

SYLLABUS  
FOR BACHELOR OF ARTS  
INSTITUTE OF DISTANCE EDUCATION  
(Semester System)



RAJIV GANDHI UNIVERSITY  
RONO HILLS, DOIMUKH  
ARUNACHAL PRADESH

## **COMPULSORY ENGLISH**

### **SEMESTER-I**

**Paper Code: BAENC101**

**Paper Title: Basic Remedial Skills & Remedial Grammar I  
(English Compulsory-I)**

#### **CONTENTS:**

- UNIT-A:      Studying Prose Writing in English I  
                  Kalpana Jain: Stigma, Shame and Silence  
                  A. G. Gardiner: On the Rule of the Road
  
- UNIT-B:      Grammar and Usage I  
                  Preposition, Change of Voice, Correction of Errors, Comprehension (Prose)
  
- UNIT-C:      Comprehension and Composition  
                  Comprehension (Poetry)
  
- UNIT-D:      Studying Drama  
                  William Shakespeare: *As You Like It*
  
- UNIT E:      Commutation/ Conversation Skills  
                  Communication Skills: LSRW, Experimenting with the English

## **SEMESTER-II**

**Paper Code: BAENC102**

**Paper Title: Basic Remedial Skills & Remedial Grammar II**  
**(English Compulsory-II)**

### **CONTENTS:**

**UNIT-A: Studying Prose Writing in English II**

Gerald Durrell: *Vanishing Animals*

Jim Corbett: *On the Rule of the Road*

**UNIT-B: Grammar and Usage II**

Direct- Indirect Speech, Use of Verbs, Degrees of Comparison.

**UNIT-C: Composition**

Paragraph/Précis Writing/Formal Letter Writing

**UNIT-D: Studying Drama**

William Shakespeare: *Julius Caesar*

**UNIT E: Commutation/ Conversation Skills**

Language in conversation and writing, Dialogue Writing

Recommended Books:

## **SEMESTER - III**

**Paper Code: BAENC201**

**Paper Title: Advanced Grammar and Applied Language Skills-I  
(English Compulsory III)**

### **UNIT I**

Explanation from the texts in the syllabus

### **UNIT II: Poetry I**

Philip Sidney – The Nightingale

George Herbert – The Pulley

### **UNIT III: Poetry II**

John Milton – On His Blindness

And Did those Feet

### **UNIT IV Poetry III**

William Wordsworth – London 1802

Robert Browning – Porphyria's Lover

### **UNIT V Poetry IV**

Thomas Hardy – The Darkling Thrush

W.H Auden – The Unknown Citizen

## **SEMESTER-III**

**Paper Code: BAENC202**  
**Paper Title: Paper Title: English Literary Text I**  
**(English Compulsory IV)**

### **UNIT I: Importance of spoken English**

Indian and global context, native and non-native accent of English and issue of intelligibility, dictionary referencing skills, phonetic transcription, stress and intonation

### **Unit II: Feature Writing**

Article writing for newspaper and magazine

### **UNIT III: Creative Writing I**

Writing notice, memorandum, agenda

### **UNIT IV: Office Writing**

Report writing, editing, CV

### **UNIT V: Creative Writing**

Poem and Story

## **SEMESTER IV**

**Paper Code: BAENC203**

**Paper Title: Advanced Grammar and Applied Language Skills-II  
(English Compulsory V)**

### **UNIT I**

Passage for explanation from the great expectation

### **Unit II**

Charles Dickens – Great Expectation

### **UNIT III:**

Writing official and unofficial letters

### **UNIT IV: Grammar and Usage I**

Phrases and idioms, antonyms and synonyms, interchange of part of speech

### **UNIT V**

#### **Grammar and Usage II**

Diminutive, substition of a group of words by a single word

## **SEMESTER-IV**

**Paper Code: BAENC204**  
**Paper Title: English Literary Texts II**  
**(English Compulsory VI)**

### **Unit I importance of spoken English**

Speaking politely in English, use of can, could, may, might, will, would, excess me, sorry, thanks and please in expressing request, gratitude, compliments, agreement, disagreement, and telephonic conversation, situational conversation: meeting people, greetings, introducing yourself; introducing yourself; introducing people, saying thanks.

### **Unit II Feature Writing**

Interpretation of charts/ graphs/ tables

### **UNIT III**

Minutes, advertisement, paragraph, précis writing, summary writing

### **UNIT IVOffice Writing**

Writing e-mail, pamphlet, slogan writing

### **UNIT VCreative Writing**

Play dialogues (with given outlines)

## **ELECTIVE ENGLISH**

### **SEMESTER-I**

**Paper Code: BAENG101**  
**Paper Title: Introducing English Literature I**  
**(English Elective-I)**

#### **CONTENTS:**

**UNIT-A:** Explanations from Texts  
All poems in Unit B and C are for detailed study.

**UNIT-B:** **POETRY I**  
Robert Burns - A Red, Red Rose  
George Herbert - The Pulley

**UNIT-C: POETRY-II**  
Alfred Lord Tennyson - Break, Break, Break  
Thomas Hardy - The Darkling Thrush

**UNIT D: SHORT STORIES**  
Guy de Maupassant - The Necklace  
Anton Chekhov - The Bet

**UNIT-E: LITERARY TERMS I**  
Simile, Metaphor, Alliteration, Assonance, Personification, Hyperbole, Epithet, Transferred Epithet, Epigram.

## SEMESTER-II

**Paper Code: BAENG102**  
**Paper Title: Introducing English Literature II**  
**(English Elective-II)**

### CONTENTS:

UNIT-A: Explanations from Texts

#### UNIT-B: POETRY III

Andrew Marvell	- <i>To His Coy Mistress</i>
P. B. Shelley	- <i>Prometheus Unbound</i>

#### UNIT-C: POETRY-IV

Louis MacNeice	- <i>Prayer Before Birth</i>
Matthew Arnold	- <i>Longing</i>

#### UNIT D: SHORT STORIES II

Gramham Greene	- <i>The End of the Party</i>
Hector Hugh Munro (Saki)	- <i>The Open Window</i>

#### UNIT-E: LITERARY TERMS II

Synecdoche, Irony, Antithesis, Imagery, Oxymoron, Onomatopoeia, Paradox, Metonymy, Pun

## **SEMESTER-III**

**Paper Code: BAENG 201**  
**Paper Title: Introducing English Literature III**  
**(English Elective III)**

### **UNIT I**

Explanation from the starred text

### **Unit II Drama I**

William Shakespeare- Julius Caesar

### **UNIT III Drama II**

Oliver goldsmith- She Stoops to Conquer

### **UNIT IV One Act Play**

Percival Wilde- The Hour of Truth

Farrell Mitchell- The Best Laid Plan

### **UNIT V Literary Forms**

Lyric, ballad, ode, sonnet, epic, elegy satire, dramatic monologue, drama, one act play, essay, novel short story.

## **SEMESTER-IV**

**Paper Code: BAENG202**  
**Paper Title: Introducing English Literature IV**  
**(English Elective IV)**

### **UNITI**

Explanation from the starred text

### **Unit II Drama I**

\*Christopher Marlowe: Doctor Faustus

### **UNIT III Drama II**

Ben Johnson - Everymen in his humour

### **UNIT IV Drama**

Richard Brinsley Sheridan- The Rivals

### **UNIT V One Act Play**

Gordon Daviot- The Pen of My Aunt

Fritz Karinthy: Refund

**Paper Code: BAENG 301**  
**Paper Title: Reading Poetry and Drama I**  
**(English Elective V)**

**MARKING SCHEME**

Full Marks : 100 Marks

Semester End : 70 Marks

Internal Tests : 30 Marks

**Marking Pattern for Semester End Examination (All Papers)**

SECTION A-  $5 \times 2 = 10$

SECTION B-  $10 \times 3 = 30$

SECTION C-  $15 \times 2 = 30$

**UNIT I**

Explanation With Reference To the Texts

**UNIT II**

John Donne – Lover’s Infiniteness

John Milton – How Soon Hath Time

**UNIT III**

Alexander Pope - Ode on Solitude

S.T Coleridge – Kubla Khan

John Keats – Ode to autumn

**UNIT IV**

R. Browning – My Last Duchess

W.B. Yeats – The Second Coming

**UNIT V**

Walter De La Mare – Arabia

Wilfred Owen - Strange Meeting

T.S. Eliot – Gerontion

## **SEMESTER-V**

**Paper Title: BAENG 302**

**Paper Title: Reading Prose and Fiction I**  
**(English Elective VI)**

### **MARKING SCHEME**

Full Marks : 100 Marks

Semester End : 70 Marks

Internal Tests : 30 Marks

#### **Marking Pattern for Semester End Examination (All Papers)**

SECTION A-  $5 \times 2 = 10$

SECTION B-  $10 \times 3 = 30$

SECTION C-  $15 \times 2 = 30$

#### **UNIT I: Prose**

George Orwell- the prevention of literature

J.L Nehru- Homage to Gandhi

#### **Unit II: Prose II**

N.C. Chaudhuri- Money and the Englishman

#### **UNIT III R.K Narayan – The Guide**

#### **UNIT IV Jane Austen- Pride and Prejudice**

#### **UNIT V Anita Desai – Fire and the Mountain**

## **SEMESTER-VI**

**Paper Title: BAENG303**

**Paper Code: Reading Poetry and Drama II**  
**(English Elective VII)**

### **UNIT I**

#### **Short Stories I**

Edgar Allan Poe – the cast of amontillado

Virginia Woolf - the duchess and the Jeweller

### **Unit II**

#### **Short Stories II**

K. Mansfield – The Fly

RK Narayan – The Tail of the Green Blazer

### **Unit III**

#### **Practical Criticism**

Appreciation of an unseen prose passage

### **Unit IV**

#### **Drama I**

Samuel Beckett - Waiting for Godot

### **Unit V**

#### **Drama II**

Tennessee Williams: A Street Car Named Desire

**Paper Code: BAENG304**  
**Paper Title: Reading Poetry and Fiction II**  
**(English Elective VIII)**

<b>UNIT I</b>	Explanation with reference to the context from the text
<b>UNIT II</b>	<b>Poetry I</b> Philip Sidney – Sonnet No 1 from Astrophel and Stella William Shakespeare Sonnet No. 116
<b>UNIT III</b>	<b>Poetry II</b> Andrew Marvell – To His Coy Mistress P.B Shelley- Ode to the West Wind Mather Arnold – A Summer Dream
<b>UNIT IV</b>	<b>Drama</b> George Bernard Shaw – Pygmalion
<b>UNIT V</b>	<b>Practical Criticism</b> Appreciation of an unseen poem

**References/Books Recommended**

Jagdish Chandra: Creative English: OUP  
William Shakespeare: As You Like It.  
Prose for Our Times: Orient Blackswan.  
Wren & Martin: High School Grammar & Composition.  
A.J. Thomson & A.V. Martinet: A Practical English Grammar OPU.  
Communication Skills for Engineers by Sunita Mishra and C. Muralikrishna, Published by Dorling Kindersley, 2006.  
The Written Word. Published by OUP, India, by Vandana Singh (this is for communicative English)  
V. Sasikumar & P.V. Dhamija: Spoken English: Tata McGraw Hill.  
R.J. Dixon: Everyday Dialogues in English.  
First Degree Language Text Book for Mangalore University: Orient Blackswan.  
C.M. Bowra, Romantic Imagination, OUP.  
J.R. Watson, English Poetry of the Romantic Period, Longman.  
Andrew Sanders. The Short Oxford History of English Literature, OUP India.  
Bernard Richards. English Poetry of the Victorian Poets 1830 – 1890, Longman.  
Nilanko Malik. Compact English Prosody and Figures of Speech, Macmillan.  
M.N. Bose, Essentials of Rhetoric Prosody and Phonetics, Motilal Banarsi Dass Pvt. Ltd.  
Adler and Rodman: Understanding Human Communication  
Bhatnagar & Bell: Communication in English

Balasubramaniam, T: A Textbook of English Phonetics for Indian Students English Pronouncing Dictionary 15th Edition/New Advanced Learners Dictionary 7th Edition.  
Gimson, A.C : An introduction to English Pronunciation

Bansal & Harrison: Spoken English for India.

