

**Bodoland University**  
**Curriculum Structures for UG syllabus**  
**BCA (Bachelor of Computer Application)**

**Revised in Year 2021**

**REVISED PROGRAM STRUCTURE AND DETAILED CURRICULUM  
IN THE L-T-P-C FORMAT**



**BODOLAND UNIVERSITY**  
**DEBARGAON, KOKRAJHAR(B.T.R.)**

**BODOLAND UNIVERSITY**  
**BCA (Bachelor of Computer Application)**  
**Year - 2021**

**The course will be a 3 year- 6 semester course.**

**Eligibility:** The candidate must have passed Higher Secondary or equivalent level examination from Science/Commerce/Arts Stream. Students who have passed the Higher Secondary examination with either Mathematics or Computer Science as one of the subjects obtaining minimum pass mark in the subject should be given preference at the time of admission. Students completing Diploma in CSE/IT from AICTE recognized institutes are also eligible for taking admission. The Colleges may have their own cut-off marks which they found to be reasonable for them and/or hold admission test for the final selection of candidates. Colleges may offer Bridge Course in Mathematics at 1<sup>st</sup> semester for admitted students who did not have Mathematics at the HS level.

**Examination:** The marks obtained by a student in Bridge Course (if any) and Paper 2.6 i.e. Environmental Studies will not be counted in his/her semester grade point average (GPA), but he/she will have to obtain the minimum pass marks in these papers in order to clear the 1<sup>st</sup> and 2<sup>nd</sup> semester respectively. The **L-T-P-C** break- up for the courses has been mentioned below with each course. Each paper will carry a total of 6 credits except the courses 2.6 (Environmental Studies) and 6.3 (project work) which will carry 3 credits and 18 credits respectively. For the theory papers, 1 credit point corresponds to one lecture / tutorial per week and for practical papers 1 credit point corresponds to 1 practical session (of at least 2 hours) per week. Bridge Course Examination will be conducted by the concerned college itself (if any) with prior discussion with Controller of Examination Office.

All matters related to examinations including internal evaluations will be as per the regulation of TDC for semester system of B.U. with choice based credit and grading system.

SL. NO.	CORE COURSE(14)	ABILITY ENHANCEMENT COURSE(AECC)(2)	SKILL ENHANCEMENT COURSE(SEC)(2)	ELECTIVE: DISCIPLINE SPECIFIC(DSE)(4)	ELECTIVE: GENERIC(GE)(4)
	C1: Computer fundamental & ICT Hardware (4+4lab)	AECC:1 (English/Hindi /MIL Communication)			GE:1 (a) Computer Fundamentals (b) System Administration and Maintenance
	C2: Introduction to C Programming (4+4lab)				
II	C3: Mathematics-I	AECC:2 Environmental Science			GE:2 (a) Introduction to Programming  (b) Programming in Python
	C4: Data Structure & Algorithm (5+1lab)				
III	C5: Computer based Accounting & financial Management(4+4lab)		SEC1: Oracle(SQL/PL-SQL)		GE:3 (a) Computer Networks and Internet  (b) E-Commerce Technologies
	C6: Digital Logical Fundamentals				
	C7: Mathematics-II				
IV	C8: Software Engineering		SEC2: UNIX/LINUX Programming		GE:4 Multimedia and Applications
	C9: Computer Organization and Architecture				
	C10: Data Base Management System(4+4lab)				
V	C11: Object oriented Programming in C++(4+4lab)			DSE1: Digital Image Processing	
	C12: Operating System (5+1lab/Tutorial)			DSE2: Numerical Methods	
VI	C13: Web Technology(4+4lab)			DSE3: System Programming	
	C14: Computer Networks and Internet			DSE4: DISSERTATION/PROJECTWORK	

SEM-I						
Paper Code	Course	L+T+P	Credit	EndSem	Int	Total
BCA-101G	C-1	4+0+2 5+1+0	6	60(L)+20(P) 60(L)+20(T)	20 20	100
BCA-102G	C-2	4+0+2 5+1+0	6	60(L)+20(P) 60(L)+20(T)	20	100
BCA-GE-103G	GE-1	4+0+2 5+1+0	6	60(L)+20(P) 60(L)+20(T)	20 20	100
COMM-104GR	AECC-1:English/Hindi/MIL(Communication)	5+0+0	6	60(L)	20	100
<b>Total-</b>			<b>20</b>	<b>290</b>	<b>60</b>	<b>400</b>

SEM-II						
PaperCode	Course	L+T+P	Credit	EndSem	Int	Total
BCA-201G	C-3	4+0+2 5+1+0	6	60(L)+20(P) 60(L)+20(T)	20	100
BCA-202G	C-4	4+0+2 5+1+0	6	60(L)+20(P) 60(L)+20(T)	20	100
BCA-GE-203G	GE-2	4+0+2 5+1+0	6	60(L)+20(P) 60(L)+20(T)	20	100
ENV-204GR	AECC-2: Environmental Science	4+1+1	6	60(L)+20(P)	20	100
<b>Total-</b>			<b>24</b>	<b>290</b>	<b>60</b>	<b>400</b>

SEM-III						
Paper Code	Course	L+T+P	Credit	EndSem	Int	Total
BCA-301G	C-5	4+0+2 5+1+0	6	60(L)+20(P) 60(L)+20(T)	20	100
BCA-302G	C-6	4+0+2 5+1+0	6	60(L)+20(P) 60(L)+20(T)	20	100
BCA-303G	C-7	4+0+2 5+1+0	6	60(L)+20(P) 60(L)+20(T)	20	100
BCA-SEC1-304GR	SEC-1	2	2	50(L)		50
BCA-GE-305G	GE-3	4+0+2 5+1+0	6	60(L)+20(P) 60(L)+20(T)	20	100
<b>Total-</b>			<b>26</b>	<b>370</b>	<b>80</b>	<b>450</b>

SEM-IV						
Paper Code	Course	L+T+P	Credit	EndSem	Int	Total
BCA-401G	C-8	4+0+2 5+1+0	6	60(L)+20(P) 60(L)+20(T)	20	100
BCA-402G	C-9	4+0+2 5+1+0	6	60(L)+20(P) 60(L)+20(T)	20	100
BCA-403G	C-10	4+0+2 5+1+0	6	60(L)+20(P) 60(L)+20(T)	20	100
BCA-SEC2-404GR	SEC-2	2	2	50(L)		50
PHY-GE-405G	GE-4	4+0+2 5+1+0	6	60(L)+20(P) 60(L)+20(T)	20	100
<b>Total-</b>			<b>26</b>	<b>370</b>	<b>80</b>	<b>450</b>

SEM-V						
Paper Code	Course	L+T+P	Credit	End Sem	Int	Total
BCA-501G	C-11	4+0+2 5+1+0	6	60(L)+20(P) 60(L)+20(T)	20	100
BCA-502G	C-12	4+0+2 5+1+0	6	60(L)+20(P) 60(L)+20(T)	20	100
BCA-DSE1-503G	DSE-1	4+0+2 5+1+0	6	60(L)+20(P) 60(L)+20(T)	20	100
BCA-DSE2-504G	DSE-2	4+0+2 5+1+0	6	60(L)+20(P) 60(L)+20(T)	20	100
<b>Total-</b>			<b>24</b>	<b>320</b>	<b>80</b>	<b>400</b>

SEM-VI						
Paper Code	Course	L+T+P	Credit	End Sem	Int	Total
BCA-601G	C-13	4+0+2 5+1+0	6	60(L)+20(P) 60(L)+20(T)	20	100
BCA-602G	C-14	4+0+2 5+1+0	6	60(L)+20(P) 60(L)+20(T)	20	100
BCA-DSE3-603G	DSE-3	4+0+2 5+1+0	6	60(L)+20(P) 60(L)+20(T)	20	100
BCA-DSE4-604G	DSE-4 (Project/Dissertation)	4+0+2 5+1+0	6	60(L)+20(P) 60(L)+20(T)	20	100
<b>Total-</b>			<b>24</b>	<b>320</b>	<b>80</b>	<b>400</b>

1. Where there is a practical there will be no tutorial or vice-versa.
2. Institutes should evolve a system/policy about ECA/General Interest/Hobby/Sports/NCC/NSS/related courses on its own.
3. **Skill Enhancement Courses (SEC):** These courses are to be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge and should contain both theory and lab/hands-on/training/field work. The main purpose of these courses is to provide students life-skills in hands-on mode so as to increase their employability. The list provided under this category are suggestive in nature and each Institution/College has complete freedom to suggest their own papers under this category based on their expertise, specialization, requirements, scope and need. However, in this case approval of Academic section of the University is mandatory.

## DETAILED SYLLABUS

### SEMESTER –I

#### BCA.C1.COMPUTER FUNDAMENTAL & ICT HARDWARE

**Total marks: 100 (Semester end examination-60, Practical- 20, Internal assessment- 20)**

#### UNIT I

Evolution of Computer system, Classification of Computer, Modern Computer, Hardware and Software. Major components of a Digital Computer (A brief introduction of CPU, Main memory, Secondary memory devices and I/O devices) Keyboard, monitor, mouse, printers, Secondary storage devices (floppy disks, hard disks and optical disks), backup system and why it is needed? Bootstrapping a Computer.

Number System: Representation of numbers (only a brief introduction to be given) and characters in computer. Binary, Hexadecimal, Octal, BCD, ASCII, EDCDIC and Gray codes. Conversion of bases. Representation of signed integers, Sign and magnitude,  $1^s$  complement and  $2^s$  complement representation. Arithmetic operations using  $2^s$  complement representation and conditions for overflow/underflow and its detection.

Assembler, Compiler, Interpreter, Linker and Loader. Definition and concepts of algorithm and its different implementations-pseudo code, flowchart and Computer programs.

#### UNIT II

Hard Disk Drive: logical structure and file system, FAT, NTFS. Hard disk tools: Disk cleanup, error checking, defragmentation, scanning for virus, formatting, installing additional HDD. New trends in HDD. Floppy Disk Drive.

#### UNIT III

Optical Media, CDROM, theory of operation, drive speed, buffer, cache, CD-r, CD-RW, DVDROM, DVD technology, preventive maintenance for DVD and CD drives, New Technologies. Driver installation, Writing and cleaning CD and DVD.

#### UNIT IV

Processor: Intel processor family. Latest trends in processor, Motherboard, Sockets and slots, power connectors. Peripheral connectors. Bus slots, USB, pin connectors. Different kinds of mother boards. RAM, different kinds of RAM. RAM up gradation. Cache and Virtual Memory concept.

#### UNIT V

SMPS. BIOS. Network Interface Card, network cabling, I/O Box, Switches, RJ45 connectors, Patch panel, Patch cord, racks, IP address.

### **SUGGESTED READINGS:**

1. Anita Goel, *Computer Fundamentals*, Pearson, 2010.
2. *Comdex: Hardware and Networking Course Kit*, Dream Tech Press.
3. V. Rajaraman, Neeharika Adabala, *Fundamentals of Computers*, PHI, 6th Edition.
4. Ron Gilster, *PC Hardware: A Beginner's Guide*, Tata McGraw Hill.
5. E. Balaguruswamy, *Computer Fundamentals and C Programming*, Tata McGraw Hill.

## **LABORATORY**

### **Practical Assignments covering paper BCA. C1. (Computer Fundamentals & ICT Hardware)- 40 marks (At least 6 assignments have to be done by each student from the following list.)**

**Objectives:** The Practical introduces the students to a personal computer and its basic peripherals, the process of assembling a personal computer, installation of system software like Windows OS, LINUX OS, and device drivers. Basic system administration in Linux which includes: Basic Linux commands in bash, Create hard and symbolic links, Text processing, using wildcards. In addition hardware and software level troubleshooting process, tips and tricks would be covered.

Different ways of hooking the PC on to the network and internet from home and work place and effectively usage of the internet. Configuring the TCP/IP setting. Usage of web browsers, email, news groups and discussion forums would be covered. In addition, awareness of cyber hygiene, i.e., protecting the personal computer from getting infected with the viruses, worms and other cyber attacks would be introduced.

### **List of Experiments/Tasks:**

**Task1:** Identify the peripherals of a computer, components in a CPU and its functions. Draw the block diagram of the CPU along with the configuration of each peripheral and submit to your instructor.

**Task2:** Every student should disassemble and assemble the PC back to working condition. Lab instructors should verify the work and follow it up with a Viva.

**Task3:** Every student should individually install MS Windows on the personal computer. Lab instructor should verify the installation and follow it up with a Viva.

**Task4:** Every student should install Linux on the computer. This computer should have windows installed. The system should be configured as dual boot with both windows and Linux. Lab instructors should verify the installation and follow it up with a Viva

**Task5:** Basic commands in Linux

**Task6:** Hardware Troubleshooting: Students have to be given a PC which does not boot due to improper assembly or defective peripherals. They should identify the problem and fix it to get the computer back to working condition. The work done should be verified by the instructor and followed up with a Viva



**Task7:** Software Trouble shooting: Students have to be given a mal functioning CPU due to system software problems. They should identify the problem and fix it to get the computer back to working condition. The work done should be verified by the instructor and followed up with a Viva.

**Task8:** The test consists of various systems with Hardware/Software related troubles, formatted disks without operating systems. Installation of antivirus software, configure their personal firewall and windows update on their computer. Then they need to customize their browsers to block pop ups, block active downloads to avoid viruses and/or worms.

## BCA.C2.INTRODUCTION TO C PROGRAMMING

Total marks: 100(Semesterendexamination-60, Practical-20 Internal Assessment-20)

### UNIT I

#### Overview of C

Importance of C, sample C program, C program structure, executing C program. Variables, Data Types, Constants: integer constant, real constant, character constant, string constant; Character set, C tokens, keywords and identifiers, variables declaration, Assigning values to variables---Assignment statement, declaring a variable as constant, as volatile.

#### Operators and Expression

Categories of operator-Arithmetic, Relational, logical, assignment, increment, decrement, conditional, bit wise and special operators; arithmetic expressions, precedence and associativity of operators, type conversions, mathematical functions

#### Managing Input and Output Operators

Reading and writing a character, formatted input, formatted output.

### UNIT II

#### Decision Making and Branching Statement

*If* statement,*if.....else*statement,*nestedif....else*statement,*switch....case*statement,*goto* statement.

#### Decision Making and Looping

Definition of loop, categories of loops, *for* loop *while* loop, *do-while* loop, *break* statement, *Continue* statement

### UNIT III

#### Arrays

Declaration and accessing of one &two-dimensional arrays, initializing two-dimensional arrays, multidimensional arrays..

#### Functions

The form of C functions, Return values and types, return statement, calling a function, categories of functions, Nested functions, Recursion, functions with arrays, call by value, call by reference, storage classes.

### Unit IV

#### Structures and Unions

Defining, giving values to members, initialization and comparison of structure variables, array of structure, array within structure, structure within structure, structures and functions, unions.

#### Preprocessors

Macro substitution, file inclusion.

## Unit V

### Pointers

Definition of pointer, declaring and initializing pointers, accessing a variable through address and through pointer, pointer expressions, pointer increments and scale factor, pointers and arrays, pointers and functions, pointers and structures.

### File Management in C

Opening, closing and I/O operations on files, random access to files, comm. And line arguments.

### SUGGESTED READINGS:

1. Byron Gottfried, *Schaum's Outline Programming with C*, Second Edition, Tata McGraw-Hill
2. Yashavant Kanetkar, *Let Us C*, Eighth Edition, BPB Publications.
3. Kernighan and Ritchie, *The C Programming Language*, Second Edition, Prentice Hall,

## LABORATORY

**Practical Assignments covering paper BCA.C2 (Introduction to C programming)-60 marks (At least 20 programming assignments have to be done by each student from the following list. The assignments should be selected in such a way that all the features of C language are included.) List of Experiments:**

1. Write a program to convert a given temperature value from Fahrenheit scale to Centigrade scale and vice versa.
2. Write a program to display ASCII value of a character.
3. Write a program to check whether a number is perfect or not.
4. Write a program to find out the biggest of three numbers using nested if.
5. A company insures its drivers if either of the following conditions are satisfied Driver is married. • Driver is an unmarried, male and above 30 years of age. • Driver is unmarried, female and above 25 years of age. • Write a program to decide if a driver is to be insured using logical operators.
6. Write a program to read a list of positive integers terminated by -1 and display the odd and even numbers separately and also the irrespective counts.
7. Write a program to read values of n and x and print the value of y using switch case where
  - a.  $y=n+x$  when  $n=1$
  - b.  $y=1+x/n$  when  $n=2$
  - c.  $y=n+3x$  when  $n=3$
  - d.  $y=1+nx$  when  $n>3$  or  $n<1$ .
8. Write a program to n values of sales and then calculate the commission on sales amount where the commission is calculated as follows: a. If  $\text{sales} \leq \text{Rs.}500$ , commission is 5%. b. If  $\text{sales} > 500$  but  $\leq 2000$ , commission is Rs 35 plus 10% above Rs 500. c. If  $\text{sales} > 2000$  but

- $\leq 5000$ , commission is Rs185 plus 12% above Rs.2000. If sales  $> 5000$ , commission is 12.5%.
9. Write a program to find out minimum, maximum, sum and average of n numbers without using array.
  10. Program to find mean and standard deviation (SD) for a set of n numbers without using array.
  11. Write a program to find out the roots of a quadratic equation. Use proper testing to find checks for real and complex roots.
  12. Write a program to print the digits of a number in words.  
(eg. if a number 841 is entered through the keyboard your program should print "Eight Four One".)
  13. Write a program to print the PASCAL Triangle upto then-throw where n is an input to the program.
  14. Write a function to return the HCF of two positive integers. Write a main function to read two positive integers and print their HCF and LCM by using the above function.
  15. Write a program to convert a decimal number in to binary number using function.
  16. Write a program to display the result of sine series using function.
  17. Write a program to find the sum of the following series  $1+x-x^3/3!+x^5/5!-x^7/7!+\dots$  corrected up to the 3 decimal place.
  18. Write a program to read n numbers in a sorted array and insert a given element in a particular position
  19. Write functions to compute the factorial of a number using both recursive and non-recursive procedure.
  20. Write a program to print the values of nCr and  $n \geq r$  for given positive integers  $n > 0$ . Use a function fact(n) to return the factorial of a non-negative integer.  $nCr = \frac{n!}{r!(n-r)!}$   $nPr = \frac{n!}{(n-r)!}$
  21. Write a program to display the first n Fibonacci numbers using function.
  22. Write a program to display the prime numbers within a given range. Write a function to check whether a given integer is prime or not and use it.
  23. Write a program to Multiply two matrices using function
  24. Write a program to display the upper Triangle and lower Triangle of a given square matrix using function.
  25. Write a function to check if a given square matrix is symmetric or not. Write a main function to implement it.
  26. Write a program to read a mXn matrix and calculate the Row sum and Column Sum of the matrix
  27. Write a function to read in an integer and print the representation of the number using the sign and magnitude e representation scheme using 8 bits. The program should check for overflow/underflow conditions. The left most bit is to be used as the sign bit.
  28. Write a program to merge two sorted arrays.
  29. Write a program to implement selections or t using function.
  30. Write a program to count the number of vowels in a string.
  31. Write a program to concatenate two strings using function (without using library function).

32. Write a program to convert a string from upper case to lower case and vice versa.
33. Write a program to swap two numbers using function (pass the pointers).
34. Write a program to sort number of strings in ascending order using pointer.
35. Write a program using pointers to copy a string to another string variable (without using library function).
36. Declare a structure of a student with details like roll number, student name and total marks. Using this, declare an array with 50 elements. Write a program to read details of n students and print the list of students who have scored 75 marks and above.
37. Create a structure to store the following information of employees. An Employee's number, name, pay and date of joining.  
It has been decided to increase the pay as per the following rules: Pay ≤ Rs.3000:20% increase Pay ≤ Rs.6000 but > Rs.3000:15% increase Pay > Rs.6000: no increase Write a program to implement the above structure.
38. Write a program to read a text file and count the number of vowels in the text file.
39. Write a program to copy a text file to another file.

**GE-1: Computer Fundamentals**  
**Theory: 60 lectures**

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|--|------------|
| <b>1. Introduction:</b> Introduction to computer system, uses, types.  | <b>6L</b>  |
| <b>2. Data Representation:</b> Number systems and character representation, binary Arithmetic.   | <b>12L</b> |
| <b>3. Human Computer Interface:</b> Types of software, Operating system as user interface, utility programs  | <b>6L</b>  |
| <b>4. Devices:</b> Input and output devices (with connections and practical demo), keyboard, mouse, joystick, scanner, OCR, OMR, bar code reader, webcam, monitor, printer, plotter  | <b>10L</b> |
| <b>5. Memory:</b> Primary, secondary, auxiliary memory, RAM, ROM, cache memory, hard disks, optical disks  | <b>6L</b>  |
| <b>6. Computer Organisation and Architecture:</b> C.P.U., registers, system bus, main memory unit, cache memory, Inside a computer, SMPS, Motherboard, Ports and Interfaces, expansion cards, ribbon cables, memory chips, processors. | <b>12L</b> |
| <b>7. Overview of Emerging Technologies:</b> Bluetooth, cloud computing, big data, data mining, mobile computing and embedded systems.   | <b>8L</b>  |

### Reference Books:

1. A.Goel,ComputerFundamentals,PearsonEducation,2010.
2. P. Aksoy,L.DeNardis,IntroductiontoInformationTechnology,CengageLearning,2006
3. P. K.Sinha,P.Sinha,FundamentalsofComputers,BPB Publishers,2007

### Computer Fundamentals Lab Practical: 60 lectures

Practical exercises based on MSOffice/Open Office tools using document preparation and spreadsheet handling packages.

#### MSWord

1. Prepare a **grocery list** having four columns (Serial number, The name of the product, quantity and price)for the month of April,06.
  - Font specifications for Title (Grocery List):14-pointArial font in bold and italics.
  - Theheadingsofthecolumnsshouldbein12-pointandbold.
  - The rest of the document should be in10-pointTimesNewRoman.
  - Leaveagapof12-pointsafterthetitle.
2. Create a **telephone directory**.
  - Theheadingshouldbe16-pointArialFontinbold
  - There s to f the document should use10-pointfontsize
  - Otherheadingshoulduse10-pointCourierNewFont.
  - The footer should show the page number as well as the date last updated.
3. Design a **time-table form** for your college.
  - The first line should mention the name of the college in16-point Arial Font and should be bold.
  - The second line should give the course name/teacher'snameandthedepartmentin14-pointArial.
  - Leaveagapof12-points.
  - There s to f the document should use10-point TimesNewRoman font.
  - The footer should contain your specifications as the designer and date of creation.

4. BPB Publications plan to release a new book designed as per your syllabus. Design the **First page of the book** as per the given specifications.
- The title of the book should appear bold using 20-point Arial font.
  - Then a name of the author and his qualifications should be in the center of the page in 16-point Arial font.
  - At the bottom of the document should be the name of the publisher and address in 16-point Times New Roman.
  - The details of the offices of the publisher (only location) should appear in the footer.
5. Create the following one page documents.
- a. Compose a note inviting friends to a get-together party at our house, including a list of things to bring with them.
  - b. Design a certificate in landscape orientation with a border around the document.
  - c. Design a Garage Sale sign.
  - d. Make a sign outlining your rules for your bedroom at home, using a numbered list.
6. Create the following documents:
- (a) A newsletter with a headline and 2 columns in portrait orientation, including at least one image surrounded by text.
  - (b) Use a news letter format to promote upcoming projects or events in your classroom or college.
7. Convert following text to a table, using comma as delimiter  
Type the following as shown (do not bold).

**Color, Style, Item**  
**Blue, A980, Van**  
**Red, X023, Car**  
**Green, YL724,**  
**Truck Name, Age, Sex**  
**Bob, 23, M**  
**Linda, 46, F**  
**Tom, 29, M**



## GE-I: (b) System Administration and Maintenance

02 Lectures, 04 Practical, Credits 4(2+2)  
Theory: 20 Lectures Practical: 20 Lectures

### UNIT 1 :( Linux/Unix)

(8Lectures)

Basics of operating system, services,

- Installation and configuration, maintenance
- What is Linux/Unix Operating systems, Kernel, API, cli, gui,
- Difference between Linux/Unix and other operating systems
- Features and Architecture
- Linux features, advantages, disadvantages

### UNIT 2: (Windows)

(12Lectures)

- Windows as operating system, history, versions.
- PC hardware, BIOS, Devices and drivers,
- Kernel Configuration and building
- Application installation, configuration and maintenance
- Server services and Client services
- Difference between Windows XP/windows7andwindowsserver2003/2008

### Practical/Lab work to be performed

#### A. Software Lab Based on System Administration and Maintenance Linux:

Linux Desktop tour, Configuring desktop environment and desktop settings
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<b>Basic Commands:</b> Terminal, shell, Cat, ls, cd, date, cal, man, echo, pwd, Mkdir, rm, rmdir, Ps, kill
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<b>Package Installation</b>
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Synaptic package manager
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## B. Windows:

<p>Creating users–Admin and regular.</p> <p>Path of their personal files. Adding and changing passwords.</p> <p>Difference between work group and domain. Concept of roles.</p> <p>User profiles–creating and roaming Concept of Active Directory. Creating active directory in windows 2003/2008.</p>
<p>Process and Disk management</p> <p>Windows Task manager. File systems–NTFS, FAT.</p>
<p><b>Services</b></p> <p>Control Panel</p> <p>C:/program Files, C:/system C:/windows</p> <p>Add/remove new hardware (like printer), Add/remove new programmes.</p>
<p><b>Network Administration</b></p> <p>Ipconfig, Ping, tracert, route, hostname, net, netstat, whoami</p> <p>Set manual IPaddress, check connectivity– ipv4,ipv6</p>
<p><b>Administrator Tools</b></p> <p>Control Panel-&gt;Administrative Tools</p> <p>Computer Management, Local security Policy, Performance Monitor, Task Scheduler, Anti virus and firewall.</p>
<p><b>Misc</b></p> <p>Start-&gt;Accessories-&gt;System tools -&gt; All options (Remote desktop, backup/restore etc.)</p> <p><b>LAN</b>–sharing printer, files and folder over the network.</p>

**Bridge Course**  
**Total Marks: 100**

**Unit 1:** Set Theory, Relations and Functions (15 Marks)  
Sets and Functions (Sets Relations and Functions, Trigonometric Functions)

**Unit 2:** Matrices and Determinant (15 Marks)  
Definition of a Matrix; Matrices: Various Types of Matrices; Operations on Matrices; Symmetric and Skew-Symmetric Matrices; Row Operations, Column Operations; Inverse of a Matrix by Elementary Row Operations.  
Determinants: Concept of Determinant; Minors and Co-factors in Determinants; Expansion of a Determinant; Properties of Determinants.

**Unit 3:** [Algebra](#) (20 Marks)  
(Principle of Mathematical Induction, Complex Numbers and Quadratic Equations, Linear Inequalities, Permutations and Combinations Binomial Theorem, Sequence and Series)

**Unit 4:** [Calculus](#) (Limits and Derivatives) (20 Marks)  
Basic Formulae of Differentiation; Differentiation from the First Principle; Derivative of the Product of Functions, Quotient of two functions, Function of a function (Chain Rule).  
Integral Calculus  
Indefinite Integral: Basic Formulae and Standard results of Integration; Integration by Substitution; Integration using Trigonometric Identities; Integration by Parts  
Derivatives of Exponential functions, Logarithmic functions, Inverse Trigonometric functions; Differentiation by Trigonometrical Transformations; Differentiation of Implicit functions; Differentiation using Logarithms.

**Unit 5:** [Probability](#) and Statistics (20 Marks)  
(Measures of Dispersion: Range, Mean deviation, variance and standard deviation of ungrouped/grouped data, Conditional probability, multiplication theorem on probability, independent events, total probability, Bayes' theorem)

**Unit 6:** Trigonometry (10 Marks)  
Generation of angles, useful terminology, quadrant, Measurement of angles: different systems, Definition of  $\pi$ , Relation between three systems, Trigonometrical Ration and function

**Reference Books:**

1. Chand's Mathematics books for classes XI and XII

**DETAILED SYLLABUS  
SEMESTER-II  
BCA.C3. MATHEMATICS-I**

**Total marks: 100(Semester end examination-80, Internal assessment- 20)**

**UNIT I**

**Marks: 30**

**Determinants and Matrices**

Definition and different types (such as identity matrix, diagonal matrix etc) of matrices, vectors and matrices. Addition, subtraction and multiplication of matrices. Properties of matrix operations. Existence of additive and multiplicative identity and additive inverse matrices. Transpose of a matrix and its properties. Symmetric and skew symmetric matrices. Elementary transformation of a matrix. Invertible matrices.

Determinant of a square matrix, minor, cofactor. Adjoint of a matrix and matrix inversion. Determination of rank of a matrix. Eigen values and Eigen vectors of a matrix (Stressing on symmetric matrices). Cayley-Hamilton theorem-Cramer's rule. Consistency of a system of linear non-homogenous equations and existence of solutions (statement only). Simple problems. Solutions of simultaneous linear equations by Gaussian elimination method.

**UNIT II**

**Marks: 20**

**Complex Numbers**

Definition and Algebra of complex numbers. Modulus and conjugate of a complex number. Representation of complex numbers-Argg and diagram and polar representation. Roots of linear and quadratic equations in one variable, real roots, irrational roots, complex roots, Relation between the roots and the coefficients.

**UNIT III**

**Marks:20**

**Limits and Derivatives**

Intuitive idea of limits and derivatives. Limits of polynomials and rational functions. Derivatives, Algebra of derivative of a function. Derivative of polynomials and trigonometric functions.

**UNIT IV**

**Marks: 10**

**Calculus**

Roll's theorem, Lagrange's Mean Value theorem and Taylor's theorem. Meaning of the sign of derivative. Indeterminate forms, maxima and minima (single variable).

**SUGGESTED READINGS:**

1. Narayanan S. and Manickavachagam, *Allied Mathematics Vol. 1 & Vol. 2.*
2. M.K. Venkataraman, NPC, *Engineering Mathematics Vol. 1 & Vol. 2,*

## BCA.C4.DATASTRUCTURE ANDALGORITHM

**Total marks: 100(Semesterendexamination-60, Practical-20, Internal assessment-20)**

### UNIT I

#### **Definition:**

Concept of Data Types, elementary structure, words and their interpretations, packed words

#### **Arrays:**

Types, memory representation, address translation functions for one & two dimensional arrays, different examples.

### UNIT II

#### **Linked Structure:**

Singly and doubly linked list, circular and noncircular, list manipulation with pointers, example involving insertion and deletion of elements and their comparative studies with implementations using array structure

#### **Stacks and Queues**

Definitions, representation using array and linked list structure, application of stack and queues in simulation, postfix conversion and evolution of arithmetic expressions

### UNIT III

#### **Binary Trees:**

Definition, quantitative properties, memory representation, Trees traversal algorithms (recursive and non-recursive), threaded trees, BFS, DFS

### UNIT IV

#### **Searching**

Linear and binary search algorithms, performance and complexity, binary search trees (construction, insertion, deletion and search), Concept of optimal binary search trees.

### UNIT V

#### **Sorting:**

Terminology, performance evaluation, sorting algorithms (non recursive, recursive description, Complexity, advantages and disadvantage, implementation)

Bubble sort, insertion sort, selection sort, Tree sort, heap sort, quick sort, merge sort & radix sort. External Sorting.

### UNITVI

#### **Analysis of Algorithm**

Time and Space complexity of algorithms, average case and worst case analysis, asymptotic notation as a measure of algorithm complexity, O and notations. Analysis of sorting algorithms-Selection sort, Bubble sort, Insertion sort, Heap sort, Quick sort and analysis of searching algorithms– linear search and binary search.

### **SUGGESTED READINGS:**

1. *Data Structure*, Horowitz and Sahani, Narosa
2. *Introduction to Data Structures in C*, A.N. Kamthane, Pearson, 2007.
3. *Data Structure using C and C++*, Langsam, Augenstein & Tanenbaum, PHI
4. *Data Structures in C*, A.S. Nair, T. Mahalekshmi, PHI, EEE.
5. *Data Structures using C*, S.K. Bandyopadhyay, K.N. Dey, Pearson.

## **LABORATORY**

**Practical assignments covering paper BCA.C4. (Data Structure and Algorithm)-50 marks (Each student should do at least 15 assignments from the following list.)**

### **List of Experiments: (Write programs in C language)**

1. Implement binary search and linear search algorithms on arrays.
2. Implement following sorting algorithms:
  - i) Bubble sorting
  - ii) Insertion sort
  - iii) Heap sort
  - iv) Quick sort
  - v) Merge sort
3. Write a program to create a singly linked list and insert an element at the beginning, end, and at a given position of the linked list.
4. Write a program to create a singly linked list and delete an element from any position of the linked list.
5. Write a program to create a singly linked list. Write functions for i) counting the number of elements in a list. ii) to search for a given element in a list. If the item has been found then it should return the position at which the item was found; otherwise it should return -1 to indicate not found.
6. Write a function to concatenate two linked lists.
7. Write a function to merge two sorted linked lists.
8. Write a program to create a doubly linked list and insert an element at any position.
9. Write a program to create a doubly linked list and delete an element from a given position.
10. Write a program to create a circular linked list and insert/delete an element at any position.

11. Write a program to implement a stack using i)array structure ii)linked list structure
12. Write a program to implement two stacks using a single array.
13. Write a program to evaluate a postfix expression using stack.
14. Write a program to convert an infix expression into a postfix expression.
15. Write a program to implement a queue using array.
16. Write a program to implement a queue using linked list.
  
17. Write a program to implement a circular queue using array.
18. Write a program to implement a circular queue using linked list.
19. Write a program to create a binary search tree using link representation and display the elements in preorder, in\_order and post\_order using recursive function.
20. Write a program to create a binary search tree using link representation and i)search ii)delete an item from the binary search tree.

## **GE2: (a) Introduction to Programming**

### **Theory: 60 lectures**

#### **1. Introduction to C and C++**

**(5Lectures)**

History of C and C++, Overview of Procedural Programming and Object-Oriented Programming, Using main() function, Compiling and Executing Simple Programs in C++.

#### **2. Data Types, Variables, Constants, Operators and Basic I/O**

**(10Lectures)** Declaring, Defining and Initializing Variables, Scope of Variables, Using Named Constants, Keywords, Data Types, Casting of Data Types, Operators (Arithmetic, Logical and Bitwise), Using Comments in programs, Character I/O (getc, getchar, putc, putchar etc), Formatted and Console I/O (printf(), scanf(), cin, cout), Using Basic Header Files (stdio.h, iostream.h, conio.h etc).

#### **3. Expressions, Conditional Statements and Iterative Statements**

**(10Lectures)**

Simple Expressions in C++ (including Unary Operator Expressions, Binary Operator Expressions), Understanding Operator Precedence in Expressions, Conditional Statements (if construct, switch-case construct), Understanding syntax and utility of Iterative Statements (while, do-while, and for loops), Use of break and continue in Loops, Using Nested Statements (Conditional as well as Iterative)

#### **4. Functions and Arrays**

**(10Lectures)**

Utility of functions, Call by Value, Call by Reference, Functions returning value, Void functions, Inline Functions, Return data type of functions, Functions parameters, Differentiating between Declaration and Definition of Functions, Command Line Arguments/Parameters in Functions, Functions with variable number of Arguments. Creating and Using One Dimensional Arrays (Declaring and Defining an Array, Initializing an Array, Accessing individual elements in an Array, Manipulating array elements using loops), Use Various types of arrays (integer, float and character arrays/Strings) Two-dimensional Arrays (Declaring, Defining and Initializing Two Dimensional Array, Working with Rows and Columns), Introduction to Multi-dimensional arrays

#### **5. Derived Data Types (Structures and Unions)**

**(5Lectures)** Understanding utility of structures and unions, Declaring, initializing and using simple structures and unions, Manipulating individual members of structures and unions, Array of Structures, Individual data members as structures, Passing and returning structures from functions, Structure with union as members, Union with structures as members.

#### **6. File I/O, Preprocessor Directives**

**(8Lectures)**

Opening and closing a file (use of fstream header file, ifstream, ofstream and fstream classes), Reading and writing Text Files, using put(), get(), read() and write() functions, Random access in files, Understanding the Preprocessor Directives (#include, #define, #error, #if, #else, #elif, #endif, #ifdef, #ifndef and #undef), Macros

#### **7. Using Classes in C++**

**(8Lectures)**

Principles of Object-Oriented Programming, Defining & Using Classes, Class Constructors, Constructor Overloading, Function overloading in classes, Class Variables & Functions, Objects as



parameters, specifying the Protected and Private Access, Copy Constructors, Overview of Template classes and their use.

## **8. Inheritance and Polymorphism**

Introduction to Inheritance and Polymorphism

### **Reference Books:**

1. HerbtzSchildt, "C++:TheCompleteReference",FourthEdition,McGrawHill.20032.BjarneStroustrup,"TheC++ProgrammingLanguage",4thEdition,Addison-Wesley, 2013.
3. BjarneStroustrup,"Programming--PrinciplesandPracticeusingC++",2ndEdition,Addison-Wesley2014.
4. EBalaguruswamy,"ObjectOrientedProgrammingwithC++",TataMcGraw-HillEducation,2008.
5. PaulDeitel,HarveyDeitel,"C++HowtoProgram",8thEdition,PrenticeHall,2011.6.JohnR.Hubbard,"ProgrammingwithC++",Schaum'sSeries,2ndEdition,2000.

## LABORATORY

**Practical Assignments covering paper GE2 (Introduction to C programming)-60 marks (Atleast 20 programming assignments have to be done by each student from the following list. The assignments should be selected in such a way that all the features of C language are included.)List of Experiments:**

1. Write a program to convert a given temperature value from Fahrenheit scale to Centigrade scale and vice versa.
2. Write a program to display ASCII value of a character.
3. Write a program to check whether a number is perfect or not.
4. Write a program to find out the biggest of three numbers using nested if.
5. A company insures its drivers if either of the following conditions are satisfied Driver is married. • Driver is an unmarried, male and above 30 years of age. • Driver is unmarried, female and above 25 years of age. • Write a program to decide if a driver is to be insured using logical operators.
6. Write a program to read a list of positive integers terminated by -1 and display the odd and even numbers separately and also their respective counts.
7. Write a program to read values of n and x and print the value of y using switch case where
  - a.  $y=n+x$  when  $n=1$
  - b.  $y=1+x/n$  when  $n=2$
  - c.  $y=n+3x$  when  $n=3$
  - d.  $y=1+nx$  when  $n>3$  or  $n<1$ .
8. Write a program to n values of sales and then calculate the commission on sales amount where the commission is calculated as follows a. If  $\text{sales} \leq \text{Rs.}500$ , commission is 5%. b. If  $\text{sales} > 500$  but  $\leq 2000$ , commission is Rs 35 plus 10% above Rs 500. c. If  $\text{sales} > 2000$  but  $\leq 5000$ , commission is Rs 185 plus 12% above Rs. 2000. d. If  $\text{sales} > 5000$ , commission is 12.5%.
9. Write a program to find out minimum, maximum, sum and average of n numbers without using array.
10. Program to find mean and standard deviation (SD) for a set of n numbers without using array.
11. Write a program to find out the roots of a quadratic equation. Use proper testing to find checks for real and complex roots.
12. Write a program to print the digits of a number in words. (eg. if a number 841 is entered through the keyboard your program should print "Eight Four One".)
13. Write a program to print the PASCAL Triangle upto then-throw where n is an input to the program.
14. Write a function to return the HCF of two positive integers. Write a main function to read two positive integers and print their HCF and LCM by using the above function.
15. Write a program to convert a decimal number into binary number using function.
16. Write a program to display the result of sine series using function.

17. Write a program to find the sum of the following series  $1+x-x^3/3!+x^5/5!-x^7/7!+\dots$  .. .. corrected upto the 3 decimal place.
18. Write a program to read numbers in a sorted array and insert a given element in a particular position
19. Write functions to compute the factorial of a number using both recursive and non-recursive procedure.
20. Write a program to print the values of  $nCr$  and  $nPr$  for given positive integers  $n > 0$ . Use a function  $fact(n)$  to return the factorial of a non-negative integer  $n$   $nCr = n! / r! * (n-r)!$   $nPr = n! / (n-r)!$
21. Write a program to display the first  $n$  Fibonacci numbers using function.
22. Write a program to display the prime numbers within a given range. Write a function to check whether a given integer is prime or not and use it.
23. Write a program to Multiply two matrices using function
24. Write a program to display the upper Triangle and lower Triangle of a given square matrix using function.
25. Write a function to check if a given square matrix is symmetric or not. Write a main function to implement it.
26. Write a program to read a  $m \times n$  matrix and calculate the Row sum and Column Sum of the matrix
27. Write a function to read in an integer and print the representation of the number using the sign and magnitude representation scheme using 8 bits. The program should check for overflow/underflow conditions. The left most bit is to be used as the sign bit.
28. Write a program to merge two sorted arrays.

## **GE II: (b) Programming in Python**

02Lectures, 04Practical, Credits 4(2+2)  
Theory: 20Lectures      Practical: 20Lectures

### **UNIT 1: Planning the Computer Program (2Lectures)**

Concept of problem solving, Problem definition, Program design, Debugging, Types of errors in programming, Documentation

### **UNIT2: Techniques of Problem Solving**

**(2Lectures)**F

Flow charting, decision table, algorithms, Structured programming concepts, Programming methodologies viz. top-down and bottom-up programming

### **UNIT3: Overview of Programming**

**(4Lectures)**

Structure of a Python Program, Elements of Python

### **UNIT4: Introduction to Python**

**(4Lectures)**

Python Interpreter, Using Python as calculator, Python shell, Indentation, Atoms, Identifiers and keywords, Literals, Strings, Operators (Arithmetic operator, Relational operator, Logical or Boolean operator, Assignment, Operator, Ternary operator, Bitwise operator, Increment or Decrement operator).

### **UNIT5: Creating Python Programs**

**(4Lectures)**

Input and Output Statements, Control statements (Branching, Looping, Conditional Statement, Exit function, Difference between break, continue and pass.), Defining Functions, Default arguments.

### **UNIT6: Python File Operations**

**(4Lectures)**

Understanding read functions, read(), read line() and read lines(), Understanding write functions, write() and write lines(), Programming using file Operations, Reading config files in python, writing log files in python.

## Practical/Lab work to be performed

### Section: A(Simple programs)

(N.B: Student has to perform **any four** of the following experiments)

1. Write a menu driven program to convert the given temperature from Fahrenheit to Celsius and vice versa depending upon user's choice.
2. WAP to calculate total marks, percentage and grade of a student. Marks obtained in each of the three subjects are to be input by the user. Assign grades according to the following criteria:  
Grade A: Percentage  $\geq 80$   
Grade B: Percentage  $\geq 70$  and  $< 80$   
Grade C: Percentage  $\geq 60$  and  $< 70$   
Grade D: Percentage  $\geq 40$  and  $< 60$   
Grade E: Percentage  $< 40$
3. Write a menu-driven program, using user-defined functions to find the area of rectangle, square, circle and triangle by accepting suitable input parameters from user.
4. Write a program to display the first n terms of Fibonacci series.
5. Write a program to find factorial of the given number.
6. Write a program to find sum of the following series for n terms:  
 $1 - \frac{2}{2!} + \frac{3}{3!} - \dots - \frac{n}{n!}$
7. Write a program to calculate the sum and product of two compatible matrices.

### Section: B(Visual Python)

(N.B: Student has to perform **any four** of the following experiments)

*All the programs should be written using user defined functions, wherever possible.*

1. Write a menu-driven program to create mathematical 3D objects  
(i) curv, (ii) sphere, (iii) cone, (iv) arrow, (v) ring, (vi) cylinder.
2. Write a program to read n integers and display them as a histogram.
3. Write a program to display sine, cosine, polynomial and exponential curves.
4. Write a program to plot a graph of people with pulse rate vs. height. The values of p and h are to be entered by the user.
5. Write a program to calculate the mass m in a chemical reaction. The mass m (in gms) disintegrates according to the formula  $m = \frac{60}{t+2}$ , where t is the time in hours. Sketch a graph of t vs. m, where  $t \geq 0$ .
6. A population of 1000 bacteria is introduced into a nutrient medium. The population p grows as follows:  
$$P(t) = \frac{15000(1+t)}{15+e}$$
Where the time t is measured in hours. WAP to determine the size of the population at given time t and plot a graph for P vs t for the specified time interval.
7. Input initial velocity and acceleration, and plot the following graphs depicting equations of motion:
  - (i) Velocity wrt time ( $v = u + at$ )
  - (ii) Distance wrt time ( $s = u*t + 0.5*a*t*t$ )
  - (iii) Distance wrt velocity ( $s = \frac{v^2 - u^2}{2*a}$ )
8. Write a program to show a ball bouncing between 2 walls. (Optional)

## REFERENCEBOOKS

1. T. Budd, Exploring Python, TMH, 1st Ed,2011
2. Head-First Python: A Brain-Friendly Guide (2nd Edition), *Paul Barry*.
3. Python: The Complete Reference
4. Python Tutorial/Documentation [www.python.org](http://www.python.org)2015
5. Allen Downey,Jeffrey Elkner,Chris Meyers, How to think like a computer scientist: learning with Python, Freelyavailableonline.2012
6. <http://docs.python.org/3/tutorial/index.html>
7. <http://interactivepython.org/courselib/static/pythonds>

# DETAILED SYLLABUS

## SEMESTER-III

### **BCA.C5.COMPUTER BASED ACCOUNTING AND FINANCIAL MANAGEMENT**

**Total marks: 100(Semester end examination-60, Practical-20, Internal assessment-20)**

#### **Part: I Accounting**

- Introduction-Definition,function,objective,need,advantage,events and transaction,double entry system of book keeping.
- Books of accounts-classification of books of accounts, meaning of journal, our nalizing of transactions, ledger and ledger posting, closing of books of accounts and preparation of trial balance.
- Cashbook-single column,double column and triple column; depreciation.
- Financial statements-Trading, Profit and Loss Account and Balance Sheet.

#### **Part: II Tally**

1. Introduction–Versions of Tally,Features of Tally, ERP Features,Data Directory, and Tally switching between screen areas.
2. Company creation:-Create/Alter/Select/Close/Delete.

Introduction onF11 features&F12configuration.

3. Basic Accounting: - Accounting Info Ledger/Group (Single & Multiple) Create/Display/Alter/Delete.
4. Accounting Voucher:-Types of Voucher, Configuring Voucher, Voucher Creation, Entering/Altering & Deleting.
5. Basic of Tally Inventory:-“IntegratedA/c with Inventory”Create/Display/Alter/(Single&Multiple):Group,Category,Godown,Units(Simple/Compound)
6. Invoicing:-Purchase &Sales in Invoice format, Debit Credit notes/Discount/Description
7. Inventory Voucher

#### **Part: III**

##### **Advanced Accounting**

1. Bill wise Details–Transaction wise Bill By Bill for trading & non trading organization
2. Interest Calculation–Simple & Advance parameters Interest calculation on outstanding Balances, use of vouchers class, Adjustment entries
3. BRS-Simple & Advanced
4. Multiple Currencies–Create of different currencies, voucher entries, Adjustment entries on forex gain/loss
5. Cost Center & Cost Categories–(By using purchase, Sales, Receipt, Payment voucher) Create/Alter/ Display.
6. AdvanceInventory-Actual/DifferentBilledQty,O,, Value,Batchwise,AlternateUnits,BOM,

## Price List

7. Budget & Control—Create/Alter, Budget for group/ ledger /cost Center.
8. Scenario Mgt—Create/Alter/Delete. Transactions

## Printing, Housekeeping & Administration

9. Administration—Security control, Tally Audit.
10. Housekeeping—Group company, Split company Export Data, ODBC.
11. Printing—Company printing option, Setting to a Bill.

## SUGGESTED READINGS:

1. K.R. Das, K.M. Sinha, K.S. Paul  
Choudhury, G.G. Banik; *Accountancy (for H.S. first year)*; LBS Publication.
2. B.B. Dam; *Accountancy (for H.S. first year)*.
3. A.K. Nadhani, K.K. Nadhani; *Implementing Tally-9*; BPB Publication, Delhi.
4. N. Agarwal and S. Agarwal; *Comdex Tally- 9 Course Kit (with CD)*.
5. A.K. Nandhani; *Tally-9, Training Guide*, BPB Publication.

## Covering paper-C5 (Computer Bases Accounting and Financial Management)—50 Marks (Each student should do atleast 10 assignments from the following list.)

### List of Experiments:

1. Create Multiple Ledger of the following Account Heads: Bank Charges; Basic Pay; Bonus; Bonus Paid; Business Promotion Expenses; Commission Paid; Conveyance; Depreciation on Air Conditioner; Depreciation on Building; Depreciation on Computers; Depreciation on Furniture & Fixtures; Depreciation on Motor Car; Depreciation on Plant & Machinery; Discount; Donation; Electricity Charges; Employers Contribution to Provident Fund; Freight Outward; Insurance Premium; Interest Due; Interest & Finance Charge; Interest on Bank Overdraft; Interest on Partner's Capital A/c; Interest on Unsecured Loans; Legal Fees; Miscellaneous Expenses; Office Rent; Office Repairs & Maintenance; Printing & Stationery; Rent; Rent Due; Travelling Expenses.
2. Make necessary entries in Tally in the books of Galaxy Enterprise: (a) Introduced Cash Rs 10,00,000, Furniture worth Rs 1,00,000, Computer worth Rs 86,000, Machinery Rs 1,20,000 into the business on 1st Jan, 2010 (b) Opened a Current A/c with Bank of Baroda with Rs 1,00,000 on 2nd Jan, 2010 (c) Purchased goods on 6th Jan, 2010 from Sridhar Stores on credit Rs 2,25,000 (d) Sold goods for Cash Rs 1,20,000 to Maitree Stores on 7th Jan, 2010 (e) Sold goods to Sankar on credit for Rs 34,000 on 9th Jan, 2010 (f) Paid Rent



advance Rs25,000 by Cheque No345671 on 10th Jan, 2010 (g) Withdrew from bank Rs5,000 for office expenses on 18th Jan, 2010 (h) Purchased stationery items on 22nd Jan, 2010 for office use from Radhika Stationeries for Rs1,500 (i) Received Advance from Jagat for supply of goods worth Rs12,000 (j) Paid salary to office staff Rs10,000 by Cheque 345672 on 31st Jan, 2010

3. Make Data Entries for the following transactions: (a) Withdrew Rs1,00,000 cash from SBI on 6th Jan, 2011 (b) Deposited Rs40,000 in HDFC Bank on 9th Jan, 2011 (c) Transferred Rs20,000 from HDFC Bank to SBI on 12th Jan, 2011 (d) Paid Rs4,300 as Insurance charges through HDFC Bank on 18th Jan, 2011 (e) Received Rs 3,25,000 from ABC Co. Ltd. On 23rd Jan, 2011 against our sales through Cheque and it has been deposited in SBI (f) Sales worth Rs5,50,000 made on credit to Vikas Group on 29th Jan, 2011 (g) Provision towards Employers PF Contribution Rs78,000 made on 31st Jan, 2011 (h) Purchased Machinery Rs1,00,000 from Sunder Enterprise (INPUT VAT 12.5%)

4. Enter the following transactions in Tally in the books of Computer Solutions: (a) Purchased on 8th April, 2009 HCL Celeron 15 Nos @ Rs14,000; HCL PIV 15 Nos @ Rs 21,000 from Next Generation Systems (Input VAT @ 4%) (b) Sold on 10th April, 2009 to Fortune Computer Services 10 Nos HP Laserjet Series 1010 @ Rs12,000 (Output VAT @ 12.5%) (c) Received from Fortune Computer Services Rs80,000 on 25th April, 2009 (d) Paid to Next Generation System Rs2,00,000 vide Cheque No357602 of HDFC Bank

5. Record the following transactions in Tally in the books of Hind Computers: (a) Returned one Wireless Keyboard Rs250 to Super Buzz (Input VAT 4%) on 13th August, 2010 (b) Returned from Computer Junction BMPIV Rs500 on 16th August, 2010 (CST 4%) (c) Transferred 10 Nos CDROM Disks (1 Box @ Rs265/Box) from Stores to Defective Goods Stores on 31st August, 2010

6. Prepare a Cash Book from the books of ABC Enterprise: (a) Cash Balance on 1st April 2010 Rs4,00,000 (b) Opened a Current Account with UCO Bank on 5th April, 2010 with Rs16,000 (c) Purchased goods for Cash Rs2,50,000 on 6th April, 2010 (d) Sold goods for Cash Rs1,25,000 on 8th April, 2010 (e) Paid for Travelling Expenses Rs2,300 on 10th April, 2010 (f) Paid for Staff Welfare Rs1,200 on 16th April, 2010 (g) Introduced Additional Capital Rs50,000 on 20th April, 2010 (h) Withdrew from Bank for Office Cash Rs2,000 on 27th April, 2010 (i) Sold goods for Rs65,000 on 28th April, 2010 and payment received by Cheque 15,000 and balance in Cash

7. Prepare a Double Column Cash Book from the following transactions of XY Ltd: (a) On 1st Jan, 2010 Cash in Hand Rs5,00,000 and Cash at SBI Rs2,30,000 (b) On 4th Jan, 2010 Goods purchased for cash Rs1,24,000 (c) On 8th Jan, 2010 Goods sold for cash Rs2,25,000 (d) Deposited into SBI an amount of Rs1,10,500 (e) Paid rent to landlord Rs24,000 by Cheque no234675 (f) Withdrew from SBI Rs30,000 for purchase of Furniture (g) Received payment of Rs 30,000 from Amit Kothari, a customer by Cheque (h) Withdrew from SBI Rs23,000 for office cash

8. Make relevant Voucher Entries from the following transactions:(a)On 1st April, 2010 India Infotech received a Bill (vide No.001) from Pheonix Agencies for Rs.5,00,000 towards the Advertisement services rendered.(b)On April 8, 2010, payment of Rs.4,95,000 is made towards bill no. Bill-001 to Pheonix Agencies for the purchase of Advertisement services, vide cheque no.254781(c)On May 6, 2010, Universal Infotech, paid TDS of Rs.5,000 towards Advertisement Expenses, vide cheque no.056330 for the month of April, 2010.

9. Show how would you deal with the following Bills in Tally:(a)On 7th May, 2010, India Infotech received a bill (vide no.911) from Gautam Bishnu & Associates for Rs.1,12,360 inclusive of other charges of Rs.12,360 towards the auditing services provided (TDS Rs10,000)(b)On 8th May, 2010 India Infotech received a bill (vide No.696) from Digitech Computers for Rs.25,000 towards commission charges.(c)On 12th May, 2010 India Infotech received a bill (vide No.874) from Digitech Computers for Rs.40,000 towards commission charges.(d)On 14th May, 2010 India Infotech deducted tax Rs2,500 towards Commission Expenses for the transaction dated 8th May and Rs4,000 towards transaction dated 12th May.

10. Prepare a Bank Reconciliation Statement of Digitech Solutions on 31st December, 2010  
(a) Balance as per Bank Book on 31st Dec, 2010 Rs32,000 (b) Cheque deposited into UBI Rs13,000 on 27th Dec, 2010 cleared by bank on 31st Dec, 2010 omitted to be recorded in Cash Book (c) Withdrew from UBI Rs2,000 for office cash on 28th Dec, 2010 but omitted to be recorded in Cash Book (d) Service Charge debited by UBI Rs200 not credited in Cash Book (e) Bank Interest Rs568 credited by UBI not recorded in Cash Book (f) Dividend from UTI Rs12,450 credited by UBI not recorded in Bank Book (g) Direct deposit by Ravi, a customer Rs3,400 into our UBI A/c not recorded in Cash Book

11. Choose the Correct Answer:(i) What kind of procedure is used while operating the key F1? (a) ALT and F1 (b) CTRL and F1 (c) SHIFT and F1 (d) F1 (ii) By default how many Groups and Ledgers does Tally have? (a) 22 Groups and 2 Ledgers (b) 28 Groups and 3 Ledgers (c) 28 Groups and 2 Ledgers (d) 26 Groups and 3 Ledgers (iii) To toggle back to the, Main Area, the short cut key is (a) CTRL and M (b) CTRL and A (c) CTRL and I (d) CTRL and N (iv) Ledger Menu comes under (a) Accounts Info (b) Inventory Info (c) Accounting Vouchers (d) Inventory Vouchers (v) To change the current period press (a) F1 (b) ALT and F1 (c) F2 (d) ALT and F2

12. Fill in the Blanks:(a) To display the, Change Voucher Type "press ----- (b) The short cut key to view detailed "Profit & Loss A/c" is----- (c) To record the Voucher in "Sales" press----- (d) To shut an Activated Company press----- (e) The short cut key used to get the, Stock Journal Voucher "screen is-----

13. Show relevant Voucher Entry in Tally:(a) You have purchased an item at a rate of Rs.100 on 8th April, 2010 however by mistake your supplier had billed you at a rate of Rs.95. Now your supplier issues a debit note for balance of Rs.5 plus vat and other applicable duty Rs6. (b) You have agreed to pay a purchase invoice of Rs1,00,000 within 1 month time to

Your supplier Geeta Stores. However, you couldn't manage to pay and your supplier agreed for a delayed payment at an interest rate of @2.p.m. for the same.

14. The total gross salary payable by XLtd for the month of January 2010 is Rs. 3,00,000. Out of above, basic salary which is eligible for Provident Fund contribution @12% is Rs. 2,00,000. XLtd also requires to pay a sum @12% from the basic salary before the same is disbursed to employee. Apart of this, it is also required to pay @1.61% (of basic pay additional amount as per below: @1.10% towards PF administration fees; @0.50% towards Employees Deposit linked insurance scheme and @0.1% towards EDLI administration charges. Show how you would record the above transactions in Tally.

15. BX Ltd purchased a machinery for Rs 5,00,000. To use this machine company requires a platform, pipe connections, electrical connections, fabrication works etc. at the cost

of Rs. 1,00,000. On the expense of Rs. 1,00,000 tax to be deducted at source. The Company made a contract with Arun Contractors for electrical and fabrication work. On 10-8-2010 BX Ltd received bill for Rs. 60,000 from Arun contractors towards electrical and fabrication work. Record the above transaction in Tally.

### **BCA.C6.DIGITAL LOGIC FUNDAMENTALS**

**Total marks: 100 (Semester end examination- 80, Internal assessment-20)**

#### **UNIT-I**

##### **Boolean Algebra and Logic Gates**

Axiomatic definition of Boolean algebra, Rules (postulates and basic theorems) of Boolean algebra, dual and complement of Boolean expression, Canonical form and Standard form, Sum of product and product of sum form, Conversion between Boolean expression and truth table, Karnaugh map method (upto four variable kmap), Don't care condition, and Quine McCluskey method, Different types of gates, Implementation of logic expression with logic gates.

#### **UNIT-II**

##### **Combinational Circuit**

Adder: half adder, full adder, Subtractors: half subtractor and full subtractor, Magnitude comparator, Decoder, Encoder, Application examples of decoder and encoder, Multiplexer, Demultiplexer, Application examples of multiplexer and Demultiplexer.

#### **UNIT-III**

##### **Sequential Circuit**

Simple RS flip-flop or latch, Clocked RS flip-flop, D flip-flop, JK flip-flop, T flip-flop, Analysis of Clocked Sequential circuits, State Reduction and Assignment, Flip-Flop Excitation tables, Design Procedure for sequential circuits.

## **UNIT-IV**

### **Counters**

Ripple counters: Binary Ripple Counter, BCD Ripple Counter, and Synchronous Counters: Binary Counter, Binary Up and down Counter, BCD Counter, Counter design using state diagram, state table and state equation.

## **Unit-V**

### **Registers**

Registers: Shift registers(serialin serialout, serialin parallelout, parallelin serialout, parallelin parallelout),Registers with parallel Load,Bidirectional shift register with parallel load.

### **SUGGESTED READINGS:**

1. M.M. Mano,*Digital Logic and Computer Design*, PHI, 1994
2. C. Bartee, *Computer Architecture and Logic Design*, McGraw Hill, 1991

## BCA.C7.MATHEMATICS–II

**Total marks: 100(Semesterendexamination-80, Internal assessment-20)**

### UNIT I

#### **Sets, Relations and Functions**

Definition and representation of sets, cardinality of sets, elementary set operations- union, intersection, difference, cartesian product, concept of universal set and complementation, Venn diagram, De Morgan's Law. Simple properties of these operations. Computer representation of sets. Relations, properties of binary relations- reflexive, transitive symmetric and anti-symmetric, closures of relations, equivalence relations, equivalence classes and partitions. Partial ordering relations and lattices. Functions, one-to-one and onto, composition of functions, invertible functions. Principle of mathematical induction.

### UNIT II

#### **Combinatorics and Recurrence Relations**

Permutations, Combinations, partitions, permutations with repetitions, combinations with repetitions, permutations of sets within distinguishable objects. Recurrence relations and their solutions.

### UNIT III

#### **Graphs**

Basic concepts, directed and undirected graphs, paths, reachability and connectedness, cycles and trees. Bipartite, Eulerian and Hamilton graphs, computer representation of graphs- matrix and linked representation of graphs. Algorithms on graphs, Breadth first search, Depth first search.

### UNIT IV

#### **Mathematical Logic**

Logical variables and constants, connectives, truth tables, Normal forms-CNF, DNF. Converting expressions to CNF and DNF. Theory of inference, Propositional calculus.

### UNIT V

#### **Sequence and Series**

Sequence, Arithmetic Progression and Geometric Progression, general term, A.M.(Arithmetic Mean) and G.M.(Geometric Mean). Relation between A.M. and G.M. Sum of AP and GP series. Sum to n terms of special series. Sequence of real numbers, bounded, convergent and non-convergent sequences. Uniqueness of the limit and bounds of a convergent sequence. Infinite series, exponential and logarithmic series.

**SUGGESTED READINGS:**

1. Tremblay, J.P, Manohar, R. *Discrete Mathematical Structures with Applications to Computer Science*, 2nd print 1988, McGraw Hill.
2. Kolman, Bernard, Robert C. Busby and Sharon Ross, *Discrete Mathematical Structures*, 3rd Edition, PHI.
3. *Discrete Mathematics*, N.Ch. SNIyengar, K.A. Venkatesh, V.M. Chandrasekaran, P.S. Arunachalam, Vikash Publishing House Pvt Ltd.

## SEC-1: Oracle (SQL/PL-SQL)

(1+2Lab)

Theory: 15 Lectures

### 1. Introduction to Oracle as

#### RDBMS SQL Vs. SQL\*Plus:

SQL Commands and Data types, Operators and Expressions, Introduction to SQL\*Plus. (2L)

### 2. Managing Tables and Data:

- Creating and Altering Tables (Including constraints)
- Data Manipulation Command like Insert, update, delete
  
- SELECT statement with WHERE, GROUP BY and HAVING, ORDER BY, DISTINCT, Special operator like IN, ANY, ALL BETWEEN, EXISTS, LIKE
- Join, Built in functions (4L)

### 3. Other Database Objects

- View
- Synonyms, Index (2L)

### 4. Transaction Control Statements

- Commit, Rollback, Save point (2L)

### 5. Introduction to PL/SQL

- SQL v/s PL/SQL
- PL/SQL Block Structure
  
- Language construct of PL/SQL (Variables, Basic and Composite Data type, Conditions looping etc.)
- %TYPE and %ROWTYPE
  
- Using Cursor (Implicit, Explicit) (5L)

#### Books Recommended:

1. Ivan Bayross, "SQL, PL/SQL the Programming Language of Oracle Paperback", BPB Publications, 2010.
2. Steven Feuerstein, Bill Pribyl, "Oracle PL/SQL Programming", 6th Edition, O'Reilly Media, 2014.
3. Rajeeb C. Chatterjee, "Learning Oracle SQL and PL/SQL: A Simplified Guide", PHI, 2012.
4. Ron Hardman, Michael McLaughlin, "Expert Oracle PL/SQL", Oracle Press, 2005.
5. Michael McLaughlin, "Oracle Database 11g PL/SQL Programming", Oracle Press, 2008.
6. John Watson, Roopesh Ramklass, "OCA Oracle Database 11g SQL Fundamentals I Exam Guide", Oracle Press, 2008.

**Software Lab Based on SQL/PL-SQL:  
Practical:30 Lectures**

**[SQL COMMANDS]**

- 1) SQL\*formatting commands
- 2) To create table, alter and drop table.
- 3) To perform select, update, insert and delete operation in a table.
- 4) To make use of different clauses viz where, group by, having, order by, union and intersection,
- 5) To study different constraints.

**[SQL FUNCTION]**

- 6) To use oracle function viz aggregate, numeric, conversion, string function.
- 7) To understand use and working with joins.
- 8) To make use of transaction control statement viz rollback, commit and save point.
- 9) To make views of a table.
- 10) To make indexes of a table. **[PL/SQL]**
- 11) To understand working with PL/SQL
- 12) To implement Cursor on a table.
- 13) To implement trigger on a table

**SUGGESTED READINGS:**

1. Tremblay, J.P, Manohar, R. *Discrete Mathematical Structures with Applications to Computer Science*, 2nd print 1988, McGraw Hill.
2. Kolman, Bernard, Robert C. Busby and Sharon Ross, *Discrete Mathematical Structures*, 3rd Edition, PHI.
3. *Discrete Mathematics*, N.Ch. SNIyengar, K.A. Venkatesh, V.M. Chandrasekaran, P.S. Arunachalam, Vikash Publishing House Pvt Ltd.

**GE-3: (a) Computer**

**Networks and Internet Technologies Theory: 60 lectures**

- 1. Computer Networks:** Introduction to computer network, data communication, components of data communication, data transmission mode, data communication measurement, LAN, MAN, WAN, wireless LAN, internet, intranet, extranet. **6L**
- 2. Network Models:** Client/server network and Peer-to-peer network, OSI, TCP/IP, Layers and functionalities. **8L**
- 3. Transmission Media:** Introduction, Guided Media: Twisted pair, Coaxial cable, Optical fiber. Unguided media: Microwave, Radio frequency propagation, Satellite. **4L**
- 4. LAN Topologies:** Ring, bus, star, mesh and tree topologies. **2L**
- 5. Network Devices:** NIC, repeaters, hub, bridge, switch, gateway and router.



**2L6. Internet Terms:** Webpage, Homepage, website, internet browsers, URL, Hypertext, ISP, Webserver, download and upload, online and offline. **2L**

**7. Internet Applications:** www, telnet, ftp, e-mail, social networks, search engines, Video Conferencing, e-Commerce, m-Commerce, VOIP, blogs. **6L**

**8. Introduction to Web Design:** Introduction to hypertext markup language (html) Document type definition, creating web pages, lists, hyperlinks, tables, web forms, inserting images, frames, hosting options and domain name registration. Customized Features: Cascading style sheet (css) for text formatting and other manipulations. **16L**

**9. JavaScript Fundamentals:** Data types and variables, functions, methods and events, Controlling program flow, JavaScript object model, built-in objects and operators. **14L**

**Reference Books:**

1. Andrew S. Tanenbaum, David J. Wetherall Computer Networks (5th Edition), PHI, 2010
2. B.A. Forouzan, Data Communication and Networking, TMH, 2003.
3. D.R. Brooks, An Introduction to HTML and JavaScript for Scientists and Engineers, Springer W. Willard, 2009
4. HTML A Beginner's Guide, Tata McGraw-Hill Education, 2009.
5. J.A. Ramalho, Learn Advanced HTML4.0 with DHTML, BPB Publications, 2007

**Computer Networks and Internet Technologies Lab**  
**Practical: 60 lectures**

Practical exercises based on concepts listed in theory using HTML.

1. CreateHTMLdocumentwithfollowingformatting–  
 Bold,Italics,Underline,Colors,Headings,Title,FontandFontWidth,Background,Paragraph,LineBrakes,HorizontalLine,Blinkingtextaswellasmarqueetext.
2. CreateHTMLdocumentwithOrderedandUnorderedlists,InsertingImages,InternalandExternalinking
3. Create HTML document with Table:


4. Create Form with Input Type, Select and Text Area in HTML.
5. Create an HTML containing RollNo., student’s name and Grades in a tabular form.
6. Create an HTML document(having two frames)which will appear as follows:

AboutDepart ment1 Department2 Department3	This frame would show the contents according to the link clicked by the user on the left Frame.
--	--

7. Create an HTML document containing horizontal frames as follows:

Department Names(could be along with Logos)
Contents according to the Link clicked

8. Createawebsiteof6–7pageswithdifferenteffectsasmentionedininaboveproblems.

9. Create a form using HTML which has the following types of controls:

- V. TextBox
- VI. Option/radio buttons
- VII. Checkboxes
- VIII. Reset and Submit buttons

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#### List of Practical using Javascript:

Create event driven program for following:

1. Print a table of numbers from 5 to 15 and their squares and cubes using alert.8.Print the largest of three numbers.
2. Find the factorial of a number n.
3. Enter a list of positive numbers terminated by Zero. Find the sum and average of the se numbers.
4. A person deposits Rs1000 in a fixed account yielding 5% interest. Compute the amount in the account at the end of each year for n years.
5. Read n numbers. Count the number of negative numbers, positive numbers and zeros in the list.

#### SUGGESTED READINGS:

1. Tremblay, J.P, Manohar, R. *Discrete Mathematical Structures with Applications to Computer Science*, 2nd print 1988, McGrawHill.
2. Kolman, Bernard, Robert C. Busby and Sharon Ross, *Discrete Mathematical Structures*, 3rd Edition, PHI.
3. *Discrete Mathematics*, N. Ch. SNIyengar, K.A. Venkatesh, V. M. Chandrasekaran, P.S. Arunachalam, Vikash Publishing House Pvt Ltd.

## **GE 3: (b) E-Commerce Technologies**

04 Lectures, 04 Practical, Credits 6(4+2)  
Theory: 60 Lectures      Practical: 60 Lectures

### **UNIT1: An introduction to Electronic commerce**

**(10 Lectures)**

What is E-Commerce (Introduction and Definition), Main activities E-Commerce, Goals of E-Commerce, Technical Components of E-Commerce, Functions of E-Commerce, Advantages and disadvantages of E-Commerce, Scope of E-Commerce, Electronic Commerce Applications, Electronic Commerce and Electronic Business models (C2B, C2C, B2B, B2C, B2G, G2B, G2C)

### **UNIT2: The Internet and WWW**

**(10 Lectures)**

Evolution of Internet, Domain Names and Internet Organization (.edu, .com, .mil, .gov, .net etc.), Types of Network, Internet Service Provider, World Wide Web, Internet & Extranet, Role of Internet in B2B Application, building own website, Cost, Time, Reach, Registering a Domain Name, Web promotion, Target email, Banner, Exchange, Shopping Bots

### **UNIT3: Internet Security**

**(10 Lectures)**

Secure Transaction, Computer Monitoring, Privacy on Internet, Corporate Email privacy, Computer Crime (Laws, Types of Crimes), Threats, Attack on Computer System, Software Packages for privacy, Hacking, Computer Virus (How it spreads, Virus problem, virus protection, Encryption and Decryption, Secret key Cryptography, DES, Public Key Encryption, RSA, Authorization and Authentication, Firewall, Digital Signature (How it Works))

### **UNIT4: Electronic Data Exchange**

**(10 Lectures)**

Introduction, Concepts of EDI and Limitation, Applications of EDI, Disadvantages of EDI, EDI model, Electronic Payment System: Introduction, Types of Electronic Payment System, Payment Types, Value Exchange System, Credit Card System, Electronic Fund Transfer, Paperless bill, Modern Payment Cash, Electronic Cash

### **UNIT5: Planning for Electronic Commerce**

**(10 Lectures)**

Planning Electronic Commerce initiates, Linking objectives to business strategies, Measuring cost objectives, Comparing benefits to Costs, Strategies for developing electronic commerce websites

### **UNIT6: Internet Marketing**

**(10 Lectures)**

The PROS and CONS of online shopping, The cons of online shopping, Justify an Internet business, Internet marketing techniques, The E-cycle of Internet marketing, Personalization e-commerce.

## **Practical/Lab work to be performed**

(N.B: Student has to perform **any four** of the following

experiments)

**E-Commerce Technologies LAB** (based on the following

topics):

1. Hyper Text Markup Language(HTML):structural setup; page layout; text manipulation; special characters;images;links.Intermediate:imagemaps;tables;frames,forms;metatags;web forms.
2. CascadingStyleSheets(CSS):embedding/linking;HTMLelementselectors;classes;IDselectors;textmanipulation;background;bordersandspacing;layout;contextselectorsandgrouping;pseudo-classes;pseudo-elements.
3. JavaScript:writinyourfirstscript;creatingHTMLtags;userinputandoutput;loopsandtables;payrollcalculator,formsandtext fields;validatinganemailaddress;radiobuttons;checkboxes;self-gradingtests,imagerollovers;slideshows;real-timeclock;controllableclock;workingwithcookies.
4. Perl/CGI10:samplePerloperations;randomnumbers;lists;dealingfourpokerhands;time manipulation;subroutines,hashtables;files;stringmatching,CGI;registrationlists;surveys.
5. SQLandregularexpressions:Regularexpressions:select;where;orderby;insert;update;delete,like;aggregatefunctions;createtable;altertable;dropdeterministicfunctions;non-deterministicfunctions,basics;repeating;positioning.
6. Beginner:between;in;distinct;groupby;aliases;table.,nestedselects;SoundEx;join;
7. ASPstructuralsetup:responsewrite;retrievingfromforms;retrievingfromquerystring;variables;controlconstructs;subroutinesandfunctions;sessionstate;applicationvariables;servervariables;debugging,readingandwritingcookies;server-sideincludes;responseobjectmethods;VBScriptfunctions;errorhandling;debugging,browserdetails;CDONTS;files;outputfromarecordset;global.asa;setuptoolsforusingISandASP.Flash3CreateFlashmoviesofmovingand interactive objects.

## **REFERENCEBOOKS**

1. G.S.V.Murthy,E-CommerceConcepts,Models,Strategies-- HimalayaPublishingHouse,2011.
2. KamleshKBajajandDebjaniNag,E- Commerce,2005.
3. GrayP.Schneider,Electroniccommerce,InternationalStudentEdition,2011,
4. HenryChan,RaymondLee,TharamDillon,ElizabethChang,ECommerce,Fundamentals andApplications,WielyStudentEdition,2011

## DETAILED SYLLABUS

### SEMESTER-IV

#### BCA.C8.SOFTWARE ENGINEERING

**Total marks:100(Semester end examination-80,Internal assessment-20)**

##### UNIT I

**Marks:20**

###### **Introduction:**

Software Processes & Characteristics, Software lifecycle, Models- Waterfall, Prototype, Evolutionary and Spiral Models.

Software Requirements analysis & specifications: Requirement engineering, requirement elicitation techniques like FAST, QFD, requirements analysis using DFD, Data dictionaries, Requirements documentation, Nature of SRS, Characteristics & organization of SRS.

##### UNIT II

**Marks: 20**

###### **Software Project Planning:**

Size Estimation like lines of Code & Function Count, Cost Estimation Models, COCOMO, Risk Management.

##### UNIT III

**Marks:20**

###### **Software Design:**

Data design, Architectural design, Interface design, Function Oriented Design, Object Oriented

Design, Cohesion & Coupling, Classification of Cohesiveness & Coupling, Software Metrics: different types of project metrics.

##### UNIT IV

**Marks: 20**

###### **Software Testing and Maintenance:**

Testing Process, Design of Test Cases, Types of Testing, Functional Testing, Structural Testing, Test Activities, Unit Testing, Integration Testing and System Testing, Debugging Activities

Software Maintenance: Management of Maintenance, Maintenance Process, Reverse Engineering, Software Re-engineering, Configuration Management, Documentation. Software quality Assurance.

CASE tools--- Analysis tools, design tools, SQA tools, software testing tools.

###### **SUGGESTED READINGS:**

1. Rajeev Mall—*Software Engineering*, PHI

2. Pressman Roger—*Software Engineering A Practitioners Approach*; Tata McGraw Hill
3. James F. Peters, Witold Pedrycz—*Software Engineering An Engineering Approach*

**BCA.C9.COMPUTER ORGANIZATION AND ARCHITECTURE**  
**Total marks: 100(Semester end examination- 80, Internalassessment-20)**

**Unit I**

**Introduction**

Functional units of a computer, basic instructions (zero, one, two, three address), bus structure, memory locations, memory addresses, memory operations, instruction and instruction sequencing (straight line sequencing and branching). Addressing modes, stack, subroutine, I/O instructions.

**Unit-II**

**Register Transfer Logic**

Introduction, inter register transfer, arithmetic micro-operation, logic micro-operation, shift micro-operation, Conditional control statements, fixed point binary data, instruction code, design of a simple computer.

**Unit-III**

**Processor Logic Design**

Processor organization, design of arithmetic and logic circuit, status register, design of accumulator.

**Unit-IV**

**Control Logic Design**

Hardware control, micro-programmed control block diagram.

**Unit-V**

**I/O Subsystem**

Program controlled I/O, Interrupts: enabling and disabling interrupts, handling interrupts from multiple sources (priority control), DMA.

**Unit-VI**

**Memory Subsystem**

Semiconductor memory, SRAM, DRAM, ROM types, Cache memory, Flash memory, mapping functions.

**SUGGESTED READINGS:**

1. M. Morris Mano, *Digital Logic and Computer Design*, PHI publication
2. Hamacher, Vranesic and Zaky, *Computer Architecture*
3. William Stallings, Pearson, *Computer Organization and Architecture 29*



**BCA.C10.DATABASEMANAGEMENTSYSTEM**  
**Totalmarks:100(Semesterendexamination-60,Practical-  
20Internalassessment-20)**

**UNIT I**

**Introduction**

Data, Database, Database management system, Characteristics of the database approach, Role of Database administrators, Role of Database Designers, EndUsers, Advantages of Using a DBMS and When not to use a DBMS.

**DBMS Architecture: Data Models–**

Categories of data models, Schemas, Instances, and Database states. DBMS Architecture and Data Independence–

The Three schema architecture, Data independence. DBMS Languages and Interfaces. Classification of Database Management Systems.

**UNIT II**

**Data Modeling Using Entity-Relationship Model**

Using High Level Conceptual Data Models for Database Design, Example Database applications. Entity types, Entity Sets, Attributes and Keys. Relationships, Relationship types, Roles and Structural constraints. Weak Entity Types and Drawing E- R Diagrams.

**Index Structures for Files:** Single Level Ordered Indexes–Primary indexes, Clustering indexes and Secondary indexes. Multi-level indexes, Hashing concepts.

**UNIT III**

**Relational Data Model**

Relation, Integrity constraints- domain, entity and Referential integrity constraints, Basic Relational Algebra operations, select, project and join operations.

**Database Design**

Functional dependencies and Normalization for Relational Databases- Normalization concepts, first, second, third normal forms, Boyce-Codd normal form. Functional dependency diagram and design of relational database from it

**UNIT IV SQL**

SQL data definition and data types, specifying constraints in SQL, schema change statements, SQL

constructs (Select... From... Where... Groupby... Having... Orderby... Exists... NotExists), Insert, Delete, Update, View, Definition and use, nested queries, Constraints considers (NOT NULL, UNIQUE, Check, Primary key, Foreign key, Default) Introduction to PL/SQL (basic concept). 30

## UNITV

### Transaction Processing Concepts and Concurrency Control Techniques

Transaction and System concepts – Desirable properties of Transactions – Schedules and Recoverability. Lock-Based Protocols – Locks, Granting of Locks, and Two phase locking protocol and implementation of locking

### Data Base Administration

Introduction to Database security issues, Discretionary Access Control Based on Granting/Revoking of Privileges and Multi-level security, Database recovery concepts.

