

**SYLLABUS FOR  
B.A PASS & HONOURS  
ECONOMICS  
(REVISED)  
2019**



**NAGALAND UNIVERSITY  
HQS. LUMAMI**

**2019**

## ECONOMICS B.A (Pass & Honours)

### COURSE STRUCTURE

<b>COMPULSORY PAPERS FOR B.A (General &amp; Honours)</b>			
<b>Semester</b>	<b>Code No</b>	<b>TITLE</b>	<b>General/Honours</b>
Semester-I	ECO-101	Micro Economics-I	General/Honours
	ECO-102	Quantitative Technique-I (Mathematics)	Honours
Semester-II	ECO-201	Micro Economics-II	General/Honours
	ECO-202	Quantitative Technique-II (Statistics)	Honours
Semester-III	ECO-301	Macro Economics-I	General/Honours
	ECO-302	Public Finance and Banking	Honours
Semester-IV	ECO-401	Macro Economics-II	General/Honours
	ECO-402	International Economics	Honours
Semester- V	ECO-501	Indian Economy-I	General/Honours
	ECO-502	Economics of Growth and Development	Honours
		<b>Optional-I for Honours</b>	
	ECO-503(a)	Agricultural Economics	Honours
	ECO-503(b)	Mathematical Economics	Honours
	ECO-503(c)	History of Economic Thought	Honours
	ECO-503(d)	Industrial Economics	Honours
Semester-VI	ECO-601	Indian Economy-II	General/Honours
	ECO-602	Economics of Environment	Honours
		<b>Optional-II for Honours</b>	
	ECO-603(a)	Demography	Honours
	ECO-603(b)	Financial Institutions and Markets	Honours
	ECO-603(c)	Econometric Methods	Honours
	ECO-603(d)	Regional Economics	Honours
	ECO-603(e)	Project	Honours

**SEMESTER WISE PAPER DISTRIBUTION (Pass and Honours)**

COURSE	FIRST YEAR		SECOND YEAR		THIRD YEAR	
	SEMESTER I	SEMESTER II	SEMESTER III	SEMESTER IV	SEMESTER V	SEMESTER VI
<b>B.A (Pass and Honours)</b>	ECO 101 Micro Economics-I	ECO 201 Micro Economics-II	ECO 301 Macro Economics-I	ECO 401 Macro Economics-II	ECO 501 Indian Economy-I	ECO 601 Indian Economy-II
<b>B.A (Honours)</b>	ECO 102 Quantitative Technique-I (Mathematics)	ECO 202 Quantitative Technique-II (Statistics)	ECO 302 Public Finance and Banking	ECO 402 International Economics	ECO 502 Economics of Growth and Development *OPTIONAL (I) ECO- 503 (a)-(d)	ECO 602 Economics of Environment **OPTIONAL (II) ECO - 603 (a)- (d) or ***ECO 603(e) PROJECT

\* Students can choose any one of the optional papers [ECO-503 (a to d)] during V Semester

\*\*Students can opt for an optional papers [ECO-603 (a to d)] or ECO 603 (e) Project during semester VI.

\*\*\* For course “ECO 603(e) PROJECT”, the department shall decide the topics which will be assigned to the student at the beginning of the semester. The project report should be submitted one month before the end semester examinations. The report shall contain a minimum of 5000 words, including tables and annexure.

**SEMESTER I**  
**(General & Honours)**  
**Eco-101: MICRO ECONOMICS-I**

**Total Marks: 100**  
**Credit: 4**

UNITS	TOPICS	CONTACT HOURS	WEIGHTAGE
Unit I	<b>Nature and Scope of Economics:</b> Basic economic problem. Definition of Economics. Methodology of economics. Concept of demand and supply- measurement and elasticity. Concept of Equilibrium.	12	20
Unit II	<b>Theories of Consumer Demand:</b> Utility approach (cardinal and ordinal). Indifference curves approach; Consumer equilibrium-Hicks and Slutsky's theorem, Compensated demand, Engel curve. Consumer surplus.	15	20
Unit III	<b>Theory of Production:</b> Importance of the theory of production; Returns to a factor: total, average and marginal products; Laws of returns to scale. Laws of variable proportions. Production functions-short and long run. Cobb-Douglas production functions. Least cost combination of input. Factor substitution.	15	20
Unit IV	<b>Theory of Cost:</b> Cost functions; Concept of cost. Traditional and Modern theory of cost. Derivation of long and short run cost curves and their relationship, Recent development in cost theory. Analysis of Economics of scale-Real and Pecuniary.	13	20
Unit V	<b>Welfare Economics:</b> Nature, scope and concept. Problems in measuring social welfare. Role of value judgment. Criteria of social welfare-Growth of GNP, Bentham's, Cardinalist and Pareto.	13	20
<b>Total contact hours and Marks</b>		68	100

**Basic Reading List.**

- Ahuja, H L. (1990) Advance economic Theory, S. Chand & Co, New Delhi.
- Henderson, J and R.E Quandt (1980), Microeconomic Theory: A Mathematical Approach, McGraw Hill, New Delhi.
- Koutsoyiannis, A. (1990), Modern Microeconomics, Macmillan.
- Sen. A. (1999), Microeconomics: Theory and Applications, Oxford University Press, New Delhi.
- Varian, H.R. (2000), Microeconomics Analysis: W.W. Norton, New York.
- Varian, H.H. (2000), Intermediate Microeconomics: A Modern Approach, East West Press, New Delhi.
- Satya, R. Chakraborty, Micro Economics, Allied Publishers, New Delhi.
- Samuelson P.A and W.D . Nordhus (1998), Economics, Tata McGraw Hills.
- Raj, N.C. (1975), An Introduction to Micro Economics, Macmillan Corporation Ltd India.

**SEMESTER I**  
**(Honours)**  
**ECO-102: QUANTITATIVE TECHNIQUE-I (MATHEMATICS)**

**Total Marks: 100**

**Credit: 4**

UNITS	TOPICS	CONTACT HOURS	WEIGHTAGE
Unit I	<b>Sets and Functions:</b> Sets – Concepts and Types, Venn Diagram, Number of elements and Cartesian products. Functions - types of function and its application in economics, System of equations and Inequalities in Market Equilibrium	<b>13</b>	<b>20</b>
Unit II	<b>Number System:</b> Uses of numbers, Axiomatic properties of real number and completeness, complex number, graphical representation of complex number. Analytical Geometry: Application of straight line, points and lines, slope of the line curves, distance and section formulas, parabola, circle, isoprofit and isocost lines.	<b>13</b>	<b>20</b>
Unit III	<b>Differentiation:</b> Functions and limits, Differentiation; Rules of differentiation, Marginal revenue, average revenue, total revenue, marginal cost, average cost and total cost, Maxima and Minima, profit maximisation.	<b>15</b>	<b>20</b>
Unit IV	<b>Integration:</b> Rules of integration. Consumer and producers surplus.	<b>14</b>	<b>20</b>
Unit V	<b>Matrix and Determinants:</b> Different types and solution of simultaneous equation through Cramers rule and matrix methods.	<b>13</b>	<b>20</b>
<b>Total Contact Hours and Marks</b>		<b>68</b>	<b>100</b>

**Basic Reading List:**

- Mike Rosser, Basic Mathematics for Economists, Routledge Taylor and Francis Group, 29 west 35<sup>th</sup> street, New York, NY 10001.
- Suranjan Saha, Mathematics and Statistics [for C.A Professional Education (course)- I], New Central Book agency (P) Ltd, 9/1 Chintamani Das Lane, Kolkata 700009.
- Frank Werner and Yuri N. Sotskov, Mathematics of Economics and Business, Routledge, 270 Madison Ave, New York, NY 10016.
- G.S Monga, Mathematics and Statistics for Economics, Vikas Publication.
- Mehta and Madnani, Mathematics for Economists, Sultan Chand and Sons. New Delhi.
- Taro Yamane, Mathematics for Economist, Prentice-Hall of India.

**SEMESTER II**  
**(General )**

**Eco-201: MICRO ECONOMICS-II**

**Total Marks: 100**  
**Credit: 4**

<b>UNITS</b>	<b>TOPICS</b>	<b>CONTACT HOURS</b>	<b>WEIGHTAGE</b>
Unit I	<b>Market Structure and Pricing:</b> Perfect and Imperfect markets. Equilibrium of a firm. Perfect Competition-short and long run equilibrium of the firm and industry. Monopoly-short and long run equilibrium. Price Discrimination, Measure of Monopoly Power. Monopoly control and regulation.	14	20
Unit II	<b>Monopolistic Competition:</b> Concepts. General and Chamberlin approach to short and long run equilibrium.	12	20
Unit III	<b>Oligopoly:</b> Characteristics of Oligopoly. Models of Oligopoly-Sweezy, Cournot and Edgeworth.	14	20
Unit IV	<b>Theories of Wages and Rent:</b> Wages and Collective Bargaining. Wage Differential. Marginal Productivity theory. Modern theory of Wage. <b>Rent</b> - Concepts. Scarcity Rent. Differential Rent. Quasi Rent. Ricardian theory of Rent.	14	20
Unit V	<b>Theories of Interest and Profits:</b> Concepts of Interest - Distinction between Gross and Net. Knights theory of Uncertainty, Schumpeter theory of Innovation, Clarke dynamic theory of profit. Hawley risk theory.	14	20
<b>Total contact hours and Marks</b>		68	100

**Basic Reading List.**

- Ahuja, H L. (1990) Advance economic Theory, S. Chand & Co, New Delhi.
- Henderson, J and R.E Quandt (1980), Microeconomic Theory: A Mathematical Approach, McGraw Hill, New Delhi.
- Koutsoyiannis, A. (1990), Modern Microeconomics, Macmillan.
- Sen. A. (1999), Microeconomics: Theory and Applications, Oxford University Press, New Delhi.
- Varian, H.R. (2000), Microeconomics Analysis: W.W. Norton, New York.
- Varian, H.H. (2000), Intermediate Microeconomics: A Modern Approach, East West Press, New Delhi.
- Satya, R. Chakraborty, Micro Economics, Allied Publishers, New Delhi.
- Samuelson P.A and W.D Nordhus (1998), Economics, Tata McGraw Hills.
- Raj, N.C. (1975), An Introduction to Micro Economics, Macmillan Corporation Ltd India.

**SEMESTER II  
(Honours)**

**ECO-202: QUANTITATIVE TECHNIQUE-II (STATISTICS)**

**Total Mark: 100**

**Credit: 4**

<b>UNIT</b>	<b>TOPIC</b>	<b>CONTACT HOURS</b>	<b>WEIGHTAGE</b>
Unit I	<b>Introduction to Statistics:</b> Basic concepts, definitions, frequency distribution, cumulative frequency, graphic and diagrammatic representation of data, techniques of data collection, sampling vs. population, primary and secondary data.	<b>13</b>	<b>20</b>
Unit II	<b>Measure of Central Tendency</b> Measures of central tendency - Mean, Median and Mode.	<b>14</b>	<b>20</b>
Unit III	<b>Measure of Dispersion:</b> Range, Quartile deviation, Mean deviation, Standard deviation, Variance and Coefficient of variation, Skewness and Kurtosis.	<b>14</b>	<b>20</b>
Unit IV	<b>Time Series and Index Numbers:</b> Time series analysis- concept and components, measurement of trend, determination of seasonal variations. Index numbers- concept, methods of constructing index numbers (Laspeyers, Paaches and Fishers index, Family budget method, Chain index numbers), Problems in construction and limitation of index numbers.	<b>14</b>	<b>20</b>
Unit V	<b>Correlation and Regression:</b> Coefficient of correlation – Karl Pearson and Rank correlation, Regression – linear and two regression equations.	<b>13</b>	<b>20</b>
<b>Total Contact Hours and Marks</b>		<b>68</b>	<b>100</b>

**Basic Reading List:**

- Croxton, F.E. D.J, Dowdon and S Klein (1973), Applied General Statistics, Prentice Hall, New Delhi.
- Goon, A. M, M.K, Gupta and B. Das, Gupta (1993), Fundamentals of Statistics, Vol. 1. The World Press Ltd, Calcutta.
- Gupta, S.P. and V.K Kapoor (1993), Fundamentals of Applied Statistics, S Chand & Sons, New Delhi.
- Millar, J. (1996), Statistic for Advanced level, Cambridge University Press, Cambridge.
- Monga, G.S. Mathematics and Statistics for Economists, Vikas Publication
- Speigal, M.R. (1992), Theory and Problems of Statistics, McGraw Hill London.

**SEMESTER III**  
**(General & Honours)**  
**ECO-301: MACRO ECONOMICS- I**

**Total Marks: 100**  
**Credit: 4**

<b>UNITS</b>	<b>TOPICS</b>	<b>CONTACT HOURS</b>	<b>WEIGHTAGE</b>
Unit I	<b>National Income and Social Accounting:</b> Concepts and measurement of National Income, factors determining N.I, difficulties in the calculation of N.I, importance of N.I. Social accounting- Meaning, the development of National accounting ; Technique of social accounting, preparation of accounts, nature of double entry, purpose of each accounts. Flow of funds accounts, BOP account, Green accounting.	<b>18</b>	<b>20</b>
Unit II	<b>Output and Employment:</b> Say's law of market and the Classical theory of employment; Keynes objection to the Classical theory; Aggregate demand and aggregate supply functions; The principle of effective demand, Keynes determination of income and employment.	<b>15</b>	<b>20</b>
Unit III	<b>Consumption Function:</b> Consumption. Short and Long run. Factors influencing average and marginal propensity to consume, Keynes psychological law of consumption spending and Relative Income Hypothesis.	<b>15</b>	<b>20</b>
Unit IV	<b>Theories of Interest:</b> Classical view on interest, Neo-Classical theories of interest, Keynesian theory of interest and Modern theory of interest.	<b>10</b>	<b>20</b>
Unit V	<b>Investment Theory:</b> Theory of investment- Autonomous and Induced investment; marginal efficiency of capital; General equilibrium- IS and LM curve. Investment multiplier and its effectiveness in LDCs.	<b>10</b>	<b>20</b>
<b>Total Contact Hours and Marks</b>		<b>68</b>	<b>100</b>

**Basic Reading List:**

- Branson W.A (1989), Macro Economic Theory and Policy, Harper and Row, New York.
- Gupta, R.D and A.S. Rana, Keynes and Post Keynesian Economics, Kalyani Publishers, Ludhiana.
- Maria John Kennedy.M (2011), Macroeconomic Theory, PHI Learning Pvt. Ltd, New Delhi.
- Seth, M.L and Lakshmi Narian Agarwal (2010) Macroeconomics.
- H.L. Ahuja (2010) Macroeconomics: Theory and Practices, S Chand & Co, New Delhi.
- Shapiro. E (1996), Macroeconomics Analysis, Galgodia Publications, New Delhi.
- Gregory, N. Mankiw (2000), Macro Economics, Macmillan, New Delhi.
- Gupta, S.B (1983), Monetary Economics, S Chand & Co, New Delhi.



**SEMESTER III**  
**(Honours)**  
**ECO-302: PUBLIC FINANCE AND BANKING**

**Total Marks: 100**

**Credit: 4**

<b>UNITS</b>	<b>TOPICS</b>	<b>CONTACT HOURS</b>	<b>WEIGHTAGE</b>
Unit I	<b>Public Finance and Fiscal Policy:</b> Meaning and scope of Public Finance, Principle of maximum advantage, fiscal policy. Objectives and role of fiscal policy.	<b>13</b>	<b>20</b>
Unit II	<b>Public Debt and Expenditure</b> Sources public borrowing, types, causes and effects of public borrowing, burden of public debt, and redemption of public debt. Deficit financing. Wagner's law, Wiseman-peacock hypothesis, Types, causes and effects of public expenditure.	<b>14</b>	<b>20</b>
Unit III	<b>Taxation:</b> Taxation-Direct and indirect taxation, impact and incidence of taxation, canons of taxation, taxable capacity, India's tax structure. Sources of public revenue.	<b>13</b>	<b>20</b>
Unit IV	<b>Indian Public Finance:</b> Centre-State financial relations. Revenue of the states and local bodies. India's public debt and expenditure, Finance Commission, Union Budget.	<b>14</b>	<b>20</b>
Unit V	<b>Budget:</b> Budget; meaning, types and techniques of budget. Requisite of Good Budget. Budgetary theory; classical and modern. Zero based budgeting.	<b>14</b>	<b>20</b>
	<b>Total Contact Hours and Marks</b>	<b>68</b>	<b>100</b>

**Basic Reading List:**

- Mithani D M (1998) Modern Public Finance, Himalaya Publishing House, Mumbai
- Musgrave, R .A and P.B. Musgrave (1976) Public Finance in Theory and Practice, MacGraw Hill, Kogakusa, Tokyo.
- Musgrave R. A (1959), The Theory of Public Finance , McGraw Hill, Kogakusa, Tokyo.
- H.L Bhatia , Public Finance, Vikas Publishing House Pvt. Ltd
- Misra, B (1997) Public Economics, Macmillan India Limited, New Delhi

**SEMESTER IV**  
**(General & Honours)**  
**ECO-401: MACRO ECONOMICS- II**

**Total Marks: 100**  
**Credit: 4**

<b>UNITS</b>	<b>TOPICS</b>	<b>CONTACT HOURS</b>	<b>WEIGHTAGE</b>
Unit I	<b>Theory of Demand for Money:</b> Concept of money, functions; Quantity theories of money – Cash Transaction, Cash Balances Approach, Keynesian approach.	<b>12</b>	<b>20</b>
Unit II	<b>Banking:</b> Commercial banking – functions, Credit Creation – purpose and limitations. Central banking – functions. Instruments of Credit control.	<b>12</b>	<b>20</b>
Unit III	<b>Supply of money:</b> Definition, components and definition of supply of money. Money multiplier and high powered money. RBI policies and money supply.	<b>12</b>	<b>20</b>
Unit IV	<b>Inflation:</b> Inflation, definition, types, causes, effects of inflation on different Sectors of economy; Demand – pull inflation and cost – push inflation. Measures to control Inflation. Trade off between inflation and unemployment.	<b>16</b>	<b>20</b>
Unit V	<b>Trade cycle:</b> Nature and characteristics; Hawtrey’s monetary theory; Keynes view on trade cycle, Concept of accelerator; Samuelson and Hicks multiplier and accelerator interaction Model, control of trade cycle.	<b>16</b>	<b>20</b>
<b>Total contact hours and Marks</b>		<b>68</b>	<b>100</b>

**Basic Reading List:**

- Branson W.A (1989), Macro Economic Theory and Policy, Harper and Row, New York.
- Gupta, R.D and A.S. Rana, Keynes and Post Keynesian Economics, Kalyani Publishers, Ludhiana.
- Maria John Kennedy.M (2011), Macroeconomic Theory, PHI Learning Pvt.Ltd, New Delhi.
- Seth, M.L and Lakshmi Narian Agarwal (2010) Macroeconomics.
- H.L. Ahuja (2010) Macroeconomics: Theory and Practices, Advance Analysis, S Chand & Co, New Delhi.
- Shapiro. E (1996), Macroeconomics Analysis, Galgodia Publications, New Delhi.
- Gregory, N. Mankiw (2000), Macro Economics, Macmillan, New Delhi.
- Gupta, S.B (1983), Monetary Economics, S Chand & Co, New Delhi.

**SEMESTER IV  
(Honours)  
ECO-402: INTERNATIONAL ECONOMICS**

**Total Marks: 100**

**Credit: 4**

<b>UNITS</b>	<b>TOPICS</b>	<b>CONTACT HOURS</b>	<b>WEIGHTAGE</b>
Unit I	<b>Theories of Trade:</b> Absolute advantage, Comparative advantage and Opportunity Cost. Heckscher-Ohlin theorem and Leontief Paradox.	<b>14</b>	<b>20</b>
Unit II	<b>Tariff:</b> Effects of tariff (Partial and General equilibrium analysis). Theories of Optimum Tariff, Optimum tariff formula and Import Quota.	<b>13</b>	<b>20</b>
Unit III	<b>Balance of Payment:</b> Concept and components of Balance of Trade and Payment. Equilibrium and disequilibrium in the Balance of Payment.	<b>13</b>	<b>20</b>
Unit IV	<b>Multilateral Financial Institutions:</b> IMF, ADB, International Finance Corporation (IFC), International Development Association (IDA) and World Bank.	<b>14</b>	<b>20</b>
Unit V	<b>Trading Blocks:</b> UNCTAD. WTO. EU. ASEAN and SAFTA	<b>14</b>	<b>20</b>
	<b>Total Contact Hours and Marks</b>	<b>68</b>	<b>100</b>

**Basic Reading List:**

- Salvatore, D.L (1997), International Economics, Prentice Hall, Upper Saddle River, N.J
- Sodersten, Bo (1991), International Economics, Macmillan Press Ltd., London
- Mannur, H. G (1998) International Economics, Vikas Publication, Delhi.
- R.R. Paul, Monetary Economics.

**SEMESTER V**  
**(General & Honours)**  
**ECO-501: INDIAN ECONOMY-I**

**Total marks: 100**  
**Credit: 4**

<b>UNITS</b>	<b>TOPICS</b>	<b>CONTACT HOURS</b>	<b>WEIGHTAGE</b>
Unit I	<b>Structure of the Indian Economy :</b> Basic feature; Natural resources; Population-size and growth rates, sex composition, rural-Urban migration, occupational distribution, population policy.	<b>13</b>	<b>20</b>
Unit II	<b>Areas of Concern:</b> Poverty and inequality, unemployment, prices and inflation.	<b>13</b>	<b>20</b>
Unit III	<b>National Income:</b> Growth performance, measures for growth performance, National income by industrial origin and occupational structure.	<b>13</b>	<b>20</b>
Unit IV	<b>Planning in India:</b> Objectives, strategy broad achievements and failures, current five year plan- objectives, allocation and targets. Planning commission/NITI Aayog. New economic reforms - liberalization, privatization, rational behind economic reforms; progress of privatization and globalization.	<b>16</b>	<b>20</b>
Unit V	<b>Banking in India:</b> Growth and performance of nationalized banks, Reserve bank and monetary regulation in India.	<b>13</b>	<b>20</b>
<b>Total Contact Hours and Marks</b>		<b>68</b>	<b>100</b>

**Basic Reading List:**

- Agarwal, A.N, Indian Economy, Vikas Publishers, New Delhi.
- Datt,R. and K.P.M.Sundaram , Indian Economy, S.Chand and company Ltd, New Delhi.
- Misra,S.K and V.K .Puri, Indian economy-Its Development and experience, Himalaya publishing house, Mumbai.
- Kapila Uma, Indian Economy, Academic Foundation, New Delhi.
- Gupta, S.B (1983), Monetary Economics, S Chand & Co, New Delhi.
- Dhingra, I.C (2001). Indian Economy: Environment and Policy, Sultan Chand & Sons, New Delhi.

**SEMESTER V**  
**(Honours)**  
**ECO-502: ECONOMICS OF GROWTH AND DEVELOPMENT**

**Total Marks: 100**

**Credit: 4**

<b>UNITS</b>	<b>TOPICS</b>	<b>CONTACT HOURS</b>	<b>WEIGH TAGE</b>
Unit I	<b>Economic Growth and Development:</b> Development and underdevelopment. Perpetuation of underdevelopment. Measurement of economic development. Factors affecting economic growth. Importance of Agriculture, Industry and Infrastructure.	<b>10</b>	<b>20</b>
Unit II	<b>Theories of Economic Development:</b> Classical theories of development- Smith, Ricardo, Malthus, Mills, Karl Marx and Schumpeter.	<b>15</b>	<b>20</b>
Unit III	<b>Theories of Economic Growth:</b> Harrod and Domar, Solow, Joan Robinson, Kaldor and New Growth theory (Paul Romer).	<b>15</b>	<b>20</b>
Unit IV	<b>Partial Theories of Growth and Development:</b> Circular causation, Rostow's stages of Growth, Big push, Balanced versus Unbalanced growth.	<b>13</b>	<b>20</b>
Unit V	<b>Investment and Planning:</b> Meaning and need for planning. Types of planning. Investment Criterion, Cost-Benefit analysis, Choice of technique in LDCs.	<b>15</b>	<b>20</b>
<b>Total Contact Hours and Marks</b>		<b>68</b>	<b>100</b>

**Basic Reading List:**

- R.C. Agarwal -Lakshmi Narain Agrawal, Economics of Development and Planning ( Theory and Practice )
- Higgins, B, Economic Development, Norton, New York.
- Lekhi, R.K (1990), The Economics of Development and Planning, Kalyani Publishers, Ludhiana.
- Mishra and Puri (2010), Economic Development and Planning.
- Taneja and Myer (2010), Economic Development and Planning and Methods, Vishal Publishing Co, Jhalandhar.
- Todaro, M.P , Economic Development in Third World Countries, Longman, New York.
- Todaro, M.P (1974), Development Planning: Models and Methods, Oxford University Press, Oxford.
- Thirlwall, A.P, Growth and Development, Palgrave, Macmillan.
- Hayami, Y, Development Economics, Oxford University Press, India.

**SEMESTER VI**  
**(General & Honours)**  
**ECO-601: INDIAN ECONOMY II**

**Total Marks: 100**  
**Credit: 4**

UNITS	TOPICS	CONTACT HOURS	WEIGHTAGE
Unit I	<b>Agriculture:</b> Nature and importance ;trends in agricultural production and productivity, factors determining productivity, Land reforms, Green Revolution, Rural credit, agricultural marketing.	<b>13</b>	<b>20</b>
Unit II	<b>Industry:</b> Industrial development during the planning period; Industrial policies. Industrial licensing policies- MRTP Act, FERA and FEMA. Growth and problems of small scale industries; Role of public sector enterprises.	<b>16</b>	<b>20</b>
Unit III	<b>Public Debt and Expenditure:</b> Sources of public debt; causes of high public debt and meaning to reduce public debt. Trend in public debt and expenditure in India. Items of public expenditure.	<b>13</b>	<b>20</b>
Unit IV	<b>External sector:</b> Role of foreign trade, trends in exports and imports, composition and direction of India's foreign trade, BOP crisis and the new economic reforms - export promotion measures and the new trade policies. Foreign capital - FDI and MNC.	<b>13</b>	<b>20</b>
Unit V	<b>Economy of Nagaland:</b> Population, structural composition, Infrastructure, Agriculture and Industrial sector; problems and prospects.	<b>13</b>	<b>20</b>
	<b>Total Contact Hours and Marks</b>	<b>68</b>	<b>100</b>

**Basic Reading List:**

- Agarwal, A.N, Indian Economy, Vikas Publishers, New Delhi.
- Datt,R. and K.P.M.Sundaram , Indian Economy, S.Chand and company Ltd, New Delhi.
- Misra,S.K and V.K .Puri, Indian Economy-Its Development and Experience, Himalaya Publishing House, Mumbai.
- Gupta, S.B (1983), Monetary Economics, S Chand & Co, New Delhi.
- Dhingra, I.C (2001). Indian Economy: Environment and Policy, Sultan Chand & Sons, New Delhi.
- Joshua Thomas & Gurudas Das (eds 2002), Dimensions of Development in Nagaland, Regency Publications, New Delhi.
- Joshua Thomas & Gurudas Das (eds), Structural change in North East India: Resource Industry Linkages, Akansha Publishing house, New Delhi.
- Borthagur, Dharendra Nath (1992), Agricultural Development of North East Region with special reference to hill agriculture, Bee Cee Prakashen, Guwahati.
- NUTA, Economic Development in Nagaland: Prospects and Constraints.
- Statistical Hand Books, GON; Economic Surveys (Various Issues), Government of India

**SEMESTER VI**  
**(Honours)**  
**ECO-602: ECONOMICS OF ENVIRONMENT**

**Total Marks: 100**

**Credit: 4**

<b>UNITS</b>	<b>TOPICS</b>	<b>CONTACT HOURS</b>	<b>WEIGH TAGE</b>
Unit I	<b>Environment and Ecology:</b> Meaning and elements of ecology, the environment and economic linkages; entropy laws, population environment linkage; environment as a public good; market failure for environmental goods.	<b>14</b>	<b>20</b>
Unit II	<b>Basic Concepts:</b> Pareto optimality and competitive equilibrium; fundamental theories of welfare economics, renewable and non renewable resources, common property resources, social cost-benefit analysis.	<b>12</b>	<b>20</b>
Unit III	<b>The Common problems:</b> Property right approach to environmental problems; concepts and indicators of sustainable development; international trade and the environment. Common property resources.	<b>12</b>	<b>20</b>
Unit IV	<b>Valuation of Environmental Goods:</b> Total economic valuation of environmental goods, valuation of environmental damages/ benefits (willingness to pay and accept), indirect methods (Household production theory) and direct methods (contingent valuation theory)	<b>15</b>	<b>20</b>
Unit V	<b>Environment Regulation Instruments:</b> Prevention, control and abatement of pollution; command and control; market based instruments; Evaluation of environment legislation and institutions in India.	<b>15</b>	<b>20</b>
<b>Total Contact Hours and Marks</b>		<b>68</b>	<b>100</b>

**Basic Reading List:**

- Bhattacharya, R.N (Ed) (2001), Environmental Economics: An Indian Perspective, Oxford University Press.
- Kolstad, C.D.(2000),Environmental Economics, Oxford University Press, Oxford
- Sengupta, R.P. (Ed.) (2001), Ecology and economics: An Approach to sustainable development, Oxford University Press, New Delhi.
- Woodhall, M,(1992),Cost-Benefit analysis in Educational Planning, UNESCO, Paris.
- Nick Hanley, Jason F, Shogren and Ben White, Environmental Economics in Theory and Practice, Macmillan India Ltd.
- Pearce, D.W and R.K. Turner, (1991), Ecology and Economics: An Approach to Sustainable Development, Oxford University Press.
- Shankar, U, (2001), Environmental Economics, Oxford University Press, New Delhi.

**SEMESTER V (Honours)**  
**OPTIONAL - I**  
**ECO-503 (a): AGRICULTURAL ECONOMICS**

**Total Marks: 100**  
**Credit: 4**

<b>UNITS</b>	<b>TOPICS</b>	<b>CONTACT HOURS</b>	<b>WEIGHTAGE</b>
Unit I	<b>Development of Agriculture:</b> Role and importance of agriculture in Economic development, changing nature of linkages, agricultural resources in India, land utilization and cropping pattern, irrigation in India, command and development and flood control.	<b>17</b>	<b>20</b>
Unit II	<b>Technological Changes in Agriculture:</b> Traditional techniques and practices, HYV seeds-fertilizers, Green revolution, sustainable agriculture, emerging trends in agricultural technology. Dry land farming, use of bio- technology techniques	<b>17</b>	<b>20</b>
Unit III	<b>Agricultural Marketing and Finance:</b> Markets and functions, channels of distribution of commodities, regulated markets and co-operatives, Role of rural finance, sources of finance-NABARD	<b>10</b>	<b>20</b>
Unit IV	<b>Agricultural Price Policy(APP):</b> Nature of demand and supply of agricultural products; need for state intervention, objectives of the APP, instruments and evaluation, food security and public distribution in India.	<b>12</b>	<b>20</b>
Unit V	<b>Agriculture and Allied Activities:</b> Fisheries, horticulture, floriculture, and forestry - Growth, problems and state policies. Agro based industries and food processing industries, development of rural infrastructure.	<b>12</b>	<b>20</b>
<b>Total Contact Hours and Marks</b>		<b>68</b>	<b>100</b>

**Basic Reading List:**

- Sadhu, AN and Singh J., Agricultural problems in India- Himalaya Publishing House, Mumbai.
- Sadhu, AN and Singh J., An Introduction to Agricultural Economics, Himalaya Publishing House, Mumbai.
- R.N. Soni ., Leading Issues in Agricultural Economics, Arihant Press, Jalandhar.
- Bilgrami, S.A.R., An Introduction to Agricultural Economics, Himalaya Publishing House, Mumbai.
- John B. Penson Jr., Oral Capps (et al ), Introduction to Agricultural Economics, Prentice Hall.
- R.G Desai, Agricultural Economics, Indus books, New Delhi.
- Lekhi, R.K. and Joginder Singh, Agricultural Economics: An Indian Perspective, Kalyani Publishers, Ludiana.



**SEMESTER V (Honours)**  
**OPTIONAL - I**  
**PAPER- XIII (b)**  
**ECO-503 (b): MATHEMATICAL ECONOMICS**

**Total Marks: 100**

**Credit: 4**

<b>UNITS</b>	<b>TOPICS</b>	<b>CONTACT HOURS</b>	<b>WEIGH TAGE</b>
Unit I	<b>Differentiation and Difference Equation:</b> Constrained and unconstrained optimisation, partial differentiation and difference equation.	<b>13</b>	<b>20</b>
Unit II	<b>Quadratic equations</b> and solution to differential equations.	<b>13</b>	<b>20</b>
Unit III	<b>Consumer Theory:</b> Utility function, budget line, consumer equilibrium, marginal rate of substitution and price effects-Slutsky equation, derivatives of demand curves, elasticity of demand and consumer surplus.	<b>14</b>	<b>20</b>
Unit IV	<b>Theory of Production:</b> Constant product curves, constrained profit maximisation, Homogeneous and Non-Homogeneous production function, Cobb-Douglas and CES production function; returns to scale, derivation of cost curves, and equilibrium conditions for producers, adding up theorem.	<b>14</b>	<b>20</b>
Unit V	<b>Market Structure and Prices:</b> Market equilibrium under perfect competition, monopoly, price discrimination, monopolistic competition, prices, subsidies and taxes; Cobweb model.	<b>14</b>	<b>20</b>
	<b>Total Contact Hours and Marks</b>	<b>68</b>	<b>100</b>

**Basic Reading List:**

- Mike Rosser, Basic Mathematics for Economists, Routledge Taylor and Francis Group, 29 west 35<sup>th</sup> street, New York, NY 10001.
- Suranjan Saha, Mathematics and Statistics [for C.A Professional Education (course)- I], New Central Book agency (P) Ltd, 9/1 Chintamani Das Lane, Kolkata 700009.
- Frank Werner and Yuri N. Sotskov, Mathematics of Economics and Business, Routledge, 270 Madison Ave, New York, NY 10016.
- GS Monga, Mathematics and Statistics for Economics, Vikas Publication.
- Mehta and Madnani, Mathematics for economists, Sultan Chand and Sons.
- Taro Yamane, Mathematics for economist, Prentice-Hall of India

**SEMESTER V (Honours)  
OPTIONAL – I**

**ECO-503 (c): HISTORY OF ECONOMIC THOUGHT**

**Total Marks: 100**

**Credit: 5**

<b>UNITS</b>	<b>TOPICS</b>	<b>CONTACT HOURS</b>	<b>WEIGHTAGE</b>
Unit I	<b>Early Period:</b> History of economic thought and economic history. Methodological approaches to economic thought, importance of history of economic thoughts. Contributions of Plato and Aristotle.	<b>17</b>	<b>20</b>
Unit II	<b>Mercantilism and Physiocracy :</b> Factors responsible for the rise of Mercantilism and their main ideas. Contribution Hume and Cantillon. Factors responsible for the rise of Physiocracy. Contribution of Turgot and Quesnay	<b>17</b>	<b>20</b>
Unit III	<b>Classical Period</b> Features of classical economics- Adam Smith on value and economic growth, Ricardo on distribution and economic growth, Malthus theory of population and economic growth.	<b>17</b>	<b>20</b>
Unit IV	<b>New Classical:</b> Wicksell on General theory of capital. Marshall on value and Distribution. Weiser on theory of alternative costs and imputation	<b>17</b>	<b>20</b>
Unit V	<b>Modern Economics:</b> Keynes General theory of employment, interest and money; Friedman on money and consumption; Schumpeter on the role of entrepreneur and innovation.	<b>17</b>	<b>20</b>
<b>Total Contact Hours and Marks</b>		<b>85</b>	<b>100</b>

References

- Blaug, M ( 1997), Economic Theory in Retrospect A history of thought from Adam Smith to J.M Keynes,(5<sup>th</sup>.Edition) , Cambridge University Press, Cambridge.
- Blackhouse, R(1985), A History of Modern Economic Analysis, Basil Blackwell Oxford.
- Schumpeter, J.A. (1954), History of Economic Analysis, Oxford University Press, Oxford
- Grey, A and A.E.Thompson (1980), The Development of Economic Doctrine,(2<sup>nd</sup>. Edition), Longman Group, London.