William Shakespeare: Julius Caesar

Oliver Goldsmith: She Stoops to Conquer

Manuel M: Six Modern One Act Plays: Delhi, S.Chand & Company

Tillyard EMW: Shakespeare Last Plays

Nicoll A: British Drama

Wardle M.H.: Oliver Gold Smith.

Abram M.H.: A Glossary of Literary Terms.

Baldick Chris: The Concise Oxford Dictionary of Literary Terms.

Culdon J.A.: A Dictionary of Literary Terms and Literary Theories

## **ECONOMIC**

### **SEMESTER-I**

#### **ECONOMIC THEORY-I (BAECO-101)**

##### **Unit I: Basic Economic Issues**

Resource scarcity, unlimited wants, choice, opportunity cost; Economic problems of developing countries: Low income, resource constraints, low level of technology, low organizational ability, low degree of inventiveness and innovativeness, low level of human and physical capital, acute poverty and inequality in the distribution of Income and opportunities;

##### **Unit II: Economics**

Micro and Macro - their differences and subject matters

##### **Unit III: Demand Analysis**

Basis of demand: utility and income; diminishing marginal utility, income of the consumer and her budget line, constrained utility maximization; demand curve and factors shifting it: income, prices of related goods, etc.; Elasticity of demand: price and income elasticity.

##### **Unit IV: Supply Analysis**

Production function, Returns to a factor and returns to scale, marginal and average product of inputs, short-run total, marginal, and average cost curves and their relationship; cost minimization; total, average and marginal revenue, profit maximizing output; Supply curve, shifts in supply curve, Elasticity of supply,

#### **RECOMMENDED BOOKS:**

1. Koutsoyiannis, A., *Modem Micro Economics*, ELBS with Macmillan, Hong Kong.
2. Domnick Salvatore., *Principles of Micro Economics*, Oxford, New Delhi.
3. Gregory Mankiw, N., *Principles of Macro Economics*, CENGAGE Learning, Australia.
4. Salvatore, D. *Microeconomics Theory and Applications*, Oxford University press,
5. Pindyck, R. S. Rubinfeld, D.L. & Mehta, P.L. *Microeconomics*, Pearson Education
6. Sen, Anindya *Micro-economic Theory*, Oxford University Press, Delhi.
7. Ahuja H.L. *Principles of Micro economics*, S. Chand Limited, Delhi
8. Shapiro, Edward, *Macro Economics Analysis*, Galgotia Publication, New Delhi, 1987

## **SEMESTER-II**

### **ECONOMIC THEORY-II (BAECO-102)**

#### **Unit I: Price Determination**

Demand, supply and price determination

#### **Unit II: Market Structure**

Market structure - Features of perfect competition and its limitations, imperfect competition: Monopoly, duopoly and oligopoly: their features.

#### **Unit III: National Income and its Classical Determination**

Gross Domestic Product (GDP), NDP, GNP, NNP and per capita income, methods of National Income estimation - product, income and expenditure: Circular flow of income and expenditure; Classical theory of output and employment and its limitations.

#### **Unit IV: Keynesian model and Macro-policies Keynesian determination of income**

Consumption function, saving function, investment multiplier; Fiscal policy: Its objectives and instruments.

#### **RECOMMENDED BOOKS:**

1. Koutsoyiannis, A., *Modem Micro Economics*, ELBS with Macmillan, Hong Kong.
2. Domnick Salvatore., *Principles of Micro Economics*, Oxford, New Delhi.
3. Gregory Mankiw, N., *Principles of Macro Economics*, CENGAGE Learning, Australia.
4. Salvatore, D. *Microeconomics Theory and Applications*, Oxford University press,
5. Pindyck, R. S. Rubinfeld, D.L. & Mehta, P.L. *Microeconomics*, Pearson Education
6. Sen, Anindya *Micro-economic Theory*, Oxford University Press, Delhi.
7. Ahuja H.L. *Principles of Micro economics*, S. Chand Limited, Delhi
8. Shapiro, Edward, *Macro Economics Analysis*, Galgotia Publication, New Delhi, 1987

## **SEMESTER -III**

### **MONEY & BANKING (BAECO-201)**

#### **Unit I: Money**

Barter economy and money economy, functions of money; money and price level: quantity theory (Cambridge and Fisherian versions); money supply and its components: currency and bank deposits.

#### **Unit II: Theory of Interest**

Classical theory of interest and its limitations, Keynesian model of interest and its shortcomings,

#### **Unit III: Banking**

Principles of commercial banking, credit creation process, specialized banks (IOBI and NABARO), Central bank, functions of RBI; its monetary policy,

#### **RECOMMENDED BOOKS:**

1. Gupta, S. B. *Monetary Planning in India*, Oxford University Press (latest)
2. Chandler, L.V. *The Economics of Money and Banking*, 1966
3. Sodersten, Bo, *International Economics*, Macmillan: Hongkong
4. Mannur, H. G. *International Economics*, Vikas Publishing House Pvt Ltd, Delhi
5. Salvatore, Dominick (1987) *Theory and Problems of International Economics* (2nd edition) Mc Graw-Hill: New York
6. Ray, P.K. and K.B. Kundu, *International Economics*, Kolkata: Naba Bharat Publishers.
7. Allen, R.G.D. *Macro Economic Theory*, St. Martins Press, 1967.

## **SEMESTER-IV**

### **INTERNATIONAL TRADE (BAECO-202)**

#### **Unit I: Inflation**

Causes of inflation, demand pull, cost push; inflationary gap; effects of inflation on production and distribution; measures of controlling of inflation.

#### **Unit II: International Trade**

Smith's and Ricardo's theories of international trade; terms of trade; Balance of trade and balance of payments; disequilibrium in the balance of payments and corrective measures.

#### **Unit III: Rate of Exchange**

Floating exchange rate and problems of balance of payments; foreign exchange reserve and its determinants, functions of IMF.

#### **RECOMMENDED BOOKS:**

8. Gupta, S. B. *Monetary Planning in India*, Oxford University Press (latest)
9. Chandler, L.V. *The Economics of Money and Banking*, 1966
10. Sodersten, Bo, *International Economics*, Macmillan: Hongkong
11. Mannur, H. G. *International Economics*, Vikas Publishing House Pvt Ltd, Delhi
12. Salvatore, Dominick (1987) *Theory and Problems of International Economics* (2nd edition) Mc Graw-Hill: New York
13. Ray, P.K. and K.B. Kundu, *International Economics*, Kolkata: Naba Bharat Publishers.
14. Allen, R.G.D. *Macro Economic Theory*, St. Martins Press, 1967.

## SEMESTER -V

### PUBLIC FINANCE AND STATISTICS – I (BAEKO-301, P-III)

#### MARKING SCHEME

Full Marks : 100 Marks

Semester End : 70 Marks

Internal Tests : 30 Marks

#### Marking Pattern for Semester End Examination (All Papers)

SECTION A- 5X2= 10

SECTION B- 10X3= 30

SECTION C- 15X2= 30

#### Unit I: Public finance

Meaning of Public finance: differences between public and private Finance

#### Unit II: Type of Goods

Public Goods, Private Goods, Mixed Goods and Merit Goods; Dalton's Maximum Social Advantage.

#### Unit III: Public Expenditure

Growth of Public Expenditure: Wagner's Hypothesis; Canons of Public Expenditure; Effects of Public Expenditure on production and distribution of income.

#### Unit IV: Public Revenue

Sources of Public revenue: tax and non-tax, direct and indirect taxes, canons of Taxation; Ability to pay and benefit approach of taxation; effects of Taxation on production and distribution.

#### RECOMMENDED BOOKS:

1. Musgrave, R.A, *The Theory of Public Finance*, McGraw Hill, Kogakhusa, Tokyo, 1959.
2. Musgrave, R.A and P.B. Musgrave, *Public Finance in Theory and Practice*, McGraw- Hill Book Company.
3. Buchanan, J.M., *The Public Finances*, Richard D Irwin, Homewood, 1970.
4. Dalton, H., *Principles of Public Finance*, Allied Publishers, New Delhi.
5. Atkinson, AB. and J.E. Stiglitz, *Lectures on Public Economics*, Tata McGraw Hill, New York.
6. Choudhry, R.K., *Public Finance and Fiscal Policy*, Kalyani Publishers, New Delhi.
7. Jha, R., *Modern Public Economics*, Routledge, London.
8. Mishra, B., *Economics of Public Finance*, Macmillan India Limited, New Delhi.

**SEMESTER -V**  
**INDIAN ECONOMY (BAECO-302, P-IV)**

**MARKING SCHEME**

Full Marks : 100 Marks

Semester End : 70 Marks

Internal Tests : 30 Marks

**Marking Pattern for Semester End Examination (All Papers)**

SECTION A- 5X2= 10

SECTION B- 10X3= 30

SECTION C- 15X2= 30

**Unit I: Structure of the Indian Economy and Population**

Basic features of Indian economy; growth of national income, sectoral composition of national income; population size, and causes of its high growth; problems of rapid growth of population; measures to reduce population growth in India

**Unit II: Indian Agriculture**

Characteristics of Indian agriculture, causes of low productivity, land reforms - measures and evaluation; green revolution: Its causes and impact, Factors limiting the spread of green revolution.

**Unit III: Industry and Foreign Trade**

Large, medium, small-scale and cottage industries, basic characteristics of Indian industrialization, industrial policy 1991, Composition of India's exports and imports; problems of India's current account disbalance; India and WTO policies on agriculture and industry

**Unit IV: Planning and Economic Reforms**

India's five year plans, objectives, achievements and failures; Economic Reforms since 1991 and its appraisal; World Bank its role.

**RECOMMENDED BOOKS:**

1. Mishra, S.K. & V.K. Puri *Indian Economy*, Himalayan Publishing House, Mumbai (latest edition)
2. Kapila, Uma (ed) *Indian Economy Since Independence*, Academic Foundations, Delhi (latest edition)
3. Parikh, K. (ed) *India Development Report* ( Various years) Oxford University Press, New Delhi
4. Government of India *Economic Surveys* Various years, New Delhi
5. Mitra, A. (1997) *Internal Migration and Economic Development in Hills*, Omson, New Delhi

## SEMESTER-VI

### PUBLIC FINANCE AND STATISTICS – II (BAECO-303, P-III)

#### **Unit I: Government Budget**

Revenue and Capital Budget; Revenue Expenditure and capital expenditure, Revenue Deficit, Fiscal Deficit, Primary Deficit; Counter Cyclical Fiscal Policy,

#### **Unit II: Public Debt**

Differences between private and public debt, sources of public debt, effects of government borrowing on aggregate Demand and Price level.

#### **Unit III: Data**

Primary and secondary sources of data, Collection and Tabulation of Data.

#### **Unit IV: Central Tendency**

Measures of Central tendency: Mean, Median, Mode (Both grouped and ungrouped Data), Range, Mean deviation and Standard Deviation as measures of Dispersion.

