

## **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

**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 18<sup>th</sup> century text prescribed, will acquaint students with the ideas contained in one of the earliest feminist treatises of the western world. Apart from an examination of the themes and styles in the prescribed texts, students will be required to engage themselves with the specificities of the contexts from which the texts emerged and also analyze the women writers' handling of the different genres to articulate their women-centric experiences.

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

**Texts:**

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

**Suggested Topics and Background Prose Readings for Class Presentations**

**Topics**

- The Confessional Mode in Women's Writing

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

## Readings

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

## Semester II (Any One)

### Paper 3: ENG-IIG-2016 Modern Indian Literature

Credits: 5 (Theory) + 1 (Tutorial)

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

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

#### Short Stories:

50 Marks

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

#### Poems:

30 Marks

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

#### Recommended Texts:

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

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

PAPER 13

**Life Writing: Biographies, Memoirs and Letters**

Marks 75 (60+15) [15 Marks Internal Assessment]. Credits: 6

In traditional approaches to life writing the emphasis has fallen on the resonant drama of the lives of great people for the way these model lives yield valuable insights about universal human nature. Now we look for the element of 'story' in this exemplary 'histories' and the material conditions under which the loftiest works are written. With our new found scepticism about aspects such as transcendent achievements and truth-telling (aspects enshrined in traditional life-writing), we look at problematic issues such as self-construction and self-representation. This paper will enable the students to appreciate the element of narrativization in seemingly linear, transparent, straight forward accounts of lives of significant people set down in memoirs, biographies and letters. The student will hopefully appreciate the 'literary' or constructed nature of life-writing purportedly telling nothing but the truth, as also note the 'textual' nature of all lives- that these lives in a way are re-made for each succeeding generation of readers through the act of transmission/ telling.

Life-writing presenting ideals of exemplariness, is a genre with distinctive features that has been traditionally studied for the negotiation between great people, the drama of whose lives are regarded as records of transcendent achievements made against a host of obstacles and against the flux of time. Now the individual histories of significant (rather than great) people are also studied for the element of story in it. This paper will try to have that sense of narrativization which inform all that text, which underscore the 'literary' quality of all texts (and the 'textual' nature of all texts) by looking at various forms of life-writing such as memoirs, letters and biographies. The texts also enable one to deal with issues of representations and constructions as in the case of Trollope's *Autobiography* who reminds us through his rationalisations regarding his desire for profit that any text has a material basis, and it is salutary to pay attention to the material context of production and consumption.

Students will have to answer 4 questions of 12 marks each and 2 short questions carrying 6 marks.

**Texts:**

(4x12 + 2x6)

- Samuel Johnson (1709-1784): *Life of Pope*
- Anthony Trollope (1815 – 1882): *Autobiography*, Chapter 6, "Barchester Towers and The Three Clerks "; Chapter 12, "On Novels and The Art of Writing Fiction".
- R. K. Narayan(1906 – 2001): *My Days*
- Ashutosh Mukherjee's(1864 – 1924): Letter to Lord Lytton, dated March 26, 1924.
- Rabindranath Tagore: (1861 – 1941): Letter to the Viceroy, dated May 30, 1919 renouncing

- Knighthood; Letter to Gandhi on fast, dated May 11, 1933' (Both from *The Mahatma and the Poet*. Ed. Sabyasachi Bhattacharyya)
- Franz Kafka(1883 – 1924): 'Letter to my father' dated November 10, 1919
  - Emily Dickinson :(1830 - 1886) Letters to Mrs. Samuel Bowles (Winter 1858; 1859; August 1861)

*Recommended Reading:*

- Anderson, Linda *Autobiography*, London and New York: Routledge, 2001
- Batchelor, John. *The Art of Literary Biography*, Oxford: OUP, 1995
- Chevalier, Tracy (ed.) *Encyclopedia of the Essay*, London and Chicago: Fitzroy Dearborn Publishers, 1997.
- Edel, Leon. *Literary Biography*, Toronto: University of Toronto Press, 1957.
- Gillies, Midge. *Writing Lives-Literary Biography*, Cambridge; Cambridge University Press, 2009.
- Lee, Hermione. *Biography: A Very Short Introduction*, Oxford: Oxford University Press, 2009.
- Olney, James. *Memory and Narrative: The Weave of Life Writing*, Chicago: U of Chicago Press 1998.
- Parke, Catharine N. *Writing Lives (Genres in Context)*, New York: Prentice Hall, 1997.

