

The following departments of our institution teach the cross cutting issues relevant to professional ethics, Gender, Human Values, Environment and sustainability into the the curriculum as per respective university syllabus.

GENDER

SUBJECT	SEMESTER	COURSE CODE	PAPER
Political Science	6th	POL-HE-6016	Human Right
	6th	POL-HC-6026	Modern Indian Political Thought
	2nd	POL HG-2016	Indian Government And Politics
	4th	POL-SEC-4024	Citizen And Rights
Education	2 nd	EDU-RE-6046	Women and Society
		EDU-SEC-5014	Extention Education
	2nd	EDU-RC-2016	Psychology of Adolescents
	5th	EDU-RE-5026	Developmental Psychology
	6th		Women And society
English	5th	ENG-HC-5026	Womens Writing
HISTORY	1st	HIS-HC-1016	History of India

ENVIRONMENT AND SUSTAINABILITY

SUBJECT	SEMESTER	COURSE CODE	PAPER
Political science	4th	POL-HG-4016	Introduction to International Relation
	4th	POL -HC-4036	Global Politics
Education	4th		Environmental and population Education
Economics	6th	ECO-HE-6016	Environmental Economics
		ECO-HE-6026	International Economics
VAC	2nd		Environmental Assessment and Education
VAC	1st		Environmental studies

Professional Ethics

SUBJECT	SEMESTER	COURSE CODE	PAPER
Assamese	1st	1016	Asomiya Bhasar Itihas
Assamese	2nd	2016	Bhasabigyan Porichoy
Assamese	2nd	2016	Asomiya Sahityar Itihas
Assamese	3rd	3014	Byabharik Asomiya
History	3rd	HIS-SE-3014	Historical Tourismism in North East India
History	4th	HIS-SE-4014	Oral Culture and Oral History
History		HIS-RC-4016	Social and Economic History of Assam
Political Science	6th	Pol-Hc-6016	Human Rights in India
Political Science	4th	Pol-SE-4024	Citizen and Rights
Political Science	5th	Pol-HC-5016	Classical Political philosophy
Political Science	4th		Public policy and Administration in India
Education	3rd	EDU-HC-3036	Value and Peace Education
Education	2nd	EDU-HC-2016	Philosophical and sociological foundations of education
Education	4th	EDU-HC-4016	Great Educational Thinkers
Education	5th	EDU-HC-5026	Guidence And Counselling

HUMAN VALUES

SUBJECT	SEMESTER	PAPER CODE	PAPERNAME
Assamese	1st	ASM-HC-1016	Asomiya sahityar buronji
Assamese	3rd	ASM-HC-3036	Asomiya sanskriti
Assamese	4th	ASM-HG-4016	Adhunik Asomiya Gitisahitya
Assamese	5th	ASM-HE-5036	Sankardev
Assamese	6th	ASM-HE-6016	Laxminath Bezbarua
Assamese	6th	ASM-HE-6026	Banikanta Kakati
Assamese	5th	ASM-HE-5046	Asomiya kalpabigyan Sahitya
Political science	4th	POL-RE-5016	Public Administration
Political science	2nd	POL-SE-4026	Citizen and Rights
Education	5th	EDU-HE-5036	Human Rights Educatio
Education	4th	EDU-HC-4036	Emerging Issues in Education

SEMESTER IV

POL RC 4016 Introduction to International Relations

Course Objective: This Course is designed to give students a sense of some important theoretical approaches to understand international relations; a history from 1945 onwards to the present; and an outline of the evolution of Indian foreign policy since independence and its possible future trajectory.

Course Outcomes:

- To demonstrate basic understanding of scientific methods of inquiry in international relations.
- To understand how international relations influence societies.
- To demonstrate a basic understanding of the foundational theories and concepts in international relations.
- To analyse the current world events and their implications on the Indian Foreign policy decision making process by applying prominent theories of international relations and generate substantial research question on the topics.

1. Approaches to International Relations (27 lectures)

- a. Classical Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz)
- b. Neo-Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye)
- c. Structural Approach: Dependency School (Andre Gunder Frank)
- d. Feminist Perspective (J. Ann Tickner)

2. Cold War & Post-Cold War Era (20 lectures)

- a. Second World War & Origins of Cold War
- b. Phases of Cold War:
 - First Cold War
 - Rise and Fall of Detente
 - Second Cold War
 - End of Cold War and Collapse of the Soviet Union
- c. Post Cold- War Era and Emerging Centres of Power (European Union, China, Russia and Japan)

3. India's Foreign Policy (13 lectures)

- a. Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic)
- b. India's Policy of Non-alignment
- c. India: An Emerging Power

READING LIST

Essential Readings

William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) *Classic Readings of International*

- Relations*. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.
- Art, R. J. and Jervis, R. (eds.) (1999) *International Political Enduring: Concepts and Contemporary Issues*. 5th Edition. New York: Longman, pp. 7-14; 29-49; 119-126.
- Jackson, R. and Sorenson, G. (2008) *Introduction to International Relations: Theories and Approaches*. New York: Oxford University Press, pp. 59-96.
- Goldstein, J. and Pevehouse, J.C. (2009) *International Relations*. New Delhi: Pearson, pp. 81-111.
- Tickner, J. A. (2001) *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. Columbia University Press.
- Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*. Fifth Edition. Oxford: Oxford University Press, pp. 90-123; 142-159; 262-277.
- Wenger, A. and Zimmermann, D. (eds.) (2003) *International Relations: From the Cold World War to the Globalized World*. London: Lynne Rienner, pp. 54-89.
- Appadorai and Rajan, M. S. (eds.) (1985) *India's Foreign Policy and Relations*. New Delhi: South Asian Publishers.
- Mewmillians, W.C. and Piotrowski, H. (2001) *The World Since 1945: A History of International Relations*. Fifth edition. London: Lynne Rienner Publishers.
- Smith, M., Little, R. and Shackleton, M. (eds.) (1981) *Perspectives on World Politics*. London:
- Croom Helm. Indian Foreign Service Institute. (1997, 1998) *India's Foreign Policy: An Agenda for the 21st Century* Vols. 1 & 2, New Delhi: Konark Publishers, pp. 3-41; 102-119.
- Ganguly, S. (ed.) (2009) *India's Foreign Policy: Retrospect and Prospect*. New Delhi: Oxford University Press.
- Vanaik, A. (1995) *India in a Changing World: Problems, Limits and Successes of Its Foreign Policy*. New Delhi: Orient Longman. pp. 19-41; 63-67; 102-114; 118-124; 132-134.
- Basu, Rumki (ed)(2012) *International Politics: Concepts theories and Issues*, New Delhi, Sage Publications India Pvt Ltd.
- Jindal N, & Kumar K. (2018).(Ed), *Global Politics: Issues and Perspectives*, New Delhi; Sage Publications
- Tremblay R.C & Kapur A. (2017). *Modi's Foreign Policy*, New Delhi: Sage Publications

