

সন্মান পাঠ্যক্রম
(HONOURS COURSE)

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

সন্মান পাঠ্যক্রম
(Honours Course)

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

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

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

নিৰ্দেশনা :

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

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

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

(খ) বিষয়সম্পৰ্কীয় ঐচ্ছিক পাঠ্য (DSE)

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

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

(গ) দক্ষতা বিকাশ পাঠ্য (SEC)

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

(ঘ) বৰ্গীয় ঐচ্ছিক পাঠ্য (GE)

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

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

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

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

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

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

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

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

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

আধুনিক ভাষাবিজ্ঞান পৰিচয় : ফণীন্দ্র নাৰায়ণ দত্তবৰুৱা

ধ্বনি-বিজ্ঞানৰ ভূমিকা : গোলোক চন্দ্ৰ গোস্বামী

ব্যাকৰণ : প্ৰাচ্য আৰু পাশ্চাত্য : খগেশ সেন ডেকা

ভাষা আৰু ভাষা-চিন্তা : নগেন ঠাকুৰ

ভাষা-বিজ্ঞান : উপেন্দ্ৰ নাথ গোস্বামী

ভাষা-বিজ্ঞান প্ৰৱেশ : বসন্ত কুমাৰ ভট্টাচাৰ্য

ভাষা-বিজ্ঞানৰ ভূমিকা : ৰমেশ পাঠক

ভাষাবিজ্ঞানৰ জিলিকনি : প্ৰণীতা দেৱী

ভাষার্থ বিজ্ঞান : ভগৱান মৰল

A Short History of Linguistics : R. H. Robins

Linguistics : David Crystal

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

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

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

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

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

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

প্ৰথম গোট : সাধুকথা, কবিতা আৰু গল্প

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

দ্বিতীয় গোট : প্ৰবন্ধ আৰু সমালোচনা

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

তৃতীয় গোট : আত্মজীৱনী, জীৱনী আৰু উপন্যাস

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

চতুৰ্থ গোট : ভ্ৰমণ সাহিত্য আৰু ব্যক্তিগত ৰচনা

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

বুনিয়াদী পাঠ্য
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অসমীয়া কবিতাৰ চানেকি
মূল্যাংক : ৮০

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

বুনিয়াদী পাঠ্য
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অসমৰ সংস্কৃতি

মূল্যাংক : ৮০

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমৰ জনকৃষ্টি : যোগেশ দাস

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

অসমৰ জনজাতি : প্ৰমোদ চন্দ্ৰ ভট্টাচাৰ্য (সম্পা.)

অসমৰ জাতি আৰু সংস্কৃতি : পৰমানন্দ ৰাজবংশী (সম্পা.)

অসমৰ পুথিচিত্ৰ : নৰেন কলিতা

অসমৰ মানুহৰ নৃ-বৈজ্ঞানিক পৰিচয় : ভুৱন মোহন দাস

অসমৰ লোক-সংস্কৃতি : বিৰিঞ্চি কুমাৰ বৰুৱা

অসমৰ লোক-সংস্কৃতি : নিৰ্মলপ্ৰভা বৰদলৈ

অসমৰ সংস্কৃতি : লীলা গগৈ

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

অসমত শৈৱ সাধনা আৰু শৈৱ সাহিত্য : হৰিনাথ শৰ্মা দলৈ

অসমীয়া জাতিৰ ইতিবৃত্ত : অসম সাহিত্য সভা

অসমীয়া জাতিৰ ইতিহাস : অসম সাহিত্য সভা

অসমীয়া সংস্কৃতিৰ জনজাতীয় বৰঙণি : নাহেদ পাদু

পুৰণি অসমীয়া সমাজ আৰু সংস্কৃতি : মহেশ্বৰ নেওগ

লোক-সংস্কৃতি : নবীন চন্দ্ৰ শৰ্মা

সত্ৰ-সংস্কৃতিৰ ৰূপৰেখা : কেশৱানন্দ দেৱগোস্বামী

সংমিশ্ৰণত অসমীয়া সংস্কৃতি : আব্দুছ ছাত্তাৰ

Bihu Springtime Festival of Assam : Prafulladatta Goswami

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

The Assamese : Audrey Cantile

দক্ষতা বিকাশ পাঠ্য

ASM-SE-3014

ব্যৱহাৰিক অসমীয়া

মূল্যাংক : ৮০

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমীয়া আখৰ জেঁটনিৰ কথা : শিৱনাথ বৰ্মন

আৰ্হি পাঠকৰ হাত পুথি : অসম সাহিত্য সভা

কি লিখি কেন লিখি : নীৰেন্দ্ৰ নাথ চক্ৰবৰ্তী

গণজ্ঞাপন : তত্ত্ব ও প্ৰয়োগে : পাৰ্থ চট্টোপাধ্যায়

ব্যৱহাৰিক অসমীয়া ব্যাকৰণ : উপেন ৰাভা হাকাচাম

বিজ্ঞান লেখকৰ হাতপুথি : দীনেশ চন্দ্ৰ গোস্বামী

বিষয় চলচিত্ৰ : সত্যজিৎ ৰায়

লেখক ও সম্পাদকৰ অভিধান : সুভাষ ভট্টাচাৰ্য (সম্পা.)

সেকাল একালৈৰ সংবাদ পৰিবেশনেৰ ধাৰা ও বিচিত্ৰ সংবাদ : বৈদ্যনাথ বন্দোপাধ্যায়

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

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

চতুৰ্থ ষাণ্মাসিক

বুনিয়াদী পাঠ্য

ASM-HC-4016

তুলনামূলক ভাৰতীয় সাহিত্য

মূল্যাংক : ৮০

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

প্ৰথম গোট	: তুলনামূলক সাহিত্যৰ পৰিচয় সংজ্ঞা, উৎস আৰু বিকাশ, অধ্যয়ন ক্ষেত্ৰ, বিভিন্ন শাখা (School), অধ্যয়নৰ তাৎপৰ্য, শেহতীয়া ধাৰা	20
দ্বিতীয় গোট	: তুলনামূলক ভাৰতীয় সাহিত্যৰ পৰিচয় ভাৰতীয় ধাৰণা আৰু ইতিহাস, তুলনামূলক ভাৰতীয় সাহিত্যৰ ভিত্তি আৰু বিকাশ, অধ্যয়ন ক্ষেত্ৰ আৰু প্ৰাসংগিকতা	20
তৃতীয় গোট	: চুটিগল্প অভাগীৰ স্বৰ্গ : শৰৎচন্দ্ৰ চট্টোপাধ্যায় ৰাপচি : উষা প্ৰিয়ম্বদা গান্ধী : বেছগাহাল্লি ৰামা	20
চতুৰ্থ গোট	: উপন্যাস নিৰ্মলা : মুন্সী প্ৰেমচন্দ পথেৰ পাচালী : বিভূতিভূষণ বন্দোপাধ্যায়	20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

আধুনিক বাংলা সাহিত্য : মোহিতলাল মজুমদাৰ

আধুনিক ভাৰতীয় সাহিত্য : শৈলেন ভৰালী

এমুঠি অনূদিত ভাৰতীয় গল্প : হাফিজ আহমেদ

তুলনাত্মক সাহিত্য : দিলীপ বৰা

তুলনামূলক ভাৰতীয় সাহিত্য : নীৰাজনা মহন্ত বেজবৰা

দস কঁহানিয়া : উষা প্ৰিয়ম্বদা

নিৰ্মলা : মুন্সী প্ৰেমচন্দ

পথেৰ পাচালী : বিভূতিভূষণ বন্দোপাধ্যায়

প্ৰেমচন্দৰ ঔৰ উনকা যুগ : ৰামবিলাস শৰ্মা

বংগ সাহিত্যে উপন্যাসেৰ ধাৰা : শ্ৰীকুমাৰ বন্দোপাধ্যায়

ভাৰতীয় সাহিত্যৰ তুলনামূলক অধ্যয়ন : প্ৰফুল্ল কুমাৰ নাথ

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

The Idea of Comparative Literature in India : Amiya Dev

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

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

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

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

দক্ষতা বিকাশ পাঠ্য

ASM-SE-4014

সৃজনীমূলক সাহিত্য

মূল্যাংক : ৮০

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

প্ৰথম গোট : 20

কল্পনাৰ সংজ্ঞা আৰু পৰিসৰ

কল্পনাৰ কৰ্ষণ

সৃজনীমূলক সাহিত্য ৰচনাৰ প্ৰয়োজনীয় যোগ্যতা

দ্বিতীয় গোট : 20

আধুনিক কবিতা : সংজ্ঞা আৰু বৈশিষ্ট্য

আধুনিক কবিতাৰ পটভূমি

আধুনিক কবিতাৰ ভাষা

তৃতীয় গোট : 20

গল্পৰ বীজ ৰোপণ

গল্প ৰচনাৰ বাবে ক্ষেত্ৰ অধ্যয়ন

গল্পৰ নিৰ্মাণ

চতুৰ্থ গোট : 20

কবিতা আৰু গল্পৰ আৰ্হি প্ৰস্তুতকৰণ

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

আধুনিক অসমীয়া কবিতা : কামালুদ্দিন আহমেদ

আধুনিক বাংলা কাব্য পৰিচয় : দীপ্তি ত্ৰিপাঠী

আধুনিকতাবাদ আৰু অন্যান্য প্ৰবন্ধ : হৰেকৃষ্ণ ডেকা

কবিতাৰ ক্লাস : নীৰেদ্ৰ নাথ চক্ৰবৰ্তী

ৰমন্যাসবাদ : মহেন্দ্ৰ বৰা

সৃজনীমূলক সাহিত্য : প্ৰেৰণা আৰু আৰ্হি : অতনু ভট্টাচাৰ্য

Romantic Imagination : C M Bowra

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

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

পঞ্চম ষাণ্মাসিক
বুনিয়াদী পাঠ্য

ASM- HC-5016

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

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

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

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

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য

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

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অসমীয়া লোক-সাহিত্য অধ্যয়ন

মূল্যাংক : ৮০

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

অসমীয়া জনসাহিত্য : প্ৰফুল্লদত্ত গোস্বামী

অসমীয়া লোক-সাহিত্যৰ ৰূপৰেখা : লীলা গগৈ

কামৰূপী লোকগীতি সংগ্ৰহ : হেমন্ত কুমাৰ শৰ্মা (সম্পা.)

গোৱালপৰীয়া লোকগীত সমগ্ৰ : বীৰেন্দ্ৰনাথ দত্ত (সম্পা.)

দৰঙী লোকগীত সংগ্ৰহ : কনক চন্দ্ৰ চহৰীয়া (সম্পা.)

বাৰমাহৰ তেৰ গীত : প্ৰফুল্লদত্ত গোস্বামী

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

বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য
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অসমীয়া ৰমন্যাসবাদী কবিতা
মূল্যাংক : ৮০

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য

ASM-HE-5036

শংকৰদেৱ

মূল্যাংক : ৮০

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

অসমৰ বৈষ্ণৱ সাহিত্য আৰু দৰ্শন : অণিমা দত্ত

পুৰণি অসমীয়া সাহিত্য : বাণীকান্ত কাকতি

প্ৰবন্ধ গানৰ পৰম্পৰাত বৰগীত : বাপচন্দ্ৰ মহন্ত

মহাপুৰুষ শংকৰদেৱ : নবীন চন্দ্ৰ শৰ্মা

শংকৰী সাহিত্যৰ সমীক্ষা : ভৱ প্ৰসাদ চলিহা (সম্পা.)

শংকৰদেৱ (১ম আৰু দ্বিতীয় খণ্ড) : মহেশ্বৰ নেওগ

শংকৰদেৱ অধ্যয়ন প্ৰসঙ্গ : কেশৱানন্দ দেৱগোস্বামী

শংকৰদেৱ অধ্যয়নৰ গ্ৰন্থপঞ্জী : বিমল মজুমদাৰ (সম্পা.)

শংকৰদেৱৰ কৃতি আৰু কৃতিত্ব : শিৱনাথ বৰ্মন

শংকৰদেৱৰ সাহিত্য প্ৰতিভা : হৰিনাথ শৰ্মা দলৈ

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

বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য

ASM-HE-5046

অসমীয়া কল্পবিজ্ঞান সাহিত্য

মূল্যাংক : ৮০

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

শব্দ নিবন্ধৰ শব্দ : দীনেশ চন্দ্ৰ গোস্বামী

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

Science Fiction : Adam Charles Roberts

Science Fiction : Brian Baker

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

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

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

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য

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

ASM-HE-6016

লক্ষ্মীনাথ বেজবৰুৱা

মূল্যাংক : ৮০

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

কালান্তৰৰ দোমোজাত বেজবৰুৱা : হীৰেন গোহাঁই

বেজবৰুৱাৰ সাহিত্য প্ৰতিভা : বাণীকান্ত শৰ্মা (সম্পা.)

ৰমন্যাসবাদ আৰু লক্ষ্মীনাথ বেজবৰুৱাৰ কবিতা : কামালুদ্দিন আহমেদ

লক্ষ্মীনাথ বেজবৰুৱা : অসম প্ৰকাশন পৰিষদ

লক্ষ্মীনাথ বেজবৰুৱাৰ সাহিত্য প্ৰতিভা : বিশ্বনাৰায়ণ শাস্ত্ৰী

সাহিত্যৰথী : প্ৰফুল্ল কটকী

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

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

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

প্ৰসংগ বাণীকান্ত : ভবেন বৰুৱা

বাণীকান্ত ৰচনাৱলী : মহেশ্বৰ নেওগ (সম্পা.)

বাণীকান্তৰ পৰা ভবেন বৰুৱালৈ : শৈলেন ভৰালী

সাহিত্য আৰু চেতনা : হীৰেন গোহাঁই

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

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

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অজান দেশত এলিচ : প্ৰবীণা শইকীয়া

অসমীয়া শিশু সাহিত্যৰ সংক্ষিপ্ত ইতিহাস : উপেন্দ্ৰ বৰকটকী

কিতাপ পঢ়াৰ আনন্দ : হোমেন বৰগোহাঞি

গৰমৰ বন্ধত সোণটি : বন্দিতা ফুকন

জ্যোতিপ্ৰসাদ বচনাৱলী : নগেন শইকীয়া (সম্পা.)

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

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

বিলাতী হোজা : প্ৰফুল্লদত্ত গোস্বামী

মৰমৰ দেউতা : ভবেন্দ্ৰনাথ শইকীয়া

মৰুৱা ফুল : নৰকান্ত বৰুৱা

মৌ-মহাভাৰত : মিত্ৰদেৱ মহন্ত

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

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

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

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য

ASM-HE-6056

প্রকল্প

মূল্যাংক : ১০০

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

Syllabus for B.A. (Hons.) Economics under CBCS Gauhati University
(To be effective from 2019-20 session)

Gauhati University offers BA (Hons) in Economics. Moreover, Economics can be taken up as one of the Disciplines in BA (Regular) and BSc (Regular) Programmes.

The template of the BA (Hons) programme is given below.

Course Structure for B.A. (Hons.) Economics:

There are a total of fourteen economics core courses that students are required to take across six semesters. All the core courses are compulsory. In addition to core courses in economics, a student of B.A. (Hons.) Economics will choose four Discipline Specific Elective (DSE) Courses. The Discipline Specific Elective (DSE) Courses are offered in the fifth and sixth semesters and two such courses will be selected by a student from a set of courses specified for each of these semesters (Groups I and II in the attached table). It is recommended that each college should offer at least three Discipline Specific Elective (DSE) Courses in the fifth and sixth semesters to allow the students some minimal element of choice.

The syllabi for the Discipline Specific Elective (DSE) Courses are provisional and subject to revision.

Contact Hours: Each course has 5 lectures and 1 tutorial (per group) per week. The size of a tutorial group is 8-10 students.

Note on Course Readings: The nature of several of the courses is such that only selected readings can be specified in advance. Reading lists should be updated and topic-wise readings should be specified at regular intervals, ideally on an annual basis.

Eligibility for Admission into BA Hons Economics: Given the quantitative requirements of the program, only students who have passed mathematics at the Class XII level are eligible for admission. [However not to deprive student who are currently at Higher Secondary level without Mathematics as one of the subjects and who have been considering opting for Economics (Major/Honours) course this eligibility criterion will be in force only from the third year of implementation of this syllabus. This was unanimously agreed upon in the meeting of the Under-Graduate Committee of Courses and Studies in Economics of Gauhati University held on 25/5/18]

Course Template - BA Honours in Economics

<i>Semester</i>	<i>CORE COURSE</i>	<i>Ability Enhancement Compulsory Course (AECC)</i>	<i>Skill Enhancement Course (SEC)</i>	<i>Elective: Discipline Specific DSE</i>	<i>Elective: Generic (GE) #</i>
<i>I</i>	<i>ECO HC 1016</i>	<i>English/MIL Communication</i>			<i>ECO HG 1016</i>
	<i>ECO HC 1026</i>				
<i>II</i>	<i>ECO HC 2016</i>	<i>Environmental Science</i>			<i>ECO HG 2016</i>
	<i>ECO HC 2026</i>				
<i>III</i>	<i>ECO HC 3016</i>		<i>ECO SE 3014</i>		<i>ECO HG 3016</i>
	<i>ECO HC 3026</i>				
	<i>ECO HC 3036</i>				
<i>IV</i>	<i>ECO HC 4016</i>		<i>ECO SE 4014</i>		<i>ECO HG 4016</i>
	<i>ECO HC 4026</i>				
	<i>ECO HC 4036</i>				
<i>V</i>	<i>ECO HC 5016</i>			<i>ECO HE 5016 * /ECO HE 5026 /ECO HE 5036</i>	
	<i>ECO HC 5026</i>				
<i>VI</i>	<i>ECO HC 6016</i>			<i>ECO HE 6016 * /ECO HE 6026 /ECO HE 6036</i>	
	<i>ECO HC 6026</i>				

Course Nomenclature for B.A. (Hons.) Economics

Semester-I	Semester-II
Core Course 1 ECO-HC-1016: Introductory Microeconomics	Core Course 3 ECO-HC-2016: Introductory Macroeconomics
Core Course 2 ECO-HC-1026: Mathematical Methods for Economics-I	Core Course 4 ECO-HC-2026: Mathematical Methods for Economics-II
Ability Enhancement Compulsory Course (AECC)-I	Ability Enhancement Compulsory Course (AECC)-II
Generic Elective (GE) ECO-HG-1016: Principles of Microeconomics I	Generic Elective (GE) ECO-HG-2016: Principles of Microeconomics II

Semester-III	Semester-IV
Core Course 5 ECO-HC-3016: Intermediate Microeconomics-I	Core Course 8 ECO-HC-4016: Intermediate Microeconomics-II
Core Course 6 ECO-HC-3026: Intermediate Macroeconomics-I	Core Course 9 ECO-HC-4026: Intermediate Macroeconomics-II
Core Course 7 ECO-HC-3036: Statistical Methods for Economics	Core Course 10 ECO-HC-4036: Introductory Econometrics
Skill Enhancement Course (SEC)-I ECO-SE-3014: Data Collection and Presentation	Skill Enhancement Course (SEC)-II ECO-SE-4014: Data Analysis
Generic Elective (GE) ECO-HG-3016: Principles of Macroeconomics I	Generic Elective (GE) ECO-HG-4016: Principles of Macroeconomics II

Semester-V	Semester-VI
Core Course 11 ECO-HC-5016: Indian Economy-I	Core Course 13 ECO-HC-6016: Indian Economy-II
Core Course 12 ECO-HC-5026: Development Economics-I	Core Course 14 ECO-HC-6026: Development Economics-II
Group-I (Discipline Specific Elective (DSE) Courses) (Any Two)	Group-II (Discipline Specific Elective (DSE) Courses) (Any Two)
(i) ECO-HE-5016: Economics of Health and Education	(iv) ECO-HE-6016: Environmental Economics
(ii) ECO-HE-5026: Money and Financial Markets	(v) ECO-HE-6026: International Economics
(iii) ECO-HE-5036: Public Finance	(vi) ECO-HE-6036: The Economy of Assam

FIRST SEMESTER CORE

ECO-HC-1016: INTRODUCTORY MICROECONOMICS

Course Description

This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

Course Outline

1. Exploring the subject matter of Economics

Why study economics? Scope and method of economics; the economic problem: scarcity and choice; the question of what to produce, how to produce and how to distribute output; science of economics; the basic competitive model; prices, property rights and profits; incentives and information; rationing; opportunity sets; economic systems; reading and working with graphs.

2. Supply and Demand: How Markets Work, Markets and Welfare

Markets and competition; determinants of individual demand/supply; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together; how prices allocate resources; elasticity and its application; controls on prices; taxes and the costs of taxation; consumer surplus; producer surplus and the efficiency of the markets.

3. The Households

The consumption decision - budget constraint, consumption and income/price changes, demand for all other goods and price changes; description of preferences (representing preferences with indifference curves); properties of indifference curves; consumer's optimum choice; income and substitution effects; labour supply and savings decision - choice between leisure and consumption.

4. The Firm and Perfect Market Structure

Behaviour of profit maximizing firms and the production process; short run costs and output decisions; costs and output in the long run.

5. Imperfect Market Structure

Monopoly and anti-trust policy; government policies towards competition; imperfect competition.

6. Input Markets

Labour and land markets - basic concepts (derived demand, productivity of an input, marginal productivity of labour, marginal revenue product); demand for labour; input demand curves; shifts in input demand curves; competitive labour markets; and labour markets and public policy.

Readings

1. Karl E. Case and Ray C. Fair, *Principles of Economics*, Pearson Education Inc., 8th Edition, 2007.
2. N.Gregory Mankiw, *Economics: Principles and Applications*, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4th edition, 2007.
3. Joseph E. Stiglitz and Carl E. Walsh, *Economics*, W.W. Norton & Company, Inc., New York, International Student Edition, 4th Edition, 2007.

ECO-HC-1026: MATHEMATICAL METHODS IN ECONOMICS-I

Course Description

This is the first of a compulsory two-course sequence. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.

Course Outline

1. Preliminaries

Sets and set operations, relations and functions, number system

2. Functions of one real variable

Elementary types of functions: quadratic, polynomial, power, exponential, logarithmic, convex, quasi-convex and concave functions, limit and continuity of functions

3. Differential calculus

Differentiation of a function, Basic rules of differentiation, partial and total differentiation, second and higher order derivatives for single variable, economic applications of differentiation

4. Single variable optimization

Local and global optima: geometric characterization, characterization using calculus: tests for maximization and minimization, applications: profit maximization, cost minimization, revenue maximization

5. Integration of functions

Meaning and significance of integration, basic rules of integration, significance of a constant after integration, applications: derivations of total functions (total cost, total revenue, consumption and

saving functions) from marginal functions, consumer's surplus and producer's surplus, problems relating to investment and capital formation

Readings:

1. K. Sydsaeter and P. Hammond, *Mathematics for Economic Analysis*, Pearson Educational Asia: Delhi, 2002
2. Chiang A.C. and K. Wainwright, *Fundamental Methods of Mathematical Economics*, McGraw Hill International Edition
3. Baruah S.N., *Basic Mathematics and its Economic Applications*, MacMillan

SECOND SEMESTER CORE

ECO-HC-2016: INTRODUCTORY MACROECONOMICS

Course Description

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

Course Outline

1. Introduction to Macroeconomics and National Income Accounting

Basic issues studied in macroeconomics; measurement of gross domestic product; income, expenditure and the circular flow; real versus nominal GDP; price indices; national income accounting for an open economy; balance of payments: current and capital accounts.

2. Money

Functions of money; quantity theory of money; determination of money supply and demand; credit creation; tools of monetary policy.

3. Inflation

Inflation and its social costs; hyperinflation.

4. The Closed Economy in the Short Run

Classical and Keynesian systems; simple Keynesian model of income determination; IS-LM model; fiscal and monetary multipliers.

Readings:

1. Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 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.

ECO-HC-2026: MATHEMATICAL METHODS IN ECONOMICS - II

Course Description

This course is the second part of a compulsory two-course sequence. This part is to be taught in Semester II following the first part in Semester I. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this Syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.

Course Outline

1. Linear algebra

Matrix: various types of matrices, vector and vector space-concept, matrix operations: addition, subtraction and multiplication; rank, norm and trace of a matrix, introduction to the concept of determinants and their properties, non-singularity of matrix, matrix inversion, solutions of simultaneous equations by using matrix inversion and Cramer's rule, simple market model and national income model

2. Functions of several real variables

Homogeneous and homothetic functions: concepts, Differentiable functions: concepts, Implicit Function Theorem and applications

3. Multi-variable optimization

Unconstrained optimization: geometric characterization, characterization using calculus and applications: price discrimination and multi-plant firm; constrained optimization with equality constraints, Lagrange multiplier, applications: consumer's equilibrium and producer's equilibrium

4. Differential equation

Meaning, first order differential equation, application to market model

5. Difference equation

First order difference equation, Cob-Web market model

Readings:

1. K. Sydsaeter and P. Hammond, *Mathematics for Economic Analysis*, Pearson Educational Asia: Delhi, 2002
2. Chiang A.C. and K. Wainwright, *Fundamental Methods of Mathematical Economics*, McGraw Hill International Edition
3. Baruah S.N., *Basic Mathematics and its Economic Applications*, MacMillan

THIRD SEMESTER CORE

ECO-HC-3016: INTERMEDIATE MICROECONOMICS - I

Course Description

The course is designed to provide a sound training in microeconomic theory to formally analyze the behaviour of individual agents. Since students are already familiar with the quantitative techniques in the previous semesters, mathematical tools are used to facilitate understanding of the basic concepts. This course looks at the behaviour of the consumer and the producer and also covers the behaviour of a competitive firm.

Course Outline

1. Consumer Theory

Preference; utility; budget constraint; choice; demand; Slutsky equation; buying and selling; choice under risk and inter-temporal choice; revealed preference.

2. Production, Costs and Perfect Competition

Technology; isoquants; production with one and more variable inputs; returns to scale; short run and long run costs; cost curves in the short run and long run; review of perfect competition.

Readings:

1. Hal R. Varian, *Intermediate Microeconomics, a Modern Approach*, W.W. Norton and Company/Affiliated East-West Press (India), 8th edition, 2010. The workbook by Varian and Bergstrom may be used for problems.
2. C. Snyder and W. Nicholson, *Fundamentals of Microeconomics*, Cengage Learning (India), 2010.
3. B. Douglas Bernheim and Michael D. Whinston, *Microeconomics*, Tata McGraw-Hill (India), 2009.

ECO-HC-3026: INTERMEDIATE MACROECONOMICS - I

Course Description

This course introduces the students to formal modeling of a macro-economy in terms of analytical tools. It discusses various alternative theories of output and employment determination in a closed economy in the short run as well as medium run, and the role of policy in this context. It also introduces the students to various theoretical issues related to an open economy.

Course Outline

1. Aggregate Demand and Aggregate Supply Curves

Derivation of aggregate demand and aggregate and supply curves; interaction of aggregate demand and supply.

2. Inflation, Unemployment and Expectations

Phillips curve; adaptive and rational expectations; policy ineffectiveness debate.

3. Open Economy Models

Short-run open economy models; Mundell-Fleming model; exchange rate determination; purchasing power parity; asset market approach; Dornbusch's overshooting model; monetary approach to balance of payments; international financial markets.

Readings:

1. Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 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.

ECO-HC-3036: STATISTICAL METHODS FOR ECONOMICS

Course Description

This is a course on statistical methods for economics. It begins with some basic concepts and terminology that are fundamental to statistical analysis and inference. It then develops the notion of probability, followed by probability distributions of discrete and continuous random variables and of joint distributions. This is followed by a discussion on sampling techniques used to collect survey data. The course introduces the notion of sampling distributions that act as a bridge between probability theory and statistical inference. The semester concludes with some topics in statistical inference that include point and interval estimation.

Course Outline

1. Introduction and Overview

The distinction between populations and samples and between population parameters and sample statistics; the use of measures of location and variation to describe and summarize data; moments – basic concepts and types.

2. Elementary Probability Theory

Sample spaces and events; probability axioms and properties; addition and multiplication theorem of probability, counting techniques; conditional probability and Bayes' rule; independence of events.

3. Random Variables and Probability Distributions

Defining random variables; probability distributions; expected values of random variables and of functions of random variables; properties of commonly used discrete and continuous distributions (uniform, binomial, poisson and normal random variables).

4. Random Sampling and Jointly Distributed Random Variables

Density and distribution functions for jointly distributed random variables- basic concepts; covariance and correlation coefficients.

5. Sampling

Principal steps in a sample survey; methods of sampling; Sampling techniques- random, stratified random, multi-stage random and systematic random sampling; the role of sampling theory; properties of random samples.

Readings:

1. Jay L. Devore, *Probability and Statistics for Engineers*, Cengage Learning, 2010.
2. John E. Freund, *Mathematical Statistics*, Prentice Hall, 1992.
3. Richard J. Larsen and Morris L. Marx, *An Introduction to Mathematical Statistics and its Applications*, Prentice Hall, 2011.
4. William G. Cochran, *Sampling Techniques*, John Wiley, 2007.

FOURTH SEMESTER CORE

ECO-HC-4016: INTERMEDIATE MICROECONOMICS - II

Course Description

This course is a sequel to Intermediate Microeconomics I. The emphasis will be on giving conceptual clarity to the student coupled with the use of mathematical tools and reasoning. It covers general equilibrium and welfare, imperfect markets and topics under information economics.

Unit 1: General Equilibrium, Efficiency and Welfare

- a) Exchange Economy, Consumption Allocation and Pareto Optimality; Edgeworth Box and Contract Curve; Equilibrium and Efficiency under Pure Exchange.
- b) Pareto Efficiency with production: Concepts of PPF, Social Indifference Curves and Resource Allocation.
- c) Perfect Competition, Pareto Efficiency and Market Failure (Externalities and Public Goods), Property Right and Coase Theorem.

Unit 2: Market Structure and Game Theory

- a) Monopoly, Pricing with Market Power; Degree of Monopoly, Price Discrimination-Different Degrees; Multi-plant Monopoly, Peak-Load Pricing.
- b) Monopolistic competition; Product Differentiation; Perceived and Proportionate Demand Curves; Price-Output Determination.
- c) Oligopoly and Game Theory (Two Person Zero Sum Game, Basic ideas and examples of non zero sum games, Prisoner's Dilemma), Applications of Game Theory in Oligopolistic Markets (Cournot Equilibrium, Bertrand Equilibrium, Stackleberg Equilibrium).

Unit 3: Markets with Asymmetric Information

Information Asymmetry, Adverse Selection, Moral Hazard, Signaling and Screening.

Readings:

1. Dominick Salvatore, Micro Economics – Theory and Applications, OUP.
2. Koutsoyiannis. A, Modern Micro-Economics, ELBS/Macmillan.
3. Hal Varian, Microeconomic Analysis, Third Edition, Selected Chapters, W.W. Norton and Company.
4. C. Snyder and W. Nicholson, Fundamentals of Micro Economics, Cengage Learning (India).
5. G.S. Maddala and Ellen Miller, Micro Economic Theory and Application, Tata McGraw Hill.
6. R.R. Barthwal, Micro Economic Analysis, Wiley Eastern Limited.
7. Martin J. Osborne, An Introduction to Game Theory, OUP, New Delhi.
8. Hugh Gravelle and Ray Rees, Micro Economics, Pearson Education.

ECO-HC-4026: INTERMEDIATE MACROECONOMICS - II

Course Description

This course is a sequel to Intermediate Macroeconomics I. In this course, the students are introduced to the long run dynamic issues like growth and technical progress. It also provides the micro-foundations to the various aggregative concepts used in the previous course.

Course Outline

1. Economic Growth

Harrod-Domar model; Solow model; golden rule; technological progress and elements of endogenous growth.

2. Microeconomic Foundations

- a. Consumption: Keynesian consumption function; Fisher's theory of optimal intertemporal choice; life-cycle and permanent income hypotheses; rational expectations and random-walk of consumption expenditure.
- b. Investment: determinants of business fixed investment; residential investment and inventory investment.
- c. Demand for money.

3. Fiscal and Monetary Policy

Active or passive; monetary policy objectives and targets; rules versus discretion: time consistency; the government budget constraint; government debt and Ricardian equivalence.

4. Schools of Macroeconomic Thoughts

Classicals; Keynesians; New-Classicals and New-Keynesians.

Readings:

1. Dornbusch, Fischer and Startz, *Macroeconomics*, McGraw Hill, 11th edition, 2010.
2. N. Gregory Mankiw. *Macroeconomics*, Worth Publishers, 7th edition, 2010.
3. Olivier Blanchard, *Macroeconomics*, Pearson Education, Inc., 5th edition, 2009.
4. Andrew B. Abel and Ben S. Bernanke, *Macroeconomics*, Pearson Education, Inc., 7th edition, 2011.
5. Robert J. Gordon, *Macroeconomics*, Prentice-Hall India Limited, 2011.

ECO-HC-4036: INTRODUCTORY ECONOMETRICS

Course Description

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

Course Outline

1. Statistical Background

Normal distribution; chi-sq, t- and F-distributions; estimation of parameters; properties of estimators; testing of hypotheses: defining statistical hypotheses; distributions of test statistics; testing hypotheses related to population parameters; Type I and Type II errors; power of a test; tests for comparing parameters from two samples.

2. Simple Linear Regression Model: Two Variable Case

Estimation of model by method of ordinary least squares; properties of estimators; Gauss-Markov theorem; goodness of fit; tests of hypotheses; scaling and units of measurement; confidence intervals; forecasting.

3. Multiple Linear Regression Model

Estimation of parameters; properties of OLS estimators; goodness of fit - R^2 and adjusted R^2 ; partial regression coefficients; testing hypotheses – individual and joint; functional forms of regression models; qualitative (dummy) independent variables.

4. Violations of Classical Assumptions: Consequences, Detection and Remedies

Multicollinearity; heteroscedasticity; serial correlation.

5. Specification Analysis

Omission of a relevant variable; inclusion of irrelevant variable; tests of specification errors.

Readings

1. D.N.Gujarati and D.C.Porter, *Essentials of Econometrics*, McGrawHill, 4th edition, International Edition, 2009.
2. Christopher Dougherty, *Introduction to Econometrics*, Oxford University Press, 3rd edition, Indian edition, 2007

FIFTH SEMESTER CORE

ECO-HC-5016: INDIAN ECONOMY-I

Course Description

Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in India, the reading list will have to be updated annually.

Course Outline

1. Economic Development since Independence

Major features of the economy at independence; growth and development under different policy regimes—goals, constraints, institutions and policy framework; an assessment of performance—sustainability and regional contrasts; structural change, savings and investment.

2. Population and Human Development

Demographic trends and issues; education; health and malnutrition.

3. Growth and Distribution

Trends and policies in poverty; inequality and unemployment.

4. International Comparisons

With China, Pakistan, Bangladesh, Sri Lanka, Nepal and Vietnam

Readings:

1. Jean Dreze and Amartya Sen, Jean Dreze and Amartya Sen, 2013. *An Uncertain Glory: India and its Contradictions*, Princeton University Press.
2. Pulapre Balakrishnan, 2007, The Recovery of India: Economic Growth in the Nehru Era, *Economic and Political Weekly*, November.
3. Rakesh Mohan, 2008, -Growth Record of Indian Economy: 1950-2008. A Story of Sustained Savings and Investment, *Economic and Political Weekly*, May.
4. S.L. Shetty, 2007, -India's Savings Performances since the Advent of Planning, in K.L. Krishna and A. Vaidyanathan, editors, *Institutions and Markets in India's Development*.
5. Himanshu, 2010, Towards New Poverty Lines for India, *Economic and Political Weekly*, January.
6. Jean Dreze and Angus Deaton, 2009, Food and Nutrition in India: Facts and Interpretations, *Economic and Political Weekly*, February.
7. Himanshu. 2011, -Employment Trends in India: A Re-examination, *Economic and Political Weekly*, September.
8. Rama Barua et al, 2010, -Inequities in Access to Health Services in India: Caste, Class and Region, *Economic and Political Weekly*, September.

9. Geeta G.Kingdon, 2007,-TheProgress of School Education in India, *Oxford Review of Economic Policy*.
10. J.B.G.Tilak, 2007,-Post Elementary Education, Poverty and Development in India, *International Journal of Educationa lDevelopment*.
11. T. Dyson,2008,-India'sDemographic Transition and its Consequences for Development |in Uma Kapila, editor, *Indian Economy Since Independence*, 19thedition, Academic Foundation.
12. Kaushik Basu, 2009,-ChinaandIndia:IdiosyncraticPaths to High Growth, *Economic and Political Weekly*, September.
13. K.James,2008, -Glorifying Malthus: Current Debate on Demographic Dividend in India, *Economic and Political Weekly*,June.
14. Reetika Khera, 2011,-India'sPublicDistributionSystem: Utilisation and Impact *Journal of Development Studies*.
15. Aniruddha Krishna and Devendra Bajpai, 2011,-Lineal Spread and Radial Dissipation: Experiencing Growth in Rural India, 1992-2005, *Economic and PoliticalWeekly*,September.

ECO-HC-5026: DEVELOPMENT ECONOMICS-I

Course Description

This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect stategovernance.

Course Outline

1. Conceptions of Development

Alternative measures of development, documenting the international variation in these measures, comparing development trajectories across nations and within them.

2. Growth Models and Empirics

The Harrod-Domar model, the Solow model and its variants, endogenous growth models and evidence on the determinants of growth.

3. Poverty and Inequality: Definitions, Measures and Mechanisms

Inequality axioms; a comparison of commonly used inequality measures; connections between inequality and development; poverty measurement; characteristics of the poor; mechanisms that generate poverty traps and path dependence of growth processes.

4. Political Institutions and the Functioning of the State

The determinants of democracy; alternative institutional trajectories and their relationship with economic performance; within-country differences in the functioning of state institutions; state ownership and regulation; government failures and corruption.

Readings

1. Debraj Ray, *Development Economics*, Oxford University Press, 2009.
2. Partha Dasgupta, *Economics, A Very Short Introduction*, Oxford University Press, 2007.
3. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee, *Understanding Poverty*, Oxford University Press, 2006.
4. Kaushik Basu, *The Oxford Companion to Economics in India*, OUP, 2007.
5. Amartya Sen, *Development as Freedom*, OUP, 2000.
6. Daron Acemoglu and James Robinson, *Economic Origins of Dictatorship and Democracy*, Cambridge University Press, 2006.
7. Robert Putnam, *Making Democracy Work: Civic Traditions in Modern Italy*, Princeton University Press, 1994

SIXTH SEMESTER CORE

ECO-HC-6016: INDIAN ECONOMY-II

Course Description

This course examines sector-specific policies and their impact in shaping trends in key economic indicators in India. It highlights major policy debates and evaluates the Indian empirical evidence. Given the rapid changes taking place in the country, the reading list will have to be updated annually.

Course Outline

1. Macroeconomic Policies and Their Impact

Fiscal Policy; trade and investment policy; financial and monetary policies; labour regulation.

2. Policies and Performance in Agriculture

Growth; productivity; agrarian structure and technology; capital formation; trade; pricing and procurement.

3. Policies and Performance in Industry

Growth; productivity; diversification; small scale industries; public sector; competition policy; foreign investment.

