baxi, U. (1986) 'Crimes against the right to development', in Saxena, J.N. et.al. *United Nations for a better world*. New Delhi: Lancers, pp.240-248.

Ghali, B.B. (1995) *An agenda for peace*. New York: UN, pp.5-38.

United Nations Department of Public Information. (2008) *The United Nations Today*. New York: UN.

## **II. Major Global Conflicts since the Second World War (a) Korean War**



Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education, pp. 116-124.

Armstrong, D., Lloyd, L. and Redmond, J. (2004) *International organisations in world politics*. 3rd edn. New York: Palgrave Macmillan, pp. 42-43.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 64-65 and 172-173.

#### **(b) Vietnam War**

Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education, pp. 528-546.

Baylis, J. and Smith, S. (eds.) (2008) *The globalization of world politics. an introduction to international relations*. 4th edn. Oxford: Oxford University Press, pp. 562-564.

#### **(c) Afghanistan Wars**

Achcar, G. (2004) *Eastern cauldron*. New York: Monthly Review Press, pp. 29-45 and 234-241.

Achcar, G. (2003) *The clash of barbarisms: Sept. 11 and the making of the new world disorder*. Kolkata: K.P. Bachi & Co., pp. 76-81.

Prashad, V. (2002) *War against the planet*. New Delhi: Leftword, pp. 1-6. Ali, T. (ed.) (2000) *Masters of the Universe*. London: Verso, pp. 203-216.

Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education, pp. 570-576.

**(d) Balkans: Serbia and Bosnia** Ali, T. (ed.) (2000) *Masters of the Universe*. London: Verso, pp. 230-245 and 271-284.

Kaldor, M. and Vashee, B. (eds.) (1997) *New wars*. London: Wider Publications for the UN University, pp. 137-144 and 153-171.

Viotti, P.R. and Kauppi, M.V. (2007) *International relations and world politics-security, economy, identity*. 3rd edn. New Delhi: Pearson Education, pp. 470-471.

Goldstein, J.S. (2003) *International relations*. 3rd edn. Delhi: Pearson Education, pp. 43-51.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 24-27.

### **III. Political Assessment of the United Nations as an International Organisation:**

#### **Imperatives of Reforms and the Process of Reforms**

Roberts, A. and Kingsbury, B. (eds.) (1994) *United Nations, Divided World*. 2nd edn. Oxford: Clarendon Press, pp. 420-436.

Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 196-223 and 295-326.

Gareis, S.B. and Varwick, J. (2005) *The United Nations: An introduction*. Basingstoke: Palgrave, pp. 214-242.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 91-112.

#### **Additional Readings**

Claude, I. (1984) *Swords into plowshares: the progress and problems of international organisation*. 4th edn. New York: Random House.

Dodds, F. (ed.) (1987) *The way forward: beyond the agenda 21*. London: Earthscan.

Rajan, M.S., Mani, V.S and Murthy, C.S.R. (eds.) (1987) *The nonaligned and the United Nations*. New Delhi: South Asian Publishers.

South Asia Human Rights Documentation Centre. (2006) *Human rights: an overview*. New Delhi: Oxford University Press.

Anan, K. (1997) *Renewing the United Nations: A Programme for Survival*. General Assembly Document: A/51/950; 14 July 1997. Available from: [http://daccessdds.un.org/doc/UNDOC/GEN/N97/189/79/IMG/n9718979](http://daccessdds.un.org/doc/UNDOC/GEN/N97/189/79/IMG/n9718979.pdf) pdf, Open Element (accessed on 13 October 2011).

## **POL HG 4016 Introduction to International Relations**

**Course Objective:** This Course is designed to give students a sense of some important theoretical approaches to understand international relations; a history from 1945 onwards to the present; and an outline of the evolution of Indian foreign policy since independence and its possible future trajectory.

### **Course Outcomes:**

- To demonstrate basic understanding of scientific methods of inquiry in international relations.
- To understand how international relations influence societies.
- To demonstrate a basic understanding of the foundational theories and concepts in international relations.
- To analyse the current world events and their implications on the Indian Foreign policy decision making process by applying prominent theories of international relations and generate substantial research question on the topics.

### **1. Approaches to International Relations (27 lectures)**

- a. Classical Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz)
- b. Neo-Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye)
- c. Structural Approach: Dependency School (Andre Gunder Frank)
- d. Feminist Perspective (J. Ann Tickner)

### **2. Cold War & Post-Cold War Era (20 lectures)**

- a. Second World War & Origins of Cold War
- b. Phases of Cold War:
  - First Cold War
  - Rise and Fall of Detente
  - Second Cold War
  - End of Cold War and Collapse of the Soviet Union
- c. Post Cold- War Era and Emerging Centres of Power (European Union, China, Russia and Japan)

### **3. India's Foreign Policy (13 lectures)**

- a. Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic)
- b. India's Policy of Non-alignment
- c. India: An Emerging Power

## **READING LIST**

### **Essential Readings**

William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) *Classic Readings of International Relations*. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.

- Art, R. J. and Jervis, R. (eds.) (1999) *International Political Enduring: Concepts and Contemporary Issues*. 5th Edition. New York: Longman, pp. 7-14; 29-49; 119-126.
- Jackson, R. and Sorenson, G. (2008) *Introduction to International Relations: Theories and Approaches*. New York: Oxford University Press, pp. 59-96.
- Goldstein, J. and Pevehouse, J.C. (2009) *International Relations*. New Delhi: Pearson, pp. 81-111.
- Tickner, J. A. (2001) *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. Columbia University Press.
- Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*. Fifth Edition. Oxford: Oxford University Press, pp. 90-123; 142-159; 262-277.
- Wenger, A. and Zimmermann, D. (eds.) (2003) *International Relations: From the Cold World War to the Globalized World*. London: Lynne Rienner, pp. 54-89.
- Appadorai and Rajan, M. S. (eds.) (1985) *India's Foreign Policy and Relations*. New Delhi: South Asian Publishers.
- Mewmillians, W.C. and Piotrowski, H. (2001) *The World Since 1945: A History of International Relations*. Fifth edition. London: Lynne Rienner Publishers.
- Smith, M., Little, R. and Shackleton, M. (eds.) (1981) *Perspectives on World Politics*. London:
- Croom Helm. Indian Foreign Service Institute. (1997, 1998) *India's Foreign Policy: An Agenda for the 21<sup>st</sup> Century* Vols. 1 & 2, New Delhi: Konark Publishers, pp. 3-41; 102-119.
- Ganguly, S. (ed.) (2009) *India's Foreign Policy: Retrospect and Prospect*. New Delhi: Oxford University Press.
- Vanaik, A. (1995) *India in a Changing World: Problems, Limits and Successes of Its Foreign Policy*. New Delhi: Orient Longman. pp. 19-41; 63-67; 102-114; 118-124; 132-134.
- Basu, Rumki (ed) (2012) *International Politics: Concepts theories and Issues*, New Delhi, Sage Publications India Pvt Ltd.
- Jindal N, & Kumar K. (2018). (Ed), *Global Politics: Issues and Perspectives*, New Delhi; Sage Publications
- Tremblay R.C & Kapur A. (2017). *Modi's Foreign Policy*, New Delhi: Sage Publications

## **POL HG 4026 Understanding Ambedkar**

**Course objective:** This course is broadly intended to introduce Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste. Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism are to be pedagogically interrogated and interpreted. This will help students to critically engage themselves with the existing social concerns, state and economic structures and other institutional mechanisms. This also will facilitate them to strengthen their creative thinking with a collective approach to understand ongoing social, political, cultural and economic phenomena of the society.

### **Course Outcomes:**

- To analyse Ambedkar's views on caste, class, religion, nationalism, gender and constitutional democracy.
- To understand contribution of Ambedkar to political thought in modern India.
- To evaluate political ideas of Ambedkar and assess its relevance in context of contemporary politics.

### **I. Introducing Ambedkar (10 lectures)**

- a. Approach to Study Polity, History, Economy, Religion and Society

### **II. Caste and Religion (12 lectures)**

- a. Caste, Untouchability and Critique of Hindu Social Order
- b. Religion and Conversion

### **III. Women's Question (9 lectures)**

- a. Rise and Fall of Hindu Women
- b. Hindu Code Bill

### **IV. Political Vision (10 lectures)**

- a. Nation and Nationalism
- b. Democracy and Citizenship

### **V. Constitutionalism (9 lectures)**

- a. Rights and Representations
- b. Constitution as an Instrument of Social Transformation

### **VI. Economy and Class Question (10 lectures)**

- a. Planning and Development
- b. Land and Labour

## READING LIST

### I. Introducing Ambedkar

#### Essential Readings:

G. Omvedt, (2008) 'Phule-Remembering The Kingdom of Bali', Seeking Begumpura Navyana, pp. 159-184.

M. Gore, (1993) *The Social Context of an Ideology: Ambedkar's Political and Social Thought*, Delhi: Sage Publication, pp. 73-122 ; 196-225.

B. Ambedkar, (1989) 'Annihilation of Caste with a Reply to Mahatma Gandhi', in *Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 1*, Education Deptt., Government of Maharashtra, Mumbai, pp. 23-96.

#### Additional Readings:

E. Zelliott, (1996) 'From Untouchable to Dalit: Essays on the Ambedkar Movement', in *The Leadership of Babasaheb Ambedkar*, Delhi: Manohar, pp. 53-78.

G. Omvedt, *Liberty Equality and Community: Dr. Ambedkar's Vision of New Social Order*, Available at <http://www.ambedkar.org/research/LibertyEquality.htm> Accessed: 19.04.2013.

### II. Caste and Religion

#### Essential Readings:

*The Untouchables Who were they and why they become Untouchables?*, Available at [http://www.ambedkar.org/ambcd/39A.Untouchables%20who%20were%20they\\_why%20they%20became%20PART%20I.htm](http://www.ambedkar.org/ambcd/39A.Untouchables%20who%20were%20they_why%20they%20became%20PART%20I.htm) Accessed: 18.04.2013.

B. Ambedkar, (1987) 'The Hindu Social Order: Its Essential Principles', in *Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 3*, Education Deptt., Government of Maharashtra, 1989, pp. 95-129.

B. Ambedkar, (2003) 'What way Emancipation?', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III*, Education Deptt., Government of Maharashtra, Mumbai, pp-175-201.

#### Additional Readings:

B. Ambedkar, (1987) 'Philosophy of Hinduism', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 3*, Education Deptt., Government of Maharashtra, Mumbai, pp-3-92.

E. Zelliott, (2013) 'Ambedkar's World: The Making of Babasaheb and the Dalit Movement', in *The Religious Conversion Movement-1935-1956*, Delhi, pp. 143-173.

### III. Women's Question

#### Essential Readings:

S. Rege, (2013) 'Against the Madness of Manu', in *B. R. Ambedkar's Writings on Brahmanical Patriarchy*, Navyana Publication, pp. 13-59 ; 191-232.

B. Ambedkar, (2003) 'The Rise and Fall of Hindu Woman: Who was Responsible for It?', in *Dr. Babasaheb Ambedkar Writings and Speeches Vol. 17- II*, Education Deptt., Government of Maharashtra, Mumbai, pp. 109-129.

#### Additional Readings:

B. Ambedkar, (1987) 'The Women and the Counter-Revolution', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 3*, Education Deptt., Government of Maharashtra, Mumbai, pp.427-437.

P. Ramabai , (2013), *The High Caste Hindu Woman*, Critical Quest, Delhi.

### IV. Political Vision

#### Essential Readings:

B. Ambedkar, (1991) 'What Gandhi and Congress have done to the Untouchables', in *Dr. Babasaheb Ambedkar Writings and Speeches*, Education Deptt, Government of Maharashtra, Vol.9, pp. 40-102; 181-198; 274-297.

B. Ambedkar, (2003) 'Conditions Precedent for the successful working of Democracy', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III*, Education Deptt, Government of Maharashtra, Mumbai, pp. 472-486.

G. Aloysius, (2009). *Ambedkar on Nation and Nationalism*, Critical Quest, Delhi.

B. R. Ambedkar, (2003), 'I have no Homeland', in *Dr. Babasaheb Ambedkar Writings and Speeches Vol- 17*, Education Deptt., Government of Maharashtra, Mumbai, pp-51-58.

#### **Additional Readings:**

B. Ambedkar, (2003), 'Role of Dr. B. R. Ambedkar in Bringing The Untouchables on the Political Horizon of India and Laying A Foundation of Indian Democracy', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-I*, Education Deptt., Government of Maharashtra, Mumbai, pp-63-178.

B. Ambedkar, (2003) 'Buddhism paved way for Democracy and Socialistic Pattern of Society', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III*, Education Deptt., Government of Maharashtra, Mumbai, pp. 406-409.

B. Ambedkar, (2003) 'Failure of Parliamentary Democracy will Result in Rebellion, Anarchy and Communism', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III*, Education Deptt., Government of Maharashtra, Mumbai, pp. 423-437.

B. Ambedkar, (2003) 'Prospects of Democracy in India', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III*, Education Deptt., Government of Maharashtra, Mumbai, pp. 519-523.

B. Ambedkar, (2003) 'People cemented by feeling of one country, One Constitution and One Destiny, Take the Risk of Being Independent', in *Dr. Babasaheb Ambedkar Writings and Speeches Vol. 17-III*, Education Deptt, Government of Maharashtra, Mumbai, pp. 13-59.

Chakrabarty, B. & Pandey, R.K. (2009), *Modern Indian Political Thought: Text and Context*, New Delhi, Sage Publications

### **V. Constitutionalism**

#### **Essential Readings:**

Ambedkar, Evidence before South Borough committee on Franchise, Available at <http://www.ambedkar.org/ambcd/07.%20Evidence%20before%20the%20Southborough%20Committee.htm>, Accessed: 19.04.2013.

Constituent Assembly Debates, Ambedkar's speech on Draft Constitution on 4th November 1948, *CAD Vol. VII*, Lok Sabha Secretariat, Government of India, 3rd Print, pp. 31-41.

B. Ambedkar, (2013), *States and Minorities*, Delhi: Critical Quest.

#### **Additional Readings:**

A. Gajendran, (2007) 'Representation', in S. Thorat and Aryama (eds.), *Ambedkar in Retrospect: Essays on Economics, Politics and Society*, Delhi: Rawat Publishers, pp. 184-194.

B. Ambedkar, (2003), 'Depressed Classes against Second Chamber: Dr. Ambedkar on Joint Parliamentary Committee Report Provision for Better Representation Demanded', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-I*, Education Deptt, Government of Maharashtra, Mumbai, pp. 231-243.

### **VI. Economy and Class Question**

#### **Essential Readings:**

B. Ambedkar, (1987) 'Buddha or Karl Marx', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 3*, Education Deptt., Government of Maharashtra, Mumbai, pp-442-462.

S. Thorat, (2007) 'Economic System, Development and Economic Planning', in S. Thorat and Aryama (eds), *Ambedkar in Retrospect: Essays on Economics, Politics and Society*, Delhi: Rawat Publishers, pp. 25-48.

B. Ambedkar, (1991) 'Labor and Parliamentary Democracy and Welfare', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 10*, Education Deptt., Government of Maharashtra, Mumbai, pp. 106-112; 139-143; 243-252

B. Mungekar, (2007) 'Labour Policy' in S. Thorat and Aryama (eds), *Ambedkar in Retrospect: Essays on Economics, Politics and Society*, Delhi: Rawat Publishers, pp. 76-92.

**Additional Readings:**

R. Ram, (2010) 'Dr, Ambedkar, Neo Liberal Market-Economy and Social Democracy in India', in *Human Rights Global Focus*, Vol. V (384), pp. 12-38, Available at [www.roundtableindia.co.in](http://www.roundtableindia.co.in) Accessed: 19.04.2013.

B. Ambedkar, (2003) 'Trade Union must Enter Politics to Protect their Interests', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III*, Education Deptt, Government of Maharashtra, Mumbai, pp.174-192.

B. Ambedkar, (1991) 'Why Indian Labour determined to War', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 10*, Education Deptt, Government of Maharashtra, Mumbai, pp. 36-43.

A. Teltumbde and S. Sen (eds), 'Caste Question in India', in *Scripting the Change, Selected Writings of Anuradha Ghandi*, pp. 62- 91.

**Format for Student Presentations (12)**

(1) Five presentations on any original writing/speeches by B. R Ambedkar can be used by the students for presentations (Preferably other than compulsory writings that has been suggested in the reading list)

(2) Six Presentations on the different issues concerned to Ambedkar's works and their relevance in contemporary India. (Preferably other than compulsory writings that has been suggested in the reading list)

(3) One Presentation on Critical understanding on Ambedkar's Ideas.

References for Students' Presentations:

1) Babasaheb Ambedkar, Writings and Speeches, 22 Volumes (Available on [www.ambedkar.org](http://www.ambedkar.org) )

2) Narendra Jadhav, Ambedkar Spoke, 3 Volumes

3) Any other related audio-visual source



## **POL HG 4036 Politics of Globalization**

**Course objective:** The objective of this generic elective paper is to make students from diverse background understand the process of globalization from a political perspective. This paper will create a broad understanding of the issues and processes globalization based on critical analysis of the various anchors and dimensions of globalization.

### **Course Outcomes:**

- To analyse the historical evolution of globalisation.
- To understand social, economic, cultural and political impact of globalisation.
- To evaluate the idea of globalisation and assess its relevance in context of contemporary politics.

### **1. Concept of Globalisation: (8 lectures)**

Globalisation debate- for and against

### **2. Approaches to understanding globalisation: (8 lectures)**

- a. Liberal approach
- b. Radical approach

### **3. International Institutions/Regimes (9 lectures)**

- a. World Bank
- b. International Monetary Fund
- c. The World Trade Organisation

### **4. Issues in Globalisation: (10 lectures)**

- a. Alternative Perspectives on its nature and character,
- b. Critical dimensions: economic, political and cultural

### **5. Globalisation and democracy: (8 lectures)**

State, sovereignty and the civil society

### **6. Globalisation and Politics in developing countries (12 lectures)**

- a. Globalisation and social movements
- b. Globalisation and the demise of Nation State
- c. Globalisation and human migration

### **7. The inevitability of globalisation: (5 lectures)**

Domestic and Global responses

## **READING LIST**

1. Anthony Giddens, The Globalizing of Modernity.
2. Arjun Appadurai, Modernity at Large: Cultural Dimensions of Globalisation, University of Minnesota Press, 1996.

3. David E. Korten, Niconor Perlas and Vandana Shiva (ed.), International Forum of Globalisation.
4. Deepak Nayyar (ed.) Governing Globalisation: Issues and Institutions, Oxford University Press, 2002.
5. Held, David and Anthony Mc grew (ed.), The Global Transformation Reader: An introduction to the Globalisation Debate, 2nd Cambridge, Polity Press, Blackwell Publishing.
6. Jagdish Bhagwati, In defense of Globalisation, Oxford University Press, 2004.
7. John Stopford, Multinational Corporations, Foreign Policy, Fall, 1998
8. Joseph E Stiglitz, Globalisation and its discontents.
9. Keohane Rebert and Joseph S. Nye Jr., Globalisation: What is new, what is not.
10. Kofi Annan, The politics of Globalisation,
11. Marc Lindenberg and Coralie Bryant, Going Global: Transforming Relief and Development NGOs, Bloomfield, Kumarian Press.
12. Noreena Hertz, The silent take over: Global Capitalism and the death of Democracy, Praeger, 2000.
13. Nye Joseph S and John D. Donanu (ed.) Governance in a Globalizing World, Washington dc, Brookings.
14. Nye Jr. Joseph S, Globalisation and American Power.
15. Pilpin Robert, The National State in the Global Economy.
16. Samuel Huntington, the clash of Civilizations and the Remaking of world order
17. Stanley Hoffman, Clash of civilizations,
18. Tyler Cowen, Creative Destruction: How Globalisation is changing the world's culture, New Jersey, Princeton University Press, 2000.

#### **Additional Reading**

1. Brahis John and Steeve Smith (ed.) The Globalisation of World Politics: An Introduction to International Relations, Oxford University Press, 2001.
2. John Clark (ed.), Globalising Civic Engagement: Civil Society and Transnational Action, London, Earthscan, 2003.
3. Sanjeev Khagram, James Riker and Korthrxu Sikkink (ed.) Restructuring World Politics: Transnational Social Movements, MN, University of Minnesota Press, 2002.
4. Bernard Hoelkman and Michel Kosteci, the Political Economy of the World Trading System: From GATT to WTO, New York, OUP.

\*\*\*\*\*

**UNDER GRADUATE  
CHOICE BASED CREDIT SYSTEM (UGCBCS)  
GAUHATI UNIVERSITY**

**REQUIREMENTS FOR AN UNDERGRADUATE DEGREE**

The following table indicates the requirements for successful completion of under-graduate degree in Gauhati University –

DEGREE	MINIMUM REQUIREMENTS	MINIMUM CREDIT
Undergraduate Regular Degree (Humanities/Social Sciences/Commerce)	<ul style="list-style-type: none"><li>• 12 Core</li><li>• 2 Ability Enhancement</li><li>• 4 Skill Enhancement</li><li>• 4 Discipline Specific Elective</li><li>• 2 Generic Elective</li></ul>	132

### BA Regular Programme in Political Science

Semester	Type	CORE	AECC	SEC	DSE	GE ( For students other than Political Science)
	Credits	12x6=72	2X4=8	4X4=16	4X6=24	2X6=12
I	English-1	POL-RC-1016 Introduction to Political Theory	English /MIL Communication			
	Discipline 2-RC-1016					
II	English-2	POL-RC-2016 Indian Government and Politics	Environmental Science			
	Discipline 2-RC-2016					
III	MIL-1/Alt English-1	POL-RC-3016 Comparative Government and Politics		POL-SE-3014 Parliamentary Procedures and Practices Or POL-SE-3024 Youth and Nation-Building		
	Discipline 2-RC-3016					
IV	MIL-2/Alt English-2	POL-RC-4016 Introduction to International Relations		POL-SE-4014 Panchayati Raj in Practice Or POL-SE-4024 Citizens and Rights		
	Discipline 2-RC-4016					

V			POL-SE-5014 Public Opinion and Survey Research	POL-RE-5016 Public Administration-I Or POL-RE-5026 Select Constitution- I	POL-RG-5016 Public Administration-I or POL-RG-5026 Democracy in India
				Discipline 2- RE-5016	
VI			POL-SE-6014 Conflict and Peace Building	POL-RE-6016 Public Administration- II Or POL-RE-6026 Select Constitution-II	POL-RG-6016 Public Administration II or POL-RG-6026 Indian Administration
				Discipline 2- RE-6016	

**\*Important Notes:**

a) **Regular Generic Course of semester-V and semester-VI** is of interdisciplinary nature. Students from other discipline can choose any RG paper in both semesters mentioned in the course nomenclature.

b) **Marks allotment of Skill Enhancement Course (SEC) papers-**

Total Marks: 100

Theory: 50 marks

Practical Component: 50 marks

General modalities for conducting practical have been suggested in each SEC paper. However the institutions can develop their own modality based on their requirements and the resources available.

### Course Nomenclature for B.A (Regular) Political Science

Semester -I	Semester-II
Core Course English-1	Core Course English-2
Core Course POL RC 1016 Introduction to Political Theory	Core Course POL RC 2016 Indian Government and Politics
Core Course Discipline 2-RC-1016	Core Course Discipline 2-RC-1026
Ability Enhancement Compulsory Courses (AECC) English /MIL Communication	Ability Enhancement Compulsory Courses (AECC) Environmental Science

Semester- III	Semester-IV
Core Course MIL-1/Alternative English-1	Core Course MIL-2/Alternative English-2
Core Course POL RC 3016 Comparative Government and Politics	Core Course POL RC 4016 Introduction to International Relations
Core Course Discipline 2-RC-3016	Core Course Discipline 2-RC-4016
Skill Enhancement Course (SEC) POL SE 3014 Parliamentary Procedures and Practices Or POL SE 3024 Youth and Nation-Building	Skill Enhancement Course (SEC) POL SE 4014 Panchayati Raj in Practice Or POL SE 4024 Citizens and Rights

Semester-V	Semester-VI
Skill Enhancement Course (SEC) POL SE 5014 Public Opinion and Survey Research	Skill Enhancement Course (SEC) POL SE 6014 Conflict and Peace Building
Discipline Specific Elective Courses (DSE) POL RE 5016 Public Administration- I Or POL RE 5026 Select Constitution- I	Discipline Specific Elective Courses (DSE) POL RE 6016 Public Administration- II Or POL RE 6026 Select Constitution- II
Discipline Specific Elective Courses (DSE) Discipline 2-RE-5016	Discipline Specific Elective Courses (DSE) Discipline 2-RE-6016
Generic Elective Course (GE) POL RG 5016 Public Administration- I or POL RG 5026 Democracy in India	Generic Elective Course (GE) POL RG 6016 Public Administration II or POL RG 6026 Indian Administration

## SEMESTER I

### POL RC 1016 Introduction to Political Theory

**Course Objective:** This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

**Course Outcomes:**

- To introduce the key concepts in political theory
- To make students understand the aspects of conceptual analysis
- To engage in application of concepts and limitations

**1. Theorizing Political** (11 lectures)

- a. What is Politics?
- b. What is Political Theory and what is its relevance?

**2. Concepts:** Democracy, Rights, Gender, Citizenship and Civil Society (36 lectures)

**3. Debates in Political Theory:** (13 lectures)

- a. Is democracy compatible with economic growth?
- b. On what grounds is censorship justified and what are its limits?
- c. Does protective discrimination violate principles of fairness?
- d. Should the State intervene in the institution of the family?

## READING LIST

### Topic 1

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-17.

Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 18-37.

Mukhopadhyay, Amal Kumar. (2019) ' *An Introduction to Political Theory*', New Delhi, Sage publications .

### Topic 2

Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 40-57.

Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 58-73.

Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-82.

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-105.

Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.

- Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-147.
- Das, S. (2008) 'State', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 170-187.
- Singh, M. (2008) 'Civil Society', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 188-205.
- Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 224-235.
- Shorten, A. (2008) 'Nation and State', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 33-55.
- Christiano, Thomas. (2008) 'Democracy', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.
- Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-125.
- Casal, P. & Williams, A. (2008) 'Equality', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 149-165.
- Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 172-193.
- Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-259.
- Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-288.
- Swift, A. (2001) *Political Philosophy: A Beginners Guide for Students and Politicians*. Cambridge: Polity Press.

### **Topic 3**

- Sen, A. (2003) 'Freedom Favours Development,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 444-446.
- Prezowrski, A., et al. (2003) 'Political Regimes and Economic Growth,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 447-454.
- Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. And Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 308-319.
- Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.
- Frances E O. (1985) 'The Myth of State Intervention in the Family', *University of Michigan Journal of Law Reform*. 18 (4)pp. 835-64.
- Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought: Themes and Thinkers*, New Delhi: Pearson



## SEMESTER II

### POL RC 2016 Indian Government and Politics

#### Course outcomes:

After reading the course the student will be able to

- Appreciate the approaches to the study of Indian politics and the changing nature of the state
- Understand the basic features of the Indian constitution and its institutional functioning
- Examine the changing role of caste, class and patriarchy and their impact on politics
- Understand the dynamics of social movements in India.

**Unit 1.** Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian (9 lectures)

**Unit 2.** Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles (9 lectures)

**Unit 3.** Institutional Functioning: Prime Minister, Parliament and Judiciary (9 lectures)

**Unit 4.** Power Structure in India: Caste, class and patriarchy (7 lectures)

**Unit 5.** Religion and Politics: debates on secularism and communalism (6 lectures)

**Unit 6.** Parties and Party systems in India (5 lectures)

**Unit 7.** Social Movements : Workers and Peasants (10 lectures)

**Unit 8.** Strategies of Development in India since Independence: Planned Economy and Neo-liberalism (5 lectures)

#### READING LIST

##### Essential Texts.

Abbas, H., Kumar, R. & Alam, M. A. (2011) *Indian Government and Politics*. New Delhi: Pearson, 2011.

Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*. New Delhi: Pearson.

Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics*. New Delhi: Sage.

Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India After Independence*. New Delhi: Penguin.

Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.

Vanaik, A. & Bhargava, R. (eds.) (2010) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan. 12

Menon, N. and Nigam, A. (2007) *Power and Contestation: India Since 1989*. London: Zed Book.

Austin, G. (1999) *Indian Constitution: Corner Stone of a Nation*. New Delhi: Oxford University Press.

Austin, G. (2004) *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press.

Jayal, N. G. & Maheta, P. B. (eds.) (2010) *Oxford Companion to Indian Politics*. New Delhi: Oxford University Press

Shah, Ghanshyam. (2004) . *Social Movements in India: A Review of Literature*, New Delhi: Sage publications.

Chakrabarty, Bidyut. (2017). *Indian Constitution: Text, Context and Interpretation*, New Delhi: Sage Publications

Chakrabarty, B, & Pandey, R.K. (2019). *Local Governance in India*, New Delhi: Sage publications

Mellalli, Praveenkumar. (2015), *Constitution of India, Professional Ethics and Human Rights*, New Delhi: Sage Publications

## SEMESTER III

### POL RC 3016 Comparative Government and Politics

#### Course Outcomes:

- To make students have a basic understanding of comparative political analysis,
- To make students learn the classification of political systems from a comparative politics framework.
- To make students learn the classification of governments and the political behavior of institutions and the changes in the nature of the nation-state.

**Unit 1.** The nature, scope and methods of comparative political analysis (10 lectures)

**Unit 2.** Comparing Regimes: Authoritarian and Democratic (6 lectures)

**Unit 3.** Classifications of political systems: (15 lectures)

- a. Parliamentary and Presidential: UK and USA
- b. Federal and Unitary: Canada and China

**Unit 4.** Electoral Systems: First past the post and proportional representation (7 lectures)

**Unit 5.** Party Systems: one-party, two-party and multi-party systems (9 lectures)

**Unit 6.** Contemporary debates on the nature of state: (13 lectures)

- a. Human Security
- b. Changing nature of nation-state in the context of globalization.

#### READING LIST

##### Essential Texts

Bara, J & Pennington, M. (eds.). (2009) *Comparative Politics*. New Delhi: Sage.

Caramani, D. (ed.). (2008) *Comparative Politics*. Oxford: Oxford University Press.

Hague, R. and Harrop, M. (2010) *Comparative Government and Politics: An Introduction*. (Eight Edition). London: Palgrave MacMillan.

Ishiyama, J.T. and Breuning, M. (eds.). (2011) *21st Century Political Science: A Reference Book*. Los Angeles: Sage.

Newton, K. and Deth, Jan W. V. (2010) *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press.

O'Neil, P. (2009) *Essentials of Comparative Politics*. (Third Edition). New York: WW. Norton & Company, Inc.

Palekar, S.A. (2009) *Comparative Government and Politics*. New Delhi: PHI Learning Pvt. Ltd.

Bara, Judith. & Pennington, Mark. (2009), *Comparative Politics*, New Delhi: Sage Publications.

## **Readings**

### **Topic 1.**

Caramani, D. (2008) 'Introduction to Comparative Politics', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 1-23.

Mohanty, M. (1975) 'Comparative Political Theory and Third World Sensitivity', in *Teaching*. Nos. 1 & 2, pp. 22-38.

### **Topic: 2.**

Webb, E. (2011) 'Totalitarianism and Authoritarianism', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 249-257.

Hague, R. and Harrop, M. (2004) *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 36-50, 51-68.

### **Topic: 3.**

Hague, R. and Harrop, M. (2004) 'The Political Executive', in *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 268-290.

### **Topic: 4.**

Cameron, D. R. (2002) 'Canada', in Ann L. G. (ed.) *Handbook of Federal Countries*. Montreal & Kingston: McGill-Queen's University Press, pp. 105-119.

Peter, H. (2002) 'Canada: A Federal Society- Despite Its Constitution', in Rekha Saxena. (ed.) *Mapping Canadian Federalism for India*. New Delhi: Konark Publisher, Pvt., pp. 115-129.

Dhillon, Michael. (2009), 'Government and Politics', in *Contemporary China: An Introduction*. London, New York: Routledge, 2009, pp. 137-160.

### **Topic: 5.**

Evans, Jocelyn A.J. (2009) 'Electoral Systems', in Bara, J. and Pennington, M. (eds.) *Comparative Politics*. New Delhi: Sage, pp. 93-119.

Downs, W. M. (2011) 'Electoral Systems in Comparative Perspectives', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 159-167.

### **Topic: 6.**

Cole, A. (2011) 'Comparative Political Parties: Systems and Organizations', in Ishiyama, J.T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 150-158.

Caramani, D. (2008) 'Party Systems', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 293-317, 318-347.

### **Topic: 7.**

Poggi, Gianfranco. (2008) 'The nation-state', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press pp. 85-107.

Hague, R. and Harrop, M. (2004) 'The state in a global context', in *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 17-34.

### **Further Readings:**

Bara, J. (2009) 'Methods for Comparative Analysis', in Bara, J. & Pennington, M. (eds.) *Comparative Politics*. New Delhi: Sage, pp. 40-65.

Blondel, J. (1996) 'Then and Now: Comparative Politics', *Political Studies*. Vol. 47, Issue 1, pp. 152-160

Chandhoke, N. (1996) 'Limits of Comparative Political Analysis', *Economic and Political Weekly*. vol. 31, No. 4, (January 27), pp. PE 2-PE8.

Mair, P. (2008) 'Democracy', in Carmani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 108-132.

Robbins, J. W. (2011) 'Parsidentialism Verses Parliamentarism', in Ishiyama, J. T. and Marijke, B. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 177-185.

Watts, D. (2003) *Understanding US/UK Government and Politics*. Manchester: Manchester University Press, pp. 1-25; 66-105; 106-138.

## **POL SE 3014 Parliamentary Procedures and Practices**

**Course Objective:** The course attempts to make the students familiar with legislative practices in India with an orientation to equip them with the adequate skills of participation in deliberative processes and democratic decision making. The introductory unit of the course aims to provide basic understanding on the constitutional provisions related to the process of legislations as well as the kinds of bills. The second unit of this course seeks to enhance proper understanding related to the procedures, practices related to the passage of a bill from drafting to that of the passing of the Bill. Third unit is about different Committees in the House, and the Fourth unit is on hours and motions in the House.

### **Course outcomes:**

- To help students in understanding the practical approaches to legislative practices and procedures,
- To make students understand the procedures and processes related to drafting a Bill and the passage of the Bill,
- To enable students to have an understanding of the importance of Parliamentary Committees,
- To make students learn about the basic functioning of Parliament.

### **I. Constitutional Provisions and Kinds of Bills (10 lectures)**

Constitutional provisions of legislative procedures: Articles 107-22

Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills

### **II. Drafting, Introductions and Readings of the Bills: Procedures and Processes (14 lectures)**

Drafting of the Bill

First Reading and Departmental Standing Committee

Second Reading

Third Reading

Passage of the Bill

Consent by the President

Gazette Notifications

### **III. Parliamentary Committees: Composition and Functioning (14 lectures)**

Departmental Standing Committees

Select Committees

Joint Parliamentary Committees

Public Accounts Committee

Committee on Privilege

Business Advisory Committee

Ethics Committee

### **IV. Motions and Hours in the House (10 lectures)**

Question Hour

Zero Hour

Calling Attention Motion

Adjournment Motion

Privilege motion,

Censure motion,

'No-confidence' motion,  
Cut motion

**Modalities for Practical Component:** Project Report/Field Study Report based on any activity i.e. visit to Assembly / District Administration/any other important places, Conducting Mock Parliament, Debate / Speech etc.

### READING LIST

- Kapur D. and P. Mehta eds. (2005), *Public Institutions in India: Performance and Design*, New Delhi, Oxford University Press.
- Kaul, M. N. & S. L. Shakhedher (2016), *Practice and Procedure of Parliament*, New Delhi, Lok Sabha Secretariat
- Mehra, A.K. ed. (2017), *The Indian Parliament and Democratic Transformation*, New Delhi, Routledge.
- Basu, D.D. (2006), *Introduction to the Constitution of India*, Nagpur, Wadhwa & Co.
- Kapur, D., Mehta, P. & Vaishnav, M. eds. (2017), *Rethinking Public Institution in India*, New Delhi, Oxford University Press.
- Kashyap, S. (2000), *Reviewing the Constitution*, New Delhi, Shipra Publication. \_\_\_\_\_.
- (2003), *Blueprints of Political Reforms*, New Delhi, Shipra Publication. \_\_\_\_\_. (2015), *Our Parliament*, New Delhi, NBT.
- Malhotra, G. (2002), *Fifty years of Indian Parliament*, New Delhi, Lok Sabha Secretariat
- Mehra, A.K. & Kueck G.W. eds. (2003), *The Indian Parliament: A Comparative Perspective*, New Delhi, Konark Publishers.
- Prakash, A.S. (1995), *What Ails Indian Parliament*, New Delhi, Harper & Collins.
- Pai, Sudha & Kumar, A. Eds. (2014), *The Indian Parliament: A Critical Appraisal*, New Delhi, Orient BlackSwan.
- Shankar, B. & Rodriguez V. (2011), *The Indian Parliament: A Democracy at Work*, New Delhi, Oxford University Press.
- Singh, D. (2016), *The Indian Parliament: Beyond the Seal and Signature of Democracy*, Gurgaon, India, Universal Law Publishing.

## **POL SE 3024 Youth and Nation-Building**

### **Course objective:**

The aim of this course is to highlight the importance of NCC and NSS. The students will be able to get involved with the NCC and the NSS and learn about its activities and undertake tasks under its aegis. The students will also be able to learn about the basics of disaster preparedness and its management.

### **Course Outcomes:**

- To enable students to learn the importance of youth in NSS and NCC,
- To make students understand the activities related to NSS and NCC and its importance,
- To make students learn the basics of National Disaster Management and its importance.

### **Unit –I: Youth and National Service Scheme (NSS) (16 lectures)**

- NSS: Organisation and Objectives
- NSS: Activities and Benefits
- NSS and its contribution

### **Unit-II: Youth and the National Cadet Corps (NCC) (16 lectures)**

- Aims and objectives of the NCC
- Organisation and Training
- NCC and its benefits

### **Unit-III: Youth and National Disaster Management (16 lectures)**

- Disaster Management Plan 2016-an overview
- National Disaster Management Authority
- Community involvement and preparedness: Assam

**Modalities for Practical Component:** Project Report/Field Study Report based on any activity i.e. awareness programme/campaign, group discussion, disaster management programme in collaboration with NCC and NSS unit etc.

## **READING LIST**

### **Unit –I:**

- NATIONAL SERVICE SCHEME MANUAL (REVISED), available at [http://nss.wbut.ac.in/documents/NSS\\_manual\\_2006.pdf](http://nss.wbut.ac.in/documents/NSS_manual_2006.pdf)

### **Unit-II:**

- ANO Handbook, NCC, Available at [https://docs.google.com/viewerng/viewer?url=http://nccindia.nic.in/sites/default/files/ANO+Hand+Book\\_1.pdf](https://docs.google.com/viewerng/viewer?url=http://nccindia.nic.in/sites/default/files/ANO+Hand+Book_1.pdf)

### **Unit-III:**

- National Policy on Disaster Management, available at <https://ndma.gov.in/images/guidelines/national-dm-policy2009.pdf>
- National Disaster Management Plan Assam State Disaster Management Authority, <http://sdmassam.nic.in/ini2.html>



## SEMESTER IV

### POL RC 4016 Introduction to International Relations

**Course Objective:** This Course is designed to give students a sense of some important theoretical approaches to understand international relations; a history from 1945 onwards to the present; and an outline of the evolution of Indian foreign policy since independence and its possible future trajectory.

**Course Outcomes:**

- To demonstrate basic understanding of scientific methods of inquiry in international relations.
- To understand how international relations influence societies.
- To demonstrate a basic understanding of the foundational theories and concepts in international relations.
- To analyse the current world events and their implications on the Indian Foreign policy decision making process by applying prominent theories of international relations and generate substantial research question on the topics.

**1. Approaches to International Relations (27 lectures)**

- a. Classical Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz)
- b. Neo-Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye)
- c. Structural Approach: Dependency School (Andre Gunder Frank)
- d. Feminist Perspective (J. Ann Tickner)

**2. Cold War & Post-Cold War Era (20 lectures)**

- a. Second World War & Origins of Cold War
- b. Phases of Cold War:
  - First Cold War
  - Rise and Fall of Detente
  - Second Cold War
  - End of Cold War and Collapse of the Soviet Union
- c. Post Cold- War Era and Emerging Centres of Power (European Union, China, Russia and Japan)

**3. India's Foreign Policy (13 lectures)**

- a. Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic)
- b. India's Policy of Non-alignment
- c. India: An Emerging Power

## READING LIST

### Essential Readings

William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) *Classic Readings of International*

*Relations*. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.

Art, R. J. and Jervis, R. (eds.) (1999) *International Political Enduring: Concepts and Contemporary Issues*. 5th Edition. New York: Longman, pp. 7-14; 29-49; 119-126.

Jackson, R. and Sorenson, G. (2008) *Introduction to International Relations: Theories and Approaches*. New York: Oxford University Press, pp. 59-96.

Goldstein, J. and Pevehouse, J.C. (2009) *International Relations*. New Delhi: Pearson, pp. 81-111.

Tickner, J. A. (2001) *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. Columbia University Press.

Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*. Fifth Edition. Oxford: Oxford University Press, pp. 90-123; 142-159; 262-277.

Wenger, A. and Zimmermann, D. (eds.) (2003) *International Relations: From the Cold World War to the Globalized World*. London: Lynne Rienner, pp. 54-89.

Appadorai and Rajan, M. S. (eds.) (1985) *India's Foreign Policy and Relations*. New Delhi: South Asian Publishers.

Mewmillians, W.C. and Piotrowski, H. (2001) *The World Since 1945: A History of International Relations*. Fifth edition. London: Lynne Rienner Publishers.

Smith, M., Little, R. and Shackleton, M. (eds.) (1981) *Perspectives on World Politics*. London:

Croom Helm. Indian Foreign Service Institute. (1997, 1998) *India's Foreign Policy: An Agenda for the 21<sup>st</sup> Century* Vols. 1 & 2, New Delhi: Konark Publishers, pp. 3-41; 102-119.

Ganguly, S. (ed.) (2009) *India's Foreign Policy: Retrospect and Prospect*. New Delhi: Oxford University Press.

Vanaik, A. (1995) *India in a Changing World: Problems, Limits and Successes of Its Foreign Policy*. New Delhi: Orient Longman. pp. 19-41; 63-67; 102-114; 118-124; 132-134.

Basu, Rumki (ed) (2012) *International Politics: Concepts theories and Issues*, New Delhi, Sage Publications India Pvt Ltd.

Jindal N, & Kumar K. (2018). (Ed), *Global Politics: Issues and Perspectives*, New Delhi; Sage Publications

Tremblay R.C & Kapur A. (2017). *Modi's Foreign Policy*, New Delhi: Sage Publications

## **POL SE 4014: Panchayati Raj in Practice**

**Course objective:** This course acquaints students with the Panchayati Raj Institutions and their actual working. It further encourages a study of PRIs in their mutual interaction and their interaction with the people.

### **Course outcomes:**

- This paper will help students understand the importance of grassroots political institutions in empowering people.
- This paper will highlight the complex challenges faced by PRIs in India and mechanisms involved to make it more participatory and inclusive in nature.

### **I. Strengthening Democratic Functioning of the Panchayats (16 lectures)**

- a. Participation at village level, action plan and participatory method
- b. Need assessment and Micro Planning
- c. Devolution

### **II. Panchayat Finances and Accounting (16 lectures)**

- a. Constitutional Provisions on Panchayat Finances
- b. Fiscal Decentralisation and Audit system
- c. Social Audit

### **III. Problems and Needs of Disadvantaged Groups and Their Participation (16 lectures)**

- a. Women
- b. Scheduled Tribes, Scheduled Casts and Minorities
- c. Panchayat Extension to Scheduled Areas (PESA) Act

**Modalities for Practical Component:** Project Report/Field Study Report based on any activity i.e. visit to Panchayat / local self bodies, local peoples' participation in the political system etc.

### **READING LIST**

- P. deSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black
- M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39)
- Raghunandan, J. R (2012) *Decentralization and local governments: The Indian Experience*, Orient Black Swan, New Delhi
- Baviskar, B.S and George Mathew (eds) 2009 *Inclusion and Exclusion in local governance: Field Studies from rural India*, New Delhi, Sage
- M.Venkataramangaiya and M.Pattabhiram- *Local Government in India*, Allied Publishers-1969
- SR Maheswari, *Local Government in India*, Lakshmi Narain Agarwal, 2008.

Bidyut Chakraborty and Rajendra Kumar Pandey, *Modern Indian Political Thought – Text and Context*, Sage, New Delhi, 2009.

Niraja Gopal Jayal and others, *Local Governance in India – Decentralisation and Beyond*, Oxford University Press, 2006.

Subrata K. Mitra. 2001. *Making local government work: Local elites, panchayati raj and governance in India*,

Atul Kohli (Ed.). *The Success of India's Democracy*. Cambridge: Cambridge University Press.

Ghosh , Buddhadeb & Girish Kumar-*State Politics and Panchayats In India* New Delhi: Manohar Publishers, 2003

Sudhakar , V. *New Panchayati Raj System: Local Self-Government Community Development* -Jaipur: Mangal Deep Publications, 2002.

Biju, M.R.- *Decentralisation: an Indian experience*, Jaipur: National Pub., 2007

## **POL SE 4024 Citizens and Rights**

### **Course objective:**

This course aims to understand law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

### **Course outcomes:**

- To analyse the linkages between citizenship, law, rights and equality
- To understand the measures of discrimination, justice and empowerment and the ways to protect the same.
- To evaluate the idea of justice and assess its relevance in context of contemporary India.

### **I. Equality and non-discrimination (12 lectures)**

- a. Gender: the protection of women against domestic violence, rape and sexual harassment
- b. Caste and Class: laws concerning untouchability and minimum wages
- c. Disability and equality of participation

### **II. Empowerment (12 lectures)**

- a. Access to information
- b. Rights of the consumer

### **III. Redistribution, recognition and livelihood (12 lectures)**

- a. Traditional rights of forest dwellers and the issue of women's property rights
- b. Rural employment guarantee

### **IV. Laws relating to criminal justice administration (12 lectures)**

- a. Filing of a complaint, First Information Report (FIR)
- b. Detention, arrest and bail

**Modalities for Practical Component:** Project Report/Field Study Report based on any activity i.e. awareness programme on rights / gender discrimination / RTI / FIR etc.

## **READING LIST**

### **I. Equality and non-discrimination**

#### **Essential Readings:**

Gender Study Group, (1996) Sexual Harassment in Delhi University, A Report, Delhi: University of Delhi.

N. Jain, (2011) 'Physically/Mentally Challenged', in M. Mohanty et al. Weapon of the Oppressed, Inventory of People's Rights in India, Delhi: Danish Books, pp.171-179.

P. Mathew, (2002) The Law on Atrocities Against Scheduled Castes and Scheduled Tribes, New Delhi: Indian Social Institute.

P. Mathew, (2004) The Minimum Wages Act, 1948, New Delhi: Indian Social Institute.

- K. Sankaran, (2008) 'Labour Laws and the World of Work', in K, Sankaran and U. Singh (eds.) Towards Legal Literacy, New Delhi: Oxford University Press, Pp.119-131.
- K. Saxena, (2011) 'Dalits', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books, Pp.15-38
- K. Saxena, (2011) 'Adivasis', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India, Delhi: Danish Books, Pp.39-65.
- S. Durrany, (2006) The Protection of Women From Domestic Violence Act 2005, New Delhi: Indian Social Institute.
- V. Kumari, (2008) 'Offences Against Women', in K, Sankaran and U. Singh (eds.) Towards Legal Literacy, New Delhi: Oxford University Press.
- P. D. Mathew, (2004) The Measure to Prevent Sexual Harassment of Women in Work Place. New Delhi: Indian Social Institute.
- D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) Human Rights, Justice, and Constitutional Empowerment, Delhi: Oxford University Press.

## **II. Empowerment**

### **Essential Readings:**

- N. Kurian, (2011) 'Consumers', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books.
- S. Naib, (2013) 'Right to Information Act 2005', in The Right to Information in India, New Delhi: Oxford University Press, Available at [http://www.humanrightsinitiative.org/publications/rti/guide\\_to\\_use\\_rti\\_act\\_2005\\_English2012\\_light\\_Aspire.pdf](http://www.humanrightsinitiative.org/publications/rti/guide_to_use_rti_act_2005_English2012_light_Aspire.pdf), Accessed: 19.04.2013.
- A. Roberts, (2010) 'A Great and Revolutionary Law? The First Four Years of India's Right to Information Act', Public Administration Review. Volume 70, Issue 6, pp. 925-933.
- SAHRDC, (2006) 'Consumer Rights', in Introducing Human Rights, Oxford University Press, pp. 118-134.

## **III. Redistribution, Recognition and livelihood**

### **Essential Readings:**

- M. Sarin and O. Baginski, (2010) India's Forest Rights Act -The Anatomy of a Necessary but Not Sufficient Institutional Reform, Department for International Development. Available at [www.ippg.org.uk](http://www.ippg.org.uk) (Accessed: 10.04.2013).
- J. Dreze, Dey and Khera, (2008) Employment Guarantee Act, A Primer, New Delhi: National Book Trust (Also available in Hindi).

### **Additional Readings:**

- K. Chaubey, (2013) 'Do Pragatisheel Kanoonon ki Dastan: Rajya, Jan Andolan aur Pratirdoh', Pratiman: Samay, Samaj, Sanskriti, CSDS- Vani Prakashn, pp. 149-177.
- S. Dahiwal, (2009) 'Khairlanji: Insensitivity of Mahar Officers', Economic and Political Weekly, Vol. 44 (31), pp. 29-33.
- J. Kothari, (2005) 'Criminal Law on Domestic Violence', Economic and Political Weekly, Vol. 40(46), pp. 4843-4849.
- H. Mander, and A. Joshi, The Movement for Right to Information in India, People's Power for the Control of Corruption. Available at <http://www.rtgateway.org.in/Documents/References/English/Reports/12.%20An%20article%20on%20RTI%20by%20Harsh%20Mander.pdf>, Accessed: 10.04.2013.
- P. Mathew, and P. Bakshi, (2005) 'Indian Legal System', New Delhi: Indian Social Institute.
- P. Mathew, and P. Bakshi, (2005) 'Women and the Constitution', New Delhi: Indian Social Institute.
- N. Menon, (2012) 'Sexual Violence', in Seeing Like a Feminist, New Delhi: Zubaan and Penguin, pp. 113-146.

M, Mohanty et al. (2011) *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books.

Centre for Good Governance, (2008) *Right to Information Act, 2005: A Citizen's Guide*, Available at

<http://www.rtigemateway.org.in/Documents/Publications/A%20CITIZEN'S%20GUIDE.pdf> ,  
Accessed: 10.04.2013.

K. Sankaran, and U. Singh, (eds.) (2008) *Towards Legal Literacy*. New Delhi: Oxford University Press.

Pandey, (2004) *Rights of the Consumer*. New Delhi: Indian Social Institute

#### **IV. Laws relating to criminal justice administration**

##### **Essential Readings:**

B. Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, *Towards Legal Literacy*, New Delhi: Oxford University Press, pp.61-77.

SAHRDC, (2006) 'Reporting a Crime: First Information Report', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.16-26.

SAHRDC, (2006) 'Bail', in *Oxford Handbook of Human Rights and Criminal Justice in India The system and Procedure*, New Delhi: Oxford University Press, pp.59-71.

SAHRDC, (2006) 'Detention', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*. New Delhi: Oxford University Press, Pp.72-84.

P. Mathew, (2003) *Your Rights if you are Arrested*, New Delhi. Indian Social Institute.

## SEMESTER V

### POL SE 5014 Public Opinion and Survey Research

**Course Objective:** this course will introduce the students to the debates, principles and practices of public opinion polling in the context of democracies, with special reference to India. It will familiarize the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.

#### I. Introduction to the course (6 lectures)

Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll

#### II. Measuring Public Opinion with Surveys: Representation and sampling (7 lectures)

- a. Sampling: Meaning and needs
- b. Sampling error
- c. Types of sampling: Non random sampling; random sampling

#### III. Survey Research (3 lectures)

- a. Interviewing: Interview techniques pitfalls, different types of and forms of interview
- b. Questionnaire: Question wording; fairness and clarity.

#### IV. Quantitative Data Analysis (4 lectures)

- a. Quantitative data analysis: Meaning
- b. Basic concepts: correlational research, causation and prediction

**Modalities for Practical Component:** Field Study Report based on any issue i.e. environmental issue / socio-economic-political issues of the locality using the method of survey research etc.

### READING LIST

#### UNIT I: Introduction to the course

R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York: Pearson Longman Publishers,. pp. 40-46.



G. Gallup, (1948) *A guide to public opinion polls* Princeton, Princeton University Press, 1948. Pp. 3-13.

## **UNIT II: Measuring Public Opinion with Surveys: Representation and sampling**

G. Kalton, (1983) *Introduction to Survey Sampling* Beverly Hills, Sage Publication.

Lokniti Team (2009) 'National Election Study 2009: A Methodological Note', *Economic and Political Weekly*, Vol. XLIV (39)

Lokniti Team, (2004) 'National Election Study 2004', *Economic and Political Weekly*, Vol. XXXIX (51).

'Asking About Numbers: Why and How', *Political Analysis* (2013), Vol. 21(1): 48-69, (first published online November 21, 2012)

## **UNIT III: Survey Research**

H. Asher, (2001) 'Chapters 3 and 5', in *Polling and the Public: What Every Citizen Should Know*, Washington DC: Congressional Quarterly Press.

R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York, Pearson Longman Publishers, pp. 40-46.

## **UNIT IV: Quantitative Data Analysis**

A. Agresti and B. Finlay, (2009) *Statistical methods for the Social Sciences*, 4th edition, Upper saddle river, NJ: Pearson-Prentice Hall.

S. Kumar and P. Rai, (2013) 'Chapter 1', in *Measuring Voting Behaviour in India*, New Delhi: Sage.

## POL RE 5016 Public Administration-I

### Course outcomes:

- Students will be able to understand the basics of public administration;
- This paper is an integral part of public services examinations. Students will be well versed with ideas of administration.

### UNIT 1: Introduction (15 lectures)

- Concept, Nature and Importance of Public Administration
- Growth and Evolution of Public Administration as a Discipline
- Interaction between Public and Private Administration

### UNIT 2: Administrative Theories (15 lectures)

- Scientific Management Theory
- Bureaucratic Theory

### UNIT 3: Principles of Organization (15 lectures)

- Hierarchy -- Span of control
- Centralization – Decentralization
- Ethics and Values in Public Administration

### UNIT 4: Structure of Organization (15 lectures)

- Line and Staff
- Chief executive – Types and Role
- Department- Public Corporations

### Readings:

- Avasthi and Maheswari: *Public Administration*, Laxmi Narayan ,2009
- Maheswari, S.R.: *Administrative Theory*, Macmillan India Ltd.
- Tyagi, A.R.: *Public Administration*, Atma Ram and Sons, Delhi
- Fadia B.L., and Kuldeep,: *Public Administration*, SahityaBhawan Publication, Agra, 2008
- Bhattacharya Mohit: *Public Administration*, World Press, 2007
- Chakrabarty, BidyutBhattacharya Mohit: *Public Administration: A Reader*, Oxford University Press,2003
- Basu, Rumki: *Public Administration: Concepts and Theories*, Sterling Publishers Pvt. Ltd, 2004
- Hazarika, N., *SnatakLok-Prasasan*(Assamese), Students' Stores, Guwahati, 2001.
- Sapru R.K. : *Administrative Theories and Management Thought*, Prentice Hall of India Pvt. Ltd., 2008
- Baghel C.L., Kumar,Y., *Public Administration* (two volumes), Kanishka Publishers, New Delhi, 2005
- Sapru, Radhakrishnan. (2018). *Indian Administration: A Foundation of Governance*, New Delhi: Sage Publications
- Chakrabarty, B. & Chand, P. (2016), *Indian Administration: Evolution and Practice*, New Delhi: Sage Publications

## **POL RE 5026 Select Constitutions-I**

### **Course outcomes:**

- Students will be able to understand the importance of constitutions;
- This paper is an integral part of public services examinations.
- Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.

### **Unit I: Constitution and Constitutionalism (15 lectures)**

- Constitution - Meaning and Importance
- Constitutionalism – Concept

### **Unit 2: United Kingdom (15 lectures)**

- The British Political Tradition
- Parliamentary Government
  - i. Monarchy
  - ii. Cabinet
  - iii. Parliament
- Rule of Law and the Judicial System

### **Unit 3: United States of America (15 lectures)**

- Making of the American Constitution
- The Federal System
- National Government—
  - i. The President
  - ii. Congress
  - iii. Supreme Court

### **Unit 4: Comparative Study of UK and US Constitutions (15 lectures)**

- British Prime Minister vs US President
- House of Lords vs Senate

### **Readings:**

Almond and Powell, *Comparative Politics: A development Approach*, Prentice Hall, 1979

Finer, H, *Theory and Practice of Modern Government*, Mituban, 1965

Dahl, Robert, *Theory and Practice of Modern Government*, Prentice Hall, 1978 Ray,

S. N., *Comparative Political Systems*, Prentice Hall, 1997

Willoughby, WestelWoobdury ,*The American Constitutional System; An Introductionto the Study of the American State*, General Books LLC, 2009

Elster, Jon &Slagstad(Ed), *Constitutionalism and Democracy*, Cambridge University Press, 1993

Alexander, Larry, *Constitutionalism: Philosophical Foundation*, Cambridge University Press, 2001

Rosenbaum, S. Alan, *Constitutionalism: The Philosophical Dimension*, Greenwood Press, 1988

## POL RG 5016 Public Administration-I

### Course outcomes:

- Students will be able to understand the basics of public administration;
- This paper is an integral part of public services examinations. Students will be well versed with ideas of administration.

### UNIT 1: Introduction (15 lectures)

- Concept, Nature and Importance of Public Administration
- Growth and Evolution of Public Administration as a Discipline
- Interaction between Public and Private Administration

### UNIT 2: Administrative Theories (15 lectures)

- Scientific Management Theory
- Bureaucratic Theory

### UNIT 3: Principles of Organization (15 lectures)

- Hierarchy -- Span of control
- Centralization – Decentralization
- Ethics and Values in Public Administration

### UNIT 4: Structure of Organization (15 lectures)

- Line and Staff
- Chief executive – Types and Role
- Department- Public Corporations

### Readings:

- Avasthi and Maheswari: *Public Administration*, Laxmi Narayan ,2009
- Maheswari, S.R.: *Administrative Theory*, Macmillan India Ltd.
- Tyagi, A.R.: *Public Administration*, Atma Ram and Sons, Delhi
- Fadia B.L., and Kuldeep,: *Public Administration*, SahityaBhawan Publication, Agra, 2008
- Bhattacharya Mohit: *Public Administration*, World Press, 2007
- Chakrabarty, BidyutBhattacharya Mohit: *Public Administration: A Reader*, Oxford University Press,2003
- Basu, Rumki: *Public Administration: Concepts and Theories*, Sterling Publishers Pvt. Ltd, 2004
- Hazarika, N., *SnatakLok-Prasasan*(Assamese), Students' Stores, Guwahati, 2001.
- Sapru R.K. : *Administrative Theories and Management Thought*, Prentice Hall of India Pvt. Ltd., 2008
- Baghel C.L., Kumar,Y., *Public Administration* (two volumes), Kanishka Publishers, New Delhi, 2005
- Sapru, Radhakrishnan. (2018). *Indian Administration: A Foundation of Governance*, New Delhi: Sage Publications
- Chakrabarty, B. & Chand, P. (2016), *Indian Administration: Evolution and Practice*, New Delhi: Sage Publications

## **POL RG 5026 Democracy in India**

### **Course outcomes:**

- Students will be able to understand the importance of freedom movement in India;
- Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.
- The debates on the nature of Indian democracy will provide an important insight to the complex nature of challenges faced by the state and different public institutions.

### **Unit I: Concept of Democracy (15 lectures)**

- Meaning of Democracy
- Types of Democracy
- Theoretical Perspective of Democracy

### **Unit II: Democracy in India (15 lectures)**

- Origin of Democracy in India
  - Colonial Legacy
  - National Movement.

### **Unit III: Nature of India's Democracy: (15 lectures)**

- Liberal Perspective
- Marxist Perspective

### **Unit IV: Elections in India (15 lectures)**

- Election Process in India:
- Election Commissioner and Its Role

### **Readings:**

Brass, Paul: The Politics of India since Independence, New York, 1994.

Jayal, N. (ed): Democracy in India, New Delhi, 2001.

Chibber, P.K.: Democracy without Association: Transformation of the Party System and Social Cleavages in India, Michigan, 1999.

Kohli, A: India's Democracy: An Analysis of State Society Relation, Princeton, 1990.

Manor, James: India's Democracy, Princeton, 1988.

Crick: Democracy: A Very Short Introduction, Oxford University Press, 2001.

## **SEMESTER VI**

### **POL SE 6014 Conflict and Peace Building**

**Course Objectives:** This course is designed to help build an understanding of a variety of conflict situations among students in a way that they can relate to them through their lived experiences. It's an interdisciplinary course that draws its insights from various branches of social sciences and seeks to provide a lively learning environment for teaching and training students how to bring about political and social transformations at the local, national and international levels. The course encourages the use of new information technologies and innovative ways of understanding these issues by teaching students skills of managing and resolving conflicts and building peace through techniques such as role-play, simulations, street theatre, cinema and music on the one hand and by undertaking field visits, interacting with different segments of the civil society including those affected by conflicts as well as diplomats, journalists and experts, on the other.

#### **I. Conflict and its concepts (6 lectures)**

- a. Understanding Conflict
- b. Conflict Resolution and Peace Building

#### **II. Dimensions of Conflict (6 lectures)**

- a. Economic/Resource Sharing Conflicts
- b. Socio-Cultural Conflicts (Ethnic, Religious and Gender Based)

#### **III. Conflict Responses: Skills and Techniques I (8 lectures)**

- a. Negotiations: Trust Building
- b. Mediation: Skill Building; Active Listening

#### **IV. Conflict Responses: Skills and Techniques II (10 lectures)**

- a. Track I, Track II & Multi Track Diplomacy
- b. Gandhian Methods

**Modalities for Practical Component:** Project Report/Field Study Report on any issues i.e. ethnic/religious/gender based conflict issues, awareness campaign on sustaining peace etc.