- Relations*. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.
- Art, R. J. and Jervis, R. (eds.) (1999) *International Political Enduring: Concepts and Contemporary Issues*. 5th Edition. New York: Longman, pp. 7-14; 29-49; 119-126.
- Jackson, R. and Sorenson, G. (2008) *Introduction to International Relations: Theories and Approaches*. New York: Oxford University Press, pp. 59-96.
- Goldstein, J. and Pevehouse, J.C. (2009) *International Relations*. New Delhi: Pearson, pp. 81-111.
- Tickner, J. A. (2001) *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. Columbia University Press.
- Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*. Fifth Edition. Oxford: Oxford University Press, pp. 90-123; 142-159; 262-277.
- Wenger, A. and Zimmermann, D. (eds.) (2003) *International Relations: From the Cold World War to the Globalized World*. London: Lynne Rienner, pp. 54-89.
- Appadorai and Rajan, M. S. (eds.) (1985) *India's Foreign Policy and Relations*. New Delhi: South Asian Publishers.
- Mewmillians, W.C. and Piotrowski, H. (2001) *The World Since 1945: A History of International Relations*. Fifth edition. London: Lynne Rienner Publishers.
- Smith, M., Little, R. and Shackleton, M. (eds.) (1981) *Perspectives on World Politics*. London:
- Croom Helm. Indian Foreign Service Institute. (1997, 1998) *India's Foreign Policy: An Agenda for the 21st Century* Vols. 1 & 2, New Delhi: Konark Publishers, pp. 3-41; 102-119.
- Ganguly, S. (ed.) (2009) *India's Foreign Policy: Retrospect and Prospect*. New Delhi: Oxford University Press.
- Vanaik, A. (1995) *India in a Changing World: Problems, Limits and Successes of Its Foreign Policy*. New Delhi: Orient Longman. pp. 19-41; 63-67; 102-114; 118-124; 132-134.
- Basu, Rumki (ed)(2012) *International Politics: Concepts theories and Issues*, New Delhi, Sage Publications India Pvt Ltd.
- Jindal N, & Kumar K. (2018).(Ed), *Global Politics: Issues and Perspectives*, New Delhi; Sage Publications
- Tremblay R.C &Kapur A. (2017).*Modi's Foreign Policy*, New Delhi: Sage Publications

POL RE 5016 Public Administration-I

Course outcomes:

- Students will be able to understand the basics of public administration;
- This paper is an integral part of public services examinations. Students will be well versed with ideas of administration.

UNIT 1: Introduction (15 lectures)

- Concept, Nature and Importance of Public Administration
- Growth and Evolution of Public Administration as a Discipline
- Interaction between Public and Private Administration

UNIT 2: Administrative Theories (15 lectures)

- Scientific Management Theory
- Bureaucratic Theory

UNIT 3: Principles of Organization (15 lectures)

- Hierarchy – Span of control
- Centralization – Decentralization
- Ethics and Values in Public Administration

UNIT 4: Structure of Organization (15 lectures)

- Line and Staff
- Chief executive – Types and Role
- Department- Public Corporations

Readings:

- Avasthi and Maheswari: *Public Administration*, Laxmi Narayan ,2009
Maheswari, S.R.: *Administrative Theory*, Macmillan India Ltd.
Tyagi, A.R.: *Public Administration*, Atma Ram and Sons, Delhi
Fadia B.L., and Kuldeep,: *Public Administration*, SahityaBhawan Publication, Agra, 2008
Bhattacharya Mohit: *Public Administration*, World Press, 2007
Chakrabarty, BidyutBhattacharya Mohit: *Public Administration: A Reader*, Oxford University Press,2003
Basu, Rumki: *Public Administration: Concepts and Theories*, Sterling Publishers Pvt. Ltd, 2004
Hazarika, N., *SnatakLok-Prasasan*(Assamese), Students' Stores, Guwahati, 2001.
Sapru R.K. : *Administrative Theories and Management Thought*, Prentice Hall of India Pvt. Ltd., 2008
Baghel C.L., Kumar, Y., *Public Administration* (two volumes), Kanishka Publishers, New Delhi, 2005
Sapru, Radhakrishnan. (2018). *Indian Administration: A Foundation of Governance*, New Delhi: Sage Publications
Chakrabarty, B. & Chand, P. (2016), *Indian Administration: Evolution and Practice*, New Delhi: Sage Publications

POL HC 5016 Classical Political Philosophy

Course objective: This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.

Course Outcomes:

- To interpret ideas underlying traditions in classical political philosophy
- To analyze the debates and arguments of leading political philosophers belonging to different traditions of the period
- To appraise the relevance of classical political philosophy in understanding contemporary politics

I. Text and Interpretation (8 lectures)

Significance of Interpretation

Interpretation: Different Perspectives

- i. Marxist Perspective
- ii. Feminist Perspective
- iii. Post-modern Perspective

II. Antiquity

Plato (8 lectures)

Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism

Presentation theme: Critique of Democracy

Aristotle (8 lectures)

Forms, Virtue, Citizenship, Justice and State

Presentation theme: Classification of governments

III. Interlude:

Machiavelli (8 lectures)

Virtu, Religion, Republicanism

Presentation themes: morality and statecraft

IV. Possessive Individualism

Hobbes (8 lectures)

Human nature, State of Nature, Social Contract, State

Presentation themes: State of nature; social contract

Locke (8 lectures)

Laws of Nature, Natural Rights, Property,

Presentation theme: Natural rights

READING LIST

I. Text and Interpretation

Essential Readings:

T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) *Handbook of Political Theory*, London: Sage Publications Ltd. pp. 18-30.

B. Constant, (1833) 'The Liberty of the Ancients Compared with that of the Moderns', in D. Boaz, (ed), (1997) *The Libertarian Reader*, New York: The Free Press.

Additional Readings:

J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp. 1-20.

Q. Skinner, (2010) 'Preface', in *The Foundations of Modern Political Thought Volume I*, Cambridge: Cambridge University Press pp. ix-xv.

II. Antiquity:

Plato

Essential Readings:

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 9-32.

R. Kraut, (1996) 'Introduction to the study of Plato', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 1-50.

C. Reeve, (2009) 'Plato', in D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press, pp. 62-80

Additional Readings:

S. Okin, (1992) 'Philosopher Queens and Private Wives', in S. Okin *Women in Western Political Thought*, Princeton: Princeton University Press, pp. 28-50

R. Kraut, (1996) 'The Defence of Justice in Plato's Republic', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 311-337

T. Saunders, (1996) 'Plato's Later Political Thought', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 464-492.

Aristotle

Essential Readings:

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 53-64.

T. Burns, (2009) 'Aristotle', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp.81-99.

C. Taylor, (1995) 'Politics', in J. Barnes (ed.), *The Cambridge Companion to Aristotle*. Cambridge: Cambridge University Press, pp. 232-258

Additional Readings:

J. Coleman, (2000) 'Aristotle', in J. Coleman *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp.120-186

D. Hutchinson, (1995) 'Ethics', in J. Barnes, (ed.), *The Cambridge Companion to Aristotle* Cambridge: Cambridge University Press, pp. 195-232.

III. Interlude:

Machiavelli

Essential Readings:

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 124-130

Q. Skinner, (2000) 'The Adviser to Princes', in *Machiavelli: A Very Short Introduction*, Oxford: Oxford University Press, pp. 23-53

J. Femia, (2009) 'Machiavelli', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 163-184

Additional Reading:

Q. Skinner, (2000) 'The Theorist of Liberty', in *Machiavelli: A Very Short Introduction*. Oxford: Oxford University Press, pp. 54-87.

IV. Possessive Individualism

Hobbes

Essential Readings:

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education pp. 131-157.

D. Baumgold, (2009) 'Hobbes', in D. Boucher and P. Kelly (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 189-206.

C. Macpherson (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 17-29.

Additional Readings:

I. Hampsher-Monk, (2001) 'Thomas Hobbes', in *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers, pp. 1-67.

A. Ryan, (1996) 'Hobbes's political philosophy', in T. Sorell, (ed.) *Cambridge Companion to Hobbes*. Cambridge: Cambridge University Press, pp. 208-245.

Locke

Essential Readings:

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 181-209.