## PAPERS 19 AND 20 (Optional Papers)

### Option A: Indian English Literature

The two papers in this Option introduce students to the distinctive literature produced in India in the wake of English education, first under British colonial rule and then after independence. Since there has been a distinction made in the study of this literature between pre and post independence concerns, this is an element that should be kept in mind while studying the texts in this paper. At the same time, given the student's present location in modern India an attempt has to be made to place texts in this context and read them in the light of the historical, cultural and political circumstances of their production. A conception of modern India along with some preliminary knowledge of the politics of British ideas about the entity India is desirable for entry into and understanding of the area that has come to be called Indian English Literature.

It is expected that knowledge of this literature against this particular intellectual backdrop and in its vigorous and idiosyncratic interpretations of modern India, will help students to articulate themselves as individuals, readers and critics, and develop reading positions that will facilitate their engagement with all the literature they will study in the Major Course.

Indeed since the development of a critical position is perceived to be as important as interpreting the literature, the first paper in this Option offers basic readings that address some of the questions relevant to this area. Issues discussed in these readings are expected to give students a foundation in ideas that will help in the readings of literary texts in these papers. Questions in both papers will try and elicit from students their understanding of texts against this background, being both textual and contextual.

### PAPER 19

#### Indian English Literature: Intellectual Contexts

Marks 75 (60+15) [15 Marks Internal Assessment]. Credits: 6

#### Section A: Contexts

Students will answer 2 questions of 12 marks and 2 short questions of 6 marks each on the argument and the issues raised by the texts prescribed. (2x12 + 2x6)

#### Texts:

- Guha, Ranajit (1922 -): The Small Voice of History (from *Subaltern Studies IX*)
- Romila Thapar(1931 -): The Antecedents (from *A History of India 1*)
- Sunil Khilnani (n.a.): Who is an Indian? (from *The Idea of India*)

### Section B: Non-Fictional Prose

Students will answer 1 question of 10 marks and 1 short question of 5 marks or 3 questions of 5 marks each from the following texts. (10+5 or 5x3)

#### Texts:

- M.K. Gandhi (1869-1948): The Gita and Satyagraha (from *The Writings of Gandhi* edited by Ronald Duncan. New Delhi: Rupa, 1993)
- Jawaharlal Nehru (1889-1964): The Indian Philosophical Approach (Chapter 5); The Importance of the National Idea (Chapter 10) (all selections from *The Discovery of India*)
- Amartya Sen (1933 - ): The Argumentative Indian (from *The Argumentative Indian: Writings on Indian Culture, History and Identity*)

### PAPER 20

#### Indian Poetry, Fiction and Drama

Marks 75 (60+15) [15 Marks Internal Assessment]. Credits: 6

### Section A: Poetry

In this section, students will answer two short questions (which may be context questions) and one long question which could be on an individual poet, on trends, themes or on the poetry set against a cultural and historical background. For example the poetry of Toru Dutt may be read in the light of the development of early nationalist consciousness as well as in the context of 'women and nationalism.' (12+5x2)

#### Texts:

- Toru Dutt (1856-1877): Our Casuarina Tree; Sita.
- A.K Ramanujan 1929-1933): Self Portrait; Breaded Fish; Love Poems for a Wife.
- Eunice de Souza (1940-): Advice to Women; For Rita's Daughter; Twice Born.
- Aga Shahid Ali (1949-2001): Postcard from Kashmir; Snowmen; The Season of the Plains; Cracked Portraits.