## **Readings:**

### **UNIT I: Conflict and its concepts**

- O. Ramsbotham, T. Woodhouse and H. Miall, (2011) 'Understanding Contemporary Conflict', in *Contemporary Conflict Resolution*, (Third Edition), Cambridge: Polity Press, pp. 94-122.
- W. Zartman, (1995) 'Dynamics and Constraints In Negotiations In Internal Conflicts', in William Zartman (ed.), *Elusive Peace: Negotiating an End to Civil Wars*, Washington: The Brookings Institute, pp. 3-29.
- C. Mitchell, (2002) 'Beyond Resolution: What Does Conflict Transformation Actually Transform?', in *Peace and Conflict Studies*, 9:1, May, pp.1-23. 16
- S. Ryan, (1990) 'Conflict Management and Conflict Resolution', in *Terrorism and Political Violence*, 2:1, pp. 54-71.
- J. Lederach, (2003) *The Little Book Of a Conflict Transformation*, London: Good Books.
- I. Doucet, (1996) *Thinking About Conflict*, Resource Pack For Conflict Transformation: International Alert.
- M. Lund, (2001) 'A Toolbox for Responding to Conflicts and Building Peace', in L. Reychler and T. Paffenholz, eds., *Peace-Building: A Field Guide*, Boulder: Lynne Rienner, pp. 16-20.
- L. Schirch, (2004) *The Little Book Of Strategic Peacebuilding*, London: Good Books.

### **UNIT II: Dimensions of Conflict**

- R. Rubenstein, (2003) 'Sources', in S. Cheldelin, D. Druckman and L. Fast (eds.) *Conflict: From Analysis to Intervention*, London: Continuum, pp.55-67.
- P. Le Billon, (2009) 'Economic and Resource Causes of Conflicts', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 210-224.
- S. Ayse Kadayifci-Orellana, (2009) 'Ethno-Religious Conflicts: Exploring the Role of Religion in Conflict Resolution', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 264-284.

### **UNIT III: Conflict Responses: Skills and Techniques I**

- H. Saunders, (1999) *A Public Peace Process: Sustained Dialogue To Transform Racial and Ethnic Conflicts*, Palgrave Macmillan: New York, pp. 1-30.

N. Behera, 'Forging New Solidarities: Non-official Dialogues', in M. Mekenkamp, P. Tongeren and H. Van De Veen (eds.), *Searching For Peace In Central And South Asia*, London: Lynne Rienner Publishers, pp. 210-236.

J Bercovitch, V. Kremenyuk, and I. Zartman (eds.), (2009) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications.

R. Wagner and D. Winter, (eds.), *Peace, Conflict, and Violence: Peace Psychology for the 21st Century Englewood Cliffs*, New Jersey: Prentice-Hall.

C. Webel and J. Galtung (eds.), (2007) *The Handbook of Peace and Conflict Studies*, London: Routledge.

#### **UNIT IV: Conflict Responses: Skills and Techniques II**

H. Burgess and G. Burgess, (2010) *Conducting Track II*, Washington D.C: United States Institute of Peace.

S. Mason and M. Siegfried, (2010) *Debriefing Mediators To Learn Their Experiences*, Washington D.C: United States Institute Of Peace.

I. Zartman and A. De Soto, (2010) *Timing Mediation Initiatives*, Washington D.C: United States Institute of Peace. 17

A. Smith and D. Smock, (2010) *Managing A Mediation Process*, Washington D.C: United States Institute of Peace.

J. Davies and E. Kaufman (eds.), (2003) *Second Track/Citizens' Diplomacy: Concepts and Techniques for Conflict Transformation*, Rowman & Littlefield: Maryland.

J Bercovitch, V. Kremenyuk, and I. Zartman (eds.), (2009) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications. M. Steger , (2001) 'Peace building and Non-Violence: Gandhi's Perspective on Power', in D. Christie, R. Wagner and D. Winter, (eds.), *Peace, Conflict, and Violence: Peace Psychology for the 21st Century Englewood Cliffs*, New Jersey: Prentice-Hall.



## **POL RE 6016 Public Administration –II**

### **Course outcomes:**

After reading this course the students will be in a position acquaint with the different layers and structures of public administration and also to know how public administration contributes towards development. One will also be in a position to know about the principles and processes of budgeting etc.

### **UNIT-- 1. Personnel Administration (15 lectures)**

- Importance of Civil Service in modern State
- Recruitment – Promotion
- Public Service Commissions

### **UNIT-- 2. Financial Administration (15 lectures)**

- Concept of Budgeting
- Principles of Budgeting
- Budgetary Process

### **UNIT-- 3. Development Administration (15 lectures)**

- Concept of Development Administration
- Contribution of Fred W. Riggs
- Bureaucracy and development

### **UNIT-- 4. Citizen and Administration (15 lectures)**

- Concept of Accountability
- Control over administration: Legislative, Executive
- Redressal of public grievances

### **Readings:**

Avasthi and Maheswari: Public Administration, LaxmiNarayan ,2009

Maheswari, S.R.,: Administrative Theory, Macmillan India Ltd.

Tyagi, A.R.: Public administration, Atma Ram and Sons, Delhi

Fadia B.L., and Kuldeep,: Public Administration, SahityaBhawan Publication, Agra, 2008

Bhattacharya Mohit: Public Administration, World Press, 2007

Chakrabarty, Bidyut Bhattacharya Mohit: Public Administration: A Reader, OxfordUniversity Press, 2003

Basu ,Rumki: Public Administration: Concepts and Theories, Sterling Publishers Pvt. Ltd, 2004

Hazarika, N., SnatakLok-Prasasan (Assamese), Students' Stores, Guwahati, 2001.

Sapru R.K. : Administrative Theories and Management Thought, Prentice Hall of India Pvt. Ltd., 2008

Sapru R.K., Development Administration, Sterling Publishers Pvt. Ltd, 1994

## **POL RE 6026 Select Constitutions -II**

**Course Objective:** The course introduces the constitutional and political systems of two (2) countries. Students will have a stronger and more informed perspective on approaches to studying the constitutional and political systems of these countries in a comparative manner.

### **Course outcomes:**

- Students will be able to understand the importance of constitutions;
- This paper is an integral part of public services examinations.
- Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.

### **Unit 1: Peoples Republic of China- I (15 lectures)**

- Revolutionary Legacy: Communist Revolution
- Structure of Government:
  - National Peoples' Congress
  - The President and the State Council
  - Peoples' Courts and Peoples' Procuratorates

### **Unit 2: Peoples Republic of China- II (15 lectures)**

- Rights and Duties of Citizens
- Role of the communist Party

### **Unit 3: Switzerland- I (15 lectures)**

- Swiss Political Tradition
- Structure of Federal Government:
  - Legislature
  - Executive
  - Judiciary

### **Unit 4: Switzerland- II (15 lectures)**

- Swiss Federalism
- Direct Democracy

### **Readings:**

Almond and Powell, *Comparative Politics: A Development Approach*, Pearson Education, 1979

Finer, H, *Theory and Practice of Modern Government*, Mituban, 1965

Dahl, Robert, *Theory and Practice of Modern Government*, Prentice Hall, 1978

Ray, S. N., *Comparative Political Systems*, Prentice Hall, 1997

Longford, W. John & Brownsey, K. Lorne, *The Changing Shape of Government in the Asia Pacific Region*, IRPP, 1988

## **POL RG 6016 Public Administration –II**

### **Course outcomes:**

After reading this course the students will be in a position acquaint with the different layers and structures of public administration and also to know how public administration contributes towards development. One will also be in a position to know about the principles and processes of budgeting etc.

### **UNIT-- 1. Personnel Administration (15 lectures)**

- Importance of Civil Service in modern State
- Recruitment – Promotion
- Public Service Commissions

### **UNIT-- 2. Financial Administration (15 lectures)**

- Concept of Budgeting
- Principles of Budgeting
- Budgetary Process

### **UNIT-- 3. Development Administration (15 lectures)**

- Concept of Development Administration
- Contribution of Fred W. Riggs
- Bureaucracy and development

### **UNIT-- 4. Citizen and Administration (15 lectures)**

- Concept of Accountability
- Control over administration: Legislative, Executive
- Redressal of public grievances

### **Readings:**

Avasthi and Maheswari: Public Administration, LaxmiNarayan ,2009

Maheswari, S.R.,: Administrative Theory, Macmillan India Ltd.

Tyagi, A.R.: Public administration, Atma Ram and Sons, Delhi

Fadia B.L., and Kuldeep,: Public Administration, SahityaBhawan Publication, Agra, 2008

Bhattacharya Mohit: Public Administration, World Press, 2007

Chakrabarty, Bidyut Bhattacharya Mohit: Public Administration: A Reader, OxfordUniversity Press, 2003

Basu ,Rumki: Public Administration: Concepts and Theories, Sterling Publishers Pvt. Ltd, 2004

Hazarika, N., SnatakLok-Prasasan (Assamese), Students' Stores, Guwahati, 2001.

Sapru R.K. : Administrative Theories and Management Thought, Prentice Hall of India Pvt. Ltd., 2008

Sapru R.K., Development Administration, Sterling Publishers Pvt. Ltd, 1994

## **POL RG 6026 Indian Administration**

### **Course objective:**

The basic objective is to introduce the students to the process of evolution of Indian administration through ages.

### **Outcomes:**

After reading this course a student will be in a position to acquaint himself/herself with the process of evolution of Indian administration and also different layers and structures of the administration.

### **UNIT 1: Evolution of Indian Administration: (15 lectures)**

- Kautilya's Arthashastra, Mughal Administration;
- British Legacies over Indian Administration, Indianization of public services
- Role of Indian Administration in Socio-Economic Development.

### **UNIT 2: Union Government and Administration: (15 lectures)**

- Cabinet Secretariat
- Ministries and Departments, Prime Minister's Office
- Central Secretariat; Attached offices.

### **UNIT 3: State Government and Administration: (15 lectures)**

- State Secretariat- Chief Secretary
- Directorate: Organization and Functions
- Divisional Commissioner: Powers, Functions and Position.

### **UNIT 4: District Administration since 1947 (15 lectures)**

- Democratic Decentralization and District administration, Changing role of the Deputy Commissioner
- Devolution of Power: Union- state- local relations
- Block Development Officer and Panchayat Secretary

### **Readings:**

- Avasthi, A. and Maheshwari, S. (2003), Public Administration. Agra: Laxmi Narain Agarwal.
- Basu, Rumki, (2014) Public Administration, Concepts and Theories, Delhi Sterling Publishers
- Henry, N. (2003) Public Administration and Public Affairs. New Delhi: Prentice Hall, pp.1-52.
- Bhattacharya, M. and Chakrabarty, B. (eds.) (2005), Public Administration: A Reader. Delhi: Oxford University Press. Hyderabad,
- W. (1980), A Marxist Critique of Organization Theory', in Evan, W (ed.) Frontiers in Organization & Management. New York: Praeger, pp. 123-150.
- Hyderabad, W. (1977), Organizational Contradictions in Public Bureaucracies: Towards a Marxian Theory of Organizations', in Benson, J. K. (ed.) Organizational Analysis: Critique and Innovation. Beverly Hills: Sage, pp. 85-109.

- Bhattacharya, M. (1999) Restructuring Public Administration: Essays in Rehabilitation. New Delhi: Jawahar, pp. 29-70, 85-98.
- Bhattacharya, M. (2001) New Horizons in Public Administration. New Delhi: Jawahar, pp. 248-272, 301-323.
- Dye, T.R. (1975) Understanding Public Policy. New Jersey: Prentice Hall, pp. 1-38, 265-299. Dror, Y. (1983) Public Policy Making Reexamined. Oxford: Transaction Publication, pp. 129-216.
- Bernard, C. (1938) The Functions of Executive. Cambridge: Harvard University Press.
- Gant, G.F. (1979) Development Administration: Concepts, Goals, Methods. Madison: University of Wisconsin Press.
- Kamenka, E. & Krygier, M. (eds.) (1979) Bureaucracy. London: Edward Arnold.
- Lee, H.B. (ed.) (1953) Korea: Time, Change and Administration. Hawaii: University of Hawaii Press.
- Leftwich, A. (1994) „Governance, the State and the Politics of Development“, Development and Change, 25. March, J. and Simon, H. (1958) Organization. New York: Wiley.
- Avasthi A. 1980. Central Administration: Tata Mcgraw Hill: New Delhi.
- Basu, D. D. 2004. Introduction to the Constitution of India; Prentice Hall: New Delhi.
- Dayal, Ishwar, MuthurKuldeep and Battacharya M, 1976. District Administration: McMillan: Delhi.
- Maheshwari, Shriram. 1979. State Government in India; The Macmillan Company of India limited: Delhi.
- Misra, S.C., 1972. Police Administration in India: National Police Academy: Mount Abu. Pandey,
- LalluBehari, 1984. The State Executives; Amar Prakashan: Delhi. Puri, K.K. 1985, Local Government in India, Bharat Prakashan, Jalandhar.
- Pylee, M.V. 1967. India's Constitution; Asia Publishing House: Bombay.
- Reddy, Ram. G. and Seshadri K. 1972. Police in a developing society: Osmania University: Hyderabad.
- Sharma, P.D. 1971. Indian Police – A Developmental Approach: Research: Delhi.
- Chakrabarty, B. & Chand, P. (2016), Indian Administration: Evolution and Practice, New Delhi, Sage Publications
- Sapru, Radhakrishnan. (2018), Indian Administration: A Foundation of Governance, New Delhi: Sage Publications.

\*\*\*\*\*

**UNDER GRADUATE COURSE FOR  
SANSKRIT (HON.)**

**UNDER**

**CHOICE BASED CREDIT SYSTEM  
(CBCS)**

**Gauhati University  
Guwahati**

**PROPOSED SCHEME FOR CHOICE BASED CREDIT  
SYSTEM IN B.A (Honors) IN SANSKRIT**

Semester	CORE COURSE (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course	Elective: Discipline Specific DSE (4)	Elective: Generic (GE) (4)
I	SKT-HC-1016	ENG-AE-1014/ ASM-AE-1014			SKT-HG-1016
	SKT-HC-1026				
II	SKT-HC-2016	ENV -AE-2014			SKT-HG-2016
	SKT-HC-2026				
III	SKT-HC-3016		SKT-SE-3014		SKT-HG-3016
	SKT-HC-3026				
	SKT-HC-3036				
IV	SKT-HC-4016		SKT-SE-4014		SKT-HG-4016
	SKT-HC-4026				
	SKT-HC-4036				
V	SKT-HC-5016			SKT-HE-5XX6	
	SKT-HC-5026			SKT-HE-5YY6	
VI	SKT-HC-6016			SKT-HE-6XX6	
	SKT-HC-6026			SKT-HE-6YY6	

**Scheme of Romanization of Devanagari Script (International Alphabet for Sanskrit Transliteration (IAST))**

अ a	आ ā	इ i	ई ī	उ u
ऊ ū	ऋ ṛ	ॠ ṛ	ऌ ḷ	ए e
ऐ ai	ओ o	औ au	ं ṁ/m̐	ँ ṁ
क् k	ख् kh	ग् g	घ् gh	ङ् ṅ
च् c	छ् ch	ज् j	झ् jh	ञ् ñ
ट् ṭ	ठ् ṭh	ड् ḍ	ढ् ḍh	ण् ṇ
त् t	थ् th	द d	ध् dh	न् n
प् p	फ् ph	ब् b	भ् bh	म् m
य् y	र् r	ल् l	व् v	
स् s	श् ś	ष् ṣ	ह् h	
क्ष् kṣ	ज्ञ् jñ	श्र् śr		



## Core Papers (14)

### B.A. (Hons) Sanskrit

#### Semester: I

**SKT- HC-1016**  
Classical Sanskrit Literature (Poetry)

**SKT- HC- 1026**  
Critical Survey of Sanskrit Literature

#### Semester: II

**SKT- HC- 2016**  
Classical Sanskrit Literature (Prose)

**SKT- HC-2026**  
Self-Management in the Gītā

#### Semester: III

**SKT- HC-3016**  
Classical Sanskrit Literature  
(Drama)

**SKT- HC-3026**  
Poetics and Literary  
Criticism

**SKT- HC-3036**  
Indian Social Institutions  
and Polity

#### Semester: IV

**SKT- HC-4016**  
Indian Epigraphy,  
Palaeography and  
Chronology

**SKT- HC-4026**  
Modern Sanskrit Literature

**SKT- HC-4036**  
Sanskrit and World  
Literature

#### Semester: V

**SKT- HC- 5016**  
Vedic Literature

**SKT- HC-  
5026**  
Sanskrit Grammar

#### Semester: VI

**SKT- HC- 6016**  
Indian Ontology and Epistemology

**SKT- HC-  
6026**  
Sanskrit Composition and  
Communication

# DETAIL OF CORE COURSES FOR SANSKRIT

**SKT- HC-1016**

## Classical Sanskrit Literature (Poetry)

**Credit : 6**

[A] Prescribed Course:	Marks
Unit I Raghuvamśam: Canto-I (Verse: 1-25)	15
Unit II Kumārasambhavam: Canto-V (Verse: 1-30)	15
Unit III Kirātārjunīyam - Canto I (1-25 Verses)	15
Unit IV Nīśatakam (1-20 Verses, 1 <sup>st</sup> two Paddhatis)-M. R. Kale Edition.	15
Unit V Origin and Development of Mahākāvya and Gītikāvya	20

---

### [B] Course Objectives:

This course aims to get students acquainted with Classical Sanskrit Poetry. It intends to give an understanding of literature, through which students will be able to appreciate the development of Sanskrit Literature. The course also seeks to help students to negotiate texts independently.

---

### [C] Unit-Wise Division:

#### Unit I

#### Raghuvamśam: Canto-I (Verse: 1-25)

Raghuvamśam: Introduction (Author and Text), Appropriateness of title, Canto I, 1-10 Grammatical analysis, Meaning/translation, Explanation, content analysis, Characteristics of Raghu Clan.

Raghuvamśam:CantoI(Verses11-25) grammatical analysis, Meaning/translation, Explanation, Role of Dilīpa in the welfare of subjects.

## **Unit II**

### **Kumārasambhavam: Canto-V (Verses: 1-30)**

Kumārasambhavam: Introduction (Author and Text), Appropriateness of title, Background of given contents.

Text Reading Canto I Verses 1-15, (Grammatical analysis, Translation, and Explanation), Poetic excellence and Plot.

Kumārasambhavam : Text Reading Canto I Verses 16-30 (Grammatical analysis, Translation, Explanation), Penance of Pārvati, Poetic excellence, Plot.

## **Unit III**

### **Kirātārjunīyam - Canto I (1-25 Verses)**

Kirātārjunīyam: Introduction (Author and Text), Appropriateness of title, Background of given contents,

Canto I Verses 1-16, Grammatical analysis, Translation, Explanation, Poetic excellence, thematic analysis.

Kirātārjunīyam: Verses 17-25, Grammatical analysis, Translation, Explanation, Poetic excellence, thematic analysis.

## **Unit IV**

### **Nīśatakam (1-20 Verses, 1st two Paddhatis)-M. R. Kale Edition**

Nīśatakam: Verses (1-10) Grammatical analysis Translation, explanation. Nīśatakam: Verses (11-20) Grammatical analysis Translation, explanation, thematic analysis bhartṛhari's comments on society.

## Unit V

### Origin and Development of Mahākāvya and Gītikāvya

Origin and development of different types of  
Māhākāvya with special reference to Aśvaghōṣa,  
Kālidāsa, Bhāravi, Māgha, Bhatti, Śrīharsa.  
Origin & Development of Sanskrit gītikāvayas  
With special reference to Kālidāsa, Bilhaṇa,  
Jayadeva, Amarūk, Bhartṛhari and their works.

---

#### **Suggested Books/Readings:**

1. C.R. Devadhar (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.
2. M.R. Kale (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.
3. Gopal Raghunath Nandargikar (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.
4. M.R. Kale (Ed.), Kumarasambhavam, MLBD, Delhi
5. M.R. Kale (Ed.), Kirātārjunīyam of Bhāravi, MLBD, Delhi.
6. M.R. Kale (Ed.), Nītiśatakam of Bhartṛhari, MLBD., Delhi.
7. Mirashi, V.V. : *Kālidāsa*, Popular Publication, Mumbai.
8. Keith, A.B.: *History of Sanskrit Literature*, MLBD, Delhi.
9. Krishnamachariar : *History of Classical Sanskrit Literature*, MLBD, Delhi.
10. Gaurinath Shastri: *A Concise History of Sanskrit Literature*, MLBD, Delhi.
11. Winternitz, Maurice: *History of Indian Literature* (Vol. I-III), also Hindi Translation, MLBD, Delhi

SKT- HC-1026  
**Critical Survey of Sanskrit Literature**

Credit: 6

[A]	Prescribed Course:	Marks
Unit I	Vedic Literature	15
Unit II	Rāmāyaṇa	15
Unit III	Mahābhārata	15
Unit IV	Purāṇas	15
Unit V	General Introduction to Vyākaraṇa, Darśana and Sāhityaśāstra	20

**[B] Course Objectives:**

This course aims to get students acquainted with the journey of Sanskrit literature from Vedic literature to Purāṇa. It also intends to give an outline of different shastric traditions, through which students will be able to know the different genres of Sanskrit Literature and Śāstras.

**[C] Unit-Wise Division**

**Unit I  
Vedic Literature**

*Samhitā (Ṛk, Yajuh, Sāma, Atharva):* Time, subject– matter, religion & Philosophy, social life.

*Brāhmaṇa, Āraṇyaka, Upaniṣad, Vedāṅga* (Brief Introduction)

**Unit II  
Rāmāyaṇa**

*Rāmāyaṇa: Time, subject–matter, Rāmāyaṇa as an Ādikāvya. Rāmāyaṇa as a Source Text and its Cultural Importance.*

**Unit III  
Mahabharata**

*Mahābhārata* and its Time, Development, *Mahā*Encyclopaedic nature, as a Source, text, Cultural Importance.

## Unit IV Purāṇas

Purāṇas : Subject matter, Characteristics, Purāṇas  
Social, Cultural and Historical  
Importance with special reference to the  
Kālikāpurāṇa.

## Unit V General Introduction to Vyākaraṇa, Darśana and Sāhityaśāstra

General Introduction to Vyākaraṇa, Brief  
History of Vyākaraṇaśāstra  
General Introduction to Darśana: Major schools  
of Indian Philosophy Cārvāka, Bauddha, Jaina,  
Sāṅkhya-yoga, Nyāya-Vaiśeṣika, Pūrva-  
mīmāṃsā and Uttara mīmāṃsā.  
General Introduction to Poetics : Six major  
Schools of Indian Poetics-Rasa, Alamkāra,  
Rīti, Dhvani, Vakrokti and Aucitya.

---

### Suggested Books/Readings:

1. A.B. Keith, *History of Sanskrit Literature*, also Hindi translation, MLBD, Delhi.
2. M. Krishnamachariar, *History of Classical Sanskrit Literature*, MLBD, Delhi.
3. Gaurinath Shastri, *A Concise History of Sanskrit Literature*, MLBD, Delhi.
4. Maurice Winternitz, *History of Indian Literature* (Vol. I-III), also Hindi Translation, MLBD, Delhi.

**SKT- HC-2016**  
**Classical Sanskrit Literature (Prose)**

**Total Credits 6**

[A]	Prescribed Course:	Marks
Unit I	Śukanāśopadeśa (Ed. Prahlad Kumar)	25
Unit II	Viśrutacaritam Upto 15th Para	25
Unit III	Origin and development of prose, Important prose romances and fables	30

**[B]Course Objectives:**

This course aims to acquaint students with Classical Sanskrit Prose literature. Origin and development of prose, Important prose romances and fables Sanskrit are also included here for students to get acquainted with the beginnings of Sanskrit Prose literature. The course also seeks to help students negotiate texts independently.

**[C]Unit-Wise Division:**

**Unit I**

**Śukanāśopadeśa (Ed. Prahlad Kumar)**

Introduction- Author/Text, Text up to page 116 of Prahlad Kumar Up to the end of the Text.

Society, *Āyurveda* and political thoughts depicted in *Śukanāśopadeśa*, logical meaning and application of sayings: Bāṇocchiṣṭam  
Pancānan bā'ṇah

**Unit II**

**Viśrutacaritam Upto 15th Para**

Para 1 to 10 - Introduction- Author, Text, Text reading (Grammar, Translation, and Explanation), Poetic excellence, plot, Timing of Action.

Para 11 to 15 - Text reading (Grammar, Translation, and Explanation), Poetic excellence, plot, Timing of Action. Society, language and style of Daṇḍin. Exposition of Saying “ Iaṇḍinaḥ padalāliyam ,” “ Kavirdaṇḍī Kavirdaṇḍī na Saṁśayaḥ”.

**Unit III**  
**Origin and development of prose, Important prose romances and fables**

Origin and development of prose, important prose romances and fables

Subandhu, Daṇḍin, Bāṇa, Ambikādatta  
Vyāsa.  
Pañcatantra, Hitopadeśa,  
Vetālapañcaviṃśatikā, Siṃhāsanadvātriṃśikā,  
Puruṣaparīkṣā, Śukasaptati.

---

**Suggested Books/Readings:**

1. Prahlad Kumar, Sukanāso Padeśa, Meharchand Laksmandas, Delhi
2. Surendradeva, Viśrutacaritam, (Sahitya Bhandar Meerut)
3. A.B. Keith: *History of Sanskrit Literature*, also Hindi translation, MLBD, Delhi.
4. M. Krishnamachariar : *History of Classical Sanskrit Literature*, MLBD, Delhi.
5. Gaurinath Shastri: *A Concise History of Sanskrit Literature*, MLBD, Delhi.
6. Maurice Winternitz : *Ancient Indian Literature* (Vol. I-III), also Hindi Translation, MLBD, Delhi.
7. Prabhat Ch. Sarma, Kadambari, Translated into Assamese, ABILAC , Guwahati, Assam, 2000



**SKT- HC-2026**  
**Self Management in the Gītā**

**Total Credits 6**

<b>[A] Prescribed Course:</b>	<b>Marks</b>
<b>Unit I</b>	<b>Gītā: Cognitive and emotive apparatus 25</b>
<b>Unit II</b>	<b>Gītā: Controlling the mind 30</b>
<b>Unit III</b>	<b>Gītā: Self management through devotion 25</b>

---

**[B]Course Objectives:**

The objective of this course is to study the philosophy of self-management in the Gītā. The course seeks to help students negotiate the text independently without referring to the traditional commentaries so as to enable them to experience the richness of the text.

---

**[C]Unit-Wise Division:**

**Unit I**

**Gītā: Cognitive and emotive apparatus**

Hierarchy of *indriya, manas, buddhi* and *ātman*  
III.42; XV. 7

Role of the *ātman* –XV.7; XV.9

Mind as a product of *prakṛti* VII.4

Properties of three *guṇas* and their impact on the mind – XIII. 5-6; XIV.5-8, 11-13; XIV.17

**Unit II**

**Gītā: Controlling the mind**

Confusion and conflict

Nature of conflict I.1; IV.16; I.45; II.6

Causal factors – Ignorance – II.41; *Indriya* – II.60,  
Mind – II.67; *Rajoguṇa* – III.36-39; XVI.21;  
Weakness of mind- II.3; IV.5

Means of controlling the mind

Meditation–difficulties –VI.34-35; procedure  
VI.11-14

Balanced life- III.8; VI.16-17

Diet control- XVII. 8-10

Physical and mental discipline – XVII. 14-19, VI. 36.

### **Means of conflict resolution**

Importance of knowledge – II. 52 ; IV.38-39; IV.42

Clarity of *buddhi* – XVIII.30-32

Process of decision making – XVIII.63

Control over senses – II.59, 64

Surrender of *karṭṛbhāva* –XVIII .13-16; V.8-9

Desirelessness- II.48; II.55

### **Unit III**

### **Gītā: Self management through devotion**

Surrender of ego – II.7 ; IX.27; VIII.7; XI.55 ; II.47

Abandoning frivolous debates – VII.21, IV.11; IX.26

Acquisition of moral qualities - XII.11; XII.13-19

---

### **Suggested Books/Readings:**

- 1.Śrīmadbhagavadgītā - English commentary by Jayadayal Goyandka, Tattvavivecinī Gītā Press, Gorakhpur, 1997.
2. Śrīmadbhagavadgītārahasya - The Hindu Philosophy of Life, Ethics and or Karmayogaśāstra Religion, Original Sanskrit Stanzas with English Translation, Bal Gangadhar Tilak & Balchandra Sitaram Sukthankar, J.S.Tilak & S.S.Tilak, 1965.
3. Śrīmadbhagavadgītā - A Guide to Daily Living, English translation and notes by Pushpa Anand, Arpana Publications, 2000.
- 4.Śrīmadbhagavadgītā - The Scripture of Mankind, text in Devanagari with transliteration in English and notes by Swami Tapasyananda, Sri Ramakrishna Math, 1984.
- 5.Chinmayananda - The Art of Man Making (114 short talks on the Bhagavadgītā), Central Chinmaya Mission Trust, Bombay, 1991.
- 6.Panchamukhi, V.R.- Managing One-Self (Śrīmadbhagavadgītā : Theory and Practice), R.S. Panchamukhi Indological Research Centre, New Delhi & Amar Grantha Publications, Delhi, 2001.
- 7.Sri Aurobindo - Essays on the Gītā, Sri Aurobindo Ashram, a. Pondicherry,1987.

- 8.Srinivasan, N.K. - Essence of Śrimadbhagavadgītā : Health & Fitness (commentary on selected verses), Pustak Mahal, Delhi, 2006.
- 9.Bhattacharjya Sudeshna, The Srimadbhagavadgita-Its Importance in Modern World, Surabharati Vol.XII, 2011-12, Deptt. Of Sanskrit, GU
10. Gitar Bhumika Aru Bharatiya Sanskritir Bhatti, Translated by Sarma, Diganta Biswa, Nabasristi Prakasan, Guwahati
11. Gitarahasya Athaba Karmayogasastra, Tilak Bal Gangadhar, Translated by, Kailash Nath Sarma, Published by Mrinalini Devi, Guwahati

**SKT- HC-3016**  
**Classical Sanskrit Literature (Drama)**

**Total Credits 6**

<b>[A] Prescribed Course:</b>	<b>Marks</b>
<b>Unit I</b>	<b>Svapnavāsavadattam– Bhāsa Act I &amp; VI 20</b>
<b>Unit II</b>	<b>Abhijñānaśākuntalam– Kālidāsa I &amp; IV 20</b>
<b>Unit III</b>	<b>Mudrārākṣasam - Viśākhadatta I, II &amp; III 20</b>
<b>Unit IV</b>	<b>Critical survey of Sanskrit Drama 20</b>

**[B]Course Objectives:**

This course aims to acquaint students with three most famous dramas of Sanskrit literature which represent three stages in the growth of Sanskrit drama.

**[C]UnitWise**

**Division:**

**Unit I**

**Svapnavāsavadattam– Bhāsa Act I & Act VI**

Svapnavāsavadattam:Act I-Story,  
Meaning/Translation and Explanation.  
Unique features of Bhāsa's style,  
Characterization, Importance of 1st and 6th Act,  
Society, Norms of Marriage, Story of 'regains'.  
Bhāso hāsaḥ

**Unit II**

**Abhijñānaśākuntalam– Kālidāsa Act I & Act IV**

Abhijñānaśākuntalam : Act I- (a) Introduction, Author,  
Explanation of terms like *nāndī*, *prastāvanā*, *sūtradhāra*,  
*naṭī*, *viṣkambhaka*, *vidūṣaka*, *kañcukī*,  
Text Reading (Grammar, Translation, Explanation),  
Poetic excellence, Plot, Timing of Action. Personification  
of nature, Language of Kālidāsa, in *Upamāalamkāra*  
Purpose and design behind *Abhijñānaśākuntalam* and  
other problems related to texts,  
popular saying about Kālidāsa & Śākuntalam  
Abhijñānaśākuntalam Act IV- Text Reading (Grammar,  
Translation, Explanation), Poetic excellence, Plot, Timing of  
Action.

### Unit III

## Mudrārākṣasam -Act I, II & Act III

Mudrārākṣasam : Act I – (a) Introduction, Author,  
Purpose and design behind *Mudrārākṣasa*.

Text Reading prescribed verses for translation and  
explanation- 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 14, 16, 18, 19,  
21, 22, 24, 26, 27. (Grammar, Translation, Explanation),  
Poetic excellence, Plot, Timing of Action.

Mudrārākṣasam: Act II - prescribed verses for translation  
and explanation- 1, 3, 4, 5, 7, 8, 9, 10, 13, 15, 16, 17, 18,  
19, 22, and 23, Text Reading (Grammar, Translation,  
Explanation), Poetic excellence, Plot, Timing of Action.

Mudrārākṣasam: Act III - prescribed verses for translation  
and explanation- 1, 3, 4, 6, 12, 13, 14, 15, 16, 17, 20, 21,  
22, 23, 24, 25, 26, 27, 29, 31 and 33. Text Reading  
(Grammar, Translation, Explanation), Poetic excellence,  
Plot, Timing of Action.)

### Unit IV

## Critical survey of Sanskrit Drama

Sanskrit Drama : Origin and Development, Nature of  
Nāṭaka,  
Some important dramatists and dramas: Bhāsa, Kālidāsa,  
Śūdraka, Viśākhadatta, ŚriHarṣa, Bhavabhūti,  
Bhaṭṭanārāyaṇa and their works.

---

### Suggested Books/Readings:

1. C.R.Devadhar(Ed.), *Abhijñanaśākuntalam*, MLBD, Delhi.
2. M.R. Kale(Ed.), *Abhijñanaśākuntalam*, MLBD, Delhi.
3. Gajendra Gadakar(Ed.), Bose, Ramendramohan, *Abhijñanaśākuntalam*, Modern Book Agency, 10 College, Square, Calcutta.
- 4.M.R. Kale(Ed.), *Svapnavāsavadattam*, M.L.B.D., Delhi
5. M.R. Kale(Ed.), *Mudrārākṣasam*, MLBD, Delhi.
6. K.T.Telang(Ed.), *Mudrārākṣasam*, Nag Publishers, Delhi.
7. Minakshi Dalal, *Conflict in Sanskrit Drama*, Somaiya Publication Pvt. Ltd.
8. Ratnamayi Dikshit, *Women in Sanskrit Dramas*, Meherchand Lachhman Das, Delhi.
9. A.B. Keith, *Sanskrit Drama*, Oxford University Press London, 1970.
- 10.Minakshi Dalal, *Conflict in Sanskrit Drama*, Somaiya Publication Pvt. Ltd.
- 11.G. K. Bhat, *Sanskrit Drama*, Karnataka University Press, Dharwar 1975
- 12.Henry W. Wells, *Six Sanskrit Plays*, Asia Publishing House, Bombay

**SKT- HC-3026**  
**Poetics and literary criticism**

**Total Credits 6**

<b>[A] Prescribed Course</b>	<b>Marks</b>
<b>Unit I</b> Introduction to Sanskrit poetics	<b>20</b>
<b>Unit II</b> Forms of Kāvya-Literature	<b>10</b>
<b>Unit III</b> <i>Śabda-śakti</i> (Power of Word) and <i>rasa-sūtra</i>	<b>20</b>
<b>Unit IV</b> <i>Alaṅkāra</i> (figures of speech) and <i>chandas</i> (metre)	<b>30</b>

**[B] Course Objectives:**

The study of *sāhityaśāstra* (Sanskrit Poetics) embraces all poetic arts and includes concepts like *alaṅkāra*, *rasa*, *rīti*, *vakrokti*, *dhvani*, *aucitya* etc. The entire domain of Sanskrit poetics has flourished with the topics such as definition of poetry and divisions, functions of word and meaning, theory of *rasa* and *alaṅkāra* (figures of speech) and *chandas* (metre), etc. This develops capacity for creative writing and literary appreciation.

**[C] Unit –Wise Division:**

**Unit I**

**Introduction to Sanskrit Poetics**

Introduction to poetics: Origin and development of Sanskrit poetics, its various names- *kriyākalpa*, *alaṅkāraśāstra*, *sāhityaśāstra*, *saundhyaśāstra*.

Definition (*lakṣaṇa*), objectives (*prayojana*) and causes (*hetu*) of poetry. (according to *kāvyaṅprakāśa*)

**Unit II**

**Forms of Kāvya-Literature**

Forms of poetry : *drśya*, *śravya*, *miśra*, (*campū*) (according to *Sāhityadarpaṇa*)

*Mahākāvya*, *khaṇḍakāvya*, *gadya-kāvya*: *kathā*, *ākhyāyikā* (according to *Sāhityadarpaṇa*)

### Unit III

## Śabda-śakti and rasa-sūtra

Power/Function of word and meaning (according to kāvyaparakāśa). abhidhā (expression/ denotative meaning), lakṣaṇā (indication/ indicative meaning) and vyañjanā (suggestion/ suggestive meaning).

Kāvyaśoḍa from Sāhityadarpaṇa.

### Unit IV

## Figures of speech and Meter

Figures of speech- *anuprāsa, yamaka, śleṣa, upamā, rūpaka, sandeha, bhrāntimān, apahnuti, utprekṣā, atiśayokti, tulyayogitā, dīpaka, dr̥ṣṭānta, nidarśanā, vyatireka, samāsokti, svabhāvokti, aprastutaprasāmsā, arthāntaranyāsa, kāvyaliṅga, vibhāvanā.*

Metres- *anuṣṭup, āryā, indravajrā, upendravajrā, drutavilambita, upajāti, vasantatilakā, mālinī, mandākrāntā, śikharinī, śārdūlavikrīḍita, sragdharā.*

---

### Recommended Books/Readings:

1. Alaṅkāra according to *Sāhityadarpaṇa* (Ch. X) and metres according to prescribed texts of poetry and drama.
2. Dwivedī, R.C, *The Poetic Light*: , Motilal Banarsidas, Delhi.1967.
3. Kane P.V., *History of Sanskrit Poetics* pp.352-991,
4. Kane, P.V., 1961, *History of Sanskrit Poetics* and its Hindi translation by Indrachandra Shastri, Motilal Banarasidas, Delhi.
5. *Kāvyaṇakāśa*, kārikās 4/27, 28 with explanatory notes.
6. Ray, Sharad Ranjan, *Sāhityadarpaṇa*; Viśvanātha, (Ch I,VI & X) with Eng. Exposition, Delhi.
7. *Sāhityadarpaṇa*: (Ch.VI<sup>th</sup>), Kārikā 6/1,2,313-37

**SKT- HC-3036**  
**Indian Social Institutions and Polity**

**Total Credits 6**

<b>[A] Prescribed Course:</b>	<b>Marks</b>
<b>Unit I</b>	<b>Indian Social Institutions : Nature and Concepts 20</b>
<b>Unit II</b>	<b>Structure of Society and Value of Life 20</b>
<b>Unit III</b>	<b>Indian Polity : Origin and Development 20</b>
<b>Unit IV</b>	<b>Cardinal Theories and Thinkers of Indian Polity 20</b>

---

**[B] Course Objectives:**

Social institutions and Indian Polity have been highlighted in *Dharma-śāstra* literature. The aim of this course is to make the students acquainted with various aspects of social institutions and Indian polity as propounded in the ancient Sanskrit texts such as *Samhitās*, *Mahābhārata*, *Purāṇa*, Kautīlya's *Arthaśāstra* and other works known as *Nītiśāstra*.

---

**[C] Unit-Wise Division:**

**Unit I**  
**Indian Social Institutions : Nature and Concepts**

**Indian Social Institutions : Definition and Scope:**

Sociological Definition of Social Institutions.  
Trends of Social Changes, Sources of Indian Social Institutions (Vedic Literature, *Sūtra* Literature, *Purāṇas*, *Rāmāyaṇa*, *Mahābhārata*, *Dharmaśāstras*, Buddhist and Jain Literature, Literary Works, Inscriptions, Memoirs of Foreign Writers)

**Social Institutions and *Dharmaśāstra* Literature:**

*Dharmaśāstra* as a special branch of studies of Social Institutions, sources of Dharma (*Manusmṛti*, 2,12; *Yājñavalkyasmṛti*, 1.7).

Different kinds of *Dharma* in the sense of Social Ethics (*Manusmṛti*, 10,63; *Viṣṇupurāṇa* 2.16-17); Six kinds

of *Dharma* in the sense of Duties (*Mitākṣarāṭīkā* on *Yājñavalkyasmṛti*, 1.1). Tenfold *Dharma* as Ethical Qualities (*manusmṛti*, 6.92); Fourteen-*Dharmasthānas* (*Yājñavalkyasmṛti*,



## Unit II

### Structure of Society and Values of Life

#### **Varṇa-System and Caste System :**

Four-fold division of *Varṇa* System, (*Rgveda*, 10.90.12),  
*Mahābhārata*, *Śāntiparva*, 72.3-8);  
Division of *Varṇa* according to *Guṇa* and *Karma*  
(*Bhagavadgīta* , 4.13, 18.41-44).

Origin of Caste-System from Inter-caste Marriages  
(*Mahābhārata*, *Anuśāsanaparva*, 48.3-11);

Emergence of non-Aryan tribes in *Varṇa*-System  
(*Mahābhārata*, *Śāntiparva*, 65.13-22).

Social rules for up-gradation and down-gradation of Caste  
System (*Āpastambadharmasūtra*, 2.5.11.10-11,  
*Baudhāyanadharmasūtra*, 1.8.16.13-14, *Manusmṛti*, 10,64,  
*Yājñavalkyasmṛti*, 1.96)

#### **Position of Women in the Society :**

Brief survey of position of women in different stages of  
Society.

Position of women in *Mahābhārata* (*Anuśāsanaparva*, 46.5-  
11, *Sabhāparva*, 69.4-13.

Praise of women in The *Bṛhatsamhitā* of Varāhamihira  
(*Strīprasamsā*, chapter-74.1-10)

#### **Social Values of Life :**

Social Relevance of Indian life style with special reference to  
Sixteen *Saṃskāras*.

Four aims of life '*Puruṣārtha Catuṣṭaya*' -

*Dharma*, 2. *Artha*, 3. *Kāma*, 4. *Mokṣa*.

Four *Āśramas*- 1. *Brahmacarya*, 2. *Gṛhastha*,  
*Vānaprastha*, 4. *Samnyāsa*

## Unit III

### Indian Polity : Origin and Development

Initial stage of Indian Polity (from Vedic period to  
Buddhist period).

Election of King by the people: '*Viśas*' in Vedic  
period(*Rgveda*, 10.173;10.174;*Atharvaveda*,3.4.2;  
6.87.1-2).

Parliamentary Institutions : '*Sabhā*, '*Samiti*' and  
'*Vidatha*' in Vedic period (*Atharvaveda*,7.12.1;12.1.6 ;  
*Rgveda* ,10.85.26);

King-maker 'Rājākartārah' Council in  
*Atharvaveda*(3.5.6-7), Council of 'Ratnis' in  
*śatapathabrāhmaṇa*(5.2.5.1);  
Coronation Ceremony of *Samrāj* in  
*śatapathabrāhmaṇa* (51.1.8-13; 9.4.1.1-5)  
Republic States in the Buddhist Period  
(*Digghnikāya*, *Mahāparinibbāṇa Sutta*,  
*Āṅguttaranikāya*, 1.213; 4.252, 256)

(*Arthaśāstra*, 1.13 : 'matsyanyāyābhibhūṭh' to  
'yo' *asmāṅgopāyatī* i');  
Essential Qualities of King ( *Arthaśāstra*, 6.1.16-18:  
'*sampādayatyasampannaḥ* ' to 'jayatyeva na  
*hīyate*');  
State Politics 'Rajadharma' ( *Mahābhārata* ,  
*Śāntiparva*, 120.1-15; *Manusmṛti*, 7.1-15; *Śukranīti*, 1.1-15);  
Constituent Elements of Jain Polity in *Nitivākyāmṛta* of  
Somadeva Suri, (*Daṇḍanīti- samuddeśa*, 9.1.18 and  
*Janapada- samuddeśa*, 19.1.10).  
Relevance of Gandhian Thought in Modern Period with  
special reference to 'Satyāgraha' Philosophy  
( 'Satyāgrahagītā' of Panditā Kṣamārāva and 'Gandhi Gītā', 5.1-25 of Prof.  
Indra)

## Unit IV Cardinal Theories and Thinkers of Indian Polity

Cardinal Theories of Indian Polity:

'Saptāṅga' Theory of State: 1. *Svāmi*, 2. *Amātya*,  
*Janapada* 4. *Pura*, 5. *Kośa*, 6. *Daṇḍa* and  
*Mitra* (*Arthaśāstra*, 6.1. *Mahābhārata*, *Śāntiparva*,  
56.5, *Śukranīti*, 1.61-62).

'Maṇḍala' Theory of Inter -State Relations: 1. *Ari*,  
2. *Mitra*, 3. *Ari-mitra*, 4. *Mitra- mitra*, 5. *Ari-mitra-*  
*mitra*;

'Śāḍgunya' Policy of War and Peace :  
1. *Sandhi*, 2. *Vigraha*, 3. *Yāna*, 4. *Āsana*,  
5. *Samśraya* 6. *Dvaidhibhāva*.

'Caturvidha Upāya' for Balancing the power of State :  
1. *Sāma* 2. *Dāma*, 3. *Daṇḍa*. 4. *Bheda*;

Three Types of State Power 'Śakti': 1. *Prabhu-*

*śakti, 2. Mantra-śakti, 3. Utsāha-śakti.*

Important Thinkers on Indian Polity:  
*Manu, Kautilya, Kāmandaka, Śukrācārya, SomadevaSuri,  
Mahatma Gandhi.*

---

### Recommended Books/Readings:

1. Āpastambadharmasūtra - (Trans.), Bühler, George, [The Sacred Laws of the Āryas](#), SBE Vol. 2, Part 1, 1879
2. Arthasāstra of Kautilya - (Ed.) Kangale, R.P. Delhi, Motilal Banarasidas 1965
3. Atharvavedasamhitā - (Trans.) R.T.H. Griffith, Banaras, 1896-97, rept. (2 Vols) 1968.
4. Baudhāyanadharmasūtra - (Ed.) Umesha Chandra Pandey, Chowkhamba Sanskrit Series Office, Varanasi, 1972.
5. Mahābhārata (7 Vols) - (Eng. Tr.) H.P. Shastri, London, 1952-59.
6. Manu's Code of Law - (Ed. & Trans.) : Olivelle, P. (A Critical Edition and Translation of the Manava- Dharmasāstra), OUP, New Delhi, 2006.
7. Rāmāyaṇa of Vālmīki — (Eng. Tr.) H.P. Shastri, London, 1952-59. (3 Vols)
8. Ṛgvedasamhitā (6 Vols)- (Eng. Tr.) H.H. Wilson, Bangalore Printing & Publishing Co., Bangalore, 1946.
9. Śatapathabrāhmaṇa - (with Eng. trans. ed.) Jeet Ram Bhatt, Eastern (3 Vols), BookLinkers, Delhi, 2009.
10. Viṣṇupurāṇa - (Eng. Tr.) H.H. Wilson, PunthiPustak, reprint, Calcutta, 1961.
11. Yājñavalkyasmṛiti with Mitākṣarā commentary - Chowkhamba Sanskrit Series Office, Varanasi, 1967
12. Anguttaranikāya (1-4 parts)
13. Digghanikāya (1-2 parts) - ed. J. Kashyap Vihari, 1958
14. Altekar, A.S - State and Government in Ancient India, Motilal Banarsidass, Delhi, 2001.
15. Altekar, A.S - The Position of Women in Hindu Civilization, Delhi, 1965.
16. Belvalkar, S.K.- Mahābhārata :Śāntiparvam, 1954.
17. Bhandarkar, D.R. - Some Aspects of Ancient Indian Hindu Polity, Banaras Hindu University
18. Bharadwaj, Ramesh: Vajrasūcī of Aśvaghoṣa (Varṇa-Jāti through the Ages), Vidyaniidhi, Delhi
19. Gharpure, J.R. - Teaching of Dharmasāstra, Lucknow University, 1956.
20. Ghosal, U.N. - A History of Indian Political Ideas, Bombay, 1959.
21. Jayaswal, K.P.- Hindu Polity, Bangalore, 1967.
22. Jha, M.N. -Modern Indian Political Thought, Meenakshi Parkashan, Meerut, UP.
23. Law, N. S. - Aspect of Ancient Indian Polity, Calcutta, 1960.
24. Maheshwari, S. R. -Local Government in India, Orient Longman, New Delhi,
25. Mehta, V.R. - Foundations of Indian Political Thought, Manohar Publisher, Delhi, 1999.
26. Pandey, G.C.-Jaina Political Thought, Jaipur Prakrit Bharti, 1984.
27. Prabhu, P.H.- Hindu Social Organisation, Popular Prakashan, Mumbai, 1998
28. Prasad, Beni - Theory of Government in Ancient India, Allahabad, 1968.
29. Saletore, B.A. - Ancient Indian Political Thought and Institutions, Bombay, 1963.
30. Sharma, R. S. - Aspects of Political Ideas and Institutions in Ancient India,

MotilalBanarsidass, Delhi, 1996.

31.Sharma, S.L. -Smṛtis, A Philosophical Study, Eastern Book Linkers, Delhi, 2013

32.Singh, G.P. & Singh, S.Premananda - Kingship in Ancient India: Genesis and Growth,Akansha Publishing House, Delhi, 2000.

33.Sinha, K.N. - Sovereignty in Ancient Indian Polity, London,1938.

34Valavalkar, P.H. — Hindu Social Institutions, Manglore, 1939

SKT- HC-4016

# Indian Epigraphy, Paleography and Chronology

Total Credits 6

[A] Prescribed Course:		Marks
Unit I	Epigraphy	20
Unit II	Paleography	10
Unit III	Study of selected inscriptions	35
Unit IV	Chronology	15

## [B] Course Objectives:

This course aims to acquaint the students with the epigraphical journey in Sanskrit, the only source which directly reflects the society, politics, geography and economy of the time. The course also seeks to help students to know the different styles of Sanskrit writing.

## [C] Unit- Wise Division

### Unit I Epigraphy

Introduction to Epigraphy and Types of Inscriptions

Importance of Indian Inscriptions in the reconstruction of Ancient Indian History and Culture

History of Epigraphical Studies in India

History of Decipherment of Ancient Indian Scripts (Contribution of Scholars in the field of epigraphy): Fleet, Cunningham, Prinsep, Buhler, Ojha, D.C.Sircar.

### Unit II Paleography

Antiquity of the Art of Writing

Writing Materials, Inscribers and Library

Introduction to Ancient Indian Scripts.

### **Unit III**

#### **Study of selected inscriptions**

Aśoka's Giranāra Rock Edict-1

Aśoka's Sāranātha Pillar Edict

Girnāra Inscription of Rudradāman

Dubi Copper Plates of Bhāskaravarman

Parbatiya Copper Plates of Vanamalavarmadeva

### **Unit IV**

#### **Chronology**

General Introduction to Ancient Indian  
Chronology

System of Dating the Inscriptions (Chronograms)

Main Eras used in Inscriptions - Vikrama Era,  
Śaka Era and Gupta Era

#### **Recommended Books/ Readings**

1. Mukunda Madhava Sharma, *Inscriptions of Ancient Assam, Gauhati University*, 1978
2. *Select Inscriptions (Vol.I)* - D.C. Sircar, Calcutta, 1965.
3. Dani, Ahmad Hasan : *Indian Paleography*, Oxford, 1963.
4. Pillai, Swami Kannu & K.S. Ramchandran : *Indian Chronology (Solar, Lunar and Planetary)*, Asian Educational Service, 2003.
5. Satyamurty, K. : *Text Book of Indian Epigraphy*, Lower Price Publication, Delhi, 1992.

## Modern Sanskrit Literature

Total Credits 6

[A]	Prescribed Course:	Marks
Unit I	Mahākāvya and Charitakāvya	20
Unit II	GadyaKāvya and Rūpaka	20
Unit III	GītiKāvya and Other genres	20
Unit IV	General Survey of Modern Sanskrit Literature	20

---

### [B] Course Objectives:

The purpose of this course is to expose students to the rich & profound tradition of modern creative writing in Sanskrit, enriched by new genres of writing.

---

### [C] Unit- Wise Division

#### Unit I

##### Mahākāvya and Charitakāvya

Svātantryasambhavam (RevaprasadaDwivedi)  
Canto 2, verses 1-45  
Śankaradeva carita of (Maheswar Hazarika)  
Chapter -5, Maṇikāñcanamilanam

#### Unit II

##### Gadya and Rūpaka

Śataparvikā (Abhirāja Rajendra Mishra)  
Śārdūlaśakatam (Virendra Kumar Bhattacharya)

### Unit III

#### Gitikāvya and Other genres

Ketakikāvya Taranga, I

Stutiprasastimañjarī by Mukunda Madhava Sarma:  
Anundoram Barooah, Krsnakanta Handique,  
Sanakaradeva.

Harshdev Madhava Haiku- (Snanagrihe, vedanā,  
mrityuh1, mrtiyuh) 2; kanih; shatāvadhāni R.  
Ganesh (kavi-viśādah, varṣāvibhūtiḥ –selected  
verses)

### Unit IV

#### General Survey

Pandita Kshama Rao, P.K. Narayana Pillai, S. B.  
Varnekar, ParmanandShastri, Reva Prasad Dwivedi

Bhavadeva Bhagavati, Monoranjan Shastri,  
Biswanarayan Shastri, M.M. Sharma

Haridas Siddhantavagish, Mula Shankar M. Yajnika,  
Mahalinga Shastri, Leela Rao Dayal, YatindraVimal  
Chowdhury, Virendra Kumar Bhattacharya

---

#### Recommended Books/Readings

- 1.Joshi, K.R. & S.M. Ayachuit <sup>2</sup> *Post Independence Sanskrit Literature*, Nagpur, 1991.
- 2.Prajapati, Manibhai K. <sup>2</sup> *Post Independence Sanskrit Literature: A Critical Survey*, Patna, 2005.
- 3.UshaSatyavrat *Sanskrit Dramas of the Twentieth Century*, Mehar Chand Lachmandas, Delhi, 1987.
- 4.Dwivedi Rahas Bihari – *AdhunikMahakāvya Samikshanam*
- 5.Tripathi RadhaVallabh– *Sanskrit SahityaBeesaveenShatabdi* , 1999, Delhi
- 6.Musalgaonkar Kesava Rao – *Adhunik Sanskrit KāvyaParampara*, 2004
- 7.Naranga, S.P. – *KalidasaPunarnava*,
8. Upadhyaya, Ramji–*Adhunik Sanskrit Natak*, Varanasi
9. Abhiraja Rajendra Misra, Kalpavalli (samakālīna samkrtakavyasamkalanam, Sahitya Academy, 2013



**SKT- HC-4036**  
**Sanskrit and World Literature**

**Total Credits 6**

<b>[A] Prescribed Course:</b>		<b>Marks</b>
<b>Unit I</b>	Survey of Sanskrit Literature in the World	10
<b>Unit II</b>	Upaniṣads and Gītā in World Literature	10
<b>Unit III</b>	Sanskrit Fables in World Literature	10
<b>Unit IV</b>	Rāmāyaṇa and Mahābhārata in South East Asian Countries	20
<b>Unit V</b>	Kālidāsa's Literature in World Literature	10
<b>Unit VI</b>	Sanskrit Studies across the World	20

---

**[B]Course Objectives:**

This course is aimed to provide information to students about the spread & influence of Sanskrit literature and culture through the ages in various parts of the world in medieval & modern times.

---

**[C]Unit-Wise Division:**

**Unit I**  
**Survey of Sanskrit Literature in the World**

Vedic cultural elements in ancient Eastern and Western societies.

Presence of Sanskrit words and ideas in English language.  
(Wasteland by T.S. Eliot; Brahma by R.W. Emerson)

Leaves of Grass and song of Myself by Walt Whiteman

General survey of the Classical Sanskrit Literature in the Eastern and Western literature.

## **Unit II**

### **Upaniṣads and Gītā in the West**

Dara Shikoh's Persian Translation of Upanisads and their Influence on Sufism, Latin translation and its influence on Western thought  
Translation of the Gītā in European languages and religio-philosophical thought of the west.

## **Unit III**

### **Sanskrit Fables in World Literature**

Translation of Pañcatantra in Eastern and Western Languages.

Translation of Vetālapañcaviṃśatikā, Simhāsanadvātrimśikā and Śukasaptati in Eastern

Languages and Art.

## **Unit IV**

### **Rāmāyaṇa and Mahābhārata in South Eastern Asia**

Rāma Kathā in south eastern countries

Mahābhārata stories as depicted in folk cultures of SE Asia

## **Unit V**

### **Kālidāsa in the West**

English and German translation of Kālidāsa 's writings and their influence on western literature and theatre.

## **Unit VI**

### **Sanskrit Studies across the World**

ii. Sanskrit Study Centers in Europe  
1. Sanskrit Study Centers in Asia

**10 Credits**

ii. Sanskrit Study Centers in Europe  
Sanskrit Study Centers in  
America

---

**Recommended Books/Readings:**

1. The Bhagavad Gita and the West: The Esoteric Significance of the Bhagavad Gita and Its Relation to the Epistles of Paul", by Rudolf Steiner, p. 43. [arisebharat.com/2011/10/22/impact-of-bhagavad-gita-on-west/](http://arisebharat.com/2011/10/22/impact-of-bhagavad-gita-on-west/)
2. AWAKENING - Google Books Result.
3. Ben-Ami Scharfstein (1998), A Comparative History of World Philosophy: From the Upanishads to Kant, State University of New York Press, ISBN 978-0791436844, page 376.
4. Bhagavad Gita - World Religions
5. Edgerton, Franklin (1924), *The Pañcatantra Reconstructed* (Vol.1: Text and Critical Apparatus, Vol.2 : Introduction and Translation), New Haven, Connecticut: American Oriental Series. Volumes 2-3.
6. Banarji, Suresh Chandra- 'Influence of Sanskrit out side India, A Companion to Sanskrit Literature, MLBD, 1971.
7. Excerpt from Wood's 2008 update of *Kalila and Dimna- Fables of Friendship and Betrayal*.
8. Falconer, Ion Keith (1885), *Kalilah and Dimnah or The Fables of Bidpai*, Cambridge University Press, Amsterdam, 1970.
9. Hertel, Johannes(1908-15), *The Pañcatantra : a collection of ancient Hindu tales, in the recension called Pañcākhyānaka*, and dated 1199 A.D., of the Jaina monk, Pūrṇabhadra, critically edited in the original Sanskrit, Harvard Oriental Series Volume 11,12,13, 14.
10. *History of Sanskrit Literature*, A Berriedale Keith, Motilal Banarsidas Publishers Pvt. Limited, India, 1993.
11. *History of the Miration of Pañcatantra*.  
<http://en.wikipedia.org/wiki/Panchatantra>".  
<https://books.google.co.in/books?isbn=8184002483>
12. Ibn al- Muqaffa, Abd'allah, *Calila e Dimna*, Eds. Juan Manuel Cacho Blecua and Marīa Jesus Lacarra, Madrid: Editorial Castalia, 1984.
13. Ibn al- Muqaffa, Abdallah, *Kalilah et Dimnah*, Ed. P. Louis Cheiko. 3 ed. Beirut: Imprimerie Catholique, 1947.
14. [Impact of Bhagavad Gita on West | Arise Bharat](#)
15. [Influence of Bhagavad Gita - Wikipedia, the free encyclopedia](#)
16. Jacobs, Joseph (1888), *The earliest English version o the Fables of Bidpai* , London.
17. James A. Hijiya, "The Gita of Robert Oppenheimer" Proceeding of the American Philosophical Society, 144, no. 2 (Retrieved on 27 February 2011).
18. Kāśīnāth Pāṇḍuraṅga Paraba, ed. (1896), *The Pañcatantra of Viṣṇuśarman*,

19. Tukārām Jāvājī, <http://books.google.com/-id=K71WAAAAYAAJ->, Google Books.
20. Katchbull, Rev. Wyndham (1819), *Kalila and Dimna or The Fables of Bidpai*, Oxford, (Translated from Silvestre de Stacy's laborious 1816 collation of different Arabic manuscripts)
21. Mahulikar, Dr. Gauri, *Effect of Ramayana On Various Cultures And Civilisation*, Ramayana Institute.
22. Mark B. Woodhouse (1978), *Consciousness and Brahman-Atman*, *The Monist*, Vol. 61, No.1, Conceptions of the Self: East & West (January, 1978), pages 109-124.
23. Neria H. Hebbler, *Influence of Upanishads in the West*, Boloji.com. Retrieved on : 2012-03-02.
24. Olivelle, Patrick (2006), *The Five Discourses on Worldly Wisdom*, Clay Sanskrit Library.
25. Pañcatantra, <http://en.wikipedia.org/wiki/Panchatantra>, retrieved on Feb 1, 2008

26. Pandit Guru Prasad Shastri (1935), *Pañcatantra with the commentary Abhinavarajalaxmi*, Benares: Bhargava Pustakalaya.

27. Patrick Olivelle (2014), *The Early Upanishads*, Oxford University Press, ISBN 978-0195124354, page 12-14.

28. Rajan, Chandra (transl.) (1993), *Viṣṇuśarma: The Pañcatantra*, London : Penguin

Books, ISBN-9780140455205-(reprint : 1995) (also from the North Western Family text.

29. Rohman, Todd (2009). "The Classical Period". In Watling, Gabrielle, Quay, Sara.

30. S Radhakrishnan, *The Principal Upanishads* George Allen&Co., 1951, pages 22, Reprinted as ISBN 978-8172231248

31. "The Gita of J. Robert Oppenheimer" by JAMES A. HIJIYA, Professor of History, University of Massachusetts Dartmouth (PDF file)

32. *The Pañcatantra*, Viṣṇuśarma, translated from Sanskrit with an Introduction by Chandra Rajan, Penguin Books, India, 1993.

33. Valmiki's Ramayana illustrated with Indian miniatures from the 16<sup>th</sup> to the 19<sup>th</sup> Century 2012, Editions Diane de Selliers, ISBN 9782903656168

34. Video of London 2009 ICR Illustrated Lecture on the Westward Migration of Panchatantra from India.

35. Viṣṇuśarma, [http://en.wikipedia.org/wiki/Vishnu\\_Sarma](http://en.wikipedia.org/wiki/Vishnu_Sarma), retrieved on Feb 1, 2008.