4. Trends and Performance in Services

Readings:

- 1 Shankar Acharya, 2010, -Macroeconomic Performance and Policies 2000-8, in Shankar Acharya and Rakesh Mohan, editors, *India's Economy: Performances and Challenges: Development and Participation*, Oxford University Press.
- 2 Rakesh Mohan, 2010, -India's Financial Sector and Monetary Policy Reforms, in Shankar Acharya and Rakesh Mohan, editors, *India's Economy: Performances and Challenges: Development and Participation*, Oxford University Press.
- 3 Pulapre Balakrishnan, Ramesh Golait and Pankaj Kumar, 2008, -Agricultural Growth in India Since 1991, *RBI DEAP Study no.27*.
- 4 B.N. Goldar and S.C. Aggarwal, 2005, -Trade Liberalisation and Price-Cost Margin in Indian Industries, *The Developing Economics*, September.
- 5 P. Goldberg, A. Khandelwal, N. Pavcnik and P. Topalova, 2009, -Trade Liberalisation and New Imported Inputs, *American Economic Review, Papers and Proceedings*, May.
- 6 Kunal Sen, 2010, -Trade, Foreign Direct Investment and Industrial Transformation in India, in Premachandra Athukorala, editor, *The Rise of Asia*, Routledge.
- 7 A. Ahsan, C. Pages and T. Roy, 2008, -Legislation, Enforcement and Adjudication

- in Indian Labour Markets: Origins, Consequences and the Way Forward, in D. Mazumdar and S. Sarkar, editors, *Globalization, Labour Markets and Inequality in India*, Routledge.
- § Dipak Mazumdar and Sandeep Sarkar, 2009,-The Employment Problem in India and the Phenomenon of the _Missing Middle, *Indian Journal of Labour Economics*.
- ¶ J. Dennis Rajakumar, 2011,-Size and Growth of Private Corporate Sector in Indian Manufacturing, *Economic and Political Weekly*, April.
- || Ramesh Chand, 2010, -Understanding the Nature and Causes of Food Inflation, *Economic and Political Weekly*, February.
- ||| Bishwanath Goldar, 2011,-Organised Manufacturing Employment: Continuing the Debate, *Economic and Political Weekly*, April.

ECO-HC-6026: DEVELOPMENT ECONOMICS-II

Course Description

This is the second module of the economic development sequence. It begins with basic demographic concepts and their evolution during the process of development. The structure of markets and contracts is linked to the particular problems of enforcement experienced in poor countries. The governance of communities and organizations is studied and this is then linked to questions of sustainable growth. The course ends with reflections on the role of globalization and increased international dependence on the process of development.

Course Outline

1. Demography and Development

Demographic concepts; birth and death rates, age structure, fertility and mortality; demographic transitions during the process of development; gender bias in preferences and outcomes and evidence on unequal treatment within households; connections between income, mortality, fertility choices and human capital accumulation; migration.

2. Land, Labor and Credit Markets

The distribution of land ownership; land reform and its effects on productivity; contractual relationships between tenants and landlords; land acquisition; nutrition and labor productivity; informational problems and credit contracts; microfinance; inter-linkages between rural factor markets.

3. Individuals, Communities and Collective Outcomes

Individual behavior in social environments, multiple social equilibria; governance in organizations and in communities; individual responses to organizational inefficiency.

4. Environment and Sustainable Development

Defining sustainability for renewable resources; a brief history of environmental change; common-pool resources; environmental externalities and state regulation of the environment; economic activity and climate change.

5. Globalization

Globalization in historical perspective; the economics and politics of multilateral agreements; trade, production patterns and world inequality; financial instability in a globalized world.

Readings

1. Debraj Ray, *Development Economics*, Oxford University Press, 2009.
2. Partha Dasgupta, *Economics, A Very Short Introduction*, Oxford University Press, 2007.

3. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee, *Understanding Poverty*, Oxford University Press, 2006.
4. Thomas Schelling, *Micromotives and Macrobehavior*, W. W. Norton, 1978.
5. Albert O. Hirschman, *Exit, Voice and Loyalty: Responses to Decline in Firms, Organizations and States*, Harvard University Press, 1970.
6. Raghuram Rajan, *Fault Lines: How Hidden Fractures Still Threaten the World Economy*, 2010.
7. Elinor Ostrom, *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press, 1990.
8. Dani Rodrik, *The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist*, Oxford University Press, 2011.
9. Michael D. Bordo, Alan M. Taylor and Jeffrey G. Williamson (ed.), *Globalization in Historical Perspective*, University of Chicago Press, 2003.

DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS:
(Any Two per Semester)

FIFTH SEMESTER DSE

ECO-HE-5016: ECONOMICS OF HEALTH AND EDUCATION

Course Description

The importance of education and health in improving well-being is reflected in their inclusion among the Millennium Development Goals adopted by the United Nations member states, which include among other goals, achieving universal primary education, reducing child mortality, improving maternal health and combating diseases. This course provides a microeconomic framework to analyze, among other things, individual choice in the demand for health and education, government intervention and aspects of inequity and discrimination in both sectors. It also gives an overview of health and education in India.

Course Outline

1. Role of Health and Education in Human Development

Importance in poverty alleviation; health and education outcomes and their relationship with macroeconomic performance.

2. Microeconomic Foundations of Health Economics

Demand for health; uncertainty and health insurance market; alternative insurance mechanisms; market failure and rationale for public intervention; equity and inequality.

3. Evaluation of Health Programs

Costing, cost effectiveness and cost-benefit analysis; burden of disease.

4. Health Sector in India: An Overview

Health outcomes; health systems; health financing.

5. Education: Investment in Human Capital

Rate of return to education: private and social; quality of education; signaling or human capital; theories of discrimination; gender and caste discrimination in India.

6. Education Sector in India: An Overview

Literacy rates, school participation, school quality measures.

Readings:

1. William, Jack, *Principles of Health Economics for Developing Countries*, World

- Bank Institute Development Studies, 1999.
2. World Development Report, *Investing in Health*, The World Bank, 1993.
 3. Ronald G., Ehrenberg and Robert S., Smith, *Modern Labor Economics: Theory and Public Policy*, Addison Wesley, 2005.

ECO-HE-5026: MONEY AND FINANCIAL MARKETS

Course Description

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

Course Outline

1. Money

Concept, functions of money; concept of money supply and its measurement; money multiplier theory, RBI's approach to money supply.

2. Financial Institutions, Markets, Instruments and Financial Innovations

Meaning and types of financial institutions, nature and role of financial institutions; financial markets: definitions and types-money market and capital market, their characteristics and functions, call money market, treasury bill market, commercial bill market including commercial paper and certificates of deposits, government securities market, primary and secondary market for securities, financial sector reforms in India, financial derivatives –meaning, types, distinctive features of financial derivatives and its benefits.

3. Interest Rates

Determination; sources of interest rate differentials; theories of term structure of interest rates; interest rates in India.

4. Banking System

Meaning and types; Functions of Commercial banks, process of credit creation and its limitations, Balance sheet of Commercial banks, portfolio management-meaning and objective of portfolio management, theories of portfolio management; banking sector reforms in India.

5. Central Banking and Monetary Policy

Functions of central bank; monetary policy-objectives, indicators and instruments of monetary control; monetary management in an open economy; current monetary policy of India.

Readings

1. F. S. Mishkin and S. G. Eakins, *Financial Markets and Institutions*, Pearson Education, 6th edition, 2009.
2. F. J. Fabozzi, F. Modigliani, F. J. Jones, M. G. Ferri, *Foundations of Financial Markets and Institutions*, Pearson Education, 3rd edition, 2009.
3. M. R. Baye and D. W. Jansen, *Money, Banking and Financial Markets*, AITBS, 1996.
4. Rakesh Mohan, *Growth with Financial Stability- Central Banking in an Emerging Market*, Oxford University Press, 2011.
5. L. M. Bhole and J. Mahukud, *Financial Institutions and Markets*, Tata McGraw Hill, 5th edition, 2011.
6. M. Y. Khan, *Indian Financial System*, Tata McGraw Hill, 7th edition, 2011.
7. N. Jadhav, *Monetary Policy, Financial Stability and Central Banking in India*, Macmillan, 2006.
8. R.B.I. – *Report of the Working Group: Money Supply Analytics and Methodology of Compilation*, 1998.
9. R.B.I. Bulletin, Annual Report and Report on Currency and Finance (latest).
10. Sampat Mukherjee, *Macro Economics: Global Text*,
11. S.B.Gupta, *Monetary Economics: Institutions, Theory and Policy*, S.Chand and Company Ltd., 2003.
12. M.L.Jinghan, *Money, Banking, International Trade and Public Finance*, Vrinda Publications.
13. Bharati V Pathak, *Indian Financial System: Markets, Institutional and services*, Pearson Education India, 3rd edition, 2011.

ECO-HE-5036: PUBLIC FINANCE

Course Description

This course is a non-technical overview of government finances with special reference to India. The course does not require any prior knowledge of economics. It will look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralisation in India. The course will be useful for students aiming towards careers in the government sector, policy analysis, business and journalism.

Course Outline

Part 1: Theory

1. Normative Theory of Public Finance –Nature and Scope: Allocation Function, Distribution Function and Stabilization Function. Coordinating the functions.
2. Public Goods and their characteristics. Free Rider Problem and Market Failure, Externalities vis-à-vis Public Good.
3. Direct and Indirect Tax. Concepts of taxation: tax rate, buoyancy & elasticity of a tax. Proportional, Progressive and Regressive Taxation. Benefit Principle and Ability to Pay Theory.

Part 2: Issues from Indian Public Finance

4. Fiscal Policies: Definition and Objectives. Instruments of Fiscal Policy. Adopting Monetary

Policy to complement Fiscal Policy: The Indian Experience.

5. Indian Tax System. Direct Taxes: Income Tax, Corporate Tax, Customs Duty etc. Reforms in the Indirect Tax Structure: Goods and Service Tax.

6. Structure of the Public Budget. Types of Deficits and their significance: Revenue Deficit, Fiscal Deficit and Primary Deficit

7. Fiscal Federalism in India: Principles of Fiscal Devolution, Horizontal and Vertical Fiscal Balance. Federal Finance and the Finance Commission.

8. State and Local Finances. The State Subjects and its Budget. Fiscal decentralization: Role of Municipalities and Gaon Panchayats.

Readings

1. Musgrave, R.A. and P.B. Musgrave, *Public Finance in Theory and Practice*, Mc-Graw Hill, 1989.

2. Mahesh Purohit , “*Value Added Tax: Experience of India and Other Countries*”, Gayatri Publications, 2007.

3. KaushikBasu, and A. Maertens (ed.), *The Oxford Companion to Economics in India*, Oxford University Press,2007.

4. M.M Sury, *Government Budgeting in India*, Commonwealth Publishers, 1990.

5. Shankar Acharya, “Thirty years of tax reform” in India, *Economic and Political Weekly*, May 2005.

6. Government of India, *Report of the 13th Finance Commission*.

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

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

SIXTH SEMESTER DSE
(Any Two per Semester)

ECO-HE-6016: ENVIRONMENTAL ECONOMICS

Course Description

This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments. Selected topics on international environmental problems are also discussed.

Course Outline

1. Introduction

Basic concepts: Environment, Ecology, Economy and the ecosystem. Definition and scope of environmental economics, why study environmental economics. Interaction between the environment and the economy, environmental economics and ecological economics, environmental economics and resource economics. Review of microeconomics and welfare economics: the utility function, social choice mechanism, the compensation Principle and social welfare function (concepts only).

2. The Theory of Externalities

Pareto optimality or Pareto efficiency, Externalities: meaning and types of externality, market failure: meaning, market failure in the presence of externalities; market failure and public goods, is environment a public good? Property rights and the Coase theorem.

3. The Design and Implementation of Environmental Policy

Environmental Policies: an overview; Nonmarket and market based instruments of Environmental Policy: command and control (CAC) approach, economic instruments like Pigovian taxes and effluent fees, tradable permits and mixed instruments. Monitoring and Enforcement: What is monitoring and enforcement? Penalties, cost of abatement. Damages from pollution. Incentives to sources to comply with environmental regulations.

4. International Environmental Problems

Nature of environmental problems: transboundary pollution –Climate change, global warming, ozone depletion and bio-diversity loss; Trade and environment: pollution haven hypothesis.

5. Measuring the Benefits of Environmental Improvements

Non-Market values: use and non-use values and optional value, measurement methods: Direct method-contingent valuation and indirect method-hedonic pricing methods, value of statistical life; their applications and limitations.

6. Sustainable Development

Conventional development model: a critique, Alternative approach: Sustainable Development and its origin, objectives of Sustainable Development, Approaches to Sustainable Development: weak sustainability, strong sustainability, Safe minimum standard approach, ecological perspective and social perspective, Rules and indicators of Sustainable Development.

Readings:

1. Charles Kolstad, *Intermediate Environmental Economics*, Oxford University Press, 2nd edition, 2010.
2. Robert N. Stavins (ed.), *Economics of the Environment: Selected Readings*, W.W. Norton, 5th edition, 2005.
3. Roger Perman, Yue Ma, James McGilvray and Michael Common, *Natural Resource and Environmental Economics*, Pearson Education/Addison Wesley, 3rd edition, 2003.
4. Maureen L. Cropper and Wallace E. Oates, 1992, —Environmental Economics: A Survey, *Journal of Economic Literature*, Volume 30:675-740.
5. Subhashini Muthukrishnan, *Economics of Environment*, PHI Learning Private Limited, 2nd edition, 2015.
6. Bhattacharyya R, *Environmental Economics*, Oxford University Press.
7. Nick Hanley, Jason F. Shogren and Ben White, *Introduction to Environmental Economics*, Oxford University Press.
8. Gautam Purkayastha, *Environmental Economics: Theory ,Problems and Solutions*, Kalyani Publishers , Reprinted 2016

ECO-HE-6026: INTERNATIONAL ECONOMICS

Course Description

This course develops a systematic exposition of models that try to explain the composition, direction and consequences of international trade, and the determinants and effects of trade policy. It then builds on the models of open economy macroeconomics developed in courses 08 and 12, focusing on national policies as well as international monetary systems. It concludes with an analytical account of the causes and consequences of the rapid expansion of international financial flows in recent years. Although the course is based on abstract theoretical models, students will also be exposed to real-world examples and case studies.

Course Outline

1. Introduction

What is international economics about?, subject matter of International Economics, An overview of world trade- its changing pattern.

2. Theories of International Trade

The Ricardian theory- comparative advantage, Heckscher-Ohlin model, specific factors model, new trade theories- Leontief Paradox, factor-intensity reversal, international trade in the context of

economies of scale and imperfect competition, technological gap and product cycle theories; the Locational theory international trade; multinational enterprises and international trade.

3. Trade Policy

Instruments of trade policy- tariff and quota- partial equilibrium analysis; political economy of trade policy- free trade vs. protection; controversies in trade policy.

4. International Macroeconomic Policy

Fixed versus flexible exchange rates; international monetary systems- Gold Standard, interwar period, Bretton-Woods system, European Monetary system; financial globalization and financial crises.

Readings:

1. Paul Krugman, Maurice Obstfeld, and Marc Melitz, *International Economics: Theory and Policy*, Addison-Wesley (Pearson Education Indian Edition), 9 edition, 2012.
2. Dominick Salvatore, *International Economics: Trade and Finance*, John Wiley International Student Edition, 10th edition, 2011.

ECO-HE-6036: THE ECONOMY OF ASSAM

Course Description

This course will provide students an idea of evolution of the Assam Economy from the colonial period to the contemporary time. The course is expected to help students to better appreciate the challenges and opportunities of the economy of Assam in the present context.

Course Outline

1. Changes and Evolution of the Economy in the Economic under Colonial Rule (1837 - 1947):

Imposition of Land Revenue and Its Impact, Prohibition of Opium Production and State Takeover of Opium Trade, Inflow of Colonial Investment in Plantation, Mining and Other Industries. Development of Water Transport and Railways, In-migration of Population and its Impact on the Economy: Shock of Partition and its Impact

2. Growth Trends and Sectoral Composition in the Post-Independence Period:

Population growth trends before and after 1971, Trends in Demographic Parameters, Population Density, Sex Ratio, Life Expectancy and Infant Mortality Rate– Work Force and Labour Force Participation, Occupational Distribution.

Trends in Per Capita NSDP in comparison with trends in all-India Per Capita Income – Trends in Other Indicators of Development in Comparison with all-India standard; Literacy Rate, Enrolment Ratio and Forest Cover – Inter-community differences in Development Attainments.

3. Sectoral Status and Prospects:

Infrastructure: State of Road, Rail and Air Connectivity within and out of the State; Potentials and

Limitation of Waterways Development; Status of Power and Telecommunication, Financial System and Inclusion;

Agriculture: Land Holding Patterns, Land Tenure and Land Reforms, Cropping Pattern, Production and Productivity of Principal Crop –Diversification of the Rural Economy to Horticulture, Fishery, Livestock and Non-farm activities – Prospects and Challenges of the Sector.

Industry: State of the Tea Industry and Role of Small Tea Growers, State of Hydrocarbon Industry. Other Emerging Industries– Traditional Handloom Handicraft and their Prospect; Service Sector: Size and Composition.

4. **State Finances:**

Public Finance in Assam and the emerging challenges. Trends and composition of revenue receipt and its implications. State taxes in Assam and the impact of GST. Strategies to enhance Revenue Receipt.

Composition of Public Expenditure and its implications. The Assam FRBM Act: Its implementation and outcome. Fiscal Devolution to local bodies.

5. **Assam Economy in its Neighborhood** – Mutual inter-dependence with neighboring States – Stakes of Assam in the Act East Policy

Readings:

Atul Goswami "Assam's Industrial Development: Urgency of New Direction", Economic and Political Weekly 1981

Department of Economics, Gauhati University, "Identity Aspirations, Developmental Backlogs and Governance Issues in Northeast India" Maliyata Offset Press, Mirza, 2016

Directorate of Economics and Statistics, Government of Assam, "Economic Survey Assam" [recent issues] <https://des.assam.gov.in/information-services/economic-survey-assam>

Directorate of Economics and Statistics, Government of Assam, "Statistical Handbook of Assam" 2018 or later addition

Guha, Amalendu, Planter's Raj to Swaraj, Second Edition (paperback)

India Brand Equity Foundation "About Assam: Tourism, Industries In Assam, Agriculture, Economy & Geography", June 2020, <https://www.ibef.org/states/assam.aspx>

J B Ganguli, "Economic Conditions and Change in North-East India" in A.P. Singha (ed) Changing North East India, Ludhiana: Gagan Publishers, 1986

J N Sarma, "Problems of Economic Development in Assam" Economic and Political Weekly, Vol. 1, No. 7, Pp. 281+283-286.

Planning and Development Department, Government of Assam "Assam Human Development Report 2014"

FIRST SEMESTER GE

ECO-HG-1016: Principles of Microeconomics–I

Course Description

This course intends to expose the student to the basic principles in Microeconomic Theory and illustrate with applications.

Course Outline

1. Introduction

- a. Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems.
- b. Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium.
- c. Applications of demand and supply: price rationing, price floors, consumer surplus, producer surplus.
- d. Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities.

2. Consumer Theory

Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint.

3. Production and Costs

- a. Production: behavior of profit maximizing firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibrium condition.
- b. Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments.

4. Perfect Competition

- a. Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries.
- b. Welfare: allocative efficiency under perfect competition.

Readings:

Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th

edition, 2007.

SECOND SEMESTER GE

ECO-HG-2016: Principles of Microeconomics–II

Course Description

This is a sequel to Principles of Microeconomics covered in the first semester.

Course Outline

1. Market Structures

a. Theory of a Monopoly Firm

Concept of imperfect competition; short run and long run price and output decisions of a monopoly firm; concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; remedies for monopoly: Antitrust laws, natural monopoly.

b. Imperfect Competition

Monopolistic competition: Assumptions, short run and long run price and output determinations under monopolistic competition,
Oligopoly: assumptions, overview of different oligopoly models, contestable markets.

2. Factor pricing

Demand for a factor input in a competitive factor market, supply of inputs to a firm, market supply of inputs, equilibrium in a competitive factor market. Factor markets with monopsony power.

3. Market Failure

Efficiency of perfect competition, Sources of market failure.

Externalities and market failure, public goods and market failure, markets with asymmetric information (Ideas only)

Readings:

Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.

Pindyck, R.S, Rubinfeld, B.L and Mehta, P.L, *Microeconomics*, Pearson, 7th edition

THIRD SEMESTER GE

ECO-HG-3016: Principles of Macroeconomics–I

Course Description

This course introduces students to the basic concepts in Macroeconomics. Macroeconomics deals with the aggregate economy. In this course the students are introduced to the definition, measurement of the macroeconomic variables like GDP, consumption, savings, investment and balance of payments. The course also discusses various theories of determining GDP in the short run.

Course Outline

1. Introduction

What is macroeconomics? Macroeconomic issues in an economy.

2. National Income Accounting

Concepts of Income, Domestic Income and National Income; GDP and NDP at Market Price and Factor Cost, measurement of national income and related aggregates; nominal and real income;

3. Determination of GDP

Actual and potential GDP; aggregate expenditure; consumption function; investment function; equilibrium GDP; concepts of MPS, APS, MPC, APC; autonomous expenditure; Concept of multiplier.

4. National Income Determination with Government Intervention and Foreign Trade

Fiscal Policy: impact of changes in government expenditure and taxes; net exports function; net exports and equilibrium national income.

5. Money in a Modern Economy

Concept of money in a modern economy; monetary aggregates; demand for money; quantity theory of money; liquidity preference and rate of interest; money supply and credit creation; monetary policy.

Readings:

1. Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.
2. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2nd Edition, Oxford University Press, India

FOURTH SEMESTER GE

ECO-HG-4016: Principles of Macroeconomics–II

Course Description

This is a sequel to Principles of Macroeconomics–I. It analyses various theories of determination of National Income in greater detail. It also introduces students to concept of inflation, its relationship with unemployment and some basic concepts in an open economy.

Course Outline

1. IS-LM Analysis

Derivations of the IS and LM functions; IS-LM and aggregate demand; shifts in the AD curve.

2. GDP and Price Level in Short Run and Long Run

Aggregate demand and aggregate supply; multiplier Analysis with AD curve and changes in price levels; aggregate supply in the SR and LR.

3. Inflation and Unemployment

Concept of inflation; determinants of inflation; relationship between inflation and unemployment: Phillips Curve in short run and long run.

4. Balance of Payments and Exchange Rate

Balance of payments: current account and capital account; market for foreign exchange; determination of exchange rate.

Readings:

1. Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.
2. Sikdar, Shoumyen, *Principles of Macroeconomics*, 2nd Edition, Oxford University Press, India

THIRD SEMESTER SE

ECO-SE-3014: Data Collection and Presentation

Course Description:

This course helps students in understanding use of data, presentation of data using computer softwares like MS-Excel. Students will be involved practically to preparation of questionnaires/interview schedules, collection of both primary and secondary data and its presentation. Students will also be asked to prepare a report on collected data and will be evaluated accordingly.

Course Outline:

1. Use of Data

Use of data in social sciences; types and sources of data; data collection methods. Population census versus sample surveys. Random sampling.

2. Questionnaires and Schedules

Meaning; how to prepare a questionnaire and interview schedule; use of questionnaire and interview schedule for data collection.

3. Presentation of Data

Data presentation in tabular formats; use of diagrams for data presentation; creating charts and diagrams in MS-Excel – bar, line, pie, scatter, radar, bubble diagrams, population pyramids.

Readings

1. S P Gupta, *Statistical Methods*, S Chand.
2. Webtech Solutions Inc., *Mastering Microsoft Excel Functions and Formulas*

FOURTH SEMESTER SE
ECO-SE-4014: Data Analysis

Course Description:

This course discusses how data can be summarized and analysed for drawing statistical inferences. The students will be introduced to important data sources that are available and will also be trained in the use of statistical softwares like SPSS/PSPP to analyse data.

Course Outline:

1. Data entry in softwares like MS-Excel, SPSS/PSPP
2. Univariate frequency distributions. Measures of central tendency: mean, median and mode; arithmetic, geometric and harmonic mean. Measures of dispersion: range, mean deviation and standard deviation, skewness and kurtosis.
3. Bivariate frequency distribution. Correlation and regression. Rank correlation.
4. Estimation of population parameters from sample data. Unbiased estimators for population mean and variance.

Readings:

1. P.H. Karmel and M. Polasek (1978), *Applied Statistics for Economists*, 4th edition, Pitman.
2. M.R. Spiegel (2003), *Theory and Problems of Probability and Statistics* (Schaum Series).

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



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

GAUHATI UNIVERSITY
GUWAHATI

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

Gauhati University, Guwahati

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

Instruction on Teaching Method:

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

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

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

	3036				
IV	EDU-HC-4016		EDU-SEC-4014		EDU-HG-4016
	EDU-HC-4026				
	EDU-HC-4036				
V	EDU-HC-5016			<i>Any one</i> EDU-HE-5016 / EDU-HE-5026	
	EDU-HC-5026			<i>Any one</i> EDU-HE-5036/ EDU-HE-5046	
VI	EDU-HC-6016			<i>Any one</i> EDU-HE-6016/ EDU-HE-6026	
	EDU-HC-6026			<i>Any one</i> EDU-HE-6036/ EDU-HE-6046	

UG CBCS Education, GU (Honours)

List of Papers

Core Papers					
Sl. No	Course code	Title of the Paper	Credit	External	Internal
1	EDU-HC-1016	Principles of Education	6	80	20
2	EDU-HC-1026	Psychological foundations of Education & laboratory practical	4+2	80	20
3	EDU-HC-2016	Philosophical and Sociological Foundations of Education	6	80	20
4	EDU-HC-2026	Development of Education in India- I	6	80	20
5	EDU-HC-3016	Development of Education in India- II	6	80	20
6	EDU-HC-3026	Educational Technology and Teaching Methods	6	80	20
7	EDU-HC-3036	Value and Peace Education	6	80	20
8	EDU-HC-4016	Great Educational Thinkers	6	80	20
9	EDU-HC-4026	Educational Statistics & Practical	4+2	80	20
10	EDU-HC-4036	Emerging Issues in Education	6	80	20
11	EDU-HC-5016	Measurement and Evaluation in Education & Laboratory Practical	4+2	80	20
12	EDU-HC-5026	Guidance and Counselling	6	80	20
13	EDU-HC-6016	Education and Development	6	80	20
14	EDU-HC-6026	Project	6	80	20
Discipline Specific Elective Papers (DSE)					

1	EDU-HE-5016/	Continuing Education/	6	80	20
2	EDU-HE-5026	Developmental Psychology			
3	EDU-HE-5036/	Human Rights Education/	6	80	20
4	EDU-HE-5046	Teacher Education in India			
5	EDU-HE-6016/	Mental Health & Hygiene/	6	80	20
6	EDU-HE-6026	Special Education			
7	EDU-HE-6036/	Educational Management/	6	80	20
8	EDU-HE-6046	Women and Society			
Generic Elective (GE)					
1	EDU-HG-1016	Foundations of Education	6	80	20
2	EDU-HG-2016	Psychology of Adolescents	6	80	20
3	EDU-HG-3016	Guidance and Counselling	6	80	20
4	EDU-HG-4016	History of Education in India	6	80	20
Skill Enhancement Course (SEC)					
1	EDU-SEC-3014	Public speaking skill	4	30	30
2	EDU-SEC-4014	Writing Bio-data and facing an Interview	4	30	30
Ability Enhancement Compulsory Course (AECC)					
1		English/MIL Communication			
2		Environmental Science			

1st SEMESTER (HONOURS)

EDU-HC-1016

PRINCIPLES OF EDUCATION

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

Credit-6

Course Objectives:

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

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

Course contents

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

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

Recommended Readings:

- Agarwal J.C. (2010). *Theory and Principles of Education*. Delhi: Vikash Publishing House Pvt. Ltd.
- Baruah, J. (2006). *Sikshatatta Adhyayan*. Guwahati: Lawyer's Book Stall.
- Bhatia & Bhatia (1994). *Theory and Principles of Education*. Delhi: Doaba.
- Chatterjee, S. (2012). *Principles and Practice of Modern Education*. Delhi: Books & Allied Ltd.
- Goswami, Dulumoni (2021) : Principles of Education, LBS Publications, Guwahati
- Raymont T. (1904). *Principles of Education*. London, New York & Bombay: Longmans, Green & Co.
- Ross J.S. (1945). *The Ground Work of Educational Theory*. London, Toronto, Bombay, Sydney: George G. Harrap & Co. Ltd.
- Safaya R.N. & Shaida B.D. (2010). *Modern Theory and Practice of Education*. New Delhi: Dhanpatrai Publishing Company Pvt. Ltd.

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

Course Objectives:

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

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

Course contents

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

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

Recommended Readings:

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

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

Course Objectives:

After completion of this course the learner will be able to

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

Course contents

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

Unit-5	<p>Sociology and Education</p> <ul style="list-style-type: none"> • Concept and methods of Sociology, Educational Sociology: Meaning, Nature, Scope and Importance, Relation between education and sociology • Social group: Meaning, Nature and Classification, Importance of Primary and Secondary Groups • Concept of socialization, Education as a socialization process
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Recommended Readings:

- Agarwal J.C. (2010). *Theory and Principles of Education*. Delhi: Vikash Publishing House Pvt. Ltd.
- Baruah, J. (2006). *Sikshatatta Adhyayan*. Guwahati: Lawyer's Book Stall.
- Bhatia & Bhatia (1994). *Theory and Principles of Education*. Delhi: Doaba.
- Chatterjee, S. (2012). *Principles and Practice of Modern Education*. Delhi: Books & Allied Ltd.
- Goswami, Dulumoni (2014). *Philosophy of Education*. Guwahati: DVS Publishers.
- Raymont T. (1904). *Principles of Education*. London, New York & Bombay: Longmans, Green & Co.
- Ross J.S. (1945). *The Ground Work of Educational Theory*. London, Toronto, Bombay, Sydney: George G. Harrap & Co. Ltd.
- Safaya R.N. & Shaida B.D. (2010). *Modern Theory and Practice of Education*. New Delhi: Dhanpatrai Publishing Company Pvt. Ltd.
- Saikia, Polee (2019) 2nd Edition. *Sociological Foundations of Education*. Guwahati: DVS Publishers.

2nd SEMESTER (HONOURS)

EDU-HC-2016

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION

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

Credit-6

Course Objectives:

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

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

Course contents

Units	Contents
Unit-1	Philosophy and Education <ul style="list-style-type: none">• Philosophy: Meaning, Nature and Scope• Philosophy of Education: Meaning and Scope• Relationship between education and philosophy• Impact of philosophy on education
Unit-2	Various Indian Schools of Philosophy and Education <ul style="list-style-type: none">• Vedic Philosophy: Different concepts of Vedic philosophy, Implication in education• Yoga and Philosophy: Different types, Astangika Yoga, Implication in education• Buddhist Philosophy: Four principles, Implication in education
Unit-3	Various Western Schools of Philosophy and Education <ul style="list-style-type: none">• Idealism: Meaning, Principles, Implication in education• Naturalism: Meaning, Principles, Implication in education• Pragmatism: Meaning, Principles, Implication in education
Unit-4	Sociology and Education <ul style="list-style-type: none">• Concept and methods of Sociology, Educational Sociology: Meaning, Nature, Scope and Importance, Relation between education and sociology• Social group: Meaning, Nature and Classification, Importance of Primary

	and Secondary Groups <ul style="list-style-type: none"> • Concept of socialization, Education as a socialisation process
Unit-5	Socio-cultural Context of Education <ul style="list-style-type: none"> • Social Change: Meaning, Nature and Factors • Education as an instrument of Social Change • Culture: Meaning, Nature, Cultural change and Cultural Lag • Relation between education and culture • Social Organisation: Meaning and Types • Social Disorganisation: Meaning, Causes and Remedies

Recommended Readings:

- Bhatia & Narang (2013). *Philosophical and Sociological Bases of Education*. Ludhiana: Tandon Publications.
- Brown, F. J. (1954): *Educational Sociology (2nd Edition)*. New York: Prentice Hall.
- Brubacher, John S. (1962). *Modern Philosophies of Education*. McGraw Hill: New Delhi.
- Chanda, S.S. & Sharma, R. K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.
- Chandra S. S., R. Sharma, & Rejendra K (2002). *Philosophy of Education*. New Delhi: Atlantic Publishers.
- Goswami, Dulumoni (2013). *Philosophy of Education*. Guwahati: DVS Publishers.
- Ogburn, W.F. & Nimkoff, W.F. (1966). *A handbook of Sociology*. New Delhi: Eurasia Publishing House (Pvt.) Ltd.
- Rao, C. N. Shankar (2005). *Sociology-Principles of Sociology with an introduction to Social Thought*. New Delhi: S. Chand & Company.
- Ravi, S. S. (2015). *Philosophical and Sociological Bases of Education*. New Delhi: Prentice Hall India Pvt. Ltd.
- Saikia, Polee (2019) 2nd Edition. *Sociological Foundations of Education*. Guwahati: DVS Publishers.
- Singh, Y. K. (2007). *Philosophical Foundation of Education*. New Delhi: APH Publishing Corporation.

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

Course Objectives:

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

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

Course contents

Units	Content
Unit-1	<p>Education in Ancient and Medieval India</p> <ul style="list-style-type: none"> • Education in Ancient India <ul style="list-style-type: none"> - The Vedic System of Education: Concept and Salient Features - Education in the <i>Arthashastra</i> of Kautilya • Education during Buddhist Period <ul style="list-style-type: none"> - General Features of Buddhist Education - Ancient Universities and Centres of Education: Taxila, Nalanda, Vikramshila, Varanasi, • Education in Medieval India <ul style="list-style-type: none"> • The Islamic System of Education <ul style="list-style-type: none"> - General Features of Muslim Education - Defects of Muslim Education
Unit-2	<p>Education in British India: The Beginning</p> <ul style="list-style-type: none"> • Indigenous Education at the Beginning of British Rule • Educational Activities of Missionaries in Assam • The East India Company's Role • The Charter Act of 1813 • The Anglicists-Orientalists Controversy • Macaulay's Minute, 1835 • Downward Filtration Theory
Unit-3	<p>Education in British India: In 19th Century</p> <ul style="list-style-type: none"> • Wood's Despatch of 1854 <ul style="list-style-type: none"> - Background of the Despatch - Recommendations - Implementation of the Despatch • Indian Education Commission-1882 <ul style="list-style-type: none"> - Appointment of Indian Education Commission

	<ul style="list-style-type: none"> - Its Terms of Reference - Major Recommendations - Criticism of the Commission
Unit-4	<p>Rise of Nationalism and its impact on education</p> <ul style="list-style-type: none"> • Indian University Commission- 1902, Major Recommendations - Lord Curzon's Education policy on Primary, Secondary and Higher Education - Government of India's Resolution on Educational Policy-1904, The University Act of 1904 • Gokhale's Bill for Compulsory Primary Education- 1910-1912 - Impact of Compulsory Primary Education Movement in Assam: Assam Elementary Education Act-1926 • Calcutta University Commission-1917, Major Recommendations
Unit-5	<p>Education in British India: A Period of Experiment</p> <ul style="list-style-type: none"> • Hartog Committee Report-1929, Major Recommendations • Basic Education-1937, Background - Wardha Education Conference-1937 - Salient Features of Basic Education - Criticism of the Basic Education • The Sargent Report- 1944

Recommended Readings:

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

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

Course Objectives:

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

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

Course contents

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

Recommended Readings:

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

- Cole, L.(1936). *Psychology of Adolescence*, New York: Rinchart and Winsten
- Goswami, G. (2008).*Child Development and Child Care*. Guwahati: Arun Prakashan.
- Hurllock, E.B. (1980).*Developmental Psychology-A Life span approach*.New Delhi: Tata McGraw Hill Publishing Com.Ltd.
- S P Chaube ,2002 , *Psychology of Adolescence*, Concept Publishing house

3rd SEMESTER (HONOURS)

EDU-HC-3016

DEVELOPMENT OF EDUCATION IN INDIA-II

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

Credit-6

Course Objectives:

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

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

Course Content:

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

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

Recommended Readings

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

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

Course Objectives:

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

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

Course contents

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

	<ul style="list-style-type: none"> • Criteria of good teaching • Teaching Methods- lecture method, play way method, Activity method, Discussion, Project method, problem solving method • Teaching techniques- Maxims of teaching, devices of teaching-Narration, Illustration, Questioning
Unit:5	Lesson Planning and Micro Teaching <ul style="list-style-type: none"> • Lesson plan –Its meaning and Importance • Types of Lessons- Knowledge Lesson, Skill Lesson, Appreciation Lesson • Herbartian Steps of Lesson Planning • Criteria of a good lesson plan • Micro teaching- meaning and components

Recommended Readings:

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

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

Course Objectives:

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

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

Course contents

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

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

Recommended Readings:

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

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

Course Objectives:

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

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

Course contents

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

	<ul style="list-style-type: none"> • Guidance for CWSN • School Guidance Clinic
Unit-5	School guidance programme <ul style="list-style-type: none"> • Importance of guidance and counselling cells in educational institutions • Follow-up Services • Role of the Head of the institution and parents in guidance and counselling • Challenges and functions of the teacher as guidance provider/ counsellor

Recommended Readings:

- Agarwal, Rashmi(2010).*Educational, Vocational guidance and Counselling, Principles, Techniques and programmes*. New Delhi: Shipra Publication.
- Aggarwal J.C. (1989):*Educational and Vocational Guidance and Counselling*. New Delhi: Doaba House.
- Bhatia,K.K.(2009). *Principles of Guidance and Counselling*. New Delhi: Kalyani Publishers
- Kochhar,S.K. (2010).*Educational and vocational guidance in secondary schools*. New Delhi: Starling Publishers Pvt. Ltd.

EDU-SEC- 3014

PUBLIC SPEAKING SKILL

Total Marks-60 (External-30 Internal-30)

Credit – 4

Course Outcome:

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

Course contents

a. Theory (2 Credits)

Units	Contents
Unit-1	Public Speaking and Communication Skill <ul style="list-style-type: none">• Meaning and Importance of Public Speaking• Components of Public Speaking: Illustration, Voice modulation, The Power of Pause, Visual Aids, Sense of humour, Articulation• Principles of Effective Public Speaking: Principle of Preciseness, Principle of Clarity, Principle of Completeness, Principle of Consciousness, Principle of Adaption• Ways of becoming Better Public Speaker• Concept and Nature of Communication• Types of Communication: Verbal and non-Verbal• Barriers of Communication• Ways of Effective Communication
Unit-2	Personality Development and Motivation as Means for Effective Public Speaking <ul style="list-style-type: none">• Concept and Nature of Personality• Types of Personality: Extrovert and Introvert• Role of Personality in Effective Communication• Concept of Balanced Personality• Meaning and Nature of Motivation• Ways or means of motivating audience

b. Practical (2 Credits)

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

Guidelines:

- The students will be trained on public speaking

- Teachers will give demonstrations on public speaking
- It will cover: Style of presentation, voice modulation, body language, communication with audience, eye contact
- Topics of speech will be selected by the students discussing with teachers.

Mode of Delivery:

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

Evaluation Plan:

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

Recommended Readings:

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

4th SEMESTER (HONOURS)

EDU-HC-4016

GREAT EDUCATIONAL THINKERS

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

Credit-6

Course Objectives:

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

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

Course contents

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

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

Recommended Readings

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

EDU-HC-4026
EDUCATIONAL STATISTICS AND PRACTICAL

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

Credit-6

Course Objectives:

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

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

Course contents

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

	<ul style="list-style-type: none"> • Table of Area under NPC • Applications of Normal Probability Curve • Divergence from Normality: Skewness and Kurtosis
Unit-5	Statistical Practical <ul style="list-style-type: none"> • To determine the Mean Median and Mode • Graphical Representation – Frequency Polygon, Histogram and Pie diagram

Recommended Readings:

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

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

Objectives:

After completion of this unit, students will able to-

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

Course contents

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

	<p>Environmental Pollution</p> <ul style="list-style-type: none"> • Role of Environmental Education for Sustainable Development • Role of Different Stakeholders (Government and Non-Government Organisations, Women, Media) in Environmental Protection • Population Explosion: Its Causes and Consequences • Population Education for Population Control
Unit-5	<p>Multi-Cultural Education and Alternative Education</p> <ul style="list-style-type: none"> • Concept, Objectives and Need of Multi-Cultural Education • Curriculum and Instruction of Multi-Cultural Education • Issues related to Multi-Cultural Education • Concept of Alternative Education and its related Issues • Role of NIOS and Sakshar Bharat Mission in Alternative Education • Role of IGNOU and KKHSOU in Alternative Higher Education • MOOC and its related Issues.