### SUGGESTED READING:

1. *Introduction to database management system*, C.J.Date, Pearson Education
2. *Fundamentals of database management system*, Elmasri & Navathe, Pearson Education
3. *An introduction to Database systems*; Bipin C. Desai; Galgotia publications.
4. *Database Systems-Concept, Design and Applications*; S.K. Singh; Pearson Education.

## LABORATORY

**Covering Paper 3.3(Database Management System)-  
50 Marks Each student should do at least 6 assignments from the following list.**

### List of Experiments:

1. Create a table Employee with the following columns: Emp\_no(numeric) primary key  
Emp\_name(string) Join\_  
date(Date)  
Basic\_pay\_fixed\_at(numeric) Dat  
e\_of\_birth(Date)

Insert the following data into the table.

Emp_no.	Emp_name	Join_date	Basic_pay	Date_of_birth
1001	Charles Babbage	01-Jun-2000	8000.00	03-10-1973
1002	George Boole	01-Jul-2001	5000.00	04-12-1972
1003	E.F.Codd	01-Jun-2001	8000.00	06-03-1969
1004	Bill Gates	01-Jul-2003	5000.00	09-10-1995
1005	Tony Greig	01-Aug-2004	8000.00	04-05-1985

2. Create the following two tables and insert data into the tables. Player  
(Rollno. → Primary Key)

Rollno.	Name
10	Vijay Amrithraj
20	Leander Paes
30	Mahesh Bhupathi
40	Sania Mirza

Match (Match\_no → Primary key, Rollno → Foreign key) M

Match_no	Roll_no.	Match_Date	Opponent
1	20	10-Jul-2008	
		Washington2	30 12-
		Jan-2008	Sampras3
	20	12-Aug-2008	Borg
4	30	20-Mar-2008	Vijay

Perform the following two operations:

- (i) Perform EQUIJOIN operation to retrieve data from both the files.
- (ii) Perform OUTERJOIN operation to retrieve the unmatched records.

3. Design an ER diagram for a BANK database schema. To consider that each Bank can have multiple branches and each branch can have multiple Accounts and Loans for customer. Also to specify the non weak & weak entity types, key attributes & key types, relationship types, instances, constraints and participations.

4. Create a table Student taking the attributes given below

Roll\_no, Student\_name, Address, Date\_of\_admission, Class Section and Contact\_no.

Write appropriate queries to perform the following operations:

- (i) To insert values in the Student table.
- (ii) To delete values from Student table
- (iii) To list the names of all students which roll\_no > 20.
- (iv) To search for students who got admitted before 01-01-2006.
- (v) To change the name of the student whose roll number is 10 to Amar.

5. Create tables Department and Employee with the attributes given below. Employee (EmpNo, Empname, Address, Dno)  
Department (Dno, Dname, Location) Dno

in Employee is a foreign key.

Write appropriate queries to perform the following operations:

- (i) To insert values in the tables.
- (ii) To retrieve the names and addresses of all Employees working in the Finance department.
- (iii) To print the location where Administration department is located.
- (iv) to delete all information regarding a particular employee.

6. Create table Student and Course taking the attributes given below. Student(Roll\_no, Name, Semester, Course\_no(Foreignkey)) Course(Course\_no, Course\_name)

Write appropriate queries for the following operations:

- (i) To retrieve names of all students who are admitted to the course "BCA". 75
- (ii) To retrieve the names of all students whose course name is "BCA" and who are in the 3<sup>rd</sup> semester.
- (iii) To display details of all courses in which more than 100 students got admitted.
- (iv) For course being offered, display the course name and number of students admitted to the course.

7. Create tables Employee, Department, Location, Works\_on, and Project taking the attributes given below.

Employee(Fname, Lname, Empno, Bdate, Address, Salary, Dnumber) Department  
(Dname, Dnumber, Mgrno)  
Locations(Dnumber, DLocation) Works\_on(Empno,  
Pnumber, Hours\_per\_day)  
Project(Pname, Pnumber, Location, Dnumber(Foreign)) Dependent  
(Empno, Dependent\_name, Sex, DOB, Relationship)

Write appropriate queries for the following operations:

- a) Retrieve the names and addresses of all employees who work in the Finance department.
- b) To retrieve the names of all employees who work on all the projects controlled by department number 6
- c) For each department, print the name of the department and the name of the manager of the department.
- d) Retrieve the location where the Administration department is located.
- e) For every project located in Mumbai list the project number, the controlling department and department manager's name and address.
- f) Find out how many employees are there in each department.
- g) Find the total salary of all employees of the "Research" department, as well as the maximum, minimum and average salary in this department
- h) Retrieve the name of all employees who have no dependent.
- i) Alter the "Employee" table by deleting the column B date.
- j) Retrieve the Fname, Lname of all employees whose salary is higher than average salary.
- k) For each department retrieve the department number, the number of employee in the department and their average salary.

- l) Retrieve the name of all employees who have two or more dependent
- m) Retrieve the details of all employees who work on project number 1,2,3

#### 8. Create Table

Client\_master(Client\_no,name,address,Bdue)Product\_master(P\_number,Description,saleprice,costprice)Sales\_master(Salesmno,Sname,Address,Salamnt,Remarks)Sales\_order(O\_no,Client\_no,Odate,Delyaddr,Salesmno)Sales\_order\_detail(Order\_no,Product\_no,Qty\_order,product\_rate,Qty\_dispatched)

Write appropriate queries to perform the following operations:

- i) List name of all clients having, a "as the second letter in their names.
- ii) Retrieve the description and total Qty sold for each product.
- iii) Find product no. and description of non moving products(i.e product not being sold).
- iv) For each product being sold, list the product number and the total amount(in Rs.) sold.
- v) List all client who stay in "Bangalore" or "Mumbai"
- vi) List the clients who stay in a city whose First letter is "M"
- vii) Find the names of clients who had purchased the item, "Trouser".
- viii) Find out if "T-Shirt" has been ordered by any client and if so print the details of the client.
- ix) List details of all products whose unit price is more than Rs.5000.00.
- x) Calculate the total amount (in Rs.) purchased by each client that has purchased items amounting more than Rs.20000.

#### 9. Create table

Author(Author\_id,Name,City,Country)

Catalog(Book\_id,Title,Author1\_id,Author2\_id,Publisher\_id,Category\_id,Year,Price)Publisher(Publisher\_id,Name,City,Country)

Order\_details(Order\_no,Book\_id,Quantity)Category(Category\_id,Description)

Order\_summary(Order\_no,Member\_id,Odate,Amount,Ostatus)Member(Member\_id,Name,Address,Contact)

Assume that all books have at most two authors.

Write appropriate queries to perform the following operations:

- a) Retrieve the title, author, and publisher names of all books published in 1999 and 2006.
- b) Retrieve the title of all books whose one author is "Tanenbaum".
- c) Get the details of all books whose price is greater than the average price of the books.
- d) Get the names of all the books for which an order has been placed.
- e) Get the names of all authors who have more than ten books in the catalog.
- f) Get the details of the authors whose books are being sold from the book club.
- g) Get the title and price of all books whose price is greater than the maximum of the category average.

## SEC-2:Linux/Unix Programming Syllabus

### Theory: 15Lectures

(1+2Labs)

#### 1.Introduction

(5L)

- What is linux/unix Operating systems
- Difference between linux/unix and other operating systems
- Features and Architecture
- Various Distributions available in the market
- Installation, Booting and shutdown process
- System processes (an overview)
- External and internal commands
- Creation of partitions in OS
- Processes and its creation phases—Fork, Exec, wait



#### 1. User Management and the File System

(5L)

- Types of Users, Creating users, Granting rights
- User management commands
- File quota and various file systems available
- File System Management and Layout, File permissions
- Login process, Managing Disk Quotas
- Links (hardlinks, symbolic links)

#### 2. Shell introduction and Shell Scripting

(6L)

- What is shell and various type of shell, Various editors present in linux
- Different modes of operation in vi editor
- What is shell script, Writing and executing the shell script
- Shell variable (user defined and system variables)
- System calls, Using system calls
- Pipes and Filters

- Decision making in Shell Scripts(If else,switch),Loops in shell
- Functions
- Utility programs(cut,paste,join,tr, un utilities)
- Pattern matching utility(grep)

**Reference Books:**

1. Sumitabha, Das, Unix Concepts And Applications, Tata McGraw-Hill Education, 2006
2. Michael Jang RHCSA/RHCE Red Hat Linux Certification: Exams (Ex200 & Ex300) (Certification Press), 2011
3. Nemeth Synder & Hein, Linux Administration Handbook, Pearson Education, 2nd Edition, 2010
4. W. Richard Stevens, Bill Fenner, Andrew M. Rudoff, Unix Network Programming, The socket s Networking API, Vol. 1, 3rd Edition, 2014

**Software Lab Based on  
Linux: Practical: 30 Lectures**

1. Write a shell script to check if the number entered at the command line is prime or not.
2. Write a shell script to modify—call command to display calendar of the specified months.
3. Write a shell script to modify—call command to display calendar of the specified range of months.
4. Write a shell script to accept a login name. If not a valid login name display message—  
—Entered login name is invalid.
5. Write a shell script to display date in the mm/dd/yy format.
6. Write a shell script to display on the screen sorted out put of—`who` command along with the Total number of users.
7. Write a shell script to display the multiplication table any number,
8. Write a shell script to compare two files and if found unequal ask the user to delete the duplicate file.
9. Write a shell script to find the sum of digits of a given number.
10. Write a shell script to merge the contents of three files, sort the contents and then display them page by page.
11. Write a shell script to find the LCD (least common divisor) of two numbers.

12. Write a shell script to perform the tasks of basic calculator.
13. Write a shell script to find the power of a given number.
14. Write a shell script to find the binomial coefficient  $C(n,x)$ .
15. Write a shell script to find the permutation  $P(n,x)$ .
16. Write a shell script to find the greatest number among the three numbers.
17. Write a shell script to find the factorial of a given number.
18. Write a shell script to check whether the number is Armstrong or not.
19. Write a shell script to check whether the file have all the permissions or not.

### **GE-4: Multimedia and Applications Theory: 60 lectures**

1. **Multimedia:** Introduction to multimedia, components, uses of multimedia, 6L  
Multimedia applications, virtual reality.
2. **Text:** Fonts & Faces, Using Text in Multimedia, Font Editing & Design Tools, 4L  
Hyper media & Hypertext.
3. **Images:** Still Images – bitmaps, vector drawing, 3D drawing & rendering, natural 6L  
light & colors, computerized colors, color palettes, image file formats.
4. **Sound:** Digital Audio, MIDI Audio, MIDI vs Digital Audio, Audio File Formats. 6L
5. **Video:** How video works, analog video, digital video, video file formats, video 8L  
Shooting and editing.
6. **Animation:** Principle of animations, animation techniques, animation file formats. 10L
7. **Internet and Multimedia:** www and HTML, multimedia on the web – web servers, 6L  
Web browsers, web page makers and site builders.
8. **Making Multimedia:** Stages of a multimedia project, Requirements to make good 14L  
multimedia, Multimedia Hardware -  
Macintosh and Windows production Platforms, Hardware peripherals -  
Connections, Memory and storage devices, Multimedia software and Authoring tools.

#### **References:**

1. Tay Vaughan, —Multimedia: Making it work!, TMH, Eighth edition. 2011
2. Ralf Steinmetz and Klara Naharstedt, —Multimedia: Computing, Communications Applications!, Pearson. 2012
3. Keyes, —Multimedia Handbook!, TMH, 2000.
4. K. Andleigh and K. Thakkar, —Multimedia System Design!, PHI. 2013



## Multimedia and Applications Lab

### Practical: 60 lectures

Practical exercises based on concepts listed in theory using  
Flash/GIMP/PhotoShop/AnimationTools/ImageEditors/VideoEditors.

#### Optional

Implement the followings using Flash-

1. Create an animation using the tools panel and the properties panel to draw the following—  
Line, pe, oval, circle, rectangle, square, pencil ,brush, lasso tool
2. Create an animation using text tool to set the font, size ,color etc.
3. Create an animation using **Free transform tool** that should use followings-  
Move Objects

Skew Obj  
ects Stretc  
h Objects  
Rotate Ob  
jects

Stretch Objects while maintaining proportion R  
otate Objects after relocating the center dot

4. Create an animation using layers having following features-  
Insert layer, Delete layer, guide layer, Mask layer.
5. Modify the document (changing background color etc.) using the following tools

Eraser  
Tool Hand  
tool Ik  
bottle tool  
Zoom  
tool

Paint Bucket  
tool Eye  
dropper tool

6. Create an animation for a bus race in which both start from the same point and a car wins the race.
7. Create an animation in which the text "Hello" gets converted into "Good Bye" (using motion/shape tweening).
8. Create an animation having five images having a fade-in/fade-out effect.
9. Create a scene to show the sunrise (using multiple layers and motion tweening)
10. Create an animation to show the ripple effect.
11. Create an animation (using Shape tweening and shape hints) for transforming one shape into another.
12. Create an animation for a bouncing ball (you may use a motion guide layer).

# DETAILED SYLLABUS

## SEMESTER-V

### BCA.C11.OBJECTORIENTEDPROGRAMMINGUSINGC++

**Total marks: 100 (Semester end examination-80, Practical-20 Internal assessment-20)**

#### UNIT I

**Marks:15**

##### **Introduction to object oriented programming.**

Origins of C++-Basic Concepts of Object Oriented Programming-Benefits of OOP-Applications of OOP.

##### **Introduction to c++**

Structure of a Simple C++ program-Output operator-Input operator-Cascading of I/O operators. Tokens-keyword, identifiers, constants, strings and operators. Basic data types-User defined data types-Dynamic initialization of variables-Reference variables-Operators in C++-Scope resolution operator-applications-Member dereferencing operators-Memory Management operators-new and delete.

**Control Structures**-simple if, ifelse, nestedif, switch, while do, break and continue statements. Introduction to Functions-Function Prototyping-Call by reference-Return by reference-Inline functions-Default arguments-Const arguments.

#### UNIT II

**Marks:15**

##### **Classes and objects**

Introduction-Defining a class-Class Vs structures-Creating objects-Accessing class members-Defining member functions-Outside the class definition-Inside the class definition-Outside functions as inline-Nesting of member functions-Private member functions-Memory allocation for objects-Array-Declaring an array-accessing elements of an array-Array of objects.Friendly functions.

##### **Constructors and destructors**

Basic Concepts of constructors-Default constructor-Parameterized constructor-Multiple constructors in a class-Constructor with default arguments-Dynamic initialization of objects-Copy constructor-Dynamic constructors-Destructors.

#### UNIT III

**Marks:15**

##### **Function and operator overloading**

Overloading Concepts Function Overloading: Functions with different sets of parameters, default and constant parameters. Rules for overloading operators-Defining operator overloading-Overloading Unary operators-Prefix and Postfix operator overloading-Overloading Binary operators-Overloading relational operators-Overloading using friend

functions-Overloading subscript operator.Pitfalls of operator overloading,Type conversion-  
Basic to Class-Class to Basic

**UNITIV**

**Marks:15**

**Inheritance**

Introduction-Defining derived classes-Types of inheritances-Single-Making a private member inheritable-Multilevel inheritance-Multiple inheritance-Hierarchical inheritance-Hybrid inheritance-Virtualbase classes-Abstract classes-Constructors in derived classes-Nesting of classes. 32

**Virtual functions and runtime polymorphism**-Introduction-Compile time and Runtime polymorphism-Pointers to objects-this pointer-Pointer to derived classes-Virtual functions-Rules for virtual functions-Pure virtual functions.

**UNIT V Marks:10**

### **Streams**

C++stream classes-put()andget()functions-getline()andwrite()functions-Overloading<<and>>operators-Formatted Console I/O operations-ios class functions-width(),precision(),fill(),setf()andunsetf()-Formatting flags-Manipulators-User defined manipulators.

### **UNIT VI**

**Marks:10**

#### **Files**

Introduction-Stream classes for files-Opening files using constructor-Opening files using open()-File modes-Detecting end of file-eof()-Sequential input and output-put() and get()-Reading and writing objects-read() and write()-Random Access files-Manipulating file.

#### **SUGGESTED READINGS:**

1. Schildt Herbert, *The Complete Reference C++*, Tata McGraw Hill, 4th Edition, 2003.
2. Deitel & Deitel, *C++ How to program*, Pearson Education Asia, 6th Edition, 2008.
3. Bjarne Stroustrup, *The C++ Programming Language*, Special Edition, Pearson Education, 2004.
4. M.T.Somashekara, D.S.Guru, *Object-Oriented Programming with C++*, 2nd Edition, PHI, 2012.

**Practical Assignments covering paper C11 (OOP in C++)-50 marks Each student should do at least 12 practical assignments from the following-**

#### **List of Experiments:**

1. Define a class named *triangle* to represent a triangle using the lengths of the three sides. Write a constructor to initialize objects of this class, given the lengths of the sides. Also write member functions to check

- (a) if a triangle is isosceles
- (b) if a triangle is equilateral

Write a main function to test your functions.

2. Define a structure *employee* with the following specifications.

```
no: integer
ename: 20 characters
basic, hra, da: float
calculate(): a function to compute net pay as basic+hra+da with float return type
```

```
getdata(): a function to read values for empno, ename, basic, hra, da.
```

```
dispdata()
```

```
: a function to display all the data on the screen Write a main program to test the program.
```

3. Define a class circle to represent circles. Add a data member radius to store the radius of a circle. Write member functions area() and perimeter() to compute the area and perimeter of a circle.

4. Define a class complex with two data members real and imag to represent real and imaginary parts of a complex number.

Write member functions

rpart() :to return the real part of a complex number I

part():to return the imaginary part of a complex number

add():to add two complex numbers.

mul():to multiply two complex numbers. Write constructors with zero,one and two arguments to initialize objects.(This is an example of polymorphism.)

5. Define a class point with two data members x ordinate and y ordinate to represent all points in the two dimensional plane by storing their x co-ordinate and y co-ordinate values. Write member functions

dist() :to return the distance of the point from the origin.

slope():to return the slope of the line obtained by joining this point with the origin. Write constructors with zero,one and two arguments to initialize objects. Also write a friend function to compute the distance between two points.

6. Define a class string with the following data members

char\*p;

Int size;

And write member functions to do the following(without using library function)and using dynamic memory allocation.

- Length of the string
- Compare two strings
- Copy one string to another
- Reverse the string

Write suitable constructors and destructors. Also write a copy constructor for the class.

7. For the class complex defined in 4 above, overload the  $\diamond$ , + and \* operators in the usual sense. Also overload the unary- operator.

8. For the class string defined in 6 above, overload the  $\diamond$  and + operators where + is to be used for concatenating two strings.

9. Define a class time to store time a shour, minute and second, all being integer values. Write member functions to display time in standard formats. Also overload the ++ and -- operators to increase and decrease a given time by one second where the minute and hour values will have to be updated whenever necessary.

10. Define a class to store matrices. Write suitable friend functions to add and multiply two matrices.

11. Write a class based program implementing static members.

12. Define a class student with the following

specification:rollno : integer

sname:20characters

Derive two classes artst and scst. The class artst will represent students belonging to arts stream and the class scst will represent students belonging to science stream. The artst class will have additional data members ph, hs, en and as to store marks obtained by a student in three subjects Philosophy, History, English and Assamese. The class scst will have additional data members ph, ch, ma and en to store marks obtained in Physics, Chemistry, Mathematics and English.

Write the following member functions in the classes artst and scst

ctotal() : a function to calculate the total marks obtained by a student

takedata(): function to accept values of the data members

showdata(): function to display the marks sheet of a student.

13. Define an abstract base class printer. Derive three classes laser-printer, line-printer and inkjet-printer. The derived classes will have data members to store the features of that particular printer. Write pure virtual function display() in the base class and redefine it in the derived classes.

14. Define an abstract base class figure and add to it pure virtual functions

display(): to display a figure

get() : to input parameters of the

figurearea() : to compute the area of a

figure

perimeter(): to compute the perimeter of a figure.

Derive three classes circle, rectangle and triangle from it. A circle is to be represented by its radius, rectangle by its length and breadth and triangle by the lengths of its sides. Write a main function and write necessary statements to achieve runtime polymorphism.

15. Write an interactive program to compute square root of a number. The input value must be tested for validity. If it is negative, the user defined function my\_sqrt() should raise an exception.

16. Define a class rational to store rational numbers as a pair of integers, representing the numerator and denominator. Write a member function for setting the values of the numerator and denominator. This function should raise an exception if attempt is made to set a zero value as the denominator and in such cases it should be set to 1.

17. Write a class template for storing an array of elements. Overload the <<and>> operators. Write a member function to sort the array in descending order.

18. Write a class template for representing a singly linked list. Write functions for inserting, deleting, searching and for displaying a linked list. Write a main function to test it on a linked list of integers and characters.

## BCA.C12.OPERATING SYSTEM

**Total marks: 100(Semester end examination-60, Practical-20Internalassessment-**

### **20)Introduction**

BasicsofOperatingSystems:Definition–

GenerationsofOperatingsystems,TypesofOperatingSystems(definitiononly):Mainframe,Batch, Multiprocessor,Distributed,Multitasking,Realtime,ParallelandTimesharing.

### **Processes**

Process: Concept of a Process, Process States, Process creation, Process termination, Context switching, Thread: Concept of thread, Design issues of thread, Types of threads, Benefits of threads Basic Concept of multi threading.

### **Process Synchronization**

Basic concept of Inter-Process communication, Race condition,Critical-Section,Mutualexclusion,semaphore,mutex.Differentwaystoachievemutualexclusion-Disabling interrupt, Test-and-Set-Lock, Peterson's solution using semaphore. Brief discussion on classical IPC problem(example-Dinning philosopher problem).

### **Scheduling**

Basic Concepts of scheduling, Scheduling objectives, preemptive and non preemptive scheduling, Scheduling criteria–CPU utilization, Throughput, Turnaround Time, Waiting Time, Response Time, Basic concepts on batch, interactive and real-time scheduling algorithm, Scheduling algorithms-FCFS,SJF,RR,priorityscheduling,Goalsofschedulingalgorithms

### **Deadlocks**

Definition, Deadlock characteristics, Methods for Handling Deadlocks, Deadlock Prevention ,Deadlock detection and Recovery, Deadlock Avoidance using Banker’s Algorithm.

### **Memory management**

Memory allocation in Multiprogramming, Relocation and Protection, Swapping, Virtual memory:-Basics of Virtual Memory, Logical versus Physical address space, Paging and Concept of Segmentation, Page fault, Page table and its entries, Dem and paging,TLB, Page replacement algorithms:- LRU, Optimal, NRU,FIFO, Second chance, Clock, NFU,Working set.

### **File system**

File concepts, File naming, File types(directory, regular, device),File attributes, Operations on file, Access Methods–Sequential, Random access, Directory in UNIX, Hierarchical directory structure, Relative path and Absolute path, Operation on directories, Disk layout, Disk partition, File system layout, Disk block allocation-Contiguous allocation, Linked list allocation, FAT, i-nodes, Filesystemsecurity36

### **I/O management**

Basic principles and overall structure of I/O management subsystem, Device controllers, Layers of the I/O subsystem-interrupt handler’s device driver,device independent I/O software and users pace I/O software.



**SUGGESTED READING:**

1. Tannenbaum, *Operating Systems*, PHI, 4th Edition, 2000
2. Silberschatz and Galvin, *Operating System Concepts*, Person, 5th Ed. 2001
3. William Stallings, *Operating System*, Prentice Hall of India, 4th Edition,

**LABORATORY**

**Practical Assignments Covering paper C12(Operating System)- 20 marks Each student should do atleast 12 assignments from the following list.**

**List of Experiments:**

1. Write a program to create child process that starts looping and then terminates.
2. Write a program to show that the child can be setup to ignore a signal from its parent.
3. Write a program to show that a process can ignore a signal.
4. Write a program to create a thread in which prints "We are proud to be Indians" and terminates.
5. Write a program to demonstrate how to "wait" for thread completions by using the Pthread join routine. Threads are explicitly created in a joinable state.
6. Write a program to create a thread in which print "We are proud to be Indians" and pass multiple arguments using structure during its creation.
7. Write a program to compute the dot product of two vectors and also show the use of mutex variable.
8. Write a program to create threads, the main thread creates three threads. Two of the threads increment a counter variable while third thread watches the value of the counter variable. When the counter variable reaches a predefined limit, the waiting thread is signaled by one of the incrementing threads. The waiting thread "awakens" and then modifies the counter. The program continues until the incrementing threads reach a final value and also print the final value.
9. Write a program to show attaching and detaching shared memory.
10. Write a program to show the communication between two processes through shared memory.
11. Write a program to show how two processes can talk to each other using wait() and signal() operations applied on semaphore.
12. Write a program in which parent process accepts a list of integers to be sorted. Parent process uses the fork system call to create a new process called a child process. Both the processes use shared memory for the list of integers. Now use the parent process to sort the integers using bubble sort and the child process to sort the integers using selection sort. Use semaphore variable for process synchronization.
13. Write a program to implement Banker's Algorithm for multiple resource type each.
14. Write a program to simulate Dining Philosophers Algorithm.

# DSE-1: Digital Image Processing

## Theory:60Lectures

### 1. Introduction

(6Lectures)

Light, Brightness adaption and discrimination, Pixels, coordinate conventions, Imaging Geometry, Perspective Projection, Spatial Domain Filtering, sampling and quantization.

### 2. Spatial Domain Filtering

(7Lectures)

Intensity transformations, contrast stretching, histogram equalization, Correlation and convolution, Smoothing filters,sharpening filters,gradient and Laplacian.

### 3. Filtering in the Frequency domain

(8Lectures)

Hotelling Transform, Fourier Transforms and properties, FFT(DecimationinFrequencyandDecimationinTimeTechniques),Convolution,Correlation, 2-Dsampling,Discrete Cosine Transform, Frequency domain filtering.

### 4. Image Restoration

(8Lectures)

Basic Framework, Interactive Restoration, Image deformation and geometric transformations, image morphing, Restoration techniques, Noise characterization, Noise restoration filters, Adaptive filters, Linear, Position in variant degradations, Estimation of Degradation functions, Restoration from projections.

### 5. Image Compression

(10Lectures)

Encoder-Decoder model,Types of redundancies,Lossy and Loss less compression, Entropy of an information source,Shannon's1stTheorem,Huffman Coding, Arithmetic Coding, Golomb Coding,LZWcoding,Transform Coding,Sub-image size selection, block in gartifacts, DCT implementation using FFT, Run length coding,FAXcompression(CCITTGroup-3andGroup-4),Symbol-basedcoding,JBIG-2,Bit-planeencoding,Bit-allocation,ZonalCoding,ThresholdCoding,JPEG,Losslesspredictivecoding,Lossypredictivecoding,MotionCompensation

### 6. Wavelet based Image Compression

(5Lectures)

Expansionoffunctions,Multi-resolutionanalysis,Scalingfunctions,MRArefinementequation,Waveletseriesexpansion,DiscreteWavelet Transform(DWT),ContinuousWaveletTransform,FastWaveletTransform,2-DwaveletTransform,JPEG-2000encoding,DigitalImageWatermarking.

### 7. Morphological Image Processing

(7Lectures)

Basics,SE,Erosion,Dilation,Opening,Closing,Hit-or-

MissTransform, BoundaryDetection, Holefilling, Connectedcomponents, convexhull, thinning, thickening, skeletons, pruning, GeodesicDilation, Erosion, Reconstructionbydilationanderosion.

## **8. Image Segmentation**

**(9Lectures)**

Boundarydetectionbasedtechniques, Point, linedetection, Edgedetection, Edgelinking, localprocessing, regional processing, Houghtransform, Thresholding, Iterativethresholding, Otsu's

method, Moving averages, Multivariablethresholding, Region-basedsegmentation, Watershedalgorithm, Useofmotioninsegmentation

### **Reference Books**

1. RCGonzalez, REWoods, DigitalImageProcessing, 3rdEdition, PearsonEducation. 2008.
2. AKJain, FundamentalsofDigital imageProcessing, PrenticeHallofIndia. 1989.
3. KRCastleman, Digital ImageProcessing, PearsonEducation. 1996
4. Schalkoff, Digital ImageProcessingandComputerVision, JohnWileyandSons. 1989.
5. RafaelC. Gonzalez, RichardE. Woods, StevenEddins, 'Digital Image Processing using MATLAB', Pearson Education, Inc., 2004.

### **Digital Image Processing Lab**

#### **Practical: 60Lectures**

1. Write program to read and display digital image using MATLAB or SCILAB or Python
  - a. Become familiar with SCILAB/MATLAB Basic commands/Python
  - b. Read and display image in SCILAB/MATLAB/ Python
  - c. Resize given image
  - d. Convert given color image into gray-scale image
  - e. Convert given color/gray-scale image into black &white image
  - f. Draw image profile
  - g. Separate color image in three RG &B planes
  - h. Create color image using R,G and B three separate planes
  - i. Flow control and LOOP in Python
  - j. Write given 2-D data in image file
2. To write and execute image processing programs using point processing method

- a. Obtain Negative image
  - b. Obtain Flip image
  - c. Thres holding
  - d. Contrast stretching
3. To write and execute programs for image arithmetic operations
- a. Addition of two images
  - b. Subtract one image from other image
  - c. Calculate mean value of image
  - d. Different Brightness by changing mean value
4. To write and execute programs for image logical operations
- a. AND operation between two images
  - b. OR operation between two images
  - c. Calculate intersection of two images
  - d. Water Marking using EX-OR operation
  - e. NOT operation(Negative image)
5. To write a program for histogram calculation and equalization using
- a. Standard MATLAB function/Python function
  - b. Program without using standard MATLAB functions/ Python Function.
  - c. C Program
6. To write and execute program for geometric transformation of image
- a. Translation
  - b. Scaling
  - c. Rotation
  - d. Shrinking
  - e. Zooming

7. To understand various image noise models and to write programs for
  - a. Image restoration
  - b. Remove Salt and Pepper Noise
  - c. Minimize Gaussian noise
  - d. Median filter and Weiner filter
8. Write and execute programs to remove noise using spatial filters
  - a. Understand 1-D and 2-D convolution process
  - b. Use 3x3 Mask for low pass filter and high pass filter
9. Write and execute programs for image frequency domain filtering
  - a. Apply FFT on given image
  - b. Perform low pass and high pass filtering in frequency domain
  - c. Apply IFFT to reconstruct image
10. Write a program in C and MATLAB/Python for edge detection using different edge detection mask
11. Write and execute program for image morphological operations erosion and dilation.
12. To write and execute program for wavelet transform on given image and perform inverse wavelet transform to reconstruct image.

## **DSE-2: Numerical Methods**

### **Theory:60Lectures**

1. Floating point representation and computer arithmetic, Significant digits, Errors: Round-off error, Local truncation error, Global truncation error, Order of a method, Convergence and terminal conditions, Efficient computations
2. Bisection method, Secant method, Regula-Falsi method, Newton-Raphson method, Newton's method for solving nonlinear systems Gauss elimination method (with row pivoting) and Gauss-Jordan method, Gauss Thomas method for tridiagonal systems
3. Iterative methods: Jacobi and Gauss-Seidel iterative methods Interpolation: Lagrange's form and Newton's form
4. Finite difference operators, Gregory Newton forward and backward differences Interpolation Piecewise polynomial interpolation: Linear interpolation, Cubic spline interpolation (only method), Numerical differentiation: First derivatives and second order derivatives, Richardson extrapolation
5. Numerical integration: Trapezoid rule, Simpson's rule (only method), Newton-Cotes open formulas
6. Extrapolation methods: Romberg integration, Gaussian quadrature, Ordinary differential equation: Euler's method Modified Euler's methods: Heun method and Mid-point method, Runge-Kutta second methods: Heun method without iteration, Mid-point method and Ralston's method Classical 4<sup>th</sup> order Runge-Kutta method, Finite difference method for linear ODE

### **REFERENCE BOOKS:**

[1] Laurence V. Fausett, Applied Numerical Analysis, Using MATLAB, Pearson, 2/e (2012)

[2] M.K. Jain, S.R.K. Iyengar and R.K. Jain, Numerical Methods for Scientific and Engineering Computation, New Age International Publisher, 6/e (2012)

[3] Steven C Chapra, Applied Numerical Methods with MATLAB for Engineers and Scientists, Tata McGraw Hill, 2/e (2010)

[4] Numerical Python: Scientific Computing and Data Science Applications with Numpy, SciPy and Matplotlib, Robert Johansson.

### **Numerical Methods Lab**

#### **Practical: 60 lectures**

1. Find the roots of the equation by bisection method.
2. Find the roots of the equation by secant/Regula-Falsi method.
3. Find the roots of the equation by Newton's method.

4. Find the solution of a system of nonlinear equation using Newton's method.
5. Find the solution of tridiagonal system using Gauss Thomas method.
6. Find the solution of system of equations using Jacobi/Gauss-Seidel method.
7. Find the cubic spline interpolating function.
8. Evaluate the approximate value of finite integrals using Gaussian/Romberg integration.

# DETAILED SYLLABUS

## SEMESTER-VI

### BCA.C13.WEB TECHNOLOGY

**Total marks: 100 (Semester end examination-60, Practical-20, Internal assessment-20) UNIT I**

**Marks: 8**

#### **Overview of the World Wide Web and the internet**

A brief history of TCP/IP and the Internet, Internet services - email, telnet, ftp, Internet components, the birth of web, webpage, homepage, website, types of Internet connection - dialup, DSL, Broadband and, VSAT, WiFi

#### **UNIT II**

**Marks: 7**

#### **Web Servers and Browsers**

Web browsers -

Netscape navigator and IE, Web browser helper applications, Web servers, Web server architecture

#### **UNIT III**

**Marks: 7**

#### **Internet Architecture**

IP addresses and its working, domain name system, URL

#### **UNIT IV**

**Marks: 8**

#### **Inside the firewall**

Firewall, proxy server, overview of intranet security, web server security, user name/password authentication. COM, DCOM, CORBA

#### **UNIT V**

**Marks: 12**

#### **Linking database to the Web**

JDBC, ODBC - CGI, ASP and PHP, Dynamic page creation and advantages

#### **UNIT VI**

**Marks: 13**

#### **HTML editors and tools**

Basic HTML, HTML tags, creating list in HTML, hyperlinks, multimedia, HTML forms, tables in HTML, frames in HTML, image maps, stylesheets in HTML. DHTML, XML - Introduction, Need for XML, Advantages, simple XML programs, DTD



**UNITVII****Marks:15****JavaScript**

Client side Scripting languages, history of JavaScript, Java vs. JavaScript, Creating interactive documents using JavaScript

**UNITVIII****Marks:10****Using VisualBasic Script**

ThebenefitsofVBScript,Interacting VBScript with HTML forms,VBScript variables and operators,VBScriptflow of control statements, Server Side scripting languages Introduction 38

## **SUGGESTED READINGS:**

1. I. Bayross, *Web Enable Commercial Application Development Using HTML, DHTML, Java Script, Perl, CGI*, BPB publications, 2000.
2. J. Jawoskri, *Mastering JavaScript*, BPB publications, 1999.
3. Margaret Levine Young – *Internet-The Complete Reference- Millennium Edition – TM Edition-1999*.
4. Harley Hahn – *The Internet – Complete Reference – Second Edition – TM Edition*.

## **Covering Paper 4.2 (Web Technology)-**

### **40 Marks List of Experiments:**

#### **HTML (At least 17 assignments has to be done from this group)**

1. Create a HTML document consisting of HTML heading, paragraphs and images.
2. Create a HTML document and insert comments in the HTML source code and insert horizontal lines.
3. Construct HTML document to set the font of a text, size of the font, style of the font.
4. Create a HTML document to show how to create hyperlinks.
5. Create a HTML document to use an image as a link.
6. Create a HTML document to open link in a new browser window.
7. Create a HTML document to jump to another part of a document (on the same page).
8. Create a HTML document to insert images from another folder or another server.
9. Create an image-map, with clickable regions.
10. Create a HTML document with all table elements (Table, Caption, TableRow, TableData element, TableHeadingElement, THEAD, TFOOT, TBODY)
11. Create HTML document to make an unordered list, an ordered list, different types of ordered lists, different types of unordered lists, Nested list, Definition list.
12. Create HTML form with the all FORM elements (text fields, password field, Checkboxes, Radio buttons, Select elements, Drop-down list with a pre-selected value, Textarea (a multiline text input field) and buttons.
13. Create HTML document with all Frame elements (FRAMESET, FRAME, NOFRAMES, and IN LINEFRAME).
14. Create a HTML document to add AUDIO and VIDEO.
15. Create a HTML document to aligning images (Let the image float to the left/right of a paragraph)
16. Create a HTML document to jump to a specified section within a frame
17. Construct a HTML document with CSS to Set the background colour of a page.
18. Construct a HTML document with CSS to set an image as the background of a page.
19. Construct HTML document with CSS to Set the text color of different elements and align the text.
20. Construct HTML document to set different colours to visited/unvisited links, Specify a

background colour for linksXML

21. Construct an XMLdocument that contain information about products of an organization and check the validation of the XMLdocument using DTD.
22. Construct an XMLdocument that contain information of 5students(such as rollno.,name, address, class)and check the validation of the XMLdocument using DTD.
23. Construct an XML document that contain details of 10books and check the validation of the XMLdocument using DTD.JavaScript(Atleast10assignments has to be done from this group)
24. Write a program in javascript to accept a name from the user and display the same name in an alertbox.
25. Write a program in javascript to display a message in a confirm box.
26. Write a program in javascript to display the message "time is running out" in the status bar.
27. Write a program in JavaScript to enter marks of a student and find his/her grade according to the following :if marks $\geq$ 90 then grade A if marks $\geq$ 80 then grade B if marks $\geq$ 70then grade C if marks $\geq$ 60then grade D otherwise, fail.
28. Write a program in JavaScript to create a button and when the button is clicked the message "Hello World" is displayed on an alertbox.
29. WriteaprograminJavaScripttoaccept2nos.fromtheuserandshowtheworkingofallarithmeticoperators.
30. Write a program in JavaScript to accept 2strings and concatenate them.
31. Write a program in JavaScript to display the current date and time.
32. Write a program in JavaScript to find the length of an array.
33. Write a program in JavaScript to check whether a string is palindrome or not.
34. Write a program in JavaScript that responds to a mouse click any where on the page(using mouseclick).
35. Write a program inJavaScript to display the contents of a check box in a alertbox.
36. Write a program to validate form in the userid and password forms.
37. Write a program in JavaScript to create a welcome cookie,Button animation,Image map with added JavaScript Simpletiming,Timing event in an infinite loop.VBScript(Atleast8assignmentshas to bedonefromthisgroup)
38. Write a program in VBScript to create a variable.
39. Write a program inVBScript to uppercase to lowercase.
40. Write a program inVBScript to create an array.
41. Write a program inVBScript using conditional statements loop.
42. Write a program inVBScript using loop.
43. Write a program inVBScript to display Date and Time
44. Write a program inVBScript to display the current month and day.ASP
45. Write a program in ASP to interact with a user in a form that uses the"get"method.
46. Write a program in ASP to interact with a user in a form that uses the"post"method.
47. Write a program in ASP to interact with a user in a form with radio buttons.
48. Write a program in ASP to create a welcome cookie.

## BCA.C14.COMPUTER NETWORKS

**Total Marks: 100 (Semester end examination-60, Practical-20 Internal Assessment-20)**

### UNIT-I

Physical Layer: Data communications: components–Network criteria–physical structures – network models–categories of networks–interconnection of networks– internet network Protocols and standards: protocols–standards–standards organizations– internet standards Network models: Layered tasks–OSI model–layers in the OSI model– TCP/IP protocol suite.

### UNIT-II

Digital Transmission: Digital to digital conversion: Line coding–line coding schemes– block coding–analog to digital conversion–PCM–transmission modes: serial transmission – parallel transmission Analog Transmission: Digital to analog conversion: FSK–ASK–PSK Analog to Analog conversion: Amplitude modulation–Frequency modulation– phase modulation Multiplexing: Frequency division multiplexing–Time division multiplexing– Transmission Media Guided media: Twisted pair cable–coaxial cable–fiber optic cable Unguided media: radio waves–microwaves–infrared.

### UNIT-III

Data Link Layer: Error correction and detection: Introduction–block coding– linear block code cyclic codes–checksum. Datalink Control: protocols–simplest protocol– stop and wait protocol–stop and wait automatic repeat request–go back n automatic repeat request– selective repeat–automatic repeat request–piggybacking. Multiple Access: Random access–Aloha– CSMA–CSMA/CD–CSMA/CA Controlled access: reservation, polling, token passing. Channelization: FDMA, TDMA, CDMA.

### UNIT-IV

Wired LANs: Ethernet: IEEE standards, standard Ethernet– fast Ethernet. Wireless LANs: IEEE 802.11–architecture– MAC sublayer addressing mechanism, physical layer–Bluetooth: architecture Bluetooth layers– radio layer–baseband layer–L2CAP– other upper layers. Network Layer: Addressing IPV4 addresses– IPV6 Addresses Internet Protocol: IPV4–IPV6 Address mapping protocols: ARP–RARP.

### UNIT-V

Routing protocols: Unicast routing protocols: distance vector routing, Link State routing Multicast Routing protocols (Anytwo) Transport Layer: Process to process delivery–UDP–TCP Congestion control and QOS: Data traffic–congestion– congestion control–quality of service–techniques to improve quality of service.

## UNIT– VI

Applicationlayer:&NetworkSecurity:DNS: Namespace– domainnamespace–  
distributionofnamespaceElectronic mailArchitecture–  
FILEtransfer:FTPWWWandHTTP:Architecture–webdocuments–  
HTTPNetworkSecurity:Introduction-definitions–twocategories-symmetrickeycryptography–  
traditionalciphers–asymmetrickeycryptography

**SUGGESTED READINGS:** 1. Behrouz A Forouzan,  
Datacommunicationandnetworking, McGraw-Hill, 5th edition, 2011.  
2. DataandComputerCommunication, Stalling W, 5ed, PHI (EEE).

**REFERENCE BOOK:** 1. Andrew S Tanenbaum, Computer Networks, PHI  
publications, 5th edition, 2011.

## DSE-

### 3:SystemsProgrammingTheory:

#### 60lectures

<b>1. Assemblers&amp;Loaders,Linkers:</b>	10L
Onepassandtwopassassembler,designof anassembler,Absoluteloader,relocationandlinkingconcepts,relocatingloaderandDynamicLinking.	
<b>2. Introduction:</b>	2L
Overview of compilation, Phases of a compiler	
<b>3. LexicalAnalysis:</b>	6L
Role of a Lexical analyzer,Specification and recognition of tokens,Symbol table,lex	
<b>4. Parsing:</b>	10L
Bottomup parsing-LRparser,yacc.	
<b>5. Intermediate representations</b>	10L
Threeaddresscodegeneration,syntaxdirectedtranslation,translationoftypes,control Statements	
<b>6. Storage organization:</b>	5L
Activation records,stack allocation	
<b>7. Code Generation:</b>	5L
Objectcode generation	

#### ReferenceBooks

1. SantanuChattopadhyaya,*SystemsProgramming*,PHI,2011.
2. AlfredV.Aho,MonicaS. Lam,RaviSethi,Jeffrey  
D.Ullman,*Compilers:Principles,Techniques,andTools*,2<sup>nd</sup>edition,PrenticeHall,2006.
3. D.M.Dhamdhere,*SystemsProgramming*,Tata McGrawHill,2011.
4. LelandBeck,D.Manjula,*SystemSoftware:AnIntroductiontoSystemProgramming*,3<sup>rd</sup>edition,  
PearsonEducation,2008.
4. GruneD,VanReeuwijk.K,BalH.E,JacobsCJH,LangendoenK,*ModernCompilerDesign*,2<sup>nd</sup>edition  
,Springer,2012

## **SYSTEMS PROGRAMMING LAB**

### **Practical:60lectures**

[1]To implement an assembler for a hypothetical language.

[2]To get familiar with lex: write a program to recognize

numbers, identifiers.[3]To get familiar with yacc:write a desk calculator.

### **DSE-4:Dissertation/Projectwork**

This option to be offered only in 6<sup>th</sup>Semester.

The students will be allowed to work on any project based on the concepts studied in core/elective or skill based elective courses.

The group size should be maximum of three(03)students.

Each group will be assigned a teacher as a supervisor who will handle both their theory as well lab classes.

A maximum of Four(04)projects would be assigned to one teacher.

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Bodo Honours आइदानि UG खोलोबनि फराफारि  
CBCS (Choice Based Credit System) आरो Continuous Assessment  
& Grading Pattern (CAGP) नि सिङ्ख थानाय

फरायसम	गुबै आयदा (CC) (14)	हारोँथाय बाँहोनाय फरायधारनांगौ आयदा (AECC) (2)	सोलो बाँहोनाय आयदा (SEC) (2)	थियै सायख'नो हानाय आयदा (DSE) (4)	सरसनला सायख'नो हानाय आयदा (GE) (4)
I	C-1: बर' धुनलाइनि जारिमिन C-2: गोजाम आरो गोदाव गोदान बर'	AECC-1 इंराजिहिन्दि ? गोदान भारतारि राव फोनांजाब			GE-1 बर' खन्थाइनि फरायसंनाय
II	C-3: सोनाबारी धुनलाइ बिजिरनाय C-4: सानजायारी धुनलाइ बिजिरनाय	AECC- 2 आबहावा बिगियान			GE-2 बर' फावथाइनि फरायसंनाय
III	C-5: हारिमुनि सानथौवारी सानस्रि C-6: बर' सुबुं हारिमुनि सिनायथि C-		SEC-1 रनसायनाय, सुजुनाय, आरो फ्रुप नायनाय		GE-3 रायथाइ धुनलाइनि फरायसंनाय
IV	C-8: बर' फावथाइ C-9: बर' सुंद' सल' C-10: बर' रायथाइ धुनलाइ		SEC-2 सियाव महर दैखानाय आरो बर' फोरनि गान्नाय- जोमनाय		GE-4 धुनलाइ बिजिरनाय (सोनाबारी)
V	C-11: राव आरो राव बिगियाननि सिनायथि C-12: बर' हान्जानि रावफोरनि सिनायथि			DSE-1 बर' राव आरो राव बिगियान DSE-2 बर' फोरनि हारिमुवारि थासारि	
VI	C-13: समाज राव बिगियान आरो रावसा सानथौ C-14: जरखा' लिरगिरिनि सायव फरायसंनाय			DSE-3 बर' फोरनि सुबुं हारिमु आरो दोरोडारि देंखोमु DSE- 4 संजिरलाइ लिरनाय	

## ABBREVIATIONS

BOD=BODO

C=Core

AECC=Ability Enhancement Compulsory Course

SEC=Skill Enhancement Compulsory Course

DSC=Discipline Specific Core course

DSE=Discipline Specific Elective

GE=Generic Elective

## UG SYLLABUS FOR HONOURS BODO

### SEMESTER-1

BOD 1.01C: History of Bodo Literature

BOD 1.02C: Early and Modern Bodo Poetry

BOD 1.03GE-1: Study of Bodo Poetry

BOD 1.04AECC: Functional Bodo

### SEMESTER-2

BOD 2.01C: Literary Criticism

BOD 2.02C: Eastern Literary Criticism

BOD 2.03GE-2: Study of Bodo Drama

BOD 2.04AECC-2: Environmental Science

### SEMESTER-3

BOD 3.01C: Theoretical Concept of Culture

BOD 3.02C: Introduction to Bodo Folklore

BOD 3.03C: Bodo Novel

BOD 3.04SEC-1: Composition, editing and Proofreading

BOD 3.05GE-3: Study of Prose Literature

### SEMESTER-4

BOD 4.01C: Bodo Drama

BOD 4.02C: Bodo Short Story

BOD 4.03C: BodoProse Literature

BOD 4.04SEC-2: Costume Designing and Bodo Costume

BOD 4.05GE-4: Literary Criticism (Western)

### SEMESTER-5

BOD 5.01C: Introduction to Language and Linguistics

BOD 5.02C: Introduction to Bodo Group of Languages

BOD 5.03DSE-1: Bodo Language and Linguistics

BOD 5.04DSE-2: Cultural Ecology of The Bodos

BOD 6.01C: Sociolinguistics and Dialectology

BOD 6.02C: Study of Special Author

BOD 6.03DSE-3: Folklore and Traditional Music of the Bodos

BOD 6.04DSE-4: Project/Dissertation work

**फराफारिनि आबुं महर**  
**सेथि फरायसम**

**C-1: बर' थुनलाइनि जारिमिन**

**क्रेदिथ: 6 ( बिबुंथि-5, टिउटरियेल-1 )**

**बायजोआरि नम्बर 80, इसिडारि नम्बर 20**

खोन्दो-1: बर' थुनलाइयाव मिसनारिफोरनि बिहोमा =20

खोन्दो-2: बिबार आरो हाथरखि-हाला मुगानि थुनलाइ =20

खोन्दो-3: 1951 निफ्राय 1990 मायथाइनि बर' थुनलाइ =20

खोन्दो-4: बर' थुनलाइ 1991 मायथाइनिफ्राय आथिखालसिम = 20

**फरायनो होनाय बिजाबफोर:**

1. बर' थुनलाइनि जारिमिन- मन'रन्जन लाहारि
2. The History of Bodo Literature- Madhuram Baro
3. थुनलाइ बिजिरनाय- गुणेश्वर मोसाहारी
4. बर' थुनलाइनि जारिमिन आरो थुनलाइ बिजिरनाय- रिजुकुमार ब्रह्म
5. गोदान बर' थुनलाइ- अनिल बर'
6. थुनलाइ आरो सानसि- ब्रजेन्द्र कुमार ब्रह्म
7. नोजोर- मन'रन्जन लाहारि
8. बर' थुनलाइनि महर- धरनिधर औवारि
9. थुनलाइ बिजिरनाय (ed.)- अनिल कुमार ब्रह्म
10. सावरायनाइ थुनलाइ- आदाराम बसुमतारि
11. नैजि जौथाइनि बर' खन्थाइ- फुकन चन्द्र बसुमतारि
12. भावथिना सानथौ- मन'रन्जन लाहारि
13. गोदान नोजोर आरो गोदान मोनदांथि- उथिसार खुंगुर बसुमतारि

**C-2: गोजाम आरो गोदान बर' खन्थाइ**

**क्रेदिथ: 6 ( बिबुंथि-5, थिउथरियेल-1 )**

**बायजोआरि नम्बर 80, इसिडारि नम्बर 20**

**सिगांनि बर खन्थाइ:**

खोन्दो-1: आंनि दाबुं आफा (रुपनाथ ब्रह्म), सोर नौ (मदाराम ब्रह्म), जा हाबाब (शतिस चन्द्र बसुमतारि), अखा नायसि (कितिस ब्रह्म), दै बाजुम (प्रमद चन्द्र ब्रह्म),=20

खोन्दो-2: हाजो (ईशान चन्द्र मोसाहारी), उदां बोथोर (जगत बसुमतारि), बिनाय (जलधर ब्रह्म), सादु सिखाव (कालिकुमार लाहारि), गोदोनि गोजाम मेथाइ (निलेश्वर ब्रह्म)=20

**गोदान बर खन्थाइ:**

खोन्दो-3: गोसो (नन्देश्वर बर), लिमारिक माखासे (बिक्रम), आइ बिमा (प्रसेनजिद ब्रह्म), जिउनि इकेबाना (ब्रजेन्द्र कुमार ब्रह्म), गिबि मुंख्लं (सुरथ नार्जारि)=20

खोन्दो-4: गुफुर दाउथुवा दाबो गाबो (अनजु), सोदोबनि सोलेर (अरबिन्द उजिर), दाबि सान: जुतानि (मनरन्जन लाहारि), इलिजि (बिजय बाग्लारि), सांग्रेमा जिउ (बिष्णुज्यति कछारि)= 20

**फरायनो होनाय बिजाबफोर:**

1. बर' थुनलाइनि जारिमिन- मन'रन्जन लाहारी
2. The History of Bodo Literature- Madhuram Baro
3. थुनलाइ बिजिरनाय- गुणेश्वर मोसाहारी
4. बर' थुनलाइनि जारिमिन आरो थुनलाइ बिजिरनाय- रिजु कुमार ब्रह्म
5. गोदान बर' थुनलाइ- अनिल बर'
6. थुनलाइ आरो सानस्त्रि- ब्रजेन्द्र कुमार ब्रह्म
7. नोजोर- मन'रन्जन लाहारी
8. बर' थुनलाइनि महर- धरणीधर औवारी
9. थुनलाइ बिजिरनाय (ed.)- अनिल कुमार ब्रह्म
10. सावरायनाइ थुनलाइ- आदाराम बसुमतारी
11. नैजि जौथाइनि बर' खन्थाइ- फुकन चन्द्र बसुमतारी
12. भावधिना सानथौ- मन'रन्जन लाहारी
13. गोदान नोजोर आरो गोदान मोनदांथि- उथ्रिसार खुंगुर बसुमतारी

GE-1: बर' खन्थायनि सायाव फरायसंनाय

**क्रेदिथ: 6 ( बिबुंथि-5, थिउथ्रियेल-1 )**

**बायजोआरि नाम्बार 80, इसिडारि नाम्बार 20**

सिगांनि एबा गोजाम बर' खन्थाइ:

खोन्दो-1: बर' खन्थाइनि बोहैथि दाहार,=20

खोन्दो-2: बिबार मुगानिफ्राय अलंबार मुगासिम नुजानाय बर' खन्थायफोरनि बिजिरनाय =20

खोन्दो-3: गोदान खन्थाइ बिजाब नायबिजिरनाय ( फरायनो गोनां खन्थाइफोर: ब्रजेन्द्र कुमार ब्रह्मनि दुब्रि हाग्रा, धरणीधर औवारिनि थैसाम, अरबिन्द उजिरनि सोदोबनि सोलेर, अनजुनि फासिनि दौलेडाव अखाफोर, सुरथ नाजारीनि जटायु =20

खोन्दो-4: बर' खन्थाइनि महस्= 20

**फरायनो होनाय बिजाबफोर:**

1. Translation Studies: Susan Bassnett
2. Translation: Its Theory and Practice (ed): Avadhesh K.Singh
3. A Text Book of Translation: Peter Newmark
4. Boro Kocharir Somaj Aru Sanskriti: Bhaben Narzi
5. Aspects of Social Folk-customs of the Bodos: Kameswar Brahma
6. Rabha Janajati: Rajen Rabha
7. Rabha Sanskritir Dhara: Rajen Rabhaahitya: Prafulla Kotaki
8. Tulongamulok Sahitya Nirajana Mahanta Bezbor
9. Rujuthayari Thunlai: Indira Boro
10. Comparative Literature: A critical Introduction: Susan Bassnet
11. Theory and Practice of Comparative Literature (ed.) A.K.Dev & A.K.Das

## **AECC: Functional Bodo**

**क्रेदिथ: 2**

**गासै नम्बर: 50**

खोन्दो-1: रिसारखान्थिनि सिनायथि=20

हांखो आरो रिसारथिनि सिनायथि, गारां बोनायनि सायाव फरायसंनाय, रावनि रिसारखान्थियारि आरो महरखान्थियारि आखुथाइफोरनि सायाव जर'खायै सिनायथि होनाय

खोन्दो-2: महरखान्थिनि सिनायथि =10

सोदोब बाख्रि आरो word-typology: Pragmatics in interactions

सुबुं दिन्थिग्रा मुरायफोरनि सिनायथि, सोमोन्दो सोदोबमा, थि दिन्थिग्रा दाजाबदा: बाहायथि

बेखवफा दाजाबदानि बाहायनाय आरो थाइजा बिदिन्थानि दाजाबदा: बाहायथि

खोन्दो-3: बाश्राखान्थिनि सिनायथि=10

बाश्रा दाथायनि सायाव सिनायथि होनाय आरो समाजारि आइदायाव बाहायनाय

खोन्दो-4: राव सोलायनाय आरो रनसायनायनि सायाव फरायसंनाय= 10

फुंखा रावनिफ्राय थांखि रावसिम राव सोलायनाय

रनसायनाय आरो लिरनाय रेंगौथिनि सर' खालामनाय।

**फरायनो होनाय बिजाबफोर:**

1. An Introduction to Boro Language: Phukan Basumatary
2. Structure of Bodo Language: Madhuram Baro
3. बर' रावखान्थि: स्वर्ण प्रभा चैनारी
4. बर' राव: भवेन नार्जी

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## **नैथि फरायसम**

C-3: थुनलाइ बिजिरनाय

**क्रेदिथ: 6 ( बिबुंथि-5, टिउटरियेल-1 )**

**बायजोआरि नाम्बार 80, इसिडारि नाम्बार 20**

खोन्दो-1: थुनलाइ बिजिरनायनि सानस्रि=20

खोन्दो-2: खन्थाइ आरो फावथाइनि सानथौआरि सानस्रि =20

खोन्दो-3: सल'मा आरो सुंद सल'नि सानस्रि =20

खोन्दो-4: क्लसिजिम, रमान्तिसिजिम आरो मर्दानिजिमनि सानस्रि= 20

**फरायनो होनाय बिजाबफोर:**

1. थुनलाइ बिजिरनाय- गुणेश्वर मोसाहारी
2. Theory of Drama- Allardyce Nicoll
3. Aspects of Novel- E.M. Foster

4. An Introduction to the Study of Literature- W.H.Hudson
5. Alankar Sastra- Manoranjan Sastri
6. Sahityar Saj-Sonapati Devasarma
7. धुनलाइ आरो गहेना-मन'रन्जन लाहारी
8. बर' खन्थाइनि खबाम गहेना आरो बिदै- फुकन चन्द्र बसुमतारी
9. Poetics- Aristotle
10. धुनलाइनि बिदै आरो गहेना - इन्द्रमालती नार्जारी
11. Romanticism- C.M.Bowra
12. Romanyasbad- Mohendra Bora
13. Sahitya Bichar- Rammal Thakuria
14. नोजोर- मन'रन्जन लाहारी

**C-4: सानजायारि धुनलाइ बिजिरनाय**

क्रेदिथ: 6 ( बिबुंथि-5, टिउटरियेल-1 )

बायजोआरि नम्बर 80, इसिडारि नम्बर 20

खोन्दो-1: सानजायारि धुनलाइ बिजिरनायनि सानस्त्रि=20

खोन्दो-2: बिदै आरो बेनि गुदि मुवाफोर =20

खोन्दो-3: खबाम आरो बेनि गुदि दाथाय =20

खोन्दो-4: गहेनानि सानथौ= 20

**फरायनो होनाय बिजाबफोर:**

1. Sahityar Saj-Sonapati Devasarma
2. धुनलाइ आरो गहेना-मन'रन्जन लाहारी
3. बर खन्थाइनि खबाम गहेना आरो बिदै- फुकन चन्द्र बसुमतारी
4. Poetics: Aristotle
5. धुनलाइनि बिदै आरो गहेना - इन्द्रमालती नारजारी
6. Romanticism- C.M.Bowra
7. Romanyasbad- Mohendra Bora
8. Sahitya Bichar- Rammal Thakuria
9. नोजोर- मन'रन्जन लाहारी

**GE-2: बर' फावथाइनि फरायसनाय**

क्रेदिथ: 6 ( बिबुंथि-5, टिउटरियेल-1 )

बायजोआरि नम्बर 80, इसिडारि नम्बर 20

खोन्दो-1: जारिमिनारी आरो खिरिमिनारी फावथाइ, बेनि फुंखा आरो जारिमिनारी सम्फद, बर' धुनलाइयाव बेनि सोरजि =20

खोन्दो-2: गोदान मुगानि धुनलाइयाव समाजारी फावथाइनि दाहार ( 1940 मायथाइनिफ्राइ आथिखालसिम)=20

खोन्दो-3: फावथाइ बिजाब फरायनाय- =20

- a. आनारी- मन'रन्जन लाहारी

b. सोमदोन- मंगलसिं हाज'वारी  
खोन्दो-4: बर' फावथाइ- बेनि गोहोम आरो गुबुन रावनिफ्राइ बर'वाव राव सोलाइनाय, बर' फावथाइनि महर= 20

**फरायनो होनाय बिजाबफोर:**

1. History of Boro Literature- Madhuram Baro
2. बर' थुनलाइनि जारिमिन- मन'रन्जन लाहारी
3. बर' फावथाइ थुनलाइ बिजिरनाय- भौमिक चन्द्र बर'
4. सेरजा सिफुं- अनिल बर'
5. बर' थुनलाइनि महार मुस्त्रि- अनिल बर'
6. बर' थुनलाइनि महर- धरणिधर औवारी
7. जारिमिननि नोजोराव बर' थुनलाइ (सु)- मधुराम बर'
8. बर' थुनलाइनि जारिमिन आरो थुनलाइ बिजिरनाय- रिजु कुमार ब्रह्म
9. थुनलाइनि नोजोरजो बर' फावथाइ आरो सल'मा- भौमिक चन्द्र बर'
10. ब'र फावथाइ थुनलाइ- तुलन मोसाहारी

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## थामथि फरायसम

**C-5: हारिमुनि सानथौवारि मोनदांथि**

**क्रेदिथ: 6 ( बिबुंथि-5, टिउटरियेल-1 )**

**बायजोआरि नाम्बार 80, इसिडारि नाम्बार 20**

खोन्दो-1: हारिमुनि मनदांथि, बेनि आखुथाइफोर, समाज आरो हारिमु, हारिमु सोलायनाय- सोलायनायनि जाहोन, गोरोबलांनाय, नाजावनाय आरो सोलायनाय=20

खोन्दो-2: सुबुं हारिमुनि गुबै मोनदांथि- बेनि समाजारि हाबा-हुखाफोर, दोरोडारि गियान खान्थि आरो सुबुं हारिमु=20

खोन्दो-3: सुबुं थुनलाइनि मोनदांथि, बेनि महर सानथौ =20

खोन्दो-4: समाजारि आसारखान्थिनि मोनदांथि, समाजारि नेमखान्थिफोर आरो सुबुं जिउ = 20

**फरायनो होनाय बिजाबफोर:**

1. बर' कछारिनि समाज आरो हारिमु( राव सोलाइनाय): भबेन नार्जि
2. ब'र हारिमु आरो थुनलाइ बिजिरनाय: इनद्रमालति नार्जारि
3. Aspects of Social Folk-Customs of the Bodos: Kameswar Brahma
4. Folk Literature of the Boros: Anil Baro
5. Festival of the Bodos: Mangalshing Hazowary
6. Comparative Literature: A Critical Introduction: Susan Bassnett, Blackwell
7. हारिमु आरो बर' हारिमु: इन्दिरा बर'

**C-6: बर' सुबुं हारिमुनि सानायथि**

**क्रेदिथ: 6 ( बिबुंथि-5, टिउटरियेल-1 )**

**बायजोआरि नाम्बार 80, इसिडारि नाम्बार 20**

खोन्दो-1: बर'फोरनि बेसादारि हारिमु=20

खोन्दो-2: बर'फोरनि सुबुं-फोरबो=20

खोन्दो-3: बर'फोरनि सुबुं-थुनलाइ =20

खोन्दो-4: बर'फोरनि समाजारि-आसारखान्थि = 20

**फरायनो होनाय बिजाबफोर:**

1. आसामनि समाज हारिमुवाव सुबुं फोथाइनाय: बिनय कुमार ब्रह्म
2. बर' समाजारि सोदोमस्त्रि: मेधनाथ मोसाहारी
3. Tribal Customary Law of North-East India: Sibani Roy & S.H.M Rijvi
4. बर' कछारिनि समाज आरो हारिमु(Trans.): भबेन नार्जी
5. असमर जनजाति (ed): प्रमद चन्द्र भट्टाचार्य
6. Aspects of Social Folk-Customs of the Bodos: Kameswar Brahma
7. सुबुं हारिमुनि रिफिनाय -धिरेस्वर बर' नार्जी
8. Background of Assamese Culture: Rajmohan Nath
9. Mising Sanskritir Alekhya: Bhrigumoni Kagyung
10. Folk Literature of the Boros: Anil Baro
11. Tribes of Assam (part-1,2,3): (ed) B.N. Bardoloi
12. Kirata Jana-kriti: S.K.Chatterjee
13. The Kacharis- Rev.S.Endle
14. Koch-Bodo and Dhimal Tribes: B.H.Hodgson
15. History and Civilization of the People of Assam:P.C. Chaudhury
16. हारिमु आरो बर' हारिमु: इन्दिरा बर'

**C-7: बर' सल'मा**

**क्रेदिथ: 6 ( बिबुंथि-5, टिउटरियेल-1 )**

**बायजोआरि नाम्बार 80, इसिडारि नाम्बार 20**

खोन्दो-1: बर सल'मानि जागायजेन्नाय आरो बेनि बोहैथि दाहार=20

खोन्दो-2: धरणिधर औवारिनि मैहुर=20

खोन्दो-3: बिदासागर नार्जारीनि खासफुरनि हांमा=20

खोन्दो-4: चित्तरन्जन मुछारिनि जुजाइनि अर = 20

N.B: (थाखोनि फोरेंगिरिफोरा सल'मानि सल' खिन्थानाय, आखुथाय दानाय, महर आरो राव बाहायनायनि सायाव नोजोर बोनानै सावरायनांगौ।)

**फरायनो होनाय बिजाबफोर:**

1. बर' सलमानि बिजिरनाय: स्वर्ण प्रभा चैनारि
2. बर' थुनलाइनि महर: मुस्त्रि अनिल बर'
3. History of Boro Literature: Madhuran Baro
4. बर' थुनलाइनि जारिमिन: मनरन्जन लाहारि



## SEC-1: रनसायनाय सुजुनाय आरो फ्रुप नायनाय

क्रेदिथ-2

गासै नम्बर 50

खोन्दो-1: रनसायनायनि बुंफुरलु आरो सुजुनाय, लिरनाय खान्थि आरो लिरनायनि आरिमु, सुजुनाया मा ? सुजुनायनि थांखि, सुजुनायनि मुलाम्फा, लिरनाय महरजों द्राफ खालामनाय, सुजुनाय आरो फ्रुप नायनायनि फारागधि, लिरनाय आरो सुजुनायनि फाराग, सुजुनायनि राहा, कपि सुजुनायनि गोनांथि ( सानथौवारि नोजोरजों)=25

खोन्दो-2: फ्रुप नाइनाया मा ? मानो फ्रुप नायनांगौ ?, फ्रुप नायनायनि गोनांथि, फ्रुप नायनायनि नेरसोनफोर, फ्रुप नायगिरि, फ्रुप नायनायनि खान्थि ( प्रेकथिकेल आरो एकसारसाइसनि सायाव बिथा खालामनायै)= 25

### फरायनो होनाय बिजाबफोर:

1. Strunk, William Jr. and E.B. White, "The elements of Style" (Third Edition). Macmillan, New York, 1979.
2. Plotnik, Arthur, "The Elements of Editing: A Guide for Editors and Journal ists."
3. Comprehend and Compose, Part-I&II: Geetha Nagarjun
4. Effective Writing: Christopher Turk & John Kirkman
5. Doing Creative Writing: Steve May
6. सावराइथाइ थुनलाइ: लाइस्त्रि महिलारि

## GE-3: रायथाइ थुनलाइनि सायाव फरायसंनाय

गासै क्रेदिथ: 6 ( बिबुंथि-5, थिउथरियेल-1 )

बायजोआरि नम्बर 80, इसिडारि नम्बर 20

सिगांनि एबा गोजाम बर' खन्थाइ:

खोन्दो-1: बिबार लाइसियाव फोसावजानाय रायथाइ थुनलाइ=20

खोन्दो-2: हाथरखि-हाला लाइसियाव फोसावजानाय राइथाय थुनलाइ =20

खोन्दो-3: हारिमुनि सायाव लिरनाय रायथाइ थुनलाइ (i) बागुरुम्बा मोसानाय: मोनसे बिजिरथि (लिलाधर ब्रह्म), (ii) बर' हारिमु (अनिल बर'), (iii) सुबुं हारिमुवाव खाना फोथायनाय (ब्रजेन्द्र कुमार ब्रह्म) =20

खोन्दो-4: हारिनि सोमोन्दै लिरनाय रायथाइ थुनलाइ: (i) मंगलियाननि गोगो थै बर' फिसा (मनरन्जन लाहारि), (ii) हाबराघाट बर' सन्मिलनि (प्रबन बरग्यारि)= 20

### फरायनो होनाय बिजाबफोर:

1. History of Boro Literature: Madhura Baro
2. बर' थुनलाइनि जारिमिन: मन'रन्जन लाहारी
3. नोजोर: मन'रन्जन लाहारी
4. थुनलाइ आरो सानस्त्रि: ब्रजेन्द्र कुमार ब्रह्म

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## ब्रैथि फरायसम

### C-8: बर' फावथाइ

क्रेदिथ: 6 ( बिबुंथि-5, टिउटरियेल-1 )

बायजोआरि नाम्बार 80, इसिडारि नाम्बार 20

खोन्दो-1: सतीश चन्द्र बसुमतारीनि दोरशोन जोहोलाव=20

खोन्दो-2: कमल कुमार ब्रह्मनि हरबादि खोमसि=20

खोन्दो-3: जतिनद्र नाथ बरनि जाइख्तडाव बेमा जे=20

खोन्दो-4: कमल कुमार ब्रह्मनि मिमांनि सिमां= 20

### फरायनो होनाय बिजाबफोर:

1. बर' फावथाइ थुनलाइ बिजिरनाय: भौमिक चन्द्र बर'
2. बर' फावथाइनि बिजिरनाय: स्वर्ण प्रभा चैनारि
3. History of Boro Literature: Madhura Baro
4. बर' थुनलाइनि जारिमिन: मनरन्जन लाहारि
5. थुनलाइ बिजिरनाय: गुणेशर मुछाहारि
6. थुनलाइनि नोजोरजो बर' फावथाइ आरो सल'मा: भौमिक चन्द्र बर'
7. फावथाइ थुनलाइ: तुलन मोसाहारि

### C-9: बर' सुंद' सल

क्रेदिथ: 6 ( बिबुंथि-5, टिउटरियेल-1 )

बायजोआरि नाम्बार 80, इसिडारि नाम्बार 20

खोन्दो-1: ईशान चन्द्र मुछाहारिनि आबारि, प्रमद चन्द्र ब्रह्मनि फाग्लि, चित्तरन्जन मोछाहारीनि गोमानाय दायरि=20

खोन्दो-2: नीलकमल ब्रह्मनि बुथुवा थुंगि, हरिभुषण ब्रह्मनि हंलानि सावरि, मनरन्जन लाहारीनि गांसे फालि=20

खोन्दो-3: जनिल कुमार ब्रह्मनि दुमफावनि फिथा, जेद.दि.बसुमतारीनि मिष्टार हाइब्रिदिनि गोलोमदै आरो मोदै, इउ.जि. ब्रह्मनि गबदा दाइना, नबीन मल्ल बर'नि हादान, गबिन्द बसुमतारीनि हारावनि साइकेल=40

### फरायनो होनाय बिजाबफोर:

1. History of Boro Literature: Madhura Baro
2. बर' थुनलाइनि जारिमिन: मनरन्जन लाहारि
3. थुनलाइ बिजिरनाय: गुणेश्वर मोसाहारी
4. बर'सुंद सल'नि जारिमिन: राखाव बसुमतारी
5. बर'सुंद सल'नि बोहैथि दाहार(ed.): स्वर्ण प्रभा चैनारी

### C-10: बर' रायथाइ थुनलाइ

क्रेदिथ: 6 ( बिबुंथि-5, टिउटरियेल-1 )

बायजोआरि नाम्बार 80, इसिडारि नाम्बार 20

खोन्दो-1:=20: आग्लानि बाध्रा: आनान्दराम मुछाहारी

बैसागु: प्रमद चन्द्र ब्रह्म

बैराथि: बिष्णु प्रसाद राभा

खोन्दो-2:=20: गोमोहोनाय ननि बाश्रा: रंदिनि फाग्ली  
किंनचित निबेदन(राव सोलायनाय: इसे फोरमायनाय): रुपनाथ ब्रह्म  
बर' मोसानाय: गिरिन्द्र कुमार दैमारी

खोन्दो-3:=20: 1.उदांसि सोमावसारनायाव बरफोर: जगेन्द्र कुमार बसुमतारी  
2.एण्डेल मुगानि बर' थुनलाइ: बिहुराम बर'  
3.प्लेट'नि नोजोराव थुनलाइ: सुरथ नार्जारी

खोन्दो-4:=20: 1.सैथो आरो फोथाइनाय: ब्रजेन्द्र कुमार ब्रह्म  
2.सुबुं सोदोमस्त्रियाव बिगियाननि गोहोम: नगेन बर'  
3.दिनैनि मुलुग आरो नारसेबजानाय सिनायथि: उरखाव गोरा ब्रह्म

**फरायनो होनाय बिजाबफोर:**

1. बर' थनुलाइनि जारिमिन: मन'रन्जन लाहारी
2. History of Boro Literature: Madhuram Baro

**SEC-2: सियाव महर दैखांनाय आरो बर'फोरनि गान्नाय-जोमनाय**

**गासै क्रेदिथ: 2**

**गासै नम्बर 50**

खोन्दो-1: costume आरो designing सोदोबनि सानथौवारि नोजोर, आधिखालाव बेनि बहुमनाडारि नोजोर बोनायनि गोनांथि, दोरोडारि गियान आरो हरियारि दौलद महरै माहारियारि सि-जोम आरो आगर एरनाय, हरिमु आरो हाथाइनि रंखान्थियारि फुंखा महरै सि, सिनि महर दैखांनाय ( आगर एरनाय) खौ गोदानै फोसाबनानै फालांगियारि खालामनाय)=25  
खोन्दो-2: बर' सिनि आगर एरनाय आरो बिबारनि महर दैखांनायखौ रंगौथि गियान आरजिनायनि थाखाय नंगुबैयै मावनानै नायनाय (रंगौथि बांहोनाय हाबाफोरनि सायाव बिथा खालामनानै)=25

1. Anthropology: Carol R. Ember & Melvin Ember
2. Folklore and Folk life: R.M.Dorson
3. Boro Kocharir Somaj Aru Sanskriti: Bhaben Narzi

GE-4: थुनलाइ बिजिरनाय ( सोनाबारि)

**क्रेदिथ: 6 ( बिबुंथि-5, थिउथरियेल-1 )**

**बायजोआरि नम्बर 80, इसिडारि नम्बर 20**

खोन्दो-1: सुंद सल'वा मा, बेनि आखुथाइ, सुंद सलनि गुदि मुवाफोर=20

खोन्दो-2: फावथाइ बेखेवनाय, एरिष्टलनि मोनदांथि, फावथाइनि गुदि मुवा, दाहा फावथाइ, गोजोन फावथाइ, फेस्ता फावथाइ =20

खोन्दो-3: सल'मा बेखेवनाय, सल'मानि गुदि मुवा, सल'मा आरो फावथाइ, सल'मानि बाहागो रान्नाय =20

खोन्दो-4: खन्थाइ: खन्थाइ बेखेवनाय, खन्थाइनि गुदि मुवा, खन्थाइनि बाहागो रान्नाय, सल'न्थाइमा आरो फावथाइ, दाहा खन्थाइ, बेलाड, सनेट= 20

**फरायनो होनाय बिजाबफोर:**

1. An Introduction to the Study of Literature: H Hudson

2. Poetics: Aristotle
3. Theory of Drama: Allardyce Nicoll
4. Aspects of Novel: E.M.Foster
5. बर' सल'मानि बिजिरनाय: स्वर्ण प्रभा चैनारी
6. बर' थुनलाइनि महर मुस्त्रि: अनिल बर'
7. History of Boro Literature: Madhura Baro
8. बर' थुनलाइनि जारिमिन: मन'रन्जन लाहारी
9. थुनलाइ बिजिरनाय: राखाव बसुमतारी
10. Romanticism: C.M.Bowra

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## बाथि फरायसम

**C-11: राव आरो राव बिगियाननि सिनायथि**

**क्रेदिथ: 6 ( बिबुंथि-5, टिउटरियेल-1 )**

**बायजोआरि नाम्बार 80, इसिडारि नाम्बार 20**

खोन्दो-1: रावनि बुंफोरलु, बेनि आखुथाइफोर, बिगियान महरै राव बिगियान, राव आरो समाज, रावनि गुबुन गुबुन महस्=20

खोन्दो-2: रिसारखान्थिया मा, रिसार, रिसारथि, लोगो रिसार, गारां बोलो, रिसार जथाइ, सुजाब खान्थि, गारां देखो(pitch) =20

खोन्दो-3: महरखान्थिया मा, महर, महर गुबै आरो बां महर, महरफोरनि बाहागो रान्नाय, बिथा महर आरो थारजा, सोदोब दानाय एबा ज'थायनाय=20

खोन्दो-4: बाथ्रा खान्थि: बाथ्रायारि बिजिरनाय, खाथि थाथिनि बिजिरनाय, बाथ्रा खोन्दोनि दाथाय = 20

**फरायनो होनाय बिजाबफोर:**

1. An Introductory Text Book of Linguistics & Phonetics: R.L. Varshney
2. Elements of General Linguistics (Vol.1): Sharad Rajimwale
3. Linguistics: David Crystal
4. Modern Linguistics: S.K. Verma & N.Krishnaswami
5. ब'राव बिगियाननि फरा: फुकन चन्द्र बसुमतारि
6. Bhasa Bijan: Upendra Nath Goswami
7. The Cambridge Encyclopaedia of Language: David Crystals

**C-12: बद् हान्जानि रावफोरनि सिनायथि ( डिमासा, गार & राभा बायदि बायदि )**

**गासै क्रेदिथ: 6 ( बिबुंथि-5, टिउटरियेल-1 )**

**बायजोआरि नाम्बार 80, इसिडारि नाम्बार 20**

खोन्दो-1: तिबेट-बर्मन हानजानि रावफोरनि जारिमिन, बाहागो रान्नाय, सुबुंफोरनि गोसारनाय, सा-सानजा भारत आरो बायजोआव थानाय तिबेट-बर्मन राव हान्जानि गेजेराव थानाय बंसआरि सोमोन्दो =20

खोन्दो-2: तिबेट-बर्मन हान्जानि रावफोरनि राव बिगियानारि आखुथाय (बरनि बाहागि रावफोरनि रिसारखान्थियारि, महरखान्थियारि, सोदोब बायदिफोरनि बिदिन्थि लाबोनानै) =20

खोन्दो-3: रावखान्थि (मुंमा दाथायनि सिनायथि, मुंराय आरो थाइलालि, सानराय रान्नाय, आथोन रान्नाय, बेखेवफानि बाहायनाय, आरो बेखेवफा दाजाबदा, बिदिन्था आरो बाहायनाय, थि दिन्थिग्रा दाजाबदा आरो बिबां दिन्थिग्रानि बाहायनाय=20

खोन्दो-4: सोदोब बाखियाव थानाय गोरोबलायनाय आरो बेनि दाथाइ, सोदोबनि रोखोम = 20

#### फरायनो होनाय बिजाबफोर:

1. Sino-Tibetan A Conspectus: P.K.Benedict
2. गोजौ रावखान्थि: कमल कुमार ब्रह्म
3. The Historical Development of Boro Language: Madhura Baro
4. बर रावखान्थि: स्वर्ण प्रभा चैनारी
5. जौगा बर' रावखान्थि (ed.): फसावगिरि, बड' साहित्य सभा
6. रावनि महर (खोन्दो-सेथि, नैथि, थामथि): स्वर्ण प्रभा चैनारी आरो फुकन चन्द्र बसुमतारी
7. खुरानाला: इउ. भि. जसे
8. राभा रावथाप: राभा भाषा परिसद
9. ककबरक भाषा शिक्षा आसार: कुमुद कुन्दु सौधुरी
10. कक-कुथाम्मा (ed.): प्रभास चन्द्र धार
11. Madhupuri Mandi (vol.I): Robins Burling