36. Wilkinson (1930), *The Lights of Canopus described by J V S Wilkinson*, London: The studio.

37. Winternitz, M. *Some Problems of Indian Literature* –Munshiram Manoharlal, Delhi, 1978. [www.comparativereligion.com/Gita.html](http://www.comparativereligion.com/Gita.html)

38. Biswas, M, *Impact of Vedanta Philosophy on Mawlana Jalaluddin Rumi's Work*, Surabharati, Deptt. Of Sanskrit, G.U. Vol.12

39. Biswas M, *Reflection of Upanisadic thought in the Literary and Philosophical Works of Western Scholars*, Vagiswari, Silchar

40. Bhattacharjya, S. *The Concept of Sufi vis-a-vis the Idea of the Favourite Devotee ( Priya Bhakta of the Srimadbhagavadgita: the Lore Divine, m Prajna, Vol.XXIV, G.U.*

SKT- HC-5016

## Vedic Literature

Total Credits 6

[A] Prescribed Course:		Marks
Unit I	<i>Samhitā and Brāhmaṇa</i>	30
Unit II	Vedic Grammar	20
Unit III	Muṇḍakopaniṣad	30

---

[B] Course Objectives:

This course on Vedic literature aims to introduce various types of vedic texts. Students will also be able to read one Upaniṣad, namely, Muṇḍaka, where primary Vedānta-view is propounded.

---

[C] Unit-Wise Division:

### Unit I

#### *Samhitā and Brāhmaṇa*

*Ṛgveda*- Agni- 1.1, Uṣas- 3.61, Akṣa Sūkta 10.34,

*Yajurveda*- Śivasamkalpa Sūkta- 34.1-6

*Atharvaveda*- Sāmmanasyam- 3.30, Bhūmi- 12.1-12  
Satapathabrahmana (Manumatsyakatha)

### Unit II

#### Vedic Grammar

Declensions (*śabdarūpa*), Subjunctive Mood (*leṭ*), Gerunds (*ktvārthaka*, *Tumarthaka*), Vedic Accent and Padapāṭha.

## Unit III

### (*Muṇḍakopaniṣad*)

*Muṇḍakopaniṣad* - 1.1 to 2.1

*Muṇḍakopaniṣad* – 2.2 to 3.2

#### **Recommended Books/Readings:**

1. *Atharvaveda* (Śaunakīya): (Ed.) Vishva Bandhu, VVRI, Hoshiarpur, 1960.
2. *Śatapatha Brāhmaṇa*, (Ed.) Ganga Prasad Upadhyaya, SLBSRS Vidyapeeth, Delhi.
3. *Śuklayajurveda-Saṁhitā*, (Vājasaneyi-Mādhyandina), (Ed.) Jagadish Lal Shastri, MLBD, Delhi, 1978.
5. *Ṛksūktāvalī*, H.D. Velankar, Vaidika Sanshodhana Mandala, Pune, 1965.
6. *Ṛksūktavaijayantī*, H.D. Velankar, Bharatiya Vidya Bhavan, Bombay, 1972.

**SKT- HC-5026**  
**Sanskrit Grammar**

**Total Credits 6**

<b>[A] Prescribed Course</b>	<b>Marks</b>
<b>Unit I</b>	<b>20</b>
<b>General Introduction to Vyakarana, Sivasutra, Paribhasa Sandhi</b>	
<b>Unit II</b>	<b>10</b>
<b>Natvavidhi &amp; Şatvavidhi,</b>	
<b>Unit III</b>	<b>25</b>
<b>Declension Conjugation and roots</b>	
<b>Unit IV</b>	<b>25</b>
<b>Karaka prakaranam, Samasa Prakaranam</b>	

---

**[B] Course Objective:**

- To acquaint the students with general Sanskrit Grammar

---

**[C] Unit-Wise Division**

**Unit I**

Schools of Sanskrit Grammar  
Mahesvarasutras, pratyahara, pratyaya, vibhakti, dhatu, ac, hal, it, prayatna, agama, adesa, avyaya, pratipadika, guna, vrddhi, samprasarana, samhita, ayogavahavarna, prakrti, nipat, upasarga, upadha, ti, Vibhasa  
Rules of Sandhi (Svara-Sandhi)

**Unit II**

Natvavidhi & Şatvavidhi

**Unit III**

Declension of noun & pronouns Declension of

svarānta punlinga, strilinga, napumsakalinga.  
Vyajananta punlinga, strilinga, napumsakalinga  
Pronouns  
Numerical words, Conjugation of roots

#### **Unit IV**

Karaka prakarana, Samasa Prakarana



SKT- HC-6016

## Ontology and Epistemology

Total Credits 6

[A]	Prescribed Course	Marks
Unit I	Essentials of Indian Philosophy	30
Unit II	Ontology (Based on Tarkasaṅgraha)	20
Unit III	Epistemology (Based on Tarkasaṅgraha)	30

---

### [B] Course Objectives:

This course aims to get the students acquainted with the cardinal principles of the Nyāya-Vaiśeṣika philosophy through the Tarkasaṅgraha and to enable students to handle philosophical texts in Sanskrit. It also intends to give them an understanding of essential aspects of Indian Philosophy.

---

### [C] Unit-Wise Division:

#### Unit I

#### Essentials of Indian Philosophy

Meaning and purpose of darśana, general classification of philosophical schools in classical Indian philosophy

Realism (*yathārthavāda* or *vastuvāda*) and Idealism (*pratyayavāda*), Monism (*ekattvavāda*), Dualism (*dvaitavavāda*) & Pluralism (*bahuttvavāda*) ; dharma (property)-dharmi (substratum)

---

Causation (*kāryakāraṇavāda*) : naturalism (*svabhāvavāda*), doctrine of pre-existence of effect (*satkāryavāda*), doctrine of real transformation (*pariṇāmavāda*), doctrine of illusory transformation (*vivartavāda*), doctrine of non-preexistence of effect in cause (*asatkāryavāda and ārambhavāda*)

## Unit II

### Ontology

Concept of padārtha, three dharmas of padārthas, definition of Dravya,

Sāmānya, Viśeṣa, Samavāya, Abhāva.

Definitions of first seven dravyas and their examination; Ātma and its qualities, manas.

Qualities (other than the qualities of the ātman)

Five types of Karma.

## Unit III

### Epistemology

Buddhi(jñāna) – nature of jñāna in Nyāya

vaiśeṣika;

smṛiti-anubhava; yathārtha and ayathārtha ,

Karaṇa and kāraṇa, definitions and types of

pramā,

kartā-kāraṇa-vyāpāra-phala, model

Pratyakṣa

Anumāna including hetvābhāsa

Upamāna and śabda pramāṇa

Types of ayathārtha anubhava

---

### **Recommended Books/Readings:**

A Primer of Indian Logic, Kuppuswami Shastri, Madras, 1951.

Tarkasaṅgraha of Annambhaṭṭa (with Dīpikā & Nyāyabodhinī), (Ed. & Tr.) Athalye & Bodas, Mumbai, 1930.

Tarkasaṅgraha of Annambhaṭṭa (with Dīpikā & Nyāyabodhinī), (Ed. & Tr.) Virupakshananda, Sri Ramkrishna Nath, Madras, 1994.

Tarkasaṅgraha of Annambhaṭṭa (with Dīpikā commentary with Hindi Translation), (Ed.& Tr), Pankaj Kumar Mishra, Parimal Publication, Delhi-7. 2013.

Tarkasaṅgraha, Narendra Kumar, Hansa Prakashan, Jaipur.

Chatterjee, S. C. & D. M. Datta - Introduction to Indian Philosophy, Calcutta University, Calcutta, 1968 (Hindi Translation also).

Chatterjee, S. C. – The Nyāya Theory of Knowledge, Calcutta, 1968.

Hiriyanna, M. - Outline of Indian Philosophy, London, 1956 (also Hindi Translation).

Radhakrishnan, S. - Indian Philosophy, Oxford University Press, Delhi, 1990.

Chatterjee, S.C. & : Introduction to Indian Philosophy, Calcutta

Bhattacharya, Chandrodaya, The Elements of Indian Logic and Epistemology, Maitra, S.K., Fundamental Questions of Indian Metaphysics & Logic,

R.N.Sarma, Epistemology of Prabhakara School of Purvamimamsa, Guwahati, 2005

M.Biswas, Samkhya-Yoga Epistemology – A Study, D.K. Printworld, New Delhi

## Sanskrit Composition and Communication

Total Credits 6

[A] Prescribed Course:	Marks
Unit I	Vibhaktyartha, Voice and Kṛt 20
Unit II	Translation and Communication 40
Unit III	Essay 20

### [B] Course Objectives:

This paper aims at teaching composition and other related informations based on  
Laghusiddhāntakāumud Vibhaktyartha Prakara a.

### [C] Unit-Wise Division:

#### Vibhaktyartha, Voice & Kṛt

##### Unit I

(i). Vibhaktyartha Prakara a of  
Laghusiddhāntakāumud

(ii). Voice (kat , karma and bh va)

Selections from Kṛt Prakara a- from  
Laghusiddhāntakāumud Major Sūtras for the  
formation of k danta words

(tavyat, tavya, an yar, yat, yat, vul, tric, a , kta,  
katavatu, aṭri, nac, tumun, ktv -lyap, lyu ,ghan, ktin)

##### Unit II

#### Translation and Communication

(i). Translation from English to Sanskrit  
on the basis of cases, Compounds and kṛt  
suffixes.

(ii). Translation from Sanskrit to English

Communicative Sanskrit: Spoken Sanskrit.

### Unit III

#### Essay

Essay (traditional subjects) e.g. *veda, upni ad, Sanskrit Language, Sanskriti, R m ya a, Mah bh rata, pur a, g t*, principal Sanskrit poets.

Essay based on issues and topic related to modern subjects like entertainment, sports, national and international affairs and social problems.

---

#### Recommended Books/Readings:

1. Apte V.S. - *The Students' Guide to Sanskrit Composition*, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).
2. Kale, M.R. - *Higher Sanskrit Grammar*, MLBD, Delhi (Hindi Translation also available).
3. Kanshiram- *Laghusiddhāntakaumudī* (Vol.1), MLBD, Delhi, 2009.
4. Sārasvata Samikṣana Samuccaya by M.M. Sarma.
5. Nibandha Kusumañjali- R.N. Sarma

## Discipline Specific Elective (DSE)

### B.A. (Hons) Sanskrit (Any four)

#### Semester- V (Any two)

<b>SKT-HE-5016</b> <b>Art of Balanced Living</b>	<b>SKT-HE-5026</b> <b>Theatre &amp; Dramaturgy</b>
<b>SKT-HE-5036</b> <b>Sanskrit Linguistics</b>	<b>SKT-HE- 5046</b> <b>Project / Dissertation</b>

#### Semester- VI (Any two)

<b>SKT-HE-6016</b> <b>Fundamentals of Ayurveda</b>	<b>SKT-HE-6026</b> <b>Environmental Awareness in Sanskrit</b>
<b>SKT-HE-6036</b> <b>Kāmarūpa School of Dharmaśāstras</b>	

## Art of Balanced Living

**Total Credits 6**

[A]	Prescribed Course:	Marks
Unit I	Self-presentation	10
Unit II	Concentration	40
Unit III	Refinement of Behaviour	30

---

**[B] Course Objectives:**

This course aims to get the students acquainted with theories of art of living inherent in Sanskrit literature and apply them to live a better life. It also intends to make students work on human resource management for giving better results.

---

**[C] Unit-Wise Division:**

**Unit I**

**Self-presentation**

Method of Self-presentation : Hearing (*śravaṇa*),  
Reflection (*manana*) & meditation (*nididhyāsana*)

—  
(Bṛhadāraṇyakopaniṣad, 2.4.5) with  
Sanakarabhasya

**Unit II**

**Concentration**

Concept of Yoga : (*Yogasūtra*, 1.2)  
Restriction of fluctuations by practice (*abhyāsa*)  
and passionlessness (*vairāgya*) : (*Yogasūtra*, 1.12-  
16)  
Eight aids to Yoga (*aṣṭāṅgayoga*) : (*Yogasūtra*,  
2.29, 30, 32, 46, 49, 50; 3.1-4).  
Yoga of action (*kriyāyoga*) : (*Yogasūtra*, 2.1)  
Four distinct means of mental purity  
(*cittaprasādana*) leading to oneness : (*Yogasūtra*,  
1.33)

**Unit III**

**Refinement of Behavior**

Methods of Improving Behavior : *jñāna-yoga*,  
*dhyāna-yoga*, *karma-yoga* and *bhakti-yoga*  
(especially *karma-yoga*)

journey, co-ordination of the world, an ideal duty and a metaphysical dictate (*Gītā*, 3.5, 8, 10-16, 20 & 21 )

---

### **Recommended Books/Readings:**

1. Dasopanisadah, Motilal Banarsidass
2. Yogasutra Delhi



# Theatre and Dramaturgy

Total Credits 6

[A] Prescribed Course:	Marks
Unit I Theatre: Types and Constructions	25
Unit II Drama : <i>vastu</i> (subject-matter), <i>netā</i> (Hero) and <i>rasa</i>	35
Unit III Tradition and History of Indian Theatre	20

## [B]Course Objectives:

Being audio-visual, drama is considered to be the best amongst all forms of arts.. The history of theatre in India is very old, the glimpses of which can be traced in the hymns (*saṁvādasūkta*) of the *Ṛgveda*. The dramaturgy was later developed by the Bharatamuni. The objectives of this curriculum are to identify the beauty of drama and to introduce classical aspects of development of Indian theatre among the students.

## [C]Unit-Wise Division:

### Unit I Theatre: Types and Construction

Types of theatre: *vikṛṣṭa* (oblong), *caturasra* (square), *tryasra* (triangular), *jyeṣṭha* (big), *madhyama* (medium), *avara* (small). *bhūmiśodhana* (Examining the land) and *māpa* (measurement of the site), *mattavāraṇī* (raising of pillars), *raṅgapīṭha* and *rangaśīrṣa* (stage), *dārukarma* (wood-work), *nepathya-grha* (greenhouse), *prekṣkopaveśa* (audience-hall), Doors for entrance & exit.

### Unit II

#### Drama - *vastu* (subject-matter), *netā* (hero) and *rasa*

Definition of drama and its various names - *drśya*, *rūpa*, *rūpaka*, *abhineya*; abhinaya and its types: *āṅgika* (gestures), *vācika* (oral), *sāttvika* (representaion of the sattva), *āhārya* (dresses and make-up).

**Vastu:** (subject-matter) : *ādhikārika* (principal), *prāsaṅgika* (subsidiary), Five kinds of *arthaprakṛti*, *kāryāvasthā* (stages of the action of actor) and *sandhi* (segments), *arthopakṣepaka* (interludes),

kinds of dialogue:1. *sarvaśrāvya* or *prakāśa* (aloud)  
*aśrāvya* or *svagata* (aside) 3. *niyataśrāvya* : *janāntika* (personal address), *apavārita* (confidence) 4. *ākāśabhāṣita* (conversation with imaginary person).

**Netā:** Four kinds of heroes, Three kinds of heroines, *sūtradhāra* (stage manager),

*pāripārśvika* (assistant of *sūtradhāra*), *vidūṣaka* (jester), *kañcukī* (chamberlain), *pratināyaka* (villain).

**Rasa:** definition and constituents, ingredients of  
*rasa-niṣpatti:* - *bhāva* (emotions), *vibhāva* (determinant), *anubhāva* (consequent), *sāttvikabhāva* (involuntary state), *sthāyibhāva*

Unit: (permanent states), *vyabhicāribhāva* (complementary psychological states), *svāda* (pleasure),  
Four kinds of mental levels : *vikāsa* (cheerfulness), *vistāra* (exaltation), *kṣobha* (agitation), *vikṣepa* (perturbation).

### Unit III

#### Tradition and History of Indian Theatre

Origin and development of stage in different ages:

pre-historic, Vedic age, epic-puranic age, court theatre, temple theatre, open theatre, modern theatre: folk theatre, commercial theatre, national and state level theatre. **10 Credits**

---

#### Recommended Books/Readings:

1. Ghosh , M.M. - *Nāṭyaśāstra of Bharatamuni*, pp. 18-32.
2. Hass , *The Daśarūpa: A Treatise on Hindu Dramaturgy*, kārika 7,8,11- 24,30,36,43,48,57-65.
3. Hass , *The Daśarūpa: A Treatise on Hindu Dramaturgy*, kārikās 2/1-5,8,9,15.
4. Hass , *The Daśarūpa: A Treatise on Hindu Dramaturgy*, kārikās 4/1-8,43,44.

5. Farley P. Richmond, (2007), ed. *Indian Theatre: traditions of performance*, vol-I, Origins of Sanskrit Theatre, pp. 25-32.
6. Farley P. Richmond, (ed) *Indian Theatre: traditions of performance* vol-I Delhi, MLBD. 2007, pp. 25-32.
7. Ghosh, M.M, *Nāṭyaśāstra of Bharatamuni*, vol-1, Manisha Granthalaya, Calcutta, 1967.
8. Hass, *The Daśarūpaka : A Treatise on Hindu Dramaturgy*, Columbia University, New York, 1912.
9. Chakravarty Shrutidhara- *Architecture in the Natyasastra, Studies in Sanskrit Literature, Culture and Art, Pratibha Prakashan, Delhi, 2011*

**SKT-HE-5036**  
**Sanskrit Linguistic**

**Total Credit : 6**

<b>[A] Prescribed Course-</b>		<b>Marks</b>
<b>Unit I</b>	<b>Bhasasastra</b>	<b>20</b>
<b>Unit II</b>	<b>Indo-European Language Family</b>	<b>20</b>
<b>Unit III</b>	<b>History and Prehistory of Sanskrit</b>	<b>25</b>
<b>Unit IV</b>	<b>Phonetic Changes</b>	<b>15</b>

---

**[B] Course Objectives-**

This course aims to get the students acquainted with comparative Philology and its relation with Sanskrit language. It will also make the students acquire knowledge about the historical development of Sanskrit from Indo-European family of languages.

---

**[C] Unit – Wise Division:**

**Unit I**

**Bhasasastra**

Language – Its Nature, Importance, Origin and development,  
Nature and Scope of Comparative Philology  
Aim and object of Comparative Philology  
Branches of Comparative Philology- Phonology, Morphology,  
Syntax, Semantics.

## Unit II

### Indo- European Language Family

Name of the Indo-European Family  
Evolution of Indo-Europe Family  
Classification of Indo- European Family  
Characteristics of Indo- European family  
Languages of Indo-European Family

## Unit III

### History and Prehistory of Sanskrit

Sanskrit as a member of Indo-European  
Indo- Aryan and Indo- Iranian  
Vedic and Classical Sanskrit  
Vedic And Avesta  
Sanskrit and Prakrit  
Middle Indo-Aryan  
Modern Indo-Aryan

## Unit IV

### Phonetic Changes

Assimilation and Dissimilation  
Prothesis  
Metathesis  
Anaptyxis  
Epenthesis  
Synocore  
Haplol

---

### [D]Reccomeded of Books

1. Burrow, T., Sanskrit Language (also trans. into Hindi by Bholashankar Vyas), Chaukhamba Vidya Bhawan, Varanasi, 1991.
2. Crystal, David, The Cambridge Encyclopedia of Language, Cambridge, 1997.
3. Ghosh, B.K., Linguistic Introduction to Sanskrit, Sanskrit Pustak Bhandar,

**SKT-HE-6016**  
**Fundamentals of Āyurveda**

**Total Credits 6**

<b>[A] Prescribed Course:</b>	<b>Marks</b>
<b>Unit I</b> <b>Introduction of Āyurveda</b>	<b>30</b>
<b>Unit II</b> <b>Carakasamhitā – (Sūtra-sthānam)</b>	<b>20</b>
<b>Unit III</b> <b>Bhaisajyaratnavali</b>	<b>30</b>

---

**[B] Course Objectives:**

Ayurveda is a traditional Indian system of healthcare that has been traced back as early as 5,000 BCE. Through the classroom lectures and discussions, this course will introduce students to the theory of Ayurveda. The theory modules sessions that make up this course offer an introduction to Ayurveda that is well rounded, comprehensive and useful for students in their own day-to-day living. The major objective is to understand the basic principles and concepts of preventative medicine and health maintenance, diet and nutrition, usage of commonly used spices and herbs and outline of Ayurvedic therapeutic procedures in Ayurveda.

---

**[C] Unit-Wise Division:**

**Unit I**  
**Introduction of Āyurveda**

Introduction of Āyurveda, History of Indian Medicine in the pre-caraka period, The two schools of Āyurveda: Dhanvantari and Punarvasu.  
Main Ācāryas of Āyurveda – Caraka, Suśruta, Vagbhata, Mādhava, Sārṅgadhara and Bhāvamiśra

**Unit II**  
**Carakasamhitā – (Sūtra-sthānam)**

Carakasamhitā – (Sūtra-sthānam): Division of Time and condition of nature and body in six seasons.

Regimen of Fall Winter (Hemanta), Winter (Śiśira)

& Spring (Vasanta) seasons.  
Regimen of Summer (Grī ma), Rainy (Var ā) and  
Autumn (Śarada) seasons.

### **Unit III**

## **Bhaisajyaratnavali**

Bhaisajyaratnāvali (Avatāraprakaraṇa) (Ch. I)

Bhaisajyaratnāvali (Miśravargaprakaraṇa) (Ch. III)

---

#### **[D] Suggested Books/Readings:**

1. Brahmananda Tripathi (Ed.), Carakasamhitā, Chaukhamba Surbharati Prakashana, Varanasi, 2005.
2. Bhaisajyaratnāvalī by R.N. Sarma, Guwahati
3. Atridev Vidyalkar, Ayurveda ka Brhad itihasa.
4. Priyavrat Sharma, Caraka Chintana.
5. V. Narayanaswami, Origin and Development of Āyurveda ( A brief history), Ancient Science of life, Vol. 1, No. 1, July 1981, pages 1-7.

**SKT-HE-6026**

## **Environmental Awareness in Sanskrit literature**

**Total Credits 6**

<b>[A]</b>	<b>Prescribed Course</b>	<b>Marks</b>
	<b>Environmental Issues and Importance of Sanskrit Literature</b>	<b>20</b>
<b>Unit I</b>		
<b>Unit II</b>	<b>Environment Awareness in Vedic Literature</b>	<b>30</b>
<b>Unit III</b>	<b>Environment Awareness in Classical Sanskrit Literature</b>	<b>30</b>

---

### **[B]Course Objectives:**

The National Culture of every country depends on its environment, climatic conditions and human behavior with natural resources. Sanskrit is the vehicle of civilization and culture of India. Nature oriented eco- friendly thoughts of Sanskrit Literature have been serving the human race from the time immemorial. Religion was probably used in ancient India as a tool to protect nature and natural resources. Therefore, the Sanskrit literature is of great utility to us and to the world environment at large. The aim of this course is to make the students acquainted with the basic concept of Indian Science of Environment and salient features of environmental awareness as reflected in Vedic and Classical Sanskrit literature.

---

### **[C]Unit-Wise Division**

#### **Unit I Modern Environmental Perspective and Sanskrit Literature**

Modern Challenges and Crises of Environment : Global warming, Climate change, Ozone depletion, Explosively increase in Pollution, Decrease in underground water level River pollution, Deforestation in large scale. Natural calamities such as flood , draft and earthquakes Environmental Background Sanskrit Literature : Importance of Sanskrit Literature from the view point of Science of environment Concept of ' Mother Earth' and worship of Rivers in Vedic literature; Brief survey of



Science of Environment :Definition, Scope and Modern Crises:  
Role of Environment in human civilization; Meaning and  
definitions of The Environment; Various name for  
ScienEnvironment: 'Ecology', '*Paryavarana*', '*Prakriti*  
*Vijnana*'; Main components of Environment: living organisms(  
*Jaiva*  
*Jagat*) and non-living materials (*Bhoutika Padarth*).  
Elementary factor of Environment Physical elements,  
Biological elements and Cultural elements

environmental issues such as protection and preservation of  
mother nature, planting trees in forests, and water preservation  
techniques as propounded in the Sanskrit Literature. Buddhist  
and Jain concepts of ecology, protection of trees, love for  
animals and birds.

;

## Unit II Environment Awareness in Vedic Literature

Environmental Issues and Eco-system in Vedic Literature Divinity to Nature, Co-ordination between all natural powers of universe; Cosmic order 'Rta' as the guiding force for environment of whole universe (*Rgveda*, 10.85.1); Equivalent words for Environment in *Atharvaveda* : 'Vritavrita' (12.1.52), 'Abhivarah' (1.32.4.), 'Avritah' (10.1.30), 'Parivrita' (10.8.31); five basic elements of universe covered by environment : Earth, Water, Light, Air, and Ether. (*Alitareya Upanishad* 3.3); Three constituent elements of environment known as 'Chandansi': Jala (water), Vayu (air), and Osadhi (plants) (*Atharvaveda*, 18.1.17); Natural sources of water in five forms: rain water (*Divyah*), natural spring (*Sravanti*), wells and canals (*Khanitrimah*), lakes (*Svayamjah*) and rivers (*Samudrarthah*) *Rigveda*, 7.49.2).

Environment Preservation in Vedic Literature:

Five elementary sources of environment preservation: *Parvat* (mountain), *Soma* (water), *Vayu* (air), *Parjanya* (rain) and *Agni* (fire) (*Atharvaveda*, 3.21.10); Environment Protection from Sun (*Rgveda*, 1.191.1-16, *Atharvaveda*, 2.32.1-6, *Yajurveda*, 4.4.10.6); Congenial atmosphere for the life created by the Union of herbs and plants with sun rays (*Atharvaveda*, 5.28.5); Vedic concept of Ozone-layer Mahat ulb' (*Rgveda*, 10.51.1; *Atharvaveda*, 4.2.8); Importance of plants and animals for preservation of global ecosystem; (*Yajurveda*, 13.37); Eco friendly environmental organism in Upanishads (*Bṛhadaranyaka Upanishad*, 3.9.28, *Taittiriya Upanishad*, 5.101, *Iso-Upanishad*, 1.1)

## Unit III Environment Awareness in Classical Sanskrit Literature

Environmental Awareness and Tree plantation : Planting of Trees in *Puranas* as a pious activity (*Matsya Purana*, 59.159; 153.512; *Varaha Purana* 172.39), Various medicinal trees to be planted in forest by king (*Sukraniti*, 4.58-62)

**Plantation of new trees and preservation of old trees as royal duty of king** (*Arthashastra*, 2.1..20); Punishments for destroying trees and plants (*Arthashastra*, 3.19), **Plantation of trees for recharging under ground water** (*Brhatsamhita*, 54.119)

Environmental Awareness and Water management :  
 Various types of water canals 'Kulya' for irrigation : canal originated from river 'Nadimatr mukha kulya', canal originated from nearby mountain 'Parvataparsva vartini kulya', canal originated from pond, 'Hrdasrta kulya', Preservation of water resources 'Vapi -kupa -tadaka' (Agnipuranas,209-2;V.Ramayana,2.80.10-11); Water Harvesting system in Arthasastra (2.1.20-21);Underground Water Hydrology in Brhatsamhita (Dakargaiadhyaya,chapter-54);  
 Environmental Awareness in Mahabharata ,  
 Universal Environmental Issues in Literature of Kalidasa : Eight elements of Environment and concept of 'Astamurti' Siva (Abhijnasakuntalam1.); Preservation of forest,water resources, natural resources; protection of animals, birds and plant in Kalidasa's works, Environmental awareness in Abhijnasakuntalam Drama, Eco- system of indian monsoon in Meghdoot, Seasonal weather conditions of Indian sub continent in Rtusamhara, Himalayan ecology in Kumarasambhava,  
 Oceanography in Raghuvamsa (canto-13).

---

## Recommended Books/Readings:

1. *Arthashastra of Kautilya*—(ed.) Kangale, R.P. Delhi, Motilal Banarasidas 1965

2. *Atharvaveda samhita*. (2 Vols — (Trans.) R.T.H. Griffith, Banaras 1968.

3. *Ramayana* of Valmiki (3 Vols)— (Eng. Tr.) H.P. Shastri, London, 1952-59.

4. *Rgveda samhita* (6 Vols)— (Eng. Tr.) H.H. Wilson, Bangalore, 1946.

5. Bhandarkar, RG— *Vaishnavism, Saivism and Minor Religious Systems*, Indological Book House, Varanasi, 1965

6. Das Gupta, SP— *Environmental Issues for the 21<sup>st</sup> Century*, Amittal Publications, New Delhi, 2003

7. Dwivedi, OP, Tiwari BH — *Environmental Crisis and Hindu Religion*, Gitanjali

Publishing House, New Delhi, 1987

8. Dwivedi, OP — *The Essence of the Vedas*, Visva Bharati Research Institute, Gyanpur, Varanasi, 1990

9. Jernes, H (ed.) — *Encyclopedia of Religion and Ethics* (Vol. II), New York: Charles Scribner Sons, 1958.

10. Joshi, PC, Namita J— *A Textbook of Environmental Science*, A.P.H. Publishing Corporation, New Delhi, 2009

11. Sinha, KR) — *Ecosystem Preservation Through Faith and Tradition in India*.

12. J. Hum. Ecol., Delhi University, New Delhi, 1991

13. Trivedi, PR— *Environmental Pollution and Control*, A.P.H. Publishing Corporation, New Delhi, 2004

14. Pandya, Smta P. — *Ecological Renditions in the Scriptures of Hinduism – I* (article) *Bulletin*

of the Ramakrishna Mission Institute of Culture.

15. Renugadevi, R. — *Environmental Ethics in the Hindu Vedas and Puranas in India*, (article) *African*

16. *Journal of History and Culture*, Vol. 4(1), January 2012

17. Kumar, B M. — *Forestry in Ancient India: Some Literary Evidences on*

18. *Productive and Protective Aspects*, (article) *Asian Agri- History*, Vol.12, No.4, 2008.

19. Klostermair, Klaus—*Ecology and Religion: Christian and Hindu*
20. *Paradigms* (article) *Journal of Hindu-Christian Studies*, Butler university Libraries, Vol.6,1993

**Kamarupa School of Dharmasastra**

**Total Credits 6**

[A]	Prescribed Course	Marks
Unit I	Introduction to Dharmasastras in Assam	20
Unit II	Kamarupa School of Dharmasastra	30
Unit III	Tirthakaumudi of Pitambarasiddhantavagisha	30

---

**Unit I**

**Introduction to Dharmasastras in Assam**

Meaning and Scope of Dharma

Dharmasastras in Assam : Historical Perspective

Different School of Dharmasastras

**Unit II**

**Kamarupa School of Dharmasastra**

Smriti Writers of Kamrupa & their works

Special features of Kamarupa School of Dharmasastras

**Unit III**

**Tirthakaumudi of Pitambarasiddhantavagisha-**

Tirtha ,Tirthasamanyaphalani, Tirthavisesaphalani

---

**Suggested Books/ Readings-**

1. Naliniranjana Sharma, The Kamarupa School of Dharmasastra , Punthi Pustak, Calcutta, 1994
2. P.V .Kane ,History of Dharmasastra (Vol.1)
3. B.K. Swain- Dharmasastras An Introduction

**Generic Elective (GE)**  
**(Any Four)**

**B.A. (Hons) Sanskrit**

**Semester: III/IV**

<b>SKT-HG-1016</b> <b>Basic Sanskrit</b>	<b>SKT-HG-2016</b> <b>Indian Culture and Social Issues</b>
<b>SKT-HG-3016</b> <b>Basic Principles of Indian Medicine</b> <b>System (Ayurveda)</b>	<b>SKT-HG-4016</b> <b>Fundamentals of Indian Philosophy</b>

**SKT-HG-1016**  
**Basic Sanskrit**

**Total Credits 6**

[A]	Prescribed Course:	Marks
Unit I	Grammar and composition Part I	30
Unit II	Grammar and composition Part II	30
Unit III	Literature	20

**[B] Course Objectives:**

This is an elementary course in Sanskrit language designed for students who wish to learn Sanskrit from the very beginning. Essential Sanskrit grammar will be introduced (without reference to Panini's sutras) through the multiple example method with emphasis on students constructing themselves sentences.

**[C]Unit-Wise Division:**

**Unit I**

**Grammar and Composition Part I**

Nominative forms of pronouns- *asmad, yuṣmad, etat* and *tat* in masculine, feminine and neuter.

Nominative forms of 'a' ending masculine and neuter gender nouns with *paṭh, khād, likh* and similar simple verbs in present, past and future.

Objective forms of the above nouns and pronouns in singular with more simple verbs

Instrumental, dative, ablative forms of the above nouns and pronouns in singular, dual and plural instrumental, dative, ablative forms of all the words in this syllabus.

'ā' and 'ī' ending feminine words in nominative and accusative cases with *loṭ lakāra* (imperative).

'ā' and 'ī' ending feminine nouns in singular in Genitive/ possessive and locative cases, genitive and locative cases in singular in pronouns *tat, etat, yat, kim*

Masculine and Feminine nouns ending in 'i' and masculine nouns ending in 'u' in various cases in singular

Masculine nouns ending in consonants – *bhavat, guṇin, ātman* and Feminine nouns ending in consonants – *vāk*, Neuter nouns ending in consonants – *jagat, manas*

## Unit II

### Grammar and Composition Part II

Special Verb forms – *in parasmaipada* –past,

present, future and imperative - *kr̥, śrū*

Special Verb forms – *in parasmaipada* –past,

present, future and imperative *jñā* .

Special Verb forms – *in parasmaipada* –past,

present, future and imperative *dā*.

*ātmanepada* – *sev, labh*

Phonetic changes – *visarga sandhi*

vowel sandhis.

Participles - *śatr̥, śānac, ktavatu, kta*.

*Pratyayas* – *ktivā, lyap, tumun*.

Active – passive structures in *lakāras* – (third person forms only) and *pratyayas*

*kta, ktavatu*

## Unit III

### Literature

Gita Chapter XII

---

### Recommended Books/Readings:



SKT-HG-2016

## Indian Culture and Social Issues

Total Credits 6

[A] Prescribed Course:	Marks
Unit I Culture in a multi-cultural society	40
Unit II Cultural roots of India	40

### [B] Course Objectives:

This paper is designed to introduce nuances of Indian culture to students and to show how cultural traditions have evolved. The paper also engages them in debates about certain significant socio-cultural issues.

### [C] Unit-Wise Division:

#### Unit I

#### Understanding Culture

.What is culture? Culture and Civilization

What is 'Indian' culture?

Culture in a multi-cultural society

Vedic sabhyata

Sindhu sabhyata

Sanskrit in Indo-Islamic tradition –

(Proceedings of the Sagar University seminar on 'Islām kā Sanskrit paramparā ko yogadāna')

Ojapāli

Versions of the Rāma legend in Sanskrit literature – Vālmīki's Rāmāyaṇa, Bhāsa's Pratimā nāṭakam, Bhavabhūti's Uttarāma caritam, Raghuvamśam of Kalidasa, Somadeva's Kathāsaritsāgara, Rāmāyaṇa mañjari of Rājaśekhara etc.

Ṛitusamhāra in folk music

Sanskrit themes in Satriya dance form of Assam.

Kusangan of undivided Goalpara District.

Major agricultural and seasonal festivals of India and the Indian calendar – Bihu, Holi,

## Unit II Social Issues

Law and change – Dharma as an ever evolving phenomenon

*Manusmṛti*, Chapter 2, verses 6 and 12 with the commentary of Medhātithi ;

Lingat, Robert : *Classical Law of India*, Chapter 1, 3-7; tradition – pp 9-14 ; good customs – 14-17.

Mathur, A.D. : *Medieval Hindu Law*, Chapter I, pp 1-8

Caste – Voices of challenge Traditional *varṇa* hierarchy

*Vajrasūcī* by Aśvaghoṣa

Identity of women

Draupadī's question– Mahābhārata, *Sabhā Parva*

– *Dyūta Parva* ([sanskritdocuments.org](http://sanskritdocuments.org))

Chapter 66 - Duryodhana asks Draupadī to be brought to the court 1; Vidura's protest 2, 4 ; Chapter 67 – Duryodhana asks Pratikāmī to fetch Draupadī 2; Draupadī's refusal and question 5-10, 16 ; Yudhiṣṭhira's response 39-41 ; Bhīṣma's response 47-49 ; Draupadī's Rejoinder 50-52 ; Vikarṇa's statement, chapter 68, verses 12-17 Karṇa to Vikarṇa – 27-31, 35.

Struggle to secure women's right to property *Yājñavalkya Smṛti*, *Vyavahārādhyāya*: Verse 135 with Vijñāneśvara's commentary (section on *patnī*)

---

### Recommended Books/Readings:

1. Basham A.L. . Wonder that was India
2. Bharadwaj, Ramesh: *Vajrasūcī of Aśvaghoṣa (Varṇa-Jāti through the Ages)*, Vidyanidhi, Delhi
3. Gharpure, J.R., *Teaching of Dharmasāstra*, Lucknow University, 1956, pp. 1-25.
4. Lingat Robert, *Classical Hindu Law*,
5. Majumdar R.C., *History and Culture of the Indian People, Volume 1(Vedic Age)*, Bhartiya Vidya Bhawan, Mumbai,
6. Mathur A.D., *Medieval Hindu Law*, Oxford University Press, New Delhi 2006
7. Sharma Braj Narain, *Social Life in Northern India*, New Delhi, 1966
8. Sharma Brijendra Nath, *Social and Cultural History of Northern India*, New Delhi, 1972
9. Sharma, S.L., *Smṛtis, A Philosophical Study*, Eastern Book Linkers, Delhi, 2013, 62-74.
10. *Pandey Raj Bali: Hindu Sanskara, (English) Delhi, 2<sup>nd</sup> Revised Edition 1969, Reprinted 1991*
11. Prabhu, P.H., *Hindu Social Organisation*, Popular Prakashan, Mumbai, 1998, pp. 257-283.
12. Rama Krishna Mission, *The Cultural Heritage of India*, Calcutta
13. Yadav B.N. S., *Society and Culture in Northern India*, Allahabad, 1973
14. Basham A.L. . Wonder that was India
15. Gharpure, J.R., *Teaching of Dharmasastra*, Lucknow University, 1956, pp. 1-25.
16. Lingat Robert, *Classical Hindu Law*,
17. Majumdar R.C., *History and Culture of the Indian People, Volume 1(Vedic Age)*, Bhartiya Vidya Bhawan, Mumbai,
18. Mathur A.D., *Medieval Hindu Law*, Oxford University Press, New Delhi 2006

19. Sharma Braj Narain, Social Life in Northern India, New Delhi, 1966
20. Sharma Brijendra Nath, Social and Cultural History of Northern India, New Delhi, 1972
21. Sharma, S.L., Smṛtis, A Philosophical Study, Eastern Book Linkers, Delhi, 2013, 62-74.
22. Prabhu, P.H., Hindu Social Organisation, Popular Prakashan, Mumbai, 1998, pp. 257-283.
23. Rama Krishna Mission, The Cultural Heritage of India, Calcutta
24. Yadav B.N. S., Society and Culture in Northern India, Allahabad, 1973

**SKT-HG-3016**  
**Basic Principles of Indian Medicine System (Ayurveda)**

**Total Credits 6**

<b>[A] Prescribed Course:</b>	<b>Marks</b>
<b>Unit I</b>	<b>Introduction to Indian Medicine System: 20</b> <b>Ayurveda</b>
<b>Unit II</b>	<b>Basic Principles of Ayurveda 20</b>
<b>Unit III</b>	<b>Dietetics, Nutrition and Treatment 20</b> <b>in Ayurveda</b>
<b>Unit IV</b>	<b>Important Medicinal Plants and their based on 20</b> <b>Ayurveda</b>

---

**[B]Course Objectives:**

Ayurveda is a traditional Indian system of healthcare that has been traced back to as early as 5,000 BCE. This course will introduce students to the theory of yurveda. The major objective is to understand the basic principles and concepts of preventive medicine and health care, diet and nutrition, usage of commonly used spices and herbs and an outline of yurvedic therapeutic procedures in yurveda.

---

**[C]Unit-Wise Division**

**Unit I**

**Introduction to Indian Medicine System: yurveda**

Definition of Ayurveda, Ayuh (Life), Sarira (Body), Health, Aim of Ayurveda, Subject Matter of Ayurveda, Salient Features of Ayurveda, Concept of Health according to Ayurveda, Unique features of Ayurveda.

History of Ayurveda, Atharvaveda as an early source for medicinal speculations, Introduction to Major Texts (Susruta Samhita and Caraka Samhita ) and Authors (Suśruta and Caraka) and Aṣṭāṅga Hr dayam, Aṣṭāṅga Saṅgraha of Vāgbhaṭa.

Eight Components of Ayurveda(aṣṭāṅga Ayurveda):

Kayacikitsa (General Medicine)  
Kaumarabhrtya(Pediatrics)  
SalyaTantra (Surgery)  
Śālākya-Tantra (Ent. and Ophthalmology)  
Bhuta Vidya (Psychiatry Medicine).  
Visavijñana (Toxicology). Rasayana (Rejuvenates).  
Vajkarana (Aphrodisiac)

## Unit II

### Basic Principles of Ayurveda

**The Trigunas:** Sattva, Rajas and Tamas.

**The Pancamahabhutas:** Akasa (Space), Vayu (Air), Teja or Agni (Fire), Jala (Water) and Prthivi (Earth).

**The Tridosas:** Va ta, Pitta and Kapha.

4. **The Saptadhatus:** Rasa (fluid),  
Rakta (blood), Māmsa, Meda (fat), Asthi, Majja and Śukra.

**The Trayodosagni:** Jatharagni (gastric fire), Saptadhatvagni and Pancabhutagni.

**The Trimalas:** Purīṣ (faeces), Mutra (urine) and Sveda (sweat).

Ayurvedic understanding of lifestyle and concepts of preventive medicine.

Seasonal regimen & social conduct and its effect on health, Concepts of Prakṛti, Agni, and Kosta. Svastha Vṛtta (Preventive Medicine) : Understanding Health and Disease in Ayurveda  
Diagnosis of illness: eight ways to diagnose illness, called Naḍi (pulse), Mutra (urine), Mala (stool), Jihva (tongue), Sabda (speech), Sparsa (touch), Drk (vision), and akṛti (appearance).

## Unit III

### Dietetics, Nutrition and Treatments in Ayurveda

Ayurvedic understanding of nutrition and metabolism, Classification of ahara according to Ayurveda and Viruddhahara (incompatible diet) & role of diet.

Commonly used substances and their

therapeutic properties and Pharmacology: Introduction to basic principles of Ayurvedic pharmacology, Art and science of Ayurvedic Pharmacy and Understanding

Ayurvedic Herbs and common formulations Pancakarma and Other Ayurvedic Specialty

Treatments: Method and classification of treatments in Ayurveda, Pretreatment

Therapeutic vomiting (Vamana), Purgation Therapy, Enema

(Basti), Nasal Administration – Nasya, Blood Letting (RaktaMokṣa), Introduction and importance of Pancakarma/Detoxification, Science and art of rejuvenation (Rasayana and

Vājīkaraṇa). Ayurvedic prenatal and postpartum care for healthy mothers and babies, Saṁskāra, care of infants and children

## Unit IV

### Important Medicinal Plants in Ayurveda

Medicinal Plants in Susruta Samhita : Tulsi ,  
Haridra , Sarpagandha , Ghrta Kumari , Guggulu,  
Brahmi , Amala, Aswagandha , Arjun Tree,  
Turmeric, Ceylon Hydrolea, Neema Plant, Lady Ferns, Blackberries, Pot,  
Marigold, Camomile, Peppermint, Fenugreek and Aloe Vera.

---

### Recommended Books/Readings:

1. Acharya, Srinivas, Panchakarma Illustrated, Chaukhamba SanskritPratishtana, Delhi, 2006.
2. V.B. Athavale, Basic Principles of yurveda, ChaukhambaSanskrit Pratishtan New Delhi, 2005.
3. Āyurveda Kā Saṅkṣipta Itihāsa, Hindi Sahitya Sammelan, Allahabad.
4. Bhagavan Dash, Vaidya, and Acarya Manfred M. Junius, A Handbook of Ayurveda, Concept Publishing Co., New Delhi, 1987.
5. Bhishagratna, KavirajKunjalal, ed., translator. (2002). Sushruta Samhita Volumes I and II. Varanasi, India: Chowkhamba Sanskrit Series.
6. Charak Samhita E-text: <http://www.charakasamhita.com/>
7. <http://www.speakingtree.in/blog/medicinal-plants-from-ancient-india>
8. [http://www.tkdil.res.in/tkdil/langdefault/ayurveda/Ayu\\_Principles.asp?GL=#q1](http://www.tkdil.res.in/tkdil/langdefault/ayurveda/Ayu_Principles.asp?GL=#q1)
9. K. R. Srikantha Murthy, Illustrated Susruta Samhita, ChaukhambaOrientalia, 2012
10. M.S. Valiathan, An Introduction to yurveda Paperback, Universities Press (India) Private Limited, 2013
11. M.S. Valiathan, The Legacy of Suśruta, Universities Press, 2007
12. PriyaVrat Sharma, Essentials of yurveda: Sodasangaḥṛdayam, MotilalBanarsidass Publishers, 1999
13. Ravi DattaTripathi, Vāgbhaṭa's Aṣṭāṅg-saṅgraha, ChowkhambaSanskrit Pratishtanam, Delhi., 2011.
14. ShanthaGodagama, The Handbook of yurveda, North Atlantic Books, 2004
15. Sharma, Priyavrit V., ed., translator. (1981-1994). Charaka Samhita, Vols. 1 - 4, Chaukhamba Sanskrit Series, Varanasi, India: Varanasi, India: Chowkhamba SanskritSeries.
16. Sharma, Ram Karan and Bhagawan Dash, Vaidya, eds., translators (1992 – 2000). CharakaSamhita Vols. 1 – 6. Varanasi, India. Chaukhamba Sanskrit Series.
17. Srikrishnamurthy, K.R. Srikantha, translator. (1991-1992). Vagbhata, AstangaHridayamVols. 1 and 2. Varanasi, India: Krishnadas Academy.
18. Srikrishnamurthy, K.R. Srikantha, translator. (2001). Sharangadhara Samhita: A treatise on Āyurveda. Varanasi, India: ChaukhambaOrientalia.
19. SusrutaSusruta (Author), Kunja Lal Bhishagratna, An English Translation of the Sushruta Samhita, Based on Original Sanskrit Text. Edited and Published by KavirajKunja Lal Bhishagratna. with a Full ... Notes, Comperative Views, Index, Glossary, Nabu Press, 2012
20. R.N.Sarma, Bhaisajyaratnāvali , Guwahati

## Fundamentals of Indian Philosophy

Total Credits 6

[A] Prescribed Course:	Marks
Unit I General Introduction	15
Unit II Schools of Indian Philosophy	35
Unit III Problems in Indian Philosophy	35

### [B]Course Objectives:

This course aims to get the students acquainted with the basic approach to study Indian philosophy. It also intends to give an elementary understanding of Indian Philosophy and to enable students to handle philosophical texts in Sanskrit easily.

### [C]Unit-Wise Division:

#### Unit I

#### Fundamentals of Philosophy

Darśana - concept and aims,  
Classification of Indian Philosophical schools,  
Salient features of Indian Philosophy

#### Unit II

#### Schools of Indian Philosophy

##### Heterodox Schools

Cārvāka – General introduction with emphasis on Challenge to Veda, Rejection of Transcendental Entities, Ethics (Based on *Sarvadarshansamgrah*)

Jainism – General introduction with emphasis on Anekāntavāda, Syādvāda, Saptabhaṅginaya, triratna

Buddhism- General introduction with emphasis on Four Noble Truths

##### Orthodox Schools of Philosophy

Sāṃkhya – General Introduction with emphasis on prakṛti, guṇatraya & puruṣa, Entities (Based on Sāṃkhyakārikā)

Yoga - Eight fold path of Yoga (Based on

Yogasūtra Sādhanapāda and

*Yogabhāṣya thereon*)

Nyāya –General introduction with emphasis on Vaiśeṣika : Seven Padārthas (Based on *Tarkasamgraha*)

Advaita Vedānta – General introduction with emphasis on Brahman, Māyā, Jīva and Jagat  
(Based on *Vedāntasāra*)

Mīmāṃsā - Svataḥ Prāmāṇyavāda

Bhakti Schools of Vedānta – General introduction with emphasis on God, Īśvara & nature of bhakti

### Unit III Problems in Indian Philosophy

**Epistemology** : six pramāṇas

**Metaphysics** : realism, idealism, Causation - Satkāryavāda. Asatkāryavāda, Pariṇāmavāda, Vivartavāda, svabhāvavāda, consciousness and matter, theories of self

**Ethics** : Karma & Punarjanma theory, Liberation

---

#### Recommended Books/Readings:

1. Bhartiya, Mahesh - *Bhāratīya Darśana Kī Pramukha Samasyāem*, Ghaziabad, 1999.
2. Chatterjee, S. C. & D. M. Datta - *Introduction to Indian Philosophy*, Calcutta University, Calcutta, 1968 (Hindi Translation also).
3. Chatterjee, S. C. – *The Nyāya Theory of Knowledge*, Calcutta, 1968.
4. Hiriyanna, M. - *Outline of Indian Philosophy*, London, 1956 (also Hindi Translation).
5. Shastri, Kuppaswami, *A Primer of Indian Logic*, 1951 (only introduction).
6. Bhartiya, Mahesh - *Causation in Indian Philosophy*, Ghaziabad, 1975.
7. O'Flaherty, Wendy Doniger – *Karma and Rebirth in Classical Indian Tradition*, MLBD, Delhi, 1983.
8. Pandey, Ram Chandra - *Panorama of Indian Philosophy* (also Hindi version), M.L.B.D., Delhi, 1966.
9. Radhakrishnan, S. - *Indian Philosophy*, Oxford University Press, Delhi, 1990.
10. Raja, Kuhnian - *Some Fundamental Problems in Indian Philosophy*, MLBD, Delhi, 1974.
11. Rishi, Uma Shankar (Ed.), *Sarva-Darshana\_Samgraha*, Chowkhamba Vidyabhawan, Varansi, 1984.
12. M. Biswas, *Samkhya-Yoga Epistemology- A Study* D.K. Printworld, New Delhi



**Skill Enhancement Course (SEC)**

**(Any Two)**

**Skill Based**

**B.A. (Hons) Sanskrit**

<b>SKT-SE-3014</b>	<b>SKT-SE-4014</b>
<b>Acting &amp; Script Writing</b>	<b>Sanskrit Meters and Music</b>

## Acting and Script Writing

Total Credit 6

[A]	Prescribed Course:	Marks
Unit I	Acting (Abhinaya)	40
Unit II	Script Writing (Paṭākathālekhana)	40

---

### [B] Course Objectives:

The acting is connected with the practical aspect of the play and depends on actor while script writing is closely related with society and this paper aims at teaching the theoretical aspect of this art. The training of composition and presentation of drama can further enhance one's natural talent. This paper deals with the rules of presentation of play (acting) and dramatic composition (script writing) and aims at sharpening the dramatic talent of the students

---

### [C] Unit-Wise Division:

#### Unit I

#### Acting (Abhinaya)

- Persons competent for presentation (acting) : *kuśala* (skilful), *vidagdha* (learned), *pragalbha* (bold in speech), *jitaśramī* (inured to hard-work) .
- Lokadharmī and Nātyadharmī Abhinaya*
- Nātya-prayoktā-gaṇa* (members of theatrical group) : *sūtradhāra* (director), *nātyakāra* (playwrighter), *naṭa* (actor) *kuśīlava*(musician), *bharata*, *nartaka* (dancer), *vidūṣaka* (jester) etc.

- Assignment of role :
  - general principles of distribution
  - role of minor characters
  - role of women characters
  - special cases of assigning of role
- kinds of roles: *anurūpa* (natural), *virūpa* (unnatural), *rūpānusariṇī* (imitative)

Definition of abhinaya and its types:

- a. *Āṅgika* (gestures): *aṅga*, *upāṅga* and *pratyaṅga*
- b. *Vācika*(oral): *svara*, *sthāna*, *varṇa*, *kāku*, *bhāṣā* .
- c. *Sāttvika* (representation of the Involuntary gestures)
- d. *Āhārya*: *pusta*, *alaṅkāra*, *aṅgaracanā*, *sañjiva* (dresses and make-up)

## Unit II

### Script Writing

**Types of dramatic production:** *sukumāra* (delicate), *āviddha* (energetic).

Nature of plot (*vastu*): *Ādhikārika* (principal), *Prāsaṅgika* (subsidiary), *Dṛsya* (presentable), *Sūchya* (restricted scenes).

#### Division of Plot

a. Source of plot: *Prakhyāta* (legendary), *Utpādya* (invented), *Miśra* (mixed);

Objectives of plot- *Kārya* (*dharma*, *artha*, *kāma*);  
Elements of plot- Five kinds of *Arthaprakṛtis* (caustations), *Kāryāvasthā* (stages of the action of actor); *Sandhis* (junctures) and their sub-divisions (segments)

Five kinds of *Arthopakṣepaka* (interludes);

#### Dialogue writing: kinds of *saṁvāda*( dialogue)

*Sarvaśrāvya* or *Prakāśa* (aloud)

*Aśrāvya* or *Svagata* (aside)

*Niyataśrāvya* : *Janāntika* (personal address),

*Apavārita* (confidential)

*Ākāśabhāṣita* (conversation with imaginary person).

a. Duration of play

b. Three Unities : Time, Actions and place. c. Starting of a play : *Pūrvaraṅga* –*Raṅgadvāra*, *Nāndī*, *Prastāvanā*, *Prarocanā*.

d. Analysis of acting , plot and dialogue in the context of *Abhijñānaśākuntalam*.

---

### Recommended Books/Readings:

1. Ghosh, M.M.: *Nāṭyaśāstra of Bharatamuni*.
2. M.M. Ghosh, *Nāṭyaśāstra of Bharatamuni*, vol-1, Manisha Granthalaya, Calcutta, 1967.
3. Hass, *The Daśarūpaka : A Treatise on Hindu Dramaturgy* Columbia University, New York , 1912.
4. Adyarangachrya, *Introduction to Bharata's Nāṭyaśātra*, Popular Prakashan Bombay, 1966.

SKT-SE-4014

## Sanskrit Metre and Music

Total Credits 4

[A] Prescribed Course:	Marks
Unit I	Brief Introduction to Cchandaḥśāstra 15
Unit II	Classification and Elements of Sanskrit Metre 15
Unit III	Analysis of Selected Vedic Metres and their musical rendering 20
Unit IV	Analysis of Selected Classical Meters and their musical rendering 30

---

### [B] Course Objectives:

The objectives of this course to learn Sanskrit meter for analysis and lyrical techniques. Students will get the complete information regarding selected Vedic and Classical meters with lyrical techniques.

---

### [C] Unit-Wise Division:

#### Unit I

#### Brief Introduction to Chhandaḥśāstra

Brief Introduction to Chhandaḥśāstra

#### Unit II

#### Classification and Elements of Sanskrit Meter

Syllabic verse (akṣaravṛtta):

Syllabo-quantitative verse (varṇavṛtta)

Quantitative verse (mātrāvṛtta)

Syllables: laghu and guru

Gaṇa

Feet

## Unit III

### Analysis of Selected Vedic Meter and their Lyrical Methods

Definition, Example, Analysis and Lyrical Methods  
of following Meters:

*gayatir , usnika, anustupa, brhati , pankti, tristup  
and jagati*

## Unit IV

### Analysis of Selected Classical Meter and their Lyrical Methods

Definition, Example, Analysis and Lyrical Methods of  
following Meters:

*bhujanagaprayata, sragvini  
,totaka, harigitika  
vidyunma la , anustupa, arya  
,malini, sikharini  
vasantatilaka , mandakranta  
,Sragdhara and,  
sardu lavikridita*

---

### Suggested Books/Readings:

Brown, Charles Philip (1869). Sanskrit Prosody and Numerical Symbols Explained. London: Trübner & Co.  
Deo, Ashwini. S (2007). The Metrical Organization of Classical Sanskrit Verse, (PDF). Journal of Linguistics 43 (01): 63–114. doi:10.1017/s0022226706004452.  
Recordings of recitation: H. V. Nagaraja Rao (ORI, Mysore), Ashwini Deo, Ram Karan Sharma, Arvind Kolhatkar.  
Online Tools for Sanskrit Meter developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: <http://sanskrit.du.ac.in>

**B.A. (Regular) Sanskrit  
Core Papers (4)**

<b>SKT-RC-1016 Basic Sanskrit</b>	<b>SKT-RC-2016 Indian Culture and Social Issues</b>
<b>SKT-RC-3016 Basic Principles of Indian Medicine System (Ayurveda)</b>	<b>SKT-RC-4016 Fundamentals of Indian Philosophy</b>

**SKT-RC-1016**  
**Basic Sanskrit**

**Total Credits 6**

[A]	Prescribed Course:	Marks
Unit I	Grammar and composition Part I	30
Unit II	Grammar and composition Part II	30
Unit III	Literature	20

**[B] Course Objectives:**

This is an elementary course in Sanskrit language designed for students who wish to learn Sanskrit from the very beginning. Essential Sanskrit grammar will be introduced (without reference to Panini's sutras) through the multiple example method with emphasis on students constructing themselves sentences.

**[C]Unit-Wise Division:**

**Unit I**

**Grammar and Composition Part I**

Nominative forms of pronouns- *asmad, yuṣmad, etat* and *tat* in masculine, feminine and neuter.

Nominative forms of 'a' ending masculine and neuter gender nouns with *paṭh, khād, likh* and similar simple verbs in present, past and future.

Objective forms of the above nouns and pronouns in singular with more simple verbs

Instrumental, dative, ablative forms of the above nouns and pronouns in singular, dual and plural instrumental, dative, ablative forms of all the words in this syllabus.

'ā' and 'ī' ending feminine words in nominative and accusative cases with *loṭ lakāra* (imperative).

'ā' and 'ī' ending feminine nouns in singular in Genitive/ possessive and locative cases, genitive and locative cases in singular in pronouns *tat, etat, yat, kim*

Masculine and Feminine nouns ending in 'i' and masculine nouns ending in 'u' in various cases in singular

Masculine nouns ending in consonants – *bhavat, guṇin, ātman* and Feminine nouns ending in consonants – *vāk*, Neuter nouns ending in consonants – *jagat, manas*

## Unit II

### Grammar and Composition Part II

Special Verb forms – *in parasmaipada* –past,

present, future and imperative - *kṛ, śrū*

Special Verb forms – *in parasmaipada* –past,

present, future and imperative *jñā* .

Special Verb forms – *in parasmaipada* –past,

present, future and imperative *dā*.

*ātmanepada* – *sev, labh*

Phonetic changes – *visarga sandhi*

vowel sandhis.

Participles - *śatṛ, śānac, ktavatu, kta*.

*Pratyayas* – *ktivā, lyap, tumun*.

Active – passive structures in *lakāras* – (third person forms only) and *pratyayas*

*kta, ktavatu*

## Unit III

### Literature

Gita Chapter XII

---

**Recommended Books/Readings:**



SKT-RC-2016

## Indian Culture and Social Issues

Total Credits 6

[A] Prescribed Course:	Marks
Unit I	Culture in a multi-cultural society 40
Unit II	Cultural roots of India 40

---

### [B] Course Objectives:

This paper is designed to introduce nuances of Indian culture to students and to show how cultural traditions have evolved. The paper also engages them in debates about certain significant socio-cultural issues.

---

### [C] Unit-Wise Division:

#### Unit I

#### Understanding Culture

.What is culture? Culture and Civilization

What is 'Indian' culture?

Culture in a multi-cultural society

Vedic sabhyata

Sindhu sabhyata

Sanskrit in Indo-Islamic tradition –

(Proceedings of the Sagar University seminar on 'Islām kā Sanskrit paramparā ko yogadāna')

Ojapāli

Versions of the Rāma legend in Sanskrit literature – Vālmīki's Rāmāyaṇa, Bhāsa's

Pratimā nāṭakam, Bhavabhūti's Uttarāma

caritam, Raghuvamśam of Kalidasa,

Somadeva's Kathāsaritsāgara, Rāmāyaṇa

mañjari of Rājaśekhara etc.

Ritusamhāra in folk music

Sanskrit themes in Satriya dance form of Assam.

Kusangan of undivided Goalpara District.

Major agricultural and seasonal festivals of India and the Indian calendar – Bihu, Holi, Poṅgal, Makar Saṁkrāntī, Lohari, Oṅam, Baisakhi, Śrāvaṇī Pūrṇimā

## Unit II

### Social Issues

Law and change – Dharma as an ever evolving phenomenon

*Manusmṛti*, Chapter 2, verses 6 and 12 with the commentary of Medhātithi ;

Lingat, Robert : *Classical Law of India*, Chapter 1,

3-7; tradition – pp 9-14 ; good customs – 14-17.

Mathur, A.D. : *Medieval Hindu Law*, Chapter I, pp 1-8

Caste – Voices of challenge Traditional *varṇa* hierarchy

*Vajrasūcī* by Aśvaghoṣa

Identity of women

Draupadī's question– Mahābhārata, *Sabhā Parva*

– *Dyūta Parva* ([sanskritdocuments.org](http://sanskritdocuments.org))

Chapter 66 - Duryodhana asks Draupadī to be brought to the court 1; Vidura's protest 2, 4 ;

Chapter 67 – Duryodhana asks Pratikāmī to fetch Draupadī 2; Draupadī's refusal and

question 5-10, 16 ; Yudhiṣṭhira's response 39-41 ; Bhīṣma's response 47-49 ; Draupadī's

Rejoinder 50-52 ; Vikarṇa's statement, chapter 68, verses 12-17 Karṇa to Vikarṇa – 27-31,

35.