Recommended Readings:

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

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

Course Objectives:

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

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

Course contents

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

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

Recommended Readings:

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

EDU-SEC-4014
WRITING BIODATA AND FACING AN INTERVIEW
Total Marks-60 (External-30 Internal-30)
Credit- 4

Course Outcome:

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

Course contents

a. Theory (2 Credits)

Units	Contents
Unit-1	Bio-data <ul style="list-style-type: none">• Meaning, Purpose and Types of Bio-data• Components of Bio-data• Bio-data: Do's and Donot's• Meaning of Resume and Curriculum Vitae• Differences among Bio-data, Resume and Curriculum Vitae• How to write a Good Academic Bio-data
Unit-2	Interview <ul style="list-style-type: none">• Meaning and objectives of Interview• Different types of Interview: Structured interview, Unstructured interview, Job-related interview• Characteristics of good interview• Importance of interview• Skills of facing interview

b. Practical (2 credits):

Students shall write a bio-data to face interview.

Guidelines:

- The teachers will have to guide the students in writing their Bio-data, if necessary outside experts may also be invited to train the students in writing the Bio-data.
- Teachers will guide the students to differentiate amongst Bio-data, Resume and Curriculum Vitae (CV).

- Teachers will explain the style and skill of appearing a formal interview.
- Students will practice mock interview within the classroom.

Mode of Delivery:

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

Evaluation Plan:

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

Recommended Readings:

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

5th SEMESTER (HONOURS)

Instruction:

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

EDU-HC-5016
MEASUREMENT AND EVALUATION IN EDUCATION & PRACTICAL
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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

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

Course contents

Units.	Contents
Unit-1	Measurement and Evaluation in Education <ul style="list-style-type: none">• Meaning and concept of measurement, Functions of measurement, Types of measurement, Scales of measurement• Evaluation -Its meaning, basic principles

	<ul style="list-style-type: none"> • Relationship and difference between Measurement and Evaluation • Examination and Evaluation • Formative and Summative evaluation • Role of evaluation in education
Unit-2	Test Construction <ul style="list-style-type: none"> • General procedure of Test Construction and Standardization • Item Analysis • Characteristics of a good test • Validity, Reliability, Objectivity and Norms
Unit-3	Educational Achievement Test <ul style="list-style-type: none"> • Meaning and objectives of Achievement Test • Difference between Achievement test and Intelligence Test • Construction of Educational Achievement Test • Different types of Educational Achievement Test
Unit-4	Personality Test <ul style="list-style-type: none"> • Personality Test- Meaning and Nature • Types of Personality Measurement <ul style="list-style-type: none"> - Subjective Technique (Personality Inventory or Questionnaire-MMPI) - Objective Technique (Rating Scale) - Projective Technique (Thematic Apperception Test, Ink-Blot-Test) - Situational Technique (Psycho Drama)
Unit-5	Laboratory Practical <ul style="list-style-type: none"> • Ink Blot Test • Free Association Test, Control Association Test • Personality Test for Introversion-Extroversion

Recommended Readings:

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

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

Course Objectives:

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

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

Course contents

Units	Contents
Unit-1	Introduction to Guidance <ul style="list-style-type: none"> • Meaning, objectives and scope of guidance • Need and principles of guidance • Types of guidance and their importance : Educational guidance, Vocational guidance, Personal guidance, Social guidance, Health guidance
Unit-2	Introduction to Counselling <ul style="list-style-type: none"> • Meaning, objectives and scope of counselling • Need and principles of counselling • Types of counselling : Directive, Non-directive and Eclectic counselling • Relation between Guidance and Counselling
Unit-3	Organization of guidance service <ul style="list-style-type: none"> • Meaning of guidance service • Need and principles of organizing guidance service • Components of guidance service: counselling service, techniques of counselling service • Qualities of a good counsellor
Unit-4	Guidance needs of students

	<ul style="list-style-type: none"> • Guidance needs of students in relation to home-centred and school-centred problems • Group guidance and Group counselling • Guidance for CWSN • School Guidance Clinic
Unit-5	School guidance programme <ul style="list-style-type: none"> • Importance of guidance and counselling cells in educational institutions • Follow-up Services • Role of the Head of the institution and parents in guidance and counselling • Challenges and functions of the teacher as guidance provider/ counsellor

Recommended Readings:

- Agarwal, Rashmi(2010).*Educational, Vocational guidance and Counselling, Principles, Techniques and programmes*. New Delhi: Shipra Publication.
- Aggarwal J.C. (1989):*Educational and Vocational Guidance and Counselling*. New Delhi: Doaba House.
- Bhatia,K.K.(2009). *Principles of Guidance and Counselling*. New Delhi: Kalyani Publishers.
- Kochhar,S.K. (2010).*Educational and vocational guidance in secondary schools*. New Delhi: Starling Publishers Pvt. Ltd.

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

Course Objectives:

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

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

Course Contents

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

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

Recommended Readings:

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

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

Course Objectives:

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

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

Course contents

Units	Topics
Unit-1	Introduction to Developmental Psychology <ul style="list-style-type: none">• Meaning, definition, nature and scope of developmental psychology• Different methods of studying developmental psychology• Hereditary and other factors that affect pre-natal development• Periods of pre-natal development• Characteristics of pre-natal development• Precautionary measures to be taken in pre-natal development
Unit-2	Infancy <ul style="list-style-type: none">• Characteristics of infancy• Different developmental aspects during infancy<ul style="list-style-type: none">- Physical development- Cognitive development- Motor development

	<ul style="list-style-type: none"> - Language development - Emotional development • Conditions that affect parental attitude towards the infant • Role of family in the development of infants
Unit-3	Childhood <ul style="list-style-type: none"> • Characteristics of childhood • Developmental tasks of childhood <ul style="list-style-type: none"> - Physical development of early and late childhood - Emotional development of early and late childhood • Influence of family and school in social and personality development in childhood
Unit-4	Adolescence <ul style="list-style-type: none"> • Meaning and definition of adolescence • Need and importance of studying adolescence • Characteristics of adolescence • Developmental tasks of adolescent period • Adolescence – age of transition • Physical changes during adolescence • Intellectual development during adolescence
Unit-5	Social, Emotional and Personality Development of Adolescence <ul style="list-style-type: none"> • Social development during adolescence • Role of family, school and peers in the development of adolescence • Emotionality during adolescence • Personality development during adolescence • Adjustment problems and juvenile delinquency

Recommended Readings:

- Bee, H. and Denise Boyd (2006). *The Developing Child*. New Delhi: Pearson Education Inc. India edition
- Chaube, S. P. (2011). *Developmental Psychology*. New Delhi: Neelkamal Publications Ltd.
- Cole, L. (1936). *Psychology of Adolescence*, New York: Rinehart and Winston
- Goswami, G. (2008). *Child Development and Child Care*. Guwahati: Arun Prakashan.
- Hurllock, E. B. (1980). *Developmental Psychology-A Life span approach*. New Delhi: Tata McGraw Hill Publishing Com. Ltd.

- Hurlock, E.B. (1942). *Child Development*. New Delhi: Tata McGraw Hill Publishing Com. Ltd
- Thompson, G.G. (1969). *Child Psychology*. Bombay: The Times of India Press.

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

Course Objectives:

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

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

Course Contents

Units	Contents
Unit-1	<p>Basic Concept of Human Rights</p> <ul style="list-style-type: none"> • Concept and Nature of Human Rights • Scope of Human Rights • Concept, objectives, principles of Human Rights Education • Needs and Significance of Human Rights Education in India. • Human Rights Education at Different levels: <ul style="list-style-type: none"> - Elementary level - Secondary level - Higher level. • Methods and Activities of Teaching Human Rights • Curriculum of Human Rights Education
Unit-2	<p>United Nations and Human rights</p> <ul style="list-style-type: none"> • Universal Declaration of Human Rights (1948) by UN

	<ul style="list-style-type: none"> • UN and Promotion and Protection of Human Rights • Human Rights and Indian Constitution • Fundamental Rights similar to the UN Human Rights in Constitution of India
Unit-3	Human Rights – Enforcement Mechanism in India <ul style="list-style-type: none"> • Human Rights Act – 1993 • Human Rights Commission – role and objectives • Judicial organs – Role of Supreme Court and High court in India • Commission of Women and Children in India
Unit-4	Role of Advocacy Groups for Promotion of Human Rights <ul style="list-style-type: none"> • Role of Global Agencies: UN, UNESCO, Vienna Declaration • Role of Government and Non-Governmental Organizations; • Role of educational institutions • Role of press and mass media
Unit-5	Human Rights and Marginalised Sections <ul style="list-style-type: none"> • Human Rights related to Racial Discrimination • Human Rights related to Religions and Religious Minorities • Human Rights related to Linguistic Minorities • Human Rights related to Communal Minorities • Human Rights related to Refugees • Human Rights related to Aged • Human Rights related Women and Children • Human Rights related to Differently Abled • Human Rights related to Transgender

Recommended Readings:

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

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

Course Objectives:

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

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

Course Contents

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

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

Recommended Readings:

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

6th SEMESTER (HONOURS)

Instruction:

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

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

Course Objectives:

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

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

Course Contents:

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

	<ul style="list-style-type: none"> • Problems of Educational Institutions in Community Development.
Unit-3	Education and Human Resource Development <ul style="list-style-type: none"> • Human Resource Development: Meaning, Definition and Characteristics. • Objectives and Need of Human Resource Development. • Factors of Human Resource Development. • Role of education in Human Resource Development. • Organisations of Human Resource Development: MHRD, UGC, NCERT, CBSE.
Unit-4	Education and Economic Development <ul style="list-style-type: none"> • Meaning of Economic Development and National Development. • Relationship between education and Economics. • Impact of Economics on Education. • Role of Education in Economic Development. • Education as an Investment.
Unit-5	Education and Developing Political Awareness <ul style="list-style-type: none"> • Education and democracy • Role of education in creating political awareness • Politics among the students • Importance of students unions

Recommended Readings:

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

**EDU-HC-6026
PROJECT**

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

Course Objectives:

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

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

Guideline:

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

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

Internal Assessment (20 Marks):

Home Assignment/Group Discussion related to Project: 10 Marks

Library Works: 6 Marks

Attendance: 4 Marks

External Assessment (80 Marks):

Project Report: 60 Marks

Viva Voce: 20 Marks

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

Course Objectives:

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

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

Course Contents

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

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

Recommended Readings:

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

EDU-HE-6026
SPECIAL EDUCATION

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

Credit-6

Course Objectives:

After completion of this course the learner will be able to

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

Course Content:

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

	<ul style="list-style-type: none"> - Causes - Educational Programme
Unit-4	<p>Children with Learning Disability</p> <ul style="list-style-type: none"> • Meaning and Definition • Characteristics • Types • Causes • Prevention • Educational Programme
Unit-5	<p>Policies, Legislation and Services</p> <ul style="list-style-type: none"> • National Policy on Education-1986 • Central Scheme of Integrated Education for Disabled Children (IEDC) • Rehabilitation Council of India Act-1992 • The Persons with Disabilities (PWD) Act-1995 • National Policy for Persons with Disability, 2006 • Community Based Rehabilitation <ul style="list-style-type: none"> - Definition - Need - Implementation Process

Recommended Readings:

- Mangal, S.K. (2008). *Educating Exceptional Children: An Introduction to Special Education*. New Delhi: PHI Pvt. Ltd.
- Manivannan, M. (2013). *Perspective in Special Education*. New Delhi: Neelkamal Publications Pvt. Ltd.
- Margaret G Werts & Others, *Fundamental of Special Education (Third Edition)*, PEARSON
- Dr. Umedevi , 2021 *Special Education* , Neelkamal Publications

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

Course Objectives:

After completion of this course the learner will be able to

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

Course Contents

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

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

Recommended Readings:

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

EDU-HE-6046
WOMEN AND SOCIETY

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

Credit-6

Course Objectives:

After completion of this course the learner will be able to

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

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

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

Recommended Readings:

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

THIS SYLLABUS IS APPROVED IN THE ACADEMIC COUNCIL, GAUHATI UNIVERSITY
ON NOVEMBER 8, 2020

Department of English, Gauhati University

Structure of B. A. Programme and B.A. Honours in English under CBCS

Outline of Choice Based Credit System:

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 **Discipline Specific Elective (DSE) Course:** Elective courses which may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 **Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studying such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 **Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

Details of courses under B.A. English (Honors)

Course	Credits Theory + Tutorial
=====	
<u>I. Core Course</u> (14 Papers)	14X5=70
Core Course Tutorials (14 Papers)	14X1=14
<u>II. Elective Courses</u> (8 Papers)	
A.1. Discipline Specific Elective (4 Papers)	4X5=20
A.2. Discipline Specific Elective Tutorials 4X1=4 (4 Papers)	
B.1. Generic Elective/Interdisciplinary (4 Papers)	4X5=20
B.2. Generic Elective Tutorials (4 Papers)	4X1=4
<u>III. Ability Enhancement Courses</u>	
1. Ability Enhancement Compulsory Courses (AECC) (2 Papers of 4 credits each) Environmental Science English Communication/MIL	2 X 4=8
2. Skill Enhancement Courses (SEC) (Minimum 2, Max. 4) (2 Papers of 4 credits each)	2 X 4=8
	Total credits= 148

SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A. Honours (English)

SEMESTER	CORE COURSE (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Elective: Discipline Specific (DSE) (4)	Elective: Generic (GE) (4)
I	C 1	(English/ MIL Communication)/			GE 1
	C 2	Environmental Science			
II	C 3	Environmental Science/			GE 2
	C 4	(English/ MIL Communication)			
III	C 5				GE 3
	C 6		SEC 1		
	C 7				
IV	C 8				GE 4
	C 9		SEC 2		

	C 10				
V	C 11			DSE 1	
	C 12			DSE 2	
VI	C 13			DSE 3	
	C 14			DSE 4	

Details of Courses Under Undergraduate Programme (B.A.)

Course

***Credits**

=====

Paper + Tutorial

12X5=60

I. Core Course

(12 Papers)

Two papers – English

Two papers – AltE/MIL

Four papers – Discipline

1. Four papers –

Discipline 2.

Core Course Tutorial*

12X1=12

(12 Tutorials)

II. Elective Course

6X5=30

(6 Papers)

Two papers- Discipline 1

specific Two papers- Discipline

2 specific Two papers- Inter disciplinary

Two papers from each discipline of choice and two papers of interdisciplinary nature.

Elective Course Tutorials*

6X1=6

(6 Tutorials*)

Two papers- Discipline 1 specific

Two papers- Discipline 2 specific

Two papers- Generic

(Interdisciplinary) Two papers from each discipline of choice including papers of interdisciplinary nature.

III. Ability Enhancement Courses

1. **Ability Enhancement Compulsory Courses (AECC)** 2 X 8=8

(2 Papers of 4 credits each) Environmental Science English Communication/MIL

2. **Skill Enhancement Courses (SEC)** 4 X 4=16

(4 Papers of 4 credits each)

Total credits= 132

SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A./B.Com

SEMESTER	CORE COURSE (12)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (4)	Elective: Discipline Specific (DSE) (4)	Elective: Generic (GE) (2)
I	English 1	(English/MIL Communication)/			
	DSC 1A				
	DSC 2A	Environmental Science			
II	English 2	(English/MIL Communication)/			
	DSC 1B				
	DSC 2B	Environmental Science			

III	Alt English 1/MIL 1		SEC 1		
	DSC 1C				
	DSC 2C				
IV	Alt English 2/MIL 2		SEC 2		
	DSC 1D				
	DSC 2D				
V			SEC 3	DSE 1 A	GE 1
				DSE 2 A	
VI			SEC 4	DSE 1 B	GE 2
				DSE 2 B	

Structure of B.A. Honours in English under CBCS

Discipline Specific Core (Compulsory)

Semester I

- ENG-HC-1016 Indian Classical Literature
- ENG-HC-1026 European Classical Literature

Semester II

- ENG-HC-2016 Indian Writing in English
- ENG-HC-2026 British Poetry and Drama: 14th to 17th Centuries

Semester III

- ENG-HC-3016 History of English Literature and Forms
- ENG-HC-3026 American Literature
- ENG-HC-3036 British Poetry and Drama: 17th and 18th Centuries

Semester IV

- ENG-HC-4016 British Literature: The 18th Century
- ENG-HC-4026 British Romantic Literature
- ENG-HC-4036 British Literature: The 19th Century

Semester V

- ENG-HC-5016 British Literature: The 20th Century
- ENG-HC-5026 Women's Writing

Semester VI

- ENG-HC-6016 Modern European Drama
- ENG-HC-6026 Postcolonial Literatures

Discipline Specific Elective (Any four)

Semester V (Any Two)

- ENG-HE-5016 Popular Literature
- ENG-HE-5026 Modern Indian Writing in English Translation
- ENG-HE-5036 Literature of the Indian Diaspora
- ENG-HE-5046 Nineteenth-Century European Realism
- ENG-HE-5056 Literary Criticism and Literary Theory
- ENG-HE-5066 Science fiction and Detective Literature

Semester VI (Any Two)

- ENG-HE-6016 Literature and Cinema
- ENG-HE-6026 World Literatures
- ENG-HE-6036 Partition Literature
- ENG-HE-6046 Travel writing
- ENG-HE-6056 Life Writing
- ENG-HE-6066 Writings from North East India

Generic Elective (Any four)

Semester I (Any One)

- ENG-HG-1016 The Individual and Society
- ENG-HG-1026 Academic Writing and Composition

Semester II (Any One)

- ENG-HG-2016 Modern Indian Literature
- ENG-HG-2026 Contemporary India: Women and Empowerment

Semester III (Any One)

- ENG-HG-3016 British Literature
- ENG-HG-3026 Language and Linguistics

Semester IV (Any One)

- ENG-HG-4016 Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play
- ENG-HG-4026 Language, Literature and Culture

Ability Enhancement Course (Compulsory Two Papers) (To be provided by concerned departments)

- ENG-AE-1014 English Communication (MIL to have a different code)
- Environmental Studies

Skill Enhancement Course (Any two)

Semester III

- ENG-SE-3014 Creative Writing

Semester IV

- ENG-SE-4014 Translation: Principles and Practice

Detailed Syllabi

I. B. A. Honours English under CBCS

Discipline Specific Core (Compulsory)

Semester I

Paper 1: ENG-HC-1016 Indian Classical Literature

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper introduces students to a selection of literatures of India in English translation. Given that Indian Classical Literature offers a rich and diverse canvas that spans across genres like drama, poetry, the epic narrative as well as short fictional fables, to name a few, it is essential that students studying English literature are familiar with at least a few of these. This paper encourages students to think laterally about literatures of the world, and the possibility of cultural exchange.

Texts:

- Kalidasa: *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).
- Vyasa: 'The Dicing' and 'The Sequel to Dicing', 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106–69.
- Sudraka: *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962).
- Ilango Adigal: 'The Book of Banci', in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- The Indian Epic Tradition: Themes and Recensions
- Classical Indian Drama: Theory and Practice
- *Alankara* and *Rasa*
- *Dharma* and the Heroic

Readings

- Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
- Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.

- J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
- Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.

Paper 2: ENG-HC-1026 European Classical Literature

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

Classical writing in Europe saw the emergence of traditions that cut across many genres, which included poetry, theatre, and general discourses. While the Aristotelian focus on the examination of the essentials of poetry extended to incorporate discussions on epic and drama, subsequent writers such as Horace drew attention to the purposefulness of the creative exercise. In the theatre the widely divergent compositions by Sophocles and Plautus respectively show the consolidation of a rich cultural discourse. It is this enriching literary tradition that this paper seeks to familiarize with through the study of representative texts belonging to the Classical Period.

Texts:

- Homer: *The Odyssey*, tr. E.V. Rieu (Harmondsworth: Penguin, 1985) Book I
- Sophocles: *Oedipus the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin, 1984).
- Plautus: *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).
- Ovid: *Selections from Metamorphoses* 'Bacchus', (Book III), 'Pyramus and Thisbe' (Book IV), 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975). Horace: Satires I: 4, in *Horace: Satires and Epistles and Persius: Satires*, tr. Niall Rudd (Harmondsworth: Penguin, 2005).

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- The Epic
- Comedy and Tragedy in Classical Drama
- The Athenian City State
- Catharsis and Mimesis
- Satire
- Literary Cultures in Augustan Rome

Readings

- Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
- Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
- Horace, *Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.

Semester II

Paper 3: ENG-HC-2016 Indian Writing in English

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

Introduction: This paper on Indian Writing in English introduces students to the historical development of this body of writing- the challenges faced by early writers, the growing sense of accomplishment in the writing of different forms and the interpretation of individual and collective experience in colonial and postcolonial India. The paper is divided into three units each dealing with a specific literary form. Questions will be mostly textual but with some reference to the contexts in which individual writers have produced their works.

Course Objectives:

- Introduce students to the field of Indian Writing in English
- Give a historical overview of the development of various literary forms
- Understand how each author creatively uses his or her chosen literary form

Course Outcomes:

- Develop familiarity with the issues of politics of language and gender, nationalism and modernity pertaining to pre and post-Independence India that have been responsible for the emergence of Indian English literature
- Understand the place of English Writing in India in the larger field of English Literature
- Learn to discuss critically the use of literary forms of the novel, poetry and drama by Indian English writers in distinctive ways against Indian historical and cultural contexts

Texts:

- H.L.V. Derozio: 'Freedom to the Slave'; 'The Orphan Girl'
- Kamala Das: 'Introduction'; 'My Grandmother's House'
- Nissim Ezekiel: 'Enterprise'; 'Night of the Scorpion', 'Very Indian Poem in English'
- Robin S. Ngangom: 'The Strange Affair of Robin S. Ngangom'; 'A Poem for Mother'
- Mulk Raj Anand: 'Two Lady Rams'
- R.K. Narayan: *Swami and Friends* Salman Rushdie: 'The Free Radio'
- Anita Desai: *In Custody*
- Shashi Deshpande: 'The Intrusion'
- Manjula Padmanabhan: *Lights Out*
- Mahesh Dattani: *Tara*

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- Indian English
- Indian English Literature and its Readership
- Themes and Contexts of the Indian English Novel
- The Aesthetics of Indian English Poetry and Drama
- Modernism in Indian English Literature

Readings

- Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.
- Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.
- Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.
- Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1–10.

Paper 4: ENG-HC-2026 British Poetry and Drama: 14th to 17th Centuries

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper aims to familiarize the students with the two major forms in British literature from the 14th to the 17th centuries – poetry and drama, apart from acquainting them with the contexts that generated such literatures. The larger contexts of the Renaissance, the nature of the Elizabethan Age and its predilections for certain kinds of literary activities, and the implications of the emergence of new trends will be focused in this paper. It will also highlight the seminal issues and preoccupations of the writers and their ages as reflected in these texts.

Texts:

- Geoffrey Chaucer: *The Wife of Bath's Prologue*
- Edmund Spenser: Selections from *Amoretti*: Sonnet LXVII 'Like as a huntsman...'; Sonnet LVII 'Sweet warrior...'; Sonnet LXXV 'One day I wrote her name...'
- John Donne: 'The Sunne Rising'; 'Batter My Heart'; 'Valediction: Forbidding Mourning'
- Christopher Marlowe: *Doctor Faustus*
- William Shakespeare: *Macbeth*
- William Shakespeare: *Twelfth Night*

Suggested Topics and Background Prose Readings for Class Presentations and Assignments

Topics

- Renaissance Humanism
- The Stage, Court and City
- Religious and Political Thought
- Ideas of Love and Marriage
- The Writer in Society

Background Prose Readings

- Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man*, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.
- John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.
- Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *The Courtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt.1983) pp. 324–8, 330–5.
- Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.

Semester III

Paper 5: ENG-HC-3016 History of English Literature and Forms

Credits: 5 (Theory) +1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper introduces students to the History of English Literature and the major literary forms. It adopts a chronological approach to the study of poetry, drama, fiction and non-fictional prose, showing the development of each form as it moves through the various periods of English literature and its expansion into global English writing. While authors have been named in some instances as representative of forms and periods, in other cases, especially in the 20th and 21st centuries, the expansion of the field has meant that individual authors are too numerous to name. Hence certain directions and areas of study have been indicated.

Questions in this paper should be linked to the manner in which the different Units have been structured with focus on forms and periods and the authors named used as examples. The sections on 20th and 21st century developments are too complex and widespread to have individual authors named – this may be read and evaluated in terms of a general picture and authors of choice.

Objectives: To prepare the ground for the detailed study of the literature featured in subsequent papers and give a strong historical sense of literary development.

Outcomes:

- Acquire a sense of the historical development of each literary form.

- Gain understanding of the contexts in which literary forms and individual texts emerge.
- Learn to analyze texts as representative of broad generic explorations.

Unit 1: Poetry from Chaucer to the Present:

- Chaucer and narrative poetry
- Spenser, Shakespeare, Milton (sonnet, sonnet sequences and the epic poem)
- John Donne and metaphysical poetry
- Dryden, Pope and the heroic couplet
- Romantic Poetry (lyric, sonnet, ode, pastoral, blank verse)
- Tennyson, Browning, Hopkins (from Victorian to Modern)
- Modern and postmodern Poetry and its international associations
- Walcott, Ramanujan and Postcolonial poetry

Unit 2: Drama from Everyman to the Present

- Miracles, Moralities and Interludes
- Marlowe and the University Wits
- Elizabethan Stage, Shakespeare and Jonson
- Jacobean Drama, Webster
- Restoration, Wycherley and Congreve
- Goldsmith, Sheridan and the sentimental drama
- The Irish drama
- Modern and postmodern Drama (England, Europe, America)
- Postcolonial drama (India, Africa, West Indies)

Unit 3: Fiction

- Narrative precursors
- The Eighteenth century novel (Defoe, Richardson, Fielding, Sterne)
- The Gothic novel (Walpole, Beckford, Radcliffe)
- Walter Scott and the historical novel
- The nineteenth century women novelists
- The Victorian novel (Dickens, Thackeray, Hardy)
- Modernism and the novel (Conrad, Lawrence, Virginia Woolf, James Joyce)
- Postmodernism and the Novel (England and America)
- Postcolonialism and the novel (South Asia and Africa)

Unit 4: Non Fictional Prose (Life Writing, Essays, Philosophical and Historical Prose, Satire)

- 16th century prose (John Foxe, Hooker, Hakluyt, Burton, Bacon)
- 17th and 18th century prose
 - Thomas Browne, Jeremy Taylor, Milton, Izaak Walton, Dryden)
 - Hobbes, Locke and Swift
 - Addison and Steele (the rise of the periodicals)
 - Berkeley, Hume, Gibbon
 - Johnson, Boswell, Burke
- 19th Century Prose (Essays, Criticism, Scientific Prose, Life Writing)
 - Lamb, Hazlitt, de Quincey,
 - Wollstonecraft, Godwin
 - Coleridge, Wordsworth,

- Darwin
- Carlyle, Ruskin, Pater, Arnold
- Lytton Strachey
- 20th and 21st century prose
- Literary Criticism and Theory
- Nationalist movements and polemical writing
- Letters, Autobiographies, Biographies
- Travel writing
- Journalistic prose (editorials, op-ed pieces, reports)

Recommended Books:

- B. Ifor Evans: *A Short History of English Literature* (available for purchase and on the internet archive)
- Andrew Sanders: *The Short Oxford History of English Literature* (1994)
- John Peck and Martin Coyle: *A Brief History of English Literature* (2002)
- Dinah Birch (Editor): *The Oxford Companion to English Literature* (7th edition, 2009)
- *The Norton Anthology of English Literature* (All volumes - for library)(10th edition, 2018)

Paper 6: ENG-HC-3026 American Literature

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper seeks to acquaint the students with the main currents of American literature in its social and cultural contexts. The texts incorporated in the paper are a historical reflection of the growth of American society and of the way the literary imagination has grappled with such growth and change. A study of the paper, hence, should lead to an acquaintance with the American society in its evolutionary stages from the beginnings of modernism to the present as well as with exciting generic innovations and developments that have tried to keep pace with social changes.

Texts:

- Tennessee Williams: *The Glass Menagerie*
- Mark Twain: *The Adventures of Huckleberry Finn*
- Edgar Allan Poe: 'The Purloined Letter'
- F. Scott Fitzgerald: 'The Crack-up'
- Anne Bradstreet: 'The Prologue'
- Emily Dickinson: 'A Bird Came Down the Walk'; 'Because I Could not Stop for Death'
- Walt Whitman: Selections from *Leaves of Grass*: 'O Captain, My Captain'; 'Passage to India' (lines 1-68)
- Langston Hughes: 'I too'
- Robert Frost: 'Mending Wall'

- Sherman Alexie: 'Crow Testament'; 'Evolution'

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- The American Dream
- Social Realism, Folklore and the American Novel
- American Drama as a Literary Form
- The Slave Narrative
- Questions of Form in American Poetry

Readings

- Hector St John Crevecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
- Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
- Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.
- Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
- Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

Paper 7: ENG-HC-3036 British Poetry and Drama: 17th and 18th Centuries

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper aims to familiarize the students with British literature in the 17th and 18th centuries, a time-period which sees the emergence and establishment of greatly diverse kinds of writings. The selected texts may encourage the students to look at the economic, political and social changes in (primarily) Britain during this period, such as the shifts from the Puritan Age to the Restoration and Neoclassical periods. The paper also seeks to familiarize the students with the larger contexts that generated such literatures as well as the possible impacts of the literature on society. The significance of the scientific revolution during this period may also be studied in relation to the literary productions.

Texts:

- John Milton: *Paradise Lost*: Book I
- John Webster: *The Duchess of Malfi*
- Aphra Behn: *The Rover*
- John Dryden: *Mac Flecknoe*
- Alexander Pope: *The Rape of the Lock*

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- Religious and Secular thought in the 17th Century
- The Stage, the State and the Market
- The Mock-epic and Satire
- Women in the 17th Century
- The Comedy of Manners

Readings

- The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1–7 and 22–4.
- Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
- Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.
- John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.

Semester IV

Paper 8: ENG-HC-4016 British Literature: The 18th Century

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper aims to familiarize the students with British literature in the 18th century. A very interesting age in which reason and rationality dominated, this age saw the publication of some of the best novels and works of non-fictional prose and poetry in the English language. Though it was not predominantly an age of drama yet one cannot but pay attention to the few plays of the century. Although the texts in the course are mostly by men it must be noted that quite a number of women writers were also part of the literary scene. The texts in the course are representative of the age and to some extent representative of the forms as well. The selected texts hope to give the students an overview of the age and the writings that the age produced.

Texts:

- Jonathan Swift: *Gulliver's Travels* (Books III and IV)
- Samuel Johnson: 'London'
- Thomas Gray: 'Elegy Written in a Country Churchyard'

- Daniel Defoe: *Moll Flanders*
- Joseph Addison: "Pleasures of the Imagination", *The Spectator*, 411
- Oliver Goldsmith: *She Stoops to Conquer*

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- The Enlightenment and Neoclassicism
- Restoration Comedy
- The Country and the City
- The Novel and the Periodical Press

Readings

- Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).
- Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).
- Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn (New York: Norton, 2006) pp. 2693–4, 2774–7.

Paper 9: ENG-HC-4026 British Romantic Literature

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

The nineteenth century begins with the triumph of the Romantic imagination, expressing itself most memorably in the poetry of Blake, Burns, Wordsworth, Coleridge, Shelley, and Keats. The poetry of the age fashions itself partly in revolt to the spirit of the previous age, with very different ideas about the relationship between humans and nature and the role of the poet taking hold. This paper includes selections from works of major Romantic poets which address these issues, enabling students to appreciate the essence of the Romantic vision. In addition they will read that remarkable oddity, *Frankenstein*, a novel that also illuminates Romanticism from another angle.

Texts:

- William Blake: 'The Lamb', 'The Chimney Sweeper' (from *The Songs of Innocence* and *The Songs of Experience*); 'The Tyger' (*The Songs of Experience*); 'Introduction' to *The Songs of Innocence*
- Robert Burns: 'A Bard's Epitaph'; 'Scots Wha Hae'
- William Wordsworth: 'Tintern Abbey'; 'Upon Westminster Bridge'
- Samuel Taylor Coleridge: 'Kubla Khan'; 'Dejection: An Ode'
- Percy Bysshe Shelley: 'Ode to the West Wind'; 'Hymn to Intellectual Beauty'; *The Cenci*
- John Keats: 'Ode to a Nightingale'; 'To Autumn'; 'On First Looking into Chapman's Homer'
- Mary Shelley: *Frankenstein*

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- Reason and Imagination
- Conceptions of Nature
- Literature and Revolution
- The Gothic
- The Romantic Lyric

Readings

- William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.
- John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.
- Jean-Jacques Rousseau, 'Preface' to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).
- Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

Paper 10: ENG-HC-4036 British Literature: The 19th Century

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

The middle and later parts of the 19th century sees the novel coming into its own, although Jane Austen has already established the prestige of the novel form through her incisive explorations of the complexity of human motive and conduct, especially in their worldly affairs. The texts chosen will expose the students to the ground-breaking efforts of the poets as well to the works of fiction writers who manage to consolidate and refine upon the achievements of the novelists of the previous era. Austen to Rossetti represents a remarkable literary development and range of works, addressing a very diverse array of social preoccupations.

Texts:

- Jane Austen: *Pride and Prejudice*
- Charlotte Bronte: *Jane Eyre*
- Charles Dickens: *The Pickwick Papers* (Chapter 1 The Pickwickians; Chapter 2 The Journey Begins; Chapter 23 In Which Mr. Samuel Weller Begins to Devote His Energies; Chapter 56 An Important Conference Takes Place; Chapter 57 In which the Pickwick Club is Finally Dissolved)
- Thomas Hardy: 'The Three Strangers'
- Alfred Tennyson: 'The Defence of Lucknow'
- Robert Browning: 'Love among the Ruins'
- Christina Rossetti: 'Goblin Market'

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- Utilitarianism
- The 19th Century Novel
- Marriage and Sexuality
- The Writer and Society
- Faith and Doubt
- The Dramatic Monologue

Readings

- Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.
- Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man* in *The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9.
- John Stuart Mill, *The Subjection of Women* in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

Semester V

Paper 11: ENG-HC-5016 British Literature: The 20th Century

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

While literary modernity can trace its roots to the works of some European writers of the 19th century, in England it is in the 20th century that the era of Modernism finds its voice in arts and literature. The works of the writers chosen for this paper are good introductions to the spirit of modernism, with its urgent desire to break with the codes and conventions of the past, experiment with new forms and idioms, and its cosmopolitan

willingness to open itself up to influences coming from other shores. The paper goes beyond the High Modern period of the early century and the students will also get acquainted with the ethos of postmodernism through a reading of recent poetic and fictional works.

Texts:

- Joseph Conrad: *Heart of Darkness*
- Virginia Woolf: *Mrs Dalloway*
- W.B. Yeats: 'The Second Coming'; 'Sailing to Byzantium'
- T.S. Eliot: 'The Love Song of J. Alfred Prufrock'; 'Journey of the Magi'
- W.H. Auden: 'In Memory of W.B. Yeats'
- Hanif Kureishi: *My Beautiful Launderette*
- Phillip Larkin: 'Church Going'
- Ted Hughes: 'Hawk Roosting'
- Seamus Heaney: 'Casualty'
- Carol Ann Duffy: 'Standing Female Nude'

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- Modernism, Post-modernism and non-European Cultures
- The Women's Movement in the Early 20th Century
- Psychoanalysis and the Stream of Consciousness
- The Uses of Myth
- The Avant Garde
- Postmodernism in British Literature
- Britishness after 1960s
- Intertextuality and Experimentation
- Literature and Counterculture

Readings

- Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.
- T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp.2319–25.
- Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

- Alan Sinfield, 'Literature and Cultural Production', in *Literature, Politics, and Culture in Postwar Britain* (Berkeley and Los Angeles: University of California Press, 1989) pp. 23–38.
- Seamus Heaney, 'The Redress of Poetry', in *The Redress of Poetry* (London: Faber, 1995) pp. 1–16.
- Patricia Waugh, 'Culture and Change: 1960-1990', in *The Harvest of The Sixties: English Literature and Its Background, 1960-1990* (Oxford: OUP, 1997).

Paper 12: ENG-HC-5026 Women's Writing

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper seeks to direct the students' attention to nineteenth and twentieth century writings by women living in different geographical and socio cultural settings. Students will get acquainted with the situationally distinct experiences of women articulated in a variety of genres-poetry, novels, short stories, and autobiography, while the selections from Mary Wollstonecraft-the only 18th century text prescribed, will acquaint students with the ideas contained in one of the earliest feminist treatises of the western world. Apart from an examination of the themes and styles in the prescribed texts, students will be required to engage themselves with the specificities of the contexts from which the texts emerged and also analyze the women writers' handling of the different genres to articulate their women-centric experiences.

Themes: Gender, sexual/textual politics, feminism, body, identity, class, location, voice, space, gender and narrative.

Texts:

- Mary Wollstonecraft: *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.
- Rassundari Debi: Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 191–2.
- Katherine Mansfield: 'Bliss'
- Sylvia Plath: 'Daddy'; 'Lady Lazarus'
- Alice Walker: *The Color Purple*
- Mahashweta Devi: 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)
- Nirupama Bargohain: 'Celebration'
- Adrienne Rich: 'Orion'
- Eunice De Souza: 'Advice to Women'; 'Bequest'

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- The Confessional Mode in Women's Writing

- Sexual Politics
- Race, Caste and Gender
- Social Reform and Women's Rights

Readings

- Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
- Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
- Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
- Susie Tharu & K. Lalitha, Introduction to *Women Writing in India: 600 BC to the Present, Vol.I: 600 BC to the Early 20th Century*, Eds. Tharu and Lalitha, (New Delhi: Oxford, 1997 (rpt)) pp.1-37.

Semester VI

Paper 13: ENG-HC-6016 Modern European Drama

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

The paper aims at introducing students to the innovative dramatic works of playwrights from different locations in Europe, which taken together represents the wide range of modern drama and its fortunes on the written page and the stage. The selected plays would allow an understanding of the emergence of avant garde movements and trends and dramatic devices and techniques during the period of modernism which eventually influenced theatrical practices in other nations of the world.

Texts:

- Henrik Ibsen: *Ghosts*
- Anton Chekhov: *The Cherry Orchard*
- Bertolt Brecht: *The Caucasian Chalk Circle*
- Samuel Beckett: *Waiting for Godot*

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- Politics, Social Change and the Stage
- Text and Performance
- European Drama: Realism and Beyond
- Tragedy and Heroism in Modern European Drama
- The Theatre of the Absurd

Readings

- Constantin Stanislavski, *An Actor Prepares*, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.
- Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.
- George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303–24.

Paper 14: ENG-HC-6026 Postcolonial Literatures

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

European Colonialism since the fifteenth century changed the face of the world in many significant ways, and the effects of the experience of colonialism remain in many countries around the world even in the postcolonial era. This paper gives the students an opportunity to acquaint themselves with some of the novels, short stories and poems from postcolonial literatures across the world, with the texts showcasing the many regional, cultural differences and peculiarities, as well as common and shared experiences of the postcolonial condition.