#### **RECOMMENDED BOOKS:**

1. Musgrave, R.A, *The Theory of Public Finance*, McGraw Hill, Kogakhusa, Tokyo, 1959.
2. Musgrave, R.A and P.B. Musgrave, *Public Finance in Theory and Practice*, McGraw- Hill Book Company.
3. Buchanan, J.M., *The Public Finances*, Richard D Irwin, Homewood, 1970.
4. Dalton, H., *Principles of Public Finance*, Allied Publishers, New Delhi.
5. Atkinson, AB. and J.E. Stiglitz, *Lectures on Public Economics*, Tata McGraw Hill, New York.
6. Choudhry, R.K., *Public Finance and Fiscal Policy*, Kalyani Publishers, New Delhi.
7. Jha, R., *Modern Public Economics*, Routledge, London.
8. Mishra, B., *Economics of Public Finance*, Macmillan India Limited, New Delhi.
9. Rao, Govinda *Political Economy of Federalism in India* - Oxford University Press.
10. Rao, Govinda, State Finances in India Issues and Challenges (Article) *Economic and Political Weekly* - 03-08- 2002.
11. Acharya, Shankar, Thirty Years of Tax Reforms in India (Article) *Economic and Political Weekly* - 14-05-1995
12. Gupta, S.P., *Statistics*, S. Chand, New Delhi.
13. Gupta, S.C., *An Introduction to Statistical Method*, S. Chand, New Delhi.
14. Nagar, AL. and R.K. Das, *Basic Statistics*, Oxford Press, New Delhi.
15. Lekhi R.K., *Public Finance*, Kalyani Publishers, Kolkata

## **SEMESTER -VI**

### **ECONOMY OF ARUNACHAL PRADESH (BAECO-304, P-IV)**

#### **Unit I: Arunachal Economy**

Features of Arunachal economy - level and growth of State Domestic Product (SDP) and per capita SOP, changing sectoral composition of SOP.

#### **Unit II: Population**

Population: trends and features, literacy, causes of its rapid growth, workforce structure.

#### **Unit III: Agriculture**

Agricultural practices in Arunachal Pradesh: Jhum and permanent cultivation, land tenure and land use pattern.

#### **Unit IV: Industry**

Causes of low rate of industrialization and measures for rapid industrialization in the state.

#### **RECOMMENDED BOOKS:**

6. Mishra, S.K. & V.K. Puri *Indian Economy*, Himalayan Publishing House, Mumbai (latest edition)
7. Kapila, Uma (ed) *Indian Economy Since Independence*, Academic Foundations, Delhi (latest edition)
8. Parikh, K. (ed) *India Development Report* ( Various years) Oxford University Press, New Delhi
9. Government of India *Economic Surveys* Various years, New Delhi
10. Mitra, A. (1997) *Internal Migration and Economic Development in Hills*, Omson, New Delhi
11. Roy, N.C. and P.K. Kuri (2001) *Land Reforms in Arunachal Pradesh*, Classical Publishing House, New Delhi.
12. Government of Arunachal Pradesh (2006) *Arunachal Pradesh Human Development Report 2005*, Ita nagar.
13. Planning Commission (2009) *Arunachal Pradesh Development Report 2008*, Planning Commission, Government of India, Academic Foundation, New Delhi.
14. Saikia, Bedabrat (2013) *Agricultural Development in Arunachal Pradesh*, SSDN Publishers and Distribution, New Delhi.
15. Dutta, R. and K.P.M. Sundaram - *Indian Economy*, S. Chand, New Delhi (latest edition)

**स्नातक कला- प्रथम सत्र**  
**हिन्दी स्नातक BAHIN-101**  
**‘सामान्य हिन्दी- I’**

इकाई: १ हिन्दी साहित्य का इतिहास - I :

- परिचय
- हिन्दी साहित्य का आरंभ
- हिन्दी साहित्य के काल-विभाजन एवं नामकरण के कारण एवं आधार
- हिन्दी साहित्य के इतिहास के काल-विभाजन और नामकरण की परंपरा
- हिन्दी साहित्य के इतिहास का काल-विभाजन और नामकरण
  - आदिकाल का काल विभाजन
  - आदिकाल का नामकरण
  - भक्तिकाल का काल विभाजन और नामकरण
  - रीतिकाल का काल विभाजन और नामकरण ।
  - आधुनिक काल का काल विभाजन और नामकरण

इकाई: २ कविता -1 :

- कबीरदास : सामान्यपरिचय,
  - कबीरदास : पाठ्यांश
  - कबीर की भक्ति भावना
  - कबीरदास का सामाजिक पक्ष
- सूरदास : सामान्य परिचय
  - सूरदास : पाठ्यांस
  - सूरदास का वात्सल्य वर्णन
  - सूरदास की भक्ति भावना

इकाई: ३ कविता- 2 :

- मीराबाई : सामान्य परिचय
  - मीराबाई : पाठ्यांस
  - मीरा की कविता में विद्यमान विद्रोह भावना
- बिहारी : सामान्य परिचय
  - बिहारी : पाठ्यांस
  - बिहारी की काव्यगत विशेषताएं
  - बिहारी की बहुज्ञता

इकाई: ४ व्याकरण :

- परिचय
- लिंग
- कारक
- वचन
- काल
- वाक्य शुद्धि

## स्नातक कला- द्वितीय सत्र

### हिन्दी स्नातक BAHIN- 102

#### ‘सामान्य हिन्दी-II’

इकाई: १ हिन्दी साहित्य का इतिहास- II

- आदिकाल
  - आदिकाल की परिस्थितियाँ
  - आदिकाल की साहित्यिक प्रवृत्तियाँ
- भक्तिकाल
  - भक्तिकाल की परिस्थितियाँ
  - भक्तिकाल की साहित्यिक प्रवृत्तियाँ
- रीतिकाल
  - रीतिकाल की परिस्थितियाँ
  - रीतिकाल की साहित्यिक प्रवृत्तियाँ

इकाई: २ कविता - II :

- जायसी का सामान्य परिचय
  - जायसी पाठ्यांस
- तुलसीदास का सामान्य परिचय
  - तुलसीदास : पाठ्यांस
  - तुलसी की भक्ति भावना
  - तुलसीदास का समन्वयवाद
- पारिभाषिक शब्द
  - अदूतवाद
  - एकेश्वरवाद
  - सूफी

इकाई: ३ कविता - III :

- घनानंद : सामान्य परिचय
  - घनानंद (व्याख्या भाग)
  - घनानंद की प्रेम साधना और भक्ति
  - रीतिमुक्त कवी के रूप में घनानंद का मूल्यांकन घनानंद
- मैथलीशरण गुप्त : सामान्य परिचय
  - मैथलीशरण गुप्त (व्याख्या भाग)
  - मैथलीशरण गुप्त की काव्यगत विशेषताएं

- शब्द-अर्थ संबंध
- विलोम शब्द
- पर्यायवाची शब्द
- मुहावरा
- लोकोक्तियाँ (कहावते)
- मुहावरा और कहावत (लोकोक्ति) की तुलना

## स्नातक कला- तृतीय सत्र

BAHIN201

### सामान्य हिन्दी- III

#### इकाई 1 : हिंदी साहित्य का इतिहास

- परिचय
- हिंदी साहित्य के अध्ययन की पूर्वपीठिका
  - हिंदी साहित्य इतिहास लेखन परंपरा
  - हिंदी साहित्य इतिहास का काल-विभाजन
  - सीमा निर्धारण एवं नामकरण

#### इकाई 2 : छायावादी कवि

- परिचय
- जयशंकर प्रसाद : सामान्य परिचय
- सुमित्रानंदन पन्त : सामान्य परिचय

#### इकाई 3 : आधुनिक कवि

- परिचय
- नागार्जुन : सामान्य परिचय
- अजेय : सामान्य परिचय

#### इकाई 4 : व्यवहारिक हिंदी

- परिचय
- पत्र लेखन
  - प्रभावी पत्र लेखन
  - पत्र लेखन के प्रकार

#### इकाई 5 : अनुवाद

- परिचय

- अनुवाद : सामान्य परिचय
- अनुवाद : अर्थ एवं स्वरूप
- अनुवाद के क्षेत्र
- अनुवाद के स्वरूप
- अनुवाद के प्रकार
- अनुवाद के गुण
- अंग्रेजी से हिंदी में अनुवाद

स्नातक कला- चतुर्थ सत्र  
BAHIN202  
सामान्य हिन्दी-IV

इकाई 1 : हिंदी साहित्य का इतिहास – I

- आधुनिककालीन काव्य
  - भारतेंदु युग : परिचय तथा प्रवृत्तियां
  - द्विवेदी युग : परिचय तथा प्रवृत्तियां
  - छायावाद : परिचय तथा प्रवृत्तियां
  - प्रगतिवाद : परिचय तथा प्रवृत्तियां
  - प्रयोगवाद : परिचय तथा प्रवृत्तियां
  - स्वतंत्रयोत्तर कविता : परिचय तथा प्रवृत्तियां
- सारांश

इकाई 2 : छायावादी कवि – I

- सूर्यकांत त्रिपाठी 'निराला' : सामान्य परिचय
- महादेवी वर्मा : सामान्य परिचय
- सारांश

इकाई 3 : आधुनिक कवि – I

- मुक्तिबोध : सामान्य परिचय
- सर्वश्वरदयाल सक्सेना सारांश : सामान्य परिचय
- सारांश

इकाई 4 : व्यवहारिक हिंदी – I

- संक्षेपण
- पल्लवन
- टिप्पण
- सारांश

इकाई 5 : अनुवाद – I

- पारिभाषिक शब्दावली : : सामान्य परिचय
- पारिभाषिक शब्दावली : अर्थ एवं परिभाषा
- पारिभाषिक शब्दावली की विशेषताएं
- पारिभाषिक शब्दों के प्रकार
- चुने हुए 150 पारिभाषिक शब्द
- सारांश

## MARKING SCHEME

Full Marks : 100 Marks

Semester End : 70 Marks

Internal Tests : 30 Marks

### Marking Pattern for Semester End Examination (All Papers)

SECTION A- 5X2= 10

SECTION B- 10X3= 30

SECTION C- 15X2= 30

#### इकाई 1 : हिंदी गद्य साहित्य का इतिहास

- परिचय
- हिंदी गद्य साहित्य की विकास यात्रा
- उपन्यास
  - उपन्यास का उद्भव एवं विकास
  - उपन्यास का स्वरूप
  - प्रमुख उपन्यासकार
- नाटक
  - नाटक का उद्भव एवं विकास
  - प्रमुख नाटककार

#### इकाई 2 : उपन्यास (महाभोज : मन्नू भंडारी)

- परिचय
- ‘महाभोज’ में राजनीतिक चेतना
- ‘महाभोज’ में दलित चेतना

#### इकाई 3 : नाटक (कबिरा खड़ा बाजार में : भीष्म साहनी)

- परिचय
- भीष्म साहनी की नाट्य कला
  - भीष्म साहनी नाटककार के रूप में
  - भीष्म साहनी की नाट्य कलागत विशिष्टताएं

#### इकाई 4 : कहानी

- परिचय
- पुरस्कार : जयशंकर प्रसाद
  - व्यक्तित्व एवं कृतित्व
  - पूस की रात : मूलपाठ

- कथासार
- मुख्य अवतरणों की व्याख्या
- कहानी के तत्वों के आधार पर ‘पूस की रात की समीक्षा’ की समीक्षा

- पूस की रात : प्रेमचंद

- व्यक्तित्व एवं कृतित्व
- पूस की रात : मूलपाठ
- कथासार
- मुख्य अवतरणों की व्याख्या
- कहानी के तत्वों के आधार पर ‘पूस की रात की समीक्षा’ की समीक्षा

इकाई 5 : **विविध विधाएं**

- परिचय
- मित्रता (निबंध) : आचार्य रामचंद्र शुक्ल
  - आचार्य रामचंद्र शुक्ल : एक परिचय
  - मित्रता : मूल पाठ
  - मित्रता : निबंध सार
  - मित्रता : समीक्षात्मक अवलोकन
- प्रथम भेंट-अंतिम भेंट (रेखाचित्र) : महादेवी वर्मा
  - प्रथम भेंट-अंतिम भेंट : एक परिचय
  - प्रथम भेंट-अंतिम भेंट : मूल पाठ
  - प्रथम भेंट-अंतिम भेंट का सार
  - प्रथम भेंट-अंतिम भेंट : समीक्षात्मक अवलोकन