Struggle to secure women's right to property *Yājñavalkya Smṛti*, *Vyavahārādhyāya*: Verse

135 with Vijñāneśvara's commentary (section on *patnī*)

---

### Recommended Books/Readings:

1. Basham A.L. . Wonder that was India

2. Bharadwaj, Ramesh: *Vajrasūcī of Aśvaghoṣa (Varṇa-Jāti through the Ages)*, Vidyanidhi, Delhi

3. Gharpure, J.R., *Teaching of Dharmasāstra*, Lucknow University, 1956, pp. 1-25.

4. Lingat Robert, *Classical Hindu Law*,

5. Majumdar R.C., *History and Culture of the Indian People, Volume 1(Vedic Age)*, Bhartiya Vidya Bhawan, Mumbai,

6. Mathur A.D., *Medieval Hindu Law*, Oxford University Press, New Delhi 2006

7. Sharma Braj Narain, *Social Life in Northern India*, New Delhi, 1966

8. Sharma Brijendra Nath, *Social and Cultural History of Northern India*, New Delhi, 1972

9. Sharma, S.L., *Smṛtis, A Philosophical Study*, Eastern Book Linkers, Delhi, 2013, 62-74.

10. *Pandey Raj Bali: Hindu Sanskara, (English) Delhi, 2<sup>nd</sup> Revised Edition 1969, Reprinted 1991*

11. Prabhu, P.H., *Hindu Social Organisation*, Popular Prakashan, Mumbai, 1998, pp. 257-283.

12. Rama Krishna Mission, *The Cultural Heritage of India*, Calcutta

13. Yadav B.N. S., *Society and Culture in Northern India*, Allahabad, 1973

14. Basham A.L. . Wonder that was India

15. Gharpure, J.R., *Teaching of Dharmasastra*, Lucknow University, 1956, pp. 1-25.

16. Lingat Robert, *Classical Hindu Law*,

17. Majumdar R.C., *History and Culture of the Indian People, Volume 1(Vedic Age)*, Bhartiya Vidya Bhawan, Mumbai,

18. Mathur A.D., *Medieval Hindu Law*, Oxford University Press, New Delhi 2006

19. Sharma Braj Narain, *Social Life in Northern India*, New Delhi, 1966

20. Sharma Brijendra Nath, *Social and Cultural History of Northern India*, New Delhi, 1972

21. Sharma, S.L., *Smṛtis, A Philosophical Study*, Eastern Book Linkers, Delhi, 2013, 62-74.

22. Prabhu, P.H., Hindu Social Organisation, Popular Prakashan, Mumbai, 1998, pp. 257-283.
23. Rama Krishna Mission, The Cultural Heritage of India, Calcutta
24. Yadav B.N. S., Society and Culture in Northern India, Allahabad, 1973

**SKT-RC-3016**  
**Basic Principles of Indian Medicine System (Ayurveda)**

**Total Credits 6**

<b>[A]</b>	<b>Prescribed Course:</b>	<b>Marks</b>
<b>Unit I</b>	<b>Introduction to Indian Medicine System: Ayurveda</b>	<b>20</b>
<b>Unit II</b>	<b>Basic Principles of Ayurveda</b>	<b>20</b>
<b>Unit III</b>	<b>Dietetics, Nutrition and Treatment in Ayurveda</b>	<b>20</b>
<b>Unit IV</b>	<b>Important Medicinal Plants in Ayurveda</b>	<b>20</b>

---

**[B]Course Objectives:**

Ayurveda is a traditional Indian system of healthcare that has been traced back to as early as 5,000 BCE. This course will introduce students to the theory of yurveda. The major objective is to understand the basic principles and concepts of preventive medicine and health care, diet and nutrition, usage of commonly used spices and herbs and an outline of yurvedic therapeutic procedures in yurveda.

---

**[C]Unit-Wise Division**

**Unit I**  
**Introduction to Indian Medicine System:  
Ayurveda**

Definition of Ayurveda, Ayuh (Life), Sarira (Body), Health, Aim of Ayurveda, Subject Matter of Ayurveda, Salient Features of Ayurveda, Concept of Health according to Ayurveda, Unique features of Ayurveda.

History of Ayurveda, Atharvaveda as an early source for medicinal speculations, Introduction to Major Texts (Susruta Samhita and Caraka Samhita ) and Authors (Suśruta and Caraka) and Aṣṭāṅga Hr dayam, Aṣṭāṅga Saṅgraha of Vāgbhaṭa.

Eight Components of Ayurveda(aṣṭāṅga Ayurveda):

Kayacikitsa (General Medicine)  
Kaumarabhrtya(Pediatrics)  
SalyaTantra (Surgery)  
Śālākya-Tantra (Ent. and Ophthalmology)  
Bhu ta Vidya (Psychiatry Medicine).  
Visavijnana (Toxicology). Rasayana (Rejuvenates).  
Vajkarana (Aphrodisiac)

## Unit II

### Basic Principles of Ayurveda

**The Trigunas:** Sattva,Rajas and Tamas.

**The Pancamahabhutas:** Akasa (Space), Vayu (Air),Teja or Agni(Fire),Jala(Water) and Prthivi (Earth).

**The Tridosas:** Va ta,Pitta and Kapha.

4. **The Saptadhatus:** Rasa (fluid),  
Rakta(blood), Māmsa, Meda (fat),Asthi, Majja and Śukra.

**The Trayodosagni:** Jatharagni (gastric fire), Saptadhatvagni and Pancabhutagni.

**The Trimalas:**Purīṣ (faeces),Mutra (urine) and Sveda (sweat).

Ayurvedic understanding of lifestyle and concepts of preventive medicine.

Seasonal regimen & social conduct and its effect on health, Concepts of Prakrti, Agni, and Kosta.SvasthaVṛtta (Preventive Medicine) : Understanding Health and Disease in Ayurveda  
Diagnosis of illness: eight ways to diagnose illness, called Naḍi (pulse), Mutra (urine), Mala (stool), Jihva (tongue), Sabda (speech), Sparsa (touch), Drk (vision), and akrti (appearance).

## Unit III

### Dietetics, Nutrition and Treatments in Ayurveda

Ayurvedic understanding of nutrition and metabolism, Classification of ahara according to Ayurveda and Viruddhahara (incompatible diet) & role of diet. Commonly used substances and their therapeutic properties and Pharmacology: Introduction to basic principles of Ayurvedic pharmacology, Art and science of Ayurvedic Pharmacy and Understanding Ayurvedic Herbs and common formulations Pancakarma and Other Ayurvedic Specialty Treatments: Method and classification of treatments in Ayurveda, Pretreatment, Therapeutic vomiting (Vamana), Purgation Therapy, Enema (Basti), Nasal Administration – Nasya, Blood Letting (RaktaMoksha), Introduction and importance of Pancakarma/Detoxification, Science and art of rejuvenation (Rasayana and Vājīkaraṇa). Ayurvedic prenatal and postpartum care for healthy mothers and babies, Saṁskara, care of infants and children

## Unit IV

### Important Medicinal Plants in Ayurveda

Medicinal Plants in Susruta Samhita : Tulsi , Haridra , Sarpagandha , Ghrta Kumari , Guggulu,

Brahmi , Amala, Aswagandha , Arjun Tree,

Turmeric, Ceylon Hydrolea, Neema Plant, Lady Ferns, Blackberries, Pot, Marigold, Camomile, Peppermint, Fenugreek and Aloe Vera.

---

### Recommended Books/Readings:

1. Acharya, Srinivas, Panchakarma Illustrated, Chaukhamba Sanskrit Pratishtana, Delhi, 2006.
2. V.B. Athavale, Basic Principles of yurveda, Chaukhamba Sanskrit Pratishtan New Delhi, 2005.
3. Āyurveda Kā Saṅkṣipta Itihāsa, Hindi Sahitya Sammelan, Allahabad.
4. Bhagavan Dash, Vaidya, and Acarya Manfred M. Junius, A Handbook of Ayurveda, Concept Publishing Co., New Delhi, 1987.
5. Bhishagratna, KavirajKunjalal, ed., translator. (2002). Sushruta Samhita Volumes I and II. Varanasi, India: Chowkhamba Sanskrit Series.
6. Charak Samhita E-text: <http://www.charakasamhita.com/>
7. <http://www.speakingtree.in/blog/medicinal-plants-from-ancient-india>
8. [http://www.tkd.res.in/tkd/langdefault/ayurveda/Ayu\\_Principles.asp?GL=#q1](http://www.tkd.res.in/tkd/langdefault/ayurveda/Ayu_Principles.asp?GL=#q1)
9. K. R. Srikantha Murthy, Illustrated Susruta Samhita, Chaukhamba Orientalia, 2012
10. M.S. Valiathan, An Introduction to yurveda Paperback, Universities Press (India) Private Limited, 2013
11. M.S. Valiathan, The Legacy of Suśruta, Universities Press, 2007
12. Priya Vrat Sharma, Essentials of yurveda: Sodasangahṛdayam, Motilal Banarsidass Publishers, 1999
13. Ravi Datta Tripathi, Vāgbhaṭa's Aṣṭāṅg-saṅgraha, Chowkhamba Sanskrit Pratishtanam, Delhi., 2011.
14. Shantha Godagama, The Handbook of yurveda, North Atlantic Books, 2004
15. Sharma, Priyavrit V., ed., translator. (1981-1994). Charaka Samhita, Vols. 1 - 4, Chaukhamba Sanskrit Series, Varanasi, India: Varanasi, India: Chowkhamba Sanskrit Series.

16. Sharma, Ram Karan and Bhagawan Dash, Vaidya, eds., translators (1992 – 2000). CharakaSamhita Vols. 1 – 6. Varanasi, India. Chaukhamba Sanskrit Series.
17. Srikrishnamurthy, K.R. Srikantha, translator. (1991-1992). Vagbhata, AstangaHridayam Vols. 1 and 2. Varanasi, India: Krishnadas Academy.
18. Srikrishnamurthy, K.R. Srikantha, translator. (2001). Sharangadhara Samhita: A treatise on Āyurveda. Varanasi, India: ChaukhambaOrientalia.
19. SusrutaSusruta (Author), Kunja Lal Bhishagratna, An English Translation of the Sushruta Samhita, Based on Original Sanskrit Text. Edited and Published by KavirajKunja Lal Bhishagratna. with a Full ... Notes, Comperative Views, Index, Glossary, Nabu Press, 2012
20. R.N.Sarma, Bhaisajyaratnāvali , Guwahati

# Fundamentals of Indian Philosophy

Total Credits 6

[A] Prescribed Course:		Marks
Unit I	General Introduction	15
Unit II	Schools of Indian Philosophy	35
Unit III	Problems in Indian Philosophy	35

---

## [B]Course Objectives:

This course aims to get the students acquainted with the basic approach to study Indian philosophy. It also intends to give an elementary understanding of Indian Philosophy and to enable students to handle philosophical texts in Sanskrit easily.

---

## [C]Unit-Wise Division:

### Unit I

#### Fundamentals of Philosophy

Darśana - concept and aims,  
Classification of Indian Philosophical schools,  
Salient features of Indian Philosophy

### Unit II

#### Schools of Indian Philosophy

##### Heterodox Schools

Cārvāka – General introduction with emphasis on Chanllenge to Veda, Rejection of Transcendental Entities, Ethics (Based on *Sarvadarshansamgrah*)  
Jainism – General introduction with emphasis on Anekāntavāda, Syādvāda, Saptabhaṅginaya, triratna  
Buddhism- General introduction with emphasis on Four Noble Truths

##### Orthodox Schools of Philosophy

Sāṃkhya – General Introduction with emphasis on prakṛti, guṇatraya & puruṣa, Entities (Based on Sāṃkhyakārikā)  
Yoga - Eight fold path of Yoga (Based on Yogasūtra Sāadhanapāda and *Yogabhāṣya thereon*)  
Nyāya –General introduction with emphasis on Vaiśeṣika : Seven Padārthas (Based on *Tarkasamgraha*)



Advaita Vedānta – General introduction with emphasis on Brahman, Māyā, Jīva and Jagat  
(Based on *Vedāntasāra*)  
Mīmāṃsā - Svataḥ Prāmāṇyavāda

Bhakti Schools of Vedānta – General introduction with emphasis on God, Īśvara & nature of bhakti

### Unit III Problems in Indian Philosophy

**Epistemology** : six pramāṇas

**Metaphysics** : realism, idealism, Causation - Satkāryavāda. Asatkāryavāda, Pariṇāmavāda, Vivartavāda, svabhāvavāda, consciousness and matter, theories of self

**Ethics** : Karma & Punarjanma theory, Liberation

---

#### Recommended Books/Readings:

1. Bhartiya, Mahesh - *Bhāratīya Darśana Kī Pramukha Samasyāem*, Ghaziabad, 1999.
2. Chatterjee, S. C. & D. M. Datta - *Introduction to Indian Philosophy*, Calcutta University, Calcutta, 1968 (Hindi Translation also).
3. Chatterjee, S. C. – *The Nyāya Theory of Knowledge*, Calcutta, 1968.
4. Hiriyanna, M. - *Outline of Indian Philosophy*, London, 1956 (also Hindi Translation).
5. Shastri, Kuppaswami, *A Primer of Indian Logic*, 1951 (only introduction).
6. Bhartiya, Mahesh - *Causation in Indian Philosophy*, Ghaziabad, 1975.
7. O'Flaherty, Wendy Doniger – *Karma and Rebirth in Classical Indian Tradition*, MLBD, Delhi, 1983.
8. Pandey, Ram Chandra - *Panorama of Indian Philosophy* (also Hindi version), M.L.B.D., Delhi, 1966.
9. Radhakrishnan, S. - *Indian Philosophy*, Oxford University Press, Delhi, 1990.
10. Raja, Kuhnian - *Some Fundamental Problems in Indian Philosophy*, MLBD, Delhi, 1974.
11. Rishi, Uma Shankar (Ed.), *Sarva-Darshana\_Samgraha*, Chowkhamba Vidyabhawan, Varansi, 1984.
12. M. Biswas, *Samkhya-Yoga Epistemology- A Study* D.K. Printworld, New

Delhi

## Regular SEC

<b>SKT-SE -3014</b> <b>Acting &amp; Script Writing</b>	<b>SKT-SE -4014</b> <b>Sanskrit Metres &amp; Music</b>
<b>SKT-SE -5014</b> <b>Niti Literature</b>	<b>SKT-SE -6014</b> <b>Grammar and Translation</b>

## Acting and Script Writing

Total Credit 6

[A]	Prescribed Course:	Marks
Unit I	Acting (Abhinaya)	40
Unit II	Script Writing (Paṭakathālekhana)	40

### [B] Course Objectives:

The acting is connected with the practical aspect of the play and depends on actor while script writing is closely related with society and this paper aims at teaching the theoretical aspect of this art. The training of composition and presentation of drama can further enhance one's natural talent. This paper deals with the rules of presentation of play (acting) and dramatic composition (script writing) and aims at sharpening the dramatic talent of the students

### [C] Unit-Wise Division:

#### Unit I

#### Acting (Abhinaya)

- Persons competent for presentation (acting) : *kuśala* (skilful), *vidagdha* (learned), *pragalbha* (bold in speech), *jitaśramī* (inured to hard-work) .
- Lokadharmī and Nātyadharmī Abhinaya*
- Nāṭya-prayoktā-gaṇa* (members of theatrical group) : *sūtradhāra* (director), *nāṭyakāra* (playwrighter), *naṭa* (actor) *kuśīlava*(musician), *bharata*, *nartaka* (dancer), *vidūṣaka* (jester) etc.

- Assignment of role :
  - general principles of distribution
  - role of minor characters
  - role of women characters
  - special cases of assigning of role
- kinds of roles: *anurūpa* (natural), *virūpa* (unnatural), *rūpānusariṇī* (imitative)

Definition of abhinaya and its types:

- Āṅgika* (gestures): *aṅga*, *upāṅga* and *pratyaṅga*
- Vācika*(oral): *svara*, *sthāna*, *varṇa*, *kāku*, *bhāṣā* .
- Sāttvika* (representation of the Involuntary gestures)

d. *Āhārya*: *pusta*, *alaṅkāra*, *aṅgaracanā*, *sañjiva*  
(dresses and make-up)

## Unit II

### Script Writing

**Types of dramatic production:** *sukumāra* (delicate),  
*āviddha* (energetic).

Nature of plot (*vastu*): *Ādhikārika* (principal),  
*Prāsaṅgika* (subsidiary), *Dr̥sya* (presentable),  
*Sūchya* (restricted scenes).

#### Division of Plot

a. Source of plot: *Prakhyāta* (legendary),  
*Utpādya* (invented), *Miśra* (mixed);

Objectives of plot- *Kārya* (*dharmā*, *artha*, *kāma*);  
Elements of plot- Five kinds of *Arthaprakṛtis*  
(caustations), *Kāryāvasthā* (stages of the action of  
actor); *Sandhis* (junctures) and their sub-divisions  
(segments)

Five kinds of *Arthopakṣepaka* (interludes);

#### Dialogue writing: kinds of *saṁvāda* (dialogue)

*Sarvaśrāvya* or *Prakāśa* (aloud)

*Aśrāvya* or *Svagata* (aside)

*Niyataśrāvya* : *Janāntika* (personal address),

*Apavārita* (confidential)

*Ākāśabhāṣita* (conversation with imaginary person).

a. Duration of play

b. Three Unities : Time, Actions and place. c. Starting  
of a play : *Pūrvaraṅga* –*Raṅgadvāra*, *Nāndī*,  
*Prastāvanā*, *Prarocanā*.

d. Analysis of acting , plot and dialogue in the context  
of *Abhijñānaśākuntalam*.

---

### Recommended Books/Readings:

1. Ghosh, M.M.: *Nāṭyaśāstra of Bharatamuni*.
2. M.M. Ghosh, *Nāṭyaśāstra of Bharatamuni*, vol-1, Manisha Granthalaya,  
3. Calcutta, 1967. Hass, *The Daśarūpaka : A Treatise on Hindu Dramaturgy*  
Columbia University, New York , 1912.
4. Adyarangachrya, *Introduction to Bharata's Nāṭyaśātra*, Popular Prakashan  
Bombay, 1966.

**SKT-SE -4014**

## **Sanskrit Metres and Music**

**Total Credits 4**

<b>[A] Prescribed Course:</b>	<b>Marks</b>
<b>Unit I</b> <b>Brief Introduction to Chandaḥśāstra</b>	<b>15</b>
<b>Unit II</b> <b>Classification and Elements of Sanskrit Metre</b>	<b>15</b>
<b>Unit III</b> <b>Analysis of Selected Vedic Metres and their musical rendering</b>	<b>20</b>
<b>Unit IV</b> <b>Analysis of Selected Classical Meters and their musical rendering</b>	<b>30</b>

---

**[B] Course Objectives:**

The objectives of this course to learn Sanskrit meter for analysis and lyrical techniques. Students will get the complete information regarding selected Vedic and Classical meters with lyrical techniques.

---

**[C] Unit-Wise Division:**

**Unit I**

**Brief Introduction to Chandaḥśāstra**

Brief Introduction to Chandaḥśāstra

**Unit II**

**Classification and Elements of Sanskrit Meter**

Syllabic verse (akṣaravṛtta):

Syllabo-quantitative verse (varṇavṛtta)

Quantitative verse (mātrāvṛtta)

Syllables: laghu and guru

Gaṇa

Feet

## Unit III

### Analysis of Selected Vedic Meter and their Lyrical Methods

Definition, Example, Analysis and Lyrical Methods  
of following Meters:

*gayatr , usnika, anustupa, brhati , pankti, tristup  
and jagati*

## Unit IV

### Analysis of Selected Classical Meter and their Lyrical Methods

Definition, Example, Analysis and Lyrical Methods  
of following Meters:

*bhujanagaprayata, sragvini , tot aka, harigi tika ,  
vidyunma la , anustupa, arya ma lini , sikharini ,  
,  
vasantatilaka , mandakranta , Sragdhara and,  
sardu lavikridita*

---

### Suggested Books/Readings:

- Brown, Charles Philip (1869). Sanskrit Prosody and Numerical Symbols Explained. London: Trübner & Co.
- Deo, Ashwini. S (2007). The Metrical Organization of Classical Sanskrit Verse, (PDF). Journal of Linguistics 43 (01): 63–114. doi:10.1017/s0022226706004452.
- Recordings of recitation: H. V. Nagaraja Rao (ORI, Mysore), Ashwini Deo, Ram Karan Sharma, Arvind Kolhatkar.
- Online Tools for Sanskrit Meter developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: <http://sanskrit.du.ac.in>

## SKT-SE -5014

### Niti Literature

Total Credits 4

[A]	Prescribed Course:	Marks
	Unit I Pancatantram	30
	Unit II Nitisatakam	25
	Unit III General Introduction to Sanskrit Literature	25

---

#### [B] Course Objectives:

This course aims are to get the students acquainted with the outline of Sanskrit Niti literature including the text readings of the Pancatantram and Niti atakam with the General Introduction to Sanskrit Literature.

---

#### [C] Unit-Wise Division:

##### Unit I Pancatantram

(A study of these texts is expected for answering critical questions, translations and explanations)

Text Introduction of the following:

*k sapanakakatha , simha-karaka-murkha- brahmana  
katha*

Text Introduction of the following:

murkhapandita-katha , vanara-makarakatha  
and gangadatta- mandukakatha

---

**Unit II**

**Nitisatakam (M.R. Kale Edition)**

(A study of these texts is expected for answering critical questions,  
translations and explanations)

Introduction to Nitisatakam

Text reading of Nitisatakam from verses: 01-10.

Text reading of Nitisatakam from verses: 11-30

---

**Unit III**

**General Introduction to Sanskrit Literature**

Mahakavya (Kalidasa and Bharavi), Prose  
(Banabhatta and Dandin)

Drama (Bhasa, Kalidasa and Bhavabhuti)

---

**[D] Suggested Books/Readings:**

- 1.A Collection of Ancient Hindu Tales (ed.) Franklin Edgerton, Johannes Hertel, 1908.
- 2.M.R. Kale, Pan catantram(ed. and trans.), Motilal Banarasidass, Delhi, 1999.
- 3.Chandra Rajan, Pa catantram(trans.) Penguin Classics, Penguin Books.
- 4.Dasgupta, S.N., A History of Sanskrit Literature: Classical Period, University of Calcutta, 1977.
- 5.Keith, Arthur Berriedale, A History of Sanskrit Literature, MLBD, Delhi.
- 6.Krishnamachariar M, Classical Sanskrit Literature, MLBD, Delhi.
7. M.R. Kale (ed) Nitisatakam of Bhartrhari MLBD, Delhi



**SKT-SE -6014**

## **Grammar and Translation**

**Total Credits 4**

<b>[A]</b>	<b>Prescribed Course:</b>	<b>Marks</b>
	<b>Unit I Samjna and Sandhi</b>	<b>20</b>
	<b>Unit II Samasa</b>	<b>20</b>
	<b>Unit III Vibhaktyartha Prakarana</b>	<b>20</b>
	<b>Unit IV Composition</b>	<b>20</b>

---

### **Course Objectives:**

This course aims to get the students to know the basics of Sanskrit Grammar, including rules of Samjna , Sandhi, Sam sa and Vibhaktyarth Prakara abased on Laghusiddhāntakaumudī, a primer of Pāṇinian grammar. Besides, the students will be able to translate sentence and write short paras in Sanskrit.

---

### **Unit-Wise Division:**

#### **Unit I Samjna and Sandhi**

Sanjna Prakarana , Following Sandhis according to Laghusiddhāntakaumudī - ac- yan , guna, aya di, v rddhi, pu rvaru pa

hal and visarga Sandhis-Scutva, Stutva, anuna sivatva, chhatva, jas tva, satva, utva, lopa,rutva

#### **Unit II**

#### **Samasa**

Basic concepts of Samasa and types

## Unit III

### Vibhaktyarth Prakarana

Vibhaktyartha Prakarana (Laghusiddhantakaumudi)

## Unit IV

### Composition

Short essays on traditional and modern subjects.  
Translation from and into Sanskrit.

---

### Suggested Books/Readings:

- 1.V.S. Apte, The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).
- 2.M.R. Kale, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).
- 3.Kanshiram, Laghusiddhantakaumudī (Vol. I), MLBD, Delhi, 2009.
4. Basu S.C. Vaiyakaranasidhantakaumudi (Vols I, II)
5. Basu S.C. Astadhyayi (Vols I, II)
6. Vidyasagar , Ishvarachandra, Samagra Vyakarana Kaumudi
7. Sarma R.N. Sanskrit Vyakarana Manjari
8. Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi:  
<http://sanskrit.du.ac.in>.

**B.A. (Regular) Sanskrit**  
**Discipline Specific Elective (DSE)**  
**Semester V (Any One)**

<b>SKT-RD-5016</b> <b>Theatre &amp; Dramaturgy</b>	<b>SKT-RD-5026</b> <b>Fundamentals of Ayurveda</b>
---	---

**Semester VI (Any One)**

<b>SKT-HD-6016</b> <b>Environmental Awareness in Sanskrit</b>	<b>SKT-HD-6026</b> <b>Kamarupa School of Dharmasastras</b>
--	---

SKT-RD-5016

## Theatre and Dramaturgy in Sanskrit

Total Credits 6

[A]	Prescribed Course:	Marks
Unit I	Theatre: Types and Constructions	25
Unit II	Drama : <i>vastu</i> (subject-matter), <i>netā</i> and <i>rasa</i>	35
Unit II	Tradition and History of Indian Theatre	20

### [B]Course Objectives:

Being audio-visual, drama is considered to be the best amongst all forms of arts.. The history of theatre in India is very old, the glimpses of which can be traced in the hymns (*saṁvādasūkta*) of the *R̥gveda*. The dramaturgy was later developed by the Bharatamuni. The objectives of this curriculum are to identify the beauty of drama and to introduce classical aspects of development of Indian theatre among the students.

### [C]Unit-Wise Division:

#### Unit I

#### Theatre: Types and Construction

Types of theatre: *vikṛṣṭa* (oblong), *caturasra* (square), *tryasra* (triangular), *jyeṣṭha* (big), *madhyama* (medium), *avara* (small). *bhūmiśodhana* (Examining the land) and *māpa* (measurement of the site), *mattavāraṇī* (raising of pillars), *raṅgapīṭha* and *rangaśīrṣa* (stage), *dārukarma* (wood-work), *nepathya-grha* (greenhouse), *prekṣkopaveśa* (audience-hall), Doors for entrance & exit.

#### Unit II

#### Drama - *vastu* (subject-matter), *netā* (hero) and *rasa*

Definition of drama and its various names - *dr̥śya*, *rūpa*, *rūpaka*, *abhineya*; abhinaya and its types: *āṅgika* (gestures), *vācika* (oral), *sāttvika* (representaion of the sattva), *āhārya* (dresses and make-up).

**Vastu:** (subject-matter) : *ādhikārika* (principal), *prāsāṅgika* (subsidiary), Five kinds of *arthaprakṛti*, *kāryāvasthā* (stages of the action of actor) and *sandhi* (segments), *arthopakṣepaka* (interludes),

kinds of dialogue:1. *sarvaśrāvya* or *prakāśa* (aloud)  
*aśrāvya* or *svagata* (aside) 3. *niyataśrāvya* : *janāntika* (personal address), *apavārita* (confidence) 4. *ākāśabhāṣita* (conversation with imaginary person).

**Netā:** Four kinds of heroes, Three kinds of heroines, *sūtradhāra* (stage manager),

*pāripāśvika* (assistant of *sūtradhāra*), *vidūṣaka* (jester), *kañcukī* (chamberlain), *pratināyaka* (villain).

**Rasa:** definition and constituents, ingredients of *rasa-niṣpatti:* - *bhāva* (emotions), *vibhāva* (determinant), *anubhāva* (consequent), *sāttvikabhāva* (involuntary state), *sthāyibhāva*

(permanent states), *vyabhicāribhāva* (complementary psychological states), *svāda* (pleasure), Four kinds of mental levels : *vikāsa* (cheerfulness), *vistāra* (exaltation), *kṣobha* (agitation), *vikṣepa* (perturbation).

### Unit III

#### Tradition and History of Indian Theatre

Origin and development of stage in different ages:  
pre-historic, Vedic age, epic-puranic age, court theatre, temple theatre, open theatre, modern theatre: folk theatre, commercial theatre, national and state level theatre.

---

#### Recommended Books/Readings:

1. Ghosh , M.M. - *Nāṭyaśāstra of Bharatamuni*, pp. 18-32.
- 2.Hass , *The Daśarūpa: A Treatise on Hindu Dramaturgy*, kārika 7,8,11- 24,30,36,43,48,57-65.
3. Hass , *The Daśarūpa: A Treatise on Hindu Dramaturgy*, kārikās 2/1-5,8,9,15.
- 4.Hass , *The Daśarūpa: A Treatise on Hindu Dramaturgy*, kārikās 4/1-8,43,44

5.Farley P.Richmond, (2007),ed. *Indian Theatre: traditions of performance*, vol-I, Origins of Sanskrit Theatre, pp. 25-32.

6.Farley P.Richmond, (ed) *Indian Theatre: traditions of performance* vol-I Delhi, MLBD. 2007, pp. 25-32.

7.Ghosh , M.M, *Nāṭyaśāstra of Bharatamuni*, vol-1, Manisha Granthalaya, Calcutta, 1967.

8.Hass, *The Daśarūpaka : A Treatise on Hindu Dramaturgy*, Columbia University, NewYork , 1912

9. *Chakravarty Shrutidhara- Architecture in the Natyasastra, Studies in Sanskrit Literature,*

*Culture and Art, Pratibha Prakashan, Delhi, 2011*

**SKT-RD-6016**

## **Fundamentals of Ayurveda**

**Total Credits 6**

<b>[A] Prescribed Course:</b>	<b>Marks</b>
<b>Unit I</b>	<b>Introduction of Āyurveda 30</b>
<b>Unit II</b>	<b>Carakasamhitā – (Sūtra-sthānam) 20</b>
<b>Unit III</b>	<b>Bhaisajyaratnavali 30</b>

---

### **[B] Course Objectives:**

Ayurveda is a traditional Indian system of healthcare that has been traced back as early as 5,000 BCE. Through the classroom lectures and discussions, this course will introduce students to the theory of Ayurveda. The theory modules sessions that make up this course offer an introduction to Ayurveda that is well rounded, comprehensive and useful for students in their own day-to-day living. The major objective is to understand the basic principles and concepts of preventative medicine and health maintenance, diet and nutrition, usage of commonly used spices and herbs and outline of Ayurvedic therapeutic procedures in Ayurveda.

---

### **[C] Unit-Wise Division:**

#### **Unit I Introduction of Āyurveda**

Introduction of Āyurveda, History of Indian Medicine in the pre-caraka period, The two schools of Āyurveda: Dhanvantari and Punarvasu.  
Main Ācāryas of Āyurveda – Caraka, Suśruta, Vagbhata, Mādhava, Sārṅgadhara and Bhāvamiśra

#### **Unit II Carakasa Samhitā – (Sūtra-sthānam)**

Carakasa Samhitā – (Sūtra-sthānam): Division of Time and condition of nature and body in six seasons.

Regimen of Fall Winter (Hemanta), Winter (Śisira) & Spring (Vasanta) seasons.

Regimen of Summer (Grīśma), Rainy (Varsā) and Autumn (Śarada) seasons.

## **Unit III**

### **Bhaisajyaratnavali**

Bhaisajyaratnāvali (Avatāraprakaraṇa) (Ch. I)

Bhaisajyaratnāvali (Miśravargaprakaraṇa) (Ch. III)

---

#### **[D] Suggested Books/Readings:**

1. Brahmananda Tripathi (Ed.), Carakasamhitā, Chaukhamba Surbharati Prakashana, Varanasi, 2005.
2. Bhaisajyaratnāvalī by R.N. Sarma, Guwahati
3. Atridev Vidyalankar, Ayurveda ka Brhad itihasa.
4. Priyavrat Sharma, Caraka Chintana.
5. V. Narayanaswami, Origin and Development of Āyurveda ( A brief history),  
Ancient Science of life, Vol. 1, No. 1, July 1981, pages 1-7.

## Environmental Awareness in Sanskrit literature

Total Credits 6

[A]	Prescribed Course	Marks
Unit I	Environmental Issues and Importance of Sanskrit Literature	20
Unit II	Environment Awareness in Vedic Literature	30
Unit III	Environment Awareness in Classical Sanskrit Literature	30

---

### [B]Course Objectives:

The National Culture of every country depends on its environment, climatic conditions and human behaviour with natural resources. Sanskrit is the vehicle of civilization and culture of India. Nature oriented eco- friendly thoughts of Sanskrit Literature have been serving the human race from the time immemorial. Religion was probably used in ancient India as a tool to protect nature and natural resources. Therefore, the Sanskrit literature is of great utility to us and to the world environment at large. The aim of this course is to make the students acquainted with the basic concept of Indian Science of Environment and salient features of environmental awareness as reflected in Vedic and Classical Sanskrit literature.

---

### [C]Unit-Wise Division

#### Unit I

#### Modern Environmental Perspective and Sanskrit Literature

Science of Environment :Definition, Scope and Modern Crises :  
Role of Environment in human civilization; Meaning and definitions of The Environment; Various name for Science of Environment: 'Ecology', '*Paryavarana*', '*Prakriti Vijnana*';  
Main components of Environment: living organisms( *Jaiva Jagat*) and non-living materials (*Bhoutika Padarth*).  
Elementary factor of Environment Physical elements, Biological elements and Cultural elements  
Moden Challenges and Crises of Environment : Global warming, Climate change, Ozone depletion, Explosively increase in Pollution, Decrease in underground water label, River pollution, Deforestation in large scale. Natural calamities such as flood , draft and earthquakes Environmental  
Background of Sanskrit Literature : Importance of Sanskrit Literature from the view point of Science of environmenConcept of ' Mother Earth' and worship of Rivers in Vedic literature; Brief survey of

---



environmental issues such as protection and preservation of mother nature, planting trees in forests, and water preservation techniques as propounded in the Sanskrit Literature. Buddhist and Jain concepts of ecology, protection of trees, love for animals and birds;

## Unit II

### Environment Awareness in Vedic Literature

Environmental Issues and Eco-system in Vedic Literature Divinity to Nature, Co-ordination between all natural powers of universe; Cosmic order 'Rta' as the guiding force for environment of whole universe (*Rgveda*, 10.85.1); Equivalent words for Environment in *Atharvaveda* : 'Vritavrita' (12.1.52), 'Abhivarah', (1.32.4.), 'Avritah' (10.1.30), 'Parivrita' (10.8.31); five basic elements of universe covered by environment : Earth, Water, Light, Air, and Ether. (*Aitareya Upanishad* 3.3) ; Three constituent elements of environment known as 'Chandansi': Jala (water), Vayu (air), and Osadhi (plants) (*Atharvaveda*, 18.1.17); Natural sources of water in five forms: rain water(Divyah), natural spring(Sravanti), wells and canals (Khanitrimah), lakes (Svayamjah) and rivers(Samudrarthah) *Rigveda*, 7.49.2).

Environment Preservation in Vedic Literature:

Five elementary sources of environment preservation: Parvat(mountain),

Soma (water), Vayu (air), Parjanya (rain) and Agni (fire) (*Atharvaveda*, 3.21.10); Environment Protection from Sun

(*Rgveda*, 1.191.1-16, *Atharvaveda*, 2.32.1-6,

*Yajurveda*, 4.4.10.6); Congenial atmosphere for the life created by the Union of herbs and plants with sun rays

(*Atharvaveda*, 5.28.5); Vedic concept of Ozone-layer Mahat ulb' (*Rgveda*, 10.51.1; *Atharvaveda*, 4.2.8); Importance of plants

and animals for preservation of global ecosystem; (*Yajurveda*, 13.37); Eco friendly environmental organism in Upanishads

(*Bṛhadaranyaka Upanishad*, 3.9.28, *Taittiriya Upanishad*, 5.101, *Iso-Upanishad*, 1.1)

## Unit III

### Environment Awareness in Classical Sanskrit Literature

Environmental Awareness and Tree plantation : Planting of Trees in *Puranas* as a pious activity (*Matsya Purana*, 59.159; 153.512 ; *Varaha Purana* 172. 39), Various medicinal trees to be planted in forest by king (*Sukraniti*, 4.58-62)

**Plantation of new trees and preservation of old trees as royal duty of king** (*Arthashastra*, 2.1..20); Punishments for destroying trees and plants (*Arthashastra*, 3.19), **Plantation of trees for recharging under ground water**(*Brhatsamhita*, 54.119)

Environmental Awareness and Water management :  
 Various types of water canals 'Kulya' for irrigation : canal originated from river 'Nadimatru mukha kulya', canal originated from nearby mountain 'Parvataparsva vartini kulya', canal originated from pond, 'Hrdasrta kulya', Preservation of water resources 'Vapi -kupa -tadaka' (Agnipuranas,209-2;V.Ramayana,2.80.10-11); Water Harvesting system in Arthasastra (2.1.20-21);Underground Water Hydrology in Bhatsamhita (Dakargaiadhyaya,chapter-54);

Universal Environmental Issues in Literature of Kalidasa :  
 Eight elements of Environment and concept of 'Astamurti' Siva (Abhijnasakuntalam1.); Preservation of forest,water resources, natural resources; protection of animals, birds and plant in Kalidasa's works, Environmental awareness in Abhijnasakuntalam Drama, Eco- system of Indian monsoon in Meghdoot, Seasonal weather conditions of Indian sub continent in Rtusamhara, Himalayan ecology in Kumarasambhava, Oceanography in Raghuvamsa (canto-13).

---

## Recommended Books/Reading:

1.Arthashastra of Kautilya—(ed.) Kangale, R.P. Delhi, Motilal Banarasidas 1965

2.Atharvaveda samhita.(2 Vols — (Trans.) R.T.H. Griffith, Banaras 1968.

3.Ramayana of Valmiki (3 Vols)— (Eng. Tr.) H.P. Shastri, London, 1952-59.

4.Rgveda samhita (6 Vols)— (Eng. Tr.) H.H. Wilson, Bangalore, 1946.

5. Bhandarkar, RG— *Vaishnavism, Saivism and Minor Religious Systems*, Indological Book House, Varanasi, 1965

6.Das Gupta, SP— *Environmental Issues for the 21<sup>st</sup> Century*, Amittal Publications, New Delhi, 2003

7.Dwivedi, OP, Tiwari BH — *Environmental Crisis and Hindu Religion*, Gitanjali

Publishing House, New Delhi,1987

8.Dwivedi, OP — *The Essence of the Vedas*, Visva Bharati Research Institute, Gyanpur, Varanasi, 1990

9.Jernes, H (ed.) — *Encyclopedia of Religion and Ethics* (Vol. II), New York: Charles Scribner Sons, 1958.

10.Joshi, PC, Namita J— *A Textbook of Environmental Science*, A.P.H. Publishing Corporation, New Delhi, 2009

11.Sinha, KR) — *Ecosystem Preservation Through Faith and Tradition in India*. J. Hum. Ecol., Delhi University, New Delhi, 1991

12.Trivedi, PR— *Environmental Pollution and Control*, A.P.H. Publishing Corporation, New Delhi, 2004

13.Pandya,SmtaP. — *Ecological Renditions in the Scriptures of Hinduism – I* (article) *Bulletin of the Ramakrishna Mission Institute of Culture*.

14.Renugadevi, R. — *Environmental Ethics in the Hindu Vedas and Puranas in India*, (article) *African Journal of History and Culture* , Vol. 4(1), January 2012

15.Kumar, B M. — *Forestry in Ancient India: Some Literary Evidences on Productive and Protective Aspects*, (article) *Asian Agri- History*, Vol.12, No.4, 2008.

16.Kiostermair,Klaus— *Ecology and Religion: Christian and Hindu Paradigms* (article) *Jornal of Hindu-Christian Studies*, Butler university Libraries, Vol.6,1993

**SKT-RD-6026**

**Kamarupa School of Dharmasastra**

**Total Credits 6**

		<b>Marks</b>
<b>Unit I</b>	<b>Introduction to Dharmasastras in Assam</b>	<b>20</b>
<b>Unit II</b>	<b>Kamarupa School of Dharmasastra</b>	<b>30</b>
<b>Unit III</b>	<b>Tirthakaumudi of Pitambarasiddhantavagisha</b>	<b>30</b>

---

**Unit I**

**Introduction to Dharmasastras in Assam**

Meaning and Scope of Dharma

Dharmasastras in Assam : Historical Perspective

Different School of Dharmasastras

**Unit II**

**Kamarupa School of Dharmasastra**

Smriti Writers of Kamrupa & their works

Special features of Kamarupa School of Dharmasastras

**Unit III**

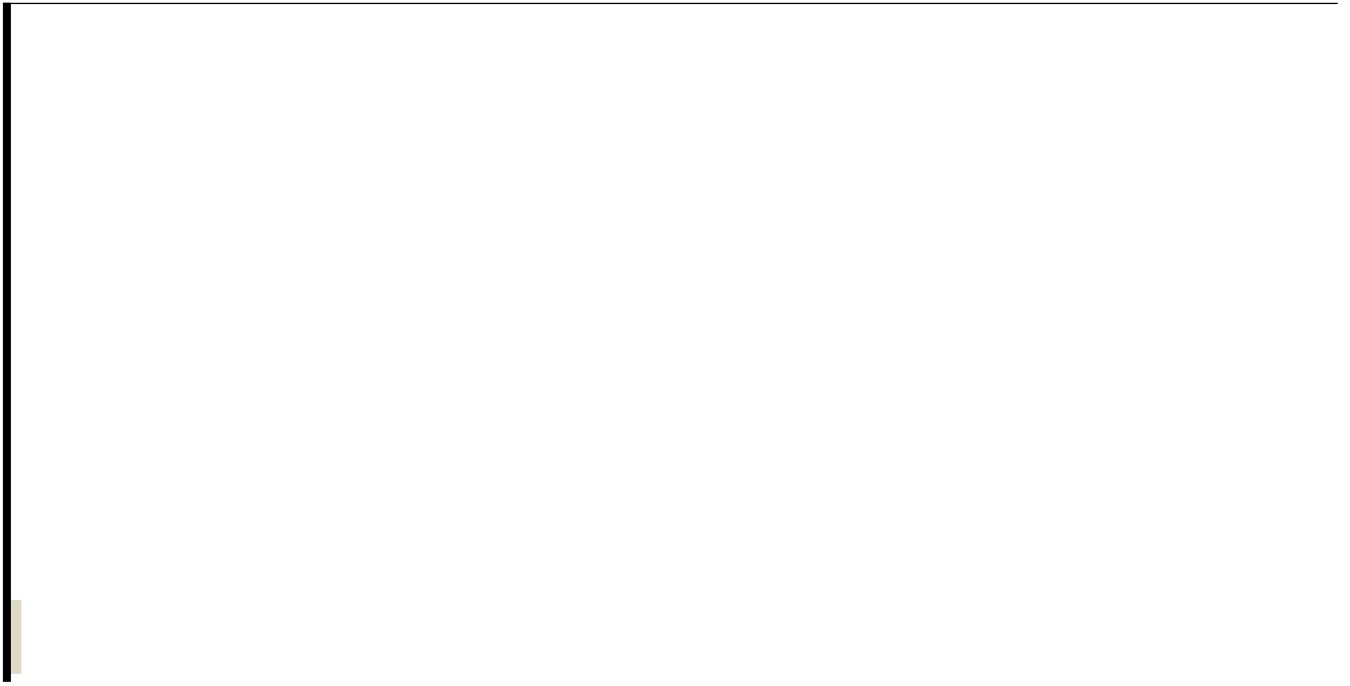
**Tirthakaumudi of Pitambarasiddhantavagisha-**  
Tirthani, Tirthasamanyaphalani, Tirthavisesaphalani

---

**Suggested Books/ Readings-**

1. Naliniranjana Sharma, The Kamarupa School of Dharmasastra , Punthi Pustak, Calcutta, 1994
2. P.V .Kane ,History of Dharmasastra (Vol.1)
3. B.K. Swain- Dharmasastras An Introduction













Syllabus for  
**BA/B.Sc.(Regular) Geography**  
Choice Based Credit System (CBCS)  
Course effective from the academic year 2019-20

This is approved in the Academic Council held on 8/11/2019



GAUHATI UNIVERSITY  
Guwahati-781014  
June, 2019



### Credit and marks distribution scheme for CBCS curriculum in Geography, Regular Course

Semester	Course Type	Paper Code	Paper Name	Credits	Full Marks
Semester I Marks 400 Credit 22	Compulsory paper (for Arts Stream)	ENG-CC-1016	English Compulsory paper	6	100
	Ability enhancement Course	ENG-AE-1014/ ASM-AE-1014	English Communication Paper, Assamese/ MIL Communication paper	4	100
	Regular Core (Geography)	GGY-RC-1016	Physical Geography (Theory and Practical)	4+2=6	100
	Regular Core 1(other subject)	YYY-RC-1016	Subject Y	6	100
	Regular Core 2(other subject) for science stream	ZZZ-RC-1016	Subject Z	6	100
Semester II Marks 400 Credit 22	Compulsory paper (for Arts Stream)	ENG-CC-2016	English Compulsory paper	6	100
	Ability enhancement Course	ENV-AE-2014	Environmental Science	4	100
	Regular Core (Geography)	GGY-RC-2016	Human Geography	4+2	100
	Regular Core 1(other subject)	YYY-RC-2016	Subject Y	6	100
	Regular Core 2(other subject) for science stream	ZZZ-RC-2016	Subject Z	6	100
Semester III Marks 400 Credit 22	Compulsory paper (for Arts Stream)	ASM - CC – 3016	Assamese/MIL Compulsory paper	6	100
	(any one)	ALT- CC- 3016	Alternative English Compulsory Paper	6	100
	Regular Core (Geography)	GGY - RC - 3016	Economic Geography	4+2	100
	Regular Core 1(other subject)	YYY-RC-3016	Subject Y	6	100

B.A./B.Sc. (General) Geography - CBCS

	Regular Core 2(other subject) for science stream	ZZZ-RC-3016	Subject Z	6	100
	Skill Enhancement Course (Any one)	GGY-SE-3024	Regional Development and Planning	2+2	100
		GGY-SE-3034	Thematic Cartography	2+2	100
Semester IV Marks 400 Credit 22	Compulsory paper (for Arts Stream)	ASM - CC – 4016	Assamese/MIL Compulsory paper	6	100
	(any one)	ALT- CC- 4016	Alternative English Compulsory paper	6	100
	Regular Core (Geography)	GGY - RC - 4016:	Geography of India with special reference to N.E. India	4+2	100
	Regular Core 1(other subject)	YYY-RC-4016	Subject Y	6	100
	Regular Core 2(other subject) for science stream	ZZZ-RC-4016	Subject Z	6	100
	Skill Enhancement Course (Any one)	GGY-SE-4024	Remote Sensing Techniques and GIS	2+2	100
GGY-SE4034		GIS	2+2	100	
Semester V Marks 400 Credit 22	Discipline Specific Elective 1	GGY - RE - 5026:	Environmental Geography and Disaster Management	4+2	100
	Discipline Specific Elective 2	GGY - RE - 5036:	Cartographic and Quantitative Techniques	4+2	100
	Discipline Specific Elective 3 (Generic Elective for Stream)	GGY - RE - 5046:	Population and settlement Geography	4+2	100
	Skill Enhancement Course (Any one)	GGY-SE-5014	Surveying Techniques	2+2	100
		GGY-SE-5024	Geography of Tourism	2+2	100
Semester VI	Discipline Specific Elective 1	GGY-RE-6026:	Social and Political Geography	4+2	100

B.A./B.Sc. (General) Geography - CBCS

Marks 400 Credit 22	Discipline Specific Elective 2	GGY-RE-6036:	Geography of Resources and Development	4+2	100
	Discipline Specific Elective 3 (Generic Elective for Arts Stream)	GGY-RE-6046:	Disaster Management	4+2	100
	Skill Enhancement Course (Any One)	GGY-SE-6014	Field Techniques and Project work	2+2	100
		GGY-SE-6024	Spatial Information Technology	2+2	100

Syllabus for  
BA/B.Sc.(Regular) Geography  
Choice Based Credit System (CBCS)  
Course effective from the academic year 2019-20

1<sup>st</sup> Semester

This is approved in the Academic Council held on 8/11/2019



GAUHATI UNIVERSITY

Guwahati-781014

June, 2019

Class 1 Hour 1	Duration	Credit
1 Theory Class	1 Hour	1
1 Tutorial Class	1 Hour	1
1 Practical Class	2 Hours	1



### Credit and marks distribution scheme for CBCS curriculum in Geography, Regular Course

Semester	Course Type	Paper Code	Paper Name	Credits	Full Marks
Semester I Marks 400 Credit 22	Compulsory paper (for Arts Stream)	ENG-CC-1016	English Compulsory paper	6	100
	Ability enhancement Course	ENG-AE-1014/ ASM-AE-1014	English Communication Paper, Assamese/ MIL Communication paper	4	100
	Regular Core (Geography)	GGY-RC-1016	Physical Geography (Theory and Practical)	4+2=6	100
	Regular Core 1(other subject)	YYY-RC-1016	Subject Y	6	100
	Regular Core 2(other subject) for science stream	ZZZ-RC-1016	Subject Z	6	100

Subject	Semester	Paper type	Paper Code	Paper name	Total Marks	Marks Distribution					Paper Credit
						External			Internal		
						Theory	Practical	Sessional	Practical /Assignments	Attendance	
Geography	1	Regular Core	GGY-RC-1016	Physical Geography * (Theory + Practical)	100	60	20	10	6	4	4+2=6

## **Core Course**

CBCS-based U.G. Course in Geography, 2019  
Syllabus of Regular Core Paper

**Course Name: Physical Geography**  
**Paper Code: GGY-RC-1016**

### ***Course objectives***

- To provide a general idea about the topographic and surficial characteristics of the earth's surface to the students.
- To make the students aware of the dynamic geomorphic processes responsible for the development of landforms of varied types and nature.
- To impart applied scientific knowledge on landform development based on geomorphic concepts, principles and theories.

### ***Specific outcomes***

- The students will learn that the earth is unstable and it is undergoing constant changes due to dynamic earth's processes.
- The students will come to know about the meaning and scope of geomorphology, which is a major branch of Physical Geography.
- After gaining knowledge based on the contents embodied in this paper, the students will be able to realize the importance of geomorphological knowledge as applied in various developmental activities executed on the land and over the earth's surface.

### **Part A (Theory)**

**Credit 4 (40 Classes)**

1. Physical Geography – Definition and Scope, Components of Earth System. **(8 classes)**
2. Atmosphere – Composition and the vertical structure, Heat Balance, Global Circulation Pattern, Monsoon, Koppen's Climatic Classification. **(12 classes)**
3. Lithosphere – Internal Structure of Earth based on Seismic Evidence **(8 classes)**
4. Endogenetic and Exogenetic processes, Works of River, Fluvial Cycle of Erosion – Davis **(12 classes)**

**Part B (Practical)**

**2 Credit (20 classes of two hour duration each)**

1. Relief representation from the topographical sheet (v-shaped valley, u-shaped valley, conical hill, cliff, uniform slope) (10 Classes) **(12 Assignments)**
2. Profile Drawing (Serial and superimposed) (8 Classes) **(4 Assignments)**
3. Rainfall-Temperature Graph, Climograph and Hythergraph (4 Classes) **(6 Assignments)**
4. Practical Note book 2 marks
5. Viva-voce 2 marks

***Reading List***

1. Conserva H. T., 2004: Illustrated Dictionary of Physical Geography, Author House, USA.
2. Gabler R. E., Petersen J. F. and Trapasso, L. M., 2007: Essentials of Physical Geography (8th Edition), Thompson, Brooks/Cole, USA.
3. Garrett N., 2000: Advanced Geography, Oxford University Press.
4. Goudie, A., 1984: The Nature of the Environment: An Advanced Physical Geography, Basil Blackwell Publishers, Oxford.
5. Hamblin, W. K., 1995: Earth's Dynamic System, Prentice-Hall, N.J.
6. Husain M., 2002: Fundamentals of Physical Geography, Rawat Publications, Jaipur.
7. Monkhouse, F. J. 2009: Principles of Physical Geography, Platinum Publishers, Kolkata.
8. Strahler A. N. and Strahler A. H., 2008: Modern Physical Geography, John Wiley & Sons, New York.

Syllabus for  
BA/B.Sc.(Regular) Geography  
Choice Based Credit System (CBCS)  
Course effective from the academic year 2019-20

IInd Semester

This is approved in the Academic Council held on 8/11/2019



GAUHATI UNIVERSITY

Guwahati-781014

June, 2019

Class 1 Hour 1	Duration	Credit
1 Theory Class	1 Hour	1
1 Tutorial Class	1 Hour	1
1 Practical Class	2 Hours	1

**Credit and marks distribution scheme for CBCS curriculum in Geography, Regular Course**

Semester	Course Type	Paper Code	Paper Name	Credits	Full Marks
Semester II Marks 400 Credit 22	Ability enhancement Course	ENV-AE-2014	Environmental Studies	4	100
	Regular Core (Geography)	GGY-RC-2016	Human Geography (Theory and Practical)	4+2=6	100
	Regular Core 1(other subject)	YYY-RC-2016	Subject Y	6	100
	Regular Core 2(other subject) for science stream	ZZZ-RC-2016	Subject Z	6	100

Subject	Semester	Paper type	Paper Code	Paper name	Total Marks	Marks Distribution					Paper Credit
						External		Internal			
						Theory	Practical	Sessional	Practical /Assignments	Attendance	
Geography	II	Regular Core	GGY-RC-2016	HumanGeography * (Theory + Practical)	100	60	20	10	6	4	4+2=6

## **Core Course**

CBCS-based U.G. Course in Geography, 2019

Syllabus of Regular Core Paper

**Course Name: Human Geography**

**Paper Code: GGY-RC-2016**

### ***Course objectives***

- This paper is a core paper that intends to introduce students to human geography and how humankind transforms and gets transformed by geographic space.
- It seeks to develop new insights among students on the relevance of human-environmental relationships and how a spatial perspective shapes these relationships.

### ***Course outcomes***

- The paper will be useful for students in developing ideas on human-environment issues that geographers usually address in the anthropocene
- The paper will be useful for students preparing for UGC NET/SLET exams and other competitive exams including the civil services.

### **Part A (Theory)**

**4 Credit (40 classes)**

1. Field of human geography: meaning, scope and importance. **(8 classes)**
2. Concepts of man-environment relationship: Determinism and Possibilism. **(8 classes)**
3. Impact of environment on man; impact of man on environment; population growth and environmental changes; house types in different environmental conditions. **(10 classes)**
4. Global patterns of racial, religious and linguistic composition of population. **(7 classes)**
5. Origin, growth and characteristics of rural and urban settlements; Patterns of rural settlements; Patterns of urbanization in India and N.E. India. **(7 classes)**

### **Part B (Practical)**

**2 Credit (20 classes of two hour duration each)**

1. Traditional house types of selected ethnic groups of North-East India. **(4 classes)**  
**(1 assignment)**

2. Trend of population growth in the world in relation to five most populous countries of the world using line graph. . (4 classes) (1 assignment)
3. Religious composition of population in the world and three most populous countries of the world using pie-graph. (4 classes) (2 assignments)
4. Spatial patterns of urban population in Assam and N.E. India at state level through choropleth map. (4 classes) (2 assignments)
5. Drawing of major rural settlement types/patterns; Morphological diagram of a village and a town (preferably based on student's own village and town). (4 classes) (3 assignments)
6. Practical Note book 2 marks
7. Viva-voce 2 marks

***Reading List***

1. Chandna, R.C. (2010) Population Geography, Kalyani Publisher.
2. Hassan, M.I. (2005) Population Geography, Rawat Publications, Jaipur
3. Daniel, P.A. and Hopkinson, M.F. (1989) The Geography of Settlement, Oliver & Boyd, London.
4. Johnston R; Gregory D, Pratt G. et al. (2008) The Dictionary of Human Geography, Blackwell Publication.
5. Jordan-Bychkov et al. (2006) The Human Mosaic: A Thematic Introduction to Cultural Geography. W. H. Freeman and Company, New York.
7. Kaushik, S.D. (2010) Manav Bhugol, Rastogi Publication, Meerut.
8. Maurya, S.D. (2012) Manav Bhugol, Sharda Pustak Bhawan. Allahabad.
9. Hussain, Majid (2012) Manav Bhugol. Rawat Publications, Jaipur



Syllabus for  
BA/B.Sc.(Regular) Geography  
Choice Based Credit System (CBCS)  
Course effective from the academic year 2019-20

IIIrd Semester

This is approved in the Academic Council held on 8/11/2019



GAUHATI UNIVERSITY

Guwahati-781014

June, 2019

Class 1 Hour 1	Duration	Credit
1 Theory Class	1 Hour	1
1 Tutorial Class	1 Hour	1
1 Practical Class	2 Hours	1

### Credit and marks distribution scheme for CBCS curriculum in Geography, Regular Course

Semester	Course Type	Paper Code	Paper Name	Credits	Full Marks
Semester III Marks 400 Credit 22	Compulsory paper (for Arts Stream)	ASM - CC – 3016	Assamese/MIL Compulsory paper	6	100
	(any one)	ALT- CC- 3016	Alternative English Compulsory Paper	6	100
	Regular Core (Geography)	GGY - RC - 3016	Economic Geography (Theory + Practical)	4+2	100
	Regular Core 1(other subject)	YYY - RC - 3016	Subject Y	6	100
	Regular Core 2(other subject) for science stream	ZZZ - RC - 3016	Subject Z	6	100
	Skill Enhancement Course (Any one)	GGY-SE-3014	Regional Development and Planning (Theory + Practical)	2+2	100
GGY-SE-3024		Thematic Cartography (Theory + Practical)	2+2	100	

Subject	Semester	Paper type	Paper Code	Paper name	Total Marks	Marks Distribution					Paper Credit
						External		Internal			
						Theory	Practical	Sessional	Practical /Assignments	Attendance	
Geography	III	Regular Core	GGY-RC-3016	Economic Geography * (Theory + Practical)	100	60	20	10	6	4	4+2=6
Geography	III	Skill Enhancement Course	GGY-SE-3014	Regional Development and Planning * (Theory + Practical)	100	60	20	10	6	4	2+2=4
Geography	III	Skill Enhancement Course	GGY-SE-3024	Thematic Cartography * (Theory + Practical)	100	60	20	10	6	4	2+2=4

## **Core Course**

CBCS-based U.G. Course in Geography, 2019

Syllabus of Regular Core Paper

**Course Name: Economic Geography**

**Paper Code: GGY-RC-3016**

### ***Course Objective:***

- This is a regular core paper with a view to make the students understand the basic principles of economic geography and associated patterns and processes of major economic activities in the world.
- It seeks to develop insights among the students about the relevance of studying economic geography and understanding contemporary economic problems from geographical perspective.

### ***Course Outcomes:***

- This paper will be useful for the students in developing understanding on how geographical factors organize economic space, and to acquire knowledge about spatial patterns of various economic activities on the earth.

### **Part A (Theory) Credit 4 (40 classes)**

1. Meaning and scope of Economic Geography. **(3 classes)**
2. Economic activity: meaning and classification; Production system: Role of land, labour and capital; Resource: Concept and classification. **(6 classes)**
3. Agriculture: Factors influencing agriculture; types of agriculture; Factors influencing cultivation of wheat, rice and tea, and their distribution and production in the world. **(10 classes)**
4. Manufacturing: Factors influencing industrial location; types of industry; Factors, distribution and production of iron and steel and cotton textile industry in the world. **(10 classes)**
5. Transport system: Modes of transport, factors influencing transport development and role of transport in resource mobilization and industrial development. **(6 classes)**
6. Trade: Factors influencing trade; Trade relations of India with the countries like Bhutan, Nepal and Bangladesh. **(5 classes)**

**Part B (Practical)**

**Credit 2 (20 classes of two hour duration each)**

1. Trend of rice, wheat and iron & steel production in the world/India since 1960 using moving average method. (5 classes) **(3 assignments)**
2. Trend of production of wheat, rice, maize and barley in the world/India since 1960 using Band-graph. (4 classes) **(2 assignments)**
3. Trend of balance of trade relations (export and import value) of India with Bangladesh, Nepal and Bhutan in respect of major commodities since 1990 using Bar-graph. (4 classes) **(2 assignments)**
4. Regional variation in fertilizer consumption and agricultural productivity in rice, wheat and barley in selected countries of the world using Bar-graph. (3 classes) **(1 assignment)**
5. Inter-state and Inter-nation volume of movement of selected commodities through flow cartogram. (4 classes) **(2 assignments)**
6. Practical Note book 2 marks
7. Viva-voce 2 marks

***Reading List***

1. Alexander J. W., 1963: Economic Geography, Prentice-Hall Inc., Englewood Cliffs, New Jersey.
2. Coe N. M., Kelly P. F. and Yeung H. W., 2007: Economic Geography: A Contemporary Introduction, Wiley-Blackwell.
3. Hodder B. W. and Lee Roger, 1974: Economic Geography, Taylor and Francis.
4. Combes P., Mayer T. and Thisse J. F., 2008: Economic Geography: The Integration of Regions and Nations, Princeton University Press.
5. Wheeler J. O., 1998: Economic Geography, Wiley..
6. Durand L., 1961: Economic Geography, Crowell.
7. Bagchi-Sen S. and Smith H. L., 2006: Economic Geography: Past, Present and Future, Taylor and Francis.
8. Willington D. E., 2008: Economic Geography, Husband Press.
9. Clark, Gordon L.; Feldman, M.P. and Gertler, M.S., eds. 2000: The Oxford
10. Saxena, H.M., 2013: Economic Geography, Rawat Publications, Jaipur.

## Skill Enhancement Course

CBCS-based U.G. Course in Geography, 2019

Syllabus of Skill Enhancement Paper

**Course Name: Regional Planning and Development**

**Paper Code: GGY – SE-3014**

### *Course Objectives*

- This is a skill paper for geography regular students with a view to introduce students to the rationale underlying the relevance of regional planning for balanced regional development.
- It seeks to develop new insights among students on the issue of development and disparities among geographical regions.

### *Course Outcomes*

- The paper will be useful for students in developing ideas on disparities within and between countries and their fallout.
- The paper will help provide theoretical insights and perspectives to students if they wish to pursue a research programme in future.

