

**COURSE STRUCTURE OF UNDER-GRADUATE
COURSES
OF STUDY IN ENGLISH**



**INSTITUTE OF DISTANCE EDUCATION
RAJIV GANDHI UNIVERSITY
RONO HILLS, DOIMUKH
ARUNACHAL PRADESH**

STRUCTURE OF UNDERGRADUATE COURSES OF STUDY IN ENGLISH

BA 1st Year

BENG-101(C):	English Compulsory – I
BENG-101(E):	English Elective Introducing English Literature – I

BA 2nd Year

BENG – 202 (C):	English Compulsory – II
BENG – 202 (C):	English Compulsory – III
BENG – 202 (E):	English Elective Introducing English Literature – II

BA 3rd Year

BENG – 303 (E):	Reading Poetry and Drama
BENG – 403 (E):	Reading Prose and Fiction

BENG-101(C): ENGLISH COMPULSORY – I

(ARTS, SCIENCE & COMMERCE)

(EFFECTIVE FROM 2014-15)

Objectives:

1. To provide the students a first-hand knowledge of the essentials of English Literary works.
2. To enable the students to understand the basic English Grammar and communication skills.

Plan of Examination:

Full marks	:	100 Marks
Semester End	:	90 Marks
Assignment	:	10 Marks

Internal Assessment:

1. An Assignment of 20 marks will be compulsory.

Semester End:

1. Students will be required to answer five questions.
2. Each unit will carry questions with internal choice.
3. Each unit in the final examination will carry 16 marks.

Contents:

Unit - A: Studying Prose Writing In English

Kalpana Jain: Stigma, Shame and Silence
A G Gardiner: On the Rule of the Road
Gerald Durrell: Vanishing Animals.
Jim Corbett: Kunwar Singh.

Unit - B: Grammar and Usage

Prepositions, Voice Change, Correction of Errors, Direct- Indirect Speech, Use of Verbs, Degrees of Comparison.

Unit - C: Comprehension and Composition

An unseen passage for comprehension.
Paragraph/Précis writing/Formal Letter Writing

Unit - D: Studying Drama

William Shakespeare: As You Like It.

Unit - E: Communication/ Conversational skills

Communication skill; LSRW, Experimenting with the English Language in conversation and writing, Dialogue writing.

Recommended Books:

1. Jagdish Chandra: Creative English: OUP
2. William Shakespeare: As You Like It.
3. Prose for Our Times: Orient Blackswan.
4. Wren & Martin: High School Grammar & Composition.
5. A.J. Thomson & A.V. Martinet: A Practical English Grammar OPU.
6. Communication Skills for Engineers by Sunita Mishra and C. Muralikrishna, Published by Dorling Kindersley, 2006.
7. The Written Word. Published by OUP, India, by Vandana Singh (this is for communicative English)
8. V. Sasikumar & P.V. Dhamija: Spoken English: Tata McGraw Hill.
9. R.J. Dixon: Everyday Dialogues in English.
10. First Degree Language Text Book for Mangalore University: Orient Blackswan.

BENG – 101 (E): INTRODUCING ENGLISH LITERATURE – I
(ENGLISH ELECTIVE – I)

Objectives:

1. To acquaint the students with the simple forms of literature.
2. To help them acquire basic knowledge of some common literary forms.

Plan of Examination:

Full marks	:	100 Marks
Semester End	:	90 Marks
Assignment	:	10 Marks

1. Students will be required to explain with reference to the context one passage each from unit B and C with an internal choice. (2 x 8 = 16)
2. They will be required to answer three questions, one each from unit B to D out of total six essay type questions on understanding of the prescribed texts with an internal choice in every unit. (3 x 16 = 48)
3. They will be required to define with illustration any four out of the six given literary terms. (4 x 4 = 16).

Contents:

Unit – A: Explanations from texts

All poems in Unit B and C are for detailed study.

Unit – B: Poetry

Robert Burns – A Red, Red Rose

George Herbert's – The Pulley

Andrew Marvell's – To His coy Mistress

Shelley-from Prometheus Unbound

Unit – C: Poetry

Alfred Lord Tennyson – Break, Break, Break

Thomas Hardy's – The Darkling Trush

Louis MacNeice- Prayer Before Birth

Mathew Arnold – Longing

Unit – D: Short Stories

Guy de Maupassant – The Necklace

Anton Chekov's –The Bet

Graham Greene – The End of the Party

Unit – E: Literary Terms

Simile, metaphor, alliteration, assonance, personification, hyperbole, epithet, transferred epithet, epigram, synecdoche, irony, antithesis, imagery, oxymoron, onomatopoeia, paradox, metonymy, pun.

Prescribed Reading:

1. David Greene (Ed.). Winged Word, Macmillan.
2. R.C. Prasad (Ed.). The Necklace and Other Stories, Vikash Publishing House, New Delhi.
3. Abrams, M.H. A Glossary of Literary Terms, Macmillan.
4. B. Yadav Raju & C. Muralikrishna(Eds.)- Advantage English, Blackswan.