**स्नातक कला- पंचम सत्र**  
**BAHIN302**  
**‘भारतीय काव्यशास्त्र एवं भाषा विज्ञान’**

### **MARKING SCHEME**

Full Marks : 100 Marks

Semester End : 70 Marks

Internal Tests : 30 Marks

#### **Marking Pattern for Semester End Examination (All Papers)**

SECTION A- 5X2= 10

SECTION B- 10X3= 30

SECTION C- 15X2= 30

#### **इकाई 1 : काव्यशास्त्र**

- परिचय
- काव्यशास्त्र उद्भव एवं विकास
- काव्य लक्षण
- काव्य – हेतु

#### **इकाई 2 : काव्यशास्त्र**

- परिचय
- रस : अवधारणा एवं अलौकिकत्व
- रस की परिभाषा एवं स्वरूप
- सभी रसों का सामान्य परिचय

#### **इकाई 3 : काव्यशास्त्र**

- परिचय
- छंद
  - छंद की अवधारणा
  - छंद के अवयव एवं मात्रा की स्थिति
  - कविता में छंद का स्थान
  - दोहा, सोरठा, चौपाई, गीतिका, रोला, बरवै, कुंडलिया तथा सर्वैया छंदों के लक्षण और उदाहरण

#### **इकाई 4 : भाषा, हिंदी भाषा तथा देवनागरी लिपि**

- परिचय
- भाषा की परिभाषा एवं विशेषताएं
  - भाषा की परिभाषाएं
  - भाषा की विशेषताएं

- भाषा के विविध रूप एवं प्रकार
- आधुनिक हिंदी भाषा का उद्भव एवं विकास
- पुरानी हिंदी का स्वरूप
- भाषा और बोली में अंतर

#### **इकाई 5 : भाषा विज्ञान**

- परिचय
- भाषा विज्ञान : परिभाषा क्षेत्र एवं आबाय विषयों से संबंध
  - भाषा विज्ञान की परिभाषाएं एवं क्षेत्र
  - भाषा विज्ञान का अन्य विषयों से सम्बन्ध
- भाषा विज्ञान कि शाखाओं का परिचय
  - वर्णात्मक
  - ऐतिहासिक
  - तुलनात्मक

## स्नातक कला- छठा सत्र

BAHIN303

### ‘हिंदी गद्य-।’

#### इकाई 1 : हिंदी गद्य साहित्य का इतिहास -।

- एकांकी
  - भारतेंदु-द्विवेदी युग
  - प्रसाद युग
  - प्रसादोत्तर युग
  - स्वातंत्र्योत्तर युग
  - स्वातंत्र्योत्तर युग (1947 से अब तक )
- कहानी
  - कहानी का उद्भव एवं विकास
  - नई कहानी एवं ग्रामांचल की कहानियाँ
- निबंध
- सारांश

#### इकाई 2 : उपन्यास (महाभोज : मन्नू भंडारी)-।

- औपन्यासिक तत्वों के आधार पर ‘महाभोज’ की समीक्षा
- उद्देश्य
- सारांश

#### इकाई 3 : नाटक (कबिरा खड़ा बाजार में : भीष्म साहनी)-।

- ‘कबिरा खड़ा बाजार में’ का प्रतिपाद्य
- ‘कबिरा खड़ा बाजार में’ का समीक्षात्मक अवलोकन
- सारांश

#### इकाई 4 : कहानी -।

- परदा : यशपाल

- व्यक्तित्व एवं कृतित्व
- पूस की रात : मूलपाठ
- कथासार
- मुख्य अवतरणों की व्याख्या
- कहानी के तत्वों के आधार पर ‘परदा’ की समीक्षा की समीक्षा
- वापसी : उषा प्रियंवदा
  - व्यक्तित्व एवं कृतित्व
  - पूस की रात : मूलपाठ
  - कथासार
  - मुख्य अवतरणों की व्याख्या
  - कहानी के तत्वों के आधार पर ‘वापसी’ की समीक्षा की समीक्षा
- सारांश

#### इकाई 5 : विविध विधाएं -।

- बसंत आ गया पर कोई उत्कंठा नहीं (ललित निबंध) : डॉ. विद्यानिवास मिश्र
  - डॉ. विद्यानिवास मिश्र : एक परिचय
  - बसंत आ गया पर कोई उत्कंठा नहीं : मूल पाठ
  - बसंत आ गया पर कोई उत्कंठा नहीं : निबंध सार
  - बसंत आ गया पर कोई उत्कंठा नहीं : समीक्षात्मक अवलोकन
- उदयशंकर भट्ट (एकांकी) : उदयशंकर भट्ट
  - उदयशंकर भट्ट : एक परिचय
  - उदयशंकर भट्ट : मूल पाठ
  - उदयशंकर भट्ट : निबंध सार
  - उदयशंकर भट्ट : समीक्षात्मक अवलोकन
- सारांश

## स्नातक कला- पंचमसत्र

BAHIN304

### ‘भारतीय काव्यशास्त्र एवं भाषा विज्ञान ।’

#### इकाई 1 : काव्यशास्त्र -I

- काव्य प्रयोजन
- काव्य के गुण-दोष
  - काव्य-गुण
  - काव्य-दोष
- सारांश

#### इकाई 2 : काव्यशास्त्र -I

- रस निष्पत्ति
- रस के अवयव एवं रस दोष
  - रस के अवयव
  - रस दोष
- सारांश

#### इकाई 3 : काव्यशास्त्र -I

- अलंकार
  - अलंकार की अवधारणा
  - अलंकारों का काव्य में स्थान
  - शब्दालंकार एवं अर्थालंकार
  - अनुप्रास, यमक, श्लेष, वक्रोक्ति, उपमा, रूपक, उत्प्रेक्षा, तथा संदेह अलंकारों के लक्षण तथा उदाहरण
  - सारांश

#### इकाई 4 : भाषा, हिंदी भाषा तथा देवनागरी लिपि -I

- हिंदी भाषा एवं हिंदी बोलियों का सामान्य परिचय
  - हिंदी भाषा की ऐतिहासिक पृष्ठभूमि
  - हिंदी की प्रमुख बोलियाँ
- देवनागरी लिपि तथा उसकी विशेषताएं
  - देवनागरी लिपि : एक परिचय
  - देवनागरी लिपि की विशेषताएं
  - देवनागरी लिपि की वैज्ञानिकता
  - देवनागरी लिपि में सुधार कि संभावनाएं
- सारांश

#### इकाई 5 : भाषा विज्ञान -I

- ध्वनि विज्ञान : स्वनों की अवधारणा
  - स्वर स्वनों का वर्गीकरण
  - व्यंजन स्वनों का वर्गीकरण
  - स्वन गुण एवं नियम
- स्वान परिवर्तन की दिशाएं और कारण
  - स्वन परिवर्तन की दिशाएँ
  - स्वं परिवर्तन के कारण
- सारांश

## **HISTORY**

### **SEMESTER-I**

#### **BAHIS -101, HISTORY OF NORTH-EAST INDIA (1228 TO 1947) – I**

##### **MARKING SCHEME**

Full Marks : 100 Marks

Semester End : 70 Marks

Internal Tests : 30 Marks

##### **Marking Pattern for Semester End Examination (All Papers)**

SECTION A- 5X2= 10

SECTION B- 10X3= 30

SECTION C- 15X2= 30

##### Unit I- Early History of North East India- I

- Geographical Setting: River System, Mountain System, Flora, Fauna and Climate.

##### Unit II- Early History of North East India - II

- Pre-history of North East India
- Pattern of Settlement.
- The Varman Dynasty.

##### Unit III- Medieval North East India - I.

- Rise of Ahom State: Sukapha and Sudangpha.
- Consolidation: Suhungmung, Pratap Singha and Rudra Singha.

##### Unit IV- Medieval North East India – II

- Ahom Frontier Policy.
- Moamaria Rebellion and Captain Welsh's Mission.

##### Unit V- Modern North East India.

- Anglo-Burmese War and North East India (1824-1826).
- Treaty of Yandaboo and its Impact.

##### **Suggested Readings**

Barpujari, H.K.	:	<i>The Comprehensive history of Assam, Vol. II</i>
Baruah, S.L.,	:	<i>A Comprehensive history of Assam</i>
Devi, L.	:	<i>Ahom Tribal Relations</i>
Machenzie, A.	:	<i>The North East Frontier of India</i>
Gait, E.A.	:	<i>History of Assam</i>
Acharya, N.N	:	<i>The History of Medieval Assam</i>
Barpujari, et.al(ed), H.K.	:	<i>Political History of Assam, Vol-I.</i>
Barua, S.L	:	<i>A Comprehensive History of Assam.</i>
Barpujari, H.K.	:	<i>Problem of the Hill Tribes North East Frontier, Vol. III</i>
Basu, N.K.	:	<i>Assam in the Ahom Age, 1228-1826</i>

## SEMESTER-II

### BAHIS -102, HISTORY OF NORTH-EAST INDIA (1228 TO 1947) - II

#### Unit I- Modern North East India.

- a. Annexations (1828-1852): Assam, Cachar, Jaintia and Khasi Hills.
- c. Annexations (1864-1905): Garo Hills, Naga Hills and Lushai Hills.

#### Unit II- British Policy in the Northern Frontier of Assam - I

- a. Posa, Duars, Kotokies,
- b. Trade and Military Expeditions.

#### Unit III- British Policy in the Northern Frontier of Assam - II

- a. Inner Line.
- b. Outer Line
- c. Mc Mohan Line.

#### Unit IV- Resistance to Colonial Rule in North East India.

- a. Agrarian Revolts: Phulaguri Dhewa.
- b. Freedom Struggle in North East India: Non-Cooperation and Civil Disobedience.
- c. Quit India and India's Independence.

#### Unit V – Impact of Colonial Rule in North East India.

- a. Impact of Colonial Rule: Society, Economy and Polity.

#### **Suggested Readings**

Barpujari, H.K.	:	<i>The Comprehensive history of Assam</i> , Vol. II
Baruah, S.L.,	:	<i>A Comprehensive history of Assam</i>
Devi, L.	:	<i>Ahom Tribal Relations</i>
Machenzie, A.	:	<i>The North East Frontier of India</i>
Gait, E.A.	:	<i>History of Assam</i>
Acharya, N.N	:	<i>The History of Medieval Assam</i>
Barpujari, et.al(ed), H.K.	:	<i>Political History of Assam</i> , Vol-I.
Barua, S.L	:	<i>A Comprehensive History of Assam</i> .
Barpujari, H.K.	:	<i>Problem of the Hill Tribes North East Frontier</i> , Vol. III
Basu, N.K.	:	<i>Assam in the Ahom Age, 1228-1826</i>
Bhuyan, S.K.	:	<i>Anglo-Assamese Relations 1771-1826</i>
_____ ,	:	<i>Studies in the History of Assam</i>
_____ ,	:	<i>Tungkhungia Buranji</i>
Bhuyan, et. al. (ed.) A. C.	:	<i>Political History of Assam</i> , Vol-II and III
Bose, M.L.	:	<i>History of Arunachal Pradesh</i>
Francis, Buchnan-Hamilton,	:	<i>An Account of Assam</i> . ed. S.K. Bhuyan
Devi, L.	:	<i>Ahom Tribal Relations</i>
Gait, E. A.	:	<i>A History of Assam</i>

## SEMESTER-III

### BAHIS – 201 HISTORY OF INDIA UPTO 1526 A.D. - I

#### Unit I- Early India

- a. Sources: Archaeological and Literary.

#### Unit II- Indus Valley Civilisation

- a. Indus Valley Civilisation: Extent, Basic Features and Decline.

#### Unit III – Vedic Period

- a) Early Vedic Cultures: Polity, Society and Economy.
- b) Later Vedic Cultures: Polity, Society and Economy and Religion.