**Section B: Fiction** Questions here may be on the location of each writer, the development of a 'narrative world' in each text, and the modern Indian milieu with its class and caste divisions, social and moral values, and human relationships that each text represents in unique and individual ways. (12+10)

- R.K Narayan (1906-2001): *The Guide*
- Anita Desai (1937- ): *Fire on the Mountain*

- Namita Gokhale (1956 -): *Shakuntala*

### Section C: Drama

The plays in this section, translated from regional languages into English are deeply embedded in folk and classical dramatic traditions and are expected to be studied against this context. At the same time the adaptation of these traditional forms, themes and conventions to interpret contemporary issues will also be kept in mind. Questions will accordingly address these issues. (12+4)

#### Texts:

- Girish Karnad (1938-): *Tughlak*
- Vijay Tendulkar 1928-2008): *Kanyadaan* (from *Collected Plays in Translation*)

#### Recommended Reading:

Datta, Amaresh. Chief Editor. *The Encyclopedia of Indian Literature*. 6 vols. New Delhi: Sahitya Akademi, 2006-

Sarkar, Sumit. *Modern India: 1885-1947* (2<sup>nd</sup> Edition) Basingstoke: Macmillan, 1989.

Sundar Rajan, Rajeshwari. ed. *The Lie of the Land*. Delhi: OUP, 1993.

Naik, M.K. *History of Indian English Literature*, New Delhi: Sahitya Akademi, 1980

Naik, M.K. and Shyamala Narayan eds. *Indian English Literature 1980-2000: A Critical Survey*. New Delhi: Pencraft, 2004.

Mukherjee, Meenakshi. *The Perishable Empire* New Delhi: OUP, 2000.

---, *The Twice-Born Fiction*. New Delhi: Arnold-Heinemann, 1971

Gopal, Priyamvada. *The Postcolonial Novel*

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

**Course Objectives:**

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

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

**Course contents**

Units	Topics
<b>Unit-1</b>	<b>Introduction to Developmental Psychology</b> <ul style="list-style-type: none"> <li>• Meaning, definition, nature and scope of developmental psychology</li> <li>• Different methods of studying developmental psychology</li> <li>• Hereditary and other factors that affect pre-natal development</li> <li>• Periods of pre-natal development</li> <li>• Characteristics of pre-natal development</li> <li>• Precautionary measures to be taken in pre-natal development</li> </ul>
<b>Unit-2</b>	<b>Infancy</b> <ul style="list-style-type: none"> <li>• Characteristics of infancy</li> <li>• Different developmental aspects during infancy               <ul style="list-style-type: none"> <li>- Physical development</li> <li>- Cognitive development</li> <li>- Motor development</li> <li>- Language development</li> <li>- Emotional development</li> </ul> </li> <li>• Conditions that affect parental attitude towards the infant</li> <li>• Role of family in the development of infants</li> </ul>
<b>Unit-3</b>	<b>Childhood</b> <ul style="list-style-type: none"> <li>• Characteristics of childhood</li> <li>• Developmental tasks of childhood               <ul style="list-style-type: none"> <li>- Physical development of early and late childhood</li> <li>- Emotional development of early and late childhood</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Influence of family and school in social and personality development in childhood</li> </ul>
<b>Unit-4</b>	<b>Adolescence</b> <ul style="list-style-type: none"> <li>• Meaning and definition of adolescence</li> <li>• Need and importance of studying adolescence</li> <li>• Characteristics of adolescence</li> <li>• Developmental tasks of adolescent period</li> <li>• Adolescence – age of transition</li> <li>• Physical changes during adolescence</li> <li>• Intellectual development during adolescence</li> </ul>
<b>Unit-5</b>	<b>Social, Emotional and Personality Development of Adolescence</b> <ul style="list-style-type: none"> <li>• Social development during adolescence</li> <li>• Role of family, school and peers in the development of adolescence</li> <li>• Emotionality during adolescence</li> <li>• Personality development during adolescence</li> <li>• Adjustment problems and juvenile delinquency</li> </ul>

