SEMESTER-I

Title of the Course : **অসমীয়া ভাষা আৰু লিপিৰ পৰিচয়মূলক ইতিহাস**

(Introduction to History of Assamese Language and Script)

Course Code : ASMC1

Nature of the Course : Core

Total Credits : 04

Distribution of Marks: 60 (End Sem) + 40 (In-Sem)

প্ৰস্তাৱনা

এই কাকতখনৰ জৰিয়তে ছাত্ৰ-ছাত্ৰীসকলে অসমীয়া ভাষা আৰু উপভাষাৰ সাধাৰণ পৰিচয় লাভ কৰাৰ লগতে অসমীয়া ভাষা তথা লিপিৰ মূল, উদ্ভৱ আৰু ক্ৰমবিকাশ সম্পৰ্কে থূলমূল পৰিচয় পাব।

উদ্দেশ্য

১. অসমীয়া ভাষা আৰু উপভাষাৰ সাধাৰণ পৰিচয় প্ৰদান কৰা।

২. অসমীয়া ভাষাৰ মূল আৰু উদ্ভৱ কাল সম্পৰ্কীয় বিভিন্ন মতসমূহৰ পৰিচয় দিয়া।

৩. অসমীয়া ভাষাৰ বিকাশৰ বিভিন্ন স্তৰ-উপস্তৰৰ সময়সীমা, নামকৰণ, অধ্যয়নৰ সমল আৰু ভাষিক বৈশিষ্ট্য সম্পৰ্কে পৰিচয় প্ৰদান কৰা।

৪. অসমীয়া লিপিৰ উদ্ভৱ আৰু ক্ৰমবিকাশ সম্পৰ্কে আভাস দিয়া।

পাঠ্যক্ৰমৰ শিকন পৰিণতি (Course Outcome)

CO 1: অসমীয়া ভাষা আৰু উপভাষাৰ সাধাৰণ পৰিচয় প্ৰদান কৰা হ'ব।

ILO 1: অসমীয়া ভাষাৰ প্ৰচলন, মৰ্যদা, ভাষিক বৈশিষ্ট্য সম্পৰ্কে অৱগত হ'ব।

ILO 2: অসমীয়া ভাষাৰ আঞ্চলিক আৰু নৃগোষ্ঠীয় ঔপভাষিক ৰূপৰ পৰিচয় লাভ কৰিব।

ILO 3: সংযোগী ভাষা ৰূপে অসমীয়া ভাষাৰ ভূমিকা বিচাৰ কৰিব পাৰিব।

CO 2: অসমীয়া ভাষাৰ মূল আৰু উদ্ভৱ কাল সম্পৰ্কীয় বিভিন্ন মতসমূহৰ পৰিচয় দিয়া হ'ব।

ILO1 : অসমীয়া ভাষাৰ মূল আৰু উদ্ভৱ কাল সম্পৰ্কীয় বিভিন্ন মত সমূহৰ বিষয়ে আভাস পাব ।

ILO1 : অসমীয়া ভাষাৰ মূল আৰু উদ্ভৱ কাল সম্পৰ্কীয় বিভিন্ন মত সমূহৰ বিশ্লেষণ কৰি এটা নিজা দৃষ্টিভংগী বা ধাৰণা লাভ কৰিব

CO 3: অসমীয়া ভাষাৰ ইতিহাসৰ পৰিচয় দিয়া হ'ব।

ILO1 : অসমীয়া ভাষাৰ ক্ৰমবিকাশৰ বিভিন্ন স্তৰ সম্পৰ্কে আভাস পাব

ILO2 : অসমীয়া ভাষাৰ ক্ৰমবিকাশৰ বিভিন্ন স্তৰসমূহৰ নামাকৰণ আৰু অধ্যয়নৰ সমল সম্পৰ্কে জানিব পাৰিব

CO 4 : অসমীয়া লিপিৰ উদ্ভৱ আৰু ক্ৰমবিকাশ সম্পৰ্কে আভাস দিয়া হ'ব।

ILO1 : অসমীয়া লিপিৰ মূল আৰু ক্ৰমবিকাশৰ ধাৰণা লাভ কৰিব।

গোট	বিষয়	পাঠদান	অনুশিক্ষণ	সর্বমুঠ	নম্বৰ বিতৰণ
১	**অসমীয়া ভাষাৰ সাধাৰণ পৰিচয়** : নামকৰণ, ভাষিক মর্যাদা, প্রচলন ক্ষেত্র, ভাষা-ভাষীৰ সংখ্যা, ভাষিক বৈশিষ্ট্য, আঞ্চলিক আৰু নৃগোষ্ঠীয় ঔপভাষিক ৰূপ, সংযোগী ভাষাৰ ভূমিকা	১৬	০৪	২০	১৫
২	**অসমীয়া ভাষাৰ মূল আৰু উদ্ভৱ কাল :** মূল আৰু উদ্ভৱ কাল সম্পর্কীয় বিভিন্ন মতৰ থূলমূল পৰিচয়।	০৮	০২	১০	১৩
৩	**অসমীয়া ভাষাৰ ইতিহাসৰ বিভিন্ন স্তৰ-উপস্তৰ :** সময়সীমা, নামকৰণ, অধ্যয়নৰ সমল আৰু ভাষিক বৈশিষ্ট্য সম্পর্কে সংক্ষিপ্ত পৰিচয়।	১৬	০৪	২০	১৮
৪	**অসমীয়া লিপিৰ মূল, উদ্ভৱ আৰু ক্রমবিকাশ**	০৮	০২	১০	১৪
	সর্বমুঠ	৪৮	১২	**৬০**	৬০

আভ্যন্তৰীণ মূল্যায়নৰ পদ্ধতি (৪০ নম্বৰ)

- আভ্যন্তৰীণ পৰীক্ষা (দুটা) (২০ নম্বৰ)
- অন্যান্য (তলৰ যিকোনো দুটা) (২০ নম্বৰ)
  - সামূহিক আলোচনা
  - আলোচনা পত্র প্রস্তুত আৰু উপস্থাপন
  - গৃহকৃত কর্ম

প্রসংগ পুথি :

অসমীয়া ভাষাৰ উদ্ভৱ, সমৃদ্ধি আৰু বিকাশ : ডঃ উপেন্দ্রনাথ গোস্বামী, মণি-মাণিক প্রকাশ, গুৱাহাটী

অসমীয়া ভাষাৰ ইতিহাস : ডঃ ৰমেশপাঠক, অশোক বুকষ্টল, গুৱাহাটী

Assamese, Its Formation and Development : Banikanta Kakati, LBS, Guwahati, 1995

অসমীয়া ভাষাৰ গঠন আৰু বিকাশ : বিশ্বেশ্বৰ হাজৰিকা (অনুবাদ), বৰপেটা সাহিত্য সভা, পৰিবেশক : বীণা লাইব্রেৰী, গুৱাহাটী

অসমীয়া ভাষা আৰু সংস্কৃতি : ডঃ বিৰিঞ্চি কুমাৰ বৰুৱা, জার্ণাল এম্প'ৰিয়াম, নলবাৰী

ভাষা তৰঙ্গিনী : ডঃ গোলোকচন্দ্র গোস্বামী, অসম প্রকাশন পৰিষদ, গুৱাহাটী

ভাষা-ভাষণিকা : ডঃ শ্রীগোলোকচন্দ্র গোস্বামী, বীণা লাইব্রেৰী, গুৱাহাটী

উদ্ভৱকালীন অসমীয়া ভাষা : সুবাসনা মহন্ত, অসম বুক ট্রাষ্ট, গুৱাহাটী

অসমীয়া ভাষা আৰু উপভাষা : উপেন ৰাভা হাকাছাম, জ্যোতি প্রকাশন, গুৱাহাটী

অসমৰ ভাষা : ভীমকান্ত বৰুৱা, বনলতা, ডিব্রুগড়

অসমীয়া ভাষাৰ উপভাষা : দীপ্তি ফুকন পাটগিৰি (সম্পাদনা), প্রকাশন বিভাগ, গুৱাহাটী বিশ্ববিদ্যালয়

অসমীয়া লিপি : ডঃ উপেন্দ্রনাথ গোস্বামী, মণি-মাণিক প্রকাশ, গুৱাহাটী

আধুনিক ভাৰতীয় ভাষা প্রসংগে : পৰেশচন্দ্র মজুমদাৰ, দে'জ পাবলিশিং, কলকাতা

Learning Outcome Representation: Bloom's Taxonomy Table

Cognitive Knowledge Dimensions	Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge			CO1			
Conceptual Knowledge		CO 2				
Procedural Knowledge				CO3	CO4	
Meta cognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes:

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	L	M	L	N	N	N	L	N	N
CO2	M	L	L	N	N	N	L	N	N
CO3	S	L	L	N	N	N	L	N	N
CO4	M	L	L	N	N	N	L	N	N

SEMESTER-I

Title of the Course	:	**অসমৰ ভাষা আৰু লিপি** (Language and Scripts of Assam)
Course Code	:	MINASM1
Nature of the Course	:	Minor
Total Credits	:	04
Distribution of Marks	:	60 (End Sem) + 40 (In-Sem)

প্ৰস্তাৱনা

এই কাকতখনৰ যোগেদি অসমীয়া ভাষাৰ লগতে অসমৰ ভাষাসমূহৰ পৰিচয়ৰ লাভ কৰিব আৰু অসমীয়া ভাষা তথা লিপিৰ মূল, উদ্ভৱ আৰু ক্ৰমবিকাশ সম্পৰ্কে থূলমূল পৰিচয় পাব।

উদ্দেশ্য

১. অসমত প্ৰচলিত ভাষাসমূহৰ সাধাৰণ পৰিচয় প্ৰদান কৰা।

২. অসমীয়া ভাষা আৰু উপভাষা সম্পৰ্কে ছাত্ৰ-ছাত্ৰীসকলক আভাস দিয়া।

৩. অসমীয়া ভাষা আৰু আৰ্যভিন্ন ভাষাসমূহৰ ভাষিক উপাদানসমূহৰ আদান-প্ৰদান সম্পৰ্কে পৰিচয় আগবঢ়োৱা।

৪. অসমীয়া লিপি আৰু অসমৰ অন্যান্য ভাষাৰ লিপিসমূহৰ পৰিচয় প্ৰদান কৰা।

পাঠ্যক্ৰমৰ শিকন পৰিণতি (Course Outcome)

CO 1 : অসমত প্ৰচলিত ভাষাসমূহৰ সাধাৰণ পৰিচয় প্ৰদান কৰা হ'ব।

ILO 1: অসমত প্ৰচলিত বিভিন্ন আৰ্যমূলীয় ভাষাৰ পৰিচয় লাভ কৰিব।

ILO 2: অসমত প্ৰচলিত বিভিন্ন আৰ্যমূলীয় ভাষাসমূহৰ বাদেও বিভিন্ন আৰ্যভিন্ন ভাষা সমূহৰ বিষয়েও ধাৰণা লাভ কৰিব।

CO 2 : অসমীয়া ভাষা আৰু উপভাষা সম্পৰ্কে ছাত্ৰ-ছাত্ৰীসকলক আভাস দিয়া হ'ব।

ILO 1: অসমীয়া ভাষাৰ ভাষাতাত্ত্বিক বৈশিষ্ট্যসমূহৰ সম্পৰ্কে জানিব পাৰিব।

ILO 2: অসমীয়া ভাষাৰ ভৌগোলিক আৰু নৃগোষ্ঠীয় ঔপভাষিক বৈচিত্ৰ্য সম্পৰ্কে জানিব পাৰিব।

CO 3 :অসমীয়া ভাষা আৰু আৰ্যভিন্ন ভাষাসমূহৰ ভাষিক উপাদানসমূহৰ আদান-প্ৰদান সম্পৰ্কে পৰিচয় আগবঢ়োৱা হ'ব।

ILO 1: আৰ্যভিন্ন ভাষাসমূহৰসৈতে অসমীয়া ভাষাৰ ভাষিক উপাদানসমূহৰ আদান-প্ৰদান সম্পৰ্কে অৱগত হ'ব।

CO 4 : অসমীয়া লিপি আৰু অসমৰ অন্যান্য ভাষাৰ লিপিসমূহৰ পৰিচয় প্ৰদান কৰা হ'ব।

ILO 1: অসমীয়া লিপি আৰু অসমত প্ৰচলিত বিভিন্ন ভাষাৰ লিপিসমূহৰ পৰিচয় লাভ কৰিব।

গোট	বিষয়	পাঠদান	অনুশিক্ষণ	সর্বমুঠ	নম্বৰ বিতৰণ
১	**অসমৰ ভাষাসমূহৰ সাধাৰণ পৰিচয় :** (ক) অসমৰ আর্যমূলীয় ভাষাৰ পৰিচয় (খ) অসমৰ আর্যভিন্ন ভাষাৰ পৰিচয়	১০	০৫	১৫	১৫
২	**অসমীয়া ভাষা আৰু উপভাষা :** (ক) অসমীয়া ভাষাৰ ভাষাতাত্ত্বিক বৈশিষ্ট্য (খ) অসমীয়া ভাষাৰ উপভাষাৰ পৰিচয়	১৪	০৪	**১৮**	১৫
৩	**অসমীয়া ভাষা আৰু আর্যভিন্ন ভাষাৰ আদান-প্রদান :** (ক) অসমীয়া ভাষাত আর্যভিন্ন ভাষাৰ উপাদান (খ) অসমৰ আর্যভিন্ন ভাষাত অসমীয়া ভাষাৰ উপাদান	১০	০২	**১২**	১৫
৪	অসমীয়া লিপি আৰু অসমৰ অন্যান্য ভাষাৰ লিপি	১০	০৫	**১৫**	১৫
	সর্বমুঠ	৪৪	১৬	**৬০**	**৬০**

আভ্যন্তৰীণ মূল্যায়নৰ পদ্ধতি (৪০ নম্বৰ)

- আভ্যন্তৰীণ পৰীক্ষা (দুটা) (২০ নম্বৰ)
- অন্যান্য (তলৰ যিকোনো দুটা) (২০ নম্বৰ)
  - সামূহিক আলোচনা
  - আলোচনা পত্র প্রস্তুত আৰু উপস্থাপন
  - গৃহকৃত কর্ম

প্রসংগ পুথি :

অসমৰ ভাষা :ভীমকান্ত বৰুৱা, বনলতা, ডিব্রুগড়

অসমীয়া ভাষা আৰু উপভাষা : উপেন ৰাভা হাকাছাম, জ্যোতি প্রকাশন, গুৱাহাটী

অসমীয়া ভাষাৰ উপভাষা : দীপ্তি ফুকন পাটগিৰি (সম্পাদনা), প্রকাশন বিভাগ, গুৱাহাটী বিশ্ববিদ্যালয়

Assamese, Its Formation and Development : Banikanta Kakati, LBS, Guwahati, 1995

অসমীয়া ভাষাৰ গঠন আৰু বিকাশ : বিশ্বেশ্বৰ হাজৰিকা (অনুবাদ), বৰপেটা সাহিত্য সভা

অসমীয়া ভাষা আৰু সংস্কৃতি : বিৰিঞ্চি কুমাৰ বৰুৱা, জার্ণাল এম্প'ৰিয়াম, নলবাৰী

অসমীয়া ভাষা-চিন্তন : অর্পণা কোঁৱৰ, বনলতা, ডিব্রুগড়

অসমীয়া লিপি : ডঃ উপেন্দ্রনাথ গোস্বামী, মণি-মাণিক প্রকাশ, গুৱাহাটী

অসমীয়াৰ উপভাষা আৰু লিপি : অর্পণা কোঁৱৰ, বনলতা, ডিব্রুগড়

Learning Outcome Representation: Bloom's Taxonomy Table

Cognitive Knowledge Dimensions	Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1				
Conceptual Knowledge			CO 2	CO3		
Procedural Knowledge				CO4		
Meta cognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes:

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	L	M	L	N	N	N	L	N	N
CO2	M	L	L	N	N	N	L	N	N
CO3	S	L	L	N	N	N	L	N	N
CO4	M	L	L	N	N	N	L	N	N

SEMESTER-1

Title of the Course :**অসমীয়া ভাষাৰ কৌশল আৰু দক্ষতাবিকাশ**

(Skill and ability enhancement in Assamese Language)

Course Code : AECASM1

Nature of the Course : Ability Enhancement Course

Total Credits : 04

Distribution of Marks : 60 (End Sem) + 40 (In-Sem)

প্ৰস্তাৱনা

অসমীয়া ভাষাৰ কথন আৰু লিখন কৌশলৰ দক্ষতা বৃদ্ধিৰ ক্ষেত্ৰত ছাত্ৰ-ছাত্ৰীসকলক সহায় কৰিবৰ বাবে এই কাকতখন প্ৰস্তুত কৰা হৈছে। দৈনন্দিন ব্যৱহাৰিক ক্ষেত্ৰত অসমীয়া ভাষাৰে বিভিন্ন ধৰণৰ যোগাযোগ কাৰ্য সম্পাদন কৰাত এই কাকতখন সহায়ক হ'ব।

উদ্দেশ্য

- অসমীয়া ভাষাৰ শুদ্ধ উচ্চাৰণ আৰু শব্দৰ প্ৰয়োগৰ ক্ষেত্ৰত সচেতন কৰা।
- অসমীয়া ভাষাৰ বিভিন্ন লেখন কৌশলসমূহৰ পৰিচয় কৰাই দিয়া।
- দৈনন্দিন ব্যৱহাৰিক ক্ষেত্ৰত অসমীয়া ভাষাৰ যোগাযোগ বৃদ্ধি কৰা।

পাঠ্যক্ৰমৰ শিকন পৰিণতি (Course Outcome)

CO1: অসমীয়া ভাষাৰ কথন আৰু লেখন কৌশলৰ পৰিচয় পাব।

ILO1 : অসমীয়া ভাষাৰ উচ্চাৰণগত দিশৰ সৈতে জড়িত বিভিন্ন কৌশল সম্পৰ্কে অৱগত হ'ব।

ILO2: 'ভাল লেখন' ৰ কৌশল সম্পৰ্কে অৱগত হ'ব।

ILO3: অসমীয়া ভাষাৰ জতুৱা প্ৰয়োগ সম্পৰ্কে অৱগত হ'ব।

CO2 : অসমীয়া ভাষাৰ প্ৰয়োগৰ বিভিন্ন দিশৰ সৈতে পৰিচিত হ'ব।

ILO1 : বিভিন্ন প্ৰকাৰৰ পত্ৰ আৰু প্ৰতিবেদন লেখনৰ কৌশল সম্পৰ্কে অৱগত হ'ব।

ILO1 : বিদ্যায়তনিক প্ৰবন্ধ আৰু নিৰ্বাচিত পাঠৰ সমালোচনাৰ কৌশল আয়ত্ব কৰিব।

CO3 : ভাষা- সাহিত্য বিষয়ক বোধগম্যতাৰ পৰীক্ষণ।

ILO1 : নিৰ্বাচিত পাঠৰ আধাৰত ভাষা- সাহিত্য বিষয়ক বোধগম্যতাৰ পৰীক্ষণৰ জড়িয়তে ছাত্ৰ- ছাত্ৰী সকলৰ বিশ্লেষণ প্ৰতিভা আৰু মূল্যাংকন ক্ষমতাৰ বৃদ্ধি হ'ব।

গোট	বিষয়	পাঠদান	অনুশিক্ষণ	সর্বমুঠ	নম্বৰ বিতৰণ
১	অসমীয়া ভাষাৰ কথন আৰু লেখনকৌশল : ক) উচচাৰণ, সাময়িক বিৰতি, শব্দ প্ৰয়োগ, বক্তৃতা (শিক্ষকে নিৰ্বাচন কৰি দিব), খ) বাক্যগাঠনি, আখৰ জোঁটনি, শব্দগঠন, জতুৱা প্ৰয়োগ,ভাল লেখনৰ বৈশিষ্ট্য)	১৫	৩	১৮	১৬
২	অসমীয়া ভাষাৰ ব্যৱহাৰিক প্ৰয়োগ-১ আবেদন-পত্ৰ লিখন, কাৰ্যবিৱৰণি লেখন, স্মাৰক পত্ৰ, নিমন্ত্ৰণীপত্ৰ, বিজ্ঞাপন আৰু প্ৰতিবেদন প্ৰস্তুতকৰণ	১২	৩	১৫	২০
৩	অসমীয়া ভাষাৰ ব্যৱহাৰিক প্ৰয়োগ-২ শিক্ষকে নিৰ্বাচন কৰি দিয়া বিষয়ত বিদ্যায়তনিক প্ৰবন্ধ ৰচনা আৰু নিৰ্বাচিত সাহিত্য পাঠৰ সমালোচনা	৫	১০	১৫	১০
৪	নিৰ্বাচিত পাঠৰ আধাৰত ভাষা- সাহিত্য বিষয়ক বোধগম্যতাৰ পৰীক্ষণ যতীন্দ্ৰনাথ দুৱৰা - মোৰ শেষ পাঠ (যতীন্দ্ৰনাথ দুৱৰাৰ ৰচনাৱলী, সম্পাঃ লক্ষ্মীনাথ তামুলী) • হেম বৰুৱা- ভাৰতীয় সংস্কৃতি (শ্ৰেষ্ঠ অসমীয়া নিৰ্বাচিত প্ৰবন্ধ (দ্বিতীয় খণ্ড),সম্পাঃ হোমেন বৰগোহাঞি) • ড° হীৰেণ গোহাঁই- মানুহ শংকৰদেৱ(শ্ৰেষ্ঠ অসমীয়া নিৰ্বাচিত প্ৰবন্ধ (দ্বিতীয় খণ্ড),সম্পাঃ হোমেন বৰগোহাঞি) • বেণুধৰ শৰ্মা- অসমীয়া চাহৰ আঁতি-গুৰি, (বেণুধৰ শৰ্মা ৰচনাৱলী (দ্বিতীয় খণ্ড) • ক্ষীৰধৰ বৰুৱা - অসমীয়া বৈজ্ঞানিক পৰিভাষা ঃ ইতিহাস আৰু বিকাশ (অসমীয়া বিজ্ঞান সাহিত্য, সম্পা. ডজ্ঞ অৰবিন্দ ৰাজখোৱা)	১০	২	১২	১৪
সর্বমুঠ		**৪২**	**১৮**	**৬০**	**৬০**

আভ্যন্তৰীণ মূল্যায়নৰ পদ্ধতি (৪০ নম্বৰ)

- আভ্যন্তৰীণ পৰীক্ষা (দুটা) (২০ নম্বৰ)
- অন্যান্য (তলৰ যিকোনো দুটা) (২০ নম্বৰ)
  - সামূহিক আলোচনা
  - আলোচনা পত্ৰ প্ৰস্তুত আৰু উপস্থাপন
  - গৃহকৃত কৰ্ম

প্রসংগ পুথিঃ

ব্যক্তিত্ব, সুকুমাৰ কৌশল আৰু যোগাযোগ : নীৰাজনা মহন্ত বেজবৰা

অসমীয়া ভাষাৰ উচ্চাৰণ : গোলোকচন্দ্র গোস্বামী, বীণা লাইব্রেৰী, গুৱাহাটী

ব্যৱহাৰিক অসমীয়া অভিধান : বসন্ত কুমাৰ গোস্বামী, যোৰহাট

নিকা অসমীয়া ভাষা : মহেশ্বৰ নেওগ, লয়ার্ছ, গুৱাহাটী

অসমীয়া ব্যাকৰণ প্ৰৱেশ : গোলোকচন্দ্র গোস্বামী, বীণা লাইব্রেৰী, গুৱাহাটী

বিজ্ঞান লেখকৰ হাতপুথি : দীনেশ চন্দ্র গোস্বামী, অসম বুক হাইভ, গুৱাহাটী

Learning Outcome Representation: Bloom's Taxonomy Table

Cognitive Knowledge Dimensions	Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge			CO 1 CO2			
Procedural Knowledge					CO3	
Meta cognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes:

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	S	L	N	N	N	N	N	N
CO2	M	S	L	N	N	N	N	N	N
CO3	N	M	L	N	N	M	N	S	M

নিৰ্বাচন-আধাৰিত ক্ৰেডিট পদ্ধতি
স্নাতক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম
(মূল বিষয় ঃ অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্ৰম)
অসমীয়া সাহিত্যৰ বুৰঞ্জী (History of Assamese Literature)
(শংকৰোত্তৰ যুগ পৰ্যন্ত)

পাঠ্যক্ৰমৰ সংখ্যা ঃ C-1 [৬ ক্ৰেডিট]

[পাঠদান ঃ ১৪ x ৫= ৭০ (৫ক্ৰেডিট)
অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্ৰেডিট)]

মুঠ নম্বৰ ঃ ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ ৮০
আভ্যন্তৰীণ মূল্যায়ন ঃ ২০

এই কাকতৰ যোগেদি প্ৰথমতে অসমীয়া সাহিত্যৰ যুগবিভাজনৰ পৰিচয়েৰে ছাত্ৰ-ছাত্ৰীসকলক অসমীয়া সাহিত্যৰ সমগ্ৰ পৰিক্ৰমাৰ এক সাধাৰণ পৰিচয় প্ৰদান কৰি লৈ তাৰ পাছত লোক সাহিত্যৰ পৰা শংকৰোত্তৰ যুগলৈকে ৰচিত অসমীয়া সাহিত্যৰাজিৰ সামগ্ৰিক গতি-প্ৰকৃতিৰ ধাৰণা দিবলৈ বিচৰা হৈছে।

মুঠ শ্ৰেণী সংখ্যা ঃ ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট ঃ			
অসমীয়া সাহিত্যৰ যুগ বিভাজন	১৩	৩	১৬
গোট ঃ ২			
(ক) অসমীয়া লোকসাহিত্য	১৩	২	১৬
অসমীয়া লোকসাহিত্যৰ পৰিচয়			
অসমীয়া লোক-গীতি			
(খ) প্ৰত্ন-অসমীয়া সাহিত্যৰ পৰিচয়			
গোট ঃ ৩	১৩	২	১২
প্ৰাক্-শংকৰী যুগ			
(মাধৱ কন্দলি আৰু হেম সৰস্বতী)			
গোট ঃ ৪	১৩	২	১৬
শংকৰী যুগৰ সাহিত্যৰ বৈশিষ্ট্য			
গোট ঃ ৫	১৮	৫	২০
শংকৰোত্তৰ যুগ			
(ভট্টদেৱ, চৰিত সাহিত্য, বুৰঞ্জী সাহিত্য, ব্যৱহাৰিক জ্ঞানৰ সাহিত্য)			

প্রাসংগিক গ্রন্থ ঃ

অসমীয়া ভাষা আৰু সাহিত্যৰ বুৰঞ্জী ঃ দেবেন্দ্রনাথ বেজবৰুৱা, অসম প্রকাশন পৰিষদ,গুৱাহাটী

অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত ঃ সত্যেন্দ্রনাথ শর্মা, সৌমাৰ প্রকাশ, গুৱাহাটী

অসমীয়া সাহিত্যৰ ৰূপৰেখা ঃ মহেশ্বৰ নেওগ, চন্দ্র প্রকাশ, গুৱাহাটী

অসমীয়া সাহিত্যৰ দৃষ্টিপাত ঃ হেমন্ত কুমাৰ শর্মা, বীণা লাইব্রেৰী, গুৱাহাটী

অসমীয়া সাহিত্যৰ বুৰঞ্জী (প্রথম খণ্ড) ঃ বিশ্বেশ্বৰ হাজৰিকা (সম্পা), আনন্দৰাম বৰুৱা ভাষা-কলা-সংস্কৃতি সংস্থা, গুৱাহাটী

অসমীয়া সাহিত্যৰ বুৰঞ্জী (দ্বিতীয় খণ্ড) ঃ শিৱনাথ বর্মন (সম্পা), আনন্দৰাম বৰুৱা ভাষা-কলা- সংস্কৃতি সংস্থা, গুৱাহাটী

অসমীয়া সাহিত্যৰ বুৰঞ্জী (ষষ্ঠ খণ্ড) ঃ হোমেন বৰগোহাঞিঃ (সম্পা), আনন্দৰাম বৰুৱা ভাষা-কলা-সংস্কৃতি সংস্থা, গুৱাহাটী

অসমীয়া লোক-সাহিত্যৰ ৰূপৰেখা ঃ লীলা গগৈ(সম্পা), বনলতা, ডিব্রুগড়

অসমীয়া জন সাহিত্য ঃ প্রফুল্ল দত্ত গোস্বামী, বাণী প্রকাশ প্রা.লি., গুৱাহাটী

অসমীয়া কবিতাৰ প্রবাহ (প্রথম খণ্ড) ঃ কবীন ফুকন, বনলতা, ডিব্রুগড়

আধুনিক অসমীয়া সাহিত্যৰ পৰিচয় ঃ লীলা গগৈ (সম্পা), বনলতা, ডিব্রুগড়

স্নাতক পর্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম

(মূল বিষয় ঃ অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্ৰম)

অসমীয়া সাহিত্যৰ বুৰঞ্জী (History of Assamese Literature)

(অৰুনোদই যুগৰ পৰা সাম্প্ৰতিক কাল পৰ্যন্ত)

পাঠ্যক্ৰমৰ সংখ্যা ঃ C-2 [৬ ক্ৰেডিট]

[পাঠদান ঃ ১৪ x ৫= ৭০ (৫ক্ৰেডিট)

অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্ৰেডিট)]

মুঠ নম্বৰ ঃ ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ ৮০

আভ্যন্তৰীণ মূল্যায়ন ঃ ২০

সাহিত্যৰ বুৰঞ্জীৰ অন্তৰ্গতভাৱে ছাত্ৰ-ছাত্ৰীসকলক আধুনিক অসমীয়া ভাষা-সাহিত্যৰ প্ৰতিষ্ঠাকালৰেপৰা সাম্প্ৰতিক কাললৈকে সাহিত্যৰ গতি-প্ৰকৃতিৰ ধাৰণা প্ৰদানেই এই কাকতৰ উদ্দেশ্য।

মুঠ শ্ৰেণী সংখ্যা ঃ ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	**মূল্যাংক**
গোট ঃ ১	১২	২	১২
আধুনিক অসমীয়া সাহিত্যৰ পটভূমি			
গোট ঃ ২	১২	২	১৬
আধুনিক অসমীয়া ভাষা-সাহিত্যৰ প্ৰতিষ্ঠা			
(অৰুনোদই স্তৰ, হেমচন্দ্ৰ-গুণাভিৰাম স্তৰ)			
গোট ঃ ৩	১৮	৪	২০
জোনাকী আৰু উত্তৰ জোনাকী স্তৰৰ সাহিত্য			
(জোনাকী, বাঁহী, আৱাহন, জয়ন্তী পৰ্যন্ত)			
গোট ঃ ৪	১২	২	১৬
ৰামধেনু যুগৰ অসমীয়া সাহিত্য ঃ পটভূমি আৰু বৈশিষ্ট্য			
গোট ঃ ৫	১৬	৪	১৬
সাম্প্ৰতিক কালৰ অসমীয়া সাহিত্যৰ পৰিচয়			
(কবিতা, গল্প আৰু শিশু সাহিত্য)			

প্ৰাসংগিক গ্ৰন্থ ঃ

অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত ঃ সত্যেন্দ্ৰনাথ শৰ্মা, সৌমাৰ প্ৰকাশ

অসমীয়া সাহিত্যৰ ৰূপৰেখা ঃ মহেশ্বৰ নেওগ, চন্দ্ৰ প্ৰকাশ

অসমীয়া সাহিত্যৰ বুৰঞ্জী (ষষ্ঠ খণ্ড) ঃ হোমেন বৰগোহাঞিঁ (সম্পা), এবিলাক, গুৱাহাটী

অসমীয়া সাহিত্যৰ দৃষ্টিপাত ঃ হেমন্ত কুমাৰ শর্মা, বীণা লাইব্রেৰী, গুৱাহাটী
ঊনবিংশ শতিকাৰ অসম সংবাদ ঃযোগেন্দ্রনাথ ভূঞা, অসমীয়া বিভাগ, ডিব্রুগড় বিশ্ববিদ্যালয়
ঊনবিংশ শতিকাৰ পোহৰত আধুনিক অসমীয়া সাহিত্য ঃ নগেন শইকীয়া, কৌস্তুভ প্রকাশন, ডিব্রুগড়
সাহিত্যৰ নানা দিশ ঃ জয়ন্ত কুমাৰ বৰা, বাণী মন্দিৰ, ডিব্রুগড়
সাহিত্য অভিৰূপা ঃ জয়ন্ত কুমাৰ বৰা; বৈজয়ন্ত প্রকাশ, শিৱসাগৰ
এশ বছৰৰ অসমীয়া উপন্যাস ঃ নগেন ঠাকুৰ(সম্পা), জ্যোতি প্রকাশন, গুৱাহাটী
বিংশ শতাব্দীৰ অসমীয়া বিজ্ঞান সাহিত্য ঃ পৰমানন্দ মহন্ত, অসম সাহিত্য সভা, যোৰহাট
অসমীয়া উপন্যাসৰ গতিধাৰা ঃ সত্যেন্দ্রনাথ শর্মা, সৌমাৰ প্রকাশ, গুৱাহাটী
অসমীয়া উপন্যাসৰ ভূমিকা ঃ সত্যেন্দ্রনাথ শর্মা, সৌমাৰ প্রকাশ, গুৱাহাটী
আধুনিক অসমীয়া সাহিত্যৰ পৰিচয় ঃ লীলা গগৈ (সম্পা), ষ্টুডেন্টছ এম্পা'ৰিয়াম, ডিব্রুগড়
অসমীয়া চুটিগল্পৰ অধ্যয়ন ঃ প্রহ্লাদ কুমাৰ বৰুৱা, বনলতা, ডিব্রুগড়
অসমীয়া কবি আৰু কবিতা ঃ কৰবী ডেকা হাজৰিকা, বনলতা, ডিব্রুগড়
অসমীয়া কবিতা ঃ কৰবী ডেকা হাজৰিকা, বনলতা, ডিব্রুগড়

স্নাতক পর্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্রম

(মূল বিষয় ঃ অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্রম)

ভাষাবিজ্ঞানৰ পৰিচয় (Introduction to Linguistics)

পাঠ্যক্রমৰ সংখ্যা ঃ C-3 [৬ ক্রেডিট]

[পাঠদান ঃ ১৪ x ৫= ৭০ (৫ক্রেডিট)

অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্রেডিট)]

মুঠ নম্বৰ ঃ ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ ৮০

আভ্যন্তৰীণ মূল্যায়ন ঃ ২০

প্রাচ্য আৰু পাশ্চাত্যৰ ভাষা সম্পর্কীয় চিন্তা-চর্চাৰ ইতিহাস জনাৰ লগতে ভাষা আৰু ভাষাবিজ্ঞান সম্পর্কীয় বিভিন্ন দিশসমূহৰ পৰিচয় পাব পৰাকৈ এই কাকতখন প্রস্তুত কৰা হৈছে।

মুঠ শ্রেণী সংখ্যা ঃ ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	**অনুশিক্ষণ**	**মূল্যাংক**
গোট ঃ ১	১৩	২	১৬
ভাষাৰ সংজ্ঞা, উপাদান, বৈশিষ্ট্য আৰু ভাষাৰ বিভিন্ন ৰূপ			
(ব্যক্তিভাষা, উপভাষা, সামাজিক উপভাষা, নৃ-গোষ্ঠীয় উপভাষা, ৰাজ্যভাষা, ৰাষ্ট্রভাষা, আন্তঃৰাষ্ট্রীয় ভাষা, সংযোগী ভাষা, কেঅ'ল, পিজিন)			
গোট ঃ ২	১৩	২	১৬
ভাষাবিজ্ঞানৰ সংজ্ঞা, ভাষাবিজ্ঞানৰ অধ্যয়ন পদ্ধতি			
(বর্ণনাত্মক, ঐতিহাসিক, তুলনামূলক, বৈপৰীত্যমূলক, সমাজ-ভাষাবিজ্ঞান, মনো-ভাষাবিজ্ঞান আৰু প্রয়োগ ভাষাবিজ্ঞান)			
গোট ঃ ৩	১৮	৫	১৬
ভাষাবিজ্ঞান অধ্যয়নৰ স্তৰ			
(ক) ধ্বনিবিজ্ঞান, ধ্বনিতত্ত্ব, বর্ণবিজ্ঞান			
(খ) ৰূপবিজ্ঞান, ৰূপতত্ত্ব			
(গ) বাক্যবিজ্ঞান, বাক্যতত্ত্ব			
(ঘ) অর্থবিজ্ঞান, অর্থতত্ত্ব			
গোট ঃ ৪	১৩	২	১৬
ভাষাৰ বর্গীকৰণ আৰু পৃথিবীৰ ভাষা পৰিয়াল			
(ক) ভাষাৰ বর্গীকৰণৰ সংজ্ঞা আৰু প্রকাৰ			
(খ) পৃথিৱীৰ ভাষা পৰিয়ালসমূহৰ সাধাৰণ পৰিচয়			

গোট ঃ ৫ ১৩ ৩ ১৬

ভাষা সম্পর্কীয় চিন্তা-চর্চাৰ ইতিহাস (আৰম্ভণিৰ পৰা বিংশ শতিকালৈকে)

(ক) পাশ্চাত্যত ভাষা-চর্চাৰ ইতিহাসৰ সংক্ষিপ্ত পৰিচয়

(খ) ভাৰতত ভাষা-চর্চাৰ ইতিহাসৰ সংক্ষিপ্ত পৰিচয়

প্রসংগ পুথি ঃ

অসমীয়া

আধুনিক ভাষাবিজ্ঞানৰ পৰিচয় ঃ ফণীন্দ্র নাৰায়ণ দত্তবৰুৱা, বাণী প্রকাশ, গুৱাহাটী।

ধ্বনিবিজ্ঞানৰ ভূমিকা ঃ গোলোকচন্দ্র গোস্বামী,

ভাষাবিজ্ঞান আৰু ধ্বনিবিজ্ঞানৰ পৰিভাষাকোষ ঃ অর্পণা কোঁৱৰ, বনলতা, ডিব্রুগড়

ভাষাবিজ্ঞান ঃ উপেন্দ্রনাথ গোস্বামী, মণিমাণিক প্রকাশ, গুৱাহাটী

ভাষাবিজ্ঞান পৰিভাষাৰ সংজ্ঞা-কোষ ঃ অর্পণা কোঁৱৰ, বনলতা, ডিব্রুগড়

সমাজ ভাষাবিজ্ঞান ঃ বিশ্বজিৎ দাস, বনলতা, ডিব্রুগড়।

ভাষাৰ ইতিবৃত্ত ঃ ভীমকান্ত বৰুৱা, বনলতা, ডিব্রুগড়।

ভাষাতত্ত্ব ঃ দীপ্তি ফুকন পাটগিৰি, বনলতা, ডিব্রুগড়।

ভাষাৰ তত্ত্বকথা(সম্পা.) ঃ নাহেন্দ্র পাদুন, বাণী মন্দিৰ, ডিব্রুগড়

সমাজভাষাবিজ্ঞান ঃ অনুৰাধা শর্মা, বান্ধৱ, গুৱাহাটী।

English

A Course in Modern Linguistics : C. F. Hocket, Oxford & IBH publis hing co.ltd. New Delhi.

An Introduction to Descriptive Linguistics : H.A. Gleason, Oxford & IBH Publishing Co. Pvt Ltd, New Delhi.

An Introduction to Language and Linguistics : John Lyons, Cambridge University Press.

Language : David Crystal, Cambridge University.

Language : Leonard Bloomfield, Mittal Publication, New Delhi,

New Horizons in Linguistics : John Lyons,(ed.), Cambridge University Press.

স্নাতক পর্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্রম

(মূল বিষয় ঃ অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্রম)

সাহিত্যতত্ত্ব (Poetics)

পাঠ্যক্রমৰ সংখ্যা ঃ C-4 [৬ ক্রেডিট]

[পাঠদান ঃ ১৪ x ৫= ৭০ (৫ক্রেডিট)

অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্রেডিট)]

মুঠ নম্বৰ ঃ ১০০ চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ ৮০

আভ্যন্তৰীণ মূল্যায়ন ঃ ২০

অসমীয়া সাহিত্য অধ্যয়নৰ তাত্ত্বিক আধাৰৰূপে ভাৰতীয় তথা পাশ্চাত্য সাহিত্যতত্ত্বৰ জ্ঞান অপৰিহার্য। এই দুয়ো পৰম্পৰাৰ সাহিত্যতত্ত্বৰ প্রাথমিক জ্ঞান দিবৰ বাবে এই কাকত প্রস্তুত কৰা হৈছে।

মুঠ শ্রেণী সংখ্যা ঃ ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট ঃ ১	১৪	৩	১৬
শব্দশক্তি, ৰস, ধ্বনি, গুণ, ৰীতিৰ সাধাৰণ পৰিচয়			
গোট ঃ ২	১৪	৩	১৬
ধ্রুৱবাদ, ৰহস্যবাদ, ৰমন্যাসবাদ, বাস্তৱবাদ, আধুনিকতাবাদৰ সাধাৰণ পৰিচয়			
গোট ঃ ৩	১৪	৩	১৬
শব্দালংকাৰ আৰু ইয়াৰ প্রকাৰ			
অর্থালংকাৰ আৰু ইয়াৰ প্রকাৰ			
গোট ঃ ৪	১৪	২	১৬
ছন্দৰ উপাদান ঃ পর্ব, চৰণ, স্তৱক			
গোট ঃ ৫	১৪	৩	১৬

অসমীয়া ছন্দৰীতি ঃ স্বৰবৃত্ত, মাত্রাবৃত্ত, যৌগিক।

বিবিধ ছন্দসজ্জা ঃ পদ, দুলড়ী, লেছাৰি, অমিতাক্ষৰ, মুক্তক।

প্রসংগ পুথি ঃ

কবিতাৰ দেহবিচাৰ ঃ নৱকান্ত বৰুৱা, ষ্টুডেন্টছ্ ষ্টৰ্ছ, গুৱাহাটী

সাহিত্য বিদ্যা পৰিক্রমা ঃ তীর্থনাথ শর্মা, বাণী প্রকাশ প্রা,লি., গুৱাহাটী

সাহিত্য দর্শন ঃ আচার্য মনোৰঞ্জন শাস্ত্রী, জার্ণাল এম্প'ৰিয়াম, নলবাৰী

ধ্বনি আৰু ৰসতত্ত্ব ঃ মুকুন্দ মাধৱ শর্মা, বাণী প্রকাশ প্রা,লি., গুৱাহাটী

অসমীয়া কবিতাৰ ছন্দ ঃ মহেন্দ্র বৰা, জ্যোতি প্রকাশন, গুৱাহাটী

অসমীয়া ছন্দৰ শিল্পতত্ত্ব ঃ মহেন্দ্র বৰা, ষ্টুডেন্টছ্ ষ্টৰ্ছ, গুৱাহাটী

অসমীয়া ছন্দশিল্পৰ ভূমিকা ঃ নৱকান্ত বৰুৱা, ষ্টুডেন্টছ্ ষ্টৰ্ছ, গুৱাহাটী

নন্দনতত্ত্ব ঃ প্রাচ্য আৰু পাশ্চাত্য ঃ ত্রৈলোক্যনাথ গোস্বামী, বাণী প্রকাশ প্রা.লি., গুৱাহাটী

স্নাতক পর্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম

(মূল বিষয় ঃ অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্ৰম)

সাহিত্য সমালোচনা (Literary Criticism)

পাঠ্যক্ৰমৰ সংখ্যা ঃ C-5 [৬ ক্ৰেডিট]

[পাঠদান ঃ ১৪ x ৫= ৭০ (৫ক্ৰেডিট)
অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্ৰেডিট)]

মুঠ নম্বৰ ঃ ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ ৮০
আভ্যন্তৰীণ মূল্যায়ন ঃ ২০

সাহিত্য সমালোচনা সাহিত্য অধ্যয়নৰ অপৰিহার্য অংগ। সেয়েহে বিভিন্ন প্ৰকাৰৰ সাহিত্য সমালোচনাৰ পৰিচয় আৰু পদ্ধতি তথা বিভিন্ন প্ৰকাৰৰ সাহিত্যৰ স্বৰূপ সম্পৰ্কীয় ধাৰণা প্ৰদান এই কাকতৰ উদ্দেশ্য।

মুঠ শ্ৰেণী সংখ্যা ঃ ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	**অনুশিক্ষণ**	**মূল্যাংক**
গোট ঃ ১	১৪	৩	১৬
সাহিত্যৰ সংজ্ঞা সাহিত্যৰ শ্ৰেণীবিভাগ			
গোট ঃ ২	১৬	৩	২০
সমালোচনাৰ সংজ্ঞা আৰু স্বৰূপ সমালোচকৰ আৱশ্যকীয় গুণ সাহিত্য সমালোচনাৰ পদ্ধতি (ঐতিহাসিক, বিশ্লেষণাত্মক, তুলনামূলক পদ্ধতি)			
গোট ঃ ৩	২০	৪	২২
বিভিন্ন সাহিত্য ৰূপ (genre)-ৰ সংজ্ঞা আৰু স্বৰূপ (ক) (কবিতা, নাটক, একাংকিকা)			
গোট ঃ ৪	২০	৪	২২
বিভিন্ন সাহিত্য ৰূপ (genre)-ৰ সংজ্ঞা আৰু স্বৰূপ (খ) (উপন্যাস, চুটিগল্প, লঘুৱচনা)			

প্ৰসংগ পুথি ঃ

নন্দনতত্ত্ব ঃ প্ৰাচ্য আৰু পাশ্চাত্য ঃ ত্ৰৈলোক্যনাথ গোস্বামী, বাণী প্ৰকাশ প্ৰা. লি., গুৱাহাটী
সাহিত্য কলা আৰু তাৰ বিচাৰ ঃ ত্ৰৈলোক্যনাথ গোস্বামী, মিত্ৰ এজেন্সি এণ্ড কোং, তিনিচুকীয়া
সাহিত্য-সমালোচনা ঃ ত্ৰৈলোক্যনাথ গোস্বামী, বাণী প্ৰকাশ প্ৰা. লি., গুৱাহাটী

সাহিত্য উপক্রমণিকা ঃ মহেন্দ্র বৰা, ষ্টুডেন্টছ্ ষ্টৰ্ছ, গুৱাহাটী
উপন্যাস ঃ বিচাৰ আৰু বিশ্লেষণ ঃ শৈলেন ভৰালী, বাণী প্রকাশ, গুৱাহাটী
কবিতাৰ ৰূপছায়া ঃ কৰবী ডেকা হাজৰিকা, বনলতা, গুৱাহাটী
কবিতাৰ সবিশেষ ঃ ইমদাদ উল্লাহ, অসম সাহিত্য সভা, যোৰহাট
An Introduction to the study of literature : W.H. Hudson
Aspects of the Novel : E.M. Froster

স্নাতক পর্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম

(মূল বিষয় ঃ অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্ৰম)

অসমীয়া কবিতাৰ চানেকি (Selection from Assamese poetry)

পাঠ্যক্ৰমৰ সংখ্যা ঃ C-6 [৬ ক্ৰেডিট]

[পাঠদান ঃ ১৪ x ৫= ৭০ (৫ক্ৰেডিট)
অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্ৰেডিট)]

মুঠ নম্বৰ ঃ ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ ৮০
আভ্যন্তৰীণ মূল্যায়ন ঃ ২০

লোককবিতাৰে যাত্ৰা আৰম্ভ কৰা অসমীয়া কবিতাই চৰ্যাপদৰ ৰূপত প্ৰথম লিখিত ৰূপ গ্ৰহণ কৰে। অসমীয়া কবিতাৰ ইতিহাস তথা গতি-প্ৰকৃতি সম্পৰ্কে ছাত্ৰ-ছাত্ৰীক অৱগত কৰোৱা এই কাকতখনৰ প্ৰধান উদ্দেশ্য। ইয়াৰ বাবে লোককবিতাৰে আৰম্ভ কৰি চৰ্যাপদ-প্ৰাক্‌শংকৰী-শংকৰী-শংকৰোত্তৰ যুগ আৰু বৰ্তমান অসমীয়া কবিতাৰ পৰা উল্লেখযোগ্য কেইটিমান চানেকিৰ অধ্যয়নো এই কাকতত সন্নিবিষ্ট কৰা হৈছে। ইয়াৰপৰা ছাত্ৰ-ছাত্ৰীসকলে আৰম্ভণিৰেপৰা বৰ্তমান কাললৈ অসমীয়া কবিতা সম্পৰ্কে স্পষ্ট ধাৰণা লাভ কৰিব পাৰিব।

মুঠ শ্ৰেণী সংখ্যা ঃ ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট ঃ ১	**১৮**	**২**	**১৬**
অসমীয়া কবিতাৰ সংক্ষিপ্ত ইতিহাস			
গোট ঃ ২	**১৮**	**২**	**১৪**
অসমীয়া লোক কবিতা			
(ক) জিকিৰ ('বাৰ মাহৰ তেৰ গীত'ৰ সংখ্যা--৭, 'কলিমাহে বৰ ধন...আছোঁ ভেদ' অংশ)			
(খ) নাহৰৰ মালিতা ('বাৰ মাহৰ তেৰ গীত'ৰ সংখ্যা--১, 'ৰঙালী মদাৰৰ...ওলোমাই পেলালে চুলি' অংশ)			
গোট ঃ ৩	**৬**	**২**	**১০**
প্ৰত্ন অসমীয়া কবিতা			
চৰ্যাপদ ('চৰ্য্যাপদ'ৰ পৰা সংখ্যা--৫, 'ভৱনই গহন...অনুত্তৰ সামী' অংশ)			
গোট ঃ ৪	**১৪**	**৪**	**২০**
পুৰণি অসমীয়া কবিতা			
(এই গোটৰ পাঠ্য আটাইকেইটা কবিতা মহেশ্বৰ নেওগ সম্পাদিত 'সঞ্চয়ন'ৰ অন্তৰ্গত)			
(ক) মাধৱ কন্দলি ৰামায়ণ ঃ 'শঙ্খিনী চিত্ৰিণী নাৰী...বহয় পৱন' অংশ			
(খ) বৰগীত (*শংকৰদেৱ*) ঃ শংকৰদেৱৰ 'সুন সুন ৰে সুৱ...শঙ্কৰ কহতু উপায়'			

(গ) নামঘোষা (*মাধৱদেৱ*) ঃ 'দুর্ব্বাৰ দুঃসঙ্গ...মজিয়া নপাইলো পাৰ' অংশ

(ঘ) ঊষা পৰিণয় (*পীতাম্বৰ কবি*) ঃ 'বৈশম্পায়নে বোলে...নাৰায়ণ-পৰসনে' অংশ।

গোট ঃ ৫ **১৪** **৪** **২০**

আধুনিক কালৰ অসমীয়া কবিতা

(এই গোটৰ পাঠ্য প্রথম তিনিটা কবিতা মহেশ্বৰ নেওগ সম্পাদিত 'সঞ্চয়ন'ৰ অন্তর্গত)

(ক) মাধুৰী *(চন্দ্রকুমাৰ আগৱৱালা)*

(খ) ইয়াত নদী আছিল *(নৱকান্ত বৰুৱা)*

(গ) ওলমি থকা গোলাপী জামুৰ লগ্ন *(নীলমণি ফুকন)*

(ঘ) চুলি নাবান্ধিবা যাজ্ঞসেনী('চুলি নাবান্ধিবা যাজ্ঞসেনী' সংকলনৰ পৰা, *কৰবী ডেকা হাজৰিকা*)

প্রসংগ পুথিঃ

চর্য্যাপদ ঃ পৰীক্ষিত হাজৰিকা, ডালিমী প্রকাশন, গুৱাহাটী

কবি আৰু কবিতা ঃ নন্দ তালুকদাৰ, বনলতা, ডিব্রুগড়

অসমীয়া কবি আৰু কবিতা ঃ কৰবী ডেকা হাজৰিকা, বনলতা, ডিব্রুগড়

অসমীয়া কবিতা ঃ কৰবী ডেকা হাজৰিকা, বনলতা, ডিব্রুগড়

অসমীয়া কবিতা বর্ণালী ঃ চন্দ্র কটকী, মণিকা প্রকাশ, যোৰহাট

অসমীয়া লোক কবিতাৰ সৌন্দর্য বিচাৰ ঃ নৱকান্ত বৰুৱা, অসমীয়া বিভাগ, ডিব্রুগড় বিশ্ববিদ্যালয়

অসমীয়া সাহিত্যৰ বুৰঞ্জী (ষষ্ঠ খণ্ড) ঃ হোমেন বৰগোহাঞিঁ (সম্পা), এবিলাক, গুৱাহাটী

নতুন কবিতা (পাতনি) ঃ মহেন্দ্র বৰা (সম্পা), বনলতা. ডিব্রুগড়

ৰাজপথৰ পৰা আলহীলৈ ঃ মৃদুল শর্মা, কৌস্তুভ প্রকাশন, ডিব্রুগড়

অসমীয়া কাব্য পৰিক্রমা ঃ অৰবিন্দ ৰাজখোৱা (সম্পা), দত্ত প্রকাশ, লখিমপুৰ

অসমীয়া সাহিত্যৰ চানেকি ঃ হেমচন্দ্র গোস্বামী, বাণী মন্দিৰ, ডিব্রুগড়

অসমীয়া আখ্যান গীত সংগ্রহ ঃ ভৱপ্রসাদ চলিহা (সম্পা), অসম প্রকাশন পৰিষদ

শ্রীকৃষ্ণ কীর্ত্তন ঃ লীলাৱতী শইকীয়া বৰা (সম্পা), অসম প্রকাশন পৰিষদ

বাৰ মাহৰ তেৰ গীত ঃ প্রফুল্ল দত্ত গোস্বামী (সম্পা), সাহিত্য অকাদেমি, দিল্লী

সঞ্চয়ন ঃ মহেশ্বৰ নেওগ (সম্পা), সাহিত্য অকাদেমি, দিল্লী

স্নাতক পর্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম

(মূল বিষয় ঃ অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্ৰম)

অসমৰ সংস্কৃতি অধ্যয়ন (Studies on the Culture of Assam)

পাঠ্যক্ৰমৰ সংখ্যা ঃ C-7 [৬ ক্ৰেডিট]

[পাঠদান ঃ ১৪ x ৫= ৭০ (৫ক্ৰেডিট)

অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্ৰেডিট)]

মুঠ নম্বৰ ঃ ১০০ চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ ৮০

আভ্যন্তৰীণ মূল্যায়ন ঃ ২০

সংস্কৃতিৰ সাধাৰণ ধাৰণাসহ অসমৰ নৃ-গোষ্ঠী আৰু সংস্কৃতি সম্পৰ্কে ছাত্ৰ-ছাত্ৰীক অৱগত কৰাবৰ বাবে এই কাকতখন প্ৰস্তুত কৰা হৈছে।

মুঠ শ্ৰেণী সংখ্যা ঃ ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট ঃ ১	**১৩**	**২**	**১৬**
সংস্কৃতিৰ সংজ্ঞা, স্বৰূপ আৰু উপাদান সংস্কৃতি অধ্যয়নৰ স্বৰূপ			
গোট ঃ ২	**১৩**	**২**	**১৬**
অসমৰ নৃগোষ্ঠীসমূহৰ পৰিচয় অসমীয়া সংস্কৃতিৰ সমন্বয়ত বিভিন্ন নৃ-গোষ্ঠীয় সংস্কৃতিৰ অৱদান			
গোট ঃ ৩	**১৬**	**৪**	**১৮**
অসমৰ বিভিন্ন জনগোষ্ঠীৰ লোকাচাৰ আৰু লোকবিশ্বাস (নিৰ্বাচিত জনগোষ্ঠী ঃ মিচিং আৰু সোণোৱাল কছাৰী)			
গোট ঃ ৪	**১৫**	**৪**	**১৮**
পৰম্পৰাগত অসমৰ সাজপাৰ আৰু অয়-অলংকাৰ (নিৰ্বাচিত জনগোষ্ঠী ঃ বড়ো আৰু কাৰ্বি)			
গোট ঃ ৫	**১৩**	**২**	**১২**
অসমৰ স্থাপত্য-ভাস্কৰ্য			

প্ৰসংগ পুথিঃ

অসমৰ সংস্কৃতি ঃ লীলা গগৈ, বনলতা, ডিব্ৰুগড়।

অসমীয়া ভাষা আৰু সংস্কৃতি ঃ বিৰিঞ্চিকুমাৰ বৰুৱা, জাৰ্ণাল এম্পৰিয়াম, গুৱাহাটী।

অসমীয়া জাতিৰ ইতিবৃত্ত ঃ অসম সাহিত্য সভা।

অসমীয়া লোক-সংস্কৃতি ঃ বিৰিঞ্চিকুমাৰ বৰুৱা, বীণা লাইব্ৰেৰী, গুৱাহাটী।

অসমীয়া লোক-সংস্কৃতিৰ আভাস ঃ নবীন চন্দ্ৰ শৰ্মা, বাণী প্ৰকাশ, গুৱাহাটী।

অসমৰ লোক-সংস্কৃতি ঃ লোকনাথ গগৈ, ক্রান্তিকাল প্রকাশন, নগাঁও
অসমৰ মানুহৰ নৃ-বৈজ্ঞানিক পৰিচয় ঃ ভুৱন মোহন দাস, অসম বিজ্ঞান সমিতি, গুৱাহাটী।
গহনা-গাথৰি ঃ যুগল দাস, অসম প্রকাশন পৰিষদ, গুৱাহাটী
অসমৰ জনগোষ্ঠীয় সামাজিক লোকাচাৰঃ উপেন ৰাভা হাকাছাম, প্রফুল্ল কুমাৰ নাথ (সম্পা), বনলতা,গুৱাহাটী-ডিব্রুগড়
ভাৰতৰ উত্তৰ-পূৰ্বাঞ্চলৰ পৰিৰেশ্য কলা ঃ নবীন চন্দ্র শর্মা, বনলতা, গুৱাহাটী।

স্নাতক পর্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম

(মূল বিষয় ঃ অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্ৰম)

তুলনামূলক সাহিত্যৰ পদ্ধতি আৰু প্ৰয়োগ

(Theory and Practice of Comparative Literature)

পাঠ্যক্ৰমৰ সংখ্যা ঃ C-8 [৬ ক্ৰেডিট]

[পাঠদান ঃ ১৪ x ৫= ৭০ (৫ক্ৰেডিট)

অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্ৰেডিট)]

মুঠ নম্বৰ ঃ ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ ৮০

আভ্যন্তৰীণ মূল্যায়ন ঃ ২০

এইখন কাকতে সাহিত্য অধ্যয়নৰ জগতত উদীয়মান বিষয় তুলনামূলক সাহিত্যৰ সাধাৰণ ধাৰণা দিয়াৰ লগতে ভাৰতীয় সাহিত্য তথা অসমীয়া সাহিত্যৰ প্ৰেক্ষাপটত তুলনামূলক সাহিত্য অধ্যয়নৰ প্ৰাসংগিকতা আৰু প্ৰণালীৰ আভাস দিব।

মুঠ শ্ৰেণী সংখ্যা ঃ ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট ঃ ১	**১৩**	**২**	**১৬**

তুলনামূলক সাহিত্যৰ উৎপত্তি আৰু পৰিচয়

তুলনামূলক সাহিত্যৰ সাধাৰণ ধাৰণা, উৎপত্তি, সাহিত্যৰ অধ্যয়নত ইয়াৰ প্ৰয়োজনীয়তা, তুলনামূলক সাহিত্য আৰু তুলনামূলক অধ্যয়নৰ সম্বন্ধ।

গোট ঃ ২	**১৩**	**৪**	**১৬**

তুলনামূলক সাহিত্য অধ্যয়নৰ প্ৰধান দিশ

(ক) একাধিক সাহিত্য সম্পৰ্ক জড়িতভাৱে

(খ) সাহিত্যৰ লগত সমাজবিজ্ঞানৰ বিভিন্ন বিষয় সম্পৰ্কজড়িতভাৱে

(গ) সাহিত্যৰ লগত কলাৰ অন্যশাখা সম্পৰ্কজড়িতভাৱে

গোট ঃ ৩	**১৩**	**২**	**১৬**

ভাৰতীয় প্ৰেক্ষাপটত তুলনামূলক সাহিত্য

ভাৰতলৈ তুলনামূলক সাহিত্যৰ আগমন,

তুলনামূলক ভাৰতীয় সাহিত্যৰ পৰিচয় আৰু প্ৰাসংগিকতা

গোট ঃ ৪	**১৩**	**২**	**১৬**

অসমত তুলনামূলক সাহিত্য

অসমত তুলনামূলক সাহিত্যৰ চৰ্চা, অসমত তুলনামূলক সাহিত্যৰ প্ৰাসংগিকতা।

গোট ঃ ৫ **১৮** **৪** **১৬**

তুলনামূলক সাহিত্যৰ অধ্যয়ন ঃ সাহিত্য আৰু সুকুমাৰ কলাৰ অন্য শাখাৰ সম্পৰ্কজড়িত অধ্যয়ন

[তুলনামূলক সাহিত্যৰ প্ৰায়োগিক অধ্যয়নৰ অন্তৰ্গতভাৱে ইয়াত ভবেন্দ্ৰনাথ শইকীয়াৰ বানপ্ৰস্থ গল্প আৰু তাৰ চলচ্চিত্ৰ ৰূপ সন্ধ্যাৰাগৰ কাহিনী, চৰিত্ৰ, সংলাপ আৰু পৰিৱেশৰ দিশত তুলনা কৰিব। তুলনাৰ বাবে চিত্ৰনাট্যৰ লগতে সম্ভৱস্থলত সংশিষ্ট চলচ্চিত্ৰৰ প্ৰদৰ্শনৰ ব্যৱস্থা কৰিব।]

প্ৰসংগ পুথি ঃ

তুলনামূলক সাহিত্য আৰু অনুবাদ বিচাৰ ঃ প্ৰফুল্ল কটকী, জ্যোতি প্ৰকাশন, গুৱাহাটী

তুলনামূলক সাহিত্য আৰু সাহিত্যিক গৱেষণা ঃ নীৰাজনা মহন্ত বেজবৰা, শংকৰদেৱ প্ৰকাশন

তুলনামূলক সাহিত্য ঃ সিদ্ধান্ত আৰু প্ৰয়োগ ঃ নীৰাজনা মহন্ত বেজবৰা, বনলতা, ডিব্ৰুগড়

তুলনামূলক ভাৰতীয় সাহিত্য ঃ নীৰাজনা মহন্ত বেজবৰা, বনলতা, ডিব্ৰুগড়

তুলনামূলক সাহিত্য ঃ বিকাশ আৰু বিৱৰ্তন ঃ কৰবী ডেকা হাজৰিকা,পল্লৱী ডেকা বুজৰবৰুৱা, অসমীয়া বিভাগ, ডিব্ৰুগড় বিশ্ববিদ্যালয়

পটভূমিকাত তুলনামূলক সাহিত্য ঃ নীৰাজনা মহন্ত বেজবৰা, বনলতা, ডিব্ৰুগড়

তুললনামূলক সাহিত্য আৰু অনুবাদ কলা ঃ নীৰাজনা মহন্ত বেজবৰা, বনলতা, ডিব্ৰুগড়

তুলনামূলক সাহিত্য ঃ দিলীপ বৰা, চন্দ্ৰ প্ৰকাশ, গুৱাহাটী

তুলনামূলক ভাৰতীয় সাহিত্য ঃ প্ৰফুল্ল কুমাৰ নাথ, বনলতা, গুৱাহাটী

তুলনামূলক সাহিত্য ঃ তত্ত্ব আৰু প্ৰয়োগ ঃ প্ৰফুল্ল কুমাৰ নাথ, অসম বুক ডিপো, গুৱাহাটী

তুলনামূলক সাহিত্যতত্ত্ব ঃ পল্লৱী ডেকা বুজৰবৰুৱা, বনলতা, ডিব্ৰুগড়

সন্ধ্যাৰাগ ঃ ভবেন্দ্ৰনাথ শইকীয়া, অসম বুক হাইভ, গুৱাহাটী

স্নাতক পর্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম
(মূল বিষয় ঃ অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্ৰম)
ভাৰতীয় আৰ্যভাষা আৰু অসমীয়া ভাষা
(Indo-Aryan Languages and Assamese)

পাঠ্যক্ৰমৰ সংখ্যা ঃ C-9 [৬ ক্ৰেডিট]

[পাঠদান ঃ ১৪ x ৫= ৭০ (৫ক্ৰেডিট)
অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্ৰেডিট)]

মুঠ নম্বৰ ঃ ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ ৮০
আভ্যন্তৰীণ মূল্যায়ন ঃ ২০

ভাৰতীয়া আৰ্যভাষাৰ ক্ৰমবিকাশৰ ৰূপৰেখা আৰু সংস্কৃত, পালি আৰু প্ৰাকৃত ব্যাকৰণৰ বৈশিষ্ট্যসমূহৰ পৰিচয় পাব পৰাকৈ কাকতখন প্ৰস্তুত কৰা হৈছে। সংস্কৃত, পালি আৰু প্ৰাকৃত ভাষাৰ স্বৰূপৰ লগত পৰিচয় প্ৰদানৰ বাবে এই ভাষাবোৰৰ নিৰ্বাচিত পাঠ দিয়া হৈছে।

মুঠ শ্ৰেণী সংখ্যা ঃ ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট ঃ ১	১৪	৩	১৬
ভাৰতীয় আৰ্যভাষাৰ ক্ৰমবিকাশৰ ৰূপৰেখা			
গোট ঃ ২	২০	৪	২০
ভাৰতীয় আৰ্যভাষাৰ বিভিন্ন স্তৰৰ নিৰ্বাচিত পাঠ			
(ক) সংস্কৃত ঃ নীতিশতক শ্লোক (নিৰ্বাচিত পাঠ ৪)			
(খ) অশোকৰ অনুশাসন ঃ গিৰ্ণাৰ—১, কালচী—১			
(গ) পালি ঃ অপ্‌পমাদ বগ্গ ১-৫ (ধম্মপদ)			
(ঘ) প্ৰাকৃত ঃ গাহাসত্তসই (প্ৰথম পাঁচটা)			
(ঙ) অপভ্ৰংশ ঃ সন্দেশ ৰাসক (প্ৰথম চাৰিটা শ্লোক)			
গোট ঃ ৩	২০	৪	২০
সংস্কৃতি-পালি-প্ৰাকৃত ভাষাৰ তুলনা			
(স্বৰ আৰু ব্যঞ্জন, শব্দৰূপ, ধাতুৰূপ)			

গোট ঃ ৪ ১৬ ৩ ২৪

অসমীয়া ভাষাৰ উদ্ভৱ আৰু বিকাশ

(ক) অসমীয়া ভাষাৰ উদ্ভৱ সম্পৰ্কীয় মত

(খ) অসমীয়া ভাষাৰ বিকাশ

১. প্ৰত্ন অসমীয়া স্তৰ

২. প্ৰাচীন অসমীয়া ভাষাৰ স্তৰ

৩. মধ্য অসমীয়া ভাষাৰ স্তৰ

৪. আধুনিক অসমীয়া ভাষাৰ স্তৰ

প্ৰসংগ পুথি ঃ

অসমীয়া ভাষাৰ উদ্ভৱ, সমৃদ্ধি আৰু বিকাশ ঃ উপেন্দ্ৰনাথ গোস্বামী, মণিমাণিক প্ৰকাশ, গুৱাহাটী

উদ্ভৱকালীন অসমীয়া ভাষা ঃ সুবাসনা মহন্ত চোধুৰী, বনলতা, ডিব্ৰুগড়

তুলনামূলক ব্যাকৰণ (সংস্কৃত-পালি-প্ৰাকৃত) ঃ সত্যেন্দ্ৰ নাৰায়ণ গোস্বামী, কলকাতা

ভাষা-সাহিত্যৰ বিবিধ চিন্তা ঃ অৰ্পণা কোঁৱৰ, বনলতা, ডিব্ৰুগড়

প্ৰাকৃত সাহিত্য ঃ সত্যেন্দ্ৰ নাৰায়ণ গোস্বামী, বনলতা, ডিব্ৰুগড়

প্ৰাকৃত সাহিত্য-চয়ন ঃ নগেন ঠাকুৰ, জ্যোতি প্ৰকাশন, গুৱাহাটী

প্ৰাকৃত পাঠ ঃ কেশৱানন্দ দেৱগোস্বামী আৰু ভীমকান্ত বৰুৱা (সম্পা.), বনলতা, ডিব্ৰুগড়

সংস্কৃত, পালি-প্ৰাকৃত আৰু অসমীয়া ব্যাকৰণ ঃ লীলাৱতী শইকীয়া বৰা, বনলতা, ডিব্ৰুগড়

স্নাতক পর্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম

(মূল বিষয় ঃ অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্ৰম)

অসমীয়া গদ্যৰ চানেকি (ক)

(Selection from Assamese Prose)

পাঠ্যক্ৰমৰ সংখ্যা ঃ C-10 [৬ ক্ৰেডিট]

[পাঠদান ঃ ১৪ x ৫= ৭০ (৫ক্ৰেডিট)
অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্ৰেডিট)]

মুঠ নম্বৰ ঃ ১০০ চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ ৮০
আভ্যন্তৰীণ মূল্যায়ন ঃ ২০

প্ৰাচীন কালতে উদ্ভৱ ঘটা অসমীয়া গদ্য সাহিত্যই আধুনিক কালত আহি বৈবিধ্য-বৈচিত্ৰ্যময় ৰূপ লাভ কৰেহি। এই কাকতত অসমীয়া গদ্য সাহিত্যৰ উদ্ভৱ তথা বিকাশধাৰা সম্পৰ্কে জানিবৰ বাবে চমু পৰিচয়সহ অসমীয়া গদ্যৰ জনক ভট্টদেৱৰপৰা আৰম্ভ কৰি বৰ্তমানলৈকে অসমীয়া গদ্য সাহিত্যৰ নিৰ্বাচিত অংশ সন্নিবিষ্ট কৰা হৈছে।

মুঠ শ্ৰেণী সংখ্যা ঃ ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট ঃ ১	১৪	২	১৬
অসমীয়া গদ্যৰ উদ্ভৱ আৰু বিকাশ			
গোট ঃ ২	১২	২	১৪

প্ৰাচীন অসমীয়া গদ্য ঃ নিৰ্বাচিত পাঠ

(এই গোটৰ পাঠ্য আটাইকেইটা পাঠ 'নিৰ্বাচিত অসমীয়া গদ্য'ৰ অন্তৰ্গত)

(ক) কথা গীতা (*ভট্টদেৱ*) ঃ 'কৰ্মযোগ' অংশ

(খ) তুংখুঙীয়া বুৰঞ্জী ঃ 'স্বৰ্গদেউ ৰুদ্ৰসিংহ' অংশ
(*সূৰ্য্যকুমাৰ ভূঞা* সম্পাদিত)

(গ) গুৰু চৰিত কথা ঃ 'শঙ্কৰ-মাধৱৰ মিলন' অংশ
(*মহেশ্বৰ নেওগ* সম্পাদিত)

গোট ঃ ৩	১২	২	১৪

অৰুনোদই যুগৰ অসমীয়া গদ্য ঃ নিৰ্বাচিত পাঠ

(এই গোটৰ পাঠ্য আটাইকেইটা পাঠ 'নিৰ্বাচিত অসমীয়া গদ্য'ৰ অন্তৰ্গত)

(ক) 'জাত্ৰিকৰ জাত্ৰা'ৰ অংশ
(*অৰুনোদই*ৰ পৰা)

(খ) অসমীয়া লৰাৰ মিত্ৰ ('সোনতকৈ শ্ৰম ভাল' অংশ)
(*আনন্দৰাম ঢেকিয়াল ফুকন*)

গোট ঃ ৪ ১৬ ৪ ১৮

জোনাকী যুগৰ গদ্য ঃ নিৰ্বাচিত পাঠ

(এই গোটৰ পাঠ্য আটাইকেইটা পাঠ 'নিৰ্বাচিত অসমীয়া গদ্য'ৰ অন্তৰ্গত)

(ক) বাহিৰে ৰং চং ভিতৰে কোৱাভাতুৰীৰ 'স্বৰ্গৰ দুৱৰী গোৱৰ্দ্ধনদেউ আতাৰ চৰিত্ৰ' অংশ।
(*হেমচন্দ্ৰ বৰুৱা*)

(খ) ধনৰ ব্যৱহাৰ
(*সত্যনাথ বৰা*)

(গ) জাতীয় চৈতন্য
(*বাণীকান্ত কাকতি*)

(ঘ) 'সাতাৱন ছাল'ৰ অন্তৰ্গত 'এক' অংশ
(*বেণুধৰ শৰ্মা*)

গোট ঃ ৫ ১৬ ৪ ১৮

সাম্প্ৰতিক কালৰ অসমীয়া গদ্য

(এই গোটৰ পাঠ্য আটাইকেইটা পাঠ 'নিৰ্বাচিত অসমীয়া গদ্য'ৰ অন্তৰ্গত)

(ক) অসমীয়া ভাষাৰ গিয়াতি-কুটুম
(*বিৰিঞ্চি কুমাৰ বৰুৱা*)

(খ) বুৰঞ্জী বিচাৰি
(*লীলা গগৈ*)

(গ) আধুনিক আৰু আধুনিকতাবাদ
(*হীৰেন গোহাঁই*)

(ঘ) অসমীয়া মানুহৰ ইতিহাসৰ 'অসমীয়া নৃ-গোষ্ঠী আৰু ভাষাগোষ্ঠীসমূহ' অংশ।
(*নগেন শইকীয়া*)

প্ৰসংগ পুথি ঃ

অসমীয়া সাহিত্যৰ চানেকি ২য় খণ্ড ঃ হেমচন্দ্ৰ গোস্বামী (সম্পা), বাণী মন্দিৰ, ডিব্ৰুগড়

তুংখুঙীয়া বুৰঞ্জী ঃ সূৰ্য্যকুমাৰ ভূঞা(সম্পা), অসম প্ৰকাশন পৰিষদ, গুৱাহাটী

আনন্দৰাম ঢেকিয়াল ফুকনৰ জীৱন চৰিত্ৰ ঃ গুণাভিৰাম বৰুৱা, অসম প্ৰকাশন পৰিষদ, গুৱাহাটী

অসমীয়া কথা সাহিত্য ঃবিৰিঞ্চি কুমাৰ বৰুৱা, জাৰ্ণাল এম্প'ৰিয়াম, গুৱাহাটী

প্ৰাচীন অসমীয়া গদ্যশৈলী ঃ অৰ্পণা কোঁৱৰ, বনলতা, ডিব্ৰুগড়

নিৰ্বাচিত অসমীয়া গদ্য ঃ অৰ্পণা কোঁৱৰ (সম্পা), বনলতা, ডিব্ৰুগড়

আধুনিক অসমীয়া গদ্যশৈলী ঃ অৰ্পণা কোঁৱৰ (সম্পা), বনলতা, ডিব্ৰুগড়

জীৱনী আৰু অসমীয়া জীৱনী ঃ গোবিন্দ প্ৰসাদ শৰ্মা, ষ্টুডেন্ট ষ্ট'ৰ্ছ, গুৱাহাটী

অসমীয়া চুটিগল্প অধ্যয়ন ঃ প্ৰ াদ কুমাৰ বৰুৱা, বনলতা, ডিব্ৰুগড়

গুৰুচৰিত কথা ঃ মহেশ্বৰ নেওগ(সম্পা), লয়ার্ছ, গুৱাহাটী

বুৰঞ্জী সাহিত্য ঃ লীলা গগৈ, ষ্টুডেন্ট এম্প'ৰিয়াম, ডিব্ৰুগড়

স্নাতক পর্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম

(মূল বিষয় ঃ অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্ৰম)

অসমীয়া নাটক (Assamese Drama)

পাঠ্যক্ৰমৰ সংখ্যা ঃ C-11 [৬ ক্ৰেডিট]

[পাঠদান ঃ ১৪ x ৫= ৭০ (৫ক্ৰেডিট)
অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্ৰেডিট)]

মুঠ নম্বৰ ঃ ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ ৮০
আভ্যন্তৰীণ মূল্যায়ন ঃ ২০

অসমীয়া নাট্য সাহিত্যৰ ইতিহাস অন্যান্য ভাৰতীয় ভাষাসমূহতকৈ তুলনামূলকভাৱে অধিক সমৃদ্ধ। এই কাকতৰপৰা ছাত্ৰ-ছাত্ৰীসকলে প্ৰাচীন কালৰেপৰা পাশ্চাত্য লক্ষণসম্বলিত আধুনিক নাটকলৈকে অসমীয়া নাটকৰ চমু ইতিহাস জনাৰ লগতে নিৰ্বাচিত অসমীয়া নাটকৰ অধ্যয়নেৰে অসমীয়া নাট্য সাহিত্যৰ গতি-বিধি সম্পৰ্কে জানিব পাৰিব।

মুঠ শ্ৰেণী সংখ্যা ঃ ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট ঃ ১	১৪	২	১৬
অসমীয়া নাট্য সাহিত্য ঃ সংক্ষিপ্ত ইতিহাস			
গোট ঃ ২	১০	২	১৬
পুৰণি অসমীয়া নাটক			
ৰুক্মিণী হৰণ (*শংকৰদেৱ*)			
গোট ঃ ৩	২৩	৫	২৪
আধুনিক অসমীয়া নাটক (ক)			
গাঁওবুঢ়া (পদ্মনাথ গোহাঞি বৰুৱা)			
লভিতা (জ্যোতিপ্ৰসাদ আগৰৱালা)			
গোট ঃ ৪	২৩	৫	২৪
আধুনিক অসমীয়া নাটক (খ)			
কুকুৰনেছিয়া মানুহ (অৰুণ শৰ্মা)			
ধানটো পতানটো (যোগেন চেতিয়া)			

প্ৰসংগ পুথি ঃ

অঙ্কাৱলী (পাতনি) ঃ কালিৰাম মেধি (সম্পা.), লয়ার্ছ, গুৱাহাটী

অসমীয়া নাট্য সাহিত্যৰ জিলিঙনি ঃ হৰিচন্দ্ৰ ভট্টাচার্য, লয়ার্ছ, গুৱাহাটী

অসমীয়া নাট্য সাহিত্য ঃ সত্যেন্দ্রনাথ শর্মা, সৌমাৰ প্রকাশ, গুৱাহাটী
অঙ্কীয়া ভাওনা ঃ কেশৱানন্দ দেৱগোস্বামী, বনলতা, ডিব্রুগড়
নাটক আৰু অসমীয়া নাটক ঃ শৈলেন ভৰালী, বাণী প্রকাশ, গুৱাহাটী
অসমীয়া নাটক ঃ স্বৰাজোত্তৰ কাল ঃ শৈলেন ভৰালী, চন্দ্র প্রকাশ, গুৱাহাটী
অসমীয়া নাটকৰ সমীক্ষা ঃ বসন্ত কুমাৰ ভট্টাচার্য, জার্ণাল এম্প'ৰিয়াম, নলবাৰী
নাটকৰ ৰং ৰূপ ঃ পোনা মহন্ত (সম্পা), অসম প্রকাশন পৰিষদ, গুৱাহাটী
নাটকৰ কথা ঃ পোনা মহন্ত, বনলতা, ডিব্রুগড়
আধুনিক নাট্যকলা ঃ যোগেন চেতিয়া, প্রকাশক লেখক, যোৰহাট, পৰিৱেশক-জ্যোতি প্রকাশন, গুৱাহাটী
নাটকৰ ৰূপ-ৰীতি আৰু মঞ্চায়ন ঃযোগেন চেতিয়া, প্রকাশক তিলোত্তমা চেতিয়া, শিৱসাগৰ
নাটকৰ ব্যৱহাৰিক দিশ ঃ জগদীশ পাটগিৰি আৰু অখিল চক্রৱর্তী (সম্পা), অসম সাহিত্য সভা, যোৰহাট
মঞ্চলেখা ঃ অতুলচন্দ্র হাজৰিকা, লয়ার্ছ, গুৱাহাটী
জ্যোতি মনীষা ঃ প্র !াদ কুমাৰ বৰুৱা, বনলতা, গুৱাহাটী
জ্যোতিপ্রসাদৰ নাটক ঃ প্রফুল্ল কুমাৰ বৰুৱা, অসম প্রকাশন পৰিষদ, গুৱাহাটী
ছশ বছৰীয়া অসমীয়া নাটক ঃ পৰম্পৰা আৰু পৰিৱর্তন ঃ অজিত শইকীয়া (সম্পা), পথাৰ, দুলীয়াজান
শঙ্কৰদেৱৰ নাটক ঃ বিশ্লেষণাত্মক অধ্যয়ন ঃ সত্যকাম বৰঠাকুৰ, পূর্বাঞ্চল প্রকাশ, গুৱাহাটী
ৰুক্মিণী হৰণ ঃ বসন্ত কুমাৰ শর্মা (সম্পা), কৌস্তুভ প্রকাশন, ডিব্রুগড়
অৰুণ শর্মাৰ নাটক ঃ সমীক্ষাত্মক বিশ্লেষণ ঃ ৰঞ্জন ভট্টাচার্য, পূর্বাঞ্চল প্রকাশ, গুৱাহাটী

স্নাতক পর্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম

(মূল বিষয় ঃ অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্ৰম)

অসমীয়া ভাষাৰ ভাষাবৈজ্ঞানিক অধ্যয়ন (Studies on Assamese Linguistics)

পাঠ্যক্ৰমৰ সংখ্যা ঃ C-12 [৬ ক্ৰেডিট]

[পাঠদান ঃ ১৪ x ৫= ৭০ (৫ক্ৰেডিট)
অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্ৰেডিট)]

মুঠ নম্বৰ ঃ ১০০ চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ ৮০
আভ্যন্তৰীণ মূল্যায়ন ঃ ২০

অসমীয়া ভাষাৰ ধ্বনিতত্ত্ব, ৰূপতত্ত্ব, বাক্যতত্ত্বৰ সম্পৰ্কে পৰিচয় পাব পৰাকৈ এই কাকতখন যুগুত কৰা হৈছে। ইয়াৰ লগত সংগতি ৰাখি ধ্বনিবিজ্ঞানৰ তাত্ত্বিক জ্ঞান লাভৰ বাবে বাগিন্দ্ৰিয়ৰ পৰিচয়, ধ্বনি, বৰ্ণ, উপধ্বনিৰ সংজ্ঞা আৰু ধ্বনি পৰিবৰ্তনৰ নিয়মসমূহ প্ৰথম গোটটিত সন্নিৰিষ্ট কৰা হৈছে।

মুঠ শ্ৰেণী সংখ্যা ঃ ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	**অনুশিক্ষণ**	**মূল্যাংক**
গোট ঃ ১	১৩	২	১৬
বাগিন্দ্ৰিয়ৰ পৰিচয়, ধ্বনি, বৰ্ণ, উপধ্বনিৰ সংজ্ঞা আৰু ধ্বনি পৰিবৰ্তনৰ নিয়ম			
গোট ঃ ২	১৬	৪	১৬
অসমীয়া ভাষাৰ ধ্বনিতাত্ত্বিক বিশ্লেষণ			
(ক) বিভাজ্য ধ্বনি ঃ স্বৰ আৰু ব্যঞ্জনৰ পৰিচয় আৰু নিৰ্ণয়, স্বৰ আৰু ব্যঞ্জন সংযুতি			
(খ) অবিভাজ্য ধ্বনি ঃ অক্ষৰ, শ্বাসাঘাত, সন্ধি আৰু সুৰলহৰ।			
গোট ঃ **৩**	১৫	৪	১৬
অসমীয়া ভাষাৰ ৰূপতাত্ত্বিক বিশ্লেষণ			
(ক) আকৃতি, প্ৰাকৃতি, উপাকৃতিৰ সাধাৰণ পৰিচয়			
(খ) অসমীয়া ভাষাৰ প্ৰাকৃতিৰ শ্ৰেণীবিভাজন			
গোট ঃ **৪**	১৩	২	১৬
অসমীয়া ভাষাৰ ব্যাকৰণগত বিষয়			
(ক) লিংগ, বচন, কাৰক, নিৰ্দিষ্টতাবাচক সৰ্গ।			
(ঘ) অসমীয়া ভাষাৰ শব্দগঠন আৰু সাধন প্ৰক্ৰিয়া			
(ঙ) অসমীয়া ভাষাৰ ক্ৰিয়াৰ গঠন আৰু প্ৰকাৰ			

গোট ঃ ৫ ১৩ ২ ১৬

অসমীয়া ভাষাৰ বাক্যতাত্ত্বিক বিশ্লেষণ

(ক) অসমীয়া বাক্যৰ গঠন প্ৰক্ৰিয়া

(খ) অসমীয়া ভাষাৰ বাক্যৰ বিশ্লেষণ (অৱস্থানগত বিভাগ, স্বাভাৱিক গঢ় আৰু খণ্ডবাক্য গঠন নিয়ম অনুসৰি)

(গ) অসমীয়া বাক্যৰ বিভিন্ন প্ৰকাৰ

প্ৰসংগ পুথিঃ

অসমীয়া ভাষাৰ ব্যাকৰণ ঃ উপেন্দ্ৰনাথ গোস্বামী, মণিমাণিক প্ৰকাশ, গুৱাহাটী

অসমীয়া ব্যাকৰণৰ মৌলিক বিচাৰ ঃ গোলোকচন্দ্ৰ গোস্বামী, বীণা লাইব্ৰেৰী, গুৱাহাটী

অসমীয়া ব্যাকৰণ প্ৰৱেশ ঃ গোলোকচন্দ্ৰ গোস্বামী, বীণা লাইব্ৰেৰী, গুৱাহাটী

অসমীয়া বৰ্ণ প্ৰকাশ ঃ গোলোকচন্দ্ৰ গোস্বামী, বীণা লাইব্ৰেৰী, গুৱাহাটী

অসমীয়া ভাষাৰ ৰূপতত্ত্ব ঃ লীলাৱতী শইকীয়া, বনলতা, ডিব্ৰুগড়

অসমীয়া ভাষা ঃ ভীমকান্ত বৰুৱা , বনলতা, ডিব্ৰুগড়

অসমীয়া ভাষা-চিন্তন ঃ অৰ্পণা কোঁৱৰ , বনলতা, ডিব্ৰুগড়

অসমীয়া ভাষাৰ গঠন আৰু বিকাশ ঃ বিশ্বেশ্বৰ হাজৰিকা (অনু), বৰপেটা সাহিত্য সভা, পৰিৱেশক বীণা লাইব্ৰেৰী, গুৱাহাটী

ধ্বনিবিজ্ঞানৰ ভূমিকা ঃ গোলোকচন্দ্ৰ গোস্বামী, বীণা লাইব্ৰেৰী, গুৱাহাটী

ব্যাকৰণ আৰু প্ৰাকৃতি বিজ্ঞান ঃ ৰমেশ পাঠক, বীণা লাইব্ৰেৰী, গুৱাহাটী

ভাষাবিজ্ঞান উপক্ৰমণিকাঃ অৰ্পণা কোঁৱৰ, বনলতা, ডিব্ৰুগড়

English

Assamese, Its Formation and Developement: Kakati B., LBS, Guwahati, 1995

Language and Its Structure: R. W. Langacker

Morphology: E. A. Nida, Misigan University Press.

Phonetics: K. L. Pike,University of Misigan Press.

স্নাতক পর্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম

(মূল বিষয় ঃ অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্ৰম)

অসমীয়া গদ্যৰ চানেকি (খ)

(Selection from Assamese Prose)

(প্ৰকাশভংগী সম্পৰ্কীয় অধ্যয়ন)

পাঠ্যক্ৰমৰ সংখ্যা ঃ C-13 [৬ ক্ৰেডিট]

[পাঠদান ঃ ১৪ x ৫= ৭০ (৫ক্ৰেডিট)
অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্ৰেডিট)]

মুঠ নম্বৰ ঃ ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ ৮০
আভ্যন্তৰীণ মূল্যায়ন ঃ ২০

অসমীয়া গদ্যৰ নিৰ্বাচিত অংশৰ অধ্যয়নৰ যোগেদি আধুনিক কালৰ ৱসৃষ্টিশীল গদ্য সাহিত্যৰ বৈবিধ্য-বৈচিত্ৰ্য তথা গতি-প্ৰকৃতি সম্পৰ্কে ছাত্ৰ-ছাত্ৰীয়ে জানিব পৰাকৈ এই কাকত প্ৰস্তুত কৰা হৈছে।

মুঠ শ্ৰেণী সংখ্যা ঃ ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট ঃ ১	**১৫**	**৩**	**১৬**
অসমীয়া চুটিগল্প			
(ক) বুঢ়ী আইৰ সাধু (*পূৰবী বৰমুদৈ*)			
(খ) সখা দামোদৰ (*লক্ষ্মীনন্দন বৰা*)			
(গ) এহাত ডাবা (*সৌৰভ কুমাৰ চলিহা*)			
(ঘ) দুৱাৰ (*কুল শইকীয়া*)			
গোট ঃ ২	১৮	৩	২০
অসমীয়া উপন্যাস			
(ক) মনোমতী (*ৰজনীকান্ত বৰদলৈ*)			
(খ) ইয়াৰুঈঙ্গম (*বীৰেন্দ্ৰ কুমাৰ ভট্টাচাৰ্য*)			
গোট ঃ ৩	১৪	৩	১৬
অসমীয়া জীৱনী আৰু আত্মজীৱনী			
(এই গোটৰ পাঠ্য প্ৰথম দুটা পাঠ 'নিৰ্বাচিত অসমীয়া গদ্য'ৰ অন্তৰ্গত)			
(ক) আনন্দৰাম ঢেকিয়াল ফুকনৰ জীৱন চৰিত্ৰ (*গুণাভিৰাম বৰুৱা*)			
(খ) মোৰ জীৱন সোঁৱৰণৰ অংশ (*লক্ষ্মীনাথ বেজবৰুৱা*)			
(গ) মই আৰু নেফাৰ 'নেফাৰ বিচিত্ৰ অভিজ্ঞতা' অংশ (*ইন্দিৰা মিৰি*)			

গোট ঃ ৪	৯	২	১২

অসমীয়া ভ্রমণ কাহিনী

ইজৰাইল (*হেম বৰুৱা*)

গোট ঃ ৫	১৪	৩	১৬

অসমীয়া ব্যক্তিগত ৰচনা আৰু বিজ্ঞান সাহিত্য

(এই গোটৰ পাঠ্য আটাইকেইটা পাঠ 'নির্বাচিত অসমীয়া গদ্যৰ'ৰ অন্তর্গত)

(ক) জীৱনৰ জয়গান (*হোমেন বৰগোহাঞি*)

(খ) গঁড় বচোৱাৰ বাবে ইলেক্ট্রনিক ব্যৱস্থা (*দীনেশ চন্দ্র গোস্বামী*)

প্রসংগ পুথি ঃ

নির্বাচিত অসমীয়া গদ্য ঃ অর্পণা কোঁৱৰ, বনলতা, ডিব্রুগড়

আধুনিক অসমীয়া গদ্যশৈলী ঃ অর্পণা কোঁৱৰ (সম্পা), বনলতা, ডিব্রুগড়

জীৱনী আৰু অসমীয়া জীৱনী ঃ গোবিন্দ প্রসাদ শর্মা, ষ্টুডেন্ট ষ্টৰ্ছ, গুৱাহাটী

অসমীয়া চুটিগল্প অধ্যয়ন ঃ প্রহ্লাদ কুমাৰ বৰুৱা, বনলতা, ডিব্রুগড়

স্নাতক পর্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম
(মূল বিষয় ঃ অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাধ্যতামূলক পাঠ্যক্ৰম)
অসমৰ ভাষা আৰু লিপি (Language and Script of Assam)
পাঠ্যক্ৰমৰ সংখ্যা ঃ C-14 [৬ ক্ৰেডিট]

[পাঠদান ঃ ১৪ x ৫= ৭০ (৫ক্ৰেডিট)
অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্ৰেডিট)]

মুঠ নম্বৰ ঃ ১০০ চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ ৮০
আভ্যন্তৰীণ মূল্যায়ন ঃ ২০

এই কাকতখনৰ যোগেদি অসমৰ ভাষাৰ সাধাৰণ পৰিচয়ৰ লগতে অসমীয়া ভাষা আৰু উপভাষাৰ সাধাৰণ পৰিচয় ছাত্ৰ-ছাত্ৰীসকলে পাব পাৰিব। অসমৰ ভাষাৰ ভাষাতাত্ত্বিক বৈশিষ্ট্য, অসমীয়া ভাষা আৰু আৰ্যভিন্ন ভাষাৰ আদান-প্ৰদান ইত্যাদি বিষয়সমূহৰ সামগ্ৰিক পৰিচয় পাব পৰাকৈ এই কাকতখন যুগুত কৰা হৈছে।

মুঠ শ্ৰেণী সংখ্যা ঃ ৮৪ (পাঠদান + অনুশিক্ষণ)

		পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট ঃ ১	**অসমৰ ভাষাসমূহৰ সাধাৰণ পৰিচয়** (ক) অসমৰ আৰ্যমূলীয় ভাষাৰ পৰিচয় (খ) অসমৰ আৰ্যভিন্ন ভাষাৰ পৰিচয়	১৩	২	১৬
গোট ঃ ২	**অসমীয়া ভাষা আৰু উপভাষা** (ক) অসমীয়া ভাষাৰ ভাষাতাত্ত্বিক বৈশিষ্ট্য (খ) অসমীয়া ভাষাৰ উপভাষাৰ পৰিচয় আৰু ভাষাতাত্ত্বিক বৈশিষ্ট্য	১৩	৩	১৬
গোট ঃ ৩	**অসমৰ চীন-তিব্বতবৰ্মীয় পৰিয়ালৰ ভাষা ১৮** (ক) অসমৰ তিব্বতবৰ্মীয় শাখাৰ ভাষাৰ ভাষাতাত্ত্বিক বৈশিষ্ট্য (বড়ো, কাৰ্বি, মিচিং ভাষাৰ উল্লেখেৰে) (খ) অসমৰ টাইমূলীয় শাখাৰ ভাষাৰ ভাষাতাত্ত্বিক বৈশিষ্ট্য (খামতি, ফাকে, টুৰুং ভাষাৰ উল্লেখেৰে)	১৩	৪ ৩	১৬ ১৬
গোট ঃ ৪	**অসমীয়া ভাষা আৰু আৰ্যভিন্ন ভাষাৰ আদান প্ৰদান** (ক) অসমীয়া ভাষাত আৰ্যভিন্ন ভাষাৰ উপাদান (খ) অসমৰ আৰ্যভিন্ন ভাষাত অসমীয়া ভাষাৰ উপাদান			

গোট ঃ ৫ **অসমীয়া লিপি আৰু অসমৰ অন্যান্য ভাষাৰ লিপি** ১৩ ২ ১৬

(ক) অসমীয়া লিপিৰ উদ্ভৱ আৰু বিকাশ

(খ) অসমৰ অন্যান্য ভাষাৰ লিপি

প্রংসগ পুথি ঃ

অসমৰ ভাষা ঃ ভীমকান্ত বৰুৱা, বনলতা, ডিব্রুগড়

অসমীয়া ভাষা ঃ ভীমকান্ত বৰুৱা , বনলতা, ডিব্রুগড়

অসমৰ ভাষাৰ বিশ্লেষণাত্মক অধ্যয়ন ঃ অর্পণা কোঁৱৰ, বনলতা, ডিব্রুগড়

অসমীয়া ভাষা আৰু উপভাষা ঃ উপেন ৰাভা হাকাছাম, জ্যোতি প্রকাশন, গুৱাহাটী।

অসমীয়া লিপি ঃ উপেন্দ্রনাথ গোস্বামী, মণিমাণিক প্রকাশ, পানবজাৰ, গুৱাহাটী

অসমীয়া আৰু অসমৰ ভাষা ঃ বিশ্বজিৎ দাস আৰু ফুকন চন্দ্র বসুমতাৰী (সম্পা.), আঁক-বাক, গুৱাহাটী

অসমীয়া ভাষাৰ উপভাষা ঃ দীপ্তি ফুকন পাটগিৰি(সম্পা.), প্রকাশন বিভাগ, গুৱাহাটী বিশ্ববিদ্যালয়

অসমীয়াৰ উপভাষা আৰু লিপি ঃ অর্পণা কোঁৱৰ, বনলতা, ডিব্রুগড়

উপভাষাবিজ্ঞানৰ ভূমিকা ঃ ৰমেশ চন্দ্র পাঠক, অশোক বুক ষ্টল, গুৱাহাটী

উপভাষা আৰু অসমৰ উপভাষা ঃ দীপ্তি ফুকন পাটগিৰি(সম্পা.), অসমীয়া বিভাগ, গুৱাহাটী বিশ্ববিদ্যালয়।

মিচিং ভাষাৰ আভাস ঃ নাহেন্দ্র পাদুন, কৌস্তুভ প্রকাশন, ডিব্রুগড়

মিচিং ভাষাৰ শিক্ষা ঃ নাহেন্দ্র পাদুন, Mising aden Ope, চিলাপথাৰ, ধেমাজি

English

Karbi : The Karbi People and the Language : Arpana Konwar, Dept. of Assamese, Dibrugarh University.

An Introduction to the Boro Language: Phukan Basumatary, Mittal Publication, New Delhi.