Suggested Reading:

1. C.M. Bowra, Romantic Imagination, OUP.
2. J.R. Watson, English Poetry of the Romantic Period, Longman.
3. Andrew Sanders. The Short Oxford History of English Literature, OUP India.
4. Bernard Richards. English Poetry of the Victorian Poets 1830 – 1890, Longman.
5. Nilanko Malik. Compact English Prosody and Figures of Speech, Macmillan.
6. M.N. Bose, Essentials of Rhetoric Prosody and Phonetics, Motilal Banarsidass Pvt. Ltd.

BENG – 202 (C): ENGLISH COMPULSORY – II

Objectives:

1. To enable the students to comprehend English Literary texts of a moderately advanced nature.
2. To facilitate first entry of the students into the more complex literary use of English and the human values and perception conveyed through it.

Plan of Examination:

Full marks	:	100 Marks
Semester End	:	90 Marks
Assignment	:	10 Marks

1. Two passages for explanation with internal choice will be asked in Unit-A from the starred texts. (2x8 = 16)
2. Each unit from Unit B to Unit-E will carry 16 marks

Internal Assessment:

1. An Internal assessment of 20 marks will be done in the form of Internal tests, and shall be considered for final assessment.

Contents:

Unit – A: Explanations from starred text

Unit – B: Poetry

Philip Sidney	-	The Nightingale
George Herbert	-	The Pulley
*John Milton	-	On this Blindness
*William Blake	-	And Did Those Feet
*William Wordsworth	-	London, 1802
Robert Browning	-	Porphyria's Lover
*Thomas Hardy	-	The Darkling Thrush
*WH Auden	-	The Unknown Citizen

Unit – C: Fiction

Charles Dickens - Great Expectations.

Unit – D: Essay writing

Unit – E: Grammar and Usage

Phrases and Idioms, Antonyms and Synonyms, Interchange of parts of speech,
Diminutives, Substitution of a group of words by a single word.

Prescribed Reading:

1. The Winged Word, (Ed) David Green, Macmillan.
2. Palgrave's Golden Treasury, Oxford

Suggested Reading:

1. Hardy the Novelist by David Cecil.
2. Thomas Hardy by Norman Jeffers
3. Early Victorian Novelists by David Cecil.

BENG – 202 (C) ENGLISH COMPULSORY-III

Objectives:

1. To enable students to have a firm grasp of communication requirements in all social, business and official contexts.
2. To prepare students to face interviews and write competitive examination papers with greater confidence.
3. To train up students to bloom into creative writers.

Plan of Examination:

Full marks	:	100 Marks
Semester End	:	90 Marks
Assignment	:	10 Marks

1. There will be two questions of 8 marks each from Unit A of which one will be phonemic transcription with stress mark and other will be in the form of conversation. (8x2+16)
Each unit from Unit- B to Unit –E will carry 16 marks

Contents:

Unit – A: Importance of spoken English: Indian and Global context, Native and Non-native Accents of English and Issue of Intelligibility.

- Dictionary Referencing Skill, Phonetic Transcription, Stress & intonations.
- Speaking politely in English, Use of can, could, may, might, will, would, excuse me, sorry, thanks and please in expressing requests, gratitude, compliments, agreement, Disagreement and Telephonic conversation. Situational conversations: Meeting People, Greetings, Introducing Yourself,
- Introducing People, Saying Thanks.

Unit – B: Feature Writing

- Article writing for Newspapers & Magazines
- Interpretation of charts/Diagrams/Graphs/Tables

Unit – C: Writing Notice, Memorandum, Agenda, Minutes, advertisements, paragraphs, précis, summary writing.

Unit – D: Report writing, Editing, CV writing, e-mails, pamphlet writing, slogan writing,

Unit – E: Creative writing: Poem, Story, Play Dialogue (with given outlines)

Suggested Reading: Soft Skill – Spoken English

1. Adler and Rodman: *Understanding Human Communication*
2. Bhatnagar & Bell: *Communication in English*
3. Balasubramaniam, T: *A Textbook of English Phonetics for Indian Students English Pronouncing Dictionary 15th Edition/New Advanced Learners Dictionary 7th Edition.*
4. Gimson, A.C : *An introduction to English Pronunciation*
5. Bansal & Harrison: *Spoken English for India.*

BENG - 202 (E): INTRODUCING ENGLISH LITERATURE – II

(ENGLISH ELECTIVE – II)

Objectives:

1. To create the interest of students in English Literature
2. To familiarise them with the Dramatic Literature of English.
3. To acquaint them with different literary forms.

Plan of Examination:

Full marks	:	100 Marks
Semester End	:	90 Marks
Assignment	:	10 Marks

1. The students will be required to explain two passages of 8 marks each with reference to the context from Unit – B & Unit-C. (8 x 2 = 16)
2. They are required to answer the essay type questions with an internal choice, one each from Unit – B to Unit – D. (16 x 3 = 48)
3. The students will have to define, discuss, illustrate with examples four out of six literary forms from Unit- E. (4 x 4 = 16)

Contents:

Unit – A: Two explanations from Unit – B

Unit – B: Drama

William Shakespeare: Julius Caesar

Unit – C: Drama

Oliver Goldsmith: She Stoops to Conquer

Unit – D: One Act Play

Wild Persival: The Hour of Truth

Mitchell Farret: The Best Laid Plan

Daviot Gordon: The Pen of My Aunt.