Texts:

- Chinua Achebe: *Things Fall Apart*
- Gabriel Garcia Marquez: *Chronicle of a Death Foretold*
- Bessie Head: 'The Collector of Treasures'
- Ama Ata Aidoo: 'The Girl who can'
- Grace Ogot: 'The Green Leaves'
- Shyam Selvadurai: *Funny Boy*
- Pablo Neruda: 'Tonight I can Write'; 'The Way Spain Was'
- Derek Walcott: 'A Far Cry from Africa'; 'Names'
- David Malouf: 'Revolving Days'; 'Wild Lemons'
- Easterine Kire: *When the River Sleeps*

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- De-colonization, Globalization and Literature
- Literature and Identity Politics
- Writing for the New World Audience
- Region, Race, and Gender
- Postcolonial Literatures and Questions of Form

Readings

- Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
- Ngugi waThiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.
- Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge:Cambridge University Press, 1987).
- Chelva Kanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' (*ARIEL*, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., *Post Independence Voices in South Asian Writings* (Delhi: Doaba Publications, 2001) pp. 51–65.

Discipline Centric Elective (Any Four) Detailed Syllabi

Semester V (Any Two)

Paper 1: ENG-HE-5016 Popular Literature

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

Over the years popular literature has moved from the margins to earn for itself a fairly important place in the literary and critical consciousness. This paper seeks to highlight the nature of 'popular' literature as a genre and the critical ideas underpinning the theorization of popular literature. This will be done through a practical engagement with various texts falling under its ambit.

Texts:

- Lewis Carroll: *Alice in Wonderland*
- Agatha Christie: *The Murder of Roger Ackroyd*
- J. K. Rowling: *Harry Potter and the Philosopher's Stone*
- Durgabai Vyam and Subhash Vyam: *Bhimayana: Experiences of Untouchability/ Autobiographical Notes on Ambedkar* (For the Visually Challenged students)

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- Coming of Age
- The Canonical and the Popular
- Caste, Gender and Identity

- Ethics and Education in Children's Literature
- Sense and Nonsense
- The Graphic Novel

Readings

- Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances?: Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.
- Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.
- Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978, pp. 542–61.

Paper 2: ENG-HE-5026 Modern Indian Writing in English Translation

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

Literature in the various Indian languages presents a huge body of work testifying to the diverse cultural and regional preoccupations in the respective regions these languages belong to. This paper attempts to give students an introductory glimpse into this richness and diversity of Indian literature written in the regional languages.

Texts:

- Premchand: 'The Shroud', in *Penguin Book of Classic Urdu Stories*, ed. M. Asaduddin (New Delhi: Penguin/Viking, 2006).
- Ismat Chughtai: 'The Quilt', in *Lifting the Veil: Selected Writings of Ismat Chughtai*, tr. M. Asaduddin (New Delhi: Penguin Books, 2009).
- Bhabendranath Saikia: 'Celebration', Tr. Prachee Dewri, in *Splendour in the Grass: Selected Assamese Short Stories*, ed. Hiren Gohain (New Delhi: Sahitya Akademi, 2010)
- Fakir Mohan Senapati: 'Rebati', in *Oriya Stories*, ed. Vidya Das, tr. Kishori Charan Das (Delhi: Srishti Publishers, 2000).
- Rabindra Nath Tagore: 'Light, Oh Where is the Light?' and 'When My Play was with thee', in *Gitanjali: A New Translation with an Introduction* by William Radice (New Delhi: Penguin India, 2011).
- G.M. Muktibodh: 'The Void', (tr. Vinay Dharwadker) and 'So Very Far', (tr. Tr. Vishnu Khare and Adil Jussawala), in *The Oxford Anthology of Modern Indian Poetry*, ed. Vinay Dharwadker and A.K. Ramanujan (New Delhi: OUP, 2000).
- Amrita Pritam: 'I Say Unto Waris Shah', (tr. N.S. Tasneem) in *Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems*, ed. K.M. George, vol. 3 (Delhi: Sahitya Akademi, 1992).
- Thangjam Ibopishak Singh: 'Dali, Hussain, or Odour of Dream, Colour of Wind' and 'The Land of the Half-Humans', tr. Robin S. Ngangom, in *The Anthology of Contemporary Poetry from the Northeast* (NEHU: Shillong, 2003).
- Dharamveer Bharati: *Andha Yug*, tr. Alok Bhalla (New Delhi: OUP, 2009).

- Hiren Bhattacharyya: 'What Is It That Burns in Me?'
<https://www.poemhunter.com/poem/what-is-it-that-burns-in-me/>

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- The Aesthetics of Translation
- Linguistic Regions and Languages
- Modernity in Indian Literature
- Caste, Gender and Resistance
- Questions of Form in 20th Century Indian Literature.

Readings

- Namwar Singh, 'Decolonising the Indian Mind', tr. Harish Trivedi, *Indian Literature*, no. 151 (Sept./Oct. 1992).
- B.R. Ambedkar, *Annihilation of Caste* in *Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps. 4, 6, and 14.
- Sujit Mukherjee, 'A Link Literature for India', in *Translation as Discovery* (Hyderabad: Orient Longman, 1994) pp. 34–45.
- G.N. Devy, 'Introduction', from *After Amnesia* in *The G.N. Devy Reader* (New Delhi: Orient Black Swan, 2009) pp. 1–5.

Paper 3: ENG-HE-5036 Literature of the Indian Diaspora

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

In the light of global literature today focusing extensively on ideas of transnationalism, exile, migration, displacement, and so on, literature of the diaspora has come to exert a strong presence in the global scene. This paper will look at the diasporic experience with particular reference to Indian diasporic writers.

Texts:

- M. G. Vassanji: *The Book of Secrets* (Penguin, India)
- Rohinton Mistry: *A Fine Balance* (Alfred A Knopf)
- Meera Syal: *Anita and Me* (Harper Collins)
- Jhumpa Lahiri: *The Namesake* (Houghton Mifflin Harcourt)

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- The Diaspora

- Nostalgia
- New Medium
- Alienation

Reading

- “Introduction: The diasporic imaginary” in Mishra, V. (2008). *Literature of the Indian Diaspora*. London: Routledge
- “Cultural Configurations of Diaspora,” in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.
- “The New Empire within Britain,” in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.

Paper 4: ENG-HE-5046 Nineteenth Century European Realism

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

The insistence on literary representation whose objective was to ‘mirror’ reality gained ground in nineteenth-century Europe across the different cultural spaces of the Continent. That is why varieties of realism surfaced in the literary traditions which were as culturally divergent as Russia and Spain. This paper is designed to provide an interesting sampling of the traditions that contributed to the growth and consolidation of European Realism in the nineteenth century. Study of these texts will also facilitate the understanding of the gradual movement towards modernism in the twentieth century which was, in many ways, both a response and a reaction to the major tendencies of European Realism.

Texts:

- Ivan Turgenev: *Fathers and Sons*, tr. Peter Carson (London: Penguin, 2009).
- Leo Tolstoy: ‘Kholstomer: The Story of a Horse’
- Nikolai Gogol: ‘The Nose’
- Honore de Balzac: *Old Goriot*, tr. M.A. Crawford (London: Penguin, 2003).
- Guy de Maupassant: ‘The Necklace’

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- History, Realism and the Novel Form
- Ethics and the Novel
- The Novel and its Readership in the 19th Century
- Politics and the Russian Novel: Slavophiles and Westernizers

Readings

- Leo Tolstoy, 'Man as a creature of history in *War and Peace*', ed. Richard Ellmann et. al., *The Modern Tradition*, (Oxford: OUP, 1965) pp. 246–54.
- Honore de Balzac, 'Society as Historical Organism', from Preface to *The Human Comedy*, in *The Modern Tradition*, ed. Ellmann et. al (Oxford: OUP, 1965) pp. 265–67.
- Gustav Flaubert, 'Heroic honesty', Letter on *Madame Bovary*, in *The Modern Tradition*, ed. Richard Ellmann et. al. (Oxford: OUP, 1965) pp. 242–3.
- George Lukacs, 'Balzac and Stendhal', in *Studies in European Realism* (London, Merlin Press, 1972) pp. 65–85.
- Viktor Shklovsky, 'Art as Technique'

Paper 5: ENG-HE-5056 Literary Criticism and Literary Theory

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper will familiarize students with some important texts on literary criticism and literary theory. Beginning from William Wordsworth's Preface to the *Lyrical Ballads* the purpose will be to inform the students on the shifts in literary interpretations and critical approaches so as to equip them while reading texts across genres.

Texts:

- William Wordsworth: Preface to the *Lyrical Ballads* (1802)
- S.T. Coleridge: *Biographia Literaria*. Chapters IV, XIII and XIV
- Virginia Woolf: "Modern Fiction"
- T.S. Eliot: "Tradition and the Individual Talent" (1919)
- I.A. Richards: *Principles of Literary Criticism* Chapters 1,2 and 34. London 1924
- Cleanth Brooks: "The Language of Paradox" in *The Well-Wrought Urn: Studies in the Structure of Poetry* (1947)
- Terry Eagleton: Introduction to *Marxism and Literary Criticism* (University of California Press, 1976)
- Elaine Showalter: 'Twenty Years on: A Literature of Their Own Revisited', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977. Rpt. London: Virago, 2003) pp. xi–xxxiii.
- Toril Moi: "Introduction" in *Sexual/Textual Politics* (1985. New York and London: Routledge, 2002, 2ndEdn.) pp. 1-18.
- Jacques Derrida: "Structure, Sign and Play in the Discourse of the Human Science", tr. Alan Bass, in *Modern Criticism and Theory: A Reader*, ed. David Lodge (London: Longman, 1988) pp. 108–23.
- Michel Foucault: 'Truth and Power', in *Power and Knowledge*, tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977) pp. 109–33.

- Mahatma Gandhi: 'Passive Resistance' and 'Education', in *Hind Swaraj and Other Writings*, ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88–106.
- Edward Said: 'The Scope of Orientalism' in *Orientalism* (Harmondsworth: Penguin, 1978) pp. 29–110.
- Frantz Fanon: *Black Skin, White Masks* tr. Charles Lam Markmann (Chapter 4 "The So-Called Dependency Complex of Colonized Peoples") (London: Pluto Press, 1986) pp. 83-108

Suggested Background Prose Readings and Topics for Class Presentations

Topics

- Summarising and Critiquing
- Point of View
- Reading and Interpreting
- Media Criticism
- Plot and Setting
- Citing from Critics' Interpretations
- The East and the West
- Questions of Alterity
- Power, Language, and Representation
- The State and Culture

Readings

- Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).
- Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).
- C.S. Lewis, Introduction in *An Experiment in Criticism*, Cambridge University Press 1992
- M.H. Abrams, *The Mirror and the Lamp*, Oxford University Press, 1971
- Rene Wellek, Stephen G. Nicholas, *Concepts of Criticism*, Connecticut, Yale University 1963
- Taylor and Francis Eds., *An Introduction to Literature, Criticism and Theory*, Routledge, 1996

Paper 6: ENG-HE-5066 Science Fiction and Detective Literature

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

Science Fiction and Detective Literature have a fairly venerable ancestry, going back at least two centuries. Some fine literary minds have engaged with these genres, and their creations can be fruitfully studied to explore ways in which new narrative possibilities have emerged due to the human fascination for crime, mystery and improbable occurrences.

Texts:

- Wilkie Collins: *The Woman in White*
- Arthur Conan Doyle: *The Hound of the Baskervilles*
- Raymond Chandler: *The Big Sleep*
- H.R.F. Keating: *Inspector Ghote Goes by Train*
- Doris Lessing: *Shikasta*

Suggested Topics and Readings for Class Presentation

Topics

- Crime across the Media
- Constructions of Criminal Identity
- Cultural Stereotypes in Crime Fiction
- Crime Fiction and Cultural Nostalgia
- Crime Fiction and Ethics
- Crime and Censorship

Readings

- J. Edmund Wilson, 'Who Cares Who Killed Roger Ackroyd?', *The New Yorker*, 20 June 1945.
- George Orwell, *Raffles and Miss Blandish*, available at: www.george-orwell.org/Raffles_and_Miss_Blandish/0.html
- W.H. Auden, *The Guilty Vicarage*, available at: harpers.org/archive/1948/05/the-guilty-vicarage/
- Raymond Chandler, 'The Simple Art of Murder', *Atlantic Monthly*, Dec. 1944, available at: <http://www.en.utexas.edu/amlit/amlitprivate/scans/chandlerart.html>

Semester VI (Any Two)

Paper 7: ENG-HE-6016 Literature and Cinema

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

- James Monaco: 'The language of film: signs and syntax', in *How To Read a Film: The World of Movies, Media & Multimedia* (New York: OUP, 2009) chap. 3, pp. 170–249.

- *Romeo & Juliet* (1968; dir. Franco Zeffirelli, Paramount); and *Romeo + Juliet* (1996; dir. Baz Luhrmann, 20th Century Fox) [Adaptations of William Shakespeare *Romeo and Juliet*, and its adaptations]
- *Earth* (1998; dir. Deepa Mehta, Cracking the Earth Films Incorp.) [Bapsi Sidhwa: *Ice-Candy-Man*'s adaptation]; and *Pinjar* (2003; dir. C.P. Dwivedi, Lucky Star Entertainment) [Amrita Pritam, *Pinjar: The Skeleton and Other Stories*, tr. Khushwant Singh (New Delhi: Tara Press, 2009) and its adaptation]
- *Ganashatru* (1989; dir. Satyajit Ray, NFDC) [Henrik Ibsen: *An Enemy of the People*'s adaptation]; *Rudaali* (1993; Kalpana Lajmi, NFDC) [Mahasweta Devi: *Rudaali*]

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- Theories of Adaptation
- Transformation and Transposition
- Hollywood and 'Bollywood'
- The 'Two Ways of Seeing'
- Adaptation as Interpretation

Readings

- Linda Hutcheon, 'On the Art of Adaptation', *Daedalus*, vol. 133, (2004).
- Thomas Leitch, 'Adaptation Studies at Crossroads', *Adaptation*, 2008, vol. 1, no. 1, pp. 63-77.
- Poonam Trivedi, 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.
- Tony Bennett and Janet Woollacott, 'Figures of Bond', in *Popular Fiction: Technology, Ideology, Production, Reading*, ed. Tony Bennet (London and New York: Routledge, 1990).
- Gulzar – *Angoor* (1982) [Adaptation of William Shakespeare's *The Comedy of Errors*]
Vishal Bhardwaj – *Maqbool* (2003), *Omkara* (2006) [Adaptation of William Shakespeare's *Macbeth* and *Othello* respectively]
- BBC TV mini-series (1995), Joe Wright (2005) and Gurinder Chadha's *Bride and Prejudice* (2004) [Jane Austen, *Pride and Prejudice* and its adaptations]
- Italo Spinelli – *Gangoror 'Behind the Bodice'* (2010).
- Shyam Benegal – *Junoon* (1979)
Vishal Bhardwaj – *The Blue Umbrella* (2005), and *Saat Khoon Maaf* (2011)
[Adaptation of Ruskin Bond's short stories]
- David Lean – *Passage to India* (1984) [Adaptation of E.M. Forster's *Passage to India*]

Note:

- For every unit, 4 hours are for the written text and 8 hours for its cinematic adaptation (Total: 12 hours)
- To introduce students to the issues and practices of cinematic adaptations, teachers may use the following critical material:
 - Deborah Cartmell and Imelda Whelehan, eds., *The Cambridge Companion to Literature on Screen* (Cambridge: Cambridge University Press, 2007).
 - John M. Desmond and Peter Hawkes, *Adaptation: Studying Film and Literature* (New York: McGraw-Hill, 2005).
 - Linda Hutcheon, *A Theory of Adaptation* (New York: Routledge, 2006).
 - J.G. Boyum, *Double Exposure* (Calcutta: Seagull, 1989).
 - B. Mcfarlens, *Novel to Film: An Introduction to the Theory of Adaptation* (Clarendon University Press, 1996).

Paper 8: ENG-HE-6026 World Literatures**Credits: 5 (Theory) + 1 (Tutorial)****Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)**

- V.S. Naipaul: *A Bend in the River* (London: Picador, 1979).
- Marie Clements: *The Unnatural and Accidental Women*, in *Staging Coyote's Dream: An Anthology of First Nations*, ed. Monique Mojica and Ric Knowles (Toronto: Playwrights Canada, 2003)
- Antoine De Saint-Exupery: *The Little Prince* (New Delhi: Pigeon Books, 2008)
- Julio Cortazar: 'Blow-Up', in *Blow-Up and other Stories* (New York: Pantheon, 1985).
- Judith Wright: 'Bora Ring', in *Collected Poems* (Sydney: Angus & Robertson, 2002) p. 8.
- Gabriel Okara: 'The Mystic Drum', in *An Anthology of Commonwealth Poetry*, ed. C.D. Narasimhaiah (Delhi: Macmillan, 1990) pp. 132-3.
- Kishwar Naheed: 'The Grass is Really like me', in *We the Sinful Women* (New Delhi: Rupa, 1994) p. 41.
- Shu Ting: 'Assembly Line', in *A Splintered Mirror: Chinese Poetry From the Democracy Movement*, tr. Donald Finkel, additional translations by Carolyn Kizer (New York: North Point Press, 1991).

- Jean Arasanayagam: 'Two Dead Soldiers', in *Fusillade* (New Delhi: Indialog, 2003) pp. 89–90.

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- The Idea of World Literature
- Memory, Displacement and Diaspora
- Hybridity, Race and Culture
- Adult Reception of Children's Literature
- Literary Translation and the Circulation of Literary Texts
- Aesthetics and Politics in Poetry

Readings

- Sarah Lawall, 'Preface' and 'Introduction', in *Reading World Literature: Theory, History, Practice*, ed. Sarah Lawall (Austin, Texas: University of Texas Press, 1994) pp. ix–xviii, 1–64.
- David Damrosch, *How to Read World Literature?* (Chichester: Wiley-Blackwell, 2009) pp. 1–64, 65–85.
- Franco Moretti, 'Conjectures on World Literature', *New Left Review*, vol.1 (2000), pp. 54–68.
- Theo D'haen et al., eds., 'Introduction', in *World Literature: A Reader* (London: Routledge, 2012).

Paper 9: ENG-HE-6036 Partition Literature

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

- Intizar Husain: *Basti*, tr. Frances W. Pritchett (New Delhi: Rupa, 1995).
- Amitav Ghosh: *The Shadow Lines*.
- Dibyendu Palit: 'Alam's Own House', tr. Sarika Chaudhuri, *Bengal Partition Stories: An Unclosed Chapter*, ed. Bashabi Fraser (London: Anthem Press, 2008) pp. 453–72.
- Manik Bandhopadhyaya: 'The Final Solution', tr. Rani Ray, *Mapmaking: Partition Stories from Two Bengals*, ed. Debjani Sengupta (New Delhi: Srishti, 2003) pp.23–39.
- Sa'adat Hasan Manto: 'Toba Tek Singh', *Black Margins: Manto*, tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212–20.
- Lalithambika Antharajanam: 'A Leaf in the Storm', tr. K. Narayana Chandran, in *Stories about the Partition of India* ed. Alok Bhalla (New Delhi: Manohar, 2012) pp. 137–45.

- Faiz Ahmad Faiz: 'For Your Lanes, My Country', in *In English: Faiz Ahmad Faiz, A Renowned Urdu Poet*, tr. and ed. Riz Rahim (California: Xlibris, 2008) p. 138.
- Jibananda Das: 'I Shall Return to This Bengal', tr. Sukanta Chaudhuri, in *Modern Indian Literature* (New Delhi: OUP, 2004) pp. 8–13.
- Gulzar: 'Toba Tek Singh', tr. Anisur Rahman, in *Translating Partition*, ed. Ravikant and Tarun K. Saint (New Delhi: Katha, 2001) p.x.

Suggested Topics and Readings for Class Presentation

Topics

- Colonialism, Nationalism, and the Partition
- Communalism and Violence
- Homelessness and Exile
- Women in the Partition

Background Readings and Screenings

- Ritu Menon and Kamla Bhasin, 'Introduction', in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).
- Sukrita P. Kumar, *Narrating Partition* (Delhi: Indialog, 2004).
- Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (Delhi: Kali for Women, 2000).
- Sigmund Freud, 'Mourning and Melancholia', in *The Complete Psychological Worksof Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041–53.

Films

- *Garam Hawa* (dir. M.S. Sathyu, 1974).
- *Khamosh Paani: Silent Waters* (dir. Sabiha Sumar, 2003).
- *Subarnarekha* (dir. Ritwik Ghatak, 1965)

Paper 10: ENG-HE-6046 Travel Writing

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

- Ibn Batuta: 'The Court of Muhammad bin Tughlaq', Khuswant Singh's *City Improbable: Writings on Delhi*, Penguin
- Al Biruni: Chapter LXIII, LXIV, LXV, LXVI, in *India by Al Biruni*, edited by Qeyamuddin Ahmad, National Book Trust of India
- Mark Twain: *The Innocent Abroad* (Chapter VII, VIII and IX), Wordsworth Classics Edition
- Ernesto Che Guevara: *The Motorcycle Diaries: A Journey around South America* (the Expert, Home land for victor, The city of viceroys), Harper

- William Dalrymple: *City of Djinns* (Prologue, Chapters I and II), Penguin
- Rahul Sankrityayan: *From Volga to Ganga* (Translation by Victor Kierman) (Section I to Section II) Pilgrims Publishing
- Nahid Gandhi: *Alternative Realities: Love in the Lives of Muslim Women*, Chapter 'Love, War and Widow', Westland, 2013
- Vikram Seth: *From Heaven Lake* "Heaven Lake"
- Elisabeth Bumiller: *May You be the Mother of a Hundred Sons: a Journey Among the Women of India*, Chapters 2 and 3, pp.24-74 (New York: Penguin Books, 1991)

Suggested Topics and Background Prose Readings for Class Presentations

- Travel Writing and Ethnography
- Gender and Travel
- Globalization and Travel
- Travel and Religion
- Orientalism and Travel

Readings

- Susan Bassnett, 'Travel Writing and Gender', in *Cambridge Companion to Travel Writing*, ed. Peter Hulme and Tim Young (Cambridge: CUP, 2002) pp, 225-241
- Tabish Khair, 'An Interview with William Dalrymple and Pankaj Mishra' in *Postcolonial Travel Writings: Critical Explorations*, ed. Justin D Edwards and Rune Graulund (New York: Palgrave Macmillan, 2011), 173-184
- Casey Balton, 'Narrating Self and Other: A Historical View', in *Travel Writing: The Self and The Other* (Routledge, 2012), pp.1-29
- Sachidananda Mohanty, 'Introduction: Beyond the Imperial Eyes' in *Travel Writing and Empire* (New Delhi: Katha, 2004) pp. ix –xx.

Paper 11: ENG-HE-6056 Life Writing

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

- Jean-Jacques Rousseau: *Confessions*, Part One, Book One, pp. 5-43, Translated by Angela Scholar (New York: Oxford University Press, 2000).
- Maya Angelou: *I Know Why the Caged Bird Sings*, Chapter 6, pp. 37-49 (New York: Virago, 2004)
- M. K. Gandhi: *Autobiography or the Story of My Experiments with Truth*, Part I Chapters II-IX, pp.5-26(Ahmedabad: Navajivan Trust, 1993).
- Ismat Chughtai, *A Life in Words: Memoirs*, Chapter 1 (New Delhi: Penguin India, 2013).

- Binodini Dasi: *My Story and Life as an Actress*, pp. 61-83 (New Delhi: Kali for women, 1998).
- Revathi: *Truth About Me: A Hijra Life Story*, Chapters One to Four, 1-37 (New Delhi: Penguin Books, 2010.)
- Richard Wright: *Black Boy*, Chapter 1, pp. 9-44 (United Kingdom: Picador, 1968).
- Sharankumar Limbale: *The Outcaste*, Translated by Santosh Bhoomkar, pp. 1-39 (New Delhi: Oxford University Press, 2003)

Suggested Topics and Background Prose Readings for class Presentations

- Self and society
- Role of memory in writing autobiography
- Autobiography as resistance
- Autobiography as rewriting history

Readings:

- James Olney, 'A Theory of Autobiography' in *Metaphors of Self: the meaning of Autobiography* (Princeton: Princeton University Press, 1972) pp. 3-50.
- Laura Marcus, 'The Law of Genre' in *Auto/biographical Discourses* (Manchester: Manchester University Press, 1994) pp. 229-72.
- Linda Anderson, 'Introduction' in *Autobiography* (London: Routledge, 2001) pp.1-17.
- Mary G. Mason, 'The Other Voice: Autobiographies of women Writers' in *Life/Lines: Theorizing Women's Autobiography*, Edited by Bella Brodzki and Celeste Schenck (Ithaca: Cornell University Press, 1988) pp. 19-44.
- Carolyn G. Heilbrun, 'Introduction' in *Writing a Woman's Life* (New York: Ballantine Books, 1988) pp. 11-31.

Paper 12: ENG-HE-6066 Writings from North East India

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

Section I: Oral Narratives

- Mamang Dai: On Creation Myths and Oral Narratives
- Tashi Chopel: The Story of Creation
- Kynpham Sing Nongkynrih: U Thlen: The Man-Eating Serpent

Section II: Poetry

- Deva Kanta Barua: 'And we open the Gates'
- Ajit Barua: 'Lovely is Our Village', Parts I & II
- Rajendra Bhandari: 'Time Does Not Pass'

Section III: Fiction

- Homen Borgohain: 'Spring in Hell'
- Temsula Ao: 'An Old Man Remembers'
- Mahim Bora: 'Audition'

Section IV: Prose

- Gopinath Bardoloi: 'Reminiscences of Gandhiji'
- Moji Riba: 'Rites, In Passing'

Section V: Drama

- Arun Sarma: *Aahar*

Suggested Topics and Background Prose Readings for class Presentations

- The Folk in Narrative
- Myths and Legends
- Memory and Telling
- Writing Northeast India

Readings:

- Geeti Sen. ed. *Where the Sun Rises When Shadows Fall: The North East*, OUP, 2006
- HomenBorgohain. *The Collected Works of Homen Borgohain*. Amaryllis, 2017
- Homen Borgohain and Hiren Dutta. Eds. *Hundred Years of Assamese Poetry*, Publication Board, Assam, 1998
- Mitra Phukan ed. *Assamese: Handpicked Fictions*, Katha, 2003
- Robin Singh Ngangom, and K S Nongkynrih. eds. *Dancing Earth: An Anthology of Poetry from Northeast India*, 2009

III Generic Elective (Four Papers)

Note: One Generic Elective paper in each semester given below is designed to be a common one for both BA Honours and BA Regular students. The Departments can, therefore, offer these papers if they find it convenient to do so. However, they are also free to offer the other papers if they choose to.

Semester I (Any One)

Paper 1: ENG-HG-1016 Individual and Society

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

This paper examines a key aspect of literary composition – the figure of the individual in her interactions with the society in which she lives. Literary works represent these elements in different ways. The individual appears as character, narrator, writer, while the society features as milieu in which individuals function, and as that which creates the conditions for emergence of the literary text. Individuals live in harmony or in conflict with society. Texts in this paper, selected from the many literatures in English being produced today, will provide the opportunity to study all of these aspects. Students will also note the ways in which individual-society relationships and their representation change in different historical periods of literature. Each text in this paper will be studied against its social and cultural milieu.

Course Outcomes:

- Understand the relationship between the individual writer and the society about/in which she writes
- Develop skill in analyzing the author's representation of society and the individual in interaction and write critiques drawing out.
- Learn to distinguish between literary representation and actual character and milieu

Texts:

- Geoffrey Chaucer: *The Prologue to the Canterbury Tales*
- Pope: Epistle 3 (from *An Essay on Man*)
- Charles Dickens: *Oliver Twist*
- T.S. Eliot: 'Preludes',
- Allen Ginsberg: *Howl*
- Vijay Tendulkar *Kamala* (Play. Translated from Marathi)
- Kamila Shamsie: *Burnt Shadows*
- E.L. Doctorow: *Ragtime*

Suggested Readings:

- The Norton Anthology of English Literature* (All volumes - for library)(10th edition, 2018)
- Andrew Sanders: *The Short Oxford History of English Literature* (1994)
- Raymond Williams: *Culture and Society* (1958)

Paper 2: ENG-HG-1026 Academic Writing and Composition

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

- Introduction to the Writing Process
- Introduction to the Conventions of Academic Writing
- Writing in one's own words: Summarizing and Paraphrasing
- Critical Thinking: Syntheses, Analyses, and Evaluation
- Structuring an Argument: Introduction, Interjection, and Conclusion
- Citing Resources; Editing, Book and Media Review

Suggested Readings

- Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
- Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).
- Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

Semester II (Any One)

Paper 3: ENG-HG-2016 Modern Indian Literature

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

The paper on Modern Indian Literature comprises extensive writings in all genres in many languages. The different historical and cultural backgrounds of the various Indian languages and literatures add to the complexity of what is termed as Modern Indian Literatures. However, there are also things that hold India together, many commonalities, bondings, and shared experiences despite the varieties. The list of short stories and poems prescribed for this course give the student a taste of Indian writing from different regions of the country. The selection has been culled from English translations of writings in Indian languages and English compositions of Indian authors.

Short Stories:

50 Marks

- Amrita Pritam: "The Weed"
- U. R. Anantha Murthy: "The Sky and the Cat"
- Gopinath Mohanty: "The Somersault"
- R K Narayan: "Another Community"
- Sunil Gangopadhyay: "Shah Jahan and His Private Army"
- Saurabh Kumar Chaliha: "Restless Electrons"

Poems:

30 Marks

- Nissim Ezekiel: "Poet, Lover, Birdwatcher"
- Jayanta Mahapatra: "The Abandoned British Cemetery at Balasore"
- Keki N. Daruwalla: "Wolf"
- Mamang Dai: "The Voice of the Mountain"
- Navakanta Barua: "Bats"
- Dilip Chitre: "The Felling of the Banyan Tree"

Recommended Texts:

-*The Penguin Book of Modern Indian Short Stories*. Edited by Stephen Alter and Wimal Dissanayake. 2001.

-*The Oxford Anthology of Twelve Indian Poets* chosen and edited by Arvind Krishna

Mehrotra. Oxford University Press, 1992.
-*The Oxford Anthology of Writings from North-East India: Poetry and Essays*. Edited by
Tilottoma Misra. OUP, 2011.

Suggested Reading:

-Sarkar, Sumit. *Modern Times: India: 1880s-1950s: Environment, Economy, Culture*.
Ranikhet: Permanent Black, 2014.
-Mehrotra, Arvind Krishna. *Partial Recall: Essays on Literature and literary History*.
Orient Blackswan, 2012.

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Paper 4: ENG-HG-2026 Contemporary India: Women and Empowerment
Credits: 5 (Theory) + 1 (Tutorial)
Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

Course Objectives/Course Description: This course will look at Women's Issues in India in the light of the various historical and social contexts. It will trace the evolution of Women's Empowerment both in terms of policy and discourse in postcolonial, contemporary India and at the same time try to locate the women's position in earlier times.

The course aims to:

- Study the position of women in pre-colonial times
- Show how colonial modernity impacts women
- Study the impact of nationalism on women
- Track the Women's movement and Empowerment issues in contemporary India

Course Outcome:

The learner will be equipped with:

- A historical understanding of the space accorded to women in India through history
- An understanding of the manner in which the social construction of gender comes about.
- The ability to critique the given and stereotypical notions of such constructions.

- Masculinity and Femininity
- Patriarchy
- Women in Community

UNIT 2: History of Women's Movements in India (Pre & Post Independence)
(20)

- Women and Nation
- Women and the Partition
- Women, Education and Self-fashioning
- Women in the Public and Private Spaces

UNIT 3: Women and Law (15)

- Women and the Indian Constitution
- Personal Laws (Customary practices on inheritance and Marriage)
- Workshop on legal awareness

UNIT 4: Women's Body and the Environment (15)

- State interventions, Khap Panchayats
- Female foeticide, Domestic violence, Sexual harassment
- Eco-feminism and the Chipko Movement

UNIT 5: Female Voices (15)

- Kamala Das, "The Old Playhouse"
- Mahashweta Devi, *Mother of 1084*
- Krishna Sobti, *Zindaginama*

Recommended Reading:

- Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India*
- Kumkum Sanagari, *Recasting Women: Essays in Colonial History*
- Judith Walsh, *Domesticity in Colonial India: What Women Learned When Men Gave Them Advice*
- Tanika and Sumit Sarkar, *Women and Social Reform in Modern India- Vol 1 & Vol 2*
- Nivedita Menon, *Gender and Politics in India: Themes in Politics*

- Vandana Shiva & Maria Mies, *Ecofeminism*

Semester III (Any One)

Paper 5: ENG-HG-3016 British Literature

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper is designed to offer a representative sampling of the major literary traditions of British life and culture through a study of texts in different genres. The paper will comprise of 80 marks external examination and 20 marks internal evaluation.

Section A

Poetry:

30 marks

- William Shakespeare: 'Sonnet 116'
- John Milton: 'On his Blindness'
- Samuel Taylor Coleridge: 'Christabel'
- W. B. Yeats: 'The Second Coming'
- Ted Hughes: 'The Thought-Fox'
- Emily Bronte: 'Remembrance'
- Dylan Thomas: 'Poem in October'
- Vicky Feather: 'Slow Reader'

Section B

Fiction:

30 marks

- Elizabeth Gaskell: *Mary Barton*
- James Joyce: "The Dead"
- E. M. Forster: "The Celestial Omnibus"
- William Trevor: *The Story of Lucy Gault*

Section C

Drama:

20 marks

- Oscar Wilde: *The Importance of Being Earnest*
- J. B. Priestley: *An Inspector Calls*

Paper 6: ENG-HG-3026 Language and Linguistics

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

- Language: language and communication; language varieties: standard and non-standard language; language change.

Recommended Reading:

- Mesthrie, Rajend and Rakesh M Bhatt. *World Englishes: The study of new linguistic varieties*. Cambridge: Cambridge University Press, 2008.

- Lyons, John. Language and Linguistics. An Introduction. Cambridge University Press, 1981
 - Structuralism: Ferdinand De Saussure. 1966. Course in general linguistics. New York: McGraw Hill Introduction: Chapter 3
 - Phonology and Morphology: The organs of speech, vowel and consonant sounds, the syllable, word stress and sentence stress, basic intonation patterns.
- Morphemes/Allomorphs/Morphs, word-formation processes in English, inflectional and derivational suffixes.

Recommended Reading:

- Akmajian, A., R. A. Demers and R. M. Harnish, Linguistics: An Introduction to Language and Communication, 2nd ed. Cambridge, Mass.: MIT Press, 1984; Indian edition, Prentice Hall, 1991
- Fromkin, V., and R. Rodman, An Introduction to Language, 2nd ed. New York: Holt, Rinehart and Winston, 1974(Chapters 3, 6 and 7)
- Syntax and semantics: categories and constituent structure; maxims of conversation, the diversity of meaning-synonymy, antonymy, homonymy and polysemy.

Recommended Reading:

Akmajian, A., R. A. Demers and R. M. Harnish, Linguistics: An Introduction to Language and Communication, 2nd ed. Cambridge, Mass.: MIT Press, 1984; Indian edition, Prentice Hall, 1991(Chapter 5 and 6)

Semester IV (Any One)

Paper 7: ENG-HG-4016 Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

In almost every period of literary history works of non-fictional prose, fiction, poetry and drama have co-existed. Also, literary cross-currents have helped shape these literary forms in a way that demonstrates their affinities as well as differences. It's important to study works with due attention to their 'formal' aspects so that what it is truly distinctive about the literary type, form, or genre to which they belong is not missed. At the same time it's necessary to contextualize the study so that the evolutionary or historical dimension of the literary works, their growth and transformation over the years is not lost sight of. This paper will acquaint the students with different literary forms, with one part addressing formal concerns including definitions, while the other part will involve

study of actual texts which exemplify a particular literary form or genre, and which will include some consideration of the contexts of their production.

Part A: Forms and movements

20 Marks

- Forms:

Epic and mock-epic, ballad, ode, sonnet, lyric, elegy, tragedy, tragicomedy, absurd drama, heroic drama, problem plays, expressionist plays, Gothic fiction, the historical novel, the bildungsroman, the personal essay, the periodical essay, memoir, autobiography, biography

- Movements and trends which influence forms and genres:

Neo-classicism, Romanticism, Augustanism, Victorianism, Realism, Naturalism, Expressionism, Existentialism, Dadaism and Surrealism

Part B: Study of individual texts

Epic and Poetry:

(20)

- *The Mahabharata* (The Game of Dice)
- Ben Jonson: "Song to Celia"
- Lord Alfred Tennyson: "The Lady of Shalott"
- John Keats: "Ode on a Grecian Urn"

Prose (Fiction and Non-fiction)

(20)

- Joseph Addison: "True and False Wit," (Spectator 62)
- Charles Lamb: "The Dream Children"
- Charlotte Bronte: *Jane Eyre*
- Edgar Allan Poe: "The Black Cat"
- Kamala Das: *My Story*

Plays:

(20)

- Henrik Ibsen: *A Doll's House*
- Harold Pinter: *The Birthday Party*.

Suggested Reading:

- Pakmaja Asho. *A Companion to Literary Forms*
- Chris Baldick. *The Oxford Dictionary of Literary terms*
- *The Concise Oxford Companion to English Literature (Oxford Quick Reference)*
- Lillian Herlands Hornstein, G. D. Percy, and Calvin S. Brown, Eds. *The Reader's Companion to World Literature*

Paper 8: ENG-HG-4026 Language, Literature and Culture

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 80 (End-Semester Examination) + 20 (Internal Assessment)

This paper will introduce students to the relationship between language, literature and culture. Language varies according to the culture and world view of the group in which it is used. The language used in literature also has certain features which distinguish it from the language of everyday communication. Keeping these aspects in mind, students will study the following topics:

- Speech community
- Concept of dialect
- Register and style
- Diglossia
- Bilingualism and multilingualism
- Language and gender
- Style in literature: cohesion, word-choice, point of view, figures of speech, the concept of genre.

Recommended Reading:

- Romaine, Suzanne. *Language in Society: An Introduction to Sociolinguistics*. OUP, 1994
- Trudgill, Peter. *Sociolinguistics: An Introduction to Language and Society*, 1995 Revised edition.
- Toolan, Michael. *Language in Literature: An Introduction to Stylistics*, London: Arnold, 1998
- Carter, R.(ed) *Language and Literature: An Introductory Reader in Stylistics*. London: Allen and Unwin, 1982
- Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press, 1995

IV. Ability Enhancement Compulsory Course

Paper 1: English/MIL Communication Credits: 4

(ENG-AE-1014: English Communication)

Paper 2: Environmental Studies Credits: 4

V. Skill Enhancement Course (Two Papers)

Note: There will be a common pool of papers in the Skill Enhancement Courses for both BA English Honours and BA English. These papers are designed in such a way that they can be taught in both BA English Honours and BA English (Regular). The SEC papers for Semesters III and IV in both BA English Honours and BA English will be common even though they will have separate course codes for the two programmes. These papers may be taught in classes common to both the Honours and the Regular students.

Semester III

Paper 1: ENG-SE-3014 CREATIVE WRITING

Credits: 4

Marks: 100 (80+20)

The students in this course will focus on three creative genres, fiction, non-fiction and poetry. The emphasis will be to build proficiency in readings and writings. The course encourages active class participation and lots of writings. One of the basic objectives of the course is to allow students to explore ideas, feelings, experiences and effectively communicate these stimulus using the written word. Each lecture will be tied to reading of texts, techniques, narratology and rhetorical positions. The set of readings will be given during the course and may vary each semester, whenever the course is on offer.