**SEMESTER V (Honours)**  
**OPTIONAL - I**  
**ECO-503 (d): INDUSTRIAL ECONOMICS**

**Total Marks: 100**  
**Credit: 4**

<b>UNITS</b>	<b>TOPICS</b>	<b>CONTACT HOURS</b>	<b>WEIGHTAGE</b>
Unit I	<b>Introduction, Efficiency and Organisation:</b> Concept and Scope of Industrial economics; Industrial Efficiency-concepts and measurement; Organisational forms and their motives.	<b>13</b>	<b>20</b>
Unit II	<b>Cost theory, Pricing and Profitability:</b> Theory of cost and production; Pricing decisions; Profitability-concept and measurement; labour productivity.	<b>13</b>	<b>20</b>
Unit III	<b>Industrial Finance, Accounting and Industrial location:</b> Types, sources and choice of finance, role and functions of financial institutions; balance sheet, profit and loss account; Industrial location-determinants and approaches.	<b>14</b>	<b>20</b>
Unit IV	<b>Industrial growth in India:</b> Industrial policies, industrial licensing policies, patterns and trends of industrial growth; Cottage and small industries; Public and Private industries.	<b>14</b>	<b>20</b>
Unit V	<b>Issues regarding Indian Industries:</b> FDI, WTO, MNCs and Indian industries; some large industries (Iron and Steel, Sugar, Jute)	<b>14</b>	<b>20</b>
<b>Total Contact Hours and Marks</b>		<b>68</b>	<b>100</b>

**Basic Reading List:**

- Barthwal, R.R. (1992), Industrial Economics; An Introductory Text Book, Wiley Eastern Ltd, New Delhi.
- Singh, A and A.N Sadhu (1998), Industrial Economics, Himalaya Publishing House.
- Devine, P. J et.al (1978) An introduction to Industrial Economics (3<sup>rd</sup>. edition), George Allen and Unwin, London.
- Kuchal, S.C (1980,) Industrial Economy of India (5<sup>th</sup>, edition) Chaitanya Publishing House, Allahabad.
- Reserve Bank of India, Report on currency and finance (Annual) Mumbai
- Kenneth, D George, Caroline Joll and E.L. Lynk (1991), Industrial organization: Competition, Growth and structural change (4<sup>th</sup>. Edition) Routledge, New York.

**SEMESTER VI (Honours)**  
**OPTIONAL - II**  
**EC0-603 (a): DEMOGRAPHY**

**Total Marks: 100**  
**Credit : 5**

UNITS	TOPICS	CONTACT HOURS	WEIGHTAGE
Unit I	<b>Introduction:</b> Population study; its relation with other disciplines; Theories of population-Malthus, Optimum Theory, Demographic transition; historical evidence of population growth in developed and developing countries.	17	20
Unit II	<b>Sources of demographic data and census:</b> Definition, features, organising census and enumeration methods. Sources of demographic data in India. Census-civil registration system and demographic surveys.	17	20
Unit III	<b>Study of fertility and technique of analysis:</b> Meaning- crude birth rate, age, specific fertility rate, total fertility, relation between total fertility and fertility rate and crude birth rate and death rate, age specific birth and death rates. Techniques of analysis of crude birth and death rates, age specific birth and death rates, standardized birth and death rates.	17	20
Unit IV	<b>Marital status, population and growth</b> Definitions, crude marriage, relation between marital age and fertility age. Meaning and uses of life tables. Concept of stationary, stable and quasi stable population. Techniques of population projection and common measures of growth.	17	20
Unit V	<b>Migration and population policy:</b> Kinds of migration, estimation of migration rate. Reproductive and child health in India, aging of population, evaluation of population policy in India. Composition and trends of population in Nagaland.	17	20
<b>Total Contact Hours and Marks</b>		<b>85</b>	<b>100</b>

**Basic Reading List:**

- Agarwal, S.N. (1985), India's Population Problems, Tata McGraw Hill, Bombay.
- Agarwal U.D. (1999), Population projections, and Their Accuracy, B.R. Publishing Corporation, New Delhi.
- Census Reports, Government of India, Various Issues.
- Gulati, S.C.(1988), Fertility in India: An Econometric Analysis of a Metropolis, Sage Publications, New Delhi.
- Mishra, B.D. (1980), An Introduction to Study of Population, South Asian Publishers, New Delhi.
- Srinivasan, K. (1998), Basic Demographic Techniques and Applications, Sage Publications, New Delhi.

**SEMESTER VI (Honours)**  
**Optional –II**  
**Eco-603 (b): FINANCIAL INSTITUTIONS AND MARKETS**

**Total Marks: 100**

**Credit: 5**

UNITS	TOPICS	CONTACT HOURS	WEIGHTAGE
Unit I	<b>Financial system:</b> Structure, role and functions. Growth of the Indian Financial System since 1960. Review of the recent Financial and Banking Sectors reforms and its impact.	15	20
Unit II	<b>Banks and Non-Banks:</b> Commercial Banks- Functions and Role. Credit Creation and its limiting factors. Bank Nationalization-rational and review. Definition and Types of Non-Bank Financial Institutions-Role and Functions. Development Banks-Role and Functions. Distinction between Banks and Non-Banks Financial Institutions.	20	20
Unit III	<b>Central Bank:</b> Functions and Role in Developed and Developing Economics. Goals, Target and Constraints of Monetary policy. Instruments of Monetary Regulation.	15	20
Unit IV	<b>Financial Markets:</b> Regulated and Unregulated credit markets. Capital and Money market. Features of Developed and Undeveloped money and capital market with special reference to India.	15	20
Unit V	<b>Foreign Exchange Markets:</b> Nature, organization and participants. Exchange Rates-Determination, types and system. Determination of exchange rates under fixed and flexible exchange rate regimes. Role of hedging in the determination of exchange rates.	20	20
<b>Total Contact Hours and Marks</b>		85	100

**Basic Reading List:**

- Bhole, L.M. (2000), Indian Financial System, Chugh Publication, Allahabad.
- Datt, R and K.P.M Sunderam, Indian Economy, S. Chand and Company Ltd, New Delhi.
- Gupta, S.B. (1983), Monetary Economics, S. Chand and Company Ltd, New Delhi.
- Gupta, S.B. (1995), Monetary Economics, Institutions, Theory and Policy, S. Chand and Company Ltd, New Delhi.
- Mitra, S. (1970), Money and Banking, Random House, New York.
- Misra, S.K and V.K Puri, Indian Economy- Its Development and Experience, Himalaya Publishing House, Mumbai.
- Uppal, R.K. (2011). Money, Banking and Finance in India. *Evolution and Present Structure*, New Century Publications, New Delhi.

**SEMESTER VI (Honours)**

**OPTIONAL – II**  
**ECO-603 (c): ECONOMETRIC METHODS**

**Total Marks: 100**

**Credit: 4**

<b>UNITS</b>	<b>TOPICS</b>	<b>CONTACT HOURS</b>	<b>WEIGHTAGE</b>
Unit I	<b>Introduction to Econometrics:</b> Origin, definition, objectives and scope of econometrics, limitations of econometrics, Methodology of econometric research, specification and estimation of an econometric model.	<b>17</b>	<b>20</b>
Unit II	<b>Estimation and Regression Analysis:</b> Basic concept of estimation, desirable properties of estimators, unbiasedness, efficiency, consistency and sufficiency. Correlation and regression, coefficient of determination, estimation of an equation.	<b>17</b>	<b>20</b>
Unit III	<b>Theoretical Distribution and Hypothesis Testing:</b> Theoretical frequency distribution, basic concept of binomial, Poisson and normal distribution. Hypothesis testing-Design and evaluation of test: Type-I and type-II errors, standard errors.	<b>17</b>	<b>20</b>
Unit IV	<b>Estimation theory and problems:</b> Ordinary Least Squares (OLS) method-assumption, Gauss-Markov theorem standard errors of estimates. Testing of regression coefficient; coefficient of determination-test; problems of heteroscedasticity and correlation (1 <sup>st</sup> order); multicollinearity—their consequences, test and remedies.	<b>17</b>	<b>20</b>
Unit V	<b>Lag models and summary variables:</b> Lag in econometric models-concepts, Koyck model, partial adjustments and adaptive expectation models. Summary variable; Qualitative data, seasonal analysis, use of dummy variables for pooled data, posey variable-concept and uses.	<b>17</b>	<b>20</b>
	<b>Total Contact Hours and Marks</b>	<b>68</b>	<b>100</b>

**Basic Reading List:**

- Green, W, (1997), Econometric Analysis, prentice Hall, New York
- Griffith, W.F., R.H. Hill and G.G. judge (1993), Learning and practicing Econometrics, John Wiley, New York.
- Gujrati, D. (1995), Basic Econometrics, (3<sup>rd</sup> Edition), MacGraw Hill, New Delhi
- Johnston, J. (1985), Econometric Methods, McGraw Hill, New York.
- Johnston, J. And J.D. Nardo (1997), Econometric Methods, McGraw Hill, New York
- Kmenta, J. (1997), Elements of Econometrics, (2<sup>nd</sup> Edition), The Macmillan Press Ltd., Hampshire
- Maddala, G.S. (1993), Econometrics-An Introduction, McGraw Hill, New York.

**SEMESTER VI (Honours)**  
**OPTIONAL - I**  
**ECO-603 (d): REGIONAL ECONOMICS**

**Total Marks: 100**  
**Credit: 5**

UNITS	TOPICS	CONTACT HOURS	WEIGHTAGE
Unit I	<b>Concepts and Location of Firms:</b> Concepts of Region and Regional Economics, Regional Income, Problem of Estimation. Indicators of Regional Development. One Market One Input Case, Hotelling Phenomena.	<b>15</b>	<b>20</b>
Unit II	<b>Spatial Economic Models:</b> Price equilibrium in geographically separated and interlinked markets. Models of Pricing Under Free Entry, Spatial Monopoly and Price Discrimination. Spatial Monopolistic Competition, Inter Regional Income Models, Inter Regional Factor Movements, Regional Multiplier.	<b>20</b>	<b>20</b>
Unit III	<b>Regional growth models:</b> Neo-classical growth models- cumulative causation, Center-Periphery models. Growth pole analysis, convergence and divergence of disparities in per capital regional income.	<b>15</b>	<b>20</b>
Unit IV	<b>Techniques of Regional Analysis:</b> Techniques of Regional Analysis, regional and interregional input-output analysis, Attraction model; Gravity model; shift- share analysis, Impact studies.	<b>10</b>	<b>20</b>
Unit V	<b>Regional Policy:</b> People prosperity versus place prosperity; Formulation of interregional objectives, consistency between national and regional objectives; Alternate regional policy measures; historical evidence; regional policy in India and Intra regional differences in North-Eastern Region of India (NER)	<b>25</b>	<b>20</b>
<b>Total Contact Hours and Marks</b>		<b>85</b>	<b>100</b>

**Basic Reading List:**

- Brahmananda, P.R and V.R. Panchmukhi (Eds)(2001), Development Experience in the Indian Economy: Inter-State Perspective, Bookwell, New Delhi.
- Chand, M. And V.K.Puri (1983), Regional planning in India, Allied Publishers, New Delhi.
- Hoover, E.M. (1974), An Introduction to Regional Economics, Alfred A. Knof, New York.
- Rao.Hanumantha (1984), Regional Disparities and Development in India, Ashish Publishing House, New Delhi.
- Seth, V.K (1987), Industrialisation in India: A Spatial Perspective, Commonwealth Publishers, New Delhi.
- Siebert, H (1969), Regional Economic Growth: Theory and Policy, International Textbook Company, Scranton.

**SEMESTER VI (Honours)**  
**OPTIONAL - I**  
**ECO-603 (e): PROJECT**

**Total Marks: 100**  
**Credit: 5**

**Objective: To let the students get familiarize with the empirical aspects of the subject and develop research aptitude.**

	<b>Steps</b>	<b>WEIGHTAGE</b>
Step I	<b>Formulation of project work (theory) Identification of problems, objectives and hypothesis of study, analysis, report writing and presentation</b>	
Step II	<b>Data collection Primary (Field survey) and secondary data collection</b>	
Step III	<b>Data Analysis</b>	
Step IV	<b>Report writing</b>	<b>75</b>
Step V	<b>Presentation</b>	<b>25</b>
	<b>Total Marks</b>	<b>100</b>



**B.A. SYLLABUS**  
**(DEPARTEMENT OF HISTORY)**

## **GENERAL PAPERS**

<b>Paper</b>	<b>Name of Papers</b>
Paper I	History of India upto the Mauryas
Paper II	History of India (Post Maurya to 1526)
Paper III	History of India 1526-1857
Paper IV	Indian Nationalism
Paper V	History of Europe
Paper VI	Modern World

## **Honours Papers**

<b>Paper</b>	<b>Name of papers</b>	<b>Semester</b>
Paper VII	History of North East India (1822-1972)	Ist
Paper VIII (Optional A)	East Asia (1840-1949)	2nd
Paper VIII (Optional B)	History of Modern South East Asia (1850-1946)	
Paper IX	History of India C.A.D. 1550-1750	3rd
Paper X	History of the United States of America	4th
Paper XI	History of Christianity in Nagaland	5th
Paper XII	Social and Economic History of Modern India (18 <sup>th</sup> -20 <sup>th</sup> Century)	5th
Paper XIII (Optional A)	Historiography	6th
Paper XIII (Optional B)	Introduction to Archaeology	
Paper XIV	Political History of the Naga	6th

## GENERAL PAPERS

### **HIS-101 : HISTORY OF INDIA UPTO THE MAURYAS**

**Objectives:** The purpose of this course is to familiarize students with social, economic, political and cultural developments in India from prehistory upto the post-Mauryas. The focus is on socio-economic developments and not on dynastic history. The intent is to introduce students to the elements of change and continuity in Indian history.

Unit	Detailed syllabus	Contact Hours	Marks/Weight
I	Survey of sources: Archaeological Sources, Literary Sources, Travellers Accounts; Epigraphical Sources.  Prehistory: Paleolithic, Mesolithic and Neolithic Cultures in India.	14	14
II	Harappan Civilization: Origin, Extent, Urban Planning, Nature of Political and Economic Organization, Religion and Decline.	14	14
III	Vedic Cultures: Society, Polity, Economy and Religion.	13	14
IV	Rise of Religious Movements in India: Material Background; Teachings of Buddhism and Jainism.	13	14
V	Factors leading to the rise of Mahajanapadas; the Rise of Magadha.  Maurya Empire: Ashoka's Dharma, Administration, Economy, Art and Architecture, Decline.	14	14

#### **ESSENTIAL READING:**

*B. Allchin, and F.R Allchin, Rise of civilization in India and Pakistan*

*B. Allchin, and F.R Allchin R, Origin of a Civilization*

*Romila Thapar, A history of India Vol. I*

*Romila Thapar, From lineage to state*

*Irfan Habib, Pre History*

*Satish Chandra, Medieval India, Vol.*

*Kulke, H, and D. Rothermund, History of India*

*Burton Stein, Peasant State and Society in Medieval south India*

*A.L. Basham, The Wonder That Was India*

*B.K. Thapar, Recent Archaeological Discoveries in India*

*R.S.Sharma, Aspects of political Ideas and Institutions in Ancient India*

*P.N.Chopra & Co., A comprehensive History of Ancient India.*

*A.B.Pandey, Early Medieval India.*

*J. L. Mehta, Advanced Study in the History of Medieval India Vol.1 (1000-1526)*

*S.C. Raychoudhury, Social Cultural and Economic History of India.*

*Sir Mortimer Wheeler, The Indus Civilization*

## HIS-201: HISTORY OF INDIA (Post Maurya to Delhi Sultanate)

**Objectives:** The purpose of this course is to familiarize students with Social, Economic, Political and Cultural Developments in India. The focus is on Socio-Economic Developments and not on Dynastic History. The intent is to introduce students to the elements of Change and Continuity in Indian History.

Unit	Detailed syllabus	Contact Hours	Marks/Weight
I	Development in the post Mauryas times with special reference to the Kushans, Satavahanas and Harsha.	14	14
II	<b>The Gupta Empire:</b> Administrations, Economy, Society, Literature, Development in Science, Art and Architecture.	14	14
III	Sangam Literature; Chola Empire: Local Self-Government and Cultural Life; the Pallavas; Tripartite Struggle.	14	14
IV	<b>Bhakti and Sufi movements:</b> Origin, Doctrines, Spread, Impact on Indian Society	13	14
V	<b>Delhi sultanate:</b> Administrative and Economic Reforms of the Khaljis and Tughlaqs. Decline	13	14

### ESSENTIAL READING:

*Romila Thapar, A History of India Vol. I*

*Romila Thapar, From Lineage to State*

*Satish Chandra, Medieval India, Vol.*

*Kulke, H, and D. Rothermund, History of India*

*Burton Stein, Peasant State and Society in Medieval South India*

*A.L. Basham, The Wonder That Was India*

*K.A.Nikanta Sastri, History of South India from Pre-historic times to the fall of Vijayanagar*

*R.S.Sharma, Aspects of political Ideas and Institutions in Ancient India*

*P.N.Chopra & Co., A comprehensive History of Ancient India.*

*A.B.Pandey, Early Medieval India.*

*J. L. Mehta, Advanced Study in the History of Medieval India Vol.II (1000-1526)*

*S.C. Raychoudhury, Social, Cultural and Economic History of India.*

*R.P. Tripathi, Some aspects of Muslim Administration*

## HIS-301: HISTORY OF INDIA (1526 to the 19<sup>th</sup> century

**Objectives:** The objective of this course is to introduce students to the trends and developments in India during the Mughal and the British periods. The emphasis is on Socio- Economic and Cultural Patterns in understanding the Polity and Society.

Unit	Detailed syllabus	Contact Hours	Marks/Weight
I	<b>Advent of the Mughals:</b>  Growth of Mughal Empire AD 1526 -1556  Expansion and Consolidation AD1556 – 1707  Decline of the Mughal Empire.	14	14
II	<b>Mughal polity, economy and society:</b>  Mansabdari and Jagirdari system; Sher Shah's Administration; Economy, Religion and Architecture.	13	14
III	<b>Advent of European powers:</b>  Portuguese, Dutch, French and English  British Expansion and Consolidations under Clive; Warren Hastings; Cornwallis; Wellesley; Dalhousie.	14	14
IV	<b>Colonial Economy:</b>  Commercial Policies; Land Revenue Systems and its Impact; De-industrialization; Drain of Wealth and Growth of Modern Industries; Foreign Trade.	13	14
V	<b>Social and cultural changes:</b>  Spread of Western Education  Growth of Intelligentsia and Press  Socio-Religious Movements: Rammohan Roy; Ramakrishna and Vivekananda; Swamy Dayanand and the Arya Samaj; Sayyid Ahmad Khan and the Aligarh School.	14	14

### ESSENTIAL READING:

*H. Kulke and D. Rothermund, History of India*  
*Satish Chandra, Medieval India*  
*R.P. Tripathi, Rise and fall of the Mughal Empire*  
*Bipan Chandra, India's struggle for independence, 1857-1947*  
*Bipan Chandra, History of Modern India*  
*Bipan Chandra, Nationalism and Colonialism in Modern India.*  
*Sekhat Bandopandhya, Plassey to Partition.*

*J. L. Mehta, Advanced Study in the History of Medieval India Vol.II*  
*Yogendra Singh, Modernisation of Indian Tradition.*  
*C.A Bayly, Indian Society and the Making of the British Empire.*  
*A.R.Desai, Social Background of Indian Nationalism*  
*Dhama Kumar & Tapan Raychaudhuri,ed.,Cambridge Economic History of India, Vol.II*  
*Irfan Habib, The Agrarian system of Mughal India*

## HIS- 401: Indian Nationalism

**Objective:** The objective of this course is to introduce students to the trends and developments in India during the National Movement from 1850 to 1950.

Unit	Detailed syllabus	Contact Hours	Marks/Weight
I	<b>Popular resistance to colonial rule:</b>  Peasants and Tribal Movements- Indigo Workers; Santhal; Moplahs.  Revolt of 1857	14	14
II	<b>Rise of Nationalism:</b>  Emergence of Nationalism; Origin of INC; Moderates; Extremist; Partition of Bengal; Swadeshi Movement; Home Rule League.	14	14
III	<b>Constitutional development:</b>  Government of India Acts- 1909, 1919, 1935.	13	14
IV	<b>National movement:</b>  Rise of Gandhi; Non-cooperation Movement; Civil Disobedience Movement; Quit India; INA.	13	14
V	<b>Towards Independence:</b>  Communalism; Partition; Transfer of Power; Integration of the Indian States; Making of the Constitution.	14	14

### ESSENTIAL READING:

*Bipan Chandra, India's struggle for independence, 1857-1947*

*Bipan Chandra, History of modern India*

*Bipan Chandra, Nationalism and colonialism in modern India.*

*Sekhat Bandopandhya, Plassey to Partition.*

*Yogendra Singh, Modernisation of Indian Tradition.*

*C.A Bayly, Indian Society and the Making of the British Empire.*

*A.R.Desai, Social Background of Indian Nationalism*

*Dhama Kumar & Tapan Raychaudhuri,ed.,Cambridge Economic History of India, Vol.II*

## HIS- 501: History of Europe

**OBJECTIVE:** The purpose of this course is to introduce students to some of the major developments in the world from the decline of the feudal age to the French revolution.

Unit	Detailed Syllabus	Contact Hours	Marks/Weight
I	Feudalism: Meaning, Features and Decline.  Rise of new Monarchies: England, France, Spain.	13	14
II	Renaissance: Meaning and Origin; Development in Literature, Art and Science.  Geographical Discoveries in the 15 <sup>th</sup> and 16 <sup>th</sup> Centuries: Portugal and Spain.  Reformation- Martin Luther	14	14
III	Economic Origins of the Modern Western World: Mercantilism; Beginnings of Colonialism.  Features of the Absolutist States	14	14
IV	Era of Revolution: Industrial Revolution; Glorious Revolution (1688); American War of independence (1776)	13	14
V	French Revolution: Causes and Results; Rise of Napoleon and Reforms; Congress of Vienna and the concert of Europe	14	14

### ESSENTIAL READING:

*Perry Anderson, Lineages of the Absolutist State*

*D.K. Fieldhouse, The Colonial Empires-A comparative Survey from 18<sup>th</sup> Century*

*C. Hayes, Contemporary Europe since 1870*

*Eric J. Hobsbawn, Industry and Empire: The Birth of the Industrial Revolution*

*James Joll, Europe since 1870: An International History.*

*Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe*

*T. C. W. Blanning, The Oxford History of Modern Europe*

*M. M. Postan (ed.al.ed.), Cambridge Economic History of Europe Vol.I*

*M.M. Postan (et.al.ed.), Cambridge Economic History of Europe, Vol.III*

*E.E.Rich & Wilson, C.H.Wilson (ed.), Cambridge Economic History of Europe Vol.V*

*David Thompson, Europe since Napoleon,*

*David Thompson, World History, 1914-1968*

*Charles Downer Hazen, Modern Europe upto 1945*



## HIS- 601: Modern World

**OBJECTIVE:** The purpose of this course is to introduce students to some of the major developments in the Modern World during the two World Wars that led to the emergence of the Cold War Era.

Unit	Detailed Syllabus	Contact Hours	Marks/Weight
I	Rise of New Imperialism: Partition of Africa; Opium wars; Taiping rebellion; Boxer uprising; Meiji Restoration; Militarism in Japan.	14	14
II	Rise of Liberalism and Nationalism: Liberalism in England; German unification; Italian Unification.  The Russian Revolution of 1917.	14	14
III	World War I: Causes and Results; the Treaty of Versailles; League of Nation.	13	14
IV	Economic and Social Crisis in the Inter-war years: The Great Depression.  Emergence of new Ideologies- Nazism and Fascism.	13	14
V	World War II: causes and Consequences; UNO.  Decline of Imperialism and the concept of Decolonization.  Emergence of Cold War.	14	14

### ESSENTIAL READING:

*D.K. Fieldhouse, The Colonial Empires-A comparative Survey from 18<sup>th</sup> Century*

*C. Hayes, Contemporary Europe since 1870*

*James Joll, Europe since 1870: An International History.*

*E.E.Rich & Wilson, C.H.Wilson (ed.), Cambridge Economic History of Europe Vol.V*

*A.J.P. Taylor, Origins of the Second World War*

*A.J.P. Taylor, The struggle for mastery in Europe 1848-1918*

*David Thompson, Europe since Napoleon*

*David Thompson, World History, 1914-1968*

*Charles Downer Hazen, Modern Europe upto 1945*

*C.D.M. Ketelbey, A history of Modern times.*

*H.M. Vinache, History of Far East*

*Kenneth B. Pyle, The Making of Modern Japan*

## HONOURS PAPERS

### **HIS- 102: HISTORY OF NORTH EAST INDIA (1822-1972)**

**OBJECTIVE;** The objective of this course is to familiarize the students with the major trends of the Political, Social and Economic Developments in North East India from 1822 to the reorganization of States 1972.

Unit	Detailed syllabus	Contact Hours	Marks/Weight
I	Early British Policy, Non-Regulation System; First Anglo-Burmese War and the Treaty of Yandaboo; Annexations of Assam, Cachar, Jaintia.	14	14
II	Consolidation of British Rule in the Hills-Khasi, Garo, Mizo Hills; Pattern of Administration; British relations with Arunachal tribes, Manipur and Tripura States.	14	14
III	Economic and social changes under British Rule: Land Revenue, Plantation industry, Trade and Communication, Western Education.	13	14
IV	Impact of Nationalist Movement in Assam: Partition of Bengal, Assam Association, Non-Co-Operation Movement, Civil Disobedience and Quit India Movements, Cabinet Mission and Independence.	14	14
V	Political Developments since Independence: Integration of Manipur, Khasi states and Tripura into the Indian Union; The Sixth Schedule; Reorganization of North Eastern States 1972.	13	14

#### **ESSENTIAL READING:**

*H.K.Bapujari, Assam in the Days of the Company.*

*J.B. Bhattacharjee, The Garos and the English*

*A. Guha, Planter Raj to Swaraj 1826-1947.*

*H.K.Barpujari, The Comprehensive History of Assam, Vols, IV and V.*

*H.K.Barpujari & A.Bhuyan, S.P.Dey, Political History of Assam, Vols. I-III*

*R.M.Lahiri, Annexation of Assam.*

*S.K.Bhuyan, Anglo-Assamese Relations*

*S.K.Chaube, Hill politics in North East India*

*D.R.Syiemlieh, British Administration in Meghalaya, Policy and Pattern*

*E.Gait, History of Assam*

*Arun Bhuyan, Nationalist Upsurge in Assam*

*H.K.Barpujari: Problem of the Hill Tribes: North East India, Vol. I-III*

*J.B.Bhattacharjee, Trade and Colony*

*A.K Agarwal, North Eastern Economy Problems and Prospects*

**HIS- 202A: EAST ASIA (1840-1950)**

**OBJECTIVE:** The objective of this paper is to introduce students to the political socio-economic developments, European expansion and the resultant nationalistic movements in the East Asia.

Unit	Detailed syllabus	Contact Hours	Marks/Weight
I	Political, Social, Economic condition in the Middle of the 19 <sup>th</sup> century: China; Japan and Korea.	13	14
II	European expansion: the opening of China; Opium wars and consequences.  China's response to European challenge: Taiping Rebellion, Reform Movements: Boxer Rebellion.	14	14
III	Birth of the Republic: Career of Sun yat Sen; Revolution of 1911:  Warlordism; Koemintang; the origin and Growth of the Chinese Communist party; Sino-Japanese War (1937); Civil War and the Communist seizure of power:	14	14
IV	Meiji Restoration; Russo-Japanese War; Rise of Militarism.  Japan and the Western Powers; Japan and the Second World War.	13	14
V	Politics and Institution of Korea: Sino-Japanese Rivalry over Korea: Japanese Supremacy over Korea: Independence and Partition.	14	14

**ESSENTIAL READING:**

*John King Fairbank & Merle Goldman, China A New History*

*Paul Clyde & B.F. Beers, The Far East*

*H.M. Vinache, History of Far East*

*Kenneth B. Pyle, The Making of Modern Japan*

*C.P. Fitzgerald, A Concise History of East Asia.*

*Scot Kenneth, The Chinese-their Culture & History*

*Lalouretto Tanage, Japan since Parry*

*Malcolm Kennedy, History of Japan*

*Michael Groonberg, British Trade on the Opening of China*

*Nathaniel Peffer, The Far East*

## **HIS-202B: HISTORY OF MODERN SOUTH EAST ASIA (1850-1946)**

**OBJECTIVE:** The course is designed to familiarize students with colonization of South East Asia by European Powers and related developments.

### **COURSE CONTENT:**

<b>Unit</b>	<b>Detailed syllabus</b>	<b>Contact Hours</b>	<b>Marks/Weight</b>
I	South East Asia and the Western Expansion; The Dutch in the Archipelago; British in Burma and Malaya; Spanish and American Power in the Philippines.	14	14
II	The French in Indo-China; Siam and the West.	13	14
III	Main features of Colonial Policy; Social and Economic consequences.	14	14
IV	The South East Asian Response: Beginnings of Nationalism in South East Asia.	14	14
V	The Rise and Fall of Japanese power in South East Asia.	13	14

### **ESSENTIAL READING:**

D.G.E. Hall, A History of South East Asia.

F. John Cady, South East Asia: its Historical Development.

Brian Harrison, South East Asia, A Short History

Nicholas Tarling, A History of Modern South East Asia

J. Kennedy, A History of Malaya

**HIS-302: HISTORY OF INDIA c.A.D. 1550-1750**

**OBJECTIVE:** The course is designed to familiarize students with the Social, Economic, Political and Cultural Developments during Mughal Period. The emphasis is on Socio-Economic conditions.

Unit	Detailed syllabus	Contact Hours	Marks/Weight
I	The Mughals: Contemporary Historiography and Sources; Abul Fazl, Badauni, Abdul Hamid Lahori, Bernier.	14	14
II	Polity: Evolution of the Administrative System; Mansab; and Jagir.  The Mughal Ruling Classes: Nobility and Zamindars. Aurangzeb's relations with religious groups and institutions	14	14
III	Rural Economy and Society:  Agricultural Production; Cultivation and Irrigation; and Agricultural Manufactures.  Agrarian Structure: Land Ownership; Revenue System; the Village Community and Peasantry; Agrarian Crisis.	13	14
IV	Trade, Commerce and the Monetary System:  Trade Route and the pattern of Internal Commerce; Internal and External Trade; Monetary System.  Urban Economy: Craft and Industries; Imperial Karkhanas.  Urban Social Structure: Merchant Communities; Bankers; Artisans; craftsmen and Labourers.	14	14
V	Cultural Developments: Language and Literature; Architecture  Formation of Religious Identities: Sikh; Kabirpanthis; and Dadupanthis.  Regional Languages and Culture.	13	14

**ESSENTIAL READING:**

*Irfan Habib, The Agrarian System of Mughal India*

*Shireen Moosvi, People, Taxation and Trade in Mughal India.*

*K.N. Chaudhuri, Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750*

*Muzaffar Alam and Sanjay Subramanyam (ed), The Mughal State*  
*Muzaffar Alam, The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1701 - 1748*  
*M.Thar Ali, The Mughal Nobility under Aurangzeb*  
*Najif Haider, Economy during the Mughals*  
*S. Arasaratnam, Maritime India in the Seventeenth Century*  
*S. Arasaratnam, Maritime commerce and English Power (1750-1800)*  
*Ashin Dasgupta, Indian Merchants and the Decline of Surat, c.1700- 1750*  
*Richard M Eaton, The rise of Islam and the Bengal Frontier (1204- 1760)*  
*K.M.Asraf, Life and conditions of the people of Hindustani 1200-1550 AD*  
*R. Champakalakshmi, Trade, Ideology and Urbanisation: South India 300 BC to AD 1300*  
*Simon Digby, War Horse and Elephant in the Delhi Sultanate: A study in Military Supplies*  
*Dilbagh Singh, The State, Landlords and the Peasants :Rajasthan in the 18<sup>th</sup> Century*  
*Hiroshi Fukazawa, The Medieval Deccan: Peasants, social systems and States- sixteenth to eighteenth centuries*  
*Stewart Gordon, The Marathas 1600-1818*

## HIS-402: HISTORY OF THE UNITED STATES OF AMERICA

**OBJECTIVE:** The objective of this course is to familiarize the students with the major Political, Economic, Social and Military Forces that shaped the history of the USA from colonial days to the second world war.

### Course content

Unit	Detailed syllabus	Contact Hours	Marks/Weight
I	Exploration and Colonization of America; Colonial Economic System; British Economic Policy; the American War of Independence.	13	14
II	The Making of the Constitution; Philadelphia Convention, Federalists and Anti- Federalists; Thomas Jefferson and Alexander Hamilton; War of 1812; the Monroe Doctrine; Westward Expansion.	14	14
III	Jacksonian Democracy; the Civil War, Abraham Lincoln; The Reconstructions.	13	14
IV	The Economic Development of the South; Industrial Development; The rise of Big Business; Agrarian Discontent and Populist Movement; Social Change in the Industrial Era.	14	14
V	Rise of US Imperialism: Relations with the Far East; Spanish American War; Relations with Philippines; USA and First and the Second World War.	14	14

### ESSENTIAL READING:

Charles seller, Henry May Neil R Mc Millen, A synopsis of American History Vol-I and II  
H.B.Parks, The United States of America. A History

Michael Kraus, The Unities States to 1865

John Spencer Bassett, A short history of the United States 1492-1938.

Foster Rhea Dulles, The U.S. since 1865

Thomas A Bailey, The American pageant A History of the republic

Allan Nevins & Henry Steeler Commager, A Pocket history of the united states.

Frank Thistlewaite, the great experiment, An introduction to the history of the American people.

Louis M.Hacker, The course of American Economic growth and Development

H.U.Faulkner, American Economic History

Julius Prath, History of U.S. Foreign Policy

Oscar Handin, A New History of the people of U.S.

Stanley L. Engerman & Robert E. Gallman ed, The Cambridge Economic history of the United State Vol. I, II, III

## HIS- 502: History of Christianity in Nagaland 1813-1972

**Scope and objectives:** The purpose of the course is to introduce the students the history of Christianity in Nagaland from its beginning in the nineteenth century upto 1972.

### Course content

Unit	Detailed syllabus	Contact Hours	Marks/Weight
I	Naga societies and religion before the Advent of Christianity; the Shan mission in Upper Assam; Namsang Naga mission	14	14
II	American Baptist Mission to the Nagas: Ao, Angami, Lotha, Chakhesang, Sema	14	14
III	Advent of Catholic mission: Among the Angamis and the Lothas; Tuensang and Zeliangrong area.	13	14
IV	Nagas mission to the other Naga tribes: Konyak, Sangtam, Chang, Phom and Rengma	14	14
V	Christian Impact: Naga society and culture; humanitarian service; literature; medical; education.	13	14

### ESSENTIAL READING:

- Victor Hugo Sword, Baptist in Assam: A Century or Missionary Service 1836-1936*  
*David R. Syiemlieh, A Brief History of the Catholic Church in Nagaland*  
*C. Becker, History of the Catholic Mission in North-East India*  
*F.S. Downs, The Mighty works of God*  
*F.S Downs, History of Christianity in India, Vol. V*  
*F.S. Downs, Essays on Christianity in North East India*  
*William Gammell, A History Of American Baptist Missions In Asia, Africa, Europe And North America Under The Care Of The American Baptist Missionary Union*  
*M. Alemchiba, A Brief Historical Account of Nagaland,*  
*H.K. Barpujari, The American Baptist Missionaries and North East India, 1836-1900*  
*Sebastian Karotemprel, (Ed.), The Catholic Church in North East India 1890-1990*  
*Angeline Lotsüro, The Nagas A Missionary Challenge*  
*Merriam, A History of American Baptist Mission*  
*P. T. Philip, The Growth of Baptist Churches in Nagaland*  
*Joseph Puthenpurakal, Baptist Mission in Nagaland*  
*Joseph Puthenpurakal, Impact of Christianity on North East India*  
*Joseph Puthenpurakal, Bishop Orestes Marengo*  
*M. S. Sangma, History of American Baptist Mission in North East India (1836-1950), Vol.I*  
*M. S. Sangma, History of American Baptist Mission in North East India (1836-1950), Vol.II*  
*Bendangyabang Ao, History of Christianity in Nagaland: Social Change 1872-1972*  
*Visier Sanyu, History of Nagas and Nagaland*  
*J. H. Hutton, The Sema Nagas.*  
*J. H. Hutton, The Angami Nagas*  
*Mills, J. P., The Ao Nagas*  
*Mills, J. P., The Rengma Nagas*  
*W. C. Smith, The Ao Naga Tribes of Assam*



### HIS- 503: SOCIAL AND ECONOMIC HISTORY OF MODERN INDIA (18<sup>th</sup>-20<sup>th</sup> Century)

**OBJECTIVE:** This course is intended to provide a general understanding of social changes and Economic Developments in Modern India.

#### Course Content

Unit	Detailed syllabus	Contact Hours	Marks/Weight
I	Survey of Pre-Colonial Society and Economic Conditions.  Beginnings of Social Change and Awakening: Introduction of Modern Education; Emancipation of Women.  Social Reform Movements	14	14
II	Charter Act of 1813 and Free-trade;  Economic impact of the British: Trade;  De-industrialization; Land Tenure Reforms and its Impact on Agriculture.	14	14
III	India under the Crown: Beginning of Industrialization; Transport; Agriculture; Finance; Rural-indebtedness; Foreign Trade.	13	14
IV	Impact of World War I and II on the Indian Economy: Industries; Finance Capital; Banking  Drain theory; growth of Economic Nationalism; Swadeshi.	14	14
V	Gandhi-His Economic Views; Gandhi as a Social Reformer.  Role of Women in the National Movement.  Socio-Economic impact of the Partitions of India.	13	14

#### ESSENTIAL READING:

A.R-Desai : Social Background of Indian Nationalism.

B.Chandra : Rise and growth of Economic Nationalism in India.

P.Spear : History of India, Vol.II

S.Sarkar : Modern India.

R.P. Dutt, India Today

## **HIS-602: Political History of the Nagas**

**OBJECTIVE:** The objective of the course is to familiarize the students on Political History of the Naga from Pre-Colonial to State Formation.