Fritz Karinthy: The Refund

Unit – E: Literary Forms

Lyric, Ballad, Ode, Sonnet, Epic, Elegy, Satire, Dramatic Monologue.

Drama, One Act Play

Essay, Novel, Short Stories.

Prescribed Reading:

- i. William Shakespeare: Julius Caesar
- ii. Oliver Goldsmith: She Stoops to Conquer
- iii. Manuel M: Six Modern One Act Plays: Delhi, S.Chand & Company

Suggested Reading:

1. Tillyard EMW: Shakespeare Last Plays
2. Nicoll A: British Drama
3. Wardle M.H.: Oliver Gold Smith.
4. Abram M.H.: A Glossary of Literary Terms.
5. Baldick Chris: The Concise Oxford Dictionary of Literary Terms.
6. Culdon J.A.: A Dictionary of Literary Terms and Literary Theories

BENG - 303 (E): READING POETRY AND DRAMA

Objectives:

1. To ensure the ability of the students to Comprehend English Texts of advanced nature.
2. To provide the students with basic training in analysis of literary texts.

Plan of Examination:

Full marks	:	100 Marks
Semester End	:	90 Marks
Assignment	:	10 Marks

1. Students will be required to explain, with reference to the context, any two out of the four starred texts from Unit-B and C only. (2 x 8 = 16)
2. They will be required to answer three, one each from units B, C and D out of six essay type questions on the prescribed texts with an internal choice in every unit. (3 x 16 = 48)
3. In Unit E, an unseen Poem will be given for appreciation. (1 x 16 = 16)

Contents:

Unit – A: Explanation with reference to the context from Unit B & C.

Unit – B: Poetry

*John Donne	-	Lover's Infiniteness
John Milton	-	How Soon Hath Time
Alexander Pope	-	Ode on Solitude
S.T. Coleridge	-	Kubla Khan
*John Keats	-	Ode to Autumn

Unit – C: Poetry

*R. Browning	-	My Last Duchess.
*W.B. Yeats	-	The Second Coming
Walter De La Mare	-	Arabia.
Wilfred Owen	-	Strange Meeting
T. S. Eliot	-	Gerontion

Unit – D: Drama

George Bernard show	-	Pygmalion
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Unit – E: Practical Criticism

Appreciation of an unseen poem.

Prescribed Reading:

1. David Greene (Ed.) Winged Word, Macmillan
2. George Bernard Shaw: Pygmalion

Suggested Reading:

1. Albert, E: History of English Literature, Oxford, Delhi
2. Boulton Marjorie: Anatomy of Poetry.
3. Nicoll, Allardyce, British Drama, Doaba House, Delhi
4. B. Prasad: A Background to English Literature.
5. Palgrave's Golden Treasury, Oxford
6. The Winged words: Macmillan

BENG – 303 (E): READING PROSE AND FICTION

Objectives:

1. To enable the students to comprehend and analyse English Prose & Fiction of an advanced nature.
2. To promote an ability in interpreting fiction and analysing its structural components.

Plan of Examination:

Full marks	:	100 Marks
Semester End	:	90 Marks
Assignment	:	10 Marks

1. Students will be required to answer four questions, one each from unit A to D out of eight essay type questions to test the understanding of the prescribed texts with an internal choice in every unit. (4 x 16 = 64)
2. In Unit E, an unseen prose passage will be given for appreciation. (1x 16 = 16)

Contents:

Unit – A: Prose

- | | | | |
|---|----------------|---|------------------------------|
| - | George Orwell | - | The Prevention of Literature |
| - | J.L. Nehru | - | Homage to Gandhi |
| - | N.C. Chaudhuri | - | Money and the Englishman |

Unit – B: Novel

- | | | | |
|---|--------------|---|-----------|
| - | R.K. Narayan | - | The Guide |
|---|--------------|---|-----------|

Unit – C: Novel

- | | | | |
|---|-------------|---|----------------------|
| - | Jane Austen | - | Pride and Prejudice |
| - | Desai | - | Fire on the Mountain |

Unit – D: Short Stories

- | | | | |
|---|-----------------|---|-------------------------------|
| - | Edgar Allan Poe | - | The Cask of Amontillado |
| - | Virginia Woolf | - | The Duchess and the Jeweller |
| - | K. Mansfield | - | The Fly |
| - | R K Narayan | - | The Trail of the Green Blazer |

Unit – E: Practical Criticism

- Appreciation of an unseen prose passage.