স্নাতক পর্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম

(যোগ্যতাবৰ্ধনকাৰী বাধ্যতামূলক পাঠ্যক্ৰম)

যোগাযোগমূলক অসমীয়া (Communicative Assamese)

পাঠ্যক্ৰমৰ সংখ্যা ঃ AECC [২ ক্ৰেডিট]

[পাঠদান ঃ ১৪ x ১= ১৪ (১ক্ৰেডিট)
অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্ৰেডিট)]

মুঠ নম্বৰ ঃ ৫০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ ৪০
আভ্যন্তৰীণ মূল্যায়ন ঃ ১০

অসমীয়া ভাষাৰে যোগাযোগৰ দক্ষতা বৃদ্ধিৰ ক্ষেত্ৰত ছাত্ৰ-ছাত্ৰীসকলক সহায় কৰিব পৰাকৈ এই কাকতখনি প্ৰস্তুত কৰা হৈছে।

মুঠ শ্ৰেণী সংখ্যা ঃ ২৮ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট ঃ ১	১০	৪	২০
লিখিত যোগাযোগ (ক) শব্দভাণ্ডাৰ, বাক্যগাঁথনি, বিভিন্ন চিহ্নৰ প্ৰয়োগ (খ) ভাল লেখনৰ গুণাৱলী			
গোট ঃ ২	১০	৪	২০
মৌখিক যোগাযোগ মাতৰ তীব্ৰতা, কথনৰ বেগ, কণ্ঠস্বৰৰ কম্পন, উচ্চাৰণৰ স্পষ্টতা, উচ্চাৰণৰ শুদ্ধতা, সাময়িক বিৰতি			

প্ৰসংগ পুথি ঃ

যোগাযোগ কলা ঃ নীৰাজনা মহন্ত বেজবৰা, বনলতা, ডিব্ৰুগড়
অসমীয়া ভাষাৰ উচ্চাৰণ ঃ গোলোকচন্দ্ৰ গোস্বামী, বীণা লাইব্ৰেৰী, গুৱাহাটী
ব্যৱহাৰিক অসমীয়া অভিধান ঃ বসন্ত কুমাৰ গোস্বামী, যোৰহাট
নিকা অসমীয়া ভাষা ঃ মহেশ্বৰ নেওগ, লয়ার্ছ, গুৱাহাটী
অসমীয়া ব্যাকৰণ প্ৰৱেশ ঃ গোলোকচন্দ্ৰ গোস্বামী, বীণা লাইব্ৰেৰী, গুৱাহাটী
বিজ্ঞান লেখকৰ হাতপুথি ঃ দীনেশ চন্দ্ৰ গোস্বামী, নবীন পুস্তক ভাণ্ডাৰ, যোৰহাট

স্নাতক পর্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্রম

(মূল বিষয়ৰ লগত জড়িত নির্বাচনমূলক পাঠ্যক্রম, যি কোনো চাৰিখন কাকত)

অসমীয়া ব্যাকৰণ, অভিধান আৰু জতুৱা প্রয়োগয

(Assamese Grammar, Lexicon and Idiomatic Usages)

পাঠ্যক্রমৰ সংখ্যা- DSE-1 [৬ ক্রেডিট]

[পাঠদান ঃ ১৪ x ৫= ৭০ (৫ক্রেডিট)
অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্রেডিট)]

মুঠ নম্বৰ ঃ ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ ৮০
আভ্যন্তৰীণ মূল্যায়ন ঃ ২০

অসমীয়া ভাষাৰ শুদ্ধ উচ্চাৰণ, শুদ্ধ আখৰ জোঁটনি, অসমীয়া জতুৱা ঠাঁচ আৰু খণ্ডবাক্যৰ প্রয়োগৰ লগতে উপযুক্ত পৰিভাষাৰ প্রয়োগ, অসমীয়া ব্যাকৰণৰ বিবিধ দিশ আৰু অসমীয়া অভিধানৰ সাধাৰণ পৰিচয় পাব পৰাকৈ এই কাকতখন যুগুত কৰা হৈছে।

মুঠ শ্রেণী সংখ্যা ঃ ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট ঃ ১ অসমীয়া ভাষাৰ উচ্চাৰণ আৰু আখৰ জোঁটনি	১৩	২	১৬
(ক) অসমীয়া ভাষাৰ উচ্চাৰণ বিধি			
(খ) অসমীয়া ভাষাৰ আখৰ জোঁটনি			
গোট ঃ ২ অসমীয়া ব্যকৰণৰ সাধাৰণ পৰিচয়	১৮	৪	১৬
(ক) অসমীয়া ভাষাৰ প্রত্যয় (কৃৎ প্রত্যয়, তদ্ধিত প্রত্যয়, বচনবাচক সর্গ, লিঙ্গবাচক সর্গ, নির্দিষ্টতাবাচক সর্গ, জোৰবাচকতা, বিশেষ্যবাচক আৰু ক্রিয়াবাচক পৰসর্গ, চর্ত সাপেক্ষতা)।			
গোট ঃ ৩ অসমীয়া অভিধানৰ সাধাৰণ পৰিচয়	১৩	২	১৬
অসমীয়া অভিধানত প্রয়োগ হোৱা সংক্ষিপ্ত ৰূপ			
গোট ঃ ৪ পৰিভাষাৰ ধাৰণা, প্রশাসনিক পৰিভাষাৰ পৰিচয়	১৩	৩	১৬
গোট ঃ ৫ অসমীয়া ভাষাৰ জতুৱা ঠাঁচ আৰু খণ্ডবাক্যৰ প্রয়োগ	১৩	৩	১৬

প্রসংগ পুথিঃ

অসমীয়া ভাষাৰ উচ্চাৰণঃ গোলোকচন্দ্র গোস্বামী , বীণা লাইব্রেৰী, গুৱাহাটী
অসমীয়া আখৰ জোঁটনিৰ সমীক্ষাঃ গোলোকচন্দ্র গোস্বামী, বীণা লাইব্রেৰী, গুৱাহাটী
অসমীয়া ব্যাকৰণ প্রৱেশ ঃ গোলোকচন্দ্র গোস্বামী, বীণা লাইব্রেৰী, গুৱাহাটী
অসমীয়া ভাষাৰ ব্যাকৰণঃ উপেন্দ্রনাথ গোস্বামী, মণিমাণিক প্রকাশ, পাণবজাৰ, গুৱাহাটী
অসমীয়া ভাষাৰ চিন্তনঃ অর্পণা কোঁৱৰ, বনলতা, ডিব্রুগড়

অসমীয়া আখৰ জোঁটনিৰ কথা ঃ শিৱনাথ বৰ্মন, ভগৱতী প্ৰকাশন, গোলাঘাট
অসমীয়া আখৰ জোঁটনি উপ-সমিতিৰ সিদ্ধান্তসমূহ, অসম সাহিত্য সভা, যোৰহাট।
আখৰ-জোঁটনি ,পাঠ্যপুথি প্ৰস্তুতি সম্বন্বয় সমিতি, গুৱাহাটী বিশ্ববিদ্যালয়।
আধুনিক অসমীয়া অভিধান ঃ অসম প্ৰকাশন পৰিষদ, গুৱাহাটী।
নিকা অসমীয়া ভাষা ঃ মহেশ্বৰ নেওগ, লয়ার্ছ বুক ষ্টল, গুৱাহাটী।
ব্যৱহাৰিক অসমীয়া আভিধান ঃ বসন্ত কুমাৰ গোস্বামী, যোৰহাট।
হেমকোষ ঃ হেমচন্দ্ৰ বৰুৱা, হেমকোষ প্ৰকাশন, গুৱাহাটী

স্নাতক পর্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম

(মূল বিষয়ৰ লগত জড়িত নির্বাচনমূলক পাঠ্যক্ৰম, যি কোনো চাৰিখন কাকত)

ভাৰতীয় সাহিত্যৰ পৰিচয় (Introduction to Indian Literature)

পাঠ্যক্ৰমৰ সংখ্যা ঃ DSE-2 [৬ ক্ৰেডিট]

[পাঠদান ঃ ১৪ x ৫= ৭০ (৫ক্ৰেডিট)
অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্ৰেডিট)]

মুঠ নম্বৰ ঃ ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ ৮০
আভ্যন্তৰীণ মূল্যায়ন ঃ ২০

বহু ভাষাৰে প্ৰকাশ লাভ কৰা ভাৰতীয় সাহিত্যৰ একক ৰূপত পৰিচয় প্ৰদানৰ লগতে নির্বাচিত ৰচনাৰ অধ্যয়নৰ যোগেদি তাৰ কিছু আভাস দিবৰ উদ্দেশ্যেৰে এই কাকতখনি পাঠ্যক্ৰমত সন্নিবিষ্ট কৰা হৈছে।

মুঠ শ্ৰেণী সংখ্যা ঃ ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট ঃ ১	**১৪**	**৩**	**১৬**

ভাৰতীয় সাহিত্যৰ ধাৰণা

ভাৰতীয় সাহিত্যৰ ধাৰণাৰ উৎপত্তি আৰু বিকাশ, ভাৰতীয় সাহিত্যৰ বৈশিষ্ট্য।

গোট ঃ ২	**১৩**	**২**	**১৬**

ভাৰতীয় কবিতাৰ চানেকি

(এই গোটৰ পাঠ্য আটাইকেইটা কবিতা 'কবিতাৰ মাধুকৰী'ৰ অন্তৰ্গত)

জীৱনানন্দ দাস (*বনলতা সেন*)

ৰমাকান্ত ৰথ (*অশ্বাৰোহী*)

সর্বেশ্বৰ দয়াল সক্সেনা (*কাঠৰ ঘন্টাবোৰ*)

গোট ঃ ৩	**১৩**	**৩**	**১৬**

ভাৰতীয় চুটিগল্পৰ চানেকি

(এই গোটৰ পাঠ্য আটাইকেইটা গল্প 'জীৱনৰ অন্য এক নাম' গ্ৰন্থৰ অন্তৰ্গত)

শাস্তি (ৰবীন্দ্ৰনাথ ঠাকুৰ)

খুৰী আইতা (প্ৰেমচন্দ)

হাতী আৰু হাৰিকেন লেম্প (সুপ্ৰিয়া পণ্ডা)

গোট ঃ ৪ **১৫** **৩** **১৬**

ভাৰতীয় উপন্যাসৰ চানেকি

এটি কলি দুটি পাত

মূল ঃ মুল্কৰাজ আনন্দ

অনুবাদ ঃ বাবুল তামুলী

গোট ঃ ৫ **১৫** **৩** **১৬**

ভাৰতীয় নাটকৰ চানেকি

হানুছ

মূল. ভীষ্ম সাহনী

অনু. নীৰাজনা মহন্ত বেজবৰা

প্রসংগ পুথি ঃ

তুলনামূলক ভাৰতীয় সাহিত্য ঃ নীৰাজনা মহন্ত বেজবৰা, বনলতা, ডিব্রুগড়

আধুনিক ভাৰতীয় সাহিত্য ঃ শৈলেন ভৰালী, চন্দ্র প্রকাশ, গুৱাহাটী

কবিতাৰ মাধুকৰী ঃ কৰবী ডেকা হাজৰিকা(সম্পা), কৌস্তুভ প্রকাশন, ডিব্রুগড়

হানুছ ঃ নীৰাজনা মহন্ত বেজবৰুৱা (অনু.), বনলতা, ডিব্রুগড়

জীৱনৰ অন্য এক নাম ঃ নীৰাজনা মহন্ত বেজবৰুৱা (অনু.), বনলতা, ডিব্রুগড়

এটি কলি দুটি পাত ঃ বাবুল তামুলী (অনু), আলিবাট, গুৱাহাটী

স্নাতক পর্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম

(মূল বিষয়ৰ লগত জড়িত নির্বাচনমূলক পাঠ্যক্ৰম, যি কোনো চাৰিখন কাকত)

বিশ্ব সাহিত্যৰ পৰিচয়

(Introduction to World Literature)

পাঠ্যক্ৰমৰ সংখ্যা ঃ DSE-3 [৬ ক্ৰেডিট]

[পাঠদান ঃ ১৪ x ৫= ৭০ (৫ক্ৰেডিট)
অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্ৰেডিট)]

মুঠ নম্বৰ ঃ ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ ৮০
আভ্যন্তৰীণ মূল্যায়ন ঃ ২০

'বিশ্ব সাহিত্য' পদটো অথআ ধাৰণাৰ সৃষ্টি আৰু বিস্তৃতিৰ লগতে বিশ্ব প্ৰেক্ষাপটত গুৰুত্ব আৰু খ্যাতি লাভ কৰা নির্বাচিত সাহিত্যৰ অধ্যয়নৰ সুযোগ প্ৰদান এইখনি কাকতখনিৰ লক্ষ্য।

মুঠ শ্ৰেণী সংখ্যা ঃ ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট ঃ ১	১০	২	১০
বিশ্বসাহিত্যৰ ধাৰণা			
গোট ঃ ২	১০	২	১৫
অভিজ্ঞানম শকুন্তলম্‌ৰ 'চতুর্থ অংক' (কালিদাস)			
গোট ঃ ৩	১৬	৩	১৫
নির্বাচিত বিদেশী গল্প			
(ক) হীৰাৰ হাৰ			
(মূল. *মোপাছাঁ*, অনু. *সত্যেন বৰকটকী*)			
(খ) মাৰুচীৰ স্বপ্ন			
(মূল. *এন্টন চেখভ*, অনু. *নিৰুপমা ফুকন*)			
(গ) উপহাৰ			
(মূল. *অ' হেনৰি*, অনু. *ৰাজেন্দ্ৰ শর্মা*)			
গোট ঃ ৪	১৮	৪	১৫
নির্বাচিত বিদেশী কবিতা			
(এই গোটৰ আটাইকেইটা কবিতা 'সীমাৰ পৰিধি ভাঙি' সংকলনৰ অন্তর্গত)			
(ক) জীৱন্মৃত (মূল. *টমাছ হার্ডি*)			
(খ) প্ৰথম বাসনাৰ ৰাতি (মূল. *ফেডাৰিকো গার্চিয়া লৰকা*)			

(গ) সময়ৰ সন্তানবোৰ (মূল. *আলেকজেণ্ডাৰ ব্লেক*)

(ঘ) ঘটনা (মূল. *কাউন্টি ফিউলেম*)

(ঙ) ক'লা মানুহৰ ল'ৰা (মূল. *অচৰাল্ড ডুৰাণ্ড*)

গোট ঃ ৫ **১৬** **৩** **২০**

নির্বাচিত বিদেশী নাটক

(ক) অশ্রুতীর্থ

(মূল. শ্বেক্সপীয়েৰৰ 'কিংলিয়েৰ', অসমীয়া অভিযোজনা. *অতুলচন্দ্র হাজৰিকা*)

(খ) আফকেজ টেন

(অনু. *মহেন্দ্র বৰা*)

প্রসংগ পুথি ঃ

অভিজ্ঞানম-শকুন্তলম্ ঃ নীৰাজনা মহন্ত বেজবৰা, বনলতা, ডিব্রুগড়

বিশ্ব গল্প চয়নিকা ঃ নিৰুপমা ফুকন (সম্পা), মণিমানিক, গুৱাহাটী

সীমাৰ পৰিধি ভাঙি ঃ কৰবী ডেকা হাজৰিকা, সত্যকাম বৰঠাকুৰ (সম্পা),
অসমীয়া বিভাগ, ডিব্রুগড় বিশ্ববিদ্যালয়

উপমা কালিদাসস্য ঃ মুকুণ্ড মাধৱ শর্মা, ষ্টুডেন্টছ ষ্ট'র্ছ, গুৱাহাটী

কালিদাসৰ সাহিত্য ঃ কেশদা মহন্ত, বনলতা, ডিব্রুগড়

ফৰাচী গল্প ঃ সত্যেন্দ্রনাথ বৰকটকী, অসম প্রকাশন পৰিষদ, গুৱাহাটী

অ' হেনৰীৰ গল্প ঃ ৰাজেন্দ্র শর্মা, বাণী মন্দিৰ, ডিব্রুগড়

সাহিত্যৰ স্বাদ-বৈচিত্র্য ঃ বিভা দত্ত নেওগ, নিবেদিতা বড়া সন্দিকৈ (সম্পা), কিৰণ প্রকাশন, ধেমাজি

স্নাতক পর্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম

(মূল বিষয়ৰ লগত জড়িত নির্বাচনমূলক পাঠ্যক্ৰম, যি কোনো চাৰিখন কাকত)

বিশেষ লেখক (Special Author)

পাঠ্যক্ৰমৰ সংখ্যা ঃ DSE-4(A) [৬ ক্ৰেডিট]

[পাঠদান ঃ ১৪ x ৫= ৭০ (৫ক্ৰেডিট)
অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্ৰেডিট)]

মুঠ নম্বৰ ঃ ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ ৮০
আভ্যন্তৰীণ মূল্যায়ন ঃ ২০

ছাত্ৰ-ছাত্ৰীসকলক কোনো এজন বিশিষ্ট অসমীয়া লেখকৰ বিষয়ে বিস্তৃতভাৱে জনাৰ সুবিধা প্ৰদানৰ উদ্দেশ্যে তলত দিয়া লেখককেইজনৰ ভিতৰত যি কোনো এজনৰ জীৱন আৰু সাহিত্য-কৃতিৰ বিষয়ে অধ্যয়ন কৰাৰ সুবিধাৰ বাবে এই কাকতখন দিয়া হৈছে।

মুঠ শ্ৰেণী সংখ্যা ঃ ৮৪ (পাঠদান + অনুশিক্ষণ)

১. ভূপেন হাজৰিকা
২. ভবেন্দ্ৰনাথ শইকীয়া
৩. বীৰেন্দ্ৰকুমাৰ ভট্টাচার্য
৪. মামণি ৰয়ছম গোস্বামী
৫. নিৰুপমা বৰগোহাঞি

স্নাতক পর্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম

(সাধাৰণ নিৰ্বাচনমূলক/আন্তৰ্বিদ্যাৰ্তী নিৰ্বাচনমূলক পাঠ্যক্ৰম, যিকোনো ৪খন কাকত)

লোক পৰিৱেশ্য কলা (Performing Arts)

পাঠ্যক্ৰমৰ সংখ্যা ঃ GE-1(A) [৬ ক্ৰেডিট]

[পাঠদান ঃ ১৪ x ৫= ৭০ (৫ক্ৰেডিট)
অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্ৰেডিট)]

মুঠ নম্বৰ ঃ ১০০ চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ ৮০
আভ্যন্তৰীণ মূল্যায়ন ঃ ২০

লোক পৰিৱেশ্য কলাৰ ধাৰণা দি অসমৰ নিৰ্বাচিত কেইবিধমান লোক পৰিৱেশ্য কলাৰ আভাস দাঙি ধৰাই এই কাকতখনৰ উদ্দেশ্য।

মুঠ শ্ৰেণী সংখ্যা ঃ ৮৪ (পাঠদান + অনুশিক্ষণ)

		পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট ঃ ১		১৭	৩	**২০**
	(ক) লোক শব্দৰ ধাৰণা (খ) কলা সম্পৰ্কীয় ধাৰণা			
গোট ঃ ২		১৭	৩	২০
	(ক) পৰিৱেশ্য কলাৰ সংজ্ঞা আৰু লক্ষণ (খ) পৰিৱেশ্য কলাৰ শ্ৰেণী বিভাজন			
গোট ঃ ৩		১৮	৪	২০
	লোক পৰিৱেশ্য কলাৰ অংগসমূহ (পাঠ, কথক, গায়ক, নৰ্তক, বাদ্যযন্ত্ৰ)			
গোট ঃ ৪		১৮	৪	২০
	অসমৰ লোকপৰিৱেশ্য কলা [ওজাপালি, হুচৰি, ঝুমুৰ, দৰঙী খুলীয়া ভাউৰীয়া, পুতলা নাচ, গুম্ৰাগ, ফাৰকান্তি, বাগৰুম্বা, দেওধনী নৃত্য, কুশান গান]			

প্ৰসংগ পুথি ঃ

উজনি অসমৰ লোকনৃত্য ঃ কৰবী ডেকা হাজৰিকা (সম্পা), অসমীয়া বিভাগ, ডিব্ৰুগড় বিশ্ববিদ্যালয়
ভাৰতৰ উত্তৰ-পূৰ্বাঞ্চলৰ পৰিৱেশ্য কলা ঃ নবীনচন্দ্ৰ শৰ্মা, বনলতা, গুৱাহাটী
অসমৰ লোক-সংস্কৃতি (প্ৰথম আৰু দ্বিতীয় খণ্ড) ঃ লোকেশ্বৰ গগৈ, ক্ৰান্তিকাল প্ৰকাশন, নগাঁও

অসমৰ লোক পৰিৱেশ্য কলা ওজাপালি ঃ নবীনচন্দ্ৰ শৰ্মা, বাণী প্ৰকাশ, গুৱাহাটী

ঝুমইৰ নৃত্য গীত ঃ প্ৰহ্লাদ চন্দ্ৰ তাছা, অসম সাহিত্য সভা, যোৰহাট

ৰাভা লোক-সংস্কৃতি ঃ উপেন ৰাভা হাকাছাম, অসম প্ৰকাশন পৰিষদ, গুৱাহাটী

অসমৰ লোকনাট্য আৰু অঙ্কীয়া ভাওনা ঃ অজিৎ শইকীয়া আৰু সত্যকাম বৰঠাকুৰ (সম্পা.) অসম সাহিত্য সভা, যোৰহাট

কুশান গান ঃ দ্বীজেন্দ্ৰ নাথ ভকত,

অসমৰ লোক-নাট্য পৰম্পৰা ঃ শৈলেন ভৰালী, বাণী প্ৰকাশ, গুৱাহাটী

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স্নাতক পর্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্রম

(অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ লগত জড়িত বাধ্যতামূলক পাঠ্যক্রম)

অসমীয়া সাহিত্যৰ শিক্ষণ পদ্ধতি (Teaching of Assamese Literature)

পাঠ্যক্রমৰ সংখ্যা ঃ GE-2 [৬ ক্রেডিট]

[পাঠদান ঃ ১৪ x ৫= ৭০ (৫ক্রেডিট)
অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্রেডিট)]

মুঠ নম্বৰ ঃ ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ **৮০**
আভ্যন্তৰীণ মূল্যায়ন ঃ ২০

অসমীয়া সাহিত্যৰ শিক্ষণ সম্পর্কে এক ধাৰণা লোৱা আৰু সাহিত্যৰ বিভিন্ন ক্ষেত্রসমূহৰ জ্ঞান ছাত্র-ছাত্রীসকলক কেনেদৰে দিব লাগে এনে ক্ষেত্রত দক্ষতা অর্জন কৰাৰ বাবে এই কাকতখন যুগুত কৰা হৈছে।

মুঠ শ্রেণী সংখ্যা ঃ ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	**অনুশিক্ষণ**	**মূল্যাংক**
গোট ঃ ১	১৪	২	১৬
সাহিত্য শিক্ষণৰ গুৰুত্ব আৰু উদ্দেশ্য			
(ক) সাহিত্য শিক্ষণৰ গুৰুত্ব আৰু উদ্দেশ্য			
(খ) সাহিত্য শিক্ষণৰ বিভিন্ন দিশ			
গোট ঃ ২	১৫	৪	১৬
পাঠ পৰিকল্পনা			
(খ) পাঠ পৰিকল্পনাৰ আৱশ্যকীয় দিশ			
(গ) সাহিত্য পাঠ শিক্ষণত পাঠ পৰিকল্পনাৰ ভূমিকা			
গোট ঃ ৩	১৫	৪	১৬
কবিতা শিক্ষণ			
(ক) কবিতা শিক্ষণৰ লক্ষ্য আৰু উদ্দেশ্য			
(খ) কবিতা শিক্ষণৰ পদ্ধতি			
(গীত আৰু অভিনয় পদ্ধতি, অর্থবোধ পদ্ধতি, বিশ্লেষণ পদ্ধতি, ব্যাখ্যা পদ্ধতি, কথোপকথন পদ্ধতি , সমীক্ষা পদ্ধতি)			
গোট ঃ ৪	১৩	২	১৬
গদ্য শিক্ষণ			
(ক) গদ্য শিক্ষণৰ লক্ষ্য আৰু উদ্দেশ্য			
(খ) হার্বাটৰ পঞ্চাংক পদ্ধতিত (Five Formal Steps of Instruction) গদ্য শিক্ষণ			

গোট ঃ ৫ ১৩ ২ ১৬

সাহিত্যৰ সৌন্দর্য বিচাৰ

(ক) ৰচনা-ৰীতি

(খ) নান্দনিক সৌন্দর্য বিচাৰ

প্রসঙ্গ পুথি ঃ

অসমীয়া ভাষা শিক্ষণ পদ্ধতি ঃ মদন শর্মা, ষ্টুডেণ্টচ ষ্ট'ৰচ, গুৱাহাটী।

অসমীয়া মাতৃভাষা শিক্ষণ পদ্ধতি ঃ হলিৰাম দাস, ভূমি পাবলিচিং কোম্পানী, কলিকতা।

শিক্ষাদানৰ পদ্ধতি আৰু কৌশল ঃ ৰজনীকান্ত গোস্বামী, বনলতা, ডিব্রুগড়

অসমীয়া ব্যাকৰণ প্রৱেশ ঃ গোলোকচন্দ্র গোস্বামী, বীণা লাইব্রেৰী, গুৱাহাটী।

অসমীয়া ভাষাৰ ব্যাকৰণঃ উপেন্দ্রনাথ গোস্বামী, মণিমাণিক প্রকাশ, পাণবজাৰ, গুৱাহাটী

অসমীয়া আখৰ জোঁটনিৰ সমীক্ষাঃ গোলোকচন্দ্র গোস্বামী , বীণা লাইব্রেৰী, গুৱাহাটী।

অসমীয়া কবিতাৰ ছন্দঃ মহেন্দ্র বৰা, জ্যোতি প্রকাশন, গুৱাহাটী।

অসমীয়া আখৰ জোঁটনিৰ কথাঃ শিৱনাথ বর্মন, ভগৱতী প্রকাশন, গোলাঘাট ।

কবিতাৰ দেহ বিচাৰঃ নৱকান্ত বৰুৱা, ষ্টুডেণ্টছ্ ষ্ট'ৰচ্, গুৱাহাটী।

কবিতাৰ ৰূপছায়াঃ কৰবী ডেকা হাজৰিকা, বনলতা, ডিব্রুগড়।

নিকা অসমীয়া ভাষাঃ মহেশ্বৰ নেওগ, লয়ার্ছ বুক ষ্টল, গুৱাহাটী।

সাহিত্য আৰু সাহিত্যৰ সংজ্ঞা কোষঃ প্রফুল্ল কটকী, বিশ্ববিদ্যালয়ৰ প্রকাশন বিভাগ, গুৱাহাটী বিশ্ববিদ্যালয়।

সাহিত্য উপক্রমণিকাঃ মহেন্দ্র বৰা, ষ্টুডেণ্টছ্ ষ্ট'ৰচ্, গুৱাহাটী।

সাহিত্য বিদ্যা পৰিক্রমাঃ তীর্থনাথ শর্মা, বাণী প্রকাশ, গুৱাহাটী।

English

The Anatomy of Prose : Marjorie Boulton, Routledge

The Anatomy of Poetry : Marjorie Boulton, Routledge

স্নাতক পর্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্রম

(অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ লগত জড়িত বাধ্যতামূলক পাঠ্যক্রম)

অসমীয়া ভাষাৰ শিক্ষণ পদ্ধতি (Teaching of Assamese Language)

পাঠ্যক্রমৰ সংখ্যা- GE-3[৬ ক্রেডিট]

[পাঠদান ঃ ১৪ x ৫= ৭০ (৫ক্রেডিট)
অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্রেডিট)]

মুঠ নম্বৰ ঃ ১০০ চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ **৮০**

আভ্যন্তৰীণ মূল্যায়ন ঃ ২০

অসমীয়া ভাষা ব্যৱহাৰ কৰোঁতে শুদ্ধকৈ কোৱা আৰু লিখাৰ ক্ষেত্রত দক্ষতা অর্জন কৰাৰ লগতে সম্যক জ্ঞান দিবৰ বাবে এই কাকতখন যুগুত কৰা হৈছে।

মুঠ শ্রেণী সংখ্যা ঃ ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	**অনুশিক্ষণ**	**মূল্যাংক**
গোট ঃ ১	১৪	৩	১৬
ভাষাৰ শিক্ষণৰ গুৰুত্ব আৰু উদ্দেশ্য (ক) ভাষা শিক্ষণৰ গুৰুত্ব (খ) ভাষাৰ কৌশল শিক্ষণ পদ্ধতি (শ্রৱণ, কথন, পঠন আৰু লিখন)			
গোট ঃ ২	১৬	৪	১৬
অসমীয়া ভাষাৰ সমল (ক) অসমীয়া ভাষাৰ মূল বিচাৰ (খ) অসমীয়া ভাষাৰ ধ্বনি (গ) অসমীয়া ভাষাৰ শব্দ সম্ভাৰ (ঘ) অসমীয়া ভাষাৰ বাক্য গাথঁনি			
গোট ঃ ৩	১৪	৩	১৬
ব্যাকৰণ শিক্ষাৰ আৱশ্যকতা আৰু শিক্ষণ পদ্ধতি (ক) ব্যাকৰণ শিক্ষাৰ আৱশ্যকতা (খ) ব্যাকৰণ শিক্ষণ পদ্ধতি - অৱৰোহী আৰু আৰোহী (গ) অসমীয়া ব্যাকৰণৰ বৈশিষ্ট্য			

গোট ঃ ৪	১৩	২	১৬

অসমীয়া ভাষাৰ উচ্চাৰণ আৰু আখৰ জোঁটনি

(ক) অসমীয়া ভাষাৰ উচ্চাৰণৰ সমস্যা

(খ) অসমীয়া আখৰ জোঁটনি

গোট ঃ ৫	১৩	২	১৬

দ্বিতীয় ভাষা হিচাপে অসমীয়া ভাষাৰ শিক্ষণ পদ্ধতি

(ক) অসমীয়া ভাষা শিকাৰ উদ্দেশ্য

(খ) অসমীয়া ভাষা আয়ত্ত কৰাৰক্ষেত্রত সহায়ক দিশ

প্রসঙ্গ পুথি ঃ

অসমীয়া ভাষা শিক্ষণ পদ্ধতি ঃ মদন শর্মা, ষ্টুডেণ্টচ ষ্ট'ৰচ, গুৱাহাটী।

অসমীয়া মাতৃভাষা শিক্ষণ পদ্ধতি ঃ হলিৰাম দাস, ভূমি পাবলিচিং কোম্পানী, কলিকতা

অসমীয়া ব্যাকৰণ প্রৱেশ ঃ গোলোকচন্দ্র গোস্বামী, বীণা লাইব্রেৰী, গুৱাহাটী।

অসমীয়া ভাষাৰ উচ্চাৰণ ঃ গোলোকচন্দ্র গোস্বামী, বীণা লাইব্রেৰী, গুৱাহাটী।

অসমীয়া আখৰ জোঁটনিৰ সমীক্ষা ঃ গোলোকচন্দ্র গোস্বামী , বীণা লাইব্রেৰী, গুৱাহাটী।

অসমীয়া ভাষা-চিন্তন ঃ অর্পণা কোঁৱৰ, বনলতা, ডিব্রুগড়, ২০১৬।

অসমীয়া ভাষাৰ ব্যাকৰণ ঃ উপেন্দ্রনাথ গোস্বামী, মণিমাণিক প্রকাশ, পাণবজাৰ, গুৱাহাটী

অসমীয়া ভাষা শিক্ষাৰ নতুন দিগন্ত ঃ সপোন দুৱৰা, ষ্টুডেণ্টচ ষ্ট'ৰচ, গুৱাহাটী।

নিকা অসমীয়া ভাষা ঃ মহেশ্বৰ নেওগ, লয়ার্ছ বুক ষ্টল, গুৱাহাটী।

অসমীয়া আখৰ জোঁটনিৰ কথা ঃ শিৱনাথ বর্মন, ভগৱতী প্রকাশন, গোলাঘাট

অসমীয়া আখৰ জোঁটনি উপ-সমিতিৰ সিদ্ধান্তসমূহ, অসম সাহিত্য সভা,যোৰহাট, ১৯৮৬-৮৭।

আখৰ-জোঁটনি, পাঠ্যপুথি প্রস্তুতি সম্বন্বয় সমিতি, গুৱাহাটী বিশ্ববিদ্যালয়, ১৯৭০।

স্নাতক পর্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্ৰম

(সাধাৰণ নিৰ্বাচনমূলক/আন্তৰ্বিদ্যাৰ্তী নিৰ্বাচনমূলক পাঠ্যক্ৰম, যি কোনো ৪খন কাকত)

সাহিত্যৰ সমাজতাত্ত্বিক অধ্যয়ন

(Sociology of Literature)

পাঠ্যক্ৰমৰ সংখ্যা ঃ GE-4 [৬ ক্ৰেডিট]

[পাঠদান ঃ ১৪ x ৫= ৭০ (৫ক্ৰেডিট)
অনুশিক্ষণ ঃ ১৪ x ১= ১৪ (১ক্ৰেডিট)]

মুঠ নম্বৰ ঃ ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন ঃ ৮০
আভ্যন্তৰীণ মূল্যায়ন ঃ ২০

সাহিত্যৰ অধ্যয়নৰ জগতত নতুনকৈ বিকশিত হোৱা সাহিত্যৰ সমাজতত্ত্ব নামৰ আন্তৰ্বিদ্যাৰ্তী বিষয়টোৰ লগত ছাত্ৰ-ছাত্ৰীসকলক পৰিচয় কৰাই সমাজতাত্ত্বিক দৃষ্টিভংগীৰে সাহিত্যৰ অধ্যয়নৰ প্ৰতি দৃষ্টি আকৰ্ষণ কৰোৱাৰ উদ্দেশ্যেৰে পাঠ্যক্ৰমত এই কাকতখনি সন্নিবিষ্ট কৰা হৈছে।

মুঠ শ্ৰেণী সংখ্যা ঃ ৮৪ (পাঠদান + অনুশিক্ষণ)

	পাঠদান	অনুশিক্ষণ	মূল্যাংক
গোট ঃ ১	১৩	৩	১৫
সাহিত্য আৰু সমাজ			
(ক) সাহিত্য আৰু সমাজ সম্পৰ্কীয় ধাৰণা			
(খ) সাহিত্য অধ্যয়নত সমাজ সম্পৰ্কীয় প্ৰসংগৰ অৱতাৰণাৰ আৱশ্যকতা।			
গোট ঃ ২	১৩	২	১৫
সাহিত্যৰ সমাজতত্ত্বৰ পৰিচয়			
(ক) সমাজতত্ত্বৰ ধাৰণা			
(খ) সাহিত্যৰ সমাজতত্ত্বৰ উৎপত্তি আৰু প্ৰতিষ্ঠা			
(গ) সাহিত্যৰ সমাজতত্ত্বৰ সংজ্ঞা আৰু প্ৰকৃতি।			
গোট ঃ ৩	১৩	২	১৫
সাহিত্যৰ সমাজত্ত্বৰ অধ্যয়নৰ পৰিসৰ			
(লেখক, কৃতি, পাঠক)			
গোট ঃ ৪	১৩	৩	১৫
সাহিত্যৰ সমাজতত্ত্বৰ অধ্যয়নৰ মূল দিশ			
(ক) সাহিত্য সৃষ্টিত সমাজৰ ভূমিকা			
(খ) সমাজত সাহিত্যৰ ভূমিকা			

গোট ঃ ৫	১৮	৪	২০

সাহিত্যৰ সমাজতত্ত্বৰ প্ৰায়োগিক অধ্যয়ন

(তলত দিয়া বিষয়কেইটাৰ সম্পৰ্কত অধ্যয়ন কৰিব)

(ক) জীৱনৰ বাটত / অভিযাত্ৰী উপন্যাসত নাৰীৰ স্থিতি

(খ) মগ্ৰীবৰ আজান / চিৰাজ নাটকত সাম্প্ৰদায়িক সম্প্ৰীতি

প্ৰসংগ পুথিঃ

সাহিত্যৰ সমাজতত্ত্ব ঃ সিদ্ধান্ত আৰু প্ৰয়োগ ঃ নীৰাজনা মহন্ত বেজবৰা, বনলতা, ডিব্ৰুগড়

পাঠকৰ দৰ্পণত অসমীয়া সাহিত্য ঃ নীৰাজনা মহন্ত বেজবৰা, বনলতা, ডিব্ৰুগড়

Sociology of Indian Literature : Sulochana Rangeya Raghava, Rawat Publication, Joipur

Sociology of Major Bengali Novel : Dipti Kumar Biswas, The Academic Press, Gurgaon.

SEMESTER II

B.A. (Honours) Economics

Course Code: ECNHC201
Course Title: Introductory Macroeconomics
Nature of the Course: Core
Total Credit Assigned: 6
Full marks: 100 (Internal Assessment-20 + End Term-80)
Distribution of Credit: 5 Lecture + 1 Tutorial

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

Units		**No. of Lecture hours**	**No. of Tutorial hours**	**Marks**
1	**Introduction to Macroeconomics:** Macro vs. Micro Economics; Scope and limitations of Macroeconomics; Introduction to National Income - Concepts of GDP, GNP, NDP and NNP at market price and factor cost; Personal Income and Disposable personal Income; Real versus Nominal GDP, GDP Deflator. GDP and Welfare; Limitation of the GDP concept.	**15**	**3**	**16**
2	**Measurement of GDP:** Rules and approaches of Measurement of GDP - Income, expenditure, product and Value added approaches, Difficulties of Estimating National Income, Circular Flow of Income and expenditure in two and four-sector economy; national income accounting for an open economy.	**15**	**3**	**16**
3	**Demand for and Supply of Money:** Definition and Functions of money; quantity theory of money – cash transactions and cash balance approaches, Friedman's restatement of the quantity theory; Demand for Money – Classical, Neoclassical and Keynesian Approaches (Pre Keynesian, Keynesian, Friedman), The Keynesian Liquidity Trap and its Implications; Determination of money supply; credit creation, Supply of Money	**15**	**3**	**16**
4	**Inflation:** Inflation – meaning, types, causes and effects; demand-pull and cost-push inflation; Inflationary gap; Deflation – meaning, effects; Inflation Vs. deflation; Hyperinflation– causes of hyperinflation, costs of hyperinflation; Anti-Inflationary Measures - Monetary policy	**15**	**3**	**16**

	and Fiscal policy. Cyclical Fluctuations: Trade cycle, Meaning and its Stages			
5	**Theory of Determination of Income and Employment:** Classical systems-Say's Law, Theory of Determination of Income and Employment; Keynesian systems- Simple Keynesian model of income determination; Aggregate Demand and Aggregate Supply, equilibrium aggregate output; Product market and the IS curve, Money Market and the LM curve, Determination of Equilibrium income and interest rate: the IS-LM model; fiscal and monetary multipliers.	**15**	**3**	**16**
Total		**75**	**15**	**80**

Reading List:

1. Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 11th edition, 2010.

2. N. Gregory Mankiw. *Macroeconomics,* Worth Publishers, 7th edition, 2010.

3. Olivier Blanchard, *Macroeconomics,* Pearson Education, Inc., 5th edition, 2009.

4. Richard T. Froyen, *Macroeconomics*, Pearson Education Asia, 2nd edition, 2005.

5. Andrew B. Abel and Ben S. Bernanke, *Macroeconomics*, Pearson Education, Inc., 7th edition, 2011.

6. Errol D'Souza, *Macroeconomics*, Pearson Education, 2009.

7. Paul R. Krugman, Maurice Obstfeld and Marc Melitz, *International Economics*, Pearson Education Asia, 9th edition, 2012.

Course Code: ECNHC202 **Course Title: Mathematical Methods for Economics - II**
Nature of the Course: Core **Total Credit Assigned: 6**
Full marks: 100 (Internal Assessment-20 + End Term-80) **Distribution of Credit: 5 Lecture + 1 Tutorial**

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.

Units		**No of Lecture Hours**	**No of Tutorial Hours**	**Marks**
1.	**Difference equation:** First order Difference equation and its Economic Applications.	**10**	**2**	12
2.	**Linear Algebra (Matrices and Determinants):** Systems of linear equations: properties of their solution sets; Matrices-elementary operations: matrix addition, product, rank of a matrix, determinants and their properties, inverse of a matrix, Application of Cramer's rule for solution of a system of linear equations.	**15**	**3**	16
3.	**Derivatives of Functions of several variables:** Partial and Total differentiation and economic applications, Indifference curve analysis; Expansion Path, Production Function Analysis- Homogeneous Functions and Euler's Theorem; Cobb-Douglas Production Function and its Properties; CES Production Function and its properties.	**20**	**4**	20
4.	**Unconstrained optimization :** Unconstrained optimization with one variable and Economic Applications; Unconstrained optimization with more than one variable and Economic Applications- Discriminating Monopoly, multiproduct monopoly.	**15**	**3**	16
5	**Constrained optimization with equality constraints:** Lagrange characterization using calculus; applications- consumer's equilibrium and producer's equilibrium.	**15**	**3**	16
Total		**75**	**15**	**80**

Reading list:

1. K. Sydsaeter and P. Hammond, *Mathematics for Economic Analysis*, Pearson Educational Asia: Delhi, 2002.
2. Chiang, A.C.: *Fundamental Methods of Mathematical Economics*, Fourth edition, McGraw Hill 2005.
3. Hoy, M., J. Livernois, C. McKena, R. Rees, and T. Stengos: *Mathematics for Economics*, PHI Publishers.
4. Barua, Srinath: *Basic Mathematics and Its Applications in Economics*, Second Edition, Laxmi Publications 2013.

SEMESTER III

B.A. (Honours) Economics

Course Code: ECNHC301
Course Title: Essentials of Microeconomics
Nature of the Course: Core
Total Credit Assigned: 6
Full marks: 100 (Internal Assessment-20 + End Term-80)
Distribution of Credit: 5 Lecture + 1 Tutorial

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.

Units		**No of Lecture hours**	**No of Tutorial hours**	**Marks**
1	**Consumer Theory I:** Preferences and Utility: Axioms of Rational Choice, Utility, Trades and Substitutions, Indifference Curves, Utility Functions for Specific Preferences, The Many-Good case; Utility Maximization and Choice: The Two-Good Case (Graphical Analysis), The n-Good Case, Indirect Utility Function, The Lump Sum Principle, Expenditure Minimization, Properties of Expenditure Function.	15	3	16
2	**Consumer Theory II:** Income and Substitution Effects of Price Change under Normal, Inferior and Giffen goods under Hicksian and Slutsky's method; Slutsky's equation, Compensated and ordinary demand curves; buying and selling; choice under risk and inter-temporal choice; revealed preference theory.	15	3	16
3	**Production Theory** Technological relationship between outputs and inputs, Basic Concepts: TP, AP, MP, Isoquants, properties of isoquants, Isoquant map, Marginal Rate of Technical Substitution, Elasticity of Substitution, Expansion path, returns to scale; Production with One Variable Input (labour) and with Two-Variable Inputs; Special cases of Production Functions -Linear, Fixed Proportions, Cobb-Douglas, CES; Production function and technical Progress; Multiple products: the production transformation curve.	15	3	16

4	**Cost Functions** Definition and types of Costs, Cost Functions and its Properties, Shift in Cost Curves; Cost in the Short-Run and Long-Run; Long-Run versus Short-Run Cost Curves; the relationship between short run and long run cost curves; Impact of Economies and diseconomies of scale; Production with Two Outputs – Economies of Scope.	15	3	16
5	**Perfect Competition** The Nature and Behaviour of Firms, Profit Maximization rule; Perfect competition: meaning and characteristics; perfect vs pure competition; Short run and long run equilibrium in a competitive industry; Zero profit in long run competitive equilibrium; Short-Run Supply by Price-Taking Firm, Profit Functions and its Properties, Profit Maximization and Input Demand – Single-Input Case and Two-Input Case.	15	3	16
Total		**75**	**15**	**80**

Reading List

1. H. R. Varian (2010): Intermediate Microeconomics: A Modern Approach, 8th Edition, W.W. Norton and Company/Affiliated East-West Press (India). The
2. C. Snyder and W. Nicholson (2012): Microeconomic Theory: Basic Principles and Extensions, 11th Edition, Cengage Learning, Delhi, India.
3. R. S. Pindyck, D. N. Rubinfeld and P. L. Meheta (2009): Microeconomics, 7th Edition, Pearson, New Delhi.
4. G.S. Maddala and Ellen Miller, Microeconomics: Theory and Applications, Mc Graw Hill Education, Tenth Reprint, 2013, New Delhi Edition.

Course Code: ECNHC302 **Course Title: Essentials of Macroeconomics**
Nature of the Course: Core **Total Credit Assigned: 6**
Full marks: 100 (Internal Assessment-20 + End Term-80) **Distribution of Credit: 5 Lecture + 1 Tutorial**

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.

Units		**No. of Lecture hours**	**No. of Tutorial hours**	**Marks**
1	**Consumption Function:** Short run and long run consumption functions; APC, MPC, APS, MPS; Fundamental Psychological Law of Consumption and its Implications; Determinants of consumption, Theories of Consumption - Absolute, Relative	**15**	**3**	**16**
2	**Investment function:** Gross and Net, Induced and Autonomous; Marginal efficiency of capital; Marginal efficiency of capital and rate of investment; Marginal efficiency of investment; Investment multiplier; Profit and accelerator theories of investment.	**15**	**3**	**16**
3	**Inflation and Unemployment:** Stagflation; Causes and Policies to cure Stagflation; Phillips curve; Inflation and expectations – adaptive and rational expectations; Adaptive expectations, Rational expectations and policy ineffectiveness debate.	**15**	**3**	**16**
4	**Macroeconomics of an Open Economy -I**: Open and closed economy; Mundell-Fleming model, Exchange rate determination; Purchasing power parity – absolute and relative versions of the purchasing power parity; Asset market approach; Dornbusch's overshooting model.	**15**	**3**	**16**
5	**Macroeconomics of an Open Economy -II**: Concepts and components of balance of trade and balance of payments; Balance of payments– the current and capital account; Basic accounting rule, Equilibrium or disequilibrium of balance of payments, Factors causing balance of payments disequilibrium Adjustment of balance of payments – the monetary approach to balance of payments; International financial markets.	**15**	**3**	**16**
Total		**75**	**15**	**80**

Reading List:

1. Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 11th edition, 2010.

2. N. Gregory Mankiw. *Macroeconomics*, Worth Publishers, 7th edition, 2010.

3. Olivier Blanchard, *Macroeconomics*, Pearson Education, Inc., 5th edition, 2009.

4. Steven M. Sheffrin, *Rational Expectations*, Cambridge University Press, 2nd edition, 1996.

5. Andrew B. Abel and Ben S. Bernanke, *Macroeconomics*, Pearson Education, Inc., 7th edition, 2011.

6. Errol D'Souza, *Macroeconomics*, Pearson Education, 2009

7. Paul R. Krugman, Maurice Obstfeld and Marc Melitz, *International Economics*, Pearson Education Asia, 9th edition, 2012.

Course Code: ECNHC303
Course Title: Statistical Methods for Economics
Nature of the Course: Core
Total Credit Assigned: 6
Full marks: 100 (Internal Assessment-20 + End Term-80)
Distribution of Credit: 5 Lecture + 1 Tutorial

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.

Units		**No of Lecture Hours**	**No of Tutorial Hours**	**Marks**
1.	**Descriptive Statistics:** Measures of Central Tendency :Arithmetic Mean, Median and Mode (for both Grouped and Ungrouped Data), Properties of Arithmetic Mean, Comparison of Mean, Median and Mode; Geometric and Harmonic Mean Measures of Dispersion : Range, Quartile Deviation, Mean Deviation and Standard Deviation, Measures of Skewness and Kurtosis. The Concept of Moments.	**15**	**3**	16
2.	**Elementary Probability Theory:** Probability: Concepts of Sample Space and Events, Probability of an Event, Addition and Multiplication Theorems; Conditional Probability and Independence of Events; Inverse Probability; Bayes' Rule (concepts only); Mathematical Expectation.	**15**	**3**	16
3.	**Random Variables and Probability Distributions:** Concept of a Random Variable, Discrete and Continuous Random Variable, Probability Mass Function, Probability Density Function, Mathematical Expectation and Its Properties. Theoretical Distributions***:*** Binomial distribution- its properties, Poission distribution-its properties, Poission distribution as a limiting case of binomial distribution, Normal distribution-its properties.	**15**	**3**	16
4	**Sampling:** Distinction between sampling and census**,** Principal steps in a sample survey; Errors in statistics: sampling vs. non-sampling errors, Methods of sampling; Testing of hypothesis: chi square and t test	**15**	**3**	16

5	**Correlation and Regression Analysis:** Elementary analysis of linear correlation: Covariance, Scatter Diagram, Karl Pearson's coefficient of correlation–Properties and the Method of Calculation, Concept of Spearman's Rank Correlation. The Concept of Regression, Regression Lines and their Estimation in a Bivariate series, Least Squares Method, The coefficient of determination (R^2) and Standard Error of Estimate.	**15**	**3**	16
Total		**75**	**15**	**80**

Reading List:

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 Statisticsand its Applications*, Prentice Hall, 2011.
4. William G. Cochran, *Sampling Techniques*, John Wiley, 2007.

SEMESTER IV

B.A. (Honours) Economics

Course Code: ECNHC401
Course Title: Advanced Microeconomics
Nature of the Course: Core
Total Credit Assigned: 6
Full marks: 100 (Internal Assessment-20 + End Term-80)
Distribution of Credit: 5 Lecture + 1 Tutorial

Course Description:
This course is a sequel to Essentials of Microeconomics. 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

Units		**No of Lecture hours**	**No of Tutorial hours**	**Marks**
1	**General Equilibrium, Efficiency and Welfare** General equilibrium analysis; Equilibrium and efficiency under pure exchange and production; Equity and efficiency; the efficiency of competitive markets; welfare economics- Old and New welfare economics; the compensation criteria; the social welfare function and the theory of second best.	15	3	20
2	**Monopoly** Monopoly- definition, output decision of the monopolists; monopoly power, sources of monopoly, Barriers to entry, mark up pricing, Social cost of monopoly power; Pricing with market power- price discrimination: first degree, second degree and third degree with examples; peak-load pricing; two-part tariff; Monopolistic competition: definitions, characteristics, output decisions, excess capacity and advertising.	15	3	16
3	**Oligopoly** Short-run pricing and output decisions: Cournot model, Bertrand model, Kinked Demand Model, Collusive Oligopoly Model: Cartels, price leadership model	15	3	16
4	**Game theory and Competitive Strategy** Concepts, importance and application of game theory; Types of game, pure and mixed strategies, maximin strategies, dominant strategies, concept of Nash equilibrium, Prisoner's dilemma, Repeated games, sequential games, Threats, commitments, and credibility, Entry deterrence.	15	3	12
5	**Market Failure** Meaning of Externalities, externalities in consumption and production, externalities and allocative inefficiency; solutions to the externality problem; the Coase theorem; Public goods; Government intervention of public goods; Asymmetric information: Complex contracts, principal-agent problem, hidden actions, owner manager relationships, moral hazards, adverse selection, signalling.	15	3	16
Total		**75**	**15**	**80**

Reading List:

1. H. R. Varian (2010): Intermediate Microeconomics: A Modern Approach, 8th Edition, W.W. Norton and Company/Affiliated East-West Press (India). The
2. R. S. Pindyck, D. N. Rubinfeld and P. L. Meheta (2009): Microeconomics, 7th Edition, Pearson, New Delhi.
3. C. Snyder and W. Nicholson (2012): Microeconomic Theory: Basic Principles and Extensions, 11th Edition, Cengage Learning, Delhi, India.
4. G.S. Maddala and Ellen Miller, Microeconomics: Theory and Applications, Mc Graw Hill Education, Tenth Reprint, 2013, New Delhi Edition.

Course Code: ECNHC402 **Course Title: Advanced Macroeconomics**
Nature of the Course: Core **Total Credit Assigned: 6**
Full marks: 100 (Internal Assessment-20 + End Term-80) **Distribution of Credit: 5 Lecture + 1 Tutorial**

Course Description:
This course is a sequel to Essentials of Macroeconomics. 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.

Units		**No of Lecture Hours**	**No of Tutorial Hours**	**Marks**
1.	**Microeconomic Foundations of Macroeconomics** Theories of Consumption: Concept of Consumption Function; Keynesian consumption function; Fisher's theory of optimal intertemporal choice; The consumption puzzle, Life-cycle and permanent income hypotheses; Investment: Determinants of business fixed investment; Residential investment; Inventory investment – the Accelerator theory of inventories; Q-theory of investment.	**20**	**4**	20
2.	**Economic Growth – I:** The Accumulation of Capital and Population Growth; The Harrod-Domar model; Instability of equilibrium; The basic Solow model of growth; the Golden rule level of capital; Population growth in the Solow model.	**15**	**3**	20
3.	**Economic Growth – II:** Technological progress and the Solow model; Policies to promote Economic Growth – impact of change in saving ratio; Elements of endogenous growth.	**15**	**3**	15
4.	**Fiscal and Monetary Policy** The goals of macroeconomic policy; Lags in the effects of macroeconomic policy; Monetary policy objectives and targets; the Government budget constraint; Government debt and Ricardian equivalence; Relative effectiveness of monetary and fiscal policy in IS-LM framework	**15**	**3**	15
5.	**Schools of Macroeconomic Thoughts** Classicals vs Keynesians: Classicals and full wage-price flexibility; Keynesians and wage-price rigidity; the Monetarist counterrevolution – the basic propositions of the monetarists; New-Classical economics and critique of Keynesian economics; Rational expectations and policy ineffective proposition; the Keynesian counter critique; the supply side economics – Laffer curve analysis.	**10**	**2**	10
Total		**75**	**15**	**80**

Reading list:

1. Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 11th edition, 2010.
2. N. Gregory Mankiw. *Macroeconomics*, Worth Publishers, 7th edition, 2010.
3. Olivier Blanchard, *Macroeconomics*, Pearson Education, Inc., 5th edition, 2009.
4. Charles I. Jones, *Introduction to Economic Growth***,** W.W. Norton & Company, 2nd edition, 2002.
5. Andrew B. Abel and Ben S. Bernanke, *Macroeconomics*, Pearson Education, Inc.,7th edition, 2011.
6. Errol. D'Souza, *Macroeconomics*, Pearson Education, 2009.
7. Robert J. Gordon, *Macroeconomics*, Prentice-Hall India Limited, 2011.
8. Sikdar. S.: *Principles of Macroeconomics*, Oxford University Press, 2008.

Course Code: ECNHC403 **Course Title: Introductory Econometrics**
Nature of the Course: Core **Total Credit Assigned: 6**
Full marks: 100 (Internal Assessment-20 + End Term-80) **Distribution of Credit: 5 Lecture + 1 Tutorial**

Course Description:
This course provides a comprehensive introduction to basic econometric concepts and techniques. It covers statistical concepts of hypothesis testing, estimation and diagnostic checking of simple and multiple regression models. The course also covers the consequences of and tests for misspecification of regression models.

Units		**No of Lecture Hours**	**No of Tutorial Hours**	**Marks**
1.	**Nature and Scope of Econometrics and Basic Statistical Pre-requisites** Nature and Scope of Econometrics: What is Econometrics?; Economic and Econometric Models; The Aims and Methodology of Econometrics. Statistical Concepts: Population vs Sample; Statistic and parameters; Estimate and estimators; estimation of parameters – point estimation vs interval estimation; properties of estimators. Probability Distributions: The Normal distribution; Chi-squared, t- and F-distributions. 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.	**15**	**3**	**10**
2	**Simple Linear Regression Model:** Two variable case; Regression vs Correlation; Linearity vs Non-linearity; Stochastic specification: The significance of the error term; Estimation: The Principle of ordinary least squares; Assumptions under CLRM; BLUE Properties of estimators: The Gauss Markov theorem; Goodness of fit – R-squared and R-bar squared; Tests of hypotheses; Scaling and units of measurement; confidence intervals; Forecasting. k variable linear regression model: Estimation of parameters; Qualitative (dummy) independent variables – Dummy variable trap.	**25**	**3**	**25**
3	**Violations of Classical Assumptions: Consequences, Detection and Remedies** Heteroscedasticity: Problem and consequences; tests, detection and alternative methods of estimation. Autocorrelation: Sources, consequences, tests of autocorrelation, remedial measures.	**15**	**3**	**15**

4	**Multicollinearity:** Nature of the problem; Sources, Perfect multicollinearity vs Imperfect multicollinearity, its consequences; Detection and remedies of multicollinearity;	**10**	**3**	**15**
5	**Specification Analysis** Omission of relevant variables; Inclusion of irrelevant variables; Tests of specification errors; Errors in variables.	**10**	**3**	**15**
Total		**75**	**15**	**80**

Reading List:

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. D. N. Gujarati and D.C. Porter, *Essentials of Econometrics*, McGraw Hill, 4th edition, International Edition, 2009.
5. Christopher Dougherty, *Introduction to Econometrics*, Oxford University Press, 3rd edition, Indian edition, 2007.
6. Jan Kmenta, *Elements of Econometrics*, Indian Reprint, Khosla Publishing House, 2nd edition, 2008.
7. Maddala, G.S.: *Introduction to Econometrics*, Wiley India, 3rd Edition 2010.

SEMESTER V

B.A. (Honours) Economics

Course Code: ECNHC501 **Course Title: Indian Economy- I**
Nature of the Course: Core **Total Credit Assigned: 6**
Full marks: 100 (Internal Assessment-20 + End Term-80) **Distribution of Credit: 5 Lecture + 1 Tutorial**

Course Description:
Using appropriate analytical frameworks, this course reviews major trends in economic indicators in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Emphasis needs to be given in capturing the emerging issues.

Units		**No of Lecture Hours**	**No of Tutorial Hours**	**Marks**
1.	**Economic Development since Independence** Indian Economy on the eve of independence- An overview; Alternative development strategies since independence- goal of self-reliance based on import substitution and protection, the post-1991 globalization strategies based on stabilization and structural adjustment packages; An assessment of performance- sustainability and regional contrasts; structural transformation of savings and investment.	20	4	20
2.	**Population and Human Development** Demographic features and trends- Size and growth rates of population, trends in birth and death rates, Density of population, Age and Sex Composition, Population as a factor of economic development, Demographic Dividend; National Population Policy; Human Development in India- Human Development indicators, Human Development Index, India's human development record in global perspective.	20	4	20
3.	**Growth and Distribution** Poverty- Concept and Incidence of Poverty in India, Poverty estimates, Growth and Poverty, Strategy of Poverty Alleviation; Inequality- Income inequality in India: Magnitude and Nature, Growth and Inequality, Causes of income inequality, Government policies and measures. Unemployment- Nature and types of unemployment in India, Magnitude, Changing dimensions of unemployment and employment, Causes of unemployment, Government policies and measures.	20	4	20
4.	**International Comparisons** India's economic interaction with the world economy, A comparative assessment of India's development experience with high performing Asian economies- Singapore, South Korea and Taiwan.	15	3	20
Total		**75**	**15**	**80**

Reading List:

1. 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 Performance since the Advent of Planning, in K.L. Krishna and A. Vaidyanathan, (ed.), *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 Intepretations, *Economic and Political Weekly*, February.

7. Himanshu. 2011, ―Employment Trends in India: A Re-examination, *Economic and Political Weekly*, September.

8. Rama Baru 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, ―The Progress 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 Educational Development.*

11. T. Dyson, 2008, ―India‘s Demographic Transition and its Consequences for Development in Uma Kapila, (ed.), *Indian Economy Since Independence*, 19th edition, Academic Foundation.

12. Kaushik Basu, 2009, ―China and India: Idiosyncratic Paths 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‘s Public Distribution System: 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 Political Weekly*, September.

16. Kaushik Basu and A. Maertens, (ed.), 2013, *The Concise Oxford Companion to Economics in India*, Oxford University Press.

17. Bimal Jalan *(ed),The Indian Economy Problems and Prospects*, Penguin Books Ltd.

18. Arvind Subramanian*, India's Turn, Understanding The Economic Transformation*, Oxford University Press.

19. Kaushik Basu, (ed.) *India's Emerging Economy, Performance and Prospects in the 1990's and Beyond*, Oxford University Press.

Course Code: ECNHC502
Course Title: Development Economics - I
Nature of the Course: Core
Total Credit Assigned: 6
Full marks: 100 (Internal Assessment-20 + End Term-80)
Distribution of Credit: 5 Lecture + 1 Tutorial

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 state governance.

Units		**No of Lecture Hours**	**No of Tutorial Hours**	**Marks**
1	**Concepts of Development:** Evolution of Development Economics; Economic growth and development, Characteristics of underdeveloped economies, Measures of development- GNP, PQLI, HDI, GDI, GEM ;	**15**	**3**	**16**
2	**Strategies of Development**: Stages of Economic growth- Rostow ; Low level equilibrium trap, The critical minimum effort hypothesis; Big push theory, Balanced vs. Unbalanced growth; Choice of Technique	**15**	**3**	**16**
3	**Growth Models** : Classical growth model*;* Harrod-Domar model; Kaldor's Model, Solow model and its variants, Meade Model, Endogenous growth model- Romer's Version.	**15**	**3**	**16**
4	**Poverty and Inequality:** Concept and Measures of poverty- Head count ratio, Sen's Index, HPI, MPI. Inequality measures- Gini Coefficent and Lorenz Curve; Connections between inequality and development; Mechanisms that generate poverty traps and path dependence of growth processes	**15**	**3**	**16**
5	**Political Institutions and the Functioning of the State** Alternative institutional trajectories and their relationship with economic performance; Relationship between democracy and economic development; Within-country differences in the functioning of state institutions; State ownership and regulation; Government failures and Corruption.	**15**	**3**	**16**
Total		**75**	**15**	**80**

Reading List:

1. Debraj Ray, Development Economics, Oxford University Press, 2009.

2. Partha Dasgupta, Economics, A VeryShort 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

8. A. P. Thirlwall : Economics of Development, Palgrave Macmillan, 2011

9. Yujiro Hayami and Yoshihisa Godo : Development Economics, Oxford Publication,2009

10. Gerald M. Meier and James E. Rauch : Leading Issues in Economic Development, Oxford Publication, 2006

11. Hall and Papell : Macro Economics: Economic growth ,Fluctuations and Policy, 6th education, Norton Books

11. Hall and Papell : Macro Economics: Economic growth ,Fluctuations and Policy, 6th education, Norton Books

SEMESTER VI

B.A. (Honours) Economics

Course Code: ECNHC601
Course Title: Indian Economy- II
Nature of the Course: Core
Total Credit Assigned: 6
Full marks: 100 (Internal Assessment-20 + End Term-80)
Distribution of Credit: 5 Lecture + 1 Tutorial

Course Description:
This course examines sector-specific polices and their impact in shaping trends in key economic indicators in India. Emphasis needs to be given in capturing the emerging issues.

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Units		No of Lecture Hours	No of Tutorial Hours	Marks
1	**Macroeconomic Policies and Their Impact** Fiscal reform measures in the context of India's New Economic Policy, Fiscal Responsibility and Budget Management (FRBM) Act. Monetary Reforms and its impact. Black money and Parallel economy in India- consequences and corrective government intervention. Trade Policy- Export Import Policy, Foreign Trade Policy; Current and Capital Account Convertibility	20	4	20
2	**Policies and Performance in Agriculture** Changing structure of Indian Agriculture, Growth and productivity of Agriculture, Sustainable agriculture- concept and constraints, Diversification of Agriculture, Capital formation, Role of technology; Green revolution; Institutions- land reforms, rural credit, agricultural marketing, price policy; WTO and Agriculture.	20	4	20
3	**Policies and Performance in Industry** Pattern of Industrialization, Industrial growth and productivity in the post reform period, Diversification of industries, Public Sector reforms, Disinvestment and Privatization, MSME Sector, Industrial Policy reforms, Foreign Investment in the Industrial sector.	20	4	20
4	**Trends and Performance in Services** Role of the service sector in the Indian Economy, Growth in and composition of the service sector; Composition and direction of foreign trade, Trend in merchandise trade and invisibles, Balance of payments position- Pre and Post Reform period, Trade in services and WTO.	15	3	20
Total		**75**	**15**	**80**

Reading List:

1. Shankar Acharya, 2010, ―Macroeconomic Performance and Policies 2000-8,‖ in Shankar Acharya and Rakesh Mohan, (ed.), *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, (ed.), *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. Kunal Sen, 2010, ―Trade, Foreign Direct Investment and Industrial Transformation in India, ïn Premachandra Athukorala, (ed.), *The Rise of Asia*, Routledge.

5. J. Dennis Rajakumar, 2011, ―Size and Growth of Private Corporate Sector in Indian Manufacturing, *Economic and Political Weekly,* April.

6. Ramesh Chand, 2010, Understanding the Nature and Causes of Food Inflation, *Economic and Political Weekly*, February.

7. Bishwanath Goldar, 2011, Organised Manufacturing Employment: Continuing the Debate, *Economic and Political Weekly,* April.

8. Kaushik Basu and A. Maertens, (ed.), 2013. *The New Oxford Companion to Economics in India*, Oxford University Press.

9. Bimal Jalan *(ed),The Indian Economy, Problems and Prospects*, Penguin Books Ltd.

10. Arvind Subramanian*, India's Turn, Understanding The Economic Transformation*, Oxford University Press.

11. Kaushik Basu, (ed.), *India's Emerging Economy, Performance and Prospects in the 1990's and Beyond,* Oxford University Press.

Course Code: ECNHC602 **Course Title: Development Economics-II**
Nature of the Course: Core **Total Credit Assigned: 6**
Full marks: 100 (Internal Assessment-20 + End Term-80) **Distribution of Credit: 5 Lecture + 1 Tutorial**

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.

Units		**No of Lecture Hours**	**No of Tutorial Hours**	**Marks**
1.	**Demography and Development:** Demographic concepts; birth and death rates, age structure, fertility and mortality; Demographic transitions during the process of development; Population and economic development, connections between income, mortality, fertility choices and human capital accumulation; Migration.	**15**	**3**	**16**
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.	**15**	**3**	**16**
3.	**Communities and Economic Development*:*** The economic functions of Community; Collective intervention in Rural economies: Management of Common Property Resources; Overcoming the community failure	**10**	**2**	**12**
4.	**Environment and Sustainable Development:** Environment- Economy linkage; Concept and indicators of sustainable development; Common-pool resources; Environmental externalities and state regulation of the environment; Economic activity and climate change	**15**	**3**	**16**

5.	**Trade, Globalization and Development:** International Trade: A Stimulus or a Hindrance To Growth; The Prebisch-Singer Thesis; trade, production patterns and world inequality; Economic arguments for multilateral agreements; Role of Foreign Capital and Foreign Aid in Economic Development*;* Financial instability in a globalized world	**20**	**4**	**20**
Total		**75**	**15**	**80**

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, Micro motives and Macro behavior, 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. Taylorand Jeffrey G. Williamson (ed.), Globalization in Historical Perspective, University of Chicago Press, 2003.

10. Yujiro Hayami and Yoshihisa Godo : Development Economics, Oxford Publication,2009

11. A. P. Thirlwall : Economics of Development, Palgrave Macmillan, 2011

Course Code: ECNHDSE505
Course Title: Money and Financial Markets
Nature of the Course: Discipline Specific Elective
Total Credit Assigned: 6
Full marks: 100 (Internal Assessment-20 + End Term-80)
Distribution of Credit: 5 Lecture + 1 Tutorial

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.

Units		**No of Lecture Hours**	**No of Tutorial Hours**	**Marks**
1.	**Money:** Concept, functions, measurement; theories of money supply determination- RBI approach to money supply; High powered money and money multiplier.	15	3	15
2.	**Financial Institutions, Markets, Instruments and Financial Innovations:** Role of financial markets and institutions; Structure of money market and capital market —Call money market. Treasury bill market, Commercial bill market including commercial paper and certificate of deposits, Government securities market, Primary and secondary market for securities. Financial sector Reforms in India, Role of Financial Derivatives Financial Institutions: Types; Banking and Non Banking Financial Institutions.	20	4	20
3.	**Stock Market** Stock Market and its Operations**;** Stock Market Index, Methodologies for Calculating Stock Market Index, Stock Market indices in India, BSE Sensex, NSE Nifty.	10	2	10
4.	**Interest Rates** Determination; sources of interest rate differentials ;theories of term structure of interest rates; interest rates in India.	15	3	20
5.	**Banking System:** Meaning and types; Functions of commercial banks; the process of credit creation and its limitations**;** Balance sheet and portfolio management, banking sector reforms **Central Banking and Monetary Policy:** Central Banking: Function of the Central Bank, Monetary policy: objectives, indicators and instruments of monetary control. Monetary management in an open economy, current monetary policy of India.	15	3	15
Total		**75**	**15**	**80**

Reading Lists:

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. 32
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. Suraj B. Gupta : *Monetary Economics*, S. Chand and Company Ltd., 2010
9. Bharati V. Pathak, The Indian Financial System : Markets, Institutions and Services, Pearson Education India, 2007
10. R.B.I. – *Report of the Working Group: Money Supply Analytics and Methodology of Compilation*, 1998.
11. R.B.I. Bulletin, Annual Report and Report on Currency and Finance (latest).

Course Code: ECNHDSE506 **Course Title: Public Economics**
Nature of the Course: Discipline Specific Elective **Total Credit Assigned: 6**
Full marks: 100 (Internal Assessment-20 + End Term-80) **Distribution of Credit: 5 Lecture + 1 Tutorial**

Course Description

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

Units		**No of Lecture Hours**	**No of Tutorial Hours**	**Marks**
1	**Fiscal functions:** An Overview, Meaning and Scope of Public Economics, Need for Public Sector, Allocation, Distribution and Stabilization functions of government, Co-ordination and Conflict of functions.	10	2	16
2	**Public Goods** Meaning and characteristics, Pure and Impure Public Goods, The Free Rider Problem, Efficient allocation of Public Goods- The Lindahl Equilibrium and Samuelson's theory of Public Expenditure.	15	3	16
3	**Externalities** Meaning and type of externalities, Market failure and externalities, Internalization of Externalities- Corrective taxes and Subsidies, Assignment of Property Rights- The Coase Theorem	15	3	16
4	**Public Revenue** Tax and Non tax revenue, Economic effects of taxation, Dead weight loss and distortion, Principles of Taxation- The Ability to Pay Principle and the Benefit Principle, Incidence of taxation- Meaning and importance, The Demand and Supply theory of Incidence, Neutrality, Efficiency and Equity in taxation, Optimal taxation.	15	3	16
5	**Indian Public Finance** Tax system- Main features of India's Tax System, Changing Tax Structure of India, Major Tax Reforms since 1991.	20	4	16

	Budget, deficits and public debt- Stages of Budget preparation, Revenue and Capital Budget, Concept of Deficits- Budgetary Deficit, Revenue Deficit, Fiscal Deficit, Primary Deficit, Budgetary trend in India, Study of latest Union Budget, Public Debt- Necessity of Public Debt, Characteristics of India's Public Debt, India's internal and external debt liabilities, Problems of Public Debt policy. Fiscal Federalism in India: Meaning, Inter governmental Resource Transfer - trend and techniques, Role of Finance Commission Critical evaluation of Finance Commission's Awards, Recommendations of the latest Finance Commission.			
Total		**75**	**15**	**80**

Reading List:

1. J. Hindriks, G. D. Myles: *Intermediate Public Economics*, MIT Press, 2006.
2. H. Rosen, T. Gayer: *Public Finance*, 9th ed., McGraw-Hill/Irwin, 2009.
3. Joseph E. Stiglitz, *Economics of the Public Sector*, W.W. Norton & Company, 3rd edition, 2000.
4. R.A. Musgrave and P.B. Musgrave, *Public Finance in Theory & Practice,* McGraw Hill Publications, 5th edition, 1989.
5. John Cullis and Philip Jones, *Public Finance and Public Choice,* Oxford University Press, 1st edition, 1998.
6. Harvey Rosen, *Public Finance*, McGraw Hill Publications, 7th edition, 2005.
7. Mahesh Purohit, *Value Added Tax: Experiences of India and Other Countries,* 2007.
8. Kaushik Basu and A. Maertens (ed.), *The N ew Oxford Companion to Economics in India*, Oxford University Press, 2013.
9. M.M. Sury, *Government Budgeting in India,* 1990.
10. M. Govinda Rao, *Changing Contours of Federal Fiscal Arrangements in India, Amaresh Bagchi (ed.), Readings in Public Finance,* Oxford University Press, 2005.
11. Paul Samuelson, 1955, ―Diagrammatic Exposition of a theory of Public Expenditure, *Review of Economics and Statistics,* Volume 37.
12. Shankar Acharya, 2005, ―Thirty Years of Tax Reform in Indiaǁ, *Economic and Political Weekly,* May 14-20.
13. Rangarajan and D.K. Srivastava, 2005, ―Fiscal Deficit and Government Debt: Implications for Growth and Stabilizati*on", Economic and Political Weekly,* July2-8.
14. M. Govinda Rao, 2011, ―Goods and Services Tax: A Gorilla, Chimpanzee or a Genius like Primates?, *Economic and Political Weekly,* February 12-18.
15. Report of the latest Finance Commission.
16. *Economic Survey*, Government of India (Latest).
17. *State Finances: A Study of Budgets*, Reserve Bank of India (Latest).

Course Code: ECNHDSE604
Course Title: The Economy of North-East India
Nature of the Course: Discipline Specific Elective
Total Credit Assigned: 6
Full marks: 100 (Internal Assessment-20 + End Term-80)
Distribution of Credit: 5 Lecture + 1 Tutorial

Course Description:

The objective of this course is to acquaint the learners with the characteristics as well as with the current issues of the economy of North-East India. The learners will also be able to know the performance and problems of the primary, secondary and tertiary sectors of North-East India.

Units		**No of Lecture Hours**	**No of Tutorial Hours**	**Marks**
1.	**Economic Characteristics of North East India**: Resources of the Region– Mineral, Forest and Water resources, Human resources – Trends in population growth, Composition of population, Distribution of the population, Population density, Migration of population, Urbanisation, Occupational distribution.	**15**	**3**	**16**
2.	**Agriculture**: Trends and Pattern of Production – Land use, Agricultural holdings and Cropping pattern, Food production and Food security, Horticulture, Sericulture, Jhum Cultivation, Modernisation of agriculture, Sustainable agriculture.	**15**	**3**	**16**
3.	**Industry**: Problems and prospects of Industrial development of NE region, Organised Industries - Role of Tea, Oil and Coal industries; Micro, small and medium industries, Food Processing, Handloom and handicrafts; Tourism.	**15**	**3**	**16**
4.	**Infrastructure:** Economic Infrastructure of the region – Roadways, Railways, Waterways, Airways; Communication; Energy Sector; Financial Institutions; The Role of North Eastern Council; Social Infrastructures- Education and Health.	**15**	**3**	**16**
5.	**Developmental issues of the Region:** Human Resource Development – Poverty and Unemployment; Flood and erosion problem, Problems of Agricultural labourers – disguised unemployment; Border Area Development. Act East policy	**15**	**3**	**16**
Total		**75**	**15**	**80**

Reading List:

1. B. Dutta Roy; *Social and Economic Profile of N.E. India*, Omsons, New Delhi

2. NEC: (a) Basic Statistics of N.E. Region, 1980-85

    (b) Towards Regional Development: Plans and Perspective

3. NCEAR: Techno Economic Surveys of Assam, Arunachal Pradesh, Manipur and Nagaland

4. P. Nayak, *Growth and Human Development in Northeast India*, OUP

5. North Eastern Region Vision 2020, NEC, Ministry of Development of North Eastern Region

6. NEDFi, Databank

7. Bordoloi and Neog, *Economy of the North-East*, LBS Publication

8. P.K. Dhar, *The Economy of Assam Including Economy of North-East India*, Kalyani Publisher.

9. NEC data bank

Course Code: ECNHDSE605 **Course Title: History of Economic Thought**
Nature of the Course: Discipline Specific Elective **Total Credit Assigned: 6**
Full marks: 100 (Internal Assessment-20 + End Term-80) **Distribution of Credit: 5 Lecture + 1 Tutorial**

Course Description

The objective of this course is to acquaint the learners with the historical developments in the economic thoughts propounded by different schools.

Units		**No of Lecture Hours**	**No of Tutorial Hours**	**Marks**
1.	**Pre-Classical and Classical Economic Thought:** Basic tenets of Mercantilism and Physiocracy: Contributions of Adam Smith, David Ricardo, T.R. Malthus, J.B. Say, J.S. Mill's Restatement of Classicism.	**15**	**3**	**16**
2.	**Reaction against Classicism:** Positive and Critical ideas of the Historical School; State Socialism – Ideas of J.K. Rodbertus and F. Lassalle; Scientific Socialism- Chief, tenets of Marxian Thought, Dialectical Materialism, The Labour Theory of Value, Theory of Surplus Value, The Law of Concentration of Capital; Marx and Modern Economists.	**15**	**3**	**16**
3.	**The Reconstruction of Economic Science:** Subjectivism and Marginalism – Factors giving rise to Subjectivism and Marginalism, Economic ideas of Walras and Carl Menger; Neo-Classicism – Contributions of Alfred Marshall, Knut Wicksell and Bohm Bawerk.	**15**	**3**	**16**
4.	**Keynesian Economic Thought:** Keynes' Departure from Classical Economics, Salient Features of the General Theory of Employment, Interest and Money, Theory of Employment, Theory of Prices, Keynes and International Economics, Keynes‟ Influence on Public Policy, Keynesian Economics and Underdeveloped Countries; Keynesianism Vs. Monetarism.	**15**	**3**	**16**
5.	**Indian Economic Thought:** Development of Indian Economic Thought; Economic ideas of Kautilya, D. Naoroji, M. Gandhi, D.R. Gadgil, Gyan Chand.	**15**	**3**	**16**
Total		**75**	**15**	**80**

Reading list:

1. Charles Gide ad Charles Rist: *A History of Economic Doctrines*, Oxford University Press.

2. Lewis H. Haney: *History of Economic Thought*, Surjeet Publications.

3. T.N. Hajela: *History of Economic Thought*, Konark Publishers Pvt. Ltd.

4. H.L. Bhatia: *History of Economic Thought*, Vikash Publications.

5. P.S. Loknathan: *History of Economic Thought*, Kalyani Publishers.

6. R.R. Paul: *History of Economic Thought*, Kalyani Publishers.

7. Ghosh and Ghosh: *History of Economic Thought*, Himalaya Publishing House.

8. Ernesto to Screpanti and Stefar Zamagni: *An Outline of the History of Economic Thought*, Oxford University Press.

Course Code: ECNGE2
Course Title: Introductory Macroeconomics
Nature of the Course: Generic Elective
Total Credit Assigned: 6
Full marks: 100 (Internal Assessment-20 + End Term-80)
Distribution of Credit: 5 Lecture + 1 Tutorial

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.

Units		**No. of Lecture hours**	**No. of Tutorial hours**	**Marks**
1	**Introduction to Macroeconomics** Macro vs. Micro Economics; Scope and limitations of Macroeconomics; Introduction to National Income - Concepts of GDP, GNP, NDP and NNP at market price and factor cost; Personal Income and Disposable personal Income; Real versus Nominal GDP, GDP Deflator. GDP and Welfare; Limitation of the GDP concept as a measure of welfare.	15	3	16
2	**Rules and approaches of Measurement of GDP** Income, expenditure, product and Value added approaches, Difficulties of Estimating National Income, Circular Flow of Income and expenditure in two and four-sector economy; national income accounting for an open economy.	15	3	16
3	**Demand for and Supply of Money** Definition and Functions of money; quantity theory of money – cash transactions and cash balance approaches, Friedman's restatement of the quantity theory; Demand for Money – Classical, Neoclassical and Keynesian Approaches, The Keynesian Liquidity Trap and its Implications; Determination of money supply; credit creation; monetary policy – meaning, objectives and tools.	15	3	16
4	**Inflation** Meaning, types, causes and effects; demand-pull and cost-push inflation; Inflationary gap; Deflation – meaning, effects; Inflation Vs. deflation; Hyperinflation – causes of hyperinflation, costs of hyperinflation; Anti-Inflationary Measures - Monetary policy and Fiscal policy.	15	3	16

5	**Theory of Income Determination** Say's Law, Theory of Determination of Income and Employment; Keynesian systems- Simple Keynesian model of income determination; Aggregate Demand and Aggregate Supply, equilibrium aggregate output; Product market and the IS curve, Money Market and the LM curve, Determination of Equilibrium income and interest rate: the IS-LM model; fiscal and monetary multipliers.	15	3	16
Total		**75**	**15**	**80**

Reading List:

1. Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 11th edition, 2010.

2. N. Gregory Mankiw. *Macroeconomics*, Worth Publishers, 7th edition, 2010.

3. Olivier Blanchard, *Macroeconomics*, Pearson Education, Inc., 5th edition, 2009.

4. Richard T. Froyen, *Macroeconomics*, Pearson Education Asia, 2nd edition, 2005.

5. Andrew B. Abel and Ben S. Bernanke, *Macroeconomics*, Pearson Education, Inc., 7th edition, 2011.

6. Errol D'Souza, *Macroeconomics*, Pearson Education, 2009.

7. Paul R. Krugman, Maurice Obstfeld and Marc Melitz, *International Economics*, Pearson Education Asia, 9th edition, 2012.

Course Code: ECNGE3.2 **Course Title: Money and Financial Markets**
Nature of the Course: Generic Elective **Total Credit Assigned: 6**
Full marks: 100 (Internal Assessment-20 + End Term-80) **Distribution of Credit: 5 Lecture + 1 Tutorial**

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.

Units		**No of Lecture Hours**	**No of Tutorial Hours**	**Marks**
1.	**Money:** Concept, functions, measurement; theories of money supply determination- RBI approach to money supply; High powered money and money multiplier.	15	3	15
2.	**Financial Institutions, Markets, Instruments and Financial Innovations:** Role of financial markets and institutions; Structure of money market and capital market —Call money market. Treasury bill market, Commercial bill market including commercial paper and certificate of deposits, Government securities market, Primary and secondary market for securities. Financial sector Reforms in India, Role of Financial Derivatives Financial Institutions: Types; Banking and Non Banking Financial Institutions.	20	4	20
3.	**Stock Market** Stock Market and its Operations**;** Stock Market Index, Methodologies for Calculating Stock Market Index, Stock Market indices in India, BSE Sensex, NSE Nifty.	10	2	10
4.	**Interest Rates** Determination; sources of interest rate differentials ;theories of term structure of interest rates; interest rates in India.	15	3	20
5.	**Banking System:** Meaning and types; Functions of commercial banks; the process of credit creation and its limitations**;** Balance sheet and portfolio management, banking sector reforms **Central Banking and Monetary Policy:** Central Banking: Function of the Central Bank, Monetary policy: objectives, indicators and instruments of monetary control. Monetary management in an open economy, current monetary policy of India	15	3	15
Total		**75**	**15**	**80**

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. 32

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. Suraj B. Gupta : *Monetary Economics*, S. Chand and Company Ltd.

11. Bharati V. Pathak, The Indian Financial System :Markets, Institutions and Services, Pearson Education India

Course Code: ECNGE4.3 **Course Title: Public Finance**
Nature of the Course: Generic Elective **Total Credit Assigned: 6**
Full marks: 100 (Internal Assessment-20 + End Term-80) **Distribution of Credit: 5 Lecture + 1 Tutorial**

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.

Units		**No of Lecture Hours**	**No of Tutorial Hours**	**Marks**
1.	**Fiscal Functions** Public Finance: Meaning and Scope, Normative Approach to Public Finance- Allocation, Distribution and Stabilization function of government, Welfare Economics and Government Intervention- Pareto Efficiency, Equity vs. Efficiency, Concept of Market Failure.	15	3	16
2.	**The theory of Public Goods** Public Goods- Meaning and characteristics, Public Goods and Market Failure, Pure and Impure Public Goods, The Free Rider Problem, Efficient Allocation of Public Goods- The Lindahl Equilibrium, Samuelson's theory of Public Expenditure.	15	3	16
3	**Externalities** Meaning and types of Externalities and Market Failure, Internationalization of Externalities, Corrective taxes and Subsidies, Pollution Permits, Regulation and Direct Control, Assignment of Property Rights- The Coase Theorem	15	3	16
4	**Incidence of Taxation and Excess Burden of Tax** Concept of shifting and Incidence, Forward and Backward Shifting, The Demand and supply theory of Incidence, Modern concept of Incidence; Incidence of Product taxes (Specific tax and Lump Sum Tax) under Perfect Competition and Monopoly, Incidence of Factor taxes under Perfect Competition and Monopoly; Excess Burden of Tax: Meaning and Types	15	3	16
5	**Issues from Indian Public Finance** Working of Monetary and Fiscal Policies, Current Issues of India's Tax System, Analysis of Budget and Deficits, Fiscal Federalism in India, State and Local Finances.	15	3	16
Total		**75**	**15**	**80**

Reading list:

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 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 latest Finance Commission.*

7. *Economic Survey,* Government of India (latest).

8. State Finances: A Study of Budgets, *Reserve Bank of India* (latest).

FOUR YEAR UNDERGRADUATE PROGRAMME IN ECONOMICS (NEP)
DETAILED SYLLABUS OF 1ST SEMESTER

Course Title	**:**	**Introductory Microeconomics**
Course Code	**:**	**ECOC1**
Nature of Course	**:**	**Major**
Total Credits	**:**	**4 credits**
Distribution of Marks	**:**	**60 (End-Sem.) + 40 (In-Sem.)**

Course Objectives: The objectives of this Course are:

1. To expose students to the basic principles of microeconomic theory
2. To enlighten the learners about the fundamental economic trade-offs and allocation problems due to scarcity of resources.

Course Outcomes: On completion of this Course, a student will be able to –

CO 1: Comprehend the introductory principles of Microeconomics.

LO 1.1: Define the meaning of Microeconomics.

LO 1.2: Discuss how scarcity and the need to make choices are central to economic analysis.

LO 1.3: Identify and analyze the trade-offs and opportunity costs in decision-making processes.

CO 2: Apply the basics of microeconomics in behaviour patterns of firms and households and relate with the laws of demand and supply.

LO 2.1: Explain the law of demand, determinants of demand, individual and market demand and shift in demand.

LO 2.2: Explain the law of supply, determinants of supply, individual and market supply and shift in supply.

CO 3: Apply the fundamentals of microeconomics to understand the behaviour of consumers and attainment of consumer's equilibrium.

LO 3.1: Define budget constraint.

LO 3.2: Explain the meaning and properties of an Indifference curve.

CO 4: Apply the principles of microeconomics in relation to production function, costs and revenues and demonstrate the basics of market mechanism and the equilibrium condition of different forms of markets.

LO 4.1: Define the basics of a firm under perfectly competitive market structure.

LO 4.2: State the relation between revenue, cost and equilibrium under perfect competition.

LO 4.3: Explain the characteristics of firms under imperfect market structure.

CO 5: Evaluate the features of input market.

LO 5.1: Explain the features of firms using one and two variable factors respectively in the short run and long run labour market.

LO 5.2: Discuss the determination of rent and profit maximizing condition in input market

LO 5.3: Explain the fundamentals of capital market.

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I	**Exploring the subject matter of Economics:** Why study economics? Scope and method of economics; Scarcity and choice; Types of Microeconomic Analysis, Goals of Microeconomics-Growth and Efficiency; The economic problems: the question of what to produce, how to produce and how to distribute output; Economic models: Verification and general features of economic models ; the basic competitive model - prices, property rights and profits; incentives and information; rationing; economic systems- Command, Free Market and Mixed; Economic systems and the role of Government; reading and working with graphs; Applications of microeconomics.	9	3	-	12
II	**Supply and Demand** 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.	9	3	-	12
III	**The Household Behaviour and Consumer's Choice:** 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 in difference curves; consumer's optimum choice; income and substitution effects; labour supply and savings decision-choice between leisure and consumption.	9	3	-	12

IV	**Firm and Market Structure** **Perfect Market Structure** Behaviour of profit maximizing firms and the production process; short run costs and output decisions-Basic concepts, Relationships, output decisions: revenues, costs and profit maximization; costs and output in the long run, Long run costs: economies and diseconomies of scale. **Imperfect Market Structure** Monopoly and anti-trust policy; government policies towards competition; monopolistic and oligopoly competition.	9	3	-	12
V	**Input Markets** **Input Demand: Land and Labour Markets** Input markets: Basic concepts ; Labour markets- Firm using only one variable factor of Production, firm employing Two Variable Factors of Production in the Short and long Run. Land market-Determination of Rent, Rent and the value of Output produced on land, Firm's profit-maximizing condition in input markets, Input demand curves; shifts in input demand curves; Resource Allocation and the Mix of Output in Competitive Markets, Distribution of Income **Input Demand: the capital Market and Investment Decision** Meaning and types of capital; Investment and depreciation; Capital market; Capital Income: interest and Profits; Financial Markets in Action; Capital accumulation and allocation; the Demand for new Capital and the investment decision	9	3	-	12
TOTAL		45	15	-	60

Where, ***L: Lectures*** ***T: Tutorials*** ***P: Practicals***

MODES OF IN-SEMESTER ASSESSMENT: **40 Marks**

- Two Internal Examinations - **20 Marks**
- Others (Any two) - **20 Marks**
  - Home assignment
  - Viva voce
  - Seminar
  - Group discussion
  - Quiz

Cognitive map of Course outcomes with Bloom's Taxonomy

Cognitive knowledge dimension	**Cognitive process dimension**					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1	CO2, CO3			
Conceptual Knowledge	CO1, CO5	CO2, CO3, CO4, CO5	CO2, CO3, CO4		CO5	
Procedural Knowledge			CO3, CO4		CO5	
Metacognitive Knowledge						

Mapping of Course Outcome with Program Outcome:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	✔	✔	✔			✔	✔	✔	✔	
CO2	✔	✔	✔	✔		✔		✔		
CO3	✔	✔		✔		✔		✔		
CO4	✔	✔	✔	✔		✔		✔		
CO5	✔	✔	✔	✔		✔	✔	✔	✔	

Suggested Readings:

- Karl E. Case and Ray C. Fair, Principles of Economics, Pearson Education Inc., 8th Edition, 2007.
- N. Gregory Mankiw, Economics: Principles and Applications, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4thedition, 2007.
- Joseph E. Stiglitz and CarlE.Walsh, Economics, W.W.Norton &Company, Inc., New York, International Student Edition, 4th Edition,2007.
- G.S.Maddala and Ellen Miller, Microeconomics:Theory and Applications, McGraw HillEducation, Tenth Reprint, 2013, NewDelhiEdition
- R.S. Pindyck, D.N. Rubinfeld and P.L. Meheta (2009):Microeconomics, 7thEdition, Pearson, NewDelhi
- McConnell, Brue and Flynn, Microeconomics: Principles, Problems, and Policies, McGraw Hill Education(India) Private Limited, 2017

FOUR YEAR UNDERGRADUATE PROGRAMME IN ECONOMICS (NEP)
DETAILED SYLLABUS OF 1ST SEMESTER

Course Title	**:**	**Elementary Microeconomics**
Course Code	**:**	**MINECO1**
Nature of Course	**:**	**Minor**
Total Credits	**:**	**4 credits**
Distribution of Marks	**:**	**60 (End-Sem.) + 40(In-Sem)**

Course Objectives: The objectives of this Course are:

1. To expose students to the basic principles of microeconomic theory.
2. To emphasis on the fundamentals of consumer theory, production behaviour and costs.
3. To use graphical methods to illustrate the application of microeconomic concepts to analyze real-life situations

Course Outcomes: On completion of this Course, a student will be able to –

CO 1: Comprehend the introductory principles of Microeconomics.

LO 1.1 Describe the meaning of Microeconomics.

LO 1.2 Define the meaning of scarcity and opportunity cost.

CO 2: Apply the basics of microeconomics in behaviour patterns of firms and households and relate with the laws of demand and supply.

LO 2.1: Explain the law of demand, determinants of demand, shifts of demand versus movements along a demand curve and market demand.

LO 2.2: Explain the law of supply, determinants of supply, shifts of supply versus movements along a supply curve and market supply.

LO 2.3: Explain the condition of market equilibrium.

CO 3: Apply the fundamentals of microeconomics to understand the behaviour of consumers and producers and attainment of producer's and consumer's equilibrium.

LO 3.1: Define the meaning of budget constraint.

LO 3.2: Explain the meaning and properties of indifference curve.

LO 3.3: Explain the fundamentals of utility and its applications in consumer theory.

LO 3.4: Explain the Production function with one and two variables.

LO 3.5: State the meaning and properties of an Isoquant and equilibrium in production.

CO 4: Apply the principles of microeconomics in relation to production function, costs and revenues and demonstrate the basics of market mechanism and characteristics of different forms of markets.

LO 4.1: Explain the features of cost and revenue in the short run and long run respectively.

LO 4.2: Discuss the features of different forms of markets.

LO 4.3: Explain the equilibrium condition of firms under perfect competition.

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I	**Introduction** What is Microeconomics; 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, producer surplus; idea of dead weight loss; Elasticity: price elasticity of demand; types of elasticity; different methods of calculating elasticities; determinants of demand elasticity, other important elasticities.	9	3	-	12
II	**Consumer Theory** Household choice in output markets; determinants of household demand; Budget constraint; indifference curve: definition, derivation, consumer choice, derivation of Demand curve from indifference curve and budget constraint; the basis of choice: utility, utility maximizing rule, diminishing marginal utility and downward sloping demand; income and substitution effects; household choice in input markets.	9	3	-	12
III	**Theory of Production** Behaviour of profit maximizing firms, production process, production functions with one variable input and with two variable inputs; choice of technology, isoquant and iso-cost lines, cost minimizing equilibrium condition.	9	3	-	12
IV	**Theory of Costs** Economic 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.	9	3	-	12
V	**Theory of firm: price and output determination** The firm; objectives of business firms; market models: perfect competition, monopoly, monopolistic, oligopoly; price and output determination under perfect competition: short run and long run; firm vs industry.	9	3	-	12
TOTAL		45	15	-	60

Where, ***L: Lectures*** ***T: Tutorials*** ***P: Practicals***

MODES OF IN-SEMESTER ASSESSMENT: **40 Marks**

- Two Internal Examinations - **20 Marks**
- Others (Any two) - **20 Marks**
  - Home assignment
  - Viva voce
  - Seminar
  - Group discussion
  - Quiz

Cognitive map of Course outcomes with Bloom's Taxonomy

Cognitive knowledge dimension	**Cognitive process dimension**					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1				
Conceptual Knowledge	CO1	CO1, CO2	CO2, CO3, CO4			
Procedural Knowledge			CO2, CO3, CO4	CO2, CO3, CO4		
Metacognitive Knowledge						

Mapping of Course Outcome with Program Outcome:

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	✔	✔	✔			✔	✔	✔	✔	
CO2	✔	✔	✔	✔		✔		✔		
CO3	✔	✔		✔		✔		✔		
CO4	✔	✔	✔	✔		✔		✔		

Suggested Readings:

- Karl E. Case and Ray C. Fair, Principles of Economics, Pearson Education Inc., 8th Edition,2007.
- N. Gregory Mankiw, Economics: Principles and Applications, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4th edition, 2007
- Joseph E. Stiglitz and Carl E. Walsh, Economics, W.W. Norton & Company, Inc., New York, International Student Edition, 4th Edition, 2007
- G.S. Maddala and Ellen Miller, Microeconomics: Theory and Applications, McGraw Hill Education, Tenth Reprint, 2013, New Delhi Edition
- McConnell, Brue and Flynn, Microeconomics: Principles, Problems, and Policies, McGraw Hill Education (India) Private Limited, 2017

FOUR YEAR UNDERGRADUATE PROGRAMME IN ECONOMICS (NEP)
DETAILED SYLLABUS OF 1ST SEMESTER

Course Title	**:**	**Economic History of India**
Course Code	**:**	**GECECO1**
Nature of Course	**:**	**Generic Elective**
Total Credits	**:**	**3 credits**
Distribution of Marks	**:**	**60 (End-Sem.) + 40 (In-Sem.)**

Course Objectives

1. To familiarize the students with the structure of the Indian economy in the colonial context.
2. To enable the students analyze the policies and performance of Indian economy during the colonial rule.

Course Outcome: After successful completion of this course students will be able to-

CO1: Analyze and evaluate the economic structure and policies of pre-independence India, understanding the factors contributing to economic backwardness.

LO1: Explain the economic structure and policies of pre-independence India.
LO2: Discuss the impact of socio-cultural attitudes and inheritance laws on India's economic development.
LO3: Evaluate the drain theory and its implications on India's economy.
LO4: Compare and contrast the economic ideas of Ranade and Gandhi.

CO2: Examine the agrarian structure, agricultural markets, and institutions, and their impact on India's agricultural productivity and rural economy.

LO1: Describe the agrarian structure and land relations in colonial India.
LO2: Analyze the role of agricultural markets, credit systems, and irrigation in shaping agricultural productivity.
LO3: Assess the causes and consequences of the commercialization of agriculture in colonial India.
LO4: Discuss the issues of rural indebtedness, famines, and the evolution of food policies.

CO3: Evaluate the industrial development and transportation systems in colonial India and their impacts on the economy.

LO1: Describe the state of industrial development in mid-nineteenth century India and the phenomenon of de-industrialization.
LO2: Identify the factors that led to the emergence of modern capitalist industrial enterprises in India.
LO3: Discuss the constraints to industrial breakthrough in colonial India.
LO4: Analyze the development of transportation systems (railways, roadways, waterways) and their economic impact.

CO4: Evaluate the economic policies and priorities under British rule, including foreign capital, trade, and fiscal policies, and their impact on India's economy.

LO1: Explain the imperial priorities and their impact on India's economic development.
LO2: Discuss the role and impact of foreign capital in colonial India.
LO3: Analyze the growth and composition of foreign trade and the nature of public debt during the colonial period.
LO4: Evaluate the government and fiscal policies implemented under British rule and their consequences for the Indian economy.

UNITS	Course contents	L	T	P	Total Hours
I	**Colonial India: Background and Introduction** An Overview of economic structure and policies of pre-independence era, the laws of inheritance; socio-cultural attitudes and India's economic backwardness; drain theory; economic ideas of Ranade and Gandhi. National Income –trend and composition; Population–growth, age structure and sex composition; Changing occupational structure; Poverty.	12			12
II	**Agriculture** Agrarian structure and land relations; agricultural markets and institutions- credits and irrigation; Commercialization of agriculture- its causes and consequences; trends in performance and productivity; problem of rural indebtedness; famines; evolution of the food problem and policies.	10			10
III	**Industry and Transportation** The state of industrial development in mid-nineteenth century in India, the de-industrialization, emergence of modern capitalist industrial enterprise in India; constraints to industrial breakthrough; Transportation development and its impact – Railways, roadways and waterways.	11			11
IV	**Economy and State in the Imperial Context** The imperial priorities and the Indian economy - guided under-development of India under the British rule; Foreign capital in Colonial India; foreign trade-growth and composition, the nature and problem of public debt; government and fiscal policy.	12			12
TOTAL		45	-	-	45

Where, L: Lectures T: Tutorials P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: 40 Marks

- Two Internal Examinations - **20 Marks**
- Others (Any two) - **20 Marks**
  - Home assignment
  - Viva voce
  - Seminar
  - Group discussion
  - Quiz

Cognitive Mapping of COs with Bloom's Taxonomy:

Cognitive Knowledge Dimensions	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4				
Conceptual Knowledge		CO1, CO2, CO3, CO4	CO2, CO4	CO3, CO4	CO1, CO2, CO3, CO4	
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of COs with POs:

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	✓	✓	✓	✓	✓		✓	✓	✓	
CO2	✓	✓	✓	✓	✓			✓	✓	✓
CO3	✓	✓	✓	✓	✓		✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Suggested Readings:

- Lakshmi Subramanian, *"HistoryofIndia1707-1857",* Orient Blackswan, 2010, Chapter4.
- Sumit Guha, 1991, Mortality decline in early 20th century India, *Indian Economic and Social History Review (IESHR)*, pp 371-74 and 385-87.
- Tirthankar Roy, *The Economic History of India 1857-1947,* Oxford University Press, 3rd edition, 2011.
- J. Krishnamurty, *Occupational Structure,* Dharma Kumar (editor), The Cambridge Economic History of India, Vol.II, (hence forth referred to as CEHI), 2005, Chapter6.
- Ira Klein, 1984,When Rains Fail: Famine relief and mortality in British India, *IESHR*21.
- Jean Dreze, *Famine Prevention in Indiain Dreze and Sen(eds.) Political Economy of Hunger*, WIDER Studies in Development Economics, 1990,pp.13-35.
- John Hurd, *Railways*, CEHI, Chapter 8, pp. 737-761.
- RajatRay(ed.), *Entrepreneurship and Industry in India*, 1994.
- A.KBagchi,―Deindustrialization in India in the nineteenth century: Some theoretical implications, *Journal of Development Studies*, 1976.
- M.D Morris, *Emergence of an Industrial Labour Force in India*, OUP1965, Chapter11, Summary and Conclusions.
- K.N. Chaudhuri, *Foreign Trade and Balance of Payments*, CEHI, Chapter 10.
- B.R.Tomlison, 1975, *India and the British Empire 1880-1935*, IESHR, Vol.XII.
- Dharma Kumar, *The Fiscal System,* CEHI, Chapter 12.
- Basudev Chatterjee, *Trade, Tariffs and Empire*, OUP1992, Epilogue.
- Kaushal G*. Economic History of India –1757to1966*.Kalyani Publishers,1991.

Background reading for students:

- Irfan Habib, *Indian Economy 1858-1914* (APeoples' History of India), Vol.28, Tulika2006.
- Daniel Thorner, *Agrarian Prospect in India*, 1977.
- L. Visaria and P.Visaria, *Population*. CEHI, Chapter5.

FOUR YEAR UNDERGRADUATE PROGRAMME IN ECONOMICS (NEP)
DETAILED SYLLABUS OF 2nd SEMESTER

Course Title	**:**	**Introductory Macroeconomics**
Course Code	**:**	**ECOC2**
Nature of the Course	**:**	**Major**
Total Credits	**:**	**04**
Distribution of Marks	**:**	**60 (End Sem) + 40 (In-Sem)**

Course Objectives:

1. To help students know the meaning of macroeconomics and how the overall production of economy is computed;
2. To familiarize the students with concepts of aggregate demand and aggregate supply;
3. To introduce the students with the classical and Keynesian theories of employment and output determination;
4. To help students understand the meanings of money and other concepts related to money.

Course Outcomes: After successful completion of this course students will be able to-

CO1: Distinguish between different macroeconomic schools of thought and understand the fundamental objectives and scope of macroeconomics, laying the foundation for advanced macroeconomic analysis.

LO1.1: Differentiate between microeconomics and macroeconomics and understand the evolution of macroeconomics as a distinct field.

LO1.2: Explain the nature and scope of macroeconomics and identify the key objectives of macroeconomic study.
LO1.3: Compare and contrast the different schools of macroeconomic thought: classical, Keynesian, and monetarist.
LO1.4: Analyze the relationship between microeconomic thinking and macroeconomic models and discuss the balance between short-term stabilization and long-term economic growth.

CO2: Define national income and various accounting methods, and assess the limitations and significance of GDP as an indicator of economic health and social welfare.

LO2.1: Understand the importance of measuring economic activity and the various approaches to national income accounting.
LO2.2: Define and differentiate between GDP and GNP, and explain the concepts of stocks and flows.
LO2.3: Describe the circular flow of income in an economy and the methods of measuring GDP: income method, expenditure method, and value added method.
LO2.4: Evaluate the limitations of GDP as a measure of economic activity, including its relationship with the underground economy and social welfare, and understand the significance of sustainable accounting.

CO3: Analyze the components and determinants of aggregate demand and aggregate supply, and understand how these factors interact to influence overall economic activity.

LO3.1: Define aggregate demand and its components, and identify the determinants of consumption, government spending, firm investment, and net exports.
LO3.2: Explain the consumption function, including marginal propensity to consume (MPC) and average propensity to consume (APC), and the determinants of saving, including marginal propensity to save (MPS) and average propensity to save (APS).
LO3.3: Analyze the investment function and the factors that influence investment demand.
LO3.4: Describe the concept of aggregate supply, its determinants, and the factors that can shift the aggregate supply curve.

CO4: Critically evaluate the classical and Keynesian theories of output and employment determination, and apply these concepts to understand historical and contemporary economic fluctuations.

LO4.1: Understand the classical theory of output and employment determination and Say's law of markets.
LO4.2: Analyze the Great Depression of the 1930s and the failure of the classical school, leading to the Keynesian revolution.
Lo4.3: Explain the Keynesian theory, including the equality between output and aggregate demand, the concept of the multiplier, and the determination of equilibrium income.
Lo4.4: Discuss the changes in equilibrium income and the factors that can lead to such changes.

CO5: Explain the functions and types of money, determinants of money supply and demand, and the determination of equilibrium rate of interest.

LO5.1: Define money and its various functions, and describe the different types of money, including fiat money, fiduciary money, metallic money, and paper money.
LO5.2: Explain the supply of money and the role of the central bank, and understand the different measures of money as defined by the RBI.
LO5.3: Discuss the demand for money and the quantity theory of money, including the motives for holding money: transaction, precautionary, and speculative.
LO5.4: Analyze the determination of the equilibrium rate of interest using the Keynesian liquidity preference theory.

UNITS	CONTENTS	L	T	P	Total Hours
I	**Introduction** Microeconomics vs Macroeconomics; Evolution of Macroeconomics as a separate discipline; Nature and scope of macroeconomics; Schools of macroeconomic thought – the classical, the Keynesian and the monetarist; Microeconomic thinking and Macroeconomic models; Objectives of Macroeconomics – short term vs long run, economic growth vs stabilization	10			
II	**National Income Accounting** Measuring the value of economic activity and its importance; Meaning of GDP and GNP; Stocks and flows; Circular flow in an economy; Approaches to measuring GDP – Income method, expenditure method, and value added method; GDP deflator; Real GDP vs Nominal GDP; GDP and the underground economy; GDP and Social welfare; Sustainable accounting and its significance	12			
III	**Introduction to Aggregate Demand and Aggregate Supply** Concept of aggregate demand; Components and determinants of aggregate demand –consumption, government spending, firms' consumption, and net exports; Consumption function – MPC and APC; Saving – determinants of saving – MPS and APS; Investment – determinants of investment demand; investment function; Concept of Aggregate supply; determinants of aggregate supply; factors shifting aggregate supply	10			

IV	**Determination of output and employment** The classical theory of determination of output and employment; Say's law of markets; The Great Depression of 1930s – failure of classical school and the Keynesian revolution; the Keynesian theory – equality between output and aggregate demand, the concept of multiplier, equilibrium income, changes in equilibrium income	14			
V	**Introduction to money and theory of interest** Definition of money; Functions of money; Types of money – money in barter system, fiat money, fiduciary money, metallic money, paper money; Supply of money – Meaning and the role of central bank (money through credit creation not to be included), Vertical money supply curve, Measures of Money (RBI definitions); Demand for money – Meaning; The quantity theory of Money; Motives of demand for money – Transaction, Precautionary and Speculative; Determination of the equilibrium rate of interest – the Keynesian liquidity preference theory	14			
	Total	**60**			

Where, L: Lectures T: Tutorials P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: 40 Marks

- Two Internal Examinations - **20 Marks**
- Others (Any two) - **20 Marks**
  - Home assignment
  - Viva voce
  - Seminar
  - Group discussion
  - Quiz

Cognitive Map of Course Outcomes with Bloom's Taxonomy:

Cognitive knowledge dimension	Cognitive process dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge		CO1, CO2, CO3, CO4, CO5	CO3, CO4, CO5	CO3, CO4, CO5	CO3, CO4	
Procedural Knowledge		CO2, CO3, CO4, CO5	CO3, CO4, CO5	CO3, CO4,CO5		
Metacognitive Knowledge						

Mapping of COs with POs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	✓		✓				✓		✓	
CO2	✓	✓	✓	✓	✓	✓				
CO3	✓	✓	✓	✓			✓		✓	
CO4	✓	✓	✓	✓		✓	✓			
CO5	✓	✓	✓	✓	✓		✓		✓	

SUGGESTED READINGS:

- Dornbusch, R., Fischer, S. &Startz, R. (2018). *Macroeconomics* (12th ed.). McGraw Hill Education
- Froyen, R.T. (2014). *Macroeconomic Theories and Policies* (10th ed.). Pearson Education
- Mankiw, N.G. (2007). *Macroeconomics*(6th ed.). Worth Publishers
- Sikdar, S. (2006). *Principles of Macroeconomics*. Oxford University Press

FOUR YEAR UNDERGRADUATE PROGRAMME IN ECONOMICS (NEP)
DETAILED SYLLABUS OF 2nd SEMESTER

Title of the Course	**:**	**Elementary Macroeconomics**
Course Code	**:**	**MINECO2**
Nature of the Course	**:**	**Minor**
Total Credits	**:**	**04**
Distribution of Marks:		**60 (End Sem) + 40 (In-Sem)**

Course Objectives:

1. To help students know the meaning of macroeconomics and how the overall production of economy is computed;
2. To familiarize the students with concepts of aggregate demand and aggregate supply;
3. To introduce the students with the classical and Keynesian theories of employment and output determination; and
4. To help students understand the meanings of money and other concepts related to money.