The weightage of the programme will depend on:

10% --class lectures;

20% --journal writings on discussions of ideas, photographs, paintings, memories and experiences;

30%-- class participation/assignments/workshops/writings following prompts/writing with music

40%-- submission of fiction (20000 words) /non-fiction(20000 words) / poetry(15 poems of 150000 words) at the time of completion of the course.

Section A: Poetry

15 Marks

Discussion/ Class participation topics:

- What is good poetry?
- Writing poetry
- Why poetry
- Reading poetry

The students will be introduced to

- History of poetry,
- Forms of poetry.
- Rhetoric and prosody.
- Images and symbols

Section B: Fiction

30 Marks

Discussion/ Class participation topics:

- What is a good story?
- Writing short stories
- Writing novels
- Characterisation
- Structure
- Dialogues

The selected texts will inform of style, sentence structure, and tone and how these connect to the purpose and meaning/effect of the story. There will be specific texts highlighting

- Lyrical Prose
- Focus on group rather than individual
- Narratology
- Use of symbols
- Individual and the collective voice
- Use of time
- Repetition
- Gender roles

Section C Non-Fiction

15 Marks

Discussions and assignments:

The students will be introduced to

- Forms of essays
- Memoirs
- Travelogues
- Report writing
- Literary journalism

Section D: Workshop(1000 --3000words)

20

Marks

- Discussing-- why you write, how you write, and what you hope to gain from this course.
- How is your writing different /similar to others?
- Reading stories by Writers-in-residence and by participants.
- Consider how this course has changed your writing skills.
- How has this course helped you to encourage reading of various texts?
- How has this course helped you to understand of literature?
- How have you grown as a writer?
- Discussion on Publication and Market.
- Prompt writings for each section.

Recommended Readings:

- *A Writer's Time: A guide to the creative process from vision through revision:* Kenneth Atchity
- *How do you Write a Great Work of Fiction:* Jennifer Egan
- *In the Palm of Your Hand: The Poet's Portable Workshop:* Steve Kowitz
- *The Making of a Poem: A Norton Anthology of Poetic Forms* Eavan Boland and Mark Strand
- *Rhyme's Reason: A Guide to English Verse:* John Hollander

Semester IV

Paper 2: ENG-SE-4014 Translation: Principles and Practice

Credits: 4

Marks: 100 (80+20)

This course is designed to give students basic skills in translation. It introduces students to the field of translation studies and gives them training in practical translation.

Unit 1

(Marks: 30)

Translation in India:

History; challenges of translation in multilingual conditions; institutions promoting and commissioning translation; Landmarks of translation in different languages.

Types and Modes of translation:

- Intralingual, Interlingual and intersemiotic translation
- Free translation,
- Literal translation,
- Transcreation
- Communicative or functional translation
- Audio-visual translation

Concepts of Translation:

Accuracy, Equivalence, Adaptation, Dialect, Idiolect, Register, Style, subtitling, back-translation

Unit 2

(Marks: 50)

In this section questions may be in the nature of translation tests: short passages, speeches from the plays or a poem to be analysed and different aspects pointed out; and secondly to be translated into English from the original language

Practical translation activities:

- a. Analyse texts translated into English keeping the above concepts, and especially that of equivalence, in mind, at the lexical (word) and syntactical (sentence) levels:

Novel : The Story of *Felanee* by Arupa Patangiya Kalita.

Play: The Fortress of Fire by Arun Sarma.

Poem: "Silt" by Nabakanta Barua, Trans. Pradip Acharya

Short Story: "Golden Girl" by Lakshminath Bezbarua, in the anthology *Splendour in the Grass*. Ed. Hiren Gohain.

- b. Make a back translation into the original English
Short Story or passage from a text (Alice in Wonderland by Probina Saikia)
- c. Subtitle a film (Assamese – Village Rockstars) (to be discussed in class, a sample shown and then used for internal assessment)

Resources for Practice:

- Dictionaries
- Encyclopedias
- Thesaurus
- Glossaries
- Translation software

Suggested Readings:

- Baker, Mona, *In Other Words: A Coursebook on Translation*, Routledge, 2001.
(Useful exercises for practical translation and training)
- Gargesh, Ravinder and Krishna Kumar Goswami. (Eds.). *Translation and Interpreting: Reader and Workbook*. New Delhi: Orient Longman, 2007.
- Lakshmi, H. *Problems of Translation*. Hyderabad: Booklings Corporation, 1993.
- Newmark, Peter. *A Textbook of Translation*. London: Prentice Hall, 1988.
- Toury, Gideon. *Translation across Cultures*. New Delhi: Bahri Publications Private Limited, 1987.
- Palumbo, Guiseppe. *Key Terms in Translation Studies*. London and New York: Continuum, 2009.

Structure of B.A./B.Com. Under CBCS

English

(DSC: Discipline Specific Core; SEC: Skill Enhancement Course; GE: Generic Elective)

Semester 1

Compulsory Core: ENG-CC-1016 English I

DSC 1A: ENG-RC-1016 The Individual and Society

AECC: English Communication Skills/MIL/EVS (To be provided by the Concerned Department)

Semester 2

Compulsory Core: ENG-CC-2016 English II

DSC 1B: ENG-RC-2016 Modern Indian Literature

AECC: English Communication Skills/MIL/EVS (To be provided by the Concerned Department)

Semester 3

Compulsory Core: ALT-CC-3016 Alternative English I

DSC 1C: ENG-RC-3016 British Literature

SEC -1: ENG-SE-3014 Creative Writing, Book and Media Reviews

Semester 4

Compulsory Core: ALT-CC-4016 Alternative English II

DSC 1D: ENG-RC-4016 Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play

SEC-2: ENG-SE-4014 Translation Studies and Principles of Translation

Semester 5

SEC-3: ENG-SE-5014 Technical Writing

DSE-1A: ENG-RE-5016 Soft Skills

GE-1: ENG-RG-5016 Contemporary India: Women and Empowerment

Semester 6

DSE-1B: ENG-RE-6016 Academic Writing

GE -2: ENG-RG-6016 Cultural Diversity

SEC- 4: ENG-SE-6014 Business Communication

DETAILED SYLLABUS

SEMESTER I

Compulsory Core: English I

DSC 1A: The Individual and Society

ENG-CC-1016

English I

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

The aim of this course (English I and II) is to provide the student an opportunity to read and respond to representations of issues in contemporary life and culture in the English language. The selection of texts is aimed to present themes and topics that are stimulating, insightful and informative. Each paper will have a grammar section of 10 marks. Students having English as their Major subject will have to answer questions on a text indicated in the syllabus, instead of the grammar section. Internal assessment in these two papers may be in the form of an objective-type test.

Prose:

60 Marks

Texts:

- Arthur Miller: *All my Sons*
- George Orwell (1903-1950): 'Shooting an Elephant'
- D.H. Lawrence: 'The Woman Who Rode Away'
- Manoj Das (1934-): 'The Misty Hour'
- Munin Barkotoki (1915-1995): 'Krishna Kanta Handiqui'
- Rohinton Mistry (1952-): 'Running Water'
- Michael Ondaatje (1943-): 'Angulimala'
- Salman Rushdie: 'Good Advice is Rarer than Rubies'

Grammar:

20 Marks

- Make sentences using common phrases and idioms
- Common Errors: To be answered as directed
- Correct use of verbs, tenses, prepositions, etc.
- Comprehension

Discipline Specific Core I – A

ENG-RC-1016

Individual and Society

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

This paper examines a key aspect of literary composition – the figure of the individual in her interactions with the society in which she lives. Literary works represent these elements in different ways. The individual appears as character, narrator, writer, while the society features as milieu in which individuals function, and as that which creates the conditions for emergence of the literary text. Individuals live in harmony or in conflict with society. Texts in this paper, selected from the many literatures in English being produced today, will provide the opportunity to study all of these aspects. Students will also note the ways in which individual-society relationships and their representation change in different historical periods of literature. Each text in this paper will be studied against its social and cultural milieu.

Course Outcomes:

- Understand the relationship between the individual writer and the society about/in which she writes
- Develop skill in analyzing the author's representation of society and the individual in interaction and write critiques drawing out.
- Learn to distinguish between literary representation and actual character and milieu

Texts:

- Geoffrey Chaucer: *The Prologue to the Canterbury Tales*
- Pope: Epistle 3 (from *An Essay on Man*)
- Charles Dickens: *Oliver Twist*
- T.S. Eliot: 'Preludes',
- Allen Ginsberg: *Howl*
- Vijay Tendulkar *Kamala* (Play. Translated from Marathi)
- Kamila Shamsie: *Burnt Shadows*
- E.L. Doctorow: *Ragtime*

Suggested Readings:

-*The Norton Anthology of English Literature* (All volumes - for library)(10th edition, 2018)

-Andrew Sanders: *The Short Oxford History of English Literature* (1994)

-Raymond Williams: *Culture and Society* (1958)

SEMESTER II

Compulsory Core: English II

DSC 1B: Modern Indian Literature

ENG-CC-2016

English II

Poetry:

60 Marks

Texts:

- William Blake (1757-1827): 'The Lamb'
- Samuel Taylor Coleridge: 'Christabel'
- Matthew Arnold: 'Dover Beach'
- Langston Hughes (1902-1967): 'Harlem'
- Nissim Ezekiel (1924-2004): 'Shillong'
- Wole Soyinka (1934-): 'Telephone Conversation'
- David Constantine (1944-) 'The House'
- Federico Garcia Lorca (1898-1936): 'The Sleepwalking Ballad'
- Seamus Heaney (1939-): 'Punishment'
- Intiaz Dharkar: 'Purdah 1'

Grammar and Composition:

20 Marks

- Voice Change, Use of Determiners
- Dialogue Writing, Descriptive Writing
- Precis Writing/Report Writing

Discipline Specific Core I B

ENG-RC-2016

Modern Indian Literature

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

The Modern Indian Literatures comprise extensive writings in all genres in many languages. The different historical and cultural backgrounds of the various Indian languages and literatures add to the complexity of what is termed as Modern Indian Literatures. However, there are also things that hold India together, many commonalities, bondings, and shared experiences despite the varieties. The list of short stories and poems prescribed for this course give the student a taste of Indian writing from different regions of the country. The selection has been culled from English translations of writings in Indian languages and English compositions of Indian authors.

Short Stories:

50 Marks

- Amrita Pritam: “The Weed”
- U. R. Anantha Murthy: “The Sky and the Cat”
- Gopinath Mohanty: “The Somersault”
- R K Narayan: “Another Community”
- Sunil Gangopadhyay: “Shah Jahan and His Private Army”
- Saurabh Kumar Chaliha: “Restless Electrons”

Poems:

30 Marks

- Nissim Ezekiel: “Poet, Lover, Birdwatcher”
- Jayanta Mahapatra: “The Abandoned British Cemetery at Balasore”
- Keki N. Daruwalla: “Wolf”
- Mamang Dai: “The Voice of the Mountain”
- Navakanta Barua: “Bats”
- Dilip Chitre: “The Felling of the Banyan Tree”

Recommended Texts:

- The Penguin Book of Modern Indian Short Stories*. Edited by Stephen Alter and Wimal Dissanayake. 2001.
- The Oxford Anthology of Twelve Indian Poets* chosen and edited by Arvind Krishna Mehrotra. Oxford University Press, 1992.
- The Oxford Anthology of Writings from North-East India: Poetry and Essays*. Edited by Tilottoma Misra. OUP, 2011.

Suggested Reading:

- Sarkar, Sumit. *Modern Times: India: 1880s-1950s: Environment, Economy, Culture*. Ranikhet: Permanent Black, 2014.
- Mehrotra, Arvind Krishna. *Partial Recall: Essays on Literature and literary History*. Orient Blackswan, 2012.

SEMESTER III

Compulsory Core: Alternative English I

DSC 1C: British Literature

SEC -1: Creative Writing

ALT-CC-3016

Alternative English I

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

This paper would seek to acquaint students with the major genres of English literature through texts which are landmarks of each genre. The texts have been carefully chosen to effectively represent the distinctive qualities of a particular genre. Moreover, students are encouraged to read the prescribed texts in their social and cultural contexts.

Poetry:

30 Marks

- Shakespeare: Sonnet 65
- John Donne: A Valediction: Forbidding Mourning
- William Wordsworth: Tintern Abbey
- Alfred Tennyson: Tears, Idle Tears
- Matthew Arnold: Scholar Gypsy
- Robert Frost: Stopping by Woods on a Snowy Evening
- T.S Eliot: Marina
- W.B Yeats: Among School Children

Drama:

20 Marks

- Shakespeare: *A Midsummer Night's Dream*
- John Osborne: *Look Back in Anger*

Fiction:

30 Marks

- Jane Austen: *Emma*
- Ernest Hemingway: *Farewell to Arms*

**DSC 1-C:
ENG-RC-3016
British Literature**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

This paper is designed to offer a representative sampling of the major literary traditions of British life and culture through a study of texts in different genres. The paper will comprise of 80 marks external examination and 20 marks internal evaluation.

Section A

Poetry:

30 marks

(12+12+6)

- William Shakespeare: 'Sonnet 116'
- John Milton: 'On his Blindness'
- Samuel Taylor Coleridge: 'Christabel'
- W. B. Yeats: 'The Second Coming'
- Ted Hughes: 'The Thought-Fox'
- Emily Bronte: 'Remembrance'
- Dylan Thomas: 'Poem in October'
- Vicky Feaver: 'Slow Reader'

Section B**Fiction:**

30 marks

- Elizabeth Gaskell: *Mary Barton*
- James Joyce: "The Dead"
- E. M. Forster: "The Celestial Omnibus"
- William Trevor: *The Story of Lucy Gault*

Section C**Drama:**

20 marks

- Oscar Wilde: *The Importance of Being Earnest*
- J. B. Priestley: *An Inspector Calls*

SEC 1**ENG-SE-3014
CREATIVE WRITING**

Credits: 4

Marks: 100 (80+20)

The students in this course will focus on three creative genres, fiction, non-fiction and poetry. The emphasis will be to build proficiency in readings and writings. The course encourages active class participation and lots of writings. One of the basic objectives of the course is to allow students to explore ideas, feelings, experiences and effectively communicate these stimulus using the written word. Each lecture will be tied to reading of texts, techniques, narratology and rhetorical positions. The set of readings will be given during the course and may vary each semester, whenever the course is on offer.

The weightage of the programme will depend on:

10% --class lectures;

20% --journal writings on discussions of ideas, photographs, paintings, memories and experiences;

30%--- class participation/assignments/workshops/writings following prompts/writing with music

40%-- submission of fiction (20000 words)/non-fiction(20000 words)/poetry(15 poems of 150000 words) at the time of completion of the course.

Section A: Poetry

15 Marks

Discussion/ Class participation topics:

- What is good poetry?
- Writing poetry
- Why poetry
- Reading poetry

The students will be introduced to

- History of poetry,
- Forms of poetry.

- Rhetoric and prosody.
- Images and symbols

Section B: Fiction

30 Marks

Discussion/ Class participation topics:

- What is a good story?
- Writing short stories
- Writing novels
- Characterisation
- Structure
- Dialogues

The selected texts will inform of style, sentence structure, and tone and how these connect to the purpose and meaning/effect of the story. There will be specific texts highlighting

- Lyrical Prose
- Focus on group rather than individual
- Narratology
- Use of symbols
- Individual and the collective voice
- Use of time
- Repetition
- Gender roles

Section C Non-Fiction

15 Marks

Discussions and assignments:

The students will be introduced to

- Forms of essays
- Memoirs
- Travelogues
- Report writing
- Literary journalism

Section D: Workshop(1000 --3000words)

20 Marks

- Discussing-- why you write, how you write, and what you hope to gain from this course.
- How is your writing different /similar to others?
- Reading stories by Writers-in-residence and by participants.
- Consider how this course has changed your writing skills.
- How has this course helped you to encourage reading of various texts?
- How has this course helped you to understand of literature?
- How have you grown as a writer?

- Discussion on Publication and Market.
- Prompt writings for each section.

Recommended Readings:

- A Writer's Time: A guide to the creative process from vision through revision*: Kenneth Atchity
- How do you Write a Great Work of Fiction*: Jennifer Egan
- In the Palm of Your Hand: The Poet's Portable Workshop*: Steve Kowitz
- The Making of a Poem: A Norton Anthology of Poetic Forms* Eavan Boland and Mark Strand
- Rhyme's Reason: A Guide to English Verse*: John Hollander

SEMESTER IV

Compulsory Core: Alternative English II

DSC 1D: Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play

SEC-2: Translation: Principles and Practice

ALT-CC-4016

Alternative English II

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

Course Objectives: The course has been designed to familiarise students with different forms of literature, texts and their contexts. The select texts would enable them to understand literary representations and a writer's engagement with the social, cultural and political milieu.

Section A ESSAYS

(15 marks)

- Charles Lamb: 'Two Races of Man'
- A. G. Gardiner: 'On Fear'
- George Orwell: 'The Spike'

Section B POETRY

(25 marks)

- George Herbert: 'The Rose'
- William Wordsworth: 'Scorn for the Sonnet'
- John Keats: 'La Belle Dame sans Merci'
- Wilfred Owen: 'The Send-off'
- Adrienne Rich: 'Power'

Section C SHORT STORY

(20 marks)

- R. K. Narayan: 'A Horse and Two Goats'
- Vikram Chandra: 'Dharma'

Section D DRAMA

(20 marks)

- George Bernard Shaw: *Candida*

DSC I-D**ENG-RC-4016****Literary Cross Currents: Forms: Prose, Poetry, Fiction & Play**

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

In almost every period of literary history works of non-fictional prose, fiction, poetry and drama have co-existed. Also, literary cross-currents have helped shape these literary forms in a way that demonstrates their affinities as well as differences. It's important to study works with due attention to their 'formal' aspects so that what it is truly distinctive about the literary type, form, or genre to which they belong is not missed. At the same time it's necessary to contextualize the study so that the evolutionary or historical dimension of the literary works, their growth and transformation over the years is not lost sight of. This paper will acquaint the students with different literary forms, with one part addressing formal concerns including definitions, while the other part will involve study of actual texts which exemplify a particular literary form or genre, and which will include some consideration of the contexts of their production.

Part A: Forms and movements**(20 Marks)**

- Forms:

Epic and mock-epic, ballad, ode, sonnet, lyric, elegy, tragedy, tragicomedy, absurd drama, heroic drama, problem plays, expressionist plays, Gothic fiction, the historical novel, the bildungsroman, the personal essay, the periodical essay, memoir, autobiography, biography

- Movements and trends which influence forms and genres:

Neo-classicism, Romanticism, Augustanism, Victorianism, Realism, Naturalism, Expressionism, Existentialism, Dadaism and Surrealism

Part B: Study of individual texts**Epic and Poetry:**

(20)

- *The Mahabharata* (The Game of Dice)
- Ben Jonson: "Song to Celia"
- Lord Alfred Tennyson: "The Lady of Shalott"
- John Keats: "Ode on a Grecian Urn"

Prose (Fiction and Non-fiction) (20)

- Joseph Addison: "True and False Wit," (Spectator 62)
- Charles Lamb: "The Dream Children"
- Charlotte Bronte: *Jane Eyre*
- Edgar Allan Poe: "The Black Cat"
- Kamala Das: *My Story*

Plays: (20)

- Henrik Ibsen: *A Doll's House*
- Harold Pinter: *The Birthday Party*.

Suggested Reading:

-Pakmaja Asho. *A Companion to Literary Forms Paperback*

-Chris Baldick. *The Oxford Dictionary of Literary terms*

-*The Concise Oxford Companion to English Literature (Oxford Quick Reference)*

-Lillian Hornstein, G. D. Percy, and Calvin S. Brown, Eds. *The Reader's Companion to World Literature*

SEC 2

ENG-SE-4014

Translation: Principles and Practice

Credits: 4

Marks: 100 (80+20)

This course is designed to give students basic skills in translation. It introduces students to the field of translation studies and gives them training in practical translation.

Unit 1 (Marks: 30)

Translation in India:

History; Challenges of translation in multilingual conditions; Institutions promoting and commissioning translation; Landmarks of translation in different languages.

Types and Modes of translation:

- Intralingual, Interlingual and Intersemiotic translation
- Free translation,
- Literal translation,
- Transcreation
- Communicative or functional translation
- Audio-visual translation

Concepts of Translation:

Accuracy, Equivalence, Adaptation, Dialect, Idiolect, Register, Style, subtitling, back-translation

Unit 2

(Marks: 50)

In this section questions may be in the nature of translation tests: short passages, speeches from the plays or a poem to be analysed and different aspects pointed out; and secondly to be translated into English from the original language

Practical translation activities:

a. Analyse texts translated into English keeping the above concepts, and especially that of equivalence, in mind, at the lexical (word) and syntactical (sentence) levels:

Novel : The Story of *Felanee* by Arupa Patangiya Kalita.

Play: The Fortress of Fire by Arun Sarma.

Poem: "Silt" by Nabakanta Barua, Trans. Pradip Acharya

Short Story: "Golden Girl" by Lakshminath Bezbarua, in the anthology *Splendour in the Grass*. Ed. Hiren Gohain.

b. Make a back translation into the original English

Short Story or passage from a text (Alice in Wonderland by Probina Saikia)

c. Subtitle a film (Assamese – Village Rockstars) (to be discussed in class, a sample shown and then used for internal assessment)

Resources for Practice:

- Dictionaries
- Encyclopedias
- Thesaurus
- Glossaries
- Translation software

Suggested Readings:

- Baker, Mona, *In Other Words: A Coursebook on Translation*, Routledge, 2001. (Useful exercises for practical translation and training)
- Gargesh, Ravinder and Krishna Kumar Goswami. (Eds.). *Translation and Interpreting: Reader and Workbook*. New Delhi: Orient Longman, 2007.
- Lakshmi, H. *Problems of Translation*. Hyderabad: Booklings Corporation, 1993.
- Newmark, Peter. *A Textbook of Translation*. London: Prentice Hall, 1988.
- Toury, Gideon. *Translation across Cultures*. New Delhi: Bahri Publications Private Limited, 1987.
- Palumbo, Guiseppe. *Key Terms in Translation Studies*. London and New York: Continuum, 2009.

SEMESTER V

DSE-1A: Soft Skills

GE-1: Contemporary India: Women and Empowerment

SEC-3: Technical Writing

SEC 3

ENG-SE-5014 Technical Writing

Credits: 4

Marks: 100 (80+20)

This course in Technical Writing aims at equipping the student with the skills of writing with a practical purpose. It is concerned with the techniques of good writing, of retaining and communicating information with precision, and also with specific forms of technical writing such as summaries, instructions, descriptions, formal letters and official emails.

Topics to be dealt with:

1. Writing as communication: Characteristics of bad technical writing and characteristics of good technical writing.
2. Purpose of writing and the audience/ target readers.
3. The process of writing: planning, drafting, revising.
4. Writing style: issues of readability, sentence-length, vocabulary, jargon, redundancy, circumlocution, choice of active or passive voice, etc.
5. Writing a summary: title, compactness, completeness, aid to memory, description versus informative summary, organization of a summary.
6. Writing instructions, descriptions, explanations.
7. Writing official letters and emails.

Recommended Text:

- Turk, Christopher and John Kirkman: *Effective Writing: Improving Scientific, Technical and Business Communication*. London and New York: E & F N Spon (An Imprint of Routledge), 1982.
- Taylor and Francis e-library edition 2005.

Suggested Reading:

- Wallwork, Adrian: *User Guides, Manuals, and Technical Writing: A Guide to Professional English*. New York: Springer, 2014.
- Peters, Pam: *The Cambridge Guide to English Usage*. CUP, 2004.
- Swan, Michael and David Baker: *Grammar Scan: Diagnostic Tests for Practical English Usage*. Oxford University Press, 2008.

Discipline Specific Elective I-A

ENG-RE-5016 Soft Skills

Credits: 5 (Theory) + 1 (Tutorial)

Marks: 100 (80+20)

Course Objectives:

The purpose of this Course is to equip students with the resources of soft skills so as to develop their overall personality. With this aim the course is designed to make the learners understand and be aware about the importance, role and contents of soft skills through instructions, knowledge acquisition, demonstration and practice. In effect this course hopes to improve the students' communication, interaction, writing and documentation skills and thereby hone their confidence level.

Course Contents

Some important core competencies to be developed are:

- Listening Skills
- Oral presentation skills/Speaking Skills
- Communication skills
- Self management
- Resume preparation
- GD participation
- Interview facing techniques
- Creative thinking, problem solving and decision-making
- Leadership

Methodology

The methodology to be adopted should be appropriate to the development of the above mentioned competencies. The focus of the course is on “performing” and not on just “knowing”. Lecturing should therefore be restricted to the minimum necessary and emphasis ought to be given for learning through active participation and involvement. The training methods will be individual centred to make each person a competent one. Opportunities for individual work have to be provided by the respective teachers. Demonstrations using different models, audio visual aids and equipment will be used intensively.

Suggested Readings

- English and Soft Skills*. S.P. Dhanavel, Orient BlackSwan 2013
- Basics Of Communication In English*: Francis Sounderaj, MacMillan India Ltd.2011
- English for Business Communication*: Simon Sweeney , Cambridge University Press 1997
- An Introduction to Professional English and Soft Skills*: Das , Cambridge University Press, 2009
- The Rise of the Creative Class: And how it's Transforming Work, Leisure, Community and Everyday life*: Florida, R., Basic Books, 2002

GE I

ENG-RG-5016

Contemporary India: Women and Empowerment

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

Course Objectives/Course Description: This course will look at Women's Issues in India in the light of the various historical and social contexts. It will trace the evolution of Women's Empowerment both in terms of policy and discourse in postcolonial, contemporary India and at the same time try to locate the women's position in earlier times.

The course aims to:

- Study the position of women in pre-colonial times
- Show how colonial modernity impacts women
- Study the impact of nationalism on women
- Track the Women's movement and Empowerment issues in contemporary India

Course Outcome:

The learner will be equipped with:

- A historical understanding of the space accorded to women in India through history
- An understanding of the manner in which the social construction of gender comes about.
- The ability to critique the given and stereotypical notions of such constructions.

UNIT 1: Social Construction of Gender

(15)

- Masculinity and Femininity
- Patriarchy
- Women in Community

UNIT 2: History of Women's Movements in India (Pre & Post Independence) (20)

- Women and Nation
- Women and the Partition
- Women, Education and Self-fashioning
- Women in the Public and Private Spaces

UNIT 3: Women and Law (15)

- Women and the Indian Constitution
- Personal Laws (Customary practices on inheritance and Marriage)
- Workshop on legal awareness

UNIT 4: Women's Body and the Environment (15)

- State interventions, Khap Panchayats
- Female foeticide, Domestic violence, Sexual harassment
- Eco-feminism and the Chipko Movement

UNIT 5: Female Voices (15)

- Kamala Das: "The Old Playhouse"
- Mahashweta Devi: *Mother of 1084*
- Krishna Sobti: *Zindaginama*

Recommended Reading:

- Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India*
- Kumkum Sanagari, *Recasting Women: Essays in Colonial History*
- Judith Walsh, *Domesticity in Colonial India: What Women Learned When Men Gave Them Advice*
- Tanika and Sumit Sarkar, *Women and Social Reform in Modern India- Vol 1 & Vol 2*
- Nivedita Menon, *Gender and Politics in India: Themes in Politics*
- Vandana Shiva & Maria Mies, *Ecofeminism*

SEMESTER VI

DSE-1B: Academic Writing
GE -2: Cultural Diversity
SEC- 4: Business Communication

DSE I-B

ENG-RE-6016 Academic Writing

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

The English language is the language of higher education as well as the language used in a variety of formal settings. Hence students are expected to develop the requisite proficiency in academic writing which involves the ability to write summaries, abstracts, reviews, reports, conference /seminar presentations etc. This paper is aimed at developing academic writing skills by acquainting students with the different kinds of academic writing and the skills to be acquired to write academic English for various purposes;it will also give them practice in the processes involved in producing pieces of good academic writing. The paper consists of two modules –module 1 and module 2.

Module 1: Essentials of Academic Writing

This module will familiarize students with samples of different kinds of academic writing and concentrate on developing the basic skills required for such writing as building up vocabulary for formal use, gathering ideas or data for purposes of description or building up an argument or thesis statement, organizing the ideas so that there is coherence and clarity of thinking, making paragraphs and writing without grammatical and spelling errors.

Module 2: Practice in Academic Writing

This module will focus on giving students practice in different kinds of academic writing-taking them through the processes of making drafts, revising, editing, and writing the final version. They are also to be taught to prepare bibliographies, citations and references for writing intended for publication in academic journals.

Suggested Reading:

- Bailey, S.(2011).*Academic Writing-A Handbook for International Students* (3rd edition). New York: Routledge
- Hartley,J.(2008). *Academic Writing and Publishing- a practical Handbook*. New York: Open University Press.
- Swales,J.M&Peak,C.B(2001) *Academic Writing for Graduate Students-Essential Tasks and Skills*. Michigan:The University of Michigan Press.

GE II:

ENG-RG-6016 Cultural Diversity

Credits: 5 (Theory) + 1 (Tutorial)=6

Marks: 100 (80+20)

This paper is designed to facilitate the student's engagement with and understanding of cultural contexts, situations and the rich variety of practices through a sampling of such texts that represent the widely textured tapestry emanating from different locations of the world. There will be 80 marks for the end-semester external examination and 20 marks will be allotted for internal evaluation.

Texts:

- V.S. Naipaul: *House for Mr. Biswas*
- Margaret Atwood: *Handmaid's Tale*
- Kishwar Naheed, 'The Grass is Really like me'
- Shu Ting, 'Assembly Line'
- Gabriel Okara, 'The Mystic Drum'
- Kersy Katrak: "Colaba Causeway"
- Seamus Heaney: "Maighdean Mara"
- Forster: "Does Culture Matter?"
- Jan Morris: "La Paz"
- Pauline Kael: "Movies on Television"
- George Bernard Shaw: *Pygmalion*

Suggested Reading:

- Sarah Lawall, 'Preface' and 'Introduction', in *Reading World Literature: Theory, History, Practice*, ed. Sarah Lawall (Austin, Texas: University of Texas Press, 1994) pp. ix-xviii, 1-64.
- David Damrosch, *How to Read World Literature?* (Chichester: Wiley-Blackwell, 2009) pp. 1-64, 65-85.
- The D'haen et. al., eds., 'Introduction', in *World Literature: A Reader* (London: Routledge, 2012).
- C.D. Narasimhaiah, eds. *An Anthology of Commonwealth Poetry*, ed. (Delhi: Macmillan, 1990)
- Kishwar Naheed, *We the Sinful Women* (New Delhi: Rupa, 1994)
- Shu Ting, *A Splintered Mirror: Chinese Poetry From the Democracy Movement*, tr. Donald Finkel, additional translations by Carolyn Kizer (New York: North Point Press, 1991)

SEC- 4

ENG-SE-6014 Business Communication

Credits: 4

Marks: 100 (80+20)

This paper is designed to familiarize students with a comprehensive idea of effective communication and its importance in the business and professional world. Students will

be introduced to the various kinds of communication as well as to the many theories of communication. The components in this paper will be both written and oral, and students will be required to participate in diverse group activities. Activities (individual and/or group) on the spoken components of the paper will be considered for internal assessment in this paper, while the end-semester examination will focus on the theoretical and written elements of the paper. The end-semester examination for this paper will be of 80 marks and internal assessment will be of 20 marks.

This paper will focus on the following key topics:

- Introduction to the essentials of Business Communication: Theory and practice
- Citing references, and using bibliographical and research tools
- Structure, vocabulary, pronunciation, and comprehension skills
- Writing résumés and facing interviews
- Report writing
- Writing memos and circulars
- Summarizing annual report of companies
- Précis writing
- Writing minutes of meetings
- E-correspondence
- Group discussion
- Spoken English for business communication
- Making oral presentations

Suggested Readings:

- Scot, O.; *Contemporary Business Communication*. Biztantra, New Delhi.
- Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.
- Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd., New Delhi.
- R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, New Delhi
- Bovee, Courtland, John Thill & Mukesh Chaturvedi. *Business Communication Today*. Dorling Kindersley, Delhi
- Booher, Dianna. *E-Writing: 21st Century Tools for Effective Communication*. New York: Pocket Books, a division of Simon & Schuster, Inc.,
- Guffey, Mary Ellen. *Business Communication: Process and Product*. 5th ed. Cincinnati, Ohio: South-Western College Publishing
- Guffey, Mary Ellen. *Essentials of Business Communication, Sixth Edition*. South-Western College Publishing.

**COURSE STRUCTURE AND SYLLABUS OF B.A.
(HONOURS) THREE YEAR DEGREE
PROGRAMME IN HISTORY
GAUHATI UNIVERSITY**

**(As approved by the meeting of the Academic Council held on
08.11.2019)**



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Course Structure and Syllabus of B.A. (Honours) Three Year Degree Programme in History, Gauhati University as recommended by the CCS-UG of the Department of History, Gauhati University in its meeting held on 14.05.2019.

COURSE STRUCTURE

	Core Course (14)	Ability Enhancement Compulsory Courses (AEC) (2)	Skilled Enhancement Course (SEC) (2)	Elective: Discipline Specific (DSE) (4)	Elective: Generic (GE) (4)
I	HIS –HC-1016 : History of India-I	(English/MIL Communication)			HIS –HG-1016: History of India (from Earliest Times to c. 1206)
	HIS –HC-1026: Social Formations and Cultural Patterns of the Ancient World				
II	HIS –HC-2016: History of India-II	Environmental Studies			HIS –HG-2016: History of India (c.1206 – 1757)
	HIS –HC 2026: Social Formations and Cultural Patterns of the Medieval World				
III	HIS –HC-3016: History of India-III (c. 750-1206)		HIS –SE-3014: Historical Tourism in North East India		HIS –HG-3016: History of India (c. 1757 – 1947)
	HIS –HC-3026: Rise of the Modern West-I				
	HIS –HC- 3036: History of India IV (c.1206-1550)				
IV	HIS –HC-4016: Rise of the Modern West-II		HIS –SE-4014: Oral Culture and Oral History		HIS –HG-4016 Social And Economic History of Assam
	HIS –HC-4026: History of India-V (c. 1550-1605)				
	HIS –HC- 4036: History of India-VI (c. 1605-1750)				
V	HIS –HC-5016: History of Modern Europe - I (c. 1780-1939)			HIS –HE-5016: History of Assam upto c. 1228	
	HIS –HC- 5026: History of India-VII (c. 1750-1857)			HIS –HE-5026: History of Assam (c. 1228-1826)	
VI	HIS –HC-6016: History of India-VIII (c. 1857-1950)			HIS –HE-6016: History of Assam (c. 1826- 1947)	
	HIS –HC- 6026: History of Modern Europe- II (c. 1780-1939)			HIS –HE-6026 : Assam since Independence	

COURSE LIST OF B.A (HONS) PROGRAMME IN HISTORY UNDER UGCBCS - GAUHATI UNIVERSITY

CORE COURSES

(14 Courses) Credits: 6 per course

Lectures : 5; Tutorial : 1 (per week)

HIS-HC-1016 : History of India-I (Earliest times to 300 BCE)

HIS-HC-1026: Social Formations and Cultural Patterns of the Ancient World

HIS-HC-2016: History of India-II (BCE . 300- 750)

HIS-HC-2026: Social Formations and Cultural Patterns of the Medieval World

HIS-HC-3016: History of India-III (c. 750-1206)

HIS-HC-3026: Rise of the Modern West-I

HIS-HC-3036: History of India -IV (c.1206-1550)

HIS-HC-4016: Rise of the Modern West-II

HIS-HC-4026: History of India-V (c. 1550-1605)

HIS-HC-4036: History of India-VI (c. 1605-1750)

HIS-HC-5016: History of Modern Europe- I (c. 1780-1939)

HIS-HC-5026: History of India-VII (c. 1750-1857)

HIS-HC-6016: History of India-VIII (c. 1857-1950)

HIS-HC-6026: History of Modern Europe- II (c.1780-1939)

Ability Enhancement Courses

(2 Courses) Credits-2 per course

Environmental Science

English/ MIL

Skill Enhancement Elective Courses (2 Courses)

Credits: 4 per course

Lectures : 3; Tutorial : 1 (per week)

HIS –SE-3014: Historical Tourism in North East India

HIS –SE-4014: Oral Culture and Oral History

Discipline Specific Elective Courses

(4 Courses) Credits: 6 per course

Lectures : 5; Tutorial : 1 (per week)

HIS –HE-5016: History of Assam up to c. 1228

HIS –HE-5026: History of Assam (c.1228-1826)

HIS –HE-6016: History of Assam (c.1826-1947)

HIS –HE-6026: Assam after Independence

Generic Elective Courses

(4 Courses) Credits: 6 per course

Lectures : 5; Tutorial : 1 (per week)

HIS –HG-1016: History of India from Earliest Times up to c. 1206

HIS –HG-2016: History of India (c.1206 – 1757)

HIS –HG-3016: History of India (c.1757 – 1947)

HIS –HG-4016: Social and Economic History of Assam

**Detailed Syllabus (Semester I--VI)
B.A (Honours) Programme in History**

CORE COURSE

Semester I

HIS-HC-1016: HISTORY OF INDIA- I

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: After the completion of this paper, the students will be able to explore and effectively use historical tools in reconstructing the remote past of ancient Indian pre and proto history. The course will also train the students to analyse the various stages of evolution of human cultures and the belief systems in the proto- history period.

Unit I. Reconstructing Ancient Indian History

[a] Early Indian notions of History

[b] Sources and tools of historical reconstruction: archaeological: epigraphy, numismatics, literary

[c] Historical interpretations (with special reference to gender, environment, technology, and regions)

Unit II. Pre-historic hunter-gatherers

[a] Paleolithic cultures- sequence and distribution; stone industries and other technological developments.

[b] Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art.

Unit III. The advent of food production

[a] Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures: subsistence, and patterns of exchange

Unit IV. The Harappan civilization

Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.

Unit V. Cultures in transition

Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem.

[a] North India (circa 1500 BCE-300 BCE)

[b] Central India and the Deccan (circa 1000 BCE - circa 300 BCE)

[c] Tamilakam (circa 300 BCE to circa CE 300)

Readings:

- R.S. Sharma, *India's Ancient Past*, New Delhi, OUP, 2007
- R. S. Sharma, *Material Culture and Social Formations in Ancient India*, Laxmi Publications, 2007.
- R.S. Sharma, *Looking for the Aryas*, Delhi, Orient Longman Publishers, 1995
- D. P. Agrawal, *The Archaeology of India*, 1985
- Bridget & F. Raymond Allchin, *The Rise of Civilization in India and Pakistan*, 1983.
- A. L. Basham, *The Wonder that Was India*, 1971.
- D. K. Chakrabarti, *The Archaeology of Ancient Indian Cities*, 1997,
- D. K. Chakrabarti, *The Oxford Companion to Indian Archaeology*, New Delhi, 2006.
- H. C. Raychaudhuri, *Political History of Ancient India*, Rev. ed. With Commentary by B. N. Mukherjee, 1996
- K. A. N. Sastri, ed., *History of South India*, OUP, 1966.
- Upinder Singh, *A History of Ancient and Early Medieval India*, 2008.
- Romila Thapar, *Early India from the Beginnings to 1300*, London, 2002.
- Uma Chakravarti, *The Social Dimensions of Early Buddhism*. 1997.
- Rajan Gurukul, *Social Formations of Early South India*, 2010.
- R. Champakalakshmi, *Trade. Ideology and urbanization: South India 300 BC- AD 1300*, 1996.

HIS-HC-1026 : SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: after the completion of this paper, the students will be able to explain the processes and stages of the evolution of the variety of cultural pattern throughout antiquarian periods in History. They will be able to relate the connections between the various Bronze Age civilizations in the ancient world as well as development of slave and polis societies in ancient Greece.