Prescribed Readings:

1. R.K. Narayan: The Guide
2. Jane Austen: Pride and Prejudices
3. Prose and Poetry Selection, Gauhati University, Publication Mani Manik Prakashan, Guwahati.
4. R.C. Prasad (Ed.): The Necklace and other Stories, Vikas Publishing House, New Delhi.
5. Anita Desai : Five on the Mountain
6. Madhu Mehroliia (Ed.): Gems of sheet Fiction ‘An Anthology of Short stories.
7. Prose for our times, orient black swan.

Suggested Readings:

1. Reeves, James, The Critical Sense, Heinemann, London
2. Boulton Marjorie; Anatomy of Prose.
3. Iyengar Srinivasa, K.R.: Indian Writing in English, Asia Publishing House, Bombay.

COURSE STRUCTURE OF UNDER-GRADUATE COURSES OF STUDY IN POLITICAL SCIENCE



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ARUNACHAL PRADESH**

STRUCTURE OF UNDERGRADUATE COURSES OF STUDY IN POLITICAL SCIENCE

Ba 1st Year

PAPER-I Indian Political System

Ba 2nd Year

PAPER-II Political Theory

BA 3rd Year

PAPER-III Comparative Politics

PAPER-IV State Politics in India(with special reference to Arunachal Pradesh)

Evaluation Scheme:

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

Assignment : 10 Marks, pass marks - 40%

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

PAPER I

INDIAN POLITICAL SYSTEM

- Unit 1. The making of India's constitution: Government of India Acts 1919 and 1935 and Constituent Assembly
- Unit 2. Preamble, Fundamental Rights, Directive Principles of State Policy and Fundamental Duties.
- Unit 3. Structure and function of Parliament; power and function of President, Prime Minister and Governor.
- Unit 4. Supreme Court and High Courts.
- Unit 5. Democratic Decentralization: 73rd and 74th Constitutional Amendment Acts.
- Unit 6. Centre- State relations: Legislative, Administrative and Financial.
- Unit 7. Party System in India: BJP, INC, CPI (M) and National Conference.
- Unit 8. Electoral System: Election Commission of India and Electoral Reforms.
- Unit 9. Judiciary in India: Judicial Review and Judicial Activism.
- Unit 10. Major Issues in Indian Politics: Regionalism, Communalism and Corruption.

Books Recommended

1. Govt. of India : Constitution of India (Pub. Division, Govt. of India, Delhi)
2. D.D. Basu : Introduction to the Constitution of India (S.C. Sarkar & Sons, Calcutta).
3. K.R. Bombwall : Government and Politics in India (Modern Pub. Ambala Cant).
4. G.N. Singh: Landmarks in Indian Constitution and National Movement (Atma Ram & Sons, Delhi).
5. R.C. Agarwall : Constitutional History of India and national Movement (S. Chand & Co. , Delhi).
6. K. Mathew Korian : Centre-State Relations (Mcmillan India Limited, New & P.N. Varghese (Ed.) Delhi
7. Grnaville Austin : Indian Constitution : Corner-stone of a Nation (Oxford, Bombay).
8. Rajni Kothari : Political in India (Orient Longman Private Limited, Delhi).
9. A.R. Desai: Social Background of Indian Nationalism (Popular Prakashan, Bombay).
10. J.C. Johari : Indian Government and Politics (Vishal Pub. Delhi 1986).

PAPER-II

POLITICAL THEORY

- Unit 1. Meaning, Nature and Scope of Political Science.
- Unit 2. Approaches to the study of Political Science: Historical, Philosophical, Institutional, Behavioural and Marxian.
- Unit 3. Relation with other Social Sciences: Geography, Economics and Sociology.
- Unit 4. Theories of the Origin of State: Historical, evolutionary, social contract.
- Unit 5. Concepts: Rights, Liberty and Equality.
- Unit 6. Concepts: Liberalism and Marxism.
- Unit 7. Sovereignty: Monistic and Pluralistic.
- Unit 8. Power, Authority and Legitimacy
- Unit 9. Democracy: Liberal and Marxist approaches.
- Unit 10. Political Culture and Political Participation.

Books Recommended

- 1. B.K. Gokhale : Political Science: Theory & Government Machinery. Himalaya Pub. House, Bombay, 1984.
- 2. Annold Brecht : Political Theory : Twentieth Century Foundations of Political thought. Times of India Press, Bombay.
- 3. J. Murthy: Political Theory - a connectional analysis (Prentice Hall of India, New Delhi)
- 4. Robert A. Dahl : Modern Political Analysis (Prentice Hall of India, New Delhi).
- 5. S.P. Verma: Modern Political Theory (Vikash Pub. House, New Delhi).
- 6. M.R. Davis & Lewes : Models of Political Systems (Vikash Pub. House, V.A. Delhi)
- 7. R.L. Gupta : Politcal Theory (S. Chand & Sons, New Delhi).
- 8. Lucian Pye: Aspects of Political Development (Amerind Pub. Co., New Delhi).
- 9. Madan G.Gandhi : Modern Political Theory (Oxford and IBH Pub. House, New Delhi).
- 10. E.Asirvatham : Political Theories.
- 11. J.C. Johari : Contemporary Political Theory (Sterling Pub. Private Ltd. 1987).
- 12. A.K. Mukhopadhyas : Political Sociology.
- 13. M.P. Jain: Political Theory.
- 14. R.B. Tripathy : Political Theory, Poonam Graphics, Cuttack, Orissa, 1999.