Course Outcomes: After successful completion of this course students will be able to-

CO1: Describe the distinction between microeconomics and macroeconomics, including the development and objectives of macroeconomic theory.

LO1.1: Explain the distinctions between microeconomics and macroeconomics.

LO1.2: Trace the historical evolution of macroeconomics as a distinct discipline.

LO1.3: Identify and describe the primary schools of macroeconomic thought, including classical, Keynesian, and monetarist perspectives.

LO1.4: Discuss the objectives of macroeconomics in terms of short-term stabilization and long-term economic growth.

CO2: Gain a comprehensive understanding of how economic activity is measured and the significance of national income accounting.

LO2.1: Define and differentiate between GDP and GNP, including the concepts of stocks and flows.

LO2.2: Illustrate the circular flow of income in an economy.

LO2.3: Compare and contrast the income, expenditure, and value-added approaches to measuring GDP.

LO2.4: Evaluate the limitations of GDP as a measure of economic activity and its relationship to social welfare.

CO3: Define the concepts of aggregate demand (AD) and aggregate supply (AS) including the identification of factors responsible for the shifts of AD and AS.

LO3.1: Define aggregate demand and explain its components and determinants.

LO3.2: Analyze the consumption function, including the concepts of MPC and APC.

LO3.3: Discuss the determinants of saving and investment, including the functions of MPS, APS, and investment demand.

LO3.4: Explain the concept of aggregate supply and identify factors that cause shifts in the aggregate supply curve.

CO4: Compare and contrast the classical and Keynesian theories of output and employment determination and their relevance to economic equilibrium.

LO4.1: Describe the classical theory of output and employment determination and Say's law of markets.

LO4.2: Analyze the impact of the Great Depression on the classical school and the rise of Keynesian economics.

LO4.3: Explain the Keynesian theory of equilibrium between output and aggregate demand, including the concept of the multiplier.

LO4.4: Calculate equilibrium income and understand its implications for macroeconomic stability.

CO5: Elaborate the role of money in the economy, the various types and measures of money, and the causes and effects of inflation.

LO5.1: Define money and its functions, and differentiate between different types of money (fiat, fiduciary, metallic, paper).

LO5.2: Identify and explain the various measures of money supply (M0, M1, M2, M3, M4).

LO5.3: Discuss the quantity theory of money and its implications for prices and inflation.

LO5.4: Analyze the causes and types of inflation, its social costs and benefits, and the relationship between nominal and real interest rates.

UNITS	CONTENTS	L	T	P	Total Hours
I	**Introduction** Microeconomics vs Macroeconomics; Evolution of Macroeconomics as a separate discipline; Nature and scope of macroeconomics; Schools of macroeconomic thought – the classical, the Keynesian and the monetarist; Microeconomic thinking and Macroeconomic models; Objectives of Macroeconomics – short term vs long run, economic growth vs stabilization	9	1		10
II	**National Income Accounting** Measuring the value of economic activity and its importance; Meaning of GDP and GNP; Stocks and flows; Circular flow in an economy; Approaches to measuring GDP – Income method, expenditure method, and value added method; GDP deflator; Real GDP vs Nominal GDP; GDP and the underground economy; GDP and Social welfare;	12			
III	**Introduction to Aggregate Demand and Aggregate Supply** Concept of aggregate demand; Components and determinants of aggregate demand –consumption, government spending, firms' consumption, and net exports; Consumption function – MPC and APC; Saving – determinants of saving – MPS and APS; Investment – determinants of investment demand; investment function; Concept of Aggregate supply; determinants of aggregate supply; factors shifting aggregate supply	9	1		10
IV	**Determination of output and employment** The classical theory of determination of output and employment; Say's law of markets; The Great Depression of 1930s – failure of classical school and the Keynesian revolution; the Keynesian theory – equality between output and aggregate demand, the concept of multiplier, equilibrium income	12	2		14

V	**Introduction to money and inflation** Definition of money; Functions of money; Types of money – money in barter system, fiat money, fiduciary money, metallic money, paper money; Measures of Money – M0, M1, M2,M3, and M4; Quantity theory of money; Money, prices and inflation; Inflation – meaning, types and causes; social costs of inflation; Benefit of inflation; Interest rates – nominal vs real; Nominal interest rate and demand for money	12	2		14
	Total	**54**	**6**		**60**

Where, ***L: Lectures*** ***T: Tutorials*** ***P: Practicals***

MODES OF IN-SEMESTER ASSESSMENT: **40 Marks**

- Two Internal Examinations - **20 Marks**
- Others (Any two) - **20 Marks**
  - Home assignment
  - Viva voce
  - Seminar
  - Group discussion
  - Quiz

Cognitive Map of Course Outcomes with Bloom's Taxonomy:

Cognitive knowledge dimension	Cognitive process dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO1				
Conceptual Knowledge	CO1, CO2, CO3	CO2, CO3, CO4, CO5	CO3, CO5	CO3, CO4, CO5		
Procedural Knowledge		CO3, CO4, CO5	CO3, CO4	CO3, CO4, CO5	CO4, CO5	
Metacognitive Knowledge						

Mapping of COs with POs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	✓	✓	✓				✓	✓		
CO2	✓	✓	✓			✓	✓	✓	✓	
CO3	✓	✓	✓	✓			✓	✓	✓	
CO4	✓	✓	✓	✓				✓	✓	
CO5	✓	✓	✓	✓				✓	✓	

SUGGESTED READINGS:

- Dornbusch, R., Fischer, S. &Startz, R. (2018). *Macroeconomics* (12th ed.). McGraw Hill Education
- Froyen, R.T. (2014). *Macroeconomic Theories and Policies* (10th ed.). Pearson Education
- Mankiw, N.G. (2007). *Macroeconomics*(6th ed.). Worth Publishers
- Sikdar, S. (2006). *Principles of Macroeconomics*. Oxford University Press

FOUR YEAR UNDERGRADUATE PROGRAMME IN ECONOMICS (NEP)
DETAILED SYLLABUS OF 2ND SEMESTER

Course Title	**:**	**Contemporary Indian Economy**
Course Code	**:**	**GECECO2**
Nature of Course	**:**	**Generic Elective**
Total Credits	**:**	**03**
Distribution of Marks	**:**	**60 (End-Sem.) + 40 (In-Sem.)**

Course Objectives: The aim of this course is to acquaint the students with the contemporary issues of Indian Economy. Once the students complete the course, they will be able to deal with various issues related to Indian Economy which may help them in further academic endeavours.

Course Outcomes: On completion of this course students will be able to -

CO1: Analyze the key aspects of India's industrial policies, infrastructure development, and their impact on business performance.

L.O 1.1: Describe the changes in the New Industrial Policy and the impacts of public sector reforms, privatization, and disinvestment.

L.O 1.2: Evaluate the factors influencing the Ease of Doing Business in India and the performance of MSMEs.

L.O 1.3: Assess the role of MNCs in India's industrial development and initiatives like "Make in India."

L.O.1.4: Analyze the development of infrastructure sectors such as health, education, transportation, and power.

CO2: Understand and evaluate the fiscal and monetary policies of India, including recent reforms and their implications on the economy.

L.O. 2.1: Explain the key aspects of fiscal reforms including Public Debt Management, FRBM Act, and GST.

L.O. 2.2: Discuss the recommendations of the latest Finance Commissions and their implications.

L.O 2.3: Analyze the organization of India's money market and recent financial sector reforms.

L.O 2.4: Review the monetary policy of RBI, the role and functions of SEBI, and the changing roles of the Reserve Bank of India, foreign banks, and non-banking financial institutions.

CO3: Examine the direction, composition, and policies related to India's foreign trade and balance of payments since 1991.

L.O. 3.1: Analyze the direction and composition of India's foreign trade.

L.O. 3.2: Discuss the trends in India's balance of payments since 1991, focusing on current and capital account convertibility.

L.O. 3.3: Evaluate the trends and patterns of FDI and FPI in India.

L.O. 3.4: Explain India's EXIM policy and the new Foreign Trade Policy.

CO4: Analyze key socio-economic issues in India, including demographic trends, urbanization, the impact of COVID-19, and agricultural policies.

L.O 4.1: Discuss India's population policy and the concept of demographic dividend.

L.O4.2: Evaluate the state of human development in India and the initiatives for urbanization such as the Smart City Mission.

L.O. 4.3: Analyze the economic and social impact of the COVID-19 pandemic and initiatives like Atma Nirbhar Bharat Abhiyan.

L.O 4.4: Examine agricultural price policy, subsidies, the public distribution system, and initiatives like MGNREGA aimed at doubling farmers' incomes and promoting the non-farm sector.

UNITS	CONTENTS	L	T	P	Total Hours
I	**Industry, Business and Infrastructure** New Industrial Policy and changes; Public sector reforms; Privatization and Disinvestment. Ease of Doing Business; Performance of MSMEs; Role of MNC's in Industrial Development; Make in India, infrastructure development: Health, Education, Transportation and Power.	10			10
II	**Fiscal Policy and Monetary Policy** Fiscal Reforms - Public Debt Management; Fiscal Responsibility and Budget Management (FRBM) Act; GST, Recommendations of the latest Finance Commissions. Organisation of India's Money Market; Financial Sector Reforms; Review of Monetary Policy of RBI, Role and functions of SEBI in India; Changing roles of the Reserve Bank of India; Foreign banks and Non-banking Financial Institutions.	13			13
III	**Foreign trade** Direction and composition of India's Foreign Trade; Balance of Payments since 1991 (trends); Current and Capital Account Convertibility; FDI and FPI– Trends and Patterns; EXIM Policy, India's new Foreign Trade Policy	10			10
IV	**Other Relevant Issues** India's population policy; Demographic Dividend; human development in India. Urbanization and Smart City Mission; Impact of COVID-19 Pandemic; *Atma Nirbhar Bharat Abhiyan* Agricultural Price policy and Subsidies; Public Distribution System; Doubling Farmers' Incomes , MGNREGA; Non-farm sector.	12			12
TOTAL		45	-	-	45

Where, L: Lectures T: Tutorials P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: 40 Marks

- Two Internal Examinations - **20 Marks**
- Others (Any two) - **20 Marks**
  - Home assignment
  - Viva voce
  - Seminar
  - Group discussion
  - Quiz

Cognitive Mapping of COs with blooms taxonomy						
Cognitive Knowledge Dimensions	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge	CO1,CO2, CO3,C04	CO1,CO2,CO 3, CO4			CO2	
Conceptual Knowledge		CO1,CO2,CO 3, CO4	CO4	CO1,CO3	CO2,CO3	
Procedural Knowledge				CO3	CO3	
Meta-Cognitive Knowledge						

Mapping of Course outcomes with Programme Outcomes:

POs/COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO I	✓	✓	✓	✓		✓	✓	✓	✓	✓
CO II	✓	✓	✓	✓		✓	✓	✓	✓	✓
COIII	✓	✓	✓	✓		✓	✓	✓	✓	✓
COIV	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Suggested Readings:

- Mishra S.K & V.K Puri (2001) "Indian Economy and –Its development experience", Himalaya Publishing House
- Dutt Ruddar and K.P.M Sundaram (2001): Indian Economy, S Chand & Co. Ltd. New 53 Delhi
- Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi.
- Rakesh Mohan, 2010, ―India's Financial Sector and Monetary Policy Reforms, in Shankar Acharya and Rakesh Mohan, (ed.), *India's Economy: Performances and Challenges: Development and Participation*, Oxford University Press
- Shankar Acharya, 2010, ―Macroeconomic Performance and Policies, in Shankar AcharyaandRakesh Mohan, (ed.), *India's Economy: Performances and Challenges: Development and Participation*, Oxford University Press
- Pulapre Balakrishnan, Ramesh Golait and Pankaj Kumar, 2008, ―Agricultural Growth in India Since1991,*RBI DEAP Study no.27*
- Kunal Sen, 2010,―Trade, Foreign Direct Investment and Industrial Transformation in India, ïn Premachandra Athukorala,(ed.), *The Rise of Asia*, Routledge
- Frankel Francine R., (2004), India's Political Economy, Delhi. OUP Jenkins Rob, 2000, Economic Reform in India, Cambridge, CUP

- J. Dennis Rajakumar, 2011,―Size and Growth of Private Corporate Sector in Indian Manufacturing, *Economic and Political Weekly,* April
- Arvind Subramanian*, India'sTurn, Understanding The Economic Transformation*, Oxford University Press.
- Jalan, B. (1996), India's Economic Policy- Preparing for the Twenty First Century, Viking, New Delhi
- Joshi Vijaya and L.M.D. Little, (1998), India's Economic Reform 1991-2001, Delhi
- Kaushik Basu, (ed.), *India's Emerging Economy, Performance and Prospects in the 1990's and Beyond,* Oxford University Press
- Kapila Uma: Indian Economy: Policies and Performances, Academic Foundation
- Mukharji Rahul (ed.) (2007), India's Economic Transition: The Politics of Reforms, edited by Rahul Mukherji, Oxford University Press , New Delhi
- Stuart and John Harris, (2000), Reinventing India, Cambridge Polity
- Relevant institutional reports and policy documents (latest)

11. UNESCO, ***Inequalities and Educational development***, Paris, ANIIEP Seminar, UNESCO, 1982.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH201: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to:

1. Explain the concept, nature, scope and uses of psychology in Education.
2. Explain the influence of growth and development in education.
3. Describe the meaning, concept, variables, types and theories of learning.
4. Discuss the concept and theories of intelligence and creativity.
5. Explain the meaning, concept, factors and theories of personality.
6. Describe the concepts of mental health and mental hygiene, measures of mental health in school.

Course Content

Unit	Content	Marks	L	P	T
I	**PSYCHOLOGY AND EDUCATION** Meaning and nature of psychology 1.1 Schools of Psychology: • Behaviourism • Structuralism • Functionalism • Gestalt Psychology • Psycho-analysis • Constructivism 1.2 Meaning, nature and scope of Educational Psychology 1.3 Importance of Educational Psychology in classroom teaching	20	(17) 1 2 2 2 2 2 2 2 1 1		3
II	**LEARNING AND MOTIVATION** 2.1 Meaning and nature of learning. 2.2 Factors of Learning: Home, School, Mass Media, Intelligence 2.3 Variables of learning: personal, subject matter and method variables 2.4 Types of learning: cognitive, affective and psycho-motor learning 2.5 Theories of learning: Thorndike's theory of learning, Classical Conditioning, Operant Conditioning and Gestalt theory 2.6 Thorndike's Laws of learning 2.7 Motivation: Meaning and role in learning. 2.8 Maturation: Meaning and role in learning 2.9 Transfer of learning: intra and inter transfer, Positive, negative, Zero, bilateral, Horizontal and vertical, 2.10 Attention and Interest: Meaning and role in learning 2.11 Memory and Learning	20	(18) 1 1 2 1 2 2 2 1 2 2 1 1		3
III	**INTELLIGENCE AND CREATIVITY** 3.1 Meaning and nature of intelligence 3.2 Factors of Intelligence: Heredity and Environment 3.3 Theories of intelligence: Monarchic theory, Spearman's two factors theory, Multifactor theory, Group factor theory and Guilford's Structure of Intellect (SoI) 3.4 Concept of Emotional Intelligence 3.5 Creativity: Meaning and nature 3.6 Process and Product of creativity 3.7 Stages of Creativity: Preparation, Incubation, inspiration, revision and verification 3.8 Nurturing Creativity in Classrooms 3.9 Meaning and nature of gifted children, difference between creativity and giftedness 3.10 Education of Exceptional children: Gifted and Slow learner, Educable, trainable, mentally challenged.	20	(15) 1 1 3 2 1 2 1 2 2		4

IV	**PERSONALITY AND MENTAL HEALTH** 4.1 Meaning and Characteristics of personality 4.2 Factors of personality ▪ Physical. ▪ Mental. ▪ Social. ▪ Emotional. 4.3 Type Theories of Personality. - Hippocrates, Sheldon, Kretchmer, Spranger and Jung 4.4 Trait theories of personality: Cattel and Eysenck 4.5 Concept of balanced mature personality 4.6 Concept of mental health and mental hygiene 4.7 Adjustment mechanism: Fantasy, Compensation, Identification, Rationalization and Sublimation 4.8 Concept of Instinct and Emotion. 4.9 Some educationally significant instincts and provisions for their training (Curiosity, Acquisition, Self assertiveness, Herd Instincts, Sex Instincts). 4.10 Relation between Instincts and Emotion. 4.11 Importance of Emotional training in the classroom**.**	20	(20) 1 1 1 1 2 1 1 2 1 2 2 1 2 1 1		4
	Total	80	70		14

In-semester Assessment: **Marks 20**

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5

a. Group discussion on any one of the topics of the course.
b. Seminar on any one of the topics of the course.
c. Debate on any one of the topics of the course.
d. Assignment on any one of the topics of the course.

B. Sessional Tests: **Marks 10**

C. Attendance: **Marks 5**

Suggested Readings:

1. Chauhan, S.S. (1978). Advanced Educational Psychology. Vikas Publishing House Pvt. Ltd., New Delhi.
2. Kupaswami, Educational Psychology, New Delhi
3. Kundu & Tutu, Educational Psychology, New Delhi
4. Mangal S.K. (1974). Educational Psychology. Tandon Publications, Ludhiana
5. Mohanty, M.S.(1993). Educational Psychology & Statistics. Shri Durga Pustak Bhandar, Sambalpur.
6. Morgan, C.T., King, R.A. and Schopler, J. (1993). McGraw Hill Publishing Company Ltd., New York.
7. Rastogi. Educational Psychology
8. Safaya & Bhatiya, Educational Psychology, New Delhi.
9. Sorenson, H. (1964). Psychology in Education. International Student Edition, McGraw hill Book Co., INC. New York.

10. Sing, A.K. (2013): The Comprehensive History of Psychology, Motilal Banarsidass Publishers Pvt. Ltd. Delhi.
11. Chatterjee, S.K. (2000): Advanced Educational Psychology, published by Books and Allied(p) Ltd. 8/1 Chintamoni Das Lane ,Calcutta 700 009 (India).

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH202: EDUCATIONAL ADMINISTRATION AND MANAGEMENT
CREDT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcomes:

On completion of the course, learners will be able to-

1. define the concept of Educational Management.
2. describe the types of management and modern trends of Educational management.
3. define the concept of educational leadership
4. explain the principles of educational leadership

5. describe the styles of leadership and its implication in educational leadership.
6. define the concept of educational planning and its importance
7. analyze the role and importance of educational supervision
8. suggest measures to ensure quality in educational management.

Course content

Unit	Content	Marks	L	T
I	**Educational Management And Administration**	**16**	**(14)**	**3**
	1.1 Meaning, Nature & Scope of Educational Management		3	
	1.2 Functions of Educational Management		1	
	1.3 Types of Educational Management		3	
	1.3.1 Centralized and decentralized			
	1.3.2 External and Internal			
	1.3.3 Authoritarian/autocratic/ democratic			
	1.4 Difference between Management and Administration		1	
	1.5 Management of Resources in Educational Institutions-			
	1.5.1 Meaning and Types of resources: Human Resources, Material Resources and Financial Resources		3	
	1.6 Some modern trend of Educational Management		3	
	1.61. Management by Objectives			
	1.6.2 Total Quality management			
	1.6.3 SWOT analysis			
II	**Educational Leadership**	**16**	**(14)**	**3**
	2.1 Meaning and definitions of Educational Leadership		1	
	2.2 Nature of Educational Leadership		1	
	2.2 Function of Educational Leadership		1	
	2.3 Principles of Educational Leadership		1	
	2.4 Styles of Educational Leadership: Autocratic, Democratic and Laissez faire		3	
	2.5 Factors influencing leadership styles.		2	
	2.6 Essential qualities of an Educational leader		1	
	2.7 Leadership Development Programmes		2	
	2.8 Role of Educational Leader in ensuring quality of Education		2	
III	**Educational Planning**	**16**	**(14)**	**3**
	3.1 Meaning and Nature of educational planning		2	
	3.2 Scope of educational planning		1	
	3.3 Need of educational planning		1	
	3.4 Principles of educational planning		2	
	3.5 Types of Educational planning		4	
	3.5.1 long term planning			
	3.5.2 short type planning			
	3.5.3 grass-root level planning			
	3.5.4 institutional planning			
	3.6 Factors affecting educational Plan		2	
	3.7 Concept and importance of School Development Plan		2	
IV	**Educational Supervision**	**16**	**(12)**	**2**
	4.1 Concept and Characteristics of Educational Supervision		2	
	4.2 Objectives of Educational Supervision		1	
	4.3 Scope of Educational Supervision		1	
	4.4 Functions of Educational Supervision		2	

	4.5 Difference between Supervision and Inspection 4.6 Factors influencing effectiveness of supervision 4.7 Qualities of a Good Educational Supervisor 4.8 Problems of conducting educational Supervision		1 2 1 2	
V	**Management issues in Educational finance** 5.1 Meaning of educational finance 5.2 Nature and scope of educational finance 5.3 Principles of managing educational finance 5.4 Role of finance committee 5.5 Maintenance of records in educational finance 5.6 Use of computer in management of finance 5.7 Budget: concept and components, process of preparing institutional budget 5.8 Sources of Educational Finance: 5.9 Public Private Partnership in financing Education	**16**	**(16)** 1 2 2 1 2 1 3 2 2	**3**
	Total	**80**	**70**	**14**

In-semester Assessment: **Marks 20**

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5

a. Organize debate or discussion on the issues like Educational supervision, educational leadership, trends of educational management or any suitable topic.
b. Presentation of Seminar paper on the issues of Educational management.
c. Prepare a sketch of Institutional plan for any educational institution.
d. Prepare a hypothetical budget for any educational institution.
e. Visit the accounts & finance office of your college and prepare a list of all financial files and documents maintained.

B. Sessional Test **Marks 10**

C. Attendance: **Marks 5**

SUGGESTED READINGS:

01. Bala, Rajni, ***Educational supervision Theories and Practices***, alfa publications: New Delhi, 2006
02. Bhatnagar, S & P.K.Gupta: ***Educational Administration and management***, R. lall. Book Depot, Meerut, 2010
03. Burton, Jene, ***Management Today- Principles and Practice***, Tata McGrow Hill Publishing Company Ltd: New Delhi, 2002.
04. Bush, Tony, ***Theories of Educational Leadership and Management***, SAGE Publications: New Delhi, 2003.
05. Chandan, J. S., ***Management Concept and Strategies***, Vikash Publishing House Pvt. Ltd.: New Delhi, 2002.
06. Chalam, K.S. ***Educational planning- An introduction***, Visalandhara Publishing House, Visakhapatanam, 1985.

07. Garg, V.P.: ***Economics of Education***, Metropolitan, New Delhi – 110002
08. Kalwar, M. C. and Ratikanta Pathak, ***Principle of Bussiness Management***, Abhilekh Publication and Production: Guwahati, 2005.
09. Kumar, Rajendra C., ***The Leadership in Management***, A. P. H. Publishing Company: New Delhi, 2007.
10. Mehorotra, Anju, ***Leadership styles of Principals***, Mittal publications: New Delhi, 2005.
11. Mishra, R. C. ***Theory of Education Administration***, A. P. H. PublishingCorporation: New Delhi, 2007.
12. NEUPA, *Model Education Code: Practices and Processes of school Management*. 2015.
13. NEUPA, ***Concepts and Terms Used in Educational Planning and Administration***, 2013.
14. NEUPA, ***Secondary Education Planning and Appraisal Manual***, 2012
15. Rao, V. S. P. and V. Harikrishna, ***Management Text and Cases***, Excel Books: New Delhi: 2002.
16. Safaya R.N. and B.D. Shaida: ***School Administration and Organization***, Dhanpat Rai and Sons, New Delhi.
17. Sidhu, K.S.: ***School Organization and Administration***, Sterling Publication Pvt. Ltd. New Delhi – 110016

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH301: GREAT EDUCATORS AND EDUCATIONAL THOUGHTS
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcomes: After completion of the Course, the students will be able to-

1. describe the contribution of the given philosophers in the domain of education
2. explain the relevance of the educational thought of the given philosophers

Course Contents:

Unit	Content	Marks	L	P	T

I	**ANCIENT INDIAN EDUCATORS AND EDUCATIONAL THOUGHTS** 1.1 Shankaracharya: • Basic tenets of Shankaracharya's Advaita Vedanta • Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Shankar's educational philosophy 1.2 Yagyavalkya: • Yagyavalkya and Indian Idealism (concept of soul and absolute soul) • Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Yagyavalkya's educational philosophy 1.3 Sankardeva • Sankardeva's philosophy of life • Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Sankardeva's educational philosophy • Institutions and means of education	16	(12) 1 3 1 3 1 2 1		3
II	**MODERN INDIAN EDUCATORS AND EDUCATIONAL THOUGHTS** 2.1 Rabindra Nath Tagore • Tagore's philosophy of life • Basic principles of Tagore's educational philosophy • Aims of education, curriculum, methods of teaching and discipline in Tagore's educational philosophy • Evaluation of Tagore's philosophy of education 2.2 Vivekananda: • Vivekananda's philosophy of life • Basic principles of Vivekananda's educational philosophy • Concept of Man making and Nation building education • Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Vivekananda's educational philosophy • Evaluation of Vivekananda's philosophy of education 2.3 M. K. Gandhi • Gandhi's philosophy of life • Basic principles of Gandhi's educational philosophy	16	(19) 1 1 3 1 1 1 1 3 1 1 1		3

	• Concept and background of Basic education • Aim of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Gandhi's educational philosophy • Relevance of Gandhi's philosophy of education		1 2 1		
III	**WESTERN EDUCATORS AND EDUCATIONAL THOUGHTS (Idealist and Naturalist thinkers)** 3.1 Plato • The sources of knowledge • Plato's philosophy of life • Functions of education according to Plato • Forms and programmes of education according to Plato • Impacts of Plato's Idealism in present education 3.2 Jean Jacques Rousseau • Naturalism of Rousseau • Negative education of Rousseau • Stages of human development according to Rousseau • Aims of education, curriculum, methods of teaching, place of a child and discipline in Rousseau's educational philosophy • Impact of Rousseau's Naturalism in present education	16	(14) 1 1 1 2 1 1 2 1 3 1		2
IV	**WESTERN EDUCATORS AND EDUCATIONAL THOUGHTS (Pragmatist, Existentialist and Modern thinkers)** 5.1 John Dewey • Dewey's Experimental school • Concept of education according to Dewey • Aims of education, curriculum, methods of teaching, place of a child, place of a teacher and discipline in Dewey's Pragmatism • Relevance of Dewey's Pragmatism 5.2 Jacques Derrida • Concept of Deconstruction • Derrida's basic ideas on education • Derrida's reaction to Rousseau's Naturalism and Idealism 5.3 Jean Paul Sartre • Sartre's Philosophy of life • Sartre's idea of freedom and individualism • Educational implications of these two ideas	16	(14) 1 1 3 1 1 1 2 1 2 1		3

V	**ALTERNATIVES IN EDUCATION AND THE THINKERS** 5.1 Ivan Illich • Illich's criticism of present education • Concept of de-schooling of Illich • Illich's educational thoughts • Relevance of Illich's thought 5.2 Paulo Freire • Freire's criticism of present education • Freire's alternative thoughts to present education • Relevance of Freire's thoughts	16	(11) 1 1 2 2 1 2 2		3
	Total	80	70		14

In-semester Assessment: **Marks 20**

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5

a. Group discussions on the educational thoughts of the given philosophers.

b. Debates on the relevance of the educational thoughts of the given philosophers.

c. Presentation of seminar papers on the educational thoughts of the given philosophers.

d. Assignment on any topic of the course.

B. Sessional Test: **Marks 10**

C. Attendance: **Marks 5**

Suggested Readings:

1. Adhiswarananda, S. (2006). *Vivekananda World Teacher.* New Delhi: Rupa.
2. Agarwal, Somnath, (2007). *Philosophical Foundation of Education.* Delhi: Authorspress
3. Bhatia, K. and Baldev Bhatia, (1994). *The Philosophical and Sociological Foundation of Education.* Delhi: Doaba House.
4. Chandra, S. S. & R. K. Sharma (2006). *Philosophy of Education*. Delhi: Atlantic Publisher.
5. Dewey John (2014). Democracy and Education. New Delhi: Aakar Books
6. Dewey John (1941). *Schools and Society.* New York: George Putnam Sons.
7. Flew, Antony (1989). An Introduction to Western Philosophy: Ideas and Argument from Plato to Popper. London: Thames & Hudson Ltd.
8. Freire, Paulo, (1972). *Pedagogy of the Oppressed*. Penguine Books.
9. Gandhi, M. K. (1977). *The Collected Works.* Ahmedabad: Navajivan.
10. Gandhi, M. K. (1962). *True Education.* Ahmedabad: Navajivan.
11. Illich, Ivan, (2012). *Deschooling Society*. Marion Books: Newyork.
12. Rusk R, Robert (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.

13. Sengupta, Ira(2012). *A Short History of Western Philosophy*. Kolkata: New Central Book Agency.
14. Singh, Y. K. (2007). *Philosophical Foundation of Education*. APH Publishing Corporation.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH302 : MEASUREMENT AND EVALUATION IN EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to:

1. explain the meaning, nature, scope, need and types of measurement and evaluation in education.
2. describe the meaning of psychological tests, their characteristics and process of construction.

3. describe some specific tools to measure achievement, intelligence, personality and aptitude.
4. describe the meaning and nature of different statistical measures.
5. use statistics in measurement and evaluation in education

Course Content:

Unit	Content	Marks	L	P	T
I	CONCEPT OF MEASUREMENT AND EVALUATION IN EDUCATION: 1.1 Meaning, nature, scope and importance of Measurement and Evaluation in Education 1.2 Relation between Measurement and Evaluation 1.3 Psychological and Physical Measurement 1.4 Principles of Evaluation 1.5 Continuous and Comprehensive Evaluation 1.6 Formative and Summative Evaluation 1.7 Diagnostic and Prognostic Evaluation	16	(12) 3 1 1 2 1 2 2		1
II	**PSYCHOLOGICAL TESTS**: 1.1 Meaning of Psychological Test 1.2 Classification of tests: **a) On the basis of the administrative conditions**: Individual test and Group test **b) On the basis of scoring:** Objective test and Subjective test **c) On the basis of the time limit for response:** Power test and Speed test **d) On the basis of the nature of items:** Verbal test, Nonverbal test and performance test **e) On the basis of the nature of response:** Oral test and written test; Selection type and Supply type tests **f) On the basis of objectives:** Intelligence test, Achievement test, Aptitude test and Personality test **g) On the basis of standardization**: Teacher-made test and Standardized test 2.3.Characteristics of a good test: Objectivity, Reliability, Validity, Norms and Administerability	16	(12) 1 5 6		1
III	**SOME SPECIFIC PSYCHOLOGICAL TESTS**: 3.1 **Achievement Test**: Construction and Standardization of Teacher-made test and Standardized test (Preparation of Design and Blue-print, Item writing, Item analysis, Estimating reliability, validity and norms) 3.2 **Intelligence Test**: Binet-Simon Scale and its different revisions (1905, 1908, 1911, 1966, 1937) 3.3 **Aptitude Test:** Differential Aptitude test, Specific Aptitude Tests (Artistic Aptitude Test and Professional Aptitude Test) 3.4 **Personality Assessment**: a) Self report	16	(14) 3 3 3 5		2

	inventories, b) Observational methods and c) Projective Techniques: Word Association test, Rorschach Inkblot test and Thematic Apperception Test (TAT)				
IV	**STATISTICS IN EDUCATION:** 4.1 **Educational Statistics**: Meaning, nature and scope 4.2 **Types of data**: Enumeration and Measurement data, Grouped data and Ungrouped data 4.3 **Measures of Central Tendency**: Mean, Median and Mode; their relative merits and demerits, computation and application in education 4.4 **Measures of Variability**: Range, Quartile Deviation, Mean Deviation and Standard Deviation; their relative merits and demerits, computation and application in education	16	(16) 1 1 6 8		5
V	**PRESENTATION OF DATA:** **5.1 Variable:** Concept, Discrete and Continuous variables **5.2 Graphical representation of Data and its uses**: Pie-diagram, Bar diagram, Histogram, Frequency polygon, Cumulative Frequency Curve and Ogive. **5.3 Normal Probability Curve**: Properties and uses of Normal Probability Curve; Divergence from normality – Skewness and Kurtosis. **5.4 Correlation**: Positive and Negative Correlation; Computation of Coefficients of Correlation by Rank Difference method and Product Moment method (only for ungrouped data)	16	(16) 1 6 5 4		5
	Total	80	70		14

In-semester Assessment: **Marks 20**

A. Sessional Activities (The teacher may assign and assess any one of the following):Marks:5

a. Preparation of Design and Blue Print of an Achievement Test (Question Paper)
b. Preparation of an Achievement Test (Question Paper).
c. Organization and graphical representation of data on achievement of students collected from schools.
d. Computation of Measures of Central Tendency of data on achievement of students collected from schools.
e. Computation of Measures of Variability of data on achievement of students collected from schools.
f. Preparation of a questionnaire and / or Interview schedule.

B. Sessional Tests: **Marks 10**

C. Attendance: **Marks 5**

Suggested Readings:

1. Anastasi A and Urbina S., ***Psychological Testing***, PHI Learning Private Limited New Delhi-110001, 2012
2. Aron A., Aron E. A. and Coups E., ***Statistics for Psychology***, Pearson Education, Inc. and Dorling Kindersley Publishing, Inc., NewDelhi, First Impression 2007
3. Asthana & Agarwal: ***Measurement & Evaluation in Psychology and Education***.
4. Bhuyan, S. and Bhuyan, N. ***Soikhik Porimapon aru Soikhik Porisankhya Bigyan***
5. Ebel, R.L.: ***Measuring Educational Achievement ;*** Prentice Hall of India Pvt. Ltd, New Delhi

6. Freeman Frank S. , ***Theory & Practice of Psychological Testing; New Yark;Holt, Rinehart & Winston***
7. Garrett, Henry E and Woodworth R.S., - ***Statistics in Psychology and Education***, Vakils, Feffer and Simons Ltd, Bombay -38, 1981.
8. Guilford J.P. - ***Fundamental Statistics in Psychology and Education***, McGraw Hill Book Company Inc. New York, 1956
9. Minden Dr Jack Jr Van, ***All About Psychological Tests and Assessment Centres,*** Indiana Publishing House, New Delhi-110002, First Indiana Edition 2008
10. Rajput, S., Singh, A., Pandit, B.L., Tiwari, A.D. and Kumar, S. , ***Handbook on Paper Setting***, NCERT, 2002
11. Sarmah, H.K. ***Parisankhys Bigyan aru Manoboigyanic Parimapan***
12. Sarmah, M.K. ***Saikhik Porimapon aru Porisankhya Bigyan***
13. Sibia A., ***Valuing Teacher Questioning***, NCERT, New Delhi-110016, 2002
14. Singh A., ***Instructional Objectives of School Subjects***, NCERT, New Delhi-110016, 2004
15. Singh A.K.: ***Tests, Measurement and Research Methods in Behavioural Science***; Bharati bhawan , Patna -800003, 2012 print
16. Thorndike , R.L. & Hagen , E.P: ***Measurment & Evaluation in Psychology & Education***; John Wiley & Sons; New York.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH303: EXPERIMENTAL PSYCHOLOGY AND LABORATORY PRACTICAL
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to :

1. explain the concept, scope and need of Experimental psychology.
2. conduct and report of psychological experiments.

3. describe the meaning and nature of memory, Immediate memory, memory span and its related practical.
4. explain the concept of attention, span of attention and its related practical.
5. explain the concept, theories and methods of learning and its related practical.
6. state the concept of personality, different techniques of personality testing and its related practical.
7. state the concept of intelligence, historical background of intelligence testing and its related practical.

Course content:

Unit	Content	Marks	L	P	T
I	Experimental psychology : 1.1. Meaning, nature and scope of experimental psychology. 1.2. Origin of psychological experiment. 1.3. Uses and Application of psychological experiments in the field of education. 1.4. Conducting and Reporting of psychological experiments. 1.5. Procedure of conducting and Reporting of Psychological Experiments. • Title. • Statement of objectives. • Hypotheses • Historical and theoretical background • Experimental Design. • Methodology and procedure. • Introspective Report. • Result, discussion, observation and Conclusion	15	(12) 1 1 2 2 4 1 1	(6) 6	
II	Memory : 2.1 Meaning and nature of memory 2.2 Types of memory (Long Term Memory & Short Term Memory) 2.3 Factors affecting memory 2.4 Memory span 2.5 Historical background of testing memory 2.6 Testing of Memory. **a)** Memory span for digits. **b)** Memory span for letters. **c)** Memory span for words and Non-sense syllables **d)** Recall and Recognition	13	(7) 1 2 2 1 1	(12) 12	
III	Attention : 3.1 Concept of attention 3.2 Types of attention (Selective attention, Alternating attention & Divided attention) 3.3 Conditions of attention		(9) 1 2	(6)	

	3.4 Span of attention 3.5 Historical and theoretical background of testing attention 3.6 Testing of attention a. Division of attention b. Span of apprehension c. Distraction of attention	12	2 1 1 2	6	
IV	Learning : 4.1 Concept of learning 4.2Types of learning (Visual, Aural,Verbal, Physical) 4.3 Historical background of testing learning 4.4 Testing of learning a. Mirror Learning b. Maze learning c. Part and whole method d. Mass Vs Space practice	13	(7) 1 2 4	(12) 12	
V	Personality : 5.1 Concept of personality 5.2 Historical background of personality assessment 5.3 Different methods of assessment of personality (Subjective, Objective & Projective Method) 5.4 Testing of personality a. Rating scale b. Interview c. Rorschach Ink-blot Test d. Thematic Apperception Test e. Free and Controlled Association f. Free Vs Controlled Association	14	(8) 2 1 3 2	(12) 12	
VI	Intelligence : 6.1 Concept of Intelligence. 6.2. Historical background of intelligence Testing. 6.3. Testing of Intelligence a. Koh's Block Design Test. b. Alexander's Pass Along Test c. One Group Intelligence Test(Linguistic Intelligence)	13	(5) 2 2 1	(16) 16	
	Total	80	48	64	

In-semester Assessment: **Marks 20**

A. Sessional Activities (The teacher may assign the following): **Marks: 3+2=5**

a. Assignment on any theoretical component of the course.

b. Assessment of the laboratory note books

B. Sessional Test (the students will conduct any of the experiments/tests to be decided by lottery) Marks 10

C. Attendance: Marks 5

End semester assessment: End semester assessment shall be conducted by a team of external and internal examiners. The distribution of marks will be as follows:

a. One Experiment	Marks: 25
b. One Test	Marks: 25
c. Laboratory Note book	Marks: 10
d. Viva voce	Marks: 20

Suggested Readings:

1. Anastasi, Anne, Urbina, Susana, *Psychological Testing*, Prentice Hall of India Pvt., New Delhi.

2. Deka, B & Ali, L. *Educational Measurement of Psychological Practicals*, Banalata Guwahati.

3. Mathur, S.S., *Educational Psychology*, agarwal Publication, Agra-2.

4. Mahanta, Anita, *Manobigyan Aru Parisankhya Bigyanar Abhikhyasamuh*, Saraswati Prakashan, Golaghat.

5. Saikia R.L., *Psychological and Statistical Experiments in Education* ,Saraighat Printers M.C. Road, Guwahati, Assam.

6. Hussain Akbar, : Experiments in Psychology, published by Motilal Banarsidass, Delhi.

7. Mohsin, S.M. : Experiments in Psychology , published by Motilal Banarsidass, Delhi.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH401: EDUCATION IN PRE-INDEPENDENT INDIA
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to**:**

1. explain the concept of education in the context of Indian heritage.
2. describe the education in ancient India, particularly Vedic Education and Buddhist Education.
3. critically examine the education system in Medieval India.
4. evaluate the education system during British period with special emphasis on the commissions and committees.

Course Content:

Unit	Content	Marks	L	P	T

I	**Educational Heritage of India** 1.1 Education in Ancient India (Vedic and Buddhist Period) with special reference to its: - Salient Features - Aims and Objectives - System of Administration and Finance - Method of Teaching - Types of Organisation of Educational Institution - Curriculum - Teacher-Pupil Relationship - Women's Education during Vedic and Buddhist Period. 1.**2 Education in Medieval India** (**Islamic System of Education**) with special reference to its: - Salient Features. - Aims and Objectives. - System of Administration and Finance. - Types of Organisation of Educational Institution. - Curriculum. - Women Education during Islamic Period. **1.3 Comparison among the Vedic, Buddhist and Islamic education system.**	20	(17) 1 1 1 1 1 1 1 1 1 1 1 1 1 1 3		5
II	**Education during British Period** 2.1 Indigenous System of Education during British rule**:** - Meaning of indigenous education. - Types of indigenous educational institution. - Causes of downfall of Indigenous education. 2.2 Educational activities of Missionaries in India - The Portuguese - The Danish - The Dutch - The French - The British 2.3 Centres of Missionary Education in India. 2.4 Educational activities of Missionaries in Assam 2.5 Educational activities of East India Company - Charter Act, 1813 - Orientalist and Anglicist Controversy - Macaulay's Minute, 1835 - Bentinck's declaration of educational policy	20	(18) 1 2 1 1 3 1 1 2 2 2 1 1		3
III	**Growth and Development of Education from 1854 to 1921** 3.1 Wood's Despatch 1854	20	(19) 2		2

	- Background of the Despatch. - Recommendations. - Assessments of Wood Despatch. 3.2 Hunter's Commission, 1882 - Background for setting up of the commission. - Recommendations (Primary, Secondary Higher, Indigenous education, Grant in aid, Women education). - Assessment of Hunter Commission 3.3 Lord Curzon's Educational Policy - Shimla Educational Conference - Curzon's Policy on Primary education - Curzon's Policy on Secondary education - Curzon's Policy on Higher education 3.4 The Indian University Commission, 1902 3.5 University Act, 1904 3.6 National Movement / Rise of Nationalism 3.7 Gokhale's Bill on Primary Education (1910-12) 3.8 Government resolution on Educational policy, 1913 3.9 Calcutta University Commission, 1917		4 3 1 2 2 2 1 2		
IV	**Growth and Development of Education from 1921 to 1947** 4.1 Education under Dyarchy - Primary Education - Secondary Education -Expansion of education 4.2 Simon Commission 4.3 Government of India Act of 1921 4.4 Hartog Committee Report 1929 4.5 Wardha Scheme of Basic Education, 1937 - Wardha Education Conference 1937 - Salient features of Basic Education - Causes of failure of this education in India 4.6 Wood Abbot Report 1937 4.7 Sargent Committee Report, 1944 - Recommendations on Pre-primary, Primary, Secondary, University, teacher training, technical and vocational education - Assessment of the Sargent Committee Report	20	(18) 3 1 1 2 1 2 1 2 4 1		2
		80	72		12

In-semester Assessment: **Marks 20**

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5

a. Group discussions on Indian Education during Vedic, Buddhist and Islamic period.
b. Debate on controversies and issues of education in different periods.
c. Report on institutions having indigenous features.
d. Assignment on any one of the contents of the course.

B. Sessional Test **Marks 10**

C. Attendance: **Marks 5**

SUGGESTED READINGS:

1. Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt. Ltd.
2. Aggarwal, J.C. (). Development of Educational System in India, New Delhi : Shipra Publications
3. Altekar, A. S. (2001). Education in Ancient India, Isha Book
4. Bhatia, R.L., & B.N. Ahuja (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
5. Baruah, Jatin, (2008). *Bharatar Sikhar Itihasar Adhayan.* Guwahati: Lawyers' Book Stall.
6. Chand, J. (). Education in India during British Period, New Delhi : Shipra Publications
7. Chand, J. (). Education in Ancient and Medieval India, New Delhi : Shipra Publications
8. Chaube, S.P. (1980). History and Problems of Indian Education, Agra: Agarwal Publications
9. Chaube, S.P and A. Chaube (1999). Education in Ancient and Medieval India, New Delhi : S. Chand
10. Chatterjee, Mitali (1999). Education in Ancient India, : D. K. Printworld (P) Ltd.
11. Keay, F. E. (1918). Ancient Indian Education (Origin, Development and Ideals). Oxford University Press
12. Nayak, B.K. (2012). History Heritage and Development of Indian Education .New Delhi: Axis Books Pvt.Ltd.
13. Nurullah, S. and Naik, J. P. (2016) . A Students' History of Education in India (1800-1973). Bombay: Macmillan India Ltd.
14. Nurullah , S. & J. P. Naik, J.P (1971).A History of Education in India (during the British Period), 2 rep. Macmillan India Ltd
15. Mazumder, N. N. (). A History of Education in Ancient India – Primary Source Edition, Nabu Press
16. Mukharjee, S.N. (2014). Education in India Today and Tomorrow, Vinod Pustak Mandir.
17. Purkait, B. R (2012). Milestones in Modern Indian Education, New Delhi : New Central Book Agency (P) Ltd.
18. Rajput, J. S. (2004). Encyclopaedia of Indian Education , New Delhi : NCERT
19. Rawat, P.L., (n.d.). History of Indian Education, Agra: Ram Prasad & Sons.
20. Sarma, M.K. (2013). *Bharatar Sikhar Itihas*, Dibrugarh: Banalata.
21. Sarma, Deka, Mishra & Chakravarty. (0000) *Snatak Mahalar Bharatar Sikhar Itihas***,** Guwahati
22. Sharma, R. N. & R. K. Sharma, (2004). History of Education in India. Atlantic

23. Sharma, T.K. (2008) . *Bharatar Sikha Bikasar Ithihas aru Samasyawli.* Dibrugarh: Banalata.
24. Sharma, T.K & Goswami, R.K. (2009). *Bharatar Sikhar Buranjee*. Dibrugarh: Banalata.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH402: TECHNIQUES OF TEACHING
CREDIT: 4
[Marks: 60 (In-semester: 12; End-semester: 48)]

Expected Learning Outcome: On completion of the course, the students will be able to:

1. explain the meaning and nature of teaching.
2. describe the principles of teaching and learning.
3. describe the role of teacher at different phases of teaching.
4. explain the importance of planning lessons in teaching-learning process.
5. describe the concept of teaching skills and the stages of microteaching cycle.
6. state the objectives of teaching different subjects in Elementary and Secondary levels.
7. describe different methods and approaches of teaching.

Course Content:

Unit	Content	Marks	L	P	T
I	**THE TEACHING-LEARNING PROCESS:** 1.1 Meaning and nature of teaching 1.2 Evolving concept of teaching 1.3 Principles of teaching 1.4 Principles of learning 1.5 General maxims of teaching 1.6 Phases of Teaching: Role of teachers in Pre-active, Interactive and Post-active phases of teaching 1.7 Teaching behaviour: Authoritative, Democratic and Laissez-faire 1.8 Classroom problems of beginners	16	(14) 1 1 2 2 1 3 3 1		4
II	**PLANNING TEACHING**: 2.1 Lesson Plan: Meaning and importance 2.2 Herbartian steps of planning a lesson 2.3 Teaching Skills: Concept and components of the following skills: a) Introducing a lesson b) Blackboard writing c) Questioning (Fluency in questioning and Probing questioning) d) Stimulus variation e) Reinforcement f) Explaining g) Achieving closure 2.4 Microteaching: Concept, importance and Microteaching cycle 2.5 Objectives of teaching Language, Social Science, Science and Mathematics at Elementary and Secondary levels	16	(14) 1 1 1 1 2 1 1 1 1 2 2		5
III	**METHODS AND APPROACHES OF TEACHING**: 3.1 Teacher-centred and Learner-cantered methods 3.2 Play-way method 3.3 Activity method 3.4 Discussion method 3.5 Inductive-Deductive method 3.6 Heuristic method 3.7 Problem solving method 3.8 Project method 3.9 Methods of teaching language: Grammar translation method, Direct method, 3.10 Teaching approaches : Structural approach and communicative approach	16	(14) 2 1 1 1 1 1 1 1 3 2		5
	Total	48	42		14

In-semester Assessment: **Marks 12**

A. **Sessional Activities (The teacher may assign and assess any one of the following): Marks: 3**

a. Preparation of **a lesson plan** using any of the following methods of teaching:

i. Play-way method
ii. Activity method
iii. Discussion method
iv. Inductive-Deductive method
v. Heuristic method
vi. Problem solving method

b. A Project on any topic from Elementary/ Secondary school level subjects.

B. **Sessional Tests:** **Marks 6**
C. **Attendance:** **Marks 3**

Suggested Readings:

1. Chauhan, S. S. (2008). *Innovations in Teaching Learning process*. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Deka, K.K. and Hazarika, M. (1996). *Anusikshan* (Micro-teaching). Dibrugarh: Banalata
3. Deka, K.K. and Hazarika, M. (1996). *SikshanAbhyasaruPathparikalpana (Teaching Practice and Lesson Planning)*. Dibrugarh: Banalata
4. Freire, Paulo, (1972). *Pedagogy of Oppressed.*Penguine Books
5. Govinda, R. (2011). *Why goes to school?: Exploring exclusion in Indian education.* Oxford University Press.
6. Hall, C., & Hall, E. (2003). *Human Relations in Education.*Routledge
7. Illich, Ivan, (2012). *Deschooling Society*. Marion Books: New York. (Republished)
8. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). *Models of Teaching*. New Delhi:Prentice Hall of India Pvt. Ltd.
9. Kumar, Krishna, (1991). *Political agenda of Education: Study of Colonialist and Nationalist Ideas.* Sage: New Delhi.
10. Kumar, Krishna, (1996). *Learning from Conflict*: Orient Longman: New Delhi.
11. Paintal, I. (1980). *Microteaching-A handbook for Teachers*. Delhi: OxfordbUniversity Press
12. Passi, B. K. (1976). *Becoming Better Teacher*. Baroda: CASE
13. Pathak, A., (2013). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness.* Aakar: Delhi. (Republished) published by Banalata, Dibrugarh in February, 1996.
14. Singh, L. C. & Joshi, A. N. (1990). *Microteaching in India-A Case Study*. New Delhi: NCERT

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH4020: TEACHING PRACTICE
CREDIT: 2
[MARKS: 40 (IN-SEMESTER: 8; END-SEMESTER: 32)]

Expected Learning Outcome: On completion of the course, the students will be able to:

1. demonstrate a few teaching skills in classroom.
2. integrate the teaching skills in real classroom situations.
3. prepare lesson plans for Microteaching and Practice teaching.

Course Content:

Unit	Content	Marks	L	P	T
I	**PRACTICE OF FOLLOWING TEACHING SKILLS THROUGH MICROTEACHING:** 1.1 Introducing a lesson 1.2 Blackboard writing	7		28	

	1.3 Questioning (Fluency in questioning and Probing questioning) 1.4 Stimulus variation 1.5 Reinforcement 1.6 Explaining 1.7 Achieving closure (A Record Book to record the practice of the skills and a Note Book with Microteaching lesson plans shall have to be maintained. Any one of the skills shall be demonstrated before the team of the examiners)	4			
II	**PREPARING LESSON PLAN AND PRACTICE TEACHING**: 2.1 A minimum of 2 (Two) Lesson Plans in each of the following 3 (three) categories will be prepared on any school subject: a) Knowledge lesson b) Skill lesson c) Appreciation Lesson (A Note Book will be maintained) 2.2 Teaching Practice (At least 6 lessons are to be practised in peer group. Any one lesson shall be demonstrated before the team of examiners)	4 12		28	
III	**Viva-voce**	5			
	Total	40		56	

In-semester Assessment: **Marks 8**

A. **Sessional Activities (The teacher may assign and assess any one of the following): Marks 2**

a. Observation of practice of the teaching skills
b. Preparation of the Lesson Plans (for Microteaching and Teaching Practice)
c. Observation of teaching practice

B. **Sessional Tests:** **Marks 4**

C. **Attendance:** **Marks 2**

End-Semester Evaluation: End semester evaluation shall be carried out by a team of examiners consisting of external and internal examiners.

Suggested Readings:

1. Deka, K.K. and Hazarika, M. (1996). *Anusikshan* (Micro-teaching). Dibrugarh: Banalata
2. Deka, K.K. and Hazarika, M. (1996). *SikshanAbhyasaruPathparikalpana (Teaching Practice and Lesson Planning)*. Dibrugarh: Banalata
3. Paintal, i. (1980). *Microteaching-A handbook for Teachers*. Delhi: OxfordbUniversity Press
4. Passi, B. K. (1976). *Becoming Better Teacher*. Baroda: CASE

5. Singh, L. C. & Joshi, A. N. (1990). *Microteaching in India-A Case Study*. New Delhi: NCERT

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH403: EDUCATIONAL TECHNOLOGY
CREDIT: 6
MARKS: 100 (IN-SEMESTER 20 AND END-SEMESTER 80)

Expected Learning Outcome: On completion of the course, the students will be able to:

1. describe the concept, nature and components of Educational Technology
2. distinguish between Educational technology and Instructional Technology
3. apply ICT in teaching learning
4. describe the concept, components and characteristics of communication
5. demonstrate the skills of effective communication
6. apply Models of teaching, personalized system of instruction, programmed learning in teaching learning.

Course Contents:

Unit	Topics	M	L	P	T
I	**Educational Technology** 1.1 Concept and nature of Educational Technology 1.2 Development of Educational Technology 1.3 Development of Educational Technology in India 1.4 Components of Educational Technology: Hardware, Software and Systems approach 1.5 Instructional technology 1.6 Difference between Educational Technology and Instructional Technology	16	(12) 2 2 2 3 2 1		3
II	**ICT in Education** 2.1 Concept and development of Information and Communication Technology (ICT) 2.2 Computer and its role in education 2.3 Application of ICT—Smart learning, smart classes, virtual classes, ICT in evaluation 2.4 E-learning 2.5 Internet and its application	16	(10) 3 2 2 1 2		3
III	**Communication and teaching learning** **3.1** Concept and nature of communication **3.2** Components of Communication **3.3** Classroom communication **3.4** Significance of communication in learning **3.5** Barriers of effective classroom communication **3.6** Steps for making communication effective **3.7** Qualities of a good classroom communicator	16	(15) 2 3 2 2 2 2 2		3
IV	**Instructional Techniques** 4.1 Models of teaching (Concept, characteristics and families) 4.2 Inquiry training model and Classroom meeting model 4.3 Personalized system of instruction 4.4 Computer assisted instruction (Meaning, nature, forms, merits and demerits) 4.5 Programmed learning (Meaning characteristics and types) 4.6 Open and Distance education: Concept and usefulness, application of technology in Open and Distance learning 4.7 Team Teaching (Group Discussion, Seminars & Symposium)	16	(19) 4 2 2 3 3 3 2		3
V	**Concept of Learning Resources** **5.1** Audio Visual learning resources and their Uses: Radio, Television, projector, film, film strips **5.2** Non projected learning resources and their Uses: Model, Chart, Globe, Map, Printed material **5.3** E- resources and their use **5.4** EDUSAT: functions **5.5** E-Pathshala: concepts and uses	16	(14) 3 4 1 1 1		2

	5.6 Open access resources: Concepts and uses. **5.7** Peer group and community as learning resource		2 2		
		80	70		14

In-semester Assessment: **Marks 20**

A. **Sessional Activities (The teacher may assign and assess any one of the following):** **Marks 5**

a. **Present a topic of their own choice by using interactive board.**
b. **Prepare a power point presentation including photo, text, video and audio and present before the classmates.**
c. **Prepare a teaching plan by using inquiry training model**
d. **Develop one non projected learning resource for teaching**
e. **Develop a video resource of teaching**
f. **Present a seminar paper by using e-resources on any one of the contents of the course.**

B. **Sessional Tests:** **Marks 10**
C. **Attendance:** **Marks 5**

Suggested Readings:

1. Allen, Dwight and Kevin Ryan (1969). *Micro Teaching.* London: Addison-Wesley Publishing Company.
2. Arulsamy, S. (2009). *Application of ICT in Education.* Hyderabad: Neelkamal.
3. Ashby, E. (1972). *The fourth Revolution: A Report and Recommendation by the Carnegle Commission of Higher Education*. New York: McGraw Hill Book Co.
4. Chauhan, S. S. (2008). *Innovations in Teaching Learning process*. New Delhi: Vikas Publishing House Pvt. Ltd.
5. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). *Models of Teaching*. New Delhi:Prentice Hall of India Pvt. Ltd.
6. Mangal, S. K. and Uma Mangal (2011). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
7. Mohanty, Jagannath (2008). *Educational Technology*. New Delhi: Deep and Deep Publication
8. Mrunalin, T. and Ramakrishna, A. (2016). *Information and Communication Technology in Education.* Hyderabad: Neelkamal.
9. Sharmah, R. A. (2007).*Technological Foundation of Educational*. Meerut: Lall Book Depot.
10. Shaikh, I. R. (2015). *Educational Technology and ICT*. New Delhi: McGraw Hill Education
11. Singh, C. P. (2011). *Advanced Educational Technology.* New Delhi: Saurabh Publishing House.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH501: EDUCATION IN POST-INDEPENDENT INDIA
CREDIT: 6
MARKS: **100 (IN-SEMESTER 20; END-SEMESTER 80)**

Expected Learning Outcome: On completion of the course, the students will be able to:

1. describe the educational scenario at the time of Independence
2. explain the roles of various Commissions and Committees in the development of education in post independent India.
3. describe the recent educational developments in India

Course Content:

Unit	Content	Marks	L	P	T
I	**Educational scenario at the time of Independence**	20	(18) 1		
	1.1 A brief account of educational scenario at the time of Independence				4
	1.2 University Education Commission, 1948-49		1		
	- Aims of University Education		1		
	- Reforms of curriculum		1		
	- Administration and Funding		1		
	- Teaching and Research		1		
	- Vocational Education		1		
	- Women's Education		1		
	-Examination reform		1		
	-Students Welfare		1		
	-Implications of University Education Commission's recommendations in present Education system		1		
	1.3Education in the Indian Constitution:				
	- Introduction: Preamble of the Constitution.		1		
	Constitutional Provisions on:				
	- Free and Compulsory Education.				
	- Early Childhood Care and Education.		2		
	- Secularism in Education.				
	- Study of Hindi and Official language.		3		
	- Education for Women.				
	- Education for Minorities.				
	- Education for ST and SC.		1		
	- Reasons for inclusion of Education in Concurrent List.		1		
	- Challenges towards Implementation of the Constitutional provisions.		2		
II	**Educational Efforts in India - I - (1951-2000):**	20	(18)		2
	2.1 Secondary Education Commission, 1952-53		1		
	- Defects of Secondary Education.				
	- Aims of Secondary Education.		2		
	- Organisational pattern of Secondary Education.		1		
	2.2 Recommendations of Secondary Education Commission on:				

	- Study of Language - Curriculum of Secondary Education. - Methods of Teaching. - Education for Character. - Guidance and Counselling, Student Welfare. - Examination reform. - Improvement of Teaching Staff. -Implications of Secondary Education Commission's recommendations in present Education system. 2.3 Education Commission, 1964-66 & its recommendations on: - Education and national objectives. - Educational structure and standards. - Teacher status and Teacher Education. - School curriculum. - Teaching methods, Guidance and Evaluation. - Implications of the Education Commission's recommendations in present Education system.		1 1 1 1 2 1 2 2 2 2 1 2		
III	**Educational Efforts in India - II (1951-2000):** 3.1 National Policy of Education 1968 3.2 Iswarbhai Patel Review Committee, 1977 3.3 Adiseshiah Committee Report, 1978 3.4 National Policy of Education, 1986 3.5 Ramamurty Review Committee, 1990 on NPE 3.6 Janardan Reddy Committee Report, 1991 3.7 Revised National Policy of Education, 1992	20	(18) 2 2 3 2 2 2 2		2
IV	**Recent Developments in Indian Education:** 4.1 Sarva Siksha Abhiyan (SSA): Its Objectives, Organization, Functions, Achievement. 4.2 Rashtriya Madhyamik Shiksha Abhiyan (RMSA): Its Objectives, Organization and Functions. 4.3 Right to Education (RTE), 2009:	20	(18) 3 2 2		4

	Provisions and role of respective authorities (Government, Head of the school, Teachers)		2		
	4.4 Rashtriya Uchchatar Shiksha Abhiyan (RUSA): Its Objectives, organization and functions.		2 3		
	4.5 National Knowledge Commission (NKC): Its recommendations for School and Higher Education		4		
	4.6 National Curriculum Framework (NCF), 2005: Aims of Education, Curriculum, Evaluation system				
	4.7 Role of NCTE, UGC, NAAC, AICTE, BCI, MCI, NCERT, NUEPA, NIOS in development of Indian Education.				
		80	72		12

In-semester Assessment:
Marks 20

A. **Sessional Activities (The teacher may assign and assess any one of the following): Marks 5**

- **a.** Debate on controversies and issues of education of different Commissions and Committees.
- **b.** Group discussions on the Constitutional Provisions on Indian Education.
- **c.** Assignment on any one of the contents of the course.

B. **Sessional Test** **Marks 10**

C. **Attendance:** **Marks 5**

SUGGESTED READINGS:

1. Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt. Ltd.
2. Bhatia, R.L., & B.N. Ahuja (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
3. Baruah, Jatin, (2008).*Bharatar Sikhar Itihasar Adhayan.*Guwahati: Layars Book Stall.
4. Chaube, S.P. History and Problems of Indian Education, Agra: Agarwal Publications

5. Nayak, B.K. (2012). History Heritage and Development of Indian Education .New Delhi: Axis Books Pvt.Ltd.
6. Nurullah and Nayak, (1998). A Student History of Education in India. Bombay: Macmillan India ltd.
7. Mukherjee, S.N. (2014). Education in India Today and Tomorrow, Vinod Pustak Mandir.
8. Rawat, P.L., (n.d.). History of Indian Education, Agra: Ram Prasad & Sons.
9. Sarma, M.K. (2013). *Bharatar Sikhar Itihas*, Dibrugarh: Banalata.
10. Sarma, Deka, Mishara & Chakravarty. *Snatak Mahalar Bharatar Sikhar Itihas***,** Guwahati
11. Sharma, T.K.(2008) . *Bharatar Sikha Bikasar Ithihas aru Samasyawli.* Dibrugarh: Banalata.
12. Sharma, T.K & Goswami, R.K.(2009). *Bharatar Sikhar Buranjee*. Dibrugarh: Banalata.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH502: EDUCATION IN WORLD PERSPECTIVE
CREDIT: 6
MARKS: **100 (IN-SEMESTER 20 AND END-SEMESTER 80)**

Expected Learning Outcome: On completion of the course, the students will be able to :

1. explain the meaning and definition, nature, scope and purpose of comparative education.
2. describe the factors influencing in national system of education.
3. describe the methods of comparative education.
4. explain the organization, administration, objectives and examination systems of the countries.
5. describe the vocational and teacher education of different countries, specially UK, USA, India and Japan.
6. explain the open education in world perspective.

Course Content:

Unit	Content	Marks	L	P	T
I	**Importance of studying national system of education** 1.1 Nature and scope of studying National Systems of Education 1.2 Factors influencing a national system of education • Geographical factor. • Philosophical factor • Social factor. • Political factor. • Economical factor. • Historical factor. • Religious factor. • Racial factor. • Linguistic factor. • Secular factor 1.3 Aims and Objectives of National System of Education with respect to -USA -UK -Japan -India	20	(**16**) 2 4 2 6 2 4		**4**
II	2.1 Historical perspective of the development of the study: • Travellers' tales. • Educational problems • Interaction of society and education. • Quantitative approach. • Scientific approach 2.2 Methods of studying National Systems of Education • Descriptive method. • Historical method. • Sociological method. • Statistical method. • Psychological method. • Scientific method.	20	**(16)** 6 6 5		**4**
III	Development of education with respect to Salient features, organization, administration and Curriculum of Primary/ Elementary, Secondary and Higher education in • UK • USA • India • Japan	20	**(17)** 5 5 5 5		**5**

IV	Development of education in UK, USA, India and Japan (with reference to organization, curriculum and evaluation) in context of • Technical and Vocational education • Teacher education • Open and Distance education • Women Education	20	(**17)** 4 4 2		5
	Total	**80**	**66**		**18**

In-semester Assessment: **Marks 20**

A. **Sessional Activities (The teacher may assign and assess any one of the following): Marks 5**

a. Presentation of Seminar paper on the educational aspects of U.S.A., U.K., Japan and India.
b. Debate on the educational issues and challenges of U.S.A., U.K., Japan and India.
c. Group Discussion on the issues and challenges of U.S.A., U.K., Japan and India.
d. Writing a report on the similar or common elements of the educational systems of U.S.A., U.K., Japan and India.
e. Writing a report on the contrasting elements of the educational systems of U.S.A., U.K., Japan and India.
f. Reviewing and Writing Report on ***at least one*** article published on current educational issues of the countries-U.S.A., U.K., Japan and India.

B. **Sessional Tests:** **Marks 10**
C. **Attendance:** **Marks 5**

Suggested Readings:

1. Bereday, G.Z.F. (1964). *Comparative Method in Education* . New York, Holt, Rinehart and Winston .
2. Biswas, A & Aggarwal, J,C. (1986). *Comparative Education* . New Delhi, Arya Book Depot.
3. Chaube, S.P.(2006). *Features of Comparative Education* . Agra, Vinod Pustak Mandir .
4. Deka,K.K.(1998). *Tulanamulak Siksha*. Dibrugarh, Banalata Prakashan,
5. Hans, N.A. (1949). *Comparative Education: A Study of Educational Factors and Traditions*. London, U.K., Routledge & Kegan Paul.
6. Holmes,B. (1965). *Problems in Education: A Comparative Approach*. London , Routledge & Kegan Paul.
7. Kandel, I. (1933). *Comparative Education* . Boston, Mass Houghton Miffin .
8. Khanna,S.D., Saxena, V.K., Lamba, T.P., & Murthy, V. (2000). *Comparative Education* . Delhi , Doaba House Booksellers & Publishers.
9. King, E.J. (1962). *World Perspective in Education* .London, Methuen.

10. King, E.J. (1970). *Society, Schools and Progress in the U.S.A*. London, Oxford University Press.
11. Mallinson,V. (1975). *Introduction to the Study of Comparative Education* . Heinemann Educational Books .
12. Mukherji,S.N. (1969). *Education in India: Today and Tomorrow*. Vadodara, Acharya Book Depot.
13. Nath, S.(1986) .*Contemporary Concerns in Education* . Bhubaneswar, Mayur Publishers.
14. Pandey,R.S.(2015). *Education in Emerging Indian Society* . Agra, Agrawal Publication.
15. Rai, B.C. (1968). *Comparative Education* . Lucknow, Prakashan Kendra.
16. Rapple, B. (1989). Matthew Arnold and Comparative Education . *British Journal of Educational Studies* . 37(1) , 54-71. DOI: 10.2307/3121356.
17. Sodhi, T.S.(1983). *Textbook of Comparative Education* . New Delhi,Vikas Publishing House.
18. Tretheway,A.R. (1976). *Introducing Comparative Education* . Pergamon .
19. Ulich, R.(1961). *The Education of Nations*. Cambridge, Harvard University Press.
20. Watson, K. & Wilson, R. (1985). *Contemporary Issues in Comparative Education*. London, Croon & Helm.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH601: EMERGING TRENDS IN INDIAN EDUCATION
CREDIT: 6
MARKS: **100 (IN-SEMESTER 20 AND END-SEMESTER 80)**

Expected Learning Outcome: On completion of the course, the students will be able to

1. explain the need of constitutional provisions for education, and the role of constitution in equalizing educational opportunities in the diverse Indian Society.
2. identify the challenges of Indian education at different levels and suggest measures to overcome these.
3. define the new perspectives of education such as Environmental education, Inclusive education, Gender education, Inclusive education, Adult education, Human right education, Value education, population education etc.
4. critically examine and evaluate the initiatives taken by Government of India through various plans and policies to counter the challenges of Indian education.
5. explain the political influences on the national education system.
6. analyze the role of international agencies in development of education

Course Contents

Unit	Content	Marks	L	P	T
I	**1.0. EDUCATION AND INDIAN CONSTITUTION** 1.1. The Indian Constitution (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies) 1.2. Education in Indian Constitution: 1.2.1 Need for including education in constitution 1.2.2 Central, State and Concurrent lists 1.3.Articles in the Constitution related to Education: Article 21 A, Article 45, Article 29 & 30, Article 350 (A) 350 (B), Article 15, 17, 46, Article 28 (1, 2 & 3) 1.4.Constitution as a source of aims of education. 1.5.Role of Constitution in equalizing the Educational opportunities.	**12**	**(10)** 3 1 1 3 1 1		**2**
II	**2.0 CHALLENGES OF INDIAN EDUCATION** 2.1 **Early Childhood Care & Education (ECCE) in India:** 2.1.1 Meaning & Importance of ECCE. 2.1.2 Challenges of ECCE in India. 2.1.3 Role of Anganwadis and Balwadis under ICDS. 2.2. **Elementary Education (EE) in India**: 2.2.1 Objectives of EE & Need for Universalization of EE. 2.2.2 Efforts of Universalization of EE in India 2.2.3 Challenges of Universalization of EE in India. 2.3. **Secondary Education (SE) in India** 2.3.1 Objectives of SE & Need for Universalization of SE. 2.3.2 Efforts towards Universalization & development of SE 2.3.3 Vocationalization of Secondary Education. 2.3.4 Challenges of SE in India. 2.4. **Higher Education (HE) in India**: 2.4.1 Objectives & Challenges HE in India. 2.4.2 Efforts towards strengthening HE 2.5. **Teacher Education in India**: 2.5.1. Objectives of Teacher Education in India 2.5.2. Challenges of Teacher Education in India. 2.6. **Technical and Vocational Education in India-** 2.6.1. Objectives & Challenges of Technical and Vocational education in India. 2.6.2. Efforts towards strengthening Technical and Vocational education 2.7. **Professional Education in India-** 2.7.1 Need and Challenges of Professional Education in India	**20**	**(17)** 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		**3**
III	**3.0. ESSENTIAL PERSPECTIVES OF INDIAN EDUCATION** 3.1.**Environmental Education**: 3.1.1. Meaning & Objectives of Environmental Education 3.1.2. Challenges of Environmental Education. 3.2.**Women Education:** 3.2.1. Importance & Challenges of Women Education in India. 3.3. **Inclusive Education:** 3.3.1. Concept, Objectives & Challenges of Inclusive Education, 3.3.2. Role of RCI, PWD act in addressing Inclusive education 3.4. **Alternative Education:** 3.4.1. Concept, Need of alternative schooling at Elementary,	**16**	**(15)** 1 1 1 1 1		**1**

	Secondary and Higher Level, 3.4.2. Development and Challenges of Distance Education 3.5. **Adult Education:** 3.5.1. Concept & Challenges of Adult education 3.5.2. Initiatives for Adult education: Adult literacy mission, Sakshar Bharat. 3.6. **Population Education:** 3.6.1. Concept & Challenges of Population Education 3.6.2. Role of Education in addressing the challenge of population explosion 3.7. **Human Rights Education:** 3.7.1. Concept of Human Rights education 3.7.2. Role of National Commissions for Protection of Childs Rights (NCPCR) 3.8. **Value and Peace Education**: 3.8.1. Concept of Value & Peace education 3.8.2. Role of education in promotion of Value & peace in Society.		1 1 1 1 1 1 1 1 1		
IV	**4.0. Emerging ISSUES IN EDUCATION** 4.1**. ICT based teaching learning**: 4.1.1. Concept & Challenges of ICT based Education 4.1.2. ICT devices used in curriculum transaction 4.2. **Continuous and Comprehensive Evaluation**: 4.2.1. Concept & nature of CCE 4.2.2. Tools & Techniques of CCE 4.3. **Education and National development**: 4.3.1. Education as a development indicator. 4.3.2. Role of Education in Human Resource Development. 4.4. **Issues of Curriculum:** 4.4.1 Aims of education & curriculum with reference to NCF 2005 4.4.2 Challenges of curriculum construction at Elementary and Secondary level 4.5. **Privatization and Commercialization in Indian Education**: 4.5.1. Concept of Privatization and Commercialization of Education 4.5.2. Impact of Privatization and Commercialization in Indian Education	**16**	**(12)** 1 1 1 1 1 1 1 2 2 1		**4**
V	**5.0. Education in Present Social Context** 5.1.Role of education in addressing- 5.1.1. Youth unrest 5.1.2. AIDs 5.1.3. Substance abuse 5.1.4. Health and Hygiene 5.2. Student politics 5.3. Role of international agencies in Education 5.3.1. Concepts of Millennium Development Goals (MDGs) 5.3.2. Concept and importance of Education for All (EFA) 5.3.3. Education in the context of Liberalization, Privatization & Globalization (LPG) 5.3.4. Role of UNESCO and UNICEF in educating the world	**16**	**(12)** 1 1 1 1 1 2 2 2 1		**4**

	community				
	Total	**80**	**66**		**14**

In-semester Assessment: **Marks 20**

A. **Sessional Activities (The teacher may assign and assess any one of the following): Marks 5**

- **a.** Group discussions on any one of the topics of the course
- **b.** Debate on the topics like youth unrest**,** AIDs, Substance abuse**,** Health and Hygiene
- **c.** Identifying challenges of Indian Education and preparing assignment on the suggestions to address these challenges.
- **d.** Assignment on any one of the topics of the course.

B. **Sessional Tests:** **Marks 10**

C. **Attendance:** **Marks 5**

Suggested Readings:

1. Kochhar, S.K.: ***Pivotal Issues in Indian Education***, Sterling Publishers.
2. Bhatnagar,S. & Saxena A,: ***Modern Indian Education and its Problems***, R. Lall Book Depot, Meerut (UP) India.
3. Agrawal, J.C. & Agrawal S.P. (1992). ***Role of UNESCO in Educational***, Vikas Publishing House, Delhi.
4. Govt. of India (1986). ***National Policy on Education***, Ministry of HRD, New Delhi.
5. NCERT (1986). ***School Education in India – Present Status and Future Needs***, New Delhi.
6. Salamatullah, (1979). ***Education in Social Context***, NCERT, New Delhi.
7. ***Education and National Development***. Ministry of Education, Government of India 1966.
8. UNESCO. (2004) ***Education for All: The Quality Imperative. EFA Global Monitoring Report***. Paris.
9. World Bank, (2004). ***Reaching the Child: An Integrated Approach to Child Development***. Oxford University Press, Delhi.
10. Peters, R.S. ***The Concept of Education***, Routledge, UK 1967
11. Lakshmi, T.K.S. and M.S. Yadav, ***"Education its Evolving Characteristics***", in new Frontiers in Education, Vol. XXII, No. 4, Oct-Dec., 1992
12. Goswami A.C. ***Philosophical and Sociological Bases of Education in Emerging India***, Published by Jyoti Prakashan, 2001.
13. Safaya, Srivastava & Singh, ***Development of Education in Emerging India & Its Current Problems*** published by Dhanpat Rai Publishing Company, 2007
14. Sarma. M. ***Philosophical & Sociological Foundation of Education***, published by EBH Publishers (India) 2012.
15. ***Handbook of Research in the Social Foundations of Education,*** edited by Steven Tozer, Bernardo P. Gallegos, Annette Henry, Mary Bushnell Greine published by Routledge, New York, 2011
16. Aggarwal, J.C. ***Psychological Philosophical And Sociological Foundations of Education*** published by Shipra Publications, 2009
17. Dhawan M.L. *Issues in Indian Education* ISHA books Delhi -110 033
18. NCERT (1986). *School Education in India* – Present Status and Future Needs, New Delhi.
19. Govt of India (1992) *Report of Core group on value orientation to education*, Planning Commission

20. Arvind Kumar (2003). *Environmental challenges of the 21st century*, APH Publishing Corporation, New Delhi
21. Kaushik & Kaushik: *Environmental Perspectives*,
22. Mukherji, S.M., (1966). ***History of Education in India***, Acharya Book Depot, Baroda.
23. Ministry of Law and Justice (2009) *Right to Education.* Govt. of India

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION

DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
EDNH602: CHILD & ADOLESCENT PSYCHOLOGY
CREDIT: 6
MARKS: 100 (IN-SEMESTER 20 AND END-SEMESTER 80)

Expected Learning Outcome: On completion of the Course, students will be able to:

1. explain the significance of a study of childhood and adolescence today.
2. describe the developmental changes of childhood and adolescence.
3. summarize the effect of family dynamics on child and adolescent development
4. explain the significance of the role of society in monitoring and guiding young children in their proper development.

Course Contents:

Unit	Content	M	L	P	T
I	**Introduction:** 1.1 Meaning and Significance of Child Psychology 1.2 Historical Perspectives of development of child psychology 1.3 Factors affecting child Development (Positive and Negative Factors) • Home/Family • School • Society 1.4 Methods used in Child Psychology	**15**	**(12)** 3 3 4 2		**2**
II	**Developmental Patterns & Concerns during Childhood:** 2.1 Development Patterns during this period- • Physical • Mental/Cognitive • Emotional • Social • Language 2.2 Some Common Childhood Problems-	**25**	**(22)** 6 6		**4**

	• Problems of discipline • Behaviour and adjustment problems (anger, aggression, truancy) 2.3 Deficiency & deprivations during childhood- • Natural • Physiological • Socio-economic • Social adjustment problems (shyness, hesitation, jealousy) 2.4 Prevention & correction of these problems 2.5 Role of Education		 6 2 2		
III	**Psychology of Adolescence:** 3.1 Meaning and Need for a Study of Adolescence Psychology 3.2 Theories of Adolescence Psychology- • Recapitulation • Youth Culture • Social Anxiety Theory 3.3 Development patterns during Adolescence- • Physical • Mental/Cognitive • Social • Emotional • Moral 3.4 Risk and Resilience in Adolescents- • Risk Factors in Adolescents • Strategies to Enhance Resilience in Adolescents	**20**	**(18)** 2 6 6 4		**4**
IV	**Need and Problems of Adolescents** 4.1 Needs of Adolescents today 4.2 Problems of Adolescents- • Emotional Problems • Adjustment Problems • Deviance and Delinquency 4.3 Common Adolescent Problems in Educational Institutions today- • Violence & Vandalism • Hetero-sexual attractions • Substance abuse 4.4 Role of Society in caring for the Adolescents- • Parents • Educational Institutions • Society	**20**	**(18)** 2 6 6 4		**4**
	Total	**80**	**70**		**14**

In-semester Assessment: **Marks 20**

A. **Sessional Activities (The teacher may assign and assess any one of the following):** **Marks 5**

1. Reporting data about growth and development of children from different contexts through observation in natural setting
2. Reporting on issues related to child and adolescent behaviour.
3. Listening in on adolescents conversations in the Canteen/ Train/ Bus/ Restaurants/Parks/Workplace etc and reporting the same.
4. Writing a report on a school-going child /or an adolescent with an emphasis on trying to understand the major developmental factors that affect their social behaviour.
5. Discussions based on Film Screenings.

B. **Sessional Test** **Marks 10**

C. **Attendance:** **Marks 5**

SUGGESTED READINGS:

1. Adler, A. (1927): *Practice and Theory of Individual Psychology*, New York, Harlowet Brace and World.
2. Allport, G.W. (1938): *Personality - A Psychological Interpretation*, Halt, Rinehart and Winston Inc., New York.
3. Berk, L.E. (2007): *Child Development*, Prentice Hall of India (P) Ltd, New Delhi.
4. Blos, P. (1950): *On Adolescence*, New York, The Free Press of Glencae.
5. Carr, A. (2012): *Positive Psychology*. (2nd Ed), Routledge Publication, New York.
6. Chaube, S.P.: *Child Psychology,* Lakshmi Narain Agarwal, Educational Publishers Agra-3.
7. Chauhan, S.S. (1978): *Advanced Educational Psychology*, Vikash Publishing House (Pvt.) Ltd., New Delhi.
8. Coxon, M. (2012): *Cognitive Psychology*. SAGE Publication, London.
9. Deka, Birendra.: *Sishu Monovigyan Aru Shiksha Samaj Vigyan***,** Banalata Publishing House, Dibrugarh.
10. Hurlock, E.B. (1973): *Adolescent Development* (4th Ed.), Tokyo, McGraw Hill, Kogakusha, Ltd.
11. Garrison, K.C. (1959): *Psychology of Adolescence*, Englewood Cliff, Practice-Hall.
12. Garrison, K.C. (1965): *The Psychology of Adolescence*, Prentice Hall of India (P) Ltd, New Delhi, Engle Wood Cliffs, New Jersey.
13. Goswami, G.: *Child Development and Child Care,* Arun Prakashan, Guwahati.
14. Jersild, A.T. (1963): *The Psychology of adolescence*, (2nd Ed.), New York, The McMillan Company.
15. Kale, S.V.: *Child Psychology & Child Guidance*, Himalaya Publishing House Mumbai.
16. Kumar, L.N.: *Developmental Psychology*, Agarwal Educational Publishers, Agra-3.
17. Meece, L.J. (2017): *Child and Adolescent Development for Educators*, McGraw Hill Companies Inc., New York
18. Sharma, Deka, Mishra and Chakraborty***:*** *Snatak Mahalar Sishu Monovigyan*, Asom Book Depot.
19. Thompson, G. (1981): *Child Psychology*, 2nd Edition, Surjeet Publication.
20. Tony, C., Gulliford, A. & Brich, S. (2015): *Educational Psychology*, (2nd Ed), Routledge Publication, New York.

21. Woolfolk, A. (2001): *Educational Psychology*, (8th Ed), Needham Heights, M.A., Allyn and Bacon

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
DSEED501 / GEED101: GUIDANCE AND COUNSELLING
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to :

1. describe meaning, nature, purpose and scope of guidance and counselling.
2. describe the characteristics and functions of guidance and counselling.
3. state the basic principles of guidance and counselling.
4. explain the types and areas of guidance and counselling.
5. use various tools and techniques of guidance in appropriate context.
6. explain the qualities and role of a counsellor.

Course Contents:

Unit	Content	Marks	L	P	T
I	**Guidance:** 1.1 Meaning, Nature, Definition and Scope of Guidance 1.2 Aims and Objectives of Guidance 1.3 Need of Guidance 1.4 Principles of Guidance 1.5 Philosophical, Psychological and Sociological bases of Guidance. 1.6 Types of Guidance : • Personal guidance & Social guidance • Educational guidance • Vocational guidance • Health guidance • Individual and Group Guidance **Guidance at Various Levels:** 1.7 Guidance at Pre-school education 1.8 Guidance at Elementary education level 1.9 Guidance at Secondary education level	16	 2 1 1 1 3 5 5		3

	1.10 Guidance at Higher education level 1.11 Importance of good guidance programme		 1		
II	**Counselling** 2.1 Meaning, Nature and Scope of Counselling 2.2 Characteristics of good counselling process 2.3 Principles of Counselling 2.4 Types of Counselling • Directive Counselling • Non-directive Counselling • Eclectic Counselling 2.5 Counselling for adjustment 2.6 Relationship between Guidance, Counselling and Teaching 2.7 Role of Counsellor, Parents and Teachers in Secondary School. 2.8 Concept of Occupational information, dissemination of occupation information and career counselling	16	 2 1 1 2 1 2 2 1 2		 3
III	**Tools and techniques of Guidance:** 3.1 Basic concept of tools and techniques of Guidance 3.2 Types of Guidance techniques: • Counselling (Individual and group) 3.3 Organization of guidance services • Placement Services • Follow Up Services 3.4 Organization of counselling services • Centralization • Decentralization • Mixed form of counselling services 3.5 Basic tools of counselling services • Psychological test • Interview • Observation • Check list • Sociometry • Cumulative record card	16	 1 1 2 3 5		 3
IV	**Educational and Vocational Guidance:** 4.1 Meaning and definition of Educational Guidance 4.2 Meaning and definition of Vocational Guidance 4.3 Characteristics of Educational and Vocational Guidance 4.4 Relationship between Educational and Vocational Guidance 4.5 Role of Vocational guidance in Occupational adjustment	16	 2 1 1 1 1		3

	4.6 Challenges and issues of guidance and counselling 4.7 Role of guidance and counselling for special groups		2 2		
V	**ORGANIZATION OF GUIDANCE AND COUNSELLING PROGRAMME** 5.1 Principles of Organization of Guidance and counselling services at- • Elementary Level • Secondary Level • Higher Level 5.2 Qualities of a good counsellor 5.3 Role of Counsellor in counselling process. 5.4 Role of Teachers, Headmaster and Parents in Guidance and Counselling 5.5 Essentials information for Guidance and Counselling • Personal information-physical, intellectual, personality and academic achievement. • Educational information-scope and opportunity available.	16	6 1 1 3 4		2
	Total	**80**	70		14

In-semester Assessment: **Marks 20**

A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5

a. Group discussion on any one of the topics of the course.
b. Seminar on any one of the topics of the course.
c. Debate on any one of the topics of the course.
d. Assignment on any one of the topics of the course.

B. Sessional Tests: **Marks 10**
C. Attendance: **Marks 5**

Suggested Readings :

1. Agarwala, R.(2006) . *Educational, vocational guidance and counseling* . New Delhi: Sipra Publication .
2. Bhatnagar, A and Gupta, N.(1999). *Guidance and Councselling – A Theoretical Approach.* New Delhi: Vikas Publishing house.
3. Gibson, Mitchell M, (1999). *Introduction to Counselling and Guidance*. University of Michigan: Merrill.
4. Gogoi, K.P. (2015). *A Text Book on Guidance & Counselling.* New Delhi: Kalyani Publishing House.
5. Jones, A. J. (1951). *Principles of guidance and pupil personnel work.* New York:McGraw-Hill.
6. Kochhar, S.K.(1985). *Educational and Vocational Guidance in secondary schools.* New Delhi: Sterling Publisher.
7. Berdie, R.F.(1963). *Testing in Guidance and Counselling*. New York: Mc Graw Hill.

6. Evans, P & Verma, V. (1990): *Special Education- Past Present and Future (Ed).* The Falmer Press London.
7. Friel, J. (1997): *Children with special needs*, Jessica Kingsley Publication, London
8. Guilford, P. (1971): *Special Education Needs*. Routledge Kagan Paul
9. Hollahan, D and Kauffman,].M. (1978): *Exceptional Children: An Introduction to Special Education.* Englewood Cliffs: Prentice Hall.
10. Maclett R. and Katherine R. C. (2014). *Approaching Disability- Critical issues and perspectives,* Routledge Taylor and Francis Group, London.
11. McLeskey, J., Warldron, N. L., Spooner, F. and Algozzine, B. (2014). *Handbook of Effective Inclusive Schools (Research and Practice),* Routledge Taylor and Francis Group, London.
12. Mangal, S.K. (2008): *Educating Exceptional Children*: *An Introduction to Special Education*, Prentice Hall of India (Pvt.) Ltd. New Delhi.
13. Panda, K.C. (2008): *Education of Exceptional Children,* Vikash Publishing House, New Delhi.
14. Pandey, R.S. and Advani, L. (1995): *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House.
15. Richards, G. and Armstrong, F. (2016). *Teaching and Learning in Diverse and Inclusive Classrooms,* Routledge Taylor and Francis Group, London.
16. Sindelar, P.T., Mccray, E.D., Brownnell, M.T. and Lignugaris, B. (2014). *Handbook on Research on Special Education Teacher Preparation,* Routledge Taylor and Francis Group, London.
17. Stephens, T.M. et al (1983): *Teaching Mainstream Students.* New York: John Wiley.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
DSEED504 / GEED302: MENTAL HEALTH ISSUES
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to :

1. explain the need and importance of understanding the concepts of mental health and hygiene in the emerging society.
2. empathize with people having psychological and maladjustment problems.
3. describe the role of different agencies of society and their impacts on the development of an individual's personality.
4. describe the various components of positive psychology and its significance in the teaching learning processes.
5. integrate yoga in their day-to-day lives for holistic health.

Unit	Content	M	L	T	P

I	**Fundamentals of Mental Health and Hygiene** 1.1 Concept of Mental health 1.2 Criteria of a Mentally Healthy Person 1.3 Concept, Objectives, Goals and Principles of Mental Hygiene 1.4 History of development of Mental Health and Hygiene 1.5 Concept of Normality and Abnormality, Classification of Abnormal Behaviour 1.6 Characteristics of a Mentally Healthy Person	16	 2 2 1 2 2 3 2	2	
II	**Education and Mental Health** 2.1 Principles of Good Mental Health 2.2 Factors Affecting Mental Health (Home, Society and school) 2.3 Adjustment: Concept and Processes 2.4 Maladjustment : Concept and Causes 2.5 Types of maladjustment 2.5.1 Frustration: concept and causes 2.5.2 Conflict: Concept, Types and Causes 2.6 Adjustment Mechanisms	16	 3 2 2 4 3	2	
III	**Mental Health and Agencies of Education** 3.1 Home and Mental Health 3.2 Qualities of Healthy Home Environment 3.3 Child Rearing Practices and Personality Development 3.4 School and Mental Health 3.5 Teacher and Mental Health 3.6 Community and Mental Health	16	 3 1 4 2 1 1	4	
IV	**Positive Psychology** 4.1 Introduction to concept of Positive Psychology 4.2 Nature and Scope of Positive Psychology 4.3 Developing in stakeholders the concepts of: 4.3.1 resilience 4.3.2 empathy 4.3.3 gratitude and forgiveness 4.3.4 wellbeing 4.3.5 pursuit of happiness	16	 2 3 6		10
V	**Yoga for Mental Health** 5.1 Concept of Yoga 5.2 Yoga as the Scientific Method for the Development of Personality 5.3 Need of Yoga for physical and mental health 5.4 Concept of health, healing and disease: Yogic perspectives 5.5 Yogic principles for healthy living 5.6 Integrated approach of Yoga for management of health 5.7 *Pranayama* and Meditation for promoting mental health	16	 1 1 2 3 1 1 1		12
		80	61	8	22

In-semester Assessment: **[Marks 20]**

A. Sessional Activities (The teacher may assign and assess <u>any one</u> of the following): Marks 5

- Individual and group assignment through self-study in the library on concerns of physical and mental health involving youth in general and students in particular
- Seminar presentations on any of the topics identified in the syllabus
- Observation of learning situations in a school and out of the schools
- Preparing reflective diaries by self-introspection on characteristics of positive psychology
- Interpretation, analysis and reflection on some common mental health concerns in society today
- Reflective discussions in a group of the concerns of different sections of population and their age-specific mental health problems

B. Sessional Test **Marks 10**

C. Attendance **Marks 5**

D. Suggested Readings

01. Akhilananda, Swami (1952). *Mental Health and Hindu Psychology*. London: Auen and Unwin.
02. Arkoff, Abe (1968). *Adjustment and Mental Health.* New York: MeGraw Hill Company.
03. Auger, Rick (2011). *The School Counsellor's Mental Health Sourcebook*. New Delhi: Sage India Pvt.Ltd.
04. Bahadur, Mal (1995). *Mental Health in Theory and Practice*. Hoshiarpur: V.V.R.I.
05. Bernard, H. W., (1952). *Mental Hygiene for Class-room Teachers*. New York: MeGraw Hill Book Co.
06. Bhan, S., & Dutt, N.K. (1986). *Mental Health through Education.* New Delhi: Vision Books.
07. Bonny, M.E., (1960). *Mental Health in Education*. Boston: Allyn and Bacon lnc.
08. Capuzzi, David & Gross, D. R. (1995). *Introduction to Counselling*. London: Allyn and Bacon.
09. Carroll, Herbert, A. (1956). *Mental Hygiene: The Dynamic of Adjustment*. (3rd ed.). Englewood Cliffs, New Jersey: Prentice Hall, lnc.
10. Crow, Lester D., & Crow, Alice (1952). *Mental Hygiene*. New York: MeGraw Hill Book Company lnc.
11. Dandapani, Dr. S. (2004). *A Textbook of Advanced Educational Psycology*. New Delhi: Anmol Publications Pvt. Ltd.
12. Dash. M & Dash. Neena (2003). *Fundamentals of Educational Psychology*. New Delhi: Atlantic Publishers & Distributors.
13. Dollard, J., & Miller, N.E. (1970). *Personality and Psychotherapy*. Chicago: Aldine.
14. Garg, B.R. (2002). *An Introduction to Mental Health*. Amabala: Associate Publications.
15. Kundu, C.L., & Tutoo, D.N. (2005). *Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.
16. Sharma, R.A. (1995). Fundamentals of Educational Psychology. Meerut: R. Lall Book Depot.
17. Sharma, Ram Nath & Sharma R.K. (2006). *Advanced Educational Psychology*. New Delhi: Atlantic Publishers &
18. Distributors.
19. Sharma, Yogendra K (2004). *Textbook of Educational Psychology*. New Delhi: Kanishka Publishers & Distributors.
20. Sharma, Bharti (2004). *Psychological Foundation of Education*. New Delhi: Vohra Publishers & Distributors.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
DSEED601 / GEED201: HUMAN RIGHTS EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to:

1. explain the meaning, definition, nature, scope, theories and constitutional perspectives of human rights.
2. describe the concept, objectives, principles, need and curriculum, of human rights education.
3. describe methods and activities of teaching human right education.
4. describe the factors promoting human right education.
5. describe the basics of human rights education i.e. societal, political, regionalism and limitations of its
6. explain the role of different agencies of human rights education.

Course Content:

Unit	Content	M	L	P	T
I	**Introduction to Human Rights** 1.1. Concept of Human Rights: Meaning, Definition, Nature and Scope. 1.2. Theories of Human Rights: Natural, Liberal, Marxist and Social Theory 1.3. Constitutional Perspectives : Fundamental Rights and Duties and their correlation 1.4. Universal Declaration of Human Rights,1948 1.5. Human Rights Movement in India: National Freedom Movement, Dalit and Women's movement	20	(16) 2 4 4 2 4		4
II	**Understanding and Dealing with Violation of Human Rights** 2.1 Societal : 2.1.1 Violence against women: Causes, Consequences and Protection 2.1.2 Violence against Children: Causes, Consequences and Protection (Child Labour, Child Trafficking and Child Abuse) 2.1.3 Poverty with related to causes, types and consequences 2.1.4 Population Growth with related to causes, consequences and Protection 2.2 Political : 2.2.1 Terrorism with related to concept, types, causes and measures 2.2.2 Regionalism with related to causes and consequences		(20) 4 4 2 2 3 3 2		
III	**Introduction to Human Rights Education** 3.1 Concept, Objectives, Principles and need for Human Rights Education in India 3.2 Factors promoting Human Rights Education 3.2.1 Positive Attitude 3.2.2 Pro- Social Behaviour 3.2.3 Elimination of Prejudice 3.2.4 Promotion of peace 3.3 Human Rights Education at different levels of education 3.3.1 Elementary/ Primary 3.3.2 Secondary 3.4 Curriculum of Human Rights Education 3.5 Methods and Activities of teaching Human Rights Education 3.5.1 Teaching in Formal mode 3.5.2 Non- Formal Training 3.5.3 Counselling 3.6 Limitation of Human Rights Education	20	(18) 3 4 2 2 6 1		2
IV	**Agencies of Human Rights Education** 4.1 Role of Global Efforts (United Nations, UNESCO	20	(16) 4		4

	Vienna Declaration and Programme of Action) 4.2 Role of National Efforts (National Human Rights Commission (NHRC) and State Human Rights Commission (SHRC) 4.3. Role of Efforts of NGO (Local, National & Global) 4.4. Role of Mass Media : Print and Electronics		4 4 2 2		
	Total	80	70		10

In-semester Assessment: **Marks 20**

A. Sessional Activities (The teacher may assign and assess any one of the following): **Marks 5**

a. Group discussion/Seminar/Debate/Assignment on any one of the topics of the course.
b. Identify contents related to Human Rights Education in the Secondary level text books
c. Analysis of mass media to study its role in promoting Human Rights Education

B. Sessional Tests: **Marks 10**

C. Attendance: **Marks 5**

Suggested Reading:

1. Bhattarchaya, G.C. "Teaching of Human Rights at B.Ed level; needs and objectives." University News 35(52), December
2. Bhushan Chandra (2007), Terrorism and Separation in North- East India, Kalpaz Publication, New Delhi.
3. Borah Jagneswar(2010), Manab Adhikar, Eureka Prakakhan, Jorhat
4. Gogoi, Purandar (2004) , Manab Adhikar,Banalata , Panbajar, Gauhati
5. Hatibaruah Diganta (2009), Manab Adhikar, Saraswati Prakakhan, Golaghat.
6. Kapoor, SK (2005), Human Rights Under International & Indian Law, Allahabad: Central Law Agency
7. Kaur, Manjit (2008), Teaching of Human Rights, A.P.H. publishing corporation, New Delhi.
8. Saikia, P., Goswami, K. *et.al* (2015), Human Rights Education in India, Graphica Design Studio,Panbazar, Guwahati. (ISBN-978-81-925867-4-8
9. Singh, Dr. Devinder (2013), Child Labour and Right to Education , JBA Book code : 133031(ISBN-9789382676065)
10. Verma, R.S (2000), Human Rights, burning issues of the world ,India Publisher, Delhi.
11. Yadav, R.P (2014), Right to Education, JBA Book (ISBN- 9788183244633)

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
DSEED602 / GEED 401: ECONOMICS OF EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcomes: On completion of the course, students will be able to-

1. describe the meaning, scope and importance of Economics of Education
2. define and illustrate the concepts used in economics of Education.
3. examine the historical development of Economics of Education.
4. explain the concept of Education as a good, demand and supply of education, Utility of Education etc.
5. explain the concept of investment in education, return on investment in education, education as production process etc.
6. explain the concepts of different types of Educational cost.
7. examine the concepts of human capital formation, Education financing, Educational Planning etc.

Unit	Content	Marks	L	T
I	**Introduction to Economics of Education** 1.1 Meaning and Scope of Economics of Education 1.2 Importance of Study of Economics of Education 1.3 Historical development of Economics of Education 1.4 Nature of Education in Capitalist Economy and Socialist Economy 1.5 Concepts of Some basic terms in Economics of Education: National Income, Per capita Income, Economic and non economic activity, Economic growth, Physical and Human Capital, Consumption, Goods, Cost, Production, Productivity, Rate of return, Market value, Financing, Employability, Manpower, Investment,	**16**	**(12)** 2 1 2 2 5	**2**
II	**Human capital formation and Investment in Education** 2.1 Concept and Nature of Human Capital Formation 2.2 Relation between Human capital formation and Economic development 2.3 Sources of human capital formation 2.4 Role of Education in the process of Human capital formation 2.5 Concepts and importance of Manpower planning 2.6 Concept and Nature of Investment in Education 2.7 Types of investment in Education: Private and Public Investment 2.8 Investment in education of India	**16**	**(15)** 2 1 2 2 2 2 2 2	**3**
III	**Education as an Economic goods** 3.1 Education as an Economic good: Education as a Normal good, Inferior good, Public good and Private good. 3.2 Cardinal and ordinal utility of Education 3.3 Demand for Education: Meaning and factors affecting Demand for Education 3.4 Supply of Education: Meaning and factors affecting Supply of Education 3.5 Problem of Scarcity and Choice in education 3.6 Education as a Process of Production: Meaning and Factors	**16**	**(14)** 2 2 3 3 2 2 2	**3**
IV	**Cost of Education** 4.1 Concept and nature of Educational Cost. 4.2 Meaning and Nature of different types of Educational cost: Direct cost, Indirect cost, , Money cost, Social cost, institutional cost, Private cost 4.3 Opportunity cost: Meaning and its application in Education. 4.4 Meaning and use of Unit cost of Education in Educational Planning. 4.5 Calculation of Unit cost of Education. 4.6 concept of Cost Efficiency and Cost Effectiveness in Education	**16**	**(14)** 2 5 2 2 2 1	**3**
V	**Issues of Economics of Education** 5.1 Relation between Education and Economic development. 5.2 Industry- Academia linkage 5.3 Relation between Education and labour market. 5.3.1 Problem of Educated Unemployment 5.3.2 Problem of underemployment 5.3.3 Problem of Migration of Educated labour 5.3.4 Problem of Child Labour 5.4 Meaning and importance of Educational Planning. 5.5 Educational Finance	**16**	**(15)** 1 1 4 1	**3**

	5.5.1 Private financing: Meaning, Importance & Challenges		3	
	5.5.2 Public financing: Meaning, Importance & Challenges		3	
	5.6 Meaning and Importance of public private partnership (PPP) in education		2	
	Total	**80**	**70**	**14**

In-semester Assessment: **Marks 20**

A. Sessional Activity (Any one of the following) **Marks 5**

1.Analysis the components of education in current Union Budget and State Budget.

2.Organize debate or discussion on the issues like PPP in Education, Industry Academia relation, Public investment on education, Unemployment, Brain drain or any suitable topic.

3.Preparation & Presentation of Seminar paper on the issues of Economics of Education.

4.Conduct survey to compute the cost of different levels of education

B. Sessional Tests: **Marks 10**

C. Attendance: **Marks 5**

SUGGESTED READINGS:

1.Akinyemi. S, (2010) ***The Economics of Education***, Strategic Book publishing and Right Co., Nigeria.

2.Garg, V.P. (1985) ***The cost analysis in Higher Education***, Metropolitan Book Co., New Delhi

3.Johnes. G, & Johnes. J. ***International handbook on Economics of Education***, (Edt) Edward Elgar Publishing Ltd, USA, 2004

4.Sharma, R.A, ***Economics of Education***, R. Lall Book Depot, Meerut, 2007

5.Singh. B, ***Economics of Indian Education*** (Edt), Meenakshi Prakashan, New Delhi

6.Rajaiah, B. (1987). ***Economics of Education***, Mittal Publication, Delhi

7.Varghese & Tilak, ***The financing of Indian Education***, project paper of International Institute of educational planning, 1991.

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SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
DSEED603 / GEED202: GENDER AND EDUCATION
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: On completion of the course, the students will be able to:

1. explain the meaning and nature of gender and its related terms.
2. describe the gender biases and gender inequality in family, school and society.
3. describe the gender issues related to school education.
4. analyse the laws and policies related to gender equality.