### **Course Content**

<b>Unit</b>	<b>Detailed syllabus</b>	<b>Contact Hours</b>	<b>Marks/Weight</b>
I	Pre-Colonial Naga Polity-The Chief of Village-Village Council-Function of the Council-The Executive Power-Administrative Power-Judicial Power-Law of inheritance.	14	14
II	Treaty of Yandabo 1826;-British contact with Naga;First Stage of Annexation; Second Stage of Annexation.	13	14
III	Consolidation of British Rule-The colonial administrative policy-Transformation of Naga Political System	13	14
IV	First World War; Formation of Club 1918 and Simon Commission, Formation of Tribal Council and Naga National Council-Role of NNC.	14	14
V	Naga Resistance Movement-1951 to 1953-Formation of Federal Government; and Naga People Convention-Emergence of Nagaland State.	14	14

### **ESSENTIAL READING:**

*S.K. Chanbe, Hill Politics in North East India*

*N.Venuh; British Colonization and Restructuring Naga Polity.*

*A.Mackenzie; The North-East Frontier of India.*

*Verrier Elwin; The Nagas in the Nineteenth Century.*

*M.Alemchiba;A Brief Historical Account of Nagaland.*

*M.Horam; Naga Polity*

*Yuno Yusoso; Rising Naga*

*H.K.Barpujari; Problem of the Hill Tribes; North East India, Vol-II.*

## HIS- 603A: HISTORIOGRAPHY

**Objective:** The course content of this paper should be able to introduce the students to the very basic concepts that go to make up the subject matter of history. The aim of the paper is not to raise very complex philosophical issues but to enable the students to understand that the very nature of the discipline of history is rooted in some fundamental concepts.

Unit	Detailed syllabus	Contact Hours	Marks/Weight
I	History: Definitions; Nature and Scope. History as Science  History as Literature	13	14
II	Causation and Objectivity History  Periodisation in history	13	14
III	History and the other Social Sciences: Archaeology, Anthropology, Sociology, Economics, Political Science and Geography.	14	14
IV	Major trends in Historiography: Herodotus; Empiricism and L.V.Ranke; Historical Materialism; A.J.Toynbee; Marc Bloch.	14	14
V	Trends in modern Indian Historiography: Imperialist Historiography; Orientalist Historiography; Nationalist Historiography; Marxist Historiography; Subaltern Historiography.	14	14

### ESSENTIAL READING:

E.H.Carr, What is History.

R.G.Collingwood, The idea of History.

Irfan Habib, Interpreting Indian History

Arthur Marwick, The Nature of History

Romila Thapar, Interpreting Early India.

John C.B.Webster, Studying History.

E. Sreedharan, A Text book of Historiography 500 BC Ad 2000.

B.Sheikh Ali, History: Its Theory and Method.

Keith Jenkins, Rethinking History

C.H.Phillips, Historians of India, Pakistan and Ceylon

Patrick Gardiner, Theories of History

Michael Bentley, Companion to Historiography

Aviezer Tucker, A companion to the philosophy of history and Historiography

Aviezer Tucker , Our Knowledge of the Past, A Philosophy of Historiography.

## HIS- 603B: INTRODUCTION TO ARCHAEOLOGY

**OBJECTIVE:** The course is aimed at introducing the students of ancient history to the nature of archaeological data, its method and the multidisciplinary approaches to the study of past societies.

### Course Content

Unit	Detailed syllabus	Contact Hours	Marks/Weight
I	Definition of Archaeology, Aims and Scopes; Methods and Sources; Relationship of Archaeology and History.  History of Archaeology from Antiquarian Stage to 20 <sup>th</sup> Century Developments; the Three Age System; Cultural-Historical Approach, Processual and Post-processual Schools.	14	14
II	Basic concepts in Archaeology: Concept of Culture; Definition of an Archaeological Site; Role of Stratigraphy in Archaeology; Typology and Classification; Classes of Archaeological Record; Temporal framework and context in Archaeology; Different branches of Archaeology.	14	14
III	Field methods: Types of exploration and location of Archaeological Sites; Excavation-vertical and horizontal method of excavation; Three-dimensional method of recording Archaeological finds.	13	14
IV	Reconstruction and Interpretation of evidence: The use of Environmental and Ethnographic Data; Experimental Techniques; Role of Ethnoarchaeology in the Reconstruction of Prehistoric Societies.	13	14
V	Archaeology in India: Establishment of the Asiatic Society; Alexander Cunningham and the establishment of the Archaeological Survey; Contributions of Lord Curzon and John Marshall; Mortimer Wheeler and the Introduction of Scientific Techniques in Indian Archaeology  Difference between Relative and Absolute Dating Method; Typology, Stratigraphy and Geochronology; Radio Carbon and Thermoluminescence Dating Method.	14	14

### ESSENTIAL READING:

- B. Trigger, A History of Archaeological
- D. K. Chakraborti, A History of Archaeological
- Glyn E Daniel, 150 years of Archaeology
- Glyn E. Daniel, A short History of Archaeology
- J. P. Singh et al ((eds), Archaeology of Northeastern India
- G. Clark, Archaeology and Society
- F. Hole & R. Heizer, An Introduction to Pre-historic Archaeology

G. David, A Short History of Archaeology  
K. Greene, Archaeology :An Introduction  
M. Wheeler, Archaeology from the Earth  
L. R. Binford, In pursuit of the past decoding the Archaeological Record.  
L. R. Binford, An Archaeological Perspective  
J. Hodder, Reading the Past: Current Approaches to Interpretation in Archaeology.  
C.P. Bahn Renfrew, Archaeology: Theories and Methods and Practice  
V. Gordon Childe, What Happened in History.

**NAGALAND UNIVERSITY**  
**Department of Education, Kohima Campus: Meriema**  
**EDUCATION SYLABI FOR BA HONOURS AND GENERAL 2012**

General information:

1. All papers are of 100 marks: External Examination 70 marks and Internal Assessment: 30 marks
2. For Internal Assessment: Programs/activities such as assignments, class tests and group activity in terms of seminars/debate/quiz may be taken up. At least two programs/activities shall be mandatory.
3. There will be fourteen papers in all for honours and six for pass/general students. Each paper will comprise of five units. Each unit will be of 14 marks (14x5 units = 70 marks). Out of the 70 marks, 45 marks shall be for descriptive questions and 25 for objective type/short descriptive questions in case of general course.
4. For General papers the teacher will be required to set 5 essay type questions of 9 marks each with internal option (9x5=45), 1 short answer question of 3 marks each one from each unit (3x5) and two extra questions from any unit (total 7 questions) and 10 multiple type questions of 1 mark each (1x10) two from each unit i.e., (9+3+2=14 marks per unit).
5. For Honours there should be 5 essay type questions with internal options (14 x5=70)
6. Care should be taken to see to it that every unit is covered whether it is in the essay type or short questions.
7. Honours students may opt for a Project work of 100 marks in the sixth semester in lieu of one paper i.e., 604 or 605.
8. Credits: Every paper has a value of 4 credits each for electives and Honours except in the 6<sup>th</sup> semester where the last optional paper or project work is of 5 credits as illustrated below.

***List of papers for BA in Education (General & Honours) spread over six semesters:***

<b><i>Course No &amp; Code</i></b>	<b><i>Course title</i></b>	<b><i>Contact hour/no of lectures</i></b>	<b><i>Weightage marks</i></b>	<b><i>credits</i></b>
<b>Semester 1</b>			<b>14x5=70</b>	
Gen/Hons BA/EDN-101	Psychological bases of education	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
2.Hons BA/EDN- 102	Pedagogy	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
<b>Semester II</b>			<b>14x5=70</b>	
Gen/Hons BA/EDN-201	Sociological Foundations of Education	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
Hons BA/EDN-202	Educational Management	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
<b>Semester III</b>			<b>14x5=70</b>	
Gen/Hons BA/EDN-301	Development of Education in	4 hours per week x 17	14 marks per unit	4x1

	India –	weeks/semester		
Hons BA/EDN-302 (optional)	- Trends & Issues in Indian Education or Structure	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
Hons BA EDN-303 (optional)	Issues of Education in Contemporary India	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
<b>Semester IV</b>			<b>14x5=70</b>	
Gen/Hons BA/EDN-401	Philosophical Foundations of Education	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
Hons BA/EDN-402	Educational Measurement & Evaluation	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
<b>Semester V</b>			<b>14x5=70</b>	
Gen/Hons BA/EDN-501	Education in Modern India	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
Hons BA/EDN-502	Statistics in Education	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
BA/EDN- 503 <b>or</b>	Educational Thoughts & Practices <b>or</b>	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
BA/EDN-504	Peace & Human Rights Education	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
<b>Semester VI</b>			<b>14x5=70</b>	
Gen/Hons BA/EDN-601	Educational Technology	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
Hons BA/EDN 602 <b>or</b>	Guidance and Counseling in Education <b>or</b>	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
Hons BA/EDN 603	Inclusive Education	4 hours per week x 17 weeks/semester	14 marks per unit	4x1
Hons BA/EDN-604 <b>or</b> (optional)	Curriculum Development & Construction <b>or</b>	4 hours per week x 17 weeks/semester	14 marks per unit	5x1
Hons BA/EDN- 605	Education in the Northeast India	4 hours per week x 17 weeks/semester	14 marks per unit	5x1
Project work in lieu of 604 <b>or</b> 605 in 6 <sup>th</sup> semester.	Project work on any relevant topic	4 hours per week x 17 weeks/semester	100	5x1

**COURSE CODE – BA/EDU -101**  
**SEMESTER I**  
**PSYCHOLOGICAL BASES OF EDUCATION**

**Course Objectives**

1. To enable the students to understand the meaning and concept of Psychology.
2. To enable them to understand the dimensions of Growth and Development.
3. To familiarize students with knowledge of Learning and Motivation.
4. To acquaint them with the knowledge of Intelligence and Creativity.
5. To enable them to understand the different aspects of personality and means of developing an integrated personality.

**Course Contents**

- UNIT I      Concept of Educational Psychology**
- a. Concept of Psychology and Educational Psychology
  - b. Methods of Educational Psychology - Experimental, Differential & Clinical
  - c. Application of Educational Psychology in teaching-learning process.
- UNIT II      Meaning of Growth and Development**
- a. Principles of Development
  - b. Stages of Development with special reference to adolescence period – physical, social, emotional and intellectual
  - c. Concept of individual difference – aptitude, interest and attention
- UNIT III      Intelligence and Creativity: Concept and Theories**
- a. Meaning and Characteristics of Intelligence and Creativity
  - b. Concept of IQ & Factors of Creativity
  - c. Theories of Intelligence- Two factor theory, Group Factor Theory and Structure of Intellect (SoI)
- UNIT IV      Theories of learning**
- a. Meaning and Nature of Learning
  - b. Factors affecting Learning.
  - c. Theories of Learning- Trial and Error, Insightful Learning, Transfer of Learning.
- UNIT V      Personality and its nature, determinants and approaches**
- a. Meaning and Nature of Personality.
  - b. Determinants of Personality Development (Home & School).
  - c. Type and Trait approaches of Personality (Jung and Cattell).
  - d. Freud's theory of Personality.

**Suggested Readings**

1. Educational Psychology – S.K.Mangal, Prakash Brothers Educational Publishers.
2. Advanced Educational Psychology- S.S.Chauhan, Vikas Publishing House.
3. Essentials of Educational Psychology- J.C.Aggarwal, Vikas Publishing House.



**COURSE CODE – BA/EDU- 102**  
**SEMESTER I**

**PEDAGOGY**

**Course Objectives**

1. To initiate the concept of Pedagogy and familiarize with the educational process.
2. To develop the ability to analyze classroom teaching-learning and the ability to observe classroom behavior.
3. To develop a positive attitude towards life and the teaching profession.

**Course Contents**

**UNIT I      Conceptual background on Pedagogy**

- a. Concept & meaning of pedagogy
- b. Definition, nature & characteristics of teaching
- c. Relationship between teaching and learning

**UNIT II      General principles of Teaching**

- a. General principles of teaching
- b. Factors affecting teaching: Input and Output Variables.
- c. Characteristics of a good teacher

**UNIT III     Classroom Teaching**

- a. Observation of classroom behaviour
- b. Flanders Interaction Analysis
- c. Concept & difference between traditional, macro & micro Teaching.

**UNIT IV     Teaching Methods and Skills**

- a. Teaching Methods- Lecture, demonstration, problem solving, programme instruction and Story telling
- b. Teaching skills – use of blackboard, introducing a lesson, stimulus variation, probing questions, reinforcement

**UNIT V     Functions of a Teacher**

- a. Functions of a teacher as a
  - Planner
  - Facilitator
  - Counselor
  - Researcher

**Suggested Readings**

1. Essentials of Educational Technology: Teaching learning, Innovation in Education – J.C.Agarwal, Delhi Vikas Publishing House Pvt. Ltd.
2. Technology of Teaching – N.R. Swarup Saxena, Surya Publications, Meerut-250001.

**COURSE CODE-BA/EDU-201**  
**SEMESTER-II**

**SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

**Course Objectives**

1. To develop an understanding of the role of sociology in education
2. To acquaint with the sociological foundations of education
3. To understand the role of education in relation to social change, social interaction and culture
4. To understand and appreciate the role of community in resolving social issues and educational inequalities

**Course Contents**

**UNIT-I Introduction**

- a. Meaning of Educational Sociology & Sociology of Education
- b. Relationship between Sociology and Education
- c. Sociological determinants of education

**UNIT-II Social Change**

- a. Meaning of social change.
- b. Factors affecting social change (Political, Educational and Technological)
- c. Education as an instrument of social change.

**UNIT-III Education and Social Group**

- a. Primary and Secondary groups
- b. Social interaction and its educational implications
- c. Concept & forms of social stratification

**UNIT-IV Education and Culture**

- a. Concept & components of culture
- b. Role of education in preservation and transmission of culture
- c. Cultural heritage of India with special reference to Nagaland

**UNIT-V Current Social Problems in India with special reference to North-East**

- a. Equalization of educational opportunities
- b. Role of community in solving social problems in the field of education
- c. Concept of Communitization of elementary education in Nagaland

**Suggested Readings**

1. C. N Shankar Rao. Sociology. 1995. S Chand & Company Ltd. New Delhi
2. S.S Mathur. Sociological Approach to Indian education.
3. S.S Chandra.2002. Sociological Foundation of Education.
4. N.R Saxena. Philosophical & Sociological Foundations of Education.
5. Yogendra K Sharma. Sociological Philosophy of Education.

**COURSE CODE-BA/EDU-202**  
**SEMESTER-II**

**EDUCATIONAL MANAGEMENT**

**Course Objectives**

1. To develop knowledge and understanding of the nature, scope, process and types of management.
2. To develop the ability to identify the roles of participating members (individual or collective) and to plan various institutionalized managerial activities.
3. To enhance the ability of decision making in educational management.

**Course Contents**

**UNIT I Educational Management**

- a. Meaning, nature, scope and need
- b. Types of Educational Management - Centralized and Decentralized, Authoritative/Autocratic and Democratic, Dynamic/Creative and Laissez faire

**UNIT II Personnel Management**

- a. Meaning of Management
- b. Leadership – meaning & nature, effective leadership
- c. Factors affecting managerial behavior - Personal, Social, Cultural, Political, Institutional

**UNIT III Management of Teaching-Learning Process**

- a. Concept of teaching-learning process
- b. Steps of managing teaching-learning (planning, organizing, leading, and controlling)
- c. Teacher as a manager

**UNIT IV Institutional Planning & Management**

- a. Institutional planning – concept, need & importance
- b. Curricular and Co-curricular programs, timetable
- c. School Plant including - equipments and assets
- d. Institutional climate and discipline

**UNIT V Educational Planning**

- a. Meaning, need & significance
- b. Types & strategies of educational planning
- c. Steps in educational planning

**Suggested Readings**

1. J. C Agarwal. Educational Administration and Management
2. R.N Sharma. Educational Administration and Management.

**COURSE CODE-BA/EDU-301  
SEMESTER-III**

**DEVELOPMENT OF EDUCATION IN INDIA**

**Course Objectives**

1. To understand the historical development of education in India
2. To understand the salient features of ancient & medieval education
2. To acquaint with the genesis of the Modern Indian Education

**Course Contents**

**UNIT-I Ancient India**

- a. Vedic Education: aims, curriculum and organization of education.
- b. Buddhist Education: aims, curriculum and organization.

**UNIT-II Medieval India**

- a. Islamic Education: its salient features, objectives and curriculum.
- b. State patronage in education.

**UNIT-III Education in British India**

- a. Contributions of Christian Missionaries for the development of education in India.
- b. Significance of Charter Act of 1813.

**UNIT-IV Growth of Modern System of Education**

- a. Macaulay's Minutes, 1835.
- b. Wood's Despatch, 1854.
- c. Hunter Commission, 1882.

**UNIT-V Movement for Compulsory Education in India**

- a. Gokhale's Bill, 1910.
- b. Calcutta University Commission, 1917.
- c. Hartog Committee Report, 1929.
- d. Basic Education, 1937.

**Suggested Readings**

1. J.C Agarwal. Landmarks in the History of Modern Indian Education.
2. Lal and Sinha. Development of Indian Education and its Problem.
3. S.P. Chaube. History and Development of Indian Education.
4. J.C. Agarwal. Landmark in the History of Modern Indian education

**COURSE CODE-BA/EDU-302**  
**SEMESTER-III**

**TRENDS & ISSUES OF COMTEMPORARY INDIAN EDUCATION**

**Course Objectives**

1. To develop understanding of significant trends and issues in contemporary education
2. To focus on certain major national and social issues and the role of education in relation to them
3. To develop understanding of alternative systems of education

**Course Contents**

**UNIT I Continuing Education**

- a. Concept of Adult, Continuing and Lifelong Education
- b. Efforts on Adult Education/Literacy- NAEP, NLM & Sakshar Bharat
- c. General/ Liberal Education through open learning system
- d. Technical/Vocational Education

**UNIT II Population Education**

- a. Significance, need & objectives of Population Education
- b. Problems of Population Education
- c. Relation between Population Education & Sex Education
- d. National Population Policy 2000

**UNIT III Education of Women and Girls**

- a. Concept and need of prioritizing education for women & girls
- b. Promoting gender equality
- c. Schemes of the Government of India for promoting girls' education
- d. Problems and remedial measures

**UNIT IV Value Education**

- a. Meaning & significance of Value Education
- b. Modern & Traditional Values
- c. Role of education in inculcation of values
- d. Programs/methods for development of value

**UNIT V Open & Distance Education**

- a. Concept, need and scope of distance education
- b. Modes of DE – correspondence education & open learning system
- c. Merits & limitations of Open & Distance Education

**Suggested Readings**

1. S.K Kochhar. Pivotal Issues in Indian Education.
2. J.C Aggarwal. Education in India. Policies, Programmes & Development.
3. R.P. Pathak. History, Development & Contemporary Problems of Indian Education.

**COURSE CODE-BA/EDU-303**  
**SEMESTER-III**

**STRUCTURE & ISSUES OF COMTEMPORARY EDUCATION IN INDIA**

**Course Objectives**

1. to understand the structure education in contemporary India.
2. to develop understanding of the objectives & aims at various level of education
3. to provide information on the important regulatory institution/bodies and their role in education.

**Course Contents**

**UNIT I Early Childhood Care & Education**

- a. Concept, need & relevance of ECCE in the context of universalization of elementary education (UEE)
- b. ECCE & District Primary Education Program
- c. Challenges & priority task

**UNIT II Elementary Education**

- a. Aims & objectives
- b. Concept of UEE
- c. Promotion of UEE through Sarva Shiksha Abhiyan (SSA)  
Right to Education Act 2009
- d. Concept of Continuous Comprehensive Evaluation (CCE)

**UNIT III Secondary Education**

- a. Aims & objectives
- b. Vocationalization of secondary education
- c. Universalization of secondary education and the role of Rashtriya Madhymik Shiksha Abhiyan (RMSA)
- d. Problems and remedial measures

**UNIT IV Higher Education**

- a. Aims & objectives
- b. Types of universities
- c. Quality control of higher education and National Accreditation and Assessment Council (NAAC)
- d. Autonomy & accountability in higher education

**UNIT V Regulatory and Training Institution/Bodies**

- a. NCERT, SCERT, National Council of Teacher Education (NCTE), College of Teacher Education (CTE), District Institute of Education & Training (DIET)
- b. UGC, AICTE, ICSSR & CSIR

**Suggested Readings**

1. J.C. Agarwal. Development and Planning of Modern Education.
2. J.C Aggarwal. Education in India. Policies, Programmes & Development.
3. R.S. Pandey. Development of Indian System of Education.
4. Ministry of Education. New Delhi. Challenges of Education: A Policy Perspective 1985.

**COURSE CODE-BA/EDU-401**  
**SEMESTER-IV**

**PHILOSOPHICAL FOUNDATIONS OF EDUCATION**

**Course Objectives**

1. To understand the meaning, aims and function of education
2. To develop an understanding of the role of major schools of philosophy in education
3. To acquaint with the philosophical foundations of education.

**Course Contents**

**UNIT-I Introduction**

- a. Meaning of Educational Philosophy
- b. Relationship between Philosophy and Education
- c. Aims of education: Individual, Social, Vocational

**UNIT-II Functions of Education**

- a. Self-actualization
- b. Human Resource Development
- c. National integration and International understanding

**UNIT-III Some Major Schools of Philosophy**

- a. Idealism, Naturalism and Pragmatism
- b. Their contributions to present day education towards aims, curriculum, methods of teaching and discipline

**UNIT-IV Development of Values**

- a. Meaning of values
- b. Classification of values (Social, Moral and Aesthetic)
- c. Strategies for inculcation of values through co-curricular and extra-curricular activities in schools and colleges

**UNIT-V Freedom and Discipline**

- a. Meaning of Freedom and Discipline
- b. Types of discipline
- c. Importance of discipline in social life

**Suggested Readings**

1. B.N Dash- Principles of Education and Education in the Emerging Indian Society. Ajanta Prakashan, 2768, Gali Samaj Bazar Sita Ram, Delhi-110006.
2. V. R Taneja. Educational Thought & Practices.
3. A.S Thakur. The Philosophical Foundations of Education.

**COURSE CODE-BA/EDU-402**  
**SEMESTER-IV**

**EDUCATIONAL MEASUREMENT & EVALUATION**

**Course Objectives**

1. To develop understanding of the concepts of measurement and evaluation in the field of education
2. To acquaint with different types of measuring instruments and their uses
3. To acquaint with the principals of test construction both educational and psychological
4. To develop understanding of a good measuring instrument and their importance in educational measurement

**Course Contents**

**Unit I Educational Measurement and Evaluation**

- a. Meaning & nature of educational measurement
- b. Need for measurement in education
- c. Concept of evaluation in education
- d. Relation between measurement and evaluation

**Unit II Tools used in Educational Measurement**

- a. Measuring instrument and their classification
- b. Types of scales in educational measurement
- c. Norm referenced and criterions referenced test
- d. Types of Examination – Objective & Essay/Descriptive Type

**Unit III Measuring instruments**

- a. Characteristics of a good measuring instrument  
Validity, Reliability, Objectivity

**Unit IV Measurement of Attitude, Personality and Creativity**

- a. Measurement of attitude (Likert), personality (Rorschach-Ink Blot), creativity (Baquer Medhi)

**Unit V Test Construction and Standardization**

- a. General principles of test construction and standardization
- b. Scoring of students achievement
- c. Reporting test results & cumulative record card

**Suggested Readings**

1. Marami Goswami. 2003. Measurement and Evaluation in Psychology and Education.
2. Bepin Asthana. Measurement and Evaluation in Psychology and Education.
3. S.M. Sungoh. Educational Evaluation & Testing.



**COURSE CODE-BA/EDU-501  
SEMESTER-V**

**EDUCATION IN MODERN INDIA**

**Course Objectives**

1. To acquire adequate knowledge of the recommendations of various education commissions
2. To understand the issues and problems of education at various levels of education

**Course Contents**

**UNIT-I Development of Indian Education post Independence period with special reference to :**

- a. University Education Commission (1948-49)
- b. Secondary Education Commission (1952-53).
- c. Kothari Commission (1964-66).

**UNIT-II National Policy on Education (NPE 1986) and its revised formation 1992**

**UNIT III Educational Provisions**

- a. Constitutional provisions in relation to Education
- b. Right to Education 2009
- c. Provisions for education of the disabled children with special reference to the Integrated Education for Disabled Children

**UNIT-IV Studies on some national commissions relevant to education**

- a. National Knowledge Commission, 2006 (Sam Pitroda) with special reference to Higher Education
- b. Salient Features of Yash Pal Committee Report.

**UNIT-V Studies on Regulatory Bodies and training Institutions, Literacy status and problems of education**

- a. Functions of University Grants Commission, National Council of Educational Research and Training, National Assessment and Accreditation Council
- b. Literacy status of India and Nagaland
- c. Problems of primary, secondary and higher education in the North-East with special reference to Nagaland.

**Suggested Readings**

1. S.P Chaube. History and Development of Indian Education
2. J. C Aggarwal. Landmark in the History of Modern Indian Education.
3. ---- Development & Planning of Modern Education
4. R.S Pandey. Development of Indian System of Education.
5. Ministry of Education, New Delhi. Challenges of Education. A Policy Perspective 1985.

**COURSE CODE-BA/EDU-502  
SEMESTER-V**

**STATISTICS IN EDUCATION**

**Course Objectives**

1. To develop the ability to use various statistics measures in analysis and interpretation of educational data.
2. To develop the ability to organize relevant educational data
3. To develop the ability to represent educational data graphs and to develop the skill in analyzing different descriptive measures.

**Course Contents**

**Unit I - Introduction to Educational Statistics**

- a. Meaning, nature, scope & use of educational statistics
- b. Sources of educational data and use of educational statistics
- c. Importance of statistics in education

**Unit II Central Tendencies & Variability**

- a. Measures of central tendencies – mean, median and mode
- b. Measures of variability – Standard Deviation

**Unit III Normal Probability**

- a. Concept of normal probability
- b. Properties and uses of normal probability curve in interpretation of test scores
- c. Divergence from normality- skewness & kurtosis

**Unit IV Measures of Correlation**

- a. Concept and kinds of correlation
- b. Computation of coefficient of correlation by rank difference & product moment method

**Unit V Representation of Data**

- a. Concept of variable
- b. Types of data – grouped and ungrouped
- c. Graphical presentation of data – pie diagram, histogram, frequency polygon
- d. Cumulative frequency, graph - ogive and its uses
- e. Application of computer in data processing

**Suggested Readings**

1. Garrett H.E. Woodworth R.S. 1979. Statistics in Psychology and Education.
2. Kothari C. R. 2005. Research Methodology.
3. Best John W., and Kahn, James V.1986. Research in Education
4. S.K. Mangal. Statistics in Psychology and Education.

**COURSE CODE-BA/EDU-503**  
**SEMESTER-V**

**EDUCATIONAL THOUGHTS & PRACTICES**

**Course Objectives**

1. To develop an understanding of educational ideas of Indian and western educators
2. To obtain knowledge of pedagogical concepts given by various educators
3. To understand and appreciate scientific approach to the study of some educational problems

**Course Contents**

**Unit I Contributions of some prominent Indian Philosophers to Education**

- a. Critical study of the contribution of Acharya Vinobha Bhave to the field of education
- b. Mahatma Gandhi's contribution to the field of education

**Unit II Educational Thought and practice**

- a. Rabindranath Tagore's idea on education with special reference to *Shantiniketan/Vishva Bharti University*
- b. Contribution of Radhakhrisnan to the field of higher education

**Unit III Ideas on education of some western philosophers**

- a. Educational thoughts of Bertrund Russell
- b. John Dewey's idea on education with special reference to project method

**Unit IV Contributions of some Western Thinkers to Education**

Educational Philosophy of JJ Rousseau

Contribution of Paulo Friere to the field of education of the oppressed

**Unit V Views and ideas of some prominent Ancient Greek philosophers on Education**

- a. Views and ideas of Socrates and Plato on education

**Suggested Readings**

1. V. R Taneja.2005. Educational Thought and Practice.
2. A Biswas and J.C Aggarwal. Seven Indian Educationists
3. S. P. Chaube. Some Great Western Educators.

**COURSE CODE-BA/EDU- 504**  
**SEMESTER-V**  
**PEACE & HUMAN RIGHTS EDUCATION**

**Course Objectives**

1. To understand the need and significance of peace education in conflict ridden society
2. To acquaint of the dimension of peace education and the efforts made by the various commissions/committees on peace & human rights
3. To learn to live in peace & harmony with others
4. Enforcement agencies & organizations on peace & human rights

**Course Contents**

**UNIT 1 Concept, objectives & dimensions of peace education**

- a. Concept of peace education
- b. Aims and objectives
- c. Dimensions of peace education

**UNIT II Learning to Live Together**

- a. Concept of learning to live together
- b. Characteristics of learning to live together
- c. Learning to live together in schools

**UNIT III Commissions & Committees on Peace Education**

- a. Delor's Commission 1996
- b. UNESCO's Conference for Peace & International Understanding, Tokyo 1999
- c. Global Campaign for Peace Education 1999

**UNIT IV Concept of Human Rights**

- a. Universal Declaration of Human Rights 1948
- b. Fundamental rights and fundamental duties under Indian Constitution
- c. Directive Principles of State Policy

**UNIT V Enforcement Agencies of Human Rights Education**

- a. Role of National Human Rights Commission & State Human Rights Commission and Judiciary
- b. Role of Civil Society Organizations
- c. Mass Media - print & electronics

**Suggested Readings**

1. NCERT, Peace Education: Self Instructional Package for Teacher Education, NCERT, New Delhi 2004
2. NCERT, National Curriculum Framework, New Delhi 2005
3. NCERT, NCF 2005 Position Paper, National Focus Groups on Education for Peace, New Delhi 2006
4. Delor Jacques. Learning the Treasures Within. UNESCO Publishing, Paris 1996
5. Agarwal, H.D. Implementation of Human Rights Contents with special reference to India. D.K Publishers 1993
6. Bhalle, S.L. Human Rights: An Institutional Framework for Implementation. D.K. Publishers New Delhi 1993

**COURSE CODE-BA/EDU-601  
SEMESTER-VI**

**EDUCATIONAL TECHNOLOGY**

**Course Objectives**

1. To understand the meaning, nature and scope of educational technology
2. Create an understanding of the application of basics of technology in the process of education
3. To familiarize with the technological advances made and to develop a positive attitude toward the use of ICT in the educational process.

**Course Contents**

**UNIT I Educational Technology**

- a. Meaning, nature and scope
- b. Types - Hardware and software

**UNIT II Communication Process**

- a. Meaning & nature
- b. Process & components
- c. Types of classroom communication
- d. Mass media approach in educational technology

**UNIT III System Approach & Instructional System**

- a. Systems Approach to instructional process
- b. Instructional system designing - concept, component, physical & human resources

**UNIT IV Innovation in Educational Technology**

- a. Programmed learning
- b. Micro and macro teaching
- c. Team teaching

**UNIT V Personalized System of Instruction (PSI)**

- a. Computerized Assisted Instruction
- b. Simulated Teaching
- c. Information Communication Technology (ICT) in distance education

**Suggested Readings**

1. R. A Sharma. Advanced Educational Technology.
2. J. Mohanty. Educational Technology.
3. S.K Mangal. Educational Technology.

**COURSE CODE – BA/EDU- 602**  
**SEMESTER VI**

**GUIDANCE & COUNSELLING IN EDUCATION**

**Course Objectives**

1. To help in understanding the meaning and importance of guidance and counseling.
2. To develop the ability to interpret various records for assessing the students' strengths and weaknesses.
3. To acquaint the students to various approaches in organizing vocational guidance.
4. To help in understanding the importance of job analysis and occupational information services.

**Course Contents**

**UNIT I Introduction to Guidance**

- a. Concept of Guidance
- b. Meaning, nature and scope
- c. Principles of guidance
- d. Philosophical, psychological & social bases of guidance

**UNIT 2 Educational Guidance**

- a. Meaning, need and importance of educational guidance
- b. Principles of educational guidance
- c. Basic data necessary for educational guidance: Pupils' abilities, aptitudes, personality, interest and attitudes

**UNIT 3 Vocational Guidance**

- a. Meaning and objectives
- b. Vocational guidance at the secondary stage
- c. Job analysis & job satisfaction

**UNIT 4 Concept of Counseling**

- a. Meaning, nature, scope & types
- b. Various steps and techniques
- c. Relationship between guidance & counseling
- d. Important qualities of a good Counselor

**UNIT 5 Career Counseling**

- a. Meaning and importance
- b. Career counseling with college students, adults & women
- c. Various approaches in organizing career guidance & counseling - Career corner, career talk, career conference, simulated interview

**Suggested Readings**

1. Indira Madhukar. Guidance and Counselling . Authors Press Publishers of Scholarly Books, New Delhi.
2. Sitaram Jaiswal. Principles of Guidance and Counselling.
3. J.C.Agarwal, Doaba. Educational Vocational Guidance and Counselling . House Booksellers & Publishers, 1688, Nai Sark, New Delhi-110006.
4. Rashmi Agarwal. Educational Vocational Guidance & Counselling: Principles, Techniques & Programmes. Shipra Publication, New Delhi-110092.

**COURSE CODE-BA/EDU-603  
SEMESTER-VI**

**INCLUSIVE EDUCATION**

**Course Objectives**

1. To introduce the concept of Inclusive Education
2. To understand the different categories of children with special needs
3. To understand and appreciate the needs of such children in the society

**Course Contents**

**UNIT I Introduction to Inclusive Education**

- a. Concept and meaning of Inclusive Education
- b. Need and importance
- c. Objectives of Inclusive Education

**UNIT II Children with special needs (CWSN)**

- a. Types and characteristics of children with special needs (CWSN)
  - Visual and hearing impaired
  - Speech and language impaired
  - Orthopaedically challenged
  - Children with learning disabilities
  - Socially disadvantaged

**UNIT III Policies and Programs of Inclusion**

- People with Disabilities Act 1995-96
- Convention on the Rights of Children (CRC)
- National Commission for Protection of Child Rights

**UNIT IV Techniques and Aids for the Education of Children with Special Needs**

- a. Techniques and Aids for the Education of Children with Special Needs-
  - Visual and hearing impaired
  - Speech and language impaired
  - Orthopaedically challenged
  - Children with learning disabilities
  - Socially disadvantaged

**UNIT V Role of Family and Community and NGOs**

- a. Role of family & community in the nurturance of children with special needs
- b. Role of NGOs in providing for the CWSNs
- c. Inclusive Education under Sarva Shiksha Abhiyan (SSA)

**Suggested Readings**

1. Advani Lal & Chadha A.2003. You and Your Special Children.
2. Panda K. C. 1997. Education of the Exceptional Children.
3. S.K Mangal.2008. Educating of the Exceptional Children: An Introduction to Special Education

**COURSE CODE – BA/EDU - 604  
SEMESTER VI**

**CURRICULUM DEVELOPMENT & CONSTRUCTION**

**Course Objectives**

1. To understand the meaning, types and importance of Curriculum.
2. To understand the basics of Curriculum Construction, Transaction and Evaluation
3. To acquaint with the national policies on Curriculum

**Course Contents**

**UNIT I Introduction**

- a. Meaning, need and importance of curriculum
- b. Aims and objectives of curriculum and its relation to different domains of personality
- c. Determinants of curriculum
- d. Core curriculum and Co-curricular activities

**UNIT 2 Curriculum Framework, Construction and Transaction**

- a. Curriculum Framework at Different Levels of Education
- b. Principles of curriculum construction.
- c. Construction of a balanced curriculum.
- d. Process of curriculum transaction.

**UNIT 3 Curriculum Development**

- a. Its process – steps in curriculum development, mechanics and model of curriculum development
- b. Evaluation of Curriculum – meaning, need and aspects

**UNIT 4 Types of Curriculum**

- a. Traditional
- b. Activity
- c. Experience-centred.

**UNIT 5 National Curriculum in India**

- a. Reform in Curriculum (Indian Education Commission 1966)
- b. Salient features of the National Curriculum Framework 2005

**Suggested Readings**

1. Janardhan Prasad Vijay Kumari. Advanced Curriculum Construction. Kanishka Publishers & Distributors, 4697/5-21A, Ansari Road, Daryanganj New Delhi-110002.
2. Maitreya Bolsara. Principles of Curriculum Construction. Kanishka Publishers & Distributors, 4697/5-21A, Ansari Road, Daryanganj, New Delhi-110002.
3. R.K.Safaya & B.D.Shaida. Development of Educational Theory and Practice



**COURSE CODE-BA/EDU-605**  
**SEMESTER-VI**

**DEVELOPMENT OF EDUCATION IN NORTH-EAST OF INDIA**

**Course Objectives**

1. To trace the growth and development of education in the North East of India
2. To understand some issues & problems of education - elementary, secondary and higher education in the North-East of India
3. To understand the status and types of teacher education in the NE
4. To acquaint with educational administration and management in the context of Nagaland

**Course Contents**

**UNIT I** Education in the North East Indian Region

- a. History of Education in N-E India
- b. A background of the region and its people
- c. Education in the Pre-Independence period
- d. Development of education in Independent India

**UNIT II** **Elementary Education in the North-East Region**

- e. Structure and pattern of elementary education
- f. Steps taken to achieve the target of universalization of elementary of education (UEE)
- g. Problems of elementary education

**UNIT III** **Secondary Education**

- h. Review of the development of secondary education in the North-East
- i. Problems of secondary education
- j. Vocationalization of secondary education

**UNIT IV** **Higher Education**

- k. Development of higher education in the North-East
- l. Technical education
- m. University education
- n. Issues of higher education in the North-East

**UNIT V** **Teacher Education and Educational Administration**

- o. Status of teacher education in the North-East
- p. Types of teacher education institutions
- q. Agencies for in-service education of teachers
- r. Educational administration and management with special reference to Nagaland

**Suggested Readings**

1. R.P Tiwari. Problems of Education in North East India. Vikas Brothers, Ludhiana.
2. North East India Education Society. North East Education. Journal of the North East India Education Society.
3. North East India Education Society. Proceedings of the Annual Conferences & Seminars.