### **Part A (Theory)**

**Credit 2 (20 classes)**

1. Concept of region and regional development; types of region (formal, functional and ad-hoc); concept of regionalization. **(4 Classes)**
2. Regional development planning and its need; levels of regional planning (macro, meso and micro). **(4 Classes)**
3. Characteristics of an ideal planning region; Planning regions of India with special reference to Agro-Ecological regions. **(3 Classes)**
4. Theories and models in regional planning: Growth Pole Model of Perroux; Friedmann's core-preiphery model; Myrdal's cumulative causation theory; Rostow's growth model and their relevance in Indian context. **(5 Classes)**
5. Concept of development and measuring development; Indicators for measuring development level (Economic, Social and Environmental); Human Development Index; Role of NEC in the development of north-east region. **(4 Classes)**

**Part B (Practical)**

**Credit 2 (20 classes of two hour duration each)**

1. Regionalization using methods of (a) Overlapping of different themes and (b) Ranking using mean and standard deviation. (4 classes) (3 Assignments)
2. Demarcation of functional (urban influence) zone using Reilly's breaking point formula. (3 classes) (1 Assignment)
3. Mapping regional disparity in socio-economic development in India at state/UT level using Simple Composite Index and Ranking Index (3 classes) (2 Assignments)
4. Determination of road network connectivity of North-East India (state level) and Assam (regional level) using alpha, beta and gamma indices. (3 classes) (2 Assignments)
5. Identification of resource rich and resource poor regions in N.E. India (state level) based on availability of selected major resources in relation to population using simple composite index and ranking index. (3 classes) (2 Assignments)
6. Mapping regional variation in level of agricultural development in N.E. India (at state level)/Assam (district level) using ranking index. (4 classes) (2 Assignments)

**Reading List**

1. Blij H. J. De, 1971: *Geography. Regions and Concepts*, John Wiley and Sons.
2. Claval P.1, 1998: *An Introduction to Regional Geography*, Blackwell Publishers, Oxford and Massachusetts.
3. Friedmann, J. and Alonso, W. (1975): *Regional Policy - Readings in Theory and Applications*, MIT Press, Massachusetts.
4. Gore C. G., 1984: *Regions in Question. Space, Development Theory and Regional Policy*,
5. Methuen, London.
6. Gore C. G., Köhler G., Reich U-P. and Ziesemer T., 1996: *Questioning Development; Essays on the Theory, Policies and Practice of Development Intervention*, Metropolis-Verlag, Marburg.
7. Haynes J., 2008: *Development Studies*, Polity Short Introduction Series.
8. Johnson E. A. J., 1970: *The Organization of space in Developing Countries*, MIT Press, Massachusetts.
9. Peet R., 1999: *Theories of Development*, The Guilford Press, New York.
10. UNDP 2001-04: *Human Development Report*, Oxford University Press.
11. World Bank 2001-05: *World Development Report*, Oxford University Press, New

**Skill Enhancement Course**

CBCS-based U.G. Course in Geography, 2019  
Syllabus of Skill Enhancement Course

**Course Name: Thematic cartography**

**Paper Code: GGY – SE-3024**

***Course objectives***

This course on thematic cartography provides a general understanding of methods and techniques and importance in geographic study. It more particularly focuses on various themes of cartographic techniques; principles of different types of symbols, methods for preparation of maps or plan in different environment and representation of various features of the earth's surface using different cartographic techniques.

***Course outcomes***

- Understanding the importance of various techniques of preparation of maps in geographical study
- General understanding of preparation of different types of plan and maps.
- An acquaintance of different cartographic techniques for representation of various facets of earth's surface

**Thematic Cartography - Part A (Theory)**

**Credit: 2 (20 classes)**

1. Thematic cartography: meaning and importance **(3 classes)**
2. Thematic Mapping: Principles and techniques of representation of physical and human geographic data (point, line, polygon) **(4 classes)**
3. Concepts and principles of cartographic overlay and mapping **(4 classes)**
4. Concept of base map; map types; map reading; map design, layout and typography **(5 classes)**
5. Techniques of interpretation of Topographical maps, satellite imageries and aerial photographs for thematic mapping. **(4 classes)**

**Thematic Cartography - Part B (Practical)**

**Credit 2 (20 classes of two-hour duration each)**

1. Preparation of an administrative/physical map of India containing necessary map elements using appropriate typography. **(3 classes) (1 Assignment)**



2. Preparation of thematic maps for representing human geographic data using choropleth, isopleth, dot, sphere and proportionate circle techniques. (7 classes) **(5 Assignments)**
3. Interpretation of topographical maps for preparation of thematic maps through overlay method (taking point, line and area layers) to show relationship between relief and agriculture; and relief, drainage and settlements. (4 classes) **(2 Assignments)**
4. Locational accessibility mapping based on travel time through isochronic cartogram. (3 classes) **(1 Assignment)**
5. Preparation of landuse/landcover map through visual interpretation of satellite imagery using appropriate classification scheme. (3 classes) **(1 Assignment)**
6. Practical Note book 2 marks
7. Viva-voce 2 marks

**Reading List**

1. Anson R. and Ormelling F. J., 1994: *International Cartographic Association: Basic Cartographic Vol.*, Pergaman Press.
2. Gupta K.K. and Tyagi, V. C., 1992: *Working with Map*, Survey of India, DST, New Delhi.
3. Misra R.P. and Ramesh, A., 1989: *Fundamentals of Cartography*, Concept, New Delhi.
4. Monkhouse F. J. and Wilkinson H. R., 1973: *Maps and Diagrams*, Methuen, London.
5. Rhind D. W. and Taylor D. R. F., (eds.), 1989: *Cartography: Past, Present and Future*, Elsevier, International Cartographic Association.
6. Robinson A. H., 2009: *Elements of Cartography*, John Wiley and Sons, New York.
7. Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
8. Sarkar, A. (2015) *Practical Geography: A Systematic Approach*. Orient Black Swan Private Ltd., New Delhi
9. Singh, L.R., 2013: *Fundamentals of Practical Geography*, ShardaPustakBhawan, Allahabad.
10. Talukder, S., 2008: *Introduction to Map Projections*, EBH Publishers (India), Guwahati.

Syllabus for  
BA/B.Sc.(Regular) Geography  
Choice Based Credit System (CBCS)  
Course effective from the academic year 2019-20

4<sup>th</sup> Semester

This is approved in the Academic Council held on 8/11/2019



GAUHATI UNIVERSITY

Guwahati-781014

June, 2019

**CBCS-based U.G. Course in Geography, 2019**

**Syllabus of Regular Core Course**

**Course Name: Geography of India and NE India**

**Paper Code: GGY-RC-4016**

***Course objectives***

- This is a core paper which intends to introduce students to India as a geographical entity.
- It seeks to develop new insights among students on significant geographical dimensions of the country along with its north-eastern part.
- A field study is incorporated to make the students understand regional diversity of India with respect to its land, people and economy.

***Course outcome***

- The paper will be useful for students in developing understanding on Indian geography and its various dimensions.
- It will also be useful for students preparing for UGC NET/SLET examinations along with civil services and other competitive examinations.

**Part A: Theory**

**Credit: 4**

(40 classes of 1 hour duration each)

1. India's location and its significance; administrative divisions. **(2 classes)**
2. Physical setting: Physiographic divisions and their characteristics; Climate and its seasonal and regional characteristics; vegetation; soil types and its distribution. **(8 classes)**
3. Population: Trend of growth, spatial variation in growth and distribution; Age and sex composition; Linguistic and religious composition. **(6 classes)**
4. Agriculture: Regional distribution and production patterns of rice, wheat and millet. **(4 classes)**
5. Industry: Distribution and production patterns of iron and steel, cotton textile and fertilizers; Role of transport system in industrial development. **(6 classes)**
6. North-East India: Land of seven sisters and its locational significance; physiographic framework; forest cover; agricultural practices including shifting cultivation; industrial development scenario; population growth, distribution and ethnic composition. **(14 classes)**

**Part B: Practical**

**Credit: 2**

(20 classes of 2 hour duration each)

Unit 1: 10 marks (2 Questions of 5 marks each)

1. Trend of population growth and growth rates in India and N.E. India since 1901 using Census data (Source: censusindia.gov.in) **(2 assignments)**
2. Choropleth mapping to show spatial variation in decennial population growth rate in India. **(1 assignment)**
3. Spatial variation in the patterns of religious composition of population in India and Social composition of population (SC, ST and General) in N.E. India using pie-graph. **(2 assignments)**
4. Trend of foodgrains production (rice, wheat, maize, barley, jowar and bajra) in India since 1950-51 using band-graph. **(1 assignment)**
5. Map showing distribution of major tribal groups in North-East India **(1 assignment)**

Unit 2: 6 Marks (4+2)

6. Preparation of field report based on field study of observational knowledge about the geographical personality of any part of India/N.E. India under the guidance of teacher(s).

Unit 3: 4 Marks (2+2)

7. Practical Note-book and viva-voce.

**Reading List:**

1. Deshpande C. D., 1992: India: A Regional Interpretation, ICSSR, New Delhi.
2. Johnson, B. L. C., ed. 2001. Geographical Dictionary of India. Vision Books, New Delhi.
3. Mandal R. B. (ed.), 1990: Patterns of Regional Geography – An International Perspective. Vol. 3 –Indian Perspective.
4. Sdyasuk Galina and P Sengupta (1967): Economic Regionalisation of India, Census of India
5. Sharma, T. C. 2003: India - Economic and Commercial Geography. Vikas Publ., New Delhi.
6. Singh R. L., 1971: India: A Regional Geography, National Geographical Society of India.
7. Singh, Jagdish 2003: India - A Comprehensive & Systematic Geography, Gyanodaya Prakashan, Gorakhpur.
8. Spate O. H. K. and Learmonth A. T. A., 1967: India and Pakistan: A General and Regional Geography, Methuen.
9. Tirtha, Ranjit 2002: Geography of India, Rawat Publs., Jaipur & New Delhi.
10. Pathak, C. R. 2003: Spatial Structure and Processes of Development in India. Regional Science Assoc., Kolkata.

11. Tiwari, R.C. (2007) Geography of India. Prayag Pustak Bhawan, Allahabad
12. Sharma, T.C. (2013) Economic Geography of India. Rawat Publication, Jaipur
13. Bhagabati, A.K., Bora, A. K. and Kar, B.K.: Geography of Assam, Rajesh Publications, New Delhi.
14. Taher, M and Ahmed, P.: Geography of North East India, Mani Manik Prakash, Guwahati.
15. Das, M..M.: Peasant Agriculture in Assam, Inter – India Publications, New Delhi.
16. Gopal Krishnan, R : Geography of North East India
17. Bhattacharya, P.2006 : Trend in Tourism Potentiality, Bani Mandir, Guwahati
18. Bhagabati, A.K. (ed) : Biodiversity of Assam, Eastern Book House, Guwahati
19. Bhattacharyya, N.N. : North East India, Rajesh Publication, New Delhi
20. Srivastava, S.C., : Demographic Profile of N.E. India, Mittal Publications

CBCS-based U.G. Course in Geography, 2019

Syllabus of Skill Enhancement Course

Course Name: Remote Sensing Techniques and GIS

Paper Code: GGY - SE - 4014

*Course objectives*

- This is a practical paper that intends to introduce students to the art and science of remotely sensing data and the possible ways and means of interpreting spatial data
- It seeks to develop new insights among students on the use of remotely sensed data in a rapidly changing world.

*Course outcomes*

- The paper will equip students with technical skills in data interpretation and analysis when using remote sensing data.
- The paper will be useful for students seeking employment in the public/private sector in agencies using spatial/remote sensing datasets.

Remote Sensing (Practical)

1. Remote Sensing: Definition and Development; Platforms and Types; Photogrammetry.
2. Satellite Remote Sensing: Principles, EMR Interaction with Atmosphere and Earth Surface; Satellites (Landsat and IRS); Sensors
3. Image Processing (Digital and Manual): Pre-processing (Radiometric and Geometric Correction); Enhancement (Filtering); Classification (Supervised and Un-supervised)
4. Satellite Image Interpretation.
5. Application of Remote Sensing: Land Use Land Cover.

Practical Record: A project file consisting of 5 exercises on using any method on above mentioned themes.

Reading List

1. Bhatta , B. (2008) Remote Sensing and GIS, Oxford University Press, New Delhi.
2. Campbell J. B., 2007: *Introduction to Remote Sensing*, Guildford Press
3. Chauniyal, D. (2010) Sudur Samvedana Avam Bhaugolik Suchna Pranali, Sharda Pustak Bhawan, Allahabad.
4. Jensen, J. R. (2005) *Introductory Digital Image Processing: A Remote Sensing Perspective*, Pearson Prentice-Hall.
5. Joseph, G. 2005: *Fundamentals of Remote Sensing*, United Press India.

6. Lillesand T. M., Kiefer R. W. and Chipman J. W., 2004: *Remote Sensing and Image Interpretation*, Wiley. (Wiley Student Edition).
7. Li, Z., Chen, J. and Batsavias, E. (2008) *Advances in Photogrammetry, Remote Sensing and Spatial Information Sciences* CRC Press, Taylor and Francis, London
8. Mukherjee, S. (2004) *Textbook of Environmental Remote Sensing*, Macmillan, Delhi.
9. Nag P. and Kudra, M., 1998: *Digital Remote Sensing*, Concept, New Delhi.
10. Singh R. B. and Murai S., 1998: *Space-informatics for Sustainable Development*, Oxford and IBH Pub.

CBCS-based U.G. Course in Geography, 2019

Syllabus of Skill Enhancement Course

Course Name: Geographical Information System

Paper Code: GGY - SE - 4024

*Course objectives*

- This paper will introduce students to use geographic data within a GIS
- It seeks to develop new insights among students on the relevance of geo-spatial datasets in various studies and varied analyses.

*Course outcomes*

- The paper will equip students with technical skills in data interpretation and analysis when using geo-spatial data and databases.
- The paper will be useful for students seeking employment in the public/private sector in agencies using geo-spatial datasets and databases.

Geographical Information System (Practical)

1. Geographical Information System (GIS): Definition and Components.
2. Global Positioning System (GPS) – Principles and Uses; DGPS.
3. GIS Data Structures: Types (spatial and Non-spatial), Raster and Vector Data Structure.
4. GIS Data Analysis: Input; Geo-Referencing; Editing, Output and Query; Overlays.
5. Application of GIS: Land Use Mapping; Urban Sprawl Analysis; Forests Monitoring.

Practical Record: A project file consisting of 5 exercises on using any GIS Software on above mentioned themes.

Reading List

1. Bhatta, B. (2010) Analysis of Urban Growth and Sprawl from Remote Sensing, Springer, Berlin Heidelberg.41
2. Burrough, P.A., and McDonnell, R.A. (2000) Principles of Geographical Information System Spatial Information System and Geo-statistics. Oxford University Press
3. Chauniyal, D.D. (2010) Sudur Samvedan evam Bhogolik Suchana Pranali, Sharda Pustak Bhawan, Allahabad
4. Heywoods, I., Cornelius, S and Carver, S. (2006) An Introduction to Geographical Information system. Prentice Hall.
5. Jha, M.M. and Singh, R.B. (2008) Land Use: Reflection on Spatial Informatics



- Agriculture and Development, New Delhi: Concept.
6. Nag, P. (2008) Introduction to GIS, Concept India, New Delhi.
  7. Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi
  8. Singh, R.B. and Murai, S. (1998) Space Informatics for Sustainable Development, Oxford and IBH, New Delhi.

Syllabus for  
BA/B.Sc.(Regular) Geography  
Choice Based Credit System (CBCS)  
Course effective from the academic year 2019-20

5<sup>th</sup> Semester

This is approved in the Academic Council held on 8/11/2019



GAUHATI UNIVERSITY

Guwahati-781014

June, 2019

CBCS-based U.G. Course in Geography, 2019

Syllabus of Discipline Specific Elective

Course Name: Environmental Geography and Disaster management

Paper Code: GGY - SE - 4016

*Course objectives*

- This paper is a core paper that intends to introduce students to geography and environment interface
- It seeks to develop new insights among students on the relevance of environmental studies from a spatial perspective.

*Course outcomes*

- The paper will be useful for students in developing ideas on environmental issues that geographers usually address
- The paper will be useful for students preparing for UGC NET/SLET exams and other competitive exams including the civil services.

Environmental Geography

1. Environmental Geography – Concept, Scope and Significance
2. Human-Environment Relationships – Historical Progression, Adaptation in different Biomes.
3. Eco-system: concept, types and components, structure and functions; Ecology– Concept and principles.
4. Major Global Environmental Problems: Pollution, Deforestation, Desertification, Global Warming, Bio-Depletion
5. Environmental Programmes and Policies – Global, National and Local

Reading List

1. Chandna R. C., 2002: *Environmental Geography*, Kalyani, Ludhiana.
2. Cunningham W. P. and Cunningham M. A., 2004: *Principals of Environmental Science: Inquiry and Applications*, Tata Macgraw Hill, New Delhi.
3. Goudie A., 2001: *The Nature of the Environment*, Blackwell, Oxford.
4. Singh, R.B. (Eds.) (2009) *Biogeography and Biodiversity*. Rawat Publication, Jaipur

5. Miller G. T., 2004: *Environmental Science: Working with the Earth*, Thomson BrooksCole, Singapore.
6. MoEF, 2006: *National Environmental Policy-2006*, Ministry of Environment and Forests, Government of India.
7. Singh, R.B. and Hietala, R. (Eds.) (2014) *Livelihood security in Northwestern Himalaya: Case studies from changing socio-economic environments in Himachal Pradesh, India. Advances in Geographical and Environmental Studies*, Springer
8. Odum, E. P. et al, 2005: *Fundamentals of Ecology*, Ceneage Learning India.
9. Singh S., 1997: *Environmental Geography*, Prayag Pustak Bhawan. Allahabad.
10. UNEP, 2007: *Global Environment Outlook: GEO4: Environment For Development*, United Nations Environment Programme.
11. Singh, M., Singh, R.B. and Hassan, M.I. (Eds.) (2014) *Climate change and biodiversity: Proceedings of IGU Rohtak Conference, Volume 1. Advances in Geographical and Environmental Studies*, Springer
12. Singh, R.B. (1998) *Ecological Techniques and Approaches to Vulnerable Environment*, New Delhi, Oxford & IBH Pub..
13. Singh, Savindra 2001. *Paryavaran Bhugol*, Prayag Pustak Bhawan, Allahabad. (in Hindi)

CBCS-based U.G. Course in Geography, 2019

Syllabus of Discipline Specific Elective

Course Name: Cartographic and Quantitative Techniques

Paper Code: GGY - SE - 4026

**Credit 4 (40 classes)**

1. Cartography – Meaning, Development (Traditional and Modern Cartography) and Importance of Cartography in Geography. **(8 classes)**
2. Shape and size of the earth, coordinate system (latitude and longitude) **(8 classes)**
3. Maps: Types, scale and content, representation of point, line and area in maps **(8 classes)**
4. Quantification and its significance in geographical study; advantages and limitations of quantitative methods in geography. **(4 classes)**
5. Geographical Data: Nature, types and sources; scale of measurement (nominal, ordinal, interval and ratio). **(4 classes)**
6. Measures of central tendency (mean, median and mode) and dispersion (range, quartile deviation, mean deviation, standard deviation and coefficient of variation) and their applications in geographical data analysis. **(8 classes)**

**Reading List**

1. Creswell J., 1994: *Research Design: Qualitative and Quantitative Approaches* Sage Publications.
2. Dikshit, R. D. 2003. *The Art and Science of Geography: Integrated Readings*. Prentice-Hall of India, New Delhi.
3. Evans M., 1988: "Participant Observation: The Researcher as Research Tool" in *Qualitative Methods in Human Geography*, eds. J. Eyles and D. Smith, Polity.
4. Mukherjee, Neela 1993. *Participatory Rural Appraisal: Methodology and Application*. Concept Publs. Co., New Delhi.
5. Mukherjee, Neela 2002. *Participatory Learning and Action: with 100 Field Methods*. Concept Publs. Co., New Delhi
6. Robinson A., 1998: "*Thinking Straight and Writing That Way*", in *Writing Empirical*

*Research Reports: A Basic Guide for Students of the Social and Behavioural Sciences*, eds. by F. Pryczak and R. Bruce Pryczak, Publishing: Los Angeles.

7. Special Issue on "Doing Fieldwork" *The Geographical Review* 91:1-2 (2001).
8. Stoddard R. H., 1982: *Field Techniques and Research Methods in Geography*, Kendall/Hunt.
9. Wolcott, H. 1995. *The Art of Fieldwork*. Alta Mira Press, Walnut Creek, CA.

CBCS-based U.G. Course in Geography, 2019  
Syllabus of Discipline Specific Elective (Arts Stream)

Course Name: Population and Settlement Geography  
Paper Code: GGY - HC - 4036

**Credit: 6**

Total Marks 100

(Theory: 60, Practical: 20 and Internal Assessment: 20)

Unit I

Population Geography

1. Defining the Field – Nature and Scope; Sources of Data with special reference to India (Census, Vital Statistics and NSS).
2. Population Size, Distribution and Growth – Determinants and Patterns; Theories of Growth – Malthusian Theory and Demographic Transition Theory.
3. Population Dynamics: Fertility, Mortality and Migration – Measures, Determinants and Implications.
4. Population Composition and Characteristics – Age-Sex Composition; Rural and Urban Composition; Literacy.
5. Contemporary Issues – Ageing of Population; Declining Sex Ratio; HIV/AIDS.

UNIT II: Settlement Geography

- 6 Definition, Nature and scope, Criteria for delimitation.
7. Urban Settlements: Census categories, Metropolitan concept, City-region and Conurbation, Urban Landuse .
8. Urban Landuse and Morphology: Classical models - Burgess, Homer-Hoyt, Harris and Ullman
9. Rural Settlements: Site and situation, nature and characteristics, Types and patterns of rural settlement \* Classification of rural settlements, Morphology of rural settlement in the Indian context
- 10.Regional Settlement Hierarchy: Primate City, Rank-Size Rule, Central Place Theory
11. Settlement Classification based on situation and functions \*, Method of functional classification by Harris and Nelson

Reading List

1. Barrett H. R., 1995: *Population Geography*, Oliver and Boyd.
2. Bhende A. and Kanitkar T., 2000: *Principles of Population Studies*, Himalaya Publishing House.
3. Chandna R. C. and Sidhu M. S., 1980: *An Introduction to Population Geography*, Kalyani Publishers.
4. Clarke J. I., 1965: *Population Geography*, Pergamon Press, Oxford.
5. Jones, H. R., 2000: *Population Geography*, 3rd ed. Paul Chapman, London.
6. Lutz W., Warren C. S. and Scherbov S., 2004: *The End of the World Population Growth in the 21<sup>st</sup> Century*, Earthscan
7. Newbold K. B., 2009: *Population Geography: Tools and Issues*, Rowman and Littlefield Publishers.
8. Pacione M., 1986: *Population Geography: Progress and Prospect*, Taylor and Francis.
9. Wilson M. G. A., 1968: *Population Geography*, Nelson.
10. Panda B P (1988): *Janasankya Bhugol*, M P Hindi Granth Academy, Bhopal
11. Maurya S D (2009) *Jansankya Bhugol*, Sharda Putak Bhawan, Allahabad
12. Chandna, R C (2006), *Jansankhya Bhugol*, Kalyani Publishers, Delhi



CBCS-based U.G. Course in Geography, 2019

Syllabus of Skill Enhancement Techniques

**Course Name: Surveying Techniques**

Paper Code: GGY – SE-4014

Total Credit: 4

Total Marks 100

(Theory: 60, Practical: 20 and Internal Assessment: 20)

**Course objectives**

This course on Surveying Techniques provides a general understanding of the field of survey including its modern tools and importance in geographic study. It more particularly focuses on various types of survey instruments; principles of different types of surveying, methods of carrying out survey for preparation of plan in different environment and representation of various objects in the plan.

**Course outcomes**

- Understanding the importance of various surveying techniques in geographical study.
- General understanding of preparation of different types of plan and map.
- An acquaintance of different surveying techniques for representation of various objects of earth's surface.

**Surveying techniques**

**Part A: (Theory) Credit 2 (40 classes)**

1. Surveying: Meaning and importance; Principles of surveying - plane and geodetic surveying; Principles of triangulation.
2. Principles and techniques of surveying by Plane Table, Prismatic Compass and Dumpy Level.
3. Principles of radiation, intersection, traversing, contouring and leveling.
4. GPS: Basic concept, principles and utilities.
5. Total Station and its utilities in surveying.

**Surveying Techniques**

**Part B: (Practical) Credit 2  
(20 classes of two-hour duration each)**

1. Preparation of a plan or a map of an area within the college campus or any suitable area using plane table (Radiation & Intersection methods) (2 Assignments)
2. Traverse Surveying with Prismatic Compass: Open and Closed Traverse and preparation of plan (adjustment of closing errors using Bowditch's rule) (2 Assignments)

3. Closed Traverse Surveying with Theodolite: Plotting of data for preparation of a plan through computation of Reduced Bearing, Consecutive Co-ordinates and Independent Co-ordinates.  
(1 Assignment)
4. Profile levelling and contouring in a selected area by Dumpy Level  
(2 Assignments)

**Reading List:**

1. Campbell, J., 1984: Introductory Cartography, Prentice Hall Inc., Englewood Cliff
2. Misra, R.P. and Ramesh, A., 1995: Fundamentals of Cartography, Concept Publishing Company, New Delhi
3. Robinson, A.H., et al: Elements of Cartography, John Wiley & Sons, New York
4. Raisz, E. : Principles of Cartography, McGraw Hills, London
5. Kenetkar, T.P. and Kulkarni, S.U.: Surveying and Levelling, Vol. I & II, VidyarthiGrithaPrakashan, Pune

CBCS-based U.G. Course in Geography, 2019

Syllabus of Skill Enhancement Techniques

**Course Name: Geography of Tourism**

Paper Code: GGY – SE-4024

Total Credit: 4

Total Marks 100

(Theory: 60, Practical: 20 and Internal Assessment: 20)

***Course Objectives***

(a) This paper introduces students to the field of tourism from the lens of a geographer and its specificities

(b) It seeks to develop new insights among students on how tourism and allied activities are shaped by geography of an area, region or country and also how such activities are responsible in shaping economic, social and environmental context from globe to local levels.

***Course Outcomes***

- The paper will be useful for students in developing ideas on how geographical factors tangent on tourism activities and how geographers seek to address issues of development and carrying capacities of varied environments. It will also build skills for students seeking to enroll in a research programme and/or provide openings for them to work with tourism/eco-tourism planning agencies.

**Part A: Theory**

**Credit: 4**

(40 classes of 1 hour duration each)

1. Scope and Nature: Concepts and Issues of tourism, Recreation and leisure inter-relations; Geographical parameters of tourism as postulated by Robinson (4 classes)
2. Type of Tourism: Nature Tourism, Cultural Tourism, Medical Tourism, Pilgrimage (6 classes)
3. Recent Trends of Tourism: International and Regional; Domestic (India); Eco-Tourism, Sustainable Tourism, Meetings Incentives Conventions and Exhibitions (MICE) (12 classes)
4. Impact of Tourism: Economy; Environment; Society (6 classes)

5. Tourism in India: Tourism Infrastructure; Case Studies of tourism development in Himalaya, Desert, North East India with special reference to Assam and Coastal Areas of India; National Tourism Policy (12 classes)

**Part B: Practical**  
**Credit: 2**

(20 classes of 2 hour duration each)

1. Trend of growth of tourist arrivals in the world/India/ Assam since 1960 using moving average method. (3 assignments)
2. Trend of tourist arrivals in the north eastern states of India since 1980 in comparison to a top ranking tourist arriving state of India using Band-graph. (2 assignments)
3. Show the climatic aspect of tourism by relating rainfall, temperature and tourist arrival data for any year or a specific period for any two north eastern states of Assam by using appropriate carto-statistical technique. (2 assignments)
4. Prepare a map of Assam and show important tourist destinations along with their road, railway and air connectivity/ Prepare a tourist map of NE India to show important national parks and sanctuaries from tourism point of view. (2 assignments)
5. Using GPS, prepare a trekking map using suitable conventional signs and symbols (1 assignments)

**Reading List**

1. Bhattacharya, P. (2011): Tourism in Assam: Trend and Potentialities, Bani mandia, Guwahati
2. Dhar, P.N. (2006) International Tourism: Emerging Challenges and Future Prospects. Kanishka, New Delhi.
3. Hall, M. and Stephen, P. (2006) Geography of Tourism and Recreation – Environment, Place and Space, Routledge, London.
4. Kamra, K. K. and Chand, M. (2007) Basics of Tourism: Theory, Operation and Practise, Kanishka Publishers, Pune.
5. Page, S. J. (2011) Tourism Management: An Introduction, Butterworth-Heinemann-USA. Chapter 2.
6. Raj, R. and Nigel, D. (2007) Morpeth Religious Tourism and Pilgrimage Festivals

Management: An International perspective by, CABI, Cambridge, USA, [www.cabi.org](http://www.cabi.org).

7. Tourism Recreation and Research Journal, Center for Tourism Research and Development, Lucknow

8. Singh Jagbir (2014) "Eco-Tourism" Published by - I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India ([www.ikbooks.com](http://www.ikbooks.com)).

9. Market Research Division, Dept. of Tourism, Govt. of India, India Tourist Statistics (available in PDF form), New Delhi

10. UNWTO: Tourism Barometer (available in their web portal to have a fresh glimpse of global tourism statistics/ other relevant sites may also be consulted)

Syllabus for  
BA/B.Sc.(Regular) Geography  
Choice Based Credit System (CBCS)  
Course effective from the academic year 2019-20

6<sup>th</sup> Semester

This is approved in the Academic Council held on 8/11/2019



GAUHATI UNIVERSITY

Guwahati-781014

June, 2019

**CBCS-based U.G. Course in Geography, 2019**

**Discipline Specific Elective**

**Course Name: Social and Political Geography**

**Paper Code: GGY-HG-6016**

**Credit: 6**

Total Marks 100

(Theory: 60, Practical: 20 and Internal Assessment: 20)

Unit I : Social Geography

1. Social Geography: Concept, Origin, Nature and Scope.
2. Peopling Process of India: Technology and Occupational Change; Migration.
3. Social Categories: Caste, Class, Religion, Ethnicity and Gender and their Spatial distribution
4. Geographies of Welfare and Well being: Concept and Components – Healthcare, Housing and Education.
5. Social Geographies of Inclusion and Exclusion, Slums, Gated Communities, Communal Conflicts and Crime.

Unit II

Political Geography

1. Introduction: Concepts, Nature and Scope.
2. State, Nation and Nation State – Concept of Nation and State, Attributes of State – Frontiers, Boundaries, Shape, Size, Territory and Sovereignty, Concept of Nation State; Geopolitics; Theories (Heartland and Rimland)
3. Electoral Geography – Geography of Voting, Geographic Influences on Voting pattern, Geography of Representation, Gerrymandering.
4. Political Geography of Resource Conflicts – Water Sharing Disputes, Disputes and Conflicts Related to Forest Rights and Minerals.
5. Politics of Displacement: Issues of relief, compensation and rehabilitation: with reference to Dams and Special Economic Zones

**Reading List**

Ahmed A., 1999: *Social Geography*, Rawat Publications.

Casino V. J. D., Jr., 2009) *Social Geography: A Critical Introduction*, Wiley Blackwell.

- Cater J. and Jones T., 2000: *Social Geography: An Introduction to Contemporary Issues*, Hodder Arnold.
- Holt L., 2011: *Geographies of Children, Youth and Families: An International Perspective*, Taylor & Francis.
- Panelli R., 2004: *Social Geographies: From Difference to Action*, Sage.
- Rachel P., Burke M., Fuller D., Gough J., Macfarlane R. and Mowl G., 2001: *Introducing Social Geographies*, Oxford University Press.
- Smith D. M., 1977: *Human geography: A Welfare Approach*, Edward Arnold, London.
- Smith D. M., 1994: *Geography and Social Justice*, Blackwell, Oxford.
- Smith S. J., Pain R., Marston S. A., Jones J. P., 2009: *The SAGE Handbook of Social Geographies*, Sage Publications.
- Sopher, David (1980): *An Exploration of India*, Cornell University Press, Ithaca
- Valentine G., 2001: *Social Geographies: Space and Society*, Prentice Hall.
- Agnew J., 2002: *Making Political Geography*, Arnold.
- Agnew J., Mitchell K. and Toal G., 2003: *A Companion to Political Geography*, Blackwell.
- Cox K. R., Low M. and Robinson J., 2008: *The Sage Handbook of Political Geography*, Sage Publications.
- Cox K., 2002: *Political Geography: Territory, State and Society*, Wiley-Blackwell
- Gallaher C., et al, 2009: *Key Concepts in Political Geography*, Sage Publications.
- Glassner M., 1993: *Political Geography*, Wiley.
- Jones M., 2004: *An Introduction to Political Geography: Space, Place and Politics*, Routledge .
- Mathur H M and M M Cernea (eds.) *Development, Displacement and Resettlement – Focus on Asian Experience*, Vikas, Delhi
- Painter J. and Jeffrey A., 2009: *Political Geography*, Sage Publications.
- Taylor P. and Flint C., 2000: *Political Geography*, Pearson Education.
- Verma M K (2004): *Development, Displacement and Resettlement*, Rawat Publications, Delhi
- Hodder Dick, Sarah J Llyod and Keith S McLachlan (1998), *Land Locked States of Africa and Asia* (vo.2), Frank Cass



CBCS-based U.G. Course in Geography, 2019

**Discipline Specific Elective**

**Course Name: Geography of Resources and Development**

**Paper Code: GGY-HG-6026**

**Credit: 6**

Total Marks 100

(Theory: 60, Practical: 20 and Internal Assessment: 20)

*Course objectives*

This theory course basically deals with concept of resource and its classification, and the distribution, utilization and management of land, water, forest and energy resources. It also focuses on the natural resource base of North-East India and its problems of conservation and management. Besides, it also provides basic idea about sustainable development of resources.

*Course outcomes*

- Understanding the basic concept of resource and its various types and their utilities
- Acquiring basic information about potentials and management of resources like land, water, forest and power in global context.
- Understanding the prevailing natural resource potential of North-East India and problems of management.

Resource Geography

1. Natural Resource: Concept and Classification
2. Distribution, Utilisation, Problems and Management of Land Resources and Water Resources
3. Distribution, Utilisation, Problems and Management of Forests and Energy Resources
4. Appraisal and Conservation of Natural Resources in North-East India
5. Sustainable Resource Development

Reading List

1. Cutter S. N., Renwick H. L. and Renwick W., 1991: *Exploitation, Conservation, Preservation: A Geographical Perspective on Natural Resources Use*, John Wiley and Sons, New York.

2. Gadgil M. and Guha R., 2005: *The Use and Abuse of Nature: Incorporating This Fissured Land: An Ecological History of India and Ecology and Equity*, Oxford University Press. USA.
3. Holechek J. L. C., Richard A., Fisher J. T. and Valdez R., 2003: *Natural Resources: Ecology, Economics and Policy*, Prentice Hall, New Jersey.
4. Jones G. and Hollier G., 1997: *Resources, Society and Environmental Management*, Paul Chapman, London.
5. Klee G., 1991: *Conservation of Natural Resources*, Prentice Hall, Englewood.
6. Mather A. S. and Chapman K., 1995: *Environmental Resources*, John Wiley and Sons, New York.
7. Mitchell B., 1997: *Resource and Environmental Management*, Longman Harlow, England.
8. Owen S. and Owen P. L., 1991: *Environment, Resources and Conservation*, Cambridge University Press, New York.
9. Rees J., 1990: *Natural Resources: Allocation, Economics and Policy*, Routledge.London.

CBCS-based U.G. Course in Geography, 2019

**Discipline Specific Elective**

Course Name: Disaster Management

Paper Code: GGY - HG - 6036

***Course objectives***

- To provide students an exposure to disasters, their significance and types on Spatio-temporal dimensions.
- To develop basic ability to respond to their surroundings with potential disaster response in areas where they live, with due sensitivity
- To provide information and knowledge about how disasters can be checked and managed.

***Course outcomes***

- The students will be able to analyse the causes and management issues related to disasters taking place in students' own localities.
- The students will be able to differentiate the types of disasters, causes and their impact on environment and society along with various disaster management strategies and their applicability in different situations.

<b>Disaster Management</b>	<b>Part-A (Theory)</b>	<b>Credit -4 (40 Classes)</b>
1. Meaning and Definition: Hazard, Disaster and Vulnerability; Types of Disasters- Flood, Land Slide and Mass Movement, Cyclone, Drought, Earthquake and Tsunami, Volcanic eruptions, Avalanche, Famines		(10 Classes)
2. Classification of Disaster: Manmade and Natural disasters; Their Causes, Processes and impact on land and People		(8 Classes)
3. Disasters in India: Types and Geographical Dimensions with special reference to Assam		(8 Classes)
4. Approaches to Disaster Risk Reduction: Mitigation and Preparedness, Role of UNDP, NDMA, NIDM and ADMA; Do's and Don'ts Pre During and Post Disasters Indigenous Knowledge and Community-Based Disaster Management;		(8 Classes)
5. Reciprocal Relationship of Development and Disaster ; Management	Sustainable Disaster	(6 Classes)

<b>Disaster Management</b>	<b>Part-B (Practical)</b>	<b>Credit -2</b>
	<b>(20 Classes of 2 hours Duration Each)</b>	
1. Mapping of world and India Distributions of Disaster		(2 Assignments)
2. Cartographic representation of major disasters India and Assam at least 30 years		(2 Assignments)
3. Preparation of flood hazard zonation map of India/Assam		(2 Assignments)
4. Representation of fault, thrusts and earth quake zonation map of North East India		

- |   |                 |
|---|-----------------|
|   | (1 Assignment)  |
| 5. Preparation of Potential Tsunamigenic map of World/India | (2 Assignments) |
| 6. Mapping of world Major and Minor Plates                  | (1 Assignment)  |

#### Reading List

1. Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
2. Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
3. Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
4. Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3
5. Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
6. Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.
7. Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht.
8. Singh Jagbir (2007) "Disaster Management Future Challenges and Opportunities", 2007. Publisher- I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India ([www.ikbooks.com](http://www.ikbooks.com)).

**CBCS-based U.G. Course in Geography, 2019**

**Syllabus of Skill Enhancement Course**

**Course Name: Field techniques and Project work**

**Paper Code: GGY-SE-6014**

***Course objectives:*** The paper **Field techniques and Survey based Project Report** is of pedagogical importance as it lets students acquire the first hand experience about the geography of a particular region. It also help to gather required information so as the problem under investigation is studied in depth as per the predefined objectives.

**Course outcome:**

- This course will help students to proceed with a research problem and the steps she/he should adopt and the tools and craft to be employed which doing quality research.
- Students perceive fieldwork to be beneficial to their learning because through it they experience 'geographical reality', have deeper understanding of the subject,
- The students will have a chance to interact with respondents and collect data through questionnaire directly from the field.
- Develop understanding about designing and writing a field report.

**Field Techniques and Survey based Project Report**

1. Field Work in Geographical Studies – Role, Value and Ethics of Field-Work.
2. Defining the Field and Identifying the Case Study – Rural / Urban / Physical /Human / Environmental.
3. Field Techniques – Merits, Demerits and Selection of the Appropriate Technique; Observation (Participant / Non Participant).
4. Data collection, processing and analysis methods and chapter plan.
5. Questionnaires (Open/ Closed / Structured / Non-Structured); Interview with Special Focus on Focused Group Discussions; Space Survey (Transects and Quadrants, Constructing a Sketch).
6. Designing the Field Report – Statement of the problem, Significance of the problem of the study, Aims and Objectives, Methodology, Analysis, Interpretation and Writing the Report.

### **Practical Record**

1. Each student will prepare an individual report based on primary and secondary data collected during field work.
2. The duration of the field work should not exceed 10 days.
3. The word count of the report should be about **8000 to 12,000** excluding figures, tables, photographs, maps, references and appendices.
4. One copy of the report on A 4 size paper should be submitted in soft binding.

### **Reading List**

1. Creswell J., 1994: *Research Design: Qualitative and Quantitative Approaches* Sage Publications.
2. Dikshit, R. D. 2003. *The Art and Science of Geography: Integrated Readings*. Prentice-Hall of India, New Delhi.
3. Evans M., 1988: "Participant Observation: The Researcher as Research Tool" in *Qualitative Methods in Human Geography*, eds. J. Eyles and D. Smith, Polity.
4. Mukherjee, Neela 1993. *Participatory Rural Appraisal: Methodology and Application*. Concept Publs. Co., New Delhi.
5. Mukherjee, Neela 2002. *Participatory Learning and Action: with 100 Field Methods*. Concept Publs. Co., New Delhi
6. Robinson A., 1998: "*Thinking Straight and Writing That Way*", in *Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioural Sciences*, eds. by F. Pryczak and R. Bruce Pryczak, Publishing: Los Angeles.
7. Special Issue on "Doing Fieldwork" *The Geographical Review* 91:1-2 (2001).
8. Stoddard R. H., 1982: *Field Techniques and Research Methods in Geography*, Kendall/Hunt.
9. Wolcott, H. 1995. *The Art of Fieldwork*. Alta Mira Press, Walnut Creek, CA.

CBCS-based U.G. Course in Geography, 2019

**Syllabus of Skill Enhancement Course**

**Course Name:** Spatial Information Technology

**Paper Code:** GGY-HG-6026

**Credit:** 6

Total Marks 100

(Theory: 60, Practical: 20 and Internal Assessment: 20)

**Course objectives**

1. This paper seeks to introduce students to use of spatial information as a methodology
2. It seeks to develop new insights among students on the relevance of geo-spatial data using specific software, tools and techniques.

**Course outcomes**

1. The paper will be helpful for students in developing ideas on possible applications to solving geo-referenced data in research.
2. The paper will be useful for students seeking openings/entry in public/private sector organisations using spatial data.

**Spatial Information Technology**

1. Introduction: Definitions, Concept and Historical Development
2. Spatial Information/Data: Web data sources; Registration and projection; Data structures; Data interpolation and modeling.
3. Working of spatial information system
4. Functions of Spatial information system: Information retrieval; Topological modeling; Networks; Overlay; Data output.
5. Application of Spatial Information Technology

**Reading List**

1. C. Esperança and H. Samet, An overview of the SAND spatial database system, to appear in Communications of the ACM, 1997. <http://www.cs.umd.edu/~hjs/pubs/sandprog.ps.gz>
2. G. Hjaltason and H. Samet, Ranking in Spatial Databases in Advances in Spatial Databases —4 th Symposium, SSD'95, M. J. Egenhofer and J. R. Herring, Eds., Lecture Notes in Computer Science 951, Springer-Verlag, Berlin, 1995, 83-95. <http://www.cs.umd.edu/~hjs/pubs/incnear.ps>

3. H. Samet, Spatial Data Structures in Modern Database Systems: The Object Model, Interoperability, and Beyond, W. Kim, Ed., Addison-Wesley/ACM Press, 1995, 361-385. <http://www.cs.umd.edu/~hjs/pubs/kim.ps> B.A./B.Sc. (Honours) Geography - CBCS 93
4. H. Samet, Applications of Spatial Data Structures: Computer Graphics, Image Processing, and GIS, Addison-Wesley, Reading, MA, 1990. ISBN 0-201- 50300-0.
6. H. Samet, The Design and Analysis of Spatial Data Structures, Addison-Wesley, Reading, MA, 1990. ISBN 0-201-50255-0.
7. H. Samet and W. G. Aref, Spatial Data Models and Query Processing in Modern Database Systems: The Object Model, Interoperability, and Beyond, W. Kim, Ed., AddisonWesley/ACM Press, 1995, 338-360. <http://www.cs.umd.edu/~hjs/pubs/kim2.ps>
8. C. D. Tomlin, Geographic Information Systems and Cartographic Modeling, Prentice-Hall, Englewood Cliffs, NJ, 1990. ISBN 0-13-350927-3.



**SYLLABUS**  
**Ability Enhancement Compulsory Course**  
**(All Undergraduate Degree Programmes under Gauhati University)**  
**ENV -AE -2014: Environmental Studies**  
**Total marks: 100 (External: 80 + Internal: 20)**  
**Nature of Course: AECC**

**No. of Credits: 4**

**No. of hours: 60**

**(Approved in the Academic Council 08-11-2019)**

**Unit1: Introduction to Environmental Studies**

- Multidisciplinary nature of environmental studies;
- Scope and importance;
- Concept of sustainable development

**(3 lectures)**

**Unit 2: Ecosystems**

- What is an ecosystem? Structure and function of ecosystem: Energy flow in an ecosystem: food chains, food web and ecological succession. Case studies of the following ecosystems:
  - a) Forest ecosystem
  - b) Grassland ecosystem
  - c) Aquatic ecosystems (ponds, streams, lakes, rivers)
  - d) Mountain ecosystem

**(8 lectures)**

**Unit 3: Natural Resources: Types, Renewable and Non-renewable Resources**

- Land resources : landuse change; land degradation, soil erosion and desertification
- Forest resources: Deforestation: Causes and impacts due to mining, Construction of big dams and their effects on forests and people.
- Water resources: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state: Indo-China, Indo-Bangladesh, Cauveri disputes) .
- Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies – coal mining, crude oil extraction.

**(8 lectures)**

**Unit 4: Biodiversity and Conservation**

- Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots
- India as a mega-biodiversity nation; Endangered and endemic species of India
- Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex situ conservation of biodiversity.
- Ecosystem and diversity services: Ecological, economic, social, ethical, aesthetic and informational value.

**(8 lectures)**

**Unit 5: Environmental Pollution**

- Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste.
- Pollution case studies – Bharalu river, Deepor Beel, Kolong river

**(8 lectures)**

## **Unit 6: Environmental Policies & Practices**

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements, policies and treaties; Montreal and Kyoto protocols and Convention on Biological Diversity (CBD), CITES.
- Nature reserves, tribal populations and rights, and human wildlife conflicts in the context of Assam

**(8 lectures)**

## **Unit 7: Human Communities and the Environment**

- Human population growth: Impacts on environment, human health and welfare.
- Resettlement and rehabilitation of project affected persons; case studies.
- Disaster management: floods, earthquake, cyclones and landslides
- Environmental movements: Chipko, Silent valley, Narmada Bachao, Bishnois of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies (CNG, electric vehicles, green energy, waste minimization)

**(9 lectures)**

## **Unit 8: Field work**

- Visit to an area to document environmental assets : river/forest/flora/fauna, etc
- Visit to a local polluted site - Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems- pond, river, stream

**(Equivalent to 8 lectures)**

## **Suggested Readings:**

1. Bharucha Erach : Text book on Environmental Studies, UGC, New Delhi
2. Carson, R 2002. Silent Spring. Houghton Mifflin Harcourt.
3. De A.K.: Environmental Chemistry, Wiley Eastern Ltd.
4. Kaushik Anubha and C.P.Kaushik : Perspective in Environmental Studies, New Age International
5. Rajagopalan, R. (2018). Environmental Studies. (3<sup>rd</sup> Edition) Oxford University Press
6. S. C. Santra (2011): Environmental Science, New Central Book Agency

## **B.Com (Hons) Course Structure & Syllabus**

**This is approved in the Academic Council held on 08/11/2019**

## B. Com. (Hons.): Three-Year (6-Semester) CBCS Programme

<b>Course Structure</b>		
<b>Semester I</b>		
BCM-AE-1014	Business Communication (English/Hindi/MIL)	<b>Ability-Enhancement Compulsory Course (AECC)-1</b>
COM-HC-1026	Financial Accounting	<b>Core Course C-1</b>
COM-HC-1036	Business Law	<b>Core Course C-2</b>
COM-GE-1046(A) COM-GE-1046(B)	<b>Any one of the following</b> Micro Economics Investing in Stock Markets	<b>Generic Elective (GE)-1 Generic Elective (GE)-1</b>
<b>Semester II</b>		
ENV-AE-2014	Environmental Studies	<b>Ability-Enhancement Compulsory Course (AECC)-2</b>
COM-HC-2026	Corporate Accounting	<b>Core Course C-3</b>
COM-HC-2036	Corporate Laws	<b>Core Course C-4</b>
COM-GE-2046(A) COM-GE-2046(B)	<b>Any one of the following</b> Macro Economics Insurance & Risk Management	<b>Generic Elective (GE)-2 Generic Elective (GE)-2</b>
<b>Semester III</b>		
COM-HC-3016	Computer Applications in Business	<b>Core Course C-5</b>
COM-HC-3026	Income-tax Law and Practice	<b>Core Course C-6</b>
COM-HC-3036	Management Principles and Applications	<b>Core Course C-7</b>
COM-GE-3046 (A) COM-GE-3046 (B)	<b>Any one of the following</b> Business Statistics/ Operation Research in Business	<b>Generic Elective (GE)-3</b>
COM-SEC-HC-3054 (A) COM-SEC-HC-3054 (B)	<b>Any one of the following</b> Entrepreneurship/ New Venture Planning	<b>Skill-Enhancement Elective Course (SEC)-1</b>
<b>Semester IV</b>		
COM-HC-4016	Cost Accounting	<b>Core Course C-8</b>
COM-HC-4026	Business Mathematics	<b>Core Course C-9</b>
COM-HC-4036	Human Resource Management	<b>Core Course C-10</b>
COM-GE-4046 (A) COM-GE-4046 (B)	<b>Any one of the following</b> Indian Economy/ Micro Finance	<b>Generic Elective (GE)-4</b>
COM-SEC-HC-4054 (A) COM-SEC-HC-4054 (B)	<b>Any one of the following</b> E-Commerce/ E-Filing of Returns	<b>Skill-Enhancement Elective Course (SEC)-2</b>
<b>Semester V</b>		
COM-HC-5016	Principles of Marketing	<b>Core Course C-11</b>
COM-HC-5026	Fundamentals of Financial Management	<b>Core Course C-12</b>

	<b>DSE-1</b> ( <i>Any one of Group A other than the subject selected under DSE-2</i> )	<b>Discipline Specific Elective (DSE)-1</b>
	<b>DSE-2</b> ( <i>Any one of Group A other than the subject selected under DSE-1</i> )	<b>Discipline Specific Elective (DSE)-2</b>
	<b>Discipline Specific Elective (DSE) Group A</b>	
COM-DSE-HC-5036 (A)	Management Accounting	
COM-DSE- HC-5036 (B)	Advanced Financial Accounting	
COM-DSE- HC-5036 (C)	Advertising	
COM-DSE- HC-5036 (D)	Banking	
COM-DSE- HC-5036 (E)	Computerised Accounting System	
COM-DSE- HC-5036 (F)	Indian Financial System	
<b>Semester VI</b>		
COM-HC-6016	Auditing and Corporate Governance	<b>Core Course C-13</b>
COM-HC-6026	Indirect Tax Laws	<b>Core Course C-14</b>
	<b>DSE-3</b> ( <i>Any one of Group B other than the subject selected under DSE-4</i> )	<b>Discipline Specific Elective (DSE)-3</b>
	<b>DSE-4</b> ( <i>Any one of Group B other than the subject selected under DSE-3</i> )	<b>Discipline Specific Elective (DSE)-4</b>
	<b>Discipline Specific Elective (DSE) Group B</b>	
COM-DSE- HC-6036 (A)	Fundamentals of Investment	
COM-DSE- HC-6036 (B)	Consumer Affairs and Customer Care	
COM-DSE- HC-6036 (C)	Advanced Corporate Accounting	
COM-DSE- HC-6036 (D)	International Business	
COM-DSE- HC-6036 (E)	Industrial Relations and Labour Laws	
COM-DSE- HC-6036 (F)	Business Research Methods and Project Work	

## BCM-AE-1014: BUSINESS COMMUNICATION

**Marks: 100**

**Credits: 4**

**Objective:** To equip students of the B.Com (Hons.) course effectively to acquire skills in reading, writing, comprehension and communication, as also to use electronic media for business communication.

### **Contents:**

#### **Unit 1: Introduction:**

Nature of Communication, Process of Communication, Types of Communication (verbal & Non Verbal), Importance of Communication, Different forms of Communication  
Barriers to Communication Causes, Linguistic Barriers, Psychological Barriers, Interpersonal Barriers, Cultural Barriers, Physical Barriers, Organizational Barriers

#### **Unit 2: Business Correspondence:**

Letter Writing, presentation, Inviting quotations, Sending quotations, Placing orders, Inviting tenders, Sales letters, claim & adjustment letters and social correspondence, Memorandum, Inter-office Memo, Notices, Agenda, Minutes, Job application letter, preparing the Resume.

#### **Unit 3: Report Writing:**

Business reports, Types, Characteristics, Importance, Elements of structure, Process of writing, Order of writing, the final draft, check lists for reports.

#### **Unit 4: Vocabulary:**

Words often confused, Words often misspelt, Common errors in English.

#### **Unit 5: Oral Presentation:**

Importance, Characteristics, Presentation Plan, Power point presentation, Visual aids.

### **Suggested Readings:**

1. Bovee, and Thill, *Business Communication Essentials*, Pearson Education
2. Shirley Taylor, *Communication for Business*, Pearson Education
3. Locker and Kaczmarek, *Business Communication: Building Critical Skills*, McGraw Hill Education
4. Herta A Murphy, Herbert W Hildebrandt, Jane P. Thomas, *Effective Business Communication (SIE)*, McGraw Hill Education
5. Dona Young, *Foundations of Business Communication: An Integrative Approach*, McGraw Hill Education
6. Raymond V. Lesikar, Marie E. Flatley, Kathryn Rentz, Paula Lentz, and Neerja Pande, *Business Communication: Connecting in a Digital World (SIE)*, McGraw Hill Education

**Note: Latest edition of text books may be used.**

## BCM-AE-1014 : Assamese

Marks: 100

Credits: 4

**গোট-১:পৰিচিতি:** যোগাযোগৰ প্ৰকৃতি, যোগাযোগৰ পদ্ধতি, যোগাযোগৰ প্ৰকাৰ (মৌখিক আৰু অমৌখিক), যোগাযোগৰ প্ৰয়োজনীয়তা, বিভিন্ন ধৰণৰ যোগাযোগ, যোগাযোগৰ বাধাৰ কাৰকবোৰ, ভাষাগত বাধা, মানসিক বাধা, আন্ত ব্যক্তি সম্বন্ধীয় বাধা, সংস্কৃতিগত বাধা, দৈহিক বাধা, সাংগঠনিক বাধা ।

**গোট-২:ব্যৱসায়িক সংযোগ:** পত্ৰ লিখন, উপস্থাপন, মূল্য জ্ঞাপন পত্ৰৰ আহ্বান, মূল্য জ্ঞাপন পত্ৰৰ প্ৰেৰণ, নিৰ্দেশনাৰ উপস্থাপন, নিবিদাৰ আহ্বান, বিক্ৰী পত্ৰ, দাবী আৰু উপযোজন পত্ৰ আৰু সামাজিক যোগাযোগ, স্মাৰক লিপি, আন্ত:কাৰ্যালয় সম্বন্ধীয় পত্ৰ, জাননী, কাৰ্য্য ক্ৰমণিকা, সভা বিৱৰণী, চাকৰি বিচৰা পত্ৰ, অৰ্হতা আৰু যোগ্যতা সম্বন্ধীয় বিবৃতি ।

**গোট ৩:প্ৰতিবেদন লিখন:** ব্যৱসায়িক প্ৰতিবেদন, প্ৰকাৰ, বৈশিষ্ট, প্ৰয়োজনীয়তা, প্ৰতিবেদনৰ গাৰ্খনিৰ উপাদান, লিখনৰ প্ৰক্ৰিয়া, লিখনৰ ক্ৰম, চূড়ান্ত খচৰা, প্ৰতিবেদনৰ বাবে পৰীক্ষণ তালিকা।

**গোট-৪ শব্দ সম্ভাৰ:** প্ৰায়ে বিভ্ৰান্ত কৰা শব্দবোৰ, প্ৰায়ে ভুলকৈ বানান লিখা শব্দবোৰ, ইংৰাজীৰ সাধাৰণতে হোৱা ভুল ক্ৰুটি বোৰ ।

**গোট:৫:মৌখিক উপস্থাপন:** প্ৰয়োজনীয়তা, বৈশিষ্ট, উপস্থাপনৰ পৰিকল্পনা, পাৱাৰ পইণ্ট প্ৰেছেণ্টেশ্যন, দৃশ্য মাধ্যমৰ সহায়ক ।

BCM- AE - 1014 ব্যবসা যোগাযোগ

Marks : 100

Credit : 4

Objective : To equip students of the B.com (Hons.) course effectively to acquire skills in reading, writing, comprehension and communication, as also to use electronic media for business communication.

বিষয়বস্তু :

Unit-1 : অধ্যায় -১ ভূমিকা :

যোগাযোগের প্রকৃতি, যোগাযোগের প্রক্রিয়া, যোগাযোগের ধরন (মৌখিক এবং অ-মৌখিক), যোগাযোগের গুরুত্ব, যোগাযোগের বিভিন্ন প্রকার, যোগাযোগের বাধাসমূহ, কারণসমূহ, ভাষাসংক্রান্ত বাধাসমূহ, মনস্তাত্ত্বিক বাধাসমূহ, আন্তঃব্যক্তিগত বাধাসমূহ, সাংস্কৃতিক বাধাসমূহ, শারীরিক বাধাসমূহ, সাংগঠনিক বাধাসমূহ।

Unit - 2 : অধ্যায় -২ ব্যবসা পত্রবিনিময় :

পত্র লিখন, উপস্থাপন, মূল্যোদ্ধৃতির আমন্ত্রণ, মূল্যোদ্ধৃতির প্রেরণ, ফরমাশ স্থাপন, দরপত্র আমন্ত্রণ, বিক্রয় পত্রসমূহ, দাবি ও সমন্বয় পত্রসমূহ এবং সামাজিক পত্র বিনিময়, স্মারকলিপি, আন্তঃঅফিস স্মারকলিপি, বিজ্ঞপ্তি, বিষয়সূচি, সভার কার্যবিবরণীর সারাংশ, চাকরির আবেদনপত্র, জীবনবৃত্তান্ত প্রস্তুত করা।

Unit - 3 : অধ্যায় - ৩ : প্রতিবেদন লিখন :

ব্যবসায়িক প্রতিবেদন, প্রকার, বৈশিষ্ট্য, গুরুত্ব, কাঠামোর উপাদান, লিখনপ্রক্রিয়া, যথাযথ লিখনবিন্যাস, চূড়ান্ত খসড়া, প্রতিবেদনের নজর তালিকা।

Unit -4 : অধ্যায় - ৪ : শব্দভাণ্ডার :

প্রায়শ বিভ্রান্তিমূলক শব্দ, প্রায়শ বানান ভুল করা শব্দ, বাংলা লিখনে সাধারণ ত্রুটি।

Unit -5 : অধ্যায় - ৫ : মৌখিক উপস্থাপন :

গুরুত্ব, বৈশিষ্ট্য, উপস্থাপন পরিকল্পনা, পাওয়ার পয়েন্ট উপস্থাপন, চাক্ষুষ সহায়ক।



## बि.कम-ए.ई.-1014

### वाणिज्यिक संप्रेषण

अंक: 100

क्रेडिट: 4

#### उद्देश्य:

बि. कम के विद्यार्थियों को पढ़ने में, लिखने में, बोधगम्यता में और संप्रेषण(कम्युनिकेशन) में दक्षता वृद्धि के लिए एवं वाणिज्यिक संप्रेषण में इलेक्ट्रॉनिक माध्यम का प्रयोग करने के लिए उपयोगी बनाना।

#### विषयवस्तु:

##### इकाई 1: परिचय:

संप्रेषण का स्वरूप, संप्रेषण की पद्धति, संप्रेषण के प्रकार(मौखिक एवं लिखित), संप्रेषण का महत्व, संप्रेषण के विभिन्न रूप, संप्रेषण में बाधक तत्व(या समस्याएँ), भाषा-वैज्ञानिक अवरोध, मनोवैज्ञानिक अवरोध, आंत:व्यक्तिगत(इंटर पारसनेल), सांस्कृतिक अवरोध, शारीरिक अवरोध, सांगठनिक अवरोध

##### इकाई 2: वाणिज्यिक पत्र-व्यवहार निविदा

पत्र-लेखन, प्रस्तुतीकरण, उद्धरण(कोटेसन) माँगना, उद्धरण प्रेषित करना, क्रमिक स्थान, निविदा का आमंत्रण, विक्रय-पत्र, दावा(माँग) एवं समायोजन संबद्ध पत्र, सामाजिक पत्र-व्यवहार, ज्ञापन, आंत:ऑफिस संबंधी ज्ञापन, सूचना(नोटिस), कार्यसूची, कार्य-विवरण, नौकरी के लिए आवेदन पत्र, सारांश प्रस्तुतीकरण

##### इकाई 3 : रिपोर्ट लेखन

वाणिज्यिक रिपोर्ट, प्रकार, विशेषताएँ, महत्व, संरचना के तत्व, लेखन की प्रक्रिया, लिखन क्रम, अंतिम प्रारूप, रिपोर्ट के लिए जाँच-सूची

##### इकाई 4 : शब्द-भंडार

भ्रम पैदा करनेवाले शब्द, अशुद्ध वर्तनी संबंधी शब्द, अंग्रेजी में पाये जानेवाली सामान्य अशुद्धियाँ।

##### इकाई 5 : मौखिक प्रस्तुतीकरण

महत्व, विशेषताएँ, प्रस्तुतीकरण-योजना, पावर पइंट प्रस्तुतीकरण, दृश्य-साधन(विजुएल एड्स)

#### संदर्भ-पुस्तकें:

1. बोमी, तथा थील, बिजनेस कम्युनिकेशन इसेनसिएल्स, पियेर्सन इडुकेशन
2. शिरल्ये तेइलर, कम्युनिकेशन फॉर बिजनेस, पियेर्सन इडुकेशन
3. लोकर एंड केस्जमारेक, बिजनेस कम्युनिकेशन: बिल्डिंग क्रिटिकल स्किलस, मेकग्रा हिल इडुकेशन
4. हेरता ए मुरफे, हारबार्ट वी हिलदेब्रांडेट, जेन पी. टोमास, इफेक्टिव बिजनेस कम्युनिकेशन(एस.आइ.इ), मेकग्रा हिल इडुकेशन
5. डोना यांग, फाउंडेशन ऑफ बिजनेस कम्युनिकेशन: एन इनटिग्रेटेड एप्रोस, मेकग्रा हिल इडुकेशन
6. रेमंड वी. लेसिकर, मारिए इ. फ्लेटलि, केथरियन रेनटेज, पउला लेन्टज, एंड निरजा पांडे, बिजनेस कम्युनिकेशन: कानेकटिंग इन ए डिजिटल वर्ल्ड(एस.आइ.इ), मेकग्रा हिल इडुकेशन

नोट: सद्य-प्रकाशित पुस्तकें ही व्यवहार करें।

## BCM-AE-1014: फालांगि फोनांजाबथाय

नम्बर: 100

Credits: 4

**थांखि:** B.Com (Hons) फरायफारिनि फरायसाफोरखौ फरायनाय आरो लिरनाय, बुजिनाय गोहो आरो फोनांजाबथायाव रोंगौथि आरजिनाय आरो फालांगि फोनांजाबथायनि थाखाय मोब्लिबारि बिजोडावबो गोहोमगोनाडै थियारि खालामनाय।

**नायखां बिलाइ:**

**बाहागो 1: सिनायथि:**

फोनांजाबथायनि आखुथाइ, फोनांजाबथायनि फारिखान्थि, फोनांजाबथायनि रोखोम (खुगायारि आरो खुगायारि नडै), फोनांजाबथायनि गोनांथि, फोनांजाबथायनि गुबुन गुबुन महर, फोनांजाबथाय जाहोनाव हेंथा, राव-गोनोखोआरि हेंथा, गोसो-गोनोखोआरि हेंथा, सुबुं-गेजेरारि हेंथा, हारिमुवारि हेंथा, मोदोमारि हेंथा, आफादारि हेंथा।

**बाहागो 2: फालांगि फोनांजाबनाय:**

लाइजाम लिरनाय, दिन्थिफुनाय, थांखिखानाय-बेसेन हांखायनाय, थांखिखानाय-बेसेन थिनहरनाय, बिथोन होनाय, तेन्दार हांखायनाय, फाननायनि लाइजाम, दाबिनाय आरो गोरोबहोनायनि लाइजाम आरो समाजारि फोनांजाबनाय, गोसोखां-बिलाइ, मावख'-गेजेरारि मेम', मिथिसारलाइ, हाबाफारि, रेबसुं, साखि आरजलाइ लाइजाम, सुंदोब फोरमायथि थियारि खालामनाय।

**बाहागो 3: खौरां लिरथाय:**

फालांगि खौरां, रोखोम, आखुथाय, गोनांथि, दाथायनि थादेरसा, लिरनायनि फारिखान्थि, लिरथाय साजायनाय, जोबथा लिरस्लायनाय, खौरांनि थाखाय फारिलाइ नायग्रोमनाय।

**बाहागो 4 : सोदोबबास्त्रि**

सम-सम गोनोगोथो खालामनाय सोदोब, सम-सम गोरोन्थियै बानान खालामजानाय सोदोब, इंराजीयाव सरासनसा गोरोन्थि।

**बाहागो 5: खुगायारि दिन्थिफुनाय**

गोनांथि, आखुथाय, दिन्थिफुनाय बिथांखि, पावार पइन्ट दिन्थिफुनाय, नुथायारि आगजु

## BCM AE-1014- व्यापार सञ्चार

नम्बर-100

Credit: 4

### उद्देश्य-

बी.कम(अनर्स) पाठ्यक्रम अध्ययन गर्ने विद्यार्थीका लागि पठन, लेखन, बोध तथा संवादका साथै व्यापार सञ्चारका लागि इलेक्ट्रोनिक मेडिया उपयोग गर्दै कौशल सिकाई पारङ्गत गराउने उद्देश्य रहेको छ।

### विषयवस्तु

#### एकाइ 1- परिचय

संवादको विधि, संवादको प्रक्रिया, संवादको प्रकार(मौखिक -गैर मौखिक), संवादको महत्त्व, संवादको विविध स्वरूप, संवादका अवरोध, भाषिक अवरोध, मनोवैज्ञानिक अवरोध, अन्तर्व्यक्तिक अवरोध, सांस्कृतिक अवरोध, शारीरिक अवरोध, साङ्गठनिक अवरोध.