J. Waldron, (2009) 'John Locke', in D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 207-224

C. Macpherson, (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 194-214.

Additional Readings:

R. Ashcraft, (1999) 'Locke's Political Philosophy', in V. Chappell (ed.) *The Cambridge Companion to Locke*, Cambridge. Cambridge University Press, pp. 226-251.

I. Hampsher-Monk, (2001) *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers, pp. 69-116

POL SE 4024 Citizens and Rights

Course objective:

This course aims to understand law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Course outcomes:

- To analyse the linkages between citizenship, law, rights and equality
- To understand the measures of discrimination, justice and empowerment and the ways to protect the same.
- To evaluate the idea of justice and assess its relevance in context of contemporary India.

I. Equality and non-discrimination (12 lectures)

- a. Gender: the protection of women against domestic violence, rape and sexual harassment
- b. Caste and Class: laws concerning untouchability and minimum wages
- c. Disability and equality of participation

II. Empowerment (12 lectures)

- a. Access to information
- b. Rights of the consumer

III. Redistribution, recognition and livelihood (12 lectures)

- a. Traditional rights of forest dwellers and the issue of women's property rights
- b. Rural employment guarantee

IV. Laws relating to criminal justice administration (12 lectures)

- a. Filing of a complaint, First Information Report (FIR)
- b. Detention, arrest and bail

Modalities for Practical Component: Project Report/Field Study Report based on any activity i.e. awareness programme on rights / gender discrimination / RTI / FIR etc.

READING LIST

I. Equality and non-discrimination

Essential Readings:

Gender Study Group, (1996) Sexual Harassment in Delhi University, A Report, Delhi: University of Delhi.

N. Jain, (2011) 'Physically/Mentally Challenged', in M. Mohanty et al. Weapon of the Oppressed, Inventory of People's Rights in India, Delhi: Danish Books, pp.171-179.

P. Mathew, (2002) The Law on Atrocities Against Scheduled Castes and Scheduled Tribes, New Delhi: Indian Social Institute.

P. Mathew, (2004) *The Minimum Wages Act, 1948*, New Delhi: Indian Social Institute.

K. Sankaran, (2008) 'Labour Laws and the World of Work', in K. Sankaran and U. Singh (eds.) *Towards Legal Literacy*, New Delhi: Oxford University Press, Pp.119-131.

K. Saxena, (2011) 'Dalits', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books, Pp.15-38

K. Saxena, (2011) 'Adivasis', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, Pp.39-65.

S. Durrany, (2006) *The Protection of Women From Domestic Violence Act 2005*, New Delhi: Indian Social Institute.

V. Kumari, (2008) 'Offences Against Women', in K. Sankaran and U. Singh (eds.) *Towards Legal Literacy*, New Delhi: Oxford University Press.

P. D. Mathew, (2004) *The Measure to Prevent Sexual Harassment of Women in Work Place*. New Delhi: Indian Social Institute.

D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) *Human Rights, Justice, and Constitutional Empowerment*, Delhi: Oxford University Press.

II. Empowerment

Essential Readings:

N. Kurian, (2011) 'Consumers', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books.

S. Naib, (2013) 'Right to Information Act 2005', in *The Right to Information in India*, New Delhi: Oxford University Press, Available at

[http://www.humanrightsinitiative.org/publications/rti/guide to use rti act 2005 English201 2_light_Aspire.pdf](http://www.humanrightsinitiative.org/publications/rti/guide%20to%20use%20rti%20act%202005%20English%202_light_Aspire.pdf) Accessed: 19.04.2013.

A. Roberts, (2010) 'A Great and Revolutionary Law? The First Four Years of India's Right to Information Act', *Public Administration Review*. Volume 70, Issue 6, pp. 925-933.

SAHRDC, (2006) 'Consumer Rights', in *Introducing Human Rights*, Oxford University Press, pp. 118-134.

III. Redistribution, Recognition and livelihood

Essential Readings:

M. Sarin and O. Baginski, (2010) *India's Forest Rights Act -The Anatomy of a Necessary but Not Sufficient Institutional Reform*, Department for International Development.

Available at www.ippg.org.uk (Accessed: 10.04.2013).

J. Dreze, Dey and Khera, (2008) *Employment Guarantee Act, A Primer*, New Delhi: National Book Trust (Also available in Hindi).

Additional Readings:

K. Chaubey, (2013) 'Do Pragatishheel Kanoonon ki Dastan: Rajya, Jan Andolan aur Pratirdoh', *Pratiman: Samay, Samaj, Sanskriti*, CSDS- Vani Prakashn, pp. 149-177.

S. Dahiwale, (2009) 'Khairlanji: Insensitivity of Mahar Officers', *Economic and Political Weekly*, Vol. 44 (31), pp. 29-33.

J. Kothari, (2005) 'Criminal Law on Domestic Violence', *Economic and Political Weekly*, Vol. 40(46), pp. 4843-4849.

H. Mander, and A. Joshi, *The Movement for Right to Information in India, People's Power for the Control of Corruption*. Available at

<http://www.rti.gateway.org.in/Documents/References/English/Reports/12.%20An%20article%20on%20RTI%20by%20Harsh%20Mander.pdf>, Accessed: 10.04.2013.

P. Mathew, and P. Bakshi, (2005) *Indian Legal System*, New Delhi: Indian Social Institute.

P. Mathew, and P. Bakshi, (2005) 'Women and the Constitution', New Delhi: Indian Social Institute.

N. Menon, (2012) 'Sexual Violence', in Seeing Like a Feminist, New Delhi: Zubaan and Penguin, pp. 113-146.

M. Mohanty et al. (2011) Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books.

Centre for Good Governance, (2008) Right to Information Act, 2005: A Citizen's Guide, Available at

<http://www.rti.gateway.org.in/Documents/Publications/A%20CITIZEN'S%20GUIDE.pdf>

Accessed: 10.04.2013.

K. Sankaran, and U. Singh, (eds.) (2008) Towards Legal Literacy. New Delhi: Oxford University Press.

Pandey, (2004) Rights of the Consumer. New Delhi: Indian Social Institute

IV. Laws relating to criminal justice administration

Essential Readings:

B. Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, Towards Legal Literacy, New Delhi: Oxford University Press, pp.61-77.

SAHRDC, (2006) 'Reporting a Crime: First Information Report', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure, New Delhi: Oxford University Press, pp.16-26.

SAHRDC, (2006) 'Bail', in Oxford Handbook of Human Rights and Criminal Justice in India The system and Procedure, New Delhi: Oxford University Press, pp.59-71.

SAHRDC, (2006) 'Detention', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure. New Delhi: Oxford University Press, Pp.72-84.

P. Mathew, (2003) Your Rights if you are Arrested, New Delhi. Indian Social Institute.

P. Mathew, and P. Bakshi, (2005) 'Women and the Constitution', New Delhi: Indian Social Institute.

N. Menon, (2012) 'Sexual Violence', in Seeing Like a Feminist, New Delhi: Zubaan and Penguin, pp. 113-146.

M. Mohanty et al. (2011) Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books.

Centre for Good Governance, (2008) Right to Information Act, 2005: A Citizen's Guide, Available at

<http://www.rti.gateway.org.in/Documents/Publications/A%20CITIZEN'S%20GUIDE.pdf>
Accessed: 10.04.2013.

K. Sankaran, and U. Singh, (eds.) (2008) Towards Legal Literacy. New Delhi: Oxford University Press.

Pandey, (2004) Rights of the Consumer. New Delhi: Indian Social Institute

IV. Laws relating to criminal justice administration

Essential Readings:

B. Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, Towards Legal Literacy, New Delhi: Oxford University Press, pp.61-77.