**Project work:**

Honours students may undertake a Project Work of 100 marks on any educational topic in the VIth semester in lieu of the last theory paper (Paper No.604 or 605). The size of the project work should be substantial enough and the number of pages may be between 60-70 pages. Space of 1.5mm in between lines may be maintained and font size should be 14. For evaluation of project work out of 100 marks 70 are reserved for project report and 30 marks for presentation and viva voce. Project work shall be jointly evaluated by external and internal evaluator (70 for external and 30 for internal).

**NAGALAND UNIVERSITY**  
**DEPARTMENT OF EDUCATION, KOHIMA CAMPUS, MERIEMA.**

NO.NU/EDN-22/BUGS/95-

DATED: 28.05.12.

To

Prof. Lanunungsang  
Prof. & Dean  
School of Social Sciences  
Nagaland University,  
Campus Lumami.

Sub: Education syllabi for B.A honours and general

Sir,

Please find enclosed the Education syllabi for B.A Honors & General worked out as per semester system for your perusal and feedback. While all care has been taken to adhere to the guidelines provided, some changes have been necessitated.

Any feedback/corrections/changes would be welcomed.

Yours faithfully,

Dr Lungsang Zeliang  
HoD in Charge  
Department of education  
Nagaland University

Copy to:

1. The Dean, School of Humanities & Education, NU Kohima Campus, Meriema.
2. All members of BUGS
3. Office copy

(Dr. Lungsang Zeliang)  
HoD in Charge



**Nagaland University**  
**Department of English**  
**Kohima Campus, Meriema**

**ENGLISH SYLLABI FOR BA / B.COM / B.SC./ BCA & FUNCTIONAL ENGLISH 2012**

**General Guidelines:**

1. All papers are of 100 marks for 3 hours : External exams 70 marks (pass mark 28); Internal Assessment: 30 marks (Pass mark=12).
2. For Internal Assessment: 30 marks may be divided according to convenience into: Assignments: 10 marks; Group activity (debate/ seminars etc): 10 marks; class tests:10 marks).
3. Only English Honours students will do Elective English papers.
4. Those who drop out of English Honours, their marks of Elective English papers will be taken in lieu of B.A. General English papers.
5. English Honours students do not take General English; Alternative English & Functional English.

**Course Structure For English**

Course /type of papers/credits assigned		First Year Course/Papers and credit value		Second Year Course/Papers and credit value		Third Year Course/Papers and credit value		Total Credit value
		I Sem	II Sem	III Sem	IV Sem	V Sem	VI Sem	
Eng for Pass & Hons courses	Elective Paper	ELENG 105 FUNENG 131 4x3	ELENG 106 FUNENG 132 4x3	ELENG 107 FUNENG 133 4x3	ELENG 108 FUNENG 134 4x3	ELENG 109 FUNENG 135 4x3	ELENG 110/111/112/113 FUNENG 136 4x3	72
	Other course/s	ENG(G)101 ENG(BCM)125 ENG(BSC/BCA)129 3X1	ENG(G)102 ENG(BCM)126 ENG(BSC/BCA)130 3X1	ALTE(BA)103 ALTE(BCM)127 3X1	EVS-01 3X1	EVS-02 3X1		15
	Other Courses only for Pass Course Students						ALTE(BA)104 ALTE(BCM)128 3X1	3
	Total credits	15	15	15	15	15	15	72+15+3 =90
	English Honours papers	ENG(H)114 4X1	ENG(H)115 4X1	ENG(H)116 4X1	ENG(H)117 4X1	ENG(H)118 ENG(H)119 4X2	ENG(H)120 5X1 ENG(H)121/122/ 123/124 4X1	33
	Total Credits	19	19	19	19	23	21	72+15+33 =120

**COURSE CODES:** ENG(G): General English ; ELENG: Elective English; ENG(BCM): B.Com English;  
 ALTE(BCM); B.Com Alt. English; ENG(BSC/BCA): B.Sc/BCA English; FUNENG: Functional English

1. ENG(G)101 B.A. GENERAL ENGLISH PAPER I (NOT FOR HONOURS IN ENGLISH)

## POETRY, BASIC ENGLISH USAGE & LANGUAGE SKILLS

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

### TO TEACH IN THE FIRST SEMESTER

Descriptive & objective/short answer type questions as indicated : 70 marks

3 credits

**Objectives:** The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the students to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value / moral in the literary writings, and to teach and revise remedial grammar/ structural approach to language learning and skills of composition, compilation and communication.

**Unit I: Poetry - 14 marks:** 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. John Donne : Song: Sweet Love, I do not Goe
2. John Milton : On His Blindness
3. Alexander Pope: Extract from An Essay on Man

**Unit II: Poetry – 14 marks:** 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. William Wordsworth : The Solitary Reaper
2. S.T. Coleridge: Youth and Age
3. John Keats : To Autumn

**Unit III: Poetry – 14 marks:** 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Tennyson : Lotus Eaters
2. Browning : My Last Duchess
3. Arnold : Dover Beach

**Unit IV: Grammar and Usages – 14 marks:** (Objective questions for 14 marks)

1. Verbs: Auxiliaries and Modals, Person and Number, infinitive and participle, subject verb agreement.
2. Tenses
3. Transformation of Sentences
4. Preposition: Simple, Compound & Phrase
5. Adjective –possessive & definite
6. Adverbs

**Unit V: Language Skills – 14 marks:** 1question of 10 marks; 2 short answer questions of 2 marks each.

1. Letter/ Application writing along with a CV /Business Communications (10 marks)
2. Assignment Writing: Assignments and term papers; scholarly style of writing; writing assignments and term papers; making notes and working bibliography; footnotes/end notes.

### **Recommended Books:**

*NU Anthology of Poetry*, Published by Macmillan 2012.

E.Albert, *History of English Literature*, OUP.

G.C Thornley & Gwyneth Roberts, *An Outline of English Literature*, Orient Longman, 1991.

Wood, F.T, *A Remedial English Grammar for Foreign Students*, Macmillan.

Thomson & Martin, *Practical English Grammar*, OUP.

C.A. Shepherd & David Reid Thomas, *Grammar and Composition*, Orient Longman, 1977.

Vandana R.Singh. *The Written Word*. New Delhi: OUP, 2007.

R.K. Madhukar. *Business Communication*. New Delhi: Vikas Publishing House, 2005.

Liz Hamp-Lyons & Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. New Delhi: Cambridge University Press: 2006.

Geetha Nagaraj. *Write to Communicate*. New Delhi: Cambridge University Press (Foundation Books), 2009.

Dhanavel, S.P. *English and Soft Skills*. Hyderabad: Orient Blackswan, 2010.

Suresh Kumar, E & P. Sreehari. *Communicative English*. Hyderabad: Orient Blackswan, 2007.

Das, Bikram K. *Functional Grammar & Spoken and Written Communication in English*. Hyderabad: Orient Longman, 2010.

*Synergy: Communication in English and Study Skills*. Hyderabad: Orient Blackswan.

Joseph Gibaldi. *MLA Handbook for Writers of Research Papers*. Sixth edition. Delhi: First East- West Press Edition, 2004.

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**2. ENG(G)102 B.A. GENERAL ENGLISH PAPER II DRAMA, PROSE & LANGUAGE SKILLS (Not for Honours in English)**

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

**TO TEACH IN THE SECOND SEMESTER**

3 credits

Descriptive & objective/short answer type questions as indicated : 70 marks

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the students to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works, interpret the didactic value / moral in the literary writings, teach and revise remedial grammar/ structural approach to language learning and to teach theory and practice of creative writing, essay writing etc.

Unit I: Drama – 14 marks : 1 questions of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Shakespeare : *Twelfth Night*

Unit II: Prose- 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. C.F. Lamb : Albert Schweitzer
2. E.R. Braithwaite : Job Hunting
3. George Orwell : Shooting an Elephant
4. Marcel Jusod : The First Atom Bomb

Unit III: Language Skills - 14 marks : 1 question of 14 marks

1. Comprehension

Unit IV: Language Skills – 14 marks : 1 question of 14 marks

2. Essay

Unit V: - Creative Writing: 14 marks : 1 question of 14 marks

1. Writing Stories
2. Writing Poems

Recommended for Background reading :

C.A. Shephard & David Reid Thomas, *Grammar and Composition*, Orient Longman, 1977.

Michael Swan, *Basic English Usage*,

Vandana R. Singh. *The Written Word*. New Delhi: OUP, 2007.

David Morley. *Cambridge Introduction to creative writing*. New Delhi: Cambridge University Press,2010.

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**3. ALTE(BA) 103 B.A. ALTERNATIVE ENGLISH PAPER I (Poetry, Short Story & Composition)**

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

**TO TEACH IN THE THIRD SEMESTER**

Descriptive & objective/short answer type questions as indicated : 70 marks

3 credits

**Objectives:** The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works, interpret the didactic value/ moral in the literary writings, etc, teach and revise remedial grammar/ structural approach to language learning along with skills of composition like paragraph writing.

**Unit I: Poetry - 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.**

1. William Blake : The Tyger
2. P.B. Shelly: Ode to the West Wind
3. G.M. Hopkins : God's Grandeur

**Unit II: Poetry - 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.**

1. W.B. Yeats : A Prayer for My Daughter
2. T.S. Eliot : Journey of the Magi
3. Robert Frost: Stopping by the Woods on a Snowy Evening

**Unit III: Short Story - 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.**

1. Leo Tolstoy : The Imp and the Peasant's Bread
2. O' Henry : The Gift of the Magi

**Unit IV: Short Story - 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.**

1. Arthur Conan Doyle : A Case of Identity
2. Anton Chekov : The Bet

**Unit V: Composition - 14marks: 1question of 14 marks**

1. Paragraph Writing

**Recommended Texts :**

*NU Anthology of Poetry*, Published by Macmillan 2012.  
Vandana R. Singh. *The Written Word*. Delhi: OUP, 2007.

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100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

**TO TEACH IN THE SIXTH SEMESTER**

Descriptive & objective/short answer type questions as indicated : 70 marks  
3 credits

**Objectives:** The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc. and to teach and revise remedial grammar/ structural approach to language learning along with the principles and practice of précis writing.

**Unit I: Prose - 14 marks:** 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Osbert Sitwell : The Best Years of Life
2. George Bernard Shaw : The Religion of the Future

**Unit II: Prose - 14marks :** 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Somerset Maugham : Visit to the Pagodas
2. A.G. Macdonell: A Village Cricket Match

**Unit III: One Act Play - 14 marks:** 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Fritz Karinthy : *Refund*

**Unit IV: Poetry - 14 marks:** 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Nissim Ezekiel: Night of the Scorpion
2. Sarojini Naidu: Indian Weavers

**Unit V: Language Skills – 14 marks :** 1question of 14 marks

1. Précis Writing

**Recommended Texts:**

*NU Anthology of Prose & Short Stories*, Published by Macmillan, 2012.

*NU Anthology of Poetry*, Published by Macmillan, 2012.

Satyanarayan Singh, ed. *Selected One Act Plays*. Macmillian, 2009.

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100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

**TO TEACH IN THE FIRST SEMESTER**

Descriptive & objective/short answer type questions as indicated: 70 marks  
4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc. and to teach and revise approaches to research skills as prescribed in unit V.

Unit I: Poetry – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

Forms of Poetry: Lyric, Ode, Sonnet, Elegy, Idyll, Epic, Ballad, Satire (B.Prasad pp.5-41)  
Prosody: Versification and stanza forms (L.T. Lemon. pp. 51-62/ Bose & Sterling, pp.141-191))

Unit II: Poetry – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Shakespeare: Sonnet 29
2. John Donne : A Valediction: Forbidding Mourning
3. Milton : Lycidas

Unit III: Poetry – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Coleridge: Kubla Khan
2. John Keats: Ode to a Nightingale
3. Wordsworth : Three Years She Grew

Unit IV: Poetry – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Tennyson : Ulysses
2. G.M Hopkins : Pied Beauty
3. Thomas Hardy : The Darkling Thrush

Unit V: Language/ Research Skills – 14 marks : 2 questions of 7 marks

Assignment Writing: Assignments and term papers; scholarly style of writing; writing assignments and term papers; making notes and working bibliography; footnotes/end notes.

Recommended texts:

L.T. Lemon. *A Glossary for the Study of English*. New Delhi: OUP.  
B. Prasad. *A Background to the Study of English Literature*. Chennai: Macmillan.  
Bose & Sterling. *Rhetoric and Prosody*. Calcutta: Chuckeverthy, Chatterjee & Co, 1978.  
*NU Anthology of Poetry*, Published by Macmillan, 2012.  
Vandana R. Singh. *The Written Word*. Delhi: OUP, 2007.  
John Lennard. *The Poetry Handbook*. New Delhi: OUP, 2006.  
M.H. Abrams. *A Glossary of Literary Terms*. Prism India 6<sup>th</sup>/ 7<sup>th</sup> Edn.  
Liz Hamp-Lyons & Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. New Delhi: Cambridge University Press: 2006.  
Joseph Gibaldi. *MLA Handbook for Writers of Research Papers*. Sixth edition. Delhi: First East- West Press Edition, 2004.

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**6. ELENG 106 ELECTIVE ENGLISH PAPER II (Poetry & Applied Language Skills)**

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

**TO TEACH IN THE SECOND SEMESTER**

Descriptive & objective/short answer type questions as indicated : 70 marks  
4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc. and to teach and revise approaches to language skills like paraphrasing, annotating and analyzing beyond summarizing.

Unit I: Poetry – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. W.B. Yeats: Sailing to Byzantium
2. T.S. Eliot : The Love Song of J. Alfred Prufrock

Unit II: Poetry – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. W.H. Auden : September 1939
2. Dylan Thomas : Fern Hill

Unit III: Poetry – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Kamala Das: An Introduction
2. A.K. Ramanujan: Still Another View of Grace

Unit IV: Poetry – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Walt Whitman : In Paths Untrodden
2. Robert Frost : Spring Pools

Unit V: Language Skills – 14 marks : 1 question of 14 marks  
Paraphrasing

Recommended texts :

*NU Anthology of Poetry*, Published by Macmillan, 2012.

L.T. Lemon. *A Glossary for the Study of English*. New Delhi: OUP.

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**7. ELENG 107 ELECTIVE ENGLISH PAPER III (Drama & Language Skills)**

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

**TO TEACH IN THE THIRD SEMESTER**

Descriptive & objective/short answer type questions as indicated : 70 marks

4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc. and to teach and revise language skills like journalistic report writing, critical writing etc.

UNIT I: Introduction to Drama – 14 marks ) 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.  
Plot Construction, Characterization, Theme, Tragedy, Comedy, etc.

UNIT II: Drama – 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.  
1. Shakespeare : *Othello*

Unit III: Drama – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.  
1. Ben Jonson: *Volpone*

Unit IV: Drama – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.  
1. John Webster : *The White Devil*

Unit V: Language Skills – 14 marks : 1 question of 14 marks  
1. Journalistic Report Writing

**Recommended Reading:**

L.T. Lemon. *A Glossary for the Study of English*. New Delhi: OUP.  
 B. Prasad. *A Background to the Study of English Literature*. Delhi: Macmillan, 2000.  
 Stanley Wells (ed), *The Cambridge Companion of Shakespeare Studies*, CUP  
 A.C. Bradley, *Shakespearean Tragedy*, MacMillan, 1974.  
*NU Anthology of Prose and Short Stories*, MacMillan, 2012.  
 M.H. Abrams. *A Glossary of Literary Terms*. Prism India 6<sup>th</sup>/ 7<sup>th</sup> Edn.  
 Geeta Nagaraj. *Write to Communicate*. New Delhi: Cambridge University Press (Foundation Books), 2009.

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**8. ELENG 108 ELECTIVE ENGLISH PAPER IV (Fiction & Applied Language Skills)**

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

**TO TEACH IN THE FOURTH SEMESTER**

Descriptive & objective/short answer type questions as indicated : 70 marks  
4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc. and to teach and revise language skills like letter/application writing, critical comments, etc.

Unit I: Introduction to the Novel – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.  
Characterization, Plot Construction, Theme, Symbolism, Narrative Technique

Unit II: Fiction – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.  
1. Defoe : *Robinson Crusoe*

Unit III: Fiction – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.  
1. Jane Austen : *Emma*

Unit IV: Fiction – 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.  
1. Emily Bronte : *Wuthering Heights*

Unit V: Language Skills – 14 marks : 2 questions of 7 marks  
1. Letter writing/ Application writing with CV; Commercial letters.

**Recommended texts:**

L.T. Lemon. *A Glossary for the Study of English*. New Delhi: OUP.  
B. Prasad. *A Background to the Study of English Literature*. Chennai: Macmillan.  
M.H. Abrams. *A Glossary of Literary Terms*. Noida: Harcourt Asia Pte Ltd, 2000.  
John Richetti (ed), *Cambridge Companion to 18<sup>th</sup> Century Novel*,  
Edward Copeland & Juliet McMaster (ed), *Cambridge Companion to Jane Austen*,  
Vandana R. Singh. *The Written Word*. Delhi: OUP, 2007.  
R.K. Madhukar. *Business Communication*. New Delhi: Vikas Publishing House, 2005.  
Geeta Nagaraj. *Write to Communicate*. New Delhi: Cambridge University Press (Foundation Books), 2009.

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**9. ELENG 109 ELECTIVE ENGLISH PAPER V (Literary Criticism )**

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

**TO TEACH IN THE FIFTH SEMESTER**

Descriptive & objective/short answer type questions as indicated : 70 marks  
4 credits

Objectives: To make point wise summary of the views of the critics in the prescribed texts to understand and realize them in proper perspectives to apply them in analyzing the literary texts and to study history/ development of literary criticism and principles of practical criticism with application.

Unit I: Introduction to Literary Criticism –14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

(The students are to be given a brief account of the development of Criticism like : Background of English Criticism : The Greek Masters, Plato & Aristotle, Roman Classicists Horace, Quintilian, Longinus and Dante; , English Criticism: The battle of tastes, Triumph of Classicism, Romantic revolt, Victorian Compromise, Age of Interrogation. (ref: B. Prasad. *An Introduction to English Criticism*)

Unit II: Literary Criticism –14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Wordsworth : *Preface to the Lyrical Ballads*

Unit III: Literary Criticism – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Mathew Arnold : *Function of Criticism at the Present Time*

Unit IV: Practical Criticism – 14 marks : 1 question of 14 marks

1. Prose

Unit V: Practical Criticism – 14 marks : 1 question of 14 marks

1. Poetry

Recommended reading :

B. Prasad. *An Introduction to English Criticism*. Chennai: Macmillan.

Das & Mohanty, *Literary Criticism*, Calcutta:OUP, 1985.

I. A. Richards, *Practical Criticism*. London: Routledge & Kegan Paul, 1978.

V.S. Seturaman, C.T. Indra & T. Sriraman. Eds. *Practical Criticism*. Chennai: Macmillan, 2004.

Jonathan Culler, *Literary Theory*, OUP.

David Daiches, *Critical Approaches to Literature*

M.H. Abrams. *A Glossary of Literary Terms*. Noida: Harcourt Asia Pte Ltd, 2000.

Wilfred L. Guerin et al. *A Handbook of Critical Approaches to Literature*. New Delhi: OUP, 1999.

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**10. ELENG ELECTIVE ENGLISH PAPER VI**

**Option A**

**ELENG 110 American Literature (Poetry, Prose & Language Skills)**

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

**TO TEACH IN THE SIXTH SEMESTER**

Descriptive & objective/short answer type questions as indicated : 70 marks

4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, and to enthuse them to write literary essays on various aspects of literature.

Unit I: Poetry – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Walt Whitman : I Hear America Singing
2. Walt Whitman : When Lilacs Last in the Dooryard Bloomed

Unit II: Poetry – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Emily Dickinson: I Heard a Fly Buzz
2. Emily Dickinson : Because I could not Stop for Death

Unit III: Poetry – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Robert Frost : *The Road not Taken*
2. Robert Frost : *Birches*

Unit IV: Prose – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Ralph Waldo Emerson: *Nature*

Unit V: Language Skills – 14 marks (12 lectures) 1 question of 14 marks

1. Literary Essay Writing

**Recommended Reading:**

*NU Anthology of Prose & Short Stories*, Published by Macmillan, 2012.

*NU Anthology of Poetry*, Published by Macmillan, 2012.

W.H. Hudson. *A Background to the Study of English Literature*. Ludhiana: Kalyani Publishers, 1985.

W.R. Goodman. *Quintessence of Literary Essays*. New Delhi: Doaba House.

R.J.Rees. *English Literature*. New Delhi: Macmillan.

R.A. Scott-James. *Making of English Literature*. New Delhi: Macmillan.

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OR

**Option B**

**ELENG 111 Indian Writing in English (Poetry, Short Story & Language Skills)**

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

**TO TEACH IN THE SIXTH SEMESTER**

Descriptive & objective/short answer type questions as indicated : 70 marks

4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, and to enthuse them to write literary essays on various aspects of literature.

Unit I: Poetry – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Nissim Ezekiel: A Poem of Dedication
2. Jayanta Mahapatra: The Abandoned British Cemetery at Balasore

Unit II: Poetry – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Arun Kolatkar: The Railway Station
2. Keki N. Daruwalla: Wolf

Unit III: Poetry – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Dilip Chitre: Father Returning Home
2. Adil Jussawalla: Land's End

Unit IV: Short Story – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Jhumpa Lahiri: "Unaccustomed Earth"
2. Jhumpa Lahiri: "Hell – Heaven"  
(From Jhumpa Lahiri. *Unaccustomed Earth*. New Delhi: Random House India, 2008)

Unit V: Language Skills – 14 marks: 1 question of 14 marks

1. Literary Essay Writing

Recommended Reading:

Arvind Krishna Mehrotra. *The Oxford India Anthology of Twelve Modern Indian Poets*. New Delhi: OUP, 2003.

Jhumpa Lahiri. *Unaccustomed Earth*. New Delhi: Random House India, 2008.

*NU Anthology of Poetry*, Published by Macmillan, 2012.

W.H. Hudson. *A Background to the Study of English Literature*. Ludhiana: Kalyani Publishers, 1985.

W.R. Goodman. *Quintessence of Literary Essays*. New Delhi: Doaba House.

R.J.Rees. *English Literature*. New Delhi: Macmillan.

R.A. Scott-James. *Making of English Literature*. New Delhi: Macmillan.

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OR

Option C

ELENG 112 ELECTIVE ENGLISH PAPER VI (Commonwealth Literature: Poetry, Prose & Language Skills)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE SIXTH SEMESTER

Descriptive & objective/short answer type questions as indicated : 70 marks

4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, and to enthuse them to write literary essays on various aspects of literature.

Unit I: Poetry – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Judith Wright:: Legend
2. A. D. Hope: Australia

Unit II: Poetry – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Derek Walcott: Crusoe's Journal
2. Edward Kamau Brathwaite: Wings of Dove

Unit III: Poetry – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Margaret Atwood: Animals in that Country
2. Daniel David Moses: Inukshuk

Unit IV: Prose – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Bill Ashcroft, Gareth Griffiths and Helen Tiffin: "Post Colonial Reconstructions: Literature, Meaning, Value."  
(From their book *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*).

Unit V: Language Skills – 14 marks: 1question of 14 marks

1. Literary Essay Writing

Recommended Reading:

*NU Anthology of Prose & Short Stories*, Published by Macmillan, 2012.

*NU Anthology of Poetry*, Published by Macmillan, 2012.

W.H. Hudson. *A Background to the Study of English Literature*. Ludhiana: Kalyani Publishers, 1985.

W.R. Goodman. *Quintessence of Literary Essays*. New Delhi: Doaba House.

R.J.Rees. *English Literature*. New Delhi: Macmillan.

R.A. Scott-James. *Making of English Literature*. New Delhi: Macmillan.

Bill Ashcroft, Gareth Griffiths and Helen Tiffin: "Post Colonial Reconstructions: Literature, Meaning, Value."

*The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. Oxford: Oxford University Press.

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OR

Option D

ELENG 113 ELECTIVE ENGLISH PAPER VI (INDIAN WOMEN WRITING IN ENGLISH (Poetry, Fiction & Language Skills)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE SIXTH SEMESTER

Descriptive & objective/short answer type questions as indicated : 70 marks

4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, and to enthuse them to write literary essays on various aspects of literature.

Unit I: Poetry – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Kamala Das: Punishment in the Kindergarten
2. Eunice De Souza: Varca, 1942
3. Mamang Dai: River Poems

Unit II: Poetry – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Esther Syiem: Mylliem
2. Anupama Basumatary: Sculptor
3. Mona Zote: Homecoming

Unit III: Fiction – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Anita Desai : *Fire on the Mountain*

Unit IV: Fiction – 14 marks:1 question of 10 marks; 2 short answer questions of 2 marks each.

1. Namita Gokhale : *Shakuntala*

Unit V: Language Skills – 14 :1 question of 14 marks

1. Literary Essay Writing

Recommended Reading

*NU Anthology of Poetry*. Macmillan, 2012.

Kynpham Sing Nongkynrih & Robin S Ngangom. Ed. *Anthology of Contemporary Poetry From the Northeast..* Shillong: NEHU Publications, 2003.

W.H. Hudson. *A Background to the Study of English Literature*. Ludhiana: Kalyani Publishers, 1985.

W.R. Goodman. *Quintessence of Literary Essays*. New Delhi: Doaba House.

R.J.Rees. *English Literature*. New Delhi: Macmillan.

R.A. Scott-James. *Making of English Literature*. New Delhi: Macmillan.

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**11. ENG(H)114 PAPER VII (HISTORY OF ENGLISH LITERATURE) (This paper is compulsory)**

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

**TO TEACH IN THE FIRST SEMESTER**

Descriptive: 5X10=50; 4X5=20

4 credits

**Objectives:** To make close study of the development of the various forms of literature age-wise, contributions of minor and major authors and their works and to enumerate the literary terms and concepts developed by the authors in various ages. This paper will identify major trends of English Literature with emphasis on social conditions and culture during the Elizabethan Age and subsequent Ages as given below.

Unit I: Elizabethan Age – 14 marks : 1 question of 10 marks; 1 question of 4 marks

UNIT II: The Age of Dryden and Pope – 14 marks : 1 question of 10 marks; 1 questions of 4 marks

Unit III: The Romantic Movement – 14 marks : 1 question of 10 marks; 1 question of 4 marks

Unit IV: The Victorian Age – 14 marks : 1 question of 10 marks; 1 question of 4 marks

Unit V: Modern Age – 14 marks : 1 question of 10 marks; 1 question of 4 marks

**Suggested reading:**

William J. Long. *English Literature: Its History and Its Significance*. Books Way

Ifor Evans : *A Short History of English Literature*.

David Daiches : *A Critical History of English Literature*.

Legouis & Cazamian : *History of English Literature*.

Edward Albert, *History of English Literature*, OUP.

Compton-rickett. *History of English Literature*. New Delhi: UBS Publishers' Distributors (p) Ltd.

Sanders, Andrew, *Short Oxford History of English Literature*, OUP.

Drabble Margaret, *Concise Oxford Companion to English Literature*, OUP.

Bibhash Choudhury. *English Social and Cultural History*. New Delhi: Prentice Hall of India Pvt Ltd, 2005.

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**12. ENG(H) 115 PAPER VIII (HISTORY OF ENGLISH LANGUAGE & LITERARY TERMS) (This paper is compulsory)**  
100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

**TO TEACH IN THE SECOND SEMESTER**  
4 credits

**Objectives:** To make close study of the development of the English language and the influence of other languages on the English language, to enumerate the loan words, to study the literary terms, forms and concepts thoroughly and to study English Phonetics and practice Phonetic transcription.

**Unit I: History of English Language – 14 marks:** 1 question of 10 marks; 1 question of 4 marks  
a) Old English, b) Middle English, c) Modern English

**Unit II: History of English Language – 14 marks :** 1 question of 10 marks; 1 question of 4 marks  
a) Scandinavian elements in English b) French influence in English c) Latin influence in English d) Greek influence in English e) Indian elements in English f) Difference between British and American English.

**Unit III: History of English Language – 14 marks :** 1 question of 10 marks; 1 question of 4 marks  
a) Word making in English b) Semantics c) Historical development of English grammar.

**Unit IV: Literary & Critical Terms – 14 marks :** 2 Short Notes of 7 marks each.  
1) Blank Verse 2) Conceit 3) Theme & Motif 4) Dramatic Monologue 5) Free Verse 6) Heroic Couplet 7) Allegory 8) Comedy of manners 9) Comedy of Humours 10) Heroic drama 11) Melodrama 12) Poetic Justice 13) Narrative Technique 14) Metaphor & Simile 15) Stream of Consciousness 16) Expressionism 17) New Criticism 18) Touchstone 19) Reader-Response Criticism 20) Negative Capability 21) Dissociation of Sensibility 22) Surrealism 23) Objective correlative 24) Symbolism 25) Paradox 26) Figures of Speech 27) Personification 28) Myth 29) Onomatopoeia 30) Deconstruction.

**Unit V : Phonetics – 14 marks (to transcribe 6 words: 6X1=6marks & 2 short note of 4 marks=8marks)**  
a) Linguistics & Phonetics b) Phonetics & Phonology c) The organs of speech d). Vowel and consonant sounds e) Phonetic symbols f) Transcription.

**Suggested reading:**

Jespersen : *Growth and Structure of English Language*

Simeon Potter : *Our Language*;

Indraneel Ghosh. *History of English Language: A Critical Companion*. New Delhi: Worldview Publications, 2004.

F.T. Wood : *An Outline History of English Language*

C.L. Barber : *The Story of English*

*Concise Oxford Companion to English Language*, OUP.

R.N. Roy, *A History of English Language*, A. Mukherjee Pvt. Ltd., Calcutta.

Daniel Jones, *An Outline of English Phonetics*.

A.C. Gimson, *An Introduction to the Pronunciation of English*.

Kansakar, T.R. *A Course in English Phonetics*. Hyderabad: Orient Blackswan, 1998.

T. Balasubramanian, *A Text Book of English Phonetics for Indian Students*.

----- *English Phonetics for Indian Students (A Workbook)*

Gimson, *English Pronouncing Dictionary*.

J.A., Cuddon, *A Dictionary of Literary Terms*.

Chris Baldick, *The Concise Oxford Dictionary of Literary Terms*.

M.H. Abrams. *A Glossary of Literary Terms*. Noida: Harcourt Asia Pte Ltd, 2000.

John Peck & Martin Coyle, *Literary Terms and Criticism*.

Ross Murfin & Supryia, *The Bedford Glossary of Critical and Literary Terms*.

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**13. ENG(H)116 PAPER IX (WRITING IN ENGLISH FROM NAGALAND) (This paper is compulsory)**

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

**TO TEACH IN THE THIRD SEMESTER**

Descriptive & short answer type questions as indicated : 70 marks

4 credits

**Objectives:** The teachers are to give the students the bio-details of the authors, and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc.

Unit I : 14 marks: 1 question of 10 marks 1 question of 4 marks

(The teacher is to give the students an outline of the development of the particular genre and background of the author from relevant sections of the recommended books).

1. The Naga Ethnic, Political and Literary World (Sanjay Hazarika. *The Strangers of Mist*. Penguin, 1996; Temsula Ao. *The Ao Naga Oral Tradition*. Baroda: Bhasha Publications, 1999; Inato Yekhetto Shikhu. *A Rediscovery and Rebuilding of Naga Cultural Values*. New Delhi: Regency Publications, 2007).

Unit II: Short Stories – 14 marks: 1 question of 10 marks, 1 question of 4 marks

Following 4 Stories from Temsula Ao's *These Hills Called Home* (New Delhi: Zubaan, Penguin, 2006)

1. The Jungle Major
2. The Pot Maker
3. The Old Man Remembers
4. A New Chapter

Unit III: Novel – 14 marks :1 question of 10 marks; 1 question of 4 marks.

1. Easterine Iralu: *A Terrible Matriarchy* (New Delhi: Zubaan, 2007)

Unit IV: Poetry – 14 marks : 1 question of 10 marks; 1 question of 4 marks.

(Selected from *The Nagaland University Anthology of Poetry*. New Delhi: Macmillan.)

1. Nini Lungalang: Mirror
2. Nini Lungalang: Greeting, Pain

Unit V: Unit IV: Poetry – 14 marks : 1 question of 10 marks; 1 question of 4 marks.

1. Monalisa Changkija: Cain's Shoes
2. Monalisa Changkija: May be

Recommended reading:

Sanjay Hazarika. *The Strangers of Mist*. New Delhi: Penguin, 1994. (pp.86-110).

Temsula Ao. *The Ao Naga Oral Tradition*. Baroda: Bhasha Publications, 1999.

Inato Yekhetto Shikhu. *A Rediscovery and Rebuilding of Naga Cultural Values*. New Delhi: Regency Publications, 2007

*Fables from the Misty Mountains: Folklore of the Nagas* Published by Govt. of Nagaland, Deptt. Of Art & Culture in Collaboration with Red River, LBS, Publications, Guwhati 2009.

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**14. ENG(H)117 PAPER X (DRAMA& COMPOSITION) (This paper is compulsory)**

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

**TO TEACH IN THE FOURTH SEMESTER**

Descriptive & short answer type questions as indicated : 70 marks

4 credits

**Objectives:** The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, and to teach the skills of composition and dialogue writing.

**Unit I: Aspects of Drama & Dramaturgy : 14 marks : 1 question of 10 marks; 1 question of 4 marks.**

(The teacher is to give the students an outline of the development of the particular genre and background of the particular age or author from relevant sections of the recommended books).

1. Dramatic Art, Dramatic Types, Dramatic devices (B. Prasad pp.106-139)

**Unit II – 14 marks : 1 question of 10 marks; 1 question of 4 marks.**

1. Sheridan: *The School for Scandal*

**Unit III: – 14 marks : 1 question of 10 marks; 1 question of 4 marks.**

1. Bernard Shaw : *Pygmalion*

**Unit IV: – 14 marks : 1 question of 10 marks; 1 question of 4 marks.**

1. T. S. Eliot : *Murder in the Cathedral*

**Unit V: Composition – 14 marks : 1 question of 14 marks**

1. Dialogue Writing

**Suggested reading:**

B. Prasad. *A Background to the Study of English Literature*. Delhi: Macmillan.

Vandana R. Singh. *The Written Word*. Delhi: OUP, 2007.

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**15. ENG(H)118 PAPER XI (FICTION & LANGUAGE SKILLS) (This paper is compulsory)**

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

**TO TEACH IN THE FIFTH SEMESTER**

Descriptive: 7X10=70  
4 credits

**Objectives:** The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, and to teach them skills of composition and book review.

**Unit I: – 14 Marks : 1 question of 10 marks; 1 question of 4 marks.**  
(The teacher is to give the students an outline of the development of the particular genre and background of the particular age or author from relevant sections of the recommended books).

1. Aspects of Fictional writing: The Novel & The Short Story

**Unit II: – 14 Marks : 1 question of 10 marks; 1 question of 4 marks.**

1. Charles Dickens: *Hard Times*

**Unit III: – 14 Marks : 1 question of 10 marks; 1 question of 4 marks.**

1. Thomas Hardy : *Jude the Obscure*

**Unit IV – 14 Marks :1 question of 10 marks; 1 question of 4 marks.**

1. Virginia Woolf : *Mrs. Dalloway*

**Unit V: Language Skills – 14 Marks : 1 question of 14 marks**

- 1 Book Review

**Books recommended:**

E.M. Forster. *The Aspects of Novel*. London: Edward Arnold, 1927.

W.H. Hudson. *A Background to the Study of Literature*. Kalyani pub, Ludhiana. 1985.

B. Prasad. *A Background to the Study of English Literature*. Macmillan.

R.J. Rees. *English Literature*. OUP.

Jeremy Hawthorn. *Studying the Novel*. New Delhi: Universal Book Stall, 1992.

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**16. ENG(H)119 PAPER XII (LITERARY CRITICISM) (This paper is compulsory)**

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

**TO TEACH IN THE FIFTH SEMESTER**

Descriptive: 5X14=70

4 credits

**Objectives:** To make point wise summary of the views of the critics in the prescribed texts and to understand and realize them in proper perspectives to apply them in analyzing the literary texts and study the history of Literary Criticism.

**Unit I : 14 marks : 1question of 14 marks**

1. Why study Literary Criticism?

**Unit II : – 14 marks : 1 question of 14 marks**

1. Introduction to Modern Criticism: (The students are to be instructed briefly on the following a) Twentieth Century I & Twentieth Century II from Harry Blamires, *A History of Literary Criticism*, pp. 303-380).