Unit I. Evolution of Humankind:

- [a] Paleolithic and Mesolithic cultures.
- [b] Food production: beginnings of agriculture
- [c] Animal husbandry.

Unit II. Bronze Age Civilizations: economy, social stratification, state structure, religion

- [a] Egypt (Old Kingdom)
- [b] Mesopotamia (up to the Akkadian Empire);
- [c] China (Shang);

Unit III. Nomadic groups in Central and West Asia

- [a] From Bronze to Iron age: Anatolia and Greece
- [b] Minoan Civilization
- [c] Debate on Iron

Unit IV. Slave society in Ancient Greece:

- [a] Origin of Slavery: Slavery in Sparta and Greece
- [b] Debate on Slavery
- [c] Agrarian economy, urbanization, trade.

Unit V. Polis in ancient Greece:

- [a] Development of democracy in Athens and Sparta;
- [b] Concept of citizenship
- [c] Greek Culture-Science and Philosophy, religion, art and architecture

Readings:

- Burns and Ralph. *World Civilizations. Cambridge History of Africa*, Vol. I.
V. Gordon Childe, *What Happened in History*.
G. Clark, *World Prehistory: A New Perspective*.
B. Fagan, *People of the Earth*.
Amar Farooqui, *Early Social Formations*.
M. I. Finley, *The Ancient Economy*.
Jacquetta Hawkes, *First Civilizations*.
G. Roux, *Ancient Iraq*.
Bai Shaoyi, *An Outline History of China*.
H. W. F. Saggs, *The Greatness that was Babylon*.
B. Trigger, *Ancient Egypt: A Social History*.
UNESCO Series: *History of Mankind, Vols. I - III./ or New ed. History of Humanity*.
R. J. Wenke, *Patterns in Prehistory*.

SEMESTER II

HIS-HC-2016: HISTORY OF INDIA- II

Lecture : 5 Tutorial : 1 (per week)

Course Outcome: On successful completion of this course the students will be able to explain the economic and socio-cultural connections, transitions and stratifications during the ruling houses, empires and the politico-administrative nuances of early Indian History from 300 BCE to 300 CE.

Unit I. Economy and Society (circa 300 BCE to circa CE 300):

- [a] Expansion of agrarian economy: production relations.
- [b] Urban growth: north India, central India and the Deccan;
- [c] craft Production: trade and trade routes; coinage.
- [d] Social stratification: class, *Varna*, *jati*, untouchability; gender; marriage and property relations

Unit II. Changing political formations (circa 300 BCE to circa CE 300):

- [a] The Mauryan Empire

[b] Post-Mauryan Polities : Kushanas, Satavahanas, Gana Sanghas.

Unit III. Towards early medieval India [circa CE fourth century to CE 750]:

[a] Agrarian expansion: land grants, changing production relations; graded Land rights and peasantry.

[b] The problem of urban decline: patterns of trade, currency, and urban Settlements.

[c] Varna, proliferation of *jatis*: changing norms of marriage and property.

[d] The nature of polities: the Gupta empire and its contemporaries.

[e] Post- Gupta polities - Pallavas, Chalukyas, and Vardhanas

Unit IV. Religion, philosophy and society (circa 300 BCE- CE 750):

[a] Consolidation of the brahmanical tradition: dharma, Varnashram, Purusharthas, samskaras.

[b] Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.

[c] The beginnings of Tantricism

Unit V. Cultural developments (circa 300 BCE - 750 CE):

[a] A brief survey of Sanskrit, Pali, Prakrit and Tamil literature; Scientific and technical treatises

[b] Art and architecture & forms and patronage; Mauryan, post- Mauryan, Gupta, post-Gupta

Readings:

B. D. Chattopadhyaya, *The Making of Early Medieval India*, 1994.

D. P. Chattopadhyaya, *History of Science and Technology in Ancient India*, 1986.

D. D. Kosambi, *An Introduction to the Study of Indian History*, 1975.

S. K. Maity, *Economic Life in Northern India in the Gupta Period*, 1970.

B. P. Sahu (ed), *Land System and Rural Society in Early India*, 1997.

K. N. Sastri, *A History of South India*.

R. S. Sharma, *Indian Feudalism*, 1980.

R.S.Sharma, *Urban Decay in India, c.300- c.1000, Delhi*, Munshiram Manohar Lal, 1987

Romila Thapar, *Asoka and the Decline of the Mauryas*, 1997.

Susan Huntington, *The Art of Ancient India: Buddhist, Hindu, and Jain*, New York, 1985.

HIS-HC-2026 : SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: After the completion of this course, the students will be able to analyse and explain the historical socio-political, administrative and economic patterns of the medieval world. They will be able to describe the emergence, growth and decline of various politico-administrative and economic patterns and the resultant changes therein.

Unit I. Roman Republic:I

- [a] Roman Empire
- [b] Slave society and Agrarian economy
- [c] Trade and Urbanization in Roman Empire

Unit II. Roman Republic:II

- [a] Religion and Culture in Ancient Rome
- [b] Crisis of the Roman Empire
- [c] External Factors of decline of Roman Empire

Unit III. Economic developments in Europe from the 7th to the 14th centuries:

- [a] Organization of production, towns and trade.
- [b] Technological developments.
- [c] Crisis of feudalism.

Unit IV. Religion and culture in medieval Europe:

- [a]Expansion of Christianity
- [b]Development of the Catholic Church
- [c]Religion, Culture and Society in Medieval Europe

Unit V. Societies in Central Islamic Lands:

- [a] The tribal background, *Ummah*, Caliphate ; rise of Sultanates
- [b] Religious developments: Sharia, Mihna, Sufism
- [c] Urbanization and trade

Readings:

- Perry Anderson, *Passages from Antiquity to Feudalism*.
- Marc Bloch, *Feudal Society*, 2 Vols.
- Cambridge History of Islam*, 2 Vols.
- Georges Duby, *The Early Growth of the European Economy*.
- Fontana, *Economic History of Europe*, Vol. I (relevant chapters).
- P. K. Hitti, *History of the Arabs*.
- P. Garnsey and Saller, *The Roman Empire*.
- S. Ameer Ali, *The Spirit of Islam*.
- J. Barraclough, *The Medieval Papacy*.
- Encyclopedia of Islam*, 1st ed., 4 vols.
- M. G. S. Hodgson, *The Venture of Islam*.

SEMESTER III

HIS-HC-3016: HISTORY OF INDIA III (c. 750 -1206)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: The completion of this paper will enable the students to relate and explain the developments in India in its political and economic fields and its relation to the social and cultural patterns therein in the historical time period between c.700 to 1206. They will also be able to analyse India's interaction with another wave of foreign influence and the changes brought in its wake in the period.

Unit I. Studying Early Medieval India:

- (a) Historical geography; Sources: texts, epigraphic and numismatic data
- (b) Debates on Indian feudalism, rise of the Rajputs and the nature of the state

Unit II. Political Structures:

- (a) Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas
- (b) Legitimization of kingship; brahmanas and temples; royal genealogies and rituals
- (c) Arab conquest of Sindh: nature and impact of the new set-up; Ismaili dawah
- (d) Early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur

Unit III. Agrarian Structure and Social Change:

- (a) Agricultural expansion; crops
- (b) Landlords and peasants
- (c) Proliferation of castes; status of untouchables
- (d) Tribes as peasants and their place in the Varna order

Unit IV. Trade and Commerce:

- (a) Inter-regional trade
- (b) Maritime trade
- (c) Medium of exchange
- (d) Process of urbanization
- (e) Merchant guilds of South India

Unit V. Religious and Cultural Developments:

- (a) Bhakti, Tantricism, Puranic traditions; Buddhism and Jainism; Popular religious cults
- (b) Islamic intellectual traditions: Al-Biruni; Al-Hujwiri
- (c) Art and architecture: Evolution of regional styles

Readings:

- R.S. Sharma, *Indian Feudalism* (circa 300 - 1200).
B.D. Chattopadhyaya, *The Making of Early Medieval India*.
R.S. Sharma and K.M. Shrivastava, eds, *Comprehensive History of India*, Vol. IV (A & B).
Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India*, Vol. V, The Delhi Sultanate
Hermann Kulke, ed., *The State in India* (AD 1000 - AD 1700).
N. Karashima, *South Indian History and Society (Studies from*

Inscriptions, AD 850 -1800

Derryl N. Maclean, *Religion and Society in Arab Sindh.*

Irfan Habib, *Medieval India: The Study of a Civilization.*

Richard Davis *Lives of Indian Images.*

Romila Thapar, Somanatha: *The Many Voices of a History.*

John S. Deyell, *Living Without Silver: The Monetary History of Early Medieval North India.*

Vijaya Ramaswamy, *Walking Naked: Women, Society, and Spirituality in South India.*

Burton Stein, *Peasant State and Society in Medieval South India.*

R. Champakalakshmi, *Trade, Ideology and Urbanization: South India, 300 BC to 1300 AD.*

Al. Beruni's India, NBT edition..

S C Mishra, *Rise of Muslim Communities in Gujarat.*

J. Schwartzberg, *Historical Atlas of South Asia.*

HIS-HC-3026: RISE OF THE MODERN WEST – I

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: On completion of this course, the students will be able to explain the major trends and developments in the Western world between the 14th to the 16th century CE. They will be able to explore and analyse the significant historical shifts and events and the resultant effects on the civilizations of Europe in the period.

Unit I. Transition from feudalism (to capitalism):

[a] concepts of feudalism; regional variations

[b] The Crisis of Feudalism

[c] Economic Crisis : commercial decline, decay of towns and epidemics

[d] The transition debate : Maurice Dobb and Paul Sweezy; Marc Bloch, Georges Duby; the Brenner Debate

Unit II. Geographical explorations and early colonial expansion:

[a] Factors and motives behind voyages and explorations

[b] the conquests of the Americas:

[c] beginning of the era of colonization;

[d] mining and plantation; the African slaves.

Unit III. Renaissance:

[a] Origins and impact

[b] Humanism in Renaissance

[c] Re-discovery of Classics

[d] Italian influence on Art, Architecture, Culture, Education and Polity; Northern Humanism

Unit IV. Reformation in the 16th century: Origin and impact

[a] Martin Luther, John Calvin, Zwingli

[b] The Radical Reformation: Anabaptists, Huguenots

[c] English Reformation and the state

[d] Counter Revolution

Unit V. Economic developments of the sixteenth century: Shift of economic balance from the Mediterranean to the Atlantic; agricultural revolution , Enclosure movement; Commercial Revolution; Influx of American silver and the Price Revolution.

Readings:

- T.S. Aston and C. H. E. Philpin (eds.), *The Brenner Debate: Agrarian Class structure and Economic Development in Pre-industrial Europe*, Cambridge University Press. 2005
- H. Butterfield, *The Origins of Modern Science*.
- Carlo M. Cipolla, *Fontana Economic History of Europe*, Vols. II and III. Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy*. 1000 -1700. 3rd ed. (1993)
- D. C. Coleman (ed.), *Revisions in Mercantilism*.
- Ralph Davis, *The Rise of the Atlantic Economics*.
- Maurice Dobb, *Studies in the Development of Capitalism*.
- J. R. Hale, *Renaissance Europe*.
- R. Hall, *From Galileo to Newton*.
- Christopher Hill, *A Century of Revolutions*.
- Rodney Hilton, *Transition from Feudalism to Capitalism*.
- H. G. Koenigsberger and G. L. Mosse, *Europe in the Sixteenth Century*.
- Stephen J. Lee, *Aspects of European History, 1494 - 1789*.
- G. Parker, *Europe in Crisis. 1598- 1648*.
- G. Parker and L. M. Smith, *General Crisis of the Seventeenth Century*.
- J. H. Parry, *The Age of Reconnaissance*.
- Meenaxi Phukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.
- V. Poliensiky, *War and Society in Europe, 1618 - 48*.
- Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.
- V. Scammell, *The First Imperial Age: European Overseas Expansion, 1400 - 1715*.
- Jan de Vries, *Economy of Europe in an Age of Crisis 1600 û 1750*.
- M. S. Anderson, *Europe in the Eighteenth Century*.
- Perry Anderson, *The Lineages of the Absolutist State*.
- Stuart Andrews, *Eighteenth Century Europe*.
- B. H. Slicher von Bath, *The Agrarian History of Western Europe. AD.500 - 1850*.
- The Cambridge Economic History of Europe. Vol. I - VI*.
- James B. Collins, *The State in Early Modern France: New Approaches to European History*.
- G. R. Elton, *Reformation Europe, 1517 û 1559*.
- M. P. Gilmore, *The World of Humanism. 1453 -1517*.
- Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*.
- J. Lynch, *Spain under the Hapsburgs*.
- Peter Mathias, *First Industrial revolution*.
- Harry Miskimin, *The Economy of Later Renaissance Europe: 1460 -1600*.
- Charles A. Nauert, *Humanism and the Culture of the Renaissance*(1996).
- The New Cambridge Modern History of Europe, Vols. I -VII.
- L. W. Owie, *Seventeenth Century Europe*.
- D. H. Pennington, *Seventeenth Century Europe*.
- F. Rice, *The Foundations of Early Modern Europe*.

HIS-HC-3036: HISTORY OF INDIA IV (c.1206 - 1550)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: After completion of this course students will be able to explain the political and administrative history of medieval period of India from 1206 to 1550 AD. They will also be able to analyse the sources of history, regional variations, social, cultural and economic set up of the period.

Unit I. Sources:

- (a) Persian *tarikh* tradition
- (b) Foreigners' accounts; vernacular literature.
- (c) Epigraphy and numismatics.
- (d) Architecture.

Unit II. Polity:

- (a) Foundation, expansion and consolidation of the Sultanate of Delhi; Theories of kingship
- (b) The Khaljis and the Tughluqs; Mongol threat and Timur's invasion; The Sayyids; The Lodis: Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat
- (c) Ruling elites; Sufis, *ulema* and the political authority; imperial monuments and coinage

Unit III. Society and Economy:

- (a) *Iqta*; revenue-free grants
- (b) Agricultural production; technology
- (c) Changes in rural society; revenue systems
- (d) Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade

Unit IV. Regional Polities:

- (a) Bahmani, Vijayanagar,
- (b) Gujarat, Malwa, Jaunpur, Assam and Bengal
- (c) Consolidation of regional identities: art, architecture and literature

Unit V. Religion and Culture:

- (a) Sufi *silsilas*: Chishti and Suhrawardi; doctrines and practices; social roles; literature
- (b) Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition

Readings:

Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India*, Vol. V, *The Delhi Sultanate*.
Satish Chandra, *Medieval India I*.
Peter Jackson, *The Delhi Sultanate*.
Catherine Asher and Cynthia Talbot, India Before Europe.
Tapan Raychaudhuri and Irfan Habib, eds, *Cambridge Economic History of India, Vol. I*.
K.A. Nizami, *Religion and Politics in the Thirteenth Century*.
W.H. McLeod, Karine Schomer, et al, Eds, *The Sants*.
S.A.A. Rizvi, *A History of Sufism in India, Vol. I*.
Mohibul Hasan, *Historians of Medieval India*.

Semester: IV

HIS-HC-4016 : RISE OF THE MODERN WEST – II

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: After the completion of this course, the student will be able to explain the political and intellectual currents in Europe in the Modern Age. They will also be able to relate the circumstances and causal factors of the intellectual and revolutionary currents of both Europe and America at the beginning of the Modern age

Unit I. Europe in the 17th Century:

- (a) Formation of nation-states : Spain; France; England; Russia
- (b) The 17th century crisis: economic, social and political dimensions.

Unit II. The English Revolution:

- (a) Major issues.
- (b) Political and intellectual currents.

Unit III. European Economy:

- (a) Development of science: Renaissance to the 17th century.
- (b) Concepts of Mercantilism and Imperialism.
- (c) Mercantilism in the 17th and 18th centuries.

Unit IV. Politics in the 18th century:

- (a) Parliamentary monarchy; patterns of Absolutism in Europe.
- (b) American Revolution : Political and economic issues.

Unit V. Prelude to the Industrial Revolution.

- (a) Money economy
- (b) The Putting Out system

Readings:

- T.S. Aston and C.H.E. Philpin (eds.), *The Brenner Debate*.
H. Butterfield, *The Origins of Modern Science*.
Carlo M. Cipolla, *Fontana Economic History of Europe, Vols. II and III*. Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy, 1000 -1700. 3rd ed. (1993)*
. D.C. Coleman (ed.), *Revisions in Mercantilism*.
Ralph Davis, *The Rise of the Atlantic Economics*.
Maurice Dobb, *Studies in the Development of Capitalism*.
J.R. Hale, *Renaissance Europe*.
R. Hall, *From Galileo to Newton*.
Christopher Hill, *A Century of Revolutions*.
Rodney Hilton, *Transition from Feudalism to Capitalism*.
H.G. Koenigsberger and G.L. Mosse, *Europe in the Sixteenth Century*.
Stephen J. Lee, *Aspects of European History, 1494 - 1789*.
G. Parker, *Europe in Crisis, 1598 - 1648*.
G. Parker and L.M. Smith, *General Crisis of the Seventeenth Century*.

J.H. Parry, *The Age of Reconnaissance*.
 Meenaxi Phukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.
 V. Poliensiky, *War and Society in Europe. 1618 -48*.
 Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.
 V. Scammell, *The First Imperial Age: European Overseas Expansion, 1400-1715*.
 Jan de Vries, *Economy of Europe in an Age of Crisis 1600 û 1750*.
 M. S. Anderson, *Europe in the Eighteenth Century*.
 Perry Anderson, *The Lineages of the Absolutist State*.
 Stuart Andrews, *Eighteenth Century Europe*.
 B. H. Slicher von Bath, *The Agrarian History of Western Europe. AD. 500 - 1850*.
The Cambridge Economic History of Europe. Vol. I - VI.
 James B. Collins, *The State in Early Modern France, New Approaches to European History*.
 G. R. Elton, *Reformation Europe, 1517 û 1559*.
 M. P. Gilmore, *The World of Humanism. 1453 û-1517*.
 Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*.
 J. Lynch, *Spain under the Hapsburgs*.
 Peter Mathias, *First Industrial revolution*.
 Harry Miskimin, *The Economy of Later Renaissance Europe: 1460 1600*.
 Charles A. Nauert, *Humanism and the Culture of the Renaissance (1996)*.
The New Cambridge Modern History of Europe, Vols. I - VII.
 L. W. Owie, *Seventeenth Century Europe*.
 D. H. Pennington, *Seventeenth Century Europe*.
 F. Rice, *The Foundations of Early Modern Europe*

HIS-HC-4026 : HISTORY OF INDIA V (c. 1550 - 1605)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: At the completion of this course, the students will be able to analyse the circumstances and historical shifts and foundations of a variety of administrative and political setup in India between c.1550-1605. They will also be able to describe the inter relationships between the economy, culture and religious practices of the period.

Unit I. Sources and Historiography:

- (a) Persian literature; translations;
- (b) Memoirs and travelogues; vernacular literature.
- (c) Epigraphy and numismatics.
- (d) Architecture.

Unit II. Establishment of Mughal rule:

- (a) India on the eve of Babur's invasion
- (b) Fire arms, military technology and warfare
- (c) Humayun's struggle for empire
- (d) Sher Shah : administrative and revenue reforms

Unit III. Consolidation of Mughal rule under Akbar:

- (a) Campaigns and conquests: tactics and technology.
- (b) Evolution of administrative institutions: *zabt, mansab, jagir, madad-i-maash*.
- (c) Revolts and resistance.

(d) Religious tolerance and *sulh-i-kul*.

Unit IV. Expansion and Integration:

- (a) Inclusive political ideas: theory and practice; Incorporation of Rajputs and other indigenous groups in Mughal nobility
- (b) North-West frontier, Gujarat and the Deccan
- (c) Conquest of Bengal
- (d) Pressure from the *ulema*; Sufi mystical and intellectual interventions.

Unit V. Rural Society and Economy:

- (a) Land rights and revenue system; Zamindars and peasants; rural tensions
- (b) Extension of agriculture; agricultural production; crop patterns
- (c) Trade routes and patterns of internal commerce; overseas trade; rise of Surat

Readings:

Muzaffar Alam and Sanjay Subramanian, eds, *The Mughal State, 1526 - 1750*.

J.F. Richards, *The Mughal Empire*.

Satish Chandra, *Essays on Medieval Indian History*.

Irfan Habib, *Agrarian System of Mughal India, 1526 - 1707*.

HIS-HC-4036 : HISTORY OF INDIA VI (c. 1605 - 1750)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: after the completion of this course, the students will be able to explain and reconstruct the linkages of the history of India under the Mughal Rule. As a whole, this course will enable them to relate to the socio-economic and religious orientation of the people of Medieval period in India.

Unit I . Political Culture under Jahangir and Shah Jahan:

- [a] Extension of Mughal rule; changes in mansab and jagir systems; imperial culture.
- [b] Syncreticism of Jahangir, Shah Jahan and Dara Sukoh
- [c] Architecture and Paintings

Unit II. Mughal Empire under Aurangzeb:

- (a) State and religion under Aurangzeb; issues in the war of succession; policies regarding religious groups and institutions
- (b) Conquests and limits of expansion
- (c) Beginning of the crisis: contemporary perceptions; agrarian and jagir crises; revolts

Unit III. Patterns of Regional Politics:

- (a) Rajput political culture and state formation.
- (b) Deccan kingdoms.
- (c) Emergence of the Marathas; Shivaji; expansion under the Peshwas.

Unit IV. Trade and Commerce:

- (a) Crafts and technologies; Monetary system

- (b) Markets; transportation; urban centres
- (c) Indian Ocean trade network

Unit V : 18th century India

- (a) Mughal decline.
- (b) Emergence of successor states.
- (c) The eighteenth century debate.

Readings:

M. Athar Ali, *The Mughal Nobility under Aurangzeb*.
P.J. Marshall (ed.), *The Eighteenth Century*
Seema Alavi (ed.) *The Eighteenth Century in India*
Muzaffar Alam and Sanjay Subramanian, eds, *The Mughal State, 1526 - 1750*.
J.F. Richards, *The Mughal Empire*.
Satish Chandra, *Essays on Medieval Indian History*.
Irfan Habib, *Agrarian System of Mughal India, 1526 û 1707*.
Ashin Dasgupta, *Indian Merchants and the Decline of Surat, 1700 -1750*.
Stewart Gordon, *The Marathas 1600 - 1818*.
Ebba Koch, *Mughal Art and Imperial Ideology*.
S.A.A. Rizvi, *Muslim Revivalist Movements in Northern India*.
K. R. Qanungo, *Dara Shikoh*.
S. Nurul Hasan, *Religion, State, and Society in Medieval India*.
S. Arsaratnam, *Maritime India in the Seventeenth Century*.
Muzaffar Alam, *The Crisis of Empire in Mughal North India*.
Catherine Asher, *Architecture of Mughal India*.
Milo Beach, *Mughal and Rajput Paintings*.
Satish Chandra, *Parties and Politics at the Mughal Court*.
Andre Wink, *Land and Sovereignty in India*.
Harbans Mukhia, *The Mughals of India*.
J.F. Richards, *Mughal Administration in Golconda*.
Z.U. Malik, *The Reign of Muhammad Shah*.
Iqbal Husain, *Ruhela Cheiftancies in 18th Century India*.

Semester: V

HIS-HC-5016: History of Modern Europe- I (c. 1780-1939)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: After the completion of this course the students will be able to evaluate the historical evolution and political developments that occurred in Europe in the period between 1780 to 1939. They will also be able to critically analyse the evolution of social classes, nation states, evolution of capitalism and nationalist sentiment in Europe. They will also be able to relate to the variety of causes that dragged the world into devastating wars in the intervening period.

Unit I. The French Revolution and its European repercussions:

[a] Crisis of *ancien regime*

- [b] Intellectual currents.
- [c] Social classes and emerging gender relations.
- [d] Phases of the French Revolution 1789 - 99.
- [e] Art and Culture of French Revolution.
- [f] Napoleonic consolidation - reform and empire.

Unit II. Restoration and Revolution: c. 1815 - 1848:

- [a] Forces of conservatism & restoration of old hierarchies.
- [b] Social, Political and intellectual currents.
- [c] Revolutionary and Radical movements, 1830 - 1848.

Unit III Capitalist Industrialization

- [a] Process of capitalist development in industry and agriculture: case Studies of Britain, France, the German States and Russia.

Unit IV. Social and Economic Transformation (Late 18th century to c. 1914)

- [a] Evolution and Differentiation of social classes: Bourgeoisie, Proletariat, land owning classes and peasantry.
- [b] Changing trends in demography and urban patterns.
- [c] Family, gender and process of industrialization.

Unit V. Varieties of Nationalism and the Remaking of States in the 19th and 20th Centuries.

- [a] Intellectual currents, popular movements and the formation of National identities in Germany, Italy, Ireland and the Balkans.
- [b] Specificities of economic development, political and administrative Reorganization - Italy; Germany.

Readings:

Gerald Brennan: *The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War.*

C.M. Cipolla: *Fontana Economic History of Europe, Volume III: The Industrial Revolution.*
Norman Davies, *Europe.*

J. Evans: *The Foundations of a Modern State in 19th Century Europe.*

T.S. Hamerow: *Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].*

E.J. Hobsbawm: *The Age of Revolution.*

Lynn Hunt: *Politics, Culture and Class in the French Revolution.*

James Joll, *Europe Since 1870.*

David Landes: *Prometheus Unbound.*

George Lefebvre, *Coming of the French Revolution.*

George Lichtheim : *A Short History of Socialism.*

Peter Mathias, *First Industrial Revolution.*

Alec Nove: *An Economic History of the USSR.*

Andrew Porter, *European Imperialism, 18760 û 1914 (1994).*

Anthony Wood, *History of Europe, 1815 û 1960 (1983).*

Stuart Woolf: *History of Italy, 1700 û 1860.*

G. Barraclough, *An Introduction to Contemporary History.*

Fernand Braudel, *History and the Social Science in M. Aymard and*

H. Mukhia Ed. *French Studies in History, Vol. I (1989)*.
 Maurice Dobb: *Soviet Economic Development Since 1917*.
 M. Perrot and G. Duby [eds.]: *A History of Women in the West, Volumes 4 and 5*.
 H.J. Hanham; *Nineteenth Century Constitution, 1815 - 1914*.
 E.J. Hobsbawm, *Nations and Nationalism*.
 Charles and Barbara Jelavich: *Establishment of the Balkan National States, 1840 û 1920*.
 James Joll, *Origins of the First World war (1989)*.
 Jaon B. Landes: *Women and the Public Sphere in the Age of the French Revolution*.
 David lowenthal, *The Past is a Foreign Country*.
 Colin Licas: *The French Revolution and the Making of Modern Political Culture, Volume*
 Nicholas Mansergh: *The Irish Question, 1840 û 1921*.
 K.O. Morgan: *Oxford Illustrated History of Britain, Volume 3 [1789 -1983]*.
 R.P. Morgan: *German Social Democracy and the First International*.
 N.V. Riasanovsky: *A History of Russia*.
 J.M. Robert, *Europe 1880 û 1985*.
 J.J. Roth (ed.), *World War I : A Turning Point in Modern History*.
 Albert Soboul: *History of the French Revolution (in two volumes)*.
 Lawrence Stone, *History and the Social Sciences in the Twentieth Century The Past and the Present (1981)*.
 Dorothy Thompson: *Chartists: Popular Politics in the Industrial Revolution*.
 E.P. Thompson: *Making of the English Working Class*.
 Michel Vovelle, *fall of the French Monarchy (1984)*.
 H. Seton Watson: *The Russian Empire*.
 Raymond Williams: *Culture and Society*.

HIS-HC-5026 : HISTORY OF INDIA VII (c. 1780 - 1857)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: After the completion of this course, the students will be able to relate the circumstances leading to the consolidation of colonial rule over India and their consequences. They will also be able to explain the orientation of the indigenous population and the masses towards resistance to the colonial exploitation. The course will also enable the students to analyse popular uprisings among the tribal, peasant and common people against the British policies.

Unit I. Expansion and Consolidation of colonial Power:

- [a] European trading companies in India : Portuguese, Dutch, English and French
- [b] Mercantilism, foreign trade and early forms of exaction.
- [c] Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab, and Sindh.

Unit II. Colonial State and Ideology:

- [a] Arms of the colonial state: army, police, law.
- [b] Ideologies of the Raj and racial attitudes.
- [c] Education: indigenous and modern.

Unit III. Rural Economy and Society:

- [a] Land revenue systems and forest policy.
- [b] Commercialization and indebtedness.
- [c] Rural society: change and continuity.
- [d] Famines.
- [e] Pastoral economy and shifting cultivation.

Unit IV. Trade and Industry

- [a] De-industrialization
- [b] Trade and fiscal policy
- [c] Drain of Wealth
- [d] Growth of modern industry

Unit V. Popular Resistance:

- [a] Santhal uprising
- [b] Uprising of 1857

Readings:

- C. A. Bayly, *Indian Society and the Making of the British Empire*, : *New Cambridge History of India*.
- Bipan Chandra, *Rise and Growth of Economic Nationalism in India*.
- Suhash Chakravarty, *The Raj Syndrome: A Study in Imperial Perceptions*, 1989.
- J.S. Grewal, *The Sikhs of the Punjab*, *New Cambridge History of India*
- Ranajit Guha, ed., *A Subaltern Studies Reader*.
- Dharma Kumar and Tapan Raychaudhuri, eds., *The Cambridge Economic History of India, Vol. II*.
- P.J. Marshall, *Bengal: The British Bridgehead*, *New Cambridge History of India*.
- R.C. Majumdar, ed., *History and Culture of Indian People, Vols. IX and X. British Paramountcy and Indian Renaissance*.
- Rajat K. Ray, ed., *Entrepreneurship and Industry in India, 1800-1947, Oxford In India Readings*.
- Eric Stokes, *English Utilitarians and India*.
- Amiya Bagchi, *Private Investment in India*.
- Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, *India's Struggles for Independence*.
- A.R. Desai, *Peasant Struggles in India*.
- R.P. Dutt, *India today*.
- M.J. Fisher, ed., *Politics of Annexation (Oxford in India Readings)*.
- Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India (1983)*.
- P.C. Joshi, *Rebellion 1857: A Symposium*.
- J.Krishnamurti, *Women in Colonial India*.
- Dadabhai Naroji, *Poverty and Un-British Rule in India*.

Semester: VI

HIS-HC-6016 : HISTORY OF INDIA VIII (c. 1857 - 1950)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: At the completion of this course, the learners will be able to analyse the course of British colonial exploitation, the social mobilizations during the period between c.1857 to 1950 and also the techniques of Indian resistance to British policies. It will also enable the students to explain the circumstances leading to de-colonization and also the initial period of nation building in India.

Unit I. Cultural changes and Socio-Religious Reform Movements:

- [a] The advent of printing and its implications
- [b] Reform and Revival: Brahmo Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements.
- [c] Debates around gender
- [d] Making of religious and linguistic identities
- [e] Caste: sanskritising and anti Brahmanical trends

Unit II. Nationalism: Trends up to 1919:

- [a] Political ideology and organizations, formation of INC
- [b] Moderates and extremists.
- [c] Swadeshi movement
- [d] Revolutionaries

Unit III. Gandhian nationalism after 1919: Ideas and Movements:

- [a] Mahatma Gandhi: his Perspectives and Methods
- [b] (i) Impact of the First World War
- (ii) Rowlatt Satyagraha and Jallianwala Bagh
- (iii) Non- Cooperative and Civil Disobedience
- (iv) Provincial Autonomy, Quit India and INA
- [c] Left wing movements
- [d] Princely India: States people movements
- [e] Nationalism and Culture: literature and art

Unit IV. Nationalism and Social Groups:

- [a] Landlords; Peasants
- [b] Middle Classes
- [c] Tribal
- [d] Labour
- [e] Dalits
- [f] Women
- [g] Business groups

Unit V. Communalism and Partition:

- [a] Ideologies and practices: RSS, Hindu Maha Sabha, Muslim League.

- [b] Negotiations for independence, and partition
- [c] Partition riots;
- [d] Emergence of a New State: Integration of princely states, Making of the Constitution.

Readings:

- Judith Brown, *Gandhi's rise to Power, 1915-22*.
- Paul Brass, *The Politics of India Since Independence, OUP, 1990*.
- Bipan Chandra, *Nationalism and Colonialism in Modern India, 1979*.
- Bipan Chandra, *Rise and Growth of Economic Nationalism in India*.
- Mohandas K. Gandhi, *An Autobiography or The Story of My Experiments with Truth*.
- Ranajit Guha, ed., *A Subaltern Studies Reader*.
- Peter Hardy, *Muslims of British India*.
- Mushirul Hasan, ed., *India's Partition, Oxford in India Readings*.
- D.A. Low, ed., *Congress and the Raj*.
- John R. McLane, *Indian Nationalism and the Early Congress*.
- Jawaharlal Nehru, *An Autobiography*.
- Gyanendra Pandey, *The Construction of Communalism in colonial north India*.
- Sumit Sarkar, *Modern India, 1885-1947*.
- Anil Seal, *Emergence of Indian Nationalism*.
- Ram Lakhan Shukla (ed.), *Adhunik Bharat ka Itihas*.
- Eleanor Zelliot, *From Untouchable to Dalit: Essays on the Ambedkar Movement*.
- Judith Brown, Gandhi: (et al) *A Prisoner of Hope*.
- Bipan Chandra, *Communalism in Modern India, 2nd ed., 1987*.
- Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, *India's, Struggles for Independence*.
- A.R. Desai, *Social Background of Indian Nationalism*.
- A.R. Desai, *Peasant Struggles in India*.
- Francine Frankel, *India's Political Economy, 1947-77*.
- Ranajit Guha, and G.C. Spivak, eds. *Select Subaltern Studies*.
- Charles Heimsath, *Indian Nationalism and Hindu Social Reform*.
- F. Hutchins, *Illusion of Permanence*.
- F. Hutchins, *Spontaneous Revolution*.
- V.C. Joshi (ed.), *Rammohan Roy and the process of Modernization in India*.
- J.Krishnamurti, *Women in Colonial India*.

HIS-HC-6026: HISTORY OF MODERN EUROPE II (c. 1780 -1939)

Lectures : 5; Tutorial : 1 (per week)

Couse Outcome: After the completion of this course, the students will be able to analyse the historical developments in Europe between c.1780 to 1939. As the course structure of this paper focuses on the democratic and socialist foundations modern Europe, the students will be able to situate the historical development of working class movements, socialist upsurge and the economic forces of the two wars and the other ideological shifts of Europe in the period

Unit I. Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries:

- [a] The struggle for parliamentary democracy and civil liberties in Britain.
- [b] Forms of protest during early capitalism: food riots in France and England: Luddites and Chartism.
- [c] Early socialist thought; Marxian Socialism and the First and the Second International.
- [d] German Social Democracy, Politics and Culture.
- [e] Christian Democracy as a political and ideological force in western and central Europe

Unit II. The Crisis of Feudalism in Russia and Experiments in Socialism:

- [a] Emancipation of serfs.
- [b] Russian Populism and Social Democracy.
- [c] Revolutions of 1905; the Bolshevik Revolution of 1917.
- [d] Programme of Socialist Construction.

Unit III. Imperialism, War, and Crisis: c. 1880 -1919:

- [a] Theories and mechanisms of imperialism;
- [b] growth of Militarism; Power blocks and alliances: expansion of European empires - War of 1914 - 1918

Unit IV. The post 1919 World Order

- [a] Economic crises, the Great Depression and Recovery.
- [b] Rise of Fascism and Nazism.
- [c] The Spanish Civil War.
- [d] Origins of the Second World War.

Unit V. Cultural and Intellectual Developments since circa 1850:

- [a] Changing contexts: [i] Notions of Culture [ii] Creation of a New public sphere and mass media [iii] Mass education and extension of literacy.
- [b] Creation of new cultural forms: from Romanticism to Abstract Art.
- [c] Major intellectual trends: [i] Institutionalization of disciplines history, Sociology and Anthropology. [ii] Darwin and Freud.
- [d] Culture and the making of ideologies: Constructions of Race, Class and Gender, ideologies of Empire.

Readings:

Gerald Brennan: *The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War*

C.M. Cipolla: *Fontana Economic History of Europe, Volume II the Present (1981).*

I : The Industrial Revolution.

Norman Davies, *Europe.*

J. Evans: *The Foundations of a Modern State in 19th Century Europe.*

T.S. Hamerow: *Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].*

E.J. Hobsbawm : *The Age of Revolution.*

Lynn Hunt: *Politics, Culture and Class in the French Revolution.*

James Joll, *Europe Since 1870.*

David Landes: *Prometheus Unbound.*

George Lefebvre, *Coming of the French Revolution.*

George Lichtheim: *A Short History of Socialism.*

Peter Mathias, *First Industrial Revolution.*

Alec Nove: *An Economic History of the USSR.*

Andrew Porter, *European Imperialism, 18760 -1914 (1994).*

Anthony Wood, *History of Europe, 1815 û 1960* (1983).
 Stuart Woolf: *History of Italy, 1700 - 1860*.
 G. Barraclough, *An Introduction to Contemporary History*.
 Fernand Braudel, *History and the Social Science in M. Aymard and H. Mukhia eds. French Studies in History, Vol. I* (1989).
 Maurice Dobb: *Soviet Economic Development Since 1917*.
 M. Perrot and G. Duby [eds.]: *A History of Women in the West, Volumes 4 and 5*.
 H.J. Hanham; *Nineteenth Century Constitution, 1815 û 1914*.
 E.J. Hobsbawm, *Nations and Nationalism*.
 Charles and Barbara Jelavich: *Establishment of the Balkan National States, 1840 û 1920*.
 James Joll, *Origins of the First World war* (1989).
 Jaon B. Landes: *Women and the Public Sphere in the Age of the French Revolution*.
 David lowenthal, *The Past is a Foreign Country*.
 Colin Licas: *The French Revolution and the Making of Modern Political Culture, Volume 2*.
 Nicholas Mansergh: *The Irish Question, 1840 - 1921*.
 K.O. Morgan: *Oxford Illustrated History of Britain, Volume 3 [1789 -1983]*.
 R.P. Morgan: *German Social Democracy and the First International*.
 N.V. Riasanovsky: *A History of Russia*.
 J.M. Robert, *Europe 1880 - 1985*.
 J.J. Roth (ed.), *World War I: A Turning Point in Modern History*.
 Albert Soboul: *History of the French Revolution (in two volumes)*.
 Lawrence Stone, *History and the Social Sciences in the Twentieth Century, The Past and the Present* (1981).
 Dorothy Thompson: *Chartists: Popular Politics in the Industrial Revolution*.
 E.P. Thompson: *Making of the English Working Class*.
 Michel Vovelle, *fall of the French Monarchy* (1984).
 H. Seton Watson: *The Russian Empire*.
 Raymond Williams: *Culture and Society*.

Discipline Specific Elective Courses
(4 Courses)

HIS –HE-5016:History of Assam Up to c. 1228
HIS –HE-5026: History of Assam (c. 1228-1826)
HIS –HE-6016: History of Assam (c. 1826-1947)
HIS –HE-6026: Assam after Independence

HIS –HE-5016: HISTORY OF ASSAM (UPTO c. 1228)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: This paper will give a general outline of the history of Assam from the earliest times to the advent of the Ahoms in the 13th century. Upon completion, students will be acquainted with major stages of developments in the political, social and cultural history of Assam during the early times.