#### Unit IV - 6<sup>th</sup> Century BC and Rise of Heterodox Sects.

- a. Buddhism
- b. Jainism

#### Unit V - Mauryas

- a) Chandragupta Maurya
- b) Ashoka
- c) Decline of Mauryan Empire

#### **Suggested Readings**

- a) Agrawal, D.P., *The Archaeology of India*, Copenhagen, 1982
- b) Allchin, B. & Allchin, F., *The rise of civilization in India and Pakistan*, Cambridge, 1982.
- c) Mackay, E.J.H., *Early Indus Civilization* (London, 1982)
- d) Possehl, George L., *The Indus civilization, A Contemporary perspective* New Delhi, 2003.
- e) Ratnagar, S, *Encounter The westerly trade of the Harappan Civilization*, oxford, 1981
- f) Thapar, B.K., *Recent Archaeological Discoveries in India*
- g) Thapar, Romila, *Early India from the origins to AD 1300*, New Delhi, 2002
- h) Kosambi, D.D., *The culture and civilization of Ancient India in Historical outline*, New Delhi (Reprinted), 2004.
- i) Sastri, K.A Nilakanta (ed): *The Age of the Nandas and Mauryas* Varanasi, 1952
- j) Levin, C. Bongared, *Mauryan India*, Delhi, 1985
- k) Thapar, Romila, *Asoka and the Decline of the Mauryas*, 2<sup>nd</sup> edition, Delhi 1997
- l) Thapar, Romila, *The Mauryan re-visited*, Delhi, 1998
- m) Bhandarkar, R.G, *A peep into the early History of India from the foundation of the Maurya Dynasty to the downfall of the Gupta Dynasty*.
- n) Majumdar, R.C. et al. (ed), *The history and culture of the Indian people* (the age of the imperial Unity) Bombay, 1920 Vol-II
- o) Sharma, R.S., *Material culture and social formation in Ancient India*, Delhi, 1983
- p) Ray, N.R., *Maurya and Shunga Art*, Calcutta, 1945

## SEMESTER-IV

### BAHIS 202, HISTORY OF INDIA UPTO 1526 A.D. - II

#### Unit I- Post Mauryas

- a) The Sungas
- b) Indo Greek
- c) The Kushanas

#### Unit II – Guptas

- a) Samudragupta
- b) Chandragupta II
- c) Gupta's Art and Architecture

#### Unit III – Post Gupta

- a. The Pallavas
- b. the Chalukyas

#### Unit IV- Delhi Sultanate.

- a. Mamluks: Qutub-uddin-Aibak, Iltutmish and Balban.
- b. Khiljis:Alauddin Khilji.
- c. Tughlaqs: Muhammed-bin-Tughlaq, Firoz Shah Tughlaq.
- c. Society, Economy and Literature under the Sultanate.

#### Unit V- Decline of the Delhi Sultanate.

- a. Vijaynagar Kingdom: Krishna Deva Raya, Socio-Economic Condition, Administration and Contribution to Art and Culture.
- b. Bahmani Kingdom: Administration and Decline.
- c. The Afghans: The Lodhis.

#### **Suggested Readings**

- a) Kosambi,D.D., *The culture and civilization of Ancient India in Historical outline*, New Delhi (Reprinted), 2004.
- b) Sastri, K.A Nilakanta (ed):*The Age of the Nandas and Mauryas* Varanasi, 1952
- c) Levin, C. Bongared, *Mauryan India*, Delhi, 1985
- d) Thapar, Romila, *Asoka and the Decline of the Mauryas*, 2<sup>nd</sup> edition, Delhi 1997
- e) Thapar, Romila, *The Mauryan re-visited*, Delhi, 1998
- f) Bhandarkar, R.G, *A peep into the early History of India from the foundation of the Maurya Dynasty to the downfall of the Gupta Dynasty*.
- g) Majumdar, R.C. et al. (ed), *The history and culture of the Indian people (the age of the imperial Unity)* Bombay, 1920 Vol-II
- h) Sharma, R.S.,*Material culture and social formation in Ancient India*, Delhi, 1983
- i) Ray, N.R., *Maurya and Shunga Art*, Calcutta, 1945

## SEMESTER-V

### BAHIS 301, P-III, HISTORY OF INDIA FROM 1526 TO 1947

#### MARKING SCHEME

Full Marks : 100 Marks

Semester End : 70 Marks

Internal Tests : 30 Marks

#### **Marking Pattern for Semester End Examination (All Papers)**

SECTION A- 5X2= 10

SECTION B- 10X3= 30

SECTION C- 15X2= 30

#### Unit I- Mughal India.

- a. Babur: Foundation.
- b. Sher Shah Suri: Administration
- c. Akbar: Mansabdari System and Din-i-Ilahi.
- d. Shah Jahan: Art and Architecture.

#### Unit II- Crisis of Mughal Empire.

- a. Aurangzeb
- b. Policies
- c. Administration.

#### Unit III- Rise of Marathas

- a. Marathas: Shivaji
- b. Administration

#### Unit IV- Rise of Regional Polities

- a. Bengal
- b. Awadh
- c. Mysore.

#### Unit V- Struggle for Supremacy: Expansion and Consolidation Colonial Rule.

- a. Anglo-French Rivalry.
- b. Advent of British Rule in India.
- c. Warren Hastings, Cornwallis, Wellesley and Dalhousie.

#### **Suggested Readings**

a. R P Tripathy	: <i>Rise and fall of Mughal Empire.</i>
b. Iswari Prasad	: <i>A Short History of Muslim Rule in India.</i>
c. A. L Srivastava	: <i>The Mughal Empire.</i>
d. J. N. Sarkar	: <i>Shivaji and His Times.</i>
e. Rush Brooke Williams	: <i>An Empire Builder of the 16th Century.</i>
f. Elliot and Dowson	: <i>History of India</i> vol-8
g. G. S. Sardesai	: <i>The Rise of the Maratha People</i>

**SEMESTER-V**  
**BAHIS 302, P-IV, WORLD HISTORY (1500-1950)**

**MARKING SCHEME**

Full Marks : 100 Marks

Semester End : 70 Marks

Internal Tests : 30 Marks

**Marking Pattern for Semester End Examination (All Papers)**

SECTION A-  $5 \times 2 = 10$

SECTION B-  $10 \times 3 = 30$

SECTION C-  $15 \times 2 = 30$

**Unit I- Rise of Modern World.**

- a. Fall of Constantinople.
- b. Renaissance and Reformation.

**Unit II - Industrial Revolution:**

- a. Causes
- b. Effects

**Unit III- French Revolution and its Aftermath.**

- a. Causes
- b. Significance

**Unit IV- Napoleon**

- c. Napoleon as a Reformer.
- d. Congress of Vienna.

**Unit V- Rise of Nation States.**

- a. Germany.
- b. Italy.
- c. Congress of Berlin.

**Suggested Readings**

C.J .H. Hayes	:	<i>Modern Europe - To 1870 (Vol. I)</i>
H. A. L. Fisher	:	<i>A History of Europe (Vol. I &amp; II)</i>
P. J. Helm	:	<i>History of Europe 1450-1660</i>
Stephen J. Lee	:	<i>Aspects of European History 1494-1789</i>
Felix Gilbert (ed)	:	<i>History of Modern Europe</i>
V .H. H. Greene	:	<i>Renaissance and Reformation, A Survey of European History between 1450 -1660</i>
Tilly, C (ed)	:	<i>The formation of Nation States in Western Europe</i>
Carr, W.	:	<i>A History of Germany (1815-1945)</i>
Taylor, A.J.P.	:	<i>The Struggle for Mastery in Europe</i>

## SEMESTER-VI

### BAHIS 303, P-III, HISTORY OF INDIA FROM 1526 TO 1947 -II

#### Unit I- Resistance to British Rule

- a. Maharashtra
- b. Punjab
- c. Sindh
- d. Mysore

#### Unit II- Revolt of 1857

- a. Causes
- b. Nature and Significance.

#### Unit III- Socio- Religious Movements

- a. Ram Mohan Roy and Brahmo Samaj.
- b. Ramakrishna, Vivekananda and Dayanand Saraswati.
- c. Syed Ahmed Khan and the Aligarh Movement.

#### Unit IV- India National Movement-I

- a. Emergence of Nationalism.
- b. Predecessors of the Congress and Formation of the Congress.
- c. Early Nationalists: Programmes and Policies and Extremists.

#### Unit V- India National Movement-I

- a. Non-Cooperation
- b. Civil Disobedience
- c. Quit India Movement
- d. India's Independence.

#### **Suggested Readings**

- a. Rush Brooke Williams : *An Empire Builder of the 16th Century.*
- b. Elliot and Dowson : *History of India* vol-8
- c. G. S. Sardesai : *The Rise of the Maratha People*
- d. J. L. Mehta : *An Advanced Study I the History of Medieval India Vol. II*
- e. M. J. Rande : *The Rise of the Maratha Power*
- f. Bipan Chandra : *Modern India*
- g. Bipin Chandra (ed) : *India's Struggle for Independence*
- h. P Sitaramaya : *History of Indian National Congress.*
- i. B.L Grover & S. Grover : *A New Look at Modern Indian History.*

## **SEMESTER-VI**

### **BAHIS 304, P-IV, WORLD HISTORY (1500-1950)-II**

#### Unit I- World War I

- a. Causes
- b. Effects
- c. Treaty of Versailles

#### Unit II - The Russian Revolution

- a. Causes
- b. Effect

#### Unit III - Totalitarian States

- a. Nazism in Germany.
- b. Fascism in Italy.

#### Unit IV- World War II

- a. Causes
- b. Effects.

#### Unit V - Post- World War II Movements

- a) Colonialism and Nationalism in Asia: Burma, Indonesia and Vietnam.

#### **Suggested Readings)**

H. A. L. Fisher	:	<i>A History of Europe (Vol. I &amp; II)</i>
Felix Gilbert (ed)	:	<i>History of Modern Europe</i>
Carr, W.	:	<i>A History of Germany (1815-1945)</i>
Taylor, A.J.P.	:	<i>The Struggle for Mastery in Europe</i>
C.J.H. Hayes	:	<i>History of Europe (two volumes)</i>
Hazen, C.D.	:	<i>Europe since 1815</i>
Mahendra Kumar	:	<i>Theoretical Aspects of International Politics.</i>
M. S. Rajan	:	<i>Studies in India's Foreign Policy; and The NAM Summit and Non alignment in the World Focus</i> , No. 279, March 2003.
V. P. Dutt	:	<i>India's Foreign Policy.</i>
V. N. Khanna	:	<i>Foreign Policy of India and International Relations</i>
K. P. Misra and Naranayan (eds.)	:	<i>Non-Alignment in Contemporary International Relations.</i>

## **POLITICAL SCIENCE**

### **SEMESTER –I**

#### **BAPOL- 101 INDIAN POLITICAL SYSTEMS**

- Unit 1.** The making of India's constitution: Government of India Acts 1919 and 1935 and Constituent Assembly
- Unit 2.** Preamble, Fundamental Rights, Directive Principles of State Policy and Fundamental Duties
- Unit 3.** Structure and function of Parliament; power and function of President, Prime Minister and Governor
- Unit 4.** Supreme Court and High Courts
- Unit 5.** Democratic Decentralization: 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendment Acts.

## **SEMESTER -II**

### **BAPOL- 102 INDIAN POLITICAL SYSTEMS –II**

- Unit 1.** Centre- State relations: Legislative, Administrative and Financial.
- Unit 2.** Party System in India: BJP, INC, CPI (M) and National Conference.
- Unit 3.** Electoral System: Election Commission of India and Electoral Reforms.
- Unit 4.** Judiciary in India: Judicial Review and Judicial Activism.
- Unit 5.** Major Issues in Indian Politics: Regionalism, Communalism and Corruption.

## **SEMESTER- III**

### **BAPOL- 201 POLITICAL THEORY-I**

- Unit 1.** Meaning, Nature and Scope of Political Science
- Unit 2.** Approaches to the study of Political Science; Historical, Philosophical, Institutional, Behavioral and Marxian
- Unit 3.** Relation with other Social Sciences: Geography, Economics and Sociology.
- Unit 4.** Theories of the Origin of State: Historical, evolutionary, social contract.
- Unit 5.** Concepts: Rights, Liberty and Equality.