#### DSE-1: बर' राव आरो राव बिगियान

क्रेदिथ: 6 ( बिबुंथि-5, टिउटरियेल-1 )

बायजोआरि नम्बर 80, इसिडारि नम्बर 20

खोन्दो-1: बर' रिसारथिफोरनि गोनोखोआरि गारां बोनाय, रानजानाय आरो रानजायै रिसारनि बाहायनाय, रिसार जथाइयारि दाथाइ, रिसारथि ज'थाइ आरो फारि, गारांनै रिसारथिनि बाहायनाय=20

खोन्दो-2: बेखेवफा दाजाबदानि बाहायनाय, थि दिन्थिग्रा आरो बिबां दिन्थिग्रानि बाहायनाय, बां सानराइ दिन्थिग्रा दाजाबदानि बाहायनाय, आथोननि फारागथि, थाइलालिनि रुजुनाय =20

खोन्दो-3: बर' बाथ्रा खोन्दो आरो बाथ्रा फान्दायनि बाहायनाय, बाथ्रा फान्दाय बाहायनानै बुनाय, सोदोब दानाय, clipping, eponym, coinage, दाहार सोदोब बायदि बायदि =20

खोन्दो-4: बाथ्रानि दाथाय, गुबुन गुबुन थासारियाव बाहायनाय = 20

#### फरायनो होनाय बिजाबफोर:

1. Structure of Boro Language: Madhura Baro
2. An Introduction to the Boro Language: Phukan Basumatary
3. बर' रावखान्थि: स्वर्ण प्रभा चैनारी
4. जौगा बर'रावखान्थि: बड' साहित्य सभा

#### DSE-2: बर'फोरनि हारिमुवारि थासारि बिगियान

गासै क्रेदिथ: 6 ( बिबुंथि-5, टिउटरियेल-1 )

बायजोआरि नम्बर 80, इसिडारि नम्बर 20

खोन्दो-1: हारिमुनि बेखेवथि ( सिगांनि आरो दानि नोजोर), हारिमुनि थासारि बिगियान सोमोन्दै बेखेवनाय, हारिमु आरो बाइअ-दाइभारसिटिनि गेजेराव थानाय सोमोन्दो =20

खोन्दो-2: थासारि बिगियान आरो बर'फोरनि जिउ रहा ( थासारि बिगियानारि गियान आरो बर' सुबुंफोरनि थानानै थानाय, गान्नाय जोमनाय आरो देलायनाय, सुबुं थुनलाइयाव थासारि बिगियान आरो समायनानि गियान सानथौ=20

खोन्दो-3: हारियारि बिफां-लाइफांनि हारिमुवारि आरो राव बिगियानारि बेसेन, बिफां-लाइफां आरो दोरोडारि मुलिफोर, थासारि बिगियान आरो फोथायनाय=20

खोन्दो-4: बाहायथाइ थासारि बिगियान( थासारि बिगियान आरो जिब-जुनार फिसिनाय, आबाद मावनाय, थासारि बिगियान आरो दोरोडारि जानाय हुदा, थासारि बिगियान आरो दोहोरोमारि हुदा, थासारि बिगियान आरो समाजारि फोरबो आरो फालिथायफोस्= 20

#### फरायनो होनाय बिजाबफोर:

1. Folklore and Folklife-An Introduction(ed.): Richard M.Dorson
2. Boro-Kocharir Somaj Aru Sanskriti: Bhaben Narzi
3. Aspects of Social Folk-Customs of the Bodos: Kameswar Brahma
4. Dictionary of Sociology: Gordon Marshall, New Delhi: Oxford University Press

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## दथि फरायसम

#### C-13: राव आरो राव बिगियाननि सिनायथि

क्रेदिथ: 6 ( बिबुंथि-5, टिउटरियेल-1 )

बायजोआरि नम्बर 80, इसिडारि नम्बर 20

खोन्दो-1:समाज राव बिगियाननि औंथि, समाजनि गुबुन गुबुन आइदायाव रावनि फरायसनाय, गुबुन गुबुन आइदायाव रावनि गुबुन गुबुन महर, आथोननि फारागथि आरो राव=20

खोन्दो-2: राव आरो हारिमुनि सोमोन्दो, राव आरो राजखान्थि, सानथौ (philosophy) आरो रावफोर, गोनोखो आरो राव, राव आरो पेरा-राव, राव आरो इसारा =20

खोन्दो-3: राव आरो रावसा, रावसा आरो भुमखौरा रावसा आरो आंगो रावसा एबा हारसिं राव, रेजिस्तार आरो रावसा=20

खोन्दो-4: रावनि समाज बिगियान: समाज आरो राव, हारि, थाखो आरो राव = 20

#### फरायनो होनाय बिजाबफोर:

1. Dialectology: J.K Chambers & Peter Trudgill
2. Dialectology: An Introducton: W.N.Francis
3. Sociolinguistics: R.A.Hudson
4. A Course in Modern Linguistics: C.F.Hockett

**C-14: जरंखा लिरगिरिनि सायाव फरायसंनाय**

क्रेदिथ: 6 ( बिबुंथि-5, टिउटरियेल-1 )

बायजोआरि नम्बर 80, इसिडारि नम्बर 20

( फरायसाफोरखौ लिरगिरिनि थुनलाइ सोरजिफोरखौ गाहायाव होनाय बादियै फारियै सावरायनो होनांगोन )

खोन्दो-1: सुंद सल लिरगिरि महरै नीलकमल ब्रह्म=40

खोन्दो-2: ईशान चन्द्र मोसाहारीनि सनानि माला आरो फामे बिजाबाव थानाय रमान्टिक खन्थाइफोर =40

**फरायनो होनाय बिजाबफोर:**

1. बरं थनुलाइनि जारिमिन: मन'रन्जन लाहारी
2. थुनलाइ बिजिरनाय: गुणेश्वर मोसाहारी
3. The History of Boro Literature: Madhuram Baro
4. बरं सुंद'सल'नि जारिमिन: राखाव बसुमतारि
5. बरं सुंद'सल'नि बोहैथि दाहार(ed.): स्वर्ण प्रभा चैनारी, फोसावगिरि, साहित्य एकादेमि

**DSE-3: सुबुं हारिमु आरो बरं फोरनि दोरोडारि देंखोमु**

क्रेदिथ: 6 ( बिबुंथि-5, टिउटरियेल-1 )

बायजोआरि नम्बर 80, इसिडारि नम्बर 20

खोन्दो-1: सानथौवारि नोजोर: सुबुं हारिमु आरो बेनि बुंफोरल्लु, समाजारि हाबा-हुखा, बेसादारि आरो बेसादारि नडै=20

खोन्दो-2: सुबुं हारिमु आरो सुबुं जिउ: दोरोनिफ्राय सोलायनायसिम =20

खोन्दो-3: बरं फोरनि दोरोडारि दामजु, बुहुमनाडारिनि जाहोनाव सोलायनाय, रैखाथि होनायनि राहाफोर =20

खोन्दो-4: सुबुं-मेथाइ आरो बेरखांनाय मेथाइयारि सानस्त्रि, महर = 20

**फरायनो होनाय बिजाबफोर:**

1. Boro-Kocharir Geet-Mat: Bhaben Narzari
2. Boro Kocharir Somaj Aru Sanskriti: Bhaben Narzi
3. Folk literature of the Boros: Anil Baro
4. Folk-Songs of the Bodos: Mahini Mahan Brahma
5. Folklore and Folklife-An Introduction(ed.): Richard M.Dorson

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**UG LEVEL SYLLABUS FOR HONOURS COURSE IN ECONOMICS**

Under CBCS (Choice Based Credit System) and Continuous Assessment

& Grading Pattern (CAGP)

SEM	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: Introductory Microeconomics	AECC-1: Eng/Hind/MIL Communication			GE-1: Principle of Microeconomics -I
	C-2: Introductory Macroeconomics				
II	C-3: Intermediate Microeconomics-I	AECC-2: Environmental Science			GE-2: Principle of Macroeconomics -I
	C-4: Mathematical Methods for Economics-I				
III	C-5: Intermediate Macro Economics-I		SEC1: Data Analysis		GE-3: Development Economics
	C-6: Mathematical Methods for Economics-II				
	C-7: Statistical Methods for Economics				
IV	C-8: Intermediate Microeconomics-II		SEC-2: Field study and its importance		GE-4: International Economics
	C-9: Intermediate Macro Economics-II				
	C-10: Introductory Econometrics				
V	C-11: Indian Economy-I			DSE-1: Public Finance	
	C-12: Development Economics-I			DSE-2: Applied Econometrics/ Money and Financial Markets	
VI	C-13: Indian Economy-II			DSE-3: International Economics	
	C-14: Development Economics-II			DSE-4: Environmental Economics/ Comparative Economic Development (1850-1950)	



**UG Syllabus Structure for B.A. Honours Course**  
**Department of Economics: Bodoland University**

<b>SEMESTER-I</b>		
<b>Course Code</b>	<b>Course Title</b>	<b>Respective Course Designing/Remarks</b>
AECC-1	English-I (Communication)	Contents will be done by English department
CC-1	Introductory Microeconomics	
CC-2	Introductory Macroeconomics	
GE-1	Principle of Microeconomics-I	For the major students of other disciplines
<b>SEMESTER-II</b>		
AECC-2	Environmental Science	Contents will be done by Academic Branch
CC-3	Intermediate Microeconomics-I	
CC-4	Mathematical Methods for Economics-I	
GE-2	Principle of Macroeconomics-I	For the major students of other disciplines
<b>SEMESTER-III</b>		
<b>SEC-1</b>	<b>Data Analysis</b>	
CC-5	Intermediate Macro Economics-I	
CC-6	Mathematical Methods for Economics-II	
CC-7	Statistical Methods for Economics	
GE-3	Development Economics	For the major students of other disciplines
<b>SEMESTER-IV</b>		
SEC-2	Extension Education	
CC-8	Intermediate Microeconomics-II	
CC-9	Intermediate Macro Economics-II	
CC-10	Introductory Econometrics	
GE-4	International Economics	For the major students of other disciplines
<b>SEMESTER-V</b>		
CC-11	Indian Economy-I	
CC-12	Development Economics-I	
DSE-1	Public Finance	
DSE-2	Applied Econometrics/ Money and Financial Markets	Students need to choose any one of the give two papers
<b>SEMESTER-VI</b>		
CC-13	Indian Economy-II	
CC-14	Development Economics-II	
DSE-3	International Economics	
DSE-4	Environmental Economics/ Comparative Economic Development (1850-1950)	Students need to choose any one of the give two papers

### Outline of the Courses

<b>Course Code</b>	<b>Course Title</b>	<b>Credit Points</b>	<b>Remarks</b>
<b>Core Courses</b>			
CC-1	Introductory Microeconomics	6	
CC-2	Introductory Macroeconomics	6	
CC-3	Intermediate Microeconomics-I	6	
CC-4	Mathematical Methods for Economics-I	6	
CC-5	Intermediate Macro Economics-I	6	
CC-6	Mathematical Methods for Economics-II	6	
CC-7	Statistical Methods for Economics	6	
CC-8	Intermediate Microeconomics-II	6	
CC-9	Intermediate Macro Economics-II	6	
CC-10	Introductory Econometrics	6	
CC-11	Indian Economy-I	6	
CC-12	Development Economics-I	6	
CC-13	Indian Economy-II	6	
CC-14	Development Economics-II	6	
<b>Generic Elective (GE)</b>			
GE-1	Principle of Microeconomics-I	6	
GE-2	Principle of Macroeconomics-I	6	
GE-3	Development Economics	6	
GE-4	International Economics	6	
<b>Skill Enhancement Course (SEC)</b>			
SEC-1	Data Analysis	2	
SEC-2	Extension Education	2	
<b>Discipline Specific Elective (DSE)</b>			
DSE-1	Public Finance	6	
DSE-2	Applied Econometrics/ Money and Financial Markets	6	
DSE-3	International Economics	6	
DSE-4	Environmental Economics/ Comparative Economic Development (1850-1950)	6	

## **SEMESTER-J**

### **C-I: Introductory Microeconomics**

#### **Unit 1: INTRODUCTION**

Basic concepts- dependent and independent variables- exogenous and endogenous variable - The Economic Problem- Scarcity and Choice; Concepts of Equilibrium - Stable and Unstable, Static, Comparative Static, Dynamic, The Basic Market Model.

#### **Unit 2: CONSUMER BEHAVIOUR AND DEMAND**

Utility: Cardinal versus Ordinal; Indifference Curve - Assumptions and Properties; optimal choice Consumer's Equilibrium; Price Effect-Income Effect, Substitution Effect; Engel's Curve; Derivation of the Demand Curve; Giffen Paradox; Merits and Limitations of Indifference Curve Analysis; Consumer's Surplus and Applications and Limitations of the Concept

#### **.Unit 3: THEORY OF PRODUCTION AND COST**

Organisation of Production; Production Function and its related concepts; Total, Average and Marginal Products and the Law of Variable Proportions; Production with two variable inputs- Isoquant; Factor Elasticity of Substitution; Returns to Scale; Least cost input combination; Expansion Path; Contract Curve and the derivation of Production Possibility Curve; Cost of Production; Types of Costs- Money Cost, Real Cost, Explicit Cost, Implicit Cost, Sunk Cost, Opportunity Cost, Private Cost, Social Cost

#### **Unit 4: OUTPUT DECISIONS AND PROFIT MAXIMIZATION**

Revenue: TR, AR, MR; Relation between AR, MR, Elasticity of Demand; Comparing Costs and Revenues to maximize Profit

#### **Recommended books:**

1. Karl E. Case, Ray C. Fair, Principles of Economics, Pearson Education Asia
2. Dominick Salvatore, Micro Economics- Theory and Applications, Oxford University Press
3. Koutsoyiannis. A, Modern Micro Economics, ELBS/ Macmillan
4. Sampat Mukherjee, Modern Economic Theory, New Age International Publishers
5. Rahul A. Shastri, Micro Economic Theory, University Press (India) Limited
6. D. N. Dwivedi, Micro Economic Theory and Applications, Pearson Education
7. R. K. Sharma and Shashi K. Gupta, Management Accounting- Principles and Practice, Kalyani Publishers
8. G S Maddala and Ellen Miller, Micro Economic Theory and Application, Tata Mc Graw- HillM
9. N. Gregory Mankiw (2007), Principal of Economics 6<sup>th</sup> Edn.thompson
- 10.Hall R. Varian (2010). Intermediate Micro Economics: A Modern Approach.

## **C-2: Introductory Macroeconomics**

### **Unit 1: Macroeconomics and National Income Accounting**

Basic issues studied in Macroeconomics; Definitions of related aggregates of National Income; Methods of estimating National Income; real versus nominal GDP; Circular flow in a two sector economy; GNP as a measure of Economic Welfare and Quality of Life.

### **Unit 2: The Classical System**

Classical Theory and Say's Law of Market; Classicalists Quantity Theory of Money; The Classical Full Employment Model. Keynes' objections to classical theory, Simple Keynesian model of Income Determination

### **Unit 3: The Simple Keynesian Model in a Closed Economy**

Keyne's Effective Demand; Keynesian Consumption Function; Technical Attributes of Consumption function; Simple Keynesian model of Income determination.

### **Unit 4: Liquidity Preference**

Liquidity Preference; Classicalist's view on the Demand for Money; Keyne's Motive of the Demand for Money; Liquidity Trap situation

### **Recommended Books:**

1. Dornbusch, Fisher, Startz (2005): Macroeconomics, Tata Mcgraw-Hill; Publishing Company Ltd New Delhi
2. Suraj B. Gupta: Monetary Economics, S.Chand and Company Ltd.
3. W.Beckerman: An Introduction to National Income Analysis, Universal Book Stall, New Delhi,
4. Raghavendra Jha : Contemporary Macroeconomic Theory and Policy, Wiley Eastern Ltd.,
5. Dudley Dillard: The Economics of John Maynard Keynes, Vikas Publishing House Ltd.
6. Eugene A. Diulio: Theory and Problems of Macroeconomics, Schaum's Outline Series, Mcgraw Hill Book Company, 1983
7. Rana and Verma: Macroeconomic Analysis, Vishal Publications, Jalandhar, 1998

## **GE-I: Principle of Microeconomics-I**

### **Unit 1: INTRODUCTION**

Basic concepts- dependent and independent variables- exogenous and endogenous variable - The Economic Problem- Scarcity and Choice; Concepts of Equilibrium - Stable and Unstable, Static, Comparative Static, Dynamic, The Basic Market Model.

### **Unit 2: CONSUMER BEHAVIOUR AND DEMAND**

Utility: Cardinal versus Ordinal; Indifference Curve - Assumptions and Properties; optimal choice Consumer's Equilibrium; Price Effect-Income Effect, Substitution Effect; Engel's Curve;

Derivation of the Demand Curve; Giffen Paradox; Merits and Limitations of Indifference Curve Analysis; Consumer's Surplus and Applications and Limitations of the Concept

**.Unit 3: THEORY OF PRODUCTION AND COST**

Organisation of Production; Production Function and its related concepts; Total, Average and Marginal Products and the Law of Variable Proportions; Production with two variable inputs- Isoquant; Factor Elasticity of Substitution; Returns to Scale; Least cost input combination; Expansion Path; Contract Curve and the derivation of Production Possibility Curve; Cost of Production; Types of Costs- Money Cost, Real Cost, Explicit Cost, Implicit Cost, Sunk Cost, Opportunity Cost, Average and Marginal Cost Curves.

**Recommended books:**

1. Karl E. Case, Ray C. Fair, Principles of Economics, Pearson Education Asia
2. Dominick Salvatore, Micro Economics- Theory and Applications, Oxford University Press
3. Koutsoyiannis. A, Modern Micro Economics, ELBS/ Macmillan
4. Sampat Mukherjee, Modern Economic Theory, New Age International Publishers
5. Rahul A. Shastri, Micro Economic Theory, University Press (India) Limited
6. D. N. Dwivedi, Micro Economic Theory and Applications, Pearson Education
7. R. K. Sharma and Shashi K. Gupta, Management Accounting- Principles and Practice, Kalyani Publishers
8. G S Maddala and Ellen Miller, Micro Economic Theory and Application, Tata Mc Graw- HillM
9. N. Gregory Mankiw (2007), Principal of Economics 6<sup>th</sup> Edn.thompson
- 10.Hall R. Varian (2010). Intermediate Micro Economics: A Modern Approach.

## SEMESTER-II

### **C-3: Intermediate Microeconomics-I**

#### **Unit-1: Consumer Theory**

Preference; utility; budget constraint; choice; demand; Slutsky equation; buying and selling; choice under risk and intertemporal choice; revealed preference

#### **Unit-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.

#### **Unit-3: Determination of Factor Pricing**

Pricing of Factors under Perfect Competition–Factor Share and Technical Progress- Backward Bending Supply Curve of Labour–Monopsony. Principal agent problem-Monopoly & Competitive solution. Hidden action & hidden information and monopoly solution. Signaling

#### **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.
  1. B. Douglas Bernheim and Michael D. Whinston, *Microeconomics*, Tata McGraw- Hill (India), 2009.

### **C-4: MATHEMATICAL METHODS IN ECONOMICS-I**

#### **1. Preliminaries**

Logic and proof techniques; sets and set operations; relations; functions and their properties; number systems.

#### **2. Functions of one real variable**

Graphs; elementary types of functions: quadratic, polynomial, power, exponential, logarithmic; sequences and series: convergence, algebraic properties and applications; continuous functions: characterizations, properties with respect to various operations and applications; differentiable functions: characterizations, properties with respect to various operations and applications; second and higher order derivatives: properties and applications.

#### **3. Single-variable optimization**

Geometric properties of functions: convex functions, their characterizations and applications; local and global optima: geometric characterizations, characterizations using calculus and applications.

#### **4. Integration of functions**

#### **5. Difference equations**

#### **Readings:**

K. Sydsaeter and P. Hammond, *Mathematics for Economic Analysis*, Pearson Educational Asia: Delhi, 2002.

## **GE-2: Principle of Macroeconomics-1**

### **Unit 1: Macroeconomics and National Income Accounting**

Basic issues studied in Macroeconomics; Definitions of related aggregates of National Income; Methods of estimating National Income; real versus nominal GDP; Circular flow in a two sector economy; GNP as a measure of Economic Welfare and Quality of Life.

### **Unit 2: The Classical System**

Classical Theory and Say's Law of Market; Classicalists Quantity Theory of Money; The Classical Full Employment Model. Keynes' objections to classical theory, Simple Keynesian model of Income Determination

### **Unit 3: The Simple Keynesian Model in a Closed Economy**

Keyne's Effective Demand; Keynesian Consumption Function; Technical Attributes of Consumption function; Simple Keynesian model of Income determination.

### **Recommended Books:**

1. Dornbusch, Fisher, Startz (2005): Macroeconomics, Tata Mcgraw-Hill; Publishing Company Ltd New Delhi
2. Suraj B. Gupta: Monetary Economics, S.Chand and Company Ltd.
3. W.Beckerman: An Introduction to National Income Analysis, Universal Book Stall, New Delhi,
4. Raghendra Jha : Contemporary Macroeconomic Theory and Policy, Wiley Eastern Ltd.,
5. Dudley Dillard: The Economics of John Maynard Keynes, Vikas Publishing House Ltd.
6. Eugene A. Diulio: Theory and Problems of Macroeconomics, Schaum's Outline Series, Mcgraw Hill Book Company, 1983
7. Rana and Verma: Macroeconomic Analysis, Vishal Publications, Jalandhar, 1998

## **SEMESTER-III**

### **C-5: Intermediate Macroeconomics-I**

#### **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:**

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

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

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

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

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

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

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

### **C-6: MATHEMATICAL METHODS IN ECONOMICS-II**

#### **Unit-1: Differential equations**

#### **Unit-2: Linear algebra**

Vector spaces: algebraic and geometric properties, scalar products, norms, orthogonality; linear transformations: properties, matrix representations and elementary operations; systems of linear equations: properties of their solution sets; determinants: characterization, properties and applications.

#### **Unit-3: Functions of several real variables**

Geometric representations: graphs and level curves; differentiable functions: characterizations, properties with respect to various operations and applications; second order derivatives: properties and applications; the implicit function theorem, and application to comparative statics problems; homogeneous and homothetic functions: characterizations and applications.



#### **Unit-4: Multi-variable optimization**

Convex sets; geometric properties of functions: convex functions, their characterizations, properties and applications; further geometric properties of functions: quasiconvex functions, their characterizations, properties and applications; unconstrained optimization: geometric characterizations, characterizations using calculus and applications; constrained optimization with equality constraints: geometric characterizations, lagrange characterization using calculus and applications; properties of value function: envelope theorem and applications.

#### **Readings:**

1. K. Sydsaeter and P. Hammond, *Mathematics for Economic Analysis*, Pearson Educational Asia: Delhi, 2002.
2. Mathematics for economist: Srinath Baruah

#### **C-7: Statistical Methods for Economics**

##### **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;

##### **2. Elementary Probability Theory**

Sample spaces and events; probability axioms and properties; counting techniques; conditional probability and Bayes' rule; independence.

##### **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, normal, poisson and exponential random variables).

##### **4. Random Sampling and Jointly Distributed Random Variables**

Density and distribution functions for jointly distributed random variables; computing expected values; covariance and correlation coefficients

##### **5. Sampling**

Principal steps in a sample survey; methods of sampling; the role of sampling theory; properties of random samples.

##### **6. Point and Interval Estimation**

Estimation of population parameters using methods of moments and maximum likelihood procedures; properties of estimators; confidence intervals for population parameters

#### **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.

### **SEC-1:Data Analysis**

**Unit-1:** Collection of Data, secondary data and primary data, different sources of secondary data, different methods of primary data collection, preparation of questionnaire and schedule.

**Unit-2:** Measure of central tendency-mean, median, mode; measure of dispersion-range, quartile deviation, standard deviation, measurement of growth rate.

**Unit-3:** Correlation, Coefficient of Correlation, Rank correlation, Regression analysis.

**Unit-4:** Data entry and analysis in SPSS and Excel; diagrammatic presentation.

### **Reference Books:**

Gupta, SP *Statistical Methods*, Sultan Chand and Sons, New Delhi.

Gujrati, D. N. (2004), *Basic Econometrics, Fourth Edition*, Tata Mc Graw-Hill Publishing Company Limited, New Delhi.

Gupta, S.C. and Kapoor, VK , *Fundamentals of Mathematical Statistics*, Sultan Chand and Sons, New Delhi.

Gupta, S.C. and Kapoor, VK , *Fundamentals of Applied Statistics*, Sultan Chand and Sons, New Delhi.

### **GE-3: Development Economics**

#### **Unit 1:**

Economic Growth and Development: Concept. Indicators of Economic Development

#### **Unit-2**

Vicious circle of poverty-Lewis theory of unlimited supplies of labour-Theory of Big Push, Theories of Balanced and Unbalanced Growth

#### **Unit-3:**

External resources-Foreign AID-types of Foreign AID, importance of foreign AID-Its danger, FDI-meaning-advantages-disadvantages

**Unit-4:**

Rostow's stages of economic growth and Harrod-Domar growth model

**Readings**

1. Debraj Ray, *Development Economics*, Oxford University Press, 2009.
2. Partha Dasgupta, *Economics, A Very Short Introduction*, Oxford University Press, 2007.
3. M Todaro. *Development Economics*-Oxford university press
4. *Development Economics*-Misra & Puri, Himalaya Publishing House, Delhi

## **SEMESTER-IV**

### **C-8: Intermediate Microeconomics-II**

#### **1. General Equilibrium, Efficiency and Welfare**

Equilibrium and efficiency under pure exchange and production; overall efficiency and welfare economics.

#### **2. Market Structure and Game Theory**

Monopoly; pricing with market power; price discrimination; peak-load pricing; two-part tariff; monopolistic competition and oligopoly; game theory and competitive strategy.

#### **3. Market Failure**

Externalities; public goods and markets with asymmetric information

#### **Readings:**

1. Hal R. Varian, *Intermediate Microeconomics, a Modern Approach*, 8th edition, W.W. Norton and Company/Affiliated East-West Press (India), 2010. The workbook by Varian and Bergstrom could be used for problems.
2. C. Snyder and W. Nicholson, *Fundamentals of Microeconomics*, Cengage Learning (India), 2010

### **C-9: Intermediate Macroeconomics-II**

#### **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**

Classical; Keynesians; New-Classical 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. Charles I. Jones, *Introduction to Economic Growth*, W.W. Norton & Company, 2nd edition, 2002.
5. Andrew B. Abel and Ben S. Bernanke, *Macroeconomics*, Pearson Education, 7th edition, 2011.
6. Errol D'Souza, *Macroeconomics*, Pearson Education, 2009.
7. Robert J. Gordon, *Macroeconomics*, Prentice-Hall India Limited, 2011.

#### **C-10: Introductory Econometrics**

##### **1. Nature and Scope of Econometrics**

##### **2. Statistical Concepts**

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.

##### **3. Simple Linear Regression Model: Two Variable Case:**

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

##### **4. Multiple Linear Regression Model**

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

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

## **SEC-2: Field Study and its importance**

### **Unit-1**

Importance of field Study, selection of topic, objectives, review of literature of the relevant topic and research ethics.

### **Unit-2**

Data collection, field survey, pilot survey, complete enumeration (census) and sample survey, preparation of questionnaire, schedule, etc.

### **Unit-3**

Report writing, References and Bibliography.

**NB:** Students are asked to collect data from field and write a short report (within 5000 words) on the selected topic.

### **Reference book:**

1. C R Kothari & Gauarav Garg (2019) *Research Methodology: Methods and Techniques*, 4<sup>th</sup> edition, New Age International Publishers.
2. S C Gupta (20) *Fundamental of statistics*, 7<sup>th</sup> revised enlarge edition Himalaya Publishing House.

## **GE-4: International Economics**

### **1. Introduction**

What is international economics about? An overview of world trade.

### **2. Theories of International Trade**

The Ricardian, specific factors, and Heckscher-Ohlin models; new trade theories; the international location of production; firms in the global economy — outsourcing and multinational enterprises.

### **3. Trade Policy**

Instruments of trade policy; political economy of trade policy; controversies in trade policy.

### **4. International Macroeconomic Policy**

Fixed versus flexible exchange rates; international monetary systems; 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), 9th edition, 2012.
2. Dominick Salvatore, *International Economics: Trade and Finance*, John Wiley International Student Edition, 10th edition, 2011.

## **SEMESTER-V**

### **C-11: Indian Economy-I**

#### **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**

#### **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 Performance 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*, and September

## **C-12: Development Economics-I**

### **Unit 1:**

Economic Growth and Development: Concept. Indicators of Economic Development

### **Unit 2:**

Capital- meaning-characters and role. Labour-meaning-characters and technology in Economic Development

### **Unit 3:**

Population, population composition, Human Capital and its formation and Economic Development

### **Unit4:**

Vicious circle of poverty-Lewis theory of unlimited supplies of labour-Theory of Big Push, Theories of Balanced and Unbalanced Growth

### **Recommended Readings:**

1. Todaro, MP, Development Economics, Pearson.
2. R.K Lekhi: Development & Environmental Economics
3. Thirlwal, AP, Growth & Development, Palgrave.
  
5. World Bank, World Development Reports, OUP. UNDP, Human Development Reports. OUP
7. Robert Putnam, *Making Democracy Work: Civic Traditions in Modern Italy*, Princeton University Press, 1994

## **DSE-1: Public Finance**

### **1. Public Economic Theory**

- a. Fiscal functions: an overview.
- b. Public Goods: definition, models of efficient allocation, pure and impure public goods, free riding.
- c. Externalities: the problem and its solutions, taxes versus regulation, property rights, the Coase theorem.
- d. Taxation: its economic effects; dead weight loss and distortion, efficiency and equity considerations, tax incidence, optimal taxation.

### **2. Indian Public Finances**

- a. Tax System: structure and reforms
- b. Budget, deficits and public debt
  
- b. Fiscal federalism in India

### **Readings:**

1. J. Hindriks, G. Myles: *Intermediate Public Economics*, MIT Press, 2006.



2. H. Rosen, T. Gayer: *Public Finance*, 9th ed., McGraw-Hill/Irwin, 2009.
3. Joseph E. Stiglitz, *Economics of the Public Sector*, W.W. Norton & Company, 3rd edition, 2000.
4. R.A. Musgrave and P.B. Musgrave, *Public Finance in Theory & Practice*, McGraw Hill Publications, 5th edition, 1989.
5. John Cullis and Philip Jones, *Public Finance and Public Choice*, Oxford University Press, 1st edition, 1998.
6. Harvey Rosen, *Public Finance*, McGraw Hill Publications, 7th edition, 2005
7. Mahesh Purohit, *Value Added Tax: Experiences of India and Other Countries*, 2007.
8. Kaushik Basu and A. Maertens (ed.), *The New Oxford Companion to Economics in India*, Oxford University Press, 2013.
9. M.M. Sury, *Government Budgeting in India*, 1990.

## **DSE-2: APPLIED ECONOMETRICS**

### **1. Stages in Empirical Econometric Research**

### **2. Regression Diagnostics and Specification**

Misspecification; functional forms; model selection.

### **3. Advanced Topics in Regression Analysis**

Selected Topics:

Dynamic Econometric Models: distributed lag models; autoregressive models; instrumental variable estimation; simultaneous equation models.

### **4. Panel Data Models**

Methods of estimation; fixed effects model; random effects model.

### **5. Introduction to Econometric Software Package**

GRETl; E-VIEWS; STATA (any one).

### **Readings:**

1. Jeffrey M. Wooldridge, *Econometrics*, CENGAGE learning, India Edition, 2009.
2. Dimitrios Asteriou and Stephen Hall, *Applied Econometrics: A Modern Approach*, Palgrave Macmillan, 2007.
3. Damodar Gujarati, *Econometrics by Example*, Palgrave Macmillan, 2011.

## (vi) 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, measurement; theories of money supply determination.

#### **2. Financial Institutions, Markets, Instruments and Financial Innovations**

- a. Role of financial markets and institutions; problem of asymmetric information – adverse selection and moral hazard; financial crises.
- b. Money and capital markets: organization, structure and reforms in India; role of financial derivatives and other innovations.

#### **3. Interest Rates**

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

#### **4. Banking System**

- a. Balance sheet and portfolio management.
- b. Indian banking system: Changing role and structure; banking sector reforms.

#### **5. Central Banking and Monetary Policy**

Functions, balance sheet; goals, targets, indicators and instruments of monetary control; monetary management in an open economy; current monetary policy of India.

### **Readings**

1. F. S. Mishkin and S. G. Eakins, *Financial Markets and Institutions*, Pearson Education, 6<sup>th</sup> edition, 2009.
2. F. J. Fabozzi, F. Modigliani, F. J. Jones, M. G. Ferri, *Foundations of Financial Markets and Institutions*, Pearson Education, 3<sup>rd</sup> edition, 2009.
3. 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.

## SEMESTER-VI

### **C-13: Indian Economy-II**

#### **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.

1. P. Goldberg, A. Khandelwal, N. Pavcnik and P. Topalova, 2009, —Trade Liberalisation and New Imported Inputs, *American Economic Review, Papers and Proceedings*, May.

### **C-14: Development Economics-II**

#### **Unit- : I**

Introduction to planning: types of planning, rationale/objectives of economic planning in a developing economy, planning process.

#### **Unit-2:**

External resources-Foreign AID-types of Foreign AID, importance of foreign AID-Its danger, FDI-meaning-advantages-disadvantages.

### **Unit-3:**

Rostow's stages of economic growth and Harrod-Domar growth model

### **Unit-4:**

Concept and Measurement of human Development –Human development Index (HDI) for various states in India

### **Selected Readings:**

1. Todaro, M.P, : Development Economics, McGraw Hill
2. Thirlwal, A.P, : Development Economics, Pearson
3. Misrha & Puri, : Economics of Development & Planning, HPH
4. Lekhi, R, K. : The Economics of Development & Planning

### **DSE-3: International Economics**

#### **1. Introduction**

What is international economics about? An overview of world trade.

#### **2. Theories of International Trade**

The Ricardian, specific factors, and Heckscher-Ohlin models; new trade theories; the international location of production; firms in the global economy — outsourcing and multinational enterprises.

#### **3. Trade Policy**

Instruments of trade policy; political economy of trade policy; controversies in trade policy.

#### **4. International Macroeconomic Policy**

Fixed versus flexible exchange rates; international monetary systems; 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), 9th edition, 2012.
2. Dominick Salvatore, *International Economics: Trade and Finance*, John Wiley International Student Edition, 10th edition, 2011.

### **DSE-4:Environmental Economics**

#### **1. Introduction**

What is environmental economics; review of microeconomics and welfare economics.

#### **2. The Theory of Externalities**

Pareto optimality and market failure in the presence of externalities; property rights and the Coase theorem

### **3. The Design and Implementation of Environmental Policy**

Overview; Pigouvian taxes and effluent fees; tradable permits; choice between taxes and quotas under uncertainty; implementation of environmental policy

### **4. International Environmental Problems**

Trans-boundary environmental problems; economics of climate change; trade and environment

### **5. Measuring the Benefits of Environmental Improvements**

Non-Market values and measurement methods; risk assessment and perception

### **6. Sustainable Development**

Concepts; component, measurement

#### **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, 5<sup>th</sup> edition 2005.
3. Roger Perman, Yue Ma, James Mc Gilvray 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.

**Bodoland University, Kokrajhar**

**New Syllabus**

**B.A. Honors Course (Education)**

<b>Semester</b>	<b>Core Course (14)</b>	<b>Ability Enhancement Compulsory Course (AECC) (2)</b>	<b>Skill Enhancement Course (SEC) (2)</b>	<b>Elective: Discipline Specific DSE(4)</b>	<b>Elective: Generic (GE) (4)</b>
I	C-1: Introduction to Education	(English/Hindi/MIL Communication)			GE-1: Introduction to Education
	C-2: Philosophical and Sociological Foundation of Education				
II	C-3: Development of Education in India	Environmental Science			GE-2: Philosophical and Sociological Foundation of Education
	C-4: Issues and Trends in Contemporary Indian Education				
III	C-5: Teacher Education		SEC-1: Value Education		GE-3: Educational Psychology
	C-6: Educational Measurement & Educational Statistics				
	C-7: Educational Guidance and Counseling				
IV	C-8: Educational Technology		SEC-2 Method and Techniques of Teaching		GE-4: Environmental and Population Education
	C-9: Educational Psychology				
	C-10: Educational Thoughts and Practices				

V	C-11: Educational Management and Administration			DSE-1: Child psychology	
	C-12: Psychological Practical			DSE-2 Continuing Education and Distance Education (Group-A, B)	
VI	C-13: Environmental and Population Education			DSE-3 Special Education	
	C-14: Project Work			DSE-4 Abnormal Psychology	

**Abbreviation Terms:**

**C** = Core

**AECC** = Ability Enhancement Compulsory Course

**SEC** = Skill Enhancement Course

**DSC** = Discipline Specific Core Course

**DSE** = Discipline Specific Elective

**GE** = Generic Elective

**Outline of the Course**

<b>SEMESTER - I</b>		
<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>
<b>C-1</b>	<b>Introduction to Education</b>	<b>6</b>
<b>C-2</b>	<b>Philosophical and Sociological Foundation of Education</b>	<b>6</b>
<b>GE-1</b>	<b>Introduction to Education</b>	<b>6</b>
<b>SEMESTER - II</b>		
<b>C-3</b>	<b>Development of Education in India</b>	<b>6</b>
<b>C-4</b>	<b>Issues and Trends in Contemporary Indian Education</b>	<b>6</b>
<b>GE-2</b>	<b>Philosophical and Sociological Foundation of Education</b>	<b>6</b>

<b>SEMESTER-III</b>		
<b>C-5</b>	<b>Teacher Education</b>	<b>6</b>
<b>C-6</b>	<b>Educational Measurement &amp; Educational Statistics</b>	<b>6</b>
<b>C-7</b>	<b>Educational Guidance &amp; Counselling</b>	<b>6</b>
<b>GE-3</b>	<b>Educational Psychology</b>	<b>6</b>
<b>SEC-1</b>	<b>Value Education</b>	<b>2</b>
<b>SEMESTER-IV</b>		
<b>C-8</b>	<b>Educational Technology</b>	<b>6</b>
<b>C-9</b>	<b>Educational Psychology</b>	<b>6</b>
<b>C-10</b>	<b>Educational Thoughts and Practices</b>	<b>6</b>
<b>GE-4</b>	<b>Environmental and Population Education</b>	<b>6</b>
<b>SEC-2</b>	<b>Methods and Techniques of Teaching</b>	<b>2</b>
<b>SEMESTER-V</b>		
<b>C-11</b>	<b>Educational Management and Administration</b>	<b>6</b>
<b>C-12</b>	<b>Psychological Practical</b>	<b>6</b>
<b>DSE-1</b>	<b>Child Psychology (Optional)</b>	<b>6</b>
<b>DSE-2</b>	<b>Continuing Education and Distance Education (Optional)</b>	
<b>SEMESTER-VI</b>		
<b>C-13</b>	<b>Environmental and Population Education</b>	<b>6</b>
<b>C-14</b>	<b>Project Work</b>	<b>6</b>
<b>DSE-3</b>	<b>Special Education (Optional)</b>	<b>6</b>
<b>DSE-4</b>	<b>Abnormal Psychology (Optional)</b>	<b>6</b>

### **SEMESTER- I**

#### **C-1: INTRODUCTION TO EDUCATION**

**CREDIT: 6**

#### **Objectives:**

1. To understand the meaning, scope and aim of education.
2. To acquaint students with constitutional provision of education and role of empowerment of women.
3. To familiarized students with modern trends of education and human rights education. Knowledge about the concept of freedom and discipline.

#### **UNIT I: CONCEPT OF EDUCATION**



1. Education- Meaning, definition, functions and scope
2. Aims of Education- Individual, Social, Vocational and Culture
3. Aims of Education in Democratic country
4. Objectives of Education- Learning to know, Learning to do, Learning to live together, learning to be

## **UNIT II: COMPONENTS OF EDUCATION**

1. Components of Education and their mutual relationship
  - Pupils
  - Teacher
  - Curriculum
  - Educational Institution
2. Curriculum- Meaning and concept, needs and importance
3. Principles of curriculum construction
4. Co-curricular activities- definition, types & importance

## **UNIT III: FORMS OF EDUCATION**

1. Formal Education: School – Meaning and characteristics, functions and responsibility of school, relationship between school and society
2. Informal Education: Meaning and characteristics, Educational role of family, social institutions- state and religious institutions
3. Non-formal Education: Meaning and characteristics, Agencies of non-formal education

## **UNIT IV: FREEDOM AND DISCIPLINE**

1. The concept of freedom and discipline
2. Discipline and Order
3. The interrelation between discipline, liberty and democracy
4. Importance of discipline in social life

## **REFERENCES**

1. Bhatia, K & Bhatia, B. The philosophical and Sociological foundations of Education
  2. Das, B.N. Principles of Education and Education in Emerging Indian Society.
  3. Das, P & Goswami. Theories and Principles of Education.
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## **SEMESTER- I**

### **C-2: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION**

**CREDIT: 6**

#### **Objectives:**

1. To develop understand the meaning, aims, objectives, and functions of education.
2. To develop understanding of the roles of philosophy and sociology of education.
3. To develop an understanding of the attempts of some great educators for the evolution of sound philosophy of education and better understanding of the process of education
4. To develop understanding of major components in education and their interrelationship.
5. To develop knowledge of the structure and functions of the society and the process of social interaction for a change towards better

#### **UNIT I: INTRODUCTION TO EDUCATION**

1. Concept of education
  - Education as a Science.
  - Education as a social process
  - Education as human resource development
2. Aims of education
  - Purpose, goals, aims and objectives of education at different levels starting from primary to higher education
3. The functions of Education
  - Individual development (Development of skill, basic knowledge, interest and appreciation)
  - Acquaintance with heritage, (preservation and transmission)
  - Development of human values, (Social, moral and Aesthetic)
  - Acquisition of skills leading to self-actualization and successful living
  - Social cohesion and social progress

#### **UNIT II: PHILOSOPHY AND EDUCATION**

1. Meaning, nature & scope of philosophy
2. Relationship between education and philosophy
3. Some major schools of Philosophy: Idealism, Naturalism, Realism, and Pragmatism - their contribution to present day education
4. Emergence of educational thoughts through the works of great educators like Rousseau, Froebel, Dewey, Tagore and Gandhi

#### **UNIT III: EDUCATION AND SOCIOLOGY**

1. Nature and scope of educational Sociology
2. Need for sociological approach in Education
3. Education as social heritage; education as an instrument of social change, education as a factor of social change, education as a reflection of social change.

#### **UNIT VI: SOCIAL GROUPS**

1. Primary and Secondary groups: meaning, characteristics, types and their differences
2. Social Interaction and Social Stratification

#### **REFERENCE**

1. Bhatia, K & Bhatia, B. The philosophical and Sociological foundations of Education
  2. Elias, J.L., Marriam, S.B., Philosophical Foundation of Adult Education. Second Edition.
  3. Pathak, R.P., Philosophical and Sociological foundations of Education, Published by Kanishka Publishers.
  4. Singh, Y.K., Sociological foundations of Education. APH Publishing.
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### **SEMESTER- I**

#### **GE- 1: INTRODUCTION TO EDUCATION**

**CREDIT: 6**

#### **Objectives:**

1. To understand the meaning, scope and aim of education.
2. To acquaint students with constitutional provision of education and role of empowerment of women.
3. To familiarized students with modern trends of education and human rights education.

#### **UNIT I: CONCEPT OF EDUCATION**

1. Education- Meaning, definition, functions and scope
2. Aims of education- Individual, Social, Vocational and Culture
3. Objectives of Education- Learning to know, Learning to do, Learning to live together, learning to be

#### **UNIT II: COMPONENTS OF EDUCATION**

1. Components of Education and their mutual relationship
  - Pupils
  - Teacher
  - Curriculum
  - Educational Institution
2. Curriculum- Meaning and concept, needs and importance
3. Principles of curriculum construction

4. Co-curricular activities- definition, types & importance

### **UNIT III: FORMS OF EDUCATION**

1. Formal Education: School – Meaning and characteristics, functions and responsibility of school, relationship between school and society
2. Informal Education: Meaning and characteristics, Educational role of family, social institutions- state and religious institutions
3. Non-formal Education: Meaning and characteristics, Agencies of non-formal education

### **UNIT IV: FREEDOM AND DISCIPLINE**

1. The concept of freedom and discipline
2. The interrelation between discipline, liberty and democracy
3. Importance of discipline in social life

### **REFERENCES**

1. Bhatia, K & Bhatia, B. The philosophical and Sociological foundations of Education
  2. Das, B.N. Principles of Education and Education in Emerging Indian Society.
  3. Das, P & Goswami. Theories and Principles of Education.
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## **SEMESTER- II**

### **C-3: DEVELOPMENT OF EDUCATION IN INDIA**

#### **CREDIT: 6**

#### **Objectives:**

1. To help students understand the development of education in India in historical perspective.
2. To understand the salient features of education in ancient, medieval and British India.
3. To acquaint with significant points of selected educational documents and reports of these periods.
4. To have an adequate knowledge of the recommendations of various commissions and committees on Indian Education.
5. To compare the different features of education systems of ancient Indian with those present system of education.

#### **GROUP- A**

### **EDUCATION IN ANCIENT AND MEDIEVAL INDIA**

#### **UNIT I: EDUCATION IN ANCIENT INDIA**

1. Vedic Education: Aims of Education, process of education, curriculum and organization
2. Buddhist Education: Aims of Education, curriculum, Relevance of concepts like Madhyama Pratipada, Pratityasumutpad, the four eternal truth

## **UNIT II: EDUCATION IN MEDIEVAL INDIA**

- Medieval education: Types of Educational Institutions, State patronage in Educational Endeavour, Islamic education, its salient features, objectives and curriculum

### **GROUP- B**

#### **EDUCATION DURING BRITISH INDIA AND POST-INDEPENDENCE PERIOD**

## **UNIT III: EDUCATION DURING BRITISH PERIOD**

1. Indigenous Education in India at the beginning of the 18<sup>th</sup> century
2. Growth of modern system of education upto 1947 A.D
3. Charter Act, Adam's Report, Macaulay's Minutes, Wood's Education Despatch, Report of Hunter's Commission, Movement for Compulsory Education, Gokhale's Bill, University Education Commission 1902, Calcutta University Commission 1917, Hartog Committee Report 1929, National Education Movements towards development of a national system of education, Gurukul Kangri, Jamia Milla Islamia, National Council of Education, Gujarat Vidyapith, Basic Education, Visva-Bharati

## **UNIT IV: EDUCATION DURING POST-INDEPENDENCE PERIOD**

1. Development of Indian education during the post-independence period with special reference to secondary education commission 1952. Kothari commission report- 1964-66, National Policy on Education 1986 and its revised formulation of 1992
2. Comparative study with education during Ancient period

## **REFERENCES**

1. Aggarwal, J.C. Development of Education in India, Shirpa Publication.
2. Aggarwal, S.P. Development of Education in India: A Historical Survey of Educational Documents Before & After Independence.

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## **SEMESTER- II**

### **C-4: ISSUES AND TRENDS IN CONTEMPORARY INDIAN EDUCATION**

#### **CREDIT: 6**

#### **Objectives:**

1. To develop understanding of significant trends in contemporary education.
2. To develop awareness of various organizations and their role in the implementation of policies and programmes.
3. To focus attentions on certain major national and social issues and role of education in relation to them.
4. To acquaint with the role of technology/mass media in spreading education among the masses.

5. To develop understanding of the alternative systems/modes of education and their implications in the Indian scenario.

### **GROUP – A**

#### **CONVENTIONAL MODE**

##### **UNIT I: ELEMENTARY EDUCATION**

1. Elementary Education – Aims and objectives, Universalisation of elementary education, girls' education, problems of non-involvement and non-retention
2. Functions of DIET, NCERT, SCERT, Operation Blackboard, District Primary Education Programme
3. Reports of Committee/Commissions since independence. National policies of Education- their implications.

##### **UNIT II: SECONDARY EDUCATION**

1. Secondary Education – Aims and objectives of general and vocational education, role of NCERT, SCERT, NIEPA, CBSE
2. Reports of Committees/Commissions since independence. – National policies of education – their implications
3. Higher education – General and Technical. Role of UGC, AIU, AICTE, ICSSR, CSIR, ICA. Types of universities and equivalent Institutes of Higher learning

### **GROUP - B**

#### **ALTERNATIVE SCHOOLINGS**

##### **UNIT III: ELEMENTARY**

1. Elementary – Non-formal, National Adult Education Programme (NAEP), National Literacy Mission (NLM), TLC, PLC, JSN, Sarva Shiksha Abhiyan
2. Adult Education – Literacy Education and Further Education (Global and Indian context)
3. Continuing Education
  - General/Liberal Education through open learning system
  - Technical/Vocational Education
4. Life Long Education
  - Re-channeling to Formal Education
  - Liberal Education through enrichment and informal exposure of all sorts for all clientele

##### **UNIT IV: ISSUES IN EDUCATION**

1. Educational finances in Grant-in-aid system
2. Population education, family life and sex education
3. Value oriented education, work experience & SUPW

4. Environmental education
5. Education of Women
6. Education of Minority Community with reference to their aims and objectives, method and problems

## **REFERENCES**

1. Bhattacharya Srinivibas. Foundation of Education.
  2. R.N. Safaya. Development, Planning & Problems of Indian Education
  3. V.K. Kohli. Indian Education & its Problems
  4. Ram Ahuja. Social Problems of India Today
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## **SEMESTER- II**

### **GE-2: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION**

#### **CREDIT: 6**

#### **Objectives:**

1. To develop understand the meaning, aims, objectives, and functions of education.
2. To develop understanding of the roles of philosophy and sociology of education.
3. To develop an understanding of the attempts of some great educators for the evolution of sound philosophy of education and better understanding of the process of education.
4. To develop understanding of major components in education and their interrelationship.
5. To develop knowledge of the structure and functions of the society and the process of social interaction for a change towards better

#### **UNIT I: INTRODUCTION TO EDUCATION**

1. Concept of education
  - Education as a Science.
  - Education as a social process
  - Education as human resource development
2. Aims of education
  - Purpose, goals, aims and objectives of education at different levels starting from primary to higher education
3. The functions of Education
  - Individual development (Development of skill, basic knowledge, interest and appreciation)
  - Acquaintance with heritage, (preservation and transmission)
  - Development of human values, (Social, moral and Aesthetic)
  - Acquisition of skills leading to self-actualization and successful living

- Social cohesion and social progress

## **UNIT II: PHILOSOPHY AND EDUCATION**

1. Meaning, nature & scope of philosophy
2. Relationship between education and philosophy
3. Some major schools of Philosophy: Idealism, Naturalism, Realism, and Pragmatism - their contribution to present day education
4. Emergence of educational thoughts through the works of great educators like Rousseau, Froebel, Dewey, Tagore and Gandhi

## **UNIT III: EDUCATION AND SOCIOLOGY**

1. Nature and scope of educational Sociology
2. Need for sociological approach in Education
3. Education as social heritage; education as an instrument of social change, education as a factor of social change, education as a reflection of social change.

## **UNIT VI: SOCIAL GROUPS**

1. Primary and Secondary groups: meaning, characteristics, types and their differences
2. Social Interaction and Social Stratification

## **REFERENCES**

1. Bhatia, K & Bhatia, B. The Philosophical and Sociological foundations of Education
  2. Elias, J.L., Marriam, S.B., Philosophical Foundation of Adult Education. Second Edition.
  3. Pathak, R.P., Philosophical and Sociological foundations of Education, Published by Kanishka Publishers.
  4. Singh, Y.K., Sociological foundations of Education. APH Publishing.
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## **SEMESTER- III**

### **C-5: TEACHER EDUCATION**

**CREDIT: 6**

#### **Objectives:**

1. To acquaint the learner with the concept, aims, scope and development of teacher education in India.
2. To develop understanding about the different policies and practices and quality assurance in Teacher education along with the needs and importance of in-service training programmes.
3. To acquaint the learner with skilled based and competency based teacher education.
4. To develop understanding about professional ethics and accountability of teacher.



5. To acquaint the learner with different organizations involved in teacher education.

#### **UNIT I: CONCEPT OF TEACHER EDUCATION**

1. Teacher education – concept, aims and scope
2. Objectives of teacher education
3. History and development of teacher education in India

#### **UNIT II: PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION**

1. Concept of pre-service and in- service teacher education
2. Need and importance of in-service teacher education
3. Teacher education for different levels of education- pre-primary, primary and secondary

#### **UNIT III: PROBLEMS OF TEACHER EDUCATION**

1. A critical appraisal of the present system of teacher education in India a study of the various Policies and practices in teacher education in post-independence era
2. Present causes and problems of teacher education and suggestions for solution

#### **UNIT IV: TEACHER EDUCATION AND EDUCATIONAL TECHNOLOGY**

1. Skill-based and Competency based teacher education
2. Interaction analysis – Flanders interaction analysis
3. Simulated Social Skill Training (SSST)

#### **UNIT V: ORGANISATIONS FOR TEACHER EDUCATION**

1. District education for Education and Training (DIET)
2. State Council for Educational Research and Training ( SCERT)
3. National Council for Educational Research and Training (NCERT)
4. National Council for Teacher Education ( NCTE)
5. Central Institution of Educational Technology (CIET)
6. National University of Educational Planning and Administration (NUEPA)
7. Regional College of education in India and their functions

#### **REFERENCES**

1. Sharma, Sashi Prabha. Teacher Education, Principles, Theories and Practices, New Delhi, Kaniska Publishers.
2. Fhanders, Ned, A. Analysing Teacher Behaviour London, Wesly Publishing Company.
3. Gurry, P. Education and the training of Teachers, London Longmans, Green and Company.
4. Mukherjee, S.N. Education of Teachers in India Vol. I and II, New Delhi S. Chand and Company.
5. Bhargava, M. and Saikia, L. Rasul—Teacher in 21st Century Challenges, Responsibilities, Creditability, Agra, Rakhi Prakashan.

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## SEMESTER- III

### C-6: EDUCATIONAL MEASUREMENT AND EDUCATIONAL STATISTICS

**CREDIT: 6**

#### **Objectives:**

1. To help the students to acquire knowledge of the concept of measurement and evaluation in education.
2. To develop an understanding of different types of educational tests and their uses.
3. To acquaint the students with the characteristics of a good measuring instrument and the procedure of constructing educational and psychological tests
4. To help the students to be acquainted with the concept and application of statistics in Education.

#### **UNIT I: CONCEPT OF MEASUREMENT AND EVALUATION**

1. Meaning, Nature and Needs of Measurement in Education
2. Concept of Evaluation in Education
3. Relation between Measurement and Evaluation, Norm Referenced and Criterion Referenced Tests

#### **UNIT II: TOOLS OF MEASUREMENT**

1. Measuring Instruments and their Classification; Errors in Measurement; Types of Scales in Educational Measurement
2. Characteristics of a Good Measuring Instrument – Validity, Reliability and Objectivity and their Methods of Determination
3. General principles of test Construction and Standardization.
4. Scoring of student Achievement, Methods of Interpreting Test scores. Reporting test results – Cumulative Record card.

#### **UNIT III: MEASURING HUMAN ABILITIES AND POTENTIALITIES**

1. Intelligence Test- Meaning, Classification, Uses
2. Educational Achievement Test- Meaning, Classification, Uses
3. Personality Test-Meaning, Classification
4. Aptitude Test -Meaning, Type, Uses
5. Attitude Scale and Interest Inventory – Meaning.

#### **UNIT IV: EDUCATIONAL STATISTICS**

1. Meaning, Nature and Scope and Use of Educational Statistics. Sources of educational Data and Difference between Statistic and Parameter

2. Measures of Central Tendency – Its uses and limitations–Mean from ungrouped data and grouped data (Long and Short method)
3. Measures of variability – its use and limitations
4. Concept of Normal Distribution – Properties and uses of Normal Probability curve in Interpretation of Test scores. Divergence from normality – Skewness and Kurtosis, Derived scores: Linear and Normalized – their uses

#### **UNIT V: GRAPH & VARIABLE DISTRIBUTION**

1. Concept of Variable. Types of data– Grouped and Ungrouped data
2. Graphical Representation of data– Pie-diagram, Histogram, Frequency polygon, Cumulative Frequency Graph – Ogive and their uses
3. Bivariate distribution: Scatter gram, Correlation, computation of Coefficients of Correlation by Rank difference, Product moment method, interpretation of coefficients of Correlations
4. Application of Computer in Data processing

#### **REFERENCES**

1. Binod, K. Sahu – Statistics in Psychology and Education, New Delhi – Kalyani Publishers.
2. Garrett, H.E. – Statistics in Psychology and Education, Mumbai – Vakils, Feffer and Simons Pvt. Ltd.
3. Mangal, S.K. – Statistics in Psychology and Education, New Delhi – Prentice Hall of India.
4. Asthana, Bipin – Measurement and Evaluation in Psychology and Education, Agra – Vinod Pustak Mandir.
5. Ebel, L. Robert and David, A Frisline – Essentials of Educational Measurement, New Delhi– Prentice Hall of India Private Limited.
6. Goswami, Marami – Measurement and Evaluation in Psychology and Education, Hyderabad, Neel Kamal Publications.

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### **SEMESTER- III**

#### **C-7: EDUCATIONAL GUIDANCE AND COUNSELING**

**CREDIT: 6**

#### **Objectives:**

1. To enable the students to understand the concept, nature, scope, need and importance of guidance.
2. To enable the students to understand the meaning, purpose and functions of different types of guidance.
3. To enable the students to understand about the different types of guidance programmes and their organization.

4. To enable the students to understand the meaning, nature, objectives, need and importance, types, steps, and techniques to counseling.
5. To enable the students to understand the relationship of guidance and counseling, their problems and ways for improvement.

#### **UNIT I: CONCEPT OF GUIDANCE**

1. Meaning, nature & scope of guidance
2. Philosophical, psychological and sociological bases of guidance
3. Need and importance of educational guidance services in schools

#### **UNIT II: CONCEPT OF VOCATIONAL GUIDANCE**

1. Vocational guidance: Meaning, nature and scope
2. Purpose and functions of vocational guidance
3. Relationship between educational and vocational guidance, relationship between vocational guidance and work education
4. Job analysis and occupational information services

#### **UNIT III: EDUCATIONAL GUIDANCE**

1. Educational Guidance Meaning purpose and functions
2. Guidance in Elementary School
3. Guidance in Secondary School
4. Basic data necessary for educational guidance – pupils' abilities, aptitudes, interests and attitudes, educational attainments and personality traits
5. Construction, administration and interpretations of- cumulative record cards, individual inventories.

#### **UNIT IV: CONCEPT OF COUNSELING**

1. Meaning, nature and scope, needs and importance, different type of counseling
2. Various steps and techniques of counseling
3. Necessary qualities (personal and professional) of a good counselor. Role of the counselor in secondary schools. Relationship between guidance, counseling and teaching
4. Diagnostic and remedial measures: Special provisions for deviant children to enable them face problems of the daily life. Gifted and creative children

#### **UNIT V: Organization of Guidance Programmes**

1. Principles of organization
2. Group guidance
3. Individual inventory
4. Information orientation service

5. Placement services and
6. Follow up services

## REFERENCES

1. Crow, L.D.I., Crow, A — An Introduction to Guidance.
  2. Bhatia, K.K. — Principles of Guidance and Counselling, Kalyani Publishers, 2009.
  3. Agarwal, Rashmi — Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, Shipra Publication, 2010.
  4. Charles Kiruba & Jyothsna, N.G. — Guidance and Counselling, Neelkamal, Publication Pvt. Ltd. First Edition, 2011
  5. Madhukar, I — Guidance and Counselling, New Delhi, Authors Press.
  6. Mc. Daniel, H.B. — Guidance in the Modern School. New York, Rinechart and Winston.
  7. Traxler, A.E. and North, R.D. — Techniques of Guidance, New York, Harper and R. W.
  8. Gururani, G.D — Guidance and Counselling, Educational, Vocational and Career Planning, New Delhi, Akansha Publishing House.
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## SEMESTER- III

### GE- 3: EDUCATIONAL PSYCHOLOGY

#### CREDIT: 6

#### Objectives:

1. To enable the students to understand the relation between education and psychology and different methods of educational psychology.
2. To enable the students to understand learning, process, memory, attention, instinct and emotion.
3. To acquaint the students with the concept of personality, type and trait theories.
4. To understand the concept of intelligence - nature and different theories.
5. To understand the nature of creative talent and processes and of creative individuals and the implication for indentifying and nurturing such talent.
6. To enable the students to understand the concept of mental health and hygiene for promotion of mental health

#### UNIT I: PSYCHOLOGY AND EDUCATION

1. Concept of psychology and its nature
2. Schools of psychology: Functionalism, Behaviorism, Gestaltism, Psycho-Analysis
3. Importance of Psychological thinking in Education

4. Educational Psychology: Meaning and Definition, Nature and Scope
5. Relation between Education and Psychology
6. Application of Educational Psychology in classroom teaching.

#### **UNIT II: DEVELOPMENTAL PSYCHOLOGY**

1. Physical, Mental, Social and Emotional Development at various stages: Infancy, Childhood, Adolescence
2. Factors affecting development: Home, School, Society
3. Role of Heredity and Environment and its developmental implications

#### **UNIT III: LEARNING**

1. Meaning and nature of learning
2. Learning and Maturation
3. Factors Affecting Learning: Home, School, Mass Media, Intelligence
4. Domains of Learning: Cognitive, Affective, Psycho- motor
5. Motivation and Learning
6. Role of Attention and Interest in learning

#### **UNIT IV: MEMORY AND FORGETTING**

1. Meaning, Factors & Types of Memory
2. Meaning & Causes of Forgetting
3. Measures to improve Memory

#### **UNIT V: PERSONALITY**

1. Meaning, Definition and Characteristics of personality
2. Theories of Personality: Type Theory- Seldon and Jung, Trait Theory- Adler and Roger, Psycho- Analytic Theory- Freud
3. Concept of balanced mature personality
4. Instincts and Emotions: Meaning and Characteristics
5. Relation between Instinct and Emotion.

#### **REFERENCES**

1. Skinner, Charles E. – Educational Psychology
2. Hunt, M.P. – Psychological Foundations of Education.
3. Whittakar – Introduction to Psychology.
4. Safaya, R.N, Shukla, C.S and Bhatia, B.D. – Modern Educational Psychology

## **SEC- 1: VALUE EDUCATION**

**CREDIT: 2**

### **UNIT I: CONCEPTS AND APPROACHES**

1. Meaning, needs, importance & types of value education
2. Development of value education
3. Value of education for human development
4. Approaches to value education

### **UNIT II: IMPARTING VALUES INTO THE CURRICULUM**

1. Value-oriented education
2. Teaching value through core subject
3. Value development through co-curricular/co-scholarstic activities
4. Methods of imparting value education at primary & secondary education
5. Teacher as value facilitator

### **UNIT III: SCHOOL SPACES AND ENVIRONMENT**

1. Value and the school environment
2. Home-school-community partnerships
3. Values through partnership
4. Learning from people, events and stories prayer and songs in value education

### **REFERENCES**

1. Bhatia, K.K., Principles and Practice of Education
  2. Raymot, T. The Principles of Education
  3. Agarwalla, S. Foundation of Educational Theories and Principles
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## **SEMESTER- IV**

### **C-8: EDUCATIONAL TECHNOLOGY**

**CREDIT: 6**

#### **Objectives:**

1. To enable the students to understand the concept, scope and objectives of Educational Technology.
2. To acquaint the students about teaching technology, behavioural technology and instructional technology.
3. To make the students understand about communication, process, teaching aids, system approach and use of computer and internet in educational technology.

4. To acquaint the students with innovations in Education through Educational Technology Team Teaching, E-Learning and E-Library

#### **UNIT I: CONCEPT OF EDUCATIONAL TECHNOLOGY**

1. Meaning, Nature and, Scope of Educational Technology.
2. Objectives of educational technology at macro level
3. Importance and needs of educational technology
4. Types of Educational technology

#### **UNIT II: COMMUNICATION AND INTERACTION**

1. Meaning, Nature and purpose of Communication
2. Types of Communication: Verbal and Non-Verbal
3. Class Room Communication its barriers and solutions

#### **UNIT III: TEACHING TECHNOLOGY**

1. Meaning and nature of teaching technology
2. Operation of teaching phases - pre-active, interactive and post active phases

#### **UNIT IV: BEHAVIOURAL TECHNOLOGY**

1. Behavioural technology- meaning and nature
2. Micro teaching-meaning and objectives
3. Different phases of micro-teaching
4. Merits and demerits of micro-teaching

#### **UNIT V: INSTRUCTIONAL TECHNOLOGY**

1. Instructional technology– meaning and nature
2. Programmed instruction – meaning, nature and principles
3. Types of Programmed instruction – Linear Branching, mathematics and others
4. Merits and demerits of Programmed instruction
5. Personalized system of instruction, computer assisted instruction, simulated teaching team-teaching

#### **UNIT VI: TEACHING AIDS**

1. Educational Technology and Teaching aids, importance and classification of Teaching aids
2. Principles of Selection and uses of teaching aids
3. Multimedia in education - approach in education

#### **UNIT VII: SYSTEM APPROACH**

1. System approach in educational technology – meaning and definition
2. Procedural steps in the system approach in educational technology

#### **UNIT VIII: COMPUTER IN EDUCATION**



1. Meaning and history of computer
2. Different types of computer
3. Role of computer in modern education
4. Advantages and disadvantages of Computer, Computer Assisted Instruction
5. Internet-its role in education

## **REFERENCES**

1. Kulkarni, S.S. Introduction to Educational Technology, New Delhi – Oxford and IBH Publishers Co.
  2. Das, R.C. Educational Technology, New Delhi Sterling Publishers.
  3. Sharma, R.A. Technology of Teaching, Meerut – International Publishing House
  4. Skinner, B.F. The Technology of Teaching, New York – Appleton
  5. Barbora, R.D. & Goswami, Deepali. Educational Technology
  6. Goswami Meena, Kumari. Educational Technology
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## **SEMESTER- IV**

### **C-9: EDUCATIONAL PSYCHOLOGY**

**CREDIT: 6**

#### **Objectives:**

1. To enable the students to understand the relation between education and psychology and different methods of educational psychology.
2. To enable the students to understand learning, process, memory, attention, instinct and emotion.
3. To acquaint the students with the concept of personality, type and trait theories.
4. To understand the concept of intelligence - nature and different theories.
5. To understand the nature of creative talent and processes and of creative individuals and the implication for indentifying and nurturing such talent.
6. To enable the students to understand the concept of mental health and hygiene for promotion of mental health.

#### **UNIT I: PSYCHOLOGY AND EDUCATION**

1. Concept of psychology and its nature
2. Schools of psychology: Functionalism, Behaviorism, Gestaltism, Psycho-Analysis
3. Importance of Psychological thinking in Education
4. Educational Psychology: Meaning and Definition, Nature and Scope
5. Relation between Education and Psychology

6. Application of Educational Psychology in classroom teaching

## **UNIT II: DEVELOPMENTAL PSYCHOLOGY**

1. Physical, Mental, Social and Emotional Development at various stages: Infancy, Childhood, Adolescence
2. Factors affecting development: Home, School, Society
3. Role of Heredity and Environment and its developmental implications

## **UNIT III: LEARNING**

1. Meaning and nature of learning
2. Learning and Maturation
3. Factors Affecting Learning: Home, School, Mass Media, Intelligence
4. Domains of Learning: Cognitive, Affective, Psycho- motor
5. Motivation and Learning
6. Role of Attention and Interest in learning

## **UNIT IV: MEMORY AND FORGETTING**

1. Meaning, Factors &Types of Memory
2. Meaning & Causes of Forgetting
3. Measures to improve Memory

## **UNIT V: PERSONALITY**

1. Meaning, Definition and Characteristics of personality
2. Theories of Personality: Type Theory- Seldon and Jung, Trait Theory- Adler and Roger, Psycho- Analytic Theory- Freud
3. Concept of balanced mature personality
4. Instincts and Emotions: Meaning and Characteristics
5. Relation between Instinct and Emotion

## **REFERENCES**

1. Skinner, Charles E. – Educational Psychology
2. Hunt, M.P. – Psychological Foundations of Education
3. Whittakar. Introduction to Psychology
4. Safaya, R.N, Shukla, C.S and Bhatia, B.D. Modern Educational Psychology

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## **SEMESTER- IV**

### **C-10: EDUCATIONAL THOUGHTS AND PRACTICES**

**CREDIT: 6**

**Objectives:**

1. To enable the students to understand the philosophy of life of different educational thinkers and their contribution to present day educational thought.
2. To enable the students to learn about the views of the Western and Indian thinkers on aim, curriculum, method of teaching, discipline and role of teacher

**UNIT I: ROUSSEAU**

1. Philosophy of life
2. Educational philosophy and his views with special reference to aims, curriculum, Role of teacher, Method of teaching and Discipline
3. Significant contribution to present day educational thought - an appraisal

**UNIT II: JOHN DEWEY**

1. Philosophy of life
2. Educational philosophy and his views with special reference to aims, curriculum, Role of teacher, Method of teaching and discipline
3. Significant contribution to present day educational thought - an appraisal

**UNIT III: JOHN HENRICH PESTALOZZI**

1. Philosophy of life
2. Educational philosophy and his views with special reference to aims, curriculum, Role of teacher, method of teaching and Discipline
3. Significant contribution to present day educational thought - an appraisal

**UNIT IV: MAHATMA GANDHI**

1. Philosophy of life
2. Educational philosophy and his views with special reference to aims, curriculum, Role of teacher, method of teaching and Discipline
3. Significant contribution to present day educational thought - an appraisal

**UNIT V: SWAMI VIVEKANANDA**

1. Philosophy of life
2. Educational philosophy and his views with special reference to aims, curriculum, Role of teacher, method of teaching and Discipline
3. Significant contribution to present day educational thought - an appraisal

**UNIT VI: RABINDRANATH TAGORE**

1. Philosophy of life

2. Educational philosophy and his views with special reference to aims, curriculum, Role of teacher, Method of teaching and discipline
3. Significant contribution to present day educational thought - an appraisal

#### **REFERENCES**

1. Mukherjee, K.K. – Some Great Educators
  2. Rusk, R – Doctrines of the Great Educators, Mc Millian
  3. Chaube, S.P. – Ideals of the Great Western Educators, Neelkamal Publications.
  4. Goswami, M.K. — Educational thoughts and Essays, New Delhi, Asian Book Pvt. Ltd
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### **SEMESTER- IV**

#### **GE- 4: ENVIRONMENTAL AND POPULATION EDUCATION**

#### **CREDIT: 6**

#### **Objectives:**

1. To enable the students to understand the concept, scope and importance of environmental education.
2. To enable the students to understand the programmes of environmental education at different levels of education.
3. To make the students aware of environmental stressors and knowledge on disaster management education.
4. To enable the students to understand the effect of population growth on poverty, health and hygiene
5. To enable the students to understand the importance of population education in school levels

#### **UNIT I: ENVIRONMENT AND ITS DEGRADATION**

1. Concept and Definition of Environment
2. Components of the Environment and their Importance on Human Life
3. Environmental Degradation and its Consequences

#### **UNIT II: ENVIRONMENTAL EDUCATION**

1. Nature, Scope and Objectives of Environmental Education
2. Importance of Environmental Education and Sustainable Development
3. Environmental Education at Different Levels—Primary, Secondary and Higher
4. Role of Informal Education Agencies in Environment Protection

#### **UNIT III: ENVIRONMENTAL AWARENESS**

1. Awareness and attitude change through formal education
2. Role of Formal and Non-Formal education

3. Role of NGO

#### **UNIT IV: CONCEPT OF POPULATION EDUCATION**

1. Population Education—Meaning, Objectives, Scope of population education
2. Importance of Population Education
3. Causes and Consequences of High Population Growth in India
4. Policies and Programme of Government of India Regarding Population Control

#### **UNIT V: POPULATION AND QUALITY OF LIFE**

1. Population in Relation to Socio-economic Development, Health Status, Health Services, Nutrition
2. Effect of Population Growth on Natural Resources and Environment

#### **UNIT VI: POPULATION EDUCATION IN SCHOOL**

1. Population Education in Different Levels—Primary, Secondary and Higher
2. Teacher Role in Creating Awareness of Population Problems
3. Government Efforts in Controlling High Population Growth in India

#### **REFERENCES**

1. Sharma, R.A. – Environmental Education, Meerut – Surya Publications
  2. Mahapatra, D – Environmental Education – Kalyani Publishers
  3. Rao, D.G. – Population Education, Sterling Publishers
  4. Kuppuswami B, Population Education, Asia Publishing House
  5. Baldev, K.P. – Population Crisis in India, National
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### **SEMESTER- IV**

#### **SEC - 2: METHODS AND TECHNIQUES OF TEACHING**

#### **CREDIT: 2**

#### **Objectives:**

1. To acquaint the students with the teaching and learning process, factors of learning and marks of good teaching.
2. To develop an understanding of the principles of teaching, various devices and styles of teaching.
3. To understand about teaching effectiveness and classroom management.
4. To acquaint with the lesson planned preparation.

#### **UNIT I: FUNDAMENTAL CONCEPTS OF TEACHING AND LEARNING**

1. Meaning and nature of teaching
2. Marks of good teaching
3. Nature of teaching
4. Maxims of teaching

## **UNIT II: METHODS OF TEACHING**

- Effectives teaching methods for classrooms: Lecture method, Demonstration, Group discussion, Conference, Seminar, Symposium, Workshop, Brainstorming

## **UNIT III: USES OF TEACHING AIDS**

1. Importance of teaching aids in classroom
2. Use of videotape, CCTV, EDUSAT, E-learning, Virtual classroom, Tele-conferencing, Internet, Projector

## **UNIT IV: LESSON PLANNING**

1. Meaning and characteristics of a good lesson plan
2. Knowledge lesson, skill lesson and appreciation lesson
3. Preparation of a lesson plan (any method subject)

## **REFERENCES**

1. Adam, J. Modern developments in educational practices. London: University of London press
  2. Bhatia & Bhatia: The principles and methods of teaching, Doaba House, Delhi
  3. Kocchar, S.K. Methods and Techniques of teaching, Sterling publishers Pvt. Ltd
  4. Panton, J.H. Modern teaching; Practice and Techinques, London, Longmans.
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## **SEMESTER- V**

### **C-11: EDUCATIONAL MANAGEMENT AND ADMINISTRATION**

#### **CREDIT: 6**

#### **Objectives:**

1. To enable the students to understand the basic concepts of management, organization and administration
2. To provide knowledge on Types, Principles and Functions of Educational Management
3. To infuse knowledge on educational supervision, institutional planning and educational administrative structure of India in general and Assam in particular.

#### **UNIT I: EDUCATIONAL MANAGEMENT**

1. Concept of Educational Management: Meaning, Nature, Need and Scope
2. Difference between educational management, administration and school organization
3. Educational administration vs. school administration
4. Characteristics of successful Educational management
5. Types of Educational Management: Centralized and Decentralized, External and Internal. Authoritarian/Autocratic and Democratic, Dynamic/Creative and Laissez-faire.

## **UNIT II: FUNCTIONS OF EDUCATIONAL MANAGEMENT**

1. Functions of Educational Management- Planning, Organization, Directing and Controlling
2. Role of Head of the institution and teacher in Management

## **UNIT III: EDUCATIONAL SUPERVISION**

1. Meaning and Definitions of Educational Supervision
2. Features of Educational Supervision
3. Objectives and Principles of Educational Supervision
4. Functions of Educational Supervision.

## **UNIT IV: INSTITUTIONAL PLANNING**

1. Institutional Planning – meaning, nature and characteristics
2. Types of Institutional Planning
3. Steps in Institutional Planning
4. Importance of Institutional Planning
5. Educational planning – School Time table and co-curricular activities

## **UNIT V: ADMINISTRATIVE STRUCTURE OF EDUCATION IN INDIA AND ASSAM**

1. Educational structure of education in the Central Government- role of MHRD
2. Central –State relation in Education in India Statutory/Autonomous Organization
3. Some problems of Educational Administration
4. Administration of School Education in Assam

## **REFERENCES**

1. Krishnamacharyulu, V. School Management and System of Education, Neelkamal Publication PVT. LTD. Hyderabad
2. Sharma, R.A. Educational Administration and Management Meerut, Surya Publication
3. Aggarwal, J.C. Educational Technology and Management, Agra, Vinod Pustak Mandir
4. Harold, J & Elsbree Willard, S. Elementary School Administration and Supervision, Eurasia Publishing House Pvt. Ltd
5. Mukherji, S.N. Administration, Planning and Finance (Theory & Practices) Acharya Book Depot, Baroda

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**SEMESTER- V**

**C-12: PSYCHOLOGICAL PRACTICAL**

**CREDIT: 6**

The candidates will be required to perform at least 12 laboratory experiments. Marks for practical examination will be distributed as:

- A. Psychological practical without apparatus = 20
- B. Psychological practical with apparatus = 20
- C. Continuous evaluation = 20
- D. Viva-voce = 20
- E. Note Book (2x 10) = 20

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Total 100

(Persons involved in evaluation: 1. External examiner 2. Internal examiner

**A. (PSYCHOLOGICAL PRACTICAL WITHOUT APPARATUS)**

UNIT I: MEMORY- Immediate memory span

UNIT II: ATTENTION- Division of attention

UNIT III: LEARNING- Whole versus Part Learning

UNIT IV: IMAGINATION- Ink Blot Test

UNIT V: ASSOCIATION- Free Association Test, Controlled Association test, Free Vs  
Controlled Association Test

UNIT VI: MOTIVATION- Knowledge of result on performance

UNIT VII: FATIGUE- Mental work and fatigue

UNIT VIII: PERSONALITY- Personality test for introversion and extroversion

**B. (PSYCHOLOGICAL PRACTICAL WITH APPARATUS)**

UNIT XI: MIRROR DRAWING APPARATUS- Trial and Error learning and Bilateral transfer

UNIT X: PUNCH BOARD MAZE OR OTHER MAZE- Maze learning

UNIT XI: TACHISTOSCOPE- Spans of Attention, Span of Apprehension

UNIT XII: MEMORY DRUM- Memorization between meaningful materials and nonsense materials

**REFERENCES**

1. Woods Worth R.S. and Schlosberg, H. Experimental Psychology, London, Methuen
2. Postman, L and Egan, J.P. Experimental Psychology, Ludhiana, Harper and Row, Kalyani Publishers
3. Postman Egan. Experimental Psychology – An Introduction Ludhiana, Kalyani Publishers
4. Das, P.C. Experiment and Measurement in Education and Psychology, Guwahati, ABD
5. Saikia, L.R. Psychological and Statistical Experiment in Education, Guwahati
6. Meguigam, F.J. Experimental Psychology, New Delhi, Prentice Hall of India



7. Fox, Charles. A Text Book of Practical Psychology, New Dehli, Akansha publishing house
  8. Nataraj, P. Manuals of Experiments in Psychology, Mysore, Srinivasa Publications
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## **SEMESTER- V**

### **DSE-1: CHILD PSYCHOLOGY (OPTIONAL)**

**CREDIT: 6**

#### **Objectives:**

1. To enable the students to understand the importance of child psychology and the need of guidance for child development.
2. To have an understanding about children and new insight about them.
3. To develop a sensitivity towards the needs and rights of children.
4. To understand the importance of play in child development.