Unit-I:

- [a] A brief survey of the sources:Literary,Archaeological
- [b] Land and people: Migration routes
- [c] Cultural linkages with South East Asia : the Stone Jars of DimaHasao

Unit-II:

- [a] Origin and antiquity of Pragjyotisha or Kamrupa Society
- [b] Traditional rulers and early History
- [c] Religion and belief systems

Unit-III:

Political dynasties:

- [a] Varmana
- [b] Salastambha
- [c] Pala

Unit-IV:

- [a] Political condition of Assam in the Post-Pala period.
- [b] Turko-Afghan invasions
- [c] Disintegration of the Kingdom of Kamarupa

Unit-V:

- [a] Central and Provincial administration
- [b] Judicial administration
- [c] Revenue administration
- [d] Cultural Life : Literature, Art and architecture

Readings

Baruah, S.L. :*A Comprehensive History of Assam*,MunshiramMonoharlal Publishers Pvt. Ltd., New Delhi,1985
H. K. Barpujari :*The Comprehensive History of Assam Vol. I*
E. A.Gait:*A History of Assam*

K. L. Baruah :*Early History of Kamrupa*
P. C. Choudhury :*The History Civilization of the People of Assam*

HIS –HE-5026 : HISTORY OF ASSAM (c. 1228 –1826)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: On completion of this paper, students will be able to identify major stages of developments in the political, social and cultural history of Assam during the medieval times. This paper will enable the student to explain the history of Assam from the 13th century to the occupation of Assam by the English East India Company in the first quarter of the 19th century.

Unit-1

- [a] Sources- archaeological, epigraphic, literary, numismatic and accounts of the foreign travelers; *Buranjis*
- [b] Political conditions of the Brahmaputra valley at the time of foundation of the Ahom kingdom.
- [c] Siu-ka-pha - An assessment
- [d] State information in the Brahmaputra valley-the Chutiya, Kachari and the Koch state

Unit-II

- [a] Expansion of the Ahom Kingdom in the 16th century: Suhungmung (Dihingiya Raja)
- [b] Political Developments in the 17th century: rule of Pratap Singha)
- [c] Ahom-Mughal wars- the treaty of 1639.

Unit –III

- [a] Assam in the second half of the 17th Century- the Ahom-Mughal Wars – Mir Jumla’s Assam Invasion- causes and consequences,
- [b] Invasion of Ram Singha - the Battle of Saraighat (1671) and its results
- [c] Post-Saraighat Assam: Ascendancy of the Tungkhungia dynasty – the reign of Gadadhar Singha.

Unit: IV

- [a] Ahom Rule at its zenith of RudraSingha (1696-1714) to RajeswarSingha (1751-1769)
- [b] Decline and fall of the Ahom Kingdom the Moamariya Rebellion and the
- [c] Burmese Invasions- The English East India Company in Assam Politics
- [d] Treaty of Yandaboo and Assam

Unit :V

- [a] Ahom system of administration: the Paik system
- [b] Ahom Policy towards the neighbouring hill tribes
- [c] Religious life –Sankaradeva and the Neo Vaishnavite Movement- background and implications
- [d] Cultural developments : Art, Architecture and literature.

Readings

Barpujari, H.K. :*The Comprehensive History of Assam, Vol II and III*, Publication Board, Assam

Baruah, S.L. : *A Comprehensive history of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985

Dutta, A.K. : *Maniram Dewan and the Contemporary Assamese Society*, Jorhat, 1991.

Gait E.A. : *A History of Assam*, 2nd edition, LBS Publication, Guwahati, 1962.

Guha, A. : *Medieval and Early Colonial Assam*, Calcutta, 1991.

Neog, M., *Sankardeva and his Times*

HIS –HE-6016 : HISTORY OF ASSAM (c. 1826 – 1947)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: Upon completion of this course, students will be able to describe the period of British rule in Assam after its annexation by the imperialist forces. They will also be able to situate the development of nationalism in Assam and its role in India's freedom struggle. The course would enable the students to analyse the main currents of the political and socio-economic developments in Assam during the colonial period.

Unit I:

[a] Political condition in Assam on the eve of the British rule.

[b] Establishment and Consolidation of the British rule: Reforms and Reorganizations- David Scott – Annexation of Lower Assam, Administrative

[c] Reorganisation and Revenue Measures of Scott; Robertson – Administrative and Revenue Measures; Jenkins' Administrative Measures

Unit II:

[a] Ahom Monarchy in Upper Assam (1833-38)

[b] Annexation of Cachar

[c] Early phase of Revolts and Resistance to British rule- Gomdhar Konwar, Piyali Phukan, U. Tirut Singh,

[d] The Khamti and the Singpho rebellion

[e] The 1857 Revolt in Assam and its aftermath.

Unit III:

[a] Establishment of Chief Commissionership in Assam.

[b] Land Revenue Measures and Peasant Uprisings in 19th century Assam

[c] Growth of national consciousness – Assam Association, Sarbajanik Sabhas, Raiyat Sabhas.

[d] Government of India Act, 1919 – Dyarchy on Trial in Assam.

Unit IV :

[a] Non Co-operation Movement and Swarajist Politics in Assam

[b] The Civil Disobedience Movement

[c] Trade Union and Allied Movements

[d] Tribal League and Politics in Assam

Unit V:

[a] Quit India Movement in Assam.

[b] Cabinet Mission Plan and the Grouping Controversy

[c] The Sylhet Referendum.

[d] Migration, Line System and its Impact on Politics in Assam

Readings:

- Barpujari, H. K : (ed) *The Comprehensive History of Assam, Vols. IV & V.*
Baruah, Swarnalata : *A Comprehensive History of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985
Goswami, Priyam : *From Yandabo to Partition*, Orient BlackSwan, 2012.
Barpujari, H. K : (ed) *Francis Jenkins Report on the North- East Frontier of India.*
_____, : (ed) *Political History of Assam, Vol. I.*
_____: *Assam in the Days of the Company*
Bhuyan, A.C and : (ed) *Political History of Assam, Vols. II & III.*
De, S.Bhuyan, A.C : (ed) *Nationalist Upsurge in Assam.*
Dutta, Anuradha : *Assam in the Freedom Movement.*
Bora .S. : *Student Revolution in Assam.*
Chakravarti, B. C : *British Relations with the Hill Tribes of Assam.*
Guha, Amalendu : *Planters Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam.*
Lahiri, R.M : *Annexation of Assam*

HIS –HE-6026 : ASSAM SINCE INDEPENDENCE

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: Students will be able to assess the aftermath of Partition and other socio-economic developments in post-independence Assam upon completion of this course. They will also be able to identify the main currents of political and socio-economic development in Assam after India's independence and the causes and impact of various struggles and movements in contemporary Assam.

Unit I- Political developments

- [a] Political changes and impact of partition
- [b] Administrative Re-organisation.
- [c] Indo-China War (1962)
- [d] Electoral politics in Assam
- [e] Independence of Bangladesh and its impact on Assam

Unit II- Economic developments

- [a] Economic impact of the Partition
- [b] Revenue policies
- [c] Five year plans
- [d] Industrialisation and Urban Development
- [e] Demographic Changes
- [f] Transport and communication

Unit III : Movements and Ethnic Ressurgence :

- [a] Growth of middle class
- [b] Language movement

- [c] Refinery Movement
- [d] Assam Movement
- [e] Ethnic Resurgence and movement for autonomy; insurgency

Unit IV: Environmental issues :

- [a] Natural disasters : earthquake of 1950, flood, erosion.
- [b] Land policies and land hunger
- [c] Development and environment
- [c] Big dam issue
- [d] Development, Displacement and natural resources.

Unit V- Cultural development

- [a] Activities of The Assam Sahitya Sabha,
- [b] Development of Media (print and electronic), the All India Radio.
- [c] Development of Education : Elementary, Secondary and Higher
- [d] Women's Movements : Mahila Samiti, Asam Lekhika Somaroh

Readings (tentative):

Baruah, S.L. : *A Comprehensive History of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985

Baruah, S.L. (ed) : *Status of Women in Assam with Special Reference to Non-tribal Societies*
Deka, Meeta : *Women's Agency and Social Change : Assam and Beyond*, Sage Publications, 2013

Goswami, P.C., *Economic Development of Assam*

Hussain, Monirul, *The Assam Movement: Class, Ideology and Identity*, 1993

Medhi, S. B : *Transport System and Economic Development in Assam*, Publication Board, Assam.

Generic Elective Courses

(4 Courses)

HIS –HG-1016: History of India (from Earliest Times up to c. 1206)

HIS –HG-2016: History of India (c.1206 - 1757)

HIS –HG-3016: History of India from (c.1757 - 1947)

HIS –HG-4016: Social and Economic History of Assam

HIS –HG-1016: HISTORY OF INDIA (FROM THE EARLIEST TIMES UP TO c. 1206)

Lecture : 5; Tutorial : 1 (per week)

Course Outcome: Upon completion of this course, students will be able to explain the emergence of state system in North India, development of imperial state structure and state formation in South India in the early period. They will be able to understand the changes and transformations in polity, economy and society in early India and the linkages developed through contacts with the outside world.

Unit: I

[a] Sources : literary and archaeological

[b] Indus Civilization :origin, extent, urban planning and urban decline.

[c] Society, polity, economy and religion in the Rig Vedic Period

[d] Society, polity, economy and religion in the Later Vedic Period

Unit: II

[a] Rise of territorial states– Janapadas and Mahajanapadas

[b] Rise of new religious movements in north India- Jainism and Buddhism :social dimension of early Jainism and Buddhism.

[c] The Mauryas - Background of Mauryan state formation.

[d] Asoka :Dhamma - its propagation; Administration and Economy under the Mauryas.

[e] Decline of the Mauryas

Unit: III

[a] Post–Mauryan period : The Sungas, Chedis

[b]Kharavelas and Satavahanas

[c]Sangam Age: literature, society and culture in South India.

Unit: IV

[a] Central Asian contact and its Impact: The Indo-Greeks, Sakas and Kushanas

[b] The Gupta Empire- state and administration

[c] Post Gupta period :Vardhanas and Palas

Unit: V

[a] Political development in the South – the Pallavas, the imperial Cholas, the Rashtrakutas and the Chalukyas.

- [b] The Arabs and the Turks in Indian politics –Ghaznivides and the Ghorid invasions.
[c] Indian Society during 650 –1200 A.D.-literature & language, temple architecture and Sculpture.

Readings:

- Jha, D.N. :*Early India*, New Delhi, 2006
----- :*Ancient India*, Monohar, New Delhi, 2001
Majumdar, R.C. :*Ancient India*, Banaras, 1952
RomilaThapar :*Early India*, Vol. I, Penguin, Delhi, 1996
Shastry, K.A. Nilakanta :*History of South India*
Singh, Upinder :*A History of Ancient and Early Medieval India*,Pearson, 2009
Habib&Thakur : The Vedic Age (Peoples History of India), Vol. III, Tulika Books, New Delhi, 2003
Majumdar, Raychoudhary&Dutta :*An Advanced History of India* (RelevantChapters)
Sharma ,R. S : *Perspectives in Social & Economic History of Early India*,
MunshiramManoharlal,Delhi,1983.
———, :*India's Ancient Past*, OUP, Delhi 2006

HIS –HG-2016 : HISTORY OF INDIA (c.1206 to 1757)

Lecture : 5; Tutorial : 1 (per week)

Course Outcome: Upon completion of this course, students will be able to analyse the political and social developments in India between 1206-1757. Students will be able to explain the formation of different States during this period along with their administrative apparatuses, and the society, economy and culture of India in the 13th to mid-18th century period.

Unit: 1

- [a] Foundation and consolidation of the Sultanate : Iltutmish, Sultana Raziya, Balban and the Mongol invasions
[b] Expansion of Sultanate :AlauddinKhalji - conquests and administration
[c]Tughlaqs- Muhammad bin Tughlaq and Firoz Shah Tughlaq.

Unit: II

- [a] Decline of the Sultanate
[b] Rise of Provincial Kingdoms and contest for supremacy :Vijaynagar and Bahmani Kingdoms.
[c] Political and Revenue administration : *Iqtadari* system
[d] Agriculture, trade and commerce during the Sultanate period.

Unit: III

- [a] Foundation of the Mughal Empire : Mughal - Afghan contest - Babur and Humayun; Sher Shah and his administration.
[b] Consolidation and territorial Expansion of the Mughal Empire- Akbar, Jahangir, Shahjahan, Aurangzeb.
[c] Mughal-Rajput Relations.

[d] Religious Policy of the Mughals

Unit: IV

[a] Rise of Maratha power under Shivaji.

[b] Disintegration of the Mughal Empire

[d] Mughal Administration :*mansabdari* and *jagirdari* System.

[e] Aspects of society and economy during the Mughal period : agriculture, trade and commerce

Unit: V

[a] Syncretism in medieval India: religion, literature, art and architecture

[b] Bhakti movement : Nanak, Kabir and Mirabai

[c] Sufism : Different *Silsilahs*

Text Books:

Chandra, Satish :*Medieval India from Sultanat to the Mughals*, Vols. I, II

Tripathy, R. P. :*Rise and fall of the Mughal Empire*

Majumdar, R.C. (ed) :*The History and Culture of the Indian People*, Vols. VI

Asraf, K.M :*Life and Conditions of the People of Hindusthan*

Chitnis, K.N. :*Socio- Economic History of Medieval India*

Habib, Irfan :*Agrarian System of Mughal Empire*

Habib, M & Nizami :*Comprehensive History of India*, Vol.V

Mehta, J.L. :*Advanced Study in History of Medieval India*, Vol. I & II

Nizami, K.A. :*Studies in Medieval Indian History and Culture*

Rashid, A :*Society and Culture in Medieval India*

Rizvi, S.A.A. :*The Wonder that was India*, Part-II

: *A History of Sufism in India*

HIS –HG-3016 :HISTORY OF INDIA (c. 1757 to 1947)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: Upon completion of this course, students will be able to understand the major factors that led to the establishment and consolidation of British rule in India. They will also be able to identify the process of growth of resistance against British colonial rule and the eventual growth of Indian nationalist movement, which ultimately led to the end of the British rule in the country.

Unit: I

[a] : Political condition in post-Mughal period and rise of regional powers : Bengal, Oudh and Hyderabad

[b] : The Battle of Plassey and the Battle of Buxar - the establishment of the British rule in India.

[c]: Robert Clive and his Dual Administration in Bengal.

Unit: II

[a] : Expansion and Consolidation of the British rule under Warren Hastings and Lord Cornwallis.

[b] British relations with the Marathas and Mysore.

[c] Lord Wellesley and the Policy of Subsidiary Alliance.

[d] Lord Hastings and the relations with the Indian States.

Unit: III

[a] : Lord Bentinck and his reforms ; Raja Ram Mohan Roy and the growth of progressive ideas in India.

[b] : The Growth and expansion of Sikh power under Ranjit Singh.

[c] : Lord Dalhousie and his policy of expansion- the Doctrine of Lapse

Unit :IV

[a] : The Revolt of 1857- its causes and consequences, the Government of India Act of 1858.

[b] : The British Economic policies in India – Land revenue systems - Permanent settlement, Ryotwari and Mahalwari; trade, commercialization of agriculture, the Drain Theory.

[c] : The growth of national awakening in India and the establishment of the Indian National Congress.

Unit: V

[a] : Lord Curzon and the Partition of Bengal – the Swadeshi Movement in India –growth of Revolutionary Terrorism.

[b] : Gandhi in Indian politics- the Khilafat and the Non Co-operation Movement, the Civil Disobedience Movement.

[c] : The growth of the Left, Muslim League and Communal politics in India.

[d] : The Quit India Movement – The INA and Partition of India.

Readings:

Bandyopadhyaya, Sekhar: *From Plassey to Partition: A History of Modern India*, Orient Longman Ltd. Hyderabad, 2004.

Chandra, B, Mukherjee, M *et al* :*India's Struggle for Independence*, Penguin Books, New Delhi, 2003.

Chandra, B, :*History of Modern India*, Orient BlackSwan, 2010

Grover B.L and Grover, S :*A New Look at Modern Indian History*, S. Chand & Company, New Delhi, 2004.

Sarkar, Sumit :*Modern India*, Macmillan

Spear, P :*History of Modern India*, Penguin Books, New Delhi, 1993.

Chandra, B :*The Rise and Growth of Economic Nationalism in India*, Peoples Publication House, New Delhi, 1990.

Desai, A. R :*Social Background of Indian Nationalism*, Popular Publication, New Delhi, 1990.

Fisher, Micheal :*The Politics of the British Annexation of India, 1757 – 1857*, Oxford University Press, New Delhi, 1999.

Gopal, S :*The British Policy in India, 1858-1905*, McMillan, New Delhi, 1992.

Grewal, J. S :*The Sikhs of the Punjab*, Cambridge University Press, New Delhi, 1999.

Gordon, Stuart :*The Marathas*, Cambridge University Press, New Delhi, 1999.

Jones, K.W :*Socio-Religious Reform Movements in British India*, Cambridge University Press, New Delhi, 1999.

HIS –HG-4016 : SOCIAL AND ECONOMIC HISTORY OF ASSAM

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: Upon completion of this course, students will be able to analyse and explain the socio-economic history of Assam including among others the development of caste system, religious beliefs, agriculture and land system, the social organization, trade and commerce, various agricultural regulations, plantation economy, development of modern industries, transport system, education, the emergence of middle class, development of literature and press, and growth of public associations.

Unit I: Society and Economy in Early Assam

- [a] Proto-history Archaeology, land grants, *Agrahara*
- [b] Aryanisation debate
- [c] Rural life
- [d] Urban centres
- [e] Beliefs and practices

Unit II: Society in Medieval Assam

- [a] Social Organisation– Caste-Class Relationship, Nobility, *Paiks*, Slaves and Servants
- [b] Neo-Vaishnavite Movement in Assam – Impact on Society
- [c] Development of *Satra* Institutions

Unit III: Economy in Medieval Assam

- [a] Agriculture and Land System – Classification and Ownership of Land
- [b] Land Revenue and other Taxes
- [c] Trade and Commerce – Export and Import, Trade routes
- [d] Medium of Trade
- [e] Economic Relation between the Hills and the Valley : the *Posa* system.

Unit IV: Economy in Colonial Assam

- [a] Agriculture Regulations and revenue system
- [b] Plantation Economy of the Tea Industry
- [c] Development of Modern Industries-Coal and Oil.
- [d] Development of Transport System

Unit V :Society in Colonial Assam

- [a] Growth of Modern Education and the role of Christian Missionaries.
- [b] Language Controversy in 19th century Assam
- [c] Emergence of Middle Class
- [d] Literary and Cultural Development, Impact of the Bengal Renaissance.
- [e] Development of Press and Growth of Public Associations – The Assam Sahitya Sabha.

Readings:

- Barpujari, H.K.: (ed) :*The Comprehensive History of Assam*, Vol. I, III, IV & V.
Barua B.K. :*A Cultural History of Assam*
Baruah, S.L. :*A Comprehensive History of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985
Gogoi Nath, Jahnabi :*Agrarian System of Medieval Assam*, New Delhi-2002

Guha, Amalendu :*Planters Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam 1826-1947*
Choudhury, P.C. :*History of Civilization of the People of Assam to the Twelfth Century A.D.*
Gait, E.A. :*A History of Assam.*
Guha, Amalendu :*Medieval and Early Colonial Assam.*
Medhi, S. B :*Transport System and Economic Development in Assam*, Publication Board, Assam.
Mahanta, P.K., *Asomiya Madhyabritya Srenir Itihas*
Nath, D :*Religion and Society in North East India*, DVS, Guwahati, 2011
Rhodes, N. and Bose, S.K. :*The Coinage of Assam, Vol. I, Pre-Ahom Period, Vol.11, Ahom Period*
Saikia, Rajen :*Social and Economic History of Assam (1853- 1921).*
Sarma, S.N. :*Socio Economic and Cultural History of Medieval Assam*, Guwahati, 1989
Sharma, Monorama :*Social and Economic Change in Assam: Middle Class Hegemony*

Skill Enhancement Elective Courses

(2 Courses)

HIS –SE-3014: Historical Tourism in North East India

HIS –SE-4014: Oral Culture and Oral History

HIS –SE-3014: Historical Tourism in North East India

Lecture : 03; Tutorial : 01 (per week)

Course Outcome:

After completing this course, students will be able to explain Tourism in North East India with special reference to the historical monuments, cultural and ecological elements and places of the north east India country as tourist and heritage sites of the nation. They will be able to relate to the growing vocation of tourism as an industry and the applicability of historical knowledge for its growth.

In-semester assessment: Students shall carry out a small project (submission not less than 2000 words) based on survey of an area or monument. The project should try to unearth the tourism potential of the surveyed area or monument. The project may also be on an existing tourist site. No sessional examination is required for this paper.

Unit I : Theoretical aspects of tourism, Elementary geography and bio – diversity of North East India

[a] : Tourism – Concept, meaning and significance

[b] : Different types of Tourism

[c] : Physiographical divisions, water bodies and climatic conditions

[d] : Important wildlife habitats : Kaziranga, Manas, Orang, Nameri, Dibru Saikhowa, Namdapha, Keibul Lamjao, Rain forests of Assam.

Unit II : Ancient remains and Important tourist places of the North – East India

[a] : Ancient remains: Goalpara, Ambari, Tezpur, Deopahar, Malinithan, Doyang– Dhansiri Valley

[b] : Tourist places: Shillong, Cherapunjee, Aizwal, Gangtok, Kohima, Tawang, Poa Mecca (Hajo), Azan Pir Dargah, Jatinga

Unit III : Architectural Heritage

[a] :Dimapur, Kasomari, Maibong, Khaspur

[b] :Charaideo, Garhgaon, Sivasagar and Rangpur

[c] :Ujayanta palace, NeerMahal

[d] :Kamakhya, HayagrivaMadhava, Tripura Sundari Temple, Rumtek monastery

[e] :Kangla fort

Unit IV : Fairs and festivals of the North – East

[a] : Festivals - *Bihu*, *Ali Aye Lrigang*, *Mopin* festival, Tai – Buddhist festivals in Assam

[b] : *Bhaona*, *Ras* celebration in Majuli

[c] : Fairs – Jonbil Mela, Ambubachi fair at Kamakhya

[d] : Tourist festivals based on ethnic culture – Horn Bill festival, Sangai festival, Dihing Patkai festival

Readings :

- Bezboruah, M : *Tourism in North East India*
Bora, S., & Bora, M.C., : *The Story of Tourism : An Enchanting Journey through India's North – East*, UBSPD, Delhi, 2004.
: *Paryatanar Ruprekha: Uttar PurbanchalarItihasAruSanskritirPatabhumi*
Bhatia, A. K. : *International Tourism – Fundamentals and Practices*, New Delhi, 1997
: *Tourism in India*
Nath, R.M. : *The Background of Assamese Culture*, Guwahati, 1978
Sarma, P. : *Architecture of Assam*, Delhi - 1988
Ahmed, Kamaluddin: *The Art and Architecture of Assam*, Spectrum Publication, Guwahati, 1994.
Bhattacharya, P. : *Tourism in Assam*, BaniMandir, Guwahati, 2004
Neog, M. : *Pavitra Asom*, LBS, Guwahati
: *Asamiya Sanskritir Ruprekha*, Guwahati - 1970
Boruah, P. : *Chitra-Bichitra Asom*, Guwahati, 2003
Taher&Ahmed : *Geography of North East India*, Mani Manik Prakash, Guwahati, 2010.
Gogoi, Atanu : *Paryatan Aru Uttar Purbanchal*, Bani Mandir, Guwahati, 2006

HIS –SE-4014: Oral Culture and Oral History

Lecture : 03; Tutorial : 01 (per week)

Course Outcome:

After this course the students will be able to explain complex interrelationships of structures or events in the context of broader social and cultural framework of societies through 'public memory' and use oral history to preserve oral culture and local history. The students will be able to espouse the relevance to the northeastern region of India with its diverse culture and ethnic communities whose history is largely oral. The students will be able to use 'Public memory' as a tool and a source not only to write public history but also to explore new knowledge in the humanities, social sciences and even in disciplines like architecture, communication studies, gender studies, English, history, philosophy, political science, religion, and sociology.

In-semester assessment: Students shall carry out a small project (submission not less than 2000 words) using the Oral History method. It may be based on interviews of persons having information of past event or phenomena. No sessional examination is required for this course.

Unit I. Concepts:

- Orality, Oral Tradition, Oral Culture
- Oral History
- Distinction between Oral Tradition and Oral History

Unit II. History and Historiography

- Oral History as a tool for analysis
- Social issues : Gender, conflict, violence, etc.
- Economic issues : Development schemes and their impact, displacement, etc

III. Methodology:

- (a) Collection, preservation and interpretation of historical information through recorded interviews of people, communities, and participants in past events
- (b) Documentation and Archiving : Written, Audio and Visual

IV. Potential areas for Oral History research:

- (a) Oral Traditions: Customs, Beliefs, Practices and World view;
- (b) Life Histories: Participants in past events; Women; War migrants; Victim of disasters, government policies, ethnic conflicts; Personal stories.

Readings:

- Thompson, Paul R., *Voice of the Past : Oral History*, OUP, Great Britain, 1978
- Ritchie, Donald A.: *Doing Oral History: A Practical Guide*, OUP, New York, 2003.
- Perks, Robert and Thomson, Alistair (eds.) *Oral History Reader*, Routledge, 1998.
- Valerie Raleigh Yow, *Recording Oral History*, Altamira Press, USA, 2005.
- Vansina, Jan, *Oral Tradition. A Study in Historical Methodology* (Translated from the French by H. M. Wright). London: Routledge&Kegan Paul. 1965
- Vansina, Jan, *Oral Tradition as History*, Madison: University of Wisconsin Press. 1985
- Butalia, Urvashi, *The Other Side of Silence: Voices from the Partition of India*, Penguin. 2017.
- Humphries: *The Handbook of Oral History*.
- H. Roberts. Ed. *Doing Feminist Research*, Routledge&KeganPaul, London, 1981
- John Miles Foley, *Oral Formulaic-Theory: An Introduction & Annotated Bibliography*, New York & London: Garland, 1985
- Das, Veena, (ed.), *Mirrors of Violence: Communities, Riots & Survivors in South Asia*, Delhi, OUP, 1990
- Prasad, M. Mahadeva, *Ideology of the Hindi Film: A Historical Construction*, Delhi, OUP, 1998.

**UNDER GRADUATE
CHOICE BASED CREDIT SYSTEM (UGCBCS)
GAUHATI UNIVERSITY**

REQUIREMENTS FOR AN UNDERGRADUATE DEGREE

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

DEGREE	MINIMUM REQUIREMENTS	MINIMUM CREDIT
Undergraduate Regular Degree (Humanities/Social Sciences/Commerce)	<ul style="list-style-type: none">• 12 Core• 2 Ability Enhancement• 4 Skill Enhancement• 4 Discipline Specific Elective• 2 Generic Elective	132

BA Regular Programme in Political Science

Semester	Type	CORE	AECC	SEC	DSE	GE (For students other than Political Science)
	Credits	12x6=72	2X4=8	4X4=16	4X6=24	2X6=12
I	English-1	POL-RC-1016 Introduction to Political Theory	English /MIL Communication			
	Discipline 2-RC-1016					
II	English-2	POL-RC-2016 Indian Government and Politics	Environmental Science			
	Discipline 2-RC-2016					
III	MIL-1/Alt English-1	POL-RC-3016 Comparative Government and Politics		POL-SE-3014 Parliamentary Procedures and Practices Or POL-SE-3024 Youth and Nation-Building		
	Discipline 2-RC-3016					
IV	MIL-2/Alt English-2	POL-RC-4016 Introduction to International Relations		POL-SE-4014 Panchayati Raj in Practice Or POL-SE-4024 Citizens and Rights		
	Discipline 2-RC-4016					

V			POL-SE-5014 Public Opinion and Survey Research	POL-RE-5016 Public Administration-I Or POL-RE-5026 Select Constitution- I	POL-RG-5016 Public Administration-I or POL-RG-5026 Democracy in India
				Discipline 2-RE-5016	
VI			POL-SE-6014 Conflict and Peace Building	POL-RE-6016 Public Administration-II Or POL-RE-6026 Select Constitution-II	POL-RG-6016 Public Administration II or POL-RG-6026 Indian Administration
				Discipline 2-RE-6016	

***Important Notes:**

a) **Regular Generic Course of semester-V and semester-VI** is of interdisciplinary nature. Students from other discipline can choose any RG paper in both semesters mentioned in the course nomenclature.

b) **Marks allotment of Skill Enhancement Course (SEC) papers-**

Total Marks: 100

Theory: 50 marks

Practical Component: 50 marks

General modalities for conducting practical have been suggested in each SEC paper. However the institutions can develop their own modality based on their requirements and the resources available.

Course Nomenclature for B.A (Regular) Political Science

Semester -I	Semester-II
Core Course English-1	Core Course English-2
Core Course POL RC 1016 Introduction to Political Theory	Core Course POL RC 2016 Indian Government and Politics
Core Course Discipline 2-RC-1016	Core Course Discipline 2-RC-1026
Ability Enhancement Compulsory Courses (AECC) English /MIL Communication	Ability Enhancement Compulsory Courses (AECC) Environmental Science

Semester- III	Semester-IV
Core Course MIL-1/Alternative English-1	Core Course MIL-2/Alternative English-2
Core Course POL RC 3016 Comparative Government and Politics	Core Course POL RC 4016 Introduction to International Relations
Core Course Discipline 2-RC-3016	Core Course Discipline 2-RC-4016
Skill Enhancement Course (SEC) POL SE 3014 Parliamentary Procedures and Practices Or POL SE 3024 Youth and Nation-Building	Skill Enhancement Course (SEC) POL SE 4014 Panchayati Raj in Practice Or POL SE 4024 Citizens and Rights

Semester-V	Semester-VI
Skill Enhancement Course (SEC) POL SE 5014 Public Opinion and Survey Research	Skill Enhancement Course (SEC) POL SE 6014 Conflict and Peace Building
Discipline Specific Elective Courses (DSE) POL RE 5016 Public Administration- I Or POL RE 5026 Select Constitution- I	Discipline Specific Elective Courses (DSE) POL RE 6016 Public Administration- II Or POL RE 6026 Select Constitution- II
Discipline Specific Elective Courses (DSE) Discipline 2-RE-5016	Discipline Specific Elective Courses (DSE) Discipline 2-RE-6016
Generic Elective Course (GE) POL RG 5016 Public Administration- I or POL RG 5026 Democracy in India	Generic Elective Course (GE) POL RG 6016 Public Administration II or POL RG 6026 Indian Administration

SEMESTER I

POL RC 1016 Introduction to Political Theory

Course Objective: This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

Course Outcomes:

- To introduce the key concepts in political theory
- To make students understand the aspects of conceptual analysis
- To engage in application of concepts and limitations

1. Theorizing Political (11 lectures)

- a. What is Politics?
- b. What is Political Theory and what is its relevance?

2. Concepts: Democracy, Rights, Gender, Citizenship and Civil Society (36 lectures)

3. Debates in Political Theory: (13 lectures)

- a. Is democracy compatible with economic growth?
- b. On what grounds is censorship justified and what are its limits?
- c. Does protective discrimination violate principles of fairness?
- d. Should the State intervene in the institution of the family?

READING LIST

Topic 1

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-17.

Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 18-37.

Mukhopadhyay, Amal Kumar. (2019) ' *An Introduction to Political Theory*', New Delhi, Sage publications .

Topic 2

Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 40-57.

Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 58-73.

Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-82.

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-105.

Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.

- Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-147.
- Das, S. (2008) 'State', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 170-187.
- Singh, M. (2008) 'Civil Society', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 188-205.
- Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 224-235.
- Shorten, A. (2008) 'Nation and State', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 33-55.
- Christiano, Thomas. (2008) 'Democracy', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.
- Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-125.
- Casal, P. & Williams, A. (2008) 'Equality', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 149-165.
- Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 172-193.
- Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-259.
- Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-288.
- Swift, A. (2001) *Political Philosophy: A Beginners Guide for Students and Politicians*. Cambridge: Polity Press.

Topic 3

- Sen, A. (2003) 'Freedom Favours Development,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 444-446.
- Prezowrski, A., et al. (2003) 'Political Regimes and Economic Growth,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 447-454.
- Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. And Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 308-319.
- Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.
- Frances E O. (1985) 'The Myth of State Intervention in the Family', *University of Michigan Journal of Law Reform*. 18 (4)pp. 835-64.
- Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought: Themes and Thinkers*, New Delhi: Pearson

SEMESTER II

POL RC 2016 Indian Government and Politics

Course outcomes:

After reading the course the student will be able to

- Appreciate the approaches to the study of Indian politics and the changing nature of the state
- Understand the basic features of the Indian constitution and its institutional functioning
- Examine the changing role of caste, class and patriarchy and their impact on politics
- Understand the dynamics of social movements in India.

Unit 1. Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian (9 lectures)

Unit 2. Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles (9 lectures)

Unit 3. Institutional Functioning: Prime Minister, Parliament and Judiciary (9 lectures)

Unit 4. Power Structure in India: Caste, class and patriarchy (7 lectures)

Unit 5. Religion and Politics: debates on secularism and communalism (6 lectures)

Unit 6. Parties and Party systems in India (5 lectures)

Unit 7. Social Movements : Workers and Peasants (10 lectures)

Unit 8. Strategies of Development in India since Independence: Planned Economy and Neo-liberalism (5 lectures)

READING LIST

Essential Texts.

Abbas, H., Kumar, R. & Alam, M. A. (2011) *Indian Government and Politics*. New Delhi: Pearson, 2011.

Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*. New Delhi: Pearson.

Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics*. New Delhi: Sage.

Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India After Independence*. New Delhi: Penguin.

Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.

Vanaik, A. & Bhargava, R. (eds.) (2010) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan. 12

Menon, N. and Nigam, A. (2007) *Power and Contestation: India Since 1989*. London: Zed Book.

Austin, G. (1999) *Indian Constitution: Corner Stone of a Nation*. New Delhi: Oxford University Press.

Austin, G. (2004) *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press.

Jayal, N. G. & Maheta, P. B. (eds.) (2010) *Oxford Companion to Indian Politics*. New Delhi: Oxford University Press

Shah, Ghanshyam. (2004) . *Social Movements in India: A Review of Literature*, New Delhi: Sage publications.

Chakrabarty, Bidyut. (2017). *Indian Constitution: Text, Context and Interpretation*, New Delhi: Sage Publications

Chakrabarty, B, & Pandey, R.K. (2019). *Local Governance in India*, New Delhi: Sage publications

Mellali, Praveenkumar. (2015), *Constitution of India, Professional Ethics and Human Rights*, New Delhi: Sage Publications

SEMESTER III

POL RC 3016 Comparative Government and Politics

Course Outcomes:

- To make students have a basic understanding of comparative political analysis,
- To make students learn the classification of political systems from a comparative politics framework.
- To make students learn the classification of governments and the political behavior of institutions and the changes in the nature of the nation-state.

Unit 1. The nature, scope and methods of comparative political analysis (10 lectures)

Unit 2. Comparing Regimes: Authoritarian and Democratic (6 lectures)

Unit 3. Classifications of political systems: (15 lectures)

- a. Parliamentary and Presidential: UK and USA
- b. Federal and Unitary: Canada and China

Unit 4. Electoral Systems: First past the post and proportional representation (7 lectures)

Unit 5. Party Systems: one-party, two-party and multi-party systems (9 lectures)

Unit 6. Contemporary debates on the nature of state: (13 lectures)

- a. Human Security
- b. Changing nature of nation-state in the context of globalization.

READING LIST

Essential Texts

- Bara, J & Pennington, M. (eds.). (2009) *Comparative Politics*. New Delhi: Sage.
- Caramani, D. (ed.). (2008) *Comparative Politics*. Oxford: Oxford University Press.
- Hague, R. and Harrop, M. (2010) *Comparative Government and Politics: An Introduction*. (Eight Edition). London: Palgrave MacMillan.
- Ishiyama, J.T. and Breuning, M. (eds.). (2011) *21st Century Political Science: A Reference Book*. Los Angeles: Sage.
- Newton, K. and Deth, Jan W. V. (2010) *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press.
- O'Neil, P. (2009) *Essentials of Comparative Politics*. (Third Edition). New York: WW. Norton & Company, Inc.
- Palekar, S.A. (2009) *Comparative Government and Politics*. New Delhi: PHI Learning Pvt. Ltd.
- Bara, Judith. & Pennington, Mark. (2009), *Comparative Politics*, New Delhi: Sage Publications.

Readings

Topic 1.

Caramani, D. (2008) 'Introduction to Comparative Politics', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 1-23.

Mohanty, M. (1975) 'Comparative Political Theory and Third World Sensitivity', in *Teaching* .Nos. 1 & 2, pp. 22-38.

Topic: 2.

Webb, E. (2011) 'Totalitarianism and Authoritarianism', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 249-257.

Hague, R. and Harrop, M. (2004) *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 36-50, 51-68.

Topic: 3.

Hague, R and Harrop, M. (2004) 'The Political Executive', in *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 268-290.

Topic: 4.

Cameron, D. R. (2002) 'Canada', in Ann L. G. (ed.) *Handbook of Federal Countries*. Montreal & Kingston: McGill- Queen's University Press, pp. 105-119.

Peter, H. (2002) 'Canada: A Federal Society- Despite Its Constitution', in Rekha Saxena. (ed.) *Mapping Canadian Federalism for India*. New Delhi: Konark Publisher, Pvt., pp. 115-129.

Dhillon, Michael. (2009), 'Government and Politics', in *Contemporary China: An Introduction*. London, New York: Routledge, 2009, pp. 137-160.

Topic: 5.

Evans, Jocelyn A.J. (2009) 'Electoral Systems', in Bara, J. and Pennington, M. (eds.) *Comparative Politics*. New Delhi: Sage, pp. 93-119.

Downs, W. M. (2011) 'Electoral Systems in Comparative Perspectives', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 159-167.

Topic: 6.

Cole, A. (2011) 'Comparative Political Parties: Systems and Organizations', in Ishiyama, J.T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 150-158.

Caramani, D. (2008) 'Party Systems', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 293-317, 318-347.

Topic: 7.

Poggi, Gianfranco. (2008) 'The nation-state', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press pp. 85-107.

Hague, R. and Harrop, M. (2004) 'The state in a global context', in *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 17-34.

Further Readings:

Bara, J. (2009) 'Methods for Comparative Analysis', in Bara, J. & Pennington, M. (eds.) *Comparative Politics*. New Delhi: Sage, pp. 40-65.

Blondel, J. (1996) 'Then and Now: Comparative Politics', *Political Studies. Vol. 47, Issue 1*, pp. 152-160

Chandhoke, N. (1996) 'Limits of Comparative Political Analysis', *Economic and Political Weekly*. vol. 31, No. 4, (January 27), pp. PE 2-PE8.

Mair, P. (2008) 'Democracy', in Carmani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 108-132.

Robbins, J. W. (2011) 'Presidentialism Verses Parliamentarism', in Ishiyama, J. T. and Marijke, B. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 177-185.

Watts, D. (2003) *Understanding US/UK Government and Politics*. Manchester: Manchester University Press, pp. 1-25; 66-105; 106-138.

POL SE 3014 Parliamentary Procedures and Practices

Course Objective: The course attempts to make the students familiar with legislative practices in India with an orientation to equip them with the adequate skills of participation in deliberative processes and democratic decision making. The introductory unit of the course aims to provide basic understanding on the constitutional provisions related to the process of legislations as well as the kinds of bills. The second unit of this course seeks to enhance proper understanding related to the procedures, practices related to the passage of a bill from drafting to that of the passing of the Bill. Third unit is about different Committees in the House, and the Fourth unit is on hours and motions in the House.