PAPER-III

COMPARATIVE POLITICS

- Unit 1. Meaning, Nature and Scope of Comparative Politics.
- Unit 2. Approaches to the study of Comparative Politics(Historical, Institutional- Legal, Behavioural and Marxist)
- Unit 3. Types of Government: Parliamentary, Unitary, Presidential and Federal Government.
- Unit 4. Method of representation: Direct, Indirect, Proportional, Functional.
- Unit 5. Political Party and Pressure Groups: Definition and classification.
- Unit 6. Judicial System (USA, UK and China)
- Unit 7. Party System (USA and China)
- Unit 8. Executives (USA, UK and China)
- Unit 9. Legislature: the process of rule making in the USA, UK and China
- Unit 10. Electoral Process: Election of the chief executives of USA, UK and China.

Books Recommended

- 1. H. Finer : Theory and Practice of Modern Government.
- 2. Almond & Powell : Comparative Politics : A Development Approach.
- 3. C.F. Strong : Modern Political Constitutions (Sid guide and Jackson Ltd. London).
- 4. C.M. Carter & Herz : Twentieth Century Government and Politics (Wiley J.H. Eastern Pvt. Ltd., New Delhi).
- 5. A.C. Kapoor : Select Constitutional (S.Chand & Co., New Delhi).
- 6. C. Friendrich : Constitutional Government and Democracy (Oxford and IBH Pub. Co., Calcutta)
- 7. J.P. Makintosh : The Government and Politics of Britain (Hutchison University, London).
- 8. Ogg & Ray (ed. by : Essential of American Government (Oxford and IBH, New Delhi).
- 9. J.C. Johari : Major Political System.

Paper IV
STATE POLITICS IN INDIA (WITH SPECIAL REFERENCE TO ARUNACHAL PRADESH)

- Unit 1. Meaning, Nature and Scope of State politics
- Unit 2. Determinants of State Politics.
- Unit 3. State formation of selected states (Andhra Pradesh, Jammu & Kashmir and Meghalaya)
- Unit 4. Indigenous system of governance in Arunachal Pradesh: Classification, characteristics and Relevance.
- Unit 5. Village Council and Administration of Justice, Regulation, 1945.
- Unit 6. State formation of Arunachal Pradesh.
- Unit 7. Political Parties and Pressure groups in Arunachal Pradesh.
- Unit 8. Electoral Politics in Arunachal Pradesh.
- Unit 9. Introduction of Panchayati Raj in Arunachal Pradesh: D. Ering committee report, 1965, NEFA Panchayati Raj Regulation, 1967, Arunachal Pradesh Panchayati Raj Act, 1997
- Unit 10. Panchayats and Socio- political changes in Arunachal Pradesh

Books Recommended :

- 1. S.R. Matheswari : Local Government in India (Lakshmi Narayan Agarwal, Agra).
- 2. M.A.Mutalib & M.A. Alikhan: Theory of Local Government (Sterling Pub., Pvt. Ltd.Delhi).
- 3. S.R. Nigam : Local Government (S. Chand & Co., Delhi)
- 4. V.V. Rao & Niru Hazarika: Local Self Government in India(S. Chand & Co., Delhi)
- 5. W.E. Jackson : The structure of Local Government (Orient Longman, Delhi).
- 6. Verrier Elwin : Democracy in NEFA (NEFA, Shillong).
- 7. A.C. Talukdar : Political Transition in the grass-root level in Tribal India (Omson, Pub., New Delhi)
- 8. M.L. Bose : Historical and Constitutional Documents In North Eastern India.
- 9. B. Stapathy: A Study on Political Process in Arunachal Pradesh, A Project Report sponsored by U.G.C., 1988.
- 10. Bijon Mahanta : Administrative Development in Arunachal Pradesh from 1875-1975.
- 11. J.N. Choudhury: Arunachal through the Ages, J.N. Choudhury, Shillong.
- 12. S. Dubey : Dynamics of Tribal Local Policy and Panchayati Raj in Arunachal Pradesh, Premier Pub. New Delhi.