#### **UNIT I: HISTORICAL DEVELOPMENT OF CHILD PSYCHOLOGY**

1. Meaning, Nature and Scope of Child Psychology
2. Historical perspective of development of knowledge of child Psychology
3. Methods used in Child Psychology
4. Significance of Child Psychology

#### **UNIT II: GROWTH & DEVELOPMENT DURING EARLY CHILDHOOD**

1. Pre-natal, Neo-natal & Post-natal
2. Development Patterns during early childhood
  - Physical
  - Emotional
  - Social
  - Language
3. Early Socialization Process
4. Role of Play in early childhood

#### **UNIT III: SOME COMMON CHILDHOOD PROBLEMS**

1. Problems of discipline
  - Behaviours and adjustment problems (anger, aggression, truancy)
2. Deficiency & deprivations during childhood
  - Natural
  - Physiological

- Socio-economic
  - Social adjustment problem (shyness, hesitation, jealousy)
3. Prevention & correction of these problems, Role of Education.

#### **UNIT IV: FACTORS AFFECTING CHILD DEVELOPMENT**

1. Home/family: parental attitude towards a child: Acceptance & Rejection Problems of children of working mothers
2. School: Peer-group influences, Teacher-and-taught relations, School environment, Effects of reward and punishment
3. Society: Influence of mass media: Radio, TV, Computer, Internet

#### **REFERENCES**

1. Chaube, S.P. Child psychology, Lakshmi Narayan Agarwal, Educational Publishers Agra
  2. Chauhan, S.S. Advanced Educational Psychology, Vikash Publishing House, New Delhi
  3. Goswami, G. Child Development and Child Care, Arun Prakashan, Guwahati
  4. Kale, S.V. Child Psychology & child Guidance, Himalaya Publishing House, Mumbai
  5. Kumar, L.N. Development Psychology, Agarwal Educational Publishers, Agra-
  6. Thompson, G. Child Psychology, 2nd Edition, Surajeet Publication, 1981
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### **SEMESTER- V**

#### **DSE-2: CONTINUING EDUCATION AND DISTANCE EDUCATION (OPTIONAL)**

#### **GROUP- A**

#### **CONTINUING EDUCATION**

#### **Objectives:**

1. To enable the students to understand the concept of continuing education and its relevance to the changing society
2. To acquaint the students with methods and techniques of continuing education
3. To make the students understand the development of Adult Education in India, Kinds of Adult Education Programme in India and the major problems conforming adult education
4. To enable the students to understand the meaning, characteristics, merits and demerits of distance education and its growth in India
5. To acquaint the students with the different forms of instructional strategies in distance education along with the distance mode of learning

#### **UNIT 1: CONTINUING EDUCATION**

1. Continuing Education- its meaning and scope
2. Different aspects of continuing Education – Fundamental Education, Adult Education, Social Education and Extension Education – their meaning and nature.
3. Agencies of Continuing Education
4. Role of University in adult/continuing education
5. Significance / importance of Continuing Education

## **UNIT II: CONTINUING EDUCATION METHODOLOGIES**

1. Different methods of Continuing Education
2. Role of Mass Media in Continuing Education
3. Strategies and devices of Continuing Education
4. Methods of Teaching Adults

## **UNIT III: ADULT EDUCATION**

1. Development of Adult Education in India
2. Kinds of adult education programme in India
3. Functional Literacy programme — Role of National Literacy Mission (NLM) Total Literacy Programme / Campaign
4. Planning adult education programme in India for rural women
5. Problems of Adult Education in post independent India and their solutions

### **GROUP-B**

### **DISTANCE EDUCATION**

## **UNIT IV: DISTANCE EDUCATION AND ITS DEVELOPMENT**

1. Distance Education-meaning, Characteristics and teaching –learning components
2. Distinction Education open learning and distance education.
3. Need and importance of distance education
4. Structures of IGNOU's distance learning programmes
5. Growth of distance education Distance teaching- learning system in India
6. Distance education and the goals of equality of opportunity
7. Merits and demerits of distance education

## **UNIT V: INSTRUCTIONAL STRATEGIES IN EDUCATION**

1. Different forms of instructional materials in Distance Education
2. Non print media- Radio and Television

3. Information and Communication Technology (ICT) and their application in Distance Education

#### **UNIT VI: DISTANCE MODE OF LEARNING**

1. The content, methodology of design of student support services in distance education and their management
2. Distance Education and rural development
3. Role of distance education in teacher training programme
4. Role of distance Education in the promotion of women education.

#### **REFERENCES**

1. Styler, W.E. — Adult Education in India, London Oxford University Press
2. Rogers, Alam — Teaching Adults, Sterling Publishers Pvt. Ltd.
3. Thakur, Devendra — Adult Education and Mass Literacy, New Delhi, Deep and Deep Publications
4. Sharma, Madhulika — Distance Education, Concepts and Principles, New Delhi, Kanishka Publishers
5. Pramji, S — Distance Education, New Delhi, Sterling Publishers Pvt. Ltd.
6. Ansari, N.A — Adult Education in India, New Delhi, S. Chand and Company Ltd.
7. Saiyadin, M.S. – Challenges in Adult Educations, New Delhi, Macmillian India Ltd.
8. Mohanty, S.B. — Life Long and Adult Education, New Delhi, Ashish Publishing House
9. S Goswami, D — Literacy and Development, Guwahati, DVS Publishers

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### **SEMESTER-VI**

#### **C-13: ENVIRONMENTAL AND POPULATION EDUCATION**

#### **CREDIT: 6**

#### **Objectives:**

1. To enable the students to understand the meaning of environment.
2. To enable the students to understand the components of environment and the effects of its degradation, the importance of environmental education and sustainable development.
3. To enable the students to know about population growth and its adverse effects.
4. To enable the students to realize the importance of population education in different level at school.

#### **UNIT I: ENVIRONMENT AND ITS DEGRADATION**

1. Concept and Definition of Environment

2. Components of the Environment and their Importance on Human Life
3. Environmental Degradation and its Consequences

#### **UNIT II: ENVIRONMENTAL EDUCATION**

1. Nature, Scope and Objectives of Environmental Education
2. Importance of Environmental Education and Sustainable Development
3. Environmental Education at Different Levels—Primary, Secondary and Higher
4. Role of Informal Education Agencies in Environment Protection

#### **UNIT III: ENVIRONMENTAL AWARENESS**

1. Awareness and attitude change through formal education
2. Role of Formal and Non-Formal education
3. Role of NGO

#### **UNIT IV: CONCEPT OF POPULATION EDUCATION**

1. Population Education—Meaning, Objectives, Scope of population education
2. Importance of Population Education
3. Causes and Consequences of High Population Growth in India
4. Policies and Programme of Government of India Regarding Population Control

#### **UNIT V: POPULATION AND QUALITY OF LIFE**

1. Population in Relation to Socio-economic Development, Health Status, Health Services, Nutrition
2. Effect of Population Growth on Natural Resources and Environment

#### **UNIT VI: POPULATION EDUCATION IN SCHOOL**

1. Population Education in Different Levels—Primary, Secondary and Higher
2. Teacher Role in Creating Awareness of Population Problems
3. Government Efforts in Controlling High Population Growth in India

#### **REFERENCES**

1. Sharma, R.A. – Environmental Education, Meerut – Surya Publications
2. Mahapatra, D – Environmental Education – Kalyani Publishers
3. Rao, D.G. – Population Education, Sterling Publishers
4. Kuppuswami B, Population Education, Asia Publishing House
5. Baldev, K.P. – Population Crisis in India, National

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#### **SEMESTER-VI**

#### **C-14: PROJECT WORK**

**CREDIT: 6**

Each student has to complete one project related to any area having educational significance to be evaluated by- Head or nominee of HoD, External examiner and Supervisor jointly through viva-voice test).

The project work will have to be completed according to following steps :

- Selection of the Topic
- Introduction
- Educational importance of the selected topic
- Location of the selected topic
- Delimitation of the study
- Objectives of the study
- Collection of data with proper tools
- Organization of data, analysis and drawing conclusions with findings
- Writing the report

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#### **MARKS DISTRIBUTION**

- PROJECT REPORT: 40 ( EXTERNAL ONLY)
- VIVA-VOCE ON THE PROJECT REPORT: 20 ( EXTERNAL EXAMINER )
- CONTINUOUS EVALUATION: 20 (SUPERVISOR ONLY)
- PROJECT REPORT : 20 ( Head or Nominee of HoD & supervisor)

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### **SEMESTER-VI**

#### **DSE-3: SPECIAL EDUCATION (OPTIONAL)**

**CREDIT: 6**

#### **OBJECTIVES:**

1. To help the students to understand the meaning and importance of special education.
2. To acquaint the students with the different government policies and legislations regarding persons with disabilities
3. To familiarise the students with the different types of special children with their behavioural characteristics.
4. To enable the students to know about the different issues, education provisions and support services of special children.

#### **UNIT I: SPECIAL EDUCATION**

1. Special Education-Meaning, scope and objectives

2. Basic principles of Special Education
3. Importance of Special Education
4. Special Education Services
5. Development of Special Education with reference to India

## **UNIT II: GOVERNMENT POLICIES AND PROGRAMMES AND SPECIAL EDUCATION**

1. Objectives of education for challenged children in the International year of Disabled Persons, 1981 with specific reference to India
2. National Policy on Education 1986
3. The Integrated Education Scheme 1992 for the Mildly Challenged
4. Human Rights as per the UN Standard Rules 1994
5. The Persons with Disabilities (PWD) Act 1995

## **UNIT III: PHYSICALLY CHALLENGED CHILD**

1. Physically Challenged Child-Definitions and types
2. Psychological and Behavioural Characteristics
3. Educational programmes

## **UNIT IV: MENTALLY RETARDED AND EMOTIONALLY DISTURBED CHILD**

1. Mentally Retarded-Definitions and types
2. Psychological and Behavioural Characteristics
3. Educational Programmes
4. Emotionally Disturbed Child-Definitions and Types

## **UNIT V: CHILD WITH LEARNING DISABILITY**

1. Child with learning Disability-- Definitions and types
2. Psychological and behavioural characteristics
3. Educational programmes

## **UNIT VI: EDUCATIONAL INTERVENTION AND ISSUES IN SPECIAL EDUCATION**

1. Nature and objectives of special schools
2. Support services provided in these schools
3. Concept of remedial teaching (for LD children)
4. Role of school, family and community in educating exceptional child
5. Teacher Education for special schools
6. Concept of mainstreaming, Labeling Integrated schools, inclusive education, De-institutionalization

## **REFERENCES**

1. Bhargava, M — Exceptional Children, Agra H.P. Bhargava Book House

2. Chapman, E.K. — Visually Handicapped Children and Young People, London, Routhedga and Kegan Paul.
  3. Kotwal, P. — Special Education, Delhi – Authors Press.
  4. Mangal, S.K. — Educating Exceptional Children – An Introduction to Special Education, New Delhi, PHI Pvt. Ltd.
  5. Kar, Chintamani — Exceptional Children – Their Psychology and Education, New Delhi, Sterling Publishing Pvt. Ltd.
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## **SEMESTER-VI**

### **DSE-4: ABNORMAL PSYCHOLOGY (OPTIONAL)**

**CREDIT: 6**

#### **OBJECTIVES:**

1. To enable students to know about Meaning and Concept of abnormal psychology
2. To enable to know about the process of adjustment and mental health
3. To provide knowledge about incidence and hospitalization

#### **UNIT I: ABNORMAL BEHAVIOUR**

1. Meaning of abnormal behaviour
2. Popular beliefs and misconception of abnormal behaviour
3. Concept of abnormality
4. Classification of the abnormal behaviours
5. General causes of abnormal behaviour

#### **UNIT II: ADJUSTMENT PROCESS**

1. Meaning of adjustment process
2. Concept of frustration and conflict
3. Reaction to frustration
4. Problems of personal adjustment
5. Adjustment with self and situations prevailing at home, school and environment

#### **UNIT III: MENTAL HEALTH AND HYGIENE**

1. Concept of mental health and hygiene
2. Scope of mental hygiene
3. Mental health and hygiene
4. Mental deficiency



5. Anti social activity

#### **UNIT IV: PSYCHONEUROSIS AND PSYCHOSES**

1. Meaning of psychoneurosis and psychoses
2. Hysteria
3. Anxiety
4. Obsessive compulsive neurosis
5. Phobias
6. Manic depressive psychoses

#### **UNIT V: INCIDENCE AND CARE OF MENTAL PATIENT**

1. Hospitalisation and treatment
2. Psycho therapy hypnosis and psycho analysis

#### **REFERENCES**

1. S.K. Mangal: Abnormal psychology
  2. S.P. Chaube: Abnormal psychology
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# **SYLLABUS**

**UNDERGRADUATE COURSES (CBCS)**

**ENGLISH**



**YEAR-2020**

**BODOLAND UNIVERSITY  
DEBARGAON, KOKRAJHAR (B.T.C.)**

## UG SYLLABUS(CBCS)

### **Preamble:**

Education plays enormously significant role in building of a nation. There are quite a large number of educational institutions, engaged in imparting education in our country. Majority of them have entered recently into the semester system to match with international educational pattern. However, our present education system is churning out youth who have to compete locally, regionally, nationally as well as globally. The present alarming situation necessitates transformation and/or redesigning of system, not only by introducing innovations but developing “learner-centric approach. Majority of Indian higher education institutions have been following the system which obstructs the flexibility for the students to study the subjects/courses of their choice and their mobility to different institutions. There is need to allow the flexibility in education system, so that students depending upon their interests can choose inter-disciplinary, intra-disciplinary and skill-based courses. This can only be possible when Choice Based Credit System (CBCS), an internationally acknowledged system, is adopted. The CBCS not only offers opportunities and avenues to learn core subjects but also explore additional avenues of learning beyond the core subjects for holistic development of an individual. The CBCS will undoubtedly facilitate benchmarking of our courses with best international academic practices.

### **Advantages of the choice-based credit system:**

- Shift in focus from the teacher-centric to student-centric education.
- Student may undertake as many credits as they can cope with (without repeating all courses in a given semester if they fail in one/more courses).
- The CBCS allows students to choose inter-disciplinary, intra-disciplinary courses, skill-oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexibility ones for students.
- The CBCS makes education broad-based and on a par with global standards. One can take credits by choosing unique combinations. For example, Physics with Economics, Microbiology with Chemistry or Environmental Science etc.
- The CBCS offers flexibility for students to study at different times and at different institutions to complete one course (easy mobility by students). Credits earned at one institution can be transferred to another institution.

## **CHOICE BASED CREDIT SYSTEM (CBCS):**

These courses aim to provide a paradigm shift in the national education policy seeking to bridge an increasing gap between an undergraduate degree and employability. The proposed curriculum endeavours to empower the students and help them in their pursuit for achieving overall excellence. Being the regulatory authority for higher education in India, the UGC constantly engages itself to suggest and facilitate the implementation of schemes and programs, which improves not only the level of academic excellence but also improves the academic and research environment in this country. The main feature of the CBCS is to make undergraduate education student centric rather than system centric or teacher centric. For achieving these objectives, the CBCS strives to create a holistic syllabus. Thus, in addition to dedicated focus on a discipline through core papers whether in an honours curriculum or a regular curriculum, elective papers have been added which will give students the freedom to choose the allied/applied/broad areas of their discipline and also the areas of other disciplines of their interest. Further in keeping with the vision of the Government, special emphasis has been given to ability enhancement and skill development of students through elective courses under these domains which every student is required to study. However, in keeping with the spirit of CBCS here also the students will have complete freedom to choose these courses from a pool suggested by the UGC/Universities. All papers except core papers offer complete freedom to the Universities in designing and reviewing the syllabi and enable them to offer their own distinct flavor and maintain their unique character. These elective papers provide them with the opportunity to develop competencies of students in their areas of strength, expertise and specialization. Even in the core papers under the proposed guidelines 30% flexibility is proposed in adopting the syllabus as per the template advised by the UGC. It is pertinent to point out that as per the existing education policy different institutions and universities are required to maintain 70% equivalence in the syllabi and the same is being maintained under the proposed system of CBCS. There is apprehension amongst the faculty from different institutions that with the implementation of CBCS there will be migration or transfer of the faculty from one institution to another which is far from truth. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective and skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marking system. Therefore, it is necessary to introduce uniform grading system. This will benefit the students to move across institutions both within India and across countries. In order to bring the uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines which are also annexed herewith.

### **Meaning of the Courses (CBCS):**

1. **Core Course:** A Core Course is compulsory for all students of that particular degree programme.
2. **Elective Course:** Elective Course is that Course which is 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 are offered by the main discipline/subject of the programme is termed 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.

## B. A. HONOURS IN ENGLISH

### Details of Courses Under Undergraduate (B.A./ B.Com.) (Honours)

Course	*Credits	
	Paper+ Practical	Paper + Tutorial
<b>I. <u>Core Course (6 Credits)</u></b>		
(14 Papers)	14X4= 56	14X5=70
Core Course Practical / Tutorial*	14X2=28	14X1=14
(14 Practicals)		
<b>II. <u>Elective Course (6 Credits)</u></b>		
(8 Papers)		
A.1- Discipline Specific Elective	4x4=16	4X5=20
(4 papers)		
A.2 - Discipline Specific Elective		
Elective Course Practical / Tutorials*	4X 2=8	4X1=4
B.1 – Generic Elective/ Interdisciplinary	4x4=16	4X5=20
(4 papers)		
B.2 - Generic Elective/ Interdisciplinary		
Elective Course Practical / Tutorials*	4X 2=8	4X1=4
(Two papers from each discipline of choice including papers of interdisciplinary nature.)		
• <b>Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester</b>		
<b>III. <u>Ability Enhancement Courses</u></b>		
<b>1. <u>Ability Enhancement Compulsory Courses (AECC)</u></b>		
(2 Papers of 4 credits each)	2 X 4=8	2 X 4=8
Environmental Science		
English/Hindi/MIL Communication		
<b>2. <u>Skill Enhancement Courses (SEC)</u></b>	2 X 4=8	2 X 4=8
(2 Papers of 4 credits each)		
	Total credit= 148	Total = 148

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own. \*wherever there is a practical there will be no tutorial and vice-versa.  
(NB: The Course Template is taken from UGC Syllabus under CBCS)

#### **Abbreviation Terms:**

C=Core

AECC=Ability Enhancement Compulsory Course

DSC=Discipline Specific Core Course

DSE=Discipline Specific Elective

ENG=English

GE=Generic Elective

H=Honours

SEC=Skill Enhancement Course

LT=Lecture, Tutorial

### Complete Course Structure

Semesters	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: Indian Classical Literature	English Communication			GE-1: The Individual and Society
	C -2 European Classical Literature				
II	C -3 Indian Writing in English	Environmental Science			GE-2: Modern Indian Literature
	C -4 British Poetry & Drama: 14 <sup>th</sup> to 17 <sup>th</sup> Centuries				
III	C -5 American Literature		SEC-1: English Language Teaching		GE-3: British Literature
	C -6 Popular Literature				
	C -7 British Poetry & Drama: 17 <sup>th</sup> and 18 <sup>th</sup> Centuries				
IV	C -8 British Literature: 18 <sup>th</sup> Century		SEC-2: Translation Studies		GE-4: Literature and Environment
	C -9 British Romantic Literature				
	C -10 British Literature: 19 <sup>th</sup> Century				
V	C-11 Women's Writing			DSE-1: Literary Theory	
	C-12: British Literature: The Early 20 <sup>th</sup> Century			DSE-2: Literary Criticism	
VI	C-13: Modern European Drama			DSE-3: World Literatures	
	C-14: Postcolonial Literatures			DSE-4: Modern Indian Writing in English Translation	

## **Semester Wise Course Summary:**

### **Semester-I**

ENG-101H, C-1: Indian Classical Literature  
ENG-102H, C-2: European Classical Literature  
ENG-103H, GE-1: (Choose from the course pool)  
ENG-104H, AECC-1: English Communication

### **Semester-II**

ENG-201H, C-3: Indian Writing in English  
ENG-202H, C- 4: British Poetry and Drama: 14th to 17th Centuries  
ENG-203H, GE- 2: (Choose from the course pool)  
ENG-204H, AECC-2: Environmental Science

### **Semester-III**

ENG-301H, C-5: American Literature  
ENG-302H, C-6: Popular Literature  
ENG-303H, C-7: British Poetry and Drama: 17th and 18th Centuries  
ENG-304H, GE-3: (Choose from the course pool)  
ENG-305H, SEC 1: English Language Teaching

### **Semester-IV**

ENG-401H, C-8: British Literature: 18th Century  
ENG-402H, C-9: British Romantic Literature  
ENG-403H, C- 10: British Literature: 19th Century  
ENG-404H, GE- 4: (Choose from the course pool)  
ENG-405H, SEC-2: Translation Studies

### **Semester-V**

ENG-501H, C- 11: Women's Writing  
ENG-502H, C-12: British Literature: The Early 20th Century  
ENG-503H, DSE-1 Literary Theory (open choice from the pool)  
ENG-504H, DSE-2- Literary Criticism (open choice from the pool)

### **Semester-VI**

ENG-601H, C-13: Modern European Drama  
ENG-602H, C-14: Postcolonial Literature  
ENG-603H, DSE 3- World Literatures (open choice from the pool)  
ENG-604H, DSE 4- - Modern Indian Writing in English Translation (open choice from the pool)



## Discipline Specific Elective

(4 Papers)

### Semester-V

(Choose any One)

ENG-503H, DSE-1. Literary Theory

ENG-504H, DSE-2. Literary Criticism

### Semester-VI

ENG-603H, DSE-3. World Literatures

ENG-604H, DSE-4. Modern Indian Writing in English Translation

## Generic Elective in English

(This is meant for other discipline)

### Semester-I

ENG-103H, GE-1: Individual and Society

### Semester-II

ENG-203H, GE- 2: Modern Indian Literature

### Semester-III

ENG-304H, GE- 3: British Literature

### Semester-IV

ENG-404H, GE- 4: Literature and Environment

## Details of Syllabus

### B. A. Honours in English (CBCS)

The Courses of BA Honours in English is designed to train the undergraduate students as critics and interpreters of literary works of art, cultures, ideas and issues related to their contemporary societies. The courses, besides guiding the students to appreciate and critique the humanities, would help them to inculcate aesthetic values, reasoning, analysis, evaluation and critical thinking. The syllabus, which offers a well-designed, innovative and a compact course, comprises British literature, European Literature, American Literature, African Literature, Indian Literature, Academic Writing that covers the vast emerging areas like Culture Studies, Media Studies, Gender Studies, Northeast Writings in English, Women's Writing, Individual and Society, Translation Studies, Literature and Environment, Ecocriticism, Language and Linguistics. It also aims to develop students' research aptitude and skills by including a paper on Research Methodology.

**[Mark distribution: All papers with 6 credits are allotted 100 marks and papers with 2/4 credits are allotted 50 marks. 100= 20 (Internal Assessment) + 80 (External Examination) and for 50 marks there will be no Internal Assessment.]**

## SEMESTER- I

### C-1: Indian Classical Literature

Credit 6=5+1 (L+T)

(Sections: 1+2+3+4= Credits: 1½ +1½ +1½ +1½)

1. Kalidasa: *AbhijnanaShakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).
2. 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.
3. Sudraka: *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962).
4. 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 of 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

#### Suggested Readings:

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
2. Iravati Karve, 'Draupadi', in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.
3. J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
4. Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *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.

## **C-2: European Classical Literature**

**Credit 6=5+1 (L+T)**

**(Sections: 1+2+3+4+5= Credits: 1½ +1½ +1+1+1)**

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

### **Suggested Topics and Background of 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

#### **Suggested Readings:**

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

## **ENG-103H, GE- 1: The Individual and Society**

**Credit: 6= 5+1 (L+T)**

**(Units: 1+2+3+4= Credits: 1½ +1½ +1½ +1½)**

### **Unit 1: Caste/Class**

20 marks

1. Jotirao Phule: 'Caste Laws'
2. Premchand: 'Deliverance'
3. Omprakash Valmiki: 'Joothan'
4. Hira Bansode: 'Bosom Friend'

### **Unit 2: Gender**

20 marks

1. Virginia Woolf: 'Shakespeare's Sister'
2. Rabindranath Tagore, 'The Exercise Book'
3. Marge Piercy: 'Breaking Out'
4. Eunice De Souza: 'Marriages Are Made'
5. Ambai: 'Yellow Fish'

### **Unit 3: Race**

20 marks

1. Roger Mais: 'Blackout'
2. Wole Soyinka: 'Telephone Conversation'
3. Langston Hughes: 'Harlem'
4. Maya Angelou: 'Still I Rise'

### **Unit 4: Violence and War**

20 marks

1. Wilfred Owen: 'Dulce et Decorum Est'
2. Henry Reed: 'Naming of Parts'
3. Sa'adat Hasan Manto: 'The Dog of Tetwal'
4. Amitav Ghosh: 'Ghosts of Mrs Gandhi'

### **Unit 5: Living in a Globalized World**

20 marks

1. Roland Barthes: 'Toys'
2. Imtiaz Dharkar: 'At the Lahore Karhai'
3. Edward Brathwaite: 'Colombe'

Selections from Vinod Sood, et. al., eds., *The Individual and Society: Essays, Stories and Poems* (Delhi: Pearson, 2005).

### **ENG-104H, AECC: English Communication**

**Preamble:** The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced. The present course hopes to address some of these aspects through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills. Some of these are: Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office

environments, important reading skills as well as writing skills such as report writing, notetaking etc. While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will find a difference in their personal and professional interactions. The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below. Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.

**Credits: 4**

**(Units: 1+2+3+4= Credits: 1½ +1½ +1½ +1½)**

- |   |   |
|---|---|
| <p><b>1. Introduction: Credit-1</b><br/>Theory of Communication,<br/>Types and modes of Communication</p> <p><b>2. Language of Communication: Credit-1</b><br/>Verbal and Non-verbal (Spoken and Written) Personal, Social and Business, Barriers and Strategies, Intra-personal, Inter-personal and Group communication</p> <p><b>3. Speaking Skills: Credit-1</b><br/>Monologue, Dialogue, Group Discussion, Effective Communication/ Mis- Communication Interview, Public Speech</p> <p><b>4. Reading and Understanding: Credit-½</b><br/>Close Reading, Comprehension Summary, Paraphrasing, Analysis and Interpretation Translation (from Indian language to English and vice-versa) Literary/Knowledge Texts</p> <p><b>5. Writing Skills: Credit-½</b><br/>Documenting<br/>Report Writing<br/>Making notes<br/>Letter writing</p> | <p>10 Marks</p> <p>10 Marks</p> <p>10 Marks</p> <p>10 Marks</p> <p>10 Marks</p> |
|---|---|

**Recommended Readings:**

1. Fluency in English - Part II, Oxford University Press, 2006.
2. Business English, Pearson, 2008.
3. Language, Literature and Creativity, Orient Blackswan, 2013.
4. Language through Literature (forthcoming) ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr Brati Biswas

## SEMESTER- II

### C-3: Indian Writing in English

Credit 6=5+1 (L+T)

#### Fiction: Credit- 3

50 marks

1. R.K. Narayan: *Swami and Friends*
2. Anita Desai: *In Custody*

#### Poetry: Credit- 3

50 marks

3. H.L.V. Derozio: 'Freedom to the Slave', 'The Orphan Girl'
4. Kamala Das: 'Introduction', 'My Grandmother's House'
5. Nissim Ezekiel: 'Enterprise', 'The Night of the Scorpion'
6. Robin S. Ngangom: 'The Strange Affair of Robin S. Ngangom', 'A Poem for Mother'
7. Mulk Raj Anand: 'Two Lady Rams'
8. Salman Rushdie: 'The Free Radio'
9. Rohinton Mistry 'Swimming Lesson'
10. Shashi Deshpande 'The Intrusion'

### Suggested Topics and Background of Prose Readings for Class Presentations

#### Topics

Indian English

Indian English Literature and its Readership

Themes and Contexts of the Indian English Novel

The Aesthetics of Indian English Poetry

Modernism in Indian English Literature

#### Suggested Readings:

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

## C- 4: British Poetry and Drama: 14th to 17th Centuries

Credit 6=5+1 (L+T)

### UNIT 1: Poetry Credit- 3

50 marks

1. Geoffrey Chaucer: *The Wife of Bath's Prologue*
2. Edmund Spenser: Selections from *Amoretti*:  
Sonnet LXVII 'Like as a huntsman...'  
Sonnet LVII 'Sweet warrior...'  
Sonnet LXXV 'One day I wrote her name...'  
'Valediction: forbidding mourning'

### UNIT:2Drama Credit- 3

50 marks

4. Christopher Marlowe: *Doctor Faustus*
5. William Shakespeare: *Macbeth*
6. William Shakespeare: *Twelfth Night*

### Suggested Topics and Background of Prose Readings for Class Presentations

#### Topics

Renaissance Humanism

The Stage, Court and City

Religious and Political Thought

Ideas of Love and Marriage

The Writer in Society

#### Suggested Readings:

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

**ENG-203H, GE 2: Modern Indian Literature**

**Credit: 6= 5+1 (L+T)**

**(Units: 1+2+3+4= Credits: 1½ +1½ +1½ +1½)**

**Unit 1: Poetry**

25 marks

Nissim Ezekiel: 'Night of Scorpion',

A. K. Ramanujan: 'Relation'

Jayanta Mahapatra: 'The Captive Air of Chandipur-on-Sea',

**Unit 2: Short Stories**

25 marks

R.K. Narayan: 'The M.C.C.'

Vaikom Muhammad Basheer: 'The Card-Sharper's Daughter'

TemsulaAo: 'An Old Man Remembers' From *These Hills Called Home*.

Rashmi Narzary: 'His share of the Sky' From *His Share of the Sky*

IsmatChughtai: 'Lihaaf' /'The sacred Duty'

**Unit 3: Play:**

25 marks

Vijay Tendulkar: *Silence, The Court is in Session*

**Unit 4: Novella**

25 mark

Rohinton Mistry---*Such a Long Journey*



## SEMESTER-III

### C-5: American Literature

Credit: 6=5+1 (L+T)

(Units: 1+2+3= Credits: 2+2+2)

#### Unit 1:

35 marks

1. Tennessee Williams: *The Glass Menagerie*

2. Toni Morrison: *Beloved*

#### Unit 2:

35 marks

3. Edgar Allan Poe: 'The Purloined Letter'

4. F. Scott Fitzgerald: 'The Crack-up'

5. William Faulkner: 'Dry September'

#### Unit 3:

30 marks

6. Anne Bradstreet 'The Prologue'

7. Walt Whitman Selections from *Leaves of Grass*: 'O Captain, My Captain', 'Passage to India' (lines 1–68)

8. Alexie Sherman Alexie: 'Crow Testament', 'Evolution'

### Suggested Topics and Background of Prose Readings for Class Presentations

#### Topics

The American Dream

Social Realism and the American Novel

Folklore and the American Novel

Black Women's Writings

Questions of Form in American Poetry

#### Suggested Readings:

1. Hector St John Crevecoeur, 'What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.

2. Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.

3. Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.

4. Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).

5. Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

### **C- 6: Popular Literature**

**Credit: 6= 5+1 (L+T)**

**(Sections: 1+2+3+4= Credits: 1½ +1½ +1½ +1½)**

1. Lewis Carroll *Through the Looking Glass*
2. Agatha Christie *The Murder of Roger Ackroyd*
3. ShyamSelvadurai *Funny Boy*
4. DurgabaiVyam and Subhash Vyam *Bhimayana: Experiences of Untouchability/ Autobiographical Notes on Ambedkar (For the Visually Challenged students)*

### **Suggested Topics and Background of 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

#### **Suggested Readings:**

1. ChelvaKanaganayakam, 'Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature' (*ARIEL*, Jan. 1998) rpt, Malashri Lal, Alamgir Hashmi, and Victor J. Ramraj, eds., *Post Independence Voices in South Asian Writings* (Delhi: Doaba Publications, 2001) pp. 51–65.
2. Sumathi Ramaswamy, 'Introduction', in *Beyond Appearances?: Visual Practices and Ideologies in Modern India* (Sage: Delhi, 2003) pp. xiii–xxix.
3. Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.
4. Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*,

### **C- 7: British Poetry and Drama: 17th and 18th Centuries**

**Credit: 6=5+1 (L+T)**

**(Sections: 1+2+3+4= Credits: 1½ +1½ +1½ +1½)**

1. John Milton: *Paradise Lost* Book 1
2. John Webster: *The Duchess of Malfi*
3. Aphra Behn: *The Rover*
4. Alexander Pope: *The Rape of the Lock*

### **Suggested Topics and Background of 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

#### **Suggested Readings:**

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

### **ENG-304H, GE- 3: British Literature**

**Credit: 6= 5+1 (L+T)**

**(Genre: Novel+ Play= Credits: 3+3)**

**50 Marks= Poetry + Play (50+50)**

Charles Dickens: *Oliver Twist*

William Shakespeare: *Antony and Cleopatra*

### **ENG-305H, SEC-1: English Language Teaching**

**Credit: 4**

(Units: 1+2+3+4+5= Credits: 1+1+1+½+½)

T- 50 Marks

Unit 1. Knowing the Learner	10 marks
Unit 2. Structures of English Language	10 marks
Unit 3. Methods of teaching English Language and Literature	10 marks
Unit 4. a) Materials for Language Teaching	10 marks
b) Assessing Language Skills	
unit 5. Using Technology in Language Teaching	10 marks

**Suggested Readings:**

1. Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: CUP, 1996).
2. Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, *Teaching English as a Second or Foreign Language* (Delhi: Cengage Learning, 4th edn, 2014).
3. Adrian Doff, *Teach English: A Training Course For Teachers (Teacher's Workbook)* (Cambridge: CUP, 1988).
4. *Business English* (New Delhi: Pearson, 2008).
5. R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics* (New Delhi: Orient BlackSwan, 4th edn, 2013).
6. Mohammad Aslam, *Teaching of English* (New Delhi: CUP, 2nd edn, 2009).

## C-8: British Literature: 18th Century

Credit: 6 = 5+1 (L+T)

(Genres: Fiction + Poetry= Credits: 3+3)

T- 100 Marks

### Fiction:

50 marks

1. William Congreve: *The Way of the World*
2. Jonathan Swift: *Gulliver's Travels* (Books III and IV)

### Poetry:

50 marks

3. Samuel Johnson: 'London'
4. Thomas Gray: 'Elegy Written in a Country Churchyard'
5. Laurence Sterne: *The Life and Opinions of Tristram Shandy, Gentleman*

## Suggested Topics and Background of Prose Readings for Class Presentations

### Topics

The Enlightenment and Neoclassicism

Restoration Comedy

The Country and the City

The Novel and the Periodical Press

### Suggested Readings:

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

## C-9: British Romantic Literature

Credit: 6= 5+1 (L+T)

**Poetry**

70 marks

1. 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*
2. Robert Burns: 'A Bard's Epitaph', 'Scots WhaHae'
3. William Wordsworth: 'Tintern Abbey', 'Ode: Intimations of Immortality'
4. Samuel Taylor Coleridge: 'Kubla Khan', 'Dejection: An Ode', 'Lord George Gordon'
5. Noel Byron: 'Childe Harold': canto III, verses 36–45  
    (lines 316–405); canto IV, verses 178–86 (lines 1594–674)
6. Percy Bysshe Shelley: 'Ode to the West Wind', 'Ozymandias', 'Hymn to Intellectual Beauty'
7. John Keats: 'Ode to a Nightingale', 'To Autumn', 'On First Looking into Chapman's Homer'

**Fiction**

30 marks

8. Mary Shelley: *Frankenstein*

**Suggested Topics and Background of Prose Readings for Class Presentations**

**Topics**

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

**Suggested Readings:**

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

**C- 10: British Literature: 19th Century**

**Credit: 6 = 5+1 (L+T)**

**(Genres: Fiction + Poetry= Credits: 3+3)**

**Fiction:**

50 marks

1. Jane Austen:*Pride and Prejudice*
2. Charlotte Bronte:*Jane Eyre*
3. Charles Dickens:*Hard Times*

**Poetry:**

50 marks

4. Alfred Tennyson: 'The Lady of Shalott', 'Ulysses', 'The Defence of Lucknow',
5. Robert Browning: 'My Last Duchess', 'The Last Ride Together', 'Fra Lippo Lippi'
6. Christina Rossetti: 'The Goblin Market'

### **Suggested Topics and Background of Prose Readings for Class Presentations**

#### **Topics**

Utilitarianism

The 19th Century Novel

Marriage and Sexuality

The Writer and Society

Faith and Doubt

The Dramatic Monologue

#### **Suggested Readings:**

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

**Credit: 6= 5+1 (L+T)**

**(Units: 1+2+3+4= Credits: 1½ +1½ +1½ +1½)**

**Unit 1: Literature, Nature and Eco-Consciousness**

25 marks

R. K. Narayan: The Axe (Short Story)  
Walter de la Mare: Reserved (Poem)  
Stephen Talbott: Toward an Ecological Conversation  
(Essay)  
Rachel Carson: Silent Spring (Essay)

**Unit 2: Literature, Nature and Self-Fashioning**

25 marks

Edmund Spenser: Sonnet LXXVII (Poem)  
William Shakespeare: To His Love (Poem)  
William Wordsworth: Education of Nature (Poem)  
Jim Corbett: Goongi (Prose)

**Unit 3: Eco-sophy and Eco-stories of Human Values and Human Intelligence**

25 marks

Jawaharlal Nehru: The Book of Nature (Prose)  
Vishnu Sharma: *The Panchatantra*. (The following items are prescribed: The Turtle and the Geese; The Three Fish; Of Crows and Owls; The Ape and the Crocodile; The Brahmani and the Faithful Mongoose)

**Unit 4: Literature and Environmental Imagination**

25 marks

Henry David Thoreau: Where I Lived, What I Lived For (Essay)  
Bibhutibhusan Bandopadhyay: Across the Richtersveld Range (Excerpt from Moon Mountain)  
A. K. Ramanujan: excerpt from Ecology Eco-tour and eco-writing (creative and critical impressions of the students on/ about nature)

**ENG-405H, SEC-2: Translation Studies**

**Credit: 4**

**(Units: 1+2+3= Credits: 1½+1½+1) (Unit1+ Unit2+Unit3= 15+15+20=50)**

**Unit 1.** Introducing Translation: a brief history and significance of translation in a multilinguistic and multicultural society like India.



**Unit 2.** Exercises in different Types / modes of translation, such as:

- a. Semantic / Literal translation
- b. Free / sense/ literary translation
- c. Functional / communicative translation
- d. Technical / Official
- e. Transcreation
- f. Audio-visual translation

**Unit 3.** a. Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example:

Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching.

b. Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi films.

**Practice:** Translation in Mass Communication / Advertising, subtitling, dubbing,

1. Exercises to comprehend \_Equivalence in translation: Structures (equivalence between the source language and target language at the lexical (word) and syntactical (sentence) levels. This will be done through tasks of retranslation and recreation, and making comparative study of cultures and languages.

**Practice:** Tasks of Translation in Business: Advertising

2. Discussions on issues of \_Translation and Gender by attempting translation for media, films and advertisements from different languages.

3. Developing skills for Interpreting: understanding its dynamics and challenges.

Interpreting: Simultaneous and Consecutive (practical application)

**Practice:** Using tools of technology for translation: machine / mobile translation, software for translating different kinds of texts with differing levels of complexity and for transliteration

**Resources for Practice:**

Dictionaries

Encyclopedias

Thesauri

Glossaries

Software of translation

**Suggested Readings:**

1. Munday, Jeremy. *Introducing to Translation Studies: Theories and Applications*. Second Edition.
2. Toury, Gideon. *Translation Across Cultures*. New Delhi: Bahri Publications Private Limited, 1987.
3. Baker, Mona, *In Other Words: A Coursebook on Translation*, Routledge, 2001.  
(Useful exercises for practical translation and training)
4. Baker, Mona & Kirsten Malmkjar (Ed.) *Routledge Encyclopedia of Translation Studies*. London and New York: Routledge, 2001. (Readable entries on concepts and terms) Sherry Simon, *Gender in translation: Cultural Identity and the Politics of Transmission*. New York: Routledge, 1996.
5. Catford, I.C. *A Linguistic Theory of Translation*. London: OUP, 1965. Frishberg, Nancy J. *Interpreting: An Introduction*. Registry of Interpreters, 1990.
6. Ray, Mahit K. ed. *Studies in Translation*. (Second revised and enlarged edition) Atlantic Publisher & Distributor.
7. Gargesh, Ravinder and Krishna Kumar Goswami. (Eds.). *Translation and Interpreting: Reader and Workbook*. New Delhi: Orient Longman, 2007.
8. House, Juliana. *A Model for Translation Quality Assessment*. Tübingen: Gunter Narr, 1977.
9. Newmark, Peter. *A Textbook of Translation*. London: Prentice Hall, 1988.

## **SEMESTER-V**

### **C- 11: Women's Writing**

**Credit: 6= 5+1 (L+T)**

**(Units: 1+2+3+4= Credits: 1½ +1½ +1½ +1½)(Poetry + Essay= 25+25=50 marks)**

### **Poetry**

1. Emily Dickinson: 'I cannot live with you', 'I'm wife; I've finished that',
2. Sylvia Plath: 'Daddy', 'Lady Lazarus',
3. Eunice De Souza 'Advice to Women', 'Bequest'
4. Alice Walker: *The Color Purple*
5. Charlotte Perkins Gilman: 'The Yellow Wallpaper', Katherine Mansfield 'Bliss'

### **Essay**

6. Mahashweta Devi: 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)
7. Mary Wollstonecraft: *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.
8. Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in *Pandita Ramabai Through Her Own Words: Selected Works*, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.
9. Rassundari Debi. Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 191–2.

### **Suggested Topics and Background of 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

#### **Suggested Readings:**

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
4. Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

### **C-12: British Literature: The Early 20th Century**

**Credit: 6= 5+1(L+T)**

**(Genres: Fiction + Poetry= Credits: 3+3)**

**Fiction:**

50 marks

1. Joseph Conrad:*Heart of Darkness*
2. D.H. Lawrence:*Sons and Lovers*
3. Virginia Woolf:*Mrs Dalloway*

**Poetry:**

50 marks

4. W.B. Yeats: 'Leda and the Swan', 'The Second Coming', 'No Second Troy'  
'Sailing to Byzantium'
5. T.S. Eliot 'The Love Song of J. Alfred Prufrock', 'Sweeney among the Nightingales'  
'The Hollow Men'

**Suggested Topics and Background of 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

**Suggested Readings:**

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

**DSE-1: Literary Theory**

**Credits: 6=5+1 (L+T)**

**(Units: 1+2+3+4= Credits: 1½ +1½ +1½ +1½)**

**Unit 1. Marxism**

25 marks

- a. Antonio Gramsci: 'The Formation of the Intellectuals' and 'Hegemony (Civil

Society) and Separation of Powers’, in *Selections from the Prison Notebooks*, ed. and tr. Quentin Hoare and Geoffrey Novell Smith (London: Lawrence and Wishart, 1971) pp. 5, 245–6.

b. Louis Althusser: ‘Ideology and Ideological State Apparatuses’, in *Lenin and Philosophy and Other Essays* (New Delhi: Aakar Books, 2006) pp. 85–126.

**Unit 2. Feminism** 25 marks

a. 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.

b. Luce Irigaray: ‘When the Goods Get Together’ (from *This Sex Which is Not One*), in *New French Feminisms*, ed. Elaine Marks and Isabelle de Courtivron (New York: Schocken Books, 1981) pp. 107–10.

**Unit 3. Poststructuralism** 25 marks

a. 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.

b. Michel Foucault, ‘Truth and Power’, in *Power and Knowledge*, tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977) pp. 109–33.

**Unit 4. Postcolonial Studies** 25 marks

a. Mahatma Gandhi: ‘Passive Resistance’ and ‘Education’, in *Hind Swaraj and Other Writings*, ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88–106.

b. Edward Said: ‘The Scope of Orientalism’ in *Orientalism* (Harmondsworth: Penguin, 1978) pp. 29–110.

c. Aijaz Ahmad: “‘Indian Literature’”: Notes towards the Definition of a Category’, in *In Theory: Classes, Nations, Literatures* (London: Verso, 1992) pp. 243–285.

## **Suggested Background of Prose Readings and Topics for Class Presentations**

### **Topics**

The East and the West

Questions of Alterity

Power, Language, and Representation

The State and Culture

### **Suggested Readings:**

1. Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).

2. Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).

## **DSE-2: Literary Criticism**

**Credit: 5+1 (L+T)**

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,

“The Function of Criticism” 1920

I.A. Richards: *Principles of Literary Criticism* Chapters 1,2 and 34.

London 1924 and *Practical Criticism*. London, 1929

Cleanth Brooks: “The Heresy of Paraphrase”, and “The Language of Paradox” in

*The Well-Wrought Urn: Studies in the Structure of Poetry* (1947)

Maggie Humm: *Practising Feminist Criticism: An Introduction*. London 1995

### **Suggested Topics and Background of Prose Readings for Class Presentations**

#### **Topics**

Summarising and Critiquing

Point of View

Reading and Interpreting

Media Criticism

Plot and Setting

Citing from Critics’ Interpretations

#### **Suggested Readings**

1. C.S. Lewis: Introduction in *An Experiment in Criticism*, Cambridge University Press 1992

2. M.H. Abrams: *The Mirror and the Lamp*, Oxford University Press, 1971

3. Rene Wellek, Stephen G. Nicholas: *Concepts of Criticism*, Connecticut, Yale University 1963

4. Taylor and Francis Eds. *An Introduction to Literature, Criticism and Theory*, Routledge, 1996

## SEMESTER- VI

### C-13: Modern European Drama

**Credit: 6= 5+1 (L+T)**

**(Sections: 1+2+3+4= Credits: 1½ +1½ +1½ +1½)(1+2+3+4= 25+25+25+25=100 marks)**

1. Henrik Ibsen: *Ghosts*
2. Bertolt Brecht: *The Good Woman of Szechuan*
3. Samuel Beckett: *Waiting for Godot*
4. Eugene Ionesco: *Rhinoceros*

### **Suggested Topics and Background of 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

#### **Suggested Readings:**

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

### C-14: Postcolonial Literature

**Credit: 6 =5+1 (L+T)**

**(Fiction + Poetry= 60 + 40=100 marks)**

#### **Fiction**

1. Chinua Achebe: *Things Fall Apart*
2. Gabriel Garcia Marquez: *Chronicle of a Death Foretold*
3. Bessie Head: 'The Collector of Treasures'
4. Ama Ata Aidoo: 'The Girl who can'
5. Grace Ogot: 'The Green Leaves'

#### **Poetry**

6. Pablo Neruda: 'Tonight I can Write', 'The Way Spain Was',

7. Derek Walcott 'A Far Cry from Africa', 'Names'
8. David Malouf: 'Revolving Days', 'Wild Lemons'
9. Mamang Dai: 'Small Towns and the River', 'The Voice of the Mountain'

## **Suggested Topics and Background of 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

### **Suggested Readings:**

1. Franz Fanon: 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
2. Ngugi waThiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.
3. Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).

### **DSE-3: World Literatures**

**Credit: 5+1 (L+T) (Fiction + Poetry= 60 + 40=100 marks)**

V.S. Naipaul, *Bend in the River* (London: Picador, 1979). 20 marks

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.

KishwarNaheed: '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 *Fussilade*(New Delhi: Indialog, 2003) pp. 89–90.

### **Suggested Topics and Background of 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

#### **Suggested Readings:**

1. 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.
2. David Damrosch, *How to Read World Literature?* (Chichester: Wiley-Blackwell, 2009) pp. 1–64, 65–85.
3. Franco Moretti, 'Conjectures on World Literature', *New Left Review*, vol.1 (2000), pp. 54–68.
4. Theo D'haen et. al., eds., 'Introduction', in *World Literature: A Reader* (London: Routledge, 2012).

## **DSE -4: Modern Indian Writing in English Translation**

**Credit: 5+1 (L+T)**

**(Units: 1+2= Credits: 3+3)**

### **Unit 1:**

1. Premchand: 'The Shroud', in *Penguin Book of Classic Urdu Stories*, ed. M. Assaduddin (New Delhi: Penguin/Viking, 2006).
2. IsmatChughtai 'The Quilt', in *Lifting the Veil: Selected Writings of IsmatChughtai*, tr. M. Assaduddin (New Delhi: Penguin Books, 2009).
3. Gurdial Singh: 'A Season of No Return', in *Earthy Tones*, tr. Rana Nayar (Delhi: Fiction House, 2002).
4. Fakir Mohan Senapati: 'Rebati', in *Oriya Stories*, ed. Vidya Das, tr. KishoriCharan Das (Delhi: Srishti Publishers, 2000).

### **Unit 2:**

5. 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).
6. 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. Ramanujam (New Delhi: OUP, 2000).
7. 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).
8. ThangjamIbopishak 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).
9. Dharamveer Bharati: *AndhaYug*, tr. Alok Bhalla (New Delhi: OUP, 2009).
10. G. Kalyan Rao: *Untouchable Spring*, tr. Alladi Uma and M. Sridhar (Delhi: Orient Black Swan, 2010)

## **Suggested Topics and Background of Prose Readings for Class Presentations**

### **Topics**

The Aesthetics of Translation

Linguistic Regions and Languages

Modernity in Indian Literature

Caste, Gender and Resistance

**Suggested Readings:**

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

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**B.A.HISTORY (REGULAR COURSE)**

SL. No.	Core (14)	AECC (2)	SEC (2)	DSE (4)	GE (4)
I	English/ Hindi/ MIL-I	(English/Hindi/ MIL/ Communication)			
	DSC-1A: History of India (From the Earliest to 1206)				
	DSC-2A: Other Discipline				
II	Hindi/ MIL/ English-I	Environmental Science			
	DSC-1B: History of India (1206-1757)				
	DSC-2B: Other Discipline				
III	English/ Hindi/ MIL-2		SEC-1: An Introduction to Archaeology		
	DSC-1C: History of India (1757-1947)				
	DSC-2C: Other Discipline				
IV	Hindi/ MIL/ English-2		SEC-2: Historical Tourism: Theory and Practice		
	DSC-1D: Society and Economy of Assam				
	DSC-2D: Other Discipline				
V			SEC-3: Indigenous Handicrafts of the Bodos	DSE-1A: History of Europe (1780-1945)	GE-1: History of India (From the Earliest to 1206 A.D.)
				DSE-2A: Other Discipline	
VI			SEC-4: Project Work (Field Work and Report Writing)	DSE-1B: Patterns of Colonialism(15 <sup>th</sup> – 19 <sup>th</sup> Century)	GE-2: History of India (1206-1757 A.D.)
				DSE-2B: Other Discipline	

## SEMESTER-I

### DSC-1A: History of India (From the Earliest to 1206 A.D.)

Units	Course Contents	Credit
Unit- I	Sources of Ancient Indian History: Literary, Archaeological and Foreign, Pre-History and Proto History: Paleolithic, Mesolithic, Neolithic, Chalcolithic and Indus Valley Civilization.	
Unit -II	Rig Vedic age and Post Vedic (Upto 6 <sup>th</sup> Century B.C): The Aryans, Janapadas, Mahajanapadas, Buddhism and Jainism	
Unit-III	Territorial States and Foreign invasions: Iranian and Macedonian Invasion- Iranian Invasion and Alexander's invasion, The Mauryas, The Satavahanas and the Gupta etc.	
Unit-IV	Post Gupta Period: Harsha, The Cholas, The Pallavas, The Chalukyas, The Rajputs, Varvamana dynasty, Salasthambha dynasty, Pala dynasty, etc.,	

#### **Suggested Reading:**

1. Agrawal, D.P. *Archaeology of India*. New Delhi. 1984.
2. Allchin, B. & R. Allchin. *The Rise of Civilization in India and Pakistan*. New Delhi. 1989.
3. Allchin, R. & B. Allchin. *Origins of a Civilization*. Delhi. 1997.
4. Dhavalikar, M.K. Early farming cultures of central India. In D.P. Agrawal & D.K.
5. Chakrabarti, eds., *Essays in Indian Protohistory*, pp. 229-245. Delhi. 1979.
6. Dhavalikar, M.K. *The First Farmers of the Deccan*. Pune. 1988.
7. Fried, M.H. *The Evolution of Political Society*. New York. 1967.
8. Habib, I. *Prehistory*. Delhi. 2001.
9. Habib, I. *Indus Civilization*. Delhi. 2002.
10. Goyal, S.R., *A History of Indian Buddhism*, Meerut: KasumanjliPrakashan, 1987.
11. Habib, Irfan, Vivekanand Jha, *Mauryan India*, Delhi: Tulika Books, 2004.
12. Jha, D.N., *Ancient Indian An Historical Outline*, Delhi: Manohar (2nd
13. Rev. ed.), 2005.
14. Pandey, V.C. and Pandey, A.C., *New History of Ancient India*, Jalandhar: A.B.C., 1999.
15. Ray Chaudhari, H.C. (re. ed.) by B.N. Mukherjee, *Political History of Ancient India*, Calcutta: Oxford University Press, 1996.
16. Sastri, K.A. Nilakanta, *A History of South India*, 2nd ed., Oxford University Press, 1958.
17. Sastri, K.A. Nilakanta, *History of South India, from pre-historic times to the fall of Vijaynagar*, (4<sup>th</sup> ed.), Delhi: Oxford University Press, 1995.
18. Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarasidas, 1991.
19. Sharma, R.S., *India's Ancient Past*, Delhi: Oxford University Press, 2005.
20. Sharma, R.S., *Looking for the Aryan*, Hyderabad: Orient Longman, 1995.
21. Thapar, Romila, *Early India from the Origin to A.D. 1300*, Penguin, 2002.

## SEMESTER-II

### DSC-1B: History of India (1206-1757 A.D.)

Units	Course Contents	Credit
I	(a) Sources of Medieval India (b) Foundation and Consolidation of the Sultanate: Slave Dynasty, Khilji Dynasty, Tughlak Dynasty, Sayyad Dynasty, Lodhi Dynasty	
II	Fragmentation of the Sultanate, Rise of Provincial Kingdoms and Rise of Afghans: Bahmani, Vijaynagar etc. and Administration of Sher Shah	
III	India under the Mughals: Akbar, Jahangir, Shahjahan, And Aurangzeb	
IV	Rise of the Maratha: Marathas under Shivaji, Administration	

### Reading List:

1. Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V, The Delhi Sultanate.
2. Satish Chandra, Medieval India I
3. Peter Jackson, The Delhi Sultanate.
4. Tapan Raychaudhuri and Irfan Habib, eds, Cambridge Economic History of India, Vol.I
5. K.A. Nizami, Religion and Politics in the Thirteenth Century.
6. Mohibul Hasan, Historians of Medieval India.16
7. Burton Stein, New Cambridge History of India: Vijayanagara
8. J.F. Richards, The Mughal Empire.
9. Satish Chandra, Essays on Medieval Indian History.
10. Irfan Habib, Agrarian System of Mughal India, 1526 û 1707.
11. Ashin Dasgupta, Indian Merchants and the Decline of Surat, 1700 -1750
12. Stewart Gordon, The Marathas 1600 - 1818.
13. S. Nurul Hasan, Religion, State, and Society in Medieval India

## SEMESTER-III

### DSC-1C: History of India (1757-1947 A.D.)

Units	Course Contents	Credit
I	Expansion and Consolidation of colonial Power: (a) Mercantilism, foreign trade and early forms of exactions from Bengal. (b) Dynamics of expansion, with special reference to Bengal Mysore, Western India, Awadh, Punjab, and Sindh.	
II	(a) Reaction to Colonial Rule: (i) Discontent and Disaffection during Company's Rule. (ii) Revolt of 1857: Nature, Participation and Impact. (b) Colonial Construction of India ; (i) Administrative Structure – Central, Provincial and District (ii) Arms of State-Police, Army, Law and Civil Service.	

III	Early Stages of Emergence of Nationalism : (a) Formation of Associations and Pressure groups. (b) Peasant and tribal revolts , rise of middle class,	
IV	(a) Birth of The Indian national Congress – Early Programmes and objectives. (b) Rise of the Extremism in the Indian National Congress, Programmes and objectives of moderate and extremist functions, partition of Bengal and Surat split, Swadeshi Movement. Leaders of Extremist and Moderate factors.	

### Reading List:

1. A.R. Desai. Social Background of Indian Nationalism
2. Bipan Chandra, Rise and Growth of Economic Nationalism in India.
3. Bipan Chandra. India's Struggle for Independence
4. Lucy Sutherland: The East India Company in the Eighteenth Century Politics.
5. P.E. Roberts: History of British India, London. 1970.
6. P.J. Marshall: Problems of Empire: Great Britain and India, London, 1963.
7. Percival Spear: History of India Vol.II
8. R.C. Majumdar. History of Freedom Movement in India -
9. R.C. Majumdar: British paramountcy and Indian Renaissance.
10. S. Gopal: British Policy in India, 1858-1905, Madras, 1975.
11. S.P Nanda, History of Modern India, Dominant publisher and Distributor, New Delhi 2003.
12. Sekhar Bondpadhay, From Plassey to partition: A History of Modern India, Orient Blackswan New Delhi 2009.
13. Sumit Sarkar Modern India -
14. Tara Chand: History of the Freedom Movement in India Vol.II.

### SEC-1: An Introduction to Archaeology

Units	Course Contents	Credit
I	Definition & Components and Scope	
II	Historiographical Trends	
III	Research Methodologies, Definition of Historical Sites & Explorations, Documentation, Codification, Classification, Analysis of findings and publications	
IV	Field Work & Tools of research	

### Reading List:

1. John.A. Bintliff, A Companion to Archaeology

2. D.R. Chakrabarti, A History of Indian Archaeology: From the Beginning to 1947, New Delhi, Manohar, 1988
3. M. Hall & W.S.W. Silliman, Historical Archaeology, USA, Blackwell, 2006
4. Mathew Johnson, Archaeological Theory: An Introduction, Blackwell Publishing, New Edition, 2010
5. Published Works by ASI

#### SEMESTER-IV

#### DSC-1D: Society and Economy of Assam

Units	Course Contents	Credit
I	Socio Economic condition of Ancient Assam	
II	Society and Economy in Medieval Assam: Social Organisation – Caste-Class Relationship, Nobility, Paiks, Slaves and Servants Neo-Vaishnavite Movement in Assam – Impact on Society Agriculture and Land System – Classification and Ownership of Land Land Revenue and other Taxes Economic Relation between the Hills and the Valley : the Posa system.	
III	Society in Colonial Assam: Growth of Modern Education and the role of Christian Missionaries Language Controversy in 19th century Assam Emergence of Middle Class Development of Press and Growth of Public Associations	
IV	Economy in Colonial Assam: Agriculture Regulations and revenue system Plantation Economy of the Tea Industry Development of Modern Industries-Coal and Oil Development of Transport System	

#### Reading list:

1. Barpujari, H.K.: (ed) : The Comprehensive History of Assam, Vol. I, III, IV & V
2. Barua B.K. : A Cultural History of Assam Baruah, S.L. : A Comprehensive History of Assam, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985
3. Gogoi, Nath Jahnabi : Agrarian System of Medieval Assam, New Delhi- 2002
4. Guha, Amalendu : Planters Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam 1826-1947
5. Nath, D : Assam Buranji (Revised) ArunPrakashan, Guwahti- 2009
6. Choudhury, P.C. : History of Civilization of the People of Assam to the Twelfth Century A.D.
7. Gait, E.A. : A History of Assam. Guha, Amalendu : Medieval and Early Colonial Assam.
8. Medhi, S. B : Transport System and Economic Development in Assam.
9. Nath, D : Religion and Society in North East India, DVS, Guwahati- 2011



10. Rhodes, N. and Bose, S.K. : The Coinage of Assam, Vol. I, Pre-Ahom Period, Vol.11, Ahom Period
11. Saikia, Rajen : Social and Economic History of Assam (1853- 1921).
12. Sarma, S.N. : Socio Economic and Cultural History of Medieval Assam, Guwahati, 1989
13. Sharma, Monorama : Social and Economic Change in Assam: Middle Class Hegemony

### SEC-2: Historical Tourism: Theory &Practice

Units	Course Contents	Credit
I	Defining Heritage - Art &Architecture in India: An overview: -Field Work: Visit to historical sites &Museums	
II	Understanding Built Heritage: -Stupa Architecture -Temple Architecture -Indo Persian Architecture, Forts, Palaces, Mosques -Colonial Architecture -Present day structures	
III	Field Work: Visit to site &Conducting of research	
IV	Modalities of conducting tourism	

### Reading List:

1. Sunil Kumar, The Present in Delhi's Past, Delhi, Gyan Publishing House, 2002
2. Peter Howard, Heritage: Management, Interpretation, Identity, and London, 2003
3. V.S Agarwal, Indian Art, Varanasi, Prithvi Prakasahan, 1972 Percy Brown, Indian Architecture, Bombay, D.B.Taraporevala Sons &Co, 1940
4. James Harle, The Art & Architecture of the Indian Subcontinent, Harmondsworth, Penguin, 1988
5. S.K.Bhowmik, Heritage Management: Care, Understanding &Appreciation of Cultural Heritage, Jaipur, 2004

## SEMESTER-V

### SEC-3: Indigenous Handicrafts of the Bodos

Units	Course Contents	Credit
I	Understanding handicrafts.	
II	Indigenous Handicrafts of the Bodos: (a) Weaving (b) Tools (c) Knitting (d) Spinning (e) Bamboo technology	
III	Employment generation	

IV	Practical training	
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### Reading List:

1. Bhuyan, Paresh, Folk Art & Culture of Bodo-Kachari and Rabha Tribes of Assam, Guwahati, 2015.
2. Endle, Rev. Sidney, The Kacharis, Guwahati, 2007
3. Choudhury, Pratab Chandra, The History of Civilization of the people of Assam to the twelfth century .A.D, Spectrum Publication, Guwahati, 1<sup>st</sup> Ed. 1959.

### DSE-1A: History of Modern Europe (1780-1945)

Units	Course Content	Credit
I	The French Revolution and Europe: a. Ancien Regime b. Intellectual currents c. Different Phases of the French Revolution 1789 – 99 d. Napoleonic Empire	
II	Restoration and Revolution: c. 1815 - 1848: a. Conservatism & restoration of old hierarchies b. July Revolution and February Revolution	
III	Socio-Economic Transformation and Growth of Nationalism and the Remaking of States in the 19th and 20th Centuries a. Industrial Revolution and Europe b. Unification of Italy and Germany	
IV	Between two World Wars: a. The First World War and its aftermath b. The League of Nations c. Collective Security and Problem of Disarmament d. Origins of the Second World War and its aftermath	

### Reading List

1. E.H. Carr, International Relations Between the Two World Wars 1919-1939.
2. S.N. Dhar, International Relations and World Politics since 1919.
3. S.B. Fay, The Origins of the World War
4. W.C. Langsam, The World Since 1919.
5. F. Lee Bennes , Europe Since 1914 and its World Setting.
6. A.C. Roy, International Relations since 1919.
7. G.M. Garthorne Hardy, A Short History of International Affairs 1920- 39.
8. R.J. Sontag, European Diplomatic History 1871- 1932.

### GE-1: History of India (From the Earliest to 1206)

Units	Course Contents	Credit
I	Sources of Ancient Indian History: Literary, Archaeological and Foreign, Pre-History and Proto History: Paleolithic, Mesolithic, Neolithic, Chalcolithic and Indus Valley Civilization.	
II	Rig Vedic age and Post Vedic (Upto 6 <sup>th</sup> Century B.C): The Aryans, Janapadas, Mahajanapadas, Buddhism and Jainism	
III	Territorial States and Foreign invasions: Iranian and Macedonian Invasion- Iranian Invasion and Alexander's invasion, The Mauryas, The Satavahanas and the Gupta etc.	
IV	Post Gupta Period: Harsha, The Cholas, The Pallavas, The Chalukyas, The Rajputs, Varvamana dynasty, Salasthambha dynasty, Pala dynasty, etc.,	

#### Suggested Reading:

22. Agrawal, D.P. *Archaeology of India*. New Delhi. 1984.
23. Allchin, B. & R. Allchin. *The Rise of Civilization in India and Pakistan*. New Delhi. 1989.
24. Allchin, R. & B. Allchin. *Origins of a Civilization*. Delhi. 1997.
25. Dhavalikar, M.K. Early farming cultures of central India. In D.P. Agrawal & D.K.
26. Chakrabarti, eds., *Essays in Indian Protohistory*, pp. 229-245. Delhi. 1979.
27. Dhavalikar, M.K. *The First Farmers of the Deccan*. Pune. 1988.
28. Fried, M.H. *The Evolution of Political Society*. New York. 1967.
29. Habib, I. *Prehistory*. Delhi. 2001.
30. Habib, I. *Indus Civilization*. Delhi. 2002.
31. Goyal, S.R., *A History of Indian Buddhism*, Meerut: KasumanjliPrakashan, 1987.
32. Habib, Irfan, Vivekanand Jha, *Mauryan India*, Delhi: Tulika Books, 2004.
33. Jha, D.N., *Ancient Indian An Historical Outline*, Delhi: Manohar (2nd
34. Rev. ed.), 2005.
35. Pandey, V.C. and Pandey, A.C., *New History of Ancient India*, Jalandhar: A.B.C., 1999.
36. Ray Chaudhari, H.C. (re. ed.) by B.N. Mukherjee, *Political History of Ancient India*, Calcutta: Oxford University Press, 1996.
37. Sastri, K.A. Nilakanta, *A History of South India*, 2nd ed., Oxford University Press, 1958.
38. Sastri, K.A. Nilakanta, *History of South India, from pre-historic times to the fall of Vijaynagar*, (4<sup>th</sup> ed.), Delhi: Oxford University Press, 1995.
39. Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarasidas, 1991.
40. Sharma, R.S., *India's Ancient Past*, Delhi: Oxford University Press, 2005.
41. Sharma, R.S., *Looking for the Aryan*, Hyderabad: Orient Longman, 1995.
42. Thapar, Romila, *Early India from the Origin to A.D. 1300*, Penguin, 2002.

## SEMESTER-VI

### SEC- IV: Project Work (Field Work and Report Writing)

This paper will contain field work and report writing. Report writing will constitute not less than 6000 words.

### DSE-1B- Patterns of Colonialism (15<sup>th</sup> – 19<sup>th</sup> Century)

Units	Course Contents	Credit
I	Defining Colonialism, Establishment of Colonial Empires by Spain and Portugal in 15th-16th centuries	
II	French in Canada: 1534-1763, British in India in 18th century.	
III	Informal Empire in 19th century Africa.	
IV	Scramble for Power in late 19th century China.	

#### Reading List:

1. Bipan Chandra, Essays on Indian Colonialism
2. Ralph Davis, The Rise of the Atlantic Economies, New York, 1973,
3. J.H Perry, The Establishment of the European Hegemony 1415-1715
4. Trade & Exploration in the Age of the Renaissance, Harper Torch books, 1959,
5. K.R.G.Nair & Romey Borges, Discovering French Canada, Allied Publishers, 2002
6. Ralph Davis, The Rise of the Atlantic Economies,
7. Christopher Hill, From Reformation to Industrial Revolution
8. Basil Davidson, Modern Africa: A Social and Political History, 3<sup>rd</sup> edn. London / New Jersey: Addison ñ Wesley, 1995
9. Arvind Sinha, Europe in Transition, Delhi, 2010

### GE-2: History of India (1206-1757)

Units	Course Contents	Credit
I	a. Sources of Medieval India b. Foundation and Consolidation of the Sultanate: Slave Dynasty, Khilji Dynasty, Tughlak Dynasty, Sayyad Dynasty, Lodhi Dynasty	
II	Fragmentation of the Sultanate, Rise of Provincial Kingdoms and Rise of Afghans: Bahmani, Vijaynagar etc. and Administration of Sher Shah	
III	India under the Mughals: Akbar, Jahangir, Shahjahan, And Aurangzeb	
IV	Rise of the Maratha: Marathas under Shivaji, Administration	

#### Reading List:

14. Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V, The Delhi Sultanate.
15. Satish Chandra, Medieval India I
16. Peter Jackson, The Delhi Sultanate.

17. Tapan Raychaudhuri and Irfan Habib, eds, Cambridge Economic History of India, Vol.I
18. K.A. Nizami, Religion and Politics in the Thirteenth Century.
19. Mohibul Hasan, Historians of Medieval India.16
20. Burton Stein, New Cambridge History of India: Vijayanagara
21. J.F. Richards, The Mughal Empire.
22. Satish Chandra, Essays on Medieval Indian History.
23. Irfan Habib, Agrarian System of Mughal India, 1526 û 1707.
24. Ashin Dasgupta, Indian Merchants and the Decline of Surat, 1700 -1750
25. Stewart Gordon, The Marathas 1600 - 1818.
26. S. Nurul Hasan, Religion, State, and Society in Medieval India

**UG SYLLABUS FOR REGULAR COURSE IN NEPALI**  
Under CBCS (Choice Based Credit System) and Continuous Assessment  
& Grading Pattern (CAGP)

Sl. No.	Core Course (12)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (2)	Discipline Specific Elective(DSE) (4)	Generic Elective GE-(2)
I	English-I	AECC-1: English/Hindi/ MIL Communication			
	DSC-1 A: History of Nepali Language and Script				
	DSC-2(A) Other subject				
II	Nepali (MIL-1):Modern Nepali Poetry and Drama(Selected pieces to be studied)	AECC-2: Environmental			
	DSC-1 B: Study of Early Nepali Poetry and Modern Drama				
	DSC-2B: Other subject				
III	English-II		SEC-1:Art of Composition, Editing and Proof-Reading		
	DSC-2 C: Study of Nepali Novel and Short Stories				
	DSC-2 C Other subject				
IV	Nepali (MIL-2): Nepali Novel EssayGrammar and Composition		SEC-2:News Collection and Reporting		
	DSC-1D: Literary Criticism and History Of North- Eastern Nepali Literature				
	DSC-2D: Other subject				
V			SEC-3: Eco-Tourism and Management	DSE-1 A: Nepali Folk Literature and Culture	GE-1:Comparative Study of Nepali and Assamese Literature
				502R DSE-2 A Other Subject	
VI			SEC- 4 Computer Literacy and Skill Enhancement	DSE-1B Eastern and Western Literary Theory and Philosophy	GE-2: Theoretical Perspective of Language and Linguistics
				DSE-2 B Other Subject	

## **ABBREVIATIONS**

**NEP**=Nepali

**AECC**=Ability Enhancement Compulsory Course

**SEC**=Skill Enhancement Course

**DSC**=Discipline Specific Core Course

**DSE**=Discipline Specific Elective

**GE**=Generic Elective

### **SEMESTER-1**

Paper Code: 1.01R English-1

Paper Code: NEP1.02R- DSC-1(A) History of Nepali Language and Script

Paper Code: 1.03R-DSC-2(A) Other Subject

Paper Code: NEP 1.04R-AECC-1: Functional Nepali (Communicative)

### **SEMESTER-2**

Paper Code: NEP 2.01R-MIL-1: Modern Nepali Poetry and Drama

Paper Code: NEP 2.02R-DSC-1(B): Study of Early Poetry and Modern Nepali Drama

Paper Code: 2.03P-DSC-2(B) Other Subject

Paper Code: 2.04P-AECC-2: Environmental Science

### **SEMESTER-3**

Paper Code: 3.01P English-2

Paper Code: NEP 3.02R DSC-2C: Study of Nepali Novel and Short Stories

Paper Code: 3.03P DSC-2©Other Subject

Paper Code: NEP 3.04R SEC-1: Art of Composition Editing, and Proof Reading

### **SEMESTER-4**

Paper Code:NEP 4.01R MIL-2: Nepali Novel,Essay, Grammar and Composition

Paper Code: 4.02R DSC-1(D): Literary Criticism and History of North- Eastern Nepali literature

Paper Code 4.03P DSC-2(D)Other Subject

Paper Code: NEP 4.04R SEC-2: News Collection and Reporting.

### **SEMESTER-5**

Paper Code: NEP 5.01RDSE-1(A) Nepali Folk literature and Culture

Paper Code: 5.02P DSE -2(A) Other Subject

Paper Code: NEP 5.03R GE-1: Comparative Study of Nepali and Assamese literature

Paper Code: NEP 5.04R SEC-3: Eco-Tourism and Management.

### **SEMESTER-6**

Paper Code: NEP 6.01R DSE-1(B): Eastern and Western Literary Theory and Philosophy

Paper Code 6.02P DSE-2(B)-Other Subject

Paper Code: NEP 6.03R-GE-2: Theoretical Perspective of Language and Linguistics

Paper Code: NEP 6.04R SEC-4: Computer Literacy and Skill Enhancement.

## SYLLABUS IN DETAIL

### SEMESTER-1

**Paper Code: NEP 1.02R, DSC-1A**

**Paper Title: History of Nepali Language and script**

**External Marks: 80, Internal Marks: 20**

**Credit: Lecture=5, Tutorial=1**

Unit-1: Language: Meaning, Definition, Characteristics, varieties of language =20 marks

Unit-2: Origin and Development of Nepali Script , =20 marks  
Features of Debanagari Scripts

Unit-3: Difference between Language and Dialects, Dialect of Nepali Language = 20 Marks

Unit-4: Semantic Changes in Nepali Language =20 Marks

### Suggested Readings:

- 1 Nepali Bhasako Utpatti Ra Bikash : Chudamani Bandhu
- 2 Bhasa Bigyan Ra Nepali Bhasa : Mohanraj Sharma, Krisnahari Baral
- 3 Samanya Ra Prayogik Bhasa Bigyan : Netraprasad Poudel
- 4 Nepali Bhasa Parichaya : Deviprasad Goutam
- 5 Bhasa Bigyan Abam Bhasa Sastra : Dr. Kapildev Dwived
- 6 Bhasa Pradip : Tarapati Upadhyaya

**Paper Code: NEP 1.04R - AECC-1**

**Paper Title: Functional Nepali (Communicative)**

**Credit -2**

**Total Marks:50**

Unit-1: Introduction to Phonology: 20 Marks

Introduction to Alphabets and Phonemes, Exercise of Articulation, Special Phonological and Morphological Features of the Language

Unit-2: Introduction to Morphology: 10 Marks

Introduction to Vocabulary and Word-Typology: Pragmatics in Interactions

Introduction to Personal Pronouns, Kinship Terms, Numeral Classifiers: Pragmatics

Application of Case-marker and Tense-marker: Pragmatics

Unit-3: Introduction to Syntax: 10 Marks

Introduction to Sentence Construction and Pragmatics in Social Contexts

Unit-4: Practice of Translation and Composition: 10 Marks

Translation From Source Language to Target Language

Practice of Composition and Writing Skill.

### Suggested Readings:

1. Adarsha Nepali Vyakaran : Tarapati and Drona Upadhyaya
2. Madhyamik Nepali Vyakaran : Ghanashyam Nepal and Kavita Lama
3. Nepali Suddha Lekhan : Edt.Abikeshar Sharma



4. Nepali Bhasa Sikshyan : Dr. Hemangaraj Adhikari  
5. Prayogik Bhasa Bigyan : Dr. Yadabprakas Pokhrel  
**SEMESTER-2**

**Paper Code: NEP 2.01R-MIL-1**

**Paper Title: Modern Nepali Poetry and Drama**

**Credit: Lecture-5, Tutorial-1**

**External Marks:80, Internal Marks:20**

Unit-1: Study of the following Poets and their PoetryText.=20 Marks.

1. Patima Dhakreko Pasaro : Lekhnath Poudel
2. Yatri : Laxmiprasad Devkota
3. Baisakh : Madhav Ghimire
4. Yo Jindagi Khoi Key Jindagi : Haribhakta Katuwal
5. Assam Ra Hamra Purkha : Puspallal Upadhyaya

Unit- 2: Study of the following Poets and Poetry Text = 20 Marks

1. Sirja Auta kagaj ko Itihas Timra Yi Purkhako : Naba Sapkota
2. Ahaban : Yudhabir Rana
3. Bhikshya : Bhabilal Lamichaney
4. Mero Desh : Chabilal Upadhyaya
5. Kamyā (3 No Saga's 1 to 7 Stanza only) : Bidyapati Dahal

Unit -3 : Study of the 'NistejTasbir'( One Act Play) : Sherman Thapa = 10 Marks

Unit-4: Textual Study of 'MutukoVyatha' :Balakrishna Sama = 30 Marks

### **.Suggested Readings**

1. Sahitya Manjari : Ed.Dr.L.PParajuli, K.N.sarma and K.P Sarma
2. Lalitya (Bhag-1) : Lekhnath Poudel
3. Bhikhari Kabita Sangraha : Laxmiprasad Devkota
4. Chhabi Kabita Sangraha : Chabilal Upadhyaya
5. Usha Manjari : Puspallal Upadhyaya
6. Yo Jindagi Khoi Key Jindagi : Haribhakta Katuwal
7. Kamyā (KhandaKabya) : Bidyapati Dahal
8. Panch Paatey : Sherman Thapa
9. Samka Dukhanta Natya Chetana : Balakrishna Sama

**Paper Code: NEP 2.02R-DSC-1(B)**

**Paper Title: Study of Early Nepali Poetry and Modern Nepali Drama**

**Credit: Lecture-5, Tutorial-1**

**External Marks:80, Internal Marks:20**

Unit-1: Textual analysis of following poets and their poetry = 20 Marks

- Prithwinarayan : Subananda Das  
Krishna Charitra : Basanta Sharma  
Prasnottari : Bhanubhakta Acharya

TungnaBhajan : Gyandil Das.

Unit-2 : Study of Early Nepali Poets and their Poetry from North-East India = 20 Marks

Achhamko Sabai : Krishnabahadur Udas  
Hanuman RavanSambad : Padmaprasad Dhungana  
Geetmala : Harinarayan Upadhyaya 'Bidyabhusan'  
Matribhasa : Ramprasad Upadhyaya

Unit-4: BalakrisnaSama and his Drama "Prahlad"= 40Marks

### Suggested Readings:

1. Sahitya Manjari : Ed.L.P.Parjuli, K. N. Sarma, K.PSarma
- 2 Nepali Sahityako Itihas (PrathamKhanda) : Ed.Chudamani Bandhu
- 4 Prathamik KalinKavi Ra Kabita : Keshavprasad Upadhyaya
- 4 Sabai Ra LahariKavya Sangraha : Ed.Bhimkanta Upadhyaya
5. Samko Dukhanta Natya Chetana : Keshavprasad Upadhyaya
6. Sama Ra SamakaKriti : Taranath Sarma
- 7 Asameli Nepali KabitaYatra : Ed.Naba Sapkota

### SEMESTER- 3

**Paper Code: NEP 3.02R, DSC-2C**

**Paper Title: Study of Nepali Novel and Short Stories**

**Credit: 6 (Lecture-5, Tutorial-1)**

**External Marks: 80, Tutorial:20**

Unit-1: Nepali Novel =20 Marks

Comprehensive Study on Lainasing Wangdel and his Novel "LangadakoSathi"

Unit- 2 : Nepali Novel =20 Marks

Comprehensive Study on Lilbahadur Chhetry and his Novel  
"Brahmaputrako chhew chhaw"

Unit-3 : Short Stories =20 Marks

- |   |                         |   |                       |
|---|-------------------------|---|-----------------------|
| A | Bida                    | : | Guruprasad Mainali.   |
| B | Machha ko Mol           | : | Shivakumar Rai        |
| C | Gorkhako Model          | : | Hariprasad Gorkha Rai |
| D | Manchhey Fagat Manchhey | : | Arjun Niroula.        |

Unit-4 : Short Stories =20 Marks

- |    |                           |   |                  |
|----|---------------------------|---|------------------|
| A. | Raatbhari Huri Chalyo     | : | Indrabahadur Rai |
| B. | Chhata                    | : | Shivakumar Rai   |
| C. | Pabitra                   | : | B.P. Koirala     |
| D. | Bishou Satabdiki Monalisa | : | Bikrambir Thapa  |

### **Suggested Readings:**

1. **Hari Prasad Rai ka Kathaharu** : **Hari Prasad Gorkha Rai**
2. **Jhyalbata** : **Iswar Baral**
3. **Nepali Sahitya Manjari** : **Ed. L.P.Parajuli, K.N.sarma,K.P.sarma**
4. **Naso** : **Guruprasad Mainali**
5. **Upanyaska Adharharu:** : **Indrabahadur Rai**
6. **Darjeelingka Nepali Upanyas** : **Dr.Mohan p. Dahal**  
**Parampara Ra Prabritti**

**Paper Code: NEP 3.04R, SEC-1**

**Paper Title: Art of Composition, Editing and Proof-reading**

**Credit: Lecture-2**

**Total Marks: 50**

Unit-1: Definition of Composition and Editing, Writing Process and Art of Writing, What is Editing? Purpose of Editing, Benefits of Editing, Drafting in Writing, Difference between Editing and Proof-reading, Difference between Writing and Editing, Ways to Edit, Importance of Copy Editing (Theoretical Perspectives)=25Marks

Unit-2: What is Proof-reading? Why Proof-reading? Importance of Proof-reading, Proof-reading Symbols, Proof reader, the Proof-reading process (on the basis of practical and exercise)=25 Marks

### **Suggested Readings:**

1. Uchchatar Madhyamik Nepali Vyakaran : Ghanashyam Nepal and Kabita Lama
2. Nepali BhasaShikshyan : Dr.Hemangaraj Adhikari
3. Comprehend and Compose, Part-1 &II : Geetha Nagarjun
4. Effective Writing : Christopher Turk & John Kirkman
5. Doing Creative Writing : Steve May

## **SEMESTER-4**

**Paper Code: NEP 4.01R MIL-2**

**Paper Title: Nepali Novel, Essay, Grammar and Composition**

**Credit: 6 (Lecture-5, Tutorial-1)**

**External Marks:80, Internal Marks:20**

Unit-I:Novel= 30 Marks

- A. Introduction of the Nepali Novelist Rupnarayan Sing and his Contribution to the Nepali Novel
- B. Textual Study of his Novel “Bhramar”

Unit-2: Essay =30Marks.