**Unit III : – 14 marks : 1 question of 14 marks**

1. T.S. Eliot : *The Function of Criticism*

**Unit IV: – 14 marks : 1 question of 14 marks**

1. Cleanth Brooks : *The Language of Paradox*

**Unit V : – 14 marks : 1 question of 14 marks**

1. F.R. Leavis : *Keats*

**Recommended reading :**

*NU Anthology of Prose & Short Stories*, Published by Macmillan, 2012.

Harry Blamires. *A History of Literary Criticism*. New Delhi: Macmillan, 2001.

Das & Mohanty, *Literary Criticism*, Calcutta: OUP, 1985.

I. A. Richards, *Practical Criticism*. New Delhi:Allied Publishers, 1987.

Guerin, *A Handbook of Critical Approaches to Literature*, OUP.

Jonathan Culler, *Literary Theory*, OUP. 1997.

David Daiches, *Critical Approaches to Literature*.

I A Richards, *Principles of Literary Criticism*.

W.R. Goodman. *Contemporary Literary Theory*. New Delhi: Doaba Publications, 2004.

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**17. ENG(H) 120 PAPER XIII (LITERARY THEORY) (This paper is compulsory)**

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

**TO TEACH IN THE SIXTH SEMESTER**

Descriptive: 5X14=70

5 credits

**Objectives:** To make point wise summary of the views of the critics in the prescribed texts and to understand and realize them in proper perspectives to apply them in analyzing the literary texts.

Unit I: – 14 Marks (15 lectures) 1 question of 14 marks.

1. Modernism

Unit II: – 14 marks : 1 question of 14 marks

1. Post Modernism

Unit III: – 14 marks : 1 question of 14 marks.

1. Structuralism

Unit IV: -14 marks : 1 question of 14 marks.

1. Post Structuralism

Unit V: -14 marks : 1 question of 14 marks.

1. Deconstruction

*(To focus on Meaning, Features and Literary Perspective)*

**Recommended reading:**

Das & Mohanty, *Literary Criticism*, Calcutta:OUP, 1985.

I. A. Richards, *Practical Criticism*

Guerin, *A Handbook of Critical Approaches to Literature*, OUP.

Jonathan Culler, *Literary Theory*, OUP.

David Daiches, *Critical Approaches to Literature*

Avik Gangopadhyay, *Literary Theories and Criticism Beyond Modernism*, Kolkata: Books Way, 2005.

Dennis Walder(ed), *Literature in the Modern World: Critical Essays & Documents*, Oxford: Oxford University Press, 2004.

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**18. ENG(H): PAPER XIV**

**Option A**

**(i) ENG(H)121 American Literature (Fiction & Drama)**

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

**TO TEACH IN THE SIXTH SEMESTER**

Descriptive: 5X14=70  
4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc.

Unit I : 14 marks : 1 question of 14 marks

(The teacher is to give the students an outline of the development of the particular genre and background of the particular age or author from relevant sections of the recommended books).

- 1. History of American Fiction & Drama

**FICTION**

Unit II: Fiction– 14 marks : 1 question of 14 marks

- 1. Toni Morrison: *The Bluest Eye*

Unit III: Fiction – 14 marks : 1 question of 14 marks

- 1. Ernest Hemingway: *A Farewell to Arms*

**DRAMA**

Unit IV: Drama – 14 marks: 1 question of 14 marks.

- 1. Eugene O’Neil: *The Hairy Ape*

Unit V: Drama – 14 marks : 1 question of 14 marks.

- 1. Arthur Miller: *Death of a Salesman*

**Recommended Reading:**

Lawrence Shaffer. *History Of American Literature And Drama*. New Delhi: Sarup & Sons 2000.  
Richard Foster. Ed. *Six American Novelists of the 19<sup>th</sup> Century*. Ludhiana: Lyall Book Dept, 1968.  
C.D. Narasimhaih. Ed. *Student’s Handbook of American Literature*. Ludhiana: Kalyani Publishers, 1997.  
Thomas Porter. *Myth and Modern American Drama*. Ludhiana: Kalyani Publishers, 1971.  
B.M. Bhalla. Ed. *20<sup>th</sup> Century American Novel*. Ludhiana: Kalyani Publishers, 1981.

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**OR**

**Option B**

**(ii) ENG(H)122 Indian Writing in English (Fiction & Drama)**

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

**TO TEACH IN THE SIXTH SEMESTER**

Descriptive: 5X14=70  
4 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc.



Unit I: 14 marks : 1 question of 14 marks

(The teacher is to give the students an outline of the development of the particular genre and background of the particular age or author from relevant sections of the recommended books).

1. History of Indian English Fiction & Drama

#### FICTION

Unit II: – 14 marks : 1 question of 14 marks

1. R. K Narayan: *Swami and Friends*

Unit III: – 14 marks : 1 question of 14 marks

1. Kiran Desai : *Inheritance of Loss*

#### DRAMA

Unit IV : - 14 marks: 1 question of 14 marks.

1. Vijay Tendulkar: *Kamala*  
(from Vijay Tendulkar. *Five Plays*. New Delhi: OUP, 2007)

Unit V : - 14 marks: 1 question of 14 marks.

1. Mahesh Dattani: *Tara*  
(from Mahesh Dattani. *Collected Plays*. New Delhi: Penguin Books, 2000.)

#### Recommended Books:

K.R. Srinivasa Iyengar. *Indian Writing in English*. New Delhi: Sterling Publishers, 1987.

M.K. Naik. *A History of Indian English Literature*. New Delhi: Sahitya Akademi, 1981.

M.K. Naik & S.A. Narayan. *Indian English Literature: 1980-2000*. New Delhi: Pencraft International, 2001.

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OR

Option C

(iii) ENG(H)123 Commonwealth Literature (FICTION)

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

#### TO TEACH IN THE SIXTH SEMESTER

Descriptive: 5X14=70

4 credits

**Objectives:** The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc.

Unit I: 14 marks : 1 question of 14 marks.

(The teacher is to give the students an outline of the development of the particular genre and background of the particular age or author from relevant sections of the recommended books).

1. History of Commonwealth Fiction & Drama

#### FICTION

Unit II: – 14 marks : 1 question of 14 marks

1. Chinua Achebe: *Things Fall Apart*

Unit III: – 14 marks : 1 question of 14 marks

1. Alan Paton: *Cry, The Beloved Country*

#### DRAMA

Unit IV: 14 marks: 1 question of 14 marks.

1. Girish Karnard : *Wedding Album* marks  
(Girish Karnard. *Wedding Album*. New Delhi: OUP. 2009.)

Unit V: 14 marks: 1 question of 14 marks.

1. Badal Sircar : *Life of Bangla*  
(Badal Sircar. *Two Plays: Indian History Made Easy & Life of Bangla*. New Delhi: OUP,2010)

Books Recommended:

Trevor James. *English Literature from the Third World*. Essex: Longman, 1986.

B.K. Das. *Aspects of Commonwealth Literature*. New Delhi: Atlantic Publishers.

OR

Option D

(iv) ENG(H) 124 WRITING IN ENGLISH FROM NORTHEAST INDIA

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE SIXTH SEMESTER

Descriptive: 5X14=70

4 credits

100 marks : External marks: 70 (Pass mark: 28) Internal Assessment: 30 (Pass mark=12)

Objectives : Keeping in mind the ethnic, cultural, linguistic and literary diversity of the region this paper consists of a selection of writings by North-East writers in English. The teachers are to let students be aware of the multiplicity and variety of experience in the works of the writers and elucidate the text as per the objectives outlined).

UNIT-I : Short Stories : 14 marks : 1 question of 14 marks

1. Hope: Mitra Phukan
2. A "Happy Journey" for Mr. Ta En: W. Kharkrang
3. One Night : Keisham Priyokumar
4. Supping with the Spirits: Easterine Iralu  
(Selected from Kailash C. Baral. Ed. *Earth Songs: Stories from Northeast India*. New Delhi: Sahitya Akademi, 2005)

UNIT-II : Novel – 14 marks : 1 question of 14 marks

1. Dhruva Hazarika: *A Bowstring Winter* ( New Delhi:Penguin Books, 2006)

UNIT-III : Legends and Folktales: 14 marks : 1 question of 14 marks

1. Seven Clans
2. The Lost Manuscript
3. Ka Nam and the Tiger
4. The Man-eating Serpent, U Thlen
5. Legend of Ka Lidakha  
(Selected from: Khyngpham S. Nongkynrih : *Around the Hearth: Khasi Legends*. New Delhi : Penguin, 2007)

UNIT-IV : Legends and Folktales: 14 marks : 1 question of 14 marks

1. The Boy who fell from the Sky
2. The Strange Case of Kalen, the Hunter
3. The Silence of Adela and Kepi
4. Pinyar, the Widow
5. Small Histories Recalled in the Season of Rain

(Selected from: Mamang Dai : *The Legends of Pensam*. New Delhi: Penguin, 2006)

6. Fire and Water
7. How Pets Turned Wild
8. The Man Snake
9. Spirit, Tiger and man
10. Man Turns to Monkey

(Selected from *Fables from the Misty Mountains: Folklore of the Nagas* Published by Govt. of Nagaland, Deptt. of Art & Culture in Collaboration with Red River, LBS, Publications, Guwahati 2009)

UNIT-V : Poetry : 14 marks : 1 question of 14 marks

1. Stone People from Lumterok: Temsula Ao
2. Letter from Pahambir: Desmond L. Kharmawphlang
3. The Belt of the Spinning Wheel: trans. Pradip Acharya
4. When You Do Not Return: Robin S. Ngangom

Selected from *Dancing Earth : An Anthology of Poetry from North -East India*. Edited by Khynpham S. Nongkynrih and Robin S. Ngangon. New Delhi: Penguin Books, 2009.

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**19. ENG(BCM)125 : B.COM ENGLISH PAPER I (Prose, Composition &Grammar)**

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

**TO TEACH IN THE FIRST SEMESTER**

Descriptive & objective/short answer type questions as indicated : 70 marks

3 credits

**Objectives:** The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc. and to teach and revise remedial grammar/ structural approach to language learning.

**Unit I: Prose – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.**

1. Clarence B. Randal : Management Speaks to the Graduate
2. Lynn Doyle : Banking Without Blarney

**Unit II: Prose – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.**

1. Melvin Anshen : A Social Role for Business
2. Michael George : A Daily Newspaper

**Unit III: Prose – 14 marks : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.**

1. Daniel Defoe : The Balance Sheet of Robinson Crusoe
2. Sir. Harold Nicolson : This Modern World

**Unit IV: Composition – 14 marks : 1 question of 14 marks**

1. Comprehension

**Unit V: Grammar – 14 marks : objective 14 marks**

- i) Adjectives -7 marks; ii) Common Errors -7 marks.

**Texts Prescribed:**

*NU Anthology of Prose and Short Stories.* New Delhi: Macmillan, 2012.

Wood, F.T, *A Remedial English Grammar for Foreign Students,* Macmillan.

Thomson & Martin, *Practical English Grammar,* OUP.

C.A. Shepherd & David Reid Thomas, *Grammar and Composition,* Orient Longman, 1977.

Vandana R.Singh. *The Written Word.* New Delhi: OUP, 2007.

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**20. ENG(BCM)126 : B.COM ENGLISH PAPER II (Drama, Commercial Correspondence & Grammar)**

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

**TO TEACH IN THE SECOND SEMESTER**

Descriptive & short answer type questions as indicated : 70 marks

3 credits

Objectives : The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language/ prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings. To train the students in commercial written communication skills by various kinds of correspondence / letter writing etc. by exposing them to various situations of communications/ correspondences

Unit I: 14 marks One-Act Play : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.  
1. Norman Mckinnel - *The Bishop's Candlesticks*

Unit II : 14 marks One-Act Play : 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.  
1. A.A. Milne – *The Ugly Duckling*

Unit III : 14 marks Short Story - 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.  
1. Leo Tolstoy : *The Imp and the Peasant's Bread*  
2. O' Henry : *The Gift of the Magi*

Unit IV: Commercial Correspondence 14 marks: 2 questions of 7 marks each

1. Application for a Situation
2. Circular Letters
3. Sales Letters
4. Trade Enquiries
5. Offers and Quotations
6. Trade Order
7. Confirmation of orders
8. Banking Letters
9. Collection Letters
10. Complaints and their adjustments

Unit V: Grammar : 14 marks : Objective questions for 14 marks  
Articles 7 marks, Prepositions 7 marks

Recommended for reading:

Satyanarayanan Singh, ed. *One Act Plays*. Chennai: Macmillan, 2006.

R.S.N. Pillai & Bagavathi. *Modern Commercial Correspondence*. New Delhi: S. Chand & Co., 2006.

R.K. Madhukar. *Business Communication*. New Delhi: Vikas Publishing House, 2005.

Wood, F.T, *A Remedial English Grammar for Foreign Students*, Macmillan.

Thomson & Martin, *Practical English Grammar*, OUP.

C.A. Shepherd & David Reid Thomas, *Grammar and Composition*, Orient Longman, 1977.

Vandana R.Singh. *The Written Word*. New Delhi: OUP, 2007.

Dhanavel, S.P. *English and Soft Skills*. Hyderabad: Orient Blackswan, 2010.

Suresh Kumar, E & P. Sreehari. *Communicative English*. Hyderabad: Orient Blackswan, 2007.

Das, Bikram K. *Functional Grammar & Spoken and Written Communication in English*. Hyderabad: Orient Longman, 2010.

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**21. ALTE(BCM)127 : B.COM ALTERNATIVE ENGLISH PAPER I ( For B.Com Pass & Honours Courses) (Poetry, Prose, Short Stories, Essays & Composition)**

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

**TO TEACH IN THE THIRD SEMESTER**

Descriptive & Objective/short answer type questions as indicated : 70 marks 3 credits

Objectives : To train the students in written communication skills and analysis of literary texts.

Unit I: Poetry: 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. The Managers: W.H. Auden
2. The Express : Stephen Spender

Unit II: Prose: 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Herman Wouk – A Talk on Advertising
2. L Engels et al. – The stock Exchange Welcomes You

Unit III: Short Stories: 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Arthur Conan Doyle : A Case of Identity
2. Anton Chekov : The Bet

Unit IV: Commercial Essays: 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Company Report: Philip Binham
2. Making a Contract : Philip Binham

Unit V: Composition 14 marks : 1 question of 14 marks

1. Essay

Prescribed Texts:

*NU Anthology of Prose & Short Stories*, Published by Macmillan, 2012.

*NU Anthology of Poetry*, Published by Macmillan, 2012.

Vandana R. Singh. *The Written Word*. Delhi: OUP, 2007.

Watkins ,F.C. & Dillingham, W.B., *Practical English handbook*, All India Publishers, Chennai, 1998.

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**22. ALTE(BCM)128 : B.COM ALTERNATIVE ENGLISH PAPER II ( For B.Com Pass & Honours Courses) (Short Stories, Prose, Communication Skills & Grammar)**

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours  
Descriptive & Objective/short answer type questions as indicated : 70 marks

**TO TEACH IN THE SIXTH SEMESTER**

3 credits

Objectives: The teachers are to give the students the bio-details of the authors, the background of the age/ time and elucidate the works of the prescribed authors in simple language, give meanings of the words/ allusions and teach the scholars to write reference to contexts, prepare glossary from the text and find out the philosophy of life in the works and interpret the didactic value/ moral in the literary writings, etc. and to teach and revise remedial grammar/ structural approach to language learning.

Unit I: Short Stories: 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Somerset Maugham: The Lion's Skin
2. Katherine Mansfield: The Doll's House

Unit II: Short Stories : 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

- 1 O'Henry: The Last Leaf
2. Mark Twain: The 10,00,000 Bank Note

Unit III : Prose - 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Nirad C. Chaudhuri: Money and the Englishman
2. Thomas Henry Huxley: The Method of Scientific Investigation

Unit IV: Communication Skills 14 marks : 2 questions of 7 marks each

Advertisements: Sales ads, job vacancy, business offers etc.

Unit V: Grammar 14 marks : objective questions = 14 marks

Prefix - 7 marks; Suffix – 7 marks

Prescribed Texts:

*NU Anthology of Prose and Short Stories.* New Delhi: Macmillan, 2012.

M.G. Narasimha Murthy, ed. *Stories British and American.* Hyderabad: Orient Longman, 1994.

*Communication Skills.* Frank Bros & Co.

Dhanavel, S.P. *English and Soft Skills.* Hyderabad: Orient Blackswan, 2010.

Suresh Kumar, E & P. Sreehari. *Communicative English.* Hyderabad: Orient Blackswan, 2007.

Das, Bikram K. *Functional Grammar & Spoken and Written Communication in English.* Hyderabad: Orient Longman, 2010.

*Synergy: Communication in English and Study Skills.* Hyderabad: Orient Blackswan.

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**23. ENG(BSC/BCA)129 : B.SC./ BCA ENGLISH PAPER I**

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours  
3 credits

Descriptive & Objective/short answer type questions as indicated : 70 marks

**TO TEACH IN THE FIRST SEMESTER**

Introduction: The course is intended to give the first year science students a high level of competence in English with an emphasis on the study of English literary classics, applied grammar and composition. The students will be able to infer the meaning of words and phrases from the context, enrich their vocabulary, enhance their critical faculty, appreciate the various nuances of English grammar, and develop an effective writing skill. It is pitched at a level which the students may find challenging.

Objectives: To develop sensitivity to the literary and creative uses of the language; to develop the skills of interpretation through analysis of the writer's language; to develop familiarity with the poetic uses of language including features of language through which artistic effect is achieved; to provide a basic exposure to the short story genre in commonwealth literature; to relate it to their context and experience; to study formal and applied English grammar; to develop skills of reasoning, making inferences, judgment, and good writing.

UNIT I : Fiction : 14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Hemingway: *The Old Man and the Sea*

UNIT II: Poetry :14 marks: 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Alfred Tennyson: *Ulysses*
2. W.H. Auden: *The Unknown Citizen*
3. Robert Frost: *Birches*

UNIT III: Grammar : 14 marks - (7 question of 2 marks=14)

- i. Articles, ii. Prepositions, iii. Adjective, iv. Concord, v. Applied Grammar (Error correction of sentences)

UNIT IV: Composition: 14 marks - (1 question of 14 marks)

1. Letter Writing (Application with CV; Complaint & Business letters)

UNIT V: Composition : 14 marks - (1 question of 14 marks)

1. Essay Writing : To write an essay on a Descriptive/Narrative/Reflective/Expository/Imaginative topic in about 400 words

**Recommended Texts:**

*NU Anthology of Poetry*, Published by Macmillan, 2012.

R.K. Madhukar. *Business Communication*. New Delhi: Vikas Publishing House, 2005.

Wood, F.T, *A Remedial English Grammar for Foreign Students*, Macmillan.

Thomson & Martin, *Practical English Grammar*, OUP.

C.A. Shepherd & David Reid Thomas, *Grammar and Composition*, Orient Longman, 1977.

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**24. ENG(BSC/BCA)130 : B.SC/BCA ENGLISH PAPER II (Short Stories, Poetry, Grammar & Language Skills)**

100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours  
3 credits

Objectives: To teach the students compositional/ communicative skills and analysis of texts.  
Descriptive & Objective/short answer type questions as indicated : 70 marks

**TO TEACH IN THE SECOND SEMESTER**

Unit I: Short Stories (14 marks) 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Ruskin Bond: *The Thief*
2. Chinua Achebe: *Marriage is a Private Affair*
3. W. Somerset Maugham: *The Verger*

[From *NU Anthology of Prose & Short Stories 2012*]

Unit II: Drama (14 marks) 1 question of 10 marks; 2 objective/short answer questions of 2 marks each.

1. Fritz Karinthy: *Refund*
2. Norman McKinnel: *The Bishop's Candlesticks*

[From Satyanarain Singh. *Selected One Act Plays. Chennai: Macmillan, 2006.*]

Unit III: Grammar (14 marks: 7 questions of 2 marks each =14)

i. Pair of Words. ii. Idioms iii. Tenses iv. Modals v. Applied Grammar (Choosing of correct words given within brackets)

Unit IV: Composition (14 marks)

1. Comprehension (Reading & understanding of an unknown passage, vocabulary)

Unit V: Language Skills: (1 question of 14 marks)

1. Précis Writing

**Recommended Reading**

1. Green, David (1992) *Contemporary English Grammar Structures and Composition*. Calcutta: Macmillan.
2. Wren, P.C. & Martin, H. (1992) *High School English Grammar and Composition*. New Delhi: S. Chand & Co.
3. Quirk, Randolph & et al. (2010) *A Comprehensive Grammar of the English Language*. New Delhi: Pearson.
4. *The Nagaland University Anthology of Prose and Short Stories*. New Delhi: Macmillan.

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## VOCATIONAL SUBJECT OF FUNCTIONAL ENGLISH

1. To be Covered in Six Semesters
2. This is an elective Subject, however an individual college may restrict its combination with some other subjects depending on the institution's daily routine structure.
3. This subject can be taken by students of any stream (Arts, Commerce & Science). However, for Science Students, only those who do not have Honours in their subject combination may be allowed to take this Subject.
4. Students who graduate with this subject combination will be awarded a *Diploma in Vocational Subject of Functional English*
5. Mark Allotment :
  - a. Semester I – V : Theory 50% , Practical 50%
  - b. Semester VI: Entirely Practical 100%
  - c. In Semester I – IV all Exams and assessments for the 50% marks in Practical will be conducted in respective institutions (internally) .
  - d. In Semester VI (entirely Practical) 70% of marks is reserved for internal assessment and 30% for the Project Reports to be sent to University for external evaluation where, the Pass mark for both the evaluations (internal & external will be 40% i.e. 28 for internal and 12 for the external (Further details about Semester-VI is provided along with its course structure later)
  - e. Marks for each unit in all the 6 semesters is 20 Marks (inclusive of external & internal). Out of this, the Marks for the External and Internal assessment is 10:10. Since the entire Practical marks is under Internal Assessment, only the other 10 marks for Theory is divided into 7:3 for External and Internal respectively ( i.e. in 70% : 30% division formula so that the total marks for External Examination in a Semester is 35 only (7marks x 5 units).
6. Each Semester has 4 credits
7. Individual College may offer certain portions of this syllabus to non collegiate persons for English proficiency as Extension service and thereafter award them testimonial certificates.
8. Practical Examination: Except for Semester VI, all practical exams can be internally conducted in respective colleges in consultation with the University authority. However External Invigilator(s) may be invited by the institution in consultation with the university or sent by the university for certain semester examination as and when deemed necessary.

**SEMESTER ONE**  
**FUNENG 131: FUNCTIONAL ENGLISH PAPER I**  
**Communicative English - 1**

- **Objective:** *To enable the learners to be fluent in English pronunciation and to acquire a sound knowledge of major style and regional varieties of English*
- **Mark allotment : Full Marks : 100**  
Theory : 50 (70% for External and 30% for Internal Assessment)  
Practical : 50 (Entirely Internal)  
Pass mark : 40 % in every category of Assessment (i.e. Theory, Practical, External, Internal)
- 4 credits
- Duration of External Examination ( i.e. 70% of theory) : 3 Hours
- To obtain the Degree/Diploma Students will have to secure the pass marks in all the categories of assessment

**Unit –I**  
**English Phonetics-1**  
**(20 Marks = Theory 10 + Practical 10)**

**Theory: 10 Marks (7 for external + 3 for internal)**

- a) Organs of Speech and Speech mechanism
- b) Sounds & symbols of Vowels, Consonants & Diphthongs

**Practical: 10 Marks (to conduct internally)**

- a) Reading for fluency
- b) Intensive drilling for production of individual sounds, words & sentences in English
- c) Phonetic transcription (of simple and individual words/characters)

**Unit – II**  
**English phonetics-2**

**Theory: 10 Marks (7 for external + 3 for internal)**

- a) Assimilation, elision, stress
- b) The Syllable
- c) Description and analysis of Sounds in English

**Practical: 10 Marks (to conduct internally)**

- a) Proper Application and use of Assimilation, Elision, Stress, the Syllable and the Sounds of English in speaking
- b) Advance Phonetic transcription (of Sentences and paragraphs) in written

**Unit – III**  
**English phonetics-3**

**Theory: 10 Marks (7 for external + 3 for internal)**

- a) Intonation
- b) Rhythm in connected sentences
- c) Common errors

**Practical: 10 Marks (to conduct internally)**

- a) Proper Application and use of Intonation, Rhythm in connected sentences
- b) Explanation and correction of Common errors in pronouncing English words

**Unit – IV**  
**Style and Varieties of English-1**

**Theory: 10 Marks (7 for external + 3 for internal)**

- a) Varieties of English: *British, American and Indian English*
- b) Standard English (as opposed to non standard variety e.g. slang, cockney etc.)

Practical: 10 Marks (to conduct internally)

- a) Differentiating and applying varieties of English discussed in theory section

Unit – V  
Style and Varieties of English-2

Theory: 10 Marks (7 for external + 3 for internal)

- a) Written and Spoken English  
b) Formal and Informal English  
c) Figures of Speech : (*Anticlimax, Antithesis, climax, Euphemism, pun, paradox, simile, synecdoche, irony, metaphor, metonymy, oxymoron, allegory, archaism, hyperbole, alliteration, rhyme, rhetorical question, anaphora, epiphora, tautology, enallage, ellipsis, syllepsis, inversion, hysteron, proteron*)

Practical: 10 Marks (to conduct internally)

- a) Practice & Application of the inputs provided in theory section

Reading list for First Semester

1. Adams, Royce. *Reading Skills: A Guide for Better Reading.*
2. Balasubramaniam, T. *A Textbook of English Phonetics for India Students.*
3. Balasubramaniam, T. *English Phonetics for Indian Students: A Work Book.*
4. Bansal, R. K & Harrison, J. B *Spoken English: A Manual of Speech & Phonetics.*
5. Jones, Daniel. *The Pronunciation of English.*
6. O'Connor, J. D. *Better English Pronunciation.*
7. Roach, Peter. *English Phonetics & Phonology.*
8. Warner, Alan. *A Short Guide to English Style.*
9. Fowler, H. W. *The King's English, 3<sup>rd</sup> ed.*
10. Gimson, A. C. *An Introduction to the Pronunciation of English, 2<sup>nd</sup> ed.*
11. Nicholson, Margaret. *A Dictionary of American-English Usage: Based on Fowlers' Modern English Usage.*
12. Wood, Frederick T. *Current English Usage: A Concise Dictionary.*

SEMESTER TWO  
FUNENG 132: FUNCTIONAL ENGLISH PAPER II  
Remedial Grammar

1. Objective: To enable learners to use English language grammatically and confidently especially in those areas where non native users of English face problems
2. Mark allotment : Full Marks : 100  
Theory : 50 (70% for External and 30% for Internal Assessment)  
Practical : 50 (Entirely Internal)  
Pass mark : 40 % in every category of Assessment (i.e. Theory, Practical, External, Internal)
3. 4 credits
4. Duration of External Examination ( i.e. 70% of theory) : 3 Hours
5. To obtain the Degree/Diploma Students will have to secure the pass marks in all the categories of assessment

Unit –I  
Remedial Grammar -1

Theory: 10 Marks (7 for external + 3 for internal )

- a) Verb – *Main verb, auxiliary verb, modal auxiliary, finite, non finite, anomalous finite, transitive, intransitive*

Practical: 10 Marks (to conduct internally)

- a) Analysis and application of Verb – its kinds and varieties as discussed in the theory section

Unit –II  
English Grammar -2

Theory: 10 Marks (7 for external + 3 for internal )

- a) Tenses – *their forms & different functions*  
b) Concord/ Agreement of Verb and Subject in Number and Person

**Practical:** 10 Marks (to conduct internally)  
a) Intensive training for correct application of knowledge gained in theory class.

**Unit –III  
English Grammar -3**

**Theory:** 10 Marks (7 for external + 3 for internal)  
a) Articles  
b) Question tags  
c) Confusion between Adjective & Adverb

**Practical:** 10 Marks (to conduct internally)  
Intensive training for correct application of items done in theory class.

**Unit-IV  
English Grammar -4**

**Theory:** 10 Marks (7 for external + 3 for internal)  
a) Case  
b) Active & passive voice  
c) Preposition (of positions, Place relations and other relations)

**Practical:** 10 Marks (to conduct internally)  
a) Intensive training for correct application of items done in theory class.

**Unit –V  
English Grammar -5**

**Theory:** 10 Marks (7 for external + 3 for internal)  
a) Simple, compound and Complex Sentence  
b) Punctuation  
c) Common errors  
d) Anglicisation of loan words in English (current and common items only)

**Practical:** 7 hrs. 10 Marks (to conduct internally)  
Intensive training for correct application of knowledge gained in theory class.

**READING LIST FOR SECOND SEMESTER**

1. Carey, G. V. *Punctuation*.
2. Christopheren, Paul & Arthur O. Sandved. *An Advanced English Grammar*.
3. Fries, Charles Carpenter. *The Structure of English: An Introduction to the Construction of English Sentences*.
4. Green, David. *Contemporary English Grammar*.
5. Krishnaswamy, N. *Modern English: A book of Grammar, Usage & Composition*.
6. Kumar, A. K. *Golden English Guide (A Guide with a Difference.)*
7. Leech, Geoffrey & Svartvik, Jan. *A Communicative Grammar of English*.
8. Morenberg, Max. *Doing Grammar*.
9. Strang, Barbara M. H. *Modern English Structure*.
10. Thomson, A. J & Martinet, A. V. *A practical English Grammar*.
11. Tregidgo, P. S. *Practical English Usage: for Overseas Students*.
12. Wood, Frederick T. *English Prepositional Idioms*
13. Wood, Frederick T. *A Remedial English Grammar for Foreign Students*.

## SEMESTER THREE

### FUNENG 133: FUNCTIONAL ENGLISH PAPER III Writing Skills

**Objective:** To enable learners to write in English effectively for various specific purposes

- **Mark allotment : Full Marks : 100**  
Theory : 50 (70% for External and 30% for Internal Assessment)  
Practical : 50 (Entirely Internal)  
Pass mark : 40 % in every category of Assessment (i.e. Theory, Practical, External, Internal)
- 4 credits
- Duration of External Examination ( i.e. 70% of theory) : 3 Hours
- To obtain the Degree/Diploma Students will have to secure the pass marks in all the categories of assessment

#### Unit –I Foundations of Writing Skills

**Theory:** 10 Marks (7 for external + 3 for internal)

- a) Planning and writing paragraphs
- b) Art & Style of Writing : Cohesion & Coherence, Idioms and phrases,
- c) Creative Writing ( Short story writing & Expansion of ideas)

**Practical:** 10 Marks (to conduct internally)

- a) Intensive practice of various forms of writing on the basis of theoretical inputs.

#### Unit –II Writing for Media

**Theory:** 10 Marks (7 for external + 3 for internal)

- a) Writing for News : Elements of news, Characteristics of news, Types of news, Difference between Newspaper and Radio & TV with reference to language
- b) Feature Writing
- c) Advertisement : Banners, Posters, pamphlets, Hoardings, Captions, invitations & Titles etc.

**Practical:** 10 Marks (to conduct internally)

- a) Intensive training in and practice of writing the items taught in the theory section; write the same in real life situations and maintain copies and clippings.

#### Unit –III Academic and Review Writing

**Theory:** 10 Marks (7 for external + 3 for internal )

- a) English for specific purposes (Introduction and a general overview) & Register
- b) Report writing
- c) Academic writing (Types and structure)

**Practical: 10 Marks (to conduct internally)**

- a) Intensive training and practice of various types of writing as taught in theory section and also maintain copies/clippings of actual writings in real life situations i.e. in Journals, newspapers etc.

**Unit –IV**

**Writing Letters and taking Minutes**

**Theory: 10 Marks (7 for external + 3 for internal)**

- a) Letter writing : *Business, Official, Personal (their nature, structure, features and format)*
- b) Letters to Editors : *Importance & Structure of the letters*
- c) Taking minutes and recording meeting proceedings

**Practical: 10 Marks (to conduct internally)**

- a) Intensive training and practice write out as taught in the theory section and also write them in real life situations and maintain copies/clippings of published items.

**Unit –V**

**Publication and Reviewing**

**Theory: 10 Marks (7 for external + 3 for internal)**

- a) Types of book and Parts of a book
- b) Book reviews: (Nature of Book review, Characteristics and purpose of book review, critical analysis of book contents)
- c) Critical analysis of various writings

**Practical: 10 Marks (to conduct internally)**

- a) Training and practice writing reviews and critical analysis of various written texts.

**READING LIST FOR THIRD SEMESTER**

1. Ahuja, B. N. *Theory & Practice of Journalism: Set to Indian Context.*
2. Ahuja, B. N. *A Concise Course in Reporting for Newspapers, Magazines, Radio and the T.V.*
3. Chander, Jagdish (ed.). *Creative English.*
4. Collins, V. H. *A Book of English Idioms.*
5. Collins, V. H. *Right Word, Wrong Word.*
6. Gowers, Ernest. *The Complete Plain Words.*
7. Hakemulder, Jan R & Jonge, Fay Ac de. *News Reporting & Editing.*
8. Hicks, Wynford & Holmes, Tim. *Subediting for Journalists.*
9. Hill, L. A & May, D. J. *Advanced Comprehension & Appreciation Pieces for Overseas Students.*
10. Kamath, M. V. *Professional Journalism.*
11. Kumar, A. K. *Golden English Guide (A Guide with a Difference).*
12. McNair, Brian. *News & Journalism in U.K: A Textbook.*
13. Neal, James M & Brown, Suzanne S *News writing & reporting*
14. Rau, M. Chalapathi. *Journalism & Politics.*
15. Shrivastava, K. M . *New reporting & Editing*
16. Vandana R Singh. *The Written Word.*
17. A Ashley. *The Oxford Handbook of Commercial Correspondence.*
18. Raman M & Sharma S. *Technical Communication.*
19. Jane Dorner. *Writing for the Internet.*
20. Judith Leigh. *CVs and Applications.*
21. MAK Halliday. *Spoken and Written Language.*
22. MAK Halliday, Ruqaiya Hasan. *Cohesion in English.* (English Language Series 9).

**SEMESTER FOUR**

**FUNENG 134: FUNCTIONAL ENGLISH PAPER IV  
Oral Communication**

**Objective:** To enable learners to use English fluently in oral communications

- **Mark allotment : Full Marks : 100**  
Theory : 50 (70% for External and 30% for Internal Assessment)  
Practical : 50 (Entirely Internal)  
Pass mark : 40 % in every category of Assessment (i.e. Theory, Practical, External, Internal)
- **4 credits**
- **Duration of External Examination ( i.e. 70% of theory) : 3 Hours**
- **To obtain the Degree/Diploma Students will have to secure the pass marks in all the categories of assessment**

**Unit –I  
Conversational English**

**Theory: 10 Marks (7 for external + 3 for internal)**

- Conversation (on formal & informal occasions - Nature, role, characteristics, techniques, procedures and decorum)**
- Oral Communication in various situations (Nature, role, characteristics, techniques, procedures and decorum)– In the Post Office, at the bank, at the worship place, receiving and seeing off a guest, at the travel agency, at the customs, at the international port, asking to pay, catching a train, booking a room at a hotel, making a telephone call, asking the time –time expression, buying & selling, at the air port, at the police station, making an apology, taking a taxi, at the clinics, making an appointment, at the chemists, at a dinner party, In the beauty parlour, at the restaurant, etc.**

**Practical: 10 Marks (to conduct internally)**

- Practice the items taught in theory class through Role Play, Simulation, Mock Programmes and apply them in Real Life Situations**

**Unit –II  
Public Speaking 1: Group Dynamics and Meetings**

**Theory: Mark : 10 (7 for external + 3 for internal)**

- Group discussion (Nature, role, characteristic, techniques, procedures, elements and decorum)**
- Debate(Nature, role, characteristic, techniques, procedures, elements and decorum)**
- Chairing and moderating meetings, group discussion etc. (Nature, role, characteristic, techniques, procedures, elements and decorum)**

**Practical: 10 Marks (to conduct internally)**

- Practice and perform activities in theory class through Role Play, Simulation, Mock Programmes and apply them in Real Life Situations**

**Unit –III  
Public Speaking 2: Seminars & Symposia**

**Theory Mark : 10 (7 for external + 3 for internal)**

- Seminars : Importance, nature, role, characteristic, techniques, procedures, elements and decorum**
- Symposia: Importance, nature, role, characteristic, techniques, procedures, elements and decorum**

**Practical: 10Marks ( to conduct internally)**



- a) Practice and perform activities in theory class through Role Play, Simulation, Mock Programmes and apply them in Real Life Situations

**Unit –IV**  
**Public Speaking 3: Teaching and Speech presentation**

**Theory: 10 Marks (7 for external + 3 for internal)**

- a) Teaching: *Importance, role, techniques, procedures & essential elements*  
b) Speech presentation ( Prepared & extempore, of various types) : *Importance, role, techniques, procedures & essential elements*

**Practical: 10 Marks (to conduct internally)**

- a) Practice and perform activities in theory class through Role Play, Simulation, Mock Programmes and apply them in Real Life Situations

**Unit –V**  
**Public Speaking-4: Hosting and attending**

**Theory: 10 Marks (7 for external + 3 for internal)**

- a) Programme/function hosting : *Importance, role, techniques, procedures & essential elements*  
b) Performing as receptionist in firms: *Importance, role, techniques, procedures & essential elements* .