Course Content:

Unit	Content	Marks	L	P	T
I	**INTRODUCTION TO GENDER AND ITS**	20	20		4

	RELATED TERMS: 1.1.Sex and Gender: meaning and concept 1.2.Difference between sex and gender. 1.3.Gender role: Concept and nature. 1.3.1. Types of gender role. 1.4.Patriarchal and Matriarchal: Concept and nature. • Gender role in patriarchal and matriarchal society 1.5.Social construct of Gender. 1.6.Gender Segregation: concept and nature • Types of gender Segregation: Horizontal & vertical 1.6.1. Gender segregation and education. 1.7.Gender marginalisation in education • Meaning, concept and nature • Causes of gender marginalisation in education • Measures for inclusion in education 1.8 Gender stereotyping: Meaning and concept • Issues and concern related to gender stereotyping in Indian society • Gender stereotyping and education. 1.9 Self silencing: concept and nature		 2 2 1 2 1 2 3 4 1		
II	**GENDER AND SOCIETY** 2.1 Gender biases: Meaning and concept 2.1.1 Gender biases in • The family • The school environment • The society. 2.2. Gender socialization: Meaning and concept. 2.2.1. Gender socialization • Role of the family • Role of the school • Role of the society • Role media and popular culture (film and advertisement) 2.3 Gender inequality in education in terms of • Caste • Religion • Region 2.4 Issues related to women/girl child: A. Female foeticide and infanticide B. Sex ratio C. Honour killing D. Dowry E. Child marriage	20	15 1 1 1 1 1 1 1 3 5		4
III	**GENDER INEQUALITY IN THE SCHOOL**: 3.1 Gender discrimination in the	20	20		3

	• Construction and dissemination of knowledge. • Text books • Hidden curriculum. 3.2 Gender inequality and school • Infrastructure • Curricular and co-curricular activities. 3.3 Gender issues in school education: Problem of Access, Retention, Stagnation and Drop-out. 3.4 Gender and equality: • Role of the school, peer, teacher, curriculum and textbooks in reinforcing equality. 3.5 Gender inclusive approach • Single sex school • Child friendly school • Girl friendly school Their significance in inclusive education.		4 2 2 4 4 4		
IV	**LAWS, ARTICLES AND POLICIES TO BRING GENDER EQUALITY:** 4.1 Introduction to laws related to women and social justice • Dowry • Remarriage • Divorce • Property rights • Trafficking. 4.2 Women reservation bills: History and current status. 4.3 Articles of Indian constitution related to education from gender equality perspective. 4.4 Educational policies and programmes from gender equality perspective.	20	15 4 2 3 6		3
		80	**70**		**14**

In-semester Assessment: **Marks 20**

A. Sessional Activity (Any one of the following) **Marks 5**

a. Reports on gender discrimination. (on the basis of events occurred in their surrounding)
b. Analysis and interpretation of census. (sex ratio, literacy rate, gender gap etc..)
c. Project (Analysis of the advertisements of electronic media from gender perspective)
d. Seminar on gender issues related to education.
e. Text Book (Secondary Level) analysis from Gender Perspective

B. Sessional Tests: **Marks 10**

C. Attendance: **Marks 5**

Suggested Readings:

1. Annual Report: (2008). Ministry of Human Resource Development, Department of Education, India.
2. Belle, D. (1982). Ed. Lives in Stress: Women and Depression. New Delhi: Sage. Distributors.
3. Chappell, C. (2003). "Researching Vocational Education and Training: Where to From Here?" Journal of Vocational Education and Training, 55 (1), 21-32.
4. Dube, L. (2001). Anthropological explorations in gender: Intersecting fields. New Delhi: Sage Publications Pvt. Limited.
5. FAO. 1997. Gender: the key to sustainability and food security. SD Dimensions, May 1997 (available at www.fao.org/sd).
6. Howard, P. 2003. Women and plants, gender relations in biodiversity management and conservation. London, ZED Books.
7. Jones, K., Evans, C., Byrd, R., Campbell, K. (2000) Gender equity training and teaching behavior. Journal of Instructional Psychology, 27 (3), 173-178.
8. K., & Gallagher, J. J. (1987). The role of target students in the science classroom. Journal of Research in Science Teaching, 24(1), 61–75.
9. Kahle, J. B. (2004). Will girls be left behind? Gender differences and accountability. Journal of Research in Science Teaching, 41(10), 961–969.
10. Kanter, Rosabeth Moss. 1977. Men and Women of the Corporation. New York: Basic Books.
11. Kapur, P. (1974). Changing: tutus of the Working Women in India. Delhi: Vikas Publishing House.
12. Khan, M. S. (1996). Status of women in Islam. New Delhi: APH Publishing.
13. Klein, S. (1985) Handbook for Achieving Sex Equity Through Education. Baltimore, MD: The Johns Hopkins University Press.
14. Lippa, Richard A. 2002. Gender, Nature, and Nurture. Mahwah, NJ: L. Erlbaum. Oakley, Ann. 1972. Sex, Gender, and Society. New York: Harper and Row.
15. Thorne, Barrie. 1993. Gender Play: Girls and Boys in School. New Brunswick, NJ: Rutgers University Press.
16. Majumdar, M. (2004). Social status of women in India. New Delhi: Dominant Publishers. Sarkar Aanchal, 2006, Gender and Development,Pragun Publication, New Delhi. Print. Sharma, A. (2002). Women in Indian religions. New Delhi: Oxford University Press.
17. Marshall, C.S. & Reihartz, J. (1997) Gender issues in the classroom. Clearinghouse, 70 (6), 333-338.
18. Renold, R. (2006). Gendered classroom experiences. In C. Skelton, B. Francis, & L. Smulyan (Eds.),The SAGE Handbook of Gender and Education (pp. 439–452). Thousand Oaks, CA: Sage.

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B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 1ST SEMESTER

Course Title	**: Foundations of Education-I**
Course Code	**: EDNC1**
Nature of Course	**: Major**
Total Credits	**: 4 credits**
Distribution of Marks	**: 60 (End-Sem.) + 40 (In-Sem.)**

Course Objectives: This course aims to familiarize the students with the meaning, nature, scope and types of Education and the aims and functions of education based on the four pillars of education. The course also aims to develop an understanding of the concepts of Psychology and Educational Psychology, different schools of Psychology and methods of Educational Psychology. The course will develop an understanding of the meaning, nature and scope of Philosophy, Educational Philosophy, Sociology and Educational Sociology. This course will develop and understanding of the role of Philosophy in different aspects of Education. The course also aims to familiarize the students with the conflict and consensus theories of Educational Sociology.

Course Outcomes (COs): The students will be able to –

CO1: Explain the meaning, nature, scope and types of Education
- LO 1.1: explain the modern concept of Education and its scope
- LO 1.2: describe the types of Education
- LO 1.3: explain the aims and functions of Education based on four pillars of Education
- LO 1.4: discuss the functions of Education in Human life and National life

CO2: Explain the meaning, nature and scope of Psychology and Educational Psychology
- LO 2.1: describe the concept and branches of Psychology
- LO 2.2: explain the schools of Psychology
- LO 2.3: describe the concept and scope of Educational Psychology
- LO 2.4: describe the methods of Educational Psychology
- LO 2.5: discuss the application of Educational Psychology in teaching learning process

CO3: Explain the meaning, nature and scope of Philosophy and Educational Philosophy
- LO 3.1: explain the concept and scope of Philosophy
- LO 3.2: discuss the relationship between Education and Philosophy
- LO 3.3: describe the concept and scope of Educational Philosophy
- LO 3.4: discuss the role of Philosophy in different aspects of Education.

CO4: Explain the meaning, nature and scope of Sociology and Educational Sociology
- LO 4.1: explain the concept and scope of Sociology
- LO 4.2: discuss the relationship between Education and Sociology
- LO 4.3: discuss the need of Sociological approach to Education
- LO 4.4: explain the concept and scope of Educational Sociology
- LO 4.5: explain the conflict and consensus theories of Educational Sociology

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1,CO2	CO1,CO2, CO3, CO4	CO1			
Conceptual Knowledge	CO1, CO2	CO1, CO2, CO3, CO4	CO2			
Procedural Knowledge		CO4				
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 Marks)	**CONCEPT OF EDUCATION:** 1.1 Education- Meaning, Nature, and Scope 1.2 Types of Education – Formal, Non-Formal and Informal Education 1.3. Aims of Education- 1.3.1 Necessity and determinants of aims of education 1.3.2 Individual and Social Aims of Education 1.3.3 Aims of Education based on four pillars of Education (Delors, 1997)- (Learning to learn, learning to do, learning to be and learning to live together) 1.4 Functions of Education 1.4.1 General Functions of Education (development of basic knowledge; appreciation; and basic skills; transformation, preservation and promotion of culture; and socialisation and social progress) 1.4.2 Functions of Education in Human Life (development of human values, acquisition of/ achieving self-actualisation and successful living, and development of vocational efficiency) 1.4.3 Functions of Education in National Life (development of nationalism, emotional integration and democratic citizenship)	**14**	**01**	**-**	**15**
II (15 Marks)	**PSYCHOLOGICAL FOUNDATIONS OF EDUCATION** 2.1 Psychology – Concept, Definitions, Nature and Branches of Psychology 2.2 Schools of Psychology– Structuralism, Behaviourism, Functionalism, Gestalt Psychology, Psycho-analysis, and Constructivism 2.3 Meaning, nature and scope of Educational Psychology 2.4 Methods of Educational Psychology (Observation, Case Study, Clinical Methods) 2.5 Application of Educational Psychology in teaching-learning process	**14**	**01**	**-**	**15**
III (15 Marks)	**PHILOSOPHICAL FOUNDATIONS OF EDUCATION** 3.1 Meaning, definitions and scope of Philosophy 3.2 Science of Education and Philosophy of Education 3.3 Relationship between Education and Philosophy	**14**	**01**	**-**	**15**

	3.4 Meaning, nature and scope of Educational Philosophy 3.5 Role of Philosophy in Education (aims of education, curriculum, discipline, methods of teaching and role of teacher)				
IV (15 Marks)	**SOCIOLOGICAL FOUNDATIONS OF EDUCATION** 4.1 Meaning, nature and scope of Sociology 4.2 Relationship between Education and Sociology 4.3 Need of Sociological Approach to Education 4.4 Meaning, nature and scope of Educational Sociology 4.5 Difference between Sociology and Educational Sociology 4.6 Theories of Educational Sociology- Conflict Theory and Consensus Theory with their concepts, features, merits & demerits	**14**	**01**	**-**	**15**
	Total	**56**	**04**	**0**	**60**

Where, L: Lectures T: Tutorials P: Practical

Modes of In-Semester Assessment: **40 Marks**

1) Two In-semester tests – (10+10) 20 Marks

2) Any two of the following activities listed below – (10+10) 20 Marks

- Group discussion on any one of the topics of the course.
- Seminar on any one of the topics of the course.
- Debate on any one of the topics of the course.
- Assignment related to the course content.
- Project on any relevant topics of the course.
- Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	S	M	S	S	S	M
CO2	S	S	S	S	S	S	S
CO3	S	S	M	S	M	S	M
CO4	S	S	M	S	M	S	M

Where S: Strong, M: Moderate

Suggested Readings:

1. Bhatia, Kamala (1974). Philosophical and Sociological Foundation of Education. New Delhi: Doaba House.
2. Bhatia, K. K. (1997). Educational Psychology. Ludhiana: KalyaniPublications.
3. Bhatnagar, A. B. (1996). Advanced Educational Psychology. Meerut: LoyalPublication.
4. Bhattacharya, Srinibas (1996, 2002). Sociological Foundation of Education. New Delhi: AtlanticPublishers &Distributors.
5. Chaube, S. P. (1985). Philosophical & Sociological Foundation of Education. Agra: VinodPustakMandir.
6. Chauhan , S. S. (1978). Advanced Educational Psychology. , New Delhi: VikasPublications.
7. Kakkar ,S. B. (1993). Educational Psychology. New Delhi: PrenticePublications.
8. Mohan, Jitendra (1993). Educational Psychology. New Delhi: Wiley Eastern PvtLtd.
9. Murthy, S. K. (1982). Philosophical and Sociological Foundation of Education. Ludhiana: Prakash Brothers.
10. Noll, Victor H. (1962). Reading in Educational Psychology. New York: TheMacmillan.
11. Prasad ,Janardan (1995). Educational Psychology: Development of Teaching and Learning . New Delhi: KanishkaPublications.

12. Rao,S. Narayan (1990). Educational Psychology. New Delhi: WileyPublications.
13. Safaya, R. N. (1994). Development of Educational Theory and Practice: Delhi: DhanpatRai&Sons.
14. Saxena, N. R. Swarup (2001). Philosophical and Sociological Foundation of Education. Meerut: R Lal Books.
15. Sharma, Ram Nath (2000). Text Book of Educational Philosophy. New Delhi: Kanishka Publishers & Distributors. Srimali,
16. Shyam Sunder (1996). Educational Psychology. Jaipur: Rawat Publications.

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B.A. IN EDUCATION PROGRAMME (FYUGP)

DETAILED SYLLABUS OF 1ST SEMESTER

Course Title : Philosophical Foundations of Education
Course Code : MINEDN1
Nature of Course : Minor
Total Credits : 4 credits
Distribution of Marks : 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: This course aims to develop an understanding of the meaning, nature and scope of Philosophy and Education and the role of Philosophy in Education. The course will familiarize/acquaint students with the basic tenets of the given Indian as well as Western Philosophies and their influence on Education. The course will also familiarize the students with the philosophies like Idealism, Naturalism and Pragmatism.

Course Outcomes (COs): The students will be able to-

CO1. Explain the role of Philosophy in Education

- LO1 describe the meaning, nature and scope of Philosophy
- LO2 describe the relation between Education and Philosophy
- LO3 describe the meaning, nature and scope of Philosophy of Education

CO2. explain/discuss the role of education

- LO1 describe the role of Philosophy in determining the aims, curriculum and methods of education.
- LO2 describe the role of Philosophy in determining the role of the teachers.

CO3. Analyse the influences of Indian Schools of Philosophy on education

- LO1 distinguish the basic features and classification of Indian Philosophy
- LO2 outline the influences of Yoga Philosophy on education
- LO3 appraise the influences of Vedanta Philosophy on education

CO4. Evaluate the influences of Western Schools of Philosophy on education

- LO1 interpret the basic features and classification of Western Philosophy
- LO2 assess and value the influences of Idealism, Naturalism and Pragmatism on education

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge	CO1, CO2	CO1, CO2	CO3	CO3, CO4	CO3, CO4	
Procedural Knowledge						

Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (12 Marks)	**Introduction to Philosophy** 1.1 Meaning, nature and scope of Philosophy 1.2 Branches of Philosophy (Metaphysics, Epistemology and Axiology) 1.3 Meaning, nature and scope of Education 1.4 Types of Education (Formal, Informal and Non-formal) 1.5 Relation between Education and Philosophy 1.6 Meaning, nature and scope of Philosophy of Education 1.7 Philosophy of Education and Educational Philosophy.	**13**	**02**	**-**	**15**
II (12 Marks)	**Role of Philosophy in Education** 2.1 Philosophical foundations of Education and its importance 2.2 Role of Philosophy in Education: o Philosophy and aims of education. o Philosophy and curriculum. o Philosophy and methods of teaching. o Philosophy and role of teachers. o Philosophy and discipline	**09**	**02**	**-**	**11**
III (18 Marks)	**Indian Schools of Philosophy and their Influences in education:** 3.1 Basic features and classification of Indian Philosophy 3.2 Yoga Philosophy: o Concept of Yoga Philosophy o Hathayoga and Rajayoga. o Astangika Yoga o Influence of Yoga philosophy in education. 3.3 Vedanta Philosophy: o Basic tenets (Brahma, Atman, Jagat, Maya) o Advaita Vedanta o Influence of Vedanta philosophy in education. 3.4 Buddhism: o Concept of Buddhism o Four noble truths of Buddha o Middle Path o Influence of Buddhism in education.	**15**	**02**	**-**	**17**
	Western Schools of Philosophy and their Influences in Education: 4.1 Basic features of Western Philosophy 4.2 Idealism:	**15**	**02**	**-**	**17**

IV **(18 Marks)**	○ Basic tenets ○ Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education. 4.3 Naturalism: ○ Basic tenets ○ Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education 4.4 Pragmatism: ○ Basic tenets ○ Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education.				
	Total	**52**	**08**	**-**	**60**

Where, L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment: **40 Marks**

1) Two sessional tests- (10+10) 20 Marks

2) Any two of the activities listed below - (10+10) 20 Marks

- Seminar on any one of the topics of the course.
- Group discussion on any one of the topics of the course.
- Assignment related to the course content.
- Debates on the present relevance of the Indian philosophies (any one from the prescribed philosophies)
- Visiting a place of philosophical interest and preparing a report
- Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	S	S	S	M
CO2	M	S	M	M	M	S	S
CO3	S	M	S	S	M	S	M
CO4	M	S	M	M	S	S	M
CO5	M	M	S	S	S	M	S

Where S: Strong, M: Moderate

Suggested Readings:

1. Dewey John (2014). Democracy and Education. New Delhi: Aakar Books.
2. Chandra, S. S. & R. K. Sharma (2006). Philosophy of Education. Delhi: Atlantic Publisher.

3. Chatterjee, S. & Dutta, D. M. (2015). An Introduction to Indian Philosophy. New Delhi: Rupa Publications India Pvt. Ltd.
4. Chaube, S. P. & Chaube, A. (1997). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
5. Das, L. (2001). A Text Book of Education. Guwahati: Amrita Prakashan.
6. Flew, Antony (1989). An Introduction to Western Philosophy: Ideas and Argument from Plato to Popper. London: Thames & Hudson Ltd.
7. Harvey, Peter (2013). An Introduction to Buddhism: Teaching, History and Practices. New Delhi: Cambridge University Press. (First South Asia Edition).
8. Hiriyana, M. (1993). Outlines of Indian Philosophy. Delhi: Kavyalaya Publishers. (First Indian Edition).
9. Miri, M. (2014) Philosophy of Education. Oxford University Press.
10. Radhakrshnan, S. (2012). Indian Philosophy (Vol. I and II). New Delhi: Oxford University Press. (Seventh Impression).
11. Rusk, R. R. (2007). Philosophical Bases of Education. Delhi: Surjeet Publications.
12. Sengupta, I. (2012). A Short History of Western Philosophy. Kolkata: New Central Book Agency.
13. Singh, Y. K. (2007). Philosophical Foundation of Education. APH Publishing Corporation.
14. Safaya, R. N. &Shaida, B. D. (1990). Development of Educational Theory and Practice. Jalandhar: Dhanpat Rai & Sons.
15. Talla, M. (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson Education India.
16. Taneja, V. R. (1983). Educational Thought and Practice. New Delhi: Sterling Publishers Pvt. Ltd.

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B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 1ST SEMESTER

Course Title	**:**	**Introduction to Education**
Course Code	**:**	**GECEDN1A**
Nature of the Course	**:**	**Generic Elective Course (GEC)**
Total Credits	**:**	**03**
Distribution of Marks	**:**	**60 (End Sem.) + 40 (In-Sem.)**

Course Objectives: The objectives of this Course are to describe the modern concept, aims, functions and role of education. This Course will explain the different levels of education, the concept and types of curricular and co-curricular activities. It will also illustrate about examination, measurement, assessment and evaluation.

Course Outcomes (COs): The students will be able to-

CO1: Describe the modern concept, aims, functions and role of education

LO 1.1: explain the modern concept of education

LO 1.2: explain the functions and roles of education

LO 1.3: describe the functions of education towards development of values

CO2: Understand the roles of the various agencies of education

LO 2.1: describe the role of formal and informal agencies of education

LO 2.2: describe the role of international agencies

LO 2.3: explain the role of social media in education

CO3: Explain the different levels of education.

LO 3.1: describe the aims and structure of Pre-primary and Primary level of education

LO 3.2: describe the aims and structure of Secondary level of education

LO 3.3: describe the aims and structure of Higher level of education

CO4: Describe the concept of curriculum and evaluation system

LO 4.1: concept, nature, and significance of Curriculum

LO 4.2: explain the concept of Measurement, Assessment and Evaluation

LO 4.3: distinguish amongst Measurement, Assessment and Evaluation

Cognitive Map of Course Outcomes Based on Revised Bloom's Taxonomy:

Cognitive Knowledge Dimension	Cognitive Process Dimensions					
	Remember	**Understand**	**Apply**	**Analyse**	**Evaluate**	**Create**
Factual Knowledge	CO2	CO1,CO2, CO3		CO2		
Conceptual Knowledge		CO3	CO4	CO2		
Procedural Knowledge	CO3	CO1	CO4			
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I **(15 Marks)**	**CONCEPT OF EDUCATION** 1.1 Meaning, Nature and Scope of Education 1.2 Types (Formal, Informal and Non-formal) 1.3 Aims of Education : Individual, Social and Democratic aim 1.4 The functions of Education- 1.4.1 Functions towards the individual 1.4.2 Functions towards the society 1.5 Functions towards the development of values (Individual, Social, Democratic, Moral and Aesthetic)	10	2	-	12
II (15 Marks)	**AGENCIES OF EDUCATION** 2.1 Home 2.2 Educational Institution 2.3 State 2.4 UNO, UNESCO 2.5 Mass-media (television, radio, cinema and newspaper) 2.6 Internet (Wikis, Blogs, Social Networking Sites)	10	1	-	11
III (15 Marks)	**DIFFERENT LEVELS OF EDUCATION IN INDIA (From Pre-Primary to Higher/ Tertiary level)** 3.1 Pre-primary Education (Meaning,	10	1	-	11

	structure and aims) 3.2 Primary Education (Meaning, structure and aims) 3.3 Secondary Education (Meaning, structure and aims) 3.4 Higher Education (Meaning, structure and aims)				
IV **(15 Marks)**	**CURRICULUM AND EVALUATION** 4.1 Concept, Nature, and Significance of curriculum 4.2 Curriculum and Syllabus 4.3 Concept, Importance, and types of co-curricular activity 4.4 Meaning of Measurement, Assessment and Evaluation 4.5 Distinguish amongst Measurement, Assessment and Evaluation	10	1	-	11
Total		**40**	**5**	**-**	**45**

Where, L: Lecture, T: Tutorials, P: Practicals

Modes of In-Semester Assessment **40 Marks**

1. Two Sessional tests : (10+10) 20 Marks
2. Any two of the following activities listed below: (10+10) 20 Marks
   - Seminar on any one of the topics of the course.
   - Group discussion on any one of the topics of the course.
   - Assignment related to the course content.
   - Quiz on the contents of the course.
   - Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
CO1	S	S	S	S	S	M	M
CO2	S	S	S	M	M	M	M
CO3	S	S	S	S	M	M	M
CO4	S	S	S	M	S	M	M

Where, S: Strong M: Moderate

Suggested Readings:

1. Agarwal J.C. (2010). Theory and Principles of Education. Delhi: Vikash Publishing House Pvt. Ltd.
2. Agarwal J.C. (2010). Theory and Principles of Education. Delhi: Vikash Publishing.
3. Bhatia & Bhatia (1994). Theory and Principles of Education. Delhi: Doaba.

4. Bhatia and Nareng(2013). Philosophical and Sociological Bases of Education. Ludhiana: Tandon Publications.
5. Chatterjee, S. (2012). Principles and Practice of Modern Education. Delhi: Books & Allied Ltd.
6. Chaube and Chaube (ND). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
7. Dudeja, G. & G. Kour (2016). Curriculum Development and Assessment. Meerut: R.Lall Book Depot.
8. Goswami, A. C. (2006). Philosophical and Sociological bases of Education in Emerging India. Guwahati: Jyoti Prakashan.
9. Purkait, B.R. (2014). Principles and Practices of Education. New Delhi: New Central Book agency (P) Ltd.
10. Raymont T. (1904). Principles of Education. London, New York & Bombay: Longmans, Green & Co.
11. Saxena (2002). Philosophical and Sociological Foundations of Education. Meerut: R. Lall Book Deopt.
12. Talla, M. (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson Education India.

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B.A. IN EDUCATION PROGRAMME (FYUGP)

DETAILED SYLLABUS OF 2ND SEMESTER

Course Title : Foundations of Education-II

Course Code : EDNC2

Nature of Course : Major

Total Credits : 4 credits

Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: The course on Foundations of Education-II is designed for the students to demonstrate the knowledge of the development of Indian education system from ancient period to 1944. The course will describe appropriate concepts related to curriculum, textbook, syllabus and co-curricular activities. The course will also provide an understanding of global and contemporary issues in Indian education system.

Course Outcomes (COs): The students will be able to -

CO1: Demonstrate the knowledge of the development of Indian education system from ancient period to 1944.

LO 1.1: Describe the unique features of the ancient Indian education system with reference to Vedic, Buddhist and Islamic education systems.

LO 1.2:explain the contributions of Missionaries in the development of modern Education in India.

LO 1.3: discuss the landmarks in the development of Indian Education till 1944.

CO2: Demonstrate the understanding of the concept of curriculum, types of curriculum, concept of co-curricular activities, importance and organization of co-curricular activities.

LO 2.1: define the concepts of curriculum, textbook, syllabus and co-curricular activities.

LO 2.2: explain the importance of different types of curriculum and co-curricular activities.

LO 2.3: discuss the organization process of co-curricular activities.

CO3: Analyze some global issues in Indian education.

LO 3.1: explain the impacts of global issues like globalization, liberalization, privatization on education in India.

LO 3.2: examine the role of education in achieving Sustainable Development Goals 4 (SDG4) in India.

LO 3.3: discuss the need and importance of population education, environmental education and peace education in the present context of the society.

LO 3.4: explain the issue of International Student Mobility in the context of Indian education.

CO4: Analyze some contemporary issues and systems of Indian education.

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LO 4.1: explain the importance of NAAC, IQAC, Criteria Based Assessment and Gunotsav in assessing and accreditation of educational institutions in India.

LO 4.2: discuss the importance and challenges of virtual teaching in India.

LO 4.3: examine the benefits and challenges of MOOC, SWAYAM, Open Book Examination (OBE), and Education-Industry Link in India.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO3	CO1,CO2, CO3		CO3,CO4		
Conceptual Knowledge		CO2, CO4		CO3,CO4		
Procedural Knowledge	CO2					
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 Marks)	**DEVELOPMENT OF INDIAN EDUCATION** 1.1 Ancient Education System- Vedic, Buddhist and Islamic Systems of education 1.2 Development of Modern Indian Education *Early Efforts of Missionaries * Charter Act, 1813 * Macaulay's Minute, 1835 1.3 Wood's Despatch, 1854 1.4 Hunter Commission, 1882 1.5 Gokhale's Bill, 1910-11 1.6 Basic Education, 1937 1.7 Sargent Committee Report, 1944	**13**	**02**	**-**	**15**
II (15 Marks)	**CURRICULUM** 2.1 Concept of Curriculum: Meaning and definitions 2.2 Characterisation of Curriculum o Curriculum as 'Currere' o Curriculum as subject/content o Curriculum as experience o Curriculum as cultural construct 2.3 Curriculum, Text book and Syllabus 2.4 Types of curriculum: Core, Hidden, Subject Centered and Null Curriculum 2.5 Concept of Integrated and Holistic Curriculum (NEP 2020) 2.6 Concept and types of co-curricular activities 2.7 Importance of co-curricular activities	**13**	**02**	**-**	**15**

	2.8 Organization of co-curricular activities				
III (15 Marks)	**SOME GLOBAL ISSUES IN INDIAN EDUCATION** 3.1 Globalization: Concept and its impact on education 3.2 Privatization: Concept and its impact on education 3.3 Liberalization: Concept and its impact on education 3.4 Sustainable Development Goals 4 and Indian Education 3.5 Population Education: Concept, importance and strategies 3.6 Environmental Education: Concept, importance and principles 3.7 Peace Education: Concept, importance and strategies 3.8 International Student Mobility and Indian Scenario	**13**	**02**	**-**	**15**
IV (15 Marks)	**CONTEMPORARY ISSUES AND SYSTEMS OF INDIAN EDUCATION** 4.1 Assessment and Accreditation of Educational Institutions- * NAAC- IQAC, Criteria Based Assessment and its impact on HEIs *Gunotsav- Thrust Areas and its Impact on Schools 4.2 Online and Digital Education- *Virtual Teaching- Concept, importance, challenges and strategies *MOOC: Concept and importance *SWAYAM: Concept and Importance *Open Book Examination (OBE): Concept, Importance, merits and demerits. 4.3 Education-Industry Link: Concept, importance and challenges	**13**	**02**	**-**	**15**
	Total	**52**	**08**	**-**	**60**

Where, L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment: **40 Marks**

1) Two sessional tests - (10+10) 20 Marks
2) Any two of the activities listed below – (10+10) 20 Marks
    - Seminar on any one topics of the course.
    - Group discussion on any one topics of the course.
    - Assignment related to the Course content.
    - Population survey.
    - Analysis of curriculum (syllabus / text books, etc.)
    - Any other activity as deemed to be fit by the course teacher.

- **Mapping of Course Outcomes to Program Outcomes:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	S	M	M	M
CO2	S	M	S	S	S	M	S
CO3	S	M	S	S	M	M	M
CO4	S	M	S	S	M	M	M

Where S: Strong M: Moderate

Suggested Readings:

1. Aggarwal J. C. (1997). Development and Planning of Modern Education. New Delhi: Vikas Publishing House Ltd.
2. Agarwal, J.C.(2005). Education for Values, Environment and Human rights. New Delhi: Shipra Publication.
3. Aggarwal, J.C. (2004). Landmarks in the History of the Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Agarwal, P., Said, M., Sehoole, C., Sirozie, M. & de Wit, H. (2007) The Dynamics of International Student Circulation in a Global Context, in P. Altbach& P. McGill Peterson (Eds) Higher Education in the New Century: global challenges and innovative ideas, pp. 109-144. Rotterdam: Sense.
5. Chaube, S. P. and Chaube, A. (2005). Education in Ancient and Medieval India. New Delhi: Vikas Publishing House Pvt. Ltd.
6. Collins, F. L. (2008). Bridges to learning: international student motilities, education agencies and inter- personal networks. Global Networks 8(4), 398–417.
7. Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
8. Eilertsen TV, Valdermo O. Open-book assessment: a contribution to improved learning? Stud Higher Educ 26:91–103, 2000.
9. Karalay, G.N (2016).Globalization and Indian Society. Concept Publishing Company Pvt. Ltd. ISBN: 9789351251866, 9351251861
10. Feller M. Open-book testing and education for the future. Stud Educ Eval 20:235–238, 1994.
11. Friedman, T. L. (2000). The olive and the lexus tree: Understanding globalization. New York: Farrar, Straus & Giroux.
12. Ferro, A. (2006) Desired mobility or satisfied immobility? Migratory aspirations among knowledge workers. Journal of Education and Work 19(2), 171 – 200.
13. Gerry Gorman (1989). School - Industry Links. Kogan Page Ltd. ISBN-13 : 978-1850918639
14. Gupta MS. Open-book examinations for assessing higher cognitive abilities. IEEE Micro Mag 8:46–50, 2007.
15. Knight, J. (2006) Internationalization of Higher Education: new directions, new challenges, 2005 IAU Global Survey Report. Paris: International Association of Universities.
16. Knight, J. (2007) Cross-Border Tertiary Education: an introduction, in Cross-Border Tertiary Education: a way towards capacity development, pp. 21-46. Paris: OECD, World Bank & NUFFIC.

17. Mishra Sudhansu Sekhar (2006) Education in the Age of Globalisation. Reference Press. ISBN: 9788184050561, 8184050569.
18. Safaya, R. N. & Shaida, B. D. (1990). Development of Educational Theory and Practice. Jalandhar: Dhanpat Rai & Sons.
19. Taneja, V. R. (1983). Educational Thought and Practice. New Delhi: Sterling Publishers Pvt. Ltd.
20. Thakur, A.S. and Thakur, A. (2015). Development of Education System in India: Problems and Prospects Agra: Agarwal Publications.

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B.A. IN EDUCATION PROGRAMME (FYUGP)

DETAILED SYLLABUS OF 2ND SEMESTER

Course Title : Psychological Foundations of Education

Course Code : MINEDN2

Nature of Course : Minor

Total Credits : 4 credits

Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: This course aims to develop an understanding of the meaning and nature of psychology, different schools of psychology and their contribution to education. The course will acquaint the students with the meaning, nature, scope and importance of Educational Psychology along with the concepts like learning, intelligence, creativity and personality and the theories related to each of these. The course will develop an understanding of mental health and hygiene and the measures to maintain mental health in school.

Course Outcomes (COs): The students will be able to-

CO 1**:** Define the meaning and nature of Psychology and Educational Psychology

LO 1.1: define the meaning and nature of Psychology
LO 1.2: discuss about the various schools of Psychology
LO 1.3: define the meaning and nature of Educational Psychology
LO 1.4: describe the importance of Psychology in classroom teaching

CO 2: Define the meaning and nature of learning

LO 2.1: define the meaning and nature of learning
LO 2.2: identify the factors of learning
LO 2.3: classify the types of learning
LO 2.4: explain the theories of learning
LO 2.5: describe the meaning and role of motivation in learning
LO 2.6: differentiate between attention and interest; memory and learning

CO 3: Define the meaning and nature of intelligence and creativity

LO 3.1: identify the factors of intelligence
LO 3.2: ellaborate the theories of intelligence
LO 3.3: describe the concept of emotional intelligence
LO 3.4: define the meaning and nature of creativity
LO 3.5: apply creativity in classroom
LO 3.6: explain education of exceptional children

CO 4: Define the concept of personality and mental health

LO 4.1: define the meaning and state characteristics of personality
LO 4.2: explain factors of personality
LO 4.3: explain the theories of personalities

LO 4.4: explain the concept of balanced mature personality
LO 4.5: differentiate mental health and mental hygiene
LO 4.6: describe adjustment of mechanism
LO 4.7: differentiate instinct and emotion
LO 4.8: explain educationally significant instinct and provisions for training
LO 4.9: relate instincts and emotion
LO 4.10: apply the emotional training in the classroom

UNITS	COURSECONTENTS	L	T	P	Total Hours
I (15 Marks)	**PSYCHOLOGY AND EDUCATION** 1.1Meaning and nature of Psychology 1.2Schools of Psychology: • Behaviourism • Structuralism • Functionalism • Gestalt Psychology • Psycho-analysis • Constructivism 1.3Meaning, nature and scope of Educational Psychology 1.4Importance of Educational Psychology in classroom teaching	13	02	-	15
II (15 Marks)	**LEARNING AND MOTIVATION** 2.1 Meaning and nature of learning. 2.2Factors of Learning: Home, School, Mass Media, Intelligence 2.3Types of learning: cognitive, affective and psycho-motor learning 2.4Theories of learning: Thorndike's theory of learning, Classical Conditioning, Operant Conditioning and Gestalt theory 2.5Thorndike's Laws of learning 2.6Motivation: Meaning and role in learning. 2.7Attention and Interest: Meaning and role in learning 2.8Memory and Learning	13	02	-	15
III (15 Marks)	**INTELLIGENCE AND CREATIVITY** 3.1 Meaning and nature of intelligence 3.2Factors of Intelligence: Heredity and Environment 3.3Theories of intelligence: Monarchic theory, Spearman's two factors theory, Multifactor theory, Group factor theory and Guilford's Structure of Intellect (SoI) 3.4Concept of Emotional Intelligence 3.5Creativity: Meaning and nature 3.6Process and Product of creativity 3.7Nurturing Creativity in Classrooms 3.8Education of Exceptional children: Creative child,Gifted and Slow learner, Educable, trainable,mentally challenged.	13	02	-	15
IV (15 Marks)	**PERSONALITY AND MENTAL HEALTH** 4.1 Meaning and Characteristics of personality 4.2 Factors of personality • Physical. • Mental. • Social. • Emotional. 4.3 Type Theories of Personality.	13	02	-	15

	-Hippocrates, Sheldon, Kretchmer, Spranger and Jung 4.4 Trait theories of personality: Cattel and Eysenck 4.5 Concept of balanced mature personality 4.6 Concept of mental health and mental hygiene 4.7 Adjustment mechanism: Fantasy, Compensation, Identification, Rationalization and Sublimation 4.8 Concept of Instinct and Emotion. 4.9 Some educationally significant instincts and provisions for their training (Curiosity, Acquisition, Self assertiveness, Herd Instincts, Sex Instincts). 4.10 Relation between Instincts and Emotion. 4.11 Importance of Emotional training in the classroom.				
	Total	**52**	**08**	**-**	**60**

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4	CO1,CO2, CO3, CO4	CO3, CO4	CO1,CO2, CO3		
Conceptual Knowledge		CO1,CO2, CO3, CO4	CO3, CO4	CO1, CO2, CO3, CO4		
Procedural Knowledge			CO3, CO4	CO3, CO4		
Metacognitive Knowledge						

Where, L: Lectures T:Tutorials P: Practicals

Modes of In-Semester Assessment: **40 Marks**

1. Two sessional tests – (10+10) 20 Marks
2. Any two of the following activities listed below – (10+10) 20 Marks
   - Seminar on any one of the topics of the course.
   - Group discussion on any one of the topics of the course.
   - Home assignment on any one of the topics of the course.
   - Identification and Case study of a creative child.
   - Awareness campaign on mental health issues etc.
   - Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7

CO1	S	M	S	S	S	S	M
CO2	M	S	M	M	M	S	S
CO3	S	M	S	S	M	S	M
CO4	M	S	M	M	S	S	M

Where, S=Strong M=Moderate

Suggested Readings:

1.Agarwal, J.C. (2004). Essentials of Educational Psychology, published by Vikas Publishing House. New Delhi

2.Agarwal1a, S. Psychological Foundations of Education. Mahaveer Publications.

3.Chatterjee, S.K. (2000): Advanced Educational Psychology, published by Books and Allied (p) Ltd. 8/1 Chintamoni Das Lane,Ca1cutta 700009 (India).

4.Chauhan, S.S. (1978). Advanced Educational Psychology. Vikas Publishing House Pvt. Ltd., New Delhi.

5. Kupaswami, Educational Psychology, New Delhi

6. Kundu & Tutu, Educational Psychology, New Delhi

7. Mangal S.K. (1974). Educational Psychology. Tandon Publications, Ludhiana

8. Mathur, S.S. (2001). Educational Psychology. Vinod Pustak Mandir. Agra.

9. Mohanty, M.S.(1993). Educational Psychology & Statistics. Shri Durga PustakBhandar, Sambalpur.

10. Morgan, C.T., King, R.A. and Schopler, J. (1993). McGraw Hill Publishing Company Ltd., New York.

11. Safaya&Bhatiya, Educational Psychology, New Delhi.

12. Sorenson, H. (1964). Psychology in Education. International Student Edition, McGraw hill Book Co., INC. New York.

13. Singh, A.K. (2013): The Comprehensive History of Psychology, Motilal Banarsidass Publishers Pvt. Ltd. Delhi.

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B.A. IN EDUCATION PROGRAMME (FYUGP)

DETAILED SYLLABUS OF 2ND SEMESTER

Course Title	**: History of Indian Education**
Course Code	**: GECEDN2B**
Nature of Course	**: Generic Elective Course (GEC)**
Total Credits	**: 03**
Distribution of Marks	**: 60 (End Sem.) + 40 (In-Sem.)**

Course Objectives: This course is designed to familiarize the students with the concepts and salient features of Vedic, Buddhist and Islamic education system in India. The course will develop and understanding of the indigenous education system of India with reference to its meaning, types of institutions, causes of downfall and relevance. The course will also familiarize the students with the educational activities of the Missionaries in India and introduce them to the Charter Act of 1813.

Course Outcomes (COs): The students will be able to-

CO1: Describe the development of Vedic Education System:

ILO 1.1: describe the development of Vedic Educational System.

ILO 1.2: describe the salient features of Vedic Educational System.

ILO 1.3: discuss the educational implications of Vedic Educational System.

ILO 1.4: analyse the relevance of Vedic Educational System.

ILO 1.5: discuss the strength and weakness of Vedic Education system.

CO 2: Describe the development of Buddhist Education System:

ILO 2.1: describe the development of Buddhist Educational System.

ILO 2.2: describe the salient features of Buddhist Educational System.

ILO 2.3: discuss the educational implications of Buddhist Educational System.

ILO 2.4: analyse the relevance of Buddhist Educational System.

ILO 2.5: discuss the strength and weakness of Buddhist Education system.

CO 3: Describe the development of Islamic Education System:

ILO 3.1: describe the development of Islamic Educational System.

ILO 3.2: describe the salient features of Islamic Educational System.

ILO 3.3: discuss the educational implications of Islamic Educational System.

ILO 3.4: analyse the relevance of Islamic Educational System.

ILO 3.5: discuss the strength and weakness of Islamic Education system.

CO 4: Describe the emergence of Modern Education in India:

ILO 4.1: explain the indigenous education system of India with reference to its meaning, types of institutions, causes of downfall and relevance.

ILO 4.2: explain the educational activities of the Missionaries in India with special reference to Assam.

ILO 4.3: describe the Charter Act of 1813.

Cognitive Map of Course Outcomes Based on Revised Bloom's Taxonomy:

Cognitive Knowledge Dimension	**Cognitive Process Dimensions**					
	Remember	**Understand**	**Apply**	**Analyse**	**Evaluate**	**Create**
Factual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO1, CO2, CO3		
Conceptual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3,CO4	CO1, CO2, CO3,CO4	CO1, CO2, CO3		
Procedural Knowledge						
Metacognitive Knowledge						

Units	**COURSE CONTENTS**	**L**	**T**	**P**	**Total Hours**
I (15 Marks)	**Development of Vedic Education System** 1.1 Composition of Vedas 1.2 Purpose of studying Vedas 1.3 Concept of Vedic Education System 1.4 Some terms of Vedic Education system- (Brahmacharyya, Brahmabadini, Brahmana, Three Debts, Third Eye, Upanishada, Verna System, Swadhyaya or Self learning, Upanayana, Samavartana) 1.5 Salient Features of Vedic System of Education 1.6 Basic Aims and Objectives of Vedic Education 1.7 System of Administration and Finance	10	03	-	13

	1.8 Methods of Teaching 1.9 Types of Educational Institutions 1.10 Curriculum 1.11 Teacher-Pupil Relationship 1.12 Women's Education 1.13 Educational Centres of the Hindus in Ancient India- 1.13.1 Takshasila or Taxila 1.13.2 Banaras or Varanasi 1.13.3 Mithila 1.13.4 Navadwip or Nadia 1.14 Strength and Weakness of Vedic Education system				
II (15 Marks)	**Development of Buddhist Education System** 2.1 Introduction to Buddhism 2.2 Buddhist Education System: Concept and salient features 2.3 Some terms and concepts of Buddhism or Buddhist Education- (Four Noble Truth, The Pabbajja, The Upasampada) 2.4 Aims and Objectives of Buddhist Education System 2.5 Organisation of Buddhist Education System 2.6 System of Administration and Finance 2.7 Curriculum 2.8 Methods of Teaching 2.9 Types of Educational Institutions 2.10 Teacher-Pupil Relationship 2.11 Women's Education 2.12 Educational Centres of Buddhist Education system 2.12.1 Nalanda 2.12.2 Vikramsila 2.12.3 Valabhi 2.13 Strength and weakness of Buddhist Education system.	10	02	-	12
III (15 Marks)	**Development of Islamic Education System** 3.1 Islamic System of Education with special reference to its: 3.1.1 Salient Features 3.1.2 Aims and Objectives 3.1.3 System of Administration and Finance 3.1.4 Types of Educational Institutions 3.1.5 Pupil-Teacher Relationship 3.1.6 Methods of Teaching 3.1.7 Curriculum 3.1.8 Women's Education 3.1.9 Strengths and weaknesses.	08	02	-	10
IV (15 Marks)	**Emergence of Modern Education in India** 4.1 Indigenous Education System of India: 4.1.1 Meaning of Indigenous Education system 4.1.2 Types of Indigenous educational institutions 4.1.3 Causes of downfall of Indigenous Education system 4.1.4 Relevance of Indigenous Education system 4.2 Educational activities of Christian Missionaries and	08	02	-	10

	East India Company 4.2.1 The Missionaries (Portuguese, Dutch, British, Denis, and French) 4.2.2 Centres of Missionary Education (Madras, Calcutta, and Bombay 4.3 Educational activities of the Missionaries in Assam 4.4 Charter Act of 1813				
Total		36	09	-	45

Where, L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment: **40 Marks**

1) Two sessional tests - (10+10) 20 Marks
2) Any two of the activities listed below- (10+10) 20Marks

- Seminar on any one of the topics of the course.
- Group discussion on any one of the topics of the course.
- Assignment related to the Course content.
- Quiz on the contents of the course.
- Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	M	S	S	S	S
CO2	S	M	M	S	S	S	S
CO3	S	M	M	S	S	S	S
CO4	S	M	M	S	M	M	S

Where, S: Strong M: Moderate

Suggested Readings:

1. Altekar, A. S. (2001). Education in Ancient India, Isha Book

2. Chaube, S.P. (1980). History and Problems of Indian Education, Agra: Agarwal Publications

3. Chaube, S.P and A. Chaube (1999). Education in Ancient and Medieval India, New Delhi: S. Chand

4. Chatterjee, M. (1999). Education in Ancient India,: D. K. Printworld (P) Ltd.

5. Keay, F. E. (1918). Ancient Indian Education (Origin, Development and Ideals). Oxford University Press

6. Nayak, B.K. (2012). History Heritage and Development of Indian Education .New Delhi: Axis Books Pvt.Ltd.

7. Nurullah, S. and Naik, J. P. (2016). A Students' History of Education in India (1800- 1973). Bombay: Macmillan India Ltd.

8. Nurullah , S. & J. P. Naik, J.P (1971).A History of Education in India (during the British Period), 2 rep. Macmillan India Ltd

9. Mazumder, N. N. (). A History of Education in Ancient India – Primary Source Edition, Nabu Press

10. Mukharjee, S.N. (2014). Education in India Today and Tomorrow, Vinod Pustak Mandir.

11. Purkait, B. R (2012). Milestones in Modern Indian Education, New Delhi: New Central Book Agency (P) Ltd.

12. Rajput, J. S. (2004). Encyclopedia of Indian Education , New Delhi : NCERT

13. Rawat, P.L., (n.d.). History of Indian Education, Agra: Ram Prasad & Sons.

14. Sarma, M.K. (2013). Bharatar Sikhar Itihas, Dibrugarh: Banalata.

15. Sharma, R. N. & R. K. Sharma, (2004). History of Education in India. Atlantic Pub.

16. Sharma, T.K. (2008). Bharatar Sikha Bikasar Ithihas aru Samasyawli. Dibrugarh: Banalata.

17. Sharma, T.K & Goswami, R.K. (2009). Bharatar Sikhar Buranjee. Dibrugarh: Banalata.

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B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 3rd SEMESTER

Course Title	**: Philosophical and Sociological Bases of Education**
Course Code	**: EDNC3**
Nature of Course	**: Major**
Total Credits	**: 4 credits**
Distribution of Marks	**: 60 (End-Sem.) + 40 (In-Sem.)**

Course Objectives: The course on Philosophical and Sociological Bases of Education is designed for the students to demonstrate the understanding of the Indian and Western schools of philosophy and education. The course will describe appropriate theories, concepts, processes relevant to Sociology of Education. The course will also provide an understanding of the relationship between education and political ideologies.

Course Outcomes (COs): The students will be able to –

CO1: Demonstrate the understanding of the Indian schools of philosophy and education.

LO 1.1: describe the basic features and classification of Indian Philosophies-Yoga and Vedanta.
LO 1.2: explain the influence of Buddhism on education in India.
LO 1.3: discuss the impact of Indian schools of philosophy in the present system of education in India.

CO2: Demonstrate the understanding of the Western schools of philosophy and education.

LO 2.1: describe the basic features of Western Philosophy.
LO 2.2: explain the role of Idealism, Naturalism and Pragmatism in determining aims of education, curriculum, method of teaching, role of teacher and discipline in education.
LO 2.3: discuss the impact of Western schools of philosophy in the present system of Indian education.

CO3: Apply the knowledge of understanding education and society.

LO 3.1: explain Conflict Theory and Consensus Theory along with their merits & demerits.
LO 3.2: examine the role of education in socialization process.
LO 3.3: discuss the role of education in preservation, transformation, and promotion of culture.
LO 3.4: examine the role of education in social change and social mobility.
LO 3.5: discuss education as a process of Human Resource Development.

CO4: Analyze the relationship between education and political ideologies.

LO 4.1: explain the importance of constitutional values i.e. Equality, Freedom, Justice, Fraternity, Secularism, Human Rights in India.

LO 4.2: discuss the role of education in inculcating democratic values in India.
LO 4.3: describe the nature of education in totalitarian society and communist society.
LO 4.4: examine the role of education in a secular society.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1,CO2,		CO1,CO2,		
Conceptual Knowledge		CO3,CO4		CO3, CO4,		
Procedural Knowledge	CO3		CO3			
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	TOTAL HOURS
I (15 Marks)	**INDIAN SCHOOLS OF PHILOSOPHY AND EDUCATION** 1.1 Basic features and classification of Indian Philosophy 1.2 Yoga: a) the Hathayoga and Rajayoga. b) The Astangika Yoga. c) Influence of Yoga in education. 1.3 Vedanta: a) Basic tenets (Brahma, Atman, Jagat, Maya) b) Advaita Vedanta c) Influence in education. 1.4 Buddhism: a) Four noble truths of Buddha b) Middle Path c) Influence in education. 1.5 Impact of Indian schools of philosophy in present system of education in India.	**14**	**01**	**-**	**15**
II (15 Marks)	**WESTERN SCHOOLS OF PHILOSOPHY AND EDUCATION** 2.1 Basic features of Western Philosophy 2.2 Idealism: a) Basic tenets b) Influence on aims, curriculum, methods of teaching, role of teacher and discipline in education. 2.3 Naturalism: a) Basic tenets b) Influence on aims, curriculum, methods of teaching, role of teacher and discipline in education 2.4 Pragmatism a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education	**14**	**01**	**-**	**15**

	2 .5 Impact of Western schools of philosophy in present system of Indian education.				
III (15 Marks)	**UNDERSTANDING EDUCATION AND SOCIETY** 3.1 Sociology of Education: Its Theories (Conflict Theory and Consensus Theory- their concepts, features, merits & demerits) 3.2 Education and Socialisation: 3.2.1 Meaning and process of socialisation 3.2.2 Agencies of socialisation - Home, School, Society (Neighbourhood, Peer group, Mass media, Social Media) 3.2.3 Education as a socialisation process 3.3 Culture and Education: Role of education in preservation, transformation, and promotion of Culture; culture and ideology. 3.4 Social Change: meaning & factors, role of education in social change 3.5 Social Mobility: meaning, types, role of education in social mobility 3.6 Economic Development- meaning, factors, role of education 3.7 Education as process of Human Resource Development	**14**	**01**	**-**	**15**
IV (15 Marks)	**EDUCATION AND POLITICAL IDEOLOGIES** 4.1 Constitutional Values: Equality, Freedom, Justice, Fraternity, Secularism, Human Rights 4.2 Democracy-concept and basic features of Democracy, nature of education in Democracy, Role of education in inculcating democratic values. 4.3 Totalitarianism: concept and basic features of totalitarianism, nature of education in Totalitarian society 4.4 Communism: Concept of Communism, basic features, nature of education in Communist society 4.5 Secularism: Meaning and Role of education in secular society	**14**	**01**	**-**	**15**
	Total	**56**	**04**	**-**	**60**

Where, L: Lectures T: Tutorials P: Practical

Modes of In-Semester Assessment: **40 Marks**

1) Two In-semester tests – (10+10) 20 Marks

2) Any two of the following activities listed below – (10+10) 20 Marks

- Group discussion on any one of the topics of the course.
- Seminar on any one of the topics of the course.
- Debate on any one of the topics of the course.
- Assignment on any one of the topics of the course.
- Project on any relevant topics of the course.

- Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	S	M	M	M
CO2	S	M	S	S	M	M	M
CO3	S	M	S	S	M	M	M
CO4	S	M	S	S	M	M	M

Where S: Strong M: Moderate

Suggested Readings:

1. Bhatia, Kamala (1974). Philosophical and Sociological Foundation of Education. New Delhi: Doaba House.
2. Bhatia, K. K. (1997). Educational Psychology. Ludhiana: KalyaniPublications.
3. Bhatnagar, A. B. (1996). Advanced Educational Psychology. Meerut: LoyalPublication.
4. Bhattacharya, Srinibas (1996, 2002). Sociological Foundation of Education. New Delhi: AtlanticPublishers&Distributors.
5. Chaube, S. P. (1985). Philosophical & Sociological Foundation of Education. Agra: VinodPustakMandir.
6. Chauhan , S. S. (1978). Advanced Educational Psychology. , New Delhi: VikasPublications.
7. Kakkar ,S. B. (1993). Educational Psychology. New Delhi: PrenticePublications.
8. Mohan, Jitendra (1993). Educational Psychology. New Delhi: Wiley Eastern PvtLtd.
9. Murthy, S. K. (1982). Philosophical and Sociological Foundation of Education. Ludhiana: Prakash Brothers.
10. Noll, Victor H. (1962). Reading in Educational Psychology. New York: TheMacmillan.
11. Prasad ,Janardan (1995). Educational Psychology: Development of Teaching and Learning . New Delhi: KanishkaPublications.
12. Rao,S. Narayan (1990). Educational Psychology. New Delhi: WileyPublications.
13. Safaya, R. N. (1994). Development of Educational Theory and Practice: Delhi: DhanpatRai&Sons.
14. Saxena, N. R. Swarup (2001). Philosophical and Sociological Foundation of Education. Meerut: R Lal Books.
15. Sharma, Ram Nath (2000). Text Book of Educational Philosophy. New Delhi: Kanishka Publishers & Distributors. Srimali,
16. Shyam Sunder (1996). Educational Psychology. Jaipur: Rawat Publications.

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(B. A. IN EDUCATION PROGRAMME (FYUGP)

DETAILED SYLLABUS OF 3RD SEMESTER

Course Title : Value Education

Course Code : EDNC4

Nature of Course: Major

Total Credits : 4 credits

Distribution of Marks: 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: The course on Value Education is designed for the students to explain and demonstrate the knowledge of the values required to be a dignified citizen in the present-day society. This course will describe appropriate concepts related to curriculum, textbooks, syllabus and co-curricular activities. It will help to cultivate in learners' worthwhile values required for peace of the global society.

Course Outcomes (COs): The students will be able to -

CO1: Explain the meaning, types, functions and sources of values.

LO1.1: describe concept, meaning and definition of values.

LO1.2: discuss sources of values, Socio- cultural tradition, Religion and Constitution.

CO2: Explain the meaning, objectives and dimensions of Value education and illustrate the importance, policy perspectives, methods and techniques of Value education.

LO2.1: describe Value Education and its Objectives and Dimensions.

LO2.2: generalize the importance of Value Education in the 21st century.

LO2.3: discuss the policy perspective on Value Education in India.

CO3: Interpret the perspectives of Value education of the East and West.

LO3.1: identify the perspectives of Value Education in East.

LO3.2: demonstrate the perspectives of Value Education in the West.

CO4: Generalize the meaning, objectives, pedagogy and the ways of integrating Peace education in the curriculum.

LO4.1: describe the meaning and concept of Peace Education, State the Objectives of Peace Education and the Pedagogy of Peace Education.

LO4.2: appraise Peace Education in the curriculum.

CO 5: Explain the importance of teachers, Principals and parents in imparting peace education.

LO5.1: discuss Peace Education for a better world.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2, CO5	CO1, CO2, CO5	CO3	CO4	CO2, CO4	
Conceptual Knowledge	CO1, CO2, CO3	CO1, CO2, CO5	CO2, CO4	CO3.CO4		
Procedural Knowledge	CO3	CO3, CO4		CO2, CO4		
Metacognitive Knowledge						

UNITS	COURSE CONTENTS	L	T	P	Total Hours
I (15 Marks)	**INTRODUCTION TO VALUES** 1.1 Concept, meaning and definition of values 1.2 Types of values 1.2.1 Instrumental values 1.2.2 Intrinsic values and 1.2.3 Democratic values. 1.3 Functions of values 1.4 Sources of values 1.4.1 Socio- cultural tradition 1.4.2 Religion 1.4.3 Constitution 1.5 Fostering values: Role of – 1.5.1 Parents 1.5.2 Teachers 1.5.3 Peer groups 1.5.4 Government 1.5.5 Mass media and 1.5.6 Voluntary organizations	13	2	-	15
II (15 Marks)	**INTRODUCTION TO VALUE EDUCATION** 2.1 Meaning of Value Education 2.2 Objectives of Value Education 2.3 Dimensions of Value Education 2.3.1 Religious 2.3.2 Spatial	13	2	-	15

	2.3.3 Cognitive, Affective and Psychomotor dimensions 2.4 Importance of value education in the 21st century 2.5 Policy perspective on Value Education in India 2.6 Methods and techniques of value education: 2.6.1 Practical method 2.6.2 Conceptual method 2.6.3 Biographical method 2.6.4 Storytelling technique 2.6.5 Socialized class technique 2.6.6 Discussion technique 2.7 Role of the Teacher and School in promoting Value Education				
III (15 Marks)	**PERSPECTIVES OF VALUE EDUCATION IN EAST AND WEST** 3.1 Perspectives of Value Education in East 3.1.1 Moral Education (M.K Gandhi) 3.1.2 Spiritual Education (Aurobindo Ghosh) 3.1.3 Aesthetic Education (Rabindranath Tagore) 3.1.4 Education for Divine Perfection (Swami Vivekananda) 3.2 Perspectives of Value Education in the West 3.2.1 Education for development of Personality (Plato) 3.2.2 Education to understand the Nature(Jean Jacques Rousseau) 3.2.3 Education for Society (John Dewey) 3.2.4 Existentialism and Education (Jean Paul Satre)	13	2	-	15
IV (15 Marks)	**PEACE EDUCATION** 4.1 Meaning and concept 4.2 Objectives of Peace education 4.3 Pedagogy of Peace education: 4.3.1 Self-learning	13	2	-	15

	4.3.2 Cooperative learning 4.3.3 Problem solving 4.4 Integrating Peace education in the curriculum: 4.4.1 Subject content 4.4.2 Teaching methods 4.4.3 Co -curricular activities 4.4.4 Staff development 4.4.5 Classroom management and 4.4.6 School management. 4.5 Imparting Peace Education: Role of – 4.5.1 Teacher 4.5.2 Principal 4.5.3 Parents				
Total		**52**	**8**	**-**	**60**

Where L: Lecture, T: Tutorial, P: Practical

Modes of In-semester Assessment: **40 Marks**

1. Two Sessional tests- (10+10) 20 Marks
2. Any two of the following activities listed below- (10+10) 20 Marks
   - Carry out a survey of the Colleges/ Secondary Schools to identify the values most preferred and practiced by students.
   - Carry out a survey of their local community and identify the steps taken by parents in promoting peace in society.
   - Analyze Secondary School textbooks to identify the types of values and peace promoted through the content.
   - Analysis of contents of advertisement, TV serials, movies to identify the gaps between the values promoted by them and those promoted by the society.
   - Group Discussion on any one of the topic of the course
   - Seminar on any one of the topics of the course
   - Debate on any one of the topics of the course
   - Assignment on any one of the topics of the course.
   - Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	M	S	S	M
CO2	S	S	M	S	S	M	M
CO3	S	S	S	M	S	M	S

CO4	S	M	S	S	M	M	M
CO5	S	S	M	S	S	M	M

Where S: Strong M: Moderate

Suggested Readings:

1) Adans, D. (Ed). (1997). UNESCO and a culture of peace, promoting a global movement. Paris: UNESCO Publication.
2) Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
3) Chand, J. (2007). Value Education. Delhi: Anshah publishing House.
4) Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
5) Diwahar, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg
6) Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.
7) Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication.
8) Kumar, M. (Ed). (1994). Non-violence, contemporary issues and challenges. New Delhi: Gandhi peace foundation.
9) Morrison, M. L. (2003). Peace education. Australia: McFarland.
10) Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological corporation.
11) Ruhela, S. P. (1986). Human values and education. New Delhi: Sterling publishing.
12) Salomon, G., &Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
13) Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
14) Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
15) Singh, Y. K., &Natha, R. (2008). Value Education. New Delhi: A.P.H. Publishing Corporation.
16) Singh,Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
17) Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.
18) Venkataiah, N. (1998). Value Education. New Delhi: Aph Publishing Corporation.
19) Venkataiah, (2009). Value education. New Delhi: APH Publishing Corporation.

E-Recourses:

1) Basic of Education, https://ncert.nic.in/division/der/pdf/basic_in_education.pdf

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B.A. IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 3RD SEMESTER

Course Title : Sociological Foundations of Education
Course Code : MINEDN3
Nature of Course : Minor
Total Credits : 4 credits
Distribution of Marks : 60 (End-Sem.) + 40 (In-Sem.)

Course Objectives: This course is designed to acquaint the students with the concept of Sociological approach of education, theories of Educational Sociology along with the concepts like Socialization, emotional and national integration and internalization. The course will develop an understanding of the role of education in social change and development as a whole and developmental of socially and economically disadvantaged groups in particular.

Course Outcomes (COs): The students will be able to-

CO1: Describe the concept of sociological approach of Education.

LO 1.1 Analyse different concepts related with sociological approach of education.

LO 1.2 Explain the concept, approaches of educational sociology.

CO2: Describe the theories of Educational Sociology.

LO 2.1 Explain different theories of educational sociology

CO3: Explain socialization, emotional and national integration and internationalization.

LO 3.1 Discuss the role of education in socialization process.

LO 3.2 Explain the importance of emotional and national integration.

LO 3.3 Discuss the role of education in internationalization.

CO4: Describe the role of education in social change and development.

LO 4.1 Explain the role of education in social change and economic development.

LO 4.2 Illustrate cultural changes.

LO 4.3 Discuss the role of education in human resource development.

CO5: Discuss the importance of Education for socially and economically disadvantaged groups of Indian society.

LO 5.1 Illustrate the socio-economic status of various social groups.

LO5.2 Identify the role of education in development of the disadvantaged groups.

LO 5.3 Analyse the constitutional provisions for education of different sections of the society.

Cognitive Map of Course Outcomes based on Revised Bloom's Taxonomy:

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual		CO1, CO3, CO4, CO5		CO1, CO3		
Conceptual		CO2, CO3, CO4, CO5	CO4, CO5	CO1, CO5		
Procedural						
Metacognitive knowledge						

Unit	Contents	L	T	P	Total Hours
I **(15 Marks)**	**Introduction to Educational Sociology** 1.1Meaning and nature of Sociology. 1.2 Introduction to Educational Sociology- 1.2.1 Meaning, nature and scope of Educational Sociology 1.2.2 Need for Sociological Approaches in Education 1.2.3Analogy between Education and Sociology(relationship) 1.3Theories of Educational Sociology – 1.3.1 Conflict Theory: concept, features, merits and demerits 1.3.2 Consensus Theory: concept, features, merits and demerits 1.3.3 Implementation of Conflict and Consensus theory in education	14	1	-	15
II **(15 Marks)**	**Education and Socialization Process** 2.1.Socialization: Meaning and Process 2.2 Education as a Socialization Process 2.3 Agencies of Socialization: Home, School, Society (Neighbourhood, Peer group, Mass media, Social Media) and their role in Socialization 2.4 Emotional and National Integration—meaning, importance, role of Education 2.5 Internationalization—meaning, importance, role of Education	14	1	-	15
III **(15 Marks)**	**Social Changes, Development and Education** 3.1Social Change: meaning, factors and role of Education 3.2 Cultural Changes: meaning, factors, role of Education 3.3 Economic Development: meaning, factors, role of Education 3.4 Human Resource Development: meaning, role of Education	14	1	-	15

	3.5 Democratic nature of education, Role of education in inculcating democratic values.				
IV **(15 Marks)**	**Education and Social Groups** 4.1 Social groups in Indian context: characteristics and classification 4.2 Social Disadvantages and Inequalities in Indian Society - meaning, causes and types 4.3 Education of the Economically Disadvantaged Sections of Indian Society with special reference to ST, SC, Women and Rural population 4.4 Constitutional Provisions for education of different sections of Indian Society	14	1	-	15
	Total	**56**	**4**	**-**	60

Where, L: Lecture, T: Tutorials, P: Practicals

Modes of In-Semester Assessment: **40 marks**

(1) In Semester Tests- (10+10) 20 marks

(2) Any two of the following activities- (10+10) 20 marks

- Group discussions on any one of the topics of the course.
- Quiz/ Debating/Extempore speech
- Seminar presentation on any one of the topics of the course.
- Assignment on any one of the topic of the course.
- **Survey Report** on Socially and Economically Disadvantaged Groups

(The teacher will design the activities in relation to the above aspects.)

- Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	M	S	S	S	M
CO2	M	M	M	S	S	S	S
CO3	S	M	S	S	M	S	M
CO4	M	S	M	M	S	S	M
CO5	M	M	S	S	S	M	S

Where, S=Strong , M=Moderate

Suggested Readings:

1. Adiseshiah, W.T.V. & Pavanasam . R., (1974). Sociology in Theory and Practice, New Delhi: Santhi Publishers.

2. Blackledge, D. & Hunt, Barry, (1985). Sociological Interpretations of Education, London: Groom Helm.
3. Chanda S.S. & Sharma R.K., (2002). Sociology of Education, New Delhi: Atlantic Publishers.
4. Chandra, S.S., (1996). Sociology of Education, Guwahati: Eastern Book House.
5. Cook L, A. & Cook, E., (1970). Sociological Approach to Education, New York: McGraw Hill.
6. Durkheim, E., (1966). Education and Sociology. New York: the Free Press.
7. Hemlata, T., (2002). Sociological Foundations of Education. New Delhi: Kanishka Publishers.
8. Shukla, S. & K. Kumar (1985). Sociological Perspective in Education. New Delhi: Chanakya Publication.

e-Recourses:

Educational Status of Socially Disadvantaged Group in India:
https://oaji.net/pdf.html?n=2017/1174-1512213260.pdf

B.A IN EDUCATION PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 3rd SEMESTER

Title of the Course	**:**	**GUIDANCE AND COUNSELLING**
Course Code	**:**	**GECEDN 3B**
Nature of Course	**:**	**Generic Elective Course (GEC)**
Total Credits	**:**	**03**
Distribution of Marks	**:**	**60 (End-Sem.) + 40 (In-Sem.**

Course Objective: Guidance and Counselling is primarily concerned with helping each individual towards the higher level of decision making and development within the context of social opportunities and freedom on the one hand and social realities and responsibilities on the other hand.

Course Outcome (COs): The students will be able to-

CO1: Explain the meaning, nature, scope of Guidance and Counselling and its role in education.

LO 1.1: describe the principles of guidance and the various types of guidance in Education.

LO 1.2: discuss the impact of various types of guidance in education.

CO2: Discuss about counseling in education.

LO 2.1: describe the concept and characteristics of counselling.

LO 2.2: recognize the role of different types of counselling in education.

LO 2.3: organize counselling services at schools.

LO 2.4: evaluate the counseling programme at school after conduction.

CO3: Generalize the use of different tools and techniques of guidance and counseling:

LO 3.1: explain the concept of tools and techniques used in guidance and counseling.

LO 3.2: demonstrate the use of the tools and techniques in education.

LO 3.3: differentiate between the testing and non-testing devices in guidance.

LO 3.4: apply the techniques of counselling to resolve various psychological problems faced by the students.

CO4: Evaluate guidance and counseling services conducted in schools or colleges.

LO 4.1: justify the concept and scope of guidance and counseling services.

LO 4.2: recommend the functions of guidance and counseling services at schools.

LO 4.3: choose and create an environment to organize the guidance programme at schools.

Cognitive Map of Course Outcomes Based on Revised Bloom's Taxonomy:

Cognitive Knowledge Dimension	Cognitive Process Dimensions					
	Remember	**Understand**	**Apply**	**Analyse**	**Evaluate**	**Create**
Factual Knowledge	CO1	CO2 CO4			CO4	
Conceptual Knowledge	CO2	CO2		CO1	CO2	
Procedural Knowledge		CO3		CO3	CO4	
Metacognitive Knowledge		CO4		CO2 CO3	CO2	CO4

UNITS	CONTENTS	L	T	P	Total Hours
I **(15 Marks)**	**GUIDANCE:** 1.1 Meaning, Nature, and Scope of Guidance 1.2 Aims and Objectives of Guidance 1.3 Need of Guidance (Educational need, Vocational need, Personal and psychological need) 1.4 Principles of Guidance 1.5 Philosophical, Psychological and Sociological bases of Guidance. 1.6 Types of Guidance • Personal guidance & Social guidance • Educational guidance • Vocational guidance • Health guidance • Individual and Group Guidance 1.7 Relationship between Guidance and Counselling 1.8 Difference between Guidance and Counselling 1.9 Educational Guidance-Meaning, purpose and functions 1.10 Vocational Guidance-Meaning, purpose and functions	10	2	-	12
II **(15 Marks)**	**COUNSELLING:** 2.1 Meaning, Nature and Scope of Counselling 2.2 Characteristics of good counselling process 2.3 Principles of Counselling 2.4 Types of Counselling • Directive Counselling • Non-directive Counselling	10	1	-	11

	• Eclectic Counselling 2.5 Qualities of a Good Counsellor 2.6 Stages in Counselling 2.7 Role of Counsellor, Parents and Teachers in guidance and counselling 2.8 Organization of Counselling Services: • Centralization • Decentralization • Mixed form of Counselling Services				
III **(15 Marks)**	**TOOLS AND TECHNIQUES OF GUIDANCE AND COUNSELLING:** 3.1 Basic concept of tools and techniques of Guidance and counselling 3.2 Essential information for guidance and counselling (Personal information, Educational information and Occupational information) 3.3 Testing Devices in Guidance • Intelligence Tests • Aptitude Tests • Achievement Tests • Personal Inventories • Creativity Tests • Interest Tests 3.4 Non-Testing Devices in Guidance • Interview • Observation • Check list • Sociometry • Cumulative record card • Case study 3.5 Group guidance techniques 3.6 Techniques of Counselling	10	1	-	11
IV **(15 Marks)**	**GUIDANCE AND COUNSELLING SERVICES:** 4.1 Concept, nature and Scope of Guidance Services 4.2 Types of Guidance Services • The Orientation Service • The Student Information Service • The Counselling Service • The Placement Service • The Follow up Services • The Remedial Service • The Research Service 4.3: Organization of Guidance Programme at School • Guidance for Gifted Children • Guidance for Slow learner • Guidance for Creative Children • Guidance for Mentally Retarded • Guidance for Juvenile Delinquents	10	1	-	11

	• Guidance for Visually Impaired • Guidance for Hearing Impaired 4.4 Principles of Organization of Guidance and counselling services at- • Elementary Level • Secondary Level • Higher Level 4.5 Challenges and issues of guidance and counselling Programme				
	Total	40	5	-	45

Where, L: Lecture T: Tutorial P: Practical

Modes of In-Semester Assessment **40 Marks**

1. Two Sessional tests : (10+10) 20 Marks
2. Any two of the following activities listed below: (10+10) 20 Marks

- Group discussion on any one of the topics of the course.
- Seminar presentation on any one of the topics of the course.
- Dissemination of occupational information
- To do a Case Study of a differently-abled student and prepare a report.
- Home Assignment on any of the relevant topic (Application Level)
- Any other activity as deemed to be fit by the course teacher.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	S	S	S	M
CO2	M	S	M	M	M	S	S
CO3	S	M	S	S	M	S	M
CO4	M	S	M	M	S	S	M

Where, S: Strong M: Moderate

Suggested Readings:

1. Agarwalla, R. (2006). Educational, Vocational guidance and counselling. New Delhi: Sipra Publication.

2. Berdie, R.F. (1963). Testing in Guidance and Counselling. New York: Mc Graw Hill

3. Bhatnagar, A and Gupta, N. (1999). Guidance and Counselling-A Theoretical Approach. Delhi: Vikas Publishing House

4. Charles, K and Jyothsna, N.G (2017) Guidance and Counselling, Hyderabad: Neelkamal Publications Pvt. Ltd.

5. Gogoi, K.P. (2015). A Text Book on Guidance and Counselling, New Delhi: Kalyani Publishing House

6. Gibson, Mitchell M. (1999). Introduction to Counselling and Guidance. University of Michigan: Merrill.

7. Jones, A.J (1951). Principles of guidance and pupil personnel work. New York: Mc Graw Hill

8. Kochhar, S.K. (1985). Educational and Vocational Guidance in secondary schools. New Delhi: Sterling Publisher.

9. Sharma, R.A (2015). Foundation of Guidance and Counselling, Meerut: R Lal Book Depot

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FIRST SEMESTER

COURSE CODE: 10100

COURSE 1: INDIAN CLASSICAL LITERATURE

(CORE)

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The objective of this course is to acquaint the students with the rich cultural heritage of ancient Indian literature, especially Sanskrit Literature. Indian classical literature can claim the rare distinction of attaining the summit of creative excellence and artistic/aesthetic sensibility, especially in Sanskrit in the immortal plays of Kalidasa, the epics *The Ramayana* and *The Mahabharata*, Shudraka's *Mrcchakatika,* among others.Although Srimanta Sankaradeva of Assam cannot be regarded as 'classical' from the purview of temporality, his works are characterised by classical sensibilities and in the context of Assamese literature and culture, his works are held as immortal classics. Therefore, Sankardeva's inclusion in this course is determined by his works' timeless appeal and relevance. One of his famous plays *Parijata Harana* has been included.

UNIT 1: CLASSICAL SANSKRIT DRAMA

Kalidasa, *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New

Delhi: Penguin, 1989).

UNIT II: SELECTIONS FROM EPIC SANSKRIT LITERATURE

Vyasa, 'The Dicing' and 'The Sequel to Dicing, 'The Book of the Assembly Hall', in *The Mahabharata*: tr. and ed.

J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.

UNIT III: SANSKRIT DRAMA

Sudraka, *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass,

1962).

UNIT IV: CLASSICAL ASSAMESE DRAMA

Shankaradeva, *Parijata Harana* [trans. William L. Smith] from*Krishna*. *A Source Book*, ed.

Edwin Francis Bryant (London: OUP, 2007). [www.atributetosankaradeva.org/parijata.pdf]

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
Neo-vaishnavaite Movement in Assam
Ankiya Nat

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

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Total: =80 marks

EXPECTED LEARNER OUTCOME

After completing this course, the learner shall be in a position to understand and appreciate the rich Indian classical literary tradition including its distinctive aesthetic philosophies. It would provide them with the conceptual resources to make a comparative assessment between the Indian and the Western classical tradition, thereby enabling their knowledge and understanding of the two great ancient literary traditions.

RECOMMENDEDREADINGS

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
2. Iravati Karve, 'Draupadi', *in Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.
3. 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.
4. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalismand the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.
5. Maheswar Neog, *Sankaradeva*. (New Delhi: NBT, 2005).
6. Maheswar Neog, *Early History of the Vaisnava Faith and Movement in Assam: Sankaradeva and His Times* (1965; reprint, Delhi: Motilal Banarsidass, 1983).
7, Birinchi Kumar Barua, ed, *Ankiya Nat* (1940), 3rd ed. (Guwahati: Department of Historical and Antiquarian Studies in Assam, 1983).

COURSE CODE: 10200

COURSE 2: EUROPEAN CLASSICAL LITERATURE

(CORE)

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: European Classical literature implies the literature of ancient Greece and Rome. The study of 'ancient Greek literature' implies a study of literature written in Greek in the pre-Christian period, by non-Christians in the first six centuries of the Christian era. Roman literature, written in the Latin language remains an enduring legacy of the culture of ancient Rome. Latin literature drew heavily on the traditions of other cultures, particularly the more mature literary tradition of Greece, and the strong influence of earlier Greek authors are seen. The purpose of this course is to acquaint learners with the great heritage of European classical literature, starting from Homer's epic *The Iliad* to the satires of Horace. The importance of this course rests on the fact that English literature is heavily indebted to the classical works of Greece and Rome. Whether it is tragedy or comedy, satire or criticism, epic or lyric, the influence of classical literature in the works of the English authors is clearly in evidence. Therefore, learners will be acquainted with immortal classics like *The Iliad* and *Metamorphosis,* they get to learn about the difference between the Greek classics and the Latin classics, the different genres dabbled in by the classical writers, such as, tragedy, comedy, epic, satire, criticism and so forth.

UNIT I: CLASSICAL GREEK EPIC

1. E.V. Rieu (Harmondsworth: Penguin,1985).
   Hoomer, The Iliad, t,r. E.V . Rieu (Harmondsworth: Penguin, 1985) Book 1: The Wrapth of Achilles, Book 16: Petroclus in Achilles's, armour killed by Hector, Book 22: Hector's Killing by Achilles, Book 24: Return and Burial of Hector's Body.

UNIT II: CLASSICAL GREEK TRAGEDY

2. Sophocles , *Antigone*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin, 1984).

UNIT III: CLASSICAL ROMAN COMEDY

3. Plautus, *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).

UNIT IV: CLASSICAL ROMAN EPIC/NARRATIVE POEM

4. Ovid, Selections from *Metamorphoses,* 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975).
5. 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

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

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Total: =80 marks

EXPECTED LEARNER OUTCOME

After the completion of the course, the learners shall be in a position to understand the source of Western literary paradigm – a formation that was responsible for constituting the great tradition of the western canon, and one which govern our critical or comparative touchstone on 'what good literature ought to be.'

RECOMMENDED READINGS

1. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.

2. Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).

3. Horace, *Ars Poetica*, tr. H. Rushton Fairclough, Horace: Satires, Epistles and Ars Poetica (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.

SECOND SEMESTER

COURSE CODE: 20100
COURSE 3: INDIAN WRITING IN ENGLISH
(CORE)
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: Indian Writing in English refers to the body of work by writers in India who write English and whose native language could be one of the numerous languages of India. It is also associated with the works of members of the Indian Diaspora. As a category, this production comes under the broader realm of postcolonial literature- the production from previously colonized countries such as India. Indian English Literature is an honest enterprise to demonstrate the ever rare gems of Indian Writing in English. From being singular and exceptional, rather gradual native flare - up of geniuses, Indian Writing in English has turned out to be a new form of Indian culture and voice in which India converses regularly. Indian Writers - poets, novelists, essayists, and dramatists have been making momentous and considerable contributions to world literature since pre - Independence era, the past few years have witnessed a gigantic prospering and thriving of Indian English Writing in the global market. Indian English Literature has attained an independent status in the realm of world Literature. Wide ranges of themes are dealt within Indian Writing in English. While this literature continues to reflect Indian culture, tradition, social values and even Indian history through the depiction of life in India and Indians living elsewhere, recent Indian English fiction has been trying to give expression to the Indian experience of the modern predicaments. The aim of this course is to introduce learners to Indian Writing in English from the colonial to the postcolonial period. Issues such as identity politics, gendered differences, home, dislocation, language among others shall be underscored with the intention to understand the diversity of Indian culture and tradition across spatiality.

UNIT I: PRE-INDEPENDENCE INDIAN ENGLISH NOVEL

R.K. Narayan *The English Teacher*

UNIT II: POST-INDEPENDENCE INDIAN ENGLISH NOVEL

Anita Desai *In Custody*

UNIT III: INDIAN ENGLISH POETRY

H.L.V. Derozio ‘Freedom to the Slave’, ‘The Orphan Girl’

Kamala Das ‘Introduction’, ‘My Grandmother’s House’

Nissim Ezekiel ‘Enterprise’, ‘The Night of the Scorpion’

Robin S. Ngangom ‘The Strange Affair of Robin S. Ngangom’, ‘A Poem for Mother’

UNIT IV: INDIAN ENGLISH SHORT STORIES

Mulk Raj Anand ‘Two Lady Rams’

Salman Rushdie ‘The Free Radio’

Shashi Deshpande ‘The Intrusion’

Arup Kumar Dutta ‘The Wilted Flower’ (From *Short Stories and Satires from Salad Days*)

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
Modernism in Indian English Literature

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

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Total: =80 marks

EXPECTED LEARNER OUTCOME

It is believed that learners, after the culmination of this course, shall be in a better position to appreciate the diversity of customs and traditions in India, would be able to map the intellectual trajectory from the pre- to post -independence period, and get the feel of the advancement that Indian writers in English are making, for which they are receiving plaudits, both at home as well as abroad.

RECOMMENDED READINGS

1. Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.

2. Salman Rushdie, ‘Commonwealth Literature does not exist’, in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.

3. Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.

4. Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.

COURSE CODE: 20200

COURSE 4: BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES (CORE)

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The objective of this course is to acquaint the learners with British poetry and drama from Chaucer to Shakespeare. The texts prescribed relate to the Age of Chaucer, Pre-Elizabethan and Elizabethan periods. Shakespeare figures predominantly in this course, with a tragedy, comedy and two sonnets prescribed. Marlowe's play encapsulates the spirit of the Renaissance, thereby placing the Elizabethan period in a proper perspective.

UNIT I: POETRY

Geoffrey Chaucer, The Nun's Priest's Tale
Edmund Spenser, Selections from *Amoretti*:
Sonnet LVII: 'Sweet warrior...'
Sonnet LXXV : 'One day I wrote her name...'
William Shakepeare, Sonnet 30, 116
John Donne, 'The Sunne Rising', 'Death be Not Proud'

UNIT II: ELIZABETHAN/RENAISSANCE DRAMA

Christopher Marlowe, *Doctor Faustus*

UNIT III: SHAKESPEARE'S TRAGEDY

William Shakespeare, *Macbeth*

UNIT IV: SHAKESPEARE'S COMEDY

William Shakespeare, *Twelfth Night*

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS
Renaissance Humanism

The Stage, Court and City
Religious and Political Thought
Ideas of Love and Marriage
The Writer in Society

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

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Total: =80 marks

EXPECTED LEARNER OUTCOME

After completing this course, the learners would be in a position to determine the influence of the European Renaissance on the works of the Elizabethan authors, including Shakespeare.

RECOMMENDED READINGS

1. 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.

2. 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.

3. 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.

4. Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs Merrill, 1970) pp. 13–18.

THIRD SEMESTER

COURSE CODE: 30100
COURSE 5: AMERICAN LITERATURE
(CORE)
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The objective of this course is to introduce the learners to American literature, a field that could be considered as comparatively recent in formulation, when compared to the literature of Britain and Continental Europe. It is a literature steeped in the reactionary philosophy of its Puritan forbears, and has a strong individualistic spirit running through it. The reality or illusion of the Great American Dream, the transcendentalist movement, the history of slavery in the South, the great economic depression etc., forms important contexts to American history and literature, and this course would attempt to highlight these issues as much as possible. All of these would be taken up in this course**.**

UNIT I: DRAMA
Tennessee Williams, *The Glass Menagerie*

UNIT II: AFRICAN-AMERICAN NOVEL
Toni Morrison, *Beloved*

UNIT III: SHORT STORIES
Edgar Allan Poe, 'The Purloined Letter'
William Faulkner 'Dry September'

UNIT IV: POETRY
Anne Bradstreet, 'The Prologue'
Walt Whitman, Selections from *Leaves of Grass*: 'O Captain, My Captain' , 'Passage to India' (lines 1–68)
Robert Frost, "Mending Wall"
Alexie Sherman Alexie 'Crow Testament'

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

The American Dream
Social Realism and the American Novel
Folklore and the American Novel
Black Women's Writings
Questions of Form in American Poetry

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

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Total: =80 marks

EXPECTED LEARNER OUTCOME

It is hoped that learners would get a feel of American literature and they will be able to understand the poetics and politics of a literature characterised both by liberal and reactionary ideals.

RECOMMENDED READINGS

1. Hector St John Crevecouer, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.

2. Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.

3. Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.

4. 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).

5. Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

COURSE CODE: 30200

COURSE 6: POPULAR LITERATURE

(CORE)

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: Popular literature includes those writings intended for the masses and those that find favour with large audiences. It can be distinguished from artistic literature in that it is designed primarily to entertain (brittania.com). The objective of this course is to acquaint learners with popular literature, such as crime thriller, graphic fiction, children's literature and so forth, generally regarded by purists to be 'low-brow' and meant for easy mass consumption. However, it would be wrong to assume such a position insofar as the lines of distinction between what is literary and what is popular tends to be blurred.

UNIT I: CHILDREN'S LITERATURE

Lewis Carroll, *Through the Looking Glass*

UNIT II: CRIME THRILLER

Agatha Christie, *The Murder of Roger Ackroyd*

UNIT III: LGBT FICTION

Shyam Selvadurai, *Funny Boy*

UNIT IV: GRAPHIC NOVEL

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

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

After the completion of this course, it is believed that learners would be in a position to appreciate the presence of a creative space and process that has the potential to affect readers to a degree that high-brow literature cannot achieve due to its propensity to target only a niche audience.

RECOMMENDED READINGS

1. 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.

2. Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances?: Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.

3. 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.

4. Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978, pp. 542–61.

COURSE CODE: 30300

COURSE 7: BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES (CORE)

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: English literature of the Seventeenth and the Eighteenth century was dominated by epoch-making political events, such as the Puritan Interregnum and the Restoration. These events were responsible for ushering in changes in the thought-processes of poets like Milton and Pope, dramatists like Webster and Behn, and so forth. From the romantic excesses of the Elizabethan literature to a literature marked by restraint and order, the learners would be in a position to experience a whole gamut of feelings that define a period and contradistinguishing it from another.

UNIT I: PURITAN EPIC

John Milton, *Paradise Lost: Book 1*

UNIT II: JACOBEAN DRAMA

John Webster, *The Duchess of Malfi*

UNIT III: RESTORATION COMEDY

Aphra Behn, *The Rover*

UNIT IV: NEOCLASSICAL/AUGUSTAN MOCK EPIC

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

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

After the completion of this course, learners will be in a position to understand the ways in which English drama and poetry began to emphasize on the importance of adhering to classical norms and forms.

RECOMMENDED READINGS

1. *The Holy Bible*, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1–7 and 22–4.

2. Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.

3. Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.

4. 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 FOUR

COURSE CODE: 40100
COURSE 8: BRITISH LITERATURE: 18TH CENTURY
(CORE)
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: Continuing with Eighteenth-century literature, this course offers an array of texts across genres. The eighteenth-century was an age in which new modes of creative expression were coming to the fore, particular prose narratives of the likes of Swift and Sterne, among others. Irony and satire became important tools to depict society's ills. The age was also characterised by importance given to gender issues. Congreve's play bears enough testimony to this fact. Since, this period is also referred to as the Age of Enlightenment; 'reason' became the locus from which human's actions and cognition issued forth. Therefore, a fundamental philosophical shift ushered in, in the wake of the culture of positivism that set in during this period.

UNIT I: RESTORATION COMEDY

William Congreve, *The Way of the World*

UNIT II: SATIRE/FANTASY

Jonathan Swift, *Gulliver's Travels* (Books III and IV)

UNIT III: 18TH CENTURY POETRY

Samuel Johnson 'London'

Thomas Gray 'Elegy Written in a Country Churchyard'

UNIT IV: 18TH CENTURY NOVEL

Laurence Sterne *The Life and Opinions of Tristram Shandy, Gentleman*

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

The Enlightenment and Neoclassicism
Restoration Comedy
Country and the City
The Novel and the Periodical Press

MODE OF ASSESSMENT:

Internal Assessment: 20 marks
(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

After the completion of this course, learners will be in a position to understand the spirit of the age, as well as the literature embodying this spirit.

RECOMMENDED READINGS

1. Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).

2. 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).

3. 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.

COURSE CODE: 40200
COURSE 9: BRITISH ROMANTIC LITERATURE
(CORE)
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The literature of the Romantic period is considered to be the most affective in terms of the ways in which it was able to connect with people across class lines. Product of the revolutionary zeal precipitated by two great revolutions – the French Revolution and the American War of Independence – the highly imaginative, rhetorical, emotive, visionary, metaphysical, epical, sensuous aspects of the works, especially poetry, gave tremendous heft to this literature celebrating Nature in all its beauty, majesty and terror. The Gothic Novel became a dominant genre, which attempted to debunk the structure of rationality by emphasising on the reality of the supernatural.

UNIT I: PRE-ROMANTIC POETRY/LITERATURE

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'

UNIT II: ROMANTIC POETRY

William Wordsworth, 'Tintern Abbey',

Samuel Taylor Coleridge 'Kubla Khan', 'Dejection: An Ode'

UNIT III: HIGH ROMANTIC POETRY

Lord George Gordon Noel Byron, 'Childe Harold': canto III, verses 36–45 (lines 316–405);
Percy Bysshe Shelley 'Ode to the West Wind', 'Ozymandias',
John Keats 'Ode to a Nightingale' , 'On First Looking into Chapman's Homer'

UNIT IV: ROMANTIC NOVEL (THE GOTHIC)

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

MODE OF ASSESSMENT:
Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

It is hoped that the learners would be in a position to know and appreciate the values of a literature characterised by emotion, passion, love towards nature, exerting of imagination and so forth in order to create a thing of beauty, which would be a joy forever.

RECOMMENDED READINGS

1. William Wordsworth, 'Preface to Lyrical Ballads', in Romantic Prose and Poetry, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.

2. 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.

3. Jean-Jacques Rousseau, 'Preface' to Emile or Education, tr. Allan Bloom (Harmondsworth: Penguin, 1991).

4. Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

COURSE CODE: 40300
COURSE 10: BRITISH LITERATURE: 19TH CENTURY (CORE)
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The nineteenth-century is emblematic of a certain spiritual crisis that had set in due to the powerful impact of scientific ideology. Utilitarian values exhorting personal aggrandisement at the cost of social responsibility became the practice of daily lives of the people. Such an attitude finds ample illustration in the works of the nineteenth-century novelists and poets. This period, especially after 1837 is termed as 'Victorian' literature – a term that evokes notions of propriety, prudishness, censorship, among others, that was in sharp relief against the spirit of the erstwhile Romantic period. The period is also marked by ground-breaking theories propounded by Darwin, Marx and Freud, which impacted the thought processes of the people to such a remarkable extent that its effects are felt up to the present. Therefore, a reading of nineteenth-century English literature provides a fascinating opportunity to immerse oneself into the fraught historical context determined by contradictory, oppositional drives and processes.

UNIT I: EARLY NINETEENTH-CENTURY NOVEL

Jane Austen *Pride and Prejudice*

UNIT II: MID NINETEENTH-CENTURY NOVEL

Charlotte Bronte *Jane Eyre*

UNIT III: VICTORIAN NOVEL

Charles Dickens *Hard Times*

UNIT IV: VICTORIAN POETRY

Alfred Tennyson 'Ulysses' 'The Defence of Lucknow'
Robert Browning 'My Last Duchess' 'Fra Lippo Lippi'
Christina Rossetti 'The 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

MODE OF ASSESSMENT:
Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

The learners will be in a position to understand the philosophical shift that came about due to the crises of faith pertaining to the culture of positivism that manifested its full presence during the Victorian period. It is also hoped that they would be able to understand concepts like utilitarianism, surplus value, Victorian prudishness, survival of the fittest etc., and will be able to analyse it along these lines (in the texts prescribed).

RECOMMENDED READINGS

1. 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.

2. 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: Northon, 2006) pp. 1545–9.

3. 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.

FIFTH SEMESTER

COURSE CODE: 50100
COURSE 11: WOMEN'S WRITING

(CORE)

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: Unarguably the truest fact about human society is domination of women by men. Patriarchy believes in the superiority of man over women in all walks of life. Therefore, women were denied agency to air their views publicly or in writings. The fact that women had to resort to male pseudonyms in order to find readership is merely one instance to prove how patriarchal ideology has a stranglehold over the society at large. Since women have been systematically silenced by 'phallogocentric' ideology, they find it rather difficult to articulate their views. Privileging women's writing is a way by means of which the thought, anxieties, fears, desires, emotions of the 'second sex' can be addressed. The objective of this course is to introduce learners to women's writing, and in doing so attempting to underline the manner in which power operates to silence women from articulating their views. Apart from that, the course would also try to situate women's writing in a space that transcends or upends the male writing tradition through various (subversive) ways.

UNIT I: POETRY

Emily Dickinson 'I cannot live with you' 'I'm wife; I've finished that'
Sylvia Plath 'Daddy' 'Lady Lazarus'
Eunice De Souza 'Advice to Women' 'Bequest'

UNIT II: NOVEL

Alice Walker *The Color Purple*

UNIT III: SHORT STORY

Charlotte Perkins Gilman 'The Yellow Wallpaper'

Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)

UNIT IV: ESSAY/MEMOIR

Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.

Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in Pandita Ramabai *Through Her Own Words: Selected Works*, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.

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.

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

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

It is hoped that the learners after completing this course, would be sensitised to gender-related issues, and would be able to see things from the perspective of the Other.

RECOMMENDED READINGS

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.

2. Simone de Beauvoir, 'Introduction', in *The Second Sex,* tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.

3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.

4. Chandra Talpade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

COURSE CODE: 50200

COURSE 12: BRITISH LITERATURE: THE EARLY 20TH CENTURY (CORE)

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The early Twentieth-century British literature was characterised by experimentations on the level of both form and content. The imperialistic World War I impacted the minds of the people across Europe to such an extent that they began to suffer from various neurotic symptoms. Capitalism with its dehumanized processes and practices produced alienated, disenfranchised subjects, triggering a philosophical shift that was encapsulated in symbolism, existentialism, cubism, Dadaism, expressionism, and nihilism. These philosophies found ample space in Modernism in Literature, and this particular course attempts to chart these philosophical trajectories through early twentieth-century texts, particularly novels and poetry.

UNIT I: NOVELLA

Joseph Conrad *Heart of Darkness*

UNIT II: MODERN NOVEL

D.H. Lawrence *Sons and Lovers*

UNIT III: STREAM OF CONSCIOUSNESS NOVEL

Virginia Woolf *Mrs Dalloway*

UNIT IV: MODERNIST POETRY

W.B. Yeats 'The Second Coming' 'No Second Troy' 'Sailing to Byzantium'

T.S. Eliot 'The Love Song of J. Alfred Prufrock' 'The Hollow Men'

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*

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

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Total: =80 marks

EXPECTED LEARNER OUTCOME

It is believed that the learners would benefit from this course in terms of getting acquainted with concepts like stream-of-consciousness, Oedipus complex, *avant garde,* gyre, interior monologue, among many others.

RECOMMENDED READINGS

1. 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.

2. 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.

3. Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

SIXTH SEMESTER

COURSE CODE: 60100

COURSE 13: MODERN EUROPEAN DRAMA
(CORE)
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The twentieth century marked the revival of drama after it was forced to shut down during the Puritan Interregnum. Even though the revival started during the Restoration Period, it subsequently lost ground during the Romantic and the Victorian Period. It was with the onset of the twentieth-century that drama made a magnificent return. It was in Europe, particularly the plays of the Norwegian playwright Henrik Ibsen, the German playwright Bertolt Brecht and French playwright Samuel Beckett that drama became an important vehicle for representing the political, social, individual, economic conditions the post-war Europe, with all its attendant ills and trauma. This course intends to read the plays by placing the epochal events of the period as the backdrop.

UNIT I: REALIST DRAMA

Henrik Ibsen, *Ghosts*

UNIT II: EPIC THEATRE

Bertolt Brecht, *The Good Woman of Szechuan*

UNIT III: ABSURD DRAMA

Samuel Beckett, *Waiting for Godot*

UNIT IV: AVANT-GARDE DRAMA

Eugene Ionesco, *Rhinoceros*

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

MODE OF ASSESSMENT:

Internal Assessment: 20 marks
(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME
It is hoped that the learners after completing this course will be in a comfortable space to know Modern drama with its entire attendant problematic.

RECOMMENDED READINGS

1. 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.

2. 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.

3. George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

COURSE CODE: 60200
COURSE 14: POSTCOLONIAL LITERATURES
(CORE)
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: This course introduces postcolonial literature to the learners. The importance of postcolonial studies in a globalised world in which more than three-quarters of the people living in the world today have had their lives shaped by the experience of colonialism, cannot be overestimated. The main focus in the course is on literary texts and literary analysis. The literary works chosen are English language texts from the erstwhile colonized countries

including the countries subsumed under the rubric "the Commonwealth." In this course we will deploy postcolonial theory to engage critically with texts within a postcolonial framework. We will focus on such issues as language, identity, point of view, displacement, physical and mental colonisation, Decolonisation, nationalism, fundamentalism, globalisation and diaspora, colonial legacy, gender and sexuality, regionalism, ethnicity, genocide, race, and so forth, and we will discuss how such issues are expressed in the literary texts. When taking into account the individual work's socio-historical context, however, it will become apparent that it may not be relevant to discuss all the issues mentioned in each separate work.

UNIT I: AFRICAN NOVEL

Chinua Achebe *Things Fall Apart*

UNIT II: LATIN AMERICAN NOVEL

Gabriel Garcia Marquez *Chronicle of a Death Foretold*

UNIT III: SHORT STORY

Bessie Head 'The Collector of Treasures'
Ama Ata Aidoo 'The Girl who can'
Grace Ogot 'The Green Leaves'

UNIT IV: POETRY

Pablo Neruda 'Tonight I can write' 'The Way Spain Was'
Derek Walcott 'A Far Cry from Africa' 'Names'
David Malouf 'Revolving Days' 'Wild Lemons'
Mamang Dai 'Small Towns and the River' 'The Voice of the Mountain'

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

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

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Total: =80 marks

EXPECTED LEARNER OUTCOME

The learners on culmination of the course are expected to be acquainted with both the texts and the contexts of the given period.

RECOMMENDED READINGS

1. Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks,* tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.

2. Ngugi wa Thiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.

3. 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).

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2. 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.
3. Sujit Mukerjee, "A Link Literature for India", in Translation as Discovery (Hyderabad: Orient Longman, 1994) pp. 34-45.
4. G.N. Devy, "Introduction", from After Amnesia in The G.N.Devy Reader (New Delhi: Orient BlackSwan, 2009) pp. 1-5.

COURSE CODE: 50120
DSE 2: LITERATURE OF THE INDIAN DIASPORA
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: Generally, *diasporic literature* deals with alienation, displacement, existential rootlessness, nostalgia, quest for identity, hybridity and so forth. Indian diaspora writers have contributed immensely to literature, especially those writing in English. Salman Rushdie, Amitav Ghosh, Vikram Seth, Jhumpa Lahiri, Rohintron Mistry, V.S. Naipaul etc. are luminaries in the field of fiction and their works have earned both critical acclaim and commercial success. The objective of this course is to introduce learners to literature of the Indian diaspora keeping in view the issues that haunt the writers who have settled abroad, despite being Indians in terms of roots and emotional make-up.

UNIT I
M.G. Vassanji *The Book of Secrets*
UNIT II
Rohinton Mistry *A Fine Balance*
UNIT III
Meera Syal *Anita and Me*
UNIT IV
Jhumpa Lahiri *The Namesake*

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

The Diaspora
Nostalgia

New Medium
Alienation

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

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Total: =80 marks

EXPECTED LEARNER OUTCOME

After completing this course, it is expected that learners will be in a position to understand the complexity of living as hyphenated identities in a space which is different from that of 'home'. They will be in a better position to understand the postcolonial condition of identities caught between the quest for a better life abroad and the acknowledgement of the futility surrounding such a rootless mobility.

RECOMMENDED READINGS

1. "Introduction: The diasporic Imaginary" in Mishra, V. (2008). *Literature of the Indian Diaspora*. London: Routledge.
2. "Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora and Hybridity*. London: Sage Publications.
3. "The New Empire within Britain," in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.

COURSE CODE: 50130

DSE 3: LITERARY CRITICISM

CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The course presents an overview of major trends in literary criticism from the Romantic period to the present. The critical trajectory comprises of Romantic theory of poetry propounded by Wordsworth and Coleridge, modernist poetics of Woolf and Eliot, New Criticism of Richards and Cleanth Brooks, and an introduction to recent trends in criticism, particularly feminist criticism (by Maggie Humm).

UNIT I

William Wordsworth: "Preface" to the *Lyrical Ballads* (1802)

S.T. Coleridge: *Biographia Literaria*. Chapters IV, XIII and XIV

UNIT II

Virginia Woolf: "Modern Fiction"

T.S. Eliot: "Tradition and the Individual Talent" (1919)

"The Function of Criticism" (1920)

UNIT III

I.A. Richards: *Principles of Literary Criticism* Chapters 1, 2 and 34. (London, 1924)

And *Practical Criticism*. (London, 1929) ' Four Kinds of Meaning'

UNIT IV

Cleanth Brooks: "The Heresy of Paraphrase"

The Well-Wrought Urn: Studies in the Structure of Poetry (1947)

Maggie Humm: *Practising Feminist Criticism: An Introduction*. London 1995 Chapter I ("Second Wave Feminism") and Chapter II ("Third World Feminisms")

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

Summarising and Critiquing
Point of View
Reading and Interpreting

Media Criticism
Plot and Setting
Citing from Critics' Interpretations

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

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Total: =80 marks

EXPECTED LEARNER OUTCOME

Criticism enables one to understand, appreciate and critique literary texts by inculcating the values of what good or bad literature tends to be. It is hoped that learners will be in a position to understand the texts in terms of the contexts, which could be purely aesthetic, historical, textual or political. They will be able to read texts by adopting the ideologies of the different reading processes.

RECOMMENDED READINGS

1. C.S. Lewis: *Introduction in an Experiment in Criticism*, Cambridge University Press 1992

2. M.H. Abrams: *The Mirror and the Lamp*, Oxford University Press, 1971

3. Rene Wellek, Stephen G. Nicholas: *Concepts of Criticism*, Connecticut, Yale University 1963

4. Taylor and Francis Eds. *An Introduction to Literature, Criticism and Theory*, Routledge, 1996

COURSE CODE: 50140

1. Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).

2. Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).

COURSE CODE: 60120
DSE 6: LITERATURE AND CINEMA
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: This course investigates relationships between two media, film and literature, studying works linked across the two media by genre, topic, and style. It aims to sharpen appreciation of major works of cinema and of literary narrative.

UNIT I

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.

UNIT II

William Shakespeare, *Romeo and Juliet*, and its adaptations: *Romeo & Juliet* (1968; dir. Franco Zeffirelli, Paramount); and *Romeo + Juliet* (1996; dir. Baz Luhrmann, 20th Century Fox).

UNIT III

Bapsi Sidhwa, *Ice Candy Man* and its adaptation *Earth* (1998; dir. Deepa Mehta, Cracking the Earth Films Incorp.); and Amrita Pritam, *Pinjar: The Skeleton and Other Stories*, tr. Khushwant Singh (New Delhi: Tara Press, 2009) and its adaptation: *Pinjar* (2003; dir. C.P. Dwivedi, Lucky Star Entertainment).

UNIT IV

Ian Fleming, *From Russia with Love*, and its adaptation: *From Russia with Love* (1963; dir. Terence Young, Eon Productions).

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

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

The learners are expected to understand the elements involved in adapting texts to film. They will demonstrate analytical skills in visual literacy and reading filmic texts. Students will demonstrate a familiarity with ways of discussing and evaluating films as reflections of cultures and source texts.

RECOMMENDED READINGS

1. Linda Hutcheon, 'On the Art of Adaptation', *Daedalus*, vol. 133, (2004).
2. Thomas Leitch, 'Adaptation Studies at Crossroads', *Adaptation*, 2008, vol. 1, no. 1, pp. 63–77.
3. Poonam Trivedi, 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.

4. Tony Bennett and Janet Woollacott, 'Figures of Bond', in *Popular Fiction: Technology, Ideology, Production, Reading*, ed. Tony Bennet (London and New York: Routledge, 1990).

OTHER FILMS THAT MAY BE USED FOR CLASS PRESENTATIONS:

1. William Shakespeare, *Comedy of Errors*, *Macbeth*, and *Othello* and their adaptations: *Angoor* (dir. Gulzar, 1982), *Maqbool* (dir. Vishal Bhardwaj, 2003), *Omkara* (dir. Vishal Bhardwaj, 2006) respectively.

2. Jane Austen, *Pride and Prejudice* and its adaptations: BBC TV mini-series (1995), Joe Wright (2005) and Gurinder Chadha's *Bride and Prejudice* (2004).

3. *Rudaali* (dir. Kalpana Lajmi, 1993) and *Gangor* or 'Behind the Bodice' (dir. Italo Spinelli, 2010).

4. Ruskin Bond, *Junoon* (dir. Shyam Benegal, 1979), *The Blue Umbrella* (dir. Vishal Bhardwaj, 2005), and *Saat Khoon Maaf* (dir. Vishal Bhardwaj, 2011).