#### **Recommended Readings:**

- Bee, H. and Denise Boyd (2006). *The Developing Child*. New Delhi: Pearson Education Inc. India edition
- Chaube, S. P. (2011). *Developmental Psychology*. New Delhi: Neelkamal Publications Ltd.
- Cole, L. (1936). *Psychology of Adolescence*, New York: Rinehart and Winston
- Goswami, Devi & Kalita (2016). *Bikashit Manobignan*. Guwahati: Shanti Prakashan.
- Goswami, G. (2008). *Child Development and Child Care*. Guwahati: Arun Prakashan.
- Hurlock, E. B. (1980). *Developmental Psychology-A Life span approach*. New Delhi: Tata McGraw Hill Publishing Com. Ltd.
- Hurlock, E.B. (1942). *Child Development*. New Delhi: Tata McGraw Hill Publishing Com. Ltd
- Thompson, G.G. (1969). *Child Psychology*. Bombay: The Times of India Press.

**EDU-HE-6046**  
**WOMEN AND SOCIETY**

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

**Course Objectives:**

After completion of this course the learner will be able to

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

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

	<ul style="list-style-type: none"> <li>● New gender roles</li> <li>● Factor influencing gender role</li> <li>● Women as peace builder</li> <li>● Gender sensitivity- new gender roles and its implications for family and society</li> </ul>

**Recommended Readings:**

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

**HIS-HC-1026 : SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE  
ANCIENT WORLD**

**Lectures : 5; Tutorial : 1 (per week)**

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

**Unit I. Evolution of Humankind:**

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

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

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

**Unit III. Nomadic groups in Central and West Asia**

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

**Unit IV. Slave society in Ancient Greece:**

[a] Origin of Slavery: Slavery in Sparta and Greece

[b] Debate on Slavery

[c] Agrarian economy, urbanization, trade.

**Unit V. Polis in ancient Greece:**

[a] Development of democracy in Athens and Sparta;

[b] Concept of citizenship

[c] Greek Culture-Science and Philosophy, religion, art and architecture

**Readings:**

Burns and Ralph. *World Civilizations. Cambridge History of Africa*, Vol. I.

V. Gordon Childe, *What Happened in History*.

G. Clark, *World Prehistory: A New Perspective*.

B. Fagan, *People of the Earth*.

Amar Farooqui, *Early Social Formations*.

M. I. Finley, *The Ancient Economy*.

Jacquetta Hawkes, *First Civilizations*

G. Roux, *Ancient Iraq*.

Bai Shaoyi, *An Outline History of China*.

H. W. F. Saggs, *The Greatness that was Babylon*.

B. Trigger, *Ancient Egypt: A Social History*.

UNESCO Series: *History of Mankind, Vols. I - III./ or New ed. History of Humanity*.

R. J. Wenke, *Patterns in Prehistory*.

## **HIS –HE-6016 : HISTORY OF ASSAM (c. 1826 – 1947)**

**Lectures : 5; Tutorial : 1 (per week)**

**Course Outcome:** Upon completion of this course, students will be able to describe the period of British rule in Assam after its annexation by the imperialist forces. They will also be able to situate the development of nationalism in Assam and its role in India's freedom struggle. The course would enable the students to analyse the main currents of the political and socio-economic developments in Assam during the colonial period.

### **Unit I:**

- [a] Political condition in Assam on the eve of the British rule.
- [b] Establishment and Consolidation of the British rule: Reforms and Reorganizations- David Scott – Annexation of Lower Assam, Administrative
- [c] Reorganisation and Revenue Measures of Scott; Robertson – Administrative and Revenue Measures; Jenkins' Administrative Measures

### **Unit II:**

- [a] Ahom Monarchy in Upper Assam (1833-38)
- [b] Annexation of Cachar
- [c] Early phase of Revolts and Resistance to British rule- Gomdhar Konwar, Piyali Phukan, U. Tirut Singh,
- [d] The Khamti and the Singpho rebellion
- [e] The 1857 Revolt in Assam and its aftermath.

### **Unit III:**

- [a] Establishment of Chief Commissionership in Assam.
- [b] Land Revenue Measures and Peasant Uprisings in 19th century Assam
- [c] Growth of national consciousness – Assam Association, Sarbajanik Sabhas, Raiyat Sabhas.
- [d] Government of India Act, 1919 – Dyarchy on Trial in Assam.