**Practical: 10 Marks (to conduct internally)**

- a) Practice and perform activities in theory class through Role Play, Simulation, Mock Programmes and apply them in Real Life Situations

**READING LIST FOR THIRD SEMESTER**

1. Wood, Frederick T. *English Colloquial Idioms.*
2. G. K. Puri . *English Conversation Course For All.*
3. Krishna Mohan, Meera Banerji. *Developing Communication Skills.*
4. Krishna Mohan, N P Singh . *Speaking English Effectively.*
5. Mukti Sanyal, Promodini Varma. *English at the Workplace.*
6. Grant Taylor. *English Conversation Practice.*
7. Attarde I P. *Art Of English Conversation.*
8. Tina Kasloff Carver , Sandra Douglas Fotinos. *A Conversation Book 1: English in Everyday Life.*
9. Judith Leigh. *Organising and Participating in Meetings.*
10. Steven A. Beebe. *Public Speaking: An Audience-Centered Approach.*
11. Joseph A. DeVito. *Essential Elements of Public Speaking.*
12. Charles W. Koller. *How to Preach without Notes.*
13. James Edward Vaux. *Preaching: What to Preach, and How to Preach.*
14. Mark Bowden. *Winning Body Language.*
15. Oren Klaff . *Pitch Anything: An Innovative Method for Presenting, Persuading, and Winning the Deal.*
16. Lawrence S. Munson. *How to Conduct Training Seminars: A Complete Reference Guide for Training Managers and Professionals*

**SEMESTER FIVE**  
**FUNENG 135: FUNCTIONAL ENGLISH PAPER V**  
**Mass Communication and Broadcasting**

**Objective:** To provide the learners with an intensified training in the English language applying career avenues of Mass Communication and Broadcasting.

- **Mark allotment : Full Marks : 100**  
Theory : 50 (70% for External and 30% for Internal Assessment)  
Practical : 50 (Entirely Internal)  
Pass mark : 40 % in every category of Assessment (i.e. Theory, Practical, External, Internal)
- 4 credits
- Duration of External Examination ( i.e. 70% of theory) : 3 Hours
- To obtain the Degree/Diploma Students will have to secure the pass marks in all the categories of assessment

**Unit –I**  
**Radio & TV Broadcasting**

**Theory Mark : 10 (7 for external + 3 for internal)**

- a) Introduction to Mass Communication
- b) TV Broadcasting : *Introduction, Importance, Role, nature & essential elements*
- c) Radio broadcasting : *Introduction, Importance, Role, nature & essential elements*

**Practical: 10 Marks (to conduct internally)**

- a) Visit to TV Studios and Radio stations to familiarise the students with the functioning of studios with special reference to the role of Programme Presenters and write Reports thereof.

**Unit –II**  
**News casting**

**Theory: 10 Marks (7 for external + 3 for internal)**

**News casting on TV : *Importance, role, requisite traits and qualities of a Newscaster***

**Practical: 10 Marks ( to conduct internally)**

- b) Practice TV News casting

**Unit –III**  
**TV Programme Presentation**

**Theory: 10 Marks (7 for external + 3 for internal)**

- a) TV Programme presentation: Anchoring, Interviews & Interviewing, Talk Show - *Role, importance, techniques, procedure & requisite traits, personality*

**Practical: 10 Marks (to conduct internally)**

- a) Practice Anchoring, Interviews & Interviewing, Talk Show for TV shows subsequently perform in real life situations

**Unit –IV**  
**Radio Programme Presentation**

**Theory: 10 Marks (7 for external + 3 for internal)**

- a) Radio programme Presentation-1 : *News Reading, Radio talk*

Practical: 10 Marks (to conduct internally)

- a) Practice and act out Radio News Reading, Radio talk

Unit –V

Radio Programme Presentation

Theory: 10 Marks (7 for external + 3 for internal)

- a. Radio programme Presentation-2 : Radio drama, Disc Jokey (Role, Importance and requisite traits and elements)

Practical: 10 Marks (to conduct internally)

- a) Practice performing Radio drama, and as Disc Jokey

READING LIST FOR THIRD SEMESTER

1. Joshua Meyrowitz. *No Sense of Place-The Impact of Electronic Media on Social Behaviour.*
2. Wilpy, P & Conroy, A . *The Radio Handbook.*
3. S P Dhanavel. *English and Soft Skills.*
4. Fast Julius. *Body Language.*
5. Bleak M. *Journalistic Work and Television.*
6. Hagerman W L. *Broadcast Announcing.*
7. Hyde Stuart. *Television and Radio Announcing.*
8. Amal Datta. *Effects of Television and Viewers.*
9. Neeru Kapoor. *Television Advertising and Consumer Response.*
10. Sharda Kaushik. *Script to Screen: An Introduction to TV Journalism*
11. H.R Luthra. *Indian Broadcasting , New Delhi : Publications Division, 1986.*
12. Baruah, U.L. *This is All India Radio, Publications Division, New Delhi, 1983.*
13. Benson, W.A. *The Impact of Television.*
14. Halloran' J.D (Ed). *The Effects of Television.*
15. Masani, Mehra, *Broadcasting and People*
16. Ewbank Henry, Lawton Sherman P. *Broadcasting: Radio and Television.*

SEMESTER SIX

FUNENG 136: FUNCTIONAL ENGLISH PAPER VI

English in On the job Training

4 credits

Entirely practical for full Mark of 100

- a) Objective: To prepare the students for entering job markets according to their aptitude and interest
- b) In Unit I, II, III, and IV each student will be placed to work in one occupational job area under an established firm/ business establishment where English language is used/applied.
- c) The specific job may be to perform as one of the following: Tourist guide, Receptionist, Telephone attendant, Teacher, Programme/function Host/ Anchoring, Radio Announcer, Organising and presenting Talk Shows, Sports Commentator, Reporting etc.)
- d) This on the job training project will be carried out under the supervision of a teacher assigned by the Authority of concerned Institution.
- e) Each student is to submit a Report of the on the Job training so performed.
- f) The Project Report should be supported by authentication certificate from the concerned firm.
- g) If an appropriate firm cannot be found for a student to work in, the teacher-supervisor concerned will assign a suitable work for the student in question where the allotted credit hours will be wholly used.
- h) Under each unit a differed job should be assigned to each student.
- i) In Unit V each student will be required to write a Project Report in not less than 2000 words on a proposed occupation he/she would like/ plan to carry out after graduation. This report should contain, among other things, a proper discussion of rationale of the project, procedure for implementation, how the learning and training obtained in Vocational subject of Functional English is to be applied and how he/ she is to make an earning out of it.
- j) The Teacher-supervisor of each student will maintain a log book where the progress, participation and other comments on the performance of the student will be recorded.
- k) Examination/Evaluation : 70% of the marks is reserved for internal assessment and 30% for the Project Reports sent to University for external evaluation. The Pass mark for both the evaluations (internal & external will be 40% i.e. 28 for internal and 12 for the external
- l) Students will have to obtain pass marks in both internal and external assessment to pass the course.

## Choice Based Credit System Course (C.B.C.S) Optional Paper “PROFICIENCY IN ENGLISH”

### PROFENG 137: PROFICIENCY IN ENGLISH (C.B.C.S Optional Paper)

This is for non collegiate people and professionals who desire to improve their communicative skills in English. Any Affiliated Colleges of the University having the necessary infrastructure can offer this course.

Mark allotment : Full Marks : 100

Theory : 50 (70% for External and 30% for Internal Assessment)

Practical : 50 (Entirely Internal)

Pass mark : 40 % in every category of Assessment (i.e. Theory, Practical, External, Internal)

- 3 credits
- Duration of External Examination ( i.e. 70% of theory) : 3 Hours

To obtain the Degree/Diploma Students will have to secure the pass marks in all the categories of assessment

#### Unit I Phonetics: (theory & practical) 20 marks

Speech mechanism

Sounds & symbols of Vowels, Consonants & Diphthongs

Assimilation, elision, stress

The Syllable

Intonation

#### Unit II Regional Varieties of English: (theory & practical) 10 marks

Varieties of English: British, American and Indian English

Standard and non standard English;

Written and Spoken English; Formal and Informal English

#### Unit III Remedial Grammar: (theory & practical) 10 marks

To infinitive, transitive and intransitive verb

Tenses – their forms & different functions

Concord/ Agreement of Verb and Subject in Number and Person

Articles

Question tags

Forms and Functions in respect of few important/selected words/  
phrases sentences (e.g. Confusion between Adjective & Adverb) etc

Proper application of Passive sentences

#### Unit IV: Recent trends in English language development : (theory & practical) 10 marks

Anglicisation of loan words, etc

Etiquette and Techniques in oral communication

Common errors

#### Unit V Conversational English: (theory & practical) 20 marks

##### Theory

In the Post Office, at the bank, at the worship place, receiving and seeing off a guest, at the travel agency, at the customs, at the international port, asking to pay, catching a train, booking a room at a hotel, making a telephone call, asking the time – time expression, buying & selling, at the air port, at the police station, making an apology, taking a taxi, at the clinics, making an appointment, at the chemists, at a dinner party, In the beauty parlour, at the restaurant, etc.

##### Practical:

- b) Practice the items taught in theory class through Role Play, Simulation, Mock Programmes and apply them in Real Life Situations

##### Reading List :

Balasubramaniam, T. *A Textbook of English Phonetics for India Students*

Balasubramaniam, T. *English Phonetics for Indian Students: A work book*

Bansal, R. K & Harrison, J. B *Spoken English: A Manual of Speech & Phonetics*

Jones, Daniel. *The Pronunciation of English.*

O'Connor, J. D. *Better English Pronunciation*.  
Roach, Peter. *English Phonetics & Phonology*.  
Gimson, A. C. *An Introduction to the Pronunciation of English, 2<sup>nd</sup> ed.*  
Nicholson, Margaret. *A Dictionary of American-English usage: Based on Fowlers' Modern English Usage*.  
Wood, Frederick T. *Current English usage: A Concise Dictionary*.  
Christopheren, Paul & Arthur O. Sandved. *An Advanced English Grammar*.  
Fries, Charles Carpenter. *The Structure of English: An Introduction to the Construction of English Sentences*.  
Green, David. *Contemporary English Grammar*.  
Krishnaswamy, N. *Modern English: A book of Grammar, Usage & Composition*.  
Leech, Geoffrey & Svartvik, Jan. *A Communicative Grammar of English*.  
Wood, Frederick T. *A Remedial English Grammar for Foreign Students*.  
Krishna Mohan, Meera Banerji. *Developing Communication Skills*.  
Krishna Mohan, N P Singh. *Speaking English Effectively*.  
Grant Taylor. *English Conversation Practice*.  
Attarde I P. *Art Of English Conversation*.  
Steven A. Beebe. *Public Speaking: An Audience-Centered Approach*.  
Joseph A. DeVito. *Essential Elements of Public Speaking*.

+++++**THE END**+++++

SYLLABUS FOR  
UNDERGRADUATE COURSE  
(B.A PASS & HONOURS)

POLITICAL SCIENCE

NAGALAND UNIVERSITY  
Hqs: LUMAMI  
2012

POLITICAL SCIENCE B.A (Pass & Honours)

COURSE STRUCTURE

<b>COMPULSORY PAPERS FOR B.A (General&amp; Honours)</b>			
<b>Semester</b>	<b>Code No</b>	<b>Title</b>	<b>General/Honours</b>
Semester- I	POL-101	Political Theory: Ideas and Concepts (A)	General
	POL-102	Indian Political Thinkers	Honours
Semester-II	POL-201	Political Theory: Ideas and Concepts (B)	General
	POL-202	Western Political Thought	Honours
Semester-III	POL-301	Indian Government and Politics (A)	General
	POL-302	International Organisation	Honours
Semester-IV	POL-401	Indian Government and Politics (B)	General
	POL-402	International Politics	Honours
Semester-V	POL-501	Comparative Government and Politics	General
	POL-502	Issues in World Politics and ,one optional from Group (A)	Honours
	POL-503	Local Self Govt. in India	Honours
	POL-504	Human Rights	Honours
	POL-505	Women and Politics in India	Honours
Semester-VI	POL-601	Public Administration	General
	POL-602	Indian Administration and , one optional from Group (B)	Honours
	POL-603	Govt. and Politics of North-East India.	Honours
	POL-604	Conflict and Peace Studies	Honours
	POL-605	International Law	Honours
	POL-606	Project Paper	Honours

Note:

**In the 5<sup>th</sup> Semester, the students will take one Compulsory Honours Paper i.e**

POL-502: Issues in World Politics and one optional Honours Paper from Group (A), they are:

POL-503: Local Self Govt. in India.

POL-504: Human Rights.

POL-505: Women and Politics in India.

**In the 6<sup>th</sup> Semester the students will take one Honours Compulsory Paper i.e**

POL-602: Indian Administration Compulsory and one from Group (B), they are:

POL-603: Govt. and Politics of North-East India.

POL-604: Conflict and Peace Studies.

POL-605: International Law.

POL-606: Project Paper

In place of Optional Papers, College/Dept. may ask the student to do the project work relating to local/regional/national/international political issues. The report will be submitted well in advance before the end semester examination. The minimum pages of the report in form of dissertation should be at least 25 pages types in double space in A/4 size paper in 12 point font size

## DEPARTMENT OF POLITICAL SCIENCE

### POL/EL-101 POLITICAL THEORY: IDEAS & CONCEPTS (A)

**Course Rationale:** The course is designed to acquaint the students with the basic normative concepts and ideas of Political Theory.

**(Total Marks-100)**

UNIT	TITLE	CONTACT HRS	WEIGHT AGE
UNIT-I	MEANING,NATURE& SCOPE OF POLITICAL THEORY	13	20
UNIT-II	STATE: MEANING, ELEMENTS & ORIGIN	13	20
UNIT-III	LIBERTY, EQUALITY,RIGHTS MEANING, TYPES,THEORIES	16	20
UNIT-IV	LAW,JUSTICE,SOVEREIGNTY:MEANING,TYPES	13	20
UNIT-V	DEMOCRACY MEANING DIMENSIONS	13	20
	Total	68	100

### **References**

1. A. Appadorai, *Substance of Politics* World Press Ltd, 1989.
2. Amal Ray and Mohit Bhattacharya,*Political Theory: Institutions and Ideas -* The World Press Private Ltd.,Calcutta, 1988.
3. Baradat, *Political Ideologies: Their origins and impact.* PHI Publications, New Delhi.
4. H.J Laski, *A Grammar of Politics.* S. Chand & Company Ltd.New Delhi, 2000.
5. John Hoffman and Paul Graliam, *Introduction to political theory,* Pearson Education Ltd, 2007.
6. O.P Gauba, *An Introduction to Political theory,* Macmillan India Ltd, 2008.
7. Perter Harris, *Foundations of Political Science,*Oxford University press.
8. Prof. A.C. Kapoor, *Principles of Political Science,* Sterling Publishers PVT. Ltd.New Delhi, 2005.
9. R.C Agarwal, *Political Theory: Principles of Political Science,* S. Chand & Company Ltd. New Delhi, 2000.
10. Rajeev Bhargava and Asok Acharya, *Political Theory: An Introduction,* Pearson Education, 2008.



## **POL/HONS-102- INDIAN POLITICAL THINKERS**

**Course Rationale:** The paper highlights the main sources of the political tradition an ancient India and its development in modern times. It critically assesses the contribution of key ancient and modern Indian political thinkers and explains their relevance to contemporary times.

(Total marks-100)

UNIT	TITLE	CONTACT HRS	WEIGHTAGE
UNIT-I	MANU, KAUTILYA	13	20
UNIT-II	MAHATMA GANDHI, JAWAHARLAL NEHRU	16	20
UNIT-III	V.D SAVARKAR, SIR SYED AHMED KHAN	13	20
UNIT-IV	BHIM RAO AMBEDKAR, M.N ROY	13	20
UNIT-V	VINOBA BHAVE, JAI PRAKASH NARIAN	13	20
	Total	68	100

### **References**

1. A Raghuramaraju, *Debating Gandhi: A Reader*. Ed, South Asia Books, 2005.
2. A.Appadorai, *Indian Political Thinking through the Ages*, Khama Publishers, 1992
3. Anne Vergati, *Gandhian Philosophy: Its Relevance Today*, South Asia Books, 2008
4. B.N.Ray, *Gandhigiri: Satyagraha After Hundred Years*, South Asia Books,2005
5. Bidyut Chakravarty & Pandey, Rajendra Kumar, *Modern Indian Political Thought: Text and Context*, Sage Publications, Delhi, 2010
6. D.G. Dalton, *India's Idea of Freedom: Political Thought of Swami Vivekanand, Aurobindo Ghose, Mahatma Gandhi, Ravindra Nath Tagore*, Delhi Academic Press, 1982. Delhi 1991 explorations(eds) Sage publications New Delhi-2006
7. Iyer, Raghavan, *The Moral and Political Thought of Mahatma Gandhi*, Oxford University Press, 1978.
8. Mehta, V. R. and Thomas Pantham, *Political Ideas in Modern India: Thematic*
9. P.K. Jose, *Foundation of Gandhian Thought*, GPH Calicut.

10. Rodrigues, Valarian, (eds), the Essential Writings of B. R. Ambedkar, Oxford.
11. S. Narayanasamy, *The Sarvodaya Movement: Gandhian Approach to Peace and Non-Violence*, Mittal Publications, 2003
12. Thomas Pantham & Deutsch, Kenneth L, *Political Thought in Modern India*, Sage Publications, 1996.
13. Urmila Sharma & Sharma, S.K, *Indian Political Thought*, Atlantic Publishers, Delhi, 1996
14. V.P.Verma, *Modern Indian Political Thought*, Lakshmi Narain Aggarwal, 1996.
15. V.R.Mehta, *Foundations of Indian Political Thought*, Manohar Publications, 1992
16. Wendy, Donigar and Brain K. Smith, the Laws of Manu, Penguin Publications,

## **POL/EL-201 POLITICAL THEORY: IDEAS & CONCEPTS (B)**

**Course Rationale:** The course is intended at acquainting the students with the contemporary concepts of Political Theory. **(Total Marks-100)**

UNIT	TITLE	CONTACT HRS	WEIGHT AGE
UNIT-I	LIBERALISM, MARXISM, SOCIALISM	16	20
UNIT-II	: POWER, LEGITIMACY AND AUTHORITY	13	20
UNIT-III	REVOLUTION, POLITICAL OBLIGATION AND RESISTANCE	12	20
UNIT-IV	NATION, NATIONALISM, IMPERIALISM	14	20
UNIT-V	GLOBALISATION: MEANING, AGENTS & IMPACT	13	20
	Total	68	100

### **References**

1. Adrian Leftwich (ed.) *Political Theory Today*, Cambridge: Polity Press, 1991.
2. Adrian Leftwich (ed.) *What is Politics: The Activity and its Study*, Oxford, Basil Blackwell
3. Andrew Hacker, *Political Theory: Philosophy, Ideology and Science*, Toronto, Macmillan, 1961.
4. David Held, *Political Theory and the Modern State*, London, Polity, 1994.
5. Norman P Barry, *An Introduction to Modern Political Theory*, London, Macmillan, 1988.
6. O. P. Gauba, *An Introduction to Political Theory*, New Delhi, Macmillan, 1981.
7. Rajeev Bhargava & Ashok Acharya (ed.) *Political Theory: An Introduction*, New Delhi, Pearson Education, 2008.
8. Rajeev Bhargava, *What is Political Theory and Why do We need it*, New Delhi, OUP, 2010.
9. Sushila Ramaswamy, *Political Theory: Ideas and Concepts*, New Delhi, Macmillan, 2003.
10. Will Kymlicka, *Contemporary Political Philosophy: An Introduction*, Oxford, Clarendon, 1990.

## POL/HONS-202- WESTERN POLITICAL THOUGHT

**Course Rationale:** The objective of the paper is to provide the students with a comprehensive view about the various political philosophies of ancient, medieval, and modern thinkers.

(Total marks-100)

UNIT	TITLE	CONTACT HRS	WEIGHTAGE
UNIT-I	PLATO, ARISTOTLE	14	20
UNIT-II	St.AUGUSTINE, MACHIAVELLI	12	20
UNIT-III	THOMAS HOBBS, ROUSSEAU	16	20
UNIT-IV	JEREMY BENTHAM, J.S.MILL	12	20
UNIT-V	HEGAL, KARL MARX	14	20
	Total	68	100

### References

1. Bertrand Russell, *History of Western Philosophy*, London 1955
2. Brian R Nelson, *Western Political Thought: From Socrates to the Age of Ideology* (2edt), Pearson Education, 1995.
3. C.C. Maxey, *Political Philosophies*, Surjeeth Publications, 2007.
4. C.L.Wayper, *Political Thought*, English Universities Press, 1969
5. D.R.Bhandari, *History of European Political Philosophy*, OUP; New Delhi, 1962.
6. Ebenstein, *Great Political Thinkers (Plato to Present)*, Sterling Publishers PVT. Ltd., New Delhi 2007.
7. Ernest Barker, *The Political Thought of Plato and Aristotle*, Dover Publications, 1959.
8. G. Sabine, *History of Political Theory*, PHI- New Delhi, 2004.
9. J.C. Johari, *Ancient Political Thought*, Sterling Publishers PVT. Ltd., New Delhi 2004.
10. J.S .McClelland, *A History of Western Political Thought*, Routledge, 1998
11. Lanadamas and R.W Dyson, *Fifty Great Political Thinkers*, Sterling Publishers PVT. Ltd., New Delhi, 2007.
12. M.G. Gupta, *History of Political Thought*, Macmillan India Ltd.1998
13. M.Judel Harmen, *Political Thought: From Plato to the Present*, McGraw - Hill Book company New York, 1964.
14. Shefali Jha, *Western Political Thought from Plato to Marx*, Pearson Publications, Delhi, 2009
15. Subrata Mukherjee and Sushila Ramaswamy, *A history of Political Thought: Plato to Marx*, PHI Learning Pvt. Ltd., 2004.

## **POL/EL-301 -INDIAN GOVERNMENT AND POLITICS (A)**

### **Course Rationale:**

The objective of this course is to familiarize the students with the legal and philosophical framework of the political system in India. It simultaneously studies in detail the political structure both Constitutional and Administrative. It also intends to strengthen the understanding and appreciation of the rights and privileges granted by the the Indian Constitution. The paper also focuses on the political processes and the actual functioning of the political system.

**(Total Marks-100)**

UNIT	TITLE	CONTACT HRS	WEIGHT AGE
UNIT-I	: MAKING OF THE INDIAN CONSTITUTION: BASIC FEATURES	14	20
UNIT-II	PREAMBLE, FUNDAMENTAL RIGHTS, DIRECTIVE PRICIPLES OF STATE POLICY	14	20
UNIT-III	PARLIAMENT, PRESIDENT, COUNCIL OF MINISTERS	12	20
UNIT-IV	STATE LEGISLATURE, GOVERNOR, CHIEF MINISTER	12	20
UNIT-V	JUDICIARY: SUPREME COURT, HIGH COURT, JUDICIAL REVIEW	16	20
	Total	68	100

### **References**

1. Brij Kishore Sharma, *Introduction to the Constitution of India*, Prentice Hall, New Delhi, 2005.
2. C. P. Bhambri, *The Indian State: Fifty Years*, New Delhi, Shipra, 1999.
3. Chakrabarti, Bidyut & Pandey Rajendra Kumar, *Indian Government & Politics*, Sage, New Delhi-2008.
4. D.D. Basu, *An Introduction to the Constitution of India*, New Delhi, Prentice Hall, 2008.
5. Dr. B.L. Fadia, *Indian Government and Politics*, Sahitya Bhawan Publications, Agra, 2007.
6. G. Austin, *Working a Democratic Constitution: The Indian Experience*, Delhi, Oxford Uni. Press, 2000.
7. Jojo Mathew & Manish K Gautam, *Indian Polity and Constitution*, Career Classics, Delhi, 2009.
8. M. V. Pylee, *An Introduction to Constitution of India*, New Delhi, Vikas, 1998.
9. Moin Shakir, *State and Politics in Contemporary India*, Delhi, Ajanta, 1986.
10. N .V. Normani, *Constitutional Question in India. The President, Parliament and the State*, Oxford University Press, 2000.

11. Neera Chandhoke & Praveen Priyadarshini (edited) *Contemporary India: Economy, Society, Politics*, Pearson 2009.
12. P. R. Brass: *Politics of India since Independence*, 2nd Ed. Cambridge Uni. Press, 1992.
13. S. Kaviraj, *Politics in India*, Delhi, Oxford University Press, 1998.
14. S. P. Sathe, *Judicial Activism in India*, OUP, 2001.
15. Subhash C. Kashyap, *Constitution of India: Review and Reassessment*, New Delhi, Universal Law Publishing Co. Pvt., 2010.
16. T. R. Andhyarujina, *Judicial Activism and Constitutional Democracy in India*, Bombay, N. P. Tirupathi, 1992.

**POL/HONS-302                      INTERNATIONAL ORGANISATIONS**

**Course Rationale:** This course has its central objective to provide a comprehensive introduction to the most important multilateral political organization in international relations. It also deals with the major global issues and challenges and their ramification for the international society. It also acquaints the students with the growing significance of regional groupings.

(Total marks-100)

UNIT	TITLE	CONTACT HRS	WEIG HTAG E
UNIT-I	DEVELOPMENT, NATURE AND SCOPE OF INTERNATIONAL ORGANISATIONS	14	20
UNIT-II	LEAGUE OF NATIONS: ACHIEVEMENTS AND FAILURES	12	20
UNIT-III	UN: ORIGIN, STRUCTURE AND FUNCTIONS	12	20
UNIT-IV	ISSUES AND CHALLENGES BEFORE THE UN: POVERTY, TERRORISM, ETHNIC CONFLICTS ,ENVIRONMENT	16	20
UNIT-V	REGIONAL ORGANISATIONS: NATO,EU, ASEAN ,SAARC.	14	20
	Total	68	100

**References**

1. C. V. Narasimhan, *United Nations: An Inside View*, South Asia Books; 1 edition, 1988.
2. F.S. Northedge and M.J. Grieve, *A Hundred Years of International Relations*, New York, Praeger, 1971.
3. Inis L. Claude Jr., *Swords Into Plowshares: The Problems and Progress of International Organization*, New York, Random House, 4th edition, 1984.
4. J. Baylis, S. Smith, *The Globalization of World Politics An introduction to International Relations* ,Oxford University Press, New York, 2005.
5. James E. Dougherty and Robert L. Pfaltzgraff, jr. *Contending Theories of International Relations: A Comprehensive Survey* (5th Edition), Longman, 2000.
6. Lousie Fawcett, *Regionalism in World Politics: Regional organization and International order*, 2008.
7. M.S. Rajan , *United Nations at Fifty and Beyond*, New Delhi : Lancers Books, 1996.

8. Robert Jackson and George Sorenson, *Introduction to International Relations*, Oxford University Press, USA, 1999.
9. Gareis, Steven Bernhard and Johannes Varwik, *The United Nations: An Introduction*, Basingstoke: Palgrave Macmillan, 2005, pp. 1-40
10. Gareis, Steven Bernhard and Johannes Varwik, *The United Nations: An Introduction*, Basingstoke: Palgrave Macmillan, 2005, pp. 15-21
11. John Allphin Moore, Jr. and Jerry Pubantz, *The New United Nations*, Delhi: Pearson Education, 2008, pp. 119-135.
12. Armstrong, David, Lorna Lloyd and John Redmond (Third Edition), *International Organizations in World Politics*, New York: Palgrave Macmillan, 2004.
13. M.S. Rajan, V.S. Mani and C.S. R. Murthy (eds), *The Nonaligned and the United Nations*, New Delhi: South Asian Publishers, 1987.



## **POL/EL-401 -INDIAN GOVERNMENT & POLITICS-(B)**

### **Course Rationale:**

This paper attempts to acquaint the students with the processes and the functioning of Indian political system. It focuses on the Centre-State relations within the Indian federal system. It also emphasizes on issues such as caste, communalism and regionalism and critically assesses its impact on the political processes.

**(Total Marks-100)**

UNIT	TITLE	CONTACT HRS	WEIGHT AGE
UNIT-I	WORKING OF INDIAN FEDERALISM: CENTRE-STATE RELATIONS	14	20
UNIT-II	AMENDMENT PROCEDURES	12	20
UNIT-III	ELECTORAL PROCESS, ELECTORAL REFORMS, ELECTION COMMISSION, PARTY SYSTEM	14	20
UNIT-IV	COALITION GOVERNMENT, DEFECTION, POLITICAL STABILITY	14	20
UNIT-V	ISSUES IN INDIAN POLITICS: CASTE, COMMUNALISM, REGIONALISM	14	20
	Total	68	100

### **References**

1. Anuradha Dingwaney Needham and Rajeswari Sunder Rajan (ed.) *The Crisis of Secularism in India*, Permanent Black, 2007
2. Atul Kohli, *India's Democracy : An Analysis of Changing State Society Relations* Princeton N. J. Princeton Uni. Press, 1988.
3. Atul. Kohli, *The Success of India's Democracy*, Cambridge Uni. Press, 2001.
4. Bidyut Chakrabarty and Rajendra Kumar Pandey, *Indian Government and Politics*, Sage, 2008
5. C. P. Bhambri, *The Indian State, Fifty Years*, New Delhi, Shipra, 1999.
6. D. D. Basu & B. Parekh (ed.) *Crisis and Change in Contemporary India*, New Delhi, Sage, 1994.
7. F. R. Frankel & et. al (ed.) *Transforming India : Social and Political Dynamics of Democracy*, New Delhi, OUP, 2000.
8. F. R. Frankel & M. S. A. Rao (Ed.) *Dominance and State Power in Modern India : Decline of a Social order*, Delhi, OUP, 1989.
9. Ghanshyam Shah (ed.) *Caste and Democratic Politics in India*, Permanent Black, 2002.

10. M.P. Singh & Rekha Sexena, *Indian Politics: Contemporary Issues and Concerns*, Prentice Hall, New Delhi, 2008.
11. Manoranjan Mohanthy (Ed) *Class, Caste, Gender*, Sage Publication, New Delhi, 2004
12. Mynor. Weiner, *The Indian Paradox: Essays in Indian Politics*, New Delhi, 1999.
13. N. Chandoke, *Beyond Secularism : The Rights of Religious Minorities*, Delhi, OUP, 1999.
14. P. R. Brass, *Language, Religion and Politics in North India*, Cambridge Uni. Press, 1994.
15. Rajendra Vora and Suhas Palshikar (ed.) *Indian Democracy Meanings and Practices*, 2004
16. Rajesh M. Basrur (ed.) *Challenges to Democracy in India*, Oxford 2009
17. T.N. Srinivasan (ed.) *The Future of Secularism*, Oxford 2007

**POL/HONS-402                      INTERNATIONAL POLITICS**

**Course Rationale:**

This paper deals with concepts and dimensions of International Politics and makes an analysis of different theories highlighting the major debates and differences within the different theoretical paradigms.

(Total marks-100)

UNIT	TITLE	CONTACT HRS	WEIG HTAG E
UNIT-I	MEANING, NATURE AND SCOPE.	14	20
UNIT-II	IDEALISM, REALISM AND NEO-REALISM	14	20
UNIT-III	BALANCE OF POWER, COLLECTIVE SECURITY, PACIFIC SETTLEMENT OF DISPUTES	14	20
UNIT-IV	FORIEGN POLICY AND DIPLOMACY.	12	20
UNIT-V	INTERNATIONAL MONETARY FUND, WORLD BANK, WORLD TRADE ORGANISATION	14	20
	Total	68	100

**References**

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3. Baylis John and Smith Steve, *The Globalization of World Politics: An Introduction to World Politics*,Oxford University Press, 1994.
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6. John W. Young and John Kent, *International Relations since 1945 A Global History*, OUP, USA, 2004.
7. Kelleher & Klein, *Global Perspectives: A Handbook for Understanding Global Issues*, Longman, 2009
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9. Morgenthau, *Politics Among Nations*, Sterling Publishers Pvt.Ltd.
10. Palmer & Perkins, *International Relations*, PHI Learning Pvt.ltd,Delhi
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13. Robert Jackson and Georg Sorenson,Introduction to International Relations,Oxford University Press, USA,1999.
14. Said & Lerche, *Concepts of International Politics in Global Perspective*, Longman, 1995
15. V N Khanna, *International Relations*, Vikas Publishing House,2008
16. Viotti & Kauppi, *International Relations Theory*, Longman,2009
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**POL/EL-501      COMPARATIVE GOVERNMENT & POLITICS**

**Course Rationale:** The paper intends to highlights on the evolution and approaches to the study of Comparative Politics. It studies the major political systems of the World by adopting a comparative approach. The comparative perspective enables the students to understand the differences and similarities between the various constitutional arrangements. It also analyses in a comparative way the political systems in the third world countries.

**(Total Marks-100)**

UNIT	TITLE	CONTACT HRS	WEIGHT AGE
UNIT-I	MEANING, NATURE , SCOPE AND SIGNIFICANCE	14	20
UNIT-II	APPROACHES TO COMPARATIVE POLITICS	12	20
UNIT-III	: FUNCTIONING OF POLITICAL SYSTEMS IN PRESIDENTIAL (US), PARLIAMENTARY (UK) AND COMMUNIST (CHINA	14	20
UNIT-IV	INSTITUTIONAL ARRANGEMENT: EXECUTIVE, LEGISLATURE, JUDICIARY, POLITICAL PARTIES AND PRESSURE GROUPS	16	20
UNIT-V	FUNCTIONING OF POLITICAL SYSTEMS IN THE THIRD WORLD COUNTRIES	12	20
	Total	68	100

**References**

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2. A.C. Kapoor, *Select Constitutions*, S. Chand & Company Ltd., New Delhi 2002
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4. Diamond, Larry, J., & Lipset, S.M., (eds), *Democracy in Developing Countries*, Vol. I-IV, Lynne Reiner, Boulder, Colorado, 1988.
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6. Hari Hara Das, *Comparative Politics*, National Publishing house, Jaipur, 2003.
7. Haynes, J. *Politics in the Developing World:A Concise Introduction* Blackwell, Oxford 2002, Chapter 1:Politics, Economics and Societies in the Developing World War at the New Millennium,pp1-24.
8. Haynes J. *Third World Politics:A concise introduction* Blackwell, Oxford, 1996, Chapter 2: State and Society pp.20-32.
9. J.C.Johari, *Comparative Politics*, Sterling Publishers PVT. Ltd., New Delhi 2004

10. James H.Mittlemann & Pasha, Mustapha Kamal, *Out From Underdevelopment Revisited: Changing Global Structures and the Remaking of the Third World*, Macmillan, Houndmills, 1998.
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12. M.Curtis, *Comparative Government & Politics*: London,Rutledge, 2000.
13. Mehran Kamrava, *Politics and Society in the Developing World*, Routledge, London, 2009. (Second Edition).
14. Robert Dahl & Bruce Stinebrickner, *Modern Political Analysis*, PHI Learning Pvt.ltd, Delhi,2002.
- 13.S.N. Ray, *Modern Comparative Politics: Approaches, Methods and Issues*, Prentice Hall of India, New Delhi,2005
- 14.S.R. Maheswari, *Comparative Government and Politics*, Agra, 2002
15. V.D.Mahajan, *Foreign Governments*, Oxford University Press, 2004.

**Course Rationale:**

The course offers a brief survey of the contemporary international issues in the context of the changing global political environment.

(Total Marks-100)

UNIT	TITLE	CONTACT HRS	WEIGHTAGE
UNIT-I	TERRORISM: MEANING, NATURE, ORIGIN AND IMPACT	14	20
UNIT-II	HUMAN RIGHTS: MEANING, ORIGIN AND DIMENSIONS	12	20
UNIT-III	ENVIRONMENTAL ISSUES: GLOBAL WARMING AND CLIMATE CHANGE	14	20
UNIT-IV	NEO-COLONIALISM: MEANING, NATURE, SOURCES AND IMPACT.	12	20
UNIT-V	BIPOLAR, UNIPOLAR AND MULTIPOLAR WORLD ORDER	16	20
	Total	68	100

**References**

1. Ackerly, Brooke A., *Universal Human Rights in a World of Difference*, Cambridge, U.K. ; New York : Cambridge University Press, 2008.
2. Baylis John and Smith Steve, *The Globalization of World Politics: An Introduction to World Politics*, Oxford University Press, 1994.
3. Chris Brown , *Understanding International Relations*, Palgrave 2009.
4. Coloumbis, *Introduction to International Relations*, Longman,1990
5. Fareed Zakaria, *The Post-American World*, W. W. Norton & Company; 1 edition ,April 17, 2008.
6. Francis Fukuyama,*The End of History and the Last Man*, Harper Perennial ,February 1, 1993.
7. Gearty, C.A., *Essays on Human Rights and Terrorism :Comparative Approaches to Civil Liberties in Asia, the EU and North America* , London : Cameron May, 2008.
8. Goldstein & Pevehouse, *Principles of International Relations*,Longman, 2009
9. Goldstein Joshua, *International Relations*,New York: Harper Collins College Publications, 1994.
10. Michael Nicholson,*International Relations: A concise introduction* (2edt), Palgrave Macmillan 2005.
11. Motilal, Shashi., *Human Rights, Gender, and Environment*, New Delhi : Allied Publishers, 2009.

12. Palmer N.D and Perkins H. C. *International Relations*, Calcutta: Scientific Book Agency
13. Samuel P.Huntington, *The Clash of Civilizations and the Remaking of World Order*, Touchstone Books; New Ed edition ,1998.
14. Scott Burchill (ed), *Theories of International Relations* (2edt), Palgrave 2005
15. Upendra Baxi, *The Future of Human Rights*, Oxford University Press,
16. Viotti & Kauppi, *International Relations Theory*, Longman, 2009.