SAHRDC, (2006)'Reporting a Crime: First Information Report', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure, New Delhi: Oxford University Press, pp.16-26.

SAHRDC, (2006) 'Bail', in Oxford Handbook of Human Rights and Criminal Justice in India The system and Procedure, New Delhi: Oxford University Press, pp.59-71.

SAHRDC, (2006) 'Detention', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure. New Delhi: Oxford University Press, Pp.72-84.

P. Mathew, (2003) Your Rights if you are Arrested, New Delhi. Indian Social Institute.

DISCIPLINE SPECIFIC ELECTIVE

POL HE 5016 Human Rights

Course Outcomes:

- To describe the basic concepts of human rights
- To comprehend different approaches regarding human rights
- To familiarise the role of UNO in the growth and development of human rights
- To describe different measures taken for the protection of human rights

Unit I: Introduction to Human Rights (14 lectures)

- Concept of Human Rights – meaning, nature, importance
- Growth and evolution of Human Rights
- Classification- three generation of Human Rights

Unit II: Approaches and perspectives (13 lectures)

- Universal Approach
- Cultural Relativist Approach
- Marxian Perspective

Unit III: Human Rights and UNO (16 lectures)

- International Bill of Rights – UDHR, ICCPR, ICESCR, Optional Protocols
- Conventions Convention on Elimination of All Forms of Discrimination Against Women, Convention on Rights of the Child
- Human Rights Council

Unit IV: Human rights and the role of NGOs (12 lectures)

- Amnesty International
- Human Rights Watch
- International Committee of the Red Cross

READING LIST

Chauhan, S.R., & N. S. Chauhan(ed): International Dimension of Human Rights(Vol. I,II,III), Global Vision Publishing House, New Delhi, 2006

Symondies, Janusz(ed),: Human Rights: Concepts and Standards, UNESCO Publishing, 2000

Saksena, K. P.,: Human Rights, Lancers Books, New Delhi, 1999

Buzarbaruah, Bhupesh Malla and Ripima Buzarbaruah, Manav Adhikar, Bani Prakash,Guwahati, 2006

Yasin, Adil-ul, and Archana Upaddhyay,: Human Rights, Akansha Publishing House, NewDelhi, 2004

2nd SEMESTER (HONOURS)

EDU-11C-2016

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION

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

Credit-6


Course Objectives:

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

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

Course contents

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


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Ratnapith College, Bahalpur
P.O.-Chapar, Dist.-Dhubri (Assam)

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

Recommended Readings:

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

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

Course Objectives:

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

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

Course contents

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


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

Recommended Readings:

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

4th SEMESTER (HONOURS)

EDU-HC-4016

GREAT EDUCATIONAL THINKERS

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

Credit-6


Course Objectives:

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

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

Course contents

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


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P.O.-Chapar, Dist.-Dhubri (Assam)

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

Recommended Readings

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

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

Objectives:

After completion of this unit, students will able to-

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

Course contents

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


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

Recommended Readings:

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

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

Course Objectives:

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

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

Course contents

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


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

Recommended Readings:

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

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

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

Course Objectives:

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

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

Course Contents

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


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

Recommended Readings:

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

**Detailed Syllabus (Semester I–VI)
B.A (Honours) Programme in History**

CORE COURSE

Semester I

HIS-HC-1016: HISTORY OF INDIA- I

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: After the completion of this paper, the students will be able to explore and effectively use historical tools in reconstructing the remote past of ancient Indian pre and proto history. The course will also train the students to analyse the various stages of evolution of human cultures and the belief systems in the proto- history period.

Unit I. Reconstructing Ancient Indian History

- [a] Early Indian notions of History
- [b] Sources and tools of historical reconstruction: archaeological: epigraphy, numismatics, literary
- [c] Historical interpretations (with special reference to gender, environment, technology, and regions)

Unit II. Pre-historic hunter-gatherers

- [a] Palcolithic cultures- sequence and distribution; stone industries and other technological developments.
- [b] Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art.

Unit III. The advent of food production

- [a] Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures: subsistence, and patterns of exchange


Unit IV. The Harappan civilization

Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.

Unit V. Cultures in transition

Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem.

- [a] North India (circa 1500 BCE-300 BCE)
- [b] Central India and the Deccan (circa 1000 BCE - circa 300 BCE)
- [c] Tamilakam (circa 300 BCE to circa CE 300)


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Readings:

- R.S. Sharma, *India's Ancient Past*, New Delhi, OUP, 2007
- R. S. Sharma, *Material Culture and Social Formations in Ancient India*, Laxmi Publications, 2007.
- R.S. Sharma, *Looking for the Aryas*, Delhi, Orient Longman Publishers, 1995
- D. P. Agrawal, *The Archaeology of India*, 1985
- Bridget & F. Raymond Allchin, *The Rise of Civilization in India and Pakistan*, 1983.
- A. L. Basham, *The Wonder that Was India*, 1971.
- D. K. Chakrabarti, *The Archaeology of Ancient Indian Cities*, 1997,
- D. K. Chakrabarti, *The Oxford Companion to Indian Archaeology*, New Delhi, 2006.
- H. C. Raychaudhuri, *Political History of Ancient India*, Rev. ed. With Commentary by B. N. Mukherjee, 1996
- K. A. N. Sastri, ed., *History of South India*, OUP, 1966.
- Upinder Singh, *A History of Ancient and Early Medieval India*, 2008.
- Romila Thapar, *Early India from the Beginnings to 1300*, London, 2002.
- Uma Chakravarti, *The Social Dimensions of Early Buddhism*. 1997.
- Rajan Gurukul, *Social Formations of Early South India*, 2010.
- R. Champakalakshmi, *Trade, Ideology and urbanization: South India 300 BC- AD 1300*, 1996.

HIS-HC-1026 : SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD**Lectures : 5; Tutorial : 1 (per week)**

Course Outcome: after the completion of this paper, the students will be able to explain the processes and stages of the evolution of the variety of cultural pattern throughout antiquarian periods in History. They will be able to relate the connections between the various Bronze Age civilizations in the ancient world as well as development of slave and polis societies in ancient Greece.

Unit I. Evolution of Humankind:

- [a] Paleolithic and Mesolithic cultures.
- [b] Food production: beginnings of agriculture
- [c] Animal husbandry.

Unit II. Bronze Age Civilizations: economy, social stratification, state structure, religion

- [a] Egypt (Old Kingdom)
- [b] Mesopotamia (up to the Akkadian Empire);
- [c] China (Shang);

Unit III. Nomadic groups in Central and West Asia

- [a] From Bronze to Iron age: Anatolia and Greece
- [b] Minoan Civilization
- [c] Debate on Iron

- Grover B.L and Grover, S : *A New Look at Modern Indian History*, S. Chand & Company, New Delhi, 2004.
- Sarkar, Sumit : *Modern India*, Macmillan
- Spear, P : *History of Modern India*, Penguin Books, New Delhi, 1993.
- Chandra, B : *The Rise and Growth of Economic Nationalism in India*, Peoples Publication House, New Delhi, 1990.
- Desai, A. R : *Social Background of Indian Nationalism*, Popular Publication, New Delhi, 1990.
- Fisher, Micheal : *The Politics of the British Annexation of India, 1757 – 1857*, Oxford University Press, New Delhi, 1999.
- Gopal, S : *The British Policy in India, 1858-1905*, McMillan, New Delhi, 1992.
- Grewal, J. S : *The Sikhs of the Punjab*, Cambridge University Press, New Delhi, 1999.
- Gordon, Stuart : *The Marathas*, Cambridge University Press, New Delhi, 1999.
- Jones, K.W : *Socio-Religious Reform Movements in British India*, Cambridge University Press, New Delhi, 1999.