#### एकाइ 2 कारोबार पत्राचार

पत्रलेखन, उपस्थापन, कोटेसन आह्वान, कोटेसन प्रेरण, निर्देश दिइनु, टेन्डर आह्वान, विक्रय पत्र, माग एवम् समायोजन पत्र तथा सामाजिक पत्राचार, स्मारकपत्र, अन्तर्कार्यालय मेमो, सूचना, कार्यसूची, कार्यवृत्त, जागिरको दर्खास्त, व्यक्ति-परिचय लेखन.

#### एकाइ 3 टिपोट लेखन

व्यापार टिपोट, टिपोटका प्रकार, टिपोटका विशेषता, टिपोटको महत्त्व, संरचनाको उपादान, लेखन प्रकृया, लेखनका लागि निर्देशन, निचोड खेसा, टिपोट जाँच सूची.

#### एकाइ 4 शब्दावली

प्रायः अल्मलिने शब्द, प्रायः गलत हुने हिज्जे, अङ्ग्रेजीमा सामान्यत गलत हुने हिज्जे,

#### एकाइ 5 मौखिक उपस्थापन

महत्त्व, विशेषता, उपस्थापनको योजना, पावर पोइन्ट उपस्थापन, भिजुयल एड्स,

### अध्यानार्थ सामग्री

1. Bovee, and Thill, Business Communication essentials, Pearson Education.
2. Shirley Taylor, Communication for business, Pearson Education.
3. Locker and Kaczmarek, Business Communication: Building critical Skill, McGraw Hill Education.
4. Herta A Murphy, Herbert W Hildrebrandt, Jane P. Thomas, Effective Business Communication(SIE). McGraw Hill Education.

5. Dona Young, Foundation of business Communication: An Integrative Approach. McGraw Hill Education  
6. Raymond V. Lesikar, Marie E. Flatley, Kathryn REntz, Paul Lentz and Neerja Pande, Business McGraw Hill Education: Connecting in a Digital World (SIE) McGraw Hill Education.

### **COM-HC-1016: Financial Accounting**

**Marks: 100**

**Credit: 6**

**(Theory: 80 and Lab Practical:20)**

**Lectures 65**

**Objectives:** The objective of this paper is to help students to acquire conceptual knowledge of the Financial Accounting and to impart skills for recording various kinds of business transactions.

#### **CONTENTS**

##### **Unit 1: Theoretical Framework**

**Lectures 16**

- i. Accounting as an information system, the users of financial accounting information and their needs. Qualitative characteristics of accounting, information. Functions, advantages and limitations of accounting. Branches of accounting. Bases of accounting: cash basis and accrual basis.
- ii. The nature of financial accounting principles : entity, money measurement, going concern, cost, realization, accruals, periodicity, consistency, prudence (conservatism), materiality and full disclosures.
- iii. Accounting Standards: Concept, needs and objectives; procedure for issuing Accounting Standards in India. Salient features of First-Time Adoption of Indian Accounting Standard (Ind-AS) 101. Salient features of Indian Accounting Standards Ind AS 1, 2, 16 and AS 9. International Financial Reporting Standards (IFRS): - Need and procedures of Issue.

##### **Unit 2: Computerised Accounting System**

**Lectures 16**

Computerised Accounting Systems: Meaning, components, and advantages, Difference between manual and computerised accounting, Various types of Accounting packages/software and their advantages and disadvantages; Tally 9 and its features, working on TALLY. Simple Practical Problems (Lab work) (Lab work -10 and Theory-6)

##### **Unit 3: Measurement of Business Income**

**Lectures 16**

- i. Measurement of business income-Net income, Application of accounting period, continuity doctrine and matching concept in the measurement of net income. Objectives of measurement.
- ii. Capital and revenue expenditures and receipts
- iii. Revenue recognition: Recognition of income and expenses as per AS 9.
- iv. Inventory Valuation: Meaning and Significance.

##### **Unit 4: Final Accounts**

**Lectures 16**

Preparation of financial statements of non-corporate business entities: Sole proprietorship and Partnership firms.

##### **Unit 5: Hire-Purchase, Instalment Systems and Branches:**

**Lectures 16**

- i) **Accounting for Hire-Purchase and Instalment Systems:** Meaning, features, advantages and disadvantages of Hire Purchase and Instalment Systems, Rights of Hire Purchaser and Hire Vendor, Journal entries and preparation of ledger accounts excluding default and repossession.
- ii) **Accounting for Branches:** Meaning, Needs and Objectives of Branch Accounting. Systems of dependent Branch Accounting and their Accounting Treatments (Only debtors system, stock and debtors system).

**Note: Practical (with computer) in Computerised Accounting System (Unit 2) WILL be compulsory**

**Examination Scheme for Computerised Accounts: 6 marks will be included in Question Paper and 10 marks for Practical with computer. The practical examination will be for 1 hour.**

**Thus, the Theory Exam shall carry 70 marks**

### **Suggested Readings:**

1. Robert N Anthony, David Hawkins, Kenneth A. Merchant, *Accounting: Text and Cases*. McGraw- Hill Education, 13<sup>th</sup> Ed. 2013.
2. Charles T. Horngren and Donna Philbrick, *Introduction to Financial Accounting*, Pearson Education.
3. J.R. Monga, *Financial Accounting: Concepts and Applications*. Mayur Paper Backs, New Delhi.
4. M.C.Shukla, T.S. Grewal and S.C.Gupta. *Advanced Accounts. Vol.-I*. S. Chand & Co., New Delhi.
5. B. B. Dam, H C Gautam and others, *Financial Accounting*, Gayetri Publications, Guwahati
6. K. R. Das & K. M. Sinha. *Financial Accounting*
7. S.N. Maheshwari, and. S. K. Maheshwari. *Financial Accounting*. Vikas Publishing House, New Delhi.
8. Deepak Sehgal. *Financial Accounting*. Vikas Publishing H House, New Delhi.
9. Bhushan Kumar Goyal and HN Tiwari, *Financial Accounting*, International Book House
10. Goldwin, Alderman and Sanyal, *Financial Accounting*, Cengage Learning.
11. Tulsian, P.C. *Financial Accounting*, Pearson Education.
12. *Compendium of Statements and Standards of Accounting*. The Institute of Chartered Accountants of India, New Delhi

**Note: Latest edition of the text books should be used.**

## COM-HC-1026: BUSINESS LAWS

**Marks: 100**

**Credit: 6**

**Lectures: 65**

**Objective:** The objective of the course is to impart basic knowledge of the important business legislation along with relevant case law.

**Contents:**

### **Unit 1: The Indian Contract Act, 1872: General Principle of Law of Contract**

**13 Lectures**

- a) Contract – meaning, characteristics and kinds
- b) Essentials of a valid contract - Offer and acceptance, consideration, contractual capacity, free consent, legality of objects.
- c) Void agreements
- d) Discharge of a contract – modes of discharge, breach and remedies against breach of contract.
- e) Contingent contracts
- f) Quasi - contracts

### **Unit 2: The Indian Contract Act, 1872: Specific Contract**

**13 Lectures**

- a) Contract of Indemnity and Guarantee
- b) Contract of Bailment
- c) Contract of Agency

### **Unit 3: The Sale of Goods Act, 1930**

**13 Lectures**

- a) Contract of sale, meaning and difference between sale and agreement to sell.
- b) Conditions and warranties
- c) Transfer of ownership in goods including sale by a non-owner
- d) Performance of contract of sale
- e) Unpaid seller – meaning, rights of an unpaid seller against the goods and the buyer.

### **Unit 4: Partnership Laws**

**13 Lectures**

#### **A) The Partnership Act, 1932**

- a. Nature and Characteristics of Partnership
- b. Registration of a Partnership Firms
- c. Types of Partners
- d. Rights and Duties of Partners
- e. Implied Authority of a Partner
- f. Incoming and outgoing Partners
- g. Mode of Dissolution of Partnership

#### **B) The Limited Liability Partnership Act, 2008**

- a) Salient Features of LLP
- b) Differences between LLP and Partnership, LLP and Company
- c) LLP Agreement,
- d) Partners and Designated Partners
- e) Incorporation Document
- f) Incorporation by Registration
- g) Partners and their Relationship

**Unit 5 (A): The Negotiable Instruments Act 1881****13 Lectures**

- a) Meaning, Characteristics, and Types of Negotiable Instruments : Promissory Note, Bill of Exchange, Cheque
- b) Holder and Holder in Due Course, Privileges of Holder in Due Course.
- c) Negotiation: Types of Endorsements
- d) Crossing of Cheque
- e) Bouncing of Cheque

**5(B):** Right to Information Act 2005: Important definitions, object, scope, obligation of public authorities under the act; rights for obtaining information; disposal of request, information commission, appeal and penalties.

**Suggested Readings:**

1. M.C. Kuchhal, and Vivek Kuchhal, *Business Law*, Vikas Publishing House, New Delhi.
2. Avtar Singh, *Business Law*, Eastern Book Company, Lucknow.
3. Ravinder Kumar, *Legal Aspects of Business*, Cengage Learning
4. SN Maheshwari and SK Maheshwari, *Business Law*, National Publishing House, New Delhi.
5. Aggarwal S K, *Business Law*, Galgotia Publishers Company, New Delhi.
6. Bhushan Kumar Goyal and Jain Kinneri, *Business Laws*, International Book House
7. Sushma Arora, *Business Laws*, Taxmann Publications.
8. Akhileshwar Pathak, *Legal Aspects of Business*, McGraw Hill Education, 6<sup>th</sup> ed.
9. P C Tulsian and Bharat Tulsian, *Business Law*, McGraw Hill Education
10. Sharma, J.P. and Sunaina Kanojia, *Business Laws*, Ane Books Pvt. Ltd., New Delhi

**Note: Latest edition of text books may be used.**

## COM-GE-1016: MICRO ECONOMICS

**Marks: 100**

**Credit: 6**

**Lectures: 65**

**Objective:** The objective of the course is to acquaint the students with the concepts of microeconomics dealing with consumer behavior. The course also makes the student understand the supply side of the market through the production and cost behavior of firms.

### CONTENTS

#### **Unit 1: Demand and Consumer Behaviour**

**13 lectures**

Concepts of revenue: marginal and Average: Revenue under conditions of Perfect and imperfect competition Elasticity of demand: price, income and cross.

Consumer Behaviour: Indifference curve analysis of consumer behavior; Consumer's equilibrium (necessary and sufficient conditions). Price elasticity and price consumption curve, income consumption curve and Engel curve, price change and income and substitution effects. Indifference curves as an analytical tool (cash subsidy v/s. kind subsidy). Revealed Preference Theory.

#### **Unit 2: Production and Cost**

**13 lectures**

Production isoquants, marginal rate of technical substitution, economic region of production, optimal combination of resources, the expansion path, isoclines, returns to scale using isoquants.

Cost of Production: Social and private costs of production, long run and short run costs of production. Economies and diseconomies of scale and the shape to the long run average cost. Learning curve and economies of scope.

#### **Unit 3: Perfect Competition**

**13 lectures**

Perfect competition: Assumptions. Equilibrium of the firm and the industry in the short and the long runs, including industry's long run supply curve. Measuring producer surplus under perfect competition. Stability Analysis - Walrasian and Marshallian. Demand - supply analysis including impact of taxes and subsidy.

#### **Unit 4: Monopoly**

**10 lectures**

Monopoly: Monopoly short run and long run equilibrium. Shifts in demand curve and the absence of the supply curve. Measurement of monopoly power and the rule of thumb for pricing. Horizontal and vertical integration of firms. The social costs of monopoly power including deadweight loss. Degrees of price discrimination.

#### **Unit 5: Imperfect Competition**

**16 lectures**

Monopolistic Competition and Oligopoly: Monopolistic competition price and output decision-equilibrium. Monopolistic Competition and economic efficiency Oligopoly and Interdependence - Cournot's duopoly model, Stackelberg model, Kinked demand model. Prisoner's dilemma, collusive oligopoly - price-leadership model - dominant firm, cartels, sales maximization, Contestable markets theory. Pricing Public Utilities.



**Suggested Readings:**

1. Pindyck, R.S., D. L. Rubinfeld and P. L. Mehta; *Microeconomics*, Pearson Education.
2. N. Gregory Mankiw, *Principles of Micro Economics*, Cengage Learning
3. Maddala G.S. and E. Miller; *Microeconomics: Theory and Applications*, McGraw-Hill Education.
4. Salvatore, D. *Schaum's Outline: Microeconomic Theory*, McGraw-Hill, Education.
5. Case and Fair, *Principles of Micro Economics*, Pearson Education
6. Koutsiyannis, *Modern Micro Economic Theory*.
7. C Snyder, *Microeconomic Theory: Basic Principles and Extensions*, Cengage Learning
8. Bilas, Richard A., *Microeconomics Theory: A Graphical Analysis*, McGraw-Hill Education.
9. Paul A Samuelson, William D Nordhaus, *Microeconomics*, McGraw-Hill Education.
10. Amit Sachdeva, *Micro Economics*, Kusum Lata Publishers

**Note: Latest edition of text books shall be used.**

Objective: This paper intends to provide basic skills to operate in stock markets and the ways of investing in it. It will enable the student to take up investment in stock markets independently.

Contents

**Unit I: Investing Fundamentals**

**15 Lectures**

Types of Investment- Equity shares, IPO/FPO, Bonds, Indian Securities Market: the market participants, trading of securities, security market indices. Sources of financial information; Stock exchanges in India; BSE, NSE, MCX, Buying and selling of stocks: using brokerage and analysis recommendations. Use of limit order and market order.

**Unit II: Stock Analysis and Valuation**

**20 Lectures**

Online trading stock. Understanding stock quotations, types and placing of order. Risk its valuation and mitigation. Analysis of the company; financial characteristics (as explained by ratio analysis, future prospects of the company, assessing quality of management using financial and non-financial data, balance sheet and quarterly results, cash flows and capital structure). Comparative analysis of companies. Stock valuation, using ratios like PF ration PEG ratio and price revenue ratio. Use of historic prices, simple moving average, basic and advanced interactive charts. Examining the shareholding pattern of the company.

Pitfalls to avoid while investing: high P/E stocks, low price stocks, stop loss, excess averaging.

**Unit III: Investing in Mutual Funds**

**15 Lectures**

Background of Mutual Funds: Needs and advantages of investing in Mutual Funds. Net Asset Value. Types of Mutual Funds; Open ended, closed ended, equity, debt, hybrid, money market. Load vs no load funds. Factors affecting choice of mutual funds CRISIL Mutual Fund Ranking and its Usage.

**Unit IV: understanding Derivatives**

**15 Lectures**

Futures, Options, trading in futures and options. Understanding stock market quotes on futures and options. Types of orders, Put and Call options: how Put and Call options work. Commodities, Derivatives of commodities, trading of commodity derivatives on MCX, Currency, derivatives and its trading.

**Suggested Readings:**

1. Gitman and Joehnk, Fundamentals of Investing, Pearson.
2. Madura, Jeff, Personal Finance, Pearson.
3. Chandra, Prasanna, Investment Analysis and Portfolio Management, Tata McGraw Hill.
4. Damodaran, Aswath, Investment Valuation Tool and Techniques for Determining.

## COM-HC-2016: CORPORATE ACCOUNTING

**Total Marks : 100**

**Credit: 6**

**Lectures 65**

**Objectives:** To help the students to acquire the conceptual knowledge of the corporate accounting and to learn the techniques of preparing the financial statements

### **Unit - I: Final Accounts**

**16**

Preparation of Final Accounts of a Joint Stock Company (as per Companies Act, 2013) with necessary adjustments.

### **Unit - II Incentive Equity, Buy Back, and Valuation of shares and goodwill:**

**16**

- i. **Incentive Equity:** Right and Bonus Shares – Meaning, Advantages and Disadvantages, Provisions as per Companies Act, 2013 and their Accounting Treatment.
- ii. **Buy back of shares:** Meaning, Provisions of Companies Act, 2013 and Accounting Treatment.
- iii. **Valuation of shares and goodwill:** Meaning, provision of Companies Act on Valuation of Shares and Valuation of Goodwill, Concepts and calculation: simple problem only.

### **Unit III: Internal Reconstruction of Companies :**

**16**

Concept and meaning of Internal Reconstruction, Different forms of Internal Reconstruction; Provisions as per Companies Act and Accounting treatment for Alteration of Share Capital and Reduction of Share Capital; Preparation of Balance Sheet after Internal Reconstruction.

### **Unit - IV Amalgamation of Companies:**

**16**

Meaning and objectives; Provisions as per Accounting Standard 14; Amalgamation in the nature of Merger and Purchase; Consideration for Amalgamation; Accounting Treatment for Amalgamation and preparation of Balance Sheet after Amalgamation.

### **Unit V. Accounts of Holding Company**

**16**

Concept and meaning of different terms: holding company, subsidiary company, pre-acquisition profit/loss, post acquisition profit/loss, minority interest; cost of control.  
Meaning and needs for consolidation of financial statements as per AS 21.  
Preparation of consolidated balance sheet of a holding company with one subsidiary.

**Note:**

1. **The relevant Indian Accounting Standards in line with the IFRS for all the above topics should be covered.**
2. **Any revision of relevant Indian Accounting Standard would become applicable immediately.**

### **Suggested Readings:**

1. Hanif and Mukherjee: *Corporate Accounting*
2. B. B. Dam, H C Gautam and others, *Corporate Accounting*, Gayetri Publications, Guwahati
3. K. R. Das & K. M. Sinha. *Corporate Accounting*
4. M.C.Shukla, T.S. Grewal and S.C.Gupta. *Advanced Accounts*. S. Chand & Co., New Delhi.
5. S. N. Maheshwari *Corporate Accounting* -, Vikash Publishing House
6. S. Sehgal & D. Sehgal, *Advanced Accounting* Taxmann Publication
7. *Modern Accounting* by Hanif and Mukherjee, Tata McGraw Hill.
8. V. K. Saxena *Advanced Accounting* - Sultan Chand & sons.

## COM-HC-2026: CORPORATE LAWS

**Marks: 100**

**Credit: 6**

**Lectures: 65**

**Objective:** The objective of the course is to impart basic knowledge of the provisions of the Companies Act 2013 and the Depositories Act, 1996. Case studies involving issues in corporate laws are required to be discussed.

### **UNIT 1: Introduction**

**15 Lectures**

Administration of Company Law [including National Company Law Tribunal (NCLT), National Company Law Appellate Tribunal (NCLAT), Special Courts]; Characteristics of a company; lifting of corporate veil; types of companies including one person company, small company, and dormant company; association not for profit; illegal association; formation of company, on-line filing of documents, promoters, their legal position, pre-incorporation contract; on-line registration of a company.

### **UNIT 2: Documents**

**15 Lectures**

Memorandum of association, Articles of association, Doctrine of constructive notice and indoor management, prospector-shelf and red herring prospectus, misstatement in prospectus, GDR; book-building; issue, allotment and forfeiture of share, transmission of shares, buyback and provisions regarding buyback; issue of bonus shares.

### **UNIT 3: Management**

**15 Lectures**

Classification of directors, women directors, independent director, small shareholder's director; disqualifications, director identity number (DIN); appointment; Legal positions, powers and duties; removal of directors; Key managerial personnel, managing director, manager; *Meetings:* Meetings of shareholders and board of directors; Types of meetings, Convening and conduct of meetings, Requisites of a valid meeting, postal ballot, meeting through video conferencing, e-voting.  
Committees of Board of Directors - Audit Committee, Nomination and Remuneration Committee, Stakeholders Relationship Committee, Corporate Social Responsibility Committee

### **UNIT 4:**

**15 Lectures**

**Dividends, Accounts, Audit:** Provisions relating to payment of Dividend, Provisions relating to Books of Account, Provisions relating to Audit, Auditors' Appointment, Rotation of Auditors, Auditors' Report, Secretarial Audit.

**Winding Up:** Concept and modes of Winding Up.

**Insider Trading, Whistle Blowing:** Insider Trading; meaning & legal provisions; Whistle-blowing : Concept and Mechanism.

### **UNIT 5: Depositories Law**

**5 Lectures**

The Depositories Act 1996 – Definitions; rights and obligations of depositories; participants issuers and beneficial owners; inquiry and inspections, penalty.

### **Suggested Readings:**

1. MC Kuchhal, *Modern Indian Company Law*, Shri Mahavir Book Depot (Publishers), Delhi.
2. GK Kapoor and Sanjay Dhamija, *Company Law*, Bharat Law House, Delhi.
3. Anil Kumar, *Corporate Laws*, Indian Book House, Delhi

4. Reena Chadha and Sumant Chadha, *Corporate Laws*, Scholar Tech Press, Delhi.
5. Avtar Singh, *Introduction to Company Law*, Eastern Book Company
6. Ramaiya, *A Guide to Companies Act*, LexisNexis, Wadhwa and Buttersworth.
7. *Manual of Companies Act, Corporate Laws and SEBI Guideline*, Bharat Law House, New Delhi,.
8. *A Compendium of Companies Act 2013, along with Rules*, by Taxmann Publications.
9. Gower and Davies, *Principles of Modern Company Law*, Sweet & Maxwell
10. Sharma, J.P., *An Easy Approach to Corporate Laws*, Ane Books Pvt. Ltd., New Delhi

**Note: Latest edition of text books may be used.**

## COM-GE-2016: MACRO ECONOMICS

**Marks: 100**

**Credit: 6**

**Lectures: 65**

**Objectives:** The course aims at providing the student with knowledge of basic concepts of the macro economics. The modern tools of macro-economic analysis are discussed and the policy framework is elaborated, including the open economy.

### Contents

#### Unit 1: Introduction

**5 Lectures**

concepts and variables of macroeconomics, income, expenditure and the circular flow, components of expenditure. Static macroeconomic analysis short\_ and the long run – determination of supply, determination of demand, and conditions of equilibrium

#### Unit 2: Economy in the short run

**20 Lectures**

IS–LM framework, fiscal and monetary policy, determination of aggregate demand, shifts in aggregate demand, aggregate supply in the short and long run, and aggregate demand- aggregate supply analysis.

#### Unit 3: Inflation, Unemployment and Labour market

**20 Lectures**

Inflation: Causes of rising and falling inflation, inflation and interest rates, social costs of inflation; Unemployment – natural rate of unemployment, frictional and wait unemployment. Labour market and its interaction with production system; Phillips curve, the trade-off between inflation and unemployment, sacrifice ratio, role of expectations adaptive and rational

#### Unit 4: Open economy

**13 Lectures**

Open economy – flows of goods and capital, saving and investment in a small and a large open economy, exchange rates, Mundell – Fleming model with fixed and flexible prices in a small open economy with fixed and with flexible exchange rates, interest-rate differentials case of a large economy.

#### Unit 5:

**7 Lectures**

Behavioral Foundations- Investment –determinants of business fixed investment, effect of tax, determinants of residential investment and inventory investment. Demand for Money – Portfolio and transactions theories of demand for real balances, interest and income elasticities of demand for real balances. Supply of money

### Suggested Readings

1. Mankiw, N. Gregory. Principles of *Macroeconomics*. Cengage Learning
2. Robert J Gordon, *Macroeconomics*, Pearson Education
3. Branson, William H. *Macroeconomic Theory and Policy*. HarperCollins India Pvt. Ltd.
4. Rudiger Dornbusch and Stanley Fischer, *Macroeconomics*. McGraw-Hill Education.
5. Rudiger Dornbusch, Stanley Fischer, and Richard Startz, *Macroeconomics*. McGraw-Hill Education
6. Oliver J. Blanchard, *Macroeconomics*, Pearson Education
7. G. S. Gupta, *Macroeconomics: Theory and Applications*, McGraw-Hill Education
8. Shapiro, *Macroeconomic Analysis*,
9. Paul A Samuelson, William D Nordhaus, and Sudip Chaudhuri, *Macroeconomic*, McGraw-Hill Education
10. S N Singh, समिB अथशाए, Pearson Education

**Note: Latest edition of text books may be used.**

## COM-GE-2026: Insurance & Risk Management

**Marks: 100**

**Credit: 6**

**Lectures 65**

Objective: To develop an understanding among students about identifying, analyzing and managing various types of risk. Besides, the students will be in a position to understand principles of insurance and its usefulness in business along with its regulatory framework.

### **Unit I:**

15 Lectures

Concept of Risk, Types of Risk, Managing Risk, Sources and Measurement of Risk, Risk evaluation and Prediction Disaster Risk Management, Risk Retention and transfer.

### **Unit II:**

15 Lectures

Concept of Insurance, Need for Insurance, Globalization of Insurance Sector, Reinsurance, Co-insurance, Assignment Endowment.

### **Unit III:**

20 Lectures

Nature of Insurance Contract, Principle of utmost Good Faith, Insurable Interest, proximate cause, contribution and subrogation, indemnity, Legal Aspect of insurance contract. Types of insurance: Life and Fire Insurance, Health insurance, Marine Insurance, Automobile Insurance.

### **Unit IV:**

15 Lectures

Control of Malpractices, Negligence, Loss Assessment and Loss Control, Exclusion of Perils, Actuaries, Computation of Insurance Premium.

Regulatory Framework of Insurance: Role, Power and Functions of IRDA, Composition of IRDA, IRDA Act, 1999.

### **Suggested Readings:**

1. George, E. Rajda, Principles of Risk Management and Insurance, Pearson Education.
2. Dorfman, Marks S., Introduction to Risk Management and Insurance, Pearson.
3. All the three modules of Insurance and Risk Management by Institute of Chartered Accountants of India.
4. Gupta P.K. Insurance and Risk Management, Himalay Publishing House.
5. Mishra, M.N. Principles and Practices of Insurance, S. Chand and Sons.
6. Dinsdale, W.A. Elements of Insurance, Pitman
7. Black, K. and H.D. Skipper, Life and Health Insurance, Pearson Education.
8. Crane, F., Insurance Principles and Practices, John Wiley and Sons, New York
9. Vaughan, E.J. and Vaughan T., Fundamentals of Risk & Insurance, Wiley and Sons, New York.
10. Hansell, D.S. Element of Insurance, MacDonalld and Evans Ltd.

**Note: Latest edition of test book may be used.**

## COM-HC-3016: COMPUTER APPLICATIONS IN BUSINESS

**Marks: 100**

**Credit: 6**

**Lectures: 52, Practical Lab 52**

**Objectives:** To provide computer skills and knowledge for commerce students and to enhance the student understands of usefulness of information technology tools for business operations.

### **Unit 1: Word Processing**

**6 Lectures, Practical Lab**

**6** Introduction to word Processing, Word processing concepts, Use of Templates, Working with word document: Editing text, Find and replace text, Formatting, spell check, Autocorrect, Autotext; Bullets and numbering, Tabs, Paragraph Formatting, Indent, Page Formatting, Header and footer, Tables: Inserting, filling and formatting a table; Inserting Pictures and Video; Mail Merge: including linking with Database; Printing documents

**Creating Business Documents using the above facilities**

### **Unit 2: Preparing Presentations**

**6 Lectures, Practical Lab**

**6** Basics of presentations: Slides, Fonts, Drawing, Editing; Inserting: Tables, Images, texts, Symbols, Media; Design; Transition; Animation; and Slideshow.

**Creating Business Presentations using above facilities**

### **Unit 3: Spreadsheet and its Business Applications**

**12 Lectures, Practical**

**Lab 12** Spreadsheet concepts, Managing worksheets; Formatting, Entering data, Editing, and Printing a worksheet; Handling operators in formula, Project involving multiple spreadsheets, Organizing Charts and graphs

**Generally used Spreadsheet functions:** Mathematical, Statistical, Financial, Logical, Date and Time, Lookup and reference, Database, and Text functions

### **Unit 4: Creating Business Spreadsheet**

**12 Lectures, Practical**

**Lab 12** Creating spreadsheet in the area of: Loan and Lease statement; Ratio Analysis; Payroll statements; Capital Budgeting; Depreciation Accounting; Graphical representation of data; Frequency distribution and its statistical parameters; Correlation and Regression

### **Unit 5: Database Management System**

**16 Lectures, Practical Lab 16**

**Database Designs for Accounting and Business Applications:** Reality- Expressing the Application; Creating Initial design in Entity Relationship(ER) Model; Transforming ER Model to Relational data model concepts; Implementing RDM design using an appropriate DBMS.

**SQL and Retrieval of Information:** Basic Queries in SQL; Embedded Queries in SQL; Insert, Delete and Update statements in SQL

**DBMS Software:** Environment; Tables; Forms; Queries; Reports; Modules; Applying DBMS in the areas of Accounting, Inventory, HRM and its accounting, Managing the data records of Employees, Suppliers and Customers.

### **Note:**

1. The General Purpose Software referred in this course will be notified by the University Departments every three years. If the specific features, referred in the detailed course above, is not available in that software, to that extent it will be deemed to have been modified.
2. There shall be a practical examination of 100 Marks (Practical-80 Marks, Viva-10 Marks and Work Book- 10 Marks) and duration of Examination shall be 3 Hrs.
3. Teaching arrangement need to be made in the computer Lab
4. There shall be four lectures per class and 4 Practical Lab periods per batch to be taught in computer Lab.

**Suggested Readings:**The suggested readings and guidelines shall be notified by the university department at least once in three years based on the selected software.



## Com-HC-3026: INCOME TAX LAW AND PRACTICE

**Marks: 100**

**Credit: 6**

**Lectures: 52, Practical lab 26**

**Objective:** To provide basic knowledge and equip students with application of principles and provisions of Income-tax Act, 1961 and the relevant Rules.

### **Unit 1: Introduction**

**10 Lectures**

**Basic concepts:** Income, agricultural income, person, assessee, assessment year, previous year, gross total income, total income.

**Residential status;** Scope of total income on the basis of residential status Exempted income under section 10

### **Unit 2: Computation of Income under different heads-1**

**18 Lectures**

Income from Salaries; Income from house property

### **Unit 3: Computation of Income under different heads-2**

**10 Lectures**

Profits and gains of business or profession; Capital gains; Income from other sources

### **Unit 4: Computation of Total Income and Tax Liability**

**14 Lectures**

Income of other persons included in assessee's total income; Aggregation of income and set-off and carry forward of losses; Deductions from gross total income; Rebates and reliefs  
Computation of total income of individuals and firms; Tax liability of an individual and a firm; Five leading cases decided by the Supreme Court

### **Unit 5: Preparation of Return of Income**

**Practical Lab 26**

Filing of returns: Manually, On-line filing of Returns of Income & TDS; Provision & Procedures of Compulsory On-Line filing of returns for specified assesses, Permanent Account Number (PAN).

#### **Note:**

1. There shall be a practical examination of 20 Marks on E-filing of Income Tax Returns using a software utility tool. The student is required to fill appropriate Form and generate the XML file.
2. There shall be 4 Credit Hrs. for Lectures + one Credit hr. (Two Practical Periods per week per batch) for Practical Lab + one credit Hr for Tutorials (per group)
3. Latest edition of text books and Software may be used.

#### **Suggested readings:**

1. Singhanian, Vinod K. and Monica Singhanian. *Students' Guide to Income Tax, University Edition*. Taxmann Publications Pvt. Ltd., New Delhi.
2. Ahuja, Girish and Ravi Gupta. *Systematic Approach to Income Tax*. Bharat Law House, Delhi.

#### **Journals**

1. *Income Tax Reports*. Company Law Institute of India Pvt. Ltd., Chennai.
2. *Taxman*. Taxman Allied Services Pvt. Ltd., New Delhi.
3. *Current Tax Reporter*. Current Tax Reporter, Jodhpur.

#### **Software**

1. Vinod Kumar Singhanian, *e-filing of Income Tax Returns and Computation of Tax*, Taxmann Publication Pvt. Ltd, New Delhi. Latest version
2. 'Excel Utility' available at [incometaxindiaefiling.gov.in](http://incometaxindiaefiling.gov.in)

## COM-HC-3036: MANAGEMENT PRINCIPLES AND APPLICATION

Marks: 100

Credit: 6

Lectures: 65

**Objective:** The objective of the course is to provide the student with an understanding of basic management concepts, principles and practices.

### Unit 1: Introduction

Lectures: 13

- a. Concept: Need for Study, Managerial Functions – An overview; Co-ordination: Essence of Managership
- b. Evolution of the Management Thought, Classical Approach – Taylor, Fayol, Neo-Classical and Human Relations Approaches – Mayo, Hawthorne Experiments, Behavioural Approach, Systems Approach, Contingency Approach – Lawrence & Lorsch, MBO - Peter F. Drucker, Re-engineering - Hammer and Champy, Michael Porter – Five-force analysis, Three generic strategies and value- chain, analysis, Senge's Learning Organisation, 'Fortune at the Bottom of the Pyramid' – C.K. Prahalad.

### Unit 2: Planning

Lectures: 13

- a. Types of Plan – An overview to highlight the differences
- b. Strategic planning – Concept, process, Importance and limitations
- c. Environmental Analysis and diagnosis (Internal and external environment) – Definition, Importance and Techniques (SWOT/TOWS/WOTS-UP), Business environment; Concept and Components
- d. Decision-making – concept, importance; Committee and Group Decision-making, Process, Perfect rationality and bounded rationality, Techniques.

### Unit 3: Organising

Lectures: 13

Concept and process of organising – An overview, Span of management, Different types of authority (line, staff and functional), Decentralisation, Delegation of authority  
Formal and Informal Structure; Principles of Organising; Network Organisation Structure

### Unit 4: Staffing and Leading

Lectures: 13

- a. *Staffing*: Concept of staffing, staffing process
- b. *Motivation*: Concept, Importance, extrinsic and intrinsic motivation; Major Motivation theories - Maslow's Need-Hierarchy Theory; Herzberg's Two-factor Theory, Vroom's Expectation Theory.
- c. *Leadership*: Concept, Importance, Major theories of Leadership (Likert's scale theory, Blake and Mouten's Managerial Grid theory, House's Path Goal theory, Fred Fielder's situational Leadership), Transactional leadership, Transformational Leadership, Transforming Leadership.
- d. *Communication*: Concept, purpose, process; Oral and written communication; Formal and informal communication networks, Barriers to communication, Overcoming barriers to communication.

### Unit 5: Control

Lectures: 13

- a. *Control*: Concept, Process, Limitations, Principles of Effective Control, Major Techniques of control - Ratio Analysis, ROI, Budgetary Control, EVA, PERT/CPM.
- b. Emerging issues in Management

### Suggested Readings:

1. Harold Koontz and Heinz Weihrich, *Essentials of Management: An International and Leadership Perspective*, McGraw Hill Education.
2. Stephen P Robbins and Madhushree Nanda Agrawal, *Fundamentals of Management: Essential Concepts and Applications*, Pearson Education.
3. George Terry, *Principles of Management*, Richard D. Irwin
4. Newman, Summer, and Gilbert, *Management*, PHI
5. James H. Donnelly, *Fundamentals of Management*, Pearson Education.
6. B.P. Singh and A.K. Singh, *Essentials of Management*, Excel Books
7. Griffin, *Management Principles and Application*, Cengage Learning
8. Robert Kreitner, *Management Theory and Application*, Cengage Learning
9. TN Chhabra, *Management Concepts and Practice*, Dhanpat Rai & Co. (Pvt. Ltd.), New Delhi
10. Peter F Drucker, *Practice of Management*, Mercury Books, London

**Note: Latest edition of text books may be used.**

## COM-GE-3046(A): BUSINESS STATISTICS

**Marks: 100**

**Credit: 6**

**Lectures: 65**

Objective: The objective of this course is to familiarise students with the basic statistical tools used for managerial decision-making.

### **Unit 1: Statistical Data and Descriptive Statistics**

**(12 Lectures)**

a. Nature and Classification of data: univariate, bivariate and multivariate data; time-series and cross-sectional data

b. Measures of Central Tendency

i. Mathematical averages including arithmetic mean, geometric mean and harmonic mean. Properties and applications.

ii. Positional Averages Mode and Median (and other partition values including quartiles, deciles, and percentiles).

c. Measures of Variation: absolute and relative. Range, quartile deviation, mean deviation, standard deviation, and their coefficients, Properties of standard deviation/variance

d. Skewness: Meaning, Measurement using Karl Pearson and Bowley's measures; Concept of Kurtosis

### **Unit 2: Probability and Probability Distributions**

**(12 Lectures)**

a. Theory of Probability. Approaches to the calculation of probability; Calculation of event probabilities. Addition and multiplication laws of probability (Proof not required); Conditional probability

b. Expectation and variance of a random variable, Probability distribution of random variable.

c. Probability distributions:

i. Binomial distribution: Probability distribution function, Constants, calculation for simple exercise

ii. Poisson distribution: Probability function, (including Poisson approximation to binomial distribution), Constants, Solution of related problems.

iii. Normal distribution: Probability distribution function, Properties of normal curve (Theory Part only)

### **Unit 3: Simple Correlation and Regression Analysis**

**(12 Lectures)**

a. Correlation Analysis: Meaning of Correlation: simple, multiple and partial; linear and non-linear, Correlation and Causation, Scatter diagram, Pearson's co-efficient of correlation; calculation and properties (Proof not required). Rank Correlation, Interpretation of various values of correlation co-efficient.

b. Regression Analysis: Principle of least squares and regression lines, Regression equations and estimation; Properties of regression coefficients; Relationship between Correlation and Regression coefficients; .

### **Unit 4: Index Numbers**

**(12 Lectures)**

Meaning and uses of index numbers; Idea of price – relative, Price, Quantity and Value indices. Construction of index numbers: Laspeyere's, Paasche's and Fisher's indices-Aggregative and average of relatives (simple and weighted). Problems in the construction of index numbers, Tests of adequacy of index numbers- Time reversal test and Factor reversal test. Deflating and Construction of consumer price indices, chain base index and limitation of index number.

### **Unit 5: Time Series Analysis**

**(7 Lectures)**

Components of time series; Additive and multiplicative models; Trend analysis: Fitting of trend line using principle of least squares – linear case. Determination of trend by semi- average and moving average. Uses of Time Series analysis.

### **UNIT 6: Sampling Concepts, Sampling Distributions, Estimation and testing of Hypothesis (10 Lectures)**

Sampling: Populations and samples, Parameters and Statistic, Census vs Sampling. Sampling methods (including Simple Random sampling, Stratified sampling, Systematic sampling, Judgment sampling, and Convenience sampling)

Concept of Sampling distributions and Estimation: Point and Interval estimation of means (large samples) and sample proportion. Characteristics of a good estimation.

Testing of hypothesis- concepts of Null hypothesis, alternative hypothesis, level of significance, test of significance, one- tailed and two- tailed test and errors in testing hypothesis.

### **Suggested Readings :-**

1. Gupta, S.C, Fundamentals of statistics – Himalaya Publishing House.
2. Murray, R Spiegel, Larry J. Stephens , Narinder Kumar. Statistics ( Schaum's Outline Series)
3. Hazarika, Padmalochan, Business Statistics – S.Chand
4. Bhowal, M.K. Fundamentals of Business Statistics (Asian Books Private Limited)

## COM-GE-3046(B): Operations Research in Business

Marks: 100

Credit: 6

Lectures: 65

**Unit I:** Introduction to Operation Research: Evolution of Operation Research , Nature and characteristics of O.R , phases of O.R, methodology of O.R, Operation research model, role of computer in Operation Research, 10 Lectures

**Unit II:** Linear Programming : Concept of Linear Programming, Uses and limitations of Linear Programming, Formulation of L.P problems, Concept of slack variable, Procedure of Graphical Method, Simplex Method (solutions of L.P.P. upto 3 iterations) Maximization Problems. (Simple problems related to commerce and business) 15 Lectures

**Unit III:** Inventory Control , concepts and benefits of inventory control, Different types of costs in inventory system , Formulation and solution of Economic order quantity (EOQ) model, selective inventory control techniques (ABC Analysis and VED Analysis) 10 Lectures

**Unit IV:** Study of Replacement: Replacement Problem, Replacement of items whose maintenance cost increases with time and the value of money remains same during the period, Replacement of items whose maintenance cost increases with time and the value of money also changes with time, selection of best item (machine) amongst two 15 Lectures

**Unit V: : Project Management:**, basic differences between PERT and CPM, phases of project management, PERT / CPM network, rules for network construction , critical path analysis, Float of an Activity and Event , Critical Path, project scheduling with uncertain activity times (only simple numerical examples are needed) 15 Lectures

### Recommended books :

1. Operations Research 9th Edition, Kantiswarup, Gupta P.K. & Sultan Chand & Sons Manmohan Operations Research – An introduction 6th Edition , Taha H.A., Hall of India
2. Operations Research Techniques for Management 7th Edition, Kapoor V.K., Sultan Chand & Sons
3. Operations Research 9th Edition, Kanti Swarup, Gupta P.K. & Sultan Chand & Sons
4. Operations Research : Theory and Applications 4<sup>th</sup> Edition , J.K Sharma

## COM-SEC-HC-3054 (A): Entrepreneurship

**Marks: 100**

**Credit: 4**

**Lectures: 50**

**Objective:** The purpose of the paper is to orient the learner toward entrepreneurship as a career option and creative thinking and behavior.

### **Contents:**

#### **Unit 1: Introduction**

Meaning, elements, determinants and importance of entrepreneurship and creative behavior; Entrepreneurship and creative response to the society's problems and at work; Dimensions of entrepreneurship: intrapreneurship, technopreneurship, cultural entrepreneurship, international entrepreneurship, netpreneurship, ecopreneurship, and social entrepreneurship **(10 Lectures)**

#### **Unit 2: Entrepreneurship and Micro, Small and Medium Enterprises**

Concept of business groups and role of business houses and family business in India; The contemporary role models in Indian business: their values, business philosophy and behavioural orientations; Conflict in family business and its resolution **(10 Lectures)**

**Unit 3:** Public and private system of stimulation, support and sustainability of entrepreneurship. Requirement, availability and access to finance, marketing assistance, technology, and industrial accommodation, Role of industries/entrepreneur's associations and self-help groups, The concept, role and functions of business incubators, angel investors, venture capital and private equity fund. **(10 Lectures)**

#### **Unit 4: Sources of business ideas and tests of feasibility.**

Significance of writing the business plan/ project proposal; Contents of business plan/ project proposal; Designing business processes, location, layout, operation, planning & control; preparation of project report (various aspects of the project report such as size of investment, nature of product, market potential may be covered); Project submission/ presentation and appraisal thereof by external agencies, such as financial/non-financial institutions **(10 Lectures)**

#### **Unit 5: Mobilising Resources**

**(10 Lectures)**

Mobilising resources for start-up. Accommodation and utilities; Preliminary contracts with the vendors, suppliers, bankers, principal customers; Contract management: Basic start-up problems

### **Suggested Readings:**

1. Kuratko and Rao, *Entrepreneurship: A South Asian Perspective*, Cengage Learning.
2. Robert Hisrich, Michael Peters, Dean Shepherd, *Entrepreneurship*, McGraw-Hill Education
3. Desai, Vasant. *Dynamics of Entrepreneurial Development and Management*. Mumbai, Himalaya Publishing House.
4. Dollinger, Mare J. *Entrepreneurship: Strategies and Resources*. Illinois, Irwin.
5. Holt, David H. *Entrepreneurship: New Venture Creation*. Prentice-Hall of India, New Delhi.
6. Plsek, Paul E. *Creativity, Innovation and Quality*. (Eastern Economic Edition), New Delhi: Prentice-Hall of India. ISBN-81-203-1690-8.
7. Singh, Nagendra P. *Emerging Trends in Entrepreneurship Development*. New Delhi: ASEED.
8. SS Khanka, *Entrepreneurial Development*, S. Chand & Co, Delhi.
9. K Ramachandran, *Entrepreneurship Development*, McGraw-Hill Education
10. SIDBI Reports on Small Scale Industries Sector.

**Note: Latest edition of text books may be used.**

## COM-SEC-HC-3044(B): New Venture Planning

Total marks: 100

Credit: 4

Lectures:50

Objective: The curriculum aims at giving exposure to students regarding different aspects of setting up a new business. After completing the course student should be able to develop an understanding of the process of identifying various sources of new business ideas of products and services. The understanding of this paper will help them to examine, evaluate and approach different sources of finance, the nature of marketing effort required and to develop a comprehensive business plan.

### **Unit I: Starting New Ventures**

Opportunity identification. The search for new ideas, source of innovative ideas. Techniques for generating ideas. Entrepreneurial imagination and creativity. The role of creative thinking. Developing your creativity. Impediments to creativity.

### **Unit II: Methods to Initiate Ventures**

The pathways to New Venture for Entrepreneurs, Creating New Ventures. Acquiring an established Venture; Advantages of acquiring an ongoing Venture. Examination of key issues. Franchising. How a Franchise works. Franchise law; Evaluating the franchising opportunities.

### **Unit III: Legal Challenges in Setting up Business**

Intellectual Property protection: Patents, Trademarks, and Copyrights. Requirements and Procedure for filing a Patent, Trademark and Copyright, Legal acts governing businesses in India. Identifying Form of Organisation; Sole proprietorship, Partnership, Limited Liability Partnership and Company.

### **Unit-IV: the Search for Entrepreneurial Capital**

The Entrepreneur's Search for Capital. The Ventures Capital Market. Criteria for evaluating New –Venture proposals. Evaluating the Venture Capitalist. Financing stages. Alternate Sources of Financing for Indian Entrepreneurs. Bank Funding. Government Policy Packages. State Financial Corporations (SFCs). Business Incubators and Facilitators. Informal risk capital; Angel Investors.

### **Unit V: The Marketing Aspects of New Ventures**

Developing a Marketing Plan: Customer Analysis, Sales Analysis and Competition Analysis. Market Research. Sales Forecasting. Evaluation. Pricing Decision.

### **Unit VI: Business Plan Preparation for New Ventures**

Business Plan; Concept, pitfalls to Avoid in Business Plan. Benefits of a Business Plan. Developing a Well-Conceived Business Plan. Elements of a Business Plan; Executive Summary; Business Description. Marketing; Market niche and Market Shares. Research. Design and Development. Operations. Management, Finance. Critical-Risk. Harvest Strategy. Milestone Schedule.

**Suggested Case Studies: Case studies related to business or start ups in e-commerce, services, retailing, travel and hospitality.**

## COM-HC-4016: COST ACCOUNTING

Marks: 100

Credit: 6

Lectures: 65

**Objective:** To acquaint the students with basic concepts used in cost accounting, various methods involved in cost ascertainment and cost accounting book keeping systems.

### CONTENTS:

#### Unit 1: Introduction

12

Meaning, objectives and advantages of cost accounting; Difference between cost accounting and financial accounting; Cost concepts and classifications; Elements of cost and preparation of Cost Sheet; Installation of a costing system; Role of a cost accountant in an organisation

#### Unit 2: Elements of Cost: Material

14

Material/inventory control techniques. Accounting and control of purchases, storage and issue of materials. Methods of pricing of materials issues — FIFO, LIFO, Simple Average, Weighted Average, Replacement, Standard Cost. Treatment of Material Losses, Stores ledger, EOQ, levels of Inventory

#### Unit 3: Elements of Cost: Labour:

14

Accounting and Control of labour cost. Time keeping and time booking. Concept and treatment of idle time, over time, labour turnover and fringe benefits. Methods of wage payment and the Incentive schemes- Halsey, Rowan, Taylor's Differential piece wage.

#### Unit 4: Elements of Cost: Overheads

14

Classification, allocation, apportionment and absorption of overheads; Under- and over-absorption; Calculation of Machine Hour Rate; Treatments interest on capital, depreciation, packing expenses, bad debts, research and development expenses.

#### Unit 5: Methods of Costing

14

Unit costing, Job costing, Contract costing, Process costing (including treatment of process losses, valuation of work in progress).

#### Unit 6: Book Keeping in Cost Accounting

12

Integral and non-integral systems; Reconciliation of cost and financial accounts.

### Suggested Reading:

1. Charles T. Horngren, Srikant M. Datar, Madhav V. Rajan , *Cost Accounting: A Managerial Emphasis, Pearson Education.*
2. Drury, Colin. *Management and Cost Accounting.* Cengage Learning.
3. Jawahar Lal, *Cost Accounting.* McGraw Hill Education
4. Nigam, B.M. Lall and I.C. Jain. *Cost Accounting: Principles and Practice.* PHI Learning
5. Rajiv Goel, *Cost Accounting.* International Book House
6. Singh, Surender. *Cost Accounting,* Scholar Tech Press, New Delhi.
7. Jain, S.P. and K.L. Narang. *Cost Accounting: Principles and Methods.* Kalyani Publishers
8. Arora, M.N. *Cost Accounting – Principles and Practice.* Vikas Publishing House, New Delhi.
9. Maheshwari, S.N. and S.N. Mittal. *Cost Accounting: Theory and Problems.* Shri Mahavir Book Depot, New Delhi.
10. Iyengar, S.P. *Cost Accounting.* Sultan Chand & Sons
11. H.V. Jhamb, *Fundamentals of Cost Accounting,* Ane Books Pvt. Ltd.

**Note: Latest edition of text books shall be used.**

## COM-HC-4026: BUSINESS MATHEMATICS

Marks: 100

Credit: 6

Lectures: 65

Objective : The objective of this course is to familiarize the students with the basic Financial mathematics tools, with an emphasis on applications to business and economic situations.

### Unit 1 : Matrices and Determinants

10 Lectures

- Algebra of Matrices, Matrix operation- Business Application, Determinant of a square matrix. Evaluation determinant of order three (Properties of determinants to be excluded). Inverse of a matrix.
- Solution of system of linear equations (having unique solution and involving not more than three variables) using Cremer's Rule.

### Unit 2 : Calculus I.

10 Lectures

- Mathematics functions and their types – linear, quadratic, polynomial, exponential and logarithmic functions.
- Concept of limit and continuity of a function.
- Concept of differentiation, Rules of differentiation (upto product rule). Derivatives of  $e^x$ ,  $a^x$ ,  $\log x$  (only result). Differentiation of simple algebraic functions. Maxima and minima involving second order derivative (relating to cost, revenue and profit).
- Concept of Marginal Analysis- The common marginal concept in economics and their application in Business. Profit Maximisation under Monopoly. Economic Order Quantity.

### Unit 3 : Calculus II.

7 Lectures

- Functions of several variables. Concept of partial differentiation. Partial differentiation of simple functions.
- Integration- Preliminary idea and standard forms- integration formulae for  $e^x$ ,  $a^x$ ,  $x^{-1}$  and  $x^n$  ( $n \neq -1$ ) . Integration by substitution (simple cases only).
- Definite Integration- Finding it for simple cases.
- Application of integration to marginal analysis in business.

### Unit 4 : Mathematics of Finance. - I

15 Lectures

- Concept of simple and compound interest. Solution of related problems.
- Rates of interest-nominal, effective and their inter-relationships in different compounding situations.
- Compounding and discounting of a sum using different type of rates.
- Types of annuities: ordinary, due, differed, continues, perpetual there future and present values using different types of rates of interest. Depreciation of Assets. Definition of sinking fund (*General annuities to be excluded*).

### Unit 5 : Mathematics of Finance. - II

15 Lectures

- Time and work : Simple cases.
- Profit, Loss and discount.
- Shares- Concept of share, face value, Market value, equity shares, preferential shares, dividend, bonus shares. Simple examples.
- Arithmetic and Geometric Progration (AP and GP)-  
Basic ideas of A.P. and G.P. Example on commercial application to AP and GP only.
- Ratio and proportion- Finding the missing term of the proportion, amount tribution and merging of two ratios in one.
- Concept of mixture and its examples.

### Unit 6 : Linear Programming

8 Lectures

- Linear Programming :  
Sketching of graphs of (i) Linear equation  $ax + by + c=0$  and (ii) Linear inequalities
- Formulation of linear programming problem (LPP). Graphical solution to LPP



involving not more than two variables.

**Suggested Readings :**

- 1) Singh J.K. Business Mathematics. Himalaya Publishing House.
- 2) Ayres, Frank Jr. Schaum's Outlines Series: Theory and Problems of Mathematics of Finance McGraw Hill Education.
- 3) Aggarwal, R.S., Quantitative Aptitude, S. Chand.
- 4) Text Book of Business Mathematics, Padmalochan Hazarika, S. Chand.

## COM-HC-4036: HUMAN RESOURCE MANAGEMENT

**Marks: 100**

**Credit: 6**

**Lectures: 65**

**Objective:** The objective of the course is to acquaint students with the techniques and principles to manage human resource of an organisation.

**Objective:** The objective of the course is to acquaint students with the techniques and principles to manage human resource of an organisation.

### **Unit 1: Introduction**

**10 Lectures**

Human Resource Management: Concept, Activities and Functions, Concept of Human Capital, Role Status and competencies of HR Manager, HR Policies, HRM vs HRD. Emerging Challenges of Human Resource Management; Empowerment; Downsizing; Human Resource Information System and Human Resource Accounting.

### **Unit 2: Acquisition of Human Resource**

**15 Lectures**

Human Resource Planning- Quantitative and Qualitative dimensions; job analysis – job description and job specification; Recruitment- Process, Methods, Sources, Selection – Concept and process; test and interview; placement and induction

### **Unit 3: Training and Development**

**15 Lectures**

Concept and Importance; Identifying Training and Development Needs; Training Programmes, Types, Evaluating Training Effectiveness; Training Process Outsourcing; Management Development; Career Development, Managing employee well being and concept of work life balance and quality of work life.

### **Unit 4: Performance Appraisal**

**15 Lectures**

Nature, objectives and importance; Modern techniques and systems of performance appraisal; potential appraisal and employee counseling; transfers and promotions; Compensation: concept and policies; job evaluation; methods of wage payments and incentive plans; fringe benefits.

### **Unit 5: Maintenance**

**10 Lectures**

Employee health and safety; employee welfare; social security; Employer-Employee relations- an overview; concept of redeployment, redundancy, attrition, VRS, downsizing, layoffs and retrenchment, ethics and HRM.

### **Suggested Readings:**

1. Gary Dessler. *A Framework for Human Resource Management*. Pearson Education.
2. DeCenzo, D.A. and S.P. Robbins, *Personnel/Human Resource Management*, Pearson Education.
3. Bohlander and Snell, *Principles of Human Resource Management*, Cengage Learning
4. Ivancevich, John M. *Human Resource Management*. McGraw Hill.
5. Wreather and Davis. *Human Resource Management*. Pearson Education.
6. Robert L. Mathis and John H. Jackson. *Human Resource Management*. Cengage Learning.
7. TN Chhabra, *Human Resource Management*, Dhanpat Rai & Co., Delhi
8. Biswajeet Pattanayak, *Human Resource Management*, PHI Learning
9. Neeru Kapoor, *Human Resource Management*, Taxmann Publication

**Note: Latest edition of text books may be used.**

## COM-GE-4046(A): INDIAN ECONOMY

**Marks: 100**

**Credit: 6**

**Lectures: 65**

**Objective:** This course seeks to enable the student to grasp the major economic problems in India and their solution.

**Unit 1: Basic Issues in Economic Development (10 Lectures)**

Concept and Measures of Development and Underdevelopment; Human Development

**Unit 2: Basic Features of the Indian Economy at Independence (10 Lectures)**

Composition of national income and occupational structure, the agrarian scene and industrial structure

**Unit 3: Policy Regimes (10 Lectures)**

- a) The evolution of planning and import substituting industrialization.
- b) Economic Reforms since 1991.
- c) Monetary and Fiscal policies with their implications on economy

**Unit 4: Growth, Development and Structural Change (15 Lectures)**

- a) The experience of Growth, Development and Structural Change in different phases of growth and policy regimes across sectors and regions.
- b) The Institutional Framework: Patterns of assets ownership in agriculture and industry; Policies for restructuring agrarian relations and for regulating concentration of economic power;
- c) Changes in policy perspectives on the role of institutional framework after 1991.
- d) Growth and Distribution; Unemployment and Poverty; Human Development; Environmental concerns.
- e) Demographic Constraints: Interaction between population change and economic development.

**Unit 5 (A): Sectoral Trends and Issues (20 Lectures)**

- a) *Agriculture Sector:* Agrarian growth and performance in different phases of policy regimes i.e. pre green revolution and the two phases of green revolution; Factors influencing productivity and growth; the role of technology and institutions; price policy, the public distribution system and food security.
- b) *Industry and Services Sector:* Phases of Industrialisation – the rate and pattern of industrial growth across alternative policy regimes; Public sector – its role, performance and reforms; The small scale sector; Role of Foreign capital.
- c) *Financial Sector:* Structure, Performance and Reforms. Foreign Trade and balance of Payments: Structural Changes and Performance of India's Foreign Trade and Balance of Payments; Trade Policy Debate; Export policies and performance; Macro Economic Stabilisation and Structural Adjustment; India and the WTO, Role of FDI, Capital account convertibility,

**5(B) Industrialization in North Eastern Region-** Types of industries, industrial policies, Act East policy, Cross Border Trade, Border Area Development, Institutions – NEDFI, DONNER, NEC.

**Suggested Readings:**

1. Mishra and Puri, *Indian Economy*, Himalaya Publishing House
2. IC Dhingra, *Indian Economics*, Sultan Chand & Sons
3. Gaurav Dutt and KPM Sundarum, *Indian Economy*, S. Chand & Company.
4. Bhagwati, J. and Desai, P. *India: Planning for industrialization*, OUP, Ch 2.
5. Patnaik, Prabhat. *Some Indian Debates on Planning*. T. J. Byres (ed.). *The Indian Economy: Major Debates since Independence*, OUP.

6. Ahluwalia, Montek S. *State-level Performance under Economic Reforms in India* in A. O. Krueger. (ed.). *Economic Policy Reforms and the Indian Economy*, The University of Chicago Press.
7. Dreze, Jean and Amartya Sen. *Economic Development and Social Opportunity*. Ch. 2. OUP.
8. Khanna, Sushil. *Financial Reforms and Industrial Sector in India*. *Economic and Political Weekly*. Vol. 34. No. 45.
9. Uma Kapila (ed), “*Indian Economy since Independence*”, Relevant articles.
10. Rangarajan, C. and N. Jadhav. *Issues in Financial Sector Reform*. Bimal Jalan. (ed). *The Indian Economy*. Oxford University Press, New Delhi.

**Note: Latest edition of text books may be used.**

## COM-GE-4046 (B): MICRO FINANCE

**Credit 6**

**Credit: 6**

**Lectures 65**

**Course Objective:** The course aims to make the students understand the basic concepts of micro-finance and its importance, institution structure, management of micro-finance institutions and microfinance in Indian context.

**Course Content:**

**Unit I:** Micro Finance - Meaning and Concept, Nature and Scope, Objectives of micro finance, micro finance and micro credit, Evolution and characteristics of micro finance, Benefits of micro finance, Development of micro finance in India. **13 Lectures**

**Unit II:** Micro finance Institutions- Structure of micro finance institutions, various models of micro finance institutions and their functions, sources of fund, credit delivery mechanism for micro credit, Non-financial services and MFIs. **13 Lectures**

**Unit III:** Micro finance in India- Indian financial sector- financial inclusion, micro finance movement in India, demand for and supply of micro financial services, Role of NABARD for micro finance, Problems and Prospects of MF in India. **13 Lectures**

**Unit IV:** Management of MFIs- Fund Management, Various types of risk in MFIs and their management, Performance Management- measurement of operational efficiency and productivity, Impact Assessment and Social Assessment of MFIs. **13 Lectures**

**Unit V:** Legal and Regulatory Framework for Micro Finance, Need for Regulation of MF and MFIs, Various Laws governing MF activities in India, The Cooperative society Act., The RBI Act, The Banking Regulation Act, The Micro Finance Institutions (Development and Regulation) Bill 2012. **13 Lectures**

**Suggested Books:**

1. Micro Finance: Perspectives and Operations, IIBF, Macmillan, 2009.
2. Micro Finance-Redefining the Future, V. Somnath, Excel Books.
3. Fundamentals of Micro Finance, D.Das and R Tiwari, Global Publishing House, Guwahati (India).
4. Understanding Micro Finance, D. Panda, Wiley India Pvt. Ltd., 2009.
5. The Economics of Microfinance, Armendr Z, Beatriz, Morduch and Jonathan, PHI.
6. Micro Finance: Impacts and Insight, Rajgopalan S and Nirali Parikh, ICFAI Press.