5. E.M. Forster, *Passage to India* and its adaptation dir. David Lean (1984).

Note:

a). For every unit, 4 hours are for the written text and 8 hours for its cinematic adaptation

(Total: 12 hours)

b). To introduce students to the issues and practices of cinematic adaptations, teachers may use the following critical material:

1. Deborah Cartmell and Imelda Whelehan, eds., *The Cambridge Companion to Literature on Screen* (Cambridge: Cambridge University Press, 2007).

2. John M. Desmond and Peter Hawkes, *Adaptation: Studying Film and Literature* (New York: McGraw-Hill, 2005).

3. Linda Hutcheon, *A Theory of Adaptation* (New York: Routledge, 2006).

4. J.G. Boyum, *Double Exposure* (Calcutta: Seagull, 1989).

5. B. Mcfarlens, *Novel to Film: An Introduction to the Theory of Adaptation* (Clarendon University Press, 1996).

COURSE CODE: 60130
DSE 7: PARTITION LITERATURE
CREDITS ASSIGNED: 6 CREDITS

COURSE OBJECTIVES: The Partition was perhaps the most horrific event of the twentieth-century subcontinent's history. Thousands of innocent people across the divided nation (India and Pakistan) lost their lives, millions lost their homes, and migrations of unimaginable magnitude took place. It is important to understand the backgrounds and reason for the partition, but also to consider its effects on the lives of the people involved. The historical accounts may not be enough; imaginative literature helps fill in the gaps in understanding the emotional impact of these events on people's lives. So, the objective of this course is to read literature that captures the sense of the times. There will also be film screenings since cinema also helps capture both the horror and the repercussions of these events.

UNIT I

Intizar Husain, *Basti*, tr. Frances W. Pritchett (New Delhi: Rupa, 1995).

UNIT II

Amitav Ghosh, *The Shadow Lines*

UNIT III

a) 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.

b) Manik Bandhopadhya, 'The Final Solution', tr. Rani Ray, *Mapmaking: Partition Stories from Two Bengals,* ed. Debjani Sengupta (New Delhi: Srishti, 2003) pp. 23–39.

c) Sa'adat Hasan Manto, 'Toba Tek Singh', in *Black Margins: Manto,* tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212–20.

d) 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.

UNIT IV

a) 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.

b) Jibananda Das, 'I Shall Return to This Bengal', tr. Sukanta Chaudhuri, in Modern Indian Literature (New Delhi: OUP, 2004) pp. 8–13.

c) Gulzar, 'Toba Tek Singh', tr. Anisur Rahman, in *Translating Partition*, ed. Tarun Saint et. al. (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

MODE OF ASSESSMENT:

Internal Assessment: 20 marks

(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note /analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks

EXPECTED LEARNER OUTCOME

After the culmination of this course, the learners will be in a position to comprehend the magnitude of the tragedy of partition and realise how the trauma associated with it impinges on the victim's daily lives and activities even in the present. The historical fact transmuted by imagination tends to prove the validity of literature in representing the truth of the human condition. This is what the course will attempt to highlight.

RECOMMENDED READINGS AND SCREENINGS

1. Ritu Menon and Kamla Bhasin, 'Introduction', in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).

2. Sukrita P. Kumar, *Narrating Partition* (Delhi: Indialog, 2004).

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

Credits: 02+02+ 04 credits = 08 credits

Ability Enhancement Compulsory Courses offered:

COURSE CODE: 10310
AECC 1: ENGLISH COMMUNICATION (SEMESTER 1)
CREDITS ASSIGNED: 2 CREDITS

COURSE OBJECTIVES: The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced. The present course hopes to address some of these aspects through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills. Some of these are: Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, note-taking etc. While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science.

UNIT I

COMMUNICATION: THEORY AND TYPES

Theory of Communication, Types and modes of Communication
Verbal and Non-verbal
(Spoken and Written)
Barriers and Strategies
Inter-personal and Group communication

UNIT II

SPEAKING SKILLS:

Dialogue
Group Discussion
Effective Communication/ Mis- Communication
Interview

UNIT III

READING AND UNDERSTANDING

Close Reading
Comprehension
Summary
Paraphrasing
Analysis and Interpretation

UNIT IV

WRITING SKILLS:

Documenting
Report Writing
Making notes
Letter writing

MODE OF ASSESSMENT
Midterm test [10 marks]
Writing : 1 question 04 x 01qn= 04 marks
Speaking: 2 questions 03x02 qns = 06 marks
Total 10 marks
Final Semester Examination
Unit 1: 02 questions 02x 05 qns= 10 marks
Unit 2: 02 questions 02 x 05 qns= 10 marks
Unit 3: 02 questions 02 x 5 qns= 10 marks
Unit 4: 02 questions 02 x 5 qns= 10 marks
_____ Total 40 marks

EXPECTED LEARNER'S OUTCOME

It is hoped that after studying this course, students will find a difference in their personal and professional interactions. The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below. Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.

PRESCRIBED TEXT:

***Language and Communication Skills*, Cambridge University Press, 2018.**

RECOMMENDED READINGS:

1. *Fluency in English* - Part II, Oxford University Press, 2006.

2. *Business English*, Pearson, 2008.

3. *Language, Literature and Creativity*, Orient Blackswan, 2013.

4. *Enrich Your English*, OUP, SR Inthira and V. Saraswathi, CIEFL,1997

5. *Oxford A-Z of English Usage*, ed. Jeremy Butterfield, OUP, 2007.

6. *Longman Dictionary of Common Errors*, N.D. Turton and J.B. Heaton, Longman, 1998.

COURSE CODE: 10320
AECC 2: ALTERNATIVE ENGLISH (SEMESTER 1)
CREDITS ASSIGNED: (2 CREDITS)

COURSE OBJECTIVES: This course is offered in lieu of MIL, for learners who do not have the required competence to take up any of the modern Indian languages that are part of the undergraduate curriculum. The objective of this course is to acquaint learners with some of the most representative Prose Pieces and Short Stories in the western literary and cultural canon. However, the course also accommodates texts that are significant in Indian writing in English. The rationale for including this course as part of AECC courses is to impart learners with the idea of the best that has been written (or translated) in the East as well as the West.

UNIT I: PROSE
1. Gandhi – The Doctrine of the Sword
2. Ambedkar - Prospects of Democracy in India
3. G.B. Shaw - Spoken English and Broken English

UNIT II: SHORT STORIES
1. Tolstoy - How Much Land Does a Man Need?
2. R.K. Narayan - An Astrologer's Day
3.S.H.Manto-The Dog of Tithwal

MODE OFASSESSMENT

Midtermtest [10marks]

First Sessional Test : 1 qns x 5 =5 marks
Second Sessional Test:1 qns x 5= 5 marks

		C-14	American Literature	4
		C-15	Literary Theory	4
		Min 6	British Literature- Early 20th Century	4
	Total Credit			20
	Grand Total (Semester I, II, III and IV, V, VI) The students on exit shall be awarded "Bachelor of Arts in English (Honours)" after securing the requisite 120 Credits on completion of Semester 6			

Abbreviations Used:

- **C = Major**
- **GEC = Generic Elective Course / Multi-Disciplinary Course**
- **AEC = Ability Enhancement Course**
- **SEC = Skill Enhancement Course**
- **VAC = Value Added Course**

BA in English (FYUGP)
Detailed Syllabus of First Semester

Title of the Course : British Poetry and Drama: 14th to 17th Century
Course Code : C-1
Nature of the Course : Major
Total Credits : 04
Distribution of Marks : 60 (End Sem) + 40 (In-Sem)

Course Objectives:

- to acquaint learners with British poetry and drama from Chaucer to Shakespeare
- to familiarize learners with the historical context of the period – Chaucer, Pre-Elizabethan, and Elizabethan
- to discuss William Shakespeare's prescribed plays and sonnets in a detailed manner Marlowe's play encapsulates the spirit of the Renaissance
- Understand the spirit of the Renaissance era encapsulated through Christopher Marlowe's play

UNITS	CONTENTS	L	T	P	Total Hours
I **(10 Marks)**	**LITERARY AND SOCIAL HISTORY (14-17 CENTURY CE)** • Age of Chaucer • Renaissance and the Pre-Elizabethan Period • Renaissance Humanism • The Stage, Court and City • Religious and Political Thought • Shakespeare and his contemporaries • Metaphysical poetry	10	02	-	12
II **(15 Marks)**	**POETRY** Geoffrey Chaucer, *The Nun's Priest's Tale* William Shakespeare, Sonnet 30, 116 John Donne, 'The Sunne Rising', 'Death be Not Proud'	12	02	-	14
III **(15 Marks)**	**ELIZABETHAN/RENAISSANCE DRAMA** Christopher Marlowe, *Doctor Faustus*	14	02	-	16

IV **(20 Marks)**	**SHAKESPEAREAN DRAMA** William Shakespeare, *Macbeth* *Twelfth Night*	16	02	-	18
	Total	**52**	**08**	**-**	**60**

Where, ***L: Lectures*** ***T: Tutorials*** ***P: Practicals***

Course Outcomes (COs) and the corresponding Learning Outcomes (LOs)

Students will be able to

CO1: Evaluate the Age of Chaucer

LO1: Understand the cultural and social norms of the Age of Chaucer, including them feudal system and the role of the Church

LO2: Evaluate the importance of Chaucer's works in the context of the literary scene of his time.

LO3: Assess the characteristics of medieval poetry with special reference to Chaucer's *The Nun Priest's Tale.*

CO2: Examine the genre of Elizabethan drama and the ethos of Renaissance Humanism with respect to the works of Shakespeare and Christopher Marlowe

LO1: Analyze the key characteristics of Elizabethan drama, including its themes, theatrical conventions, and historical context, to understand its significance in the development of English literature.

LO2: Discuss how the core principles of Renaissance Humanism such as 'individualism' and classical revival are reflected in the prescribed works of Shakespeare and Marlowe.

LO3: Discuss the significance of the stage, court, city in Elizabethan dramas by examining their roles in shaping plot, character interactions, and thematic development.

LO4: Assess the complexities of religious and political thought in Elizabethan England by analysing primary texts.

CO3: Trace the development of Romantic comedy during the Elizabethan age

LO1: Analyse the defining elements of Romantic comedy in Elizabethan literature, such as love and marriage, humor, mistaken identities, complex plots etc.

LO2: Compare and contrast the role of gender and class in the romantic comedies of the Elizabethan period.

CO4: Describe Metaphysical Poetry and its thematic complexity

LO1: Analyse and interpret the thematic complexity of Metaphysical poetry, identifying its key characteristics such as paradox, irony, and the use of metaphysical conceits.

LO2: Apply knowledge of identifying the metaphysical elements in the poetry of John Donne

LO3: Critique John Donne's contribution to Metaphysical poetry, comparing his work with that of his contemporaries to evaluate his influence on the genre.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	**Remember**	**Understand**	**Apply**	**Analyse**	**Evaluate**	**Create**
Factual						
Conceptual		**CO1, CO2, CO3, CO4**		**CO1,CO2,CO3, CO4**	**CO1,CO2,CO3, CO4**	
Procedural		**CO1,CO2, CO3**		**CO2,CO4**	**CO2, CO4**	
Metacognitive						

Mapping of Course Outcomes with Programme Outcomes

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
CO1	✔	✔	✔			✔	✔

CO2	✔	✔	✔			✔	✔
CO3	✔	✔	✔			✔	✔
CO4	✔	✔	✔			✔	✔

Modes of In-Semester Assessment: **40 Marks**

01. Two Sessional tests: 10x2=20 Marks
02. Any two of the following activities listed below: 10x2=20 Marks
    - Seminar/ Group discussion/ Assignment related to the Course content.
    - Presentation of seminar papers.
    - Assignments.
    - Quiz.

Final Examination: **60 Marks**

Unit 1: 1 LAQ=10 marks
Unit 2: 1 LAQ+ 1 SA= (10+5) =15 marks
Unit 3: 1 LAQ+ 1 SA= (10+5) = 15 marks
Unit 4: 1LAQ+ 2 SA = (10+5+5) =20 marks
*LAQ= Long Answer Question; SA= Short Answer

Suggested Readings:

Andrew Sanders. *A Short Oxford History of English Literature*, OUP, 2004.
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.

Title of the Course	**:**	**British Poetry and Drama: 14th to 17th Century**
Course Code	**:**	**Minor 1**
Nature of the Course	**:**	**Minor**
Total Credits	**:**	**04**
Distribution of Marks	**:**	**60 (End Sem) + 40 (In-Sem)**

Course Objectives:

- to acquaint learners with British poetry and drama from Chaucer to Shakespeare
- to familiarize learners with the historical context of the period – Chaucer, Pre-Elizabethan, and Elizabethan
- to discuss William Shakespeare's prescribed plays and sonnets in a detailed manner Marlowe's play encapsulates the spirit of the Renaissance
- Understand the spirit of the Renaissance era encapsulated through Christopher Marlowe's play

UNITS	CONTENTS	L	T	P	Total Hours
I **(10 Marks)**	**LITERARY AND SOCIAL HISTORY (14-17 CENTURY CE)** • Age of Chaucer • Renaissance and the Pre-Elizabethan Period • Renaissance Humanism • The Stage, Court and City • Religious and Political Thought • Shakespeare and his contemporaries • Metaphysical poetry	08	02	-	10
II **(15 Marks)**	**POETRY** Geoffrey Chaucer, *The Nun's Priest's Tale* William Shakespeare, Sonnet 30, 116 John Donne, 'The Sunne Rising', 'Death be Not Proud'	16	02	-	18
III **(15 Marks)**	**ELIZABETHAN/RENAISSANCE DRAMA** Christopher Marlowe, *Doctor Faustus*	12	02	-	14

IV **(20 Marks)**	**SHAKESPEAREAN DRAMA** William Shakespeare, *Macbeth* *Twelfth Night*	16	02	-	18
	Total	**52**	**08**	**-**	**60**

Where, ***L: Lectures*** ***T: Tutorials*** ***P: Practicals***

Course Outcomes (COs) and the corresponding Learning Outcomes (LOs)

Students will be able to

CO1: Evaluate the Age of Chaucer

LO1: Understand the cultural and social norms of the Age of Chaucer, including them feudal system and the role of the Church

LO2: Evaluate the importance of Chaucer's works in the context of the literary scene of his time.

LO3: Assess the characteristics of medieval poetry with special reference to Chaucer's *The Nun Priest's Tale.*

CO2: Examine the genre of Elizabethan drama and the ethos of Renaissance Humanism with respect to the works of Shakespeare and Christopher Marlowe

LO1: Analyze the key characteristics of Elizabethan drama, including its themes, theatrical conventions, and historical context, to understand its significance in the development of English literature.

LO2: Discuss how the core principles of Renaissance Humanism such as 'individualism' and classical revival are reflected in the prescribed works of Shakespeare and Marlowe.

LO3: Discuss the significance of the stage, court, city in Elizabethan dramas by examining their roles in shaping plot, character interactions, and thematic development.

LO4: Assess the complexities of religious and political thought in Elizabethan England by analysing primary texts.

CO3: Trace the development of Romantic comedy during the Elizabethan age

LO1: Analyse the defining elements of Romantic comedy in Elizabethan literature, such as love and marriage, humor, mistaken identities, complex plots etc.

LO2: Compare and contrast the role of gender and class in the romantic comedies of the Elizabethan period.

CO4: Describe Metaphysical Poetry and its thematic complexity

LO1: Analyse and interpret the thematic complexity of Metaphysical poetry, identifying its key characteristics such as paradox, irony, and the use of metaphysical conceits.

LO2: Apply knowledge of identifying the metaphysical elements in the poetry of John Donne

LO3: Critique John Donne's contribution to Metaphysical poetry, comparing his work with that of his contemporaries to evaluate his influence on the genre.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	**Remember**	**Understand**	**Apply**	**Analyse**	**Evaluate**	**Create**
Factual						
Conceptual		**CO1, CO2, CO3, CO4**		**CO1,CO2,CO3, CO4**	**CO1,CO2,CO3, CO4**	
Procedural		**1,CO2,CO3,CO4**		**CO2,CO4**	**CO2, CO4**	
Metacognitive						

Mapping of Course Outcomes with Programme Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	✔	✔	✔			✔	✔
CO2	✔	✔	✔			✔	✔
CO3	✔	✔	✔			✔	✔
CO4	✔	✔	✔			✔	✔

Modes of In-Semester Assessment: **(40 Marks)**

01. Two Sessional tests: 10x2=20 Marks
02. Any two of the following activities listed below: 10x2=20 Marks
    - Seminar/ Group discussion/ Assignment related to the Course content.
    - Presentation of seminar papers.
    - Assignments.
    - Quiz.

Final Examination: **60 Marks**

Unit 1: 1 LAQ =10 marks
Unit 2: 1 LAQ+ 1 SA= (10+5) =15 marks
Unit 3: 1 LAQ+ 1 SA= (10+5) =15 marks
Unit 4: 1 LAQ+ 2 SA = (10+5+5)=20 marks
*LAQ= Long Answer Question; SA= Short Answer

Suggested Readings:

Andrew Sanders. *A Short Oxford History of English Literature*, OUP, 2004.

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.

Title of the Course : Introducing English Poetry
Course Code : GEC-1
Nature of the Course : Generic Elective Course (GEC)
Total Credits : 03
Distribution of Marks : 60 (End Sem) + 40 (In-Sem)

Course Objectives:

- to introduce learners to English poetry and to provide the definition, major types and movements of poetry from English literary history.

Second Semester

Title of the Course : British Poetry and Drama: 17th to 18th Century
Course Code : C-2
Nature of the Course : Major
Total Credits : 04
Distribution of Marks : 60 (End Sem) + 40 (In-Sem)

Course Objectives:

- to acquaint learners with British poetry, especially epic and the mock-epic,
- to study Jacobean drama
- to familiarize learners with the historical context of the period – from the Puritan Interregnum to the Restoration of Charles II.

UNITS	CONTENTS	L	T	P	Total Hours
I (10 Marks)	**LITERARY BACKGROUND OF THE PERIOD** • Puritan period • Restoration • Religious and Secular Thought in the 17th Century • The Stage, the State and the Market • The Mock Epic and Satire • The Comedy of Manners	12	02	-	14
II (20 Marks)	**PURITAN EPIC** John Milton, *Paradise Lost: Book 1*	14	02	-	16
III (15 Marks)	**JACOBEAN DRAMA** John Webster, *The Duchess of Malfi*	14	02	-	16

IV **(15 Marks)**	**NEOCLASSICAL/AUGUSTAN MOCK EPIC** John Dryden, *Mac Flecknoe*	12	02	-	14
	Total	**52**	**08**	**-**	**60**

Where, ***L: Lectures*** ***T: Tutorials*** ***P: Practicals***

Course Outcomes (Cos) and the corresponding Learning Outcomes

Students will be able to

CO1: Evaluate the socio-political and cultural contexts of the 17th century and their impact on different literary works

LO1: Outline an understanding of the Puritan period, the Interregnum, and the Restoration period via the reading of different works produced during the time period.

LO2: Analyse the interplay between religious and secular dimensions, and how it shaped different literary expressions.

LO3: Critically assess the influence of socio-political upheavals, including the English Civil war and the Glorious Revolution, on the narratives of 17th century

CO2: Develop an understanding of the diverse literary movements, forms and genres of the 17th century

LO1: Analyse the characteristics of mock-epic and satire along with examples

LO2: Critique the role and representation of women in the 17th century

LO3: Discuss the development of Comedy of manners and its key characteristics

CO3: Prepare in-depth analyses of the major 17th century texts

LO1: Assess the themes, epic structure, and theological implications of Milton's *Paradise Lost Book I*

LO2: Analyse the playful dynamics of power and corruption, the representation of women in Webster's *The Duchess of Malfi*

LO3: Interpret John Dryden's *Mac Flecknoe* with respect to its characteristics of neoclassical mock epic and satire.

CO4: Synthesise ideas from the prescribed 17th century texts to create new interpretations and critical perspectives

LO1: Apply new critical perspectives that would contribute to the ongoing debates and discourses on 17th century literature

LO2: Formulate innovative research questions that would push the boundaries of traditional literary analysis

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	**Remember**	**Understand**	**Apply**	**Analyse**	**Evaluate**	**Create**
Factual						
Conceptual		**CO1,CO2, CO3, CO4**		**CO1,CO2, CO3,CO4**	**CO1,CO2, CO3,CO4**	
Procedural		**CO1,CO2, CO3,CO4**		**CO1,CO2, CO3,CO4**		
Metacognitive						

Mapping of Course Outcomes with Programme Outcomes

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
CO1	✔	✔	✔			✔	✔
CO2	✔	✔	✔			✔	✔
CO3	✔	✔	✔			✔	✔

CO4	✔	✔	✔			✔	✔

Modes of In-Semester Assessment: **40 Marks**

01. Two Sessional tests: 10x2=20 Marks
02. Any two of the following activities listed below: 10x2=20 Marks
    - Seminar/ Group discussion/ Assignment related to the Course content.
    - Presentation of seminar papers.
    - Assignments.
    - Quiz.

Final Examination: **60 Marks**

Unit 1: 1 LAQ=10 marks
Unit 2: 1 LAQ+2 SA=(10+5+5)=20 marks
Unit 3: 1 LAQ+1 SA= (10+5)=15 marks
Unit 4: 1 LAQ+1 SA= (10+5)=15 marks
*LAQ= Long Answer Question; SA= Short Answer

Suggested Readings:

1. *The Holy Bible, Genesis*, chaps. 1 – 4, *The Gospel according to St. Luke*, chaps. 1 – 7 and 22 – 4.
2. Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
3. Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.
4. 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.
5. Andrew Sanders. *A Short Oxford History of English Literature*, OUP, 2004.

Title of the Course : British Poetry and Drama: 17th to 18th Century
Course Code : Minor 2
Nature of the Course : Minor
Total Credits : 04
Distribution of Marks : 60 (End Sem) + 40 (In-Sem)

Course Objectives:

- to acquaint learners with British poetry, especially epic and the mock-epic,
- to study Jacobean drama
- to familiarize learners with the historical context of the period – from the Puritan Interregnum to the Restoration of Charles II.

UNITS	CONTENTS	L	T	P	Total Hours
I **(10 Marks)**	**LITERARY BACKGROUND OF THE PERIOD** • Puritan period • Restoration • Religious and Secular Thought in the 17th Century • The Stage, the State and the Market • The Mock Epic and Satire • The Comedy of Manners	12	02	-	14
II **(20 Marks)**	**PURITAN EPIC** John Milton, *Paradise Lost: Book 1*	12	02	-	14
III **(15 Marks)**	**JACOBEAN DRAMA** John Webster, *The Duchess of Malfi*	14	02	-	16
IV **(15 Marks)**	**NEOCLASSICAL/AUGUSTAN MOCK EPIC** John Dryden, *Mac Flecknoe*	14	02	-	16
	Total	**52**	**08**	**-**	**60**

Where, ***L: Lectures*** ***T: Tutorials*** ***P: Practicals***

Course Outcomes (Cos) and the corresponding Learning Outcomes

Students will be able to

CO1: Evaluate the socio-political and cultural contexts of the 17th century and their impact on different literary works

LO1: Outline an understanding of the Puritan period, the Interregnum, and the Restoration period via the reading of different works produced during the time period.

LO2: Analyse the interplay between religious and secular dimensions, and how it shaped different literary expressions.

LO3: Critically assess the influence of socio-political upheavals, including the English Civil war and the Glorious Revolution, on the narratives of 17th century

CO2: Develop an understanding of the diverse literary movements, forms and genres of the 17th century

LO1: Analyse the characteristics of mock-epic and satire along with examples

LO2: Critique the role and representation of women in the 17th century

LO3: Discuss the development of Comedy of manners and its key characteristics

CO3: Prepare in-depth analyses of the major 17th century texts

LO1: Assess the themes, epic structure, and theological implications of Milton's *Paradise Lost Book I*

LO2: Analyse the playful dynamics of power and corruption, the representation of women in Webster's *The Duchess of Malfi*

LO3: Interpret John Dryden's *Mac Flecknoe* with respect to its characteristics of neoclassical mock epic and satire.

CO4: Synthesise ideas from the prescribed 17th century texts to create new interpretations and critical perspectives

LO1: Apply new critical perspectives that would contribute to the ongoing debates and discourses on 17th century literature

LO2: Formulate innovative research questions that would push the boundaries of traditional literary analysis

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual						
Conceptual		**CO1,CO2, CO3, CO4**		**CO1,CO2, CO3,CO4**	**CO1,CO2, CO3,CO4**	
Procedural		**CO1,CO2, CO3,CO4**		**CO1,CO2, CO3,CO4**		
Metacognitive						

Mapping of Course Outcomes with Programme Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	✔	✔	✔			✔	✔
CO2	✔	✔	✔			✔	✔
CO3	✔	✔	✔			✔	✔
CO4	✔	✔	✔			✔	✔

Modes of In-Semester Assessment: **40 Marks**

01. Two Sessional tests: 10x2=20 Marks
02. Any two of the following activities listed below: 10x2=20 Marks
    - Seminar/ Group discussion/ Assignment related to the Course content.
    - Presentation of seminar papers.
    - Assignments.
    - Quiz.

Final Examination: **60 Marks**

Unit 1: 1 LAQ=10 marks
Unit 2: 1 LAQ+2 SA=(10+5+5)=20 marks
Unit 3: 1 LAQ+1 SA= (10+5)=15 marks
Unit 4: 1 LAQ+1 SA= (10+5)=15 marks
*LAQ= Long Answer Question; SA= Short Answer

CO5	✔	✔	✔		✔	✔	✔

Modes Of In-Semester Assessment: **(40 Marks)**

01. Two Sessional tests: 10x2=20 Marks
02. Any two of the following activities listed below: 10x2=20 Marks
    - Seminar/ Group discussion/ Assignment related to the Course content.
    - Presentation of seminar papers.
    - Assignments.
    - Quiz.

Final Examination: **60 Marks**

Unit 1: 1 LAQ+1 SA=(10+5)=15 marks
Unit 2: 1 LAQ+1 SA=(10+5)=15 marks
Unit 3: 1 LAQ+1 SA= (10+5)=15 marks
Unit 4: 1 LAQ+1 SA= (10+5)=15 marks
*LAQ= Long Answer Question; SA= Short Answer

Suggested Readings:

Abrams, M. H. *The Glossary of Literary Terms*, Eleventh Edition, Wadsworth Cengage, 2015.

Birch, Dinah (ed.), *The Concise Oxford Companion to English Literature*. Oxford University Press, 2012

Chikera, Ernest, DJ Enright. *English Critical Texts*. OUP, 1997.

Childs, Peter *et al*. *The Routledge Dictionary of Literary Terms*.Routledge, 2006.

Cuddon, J A. *A Dictionary of Literary Terms and Literary Theory, Fifth Edition*. Wiley-Blackwell, 2013.

Murfin, Ross C., Supriya M. Ray. *The Bedford Glossary of Critical and Literary Terms*. Fourth Edition, Bedford/St. Martins, 2019.

Nicoll, Allardyce. *British Drama.* Barnes and Noble Books ,1978.

Peck, John, Martin Coyle. *Literary Terms and Criticism*. Third Edition. Palgrave, 2002.

Prince, Gerald. *A Dictionary of Narratology*. University of Nebraska Press, 1987.

Sanders, Andrew. *The Short Oxford History of English Literature*. OUP, 2004.

Title of the Course : English Language and Communication Skills
Course Code : AEC-2
Nature of the Course : Ability Enhancement Course (AEC)
Total Credits : 04
Distribution of Marks : 60 (End Sem) + 40 (In-Sem)

Course Objectives:

- to introduce students to the theory, fundamentals and tools of communication

- to develop in them vital communication skills integral to personal, social and professional interactions
- to develop the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal
- to focus on developing an interactive mode of teaching-learning process
- to focus on various dimensions of communication skills, for instance, speaking skills, social interactions in professional situations such as interviews, group discussions, reading skills, writing skills etc.

UNITS	CONTENTS	L	T	P	Total Hours
I **(15 Marks)**	**COMMUNICATION: THEORY AND TYPES** Theory of Communication Types and modes of Communication Verbal and Non-verbal (Listening, Speaking and Writing,) Barriers and Strategies Interpersonal and Group Communication	08	02	-	10
II **(15 Marks)**	**SPEAKING SKILLS** Conversation Skills Group Discussion Effective Communication Public Speaking Interview	16	02	-	18
III **(15 Marks)**	**READING AND UNDERSTANDING** Close Reading Comprehension Summary Paraphrasing Analysis and Interpretation	14	02	-	16

IV **(15 Marks)**	**WRITING SKILLS** Documenting Report Writing Making Notes Letter Writing Email writing	14	02	-	16
	Total	**52**	**08**	**-**	**60**

Where, ***L: Lectures*** ***T: Tutorials*** ***P: Practicals***

Course Outcomes (COs) and the corresponding Learning Outcomes (LOs)

Students will be able to

CO1: Discuss Communication Theory, Types and Modes

LO1: Analyse and distinguish between Verbal and Non-Verbal communication

LO2: Recognise the barriers to effective communication and develop strategic approaches to overcome those barriers.

LO3: Enhance interpersonal and group communication skills

CO2: Engage in advanced speaking skills

LO1: Demonstrate the ability to engage in meaningful dialogues, via employing techniques that enhance clarity and prevent miscommunication.

LO2: Evaluate the dynamics of group discussions by identifying the roles of the participants and the required strategies to maintain productive communication.

LO3: Demonstrate effective performance in interviews.

CO3: Develop the ability to read and understand texts by demonstrating skills in comprehension, summarisation, paraphrasing, analysis and interpretation

LO1: Identify and interpret key themes, symbols and motifs in a given text.

LO2: Exhibit comprehension of texts by accurately answering content related questions.

LO3: Paraphrase complex passages from a text and express the ideas in one's own words

LO4: Analyse and interpret the symbolic meanings of text/s.

CO4: Develop proficiency in diverse writing skills

LO1: Analyse and structure information to produce clear, concise and well-organised

reports.

LO2: Develop effective note-taking strategies and synthesise notes to create

comprehensive summaries of lectures, readings, and discussions

LO3: Compose clear and effective letters/ applications.

Cognitive Mapping of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	**Remember**	**Understand**	**Apply**	**Analyse**	**Evaluate**	**Create**
Factual						
Conceptual		**CO1, CO2, CO3, CO4**	**CO2**	**CO1,CO2,CO3, CO4**	**CO1,CO2,CO3, CO4**	**CO4**
Procedural		**CO2,CO3,CO4**	**CO2**	**CO2,CO3, CO4**	**CO2,CO3, CO4**	**CO4**
Metacognitive						

Mapping of Course Outcomes with Programme Outcomes

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
CO1	✔	✔		✔	✔	✔	✔
CO2		✔		✔	✔	✔	✔
CO3		✔		✔	✔	✔	✔
CO4		✔		✔	✔	✔	✔

Modes of In-Semester Assessment: **40 Marks**

01. Two Sessional tests: 10x2=20 Marks
02. Any two of the following activities listed below: 10x2=20 Marks
    - Seminar/ Group discussion/ Assignment related to the Course content.
    - Presentation of seminar papers.
    - Assignments.
    - Quiz.

Final Examination: **60 Marks**

Unit 1: 3 short answer questions(5x3) =15 marks
Unit 2: 3 short answer questions (5x3) =15 marks
Unit 3: 3 short answer questions (5x3) =15 marks
Unit 4: 3 short answer questions (5x3) =15 marks

.

Suggested Readings:

1. *Business English*, Pearson, 2008.
2. *Fluency in English - Part II*, Oxford University Press, 2006.
3. *Language, Literature and Creativity*, Orient Black Swan, 2013.
4. *Enrich Your English*, OUP, SR Inthira and V. Saraswathi, CIEFL, 1997.
5. *Oxford A-Z of English Usage*, ed. Jeremy Butterfield, OUP, 2007.
6. *Longman Dictionary of Common Errors*, N.D. Turton and J.B. Heaton, Longman, 1998.

Title of the Course : Creative Writing
Course Code : SEC-2
Nature of the Course : Skill Enhancement Course (SEC)
Total Credits : 03
Distribution of Marks : 60 (End Sem) + 40 (In-Sem)

Course Objectives:

- To acquaint the learners with ideas related to creative writing including the art, the craft and the basic skills required for a creative writer
- To help learners to understand the principles of creative writing and the distinction between the literary genres
- To explain the differences in writing for various literary and social media
- To hone the creative and critical faculties of learners
- To enable learners to put into practice the various forms of creative writing that they have studied through the course
- To encourage the imaginative and critical faculties of the learner so through application-based teaching

CO2	✔	✔		✔	✔	✔	✔
CO3	✔	✔		✔	✔	✔	✔

Modes of In-Semester Assessment: **40 Marks**

01. Two Sessional tests: 10x2=20 Marks
02. Any two of the following activities listed below: 10x2=20 Marks
    - Seminar/ Group discussion/ Assignment related to the Course content.
    - Presentation of seminar papers.
    - Assignments.
    - Quiz.

Final Examination: **60 Marks**

Unit 1: 1 LAQ+1 SA=(10+5)=15 marks
Unit 2: 1 LAQ+1 SA=(10+5)=15 marks
Unit 3: 1 LAQ+1 SA= (10+5)=15 marks
Unit 4: 1 LAQ+1 SA= (10+5)=15 marks
*LAQ= Long Answer Question; SA= Short Answer

Prescribed Reading:

Anjana Neira Dev *et al*. *Creative Writing: A Beginner's Manual*. Pearson, Delhi, 2009.

Suggested Readings:

Bell, Julia et al. *The Creative Writing Course-Book*. London: Macmillan, 2001.
Blackstone, Bernard. *Practical English Prosody*. Mumbai: Orient Longman, 1984.
Earnshaw, Steven (Ed). *The Handbook of Creative Writing*. Edinburgh: EUP, 2007.
Gardner, John. *The Art of Fiction*. New York: Vintage, 1991.
Hamer, Enid. *The Metres of English Poetry*. Booksway, 2014.
King, Stephen. *On Writing: A Memoir of the Craft*. London: Hodder and Stoughton, 2000.
Sartre, Jean-Paul. *What Is Literature? And Other Essays*. Harvard: Harvard Univ. Press, 1988.
Show, Mark. *Successful Writing for Design, Advertising and Marketing*. New York: Laurence King, 2012.
Strunk, William and White, E. B. *The Elements of Style*. London: Longman, 1999.

Third Semester

Title of the Course : British Literature – 18th Century
Course Code : C-3

Nature of the Course : Major
Total Credits : 04
Distribution of Marks : 60 (End Sem) + 40 (In-Sem)

Course Objectives:

- to discuss a wide array of texts across genres of the 18th century
- to familiarize learners with the historical context of the period, termed as the Age of Enlightenment, or the Age of Reason.
- to discuss new modes of creative expression, particular prose narratives of the likes of Swift and Sterne
- to familiarize learners with different forms of irony and satire, the dominant tropes deployed by writers

UNITS	CONTENTS	L	T	P	Total Hours
I (15 Marks)	**LITERARY BACKGROUND OF THE PERIOD** • The Enlightenment and Neoclassicism • Restoration Comedy • Rise of the Novel • Periodical Press • Country and the City • "Public sphere: Coffee houses, Literary clubs	10	02	-	12
II (15 Marks)	**RESTORATION COMEDY** William Congreve, *The Way of the World*	14	02	-	16
III (15 Marks)	**NOVEL** Daniel Defoe, *Robinson Crusoe*	14	02	-	16

IV **(15 Marks)**	**POETRY** Thomas Gray 'Elegy Written in a Country Churchyard' Alexander Pope, *The Rape of the Lock*	14	02	-	16
	Total	**52**	**08**	**-**	**60**

Where, ***L: Lectures*** ***T: Tutorials*** ***P: Practicals***

Course Outcomes (COs) and the corresponding Learning Outcomes (LOs)

Students will be able to

CO1: Illustrate the ethos of the 18th century as reflected in literature of the period

LO1: Examine the principal tenets of the Enlightenment and Neoclassicism as they apply to literature.

LO2: Discuss the impact of the Periodical Press on the 18th century literature and culture.

LO3: Compare and contrast depiction of country life and the city in 18th century literature with examples.

LO4: Explore the roles of coffee houses and literary clubs in fostering intellectual and cultural exchange in 18th century England.

CO2: Examine the historical context of Restoration comedy, encompassing the socio-political, cultural and literary influences

LO1: Identify and analyse the factors that led to the rise of the Restoration comedy.

LO2: Describe the salient features of Restoration Comedy in by engaging in a concentrated analysis of the major playwrights of the genre.

LO3: Evaluate the ways in which Restoration comedies satirises the societal norms and values of the period in relation to gender, marriage, courtship, and class hierarchy through a meticulous study of William Congeeve.

CO3: Describe the rise of the novel as a genre in the 18th century

LO1: Assess critically the impact of the 18th century novels on the development of novels as a genre.

LO2: Trace the various forms of novels that gained popularity during the period,

encompassing Realistic Novels, Epistolary novels, Sentimental novels, and Picaresque
novels.

LO3: Analyse the satirical treatment of colonialism and religious hypocrisy as prevalent in 18th century novels through a meticulous reading of the works of 18th century novelists.

CO4: Discuss mock-epic as a genre and its literary significance

LO1: Outline the historical and cultural context of major mock-epics of the 18th century such as Alexander Pope's *The Rape of the Lock.*

LO2: Analyse the use of irony, parody and satire in mock-epic texts.

LO3: Assess the humorous contrast between the elevated style of the epic and the trivial and absurd subject matter of the mock-epic.

LO4: Identify and analyse the intertextual references to classical epic literature in mock-epic poems

CO5: Evaluate the form and function of elegy in 18th century English literature

LO1: Trace elegy's thematic focus on death, mourning, and contemplations of mortality through a meticulous reading of Thomas Gray's "Elegy Written in a Country Churchyard".

LO2: Compare and contrast different 18th century elegies with that of the elegies from different periods

LO3: Identify the formal elements of elegy, such as stanza form, meter and rhyme scheme.

Cognitive Mapping of Course Outcomes with Blooms Taxonomy

Knowledge dimension	**Remember**	**Understand**	**Apply**	**Analyse**	**Evaluate**	**Create**
Factual						
Conceptual		**CO1, CO2, CO3, CO4, CO5**		**CO1,CO2,CO3, CO4,CO5**	**CO1,CO2,CO3, CO4,CO5**	
Procedural		**CO2,CO3,CO4**		**CO2,CO3, CO4**	**CO2, CO3 CO4**	
Metacognitive						

Mapping of Course Outcomes with Programme Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	✔	✔	✔			✔	✔
CO2	✔	✔	✔			✔	✔
CO3	✔	✔	✔			✔	✔
CO4	✔	✔	✔			✔	✔
CO5	✔	✔	✔			✔	✔

Modes of In-Semester Assessment: **40 Marks**

01. Two Sessional tests: 10x2=20 Marks

02. Any two of the following activities listed below: 10x2=20 Marks

- Seminar/ Group discussion/ Assignment related to the Course content.
- Presentation of seminar papers.
- Assignments.
- Quiz.

Final Examination: **60 Marks**

Unit 1: 1 LAQ+1 SA=(10+5)=15 marks
Unit 2: 1 LAQ+1 SA=(10+5)=15 marks
Unit 3: 1 LAQ+1SA= (10+5)=15 marks
Unit 4: 1 LAQ+1 SA= (10+5)=15 marks
*LAQ= Long Answer Question; SA= Short Answer

Learning Outcomes:

Recommended 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.

Suggested Readings:

Andrew Sanders. *A Short Oxford History of English Literature*, OUP, 2004.
Birch, Dinah (ed.), *The Concise Oxford Companion to English Literature*. Oxford University Press, 2012
Chikera, Ernest, DJ Enright. *English Critical Texts*. OUP, 1997.
Ian Watt. *Rise of the Novel*. Vintage Books, 1956.
Walter Allen. *The English Novel*. Dutton, 1954.

Title of the Course : Literary Criticism
Course Code : C-4
Nature of the Course : Major
Total Credits : 04
Distribution of Marks : 60 (End Sem) + 40 (In-Sem)

Course Objectives:

- acquaint the learners with the art of criticism of literary texts as have been practiced from the classical period to the early twentieth century
- provide the learners a broad survey of the history and development of literary criticism in Western culture from Plato and Aristotle to the eighteenth century
- Familiarize learners with significant ideas such as mimesis, representation, tragedy, republic, nature, the sublime, the text and so forth

UNITS	CONTENTS	L	T	P	Total Hours
I (15 Marks)	Plato: *The Republic* Book X Aristotle- *Poetics*	12	02	-	14
II (15 Marks)	Horace- *Ars Poetica* Longinus- On the Sublime	14	02	-	16
III (15 Marks)	Phillip Sidney- *An Apology for Poetry* John Dryden- *An Essay of Dramatic Poesy*	12	02	-	14

IV **(15 Marks)**	Alexander Pope- *An Essay on Criticism* Samuel Johnson- "On Metaphysical Wit" from *Life of Cowley*	14	02	-	16
	Total	**52**	**08**	**-**	**60**

Where, ***L: Lectures*** ***T: Tutorials*** ***P: Practicals***

Course Outcomes (COs) and the corresponding Learning Outcomes (LOs)

Students will be able to

CO1: Develop a comprehensive knowledge on classical literary criticism through a reading of Plato and Aristotle's works

LO1: Analyse Plato's views on mimesis, nature of poetry, and the role of art in society.

LO2: Understand the key concepts such as Mimesis, Catharsis, Hamartia, Anagnoris, Peripeteia as outlined by Aristotle in *Poetics.*

LO3: Analyse Aristotle's views on Tragedy, Comedy, and Tragic Hero.

CO2: Examine the foundational principles of poetic art and Roman literary criticism through a reading of Horace and Longinus

LO1: Examine Poetry as Craft as proposed by Horace.

LO2: Define the principle of poetic decorum as proposed by Horace.

LO3 Theorise the concept of Sublimity and its five principal sources.

LO4: Analyse how Longinus's text *On Sublimity* is a digression from thinkers like Plato and Horace

CO3: Develop a comprehensive understanding about Philip Sidney's *An Apology for Poetry*

LO1: Examine Philip Sidney's defense of poetry from the attacks of Stephen Gosson.

LO2: Analyse how Sidney argues for the superiority of poetry over other branches of knowledge.

LO3: Explore Sidney's views on the purpose of poetry, including its role to "teach and delight"

CO4: Discuss the major arguments presented in Dryden's *An Essay on Dramatic Poesy*

LO1: Analyse Dryden's comparative discussion of the merits of the classical drama (Ancient Greek and Roman) versus modern drama (English and French).

LO2: Assess critically Dryden's exploration of classical unities of time, place and action,

and his arguments for and against their observance in English drama.

LO3: Discuss the theme of Poetic Justice as explored by Dryden.

CO5: Outline the thematic concerns in the literary criticism of the 18th century through a reading of Pope and Samuel Johnson

LO1: Evaluate the qualities that Pope identifies as essential for sound judgment and good taste in literary criticism.

LO2: Explain Pope's analogy between the principles of nature, wit and judgement, as outlined in *An Essay on Criticism.*

LO3: Critique the ways in which Pope distinguishes between true knowledge and superficial learning.

LO4: Examine the characteristics and significance of metaphysical wit as described Samuel Johnson in "Life of Cowley"

Cognitive Mapping of Course Outcomes with Blooms Taxonomy

Knowledge dimension	**Remember**	**Understand**	**Apply**	**Analyse**	**Evaluate**	**Create**
Factual						
Conceptual		**CO1, CO2, CO3, CO4, CO5**		**CO1,CO2,CO3, CO4,CO5**	**CO1,CO2,CO3, CO4,CO5**	
Procedural		**CO2,CO3,CO4, CO5**		**CO2,CO3, CO4, CO5**	**CO2, CO3 CO4, CO5**	
Metacognitive						

Mapping of Course Outcomes with Programme Outcomes

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
CO1	✔	✔	✔			✔	✔
CO2	✔	✔	✔			✔	✔
CO3	✔	✔	✔			✔	✔
CO4	✔	✔	✔			✔	✔

CO5	✔	✔	✔			✔	✔

Modes of In-Semester Assessment: **40 Marks**

01. Two Sessional tests: 10x2=20 Marks
02. Any two of the following activities listed below: 10x2=20 Marks
    - Seminar/ Group discussion/ Assignment related to the Course content.
    - Presentation of seminar papers.
    - Assignments.
    - Quiz.

Final Examination: **60 Marks**

Unit 1: 1 LAQ+1 SA=(10+5)=15 marks
Unit 2: 1 LAQ+1 SA=(10+5)=15 marks
Unit 3: 1 LAQ+1 SA= (10+5)=15 marks
Unit 4: 1 LAQ+1 SA= (10+5)=15 marks
*LAQ= Long Answer Question; SA= Short Answer

Suggested Readings:

Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition.* London: Oxford University Press, 1971.

Abrams, M.H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms.* 10th ed. USA: Wadsworth, Cengage Learning, 2012.

Adams, Hazard. *Critical Theory Since Plato.* 2nd ed. California: Harcourt Brace Jovanovich College Publishers, 1992.

Barton, Edwin J., and Glenda A. Hudson. *A Contemporary Guide to Literary Terms with Strategies for Writing Essays about Literature.* Boston, USA: Houghton Mifflin, 2004.

Brooks, Cleanth, and Paul Rand. *The Well Wrought Urn: Studies in the Structure of Poetry.* California: Harcourt Brace, 1947.

D.J. Enright, and E.De Chickera. *English Critical Texts*. London: OUP, 1962.

Daiches, David. *Critical Approaches to Literature.* 2nd ed. London: Orient Longman Pvt. Ltd, 2005.

Guerin, Wilfred L. *A Handbook of Critical Approaches to Literature.* 4th ed. London: Oxford University Press, 1999.

Hudson, *W.H. An Introduction to the Study of Literature.* New Delhi: Atlantic Publishers and Distributors Pvt. Ltd, 2006.

Leitch, Vincent B., ed. *The Norton Anthology of Theory and Criticism.* London: W. W. Norton and Company, 2001.

M. A. R Habib. *A History of Literary Criticism and Theory: From Plato to the Present*. Malden, MA: Blackwell Publishing, 2008.

Preminger, Alex. *Princeton Encyclopedia of Poetry & Poetics.* New Jersey: Princeton University Press, 1972.

SEMESTER I

COURSE C1 (Theory) **84 Hours / lectures**

GGRM 101T4: GEOMORPHOLOGY AND BIO GEOGRAPHY

(The main objective of this paper is to make the students comprehend the various processes responsible for the development of diverse landforms on the earth surface. The candidate will also learn how the natural surrounding and human activities are responsible for the distribution of plants and animals.)

	Units	**L**	**T**	**P**
	1. Geomorphology: Nature and Scope.	1	1	-
	2. Earth: Interior Structure and Isostasy.	4	1	-
	3. Earth Movements: Plate Tectonics, Types of Folds and Faults, Earthquakes and Volcanoes.	6	2	-
	4. Geomorphic Processes: Weathering, Mass Wasting, Cycle of Erosion (Davis and Penck).	6	2	-
	5. Evolution of Landforms (Erosional and Depositional): Fluvial, Karst, Aeolian, Glacial, and Coastal.	8	3	-
	6. Definition, scope and significance of Bio Geography	3	1	-
	7. World distribution of plants and its relation to soil, climate and human activities	5	2	-
	8. World distribution of animals and its relation with vegetation, climate and Human activities	5	1	-
	9. Soil – soil forming processes, classification and distribution of soil, soil horizon and profile, soil erosion and conservation. Importance of soil, major soil types of India and Assam	4	1	-

Reading List

1. Bloom A. L., 2003: *Geomorphology: A Systematic Analysis of Late Cenozoic Landforms*, Prentice-Hall of
India, New Delhi.
2. Bridges E. M., 1990: *World Geomorphology*, Cambridge University Press, Cambridge.
3. Christopherson, Robert W., (2011), Geosystems: *An Introduction to Physical Geography*, 8 Ed.,
Macmillan Publishing Company

Course C1

GGRM 101P2: GEOMORPHIC TECHNIQUES (PRACTICAL) 28 Hours

(The main objective of this paper is to make the students understand the various morphometric techniques used in drainage analysis. The students will also about the various slope analysis techniques and uses of different types of scale.)

Title	Contents	L	T	P
Geomorphic Techniques	1. Cartography – Nature and Scope.	2	-	1
	2. Scales – Concept and application; Graphical Construction of Plain, Comparative and Diagonal Scales.	3	-	2
	3.Topographical Map – Interpretation of a Mountain area with the help of Cross and Longitudinal Profiles.	3	-	4
	4.Morphometric Analysis: Drainage ordering, basin area demarcation, drainage density, Bifurcation ratio.	3	-	4
	5. Slope Analysis – Wentworth's method and Smith's Method.	2	-	4

Practical Record**:** A Project File in pencil, comprising one exercise *each*, on scale, map projection, interpretation of topographic sheet and slope analysis.

Reading List

1. Anson R. and Ormelling F. J., 1994: *International Cartographic Association: BasicCartographic Vol.* Pregmen Press.
2. Gupta K.K. and Tyagi, V. C., 1992: *Working with Map*, Survey of India, DST, New Delhi.
3. Mishra 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. Sharma J. P., 2010: *Prayogic Bhugol*, Rastogi Publishers, Meerut.
8. Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
9. Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi
10. Singh R L & Rana P B Singh(1991) Prayogtmak Bhugol ke Mool Tatva, Kalyani Publishers, New Delhi
11. Sharma, J P (2010) Prayogtmak Bhugol ki Rooprekha, Rastogi Publications, Meerut
12. Singh, R L & Dutta, P K (2012) PrayogatmakBhugol, Central Book Depot, Allahabad

Course C2
GGRM 102T4 CLIMATOLOGY (Theory) 56 hours

(The main objective of this paper is to make the students aware of the composition of atmosphere and various climatic processes. The students will also learn about various factors responsible for the climatic disturbances.)

Title	Contents	L	T	P
Climatology	1. Atmospheric Composition and Structure – Variation with Altitude, Latitude and Season.	6	3	
	2. Insolation and Temperature – Factors and Distribution, Heat Budget, Temperature Inversion.	9	3	
	3. Atmospheric Pressure and Winds – Planetary Winds, Forces affecting Winds, General Circulation, Jet Streams.	9	3	
	4. Atmospheric Moisture – Evaporation, Humidity, Condensation, Fog and Clouds, Precipitation Types, Stability and Instability; Climatic Regions (Koppen)	11	3	
	5. Cyclones – Tropical Cyclones, Extra Tropical Cyclones, Monsoon - Origin and Mechanism.	7	2	

Reading List

1. Barry R. G. and Carleton A. M., 2001: *Synoptic and Dynamic Climatology*, Routledge, UK.
2. Barry R. G. and Corley R. J., 1998: *Atmosphere, Weather and Climate*, Routledge, New York.
3. Critchfield H. J., 1987: *General Climatology*, Prentice-Hall of India, New Delhi
4. Lutgens F. K., Tarbuck E. J. and Tasa D., 2009: *The Atmosphere: An Introduction to Meteorology*, Prentice-Hall, Englewood Cliffs, New Jersey.
5. Oliver J. E. and Hidore J. J., 2002: *Climatology: An Atmospheric Science*, Pearson Education, New Delhi.
6. Trewartha G. T. and Horne L. H., 1980: *An Introduction to Climate*, McGraw-Hill.
7. Gupta L S(2000): Jalvayu Vigyan, Hindi Madhyam Karyanvay Nidishalya, Delhi Vishwa Vidhyalaya, Delhi
8. Lal, D S (2006): Jalvayu Vigyan, Prayag Pustak Bhavan, Allahabad
9. Vatal, M (1986): Bhautik Bhugol, Central Book Depot, Allahabad
10. Singh, S (2009): Jalvayu Vigyan, Prayag Pustak Bhawan, Allahabad

Course C2

GGRM 102P2: PRACTICALS BASED ON CLIMATIC DATA 28 hours

(The main objective of this paper is to make the students gain knowledge of the various weather symbols and to prepare graphs based on climatic data. The students will also find out the variability in the distribution of rainfall and the factors responsible for such variation in the pattern of rainfall.)

	Contents	L	T	P
Practical's Based On Climatic Data	1.Study of weather symbols	2		4
	2. Indian daily weather map interpretation for the summer and winter seasons.	4		4
	3.Representation of climatic data: (a) Preparation of Climograph, Hythergraph and Ergograph and their interpretation (b) Preparation of rainfall variability map of Assam	6		8

Course C3

GGRM201T6: HUMAN GEOGRAPHY (Theory) 84hours

(The objective of this paper is to introduce the major themes of human geography and its importance in present days. The students will also learn about population growth and factors responsible for uneven distribution of population in the world. The student will also gain knowledge about the population resource relationship and various types of settlement pattern.)

Title	Contents	L	T	P
Human Geography	1. Introduction: Defining Human Geography; Major Themes; Contemporary Relevance	8	4	
	2. Space and Society: Cultural Regions; Race; Religion and Language	12	6	
	3. Population: Population Growth and Distribution; Population Composition; Demographic Transition Theory	15	7	
	4. Settlements: Types of Rural Settlements; Classification of Urban Settlements; Trends and Patterns of World Urbanization	15	7	
	5. Population-Resource Relationship	6	4	

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.
6. Kaushik, S.D. (2010) Manav Bhugol, Rastogi Publication, Meerut.
7. Maurya, S.D. (2012) Manav Bhugol, Sharda Pustak Bhawan. Allahabad.
8. Hussain, Majid (2012) Manav Bhugol. Rawat Publications, Jaipur

Course C4

GGRM 202T4: GEOGRAPHY OF INDIA (Theory) 56 Hours

(The objective of this paper is to make the students familiar with the various aspects of India. The students will learn about the physical, anthropogenic and economic diversity of India and the factors responsible for such diversities.)

Title	Contents	L	T	P
Geography Of India	1. Physical: Physiographic Divisions, soil and vegetation, climate (characteristics and classification)	10	4	-
	2. Population: Distribution and growth, Structure; Social: Distribution of population by race, caste, religion, language, tribes and their correlates	13	3	-
	3. Economic: Mineral and power resources distribution and utilisation of iron ore, coal, petroleum, gas; agricultural production and distribution of rice and wheat, industrial development : automobile and Information technology	13	3	-
	4. Physical Geography of North East India.	4	2	-
	5. Resource- agriculture, mineral, forest and Industries of Assam.	4	2	-

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 Intenational 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

Course C4

GGRM 202P2: PRACTICAL ON THEMATIC CARTOGARPHY 28hours

(The main objective of this paper is to make the students aware of the various application of thematic mapping and shape index analysis.)

Title	Contents	L	T	P
Practical on Thematic cartography	**Unit – I Thematic mapping and shape index analysis of India** 1. Preparation of maps showing geographical themes – minerals, forest, agriculture etc. 2. Shape index analysis – comparison of shapes of Pre and Post Independent India	4		8
	Unit – II Thematic mapping of NE India Preparation of maps showing geographical themes – soil, industries, population minerals, forest, agriculture etc	4		8
	Unit- III Age- sex pyramid Develop and developing countries.	2		2

Course C5

GGRM 301T4: CARTOGRAPHY (Theory) 56 hours

(The main objective of this paper is to make the students aware about the history of map projection and uses of different types of map projection. An attempt is also made to enlighten the students about the various surveying methods and the instrument used in it.)

Title	Contents	L	T	P
Cartography	1. History of development of map projections, classification and use of different types of map projections, Choice of map projection	8	4	-
	2. Basic principles of surveying and their necessity in Geography : Vertical and horizontal controls	10	5	-
	3. Surveying and leveling: i) Plane table surveying – different methods ii) Prismatic compass surveying – closed and open traverse, calculation of included angles, correction of bearing, omitted measurement iii) Theodolite traversing – measurement of heights iv) Levelling – different types	24	5	-

Reading List

1. Kanetkar, T.P. and Kulkarni : Surveying and Levelling Part – I & II
2. Zamir, A : A Text book of surveying
3. Steer J.A. : Map Projection
4. Mishra, R.P. and Ramesh : Fundamentals of Cartography
5. Singh and Patel : Principles of Remote Sensing
6. Panda, B.C. : Remote sensing – Principles and applications
7. Singh, R.L.: Fundamentals of Practical Geography, DVS Publication, Ghy
8. Singh, G.: Map Work & Practical Geography, DVS Publication, Ghy
9. Curren, P.J. : Principles of Remote sensing
10. Robinson, : Elements of cartography, DVS Publication, Ghy
11. Arnoff S.(1989) Geographic Information System: A Management Perspective , DDL Publication,Ottawa
12. Star J and Estes (1994) Geographic Information System, An Introduction,Prentice Hall,Englewood Cliff,New Jersey

C5

GGRM 302P2: CARTOGRAPHIC TECHNIQUES (PRACTICAL) 28 Hours

(The main objective of this paper is to enlighten the students with the different types of map projection and its uses.)

Title	Units	L	T	P
Cartographic Techniques	Projection: Conical One Standard, Bonne's and Polyconic Cylindrical; Equal Area, Equidistant, Galls Stereography and Mercator projection.	**10**	**-**	**18**

RECOMMENDED TEXT BOOKS:

1. Singh, R.L.: Fundamentals of Practical Geography, DVS Publication, Ghy
2. Singh, G.: Map Work & Practical Geography, DVS Publication, Ghy
3. Singh, R.L.: Elements of Practical Geography, DVS Publication, Ghy
4. George P. Kellaway : Map Projection
5. J.A. Steers : Map Projection

Course C6
GGRM302T6: REGIONAL GEOGRAPHY OF WORLD (Theory) 56 hours

(The main objective of this course to develop understanding of the learner about climate, soil and topography in different continents of the world. the course also familiarize learner with industrialization and population distribution in developed, developing and underdeveloped nations of the world.)

Title	Contents	L	T	P
Regional Geography Of World	1. Physiography, climate, soil and vegetation of Asia, Africa, Europe, North America	14	4	-
	2. Mineral resources and industrial development of the developed, developing and the underdeveloped countries	12	4	-
	3. Distribution of population of World	6	3	-
	4. Regional studies of Middle East and South East Asia and the Mediterranean region	10	3	-

Reading Lists:

1. Manku, D.S. : A Regional Geography of World, Kalyani Publishers
2. Gautam, A : World Geography, Sarda Pushtak Bhawan, Allahabad
3. Bradshaw, M : World Regional Geography
4. Gourou, P. (1980) : The Tropical World, Longman, London
5. Cole, J. (1996) : A Geography of World's Major Regions, Routledge, London

Course C7
GGRM 303T6: STATISTICAL METHODS IN GEOGRAPHY (Theory) 84 hours

(The main objective of this paper is to make the students aware about the various statistical techniques used in geographical study.)

Title	Contents	L	T	P
Statistical Methods In Geography	1. Use of Data in Geography: Geographical Data Matrix, Significance of Statistical Methods in Geography; Sources of Data, Scales of Measurement (Nominal, Ordinal, Interval, Ratio).	14	6	-
	2. Tabulation and Descriptive Statistics: Frequencies (Deciles, Quartiles), Cross Tabulation, Central Tendency (Mean, Median and Mode, Centro-graphic Techniques, Dispersion (Standard Deviation, Variance and Coefficient of Variation).	14	7	-
	3. Sampling: Purposive, Random, Systematic and Stratified.	7	4	-
	4. Theoretical Distribution: Probability and Normal Distribution.	7	4	-
	5. Association and Correlation: Rank Correlation, Product Moment Correlation, and Simple Regression, Residuals from regression	14	7	-

Reading List

1. Berry B. J. L. and Marble D. F. (eds.): *Spatial Analysis – A Reader in Geography*.
2. Ebdon D., 1977: *Statistics in Geography: A Practical Approach*.
3. Hammond P. and McCullagh P. S., 1978: *Quantitative Techniques in Geography: An Introduction*, Oxford University Press.
4. King L. S., 1969: *Statistical Analysis in Geography*, Prentice-Hall.
5. Mahmood A., 1977: *Statistical Methods in Geographical Studies*, Concept.
6. Pal S. K., 1998: *Statistics for Geoscientists*, Tata McGraw Hill, New Delhi.
7. Sarkar, A. (2013) Quantitative geography: techniques and presentations. Orient Black Swan Private Ltd., New Delhi
8. Silk J., 1979: *Statistical Concepts in Geography*, Allen and Unwin, London.
9. Spiegel M. R.: Statistics, *Schaum's Outline Series.*
10. Yeates M., 1974: *An Introduction to Quantitative Analysis in Human Geography*, McGraw Hill, New York.
11. Shinha, Indira (2007) Sankhyiki bhugol. Discovery Publishing House, New Delhi

Course C8
GGRM401T6 : ECONOMIC GEOGRAPHY (Theory) 84 hours

(The goal of this course is to enhance the learner with the basic ideas of primary, secondary and tertiary activities and its spatio-temporal pattern. The learners will also acquire the knowledge of some economic development models in relation to agriculture and industry.)

Title	Contents	L	T	P
Economic Geography	1. Introduction: Concept and classification of economic activity	4	2	-
	2. Factors Affecting location of Economic Activity with special reference to Agriculture (Von Thunen theory), Industry (Weber's theory).	12	6	-
	3. Primary Activities: Subsistence and Commercial agriculture, forestry, fishing and mining.	14	7	-
	4. Secondary Activities: Manufacturing (Cotton Textile, Iron and Steel), Concept of Manufacturing Regions, Special Economic Zones and Technology Parks.	16	7	-
	5. Tertiary Activities: Transport, Trade and Services.	10	6	-

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*

Course C 9
GGRM402T6: ENVIRONMENTAL GEOGRAPHY (Theory) 84 hours

(The objective of this course is to develop conceptual and theoretical ideas of environment as well as relationship between man and environment in different geo climatic regions. The learners will also attain the nature and intensity of some burning environmental issues at local, regional and global level along with mitigation programs and policies.)

Title	Contents	L	T	P
Environmental Geography	1. Environmental Geography – Concept and Scope	6	4	-
	2. Human-Environment Relationships – Historical Progression, Adaptation in different Biomes.	12	6	-
	3. Ecosystem – Concept, Structure and Functions	12	6	-
	4. Environmental Problems in Tropical, Temperate and Polar Ecosystems	12	6	-
	5. Environmental Programmes and Policies – Global, National and Local levels	14	6	-

Reading List

1. Chandna R. C., 2002: *Environmental Geography*, Kalyani, Ludhiana.
2. Cunninghum W. P. and Cunninghum M. A., 2004: *Principals of EnvironmentalScience: 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 andForests, 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)

Course C10

GGRM403T4: REMOTE SESING AND GIS (Theory) 56 Lectures

(The goal of this course is to enhance of the ability of the learners in the field of latest satellite based technology and data source such as remote sensing.)

Title	Contents	L	T	P
Remote Sensing And GIS	1. Historical Development of remote sensing as a technology-Relevance of remote sensing in Geography.	10	4	-
	2. Concept and basics: Energy source, energy and radiation principles	10	3	-
	3. Energy interactions in the atmosphere and earth surface features.	10	3	-
	4. Remote sensing systems: platforms, sensors and radiations records.	12	4	-

Course C10
GGRM403P2: REMOTE SENSING AND GIS (PRACTICAL) 28 Hours

(The objective of the course is to develop some practical knowledge and skills in diversified applications of remote sensing data and technology)

Title	Contents	L	T	P
Remote Sensing And GIS	**1.** Remote Sensing and GIS: Definition and Components, Development, Platforms and Types	1		3
	2. Aerial Photography and Satellite Remote Sensing: Principles, Types and Geometry of Aerial Photograph; Principles of Remote Sensing, EMR Interaction with Atmosphere and Earth Surface; Satellites (Landsat and IRS) and Sensors.	2	-	6
	3. GIS Data Structures: Types (spatial and Non-spatial), Raster and Vector Data Structure	1	-	2
	4. Image Processing (Digital and Manual) and Data Analysis: Pre-processing (Radiometric and Geometric Correction), Enhancement (Filtering); Classification (Supervised and Un-supervised), Geo-Referencing; Editing and Output; Overlays	2	-	7
	5. Interpretation and Application of Remote Sensing and GIS: Land use/ Land Cover, Urban Sprawl Analysis; Forests Monitoring	1	-	3

Practical Record: A project file consisting of two exercises will be done from aerial photos and satellite images (scale, orientation and interpretation) and 3 exercises on using any GIS Software on above mentioned themes.

Reading List

1. Campbell J. B., 2007: *Introduction to Remote Sensing*, Guildford Press.
2. Jensen J. R., 2004: *Introductory Digital Image Processing: A Remote Sensing Perspective*, Prentice Hall.
3. Joseph, G. 2005: *Fundamentals of Remote Sensing*, United Press India.
4. Lillesand T. M., Kiefer R. W. and Chipman J. W., 2004: *Remote Sensing and Image Interpretation*, Wiley. (Wiley Student Edition).
5. Nag P. and Kudra, M., 1998: *Digital Remote Sensing*, Concept, New Delhi.
6. Rees W. G., 2001: *Physical Principles of Remote Sensing*, Cambridge University Press.
7. Singh R. B. and Murai S., 1998: *Space-informatics for Sustainable Development*, Oxford and IBH Pub.
8. Wolf P. R. and Dewitt B. A., 2000: *Elements of Photogrammetry: With Applications in GIS*, McGraw- Hill.
9. Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd.,New Delhi
10. Chauniyal, D.D. (2010) Sudur Samvedan evam Bhogolik Suchana Pranali, Sharda Pustak Bhawan, Allahabad

Course C11
GGRM 501T4: REGIONAL PLANNING AND DEVELOPMENT (Theory) 56 Lectures

(The objective of the paper is to improve the understanding of learners about Region, regionalization, Regional planning and development. It will also incorporate models associated with economic growth and development)

Title	Contents	L	T	P
Regional Planning And Development	1. Definition of Region, Evolution and Types of Regional planning: Formal, Functional, and Planning Regions and Regional Planning; Need for Regional Planning; Types of regional Planning.	8	3	-
	2. Choice of a Region for Planning: Characteristics of an Ideal Planning Region; Delineation of Planning Region; Regionalization of India for Planning (Agro Ecological Zones)	9	3	-
	3. Theories and Models for Regional Planning: Growth Pole Model of Perroux; Growth Centre Model in Indian Context; Myrdal, Hirschman, Rostow and Friedmann; Village Cluster	9	3	-
	4. Changing Concept of Development, Concept of underdevelopment; Efficiency-Equity Debate	8	2	-
	5. Measuring development: Indicators (Economic, Social and Environmental); Human development.	8	3	-

Reading List

1. Blij H. J. De, 1971: *Geography: Regions and Concepts*, John Wiley and Sons.
2. Claval P.l, 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*, Methuen, London.
5. 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.
6. Haynes J., 2008: *Development Studies*, Polity Short Introduction Series.
7. Johnson E. A. J., 1970: *The Organization of Space in Developing Countries*, MIT Press, Massachusetts.
8. Peet R., 1999: *Theories of Development*, The Guilford Press, New York.
9. UNDP 2001-04: *Human Development Report*, Oxford University Press.
10. World Bank 2001-05: *World Development Report*, Oxford University Press

Course C11

GGRM 501P2: REGIONAL PLANNING AND DEVELOPMENT (Practical)

28 hours

The basic objective of the course is to enhance the learner in the field of demarcation and distribution of resources

Title	Contents	L	T	P
Regional Planning And Development	**1.** Methods of regionalization: a) Simple ranking method b) Mean method c) Z- Score standardization.	4	-	10
	2. Resource disparity map: a) Power resource (Hydel, Thermal, Nuclear) b) Mineral resources (coal, iron ore)	3	-	11

Course C12
GGRM502T4: POPULATION GEOGRAPHY (Theory) 56 Lectures

(The objective of this course is to enhance the learner with the basic ideas of population size, composition, growth and distribution along with its determinants. The course will also incorporate contemporary issues of population.)

Title	Contents	L	T	P
Population Geography	1. Defining the Field – Nature and Scope; Sources of Data with special reference to India (Census, Vital Statistics and NSS).	8	3	
	2. Population Size, Distribution and Growth – Determinants and Patterns; Theories of Growth – Malthusian Theory and Demographic Transition Theory.	10	3	
	3. Population Dynamics: Fertility, Mortality and Migration – Measures, Determinants and Implications.	10	4	
	4. Population Composition and Characteristics – Age-Sex Composition; Rural and Urban Composition; Literacy.	8	2	
	5. Contemporary Issues – Ageing of Population; Declining Sex Ratio; HIV/AIDS.	6	2	

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 21st 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

Course C12

GGRM 502P2: POPULATION GEOGRAPHY (Practical) 28 Hours

The main objective of the course is to develop the cartographic ideas for the representation of major Demographic data.

Title	Contents	L	T	P
POPULATION GEOGRAPHY	**1. Statistical Data representation Part I** a) Near neighbour analysis b) Principle component analysis – Water, Fisher and Nelson c) Traffic flow and isochronic cartograms	2	-	6
	2. Statistical Data representation Part II a) Location quotient analysis b) Lorenz curve	2	-	7
	3. Distribution of population a) India, Assam(by simple dot method)	2	-	4
	4. Density ofpopulation a) India and Assam (choropleth method)	1	-	4

Course C 13
GGRM601T6: EVOLUTION OF GEOGRAPHICAL THOUGHT (Theory) 84 Lectures

(The objective of the course is familiarizing the learner towards the development of geographic ideas during the era of ancient, pre-modern and modern period. The course will also enlighten the learners with the contemporary issues and approaches of development of the discipline.)

Title	Contents	L	T	P
Evolution Of Geographical Thought	1. Paradigms in Geography	4	2	
	2. Pre-Modern – Early Origins of Geographical Thinking with reference to the Classical and Medieval Philosophies.	13	6	
	3. Modern – Evolution of Geographical Thinking and Disciplinary Trends in Germany, France, Britain, United States of America.	13	7	
	4. Debates – Environmental Determinism and Possibilism, Systematic and Regional, Ideographic and Nomeothetic.	13	7	
	5. Trends – Quantitative Revolution and its Impact, Behaviouralism, Systems Approach, Radicalism, Feminism; Towards Post Modernism – Changing Concept of Space in Geography, Future of Geography.	13	6	

Reading List

1. Arentsen M., Stam R. and Thuijis R., 2000: *Post-modern Approaches to Space*, ebook.
2. Bhat, L.S. (2009) Geography in India (Selected Themes). Pearson
3. Bonnett A., 2008: *What is Geography?* Sage.
4. Dikshit R. D., 1997: Geographical Thought: A Contextual History of Ideas, Prentice– Hall India.
5. Hartshone R., 1959: *Perspectives of Nature of Geography*, Rand MacNally and Co.
6. Holt-Jensen A., 2011: *Geography: History and Its Concepts: A Students Guide*, SAGE.
7. Johnston R. J., (Ed.): *Dictionary of Human Geography*, Routledge.
8. Johnston R. J., 1997: *Geography and Geographers, Anglo-American Human Geography since 1945*, Arnold, London.
9. Kapur A., 2001: *Indian Geography Voice of Concern*, Concept Publications.
10. Martin Geoffrey J., 2005: *All Possible Worlds: A History of Geographical Ideas*, Oxford.
11. Soja, Edward 1989. *Post-modern Geographies*, Verso, London. Reprinted 1997: Rawat Publ., Jaipur and New Delhi.

Course C14
GGRM602T6: DISASTER MANAGEMENT **48 Lectures**

(The main objective of this paper is to make the students aware about the concepts of hazards, disasters, risk and vulnerability. In this paper an attempt has been made to prepare the students about the Do's And Don'ts during and post disaster.)

TITLE	UNITS	L	T	P
DISASTER MANAGEMENT	1. Disasters: Definition and Concepts: Hazards, Disasters; Risk and Vulnerability; Classification	6	2	
	2. Disasters in India: Flood, Landslide, Drought, Earthquake and Tsunami, Cyclone, : Causes, Impact and Distribution	10	6	
	3. Manmade disasters: Causes, Impact and Distribution	6	2	
	4. Response and Mitigation to Disasters: Mitigation and Preparedness, NDMA and NIDM;Indigenous Knowledge and Community-Based Disaster Management; Do's and Don'ts During and Post Disasters	10	6	

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

Course C14
GGRM602P6: DISASTER MANAGEMENT BASED PROJECT WORK 20Lectures

(The main objective of the field work is to conduct an extensive survey over an area to evaluate the nature, intensity, frequency and impact of a Hazard/ disaster and suggesting possible mitigation measures)

	L	**T**	**P**
Field Work (Flood, Landslide, Drought, Earthquake, Cyclone and Manmade Disaster)	4		16

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 Oppurtunities", 2007. Publisher- I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).

ELECTIVE DISCIPLINE SPECIFIC (ANY FOUR)
DSE 1 (6 C)

GGRM DSE501AT6: SETTLEMENT GEOGRAPHY 84 HOURS/ LECTURES

(The objective of this course is to develop understanding of the learner about the concept, types and the classification of settlements. The course also familiarizes learners with the basic theories of market center and settlement evolution.)

TITLE	UNITS	L	T	P
SETTLEMENT GEOGRAPHY	1.Settlement: Concept, classification, distribution and the changing relationship with the environment.	12	6	
	2.Rural settlement: evolution, site and situational factors and patterns and types.	12	6	
	3.Urban settlement: growth, functional classification of Towns.	12	5	
	4.Hierarchy of settlement.	10	5	
	5. Christaller's and August Losch Theory of Market Center	10	6	

Reading List

1. Chorley , R.J. and Haggett, P.,1967: Models in Geography , Methuen, London.
2. Gregory , D.,1978: Ideology ,Science and Human Geography ,Hutchin, Londan
3. Huntington,E,1951 Princples in Human Geography ,John Wiley & Sons, Lnc, New York
4. Johnstone,R.J.et.(eds)1981,Dictionary of Human Geography ,Basil Blackwell Oxford.
5. Johnston,R.J. 1983 : Philosophy and Human Geography ,Edward Arnold ,London.
8. Chandana,R.C. 1986,A Geography of Population,Kakani Publishers,New Delhi
9. Ahmed,A,et,al(eds) 1997,Demographic Transition,The Third world Scenarior,Rawat Publications,Jaipur and New Delhi
10. Clarke J.I. 1972 Population Geography ,Pergamon Press,Oxford
11. Carter.H.1972,The Story of Urban Geography ,Edward Arnold, London

DSE 2 (6 C)
GGRM DSE502BT6: **AGRICULTURAL GEOGRAPHY**
84 HOURS/ LECTURES

(The objective of this course is to enhance the concept of agricultural activities, its determinants and types under different geo- environmental condition of the world. The course also introduces learners with some Land use and cropping intensity models)

TITLE	UNITS	L	T	P
AGRICULTURAL GEOGRAPHY	1. Defining the Field: Introduction, nature and scope; Land use/ land cover definition and classification.	12	6	
	2. Determinants of Agriculture: Physical, Technological and Institutional	10	6	
	3. Agricultural Regions of India: Agro-climatic, Agro-ecological & Crop Combination Regions.	12	6	
	4. Agricultural Systems of the World (Whittlesey's classification) and Agricultural Land use model (Von Thuenen, modification and relevance).	12	5	
	5. Agricultural Revolutions in India: Green, White, Blue, Pink.	10	5	

Reading List

1. Basu, D.N., and Guha, G.S., 1996: Agro-*Climatic Regional Planning in India*, Vol.I & II, Concept Publication, New Delhi.
2. Bryant, C.R., Johnston, T.R, 1992: *Agriculture in the City Countryside*, Belhaven Press, London.
3. Burger, A., 1994: *Agriculture of the World*, Aldershot, Avebury.
4. Grigg, D.B., 1984: *Introduction to Agricultural Geography*, Hutchinson, London.
5. Ilbery B. W., 1985: *Agricultural Geography: A Social and Economic Analysis*, Oxford University Press.
6. Mohammad, N., 1992: *New Dimension in Agriculture Geography*, Vol. I to VIII, Concept Pub., New Delhi.
7. Roling, N.G., and Wageruters, M.A.E.,(ed.) 1998: *Facilitating Sustainable Agriculture*, Cambridge University Press, Cambridge.
8. Shafi, M., 2006: *Agricultural Geography*, Doring Kindersley India Pvt. Ltd., New Delhi
9. Singh, J., and Dhillon, S.S., 1984: Agricultural Geography, Tata McGraw Hill, New Delhi.
10. Tarrant J. R., 1973: *Agricultural Geography*, David and Charles, Devon.

DSE 3 (6 C) GGRM DSE 601BT6:

POLITICAL GEOGRAPHY **84 HOURS/ LECTURES**

(The objective of the course is to conceptualize learner in the field of political geography, origin of nations and states, concept and theories of Heartland and Rimland, Electoral Geography, Resource Conflicts and politics of Displacements.)

TITLE	UNITS	L	T	P
POLITICAL GEOGRAPHY	1. Introduction: Concepts, Nature and Scope	10	5	
	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)	12	6	
	3. Electoral Geography – Geography of Voting, Geographic Influences on Voting pattern, Geography of Representation, Gerrymandering	12	6	
	4. Political Geography of Resource Conflicts – Water Sharing Disputes, Disputes and Conflicts Related to Forest Rights and Minerals	12	6	
	5. Politics of Displacement: Issues of relief, compensation and rehabilitation: with reference to Dams and Special Economic Zones	10	5	

Reading List

1. Agnew J., 2002: Making Political Geography, Arnold.

2. Agnew J., Mitchell K. and Toal G., 2003: A Companion to Political Geography, Blackwell.

3. Cox K. R., Low M. and Robinson J., 2008: The Sage Handbook of Political Geography, Sage Publications.

4. Cox K., 2002: Political Geography: Territory, State and Society, Wiley-Blackwell

5. Gallaher C., et al, 2009: Key Concepts in Political Geography, Sage Publications.

6. Glassner M., 1993: Political Geography, Wiley.

7. Jones M., 2004: An Introduction to Political Geography: Space, Place and Politics, Routledg .

8. Mathur H M and M MCernea (eds.) Development, Displacement and Resettlement – Focus on Asian Experience, Vikas, Delhi

9. Painter J. and Jeffrey A., 2009: Political Geography, Sage Publications.

10. Taylor P. and Flint C., 2000: Political Geography, Pearson Education.

11. Verma M K (2004): Development, Displacement and Resettlement, Rawat Publications, Delhi

12. Hodder Dick, Sarah J Llyod and Keith S McLachlan (1998), Land Locked States of Africa and Asia (vo.2), Frank Cass

DSE 4 (6 C)
GGRM DSE 602BT6: SOCIAL GEOGRAPHY 84 HOURS/ LECTURES

(The main objective of this paper is to make the student understand the basic concept of social geography and the impact of technologies in social changes. The student will also know about the different social categories and social problems faced by the society today.)

TITLE	UNITS	L	T	P
SOCIAL GEOGRAPHY	1. Social Geography: Concept, Origin, Nature and Scope.	10	5	
	2. Peopling Process of India: Technology and Occupational Change; Migration.	10	5	
	3. Social Categories: Caste, Class, Religion, Race and Gender and their Spatial distribution	12	6	
	4. Geographies of Welfare and Well being: Concept and Components – Healthcare, Housing and Education.	12	6	
	5. Social Geographies of Inclusion and Exclusion, Slums, Gated Communities, Communal Conflicts and Crime.	12	6	

Reading List

1. Ahmed A., 1999: *Social Geography*, Rawat Publications.
2. Casino V. J. D., Jr., 2009) *Social Geography: A Critical Introduction*, Wiley Blackwell.
3. Cater J. and Jones T., 2000: *Social Geography: An Introduction to Contemporary Issues*, Hodder Arnold.
4. Holt L., 2011: *Geographies of Children, Youth and Families: An International Perspective,* Taylor & Francis.
5. Panelli R., 2004: *Social Geographies: From Difference to Action*, Sage.
6. Rachel P., Burke M., Fuller D., Gough J., Macfarlane R. and Mowl G., 2001: *Introducing Social Geographies,* Oxford University Press.
7. Smith D. M., 1977: *Human geography: A Welfare Approach*, Edward Arnold, London.
8. Smith D. M., 1994: *Geography and Social Justice*, Blackwell, Oxford.
9. Smith S. J., Pain R., Marston S. A., Jones J. P., 2009: *The SAGE Handbook of Social Geographies*, Sage Publications.
10. Sopher, David (1980): *An Exploration of India*, Cornell University Press, Ithasa
11. Valentine G., 2001: *Social Geographies: Space a*

ELECTIVE GENERIC PAPERS
GE 1 (6 C)
GGRM GE 101AT6: DISASTER MANAGEMENT

84 HOURS/ LECTURES

(The main objective of this paper is to make the students aware about the concepts of hazards, disasters, risk and vulnerability. In this paper an attempt has been made to prepare the students about the Do's And Don'ts during and post disaster.)

TITLE	UNITS	L	T	P
DISASTER MANAGEMENT	1. Disasters: Definition and Concepts: Hazards, Disasters; Risk and Vulnerability; Classification	10	5	
	2. Disasters in India: (a) Flood: Causes, Impact, Distribution and Mapping; Landslide: Causes, Impact, Distribution and Mapping; Drought: Causes, Impact, Distribution and Mapping	12	6	
	3. Disasters in India: (b) Earthquake and Tsunami: Causes, Impact, Distribution and Mapping; Cyclone: Causes, Impact, Distribution and Mapping.	12	6	
	4. Manmade disasters: Causes, Impact, Distribution and Mapping	10	5	
	5. Response and Mitigation to Disasters: Mitigation and Preparedness, NDMA and NIDM; Indigenous Knowledge and Community-Based Disaster Management; Do's and Don'ts During and Post Disasters	12	6	

Reading List

8. Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
9. Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
10. Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and GeologicalDisasters, Macmillan, Delhi.
11. Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi.Chapter 1, 2 and 3

GE 2
GGRM GE201BT6 : REGIONAL DEVELOPMENT 84 HOURS/ LECTURES

(The main objective of this paper is to introduce the student about the basic of regions and the need of regional planning in India. The students will also learn about the strategies and models used for regional planning.)

TITLE	UNITS	L	T	P
REGIONAL DEVELOPMENT	1. Definition of Region, Evolution, Types and Need of Regional planning: Formal, Functional, and Planning Regions and Regional Development.	12	6	
	2. Regional Imbalances and Problems of Functional Regions.	10	5	
	3. Choice of a Region for Planning: Characteristics of an Ideal Planning Region; Delineation of Planning Region; Regionalization of India for Planning (Agro Ecological Zones)	12	6	
	4. Strategies/Models for Regional Planning: Growth Pole Model of Perroux; Growth Centre Model in Indian Context; Village Cluster	10	5	
	5. Problem Regions and Regional Planning: Backward Regions and Regional Plans- Special Area Development Plans in India; DVC-The Success Story and the Failures.	12	6	

Reading List

1. Adell, Germán (1999) Literature Review: Theories and Models Of The Peri-Urban Interface: A Changing Conceptual Landscape, Peri-urban Research Project Team, Development Planning
Unit, University College London at
2. Bhatt, L.S. (1976) Micro Level Planning in India. KB Publication, Delhi
3. Deshpande C. D., 1992: *India: A Regional Interpretation*, ICSSR, New Delhi.
4. Dreze J. and A. Sen, Indian Development: Select Regional Perspectives (Oxford: Oxford University Press, 1996).
5. Ses, Amratya (2000) Development as Freedom. Random House, Toronto
6. Raza, M., Ed. (1988). Regional Development. Contributions to Indian Geography. New Delhi,
Heritage Publishers.
7. Rapley, John (2007) Understanding Development: Theory and Practice in the 3rd World. Lynne Rienner, London.
8. Schmidt-Kallert, Einhard (2005) A Short Introduction to Micro-Regional Planning, Food and
Agriculture Organization of the United Nations (FAO)
9. Sdyasuk Galina and P Sengupta (1967): *Economic Regionalisation of India*, Census of India

GE 3
GGRM GE301BT6: RURAL DEVELOPMENT **84 HOURS/ LECTURES**

(The main objective of this paper is to make the students understand meaning of rural development and the impact of rural economies on the economy of the country.)

TITLE	UNITS	L	T	P
RURAL DEVELOPMENT	1.Defining Development: Inter-Dependence of Urban and Rural Sectors of the Economy; Need for Rural Development, Gandhian Approach of Rural Development.	12	6	
	2.Rural Economic Base: Panchayatiraj System, Agriculture and Allied Sectors, Seasonality and Need for Expanding Non-Farm Activities, Co-operatives, PURA.	12	6	
	3.Area Based Approach to Rural Development: Drought Prone Area Programmes, PMGSY.	10	6	
	4.Target Group Approach to Rural Development: SJSY, MNREGA, Jan Dhan Yojana and Rural Connectivity.	10	5	
	5.Provision of Services – Physical and Socio-Economic Access to Elementary Education and Primary Health Care and Micro credit	12	5	

Reading List

1. Gilg A. W., 1985: *An Introduction to Rural Geography,* Edwin Arnold, London.
2. Krishnamurthy, J. 2000: *Rural Development - Problems and Prospects,* Rawat Publs., Jaipur
3. Lee D. A. and Chaudhri D. P. (eds.), 1983: *Rural Development and State,* Methuen, London.
4. Misra R. P. and Sundaram, K. V. (eds.), 1979: *Rural Area Development: Perspectives and Approaches,* Sterling, New Delhi.
5. Misra, R. P. (ed.), 1985: *Rural Development: Capitalist and Socialist Paths,* Vol. 1, Concept,
New Delhi.
6. Palione M., 1984: *Rural Geography,* Harper and Row, London.
7. Ramachandran H. and Guimaraes J.P.C., 1991: *Integrated Rural Development in Asia – Leaning from Recent Experience,* Concept Publishing, New Delhi.
8. Robb P. (ed.), 1983: *Rural South Asia: Linkages, Change and Development,* Curzon Press.
9. UNAPDI 1986:*Local Level Planning and Rural Development: Alternative Strategies.* (United
Nations Asian & Pacific Development Institute, Bangkok), Concept Publs. Co., New Delhi.
10. Wanmali S., 1992: *Rural Infrastructure Settlement Systems and Development of the Regional*
Economy in South India, International Food Policy Research Institute, Washington, D.C.
11. Yugandhar, B. N. and Mukherjee, Neela (eds.) 1991: *Studies in Village India: Issues in Rural Development,* Concept Publs. Co., New Delhi

GE 4 (6 C)

GGRM GE401AT6: INDUSTRIAL GEOGRAPHY **84 HOURS/LECTURES**

(The main objective of this paper is to make the students aware about the nature and scope of industrial geography. The students will also know about the various industrial policies of India and impact of industries in the environment, society and economy of India.)

TITLE	UNITS	L	T	P
INDUSTRIAL GEOGRAPHY	1. Nature and Scope of Industrial Geography	8	5	
	2. Types, Geographical Characteristics and Location of Industries (Weber's Theory): Small and Medium Industries, Heavy Industries: Coal and Iron based industries, Rural based Industries, Footloose Industry.	15	7	
	3. Mega Industrial Complexes: National Capital Region, Mumbai-Pune Industrial Region, Bengaluru-Chennai Industrial Region and Chota Nagpur Industrial Region	15	7	
	4. Impact of Industrialisation in India: Environmental; Social and Economic	8	5	
	5. Industrial Policy of India	10	4	

Reading List

1. Alexander J.W. (1979). Economic Geography, Printice Hall of India Pvt. Ltd., New Delhi.
2. Goh Cheng Leong (1997). "Human and economic geography", Oxford University Press, New York.
3. Thoman, R.S., Conkling E.C. and Yeates, M.H. (1968). Geography of Economic Activity, McGraw Hill Book Company, 1968.
4. Miller, E. (1962) Geography of Manufacturing Printice Hall - Englewood Cliff, New Jersey
5. Gunnar Alexandersson (1967). "Geography of Manufacturing, Prentice Hall, New Jersey
Truman, A. Harishorn, John W. Alexander (2000) "Economic Geography", Prentice Hall of India Ltd., New Delhi.
6. Singh, Jagdish 2003: *India - A Comprehensive & Systematic Geography*, Gyanodaya Prakashan, Gorakhpur.
7. Tirtha, Ranjit 2002: *Geography of India,* Rawat Publs., Jaipur & New Delhi.
8. Pathak, C. R. 2003: *Spatial Structure and Processes of Development in India*. Regional Science Assoc., Kolkata.
9. Tiwari, R.C. (2007) Geography of India. Prayag Pustak Bhawan, Allahabad
10. Sharma, T.C. (2013) Economic Geography of India. Rawat Publication, Jaipur

SEMESTER I

B.A./B.Sc. IN GEOGRAPHY PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 1ST SEMESTER

TITLE OF THE COURSE	**:**	**GEOMORPHOLOGY**
COURSE CODE	**:**	**GGRC1**
NATURE OF THE COURSE	**:**	**MAJOR**
TOTAL CREDITS	**:**	**4 CREDITS (3+1=4)**
DISTRIBUTION OF MARKS	**:**	**60 (End Sem) (45T+15P) + 40 (In Sem)**

Course Description:

This course provides an in-depth understanding of the earth's physical form and structure. It explores the fundamental concepts and processes in geomorphology, focusing on both internal (endogenetic) and external (exogenetic) processes that shape the earth's surface. Students will learn to analyse various landforms and their evolution through lectures, tutorials, and practical exercises, equipping them with skills essential for careers in environmental and land-use management.

Prerequisites:

There are no formal prerequisites for this course.

Course Objectives:

- Enhance understanding of geomorphology and its fundamental concepts.
- Acquire knowledge about the earth's interior and its movements.
- Understand diverse geomorphic processes and their impact on landform development under various geo-climatic conditions.
- Comprehend the processes responsible for the development of diverse landforms on the earth's surface.

Course Outcomes (COs) and Intended Learning Outcomes (ILOs): students will be able to:

CO1: Understand key concepts and terminologies in geomorphology.
ILO 1.1: Recall definitions of geomorphological terms.
ILO 1.2: Identify different geomorphic processes.
ILO 1.3: List various landforms created by geomorphic processes.

CO2: Explain the earth's interior structure and geomorphic processes.

ILO 2.1: Describe the structure of the earth's interior.
ILO 2.2: Explain the concepts of isostasy, plate tectonics, and geosynclines.
ILO 2.3: Discuss the processes of weathering and mass wasting.

CO3: Apply geomorphic knowledge to analyse and interpret landscapes and landforms.
ILO 3.1: Use topographical maps to interpret landforms.
ILO 3.2: Perform morphometric and slope analysis on various terrains.
ILO 3.3: Analyse fluvial, karst, aeolian, glacial, and coastal landforms.

CO4: Differentiate between erosional and depositional processes.
ILO 4.1: Compare and contrast different types of erosional landforms.
ILO 4.2: Identify depositional features in various environments.
ILO 4.3: Assess the impact of climatic conditions on geomorphic processes.

CO5: Integrate geomorphic principles to solve complex geomorphological problems.
ILO 5.1: Combine knowledge of endogenetic and exogenetic processes to explain landform evolution.
ILO 5.2: Create models representing different geomorphic processes.
ILO 5.3: Propose solutions to geomorphological issues in environmental management.

CO6: Critically evaluate geomorphic processes and their implications on landform development.
ILO 6.1: Judge the effectiveness of different geomorphic theories.
ILO 6.2: Evaluate the role of geomorphic processes in landscape modification.
ILO 6.3: Appraise the implications of human activities on geomorphic processes.

Cognitive Map Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analysis**	**Evaluate**	**Create**
Factual	CO1					
Conceptual		CO2		CO4	CO6	
Procedural			CO3			C05
Metacognitive					CO6	CO5

Mapping of Course Outcomes to Program Outcomes

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**
CO1	S	M	M	M	M	M	M	M	M
CO2	S	S	M	M	M	S	M	M	M
CO3	S	S	S	S	S	S	M	M	M
CO4	S	S	S	M	M	S	S	M	S
CO5	S	S	S	M	M	S	S	S	S

CO6	M	M	S	M	M	S	S	S	S

Where, S: Strong correlation ***M: Medium correlation***

UNITS	NAME	CONTENTS	L	T	P	Total Hours
1 (15 marks)	Introduction to Geomorphology	a. Geomorphology: Meaning, Definition, Nature and Scope. b. Fundamental Geomorphic Concepts. c. Introduction to Geomorphic Processes	12	2		14
2 (15 marks)	Geomorphic Processes (Endogenetic)	a. Earth: Interior Structure and Isostasy. b. Earth Movements: Types of Folds and Faults, Plate Tectonics, concept of Geosyncline, Earthquakes and Volcanoes.	13	2		15
3 (15marks)	Geomorphic Processes (Exogenetic)and Evolution of Landforms	a. Exogenetic Processes-Weathering, Mass Wasting, b. Cycle of Erosion (Davis and Penck). c. Evolution of Landforms (Erosional and Depositional): Fluvial, Karst, Aeolian, Glacial, and Coastal.	14	2		16
4 (15 marks)	Practical	a. Topographical Map – Interpretation of Topographical map, Profile drawing (serial, superimposed, projected and composite). b. Morphometric Analysis: Drainage ordering, basin area demarcation, drainage density, Bifurcation ratio. c. Slope Analysis – Wentworth's method and Smith's Method.		2	28	30
		TOTAL	**39**	**8**	**28**	**75**

Where, L: Lectures T: Tutorials P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: **40 Marks**

- **Two Internal Examination** - **20 Marks**
- **Others (Any one)** - **10 Marks**
  - Group Discussion
  - Seminar presentation on any of the relevant topics
  - Debate
- **Practical** **10 Marks**

Suggested Readings:

1. Bloom A. L., 2003: Geomorphology: A Systematic Analysis of Late Cenozoic Landforms, Prentice-Hall of India, New Delhi.
2. Bridges E. M., 1990: World Geomorphology, Cambridge University Press, Cambridge.

3. Christopherson, Robert W., (2011), Geosystems: An Introduction to Physical Geography, 8 Ed., Macmillan Publishing Company
4. Kale V. S. and Gupta A., 2001: Introduction to Geomorphology, Orient Longman, Hyderabad.
5. Knighton A. D., 1984: Fluvial Forms and Processes, Edward Arnold Publishers, London.
6. Richards K. S., 1982: Rivers: Form and Processes in Alluvial Channels, Methuen, London.
7. Selby, M.J., (2005), Earth's Changing Surface, Indian Edition, OUP
8. Skinner, Brian J. and Stephen C. Porter (2000), The Dynamic Earth: An Introduction to physical Geology, 4th Edition, John Wiley and Sons
9. Thornbury W. D., 1968: Principles of Geomorphology, Wiley.
10. Gautam, A (2010): Bhautik Bhugol, Rastogi Publications, Meerut 11. Tikkaa, R N (1989): Bhautik Bhugol ka Swaroop, Kedarnath Ram Nath, Meerut
11. Singh, S (2009): Bhautik Bhugol ka Swaroop, Prayag Pustak, Allahabad

B.A./B.Sc. IN GEOGRAPHY PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 1ST SEMESTER

TITLE OF THE COURSE	**: GEOMORPHOLOGY AND OCEANOGRAPHY**
COURSE CODE	**: MINGGR1**
NATURE OF THE COURSE	**: MINOR**
TOTAL CREDITS	**: 4 CREDITS (3+1)**
DISTRIBUTION OF MARKS	**: 60 (End Sem) (45T+15P) + 40 (In Sem)**

Course Descriptions:

This course provides an overview of geomorphology and oceanography, focusing on the processes shaping the Earth's surface and the dynamics of oceanic systems. It covers fundamental concepts in geomorphology, including landforms, geological processes, and the interaction between land and water bodies. Additionally, it explores key aspects of oceanography, such as ocean currents, waves, tides, and marine ecosystems. Practical sessions offer hands-on experience in interpreting topographic maps, drawing profiles, and analysing bathymetric data.

Prerequisites: None

Course Objectives

- To introduce students to the fundamental concepts of geomorphology and oceanography.
- To develop an understanding of the processes shaping the Earth's surface and oceanic dynamics.
- To enhance students' analytical skills in interpreting topographic maps and bathymetric data.
- To cultivate an appreciation for the interconnectedness of geological and oceanic systems.
- To provide practical experience in applying theoretical knowledge to real-world scenarios.
- To prepare students for further studies or careers in Earth sciences, environmental science, or related fields.

Course Outcomes (COs) and Intended Learning Outcomes (ILOs): students will be able to:

CO1: Describe the nature and scope of geomorphology and oceanography.

ILO 1.1: Define and differentiate between geomorphology and oceanography.
ILO 1.2: Explain the significance of geomorphic and oceanographic processes in shaping the Earth's surface.
ILO 1.3: Analyse geomorphological and oceanographic concepts to understand real world landscapes and marine environments.

CO2: Analyse the processes and landforms associated with endogenetic and exogenetic forces.
ILO 2.1: Analyse the causes and effects of endogenetic forces such as tectonic movements and exogenetic forces like weathering and erosion.
ILO 2.2: Integrate knowledge of Earth's interior structure and surface processes to explain the formation of specific landforms.
ILO 2.3: Critically evaluate the impact of geological processes on human activities and the environment.

CO3: Evaluate the factors influencing ocean salinity, temperature, waves, tides, and currents.
ILO 3.1: Understand the factors influencing ocean salinity, temperature variations, and oceanic circulation patterns.
ILO 3.2: Apply knowledge of oceanographic processes to interpret regional variations in marine environments.
ILO 3.3: Analyse the relationships between oceanic phenomena such as waves, tides, and currents.

CO4: Apply practical techniques for interpreting topographical maps and geomorphic data.
ILO 4.1: Apply practical skills to interpret topographical maps and analyse geomorphic data.
ILO 4.2: Synthesize information from multiple sources, including topographical maps and field observations, to draw conclusions about landscape evolution.
ILO 4.3: Evaluate the accuracy and reliability of data obtained through practical techniques.

CO5: Critically analyse the interplay between geological processes and environmental dynamics.
ILO 5.1: Analyse the interactions between geological processes and environmental factors such as climate change and land use.
ILO 5.2: Evaluate the sustainability of human activities in geomorphologically and oceanographically sensitive areas.
ILO 5.3: Develop strategies for mitigating the impact of geological hazards on human populations and ecosystems.

CO6: Demonstrate effective communication of geomorphological and oceanographic concepts.
ILO 6.1: Communicate geomorphological and oceanographic concepts effectively through written reports, presentations, and discussions.

ILO 6.2: Present complex geological information in a clear and accessible manner to diverse audiences.
ILO 6.3: Collaborate with peers to develop interdisciplinary solutions to geomorphological and oceanographic challenges.

Cognitive Map Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analysis**	**Evaluate**	**Create**
Factual	CO1					
Conceptual		CO2 CO3		CO3 CO5	CO3 CO5	CO5
Procedural			CO2	CO2	CO2	
Metacognitive			CO4	CO4	CO4	CO6

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**
CO1	S	S	M	M	S	S	S	M
CO2	S	S	S	M	M	S	M	M
CO3	S	S	M	M	M	M	M	M
CO4	S	S	M	S	S	S	S	S
CO5	S	S	S	M	M	M	S	M
CO6	M	M	M	S	M	M	S	S

Mapping of Course Outcomes to Program Outcomes

Where, S: Strong correlation ***M: Medium correlation***

UNITS	**NAME**	**CONTENTS**	**L**	**T**	**P**	**Total Hours**
1 (15 marks)	Introduction to Geomorphology and Oceanography	a. Geomorphology: Meaning, Definition, Nature and Scope. b. Fundamental Geomorphic Concepts. c. Oceanography: Meaning Definition, Nature and Scope d. Ocean Bottom Relief Features	12	2		14
2 (15 marks)	Geomorphic Processes (Endogenetic and Exogenetic)	a. Earth: Interior Structure and Isostasy. b. Earth Movements: Folds and Faults, Plate Tectonics, Earthquakes and Volcanoes. c. Exogenetic Processes-Weathering, Mass	15	2		17

		Wasting, d. Cycle of Erosion (Davis and Penck).				
3 (15 marks)	Salinity, Waves, Tides and Currents	a. Ocean Salinity and its distribution b. Ocean Temperature and their distribution c. Tides – Causes, Types and Effects d. Ocean currents –Formation and Effects	12	2		14
4 (15 marks)	Practical	Practicals on Toposheet Interpretation, Profile Drawing, Stream Ordering, Bathymetric and Hypsometric Curve.	08	2	20	30
		TOTAL	**47**	**8**	**20**	**75**

Where, L: Lectures T: Tutorials P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: 40 Marks

- **Two Internal Examination - 20 Marks**
- **Others (Any one) - 10 Marks**
  - Group Discussion
  - Seminar presentation on any of the relevant topics
  - Debate
  - Home assignment
- **Practical 10 Marks**

Suggested Readings:

1. Bloom A. L., 2003: Geomorphology: A Systematic Analysis of Late Cenozoic Landforms, Prentice-Hall of India, New Delhi.
2. Bridges E. M., 1990: World Geomorphology, Cambridge University Press, Cambridge.
3. Christopherson, Robert W., (2011), Geosystems: An Introduction to Physical Geography, 8 Ed., Macmillan Publishing Company
4. Kale V. S. and Gupta A., 2001: Introduction to Geomorphology, Orient Longman, Hyderabad.
5. Knighton A. D., 1984: Fluvial Forms and Processes, Edward Arnold Publishers, London.
6. Richards K. S., 1982: Rivers: Form and Processes in Alluvial Channels, Methuen, London.
7. Selby, M.J., (2005), Earth's Changing Surface, Indian Edition, OUP
8. Skinner, Brian J. and Stephen C. Porter (2000), The Dynamic Earth: An Introduction to physical Geology, 4th Edition, John Wiley and Sons
9. Thornbury W. D., 1968: Principles of Geomorphology, Wiley.
10. Gautam, A (2010): Bhautik Bhugol, Rastogi Publications, Meerut 11.
11. Tikkaa, R N (1989): Bhautik Bhugol ka Swaroop, Kedarnath Ram Nath, Meerut
12. Singh, S (2009): Bhautik Bhugol ka Swaroop, Prayag Pustak, Allahabad.

5. Lake, P. (1979). Physical Geography (English & Hindi Edition) Cambridge Univ. Press, Cambridge.
6. Monkhouse, FI (1979). Physical Geography, Methuen, London.
7. Singh, S. (2003). Physical Geography (English and Hindi Editions) Prayag Pustak Bhawan, Allahabad.
8. Singh, M.B. (2001) BhoutikBhoogol, Tara Book Agency, Varanasi.
9. Strahler, A.N. and Strahler A.M. (1992). Modern Physical Geography, John Wiley and Sons, New York
10. Wooldridge, S.W. and Morgan, R.S. (1959). The Physical Basis of Geography: An Outline of Geomorphology. Longman, London.

B.A./B.Sc. IN GEOGRAPHY PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 1ST SEMESTER

TITLE OF THE COURSE	**:**	**HUMAN GEOGRAPHY**
COURSE CODE	**:**	**GECGGR1B**
NATURE OF THE COURSE	**:**	**GENERIC ELECTIVE COURSE (GEC)**
TOTAL CREDITS	**:**	**3 CREDITS**
DISTRIBUTION OF MARKS	**:**	**60 (End Sem) + 40 (In-Sem)**

Course Description:
This course, Human Geography, delves into the various dimensions of human interaction with the Earth's surface and how it shapes societies and cultures. Through a mix of theoretical frameworks and case studies, students explore topics such as population growth and distribution, theories of population, the relationship between space and society, and the dynamics of tribal life in India.