HIS –RC-4016 : SOCIAL AND ECONOMIC HISTORY OF ASSAM

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: Upon completion of this course, students will be able to analyse and explain the socio-economic history of Assam including among others the development of caste system, religious beliefs, agriculture and land system, the social organization, trade and commerce, various agricultural regulations, plantation economy, development of modern industries, transport system, education, the emergence of middle class, development of literature and press, and growth of public associations.

Unit I: Society and Economy in Early Assam

- [a] Proto-history Archaeology, land grants, *Agrahara*
- [b] Aryanisation debate
- [c] Rural life
- [d] Urban centres
- [e] Beliefs and practices

Unit II: Society in Medieval Assam

- [a] Social Organisation– Caste-Class Relationship, Nobility, *Paiks*, Slaves and Servants
- [b] Neo-Vaishnavite Movement in Assam – Impact on Society
- [c] Development of *Satra* Institutions

Unit III: Economy in Medieval Assam

- [a] Agriculture and Land System – Classification and Ownership of Land
- [b] Land Revenue and other Taxes
- [c] Trade and Commerce – Export and Import, Trade routes
- [d] Medium of Trade



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P.O.-Chapar, Dist.-Dhubri (Assam)

[e] Economic Relation between the Hills and the Valley : the *Pasa* system.

Unit IV: Economy in Colonial Assam

- [a] Agriculture Regulations and revenue system
- [b] Plantation Economy of the Tea Industry
- [c] Development of Modern Industries-Coal and Oil.
- [d] Development of Transport System

Unit V :Society in Colonial Assam

- [a] Growth of Modern Education and the role of Christian Missionaries.
- [b] Language Controversy in 19th century Assam
- [c] Emergence of Middle Class
- [d] Literary and Cultural Development, Impact of the Bengal Renaissance.
- [e] Development of Press and Growth of Public Associations – The Assam Sahitya Sabha.

Readings:

- Barpujari, H.K.: (ed) :*The Comprehensive History of Assam*, Vol. I, III, IV & V.
- Barua B.K. :*A Cultural History of Assam*
- Baruah, S.L. :*A Comprehensive History of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985
- Gogoi Nath, Jahnabi :*Agrarian System of Medieval Assam*, New Delhi-2002
- Guha, Amalendu :*Planters Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam 1826-1947*
- Choudhury, P.C. :*History of Civilization of the People of Assam to the Twelfth Century A.D.*
- Gait, E.A. :*A History of Assam.*
- Guha, Amalendu :*Medieval and Early Colonial Assam.*
- Medhi, S. B :*Transport System and Economic Development in Assam*, Publication Board, Assam.
- Mahanta, P.K., *Asomiya Madhyabritiya Srenir Itihas*
- Nath, D :*Religion and Society in North East India*, DVS, Guwahati, 2011
- Rhodes, N. and Bose, S.K. :*The Coinage of Assam, Vol. I, Pre-Ahom Period, Vol.II, Ahom Period*
- Saikia, Rajen :*Social and Economic History of Assam (1853- 1921).*
- Sarma, S.N. :*Socio Economic and Cultural History of Medieval Assam*, Guwahati, 1989
- Sharma, Monorama :*Social and Economic Change in Assam: Middle Class Hegemony*

Skill Enhancement Elective Courses

(2 Courses offered in History out of 4; students are to take 2 courses from other courses)

HIS –SE-3014: Historical Tourism in North East India

HIS –SE-4014: Oral Culture and Oral History

HIS –SE-3014: HISTORICAL TOURISM IN NORTH EAST INDIA

Lecture : 03; Tutorial : 01 (per week)

Course Outcome:

After completing this course, students will be able to explain Tourism in North East India with special reference to the historical monuments, cultural and ecological elements and places of the north east India country as tourist and heritage sites of the nation. They will be able to relate to the growing vocation of tourism as an industry and the applicability of historical knowledge for its growth.

In-semester assessment: Students shall carry out a small project (submission not less than 2000 words) based on survey of an area or monument. The project should try to unearth the tourism potential of the surveyed area or monument. The project may also be on an existing tourist site. No sessional examination is required for this paper.

Unit I : Theoretical aspects of tourism, Elementary geography and bio – diversity of North East India

[a] : Tourism – Concept, meaning and significance

[b] : Different types of Tourism

[c] : Physiographical divisions, water bodies and climatic conditions

[d] : Important wildlife habitats : Kaziranga, Manas, Orang, Nameri, Dibru Saikhowa, Namdapha, Keibul Lamjao, Rain forests of Assam.

Unit II : Ancient remains and Important tourist places of the North – East

[a] : Ancient remains: Goalpara, Ambari, Tezpur, Deopahar, Malinithan, Doyang – Dhansiri Valley

[b] : Tourist places: Shillong, Cherapunjee, Aizwal, Gangtok, Kohima, Tawang, Poa Mecca (Hajo), Azan Pir Dargah, Jatinga

Unit III : Architectural Heritage

[a] : Dimapur, Kasomari, Maibong, Khaspur


[b] : Charaideo, Garhgaon, Sivasagar and Rangpur

[c] : Ujayanta palace, Neer Mahal

[d] : Kamakhya, Hayagriva Madhava, Tripura Sundari Temple, Rumtek monastery

[e] : Kangla fort

Unit IV : Fairs and festivals of the North – East


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- [a] : Festivals - Bihu, Ali Aye Lrigang, Mopin festival, Tai – Buddhist festivals in Assam
[b] : Bhaona, Ras celebration in Majuli
[c] : Fairs - Jonbil Mela, Ambubachi fair at Kamakhya
[d] : Tourist festivals based on ethnic culture – Horn Bill festival, Sangai festival, Dihing Patkai festival

Readings :

- Bezboruah, M : *Tourism in North East India*
Bora, S..., & Bora, M.C : *The Story of Tourism : An Enchanting Journey through India's North – East*, UBSPD, Delhi, 2004.
: *Paryatanar Ruprekha: Uttar Purbanchalar Itihas Aru Sanskritir Patabhumi*
Bhatia, A. K. : *International Tourism – Fundamentals and Practices*, New Delhi, 1997
: *Tourism in India*
Nath, R.M. : *The Background of Assamese Culture*, Guwahati, 1978
Sarma, P. : *Architecture of Assam*, Delhi - 1988
Ahmed, Kamaluddin : *The Art and Architecture of Assam*, Spectrum Publication, Guwahati, 1994.
Bhattacharya, P. : *Tourism in Assam*, Bani Mandir, Guwahati, 2004
Neog, M. : *Pavitra Asom*, LBS, Guwahati
: *Asamiya Sanskritir Ruprekha*, Guwahati - 1970
Boruah, P. : *Chitra-Bichitra Asom*, Guwahati, 2003
Taher & Ahmed : *Geography of North East India*, Mani Manik Prakash, Guwahati, 2010.
Gogoi, Atanu : *Paryatan Aru Uttar Purbanchal*, Bani Mandir, Guwahati, 2006

HIS –SE-4014: Oral Culture and Oral History

Lecture : 03; Tutorial : 01 (per week)

Course Outcome:

After this course the students will be able to explain complex interrelationships of structures or events in the context of broader social and cultural framework of societies through 'public memory' and use oral history to preserve oral culture and local history. The students will be able to espouse the relevance to the northeastern region of India with its diverse culture and ethnic communities whose history is largely oral. The students will be able to use 'Public memory' as a tool and a source not only to write public history but also to explore new knowledge in the humanities, social sciences and even in disciplines like architecture, communication studies, gender studies, English, history, philosophy, political science, religion, and sociology.