## COM-SEC-HC-4054(A): E-COMMERCE

**Marks: 100**

**Credit: 4**

**Lectures: 40, Practical Lab 26**

**Objectives: To enable the student to become familiar with the mechanism for conducting business transactions through electronic means**

### **Contents**

#### **Unit 1: Introduction:**

**(8 Lectures)**

Meaning, nature, concepts, advantages, disadvantages and reasons for transacting online, types of E-Commerce, e-commerce business models (introduction, key elements of a business model and categorizing major E-commerce business models), forces behind e-commerce.

**Technology used in E-commerce:** The dynamics of world wide web and internet( meaning, evolution and features) ; Designing, building and launching e-commerce website (A systematic approach involving decisions regarding selection of hardware, software, outsourcing vs. in-house development of a website)

#### **Unit 2: Security and Encryption:**

**(8 Lectures)**

Need and concepts, the e-commerce security environment: (dimension, definition and scope of e-security), security threats in the E-commerce environment (security intrusions and breaches, attacking methods like hacking, sniffing, cyber-vandalism etc.), technology solutions (Encryption, security channels of communication, protecting networks and protecting servers and clients),

#### **Unit 3: IT Act 2000 and Cyber Crimes**

**(8 Lectures)**

IT Act 2000: Definitions, Digital signature, Electronic governance, Attribution, acknowledgement and dispatch of electronic records, Regulation of certifying authorities, Digital signatures certificates, Duties of subscribers, Penalties and adjudication, Appellate Tribunal, Offences and Cyber-crimes

#### **Unit 4: E-payment System:**

**(8 Lectures, 4 Practical Lab)**

Models and methods of e-payments (Debit Card, Credit Card, Smart Cards, e-money), digital signatures (procedure, working and legal position), payment gateways, online banking (meaning, concepts, importance, electronic fund transfer, automated clearing house, automated ledger posting), risks involved in e-payments.

#### **Unit 5: On-line Business Transactions:**

**(8 Lectures, 4 Practical Lab)**

Meaning, purpose, advantages and disadvantages of transacting online, E-commerce applications in various industries like {banking, insurance, payment of utility bills, online marketing, e-tailing (popularity, benefits, problems and features), online services (financial, travel and career), auctions, online portal, online learning, publishing and entertainment} Online shopping (amazon, snapdeal, alibaba, flipkart, etc.)

#### **Unit 6: Website designing**

**(18 Practical Lab)**

Introduction to HTML; tags and attributes: Text Formatting, Fonts, Hypertext Links, Tables, Images, Lists, Forms, Frames, Cascading Style Sheets.

#### **Note:**

**1. There shall be 3 Credit Hrs. for lectures + One Credit hr. (2 Practical periods per week per batch) for Practical Lab**

**2. Latest edition of text books may be used.**

#### **Suggested Readings**

1. Kenneth C. Laudon and Carlo Guercio Traver, *E-Commerce*, Pearson Education.
2. David Whiteley, *E-commerce: Strategy, Technology and Applications*, McGraw Hill Education
3. Bharat Bhaskar, *Electronic Commerce: Framework, Technology and Application, 4<sup>th</sup> Ed.*, McGraw Hill Education
4. PT Joseph, *E-Commerce: An Indian Perspective*, PHI Learning
5. KK Bajaj and Debjani Nag, *E-commerce*, McGraw Hill Education
6. TN Chhabra, *E-Commerce*, Dhanpat Rai & Co.
7. Sushila Madan, *E-Commerce*, Taxmann
8. TN Chhabra, Hem Chand Jain, and Aruna Jain, *An Introduction to HTML*, Dhanpat Rai & Co.

## COM-SEC-HC 4054(B): E-Filing of Returns

Marks: 100

Credit: 4

Lectures: 50

**Objective:** To provide the students the concepts and practical knowledge about electronic filling of returns.

### **Unit I: Conceptual Framework**

Meaning of e-filing; difference between e-filing and regular filing of returns; benefits and limitations of e-filing,. Types of e-filing process; relevant notifications.

### **Unit II: Income Tax and E-Filing of ITRs**

Introduction to income tax – basic terminology, types of assessee, income taxable under different heads. Basics of computation of total income and tax liability, deductions available from gross total income, PAN Card, due date of filing of income tax return.

Instructions for filing out form ITR-1, ITR-2, ITR\_3, ITR-4, ITR-4S, ITR-5, ITR-6.

Introduction to income tax Portal; preparation of electronic return (practical workshops).

### **Unit III: TDS and E-filing of TDS returns**

Introduction to the concept of TDS; provision regarding return of TDS; types of forms for filing TDS returns; practical workshop on e-filing of TDS return.

### **Unit IV: Service Tax and E-filing of Service Tax Returns**

Introduction to service tax; relevant notifications regarding e-filing of service tax return; steps for preparing service tax returns; practical workshop on e-filing of service tax returns.

### **Suggested Readings:**

1. Ahuja, Girish and Gupta, Ravi, Systematic Approach to Income Tax, Bharat Law House, Delhi

### **Softwares:**

1. Excel Utility available at [incometaxindiafiling.gov.in](http://incometaxindiafiling.gov.in)

**Note: Latest edition of text book may be used.**

## COM-HC-5016: PRINCIPLES OF MARKETING

**Marks: 100**

**Credit: 6**

**Lectures: 65**

**Objective:** The objective of this course is to provide basic knowledge of concepts, principles, tools and techniques of marketing.

### **Contents:**

#### **Unit 1: Introduction:**

**13 Lectures**

Nature, scope and importance of marketing; Evolution of marketing; Selling vs Marketing; Marketing mix, Marketing environment: concept, importance, and components (Economic, Demographic, Technological, Natural, Socio-Cultural and Legal).

#### **Unit 2:**

**13 Lectures**

**a. Consumer Behaviour:** Nature and Importance, Consumer buying decision process; Factors influencing consumer buying behaviour.

**b. Market segmentation:** concept, importance and bases; Target market selection; Positioning concept, importance and bases; Product differentiation vs. market segmentation.

#### **Unit 3: Product:**

**13 Lectures**

Concept and importance, Product classifications; Concept of product mix; Branding, packaging and labeling; Product-Support Services; Product life-cycle; New Product Development Process; Consumer adoption process.

#### **Unit 4:**

**13 Lectures**

**a. Pricing:** Significance. Factors affecting price of a product. Pricing policies and strategies.

**b. Distribution Channels and Physical Distribution:** Channels of distribution - meaning and importance; Types of distribution channels; Functions of middle man; Factors affecting choice of distribution channel; Wholesaling and retailing; Types of Retailers; e-tailing, Physical Distribution.

#### **Unit 5:**

**13 Lectures**

**a. Promotion:** Nature and importance of promotion; Communication process; Types of promotion: advertising, personal selling, public relations & sales promotion, and their distinctive characteristics; Promotion mix and factors affecting promotion mix decisions;

**b. Recent developments in marketing:** Social Marketing, online marketing, direct marketing, services marketing, green marketing, Rural marketing; Consumerism

### **Suggested Readings:**

1. Kotler, Philip, Gary Armstrong, Prafulla Agnihotri and Ehsanul Haque. *Principles of Marketing*. 13<sup>th</sup> edition. Pearson Education.
2. Michael, J. Etzel, Bruce J. Walker, William J Stanton and Ajay Pandit. *Marketing: Concepts and Cases*. (Special Indian Edition)., McGraw Hill Education
3. William D. Perreault, and McCarthy, E. Jerome., *Basic Marketing*. Pearson Education.
4. Majaro, Simon. *The Essence of Marketing*. Pearson Education, New Delhi.
5. The Consumer Protection Act 1986.
6. Iacobucci and Kapoor, *Marketing Management: A South Asian Perspective*. Cengage Learning.
7. Dhruv Grewal and Michael Levy, *Marketing*, McGraw Hill Education.
8. Chhabra, T.N., and S. K. Grover. *Marketing Management*. Fourth Edition. Dhanpat Rai & Company.
9. Neeru Kapoor, *Principles of Marketing*, PHI Learning
10. Rajendra Maheshwari, *Principles of Marketing*, International Book House



## COM-HC-5026: FUNDAMENTALS OF FINANCIAL MANAGEMENT

**Marks: 100**

**Credit: 6**

**Lectures: 52, Practical Lab 26**

**Objective:** To familiarize the students with the principles and practices of financial management.

### CONTENTS

#### **Unit 1: Introduction**

(8 Lectures)

Nature, scope and objective of Financial Management, Time value of money, Risk and return (including Capital Asset Pricing Model), Valuation of securities – Bonds and Equities

#### **Unit 2: Investment Decisions**

The Capital Budgeting Process, Cash flow Estimation, Payback Period Method, Accounting Rate of Return, Net Present Value (NPV), Net Terminal Value, Internal Rate of Return (IRR), Profitability Index, Capital budgeting under Risk – Certainty Equivalent Approach and Risk-Adjusted Discount Rate.

**(12 Lectures, 16 Practical Lab)**

#### **Unit 3: Financing Decisions**

Cost of Capital and Financing Decision: Sources of long-term financing Estimation of components of cost of capital. Methods for Calculating cost of equity capital, Cost of Retained Earnings, Cost of Debt and Cost of Preference Capital, Weighted Average cost of capital (WACC) and Marginal cost of capital. Capital structure –Theories of Capital Structure (Net Income, Net Operating Income, MM Hypothesis, Traditional Approach). Operating and financial leverage; Determinants of capital structure

**(15 Lectures, 10 Practical Lab)**

#### **Unit 4: Dividend Decisions**

Theories for Relevance and irrelevance of dividend decision for corporate valuation; Cash and stock dividends; Dividend policies in practice

**(12 Lectures)**

#### **Unit 5: Working Capital Decisions**

Concepts of working capital, the risk-return trade off, sources of short-term finance, working capital estimation, cash management, receivables management, inventory management and payables management.

**(15 Lectures)**

#### **Note:**

- 1. In addition the students will work on Spreadsheet for doing basic calculations in finance (Unit 2 and 3 above) and hence can be used for giving students subject related assignments for their internal assessment.**
- 2. There shall be 4 Credit Hrs. for Lectures + one Credit hr. (Two Practical Periods per week per batch) for Practical Lab + one credit Hr for Tutorials (per group)**
- 3. Latest edition of text books may be used.**

#### **Suggested Readings**

1. James C. Van Horne and Sanjay Dhamija, *Financial Management and Policy*, Pearson Education
2. Levy H. and M. Sarnat . *Principles of Financial Management*. Pearson Education
3. Brigham and Houston, *Fundamentals of Financial Management*, Cengage Learning
4. Khan and Jain. *Basic Financial Management*, McGraw Hill Education
5. Prasanna Chandra, *Fundamentals of Financial Management*. McGraw Hill Education
6. Singh, J.K. *Financial Management- text and Problems*. Dhanpat Rai and Company, Delhi.
7. Rustagi, R.P. *Fundamentals of Financial Management*. Taxmann Publication Pvt. Ltd.

8. Singh, Surender and Kaur, Rajeev. *Fundamentals of Financial Management*. Mayur Paperback, New Delhi.
9. Pandey, I.M. *Financial Management*. Vikas Publications.
10. Bhabatosh Banerjee, *Fundamentals of Financial Management*, PHI Learning

## COM-DSE-HC-5036(A): MANAGEMENT ACCOUNTING

Marks: 100

Credit: 6

Lectures: 65

**Objective:** To impart the students, knowledge about the use of financial, cost and other data for the purpose of managerial planning, control and decision making.

### COURSE CONTENTS:

#### Unit 1: Introduction

13

Meaning, Objectives, Nature and Scope of management accounting, Difference between cost accounting and management accounting, Application of Cost concepts for managerial decision making; Concept of Cost control and Cost reduction, Cost management

#### Unit 2: Financial Statement Analysis:

13

Meaning and objectives of Financial Statement Analysis; Techniques of Financial Statement analysis – Comparative Statement, Common-size Statement and Trend Analysis. Meaning of Accounting Ratio, Classification of Accounting Ratios; objectives of Ratio Analysis; Advantages and Limitations of Ratio Analysis; Precaution to be taken before using Ratios; Computation of various Ratios – Activity Ratios, Liquidity Ratios, Solvency and Leverage Ratios and Profitability Ratios;

#### Unit 3: Budgetary Control

13

Budgeting and Budgetary Control: Concept of budget, budgeting and budgetary control, objectives, merits, and limitations. Budget administration. Functional budgets. Cash Budget. Fixed and flexible budgets. Preparation of Cash Budget and flexible budgets.

#### Unit 4: Standard Costing

13

Standard Costing and Variance Analysis: Meaning of standard cost and standard costing, advantages, limitations and applications. Variance Analysis – material, labour, overheads and sales variances. Disposition of Variances.

#### Unit 5: Marginal Costing

13

Absorption versus Variable Costing: Distinctive features and income determination. Cost-Volume-Profit Analysis, Profit / Volume ratio. Break-even analysis-algebraic and graphic methods. Angle of incidence, margin of safety

#### Suggested Reading:

1. Charles T. Horngren, Gary L. Sundem, Dave Burgstahler, Jeff O. Schatzberg. *Introduction to Management Accounting*, Pearson Education.
2. Anthony A. Atkinson, Robert S. Kaplan, Ella Mae Matsumura, S. Mark Young. *Management Accounting*. Dorling Kindersley(India) Pvt. Ltd.
3. Ronald W. Hilton and David E. Platt. *Managerial Accounting: Creating Value in a Global Business Environment*, Mc Graw Hill Education.
4. Singh, Surender. *Management Accounting*, Scholar Tech Press, New Delhi.
5. Goel, Rajiv, *Management Accounting*. International Book House,
6. Arora, M.N. *Management Accounting*. Vikas Publishing House, New Delhi.
7. Maheshwari, S.N. and S.N. *Management Accounting*. Shree Mahavir Book Depot, New Delhi.
8. Singh, S. K. and Gupta Lovleen. *Management Accounting – Theory and Practice*. Pinnacle Publishing House.
9. Khan, M.Y. and Jain, P.K. *Management Accounting*. McGraw Hill Education
10. H.V. Jhamb, *Fundamentals of Management Accounting*, Ane Books Pvt. Ltd.

## COM-DSE-HC-5036(A): ADVANCED FINANCIAL ACCOUNTING

**Total: 100**

**Credit: 6**

**Lectures: 65**

**Objective:** The course aims to impart advanced knowledge on financial accounting applicable in business of special nature and on Government accounting system.

### **Unit 1: Royalty**

**10 Lectures**

Royalty accounts: Meaning of Royalty, Minimum Rent and Short working. Accounting Treatment and preparation of Royalty Account (manually and using appropriate accounting software) including impact of Strikes & Lockouts, excluding Sub-lease.

**Unit 2: Departmental Accounts:** Meaning and objectives; allocation of common expenses; System of preparation of departmental trading and profit and loss accounts (manually and using appropriate accounting software); inter-department transfer. **10 Lectures**

### **Unit 3: Accounting for Amalgamation and Dissolution of Partnership Firms**

Accounting for Dissolution of Partnership Firm including insolvency of partners, Sale to a limited company and piecemeal distribution. Accounting for Amalgamation of Partnership Firms **15 Lectures**

### **Unit 4: Insurance Claims**

Insurance policy for a business firm – Procedure for taking up Insurance Policy for loss stock and loss of profit; Meaning of Insurance claims, procedure to lodge insurance claim; Average clause and indemnity period. Procedure of ascertaining loss of stock and loss of profit; Ascertainment of claims against loss of stock and loss of profit. **15 Lectures**

### **Unit 5: Government Accounting**

Meaning, features and Objectives of Government Accounting; difference between Commercial Accounting and Government Accounting; General Principles of Government Accounting; Demand for Grant, Appropriation Accounts, Re-appropriation; System of financial administration and financial control in India; Accounts keeping of the Government; Classification of Accounts – Consolidated Fund, Contingency Fund and Public Accounts; Government Accounting Standards Advisory Board. **15 Lectures**

### **Suggested Readings:**

- Anthony, R., Hawkins, D., & Merchant, K. A. (2010). *Accounting: Text and Cases*. New York: McGraw-Hill Education.
- Goyal, B. K., & Tiwari, H. N. (2019). *Financial Accounting*. New Delhi: Taxmann Publication.
- Jain, S. P., & Narang, K. L. (2016). *Advanced Accountancy*. New Delhi: Kalyani Publishers.
- Horngren, C. T., Sundem, G. L., Elliott, J. A., & Philbrick, D. (2013). *Introduction to Financial Accounting*. London: Pearson Education.
- Maheshwari, S. N., Maheshwari, S. K., & Maheshwari, S. K. (2018). *Financial Accounting*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Monga, J. R. (2017). *Financial Accounting: Concepts and Applications*. New Delhi: Mayur
- Godwin, N., Alderman, W., & Sanyal, D. (2016). *Financial Accounting*. Boston: Cengage Learning.
- Shukla, M. C., Grewal, T. S., & Gupta, S. C. (2016). *Advanced Accounts*. Vol.-I. New Delhi: S. Chand Publishing.
- Tulsian, P. C. (2007). *Financial Accounting*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
- Dam, B. B., & Gautam, H. C. (2019). *Advanced Accounting*. Gayatri Publications, Guwahati.

## COM-DSE-HC-5036(C): ADVERTISING

**Marks: 100**

**Credit: 6**

**Lectures: 65**

**Objective:** The objective of this course is to familiarize the students with the basic concepts, tools and techniques of advertising used in marketing.

**Unit 1: Introduction:** 10

Communication Process; Advertising as a tool of communication; Meaning, nature and importance of advertising; Types of advertising; Advertising objectives. Audience analysis; Setting of advertising budget: Determinants and major methods

**Unit 2: Media Decisions:** 15

Major media types - their characteristics, internet as an advertising media, merits and demerits; Factors influencing media choice; media selection, media scheduling, Advertising through the Internet-media devices

**Unit 3: Message Development;** 15

Advertising appeals, Advertising copy and elements, Preparing ads for different media

**Unit 4: Measuring Advertising Effectiveness:** 15

Evaluating communication and sales effects; Pre- and Post-testing techniques.

**Unit 5:** 10

a) **Advertising Agency:** Role, types and selection of advertising agency.

b) Social, ethical and legal aspects of advertising in India.

### Suggested Readings:

1. George E Belch, Michael A Belch, Keyoor Purani, *Advertising and Promotion : An Integrated Marketing Communications Perspective (SIE)*, McGraw Hill Education
2. S. Wats Dunn, and Arnold M. Barban. *Advertising: Its Role in Marketing*. Dryden Press
3. Burnett, Wells, and Moriatty. *Advertising: Principles and Practice*. 5<sup>th</sup> ed. Prentice Hall of India, New Delhi.
4. Batra, Myers and Aakers. *Advertising Management*. PHI Learning.
5. Terence A. Shimp. *Advertising and Promotion: An IMC Approach*. Cengage Learning.
6. Sharma, Kavita. *Advertising: Planning and Decision Making*, Taxmann Publications
7. Jaishree Jethwaney and Shruti Jain, *Advertising Management*, Oxford University Press, 2012
8. Chunawala and Sethia, *Advertising*, Himalaya Publishing House
9. Ruchi Gupta, *Advertising*, S. Chand & Co.
10. O'Guinn, *Advertising and Promotion: An Integrated Brand Approach*, Cengage Learning.

Note: Latest edition of text books may be used.

# COM-DSE-HC-5036 (D): BANKING

## Credit 6

Total Marks: 100

Lectures 65

### UNIT-I

13

Introduction: Bank-Meaning and functions, Origin and development of banking in India, Types of banks, Structure of commercial banks in India - public and private sector banks, Scheduled and Non-scheduled Banks; E-Banking-meaning, different types of services and products like ATM, debit and credit cards, phone banking, internet banking, EFT-RTGS and NEFT.

### UNIT-II

13

Banker –customer relationship; Definition of banker and customer, general relationship, rights and obligations of a banker, Garnishee order. Banking Ombudsman Scheme.

Customers' account with the banker- fixed deposit account, savings account, current account- opening and operation of savings and current account, account facilities available for NRIs, KYC Guidelines

Special types bank customers – minor, illiterate persons, joint account, partnership account, Joint Stock Company.

### UNIT-III

13

Employment of bank funds; Liquid assets- significance of liquidity in banking, cash balance, statutory reserve in the RBI; Loans and advances- principles of sound lending, types of credit, cash credit system, overdraft, loan system; Pledge, hypothecation and mortgage, collateral security.

### UNIT-IV

13

Negotiable Instruments- Definition, features, types of negotiable instruments, holder and holder in due course, payment in due course; endorsements- meaning, kinds; crossing of cheque- types, significance, payment, collection of cheque, precautions, material alterations, statutory protection to paying and collecting banker.

### UNIT-V

13

Banking Regulation Act; requirements as to minimum paid-up capital and reserves, constitution of Board of Directors, loans and advances, licensing of banking companies, accounts and audit, powers of the RBI, Banking Sector Reforms and Governance: prudential norms relating to capital adequacy, income recognition, asset classification.

### SUGGESTED READINGS:

1. D.M. Mithani and E. Gordon, Banking and Financial System, Himalaya Publishing House.
2. D. Muraleadharn, Modern Banking, Prentice Hall of India, New Delhi.
3. Indian Institute of Banking and Finance, Principles of Banking, Macmillan.
4. K. C. Sekhar and L.Sekhar, Banking Theory and Finance, Vikas Publishing House.
5. P.N. Varshney, Banking Law & Practice, Sultan Chand & Sons
6. S.N. Maheswari & S.K. Maheswari, Banking Law & Practice, Kalyani Publishers
7. S. Natarajan and R. Parameswaram, Indian Banking, Sultan Chand & Sons.

## COM-DSE-HC-5036 (E): COMPUTERISED ACCOUNTING SYSTEM

**Marks: 100**

**Credit: 6**

**Lectures: 52, Practical Lab: 52**

**Objectives:** This course seeks to enhance the skills needed for computerized accounting system and to enable the students to develop simple accounting applications.

### **Unit-1: Computerized Accounting: Using Generic Software (12 Lectures, 12 Practical Lab)**

Taxation: TDS, VAT and Service Tax

Auditing in Computerized Accounting system: Statutory Audit, Voucher verification, Verification of related party transaction, CAAT: Various Tools

### **Unit-2: Designing Computerised Accounting System (24 Lectures, 24 Practical Lab)**

Designing Computerised Accounting System using a DBMS Package

Creating a voucher entry Form,

Preparing ledgers with SQL, Form, and Report

Preparing Trial Balance with SQL and Report

### **Unit-3: Designing Accounting Support System (16 Lectures, 16 Practical Lab)**

Designing Supplier and customers System for Accounting using Form, Query, Module, and Report; Designing Payroll System for Accounting using Form, Query, Module, and Report

#### **Note:**

1. The General Purpose Software referred in this course will be notified by the University Departments every three years. If the specific features, referred in the detailed course above, is not available in that software, to that extent it will be deemed to have been modified.
2. There shall be a practical examination of 100 Marks (Practical-80 Marks, Viva-10 Marks and Work Book- 10 Marks) and duration of Examination shall be 3 Hrs.
3. Teaching arrangements need to be made in the computer Lab
4. There shall be Four Lectures per class and 4 Practical periods per batch to be taught in computer Lab.

#### **Suggested Readings:**

**The suggested readings and guidelines shall be notified by the university department at least once in three years based on the selected software.**

## COM-DSE-HC-5036(F): Indian Financial System

**Marks: 100**

**Credit: 6**

**Lectures: 65**

**Objective:** To provide students the basic knowledge of Indian Financial System and its components, institutions and their functions.

### Contents

#### Unit-1: Introduction

**Lectures 10**

Financial System-Meaning, Components of Financial system, Functions of Financial System, Financial System and Economic Development, Overview of Indian Financial System.

#### Unit – 2: Financial markets

**Lectures 15**

Financial Market- Classifications of Financial Markets; Money market- its constitutions, functions and significance; Capital Market- Primary and secondary market, functions of capital market and its significance.

#### Unit-3: Financial Institutions

**Lectures 15**

Banking Financial Institutions- Types of Banks, Functions of Banks, Structure of Indian Banking System; Non-Banking Financial institutions, types and structure; Mutual Funds, Insurance Companies and Pension Funds.

#### Unit-4: Financial Services

**Lectures 10**

Meaning, features and importance, Types of Financial Services- Factoring, Leasing, Venture Capital, Consumer Finance and Housing Finance.

#### Unit-5: Regulatory Institutions

Reserve Bank of India- organization, objectives, Role and Functions; Securities and Exchange Board of India- Organization and objectives; Insurance Regulatory and Development Authority of India; Pension Fund Regulatory and Development Authority.

**Lectures 15**

#### Recommended Books:

1. The Indian Financial System by Bharati Pathak, Pearson Education.
2. Financial Institutions and Markets by L M Bhole, Tata MC Graw Hill.
3. Dynamics of Financial Markets and Institutions in India by R M Srivastava and Divya Nigam, Excel Books.
4. Indian Financial System by H R Machiraju, Vikas Publishing House.
5. The Indian Financial System and Development by Vasant Desai, Himalaya Publishing House.
6. Indian Financial System by P N Varshney and D K Mittal, Sultan Chand & Sons.



## COM-HC-6016: AUDITING AND CORPORATE GOVERNANCE

**Marks: 100**

**Credit: 6**

**Lectures: 65**

**Objective:** To provide knowledge of auditing principles, procedures and techniques in accordance with current legal requirements and professional standards and to give an overview of the principles of Corporate Governance and Corporate Social Responsibility

### **Contents:**

#### **Unit 1: Introduction (11 Lectures)**

**Auditing:** Introduction, Meaning, Objectives, Basic Principles and Techniques; Classification of Audit, Audit Planning, Internal Control – Internal Check and Internal Audit; Audit Procedure – Vouching and verification of Assets & Liabilities.

#### **Unit 2: Audit of Companies (11 Lectures)**

Audit of Limited Companies: Company Auditor- Qualifications and disqualifications, Appointment, Rotation, Removal, Remuneration, Rights and Duties Auditor's Report- Contents and Types. Liabilities of Statutory Auditors under the Companies Act 2013

#### **Unit 3: Special Areas of Audit (11 Lectures)**

Special Areas of Audit: Special features of Cost audit, Tax audit, and Management audit; Recent Trends in Auditing: Basic considerations of audit in EDP Environment; Computer aided audit techniques and tools; Auditing Standards; Relevant Case Studies/Problems;

#### **Unit 4: Corporate Governance (11 Lectures)**

Conceptual framework of Corporate Governance: Theories & Models, Broad Committees; Corporate Governance Reforms. Major Corporate Scandals in India and Abroad: Common Governance Problems Noticed in various Corporate Failures. Codes & Standards on Corporate Governance

#### **Unit 5: Business Ethics (10 Lectures)**

Morality and ethics, business values and ethics, approaches and practices of business ethics, corporate ethics, ethics program, codes of ethics, ethics committee; Ethical Behaviour: Concepts and advantages; Rating Agencies; Green Governance; Clause 49 and Listing Agreement

#### **Unit 6: Corporate Social Responsibility (CSR): (11 Lectures)**

Concept of CSR, Corporate Philanthropy, Strategic Planning and Corporate Social Responsibility; Relationship of CSR with Corporate Sustainability; CSR and Business Ethics, CSR and Corporate Governance; CSR provisions under the Companies Act 2013; CSR Committee; CSR Models, Codes, and Standards on CSR

### **Suggested Readings:**

1. Ravinder Kumar and Virender Sharma, *Auditing Principles and Practice*, PHI Learning
2. Aruna Jha, *Auditing*. Taxmann Publication.
3. A. K. Singh, and Gupta Lovleen. *Auditing Theory and Practice*. Galgotia Publishing Company.
4. Anil Kumar, *Corporate Governance: Theory and Practice*, Indian Book House, New Delhi
5. MC Kuchhal, *Modern Indian Company Law*, Shri Mahaveer Book Depot. (Publishers). (Relevant Chapters)

6. KV Bhanumurthy and Usha Krishna, *Politics, Ethics and Social Responsibility of Business*, Pearson Education
7. Erik Banks, *Corporate Governance: Financial Responsibility, Controls and Ethics*, Palgrave Macmillan
8. N Balasubramanian, *A Casebook on Corporate Governance and Stewardship*, McGraw Hill Education
9. B.N. Ghosh, *Business Ethics and Corporate Governance*, McGraw Hill Education
10. S K Mandal, *Ethics in Business and Corporate Governance*, McGraw Hill Education
11. Bob Tricker, *Corporate Governance-Principles, Policies, and Practice (Indian Edition)*, Oxford University Press
12. Christine Mallin, *Corporate Governance (Indian Edition)*, Oxford University Press
13. Relevant Publications of ICAI on *Auditing (CARO)*
14. Sharma, J.P., *Corporate Governance, Business Ethics, and CSR*, Ane Books Pvt Ltd, New Delhi

**Note: Latest edition of text books may be used.**

## COM-HC-6026: INDIRECT TAX LAWS

**Marks: 100**

**Credit: 6**

**Lectures: 65**

**Objective:** To provide basic knowledge and equip students with application of principles and provisions of Service Tax, VAT, Central Excise, and Customs Laws.

**Contents:**

**Unit 1: Introduction:**

**(08 Lectures)**

Meaning of Indirect Tax, History of Indirect Taxes in India; VAT – concepts and general principles, Calculation of VAT on Alcohol and Petroleum Products.

**Unit 2: Central Excise**

**(08 Lectures)**

Central Excise Law in brief, Excisable goods, Manufacture and Manufacturer, Valuation of Excise-able amount regarding Alcohol and Petroleum Products.

**Unit 3: Customs Law**

**(12 Lectures)**

Basic concepts of customs law, Territorial waters, high seas, Types of custom duties – Basic, Countervailing & Anti- Dumping Duty, Safeguard Duty, Valuation, Customs Procedures, Import and Export Procedures, Baggage, Exemptions.

**Unit 4: Structure of GST in India:**

**(19 Lectures)**

The Central Goods and Services Tax Act, 2017 and The Assam Goods and Services Tax Act, 2017, History of GST in India, Meaning, Features and Advantages of GST.

Dual GST Model: CGST, SGST, UTGST, IGST, Taxes subsumed by GST, Commodities kept outside the scope of GST. Definition of important terms used in GST Act – concept of place of supply Adjudicating Authority, Agent, Aggregate Turnover, Agriculturist, Business, Business Vertical, Capital Goods, Casual Taxable Person, Goods, Input Tax, Inward Supply, Output Tax, Outward Supply, Place of Business, Services, Supplier.

GST Council and GST Network.

**Unit 5: Registration, Levy and Collection of Tax under GST**

**(18 Lectures)**

Concept of Tax Invoice under GST Section 31, Meaning, Eligibility and Conditions for taking Input Tax Credit; Threshold Limits for Registration, Persons liable for Registration, Persons not liable for Registration, Compulsory Registration in Certain Cases, Procedure for Registration, Deemed Registration; Rates structure of GST, Composition Scheme under GST, Assessment (only basic knowledge) Refunds.

**Suggested Readings:**

1. Singhanian Vinod K. and Monica Singhanian, *Students' Guide to Indirect Taxes*, Taxmann Publications Pvt. Ltd., Delhi.
2. V.S. Datey. *Indirect Tax Law and practice*, Taxmann Publications Pvt. Ltd., Delhi,
2. Sanjeev Kumar. *Systematic Approach to Indirect Taxes*,
3. S. S. Gupta. *Service Tax -How to meet your obligation* Taxmann Publications Pvt. Ltd., Delhi,
4. Grish Ahuja and Ravi Gupta, *Indirect Taxes*, Flair Publication PvtLtd

**Note:**

1. **This paper will be replaced by the Goods and Service Tax Law whenever this law is enforced.**
2. **Latest edition of text books may be used.**

## COM-DSE-HC-6036(A): FUNDAMENTALS OF INVESTMENT

**Marks: 100**

**Credit: 6**

**Lectures: 65**

**Objective:** To familiarize the students with different investment alternatives, introduce them to the framework of their analysis and valuation and highlight the role of investor protection.

### Contents

#### **Unit 1: The Investment Environment (10 Lectures)**

The investment decision process, Types of Investments – Commodities, Real Estate and Financial Assets, the Indian securities market, the market participants and trading of securities, security market indices, sources of financial information, Concept of return and risk, Impact of Taxes and Inflation on return.

#### **Unit 2: Fixed Income Securities (15 Lectures)**

Bond features, types of bonds, estimating bond yields, Bond Valuation types of bond risks, default risk and credit rating.

#### **Unit 3: Approaches to Equity Analysis (15 Lectures)**

Introductions to Fundamental Analysis, Technical Analysis and Efficient Market Hypothesis, dividend capitalisation models, and price-earnings multiple approach to equity valuation.

#### **Unit 4: Portfolio Analysis and Financial Derivatives (15 Lectures)**

Portfolio and Diversification, Portfolio Risk and Return; Mutual Funds; Introduction to Financial Derivatives; Financial Derivatives Markets in India

#### **Unit 5: Investor Protection (10 Lectures)**

Role of SEBI and stock exchanges in investor protection; Investor grievances and their redressal system, insider trading, investors' awareness and activism

### Suggested Readings

1. C.P. Jones, *Investments Analysis and Management*, Wiley, 8<sup>th</sup> ed.
2. Prasanna Chandra, *Investment Analysis and Portfolio Management*, McGraw Hill Education
3. R.P. Rustogi, *Fundamentals of Investment*, Sultan Chand & Sons, New Delhi.
4. N.D. Vohra and B.R. Bagri, *Futures and Options*, McGraw Hill Education
5. Mayo, *An Introduction to Investment*, Cengage Learning.

## COM-DSE-HC-6036(B): CONSUMER AFFAIRS AND CUSTOMER CARE

Marks: 100

Credit: 6

Lectures: 65

**Objective:** This paper seeks to familiarise the students with of their rights as a consumer, the social framework of consumer rights and legal framework of protecting consumer rights. It also provides an understanding of the procedure of redress of consumer complaints, and the role of different agencies in establishing product and service standards. The student should be able to comprehend the business firms' interface with consumers and the consumer related regulatory and business environment.

### Unit 1: Conceptual Framework

13 Lectures Consumer and

**Markets:** Concept of Consumer, Nature of markets, Concept of Price in Retail and Wholesale, Maximum Retail Price (MRP) and Local Taxes, Fair Price, labeling and packaging

**Experiencing and Voicing Dissatisfaction:** Consumer Satisfaction/dissatisfaction-Grievances- complaint, Consumer Complaining Behaviour: Alternatives available to Dissatisfied Consumers; Internal and External Complaint handling: Corporate Redress Systems and Public Redress Systems

### Unit 2: The Consumer Protection Act, 1986 (CPA)

13 Lecture

**Objectives and Basic Concepts:** Consumer, goods, service, defect in goods, deficiency in service, spurious goods and services, unfair trade practice, restrictive trade practice.

**Organizational set-up under the Consumer Protection Act:** Advisory Bodies: Consumer Protection Councils at the Central, State and District Levels, Basic Consumer Rights; Adjudicatory Bodies: District Forums, State Commissions, National Commission: Their Composition, Powers, and Jurisdiction (Pecuniary and Territorial), Role of Supreme Court under the CPA.

**Unit 3: Grievance Redress Mechanism under the Consumer Protection Act, 1986: 13 lectures** Who can file a complaint? Grounds of filing a complaint; Limitation period; Procedure for filing and hearing of a complaint; Disposal of cases, Relief/Remedy to be provided; Temporary Injunction, Enforcement of order, Appeal, frivolous and vexatious complaints; Offences and penalties.

**Seven Leading Cases decided under Consumer Protection Act:** Medical Negligence; Banking; Insurance; Housing & Real Estate; Electricity, Water, and Telecom Services; Education; Defective Product; Unfair Trade Practice.

### Unit 4: Industry Regulators and Consumer Complaint Redress Mechanism

13 lectures

- i. Banking: RBI and Banking Ombudsman
- ii. Insurance: IRDA and Insurance Ombudsman
- iii. Telecommunication: TRAI
- iv. Food Products: FSSAI (an overview)
- v. Electricity Supply: Electricity Regulatory Commission
- vi. Advertising: ASCI

### Unit 5: Consumer Protection in India

13 Lectures Consumer

**Movement in India:** Evolution of Consumer Movement in India. Formation of consumer organizations and their role in consumer protection, Recent developments in Consumer Protection in India, National Consumer Helpline, Citizens Charter, Product testing.

**Quality and Standardization:** Voluntary and Mandatory standards; Role of BIS, Indian Standards Mark (ISI), Ag-mark, Hallmarking, Licensing and Surveillance; ISO: An overview

### **Suggested Readings:**

1. Khanna, Sri Ram, Savita Hanspal, Sheetal Kapoor, and H.K. Awasthi. *Consumer Affairs*” (2007) Delhi University Publication. 334 pp.
2. Aggarwal, V. K. (2003). *Consumer Protection: Law and Practice*. 5<sup>th</sup> ed. Bharat Law House, Delhi, or latest edition.
3. Girimaji, Pushpa (2002). *Consumer Right for Everyone* Penguin Books.
4. Nader, Ralph (1973). *The Consumer and Corporate Accountability*. USA, Harcourt Brace Jovanovich, Inc.
5. Sharma, Deepa (2011). *Consumer Protection and Grievance-Redress in India: A Study of Insurance Industry* (LAP LAMBERT Academic Publishing GmbH & Co.KG, Saarbrucken, Germany. 263 pp.
6. Empowering Consumers e-book, [www.consumeraffairs.nic.in](http://www.consumeraffairs.nic.in)
7. ebook, [www.bis.org](http://www.bis.org)
8. *The Consumer Protection Act, 1986*

### **Articles**

1. Verma, D. P. S. (2002). Developments in Consumer Protection in India. *Journal of Consumer Policy*. Vol. 25. No. pp 107–123.
2. Verma, D.P.S. (2002). Regulating Misleading Advertisements, Legal Provisions and Institutional Framework. *Vikalpa*. Vol. 26. No. 2. pp.51-57.
3. Ralph L. Day and Laird E. Landon, Jr. (1997). Towards a Theory of Consumer Complaining Behaviour. Ag Woodside, et al. (eds.). *Consumer and Industrial Buying Behaviour*. New York; North Holland pp. 425-37.
4. George, S. Day and A. Aaker (1970). A Guide to consumerism. *Journal of Marketing*. Vol. 34. pp 12-19.
5. Sharma, Deepa (2003). New measures for Consumer Protection in India. *The Indian Journal of Commerce*. Vol.56. No.4. pp. 96-106
6. Sharma, Deepa (2011). Consumer Grievance Redress by Insurance Ombudsman. *BIMAQUEST*. Vol.11. pp.29-47.

### **Periodicals**

1. Consumer Protection Judgments (CPJ) (Relevant cases reported in various issues)
2. Recent issues of magazines: *Insight*, published by CERC, Ahmedabad ‘*Consumer Voice*’, Published by VOICE Society , New Delhi.
3. *Upbhokta Jagran*, Ministry of Consumer Affairs, Govt, of India. New Delhi.

### **Websites:** [www.ncdrc.nic.in](http://www.ncdrc.nic.in)

[www.fcamin.nic.in](http://www.fcamin.nic.in)

[www.consumeraffairs.nic.in](http://www.consumeraffairs.nic.in)

[www.iso.org.in](http://www.iso.org.in) [www.bis.org](http://www.bis.org)

[www.ascionline.org.in](http://www.ascionline.org.in) [www.trai.gov.in](http://www.trai.gov.in)

[www.irda.gov.in](http://www.irda.gov.in)

[www.derc.gov.in](http://www.derc.gov.in) [www.rbi.org.in](http://www.rbi.org.in)

[www.fssai.gov.in](http://www.fssai.gov.in) [www.consumer-](http://www.consumer-voice.org)

[voice.org](http://www.consumer-voice.org)

## COM-DSE-HC-6036(C): ADVANCED CORPORATE ACCOUNTING

Total: 100

Credit: 6

Lectures: 65

**Objectives:** The course aims to help the learners to acquire advanced knowledge of corporate accounting and to learn the techniques of preparing accounts and statements under various corporate situations.

### Unit 1:

15 Lectures

#### (i) Accounting Standards:

Overview of Accounting Standards in India - Applicability, Interpretation, Scope and Compliance of Ind AS; International Financial Reporting Standards - Ind AS vs. IFRS; National and International Accounting Authorities; Adoption and Convergence of International Financial Reporting Standards (IFRS) in India.

#### (ii) Corporate Annual Report

Meaning, usefulness, statutory provisions, contents and disclosure of corporate information – mandatory and voluntary; Analysis with Case Study. E-filing of annual reports of companies and XBRL Filing with specific practical exercises.

### Unit 2: Winding up of Companies

10 Lectures

Meaning and modes of winding up; Types of winding up; Procedures of winding up; Contributories; Preferential payments; Voluntary winding up; Preparation of Liquidator's Final Statement of Account; Preparation of Statement of Affairs.

### Unit 3: Accounts of Banking Companies

10 Lectures

Statutory books to be maintained; Special features of Bank book keeping. Advances – its classification and provisions to be made against advances; Rebate on Bills Discounted, Income recognition; Preparation and presentation of Financial Statements of banking companies.

### Unit 4: Accounts of Insurance Companies

15 Lectures

Books maintained by a life insurance companies and general insurance companies. Accounts of Life insurance company – Revenue Account and Profit and loss Account and ascertainment of profit under Life insurance business; preparation of Balance Sheet using appropriate software; Accounts of general insurance business – Revenue Account, Profit and Loss Account and Balance Sheet of insurance companies.

### Unit 5: Investment Accounts

15 Lectures

Meaning of Investment Accounts; cum-interest, ex-interest, cum-dividend and ex-dividend. Accounting for fixed interest earning securities and variable earning securities, bonus shares and right shares.

**Profit and Loss prior to incorporation:** Meaning of profit or loss prior to incorporation; accounting treatment of profit or loss prior to incorporation.

### Suggested Readings:

1. Goyal, V. K., & Goyal, R. (2013). *Corporate Accounting*. New Delhi: Phi Learning.
2. Jain, S. P., & Narang, K. L. (2016). *Corporate Accounting*. New Delhi: Kalyani Publishers.
3. Goyal, B. K. (2019). *Fundamentals of Corporate Accounting*. New Delhi: Taxmann Publications.
4. Maheshwari, S. N., Maheshwari, S. K., & Maheshwari, S. K. (2009). *Corporate Accounting*. New Delhi: Vikas Publishing House Pvt. Ltd.
5. Monga, J. R. (2019). *Fundamentals of Corporate Accounting*. New Delhi: Scholar Tech Press.
6. Shukla, M. C., Grewal, T. S., & Gupta, S. C. (2016). *Advanced Accounts*. Vol.-I. New Delhi: S. Chand Publishing.
7. Mukherjee, A., & Hanif, M. (2005). *Corporate Accounting*. New Delhi: Tata McGraw Hill Education.

8. Sehgal, A. (2011). *Fundamentals of Corporate Accounting*. New Delhi: Taxmann Publications.
9. Tulsian, P. C., & Tulsian, B. (2010). *Corporate Accounting*. New Delhi: S. Chand Publishing.
10. K. R. Das and K. M. Sinha *Corporate Accounting*, Manab Publications,
11. B. B., & Gautam, H. C. (2019). *Advanced Corporate Accounting*, Gayatri Publications Guwahati.
12. Compendium of Statements and Standards of Accounting. The Institute of Chartered Accountants of India, New Delhi.[www.icaai.org](http://www.icaai.org)



## COM-DSE-HC-6036(D): INTERNATIONAL BUSINESS

Marks: 100

Credit: 6

Lectures: 65

**Objective:** The objective of the course is to familiarise the students with the concepts, importance and dynamics of international business and India's involvement with global business. The course also seeks to provide theoretical foundations of international business to the extent these are relevant to the global business operations and developments.

### Unit 1:

**13 Lectures**

- a. *Introduction to International Business:* Globalisation and its importance in world economy; Impact of globalization; International business vs. domestic business: Complexities of international business; Modes of entry into international business.
- b. *International Business Environment:* National and foreign environments and their components - economic, cultural and political-legal environments

### Unit –II

**13 Lectures**

- a. *Theories of International Trade* – an overview ( Classical Theories, Product Life Cycle theory, Theory of National Competitive Advantage); Commercial Policy Instruments - tariff and non-tariff measures – difference in Impact on trade, types of tariff and non tariff barriers ( Subsidy, Quota and Embargo in detail) ; Balance of payment account and its components.
- b. *International Organizations and Arrangements:* WTO – Its objectives, principles, organizational structure and functioning; An overview of other organizations – UNCTAD;; Commodity and other trading agreements (OPEC).

### Unit –III

**13 Lectures**

- a. *Regional Economic Co-operation:* Forms of regional groupings; Integration efforts among countries in Europe, North America and Asia (NAFTA, EU , ASEAN and SAARC) .
- b. *International Financial Environment:* International financial system and institutions (IMF and World Bank – Objectives and Functions) ; Foreign exchange markets and risk management; Foreign investments - types and flows; Foreign investment in Indian perspective

### Unit –IV

**13 Lectures**

- a. Organisational structure for international business operations; International business negotiations.
- b. *Developments and Issues in International Business:* Outsourcing and its potentials for India; Role of IT in international business; International business and ecological considerations.

### Unit –V

**13 Lectures**

- a. Foreign Trade Promotion Measures and Organizations in India; Special economic zones (SEZs) and export oriented units (EOUs), ; Measures for promoting foreign investments into and from India; Indian joint ventures and acquisitions abroad.
- b. Financing of foreign trade and payment terms – sources of trade finance ( Banks, factoring, forfaiting, Banker's Acceptance and Corporate Guarantee) and forms of payment (Cash in advance, Letter of Credit, Documentary Collection, Open Account)

**Suggested Readings:**

1. Charles W.L. Hill and Arun Kumar Jain, *International Business*. New Delhi: McGraw Hill Education
2. Daniels John, D. Lee H. Radenbaugh and David P. Sullivan. *International Business*. Pearson Education
3. Johnson, Derbe., and Colin Turner. *International Business - Themes & Issues in the Modern Global Economy*. London: Roultedge.
4. Sumati Varma, *International Business*, Pearson Education.
5. Cherunilam, Francis. *International Business: Text and Cases*. PHI Learning
6. Michael R. Czinkota. et al. *International Business*. Fortforth: The Dryden Press.
7. Bennett, Roger. *International Business*. Pearson Education.
8. Peng and Srivastav, *Global Business*, Cengage Learning

**Note: Latest edition of text books may be used.**

## COM-DSE-HC-6036(E): INDUSTRIAL RELATIONS AND LABOUR LAWS

**Marks: 100**

**Credit: 6**

**Lectures: 65**

**Objective:** To enable the students to learn the concepts of industrial relations including trade unions, collective bargaining, discipline and various labour enactments.

### **Contents:**

#### **Unit 1: Industrial Relations (IR)**

Concept of Industrial Relations; Nature of Industrial Relations; Objectives of IR; Factors affecting IR in changing Environment, Evolution of IR in India; Role of State; Trade Union; Employers' Organisation; Human Resource Management and IR Role of ILO in Industrial Relations, International Dimensions of IR

#### **Unit 2: Trade Union**

Trade Union: Origin and growth, unions after Independence, unions in the era of liberalisation; Factors Affecting Growth of Trade Unions in India, Multiplicity & Recognition of Trade Unions; Major Provisions of Trade Union Act 1926

#### **Unit 3: Collective Bargaining and Workers' Participation in Management**

a) Collective Bargaining: Meaning, Nature, Types, Process and Importance of Collective Bargaining, pre-requisites, issues involved; Status of Collective Bargaining in India, Functions and role of Trade Unions in collective bargaining

b) Workers' Participation in Management: Concept, practices in India, Works Committees, Joint management councils; Participative Management and co-ownership; Productive Bargaining and Gain Sharing

#### **Unit 4: Discipline and Grievance Redressal**

Discipline: Causes of indiscipline, Maintenance of discipline and misconduct; Highlights of domestic enquiries; Principle of Natural Justice; Labour turnover; Absenteeism; Grievance: Meaning of Grievance, Grievance redressal machinery in India, Grievance handling procedure; salient features of Industrial Employment (Standing orders) Act 1946

#### **Unit 5:**

a) **The Industrial Disputes Act, 1947:** Definitions of Industry, workman, and Industrial Dispute; Authorities under the Act: Procedure, Powers and Duties of Authorities; Strikes and Lock outs; Lay-off and Retrenchment: Provisions relating to Layoff, Retrenchment, and closure

b) **The Factories Act, 1948:** Provisions relating to Health, Safety, Welfare facilities, working hours, Employment of young persons, Annual Leave with wages

### **Suggested Readings:**

1. PK Padhi, *Industrial Relations and Labour Law*, PHI Learning
2. Arun Monappa, *Industrial Relations and Labour Law*, McGraw Hill Education
3. SC Srivastav, *Industrial Relations and Labour Law*, Vikas Publishing House
4. C.S Venkata Ratnam, *Industrial Relations*, Oxford University Press
5. P.L. Malik's *Handbook of Labour and Industrial Law, Vol 1 and 2*, Eastern Book Company
6. JP Sharma, *Simplified Approach to Labour Laws*, Bharat Law House (P) Ltd

**Note: Latest edition of text books may be used.**

## COM-DSE-HC-6036(F): BUSINESS RESEARCH METHODS AND PROJECT WORK

**Marks: 100**

**Credit: 6**

**Lectures: 65**

**Objective:** This course aims at providing the general understanding of business research and the methods of business research. The course will impart learning about how to collect, analyze, present and interpret data.

### **Section A: Business Research Methods**

**50 Marks**

#### **Unit 1: Introduction 10 Lectures**

Meaning of research; Scope of Business Research; Purpose of Research – Exploration, Description, Explanation; Unit of Analysis – Individual, Organization, Groups, and Data Series; Conception, Construct, Attributes, Variables, and Hypotheses

#### **Unit 2: Research Process 10 Lectures**

An Overview; Problem Identification and Definition; Selection of Basic Research Methods- Field Study, Laboratory Study, Survey Method, Observational Method, Existing Data Based Research, Longitudinal Studies, Panel Studies

**Unit 3: Measurement and Hypothesis Testing 19 Lectures** **Measurement:** Definition; Designing and writing items; Uni-dimensional and Multi-dimensional scales; Measurement Scales- Nominal, Ordinal, Interval, Ratio; Ratings and Ranking Scale, Thurstone, Likert and Semantic Differential scaling, Paired Comparison; Sampling –Steps, Types, Sample Size Decision; Secondary data sources  
**Hypothesis Testing:** Tests concerning means and proportions; ANOVA, Chi-square test and other Non-parametric tests

Testing the assumptions of Classical Normal Linear Regression

### **Section B: Project Report**

**Marks 50**

#### **Unit 4: Report Preparation 26 Lectures**

Meaning, types and layout of research report; Steps in report writing; Citations, Bibliography and Annexure in report; JEL Classification

#### **Note:**

1. There shall be a written examination of 50% Marks on the basis of Unit 1: to III.
2. The student will write a project report under the supervision of a faculty member assigned by the college/institution based on field work. The Project Report carries 50% Marks and will be evaluated by University appointed examiners.

# **CHOICE BASED CREDIT SYSTEM**

## **Syllabus**

**For**

**B. Voc in Information Technology (IT)**



**Gauhati University**

**2019**

## **Syllabus for B.Voc in Information Technology (IT)**

**Programme Template: B.Voc Course (CBCS) in IT**

**Gauhati University**

<b>Semester</b>	<b>CORE COURSE (12 papers, 72 credits)</b>	<b>Ability Enhancement Compulsory Course (AECC) (2 papers, 8 credits)</b>	<b>Skill Enhancement Course( SEC) (4 papers, 16 credits)</b>	<b>Discipline Specific Elective (DSE) ( 6 papers, 36 credits)</b>
I	INT-VC-1016	ENG-AE-1014		
	INT-VC-1026			
	INT-VC-1036			
II	INT-VC-2016	ENV-AE-2014		
	INT-VC-2026			
	INT-VC-2036			
III	INT-VC-3016		INT-SE-3014	
	INT-VC-3026			
	INT-VC-3036			
IV	INT-VC-4016		INT-SE-4014	
	INT-VC-4026			
	INT-VC-4036			
V			INT-SE-5014	INT-VE-5016
				INT-VE-5026
				INT-VE-5036
VI			INT-SE-6014	INT-VE-6016
				INT-VE-6026
				INT-VE-6036

**QP aligned syllabus for B.Voc Information Technology (IT)**

<b>Semester</b>	<b>Paper code</b>	<b>Paper name</b>	<b>Qualification Pack (QP)</b>	<b>NSQF Level</b>
1 <sup>st</sup>	INT-VC-1016	Fundamentals of Computer	Domestic Data Entry Operator SSC/Q2212	4
	INT -VC-1026	Office Automation & Desktop Publishing		
	INT -VC-1036	Introduction to Computer Programming		
2 <sup>nd</sup>	INT -VC-2016	Introduction to Database Management System	Test Engineer SSC/Q1301 Or Web Developer SSC/Q0503	5
	INT -VC-2026	Computer Application in Printing & Graphics		
	INT -VC-2036	Internet & Web Technology		
3 <sup>rd</sup>	INT -VC-3016	Data Structure and Algorithm	Master Trainer to Junior Software Developer SSC/Q0509	6
	INT -VC-3026	Software Engineering		
	INT -VC-3036	Object Oriented Programming using C++		
	INT-SE-3014	Basics of Computer & Office Automation		
4 <sup>th</sup>	INT -VC-4016	Operating System		
	INT -VC-4026	Programming in JAVA		
	INT -VC-4036	Discrete Mathematics		
	INT-SE-4014	E-Commerce Technologies		
5 <sup>th</sup>	INT-SE-5014	Animation and Media Design	Software Developer SSC/Q0501	7
	INT -VE-5016	Computer Network		
	INT -VE-5026	System Administration Using Linux		
	INT -VE-5036	OJT / Mini Project		
6 <sup>th</sup>	INT-SE-6014	Information Security and Cyber Laws		
	INT -VE-6016	Android Application Development		
	INT -VE-6026	Database Design & Programming		
	INT -VE-6036	OJT/ Major Project		

## **Detailed Syllabus**

QP: Domestic Data Entry Operator (SSC/Q2212)

NSQF Level: 4

### **SEMESTER-I**

#### **Paper INT-VC-1016: Fundamentals of Computer**

Total Credit: 6

Total Marks: 100

End Semester Exam = 80 (Theory = 60, Practical = 20)

Internal Assessment = 20 (Sessional =10, Practical =06, Attendance = 04)

#### **Unit 1: Computer Architecture and Peripherals**

**(Marks : 15)**

History and Generations of Computer, Classification and Components of Computer & its Interconnections, Computer Memory (Primary and Secondary Memory), Different Storage Units of Computer System, Computer Hardware & Software and its types.

#### **Unit 2: Operating System**

**(Marks: 15)**

Operating System Definition, Different types of Operating System, Different Parts and Processes of Operating System, System Tools.

#### **Unit 3: Network Fundamentals**

**(Marks: 10)**

Computer Network Definition, Architecture and Requirement of Network, Types & Functions of Network and its Applications, Network Devices, Network Media and Internet Basics.

#### **Unit 4: Computer Security**

**(Marks: 10)**

Computer Security Definition, Types of Security Threats, Different Threats Prevention Techniques. Computer Firewall, System Backup and Restore.

#### **Unit 5: Introduction to ICT Hardware**

**(Marks : 10)**

Number System- Binary, Octal, Hexadecimal, ASCII, EBDIC, Gray Codes, Hard Disk Drive: Logical Structure And file system, FAT, NTFS, Hard Disk Tools: Disk Clean Up, Error Checking, De-Fragmentation, Scanning for Virus, Formatting, Formatting, Installing Additional HDD. Cache and Virtual Memory Concept, IP Address.



## **LABORATORY**

1. The Practical introduces the students to a personal computer and its basic peripherals, the process of assembling a personal computer, installation of system software like Windows OS, LINUX OS, device drivers. Basic system administration in Linux which includes: Basic Linux commands in bash, Create hard and symbolic links, Text processing, using wildcards In addition hardware and software level troubleshooting process, tips and tricks would be covered.

2. Application Software Installation

3. Installing Standard Software

4. Creating and Configuring Email Account

5. Configuring Web Browser

6. Windows BOOT Process.

### **Suggested Books-**

1. Computer fundamentals, Sinha and Sinha- BPB Publication
2. Glistler, R: PC Hardware A Beginners, Tata McGraw Hills
3. Sudhaka, V, Varanasi &Mrunalini: Computer Education, Neelkamal Publication, Hyderabad.

QP: Domestic Data Entry Operator (SSC/Q2212)

NSQF Level: 4

**SEMESTER-I**

**Paper INT-VC-1026: Office Automation & Desktop Publishing**

Total Credit: 6

Total Marks: 100

End Semester Exam = 80 (Theory = 60, Practical = 20)

Internal Assessment = 20 (Sessional =10, Practical =06, Attendance = 04)

**Unit 1:**

**(Marks:15)**

Documentation Using Word - Introduction to word processing interface, Toolbars, Menus, Creating & Editing Document, Formatting Document, Finding and replacing text, Format painter, Header and footer, Drop cap, Auto-text, Autocorrect, Spelling and Grammar Tool, Document Dictionary, Page Formatting, Bookmark, Previewing and printing document, Advance Features of Word-Mail Merge, Macros, Tables, File Management, Printing, Styles, linking and embedding object, Template.

**Unit2:**

**(Marks:15)**

Electronic Spread Sheet using Excel - Introduction to Excel, Cell, cell address, Creating & Editing Worksheet, Formatting and Essential Operations, Moving and copying data in excel, Header and footer, Formulas and Functions, Charts, Cell referencing, Page setup, Macros, Advance features of Excel-Pivot table & Pivot Chart, Linking and Consolidation, Database Management using Excel-Sorting, Filtering, Validation, What if analysis with Goal Seek, Conditional formatting.

**Unit 3:**

**(Marks:8)**

Presentation using PowerPoint: Presentations, Creating, Manipulating & Enhancing Slides, Organizational Charts, Excel Charts, Word Art, Layering art Objects, Animations and Sounds, Inserting Animated Pictures or Accessing through Object, Inserting Recorded Sound Effect or In-Built Sound Effect.,

**Unit 4:**

**(Marks:7)**

Introduction to MS Access: creating database creating and manipulating tables, forms, queries, reports, modules, importing and exporting of data.

**Unit5:**

**(Marks:7)**

Adobe Page Maker Basic concept: Creating and opening publication, using the tool box, working with palettes, text and graphics, starting a publication from the template, saving and closing a publication.

**Unit 6:**

**(Marks:8)**

Introduction to Internet: Internet, Growth of internet, Anatomy of internet, History of WWW and basic internet terminologies, Browsers , Electronic mail. Internet Applications: Commerce on the internet , Governance on the internet , Impact of internet on society

## **LABORATORY**

1. Introduction to MS-WORD Feature, File creation, Storing, Modification, Formation, Creation of Table, Splitting and Merging cells, Mail Merge etc.
2. Introduction to MS-EXCEL Feature, File creation, Storing, Modification, Use of Formulas and Functions etc.
3. Introduction to MS-PowerPoint Feature, File creation, Storing, Modification, Insertion of new Slides, Pictures, Tables etc.
4. Application Software Installation
5. Installing Standard Software
6. Creating and Configuring Email Account
7. Configuring Web Browser
8. Windows BOOT Process.

## **Suggested Readings**

1. Microsoft Office – Complete Reference – BPB Publication
2. Learn Microsoft Office – Russell A. Stultz – BPB Publication
3. Courter, G Marquis (1999). Microsoft Office 2000: Professional Edition. BPB.
4. Koers, D (2001). Microsoft Office XP Fast and Easy. PHI.

QP: Domestic Data Entry Operator (SSC/Q2212)

NSQF Level: 4

**SEMESTER-I**

**Paper INT-VC-1036: Introduction to Computer programming**

Total Credit: 6

Total Marks: 100

End Semester Exam = 80 (Theory = 60, Practical = 20)

Internal Assessment = 20 (Sessional =10, Practical =06, Attendance = 04)

**Unit 1:**

**(Marks:10)**

Concept of Computing: Algorithm, Flowchart Programming Languages: Machine language, Assembly language, High Level Language Translators : Assembler, Compiler, Interpreter. Algorithm for problem solving.

**Unit 2:**

**(Marks:15)**

Elementary data types , variables, constants and identifiers. Integer, character floating point and string constants .variable declarations. Syntax and semantics. Reserved word.Initialization of variable during declarations Constant data types. Expression in C,precedence and associativity of C operators, unary, binary and ternary operators. C arithmetic operators, assignment operators, relational operators, logical operators and bit –wise operators .L-value and R-value.Side effects of operators.Expression statement.

**Unit 3:**

**(Marks:15)**

Conditional statements: if, if-else, switch Iterative Statement-while, do-while, for Other Statement – break , continue, goto, return, null Statement, block Statement.

Function: function declaration. Calling a function. Parameters –Call by value, Call by reference and its absence in C. Recursion and how it works.

**Unit 4:**

**(Marks:10)**

Arrays and pointers Storage classes : Automatic, External, Static, Register. Scope and lifetime of variables. Arrays and pointers and corresponding operators. Pointer arithmetic. Programs using arrays and pointers like sum, average, minimum, maximum of an array of numbers. Add and delete an element of an array. Merge two sorted arrays. String manipulation programs like addition, subtraction, multiplication and their combinations. Sum of rows, columns, and diagonal elements of a matrix. Transpose of a matrix. Linear search, binary search. Selection sort and bubble sort.

**Unit 5:**

**(Marks:10)**

Structures and Files, Structure – declaration and use. Structure member resolution and structure pointer member resolution operators. Standard C library.Files in C—opening, closing, reading and writing of files. Seeking forward and backward.