## **SEMESTER- IV**

### **BAPOL- 202 POLITICAL THEORY-II**

**Unit 1.** Concepts: Liberalism and Marxism.

**Unit 2.** Sovereignty: Monistic and Pluralistic.

**Unit 3.** Power, Authority and Legitimacy

**Unit 4.** Democracy: Liberal and Marxist approaches.

**Unit 5.** Political Culture and Political Participation

## **SEMESTER –V**

### **BAPOL- 301, P-III, COMPARATIVE POLITICS-I**

#### **MARKING SCHEME**

Full Marks : 100 Marks

Semester End : 70 Marks

Internal Tests : 30 Marks

#### **Marking Pattern for Semester End Examination (All Papers)**

SECTION A-  $5 \times 2 = 10$

SECTION B-  $10 \times 3 = 30$

SECTION C-  $15 \times 2 = 30$

- Unit 1.** Meaning, Nature and Scope of Comparative Politics
- Unit 2.** Approaches to the study of Comparative Politics (Historical, Institutional- Legal, Behavioural and Marxist)
- Unit 3.** Types of Government: Parliamentary, Unitary, Presidential and Federal Government.
- Unit 4.** Method of representation: Direct, Indirect, Proportional, Functional.
- Unit 5.** Political Party and Pressure Groups: Definition and classification.

## **SEMESTER- V**

### **BAPOL 302, P-IV, STATE POLITICS IN INDIA (WITH SPECIAL REFERENCE TO ARUNACHAL PRADESH) – I**

#### **MARKING SCHEME**

Full Marks : 100 Marks

Semester End : 70 Marks

Internal Tests : 30 Marks

#### **Marking Pattern for Semester End Examination (All Papers)**

SECTION A- 5X2= 10

SECTION B- 10X3= 30

SECTION C- 15X2= 30

<b>Unit 1.</b>	Meaning, Nature and Scope of State politics
<b>Unit 2.</b>	Determinants of State Politics
<b>Unit 3.</b>	State formation of selected states (Andhra Pradesh, Jammu & Kashmir and Meghalaya)
<b>Unit 4.</b>	Indigenous system of governance in Arunachal Pradesh: Classification, characteristics and Relevance.
<b>Unit 5.</b>	Village Council and Administration of Justice, Regulation, 1945

## **SEMESTER –VI**

### **BAPOL- 303, P-III, COMPARATIVE POLITICS-II**

- Unit 1.** Judicial System (USA, UK and China)
- Unit 2.** Party System (USA and China)
- Unit 3.** Executives (USA, UK and China)
- Unit 4.** Legislature: the process of rule making in the USA, UK and China
- Unit 5.** Electoral Process: Election of the chief executives of USA, UK and China.

## **SEMESTER- VI**

### **BAPOL- 304, P-IV, STATE POLITICS IN INDIA (WITH SPECIAL REFERENCE TO ARUNACHAL PRADESH) - II**

- Unit 1.** State formation of Arunachal Pradesh
- Unit 2.** Political Parties and Pressure groups in Arunachal Pradesh
- Unit 3.** Electoral Politics in Arunachal Pradesh
- Unit 4.** Introduction of Panchayati Raj in Arunachal Pradesh: D. Ering committee report, 1965, NEFA Panchayati Raj Regulation, 1967, Arunachal Pradesh Panchayati Raj Act, 1997
- Unit 5.** Panchayats and Socio- political changes in Arunachal Pradesh

## **SOCIOLOGY**

### **SEMESTER-I**

#### **BASOC-101 INTRODUCTION OF SOCIOLOGY- Part I**

<b>Unit 1</b>	<b>Nature and scope of Sociology</b> <b>Meaning of sociology and definition;</b> <b>Nature and Scope of Sociology,</b> Sociology as a Science Importance of Sociology <b>Sociology and it's relation with other Social Sciences</b> Sociology and Social Anthropology Sociology and Social Psychology Sociology and History Sociology and Political Science
<b>Unit 2</b>	<b>Basic Concepts</b> <b>Concepts of Society,</b> <b>Community</b> Characteristics of Community Community and Association State and Association Communitarianism and Social Order Community Power and Social Structure; Status and Role, institution, association, group, and culture.
<b>Unit 3</b>	<b>Social Institutions</b> <b>Family</b> Form of families. <b>Marriage</b> Function of Marriage Forms of Marriage <b>Religion</b> <b>Education, Polity and Economy</b>
<b>Unit 4</b>	<b>Social Problems (I)</b> Youth unrest, Alcoholism, Drug Addiction, Unemployment,

## **SEMESTER-II**

### **BASOC-102 INTRODUCTION OF SOCIOLOGY- Part II**

#### **Unit 1**

##### **Socialization**

Socialization – meaning and definition; relation between individual and society; and Agencies of socialization

#### **Unit 2**

##### **Social Stratification**

Meaning, Forms and Theories- Fundamental, Marxism and Weberian

#### **Unit 3**

##### **Social Change**

Meaning definition and characteristics; progress and development; Factors of Social Change

#### **Unit 4**

##### **Social Problems (part II )**

Crime and Delinquency, Corruption and Domestic violence

## **SEMESTER-III**

### **BASOC-201 CLASSICAL SOCIOLOGICAL THOUGHT- Part I**

**Unit 1**      **Emergence of Sociology: Role of French Revaluation of Industrial revolution.**  
Impact of French Revolution on the Emergence of Sociology  
Impact of Industrial Revolution on the Emergence of Sociology  
**Origin and Development of Sociology**  
**Intellectual background for the emergence of Sociology in the Western world**  
The works of Intellectual Philosophers in Sociology

**Unit 2**      **Comte:**  
Positivism; Law of Three Stages and Hierarchy of Science

**Unit 3**      **Spencer:**  
**Social Darwinism;**  
**Evolution;** and Classification of Society

**Unit 4**      **Durkheim:**  
Mechanical and Organic Solidarity; Social fact;  
Theory of Suicide and Sociology of Religion

## **SEMESTER -IV**

### **BASOC-202 CLASSICAL SOCIOLOGICAL THOUGHT- Part II**

<b>Unit 1</b>	<b>Weber:</b> Types of Social action; power and authority; Ideal Types The protestant ethic and the spirit of Capitalism
<b>Unit 2</b>	<b>Marx - I</b> <b>Influence of Karl Marx on Sociological Theory</b> Dialectical materialism, Historical materialism <b>Alienation and Capitalism</b>
<b>Unit 3</b>	<b>Marx - II</b> <b>Class conflict</b> <b>Theory of Revolution and Other Concepts</b> Transitional Proletarian State The Dictatorship of the Proletariat Surplus Value
<b>Unit 4</b>	<b>Life of Pareto:</b> Pareto Economic Concepts Circulation of elites, <b>Residue and Derivations;</b> <b>Logical and Non-Logical Action</b>

## **SEMESTER-V**

### **BASOC-301, P-III, SOCIETY IN INDIA- Paper I**

#### **MARKING SCHEME**

Full Marks : 100 Marks  
Semester End : 70 Marks  
Internal Tests : 30 Marks

#### **Marking Pattern for Semester End Examination (All Papers)**

SECTION A-  $5 \times 2 = 10$   
SECTION B-  $10 \times 3 = 30$   
SECTION C-  $15 \times 2 = 30$

#### **Unit 1      Unity in Diversity**

Types of Diversity – Ethnic Racial, Religious, Linguistic, Economic, Regional and caste; Types of Unity – Cultural, Political, Geographical, Social and Religious; Unity and Diversity

#### **Unit 2      The structure and composition of Indian society (I)**

Villages, towns, cities; rural-urban linkages;

#### **Unit 3      The structure and composition of Indian society II**

Tribes; weaker section, dalits, women and minorities

#### **Unit 4      Basic institutions of Indian Society**

Caste; Class, Kinship, Family, Marriage and Religion.

## **SEMESTER-V**

### **BASOC- 302, P-IV, SOCIAL RESEARCH - Part I**

#### **MARKING SCHEME**

Full Marks : 100 Marks

Semester End : 70 Marks

Internal Tests : 30 Marks

#### **Marking Pattern for Semester End Examination (All Papers)**

SECTION A-  $5 \times 2 = 10$

SECTION B-  $10 \times 3 = 30$

SECTION C-  $15 \times 2 = 30$

#### **Unit 1      Understanding Social Research**

Meaning, Scope and significance of social research; major steps in Social Research; Qualitative and Quantitative Research

#### **Unit 2      Hypothesis**

Conceptualisation and Formulation of Hypothesis; Importance of Hypothesis in Social Research and Source of Hypothesis

#### **Unit 3      Scientific Study of Social Phenomena**

The scientific method, Objectivity and Subjectivity , Debate in Social Research; Positivism in Sociology

#### **Unit 4      Analysis and use of Statistics I**

Analysis of Data, Coding, Tables, Graphs and Diagram.

## **SEMESTER-VI**

### **BASOC-303, P-III, SOCIETY IN INDIA- Paper II**

#### **Unit 1**

##### **Rural Power Structure**

Bases and Emerging Pattern of Rural leadership; Panchayat Raj; and Dominant Caste

#### **Unit 2**

##### **Problems of Indian Society**

Poverty, Dowry, Gender Inequality, Human Trafficking and Communalism

#### **Unit 3**

##### **Developmental Concern;**

Regional disparities, Development induced Displacement, Ecological Degradation, Climatic Change, and Sustainable Development.

#### **Unit Transformation of Indian Society**

Process of Transformation – Globalization; Secularization; Industrialization, Urbanization and Modernization – its impact on Indian Society.

## **SEMESTER-VI**

### **BASOC-304, P-IV SOCIAL RESEARCH- Part II**

**Unit 1** **Types of research**  
Basic, Applied; Historical, Empirical; Descriptive, Exploratory, and Experimental

**Unit 2** **Techniques of Data collection**  
Questionnaire, Schedule, Interview Case Study, Observation and Content Analysis

**Unit 3** **Analysis and use of Statistics II**  
Use of Statistics – Mean median, mode and standard deviation

**Unit 4** **Report Writing**  
Importance of Report Writing; Components of Report – Preliminary Pages, Main text and end text.

## **TRIBAL STUDIES**

### **SEMESTER-I**

#### **BATS101** **Tribal Studies: Meaning and Concepts**

##### **Unit-I Definitions and Scope**

- (a) Introduction to Tribal Studies: Nature, Scope, relevance
- (b) Relationship with other disciplines.

##### **Unit – II Understanding ‘Tribe’**

- (a) Conceptual debate: tribes and indigenous people; Use of terms in India;
- (b) Scheduled Tribes, primitive tribes, denotified tribes/ex-criminal tribes in India.

##### **Unit-III Social Structure**

- (a) Structure, function and Organisation
- (b) Social Mobility: types, tribe and caste, tribe-caste-present continuum and Sanskritization

##### **Unit – IV Process of Social Stratification**

- (a) Social Stratification and Social Processes
- (b) Tribalisation, detribalisation and re-tribalisation

## **SEMESTER-II**

### **BATS102** **Tribal Studies: Approaches and Research Methods**

#### **Unit-I Tribal Studies in India**

- a) Emergence and growth,
- b) Approaches to study the tribes

#### **Unit-II: Fieldwork Tradition**

- (a) Historical background and Significance of fieldwork
- (b) Ethics in fieldwork
- (c) Ethic and Emic perspectives

#### **Unit-III: Collection of Data**

- (a) Methods and Methodology
- (b) Quantitative and Qualitative Research

#### **Univ – IV Tools and Techniques in Research**

- (a) Survey and Sampling, observation, interview, case study, genealogies, participatory and focused group discussion
- (b) Sources of data: primary and secondary sources

## **SEMESTER-III**

### **BATS201** **Tribes in India and in Arunachal Pradesh**

#### **Unit-I Tribes, Habitats and Characteristics**

- (a) Tribes in India
- (b) Geographical distribution
- (c) Demographic Composition

#### **Unit II Tribal Ecology**

- (a) Tribal Ecology
- (b) Knowledge system (health practices, resource conservation, beliefs and practices)

#### **Unit-III Socio-Political Organizations**

- (a) Family, marriage, and kinship.
- (b) Types and functions of tribal polity.