Prerequisites:
No specific prerequisites are required for this course.

Course Objectives:

- To understand the fundamental concepts and theories in Human Geography and their contemporary relevance.
- To analyse the factors influencing population growth and distribution, and comprehend the theories explaining population dynamics.
- To explore the relationship between space and society, including the concept of social space and cultural regions.
- To gain insights into the diversity and dynamics of tribal life in India, focusing on major tribes and their socio-cultural characteristics.

Course Outcomes (COs) and Intended Learning Outcomes (ILOs): students will be able to:

CO1: Recall and define key concepts in Human Geography, including environmental determinism, demographic transition theory, and cultural regions.
ILO 1.1: Identify and define key terms and concepts in Human Geography.
ILO 1.2: Recall and explain the theories of environmental determinism and demographic transition.
ILO 1.3: Describe the characteristics of different cultural regions.

CO2: Demonstrate an understanding of the factors influencing population growth and distribution, and the relationship between space and society.
ILO 2.1: Explain the factors affecting population growth and distribution.
ILO 2.2: Interpret the relationship between space and society.
ILO 2.3: Summarize the main characteristics of social space and cultural regions.

CO3: Apply theoretical frameworks to analyse real-world examples of population dynamics and cultural landscapes.
ILO 3.1: Apply demographic transition theory to analyse population trends in different regions.
ILO 3.2: Apply concepts of social space and cultural regions to analyse cultural landscapes.
ILO 3.2: Analyse case studies of population distribution using geographical methods and tools.

CO4: Analyse and evaluate the complexities of tribal life in India, including the socio-cultural characteristics of major tribes.
ILO 4.1: Analyse the socio-cultural characteristics of major tribes in India.
ILO 4.2: Evaluate the impact of socio-economic factors on tribal communities.
ILO 4.3: Compare and contrast the lifestyles of different tribes in India.

CO5: Synthesize information from various sources to propose solutions to challenges faced by tribal communities.
ILO 5.1: Synthesize information to propose strategies for sustainable development in tribal areas.
ILO 5.2: Develop recommendations for policies aimed at improving the socio-economic conditions of tribal communities.
ILO 5.3: Create a comprehensive understanding of the complexities of tribal life through interdisciplinary approaches.

CO6: Critically evaluate the relevance and applicability of theories and concepts in understanding contemporary human geographical phenomena.
ILO 6.1: Critically justify the strengths and limitations of demographic transition theory.
ILO 6.2: Assess the relevance of environmental determinism and possibilism in explaining human-environment interactions.
ILO 6.3: Critique the representation of cultural regions and human groups in geographical literature and discourse.

Cognitive Map Course Outcomes with Bloom's Taxonomy

Knowledge	Remember	Understand	Apply	Analysis	Evaluate	Create

Dimension						
Factual	CO1					
Conceptual		CO1	CO3	CO6		
Procedural			CO3	CO6		CO5
Metacognitive	CO2		CO4		CO6	

Mapping of Course Outcomes to Program Outcomes

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**
CO1	S	M	M	M	M	M	M	M
CO2	M	S	M	M	M	M	M	M
CO3	S	S	S	M	S	M	M	M
CO4	M	M	S	M	S	S	M	S
CO5	M	M	S	M	S	M	S	S
CO5	S	M	S	M	S	S	S	S

Where, S: Strong correlation M: Medium correlation

UNITS	**NAME**	**CONTENTS**	**L**	**T**	**P**	**Total Hours**
1 (15 marks)	Introduction to Human Geography	a. Human Geography: Definition, Nature and Scope and contemporary relevance. b. Concepts of Environmental Determinism, Possibilism, Neo-Determinism.	11	1		12
2 (15 marks)	Population	a. Factors affecting Growth and Distribution b. Composition (Age-Sex). c. Theories of Population- Demographic Transition Theory	10	1		11
3 (15 marks)	Space and Society	a. Social Space – Concept and Types. b. Cultural Regions c. World Distribution of human groups (race).	10	1		11
4 (15 marks)	Tribal Life in India	a. Definition of Tribe b. Major Tribes of India- Bhils, Gonds and Santhals c. Major tribes of North East India: Bodos, Khasis and Adi	10	1		11
		TOTAL	**41**	**4**		**45**

Where, L: Lectures T: Tutorials P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: 40 Marks

- **Two Internal Examination - 30 Marks**
- **Others (Any one) - 10 Marks**
  - Group Discussion
  - Seminar presentation on any of the relevant topics
  - Debate
  - Home assignment

SEMESTER II

B.A./B.Sc. IN GEOGRAPHY PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 2ND SEMESTER

COURSE TITLE	**: CLIMATOLOGY**
COURSE CODE	**: GGRC2**
NATURE OF THE COURSE	**: MAJOR**
TOTAL CREDITS	**: 4 CREDITS (3+1=4)**
DISTRIBUTION OF MARKS	**: 60 (End-Sem.) (45T+15P) + 40 (In Sem)**

Course Description:
This course focusing on the scientific study of Earth's climate system and the factors influencing climate change. Through a comprehensive examination of atmospheric phenomena and climatic patterns, students delve into topics such as atmospheric temperature, insolation, pressure systems, wind patterns, moisture, weather, and climate classification. Practical components include interpreting weather symbols, analysing weather maps, and representing climatic data graphically.

Prerequisites:
There are no specific prerequisites for this course.

Course Objectives:

- To develop a scientific understanding of the physical aspects of Earth's climate system and the factors influencing climate change.
- To explore the global balance of energy and transfer of radiation in the atmosphere through in-depth quantitative analysis and the study of general circulation of winds.
- To highlight important atmospheric phenomena and their direct impact on human activities, emphasizing the understanding of weather phenomena and its implications on day-to-day life.

Course Outcomes (COs) and Intended Learning Outcomes (ILOs): Students will be able to:

CO1: Understand the fundamental concepts and principles of climatology.
ILO 1.1: Identify the components and structure of the atmosphere.
ILO 1.2: Explain the factors influencing atmospheric temperature distribution.
ILO 1.3: Define insolation and its role in the Earth's heat budget.

CO2: Interpret and explain various atmospheric phenomena and climatic patterns.
ILO 2.1: Interpret weather symbols and analyse weather maps effectively.
ILO 2.2: Describe the characteristics of pressure belts and planetary winds.
ILO 2.3: Explain the concept of airmass, fronts, cyclones, and anticyclones.

CO3: Apply climatological knowledge to analyse and interpret real-world climatic data.
ILO 3.1: Utilize Climograph, hythergraphs, and ergographs to represent climatic data.
ILO 3.2: Analyse rainfall distribution maps to identify regional climatic patterns.
ILO 3.3: Apply climatic classification systems to categorize climates.

CO4: Analyse the relationships between atmospheric variables and their impacts.
ILO 4.1: Analyse the relationship between evaporation, humidity, and condensation processes.
ILO 4.2: Evaluate the influence of atmospheric pressure systems and wind patterns.
ILO 4.3: Assess the role of oceanic and atmospheric circulation patterns in regional climate variations.

CO5: Propose solutions for climate-related challenges.
ILO 5.1: Develop strategies to mitigate the impact of extreme weather events.
ILO 5.2: Propose adaptation measures to address the challenges posed by climate change.
ILO 5.3: Synthesize interdisciplinary perspectives to address complex climate-related issues.

CO6: Critically evaluate climatic data and climate change theories.
ILO 6.1: Critically evaluate the reliability and limitations of climatic data sources.
ILO 6.2: Assess the validity of climate change theories and predictions.
ILO 6.3: Formulate well-reasoned arguments and recommendations for addressing climate change challenges in policy and practice.

Cognitive Map Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analysis**	**Evaluate**	**Create**
Factual	CO1, CO2					
Conceptual		CO1, CO2	CO3, CO5	CO4, CO5		
Procedural	CO3	CO3	CO4, CO6			CO6
Metacognitive			CO4	CO6	CO6	

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	S	M	M	M	M	M	M	M
CO2	S	S	M	M	M	M	M	M
CO3	S	M	M	M	S	M	M	M
CO4	S	M	M	M	M	M	S	M
CO5	M	M	S	M	S	S	S	M
CO6	M	M	S	M	S	S	M	M

Where, S: Strong correlation ***M: Medium correlation***

UNITS	NAME	CONTENTS	L	T	P	Total Hours
1 (15 marks)	Atmospheric Temperature and Insolation	a. Atmosphere; Definition, Composition and structure b. Temperature; factors, Distribution c. Insolation, Heat budget, temperature inversion	10	2		12
2 (15 marks	Atmospheric pressure and winds	a. Pressure belts, Planetary Winds, Jet Streams, Monsoon. b. Concept of Airmass and Fronts, Cyclones and Anticyclones, Local winds.	13	3		16
3 (15 marks)	Atmospheric Moisture, Weather and Climate	a. Evaporation, Humidity, Condensation, Fog and Clouds, Precipitation and its types b. Concept, Elements and factors of weather and climate, c. Climatic classification: Koeppen and Thornthwaite.	15	2		17
4 (15 marks)	Practical	a. Study of weather symbols and Interpretation of weather map. b. Representation of climatic data: (i) Preparation of Climograph, Hythergraph and Ergograph and their interpretation (ii) Rainfall distribution map of Assam		2	28	30
		TOTAL	**38**	**9**	**28**	**75**

Where, ***L: Lectures*** ***T: Tutorials*** ***P: Practicals***

MODES OF IN-SEMESTER ASSESSMENT: **40 Marks**

- **Two Internal Examination -** **20 Marks**
- **Others (Any one)** - **10 Marks**
    - Group Discussion
    - Seminar presentation on any of the relevant topics
    - Debate
- **Practical** **10 Marks**

Suggested Readings:

1. Anthes R. A., Panofsky H. A., Cahir J. J. and Rango A., 1978: The Atmosphere, Columbus.
2. Barry R. G. and Carleton A. M., 2001: Synoptic and Dynamic Climatology, Routledge, UK.
3. Barry R. G. and Corley R. J., 1998: Atmosphere, Weather and Climate, Routledge, New York.
4. Batten L. J., 1979: Fundamentals of Meteorology, Prentice-Hall Inc., Englewood Cliffs, New Jersey. 5. Boucher K., 1975: Global Climates, Halstead Press, New York.
5. Critchfield H. J., 1987: General Climatology, Prentice-Hall of India, New Delhi
6. Das, P.K.,1968: The Monsoon, National Book Trust, New Delhi.
7. Hobbs, J.E.,1980: Applied Climatology, Butterworth.
8. Lal, D.S.,1998: Climatology, Sharda Pustak Bhawan, Allahabad.
9. Lockwood, J.G.,1976: World Climatology-Environmental Approach, Ed. Arnold Ltd.
10. Lutgens F. K., Tarbuck E. J. and Tasa D., 2009: The Atmosphere: An Introduction to Meteorology, Prentice-Hall, Englewood Cliffs, New Jersey
11. Menon,P.A.: Our Weather, National Book Trust
12. Miller, A.A.,1953: Climatology, Dutton.
13.Oliver J. E. and Hidore J. J., 2002: Climatology: An Atmospheric Science, Pearson Education, New Delhi.
14. Stringer, E.N., 1982: An Introduction to Climate, International Studies.
15. Thompson D. R. and Perry A. (eds.), 1997: Applied Climatology: Principles and Practice, Routledge, USA and Canada.
16. Trewartha G. T. and Horne L. H., 1980: An Introduction to Climate, McGraw-Hill

B.A./B.Sc. IN GEOGRAPHY PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 2ND SEMESTER

COURSE TITLE	**: CLIMATOLOGY AND BIOGEOGRAPHY**
COURSE CODE	**: MINGGR2**
NATURE OF THE COURSE	**: MINOR**
TOTAL CREDITS	**: 4 CREDITS (3+1)**
DISTRIBUTION OF MARKS	**: 60 (End-Sem.) (45T+15P) + 40 (In Sem)**

Course Description:

This course provides a comprehensive understanding of the physical aspects of Earth's climate system and the intricate relationship between climate and geography. It delves into the mechanisms governing atmospheric phenomena, global energy balance, and climatic patterns across the globe. Additionally, it explores the distribution of organisms and ecosystems on Earth's surface and addresses the significance of biodiversity conservation.

Prerequisites: None

Course Objectives:

- To foster a scientific understanding of the Earth's climate system and the factors influencing climate change.
- To analyze the global energy balance and the transfer of radiation in the atmosphere through quantitative methods, elucidating the general circulation of winds.

- To emphasize the relevance of atmospheric phenomena to human activities, focusing on the impact of weather on daily life.

Course Outcomes (COs) and Intended Learning Outcomes (ILOs): Students will be able to:

CO1: Analyze the components and dynamics of Earth's climate system.
ILO 1.1: Identify the key elements of Earth's atmosphere and their role in climate regulation.
ILO 1.2: Interpret temperature distribution patterns and the mechanisms driving heat exchange within the atmosphere.
ILO 1.3: Analyze the causes and implications of temperature inversions.

CO2: Evaluate the influence of atmospheric pressure and wind patterns on global climate.
ILO 2.1: Examine the concept of pressure belts and their role in shaping global atmospheric circulation.
ILO 2.2: Evaluate the impact of jet streams and monsoons on regional climate variability.
ILO 2.3: Assess the significance of cyclones, anticyclones, and local wind systems in atmospheric circulation.

CO3: Assess the biogeographical patterns and their significance in biodiversity conservation.
ILO 3.1: Define biogeography and its relevance in understanding the distribution of spacies.
ILO 3.2: Analyze the major zoogeographical and phyto-geographical regions of the world.
ILO 3.3: Evaluate the causes and consequences of biodiversity loss and conservation.

CO4: Apply quantitative methods to interpret weather data and climatic classifications.
ILO 4.1: Interpret weather symbols depicted on maps to analyze atmospheric conditions.
ILO 4.2: Utilize rainfall-temperature graphs, hythergraphs, and Climograph to represent climatic data.
ILO 4.3: Demonstrate proficiency in mapping protected areas and biodiversity hotspots.

CO5: Synthesize information to understand the interactions between climate, geography, and human activities.
ILO 5.1: Analyze climatic patterns and their impact on agriculture, economy, and society.
ILO5.2: Cite examples illustrating the interplay between climate change and human livelihoods.
ILO 5.3: Evaluate strategies for mitigating and adapting to climate change at different levels.

CO6: Demonstrate proficiency in critical thinking and problem-solving related to climatic and biogeographical issues.
ILO 6.1: Critically analyze debates on climate change and biodiversity conservation.
ILO 6.2: Apply theoretical concepts to real-world scenarios to propose sustainable solutions.
ILO 6.3: Interpret biodiversity mapping and address complex environmental challenges.

Cognitive Map Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analysis	Evaluate	Create

Factual	CO1					
Conceptual		CO2, CO3, CO5				
Procedural			CO4			CO6
Metacognitive						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	S	M	M	M	M	M	M	M
CO2	S	M	M	M	M	M	M	M
CO3	S	S	M	M	M	M	M	M
CO4	M	M	M	S	S	S	S	M
CO5	S	M	S	M	M	S	S	S
CO6	S	S	S	M	S	S	S	S

Where, S: Strong correlation ***M: Medium correlation***

UNITS	NAME	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	Introduction to Climatology	a. Meaning, Nature and Scope of Climatology b. Composition and Structure of Atmosphere, Elements of weather and climate, c. Temperature Distribution, Insolation, Heat budget, Temperature Inversion,	12	1		13
2 (15 Marks)	Atmospheric Pressure and Winds	a. Pressure Belts and General Circulation, Jet Streams, Monsoon: Origin And Mechanism, b. Concept of Airmass and Fronts, Cyclones and Anticyclones, Local winds c. Evaporation, Humidity, Condensation, Fog and Clouds, Precipitation and its types d. Koeppen's climatic classification	14	1		15
3 (15 Marks)	Biogeography	a. Biogeography: Definition, scope and significance b. Zoogeographical and Phyto-geographical regions of the world c. Loss of Biodiversity and its Conservation.	15	2		17
4 (15 Marks)	Practical	a. Interpretation of various weather symbols depicted on maps. b. Preparation of rainfall-temperature graphs; Hythergraph and Climograph c. Mapping of protected areas (National Park, biosphere reserve and wildlife sanctuary) of India. Mapping of Biodiversity hotspots of	7	3	20	30

		the world and India.				
		TOTAL:	**48**	**7**	**20**	**75**

Where, ***L: Lectures*** ***T: Tutorials*** ***P: Practicals***

Modes of In-Semester assessment: **40 marks**

- **Two internal assessment** **30 marks**
- **Any one of the following activities listed below** **-** **10 marks**
  a. Group Discussion
  b. Seminar presentation on any of the relevant topics
  c. Home assignment
- **Practical** **10 Marks**

Suggested Readings:

1. Anthes R. A., Panofsky H. A., Cahir J. J. and Rango A., 1978: The Atmosphere, Columbus.
2. Barry R. G. and Carleton A. M., 2001: Synoptic and Dynamic Climatology, Routledge, UK.
3. Barry R. G. and Corley R. J., 1998: Atmosphere, Weather and Climate, Routledge, New York.
4. Batten L. J., 1979: Fundamentals of Meteorology, Prentice-Hall Inc., Englewood Cliffs, New Jersey. 5. Boucher K., 1975: Global Climates, Halstead Press, New York.
5. Critchfield H. J., 1987: General Climatology, Prentice-Hall of India, New Delhi
6. Das, P.K.,1968: The Monsoon, National Book Trust, New Delhi.
7. Hobbs, J.E.,1980: Applied Climatology, Butterworth.
8. Lal, D.S.,1998: Climatology, Sharda Pustak Bhawan, Allahabad.
9. Lockwood, J.G.,1976: World Climatology-Environmental Approach, Ed. Arnold Ltd.
10. Lutgens F. K., Tarbuck E. J. and Tasa D., 2009: The Atmosphere: An Introduction to Meteorology, Prentice-Hall, Englewood Cliffs, New Jersey
11. Menon, P. A.: Our Weather, National Book Trust
12. Miller, A.A.,1953: Climatology, Dutton.
13. Oliver J. E. and Hidore J. J., 2002: Climatology: An Atmospheric Science, Pearson Education, New Delhi.
14. Stringer, E.N., 1982: An Introduction to Climate, International Studies.
15. Thompson D. R. and Perry A. (eds.), 1997: Applied Climatology: Principles and Practice, Routledge, USA and Canada.
16. Trewartha G. T. and Horne L. H., 1980: An Introduction to Climate, McGraw-Hill.
17. Cox, C. B., R. Ladle, and P. D. Moore. 2016. Biogeography: An Ecological and Evolutionary Approach. John Wiley & Sons.
18. Darwin, C. 1859. The Origin of Species. P. F. Collier & Son.
19. Flannery, T. 2015. The Eternal Frontier: An Ecological History of North America and Its Peoples. Grove/Atlantic, Inc.
20. Gavin, D. G. 2012. Biogeography. Pages 77-89 in J. P. Stoltman, editor. 21st Century Geography: A Reference Handbook. SAGE Publications, Thousand Oaks, CA.
21. Jackson, S. T. 2004. Quaternary biogeography: Linking biotic responses to environmental variability across timescales. Pages 47-65 in M. V. Lomolino and L.

1. Bloom A. L., 2003: Geomorphology: A Systematic Analysis of Late Cenozoic Landforms, Prentice-Hall of India, New Delhi.

2. Bridges E. M., 1990: World Geomorphology, Cambridge University Press, Cambridge.

3. Christopherson, Robert W., (2011), Geosystems: An Introduction to Physical Geography, 8 Ed., Macmillan Publishing Company

4. Gautam, A (2010): Bhautik Bhugol, Rastogi Publications, Meerut

5. Kale V. S. and Gupta A., 2001: Introduction to Geomorphology, Orient Longman, Hyderabad.

6. Knighton A. D., 1984: Fluvial Forms and Processes, Edward Arnold Publishers, London.

7. Richards K. S., 1982: Rivers: Form and Processes in Alluvial Channels, Methuen, London.

8. Selby, M.J., (2005), Earth's Changing Surface, Indian Edition, OUP

9. Skinner, Brian J. and Stephen C. Porter (2000), The Dynamic Earth: An Introduction to physical Geology, 4th Edition, John Wiley and Sons

10. Thornbury W. D., 1968: Principles of Geomorphology, Wiley.

B.A./B.Sc. IN GEOGRAPHY PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 2ND SEMESTER

TITLE OF THE COURSE : FUNDAMENTALS OF ECONOMIC GEOGRAPHY
COURSE CODE : GECGGR2B
NATURE OF THE COURSE: GENERIC ELECTIVE COURSE (GEC)
TOTAL CREDITS : 3 CREDITS
DISTRIBUTION OF MARKS: 60 (End Sem) + 40 (In-Sem)

Course Description:
This course introduces students to the fundamental concepts of economic geography, focusing on the dynamics of economic activities, resource utilization, and the rationale behind the spatial distribution of industries and agricultural activities. Through systematic and spatial approaches, students explore the relationship between human activities and geographical factors shaping economic landscapes.

Prerequisites: None

Course Objectives:

- To convey an understanding of the fundamental concepts of economic geography.
- To understand the dynamics of economic activities, resource utilization, and population pressure on resource bases.
- To comprehend the rationale for the spatial distribution of industries and agricultural activities through locational theories.

Course Outcomes (COs) and Intended Learning Outcomes (ILOs): Students will be able to:

CO1: Demonstrate comprehension of the fundamental concepts of economic geography and its relevance in analysing spatial patterns of economic activities.
ILO 1.1: Define key terms and concepts in economic geography.
ILO1.2: Explain the significance of economic geography in understanding regional development patterns.
ILO 1.3: Interpret spatial data to analyse economic trends and patterns.

CO2: Apply theoretical frameworks to analyse the impact of natural resources on economic activities and assess locational factors influencing industrial and agricultural locations.
ILO 2.1: Utilize theoretical models to analyse resource distribution and its impact on economic development.
ILO 2.2: Evaluate the suitability of locations for different economic activities based on locational theories.
ILO2.3: Apply spatial analysis techniques to understand the spatial distribution of economic activities.

CO3: Analyse the dynamics of economic activities and their relationship with the natural environment, identifying patterns of resource utilization and their implications.
ILO 3.1: Analyse the impact of environmental factors on economic decision-making and resource utilization.
ILO 3.2: Compare and contrast different types of economic activities in terms of their environmental impacts.
ILO 3.3: Evaluate the sustainability of economic activities based on their environmental footprint.

CO4: Evaluate the significance of international trade and examine its role in shaping global economic networks.
ILO 4.1: Assess the role of international trade in influencing regional economic development.
ILO 4.2: Evaluate the impacts of globalization on economic landscapes and spatial patterns.
ILO 4.3: Critically analyse trade policies and their implications for economic geography.

CO5: Synthesize knowledge of locational theories to propose solutions for optimizing industrial and agricultural locations.
ILO 5.1: Design strategies for sustainable industrial and agricultural development.
ILO 5.2: Develop a comparison for spatial models to optimize resource utilization and minimize environmental impacts.
ILO 5.3: Propose policy recommendations for promoting balanced regional development.

CO6: Demonstrate an understanding of the historical development and contemporary theories in economic geography.
ILO 6.1: Trace the historical evolution of locational theories in economic geography.
ILO 6.2: Analyse case studies the application of locational theories in real-world contexts.
ILO 6.3: Evaluate the relevance of traditional and contemporary locational theories.

Cognitive Map Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analysis	Evaluate	Create
Factual	CO1					
Conceptual		CO2	CO2, CO3	CO3, CO4	CO4	
Procedural			CO5		CO5	
Metacognitive						CO6

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	S	M	S	M	M	M	M	M
CO2	S	S	M	M	S	M	M	M
CO3	M	S	S	M	S	M	S	M
CO4	M	M	S	M	M	M	M	M
CO5	S	S	S	M	S	S	M	S
CO6	S	S	M	M	S	S	S	S

Where, S: Strong correlation ***M: Medium correlation***

UNITS	NAME	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	Introduction to Economic Geography	a. Meaning, Nature and Scope of Economic Geography, b. Approaches to the study: Systematic and Spatial approaches, c. Fundamental Concepts in Economic Geography	8	3		11
2 (15 Marks)	Introduction to Resources	a. Resource; Concept and Resource creating factors. b. Classification and Types of resources. c. Functional Theory of Resources	8	4		12
3 (15 Marks)	Economic Activities	a. Effect of Natural Environment on Economic Activities, b. Classification of economic activities: Primary, Secondary, Tertiary and Quaternary activities. c. International Trade	6	4		10
4 (15 Marks)	Locational Theories	a. Agricultural (Von Thunen), b. Industrial location Theory (Weber and Losch).	8	4		12
		TOTAL	**30**	**15**		**45**

Where, L: Lectures T: Tutorials P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: **(40 Marks)**

- **Two Internal Examination -** **30 Marks**
- **Others (Any one)** - **10 Marks**
  - Group Discussion
  - Seminar presentation on any of the relevant topics
  - Debate

Suggested Readings:

1. Alexander J. W., 1963: Economic Geography, Prentice-Hall Inc., Englewood Cliffs, New Jersey.
2. Bagchi-Sen S. and Smith H. L., 2006: Economic Geography: Past, Present and Future, Taylor and Francis.
3. Coe N. M., Kelly P. F. and Yeung H. W., 2007: Economic Geography: A Contemporary Introduction, Wiley-Blackwell.
4. Combes P., Mayer T. and Thisse J. F., 2008: Economic Geography: The Integration of Regions and Nations, Princeton University Press9. Clark, Gordon L.; Feldman, M.P. and Gertler, M.S., eds. 2000: The Oxford6.
5. Durand L., 1961: Economic Geography, Crowell
6. Gautam A.: Economic Geography:
7. Hodder B. W. and Lee Roger, 1974: Economic Geography, Taylor and Francis.
8. Wheeler J. O., 1998: Economic Geography, Wiley.
9. Willington D. E., 2008: Economic Geography, Husband Press.

B.A./B.Sc. IN GEOGRAPHY PROGRAMME (FYUGP)
DETAILED SYLLABUS OF 2ND SEMESTER

TITLE OF THE COURSE :METHODS AND TECHINQUES OF FIELD STUDY
COURSE CODE :SEC206
NATURE OF THE COURSE :SKILL ENHANCEMENT COURSES (SEC)
TOTAL CREDITS : 3 CREDITS (2+1)
DISTRIBUTION OF MARKS :60 (End Sem) (45T+15P) + 40 (In Sem)

Course Description:

This course, Methods and Techniques of Field Study, equips students with essential skills for conducting geographical field studies. It covers various methods of data collection, including primary and secondary techniques, and emphasizes the preparation and presentation of comprehensive field reports using digital media.

Prerequisites: None.

Course Objectives:

- Enhance understanding of field study concepts, data types, and their significance in geographical research.
- Develop proficiency in techniques for collecting primary data, preparing questionnaires, and processing and analysing data systematically.

PAPER III

Semester-II
Course Code: HISHC103

Course Title: HISTORY OF INDIA II
Nature of Course: Core
Total Marks Assigned: 100 (End marks 80; In marks 20)

Course Objective:

(i) The objective of this course is to acquaints the students with agrarian economy, the growth of urban centres in northern and central India and the Deccan as well as craft production, trade routes and coinage
(ii) Process of state formation and the Mauryan and post-Mauryan plities with special reference to the Kushnas, Satavahanas and Gana-Sanghas.
(iii) Land grants, land rights and peasantry, urban decline and religious traditions of early India

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; craft Production: trade and trade routes; coinage.
[c] Social stratification: class, *Varna, jati,* untouchability; gender; marriage and property relations

II. Changing political formations (circa 300 BCE to circa CE 300):
[a] The Mauryan Empire
[b] Post-Mauryan Polities with special reference to the Kushanas
[c] The Satavahanas; Gana-Sanghas.

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: post- Gupta polities - Pallavas, Chalukyas, and Vardhanas

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

V. Cultural developments (circa 300 BCE û CE 750):

[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
[c] Art and architecture & forms and patronage-The Gupta, post-Gupta

ESSENTIAL READINGS

B.D. Chattopadhyaya, *The Making of Early Medieval India*, 1994.
D. P. Chattopadhyaya, *History of Science and Technology in Ancient India*
D. D. Kosambi, *An Introduction to the Study of Indian History*,
S. K. Maity, *Economic Life in Northern India in the Gupta Period*,
B. P. Sahu (ed), *Land System and Rural Society in Early India*,
K. A. N. Sastri, *A History of South India*.
R. S. Sharma, *Indian Feudalism*, 1980.
R.S.Sharma,*UrbanDecay in India*,c.300-1000
Romila Thapar, *Asoka and the Decline of the Mauryas*, 1997.
Susan Huntington, *The Art of Ancient India: Buddhist, Hindu, and Jain*
R.Chakrabarti, *Exploring Early India*, Macmillan, 2013

SUGGESTED READINGS

N. N. Bhattacharya, *Ancient Indian Rituals and Their Social Contents*
J. C. Harle, *The Art and Architecture of the Indian Subcontinent*
P. L. Gupta, *Coins*.
Kesavan Veluthat, *The Early Medieval in South India*.
Romila Thapar, *Early India: From the Origins to 1300*.

PAPER IV

Semester-II
Course Code: HISHC104
Course Title: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD
Nature of Course: Core
Total Marks Assigned: 100 (End marks 80 In marks 20)

Course Objective:

(i) The learners will be acquainted with the Roman Empire, slave society, the cultural and trade.
(ii) The learners will be acquainted with the crisis and disintegration of the Roman Empire
(iii) The learners will be exposed to Economic development in Europe from 7^{th} to 14^{th} centuries covering production, technological developments, growth of towns and trade and feudal crisis

I. Roman Republic:I
[a] Roman Empire
[b] Slave society and Agrarian economy
[c] Trade and Urbanization in Roman Empire

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

III. Economic developments in Europe from the 7th to the 14th centuries:
[a] Organization of production,
[b] Towns and trade, technological developments
[c] Crisis of Feudalism

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

V. Societies in Central Islamic Lands:

[a] The Tribal background, Ummah, Caliphate State; rise of Sultanates
[b] Religious developments: the origins of Shariah, Mihna, Sufism
[c] Urbanization and trade

ESSENTIAL 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.
Rakesh Kumar, *Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism*, SAGE, 2018

SUGGESTED READINGS

S. Ameer Ali, The Spirit of Islam.
J. Barrowclough, The Medieval Papacy.
Encyclopedia of Islam, Ist ed., 4 vols.
M. G. S. Hodgson, The Venture of Islam.

PAPER II

Semester-II

COURSE CODE: HISGE 2

COURSE TITLE: HISTORY OF INDIA FROM THE EARLIEST TIMES TO 1526

Objective:

The objective of this paper is to acquaint the students with the general outline of the history of India from the known earliest times to the coming of the Mughals to India in the first quarter of the 16th century. It is aimed at giving them a comprehensive idea of the developments in all spheres of life during this period.

Unit I:

1.01: Sources –a Survey

1.02: Harappan Civilization –Origin and Extent, Morphology of the Major sites, Salient features, End of the civilization.

1.03: Vedic Civilization Society, Economy, Polity and Culture of the Rig-Vedic and the later-Vedic Periods

Unit II:

2.01: Rise of the Territorial States –the *Mahajanapadas*, Geographical Extent,

2.02: Ascendancy of Magadha-Alexander's Invasion of India.

2.03: Rise of the Mauryan Empire under Asoka -His Inscriptions –the Dhamma – External Relations

2.04: Mauryan System of Administration; Decline of the Mauryan Empire

Unit III:

3.01: Political Developments in the Post-Mauryna period - the Sungas, Kanvas, Kushanas and Satavahanas- Society, Economy and Culture

3.02: The Tamils and Sangam Age.

3.03: The Sakas and the Indo-Greeks in India- their Contributions

3.04: India in the Gupta and the Post-Gupta period- Polity, Society, Economy and Culture

Unit IV:

4.01: Political development in the South –the Pallavas, the Imperial Cholas, the Rashtrakutas and the Chalukyas

4.02: The Arabs and the Turks in Indian politics –Ghaznivids and the Ghorid Invasions

4.03: Indian Society during 650 –1200 A.D.-Literature and Language, Temple Architecture and Sculpture

Unit: V

5.01: The Delhi Sultanate- (a) the Slave dynasty (b) the Khalijis- Alauddin Khaliji's Administration (c) the Tughlaqs –Experiments of Muhammad Bin Tughlaq.

5.02: Disintegration of the Delhi Sultanate and Rise of Provincial Kingdoms- Vijayanagar and Bahmani kingdom

5.03: Polity, Society, Economy, Religion and Culture of the Sultanate Period, Bhakti Movement and Sufism

Suggested Readings:

Barua, P.K : *Bharat Bhuranji*

Begum, Senehi : *Bharat Buranji, (Dillir Sultan Sakal)*

Banerjee, A.C. : *History of India*

Chandra, Satish *: Medieval India*

Majumdar, Dutta & Raychoudhury : *Advanced History of India*

Nath, D. : *Bharatar Rajnoitik Aru Sanskritik Buranji*.

Sinha & Ray : *History of India*

Spear Percival : *History of India*

Singh, Upindar *: A History of Ancient and Early Medieval India*

Thapar, Romila : *Ancient India*

Annexure- A

PAPER-V

Course Code: HISHC105

Course Code: HISTORY OF INDIA III (c. 750 -1206)

I. Studying Early Medieval India:
(a) Historical Geography
(b) Sources: Texts, Epigraphic and Numismatic
(c) Rise of the Rajputs and the nature of the State
(d) Rashtrakutas, Palas, Pratiharas

II. Political Structures:
(a) Evolution of political structures; Cholas: state and administration
(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) Causes and consequences of early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghaur

III. Agrarian Structure and Social Change:
(a) Agricultural expansion, crops
(b) Landlords, Peasants and tribes
(c) Proliferation of Castes; status of Untouchables
(d) Debates on Indian feudalism

IV. Trade and Commerce:
(a) Inter-regional Trade
(b) Maritime Trade
(c) Forms of Exchange
(d) Process of Urbanization
(e) Merchant guilds of South India

V. Religious and Cultural Developments:
(a) Tantrism, Puranic traditions; Buddhism and Jainism
(b) Islamic intellectual traditions: Al-Biruni; Al-Hujwiri
(c) Regional Languages and Literature
(d) Art and Architecture: Evolution of Regional Styles

ESSENTIAL READINGS

R.S. Sharma, Indian Feudalism (circa 300 - 1200).
B.D. Chattopadhyaya, The Making of Early Medieval India.
R.S. Sharma and K.M. Shrimali, 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.

SUGGESTED READINGS

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.
Ali Hujwiri, Kashful Mahjoob, tr. R.Nicholson.
S C Mishra, Rise of Muslim Communities in Gujarat.

PAPER VI

Course Code: HISHC106
Course Title: RISE OF THE MODERN WEST - I

I.
(a) Transition from Feudalism to Capitalism**:** Problems and Theories
(b) Early Colonial Expansion: Motives, Voyages and Explorations
(c) The Conquests of the Americas: Beginning of the era of Colonization; Mining and Plantation
(d) The African Slaves.

II.
(a) Renaissance: its Social Roots
(b) City-states of Italy
(c) Spread of Humanism in Europe
(d) Renaissance Art.

III.
(a)Origins and social background of Reformation
(b) Martin Luther, John Calvin, Huldrych Zwingli
(c) Anglicanism
(d)Impact of Reformation and Counter-Reformation

IV.
(a)Economic developments of the sixteenth century**:** Shift of economic balance from the Mediterranean to the Atlantic
(b) Commercial Revolution
(c) Influx of American Silver
(d) The Price Revolution.

V.
(a) Emergence of European State System, Thirty Years War and Rise of Absolutism
(b) Absolutism in Spain
(c) Absolutism in France
(d) Absolutism in England
(e) Absolutism in Russia.

ESSENTIAL 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 1600-1750.

PAPER VII

Course Code: HISHC107

PAPER VII: HISTORY OF INDIA IV (c.1206 - 1550)

I. Interpreting the Delhi Sultanate: Survey of sources:

(a) Persian ***tarikh*** tradition (Hasan Nizami's Taj-ul maasir, Minhaj-i Siraj Juzjani's Tabqat-i Nasiri, Ziauddin Barani's Tarikh-i Feroz shahi and Fatwa-i Jahandari)

(b) Vernacular histories: *Virgatha* tradition and *Premakhyans* (Chand Bardai's *Prthviraj Raso*, Malik Muhammad Jayasi's *Padmavat*

(c) Epigraphy and numismatic

II. Sultanate Political Structures:

(a) Foundation, expansion and consolidation of the Sultanate of Delhi:The Khaljis and the Tughluqs; Mongol threat and Timur's invasion;

(c)The Lodis: Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat

(b) Theories of kingship: Ruling elites; Sufis, ulema and the political authority; imperial monuments and coinage

III. **Emergence of provincial Dynasties:**

(a) Vijaynagar and Bahmani
(b) Bengal
(c) Consolidation of regional identities through art, architecture and literature

IV. Society and Economy:

(a) Agricultural production; technology, *Iqta* and the revenue-free grants

(b) Nature of rural society: village community and rural gentry

(c) Trade and commerce: Monetization; market regulations; growth of urban centers; Inland and maritime trade

V. Religion, Society and Culture:

(a) Sufis and Sufism: doctrines and practices; Silsilas: Chishtis and Suhrawardis; social roles

(b) Bhakti movements and monotheistic traditions in South and North India; Nathpanthis, Kabir, Nanak and the Sant tradition, Women Bhaktas (Meera,Lal Ded) ,

(c) Sufi literature; Bhakti movements and Vernacular literature

ESSENTIAL 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.

SUGGESTED READINGS

Cynthia Talbot, Pre-colonial India in Practice.

Simon Digby, War Horses and Elephants in the Delhi Sultanate.

I.H. Siddiqui, Afghan Despotism.

Burton Stein, New Cambridge History of India: Vijayanagara.

Richard M. Eaton, ed., India's Islamic Traditions.

----------,India in the Persianate Age 1000_1765

Vijaya Ramaswamy, Walking Naked: Women, Society, and Spirituality in South India.

Sheldon Pollock, Languages of the Gods in the World of Men.

Pushpa Prasad, Sanskrit Inscriptions of the Delhi Sultanate.

Andre Wink, Al-Hind, Vols. I-III.

PAPER VIII

Course Code: HISHC108

Course Title: RISE OF THE MODERN WEST - II

I.
(a) Agriculture and Industry in Europe in the 17th century
(b) 17th century European crisis: economic dimensions
(c) Political and social dimension of the 17th century European crisis
(d) Impact of the 17th century crisis on Italy, France, Spain and England

II.
(a)Origin of English Civil war
(b)Major issues in Civil War
(c) Restoration and aftermath
(d)Religious settlement and land settlement

III.

(a) Rise of Modern Science: Scientific Revolution (From Renaissance to 18th century)
(b) Mercantilism: development of mercantile thought in the 17th century
(c) Colonial policies in European states: Portuguese, Spanish, French and English

IV.
(a)Development of Enlightenment
(b)Enlightened Despotism in Europe
(c)Russia, Austria and Prussia

V.
(a)Origin and development of American Revolution
(b)Political and economic issues of American Revolution
(c)Economy and Society in Europe in 18th Century: Netherlands, France and England

ESSENTIAL 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 Renaissance.
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.

SUGGESTED READINGS

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, 1517-1559.
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

Course Code: HISHC109

PAPER IX: HISTORY OF INDIA V (c. 1550 - 1605)

I. **Sources and Historiography**:

(a) Persian Sources (*Tuzuk-i Babari, Humayunnama, Akbarnama and Ain-i Akbari, Munthakhab-ul Tawarikh*)

(b) Vernacular literary traditions (*bakhar,buranji)*

(c) Modern Interpretations

II. Establishment of Mughal rule:

(a) India on the eve of Babur's invasion and establishment of the Mughal rule under Babur; Military technology and warfare (use of firearms)

(b) Humayun's struggle for empire

(c) Sher Shah, his administrative and revenue reforms

III. Consolidation of Mughal rule under Akbar:

(a) Campaigns and conquests: Mughal- Rajput diplomacy, annexations in North-West frontier, Conquest of Bengal

(b) Evolution of administrative institutions and apparatus: *zabt, mansab, jagir, madad-i-maash*

(c) Revolts and resistance

I V. 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

V. Political and religious ideals:

(a) Religion and the State: theory and practice (Divine theory of Kingship)

(b) Religious tolerance and *sulh-i-kul*; *Din-i Ilahi*

(c) Sufi mystical and intellectual interventions and pressure from the *ulema*

ESSENTIAL READINGS

Richard M. Eaton,India in the Persianate Age 1000_1765

Salma Ahmed Farooqui, A Comprehensive History of Medieval 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.

----------,Medieval India, Vol 2

Irfan Habib, Agrarian System of Mughal India, 1526 û 1707.

Ashin Dasgupta, Indian Merchants and the Decline of Surat, 1700 - 1750.

Ebba Koch, Mughal Art and Imperial Ideology.

SUGGESTED READINGS

S. Nurul Hasan, Religion, State, and Society in Medieval India.

S. Arsaratnam, Maritime India in the Seventeenth Century.

Catherine Asher, Architecture of Mughal India.

Satish Chandra, Parties and Politics at the Mughal Court.

Andre Wink, Land and Sovereignty in India.

Harbans Mukhia, The Mughals of India.

PAPER X: HISTORY OF INDIA VI (c. 1605 - 1750s)

I. **Sources:**
(a) Persian Sources: (Tuzuk-i Jahangiri, Padshahnama, Maasir-i Alamgiri)
(b)Vernacular sources: *bhakhar,buranji*, Banarasidas's *Ardhakathanaka*
(c) Travelogues : Francois Bernier, Nicolo Manucci, Travernier, Thomas Roe)

II. Political Culture under Jahangir and Shah Jahan:
(a) Consolidation and expansion of Empire
(b) Extension of Mughal rule: changes in *mansab* and *jagir* systems
(c) Orthodoxy and syncretism - Naqshbandi Sufis, Miyan Mir, Dara Shukoh, Sarmad

III. **Mughal Empire under Aurangzeb and after:**
(a) State and religion under Aurangzeb: the war of succession; policies regarding Religious groups and nobility.
(b) Emergence of successor states: Awadh, Bengal, Emergence of the Marathas- Shivaji and expansion under the Peshwas
(c) Interpreting eighteenth century India: recent debates

IV. **Visual Culture**:
(a)Paintings : Mughal Miniatures and Regional style of painting: Pahari, Rajput, *pattachitra*
(b)Architecture: Mughal Imperial style
© Regional style (Bengal and Awadh)

V. **Trade and Commerce**:
(a) Crafts and technologies; Monetary system
(b) Markets; urban centres
(c) Inland trade and maritime trade, trading communities
(d) Beginning of the European Settlements in India–the Portuguese –the Dutch –the French and the English.

ESSENTIAL READINGS

Richard M. Eaton,India in the Persianate Age 1000_1765
Salma Ahmed Farooqui, A Comprehensive History of Medieval India
M. Athar Ali, The Mughal Nobility under Aurangzeb.
Muzaffar Alam and Sanjay Subramanian, eds, The Mughal State, 1526 - 1750.
J.F. Richards, The Mughal Empire.
Satish Chandra, Essays on Medieval Indian History.
----------,Medieval India, Vol 2

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.

SUGGESTED READINGS

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.

PAPER III

COURSE CODE: HISGE 3

COURSE TITLE: HISTORY OF INDIA: 1526 - 1947

Unit I:

1.01 : Political Conditions in Northern India in the beginning of the 16th century- The Afghan Empire and the Mughals- Resistance vs. Struggle for Hegemony.

1.02 : The Age of the Mughals- Foundation of the Mughal Empire- Humayun and His struggle- Conflict with Sher Shah

1.03 : Akbar to Aurangzeb- Political Supremacy and Administrative Developments

Unit II:

2.01 : The later Mughals and the Decline of the Mughal Empire

2.02 : Rise of the Marathas in the Deccan- Sivaji and His career

2.03 : Society, Economy, Religion and Culture under the Mughals

2.04 : Beginning of the European Settlements in India–the Portuguese –the Dutch –the French and the English.

Unit III:

3.01 : British Conquests of India –British occupation of Bengal, Anglo-French rivalry-the Battle of Plassey and its effects

3.02 : Expansion and consolidation of the British rule in India up to 1857-Conflict with the Marathas, Mysore, Awadh, Punjab and Sindh.

3.03 : Administrative Developments and Socio-Economic Reform up to 1857

Unit IV:

4.01 : Revolt of 1857 and its Aftermath, Post 1857 Administrative Developments till 1919

4.02 : Socio-religious reform movements in the post 1857 period

4.03 : Growth of the Press, Rise of National Consciousness; Formation of Indian National Congress

4.04 : Freedom Struggle up to 1919 –Partition of Bengal and the Swadeshi Movement, Home Rule League, Rise of Muslim Politics

Unit V:

5.01 : Freedom Struggle from 1919 to 1939 - Gandhi in Indian Politics–Khilafat and Non-Cooperation Movement -Civil Disobedience Movement

5.02 : Government of India Act, 1935; Ambedkar and Anti Untouchability Movements

5.03 : Rise of Communalism, Revolutionary Extremism, Trade Union and Labour Movements, Leftist Politics.

5.04 : Cripps Mission –Quit India Movement-Second World War-INA

5.05 : Post-War Development –Cabinet Mission and Transfer of Power

Suggested Readings:

Bandyopadhya, Sekhar : *From Plassey to Partition A History of Modern India*

Chandra, B, Mukherjee, M and et, al : *India's Struggle for Independence*

Chandra, B : *The Rise and Growth of Economic Nationalism in India*.

Desai, A. R :*Social Background of Indian Nationalism*

Fisher, Micheal : *The Politics of the British Annexation of India, 1757 – 1857,*

Gopal, S : *The British Policy in India, 1858-1905*

Grewal, J. S : *The Sikhs of the Punjab*

Grover B.L & Grover, S : *A New Look at Modern Indian History*

Jones, K.W : *Socio-Religious Reform Movements in British India*

Course Code: HISGE 4.1

Course Title: HISTORY OF MODERN ASSAM: 1826 –1947

Unit I:

1.01 : Political Condition in Assam on the Eve of the British rule.

1.02 : Establishment and Consolidation of the British rule – Reforms and Reorganizations - David Scott, Jenkins and Robertson – Annexation of Lower Assam, Administrative Reorganization and Revenue Measures

1.03 : Ahom Monarchy in Upper Assam (1833-38)

1.04 : Early phase of Revolts and Resistance to British rule- Gomdhar Konwar, Piyali Phukan, U.Tirut Singh

Unit: II

2.01 : Annexation of Cachar

2.02 : The Khamti and the Singpho Rebellion

2.03 : The 1857 Revolt in Assam and its Aftermath.

2.04 : Establishment of Chief Commissionership in Assam

Unit: III

3.01 : Land Revenue Measures and Peasant Uprisings in 19th century Assam

3.02 : Growth of National Consciousness – Assam Association, Sarbajanik Sabhas, and the Ryot Sabhas

3.03 : Impact of Partition of Bengal and Swadeshi Movement in Assam.

3.04 : Assamese periodicals and Emergence of Linguistic Consciousness

Unit :IV

4.01 : Government of India Act, 1919 – Dyarchy on Trial in Assam.

4.02 : Non Co-operation Movement and Swarajist Politics in Assam

4.03 : The Civil Disobedience Movement

4.04 : Student Movement in Assam

4.05 : Tribal League and Politics in Assam

Unit: V

5.01 : Trade Union and Allied Movements

5.02 : Congress and Provincial Politics in Assam

5.02 : Migration, Line System and its Impact on Politics in Assam

5.03 : Quit India Movement in Assam and Impact of World War II.

5.04 : Cabinet Mission Plan and the Grouping Controversy, the Sylhet Referendum.

Suggested Readings:

Barpujari, H. K : *Assam in the Days of the Company*.

————, : (ed) *Francis Jenkins Report on the North- East Frontier of India*.

————, : (ed) *Political History of Assam*, Vol. I.

————, : (ed) *The Comprehensive History of Assam*, Vols. IV & V.

Baruah, S. L. : *A Comprehensive History of Assam*.

Bhuyan, A.C : (ed) *Political History of Assam*, Vols. I, II & III.

Bhuyan, A.C : (ed) *Nationalist Upsurge in Assam*.

Bora .S. : *Student Revolution in Assam*.

Dutta, Anuradha : *Assam in the Freedom Movement*.

Guha, Amalendu : *Planters Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam*.

Lahiri, R.M : *Annexation of Assam*

Fisher, Micheal : *The Politics of the British Annexation of India, 1757 – 1857,*

Gopal, S : *The British Policy in India, 1858-1905*

Grewal, J. S : *The Sikhs of the Punjab*

Gordon, Stuart : *The Marathas*

Grover B.L & Grover, S : *A New Look at Modern Indian History*

Jones, K.W : *Socio-Religious Reform Movements in British India,*

Majumdar, R.C : (ed) *British Paramountcy and the Indian Renaissance*

Sarkar, Sumit : *Modern India*, 1885 – 1947

Paper IV

COURSE CODE: HISGC401

COURSE TITLE: EARLY AND MEDIEVAL ASSAM TILL 1826

Unit 1:

1.01 : Sources: Archaeological, Numismatic, Epigraphy, Literary Sources

1.02 : State Formation in Early Assam

1.03 : Varmana, Salastambha and Pala dynasty

Unit II:

2.01 : Ahom State Formation and its Consolidation

2.02 : State Formation in the Brahmaputra Valley-the Chutiya, Kachari, the Koch States and Bara-Bhuyans

2.03 : Expansion of the Ahom Kingdom in the 16th century

2.04 : Political Developments in the 17th century, Ahom-Mughal Conflict

Unit III:

3.01 : Tribal Kingdoms and Chiefdoms in Lower Assam region-their relations with the Ahom State

3.02 : Post-Saraighat Assam, the Court crisis and Political Developments

3.03 : Ascendancy of the Tungkhungia Dynasty

3.04 : Ahom Rule at its zenith

Unit: IV

4.01 : Decline of the Ahom Kingdom, the Moamariya Rebellion

4.02 : The Burmese Invasions

4.03 : The English East India Company in Assam Politics- the Treaty of Yandaboo, 1826

Unit :V

5.01 : The Ahom System of Administration-the *Paik* and the *Khel* system,

5.02: Ahom Policy towards the Neighbouring Tribes- the systems of *Duar, Posa, Khat* and *Pam* .

5.03: Ahom Relations with the States of Manipur and Tripura

5.04: Bhakti Movement in Assam : Sankardeva, Satra Institutions

Suggested Readings:

Barpujari, H.K. : *Comprehensive History of Assam, Vol. I, II, III*

Baruah,S.L.: *A Comprehensive History of Assam*

Gait E.A. : *A History of Assam*

Baruah, S.L. : *Last Days of Ahom Monarchy(1769-1826)*

Bhuyan, S.K. : *Anglo-Assamese Relations(1771-1826*)

Devi,L. : *Ahom-Tribal Relations*

Gogoi, L. : *A History of the System of Ahom Administration*

Nath, D. : *History of the Koch Kingdom*

Paper XI

Course Code: HISHC1011

Course Title: History of Modern Europe- I (c. 1780-1919)

I. The French Revolution and its European Repercussions
[a] Crisis of Ancient Regime
[b] Intellectual Currents, Social Classes and Emerging Gender Relations.
[c] Phases of the French Revolution 1789 - 99.
[d] Art and Culture of French Revolution.
[f] Napoleonic Consolidation - Reform and Empire.

II. Restoration and Revolution: c. 1815 - 1848
[a] Forces of Conservatism and Restoration of Old Hierarchies.
[b] Social, Political and Intellectual Currents.
[c] Revolutionary and Radical movements, 1830
[d] Revolutionary and Radical movements, 1848

III Capitalist Industrialization and Social and Economic Transformation: Late 18th century to AD 1914
[a]Industrial Revolution: Origin and Background
[b]Process of Capitalist development in Industry and Agriculture: Case Studies of Britain, France, the German States and Russia.
[c] Evolution and Differentiation of Social classes: Bourgeoisie, Proletariat, Land Owning Classes and Peasantry.
[d] Changing Trends in Demography and Urban patterns.

IV. 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
[c] Specificities of Economic Development, Political and Administrative Reorganization - Germany

V. World War I :
[a] Growth of Power Blocks, Militarism and Alliances in Europe in late 19^{th} and early 20^{th} century
[b] Balkan Wars
[c] First World War: Background

ESSENTIAL 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: A History
J. Evans: The Foundations of a Modern State in 19th Century Europe.
T.S. Hamerow: Restoration, Revolution and Reaction: Economics and Politics in Germany
E.J. Hobsbawn: 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, 1876-1914
Anthony Wood: History of Europe, 1815-1960
Stuart Woolf: History of Italy, 1700 - 1860.

SUGGESTED READINGS

G. Barrowclough, 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.

PAPER XII

Course Code: HISHC1012

Course Title: HISTORY OF INDIA VII (c. 1750 - 1857)

I. India in the Mid-18th Century:

[a] Society, Economy, Polity, Debates
[b]Expansion and Consolidation of Colonial Power:
[c] Mercantilism, Foreign Trade and Early Forms of Exactions from Bengal.
[d] Dynamics of Expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab, and Sind.

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.

III. Rural Economy and Society:

[a] Land Revenue Systems and Forest Policy.
[b] Commercialization and Indebtedness.
[c] Rural society: Change and Continuity.
[d] Famines.

IV. Trade and Industry

[a] Deindustrialization
[b] Trade and Fiscal policy
[c] Drain of Wealth
[d] Growth of Modern Industry

V. Popular Resistance:

[a] Santhal Uprising (1857); Indigo Rebellion (1860);
[b[Pabna Agrarian Leagues (1873); Deccan Riots (1875).
[c] Revolt of 1857: causes, courses and consequences

ESSENTIAL READINGS

C. A. Bayly, Indian Society and the Making of the British Empire,
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.
P.J. Marshall, Bengal: The British Bridgehead, New Cambridge History of India.
R.C. Majumdar, ed., History and Culture of Indian People.
R.C. Majumdar, British Paramountcy and Indian Renaissance.

Rajat K. Ray, ed., Entrepreneurship and Industry in India, 1800-1947,
Eric Stokes, English Utilitarians and India.
Ram Lakhan Shukla, ed., *Adhunik Bharat ka Itihas*.

SUGGESTED READINGS

David Arnold and Ramchandra Guha, eds, Nature, Culture and Imperialism.
Amiya Bagchi, Private Investment in India.
Bipan Chandra et. al, India's Struggles for Independence.
A.R. Desai, Peasant Struggles in India.
Ranajit Guha, Elementary Aspects of Peasant Insurgency in Colonial India (1983).
P.C. Joshi, Rebellion 1857: A Symposium.
Dadabhai Naroji, Poverty and Un-British Rule in India.

PAPER XIII

Course Code: HISHC1013

Course Title: HISTORY OF INDIA VIII (c. 1857 - 1950)

I. Cultures Changes and Social and 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,
[c] Wahabi, Deoband, Aligarh and Singh Sabha Movements.
[d] Debates around Gender

II. Nationalism: Trends up to 1919:
[a] Political Ideology and Organizations, Formation of INC
[b] Moderates and Extremists.
[c] Partition of Bengal and Swadeshi Movement
[d] Revolutionary Extremism

III. Gandhian Nationalism after 1919: Ideas and Movements:
[a] Mahatma Gandhi: His Thoughts and Methods
[b] Impact of the First World War, Rowlett Act: Satyagraha and Jallianwala Bagh
[c] Non-Cooperation and Civil Disobedience
[d]1935 Act, Provincial Autonomy, Quit India and INA

IV. Nationalism and Social Groups: Interfaces:
[a] Left Wing Movements, Peasant and Labour movements
[b] Princely India: States People Movements
[c]Ambedkar and anti Untouchability Movements
[d] Women and Freedom Movement
[e] Business groups

V. Independence and Partition
[a] Communalism: Ideologies and Practices, RSS, Hindu Maha Sabha, Muslim League.
[b] Negotiations for Independence, Partition and Partition Riots
[c] Making of the Constitution
[d] Integration of Princely States
[e] Land Reform and Beginnings of Planning

ESSENTIAL 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.

SUGGESTED READINGS

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.

PAPER-XIV

Course Code: HISHC1014

Course Title: HISTORY OF MODERN EUROPE II (c. 1780 -1939)

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 in the First and the Second International.
[d] Christian Democracy as a Political and Ideological Force in Western and Central Europe
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.
III. Imperialism, War, and Crisis: c. 1880-1939:
[a] Theories and Mechanisms of Imperialism;
[b] War of 1914 – 1918, Consequences and peace treaties
[c] The Post-1919 World Order: Economic Crises, the Great Depression and Recovery.
[IV] Post 1919 Political Development :
[a] Fascism and Nazism.
[b] The Spanish Civil War.
[c] Origins of the Second World War.
V. Cultural and Intellectual Developments since c. 1850:
[a] Changing Contexts: [i] Creation of a New Public Sphere and Mass Media [ii] Mass Education and Extension of Literacy.
[b] Creation of New Cultural Forms: from Romanticism to Abstract Art.
[c] Major Intellectual Trends: Darwin and Freud.
[d] Culture and the making of Ideologies: Constructions of Race, Class and Gender, Ideologies of Empire.

ESSENTIAL 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).
Norman Davies, Europe: A History
J. Evans: The Foundations of a Modern State in 19th Century Europe.
T.S. Hamerow: Restoration, Revolution and Reaction: Economics and Politics in Germany

E.J. Hobsbawm : The Age of Revolution.
Lynn Hunt: Politics, Culture and Class in the French Revolution.
James Joll, Europe Since 1870.
David Landes: Promctheus 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).
Antbony Wood, History of Europe, 1815-1960 (1983).

SUGGESTED READINGS

G. Barrowclough, 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,
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, 1840-1920.
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
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

Paper I

Course Code: HISHDSE501

Course Title: EARLY AND MEDIEVAL ASSAM TILL 1826

Unit-1:

1.01 : Sources: Archaeological, Numismatic, Epigraphy, Literary Sources

1.02 : State Formation in Early Assam

1.03 : Varmana, Salastambha and Pala dynasty

Unit-II:

2.01 : Foundation of the Ahom State and its Consolidation

2.02 : State Formation in the Brahmaputra Valley-the Chutiya, Kachari, the Koch States and Bara-Bhuyans

2.03 : Expansion of the Ahom Kingdom in the 16th century

2.04 : Political Developments in the 17th century, Ahom-Mughal Conflict

Unit-III:

3.01 : Tribal Kingdoms and Chiefdoms in Lower Assam region-their relations with the Ahom State

3.02 : Post-Saraighat Assam, the Court crisis and Political Developments

3.03 : Ascendancy of the Tungkhungia Dynasty

3.04 : Ahom Rule at its zenith

Unit: IV

4.01 : Decline of the Ahom Kingdom, the Moamariya Rebellion

4.02 : The Burmese Invasions

4.03 : The English East India Company in Assam Politics- the Treaty of Yandaboo 1826

Unit :V

5.01 : The Ahom System of Administration-the *Paik* and the *Khel* system,

5.02: Ahom Policy towards the Neighbouring Tribes- the systems of *Duar, Posa*, *Khat* and *Pam* .

5.03: Ahom Relations with the States of Manipur and Tripura

Suggested Readings:

Barpujari, H.K. : *Assam in the Days of the Company*

Baruah,S.L.: *A Comprehensive History of Assam*

Boruah, Nirode and Surajit Baruah: *Asomar Itihas*

Dutta, A.K. : *Maniram Dewan and the Contemporary Assamese Society*

Gait E.A. : *A History of Assam*

Nath. D.: *Asam Buranji*

Reference Books:

Acharyya, N.N.: *The History of Medieval Assam*

Baruah, S.L. : *Last Days of Ahom Monarchy(1769-1826)*

Baruah, S.L. and D. Nath : *Chutiya Jatir Buranji*

Bhuyan, N.C. : *Baro Bhuyanr Chamu Buranji*

Basu, N.K. : *Assam in the Ahom Age (1228-1826)*

Bhuyan, S.K. : *Anglo-Assamese Relations(1771-1826*)

Bhuyan, S.K.(ed.) : *Asam Buranji*

Bhuyan, S.K. : *Tungkhungia Buranji,* by Srinath Duara Barbarua

Devi,L. : *Ahom-Tribal Relations*

Dutta, A.K.: *Maniram Dewan and the Contemporary Assamese Society*

Gogoi, L. : *A History of the System of Ahom Administration*

Gohain, U.N.: *Assam under the Ahoms*.

Nath, D. : *History of the Koch Kingdom*

Sarma, A.C.: *Tai-Ahom System of Government*

Paper: II

Course Code: HISHDSE502

Course Title: HISTORY OF MODERN ASSAM: 1826 –1947

Unit I:

1.01 : Political Condition in Assam on the Eve of the British rule.

1.02 : Establishment and Consolidation of the British rule – Reforms and Reorganizations - David Scott, Jenkins and Robertson – Annexation of Lower Assam, Administrative Reorganizations and Revenue Measures

1.05 : Ahom Monarchy in Upper Assam (1833-38)

1.06 : Early phase of Revolts and Resistance to British rule- Gomdhar Konwar, Piyali Phukan, U.Tirut Singh

Unit: II

2.01 : Annexation of Cachar

2.02 : The Khamti and the Singpho Rebellion

2.03 : The 1857 Revolt in Assam and its Aftermath.

2.04 : Establishment of Chief Commissionership in Assam

Unit: III

3.01 : Land Revenue Measures and Peasant Uprisings in 19th century Assam

3.02 : Growth of National Consciousness – Assam Association, Sarbajanik Sabhas, and the Ryot Sabhas

3.03 : Impact of Partition of Bengal and Swadeshi Movement in Assam.

Unit :IV

4.01 : Government of India Act, 1919 – Dyarchy on Trial in Assam.

4.02 : Non Co-operation Movement, Swarajist Politics in Assam, The Civil Disobedience Movement

4.03 : Student Movement in Assam

4.04 : Tribal League and Politics in Assam

Unit: V

5.01 : Trade Union and Allied Movements

5.02 : Congress and Provincial politics in Assam

5.03 : Migration, Line System and its Impact on Politics in Assam

5.04 : Quit India Movement in Assam and Impact of World War II.

5.05 : Cabinet Mission Plan and the Grouping Controversy – the Sylhet Referendum.

Suggested Readings:

Barpujari, H. K : *Assam in the Days of the Company*.

————, : (ed) *Francis Jenkins Report on the North- East Frontier of India*.

————, : (ed) *Political History of Assam*, Vol. I.

————, : (ed) *The Comprehensive History of Assam*, Vols. IV & V.

Baruah, S. L. : *A Comprehensive History of Assam*.

Bhuyan, A.C : (ed) *Political History of Assam*, Vols. I, II & III.

Bhuyan, A.C : (ed) *Nationalist Upsurge in Assam*.

Bora .S. : *Student Revolution in Assam*.

Dutta, Anuradha : *Assam in the Freedom Movement*.

Guha, Amalendu : *Planters Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam*.

Lahiri, R.M : *Annexation of Assam*

Paper III

Course Code: HISHDSE601

Course Title: Social and Economic History of Assam

Unit: I Social and Economic History of Ancient Assam

1.01 : Development of Caste System in Ancient Assam, Social Classes and Occupational Groups

1.02 : Religious Beliefs and Practices in Ancient Assam : Vaishnavism, Saivism, Shaktism and Buddhism; Art, Sculpture and Architecture of Early Assam

1.03 : Land System and Ownership of Land; Land Grant and Agrahara Settlements

1.04 : Development of Agriculture, Trade and Medium of Exchange

Unit: II Society in Medieval Assam

2.01 : Social Structure in the Brahmaputra Valley – Caste System

2.02 : Social Organization –Caste-Class Relationship, Nobility, Paiks, Slaves and Servants

2.03 : Neo-Vaishnavite Movement in Assam – Sankardeva and his followers, Development of *Satra* Institutions, Bhakti movement and Development of Assamese literature

2.04 : Art and Architecture in Medieval Assam

2.04 : Patriarchy, Women and Society in Medieval Assam

Unit: III Economy in Medieval Assam

3.01 : Agriculture and Land System – Classification and Ownership of Land

3.02 : Land Revenue and other Taxes

3.03 : Trade and Commerce – Export and Import, Trade routes and Means of Transport, Medium of Trade – Coinage

3.04 : Economic Relation between the Hills and Valleys

Unit: IV Society in Colonial Assam

4.01 : Growth of Modern Education and role of the Christian Missionaries

4.02 : Language Controversy in 19th century Assam

4.03 : Emergence of Middle Class, Issues relating to Women

4.04 : Development of Press, Periodicals and Growth of Public Associations –Ahom Sabha, The Assam Sahitya Sabha, Tribal league and other Ethnic organizations, Satras in Colonial Assam

Unit: V Economy in Colonial Assam

5.01 : Agriculture; Colonial Land Regulations and Revenue System, Cottage Industry

5.02 : Plantation Economy- Waste Land Grants, Growth of Tea Industry

5.03 : Development of Modern Industries - Coal and Oil.

5.04 : Development of Transport System: Water, Rail and Road

Suggested Readings:

Barpujari, H.K.: (ed) : *The Comprehensive History of Assam*, Vol. I,III, IV & V.

Boruah, Nirode : *Early Assam, State Formation, Political Centres Cultural Zones,*

Rhodes, N. and S. K. Bose : *The Coinage of Assam*, Vol. I &.II

Baruah, S.L. : *A Comprehensive History of Assam*.

Choudhury, P.C. : *History of Civilization of the People of Assam to the Twelfth CenturyA.D.*

Gait, E.A. : *A History of Assam.*

Guha, Amalendu : *Medieval and Early Colonial Assam*.

Goswami, Priyam : *Assam in the Nineteenth Century: Industrialization and Colonial Penetration.*

Guha, Amalendu : *Planters Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam 1826-1947*.

Medhi, S. B : *Transport System and Economic Development in Assam*.

Saikia, Rajen : *Social and Economic History of Assam (1853- 1921).*

Sharma, Monorama : *Social and Economic Change in Assam: Middle Class Hegemony*

Jahnabi Gogoi : Agrarian System of Medieval Assam

Paper IV

Course Code: HISHDSE602

Course Title: Historiography

Unit:I Concept and Sources

1.01: Concept: Meaning, Scope and Purpose of History, Varieties of History, Causation in History, Objectivity in History

1.02: Primary and Secondary Sources, Internal and External Criticism,

1.03: History and Allied Subjects: Archeology, Epigraphy and Numismatics

1.04: History and Geography, History and Anthropology, History and Sociology, History and Literature

Unit: II Evolution of Historiography

2.01: Ancient Greece and Rome -Herodotus and Thucydides, Livy and Tacitus

2.02: Chinese Historiography- Summa Chien; Historiography in Arab Countries- Ibn Khaldun

2.03: Medieval European Historiography and Christian Chronicles

2.04: Renaissance Historiography

Unit: III Renaissance to Enlightenment Historiography:

3.01 Scientific Revolution and Impact on History Writing

3.03: Enlightenment Historiography

3.04 Ranke, Niebuhr and Development of History Writing

3.04 Marxism and its impact in History Writing

Unit: IV Historical Traditions in India

4.01: Varieties of Historical Traditions in Early India; Rajatangini

4.02: Development of History Writing in Sultanate and Mughal Period

4.03: Regional Historical Traditions- Assam, Maharashtra, South India

Unit: V Development of History Writing in India in Modern Period

5.01: Sir William Jones and Asiatic Society of Bengal

5.02: James Mill and other Colonial Historians

5.03: Nationalist Historiography

5.04: Marxist and Subaltern Historiography

Suggested Readings

Bajaj Satish : Recent Trends in Historiography, New Delhi, 1988

Barnes, H.E. : A History of History Writing, Oklahoma, 1937

Black Jeremy and Donald M. : Studying History, Macmillan, 1997

Cannon John (ed) : The Historian at Work, London, 1980

Carr E.H. : What is History, Latest edition

Collingwood, R.G : The Idea of History, OUP, latest edition

Evans J. Richard : In Defense of History, London, 1997

Gare, Arran E : Postmodernism and Environmental Crisis, London, 1997
Gooch, G.P. : History and Historians of the Nineteenth Century, Reprint, : 1952
Merquior J.G : Foucault, London, Second edition, 1991
Marwick, Arthur : Introduction to History, London, 1977
Sreedharan, E : A Textbook of Historiography 500 BC to 2000
Stern Fritz : Varieties of History, New York,
Thompson, J.W & Bernard H : A History of History Writing, 2 vols.,

Semester-I

Course Code: HISHC1

Course Title: HISTORY OF INDIA-I (Prehistory to c.300BCE) Nature

of the Course: Major

Credit: 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

The course offers an in-depth knowledge of the Indian past from prehistoric to historical times. It provides an analytical approach to trace the processes of early state formation and cultural transformations.

- **Pre-requisite** - Basic concepts of Indian history and culture

Course Objectives:

The course aims to familiarize the students with a comprehensive understanding of Indian history in chronological detail from prehistoric times to the 6th century BCE. By the end of the course, the students will be able to learn about pre-historic sites, tools, and features of Harappan and Vedic cultures and the early state formation processes in India.

Course Outcomes:

CO1: Develop a chronological interpretation of Indian prehistory and protohistory.

CO2: Explain the tools, technologies, and subsistence patterns in Indian prehistory.

CO3: Analyse the characteristics and significance of the Harappan civilization.

CO4: Evaluate the processes of early territorial state formations in the Indian subcontinent around the 6th century BCE.

CO5: Explain the growth of different philosophical traditions during the period

CO6: Interpret the characteristics of the Vedic society and religion

Course Contents

Topics			
Unit-1: Introduction to Indian Prehistory (15 marks)			
1.1	Sources and Approaches, Defining Prehistory and Proto-history	2	1
1.2	Environmental factors and human evolution in Indian prehistory	3	1
1.3	Sources of Indian prehistory- Stone tools, bones, potsherds, artifacts	3	1
1.4	Introduction to dating techniques (Radiocarbon dating, TL dating, K-AR dating, Paleomagnetic dating)	3	1
Unit- 2: Prehistoric India- Hunter-gatherers to Food producers (15 marks)			
2.1	Palaeolithic cultures-distribution of sites- tools, techniques, and subsistence pattern	3	1
2.2	Mesolithic cultures-distribution of sites-tools, techniques and subsistence pattern	3	1
2.3	Neolithic cultures in India-distribution of sites-tools, techniques, and subsistence pattern	3	1
2.4	Chalcolithic cultures in India (Non-Harappan)- Megalithic cultures-distribution of sites	2	1
Unit- 3: The Harappan civilization (15 marks)			
3.1	Phases of Harappan Civilization-Geography and Chronology	2	1
3.2	Urban features of the Harappan civilization	3	1
3.3	Harappan art and architecture	3	1
3.4	Urban decline and the late/post-Harappan traditions.	3	1
Unit-4: Cultures in transition (15 marks)			
4.1	Northern India (c.1500-600 BCE)-Vedic and post-Vedic period- society, religion, polity and economy	3	1
4.2	Early Territorial states (c. 600-300 BCE)-Trade and Urban centers	3	1

4.3	Buddhism and Jainism, Ajivika, Carvakas	3	1
4.4	South India (c. 300 BCE -CE 300)	2	1

Modes of In-Semester Assessment *: 40 Marks*

Two Unit Test *: 10+10=20*

Any two of the activities listed below *: 10+10=20*

a. *Group Discussion*

b. Book Review/Home Assignment

c. Viva

Suggested Reading List:

- V.K. Jain, Prehistory and Protohistory of India-An Appraisal, DK Printwood, 2006
- R.S. Sharma, India's Ancient Past, New Delhi, OUP,2007
- R.S. Sharma, Material Culture and Social FormationsinAncientIndia,1983
- R.S. Sharma, Looking for the Aryans, Delhi, Orient Longman Publishers,1995
- 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, Paperback.
- D.K. Chakrabarti, The Oxford Companion to Indian Archaeology, New Delhi,2006.
- H.C. Raychaudhuri, ed. Political History of Ancient India, Rev.
- 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, Penguin, 2002
- Irfan Habib, A People's History of India -Vol. -1, Prehistory
- R. Chakrabarti, Exploring Early India, Macmillan,2013
- Uma Chakravarti, The Social Dimensions of Early Buddhism. 1997.RajanGurukkal, Social Formations of Early South India, 2010.
- R. Champakalakshmi, Trade, Ideology and urbanization: South India300 BC-AD 1300,1996

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge	CO1 CO2, CO6	CO1	CO2	CO3 CO5	CO4 CO6	
Conceptual Knowledge		CO1, CO2 CO5, CO6	CO5 CO6	CO3 CO4,CO6		
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**
CO5	**M**	**M**	**M**	**S**	**M**	**M**	**L**	**L**	**S**
CO6	**S**	**M**	**S**	**S**	**S**	**S**	**L**	**L**	**S**

S-Strong, M-Medium, L-Low

Course Code: MINHIS1

Course Title: History of Ancient India

Nature of Course: Minor

Credit: 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:
This course offers knowledge on the chronological development of ancient Indian history from Harappan times to the post-Gupta period.

Pre-requisite: Basic concepts of Indian history

Course Objectives:
This course aims to familiarize the students with a comprehensive understanding of Indian history from the Harappan period to the post-Gupta period in chronological order. By the end of the course, the students will be able to learn about the features of the Harappan civilization, early states, Mauryan and post-Mauryan polities and the political scenario of India during the Guptas and the post-Gupta dynasties.

Course Outcomes:

CO1: Interpret the sources of ancient Indian history

CO2: Explain the origin and extent of Harappan culture and its major sites

CO3: Interpret the characteristics of the Vedic society and economy

CO4: Analyze the political developments of the Magadhan empire throughout the period

CO5: Evaluate the process of polity formation in the post-Mauryan period till c. 600 CE

CO6: Develop a chronological interpretation of the Gupta and post-Gupta polities.

Course contents:

Unit-1: (15 marks)			
		L	**T**
1.1	Sources –Literary, archaeological and numismatics	2	1
1.2	Harappan Civilization –Origin and Extent, Major sites, Salient features, decline and transformation	4	1
1.3	Vedic Civilization- Society, Economy and Polity	3	1
1.4	Rise of the Territorial States – Janapadas and Mahajanapadas	2	1
Unit-2: (15 marks)			
	Ascendancy of Magadha-	3	1

2.1	Haryanka and Nandas		
2.2	Alexander's Invasion of India.	2	1
2.3	Rise of the Mauryan Empire under Asoka, Asoka's Dhamma	3	1
2.4	Mauryan System of Administration and decline	3	1
Unit-3: (15 marks)			
3.1	Political and economic Developments in the Post-Mauryan period - the Sungas, Kanvas, Kushanas and Satavahanas	4	1
3.2	The Tamils and Sangam Age.	2	1
3.3	The Sakas, Parthians and the Indo-Greeks in India	3	1
3.4	The Guptas and the Vakatakas	2	1
Unit-4: (15 marks)			
4.1	Developments in the post-Gupta period- Vardhanas, Palas and Pratiharas	3	1
4.2	The Pallavas, the Rashtrakutas and the Chalukyas	3	1
4.3	The Imperial Cholas	2	1
4.4	The Arabs and the Turks in Indian politics –Ghaznivids and the Ghorid Invasions	3	1

Modes of In-Semester Assessment *: 40 Marks*

Two Unit Test *: 10+10=20*

Any two of the activities listed below *: 10+10=20*

a. *Group Discussion*

b. Book Review/Home Assignment

c. Viva

Suggested Readings Lists:

- Upinder Singh, A History of Ancient and Early Medieval India, Pearson
- Ranabir Chakravarti, Exploring Early India, Macmillan
- R.S.Sharma, India's Ancient India, Oxford
- K.A. N. Sastri, ed. History of South India, OUP, 1966.
- Romila Thapar, Early India from the Beginnings to 1300, Penguin, 2002
- Irfan Habib, A People's History of India -Vol. -I,II
- A.L. Basham, The Wonder that Was India,1971.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge		CO1	CO6 CO2	CO3 CO4	CO5	
Conceptual Knowledge		CO1	CO2 CO6	CO3 CO4	CO5	
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**
CO5	**M**	**M**	**M**	**S**	**M**	**M**	**L**	**L**	**S**
CO6	**S**	**M**	**S**	**S**	**S**	**S**	**L**	**L**	**S**

Semester: I

Course Code: HISOEC 1

Course Title: Introduction to Culture and Heritage of Ancient India

Nature of Course: OEC/ GEC

Credit: 3

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course objectives and intended learning Outcomes:

CO1: To explain the development of literature in ancient India.

CO2: To interpret various religious traditions of ancient India.

CO3: To explain the development of art and architecture during the period of study.

CO4: To interpret the cultural development during the period.

Course Contents:

Topic		**Credit**	
Unit-1:		**Lecture**	**Tutorial**
		Marks Distribution: 15	
1.1	Sanskrit literature (Vedic, Epic, Puranas, Smritis)	3	1
1.2	Sanskrit literature (drama, prose, didactic, biographical)	3	1
1.3	Pali and Prakrit literature (Jatakas, Nikayas, Pitakas)	3	1
Unit- 2:		**Marks Distribution: 15**	
2.1	Vedic religion and philosophy, Six schools of philosophy (Astikadarshanas)	3	1
2.2	Origin of Buddhism and Jainism; Buddhist and Jain philosophy	3	1
2.3	Materialistic philosophy	3	1
Unit- 3:		**Marks Distribution: 15**	
3.1	Schools of Sculptural Art- Gandhara, Mathura, Sarnath, and Amaravati	3	1
3.2	Rock-cut architecture- Pillars, Stupa, Chaitya, Vihara	3	1
3.3	Styles of Temple architecture- Nagara, Dravida and Vesara	3	1
Unit-4:		**Marks Distribution: 15**	
4.1	Tamil literature (Tolkappiyam, Manimekhalai, Silapadikaram)		
4.2	Later developments of Upanishadic philosophy- Shankara, Madhava and Ramanuja		

4.3	Paintings –prehistoric rock art, mural paintings of Ajanta and Ellora		

Modes of In-Semester Assessment *: 40 Marks*

Two Unit Test *: 10+10=20*

Any two of the activities listed below *: 10+10=20*

d. *Group Discussion*

e. Book Review/Home Assignment

f. Viva

Suggested Reading List:

- V. K. Jain, Prehistory and Protohistory of India- An Appraisal, DK Printwood, 2006
- R. S. Sharma, India's Ancient Past, New Delhi, OUP,2007
- Upinder Singh, The History of the Ancient and Early Medieval India, Pearson, 2008
- Partha Mitter, Indian Art, OUP, 2001

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge			CO1	CO4 CO3	CO2	
Conceptual Knowledge			CO1	CO3 CO4	CO2	
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**

Semester-II

Name of the Course: Social Formations and Cultural Patterns of Ancient and Medieval World

Code: HISC2

Nature of the Course: Major

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Credit: 4

Course Description: The course offers an in-depth knowledge of human history from prehistoric to historical times. It provides an analytical approach to trace the processes of early state formation and cultural transformations.

Pre-requisite - Basic chronological understanding of World civilizations.

Course Objectives: The course aims to familiarize the students with a comprehensive understanding of world history in chronological detail from prehistoric times to the medieval period. By the end of the course, the students will be able to learn about pre-historic sites, tools, and features of various ancient civilizations and medieval societies with an understanding of the early social formation processes in the world.

Course Outcomes:

CO1: To explain the historical development of human civilization around the world.

CO2: To Compare socio-cultural and economic developments of early medieval human societies.

CO3: To explain the challenges and crises faced by these early civilizations and their responses to these crises.

CO4: To explain the emergence and development of the major religions.

Course Contents:

Topic		Credit	
		Lecture	Tutorial
		MarksDistribution:15	
1.1	Origin and growth Human	6	1

	culture and Civilization- Prehistoric culture: Characteristic features of Palaeolithic, Mesolithic, Neolithic		
1.2	Bronze and Iron age: Iron Debate, Characteristic features, important sites	6	1
Unit-2		MarksDistribution:15	
2.1	Mesopotamian Civilization: up to Akkadian: Temple economy, Law Codes.	4	1
2.2	Egyptian Civilization: Political Developments, Art & Architecture, Religion.	4	1
2.3	Chinese Civilization: Polity, Society, Science & Technological Developments	4	
Unit-3		MarksDistribution:15	
3.1	Greek Civilization: Athenian Democracy, Society and Culture. Slavery	4	1
3.2	Roman Civilization: Establishment of Republic, Society and Cultures, trade and urbanization	4	1
3.3	Europe in the Medieval Age: feudalism, Expansion of Christianity.	4	1
Unit-4		MarksDistribution:15	
4.1	The Aztec and the Maya-The Origin, Society, Religion, Economy and Decline	4	1
4.2	The Incas: Origin, Polity, Religion, Society and Economy, Art and Architecture, Decline.	4	1
4.3	Central Islamic civilization (Arab and Persia): Rise of Islam, *Ummah*, Caliphate, Crusades	4	1

Modes of In-Semester Assessment *: 40 Marks*

Two Unit Test *: 10+10=20*

Any two of the activities listed below *: 10+10=20*

j. *Group Discussion*

k. Book Review/Home Assignment

l. Viva

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1	CO2	CO3 CO4	CO3	
Conceptual Knowledge		CO1 CO2	CO2	CO3 CO4		
Procedural Knowledge						
Meta cognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	S	S	M	S	L	L	S
CO2	M	M	S	M	S	S	M	L	S
CO3	M	S	M	S	M	M	M	L	S
CO4	S	M	S	M	S	S	L	L	S

S-Strong, M-Medium, L-Low

Suggested Reading List:

- Burnsand Ralph, World Civilizations
- Gordon Childe, What Happened in History
- UNESCO series, History of Mankind
- Amar Farooqui , Early Social Formations
- Rakesh Kumar, Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism
- Perry Anderson ,Passages from Antiquity to Feudalism
- Charles Phillips , et al, Aztec and Maya : The Complete Illustrated History.

SEMESTER-II

Name of the Course: History of Medieval India

Code: MINHIS2

Nature of the Course: Minor

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Credit: 4

Course Description: The course offers a comprehensive understanding of Indian history during the medieval period. It provides a systematic approach to study the political and socio-cultural history of the Indo-Islamic political powers viz. Delhi Sultanate and Mughal Empire and contemporary regional states.

Pre-requisite - Basic chronological understanding of Indian history.

Course Objectives: The course aims to familiarize the students with a comprehensive understanding of the history of Medieval India in chronological detail from the emergence of the Delhi Sultanate to the Mughals. By the end of the course, the students will be able to learn about the political history and various socio-cultural-economic developments in medieval India.

Course Outcomes:

CO1: To discuss the political history of India during the Delhi Sultanate.

CO2: To discuss the political history of India during the Mughals.

CO3: To explain the political developments in the 18th century.

CO4. To discuss the developments in the major religious trends and development in the art- - architecture in medieval India.

Course Contents:

Topic		Credit	
Unit-1			Lecture
		MarksDistribution:15	
1.1	Indian polity during 11th and 12th	3	1

	century: Background		
1.2	Advent the Arabs and the Turks in Indian politics–Ghaznivids And the Ghorid Invasions	3	
1.3	Establishment of The Delhi Sultanate- (a) The Slave dynasty (b) The Khalijis-AlauddinKhaliji's Administration (c) The Tughlaqs –Experiments of Muhammad Bin Tughlaq.	3	1
1.4	Disintegration of Delhi Sultanate and Rise of Provincial Kingdoms: Vijayanagar and Bahmani kingdom	3	1
Unit-2		MarksDistribution:15	
2.1	Establishment of Mughal rule: (a) India on the eve of Babur's invasion and establishment of the Mughal rule under Babur; Military technology and warfare (use of firearms) (b) Humayun's struggle for empire (c) Sher Shah, his administrative And revenue reforms	4	1
2.2	Consolidation of Mughal rule under Akbar: (a) Campaigns and conquests: Mughal-Rajput diplomacy, annexations in the North-West Frontier, Conquest of Bengal, Sulh-*i-kul; Din-I Ilahi*	4	1
2.3	Evolution of administrative institutions and apparatus: *zabt, mansab, jagir, madad-i-maash* grants, Zamindars, and peasants (*Khudkasht a*nd *pahikash*t)	4	1
Unit-3		MarksDistribution:15	
3.1	Mughal Empire under Jahangir and Shahjahan: Important campaigns and conquests, peasant rebellions, wars of Succession	3	1

3.2	Mughal Empire during the reign of Aurangzeb: Military and Religious policies.	3	1
3.3	Decline and disintegration of the Mughal empire: Various issues	3	1
3.4	Emergence of the regional powers: Marathas, Nawabs of Bengal	3	
Unit-4		MarksDistribution:15	
4.1	Bhakti Movement: Saguna and Nirguna Trends (Tulsi, Kabir, Meerabai); Growth and Development of Vernacular Literature	3	1
4.2	Sufism in India: Basic characteristics and important Silsilahs (Chistis and Suhrawardis)	3	
4.3	Guru Nanak and emergence of the Sikhs	3	1
4.4	Developments in art and architecture: Important features of Indo-Islamic style, characteristics of miniature Paintings	3	1

Modes of In-Semester Assessment *: 40 Marks*

Two Unit Test *: 10+10=20*

Any two of the activities listed below *: 10+10=20*

a. *Group Discussion*

b. Book Review/Home Assignment

c. Viva

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge			CO2	CO3 CO4	CO1	
Conceptual Knowledge		CO1 CO4		CO3	CO2 CO3	
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	M	S	S	S	L	L	S
CO2	S	S	M	M	S	S	M	L	S
CO3	M	S	M	S	S	S	M	L	S
CO4	S	M	M	M	S	S	M	L	S

S-Strong, M-Medium, L-Low

Suggested Reading List:

- Satish Chandra: Medieval India.
- Salma Ahmed Farooqui: A Comprehensive History of Medieval India
- Vipul Singh, Interpreting Medieval India: Early Medieval, Delhi Sultanate and regions
- Meena Bhargava, Understanding Mughal India:16thto18thcenturies

Semester: II

Name of the Course: Introduction to the Cultural Heritage of Assam

Course Code: HIS-OEC-2

Nature of the Course: OPEN ELECTIVE COURSE (OEC)

Credit: 3

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Outcomes:

CO1: To develop an understanding of the archaeological remains of early Assam.

CO2: To explain the development of art and architecture in the medieval period with special reference to the Ahoms.

CO3: To explain the religious and cultural developments of Medieval Assam.

CO4: To evaluate the development of religious institutions and literature in Medieval Assam.

Course Contents

Topic		Credit	
Unit-1		**Lecture**	**Tutorial**
		MarksDistribution:15	
1.1	Archaeological remains: Deopahar, Malini than, Madan Kamdev, Daparbotiya, Doyang- Dhansiri	**4**	1
1.2	Sculptures of Assam: Deopani school, East India school of Medieval Art	**4**	1
1.3	Stupas and rock-cut caves: Surya Pahar, Jogighopa, Pancharatna	4	1
Unit:2		MarksDistribution:15	
2.1	Historical monuments of the Ahom period: monuments at Sivasagar, Dergaon, Maidams of Charaideu	**4**	1
2.2	Monuments of the Koch period: Kamakhya and Hajo.	**4**	1
2.3	Literary traditions of Medieval Assam*: Buranjis, Vamsavalis*	4	1
	Unit:3	MarksDistribution:15	
3.1	Neo- Vaishnavism in Medieval Assam: Socio-religious background, Basic tenets	**4**	1
3.2	Satra institutions of Barpeta and Majuli	**4**	1
3.3	Development of Vernacular literature:	4	1

	Bhakti literature, *Caritputhis*		
	Unit:4	MarksDistribution:15	
4.1	Monuments Kachari period: Kasomari and Dimapur	**4**	1
4.2	Art and Architecture of the Ahoms	**4**	1
4.3	Manuscript tradition of medieval Assam	4	1

Modes of In-Semester Assessment *: 40 Marks*

Two Unit Test *: 10+10=20*

Any two of the activities listed below *: 10+10=20*

a. *Group Discussion/Viva*
b. *Project/Seminar*

Suggested Reading List:

- Maheswar Neog, Cultural Heritage of Assam
  - Sankardeva and His Times
- H.K. Barpujari, The Comprehensive History of Assam Vol. I and III
- S. N. Sarma, A Socio-Economic and Cultural History of Medieval Assam
  -Neo- Vaishnavite Movement and Satra Institutions of Assam
- B.K.Baruah, A Cultural History of Assam
- S.L. Baruah, A Comprehensive History of Assam

SYLLABUS AND SCHEME OF EXAMINATION

For

B.A. (Honours)

POLITICAL SCIENCE

UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

DIBRUGARH UNIVERSITY

DIBRUGARH-786004

ASSAM

2019

2.1 Course III: Political Theory: Concepts and Debates

This course is divided into five units. The Course 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. Further this course 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.

Total Lectures and Tutorials - 84

Unit-I: Freedom: Negative Freedom: Liberty**;** Positive Freedom: Freedom as Emancipation and Development, freedom and other concepts- equality, rights, Freedom of belief, expression and dissent. 13 Lectures and 4 Tutorials

Unit-II: Equality – Types- Formal, Procedural, Substantive, Equality of Opportunity**;** Political equality-in terms of political relations as citizens; equal distribution of political power and influence; Egalitarianism: Background inequalities and differential treatment and Affirmative action 13 Lectures and 4 Tutorials

Unit- III. Indispensability of Justice -Procedural Justice- justice as Entitlement**;** Distributive Justice-Justice as distribution and its communitarian critique; Justice as capabilities and freedom; feminist accounts of Justice; Difference between procedural and substantial justice 13 Lectures and 4 Tutorials

Unit- IV. The Universality of Rights- Natural Rights-features, contractual and teleological views of natural rights**;** Moral rights and legal rights-their difference from natural rights, Bill of Rights versus common law, UDHR as moral rights; Three Generation of Rights**;** Rights and Obligations 13 Lectures and 4 Tutorials

Unit-V: Major Debates – Relationship between state, political obligation and civil disobedience; challenges to the sovereignty of the State; Universality of human rights and cultural relativism; multiculturalism and tolerance; multiculturalism and the new wars of Religion (clashes of civilization) 12 Lectures and 4 Tutorials

Reading List:

- Mckinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press
- Knowles, Dudley. (2001) *Political Philosophy*. London: Routledge
- Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians.* Cambridge: Polity Press

- Carter, Ian. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds.). *Political Concepts*. Manchester: Manchester University Press, pp. 4-15.
- Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman Bedau, Hugo Adam. (2003) 'Capital Punishment', in LaFollette, Hugh (ed.). *The Oxford Handbook of Practical Ethics.* New York: Oxford University Press, pp. 705-733
- Bellamy, Richard and Mason, Andrew (eds.). *Political Concepts.* Manchester: Manchester University Press
- Andrew Heywood, Political Ideologies: An Introduction, Palgrave Macmillan, 2012
- Gauba, O.P., An Introduction to Political Theory, MacMillan India Ltd, Delhi, 2007
- Dutta, Akhil Ranjan, Political Theory: Issues and Debates, Arun Prakashan, Guwahati, 2011
- Bellamy Richard.(ed.) *Theories and Concepts of Politics*. New York: Manchester University Press 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

2.2 Course IV: 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.

Total Lectures and Tutorials - 84

Unit- I: Political Parties and the Party System 13 Lectures and 4 Tutorials

Trends in the Party System; From the Congress System to Multi-Party Coalitions to Single Party Majority System

Unit-II: Elections and Political Behaviour 13 Lectures and 4 Tutorials

Political Mobilization and Leadership

Determinants of Voting Behaviour Caste, Class, Gender and Religion

Unit-III: Regional Aspirations 13 Lectures and 4 Tutorials

Politics of Regionalism

The Politics of Secession and Accommodation

Unit-IV: Religion, Caste and Politics 13 Lectures and 4 Tutorials

Debates on Secularism; Minority and Majority Communalism

Caste in Politics

Unit-V: The Changing Nature of the Indian State 12 Lectures and 4 Tutorials

Developmental, Welfare and Coercive Dimensions

Globalization and the State

READING LIST

- Hasan, Z. (ed.) (2002), *Parties and Party Politics in India: New Delhi: Oxford University Press*
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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)
- 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.

3.1 Course V: 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.

Total Lectures and Tutorials - 84

Unit –I: Understanding Comparative Politics 13 Lectures and 4 Tutorials

Development of comparative politics; Nature and scope; Going beyond Eurocentrism- Third World approaches to comparative politics

Unit-II: Historical context of modern Government-I 13 Lectures and 4 Tutorials

Capitalism: meaning and development; Globalization: Meaning and Development, its impact on government and politics, debates; Socialism: meaning, growth, developments, impact on government and politics.

Unit-III: Historical context of modern government-II 13 Lectures and 4 Tutorials

Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonialism struggles, decolonization and its impact on government and politics

Unit-IV: Themes for comparative analysis-I 13 Lectures and 4 Tutorials

Constitutional development and political economy of Britain and the USA, Role and functions of the organs of the government- A comparative perspective

Unit-V: Themes for comparative analysis II 12 Lectures and 4 Tutorials

Constitutional developments and political economy of Brazil, Nigeria and China

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', *i*n *Teaching Politics*, Nos. 1 and 2, pp. 22-38
- 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
- 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.

- 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.
- 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
- R. Meek, (1957) 'The Definition of Socialism: A Comment', *The Economic Journal*. 67 (265), pp. 135-139.
- 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. Chiryankandath, (2008) 'Colonialism and Post-Colonial Development', in P. Burnell, et. al,*Politics in the Developing World.* New Delhi: Oxford University Press, pp. 31-52.
- M. Mohanty, (1999) 'Colonialism and Discourse in India and China', Available at http://www.ignca.nic.in/ks_40033.html http, Accessed: 24.03.2011.
- 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).
- Charles Herman Prichett (1977), *The American Constitution*. McGraw-Hill Book Company. Ellen Frankel Paul and Howard Dickman (ed.) *Liberty, Property, and the Foundations of the American Constitution*. New York: State University of New York Press.
- Mark Tushnet et al. (2015), *The Oxford Handbook of the US Constitution*, New York: OUP.
- 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.

3.2 Course -VI: 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.

Total Lectures and Tutorials - 84

UNIT-I: PUBLIC ADMINISTRATION AS A DISCIPLINE- Meaning, Dimensions and Significance of the Discipline, Evolution of Public Administration, Public and Private Administration 13 Lectures and 4 Tutorials

UNIT-II: THEORETICAL PERSPECTIVES- Classical Theories: Scientific Management (F.W.Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-type Bureaucracy (Max Weber); Neo-Classical Theories- Human Relations Theory (Elton Mayo), Rational Decision-Making (Herbert Simon)
13 Lectures and 4 Tutorials

UNIT-III: THEORETICAL PERSPECTIVES- Contemporary Theories**:**
Ecological Approach (F. W. Riggs), Innovation and Entrepreneurship (Peter Drucker), Need Hierarchy (Abraham Maslow) 13 Lectures and 4 Tutorials

UNIT-IV: PUBLIC POLICY- Concept, Relevance and Approaches, Formulation, Implementation and Evaluation, People's Participation
13 Lectures and 4 Tutorials

UNIT-V: MAJOR APPROACHES IN PUBLIC ADMINISTRATION- New Public Management, New Public Service Approach, Good Governance, Feminist Perspectives
12 Lectures and 4 Tutorials

READINGS

- 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
- 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.) *Classics of Public Administration,* 4th Edition. Forth Worth: Hartcourt Brace, TX, pp. 510-529.
- 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
- 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
- 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
- M. Weber,'Bureaucracy', in C. Mills, and H. Gerth, F*rom Max Weber: Essays in Sociology*. Oxford: Oxford University Press, 1946
- Warren. G.Bennis, *Beyond Bureaucracy*, Mc Graw Hill, 1973
- D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972
- B. Miner, 'Elton Mayo and Hawthrone', in *Organisational Behaviour 3: Historical Origins and the Future.* New York: M.E. Sharpe, 2006
- S. Maheshwari, *Administrative Thinkers*, New Delhi: Macmillan, 2009
- Fredrickson and Smith, 'Decision Theory', in *The Public Administration Theory Primer*. Cambridge: Westview Press, 2003
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- 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 Miffin,1964
- Peter Drucker, *Innovation and Entrepreneurship*, Harper Collins,1999
- Peter F. Drucker , *The Practice of Management*, Harper Collins, 2006
- 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
- 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
- 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
- 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
- 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
- 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
- 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
- Camila Stivers, *Gender Images In Public Administration*, California : Sage Publishers,2002
- Radha Kumar, *The History of Doing*, New Delhi: Kali For Women, 1998
- Sylvia Walby, *Theorising Patriarchy*, Oxford, Basil Blackwell.1997
- Amy. S. Wharton, *The Sociology Of Gender*, West Sussex : Blackwell-Wiley Publishers,2012
- Nivedita Menon [ed.], *Gender and Politics*, Delhi: Oxford University Press, 1999
- Simone De Beauvoir, *The Second Sex*, London: Picador, 1988
- Alison Jaggar, *Feminist Politics And Human Nature*, Brighton: Harvester Press,1983
- Maxine Molyneux and Shahra Razavi , *Gender, Justice, Development and Rights* ,Oxford: Oxford University Press, 2002

3.3 Course VII: 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.

Total Lectures and Tutorials - 84

Unit-I: Studying International Relations 13 Lectures and 4 Tutorials

Understanding International Relations: Levels of Analysis (Domestic, Regional and Systemic)

History and IR: Emergence of the International State System

Pre-Westphalia and Westphalia

Post-Westphalia

Unit-II: Theoretical Perspectives 13 Lectures and 4 Tutorials

Classical Realism & Neo-Realism

Liberalism & Neo-liberalism

Unit-III: Critical Perspectives 13 Lectures and 4 Tutorials

Marxist Approaches

Feminist Perspectives

Euro-centricism and Perspectives from the Global South

Unit-IV: An Overview of Twentieth Century IR History 13 Lectures and 4 Tutorials

World War I: Causes and Consequences

Significance of the Bolshevik Revolution

Rise of Fascism / Nazism

World War II: Causes and Consequences

Unit-V: Cold War and Post-Cold War 12 Lectures and 4 Tutorials

Cold War: Different Phases

Emergence of the Third World

Collapse of the USSR and the End of the Cold War

Post-Cold War Developments and Emergence of Other Centers of Power

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.
- K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations,* New York: W.W. Nortan 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.
- RumkiBasu, (ed)(2012) International Politics: Concepts, Theories and Issues New Delhi, Sage.
- 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. Nortan and Company, pp. 16-63.
- P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.
- 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.
- 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.
- K. Mingst, (2011) *Essentials of International Relations,* New York: W.W. Nortan 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.
- 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. Scmidt, (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.
- 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.
- 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.
- 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.
- 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. 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
- 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.
- 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.

- A. Acharya and B. Buzan, (2007) 'Why Is There No Non- Western IR Theory: Reflections on and From Asia', *International Relations Of The Asia- Pacific*, Vol 7(3), pp. 285-286.
- T. Kayaoglu, (2010) 'Westphalian Eurocentrism in I R Theory', in *International Studies Review*, Vol. 12(2), pp. 193-217.
- O. Weaver and A. Tickner, (2009) 'Introduction: Geocultural Epistemologies', in A. Tickner and O. Waever (eds), *International Relations: Scholarship Around The World*, London: Routledge, pp. 1-31.
- R. Kanth (ed), (2009) *The Challenge of Eurocentris: Global Perspectives,Policy& Prospects*, New York: Palgrave-McMillan.
- S. Amin, (2010) *Eurocentrism: Modernity, Religion & Democracy*, New York: Monthly Review Press.
- Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 22-35.
- Carr, E.H. (2004) *International Relations between the Two World Wars: 1919-1939*. New York: Palgrave, pp. 197-231 and 258-278.
- Taylor, A.J.P. (1961) *The Origins of the Second World War*. Harmondsworth: Penguin, pp.29-65.
- Carrtuthers, 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.
- Calvocoressi, P. (2001) *World Politics: 1945—2000*. Essex: Pearson, pp. 3-91.
- 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.
- 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.

4.1 Course VIII: 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 political.

Total Lectures and Tutorials - 84

Unit-I: Approaches to Studying Comparative Politics 13 Lectures and 4 Tutorials

a. Political Culture: meaning, role and significance in comparative political analysis
b. New Institutionalism: meaning and nature

Unit-II: Electoral and Party System 13 Lectures and 4 Tutorials

Definition and procedures: Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
Historical contexts of emergence of the party system
Political Parties: Types, ideology, structure, leadership
Election and Coalition Politics

Unit-III: Nation-state 13 Lectures and 4 Tutorials

Understanding the concept of nation–state
Historical evolution in Western Europe and postcolonial contexts
'Nation' and 'State': debates

Unit-IV: Democratization 13 Lectures and 4 Tutorials

Process of democratization in postcolonial, post- authoritarian and post-communist Countries; Democratization in contemporary era: an assessment

Unit-V: Federalism 12 Lectures and 4 Tutorials

Historical context, Federation and Confederation: debates around territorial division of power, Contemporary debates on Federalism

READING LIST

- 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.
- 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.

- 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.
- 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.
- 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.
- B. Criddle, (2003) 'Parties and Party System', in R. Axtmann, (ed.) *Understanding Democratic Politics: An Introduction*. London: Sage Publications, pp. 134-142.
- W. O'Conner, (1994) 'A Nation is a Nation, is a Sate, is a 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.
- A. Heywood, (2002), 'The State', in *Politics*. New York: Palgrave, pp. 85-102
- 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.
- 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.
- 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
- R. Saxena, (2011) 'Introduction', in Saxena, R (eds.) *Varieties of Federal Governance: Major Contemporary Models.* New Delhi: Cambridge University Press, pp. xii-x1.

4.2 Course -IX: Public Policy and Administration in India

Objective: 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.

Total Lectures and Tutorials - 84

Unit-I: Public Policy-Definition, characteristics and models, Public Policy Processes in India
13 Lectures and 4 Tutorials

Unit-II: Decentralization- Meaning, significance, approaches and types, Local Self Governance: Rural and Urban 13 Lectures and 4 Tutorials

Unit-III: Budget- Concept and Significance of Budget, Budget Cycle in India, Approaches and Types of Budgeting 13 Lectures and 4 Tutorials

Unit-IV: Citizen and Administration Interface- Public Service Delivery, Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance
13 Lectures and 4 Tutorials

Unit-V: Social Welfare Administration- Concept and Approaches of Social Welfare, Social Welfare Policies: **Education**: Right to Education, **Health:** National Health Mission, **Food**: Right To Food Security, **Employment**: MGNREGA
12 Lectures and 4 Tutorials

READINGS:

- 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
- 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
- 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 Uncertainity and Instability', in Shafritz, J.M. &
- Hyde, A.C. (eds.) *Classics of Public Administration*. Belmont: Wadsworth
- 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.
- 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/**NFSM**XII.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.cefsindia.org
- www.righttofoodindia.org

4.3 Course – X: 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.

Total Lectures and Tutorials - 84

Unit- I Globalization: Conceptions and Perspectives 13 Lectures and 4 Tutorials

a. Understanding Globalization and its Alternative Perspectives
b. Political: Debates on Sovereignty and Territoriality

Unit- II. Issues and Institutions in Global Politics 13Lectures and 4 Tutorials

Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO

Global Resistances (Global Social Movements- World Social Forum, Amnesty International and Green Peace)

Unit- III. Contemporary Global Issues-I 13 Lectures and 4 Tutorials

Proliferation of Nuclear Weapons, NPT and CTBT
International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments (The UN initiatives)

Unit-IV. Contemporary Global Issues -II 13 Lectures and 4 Tutorials

Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate; Migration; Human Security

Unit-V. Global Shifts: Power and Governance 12 Lectures and 4 Tutorials

Concept of Global Governance; Role of Global Governance in Contemporary International Relations; Global North-South Debate

READING LIST

- 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.
- 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.
- 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.
- K. Shimko, (2005) *International Relations: Perspectives and Controversies,* New York: Houghton Mifflin, pp. 195-219.
- 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).
- 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).
- 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.
- 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.
- 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).
- G. Laxter and S. Halperin (eds.), (2003) *Global Civil Society and Its Limits,* New York: Palgrave, pp. 1-21.
- N. Carter, (2007) *The Politics of Environment: Ideas, Activism, Policy,* Cambridge: Cambridge University Press, pp. 13-81.
- 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: Hughton-Mifflin, pp. 317-339.
- 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.