In-semester assessment: Students shall carry out a small project (submission not less than 2000 words) using the Oral History method. It may be based on interviews of persons having information of past event or phenomena. No sessional examination is required for this paper.

Unit I. Concepts:



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- (a) Orality, Oral Tradition, Oral Culture
- (b) Oral History
- (c) Distinction between Oral Tradition and Oral History

Unit II. History and Historiography

- (a) Oral History as a tool for analysis
- (b) Social issues : Gender, conflict, violence, etc.
- (c) Economic issues : Development schemes and their impact, displacement, etc

III. Methodology:

- (a) Collection, preservation and interpretation of historical information through recorded interviews of people, communities, and participants in past events
- (b) Documentation and Archiving : Written, Audio and Visual

IV. Potential areas for Oral History research :

- (a) Oral Traditions: Customs, Beliefs, Practices and World view;
- (b) Life Histories: Participants in past events; Women; War migrants; Victim of disasters, government policies, ethnic conflicts; Personal stories.

Readings:

- Thompson, Paul R., *Voice of the Past : Oral History*, OUP, Great Britain, 1978
- Ritchie, Donald A.: *Doing Oral History: A Practical Guide*, OUP, New York, 2003.
- Perks, Robert and Thomson, Alistair (eds.) *Oral History Reader*, Routledge, 1998.
- Valerie Raleigh Yow, *Recording Oral History*, Altamira Press, USA, 2005.
- Vansina, Jan, *Oral Tradition. A Study in Historical Methodology* (Translated from the French by H. M. Wright). London: Routledge&Kegan Paul. 1965
- Vansina, Jan, *Oral Tradition as History*, Madison: University of Wisconsin Press. 1985
- Butalia, Urvashi, *The Other Side of Silence: Voices from the Partition of India*, Penguin. 2017.
- Humphries: *The Handbook of Oral History*.
- H. Roberts. Ed. *Doing Feminist Research*, Routledge&KeganPaul, London, 1981
- John Miles Foley, *Oral Formulaic-Theory: An Introduction & Annotated Bibliography*, New York & London: Garland, 1985
- Das, Veena, (ed.), *Mirrors of Violence: Communities, Riots & Survivors in South Asia*, Delhi, OUP, 1990
- Prasad, M. Mahadeva, *Ideology of the Hindi Film: A Historical Construction*, Delhi, OUP, 1998

প্রথম ষাণ্মাসিক

বুনিয়াদী পাঠ্য

ASM-HC-1016

অসমীয়া সাহিত্যৰ বুৰঞ্জী

(চৰ্যাপদ - শংকৰী যুগ)

মূল্যাংক : ৮০

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

প্ৰথম গোট : অসমীয়া সাহিত্যৰ যুগ বিভাগ

২০

দেবেন্দ্ৰ নাথ বেজবৰুৱা, হেমচন্দ্ৰ গোস্বামী, বাণীকান্ত কাকতি, মহেশ্বৰ নেওগ, সত্যেন্দ্ৰনাথ শৰ্মা কৃত অসমীয়া সাহিত্যৰ যুগবিভাজন

দ্বিতীয় গোট : উদ্ভৱ কালৰ অসমীয়া সাহিত্য

২০

উমৈহতীয়া সাহিত্যঃ চৰ্যাপদ, ডাকৰ বচন, শ্ৰীকৃষ্ণ কীৰ্তন আৰু শূন্য পুৰাণ

তৃতীয় গোট : প্ৰাক্-শংকৰী যুগ

২০

পটভূমি, সাধাৰণ বৈশিষ্ট্য, কবিসকল আৰু তেওঁলোকৰ সাহিত্যৰাজি (হেম সবন্ধতী, মাধৱ কন্দলি, হৰিবৰ বিপ্ৰ)

চতুৰ্থ গোট : শংকৰী যুগ

২০

পটভূমি, সাধাৰণ বৈশিষ্ট্য, বৈষ্ণৱ আৰু পাঁচালী (শংকৰদেৱ, মাধৱদেৱ, ভট্টদেৱ, দুৰ্গাবৰ, সুকবি নাৰায়ণ দেৱ) কবিসকল আৰু তেওঁলোকৰ সাহিত্যকৃতি

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমৰ বৈষ্ণৱ ধৰ্ম আৰু সাহিত্য : কনক চন্দ্ৰ চহৰীয়া

অসমীয়া পাঞ্চালী গীত : নবীন চন্দ্ৰ শৰ্মা

অসমীয়া সাহিত্যৰ চানেকি (প্ৰথম, দ্বিতীয়, তৃতীয় খণ্ড) : হেমচন্দ্ৰ গোস্বামী

অসমীয়া সাহিত্যৰ পূৰ্ণ ইতিহাস : হৰিনাথ শৰ্মা দলে

অসমীয়া সাহিত্যৰ বুৰঞ্জী : বিশ্বেশ্বৰ নেওগ

অসমীয়া সাহিত্যৰ বুৰঞ্জী : দেবেন্দ্ৰ নাথ বেজবৰুৱা

অসমীয়া সাহিত্যৰ বুৰঞ্জী (প্ৰথম খণ্ড) : বিশ্বেশ্বৰ হাজৰিকা (সম্পা.)

অসমীয়া সাহিত্যৰ বুৰঞ্জী (দ্বিতীয় খণ্ড) : শিবনাথ বৰ্মন (সম্পা.)

অসমীয়া সাহিত্যৰ ৰূপৰেখা : মহেশ্বৰ নেওগ

অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত : সত্যেন্দ্ৰনাথ শৰ্মা

বৈষ্ণৱ যুগৰ অসমীয়া সাহিত্য : ভুবনেশ্বৰী বৈশা

মধ্যযুগৰ অসমীয়া ভাষাৰ ৰূপতাত্ত্বিক বিশ্লেষণ : লক্ষী হাজৰিকা

শ্ৰীকৃষ্ণ কীৰ্তন : লীলাৱতী শইকীয়া বৰা (সম্পা.)

Aspects of Early Assamese Literature : Banikanta Kakati (ed.)

Assamese: Its Formation and Development : Banikanta Kakati

(5)


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

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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

দ্বিতীয় যাণাসিক
বুনিয়াদী পাঠ্য
ASM-IIC-2016
ভাষাবিজ্ঞান পৰিচয়
মূল্যাংক : ৮০

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

আধুনিক ভাষাবিজ্ঞান পৰিচয় : ফণীন্দ্ৰ নাৰায়ণ দত্তবৰুৱা

ধ্বনি-বিজ্ঞানৰ ভূমিকা : গোলোক চন্দ্ৰ গোস্বামী

ব্যাকৰণ : প্ৰাচ্য আৰু পাশ্চাত্য : খগেশ সেন ডেকা

ভাষা আৰু ভাষা-চিত্ৰা : নগেন ঠাকুৰ

ভাষা-বিজ্ঞান : উপেন্দ্ৰ নাথ গোস্বামী

ভাষা-বিজ্ঞান প্ৰবেশ : বসন্ত কুমাৰ ভট্টাচাৰ্য

ভাষা-বিজ্ঞানৰ ভূমিকা : বমেশ পাঠক


ভাষাবিজ্ঞানৰ জিলিকনি : প্ৰণীতা দেৱী

ভাষার্থ বিজ্ঞান : ভগৱান মৰল

A Short History of Linguistics : R. H. Robins

Linguistics : David Crystal

(8)