#### **Unit IV Socio-Political Organizations II**

- (a) Customary laws and social sanctions
- (b) Religion: Faiths, belief and practices

## **SEMESTER-IV**

### **BATS202** **Tribal Economy and Contemporary Issues** **(with special reference to A. P.)**

#### **Unit-I Economic Organisation**

- (a) Types of economy: hunting andgathering, pastoralism, horticulture and agriculture
- (b) Distribution, consumption and exchange
- (c) Property and inheritance

#### **Unit-II Tribes in Arunachal Pradesh**

- (a) Demography, geographical distribution and linguistic classification
- (b) Politico-administrative growth of Arunachal Pradesh
- (c) Tribal Studies in Arunachal Pradesh: An Overview

#### **Unit-III Society and Emerging issues in Arunachal Pradesh**

- (a) Social organisation
- (b) Emerging issues: land relations, occupational diversification and modern polity

#### **Unit-IV Society and Emerging issues in Arunachal Pradesh with special reference to Women**

- (c) Women and Society
- (d) Inheritance and women and empowerment

## **SEMESTER-V**

### **BATS301 Tribal Rights and Social Movement**

#### **MARKING SCHEME**

Full Marks : 100 Marks

Semester End : 70 Marks

Internal Tests : 30 Marks

#### **Marking Pattern for Semester End Examination (All Papers)**

SECTION A-  $5 \times 2 = 10$

SECTION B-  $10 \times 3 = 30$

SECTION C-  $15 \times 2 = 30$

#### **Unit-I Tribal Rights**

- (a) Land, Forest and Water
- (b) Human rights
- (c) IPR

#### **Unit-II Intellectual Property Rights**

- (a) Intellectual Property Rights
- (b) Types of Intellectual Property Rights
- (c) IPR in Arunachal Pradesh

#### **Unit-III Language Issues**

- (a) Preservation of language
- (b) Script issue
- (c) Medium of instruction

#### **Unit-IV Social Movements**

- (a) Identity assertions
- (c) Environmental movements

## **SEMESTER-V**

### **BATS302 Constitutional Provisions for Tribes in India**

#### **MARKING SCHEME**

Full Marks : 100 Marks

Semester End : 70 Marks

Internal Tests : 30 Marks

#### **Marking Pattern for Semester End Examination (All Papers)**

SECTION A-  $5 \times 2 = 10$

SECTION B-  $10 \times 3 = 30$

SECTION C-  $15 \times 2 = 30$

#### **Unit-I History of Tribal Policy**

#### **Unit – II Constitutional Provisions and Safe guards**

#### **Unit III - Provisions in Fifth and Sixth Schedules**

#### **Unit-IV Autonomous District Councils**

## **SEMESTER-VI**

### **BATS303** **Issues relating to Tribes in India**

#### **Unit-I Economic Issues I**

- (a) Poverty, Indebtedness and Land alienation,
- (b) Unemployment, migration

#### **Unit-II Economic Issues II**

- (a) Industrialisation & urbanisation
- (b) Displacement and rehabilitation
- (c) Globalisation

#### **Unit-III Emerging Social Problems**

- (a) Illiteracy
- (b) Alcoholism and drug abuses
- (c) Gender inequality

#### **Unit-VI Emerging Social Problems with special reference to health**

- (a) Issues related to health and education
- (b) Malnutrition
- (c) HIV/AIDS
- (d) Reproductive Health

**SEMESTER-VI**  
**BATS304**  
**Tribal Development in India**

**Unit – I Approach to Tribal Development in India**

**Unit -II Five Year Plans and Tribal Development Programmes**

**Unit -VII Critical review of some Tribal policies I**

Provisions of the Panchayats (Extension to Scheduled Areas)  
Act, 1996,

**Unit-VI Critical review of some Tribal policies II**

Scheduled Tribes (Recognition of Forest Rights) Act, 2006.

**EDUCATION**  
**B.A-I Semester**  
**BAEDN101: Basic Elements of Education**

**Objectives :**

1. To acquaint the students with the basics of education
2. To familiarize the students with the aims and objectives of education.
3. To develop the awareness among the students about the structure of education
4. To familiarize the students with the basics of educational psychology.

**Course Content**

**Unit -I: Concept of Education**

- Meaning, Nature and Scope of Education
- Types of Education: Formal & Non-Formal
- Informal and inclusive education

**Unit - II: Aims of Education**

- Individual and Social Aims
- Democratic Aims
- Vocational Aims
- Moral and Cultural Aims

**Unit - III: Educational Structure**

- Educational Ladder
- Secondary Education Commission, Kothari Commission and new Education Policy on the Structure of
- New Pattern of Education (10+2+3)

**Unit – IV: Educational Psychology**

- Meaning, Nature and Scope of Educational Psychology
- Methods of Educational Psychology
- Concept of Learning
- Laws of Learning

**Stages of Human Development**

- Heredity & Environment
- Infancy, Childhood, Adolescence

**Evaluation Scheme:**

*Maximum Marks for Theory Paper : 90 Marks, pass marks - 33%*

*Assignment : 10 Marks, pass marks - 40%*

*There will be 9 or 10 questions in the question paper, the students are to attempt any five and each question carry equal marks*

**References :**

1. Aggarwal, J.C. (1973) : progress of Education in Free India Arya Book Depot., New Delhi
2. Chauhan, S.S. (1978) : Advanced Educational Psychology. Vikash Publishing House Pvt. Ltd., New Delhi
3. Kundu, C.L. & D.N. Tutoo (1971) : Educational Psychology, Sterling Publishers (P) Ltd., New Delhi

**EDUCATION**  
**B.A. Second Semester**  
**BAEDN102 : Elements in Education**

**Objectives:**

1. To acquaint the students with the educational utility of instincts and emotions..
2. To familiarize the students with educational technology.
3. To enable the students understand educational sociology.
4. To enable the students know the educational and social change.

**Course Content**

**Unit - I: Instincts and Emotion**

- Meaning and Definition of Instinct
- Instincts According to McDougall
- Meaning and Definition of Emotion
- Classification of Emotions
- Theories of Emotion:
  - (i) Central Theory of Emotion
  - (ii) The James Lange Theory of Emotion
- Educational Utility of Instincts and Emotion

**Unit - II:**

**Educational Technology**

- Meaning, Nature and Scope of Educational Technology
- Types of Educational Technology : Hardware and Software
- Utility of Educational Technology in Formal and Non-Formal Education
- Limitations of Educational Technology with reference to India

**Unit - III:**

**Educational Sociology**

- Meaning, Nature and Scope of Educational Sociology
- Social Development and Education
- Social Factors in Education
- Socialization

**Unit - IV:**

**Educational and Social change in India**

- Modernization and Education
- Agricultural, Industrial & Technological Developments
- National Integration
- International Understanding

**Evaluation Scheme:**

*Maximum Marks for Theory Paper : 90 Marks, pass marks - 33%*

*Assignment : 10 Marks, pass marks - 40%*

*There will be 9 or 10 questions in the question paper, the students are to attempt any five and each question carry equal marks*

**References :**

1. Aggarwal, J.C. (1973) : progress of Education in Free India Arys Book Depot., New Delhi
2. Chauhan, S.S. (1978) : Advanced Educational Psychology. Vikash Publishing House Pvt. Ltd., New Delhi
3. Kundu, C.L. & D.N. Tutoo (1971) : Educational Psychology, Sterling Publishers (P) Ltd., New Delhi

**B.A. Third Semester**  
**BAEDN201: Essential Foundation of Education**

1. To acquaint the students with the concept of educational philosophy.
2. To familiarize the students with western schools of philosophy.
3. To enable the students know about contribution of thinkers in education.
4. To enable the students analyze the relationship between education and society.

**Course Content:**

**Unit-I : Educational Philosophy**

- Concept of Educational Philosophy
- Relationship Between Education and Philosophy
- Aims of Educational Philosophy

**Unit-II: Western Schools of Philosophy**

- Naturalism: Educational thought and practice
- Idealism: Educational thought and practice
- existentialism: Educational thought and practice
- Pragmatism: Educational thought and practice

**Unit-III: Thinkers in Education**

- Gandhian Philosophical thought in Education with regard to (a) Aims and Ideals, (b) Curriculum, (c) Discipline and (d) Method of Teaching.
- Tagore's Philosophical thought in Education with regard to (a) Aims and Ideals, (b) Curriculum, (c) Discipline and (d) Method of Teaching.
- John Dewey's Philosophical thought in Education with regard to (a) Aims and Ideals, (b) Curriculum, (c) Discipline and (d) Method of Teaching.
- Rousseau's Philosophical thought in Education with regard to (a) Aims and Ideals, (b) Curriculum, (c) Discipline and (d) Method of Teaching.

**Unit-IV: Education and Society**

- Social stratification and Education
- Social Mobility and Education
- Meaning and Agents of Socialization
- Modernization and Role of Education.

**Evaluation Scheme:**

*Maximum Marks for Theory Paper : 90 Marks, pass marks - 33%*

*Assignment : 10 Marks, pass marks - 40%*

*There will be 9 or 10 questions in the question paper, the students are to attempt any five and each question carry equal marks*

**Book Recommended :**

1. Anand, C.L. et. al : The Teacher and Education in Indian Society, NCERT, New Delhi-16

2. Bhatia, K. & Bhatia. B : The Philosophical and Sociological Foundations of Education, Doabe House, New Delhi, 1987

3. Choube, S. P. & Choube : Philosophical and Sociological of Education, Vinod Akhilesh Pustak Mandir, Agra, 1985

4. Dutta, N.K. : Psychological Foundations of Education Doaba House, 1985

5. Kundu, C.L. & Tutoo.D. : Educational Psychology, Sterling Publishers, New Delhi, 1988

6. Waha, J.S. : Foundation of Educational Psychology, Jallandher Publishers, 1977.

7. Mathur, S.S. : Education Psychology, Vinod Pustak Mandir, Agra, 1981

8. Mathur, S.S. : A Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra, 1997

9. Morris, Iver, : Sociology of Education – An introduction. George Allen and Unwin Ltd. 1972

**EDUCATION**  
**B.A. Fourth Semester**  
**BAEDN202: Foundation of Education**

1. To enable the students know the relation between education and social change.
2. To familiarize the students with growth and development of the individual.
3. To familiarize the students with concept of learning.
4. To enable the students know the individual differences and educational statistics

**Course Content:**

**Unit-I : Education and Social Change**

- Concept and Characteristic of Social Change
- Factors Influencing Social Change
- Role of Education as an Instrument of Social Change
- Salient Features of Tribal Culture in Arunachal Pradesh.

**Unit-II: Growth and Development**

- Concept of Growth and Development and their implications in Education
- Principles of Growth and Development
- Aspects of Development: Physical, Mental, Social and Emotional Development.

**Unit-III: Concept of Learning**

- Meaning and Laws of Learning
- Concept and Types of Transfer of Learning
- Concept of Motivation
- Role of Motivation in Learning.