Course outcomes:

- To help students in understanding the practical approaches to legislative practices and procedures,
- To make students understand the procedures and processes related to drafting a Bill and the passage of the Bill,
- To enable students to have an understanding of the importance of Parliamentary Committees,
- To make students learn about the basic functioning of Parliament.

I. Constitutional Provisions and Kinds of Bills (10 lectures)

Constitutional provisions of legislative procedures: Articles 107-22

Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills

II. Drafting, Introductions and Readings of the Bills: Procedures and Processes (14 lectures)

Drafting of the Bill

First Reading and Departmental Standing Committee

Second Reading

Third Reading

Passage of the Bill

Consent by the President

Gazette Notifications

III. Parliamentary Committees: Composition and Functioning (14 lectures)

Departmental Standing Committees

Select Committees

Joint Parliamentary Committees

Public Accounts Committee

Committee on Privilege

Business Advisory Committee

Ethics Committee

IV. Motions and Hours in the House (10 lectures)

Question Hour

Zero Hour

Calling Attention Motion

Adjournment Motion

Privilege motion,

Censure motion,

'No-confidence' motion,
Cut motion

Modalities for Practical Component: Project Report/Field Study Report based on any activity i.e. visit to Assembly / District Administration/any other important places, Conducting Mock Parliament, Debate / Speech etc.

READING LIST

- Kapur D. and P. Mehta eds. (2005), *Public Institutions in India: Performance and Design*, New Delhi, Oxford University Press.
- Kaul, M. N. & S. L. Shakhedher (2016), *Practice and Procedure of Parliament*, New Delhi, Lok Sabha Secretariat
- Mehra, A.K. ed. (2017), *The Indian Parliament and Democratic Transformation*, New Delhi, Routledge.
- Basu, D.D. (2006), *Introduction to the Constitution of India*, Nagpur, Wadhwa & Co.
- Kapur, D., Mehta, P. & Vaishnav, M. eds. (2017), *Rethinking Public Institution in India*, New Delhi, Oxford University Press.
- Kashyap, S. (2000), *Reviewing the Constitution*, New Delhi, Shipra Publication. _____.
- (2003), *Blueprints of Political Reforms*, New Delhi, Shipra Publication. _____. (2015), *Our Parliament*, New Delhi, NBT.
- Malhotra, G. (2002), *Fifty years of Indian Parliament*, New Delhi, Lok Sabha Secretariat
- Mehra, A.K. & Kueck G.W. eds. (2003), *The Indian Parliament: A Comparative Perspective*, New Delhi, Konark Publishers.
- Prakash, A.S. (1995), *What Ails Indian Parliament*, New Delhi, Harper & Collins.
- Pai, Sudha & Kumar, A. Eds. (2014), *The Indian Parliament: A Critical Appraisal*, New Delhi, Orient BlackSwan.
- Shankar, B. & Rodriguez V. (2011), *The Indian Parliament: A Democracy at Work*, New Delhi, Oxford University Press.
- Singh, D. (2016), *The Indian Parliament: Beyond the Seal and Signature of Democracy*, Gurgaon, India, Universal Law Publishing.

POL SE 3024 Youth and Nation-Building

Course objective:

The aim of this course is to highlight the importance of NCC and NSS. The students will be able to get involved with the NCC and the NSS and learn about its activities and undertake tasks under its aegis. The students will also be able to learn about the basics of disaster preparedness and its management.

Course Outcomes:

- To enable students to learn the importance of youth in NSS and NCC,
- To make students understand the activities related to NSS and NCC and its importance,
- To make students learn the basics of National Disaster Management and its importance.

Unit –I: Youth and National Service Scheme (NSS) (16 lectures)

- NSS: Organisation and Objectives
- NSS: Activities and Benefits
- NSS and its contribution

Unit-II: Youth and the National Cadet Corps (NCC) (16 lectures)

- Aims and objectives of the NCC
- Organisation and Training
- NCC and its benefits

Unit-III: Youth and National Disaster Management (16 lectures)

- Disaster Management Plan 2016-an overview
- National Disaster Management Authority
- Community involvement and preparedness: Assam

Modalities for Practical Component: Project Report/Field Study Report based on any activity i.e. awareness programme/campaign, group discussion, disaster management programme in collaboration with NCC and NSS unit etc.

READING LIST

Unit –I:

- NATIONAL SERVICE SCHEME MANUAL (REVISED), available at http://nss.wbut.ac.in/documents/NSS_manual_2006.pdf

Unit-II:

- ANO Handbook, NCC, Available at https://docs.google.com/viewerng/viewer?url=http://nccindia.nic.in/sites/default/files/ANO+Hand+Book_1.pdf

Unit-III:

- National Policy on Disaster Management, available at <https://ndma.gov.in/images/guidelines/national-dm-policy2009.pdf>
- National Disaster Management Plan Assam State Disaster Management Authority, <http://sdmassam.nic.in/ini2.html>

SEMESTER IV

POL RC 4016 Introduction to International Relations

Course Objective: This Course is designed to give students a sense of some important theoretical approaches to understand international relations; a history from 1945 onwards to the present; and an outline of the evolution of Indian foreign policy since independence and its possible future trajectory.

Course Outcomes:

- To demonstrate basic understanding of scientific methods of inquiry in international relations.
- To understand how international relations influence societies.
- To demonstrate a basic understanding of the foundational theories and concepts in international relations.
- To analyse the current world events and their implications on the Indian Foreign policy decision making process by applying prominent theories of international relations and generate substantial research question on the topics.

1. Approaches to International Relations (27 lectures)

- a. Classical Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz)
- b. Neo-Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye)
- c. Structural Approach: Dependency School (Andre Gunder Frank)
- d. Feminist Perspective (J. Ann Tickner)

2. Cold War & Post-Cold War Era (20 lectures)

- a. Second World War & Origins of Cold War
- b. Phases of Cold War:
 - First Cold War
 - Rise and Fall of Detente
 - Second Cold War
 - End of Cold War and Collapse of the Soviet Union
- c. Post Cold- War Era and Emerging Centres of Power (European Union, China, Russia and Japan)

3. India's Foreign Policy (13 lectures)

- a. Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic)
- b. India's Policy of Non-alignment
- c. India: An Emerging Power

READING LIST

Essential Readings

William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) *Classic Readings of International*

Relations. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.

Art, R. J. and Jervis, R. (eds.) (1999) *International Political Enduring: Concepts and Contemporary Issues*. 5th Edition. New York: Longman, pp. 7-14; 29-49; 119-126.

Jackson, R. and Sorenson, G. (2008) *Introduction to International Relations: Theories and Approaches*. New York: Oxford University Press, pp. 59-96.

Goldstein, J. and Pevehouse, J.C. (2009) *International Relations*. New Delhi: Pearson, pp. 81-111.

Tickner, J. A. (2001) *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. Columbia University Press.

Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*. Fifth Edition. Oxford: Oxford University Press, pp. 90-123; 142-159; 262-277.

Wenger, A. and Zimmermann, D. (eds.) (2003) *International Relations: From the Cold World War to the Globalized World*. London: Lynne Rienner, pp. 54-89.

Appadorai and Rajan, M. S. (eds.) (1985) *India's Foreign Policy and Relations*. New Delhi: South Asian Publishers.

Mewmillians, W.C. and Piotrowski, H. (2001) *The World Since 1945: A History of International Relations*. Fifth edition. London: Lynne Rienner Publishers.

Smith, M., Little, R. and Shackleton, M. (eds.) (1981) *Perspectives on World Politics*. London:

Croom Helm. Indian Foreign Service Institute. (1997, 1998) *India's Foreign Policy: An Agenda for the 21st Century* Vols. 1 & 2, New Delhi: Konark Publishers, pp. 3-41; 102-119.

Ganguly, S. (ed.) (2009) *India's Foreign Policy: Retrospect and Prospect*. New Delhi: Oxford University Press.

Vanaik, A. (1995) *India in a Changing World: Problems, Limits and Successes of Its Foreign Policy*. New Delhi: Orient Longman. pp. 19-41; 63-67; 102-114; 118-124; 132-134.

Basu, Rumki (ed) (2012) *International Politics: Concepts theories and Issues*, New Delhi, Sage Publications India Pvt Ltd.

Jindal N, & Kumar K. (2018). (Ed), *Global Politics: Issues and Perspectives*, New Delhi; Sage Publications

Tremblay R.C & Kapur A. (2017). *Modi's Foreign Policy*, New Delhi: Sage Publications

POL SE 4014: Panchayati Raj in Practice

Course objective: This course acquaints students with the Panchayati Raj Institutions and their actual working. It further encourages a study of PRIs in their mutual interaction and their interaction with the people.

Course outcomes:

- This paper will help students understand the importance of grassroots political institutions in empowering people.
- This paper will highlight the complex challenges faced by PRIs in India and mechanisms involved to make it more participatory and inclusive in nature.

I. Strengthening Democratic Functioning of the Panchayats (16 lectures)

- a. Participation at village level, action plan and participatory method
- b. Need assessment and Micro Planning
- c. Devolution

II. Panchayat Finances and Accounting (16 lectures)

- a. Constitutional Provisions on Panchayat Finances
- b. Fiscal Decentralisation and Audit system
- c. Social Audit

III. Problems and Needs of Disadvantaged Groups and Their Participation (16 lectures)

- a. Women
- b. Scheduled Tribes, Scheduled Casts and Minorities
- c. Panchayat Extension to Scheduled Areas (PESA) Act

Modalities for Practical Component: Project Report/Field Study Report based on any activity i.e. visit to Panchayat / local self bodies, local peoples' participation in the political system etc.

READING LIST

- P. deSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black
- M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39)
- Raghunandan, J. R (2012) *Decentralization and local governments: The Indian Experience*, Orient Black Swan, New Delhi
- Baviskar, B.S and George Mathew (eds) 2009 *Inclusion and Exclusion in local governance: Field Studies from rural India*, New Delhi, Sage
- M.Venkataramangaiya and M.Pattabhiram- *Local Government in India*, Allied Publishers-1969
- SR Maheswari, *Local Government in India*, Lakshmi Narain Agarwal, 2008.

Bidyut Chakraborty and Rajendra Kumar Pandey, *Modern Indian Political Thought – Text and Context*, Sage, New Delhi, 2009.

Niraja Gopal Jayal and others, *Local Governance in India – Decentralisation and Beyond*, Oxford University Press, 2006.

Subrata K. Mitra. 2001. *Making local government work: Local elites, panchayati raj and governance in India*,

Atul Kohli (Ed.). *The Success of India's Democracy*. Cambridge: Cambridge University Press.

Ghosh , Buddhadeb & Girish Kumar-*State Politics and Panchayats In India* New Delhi: Manohar Publishers, 2003

Sudhakar , V. *New Panchayati Raj System: Local Self-Government Community Development* -Jaipur: Mangal Deep Publications, 2002.

Biju, M.R.- *Decentralisation: an Indian experience*, Jaipur: National Pub., 2007

POL SE 4024 Citizens and Rights

Course objective:

This course aims to understand law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Course outcomes:

- To analyse the linkages between citizenship, law, rights and equality
- To understand the measures of discrimination, justice and empowerment and the ways to protect the same.
- To evaluate the idea of justice and assess its relevance in context of contemporary India.

I. Equality and non-discrimination (12 lectures)

- a. Gender: the protection of women against domestic violence, rape and sexual harassment
- b. Caste and Class: laws concerning untouchability and minimum wages
- c. Disability and equality of participation

II. Empowerment (12 lectures)

- a. Access to information
- b. Rights of the consumer

III. Redistribution, recognition and livelihood (12 lectures)

- a. Traditional rights of forest dwellers and the issue of women's property rights
- b. Rural employment guarantee

IV. Laws relating to criminal justice administration (12 lectures)

- a. Filing of a complaint, First Information Report (FIR)
- b. Detention, arrest and bail

Modalities for Practical Component: Project Report/Field Study Report based on any activity i.e. awareness programme on rights / gender discrimination / RTI / FIR etc.

READING LIST

I. Equality and non-discrimination

Essential Readings:

Gender Study Group, (1996) Sexual Harassment in Delhi University, A Report, Delhi: University of Delhi.

N. Jain, (2011) 'Physically/Mentally Challenged', in M. Mohanty et al. Weapon of the Oppressed, Inventory of People's Rights in India, Delhi: Danish Books, pp.171-179.

P. Mathew, (2002) The Law on Atrocities Against Scheduled Castes and Scheduled Tribes, New Delhi: Indian Social Institute.

P. Mathew, (2004) The Minimum Wages Act, 1948, New Delhi: Indian Social Institute.

- K. Sankaran, (2008) 'Labour Laws and the World of Work', in K, Sankaran and U. Singh (eds.) Towards Legal Literacy, New Delhi: Oxford University Press, Pp.119-131.
- K. Saxena, (2011) 'Dalits', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books, Pp.15-38
- K. Saxena, (2011) 'Adivasis', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India, Delhi: Danish Books, Pp.39-65.
- S. Durrany, (2006) The Protection of Women From Domestic Violence Act 2005, New Delhi: Indian Social Institute.
- V. Kumari, (2008) 'Offences Against Women', in K, Sankaran and U. Singh (eds.) Towards Legal Literacy, New Delhi: Oxford University Press.
- P. D. Mathew, (2004) The Measure to Prevent Sexual Harassment of Women in Work Place. New Delhi: Indian Social Institute.
- D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) Human Rights, Justice, and Constitutional Empowerment, Delhi: Oxford University Press.

II. Empowerment

Essential Readings:

- N. Kurian, (2011) 'Consumers', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books.
- S. Naib, (2013) 'Right to Information Act 2005', in The Right to Information in India, New Delhi: Oxford University Press, Available at http://www.humanrightsinitiative.org/publications/rti/guide_to_use_rti_act_2005_English2012_light_Aspire.pdf, Accessed: 19.04.2013.
- A. Roberts, (2010) 'A Great and Revolutionary Law? The First Four Years of India's Right to Information Act', Public Administration Review. Volume 70, Issue 6, pp. 925-933.
- SAHRDC, (2006) 'Consumer Rights', in Introducing Human Rights, Oxford University Press, pp. 118-134.

III. Redistribution, Recognition and livelihood

Essential Readings:

- M. Sarin and O. Baginski, (2010) India's Forest Rights Act -The Anatomy of a Necessary but Not Sufficient Institutional Reform, Department for International Development. Available at www.ippg.org.uk (Accessed: 10.04.2013).
- J. Dreze, Dey and Khera, (2008) Employment Guarantee Act, A Primer, New Delhi: National Book Trust (Also available in Hindi).

Additional Readings:

- K. Chaubey, (2013) 'Do Pragatisheel Kanoonon ki Dastan: Rajya, Jan Andolan aur Pratirdoh', Pratiman: Samay, Samaj, Sanskriti, CSDS- Vani Prakashn, pp. 149-177.
- S. Dahiwal, (2009) 'Khairlanji: Insensitivity of Mahar Officers', Economic and Political Weekly, Vol. 44 (31), pp. 29-33.
- J. Kothari, (2005) 'Criminal Law on Domestic Violence', Economic and Political Weekly, Vol. 40(46), pp. 4843-4849.
- H. Mander, and A. Joshi, The Movement for Right to Information in India, People's Power for the Control of Corruption. Available at <http://www.rtgateway.org.in/Documents/References/English/Reports/12.%20An%20article%20on%20RTI%20by%20Harsh%20Mander.pdf>, Accessed: 10.04.2013.
- P. Mathew, and P. Bakshi, (2005) 'Indian Legal System', New Delhi: Indian Social Institute.
- P. Mathew, and P. Bakshi, (2005) 'Women and the Constitution', New Delhi: Indian Social Institute.
- N. Menon, (2012) 'Sexual Violence', in Seeing Like a Feminist, New Delhi: Zubaan and Penguin, pp. 113-146.

M, Mohanty et al. (2011) *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books.

Centre for Good Governance, (2008) *Right to Information Act, 2005: A Citizen's Guide*, Available at

<http://www.rtigemway.org.in/Documents/Publications/A%20CITIZEN'S%20GUIDE.pdf> ,
Accessed: 10.04.2013.

K. Sankaran, and U. Singh, (eds.) (2008) *Towards Legal Literacy*. New Delhi: Oxford University Press.

Pandey, (2004) *Rights of the Consumer*. New Delhi: Indian Social Institute

IV. Laws relating to criminal justice administration

Essential Readings:

B. Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, *Towards Legal Literacy*, New Delhi: Oxford University Press, pp.61-77.

SAHRDC, (2006) 'Reporting a Crime: First Information Report', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.16-26.

SAHRDC, (2006) 'Bail', in *Oxford Handbook of Human Rights and Criminal Justice in India The system and Procedure*, New Delhi: Oxford University Press, pp.59-71.

SAHRDC, (2006) 'Detention', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*. New Delhi: Oxford University Press, Pp.72-84.

P. Mathew, (2003) *Your Rights if you are Arrested*, New Delhi. Indian Social Institute.

SEMESTER V

POL SE 5014 Public Opinion and Survey Research

Course Objective: this course will introduce the students to the debates, principles and practices of public opinion polling in the context of democracies, with special reference to India. It will familiarize the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.

I. Introduction to the course (6 lectures)

Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll

II. Measuring Public Opinion with Surveys: Representation and sampling (7 lectures)

- a. Sampling: Meaning and needs
- b. Sampling error
- c. Types of sampling: Non random sampling; random sampling

III. Survey Research (3 lectures)

- a. Interviewing: Interview techniques pitfalls, different types of and forms of interview
- b. Questionnaire: Question wording; fairness and clarity.

IV. Quantitative Data Analysis (4 lectures)

- a. Quantitative data analysis: Meaning
- b. Basic concepts: correlational research, causation and prediction

Modalities for Practical Component: Field Study Report based on any issue i.e. environmental issue / socio-economic-political issues of the locality using the method of survey research etc.

READING LIST

UNIT I: Introduction to the course

R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York: Pearson Longman Publishers,. pp. 40-46.

G. Gallup, (1948) *A guide to public opinion polls* Princeton, Princeton University Press, 1948. Pp. 3-13.

UNIT II: Measuring Public Opinion with Surveys: Representation and sampling

G. Kalton, (1983) *Introduction to Survey Sampling* Beverly Hills, Sage Publication.

Lokniti Team (2009) 'National Election Study 2009: A Methodological Note', *Economic and Political Weekly*, Vol. XLIV (39)

Lokniti Team, (2004) 'National Election Study 2004', *Economic and Political Weekly*, Vol. XXXIX (51).

'Asking About Numbers: Why and How', *Political Analysis* (2013), Vol. 21(1): 48-69, (first published online November 21, 2012)

UNIT III: Survey Research

H. Asher, (2001) 'Chapters 3 and 5', in *Polling and the Public: What Every Citizen Should Know*, Washington DC: Congressional Quarterly Press.

R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York, Pearson Longman Publishers, pp. 40-46.

UNIT IV: Quantitative Data Analysis

A. Agresti and B. Finlay, (2009) *Statistical methods for the Social Sciences*, 4th edition, Upper saddle river, NJ: Pearson-Prentice Hall.

S. Kumar and P. Rai, (2013) 'Chapter 1', in *Measuring Voting Behaviour in India*, New Delhi: Sage.

POL RE 5016 Public Administration-I

Course outcomes:

- Students will be able to understand the basics of public administration;
- This paper is an integral part of public services examinations. Students will be well versed with ideas of administration.

UNIT 1: Introduction (15 lectures)

- Concept, Nature and Importance of Public Administration
- Growth and Evolution of Public Administration as a Discipline
- Interaction between Public and Private Administration

UNIT 2: Administrative Theories (15 lectures)

- Scientific Management Theory
- Bureaucratic Theory

UNIT 3: Principles of Organization (15 lectures)

- Hierarchy -- Span of control
- Centralization – Decentralization
- Ethics and Values in Public Administration

UNIT 4: Structure of Organization (15 lectures)

- Line and Staff
- Chief executive – Types and Role
- Department- Public Corporations

Readings:

- Avasthi and Maheswari: *Public Administration*, Laxmi Narayan ,2009
- Maheswari, S.R.,: *Administrative Theory*, Macmillan India Ltd.
- Tyagi, A.R.: *Public Administration*, Atma Ram and Sons, Delhi
- Fadia B.L., and Kuldeep,: *Public Administration*, SahityaBhawan Publication, Agra, 2008
- Bhattacharya Mohit: *Public Administration*, World Press, 2007
- Chakrabarty, BidyutBhattacharya Mohit: *Public Administration: A Reader*, Oxford University Press,2003
- Basu, Rumki: *Public Administration: Concepts and Theories*, Sterling Publishers Pvt. Ltd, 2004
- Hazarika, N., *SnatakLok-Prasasan*(Assamese), Students' Stores, Guwahati, 2001.
- Sapru R.K. : *Administrative Theories and Management Thought*, Prentice Hall of India Pvt. Ltd., 2008
- Baghel C.L., Kumar,Y., *Public Administration* (two volumes), Kanishka Publishers, New Delhi, 2005
- Sapru, Radhakrishnan. (2018). *Indian Administration: A Foundation of Governance*, New Delhi: Sage Publications
- Chakrabarty, B. & Chand, P. (2016), *Indian Administration: Evolution and Practice*, New Delhi: Sage Publications

POL RE 5026 Select Constitutions-I

Course outcomes:

- Students will be able to understand the importance of constitutions;
- This paper is an integral part of public services examinations.
- Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.

Unit I: Constitution and Constitutionalism (15 lectures)

- Constitution - Meaning and Importance
- Constitutionalism – Concept

Unit 2: United Kingdom (15 lectures)

- The British Political Tradition
- Parliamentary Government
 - i. Monarchy
 - ii. Cabinet
 - iii. Parliament
- Rule of Law and the Judicial System

Unit 3: United States of America (15 lectures)

- Making of the American Constitution
- The Federal System
- National Government—
 - i. The President
 - ii. Congress
 - iii. Supreme Court

Unit 4: Comparative Study of UK and US Constitutions (15 lectures)

- British Prime Minister vs US President
- House of Lords vs Senate

Readings:

Almond and Powell, *Comparative Politics: A development Approach*, Prentice Hall, 1979

Finer, H, *Theory and Practice of Modern Government*, Mituban, 1965

Dahl, Robert, *Theory and Practice of Modern Government*, Prentice Hall, 1978 Ray,

S. N., *Comparative Political Systems*, Prentice Hall, 1997

Willoughby, WestelWoobdury ,*The American Constitutional System; An Introductionto the Study of the American State*, General Books LLC, 2009

Elster, Jon &Slagstad(Ed), *Constitutionalism and Democracy*, Cambridge University Press, 1993

Alexander, Larry, *Constitutionalism: Philosophical Foundation*, Cambridge University Press, 2001

Rosenbaum, S. Alan, *Constitutionalism: The Philosophical Dimension*, Greenwood Press, 1988

POL RG 5016 Public Administration-I

Course outcomes:

- Students will be able to understand the basics of public administration;
- This paper is an integral part of public services examinations. Students will be well versed with ideas of administration.

UNIT 1: Introduction (15 lectures)

- Concept, Nature and Importance of Public Administration
- Growth and Evolution of Public Administration as a Discipline
- Interaction between Public and Private Administration

UNIT 2: Administrative Theories (15 lectures)

- Scientific Management Theory
- Bureaucratic Theory

UNIT 3: Principles of Organization (15 lectures)

- Hierarchy -- Span of control
- Centralization – Decentralization
- Ethics and Values in Public Administration

UNIT 4: Structure of Organization (15 lectures)

- Line and Staff
- Chief executive – Types and Role
- Department- Public Corporations

Readings:

- Avasthi and Maheswari: *Public Administration*, Laxmi Narayan ,2009
- Maheswari, S.R.: *Administrative Theory*, Macmillan India Ltd.
- Tyagi, A.R.: *Public Administration*, Atma Ram and Sons, Delhi
- Fadia B.L., and Kuldeep,: *Public Administration*, SahityaBhawan Publication, Agra, 2008
- Bhattacharya Mohit: *Public Administration*, World Press, 2007
- Chakrabarty, BidyutBhattacharya Mohit: *Public Administration: A Reader*, Oxford University Press,2003
- Basu, Rumki: *Public Administration: Concepts and Theories*, Sterling Publishers Pvt. Ltd, 2004
- Hazarika, N., *SnatakLok-Prasasan*(Assamese), Students' Stores, Guwahati, 2001.
- Sapru R.K. : *Administrative Theories and Management Thought*, Prentice Hall of India Pvt. Ltd., 2008
- Baghel C.L., Kumar,Y., *Public Administration* (two volumes), Kanishka Publishers, New Delhi, 2005
- Sapru, Radhakrishnan. (2018). *Indian Administration: A Foundation of Governance*, New Delhi: Sage Publications
- Chakrabarty, B. & Chand, P. (2016), *Indian Administration: Evolution and Practice*, New Delhi: Sage Publications

POL RG 5026 Democracy in India

Course outcomes:

- Students will be able to understand the importance of freedom movement in India;
- Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.
- The debates on the nature of Indian democracy will provide an important insight to the complex nature of challenges faced by the state and different public institutions.

Unit I: Concept of Democracy (15 lectures)

- Meaning of Democracy
- Types of Democracy
- Theoretical Perspective of Democracy

Unit II: Democracy in India (15 lectures)

- Origin of Democracy in India
 - Colonial Legacy
 - National Movement.

Unit III: Nature of India's Democracy: (15 lectures)

- Liberal Perspective
- Marxist Perspective

Unit IV: Elections in India (15 lectures)

- Election Process in India:
- Election Commissioner and Its Role

Readings:

Brass, Paul: The Politics of India since Independence, New York, 1994.

Jayal, N. (ed): Democracy in India, New Delhi, 2001.

Chibber, P.K.: Democracy without Association: Transformation of the Party System and Social Cleavages in India, Michigan, 1999.

Kohli, A: India's Democracy: An Analysis of State Society Relation, Princeton, 1990.

Manor, James: India's Democracy, Princeton, 1988.

Crick: Democracy: A Very Short Introduction, Oxford University Press, 2001.

SEMESTER VI

POL SE 6014 Conflict and Peace Building

Course Objectives: This course is designed to help build an understanding of a variety of conflict situations among students in a way that they can relate to them through their lived experiences. It's an interdisciplinary course that draws its insights from various branches of social sciences and seeks to provide a lively learning environment for teaching and training students how to bring about political and social transformations at the local, national and international levels. The course encourages the use of new information technologies and innovative ways of understanding these issues by teaching students skills of managing and resolving conflicts and building peace through techniques such as role-play, simulations, street theatre, cinema and music on the one hand and by undertaking field visits, interacting with different segments of the civil society including those affected by conflicts as well as diplomats, journalists and experts, on the other.

I. Conflict and its concepts (6 lectures)

- a. Understanding Conflict
- b. Conflict Resolution and Peace Building

II. Dimensions of Conflict (6 lectures)

- a. Economic/Resource Sharing Conflicts
- b. Socio-Cultural Conflicts (Ethnic, Religious and Gender Based)

III. Conflict Responses: Skills and Techniques I (8 lectures)

- a. Negotiations: Trust Building
- b. Mediation: Skill Building; Active Listening

IV. Conflict Responses: Skills and Techniques II (10 lectures)

- a. Track I, Track II & Multi Track Diplomacy
- b. Gandhian Methods

Modalities for Practical Component: Project Report/Field Study Report on any issues i.e. ethnic/religious/gender based conflict issues, awareness campaign on sustaining peace etc.

Readings:

UNIT I: Conflict and its concepts

- O. Ramsbotham, T. Woodhouse and H. Miall, (2011) 'Understanding Contemporary Conflict', in *Contemporary Conflict Resolution*, (Third Edition), Cambridge: Polity Press, pp. 94-122.
- W. Zartman, (1995) 'Dynamics and Constraints In Negotiations In Internal Conflicts', in William Zartman (ed.), *Elusive Peace: Negotiating an End to Civil Wars*, Washington: The Brookings Institute, pp. 3-29.
- C. Mitchell, (2002) 'Beyond Resolution: What Does Conflict Transformation Actually Transform?', in *Peace and Conflict Studies*, 9:1, May, pp.1-23. 16
- S. Ryan, (1990) 'Conflict Management and Conflict Resolution', in *Terrorism and Political Violence*, 2:1, pp. 54-71.
- J. Lederach, (2003) *The Little Book Of a Conflict Transformation*, London: Good Books.
- I. Doucet, (1996) *Thinking About Conflict*, Resource Pack For Conflict Transformation: International Alert.
- M. Lund, (2001) 'A Toolbox for Responding to Conflicts and Building Peace', in L. Reychler and T. Paffenholz, eds., *Peace-Building: A Field Guide*, Boulder: Lynne Rienner, pp. 16-20.
- L. Schirch, (2004) *The Little Book Of Strategic Peacebuilding*, London: Good Books.

UNIT II: Dimensions of Conflict

- R. Rubenstein, (2003) 'Sources', in S. Cheldelin, D. Druckman and L. Fast (eds.) *Conflict: From Analysis to Intervention*, London: Continuum, pp.55-67.
- P. Le Billon, (2009) 'Economic and Resource Causes of Conflicts', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 210-224.
- S. Ayse Kadayifci-Orellana, (2009) 'Ethno-Religious Conflicts: Exploring the Role of Religion in Conflict Resolution', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 264-284.

UNIT III: Conflict Responses: Skills and Techniques I

- H. Saunders, (1999) *A Public Peace Process: Sustained Dialogue To Transform Racial and Ethnic Conflicts*, Palgrave Macmillan: New York, pp. 1-30.

N. Behera, 'Forging New Solidarities: Non-official Dialogues', in M. Mekenkamp, P. Tongeren and H. Van De Veen (eds.), *Searching For Peace In Central And South Asia*, London: Lynne Rienner Publishers, pp. 210-236.

J Bercovitch, V. Kremenyuk, and I. Zartman (eds.), (2009) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications.

R. Wagner and D. Winter, (eds.), *Peace, Conflict, and Violence: Peace Psychology for the 21st Century Englewood Cliffs*, New Jersey: Prentice-Hall.

C. Webel and J. Galtung (eds.), (2007) *The Handbook of Peace and Conflict Studies*, London: Routledge.

UNIT IV: Conflict Responses: Skills and Techniques II

H. Burgess and G. Burgess, (2010) *Conducting Track II*, Washington D.C: United States Institute of Peace.

S. Mason and M. Siegfried, (2010) *Debriefing Mediators To Learn Their Experiences*, Washington D.C: United States Institute Of Peace.

I. Zartman and A. De Soto, (2010) *Timing Mediation Initiatives*, Washington D.C: United States Institute of Peace. 17

A. Smith and D. Smock, (2010) *Managing A Mediation Process*, Washington D.C: United States Institute of Peace.

J. Davies and E. Kaufman (eds.), (2003) *Second Track/Citizens' Diplomacy: Concepts and Techniques for Conflict Transformation*, Rowman & Littlefield: Maryland.

J Bercovitch, V. Kremenyuk, and I. Zartman (eds.), (2009) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications. M. Steger , (2001) 'Peace building and Non-Violence: Gandhi's Perspective on Power', in D. Christie, R. Wagner and D. Winter, (eds.), *Peace, Conflict, and Violence: Peace Psychology for the 21st Century Englewood Cliffs*, New Jersey: Prentice-Hall.

POL RE 6016 Public Administration –II

Course outcomes:

After reading this course the students will be in a position acquaint with the different layers and structures of public administration and also to know how public administration contributes towards development. One will also be in a position to know about the principles and processes of budgeting etc.

UNIT-- 1. Personnel Administration (15 lectures)

- Importance of Civil Service in modern State
- Recruitment – Promotion
- Public Service Commissions

UNIT-- 2. Financial Administration (15 lectures)

- Concept of Budgeting
- Principles of Budgeting
- Budgetary Process

UNIT-- 3. Development Administration (15 lectures)

- Concept of Development Administration
- Contribution of Fred W. Riggs
- Bureaucracy and development

UNIT-- 4. Citizen and Administration (15 lectures)

- Concept of Accountability
- Control over administration: Legislative, Executive
- Redressal of public grievances

Readings:

Avasthi and Maheswari: Public Administration, LaxmiNarayan ,2009

Maheswari, S.R.,: Administrative Theory, Macmillan India Ltd.

Tyagi, A.R.: Public administration, Atma Ram and Sons, Delhi

Fadia B.L., and Kuldeep,: Public Administration, SahityaBhawan Publication, Agra, 2008

Bhattacharya Mohit: Public Administration, World Press, 2007

Chakrabarty, Bidyut Bhattacharya Mohit: Public Administration: A Reader, OxfordUniversity Press, 2003

Basu ,Rumki: Public Administration: Concepts and Theories, Sterling Publishers Pvt. Ltd, 2004

Hazarika, N., SnatakLok-Prasasan (Assamese), Students' Stores, Guwahati, 2001.

Sapru R.K. : Administrative Theories and Management Thought, Prentice Hall of India Pvt. Ltd., 2008

Sapru R.K., Development Administration, Sterling Publishers Pvt. Ltd, 1994

POL RE 6026 Select Constitutions -II

Course Objective: The course introduces the constitutional and political systems of two (2) countries. Students will have a stronger and more informed perspective on approaches to studying the constitutional and political systems of these countries in a comparative manner.

Course outcomes:

- Students will be able to understand the importance of constitutions;
- This paper is an integral part of public services examinations.
- Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world.

Unit 1: Peoples Republic of China- I (15 lectures)

- Revolutionary Legacy: Communist Revolution
- Structure of Government:
 - National Peoples' Congress
 - The President and the State Council
 - Peoples' Courts and Peoples' Procuratorates

Unit 2: Peoples Republic of China- II (15 lectures)

- Rights and Duties of Citizens
- Role of the communist Party

Unit 3: Switzerland- I (15 lectures)

- Swiss Political Tradition
- Structure of Federal Government:
 - Legislature
 - Executive
 - Judiciary

Unit 4: Switzerland- II (15 lectures)

- Swiss Federalism
- Direct Democracy

Readings:

Almond and Powell, *Comparative Politics: A Development Approach*, Pearson Education, 1979

Finer, H, *Theory and Practice of Modern Government*, Mituban, 1965

Dahl, Robert, *Theory and Practice of Modern Government*, Prentice Hall, 1978

Ray, S. N., *Comparative Political Systems*, Prentice Hall, 1997

Longford, W. John & Brownsey, K. Lorne, *The Changing Shape of Government in the Asia Pacific Region*, IRPP, 1988

POL RG 6016 Public Administration –II

Course outcomes:

After reading this course the students will be in a position acquaint with the different layers and structures of public administration and also to know how public administration contributes towards development. One will also be in a position to know about the principles and processes of budgeting etc.

UNIT-- 1. Personnel Administration (15 lectures)

- Importance of Civil Service in modern State
- Recruitment – Promotion
- Public Service Commissions

UNIT-- 2. Financial Administration (15 lectures)

- Concept of Budgeting
- Principles of Budgeting
- Budgetary Process

UNIT-- 3. Development Administration (15 lectures)

- Concept of Development Administration
- Contribution of Fred W. Riggs
- Bureaucracy and development

UNIT-- 4. Citizen and Administration (15 lectures)

- Concept of Accountability
- Control over administration: Legislative, Executive
- Redressal of public grievances

Readings:

Avasthi and Maheswari: Public Administration, LaxmiNarayan ,2009

Maheswari, S.R.,: Administrative Theory, Macmillan India Ltd.

Tyagi, A.R.: Public administration, Atma Ram and Sons, Delhi

Fadia B.L., and Kuldeep,: Public Administration, SahityaBhawan Publication, Agra, 2008

Bhattacharya Mohit: Public Administration, World Press, 2007

Chakrabarty, Bidyut Bhattacharya Mohit: Public Administration: A Reader, OxfordUniversity Press, 2003

Basu ,Rumki: Public Administration: Concepts and Theories, Sterling Publishers Pvt. Ltd, 2004

Hazarika, N., SnatakLok-Prasasan (Assamese), Students' Stores, Guwahati, 2001.

Sapru R.K. : Administrative Theories and Management Thought, Prentice Hall of India Pvt. Ltd., 2008

Sapru R.K., Development Administration, Sterling Publishers Pvt. Ltd, 1994

POL RG 6026 Indian Administration

Course objective:

The basic objective is to introduce the students to the process of evolution of Indian administration through ages.

Outcomes:

After reading this course a student will be in a position to acquaint himself/herself with the process of evolution of Indian administration and also different layers and structures of the administration.

UNIT 1: Evolution of Indian Administration: (15 lectures)

- Kautilya's Arthashastra, Mughal Administration;
- British Legacies over Indian Administration, Indianization of public services
- Role of Indian Administration in Socio-Economic Development.

UNIT 2: Union Government and Administration: (15 lectures)

- Cabinet Secretariat
- Ministries and Departments, Prime Minister's Office
- Central Secretariat; Attached offices.

UNIT 3: State Government and Administration: (15 lectures)

- State Secretariat- Chief Secretary
- Directorate: Organization and Functions
- Divisional Commissioner: Powers, Functions and Position.

UNIT 4: District Administration since 1947 (15 lectures)

- Democratic Decentralization and District administration, Changing role of the Deputy Commissioner
- Devolution of Power: Union- state- local relations
- Block Development Officer and Panchayat Secretary

Readings:

- Avasthi, A. and Maheshwari, S. (2003), Public Administration. Agra: Laxmi Narain Agarwal.
- Basu, Rumki, (2014) Public Administration, Concepts and Theories, Delhi Sterling Publishers
- Henry, N. (2003) Public Administration and Public Affairs. New Delhi: Prentice Hall, pp.1-52.
- Bhattacharya, M. and Chakrabarty, B. (eds.) (2005), Public Administration: A Reader. Delhi: Oxford University Press. Hyderabad,
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- Hyderbrand, W. (1977), Organizational Contradictions in Public Bureaucracies: Towards a Marxian Theory of Organizations', in Benson, J. K. (ed.) Organizational Analysis: Critique and Innovation. Beverly Hills: Sage, pp. 85-109.

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- Dye, T.R. (1975) Understanding Public Policy. New Jersey: Prentice Hall, pp. 1-38, 265-299. Dror, Y. (1983) Public Policy Making Reexamined. Oxford: Transaction Publication, pp. 129-216.
- Bernard, C. (1938) The Functions of Executive. Cambridge: Harvard University Press.
- Gant, G.F. (1979) Development Administration: Concepts, Goals, Methods. Madison: University of Wisconsin Press.
- Kamenka, E. & Krygier, M. (eds.) (1979) Bureaucracy. London: Edward Arnold.
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- Avasthi A. 1980. Central Administration: Tata Mcgraw Hill: New Delhi.
- Basu, D. D. 2004. Introduction to the Constitution of India; Prentice Hall: New Delhi.
- Dayal, Ishwar, MuthurKuldeep and Battacharya M, 1976. District Administration: McMillan: Delhi.
- Maheshwari, Shriram. 1979. State Government in India; The Macmillan Company of India limited: Delhi.
- Misra, S.C., 1972. Police Administration in India: National Police Academy: Mount Abu. Pandey,
- LalluBehari, 1984. The State Executives; Amar Prakashan: Delhi. Puri, K.K. 1985, Local Government in India, Bharat Prakashan, Jalandhar.
- Pylee, M.V. 1967. India's Constitution; Asia Publishing House: Bombay.
- Reddy, Ram. G. and Seshadri K. 1972. Police in a developing society: Osmania University: Hyderabad.
- Sharma, P.D. 1971. Indian Police – A Developmental Approach: Research: Delhi.
- Chakrabarty, B. & Chand, P. (2016), Indian Administration: Evolution and Practice, New Delhi, Sage Publications
- Sapru, Radhakrishnan. (2018), Indian Administration: A Foundation of Governance, New Delhi: Sage Publications.