- A. Vanaik, (2007) *Masks of Empire,* New Delhi: Tulika, pp. 103-128.
- 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.
- 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.
- A. Acharya, (2001) 'Human Security: East versus West', in *International Journal,* Vol. 56, no. 3, pp. 442-460.
- 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.

5.1 Course - XI: 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.

Total Lectures and Tutorials - 84

Unit-I: Text and Interpretation – Approaches to the interpretation of text -Marxian, Totalitarian, Psychoanalytic, Feminist, Straussian, postmodernist interpretations and pluralistic and problem driven interpretations 13 Lectures and 4 Tutorials

Unit-II: Ancient Political Thought: Plato-Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism**; Aristotle-** Citizenship, Justice, State and Revolution 13 Lectures and 4 Tutorials

Unit- III: Machiavelli- Virtue, Religion, Republicanism, morality and statecraft 13 Lectures and 4 Tutorials

Unit-IV: Possessive Individualism-Hobbes: Human nature, State of Nature, Social Contract, State**;** atomistic individuals. 13 Lectures and 4 Tutorials

Unit- V: Locke-Laws of Nature, Natural Rights, Property 12 Lectures and 4 Tutorials

Reading List:

- 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.
- 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.
- A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 9-32.
- R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University PressC.
- D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present,* Oxford: Oxford University Press
- S. Okin, (1992) 'Philosopher Queens and Private Wives', in S. Okin *Women in Western*
  Political Thought, Princeton: Princeton University Press, pp. 28-50
- J. Barnes (ed.), *The Cambridge Companion to Aristotle*. Cambridge: Cambridge University Press, pp. 232-258

- J. Coleman *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers
- Q. Skinner, (2000) 'The Adviser to Princes', in *Machiavelli: A Very Short Introduction*, Oxford: Oxford University Press, pp. 23-53
- C. Macpherson, (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 194-214.

5.2 Course – XII: 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.

Total Lectures and Tutorials - 84

Unit-I: Traditions of Pre-colonial Indian Political Thought – Emergence of Brahmanic and Shramanic (Buddhist and Jainism Philosophies) traditions and their basic tenets; Emergence of Islamic Traditions in India and the development of Hindu-Muslim Syncretism. 13 Lectures and 4 Tutorials

Unit-II: Rajadharma- Origin, Relation between Kinship and the State, Duties of the King; Kautilya- views on Statecraft, Elements of the State (The Saptanga Theory)
13 Lectures and 4 Tutorials

Unit- III: Manu: Social Laws –Sources, Dharma of the four Classes and governance, Rules relating to Law, Rules of Action in Terms of Adversity.
13 Lectures and 4 Tutorials

Unit- IV: Aggannasutta (Digha Nikaya)- Theory of kingship-Origin, Social Classes, Notion of Sovereignty, Views on State and Ideal State.
13 Lectures and 4 Tutorials

Unit-V: Barani: Ideal Polity; Abul Fazal: Monarchy; Kabir: Syncretism
12 Lectures and 4 Tutorials

Reading List:

- T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications
- 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
- *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 Mahabharta: An Inquiry in the Human Condition,* Delhi: Orient Longman
- 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
- V. Mehta, (1992) 'The Cosmic Vision: Manu', in *Foundations of Indian Political Thought,* Delhi: Manohar
- 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
- Kautilya, (1997) 'The Elements of Sovereignty' in R. Kangle (ed. and trns.), *Arthasastra 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.
- 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.
- I. Habib, (1998) 'Ziya Barni's Vision of the State', in *The Medieval History Journal,* Vol. 2, (1), pp. 19- 36.
- M. Alam, (2004) 'Sharia Akhlaq', in *The Languages of Political Islam in India 1200-1800,* Delhi: Permanent Black, pp. 26- 43
- 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
- G. Omvedt, (2008) 'Kabir and Ravidas, Envisioning Begumpura', in *Seeking Begumpura: The Social Vision of Anti Caste Intellectual,* Delhi: Navayana, pp. 91-107.
- L. Hess and S. Singh, (2002) 'Introduction', in *The Bijak of Kabir,* New Delhi: Oxford University Press, pp. 3- 35.

6.1 Course – XIII: Modern Political Philosophy

Course objective: Philosophy and politics are closely intertwined. We explore this convergence by identifying five 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.

Total Lectures and Tutorials - 84

Unit-I : Modernity and its discourses – Concept of Modernity, Renaissance, Enlightenment; Modernity and liberalism, Modernity versus postmodernism, Gandhi's Critique to modern civilization 13 Lectures and 4 Tutorials

Unit-II: Romantics- Jean Jacques Rousseau –Social Contract, General Will, local or direct democracy, self government, origin of inequality; Mary Wollstonecraft- Women and paternalism; critique of Rousseau's idea of education 13 Lectures and 4 Tutorials

Unit-III: Liberal socialist-John Stuart Mill- Liberty, suffrage and subjection of women, right of minorities; utility principle. 13 Lectures and 4 Tutorials

Unit IV. Radicals- (i) Karl Marx -Alienation; difference with other kinds of materialism; Gramsci-Hegemony
13 Lectures and 4 Tutorials

Unit-V: **Radicals- (ii)** Alexandra Kollontai- Views on Morality; socialization of housework; disagreement with Lenin, Noam Chomsky- Manufacturing Consent
12 Lectures and 4 Tutorials

Reading List:

- Review: 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
- 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.
- 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.
- J. Cropsey, (1987) 'Karl Marx', in L. Strauss and J. Cropsey, (eds) *History of Political Philosophy*, 2ndEdition. 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. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 328-354.
- Phukon Girin, Glimpse to Political Thought, DVS Publishers, Guwahati, 2013
- 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. Kollontai, (1977) 'Social Democracy and the Women's Question', in *Selected Writings of Alexandra Kollontai,* London: Allison & Busby, pp. 29-74.
- C. Porter, (1980) *Alexandra Kollontai: The Lonely Struggle of the Woman who defied Lenin,* New York: Dutton Children's Books.
- Harman, Edward S. And Noam Chmoskly (2008) Manufacturing Consent: The Political Economy of the Mass Media, London: Bodley Head

6.2 Course – XIV: 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.

Total Lectures and Tutorials - 84

Unit-I: Introduction to Modern Indian Political Thought: Trends and Genesis

13 Lectures and 4 Tutorials

Unit-II: Reformist Political Thought- Rammohan Roy- Rights – Freedom of Press, Civil Liberties, Gender; Pandita Ramabai: Gender- Women's Education, Sarada Sadan

13 Lectures and 4 Tutorials

Unit-III: Nationalist Political Thought: Gandhi: Swaraj; Nehru: Secularism; Tagore: Critique of Nationalism 13 Lectures and 4 Tutorials

Unit-IV: Thoughts For Social Change: Ambedkar: Social Justice; Lohia: Socialism, M.N. Roy: Radical Humanism 13 Lectures and 4 Tutorials

Unit-V: Thoughts of Cultural Nationalism: Iqbal: Community; Savarkar: Hindutva

12 Lectures and 4 Tutorials

Reading List:

- 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
- 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
- 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.
- S. Sarkar, (1985) 'Rammohan Roy and the break With the Past', in *A Critique on colonial India,* Calcutta: Papyrus, pp. 1-17.
- 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.
- 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.
- 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.
- 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, AurobindoGhose, Mahatma Gandhi and Rabindranath Tagore,* Gurgaon: The Academic Press, pp. 154- 190.

- B. Ambedkar, (1991) 'Constituent Assembly Debates', S. Hay (ed.), *Sources of Indian Tradition, Vol. 2,* Second Edition, New Delhi: Penguin, pp. 342-347.
- Phukon Girin, Glimpse to Political Thought, DVS Publishers, Guwahati, 2013
- 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.
- 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.
- 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.
- 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.
- 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 Modem India,* New Delhi: Sage, pp. 260- 274.
- B. Zachariah, (2004) *Nehru,* London: Routledge Historical Biographies, pp. 169-213.
- 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.

Discipline Specific Electives

Semester-V: DSE-1A: Contemporary Politics in Assam

Total Lectures and Tutorials - 84

Objectives: The primary aim of this paper is acquaint with the students with the politics of contemporary Assam and its neighbouring states. Moreover, being located in the Northeast region it is invariably the concern of the students to have proper understanding of the region.

Unit – I : Composite state of Assam and its Dismemberment- Geo-political features, Colonial Legacy, Social Heterogeneity, Assamese Nationality Question

13 Lectures and 4 Tutorials

Unit – II: Politics of Autonomy in Assam: Regionalism and sub-regionalism – Demand for Autonomous state, Demand for Separate State, Demand for Sixth Schedule

13 Lectures and 4 Tutorials

Unit – III: Politics of Ethnicity in Assam: Politics of migration and its impact on identity Movements – Language movements - Foreign national movement – Insurgency and Secessionist movements.

13 Lectures and 4 Tutorials

Unit – IV: Inter-State border disputes (Assam-Nagaland, Assam-Meghalaya, Assam-Arunachal Pradesh)

13 Lectures and 4 Tutorials

Unit – V: Politics of Development- Development induced Displacement, Environment-Large dams

12 Lectures and 4 Tutorials

Books Recommended:

- Joysankar Hazarika : Geopolitics of Northeast India, Gyan Publishers, New Delhi,1996
- Manirul Hussain : The Assam Movement : Class, Identity and Ideology, Manak Publications, New Delhi, 1993
- Sandhya Goswami : Language Politics in Assam, Ajanta, New Delhi, 1997
- K.M. Deka (ed.) : Nationalism and Regionalism in Northeast India, Dibrugarh University,1985
- K.M. Deka & K.N. Phukon: Ethnicity in ASSAM, Dibrugarh University, 2001
- Girin Phukon : Assam's Attitude to Federalism, Sterling Publishers, New Delhi, 1984
  : Inter-Ethnic conflict in Northeast India, (South Asian Publishers, NewDelhi, 2005)
  : Politics of Regionalism in Northeast India (Spectrum Publication, New Delhi, 2003.
- Girin Phukon & N.L. Dutta (eds) : Politics of Identity and Nation Building in Northeast India, South Asian Publishers, New Delhi, 1997
- A.K.Baruah: Social Tensions in Assam
- J.Upadhyay : Student Politics in Assam, 2017
- Monirul Hussain: Iterrogating Development, Sage, 2008

- S.K. Chaube : Hill Politics in Northeaswt India, Orient Longman Ltd., New Delhi, 1999
- Meeta Deka : Student Movement in Assam, Vikas, New Delhi, 1996
- Samir Kr. Das : ULFA, (United Liberation Front of Assam) : A Political analysis, 1994
- B. Dutta Roy : Re-organisation of Northeast India since, 1947 (Concept Publishing Company, New Delhi, 1996)

Semester-V:

DSE-2A: Human Rights in Comparative Perspective

Course objective: This course attempts to build an understanding of human rights among students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme. Thematic discussion of sub-topics in the second and third sections should include state response to issues and structural violence questions.

Total Lectures and Tutorials – 84

Unit-I: Human Rights: Theory and Institutionalization: Understanding Human Rights, Philosophical Foundations of Human Rights- Utilitarian Rights, Natural Rights, Positivist School, Asian Values, Three Generations of Rights

13 Lectures and 4 Tutorials

Unit-II: Institutional Arrangements-United Nations, Universal Declaration of Human Rights, International Covenant on Civil and Political Rights (ICCPR), International Covenant on Economic Social and Cultural Rights (ICESCR), Optional Protocols

13 Lectures and 4 Tutorials

Unit-III: Rights in National Constitutions: South Africa and India

13 Lectures and 4 Tutorials

Unit-IV: Issues of Human Rights: Torture: USA and India, Surveillance and Censorship: China and India, Terrorism and Insecurity of Minorities: USA and India

13 Lectures and 4 Tutorials

Unit-V:Structural Violence: Caste and Race: South Africa and India, Gender and Violence: India and Pakistan, Adivasis/Aboriginals, the Land Question: Australia and India

12 Lectures and 4 Tutorials

READING LIST

- J. Hoffman and P. Graham, (2006) 'Human Rights', *Introduction to Political Theory*, Delhi, Pearson, pp. 436-458.
- SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in *Introducing Human Rights*, New Delhi: Oxford University Press.
- The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.
- The Constitution of India, Chapter 3: Fundamental Rights
- M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' *Universal Human Rights*, Vol. 1(4), pp. 25-55
- J. Lokaneeta, (2011) 'Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in *Transnational Torture Law, Violence, and State Power in the United States and India*, Delhi: Orient Blackswan,
- D. O'Byrne, (2007) *Human Rights: An Introduction***,** Delhi: Pearson

- D. Lyon, (2008) Surveillance Society, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp.1-7.
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- U. Singh, (2007) 'The Unfolding of Extraordinariness: POTA and the Construction of Suspect Communities', in *The State, Democracy and Anti-terror Laws in India***,** Delhi: Sage Publications, pp.165-219
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Semester-V:

DSE-2B: Development Process and Social Movements in Contemporary India

Course objective: Under the influence of globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power. The high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new theatres of contestation and struggles. A variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens the democratic space so very vital to the formulation of critical consensus. This course proposes to introduce students to the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic voice of citizens.

Total Lectures and Tutorials – 84

UNIT- I: Development Process since Independence

a. State and planning
b. Liberalization and reforms

13 Lectures and 4 Tutorials

UNIT-II: Industrial Development Strategy and its Impact on the Social Structure

a. Mixed economy, privatization, the impact on organized and unorganized labour
b. Emergence of the new middle class

13 Lectures and 4 Tutorials

UNIT- III: Agrarian Development Strategy and its Impact on the Social Structure

a. Land Reforms, Green Revolution
b. Agrarian crisis since the 1990s and its impact on farmers

13 Lectures and 4 Tutorials

UNIT- IV: Social Movements-I

a. Tribal, Peasant, Dalit
b. Maoist challenge

13 Lectures and 4 Tutorials

UNIT-V: Social Movements-II

a. Civil rights movements, Women's movements
b. Environmental and Ecological Movements

12 Lectures and 4 Tutorials

READING LIST

- Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) *The State and Development Planning in India*. Delhi: Oxford University Press, pp. 73-108.
- A. Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms' in R. Mukherji (ed.) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp 146-169.
- P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.
- P. Patnaik and C. Chandrasekhar, (2007) 'India: Dirigisme, Structural Adjustment, and the Radical Alternative', in B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, pp. 218-240.

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- A. Aggarwal, (2006) 'Special Economic Zones: Revisiting the Policy Debate', in *Economic and Political Weekly,* XLI (43-44), pp.4533-36.
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- F. Frankel, (2005) 'Crisis of National Economic Planning', in *India's Political Economy (1947- 2004): The Gradual Revolution*, Delhi: Oxford University Press, pp. 93-340.
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- S. Shyam, (2003) 'Organizing the Unorganized', in *Seminar*, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531] pp. 47-53.
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- J. Harriss, (2006) 'Local Power and the Agrarian Political Economy' in Harriss, J. (ed) *Power Matters: Essays on Institutions, Politics, and Society in India*, Delhi. Oxford University Press, pp. 29-32.
- K. Suri, (2006) 'Political economy of Agrarian Distress', in *Economic and Political Weekly*, XLI(16) pp. 1523-1529.
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- P. Sainath, (2010) 'Agrarian Crisis and Farmers', Suicide', *Occasional Publication*22, New Delhi: India International Centre (IIC).
- M. Sidhu, (2010) 'Globalisation vis-à-vis Agrarian Crisis in India', in R. Deshpande and S. Arora, (eds.) *Agrarian Crises and Farmer Suicides (Land Reforms in India Series)*, New Delhi: Sage, pp. 149-174.
- V. Sridhar, (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in *Economic and Political Weekly*, XLI (16).
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- G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) *Democracy in India*, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.
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- A. Roy, (2010) 'The Women's Movement', in N.Jayal and P. Mehta (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp.409-422.
- N. Sundar, (2011) 'At War with Oneself: Constructing Naxalism as India's Biggest Security Threat', in M. Kugelman (ed.) *India's Contemporary Security Challenges*, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.46-68.
- M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in A.Kohli. (ed.) *The Success of India's Democracy*, Cambridge: CUP, pp.193-225.
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- B. Nayar, (ed.), (2007) *Globalization and Politics in India*. Delhi: Oxford University Press.
- S. Roy and K. Debal, (2004) *Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity*, Delhi: Sage.
- G. Omvedt, (1983) *Reinventing Revolution, New Social Movements and the Socialist Tradition in India*, New York: Sharpe.
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- G. Rath, (ed.), (2006) *Tribal development in India: The Contemporary Debate*, New Delhi: Sage Publications.
- J. Harris, (2009) *Power Matters: Essays on Institutions, Politics, and Society in India*. Delhi: Oxford University press.
- K. Suresh, (ed.), (1982) *Tribal Movements in India*, Vol I and II, New Delhi: Manohar (emphasis on the introductory chapter).
- M. Mohanty, P. Mukherji and O.Tornquist, (1998) *People's Rights: Social Movements and the State in the Third World*. New Delhi: Sage Publications.
- M. Rao, (ed.), (1978) *Social Movements in India*, Vol. 2, Delhi: Manohar.
- N. Jayal, and P. Mehta, (eds.), (2010) *The Oxford Companion to Politics in India*, Delhi:Oxford University Press.
- P. Bardhan, (2005) *The Political Economy of Development in India*, 6th impression, Delhi: Oxford University Press.
- R. Mukherji, (ed.), (2007) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press.
- R, Ray and M. Katzenstein, (eds.), (2005) *Social Movements in India*, Delhi: Oxford University Press.

- S. Chakravarty, (1987) *Development Planning: The Indian Experience*, Delhi: Oxford University Press.

Semester-VI:

DSE 3A: 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.

Total Lectures and Tutorials – 84

Unit-I: Public Policy and Analysis- Meaning and Concept, Models and Approaches
13 Lectures and 4 Tutorials

Unit-II: State and Public Policy- Nature of State and Public Policy, State Directed Policy in India: Pre and Post Reform periods
13 Lectures and 4 Tutorials

Unit-III: Political Economy and Policy: Interest Groups and Social Movements- Global Financial Institutions and Public Policy in India, Interest Groups in India, Peoples' Movements and Public Policy in India
13 Lectures and 4 Tutorials

Unit-IV: Policy Decision-Making in India- Processes and Issues, Legislative Processes, Legal Dynamics
13 Lectures and 4 Tutorials

Unit- V: Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments (Inclusive Development, Disinvestment)
12 Lectures and 4 Tutorials

READING LIST

- 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.
- Dunleavy, P. and O'Leary, B. (1987) *Theories of the State*. London: Routledge.
- McClennan, 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.
- 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.
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- 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.
- 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

Semester: VI
DSE 4A: India's Foreign Policy in a Globalizing World

Course objective: This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

Total Lectures and Tutorials – 84

Unit I. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

Basic Determinants: Geography, Economic Development, Political Traditions
Evolution of India's foreign policy: personality and structures of decision making

13 Lectures and 4 Tutorials

Unit II. India's Relations with the USA and USSR/Russia

Cold war years; Post-cold war; Changes and continuities

13 Lectures and 4 Tutorials

Unit III. India's Engagements with China

Nehruvian era; Post-Nehruvian era; Challenges in the post-cold war era: security and economic issues

13 Lectures and 4 Tutorials

Unit IV India in South Asia: Debating Regional Strategies

Bilateral: Pakistan, Bangladesh, Nepal, Bhutan, Sri Lanka
Institutional: SAARC, India and ASEAN

13 Lectures and 4 Tutorials

Unit V India's Negotiating Style and Strategies

Trade, Environment and Security Regimes: Nuclear, Climate Change, Foreign Economic Policy, WTO negotiations and India's role; India in the Contemporary Multipolar World: India role in the 21st century, India role in the UN

12 Lectures and 4 Tutorials

READING LIST

- S. Ganguly and M. Pardesi, (2009) 'Explaining Sixty Years of India's Foreign Policy', in *India Review*, Vol. 8 (1), pp. 4–19.
- Ch. Ogden, (2011) 'International 'Aspirations' of a Rising Power', in David Scott (ed.), *Handbook of India's International Relations*, London: Routeledge, pp.3-31

- W. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, *Trysts with Democracy: Political Practice in South Asia*, Anthem Press: University Publishing Online.
- J. Bandhopadhyaya, (1970) *The Making Of India's Foreign Policy,* New Delhi: Allied Publishers.
- S. Mehrotra, (1990) 'Indo-Soviet Economic Relations: Geopolitical and Ideological Factors',in *India and the Soviet Union: Trade and Technology Transfer*, Cambridge University Press: Cambridge, pp. 8-28.
- R. Hathaway, (2003) 'The US-India Courtship: From Clinton to Bush', in S. Ganguly (ed.), *India as an Emerging Power*, Frank Cass: Portland.
- A. Singh, (1995) 'India's Relations with Russia and Central Asia', in *International Affairs*, Vol. 71 (1): 69-81.
- M. Zafar, (1984), 'Chapter 1', in *India and the Superpowers: India's Political Relations with the Superpowers in the 1970s*, Dhaka, University Press.
- H. Pant, (2008) 'The U.S.-India Entente: From Estrangement to Engagement', in H. Pant, *Contemporary Debates in Indian Foreign and Security Policy: India Negotiates Its Rise in the International System*, Palgrave Macmillan: London.
- D. Mistry, (2006) 'Diplomacy, Domestic Politics, and the U.S.-India Nuclear Agreement', in *Asian Survey*, Vol. 46 (5), pp. 675-698.
- H. Pant, (2011) 'India's Relations with China', in D. Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp. 233-242.
- A. Tellis and S. Mirski, (2013) 'Introduction', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.
- S. Raghavan, (2013) 'Stability in Southern Asia: India's Perspective', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.
- Li Li, (2013) 'Stability in Southern Asia: China's Perspective', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.
- S. Muni, (2003) 'Problem Areas in India's Neighbourhood Policy', in *South Asian Survey*, Vol. 10 (2), pp. 185-196.
- S. Cohen, (2002) *India: Emerging Power*, Brookings Institution Press.V. Sood, (2009) 'India and regional security interests', in Alyssa Ayres and C. Raja Mohan (eds), *Power realignments in Asia: China, India, and the United States*, New Delhi: Sage.
- M. Pardesi, (2005) 'Deducing India's Grand Strategy of Regional Hegemony from Historical and Conceptual Perspectives', IDSS Working Paper, 76, Available at http://www.rsis.edu.sg/publications/WorkingPapers/WP76.pdf, Accessed: 19.04.2013.
- D. Scott, (2009) 'India's "Extended Neighbourhood" Concept: Power Projection for a Rising Power', in *India Review*, Vol. 8 (2), pp. 107-143
- S. Cohen, (2002) 'The World View of India's Strategic Elite', in S. Cohen, *India: Emerging Power*, Brookings Institution Press, pp. 36-65.
- A. Narlikar, (2007) 'All that Glitters is not Gold: India's Rise to Power', in *Third World Quarterly,* Vol. 28 (5) pp. 983 – 996. N. Dubash, (2012) 'The Politics of Climate Change in India: Narratives of Enquiry and Cobenefits', Working Paper, New Delhi: Centre for Policy Research.

- N. Jayaprakash, (2000) 'Nuclear Disarmament and India', in *Economic and Political Weekly*, Vol. 35 (7), pp. 525-533.
- P. Bidwai, (2005) 'A Deplorable Nuclear Bargain', in *Economic and Political Weekly*, Vol. 40 (31), pp. 3362-3364.
- A. Anant, (2011) 'India and International Terrorism', in D. Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp. 266-277.
- R. Rajgopalan and V. Sahni (2008), 'India and the Great Powers: Strategic Imperatives, Normative Necessities', in *South Asian Survey*, Vol. 15 (1), pp. 5–32.
- C. Mohan, (2013) 'Changing Global Order: India's Perspective', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.
- A. Narlikar, (2006) 'Peculiar Chauvinism or Strategic Calculation? Explaining the Negotiating Strategy of a Rising India', in *International Affairs*, Vol. 82 (1), pp. 59-76.
- P. Mehta, (2009) 'Still Under Nehru's Shadow? The Absence of Foreign Policy Frameworks in India', in *India Review*, Vol. 8 (3), pp. 209–233.

Online Resources:

Government of India's Ministry of External Relations website at http://www.mea.gov.in/ and specially its library which provides online resources at http://mealib.nic.in/

The Council of Foreign Relations has a regularly updated blog on India's foreign policy: http://www.cfr.org/region/india/ri282

Centre for Policy Research's blog on IR and strategic affairs though it is not exclusively on India's foreign policy. http://www.cprindia.org/blog/international- relations-and-security-blog

Institute for Defence Studies and Analyses: http://www.idsa.in/

Research and Information System: www.ris.org.in/

Indian Council of World Affairs: www.icwa.in/

Institute of Peace and Conflict Studies: www.ipcs.org/

Indian Council for Research on International Economic Relations: www.icrier.org/

Semester-II
GE-2A: 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. The paper also covers the history of feminism in the west, socialist societies and in anti-colonial struggles. Further a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities.
Total Lectures and Tutorials – 84

Unit-I: Concepts in Feminism- Sex/Gender distinction, Patriarchy, Gender Socialisation, Sexual Division of Labour, Private-Public Dichotomy, Biologism versus social constructivism, Feminism

13 Lectures and 4 Tutorials

Unit-II: Approaches to the study of Feminism

Liberal, Socialist, Marxist, Radical feminism and Third World Approach

13 Lectures and 4 Tutorials

Unit-III Genesis of Feminist Movements in the West:

Seneca Falls Convention; Black Feminist Movement, Suffragist Movement in USA, Britain and France; the French Revolution and the Declaration of the Rights of Women and Female Citizen

13 Lectures and 4 Tutorials

Unit-IV: Genesis of Feminist Movement in the East:

Feminism and the Communist Revolution in China-Issues and Debates
Movement for Women's Emancipation-Rosa Luxemburg, Alexandria Kollontai
Feminist issues and women's participation in anti-colonial and national liberation movements in India

13 Lectures and 4 Tutorials

Unit-V: The Indian Experience:

Contemporary issues in Feminism: Environment, Domestic Violence, Rape, Dowry, Sexual Harassment at Workplace, Right to Property and Customary versus Constitutional Law; Gender Relations in India: Family- Matrilineal and Patrilineal; Women and Work

12 Lectures and 4 Tutorials

Reading List:

- 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.
- Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.

- Rowbotham, Shiela. (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.
- 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, Maiyatree. (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.
- 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.
- 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.

Semester-III
GE-3A: 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.

Total Lectures and Tutorials – 84

Unit-I: Introducing Ambedkar

Approach to Study Polity, History, Economy, Religion and Society

13 Lectures and 4 Tutorials

Unit-II: Caste and Religion

a. Caste, Untouchability and Critique of Hindu Social Order
b. Religion and Conversion

13 Lectures and 4 Tutorials

Unit-III: Women's Question

a. Rise and Fall of Hindu Women
b. Hindu Code Bill

13 Lectures and 4 Tutorials

Unit-IV: Political Vision and Economic Vision

a. Democracy and Citizenship
b. Land and Labour

13 Lectures and 4 Tutorials

Unit-V: Constitutionalism

a. Rights and Representations
b. Constitution as an Instrument of Social Transformation

12 Lectures and 4 Tutorials

READING LIST

- 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.
- E. Zelliot, (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.
- 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) '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.
- B. Ambedkar, (2003), 'Role of Dr. B. R. Ambedkar in Bringing The Untouchables on the Political Horizon of India and Lying 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.
- 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.
- 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.
- 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.
- 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, 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.

Semester-IV
GE-4A: 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.
Total Lectures and Tutorials – 84

Unit-I: Concept of Globalisation: Globalisation debate; for and against, Approaches to understanding globalisation: a. Liberal approach b. Radical approach

13 Lectures and 4 Tutorials

Unit-II: International Institutions/Regimes

a. World Bank
b. International Monetary Fund
c. The World Trade Organisation

13 Lectures and 4 Tutorials

Unit-III: Issues in Globalisation: Alternative Perspectives on its nature and character, critical dimensions: economic, political and cultural

13 Lectures and 4 Tutorials

Unit-IV: Globalisation and democracy: State, sovereignty and the civil society, Globalisation and Politics in developing countries, Globalisation and social movements

13 Lectures and 4 Tutorials

Unit-V: Issues and Challenges:

Globalisation and the demise of Nation State,
Globalisation and human migration
The inevitability of globalisation: Domestic and Global responses

12 Lectures and 4 Tutorials

Suggested Reading:

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 Stiglitg, 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 Kostecki, the Political Economy of the World Trading System: From GATT to WTO, New York, OUP,

SEMESTER-I

Course Title : **Understanding Political Theory**
Course Code : **PSCC1**
Nature of Course : **Major**
Total Credits : **4**
Distribution of Marks : **60 (End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse the evolution, approaches and relevance of the study of political theory
ILO1.1: Explain the conceptual underpinnings of political theory
ILO1.2: Distinguish the different approaches to political theory
ILO1.3: Interpret the decline and resurgence of political theory

CO2: Interpret various schools of thought in political theory
ILO2.1: Compare the tenets of liberal and classical traditions of political theory
ILO2.2: Distinguish the basic principles of modern and Marxist traditions of political theory
ILO2.3: Infer the contemporary relevance of these select traditions of political theory

CO3: Illustrate the contemporary perspectives in political theory
ILO3.1: Define the meaning and types of feminist political theory
ILO3.2: Explain the meaning, evolution and models of multiculturalism
ILO3.3: Describe the meaning and development of post-modernism

CO4: Explain the different concepts and theories of state and citizenship
ILO 4.1: Interpret the meaning and types of citizenship
ILO 4.2: Distinguish the different approaches to citizenship
ILO 4.3: Identify the types and functions of state and civil society

CO5: Assess the nature and diversities of democracy
ILO 5.1: Estimate the nature and functioning of different types of democracy
ILO 5.2: Analyse the important debates on democracy

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
I	**Political Theory: concepts, meaning and evolution** What is Political Theory? Why do we need Political Theory? Evolution of political theory;ApproachestoPoliticalTheory-Normative,HistoricalandEmpirical; Behavioualismand Post Behaviouralism; Decline and Resurgence	10	2	12

II	**Traditions of Political Theory** Liberal Tradition: Meaning, history of liberalism, Phases of liberalism and their features-Classical-contractarianism, individual autonomy and Utilitarianism, Modern-welfare state and distributive justice. Marxist tradition: Introducing Marxism, historical materialism, concept of class, dictatorship of the proletariat	10	2	12
III	**Contemporary Perspectives in Political Theory:** Feminism: Meaning, Types- Liberal, Marxist, Radical and Third World Feminisms Multiculturalism: Meaning and evolution, models of multiculturalism-hybridity, constitutional diversity, right to cultural membership Postmodernism- Meaning, Development, Difference between postmodernism and modernism	10	2	12
IV	**Political Theory and Practice-I:** Citizenship-meaning, types-active and passive, liberal and universal citizenship, feminism and citizenship, Marxist critique of citizenship; Types of State- Liberal and Marxist State and Civil Society	10	2	12
V	**Theory and Practice- II:** Democracy-Direct, Liberal, Procedural, Deliberative; Debates- Democracy and Difference, Representation and Participation, Democracy and Development	10	2	12

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	**Remember**	**Understand**	**Apply**	**Analyse**	**Evaluate**	**Create**
Factual knowledge				C03	C04	
Conceptual knowledge					CO1, CO2	
Procedural knowledge					CO5	
Metacognitive knowledge						

Mapping of Course outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	×	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment : 40 Marks

1. Two Unit Test : 10+10=20
2. Any two of the activities listed below : 10+10=20
   a. Group Discussion
   b. Home Assignment
   c. Fieldwork/Project
   d. Viva-Voce

Suggested Reading List:

- Bhargava, R.(2008) 'What is Political Theory', inBhargava, R. and Acharya, A. (eds.)*PoliticalTheory:An Introduction.* New Delhi: Pearson Longman,pp. 2-16.
- Bellamy, R. (1993)'Introduction:TheDemiseandRise of PoliticalTheory',in Bellamy,R. (ed.) *Theories and Concepts of Politics. New York*:ManchesterUniversityPress, pp. 1-14.
- Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory andMethodsin Political Science.*London: Macmillan, pp. 21-40.
- Sanders, D. (1995) 'Behavioural Analysis', in Marsh, D. and Stoker, G. (eds.) *TheoryandMethods in Political Science.*London:Macmillan, pp. 58-75.
- Chapman, J.(1995)'TheFeministPerspective', in Marsh, D.andStoker,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. AndGaus,G.F. (eds.)*HandbookofPoliticalTheory.* New Delhi: Sage,pp.46-54.
- Vincent, A. (2004) *The Nature of Political Theory*.NewYork:OxfordUniversityPress, 2004, pp.19-80.
- Srinivasan,J.(2008). 'Democracy', in Bhargava,R.andAcharya, A. (eds.)*PoliticalTheory:AnIntroduction.*NewDelhi:PearsonLongman, pp.106-128.

- Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.)*PoliticalConcepts.*Manchester and New York: Manchester University Press, pp. 105-117.

- Christiano,Th.(2008)'Democracy', in Mckinnon,C. (ed.) *Issues in Political Theory*,NewYork:Oxford University Press, pp. 80-96.

- Arblaster,A. (1994) *Democracy*. (2nd Edition). Buckingham:OpenUniversityPress.

- Roy,A.'Citizenship' in Bhargava,R.andAcharya,A. (eds.)*Political Theory: An Introduction.*NewDelhi:PearsonLongman, pp.130-146.

- Brighouse,H.(2008) 'Citizenship', in Mckinnon,C. (ed.) *Issues in Political Theory*,NewYork:OxfordUniversityPress, pp. 241-258.

- AndrewHeywood,PoliticalIdeologies: An Introduction,PalgraveMacmillan,2012

- Gauba,O.P,AnIntroductionto Political Theory, MacMillan India Ltd,Delhi,2007

- Dutta, Akhil Ranjan, Political Theory: Issues and Debates, ArunPrakashan,Guwahati,2011

Course Title	**: Concepts and Debates inPolitical Theory**
Course Code	**: MINPSC1**
Nature of Course	**: Minor**
Total Credits	**: 4**
Distribution of Marks	**: 60 (End-Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse the concept and relevance of the study of political theory

ILO 1.1: Explain the conceptual underpinnings of political theory

ILO 1.2: Interpret the decline and resurgence of political theory

CO2: Examine the concepts of liberty, equality and justice in political theory

ILO 2.1: Compare the different dimensions of negative and positive liberty

ILO 2.2: Outline the important interpretations of equality of opportunity, welfare and resources

ILO 2.3: Infer the different types and dimensions of justice

CO3:Assess the concepts of rights and democracy in political theory

ILO 3.1: Identify the various types of rights and their relevance in addressing societal needs

ILO 3.2: Outline the types of democracy and their functioning

ILO 3.3: Examine the interface of democracy and rights

CO4: Explain the concept of citizenship in political theory

ILO 4.1: Interpret the meaning and types of citizenship

ILO 4.2: Identify the debates around citizenship

CO5: Evaluate the nature of state and civil society in political theory

ILO 5.1: Illustrate the nature and functioning of state and civil society

ILO 5.2: Examine the relationship between state and civil society

ILO 5.3: Identify the debates on state and civil society

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
I	**Political Theory Basics:** What is Politics? What is Political? Relevance and Decline of Political Theory	10	2	12
II	**Concepts in Political Theory-I:** Liberty- Negative and Positive Liberty, Liberty and Equality, Liberty and Rights Equality-Equality of Welfare, Equality of Opportunity, Equality of Resources Justice-Distributive Justice; Procedural Justice, Justice	10	2	12

	as Fairness; Capabilities and Freedom			
III	**Concepts in Political Theory -II:** Rights-Negative and Positive Rights; Civil, Political and Social Rights; Legal Rights; Moral Rights; Human Rights Communitarians and Rights; Multiculturalism and Rights Democracy- Direct Democracy, Liberal Democracy; Procedural Democracy -Elitist, Pluralist, Egalitarian, Communist, Participatory, Deliberative Democracy	10	2	12
IV	**Concepts in Political Theory- III:** Equal and Universal Citizenship, Globalization and Citizenship, Dilemma of Liberal Citizenship-Uniformity and Generality	10	2	12
V	**State and Civil Society** –Marxist and Liberal; Challenges to State; Evolution of Civil Society, Relationship between State and Civil Society	10	2	12

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge						
Conceptual knowledge		CO4		CO1,CO2	CO5	
Procedural knowledge					CO3	
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	×	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment **: 40 Marks**

1. Two Unit Test : 10+10=20
2. Any two of the activities listed below : 10+10=20
   a. Group Discussion
   b. Home Assignment
   c. Fieldwork/Project
   d. Viva-Voce

Suggested Reading List:

- 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) 'Behavioural 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.

- Bharghava, 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*.NewYork:Oxford University Press, 2004, pp.19-80.

- 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.

- Andrew Heywood, Political Ideologies: An Introduction, Palgrave Macmillan, 2012

- Gauba,O.P., An Introduction to Political Theory, MacMillan India Ltd, Delhi, 2007
- Dutta, Akhil Ranjan, Political Theory: Issues and Debates, Arun Prakashan, Guwahati, 2011
- McKinnon,C. (ed.)*Issues inPoliticalTheory*,NewYork:OxfordUniversityPress.
- Swift. A.(2001). *Political Philosophy:A Beginners Guide forStudentsandPoliticians.*Cambridge:PolityPress.

Course Code : **GECPSC1**
Nature of Course : **GEC**
Total Credits : **3**
Distribution of Marks :**60 (End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Describe the concept and the institutional frameworks of human rights
ILO 1.1: Identify the meaning, nature and scope of human rights
ILO 1.2: Outline the approaches to the study of human rights
ILO 1.3: State the institutional frameworks of human rights
CO2: Examine the functioning of human rights institutions in the Indian context
ILO 2.1: Discuss the constitutional provisions for the protection of human rights
ILO 2.2: Describe the human rights laws and institutions in India
CO3: Analyse the human rights movements in India
ILO 3.1: Identify the environmental, Dalit and women's movement
ILO 3.2: Relate these movements to contemporary socio-political realities

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
I	**Meaning, nature, and scope of Human Rights:** Universalism and Cultural Relativism, Generations of Human Rights	6	3	15
II	**Institutional Frameworks:**UDHR, ICCPR, ICESCR and Optional Protocols, CEDAW	8	4	15
III	**Human Rights in Indian Context:** Human Rights and the Indian Constitution Human Rights Laws and Institutions in India	8	4	15
IV	**Human Rights Movements in India:** Environmental movements, Dalit movement, Women's movement	8	4	15

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge	C01					
Conceptual knowledge						
Procedural knowledge				C02, C03		
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	×	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment **: 40 Marks**

1. Two Unit Test : 10+10=20
2. Any two of the activities listed below :10+10=20
    a. Group Discussion
    b. Home Assignment
    c. Fieldwork/Project
    d. Viva-Voce

Suggested ReadingList:

- Baxi,Upendra (2002), *The Future of Human Rights*, OxfordUniversity Press, Delhi.
- Beteille,Andre(2003),*AntinomiesofSociety:EssaysonIdeologyandInstitutions*,OxfordUniversityPress,Delhi
- Ghanshyam Shah, (1991) *SocialMovementsinIndia*,SagePublications,Delhi
- Shah, Nandita and Nandita Gandhi (1992) *Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*, Kali for Women,Delhi.
- Gonsalves, Colin (2011) Kaliyug: The decline of human rights law in the period of Globalisation Human Rights Law Network, New Delhi.
- Sen,Amartya,*DevelopmentasFreedom (*1999). NewDelhi,OUP.
- Donelly, Jack and Rhoda Howard (ed.), International Handbook of Human Rights,Westport, Connecticut: Greenwood Press,1987.
- Donelly, Jack, Universal Human Rights in Theory and Practice, New Delhi, Manas,2005.
- Gerwith, Human Rights: Essays on Justification and Application, University of Chicago Press, Chicago, 1982.
- Khan, Mumtaz Ali, Human Rights and the Dalits, Uppal Publishing House, New Delhi, 1995.

Governance: Field Studies from rural India, New Delhi,

SEMESTER-II

Course Title : **Indian Government and Politics**
Course Code : **PSCC2**
Nature of Course : **Major**
Total Credits : **4**
Distribution of Marks : **60 (End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Describe the structure and features of the Indian Constitution

ILO 1.1: Identify the framing of the Indian constitution
ILO 1.2: State the major features of the Indian constitution
ILO 1.3: Outline the provisions of fundamental rights, fundamental duties and directive principles of state policy.

CO2: Examine the institutional design of the Indian constitution

ILO 2.1: Explain the composition powers and functions of the legislature, executive and judiciary
ILO2.2: Outline the functioning of the legislature, executive and judiciary
ILO 2.3: Interpret the interconnections between these institutions and their relevance in the present context
ILO 2.4: Analyse the debates concerning the working of these institutions

CO3: Assess the various dimensions of federalism in India

ILO 3.1: Identify the evolution of federalism in India.
ILO 3.2:Discuss the structure, features and functioning of federalism in India.
ILO3.3: Analyse the challenges of federalism in India.
ILO 3.4: Examine the politics of accommodation vis a vis federalism in India.

CO4: Analyse the process of decentralisation and local governance in India

ILO 4.1: Identify the constitutional provisions of local governance.
ILO 4.2: Outline the features of the 11^{th} and 12^{th} Schedule of the Indian Constitution.
ILO 4.3: Examine the working of the state institutions and their interactions with the socio-political environment at the grassroots level.

Unit	Contents	Instructional hours per week		Total marks
		L	T	
I	**The Constituent Assembly and the Constitution:**	10	2	12

	Framing of the Constitution- Acts of 1909, 1919, 1935 and 1947; the Preamble and the major features of the Constitution, Fundamental Rights, Fundamental Duties and Directive Principles of State Policy			
II	**Organs of Government -I** The Legislature: Parliament-Composition, Powers and Functions The Executive: President, Vice President, Prime Minister, Council of Ministers	10	2	12
III	**Organs of Government-II** The Judiciary: Supreme Court and High Courts, Judicial Review Relation between Executive and Judiciary, Judicial Activism, Public Interest Litigation (PIL)	10	2	12
IV	**Federalism** Federalism: Nature, Division of Powers, Emergency Provisions, Centre-State Relations- Conflicts and Accommodation, Fifth and Sixth Schedules of the Constitution of India	10	2	12
V	**Decentralization and Local Government** **Panchayati Raj, Municipalities** 73rd, 74thAmendments and 11th, 12th Schedule of the Constitution of India	10	2	12

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge	C01					
Conceptual knowledge						
Procedural knowledge				C02, C04	C03	
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	×	✓	✓	✓	×	✓	×	✓	✓
C02	✓	×	✓	✓	✓	✓	✓	×	✓	✓
CO3	✓	×	✓	✓	✓	✓	✓	×	✓	✓
C04	✓	×	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment : 40 Marks

1. Two Unit Test : 10+10=20
2. Any two of the activities listed below : 10+10=20
    a. Group Discussion

b. Home Assignment
c. Fieldwork/Project
d. Viva-Voce

Suggested reading list:

- G.Austin,(2010)'The Constituent Assembly: Microcosm inAction',in*TheIndianConstitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1 25.
- R.Bhargava,(2008)'Introduction:OutlineofaPoliticalTheoryoftheIndianConstitution', in R.Bhargava(ed.)*PoliticsandEthicsoftheIndianConstitution*,New Delhi: Oxford University Press, pp. 1-40.
- D.Basu,(2012)*IntroductiontotheConstitutionofIndia,*NewDelhi:LexisNexis.
- S.Chaube(2009), *the MakingandWorkingoftheIndianConstitution*,Delhi:NationalBook Trust.
- G. Austin, (2000) 'The Social Revolution and the First Amendment', in *Working aDemocratic Constitution,* New Delhi: Oxford University Press, pp. 69-98. A.Sibal,(2010)'From Niti to Nyaya,'*Seminar*,Issue615,pp 28-34.
- Abbas, H., Kumar, R. &Alam, M.A. (2011) *Indian Government and Politics* NewDelhi: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.
- 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 UniversityPress.
- Austin, G. (2004) *Working of a Democratic Constitution of India.* New Delhi: Oxford University Press.
- Jayal, N.G. & Mehta, P. B. (eds.) (2010) *Oxford Companion to Indian Politics.* New Delhi: Oxford University Press

Course Title	**:**	**Introduction to Indian Politics**
Course Code	**:**	**MINPSC2**
Nature of Course	**:**	**Minor**
Total Credits	**:**	**4**
Distribution of Marks	**:**	**60 (End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Examine the various approaches in the study of Indian Politics

ILO 1.1: Describe the Liberal Marxist and Gandhian approaches to study Indian politics.

ILO 1.2: Relate these approaches to explain various dimensions of Indian politics.

CO2: Describe the structure and features of the Indian Constitution

ILO 2.1: Identify the framing of the Indian constitution

ILO2.2 State the major features of the Indian constitution

ILO 2.3: Outline the provisions of fundamental rights, fundamental duties and directive principles of state policy.

CO3: Assess the electoral processes in India.

ILO 3.1: Explain the evolution and development of party system in India.

ILO 3.2: Describe the emerging trends of party system in India.

ILO3.3: Examine the emerging debates of party system in India.

ILO3.4: Discuss the politics of representation in Indian democracy.

CO4: Evaluate the contemporary debates in Indian politics.

ILO 4.1: Identify the issues of class, caste, gender, religion, ethnicity in Indian politics.

ILO 4.2: Examine the contemporary relevance of these issues.

ILO 4.3: Assess the implications of these issues in the working of the state system.

Unit	Contents	Instructional hours per week		Total marks
		L	T	
I	**Approaches to the Study of Indian Politics**: Liberal, Marxist and Gandhian	12	3	15
II	**The Constitution of India:** Basic Features,Preamble, Fundamental Rights, Fundamental Duties and Directive Principles of State Policy	12	3	15

III	**Political Parties and Party Systems in India:** Evolution, Development and Emerging Trends	12	3	15
IV	**Issues in Indian Politics:** Caste, Class, Gender, Communalism and Secularism	12	3	15

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge	C02					
Conceptual knowledge				C01	C03	
Procedural knowledge					C04	
Metacognitive knowledge						

Mapping of Course Outcomes withProgramme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	×	✓	✓	✓	×	✓	×	✓	✓
C02	✓	×	✓	✓	✓	×	✓	×	✓	✓
CO3	✓	×	✓	✓	✓	×	✓	✓	✓	✓
C04	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment **: 40 Marks**

1. Two Unit Test : 10+10=20
2. Any two of the activities listed below :10+10=20
    a. Group Discussion
    b. Home Assignment
    c. Fieldwork/Project
    d. Viva-Voce

Suggested Reading List:

- Kashyap C Subhash, Our Constitution: An Introduction to India's Constitution and Constitutional Law, NBT Publications, 2021 edition
- Abbas,H., Kumar,R.&Alam,M.A.(2011). *IndianGovernmentandPolitics,* NewDelhi:Pearson, 2011.
- Chandhoke,N.&Priyadarshi,P.(eds.)(2009)*ContemporaryIndia:Economy,Society,Politics* .New Delhi: Pearson.
- Chakravarty,B.&Pandey,K.P. (2006). *IndianGovernmentandPolitics.*NewDelhi:Sage.
- Chandra,B.,Mukherjee,A.&Mukherjee,M.(2010). *India after*

*Independence.*NewDelhi:Penguin.

- Singh,M.P.&Saxena, R. (2008). *IndianPolitics:Contemporary Issues and Concerns.*

  New Delhi:PHILearning.

- Vanaik, A.&Bhargava,R.(eds.)(2010). *UnderstandingContemporaryIndia:CriticalPerspectives.*New Delhi: OrientBlackswan.

- Menon,N.andNigam,A.(2007). *PowerandContestation: India since 1989.*London:ZedBook.

- Austin,G.(1999). *IndianConstitution: Corner StoneofaNation.*NewDelhi:OxfordUniversityPress.

- Austin,G.(2004). *WorkingofaDemocraticConstitutionofIndia.*NewDelhi:OxfordUniversityPress.

- Jayal,N.G.&Mehta,P.B.(eds.)(2010). *OxfordCompaniontoIndian Politics.* New Delhi:OxfordUniversityPress.

Course Title	**:**	**Understanding Gandhi and Ambedkar**
Course Code	**:**	**GECPSC2**
Nature of Course	**:**	**GEC**
Total Credits	**:**	**3**
Distribution of Marks	**:**	**60 (End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse the ideas of Gandhi and their socio-political relevance.

ILO1.1: Describe Gandhi's socio-political visions and his major ideas.

ILO 1.2: Examine Gandhi's critique of modern civilisation and his views on alternative modernity.

ILO 1.3: Relate Gandhi's vision of development to the challenges of the globalised world.

CO2: Examine the ideas of Ambedkar and their socio-political relevance.

ILO 2.1: Describe Ambedkar's socio-political visions and his major ideas.

ILO 2.2: Identify Ambedkar's critique of Hindu social order and his views on caste and untouchability.

ILO 2.3: Relate Ambedkar's vision of social transformation to the socio-political realities of contemporary India.

CO3: Compare and contrast the views of Gandhi and Ambedkar

ILO 3.1: Examine the Gandhi – Ambedkar debate on caste

ILO 3.2: Illustrate the Gandhi – Ambedkar debate on Modernity

ILO 3.3: Analyse the relevance of the Gandhi – Ambedkar debate on caste and modernity in contemporary times.

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
I	**Philosophy of Gandhi:** Satyagraha and Ahimsa; Trusteeship; views on Caste	6	3	15
II	**Gandhi on Modern Civilization and Ethics of Development:** Critique of Modern Civilization; Views on Alternative Modernity- Swaraj, Swadeshi; Vision of State	8	4	15
III	**Philosophy of Ambedkar:**	8	4	15

	Caste and Religion- Views on Caste and Untouchability; Critique of Hindu Social Order; Religion and Conversion, Rights and Representations- Constitution as an Instrument of Social Transformation			
IV	**Gandhi and Ambedkar Debates on:** Untouchability and Caste question, Separate Electorate; Modernity	8	4	15

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge						
Conceptual knowledge				C01, C02,		
Procedural knowledge				C03		
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	×	✓	✓	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment **:** **40 Marks**

1. Two Unit Test : 10+10=20
2. Any one of the activities listed below : 10+10=20
    a. Group Discussion
    b. Home Assignment
    c. Fieldwork/Project
    d. Viva-Voce

Suggested Reading Lists:

- Anthony J Pare led., Hind Swaraj and Other Writings, Cambridge:Cambridge University Press, 1997.
- BidyutChakrabatty ed., Nonviolence: Challenges and Prospects, New Delhi: Oxford University Press, 2014.
- BidyutChakrabatty, Confidence of Thought: Mahatma Gandhi and Martin Luther King Jr. Oxford University Press, New York.2013

- BidyutChakrabatty, Social and Political Thought of Mahatma Gandhi, Routledge, New York,2006
- BR Nanda, In Search of Gandhi: Essays and Reflections, New Delhi: Oxford University Press,2022
- Claude Markovits, The UnGandhian Gandhi: the Life and Afterlife of the Mahatma, London:Anthem Press, 2002
- David Hardiman, Gandhi in His Time and Ours, New Delhi: Permanent Black,2003.
- EMS Namboodiripad, The Mahatma and the Ism, New Delhi: PPH,1959.
- Erik H Erikson, Gandhi's Truth: on the Origins of Militant Nonviolence, New York:WW Norton & CO,1969.
- Hiren Mukherjee, Gandhiji: a study, New Delhi: PPH, 1991 (4th edition).
- Joan V Bondurant, Conquest of Violence: The Gandhian Philosophy of Conflict, Berkeley: University of California Press, 1971.
- Lloyd I Rudolph and Susanne Hoeber Rudolph, Post-modern Gandhi and Other Essays: Gandhi in the World and at Home, Oxford University Press, New Delhi,2006.
- Martin B Steger, Gandhi's Dilemma: Nonviolent Principles and Nonviolent Power, New York: St. Martin Press, 2000.
- MK Gandhi, An Autobiography or the Story of My Experiments with Truth, Ahmedabad: Navajivan, 1948.
- MK Gandhi, Satyagraha in South Africa, Ahmedabad: Navajivan, 1972.
- B.K. Ambedkar, Dr. Ambedkar and the Hindu Code Bill, Babasaheb Ambedkar writing and Speeches. Vol.14, Part I, II, Maharashtra: Education Department Government of Maharashtra, 1995.
- B.R. Ambedkar, Who Were the Shadras? How they came to be the Fourth Varna in the Indo-Aryan Society? Vol. 7 TheUntouchable: Who were They and Why they Became Untouchables? Babasaheb Ambedkar Writing and Speeches, Education Department Government of Maharashtra, Vol.1,1990.
- B.R. Ambedkar, Buddha and His Dhamma, Babasaheb Ambedkar Writing and Speeches, Vol.11. Maharashtra: Education Department Government of Maharashtra,2010.
- B.R. Ambedkar, Castes in India: Their Mechanism, Genesis and Development. New Delhi: Critical Quest,2013.
- Brajranjan Mani, De-brahmanising History: Dominance and Resistance in Indian Society, Delhi: Manohar,2011.
- G Aloysius, Nationalism without a Nation in India. Delhi: Oxford University Press,2014.
- Gail Omvedt, Liberty Equality and Community: Dr. Ambedkar's Vision of New Social Order, Delhi: Navyana Publication 2013
- Gail Omvedt, Seeking Begampura, Delhi: Navyana Publication, Delhi, 2011.
- Gail Omvedt, Understanding Caste: From Buddha to Ambedkar and Beyond, Delhi:Orient Black Swan, 2011.
- M.S. Gore, The Social Context of an Ideology:Ambedkar's Political and Social Thought, Delhi: Sage Publication, 1993.
- Pandita Ramabai, The High Caste Hindu women, New Delhi: Critical Quest,2013.

CORE COURSE 1
INTRODUCTION TO SOCIOLOGY - I

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:
The mandate of the course is to introduce the discipline to students from diverse trainings and capabilities. The course is intended to introduce the students to a sociological way of thinking. It also provides a foundation for the other more detailed and specialized courses in sociology.

		Classes	Tutorials	Marks
1. Sociology: Discipline and Perspective		8	2	20
1.1	Thinking Sociologically			
1.2	Emergence of Sociology and Social Anthropology			
2. Sociology and Other Social Sciences		13	2	20
2.1	Sociology and Social Anthropology			
2.2	Sociology & Psychology			
2.3	Sociology & History			
3. **Basic Concepts**		17	3	40
3.1	Individual and Group: Primary, Secondary, In Group, Out Group, Reference Group, Peer Group, Clique, Interest Group, Pressure Group.			
3.2	Associations and Institutions			
3.3	Culture and Society			
3.4	Social Change: Meaning , Direction and Dimensions			

COURSE CONTENTS AND ITINERARY

1. Sociology: Discipline and Perspective (1-3 Weeks)

1.1 Thinking Sociologically

1.1.1 Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36

1.1.2 Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27

1.1.3 Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, 'Little Red Riding Hood' & 'Rumpelstiltskin'

1.1.4. General Sociology , Saikia, Dr. J.P & H. Borgohain, Bidya Bhaban, Jorhat

1.2 Emergence of Sociology

1.2.1 Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

1.2.2 General Sociology , Saikia, Dr. J.P & H. Borgohain, Bidya Bhaban, Jorhat

2. Sociology and Other Social Sciences (4-6 Weeks)

2.1 Sociology and Social Anthropology

2.1.1 Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology', Pp. 1-20

2.1.2 Beteille, André, 2002, *Sociology: Essays in Approach & Method*, Oxford University Press, Chapter 2, 'Sociology and Social Anthropology', Pp. 28-54

2.1.3 General Sociology , Saikia, Dr. J.P & H. Borgohain, Bidya Bhaban, Jorhat

2.2 Sociology & Psychology

2.2.1 Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80

2.2.2 Beattie, J., 1966, *Other Cultures*, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25- 29

2.3 Sociology & History

2.3.1Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp. 13-30

3. Basic Concepts (7-14 Weeks)

3.1. Individual and Group

3.1.1 MacIver, Robert M, and Charles Hunt Page. 1949. *Society*, New York: Rinehart. Chapter 10, 'Types of Social Groups', Pp. 213-237

3.1.2 Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 8, Pp. 185-209

3.2 Associations and Institutions

3.2.1. Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229

3.2.2 Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97

3.3 Culture and Society

3.3.1 Bierstedt, Robert, 1974, *The Social Order*, New York: McGraw Hill Book Company Part 3, Chapter 5, 'The Meaning of Culture', p. 125-151, Chapter 6, 'The Content of Culture' Pp. 152-187, Chapter 7, 'The Acquisition of Culture', Pp. 188-212

3.3.2 Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry

L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 345-368

3.4 Social Change

3.4.1 Bierstedt, Robert 1974, *The Social Order*, McGraw Hill, Chapter 20, 'The Problem of Social Change' Pp. 527-567

3.4.2 Ritzer, George, 2004, The *McDonaldisation of Society*, Pine Forge Press, Chapter 1, 'An Introduction to McDonaldisation', Pp. 1-20, Chapter 2, McDonaldisation and Its Precursors' Pp. 21-39, Chapter 9, 'McDonaldisation In a Changing World', Pp. 167-199

Core Corse 02
Sociology of India – I

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

This paper introduces the processes and modes of construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.

1. India: An Object of Knowledge		**Classes**	**Tutorials**	**Marks**
		15	2	30
1.1	**The Colonial Discourse**			
1.2	**The Nationalist Discourse**			
1.3	**The Subaltern Critique**			
2. Indian Society: Concepts and Institutions		23	5	50
2.1	**Caste: Concept and Critique**			
2.2	**Agrarian Classes**			
2.3	**Industry and Labour**			
2.4	**Tribe: Profile and Location**			
2.5	**Village: Structure and Change**			
2.6	**Kinship: Principle and Pattern**			
2.7	**Religion and Society**			

COURSE CONTENTS AND ITINERARY

1.1. The Colonial Discourse (Week 1)

1.1.1. Cohn, B.S., 1990, *An Anthropologist among the Historians and Other Essay*s, Delhi: Oxford University Press, Pp.136-171

1.2. The Nationalist Discourse (Week 2-3)

1.2.1. Kaviraj, S., 2010, *The Imaginary Institution of India*, Ranikhet: Permanent Black, Pp.85-126

1.3. The Subaltern Critique (Week 4)

1.3.1. Guha, R., 1982, *Subaltern Studies, Volume I*. Delhi: Oxford University Press, Pp.1-8

2.1. Caste: Concept and Critique (Weeks 5-6)

2.1.1. Srinivas, M.N., 1969, „The Caste System in India", in A. Béteille (ed.)

Social Inequality: Selected Readings, Harmondsworth: Penguin Books, Pp.265-272

2.1.2. Mencher, J., 1991, „The Caste System Upside Down", in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp.93-109

2.2. Agrarian Classes (Week 7)

2.2.1. Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp. 271-275

2.3. Industry and Labour (Week 8)

2.3.1. Breman, J., 1999, "The Study of Industrial Labour in Post Colonial India: The Formal Sector", *Contributions to Indian Sociology*, 33(1&2), Pp.1-41

2.4. Tribe: Profile and Location (Week 9)

7

2.4.1. Haimendorf, C. V. F., 1967, „The Position of Tribal Population in India", in P. Mason *India and Ceylon: Unity and Diversity*, New York: Oxford University Press, Chapter 9

2.5. Village: Structure and Change (Week 10)

2.5.1. Srinvas, M. N., 1987, *The Dominant Caste and Other Essays*, Delhi: Oxford University Press, Pp.20-59

2.6. Kinship: Principle and Pattern (Week 11)

2.6.1. Karve, I., 1994, „The Kinship Map of India", in P. Uberoi (ed.) *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73

2.7. Religion and Society (Weeks 12-14)

2.7.1. Srinivas, M.N. and A. M. Shah, 1968, „Hinduism", in D. L. Sills (ed.) *The International Encyclopaedia of Social Sciences*, Volume 6, New York: Macmillan, Pp.358-366

2.7.2. Momin, A.R., 1977, „The Indo Islamic Tradition", *Sociological Bulletin*, 26, Pp.242-258

2.7.3. Uberoi, J.P.S., 1997, „The Five Symbols of Sikhism", in T.N. Madan (ed.) *Religion in India*, Delhi: Oxford University Press, Pp. 320-332

Note:

The students are required to explore the contemporary sources on social institutions. With the aid of visual, oral and other kinds of narratives/representations students, advised and guided by teachers, are expected to arrange discussion sessions, work on assignments, undertake projects and fieldwork, and make presentations week-wise from the onset to the end of the semester.

Core Course 03
Introduction to Sociology II

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

The course aims to provide a general introduction to sociological thought. The focus is on studying from the original texts to give the students a flavor of how over a period of time thinkers have conceptualized various aspects of society. This paper also provides a foundation for thinkers in the other papers.

		Classes	Tutorials	Marks
1	**Sociological Perspective**	2	1	10
1.1	**Functionalism: Redcliff Brown, Durkheim**	4	1	10
1.2	**Interpretive Sociology Max Weber, George Simmel**	6	1	10
1.3	**Conflict Perspective Karl Marx, Ralf Dahrendorf**	6	1	10
1.4	**Structuralism: Edmund Leach, Claude Levi-Strauss**	6	1	10
1.5	**Interactionism: Herbert Blumer, Herbert Mead**	6	1	15
1.6	**Feminist Perspective Cultural Feminism, Liberal Feminism, Socialist (Marxist) Feminism, Radical Faminisim**	8	1	15

COURSE CONTENTS AND ITINERARY

1. On the Plurality of Sociological Perspective (1-2 Week)

1.1.1 Bottomore, T. B. 1971. *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin, Chapter 2, Pp. 29-47

1.1.2 Gouldner, Alvin, 1977, 'Sociology's Basic Assumptions' in Thompson, Kenneth and Jeremy Tunstall, *Sociological Perspectives*, New York: Penguin Books Ltd, Pp. 13-17

2. Functionalism (3-4 Weeks)

Durkheim, mile, 1984, *The Division of Labour in Society,* Basingstoke: Macmillan. Pp. 149-174

Radcliffe Brown, A.R., 1976, *Structure and Function in Primitive Society,* Free
Press Chapter 9 & 10, Pp. 178-204

3. Interpretive Sociology (4-6 Weeks)

Weber, Max, 1978, *Economy & Society: An outline of Interpretive Sociology,* Vol 1, University of California Press, Basic Concepts, Pages 4-26

4. Conflict Perspective (7-8 Weeks)

Marx, Karl, 1990, *Selected writings in Sociology and Social Philosophy,* Penguin Books Limited, Pp. 88-101

Dahrendorf, Ralf, 1968, *Essays in the Theory of Society,* Stanford: Stanford University Press, Chapters 4 & 5, Pp. 107-150

5. Structuralism (8-9 Weeks)

Leach, Edmund, 1973, 'Structuralism in Social Anthropology', In Robey, David
Structuralism: An Introduction, 1st ed., Oxford: Clarendon Press, 37-56

6. Interactionism (9-11 Weeks)

Magill, Frank N., 1996, *International Encyclopedia of Sociology*, Volume 1, Routledge, Pp. 690-693

Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, 'Social Interaction in Everyday Life', Pp. 247-280

7. Feminist Perspective (12-14)

Jackson, S. and S. Scott (eds.), 2002, Gender: A Sociological Reader, London: Routledge, Introduction, Pp. 1-26

Core Course 04
Sociology of India – II

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

This paper aims to draw attention to the variety of ideas and debates about India. Further, it critically engages with the multiple socio-political forces and ideologies which shape the terrain of the nation.

		Classes	Tutorials	Marks
1. Ideas of India		6	1	10
1.1	Gandhi : Swaraj, Ambedkar: Annihilation of Caste			
1.2	Indological: G.S.Ghurey , Louis Dumont Ethnographic Approaches: M.N. Sriniwas, S.C. Dube			
2.Resistance, Mobilization, Change		22	3	50
2.1	Dalit Politics: Dalit Identity, Dalit Politics : Caste System and Economics, Inequality			
2.2	Mobility and Change: Sanskritization and Westernization			
2.3	Women's Movement: Women and Patriarchy, Feminine Voice in Indian Music			
2.4	Peasant Movements: Peasant Movements before and after Independence Ethnic Movements: Identity Politics – Bodo, Karbi			
2.5	Ethnic Movements: Identity Politics – Bodo, Karbi			
2.6	Middle Class Phenomenon: The History of Assamese Middle Class			
3.Challenges to Civilization, State and Society		10	3	20
3.1	Communalism: Religion and Politics in India			

3.2	Secularism: Secular Experiences in India			
3.3	Nationalism: Nation , Nationalism and sub nationalism			

COURSE CONTENTS AND ITINERARY

1.1. Gandhi and Ambedkar (Weeks 1-2)

1.1.1 M. K. Gandhi : Hind Swaraj, Navajibon Publishing House , Ahmedabad 380014, India

1.1.2. Ambedkar, B. R., 1971 [1936], *Annihilation of Caste*, Jullunder: Bheem Patrika

1.2. Indological and Ethnographic Approaches (Weeks 3-4)

1.2.1. Uberoi, P. et al., 2007, 'Introduction: The Professionalization of Indian Anthropology and Sociology: Peoples, Places and Institutions' in P. Uberoi et al (eds.) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black, Pp. 1-63

1.2.2. Dumont, L. and D. Pocock, 1957, 'For a Sociology of India', *Contributions to Indian Sociology*, 1, Pp.7-22

2.1. Dalit Politics (Week 5)

2.1.1. Shah, G., 2001, *Dalit Identity and Politics*, New Delhi: Sage Publications, Pp.17-43

2.2. Mobility and Change (Week 6)

2.2.1. Srinivas, M.N., 1956, 'A Note on Sanskritization and Westernization', *The Far Eastern Quarterly*, 15(4), Pp. 481-496

2.3. Women's Movement (Week 7)

2.3.1. Menon, N., (ed.) 1999, *Gender and Politics in India*, Delhi: Oxford University Press, pp.342-369.

2.4. Peasant Movements (Week 8)

2.4.1. Pouchepadass, J., 1980, 'Peasant Classes in Twentieth Century Agrarian Movements in India', in E. Hobsbawm (ed.) *Peasants in History*, Delhi: Oxford University Press, Pp.136-155

2.5. Ethnic Movements (Week 9)

2.5.1. Baruah, S., 2010, 'The Assam Movement' in T.K. Oommen (ed.) *Social Movements I: Issues of Identity.* Delhi: Oxford University Press, Pp.191-208

2.6. Middle Class Phenomenon (Week 10)

2.6.1. Deshpande, S., 2003, *Contemporary India: A Sociological View*, New Delhi: Penguin Books, Pp.125-150

2.6.2 Axomiya Modya Brita Sreneer Itihaxh- Dr. Profulla Mahanta

2.6.3 Karna, M. N.; 1999; Language, Region and National Identity in *Sociological Bulletin*; Vol 48; No 1 & 2; pp 75-96.

3.1. Communalism (Week 11)

3.1.1. Dumont, L., 1997, *Religion, Politics and History in India*, Paris: Mouton, Pp.89-110

3.2. Secularism (Weeks 12-13)

3.2.1. Kumar, R., 1986, 'The Varieties of Secular Experience', in *Essays in the Social History of Modern India*, Calcutta: Oxford University Press, Pp.31-46

3.2.2. Madan, T.N., 1997, *Modern Myths, Locked Minds,* Delhi: Oxford University Press, Pp.233-265

3.3. Nationalism (Week 14)

3.3.1. Oommen, T. K., 1997, *Citizenship and National identity: From Colonialism to Globalism*. New Delhi: Sage Publications, pp.143-172.

3.3.2 Desai , A. R. (1979): Social Background of Indian Nationalism

Additional Instruction:

The students are required to explore the contemporary sources on social institutions. With the aid of visual, oral and other kinds of narratives/representations students, advised and guided by teachers, are expected to arrange discussion sessions, work on assignments, undertake projects and fieldwork, and make presentations week-wise from the onset to the end of the semester.

Additional Reading:

Ray, N. R., 1973, *Nationalism in India: A Historical Analysis of its Stresses and Strains*, Aligarh: Aligarh Muslim University Press

Core Course 05
POLITICAL SOCIOLOGY

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:
This course introduces the students to some major theoretical debates and concepts in Political Sociology, while situating these within contemporary political issues. A key thrust of the paper is towards developing a comparative understanding of political relationships through themes such as power, governance and state and society relationships.

		Classes	Tutorials	Marks
1. Contextualising the study of Political Sociology		4	1	15
1.1	**Nature , Scope and Development of political Sociology**			
2. **Basic Concepts**		12	2	25
2.1	Power and Authority(Max Weber and Anthony Gittens)			
2.2	State, Governance and Citizenship			
2.3	Elites and the Ruling Classes (Parito , Bottomore and C.W. Mills			
2.4				
3. **Political Systems :**		11	2	20
3.1	**Segmentary**			
3.2	**Totalitarian**			
3.3	**Democratic**			
4. Everyday State, Local Structures of Power:		11	2	20
4.1	**Panjichayati Raj**			
4.2	**Autonomous Council**			
4.3	**Development Council**			

COURSE CONTENTS AND ITINERARY

1. **Contextualising the study of Politics (Weeks 1-2)**

1.1.1 Eisenstadt, S. N. '1971, 'General Introduction : The Scope and Development of Political Sociology' in *Political Sociology: A Reader* Basic Books, New Your Publication, pp 3-24.

1.1.2 Lewellen, Ted. 2003, 'The Development of Political Anthropology' in *Political Anthropology: An Introduction (Third Edition),* Praeger, pp. 1- 14.

2. Basic Concepts (Weeks 3 – 8)

2.1 Power and Authority

2.1.1 Weber, Max. 1978, *Economy and Society: An Outline of Interpretative Sociology*, Berkeley: University of California Press, pp. 53-54; 941-54; 212-30; 241-54.

2.1.2 Lukes, Steven. 2005, Power: A Radical View, 2nd Ed., Hampshire : Palgrave, pp. 14-49.

2.2 State, Governance and Citizenship

2.2.1 Mitchell, Timothy. 'Society, Economy, and the State Effect', in A. Sharma and A. Gupta (Ed.), *The Anthropology of the State: A Reader,* Oxford: Blackwell, 2006, pp. 169-85

2.2.2 Burchell, Graham et al (Eds),1991, *The Foucault Effect: Studies in Governmentality*, The University of Chicago Press, Chapter 1, pp.1-51

2.2.3 Marshall, T.H. 1950, *Citizenship and Social Class and Other Essays*, Cambridge University Press, pp. 10-27

2.2.4 Tilly, Charles. 1999, 'Where Do Rights Come From?' in Theda Skocpol (Ed) *Democracy, Revolution and History*, Cornell University Press, pp 55-72

2.3 Elites and the Ruling Classes

2.3.1 Mills, C. Wright, 1956. *The Power Elite, New Edition*, OUP, pp. 269-297.

2.3.2 Bottomore, T.B. 1993, *Elites and Society, 2nd Edition*, Routledge, pp. 15-34

2.3.3 Finner ,S.E (selected and I introduced) translated by Derick Mirfin (1966) Vilfredo Pareto, Sociological Writings , London , Pall Mall Press Ltd. Pp 15 -80.

3. Political Systems : Segmentary, Totalitarian and Democratic (Weeks 9 – 11)

3.1.1 Fortes, M. and E.E. Evans Pritchard (Eds), 1940. *African Political Systems*. London: Oxford University Press, Chapter 8.

3.1.2 Tapper, Richard, 1990. 'Anthropologists, Historians, and Tribespeople' in Philip Shukry and Joseph Kostiner (Ed) *Tribes*

15

and State Formation in the Middle East, University of California Press, pp. 48-71

3.1.3 Schapiro, L. 1972. *Totalitarianism*, The Pall Mall Press, Chaps 2,3

3.1.4 Macpherson, C. B. 1966. *The Real World of Democracy,* Oxford Clarendon Press, pp. 1-45

3.1.5 Chomsky, N. 1999. *Profit over People: Neoliberlaism and Global Order.* Severn Stories Press, pp. 7-18, 43-64

4. Everyday State and Local Structures of Power: State and Politics in India (Weeks 12 -14)

4.1.1 Fuller, C.J. and V. Benei (Eds.), 2000. *The Everyday State and*

Society in Modern India. Social Science Press, pp. 1-30
4.1.2 Tarlo, Emma, 2003 *Unsettling Memories: Narratives of the Emergency in Delhi*, University of California Press, pp. 62-93
4.1.3 Swartz, M.J (Ed), 1968. *Local Level Politics: Social and Cultural Perspectives,* University of London Press, pp. 281-94

Core Course 06
Sociology of Religion (6 credits)

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective

The course lays primacy to the understanding of religious over individual religions. Drawing heavily from classical writings on the subject it reinforces importance of the positions developed in these texts. Implicitly numerous interconnections can be at-tempted between various themes, manifestly the overarching concern of the paper is to follow up the linkage between social and religious through different registers mentioned in the outline.

		Classes	Tutorials	Marks
1. Social and Religious		19	4	40
1.1. Formulating Religious				
1.1.1	Social definitions of religion			
1.1.2	Social functions of religion			
1.2Asceticism and Accumulation				
1.2.1	Relationship between religion and socio economic action			
1.2.2	Contradiction between asceticism and accumulation			
1.3Theodicy and Eschatology				
1.3.1	Social implications of the Idea of divine Justice			
1.3.2	Social implications of the idea of death and salvation			
1.**4. State, Religion and Emancipation**				
1.4.1.	Religion and state			
1.4.2.	Religion and community			
1.5. Religious and Solitude				
1.5.1	The isolation of the sacred			
1.5.2	The sacred community and exclusion			
2. Elements of Religious		8	1	20
2.1. Sacred, Myth, Ritual (meaning and significance)(Mythology from North East India can be used as reference for seminars and presentations as directed by the course teacher)				

2.2. Time-Space				
2.2.1	Transcendence and time			
2.2.2	Sacred marking of space			
2.3. Rationality				
2.3.1	Concept of rationality (Max Weber)			
2.3.2	Rationality in religion			
3. Techniques of Religious		11	2	20
3.1. Prayer				
3.1.1	Techniques of Prayer			
3.1.2	Prayer as a ritual			
3.2Craft				
3.2.1	Types of crafts			
3.2.2	Functions of crafts			
3.3 Body				
3.3.1	Gestures			
3.3.2	Performance			

Course Contents and Itinerary

1. Social and Religious (Weeks 1-5)

1.1 Formulating Religious

1.1.1 Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-39, 418-440.

1.2 Asceticism and Accumulation

1.2.1. Max Weber. 2001. *The Protestant ethic and the spirit of capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

1.3 Theodicy and Eschatology

1.3.1 Max Weber.1978. *Economy and society*. Edited by Guenther Roth and Claus Wittich. California: University of California Press. Volume Two, pp.518-521.

1.4 State, Religion and Emancipation

1.4.1 Marx, Karl. 2008/9 [1843] . "On the Jewish Question" in *Deutsch-Französische Jahrbücher*. Proofed and Corrected: by Andy Blunden, Matthew Grant and Matthew Carmody. www. marxists. org

1.5 Religious and Solitude

1.5.1 Malinowski, Bronislaw. 1948. *Magic, science and religion and other essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 37-50.

2. Elements of religious (Weeks 6-11)

2.1Sacred, Myth, Ritual

2.1.1 Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press, Book one, pp. 27-33.

2.1.2 Srinivas, M. N. 1952. *Religion and society among the Coorgs of south India*. Clarendon : Oxford, pp100-122.

2.1.3 Malinowski, Bronislaw. 1948. *Magic, science and religion and other essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124.

2.1.4 Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press. Book three, pp. 303-412.

2.2 Time-Space

2.2.1. E. E. Evans-Pritchard. 1963 (1940). "Time and Space." In *The Nuer*. Oxford: Clarendon Press, pp. 94-98, 100-108.

2.3 Rationality

2.3.1 Tambiah, Stanley Jeyaraja. 1990. *Magic, science, religion and the scope of ra-tionality*. Cambridge: Cambridge University Press, pp. 1-41.

3. Techniques of religious (Weeks 12-14)

3.1 Prayer

3.1.1. Mauss, Marcel.2008 (2003). *On prayer*. USA: Berghahn Books, pp. 19-58.

3.2 Craft

3.2.1. Ginzburg, Carlo.1991. *Ecstasies*. Translated by Raymond Rosenthal. New York: Pantheon Press, pp. 1-32.

3.3 Body

3.3.1 Robert, Hertz. 1973 (1909). "The Pre-eminence of the Right Hand." In *Right and Left: Essays on Dual Symbolic Classification*, edited by R. Needham. Chicago: University of Chicago Press, pp. 3-10, 13-14, 16-17, 19-21.

Suggested Readings:

1. Weber, Max. 1993. *Sociology of Religion*. Boston. The Beacon Press.
2. Sen, Soumen. 1993. *Religion in North–East India.* New Delhi. Uppal Publishing House

Core Course 07
Sociology of Gender

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.

		Classes	Tutorials	Marks
1. Gendering Sociology		9	1	15
1.1	Sociology of Gender: An Introduction			
1.2	Gender, Sex, Sexuality			
1.3	Concept of Masculinity and Femininity			
2.Gender Theories		11	2	25
2.1	Feminism (Liberal feminism, radical feminism and social feminism)			
2.2	Marxian theory of gender			
2.3	Queer theory of Gender			
3.Gender: Differences and inequalities 1.1		9	2	20
3.1	Gender discrimination (family, caste, class and work)			
3.2	Gender and development			
3.3	Gender budgeting			
4.Gender, Power and resistance		6	2	20

4.1	Power and subordination (Patriarchy)			
4.2	Resisting and movements(LGBT movements)			

COURSE CONTENTS AND ITINERARY

Gendering Sociology: [Week 1]

S. Jackson and S. Scott (eds.) 2002 *Gender: A Sociological Reader*, London: Routledge. Introduction, (pp. 1-26).

Liz Stanley. 2002. „Should Sex Really be Gender or Gender Really be Sex" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*, London: Routledge (pp. 31-41)

Strathern, Marilyn. 1987. "An Awkward Relationship: The Case of Feminism and Anthropology." *Signs* 12(2):276-292.

Saikia, J.P, (2016): " Gender : Themes and Issues", Concept Publishing Company (P) Ltd, New Delhi.Pp-01-46.

Sherry Ortner. 1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (eds.) *Women, culture and society*.Stanford: Stanford University Press (pp. 67- 87).

Rubin, Gayle. 1984. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" in Carole Vance, ed., *Pleasure and anger*.London: Routledge (pp 143-179).

Newton, Esther. 2000. "Of Yams, Grinders and Gays: The Anthropology of Homosexuality" in *Margaret Mead Made Me Gay:Personal Essays, Public Ideas*. London: Duke University Press (pp 229- 237).

Weeks. J,(2012): Sexuality Third Edition, Routledge, London and New York.

Gender, Sex, Sexuality [Weeks 2-3]

Singh. S, (2009): " Feminism: Theory, Criticism and Analysis"., Pencraft International., New Delhi

Kuumba Bahati. M, (2003): Gender and Social Movements., Rawat Publications, Jaipur and New Delhi.

Saikia, J.P, (2016): " Gender : Themes and Issues", Concept Publishing Company (P) Ltd, New Delhi.Pp-65-82.

2.2 Production of Masculinity and Femininity [Weeks 4-6]

Halberstam, Judith. 1998. "An Introduction to Female Masculinity: Masculinity without Men" in Female Masculinity. London: Duke University Press (Also Delhi: Zubaan 2012 Reprint) (pp 1-43).

Alter, Joseph. 1992. *The Wrestler's Body: Identity and Ideology in North India*. California : University of California: California (pp 163-194).

2.2.3 Uberoi, Patricia "Feminine Identity and National Ethos in Indian Calendar Art" In *Economic and Political Weekly* Vol. 25, No. 17 (Apr. 28, 1990), (pp. WS41-WS48).

Differences and Inequalities
Class, Caste [Weeks 7-8]

Walby, Sylvia. 2002. "Gender, Class and Stratification: Towards a new approach" in S. Jackson and S. Scott (eds.) *Gender: A Sociological reader*. London: Routledge (pp 93-96).

Leela Dube 1996 "Caste and Women" in M.N.Srinivas (ed.)*Caste: Its twentieth century avatar*, New Delhi: Penguin (pp 1-27).

Rege, S. 1998. "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position." Economic and Political Weekly,Vol. 33, No. 44 (Oct.31-Nov. 6, 1998)(pp 39-48)

3.2 Family, Work [Weeks 9-10]

Whitehead, A. 1981, "„I"m Hungry Mum": The Politics of Domestic Budgeting" in K. Young et al. (eds.) *Of Marriage and the Market: Women's Subordination Internationally and its Lessons.*London: Routledge and Kegan Paul (pp. 93-116).

Palriwala, Rajni. 1999. "Negotiating Patriliny: Intra-household Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseeuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan Africa.* Delhi: Sage Publications [pp.190-220]

4. Gender, Power and Resistance

4.1. Power and Subordination [Weeks 11-12]

4.1.1 Candace West and Don H. Zimmerman. 2002. "Doing Gender" in S.Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 42-47].

Susie, Tharu and Tejaswini Niranjana. 1999. „Problems for a contemporary theory of gender" in Nivedita Menon (ed.) *Gender and Politics in India*, New Delhi: Oxford University Press [pp 494-525].

Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving?: Anthropological Reflections on Cultural Relativism and its Others." *American Anthropologist* 104 (3) [pp 783-790].

4.2. Resistance and Movements (Weeks 13-14)

Kandiyoti, Deniz. 1991 "Bargaining with Patriarchy" in Judith Lorber and Susan A. Farrell (eds.) *The Social Construction of Gender*, New Delhi: Sage Publications [pp.104-118].

Hill-Collins, Patricia. 2002. "Learning from the outsider within" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 69-78].

4.2.3 Kumar, Radha. 1999. "From Chipko to Sati: The Contemporary Indian Women"s Movement" In Nivedita Menon (ed.) *Gender and Politics in India*. New Delhi: Oxford University Press [pp342-369].

[Projects, feature films and documentaries screenings, field-work oriented tasks will be the integral part of the course].

Core Course 08

ECONOMIC SOCIOLOGY

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

The course provides an understanding of the social and cultural bases of economic activity. It highlights the significance of sociological analysis for the study of economic processes in local and global contexts.

		Classes	Tutorials	Marks
1. Perspectives in Economic Sociology		7	1	20
1.1	Formalism and Substantivism			
1.2	New Economic Sociology			
2. Forms of Exchange		7	2	15
2.1	Reciprocity and Gift			
2.2	Exchange and Money			
3. Systems of Production, Circulation and Consumption		17	2	30
3.1	Hunting and Gathering			
3.2	Domestic Mode of Production			
3.3	Peasant			
3.4	Capitalism			
3.5	Socialism			
4. Some Contemporary Issues in Economic Sociology		7	9	15
4.1	Development			
4.2	Globalisation			

COURSE CONTENTS AND ITINERARY

1. Perspectives in Economic Sociology (Weeks 1-4)

1.1 Formalism and Substantivism

Hann, Chris. and Keith Hart. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011. . Chapter 5. ―After the Formalist-Substantivist Debate‖, pp. 72

– 99; Chapter 2.‖ Economy from the Ancient World to the Age of Internet.‖ Pp. 18 – 36.

Karl, Polanyi. *The Livelihood of Man*. New York: Academic Press, 1977. Chapters 1 & 2, ―The Economistic Fallacy & Two meanings of Economic‖, Pp. 5-34

Wilk, Richard R. *Economies and Cultures*. Boulder, Colo.: Westview Press, 1996. Ch. 1,‖Economic Anthropology: An Undisciplined Discipline‖, pp. 1-18.

1.2. New Economic Sociology (Weeks 3-6)

Granovetter, M., ―Economic Action and Social Structure: The Problem of Embeddedness‖, *American Journal of Sociology*, Vol.91, No.3 (Nov), 1985, pp. 481 - 507.

Swedberg,R., ―Major Traditions of Economic Sociology‖, in *Annual Sociological Review,* Vol.17, 1991, pp 251-276.

2. Forms of Exchange (Weeks 5-7)

2.1. Reciprocity and Gift

2.1.1. Mauss, M., The *Gift: Forms and Functions of Exchange in Archaic Societies*, London: Cohen and West, 1924, Introduction, Chapters.1 & 2, The Exchange of Gifts and the Obligation to Reciprocate (Polynesia) & The Extension of this System: Liberality, Honour, Money. Pp. 1 - 46.

2.1.2. Carrier, James G. *Gifts and Commodities* , London, Routledge, 1995. Ch. 1. Gifts and Commodities, People and Things. Pp. 19-39.

2.2. Exchange and Money

2.2.1. Bohannan, P. and G. Dalton (eds.). 1962. *Markets in Africa*. Evanston, Illinois, North western University. pp. 1-26.

2.2.2 Zelizer, Viviana A. 1989. ―The Social Meaning of Money: ‗Special Monies' ―in *American Journal of Sociology*, Vol.95. (Sept.) pp. 342-377.

3. Systems of Production, Circulation and Consumption (Weeks 8-11)

3.1. Hunting and Gathering

3.1.1 Sahlins, M. *Stone Age Economics*. London, Tavistock, 1974. Ch. 1.

3.2 Domestic Mode of Production

3.2.1 Sahlins, M. *Stone Age Economics*. London, Tavistock, 1974. Ch. 2, 3.

3.3 Peasant

3.3.1 Wolf, Eric R. *Peasants*. New Jersey, Prentice Hall. 1966 Ch. 1.

3.4 Capitalism

3.4.1 Wallerstein, Immanuel Maurice. *Historical Capitalism*. London: Verso, 1983. 1. Commodification of Everything: Production of Capital. Pp. 13 – 43.

3.5 Socialism

3.5.1 Verdery, Katherine. *What Was Socialism, And What Comes Next*? Princeton, N.J.: Princeton University Press, 1996. Chapter 1. pp. 19 – 38.

4. Some Contemporary Issues in Economic Sociology (Weeks 12-14)

4.1 Development

4.1.1 Hann, Chris. and Keith Hart. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011. Pp. 100-119

4.2 Globalisation

Tonkiss, Fran. *Contemporary Economic Socio*logy. London: Routledge, 2006. Chapter 1, Capitalism and Globalization. Pp. 3-28.

Howes , D. (ed) , *Cross-Cultural Consumption: Global Markets and Local Realities*, Routledge, London, 1996, pp. 1-16.

SUGGESTED READINGS:

Smelser, Neil. J. and Richard Swedberg. 1994. ―The Sociological Perspective on the Economy‖ in N.J. Smelser and Richard Swedberg (eds).1994.*The Handbook of Economic Sociology*

Velthius, Olav. ‗The Changing Relationship between Economic Sociology and Institutional Economics: From Parsons to Mark Granovetter' 1999. *American Journal of Economics and Sociology*, Vol. 58, No.4. pp. 629-649

Zelizer, Viviana A. ‗Human Values and the Market: The Case of Life Insurance and Death in 19th Century America'.1978. *American Journal of Sociology* Vol.84, No.3. pp. 591-610

Zelizer, Viviana A. ‗Payments and Social Ties'.1996. *Sociological Forum*, Vol.11, No. 3. Special Issue: Lumping and Splitting. pp. 481-495.

Sahlins, M. 1974. *Stone Age Economics*. London, Tavistock. Ch. 4. pp 149-183

Hilton, Rodney.1973. *Bond Men Made Free*. London. Methern. Ch.1. pp. 25-40

Appadurai, A. 1986.*The Social Life of Things: Commodities in Cultural Perspective*. Cambridge, Cambridge University Press. pp. 3-63

Nancy,A. ‗Bodies, Borders,and Sex Tourism in a Globalized World: A Tale of Two Cities—Amsterdam and Havana.' 2001. *Social Problems*, Vol. 48. No. 4. pp. 545-571

Sassen, Saskia . 2007. *A Sociology of Globalization*. W.W. Norton & Co. NY. London

Hirst, Paul & G Thompson 1999. *Globalization in Question*. 2nd Edition. Polity Press. Cambridge, Oxford.

Core Course 09

SOCIOLOGY OF KINSHIP

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

This course aims to introduce general principles of kinship and marriage by reference to key terms and theoretical statements substantiated by ethnographies. The course looks at the trajectories and new directions in kinship studies.

		Classes	Tutorials	Marks
1.Introduction:		12	2	25
1.1	***Key Terms***: Descent, Consanguinity, Filiation, Incest Taboo, Affinity, Family, Residence			
1.2	***Approaches***:			
1.2.1	Descent			
1.2.2	Alliance			
1.2.3	.Cultural			
2.Family, Household and Marriage		08	2	20
2.1	Types of Family and changes			
2.2	Difference Between family and Household			
2.3	Types of marriage			
3.Re-casting Kinship		18	3	35
3.1	Relatedness- Concept and Type			
3.2	Kinship and Gender			
3.3	Re-imagining Families			
3.4	**New Reproductive Technologies**			
3.4.1	Types of New Reproductive techniques			
3.4.2	Social implications of New Reproductive Techniques on the family system			

Representations of Kinship and Marriage in Biographies, Popular Culture and Films would be examined by students through weekly presentations and term papers.

COURSE CONTENTS AND ITINERARY

1. Key terms and approaches (Weeks 1-5)

1.1 Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, *African Systems of Kinship and Marriage*, London: Oxford University Press, Introduction, Pp.1-39

1.2 Evans-Pritchard, E.E., 2004 (1940), 'The Nuer of Southern Sudan', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 64-78

1.3 Fortes, M., 1970, *Time and Social Structure and Other Essays*, University of London: The Athlone Press, Chapter 3, Pp. 67-95

1.4 Leach, Edmund, 1962, 'On Certain Unconsidered Aspects of Double Descent Systems', *Man*, Vol. 62, Pp. 130-134

1.5 Lévi-Strauss, Claude, 1969, *The Elementary Structures of Kinship*, London: Eyre and Spottiswoode, Chapters 1 & 2, Pp. 3-25

1.6 Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), *International Encyclopedia of the Social Sciences*, U.S.A.: Macmillan and Free Press, Pp. 19-23

1.7 Schneider, D., 2004, 'What is Kinship All About?', in R. Parkin and L. Stone (eds.) *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 257-274

1.8 Das, V., 1994, 'Masks and Faces: An Essay on Punjabi Kinship', in Patricia Uberoi (ed.), *Family, Kinship and Marriage in India*, Delhi: Oxford University Press, Pp.198-222

1.9 *Shah, A.M., 1998, 'Changes in the Indian Family: An Examination of Some Assumptions', in *The Family in India: Critical Essays*, New Delhi: Orient Longman, Pp.52-63

1.10 *Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52

[Readings marked * are repeated in Section 2]

2. Family, Household and Marriage (Weeks 6-10)

2.1 Shah, A.M., 1998, 'Changes in the Indian Family: An Examination of Some Assumptions', in *The Family in India: Critical Essays*, New Delhi: Orient Longman, Pp.52-63

2.2 Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52

2.3 Leach, E.R., 1961, 'Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law', in E. R. Leach (ed.), *Rethinking Anthropology*, London: The Athlone Press, Pp. 105-113

2.4 Gough, Kathleen E., 1959, 'The Nayars and the Definition of Marriage', in *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 89: 23-34

2.5Uberoi, Patricia, 1995, 'When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage', *Contributions to Indian Sociology*, n.s. 29, 1&2: 319-45

3. Re-casting Kinship (Weeks 11-14)

3.1 Relatedness

3.1.1 Carsten, Janet, 1995, 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi' *American Ethnologist*, 22 (2): 223-24.1

3.2 Kinship and Gender

3.2.1 Gold, Ann Grodzins, 1994, 'Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs ', in *Listen to the Heron's Words: Re-imagining Gender and Kinship in North India* by Gloria Goodwin Raheja and Ann Grodzins Gold, Delhi: OUP, Pp 30-72

3.3 Re-imagining Families

3.3.1 Weston, Kath, 1991, *Families We Choose: Lesbians, Gays, Kinship*, New York: Columbia University Press, Pp. 103-136

3.4 New Reproductive Technologies

3.4.1 Kahn, Susan Martha, 2004, 'Eggs and Wombs: The Origins of Jewishness', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 362-77

Suggested Readings:

1. Revathi, A.; V. Geetha. 2010. *The Truth About Me: A Hijra Life Story.* Bangalore. Penguin Global.
2. Agnes, Flavia. 1990. *My Story…. Our Story of Rebuilding broken lives.* Mumbai. Majlis

Core Course 10
Social Stratification

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

This course introduces students to Sociological Study of Social Inequalities. It acquaints students with principal theoretical perspectives on and diverse forms of Social inequality in articulation with each other.

		Classes	Tutorials	Marks
1.Introducing Stratification (2 weeks)		12	2	25
1.1	Definition of Social stratification			
1.2	Idea of Inequality, Equality, Difference and hierarchy			
1.3	Patterns of Social Stratification- Closed and Open			
2.Theories of Stratification (5 Weeks		8	1	15
2.1	Marx, Weber and Class			
2.2	Functionalism			
3.Identities and Inequalities(5 Weeks)		8	1	15
3.1	Caste, Race and Ethnicity			
3.2	Feminism and Gendered Stratification	10	3	25
4.Mobility and Reproduction (2 Weeks)				
4.1	Definition and types of social mobility			
4.2	Concept of Social reproduction			
4.3	Social Reproduction of- class and occupational categories			

COURSE CONTENTS AND ITINERARY

1. Introducing Stratification (2 weeks)

1.1 Worsley, Peter. *Introducing Sociology*.2nd ed. Harmondsworth: Penguin Books, 1970. Chapter 8, Social Stratification: Class, Status and Power, pp. 395 – 408

1.2 Beteille Andre *Inequality among Men*. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22

1.3 Tawney, R. H. *Equality*. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp. 33-56

2. Theories of Stratification (5 Weeks)

2.1Marx, Weber and Class

2.1.1McLellan, David. *The Thought of Karl Marx*. London: Papermac, 1995. Part 2. Chapter 6. Class, pp. 182-194

2.1.2Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. *From Max Weber*. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180– 195

2.1.3 Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' *American Sociological Review*, Vol. 39, No. 2 (Apr., 1974), pp. 149-161

2.1.3 Bottomore, T. B. *Classes in Modern Society*. New York: Pantheon Books, 1966. Chapters. 2 & 3 The Nature of Social Class & Classes in Industrial Societies. 9-75

2.2 Functionalism

2.2.1Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. *American Sociological Review* 10.2 (1945): pp. 242-249

2.2.2Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. *American Sociological Review* 18.4 (1953): 387-394

2.2.3 Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification : Critical Analysis: Reply'. *American Sociological Review* Vol. 18, No. 4 (Aug., 1953), pp. 394-397

2.2.4 Wrong Den nis H 'The Functional Theory of Stratification: Some Neglected Consideratio s' *American Sociological Review*, Vol. 24, No. 6 (Dec., 1959), pp. 772-782

2.2.5 Sti nchcombe Arthur L 'Some Empirical Consequences of the Davis-Moore Theory of Stratification**'.** *American Sociological Review* 28.5 (1963), pp. 805-808

3. Identities and Inequalities (5 Weeks)

3.1 Caste, Race and Ethnicity

3.1.1 BaiLey F G 'Closed Socia Stratification in In dia', *European Journal of Sociology* Vol. 4, No. 1 (1963) pp. 107-124

3.1.2 Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' *Economic and Political Weekly*, Vol. 31, No. 4 (Jan. 27, 1996), pp. 215-223

3.1.3 Omi, Michael, and Howard Winant. *Racial Formation in the United States*. New York: Routledge & Kegan Paul, 1986. Chapters 1 & 4 , pp. 14-24 and 57-69

3.1.4 Pitt-Rivers Julia 'Race Color and Class in Central America and the des' *Daedalus*, Vol. 96, No. 2, Color and Race (Spring, 1967), pp. 542-559

3.2. Feminism and Gendered Stratification (2 Weeks)

3.2.1 Mitchell, Juliet. *Woman's Estate*. Harmondsworth: Penguin, 1971. Chapter 5, Position of Women 1. Pp. 99-122

3.2.2 Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'. *American Journal of Sociology* 78.4, 1973. Pp. 936-944

3.2.3 Collin Patricia Hill. 'Towards a New Vision : Race, Claa and Gender as Categories of Analysis and Connection' *Race, Sex and Class,* Vol.1,No.1 (Fall 1993),Pp.25-45.

4. Mobility and Reproduction (2 Weeks)

4.1 Bottero, Wendy. *Stratification*. London: Routledge, 2005. Chapters 12 & 14 pp. 205-223 & 246-258

4.2 Bourdieu Pierre 'Cu tura Reproductio a d Socia Reproductio ' *In The Structure of Schooling: Readings in the Sociology of Education*. Richard Arum and Irenee Beattie, Editors. NY: McGraw Hill. 1973: 56-68.

Suggested Readings:

1. Gupta, Dipankar. 1991.*Social Stratification.* New Delhi. Oxford University Press.
2. Pakem, B. 1990. *Nationality, ethnicity and Cultural Identity.* New Delhi. Omsons Publications . pp. 1-21
3. Ghurye, G.S. 1932. *Caste and Race in India*. London. Kegan Paul.
4. Dumont, Louis . 1972. *Homo Hierarchicus: An Essay on the Caste System.* Chicago. University of Chicago Press.
5. Mohanty, Chandra Talpade.2003. "Under Western Eyes: Feminist Scholarship and Colonial discourses" in *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity"* by Chandra Talpade Mohanty. 2003. Durham. Duke University Press.
6. Sorokin, Pitrim.1927. *Social Mobility.* New York. Harper and Brothers.

Core Course 11
Sociological Thinkers –I

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Objectives:
The course introduces the students to the classics in the making of the discipline of sociology through selected texts by the major thinkers.

		Classes	Tutorials	Marks
1.August Comte		08	3	20
1.1	Law of Human Progress			
1.2	Hierarchy of Sciences			
1. Karl Marx		10	1	20
2.1	Materialist Conception of History			
2.2	Capitalist Mode of Production			
3. Max Weber		10	1	20
3.1	Social Action and Ideal Types			
3.2	Religion and Economy			
4.Emile Durkheim		10	2	20
4.1	Social Fact			
4.2	Individual and Society			

COURSE CONTENTS AND ITINERARY

1. August Comte

1.1. Coser, Lewis, A: Masters of Sociological Thought, New York , Harcourt Brace Jovanovich 1977

2. Karl Marx (Weeks 1-5)

2.1. Intro : McLellan, David. 1975. *Marx*. London: Fontana Press. Pages: 7-23 (16)

2.2. Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. pp. 13-15, 16-80, 98-106, 142-174, 502-506

2.3. Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. pp. 13-15, 16-80, 98-106, 142-174, 502-506.

3. **Max Weber (Weeks 6-9)**

3.1 Poggi, Gianfranco. 2006. *Weber*. Cambridge, UK: Polity. Pages: 1-16 (16)
3.2. Weber, Max. 1947. *The Theory of Social and Economic Organization*. New York: The Free Press, pp. 87-123
3.3. Weber, Max. 2002. *The Protestant Ethic and the Spirit of Capitalism* (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126, Chapters I, II, III, IV & V

4. **Emile Durkheim (Weeks 10-14)**

4.1 Gane, Mike. 1992. *The Radical Sociology of Durkheim and Mauss*. London: Routledge. Pages: 1-10
4.2. Durkheim, E. 1958. *The Rules of Sociological Method*. New York: The Free Press. pp. 48-107, 119-144
4.3. Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press, pp. 41-56, 145-276

SUGGESTED READINGS

Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies.
Giddens, A. 1971. *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber*. Cambridge: Cambridge University Press.

Core Course 12
Sociological Research Methods – I

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective: The course is a general introduction to the methodologies of sociological research methods. It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.

		Classes	Tutorials	Marks
1. The Logic of Social Research(weeks 1-7)		22	2	35
1.1	What is Sociological Research? (a) Research , Science and Sociology. (b) Scientific Method : Positivist and Constructionist Interpretation of Science (c) Trend of Sociological Research , Sociological Imagination			
1.2	Objectivity in the Social Sciences (a) Objectivity as explained by Emile Durkheim (b) Objectivity as explained by Max Weber			
1.3	Reflexivity (a) The coming Crisis in Western Sociology –Methodological Approach (b) A Critique to Conventional Sociology : Reflexivity (Harold Garfinkle)			
2. Methodological Perspectives(weeks 8-11)		6	3	20
2.1	Comparative Method (a) Comparative Method in the works of Emile Durkheim, Max Weber and Redcliff Brown (b) Feminist Method : Approach and Design			
2.2	Feminist Method : Approach and Design			
3.Modes of Enquiry(weeks 12-14)		10	2	30
3.1	Theory and Research			

3.2	Inductive and Deductive Logic			
3.3	Quantitative and Qualitative Research :Characteristics , Purpose and Types			

COURSE CONTENTS AND ITINERARY

1.1 The Logic of Social Research (Weeks 1 and 2)

1.1.1 Mills, C. W. 1959, *The Sociological Imagination,* London: OUP Chapter 1 Pp. 3-24

1.1.2 Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), *The Craft of Social Anthropology,* Delhi: Hindustan Publishing Corporation, Pp. xv-xxiv

1.2. Objectivity in the Social Sciences (Weeks 3-7)

1.2.1. Durkheim, E. 1958, *The Rules of Sociological Method,* New York: The Free Press, Chapter 1, 2 & 6 Pp. 1-46, 125-140

37

1.2.2. Weber, Max. 1949, *The Methodology of the Social Sciences,* New York: The Free Press, Foreward and Chapter 2 Pp. 49-112

1.3. Reflexivity

1.3.1 Gouldner, Alvin. 1970, *The Coming Crisis of Western Sociology,* New York: Basic Books, Chapter 13 Pp. 481-511

2. Methodological Perspectives (Weeks 8-11)

2.1. Comparative Method

2.1.1. Radcliffe-Brown, A.R. 1958, *Methods in Social Anthropology,* Delhi: Asia Publishing Corporation, Chapter 5 Pp. 91-108

2.1.2. Beiteille, A. 2002, *Sociology: Essays on Approach and Method,* New Delhi: OUP, Chapter 4 Pp. 72-94

2.3. Feminist Method

2.3.1. Harding, Sandra 1987, "Introduction: Is there a Feminist Method?" in Sandra Harding (ed.) *Feminism & Methodology: Social Science Issues,* Bloomington: Indiana University Press, Pp. 1-14

3. Modes of Enquiry (Weeks 12-14)

3.1. Theory and Research

3.1.1 Merton, R.K. 1972, *Social Theory & Social Structure,* Delhi: Arvind Publishing House, Chapters 4 & 5 Pp. 139-171

3.2 Analyzing Data: Quantitative and Qualitative

3.2.1 Bryman, Alan. 2004, *Quantity and Quality in Social Research,*New York: Routledge, Chapter 2 & 3 Pp. 11-70

Core Course 13

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Sociological Thinkers II

Objective: To introduce students to post-classical sociological thinking through some original texts.