- |    |                                |   |                       |
|----|--------------------------------|---|-----------------------|
| 1  | Panchota Chahiney Kura         | : | Laxmiprasad Devkota   |
| 2. | Jiban Ra Sahitya               | : | Ramkrishna Sarma      |
| 3. | Mahapurus Ko Sangat            | : | Bhairab Aryal         |
| 4. | Hamro Shabda Bhandar Ek Bichar | : | Dr. Kumar Pradhan     |
| 5. | Tagaro                         | : | Chandrakumar Sharma   |
| 6. | Pipalko Chhahari               | : | Krishnaprasad Gyawali |

Unit-3 : Grammar =10 Marks

(Kriya,Linga, Sandhi,Samas,Karak,Abyaya)

Unit-4: Essay Writing = 10 Marks  
(On Present Socio-Political Issue, Environmental and Bio-diversity)

#### Suggested Readings:

- |    |                           |   |   |
|----|---------------------------|---|---|
| 1. | Jay Bhudi                 | : | Bhairab Aryal                             |
| 2. | Sahitya Manjari           | : | Ed. Dr..L.P. Parajuli, K.Sarma ,K.P.Sarma |
| 3. | Adhunik Nepali Upanyas    | : | Mohan P. Dahal                            |
| 4  | Madhyamik Nepali Vyakaran | : | Ghanasyam Nepal and Kabita Lama           |
| 5  | Sama Ra Samaka Kriti      | : | Kesab Pd. Upadhyaya                       |
| 6  | Nepali Adarsha Vyakaran   | : | Tarapati Upadhyayaand Drona Upadhyaya     |

**Paper Code: NEP 4.02R DSC-1(D)**

**Paper Title: Literary Criticism and History of North –Eastern Nepali Literature**

**Credit: 6 (Lecture-5, Tutorial-1)**

**External Marks: 80, Internal Marks: 20**

Unit-1: What is Short Story, Characteristics, Elements of Short Story =20 Marks.

Unit-2:Define Drama, Aristotelian Concept, Elements of Drama, Tragedy, Comedy, Humor  
=20Marks.

Unit-3: Define Poetry and Novel, Elements of Poetry and Novel =20Marks

Unit-4: Historical Study of North-Eastern Nepali Literature = 20 Marks

#### Suggested Readings:

- |    |  |   |                      |
|----|--|---|----------------------|
| 1. | An Introduction To The Study of Literature                   | : | H. Hudson            |
| 2. | Paschatya Samalochanako Saidhantik Parichaya (vol. 1 and 2 ) | : | BasudevTripathi      |
| 3. | Paschatya Kavya Sidhanta                                     | : | AbhiSubedi           |
| 4. | Paschatya Samalochana Sidhanta                               | : | Bidyapati Dahal      |
| 5. | Bharatiya Nepali Katha                                       | : | Ed. Abinash Shrestha |

6. Asameli Nepali Kabita Yatra : Ed.Naba Sapkota  
7. Sarsarti Padda : Bhimkanta Upadhyaya

**Paper Code: NEP 4.04R, SEC-2**  
**Paper Title: News Collection and Reporting**  
**Credit: Lecture-2**  
**Total Marks: 50**

Unit-1: Concept of News, Definition of News, Elements of News Structure of News Value of News = 25 Marks.

Unit-2: Role of Reporter, Qualification, Sources of News and Varieties of News = 25 Marks.

**Suggested Readings:**

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| 1 Patra karitaki Kaljayi Parampara | Kamaleswar                            |
| 2. Samachar Lekhan                 | P.K.Arya                              |
| 3 Samachar Abam Prarup Lekhan      | Dr. Ram Prakash, Dr. Dinesh Kr. Gupta |

**SEMESTER-5**

**Paper Code : NEP 5.01R, DSE-1(A)**  
**Paper Title: Nepali Folk Literature and Nepali Culture**  
**Credit: 6 (Lecture-5, Tutorial-)**  
**External Marks: 80, Internal Marks: 20**

Unit-1: Folklore – Meaning, Definition, Scope, its Structure and Origin = 20 Marks

Unit-2: Nepali Folklore, Classification, Relationship between Creative Writing and Folklore = 20 Marks

Unit-3: Folk Song, its Definition, Nepali Folk Songs and its Varieties = 20 Marks

Unit-4: Nepali Folk Culture and Nepali Festival and Traditional Costumes = 20 Marks

**Suggested Readings:**

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| 1 Nepali Jana Sahitya               | : Kajiman Kandangwa                  |
| 2 Nepali Loksahityako Bibechna      | : Dharmaraj Thapa, Hangsapure Subedi |
| 3 Nepali Loka Sahitya               | : Chudamani Bandhu                   |
| 4 Nepali Sanskriti : Hamro Astwitwa | : Yudhabir Rana                      |
| 5 Nepali Loka Sanskritiko Ruparekha | : Khemraj Nepal                      |
| 6. Nirman (Sanskriti Bisesanka)     | : Ed. Paban Chamling "Kiran"         |
| 7. Nepali Sanskriti Sudha           | : Ed. Hiranya Ghimire                |

**Paper Code: NEP 5.03R, GE-1**  
**Paper Title: Study of Comparative Nepali and Assamese Literature**  
**Credit: 6 (Lecture-5, Tutorial-1)**  
**External Marks: 80, Internal Marks: 20**

Unit-1: Theoretical Introduction, Origin of Comparative Literature, Development of Comparative Literature, Types of Comparative Study = 20 Marks

Unit-2: Problems of Comparative Study, Role of Translation in Comparative Study = 20 Marks

Unit-3: Comparative Study of Nepali Bhaktikaland Assamese Baishnav Sahitya = 20 Marks.

Unit-4: Comparative Study between Assamese Short Story writer Laxmi Nath Bezbarua and Modern Nepali Essay writer Laxmiprasad Devkoata = 20Marks

### Suggested Reading

- 1 Tulanatmak Sahitya : Dr.Indrabilas Adhikari
2. Tulanatmak Bharatiya Pariprekshya : Dr.Indranath Choudhary
- 3 Asamiya Sahityako Parichayatmak Itihas : Badri Guragain
- 4 Purani Asamiya Sahitya : Banikanta Kakati
- 5 Asamiya Sahityar Itihas : Ramesh Pathak
- 6 Asamiya Aru Nepali Bhasa-Sahitya Sanskriti : Ed.Rudra Baral
- 7 Nepali Sahityat Alokat : Ed. Rudra Baral

**Paper Code: NEP 5.04R, SEC-3**

**Paper Title: Eco –Tourism and Management**

**Credit: 2**

**External Marks: 50**

Unit-1: Meaning and Aims of Eco-Tourism, Types of Eco-Tourism, Nature Friendly Tourism, Activities of Eco-Tourism, Scope of Self-Employability, Advantages, Management and Eco-Tourism Guide, Sustainable Eco-Tourism, Principle of Eco-Tourism (Theoretical Perspectives)= 25 Marks

Unit-2: Practical and Field Report Submission = 25 Marks

### SEMESTER-6

**Paper Code: 6.01R, DSE-1(B)**

**Paper Title: Eastern and Western Literary Theory and Philosophy**

**Credit:6 (Lecture-5, Tutorial-1)**

**External Marks:80, Internal Marks:20**

Unit-1: Eastern Literary Theory : = 20 Marks

- A. Kabya Hetu and Kabya Prayojan
- B. Meaning, Definition of Alankar and its Types

Unit-2: = 20 Marks

- A. Introduction of Rasa and Nava Rasa
- B. Introduction of Shabda Shakti

Unit-3: Western Philosophy: = 20 Marks  
Classicism, Romanticism, Realism, Existentialism

Unit-4: Marxism, Modernism, Feminism, Imagination and Coleridge = 20 Marks

### **Suggested Readings:**

1. Purbiya Ra Paschatya Sahitya Sidhanta : DR. Khagendraprasad Luitel
2. Sahitya Prakash : Keshabprasad Upadhyaya
3. Paschatya Samalochana Ra Pramukh Bad : Bidyapati Dahal
4. Paschatya Kehi Pramukh Bad : Kumerbahadur Joshi
5. Uchcha Madyamik Nepali Vyakaran Ra Rachana : Ghanshyam Nepal, Kabita Lama
6. Purbiya Abam Paschatya Sahitya Samalochana:  
Pramukh Manyata, Bad Ra Pranali : Iswarkumar Shrestha

**Paper Code: NEP 6.03R,-GE-2**

**Paper: Theoretical Perspective of Language and Linguistics**

**Credit 6 (Lecture-5, Tutorial-1)**

**External Marks-80, Internal Marks-20**

Unit-1: Linguistics as a science, Scope of Linguistics, Branches of linguistics, Importance of Linguistics = 20 Marks

Unit-2: Indo-European Language and Origin of Nepali Language = 20 Marks

Unit- 3 : What is Phonology, Phone, Phonem, Allophone, Stress, Syllable Juncture Pitch = 20 Marks

Unit-4: What is Morphology, Morpheme, Morph and Allomorph, Division of Morpheme, Bound Base and Root Compound =20 Marks

### **Suggested Readings:**

1. A Course in Modern Linguistics : C.F. Hackett
2. An Introductory Text Book of Linguistics and Phonetics : R.L. Varshney
- 3 Nepali Bhasako Utpatti : Chudamani Bandhu
- 3 Bhasa Pradip : Tarapati Upadhyaya
- 5 Dhvani Bigyan Ra Nepali Bhasa ko Dhvani Paricha : Dr. Madhav Pokhrel
- 6 Nepali Bhasa Ra Sahitya : Balakrishna Pokhrel
- 7 Bhasa Bigyan Ra Nepali Bhasa : Mohanraj Sarma ,K. H. Baral

**Paper Code: NEP 6.04R, SEC -4**

**Paper Title: Computer Literacy and Skill Enhancement**

**Credit-2**

**Total Marks: 50**

Unit-1: Concept of Computation of Language, Process of Documentation, Processing of Natural Language, Digitations and Animation, Choreography and Photo Editing (Theory and practical)

=25 Marks

Unit-2: Typing in UCS (Unicode) Font like Hindi, Nepali, Assamese and Bengali or Ramdhenu Font, Page Setting Editing, Formatting, Layout (Practical)

=25Marks.

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## **Preamble**

**The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.**

**The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.**

**The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.**

### **CHOICE BASED CREDIT SYSTEM (CBCS):**

**The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.**

### **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 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 studies 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)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

**3.1 AE Compulsory Course (AECC):** Environmental Science, English Communication/MIL Communication.

**3.2 AE Elective Course (AEEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

**Project work/Dissertation** is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

## Details of courses under B.A (Honors), B.Com (Honors) & B.Sc. (Honors)

Course \*Credits

Theory+ Practical Theory + Tutorial

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### I. Core Course

(14 Papers) 14X4= 56 14X5=70

Core Course Practical / Tutorial\*

(14 Papers) 14X2=28 14X1=14

### II. Elective Course

(8 Papers)

A.1. Discipline Specific Elective 4X4=16 4X5=20

(4 Papers)

A.2. Discipline Specific Elective

Practical/ Tutorial\* 4 X 2=8 4X1=4

(4 Papers)

B.1. Generic Elective/

Interdisciplinary 4X4=16 4X5=20

(4 Papers)

B.2. Generic Elective

Practical/ Tutorial\* 4 X 2=8 4X1=4

(4 Papers)

□ Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6th Semester

### III. Ability Enhancement Courses

1. Ability Enhancement Compulsory

(2 Papers of 2 credit each) 2 X 2=4 2 X 2=4

Environmental Science

English/MIL Communication

2. Ability Enhancement Elective (Skill Based)

(Minimum 2) 2 X 2=4 2 X 2=4

(2 Papers of 2 credit each)

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Total credit 140

Institute should evolve a system/policy about ECA/ General

Interest/Hobby/Sports/NCC/NSS/related courses on its own.

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

**SCHEME FOR CHOICE BASED CREDIT SYSTEM IN**

**B.A. Philosophy (Honours)**

SEM	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: Indian Philosophy	AECC-1: Eng/Hind/MIL Communication			GE-1: Logic
	C-2: Logic				
II	C-3: Greek Philosophy	AECC-2: Environmental Science			GE-2: Ethics
	C-4: Ethics				
III	C-5: Western Philosophy (Descartes to Kant)		SEC1: Critical Thinking and Decision Making		GE-3: Indian Philosophy
	C-6: Social and Political Philosophy (Indian and Western)				
	C-7: Applied Ethics				
IV	C-8: PAPER-VIII-Text of Indian Philosophy		SEC-2: Art and Film Appreciation		GE-4: Western Philosophy
	C-9: PAPER- IX- Text of Western Philosophy				
	C-10: Truth-Functional Logic Propositional and Predicate				
V	C-11: Analytic Philosophy			DSE-1: Philosophy of Logic	
	C-12: Continental Philosophy			DSE-2: Aesthetics	
VI	C-13: Philosophy of Religion (Indian & Western)			DSE-3: Philosophy of Science	
	C-14: Philosophy of Language (Indian & Western)			DSE-4: Philosophy of Law	

**CHOICE BASED CREDIT SYSTEM  
DEPARTMENT OF PHILOSOPHY  
B.A. (HONS.) (CORE COURSE)**

**Semester 1**

**C1: INDIAN PHILOSOPHY**

**UNIT I**

1. Introduction to Indian Philosophy
2. Common Features of Indian Philosophical Schools
3. The Upanisads: doctrine of the self and critique of ritual

**UNIT II**

1. Cārvāka: Metaphysics and Epistemology
2. Early Buddhism: Four Noble Truths and Doctrine of Dependent Origination (Pratītyasamutpāda)
3. Jainism: Anekāntavāda and Syādvāda

**UNIT III**

1. Nyāya-Vaiśeṣika and Mīmāṃsā on the Nature of Knowledge
2. Sāṃkhya: Prakṛti and Puruṣa, Theory of Evolution
3. Asatkāryavāda and Satkāryavāda Debate

**UNIT IV**

1. Advaita Vedānta of Śaṅkara: Nature of Brahman and Māyā
2. Viśiṣṭādvaita of Rāmānuja: Nature of Brahman and Refutation of Māyā

**Recommended Readings:**

- Chakravarty, Nilima (1992), Indian Philosophy: The Path Finder's and System Builders, New Delhi: Allied Publishers.
- Chatterjee, S.C. (2008), Nyāya Theory of Knowledge, Delhi, Bharatiya Kala Prakashan.
- Chatterjee, S.C. & D.M. Datta (1984), An Introduction to Indian Philosophy, reprint, University of Calcutta.
- Dasgupta, S.N. (2004), A History of Indian Philosophy, vol.1, Delhi, Motilal Banarasidass Publishers, Pvt. Ltd.
- Hiriyana, M: (1951), Outlines of Indian Philosophy, London: Allen & Unwin.
- Mohanty, J.N. (1992), Reason and Tradition in Indian Thought, Oxford, Clarendon Press.
- Organ, Troy Wilson. (1964), The Self in Indian Philosophy, London, Mouton & Co.
- Pandey, Sangam Lal (1983), Pre-Śaṅkara Advaita Philosophy, 2nd edition, Allahabad: Darsan Peeth. • Radhakrishnan, S. (1929), Indian Philosophy, Volume 1, Muirhead Library of Philosophy, 2nd edition, London: George Allen and Unwin. • Radhakrishnan, S. Moore, (1967) CA, A Sourcebook in Indian Philosophy, Princeton.
- Raju, P.T. (1985) Structural Depths of Indian Thought, NY Albany: State University of New York Press.
- Sharma, C.D. (2003) Critical Survey of Indian Philosophy, Delhi: Motilal Banarsidass
- Shastri, Haridatta, Bhartiya Darshan Ka Itihas.(Hindi)
- Upadhaya, Baldeva. Bhartiya Darshan (Hindi), Banaras.

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## **C 2: Paper: LOGIC**

### **UNIT I: Basic Logical Concepts**

1. Sentence and Proposition
2. Argument and Inference
3. Truth, Validity and Soundness.
4. Argument and Explanation
5. Deduction and Induction

### **UNIT II: Logic and Language:**

1. What is a word? Definition of a term.
2. Connotation and Denotation of a term and their relationship.
3. Uses of Language: Three Basic functions of Language.
4. Agreement and Disagreement in Belief and Attitude
5. Definition

### **UNIT III: Aristotelian Logic:**

(A)

1. Categorical Propositions & Immediate Inferences
2. Square of Opposition, The Problem of Existential Import
3. Translating Categorical Propositions into Standard form
4. Immediate Inferences: Conversion, Obversion and Contraposition

(B)

5. Mediate Inference: Categorical Syllogism: Mood, Figure
6. Validating / Invalidating Categorical Syllogisms through syllogistic rules, Special Theorems & Venn Diagrams

UNIT – IV : Informal Fallacies

(As given in Copi's 14th Edition)

Recommended Readings:

• Cohen & Nagel. (1968), An Introduction to Logic and Scientific Method, Delhi: Allied Publishers.

Copi. I.M. (2012), Introduction to Logic, Delhi: Pearson. (Hindi. translation of this text is also available)

• Hurley, Patrick(2007), Introduction to Logic, Wadsworth, Delhi,

• Sen, Madhucchanda (2008), LOGIC, Delhi, Pearson

## **GE-1: LOGIC**

### **UNIT I: Basic Logical Concepts**

1. Proposition and Sentence
2. Deductive and Inductive arguments
3. Truth, Validity and Soundness

### **UNIT II: Traditional Logic**

(A)

1. Terms and Distribution of Terms.
2. Categorical Propositions.
3. Traditional Square of Opposition and Existential Import.

4. Translating Ordinary Language Sentences into Standard Form.
5. Immediate Inference – Conversion, Obversion and Contraposition.

**(B)**

1. Categorical Syllogism: Figure and Mood
2. Syllogistic Rules and Fallacies
3. Venn-Diagram

**UNIT III: Symbolization**

1. Types of Truth Functions (Negation, Conjunction, Disjunction (Alternation), Conditional (Material Implication), Bi-conditional (Material Equivalence).
2. Statements, Statement forms and Logical Status.
3. Decision Procedures: Truth Table Method and *Reductio ad absurdum*.

**UNIT IV: Informal Fallacies**

(As given in I. M. Copi, 14<sup>th</sup> ed.)

**Prescribed Texts:**

- Basson, A. H. and O'Connor, D. J. (1960) *An Introduction to Symbolic Logic*, Free Press.
- Copi, I. M. (2010) *Introduction to Logic* (14<sup>th</sup> ed) New Delhi: Prentice Hall of India

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## Semester-2

### C3: GREEK PHILOSOPHY

#### UNIT-I

1. Pre-Socratic philosophy: a general survey of Pre Socratic philosophy (Text: Aristotle's metaphysics book 1)
2. Heraclitus: Doctrine of Flux and Logos
3. Parmenides: Nature of Being

#### UNIT –II

1. Sophists and Socrates
2. Man is the measure of all things (Protagoras)
3. Virtue is Knowledge (Socrates)

#### UNIT- III

1. **Plato: Justice in state and individual (Text: Republic Books 2-4)**

#### UNIT- IV

1. **Aristotle: Nature and change (Text: Physics Bks 1 and 2 )**

Recommended Readings:

- Charlton, W.(1936), Aristotle's Physics Bks 1-2, U.S.A, Clarendon
- Cohen, M.S. Curd,P. & Reeve, C.D.C.(ed)(1995) Readings in Ancient Greek Philosophy, Hackett: Indianapolis
- Kirk, G.S. Raven & Schofield (1957) Pre Socratic Philosophy CUP
- Tankha, V. (2012) Ancient Greek Philosophy: Thales to Socrates ,India, Pearson
- Vlastos, G. (1969)" Justice and psychic harmony in the Republic" in Journal of Philosophy. Vol.66(16): pp 505-521

### C 4: ETHICS

#### UNIT I

1. Conventional and Reflective Morality
2. Relativism

#### UNIT II

1. Aristotle: Virtue Ethics
2. Kant: The Categorical Imperative
3. Mill: Utilitarianism

#### UNIT III

1. Theories of Punishment-Capital Punishment
2. Euthanasia

#### UNIT IV: INDIAN ETHICS

1. Bhagvadgītā: Nişkāmakarma
2. Four Puruṣārthas: Dharma , Artha, Kāma, Mokṣa
3. Gandhi's conception of Ahimsā and satya

### **Recommended Readings:**

- Aristotle. (1926). *Nichomachean Ethics*, Harvard University Press.
- Bilimoria, Purushottama et al. (2007). *Indiaa Ethics: Classical Traditions and Contemporary Challenges*, New Delhi: Oxford University Press.
- Frankena Williams. (1988). *Ethics*, Prantice Hall of India, Pearson; 2nd edition
- Kant, Immanuel. (1953). *Groundwork of the Metaphysics of Morals*, Trans. H.J Paton, as *The Moral Law*, London: Hutchinson.
- Rachels, J. (1987) *The End of Life: Euthanasia and Morality*, CUP
- Rachel, J. (2003) *The Elements of Moral Philosophy*, McGraw- Hill
- Sharma, I.C.(1962) *Ethical Philosophies of India*, New York, U.S.A. Johnsen Publishing Company
- Warnock Mary. (1962) *J.S Mill Utilitarianism*, Glasgow: Collins.

### **GE-2: ETHICS**

#### **UNIT I**

1. The Fundamental Questions of Ethics.
2. The **Is - Ought** Controversy
3. The Ethical Journey (From Convention to Reflection).

#### **UNIT-II**

1. Consequentialism: J.S. Mill (Utilitarianism).
2. Deontological Ethics: Immanuel Kant (Duty, Categorical Imperative and Good will).

#### **UNIT- III**

1. Virtue ethics: Aristotle (Well-being and Golden Mean).
2. Puruṣārthas

#### **UNIT-IV**

1. *Niṣkāmakarma (Bhagvadgītā)*
2. Non-violence (M.K. Gandhi)
3. Compassion and Forgiveness. (Buddhism)

### **Recommended Readings:**

- Aristotle, (1926) *Nichomachian Ethics*, Harvard University Press.
- Hartmann, N. (1950) *Moral Phenomena*, New Macmillan.
- Kant, Immanuel: *Groundwork of the Metaphysics of Morals*, Trans. H J Paton, as *The Moral Law*. London.
- Mill, JS (1863): *Uititarianism*, London, in Mary Warnock. Ed.1962
- Prasad, R. (1989): *Karma, Causation and Retributive Morality*, ICPR, New Delhi.
- Sharma, I.C., (1965) *Ethical Philosophies of India*, London: George Allen and Unwin Ltd.
- Goodman, Charles. (2009), *Consequences of Compassion: An Introduction and Defense of Buddhist Ethics*, New York: Oxford University Press.
- Gowans, Christopher W. (2015), *Buddhist Moral Philosophy: An Introduction*, New York & London, Routledge.
- *Śrīmadbhagvadgītā*.



- The Selected Works of Mahatama Gandhi, (2006) V – Volumes, Ahmedabad: Navjivan.

### Semester-3

#### C -5: WESTERN PHILOSOPHY: DESCARTES TO KANT

##### UNIT I: RATIONALISM

1. Descartes: Method of Doubt Mind body Dualism
2. Spinoza: God and Substance
3. Leibnitz: Truth and Reason

##### UNIT II: EMPIRICISM

1. Locke: Critique of Innate Ideas  
Ideas and Qualities
2. Berkeley: Esse est Percipi  
Denial of Matter (Immaterialism)
3. Hume: Ideas and Impressions  
Causation

##### UNIT III:

1. Kant: Classification of Propositions  
Possibility of synthetic a priori

##### Recommended Readings:

- Connor, D. J. (1964). A Critical History of Western Philosophy, Macmillan, New York, 1964.
- Moore, Bruder. (2011). Philosophy: The Power of Ideas, New Delhi: Tata MacGraw Hill
- Stegmuller, W(1969). Main Currents in Contemporary German, British and American Philosophy, , Dordrecht, D. Reidel Publishing
- Thomson, Garrett. (1993) An Introduction to Modern Philosophy, California: Wadsworth Publishing.

#### C -6: SOCIAL AND POLITICAL PHILOSOPHY

##### SECTION A: WESTERN

##### UNIT I

Immanuel Kant: "On Enlightenment"  
(Towards Perpetual Peace and Other Writings, Yale, 2006)

##### UNIT II

I. Berlin: "Two Concepts of Liberty" in Four Essays on Liberty, Oxford University Press.

##### UNIT III

R. Dworkin, "What is Equality?" 'in Sovereign Virtue (2000)Harvard, Harvard University Press

##### UNIT IV

John Rawls: "Fundamental Ideas" in Justice as Fairness: A Restatement,(2001) (ed.) Erin Kelly, Harvard University Press, pp 1-38.

##### SECTION B: INDIAN

##### UNIT I

Tagore, "Nationalism In the West" Nationalism, Rupa & Co., New Delhi, 2005

##### UNIT II

Gandhi, Critique of Modern Civilization in (Hind Swaraj, edi. Anthony J. Parel, Cambridge University Press, 1997, Chapters 6-13th )

##### UNIT III

M.N. Roy, (2004). "New Political Philosophy" in Radical Humanist: Selected Writings Kolkata, Premethus.

#### UNIT IV

Hamid Dalwai "On Secularism" in Muslim Politics in Secular India,(1968) Bombay, Nachiketa Publication.

Recommended Readings:

- Berlin, I(1969), " Two Concepts of Liberty", in Four Essays on Liberty, OUP.
- Dalwai, Hamid, (1968). Muslim Politics In Secular India, , Bombay, Nachiketa Publications 13
- Dworkin, R.(2000), "What is Equality?," in Sovereign Virtue, Harvard University Press
- Gandhi, M.K(1938).,Hind Swaraj, Ahmadabad, India Navjivan Publishing House
- Rawls, John,(2000) Justice As Fairness- A Restatement, Chapter One, edited by Erin Kelly, Havard University Press.
- Tagore,Rabindranath, Nationalism, The Macmillan Company, New York,( available in pdf format).

### **C -7: APPLIED ETHICS**

#### UNIT-I

1. An Introduction to Moral Philosophy and Applied Ethics.

#### UNIT-II Value of Human Life

1. Human Rights

2. Punishment

3. Suicide, Female Foeticide

#### UNIT-III Environmental Ethics

1. Nature as Means or End.

2. Respect for animals and ecology

#### UNIT-IV Professional Ethics and Public Policy

1. Medical Ethics- Surrogacy, Doctor-patient relation, Euthanasia

2. Media Ethics – Privacy, Ethical Issues in Cyber space

Recommended Readings:

- Dower Nigel, (2007)World Ethics: The New Agenda. Edinburgh University Press: Edinburgh.
- Hammer Rhonda and Kellner Douglas (eds),(2009) Medical and Cultural Studies: Critical approaches, New York, Peter Lang Publishing
- Holmes Rolston and Andrew Light (eds),(2007) Environmental Ethics: An Anthology. USA, Blackwell
- Jecker, Nancy S. Jonsen Albert R and Robert A Pearlman (eds)(2010) Bioethics: An Introduction to the History, Method and Practice. New Delhi, Jones and Bartlett
- Motilal Shashi (ed)(2010), Applied Ethics and Human Rights: Conceptual Analysis and Contextual Applications. London, Anthem Press
- Piet John H., and Prasad Ayodhya (eds),(2000) An Introduction to Applied Ethics. New Delhi, Cosmo Publications
- Rachel James,(2011) The Elements of Moral Philosophy. Oxford, Oxford University Press:
- Singer Peter,(1986) Applied Ethics Oxford, Oxford University Press
- Yogi, Manasvini. M, Euthanasia: Its Moral Implication,(2007)Delhi, Pratibha Prakashan,

### **GE-3- INDIAN PHILOSOPHY**

#### **UNIT I: Indian Philosophy: An Overview:**

1. General Characteristics of Indian Philosophy

**UNIT II: Theory of Knowledge (Nyāya–Vaiśeṣika): The Four Pramāṇas:**

1. Perception (*Pratyakṣa*)
2. Inference (*Anumāna*)
3. Testimony (*Śabda*)
4. Comparison (*Upamāna*)

**UNIT III: Theories of Causation:**

1. Buddhism (*Pratītyasamutpāda*)
2. Nyāya–Vaiśeṣika (*Asatkāryavāda*)
3. Sāṃkhya (*Satkāryavāda*)

**UNIT IV: Theories of Reality:**

1. Buddhism
2. Nyāya–Vaiśeṣika
3. Śaṅkara

**Recommended Readings:**

- Chatterjee, S & Datta, D.M (1984) *An Introduction to Indian Philosophy*, 8<sup>th</sup> ed., University of Calcutta,
- Dasgupta, S.N (2004), *A History of Indian Philosophy, vol.1*, Delhi: MLBD Publishers.
- Datta, D.M., (1972) *The Six Ways of Knowing*, University of Calcutta.
- Hiriyanna, M. (1994) *Outlines of Indian Philosophy*, Delhi: MLBD Publishers.

(2015) *The Essentials of Indian Philosophy*, Delhi: MLBD Publishers.

- Mohanty, J.N. (1992) *Reason and Tradition in Indian Thought*, Oxford: Calrendon Press.

(2002) *Essays on Indian Philosophy*, (2<sup>nd</sup> ed) ed. by P. Bilimoria, UK: Oxford University Press.

- Murthi, K. S. (1959) *Revelation and Reason in Advaita Vedanta*. Waltair: Andhra University Press.
- Organ, T. W. (1964) *The Self in Indian Philosophy*. London: Mounton & Co.

## SEMESTER -4

### C -8: TEXT OF INDIAN PHILOSOPHY

TEXT: NYĀYABINDU OF DHARMAKĪRTI WITH DHARMOTTARA'S TĪKĀ

#### CHAPTERS I & II

Pratyakṣa (Perception) and Svārthānumāna (Inference-for-oneself)

English translation in Th. Scherbatsky, *Buddhist Logic*, (1962), Volume II, New York, Dover Publications. (Indian Edition printed by Motilal Banarsidas)

Hindi translation and annotation by Srinivas Shastri: *Nyāyabindu-tīkā of Dharmottara with Nyāyabindu of Dharmakīrti*, (1975), Meerut, Sahitya Bhandar

Secondary Sources:

- Dreyfus, George. (1997), *Recognizing Reality: Dharmakīrti's Philosophy and its Tibetan Interpretations*, Delhi: Sri Satguru Publications.
- Dunne, John. (2004), *Foundations of Dharmakīrti's Philosophy*, New York.
- Prasad, Hari Shankar (2007). *The Centrality of Ethics in Buddhism*, Chapter 10: "Understanding Buddhist Epistemology," Delhi: Motilal Banarsidass.
- Singh, H. S. (2011), *Bauddhapramāṇa-mīmāṃsā: Pratyakṣa ke sandarbha men*, Muzafarnagar.

### C- 9: TEXTS OF WESTERN PHILOSOPHY

#### UNIT I

Sartre – Existentialism and Humanism

#### UNIT II

Heidegger – Letter on Humanism

#### UNIT III

Richard Rorty – Philosophy and the Mirror of Nature (Chapter7-8)

#### UNIT IV

Thomas Nagel- The Last Word

Recommended Readings:

- Nagel, Thomas, (2001) *The Last Word*, Oxford, Oxford University Press.
- Rorty, R, (1979) *Philosophy and the Mirror of Nature*, Princeton: Princeton University Press.
- Sartre, J. P. (1948) *Existentialism and Humanism* (tr) Philip Manot, London: Mathuen,
- Wargner, edu/ . . . / Heidegger – Letter on Humanism Translation Groth. pdf.

### C- 10: TRUTH FUNCTIONAL LOGIC: PROPOSITIONAL AND PREDICATE

UNIT 1: LOGIC OF COMPOUND PROPOSITIONS (Sentential):

1. Logical Connectives: And ( $\bullet$ ), Or ( $\vee$ ) and Not ( $\sim$ )
2. Material Conditional ( $\supset$ ) and Biconditional ( $\equiv$ )
3. Truth Tables for Logical Connectives
4. Interdefinability of logical connectives
5. Truth functions: Symbols and Translation
6. Statements and statement-forms: Logical status
7. Truth table Method

8. Shorter Truth Tables (Reductio ad absurdum)

#### UNIT II: PROVING VALIDITY (PROOF PROCEDURES)

1. Formal Proofs

2. Indirect Proofs

3. Conditional proofs

4. Conjunctive Normal form & Disjunctive Normal Form

5. Truth Trees

#### UNIT III: LOGIC OF SINGULAR/ UNIVERSAL PROPOSITIONS (Predicate)

1. Symbolization of Propositions

2. Quantification Rules (19 rules)

3. Proving Validity

4. Proving Invalidity

Recommended Readings:

- Copi. I.M. (2008). Symbolic Logic, India, Pearson,
- Copi. I.M. (2012). Introduction to Logic, 14th Edition, Pearson, India, Hindi translation also available with Pearson.
- Hurley. Patrick,( (2007) Introduction to Logic, , Delhi, Wadsworth
- Jeffrey, R.(1967) Formal Logic: Its scope and limits, U.S.A. MaGraw Hill
- Quine, W.V.O.(1965) Methods of Logic, London, Routledge
- Sen, Madhucchanda,(2008). Logic, Delhi. Pearson

### GE-4: WESTERN PHILOSOPHY

#### UNIT I

1. **Plato:** Knowledge and Opinion

2. **Descartes:** Cogito Ergo Sum, Mind body Dualism and its critique by Ryle.

#### UNIT II

1. **Spinoza:** Concepts of Substance

2. **Leibnitz :** Theory of Monads

#### UNIT III

1. **Berkeley:** Critique of Locke's theory of Material substance

2. **Hume:** Theory of Causation

#### UNIT-IV

1. **Kant:** Classification of Propositions, Possibility of synthetic a priori.

#### Recommended Readings:

- Berkeley, G. (1985), *The Principles of Human Knowledge* G.J. Warnock, (ed). Great Britain: Fontana Press, Part-1, Sections 1-24.
- Descartes, R. (1647), *Meditations Concerning First Philosophy*, Meditation II, Harper Torch Books.
- Locke, J. (1706) *An Essay Concerning Human Understanding*, London,. CH. XXIII
- Moore, B. (2011) *Philosophy: The Power of Ideas*, New Delhi: TMH.
- O'Connor, D. J. (1964) *A Critical History of Western Philosophy*, New York: Macmillan.
- Plato: *Republic* (tr) Lee, penguin England Book VI, 502-501.
- Ryle, G. (1949) *The Concept of Mind*, Hutchinsion, Chapter-I.
- Stegmuller, W. (1969), *Main Currents in Contemporary German, British and American Philosophy*, , Dordrecht: D. Reidel Publishing.

- Thomson, G. (1992) *An Introduction to Modern Philosophy*, California: Wadsworth Publishing.
- Titus, S. and Nalan. (1994) *Living Issues in Philosophy*, London: OUP.

### Semester-5

## C 11: ANALYTIC PHILOSOPHY

### UNIT I: ANALYTIC PHILOSOPHY: AN OVERVIEW

1. Appearance and Reality
2. Existence of Matter
3. Nature of Matter

Text: Text: RUSSELL, B., (1980) *THE Problems of Philosophy*, Oxford University Press. (Indian Reprint, 1984)

### UNIT II:

1. Knowledge by Acquaintance and Knowledge by Description

Text: RUSSELL, B., (1980) *THE Problems of Philosophy*, Oxford University Press. (Indian Reprint, 1984).

### UNIT III:

1. Elimination of Metaphysics (Ayer)

Text: Ayer, A. J. (1936) *Language, Truth and Logic*, Penguin.

### UNIT-IV

1. A Defense of Common Sense (G. E. Moore)

Text : Ammerman, Robert R., (1965) *Classics of Analytic Philosophy*, USA: McGraw, Hill, PP 47-67.

Or

Muirhead, J. H. (1925) *Contemporary British Philosophy*, U. K.: George Allen Unwin.

Recommended Readings:-

- A. Martinich and David Sosa (eds.)(2001) *Analytic Philosophy: An Anthology*, Black Well,
- Glock, Hans-Johann.(2008) *What is Analytic Philosophy*.Cambridge, Cambridge University Press
- Stephen P. Schwartz. (2012)*A Brief History of Analytical Philosophy: From Russell to Rawls*,
- Urmson, J.O.(1978) *Philosophical analysis*, New York, Oxford University Press

## C-12: CONTINENTAL PHILOSOPHY

### UNIT I: Hegel

Alexandre Kojève(1980). *Introduction to the Reading of Hegel: Lectures on 'The Phenomenology of the Spirit'*. Ithaca & London: Cornell University Press, pp. 3-30.

### UNIT II: Heidegger

Martin Heidegger. (1977). "The Question Concerning Technology". in *Being and Nothingness*, Part-3, Chap.1 Sec IV. Hazel E. Barnes: New York. Pp . 340-51.

### UNIT III: Sartre

Jean-Paul Sartre."Look" in Kim Atkins (ed.)(2005), *Self and Subjectivity*. Oxford: Blackwell Publishing, pp. 87-100.

### UNIT IV: Merleau-Ponty

Maurice Merleau-Ponty, "What is Phenomenology?" in T. Toadvine & L. Lawlor (eds.). *The Merleau-Ponty Reader*, Evanston (Illinois), Northwestern University Press, 2007, pp. 55-68

Recommended Readings:

- Atkins, Kim (ed.),(2005) *Self and Subjectivity*. Malden: Blackwell Publishers

- Critchley, Simon,(2001)Continental Philosophy: A Very Short Introduction, Oxford: Oxford University Press
- Glendinning, Simon,(2006) The Idea of Continental Philosophy, Edinburgh: Edinburgh University Press.

## **DSE-1: PHILOSOPHY OF LOGIC**

### UNIT I: LOGICAL APPRAISAL

1. Inconsistency
2. Reasoning
3. Logician's Second Order Vocabulary

### UNIT II: FORMAL LOGIC

1. Generality
2. Form
3. System

### UNIT III: TRUTH-FUNCTION

1. Truth tables
2. Truth functional constants and ordinary language
3. Truth functional constants and logical relations

### UNIT IV: DEDUCTIVE SYSTEM OF TRUTH FUNCTIONS

Prescribed Text: Strawson, P. F. (1976) Introduction to Logical Theory, Bombay B. I. Publications

## **DSE-2: AESTHETICS**

### UNIT I: M. Hiriyanna: Indian Aesthetics (Ch.1)

Art and Morality (Ch. 7)

Rasa and Dhavani (Ch. 10)

### UNIT II: Ananda K . Coomaraswamy: The Theory of Art In Asia (Ch. I) in

The Transformation of Nature in Art'

### UNIT III: Paul Valery: The Idea of Art.

### UNIT IV: J. P. Sartre: The Work of Art.

### UNIT V: A. Saville: Intention in Art.

Recommended Readings:

- Aldrich, V.C(1963) Philosophy of Art, Prentice Hall
- Coomaraswamy, A. K (1995). The Transformation of Nature in Art', Sterling Publishers,
- Ghosh, R. Great Indian Thinkers on Art: Creativity, Aesthetic Communication and Freedom, Sandeep Prakashan (Black and White Delhi 2006)
- Gupta, S. (1999) Art Beauty and Creativity, Delhi: D.K Printers.
- (1993) Saundarya Tatva Mīmāṃsā, Seema Sahitya Bhavan,.
- Hiriyanna, M. (1997) Art Experience, Indira Gandhi National Centre for the Arts, Manohar.
- Osborne, H. (1972) Aesthetics, London: Oxford University Press.

## Semester-6

### C- 13: PHILOSOPHY OF RELIGION

#### SECTION A: WESTERN

##### UNIT I

1. Nature of Philosophy of Religion and its distinction from theology

2. Proofs for the existence of God:

Ontological Argument (with reference to St. Anselm, Gaunilon's Criticism, Descartes version, Kant's and Bertrand Russell's critique)

Cosmological Argument (Thomas Aquinas' version, The Kalam Cosmological Argument, Immanuel Kant and William Craig's Criticism)

3. Religious Experience (Religious Experience as the Root of Religion: William James)

##### UNIT II

1. Religious Pluralism (Religious Pluralism: John Hick)

2. Cognitivist and Non-cognitivist debate (Cognitivist : Thomas Aquinas and Paul Tillich; Non cognitivist: Wittgenstein, Antony Flew, Basil Mitchell.

3. Religion and Science (Science Discredits Religion: Richard Dawkins)

#### SECTION B: INDIAN

##### UNIT-III

1. The Concept of Bhakti

2. The Concept of Dharma (Pūrva-mīmāṃsā)

##### UNIT-IV

1. The Conceptions of God/Absolute (Śaṅkara's Brahman, Rāmānuja's God as Infinite, Personal and Good)

2. The Doctrine of Karma and Rebirth (with special reference to the Bhagvadgītā (any translation)

##### Recommended Readings:-

• Baruch A Brody ed(1974). Reading in Philosophy of Religion, , Part-1, 1.17, , New Jersey PHI publication, pp 168-186)

• Chad, Meister, (ed.)(2008) Philosophy of Religion Reader, New York, Rutledge,

• Hinnells,J.R.(2005) The Routledge Companion to the study of Religion ,Oxon. Routledge

• Hari Shankar Prasad (2007), The Centrality of Ethics in Buddhism, Delhi, Motilal Banarsidass. 21

• Jadunath Sinha (2000) Indian Philosophy (vol i & II) Delhi, MLBD

• John Shand Genl. Ed(2011). God- Central problems of Philosophy, U.K. Acumen Publishing Ltd.

• Keith E Yandell,(1999) Philosophy of Religion- a contemporary introduction, Oxon, Routledge

• M. Hirriyana(1983) Outlines of Indian Philosophy, Delhi ,MLBD,

• Peterson, Hasker Reichenbach and Basinger(2001)Philosophy of Religion: Selected Readings. OUP

• Philip L Quinn and Charles Taliaferro ed(1999). A Companion to Philosophy of Religion, USA, Blackwell Publishers

• Purushottam Bilimoria, Joseph Prabhu and Renuka Sharma ed. Indian Ethics- Classical Traditions and Contemporary Challenges, OUP, New Delhi.

• S. N. Dasgupta: (2000) History of Indian Philosophy (Vol. I, II, III) OUP,

• Stump and Murray, ed(1999). Philosophy of Religion The Big Questions, Blackwell publications.



- The Hindi Translation of John Hick, Philosophy of Religion, is available, Dharm Darshan anuvadaka, Rajesh Kumar Singh, PHI, New Delhi, 1994.
- V. P. Verma, Dharma Darshan Ke Mool Siddhant, Hindi madhyam Karyanvaya Nideshalaya, New Delhi, 1991.
- William Lane Craig ed. (2002). Philosophy of Religion: A Reader and Guide, Edinburgh, Edinburgh University Press.

## **C -14: PHILOSOPHY OF LANGUAGE**

Section A: Western

UNIT I: The Relation of Language with the World

1. Gottlob, Frege, On Sense and Reference,

Text : Dummett, (1993) Michael Frege's Philosophy of Language, London: Duckworth & <https://en.wikisource.org/wiki>

2. Bertrand Russell, "On Denoting", Mind, 1905, pp 479-493.

UNIT II: Philosophy of Language

1. Austin, 'How to do things with words'

Text: Austin, J. L. (1962) 'How to do things with words' Oxford: Clarendon Press.

Section B: Indian

UNIT III:

1. Nature of Verbal Knowledge.

2. Means of Knowing Denotative Function: Grammar

3. Denotative Function is in the Individual Qualified by Form and Universal.

4. Division of Words

5. Implication (lakṣaṇa)

UNIT - IV

2. Contiguity (āsatti)

3. Semantic Competency (yogyatā)

4. Syntactic Expectancy (ākāṅkṣā)

5. Intention of the Speaker (tātparya)

- Text Units III & IV: Nyāya-siddhāntamuktāvalī of Viśvanātha

- English Translation: Nyāya Philosophy of Language, Tr. John Vattanky, S. J., Sri Satguru Publications, Delhi, 1995.

Recommended Readings:

- Davidson, Donald, (2001) Subjective, Objective, Intersubjective, SA: Oxford University Press.

- Donnellan, Keith. "Reference and Definite Descriptions", Philosophical Review, (1966), pp 281-304.

- Jerrold, Katz. J. (1971) The Philosophical Relevance of Linguistic theory in The Philosophy of Language, (ed.) Searle, Oxford University Press.

- Jha, V. N. (1992) Śabdakhaṇḍa of the Nyāyasiddhāntamuktāvalī, Sambhāṣā, Vol. 13.

- Kunjuni Raja, K. (1963). Indian Theories of Meaning, Adyar Library, Madras, 1963.

- Lycan, William. (2008). Philosophy of Language: A Contemporary Introduction, New York: Routledge.

- Matilal, B. K. (1996). Logic, Language, and Reality, Delhi: Motilal Banarsidass, Delhi.

- Russell, Bertrand, (1918) The Philosophy of Logical Atomism, in R C Marsh, Logic and Knowledge, New York: Routledge.

- Shastri, D. N. (1964) Critique of Indian Realism, Agra: Agra University.

## **DSE-3: PHILOSOPHY OF SCIENCE**

UNIT I: The Problem of Induction: Hume (traditional problem)

UNIT II: Observation and Explanation

UNIT III: Change and Rationality in Science: Popper and Lakatos

UNIT IV: Change and Rationality in Science: Kuhn and Feyerabend

Prescribed Readings:

Unit I

- Hume: An Enquiry Concerning Human Understanding, section IV (parts I-II), also in Epistemology: Contemporary Readings ed. By Michael Huemer, Routledge, London, 2002, pp 298-306

Unit II

- “Observation” in Patterns of Discovery, by N. R. Hanson, Cambridge University Press, Cambridge, 1958, Chapter-1 pp 4-30.
- N. Harman “Inference to the Best Explanation”, Philosophical Review, vol.74, pp 88-95.

Unit III

- K. Popper, "The Problem of Demarcation", Conjectures and Refutations, pp 33-46, The Logic of Scientific Discovery ,pp 10-20, Falsificationism: The Logic of Scientific Discovery, pp 57-74.
- Lakatos: Scientific Research Programs: ‘The Methodology of Scientific Research Programs’, Philosophical Papers, vol. 1, ed. By John Worrall and Gregory Curie, Cambridge University Press, United Kingdom, 1978, pp 47-67.

UNIT IV

- T. Kuhn: Paradigm Change and Scientific Progress, ‘The Structure of Scientific Revolutions,’ International Encyclopedia of Unified Science, vol. II, no. 2, University of Chicago Press, USA, 1962.

- P. Feyerabend: “How to Defend Society Against Science” in Introduction to Philosophy, John Parry and Michael Bratman (ed.), 3rd edition, Oxford University Press, 1999, pp 277-283.

Recommended Readings:

- Dilworth, C.(1981), Scientific Progress, London: D. Reidel,
- Hanson, N. R.(1958). Patterns of Discovery, Cambridge. Cambridge University press, 27
- Hanson, N. R,(1972)A Guide to Philosophy of Science, London. George Allen &Unwin,
- Ladyman, James,( 2002) Understanding Philosophy of Science, London Routledge
- Nola, R. and Sankey, H. (eds.)(2000), After Popper, Kuhn and Feyerabend London Kluwer Academic Publishers,
- Smith, Peter G.( 2003.), Theory and Reality, The University of Chicago Press, Chicago,
- Swinburne, R. (ed.)(1974)The Justification of Induction, Oxford ,Oxford University Press

## **DSE-4: PHILOSOPHY OF LAW**

UNIT I: Traditional Natural Law Theory:

1. Law for the Common Good
2. Legal Positivism
3. Law as Command
4. Law as the Union of Primary and Secondary Rules
5. The obligation to obey the law

UNIT II Constitutional law:

1. A Brief Introduction to the Indian Constitution and its History
2. The "Basic Structure" Doctrine
3. Rights: The Hohfeldian Framework; Positive and Negative Rights
4. Fundamental Rights

UNIT III Criminal law:

1. Theories of Punishment

2. The Death Penalty
3. Criminal Responsibility
4. Justifications and Excuses

UNIT IV Contract law:

1. The obligation to fulfil a contract
2. Contracts and Promises
3. Blackmail
4. Tort Law: Causation in the Law

Recommended Readings:

- Feinberg, J., Coleman, J., and Kutz, C. (2013) *Philosophy of Law*, 9th ed. USA: Pearson.
- Marmor, A. (2014) *Philosophy of Law*, Princeton University Press, Princeton.
- Martin P. Golding and William A. Edmundson (ed.) (2004) *The Blackwell Guide to the Philosophy of Law and Legal Theory*, London: Blackwell

**SYLLABUS**  
**BODOLAND UNIVERSITY**  
**B.A. (HONOURS), CBCS**  
**POLITICAL SCIENCE**

Sl. No	Core Course (14)	Ability Enhancement Com. Course (2)	Skill Enhancement Course (2)	Elective (Discipline Specific: 4)	Elective (Generic: 4)
I	C1 POLITICAL THEORY I C2 POLITICS IN INDIA I	{ENG/Hindi/MIL Communication}			GE 1- Political Theory
II	C3 POLITICAL THEORY II C4 POLITICS IN INDIA II	EVS			GE 2- Politics in India
III	C5 COMPARATIVE GOVT & POLITICS C6 PUB. ADMINISTRATION C7 INTERNATIONAL RELATIONS		SEC 1 DEMOCRATIC AWARENESS		GE 3- Comparative Govt. & Politics
IV	C8 COM. GOVERNMENTS II C9 PUBLIC POLICY IN INDIA C10 GLOBAL POLITICS		SEC 2 PEACE STUDY		GE 4- International Relations
V	C11 CLASSICAL POL. THEORY C12 INDIAN POL. THOUGHT I			DSE-1 HUMAN RIGHTS DSE2 WOMEN & POLITICS	---
VI	C13 MODERN POL. PHILOSOPHY C14 INDIAN POL. THOUGHT II			DSE-3 SOUTH ASIA DSE-4 INDIA'S FOREIGN POLICY	---

**CHOICE BASED CREDIT SYSTEM  
SYLLABI AND READING LIST  
BA (HONOURS) POLITICAL SCIENCE**

**FIRST SEMESTER**

**C-1: POLITICAL THEORY-I**

**Course Objective:** This course is divided into two sections. Section A introduces the students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends. Section B is designed to reconcile political theory and practice through reflections on the ideas and practices related to democracy.

**I: Introducing Political Theory**

**(30 Lectures)**

- a. What is Politics: Theorizing the 'Political'
- b. Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative
- c. Approaches to Political Theory: Normative, Historical and Empirical
- d. Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern

**II: Political Theory and Practice**

**(30 Lectures)**

**The Grammar of Democracy**

- a. Democracy: The history of an idea
- b. Procedural Democracy and its critique
- c. Deliberative Democracy
- d. Participation and Representation

**Essential Readings**

**I: Introducing Political Theory**

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.

Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.

Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.

Sanders, D. (1995) 'Behavioral Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.

Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.

Bhargava, R., 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 17-36.

Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. And Gaus, G. F. (eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.

Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press, 2004, pp. 19-80.

## **II: The Grammar of Democracy**

Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.

Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press, pp. 105-117.

Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.

Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press.

Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-146.

Brighouse, H. (2008) 'Citizenship', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 241-258.

## **C-2: POLITICS IN INDIA-I**

**Course objective:** This course acquaints students with the constitutional design of state structures and institutions, and their actual working over time. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice. It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment.

### **I. The Constituent Assembly and the Constitution**

**(16 lectures)**

a. Philosophy of the Constitution, the Preamble, and Features of the Constitution

(2 weeks or 8 lectures)

b. Fundamental Rights and Directive Principles

(2 weeks or 8 lectures)

### **2. Organs of Government**

**(20 lectures)**

a. The Legislature: Parliament

(1.5 weeks or 6 lectures)

b. The Executive: President and Prime Minister

(2 weeks or 8 lectures)

c. The Judiciary: Supreme Court

(1.5 weeks or 6 lectures)

### **3. Federalism and Decentralization**

**(12 lectures)**

a. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules

(2 weeks or 8 lectures)

b. Panchayati Raj and Municipalities

(1 week or 4 lectures)

### **READING LIST**

#### **I. The Constituent Assembly and the Constitution**

##### **a. Philosophy of the Constitution, the Preamble, and Features of the Constitution**

Essential Readings:

G. Austin, (2010) 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1-25.

R. Bhargava, (2008) 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.

Additional Reading:

D. Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.

S. Chaube, (2009) *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.

##### **b. Fundamental Rights and Directive Principles**

Essential Readings:

G. Austin, (2000) 'The Social Revolution and the First Amendment', in *Working a Democratic Constitution*, New Delhi: Oxford University Press, pp. 69-98.

A. Sibal, (2010) 'From Niti to Nyaya,' *Seminar*, Issue 615, pp 28-34.

Additional Reading:

*The Constitution of India: Bare Act with Short Notes*, (2011) New Delhi: Universal, pp. 4-16.

## **II. Organs of Government**

### **a. The Legislature: Parliament**

Essential Readings:

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

V. Hewitt and S. Rai, (2010) 'Parliament', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 28-42.

### **b. The Executive: President and Prime Minister**

Essential Readings:

J. Manor, (2005) 'The Presidency', in D. Kapur and P. Mehta P. (eds.) *Public Institutions in India*, New Delhi: Oxford University Press, pp.105-127.

J. Manor, (1994) 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) *Nehru to the Nineties: The Changing Office of the Prime Minister in India*, Vancouver: University of British Columbia Press, pp. 20-47.

H. Khare, (2003) 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark, pp. 350-368.

### **c. The Judiciary: Supreme Court**

Essential Readings:

U. Baxi, (2010) 'The Judiciary as a Resource for Indian Democracy', *Seminar*, Issue 615, pp. 61-67.

R. Ramachandran, (2006) 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpal et.al (eds.) *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, New Delhi: Oxford University Press, pp. 107-133.

Additional Reading:

L. Rudolph and S. Rudolph, (2008) 'Judicial Review Versus Parliamentary Sovereignty', in *Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006: Volume 2: The Realm of Institutions: State Formation and Institutional Change*. New Delhi: Oxford University Press, pp. 183-210.

## **III. Federalism and Decentralization**

### **a. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules** Essential Readings:

M. Singh, and R. Saxena (eds.), (2011) 'Towards Greater Federalization,' in *Indian Politics: Constitutional Foundations and Institutional Functioning*, Delhi: PHI Learning Private Ltd., pp. 166-195.

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

B. Sharma, (2010) 'The 1990s: Great Expectations'; 'The 2000s: Disillusionment Unfathomable', in *Unbroken History of Broken Promises: Indian State and Tribal People*, Delhi: Freedom Press and Sahyog Pustak Kuteer, pp. 64-91.

*The Constitution of India: Bare Act with Short Notes*, (2011) New Delhi: Universal, pp 192- 213.

Additional Readings:

R. Dhavan and R. Saxena, (2006) 'The Republic of India', in K. Roy, C. Saunders and J. Kincaid (eds.) *A Global Dialogue on Federalism*, Volume 3, Montreal: Queen's University Press, pp. 166-197.

R. Manchanda, (2009) *The No Nonsense Guide to Minority Rights in South Asia*, Delhi: Sage Publications, pp. 105-109.

### **b. Panchayati Raj and Municipalities**

### Essential Readings:

P. deSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, pp. 370-404.

M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), pp. 3986-3993.

Raghunandan, J. R (2012) *Decentralization and local governments: The Indian Experience*, Orient Black Swan, New Delhi

Baviskar, B.S and George Mathew (eds) 2009 *Inclusion and Exclusion in local governance: Field Studies from rural India*, New Delhi, Sage

## GE - 1: 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.

**1. a. What is Politics? b. What is Political Theory and what is its relevance? (11 lectures)**

**2. Concepts: Democracy, Liberty, Equality, Justice, Rights, Gender, Citizenship, Civil Society and State (36 lectures)**

**3. Debates in Political Theory:**

**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? (13 lectures)**

### Essential Readings:

#### Topic I

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.

#### 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. & William, A. (2008) 'Equality', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 149- 165.
- Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 172-193.
- Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-259.
- Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-288.
- Swift, A. (2001) *Political Philosophy: A Beginners Guide for Students and Politicians*. Cambridge: Polity Press.
- Topic 3**
- Sen, A. (2003) 'Freedom Favours Development,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 444-446.
- 10
- Prezowski, A., et al. (2003) 'Political Regimes and Economic Growth,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 447-454.
- Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 308-319.
- Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.
- Frances E O. (1985) 'The Myth of State Intervention in the Family', *University of Michigan Journal of Law Reform*. 18 (4), pp. 835-64.
- Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought: Themes and Thinkers*, New Delhi: Pearson.

## SECOND SEMESTER

### C-3: Political Theory-II

**Course Objective:** This course is divided into two sections. Section A helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. Section B introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political debates.

#### Section A: Core Concepts

##### I. Importance of Freedom

(10 Lectures)

- a. Negative Freedom: Liberty
- b. Positive Freedom: Freedom as Emancipation and Development *Important Issue:* Freedom of belief, expression and dissent

##### II. Significance of Equality

(12 lectures)

- a. Formal Equality: Equality of opportunity
- b. Political equality
- c. Egalitarianism: Background inequalities and differential treatment *Important Issue:* Affirmative action

##### III. Indispensability of Justice

(12 Lectures)

- a. Procedural Justice
- b. Distributive Justice
- c. Global Justice: *Important Issue:* Capital punishment

##### IV. The Universality of Rights

(13 Lectures)

- a. Natural Rights
- b. Moral and Legal Rights
- c. Three Generations of Rights
- d. Rights and Obligations: *Important Issue:* Rights of the girl child

#### Section B: Major Debates

(13 Lectures)

- I. Why should we obey the state? Issues of political obligation and civil disobedience.
- II. Are human rights universal? Issue of cultural relativism.
- III. How do we accommodate diversity in plural society? Issues of multiculturalism and toleration.

## **Essential Readings**

### **Section A: Core Concepts**

#### **I. Importance of Freedom**

Riley, Jonathan. (2008) 'Liberty' in Mckinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-119.

Knowles, Dudley. (2001) *Political Philosophy*. London: Routledge, pp. 69- 132.

Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press, pp. 51-88.

Carter, Ian. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds.). *Political Concepts*. Manchester: Manchester University Press, pp. 4-15.

Sethi, Aarti. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 308-319.

#### **II. Significance of Equality**

Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press, pp. 91-132.

Casal, Paula & William, Andrew. (2008) 'Equality', in McKinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 149- 165.

Acharya, Ashok. (2008) 'Affirmative Action', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.

#### **III. Indispensability of Justice**

Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-86.

Wolf, Jonathan. (2008) 'Social Justice', in McKinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 172-187.

Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press, pp. 9-48.

Knowles, Dudley. (2001) *Political Philosophy*. London: Routledge, pp. 177-238.

McKinnon, Catriona. (ed.) (2008) *Issues in Political Theory*. New York: Oxford University Press, pp. 289-305.

Bedau, Hugo Adam. (2003) 'Capital Punishment', in LaFollette, Hugh (ed.). *The Oxford Handbook of Practical Ethics*. New York: Oxford University Press, pp. 705-733.

#### **IV. The Universality of Rights**

Seglow, Jonathan. (2003) 'Multiculturalism' in Bellamy, Richard and Mason, Andrew (eds.). *Political Concepts*. Manchester: Manchester University Press, pp. 156-168.

Tulkdar, P.S. (2008) 'Rights' in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-104.

McKinnon, Catriona. (2003) 'Rights', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*. Manchester: Manchester University Press, pp. 16-27.

Menlowe, M.A. (1993) 'Political Obligations', in Bellamy Richard.(ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 174-194.

Amoah, Jewel. (2007) 'The World on Her Shoulders: The Rights of the Girl-Child in the Context of Culture & Identity', in *Essex Human Rights Review*, 4(2), pp. 1-23.

Working Group on the Girl Child (2007), *A Girl's Right to Live: Female Foeticide and Girl Infanticide*, available on [http://www.crin.org/docs/Girl's infanticide CSW 2007.txt](http://www.crin.org/docs/Girl's%20infanticide%20CSW%202007.txt)

### **Section B: Major Debates**

Hyums, Keith. (2008) 'Political Authority and Obligation', in Mckinnon, Catriona. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 9-26

Martin, Rex. (2003) 'Political Obligation', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*, Manchester: Manchester University Press, pp. 41-51.

Campbell, Tom. (2008) 'Human Rights' in Mckinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 194-210.

Mookherjee, Monica, 'Multiculturalism', in Mckinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 218- 234.

Seglow, Jonathan, 'Multiculturalism', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*, Manchester: Manchester University Press, pp. 156-168.

#### **C-4: POLITICS IN INDIA-II**

**Course objective:** Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

I. Political Parties and the Party System (1.5 weeks or 6 lectures)

Trends in the Party System; From the Congress System to Multi-Party Coalitions

II. Determinants of Voting Behaviour (2 weeks or 8 lectures)

Caste, Class, Gender and Religion

III. Regional Aspirations (2 weeks or 8 lectures)

The Politics of Secession and Accommodation

IV. Religion and Politics (2 weeks or 8 lectures)

Debates on Secularism; Minority and Majority Communalism

V. Caste and Politics (1.5 weeks or 6 lectures)

Caste in Politics and the Politicization of Caste

VI. Affirmative Action Policies (1.5 weeks or 6 lectures)

Women, Caste and Class

VII. The Changing Nature of the Indian State (1.5 weeks or 6 lectures)

Developmental, Welfare and Coercive Dimensions

#### **READING LIST**

##### **I. Political Parties and the Party System: Trends in the Party System; From the Congress System to Multi-Party Coalitions**

###### **Essential Readings:**

R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) *Parties and Party Politics in India*, New Delhi: Oxford University Press, pp 39-55.

E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and

Coalitions’, in *Coalition Politics and Democratic Consolidation in Asia*, New Delhi: Oxford University Press.

Additional Reading:

Y. Yadav and S. Palshikar, (2006) ‘Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence’, in P. deSouza and E. Sridharan (eds.) *India’s Political Parties*, New Delhi: Sage Publications, pp. 73-115.

## **II. Determinants of Voting Behaviour: Caste, Class, Gender and Religion**

Essential Readings:

Y. Yadav, (2000) ‘Understanding the Second Democratic Upsurge’, in F. Frankel, Z. Hasan, and R. Bhargava (eds.) *Transforming India: Social and Political Dynamics in Democracy*, New Delhi: Oxford University Press, pp. 120-145.

C. Jaffrelot, (2008) ‘Why Should We Vote? The Indian Middle Class and the Functioning of World’s Largest Democracy’, in *Religion, Caste and Politics in India*, Delhi: Primus, pp. 604- 619.

R. Deshpande, (2004) ‘How Gendered was Women’s Participation in Elections 2004?’, *Economic and Political Weekly*, Vol. 39, No. 51, pp. 5431-5436.

S. Kumar, (2009) ‘Religious Practices Among Indian Hindus,’ *Japanese Journal of Political Science*, Vol. 10, No. 3, pp. 313-332.

## **III. Regional Aspirations: The Politics of Secession and Accommodation**

Essential Readings:

M. Chadda, (2010) ‘Integration through Internal Reorganisation’, in S. Baruah (ed.) *Ethnonationalism in India: A Reader*, New Delhi: Oxford University Press, pp. 379-402.

P. Brass, (1999) ‘Crisis of National Unity: Punjab, the Northeast and Kashmir’, in *The Politics of India Since Independence*, New Delhi: Cambridge University Press and Foundation Books, pp.192-227.

## **IV. Religion and Politics: Debates on Secularism: Minority and Majority Communalism**

Essential Readings:

T. Pantham, (2004) ‘Understanding Indian Secularism: Learning from its Recent Critics’, in R. Vora and S. Palshikar (eds.) *Indian Democracy: Meanings and Practices*, New Delhi: Sage, pp. 235-256.

N. Menon and A. Nigam, (2007) ‘Politics of Hindutva and the Minorities’, in *Power and Contestation: India since 1989*, London: Fernwood Publishing, Halifax and Zed Books, pp.36- 60.

Additional Reading:

N. Chandhoke, (2010) ‘Secularism’, in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 333-346.

## **V. Caste and Politics: Caste in Politics and the Politicization of Caste**

Essential Readings:

R. Kothari, (1970) ‘Introduction’, in *Caste in Indian Politics*, Delhi: Orient Longman, pp.3 25.

M. Weiner, (2001) ‘The Struggle for Equality: Caste in Indian Politics’, in Atul Kohli (ed.) *The Success of India’s Democracy*, New Delhi: Cambridge University Press, pp. 193-225.

G. Omvedt, (2002) ‘Ambedkar and After: The Dalit Movement in India’, in G. Shah (ed.) *Social Movements and the State*, New Delhi: Sage Publications, pp. 293-309.

## **VI. Affirmative Action Policies: Women, Caste and Class**

Essential Readings:

M. Galanter, (2002) ‘The Long Half-Life of Reservations’, in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India’s Living Constitution: Ideas, Practices, Controversies*, New Delhi: Permanent Black, pp. 306-318.

C. Jaffrelot, (2005) ‘The Politics of the OBCs’, in *Seminar*, Issue 549, pp. 41-45.

M. John, (2011) ‘The Politics of Quotas and the Women’s Reservation Bill in India’, in M. Tsujimura and J. Steele (eds.) *Gender Equality in Asia*, Japan: Tohoku University Press, pp. 169-195.

## **VII. Changing Nature of the Indian State: Developmental, Welfare and Coercive**

### **Dimensions**

Essential Readings:

S. Palshikar, (2008) ‘The Indian State: Constitution and Beyond’, in R. Bhargava (ed.) *Politics*

- and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 143-163.
- R. Deshpande, (2005) 'State and Democracy in India: Strategies of Accommodation and Manipulation', Occasional Paper, Series III, No. 4, Special Assistance Programme, Department of Politics and Public Administration, University of Pune.
- M. Mohanty, (1989) 'Duality of the State Process in India: A Hypothesis', *Bhartiya Samajik Chintan*, Vol. XII (1-2)
- Additional Readings:
- T. Byres, (1994) 'Introduction: Development Planning and the Interventionist State Versus Liberalization and the Neo-Liberal State: India, 1989-1996', in T. Byres (ed.) *The State, Development Planning and Liberalization in India*, New Delhi: Oxford University Press, 1994, pp.1-35.
- A. Verma, (2007) 'Police Agencies and Coercive Power', in S. Ganguly, L. Diamond and M. Plattner (eds.) *The State of India's Democracy*, Baltimore: John Hopkins University Press, pp. 130-139.

## GE – 2: POLITICS IN INDIA

1. Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian. (09 lectures)
2. Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles (09 lectures)
3. Institutional Functioning: Prime Minister, Parliament and Judiciary (09 lectures)
4. Power Structure in India: Caste, class and patriarchy (07 lectures)
5. Religion and Politics: debates on secularism and communalism (06 lectures)
6. Parties and Party systems in India (05 lectures)
7. Social Movements : Workers, Peasants, Environmental and Women's Movement (10 lectures)
8. Strategies of Development in India since Independence: Planned Economy and Neo-liberalism (05 lectures)

## READING LIST

### Essential Texts

- Abbas, H., Kumar, R. & Alam, M. A. (2011) *Indian Government and Politics*. New Delhi: Pearson, 2011.
- Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*. New Delhi: Pearson.
- Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics*. New Delhi: Sage.
- Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India After Independence*. New Delhi: Penguin.
- Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.
- Vanaik, A. & Bhargava, R. (eds.) (2010) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan.
- 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

## Third Semester

### **C- 5: COMPARATIVE GOVERNMENT AND POLITICS**

**Course objective:** This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.

#### **I. Understanding Comparative Politics (8 lectures)**

- Nature and scope
- Going beyond Euro centrism

#### **II. Historical context of modern government (16 lectures)**

- Capitalism: meaning and development: globalization
- Socialism: meaning, growth and development.
- Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonization.

#### **III. Themes for comparative analysis (24 lectures)**

- A comparative study of constitutional developments and political economy in the following countries: Britain, Brazil, Nigeria and China.

#### **Reading Lists:**

##### **I. Understanding Comparative Politics**

Essential Readings:

J. Kopstein, and M. Lichbach, (eds), (2005) *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp.1-5; 16-36; 253-290.

M. Mohanty, (1975) 'Comparative Political Theory and Third World Sensitivity', in *Teaching Politics*, Nos. 1 and 2, pp. 22-38

Additional Readings:

A. Roy, (2001) 'Comparative Method and Strategies of Comparison', in *Punjab Journal of Politics*. Vol. xxv (2), pp. 1-15.

J. Blondel, (1996) 'Then and Now: Comparative Politics', in *Political Studies*. Vol. 47 (1), pp. 152-160.

N. Chandhoke, (1996) 'Limits of Comparative Political Analysis', in *Economic and Political Weekly*, Vol. 31 (4), January 27, pp. PE 2-PE2-PE8

##### **II Historical context of modern government**

###### **a. Capitalism**

Essential Readings:

R. Suresh, (2010) *Economy & Society -Evolution of Capitalism*, New Delhi, Sage Publications, pp. 151-188; 235-268.

G. Ritzer, (2002) 'Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization', in *Globalization: A Basic Text*. London: Wiley- Blackwell, pp. 63-84.

Additional Readings:

M. Dobb, (1950) 'Capitalism', in *Studies in the Development of Capitalism*. London: Routledge and Kegan Paul Ltd, pp. 1-32.

E. Wood, (2002) 'The Agrarian origin of Capitalism', in *Origin of Capitalism: A Long View*. London: Verso, pp. 91-95; 166-181.

A. Hoogvelt, (2002) 'History of Capitalism Expansion', in *Globalization and Third World Politics*. London: Palgrave, pp. 14-28.

#### **b. Socialism**

Essential Readings:

A. Brown, (2009) 'The Idea of Communism', in *Rise and Fall of Communism*, Harpercollins (ebook), pp. 1-25; 587-601.

J. McCormick, (2007) 'Communist and Post-Communist States', in *Comparative Politics in Transition*, United Kingdom: Wadsworth, pp. 195-209

Additional Readings:

R. Meek, (1957) 'The Definition of Socialism: A Comment', *The Economic Journal*. 67 (265), pp. 135-139.

#### **c. Colonialism, decolonization& postcolonial society**

Essential Readings:

P. Duara, (2004) 'Introduction: The Decolonization of Asia and Africa in the Twentieth Century', in P. Duara, (ed), *Decolonization: Perspective From Now and Then*. London: Routledge, pp. 1-18.

J. Chiryankandath, (2008) 'Colonialism and Post-Colonial Development', in P. Burnell, et. al, *Politics in the Developing World*. New Delhi: Oxford University Press, pp. 31-52.

Additional Reading:

M. Mohanty, (1999) 'Colonialism and Discourse in India and China', Available at [http://www.ignca.nic.in/ks\\_40033.html](http://www.ignca.nic.in/ks_40033.html) http, Accessed: 24.03.2011.

### **III. Themes for Comparative Analysis**

Essential Reading:

L. Barrington et. al (2010) *Comparative Politics - Structures & Choices*, Boston, Wadsworth, pp. 212-13; 71-76; 84-89.

M. Grant, (2009) 'United Kingdom Parliamentary System' in *The UK Parliament*. Edinburgh: Edinburgh University Press, pp. 24-43

J. McCormick, (2007) *Comparative Politics in Transition*, UK: Wadsworth, pp. 260-270 (China)

M. Kesselman, J. Krieger and William (2010), *Introduction to Comparative Politics: Political Challenges and Changing Agendas*, UK: Wadsworth. pp. 47-70 (Britain); 364- 388 (Nigeria); 625-648 (China); 415-440 (Brazil).

Additional Reading:

P. Rutland, (2007) 'Britain', in J. Kopstein and M. Lichbach. (eds.) *Comparative Politics: Interest, Identities and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp. 39-79.

## **C-6: PUBLIC ADMINISTRATION**

**Objective:** The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

### **I. PUBLIC ADMINISTRATION AS A DISCIPLINE**

**(15 lectures)**

- Meaning, Dimensions and Significance of the Discipline
- Public and Private Administration
- Evolution of Public Administration



## **II. THEORETICAL PERSPECTIVES [ 25 lectures ]**

### **CLASSICAL THEORIES**

- Scientific management (F.W.Taylor)
- Administrative Management (Gullick, Urwick and Fayol)
- Ideal-type bureaucracy (Max Weber)

### **NEO-CLASSICAL THEORIES**

- Human relations theory (Elton Mayo)
- Rational decision-making (Herbert Simon)

### **CONTEMPORARY THEORIES**

- Ecological approach (Fred Riggs)
- Innovation and Entrepreneurship (Peter Drucker)

## **III. PUBLIC POLICY [ 10 lectures ]**

- Concept, relevance and approaches
- Formulation, implementation and evaluation

## **IV. MAJOR APPROACHES IN PUBLIC ADMINISTRATION [ 20 lectures ]**

- New Public Administration
- New Public Management
- New Public Service Approach
- Good Governance
- Feminist Perspectives

### **Readings Lists:**

#### **I. Public Administration as a Discipline**

##### **Meaning, Dimensions and Significance of the Discipline.**

Nicholas Henry, *Public Administration and Public Affairs*, Prentice Hall, 1999

D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009) *Public Administration: Understanding Management, Politics and Law in Public Sector*, 7th edition, New Delhi: McGraw Hill, pp. 1- 40

W. Wilson, (2004) 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya (eds), *Administrative Change and Innovation: a Reader*, New Delhi: Oxford University Press, pp. 85-101

##### **b. Public and Private Administration.**

M. Bhattacharya, (2008) *New Horizons of Public Administration*, 5th Revised Edition. New Delhi: Jawahar Publishers, pp. 37-44.

G. Alhson, (1997) 'Public and Private Management', in Shafritz, J. and Hyde, A. (eds.) *Classics of Public Administration*, 4th Edition. Forth Worth: Hartcourt Brace, TX, pp. 510-529.

##### **Evolution of Public Administration**

N. Henry, *Public Administration and Public Affairs*, 12th edition. New Jersey: Pearson, 2013

M. Bhattacharya, *Restructuring Public Administration: A New Look*, New Delhi: Jawahar Publishers, 2012

P. Dunleavy and C. Hood, "From Old Public Administration to New Public Management", *Public Money and Management*, Vol. XIV No-3, 1994

M. Bhattacharya, *New Horizons of Public Administration*, New Delhi: Jawahar Publishers, 2011

Basu, Rumki, *Public Administration : Concepts and Theories* Sterling Publishers, New Delhi 2014

#### **II. Theoretical Perspectives**

##### **Scientific Management**

D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972

F. Taylor, 'Scientific Management', in J. Shafritz, and A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition. Belmont: Wadsworth, 2004

P. Mouzelis, 'The Ideal Type of Bureaucracy' in B. Chakrabarty, And M. Bhattacharya, (eds), *Public Administration: A Reader*, New Delhi: Oxford University Press, 2003

### **Administrative Management**

D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyarnarayana, [eds.], *Administrative Thinkers*, Sterling Publishers, 2010

E. J. Ferreira, A. W. Erasmus and D. Groenewald, *Administrative Management*, Juta Academics, 2010

### **Ideal Type-Bureaucracy**

M. Weber, 'Bureaucracy', in C. Mills, and H. Gerth, *From Max Weber: Essays in Sociology*. Oxford: Oxford University Press, 1946

Warren. G.Bennis, *Beyond Bureaucracy*, Mc Graw Hill, 1973

### **Human Relations Theory**

D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972

B. Miner, 'Elton Mayo and Hawthorne', in *Organisational Behaviour 3: Historical Origins and the Future*. New York: M.E. Sharpe, 2006

### **Rational-Decision Making**

S. Maheshwari, *Administrative Thinkers*, New Delhi: Macmillan, 2009

Fredrickson and Smith, 'Decision Theory', in *The Public Administration Theory Primer*. Cambridge: Westview Press, 2003

### **Ecological approach**

R. Arora, 'Riggs' Administrative Ecology' in B. Chakrabarty and M. Bhattacharya (eds), *Public Administration: A reader*, New Delhi, Oxford University Press, 2003

A. Singh, *Public Administration: Roots and Wings*. New Delhi: Galgotia Publishing Company, 2002

F. Riggs, *Administration in Developing Countries: The Theory of Prismatic Society*. Boston: Houghton Mifflin, 1964

### **Innovation and Entrepreneurship**

Peter Drucker, *Innovation and Entrepreneurship*, Harper Collins, 1999

Peter F. Drucker, *The Practice of Management*, Harper Collins, 2006

## **III. Public Policy**

### **Concept, Relevance and Approaches**

T. Dye, (1984) *Understanding Public Policy*, 5th Edition. U.S.A: Prentice Hall, pp. 1-44 *The Oxford Handbook of Public Policy*, OUP, 2006

Xun Wu, M.Ramesh, Michael Howlett and Scott Fritzen, *The Public Policy Primer: Managing The Policy Process*, Rutledge, 2010

Mary Jo Hatch and Ann .L. Cunliffe *Organisation Theory: Modern, Symbolic and Postmodern Perspectives*, Oxford University Press, 2006

Michael Howlett, *Designing Public Policies: Principles And Instruments*, Rutledge, 2011 *The Oxford Handbook Of Public Policy*, Oxford University Press, 2006

### **Formulation, implementation and evaluation**

Prabir Kumar De, *Public Policy and Systems*, Pearson Education, 2012

R.V. Vaidyanatha Ayyar, *Public Policy Making In India*, Pearson, 2009

Surendra Munshi and Biju Paul Abraham [Eds.] *Good Governance, Democratic Societies And Globalisation*, Sage Publishers, 2004

## **IV. Major Approaches in Public Administration**

### **a. Development administration**

M. Bhattacharya, 'Chapter 2 and 4', in *Social Theory, Development Administration and Development Ethics*, New Delhi: Jawahar Publishers, 2006

F. Riggs, *The Ecology of Public Administration, Part 3*, New Delhi: Asia Publishing House, 1961

### **b. New Public Administration**

Essential Reading:

M. Bhattacharya, *Public Administration: Issues and Perspectives*, New Delhi: Jawahar Publishers, 2012

H. Frederickson, 'Toward a New Public Administration', in J. Shafritz, & A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition, Belmont: Wadsworth, 2004

### **c. New Public Management**

U. Medury, *Public administration in the Globalization Era*, New Delhi: Orient Black Swan, 2010  
 A. Gray, and B. Jenkins, 'From Public Administration to Public Management' in E. Otenyo and N. Lind, (eds.) *Comparative Public Administration: The Essential Readings*: Oxford University Press, 1997  
 C. Hood, 'A Public Management for All Seasons', in J. Shafritz, & A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition, Belmont: Wadsworth, 2004

#### **d. New Public Service Approach**

R.B.Denhart & J.V.Denhart [Arizona State University] "The New Public Service: Serving Rather Than Steering", in *Public Administration Review*, Volume 60, No-6, November- December 2000

#### **e. Good Governance**

A. Leftwich, 'Governance in the State and the Politics of Development', in *Development and Change*. Vol. 25, 1994

M. Bhattacharya, 'Contextualizing Governance and Development' in B. Chakrabarty and M. Bhattacharya, (eds.) *The Governance Discourse*. New Delhi: Oxford University Press, 1998

B. Chakrabarty, *Reinventing Public Administration: The India Experience*. New Delhi: Orient Longman, 2007

U. Medury, *Public administration in the Globalisation Era*, New Delhi: Orient Black Swan, 2010

#### **f. Feminist Perspective**

Camila Stivers, *Gender Images In Public Administration*, California: Sage Publishers, 2002

Radha Kumar, *The History of Doing*, New Delhi: Kali For Women, 1998

Sylvia Walby, *Theorising Patriarchy*, Oxford, Basil Blackwell. 1997

Amy. S. Wharton, *The Sociology Of Gender*, West Sussex: Blackwell-Wiley Publishers, 2012

Nivedita Menon [ed.], *Gender and Politics*, Delhi: Oxford University Press, 1999

Simone De Beauvoir, *The Second Sex*, London: Picador, 1988

Alison Jaggar, *Feminist Politics And Human Nature*, Brighton: Harvester Press, 1983

### **C-7: INTERNATIONAL RELATIONS**

**Course Objective:** This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agency structure problem through the levels-of-analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro - centricism of International Relations by highlighting certain specific perspectives from the Global South.