**POL/HONS/OPT-503- LOCAL SELF GOVERNMENT IN INDIA**

Course Rationale:

This paper deals with the grassroots level democratic units and their significance to our democracy and governance, their composition and powers and relevance of decentralization in contemporary set up. The course adds to the understanding of the students of the process and politics of building institutions, capacities of safeguards under the ongoing decentralization campaign.

(Total Marks-100)

UNIT	TITLE	CONTACT HRS	WEIGHTAGE
UNIT-I	MEANING, ORIGIN, NATURE AND CHARACTERISTICS	16	20
UNIT-II	CONSTITUTIONAL PROVISIONS: 73 <sup>rd</sup> AND 74 <sup>th</sup> AMENDMENT ACTS.	12	20
UNIT-III	PANCHAYATI RAJ: STRUCTURE, FUNCTION AND SIGNIFICANCE	12	20
UNIT-IV	URBAN ADMINISTRATION: STRUCTURE, FUNCTION AND SIGNIFICANCE	12	20
UNIT-V	CHALLENGES BEFORE LOCAL SELF GOVERNMENT: FINANCIAL AND ADMINISTRATIVE	16	20
	Total	68	100

**References**

1. B S Baviskar, *Inclusion and Exclusion in Local Governance*, Sage Publications, New Delhi, 2009
2. Democracy in India in Zoya Hasan, E. Sridharan and R. Sudharan (ed.), *India's Living Constitution: Ideas, Practices and Controversies*, Permanent Black, 2002, pp.370-404
3. Desmond S King, *Challenges to Local Government*, Sage Publications, New Delhi, 1991
4. Desouza, Peter, 'Decentralization and Local Government: The Second Wind of
5. Jan Kooiman, *Modern Governance: New Government- Society Interactions*, Sage Publications, New Delhi, 2008
6. Janice Morphet, *Modern Local Government*, Sage Publications, New Delhi, 2008
7. M.Alam, 2007, *Panchayati Raj in India*, National Book Trust, New Delhi
8. M.P.Dube, and M.Padalia, (Ed.) 2002, *Democratic Decentralization and Panchayati Raj in India*, Anamika Publishers, New Delhi
9. R.P.Joshi, and G.S.Narwani, 2002, *Panchayati Raj in India*, Rawat Publication, Jaipur
10. Ray, B. Dutta, and Das, G. (Ed) *Dimensions of Rural Development in North East India*, Akansha, New Delhi

11. S N Jha, *Decentralization and Local Politics*, Sage Publications, New Delhi, 1999
12. S.R.Maheshwari, 2006 *Local Governance in India*, Lakshjmi Naraiian Agarwal,Agra.
13. T.M. Joseph, *Local Governance in India: Ideas, Challenges, and Strategies*, Concept Pub. Co- 2007.

## **POL/HONS/OPT-504-HUMAN RIGHTS**

### **Course Rationale:**

This course is intended to highlight the concept of human rights, its origin and importance in our society. This course aims at familiarizing students with awareness about various categories and dimensions of rights, including political, civil, social, economic and cultural rights.

(Total Marks-100)

UNIT	TITLE	CONTACT HRS	WEIGHTAGE
UNIT-I	MEANING, ORIGIN AND DIMENSIONS OF HUMAN RIGHTS.	12	20
UNIT-II	UNO AND HUMAN RIGHTS; UNIVERSAL DECLARATION OF HUMAN RIGHTS, INTERNATIONAL COVENANT ON HUMAN RIGHTS-CIVIL, POLITICAL, ECONOMIC, SOCIAL AND CULTURAL	14	20
UNIT-III	HUMAN RIGHTS IN INDIA: CONSTITUTIONAL PROVISIONS (PREAMBLE, FUNDAMENTAL RIGHTS AND DIRECTIVE PRINCIPLES OF STATE POLICY); HUMAN RIGHTS PROTECTION ACT 1993 NATIONAL HUMAN RIGHTS COMMISSION (NHRC)- CONSTITUTION, POWER AND FUNCTIONS; RIGHT TO INFORMATION ACT,2005.	16	20
UNIT-IV	CHALLENGES TO HUMAN RIGHTS: TERRORISM; HUMAN RIGHTS AND MARGINALISED GROUPS (WOMEN AND CHILDREN AND INDIGENOUS PEOPLE)	14	20
UNIT-V	HUMAN RIGHTS EDUCATION AND AWARENESS: GLOBAL AND NATIONAL EFFORTS.	12	20
	Total	68	100

### Reference:

1. Ackerly, Brooke A. Universal Human Rights in a World of Difference, Cambridge, U. K. New York: Cambridge University Press, 2008
2. Aldershot, Hants, keane, David, caste-based Discrimination in International human Rights Law, England; Burlington, VT: Ashgate Pub.2007.
3. Andrew Clapham, Human Rights: A very short Introduction, Oxford University Press, New York, 2007.

4. Charvet, John, *The Liberal Project and Human Rights: The Theory and Practice of a New World Order*, New York: Cambridge University Press 2008.
5. Chauhan, S.R & N.S Chauhan (ed) *International Dimension of Human Rights (vol.I,II,III)* Global Vision Publishing House, New Delhi,2006.
6. Chiranjeevi Nirmal, *Human Rights In India*, Oxford University press, New Delhi 1997.
7. D.D Basu, *Human Rights in Constitutional Law*, PHI, India ,2004.
8. Darren J.O Byrne(ed) *Human Right:An Introduction*, Pearson Education Pvt. Ltd,New Delhi,2004.
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10. Gearty, C.A. *Essays on Human Rights and Terrorism: Comparative Approaches to Civil Liberties in Asian, the EU and North America*, London: Cameron May, 2008.
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12. Ian Brownlie, *Basic documents on Human Rights*, OUP,2004.
13. Januszsymonides (ed), *New Dimensions and Challenges on Human Rights*, Rawat Publications, Jaipur 2006.
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16. Motilal, Shashi, *Human Rights, Gender and Environment* New Delhi: Allied Publishers 2009.
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19. Shashi Motilal and Bijayalaxmi, *Human Rights, Gender and Environment*, Allied Publishers, New Delhi,2006.
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24. Upendra Baxi: The Right to be Human, Lancer International , New Delhi 1987.

## **POL/HONS/OPT/-505-WOMEN AND POLITICS IN INDIA**

### **Course Rationale:**

The goal of the course is to create an understanding of women as emerging political players in society- their participation as voter, as party activists, and as candidates for elective office, strategies for gaining political power, the evolution of policies that effect the political lives and opportunities of women, and the present political status women in India.

(Total marks-100)

UNIT	TITLE	CONTACT HRS	WEIGHTAGE
UNIT-I	WOMEN AND POLITICAL PROCESS: CONSTITUTIONAL PROVISIONS; WOMEN AND POLITICAL PARTICIPATION.	14	20
UNIT-II	UNIT II: WOMEN AND ELECTORAL POLITICS IN INDIA: WOMEN AS VOTERS AND CONTESTANTS	12	20
UNIT-III	WOMEN IN PARLIAMENT AND STATE LEGISLATURES; DEBATE ON RESERVATION FOR WOMEN IN PARLIAMENT AND STATE LEGISLATURES; OBSTACLES TO WOMENS ENTRY INTO POLITICS.	16	20
UNIT-IV	UNIT IV: WOMEN IN PANCHAYATI RAJ INSTITUTIONS AND URBAN LOCAL BODIES WITH SPECIAL REFERENCE TO 73 <sup>rd</sup> AND 74 <sup>th</sup> CONSTITUTIONAL AMENDMENTS	12	20
UNIT-V	: POLITICAL PARTIES AND THE WOMENS QUESTION IN INDIA: RECRUITMENT AND WOMEN DECISION MAKERS IN POLITICAL PARTIES, BJP,CPI, CPI(M), BSP, AKALI,DAL.	14	20
	Total	68	100

### References:

1. Abhilasha Kumari and Sabina Kidwai, Crossing the Sacred Line, Women's Search for Political Power, Orient Longman, New Delhi, 1998.
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4. Bhagwar, Vidyut, Gender Equality: Text and Context, New Delhi: IGNOU,2000.
5. Bhasin Kamla. 1998, What is Patriarchy? New Delhi: Kali for Women.

6. Bhasin Kamla. 2000. Understanding Gender. New Delhi : Kali for Women.
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8. Chowdhury, Najma and Nelson, Barbara, J. Redefining Politics: Patterns of Women's Political Engagement from a Global Perspective in Nelson and Desai, Neers and Maithreyi Krishna,. Women and Society in India. New Delhi: Ajanta Publications 1987.
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14. Hasan, Z. (ed) Forgoing Identities : Gender Communities and the State, New Delhi: Kali for Women: 1994.
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22. Shah, Nandita and N.Gandhi. The Quota Question:Women and Electoral Seats, Mumbai: Akshara Publication,1991.
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## **POL/EL-601 PUBLIC ADMINISTRATION**

**Course Rationale:** The course provides an introduction to the discipline of public administration. It is intended to cater to the needs of students in understanding the basic elements of administration. The paper covers Public Administration in its historical context. It seeks to embody a detailed discussion on Organization and Personnel Administration. The importance of administrative, legislative, executive and judicial control over administration is also highlighted

(Total Marks-100)

UNIT	TITLE	CONTACT HRS	WEIGHTAGE
UNIT-I	MEANING, NATURE, SCOPE & SIGNIFICANCE	12	20
UNIT-II	EVOLUTION OF PUBLIC ADMINISTRATION, PUBLIC AND PRIVATE ADMINISTRATION	12	20
UNIT-III	PRINCIPLES OF ORGANISATION	12	20
UNIT-IV	PERSONNEL ADMINISTRATION: RECRUITMENT, TRAINING, PROMOTION, ROLE OF PUBLIC SERVICE COMMISSION (UPSC) AND STATE PUBLIC SERVICE COMMISSION	16	20
UNIT-V	CONTROL OVER ADMINISTRATION: ADMINISTRATIVE, LEGISLATIVE, EXECUTIVE AND JUDICIAL	16	20
	Total	68	100

### **References**

1. .A.R Tyagi AND Atma ram *Public Administration*, Company, New Delhi, 2002.
2. Avasthi and Maheshwari, *Public Administration*, Laxmi Narayan Agarwal, 2009
3. B.L.Fadia and Kuldeep, *Public Administration*, Sahitya Bhawan Publication, Agra, 2008
4. Bidyut Chakrabarty and Mohit Bhattacharya, *Public Administration: A Reader*, Oxford University Press, 2003
5. Bidyut Chakravarthy and Mohit Bhattacharya, *Advanced Public Administration*, The World Press, Calcutta, 2007.
6. C.L.Baghel and Y.Kumar, *Public Administration* (two volumes), Kanishka Publishers, New Delhi, 2005
7. C.P. Bhambri, *Public Administration*, Sterling Publishers Pvt. Ltd, New Delhi, 1990.
8. L.D White, *Introduction to the study of Public Administration*, Mac Millan, New York, 1998.
9. M.P. Sharma & B. L. Sadana, *Public Administration Theory and Practice*, Kitab Mahal, Allahabad, 1999.

10. Mohit Bhattacharya, *Public Administration*, World Press, 2007
11. R.K .Sapru, *Administrative Theories and Management Thought*, Prentice Hall of India,Pvt. Ltd., 2008
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**POL/HONS-602                      INDIAN ADMINISTRATION**

Course Rationale:

The main purpose of the paper is to acquaint the students with the dynamics of Indian Administration. The course is intended to provide a comprehensive analysis of the Union State administrative structures. Public Service Commission and the contemporary issues and challenges before Indian administrative.

(Total marks-100)

UNIT	TITLE	CONTACT HRS	WEIGHTAGE
UNIT-I	DEVELOPMENT OF INDIAN ADMINISTRATION COLONIAL TO WELFARE ADMINISTRATION	14	20
UNIT-II	UNION ADMINISTRATION: COUNCIL OF MINISTERS, CABINET SECRETARY, PRIME MINISTER'S OFFICE (PMO)	14	20
UNIT-III	STATE ADMINISTRATION: GOVERNOR, CHIEF MINISTER AND HIS SECRETARIAT	12	20
UNIT-IV	PUBLIC SERVICE COMMISSION: STRUCTURE AND FUNCTION OF UPSC AND STATE PUBLIC SERVICE COMMISSION	14	20
UNIT-V	ISSUES AND CHALLENGES BEFORE INDIAN ADMINISTRATION: ADMINISTRATIVE REFORMS AND REMOVAL OF CORRUPTION. ( ROLE OF CVC, LOK AYUKTA AND LOK PAL	14	20
	Total	68	100

**References**

1. A.R.Tyagi, *Public Administration*, Atma Ram and Sons, Delhi
2. Avasthi and Maheswari, *Public Administration*, Laxmi Narayan Agarwal, 2009
3. B.L.Fadia, and Kuldeep, *Public Administration*, Sahitya Bhawan Publication, Agra, 2008
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5. Mohit Bhattacharya, *Public Administration*, World Press, 2007
6. R.K.Sapru, *Development Administration*, Sterling Publishers Pvt. Ltd, 1994
7. R.K.Sapru, *Administrative Theories and Management Thought*, Prentice Hall of India Pvt. Ltd., 2008
8. Rumki Basu, *Public Administration: Concepts and Theories*, Sterling Publishers Pvt. Ltd, 2004
9. S.R.Maheshwari, *Administrative Theory*, Macmillan India Ltd.

**POL/HONS/OPT-603- GOVERNMENT & POLITICS OF NORTHEAST INDIA**

**Course Rationale:**

The objective of this course is to familiarize students with the society and politics of Northeast India. It provides a comprehensive analysis of the traditional and social organisations of the Hill people of Northeast India. It also highlights the administrative provisions made for the Hill people during the British rule. The reorganisation of the Hills areas under the Indian constitution after independence and the contemporary issues and challenges in Northeast is emphasised.

(Total Marks-100)

UNIT	TITLE	CONTACT HRS	WEIGHTAGE
UNIT-I	NORTHEAST: GEOGRAPHICAL, ECONOMIC, SOCIAL AND CULTURAL PROFILE.	16	20
UNIT-II	TRADITIONAL POLITICAL INSTITUTIONS: NAGALAND, MIZORAM, MEGHALAYA.	14	20
UNIT-III	ADMINISTRATIVE STRUCTURE: IMPACT OF BRITISH COLONIAL RULE	12	20
UNIT-IV	REORGANISATION OF STATES IN NORTHEAST IN POST INDEPENDENCE PERIOD.	12	20
UNIT-V	CONTEMPORARY ISSUES AND CHALLENGES IN NORTHEAST INDIA: ETHNICITY, SEPARATIST MOVEMENT AND UNDERDEVELOPMENT	14	20
	Total	68	100

**References**

1. Andre Gunder Frank , *The development of underdevelopment*, New England Free Press, University of Texas
2. B. P. Singh ,*The Problem of Change:A Study of North-East India* ,1996,Oxford University Press
3. Barpujari H. K. the Problem of the Hill Tribes of North-East India Vol.I, II and III, Basuwati Prakashan, Guwahati, 1976.
4. Chattopadhyaya S. K. Tribal Institutions of Meghalaya, Guwahati,1985
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7. Ray,B. Datta and S.P. Agarwal,1996, *Reorganisation of North-East India since 1974* Concept Publishing Company.

8. Sajal Nag, *Contesting Marginality: Ethnicity, Insurgence and Subnationalism in North-East India*, Manohar Publishers and Distributors,2002,
9. Sajal Nag, *Roots of Ethnic Conflict: Nationality Question in North-East India*, Manohar Publishers and Distributors; 1st edition (July 1, 1990) 1990
10. Sanjib Baruah, *Ethnonationalism in India*,Oxford University Press,2010
11. Sanjib Baruah, *Beyond Counter-Insurgency: Breaking the Impasse in Northeast India*, Oxford University Press, USA (July 15, 2009)
12. Sanjib Baruah, *India Against Itself: Assam and the Politics of Nationality* , University of Pennsylvania Press (June 1, 1999)
13. Sanjib Baruah,2007, *Durable Disorder*,Oxford University Press.
14. Udayon Misra, 1991, *Nation Building and Development in North-East India*,Purbanchal Prakash ,Guwahati
15. V. Venkata Rao and Niru Hazarika, *A century of government and politics in North East India, 1874-1980*,Volume 1, S. Chand, 1983.

**POL/ HONS/OPT/-604- CONFLICT AND PEACE STUDIES.**

**Course Rationale:**

This paper seeks to introduce to the students the meaning and contending approaches in the discipline of Peace and conflict resolution from an academic perspective. It is also brings into boarder context the different strategies and techniques of non-violent conflict resolution.

(Total Marks-100)

UNIT	TITLE	CONTACT HRS	WEIG HTAG E
UNIT-I	CONCEPTS OF PEACE, VIOLENCE AND CONFLICT.	14	20
UNIT-II	ANATOMY AND SOURCES OF CONFLICT: SOCIAL, CULTURAL, ECONOMIC AND POLITICAL; NATURE OF CONTEMPORARY CONFLICT.	14	20
UNIT-III	CONFLICT MANAGEMENT AND RESOLUTION : CONFLICT SUPPRESSION, CONFLICT RESOLUTION AND RECONCILIATION	12	20
UNIT-IV	GANDHIAN TECHNIQUES: NON-VIOLENT TECHNIQUES OF CONFLICT RESOLUTION; METHODS AND PRACTICE OF SATYAGRAHA.	14	20
UNIT-V	THE ROLE OF THE UNO AND CIVIL SOCIETY IN PEACE BUILDING AND CONFLICT RESOLUTION.	14	20
	Total	68	100

**Reference :**

1. Bondurant, J.V; Conquest of Violence (London, Princeton Uni. Press, 1958).
2. Boulding, Elise (ed), New Agenda for Peace Research (Boulder and London, Lynne Reimer, 1992)
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4. Burton, J. Dukes, Frank, Conflict: Practice in Management, Settlement and Resolution (London, Macmillan, 1990).
5. Coser, L., The Foundation of Social Conflict (N.Y, The Free Press, 1956)
6. Galtung, Peace by Peaceful means (London, Sage, 1996).
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10. Mark Juergensmeyer, *Gandhi's Way: A handbook of Conflict Resolution*, Oxford, 2004.
11. Miall Hugh, et.al, *Contemporary Conflict Resolution: The Prevention Management and Transformation of Deadly Conflict*, Polity press, UK, 1999.
12. Sandole, Dennis, J.D and Merwe, Hugo Van der (ed.) *Conflict Resolution Theory and Practice* New York, Manchester University Press 1993.
13. Simmel, G., *Conflict and the Web of Group-Affiliation* (New York) 1955.
14. Steger, Manfred B. & Nancy S. Lind, *Violence and Its Alternative: An Interdisciplinary Reader*, St. Martin's Press, New York 2001.
15. Upadhyaya P. et al (ed) *Jai Jagat Sandesh (Peace Ideas of Gandhi, JP & Vinoba)*, Institute of Tibetan Higher Learning, Sarnath, 2001.
16. Wallensteen, Peter (ed) *Peace Research: Achievements and Challenges* (Boulder & London, Westview Press, 1988).
17. Weber, Thomas, "Gandhian Philosophy, Conflict Resolution Theory and Practical Approaches to Negotiation", *Journal of Peace Research*, Vol. 38 No. 4, Sage, 2001 pp 493-513.
18. Weber, Thomas, "Conflict Resolution and Gandian Ethics (New Delhi, Gandhi Peace Foundation, 1991.).
19. Wehr, Paul, *Conflict Regulation*, westview Special Studies in Peace, Conflict and Conflict Resolution, Westview Press/Boulder, Colorado, 1989.

## **POL/HONS/OPT-605-INTERNATIONAL LAW**

### Course Rational:

The paper is designed to introduce students to the basic concepts and significance of International Law, the current state of the International Legal order and the ever-present tension between theory and practice that arises in the application of international law to real- world situations.

(Total marks-100)

UNIT	TITLE	CONTACT HRS	WEIGHTAGE
UNIT-I	INTERNATIONAL LAW:CONCEPT,NATURE AND SIGNIFIGANCE; INTERNATIONAL LAW AND MUNICIPAL LAW; SOURCES OF INTERNATIONAL LAW.	16	20
UNIT-II	STATE AS SUBJECT OF INTERNATIONAL LAW:ESSENTIAL OF STATEHOOD, RIGHTS AND DUTIES OF STATES, MODES OF ACQUISITION AND LOSS OF STATE TERRITORY	14	20
UNIT-III	INDIVIDUAL AS SUBJECT OF INTERNATIONAL LAW: NATIONALITY, EXTRADITION.	12	20
UNIT-IV	:EQUITABLE RESOURCE UTILISATION AND JUSTIFICATION :LAW OF SEA, LAW OF AIR SPACE, LAW OF OUTER SPACE, COMMON HERITAGE	13	20
UNIT-V	PEACEFUL SETTLEMENT OF DISPUTES:UNSC,ICIJ AND ITS POLITCAL LIMITS, INTERNATIONAL ARBITRATION, CONCIALITION COMMISSIONS	13	20
	Total	68	100

### References:

1. Anand, R.P Asian States and the Development of Universal Interantional Law Vikas, 1972.
2. Anand, R.P., New States and international Law Vikas, 1972.
3. D.P. O' Connell, International Law,Stevens and Sons, 1965, 2 vols.
4. Gerhard Von Glahn, Law Among Nations:An Introduction to Public Internatioal Law, Longman, 1966.
5. Grigory Tunkin, Contemporary International Law, Progress Publishers,1969.
6. H.O Agarwal, International Law and Human Rights, Central Law Publications Allahabad.
7. Ian Brownlie, principles of Public International Law, Oxford University Press, 1973.
8. J.G Starke, Introduction to International Law, Aditya books, New Delhi.
9. Malcom N Shaw, International Law, Cambridge Publication.
10. Quincy Wright, Contemporary International Law:A Balance Sheet, Random House, 1963.



11. Richard A. Falk, *The Status of Law in International Society*, Princeton University Press, 1970.
12. S.K. Kapoor, *Public International Law*, Central Law Agency.
13. S.K. Verma, *An introduction to International Law*, Printice hall of India, New Delhi.
14. Stark, J.G *Introduction to International Law*, Butterwoths, 1963.
15. Wolfgang Friedmann, *The Changing Structure of International Law*, Columbia University Press, 1964. Journal: *Indian Journal of Intenational Law*.

**Department of Sociology**

***Reviewed UG Syllabus (of selected papers) approved by 22<sup>nd</sup> School Board Meeting held on 18.05.2016***

## SEMESTER-WISE DISTRIBUTION OF COURSES

Elective					
Soc 101	Introduction to Sociology	4	0	4	4
<b>Honours</b>					
Soc 102	Social Research Methods – I	4	0	4	4
<b>Semester - II</b>					
<b>Elective</b>					
Soc 201	Social Stratification and Social Mobility	4	0	4	4
<b>Honours</b>					
Soc 202	Social Research Methods –II	4	0	4	4
<b>Semester – III</b>					
<b>Elective</b>					
Soc 301	Foundations of Sociological Thought	4	0	4	4
<b>Honours</b>					
Soc 302	Population and Society	4	0	4	4
<b>Semester – IV</b>					
<b>Elective</b>					
Soc 401	Modern Sociological Theories	4	0	4	4
<b>Honours</b>					
Soc 402	Social Movements	4	0	4	4
<b>Semester - V</b>					
<b>Elective</b>					
Soc 501	Marriage, Family and Kinship	4	0	4	4
<b>Honours</b>					
Soc 502	Rural Sociology	4	0	4	4
<b>Honours Optional (Any One)</b>					
Soc 503	Industrial Sociology	4	0	4	4
Soc 504	Contemporary Indian Society	4	0	4	4
Soc 505	Gender and Society	4	0	4	4
Soc 506	Crime and Society	4	0	4	4
<b>Semester – VI</b>					
<b>Elective</b>					
Soc 601	Indian Society	4	0	4	4
<b>Honours</b>					
Soc 602	Urban Sociology	4	0	4	4
<b>Honours Optional (Any One)</b>					
Soc 603	Indian Sociological Thinkers	5	0	5	5
Soc 604	Sociology of Tribal Society	5	0	5	5
Soc 605	Sociology of Culture and Mass Media	5	0	5	5
Soc 606	Project Paper	-	-	-	5
<b>Optional Paper</b>					
Soc 607	Child Rights and Protection				

[Note: L = Lecture, T = Tutorials, CH = Contact Hour, CR = Credit

A minimum of 12-14 contact hours will be required per unit in every course keeping in view that a minimum of 68 contact hours is maintained in each paper throughout the semester.

## **COURSE NO SOC 101: INTRODUCTION TO SOCIOLOGY**

### **Objectives:**

The basic idea for the introduction of this course is to introduce the subject of sociology to the students. It is intended to acquaint the students with the discipline as a social science and its distinctive approaches.

### **Course Outline:**

#### **UNIT I: SOCIOLOGY AS A DISCIPLINE**

- a. Meaning, Origin and Growth
- b. Nature, Scope and Significance of Sociology

#### **UNIT II: SOCIOLOGY AND ITS RELATIONSHIP WITH OTHER SOCIAL SCIENCES**

- a. Sociology and History
- b. Sociology and Political science
- c. Sociology and Economics
- d. Sociology and Social Anthropology

#### **UNIT III: BASIC CONCEPTS**

- a. Society and Culture
- b. Social Structure and Social System
- c. Community, Association and Social Organization

#### **UNIT IV: SOCIAL INSTITUTIONS**

- a. Family
- b. Marriage and Kinship
- c. Religion

#### **UNIT V: SOCIAL CHANGE**

- a. Meaning and Nature
- b. Theories of Social Change
- c. Factors of Social Change

### **Essential Readings:**

1. Bottomore, T.B; 1971; *Sociology: A Guide to Problems and Literature*; Bombay; Blackie and Son Publication Pvt. Ltd.
2. Gisbert, P; 1989; *Fundamentals of Sociology*; Bombay; Orient Longman.
3. Haralambos, M; 1991; *Sociology, Themes and Perspectives*; New Delhi; Oxford University Press.
4. Inkeles, Alex; 2003; *What is Sociology? An Introduction to the Discipline and Profession*; New Delhi; Prentice Hall of India Private Limited.
5. Jayaram, N; 1990; *Introducing Sociology*; New Delhi; MacMillan India Ltd.
6. Johnson, Harry M; 1995; *Sociology: A Systematic Introduction*; New Delhi; Allied Publishers.
7. Kikhi, Kedilezo et.al; 2010; *Introduction to Sociology*; Dimapur; Heritage Publishing House.
8. Schaefer, Richard T. and Robert P. Lamm; 1999; *Sociology*; New Delhi; Tata McGraw Hill.
9. Sharma, R.N; 1982; *Principles of Sociology*; London; J.K. Publishers.
10. Turner, Jonathan H; 1994; *Sociology: Concepts and Uses*; New York; McGraw Hill Inc.

## **COURSE NO SOC 102: SOCIAL RESEARCH METHODS - I**

### **Objectives:**

This course intends to train the students in the applicability of research procedures, tools and techniques of social science research.

### **Course Outline:**

#### **UNIT I: CONCEPTUAL ASPECTS**

- a. Meaning and Scope
- b. Significance of social research

#### **UNIT II: NATURE AND PROCESS**

- a. Steps in Scientific Research
- b. Ethical issues in Social Research

#### **UNIT III: HYPOTHESIS**

- a. Meaning and Types
- b. Formulation of hypothesis

#### **UNIT IV: RESEARCH DESIGN AND SAMPLING**

- a. Formation of Research Design
- b. Sampling Techniques

#### **UNIT V: TECHNIQUES OF DATA COLLECTION**

- a. Sources of Data: Primary and Secondary
- b. Research Tools: Observation, Schedule, Questionnaire and Interview

### **Essential Readings:**

1. Ahuja, Ram; 2009; *Research Methods*; Jaipur; Rawat Publications.
2. Beteille, A. and T. N. Madan; 1975; *Encounters and Experience: Personal Accounts of Fieldwork*; New Delhi; Vikas Publishing House.
3. Cauvery, R et.al; 2003; *Research Methodology*; New Delhi; S. Chand and Company Ltd.
4. Dooley, David; 2007; *Social Research Methods (Fourth edition)*; New Delhi; Prentice Hall of India.
5. Ghosh, B. N; 1985; *Scientific Methods and Social Research*; New Delhi; Sterling Publishers Pvt. Ltd.
6. Goode, William J. and Paul K. Hatt; 1987; *Methods in Social Research*; London: Mc Graw Hill Books Company
7. Kothari, C.R; 2005; *Research Methodology. Methods and Techniques*; New Delhi; New Age International (P) Limited Publishers.
8. Kumar, Ranjit; 1999; *Research Methodology: A step by Step Guide for Beginners*; New Delhi; Sage Publications.
9. Misra, R.P; 2001; *Research Methodology: A Hand Book*; New Delhi; Concept Publishing Company.
10. Punch, Keith F; 2005; *Introduction to Social Research: Quantitative and Qualitative Approaches (Second edition)*; New Delhi; Sage publications.
11. Young, P.V; 1988; *Scientific Social Surveys and Research*; New Delhi; Prentice Hall of India.

## **COURSE NO SOC 201: SOCIAL STRATIFICATION AND SOCIAL MOBILITY**

### **Objectives:**

The objective of this course is to impart knowledge to the students the existing theories of social stratification and its relevance in contemporary society.

### **Course Outline:**

#### **UNIT I: NATURE AND BASES**

- a. Meaning and Features
- b. Stratification and Differentiation

#### **UNIT II: APPROACHES TO SOCIAL STRATIFICATION**

- a. Functional
- b. Conflict

#### **UNIT III: FORMS OF SOCIAL STRATIFICATION**

- a. Slavery, Estates
- b. Caste and Class

#### **UNIT IV: SOCIAL MOBILITY**

- a. Types of Social Mobility
- b. Functions of Social Mobility

#### **UNIT V: SOCIAL MOBILITY IN INDIA**

- a. Modernization and Secularization
- b. Emerging Trends of Caste Mobility

### **Essential Readings:**

1. Beteille, Andre; 1965; *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village*; Berkeley; Penguin books.
2. Beteille, A. (ed.); 1969; *Social Inequality*; Harmondsworth; Penguin Books.
3. Bottomore, T.B; 1971; *Sociology: A Guide to Problems and Literature*; Bombay; Blackie and Son Publication Pvt. Ltd.
4. Davis, Kingsley and Wilbert E. Moore; 1945; 'Some Principles of Stratification', in *American Sociological Review*; April 1945.
5. Gupta D. (ed.); 1991; *Social Stratification*; Delhi; Oxford University Press.
6. Haralambos, M; 1991; *Sociology, Themes and Perspectives*; New Delhi; Oxford University Press.
7. Rao, C.N. Shankar; 2004; *Sociology of Indian Society*; New Delhi; S. Chand and Company Ltd.
8. Sharma, K.L; 1997; *Social Stratification in India: Issues and Themes*; New Delhi; Sage Publications.
9. Singh, Yogendra; 2002; *Social Stratification and Change in India*; New Delhi, Manohar.
10. Srinivas, M.N; 1965; *Caste in Modern India and Other Essays*; Bombay; Orient Longman.
11. Tumin, Melvin M; 1987; *Social Stratification: The forms and Functions of Inequality*; New Delhi; Prentice Hall of India.

## **COURSE NO SOC 202: SOCIAL RESEARCH METHODS-II**

### **Objectives:**

This course is designed to introduce various approaches to scientific research and its techniques to enable the students carry out research with confidence.

### **Course Outline:**

#### **UNIT I: APPROACHES TO RESEARCH**

- a. Quantitative
- b. Qualitative
- c. Ethnography

#### **UNIT II: METHODS OF RESEARCH**

- a. Social Survey
- b. Case study

#### **UNIT III: TYPES OF RESEARCH**

- a. Basic and Applied
- b. Historical and Empirical
- c. Descriptive

#### **UNIT IV: DATA PROCESSING AND ANALYSIS**

- a. Methods of Data Processing
- b. Analysis of Data

#### **UNIT V: REPORT WRITING**

- a. Interpretation of Data
- b. Techniques of Report Writing

**Note:** Field visit and report writing may be conducted as part of the syllabus for 20 marks. Students should be made to do exercise in the class room such as construction of questionnaires, schedules, etc and also test them in the fields so as to sharpen their research skills.

### **Essential Readings:**

1. Ahuja, Ram; 2009; *Research Methods*; Jaipur; Rawat Publications.
2. Beteille, A. and T. N. Madan; 1975; *Encounters and Experience: Personal Accounts of Fieldwork*; New Delhi; Vikas Publishing House.
3. Cauvery, R et.al; 2003; *Research Methodology*; New Delhi; S. Chand and Company Ltd.
4. Dooley, David; 2007; *Social Research Methods (Fourth edition)*; New Delhi; Prentice Hall of India.
5. Ghosh, B. N; 1985; *Scientific Methods and Social Research*; New Delhi; Sterling Publishers Pvt. Ltd.
6. Goode, William J. and Paul K. Hatt; 1987; *Methods in Social Research*; London: Mc Graw Hill Books Company
7. Kothari, C.R; 2005; *Research Methodology. Methods and Techniques*; New Delhi; New Age International (P) Limited Publishers.
8. Kumar, Ranjit; 1999; *Research Methodology: A step by Step Guide for Beginners*; New Delhi; Sage Publications.
9. Misra, R.P; 2001; *Research Methodology: A Hand Book*; New Delhi; Concept Publishing Company.
10. Punch, Keith F; 2005; *Introduction to Social Research: Quantitative and Qualitative Approaches (Second edition)*; New Delhi; Sage publications.
11. Young, P.V; 1988; *Scientific Social Surveys and Research*; New Delhi; Prentice Hall of India.

## **COURSE NO SOC 301: FOUNDATIONS OF SOCIOLOGICAL THOUGHT**

### **Objectives:**

This course is designed to introduce to the students the main ideas of the founding fathers of sociology and their contributions.

### **Course Outline:**

#### UNIT I: AUGUSTE COMTE

- a. Social Static and Social Dynamics
- b. Law of the Human Progress

#### UNIT II: HERBERT SPENCER

- a. Organic Analogy
- b. Spencer and Functionalism

#### UNIT III: KARL MARX

- a. Historical Materialism
- b. Class and Class Struggle

#### UNIT IV: EMILE DURKHEIM

- a. Social Facts-Rules of Sociological Method-Social Facts
- b. Theories of Suicide

#### UNIT V: MAX WEBER

- a. Social Action-Types of Action
- b. Protestant Ethic and the Spirit of Capitalism

### **Essential Readings:**

1. Abraham, Francis and John Henry Morgan; 1987; *Sociological Thought*; Delhi; McMillan India Limited.
2. Aron, Raymond; 1982; *Main Currents in Sociological Thought* (Vol. 1 and 2); New York; Penguin Books.
3. Barnes, H.E; 1967; *Introduction to the History of Sociology*; Chicago; The University of Chicago Press.
4. Coser, Lewis A; 1996; *Mastes of Sociological Thought* (2<sup>nd</sup> edition); Jaipur; Rawat Publications.
5. Fletcher, Ronald; 1994; *The Making of Sociology (Vol 1 and 2)*; Jaipur; Rawat Publications.
6. Kikhi, Kedilezo et.al; 2010; *Foundations of Sociological Thought*; Dimapur; Heritage Publishing House.
7. Morrison, Ken; 1995; *Marx, Durkheim, Weber: Formation of Modern Social Thought*; London; Sage Publications.
8. Ritzer, George; 1986; *Sociological Theory*; New Delhi; Tata McGraw Hill.
9. Sharma, R.N. and R.K. Sharma; 1994; *History of Social Thought*; Bombay; Media Promoters and Publishers Pvt. Ltd.
10. Srivastava, R.S; 1991; *Traditions in Sociological Theory*; Jaipur; Rawat Publications.
11. Turner, Jonathan H; 1987; *The Structure of Sociological Theory*; Jaipur; Rawat Publications.
12. Zeitlin, Irving M; 1987; *Rethinking Sociology: A Critique of Contemporary Theory*; Jaipur; Rawat Publications.



## **COURSE NO SOC 302: POPULATION AND SOCIETY**

### **Objectives:**

This course is proposed to acquaint the students the demographic features and trends of Indian society vis-à-vis world population. It also aims to make students understand population control in terms of social needs.

### **Course Outline:**

#### UNIT 1: DEMOGRAPHY

- a. Concepts
- b. Scope
- c. Importance

#### UNIT II: THEORIES OF POPULATION

- a. Malthusian theory
- b. Optimum theory
- c. Demographic transition theory

#### UNIT III: POPULATION TRENDS

- a. Population Trends in India
- b. Trends of World Population

#### UNIT IV: MIGRATION

- a. Causes of Migration
- b. Problems of Immigration in North-East India

#### UNIT V: POPULATION PLANNING AND CONTROL

- a. Family planning programmes in India
- b. Women's Reproductive Health
- c. Population and Education

### **Essential Readings:**

1. Ashish, B. 1991; *Demographic Diversity in India*; Delhi; B.R. Publishing Corporation.
2. Chandrasekar, S. (ed.); 1974; *Infant Mortality, Population Growth and Family Planning in India*; London; George Allen and Unwin Ltd.
3. Finkle, Jason L. and C. Alison McIntosh (eds); 1994; *The New Policies of Population*; New York; The Population Council.
4. Hatcher, Robert et.al; 1997; *The Essentials of Contraceptive Technology*; Baltimore; John Hopkins School of Public Health.
5. Jhingam, M.L. et.al; 2008; *Demography*; Delhi; Virinda Publications (P) Ltd.
6. Premi, M.K. et.al; 1983; *An Introduction to Social Demography*; Delhi; Vikas Publishing House.
7. Sharma, Rajendra; 1997; *Demography and Population Problems*; New Delhi; Atlantic Publishers.
8. Srivastava, O.S; 1994; *Demography and Population Studies*; New Delhi; Vikas Publishing House.
9. Census of India Reports; Government of India.