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দক্ষতা বিকাশ পাঠ্য

ASM-SE-3014

ব্যৱহাৰিক অসমীয়া

মূল্যাংক : ৮০

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমীয়া আখৰ জোঁটনিৰ কথা : শিৱনাথ বৰ্মন

আৰ্হি পাঠকৰ হাত পুথি : অসম সাহিত্য সভা

কি লিখি কেন লিখি : নীৰেন্দ্ৰ নাথ চক্ৰৱৰ্তী

গণজ্ঞাপন : তত্ত্ব ও প্ৰয়োগে : পাৰ্থ চট্টোপাধ্যায়

ব্যৱহাৰিক অসমীয়া ব্যাকৰণ : উপেন বাভা হাকাচাম

বিজ্ঞান লেখকৰ হাতপুথি : দীনেশ চন্দ্ৰ গোস্বামী

বিষয় চলচিত্ৰ : সত্যজিৎ ৱায়

লেখক ও সম্পাদকৰ অভিধান : সুভাষ ভট্টাচাৰ্য (সম্পা.)

সেৱাল একালৈৰ সংবাদ পৰিবেশনেৰ ধাৰা ও বিচিত্ৰ সংবাদ : বৈদ্যনাথ বন্দোপাধ্যায়

বুনিয়াদী পাঠ্য
ASM-HC-30,36
অসমৰ সংস্কৃতি
মুখ্যাক ১৮০

(উদ্দেশ্য : এই পাঠ্যৰ আধাৰত অসমৰ সংস্কৃতিৰ লোকাচাৰ, গৰ্ভীয় পৰম্পৰা, উৎসৱ পাৰ্বন, পৰিবেশ্য কলা, স্থাপত্য আৰু চিত্ৰকলাৰ জ্ঞান
স্বত্বাৰ লগতে বৃহত্তৰ অসমীয়া আৰু গঠন সক্ৰিয়তাৰ অৰ্থান সাধন।)

- প্ৰথম গোট : সংস্কৃতিৰ সংজ্ঞা আৰু স্বৰূপ আৰু বৃহত্তৰ অসমীয়া আৰু গঠন সক্ৰিয়তা 21
- দ্বিতীয় গোট : সামাজিক লোকাচাৰ, গৰ্ভীয় পৰম্পৰা আৰু উৎসৱ পাৰ্বন 21
(লোকাচাৰ : জন্ম, মৃত্যু আৰু নিৰ্বাহৰ লগত জড়িত; গৰ্ভীয় পৰম্পৰা : শৈব, শাক্ত আৰু বৈষ্ণৱ; উৎসৱ
পাৰ্বন : কৃষিৰ লগত জড়িত)
- তৃতীয় গোট : অসমীয়া পৰিবেশ্য কলা আৰু পৰম্পৰাগত খেল-খেলাপি 21
- চতুৰ্থ গোট : অসমৰ স্থাপত্য, ভাস্কৰ্য আৰু চিত্ৰকলা 21

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অসমৰ জনকল্পি : যোগেশ দাস
অসমৰ জনগোষ্ঠীয় সামাজিক লোকাচাৰ : উপেন বাৰা আৰু আচাৰ্য, প্ৰফুল্ল কুমাৰ নাথ (সম্পা.)
অসমৰ জনজাতি : প্ৰমোদ চন্দ্ৰ ভট্টাচাৰ্য (সম্পা.)
অসমৰ জাতি আৰু সংস্কৃতি : পৰমানন্দ বাৰুৱাংশী (সম্পা.)
অসমৰ পুথিচিত্ৰ : নৰেন কলিতা
অসমৰ মানুহৰ ন-বৈজ্ঞানিক পৰিচয় : ভুবন মোহন দাস
অসমৰ লোক-সংস্কৃতি : বিৰিঞ্চি কুমাৰ বৰুৱা
অসমৰ লোক-সংস্কৃতি : নিৰ্মলপ্ৰভা বৰদলৈ
অসমৰ সংস্কৃতি : লীলা গগৈ
অসমৰ সংস্কৃতি-সমীক্ষা : নবীন চন্দ্ৰ শৰ্মা আৰু কনক চন্দ্ৰ চহৰীয়া (সম্পা.)
অসমত শৈব সাধনা আৰু শৈব সাহিত্য : হৰিনাথ শৰ্মা দলৈ
অসমীয়া জাতিৰ ইতিবৃত্ত : অসম সাহিত্য সভা
অসমীয়া জাতিৰ ইতিহাস : অসম সাহিত্য সভা
অসমীয়া সংস্কৃতিৰ জনজাতীয় বৰঙণি : নাহেন্দ্ৰ পাদুৱা
পুৰণি অসমীয়া সমাজ আৰু সংস্কৃতি : মহেশ্বৰ নেওগ
লোক-সংস্কৃতি : নবীন চন্দ্ৰ শৰ্মা
সংস্কৃতিৰ ৰূপৰেখা : কেশৱানন্দ দেৱগোপালী
সংমিশ্ৰিত অসমীয়া সংস্কৃতি : আপুৰু ছাত্ৰ

Bihu Springtime Festival of Assam : Prafulladatta Goswami

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

The Assamese : Audrey Cantile


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চতুৰ্থ ষাণ্মাসিক

বুনিয়াদী পাঠ্য

ASM-HC-4016

তুলনামূলক ভাৰতীয় সাহিত্য

মুখ্যংক : ৮০

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

প্ৰথম গোট : তুলনামূলক সাহিত্যৰ পৰিচয় 20
সংজ্ঞা, উৎস আৰু বিকাশ, অধ্যয়ন ক্ষেত্ৰ, বিভিন্ন শাখা (School), অধ্যয়নৰ তাৎপৰ্য, শেহতীয়া ধাৰা

দ্বিতীয় গোট : তুলনামূলক ভাৰতীয় সাহিত্যৰ পৰিচয় 20
ভাৰতীয় ধাৰণা আৰু ইতিহাস, তুলনামূলক ভাৰতীয় সাহিত্যৰ ভিত্তি আৰু বিকাশ, অধ্যয়ন ক্ষেত্ৰ আৰু প্ৰাসংগিকতা

তৃতীয় গোট : চুটিগল্প 20
অভাগীৰ স্বৰ্গ : শৰৎচন্দ্ৰ চট্টোপাধ্যায়
ৰূপচি : উষা প্ৰিয়দৰ্শনা
গান্ধী : বেছগাহাল্লি বামা

চতুৰ্থ গোট : উপন্যাস 20
নিৰ্মলা : মুন্দী প্ৰেমচন্দ
পথেৰ পাচালী : বিভূতিভূষণ বন্দোপাধ্যায়

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

আধুনিক বাংলা সাহিত্য : মোহিতলাল মজুমদাৰ

আধুনিক ভাৰতীয় সাহিত্য : শৈলেন ভবালী

এমুঠি অনূদিত ভাৰতীয় গল্প : হাফিজ আহমেদ

তুলনামূলক সাহিত্য : দিলীপ বৰা

তুলনামূলক ভাৰতীয় সাহিত্য : নীৰাজনা মহন্ত বেজবৰা

দস কঁহানিয়া : উষা প্ৰিয়দৰ্শনা

নিৰ্মলা : মুন্দী প্ৰেমচন্দ

পথেৰ পাচালী : বিভূতিভূষণ বন্দোপাধ্যায়

প্ৰেমচন্দ ঔৰ উনকা যুগ : বামবিলাস শৰ্মা

বংগ সাহিত্যে উপন্যাসেৰ ধাৰা : শ্ৰীকুমাৰ বন্দোপাধ্যায়

ভাৰতীয় সাহিত্যৰ তুলনামূলক অধ্যয়ন : প্ৰফুল্ল কুমাৰ নাথ

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

The Idea of Comparative Literature in India : Amiya Dev

(17)