#### **A. Studying International Relations (15 Lectures)**

- How do you understand International Relations: Levels of Analysis (3 lectures)
- History and IR: Emergence of the International State System (2 Lectures)
- Pre-Westphalia and Westphalia (5 lectures)
- Post-Westphalia (5 lectures)

#### **B. Theoretical Perspectives (25 Lectures)**

- Classical Realism & Neo-Realism (6 lectures)
- Liberalism & Neoliberalism (5 lectures)
- Marxist Approaches (5 lectures)
- Feminist Perspectives (4 lectures)
- Eurocentricism and Perspectives from the Global South (5 Lectures)

#### **C. An Overview of Twentieth Century IR History (20 Lectures)**

- World War I: Causes and Consequences (1 Lecture)

- Significance of the Bolshevik Revolution (1 Lecture)
- Rise of Fascism / Nazism (2 Lectures)
- World War II: Causes and Consequences (3 Lectures)
- Cold War: Different Phases (4 Lectures)
- Emergence of the Third World (3 Lectures)
- Collapse of the USSR and the End of the Cold War (2 Lectures)
- Post Cold War Developments and Emergence of Other Power Centers (4 Lectures)

### Readings Lists:

M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 1-4.  
 R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approches*, 3rd Edition, Oxford: Oxford University Press, pp. 2-7  
 S. Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, 2007, pp. 29-35  
 C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke: Palgrave, pp. 1-16.

#### Additional Readings:

K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations*, New York: W.W. Norton and Company, pp. 1-15.  
 M. Smith and R. Little, (eds) (2000) 'Introduction', in *Perspectives on World Politics*, New York: Routledge, 2000, 1991, pp. 1-17.  
 J. Baylis and S. Smith (eds), (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 1-6.  
 R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 2-32.  
 Rumki Basu, (ed)(2012) *International Politics: Concepts, Theories and Issues* New Delhi, Sage.

### **History and IR: Emergence of the International State System:**

#### Essential Readings:

R. Mansbach and K. Taylor, (2012) *Introduction to Global Politics*, New York: Routledge, pp. 33-68.  
 K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company, pp. 16-63.  
 P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.

#### Additional Readings:

J. Baylis, S. Smith and P. Owens, (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 36-89.  
 R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 70-135.  
 J Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 50-69.  
 E. Hobsbawm, (1995) *Age of Extremes: The Short Twentieth Century 1914-1991*, Vikings.  
 S. Lawson, (2003) *International Relations*, Cambridge: Polity Press, pp. 21-60.

### **How do you Understand IR (Levels of Analysis):**

#### Essential Readings:

J. Singer, (1961) 'The International System: Theoretical Essays', *World Politics*, Vol. 14(1), pp. 77-92.  
 B. Buzan, (1995) 'The Level of Analysis Problem in International Relations Reconsidered,' in K. Booth and S. Smith, (eds), *International Relations Theory Today*, Pennsylvania: The Pennsylvania State University Press, pp. 198-216.

#### Additional Readings:

K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company, pp. 93-178.  
 J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 35-49.  
 K. Waltz, (1959) *Man, The State and War*, Columbia: Columbia University Press. 31

## **Theoretical Perspectives:**

### **Classical Realism and Neorealism**

#### Essential Readings:

E. Carr, (1981) *The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations*, London: Macmillan, pp. 63-94.

H. Morgenthau, (2007) 'Six Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 7-14.

T. Dunne and B. Schmidt, (2008) 'Realism', in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 90-107.

K. Waltz, (2007) 'The Anarchic Structure of World Politics', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 29-49.

#### Additional Readings:

M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 6-7.

H. Bull, (2000) 'The Balance of Power and International Order', in M. Smith and R. Little (eds), *Perspectives on World Politics*, New York: Routledge, pp. 115-124.

### **Liberalism and Neoliberalism**

#### Essential Readings:

T. Dunne, (2008) 'Liberalism', in J. Baylis and S. Smith (eds.), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 108-123.

R. Keohane and J. Nye, (2000) 'Transgovernmental Relations and the International Organization', in M. Smith and R. Little (eds.), *Perspectives on World Politics*, New York: Routledge, pp. 229-241.

#### Additional Readings:

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 127-137.

R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press, pp. 97-128.

### **Marxist Approaches**

#### Essential Readings:

I. Wallerstein, (2000) 'The Rise and Future Demise of World Capitalist System: Concepts for Comparative Analysis', in Michael Smith and Richard Little (eds), *Perspectives on World Politics*, New York: Routledge, pp. 305-317.

S. Hobden and R. Jones, (2008) 'Marxist Theories of International Relations' in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 142-149; 155-158.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 494-496; 500-503.

#### Additional Readings:

J. Galtung, (2000) 'A Structural Theory of Imperialism', in M. Smith and R. Little, (eds), *Perspectives on World Politics*, New York: Routledge, pp. 292-304.

A. Frank, (1966) 'The Development of Underdevelopment' *Monthly Review*, pp. 17-30. P. Viotti and M. Kauppi (2007), *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.

Modern History Sourcebook: Summary of Wallerstein on World System Theory, Available at <http://www.fordham.edu/halsall/mod/Wallerstein.asp>, Accessed: 19.04.2013

### **Feminist Perspectives**

#### Essential Readings:

J. Tickner, (2007) 'A Critique of Morgenthau's Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 15-28.

F. Halliday, (1994) *Rethinking International Relations*, London: Macmillan, pp. 147-166.

#### Additional Readings:

M. Nicholson, *International Relations: A Concise Introduction*, New York: Palgrave, 2002, pp. 120-122.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 138-148.

S. Smith and P. Owens, (2008) 'Alternative Approaches to International Theory' in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 181-184.

### **IR, Eurocentricism and Perspectives from the Global South on Eurocentricism**

Essential Readings:

A. Acharya and B. Buzan, (2007) 'Why Is There No Non- Western IR Theory: Reflections on and From Asia', *International Relations Of The Asia- Pacific*, Vol 7(3), pp. 285-286.

T. Kayaoglu, (2010) 'Westphalian Eurocentrism in I R Theory', in *International Studies Review*, Vol. 12(2), pp. 193-217.

Additional Readings:

O. Weaver and A. Tickner, (2009) 'Introduction: Geocultural Epistemologies', in A. Tickner and O. Weaver (eds), *International Relations: Scholarship Around The World*, London: Routledge, pp. 1-31.

R. Kanth (ed), (2009) *The Challenge of Eurocentrism: Global Perspectives, Policy & Prospects*, New York: Palgrave-McMillan.

S. Amin, (2010) *Eurocentrism: Modernity, Religion & Democracy*, New York: Monthly Review Press.

### **An Overview of Twentieth Century IR History**

#### **(a) World War I: Causes and Consequences**

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 22-35.

#### **(b) Significance of the Bolshevik Revolution**

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 54-78.

#### **(c) Rise of Fascism / Nazism**

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 108-141.

Carr, E.H. (2004) *International Relations between the Two World Wars: 1919-1939*. New York: Palgrave, pp. 197-231 and 258-278.

#### **(d) World War II: Causes and Consequences**

Taylor, A.J.P. (1961) *The Origins of the Second World War*. Harmondsworth: Penguin, pp.29- 65.

Carruthers, S.L. (2005) 'International History, 1900-1945' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 76-84.

#### **(e) Cold War: Different Phases**

Calvocoressi, P. (2001) *World Politics: 1945—2000*. Essex: Pearson, pp. 3-91. Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 93-101.

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 225-226.

#### **(f) Emergence of the Third World**

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 207-222.

#### **(g) Collapse of the USSR and the End of the Cold War**

Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 93-101.

#### **(h) Post Cold War Developments and Emergence of Other Power Centres of Power: Japan,**

## **European Union (EU) and Brazil, Russia, India, China (BRIC)**

Breznanski, Z. (2005) *Choice: Global Dominance or Global Leadership*. New York: Basic Books, pp. 85-127.34

### **SKILL ENHANCEMENT**

#### **SEC-1: DEMOCRATIC AWARENESS**

**Course Objective:** The Proposed course aims to acquaint student with the structure and manner of functioning of the legal system in India.

**Expected Learning Outcome:** The student should be aware of the institutions that comprise the legal system - the courts, police, jails and the system of criminal justice administration. Have a brief knowledge of the Constitution and laws of India, an understanding of the formal and alternate dispute redressal (ADR) mechanisms that exist in India, public interest litigation. Have some working knowledge of how to affirm one's rights and be aware of one's duties within the legal framework; and the opportunities and challenges posed by the legal system for different sections of persons. This course consists of 100 marks - comprising 25 marks for evaluation of the practical/ project work and a written paper of 75 marks.

#### **Course Content:**

##### **Unit I**

- Outline of the Legal system in India
- System of courts/tribunals and their jurisdiction in India - criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Mahila courts and tribunals.
- Role of the police and executive in criminal law administration.
- Alternate dispute mechanisms such as lok adalats, non - formal mechanisms.

##### **Unit II**

- Brief understanding of the laws applicable in India.
- Constitution - fundamental rights, fundamental duties, other constitutional rights and their manner of enforcement, with emphasis on public interest litigation and the expansion of certain rights under Article 21 of the Constitution.
- Laws relating to criminal jurisdiction - provision relating to filing an FIR, arrest, bail search and seizure and some understanding of the questions of evidence and procedure in Cr. P.C. and related laws, important offences under the Indian Penal Code, offences against women, juvenile justice, prevention of atrocities on Scheduled Castes and Scheduled Tribes.
- Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice, Fair comment under Contempt laws.
- Personal laws in India: Pluralism and Democracy.
- Laws relating to contract, property and tenancy laws.
- Laws relating to dowry, sexual harassment and violence against women.
- Laws relating to consumer rights.
- Laws relating to cyber crimes.
- Anti-terrorist laws: implications for security and human rights.
- Practical application: Visit to either a (i) court or (ii) a legal aid centre set up by the Legal Services Authority or an NGO or (iii) a Lok Adalat, and to interview a litigant or person being counselled. Preparation of a case history.

### **Unit III Access to courts and enforcement of rights.**

- Critical Understanding of the Functioning of the Legal System.
- Legal Services Authorities Act and right to legal aid, ADR systems.

#### **Practical Application:**

- What to do if you are arrested; if you are a consumer with a grievance; if you are a victim of sexual harassment; domestic violence, child abuse, caste, ethnic and religious discrimination; filing a public interest litigation. How can you challenge administrative orders that violate rights, judicial and administrative remedies.
- Using a hypothetical case of (for example) child abuse or sexual harassment or any other violation of a right, preparation of an FIR or writing a complaint addressed to the appropriate authority.

#### **□ Suggested exercises for students**

- Discuss the debates around any recent Ordinance, Bill or Act in Parliament.
- How to file an FIR? In case there has been a theft in the neighbourhood how would you file the first Hand Information Report?
- Under what circumstances can detention and arrest become illegal?
- Discuss any contemporary practice or event that violates the equality and protection against discrimination laws.
- Read Ordinance XV -D of University of Delhi and make a list of the kinds of conduct that would qualify as sexual harassment.
- Your friend has shared with you an incident of unwelcome verbal remarks on her by a person of higher authority in your college, what would you do?
- You have seen a lady in your neighbourhood being beaten up by her husband. Identify the concerned Protection Officer in case you want to provide information about this incident.
- Read the Vishakha Guidelines as laid down by the Supreme Court and the Act against sexual harassment at the workplace. Discuss what constitutes sexual harassment and the mechanisms available for its redressal in your institution.
- What is the procedure to file an RTI?
- You bought a product from a nearby shop which was expired, the shop keeper refused to return it. Use your knowledge of Consumer Protection Act to decide what you do next?
- What must you keep in mind as a consumer while making a purchase that may later help you make use of Consumer Protection Act? (Hint- Should you ask for a Bill?)
- In your surroundings have you witnessed any incident that would be considered offensive under the SC and ST Act? Make a class- room presentation on it.

### **Essential Reading**

*Creating Legal Awareness*, edited by Kamala Sankaran and Ujjwal Singh (Delhi: OUP, 2007)

Legal literacy: available amongst interdisciplinary courses on Institute of Life Long Learning (Delhi University) Virtual Learning Portal namely vle.du.ac.in

#### **Reading list for course on Legal Literacy**

Multiple Action Research Group, *Our Laws Vols 1-10*, Delhi. Available in Hindi also.

Indian Social Institute, New Delhi, *Legal Literacy Series Booklets*. Available in Hindi also.

S.K. Agarwala, *Public Interest Litigation in India*, K.M. Munshi Memorial Lecture, Second Series, Indian Law Institute, Delhi, 1985.



- S.P. Sathe, *Towards Gender Justice*, Research Centre for Womens' Studies, SNDT Women's University, Bombay, 1993.
- Asha Bajpai, *Child Rights in India : Law, Policy, and Practice*, Oxford University Press, New Delhi, 2003
- Agnes, Flavia *Law and Gender Equality*, OUP, 1997.
- Sagade, Jaga, *Law of Maintenance: An Empirical Study*, ILS Law College, Pune 1996.
- B.L. Wadhwa, *Public Interest Litigation - A Handbook*, Universal, Delhi, 2003.
- Nomita Aggarwal, *Women and Law in India*, New Century, Delhi, 2002.
- P.C. Rao and William Sheffiled *Alternate Dispute Resolution: What it is and How it Works*, Universal Law Books and Publishers, Delhi, 2002
- V.N. Shukla's *Constitution of India* by Mahendra P. Singh, Eastern Book Co. 10th edition 2001.
- Parmanand Singh, 'Access to Justice and the Indian Supreme Court', 10 & 11 Delhi Law Review 156, 1981-82.
- 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>.
- P. Mathew, and P. Bakshi, (2005) '*Indian Legal System*', New Delhi: Indian Social Institute.
- P. Mathew, and P. Bakshi, (2005) '*Women and the Constitution*', New Delhi: Indian Social Institute.
- N. Menon, (2012) 'Sexual Violence', in *Seeing Like a Feminist*, New Delhi: Zubaan and Penguin, pp. 113-146.
- M, Mohanty et al. (2011) *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books.
- Centre for Good Governance, (2008) *Right to Information Act, 2005: A Citizen's Guide*, Available at <http://www.rtgateway.org.in/Documents/Publications/A%20CITIZEN'S%20GUIDE.pdf> ,127
- A. Pandey, (2004) *Rights of the Consumer*. New Delhi: Indian Social Institute.

### **Rule of law and the Criminal Justice System in India**

- Andrew, (1996) 'Arbitrary Government and the Rule of Law', in *Arguing About the Law, An Introduction to Legal Philosophy*, Wordsworth, Boston., pp.3-19.
- SAHRDC, (2006) 'Criminal Procedure and Human Rights in India' in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.5-15.
- K. Sankaran and U. Singh, (2008) 'Introduction', in *Towards Legal Literacy*. New Delhi: Oxford University Press, pp. xi – xv.

### **Laws relating to criminal justice administration**

- Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in J&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.

### **Equality and non-discrimination**

- Gender Study Group, (1996) *Sexual Harassment in Delhi University, A Report*, Delhi: University of Delhi.

P. Mathew, (2002) *The Law on Atrocities Against Scheduled Castes and Scheduled Tribes*, New Delhi: Indian Social Institute.

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.

**Empowerment**

S. Naib, (2013) 'Right to Information Act 2005', in *The Right to Information in India*, New Delhi: Oxford University Press, Available at [http://www.humanrightsinitiative.org/publications/rti/guide to use rti act 2005 English2012 light Aspire.pdf](http://www.humanrightsinitiative.org/publications/rti/guide%20to%20use%20rti%20act%2005%20English2012%20light%20Aspire.pdf). Bare Acts: *Consumer Protection Act, 1986*, Available at [http://chdsla.gov.in/right menu/act/pdf/consumer.pdf](http://chdsla.gov.in/right%20menu/act/pdf/consumer.pdf). *Criminal law Amendment Act, 2013*, Available at [http://egazette.nic.in/WriteReadData/2013/E\\_17\\_2013\\_212. pdf](http://egazette.nic.in/WriteReadData/2013/E_17_2013_212.pdf) , Accessed: 10.04.2013. *Protection of Women Against Domestic Violence Act, 2005*, Available at <http://wcd.nic.in/wdvact.pdf>. *Right to Information Act, 2005*, Available at <http://righttoinformation.gov.in/rti-act.pdf>. *Scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, 1989*, Available at <http://tribal.nic.in/writereaddata/linkimages/poaact989E4227472861.pdf>. *Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006*, Available at <http://tribal.gov.in/writereaddata/mainlinkFile/File1033.pdf>. *The Persons with Disabilities (Equal Opportunities, Protection of Rights, Full Participation) Act, 1995*, Available at [http://bhind.nic.in/Sparsh\\_disability%20act%201995.pdf](http://bhind.nic.in/Sparsh_disability%20act%201995.pdf). *The Right of Children to Free and Compulsory Education Act, 2009*, Available at <http://www.delta.org.in/form/rte.pdf>. *The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Bill, 2012*, Available [http://164.100.24.219/BillsTexts/LSBillTexts/PassedLoksabha/144C\\_2010\\_LS\\_Eng.pdf](http://164.100.24.219/BillsTexts/LSBillTexts/PassedLoksabha/144C_2010_LS_Eng.pdf). *Criminal Law Amendment Act, 2013*, Available at [mha.nic.in/pdfs/TheCrimnalLaw030413.pdf](http://mha.nic.in/pdfs/TheCrimnalLaw030413.pdf)File Format: PDF/Adobe Acrobat – Quick View.

## GENERIC ELECTIVE

### GE- 3: COMPARATIVE GOVERNMENT AND POLITICS

1. The nature, scope and methods of comparative political analysis **(10 lectures)**
2. Comparing Regimes: Authoritarian and Democratic **(06 lectures)**
3. Classifications of political systems: Parliamentary, Presidential, Federal and Unitary: UK, USA & China.
4. Electoral Systems: First past the post, proportional representation, mixed systems **(07lectures)**
- 5 Party Systems: one-party, two-party and multi-party systems **(09 lectures)**

6 Contemporary debates on the nature of state: From state centric security to human centric security and the changing nature of nation-state in the context of globalization. **(13 lectures)**

### **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.

#### **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 Politics*. Nos. 1 & 2, pp. 22-38.

##### **Topic: 2.**

Webb, E. (2011) 'Totalitarianism and Authoritarianism', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 249-257.

Hague, R. and Harrop, M. (2004) *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 36-50, 51-68.

##### **Topic: 3.**

Hague, R and Harrop, M. (2004) 'The Political Executive', in *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 268-290.

##### **Topic: 4.**

Cameron, D. R. (2002) 'Canada', in Ann L. G. (ed.) *Handbook of Federal Countries*. Montreal &Kingston: McGill-Queen's University Press, pp. 105-119.

Peter, H. (2002) 'Canada: A Federal Society-Despite Its Constitution', in Rekha Saxena. (ed.) *Mapping Canadian Federalism for India*. New Delhi: Konark Publisher, Pvt., pp. 115-129.

Dhillon, Michael. (2009), 'Government and Politics', in *Contemporary China: An Introduction*. London, New York: Routledge, 2009, pp. 137-160.

##### **Topic: 5.**

Evans, Jocelyn A.J. (2009) 'Electoral Systems', in Bara, J. and Pennington, M. (eds.) *Comparative Politics*. New Delhi: Sage, pp. 93-119.

Downs, W. M. (2011) 'Electoral Systems in Comparative Perspectives', in Ishiyama, J. T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 159- 167.

##### **Topic: 6.**

Cole, A. (2011) 'Comparative Political Parties: Systems and Organizations', in Ishiyama, J.T. and Breuning, M. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 150-158.

Caramani, D. (2008) 'Party Systems', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 293-317, 318-347.

**Topic: 7.**

- Poggi, Gianfranco. (2008) 'The nation-state', in Caramani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press pp. 85-107.
- Hague, R. and Harrop, M. (2004) 'The state in a global context', in *Comparative Government and Politics: An Introduction*. London: Palgrave MacMillan, pp. 17-34.

**Further Readings:**

- Bara, J. (2009) 'Methods for Comparative Analysis', in Bara, J. & Pennington, M. (eds.) *Comparative Politics*. New Delhi: Sage, pp. 40-65.
- Blondel, J. (1996) 'Then and Now: Comparative Politics', *Political Studies*. Vol. 47, Issue 1, pp. 152-160
- Chandhoke, N. (1996) 'Limits of Comparative Political Analysis', *Economic and Political Weekly*. vol. 31, No. 4, (January 27), pp. PE 2-PE8.
- Mair, P. (2008) 'Democracy', in Carmani, D. (ed.) *Comparative Politics*. Oxford: Oxford University Press, pp. 108-132.
- Robbins, J. W. (2011) 'Parsidentialism Verses Parliamentarism', in Ishiyama, J. T. and Marijke, B. (eds.) *21st Century Political Science: A Reference Book*. Los Angeles: Sage, pp. 177- 185.
- Watts, D. (2003) *Understanding US/UK Government and Politics*. Manchester: Manchester University Press, pp. 1-25; 66-105; 106-138.

## FOURTH SEMESTER

### **C- 8: COMPARATIVE GOVERNMENTS - II**

**Course objective:** In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative political.

#### **I. Approaches to Studying Comparative Politics (8 lectures)**

- Political Culture.
- New Institutionalism.

#### **II. Electoral System (8 lectures)**

- Definition and procedures: Types of election system (First Past the Post, Proportional Representation, Mixed Representation)

#### **III. Party System (8 lectures)**

- Historical contexts of emergence of the party system and types of parties

#### **IV. Nation-state (8 lectures)**

- What is nation–state? Historical evolution in Western Europe and postcolonial contexts ‘Nation’ and ‘State’: debates

#### **V. Democratization (8 lectures)**

- Process of democratization in postcolonial, post- authoritarian and post-communist countries.

#### **VI. Federalism (8 lectures)**

- Historical context Federation and Confederation: debates around territorial division of power.

#### **Reading List:**

##### **I: Approaches to Studying Comparative Politics**

###### **Essential Readings:**

M. Pennington, (2009) ‘Theory, Institutional and Comparative Politics’, in J. Bara and Pennington. (eds.) *Comparative Politics: Explaining Democratic System*. Sage Publications, New Delhi, pp. 13-40.

M. Howard, (2009) ‘Culture in Comparative Political Analysis’, in M. Lichback and A. Zuckerman, pp. 134- S. (eds.) *Comparative Political: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press.

B. Rosamond, (2005) ‘Political Culture’, in B. Axford, et al. *Politics*, London: Routledge, pp. 57-81.

###### **Additional Readings:**

P. Hall, Taylor and C. Rosemary, (1996) ‘Political Science and the Three New Institutionalism’, *Political Studies*. XLIV, pp. 936-957.

L. Rakner, and R. Vicky, (2011) ‘Institutional Perspectives’, in P. Burnell, et .al. (eds.) *Political in the Developing World*. Oxford: Oxford University Press, pp. 53-70.

##### **II: Electoral System**

###### **Essential Readings:**

A. Heywood, (2002) ‘Representation, Electoral and Voting’, in *Politics*. New York: Palgrave, pp. 223-245.

A. Evans, (2009) 'Elections Systems', in J. Bara and M. Pennington, (eds.) *Comparative politics*. New Delhi: Sage Publications, pp. 93-119.

Additional Reading:

R. Moser, and S. Ethan, (2004) 'Mixed Electoral Systems and Electoral System Effects: Controlled Comparison and Cross-national Analysis', in *Electoral Studies*. 23, pp. 575-599.

### **III: Party System**

Essential Readings:

A. Cole, (2011) 'Comparative Political Parties: Systems and Organizations', in J. Ishiyama, and M. Breuning, (eds) *21st Century Political Science: A Reference Book*. Los Angeles: Sage Publications, pp. 150-158.

A. Heywood, (2002) 'Parties and Party System', in *Politics*. New York : Palgrave, pp. 247-268.

Additional Readings:

B. Criddle, (2003) 'Parties and Party System', in R. Axtmann, (ed.) *Understanding Democratic Politics: An Introduction*. London: Sage Publications, pp. 134-142.

### **IV: Nation-state**

Essential Readings:

W. O'Conner, (1994) 'A Nation is a Nation, is a State, is a Ethnic Group, is a ...', in J. Hutchinson and A. Smith, (eds.) *Nationalism*. Oxford: Oxford University Press, pp. 36-46.

K. Newton, and J. Deth, (2010) 'The Development of the Modern State ', in *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, pp. 13-33.

Additional Reading:

A. Heywood, (2002), 'The State', in *Politics*. New York: Palgrave, pp. 85-102

### **V. Democratization**

Essential Readings:

T. Landman, (2003) 'Transition to Democracy', in *Issues and Methods of Comparative Methods: An Introduction*. London: Routledge, pp. 185-215.

K. Newton, and J. Deth, (2010) 'Democratic Change and Persistence', in *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, pp. 53-67.

J. Haynes, (1999) 'State and Society', in *The Democratization*. Oxford: Blackwell, pp. 20-38; 39-63.

Additional Reading:

B. Smith, (2003) 'Democratization in the Third World', in *Understanding Third World Politics: Theories of Political Change and Development*. London: Palgrave Macmillan, pp.250-274.

### **VI: Federalism**

Essential Readings:

M. Burgess, (2006) *Comparative Federalism: Theory and Practice*. London: Routledge, pp. 135-161.

R. Watts, (2008) 'Introduction', in *Comparing Federal Systems*. Montreal and Kingston: McGill Queen's University Press, pp. 1-27

Additional Reading:

R. Saxena, (2011) 'Introduction', in Saxena, R (eds.) *Varieties of Federal Governance: Major Contemporary Models*. New Delhi: Cambridge University Press, pp. xii-x1.

## **C-9: PUBLIC POLICY IN INDIA**

**Objective:** The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

### **I. Public Policy [ 10 lectures ]**

- Definition, characteristics and models.
- Public Policy Process in India.

### **II. Decentralization [ 10 lectures ]**

- Meaning, significance and approaches and types.
- Local Self Governance: Rural and Urban.

### **III. Budget [ 12 lectures ]**

- Concept and Significance of Budget.
- Budget Cycle in India
- Various Approaches and Types of Budgeting.

### **IV. Citizen and Administration Interface [ 15 lectures ]**

- Public Service Delivery
- Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance.

### **V. Social Welfare Administration [ 20 lectures ]**

- Concept and Approaches of Social Welfare.
- **Social Welfare Policies:**
  - **Education:** Right To Education.
  - **Health:** National Health Mission.
  - **Food:** Right To Food Security.
  - **Employment:** MNREGA.
  -

### **Reading List**

#### **Public Policy**

T. Dye, (1984) *Understanding Public Policy*, 5th Edition. U.S.A: Prentice Hall

R.B. Denhardt and J.V. Denhardt, (2009) *Public Administration*, New Delhi: Brooks/Cole

J. Anderson, (1975) *Public Policy Making*. New York: Thomas Nelson and sons Ltd.

M. Howlett, M. Ramesh, and A. Perl, (2009), *Studying Public Policy: Policy Cycles and Policy subsystems*, 3rd edition, Oxford: Oxford University Press

T. Dye, (2002) *Understanding Public Policy*, New Delhi: Pearson

Y. Dror, (1989) *Public Policy Making Reexamined*. Oxford: Transaction Publication

#### **Decentralization**

Satyajit Singh and Pradeep K. Sharma [eds.] *Decentralisation: Institutions And Politics In Rural India*, OUP,2007

D. A. Rondinelli and S.Cheema, *Decentralisation and Development*, Beverly Hills: Sage Publishers, 1983

N.G.Jayal, *Democracy and The State: Welfare, Secular and Development in Contemporary India*, Oxford : Oxford University Press,1999

Bidyut Chakrabarty, *Reinventing Public Administration: The Indian Experience*, Orient Longman,2007

Noorjahan Bava, *Development Policies and Administration in India*, Delhi: Uppal Publishers, 2001

Gabriel Almond and Sidney Verba, *The Civic Culture*, Boston: Little Brown, 1965

M.P.Lester, *Political Participation- How and Why do People Get Involved in Politics* Chicago: McNally, 1965

#### **III. Budget**

Erik-Lane, J. (2005) *Public Administration and Public Management: The Principal Agent Perspective*. New York: Routledge

Henry, N.(1999) *Public Administration and Public Affairs*. New Jersey:Prentice Hall Caiden, N.(2004) ‘ Public Budgeting Amidst Uncertainty and Instability’, in Shafritz, J.M. & Hyde, A.C. (eds.) *Classics of Public Administration*. Belmont: Wadsworth

#### **IV Citizen And Administration Interface**

- R. Putnam, *Making Democracy Work*, Princeton University Press, 1993
- Jenkins, R. and Goetz, A.M. (1999) 'Accounts and Accountability: Theoretical Implications of the Right to Information Movement in India', in *Third World Quarterly*. June
- Sharma, P.K. & Devasher, M. (2007) 'Right to Information in India' in Singh, S. and Sharma, P. (eds.) *Decentralization: Institutions and Politics in Rural India*. New Delhi: Oxford University Press
- Vasu Deva, *E-Governance In India: A Reality*, Commonwealth Publishers, 2005
- World Development Report*, World Bank, Oxford University Press, 1992.
- M.J.Moon, *The Evolution of Electronic Government Among Municipalities: Rhetoric or Reality*, American Society For Public Administration, *Public Administration Review*, Vol 62, Issue 4, July – August 2002
- Pankaj Sharma, *E-Governance: The New Age Governance*, APH Publishers, 2004
- Pippa Norris, *Digital Divide: Civic Engagement, Information Poverty and the Internet in Democratic Societies*, Cambridge: Cambridge University Press, 2001.
- Stephan Goldsmith and William D. Eggers, *Governing By Network: The New Shape of the Public Sector*, Brookings Institution [Washington], 2004
- United Nation Development Programme, *Reconceptualising Governance*, New York, 1997
- Mukhopadhyay, A. (2005) 'Social Audit', in *Seminar*. No. 551.

#### **V. Social Welfare Administration**

- Jean Drèze and Amartya Sen, *India, Economic Development and Social Opportunity*, Oxford: Oxford University Press, 1995
- J.Dreze and Amartya Sen, *Indian Development: Selected Regional Perspectives*, Oxford: Clarendon Press, 1997
- Reetika Khera- Rural Poverty And Public Distribution System, EPW, Vol-XLVIII, No.45-46, Nov 2013
- Pradeep Chaturvedi [ed.], *Women And Food Security: Role Of Panchayats*, Concept Publishers, 1997
- National Food Security Mission: [nfsm.gov.in/Guidelines/XIIPlan/NFSMXII.pdf](http://nfsm.gov.in/Guidelines/XIIPlan/NFSMXII.pdf)
- Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005
- K. Lee and Mills, *The Economic Of Health In Developing Countries*, Oxford: Oxford University Press, 1983
- K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Delhi: Akansha Publishers, 2012.
- Marma Mukhopadhyay and Madhu Parhar(ed.) *Education in India: Dynamics of Development*, Delhi: Shipra Publications, 2007
- Nalini Juneja, *Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors'*, International Institute For Educational Planning, UNESCO: Paris, 2001
- Surendra Munshi and Biju Paul Abraham [eds.] *Good Governance, Democratic Societies and Globalisation*, Sage Publishers, 2004
- Basu Rumki (2015) *Public Administration in India Mandates, Performance and Future Perspectives*, New Delhi, Sterling Publishers
- [www.un.org/millenniumgoals](http://www.un.org/millenniumgoals)
- <http://www.cefsindia.org>
- [www.righttofoodindia.org](http://www.righttofoodindia.org)

#### **C-10: GLOBAL POLITICS**

**Course objective:** This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements



while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

### **I. Globalization: Conceptions and Perspectives (23 lectures)**

- Understanding Globalization and its Alternative Perspectives (6 lectures)
- Political: Debates on Sovereignty and Territoriality (3 lectures)
- Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs (8 lectures)
- Cultural and Technological Dimension (3 lectures)
- Global Resistances (Global Social Movements and NGOs) (3 lectures)

### **II. Contemporary Global Issues (20 lectures)**

- Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate (7 lectures)
- Proliferation of Nuclear Weapons (3 lectures)
- International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments (4 lectures)
- Migration (3 lectures)
- Human Security (3 lectures)

### **III. Global Shifts: Power and Governance (5 lectures)**

#### **Reading List:**

#### **I. Globalization – Conceptions and Perspectives**

##### **Understanding Globalization and its Alternative Perspectives**

Essential Readings:

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 33-62.

M. Strager, (2009) *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16.

R. Keohane and J. Nye Jr, (2000) ‘Globalization: What’s New? What’s Not? (And So What?)’, in *Foreign Policy*, No 118, pp. 104-119.

Additional Reading:

A. McGrew, (2011) ‘Globalization and Global Politics’, in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 14-31.

A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 1-24.

W. Ellwood, (2005) *The No-nonsense Guide to Globalization*, Jaipur: NI-Rawat Publications, pp. 12-23.

##### **Political: Debates on Sovereignty and Territoriality**

Essential Readings:

A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 112-134.

R. Keohane, (2000) ‘Sovereignty in International Society’, in D. Held and A. McGrew (eds.) *The Global Trans-Formations Reader*, Cambridge: Polity Press, pp. 109-123.

Additional Reading:

K. Shimko, (2005) *International Relations: Perspectives and Controversies*, New York: Houghton Mifflin, pp. 195-219.

## **Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs**

### Essential Readings:

- A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 454-479.  
T. Cohn, (2009) *Global Political Economy: Theory and Practice*, pp. 130-140 (IMF), 208-218 (WTO).  
R. Picciotto, (2003) 'A New World Bank for a New Century', in C. Roe Goddard et al., *International Political: State-Market Relations in a Changing Global Order*, Boulder: Lynne Rienner, pp. 341-351.  
A. Narlikar, (2005) *The World Trade Organization: A Very Short Introduction*, New York: Oxford University Press, pp. 22-98.  
J. Goldstein, (2006) *International Relations*, New Delhi: Pearson, pp. 392-405 (MNC).  
P. Hirst, G. Thompson and S. Bromley, (2009) *Globalization in Question*, Cambridge: Polity Press, pp. 68-100 (MNC).

### Additional Readings:

- G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 180-190.  
F. Lechner and J. Boli (ed.), (2004) *The Globalization Reader*, London: Blackwell, pp. 236-239 (WTO).  
D. Held et al, (1999) *Global Transformations: Politics, Economics and Culture*, California: Stanford University Press, pp. 242-282 (MNC).  
T. Cohn, (2009) *Global Political Economy*, New Delhi: Pearson, pp. 250-323 (MNC).

## **Cultural and Technological Dimension**

### Essential Readings:

- D. Held and A. McGrew (eds.), (2002) *Global Transformations Reader: Politics, Economics and Culture*, Cambridge: Polity Press, pp. 1-50; 84-91.  
M. Steger, (2009) 'Globalization: A Contested Concept', in *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16.  
A. Appadurai, (2000) 'Grassroots Globalization and the Research Imagination', in *Public Culture*, Vol. 12(1), pp. 1-19.

### Additional Reading:

- J. Beynon and D. Dunkerley, (eds.), (2012) *Globalisation: The Reader*, New Delhi: Rawat Publications, pp. 1-19.  
A. Vanaik, (ed.), (2004) *Globalization and South Asia: Multidimensional Perspectives*, New Delhi: Manohar Publications, pp. 171-191, 192-213, 301-317, 335-357.

## **Global Resistances (Global Social Movements and NGOs)**

### Essential Readings:

- G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 487-504.  
R. O'Brien et al., (2000) *Contesting Global Governance: Multilateral Economic Institutions and Global Social Movements*, Cambridge: Cambridge University Press, pp. 1-23.  
J. Fisher, (1998) *Non-Governments: NGOs and Political Development in the Third World*, Connecticut: Kumarian Press, pp. 1- 37 (NGO).

### Additional Readings:

- G. Laxter and S. Halperin (eds.), (2003) *Global Civil Society and Its Limits*, New York: Palgrave, pp. 1-21.  
A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 150-156 (NGO).  
P. Willets, (2011) 'Trans-National Actors and International Organizations in Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 334-342. (NGO)

## **II. Contemporary Global Issues**

### **Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate**

#### Essential Readings:

- J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 348-362.

A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 383-411.  
N. Carter, (2007) *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, pp. 13-81.

Additional Readings:

P. Bidwai, (2011) 'Durban: Road to Nowhere', in *Economic and Political Weekly*, Vol.46, No. 53, December, pp. 10-12.

K. Shimko, (2005) *International Relations Perspectives and Controversies*, New York: Houghton-Mifflin, pp. 317-339.

### **Proliferation of Nuclear Weapons**

Essential Readings:

D. Howlett, (2011) 'Nuclear Proliferation', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 384-397.

P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy and Identity*, New Delhi: Pearson, pp. 238-272.

Additional Reading:

A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 264-281.

### **International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments**

Essential Readings:

P. Viotti and M. Kauppi, (2007) *International Relations*, New Delhi: Pearson, pp. 276-307.

A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 282-301.

Additional Readings:

J. Kiras, (2011) 'Terrorism and Globalization', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 366-380.

A. Vanaik, (2007) *Masks of Empire*, New Delhi: Tulika, pp. 103-128.

### **Migration**

Essential Readings:

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 298-322.

S. Castles, (2012) 'Global Migration', in B. Chimni and S. Mallavarapu (eds.) *International Relations: Perspectives For the Global South*, New Delhi: Pearson, pp. 272-285.

### **Human Security**

Essential Readings:

A. Acharya, (2011) 'Human Security', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 480-493.

S. Tadjbakhsh and A. Chenoy, (2007) *Human Security*, London: Routledge, pp. 13-19; 123- 127; 236-243.

Additional Reading:

A. Acharya, (2001) 'Human Security: East versus West', in *International Journal*, Vol. 56, no.3, pp. 442-460.

### **III. Global Shifts: Power and Governance**

Essential Readings:

J. Rosenau, (1992) 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel (eds.) *Governance without Government: Order and Change in World Politics*, Cambridge: Cambridge University Press, pp. 1-29.

A. Kumar and D. Messner (eds), (2010) *Power Shifts and Global Governance: Challenges from South and North*, London: Anthem Press.

P. Dicken, (2007) *Global Shift: Mapping the Changing Contours of the World Economy*, New York: The Guilford Press.

J. Close, (2001) 'The Global Shift: A quantum leap in human evolution', Available at <http://www.stir-global-shift.com/page22.php>, Accessed: 19.04.2013.

## SKILL ENHANCEMENT

### SEC – 2: PEACE STUDY

**Course Objective:** The objective of an undergraduate application course for common students in Peace and Conflict Studies will cover in-depth knowledge of conflict analysis, conflict resolution, conflict prevention, as well as the historical and cultural context of organized violence. Peace and Conflict Resolution addresses the sources of war, social oppression and violence and the challenges of promoting peace and justice internationally and domestically. It also introduces more equitable, cooperative and nonviolent methods that can be used to transform unjust, violent or oppressive world situations. This course provides students with an overview of the Peace and Conflict Studies discipline, including key concepts and related theories. The course is designed to familiarize students with the historical background of various peace movements, to analyze principles used to resolve conflict, and to provide a view of how peace and conflict resolution are being pursued today. The course will also cover extensive understanding of current research and development within the field of peace and conflict studies and perspective of the environment, gender, migration, and ethnicity.

**Unit-1** International Peace and Conflict Resolution: Sources of War: International and Domestic Issues and Trends

**Unit-2**-What is Conflict: Introduction to International Conflict Resolution.

**Unit-3** International Conflict Resolution Theory: Models developed by Johan Galtung, Joseph Montville, Morton Deutsch, William Zartman, Levy Jack.

**Unit-4**-Conflict resolution: Back ground of Various Peace Movements and Concepts, Principles used to resolve conflict.

**Unit-5**-Cross-border relationships between the world's peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions).

**Unit-6** -Conflict Transformation: is Peace Possible? Resolve problems through conflict analyses and instrumentation of peace concepts.

**Unit-7** -Current perspective of peace and conflict resolution: Grass-roots level perspective on war and Peace.

### Reading List:

#### Essential Readings

**International Conflict Resolution: Sources of War: International and Domestic Issues and Trends**

Kriesberg, Louis, *Constructive Conflicts: From Escalation to Resolution*, Rowman & Littlefield, Maryland, 1998, pp. 58-150

Starkey, Boyer, and Wilkenfield, *Negotiating a Complex World*. Rowman & Littlefield, Maryland, 1999, pp. 1-74

#### Desirable Readings:

Zartman, William (ed.), *Collapsed States: The Disintegration and Restoration of Legitimate Authority*, Reiner, Boulder, 1995, pp. 1-14 and 267-273

Zartman, William & Touval, Saadia "International Mediation in the Post-Cold War Era", in Crocker et al., *Managing Global Chaos*, USIP, 1996, pp. 445-461

## **Essential Readings**

### **What is Conflict: Introduction to International Conflict Resolution**

Zartman, William, "Dynamics and Constraints in Negotiations in Internal Conflicts", in Zartman, William (ed), *Elusive Peace: Negotiating an End to Civil Wars*, The Brookings Institution, Washington, 1995, pp. 3-29

### **Desirable Readings**

Zartman, William (ed.), *Collapsed States: The Disintegration and Restoration of Legitimate Authority*, Reiner, Boulder, 1995, pp. 1-14 and 267-273

Zartman, William & Touval, Saadia "International Mediation in the Post-Cold War Era", in Crocker et al., *Managing Global Chaos*, USIP, 1996, pp. 445-461

## **Essential Readings**

### **International Conflict Resolution Theory: Models developed by Johan Galtung, Joseph Montville, Morton Deutsch, William Zartman, Levy Jack**

Levy, Jack, "Contending Theories of International Conflict: A Levels-of-Analysis Approach" in Crocker et al, *Managing Global Chaos*, USIP, 1995, pp. 3-24

Carr, Edward H., "Realism and Idealism," Richard Betts (ed), *Conflict After the Cold War*, Boston: Simon & Schuster, 1994.

### **Desirable Readings**

Carr, Edward H., "Realism and Idealism," Richard Betts (ed), *Conflict After the Cold War*, Boston: Simon & Schuster, 1994.

Waltz, Kenneth N., "Structural Causes and Economic Effects," Richard Betts (ed), *Conflict After the Cold War*, Boston: Simon & Schuster, 1994.

### **Conflict resolution: Back ground of Various Peace Movements and Concepts, Principles used to resolve conflict.**

#### **Essential Readings**

Hampson, Fen Osler, *Nurturing Peace*, USIP, 1996, pp. 3-25 Galtung, Johan, *There Are Alternatives: Four Roads to Peace and Security*, Nottingham, Spokesman, 1984, pp. 162-205

#### **Desirable Readings**

Galtung, Johan, *Peace by Peaceful Means: Peace and conflict, Development and Civilization*, Sage, London, 1996, pp. 9-114

Galtung, Johan, *The True Worlds: A Transnational Perspective*, New York, Free Press, 1980, pp. 107-149

### **Cross-border relationships between the world's peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions)**

#### **Essential Readings**

Kelman, Herbert C., "Interactive Problem Solving", in Fisher, Ronald J. (ed.) *Interactive Conflict Resolution*, Syracuse University Press, 1997, pp. 56-74

Kritz, Neil J., "The Rule of Law in the Post-conflict Phase: Building a Stable Peace", in Crocker et al, *Managing Global Chaos*, USIP, 1996, pp. 587-606

#### **Desirable Readings**

Galtung, Johan, "The Basic Need Approach", in *Human Needs: a Contribution to the Current Debate*, Verlag, Cambridge, 1980, pp. 55-126

Saunders, Harold H., *A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts*, New York, 1999, pp. 1-80

### **Conflict Transformation: is Peace Possible: Resolve problems through conflict analyses and instrumentation of peace concepts.**

#### **Essential Readings**

Galtung, Johan, *There Are Alternatives: Four Roads to Peace and Security*, Nottingham, Spokesman, 1984, pp. 162-205

Galtung, Johan, "The Basic Need Approach", in Human Needs: a Contribution to the Current Debate, Verlag, Cambridge, 1980, pp. 55-126

### **Desirable Readings**

Galtung, Johan, Peace by Peaceful Means: Peace and conflict, Development and Civilization, Sage, London, 1996, pp. 9-114

Galtung, Johan, The True Worlds: A Transnational Perspective, New York, Free Press, 1980, pp. 107-149

**Current perspective of peace and conflict resolution: Grass-roots level perspective on war and Peace: Grass-roots level perspective on war and Peace.**

### **Essential Readings**

Deutsch, Morton, The Resolution of Conflict: Constructive and Destructive Processes, New Haven, Yale University Press, 1973, pp. 1-123

Galtung, Johan, Peace by Peaceful Means: Peace and conflict, Development and Civilization, Sage, London, 1996, pp. 9-114

### **Desirable Readings**

Zartman, William, "Dynamics and Constraints in Negotiations in Internal Conflicts", in Zartman, William (ed), Elusive Peace: Negotiating an End to Civil Wars, The Brookings Institution, Washington, 1995, pp. 3-29

Kelman, Herbert C., "Interactive Problem Solving", in Fisher, Ronald J. (ed.) Interactive Conflict Resolution, Syracuse University Press, 1997, pp. 56-74.

## **ELECTIVE GENERIC**

### **GE- 4: 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.

#### **1. Approaches to International Relations**

- Classical Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz)
- Neo-Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye)
- Structural Approaches: World Systems Approach (Immanuel Wallerstein) and Dependency School (Andre Gunder Frank)
- Feminist Perspective (J. Ann Tickner) **(27 lectures)**

#### **2. Cold War & Post-Cold War Era.**

- Second World War & Origins of Cold War
- 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
- Post Cold- War Era and Emerging Centers of Power (European Union, China, Russia and Japan) **(20 lectures)**

#### **3. India's Foreign Policy**

- Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic)

- (b) India's Policy of Non-alignment
- (c) India: An Emerging Power (13 lectures)

## READING LIST:

### Essential Readings

- William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) *Classic Readings of International Relations*. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.
- Art, R. J. and Jervis, R. (eds.) (1999) *International Political Enduring: Concepts and Contemporary Issues*. 5th Edition. New York: Longman, pp. 7-14; 29-49; 119-126.
- Jackson, R. and Sorenson, G. (2008) *Introduction to International Relations: Theories and Approaches*. New York: Oxford University Press, pp. 59-96.
- Goldstein, J. and Pevehouse, J.C. (2009) *International Relations*. New Delhi: Pearson, pp. 81-111.
- Tickner, J. A. (2001) *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. Columbia University Press.
- Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*. Fifth Edition. Oxford: Oxford University Press, pp. 90-123; 142-159; 262-277.
- Wenger, A. and Zimmermann, D. (eds.) (2003) *International Relations: From the Cold World War to the Globalized World*. London: Lynne Rienner, pp. 54-89.
- Appadorai and Rajan, M. S. (eds.) (1985) *India's Foreign Policy and Relations*. New Delhi: South Asian Publishers.
- Mewmillians, W.C. and Piotrowski, H. (2001) *The World Since 1945: A History of International Relations*. Fifth edition. London: Lynne Rienner Publishers.
- Smith, M., Little, R. and Shackleton, M. (eds.) (1981) *Perspectives on World Politics*. London: Croom Helm.
- Indian Foreign Service Institute. (1997, 1998) *India's Foreign Policy: An Agenda for the 21<sup>st</sup> Century* Vols. 1 & 2, New Delhi: Konark Publishers, pp. 3-41; 102-119.
- Ganguly, S. (ed.) (2009) *India's Foreign Policy: Retrospect and Prospect*. New Delhi: Oxford University Press.
- Vanaik, A. (1995) *India in a Changing World: Problems, Limits and Successes of Its Foreign Policy*. New Delhi: Orient Longman. pp. 19-41; 63-67; 102-114; 118-124; 132-134.
- Basu, Rumki (ed)(2012) *International Politics: Concepts theories and Issues*, New Delhi, Sage Publications India Pvt Ltd.

## Fifth Semester

### **C- 11: CLASSICAL POLITICAL THEORY**

**Course objective:** This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.

#### **I. Text and Interpretation (2 weeks)**

#### **II. Antiquity**

##### **Plato (2 weeks)**

- Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism
- Presentation theme: Critique of Democracy; Women and Guardianship, Censorship

##### **Aristotle (2 weeks)**

- Forms, Virtue, Citizenship, Justice, State and Household
- Presentation themes: Classification of governments.

#### **III. Interlude:**

##### **Machiavelli (2 weeks)**

- Virtue, Religion, Republicanism.
- Presentation themes: morality and statecraft; vice and virtue.

#### **IV. Possessive Individualism**

##### **Hobbes (2 weeks)**

- Human nature, State of Nature, Social Contract,
- Presentation themes: State of nature; social contract; Leviathan; atomistic individuals.

##### **Locke (2 weeks)**

- Laws of Nature, Natural Rights, Property,
- Presentation themes: Natural rights; right to dissent; justification of property.

#### **Reading List:**

##### **I. Text and Interpretation**

Essential Readings:

T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) *Handbook of Political Theory*, London: Sage Publications Ltd. pp. 18-30.

B. Constant, (1833) 'The Liberty of the Ancients Compared with that of the Moderns', in D. Boaz, (ed), (1997) *The Libertarian Reader*, New York: The Free Press.

Additional Readings:

J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp. 1-20.

Q. Skinner, (2010) 'Preface', in *The Foundations of Modern Political Thought Volume I*, Cambridge: Cambridge University Press pp. ix-xv.



## **II. Antiquity:**

### **Plato**

Essential Readings:

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 9-32.

R. Kraut, (1996) 'Introduction to the study of Plato', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 1-50.

C. Reeve, (2009) 'Plato', in D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press, pp. 62-80

Additional Readings:

S. Okin, (1992) 'Philosopher Queens and Private Wives', in S. Okin *Women in Western Political Thought*, Princeton: Princeton University Press, pp. 28-50

R. Kraut, (1996) 'The Defence of Justice in Plato's Republic', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 311-337

T. Saunders, (1996) 'Plato's Later Political Thought', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 464-492.

### **Aristotle**

Essential Readings:

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 53-64.

T. Burns, (2009) 'Aristotle', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp.81-99.

C. Taylor, (1995) 'Politics', in J. Barnes (ed.), *The Cambridge Companion to Aristotle*. Cambridge: Cambridge University Press, pp. 232-258

Additional Readings:

J. Coleman, (2000) 'Aristotle', in J. Coleman *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp.120-186

D. Hutchinson, (1995) 'Ethics', in J. Barnes, (ed.), *The Cambridge Companion to Aristotle* Cambridge: Cambridge University Press, pp. 195-232.

## **III. Interlude:**

### **Machiavelli**

Essential Readings:

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 124-130

Q. Skinner, (2000) 'The Adviser to Princes', in *Machiavelli: A Very Short Introduction*, Oxford: Oxford University Press, pp. 23-53

J. Femia, (2009) 'Machiavelli', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 163-184

Additional Reading:

Q. Skinner, (2000) 'The Theorist of Liberty', in *Machiavelli: A Very Short Introduction*. Oxford: Oxford University Press, pp. 54-87.

## **IV. Possessive Individualism**

### **Hobbes**

Essential Readings:

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education pp. 131-157.

D. Baumgold, (2009) 'Hobbes', in D. Boucher and P. Kelly (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 189-206.

C. Macpherson (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 17-29.

Additional Readings:

I. Hampsher-Monk, (2001) 'Thomas Hobbes', in *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers, pp. 1-67.

A. Ryan, (1996) 'Hobbes's political philosophy', in T. Sorell, (ed.) *Cambridge Companion to Hobbes*. Cambridge: Cambridge University Press, pp. 208-245.

### **Locke**

Essential Readings:

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 181-209.

J. Waldron, (2009) 'John Locke', in D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 207-224

C. Macpherson, (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 194-214.

Additional Readings:

R. Ashcraft, (1999) 'Locke's Political Philosophy', in V. Chappell (ed.) *The Cambridge Companion to Locke*, Cambridge. Cambridge University Press, pp. 226-251.

I. Hampsher-Monk, (2001) *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers, pp. 69-116.

## **C-12: INDIAN POLITICAL THOUGHT-I**

**Course objective:** This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.

### **Course Contents:**

1. Traditions of Pre-colonial Indian Political Thought **(8 lectures)**
  - Brahmanic and Shramanic
  - Islamic and Syncretic.
2. Ved Vyasa (Shantiparva): Rajadharma **(5 lectures)**
3. Manu: Social Laws **(6 lectures)**
4. Kautilya: Theory of State **(7 lectures)**
5. Aggannasutta (Digha Nikaya): Theory of kingship **(5 lectures)**
6. Barani: Ideal Polity **(6 lectures)**
7. Abul Fazal: Monarchy **(6 lectures)**
8. Kabir: Syncretism **(5 lectures)**

### **Reading List:**

#### **I. Traditions of Pre-modern Indian Political Thought:**

Essential Readings:

B. Parekh, (1986) 'Some Reflections on the Hindu Tradition of Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications, pp. 17- 31.

A. Altekar, (1958) 'The Kingship', in *State and Government in Ancient India*, 3rd edition, Delhi: Motilal Banarsidass, pp. 75-108.

M. Shakir, (1986) 'Dynamics of Muslim Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications, pp. 142- 160

G. Pandey, (1978) *Sraman Tradition: Its History and Contribution to Indian Culture*, Ahmedabad: L. D. Institute of Indology, pp. 52-73.

S. Saberwal, (2008) 'Medieval Legacy', in *Spirals of Contention*, New Delhi: Routledge, pp.1-31

## **II. Ved Vyasa (Shantiparva): Rajadharma**

Essential Readings:

*The Mahabharata* (2004), Vol. 7 (Book XI and Book XII, Part II), Chicago and London: University of Chicago Press.

V. Varma, (1974) *Studies in Hindu Political Thought and Its Metaphysical Foundations*, Delhi: Motilal Banarsidass, pp. 211- 230.

B. Chaturvedi, (2006) 'Dharma-The Foundation of Raja-Dharma, Law and Governance', in *The Mahabharata: An Inquiry in the Human Condition*, Delhi: Orient Longman, pp. 418- 464.

## **III. Manu: Social Laws**

Essential Readings:

Manu, (2006) 'Rules for Times of Adversity', in P. Olivelle, (ed. & trans.) *Manu's Code of Law: A Critical Edition and Translation of the Manava- Dharamsastra*, New Delhi: OUP, pp. 208- 213.

V. Mehta, (1992) 'The Cosmic Vision: Manu', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 23- 39.

R. Sharma, ( 1991) 'Varna in Relation to Law and Politics (c 600 BC-AD 500)', in *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidass, pp. 233- 251.

P. Olivelle, (2006) 'Introduction', in *Manu's Code of Law: A Critical Edition and Translation of the Manava –Dharmasastra*, Delhi: Oxford University Press, pp. 3- 50.

## **IV. Kautilya: Theory of State**

Essential Readings:

Kautilya, (1997) 'The Elements of Sovereignty' in R. Kangle (ed. and trns.), *Arthashastra of Kautilya*, New Delhi: Motilal Publishers, pp. 511- 514.

V. Mehta, (1992) 'The Pragmatic Vision: Kautilya and His Successor', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 88- 109.

R. Kangle, (1997) *Arthashastra of Kautilya-Part-III: A Study*, Delhi: Motilal Banarsidass, rpt., pp. 116- 142.

Additional Reading:

J. Spellman, (1964) 'Principle of Statecraft', in *Political Theory of Ancient India: A Study of Kingship from the Earliest time to Ceirca AD 300*, Oxford: Clarendon Press, pp. 132- 170.

## **V. Agganna Sutta (Digha Nikaya): Theory of Kingship**

Essential Readings:

S. Collins, (ed), (2001) *Agganna Sutta: An Annotated Translation*, New Delhi: Sahitya Academy, pp. 44-49.

S. Collins, (2001) 'General Introduction', in *Agganna Sutta: The Discussion on What is Primary (An Annotated Translation from Pali)*, Delhi: Sahitya Akademi, pp. 1- 26.

B. Gokhale, (1966) 'The Early Buddhist View of the State', in *The Journal of Asian Studies*, Vol. XXVI, (1), pp. 15- 22.

Additional Reading:

L. Jayasurya, 'Budhism, Politics and Statecraft', Available at [ftp.buddhism.org/Publications/.../Voll1\\_03\\_Laksiri%20Jayasuriya.pdf](ftp.buddhism.org/Publications/.../Voll1_03_Laksiri%20Jayasuriya.pdf), Accessed: 19.04.2013.

## **VI. Barani: Ideal Polity**

Essential Reading:

I. Habib, (1998) 'Ziya Barni's Vision of the State', in *The Medieval History Journal*, Vol. 2, (1), pp. 19- 36.

Additional Reading:

M. Alam, (2004) 'Sharia Akhlaq', in *The Languages of Political Islam in India 1200- 1800*, Delhi: Permanent Black, pp. 26- 43

## **VII. Abul Fazal: Monarchy**

#### Essential Readings:

A. Fazl, (1873) *The Ain-i Akbari* (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47-57.

V. Mehta, (1992) 'The Imperial Vision: Barni and Fazal', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 134- 156.

#### Additional Readings:

M. Alam, (2004) 'Sharia in Naserean Akhlaq', in *Languages of Political Islam in India 1200- 1800*, Delhi: Permanent Black, pp. 46- 69.

I. Habib, (1998) 'Two Indian Theorist of The State: Barani and Abul Fazal', in *Proceedings of the Indian History Congress*. Patiala, pp. 15- 39.

### **VIII. Kabir: Syncreticism**

#### Essential Readings:

Kabir. (2002) *The Bijak of Kabir*, (translated by L. Hess and S. Singh), Delhi: Oxford University Press, No. 30, 97, pp. 50- 51 & 69- 70.

V. Mehta, (1992) *Foundation of Indian Political Thought*, Delhi: Manohar, pp. 157- 183.

G. Omvedt, (2008) 'Kabir and Ravidas, Envisioning Begumpura', in *Seeking Begumpura: TheMSocial Vision of Anti Caste Intellectual*, Delhi: Navayana, pp. 91- 107.

#### Additional Reading:

L. Hess and S. Singh, (2002) 'Introduction', in *The Bijak of Kabir*, New Delhi: Oxford University Press, pp. 3- 35.

## **DISCIPLINE SPECIFIC (ELECTIVE)**

### **DSE - 1: HUMAN RIGHTS**

**Course objective:** This course attempts to build an understanding of human rights among students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme. Thematic discussion of sub-topics in the second and third sections should include state response to issues and structural violence questions.

#### **I. Human Rights: Theory and Institutionalization (3 weeks)**

- Understanding Human Rights: Three Generations of Rights.
- Institutionalization: Universal Declaration of Human Rights.
- Rights in National Constitutions: South Africa and India.

#### **II. Issues (5 weeks)**

- Torture: USA and India
- Surveillance and Censorship: China and India
- Terrorism and Insecurity of Minorities: USA and India

#### **III. Structural Violence (4 weeks)**

- Caste and Race: South Africa and India
- Gender and Violence: India and Pakistan
- Adivasis/Aboriginals and the Land Question: Australia and India.

#### **Reading List:**

## **I. Human Rights: Theory and Institutionalization**

Essential Readings:

J. Hoffman and P. Graham, (2006) 'Human Rights', *Introduction to Political Theory*, Delhi, Pearson, pp. 436-458.

SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in *Introducing Human Rights*, New Delhi: Oxford University Press.

The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.

The Constitution of India, Chapter 3: Fundamental Rights

## **II. Issues**

### **a. Torture: USA and India**

Essential Readings:

M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' *Universal Human Rights*, Vol. 1(4), pp. 25-55

J. Lokaneeta, (2011) 'Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in *Transnational Torture Law, Violence, and State Power in the United States and India*, Delhi: Orient Blackswan,

D. O'Byrne, (2007) 'Torture', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 164-197.

### **b. Surveillance and Censorship: China and India**

Essential Readings:

D. O'Byrne, (2007) 'Censorship', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 106- 138.

D. Lyon, (2008) Surveillance Society, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp.1-7.

Fu Hualing, (2012) 'Politicized Challenges, Depoliticized Responses: Political Monitoring in China's Transitions', paper presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December.

U. Singh, (2012) 'Surveillance Regimes in India', paper presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December.

### **c. Terrorism and Insecurity of Minorities: USA and India**

Essential Readings:

E. Scarry, (2010) 'Resolving to Resist', in *Rule of Law, Misrule of Men*, Cambridge: Boston Review Books, MIT, pp.1-53.

M. Ahmad, (2002) 'Homeland Insecurities: Racial Violence the Day after September 11', *Social Text*, 72, Vol. 20(3), pp. 101-116.

U. Singh, (2007) 'The Unfolding of Extraordinariness: POTA and the Construction of Suspect Communities', in *The State, Democracy and Anti-terror Laws in India*, Delhi: Sage Publications, pp.165-219

## **3. Structural Conflicts**

### **a. Caste and Race: South Africa and India**

Essential Readings:

A. Pinto, (2001) 'UN Conference against Racism: Is Caste Race?', in *Economic and Political Weekly*, Vol. 36(30)

D. O'Byrne, (2007) 'Apartheid', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 241- 262.

R. Wasserstorm, (2006), 'Racism, Sexism, and Preferential Treatment: An approach to the Topics', in R. Goodin and P. Pettit, *Contemporary Political Philosophy: an Anthology*, Oxford: Blackwell, pp-549-574

R. Wolfrum, (1998) 'Discrimination, Xenophobia and Racism' in J. Symonides, *Human Rights: New Dimensions and Challenges*, Aldershot, Ashgate/UNESCO, pp.181-198.

### **b. Gender and Violence: India and Pakistan**

Essential Readings:

- A. Khan and R. Hussain, (2008), 'Violence Against Women in Pakistan: Perceptions and Experiences of Domestic Violence', *Asian Studies Review*, Vol. 32, pp. 239 – 253
- K. Kannabiran (2012) 'Rethinking the Constitutional Category of Sex', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi, Routledge, pp.425-443
- N. Menon (2012) 'Desire', *Seeing Like a Feminist*, New Delhi: Zubaan/Penguin, pp. 91-146

### **c. Adivasis/Aboriginals and the Land Question: Australia and India**

#### Essential Readings:

- H. Goodall, (2011) 'International Indigenous Community Study: Adivasi Indigenous People in India', in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.254-259.
- K. Kannabiran, (2012) 'Adivasi Homelands and the Question of Liberty', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi: Routledge, pp.242-271.
- N. Watson (2011) 'Aboriginal and Torres Strait Islander Identities' in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.43-52.
- W. Fernandes (2008) 'India's Forced Displacement Policy and Practice. Is Compensation up to its Functions?', in M. Cernea and H. Mathus (eds), *Can Compensation Prevent Impoverishment? Reforming Resettlement through Investments and Benefit-Sharing*, pp. 181-207, New Delhi: Oxford University Press.

#### Additional Readings:

- A. Laws and V. Iacopino, (2002) 'Police Torture in Punjab, India: An Extended Survey', in *Health and Human Rights*, Vol. 6(1), pp. 195-210
- D. O'Byrne, (2007) 'Theorizing Human Rights', in *Human Rights: An Introduction*, Delhi, Pearson, pp.26-70.
- J. Morsink, (1999) *The Universal Declaration of Human Rights: Origins, Drafting and Intent*, Philadelphia: University of Pennsylvania Press, pp. ix-xiv
- J. Nickel, (1987) *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*, Berkeley: University of California Press.
- J. Goldman, (2005) 'Of Treaties and Torture: How the Supreme Court Can Restrain the Executive', in *Duke Law Journal*, Vol. 55(3), pp. 609-640.
- K. Tsutsui and C. Wotipka, (2004) Global Civil Society and the International Human Rights Movement: Citizen Participation in Human Rights International Nongovernmental Organizations, in *Social Forces*, Vol. 83(2), pp. 587-620.
- L. Rabben, (2001) Amnesty International: Myth and Reality, in *Agni*, No. 54, Amnesty International Fortieth Anniversary pp. 8-28
- M. Mohanty, (2010) 'In Pursuit of People's Rights: An Introduction', in M. Mohanty et al., *Weapon of the Oppressed: Inventory of People's Rights in India*, New Delhi: Danish Books, pp.1-11
- M. Cranston, (1973) *What are Human Rights?* New York: Taplinger
- M. Ishay, (2004) *The History of Human Rights: From Ancient Times to the Globalization Era*, Delhi: Orient Blackswan.
- R. Sharan, (2009) 'Alienation and Restoration of Tribal Land in Jharkhand in N Sundar (ed.) *Legal Grounds*, New Delhi: Oxford University Press, pp. 82-112 Text of UDHR available at <http://www.un.org/en/documents/udhr/index.shtml>
- U. Baxi, (1989) 'From Human Rights to the Right to be Human: Some Heresies', in S. Kothari and H. Sethi (eds.), *Rethinking Human Rights*, Delhi: Lokayan, pp.181-166

## **DSE - 2: WOMEN AND POLITICS**

**Course objective:** This course opens up the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of

social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy. Special attention will be paid to feminism as an approach and outlook. The course is divided into broad units, each of which is divided into three sub-units.

### **Course Contents:**

#### **I. Groundings (6 weeks)**

##### **1. Patriarchy (2 weeks)**

- Sex-Gender Debates
- Public and Private
- Power

##### **2. Feminism (2 weeks)**

##### **3. Family, Community, State (2 weeks)**

- Family
- Community
- State

#### **II. Movements and Issues (6 weeks)**

##### **1. History of the Women's Movement in India (2 weeks)**

##### **2. Violence against women (2 weeks)**

##### **3. Work and Labour (2 weeks)**

- Visible and Invisible work
- Reproductive and care work
- Sex work

### **Reading List:**

#### **I. Groundings**

##### **1. Patriarchy**

Essential Readings:

T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writing in India*, New Delhi, Oxford University Press, pp. 221-234

U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board, pp.1-7

##### **a. Sex Gender Debates**

Essential Reading:

V Geetha, (2002) *Gender*, Kolkata, Stree, pp. 1-20

##### **b. Public and Private**

Essential Reading:

M. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black, pp. 3-10; 40-46

##### **c. Power**

Essential Reading:

N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson, pp.148-157

##### **2. Feminism**

Essential Readings:

B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds), *The Feminist Reader: Local and Global Perspectives*, New York: Routledge, pp. 51-57

R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*, pp. 27-37

##### **3. Family, Community and State**

##### **a. Family**

Essential Readings:

R. Palriwala, (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) *Women's Studies in India*, New Delhi: Penguin, pp. 414-423

### **b. Community**

Essential Reading:

U. Chakravarti, (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree, pp. 139-159.

### **c. State**

Essential Reading:

C. MacKinnon, 'The Liberal State' from *Towards a Feminist Theory of State*, Available at <http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8>, Accessed: 19.04.2013.

Additional Readings:

K. Millet, (1968) *Sexual Politics*, Available at <http://www.marxists.org/subject/women/authors/millett-kate/sexual-politics.htm>, Accessed: 19.04.2013.

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, New Delhi: Pearson, pp. 224-233

R. Hussain, (1988) 'Sultana's Dream', in *Sultana's Dream and Selections from the Secluded Ones – translated by Roushan Jahan*, New York: The Feminist Press S. Ray 'Understanding Patriarchy', Available at [http://www.du.ac.in/fileadmin/DU/Academics/course\\_material/hrge\\_06.pdf](http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf), Accessed: 19.04.2013.

S. de Beauvoir (1997) *Second Sex*, London: Vintage. Saheli Women's Centre, (2007) *Talking Marriage, Caste and Community: Women's Voices from Within*, New Delhi: monograph

## **II. Movements and Issues**

### **1. History of Women's Movement in India**

Essential Readings:

I. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.

R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba *South Asian Feminisms*, Durham and London: Duke University Press, pp. 333-355

### **2. Violence against Women**

Essential Readings:

N. Menon, (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black, pp. 106-165

### **3. Work and Labour**

#### **a. Visible and Invisible work**

Essential Reading:

P. Swaminathan, (2012) 'Introduction', in *Women and Work*, Hyderabad: Orient Blackswan, pp.1-17

#### **b. Reproductive and care work**

Essential Reading:

J. Tronto, (1996) 'Care as a Political Concept', in N. Hirschmann and C. Stephano, *Revisioning the Political*, Boulder: Westview Press, pp. 139-156

#### **c. Sex work**

Essential Readings:

Darbar Mahila Samanwaya Committee, Kolkata (2011) 'Why the so-called Immoral Traffic (Preventive) Act of India Should be Repealed', in P. Kotiswaran, *Sex Work*, New Delhi, Women Unlimited, pp. 259-262

N. Jameela, (2011) 'Autobiography of a Sex Worker', in P. Kotiswaran, *Sex Work*, New Delhi: Women Unlimited, pp. 225-241

Additional Readings:

C. Zetkin, 'Proletarian Woman', Available at <http://www.marxists.org/archive/zetkin/1896/10/women.htm>, Accessed: 19.04.2013.



- F. Engels, *Family, Private Property and State*, Available at <http://readingfromtheleft.com/PDF/EngelsOrigin.pdf>, Accessed: 19.04.2013.
- J. Ghosh, (2009) *Never Done and Poorly Paid: Women's Work in Globalising India*, Delhi: Women Unlimited *Justice Verma Committee Report*, Available at <http://nlrd.org/womens-rightsinitiative/justice-verma-committee-report-download-full-report>, Accessed: 19.04.2013.
- N. Gandhi and N. Shah, (1992) *Issues at Stake – Theory and Practice in the Women's Movement*, New Delhi: Kali for Women.
- V. Bryson, (1992) *Feminist Political Theory*, London: Palgrave-MacMillan, pp. 175-180; 196- 200
- M. Mies, (1986) 'Colonisation and Housewifisation', in *Patriarchy and Accumulation on a World Scale* London: Zed, pp. 74-111, Available at <http://caringlabor.wordpress.com/2010/12/29/maria-mies-colonizationandhousewifization/>, Accessed: 19.04.2013.
- R. Ghadially, (2007) *Urban Women in Contemporary India*, Delhi: Sage Publications.
- S. Brownmiller, (1975) *Against our Wills*, New York: Ballantine.
- Saheli Women's Centre (2001) 'Reproductive Health and Women's Rights, Sex Selection and feminist response' in S Arya, N. Menon, J. Lokneeta (eds), *Nariwadi Rajneeti*, Delhi, pp. 284-306
- V. Bryson (2007) *Gender and the Politics of Time*, Bristol: Polity Press
- Readings in Hindi:
- D. Mehrotra, (2001) *Bhartiya Mahila Andolan: Kal, Aaj aur Kal*, Delhi: Books for Change
- G. Joshi, (2004) *Bharat Mein Stree Asmaanta: Ek Vimarsh*, University of Delhi: Hindi Medium Implementation Board
- N. Menon (2008) 'Power', in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi: Pearson
- N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi, Pearson
- R. Upadhyay and S. Upadhyay (eds.) (2004) *Aaj ka Stree Andolan*, Delhi: Shabd Sandhan.
- S. Arya, N. Menon and J. Lokneeta (eds.) (2001) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board.

## Six Semester

### **C- 13: MODERN POLITICAL PHILOSOPHY**

**Course Objective:** Philosophy and politics are closely intertwined. We explore this convergence by identifying four main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.

#### **I. Modernity and its discourses (8 lectures)**

This section will introduce students to the idea of modernity and the discourses around modernity. Two essential readings have been prescribed.

#### **II. Romantics (16 lectures)**

- Jean Jacques Rousseau (8 Lectures)  
Presentation themes: General Will; local or direct democracy; self-government; origin of inequality.
- Mary Wollstonecraft (8 Lectures)  
Presentation themes: Women and paternalism; critique of Rousseau's idea of education; legal rights

#### **III. Liberal socialist (8 lectures)**

- John Stuart Mill  
Presentation themes: Liberty, suffrage and subjection of women, right of minorities; utility principle.

#### **IV. Radicals (16 lectures)**

- Karl Marx (8 Lectures)  
Presentation themes: Alienation; difference with other kinds of materialism; class struggle
- b. Alexandra Kollontai (8 Lectures)  
Presentation themes: Winged and wingless Eros; proletarian woman; socialization of housework; disagreement with Lenin.

### **Reading List:**

#### **I. Modernity and its discourses**

Essential Readings:

I. Kant. (1784) 'What is Enlightenment?,' available at <http://theliterarylink.com/kant.html>, Accessed: 19.04.2013

S. Hall (1992) 'Introduction', in *Formations of Modernity* UK: Polity Press pages 1-16

#### **II. Romantics**

Essential Readings:

B. Nelson, (2008) *Western Political Thought*. New York: Pearson Longman, pp. 221-255.

M. Keens-Soper, (2003) 'Jean Jacques Rousseau: The Social Contract', in M. Forsyth and M.

Keens-Soper, (eds) *A Guide to the Political Classics: Plato to Rousseau*. New York: Oxford University Press, pp. 171-202.

C. Jones, (2002) 'Mary Wollstonecraft's *Vindications* and their Political Tradition' in C. Johnson, (ed.) *The Cambridge Companion to Mary Wollstonecraft*, Cambridge: Cambridge

University Press, pp. 42-58.

S. Ferguson, (1999) 'The Radical Ideas of Mary Wollstonecraft', in *Canadian Journal of Political Science* XXXII (3), pp. 427-50, Available at <http://digitalcommons.ryerson.ca/politics>, Accessed: 19.04.2013.

### III. Liberal Socialist

Essential Readings:

H. Magid, (1987) 'John Stuart Mill', in L. Strauss and J. Cropsey, (eds), *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 784-801.

P. Kelly, (2003) 'J.S. Mill on Liberty', in D. Boucher, and P. Kelly, (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.

### IV. Radicals

Essential Readings:

J. Cropsey, (1987) 'Karl Marx', in L. Strauss and J. Cropsey, (eds) *History of Political Philosophy*, 2nd Edition. Chicago: Chicago University Press, pp. 802-828.

L. Wilde, (2003) 'Early Marx', in D. Boucher and P. Kelly, P. (eds) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 404-435.

V. Bryson, (1992) 'Marxist Feminism in Russia' in *Feminist Political Theory*, London: Palgrave Macmillan, pp. 114-122

C. Sypnowich, (1993) 'Alexandra Kollontai and the Fate of Bolshevik Feminism' *Labour/Le Travail* Vol. 32 (Fall 1992) pp. 287-295

A. Kollontai (1909), *The Social Basis of the Woman Question*, Available at <http://www.marxists.org/archive/kollonta/1909/social-basis.htm>, Accessed: 19.04.2013

Additional Readings:

A. Bloom, (1987) 'Jean-Jacques Rousseau', in Strauss, L. and Cropsey, J. (eds.) *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 559-580. Selections from *A Vindication of the Rights of Woman*, Available at

<http://oregonstate.edu/instruct/phl302/texts/wollstonecraft/womana.html#CHAPTER%20II>, Accessed: 19.04.2013.

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 328-354.

B. Ollman (1991) *Marxism: An Uncommon Introduction*, New Delhi: Sterling Publishers.

G. Blakely and V. Bryson (2005) *Marx and Other Four Letter Words*, London: Pluto

A. Skoble, and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 286-327.

A. Kollontai, (1977) 'Social Democracy and the Women's Question', in *Selected Writings of Alexandra Kollontai*, London: Allison & Busby, pp. 29-74.

A. Kollontai, (1977) 'Make Way for Winged Eros: A Letter to the Youth', in *Selected Writings of Alexandra Kollontai* Allison & Busby, pp. 201-292.

C. Porter, (1980) *Alexandra Kollontai: The Lonely Struggle of the Woman who defied Lenin*, New York: Dutton Children's Books.

## C- 14: INDIAN POLITICAL THOUGHT-II

**Course Objective:** Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian political thought. The objective is to study

general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original texts are also given to discuss in the class. The list of additional readings is meant for teachers as well as the more interested students.

1. Introduction to Modern Indian Political Thought (4 lectures)
2. Rammohan Roy: Rights (4 lectures)
3. Pandita Ramabai: Gender (4 lectures)
4. Vivekananda: Ideal Society (5 lectures)
5. Gandhi: Swaraj (5 lectures)
6. Ambedkar: Social Justice (5 lectures)
7. Tagore: Critique of Nationalism (4 lectures)
8. Iqbal: Community (5 lectures)
9. Savarkar: Hindutva (4 lectures)
10. Nehru: Secularism (4 lectures)
11. Lohia: Socialism (4 lectures)

### **Reading List:**

#### **I. Introduction to Modern Indian Political Thought**

Essential Readings:

V. Mehta and T. Pantham (eds.), (2006) '*A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian civilization*' Vol. 10, Part: 7, New Delhi: Sage Publications, pp. xxvii-ixi.

D. Dalton, (1982) 'Continuity of Innovation', in *Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi*, Academic Press: Gurgaon, pp. 1-28.

#### **II. Rammohan Roy: Rights**

Essential Readings:

R. Roy, (1991) 'The Precepts of Jesus, the Guide to Peace and Happiness', S. Hay, (ed.) *Sources of Indian Traditio, Vol. 2*. Second Edition. New Delhi: Penguin, pp. 24-29.

C. Bayly, (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800-1830', in Sh. Kapila (ed.), *An intellectual History for India*, New Delhi: Cambridge University Press, pp. 18- 34.

T. Pantham, (1986) 'The Socio-Religious Thought of Rammohan Roy', in Th. Panthom and K. Deutsch, (eds.) *Political Thought in Modern India*, New Delhi: Sage, pp.32-52.

Additional Reading:

S. Sarkar, (1985) 'Rammohan Roy and the break With the Past', in *A Critique on colonial India*, Calcutta: Papyrus, pp. 1-17.

#### **III. Pandita Ramabai: Gender**

Essential Readings:

P. Ramabai, (2000) 'Woman's Place in Religion and Society', in M. Kosambi (ed.), *Pandita Ramabai Through her Own Words: Selected Works*, New Delhi: Oxford University Press, pp. 150-155.