## **COURSE NO SOC 401: MODERN SOCIOLOGICAL THEORIES**

### **Objectives:**

The main objective of this course is to familiarize the students with some of the modern sociological thinkers and their contributions.

### **Course Outline:**

#### **UNIT I: A.R. RADCLIFFE BROWN**

- a. Structure and Function
- b. Science and Society

#### **UNIT II: BRONISLAW K. MALINOWSKI**

- a. Theory of Needs
- b. Magic, Science and Religion

#### **UNIT III: TALCOTT PARSONS**

- a. Pattern variables
- b. Functional Pre-Requisites of Social System

#### **UNIT IV: R. K. MERTON**

- a. Manifest and Latent Function
- b. Reference Group

#### **UNIT V: C. WRIGHT MILLS**

- a. Sociological Imagination
- b. Power Elite

### **Essential Readings:**

1. Brown, A.R. Radcliffe; *Structure and Function in Primitive Society* (1952)
2. Brown, A.R. Radcliffe; *A Natural Science of Society* (1957)
3. Malinowski, B.K; *Crime and Custom in Savage Society* (1926)
4. Malinowski, B.K; *Coral gardens and their Magic* (1935)
5. Merton, Robert K; 1968; *Social Theory and Social Structure*; New York; Free Press.
6. Mills, C.W; *The Power Elite* (1956)
7. Mills, C.W; *Sociological Imagination* (1959)
8. Parsons, Talcott; 1949; *The Structure of Social Action*; New York; McGraw Hill.
9. Parsons, Talcott. 'The Social System', The Free Press, Glencoe, Illinois, 1951
10. Parsons, Talcott; 1967; *Sociological Theory and Modern Society*; New York; Free Press.
11. Turner, J.H; 1987; *Structure of Sociological Theory*; Jaipur; Rawat Publications.

## **COURSE NO SOC 402: SOCIAL MOVEMENTS**

### **Objectives:**

The objective of this paper is to dwell on social movements, types, causes and analyze possible solutions, as a purely academic exercise. The paper aims to throw light on the futility of the use of violence for achieving one's desire; it instead, hopes to highlight the path for peaceful sociological solutions.

### **Course Outline:**

#### Unit I: INTRODUCTION

- a. Concept, Nature and Dynamics
- b. Classifications

#### Unit II: THEORIES OF SOCIAL MOVEMENT

- a. Functionalist
- b. Conflict

#### Unit III: PEASANT MOVEMENTS

- a. Telangana Movement
- b. Naxalite Movement

#### Unit IV: CONTEMPORARY SOCIAL MOVEMENT

- a. Environment Movement
- b. Women's Movement

#### Unit V: TRIBAL MOVEMENTS IN NORTH EAST INDIA

- a. Naga Movement
- b. Bodo Movement

### **Essential Readings:**

1. Ao, A. Lanunungsang; 2002; *From Phizo to Muivah: The Naga National Question in North East India*; New Delhi; Mittal Publications.
2. Coser, Lewis A; 1956; *The function of Social Conflict*; New York; Free Press.
3. Desai, A.R; 1979; *Peasant Struggles in India*; Bombay; Oxford University Press.
4. Dube, S.C (ed.); 1977; *Tribal Heritage of India*; New Delhi: Vikas Publishing House.
5. Rao, M.S.A; 1979; *Social Movements in India*; Delhi; Manohar.
6. Raza, Moonis and A. Ahmad; 1990; *An Atlas of Tribal India*; Delhi; Concept Publishing House.
7. Sharma, Suresh; 1994; *Tribal Identity and Modern World*; New Delhi; Sage Publications.
8. Singh, K.S; 1972; *Tribal Situation in India*; Dehra Dun; Indian Institute of Advanced Study.
9. Singh, K.S; 1984; *Economies of the Tribes and their Transformation*; New Delhi; Concept Publishing House.
10. Singh, K.S; 1985; *Tribal Society*; New Delhi; Mahohar.
11. Von Furer-Haimendorf, C; 1982; *Tribes in India: The Struggle for Survival*; Delhi; Oxford University Press.

## **COURSE NO SOC 501: MARRIAGE, FAMILY AND KINSHIP**

### **Objectives:**

This course is prepared to acquaint student with the basic concepts in family and kinship studies and to demonstrate structural principles used by societies in a consistent logical way to organize groups and categorize and infuse them with cultural meanings so that the societal objectives of social integration, social reproduction and social continuity are realized.

### **Course Outline:**

#### UNIT I: MARRIAGE

- a. Rules
- b. Transactions
- c. Challenges

#### UNIT II: FAMILY

- a. Developmental cycle
- b. Changing trends

#### UNIT III: PERSPECTIVES ON THE FAMILY

- a. Inter-actionist
- b. Functionalist
- c. Conflict

#### UNIT IV: KINSHIP

- a. Terminologies
- b. Genealogical Methods

#### UNIT V: KINSHIP SYSTEMS WITH REFERENCE TO NORTH EAST

- a. Patrilineal
- b. Matrilineal

### **Essential Readings:**

1. Ahmad, Imtiaz (ed.): 1976; *Family, Kinship and Marriage among Muslims in India*; New Delhi: Manohar.
2. Dube, Leela; 1974; *Sociology of Kinship: An Analytical Survey of Literature*; Bombay; Popular Prakashan.
3. Dube, Leela; 1997; *Women and Kinship: Comparative Perspectives on Gender in South and South –East Asia*; New Delhi; Sage Publications.
4. Fox, Robin; 1967; *Kinship and Marriage: An anthropological Perspective*; Harmondsworth; Penguin Books.
5. Karve, Iravati; 1968; *Kinship Organization in India*; Bombay; Asia Publishing House.
6. Madan, T.N; 1989; *Family and Kinship: A Study of Pandits of Rural Kashmir*. Delhi; Oxford University Press.
7. Shah, A.M; 1998; *The Family in India: Critical Essays*; New Delhi; Orient Longman.
8. Tali, N and A. Lanunungsang Ao; 2005; *Naga Society and Culture*; Nagaland University; Tribal Research Centre; Hqrs: Lumami.
9. Trautman, T.R; 1981; *Dravidian Kinship*; Cambridge, Cambridge University Press.
10. Uberoi, Patricia (ed.); 1993; *Family, Kinship and Marriage in India*; New Delhi; Oxford University Press.
11. Weston, K; 1991; *Families we choose: Lesbians, Gays, Kinship*; New York; Columbia University Press.

## **COURSE NO SOC 502: RURAL SOCIOLOGY**

### **Objectives:**

The course provides sociological understanding of rural social structure, change and development in India. It also aims to impart sociological skills to reconstruct rural institution and rural development programmes, to plan, monitor and evaluate rural development programmes.

### **Course Outline:**

#### **UNIT I: INTRODUCTORY CONCEPTS**

- a. Origin and Development
- b. Nature and Scope

#### **UNIT II: APPROACHES**

- a. Community
- b. Regional

#### **UNIT III: RURAL SOCIAL STRUCTURE**

- a. Features of Rural Society
- b. Occupational Structure

#### **UNIT IV: LOCAL GOVERNANCE SYSTEM**

- a. Panchayati Raj
- b. Village Council System with Special Reference to Nagaland.

#### **UNIT V: CHANGING TRENDS**

- a. Role of Women
- b. Impact of Science and Technology

### **Essential Readings:**

1. Berch, Berberogue (ed.); 1992; *Class, State and Development in India*; New Delhi; Sage Publication.
2. Beteille, Andre; 1974; *Six Essays in Comparative Sociology*; New Delhi; Oxford University Press.
3. Desai, A.R; 1977; *Rural Sociology in India*; Bombay; Popular Prakashan.
4. Dhanagare, D.D; 1988; *Peasant Movements in India*; New Delhi; Oxford University Press.
5. Mencher, J.P; 1983; *Social Anthropology of Peasantry - Part III*; Oxford; Oxford University Press.
6. Mukherjee, Ramkrishna; 1979; *Sociology of Indian Sociology*; Bombay; Allied Publications.
7. Nandy, Ashish; 1999; *Ambiguous Journey to the City*; New Delhi; Oxford University Press.
8. Radhakrishana. P; 1989; *Peasant Struggles: Land Reforms Social change in Malabar 1836-1892*; Delhi; Sage Publications.
9. Singh, Yogendra; 2000; *Culture Change in India: Identity and Globalisation*; Jaipur; Rawat Publications.
10. Thorner, Daniel and Alice Thorner; 1962; *Land and Labour in India*; Bombay; Asia Publications.

## **COURSE NO SOC 503: INDUSTRIAL SOCIOLOGY**

### **Objectives:**

The objective of this course is to make students learn the organizational structure of industries, industrial leadership and industrial relations.

### **Course Outline:**

#### UNIT I : INTRODUCTION

- a. Meaning , Subject matter and Scope
- b. Contemporary Theories of Management: Systems Theory, Contingency Theory

#### UNIT II: INDUSTRIAL ORGANIZATION

- a. Formal and Informal Structure and Function
- b. Production Process

#### UNIT III: INDUSTRIAL LEADERSHIP

- a. Types
- b. Conditions of effective leadership

#### UNIT IV: INDUSTRIAL RELATIONS

- a. Human Relations
- b. Authority Relations
- c. Trade Unions

#### UNIT V: INDUSTRIAL CONFLICT

- a. Causes and Types, Resolution of Conflict
- b. New Industrial Policy, India

### **Essential Readings:**

1. Burns, T. (ed.); 1969; *Industrial Man: Selected Readings*; Harmondsworth; Penguin Books.
2. Giri, P.K; 2005; *Industrial Sociology*; Jaipur; Sublime Publication.
3. Gisbert, P; 1985; *Fundamentals of Industrial Sociology*; Bombay; Tata McGraw Hill.
4. Kumar, K; 1973; *Prophecy and Progress*; London; Allen Lane.
5. Moore, W; 1965; *Impact of Industry*; New York; Prentice Hall.
6. Poole, M; 1982; *Theories of Trade Unionism: A Sociology for Industrial Relations*; London; Routledge and Kegan Paul.
7. Ramaswamy, E.A; 1988; *Industry and Labours*; New Delhi; Oxford University Press.
8. Rao, P. Subba; 2005; *Essentials of Human Resource Management and Industrial Relations*; Delhi; Himalaya Publishing House.
9. Sen, Ratna; 2010; *Industrial Relations*; Delhi; Macmillan Publishers India Ltd.
10. Sury, M.M; 2004; *Indian Economy in the 21<sup>st</sup> Century: Prospects and Challenges*; New Delhi; New Century Publications.
11. Watson, K.T; 1995; *Sociology, Work and Industry*; London; Routledge and Kegan Paul.

## **COURSE NO SOC 504: CONTEMPORARY INDIAN SOCIETY**

### **Objectives:**

This course attempts to understand some of the main issues and challenges in contemporary Indian society.

### **Course Outline:**

#### **UNIT I: IMPACT OF ECONOMIC LIBERALISATION**

- a. Higher Education
- b. Women empowerment

#### **UNIT II: TECHNOLOGY AND SOCIETY**

- a. Industrialization and Rural Transformation
- b. Information Technology

#### **UNIT III: SOCIAL PROBLEMS**

- a. Corruption and Crime
- b. Unemployment
- c. Poverty

#### **UNIT IV: ENVIRONMENTAL ISSUES**

- a. Ecological Degradation
- b. Policy Measures and Implications

#### **UNIT V: ETHNICITY IN NORTHEAST INDIA**

- a. Identity Crisis
- b. Naga ethnicity: a case study

### **Essential Readings:**

1. Ahuja, Ram; 1997; *Social Problems in India*; Jaipur; Rawat Publications.
2. Chandra, Bipan; 1994; *Ideology and Politics in Modern India*; Delhi; Har Anand Publications.
3. Chandrashekhar, S; 1950; *India's Population: Fact and Policy*; Chidambaram; Indian Institute for Population Studies, Annamalai University.
4. Gupta, Dipankar; 2000; *Mistaken Modernity, India between Worlds*; New Delhi;; Harper Collins Publishers India.
5. Oommen, T.K; 1997; *Citizenship and Nationality and Ethnicity*; Cambridge; Polity Press.
6. Redcliff, Michael; 1984; *Development and the Environmental Crisis*; New York; Methuen Co. Ltd.
7. Saxena, N.S; 1985; *Terrorism: History and Facets in the World and in India*; New Delhi; Abhinav Publications.
8. Singh, Yogendra; 2003; *Culture Change in India, Identity and Globalization*; Jaipur; Rawat Publications.
9. Sharma, S.L and T.K. Oommen (eds.); 2000; *National and National Identity in South Asia*; Delhi; Orient Longman.
10. Journals, Magazines, and News Papers (local, National and International) can be use as a source of Information for this particular course.

## **COURSE NO SOC 505: GENDER AND SOCIETY**

### **Objectives:**

The main objective for the introduction of this course is to highlight the issues of gender and gender sensitization and to relate it to the contemporary society. This course will also look into the issues of violence against women in relation to domestic abuse, crimes against women, infanticide etc.

### **Course Outline:**

#### UNIT I: CONCEPTS

- a. Sex and Gender
- b. Gender Roles

#### UNIT II: PERSPECTIVES

- a. Functionalist
- b. Conflict
- c. Gandhian

#### UNIT III: GENDER VIOLENCE

- a. Violence Against Women
- b. Gender Discriminations

#### UNIT IV: WOMEN EMPOWERMENT

- a. Social Legislations
- b. Education
- c. Economic

#### UNIT V: CHALLENGES OF WOMEN IN MODERN SOCIETY

- a. Occupation
- b. Women in Decision-Making

### **Essential Readings:**

1. Acharya, S; 1996; 'Women in the Indian Labour Force: A Temporal and Spatial Analysis,' in Susan Horton (ed.), *Women and Industrialization in Asia*; New York; Routledge Publications.
2. Agarwal, B; 1988; *Structures of Patriarchy: State, Community and Household in Modernizing Asia*; New Delhi; Kali for Women.
3. De Beauvoir S; 1983; *The Second Sex*, Harmondsworth; Penguin Books.
4. Desai, N and M. Krishnaraj; 1987; *Women and Society in India*; Delhi; Ajanta.
5. Engels, F; 1972; *The Origin of Family, Private Property and the State*; London; Lawrence and Wishart.
6. Forbes, G; 1998; *Women in Modern India*; Delhi; Cambridge University Press.
7. Oakley, A; 1972; *Sex, Gender and Society*; New York; Harper and Row.
8. Kuumba, M. Bahati; 2003; *Gender and Social Movements*; Jaipur; Rawat Publications.
9. Rosalso, M.Z and L. Lamphere (ed.); 1974; *Women, Culture and Society*; Delhi, Stanford University Press.
10. Whelham, I; 1997; *Modern Feminist Thought*; Edinburgh; Edinburgh University Press.



## **COURSE NO SOC 506: CRIME AND SOCIETY**

**Objectives:** The course is designed to acquaint the students with the changing profile of crime and criminals and prepare them for professional roles of correctional agents in agencies of criminal justice administration system, particular in prison and other reformatory institutions.

### **Course Outline:**

#### **UNIT I: INTRODUCTORY CONCEPTS**

- a. Meaning and concept
- b. Legal and Sociological

#### **UNIT II: APPROACHES**

- a. Classical
- b. Positivist
- c. Marxian perspective

#### **UNIT III: TYPES OF CRIME**

- a. White-Collar Crime
- b. Terrorism- Related Crime
- c. Organized Crime

#### **UNIT IV: FACTORS OF CRIME**

- a. Personal
- b. Psychological and
- c. Environmental

#### **UNIT V: PUNISHMENT AND CORRECTIVE MEASURES**

- a. Retributive, Deterrent, Reformatory
- b. Prison-based, Probation, Parole, Open-prison
- c. Naga Customary and Crimes Control

### **Essential readings:**

1. Ahuja, Ram; 2004; Social Problems in India; New Delhi; Rawat Publishers.
2. Bedi, Kiran; 1998; It is always possible; New Delhi: Sterling Publication Pvt. Ltd.
3. Gill, S.S.; 1998; The Pathology of Corruption; New Delhi; Harper Collins Publishers (India)
4. Merton, R.K.; 1972; Social Theory and Social Structure; New Delhi; Emerind Publishing.
5. Ministry of Home Affairs; 1998; Crime in India; New Delhi; Government of India.
6. Parsonage, William H.; 1979; Perspectives on Criminology; London Sage Publication.
7. Reid, Suetitus; 1976; Crime and Crimoriology; Illinois; Deyden Press.
8. Sutherland, Edwin. H. and Donald R. Cressey; 1968; Principles of Criminology; Bombay; Times of India Press.
9. Teeters, Negley and Harry Elnar Barnes; 1959 New Horizons in Criminology; New Delhi; Prentice Hall of India.
10. William, Frank P. and Marlyn D. Meshere; 1998; Criminology Theory; New Delhi
11. Williamson, Herald E.; 1990; The Correction Profession; New Delhi; Sage Publication.

## **COURSE NO SOC 601: INDIAN SOCIETY**

### **Objectives:**

This paper intends to present a comprehensive and integrated profile of Indian society.

### **Course Outline:**

#### UNIT I: NATURE AND CHARACTERISTICS

- a. Unity in Diversity
- b. Caste Hierarchy

#### UNIT II: THE COMPOSITION OF INDIAN SOCIETY

- a. Rural and Urban
- b. Minorities and Weaker Sections

#### UNIT III: SOCIO-ECONOMIC SYSTEM

- a. Economy-Agrarian economy and mixed economy
- b. Religion-Pluralism, multiculturalism, secularism.

#### UNIT IV: CHALLENGES OF NATION BUILDING

- a. Poverty, Unemployment
- b. Communalism

#### UNIT V: CHANGE AND CONTINUITY

- a. Tradition and Modernity
- b. Globalization

### **Essential Readings:**

1. Ahuja, Ram; 1999; *Society in India*; Jaipur; Rawat Publications.
2. Bose, N.K; 1967; *Culture and Society in India*; New Delhi; Asia Publishing House.
3. Bose, N.K; 1975; *Structure of Hindu Society*; New Delhi; Asia Publishing House.
4. Dube, S.C; 1958; *India's Changing Villages*; London; Routledge and Kegan Paul.
5. Dube, S.C; 1990; *Indian Society*; New Delhi; National Book Trust of India.
6. Dube, S.C; 1995; *Indian Village*; London; Routledge.
7. Ghurye, G.S; 1969; *Caste and Race in India*; Bombay; Popular Prakashan.
8. Kumar, Anand (ed.); 2000; *Nation Building in India*; New Delhi; Radiant.
9. Mandelbaum, D.G; 1970; *Society in India*; Bombay; Popular Prakashan.
10. Singh, Yogendra; 1973; *Modernization of Indian Tradition*; New Delhi; Thomson Press.
11. Srinivas, M.N; 1963; *Social Change in India*; Berkeley; University of California Press.

## **COURSE NO SOC 602: URBAN SOCIOLOGY**

### **Objectives:**

This course intends to provide sociological understanding of the nature and scope of urban sociology and urban social structure in India. It also aims to make students read and understand the emerging issues and challenges in urban centers.

### **Course Outline:**

#### UNIT I: INTRODUCTION

- a. Origin and Development
- b. Nature and Scope
- c. Urbanism and Urbanization

#### UNIT II: GROWTH OF CITIES

- a. Western Model
- b. Indian Model

#### UNIT III: URBAN SOCIAL STRUCTURE

- a. Characteristics
- b. Rural and Urban continuum

#### UNIT IV: URBAN CIVIC BODIES

- a. Metropolitans
- b. Municipalities

#### UNIT V: PROBLEMS AND CHALLENGES

- a. Congestion and Pollution
- b. Welfare and Security Measures
- c. Emerging Issues and challenges

### **Essential Readings:**

1. Abrahamson, M; 1976; *Urban Sociology*; Englewoodcliff; Prentice Hall.
2. Bharadwaj, R.K; 1974; *Urban Development in India*; New Delhi; National Publishing House.
3. Bose, Ashish; 1978; *Studies in India Urbanisation 1901 – 1971*; New York; Tata McGraw Hill.
4. Desai, A.R and S. D. Pillai (eds.); 1970; *Slums and Urbanisation*; Bombay; Popular Prakashan.
5. D'souza, Alfred; 1978; *The Indian City: Poverty, Ecology and Urban Development*; New Delhi; Manohar.
6. Gold, Harry; 1982; *Sociology of Urban Life*; Englewoodcliff; Prentice Hall.
7. Quinn, J.A; 1995; *Urban Sociology*; New Delhi; S. Chand and Co.
8. Ramachandran, R; 1991; *Urbanisation and Urban Systems in India*; Delhi; Oxford University Press.
9. Rao, M.S.A; 1974; *Urban Sociology in India*; New Delhi; Orient Longman.
10. Rao, M.S.A, C. Bhat and L.N. Kadekar; 1991; *A Reader in Urban Sociology*; New Delhi, Orient Longman.

## **COURSE NO SOC 603: INDIAN SOCIOLOGICAL THINKERS**

### **Objectives:**

It aims to introduce to the students about the major contributions of the Indian Sociological thinkers.

### **Course Outline:**

#### UNIT I: G.S. GHURYE

- a. Caste and Race
- b. Indology

#### UNIT II: R.K. MUKERJEE

- a. Society and Values
- b. Social Ecology

#### UNIT III: M.N. SRINIVAS

- a. Sanskritization and Westernization
- b. Field Work

#### UNIT IV: A.R. DESAI

- a. Marxist Interpretation of Indian Society
- b. Agrarian Economy

#### UNIT V: YOGENDRA SINGH

- a. Tradition and Modernity
- b. Relevance of Social Sciences in India

### **Essential Readings:**

1. Beteille, Andre; 1975; *Inequality and Social Change*; Delhi; Oxford University Press.
2. Desai, A.R; 1971; *Social Background of Indian Nationalism*; Bombay; Popular Prakashan.
3. Dhanagare, D. N; 2004; *Themes and Perspectives in Indian Sociology*; Jaipur; Rawat Publications.
4. Ghurye, G.S; 1969; *Caste and Race in India*; Bombay; Popular Prakashan.
5. Singh, Y; 1973; *Modernization of Indian Tradition*; Delhi; Thomson Press.
6. Singh, Y; 2007; *Ideology and Theory in Indian Sociology*; Jaipur, Rawat Publications.
7. Shah, A.M and I.P. Desai; 1988; *Division and Hierarchy: An Overview of Caste in Gujarat*; Delhi; Hindustan Publishing Corporation.
8. Srinivas, M.N; 1966; *Social Change in Modern India*; Bombay; Allied Publishers.
9. Mukerjee, Radha Kamal; 1965; *The Sociologist and Social Change in India Today*; Delhi; Prentice Hall of India.
10. Mukherjee, D.P; 1958; *Diversities*; Delhi; People's Publishing House.
11. Oommen, T.K. and P.N. Mukerjee, (eds.); 1986; *Indian Sociology: Reflection and Introspections*; Bombay; Popular Prakashan.
12. Dumont, L; 1970; *Religion, Politics and History in India*; Paris/The Hague; Mouton.
13. Frykenberg, R.E. (ed.); 1969; *Land Control and Social Structure in Indian History*; Madison; University of Wisconsin Press.

## **COURSE NO SOC 604: SOCIOLOGY OF TRIBAL SOCIETY**

### **Objectives:**

The objective of this course is to provide a comprehensive profile of tribal people in terms of their distribution and concentration, demographic features, social structure and cultural patterns.

### **Course Outline:**

#### **UNIT I: CONCEPTS**

- a. Meaning and Definition
- b. Features

#### **UNIT II: DEMOGRAPHIC PROFILE**

- a. Distribution and concentration of tribal people
- b. Religious beliefs and practices

#### **UNIT III: TRIBAL ECONOMY**

- a. Shifting cultivation
- b. Terrace cultivation

#### **UNIT IV: TRIBAL PROBLEMS**

- a. Poverty and Illiteracy
- b. Land Alienations

#### **UNIT V: CHANGING SCENARIO**

- a. Impact of Modern Education
- b. Emerging Classes

### **Essential Readings:**

1. Bose, N.K; 1967; *Culture and Society in India*; Bombay; Asia Publishing House.
2. Desai, A.R; 1979; *Peasant Struggles in India*; Bombay; Oxford University Press. Dube, S.C (ed.); 1977; *Tribal Heritage of India*; New Delhi; Vikas Publishing House.
3. Hasnain, N; 1983; *Tribes in India*; New Delhi; Harnam Publications.
4. Rao, M.S.A; 1979; *Social Movements in India*; Delhi; Manohar.
5. Raza, Moonis and A. Ahmad; 1990; *An Atlas of Tribal India*; Delhi; Concept Publishing House.
6. Sharma, Suresh; 1994; *Tribal Identity and Modern World*; New Delhi; Sage Publications.
7. Singh, K.S; 1972; *Tribal Situation in India*; Dehra Dun; Indian Institute of Advanced Study.
8. Singh, K.S; 1982; *Tribal Movements in India (Vol. I and II)*; New Delhi; Manohar.
9. Singh, K.S; 1984; *Economies of the Tribes and their Transformation*; New Delhi; Concept Publishing House.
10. Singh, K.S; 1985; *Tribal Society*; Delhi; Mahohar.
11. Singh, K.S; 1995; *The Scheduled Tribes*; New Delhi; Oxford University Press.
12. Von Furer-Haimendorf, C; 1982; *Tribes in India: The Struggle for Survival*; Delhi; Oxford University Press.

## **COURSE NO SOC 605: SOCIOLOGY OF CULTURE AND MASS MEDIA**

### **Objectives:**

This course intends to impart to the students the role of media in connecting an individual to the outside world. Media can break down barriers and can also create barriers among different cultures. Hence, the study of mass media and its impact on culture should be helpful for students in getting awareness about the world around them.

### **Course Outline:**

#### UNIT 1: CONCEPTS

- a. Meaning and Types
- b. Agencies of Mass Communication

#### UNIT II: CULTURE

- a. Folk culture
- b. Popular culture
- c. Mass culture

#### UNIT III: MASS MEDIA

- a. Print Media
- b. Electronic Media

#### UNIT IV: ABUSE OF MEDIA

- a. Cyber Crimes
- b. Effect on Indigenous Culture

#### UNIT V: IMPACT OF MASS MEDIA

- a. Fashion
- b. Global Culture
- c. Social Networking

### **Essential Readings:**

1. Curran, J and M. Gurevitch (eds.); 1991; *Mass Media and Society*; London; Edward Arnold.
2. Featherstone, M; 1995; *Undoing Culture: Globalisation, Post-Modernism and Identity*; London; Sage Publications.
3. Fiske, J; 1989; *Understanding Popular Culture*; Boston; Unwin and Hyman.
4. Golding, P; 1974; *The Mass Media*; London; Orient Longman.
5. Leach, E; 1976; *Culture and Communication*; Cambridge; Cambridge University Press.
6. McLuhan, M; 1994; *Understanding Media: The Extension of Man*; London; Routledge.
7. McQuail, Dennis; 1994; *Mass Communication Theory*; London; Sage Publications.
8. Mowlana, Hamid; 1997; *Global Information and World Communication*; London; Sage Publications.
9. Robertson, R; 1992; *Globalisation, Social Theory and Global Culture*; London; Sage Publications.
10. Stevenson, N; 1996; *Understanding Media Cultures*; New Delhi; Sage Publications.

## **COURSE NO SOC 606: PROJECT PAPER**

In continuation of the Course No. SOC 102 and SOC 202, this paper aims to facilitate the students in the fundamentals of social research. In consultation with the course instructor, every student will identify a relevant topic of their interest/area of research for this purpose. The department will assign supervisor/guide as per the chosen topics/area of specialization. All efforts should be made by the Department concerned to maintain a standard size of samples/area of study to make the exercise meaningful. In case of an empirical study, at least a minimum sample size of 50 respondents should be taken into consideration. The project work in form of dissertation with a minimum of 25 pages in A4 size paper typed in double space 12 point font size should be submitted within the stipulated period fixed by the Department/College authority.

**OPTIONAL PAPER**

**COURSE NO: SOC-607: CHILD RIGHTS AND PROTECTION**

**UNIT-I: NATURE OF CHILD RIGHTS AND PROTECTION**

- a) Meaning, Nature and Concept of Child Rights and Protection
- b) Importance of Child Rights and Protection

**UNIT-II: NATURE OF CHILD LABOUR**

- a) Meaning, Nature and Concept Child Labour
- b) Causes of Child Labour

**UNIT-III: ROLE OF EDUCATION**

- a) Significance of Education in Mitigation child Labour
- b) Directive Principles of State Policy and Right to Education Act (RTE)

**UNIT-IV: SOCIAL LEGISLATIONS**

- a) Socio- Economic Policies for Child Rights
- b) Constitutional Provision for Child Rights

**UNIT-V: CHILD REHABILITATION**

- a) Role of Government
- b) Role of Non- Governmental Agencies

**Essential readings:**

1. Banerjee S (1979) Child Labour in India. The Anti -Slavery Society
2. Balton,David A (1990) The Convention on the rights of the child: Prospects for international Enforcement
3. Byrne,I (1998) The Human Rights of street and working children. London. International Technology Publications
4. Holt, J (1975) Escape from childhood: Pelican



UNDERGRADUATE SYLLABUS FOR  
**ENVIRONMENTAL STUDIES**  
UNDER SEMESTER SYSTEM  
FOR  
ALL BRANCHES OF HIGHER EDUCATION

**ACADEMIC SESSION 2012-**



**NAGALAND UNIVERSITY  
LUMAMI**

## Code: EVS-401

As per UGC guideline this is a compulsory paper for Environmental Studies (EVS). It is to be taught in various Undergraduate programmes under the Nagaland University for semester system. This syllabus includes classroom teaching followed by fieldwork. This may be taught in 25 lectures.

Credit System: The teaching will be of 2 credits.

Exam Pattern: The question paper should carry 100 marks where 30 marks shall be internal and 70 marks shall be external.

### **Distribution of marks:**

Part A, Objective & Short answer type – 25 marks

Part B, Essay type – 45 marks

Field Work – 20 marks

Internal Assessment – 10 marks

### **Objective:**

This paper aims to give the fundamental idea about understanding the functions of natural system. This has to be related with various man induced activities affecting the nature in a destructive manner. Students have to be practically involved to understand this process by doing field work and assessment is internal.

## **EVS –I (COMPULSORY)**

**Maximum marks: 100**

**Time: 3 hours**

**External marks: 70**

**Internal marks: 30**

### **UNIT I: Ecosystem and the Environment**

**Max. Lecture = 06**

- a. Definition, Scope and importance of Environmental studies, Need for Public awareness.
- b. Concepts of an Ecosystem, Structure and functions of an Ecosystem.
- c. Producers, Consumers and Decomposers in an Ecosystem.

### **UNIT II: Natural Resources**

**Max. Lecture = 06**

- a. Renewable and non-renewable resources, Role of individual in conservation of natural resources for sustainable life styles.
- b. Use and over exploitation of Forest resources, Deforestation, Timber extraction, Mining, Dams and their effects on forest and tribal people.
- c. Use and over exploitation of surface and ground water resources, Floods, Drought, Conflicts over water, Dams- benefits and problems.

### **UNIT III: Biodiversity and its Conservation**

**Max. Lecture = 04**

- a. Definition, Genetic, Species and Ecosystem diversity, Bio-geographical classification of India.
- b. Value of biodiversity: Consumptive use, Productive use, Social, Ethical, Aesthetic and option values.

**UNIT IV: Environmental pollution****Max. Lecture = 04**

- a. Definition, Causes, effects and control measures of Air pollution. Water pollution and Soil pollution.
- b. Causes, effects and control measures of Marine pollution, Noise pollution, Thermal pollution, Nuclear hazards.

**UNIT V: Population issues and the Environment****Max. Lecture = 04**

- a. Population growth, Variation among nations, Population explosion- Family welfare programmes, Environment and Human health, Human rights, Value education, HIV/AIDS.
- b. Woman and Child welfare, Role of information technology in environment and human health, Case studies.

**Field work and Assignment****Internal Marks: 30**

- Students should submit a report at the end of the semester based on the field study on the topic chosen with prior consultation with teacher concerned. **Marks: 20**
- Assignment /seminar /debate etc. **Marks: 10**

**Suggested Readings:**

1. Bharucha Erach (ed) Text Book of Environmental Studies., University Press (India) Pvt. Ltd.
2. Bharucha Erach, 2003. The Biodiversity of India, Mapin Publishing Pvt. Ltd, Ahmedabad – 380013,
3. IndiaSantra S.C, (ed), Environmental Science, New Central Agency Pvt Ltd. Kolkata, India.
4. Kaushik, Anubha & Kaushik, C.P. 2006. Perspectives in Environmental Studies, New Age International (P) Ltd. Publisher, New Delhi.
5. Singh Savindra 2003. Environmental Geography, Prayag Pustak Bhawan, Allahabad.

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## Code: EVS-501

This is an optional paper for Environmental Studies (EVS) against CBCS (Choice Based Credit System) in various Undergraduate programmes under the Nagaland University for semester system. This syllabus includes classroom teaching followed by fieldwork. This may be taught in 25 lectures.

Credit System: The teaching will be of 2 credits.

Exam Pattern: The question paper should carry 100 marks where 30 marks shall be internal and 70 marks shall be external.

### **Distribution of marks:**

Part A, Objective & Short answer type – 25 marks

Part B, Essay type – 45 marks

Field Work – 20 marks

Internal Assessment – 10 marks

### **Objective:**

This paper aims for a deeper understanding of environment and its functions. How various man induced activities are responsible for degrading environment and what are the measures to such environmental management. Students have to be practically involved to understand this process by doing field work and assessment is internal.

## **EVS –II (Optional CBCS)**

**Maximum marks: 100**

**Time: 3 hours**

**External marks: 70**

**Internal marks: 30**

### **UNIT I: Ecosystem Functions**

**Max. Lecture = 04**

- a. Energy flow in an Ecosystem, Food chains and Food webs, Ecological pyramids, Ecological succession
- b. Types, characteristics and functions of Forest, Grassland, Desert and Aquatic (Ponds, Streams, Lakes, Rivers, Oceans, Estuaries) ecosystems.

### **UNIT II: Natural Resources**

**Max. Lecture = 04**

- a. Use and exploitation of Mineral resources, Environmental effects of using mineral resources, World food problems, Changes caused by Agriculture and over grazing, Effects of modern agriculture, Fertilizer- Pesticide problems, Water logging and Salinity.
- b. Growing energy needs, renewable and non-renewable energy resources, use of alternate energy resources, Land resources, Land degradation, Man-induced landslides, Soil erosion and Desertification.

### **UNIT III: Biodiversity and its Conservation**

**Max. Lecture = 06**

- a. Biodiversity at Global, National and Local levels, India as a mega-diversity nation, Hotspots of biodiversity.
- b. Threats to biodiversity: Habitat loss, Poaching of wild life, Man-Wildlife conflicts.

- c. Endangered and Endemic species of India, *In-situ* and *Ex-situ* conservation of biodiversity.

**UNIT IV: Environmental pollution**

**Max. Lecture = 04**

- a. Solid waste management and control measures of Urban and Industrial wastes.
- b. Role of individual in prevention of pollution, Pollution case studies.
- c. Disaster management: Floods, Earthquakes, Cyclones and Landslide management.

**UNIT V: Social issues and the Environment**

**Max. Lecture = 06**

- a. Urban problems related to energy, Water conservation, Rainwater harvesting, watershed management, Resettlement and rehabilitation of people; its problems and concern, Case studies.
- b. Wasteland reclamation, Consumerism and waste products, Climate change, Global warming, Acid rain. Ozone layer depletion, Nuclear accidents and holocaust.
- c. Environmental protection Act: Air and Water prevention and control of pollution Act, Wildlife protection Act, Forest conservation Act, Issues involved in enforcing of environmental legislation.

**Field work and Assignment**

**Internal Marks: 30**

- Students should submit a report at the end of the semester based on the field study on the topic chosen with prior consultation with teacher concerned. **Marks: 20**
- Assignment /seminar /debate etc. **Marks: 10**

**Suggested Readings:**

1. Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.
2. Bharucha Erach (ed) Text Book of Environmental Studies., University Press (India) Pvt. Ltd.
3. Bharucha Erach, 2003. The Biodiversity of India, Mapin Publishing Pvt. Ltd, Ahmedabad – 380013,
4. Kaushik, Anubha & Kaushik, C.P. 2006. Perspectives in Environmental Studies, New Age International (P) Ltd. Publisher, New Delhi.
5. Singh Savindra 2003. Environmental Geography, Prayag Pustak Bhawan, Allahabad.

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