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বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য

ASM-HE-5046

অসমীয়া কল্পবিজ্ঞান সাহিত্য

মূল্যাংক : ৮০

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

প্রথম গোট : বিজ্ঞান সাহিত্য আৰু কল্পবিজ্ঞান সাহিত্য : এটা তুলনামূলক পৰিচয়
কল্পবিজ্ঞান সাহিত্যৰ চমু ইতিহাস 20
অসমীয়া কল্পবিজ্ঞান সাহিত্যৰ চমু ইতিহাস

দ্বিতীয় গোট : অসমীয়া কল্পবিজ্ঞান চুটিগল্পৰ অধ্যয়ন :
'বিবচতীয়াৰ দেশ' : হৰিপ্রসাদ বৰুৱা 20
'আবাজ' : সৌৰভ কুমাৰ চলিহা

তৃতীয় গোট : অসমীয়া কল্পবিজ্ঞান উপন্যাসৰ অধ্যয়ন :
ইলেকট্ৰনিক নামৰ ল'ৰাটো : শান্তনু তামূলী 20
শব্দ নিবন্তৰ শব্দ : দীনেশ চন্দ্ৰ গোস্বামী

চতুৰ্থ গোট : অসমীয়া কল্পবিজ্ঞান নাটকৰ অধ্যয়ন :
বিন্দু : হিমেন্দ্ৰ বৰঠাকুৰ 20

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

অসমীয়া বিজ্ঞান সাহিত্য : দীনেশ বৈশ্য (সম্পা.)

অসমীয়া বিজ্ঞান সাহিত্য : অতীতৰ পৰা বৰ্তমানলৈ : ক্ষীৰধৰ বৰুৱা (সম্পা.)

ইলেকট্ৰনিক নামৰ ল'ৰাটো : শান্তনু তামূলী

বিজ্ঞান সাহিত্য : অসমীয়া বিজ্ঞান সাহিত্যৰ বিভিন্ন ধাৰা : প্রমোদ চন্দ্ৰ নেওগ

বিংশ শতিকাৰ অসমীয়া বিজ্ঞান সাহিত্য : পৰমানন্দ মহন্ত

মইনা : হৰিপ্রসাদ বৰুৱা

হিমেন্দ্ৰ বৰঠাকুৰৰ নাট্যসম্ভাৰ আৰু আলোচনা : নিশিগন্ধা তালুকদাৰ (সম্পা.)

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

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

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


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বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য

(এই যোগ্যসিদ্ধক ছাত্র-ছাত্রীয়ে পাঁচটা বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য ASM-HE-6016, ASM-HE-6026, ASM-HE-6036, ASM-HE-6046, ASM-HE-6056- ব মাজল পৰা যিকোনো দুটা পাঠ্য বাছি ল'ব পাৰিব)

ASM-HE-6016

লক্ষ্মীনাথ বেজবৰুৱা

মূল্যাংক : ৮০

(উদ্দেশ্য : এই পাঠ্যৰ জৰিয়তে ছাত্র-ছাত্রীসকলে সাহিত্যবৰ্ণী লক্ষ্মীনাথবেজবৰুৱাৰ সৃষ্টিশীল আৰু চিত্ৰমূলক লেখন আভাস পাব।)

প্রথম গোট : কবিতা (কবিতা, মালতী, বীণবৰ্ণী ১ম তবংগ)	20
দ্বিতীয় গোট : সুবতি (বাপিবাম, লাওখোলা, মলক গুইন্ গুইন্)	20
তৃতীয় গোট : আত্মজীৱনী (মোৰ জীৱন সৌবৰণ, প্রথম ভাগ)	20
চতুর্থ গোট : তত্ত্বকথা : গীতা-তত্ত্ব লঘু বচনা : কৃপাবৰ বৰুৱাৰ উইল	20

সহায়ক গ্রন্থ (নিৰ্বাচিত) :

- অসমীয়া সাহিত্যৰ ঐতিহ্য আৰু লক্ষ্মীনাথ বেজবৰুৱা : তৰণী ডেকা, কামালুদ্দিন আহমেদ (সম্পা.)
কালান্তৰৰ দোমোজাত বেজবৰুৱা : হীৰেন গোহাঁই
বেজবৰুৱাৰ সাহিত্য প্রতিভা : বাণীকান্ত শৰ্মা (সম্পা.)
বমন্যাসবাদ আৰু লক্ষ্মীনাথ বেজবৰুৱাৰ কবিতা : কামালুদ্দিন আহমেদ
লক্ষ্মীনাথ বেজবৰুৱা : অসম প্ৰকাশন পৰিষদ
লক্ষ্মীনাথ বেজবৰুৱাৰ সাহিত্য প্রতিভা : বিশ্বনাথায়ণ শাস্ত্ৰী
সাহিত্যবৰ্ণী : প্ৰফুল্ল কটকী
Lakshminath Bezbaroa the Sahityarathi of Assam : Maheswar Neog (ed.)


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P.O.-Chapar, Dist.-Dhubri (Assam)

বিষয় সম্পর্কীয় ঐচ্ছিক পাঠ্য

ASM-III-5036

শংকরদেব

মূল্যাংক : ৮০

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

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

সহায়ক গ্ৰন্থ (নিৰ্বাচিত) :

- অনুনাৰ : শ্ৰীমন্ত শংকৰ আৰু অসমীয়া সংস্কৃতি : ৰঞ্জিত কুমাৰ দেৱগোস্বামী (সম্পা.)
অসমৰ বৈষ্ণৱ সাহিত্য আৰু দৰ্শন : অণিমা দত্ত
পূৰ্বণি অসমীয়া সাহিত্য : বাণীকান্ত কাকতি
প্ৰবন্ধ গানৰ পৰম্পৰাত বৰগীত : বাপচন্দ্ৰ মহন্ত
মহাপুৰুষ শংকৰদেৱ : নবীন চন্দ্ৰ শৰ্মা
শংকৰী সাহিত্যৰ সমীক্ষা : ভৱ প্ৰসাদ চলিহা (সম্পা.)
শংকৰদেৱ (১ম আৰু দ্বিতীয় খণ্ড) : মহেশ্বৰ নেওগ
শংকৰদেৱৰ অধ্যয়ন প্ৰসঙ্গ : কেশৱানন্দ দেৱগোস্বামী
শংকৰদেৱৰ অধ্যয়নৰ গ্ৰন্থপঞ্জী : বিমল মজুমদাৰ (সম্পা.)
শংকৰদেৱৰ কৃতি আৰু কৃতিত্ব : শিবনাথ বৰ্মন
শংকৰদেৱৰ সাহিত্য প্ৰতিভা : হৰিনাথ শৰ্মা দলৈ
শ্ৰীমন্ত শংকৰদেৱৰ সমাজ আৰু সংস্কৃতি : প্ৰদীপজ্যোতি মহন্ত (সম্পা.)


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P.O.-Chapar, Dist.-Dhubri (Assam)

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

Credits: 5 (Theory) + 1 (Tutorial)

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

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

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

Texts:

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

Suggested Topics and Background Prose Readings for Class Presentations

Topics

- The Confessional Mode in Women's Writing


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- Sexual Politics
- Race, Caste and Gender