## LABORATORY

Each student should do at least 20 assignments from the following list.

1. Write a program to convert a given temperature value from Fahrenheit scale to centigrade scale and vice versa.
2. Write a program to display ASCII value of a character.
3. Write a program to check whether a number is perfect or not.
4. Write a program to find out the biggest of three numbers using nested if.
  - a) A company insures its drivers if either of the following conditions are satisfied
  - b) Driver is married.
  - c) Driver is an unmarried, Male and above 30 years of age.
  - d) Driver is unmarried, female and above 25 years of age.
5. Write a program to decide if a driver is to be insured using logical operators.
6. Write a program to read a list of positive integers terminated by -1 and display the odd and even numbers separately and also their respective counts.
7. Write a program to read values of n and x and print the value of y using switch case where
  - a)  $y=n+x$  when  $n=1$
  - b)  $y=1+x/n$  when  $n=2$
  - c)  $y= n+3x$  when  $n=3$
  - d)  $y=1+nx$  when  $n>3$  or  $n<1$ .
8. Write a program to n values of sales and then calculate the commission on sales amount where the commission is calculated as follows:
  - a) If sales  $\leq$  Rs.500, commission is 5%.
  - b) If sales  $> 500$  but  $\leq 2000$ , commission is Rs 35 plus 10% above Rs 500.
  - c) If sales  $> 2000$  but  $\leq 5000$ , commission is Rs 185 plus 12% above Rs.2000.
  - d) If sales  $>5000$  ,commission is 12.5%.
9. Write a program to find out minimum, maximum, sum and average of n numbers without using array.
10. Program to find mean and standard deviation (SD) for a set of n numbers without using array.
11. Write a program to find out the roots of a quadratic equation. Use proper testing to find checks for real and complex roots.
12. Write a program to print the digits of a number in words. ( eg. if a number 841 is entered through the keyboard your program should print —Eight Four One.)
13. Write a program to print the PASCAL Triangle up to the n-th row where n is an input to the program.
14. Write a function to return the HCF of two positive integers. Write a main function to read two positive integers and print their HCF and LCM by using the above function.
15. Write a program to convert a decimal number into binary number using function.
16. Write a program to display the result of sine series using function.
17. Write a program to find the sum of the following series  
 $1+x-x^3/3!+x^5/5!-x^7/7!+ \dots$  corrected up to the 3 decimal place.
18. Write a program to read n numbers in a sorted array and insert a given element in a particular position
19. Write functions to compute the factorial of a number using both recursive and non-recursive procedure.
20. Write a program to print the values of ncr and npr for given positive integers  $n > 0$ . Use a function fact(n) to return the factorial of a non-negative integer n.  
 $ncr=n!/r!*(n-r)!$   $npr=n!/(n-r)!$

21. Write a program to display the first n Fibonacci numbers using function.
22. Write a program to display the prime numbers within a given range. Write a function to check whether a given integer is prime or not and use it.
23. Write a program to Multiply two matrices using function
24. Write a program to display the upper Triangle and lower Triangle of a given square matrix using function.
25. Write a function to check if a given square matrix is symmetric or not. Write a main function to implement it.
26. Write a program to read a m X n matrix and calculate the Row sum and Column Sum of the matrix
27. Write a function to read in an integer and print the representation of the number using the sign and magnitude representation scheme using 8 bits. The program should check for overflow/under flow conditions. The left most bit is to be used as the sign bit.
28. Write a program to merge two sorted arrays.
29. Write a program to implement selection sort using function.
30. Write a program to count the number of vowels in a string.

### **Internal Assessment includes**

1. Seminar on how to Manage your work to meet requirements
2. Seminar on how to Maintain a healthy, safe and secure working environment
3. Mock interview
4. Report preparation

### **Suggested Books-**

1. R.G.Dromey; How to solve it by Computer; Prentice Hall of India, 1992; (First Edition).
2. Cooper, Mullish; The Spirit of C, Jaico Publishing House; New Delhi, 1987. (Fourth Edition).
3. B. Gottfried; Programming in C; Tata McGraw Hill, New Delhi; (Second Edition).

QP: Test Engineer (SSC/Q1301) / Web Developer (SSC/Q0503)

NSQF Level: 5

**SEMESTER-II**

**Paper - INT-VC-2016: Introduction to Database Management System**

Total Credit: 6

Total Marks: 100

End Semester Exam = 80 (Theory = 60, Practical = 20)

Internal Assessment = 20 (Sessional =10, Practical =06, Attendance = 04)

**Unit 1:**

**(Marks:15)**

File Structure: Record storage and primary file organization: memory hierarchies and storage devices, Storage of DataBases, Placing file records on disks: Records and its Types, Files, Fixed length records and variable length records, Record Blocking, allocating file blocks on disks, operation on files.

Issues in Physical Design : Concept of indexes

**Unit 2:**

**(Marks:15)**

Overview of Database Management System: Definition of DataBase, Traditional File Approach vs. DBMS approach, Characteristics of the Data Base Approach, DBMS user, Role of a DBA, Advantage of using DBMS, DBMS architecture, Data independence

ANSI/SPARC 3 level architecture.

**Unit 3:**

**(Marks:15)**

Relational Models: Fundamental integrity rules: entity integrity, referential integrity, Relational algebra(Select, Project, Cross ,Product , theta join, equi join, natural join, outer join ),Set Operation ANSI SQL –92 Standard: DDL, DML, SQL constructs(Select .. From...Where... Group by ..... Having... Order by....), Insert, Delete, Update, View, Definition and use, nested quires, Constraints considers(NOT NULL , UNIQUE, Check Primary key. Foreign key)

**Unit 4:**

**(Marks:15)**

Database Design: Conceptual model, logical model, physical model.ER model as a tool for conceptual design-entities, attributes and relationships, weak and strong entities, conversion of ER model into relational schema. DFD.Normalization: informal design guidelines for relational schemas (overview level), functional dependencies, different types of keys. Normal forms (first, second, third, BCNF). Functional dependency diagram and design of relational database from it.





6. Create the following two tables and insert data into the tables.

**Player** (Roll no.→Primary Key)

Roll no.	Name
10	Vijay Amrithraj
20	Leander Paes
30	Mahesh Bhupathi
40	SaniaMirza

**Match** (Match\_no→Primary key, Roll no→Foreign key)

Match_no	Roll_no.	Match_Date	Opponent
1	20	10-Jul-2008	Washington
2	30	12-Jan-2008	Sampras
3	20	12-Aug-2008	Borg
4	30	20-Mar-2008	Vijay

- Perform EQUIJOIN operation to retrieve data from both the files.
- Perform OUTERJOIN operation to retrieve the unmatched records.

7. Design an ER diagram for a **BANK** database schema. To consider that each Bank can have multiple branches, and each branch can have multiple Accounts and Loans for customer. Also to specify the non weak& weak entity types, key attributes & key types, relationship types, instances, constraints and participations.

8. Create a table **Student** taking the attributes given below:

Roll\_no, Student\_name, Address, Date\_of\_admission, Class Section and Contact\_no.

Write appropriate queries to perform the following operations:

- To insert values in the Student table.
- To delete values from Student table
- To list the names of all students which roll\_no > 20.
- To search for students who got admitted before 01-01-2006.
- To change the name of the student whose roll number is 10 to Amar.

9. Create tables **Department** and **Employee** with the attributes given bellow.

Employee (EmpNo ,Empname, Address, Dno)

Department ( Dno, Dname, Location )

Dno in Employee is a foreign key.

Write appropriate queries to perform the following operations:

- To insert values in the tables.
- To retrieve the names and addresses of all Employees working in the Finance department.
- To print the location where Administration department is located.
- To delete all information regarding a particular employee.

10. Create table **Student** and **Course** taking the attributes given bellow.

Student (Roll\_no, Name, Semester, Course\_no(Foreign key))

Course (Course\_no, Course\_name)

Write appropriate queries for the following operations:

- To retrieve names of all students who are admitted to the course BCA.
- To retrieve the names of all students whose course name is BCA and who are in the 3<sup>rd</sup> semester.
- To display details of all courses in which more than 100 students got admitted.
- For course being offered, display the course name and number of students admitted to the course.

11. Create tables *Employee*, *Department*, *Location*, *Works\_on*, and *Project* taking the attributes given below.

Employee (Fname, Lname, Empno, Bdate, Address, Salary, Dnumber )

Department (Dname,Dnumber,Mgrno)

Locations(Dnumber, DLocation)

Works\_on(Empno, Pnumber, Hours\_per\_day)

Project(Pname, Pnumber, Location,Dnumber (Foreign))

Dependent(Empno, Dependent\_name, Sex, DOB, Relationship)

Write appropriate queries for the following operations:

- Retrieve the names and addresses of all employees who work in the Finance department.
  - To retrieve the names of all employees who works on all the projects controlled by department number 6
  - For each department, print the name of the department and the name of the manager of the department.
  - Retrieve the location where the Administration department is located.
  - For every project located in Mumbai list the project number, the controlling department and department manger's name and address.
  - Find out how many employees are there in each department.
  - Find the total salary of all employees of the —Research department, as well as the maximum, minimum and average salary in this department
  - Retrieve the name of all employees who have no dependent.
  - Alter the —Employee table by deleting the column Bdate.
  - Retrieve the Fname, Lname of all employees whose salary is higher than average salary.
  - For each department retrieve the department number, the number of employee in the department and their average salary.
  - Retrieve the name of all employees who have two or more dependent
  - Retrieve the details of all employees who works on project number 1,2,3
12. Create Table

Client\_master( Client\_no, name, address, Bdate)

Product\_master(P\_number,Description,saleprice,costprice)

Sales\_master(Salesmno,Sname,Address,Salamnt,Remarks)

Sales\_order(O\_no,Client\_no,Odate,Delyaddr,Salesmno)

Sales\_order\_detail(Order\_no,Product\_no, Qtyorder, product\_rate,Qty\_dispatched)

Write appropriate queries to perform the following operations:

- List name of all clients having 'a' as the second letter in their names.
  - Retrieve the description and total Qty sold for each product.
  - Find product no. and description of non moving products (i.e product not being sold).
  - For each product being sold, list the product number and the total amount (in Rs.) sold.
  - List all client who stay in 'Bangalore' or 'Mumbai'
  - List the clients who stay in a city whose First letter is 'M'
  - Find the names of clients who had purchased the item 'Trouser'.
  - Find out if 'T-Shirt' has been ordered by any client and if so print the details of the client.
  - List details of all products whose unit price is more than Rs. 5000.00.
  - Calculate the total amount (in Rs.) purchased by each client that has purchased items amounting more than Rs. 20000.
13. Create table

Author(Author\_id, Name, City, Country)

Catalog (Book\_id, Title, Author1\_id, Author2\_id, Publisher\_id, Category\_id, Year, Price)

Publisher(Publisher\_id, Name, City, Country)

Order\_details(Order\_no, Book\_id, Quantity)

Category(Category\_id, Description)

Order\_summary(Order\_no,Member\_id,Odate,Amount,Ostatus)

Member(Member\_id, Name, Address, Contact)

Assume that all books have at most two authors.

Write appropriate queries to perform the following operations:

- a) Retrieve the title, author, and publisher names of all books published in 1999 and 2006.
- b) Retrieve the title of all books whose one author is 'A Tanenbum'.
- c) Get the details of all books whose price is greater than the average price of the books.
- d) Get the names of all the books for which an order has been placed.
- e) Get the names of all authors who have more than ten books in the catalog.
- f) Get the details of the authors whose books are being sold from the book club.
- g) Get the title and price of all books whose price is greater than the maximum of the category average.

### **Internal Assessment includes**

1. Seminar on Writing presentation skill
2. Group discussion
3. Mock interview
4. Report preparation

The interview board will consist of an external expert, the head of the concerned departments and the course coordinator of the course will constitute an expert panel. Students will have to appear before the panel for Mock interview.

### **Suggested Reading:**

1. Introduction to database management system, C.J. Date
2. Fundamentals of data base management system, Elmasri&Navathe
3. An introduction to Database systems; Bipin C. Desai; Galgotia publications.
4. Database Systems - Concept, Design and Applications; S.K.Singh; Pearson Education.

QP: Test Engineer (SSC/Q1301) / Web Developer (SSC/Q0503)

NSQF Level: 5

**SEMESTER-II**

**Paper INT-VC-2026: Computer Application in Printing and Graphics**

Total Credit: 6

Total Marks: 100

End Semester Exam = 80 (Theory = 60, Practical = 20)

Internal Assessment = 20 (Sessional =10, Practical =06, Attendance = 04)

**Unit I: (Marks:10)**

Introduction to DTP, trends in printing technology, usage of computers in printing. DTP printing technology. Introduction to DTP software's, Use of Text tool Adobe, Photoshop Corel Draw. Story editing, formatting.

**Unit II: (Marks:10)**

Working with graphics: using different graphic tools importing graphics working with colour, table editing. Desk Top Publishing Hardware, Macintosh, Cost estimation of DTP.

**Unit III: (Marks:10)**

Graphics Definitions – Print Design Vs Digital Design – Elements of Graphic Design – Tools of Organization – Architecture of Type/Font – Building Blocks of Graphic Design: Whitespace, Rules, Borders, Boxes, Shadows, Bleeds – Illustrations – Working with Photographs – Working with Color

Designing for Print: Newsletters – Newspapers – Magazines – Brochures – Pamphlets – Posters

**Unit IV: (Marks:10)**

Animation Definition – Types of Animation: Cel Animation, Stop Motion Animation, Computer Animation, Frame by Frame, Keyframe Animation – Applications – Hardware – Software – Considerations for selecting tool Animation Techniques: Transformation – Compositing – Color Correction – Modeling – Lighting – Masking – Layering – Shading – Particles

**Unit V: (Marks:10)**

Rendering and Career Prospects

Rendering: Types – Features – Techniques – Real-Time Rendering – Software Creators: Visual Development artist, Layout artist, Character animator, Cleanup artist, Color stylist, Graphic Designer, Animator, Effects animator, Composer

**Unit VI: (Marks:10)**

Image Processing

Raster Graphics – Vector Graphics – Image File Formats: Windows Formats, Macintosh Formats, Cross Platform Formats – Audio & Video File formats – Audio & Video Streaming Formats – Graphics and Animation for Web – Web File Formats – CODEC: Lossy Vs Lossless, Compression Techniques

## **LABORATORY**

1. Introduction to Computer Terminologies.
2. Use of different Hardware devices.
3. Use of Word-Processing Softwares.
4. DTP and its features.
5. Softwares used in Printing.
6. Page set-up with different sizes and margins.
7. Preparation of Text rich documents.
8. Different kinds of Scanners, their working and uses.
9. Image and Text merging.
10. Modifications and Editing of Illustrations and Text.
11. Using various tools of Printing Softwares.
12. Introduction to photoshop-how you can differentiate it from illustrator, different types of the formats, their compatability to different software, introduction of tool box, uses of different filters, masking and working on images, creating a presentation using software.
13. Quark express :Pagemake up, formating and editing in the software.
14. Flash : Introduction of 2-D animations, study of tool box, menu bar, how you can use them in your industry, how you can create different effects like moving on selected path, masking of images, etc.

QP: Test Engineer (SSC/Q1301) / Web Developer (SSC/Q0503)

NSQF Level: 5

**SEMESTER-II**

**Paper INT-VC-2036: Internet and Web Technology**

Total Credit: 6

Total Marks: 100

End Semester Exam = 80 (Theory = 60, Practical = 20)

Internal Assessment = 20 (Sessional =10, Practical =06, Attendance = 04)

**Unit I:**

**(Marks:20)**

Introduction to internet: Internet, Growth of internet, Anatomy of internet, History of WWW and basic internet terminologies, Browsers, Electronic mail. Internet Applications: Commerce on the internet, Governance on the internet, Impact of internet on society.

**Unit II:**

**(Marks:10)**

Internet technology and protocols: What is networks ? Need of computer networks. Characteristics of LAN, MAN, WAN.A brief idea of OSI reference model and TCP/IP .Difference between OSI and TCP/IP.Physical topologies ( Bus , Ring , Tree , Star , Hybrid etc ..)Logical topologies (protocols) A brief description of Ethernet, FDDI , ATM , Token ring .

**Unit III:**

**(Marks:10)**

File transfer protocol: Introduction to FTP & terminologies, FTP servers and authentication, GUI based FTP clients, Browser based FTP clients.

**Unit IV:**

**(Marks:10)**

Internet management security concepts: Overview of internet security, Firewalls. Internet security management concepts & information. Privacy & copyright issues.

**Unit V:**

**(Marks:10)**

HTML: Introduction to HTML, basics & elements of HTML, attributes, headings, paragraphs, links, Images, Lists, Tables, Forms, Frames. Client side scripting: Introduction to JavaScript & its basics, data types, variables operators, functions looping, objects, arrays, strings. Server side scripting: Introduction to PHP, basic programming principles & database connectivity.

## **LABORATORY**

### **HTML**

**Each student should do at least 12 experiments from the following list.**

1. Create a HTML document consisting of HTML heading, paragraphs and images.
2. Create a HTML document and insert comments in the HTML source code and insert horizontal lines.
3. Construct HTML document to set the font of a text , size of the font, style of the font.
4. Create a HTML document to show how to create hyperlinks.
5. Create a HTML document to use an image as a link.
6. Create a HTML document to open link in a new browser window.
7. Create a HTML document to jump to another part of a document (on the same page).
8. Create a HTML document to insert images from another folder or another server.
9. Create an image-map, with clickable regions.
10. Create a HTML document with all table elements (Table, Caption, Table Row, Table Data element, Table Heading Element, THEAD, TFOOT, TBODY)
11. Create HTML document to make an unordered list, an ordered list, different types of ordered lists, different types of unordered lists, Nested list, Definition list.
12. Create HTML form with the all FORM elements (text fields, password field, Checkboxes, Radio buttons, Select elements, Drop-down list with a pre-selected value, Textarea (a multi-line text input field) and buttons.
13. Create HTML document with all Frame elements (FRAMESET, FRAME, NOFRAMES, and INLINE FRAME).
14. Create a HTML document to add AUDIO and VIDEO.
15. Create a HTML document to aligning images (Let the image float to the left/right of a paragraph)
16. Create a HTML document to jump to a specified section within a frame
17. Construct a HTML document with CSS to set the background colour of a page.
18. Construct a HTML document with CSS to set an image as the background of a page
19. Construct HTML document with CSS to Set the text color of different elements and align the text.
20. Construct HTML document to set different colours to visited/unvisited links, Specify a background colour for links

### **XML**

**Each student should do at least 2 experiments from the following list.**

21. Construct an XML document that contain information about products of an organization.
22. Construct an XML document that contain information of 5 students (such as roll no., name , address, class).
23. Construct an XML document that contain details of 10 books.

### **JAVAScript**

**Each student should do at least 9 experiments from the following list.**

24. Write a program in javascript to accept a name from the user and display the same name in an alert box.
25. Write a program in javascript to display a message in a confirm box.
26. Write a program in javascript to display the message ‘\_time is running out’ in the status bar.
27. Write a program in JavaScript to enter marks of a student and find his/her grade according to the following:  
if marks >= 90 then grade A  
if marks >= 80 then grade B  
if marks >= 70 then grade C  
if marks >= 60 then grade D  
else fail.

28. Write a program in JavaScript to create a button and when the button is clicked the message "Hello World" is displayed on an alert box..
29. Write a program in JavaScript to accept 2 nos from the user and show the working of all arithmetic operators.
30. Write a program in JavaScript to accept 2 strings and concatenate them.
31. Write a program in JavaScript to display the current date and time.
32. Write a program in JavaScript to find the length of an array.
33. Write a program in JavaScript to check whether a string is palindrome or not.
34. Write a program in JavaScript that responds to a mouse click anywhere on the page( using mouse click).
35. Write a program in JavaScript to display the contents of a check box in a alert box.
36. Write a program to validate a form in the user id and password forms.
37. Write a program in JavaScript to crate a welcome cookie, Button animation, Image map with added JavaScript Simple timing, Timing event in an infinite loop

**Suggested Reading:**

1. HTML & XML an Introduction. PHI .
2. A. S. Godbole, A. Kahate; Web Technologies; Tata McGrew-hill;
3. Andrew S. Tanenbaum; Computer Network; PHI; (Fourth Edition);



QP: Master Trainer to Junior Software Developer (SSC/Q0509)

NSQF Level: 6

**SEMESTER III**

**Paper - INT-VC-3016: Data Structure and Algorithm**

Total Credit: 6

Total Marks: 100

End Semester Exam = 80 (Theory = 60, Practical = 20)

Internal Assessment = 20 (Sessional =10, Practical =06, Attendance = 04)

**Unit I: Introduction to data structure (Marks:10)**

Basic concept, Abstract data types, Fundamental and derived data types, Representation, primitive data structures.

**Unit II: Arrays (Marks:10)**

Single and multidimensional arrays, Address calculation using column and row major ordering, Various operations on Arrays, Matrix multiplication.

**Unit III: Stack and Queues (Marks:10)**

Representation of stacks and queue using arrays and linked-list, Circular queues, Applications of stacks Conversion from infix to postfix and prefix expressions, postfix evaluation algorithm

**Unit IV: Linked lists (Marks:10)**

Singly linked list; operations on Linked-list, Circular linked lists, Doubly linked lists.

**Unit V: Trees (Marks:7)**

Basic terminology, Binary tree traversal methods - Preorder, Inorder and Postorder . Application of binary tree, Binary search tree, insertion and search operations on binary search tree.

**Unit VI: Searching and sorting (Marks:7)**

Searching: Sequential and binary searches, Sorting - Insertion, selection, bubble, quick, merge, radix.

**Unit VII: Graphs (Marks:6)**

Definition of Graph, Graph terminology, Directed, Undirected & Weighted graphs, Graph representation: Adjacency matrix, Adjacency lists.

## **LABORATORY**

1. Write a c program to implement bubble sort.
2. Write a c program to implement selection sort.
3. Write a c program to represent a queue as an array.
4. Write a c program to find sum of sort the element using Bubble sort.
5. Write a c program to implement stack with push and pop operations. Also check for overflow and underflow.
6. Write a c program to sort the element of a two dimensional matrix column wise and display the entered matrix and sorted matrix.
7. Write a c program to sort the element of 2-d matrix row wise and display sorted matrices.

## **BOOKS RECOMMENDED :**

1. Robert L. Kruse; Data Structures and Program Design; Prentice Hall, 1987. (Second Edition).
2. A. S. Tanenbaum; Data Structure using C; PHI.
3. H. Sahani; Fundamentals of Data Structure in C; Orient Publications. (Second Edition).

QP: Master Trainer to Junior Software Developer (SSC/Q0509)

NSQF Level: 6

**SEMESTER III**

**Paper INT-VC-3026: Software Engineering**

Total Credit: 6

Total Marks: 100

End Semester Exam = 80 (Theory = 60, Practical = 20)

Internal Assessment = 20 (Sessional =10, Practical =06, Attendance = 04)

**Unit I: Introduction**

**(Marks: 15)**

Software Processes & Characteristics, Software life cycle

Models ---- Waterfall, Prototype, Evolutionary and Spiral Models

Software Requirements analysis & specifications: Requirement engineering, requirement elicitation techniques like FAST, QFD, requirements analysis using DFD, Data dictionaries, ER Diagrams, Requirements documentation, Nature of SRS, Characteristics & organization of SRS.

**Unit II: Software Project Planning**

**(Marks:15)**

Size Estimation like lines of Code & Function Count, Cost Estimation Models, COCOMO, Risk Management.

**Unit III: Software Design**

**(Marks:15)**

Data design, Architectural design, Interface design, Function Oriented Design, Object Oriented Design, Cohesion & Coupling, Classification of Cohesiveness & Coupling, Software Metrics: different types of project matrices.

**Unit IV: Software Testing and Maintenance**

**(Marks:15)**

Testing Process, Design of Test Cases, Types of Testing, Functional Testing, Structural Testing, Test Activities, Unit Testing, Integration Testing and System Testing. Debugging Activities

Software Maintenance: Management of Maintenance, Maintenance Process, Reverse Engineering, Software Re-engineering, Configuration Management, Documentation. Software quality Assurance.

CASE tools--- Analysis tools, design tools, SQA tools, software testing tools.

**Suggested Readings:**

1. Rajeev Mall —Software Engineering| PHI
2. Pressman Roger — Software Engineering A Practitioners Approach| Tata McGraw Hill
3. James F. Peters, Witold Pedrycz —Software Engineering An Engineering Approach

QP: Master Trainer to Junior Software Developer (SSC/Q0509)

NSQF Level: 6

**SEMESTER III**

**Paper INT-VC-3036: Object Oriented Programming using C++**

Total Credit: 6

Total Marks: 100

End Semester Exam = 80 (Theory = 60, Practical = 20)

Internal Assessment = 20 (Sessional =10, Practical =06, Attendance = 04)

**Unit I: Principles of Object Oriented Programming (Marks:10)**

Basic concept of OOP, Procedural programming vs OOP, Advantages of OOP, OOP languages  
Concept of Class, Objects, Concept of Inheritance and encapsulation, Operator overloading,  
Dynamic Binding, Overview of OPP using C++  
Basic programs using C++

**Unit II: Elements of C++ Language (Marks:10)**

Keywords and Identifiers in C++, Variables and Constants, Declaration and Initialization of  
Variables, Concept of Dynamic Initialization of variables, Enumerated variables, Basic Data Types,  
Arrays and Strings, User Defined Data types, Arithmetic, Relational, Logical Operators and  
Operator Precedence, Manipulators,  
Type Conversions and type cast operators, Console I/O: cin, cout functions.  
Control Statements.-if; if-else; else....if; switch statements  
Loops: for, while, do-while, Break, continue, go to

**Unit III: Functions (Marks:5)**

Syntax of a Function, Function Prototype, Calling function, Function definition, Passing arguments  
and returning values. Pass by value, pass by reference. Passing and returning structure variables  
Inline and overloaded function, Default arguments, returning by reference.

**Unit IV: Classes and Object (Marks:5)**

Definition and Declaration of a Class, Declaration of members, Declaration of objects, Objects as  
function arguments. Array of objects. Returning objects from function. Structures and classes.

**Unit V: Constructors and Destructors (Marks:5)**

Concept of constructors, Types of constructors, Parameterized constructor, Constructor with default  
arguments, Copy constructors, Dynamic Initialization of Objects, Concept of Destructors.

**Unit VI: Operator Overloading (Marks:5)**

Concept of Operator Overloading, Unary and Binary Operators, Overloading of unary and binary  
operators.

**Unit VII: Derived Classes and Inheritance (Marks:5)**

Concept of inheritance, Derived and Base Class- Definition and Declaration. Types of Inheritance,  
Public, Private and Protected Access, Constructors in Derived Classes

## Unit VIII: Pointer

(Marks:10)

Pointer Basics, Address Operator and Pointer Variables, Pointer Arithmetic, New And Delete Operator, Null Pointer, Reference and Constant pointer, Array of Pointers, Pointers to Object and Pointers to Pointer.

## Unit IX: Virtual Function & Polymorphism

(Marks:5)

Pointers to Derived Objects and Virtual Functions, Early binding vs. Late binding, Abstract Classes and Pure Virtual Function.

## LABORATORY

Each student should do at least 5 assignments from the following list.

1. Define a class named *triangle* to represent a triangle using the lengths of the three sides. Write a constructor to initialize objects of this class, given the lengths of the sides. Also write member functions to check
  - (a) if a triangle is isosceles
  - (b) if a triangle is equilateralWrite a main function to test your functions.
2. Define a structure *employee* with the following specifications. *empno* : integer *ename* : 20 characters *basic*, *hra*, *da* : float *calculate()* : a function to compute net pay as *basic+hra+da* with float return type. *getdata()* : a function to read values for *empno*, *ename*, *basic*, *hra*, *da*. *dispdata()* : a function to display all the data on the screen . Write a main program to test the program.
3. Define a class *circle* to represent circles. Add a data member *radius* to store the radius of a circle. Write member functions *area()* and *perimeter()* to compute the area and perimeter of a circle.
4. Define a class *complex* with two data members *real* and *imag* to represent real and imaginary parts of a complex number. Write member functions *rpart()* : to return the real part of a complex number *ipart()* : to return the imaginary part of a complex number *add()* : to add two complex numbers. *mul()* : to multiply two complex numbers.
5. Define a class *point* with two data members *xordinate* and *yordinate* to represent all points in the two dimensional plane by storing their x co-ordinate and y co-ordinate values. Write member functions *dist()* : to return the distance of the point from the origin. *slope()*: to return the slope of the line obtained by joining this point with the origin. Write constructors with zero, one and two arguments to initialize objects. Also write a friend function to compute the distance between two points.
6. Define a class to store matrices. Write suitable friend functions to add and multiply two matrices.
7. Define a class *student* with the following specification:  
*rollno* : integer *sname* : 20 characters  
Derive two classes *artst* and *scst*. The class *artst* will represent students belonging to arts stream and the class *scst* will represent students belonging to science stream. The *artst* class will have additional data members *ph*, *hs*, *en* and *as* to store marks obtained by a student in three subjects Philosophy, History, English and Assamese. The class *scst* will have additional data members *ph*, *ch*, *ma* and *en* to store marks obtained in Physics, Chemistry, Mathematics and English. Write the following member functions in the classes *artst* and *scst* *ctotal()* : a function to calculate the total marks obtained by a student *takedata()* : function to accept values of the data members *showdata()* : function to display the marks sheet of a student .
8. Write a program to implement Inheritance in C++.

### **Suggested Readings::**

1. Robert Laffore; Object Oriented Programming in Turbo C++; Galgotia Publication,1996; (Fourth Edition).
2. E. Balaguruswamy; Object Oriented Programming with C++;Tata McGrahill, 1997; (Third Edition) ;
3. Yashavant Kanitkar; Visual C++ Programming; BPB Publications,1998.
4. S.B. Lippman; C++ Primer; Addison Wesley, 1995 ; (Third Edition).
5. Stastroup; The Elements of C++ Programming; Addison Weiley Publication, 1995.

**SEC PAPER**  
**SEMESTER III**

**Paper - INT-SE-3014: Basics of Computer & Office Automation**

Total Credit: 4

Total Marks: 100

End Semester Exam = 50 (Theory)

Internal Assessment / Practical = 50

**UNIT 1: Introduction to Computer**

**(Marks: 15)**

Computer and Latest IT gadgets, Evolution of Computers & its applications, Basics of Hardware and Software, Central Processing Unit, Input devices, Output devices, Computer Memory & storage, Application Software, Systems Software, Utility Software, Open source and Proprietary Software, Mobile Apps.

**UNIT 2: Word Processing**

**(Marks: 15)**

Introduction to Word Processing, Features, Creating, Saving & Closing a document, Opening an Existing document, Editing a Document, Formatting Features (Paragraph Formats, Aligning text & paragraph, Border and Shading, Header & Footers, Bullet & Numbering ), Inserting & Editing a Table, Inserting Picture, Checking & Spelling Correction, Page Setup, Print Preview, Printing a document, Mail Merge, Document Template & Wizards.

**UNIT 3: Spreadsheet**

**(Marks: 10)**

Introduction to Spreadsheet, creating, saving and editing a workbook, Inserting, deleting Worksheets, Working with Formula & Cell referencing, Functions, working with ranges - creating, editing and selecting ranges, AutoFormat Feature, Changing alignment, Character styles, Date Format, Border & Colors etc. Previewing & Printing a worksheet, Creating Charts & Graphs. Database in worksheet, macro, linking and embedding

**UNIT 4: Presentation Tools**

**(Marks: 10)**

Creating & saving Presentations, Opening an existing Presentation, Working in different views, Working with slides, Adding and Formatting Text, Formatting Paragraphs, Checking Spelling and correcting typing mistakes, Adding clip art and other pictures, Inserting Animation, Designing slide shows, Running and controlling slide show, Printing Presentation.

**LABORATORY**

1. Introduction to MS-WORD Feature, File creation, Storing, Modification, Formation, Creation of Table, Splitting and Merging cells, Mail Merge etc.
2. Introduction to MS-EXCEL Feature, File creation, Storing, Modification, Use of Formulas and Functions etc.
3. Introduction to MS-PowerPoint Feature, File creation, Storing, Modification, Insertion of new Slides, Pictures, Tables etc.
4. Application Software Installation
5. Installing Standard Software
6. Creating and Configuring Email Account
7. Configuring Web Browser
8. Windows BOOT Process.

## **Suggested Readings**

5. Microsoft Office – Complete Reference – BPB Publication
6. Learn Microsoft Office – Russell A. Stultz – BPB Publication
7. Courter, G Marquis (1999). Microsoft Office 2000: Professional Edition. BPB.
8. Koers, D (2001). Microsoft Office XP Fast and Easy. PHI.



QP: Master Trainer to Junior Software Developer (SSC/Q0509)

NSQF Level: 6

**SEMESTER IV**

**Paper INT-VC-4016: Operating System**

Total Credit: 6

Total Marks: 100

End Semester Exam = 80 (Theory = 60, Practical = 20)

Internal Assessment = 20 (Sessional =10, Practical =06, Attendance = 04)

**Unit I: Introduction:**

**(Marks: 8)**

What is an operating system, batch systems, multiprogrammed, time-sharing systems, personal-computer systems, parallel systems, distributed systems, real-time systems.

**Unit II: Processes:**

**(Marks:8)**

Process Concept, Thread, design issues of thread, user space thread and kernel space thread, Usage of thread. Process states, Operation on Processes:- creation and termination. Implementation of process:- process table.

**Unit III: Process Synchronization:**

**(Marks: 8)**

Race condition, Critical-Section, mutual exclusion. Solution to race condition and synchronization: - disabling interrupt, test-and-set-lock, Peterson's solution, semaphore, mutex, monitor, message passing. Classical problems:- The Dining philosopher, sleeping barber and readers-and-writers (bounded buffer) problems and their solution.

**Unit IV: Scheduling**

**(Marks: 6)**

Basic Concepts, preemptive and non preemptive scheduling. Scheduling Algorithms. Types of scheduling: - batch, interactive and real-time. Goals of scheduling algorithms, FCFS, SJF, RR, priority, multiple queues, three-level scheduling.

**Unit V: Deadlocks:**

**(Marks: 5)**

System Model, Deadlock Characterization, Methods for Handling Deadlocks, Deadlock Prevention, Deadlock Avoidance, Deadlock Detection, Recovery from Deadlock. Banker's algorithm.

**Unit VI: Memory management:**

**(Marks: 10)**

Multiprogramming. Address binding (relocation), and protection. Swapping. Virtual memory: - logical versus physical address space, paging, page fault, page table and its entries, demand paging, multi level page table, TLB, its entries and working. Page replacement algorithms: - LRU, optimal, NRU, FIFO, second chance, clock, NFU. Working set. What is segmentation, what are its benefits and drawbacks.

**Unit VII: File system****(Marks: 10)**

What is file, file naming, file types(directory, regular, device), sequential access and random access files, file attributes, operations on file, hierarchical directory structure, pathname (relative and absolute), operation on directories, disk layout, disk partition, file system layout, disk block allocation:-contiguous allocation linked list allocation, FAT, i-nodes, directories in UNIX, file system security

**Unit VIII: I/O management****(Marks: 5)**

Basic principles and overall structure of I/O management subsystem, Device controllers, layers of the I/O subsystem:- interrupt handlers device driver, device independent I/O software and user space I/O software.

**LABORATORY**

Dos command ,Linux command (copy,paste,move,create directory,remove command) Installation of XP , Dual boot .

**Suggested reading:**

1. Modern Operating System, Tanenbaum, PHI Publication.
2. Operating System by Galvin

QP: Master Trainer to Junior Software Developer (SSC/Q0509)

NSQF Level: 6

SEMESTER IV

**Paper INT-VC-4026: Programming in JAVA**

Total Credit: 6

Total Marks: 100

End Semester Exam = 80 (Theory = 60, Practical = 20)

Internal Assessment = 20 (Sessional =10, Practical =06, Attendance = 04)

### **Unit I: Java language basics**

**(Marks:30)**

Basic features, Java virtual machine concepts, Data types:- primitive data types and variables, Java Key words, integer and floating point data type, character and Boolean types, declaring and initialization variables. Java operators, Expressions, Statements-- selection statements, control statements, iterative statements, jump statements.

#### **Classes & Objects**

Creating objects, assigning object reference variables, Introducing methods.

#### **Arrays**

Static methods, Constructors, Overloading constructors., Strings, and Vector, This Keyword , Using object as parameters:- argument passing, returning objects, Method Overloading , garbage collection , the Finalize() method.

#### **Inheritance and Polymorphism**

Inheritance basics, access control, multilevel inheritance, method overriding, abstract classes, polymorphism, Final keyword, Multithreaded programming,

#### **I/O in Java**

I/O basics, Streams and stream classes, reading from and writing to console, reading and writing files

### **Unit II: Java applets**

**(Marks: 10)**

The Applet Class, Applet Architecture, An Applet skeleton: initialization and termination, handling events, HTML Applet Tag, Control.

### **Unit III: Networking**

**(Marks: 10)**

Socket overview -- datagram socket and TCP/IP based server socket, Internet Addressing --- DNS, UR, Event handling Drivers in Java.

### **Unit IV: Java Database Connectivity**

**(Marks: 10)**

Establishing a connection ( JDBC, ODBC connectivity) , transactions with database.

## **LABORATORY**

**Each student should do at least 8 assignments from the following list.**

1. Write a program to display the first n Fibonacci numbers using function.
2. Write a program to display the prime numbers within a given range. Write a function to check whether a given integer is prime or not and use it.
3. Write a program to Multiply two matrices using function
4. Write a program to display the upper Triangle and lower Triangle of a given square matrix using function.
5. Write a function to check if a given square matrix is symmetric or not. Write a main function to implement it.
6. Write a program to read a m X n matrix and calculate the Row sum and Column Sum of the matrix
7. Write a function to read in an integer and print the representation of the number using the sign and magnitude representation scheme using 8 bits. The program should check for overflow/under flow conditions. The left most bit is to be used as the sign bit.
8. Write a program to merge two sorted arrays.
9. Write a program to implement selection sort using function.
10. Write a program to count the number of vowels in a string.
11. Write a program to concatenate two strings using function (without using library function).
12. Write a program to convert a string from upper case to lower case and vice versa.

### **Suggested Reading**

1. Programming in Java, E. Balaguruswamy, Tata Mc-Graw Hill.
2. Patrik Naughton & Herbert Schildt — The complete reference java

**Unit I: Sets, Relations and Functions**

**(Marks:10)**

Sets, relations, properties of binary relations, closures of relation, equivalence relations, equivalence classes and partitions. Partial ordering relations and lattices. Functions, one to one and onto, principles of mathematical induction.

**Unit II: Graph Theory**

**(Marks:10)**

Basic Definition of graph. Connectivity of graph, cut points cycles, Hamiltonian graphs, trees, different Characterization of trees, bipartite graph, Algorithms on graph, Breadth first search, Depth first search.

**Unit III: Combinatorics**

**(Marks:10)**

Basic of counting principles, principle of inclusion exclusion, application of inclusion and exclusion. Pigeonhole principle, generalized Pigeonhole principle and its application, permutations and combinations, permutations with repetitions, combinations with repetitions, permutations of sets with indistinguishable objects.

**Unit IV: Matrices**

**(Marks:10)**

Row and column operations, vectors and matrices, partitioning of matrices, representing relations using matrices, Determinant of a square matrix, minor, cofactor, the Cayley-Hamilton theorem, inverse of a matrix, product form of inverse. Rank of a matrix. Solutions of simultaneous linear equations, existence of solutions, solution by Gaussian elimination, Eigen values and Eigen vectors.

**Unit V: Logic**

**(Marks:10)**

Connectives, truth tables, normal forms CNF, DNF, Converting expressions to CNF and DNF, Theory of inference, Propositional calculus. Boolean Algebra. Predicate calculus (only introduction), predicates and quantifiers.

**Unit VI: Vector Space**

**(Marks:10)**

Definition and examples of vector spaces. Elementary properties of  $\mathbb{R}$  as a vector space. Subspaces of a vector space. Union, intersection and sum of two subspaces. Subspaces generated by a subset of a vector space. Definition, example and properties of linearly independent and dependent set of vectors. Basis and dimension of a vector space. Examples of finite dimensional vector spaces.

**Suggested Readings :**

1. Discrete Mathematical Structure, Kolman /Rahman Pearson Education.
2. Discrete Mathematics and its Applications, K. H. Rosen, Mc-Graw Hill International Ed.
3. Discrete Mathematics structures with applications to Computer Science, J. P. Tremblay and R. Manohar, Mc-Graw Hill.
4. Discrete Mathematics, N. Ch. S.N. Iyengar, K. A. Venkatesh, V. M. Chandrasekaran, P. S. Arunachalam.

**SEC PAPER**  
**SEMESTER IV**  
**Paper INT-SE-4014: E-Commerce Technologies**

Total Credit: 4

Total Marks: 100

End Semester Exam = 50 (Theory)

Internal Assessment / Practical = 50

**Unit I: An introduction to Electronic commerce**

**(Marks: 15)**

What is E-Commerce (Introduction And Definition), Main activities E-Commerce, Goals of E-Commerce, Technical Components of E-Commerce, Functions of E-Commerce, Advantages and disadvantages of E-Commerce, Scope of E-Commerce, Electronic Commerce Applications, Electronic Commerce and Electronic Business models (C2B,C2C, B2B,B2C,B2G,G2B,G2C)

**Unit II: The Internet and WWW**

**(Marks: 10)**

Evolution of Internet, Domain Names and Internet Organization (.edu, .com,.mil, .gov, .net etc.) , Types of Network, Internet Service Provider, World Wide Web, Internet & Extranet, Role of Internet in B2B Application, building own website, Registering a Domain Name, Web promotion

**Unit III: Internet Security**

**(Marks: 10)**

Secure Transaction, Computer Monitoring, Privacy on Internet, Corporate Email privacy, Computer Crime (Laws, Types of Crimes), Threats, Attack on Computer System, Software Packages for privacy, Hacking, Digital Signature ( How it Works)

**Unit IV: Electronic Data Exchange**

**(Marks: 15)**

Introduction, Concepts of EDI and Limitation, Applications of EDI, Disadvantages of EDI, EDI model, Electronic Payment System: Introduction, Types of Electronic Payment System, Payment Types, Value Exchange System, Credit Card System, Electronic Fund Transfer, Paperless bill, Modern Payment Cash, Electronic Cash

**Unit V: Planning for Electronic Commerce**

**(Marks: 5)**

Planning Electronic Commerce initiates, Linking objectives to business strategies, Measuring cost objectives, Strategies for developing electronic commerce web sites

**Unit VI: Internet Marketing**

**(Marks: 5)**

The PROS and CONS of online shopping, The cons of online shopping, Justify an Internet business, Internet marketing techniques, The E-cycle of Internet marketing, Personalization e-commerce.

**Books Recommended:**

1. G.S.V.Murthy, E-Commerce Concepts, Models, Strategies- :- Himalaya Publishing House, 2011.
2. Kamlesh K Bajaj and Debjani Nag , E- Commerce , 2005.
3. Gray P. Schneider , Electronic commerce, International Student Edition, 2011,
4. HENRY CHAN, RAYMOND LEE, THARAM DILLON, ELIZABETH CHANG
5. E-COMMERCE, FUNDAMENTALS AND APPLICATIONS, Wiely Student Edition, 2011

## **Software Lab based on E-Commerce Technologies**

**E-commerce concepts are to be implemented in developing a website using a combination of following technologies:**

1. HyperText Markup Language (HTML)
2. Cascading Style Sheets (CSS)
3. JavaScript
4. ASP
5. PHP
6. XML
7. Joomla

**SEC PAPER**  
**SEMESTER V**

**Paper INT-SE-5014: Animation and Media Design**

Total Credit: 4

Total Marks: 100

End Semester Exam = 50 (Theory)

Internal Assessment / Practical = 50

**Unit I: Multimedia and Flash Preliminaries**

**(Marks: 15)**

Multimedia - understanding multimedia; experiencing and interacting with the message. The Multimedia Computer and its components - multimedia hardware standards, the sound card, video card, the CD-Rom/DVD drive, Multimedia Software - types and examples of multimedia software, animation, interactive programming, audio and video software, the place of Adobe Premiere and Macromedia Flash; other commonly used post production software like Adobe After Effects, Combustion, etc. Introduction to Flash – the different aspects and uses of Flash; the Flash interface – the different windows, panels, the toolbox; Flash help system and how to use it, Working with Flash Tools – Flash tools and how to use them: navigation and viewing tools, selection tools, drawing tools; strokes and fills in Flash and how to create and edit them; tools and panels for working with colours in Flash; text in Flash, different types of text blocks and how to work with them.

**Unit II: Drawing in Flash**

**(Marks: 12)**

**Working with graphic objects in Flash** – selecting, moving, transforming, grouping, stacking, and aligning objects; breaking apart objects and groups, **Drawing in Flash:** panels used for drawing in Flash, techniques for creating different types of basic and advanced shapes, masks; editing and modifying the shapes; importing artwork and bitmaps into Flash; type effects such as masked text, drop shadowed text and embossed text.

**Unit III: Animation**

**(Marks: 15)**

**Animating in Flash** – animation tools: the timeline and how to work with it, the library panel, symbols and instances, the movie explorer panel and its uses; Different methods of animation in Flash: frame by frame animation, tweening – shape tweening and techniques for refining shape tweens; motion tweening, motion tweening effects; motion along a path; animating using masks, editing animations, **Movie clips** - their uses, how to create them and edit them, nested movie clips; Flash buttons and how to create and animate them,

**Animation using timeline effects** – how to add a timeline effect and edit its settings.

**Unit 4: Video, Audio and Exporting**

**(Marks: 10)**

**Working with Video and Sound:** Video - overview of working with video in Flash and supported formats; sound – overview of working with audio in Flash, supported formats, adding sounds to a document and to buttons, sound editing controls, **Publishing and Exporting Flash movies and images** – Publishing Flash movies and images into formats such as SWF, HTML, GIF, JPEG, PNG and QuickTime; exporting Flash movies as image sequences and clips.

**Unit 5: Action Script**

**(Marks: 8)**

**ActionScript:** Introduction to ActionScript, basics syntax and data types, elements of writing and debugging scripts; Using ActionScript for interaction in a Flash movie – events and event handlers; simple Flash movies using basic event handling and navigation – creating product kiosks, interactive web pages and elementary animation using ActionScript,



**Flash Learning Interactions:** creating e-learning content using Flash learning interactions, different Flash learning interactions, using them and configuring them in a Flash movie.

### **LABORATORY**

The list of the experiments will be prepared by the respected teacher of the course.

### **REFERENCE BOOKS**

1. Macromedia Flash User Manual
2. Macromedia Flash online help system

QP: Software Developer (SSC/Q0501)

NSQF Level: 7

**SEMESTER V**

**Paper INT-VE-5016: Computer Networks**

Total Credit: 6

Total Marks: 100

End Semester Exam = 80 (Theory = 60, Practical = 20)

Internal Assessment = 20 (Sessional =10, Practical =06, Attendance = 04)

**Unit I:** (Marks:10)

**Physical Layer :** Data communications : components – Network criteria – physical structures – network models – categories of networks –interconnection of networks – inter network Protocols and standards : protocols-standards-standards organizations- internet standards Network models: Layered tasks – OSI model – layers in the OSI model – TCP/IP protocol suite.

**Unit II:** (Marks:10)

**Digital Transmission:** Digital to digital conversion: Line coding – line coding schemes – block coding - analog to digital conversion – PCM - transmission modes: serial transmission – parallel transmission

**Analog Transmission:** Digital to analog conversion: FSK-ASK-PSK Analog to Analog conversion: Amplitude modulation – Frequency modulation – phase modulation

**Multiplexing:** Frequency division multiplexing – Time division multiplexing

**Transmission Media** Guided media: Twisted pair cable – coaxial cable – fiber optic cable  
Unguided media: radio waves - micro waves – infrared.

**Unit III:** (Marks:10)

**Data Link Layer: Error correction and detection:** Introduction- block coding-linear block codes cyclic codes-checksum. **Data link Control:** protocols-simplest protocol- stop and wait protocol-stop and wait automatic repeat request-go back n automatic repeat request-selective repeat-automatic repeat request-piggybacking. **Multiple Access:** Random access-Aloha-CSMA-CSMA/CD-CSMA/CA Controlled access: reservation, polling, token passing. Channelization: FDMA, TDMA, CDMA.

**Unit IV:** (Marks:10)

**Wired LANs:** Ethernet: IEEE standards, standard Ethernet- fast Ethernet. **Wireless LANS:** IEEE 802.11-architecture-MAC sublayer addressing mechanism, physical layer-Bluetooth: architecture-Bluetooth layers-radio layer-baseband layer-L2CAP-other upper layers.

**Network Layer: Addressing** IPV4 addresses - IPV6 Addresses

**Internet Protocol:** IPv4 –IPv6 **Address mapping protocols:** ARP – RARP.

**Unit V:** (Marks:10)

**Routing protocols:** Unicast routing protocols: distance vector routing, Link State routing **Multicast Routing protocols (Any two)** **Transport Layer:** Process to process delivery – UDP – TCP

**Congestion control and QOS:** Data traffic – congestion – congestion control – quality of service – techniques to improve quality of service.

**Unit VI:** (Marks: 10)

**Application layer: & Network Security:**

**DNS:** Name space – domain name space – distribution of name space

**Electronic mail Architecture, FILE transfer: FTP, WWW and HTTP:** Architecture – web documents – HTTP,**Network Security:** Introduction - definitions – two categories - symmetric key cryptography –traditional ciphers – asymmetric key cryptography

## **LABORATORY**

**Each student should do at least 4 assignments from the following list.**

1. Write a server socket program using TCP/IP in java where the client side will send a request for an existing file to the server side and if the file exists in the server then send the contents of that particular file to the client in reply, otherwise display a message —file does not exist on the server, if exists displays the contents on the client side.
2. Develop a chat application using TCP/IP in java.
3. Develop a client-server application using TCP/IP in java to input user's information and finally send them to the server and store there in a file.
4. Develop a server socket program where the client takes principal, rate of interest and number of years and send them to the server. In the server receive this information and find the simple interest and finally send the result to the client again and display it on the client's VDU.
5. Configure a Local Area Network (Wired/Ethernet) in Linux environment.
6. Configure the network interface card using ifconfig command and also explore ping, ifdown and ifup commands.

### **SUGGESTED READINGS:**

1. Behrouz A Forouzan, Data communication and networking, McGraw-Hill, 5

QP: Software Developer (SSC/Q0501)

NSQF Level: 7

**SEMESTER V**

**Paper INT-VE-5026: System Administration Using LINUX**

Total Credit: 6

Total Marks: 100

End Semester Exam = 80 (Theory = 60, Practical = 20)

Internal Assessment = 20 (Sessional =10, Practical =06, Attendance = 04)

**Unit I:**

**(Marks:15)**

What is System Administration? Duties of a System Administrator. Basic features of the Linux operating system. Installation requirements, Partitioning the Hard drive in Linux, Installing the Linux system, installing and configuring software in linux, Linux kernel program, system Startup and Shutdown. Standard I/O, Standard error, redirection and piping.

**Unit II:**

**(Marks:15)**

Basics of Linux file system: hierarchy and types. absolute and relative path names. Basic commands for files and directories- ls, cp, mv, rm, mkdir, rmdir, more, creating and viewing files, mounting and unmounting file systems and partitions. Structure of /etc/fstab file and its purpose. I-node, directories, hard link, symbolic link. setting user and group ownership of files and access permissions, study of different linux shells (sh, bash, csh, zsh). Environment variable. Bash variables, login vs non-login shells. Shell script basics. Introduction to grep, awk, perl )

**Unit III:**

**(Marks:10)**

Basic commands for starting and stopping processes, basic process attributes and their role in access control. Examining the list of running processes on the system and understand the data presented there. Background process, Sending signals to processes and modifying process priorities. Job control. Crontab file format, Backup and Restore procedure, configuring the print queue, selecting the printer driver, editing the printer configuration, deleting printer setting default printer.

**Unit IV:**

**(Marks:10)**

Managing user accounts: Adding a user, password, Creating Groups, adding and deleting groups, viewing user account information, understanding the “root” account, implementing sudo. What is file ownership and access permission,, System monitoring and logging, Monitoring memory usage, disk space usage and I/O activity. Logging and its necessity, Customizing system Log information.

**Unit V:****(Marks:10)**

The rules governing IP address classes and netmasks, Network Address, Netmask and Gateway. configuring Interface with ifconfig, adding routes, ping, netstat, traceroute, telnet, Understanding the significance of the /etc/services file and well known port numbers. Basics of configuring NFS, NIS, DNS, FTP, Squid Proxy, DHCP server, iptables and firewall. Basic Network Security Issues.

**LABORATORY**

1. Write a shell program to find the addition of two numbers.
2. Write a shell program to display numbers from 1 to 9.
3. Write a shell program to find biggest numbers between two numbers.
4. Write a shell program to check whether numbers is Prime or not.
5. Write a shell program to find the factorial.

**Suggested Readings**

1. Red Hat Linux:Proffitt:PHI
2. Introduction to system Administration: IBM series:PHI
3. Essential System Administration: Frisch:O'REILLY

QP: Software Developer (SSC/Q0501)

NSQF Level: 7

**SEMESTER V**

Credit:6

(Total Marks 100)

Paper **INT-VE-5036**: OJT / Mini Project

OJT + MINI PROJECT REPORT + VIVA

1. ON JOB TRAINING :40

2.PROJECT REPORT : 40

3.VIVA: 20

On job training to be conducted in Software farm, Software industry, Govt and semi govt agencies for a minimum of 5 to 7 days.

**SEC PAPER**  
**SEMESTER VI**

**Paper INT-SE-6014: Information Security and Cyber Laws**

Total Credit: 4

Total Marks: 100

End Semester Exam = 50 (Theory)

Internal Assessment / Practical = 50

**Unit I: Cyber Laws (Marks: 15)**

Meaning of Cyber world and cyber law, The internet and online resources, Security of information, Computer security and Security threats, The language of cyber space, legal enactments of cyber laws.

**Unit II: Cyber Crimes (Marks: 15)**

Introduction , Classification , Offences under the Information Technology Act 2000 - Computer related crimes , Digital forgery , Cyber defamation , Cyber pornography , Cyber stalking or harassment , Hacking and Cracking , Tampering with computer source documents , Publishing of obscene information in electronic form, Breach of confidentiality and privacy, Online theft, Internet fraud, Spoofing , Sniffing, e-mail spamming and bombing , Financial crimes, Data alteration /Destruction , ATM fraud , Identity Theft , Malicious programs, Cyber terrorism.

**Unit III: Information Technology Act–2000 and its various Terms and Provision (Marks: 15)**

History, object, Essence, and specifics of the Act, Salient features, e – Governance, Digital Signature , Cryptography, Digital Signature Certificate, Legal recognition of Digital Signature , Legal recognition of Electronic documents, Offences and Contraventions, Penalties and Adjudications, Digital evidence and Cyber forensics, Legal software and Legal Process outsourcing ( LPO).

**Unit IV: Regulation of Cyber Space (Marks: 15)**

Freedom of Expression in cyberspace, The cyber Regulation Appellate Tribunal, Need for regulations in cyber space, Scope of cyber Laws in e- Commerce, e – Taxation and online Contracts, Global Efforts on electronic Communication and Protection.

Prescribed Legislations : Information Technology Act 2000

**SUGGESTED READINGS:**

1. Cyber law and Crimes - Barkha and U. Rama Mohan
2. Cyber Laws – Justice Yatindra Singh
3. Cyber Law in India : Law on Internet ( Pioneer book Publication , Delhi) –Dr . Farooq Ahmed
4. Internet Law - Chris Reed
5. Law relating to computers , Internet and e – commerce ( Universal Law Publication co. , Delhi ) – Nandan Kamath
6. Information Technology : Law and Practice ( Universal Publication Co. Delhi) – Vakul Sharma .
7. Legal diamention of cyberspace ( Indian Law Institute Publication , Delhi) - S . K. Verma and Raman Mittal .
8. Cyber Crime Law Enforcement , Security and Surveillance in the Information age (Rout Leadge) , 2000 – Brian Loader and Douglas Thomas .

QP: Software Developer (SSC/Q0501)

NSQF Level: 7

**SEMESTER VI**

**Paper INT-VE-6016: Android Application Development**

Total Credit: 6

Total Marks: 100

End Semester Exam = 80 (Theory = 60, Practical = 20)

Internal Assessment = 20 (Sessional =10, Practical =06, Attendance = 04)

**Unit 1: Introduction**

**(Marks: 10)**

Android and its importance, Brief history about Android, Pre-requisites to learn Android, Development tools, Android architecture-software stack.

**Unit 2: Get started with Android**

**(Marks: 10)**

Installation of Android Studio, SDK, emulator, Creating your first Project App, Explore project structure- Manifest, java, res, gradle, Activity, Layout, Common UI components, Creating UI through code, Run the application in Emulator and Android device.

**Unit 3: Activities**

**(Marks: 10)**

Creating a new activity, Application context, Intent, Activity Life cycle, Communicating among Activities, connecting to internet resource, WebView.

**Unit 4: Designing User Interface**

**(Marks: 10)**

Using Button control, ArrayList, Spinner, ListView, GridView, Adapters, Sidebar Menus, Notification (toast, Status bar), Adding image, audio, Video.

**Unit 5: Background Task and Local File Storage**

**(Marks: 10)**

Broadcast Receiver, services in Android, Reading/writing local data, Accessing the Internal File system.

**Unit 6: Database**

**(Marks: 10)**

SQLite- Introducing SQLite, SQLiteOpenHelper and creating a database, Opening and closing a database, Inserts, updates, and deletes operation, Data Binding, using content provider, firebase, storing and sharing data in the cloud.



## LABORATORY

**Each student should do at least 6 experiments from the following list.**

1. Create an application with two fields (Number 1, Number2). On clicking button the sum of the two numbers are displayed on another text field.
2. Create a Login application with two fields (username and password). On successful login go to next screen, also pass user name to next screen. And on failing login, alert user using Toast.
3. Create an application with two fields (name and value). On clicking button, the value on the two fields passes to the next screen and display it on text field.
4. Create an application with a button. On clicking the button open browser with an URL.( open google page)
5. Create a spinner with names of some countries. On selecting a particular country, Display a toast message with currency name of that country.
6. Create an application with Navigation side bar menu item. On clicking the sidebar menu item, it open activity page of that particular menu item.
7. Create an application with static Broadcast Receiver features. When a SMS comes, it displays an alert message.
8. Create an application to display an image and button. On button click the image is changed. The images are put inside the resource folder.
9. Create an application with a button. On clicking it, notification is displayed on top of the app. When swipe and click it display second activity page.
10. Create an application with two button for start and stop services. On clicking start button it will play default ringtone in the background. On clicking stop button it stops.
11. Create an application to play a video.
12. Create an application with a text field. On clicking the Add button the content of the text field is save to a file in internal memory storage. On clicking the Load button the content of the file in the internal storage is displayed again in the text field.
13. Create an application to create a database in Sqlite with a table of user information (id, name, marks etc.). The application can also perform insert, retrieve, update and delete operation.

### Reference Books

1. Grant Allen, Beginning Android 4, A press, 2012.
2. Wei-Meng Lee, Beginning android 4 application Development, John Wiley & sons, Inc, 2012.
3. Android programming for Beginners by John Horto, Packt Publishing Ltd.

QP: Software Developer (SSC/Q0501)

NSQF Level: 7

**SEMESTER VI**

**Paper INT-VE-6026: Database Design and Programming**

Total Credit: 6

Total Marks: 100

End Semester Exam = 80 (Theory = 60, Practical = 20)

Internal Assessment = 20 (Sessional =10, Practical =06, Attendance = 04)

**Unit I: Introduction to database design (Marks: 10)**

Software development life cycle (software development cost, structures system analysis and design, structured system analysis, structured design ), Database development life cycle (DDLDC), Database design approach (Bottom-up, top-down, inside-out, mixed strategy).

Phases of database design – Data requirement collection & analysis, conceptual database design, DBMS selection, logical & physical database design, prototyping, database implementation and tuning.

**Unit II: Database Transaction and recovery (Marks: 15)**

Transaction processing- transaction and system concepts, desirable properties, schedules and Recoverability, Concurrency control- locking techniques, concurrency control based on timestamp ordering.

Database recovery- concepts and techniques; Security and authentication- issues, access control techniques, introduction to multilevel security.

**Unit III: Different types of database (Marks: 10)**

Concepts of object-oriented databases; Standards, languages and design, Object relational database systems, Concepts of Image, multimedia, and spatial databases, Introduction to distributed database- Data fragmentation, replication, allocation

**Unit IV: Introduction to SQL and database programming (Marks:15)**

Specifying constraints, Complex SQL queries, views (virtual tables in SQL), concept of cursor and triggers. Stored procedure, transactions and cursors. Issues and techniques, Approaches to database programming. Typical sequence of interaction in database programming. Embedded SQL, Dynamic SQL and SQLJ: Retrieving single tuple with embedded SQL, Retrieving multiple tuples with embedded SQL using Cursors , Specifying queries at runtime using dynamic SQL, Embedding SQL commands in JAVA, Retrieving multiple tuples in SQLJ using Iterators. Database programming with function calls SQL/CLI and JDBC: SQL function calls for JAVA programming.

**UNIT V: XHTML, CSS, ASP, PHP (Marks: 10)**

Introduction to XHTML, HTML Vs XHTML, What is CSS, its use, creation of CSS, ASP and its use, basic programming using ASP, PHP and its use, creating dynamic pages using PHP and connection with MySQL, Basic programming using PHP for performing simple Database operations.

## **LABORATORY**

Different experiments using SQL, XHTML, ASP, PHP, Design with CSS

### **Suggested Readings:**

1. Fundamentals of database management system by Elmasri and Navathe, Pearson Ed.
2. MySQL for professionals by Ivan Bayross
3. Database System Concepts by Silberschatz, Korth and Sudarshan, Mc-Graw Hill.

QP: Software Developer (SSC/Q0501)

NSQF Level: 7

**SEMESTER VI**

Credit: 6

(Total Marks 100)

**Paper INT-VE-6036: OJT / Major Project**

OJT + PROJECT REPORT + VIVA

1. ON JOB TRAINING :40

2.PROJECT REPORT : 40

3.VIVA: 20

On job training to be conducted in Software farm, Software industry, Govt and semi govt agencies for a minimum of 5 to 7 days.

-----XXX-----