M. Kosambi, (1988) 'Women's Emancipation and Equality: Pandita Ramabai's Contribution to Women's Cause', in *Economic and Political Weekly*, Vol. 23(44), pp. 38-49.

Additional Reading:

U. Chakravarti, (2007) *Pandita Ramabai - A Life and a Time*, New Delhi: Critical Quest, pp. 1- 40.

G. Omvedt, (2008) 'Ramabai: Women in the Kingdom of God', in *Seeking Begumpura: The Social Vision of Anti Caste Intellectuals*, New Delhi: Navayana. pp. 205-224.

#### **IV. Vivekananda: Ideal Society**

Essential Readings:

S. Vivekananda, (2007) 'The Real and the Apparent Man', S. Bodhasarananda (ed.), *Selections from the Complete Works of Swami Vivekananda*, Kolkata: Advaita Ashrama, pp. 126-129.

A. Sen, (2003) 'Swami Vivekananda on History and Society', in *Swami Vivekananda*, Delhi: Oxford University Press, pp. 62- 79.

H. Rustav, (1998) 'Swami Vivekananda and the Ideal Society', in W. Radice (ed.), *Swami Vivekananda and the Modernisation of Hinduism*, Delhi: Oxford University Press, pp. 264-280.

Additional Reading:

Raghuramaraju, (2007) 'Swami and Mahatma, Paradigms: State and Civil Society', in *Debates in Indian Philosophy: Classical, Colonial, and Contemporary*, Delhi: Oxford University Press, pp. 29-65.

### **V. Gandhi: Swaraj**

Essential Readings:

M. Gandhi, (1991) 'Satyagraha: Transforming Unjust Relationships through the Power of the Soul', in S. Hay (ed.), *Sources of Indian Tradition*, Vol. 2. Second Edition, New Delhi: Penguin, pp. 265-270.

A. Parel, (ed.), (2002) 'Introduction', in *Gandhi, freedom and Self Rule*, Delhi: Vistaar Publication.

D. Dalton, (1982) *Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Mahatma Gandhi and Rabindranath Tagore*, Gurgaon: The Academic Press, pp. 154- 190.

Additional Reading:

R. Terchek, (2002) 'Gandhian Autonomy in Late Modern World', in A. Parel (ed.), *Gandhi, Freedom and Self Rule*. Delhi: Sage.

### **VI. Ambedkar: Social Justice**

Essential Readings:

B. Ambedkar, (1991) 'Constituent Assembly Debates', S. Hay (ed.), *Sources of Indian Tradition*, Vol. 2, Second Edition, New Delhi: Penguin, pp. 342-347.

V. Rodrigues, (2007) 'Good society, Rights, Democracy Socialism', in S. Thorat and Aryama (eds.), *Ambedkar in Retrospect - Essays on Economics, Politics and Society*, Jaipur: IIDS and Rawat Publications.

B. Mungekar, (2007) 'Quest for Democratic Socialism', in S. Thorat, and Aryana (eds.), *Ambedkar in Retrospect - Essays on Economics, Politics and Society*, Jaipur: IIDS and Rawat Publications, pp. 121-142.

Additional Reading:

P. Chatterjee, (2005) 'Ambedkar and the Troubled times of Citizenship', in V. Mehta and Th.

Pantham (eds.), *Political ideas in modern India: Thematic Explorations*, New Delhi: Sage, pp. 73-92.

### **VII. Tagore: Critique of Nationalism**

Essential Readings:

R. Tagore, (1994) 'The Nation', S. Das (ed.), *The English Writings of Rabindranath Tagore*, Vol. 3, New Delhi: Sahitya Akademi, pp. 548-551.

R. Chakravarty, (1986) 'Tagore, Politics and Beyond', in Th. Panthams and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage, pp. 177-191.

M. Radhakrishnan, and Debasmita, (2003) 'Nationalism is a Great Menace: Tagore and Nationalism' in P. Hogan, Colm and L. Pandit, (eds.) *Rabindranath Tagore: Universality and Tradition*, London: Rosemont Publishing and Printing Corporation, pp. 29-39.

Additional Reading:

A. Nandy, (1994) 'Rabindranath Tagore & Politics of Self', in *Illegitimacy of Nationalism*, Delhi: Oxford University Press, pp. 1-50.

### **VIII. Iqbal: Community**

Essential Readings:

M. Iqbal, (1991) 'Speeches and Statements', in S. Hay (ed.), *Sources of Indian Tradition*, Vol.2, Second Edition, New Delhi: Penguin, pp. 218-222.

A. Engineer, (1980) 'Iqbal's Reconstruction of Religious Thought in Islam', in *Social Scientist*, Vol.8 (8), pp. 52-63.

Madani, (2005) *Composite Nationalism and Islam*, New Delhi: Manohar, pp. 66-91.

Additional Reading:

L. Gordon-Polonskya, (1971) 'Ideology of Muslim Nationalism', in H. Malik (ed.), *Iqbal: Poet-Philosopher of Pakistan*, New York: Columbia University Press, pp. 108-134.

### **IX. Savarkar: Hindutva**

Essential Readings:

V.Savarkar, 'Hindutva is Different from Hinduism', available at <http://www.savarkar.org/en/hindutva/essentials-hindutva/hindutva-different-hinduism>, Accessed: 19.04.2013

J. Sharma, (2003) *Hindutva: Exploring the Idea of Hindu Nationalism*, Delhi: Penguin, pp. 124-172.

Additional Reading:

Dh. Keer, (1966) *Veer Savarkar*, Bombay: Popular Prakashan, pp. 223-250.

### **X. Nehru: Secularism**

Essential Readings:

J. Nehru, (1991) 'Selected Works', in S. Hay (ed.), *Sources of Indian Tradition, Vol. 2*, Second Edition, New Delhi: Penguin, pp. 317-319.

R. Pillai, (1986) 'Political thought of Jawaharlal Nehru', in Th. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage, pp. 260- 274.

B. Zachariah, (2004) *Nehru*, London: Routledge Historical Biographies, pp. 169-213.

Additional Reading:

P. Chatterjee, (1986) 'The Moment of Arrival: Nehru and the Passive Revolution', in *Nationalist Thought and the Colonial World: A Derivative Discourse?* London: Zed Books, pp. 131-166

### **XI. Lohia: Socialism**

Essential Readings:

M. Anees and V. Dixit (eds.), (1984) *Lohia: Many Faceted Personality*, Rammanohar Lohia Smarak Smriti.

S. Sinha, (2010) 'Lohia's Socialism: An underdog's perspective', in *Economic and Political Weekly*, Vol. XLV (40) pp. 51-55.

A. Kumar, (2010) 'Understanding Lohia's Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue', in *Economic and Political Weekly*, Vol. XLV (40), pp. 64-70.

## **DISCIPLINE SPECIFIC (ELECTIVE)**

### **DSE - 3: SOUTH ASIA**

**Course Objective:** The course introduces the historical legacies and geopolitics of South Asia as a region. It imparts an understanding of political regime types as well as the socio economic issues of the region in a comparative framework. The course also apprises students of the common challenges and the strategies deployed to deal with them by countries in South Asia.

#### **I. South Asia- Understanding South Asia as a Region (9 Lectures)**

- Historical and Colonial Legacies (b) Geopolitics of South Asia

#### **II. Politics and Governance (21 Lectures)**

- Regime types: democracy, authoritarianism, monarchy.
- (b) Emerging constitutional practices: federal experiments in Pakistan; constitutional debate in Nepal and Bhutan; devolution debate in Sri Lanka

#### **III. Socio-Economic Issues (15 Lectures)**

- Identity politics and economic deprivation: challenges and impacts (case studies of Pakistan, Bangladesh, Nepal, Sri Lanka)

#### **IV. Regional Issues and Challenges (15 Lectures)**

- South Asian Association for Regional Cooperation (SAARC): problems and prospects (b) Terrorism\_(c) Migration.

#### **Reading Lists:**

##### **I. South Asia- Understanding South Asia as a Region**

Hewitt, V. (1992) 'Introduction', in *The International Politics of South Asia*. Manchester: Manchester University Press, pp.1-10.

Hewitt, V. (2010) 'International Politics of South Asia' in Brass, P. (ed.) *Routledge Handbook of South Asian Politics*. London: Routledge, pp.399-418.

Muni, S.D. (2003) 'South Asia as a Region', *South Asian Journal*, 1(1), August-September, pp. 1-6

Baxter, C. (ed.) (1986) *The Government and Politics of South Asia*. London: Oxford University Press, pp.376-394.

Baxter, C. (2010) 'Introduction', Brass, P. (ed.) *Routledge Handbook of South Asian Politics*. London: Routledge, pp.1-24

##### **II. Politics and Governance**

De Silva, K.M. (2001) 'The Working of Democracy in South Asia', in Panandikar, V.A (ed.) *Problems of Governance in South Asia*. New Delhi: Centre for Policy Research & Konark Publishing House, pp. 46-88.

Wilson, J. (2003) 'Sri Lanka: Ethnic Strife and the Politics of Space', in Coakley, J. (ed.) *The Territorial Management of Ethnic Conflict*. Oregon: Frank Cass, pp. 173-193.

Mendis, D. (2008) 'South Asian Democracies in Transition', in Mendis, D. (ed.) *Electoral Processes and Governance in South Asia*. New Delhi: Sage, pp.15-52.

Subramanyam, K. (2001) 'Military and Governance in South Asia', in V.A (ed.) *Problems of Governance in South Asia*. New Delhi: Centre for Policy Research & Konark Publishing House, pp.201-208.

Hachethi, K. and Gellner, D.N.(2010) 'Nepal : Trajectories of Democracy and Restructuring of the State', in Brass, P. (ed.) *Routledge Handbook of South Asian Politics*. London: Routledge, pp. 131-146.

Kukreja, V. 2011. 'Federalism in Pakistan', in Saxena R. (ed.) *Varieties of Federal Governance*. New Delhi: Foundation Books, pp. 104-130.

Jha, N.K. (2008) 'Domestic Turbulence in Nepal: Origin, Dimensions and India's Policy Options', in Kukreja, V. and Singh, M.P. (eds.) *Democracy, Development and Discontent in South Asia*. New Delhi: Sage, pp. 264-281.

Burki, S.J. (2010) 'Pakistan's Politics and its Economy', in Brass, P. (ed.) *Routledge Handbook of South Asian Politics*. London: Routledge, pp. 83-97.

Kaul, N. (2008) 'Bearing Better Witness in Bhutan', *Economic and Political Weekly*, 13 September, pp. 67-69.

##### **III. Socio-Economic Issues**

Phadnis, U.(1986) 'Ethnic Conflicts in South Asian States', in Muni, S.D. et.al. (eds.) *Domestic Conflicts in South Asia : Political, Economic and Ethnic Dimensions*. Vol. 2. New Delhi: South Asian Publishers, pp.100-119.

Kukreja, V. (2003) *Contemporary Pakistan*. New Delhi: Sage, pp. 75-111 and 112-153.

##### **IV. Regional Issues and Challenges**

Narayan, S. (2010) 'SAARC and South Asia Economic Integration', in Muni, S.D. (ed.) *Emerging dimensions of SAARC*. New Delhi: Foundation Books, pp. 32-50.

Muni, S.D. and Jetley, R. (2010) 'SAARC prospects: the Changing Dimensions', in Muni, S.D. (ed.) *Emerging dimensions of SAARC*. New Delhi: Foundation Books, pp. 1-31.

Baral, L.R. (2006) 'Responding to Terrorism: Political and Social Consequences in South Asia', in Muni, S.D. (ed.) *Responding to terrorism in South Asia*. New Delhi: Manohar, pp.301-332.

- Muni, S.D. (2006) 'Responding to Terrorism: An Overview', in Muni, S.D. (ed.) Responding to terrorism in South Asia. New Delhi: Manohar, pp.453-469.
- Hoyt, T.D. (2005) 'The War on Terrorism: Implications for South Asia', in Hagerty, D.T. (ed.) South Asia in World Politics. Lanham: Roman and Littlefield Publishers, pp.281-295.
- Lama, M. (2003) 'Poverty, Migration and Conflict: Challenges to Human Security in South Asia', in Chari, P.R. and Gupta, S. (eds.) Human Security in South Asia: Gender, Energy, Migration and Globalisation. New Delhi: Social Science Press, pp. 124-144
- Acharya, J. and Bose, T.K. (2001) 'The New Search for a Durable Solution for Refugees: South Asia', in Samaddar, S. and Reifeld, H. (eds.) Peace as Process: Reconciliation and Conflict Resolution in South Asia. New Delhi: Vedams ,pp-137-157

#### **Additional Readings**

- Baxter, C. (ed.) (1986) The Government and Politics of South Asia. London: Oxford University Press.
- Rizvi, G. (1993) South Asia in a Changing International Order. New Delhi: Sage.
- Thakur, R. and Wiggin, O.(ed.) (2005) South Asia and the world. New Delhi: Bookwell.
- Hagerty, D.T. (ed.) (2005) South Asia in World Politics, Oxford: Rowman and Littlefield.
- Samaddar, R. (2002) 'Protecting the Victims of Forced Migration: Mixed Flows and Massive Flows', in Makenkemp, M. Tongern, P.V. and Van De Veen, H. (eds.) Searching for Peace in Central and South Asia. London: Lynne Rienner.
- Kukreja, V. and Singh, M.P. (eds) (2008) Democracy, Development and Discontent in SouthAsia. New Delhi: Sage.

### **DSE - 4: INDIA'S FOREIGN POLICY**

**Course Objective:** This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The Endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

1. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power **(7 lectures)**
2. India's Relations with the USA and USSR/Russia **(9 lectures)**
3. India's Engagements with China **(6 lectures)**
4. India in South Asia: Debating Regional Strategies **(9 lectures)**
5. India's Negotiating Style and Strategies: Trade, Environment and Security Regimes **(11 lectures)**
6. India in the Contemporary Multi-polar World **(6 lectures)**

#### **Reading List:**

#### **I. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power**

Essential Readings:

- S. Ganguly and M. Pardesi, (2009) 'Explaining Sixty Years of India's Foreign Policy', in *India Review*, Vol. 8 (1), pp. 4-19.



Ch. Ogden, (2011) 'International 'Aspirations' of a Rising Power', in David Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp.3-31

W. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, *Trusts with Democracy: Political Practice in South Asia*, Anthem Press: University Publishing Online.

Additional Reading:

J. Bandhopadhyaya, (1970) *The Making Of India's Foreign Policy*, New Delhi: Allied Publishers.

## **II: India's Relations with the USA and USSR/Russia**

Essential Readings:

S. Mehrotra, (1990) 'Indo-Soviet Economic Relations: Geopolitical and Ideological Factors', in *India and the Soviet Union: Trade and Technology Transfer*, Cambridge University Press: Cambridge, pp. 8-28.

R. Hathaway, (2003) 'The US-India Courtship: From Clinton to Bush', in S. Ganguly (ed.), *India as an Emerging Power*, Frank Cass: Portland.

A. Singh, (1995) 'India's Relations with Russia and Central Asia', in *International Affairs*, Vol. 71 (1): 69-81.

M. Zafar, (1984), 'Chapter 1', in *India and the Superpowers: India's Political Relations with the Superpowers in the 1970s*, Dhaka, University Press.

Additional Readings:

H. Pant, (2008) 'The U.S.-India Entente: From Estrangement to Engagement', in H. Pant, *Contemporary Debates in Indian Foreign and Security Policy: India Negotiates Its Rise in the International System*, Palgrave Macmillan: London.

D. Mistry, (2006) 'Diplomacy, Domestic Politics, and the U.S.-India Nuclear Agreement', in *Asian Survey*, Vol. 46 (5), pp. 675-698.

## **III: India's Engagements with China**

Essential Readings:

H. Pant, (2011) 'India's Relations with China', in D. Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp. 233-242.

A. Tellis and S. Mirski, (2013) 'Introduction', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

S. Raghavan, (2013) 'Stability in Southern Asia: India's Perspective', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

Additional Reading:

Li Li, (2013) 'Stability in Southern Asia: China's Perspective', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

## **IV: India in South Asia: Debating Regional Strategies**

Essential Readings:

S. Muni, (2003) 'Problem Areas in India's Neighbourhood Policy', in *South Asian Survey*, Vol. 10 (2), pp. 185-196.

S. Cohen, (2002) *India: Emerging Power*, Brookings Institution Press. V. Sood, (2009) 'India and regional security interests', in Alyssa Ayres and C. Raja Mohan (eds), *Power realignments in Asia: China, India, and the United States*, New Delhi: Sage.

Additional Readings:

M. Parsedi, (2005) 'Deducing India's Grand Strategy of Regional Hegemony from Historical and Conceptual Perspectives', IDSS Working Paper, 76, Available at <http://www.rsis.edu.sg/publications/WorkingPapers/WP76.pdf>, Accessed: 19.04.2013.

D. Scott, (2009) 'India's "Extended Neighbourhood" Concept: Power Projection for a Rising Power', in *India Review*, Vol. 8 (2), pp. 107-143

## **V: India's Negotiating Style and Strategies: Trade, Environment and Security Regimes**

Essential Readings:

S. Cohen, (2002) 'The World View of India's Strategic Elite', in S. Cohen, *India: Emerging Power*, Brookings Institution Press, pp. 36-65.

A. Narlikar, (2007) 'All that Glitters is not Gold: India's Rise to Power', in *Third World Quarterly*, Vol. 28 (5) pp. 983 – 996.

N. Dubash, (2012) 'The Politics of Climate Change in India: Narratives of Enquiry and Cobenefits', Working Paper, New Delhi: Centre for Policy Research.

N. Jayaprakash, (2000) 'Nuclear Disarmament and India', in *Economic and Political Weekly*, Vol. 35 (7), pp. 525-533.

Additional Readings:

P. Bidwai, (2005) 'A Deplorable Nuclear Bargain', in *Economic and Political Weekly*, Vol. 40 (31), pp. 3362-3364.

A. Anant, (2011) 'India and International Terrorism', in D. Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp. 266-277.

## **VI: India in the Contemporary Multipolar World**

Essential Readings:

R. Rajgopalan and V. Sahni (2008), 'India and the Great Powers: Strategic Imperatives, Normative Necessities', in *South Asian Survey*, Vol. 15 (1), pp. 5–32.

C. Mohan, (2013) 'Changing Global Order: India's Perspective', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

A. Narlikar, (2006) 'Peculiar Chauvinism or Strategic Calculation? Explaining the Negotiating Strategy of a Rising India', in *International Affairs*, Vol. 82 (1), pp. 59-76.

Additional Reading:

P. Mehta, (2009) 'Still Under Nehru's Shadow? The Absence of Foreign Policy Frameworks in India', in *India Review*, Vol. 8 (3), pp. 209–233.

### **Online Resources:**

Government of India's Ministry of External Relations website at <http://www.mea.gov.in/> and specially its library which provides online resources at <http://mealib.nic.in/>

The Council of Foreign Relations has a regularly updated blog on India's foreign policy: <http://www.cfr.org/region/india/ri282> Centre for Policy Research's blog on IR and strategic affairs though it is not exclusively on India's foreign policy. <http://www.cprindia.org/blog/international-relations-and-security-blog>

Institute for Defence Studies and Analyses: <http://www.idsa.in/>

*Research and Information System*: [www.ris.org.in/](http://www.ris.org.in/)

*Indian Council of World Affairs*: [www.icwa.in/](http://www.icwa.in/)

*Institute of Peace and Conflict Studies*: [www.ipcs.org/](http://www.ipcs.org/)

Indian Council for Research on International Economic Relations: [www.icrier.org/](http://www.icrier.org/)

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## Department of Sanskrit Bodoland University

Course Structure of BA in Sanskrit under Choice Based Credit System (CBCS) and Continuous Assessment and Grading pattern(CACP)  
Syllabus in Sanskrit for BA Honours

SEMESTER.	Core (14)	AECC (2)	AEEC/SEC (2)	DSE (4)	GE (4)
I	<b>C-1-</b> Classical Sanskrit Literature (Poetry)	AECC 1 (English Communication)			<b>GE-1-</b> <b>Sanskrit Poetry</b>
	<b>C-2-</b> Critical Survey of Sanskrit Literature				
II	<b>C-3-</b> Classical Sanskrit Literature (Prose)	AECC 2 Environmental Science			<b>GE-2-</b> <b>Sanskrit Prose</b>
	<b>C-4-</b> Self-Management in the Gītā				
III	<b>C-5-</b> Classical Sanskrit Literature (Drama)		<b>SEC1/AEEC 1-</b> Sanskrit Meters and Music		<b>GE-3-</b> <b>Sanskrit Drama</b>
	<b>C-6-</b> Poetics and Literary Criticism				
	<b>C-7-</b> Indian Social Institutions and Polity				
IV	<b>C-8-</b> Indian Epigraphy, Paleography and Chronology		<b>SEC2/AEEC2-</b> Acting & Script Writing		<b>GE-4-</b> <b>Sanskrit Grammar</b>
	<b>C-9-</b> Modern Sanskrit Literature				
	<b>C-10-</b> Sanskrit and World Literature				
V	<b>C-11-</b> Vedic Literature			<b>DSE-1-</b> Fundamentals of Ayurveda	
	<b>C-12-</b> Sanskrit Grammar:			<b>DSE-2-</b> Environmental Awareness in Sanskrit Literature	
VI	<b>C-13-</b> Indian Ontology and Epistemology			<b>DSE-3-</b> Sanskrit Linguistics	
	<b>C-14-</b> Sanskrit Composition and Communication			<b>DSE-4-</b> Tools and Techniques for Computing Sanskrit Language (Project/Dissertation)	

**Department of Sanskrit**  
**Bodoland University**

Course Structure of BA (HON.) in Sanskrit under Choice Base Credit System (CBCS) and Continuous Assessment and Grading Pattern (CAGP)

<b>Semester-I</b>						
<b>Paper Code</b>	<b>Course</b>	<b>Credit</b>	<b>Credit Distribution (L+T+P)</b>	<b>End Sem Marks</b>	<b>Internal Marks</b>	<b>Total Marks</b>
SAN101H	C-1	6	5+1+0	80	20	100
SAN102H	C-2	6	5+1+0	80	20	100
COM103HR	AECC-1 (English Communication)	2	2+0+0	50	-	50
SAN104HR	GE-1	6	5+1+0	80	20	100
<b>Total-</b>		<b>20</b>	<b>17+3+0=20</b>	<b>290</b>	<b>60</b>	<b>350</b>
<b>Semester-II</b>						
<b>Paper Code</b>	<b>Course</b>	<b>Credit</b>	<b>Credit Distribution (L+T+P)</b>	<b>End Sem Marks</b>	<b>Internal Marks</b>	<b>Total Marks</b>
SAN101H	C-3	6	5+1+0	80	20	100
SAN102H	C-4	6	5+1+0	80	20	100
COM103HR	AECC-2 Environmental Science	2	2+0+0	50	-	50
SAN104HR	GE-2	6	5+1+0	80	20	100
<b>Total-</b>		<b>20</b>	<b>17+3+0=20</b>	<b>290</b>	<b>60</b>	<b>350</b>
<b>Semester-III</b>						
<b>Paper Code</b>	<b>Course</b>	<b>Credit</b>	<b>Credit Distribution (L+T+P)</b>	<b>End Sem Marks</b>	<b>Internal Marks</b>	<b>Total Marks</b>
SAN101H	C-5	6	5+1+0	80	20	100
SAN102H	C-6	6	5+1+0	80	20	100
COM103H	C-7	6	5+1+0	80	20	100
COM104HR	<b>AEEC -1</b> <b>Sanskrit Meters and Music</b>	2	2+0+0	50	-	50
SAN105H	GE-3	6	5+1+0	80	20	100
<b>Total-</b>		<b>26</b>	<b>22+4+0=26</b>	<b>370</b>	<b>80</b>	<b>450</b>
<b>Semester-IV</b>						
<b>Paper Code</b>	<b>Course</b>	<b>Credit</b>	<b>Credit Distribution (L+T+P)</b>	<b>End Sem Marks</b>	<b>Internal Marks</b>	<b>Total Marks</b>
SAN101H	C-8	6	5+1+0	80	20	100
SAN102H	C-9	6	5+1+0	80	20	100
COM103H	C-10	6	5+1+0	80	20	100
COM104HR	<b>AEEC-2</b> <b>Acting &amp; Script Writing</b>	2	2+0+0	50	-	50
SAN105H	GE-4	6	5+1+0	80	20	100
<b>Total-</b>		<b>26</b>	<b>22+4+0=26</b>	<b>370</b>	<b>80</b>	<b>450</b>
<b>Semester-V</b>						
<b>Paper Code</b>	<b>Course</b>	<b>Credit</b>	<b>Credit Distribution (L+T+P)</b>	<b>End Sem Marks</b>	<b>Internal Marks</b>	<b>Total Marks</b>
SAN101H	C-11	6	5+1+0	80	20	100
SAN102H	C-12	6	5+1+0	80	20	100
COM103H	DSE-1	6	5+1+0	80	20	100
SAN104H	DSE-2	6	5+1+0	80	20	100
<b>Total-</b>		<b>24</b>	<b>20+4+0=24</b>	<b>320</b>	<b>80</b>	<b>400</b>

Semester-VI						
Paper Code	Course	Credit	Credit Distribution (L+T+P)	End Sem Marks	Internal Marks	Total Marks
SAN101H	C-11	6	5+1+0	80	20	100
SAN102H	C-12	6	5+1+0	80	20	100
COM103H	DSE-3	6	5+1+0	80	20	100
SAN104H	DSE-4 Tools and Techniques for Computing Sanskrit Language /(Project/Dissertation)	6	6	80	20	100
<b>Total-</b>		<b>24</b>	<b>20+4+0=24</b>	<b>320</b>	<b>80</b>	<b>400</b>

## Department of Sanskrit Bodoland University

Course Structure of BA in Sanskrit under Choice Based Credit System (CBCS) and Continuous Assessment and Grading pattern (CACP)

### BA Honours (Sanskrit)

#### Abbreviation Terms:

SANH= Sanskrit Honours

C=Core

AECC=Ability Enhancement Compulsory Course

AEEC=Ability Enhancement Elective Course (Skill Based)

SEC=Skill Enhancement Course

DSC=Discipline Specific Core Course

DSE=Discipline Specific Elective

GE=Generic Elective

#### Semester-I

SANH 1.01 C- Classical Sanskrit Literature (Poetry)

SANH 1.02 C- Critical Survey of Sanskrit Literature

SANH 1.03AECC 1- MIL

SANH 1.04 GE 1- Sanskrit Poetry

#### Semester-II

SANH 2.01 C- Classical Sanskrit Literature (Prose)

SANH 2.02 C- Self-Management in the Gītā

SANH 2.03AECC 2- Environmental Science

SANH 2.04 GE 2- Sanskrit Prose

#### Semester-III

SANH 3.01 C- Classical Sanskrit Literature (Drama)

SANH 3.02 C- Poetics and Literary Criticism

SANH 3.03 C- Indian Social Institutions and Polity

SANH 3.04 SEC 1/AEEC 1- Sanskrit Meters and Music

SANH 3.05 GE 3- SANSKRIT DRAMA

#### Semester-IV

SANH 4.01 C- Indian Epigraphy, Paleography and Chronology

SANH 4.02 C- Modern Sanskrit Literature

SANH 4.03 C- Sanskrit and World Literature

SANH 4.04 SEC2/AEEC2- Acting & Script Writing

SANH 4.05 GE 4- SANSKRIT GRAMMAR

**Semester-V**

SANH 5.01 C- Vedic Literature

SANH 5.02 C- Sanskrit Grammar

SANH 5.03 DSE 1- Fundamentals of Ayurveda

SANH 5.04 DSE 2- Environmental Awareness in Sanskrit Literature

**Semester-VI**

SANH 6.01 C- Indian Ontology and Epistemology

SANH 6.02 C- Sanskrit Composition and Communication

SANH 6.03 DSE 3- Sanskrit Linguistics

SANH 6.04 DSE 4- Tools and Techniques for Computing Sanskrit Language /(Project/Dissertation)

**Semester-I****BA. Honours (Sanskrit)**

Paper code: SANH 1.01 C

Paper Title: Classical Sanskrit Literature (Poetry)

Total Credit: 5+1=6

Total Marks: 80

<b>Unit - I:</b>	Raghuvamśam, Canto-I (Verse: 1-25)	Marks-15
<b>Unit- II:</b>	Śiśupālabadham, Canto- I (Verse1-25)	Marks-15
<b>Unit-III:</b>	Nītiśatakam (1-25 Verses)	Marks-15
<b>Unit- IV:</b>	Bhāṭṭikāvyaṃ Canto- II (Verse1-25)	Marks-15
<b>Unit- V:</b>	History of Sanskrit Poetry (Origin and Development of Sanskrit Poetry with special reference to Aśvaghōṣa, Kālidāsa, Bhāravi, Māgha, Bhatti, and Śīharṣa.)	Marks-20

**Suggested Books**

1. C.R. Devadhar (Ed.), Raghuvamśam of Kālidāsa, MLBD. Delhi.
2. M.R. Kale (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.
3. कृष्णमणि त्रिपाठी, रघुवंशम् मल्लिनाथकृत सञ्जीवनीटीका), चौखम्बासुरभारतीप्रकाशन, वाराणसी!
- 4) S.M. Bhadra(Ed.) Raghuvamśam, Chandraprakasa, Panbazar, Guwahati
- 5) केशवराव मुसलगाँवकर(सम्पा), शिशुपालवधम्(मल्लिनाथकृत सर्वङ्गषा व्याख्यायुत), चौखम्भा संस्कृत भवन, वाराणसी-१
- 7) Anantaram Sastri Vetal(Ed), Śiśupālabadha, Chowkhamba Sanskrit Series office, Varanasi
- 8) M.R. Kale (Ed.), Nītiśatakam of Bhartṛhari, MLBD., Delhi.
- 9) विष्णुदत्त शर्मा शास्त्री(व्या) भर्तृहरि कृत नीतिशतकम् विमलचन्द्रिका संस्कृतीका व हिन्दी व्याख्या सहित ज्ञानप्रकाशन, मेरठ, संवत् २०३४.
10. शेषराजशर्मा रेग्मी(सम्पा), भट्टिकाव्यम्, चौखम्बा संस्कृत सीरीज अफिस, वाराणसी
- 11) Maheshwar anant Karandikar(Ed) Bhāṭṭikāvyaṃ, Motilal Banarasidass, Delhi-7
- 12) बाबूराम त्रिपाठी(सम्पा.), भर्तृहरि कृत नीतिशतकम्, महालक्ष्मीप्रकाशन, आगरा, १९८६!
- 13) Gaurinath Shastri: A Concise History of Sanskrit Literature, MLBD, Delhi.
- 14) Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.
- 15) Kamakhya charan bhagavati, Sanskrit Sahityar Jilingani, Granthapith, Panbazar, Guwahati
- 16) ড° মালিনী গোস্বামী, বঘুৰপি কাব্যম্
- 17) Dr. Bibhuti Lochan Sarma(Ed.) Bhāṭṭikāvya(Pratham Khanda) with Assamese Translation(Under Publication)

**Paper code: SANH 1.02 C**  
**Paper Title: Critical Survey of Sanskrit Literature**  
**Total Credit: 5+1=6**  
**Total Marks: 80**

<b>Unit - I:</b>	<b>Rāmāyana:</b>	A general Note Importance, as an <i>Ādikāvya</i> , Source of Later Literature	Marks-15
<b>Unit- II:</b>	<b>Rāmāyana:</b>	Bālakānda(Prathamasarga)	Marks-15
<b>Unit-III:</b>	<b>Mahābhārata:</b>	A general Note Importance, Three Stages, Source of Later Literature	Marks-15
<b>Unit- IV:</b>	<b>Mahābhārata:</b>	<b>Santiparvan(Rājadharmānuśāsana Parvani Saptapancāśttamohyāya)</b>	Marks-15
<b>Unit- V:</b>	<b>Puranas:</b>	<b>General Characteristics, Divisions</b> Contents of the Mahāpurans Cultural and Historical Importance	Marks-20

### Suggested Books

1. **Rāmāyana: Gita press Gorakh Pur**
2. H.P. Shastri (Eng. Tr.), Ramayana of Valmaki (3 Vols), London, 1952-59.
3. **Mahābhārata: Gita press Gorakh Pur**
4. H.P. Shastri (English Trans.), Mahabharata (7 Vols), London, 1952-59.
5. बलदेवउपाध्याय, संस्कृत साहित्य का इतिहास, शारदानिकेतन, वाराणसी,
6. A.B. Keith, *History of Sanskrit Literature*, also Hindi translation, MLBD, Delhi. (हिन्दीअनुवाद, मंगलदेवशास्त्री, मोतीलालबनारसीदास,दिल्ली).
7. Gaurinath Shastri, *A Concise History of Sanskrit Literature*, MLBD, Delhi.
8. A.B. Keith, *History of Sanskrit Literature*, also Hindi translation, MLBD, Delhi.
9. Kamakhya charan bhagavati, Sanskrit Sahityar Jilingani, Granthapith, Panbazar, Guwahati
10. Thanesar Sarma, Sanskrit Sahityar Itivritta

**Paper code: SANH 1.04GE-1**  
**Paper Title: Sanskrit Poetry**  
**Total Credit: 5+1=6**  
**Total Marks: 80**

<b>Unit - I:</b>	Raghuvamśam, Canto-I (Verse: 1-25)	Marks-15
<b>Unit- II:</b>	Kirātārjunīyam - Canto I (1-25 Verses)	Marks-15
<b>Unit-III:</b>	Nītiśatakam (1-25 Verses)	Marks-15
<b>Unit- IV:</b>	Bhāttikāvya Canto- II (Verse1-25)	Marks-15
<b>Unit- V:</b>	History of Sanskrit Poetry (Origin and Development of Sanskrit Poetry with special reference to Āsvaghōṣa, Kālidāsa, Bhāravi, Māgha,Bhatti, and Śrīharṣa.)	Marks-20

### Suggested Books

1. C.R. Devadhar (Ed.), Raghuvamśam of Kālidāsa, MLBD. Delhi.
2. M.R. Kale (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.

3. कृष्णमणि त्रिपाठी, रघुवंशम् मल्लिनाथकृत सञ्जीवनीटीका), चौखम्बासुरभारतीप्रकाशन, वाराणसी!
- 4) S.M. Bhadra(Ed.) Raghuvamśam, Chandraprakasa, Panbazar, Guwahati
- 5)समीरशर्मा, मल्लिनाथकृतघंटापथटीका, भारविकृतकिराताजानीयम्, चौखम्बाविद्याभवन, वाराणसी
- 6)M.R. Kale (Ed.), Kirātārjunīyam of Bhāravi, MLBD, Delhi.
- 7)M.R. Kale (Ed.), Nītiśatakam of Bharṭṛhari, MLBD., Delhi.
- 8) विष्णुदत्त शर्मा शास्त्री(व्या) भर्तृहरि कृत नीतिशतकम् विमलचन्द्रिका संस्कृतटीका व हिन्दी व्याख्या सहित ज्ञानप्रकाशन, मेरठ, संवत् २०३४.
- 9) बाबूराम त्रिपाठी(सम्पा.), भर्तृहरि कृत नीतिशतकम् महालक्ष्मीप्रकाशन, आगरा, १९८६
10. शेषराजशर्मा रेग्मी(सम्पा), भट्टिकाव्यम्, चौखम्बा संस्कृत सीरीज अफिस, वाराणसी
- 11) Maheshwar anant Karandikar(Ed) Bhaītikāvya, Motilal Banarasidass, Delhi-7
- 12)Gaurinath Shastri: *A Concise History of Sanskrit Literature*, MLBD, Delhi.
- 14) Winternitz, Maurice: *Indian Literature* (Vol. I-III), also Hindi Translation, MLBD, Delhi.
- 15)Kamakhya charan bhagavati, Sanskrit Sahityar Jilingani, Granthapith, Panbazar, Guwahati
- 16) ড° মালিনী গোস্বামী, বঘুবপি কার্যম্
- 17) Dr. Bibhuti Lochan Sarma(Ed.) Bhattikavya(Pratham Khanda) with Assamese Translation(Under Publication)

## Semester-II

### BA. Honours (Sanskrit)

**Paper code:** SANH 2.01 C

**Paper Title:** Classical Sanskrit Literature (Prose)

**Total Credit:** 5+1=6

**Total Marks:** 80

<b>Unit - I:</b>	<b>Kādambari :</b> Śukanāsopadeśa (From Yathā Yathā ceyamcapala.... Ityetaavadabhidhayopasasama)	<b>Marks-15</b>
<b>Unit- II:</b>	<b>Harṣacaritam:Ucchvāsa—V</b> (From beginning to –Vaksasi ca sprsyamanam Pitaramadraksit)	<b>Marks-15</b>
<b>Unit-III:</b>	<b>Daśakumāracaritam: Rājabāhanacaritam</b> (Uttarapithikā, prathamocchvāsaha)	<b>Marks-15</b>
<b>Unit- IV:</b>	<b>Vāsavadattā</b> (Anantaram katipyanalvaśtamadhvānṁ..... tato makarandastamuvāca)	<b>Marks-15</b>
<b>Unit- V:</b>	<b>A Survey on Sanskrit Prose</b> (Origin and development of Sanskrit Prose With special reference to Dandin, Subandhu and baṇa)	<b>Marks-20</b>

### Suggested Books

- 1)रामपालशास्त्री, शुकनासोपदेशसुबोधनीसंस्कृत(हि. व्या.), चौखम्बाओरियन्टलिया, वाराणसी
- 2)मोहनदेवपंत(सम्पा), हरिश्चन्द्रविद्यालंकार (अनु); कादम्बरी, मोतिलालवाराणसीदास, नईदिल्ली।
- 3) Tarasankar Tarkaratna(Bangla Trens); **Kādambari ; Metcalfe Press Calcutta, Archive Book**
- 3) केशवराव मुसलगाँवकर(सम्पा), हर्षचरितम्, चौखम्बा संस्कृत संस्थान, वाराणसी



- 4) Kasinath Pandurang arab(ED.) The **Daśakumāracarita** of Dandin, Nirnay Sagar press Bombay  
 5) MR. Kale(ED); The **Daśakumāracarita** of Dandin; Motilal Baranasidas Press Delhi-7  
 5) A. V. WILLIAMS JACKSON(ED); **Vāsavadattā a SANSKRIT ROMANCE** by SUBANDHU;  
 COLUMBIA UNIVERSITY PRESS, PDF Book Archive, www.rarebooksocietyofindia.org

**Paper code: SANH 2.02 C**

**Paper Title: Self-Management in the Gitā**

**Total Credit: 5+1=6**

**Total Marks: 80**

<b>Unit - I:</b>	<b>Cognitive and emotive apparatus</b> i) Hierarchy of <i>indriya</i> , <i>manas</i> , <i>buddhi</i> and <i>ātman</i> III.42; XV. 7 ) ii) Role of the <i>ātman</i> –XV.7; XV.9 iii) Mind as a product of <i>prakṛti</i> VII.4 iv) Properties of three <i>guṇas</i> and their impact on the mind – (XIII. 5-6; XIV.5-8, 11-13; XIV.17)	Marks-15
<b>Unit- II:</b>	<b>Controlling the mind</b> i) Nature of conflict I.1; IV.16; I.45; II.6 ii) Causal factors – a) Ignorance – II.41 b) <i>Indriya</i> – II.60 c) Mind – II.67 d) <i>Rajogūṇa</i> – III.36-39; XVI.21 e) Weakness of mind- II.3; IV.5 ii) Means of controlling the mind a) procedure VI.11-14 b) Balanced life- III.8; VI.16-17 c) Diet control- XVII. 8-10 d) Physical and mental discipline – XVII. 14-19, VI. 36.	Marks-15
<b>Unit-III:</b>	<b>Means of conflict resolution</b> i) Importance of knowledge – II. 52 ; IV.38-39; IV.42 ii) Clarity of <i>buddhi</i> – XVIII.30-32 iii) Process of decision making – XVIII.63 iv) Control over senses – II.59, 64 v) Desirelessness- II.48; II.55 vi) Putting others before self – III.25	Marks-15
<b>Unit- IV:</b>	<b>Self-management through devotion</b> i) Surrender of ego – II.7 ; IX.27; VIII.7; XI.55 ; II.47 ii) Acquisition of moral qualities - XII.11; XII.13-19 iii) Abandoning frivolous debates – VII.21, IV.11; IX.26	Marks-15
<b>Unit- V:</b>	<b>The importance of the Gitā in Modern Society</b>	Marks-20

### Suggested Books

- 1) Gita with Sadhaka Sanjivani Tika, Gita Press Gorakhpur
- 2) Radhanath phukan Rachanavali
- 3) श्रीमद्भगवद्गीता—मधुसूदन सरस्वतीकृत गूढार्थदीपिका संस्कृतटीका तथा प्रतिभा भाष्य(हिन्दी) सहित,
- 4) श्रीमद्भगवद्गीता, व्याख्याकार—मदनमोहनअग्रवाल, चौखम्बासंस्कृतप्रतिष्ठान, वाराणसी, 1994

- 5) श्रीमद्भगवद्गीता—एस०राधाकृष्णकृतव्याख्या का हिन्दी अनुवाद, राजपालएण्डसन्ड्स, दिल्ली, 1969
- 6) श्रीमद्भगवद्गीतारहस्यऔरकमायोगशास्त्र—बालगङ्गाधरतिलक, अपोलोप्रकाशन, दिल्ली, 2008.
- 7) Śrīmadbhagavadgītā - English commentary by Jayadayal Goyandka, Tattvavivecinī Gītā Press, Gorakhpur, 1997.
- 8) Śrīmadbhagavadgītārahasya - The Hindu Philosophy of Life, Ethics and or Karmayogaśāstra Religion, Original Sanskrit Stanzas with English Translation, Bal Gangadhar Tilak & Balchandra Sitaram Sukthankar, J.S.Tilak & S.S.Tilak, 1965.
- 9) Śrīmadbhagavadgītā - A Guide to Daily Living, English translation and notes by Pushpa Anand, Arpana Publications, 2000.
- 10) Śrīmadbhagavadgītā - The Scripture of Mankind, text in Devanagari with transliteration in English and notes by Swami Tapasyananda, Sri Ramakrishna Math, 1984.
- 11) Chinmayananda - The Art of Man Making (114 short talks on the Bhagavadgītā), Central Chinmaya Mission Trust, Bombay, 1991.
- 12) Panchamukhi, V.R.- Managing One-Self (Śrīmadbhagavadgītā : Theory and Practice), R.S. Panchamukhi Indological Research Centre, New Delhi & Amar Grantha Publications, Delhi, 2001.
- 13) Sri Aurobindo - Essays on the Gītā, Sri Aurobindo Ashram, a. Pondicherry, 1987.
- 14) Srinivasan, N.K. - Essence of Śrīmadbhagavadgītā : Health & Fitness (commentary on selected verses), Pustak Mahal, Delhi, 2006.

**Paper code: SANH 2.04 GE 2**

**Paper Title: Sanskrit Prose**

**Total Credit: 5+1=6**

**Total Marks: 80**

<b>Unit - I:</b>	<b>Kādambari :</b>	<b>Śukanāsopadeśa</b>	<b>Marks-15</b>
	(From Yathā Yathā ceyamcapala.... Ityetaavadabhidhayopasasama)		
<b>Unit- II:</b>	<b>Harṣacaritam:</b>	<b>Ucchvāsa—V</b> (From beginning to – Vaksasi ca sprsyamanam Pitaramadraksit)	<b>Marks-15</b>
<b>Unit-III:</b>	<b>Daśakumāracaritam:</b>	<b>Kumārotpatti</b> (Purvapithikā, prathamocchvāsaha)	<b>Marks-15</b>
<b>Unit- IV:</b>	<b>Vāsavadattā</b>	(Anantaram katipyanalvaśtamadhvānm..... tato makarandastamuvāca)	<b>Marks-15</b>
<b>Unit- V:</b>	<b>A Survey on Sanskrit Prose</b> (Origin and development of Sanskrit Prose With special reference to Dandin, Subandhu and baṇa)		<b>Marks-20</b>

### **Suggested Books**

- 1) रामपालशास्त्री, शुक्नासोपदेशसुबोधनीसंस्कृत(हि. व्या.), चौखम्बाओरियन्टलिया, वाराणसी
- 2) मोहनदेव पंत(सम्पा), हरिश्चन्द्रविद्यालंकार (अनु); कादम्बरी, मोतिलाल वाराणसी दास, नई दिल्ली ।
- 3) Tarasankar Tarkaratna(Bangla Trens); **Kādambari ; Metcalfe Press Calcutta, Archive Book**
- 3) केशवराव मुसलगाँवकर(सम्पा), हर्षचरितम्, चौखम्भा संस्कृत संस्थान, वाराणसी
- 4) Kasinath Pandurang arab(ED.) The **Daśakumāracarita** of Dandin, Nirnay Sagar press Bombay

5) MR. Kale(ED); The **Daśakumāracarita** of Dandin; Motilal Baranasidas Press Delhi-7  
 5)A. V. WILLIAMS JACKSON(ED); **Vāsavadattā a SANSKRIT ROMANCE** by  
 SUBANDHU;COLUMBIA UNIVERSITY PRESS, PDF Book Archive, www.rarebooksocietyofindia.org

### Semester-III

### BA. Honours (Sanskrit)

**Paper code: SANH3.01 C**

**Paper Title: Classical Sanskrit Literature (Drama)**

**Total Credit: 5+1=6**

**Total Marks: 80**

<b>Unit - I:</b>	<b>Svapnavāsavadattam:</b> Act I- Introduction, Author, Story, Meaning/Translation and Explanation	<b>Marks-15</b>
<b>Unit- II:</b>	<b>Abhijānaśākuntalam:</b> Act I- Introduction, Author,Poetic excellence, Plot, Timing of Action. Personification of nature, Language of Kālidāsa, Explanation of Terms like <i>nāndī</i> , <i>prastāvanā</i> , <i>sūtradhāra</i> , <i>naṭī</i> , <i>viṣkambhaka</i> , <i>vidūṣaka</i> , <i>kañcukī</i> , (b) Text Reading (Grammar, Translation, Explanation)	<b>Marks-20</b>
<b>Unit-III:</b>	<b>Abhijānaśākuntalam:</b> Act II- Story, Meaning/Translation and Explanation Purpose and design behind <i>Abhijñānaśākuntalam</i> and other Problems related to texts	<b>Marks-15</b>
<b>Unit- IV:</b>	<b>Uttararāmacaritam:</b> Act I-Introduction, Author, Story, Meaning/Translation and Explanation	<b>Marks-15</b>
<b>Unit- V:</b>	<b>Critical survey of Sanskrit Drama</b>  (Origin and development of Sanskrit Drama, Nature of Nāṭaka, Some important dramatists and dramas: Bhāsa, Kālidāsa, Śūdraka, ŚriHarsa, Bhavabhūti, Bhattanārāyana and their works.	<b>Marks-15</b>

### Suggested Books:

1. जयपालविद्यालङ्कार, स्वप्नवासवदत्तम्, मोतीलालबनारसीदास, दिल्ली
2. M.R. Kale(Ed.), Svapnavāsavadattam, M.L.B.D., Delhi.
3. सुबोधचन्द्रपन्दित, अभिज्ञानशकुन्तलम्, मोतीलालबनारसीदास, दिल्ली
4. सुरेन्द्रदेवशास्त्री, रामनारायणबेनीप्रसाद, अणभज्ञानशाकुन्तलम्, इलाहाबाद
5. पंकजकुमार, मिश्रशाकुन्तलविषयकरम्यत्वकीअवधारणा,परिमलपब्लिकेशन, दिल्ली
6. सुधाकर मालवीय, अभिज्ञानशकुन्तलम्, चौखम्बा कृष्णदास अकादमी, वाराणसी
- 7) *Abhijñānaśākuntalam* R.N. Bosh
8. T.R. RATNAM AIYAR, UTTARARĀMACARITAM, Nirnayasagar Press, Bombay
9. Ramasankar Tripathi, UTTARARĀMACARITAM Chowkhamba Krishnadas Acedemy
- 10...Minakshi Dalal, *Conflict in Sanskrit Drama*, Somaiya Publication Pvt. Ltd.
11. Ratnamayi Dikshit, *Women in Sanskrit Dramas*, Meherchand Lachhman Das, Delhi.
12. A.B. Keith, *Sanskrit Drama*, Oxford University Press London, 1970.
13. kamakhya Charan Bhagavati , Samskrit Natya Sahitya

**Paper code: SANH3.02 C**  
**Paper Title: Poetics and Literary Criticism**  
**Total Credit: 5+1=6**  
**Total Marks: 80**

<b>Unit - I:</b>	<b>Introduction to Sanskrit poetics:</b> Introduction to poetics: Origin and development of Sanskrit poetics, Definition (lakṣaṇa), objectives (prayojana) and Causes (hetu) of poetry. (According to kāvyaprakāśa )	Marks-15
<b>Unit- II:</b>	<b>Forms of Kāvya-Literature:</b> Forms of poetry : <i>ḍṛśya, śravya, miśra, (campū)</i>	Marks-15
<b>Unit-III:</b>	<b>Definition of kavya:</b> <i>Mahākāvya, khaṇḍakāvya, gadya-kāvya: kathā, ākhyāyikā</i> (according to <i>Sāhityadarpaṇa</i> )	Marks-15
<b>Unit- IV:</b>	<b>Śabda-śakti (Power of Word) and rasa-sūtra:</b> Power/Function of word and meaning (according to kāvyaprakāśa). <i>abhidhā</i> (expression/ denotative meaning), <i>lakṣaṇā</i> (indication/ indicative meaning) and <i>vyañjanā</i> (suggestion/ suggestive meaning). <b>Rasa:</b> <i>rasa-sūtra</i> of Bharata and its prominent expositions: <i>utpattivāda, anumitivāda, bhuktivāda</i> and <i>abhivyaktivāda</i> .	Marks-20
<b>Unit- V:</b>	<b>Figures of Speech:</b> Figures of speech- <i>anuprāsa, yamaka, śleṣa, upamā, rūpaka, sandeha, bhrāntimān, apahnuti, utprekṣā, atīśayokti, tulyayogitā, dīpaka, ḍṛṣṭānta, nidarśanā, vyatireka, samāsokti, svabhāvokti, aprastutaprasāmsā, arthāntaranyāsa, kāvyaliṅga, vibhāvanā</i> . According to <i>Sahitya darpan</i>	Marks-15

### **Suggested Books:**

1. Sahitya Darpana
2. Dwivedi, R.C, *The Poetic Light* : , Motilal Banarsidas, Delhi.1967.
3. Kane P.V., *History of Sanskrit Poetics* pp.352-991,
4. Kane, P.V., 1961, *History of Sanskrit Poetics* and its Hindi translation by Indrachandra Shastri, Motilal Banarasidas, Delhi.
5. *Kāvya prakāśa*, kārikās 4/27, 28 with explanatory notes.
6. Ray, Sharad Ranjan, *Sāhityadarpaṇa*; Viśvanātha, (Ch I, VI & X) with Eng. Exposition, Delhi.
7. *Sāhityadarpaṇa*: (Ch.VI<sup>th</sup>), Kārikā 6/1,2,313-37
8. नगेन्द्र, (स०), काव्यप्रकाश : मम्मटकृत, आचायाणवश्वेश्वरकीव्याख्यासणहत्त, ज्ञानमडलणल०, वाराणसी 52.
9. शाणलग्रामशास्त्री, साणहत्त्यदपाण : (व्या०), मोतीलालबनारसीदास, ददलली.
10. बलदेवउपाध्याय, सस्कृत—आलोचना, णहन्दीसणमणत, सूचनाणवभाग, 3. प्र., 1963.

**Paper code: SANH3.03 C**  
**Paper Title: Indian Social Institutions and Polity**  
**Total Credit: 5+1=6**  
**Total Marks: 80**

<b>Unit - I:</b>	<b>Indian Social Institutions: Nature and Concepts</b>	<b>Marks-20</b>
	a) <b>Definition and Scope:</b> Sociological Definition of Social Institutions. Trends of Social Changes, Sources of Indian Social Institutions (Vedic Literature, <i>Sūtra</i> Literature, <i>Purāṇas, Rāmāyaṇa, Mahābhārata, Dharmasāstras</i> , Buddhist and Jain Literature, Literary Works, Inscriptions, Memoirs of Foreign Writers)	
	b) <b>Dharmaśāstra :</b> <i>Dharmaśāstra</i> as a special branch of studies of Social Institutions, sources of Dharma ( <i>Manusmṛti</i> , 2,12; <i>Yājñavalkyasmṛti</i> ,1.7). Different kinds of <i>Dharma</i> in the sense of Social Ethics <i>Manusmṛti</i> , 10,63; <i>Viṣṇupurāṇa</i> 2.16-17); Six kinds of <i>Dharma</i> in the sense of Duties ( <i>Mitākṣarāṭīkā</i> on <i>Yājñavalkyasmṛti</i> ,1.1). Tenfold <i>Dharma</i> as Ethical Qualities ( <i>Manusmṛti</i> ,6.92); Fourteen- <i>Dharmasthānas</i> ( <i>Yājñavalkyasmṛti</i> ,1.3)	

<b>Unit - II:</b>	<b>Structure of Society</b> <b>Varṇa-System and Caste System</b> : Four-fold division of <i>Varṇa</i> System, ( <i>R̥gveda</i> , 10.90.12), <i>Mahābhārata</i> , <i>Śāntiparva</i> , 72.3-8); Division of <i>Varṇa</i> according to <i>Guṇa</i> and <i>Karma</i> ( <i>Bhagavadgīta</i> , 4.13, 18.41-44). Origin of Caste-System from Inter-caste Marriages ( <i>Mahābhārata</i> , <i>Anuśāsanaparva</i> , 48.3-11); Emergence of non-Aryan tribes in <i>Varṇa</i> -System ( <i>Mahābhārata</i> , <i>Śāntiparva</i> , 65.13-22).	<b>Marks-15</b>
<b>Unit - III:</b>	<b>Position of Women in the Society:</b> Brief survey of position of women in different stages of Society. Position of women in <i>Mahābhārata</i> ( <i>Anuśāsanaparva</i> , 46.5-11, <i>Sabhāparva</i> , 69.4-13. Praise of women in The <i>Bṛhatsamhitā</i> of Varāhamihira ( <i>Strīprasamsā</i> , chapter-74.1-10)	<b>Marks-10</b>
<b>Unit - IV:</b>	<b>Social Values of Life:</b> Social Relevance of Indian life style with special reference to Sixteen <i>Samśkāras</i> . Four aims of life ' <i>Puruṣārtha Catuṣṭaya</i> '- 1. <i>Dharma</i> , 2. <i>Artha</i> , 3. <i>Kāma</i> , 4. <i>Mokṣa</i> . Four <i>Āśramas</i> - 1. <i>Brahmacarya</i> , 2. <i>Gṛhastha</i> , 3. <i>Vānaprastha</i> , 4. <i>Saṁnyāsa</i>	<b>Marks-15</b>
<b>Unit - V:</b>	<b>Cardinal Theories and Thinkers of Indian Polity</b> Cardinal Theories of Indian Polity: ' <i>Saptāṅga</i> ' Theory of State: 1. <i>Svāmi</i> , 2. <i>Amātya</i> , 3. <i>Janapada</i> 4. <i>Pura</i> , 5. <i>Kośa</i> , 6. <i>Daṇḍa</i> and 7. <i>Mitra</i> (Arthaśāstra, 6.1. <i>Mahābhārata</i> , <i>Śāntiparva</i> , 56.5, <i>Śukranīti</i> , 1.61-62). ' <i>Maṇḍala</i> ' Theory of Inter-State Relations: 1. <i>Ari</i> , 2. <i>Mitra</i> , 3. <i>Ari-mitra</i> , 4. <i>Mitra-mitra</i> , 5. <i>Ari-mitra-mitra</i> ; ' <i>Śāḍgunya</i> ' Policy of War and Peace : 1. <i>Sandhi</i> , 2. <i>Vigraha</i> , 3. <i>Yāna</i> , 4. <i>Āsana</i> , 5. <i>Saṁśraya</i> 6. <i>Dvaidhibhāva</i> . ' <i>CaturvidhaUpāya</i> ' for Balancing the power of State : 1. <i>Sāma</i> 2. <i>Dāma</i> , 3. <i>Daṇḍa</i> . 4. <i>Bheda</i> ; Three Types of State Power ' <i>Śakti</i> ': 1. <i>Prabhu-śakti</i> , 2. <i>Mantra-śakti</i> , 3. <i>Utsāha-śakti</i> . <b>Important Thinkers on Indian Polity:</b> <i>Manu</i> , <i>Kautilya</i> , <i>Kāmandaka</i> , <i>Śukrācārya</i> , <i>SomadevaSuri</i> , <i>Mahatma Gandhi</i>	<b>Marks-20</b>

### Suggested Books:

1. *R̥gvedasamhitā* (6 Vols)- (Eng. Tr.) H.H. Wilson, Bangalore Printing & Publishing Co., Bangalore, 1946.
2. *Śatapathabrāhmaṇa* - (with Eng. trans. ed.) Jeet Ram Bhatt, Eastern (3 Vols), BookLinkers, Delhi, 2009.
3. *Āpastambadharmasūtra* - (Trans.), Bühler, George, The Sacred Laws of the Āryas, SBE Vol. 2, Part 1, 1879
4. *Arthaśāstra* of Kautilya - (Ed.) Kangale, R.P. Delhi, Motilal Banarasidas 1965
5. *Mahābhārata* (7 Vols) - (Eng. Tr.) H.P. Shastri, London, 1952-59.
6. *Manu's Code of Law* - (Ed. & Trans.) : Olivelle, P. (A Critical Edition and Translation of the *Manava-Dharmasāstra*), OUP, New Delhi, 2006.
7. *Rāmāyaṇa* of Vālmīki — (Eng. Tr.) H.P. Shastri, London, 1952-59. (3 Vols)
8. *Viṣṇupurāṇa* - (Eng. Tr.) H.H. Wilson, PunthiPustak, reprint, Calcutta, 1961.
9. *Yājñavalkyasmṛti* with *Mitākṣarā* commentary - Chowkhamba Sanskrit Series Office, Varanasi, 1967
10. आपस्तम्भधर्मसूत्र—हरदत्तकीटीकासहित, चौखम्बासंस्कृतसीरीज, वाराणसी।
11. कौटलीयअर्थशास्त्र—हिन्दीअनुवाद—उदयवीरशास्त्री, मेहरचन्द्रलछमनदास, दिल्ली, 1968।
12. महाभारत(1—6 भाग)—हिन्दीअनुवादसंग्रह, (अनु०) रामनारायणदत्तशास्त्रीपाण्डेय, गीताप्रेस, गोरखपुर।
13. Related books may be found in UGC web in "PROPOSED UNDER GRADUATE COURSES FOR SANSKRIT (HON)" Page 38 of 141

**Paper code: SANH 3.04 SEC 1/AEEC 1**  
**Paper Title: Sanskrit Meters and Music**  
**Total Credit: 2**  
**Total Marks: 50**

<b>Unit - I:</b>	<b>Brief Introduction to Chhandahśāstra</b>	<b>Marks-10</b>
<b>Unit - II:</b>	<b>Classification and Elements of Sanskrit Meter</b> Syllabic verse (akṣaravṛtta): Syllabo-quantitative verse (varṇavṛtta) Quantitative verse (mātrāvṛtta), Syllables: laghu and guru, Gaṇa, Feet	<b>Marks-10</b>
<b>Unit - III:</b>	<b>Analysis of Selected Vedic Meter and their Lyrical Methods (गान-पद्धति)</b> Definition, Example, Analysis and Lyrical Methods of following Meters: <i>gayātrī, usnika, anustuupa, brihati, pangkti, tristup, and jagatī</i>	<b>Marks-15</b>
<b>Unit - IV:</b>	<b>Analysis of Selected Classical Meter and their Lyrical Methods (गान-पद्धति)</b> Definition, Example, Analysis and Lyrical Methods of following Meters: <i>bhujangaprayāta, totaka, anustupa, Malini, vasantatilakā, sragdharā, indrabajra, upendrabajra, Sardulabikritam, Sikharini, Mandakranta, Drutavilambita and vamsasthivilam</i>	<b>Marks-15</b>

### **Suggested Books:**

1. Brown, Charles Philip (1869). Sanskrit Prosody and Numerical Symbols Explained. London: Trübner & Co.
2. Deo, Ashwini. S (2007). The Metrical Organization of Classical Sanskrit Verse, (PDF). Journal of Linguistics 43 (01): 63–114. doi:10.1017/s0022226706004452.
3. Recordings of recitation: H. V. Nagaraja Rao (ORI, Mysore), Ashwini Deo, Ram Karan Sharma, Arvind Kolhatkar.
4. Online Tools for Sanskrit Meter developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: <http://sanskrit.du.ac.in>
5. धरानन्दशास्त्री (सपा.), केदारभट्टणवरणचतवृत्तरत्नाकर, मोतीलालबनारसीदास, ददलली, 2004
6. Chandomanjari

**Note:** Teachers are also free to suggest any relevant books/articles/e-resource if needed

**Paper code: SANH 3.05 GE 3**  
**Paper Title: SANSKRIT DRAMA**  
**Total Credit: 5+1=6**  
**Total Marks: 80**

<b>UNIT-I :</b>	History of Sanskrit Drama Origin and Development	<b>Marks 15</b>
<b>UNIT-II :</b>	Introduction to principles of Sanskrit dramas Some important dramatists and dramas : Bhasa , Kalidasa , Sudraka , Visakhadatta , Harsa , Bhavabhuti and their Works.	<b>Marks 15</b>
<b>UNIT-III :</b>	Pratimanatakam . Act I and III-- Bhasa First act introduction , , Text Reading ( grammar , translation and explanation ) poetic excellence and plot. Third act introduction , Text Reading ( grammar , translation and explanation ) poetic excellenc and plot.	<b>Marks 20</b>
<b>UNIT-IV :</b>	Abhijnanasakuntalam Act iv -- Kalidasa Fourth act (a) introduction , explanation of terms like nandi , prastavana sutradhara nati viskambhaka vidusaka and kancuki.	<b>Marks 15</b>

(b) Text Reading ( grammar , translation and explanation ) poetic excellence and plot , timing of action , personification of nature .

Kavyesu natakam ramyam , upama , language of Kalidasa , dhvani of Kalidasa , purpose and design behind Abhijnanaskuntalam and other problems related to the text.

**UNIT V :** Technical terms from Sanskrit Dramaturgy Marks 15

(i) नाटक , नायक , नायिका , पूर्वरंग , नान्दी , सूत्रधार , नेपथ्य , प्रस्तावना , कञ्चुकी , विदूषक

(ii) अंक , स्वगतोक्ति , अपवारित , जनान्तिक , आकाशभाषित , विष्कम्भक , प्रवेशक , भरतवाक्य

**Note:** Teachers are also free to suggest any relevant books/articles/e-resource if needed

### Semester-IV

### BA. Honours (Sanskrit)

**Paper code: SANH4.01 C**

**Paper Title: Indian Epigraphy, Paleography and Chronology**

**Total Credit: 5+1=6**

**Total Marks: 80**

**Unit - I: Epigraphy Marks-15**

Introduction to Epigraphy and Types of Inscriptions  
Importance of Indian Inscriptions in the reconstruction of Ancient Indian History and Culture  
History of Epigraphical Studies in India, Contribution of Scholars in the field of epigraphy

**Unit - II: Paleography Marks-10**

Antiquity of the Art of Writing, Writing Materials, Inscribers and Library

**Unit - III: Introduction to Ancient Indian Scripts Marks-10**

**Unit - IV: Study of selected inscriptions Marks-30**

Aśoka's Giranāra Rock Edict-1; Aśoka's Sāranātha Pillar Edict, Eran Pillar Inscription of Samudragupta, The Nidhānpur Plates of Bhāskaravarmā, Tezpur Copper-Plates Inscription of Vanamālavarmadeva , Time, Translation, Explanation and Literary Beauty.

**Unit - V: Chronology Marks-15**

General Introduction to Ancient Indian Chronology,  
System of Dating the Inscriptions (Chronograms)  
Main Eras used in Inscriptions - Vikrama Era, Śaka Era and Gupta Era

### Suggested Books:

1. अभिलेख मञ्जुषा, न्यू भारतीय बुक कार्पोरेशन्, दिल्ली, 2000.
2. उत्कीर्णलेखपञ्चकम्, झा बन्धु, वाराणसी, 1968.
3. उत्कीर्णलेखस्तबकम्, जियालालकाम्बोज, ईस्टर्ण बुकलिकर्स दिल्ली
4. भारतीयअभिलेख, एस.एस. राणा, भारतीयविधाप्रकाशन, दिल्ली, 1978.
5. भारतीयप्राचीनलिपिमाला, गौरीशकरहीराचन्द्रओझा, अजमेर, 1918.
6. Select Inscriptions (Vol.I) - D.C. Sircar, Calcutta, 1965.
7. नारायण, अवधकिशोर एवं ठाकुर प्रसाद वर्मा : प्राचीनभारतीयलिपिशास्त्र और अभिलेखिकी, वाराणसी, 1970.
8. पाण्डे, राजबली : भारतीयपुरालिपि, लोकभारतीप्रकाशन, इलाहाबाद, 1978.
9. ब्यूलर, जॉर्ज : भारतीयपुरालिपिशास्त्र, (हिन्दी अनु०) मङ्गलनाथसिंह, मोतीलालबनारसीदास, दिल्ली, 1966.

10. मुले, गुणाकर : अक्षरकथा, प्रकाशनविभाग, भारतसरकार,दिल्ली, 2003.  
 11. राही, ईश्वरचन्द्र : लेखनकलाकाङ्णतहास (खण्ड 1—2), उत्तरप्रदेशहिन्दीसंस्थान,  
 12. KĀMRŪPŚĀSANĀVALĪ, Edited by Dimbeswar Neog

**Paper code: SANH4.02 C**  
**Paper Title: Modern Sanskrit Literature**  
**Total Credit: 5+1=6**  
**Total Marks: 80**

<b>Unit - I:</b>	<b>kāvya and Caritakāvya</b> Bhimāyanam (Prabha Shankar Joshi) Canto X. verses 20-29; Jayamati Kāvya (Prathamaprabaha)of Bhavadeva Bhagavati	<b>Marks-20</b>
<b>Unit - II:</b>	<b>GadyaKāvya and Rūpaka</b> Śataparvikā (Abhirāja Rajendra Mishra) ŚārdūlaŚakatam (Virendra Kumar Bhattacharya)	<b>Marks-20</b>
<b>Unit - III:</b>	<b>Gīti Kāvya and Specimen other genres</b> Ketaki Kavya ( Dvitiya Tarangah, Verses1-10) by Manoranjan Sastri Bhatta Mathurna Nath Shastri (Kundaliyān, BacchuLal Avasthi Jñāna (Kaete, Kva Yataste) Pushpa Dikshit (Bruhi kosmin Yuge..) RadhaVallabhTripathi DhivaraGitih (Naukamihasaramsaram...); Harshdev Madhava Haiku- Snanagrihe, vedanā, mrityuh1, mrtyuh 2; khanih; shatāvadhāni R. Ganesh (kavi-viśādah, varṣāvibhūtiḥ –selected verses)	<b>Marks-20</b>
<b>Unit - V:</b>	<b>General Survey of Modern Sanskrit Literature</b>	<b>Marks-20</b>

### Suggested Books:

1. मिश्रअभिराजभराजराजेन्द्र, कल्पवल्ली (समकालीनसंस्कृतकाव्यसंकलना)—साहित्यअकादमी, 2013
2. प्रभाशंकरजोशी—भीमायनम्, शारदागौरवग्रन्थमाला, पुणे
3. त्रिपाठीराधावल्लभ—नवस्पन्दः, मध्यप्रदेशहिन्दीग्रन्थअकादमी
4. त्रिपाठीराधावल्लभ—आयणत, राष्ट्रियसंस्कृतसंस्थान, दिल्ली
5. Ketaki Kavya by Manoranjan Sastri
6. Uttankabhakshyam(Natakam) by Manoranjan Sastri
8. आधुनिकसंस्कृतसाहित्यसंचयन— (सम्पा०) गिरीशचन्द्रपन्त, विधानिधि प्रकाशन, दिल्ली2008.
7. विंशशताब्दी-संस्कृत-काव्यामृतम् (सम्पा०) अभिराजराजेन्द्रमिश्र (भाग—1)
8. उपाध्याय, रामजी—आधुनिकसंस्कृतनाटक, चौखम्बासुरभारतीप्रकाशन, वाराणसी, 1996.
9. त्रिपाठीराधावल्लभ—संस्कृतसाहित्य बीसवीं शताब्दी, राष्ट्रिय संस्कृत संस्थान दिल्ली, 1999.
10. भार्गव दयानन्द, आधुनिकसंस्कृतसाहित्य, राजस्थानीग्रन्थागार, जोधपुर, 1987.
11. द्विवेदी, मीरा— आधुनिक संस्कृत-महिला नाट्यकार, परिमल-पब्लिकेशनस् दिल्ली, 2000.
12. रुणचकुलश्रेष्ठ—बीसवींशताब्दीकासंस्कृतलघुकथासाहित्य, राष्ट्रियसंस्कृतसंस्थान, दिल्ली 2008.
13. शास्त्री, कलानाथ—आधुनिक काल का संस्कृतगद्यसाहित्य, राष्ट्रियसंस्कृतसंस्थान, दिल्ली 1995.
14. शुक्ल, हीरालाल—आधुनिक संस्कृतसाहित्य, रचनाप्रकाशन, इलाहाबाद, 1971.
15. Joshi, K.R. & S.M. Ayachuit <sup>2</sup> Post Independence Sanskrit Literature, Nagpur, 1991.
16. Prajapati, Manibhai K. <sup>2</sup> Post Independence Sanskrit Literature: A Critical Survey, Patna, 2005.



17. UshaSatyavrat *Sanskrit Dramas of the Twentieth Century*, Mehar Chand Lachmandas, Delhi, 1987.
18. Dwivedi Rahas Bihari – AdhunikMahakāvya Samikshanam
19. Tripathi RadhaVallabh– Sanskrit SahityaBeesaveenShatabdi , 1999, Delhi
20. Musalgaonkar Kesava Rao – Adhunik Sanskrit KāvyaParampara, 2004
21. Naranga, S.P. – KalidasaPunarnava,
22. Upadhyaya, Ramji–Adhunik Sanskrit Natak, Varanasi

**Paper code: SANH4.03 C**

**Paper Title: Sanskrit and World Literature**

**Total Credit: 5+1=6**

**Total Marks: 80**

- Unit - I: Survey of Sanskrit Literature in the World Literature** **Marks-20**
- a) Cultural elements of Vedic era found in Eastern and Western societies.
  - b) Presence of Sanskrit words in the World languages.
  - c) General survey of the Classical Sanskrit Literature in the Eastern and Western literature.
- Unit - II: Upaniṣads and Gītā in World Literature** **Marks-15**
- a) Dara Shikoh's Persian Translation of Upanisads and their Influence on Sufism, Latin translation and its influence on Western thought
  - b) Gītā and its translation in European languages and concerned religio–philosophical thought of the west.
- Unit - III: Sanskrit Fables in World Literature** **Marks-15**
- a) Translation of Pañcatantra in Eastern and Western Languages.
  - b) Translation of Vetālapañcaviṃśatikā, Simhāsanadvātriṃśikā and Śukasaptati in Eastern Languages and Art.
- Unit – IV: Rāmāyaṇa and Mahābhārata in South East Asian Countries** **Marks-15**
- a) Rāma Kathā in south eastern countries
  - b) Mahābhārata stories as depicted in folk cultures of SE Asia
- Unit – V: Kālidāsa's Literature in World Literature** **Marks-15**
- a) English and German translation of Kālidāsa 's writings and their influence on western literature and theatre.
  - b) Sanskrit Study Centers in Asia
  - c) Sanskrit Study Centers in Europe
  - d) Sanskrit Study Centers in America

### **Suggested Books:**

1. The Bhagavad Gita and the West: The Esoteric Significance of the Bhagavad Gita and Its Relation to the Epistles of Paul", by Rudolf Steiner, p. 43.

arisebharat.com/2011/10/22/impact-of-bhagvad-gita-on-west/

2. AWAKENING - Google Books Result.

3. Ben-Ami Scharfstein (1998), A Comparative History of World Philosophy: From the Upanishads to Kant, State University of New York Press, ISBN 978-0791436844, page 376.

4. Bhagavad Gita - World Religions

5. Edgerton, Franklin (1924), *The Pañcatantra Reconstructed* (Vol.1: Text and Critical Apparatus, Vol.2 : Introduction and Translation), New Haven, Connecticut: American Oriental Series. Volumes 2-3.

\* ..... As recommended by **University Grants Commission (UGC)** Page 48

**Paper code: SANH 4.04 SEC2/AEEC2**

**Paper Title: Acting & Script Writing**

**Total Credit: 2**

**Total Marks: 50**

- Unit - I: I) Acting (Abhinaya) Marks-10**  
 a. Persons competent for presentation (acting) : *kuśala* (skilful), *vidagdha* (learned), *pragalbha* (bold in speech), *jitaśramī* (Inured to hard-work) .  
 b. *Lokadharmī and Nātyadharmī Abhinaya*  
 c. *Nāṭya-prayoktā-gaṇa* (Members of theatrical group), *Sūtradhāra* (director), *Nāṭyakāra* (dramatist), *Naṭa* (Actor) *kuśilava*(musician), *Bharata, Nartaka* (dancer),  
 d. Assignment of role: General principles of distribution, Role of minor characters, Role of Women characters, Special cases of assigning of role  
 e. kinds of roles: *Anurūpa* (Natural), *Virūpa* (Unnatural), *Rūpānusariṇī* (Imitative)
- Unit - II: II) Acting (Abhinaya) Marks-10**  
 Definition of abhinaya and its types:  
 a. *Āṅgika* (gestures): *aṅga*, *upāṅga* and *pratyaṅga*  
 b. *Vācika*(oral): *svara*, *sthāna*, *varṇa*, *kāku*, *bhāṣā* .  
 c. *Sāttvika* (representation of the involuntary gestures)  
 d. *Āhārya*: *pusta*, *alaṅkāra*, *aṅgaracanā*, *sañjīva* (dresses and make-up)
- Unit - III: I) Script Writing Marks-10**  
**Types of dramatic production:**  
*sukumāra* (delicate), *āviddha* (energetic).  
*vastu*(Nature of plot), *Ādhikārika* (principal), *Prāsaṅgika* (subsidiary), *Dīṣya* (presentable), *Sūchya* (restricted scenes).
- Unit –IV: II) Script Writing Marks-10**  
**Division of Plot**  
 i). Source of plot: *Prakhyāta* (legendary), *Utpādya* (invented), *Miśra* (mixed);  
 ii). Objectives of plot- *Kārya* (*dharma*, *artha*, *kāma*);  
 iii). Elements of plot- Five kinds of *Arthaprakṛtis* (caustations), *Kāryāvasthā* (stages of the action of actor); *Sandhis* (junctures) and their sub-divisions (segments)  
 iv). Five kinds of *Arthopakṣepaka* (interludes)
- Unit –V: III) Script Writing Marks-10**  
**Dialogue writing: kinds of *sañvāda*( dialogue)**  
 a. *Sarvaśrāvya* or *Prakāśa* (aloud)  
 b. *Aśrāvya* or *Svagata* (aside)  
 c. *Niyataśrāvya* : *Janāntika* (personal address), *Apavārita* (confidential)  
 d. *Ākāśabhāṣita* (conversation with imaginary person).  
 e. Duration of play  
 e. Three Unities : Time, Actions and place. c. Starting of a play : *Pūrvaraṅga –Raṅgadvāra*, *Nāndī*, *Prastāvanā*, *Prarocanā*.  
 f. Analysis of acting , plot and dialogue in the context of *Abhijñānaśākuntalam*.

### **Suggested Books:**

1. Ghosh, M.M.: *Nāṭyaśāstra of Bharatamuni*.
2. M.M. Ghosh, *Nāṭyaśāstra of Bharatamuni*, vol-1, Manisha Granthalaya, Calcutta, 1967. Hass, *The Daśarūpaka : A Treatise on Hindu Dramaturgy*, Columbia University, New York , 1912.
3. Adyarangachrya, *Introduction to Bharata's Nāṭyaśātra*, Popular Prakashan Bombay, 1966.

\* ..... As recommended by **University Grants Commission (UGC)** Page 116-117

**Paper code: SANH 4.05 GE 4**  
**Paper Title: SANSKRIT GRAMMAR**  
**Total Credit: 5+1=6**  
**Total Marks: 80**

Unit - I:	Laghusiddhāntakaumudī :	Samjñā	Marks-15
Unit - II:	Laghusiddhāntakaumudī :	Paribhasā	Marks-15
Unit - III:	Laghusiddhāntakaumudī :	Sandhi prakarana (Part-I) ac sandhi: yan, guna, dīrgha, ayādi, vrddhi and pūrvarūpa.	Marks-15
UNIT IV:	Laghusiddhāntakaumudī :	Sandhi prakarana (Part-II) i) Hal sandhi: ścutva, Stutva, anunāsikatva, chhatva and jaśtva ii) Visarga sandhi: utva, lopa, satva and rutva	Marks :15
UNIT V:	Laghusiddhāntakaumudī :	Vibhaktiprakarana	Marks : 20

### **Suggested Books/Readings:**

1. धरानन्द शास्त्री, लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या, मोतीलाल बनारसीदास, दिल्ली ।
2. भीमसेन शास्त्री, लघुसिद्धान्तकौमुदी भैमी व्याख्या (भाग-1), भैमी प्रकाशन, दिल्ली ।
3. चारुदेव शास्त्री, व्याकरण चन्द्रोदय (भाग-1,2 एवं 3), मोतीलाल बनारसीदास, दिल्ली ।
4. सत्यपाल सिंह (संपा.), लघुसिद्धान्तकौमुदी: प्रकाशिका नाम्नी हिन्दी व्याख्या सहिता, शिवालिक पब्लिकेशन, दिल्ली, 2014 ।
5. V.S. Apte, The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).
6. M.R. Kale, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).
7. Kanshiram, Laghusiddhāntakaumudī (Vol. I), MLBD, Delhi, 2009.
8. Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: <http://sanskrit.du.ac.in>.