		Classes	Tutorials	Marks
1. Talcott Parsons		4	1	10
1.1	Social Systems			
2.Claude Levi-Strauss		5	1	10
2.1	Structuralism			
3.G. H. Mead and Erving Goffman		8	2	16
3.1	**G. H. Mead:** Mind , Self and Society			
3.2	**Erving Goffman: Self in Everyday Life**			
4.Peter L. Berger and Thomas Luckmann		4	1	10
4.1	Social Construction of Reality			
5.Max Horkheimar, T.W. Adorno and Herbert Marcuse		12	1	24
5.1	**Max Horkheimar** :Critical Social Theory			
5.2	**T.W. Adorno: Knowledge Industry**			
5.3	**Herbert Marcuse: One Dimensional Man**			
6.Pierre Bourdieu		5	1	10
6.1	Theory of Practice			

COURSE CONTENTS AND ITINERARY

Orientation to Post-Classical Theories/ Schools in Sociology (Week I)

1. Talcott Parsons (Weeks 2-3)

Parsons, T. and E. Shils (eds). 1951. *Towards a General Theory of Action*. New York: Harper and Row Publishers, pp. 3-29

2. Levi-Strauss (Week 4)

Levi-Stauss, C. 1993. "Structure and Dialectics", in *Structural Anthropology Volume I*. Harmondsworth: Penguin, pp. 232-242

3. G. H. Mead and Erving Goffman (Weeks 5-7)

3.1 Mead, G.H. 1934 (Fourteenth Impression 1967) Mind Self and Society. Chicago: University of Chicago Press. Part III, pp 135-226
3.2 Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162

4. Peter L. Berger and Thomas Luckmann (Week 8)

Berger, P. L. and T. Luckmann. 1991. *The Social Construction of Reality*. London: Penguin Books, pp. 31-62

5. Max Horkheimar, T.W. Adorno and Herbert Marcuse (Weeks 9-12)

5.1 Horkheimar**.** M and Adorno. T.W. *The Dialectic of Enlightenment*. 2002. Stanford University Press. Stanford: California. pp 1-34. Chapter 1, The Concept of Enlightenment
5.2 Marcuse, H. 1964. *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Boston: Boston Press, pp. 7-92

6. Pierre Bourdieu (Weeks 13-14)

Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press, pp. 72-95
[Projects, feature films and documentary screenings will be an integral part of the coursework]

SUGGESTED READING :

Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies.
Saikia ,J.P. Adunik Samajtattik Bishleson (in Assamese)2012, Bidya Bhaban Jorhat Assam.

Core Course 14

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

RESEARCH METHODS II

Objective: The course is an introductory course on how research is actually done. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.

		Classes	Tutorials	Marks
1.Doing Social Research(weeks 1-4)		12	2	24
1.1	The Process of Social Research (a) Steps of Social Research (b) Research Design			
1.2	Concepts ,Hypothesis, Research Questions			
1.3	Field (Issues and Context)			
1.4	Sampling			
2.Methods of Data Collection(Weeks 5-9)		10	2	16
2.1	Survey Methods: Sampling, Questionnaire and Interview			
2.2	Observation: Participant and non-participant			
3.Quantitative and Qualitative Data Analysis (weeks 10-13)		16	3	30
3.1	Quantitative – Statistical Method			
3.1.1	**Statistical Methods:** Graphical and Diagrammatic Presentation of Data (Bar diagrams, Pie-diagram, Histogram, Frequency Polygon,Smoothed frequency curve and Ogives).			
3.1.2	Measures of Central Tendency (Simple Arithmetic Mean, Median and Mode).			
3.1.3	Measures of Dispersion(Standard Deviation, Variance and Covariance)			
3.2	Quantitative : Content Analysis, Case Study, Focused Group Discussion			

4.Research Projects (Weeks 14)			10
Field Visit and Report submission			

COURSE CONTENTS AND ITINERARY

1.1 Doing Social Research (Weeks 1-4)

1.1.1 Bailey, K. (1994). The Research Process in *Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Pp.3-19.

1.2 Concepts and Hypothesis

1.2.1 Goode, W. E. and P. K. Hatt. 1952. *Methods in Social Research*. New York: McGraw Hill. Chapters 5 and 6. Pp. 41-73.

1.3 Field (Issues and Contexts)

1.3.1 Gupta, Akhil and James Ferguson. 1997. *Anthropological Locations.* Berkeley: University of California Press. Pp.1-46.

1.3.2 Srinivas, M.N. et al 2002(reprint), *The Fieldworker and the Field:Problems and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction Pp. 1-14.

2.1 Survey Methods of Data Collection (Weeks 5-9)

2.1.1 Bailey, K. (1994). Survey Sampling in *Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Ch-5. Pp. 81-104.

2.1.2 Bailey, K. (1994). Questionnaire Construction and The Mailed Questionnaire in *Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Chs-6 and 7. Pp. 105-172.

2.1.3 Bailey, K. (1994). Interview Studies in *Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Ch8. Pp.173-213.

2.2 Observation : Participant and non-Participant

2.2.1 Bailey, K. (1994). Observation in *Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY10020. Ch 10. Pp.241-273.

2.2.2 Whyte, W. F. 1955. *Street Corner Society*. Chicago: University of Chicago Press. Appendix.

3. Statistical Methods

3.1 Graphical and Diagrammatic presentation of data (Weeks 10-13)

3.1.1 Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons. Pp.101-108, 115-118, 131-137.

3.2 Measures of Central Tendency

3.2.1 Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons. Pp. 155-168, 173-180, 187-197.

3.3 Measures of Dispersion

3.3.1 Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons. Pp. 263-277.

4. Research Projects (Week 14)

No Specific readings for this section. Research Projects at the discretion of the teacher.

Note: Numericals to be taught for individual, discrete and continuous series for the topics mentioned above. No specific method for calculating the same be specified

Discipline Specific Elective 01

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Urban Sociology

Course Objective:

This course provides an exposure to key theoretical perspectives for understanding urban life in historical and contemporary contexts. It also reflects on some concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students relate to the complexities of urban living.

		Classes	Tutorials	Marks
1. Introducing Urban Sociology: Urban, Urbanism and the City		6	1	15
1.1	Urban : Definition and types			
1.2	Urbanism: concept of urbanism in contemporary societies			
1.3	City: concept and types			
2.Perspectives in Urban Sociology		10	1	20
2.1	**Ecological: (Chicago school)**			
2.2	**Political Economy**			
2.3	**Network (Manuel Castells)**			
2.4	**City as Culture**			
3.Movements and Settlements		8	2	20
3.1	**Migration : Forms and Consequences on urban life**			
3.2	**Community: nature of urban community and neighborhood (case studies of Indian Urban Society can be used as references as per the discretion of the course teacher)**			
4.Politics of Urban Space		14	3	25
4.1	**Culture and Leisure:**			
4.1.1	**Leisure activities in urban societies**			

4.1.2	**Leisure and use of urban space**			
4.2	**Caste, Class and Gender:**			
4.2.1	**Youth Politics in urban context**			
4.2.2	**Politics of gendered urban space**			
4.2.3	**Social movements in urban societies**			
4.2.4	**Contestation of space (riots and conflicts)**			

Course Contents and Itinerary

1. **Introducing Urban Sociology: Urban, Urbanism and the City: (3 Weeks)**

1.1 Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects.* Mariner Books: Pp 3-29, 94-118

1.2 Holton, R. J. *Cities, Capitalism and Civilization*, London: Allan and Unwin, Chapters. 1 & 2. Pp. 1 – 32

1.3 Parker, Simon. Urban Theory and Urban Experience: Encountering the City, London: Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 - 26

2. Perspectives in Urban Sociology: (4 Weeks)

2.1. Hannerz, Ulf 1980. *Exploring the City: Toward an Urban Anthropology*, NY: Columbia University Press. Chapter 2. Pp 19-58

2.2 Lewis, Wirth 1938 "Urbanism as a way of Life" in *American Journal of Sociology*, Vol. 44, No.1 (July), Pp. 1-24

2.3 Harvey, David 1985 *The Urban Experience*, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City. Pp. 1-35

2.4 Manuel, Castells 2002, "Conceptualising the city in the information age", in I.Susser (ed.) *The Castells Reader on Cities and Social Theory*, Blackwell Publishers, Malden, Ma, Pp. 1-13

2.5 Weber, Max 1978. *The City.* The Free Press: New York. Pp 65-89

2.6 Simmel, George, 1903, "Metropolis and the Mental Life" in Gary 2.7 Bridge and Sophie Watson, eds. *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002.

3. Movements and Settlements: (2 Weeks)

3.1 Rao, M.S.A, 1981, "Some aspects of the sociology of migration", *Sociological Bulletin*,Vol. 30, 1. Pp21-38

3.2.Anand, Inbanathan. 2003, "Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony" in Ranvinder Singh Sandhu (ed.) *Urbanization in India*. Sage: New Delhi. Pp. 232-246

3.1. Benjamin S, 2004, "Urban Land Transformation for Pro-Poor Economies", *Geoforum*, Volume 35, Issue 2, March 2004, Pp. 177-197

4. Politics of Urban Space (5 Weeks)

4.1 Katznelson, Ira, 1981, *City Trenches: Urban Politics and Patterning of Class in United States*, Chicago: University of Chicago Press. Chapter 8. Social Theory, Urban Movements and Social Change. Pp. 193 - 215

4.2 Ayyar, Varsha ,2013. "Caste and Gender in a Mumbai resettlement site", *Economic & Political Weekly*, May 4,Vol. XLVIII, No 18, Pp 44-55

4.1. Kamath, Lalitha and Vijayabaskar, M, 2009 "Limits and possibilities of Middle Class Associations as Urban collective actors", *Economic & Political Weekly,* June 27, 2009 vol XLIV No. 26 & 27, Pp 368 -376

4.2. Grazian, David, 2009, "Urban Nightlife, Social Capital, and the Public Life of Cities" *Sociological Forum,* Vol. 24, No. 4 (Dec., 2009), pp. 908-917

4.5 Manuel Castells, 1983, "Cultural Identity, Sexual Liberation and Urban Structure: The Gay Community" in *San Francisco in City and the Grassroots*, Pp. 138-170

4.6 Crawford, Margaret. „The World is a Shopping Mall", From Malcom Miles and Tim Hall (Eds.) *City Cultures Reader*, London: Routledge. Pp. 125-139

SUGGESTED READINGS:

1. Kumar, Nita, 1988. *The Artisans of Banaras. Popular Culture andIdentity, 1880—1986,* Princeton: Princeton University Press.
2. Eck, Diana, 1983. *Banaras: City of light,* London: Routledge and Kegan Paul. Naidu, Ratna. 1990. *Old cities and New predicaments: A Study of Hyderabad*. New Delhi: Sage
3. Ganguly, J.B. 1995. *Urbanization and Development in North East – India: Trends and Policy Implications.*New Delhi. Deep and Deep Publications
4. Varshney, Ashutosh. 2002. *Ethnic Conflict and Civic Life: Hindus and Muslims in India.*London. Yale University Press.
5. Sarma, Pranjal. 2016. *Urbanization and Development.* Guwahati.E. B.H. Publications.

Discipline Specific Elective 03
Environmental Sociology

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

This course is designed to introduce students to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India.

		Classes	Tutorials	Marks
1.Envisioning Environmental Sociology		10	1	25
1.1	Meaning , Definition, Nature and Scope			
1.2	Realist-Constructionist Debate			
2.Environmental Approaches		16	3	25
2.1	Treadmill of Production			
2.2	Ecological Modernization			
2.3	Environmental Risk			
2.4	Ecofeminism and Feminist Environmentalism			
2.5	Political Ecology			
3.Environmental Movements in India		12	3	30
3.1	Forest based movement – Chipko			
3.2	Water based movement – Narmada			
3.3	Land based movements – Anti-mining and Seed			
3.4	Anti Big Dam Movements in North East India			

C O U RS E CONTENTS AND ITINERARY

1. Envisioning Environmental Sociology [Weeks 1-3]

1.1.1. Bell, MM. (2008). *An Invitation to Environmental Sociology*. Thousand Oaks, CA: Sage 3rd ed. Ch 1.(pp. 1-5).

1.1.2. Hannigan, J. A. (1995). Environmental Sociology. Routledge, London and

New York, 2nd ed. Ch1 and 2. (pp. 10-15,16 - 35).
1.2.1. Leahy, T. (2007). Sociology and the Environment. Public Sociology: An Introduction to Australian Society. Eds. Germov, John and Marilyn, Poole. NSW: Allen & Unwin, Ch 21 (pp. 431-442).
1.2.2. Evanoff, R. J. (2005). Reconciling realism and constructivism in environmental ethics. *Environmental Values*, 61-81.

2. Approaches [Weeks 4-10]

2.1.1. Gould, K. A., Pellow, D. N., & Schnaiberg, A. (2004). Interrogating the Treadmill of Production: Everything You Wanted to Know about the Treadmill but Were Afraid to Ask. Organization & Environment, 17(3), 296-316.
2.1.2. Wright, E. O. (2004). Interrogating the Treadmill of Production: Some Questions I Still Want to Know about and Am Not Afraid to Ask. Organization & Environment, 17(3), 317-322.
2.2.1. Mol, A. P. (2002). Ecological modernization and the global economy. Global Environmental Politics, 2(2), 92-115.
2.2.2. Buttel, F. H. (2000). Ecological modernization as social theory. Geoforum,31(1), 57-65.
2.2.3. O'Connor, J. (1994). Is sustainable capitalism possible. Is capitalism sustainable? *Political Economy and the Politics of Ecology.* The Guilford Press. Ch . (pp.152-175).
54
2.3.1. Beck, U. (2006). Living in the world risk society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, 35(3), 329- 345.
2.4.1. Shiva, V. (1988). Women in Nature. In *Staying Alive: Women, Ecology and Development.* Zed Books. Ch 3.(pp.38-54).
2.4.2. Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in I n d i a : A Reader.* New Delhi: Pearson, Longman, Ch 19.(pp. 316-324, 342-352).
2.5.1. Robbins, P. (2011). *Political Ecology: A Critical Introduction* (Vol. 16). Wiley and Sons ltd. East Sussex, U.K. Ch 1 (pp.10-25).

3. Environmental Movements in India [Weeks 11-14]

3.1.1. Guha, R. Chipko : Social history of an environmental movement. In Ghanshyam Shah ed.(2002). *Social Movements and the State* (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16 (pp.423-454).
3.2.1. Khagram, S., Riker, J. V., & Sikkink, K. (2002).Restructuring the global politics of development: The Case of India's Narmada Valley Dams. *Restructuring World Politics: Transnational Social Movements, Networks, and Norms* (Vol. 14). U of Minnesota Press. (pp.206-30).
3.3.1. Padel, F., & Das, S. (2008). Orissa's highland clearances: The reality gap in R & R. *Social Change*, 38(4), 576-608.
3.3.2. Scoones, I. (2008). Mobilizing against GM crops in India, South Africa and

Brazil. *Journal of Agrarian Change*, 8(2-3), 315-344.
3.4.1.Baviskar, Amita: In the belly of the river : Tribal Conflicts over Developmemtment in the Narmada Valley, 1995, delhi, Oxfrod University Press (Introdution Chapter.
3.4.2Omvedt's , Gail : An Open Letter to Arundhati Roy, Outlook December 19, 2008(e-source)narmada.org/debates/gmail.open.letter.html.
[Projects, feature films and documentary screenings and field visits will be will be undertaken by students through the course]

SUGGESTED READINGS
Students will not be examined on the suggested readings but may use them for projects, and presentations that will be woven into the course.
Guha, R., & Alier, J. M. (1998). The environmentalism of the poor. In *Varieties ofenvironmentalism: Essays North and South*. New Delhi: Oxford University Press.
Osofsky, H. M. (2003). Defining Sustainable Development after Earth Summit 2002. *Loy. LA Int'l & Comp. L. Rev.*, *26*, 111.
Baviskar, A. (1999). In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley. Oxford University Press.

Discipline Specific Elective 06

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Course Objective:

Traditions in Indian sociology can be traced with the formal teaching of sociology as a subject in Bombay university way back in 1914. While the existence of a "Sociology in India" and "Sociology of India" have been largely debated in terms of whether it has been influenced by western philosophy, is there a need of indigenization etc., sociologist in India have primarily been engaged with issues of tradition and modernity, caste, tribe and gender. This paper primarily provides perspectives of key Indian sociologists on some of these issues.

		Classes	Tutorials	Marks
1.G.S Ghurye		7	1	16
1.1	Caste and race			
1.2	City and civilization			
2.D.P Mukherjee		7	1	16
2.1	Tradition and Modernity			
2.2	Middle Class			
3. M.N Srinivas		4	1	8
3.1	Social change			
4.Verrier Elwin		4	1	8
4.1	Tribes in India			
5.B.R Ambedkar		8	1	16
5.1	Dalit Liberation			
5.2	Views on Education	4	1	8
6.Leela Dube				
6.1	Caste and Gender			

7.T.K Oomen		4	1	8
7.1	Social Transformation in India			

COURSE CONTENTS AND ITINERARY

1. G.S.Ghurye (Weeks 1-2)

Upadhya, Carol 2010, „The Idea of an Indian Society: G.S. Ghurye and the Making of Indian Sociology‟ in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology* New Delhi: Permanent Black

Ghurye, G.S. 1969, *Caste and Race in India,* Delhi: Popular Prakashan Pp 114-140,404-460 (82 pages)

1.2.1. Ghurye, G.S. 1962, *Cities and Civilization,* Delhi: Popular Prakashan

2. D.P. Mukerji (Weeks 5-6)

Madan, T.N. 2010, „Search for Synthesis: The Sociology of D.P Mukerji‟ in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology,* New Delhi: Permanent Black

Mukerji D.P. (1958 second edition 2002), *Diversities: Essays in Economics, Sociology and Other Social Problems,* Delhi: Manak Publications Pg 177-225, 261-276

3.2.1. Chakraborty, D 2010, D P Mukerji and the Middle Class in India, *Sociological Bulletin* 59(2), May-August 235-255

3. M.N. Srinivas (Week 9-10)

Srinivas, M.N. 1996, Indian Anthropologists and the study of Indian Society EPW 31(11) 656-657

Srinivas, M.N. 1971, *Social Change in Modern India* University of California Press Berkeley Chp 4-5

Srinivas, M. N.1992, *On Living in a Revolution and Other Essays,* Delhi: OUP Chp 1,2,3,5&7

4. **Verrier Elwin (Week 7-8)**

Guha, Ramchandra 2010, „Between Anthropology and Literature: The Ethnographies of Verrier Elwin‟ in Patricia Uberoi, Satish Despande and Nandini Sundar (eds) *Anthropology in the East: Founders of Indian Sociology and Anthropology,* New Delhi: Permanent Black

Elwin, Verrier 1955, *The Religion of an Indian Tribe,* Bombay: OUP Chp 11, 15, 16, 17

Munshi, Indra 2004, „Verrier Elwin and Tribal Development‟ in T.B. Subba and Sujit Som (eds) *Between Ethnography and Fiction: Verrier Elwin and the Tribal Question in India,* New Delhi: Orient Longman

5. B.R Ambedkar

Said. Edward, (1993): " Cultural Imperialism", Penguine Books, India.

Said., Edward. (1995): " Orientalism: Conceptions of the Orient"., Penguine Books.

6. **Leela Dube (Week 13-14)**

Dube, Leela 1967, Caste, Class and Power: *Eastern Anthropologist* Lucknow 20(2) 215-225

Dube, Leela 2001, *Anthropological Explorations in Gender: Intersecting Fields,* New Delhi: Sage Chp 3,5 & 6

7.T.K Oomen

Oomen. T.K, (1984): "Social Transformation in Rural India: Mobilisation and State Intervention" (1984) , Bikash Publication, New Delhi
Oomen. T.K, (1985): "From Mobilization to Institutionalisation: The dynamics and Agrarian Movementss in Twenth Century Kerela"., Popular Prakashan, Mumbai.

Further Readings:

The following readings may be referred for debates and history of Indian Sociology:

Dhanagare, D.N (1999), *Themes and Perspectives in Indian Sociology*, Delhi: Rawat Publications Chp 7
Madan T N 2011, *Sociological Traditions: Methods and Perspectives in the Sociology of India,* New Delhi: Sage
Uberoi, Patricia Despande Satish and Sundar Nandini (ed) 2010, *Anthropology in the East: Founders of Indian Sociology and Anthropology,* New Delhi: Permanent Black

The following readings may be referred for student presentations:

Mukerjee, Radhakamal 1951, *The Dynamics of Morals,* London: Macmillan & Co
Mukerji D.P. (1942 republished 2002), *Modern Indian Culture: A Sociological Study,* New Delhi: Rupa & Co.
Elwin, Verrier 1952, *Bondo Highlander,* Bombay: OUP
Karve, Irawati (1969 reprinted 1991), *Yuganta: The end of an epoch,* Hyderbad: Disha Books
Karve, Irawati 1961, *Hindu Society — an interpretation*, Pune: Deshmukh Prakashan

Discipline Specific Elective 09

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Societies in North East India

Course Objective:

The course aims at providing a sociological understanding of Societies in North East India. It seeks to provide a multi-dimensional understanding of North East India with respect to social, historical, political and economic dimensions. Further, this course aims to provide a sociological understanding of the specificity of world views of diverse communities along with the emerging socio economic processes of the region.

		Classes	Tutorials	Marks
1.Understanding North East India:		10	1	25
1.1	North East India as Illusive concept			
1.2	Historical evolution of the region			
1.3	Socio-political and economic diversities of North East India			
1.4	Demographic Structure and Changing patterns			
2.Conceptual framework to study Societies in North East India:		8	2	15
2.1	Caste, Class and Tribe			
2.2	Race, Ethnicity and Nationalism			
2.3	Development and Displacement, Land Alienation			
3.Societies in North East India and their World views:		8	2	15
3.1	Family, Marriage and Kinship			
3.2	Religions, Beliefs and Customs			
3.3	Tribal Mode of Production.			
4.Emerging Social Processes in North East India:		12	2	25
4.1	Identity Politics: Ethnic Assertions; Nationalism and Sub-nationalism in North East India.			
4.2	Changing land relations: Agrarian crisis, Commoditization and Privatization of land, Land alienation and displacement			
4.3	Emerging Power Structure: Role of Elite and Middle class.			
4.4	Globalization and Societies of North East India			

Course Contents and Itinerary

1. **Understanding North East India:** **(3 Weeks)**

Chaube, S. K., 1973, *Hill Politics in North East India*, Bombay: Orient Longman.

Choudhury, Sujit, 1999, *The North East: A Concept Re-examined* in Kailash S. Aggarwal (ed) Dynamics of Identity and Inter Group Relations in North East India, Shimla: Indian Institute of Advanced Study.
Guha, Amalendu, 1977, *Planter Raj to Swaraj: Freedon Struggle and Electoral Politics in Assam*, New Delhi: Tulika Books.
Misra, Udayon, 2000, *The Periphery Strikes Back: Challenges to the Nation State in Assam and Nagaland*, Shimla: Indian Institute of Advanced Study.

2. Conceptual framework to study Societies in North East India: (4-6 Weeks)

Bhadra, Ranjit K., 1991, *Caste and Class; Social Stratification in Assam*, Delhi: Hindustan Publishing Corporation.
Brass, Paul R.1991, *Ethnicity and Nationalism Theory and Comparison*. New Delhi:Sage Publication.
Fernandes, Walter and Gita Bharali, 2011, *Uprooted for whose benefits-Development induced displacement in Assam-1947-2000,* Guwahati: North Eastern Social Research Centre.

Hussain, Monirul, 2008, *Interrogating Development: State, Displacement and Popular Resistance in North East India*, New Delhi: Sage Publication.
Karna, M. N. 2004, *Agrarian Structure and Land Reforms in Assam.* Delhi: Regency.

Karna, M. N.; 1999; Language, Region and National Identity in *Sociological Bulletin*; Vol 48; No 1 & 2; pp 75-96.

3. Societies in North East India and their World views: (7-10 weeks)

Biswas, P. and C. Suklabaidya, 2007, *Ethnic Life Worlds in Northeast India*. New Delhi: Sage Publications.

Guha, A. 1991,*Medieval and Early Colonial Assam: Society, Polity, Economy*. Calcutta: Centre for Studies in Social Sciences.

Karna, M.N. 1999, 'Ethnic Identity and socio-economic processes in north-east India.' in *Dynamics of identity and Intergroup Relations in North-East India*, Kailash S. Aggarwal ed. Shimla: Indian Institute of Advanced study.

Nath, D.,2011, *Religion and Society in North East India.* Guwahati: DVS Publishers.

Subba, T. B. & G.C. Ghosh (Eds.), 2003, *The Anthropology of North-East India.* New Delhi: Orient Longman.

4. Emerging Social Processes in North East India: (11-14 Weeks)

Gogoi, Akhil , 2011, Morubhumi Ahe Lahe Lahe (in Assamese) , Guwahati Akhar Prakakhan

Baruah, S. 1999, *India against Itself: Assam and the Politics of Nationality.* New Delhi: Oxford University Press.

Baruah, Sanjib.2007, *Durable Disorder*, New Deelhi: Oxford University Press.
Bhaumik, Subir, 2009, Troubled Periphery: Crisis of India's North East, New Delhi : Sage.
Bora, A.K., 2012, *Modernisation of the Tribal Communities: A study based on Sociology of Science of the Misings and Karbies of Assam*, New Delhi: Akansha Publishing House.

Dilip Gogoi (Edited), 2016, *Unheeded Hinterland: Identity and Sovereignty in Northeast India*. New Delhi: Routledge .
Fernandes, Walter and Gita Bharali, 2011, *Uprooted for whose benefits-Development induced displacement in Assam-1947-2000*, Guwahati: North Eastern Social Research Centre.
Gohain, Hiren, 1973, Origin of the Assamese Middle Class**,** Social Scientist, Vol. 2, No. 1, pp. 11-26.
Guha, Amalendu and Arvind N. Das, 1974, Origin of the Assamese Middle Class: A comment, In Social Scientist, Vol. 2, No. 6/7 , pp. 59-66.
Mahanta, Dr. Prafulla,1991, Asomiya Madhyabittta Shreneer Itihas (in Assamese), Guwahati: Bhabani Print and Publications.

Sharma, C. K. 2000, "Assam: Tribal Land Alienation: Government's Role" in *Economic and Political Weekly*, 36 (52), pp. 4791-4795

Generic Elective 01

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Indian Society: Images and Realities

Course Objective:

This course seeks to provide an interdisciplinary introduction to Indian society.

		Classes	Tutorials	Marks
1	Sociological understanding of Ideas of India: Civilization, Colony, Nation and Society (3 Weeks)	10	2	25
2.	Institutions and Processes (9 Weeks) Village, Town and Region Caste, Religion and Ethnicity Family and Gender Political Economy	18	3	35
3.	Critical understanding of : Civilization, colony, Nation and society (2 Weeks)	10	2	20

COURSE CONTENTS AND ITINERARY

Ideas of India : Civilization, Colony, Nation and Society (3 Weeks)

Embree, Ainslie Thomas,. *Imagining India*. Delhi: Oxford University Press, 1989. Chapter 1- Brahmanical Ideology and Regional Identities. Pp. 9 – 27

Cohn, Bernard. *India: Social Anthropology of a Civilization*, Delhi: OUP. Chapters 1, 3, 5 & 8 (1-7, 24-31, 51-59, 79-97)

2. Institutions and Processes (9 Weeks)

Village, Town and Region

Breman, Jan. 'The Village in Focus' from the Village Asia Revisited, Delhi: OUP 1997. Pp. 15-64

Cohn, Bernard, *An Anthropologist Among Historians and Other Essays*, Delhi: OUP, 1987, Chapters. 4 and 6. Pp.78-85 & 100 – 135

Caste, Religion and Ethnicity

Mines, Diane P. *Caste in India*. Ann Arbor, Mich.: Association for Asian Studies, 2009. Pp. 1-35

Fuller, C. J. *The Camphor Flame: Popular Hinduism and Society in India*. Delhi: Viking, 1992. Chapter 1. Pp. 3 – 28.

Ahmad, Imtiaz et.al (eds). *Pluralism and Equality: Values in Indian Society and Politics*, Sage : New Delhi, 2000. Chapter: 'Basic Conflict of 'we' and 'they'' Between religious traditions, between Hindus, Muslims and Christians'. Pp.

Family and Gender

Dube, Leela. 'On the Construction of Gender: Hindu Girls in Patrilineal India', *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS11 WS19

Gray, John N. & David J. Mearns. *Society from the Inside Out: Anthropological Perspectives on the South Asian Household.* New Delhi: Sage,

1989. Chapter 3. (Sylvia Vatuk) Household Form and Formation: Variability and Social Change among South Indian Muslims. Pp. 107-137

Political Economy

Chatterjee, Partha. *State and Politics in India*. Delhi: Oxford University Press, 1997. Introduction: A Political History of Independent India. Pp. 1-39

Critiques (2 Weeks)

Omvedt, Gail. *Understanding Caste*. New Delhi: Orient Black Swan, 2011. Chapters. 5, 9, 11 and Conclusion. Pp. 30-38, 67 – 73, 83 – 90, 97 – 105

Sangari, Kumkum and Sudesh Vaid. *Recasting Women: Essays in Indian Colonial History.* New Brunswick: Rutgers University Press. Introduction, Pp. 1 – 25

Brass, Paul. 1991 "Ethnicity and Nationalism: Theory and Comparison .Sage Publication, pp

Generic Elective 02

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Family and Intimacy

Course Objective:

Family is one of the vital institutions of human society. It is experienced intimately and debated keenly. This course attempts to introduce students to a range of contemporary concerns pertaining to this institution from a sociological perspective and with an interdisciplinary orientation.

		Classes	Tutorials	Marks
1.	What is Family? Definition, Meaning, Characteristics , Types and Functions (4 Weeks)	10	2	20
2.	Family and Intimacy: Themes and Accounts- Types of Marriage and Kinship (6 Weeks	10	2	20
3.	Family and Intimacy: Critiques and Transformations- Emerging trends of Intimacy as-	28	3	40
3.1	Political belonging (Membership, inclusion/ exclusion criteria)			
3.2	Economic belonging(Work and Organizational life)			
3.3	Cultural belonging (Diverse cultural symbol)			
3.4	Personal belonging (kinship bondage) (4 Weeks)			

Course Contents and Itinerary

1. What is Family? (4 Weeks)

Mitterauer, Michael, and Reinhard Sieder. *The European Family*. Chicago: University of Chicago Press, 1982. Chapter 1. Family as an Historical Social Form. Pp. 1-21

Worsley, Peter. *Introducing Sociology*. Harmondsworth: Penguin Books, 1984. Chapter 4. The Family. Pp. 165-209

Levi-Strauss, Claude. 'The Family' in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 261 - 285

Okin, Susan Moller. *Justice, Gender, and the Family*. New York: Basic Books, 1989. Chapter 2. The Family: Beyond Justice? Pp. 25 – 40.

Weston, Kath. *Families We Choose*. New York: Columbia University Press, 1991. Chapter 2. Exiles from Kinship. Pp. 21 – 42.

2. Family and Intimacy: Themes and Accounts (6 Weeks)

Lannoy, Richard. *The Speaking Tree*. London: Oxford University Press, 1974. Part Two, Chapters. 1, 2 & 4 The Child, Family Relationships & Change in the Family System. Pp. 83 – 112 & 124 - 131

Madan, T. N. Family and Kinship: A study of the Pandits of Rural Kashmir. Delhi: Oxford University Press, 1989. Chapters, 5 & 6. Pp. 64 – 108

Fruzzetti, Lina M. *The Gift of a Virgin: Women, Marriage, and Ritual in a Bengali Society*. Delhi: OUP. 1993. Introduction and Chapter 1. Sampradan: The Gift of Women and Status of Men. Pp. 1 – 28

Trawick, Margaret. *Notes on Love in a Tamil Family*. Delhi: Oxford University Press, 1996. Chapters. 3 & 5 The Ideology of Love & Siblings and Spouses. Pp. 89– 116 & 187 – 204.

Raheja, Gloria Goodwin, and Ann Grodzins Gold. *Listen To The Heron's Words: Reimagining Gender and Kinship in North India*. Delhi: Oxford University Press, 1996. Chapter 2. Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs. Pp. 30 – 72

3. Family and Intimacy: Critiques Transformations (4 Weeks)

3.1 arrett, ich le, and ary c ntosh. *The Anti-Social Family*. London: Verso, 1991. Chapter 2. The Anti-Social Family. Pp. 43 – 80

Cartledge, Sue, and Joanna Ryan. *Sex & Love: New Thoughts on Old Contradictions*. London: Women's Press, 1983. Chapter 7 ' s a Feminist Heterosexuality Possible?' Pp. 105 – 123

Coontz, Stephanie. *Marriage, A History*. New York: Viking, 2005. Pp. 15 – 49

3.4 Therborn, ran. *Between Sex and Power: Family in the World, 1900- 2000*. London: Routledge, 2004. Introduction, Chapter 2 and Conclusion. Pp. 1- 12, 73 – 106 & 295 – 315

Generic Elective 03

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Rethinking Development

Objective:

This paper examines the ideas of development from a sociological perspective. It introduces students to different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective.

		Classes	Tutorials	Marks
1.Unpacking Development:		12	2	20
1.1	Basic concepts: Growth and Development , Human development and Social Development			
1.2	Growth of the idea of development and underdevelopment			
1.3	Meaning of development over time			
1.4	Sociology of development: Meaning and Scope			
2.Theorizing development:		15	3	30
2.1	Modernization			
2.2	Dependency theory			
2.3	Environment and development			
2.4	Gender and Development			
2.5	Development as Freedom			
3.Development Regimes in India		6	1	15
3.1	State and economic development in India: Colonial and Post colonial experience			
3.2	Participatory Development in India: 73rd and 74th Amendment Act			
4.Issues in Developmental Praxis:		5	1	15
4.1	Development and Displacement.			
4.2	Development and Empowerment			

Course Contents and Itinerary

1. Unpacking Development (4 Weeks)

Bernstein, Henry. *Underdevelopment and Development*. Harmondsworth: Penguin, 1973. Introduction: Development and the Social Sciences. Pp. 13 – 28.

Wolfgang, Sachs (ed.) The Development Dictionary: A Guide to Knowledge and Power. London: Zed Books. 1992. pp. 1-21.

Rist, Gilbert. *The History of Development*. London: Zed, 2008. Pp. 8 – 46

Ferguson, J. 2005. 'Anthropology and its Evil Twin; 'Development' in the Constitution of a Discipline', in M. Edelman and A. Haugerud (eds.) *The Anthropology of Development and Globalization*. Blackwell Publishing. pp 140-151.

2. Theorizing Development (5 Weeks)

2.1 Harrison, David. *The Sociology Of Modernization And Development*. London: Routledge, 1991. Chapters 1 &2. Pp. 1 – 54

Frank, Andre Gunder. 1966. 'The Development of Underdevelopment', *Monthly Review*. 18 (4) September 17-31

Redclift, Michael. 1984. *Development and the Environmental Crisis. Red or Green alternatives?* New York: Methuen & Co. Chapter 1 and 7, pp 5-19, 122-130

Visvanathan, Nalini, Lynn Duggan, Laura Nisonoff & Nan Wiegersma (eds). 1997. The Women, Gender and Development Reader. Delhi: Zubaan, pp 33-54

Sanyal. Kalyan. 2007. *Rethinking Capitalist Development: Primitive Accumulation, Governmentality and Post-Colonial Capitalism*. New Delhi: Routledge, pp 168-189

Sen, A. 1999. *Development as Freedom*. New Delhi : Oxford University Press, pp. 3-11

3. Developmental Regimes in India (3 Weeks)

Bardhan, Pranab. *The Political Economy of Development In India*. Delhi: Oxford, 1992. Pp. 1-60

Chatterjee, Partha. Democracy and Economic Transformation in India, *Economic and Political Weekly*, Vol. 43, No. 16 (Apr. 19 - 25, 2008), pp. 53-62

4. Issues in Developmental Praxis (2 Weeks)

Scudder. T. 1996. 'Induced Impoverishment, Resistance and River Basin Development' in Christopher McDowell (ed.) *Understanding Impoverishment: The Consequences of Development Induced Displacement*. Oxford: Berghahn books. Pp. 49-78.

Sharma, Aradhana. *Logics of Empowerment: Development, Gender and Governance in Neoliberal India*. Minneapolis: University of Minnesota Press, 2008. Chapters. Introduction, Chapter 4 and Conclusion

Generic Elective 04

Total Credit=6
Total Marks 80+20=100
Total Classes: 38
Total Tutorials: 7
Class duration: 1 class=1 hour
1 tutorial = 1 hour
6 classes per week

Gender and Violence

Course Objective: Gendered violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence, awareness of its most common forms and tries to equip the students with a sociologically

		Classes	Tutorials	Marks
1.Gender and Violence		8	1	20
1.1	Defining Gender Based Violence			
1.2	Perspectives of gendered violence(Individualistic, Social perspective and Functionalist Perspective			
2.Structural and Situated Violence		12	2	20
2.1	Caste, Gender and Violence			
2.2	Domestic and Familial Violence			
2.3	Gender and the Conflict Situation			
2.4	Violence, Harassment and Workplace			
3.Sexual Violence		9	2	20
3.1	Nature of Sexual Harassment (legal Perspective)			
3.2	Sexually Transmitted Disease, female foeticide, Spousal violence			
3.3	Gendered Violence and Media			
4.Addressing Gendered Violence: Politics and Public Policy		9	2	20
4.1	Legislative measures in India for curbing sexual violence			
4.2	Domestic Violence Act 2005			
4.3	Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013			

COURSE CONTENTS AND ITINERARY

1. What is Gendered Violence? (2 Weeks)

Kimmel, Michael S. *The Gendered Society*. New York: Oxford University Press, 2011. Chapter 13. Gender of Violence, Pp. 381-407

Saikia, J.P, (2016): " Gender : Themes and Issues", Concept Publishing Company (P) Ltd, New Delhi.Pp-101-159

Wies, Jennifer R. *Anthropology at the Front Lines of Gender-Based Violence*. Nashville, Tenn.: Vanderbilt Univ. Press, 2011. Chapter 1. Ethnographic Notes from the Frontlines of Gender Based Violence, Pp. 1-18

2. Structural and Situated Violence (7 Weeks)

2.1 Caste, Gender and Violence

Kannabiran, Vasanth and Kalpana Kannabiran, Caste and Gender: Understanding Dynamics of Power and Violence, *Economic and Political Weekly*, Vol. 26, No. 37 (Sep. 14, 1991), pp. 2130-2133.

Irudayam, Aloysius, Jayshree P Mangubhai, and Joel G Lee. *Dalit Women Speak Out*. Chapters. 1, 3, 4, 13 and 14.

Ivekovic. R, Mostov. J, (2006): " From Gender to Nation", Published by Zubaann, New Delhi. Pp-81-89.

Mohanty Manoranjan (ed), (2004): " Class, Caste, Gender", Sage Publications, New Delhi.

2.2 Domestic and Familial Violence

Karlekar, Malavika. Domestic Violence, *Economic and Political Weekly*, Vol. 33, No. 27 (Jul. 4-10, 1998), pp. 1741-1751

Agnes, Flavia, *'My Story, Our Story: Building Broken Lives'* Mumbai: Majlis. 1984.

Chowdhry, Prem. Enforcing Cultural Codes: Gender and Violence in Northern India, Economic and Political Weekly, Vol. 32, No. 19 (May 10-16, 1997), pp. 1019-1028

2.3 Gender and the Conflict Situation

Wood, E. J. 'Variation in Sexual Violence during War'. *Politics & Society* 34.3 (2006): 307-342.

Butalia, Urvashi. *The Other Side of Silence*. Durham, NC: Duke University Press, 2000. Chapter 4, Pp. 104 - 171

2.4 Violence, Harassment and the Workplace

MacKinnon, Catharine A. *Only Words*. Cambridge, Mass.: Harvard University Press, 1993. Chapter II Racial and Sexual Harassment. Pp. 43 – 68.

Tejani, Sheba. Sexual Harassment at the Workplace: Emerging Problems and Debates, *Economic and Political Weekly*, Vol. 39, No. 41 (Oct. 9-15, 2004), pp. 4491-4494

3. Sexual Violence (3 Weeks)

Box, Steven. *Power, Crime, and Mystification*. London: Routledge, 1989. Chapter 4. Rape and Sexual Assaults on Women Pp. 120 - 165

Scully, Diana and Joseph Marolla. "Riding the Bull at Gilley's": Convicted Rapists Describe the Rewards of Rape, *Social Problems*, Vol. 32, No. 3 (Feb., 1985), pp. 251-263

Menon, Nivedita. Recovering Subversion: Feminist Politics beyond the Law. Ranikhet: Permanent Black. 2004. Chapter 3. Sexual Violence: Escaping the Body. Pp. 106 - 156

Saikia, J.P, (2016): " Gender : Themes and Issues", Concept Publishing Company (P) Ltd, New Delhi. Pp-101-159

Chatterjee P., Jeganathan.P., (2009): " Community, Gender and Violence", Ravi Dayal Publishers, New Delhi.

4. Addressing Gendered Violence: Politics and Public Policy (2 Weeks)

Omvedt, Gail, *Violence Against Women: New Movements and New Theories in India.* Delhi: Kali for Women, 1990. Pp. 1-40

Das, Veena & Kim Turcot DiFruscia. Listening to Voices: An Interview with Veena Das, Altérités, vol. 7, no 1, 2010 : 136-145.

Naquvi, Farah. This Thing called Justice: Engaging Laws on Violence against Women In India, in Bishakha Dutta (ed.), Nine Degrees of Justice: New Perspectives on Violence Against Women in India. Delhi: Zuban, 2010.

Additional Resources:

Wall, Liz. '*Gender equality and violence against women what's the connection*?' The Australian Center for the study of Sexual Assault Research Summary. 2014.

Welchman, Lynn, and Sara Hossain. *"Honour"*. London: Zed Books, 2005. Chapter 2. 'Crimes of Honour': Value and Meaning Pp. 42-64

Loy, Pamela Hewitt, and Lea P. Stewart. 'The Extent and Effects of the Sexual Harassment of Working Women'. *Sociological Focus* 17.1 (1984): 31-43.

Pickup, Francine, *Ending Violence against Women: A Challenge for Development and Humanitarian Work*, London: Oxfam, 2001. Chapter 5. Direct support to the survivors of violence & Chapter 8. Challenging the State.

United Nations Division for the Advancement of Women, 'Good Practices in Legislation on Violence against Women' 2008. Part III, Framework for Legislation on Violence against Women.

Puri, Jyoti. 'Sodomy, Civil Liberties, and the Indian Penal Code' in Chatterji, Angana P, and Lubna Nazir
Chaudhry. Contesting Nation. Delhi: Zuban. Pp. 100-132

Curriculum Structure of FYUGP

Semester I

Title of the Course	**:**	**INTRODUCTION TO SOCIOLOGY - I**
Course Code	**:**	**SOCC1**
Nature of the Course	**:**	**CORE (MAJOR)**
Total Credits	**:**	**04**
Distribution of Marks	**:**	**60 (End Sem) + 40 (In-Sem)**

COURSE OUTCOME:
After completion of this course, the students will be able to

CO1:
Describe Sociology as a discipline by connecting it with various perspectives and its relation with Social Anthropology.

ILO:
- They will learn how to think Sociologically
- They will understand how different perspectives define and describe society differently.
- They can explain the factors responsible for emergence of Sociology
- They can identify the underlying factors linking emergence of sociology with the field of social Anthropology
- They can recognize the common factors which led to the emergence of sociology and social Anthropology
- They can recognize also how the field of study and methodology is different in Sociology and Social Anthropology

CO2:
Comprehend Sociology and its relations with Other Social Sciences

ILO:
- They can classify the common factors which trace relation between Sociology and Social Anthropology
- They can distinguish the differences of the beginning of Sociology and Social Anthropology
- They can associate the relationship between History and Sociology by emphasizing on both common and uncommon factors related to the nature and scope of the disciplines.
- They can explain the nature and scope of Sociology, Social Anthropology and History.
- They can defend the fact that Sociology depends on History in order to study the historical development of Society.
- They can interrelate human societies and their development over time by linking it with past events, people, and societies focusing on the specific time periods and their impact on the present.

CO3:
They can apply their knowledge to understand some of the Basic concepts

related to Sociology.

ILO:

- They can analyze the relationship between Individual and Group.
- They can categorize the factors which helps humans to become associated with groups.
- They can classify different types of groups.
- They can compare the forming, norming and structuring processes of different groups.
- They can examine how groups are different from each others based on size and structure and its formation process.
- They can illustrate the idea that how group dynamics play a significant role in human lives for their survival in society.
- They can utilize this knowledge to further understand how intra and inter group conflict arises in society based on the structuring processes of group dynamics.
- They can distinguish between Associations and Institutions.
- They can relate and separate the norms, ideas and established rules and procedures related to the creation and formation of Institution and Association

CO4:

They will be able to evaluate and assess the importance, meaning and role of Social Change as a process in Society by highlighting its Direction and Dimensions

ILO:

- They can explain the meaning of Social Change
- They can assess the idea that social change is a process that is related with culture, economy, technology and other societal forces.
- They can contrast and compare the different dimensions of social change.
- They can determine the various directions to the process of Social Change
- They can develop a critique based on their understanding on how the alteration of mechanisms within the social structure is characterized by changes in the cultural symbols and rules of behaviours.

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	**Sociology: Discipline and Perspectives** • Thinking Sociologically • Emergence of Sociology and Social Anthropology	12	03	0	15
2 (15 Marks)	**Sociology and Other Social Sciences** • Sociology and Social Anthropology • Sociology & History	17	02	0	19
3 (15 Marks)	**Basic Concepts I** • Individual and Group: Primary, Secondary,In Group, Out Group, and Reference Group.	13	01	0	14
4 (15 marks)	**Basic Concepts II** • Associations and Institutions • Social Change: Meaning, Direction and Dimensions	11	01	0	12

	Total	53	07	0	60

Where, ***L: Lectures*** ***T: Tutorials*** ***P: Practicals***

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1					
Conceptual Knowledge	CO1, CO2	CO3,CO4	CO3,CO4	CO3,CO4	CO4	
Procedural Knowledge		CO3,CO4	CO3,CO4	CO3,CO4	CO4	
Meta cognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes:

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
CO2	M	M	M	M	S	S	**S**	M	M	M	M	M	M	M	M	M
CO3	M	M	M	M	M	S	S	S	S	S	S	S	S	S	S	S
CO4	M	M	M	S	M	S	S	S	S	S	M	M	S	S	S	S

S= STRONGLY CORRELATED
M=MODERATELY CORRELATED

MODES OF IN-SEMESTER ASSESSMENT: **(40Marks)**

Two Internal Examination -	20Marks -
Group Discussion	07 Marks
Seminar presentation on any of the relevant topic	10 Marks
Viva-Voce	03 Marks

SUGGESTED READINGS:

Sociology: Discipline and PerspectiveThinking Sociologically

- Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1,_The Forest,the Trees and One Thing', Pp. 1-36
- Beteille, Andre, 2009, *Sociology: Essays in Approach and Method,* Delhi: Oxford University Press, Chapter 1, _Sociology and Common Sense', Pp. 13-27
- Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, _Little Red Riding Hood' & _Rumpelstiltskin'
- General Sociology , Saikia, Dr. J.P & H. Borgohain, Bidya Bhaban, Jorhat

Emergence of Sociology

- Ritzer, George, 1996, *Classical Sociological Theory,* New York: McGraw Hill, Chapter1, _A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46
- General Sociology , Saikia, Dr. J.P & H. Borgohain, Bidya Bhaban, Jorhat

Sociology and Other Social SciencesSociology and Social Anthropology

- Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, _Sociology and Social Anthropology‘, Pp. 1- 20
- Beteille, André, 2002, *Sociology: Essays in Approach & Method*, Oxford University Press, Chapter 2, _Sociology and Social Anthropology‘, Pp. 28-54General Sociology , Saikia, Dr. J.P & H. Borgohain, Bidya Bhaban, Jorhat **Sociology & History**
- Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin, Chapter 1,
- _Sociologists and Historians‘, Pp. 13-30

Basic Concepts Individual and Group

- MacIver, Robert M, and Charles Hunt Page. 1949. *Society*, New York: Rinehart. Chapter10, _Types of Social Groups‘, Pp. 213-237
- Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill,Chapter 8, Pp. 185-209

Associations and Institutions

- Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw Hill.Chapter 9, Pp. 210- 229
- Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3,_Work andWealth of Primitive Communities‘, Pp. 71-97

Social Change

- Bierstedt, Robert 1974, *The Social Order*, McGraw Hill, Chapter 20, _The Problem ofSocial Change‘ Pp. 527-567
- Ritzer, George, 2004, The *McDonaldisation of Society*, Pine Forge Press, Chapter 1, _AnIntroduction to McDonaldisation‘, Pp. 1-20, Chapter 2,
- McDonaldisation and Its Precursors‘ Pp. 21-39, Chapter 9, _McDonaldisation In aChanging World‘, Pp. 167-199

Title of the Course	**:**	**SOCIOLOGICAL PERSPECTIVES**
Course Code	**:**	**MINSOC1**
Nature of the Course	**:**	**MINOR**
Total Credits	**:**	**04**
Distribution of Marks	**:**	**60 (End Sem) + 40 (In-Sem)**

COURSE OUTCOME:
After completion of this course, the students will be able to

CO1:
Understand Functionalism as a theoretical perspective to describe society
ILO:
- Learn Redcliff Brown's structural functional approach.
- Understand Emile Durkheim's views on Functionalism and how he describes society by applying this perspective.

CO2:
Comprehend the idea of Interpretive Sociology.
ILO:
- Understand Interpretive Sociological Approach
- Explain Max Weber's concept of Interpretive Sociology.

CO3:
Analyse Conflict Perspective to understand society
ILO:
- Understand Karl Marx's views on conflict and its role in Society
- Explain Ralf Dahrendorf's views on class, labour and conflict in society

CO4:
Explain symbolic interactionism as a sociological perspective to understand society
ILO:
- Understand how Herbert Blumer describes society through the lens of Symbolic interactionism
- Explain George Herbert Mead's understanding and identify his contributions in the development of Symbolic interactionism as a theoretical perspective.

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	**Sociological Perspective** Functionalism: • Redcliff Brown, • Durkheim	18	2	0	20
2 (15 Marks)	**Interpretive Sociology** • Max Weber	09	1	0	10
3 (15 Marks)	**Conflict Perspective** • Karl Marx, • Ralf Dahrendorf	13	2	0	15
4 (15 Marks)	**Interactionism** • Herbert Blumer, • George Herbert Mead	13	2	0	15

	Total	53	07	0	60

Where, ***L: Lectures*** ***T: Tutorials*** ***P: Practicals***

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO1	CO1	CO1		
Conceptual Knowledge	CO1, CO2	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	
Procedural Knowledge	CO3	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	
Meta cognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes:

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	M	M	M	S	M	M	M	M	M	M	M	M	M	M	M
CO2	M	M	M	M	S	S	**S**	M	M	S	M	M	M	S	S	S
CO3	M	M	M	M	M	S	S	S	S	S	S	S	S	S	S	S
CO4	M	M	M	S	M	S	S	S	S	S	M	M	S	S	S	S

S= STRONGLY CORRELATED
M=MODERATELY CORRELATED

MODES OF IN-SEMESTER ASSESSMENT: **(40Marks)**

Two Internal Examination -	20Marks -
Group Discussion	07 Marks
Seminar presentation on any of the relevant topic	10 Marks
Viva-Voce	3 Marks

SUGGESTED READINGS:

On the Plurality of Sociological Perspective

- Bottomore, T. B. 1971. *Sociology: A Guide to Problems and Literature,*
- London: Allen and Unwin, Chapter 2, Pp. 29-47
- Gouldner, Alvin, 1977, _Sociology's Basic Assumptions' in Thompson, Kenneth and Jeremy Tunstall, *Sociological Perspectives,* New York: Penguin Books Ltd, Pp. 13-17

Functionalism

- Radcliffe Brown, A.R., 1976, *Structure and Function in Primitive Society,* Free Press Chapter 9 & 10, Pp. 178-204
- Durkheim, mile, 1984, The Division of Labour in Society, Basingstoke: Macmillan. Pp. 149-174

Interpretive Sociology

- Weber, Max, 1978, *Economy & Society: An outline of Interpretive Sociology*, Vol 1, University of California Press, Basic Concepts, Pages 4-26

Conflict Perspective

- Marx, Karl, 1990, *Selected writings in Sociology and Social Philosophy,*

- Penguin Books Limited, Pp. 88-101
- Dahrendorf, Ralf, 1968, Essays in the Theory of Society, Stanford: Stanford University Press, Chapters 4 & 5, Pp. 107-150 5.

Interactionism

- Magill, Frank N., 1996, *International Encyclopedia of Sociology*, Volume 1, Routledge, Pp. 690-693
- Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, _Social Interaction inEveryday Life‘, Pp. 247-280

Title of the Course	**:**	**INTRODUCTION TO SOCIOLOGY**
Course Code	**:**	**GECSOC1**
Nature of the Course	**:**	**GENERIC ELECTIVE COURSE (GEC)**
Total Credits	**:**	**03**
Distribution of Marks	**:**	**60 (End Sem) + 40 (In-Sem)**

Course Outcomes:
After the completion of this course, the learner will be able:

CO-1:
To comprehend the development process of the discipline and its relation to others
ILO:

- To describe the process behind the development of sociology in west.
- To illustrate the scope and nature of the discipline.
- To interrelate to the essence of the discipline with other social sciences.

CO-2:
To apply a sociological way of thinking relating to different concepts
ILO:

- To define sociological concepts.
- To identify the nature and function of social elements exist in the social structure.
- To explain the process of socialization and its necessity for social life.
- To interpret social control and the processes of social change.

CO-3
To analyse the importance of social stratification and social mobility to explain social behaviour and human relation in society
ILO:

- To define the meaning of social stratification and social mobility.
- To examine caste, class and gender as different forms of social stratification and social mobility.

UNITS	CONTENTS	L	T	P	Total Hours
1 (20 Marks)	**Nature and Scope of Sociology** • History of Sociology • Relationship of Sociology with other social sciencesAnthropology • History	13	2	0	15
2 (10 Marks)	**Sociological Concepts -I** • Status and Role • GroupsCulture • Structure and function	8	2	0	10
3 (10 Marks)	• **Sociological Concepts -II** • Socialization	8	2	0	10

	• Social control and Change				
4 (20 Marks)	**Social Stratification and Mobility** • Meaning, Nature • Forms- Caste, Class and Gender	8	2	0	10
	Total	37	8	0	45

Where, L: Lectures T: Tutorials P: Practicals

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge						
Conceptual knowledge		CO1	CO2			
Procedural knowledge				CO3		
Metacognitive knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16
CO1	M	M	M	S	S	M	M	S	S	M	S	M	S	M	S	S
CO2	S	S	S	S	S	M	M	S	S	M	S	S	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	S	S	M	S	S

S= STRONGLY CORRELATED
M=MODERATELY CORRELATED

MODES OF IN-SEMESTER ASSESSMENT: (40Marks)

Two Internal Examination -	20Marks -
Group Discussion	07 Marks
Seminar presentation on any of the relevant topic	10 Marks
Viva-Voce	3 Marks

SUGGESTED READINGS:

Nature and Scope of SociologyHistory of Sociology

- Giddens, A., 2006 (5th ed.), Sociology, London: Oxford University Press, Chapter 1, pp.2-29. Relationship of Sociology with other Social Sciences: Anthropology, Psychology and History. Beattie, J., 1951, Other Cultures, New York: The Free Press, Chapter 2, pp.16-34.

Sociological ConceptsStatus and Role

- Bierstedt, R., 1974, The Social Order, New York: Mc Graw Hill, Chapter 9, pp. 250-179.
- Linton, R., 1936, The Study of Man, New York: Appleton Century Crofts, Chapter 8, pp.113-131.

Groups

- Bierstedt, R., 1974, The Social Order, New York: Mc Graw Hill, Chapter10, pp. 280-309.

Culture

- Bierstedt, R., 1974, The Social Order, New York: Mc Graw Hill, Chapter 5 & 6, pp. 125-187.

Socialization

- Horton, P.B. and C.L.Hunt, 1985, Sociology, New York: Mc Graw Hill, Chapter 4, pp 79-103.

Structure and Function

- Radcliffe-Brown, A.R., 1976, Structure and Function in Primitive Society, London: Cohen andWest, Chapter 9 & 10, pp. 178-204.

Social Control and Change

- Horton, P.B. and C.L.Hunt, 1985, Sociology, New York: Mc Graw Hill, Chapter 7 & 20, pp.154-181, 509-540.

Social Stratification and Mobility

- Gupta, Dipankar. 1991.*Social Stratification.* New Delhi. Oxford University Press.
- Tumin, Melvin. 1984. *Social Stratification* the forms and function of inequality, prentice.

Title of the Course	**:**	**INTRODUCTION TO SOCIOLOGY – II**
Course Code	**:**	**SOCC2**
Nature of the Course	**:**	**CORE (MAJOR)**
Total Credits	**:**	**04**
Distribution of Marks	**:**	**60 (End Sem) + 40 (In-Sem)**

COURSE OUTCOME:
After completion of this course, the students will be able to

CO1:
Analyze the meaning of Sociological Perspective and how they are related to the explanation of Society

ILO:
- Explain Functionalism as a sociological perspective
- Illustrate the contribution of Redcliff Brown to Functionalism
- Distinguish between Redcliff Brown and Emile Durkheim's contribution to functionalism

CO2:
Students will be able to assess social interaction from the perspective of Weberian interpretative Sociology

ILO:
- Explain the core ideas of Interpretative Sociology
- Illustrate Max Weber's contribution to Sociology and its methodology

CO3:
Students will be able to examine the core ideas in conflict perspective for understanding social reality

ILO:
- Explain the core ideas in Marxian conflict theory
- Compare Ralf Dahrendorf conflict theory with the conflict theory of Marx

CO4:
Examine the importance of interactionism as a theoretical perspective in understanding social reality

ILO:
- Interpret the core ideas in Interactionism
- Illustrate George Herbert Mead's ideas on the underlying process of human interaction in the society
- Compare the ideas of Herbert Blumer with Mead on human interaction in society

UNITS	CONTENTS	L	T	P	Total Hours
1 (15Marks)	Sociological Perspective • Functionalism: • Redcliff Brown, Durkheim	18	2	0	20
2 (15 Marks)	Interpretive Sociology • Max Weber	09	1	0	10

3 (15 Marks)	Conflict Perspective • Karl Marx, • Ralf Dahrendorf	13	2	0	15
4 (15 Marks)	Interactionism: • Herbert Blumer, • George Herbert Mead	13	2	0	15
	Total	53	07	0	60

Where, L: Lectures T: Tutorials P: Practicals

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension/Process Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual						
Procedural			CO1	CO2, C03, C04		
Meta-cognitive						

Mapping of Course Outcome to Programme Outcome:

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO 1	S	M	M	,M	M	S	M	S	M	S	M	S	M	S	M	M
CO 2	M	S	S	M	S	M	S	M	S	M	S	S	S	M	S	S
CO 3	M	S	M	S	M	M	S	S	M	S	S	M	S	S	S	M
CO 4	S	S	S	S	M	S	M	S	M	S	M	S	M	S	M	M

S= STRONGLY CORRELATED
M=MODERATELY CORRELATED

MODES OF IN-SEMESTER ASSESSMENT: (40Marks)

Two Internal Examination -	20Marks -
Group Discussion	07 Marks
Seminar presentation on any of the relevant topic	10 Marks
Viva-Voce	3 Marks

SUGGESTED READINGS:

On the Plurality of Sociological Perspective

- Bottomore, T. B. 1971. *Sociology: A Guide to Problems and Literature,*London: Allen and Unwin, Chapter 2, Pp. 29-47

- Gouldner, Alvin, 1977, _Sociology‘s Basic Assumptions‘ in Thompson, Kenneth and Jeremy Tunstall,*Sociological Perspectives*, New York: Penguin Books Ltd, Pp. 13-17

Functionalism

- Radcliffe Brown, A.R., 1976, *Structure and Function in Primitive Society*, Free Press Chapter 9 & 10, Pp. 178-204
- Durkheim, mile, 1984, The Division of Labour in Society, Basingstoke: Macmillan. Pp.149-174

Interpretive Sociology

- Weber, Max, 1978, *Economy & Society: An outline of Interpretive Sociology*, Vol 1, University of California Press, Basic Concepts, Pages 4-26

Conflict Perspective

- Marx, Karl, 1990, *Selected writings in Sociology and Social Philosophy*, Penguin Books Limited, Pp. 88-101
- Dahrendorf, Ralf, 1968, Essays in the Theory of Society, Stanford: Stanford UniversityPress, Chapters 4 & 5, Pp. 107-150 5. Structuralism (8-9 Weeks)

Interactionism

- Magill, Frank N., 1996, *International Encyclopedia of Sociology*, Volume 1,Routledge, Pp. 690-693
- Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, _Social Interaction in Everyday Life‘, Pp. 247-280

Title of the Course	**:**	**SOCIOLOGY OF INDIA**
Course Code	**:**	**MINSOC2**
Nature of the Course	**:**	**MINOR**
Total Credits	**:**	**04**
Distribution of Marks	**:**	**60 (End Sem) + 40 (In-Sem)**

COURSE OUTCOME:

After completion of this course, the students will be able to

CO1:

Evaluate the institutions and processes of Indian society.

ILO:

- Comprehend Indian society as a plural society and classify the emergent trends of pluralism
- Categorize the different social institutions of India and its changing trends, nature and characteristics.

CO2:

Apply sociological lens to view Indian realities.

ILO:

- Explain the process of social formation of identities and changes in Indian society.
- Interpret the challenges and contradictions faced by Indian society in recent times.

CO3:

Analyse different social movements and recognize that these movements have been a response to the historical discrimination, marginalization, and neglect faced by different ethnic and linguistic groups in India

ILO:

- Understand the concept of ethnicity and Identity
- Explain what is the meaning of "Dalit" and the concept of Dalit movement
- Describe different stages and forms of Dalit movements in India;
- Identify the Dalit leaders and their contribution.
- Explain the structural and cultural reasons for Dalit uprising.
- Describe women's movement as an important variant of social movement
- Explain how women's issues are raised in the reform movements of nineteenth and early twentieth centuries.
- State and describe the basic aspects of women's organisations, issues and their role in the movement.
- Describe the changing facets of women's movement in the Post-Independence period.

CO4:

Analyze the evolution and contemporary challenges of state institutions and the role of the state in addressing the challenges of growth, modernization and globalization.

ILO:

- Understand the stages of communalism
- Distinguish between communalism and secularism

- Comprehend that communalism, regionalism, and secularism are political ideologies with different belief systems.
- Recognize regionalism as a political philosophy, which has its roots in the regional and cultural diversity of India.

UNITS	CONTENTS	L	T	P	Total Hours
1 15 Marks)	**India as a Plural Society** • Meaning of plural society, • Emerging trends of pluralism- political, economic and culture.	13	2	0	15
2 (15 Marks)	**Social Institutions and Practices** • Meaning anddefinition • Meaning, definition, characteristics and changing trends –Caste, Tribe, Class.	13	2	0	15
3 (15 Marks)	**Identities and Change** • Ethnic Movement • Dalits' Movement Women's Movement	13	2	0	15
4 (15 Marks)	**Challenges to State and Society** • Communalism • Secularism • Regionalism	13	2	0	15
	Total	52	8	0	60

Where, L: Lectures T: Tutorials P: Practicals

Cognitive Map of Course Outcome with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1				
Conceptual Knowledge			CO2		CO1	
Procedural Knowledge				CO2 CO3 CO4	CO1 CO2	
Metacognitive Knowledge						

Mapping Of Course Outcome To Program Outcome

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	S	S	S	S	S	S	S	S	M	M	M	M	M	S	M
CO2	S	S	S	S	S	S	S	S	S	M	S	S	S	M	S	M

CO3	S	S	S	M	S	S	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	M	S	S	M	S	S	S	M	S	M

S= STRONGLY CORRELATED
M=MODERATELY CORRELATED

MODES OF IN-SEMESTER ASSESSMENT: (40Marks)

Two Internal Examination -	20Marks -
Group Discussion	07 Marks
Seminar presentation on any of the relevant topic	10 Marks
Viva-Voce	3 Marks

SUGGESTED READINGS:

India as a Plural Society

- Mason, Philip 1967. "Unity and Diversity : An Introductory Review" in Philip Mason(ed.) India and Ceylon: Unity and Diversity. London: Oxford University Press

Introduction Social Institutions and PracticesCaste

- Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille
- Srinivas, M.N., 1956, "A Note on Sanskritizationand Westernization", *The Far Eastern Quarterly*, Volume 15, No. 4, pp 481-496.
- Alavi, Hamaza and John Harriss (eds.) 1989. *Sociology of Developing Societies': South Asia*. London: Macmillan. John Harriss, "The Formation of Indian society: Ideology and Power". pp. 126 – 133.

Class

- Thorner, Daniel, 1992."Agrarian Structure" in Dipankar Gupta (ed.), Social Stratification in India, New Delhi: Oxford University Press, pp. 261-270.
- Deshpande, Satish, 2003, Contemporary India : A Sociological View. New Delhi; Viking, pp. 125-150.

Identities and Change

- Shah, Ghanshyam. 2001, *Dalit identity and politics.* Delhi: SagePublications, Chapter 1 and 7.
- Kumar, Radha. 1999, „From Chipko to sati: The Contemporary women"s movement", inNivedita Menon (ed.) *Gender and Politics in India*. Delhi: Oxford University Press, pp. 342-369.
- Kumar, Radha.1993 "The history of doing :An illustrated account of Movements for Women's
- Right and Feminsm in India 1800-1900" Kali for women

Challenges to State and Society

- Madan, T.N., 1997, *Modern Myths and Locked Minds*. Delhi: Oxford University Press,Chapter 8.
- Dumont, L. 1997, *Religion, Politics and History in India.* Paris: Mouton, Chapter 5.
- Pakem B. 1990, "Nationality, Ethnicity and Cultural Identity"OMSONS Piblications, New Delhi.

Title of the Course	**:**	**INDIAN SOCIETY: IMAGES AND REALITIES**
Course Code	**:**	**GECSOC2**
Nature of the Course	**:**	**GENERIC ELECTIVE COURSE (GEC)**
Total Credits	**:**	**03**
Distribution of Marks	**:**	**60 (End Sem) + 40 (In-Sem)**

Course outcomes:
After the completion of this course, the learner will be able:
CO-1:
To describe the sociological explanation about Indian society and its ideas

ILO:

- To locate India as nation.
- To locate India as civilization.

CO-2:
To explain the major social institutions of Indian society and the processes of functioning of these institutions.

ILO:

- To distinguish the features of village and town.
- To discuss about caste and religion in creating values in Indian society and politics.
- To analyse the understanding of variability and changes relating to family.
- To critique the construction of gender in Indian society.

CO-3:
To critically analyse the concepts of civilization, colony and nation in Indian context

ILO:

- To illustrate the ideas of civilization, colony and nation critically.
- To outline the ideas of recasting of family, gender, caste etc. in contemporary Indian context.

UNITS	CONTENTS	L	T	P	Total Hours
1 (20 Marks)	**Sociological understanding of Ideas of India:** Civilization • Colony • Nation and • Society	11	2	0	13
2 (15 Marks)	Institutions and Processes • Village, • Town • Caste, • Religion,	10	2	0	12

3 (10 Marks)	Family and Gender • Social Construction of Gender • Form and Formation of Family	7	1	0	8
4 (15 Marks)	Critical understanding of : • Civilization,colony, • Nation and society	10	2	0	12
	Total	38	7	0	45

Where, L: Lectures T: Tutorials P: Practicals

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge						
Conceptual knowledge	CO1		CO2			
Procedural knowledge				CO3		
Metacognitive knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16
CO1	M	S	S	S	S	M	S	M	S	M	M	M	S	M	S	S
CO2	S	S	S	S	S	S	S	S	S	M	S	S	S	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	S	S	M	S	S

S= STRONGLY CORRELATED
M=MODERATELY CORRELATED

MODES OF IN-SEMESTER ASSESSMENT: (40Marks)

Two Internal Examination -	20Marks -
Group Discussion	07 Marks
Seminar presentation on any of the relevant topic	10 Marks
Viva-Voce	3 Marks

SUGGESTED READINGS:

Ideas of India : Civilization, Colony, Nation and Society

- Embree, Ainslie Thomas,. *Imagining India*. Delhi: Oxford University Press, 1989. Chapter1- Brahmanical Ideology and Regional Identities. Pp. 9 – 27
- Cohn, Bernard. *India: Social Anthropology of a Civilization*, Delhi: OUP. Chapters 1, 3, 5& 8 (1-7, 24-31, 51-59, 79-97)

Institutions and ProcessesVillage, Town and Region

- Breman, Jan. ‗The Village in Focus' from the Village Asia Revisited, Delhi: OUP 1997.Pp. 15-64
- Cohn, Bernard, *An Anthropologist Among Historians and Other Essays*, Delhi: OUP, 1987,Chapters. 4 and 6. Pp.78-85 & 100 – 135

Caste, Religion and Ethnicity

- Mines, Diane P. *Caste in India*. Ann Arbor, Mich.: Association for Asian Studies,

2009.Pp. 1-35

- Fuller, C. J. *The Camphor Flame: Popular Hinduism and Society in India.* Delhi: Viking,1992. Chapter 1. Pp. 3 – 28.
- Ahmad, Imtiaz et.al (eds). *Pluralism and Equality: Values in Indian Society and Politics*, Sage : New Delhi, 2000. Chapter: ‗Basic Conflict of ‗we' and ‗they'' Between religious traditions, between Hindus, Muslims and Christians'. Pp.

Family and Gender

- Dube, Leela. ‗On the Construction of Gender: Hindu Girls in Patrilineal India', *Economicand Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS11 WS19
- Gray, John N. & David J. Mearns. *Society from the Inside Out: Anthropological Perspectives on the South Asian Household.* New Delhi: Sage,
- 1989. Chapter 3. (Sylvia Vatuk) Household Form and Formation: Variability and SocialChange among South Indian Muslims. Pp. 107-137

Critiques

- Omvedt, Gail. *Understanding Caste*. New Delhi: Orient Black Swan, 2011.
- Chapters. 5, 9, 11 and Conclusion. Pp. 30-38, 67 – 73, 83 – 90, 97 – 105 Sangari, Kumkum and Sudesh Vaid. *Recasting Women: Essays in Indian Colonial History.* New Brunswick: Rutgers University Press. Introduction, Pp. 1 – 25

Semester: I

Course: UnderstandingIndia

Nature of Course: VAC

Credit: 2

Assessment: 20 (In Semester)+30 (End Semester)=50

Course Description: This course offers an introductory understanding of cultural development through art and architecture, religions and philosophies of ancient and medieval India. The paper also deals with phases of the Freedom Struggle, various constituent assembly debates and the basic features of the Indian Constitution.

Pre-requisite: Basic concepts of Indian society and culture

Objectives: To familiarize the students with the history, culture, and constitution of India

Course Outcomes:

CO1: To interpret the literary and philosophical development in Ancient India.

CO2: To analyze the art and architectural development in early and medieval India

CO3: To explain the medieval Bhakti movement and the Sufi tradition.

CO4: To develop an understanding of the Constitution of India.

Course Contents:

Topic		**Credit**	
Unit-1		**Lecture**	**Tutorial**
		Marks Distribution: 15	
1.1	The idea of Bharatvarsha; Indian literature- Sanskrit, Pali, Prakrit, Tamil	4	1
1.2	Scientific literature and development of science in Ancient India	4	1
1.3	Religions and philosophies of ancient India-Vedic, Buddhism, Jainism	4	1
1.4	Education and educational Institutions in Ancient India	4	1
Unit- 2		**Marks Distribution: 15**	
2.1	Art and architecture of ancient	4	1

	India		
2.2	Art and Architecture of Medieval India	4	1
2.3	Medieval Bhakti Movement and The Sufi Tradition	4	1
Unit- 3		**Marks Distribution: 15**	
3.1	Main currents of Indian National Movement-Growth and development of Indian nationalism and Indian national movement-Independence and Building a framework for the new Nation, Constituent Assembly Debates and the Making of the Indian Constitution	3	2
3.2	Basic features of the Indian constitution: Basic Structure Doctrine, Fundamental rights, Directive principles, Federal Structure, Independence of Judiciary, and the Parliamentary system	8	2

Modes of In-Semester Assessment : 20 Marks

Unit Test : 10

Any two of the activities listed below : 10

a. *Group Discussion*
b. *Book Review/Home Assignment*
c. Viva

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge			CO1	CO4 CO3	CO2	
Conceptual Knowledge			CO1	CO3 CO4	CO2	
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**

CO1	**S**	**M**	**S**	**S**	**M**	**S**	**L**	**L**	**S**
CO2	**M**	**M**	**S**	**M**	**S**	**S**	**M**	**L**	**S**
CO3	**M**	**S**	**M**	**S**	**M**	**M**	**M**	**L**	**S**
CO4	**S**	**M**	**S**	**M**	**S**	**S**	**L**	**L**	**S**

Suggested Reading List:

- A.L. Basham,The Wonder that Was India, Picador India,1971
- R.S.Sharma,India'sAncientPast, NewDelhi, OUP, 2007
- Upinder Singh, The History of the Ancient and Early Medieval India, Pearson, 2008
- Satish Chandra, History of Medieval India, Arihant Publication, 2020
- Durga Das Basu, Introduction to the Constitution of India, Lexis Nexis, 2018
- Bipan Chandra, History of Modern India,2019
- Bipan Chandra, India Since Independence, 2008

DETAILED SYLLABUS OF 1ST SEMESTER

(General Course)

Course Code	**:**	**GEN – H &W**
Title of the Course	**:**	**Health & Wellness**
Nature of the Course	**:**	**Compulsory for All UG Students**
End Semester	**:**	**30 Marks**
In Semester	**:**	**20 Marks**
Total Credits	**:**	**02**

COURSE OBJECTIVES:

- To introduce the learners to the concept of health and wellness and its relevance in daily life.
- To introduce the learners to the relation between mind-body and its relevance.
- To introduce learners to health behavior and promotion of human strengths for well-being.

COURSE OUTCOMES (CO):

The students will be able to:

- CO1:Explain basic concepts in health and wellness
  - LO 1.1: Define health as holistic and including physical, mental, social and spiritual aspects
  - LO 1.2: Describe the importance of health in everyday life
  - LO1.3:Discuss the meaning of wellness and the role of mental health in maintaining wellness
  - LO 1.4: Discuss health behaviors and use of mass media in promoting health
- CO2:Explain the mind-body connection in well-being
  - LO 2.1: Describe mind-body connection and its implications
  - LO 2.2: Discuss the meaning of wellbeing
- CO3: Apply concepts of health and well-being to real life situations
  - LO 3.1: Discuss ways to ensure digital wellbeing in current times
  - LO3.2:Discuss non-mainstream, indigenous health belief practices of Assam and North-East India
  - LO 3.3: Explain and differentiate basic concepts of wellness in Positive Psychology, such as hope, optimism. Strengths and virtues.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3	CO1, CO2, CO3	CO3			
Conceptual Knowledge	CO1, CO2,	CO1, CO2,	CO3			

	CO3	CO3				
Procedural Knowledge						
Metacognitive Knowledge						

UNITS	CONTENTS	L	T	P
1 (15 Marks)	**Introduction to health & wellness** • Definition of health- WHO definition • Importance of health in everyday life • Components of health- physical, social, mental, spiritual and its relevance • Concept of wellness • Mental Health & wellness • Determinants of health behaviours • Using the mass media for health promotion	12	02	02
2 (15 Marks)	**Mind – body and well-being** • Mind- Body connection in health- concept and relation • Implications of mind-body connections. • Wellbeing- why it matters? • Digital wellbeing • Understanding health beliefs, and perspectives of indigenous people pertaining to Assam and North East India • Promoting Human strengths and life enhancement: Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism	12	02	02
	Total	**24**	**04**	**04**

MODES OF IN-SEMESTER ASSESSMENT: **(20 Marks)**

- One Internal Examination - 1**0 Marks**
- Others (**Any one**) - **10 Marks**
  - Group Discussion
  - Seminar presentation on any of the relevant topics
  - Debate

LEARNER OUTCOMES:

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

- explain the concept and nature of health , wellness and its various implications
- demonstrate adequate knowledge on well-being and promotion of healthy behavior.

Mapping of Course Outcomes to Program outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	M	M	S	M	S	M	M
CO2	S	M	M	M	M	S	M	S	M	M
CO3	S	M	M	S	M	S	M	S	M	M

Where, ***S = Strong,*** ***M = Moderate***

READING LIST

1. Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge.

2. Forshaw, M. (2003). *Advanced psychology: Health psychology*. London: Hodder and Stoughton.

3. Hick, J.W. (2005).*Fifty signs of Mental Health.A Guide to understanding mental health*.Yale University Press.

4. Snyder, C.R., &Lopez, S.J.(2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.

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FYUGP 2nd SEMESTER

Title of the Course : ENVIRONMENTAL SCIENCE
Course Code : VAC3
Nature of the Course : VALUE ADDED COURSE
Total Credits : 02
Distribution of Marks : 40 (End-Sem.) + 10 (In-Sem.)

COURSE OBJECTIVES:

1. To understand the various environmental challenges faced by world.
2. To create a sense of how to be more responsible towards the environment.
3. To provide fundamental knowledge of environmental science and its importance in present day context.
4. To develop strategies for the development of environmental degradation

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	ENVIRONMENTAL SCIENCE 1.1 Nature, Scope and importance of environmental Science. 1.2 Climate change, causes, societal impacts, adaptation 1.3 Sustainable development and living	8	1		9
2 (15 Marks)	ENVIRONMENTAL DEGRADATION 2.1 Land degradation: Causes and consequences. 2.2 Exploitation of surface and ground water, 2.3 Air pollution: anthropogenic causes, impact on health, agriculture, climate, hydrology	8	1		9
3 (20 Marks)	ENVIRONMENTAL CASE STUDIES AND COMMUNITY BASED ACTIVITIES **3.1** Wildlife; Poaching, man--wildlife conflicts, Conservation and mitigation. **3.2** Waste Management; Solid waste, urban waste, industrial waste and pollution; **3.3** Water management; Reuse and Rain water harvesting, Air pollution reduction and climate change mitigation	10			10
	Total	**26**	**2**		**28**

Where, ***L: Lectures*** ***T: Tutorials*** ***P: Practicals***

MODES OF IN-SEMESTER ASSESSMENT: **(20 Marks)**

- One Internal Examination - **10 Marks**
- Others (Any one) - **10 Marks**
    - Group Discussion
    - Seminar presentation on any of the relevant topics
    - Debate

LEARNING OUTCOMES: After successful completion of this course students will be able to understand: to come up with using ethical reasoning for decision making and frame ethical issues as well as operationalize ethical choices. The course integrates various facets of human values and environment.

SUGGESSTED READINGS:

1. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
2. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
3. Mckinney, M.L. & School, R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p.
4. Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB) n) Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
5. Odum, E.P., Odum, H.T., and Andrews, J. (1971). Fundamentals of Ecology. Saunders, Philadelphia, USA
6. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). Environment, 8thEdition. Wiley Publishing, USA.
7. Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi. Chapter 1 (Page: 3-28)

UG Curriculum for NEP, Dibrugarh University
Name of the Course: Yoga
Nature of Course: Value Added Course
Total Credit: 2 (Theory 1+ Practical 1) (L=15; P=30)
Distribution of Marks: 40 (End-Sem) + 10 (In-Sem) = 50

Learning Objectives:

- To increase the knowledge of the students about Yoga and to make students aware about the holistic development through Yoga.
- To provide a practical knowledge on different yogic practices.
- To give a glimpse of ancient Yoga Philosophy.
- To impart some knowledge about the healing power of Yoga.
- To increase the professional efficiency in the field of Yoga.

Learning Outcomes:

- Students gain good knowledge on the concept of yoga.
- Students know about the scientific benefits of various yogic practices
- Students can perform practical skills proficiently
- Students gain an awareness about the value of health & wellness through yoga
- Makes the students more enthusiastic about further study/research in the field of yoga

Theory
1 Credit (15 hours)

Unit	Topic	Contact Hours	Marks
I	**Introduction to Yoga:** i. Meaning and definitions of Yoga ii. History of Yoga iii. Importance of Yoga as art, science and philosophy	3	6
II	**Philosophical Perspective of Yoga:** i. Yoga in Bhagavad Gita: Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga ii. The 'Yoga Sutras' in general; its significance in life. iii. Limbs/parts of yoga (Astanga Yoga) according to the 'Yoga Sutras' iv. Concept of Ishwara; Ishwara in Yoga Philosophy	5	8
III	**Yogic Practices for Health & Wellness:** i. Asana, its classification and effects ii. Pranayama, its types and effects iii. Kriya, Mudra and Bhandha: Procedure and Effects iv. Dhyana and its significance in human life	4	7
IV	**Allied Knowledge on Yoga:** i. Yoga Vs Physical Exercise ii. Yogic Diet ii. Yoga Education institutes in India and abroad	3	4

	Practical **1 Credit (30 hours)**	30	15
	i. Suryanamskara – (12 counts) **ii. Asana** **a) Standing: -**Tadasana, Ardhakatichakrasana, Ardhachakrasana, Trikonasana, Utkatasana, Padahastasana, Vrikshasana **b) Sitting: -** Vajrasana, Padmasana, Bhadrasana, Siddhasana, Goumukhasana, Paschimottanasana, Shashankasana, Ardhamatsyendrasana, Simhasana, Ustrasana **c) Lying Supine Position: -** Shavasana, Setubandhasana, Chakrasana, Sarvangasana, Halasana, Karnapidasana, ViparitNaukasana, Matsyasana **d) Lying Prone Position -** Makarasana, Bhujangasana, Shalabhasana, Dhanurasana, Naukasana **iii. Pranayama** Nadishodhana, Suryabhedana, Chandrabhedana, Ujjai, Shitali, Sitkari, Bhastrika, Bhramari **iv. Bandh & Mudra** Jalndharabandha, Uddiyanbandha, Moolabandha, Yogamudra, Viparitkarnimudra, Shambhavimudra, Yonimudra, Mahavedhamudra **v. Dhyana and its forms**		
	Modes of Assessment (In -Semester): a) Unit Test b) Class seminar presentation/Group discussion c) Seasonal Examination (Theory and Practical) d) Attendance and regularity **e)** Observation record during practical		

Reference Books:

- Holistic Approach of Yoga- G. Shankar: Aditya Publishers
- Patanjali's Yoga Sutra – Translation and Commentary-Dr.P.V. Karambelkar: Lonavla
- Guidelines to Yogic Practices – M.L.Gharote: Lonavla
- Yoga and Indian Philosophy – Karel Werner: Motilal Banarsidass
- Yoga: The Path to Holistic Health- B.K.S. Iyenger: Dorling Kindersley Limited

Title of the Course	**:**	**DIGITAL FLUENCY**
Course Code	**:**	**VAC 3 (OPTION 1)**
Nature of the Course	**:**	**VALUE ADDED COURSE**
Total Credits	**:**	**02**
Distribution of Marks	**:**	**End- Sem : 20 TH + 10 PR, In-Sem: 10 TH + 10 PR**

COURSE OBJECTIVES:

- To introduce the concept of digital fluency and its importance in today's world.
- To provide an understanding of computer basics, including hardware, software, and operating systems.
- To familiarize with internet and web browsing, including search engines, email, and social media.
- To teach about online safety, including cyber security threats, protecting personal information, and safe online behavior.

UNITS	CONTENTS	L	T	P	Total Hours
1 (Marks) 5TH + 2 PR	**Introduction to Digital Fluency** Understanding digital fluency, Importance of digital fluency, Skills required for digital fluency	02	01	08	11
2 (Marks) 5TH + 2 PR	**Computer Basics** Introduction to computer hardware and software, Basic computer components and their functions, Basics of Operating system and file management, Internet and Web Browsing.	04	01	08	13
3 (Marks) 10 TH + 6 PR	**Introduction to the Internet, email and Social Media** Navigating the web, Search engines and search strategies, Creating and managing email accounts, Composing, and sending emails, Email etiquette and best practices, Introduction to social media platforms, Privacy, and security settings, Creating and managing social media accounts, Posting, and sharing content.	06	01	14	21
	Total (in Hrs)	**12**	**03**	**30**	**45**

Where, L: Lectures T: Tutorials P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: **(20 Marks)**

- One Internal(TH) Examination - **5 Marks**
- One Internal(PR) Examination - **10 Marks**
- Others - **5 Marks**
    - Quiz
    - Seminar presentation
    - Assignment

COURSE OUTCOMES:

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

CO1: Define digital fluency and identify the skills required to be digitally fluent.

CO2: Identification of computer hardware and software, including operating systems and file management.

CO3: Navigate the web, perform effective online searches, and create and manage email accounts.

CO4: Create and manage social media accounts, understand privacy and security settings, and post and share content.

CO5: Illustrate online safety and be able to identify and mitigate cyber security risks.

SUGGESTED READINGS:

1. Acharya, S., Chellappan, S., "Big Data Analytics", Wiley Publications 2015.
2. R. Thareja, “Computer Fundamentals and Programming in C,” New Delhi, India: Oxford University Press, 2021.
3. R. P. Jain and S. K. Jain, “Introduction to Information Technology,” New Delhi, India: Firewall Media, 2015.
4. K. D. Tripathi, “Social Media: Concepts, Practices and Trends,” New Delhi, India: PHI Learning Pvt. Ltd., 2020.
5. N. K. Venkateswaran, “Cyber Security and Digital Forensics: A Practical Approach,” Boca Raton, FL: CRC Press, 2018.
6. S. Gandhi and R. Sharma, “Digital Privacy and Security,” New Delhi, India: Springer Nature Singapore Pte Ltd, 2021.

Title of the Course : DIGITAL FLUENCY
Course Code : VAC (OPTION 1)

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual Knowledge	CO1,		CO1, CO2			
Conceptual Knowledge	CO1,	CO4, CO5	CO1, CO2, CO5			
Procedural Knowledge			CO3			CO3, CO4
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	L	L	M	L	L	L	S	M	L	L	M
CO2	L	L	M	L	L	L	S	M	M	L	M
CO3	S	M	M	M	S	L	S	M	M	S	M
CO4	S	M	M	M	S	L	S	M	M	S	S
CO5	L	L	M	M	S	L	S	M	M	S	M

DETAILED SYLLABUS OF 1st SEMESTER

Course Code: SEC124

Title of the Course : MS-EXCEL and its Applications in Business
Nature of the Course : Skill Enhancement Course (SEC)
End Semester :80 Marks
In Semester :20 Marks
Total Credits : 03

COURSEOBJECTIVES:

- The course is designed to develop students gain as well entrepreneurs to know how to use MS-EXCEL in business. This course involves the practical application of MS-EXCEL.
- To boost the skill development credibility and improve the ability of the students in working with MS-EXCEL to use in their day-to-day life.
- To provide opportunity for realizing one's potential through practical experiences

UNITS	CONTENTS	L	T	P
1 **(20Marks)**	**Basics of MS-EXCEL.** ➢ Create Worksheets and Workbooks ➢ Import data from a delimited text file ➢ Add a worksheet to an existing workbook ➢ Copy and move a worksheet ➢ Navigate to a named cell, range, or workbook element ➢ Insert and remove hyperlinks	**08**	**02**	

2 **(10Marks)**	**Formulas and Functions in MS-EXCEL** ➢ Perform Operations with Formulas and Functions ➢ Insert references ➢ Perform calculations by using the SUM function ➢ Perform calculations by using MIN and MAX functions ➢ Perform calculations by using the COUNT function ➢ Perform calculations by using the AVERAGE function	**08**	**02**	
3 **(25Marks)**	**Common Functions and Formula Errors** ➢ Rules to enter a function ➢ Perform Conditional Operations by using Functions ➢ Perform logical operations by using the IF function ➢ Perform logical operations by using the SUMIF function ➢ Perform logical operations by using the AVERAGEIF function ➢ Protect a worksheet ➢ Protect workbook structure ➢ Encrypt a workbook with a password ➢ Insert text boxes, shapes, images in an excel worksheet	**08**	**02**	

4 **(25Marks)**	**Charts, Components of Charts and its Types** ➢ Create a new chart ➢ Switch between rows and columns in source data ➢ Analyze data by using Quick Analysis Format Charts ➢ Resize charts, Add and modify chart elements ➢ Apply chart layouts and styles ➢ Move charts to a chart sheet 5.3. Insert and Format Objects ➢ Insert text boxes and shapes ➢ Insert images ➢ Modify object properties ➢ Add alternative text to objects for accessibility ➢ Printing a Worksheet ➢ Cell Reference to another Worksheet ➢ Types of Cell Referencing	**08**	**02**	**10**
	Total	**32**	**6**	**10**

PRACTICALS:

- Create a new workbook, inserting values, calculating and saving the workbook.
- Demonstrate the process of working with the If Statement
- Working with Inserting Charts in Excel Workbook.
- Working with SUMIF And COUNT IF Statements
- Demonstrate the process of Encryptinga Excel Workbook
- Working with Formulas (MAX, MIN, AVERAGE, SUM, COUNT)
- Working with Percentage numeric format
- Working with Number, Commas and decimal numeric formats
- Using Excel for managing product information
- Sales Reporting in excel

MODESOFIN-SEMESTER ASSESSMENT: (20 Marks)

- **One Test =10Marks**
- **Students have to choose any one of the following suggested activities for the in-semester assessment =10 marks**

  - **Seminar presentation of any concept**
  - **Peer Teaching and Discussion**

LEARNEROUTCOMES:

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

- **Students will be able** to know how to do data analysis, data visualization and expense management in their business field.
- After Learning MS-EXCEL by knowing all the mathematical functions they can do millions of calculations within a fraction of second
- The course is designed to develop students gain know how to use MS-EXCEL in business.
- **Course is to bring about inclusive growth and enable the Youth who have technical education to work in different aspects**

READING LIST:

- ***Excel 2019 Bible Paperback– 4 December 2018*** *by Michael Alexander (Author), Richard Kusleika (Author), John Walkenbach (Author)*

- ***Excel for Beginners (Excel Essentials Book 1) Kindle Edition*** *by M.L. Humphrey (Author)*
- ***Ctrl+Shift+Enter Mastering Excel Array Formulas: Do the Impossible with Excel Formulas Thanks to Array Formula Magic Kindle Edition*** *by Mike Girvin (Author)*

Syllabi ofSkill Enhancement Course "Management of Non-Government Organizations"

Four Year Under Graduate Programme (FYUGP)

SEMESTER II

Course Title : Management of Non-Government Organizations

Course Code : SEC 248

Nature of the Course: Skill Enhancement Course

Number of Credits: 3

Distribution of Marks: 80 (End-Sem.) + 20 (In- Sem.)

Objective: The objectives of the course are to:

- provide an understanding of the concepts and working of Non-Government Organisations (NGOs)
- familiarize students with the issues and challenges in opening NGOs
- provide basic managerial training to work for NGOs
- impart latest and most relevant skill set to students for a career in this field

Unit	Contents	L	T	P
I **(20 Marks)**	**Introduction to NGO Management:** Concept, Definition, Functions and Establishment of NGOs; Relationship between NGO and the Government; Legal procedure of establishment of NGOs: Overview of the Societies Registration Act, India's Companies Act, Charitable Endowment Act and FCRA, Memorandum of Association and Buy Laws, Tax relief under various Acts; Process of Management: Planning, Organising, Staffing, delegating and coordinating.	**10**	**1**	
II **(20 Marks)**	**Leadership for NGO Management:** Building and leading a team, Human resource management, Human resource policy, staffing and salaries; Designing and planning a project: Project formulation, Project monitoring and Project evaluation; Fund raising and grant proposals, Principles of good communication and successful negotiations, Communication skills – verbal and non-verbal messages.	**8**	**1**	**8**
III **(20 Marks)**	**NGO Governance:** Governance concepts, Challenges, Perspectives and Ethical concern; Coordinating agencies: Funding agencies and Schemes, NABARD, Human Rights Commission, Schemes for NGOs under Government of India	**8**		
IV **(20 Marks)**	**Project work/Internship**	**6**		**18**

Total	**30**	**2**	**26**

L: Lecture **T: Tutorial** **P: Practical**

MODES OF IN-SEMESTER ASSESSMENT: **(20 Marks)**

- One Test = 10 Marks
- Students have to choose **any one** of the following suggested activities in a semester for their in-semester assessment. =10 Marks
  - Seminar Presentation on any of the relevant topics from the syllabus
  - Debates and Discussions
  - Poster Presentation
  - Concept note
  - Reflective Journals

LEARNERS OUTCOMES:

After the completion of this course, the learners will be able to

- take up social work as a career or join a non-government organization (NGO).
- recognize the requirements for upliftment of the under privileged and in areas like environment, health, education, social services and community development.
- manage an organization's goals and objectives, their execution, supervision.
- create awareness in society about Sustainable Development, Strategic Management and Planning, Operational Planning, Communication, Leadership, Fundraising and its types and need for Project Management.

ESSENTIAL READINGS:

1. A. Abraham, "Formation and Management of NGO's"(2003), Third Edition, University Law Publishing Co.. Pvt Ltd, New Delhi.
2. D. Lewis, "Management of Non Governmental Development Organization", (2001)2nd Edition, Routledge, Newyork.
3. P. Sundar, "Business and Community: The Story of Corporate Social Responsibility in India", Sage Publication, New Delhi
4. S . Aggarwal.., "Corporate Social Responsibility in India" (2008), Sage Publication, New Delhi.
5. S. Chandra, "Guidelines of NGO Management in India", Kanishka Distributors, New Delhi.

SYLLABUS for 3rd SEMESTER

Course Code	**:**	**SEC338**
Title of the Course	**:**	**Internet Technology & Computer Networks**
Nature of the Course	**:**	**Skill Enhancement Course(SEC)**
End Semester	**:**	**40(Theory)+20(Practical)Marks**
In-Semester	**:**	**40Marks**
Total Credits	**:**	**03**

COURSEOBJECTIVE:

1. To impartability in the field of Web Technology and Computer Networks.
2. To provide entrepreneurship opportunities in the field of E-Commerce using web technology and networking architecture.

UNITS	CONTENTS	L	T	P	TOTALHOURS
1 (12marks)	**Introduction to Internet**: History of Internet, Structure of Internet (include client server architecture) Internet Terminologies (www, URL, search engine, bandwidth, browser, cookies, domain name service, IP address, website and its components, telnet etc.)	5	1	-	6
2 (12 marks)	**Use of DOM, XML** & HTML, CSS: Introduction to Document Object Model (DOM), hierarchy of objects in DOM Introduction to XML, Applications of XML. Introduction to HTML. Webpage Elements, attributes, heading, paragraphs, images, tables, lists, forms. Basic of CSS, Add style to document Creating Style sheet rules, Style sheet properties, Font, Text, List, Color and background color, Box, Display properties.	6	1	3	10

3 (12 marks)	**Computer Network:** Introduction to computer networks, analog and digital transmission, parallel and serial communication, Transmission media: guided and unguided media, Types of networks, Network Topologies, Network reference models.	6	1	-	7
4 (12marks)	**Network Technology**: Switching technologies, Error control & detection mechanisms. Data link layer: flow control and access protocol, MAC Network layer: Routing protocols, Internet protocol, IP addresses. Transport layer : TCP & UDP Challenges of ornamental fish trade in India	6	1	-	7
5 (12 marks)	**Practical**: 1. Design dynamic and interactive web pages to validate user input. 2. Apply CSS, Ajax in WebPages. 3. Apply PHP in a webpage. 4. LAN setup 5. Network Configuration and Settings 6. Network Management	-	-	15	15
	TOTAL	23	04	18	45

Where, L:Lectures T:Tutorials P:Practical

MODES OF IN-SEMESTER ASSESSMENT: 40 Marks

- One Internal Examination- 20 Marks
- Others- 20 Marks
  - Web Page design in any platform
  - Project Report Submission with database
  - Presentation on project work
  - Network configuration

COURSE OUTCOMES: (CO)

After completing this course, the learners will be able to

CO1. Develop web page
CO2. Work in e-commerce websites
CO3. Configure LAN setup in laboratories
CO4. Track unwanted data bleaching over the internet

SUGGESTEDREADINGS:

1. Tenanbaum A.S., “Computer Networks”, Pearson Education Asia, 4th Ed., 2011.
2. Behrouz A. F, “Data Communication and Networking”, TataMcGraw Hill, 6th edition,2014
3. Hahn, H, ”The Internet Complete Reference”, Mcgraw-Hill Osborne Media,2nd Edition,2002
4. 2. Roy U.K,”Web Technologies”, Oxford University Press,1st edition, 2010.

(This syllabus is prepared by the Department of Computer Science, DHSK College)

OFFICE OF THE REGISTRAR::DIBRUGARH UNIVERSITY::DIBRUGARH

No. DU/DR-A/8-1/21/002 Date: 01.01.2021

NOTIFICATION

Sub: **Syllabi of Skill Enhancement Course (SEC) for B.A./B.Sc./B.Com. Programmes in CBCS (Notification-III).**

In continuation to the notification (Notification-I) issued by the office of the undersigned *vide Memo No. DU/DR-A/8-1/20/1089, dated 18.12.2020 regarding syllabi of SECs* and under report to the Under Graduate Board, the Hon'ble Vice-Chancellor, Dibrugarh University is pleased to approve the following syllabi as the Two (02) Credit Skill Enhancement Course (SEC) for the B.A./B.Sc./B.Com. Programmes in CBCS with immediate effect.

- Tourism and Travel Management

All other conditions as mentioned in the aforementioned notification shall remain same.

01/01/2021
Arinjit Hazarika
Joint Registrar (Academic) ***i/c***
Dibrugarh University

Copy to:

1. The Hon'ble Vice-Chancellor, Dibrugarh University, for favour of information.
2. The Deans, Dibrugarh University, for kind information.
3. The Heads/Chairpersons of the Teaching Departments/Centres of Studies, Dibrugarh University, for kind information.
4. The Director, IQAC, Dibrugarh University, for information.
5. The Controller of Examinations, Dibrugarh University, for information.
6. The Director, College Development Council, Dibrugarh University, for information.
7. The Principals of the Colleges/Institutes affiliated to Dibrugarh University offering B.A./B.Sc./B.Com. Programes in CBCS for kind information and necessary action.
8. The Joint Registrar (Administration), Dibrugarh University, for information.
9. The Joint/Deputy Controllers of Examinations-'C' and 'A', Dibrugarh University, for information.
10. The Academic Officer, Dibrugarh University, for information.
11. The Programmer, Dibrugarh University, requesting him to upload the notification in the website.
12. File.

01/01/2021
Arinjit Hazarika
Joint Registrar (Academic) ***i/c***
Dibrugarh University

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The syllabi of the
Skill Enhancement Courses for the B.A./B.Sc./B.Com. Programmes in CBCS
(For All Subjects of all Streams including both Honours and Non Honours)

(Approved by the Hon'ble Vice-Chancellor, Dibrugarh University under report to the Under Graduate Board, Dibrugarh University)

Reference: Notification issued vide No. DU/DR-A/8-1/21/002, dated 01.01.2021

This Notification contains the syllabi of:

- **Tourism and Travel Management**

Subject: TOURISM AND TRAVEL MANAGEMENT

Course Code	Title	Type	Marks		
			I.A.	End Sem.	Total
SEC-I	Fundamentals of Tourism	Theory	10	40	50
SEC-II	Skill Development for Tourism Management	Theory	10	40	50

Course Title: Fundamentals of Tourism

Course Code: SEC-I (3rd or 5th Semester)

Total Marks: 50 (10 for Internal Assessment & 40 for End Semester Examination)

Credit offered: 2

Unit I	Basic Concepts of Tourism: Meaning and Significance of Tourism, Types of Tourism, Characteristics and Types, Tourism Products, Tourism Planning. Dynamics and Growth of Tourism Tourism Demand, Types, Indicators	Marks 15 Classes 8
Unit II	Tour Operator and Travel Agent Service: Definition and Scope, Functions of Travel Agent, The Travel Market, Functions of Travel Agency, Procedure of getting IATA Certificate, Types of tour. Accommodation and types	Marks 15 Classes 8

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Unit III	Sustainable Tourism Forces promoting Sustainable Tourism, Economic Forces which resist Sustainable Tourism, Principles of Sustainable Tourism-Carrying Capacity,	Marks 10 Classes 8
Unit IV	The Environmental Impact of Tourism, Basic Properties of Ecology – Definition of Ecology, Environment and Ecosystem, Tourism Activities and their Linkages to Ecology and Environment	Marks 10 Classes 8
	Internal Assessment Mark as per rules of the Dibrugarh University	Marks 10

Suggested Readings

- Bhatia, A. K.: Tourism, Principles and Practices, Sterling Publications
- Inskeep E: Tourism Planning – An Integrated and Sustainable Development Approach

Course Title: Skill Development for Tourism Management

Course Code: SEC-II (4th or 6th Semester)

Total Marks: 50 (10 for Internal Assessment & 40 for End Semester Examination)

Credit offered: 2

Unit I	Communication Process Importance of Communication, Process of Communication, Methods of Communication: Verbal, Written, Body Language, Barriers to Communication, How to Overcome Barriers to Communication	Marks 15 Classes 8
Unit II	Communication Media and Modes Media and Modes, Conventional Modes – Mail, Courier, Telex, Electronic Communication – Telephone, Cellular Phones, Fax, Email, Tele Conferencing, Internet, Use of Computers for Communication,	Marks 15 Classes 8
Unit III	Written Communication Letter – Job Applications, Personal Letters, Enquiries and Replies, Orders and Replies, Complaints and Claims, Sales Letters, Credit Letters and Status Enquiries, Collection Letters	Marks 10 Classes 8
Unit IV	Verbal Communication Speeches and Presentations – Making a Presentation, Preparing the Text, Using Visual Aids, Dialogue Skills, Feedback Skills.	Marks 10 Classes 8
Internal Assessment Mark as per rules of the Dibrugarh University		Marks 10

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Suggested Readings

- Rai U. and S. M. Rai: Business Communication, Himalaya Publishing House, Mumbai
- Bezborah P, Mahanta K, Business Communication, Kalyani Publishers
- Kaul A, Business Communication, PHI

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