### **Unit IV :**

- [a] Non Co-operation Movement and Swarajist Politics in Assam
- [b] The Civil Disobedience Movement
- [c] Trade Union and Allied Movements
- [d] Tribal League and Politics in Assam

### **Unit V:**

- [a] Quit India Movement in Assam.
- [b] Cabinet Mission Plan and the Grouping Controversy
- [c] The Sylhet Referendum.

[d] Migration, Line System and its Impact on Politics in Assam

**Readings:**

Barpujari, H. K : (ed) *The Comprehensive History of Assam, Vols. IV & V.*

Baruah, Swarnalata : *A Comprehensive History of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985

Goswami, Priyam : *From Yandabo to Partition*, Orient BlackSwan, 2012.

Barpujari, H. K : (ed) *Francis Jenkins Report on the North- East Frontier of India.*

—————, : (ed) *Political History of Assam, Vol. I.*

————— : *Assam in the Days of the Company*

Bhuyan, A.C and : (ed) *Political History of Assam, Vols. II & III.*

De, S. Bhuyan, A.C : (ed) *Nationalist Upsurge in Assam.*

Dutta, Anuradha : *Assam in the Freedom Movement.*

Bora .S. : *Student Revolution in Assam.*

Chakravarti, B. C : *British Relations with the Hill Tribes of Assam.*

Guha, Amalendu : *Planters Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam.*

Lahiri, R.M : *Annexation of Assam*

## **E 504 Introductions to Growth and Development Economics**

**UNIT: 1:** Growth: Meaning, Sources of Economic Growth.

**Unit: 2:** Development and Underdevelopment: Meaning Difference between Economic Growth and Economic Development, measurement of Economic Development-GDP and PCI as indicators of Development, HDI; causes of Underdevelopment.

**Unit: 3:** Development Theories: Cumulative Causation, balanced Growth and Unbalanced Growth, Lewis Theory of Development with Unlimited Supply of Labour.

**Unit: 4:** Sectoral Development: Role of Agriculture and Industry in Economic Development, Large versus Small Scale Industries. Choice of Technique:

LABOUR INTENSIVE VERSUS CAPITAL INTENSIVE TECHNIQUE.

### **Books Recommended:**

1. Todaro and Smith: Economic Development, Pearson Education.
2. TANEJA AND MYER: ECONOMICS OF DEVELOPMENT AND PLANNING, VISHAL PUBLISHING Co.
3. Mishra and Puri: Growth and Development, Himalaya Publishing House.

## **M 405 INTRODUCTIONS TO DEVELOPMENT ECONOMICS**

Unit 1: Development: Meaning and Measurement – GDP and PCI as indicators of development, HDI - Structural Changes in the Development Process (Kuznet). - Obstacles to Development

Unit 2: Economic Growth: Meaning and Sources of Economic Growth: Population Growth, Capital Accumulation and Technical Progress; the Notion of Capital-Output ratio; Theories of Economic Growth-Classical Approach: Smith and Ricardo, Harrod-Domar's Theory of Instability of Growth Process.

Unit 3: Development Theories: Theories of Persistence of Underdevelopment: Vicious Circle of Poverty, Cumulative Causation (Myrdal), Strategies for Development; Balanced and Unbalanced Growth Strategy, Development with Unlimited Supply of Labour (Lewis).

### **Recommended books**

1. Todaro and Smith, *Economic Development*, Pearson Education
2. A P. Thirlwall, *Growth and Development*, Macmillan Press Ltd
3. M. L. Taneja and R. M. Myer, *Economics of Development and Planning*, Vishal Publishing Company
4. Mishra and Puri, *Growth and Development*, Himalaya Publishing House