\* ..... As recommended by **University Grants Commission (UGC)** Page 135

Note: Teachers are also free to suggest any relevant books/articles/e-resource if needed

### **Semester-V**

### **BA. Honours (Sanskrit)**

**Paper code: SANH 5.01 C**  
**Paper Title: Vedic Literature**  
**Total Credit: 5+1=6**  
**Total Marks: 80**

<b>Unit - I:</b>	<i>Saṁhitā (Ṛk, Yajuh, Sāma, Atharva)</i> time, subject– matter,	<b>Marks-10</b>
<b>Unit - II:</b>	Religion, Philosophy, & social life in the time of Veda	<b>Marks-10</b>
<b>Unit - III:</b>	<i>Brāhmaṇa, Āraṇyaka, Upaniṣad, Vedāṅga</i> (Brief Introduction)	<b>Marks-20</b>
<b>Unit –IV:</b>	Agnisukta and Samjnanasukta ( X.191) of Ṛg Veda,	<b>Marks-20</b>
<b>Unit – V:</b>	Suklayajurveda: Purusasukta-34.1-6; ,Atharvaveda:	

**Suggested Books:**

1. बलदेवउपाध्याय, संस्कृत साहित्य का इतिहास, शारदानिकेतन, वाराणसी,
2. बलदेवउपाध्याय, वैदिकसाहित्य और संस्कृति, वाराणसी
3. प्रीणतप्रभागोयल, संस्कृत साहित्य का इतिहास, राजस्थानीग्रन्थालय, जोधपुर.
4. उमाशंकर शर्मा ऋषि, संस्कृत साहित्य का इतिहास, चौखम्बाभारतीअकादमी, वाराणसी.
5. राधावल्लभत्रिपाठी, संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी
6. A.B. Keith, *History of Sanskrit Literature*, also Hindi translation, MLBD, Delhi. (हिन्दी अनुवाद, मंगलदेवशास्त्री, मोतीलालबनारसीदास, दिल्ली).
7. M. Krishnamachariar, *History of Classical Sanskrit Literature*, MLBD, Delhi.
8. Gaurinath Shastri, *A Concise History of Sanskrit Literature*, MLBD, Delhi.
9. Maurice Winternitz, *Indian Literature* (Vol. I-III), also Hindi Translation, MLBD, Delhi.
10. Telang and Choubey, *The New Vedic Selection Part-I-II*, Bharatiya Vidya Prakashan, Delhi
11. VEDA, Abdul Ajij Al Aman, Haraf Prakashan
12. ড° যোগীৰাজ বসু, বেদৰ পৰিচয়

**Paper code: SANH 5.02 C**

**Paper Title: Sanskrit Grammar**

**Total Credit: 5+1=6**

**Total Marks: 80**

**Unit - I: Samjñā and Sandhi****Marks-20**

SamjñāPrakaraṇa, Following Sandhis according to Laghusiddhāntakaumudī-  
ac-yaṇ, guṇa, ayādi, vṛddhi, pūrvarūpa, hal and visarga Sandhis- ścutva, ṣṭutva,  
anunāsikatva, chhatva, jaṣṭva, satva, utva, lopa, rutva

**Unit - II: Samāsa****Marks-20**

Basic concepts of Samāsa and types

**Unit - III: Vibhaktiyartha Prakaraṇa****Marks-20**

Vibhaktiyartha Prakaraṇa (Laghusiddhāntakaumudī)

**Unit - IV: Composition****Marks-20**

Short essays on traditional and modern subjects. Translation from and into Sanskrit.

**Suggested Books:**

1. धरानन्दशास्त्री, लघुणसद्धान्तकौमुदी, मूलएवं हिन्दी व्याख्या, मोतीलालबनारसीदास, दिल्ली।
2. भीमसेनशास्त्री, लघुणसद्धान्तकौमुदीभैमीव्याख्या (भाग-1), भैमीप्रकाशन, दिल्ली।
3. चारुदेवशास्त्री, व्याकरणचन्द्रोदय (भाग-1,2 एव 3), मोतीलालबनारसीदास, दिल्ली।
4. सत्यपालशसह (सपा.), लघुणसद्धान्तकौमुदी: प्रकाशिकानाम्नीहिन्दीव्याख्या सहिता, शिवालिक पब्लिकेशन, दिल्ली, 2014।
5. V.S. Apte, *The Students' Guide to Sanskrit Composition*, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).
6. M.R. Kale, *Higher Sanskrit Grammar*, MLBD, Delhi (Hindi Translation also available).
7. Kanshiram, *Laghusiddhāntakaumudī* (Vol. I), MLBD, Delhi, 2009.
8. Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: <http://sanskrit.du.ac.in>.

**Paper code: SANH 5.03 DSE 1**  
**Paper Title: Fundamentals of Ayurveda**  
**Total Credit: 5+1=6**  
**Total Marks: 80**

<b>Unit - I:</b>	<b>Introduction to Āyurveda-I</b> History of Indian Medicine in the pre-caraka period, The two schools of Āyurveda: Dhanvantari and Punarvasu.	<b>Marks-15</b>
<b>Unit - II:</b>	<b>Introduction to Āyurveda-II</b> Main Ācāryas of Āyurveda – Caraka, Suśruta, Vāgbhaṭṭa, Mādhava, Sārṅgadhara and Bhāvamiśra	<b>Marks-15</b>
<b>Unit - III:</b>	<b>Carakasamhitā – (Sūtra-sthānam</b> Division of Time and condition of nature and body in six seasons. Regimen of Fall Winter (Hemanta), Winter (Śīśira) & Spring (Vasanta) seasons. Regimen of Summer (Grīṣma), Rainy (Varṣā) and Autumn (Śarada) seasons.	<b>Marks-20</b>
<b>Unit – IV:</b>	<b>Caraksamhita: Bimanasthanam</b> Rasa and dosha	<b>Marks-15</b>
<b>Unit – V:</b>	<b>Caraksamhita: Aharabidhi Prathamadhya</b>	<b>15</b>

### **Suggested Books:**

1. Brahmananda Tripathi (Ed.), Carakasamhitā, Chaukhamba Surbharati Prakashana, Varanasi, 2005.
2. **Taittirīyopaniṣad** – Bhṛguvalli.
3. Atridev Vidyalkar, Ayurveda ka Brhad itihasa.
4. Priyavrat Sharma, Caraka Chintana.
5. V. Narayanaswami, Origin and Development of Āyurveda ( A brief history), Ancient Science of life, Vol. 1, No. 1, July 1981, pages 1-7.

Note: Teachers are also free to suggest any relevant books/articles/e-resource if needed

**SANH 5.04 DSE 2-**  
**Paper code: SANH 5.04 DSE 2**  
**Paper Title: Environmental Awareness in Sanskrit Literature**  
**Total Credit: 5+1=6**  
**Total Marks: 80**

<b>Unit - I:</b>	<b>Environmental Issues and Importance of Sanskrit Literature</b> Science of Environment: Definition, Scope and Modern Crises: Role of Environment in human civilization; Meaning and definitions of The Environment; Various name for Science of Environment: ‘Ecology’, ‘Paryavarana’, ‘Prakriti Vijnana’; Main components of Environment: living organisms( <i>Jaiva Jagat</i> ) and non-living materials ( <i>Bhoutika Padarth</i> ). Elementary factor of Environment Physical elements, Biological elements and Cultural elements.
<b>Unit - II:</b>	<b>Modern Challenges and Crises of Environment:</b> Global warming, Climate change, Ozone depletion, Explosively increase in Pollution, Decrease in underground water level, River pollution, Deforestation in large scale. Natural calamities such as flood , draft and earthquakes

**Environmental Background of Sanskrit Literature** : Importance of Sanskrit Literature from the view point of Science of environment ; Concept of ‘ Mother Earth’ and worship of Rivers in Vedic literature; Brief survey of environmental issues such as protection and preservation of mother nature, planting trees in forests, and water preservation techniques as propounded in the Sanskrit Literature. Buddhist and Jain concepts of ecology, protection of trees, love for animals and birds;

**Unit - III: Environment Awareness in Vedic Literature**

Environmental Issues and Eco-system in Vedic Literature Divinity to Nature, Co-ordination between all natural powers of universe; Cosmic order 'Rta' as the guiding force for environment of whole universe (*Rgveda*, **10.85.1**); Equivalent words for Environment in *Atharvaveda*: 'Vritavrita' (12.1.52), 'Abhivarah' (1.32.4.), 'Avritah' (10.1.30), 'Parivrita' (10.8.31); five basic elements of universe covered by environment: Earth, Water, Light, Air, and Ether. (*Aitareya Upanishad* 3.3); Three constituent elements of environment known as 'Chandansi': Jala (water), Vayu (air), and Osadhi (plants) (*Atharvaveda*, 18.1.17); Natural sources of water in five forms: rain water (*Divyah*), natural spring (*Sravanti*), wells and canals (*Khanitrimah*), lakes (*Svayamjah*) and rivers (*Samudrarthah*) (*Rigveda*, 7.49.2).

**Unit -IV: Environment Preservation in Vedic Literature:**

Five elementary sources of environment preservation: *Parvat* (mountain), *Soma* (water), *Vayu* (air), *Parjanya* (rain) and *Agni* (fire) (*Atharvaveda*, 3.21.10); Environment Protection from Sun (*Rgveda*, 1.191.1-16, *Atharvaveda*, 2.32.1-6, *Yajurveda*, 4.4.10.6); Congenial atmosphere for the life created by the Union of herbs and plants with sun rays (*Atharvaveda*, 5.28.5); Vedic concept of Ozone-layer Mahat ulb' (*Rgveda*, 10.51.1; *Atharvaveda*, 4.2.8); Importance of plants and animals for preservation of global ecosystem; (*Yajurveda*, 13.37); Eco friendly environmental organism in Upanishads (*Brhadaranyaka Upanishad*, 3.9.28, *Taittiriya Upanishad*, 5.101, *Iso-Upanishad*, 1.1)

**Unit - V: Environment Awareness in Classical Sanskrit Literature**

- Environmental Awareness and Tree plantation:** Planting of Trees in *Puranas* as a pious activity (*Matsya Purana*, 59.159; 153.512; *Varaha Purana* 172. 39), Various medicinal trees to be planted in forest by king (*Sukraniti*, 4.58-62)
- Plantation of new trees and preservation of old trees as royal duty of king** (*Arthashastra*, 2.1.20); Punishments for destroying trees and plants (*Arthashastra*, 3.19), **Plantation of trees for recharging underground water** (*Brhatsamhita*, 54.119)
- Universal Environmental Issues in Literature of Kalidasa: Eight elements of Environment and concept of 'Astamurti' Siva (*Abhijnasakuntalam* 1.); Preservation of forest, water resources, natural resources; protection of animals, birds and plant in Kalidasa's works, Environmental awareness in *Abhijnasakuntalam* Drama, Eco- system of Indian monsoon in *Meghdoot*, Seasonal weather conditions of Indian sub-continent in *Rtusamhara*, Himalayan ecology in *Kumarasambhava*, Oceanography in *Raghuvamsa* (canto-13).

**Semester-VI****BA. Honours (Sanskrit)****Paper code: SANH 6.01 C****Paper Title: Indian Ontology and Epistemology****Total Credit: 5+1=6****Total Marks: 80**

<b>Unit - I:</b>	Essentials of Indian Philosophy Meaning and purpose of darśana, general classification of philosophical schools in classical Indian philosophy. Realism (yathārthavāda or vastuvāda) and Idealism (pratyayavāda), Monism (ekattvavāda), Dualism (dvaitavavāda) & Pluralism (bahuttvavāda); dharma (property)-dharmi (substratum) Causation (kāryakāraṇavāda): naturalism (svabhāvavāda), doctrine of	Marks-20
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pre-existence of effect (satkāryavāda), doctrine of real transformation (pariṇāmavāda), doctrine of illusory transformation (vivartavāda), doctrine of non pr existence of effect in cause (asatkāryavāda and ārambhavāda)

**Unit - II:** Ontology-I Marks-15  
Concept of padārtha, three dharmas of padārthas, definition of Dravya, Sāmānya, Viśeṣa, Samavāya, Abhāva.

**Unit - III:** Ontology-II Marks-15  
Definitions of first seven dravyas and their examination; Ātma and its qualities, manas. Qualities (other than the qualities of the ātman) Five types of Karma.

**Unit –IV:** Epistemology-I Marks-15  
Buddhi(jñāna) – nature of jñāna in Nyāya vaiśeṣika;  
smṛiti-anubhava; yathārtha and ayathārtha, Karaṇa and kāraṇa,  
definitions and types of pramā, kartā-kāraṇa-vyāpāra-phala, model

**Unit –V:** Epistemology-II Marks-15  
Pratyakṣa, Anumāna including hetvābhāsa, Upamāna and śabda pramāṇa;  
Types of ayathārtha anubhava

#### Recommended Books:

1. A Primer of Indian Logic, Kuppaswami Shastri, Madras, 1951.
  2. Tarkasaṅgraha of Annambhaṭṭa (with Dīpikā & Nyāyabodhinī), (Ed. & Tr.) Athalye & Bodas, Mumbai, 1930.
  3. Tarkasaṅgraha of Annambhaṭṭa (with Dīpikā & Nyāyabodhinī), (Ed. & Tr.) Virupakshananda, Sri Ramkrishna Nath, Madras, 1994.
  4. Tarkasaṅgraha of Annambhaṭṭa (with Dīpikā commentary with Hindi Translation), (Ed.& Tr), Pankaj Kumar Mishra, Parimal Publication, Delhi-7. 2013.
  5. Tarkasaṅgraha, Narendra Kumar, Hansa Prakashan, Jaipur.
  6. Chatterjee, S. C. & D. M. Datta - Introduction to Indian Philosophy, Calcutta University, Calcutta, 1968 (Hindi Translation also).
  7. Chatterjee, S. C. – The Nyāya Theory of Knowledge, Calcutta, 1968.
  8. Hiriyanna, M. - Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
  9. Radhakrishnan, S. - Indian Philosophy, Oxford University Press, Delhi, 1990.
  10. Chatterjee, S.C. & : Introduction to Indian Philosophy, Calcutta
  11. D.M. Dutt (हृद अनुवाद — भारतीय दन)
  12. Bhattacharya, Chandrodaya, The Elements of Indian Logic and Epistemology
  13. Maitra, S.K., Fundamental Questions of Indian Metaphysics & Logic,
- Note: Teachers are also free to recommend any relevant books/articles/e-resource if needed.

**Paper code: SANH 6.02 C**

**Paper Title: Sanskrit Composition and Communication**

**Total Credit: 5+1=6**

**Total Marks: 80**

**Unit - I:** Vibhaktyartha , Voice & Kṛt: Marks-15  
(i). Vibhaktyartha Prakaraṇa of Laghusiddhāntakaumudī  
(ii). Voice(Katṛ, karma and bhava )

**Unit - II:** Major Sūtras from the Kṛt Prakaraṇa of Laghusiddhāntakaumudī Marks-15  
for the formation of Kṛidanta words  
(tavyat,tavya, anīyar,yat, ṇyat, ṇvul,tric, aṇ, kta,ktavatu,śatṛi, śānac, tumun,  
ktvā-lyap,lyuṭ, ghan,ktin)

<b>Unit - III:</b>	Translation and Communication: (i). Translation from English to Sanskrit on the basis of cases, Compounds and krit suffixes. (ii) Translation from Sanskrit to Assamese	Marks-15
<b>Unit –IV:</b>	Communicative Sanskrit: Spoken Sanskrit.	Marks-20
<b>Unit – V:</b>	Essay: (i)Essay (traditional subjects) e.g. veda, upniṣad, Sanskrit Language, Sanskriti, Rāmāyana, Mahābhārata, Purāṇa, Gītā, principal Sanskrit Poets (ii)Essay based on issues and topic related to modern subjects like entertainment, sports, national and international affairs and social problems.	Marks-15

### Recommended Books:

- शास्त्री , धरानन्द -- लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या , मोतीलाल बनारसीदास , दिल्ली.  
शास्त्री , भीमसेन -- लघुसिद्धान्तकौमुदी , भौमीव्याख्या (भाग--1) , भौमीप्रकाशन , दिल्ली.  
नौरटयाल ,चक्रधर -- बृहद् --अनुवाद - चन्द्रिका, मोतीलाल बनारसीदास , दिल्ली .  
पाण्डेय, राधामोहन -- संस्कृत सहचर, स्टूडेण्ट्स फ्रेन्स पटना.  
द्विवेदी , कपिलदेव -- रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी.  
द्विवेदी कपिलदेव संस्कृतनिबन्धशतकम् विश्वविद्यालय प्रकाशन, वाराणसी.  
7.Apte, V.S. - The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).  
8. Kale, M.R. - Higher Sanskrit Grammar, MLBD, Delhi  
9. Kanshiram- Laghusiddhāntakaumudī (Vol.1), MLBD, Delhi, 2009.  
Note: Teachers are also free to recommend any relevant books/articles/e-resource if needed.

**Paper code: SANH 6.03 DSE3**

**Paper Title: Sanskrit Linguistics**

**Total Credit: 5+1=6**

**Total Marks: 80**

Unit - I:	भाषा का स्वरूप, परिभाषा, भाषा की विशेषताएँ, भाषा विज्ञान का स्वरूप, भाषाविज्ञान के मुख्य अंग एवं उपादेयता	Marks -20
Unit - II:	संस्कृत के दृष्टि से ध्वनिविज्ञान पदविज्ञान वाक्यविज्ञान एवं अर्थविज्ञान का सामान्य अवबोध	Marks -20
Unit - III:	संस्कृत एवं भारोपीय भाषापरिवार	Marks-20
Unit – IV:	संस्कृत एवं तुलनात्मक भाषाविज्ञान के इतिहास का सामान्य परिचय	Marks-20

### Recommended Books:

1. तिवारी, भोलानाथ, तुलनात्मक भाषाविज्ञान , मोतीलाल बनारसीदास , दिल्ली. 1974.
2. तिवारी, भोलानाथ, भाषाविज्ञान ,किताबमहल, इलाहाबाद, 1992.
3. द्विवेदी , कपिलदेव , भाषाविज्ञान एवं भाषाशास्त्र, विश्वविद्यालय प्रकाशन, वाराणसी. 2001.
4. शर्मा देवेन्द्रनाथ , भाषाविज्ञान की भूमिका , राधाकृष्ण प्रकाशन , दिल्ली 2014.
5. व्यास, भोलाशंकर , संस्कृत का भाषाशास्त्रीय अध्ययन , चौखम्बा विद्याभवन, 1957.
6. Burrow, T., Sanskrit Language (also trans. into Hindi by Bholashankar Vyas), Chaukhamba Vidya Bhawan, Varanasi, 1991.
7. Crystal, David, The Cambridge Encyclopedia of Language, Cambridge, 1997.
8. Ghosh, B.K., Linguistic Introduction to Sanskrit, Sanskrit Pustak Bhanda



**SANH 6.04 DSE 4****Paper Title -- Tools and Techniques for Computing Sanskrit Language****Total Credit: 5+1=6****Total Marks: 80**

<b>Unit - I:</b>	Sanskrit and Language Computing-I Sanskrit Phonology, Sanskrit Morphology, Syntax Semantics, Lexicon, Corpora	Marks-25
<b>Unit - II:</b>	Sanskrit and Language Computing-II Introduction, Objective, Tools, Techniques, Methodology Sanskrit Language Resources and Tools.	Marks-25
<b>Unit - III:</b>	Language Computing Methodology and Survey- I Rule Base, Statistical and Hybrid	Marks-15
<b>Unit -IV:</b>	Language Computing Methodology and Survey-II Language Computing Survey	Marks-15

\*\* Students can submit Sanskrit related Project/Dissertation instead of this pa

**Recommended Books:**

1. Akshar Bharati, Vineet Chaitanya and Rajeeva Sanghal, Natural Language Processing: A Paninian Prospective, Prentice Hall of India, New Delhi, 1995.
2. Jha, Girish Nath, Morphology of Sanskrit Case Affixes: A Compu  
M.Phil Dissertation, Centre of English and Linguistics, School of Language,  
Literature and Culture Studies, JNU, 1993.
3. Subhash Chandra, Computer Processing of Sanskrit Nominal Inflections:  
Methods and Implementation. Cambridge Scholars Publishing (CSP), 2011.  
University Grants Commission (UGC) Page 67 of 141 PROPOSED UND
4. Girish Nath Jha, Madhav Gopal, Diwakar Mishra, Annotating Sanskrit Corpus:  
Adapting IL-POSTS, Human Language Technology. Challenges for Computer Science  
and Linguistics Lecture Notes in Computer Science Volume 6562, 2011, pp 371-379.
5. Teachers Notes and Handout.
6. E-contents suggested by teachers.
7. Various Materials from Internet 8 Daniel Jurafsky and James H. Martin,  
Speech and Language Processing, Prentice Hall; 2008 9 Tools developed by  
Computational Linguistics Group, Department of Sanskrit, University of Delhi,  
Delhi-110007 available at: <http://sanskrit.du.ac.in>

স্নাতক শ্ৰেণীৰ পাঠ্যক্ৰম ( মেজৰ )  
অসমীয়া বিভাগ, বড়োলেণ্ড বিশ্ববিদ্যালয়।

অসমীয়া (সন্মান পঠক্ৰম)

### ১ম বাৰ্ষিক

কাৰুত কোড : ASH 1

#### C-1 : অসমীয়া সাহিত্যৰ বুৰঞ্জী

মূল কোডিট - ৫+১=৬

গোচি-১ : অসমীয়া ঐতিহাসিক সাহিত্য : পৰিচয়, ধাৰণা, বৈশিষ্ট্য আৰু ইয়াৰ বিকাশ	নম্বৰ-১৬
গোচি-২ : অসমীয়া ঐতিহাসিক সাহিত্য : প্ৰক-শংকৰী, শংকৰী আৰু উত্তৰ শংকৰী যুগ	নম্বৰ-১৬
গোচি-৩ : অসমীয়া মিছনৰী সাহিত্য (১৮৩৬-১৮৪৬)	নম্বৰ-১৬
গোচি-৪ : অসমীয়া বৈজ্ঞানিক সাহিত্য (১৮৪৬-১৯৪০)	নম্বৰ-১৬
গোচি-৫ : যুদ্ধোত্তৰ যুগৰ অসমীয়া সাহিত্য (১৯৪০ৰ পৰা)	নম্বৰ-১৬

প্ৰসঙ্গ পৃথি :

সংস্কৃতভাষা শৰ্মা : অসমীয়া সাহিত্যৰ সৰ্বসংগ্ৰহ ইতিবৃত্ত

মহেশ্বৰ নেওগ : অসমীয়া সাহিত্যৰ কপত্ৰ

হেমচন্দ্ৰ কুমাৰ শৰ্মা : অসমীয়া সাহিত্যৰ দৃষ্টিপাত

এবিলাক : শিবনাথ বৰ্মন (সম্পাদ.) অসমীয়া সাহিত্যৰ বুৰঞ্জী, ২য় খণ্ড

হোমেন বৰগোহাঁঞি (সম্পাদ.) অসমীয়া সাহিত্যৰ বুৰঞ্জী, ৪র্থ খণ্ড

#### C-2 : অসমীয়া ভাষাৰ বুৰঞ্জী

মূল কোডিট - ৫+১=৬

গোচি-১ : অসমীয়া ভাষাৰ উত্তৰ আৰু বিকাশ (৫ম শতিকাৰ পৰা ১৫শতিকাৰলৈ)	নম্বৰ-১৬
গোচি-২ : পুৰণি অসমীয়া ভাষা (১৫ শতিকাৰ পৰা ১৬শতিকাৰলৈ)	নম্বৰ-১৬
গোচি-৩ : মধ্যযুগৰ অসমীয়া ভাষা (১৭ শতিকাৰ পৰা ১৮শতিকাৰলৈ)	নম্বৰ-১৬
গোচি-৪ : মিছনৰী যুগৰ আধুনিক অসমীয়া ভাষা (খ্ৰী.১৮৩০ৰ পৰা খ্ৰী.১৮৫০লৈ)	নম্বৰ-১৬
(আনুগোচৰ যুগৰ ভাষা)	
গোচি-৫ : আধুনিক অসমীয়া ভাষা(খ্ৰী.১৮৫০ৰ পৰা বৰ্তমানলৈ)	নম্বৰ-১৬

প্ৰসঙ্গ পৃথি ৬

B.K. Kakati : Assamese, Its' Formation and Development

ভৈপেন্ৰ নাথ গোস্বামী : অসমীয়া ভাষাৰ উত্থৰ, সন্মুখি আৰু বিকাশ

: অসমীয়া লিপি

: ভাষাবিজ্ঞান

নৰায়ণ চন্দ্ৰ দাস : বিশ্বলিপিৰ ভূমিকা

**GE-1 : অসমীয়া লোকসাহিত্যৰ পৰিচয়**

মুঠ কেতিট - ৫+১=৬

মুঠ মূল্যাংক = ১০০ (বহিঃমূল্যাংক-৮০- অন্তঃমূল্যাংক-২০)

গোটি-১ : লোকসাহিত্যৰ আৰম্ভণি, সংজ্ঞা আৰু শ্ৰেণীবিন্যাস

নম্বৰ-১-৬

গোটি-২ : লোকগাঁত আৰু ইয়াৰ বিভিন্ন ভাগ

নম্বৰ-১-৬

গোটি-৩ : লোককথা আৰু ইয়াৰ বিভিন্ন ভাগ

নম্বৰ-১-৬

গোটি-৪ : অসমীয়া বন্ধুৰা-গোহৰা, প্ৰবাদ-প্ৰবচন আৰু সাধৰ

নম্বৰ-১-৬

গোটি-৫ : লোকনাট আৰু ইয়াৰ বিভিন্ন ভাগ আৰু অসমীয়া সাহিত্যত ইয়াৰ উপাদান

নম্বৰ-১-৬

প্ৰসঙ্গ পৃথি ৬

Audrey Cahtiey : The Assamese

Prafulla Dutta goswami : Bihu : Spring time festival of Assam

: Folk Literature of Assam

নৰেশ্বৰ শইকীয়া : অসমীয়া মানুহৰ ইতিহাস

নবীন চন্দ্ৰ শৰ্মা : অসমীয়া লোকসংস্কৃতিৰ আভাস

: জনসংস্কৃতিৰ বৰ্ণনা

: লোকসংস্কৃতি

বিৰিঞ্চি কুমাৰ বৰুৱা : অসমৰ লোকসংস্কৃতি

: অসমীয়া ভাষা আৰু সংস্কৃতি

প্ৰমোদ চন্দ্ৰ ভট্টাচাৰ্য	: অসমৰ লোক উৎসব
	: অসমৰ জনজাতি (সম্পা.)
নিৰ্মল প্ৰভা বৰদলৈ	: অসমৰ লোক সংস্কৃতি
লীলা গগৈ	: অসমীয়া লোক সংস্কৃতিৰ ৰূপৰেখা
যোগেশ দাস	: অসমৰ জনকৃষ্টি
আব্দুছ ছাত্তাৰ	: সংমিশ্ৰিত অসমীয়া সংস্কৃতি
নৰায়ণ দাস &	
পৰমানন্দ ৰাজবংশী (সম্পা.)	: অসমীয়া সংস্কৃতি কোষ
ভৈপন ৰাজা হাকচাম	: অসমৰ জনজাতীয় সংস্কৃতি
প্ৰজ্ঞান কুমাৰ বৰুৱা (সম্পা.)	: অসমীয়া লোক সাহিত্য

### ২য় ষাণ্মাসিক

কাকত কোড : ASH 2

C- 3 : অসমৰ সাংস্কৃতিক বাবেহাৰ ( অসমৰ সংস্কৃতি অধ্যয়ন )

মূঠ ক্রেডিট : ৫-১=৬

গোচি-১ : লোকসংস্কৃতিৰ বিশেষ সন্দৰ্ভত সংস্কৃতিৰ সংজ্ঞা, শ্ৰেণীবিভাজন, পৰিসৰ আৰু গুৰুত্ব

নম্বৰ-১৬

গোচি-২ : সামাজিক আচাৰ-অনুষ্ঠান, ভৌতিক সংস্কৃতি ( লোক শিল্প, লোক কলা, লোক সুপ্তিবিদ্যা,

লোক সাজপাৰ, লোক বন্ধন-প্ৰথাণী, লোকগীত, লোক নৃত্য)

নম্বৰ-১৬

গোচি-৫ : উৎসৱ -অনুষ্ঠান আৰু পৰম্পৰা :

লোক উৎসৱ আৰু আচাৰ-অনুষ্ঠান, মনোৰঞ্জনমূলক অনুষ্ঠান আৰু খেলাধুমালা, লোক উষধ

আৰু লোকধৰ্ম

নম্বৰ-১৬

গোচি-৪ : সাংস্কৃতিক সমস্যা

বড়ো, ৰাভা আৰু কৰ্বিৰ বিশেষ সন্দৰ্ভত অসমৰ জনজাতীয় সংস্কৃতি

নম্বৰ-১৬

গোটি-৫ : অসমৰ বুল নাম (অসম নামৰ ভাংপৰা), অসমত বাস কৰা মুখ্য প্ৰজাতিৰ মানুহ আৰু

ত্ৰৈলোক্যকৰ অৱধান

নম্বৰ-১৬

প্ৰসঙ্গপুথি :

অসমীয়া লোকসংস্কৃতিৰ আভাস : নবীন চন্দ্ৰ শৰ্মা

উত্তৰ পূৰ্বাঞ্চলৰ লোকসংস্কৃতি : নবীন চন্দ্ৰ শৰ্মা

অসমৰ সংস্কৃতি : জীলা খণ্ড

অসমৰ লোক নাট্য পৰম্পৰা : শ্ৰীধৰ চৰকাী

অসমৰ লোক নাট্য : বাৰ খণ্ড

নাট্যকৰ বাব্ৰাহিক দিশ : ভগদীশ পাটগীৰী

লোকনাট্য পৰম্পৰা আৰু পৰিবৰ্তন (সম্পাদ) : প্ৰমোদ বাহুলংগী

কামৰূপী লোকগীতি সংগ্ৰহ : হেমন্ত কুমাৰ শৰ্মা

গোৱালপৰীয়া লোকগীতি সংগ্ৰহ : দ্বিজেন দাস

দেৰঙী লোকগীতি সংগ্ৰহ : কনক চহৰীয়া

**C-4 : অসমীয়া ভাষাৰ ব্যৱহাৰিক ব্যাকৰণ**

মুঠ কেতিয়া - ৫+১=৬

গোটি-১ : অসমীয়া ব্যাকৰণৰ ইতিহাস, অসমীয়া ব্যাকৰণৰ শ্ৰেণীবিভাজন, অসমীয়া ব্যাকৰণৰ

প্ৰয়োজনীয়তা

নম্বৰ-১৬

গোটি-২ : পদৰ সংজ্ঞা আৰু শ্ৰেণীবিভাজন, বিশেষ্য, সৰ্বনাম, বিশেষণ, ক্ৰিয়া আৰু কাৰক

নম্বৰ-১৬

গোটি-৩ : \*স্বাৰ্থগত বিষয়সমূহ :

শব্দৰ সংজ্ঞা, শব্দৰ গঠন, \*শব্দৰ শ্ৰেণীবিভাজন, বচন, নিপত্তীত শব্দ, সমার্থক শব্দ

নম্বৰ-১৬

গোটি-৪ : বাক্য গঠন

সংজ্ঞা, গঠন আৰু বাক্যৰ শ্ৰেণীবিভাজন, বাক্যৰ কপায়ন

নম্বৰ-১৬

গোটি-৫ : অসমীয়া শব্দসমূহ

নম্বৰ-১৬

প্ৰসঙ্গপূৰ্ণা :

বহুল কাকৰণ : সত্ৰনাথ বৰা

অসমীয়া ভাষাৰ কাকৰণ আৰু ভাষাতত্ত্ব : কলিৰাম শ্ৰেধি

অসমীয়া ভাষাৰ মৌলিক বিচাৰ : গোলোক চন্দ্ৰ গোস্বামী

**GE-2: অসমীয়া বাৰ্ষিক ব্যাকৰণ**

মূঠ ক্রেডিট - ৫+১=৬

গোচি-১ : অসমীয়া কাকৰণৰ ইতিহাস, অসমীয়া ব্যাকৰণৰ শ্ৰেণীবিভাজন, অসমীয়া ব্যাকৰণৰ  
প্ৰয়োজনীয়তা নম্বৰ-১৬

গোচি-২ : পদৰ সংজ্ঞা আৰু শ্ৰেণীবিভাজন, বিশেষ্য, সৰ্বনাম, নিৰ্দেশণ, ক্ৰিয়া আৰু কাৰক  
নম্বৰ-১৬

গোচি-৫ : \*স্বাৰ্থগত বিষয়সমূহ :

শব্দৰ সংজ্ঞা, শব্দৰ গঠন, \*স্বৰ শ্ৰেণীবিভাজন, বচন, লিপিবদ্ধ শব্দ, সমার্থক শব্দ

নম্বৰ-১৬

গোচি-৪ : বাক্য গঠন

সংজ্ঞা, গঠন আৰু বাক্যৰ শ্ৰেণীবিভাজন, বাক্যৰ কপাস্থল

নম্বৰ-১৬

গোচি-৫ : অসমীয়া শব্দসমূহৰ

নম্বৰ-১৬

প্ৰসঙ্গপূৰ্ণা :

বহুল কাকৰণ : সত্ৰনাথ বৰা

অসমীয়া ভাষাৰ কাকৰণ আৰু ভাষাতত্ত্ব : কলিৰাম শ্ৰেধি

অসমীয়া ভাষাৰ মৌলিক বিচাৰ : গোলোক চন্দ্ৰ গোস্বামী

**৩য় ষাণ্মাসিক**

কাকত কোড : ASH 3

**C-5: অসমীয়া লোকসাহিত্যৰ পৰিচয়**

মূঠ ক্রেডিট - ৫+১=৬

মুঠ মূল্যাংক = ১০০ (বহিঃমূল্যায়ন-৮০- অন্তর্মূল্যায়ন-২০)

গোটি-১ : লোকসাহিত্যৰ আৱষ্টিগণ, সংজ্ঞা আৰু শ্ৰেণীবিন্যাস	নম্বৰ-১৬
গোটি-২ : লোকগীত আৰু ইয়াৰ বিভিন্ন ভাগ	নম্বৰ-১৬
গোটি-৩ : লোককথা আৰু ইয়াৰ বিভিন্ন ভাগ	নম্বৰ-১৬
গোটি-৪ : অসমীয়া ভাৱনা-যোজনা, প্ৰবাদ-প্ৰবচন আৰু সাধৰণ	নম্বৰ-১৬
গোটি-৫ : লোকনাট আৰু ইয়াৰ বিভিন্ন ভাগ আৰু অসমীয়া সাহিত্যত ইয়াৰ উপাদান	নম্বৰ-১৬

প্ৰসঙ্গ পৃথি :

Audrey Cahtiey	: The Assamese
Prafulla Dutta goswami	: Bihu : Spring time festival of Assam
	: Folk Literature of Assam
নগেন্দ্ৰ শইকীয়া	: অসমীয়া মানুহৰ ইতিহাস
নবীন চন্দ্ৰ শৰ্মা	: অসমীয়া লোকসংস্কৃতিৰ আভাস
	: জনসংস্কৃতিৰ কপৰেখা
	: লোকসংস্কৃতি
বিৰিঞ্চি কুমাৰ বৰুৱা	: অসমৰ লোকসংস্কৃতি
	: অসমীয়া ভাষা আৰু সংস্কৃতি
প্ৰমোদ চন্দ্ৰ ভট্টাচাৰ্য	: অসমৰ লোক উৎসৱ
	: অসমৰ জনজাতি (সম্পা.)
নিৰ্ভয় প্ৰভা বৰদলৈ	: অসমৰ লোক সংস্কৃতি
লীলা গগৈ	: অসমীয়া লোক সংস্কৃতিৰ কপৰেখা
যোগেশ দাস	: অসমৰ জনকৃষ্টি
আব্দুছ ছাত্তাৰ	: সংশ্লিষ্ট অসমীয়া সংস্কৃতি
নৰায়ণ দাস &	
পৰমানন্দ ৰাজবংশী (সম্পা.)	: অসমীয়া সংস্কৃতি কোষ



উপেন বাজা হাকাচম : অসমৰ জনজাতীয় সংস্কৃতি

প্ৰহ্লাদ কুমাৰ বৰুৱা (সম্পা.) : অসমীয়া লোক সাহিত্য

### C-6: অসমীয়া নাটক অধ্যয়ন

মুঠ ক্ৰেডিট - ৫+১=৬

মুঠ মূল্যবোৰ = ১০০ (বহিঃমূল্যায়ন-৮০- অন্তঃমূল্যায়ন-২০)

গোচি-১ : অসমীয়া নাটকৰ আৱহাণি আৰু বিকাশ, অংকীয়া নাটৰ পৰিচয়, কপ-বৈশিষ্ট্য আৰু

অধুনিক অসমীয়া নাটকৰ ধৰা

নম্বৰ-১-৬

গোচি-২ : শংকৰদেৱ : কাকিলীছৰণ নাট

নম্বৰ-১-৬

গোচি-৩ : শ্ৰীৰাম আত্মা : কংসবধ

নম্বৰ-১-৬

গোচি-৪ : জ্যোতিপ্ৰদান আশালহালো : কপালীম

নম্বৰ-১-৬

গোচি-৫ : অক্ষয় শৰ্মা : নি বাবণ ভট্টাচাৰ্য

নম্বৰ-১-৬

প্ৰসঙ্গ পৃথি :

কাকিলীম মোৰি : অক্ষয়শৰ্মা

কেশৱানন্দ দেৱগোহাঞী : অক্ষয়শৰ্মা

বিৰিঞ্চি কুমাৰ বৰুৱা : অক্ষয়শৰ্মা

সত্যেন্দ্ৰ নাথ শৰ্মা : অসমীয়া নাট্য সাহিত্য

হৰিশচন্দ্ৰ ভট্টাচাৰ্য : অসমীয়া নাট্য সাহিত্যৰ ত্ৰিবিধনি

শৈলেন ভৰলী : অসমীয়া লোকনাট্য পৰম্পৰা

বসন্ত গোস্বামী : অসমৰ লোকনাট্য

হৰিনাথ শৰ্মাশৰ্মা : শংকৰদেৱৰ সাহিত্য প্ৰতিভা

পৰমেশ্বৰ বৰুৱাশৰ্মা : অসমীয়া নাটক : পৰম্পৰা আৰু পৰিৱৰ্তন

নবজ্যোতি শৰ্মা : অসমীয়া নাটক আৰু আঞ্চলিক

সত্যপ্ৰসাদ বৰুৱা : নাটক আৰু অভিনয় প্ৰসংগ

লীলাৱতী শইকীয়া বৰা (সম্পা.) : প্ৰবন্ধাৱলী

নমিতা ডেকা আৰু লীলাৱতী শইকীয়া বৰা (সম্পাদ) : হেৰাতি আয়োজন  
 প্ৰফুল্ল কুমাৰ বৰুৱা : হেৰাতিপ্ৰসাদৰ নাটক

### C-7 : অসমীয়া পদ্য আৰু সমালোচনা সাহিত্যৰ পৰিচয়

মুঠ ক্ৰেডিট - ৫+১=৬

মুঠ মূল্যংক = ১০০ (বহিঃমূল্যংক-৮০- অন্তঃমূল্যংক-২০)

গোচি-১ : শংকৰদেৱ	: শ্ৰীকৃষ্ণৰ পূৰ্বৰাগ	
ভট্টদেৱ	: কথাগীতা (১ম আৰু ২য় অধ্যায়)	
গোপাল চন্দ্ৰ দিত্ত	: ওকসেৱা মাহাত্ম্য	নম্বৰ-১৬
গোচি-২ : নাথান ব্ৰাউন	: শ্ৰীমত ব্ৰাউন চাহাবৰ পয়	
লক্ষ্মীনাথ বেজবৰুৱা	: গীতা তত্ত্ব	
বাৰ্ণাৰূপ কাকতি	: সাহিত্যত কৰণ বস	নম্বৰ-১৬
গোচি-৩ : ছেম বৰুৱা	: ভাৰতীয় সংস্কৃতি	
বীৰেন্দ্ৰ কুমাৰ ভট্টাচাৰ্য	: পৰ্ব	
নগেন শইকীয়া	: ঊনবিংশ শতিকাৰ নবজাগৰণ আৰু আধুনিক অসমীয়া মান	নম্বৰ-১৬
গোচি-৪ : অসমীয়া সমালোচনা সাহিত্যৰ বুৰঞ্জী		
পৰিচয়, বিকাশ আৰু ভিত্তিখনীয় সমালোচকসকল		নম্বৰ-১৬
গোচি-৫ : নিৰ্বাচিত সমালোচনা-পাঠ		
মহেন্দ্ৰ নেওগ	: বাৰ্ণাৰূপ কাকতিৰ বচন	
মহেন্দ্ৰ বৰা	: বিশ্ব সাহিত্যৰ পৰিপ্ৰেক্ষিতত অসমীয়া উপন্যাস	
ইবেন গোইই	: হেৰাতিপ্ৰসাদ, শিল্পী আৰু সংস্কৃতি	নম্বৰ-১৬

### নিৰ্দেশিত পাঠ্যক্ৰম :

বিৰিঞ্চি কুমাৰ বৰুৱা	: অসমীয়া কথা সাহিত্য (প্ৰথম ভাগ)
লক্ষ্মীনাথ বেজবৰুৱা	: তত্ত্ব কথা

বাণীকায় কাকতি	: সাহিত্য আৰু প্ৰেম
হোমেন বৰগোহাঞি (সম্পাদক):	শ্ৰেষ্ঠ অসমীয়া নিৰ্বাচিত প্ৰবন্ধ, ২য় খণ্ড
হোমেন বৰগোহাঞি (সম্পাদক):	শ্ৰেষ্ঠ অসমীয়া সমালোচনা সাহিত্য
ওৱাহাটী বিশ্ববিদ্যালয়	: স্মৃতিৰ কথাবন্ধ
প্ৰসংগ-পৃথি:	
শ্ৰী শ্ৰী ভট্টদেব কৃষ্টি বিকাশ সমিতি (ওৱাহাটী)	: শ্ৰী শ্ৰী ভট্টদেব
সত্যভ্ৰমণ শৰ্মা	: অসমীয়া সাহিত্যৰ সনীক্ষায়ক ইতিবৃত্ত
হেমন্ত কুমাৰ শৰ্মা	: অসমীয়া সাহিত্যত দৃষ্টিপাত
বৈলোক্যনাথ গোস্বামী	: সাহিত্য আক্ৰোচন
নৰায়ণ দাস	: ভট্টদেবৰ ঈৰ্ষন আৰু সাহিত্য
প্ৰফুল্ল কাকতি	: জননিকান্ত অসমীয়া কথাশিল্পী
হৰিনাথ শৰ্মা দলৈ	: অসমীয়া গদ্য সাহিত্যৰ গতিপথ
হৰিশ্চন্দ্ৰ ভট্টাচাৰ্য	: বেজবৰুৱাৰ সাহিত্য প্ৰতিভা
মহেশ্বৰ নেওগ	: বাণীকায় চ্যুতিক
চুৰি কলিতা	: অসমীয়া মননশীল গদ্য

### SEC-1 অসমৰ লোকসংস্কৃতি আৰু পৰ্যটন

মুঠ ক্ৰেডিট - ২

মুঠ মূল্যাংক = ৫০

গোচি-১ : লোকসংস্কৃতিৰ পৰিচয়, সংজ্ঞা, শ্ৰেণী বিভাজন আৰু পৰিসৰ

নম্বৰ-১৬

গোচি-২ : অসমৰ পৰ্যটনৰ পৰিচয়, পৰ্যটন ব্যৱস্থা, পৰ্যটন প্ৰকল্প

নম্বৰ-১৬

প্ৰসংগ-পৃথি আৰু বেবছাইট :

নবীন চন্দ্ৰ শৰ্মা : অসমীয়া লোকসংস্কৃতিৰ আভাস

: উত্তৰ পূৰ্বাঞ্চলৰ লোকসংস্কৃতি

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কাকত কোড : ASH 3.05

**GE-3 : অসমীয়া পদ্য আৰু জীৱনীৰ অধ্যয়ন**

মুঠ ক্রেডিট - ৫+২=৬

মুঠ মূল্যংক = ১০০ (বহিঃমূল্যংক-৮০- অন্তঃমূল্যংক-২০)

গেটি-১ : ভট্টাচাৰ্য	: কথা ভাষণত (সঙ্ক-৫, পৃষ্ঠা-১)	
	মহেশ্বৰ নাঞগ (সম্পা.) : গুৰুচৰিত্ৰ কথা (ভাগ-১০০-১৪০)	
	বসুনাথ মহন্ত	: বামৰ বন গমন <span style="float: right;">নম্বৰ-১৬</span>
গেটি-২ : অক্ষয়নাথৰ ধৰ্মত্যাগ	: কলিকতাৰপৰা গুৱাহাটীলৈ ভাষণ নাঞ অহা (হোলাৰ কথা)	
	লক্ষ্মীনাথ বেজবৰুৱা	: শংকৰী ধৰ্মৰ প্ৰতিষ্ঠা
	নলিনাথৰ ভট্টাচাৰ্য	: ফাউণ্ড : আধুনিক জাঁৱনল ইলিয়াড <span style="float: right;">নম্বৰ-১৬</span>
গেটি-৩ : চৈয়দ আব্দুল মালিক	: জিকিৰ আৰু মাদৌ গীত	
	বালনাথ ব্ৰহ্ম	: বড়ো কছাৰী জাতিৰ সংস্কৃতি
	ইবনে গোর্গাই	: মানুহ শংকৰদেৱ <span style="float: right;">নম্বৰ-১৬</span>
গেটি-৪ : অসমীয়া জীৱনী		
	বেণুধৰ শৰ্মা	: মণিলামা দেৱনা (অধ্যায়- ৩য়, ৬ম আৰু ১২শ) <span style="float: right;">নম্বৰ-১৬</span>
গেটি-৫ : অসমীয়া আত্মজীৱনী		
	মহেন্দ্ৰ দৰা	: উপলা নদীৰ দৰে <span style="float: right;">নম্বৰ-১৬</span>
		(অধ্যায়-১৯২৯-১৯৪৭, ১৯৪৭-১৯৫৬, ১৯৫৬-১৯৬৭ )

নির্দেশিত পাঠ্যক্রম :

গুৱাহাটী বিশ্ববিদ্যালয়	: স্নাতকৰ কথাবন্ধ
সাহিত্য একাডেমী	: নিৰ্বাচিত প্ৰবন্ধ
বেণুপৰ শৰ্মা	: মণিৰাম দেৱান
মহেন্দ্ৰ বৰা	: উপলা নদীৰ দূৰে

প্ৰসঙ্গ-পৃথি :

শ্ৰী শ্ৰী ভট্টদেৱ কৃষ্টি বিকাশ সমিতি (গুৱাহাটী) : শ্ৰী শ্ৰী ভট্টদেৱ

সত্যজ্ঞাননাথ শৰ্মা	: অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত
হেমন্ত কুমাৰ শৰ্মা	: অসমীয়া সাহিত্যত দৃষ্টিগাত
বৈলোকলনাথ গোস্বামী	: সাহিত্য আক্ৰোচন
নাৰায়ণ দাস	: ভট্টদেৱৰ জঁৱন আৰু সাহিত্য
প্ৰফুল্ল কাকতি	: জননিকান্ত অসমীয়া কথাশিল্পী
হৰিনাথ শৰ্মা দলৈ	: অসমীয়া গদ্য সাহিত্যৰ গতিপথ
হৰিশ্চন্দ্ৰ ভট্টচৰ্য	: বেঙুবৰুৱাৰ সাহিত্য প্ৰতিভা
মহেশ্বৰ নেওগ	: বাণীকান্ত চৰ্মিকা

**৪র্থ ষাণ্মাসিক**

কাকত কোড : ASH 4

**C-8 : সাহিত্য সমালোচনা তত্ত্বৰ অধ্যয়ন (প্ৰাচ্য আৰু পাশ্চাত্য)**

মূঠ ক্রেডিট - ৫+১=৬

মূঠ মূল্যায়ন = ১০০ (বহিঃমূল্যায়ন-৮০- অন্তঃমূল্যায়ন-২০)

গোটি-১ : সমালোচনা তত্ত্বৰ সংজ্ঞা আৰু ঙ্গত	নম্বৰ-১-৬
গোটি-২ : ধৰ্মি আৰু বস (সংজ্ঞা আৰু বৈশিষ্ট্য)	নম্বৰ-১-৬
গোটি-৩ : ঙ্গ, বহুভাষি আৰু পীতি (সংজ্ঞা আৰু বৈশিষ্ট্য)	নম্বৰ-১-৬

গোটি-৪ : কবিতা আৰু নাটক (সংস্কৃত আৰু বৈশিষ্ট্য) নম্বৰ-১৬

গোটি-৫ : চুটিগল্প আৰু উপন্যাস (সংস্কৃত আৰু বৈশিষ্ট্য) নম্বৰ-১৬

প্ৰসঙ্গ-পৃথি :

মুনৰঞ্জন শাস্ত্ৰী : সাহিত্য দৰ্শন

বৈদ্যলোকনাথ গোস্বামী : সাহিত্য আলোচনা : নন্দনতত্ত্বঃ প্ৰাচ্য আৰু পাশ্চাত্য

মুহম্মদ মাহবুৰ শৰ্মা : ধৰ্ম আৰু বসত্ব

নন্দকান্ত নাথশৰ্মা : সংস্কৃত সমালোচনা শাস্ত্ৰৰ বিবৰ্তন আৰু পৰা

হৰিনাথ শৰ্মা দত্ত : সাহিত্য প্ৰবেশ

মাহমুদ বৰা : সাহিত্য উপক্ৰমণিকা

বাৰেন বৰকটকী : সাহিত্যৰ পটভূমি

বনমল ঠাকুৰীয়া : সাহিত্য বিচাৰ

হীৰেন গোস্বামী : উপন্যাসৰ আধুনিক সমালোচনা

নগেন শৰ্মা : সাহিত্যৰ বাহ্য বৈচিত্ৰ্য

শৈলেন ভবালী : নাটক আৰু অসমীয়া নাটক

উদয় দত্ত : চুটিগল্প

প্ৰভুদাস কুমাৰ বৰুৱা : উপন্যাস

**C-9 : ভাষাৰ বিভিন্নতা**

মুঠ কেডিট - ৫+১=৬

মুঠ মূল্যাংক =১০০ (বহিঃমূল্যাংক-৮০- অন্তৰ্ভূত্যাংক-২০)

গোটি-১ : ভাষাৰ সংস্কৃতি, কল্পিতভাষা, প্ৰথম ভাষা, বাহ্য ভাষা, ৰাষ্ট্ৰীয় ভাষা, আঞ্চলিক ভাষা,

দ্বিতীয় ভাষা, উপভাষা আৰু সংযোগী ভাষা

নম্বৰ-১৬

গোটি-২ : অসমৰ ভাষাৰ বিভিন্নতা

নম্বৰ-১৬

গোটি-৩ : অসমৰ বিভিন্ন ভাষাৰ ব্যাকৰণ আৰু শব্দসমূহ

নম্বৰ-১৬

গোটি-৪ : আধুনিক অসমীয়া ভাষাত বিভিন্ন ভাষাৰ উপাদান

নম্বৰ-১৬

গোটি-৫ : দৃশ্য-শ্ৰৱণ মাধ্যমত বিভিন্ন ভাষাৰ উপাদান

নম্বৰ-১৬

প্রসঙ্গ-পুথিঃ

Edward Sapir	: Language
উপেন্দ্র নাথ গোস্বামী	: ভাষাবিজ্ঞান
	: ভাষা, সমাজ আৰু সাহিত্য
বনেন্দ্র পণ্ডিত	: ভাষা বিজ্ঞানৰ ভূমিকা
দিগ্গী কুন্ডল পাণ্ডিত্য	: ভাষাতত্ত্ব
	: উপভাষা আৰু অসমৰ উপভাষা
বসন্ত কুমাৰ ভট্টাচার্য	: ভাষা বিজ্ঞানৰ প্ৰকাৰ
ঈশ্বৰদাস মৰল	: উপভাষা বিজ্ঞান
উপেন বাক্য হাকচাম	: অসমীয়া আৰু অসমৰ উপভাষা
শ্ৰীমকান্ত বৰুৱা	: অসমৰ ভাষা
নগেন চাকৰ আৰু বংশেশ সেন (ভাৰত (সম্পাদ))	: ভাষা চিন্তা-বিচিন্তা
প্ৰবীৰ সেনী	: ভাষাবিজ্ঞানৰ ইতিহাস
কুন্ডল বসন্তদাসী (সম্পাদ.)	: অসমীয়া আৰু অসমীয়া ভাষা

### C-10 : অসমীয়া ভাষাৰ অধ্যয়ন

মুঠ ক্ৰেডিট - ৫+১=৬

মুঠ মূল্যবান = ১০০ (বহিঃমূল্যায়ন-৮০- অন্তঃমূল্যায়ন-২০)

গোচি-১ : ইংগা-ইউৰোপীয় ভাষাৰ বিস্তৃত পৰিচয়	নম্বৰ-১৬
গোচি-২ : অসমীয়া ভাষাৰ উৎস আৰু বিকাশ	নম্বৰ-১৬
গোচি-৩ : অসমীয়া আৰু পালি-প্ৰাকৃত-অপভ্ৰংশৰ মাজৰ সম্পৰ্ক	নম্বৰ-১৬
গোচি-৪ : আৰ্য ভিন্ন ভাষাৰ পৰিচয় আৰু অসমীয়া ভাষাত আৰ্যভিন্ন ভাষাৰ প্ৰভাৱ	নম্বৰ-১৬
গোচি-৫ : অসমীয়া ভাষাৰ প্ৰধান উপভাষা আৰু লৈখিতামূহ	নম্বৰ-১৬

প্রসঙ্গ-পুথিঃ

Banikanta Kakati	: Assamese, Its Formation and Development
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Dimbeswar Neog	: The Origine and growth of the Assamese Language
কলিৰাম শ্ৰেণী	: অসমীয়া বাক্যৰ আৰু ভাষাতত্ত্ব
ভৈপন্ন নাথ গোস্বামী	: ভাষাবিজ্ঞান
	: অসমীয়া ভাষাৰ উপভাষা
	: অসমীয়া ভাষাৰ উদ্ভব, সনৃষ্টি আৰু বিকাশ
নগেন্দ্ৰ ঠাকুৰ	: পুৰণীৰ বিভিন্ন ভাষা
	: পালি- প্রাকৃত- অপভ্রংশ : ভাষা আৰু সাহিত্য
বনেন্দ্ৰ পাত্ৰিক	: অসমীয়া ভাষাৰ ইতিহাস
ভৈপন্ন বাজা হাকচাৰ	: অসমীয়া আৰু অসমৰ তিব্বত-বনীয় ভাষা
লীলাৱতী শইকীয়া বৰা	: সংস্কৃত, পালি-প্রাকৃত আৰু অসমীয়া বাক্যৰণ
	: অসমীয়া ভাষাৰ কপতত্ত্ব
ভীমকান্ত বৰুৱা	: অসমীয়া ভাষা
দেঁথু ফুল্লন পাটগিৰী	: মধ্যযুগৰ অসমীয়া ভাষাৰ বাক্যৰণ
লীলাৱতী শইকীয়া বৰা আৰু	
দেঁথু ফুল্লন পাটগিৰী (সম্পা.)	: ভাষা-ইতিহাস
বিজা ভৰালী	: কামৰূপ উপভাষা : এটি অধ্যয়ন
বিজা ভৰালী আৰু	
কল্পনা তালুকদাৰ	: গোস্বামীৰ উপভাষা : কপ-বৈচিত্ৰ্য

কাকত কোড : ASH 4.04

SEC-2 কম্পিউটাৰত ভাষা-ব্যৱহাৰ

মুঠ ক্রেডিট - ২

মুঠ মূল্যায়ন = ২০

গোচি-১ : কম্পিউটাৰ : পৰিচয়, কাৰ্যপদ্ধতি আৰু ব্যৱহাৰ

নম্বৰ-১৬



গোটি-২ : কম্পিউটাৰত অসমীয়া ভাষাৰ প্ৰয়োগ : অসমীয়া আণৱ - অসমীয়া কী-ব'ৰ্ড-অসমীয়া  
ছফটৱেৰ - অসমীয়াত ব'ৰ্ড প্ৰচেছৰছ - স্পেল চেকৰছ আৰু ব্যাকৰণ চেকৰছ

নম্বৰ-১৬

নিৰ্দেশিত পাঠ্যক্ৰম :

P.K.Sinha : Computer Fundamentals

প্ৰসঙ্গ-সূত্ৰ :

1. www.xahitya.org
2. www.enajori.com

**GE-4 : অসমৰ সংস্কৃতি অধ্যয়ন**

মূঠ ক্রেডিট - ৫+১=৬

মূঠ মূল্যাংক =১০০ (বহিঃমূল্যায়ন-৮০- অন্তঃমূল্যায়ন-২০)

গোটি-১ : লোকসংস্কৃতিৰ বিশেষ সন্দৰ্ভত সংস্কৃতিৰ সংজ্ঞা, শ্ৰেণীবিন্যাস, পৰিসৰ আৰু গুৰুত্ব

নম্বৰ-১৬

গোটি-২ : ঐতিহাসিক সংস্কৃতি ( লোক শিল্প, লোক কলা, লোক সৃষ্টিবিদ্যা,

লোক নাচপাৰ, লোক বন্ধন-প্ৰণালী, লোকগীত, লোক নৃত্য)

নম্বৰ-১৬

গোটি-৩ : লোক উৎসৱ -অনুষ্ঠান আৰু প্ৰদৰ্শন :

লোক উৎসৱ আৰু আচাৰ-অনুষ্ঠান, মনোৰঞ্জনমূলক অনুষ্ঠান আৰু খেলাধুমালা, লোক শ্ৰেয়ধ

আৰু লোকধৰ্ম

নম্বৰ-১৬

গোটি-৪ : বড়ো, বড়ি আৰু কৰ্বিৰ বিশেষ সন্দৰ্ভত অসমৰ জনজাতিৰ সংস্কৃতি

নম্বৰ-১৬

গোটি-৫ : অসমৰ মূল নাম ( অসম নামৰ তাৎপৰ্য), অসমত বাস কৰা মুখ্য প্ৰজাতিৰ মানুহ আৰু

ত্ৰৈলোক্যিকৰ অৱদান

নম্বৰ-১৬

প্ৰসঙ্গপুথি :

অসমীয়া লোকসংস্কৃতিৰ অভ্যাস : নবীন চন্দ্ৰ শৰ্মা

উত্তৰ পূৰ্বাঞ্চলৰ লোকসংস্কৃতি : নবীন চন্দ্ৰ শৰ্মা

অসমৰ সংস্কৃতি : লীলা খণ্ডে

অসমৰ লোক নাট পৰম্পৰা : শ্ৰীধৰন ভৰলী

অসমৰ লোক নাট : বাৰ খণ্ডে

নাটকৰ বাব্ৰাহিক দিশ : জগনীশ পাটগীৰী

লোকনাট পৰম্পৰা আৰু পৰিবৰ্তন (সম্পাদিত) : পৰমানন্দ বাহুবংশী

কামৰূপী লোকগীতি সংগ্ৰহ : হেমশ্ৰু কুমাৰ শৰ্মা

গোৱালপৰীয়া লোকগীতি সংগ্ৰহ : দ্বিজেন দাস

দেৰঙী লোকগীতি সংগ্ৰহ : কনক চহৰীয়া

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### ৫ম বাৰ্ষিক

কাকত কোড : ASH 5

C-11 : সাধাৰণ ভাষাবিজ্ঞান অধ্যয়ন

মূঠ ক্রেডিট - ৫+১=৬

মূঠ মূল্যায়ন = ১০০ (বহিঃমূল্যায়ন-৮০- অন্তঃমূল্যায়ন-২০)

গোটি-১ : ভাষাবিজ্ঞানৰ পৰিচয়-

বৰ্ণনাম্বক, ঐতিহাসিক, তুলনামূলক আৰু পঠনাম্বক

নম্বৰ-১৬

গোটি-২ : ধ্বনিতত্ত্ব -- সাধাৰণ পৰিচয়

নম্বৰ-১৬

গোটি-৩ : ৰূপতত্ত্ব -- সাধাৰণ পৰিচয়

নম্বৰ-১৬

গোটি-৪ : শব্দৰ্থতত্ত্ব আৰু বাক্যতত্ত্ব -- সাধাৰণ পৰিচয়

নম্বৰ-১৬

গোটি-৫ : উপভাষাবিজ্ঞান আৰু সমাজভাষাবিজ্ঞান -- সাধাৰণ পৰিচয়

নম্বৰ-১৬

প্ৰসঙ্গ-পুথি :

H.A.Gleason : An Introduction to Descriptive Linguistics

C.A.Hockett : A Course in Modern Linguistics

উপেন্দ্ৰ নাথ গোস্বামী	: ভাষা-বিজ্ঞান
	: ভাষা, সমাজ আৰু সাহিত্য
গোলোকচন্দ্ৰ গোস্বামী	: প্ৰণিৰিখনৰ ভূমিকা
দিগ্ৰী কুন্ডল পাটগিৰী	: ভাষাতত্ত্ব
বমেশ পাটক	: ভাষাবিজ্ঞানৰ ভূমিকা
	: ব্যাকৰণ আৰু প্ৰাকৃতিক-বিজ্ঞান
বসন্ত কুমাৰ ভট্টাচাৰ্য	: ভাষাবিজ্ঞান প্ৰৱেশ
দীপাঙ্কৰ মৰল	: উপভাষা-বিজ্ঞান
নগেন্দ্ৰ ঠাকুৰ আৰু	
গণেশ সেনা ভেটক(সম্পা.)	: ভাষা চিন্তা বিচিত্ৰা
ৰুগদান মৰল	: ভাষা বিজ্ঞান
নাৰায়ণ পাটন (সম্পা.)	: ভাষাৰ তত্ত্ব কথা
ফকীৰ নাৰায়ণ দহট্টোইৰী	: আধুনিক ভাষাবিজ্ঞান পৰিচয়

### C-12 : সাহিত্যৰ ধাৰাসমূহৰ পৰিচয়

মুঠ ক্ৰেডিট - ৫+১=৬

মুঠ মূল্যবানক = ১০০ (বহিঃমূল্যায়ন-৮০- অন্তঃমূল্যায়ন-২০)

গোচি-১ : ঋতুবাদ - পৰিচয়, বৈশিষ্ট্য আৰু ইয়াৰ বিহীন ইতিহাস	নম্বৰ-১৬
গোচি-২ : বসন্তবাদ - পৰিচয়, বৈশিষ্ট্য আৰু ইয়াৰ বিহীন ইতিহাস	নম্বৰ-১৬
গোচি-৩ : আধুনিকতবাদ - পৰিচয়, বৈশিষ্ট্য আৰু ইয়াৰ বিহীন ইতিহাস	নম্বৰ-১৬
গোচি-৪ : বাস্তববাদ - পৰিচয়, বৈশিষ্ট্য আৰু ইয়াৰ বিহীন ইতিহাস	নম্বৰ-১৬
গোচি-৫ : উত্তৰ আধুনিকতবাদ - পৰিচয়, বৈশিষ্ট্য আৰু ইয়াৰ বিহীন ইতিহাস	নম্বৰ-১৬
প্ৰসঙ্গ-পৃথি : মনোবজ্ঞান শাস্ত্ৰী	: সাহিত্য দৰ্শন

বৈশাখনাথ গোস্বামী	ঃ সাহিত্য আন্দোলন
	ঃ নন্দনতরু ঃ প্রাচ্য আৰু পাশ্চাত্য
ছবিনাথ শৰ্মাদলৈ	ঃ সাহিত্য প্ৰবেশ
বনমল ঠাকুৰীয়া	ঃ সাহিত্য বিচাৰ
বাৰেন বৰকটকী	ঃ সাহিত্যৰ পটভূমি
মহেন্দ্ৰ বৰা	ঃ সাহিত্য উপৰন্যাসিক
	ঃ বমন্যাসবাদ

মহেশ্বৰ নেওগ আৰু

হেমচন্দ্ৰ কুমাৰ শৰ্মা (সম্পাদ.) : সাহিত্য সমীক্ষা

নগেন শৰ্মাকীয়া : সাহিত্যৰ বাদ-বৈচিত্ৰ্য

**DSE-1 : অসমীয়া ষোমাণ্টিক আৰু আধুনিক কবিতাৰ পৰিচয়**

মূঠ ক্ৰেডিট - ৫+১=৬

মূঠ মূল্যায়ন = ১০০ (বহিঃমূল্যায়ন-৮০- অন্তৰ্ভূক্তায়ন-২০)

গোচি-১ : বাৰ্দ্ধাক্ষীনাথ বেজবৰুৱা : বীণবৰাধী

বহুনাথ শ্ৰীধৰী : কেতকী (প্ৰথম ভৰদ)

যতীন্দ্ৰনাথ বৰুৱা : অতীতক নেযাবা পাহৰি

নম্বৰ-১৬

গোচি-২ : অক্ষয়পিত্ৰী বায়ট্টাধৰী : বিশ্বনোহন

নলিনীবালা দেৱী : নাট্যৰ

বিনয় চন্দ্ৰ বৰুৱা : গড়গাঁও

নম্বৰ-১৬

গোচি-৩ : দেবকান্ত বৰুৱা : অসাধক

হেম বৰুৱা : মমতাল চিত্ৰ

নবকান্ত বৰুৱা : পলাস

নম্বৰ-১৬

গোচি-৪ : নিৰ্মল প্ৰভা বৰদলৈ : শ্ৰীপদী

নীলমণি ফুকন : গোস্বামী জাম্বুৰ লগ

বান গণি	: পথৰ	নম্বৰ-১৬
গোচিন্দ : ইবেন ভট্টাচাৰ্য	: ইতি ফৰা গান	
মহেন্দ্ৰ বৰা	: সপ	
সম্মান উত্তী	: এই উৎপন্নিতৰ কাণ পাতি গুনা	নম্বৰ-১৬
<u>নিৰ্দেশিত পাঠ্যক্রম :</u>		
মহেশ্বৰ নেওগ (সম্পা.)	: সঞ্চয়ন	
ডুৱাহাটী বিশ্ববিদ্যালয়	: কবিতা মঞ্জৰী	
ইন্দুকা ভট্টাচাৰ্য	: ইন্দুক ভট্টাচাৰ্যৰ কবিতা	
সম্মান উত্তী	: আনন্দ আৰু বেন্দ্ৰন বৈভৱ	
<u>প্ৰসঙ্গ-পুথি :</u>		
ভুবানন্দ্ৰ দত্ত	: অসমীয়া কবিতাৰ কাহিনী	
নিৰ্মল প্ৰভা বৰদলৈ	: কবিতাৰ কথা	
পৰীক্ষিত হাজৰিকা	: সাহিত্য জেউতি	
লীলা গগৈ (সম্পা.)	: আধুনিক অসমীয়া সাহিত্যৰ পৰিচয়	
কমলেশ্বৰ শৰ্মা	: কবি চৌধুৰী আৰু চৌধুৰীদেৱৰ কবিতা	
পূৰ্ণ ভট্টাচাৰ্য	: কবিতা আৰু আধুনিক কবিতা	
নগেন শইকীয়া	: অসমীয়া কবিতা আৰু অন্যান্য বিষয়	
কৰবী ডেকা হাজৰিকা	: অসমীয়া কবিতা	
প্ৰহ্লাদ কুমাৰ বৰুৱা	: আধুনিক অসমীয়া কবিতাৰ গীতি-বৈচিত্ৰ্য	
অৰ্চনা প্ৰহাৰী (সম্পা.)	: অসমীয়া কবিতাৰ বিচাৰ নিষ্কষণ	
কামালুকিন আহমেদ	: আধুনিক অসমীয়া কবিতা	
উপেন্দ্ৰ নাথ শৰ্মা	: কবিতাৰ ভাষা আৰু অন্যান্য প্ৰবন্ধ	
সোণা বৰুৱা	: আধুনিক অসমীয়া কবিতাৰ প্ৰবন্ধ আৰু চিন্তন	

**DSE-2 : অসমীয়া ব্যাকৰণৰ পৰিচয়**

মুঠ ক্রেডিট - ৫+১=৬

মুঠ মূল্যংক = ১০০ (বহিঃমূল্যংক-৮০- অন্তঃমূল্যংক-২০)

গোচি-১ : অসমীয়া ব্যাকৰণৰ পৰিচয়, শ্ৰেণীবিন্যাস, ব্যাকৰণৰ ইতিহাস	নম্বৰ-১-৬
গোচি-২ : অসমীয়া ব্যাকৰণৰ উপাদান - ধ্বনিতত্ত্ব	নম্বৰ-১-৬
গোচি-৩ : অসমীয়া ব্যাকৰণৰ উপাদান - ৰূপতত্ত্ব	নম্বৰ-১-৬
গোচি-৪ : অসমীয়া ব্যাকৰণৰ উপাদান - বাক্যতত্ত্ব	নম্বৰ-১-৬
গোচি-৫ : অসমীয়া ব্যাকৰণৰ উপাদান - শব্দৰ গঠন	নম্বৰ-১-৬

প্ৰসঙ্গ-পৃথি :

হেমচন্দ্ৰ বৰুৱা	: অসমীয়া ব্যাকৰণ
সত্যনাথ বৰা	: বহুৰূপ ব্যাকৰণ
কলিবাৰ মেধি	: অসমীয়া ব্যাকৰণ আৰু ভাষাতত্ত্ব
গোপলাক চন্দ্ৰ গোস্বামী	: অসমীয়া ব্যাকৰণৰ মৌলিক বিচাৰ
উপেন্দ্ৰ নাথ গোস্বামী	: অসমীয়া ভাষাৰ ব্যাকৰণ
সংগম সেন ডেকা	: ব্যাকৰণ : প্ৰচা আৰু পাশ্চাত্য

**৬ষ্ঠ বাৰ্ষিক**

কাকত কোড : ASH 6

**C-13 : অসমীয়া জীৱনী আৰু আত্মজীৱনীৰ পৰিচয়**

মুঠ ক্রেডিট - ৫+১=৬

মুঠ মূল্যংক = ১০০ (বহিঃমূল্যংক-৮০- অন্তঃমূল্যংক-২০)

গোচি-১ : জীৱনী আৰু অসমীয়া জীৱনীৰ পৰিচয়, সংজ্ঞা আৰু বৈশিষ্ট্য	নম্বৰ-১-৬
গোচি-২ : আত্মজীৱনী আৰু অসমীয়া আত্মজীৱনীৰ পৰিচয়, সংজ্ঞা আৰু বৈশিষ্ট্য	নম্বৰ-১-৬
গোচি-৩ : জীৱনী -	
বেণুধৰ শৰ্মা	: মণিবৰ্ম সেনান
যোগেন্দ্ৰ নাৰায়ণ ভূঞা	: ওপাৰ্ভিৰ্ম বৰুৱা
	নম্বৰ-১-৬

গোটি-৪ : আত্মজীবনী -

লক্ষ্মীনাথ বেজবৰুৱা : মোৰ জীৱন (সঁজুলি) (৪র্থ আৰু ৬ষ্ঠ অধ্যায়) নম্বৰ-১৬

গোটি-৫ : আত্মজীবনী -

হোমেন বৰগোহাঞি : আত্মজীবনী (১ম আৰু ২য় অধ্যায়) নম্বৰ-১৬

নিৰ্দেশিত পাঠ্যক্রম :

বেণুধৰ শৰ্মা : গণিবন্ধ স্বেচন

যোগেন্দ্ৰ নাৰায়ণ ভূঞা : ওপাৰ্জিবন্ধ বৰুৱা

লক্ষ্মীনাথ বেজবৰুৱা : মোৰ জীৱন (সঁজুলি)

হোমেন বৰগোহাঞি : আত্মজীবনী

প্ৰসঙ্গ-পুথি :

ভিক্ষেশ্বৰ মেধা : অসমীয়া সাহিত্যৰ বুৰঞ্জী

সত্যেন্দ্ৰ নাথ শৰ্মা : অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত

হেমচন্দ্ৰ কুমাৰ শৰ্মা : অসমীয়া সাহিত্যত দৃষ্টিপাত

শিবনাথ বৰ্মন (সম্পাদ) : অসমীয়া সাহিত্যৰ বুৰঞ্জী (২য় খণ্ড)

গোৱিন্দ প্ৰসাদ শৰ্মা : জীৱনী আৰু অসমীয়া জীৱনী

: জীৱনী আৰু আত্মজীবনী

**C-14 : ভাৰতীয় সাহিত্যৰ পৰিচয় (বাংলা আৰু হিন্দী)**

মুঠ কেতিয়া - ৫+১=৬

মুঠ মূল্য : ১০০ (বহিঃমূল্যায়ন-৮০- অন্তঃমূল্যায়ন-২০)

গোটি-১ : আধুনিক ভাৰতীয় সাহিত্যৰ পৰিচয়, অসমীয়া আৰু বাংলা সাহিত্যৰ পৰিপ্ৰেক্ষিতত আধুনিক

ভাৰতীয় সাহিত্যৰ নব ধৰা নম্বৰ-১৬

গোটি-২ : কল্পনামূলক সাহিত্য - প্ৰকৃতি আৰু সম্প্ৰদায়সমূহ নম্বৰ-১৬

গোটি-৩ : কবিতা - নম্বৰ-১৬

ক) বাংলা

নির্বাচিত কবিতা - ডাবল ডীথ

নির্দেশিত পাঠ্যক্রম - বরেন্দ্রনাথ ঠাকুর : সংকলিত

খ) হিন্দী

নির্বাচিত কবিতা - 'শ্রীমান নিমস্কর' - সুমিত্রা মল্লিক পণ্ট

নির্দেশিত পাঠ্যক্রম - 'বিভাগ্যেশ্বর দ্বারক (সম্পা.)' : আধুনিক কবি সমগ্র

গোটি-৪ : চূড়িগল্প -

নম্বর-১৬

ক) বাংলা

বরেন্দ্রনাথ ঠাকুর : গোপী মণ্ডল

খ) হিন্দী

প্রমোচন্দ : কফন

গোটি-৫ : উপন্যাস -

নম্বর-১৬

ক) বাংলা

মণিক লক্ষ্মীপাধ্যায় : পরা মর্দের মতি

খ) হিন্দী

ফকীর নাথ বেণু : ময়লা' অচল

প্ৰসঙ্গ-পৃথি :

K.M.George (Ed) : Modern Indian Literature

মহেশ্বর নেওগ : অসমীয়া সাহিত্যৰ বপুৰেখা

সত্যেন্দ্রনাথ শর্মা : অসমীয়া সাহিত্যৰ সনীক্ষায়ক ইতিবৃত্ত

সুকুমার সেন : বাংলা সাহিত্যৰ ইতিহাস

শৈলেন ভবানী : আধুনিক ভাৰতীয় সাহিত্য

বামনবিলাস শর্মা : প্রমোচন্দ ওর উল্কা যুগ

শিবনারায়ণ শ্রী বসু : হিন্দী উপন্যাস

শ্রীকুমার দেবান্দী : বাংলা উপন্যাসের কাব্যম্বর



পৰাগ কুমাৰ ভট্টাচাৰ্য্য : ববীন্দ্রনাথ আৰু অসমীয়া চুটিগল্প

নীলহৰা মহন্ত বেজবৰা : তুলনামূলক ভাৰতীয় সাহিত্য

পৰমমণ্ড বাহুবংশী আৰু

পৰাগ কুমাৰ ভট্টাচাৰ্য্য (সম্পা.) : ভাৰতীয় সাহিত্যৰ অধ্যয়ন

**DSE-3 : অসমীয়া চুটিগল্প আৰু উপন্যাস**

মূঠ ক্রেডিট - ৫+২=৬

মূঠ মূল্যঃ = ১০০ (বহিঃমূল্যায়ন-৮০- অন্তঃমূল্যায়ন-২০)

গোচি-১ : অসমীয়া চুটিগল্প আৰু উপন্যাসৰ উচ্চ আৰু বিকাশ নম্বৰ-১৬

গোচি-২ : অসমীয়া চুটিগল্প আৰু উপন্যাসৰ বিভিন্ন ধাৰা, কৌশল আৰু বৈশিষ্ট্য নম্বৰ-১৬

গোচি-৩ : চুটিগল্প -

বাল্মীকীনাথ বেজবৰুৱা : পট্মগী

জগদীশৰ শৰ্মা : নাৰ্ণতৰ দান

বীৰেন্দ্ৰ কুমাৰ ভট্টাচাৰ্য্য : মাকনৰ গোদাই

মামণি বয়হম গোস্বামী : বিনিকি বিনিকি দেখিছোঁ যমুনা

নগিন্দ্ৰলা ভট্টাচাৰ্য্য : কলি-গঙ্গা নম্বৰ-১৬

গোচি-৪ : উপন্যাস -

ভবেন্দ্ৰনাথ শইকীয়া : অতুলীপ নম্বৰ-১৬

গোচি-৫ : উপন্যাস -

অৰুণা পট্টশীয়া কলিতা : ফেলানি নম্বৰ-১৬

নির্দেশিত পাঠ্যপুথি :

হোমেন বৰগোহাঞিঃ (সম্পা.) : অসমীয়া গল্পৰ সংকলন (২ আৰু ৩ খণ্ড)

ডঃহাৰ্টি বিষ্ণুবিদ্যালয় : গল্প ৩৬

: গল্পমঞ্জৰী

শোণিত বিহাৰ দাস আৰু

মুনীম ভূঞা (সম্পা.) : বীৰেন্দ্ৰ কুমাৰ ভট্টাচাৰ্য্যৰ ৰচনাবলী (২ খণ্ড)

হেমন্ত কুমাৰ ভূবালী (সম্পাদ.) : নামনি বয়স্ক শ্ৰেণীৰ গল্প সমগ্ৰ

শোণিত বিহুঃ দাস আৰু

মুনীন ভূঞা (সম্পাদ.) : সৌৰভ কুমাৰ চলিহা কচনাৱলী

প্ৰসঙ্গ-পুথি :

ভিক্ষুৰ (নেওগ) : অসমীয়া সাহিত্যৰ বুৰঞ্জী

সত্যেন্দ্ৰ নাথ শৰ্মা : অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত

হেমন্ত কুমাৰ শৰ্মা : অসমীয়া সাহিত্যত দৃষ্টিগাত

বৈশ্বকোন্মাথ শ্ৰেণী : আধুনিক গল্প সাহিত্য

প্ৰহ্লাদ কুমাৰ বৰুৱা : অসমীয়া চুটিগল্পৰ অধ্যয়ন

পৰাণ কুমাৰ ভট্টাচাৰ্য : গল্প প্ৰসঙ্গ আৰু অসমীয়া গল্প সাহিত্য

গোবিন্দ প্ৰসাদ শৰ্মা : উপন্যাস আৰু অসমীয়া উপন্যাস

নগেন্দ্ৰ ঠাকুৰ (সম্পাদ.) : এশ বছৰ অসমীয়া উপন্যাস

**DSE-4 : বিশেষ লেখকৰ অধ্যয়ন (মাধৱ কন্দলী নাইবা লক্ষ্মীনাথ বেজবৰুৱা)**

মুঠ কেতিয়া - ৫+১=৬

মুঠ মূল্যংক = ১০০ (বহিঃমূল্যংক-৮০- অন্তঃমূল্যংক-২০)

গোচি-১ : লেখকগৰাকীৰ জীৱন আৰু কৰ্ম

নম্বৰ-১৬

গোচি-২ : লেখকগৰাকীৰ সাহিত্যিক অবদান

নম্বৰ-১৬

গোচি-৩ : লেখকগৰাকীৰ বৰ্ণনাপ্ৰকল্প

নম্বৰ-১৬

গোচি-৪ : সাম্প্ৰতিক অসমত লেখকগৰাকীৰ গুৰুত্ব

নম্বৰ-১৬

গোচি-৫ : অসমীয়া সাহিত্যত লেখকগৰাকীৰ স্থান আৰু গুৰুত্ব

নম্বৰ-১৬

নিৰ্দেশিত পাঠ্যপুথি :

মাধৱ কন্দলী : অযোধ্যাকাণ্ড, সূক্তকাণ্ড, কিম্বিকাণ্ড

লক্ষ্মীনাথ বেজবৰুৱা : মোৰ জীৱন সৌভাগ্য (১ম খণ্ড)

কবিতা - বীণলবণী

সূত্রিকা - কপীলাদী

নাটক - চক্রবর্তী সিংহ

প্রসঙ্গ-পৃথিঃ

মাধব কন্দলী : মধুরাঙ্গ বামায়ণ

শশী শর্মা : মাধব কন্দলী

সত্যেন্দ্র নাথ শর্মা : বাবায়ণের ইতিবৃত্ত

নগেন শইকীয়া (সম্পাদ.) : লক্ষ্মীনাথ বেহরারবাবল বাচনা সমগ্র ( ১ম আঙ্ক ২য় খণ্ড )

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