दूरस्थ शिक्षा विभाग
राजीव गाँधी विश्वविद्यालय
रोनो हिल्स, दोइमुख
ईटानगर



स्नातक कला पाठ्यक्रम
हिन्दी
वर्ष २०१४-१५ से प्रभावी

दूरस्थ शिक्षा विभाग
राजीव गाँधी विश्वविद्यालय
स्नातक कला हिन्दी पाठ्यक्रम
वर्ष २०१४-१५ से प्रभावी

प्रथम वर्ष	BHIN-101	सामान्य हिन्दी-१
द्वितीय वर्ष	BHIN-102	सामान्य हिन्दी-२
तृतीय वर्ष	BHIN-103	हिन्दी गद्य
चतुर्थ वर्ष	BHIN-104	भारतीय काव्यशास्त्र और भाषा विज्ञान

स्नातक कला- प्रथम वर्ष

हिन्दी स्नातक BHIN-101

सामान्य हिन्दी- एक

यह प्रश्नपत्र प्रथम वर्ष में हिन्दी के सभी परीक्षार्थियों के लिये है। यह पत्र पांच इकाइयों में विभक्त है। प्रत्येक इकाई के लिये अलग-अलग अंक निर्धारित हैं।

इकाई : १ हिन्दी साहित्य का इतिहास: हिन्दी साहित्य के इतिहास का काल-विभाजन और नामकरण; आदिकाल, भक्तिकाल और रीतिकाल की परिस्थितियाँ एवं प्रवृत्तियाँ।

इकाई : २ कविता

पाठ्य-पुस्तक : काव्य गौरव; सम्पा.- रामदरश मिश्र; वाणी प्रकाशन, दिल्ली।

○ कबीरदास : पाठ्य-अंश- साधु को अंग।

आलोचना- भक्ति एवं सामाजिक पक्ष।

○ सूरदास : पाठ्यांश- विनय के पद तथा वात्सल्य (गोकुल लीला) से प्रथम तीन पद।

आलोचना- वात्सल्य एवं भक्ति।

○ जायसी : पाठ्यांश- पदमावत : उपसंहार खण्ड; प्राचीन काव्य संग्रह, सम्पा.- राजदेव सिंह, वाणी प्रकाशन, दिल्ली

○ तुलसीदास : पाठ्यांश- पद संख्या १, ६ एवं ८।

आलोचना- भक्ति-भावना एवं समन्वयवाद।

इकाई : ३ कविता

○ मीराबाई : मीराबाई की पदावली; सम्पा.- परशुराम चतुर्वेदी; पद संख्या- १०, १७, १८, ३५।

आलोचना- मीरा की भक्ति एवं विद्रोह भाव

○ बिहारीलाल : पाठ्यांश- भक्ति: दोहा संख्या- १, ५, ६; नीति- २, ३; नायिका

वर्णन- २, ४ तथा विरह- ५।

आलोचना- काव्यगत विशेषताएं तथा बहुज्ञता।

○ घनानन्द : घनानन्द के पद; प्राचीन काव्य संग्रह; सम्पा.- राजदेव सिंह; वाणी प्रकाशन, दिल्ली; पद सं.- १, ३, ११, १२

आलोचना- घनानन्द का प्रेम एवं भक्ति, रीतिमुक्त कवि के रूप में घनानन्द का मूल्यांकन।

○ मैथिलीशरण गुप्त : भारत की श्रेष्ठता

आलोचना- काव्यगत विशेषताएं, राष्ट्रीय चेतना।

इकाई : ४ व्याकरण:

पाठ्य-पुस्तक: आधुनिक हिन्दी व्याकरण और रचना- वासुदेवनन्दन प्रसाद सिंह

पाठ्यांश- लिंग, कारक, वचन, काल, वाक्य-शुद्धि, विलोम शब्द, पर्यायवाची शब्द तथा मुहावरे एवं लोकोक्तियां

इकाई : ५ निबन्ध

निम्नलिखित में से किसी एक विषय पर निबन्ध-लेखन:

- विज्ञान से सम्बन्धित विषय।
- समसामयिक विषय।
- अरुणाचल प्रदेश से सम्बन्धित विषय।
- हिन्दी साहित्य की विविध विधाओं से सम्बन्धित विषय।

निर्देश:

१. इकाई एक से दो प्रश्न पूछे जायेंगे, जिनमें से किसी एक का उत्तर देना होगा। उत्तर १५ अंक का होगा।
२. इकाई दो एवं तीन से दो पद्यांशों की व्याख्याएं तथा दो आलोचनात्मक प्रश्न पूछे जायेंगे। इनके विकल्प भी रहेंगे। व्याख्याएं ८-८ अंकों की होंगी तथा प्रश्न १२-१२ अंकों के होंगे।
३. इकाई तीन से चार-चार अंकों के पाँच प्रश्न (कुल २० अंक) पूछे जायेंगे।
४. निबन्ध-लेखन के लिये १५ अंक निर्धारित किये गये हैं।

स्नातक कला- द्वितीय सत्र

हिन्दी स्नातक BHIN-202

सामान्य हिन्दी- दो

यह पत्र द्वितीय वर्ष में हिन्दी के सभी परीक्षार्थियों के लिये है। यह पत्र चार इकाइयों में विभक्त है। प्रत्येक इकाई के लिये अलग-अलग अंक निर्धारित हैं।

इकाई : १ हिन्दी साहित्य का इतिहास:

आधुनिककालीन काव्य- भारतेन्दु युग, द्विवेदी युग, छायावाद, प्रगतिवाद, प्रयोगवाद तथा स्वातन्त्र्योत्तर कविता: परिचय तथा प्रवृत्तियाँ।

इकाई : २ कविता:

○ जयशंकर प्रसाद : पाठ्य कविताएं- अरुण यह मधुमय देश हमारा; हिमाद्रि तुंग शृंग से

आलोचना- काव्यगत विशेषताएं; प्रसाद-काव्य में जागरण के स्वर

○ सुमित्रानन्दन पन्त : पाठ्य कविताएं- पर्वत प्रदेश में पावस; अनित्य जग

आलोचना- पन्त-काव्य में प्रकृति; छायावादी काव्य भाषा और पन्त

○ सूर्यकान्त त्रिपाठी निराला : पाठ्यांश- वह तोड़ती पत्थर, भारति! जय विजय करे!