**Unit-IV: Individual difference**

- Meaning, Types and Determinants of Individual Difference
- Concept and Types of Intelligences
- Meaning and Nature of Personality
- Concept and Process of Adjustment
- Educational Statistics: Graphical representation of data, Measures of Central Tendency and Variability, Correlation

**Evaluation Scheme:**

*Maximum Marks for Theory Paper : 70 Marks, pass marks - 33%  
Assignment : 30 Marks, pass marks - 40%*

**Book Recommended :**

1. Anand, C.L. et. al : The Teacher and Education in Indian Society, NCERT, New Delhi-16
2. Bhatia, K. & Bhatia. B : The Philosophical and Sociological Foundations of Education, Doabe House, New Delhi, 1987
3. Choube, S. P. & Choube : Philosophical and Sociological of Education, Vinod Akhilesh Pustak Mandir, Agra, 1985
4. Dutta, N.K. : Psychological Foundations of Education Doaba

5. Kundu, C.L. & Tutoo.D. : House, 1985  
Educational Psychology, Sterling Publishers,  
New Delhi, 1988

6. Waha, J.S. : Foundation of Educational Psychology,  
Jallandher Publishers, 1977.

7. Mathur, S.S. : Education Psychology, Vinod Pustak Mandir,  
Agra, 1981

8. Mathur, S.S. : A Sociological Approach to Indian Education,  
Vinod Pustak Mandir, Agra, 1997

9. Morris, Iver, : Sociology of Education – An introduction.  
George Allen and Unwin Ltd. 1972

**EDUCATION**  
**B.A. Fifth Semester**  
**BAEDN301: CURRICULUM AND EVALUATION**

### **MARKING SCHEME**

Full Marks : 100 Marks  
Semester End : 70 Marks  
Internal Tests : 30 Marks

#### **Marking Pattern for Semester End Examination (All Papers)**

SECTION A-  $5 \times 2 = 10$   
SECTION B-  $10 \times 3 = 30$   
SECTION C-  $15 \times 2 = 30$

#### **Objectives :**

1. To acquaint the student with the concept of curriculum.
2. To familiarize the student with curriculum development.
3. To familiarize the student with curriculum frame work and policies.
4. To acquaint the student with the concept and procedure of evaluation and test to measure desired curricular outcomes.

### **Course Content**

**Unit-I: Concept of Curriculum**

- Meaning, Nature and Scope of Curriculum
- Principles of Curriculum Development
- Bases of curriculum; Philosophical, Psychological and Sociological
- Core curriculum

**Unit-II: Curriculum Development**

- Process of Curriculum Development
- Formulation of Objectives
- Selection of Content
- Content Analysis
- Learning Experiences

**Unit-III: Curriculum Framework and Policies**

- Curriculum at different levels: National, State and local
- National Curriculum Framework – its features.
- National Curriculum Framework for Teacher Education (NCFTE-2009)
- Curriculum Evaluation: Nature, steps, tools and techniques

**Unit-IV: Educational Evaluation:**

- Concept of Educational Measurement and Evaluation
- Types of Evaluation Procedure
- Test: concept, types, principles, construction process
- Tools and techniques: Questionnaire, observation, interview
- Examination Reforms

**Evaluation Scheme:**

*Maximum Marks for Theory Paper : 90 Marks, pass marks - 33%*

*Assignment : 10 Marks, pass marks - 40%*

*There will be 9 or 10 questions in the question paper, the students are to attempt any five and each question carry equal marks*

**Books Recommended:**

1. Arulsanj, S (2014): Curriculum Development, Neel Kamal Publications Pvt. Ltd, Hyderabad.
2. NCERT Document of National Curriculum Framework for School Education (NCFSE-2005).
3. NCTE Document of National Curriculum Framework for Teacher Education (NCFTE-2009).
4. NCERT (1984): Curriculum & Evaluation National Council of Educational Research & Training, New Delhi.
5. Adam, J (1857): Modern Development in Education Practice, London university of London Press Ltd.
6. Alexander, W.M & Halverson P.M.(1956): Effective Teachers in Secondary Schools, New York, Head Rinehart and Winston Ian.
7. Bloom B.S.(Ed)(1971): Handbook of Formative and Summative Evaluation, McGraw Hill.
8. Kocher, S.K: Methods and Techniques of Teaching, New Delhi.
9. Gronlund, N.E(1976): Measurement and Evaluation in Teaching, McMillan Publishing Co., New York.
10. Kelley, A.V. (1977): Curriculum Theory and Practice, Harper and Row, London.

**EDUCATION**  
**B.A. Fifth Semester**

**BAEDN302: Issues and Challenges in Indian Education**

**MARKING SCHEME**

Full Marks : 100 Marks

Semester End : 70 Marks

Internal Tests : 30 Marks

**Marking Pattern for Semester End Examination (All Papers)**

SECTION A-  $5 \times 2 = 10$

SECTION B-  $10 \times 3 = 30$

SECTION C-  $15 \times 2 = 30$

**Objectives:**

1. To familiarize the students with Universalisation of Elementary Education.
2. To make students understand Wastage and Stagnation in Education
3. To familiarize the students with the adult and non-formal education.
4. To enable the students understand about medium of instruction.

**Course Content:**

**Unit-I :** **Universalisation of Elementary Education**

- Significance of Universalisation of Elementary Education (UEE)
- Constitutional Provision for UEE
- Difficulties in Implementation,
- Government's initiatives: OB, DPEP & SSA.

**Unit-II:** **Wastage and Stagnation in Education**

- Meaning and Causes for Wastage and Stagnation in Education
- SSA as an educational programme and Remedial Measures, Expectations.
- RTE Act 2009 and its salient features.

**Unit-III :** **Adult and Non-Formal Education**

- Meaning, Significance, Scope, Types of Adult and Non-Formal Education
- Programmes, Achievements and Remedial Measures
- Inclusive Education: concept, significance

**Unit-IV :** **Medium of Instruction**

- Three Languages, Implications
- Difficulties in Implementation
- New approaches of teaching

**Evaluation Scheme:**

*Maximum Marks for Theory Paper : 90 Marks, pass marks - 33%*

*Assignment : 10 Marks, pass marks - 40%*

*There will be 9 or 10 questions in the question paper, the students are to attempt any five and each question carry equal marks*

**Books Recommended :**

1. Agarwal. J.C. &: Vocational Education in India - Why, What and How Delhi, Agarwal. S. P. Doaba House, 1987.
2. Bis.A &: Development of Education in India, Delhi Concept Pub. Co. Agarwal. S. P. 1986
3. Chaube . S. P. : Problems of Indian Education, Agra Vinod Pustak Mandir, 1987.
4. Debi, Renu: Progress of Education in Assam, Guwahati Omsons Publishers, 1987.
5. Govt. of India : National Policy on Education, 1986.
6. Rai. B.C.: Comparative Education, Lucknow, Prakash Kendra
7. Sharma. I & : History and Problems of Indian Education, Agra, Vinod Pustak Sharma. N.R.Mandir.
8. Shivrudrappa. G: Vocationalisation of education, Bombay, Himalaya Publishing House, 1988
9. Lal & Sinha(2012) : Development of Indian Education and its problem, Vinay Rakheja R. Lall Book Depot, Meerut- 250001
10. Shukla. P.D. : Towards New Pattern of Education, New Delhi, Sterlling, 1984.
11. Tewar. R. P.: Problems of Education in North-Eastern Region, Ludhiana, Prakash Bros.

**EDUCATION**  
**B.A. Sixth Semester**  
**BAEDN303: TEACHNG PROCESS**

**Objectives:**

1. To acquaint the student with the concept of teaching.
2. To familiarize the student with approaches of teaching.
3. To familiarize the student with teaching aids.
4. To acquaint the student with the educational objectives.

**Course Content**

**Unit-I :** **Teaching Process**

- Concept of Teaching
- Structure of Teaching
- Functions of Teaching
- Principles of Teaching
- Models of teaching: Elements of teaching of model, and Bruner's concept attainment model

**Unit-II** **: Approaches of Teaching**

- Difference between Method and Approach of Teaching
- Methods of Teaching: Analytic cum Synthetic method, Demonstration Method, Project, Play Way Method
- Approaches of Teaching and Learning: Personalized System of Instruction (PSI), Computer Assisted Instruction (CAI)

**Unit-III:** **Teaching Aids**

- Meaning and Significance of Teaching Aids
- Types of Teaching Aids
- Characteristics of Good Teaching Aids
- Edgar Dale's Cone of Experience
- Improvised Teaching Aids.

**Unit- IV:** **Educational Objectives of Teaching**

- General and Specific Objectives of Teaching
- Cognitive Objectives
- Affective Objectives
- Psychomotor Objectives

**Evaluation Scheme:**

*Maximum Marks for Theory Paper : 90 Marks, pass marks - 33%  
Assignment : 10 Marks, pass marks - 40%*

*There will be 9 or 10 questions in the question paper, the students are to attempt any five and each question carry equal marks*

**Books Recommended:**

1. Alexander, W.M & Halverson P.M.(1956): Effective Teachers in Secondary Schools, New York, Head Rinehart and Winston Ian.
2. Bloom B.S.(Ed)(1971): Handbook of Formative and Summative Evaluation, McGraw Hill.
3. Kocher, S.K: Methods and Techniques of Teaching, New Delhi.
4. Gronlund, N.E(1976): Measurement and Evaluation in Teaching, McMillan Publishing Co., New York.
5. Kelley, A.V. (1977): Curriculum Theory and Practice, Harper and Row, London.
6. Nunnally, J.C.: Educational Measurement and Evaluation, McGraw Hill, New York
7. NCERT (1980): School Curriculum-Some Problems and Issues, New Delhi.
8. Taba, H (1962): Curriculum Development-Theory and practice , Brace and World, New York.
9. Taylor, R.W: Basic Principles of Curriculum Instruction, Chicago University Press, Chicago.
10. Ten Brok T.D (1974) Evaluation – A Practical Guide for Teachers, McGraw Hill, New York.

**EDUCATION**  
**B.A. Sixth Semester**  
**BAEDN304: Trends and Issues in Indian Education**

**Objectives :**

1. To familiarize the students with concept of Women Education.
2. To enable students know Education of Socially and Culturally Disadvantaged.
3. To familiarize the students with environmental education.
4. To enable the students understand vocationalization of secondary education.

**Course Content:**

**Unit-I : Women Education :**

- Concept of Women Education
- Importance and Scope
- Difficulties and Remedial Measures

**Unit-II : Education of Socially and Culturally Disadvantaged**

- Meaning, Significance and Problems
- Equal opportunities for Socially and Culturally Disadvantaged
- Strategies to improve educational facilities

**Unit-III: Environmental Education**

- Meaning, Nature and Scope of Environmental Education
- Problems of Environment
- Remedial Measures and Role of NGO's

**Unit-IV: Vocationalization of Secondary Education**

- Concept and Need of Vocationalization of Secondary Education
- Problems of Vocationalization of Secondary Education
- Strategies for implementing Vocationalization of Secondary Education

**Evaluation Scheme:**

*Maximum Marks for Theory Paper : 90 Marks, pass marks - 33%*

*Assignment : 10 Marks, pass marks - 40%*

*There will be 9 or 10 questions in the question paper, the students are to attempt any five and each question carry equal marks*

**Books Recommended :**

1. Agarwal. J.C. &: Vocational Education in India - Why, What and How Delhi, Agarwal. S. P. Doaba House, 1987.
2. Bis.A &: Development of Education in India, Delhi Concept Pub. Co. Agarwal. S. P. 1986
3. Chaube . S. P. : Problems of Indian Education, Agra Vinod Pustak Mandir, 1987.
4. Debi, Renu: Progress of Education in Assam, Guwahati Omsons Publishers, 1987.
5. Govt. of India : National Policy on Education, 1986.
6. Rai. B.C.: Comparative Education, Lucknow, Prakash Kendra

7. Sharma. I & : History and Problems of Indian Education, Agra, Vinod Pustak Sharma. N.R.Mandir.
8. Shivrudrappa. G: Vocationalisation of education, Bombay, Himalaya Publishing House, 1988
9. Lal & Sinha(2012) : Development of Indian Education and its problem, Vinay Rakheja R. Lall Book Depot, Meerut- 250001
10. Shukla. P.D. : Towards New Pattern of Education, New Delhi, Sterlling, 1984.
11. Tewar. R. P.: Problems of Education in North-Eastern Region, Ludhiana, Prakash Bros.