## **ECO-HC-5026: DEVELOPMENT ECONOMICS-I**

### **Course Description**

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

### **Course Outline**

#### **1. Conceptions of Development**

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

#### **2. Growth Models and Empirics**

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

#### **3. Poverty and Inequality: Definitions, Measures and Mechanisms**

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

#### **4. Political Institutions and the Functioning of the State**

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

### **Readings**

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

## **ECO-HC-6026: DEVELOPMENT ECONOMICS-II**

### **Course Description**

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

### **Course Outline**

#### **1. Demography and Development**

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

#### **2. Land, Labor and Credit Markets**

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

#### **3. Individuals, Communities and Collective Outcomes**

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

#### **4. Environment and Sustainable Development**

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

#### **5. Globalization**

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

### **Readings**

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

## M 405 INTRODUCTIONS TO DEVELOPMENT ECONOMICS

Unit 1: Development: Meaning and Measurement – GDP and PCI as indicators of development, HDI - Structural Changes in the Development Process (Kuznet). - Obstacles to Development

Unit 2: Economic Growth: Meaning and Sources of Economic Growth: Population Growth, Capital Accumulation and Technical Progress; the Notion of Capital-Output ratio; Theories of Economic Growth-Classical Approach: Smith and Ricardo, Harrod-Domar's Theory of Instability of Growth Process.

Unit 3: Development Theories: Theories of Persistence of Underdevelopment: Vicious Circle of Poverty, Cumulative Causation (Myrdal), Strategies for Development; Balanced and Unbalanced Growth Strategy, Development with Unlimited Supply of Labour (Lewis).

### Recommended books

1. Todaro and Smith, *Economic Development*, Pearson Education
2. A P. Thirlwall, *Growth and Development*, Macmillan Press Ltd
3. M. L. Taneja and R. M. Myer, *Economics of Development and Planning*, Vishal Publishing Company
4. Mishra and Puri, *Growth and Development*, Himalaya Publishing House

## E 504 Introductions to Growth and Development Economics

**UNIT: 1:** Growth: Meaning, Sources of Economic Growth.

**Unit: 2:** Development and Underdevelopment: Meaning Difference between Economic Growth and Economic Development, measurement of Economic Development-GDP and PCI as indicators of Development, HDI; causes of Underdevelopment.

**Unit: 3:** Development Theories: Cumulative Causation, balanced Growth and Unbalanced Growth, Lewis Theory of Development with Unlimited Supply of Labour.

**Unit: 4:** Sectoral Development: Role of Agriculture and Industry in Economic Development, Large versus Small Scale Industries. Choice of Technique:

LABOUR INTENSIVE VERSUS CAPITAL INTENSIVE TECHNIQUE.

### Books Recommended:

1. Todaro and Smith: Economic Development, Pearson Education.
2. TANEJA AND MYER: ECONOMICS OF DEVELOPMENT AND PLANNING, VISHAL PUBLISHING CO.
3. Mishra and Puri: Growth and Development, Himalaya Publishing House.

**BEN-HG-4016/ BEN-RC 4016 (HG for Honorse AND RC for Regular Course)**

UNIT	Paper Title/ Topic	SELECTED BOOK(S)/SECTION	CLASS HOURS		
			Ther.	Tutr.	I.A
UNIT-I	কুড়ি শতকের সাহিত্য পাঠ	স্মৃতিকথা			
UNIT-II	ছোটগল্প	ছেলেবেলা – রবীন্দ্রনাথ ঠাকুর একশো বছরের সেরা গল্প – সমরেশ মজুমদার (সম্পা.) - মহেশ - শরৎচন্দ্র চট্টোপাধ্যায় , দুধের দাম- বনফুল, অভিনেত্রী- আশাপূর্ণা দেবী, ফসিল – সুবোধ ঘোষ, আদাব- সমরেশ বসু	75	15	--
UNIT-III	নাটক	সাজানো বাগান – মনোজ মিত্র			

সহায়ক গ্রন্থ :

১. আত্মজীবনী, জীবনী ও রবীন্দ্রনাথ – শিশির কুমার দাস
২. সাহিত্যে ছোটগল্প – নারায়ণ গঙ্গোপাধ্যায়
৩. বাংলা সাহিত্যের ছোটগল্প ও গল্পকার – ভূদেব মুখোপাধ্যায়

৪. রবিজীবনী ১/২ – প্রশান্তকুমার পাল
৫. বাংলা নাটকের ইতিহাস – অজিত কুমার ঘোষ
৬. মনোজ মিত্রের নাটক সমগ্র ১/২