आलोचना- छायावाद और निराला; निराला काव्य में क्रान्ति और विद्रोह के स्वर।

○ महादेवी वर्मा : पाठ्यांश- विरह का जलजात जीवन, रूपसि तेरा घन केशपाश।

आलोचना- विरह वेदना, छायावादी तत्त्व।

इकाई : ३

○ नागार्जुन : पाठ्यांश- उनको प्रणाम, अकाल और उसके बाद।

आलोचना- जनकवि नागार्जुन, काव्यगत चेतना।

○ अज्ञेय : पाठ्य कविताएं- साँप के प्रति; बावरा अहेरी; छब्बीस जनवरी।

आलोचना- प्रयोगवाद और अज्ञेय

० मुक्तिबोध : मुझे कदम कदम पर

आलोचना- मुक्तिबोध की काव्यगत विशेषताएं

सर्वेश्वरदयाल सक्सेना : पाठ्य कविताएं- सुहागिन का गीत; सौन्दर्य बोध।

आलोचना- सर्वेश्वरदयाल सक्सेना का काव्य-सौष्टव

इकाई : ३ व्यवहारिक हिन्दी

पत्र लेखन- प्रभावी पत्र लेखन की विशेषताएँ, पत्र लेखन के प्रकार- सरकारी पत्र, अर्द्धसरकारी पत्र, व्यवहारिक पत्र, व्यापारिक पत्र।

संक्षेपण, पल्लवन एवं टिप्पण।

इकाई : ४ अनुवाद

अनुवाद : अर्थ एवं स्वरूप, प्रकार, अनुवाद के गुण, अंग्रेजी से हिन्दी में अनुवाद।

पारिभाषिक शब्दावली : अर्थ एवं परिभाषा; पारिभाषिक शब्दावली की विशेषताएं; चुने हुए १५० पारिभाषिक शब्द।

निर्देश:

१. इकाई एक से दो प्रश्न पूछे जायेंगे, जिनमें से किसी एक का उत्तर देना होगा। उत्तर १५ अंकों का होगा।
२. इकाई दो से एक पद्यांश की व्याख्या तथा एक आलोचनात्मक प्रश्न पूछा जायेगा। इनके विकल्प भी रहेंगे। व्याख्या ८ अंक की होगी तथा प्रश्न १४ अंक का होगा।
३. इकाई तीन से एक पद्यांश की व्याख्या तथा एक आलोचनात्मक प्रश्न पूछा जायेगा। इनके विकल्प भी रहेंगे। व्याख्या ८ अंक की होगी तथा प्रश्न १४ अंक का होगा।
४. इकाई चार के लिये १५ अंक निधारित किये गये हैं। इस इकाई से एक प्रश्न का उत्तर देना होगा। प्रश्न का विकल्प भी रहेगा।
५. इकाई ४ से १०-१० अंकों के दो प्रश्न पूछे जायेंगे। एक प्रश्न अनुवाद की सैद्धान्तिकी से सम्बन्धित होगा या इसमें अंग्रेजी से हिन्दी में अनुवाद कराया जायेगा और दूसरे प्रश्न में कम-से-कम १० पारिभाषिक शब्द पूछे जायेंगे।

स्नातक कला- तृतीय सत्र

हिन्दी स्नातक BHIN-303

हिन्दी गद्य

यह प्रश्नपत्र तृतीय वर्ष में हिन्दी के सभी परीक्षार्थियों के लिये है। यह पत्र पांच इकाइयों में विभक्त है। प्रत्येक इकाई के अंक अलग-अलग निर्धारित हैं।

इकाई : १ हिन्दी गद्य साहित्य का इतिहास:

उपन्यास, नाटक, एकांकी, कहानी और निबन्ध का उद्भव और विकास।

इकाई : २ उपन्यास

पाठ्य पुस्तक : महाभोज- मन्नू भण्डारी

आलोचना के बिन्दु- 'महाभोज' में राजनीतिक चेतना; 'महाभोज' उपन्यास में दलित चेतना; औपन्यासिक तत्वों के आधार पर उपन्यास की समीक्षा

इकाई : ३ नाटक :

पाठ्य-पुस्तक : कबिरा खड़ा बाजार में- भीष्म साहनी।

आलोचना के बिन्दु : भीष्म साहनी की नाटक कला; 'कबिरा खड़ा बाजार में' का प्रतिपाद्य; 'कबिरा खड़ा बाजार में' की समीक्षा।

इकाई : ४ कहानी :

पाठ्य कहानियाँ-

पुरस्कार- जयशंकर प्रसाद

पूँस की रात- प्रेमचन्द

परदा- यशपाल

वापसी- उषा प्रियम्बदा

आलोचना के बिन्दु : कहानियों की समीक्षा तथा सारांश।

इकाई : ५ विविध विधाएँ :

पाठ्य रचनाएँ-

मित्रता (निबन्ध)- आ. रामचन्द्र शुक्ल

प्रथम भेंट-अन्तिम भेंट (रेखाचित्र)- महादेवी वर्मा

बसन्त आ गया पर कोई उत्कण्ठा नहीं (ललित निबन्ध)- डॉ. विद्यानिवास मिश्र

नया समाज (एकांकी)- हरिकृष्ण प्रेमी

आलोचना के बिन्दु: रचनाओं का सारांश एवं समीक्षा।

निर्देश:

१. प्रत्येक इकाई से एक-एक प्रश्न का उत्तर देना होगा। प्रश्नों के विकल्प भी होंगे। प्रत्येक प्रश्न १५ अंक का होगा। $15 \times 5 = 75$ अंक
२. इकाई दो, तीन तथा चार से दो-दो काव्यांश व्याख्या हेतु दिये जायेंगे, जिनमें से एक-एक की व्याख्या विद्यार्थियों को करनी होगी। प्रत्येक व्याख्या के लिये ७.५ अंक निर्धारित हैं।

$7 \times 5 \times 2 = 15$ अंक

स्नातक कला- तृतीय वर्ष

हिन्दी स्नातक BHIN-404

भारतीय काव्यशास्त्र एवं भाषा विज्ञान

यह पत्र तृतीय वर्ष में हिन्दी के सभी परीक्षार्थियों के लिये है। यह पत्र पांच इकाइयों में विभक्त है। प्रत्येक इकाई के अंक अलग-अलग निर्धारित हैं।

इकाई : १ काव्यशास्त्र :

काव्य लक्षण, काव्य-हेतु, काव्य प्रयोजन एवं काव्य के गुण-दोष।

इकाई : २ काव्यशास्त्र :

रस- सभी रसों का सामान्य परिचय; रस निष्पत्ति; रस के अवयव।

इकाई : ३ काव्य शास्त्र :

छन्द और अलंकार

(क) छन्द-

छन्द की अवधारणा; छन्द के अवयव; मात्रा की स्थिति; कविता में छन्द का स्थान।

दोहा, सोरठा, चौपाई, गीतिका, रोला, बरवै, कुण्डलिया तथा सवैया छन्दों के लक्षण और उदाहरण।

(ख) अलंकार-

अलंकार की अवधारणा; अलंकारों का काव्य में स्थान; शब्दालंकार; अर्थालंकार।

अनुप्रास, यमक, श्लेष, वक्रोक्ति, उपमा, रूपक, उत्प्रेक्षा तथा सन्देह अलंकारों के लक्षण तथा उदाहरण।

इकाई : ४ भाषा विज्ञान तथा देवनागरी लिपि

भाषा की परिभाषा, भाषा की विशेषताएँ, भाषा और बोली में अन्तर, भाषा विज्ञान की शाखाओं का परिचय (वर्णनात्मक, ऐतिहासिक तथा तुलनात्मक)।

देवनागरी लिपि तथा उसकी विशेषताएँ।

इकाई : ५ भाषा विज्ञान

स्वर स्वनों का वर्गीकरण; व्यंजन स्वनों का वर्गीकरण; स्वन परिवर्तन की दिशाएं और कारण; हिन्दी की बोलियों का सामान्य परिचय।

निर्देश:

१. इस पत्र की प्रत्येक इकाई से १४-१४ अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न का विकल्प भी रहेगा।

14x5=70 अंक

२. सम्पूर्ण पाठ्यक्रम से ४-४ अंक के पांच लघूत्तरीय प्रश्न पूछे जायेंगे, जिनमें से किन्हीं पांच का उत्तर देना होगा।

4x5=20 अंक

ECONOMIC THEORY (BECO-1 01)

Minimum number of lecture hours: 45

Unit 1

Basic Economic Issues

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

Unit II

Demand Analysis

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

Unit III

Supply Analysis

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

Unit IV

Price and Market Structure

Demand, supply and price determination; Market structure - Features of perfect competition and its limitations, imperfect competition: Monopoly, duopoly and oligopoly: their features.

Unit V

National Income and its Classical Determination

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

Unit VI

Keynesian model and Macro-policies

Keynesian determination of income: consumption function, saving function, investment multiplier; Fiscal policy: Its objectives and instruments.

RECOMMENDED BOOKS:

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

MONEY, BANKING AND INTERNATIONAL TRADE (BECO-202)

Minimum number of lecture hours: 45

Unit I

Money

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

Unit II

Theory of Interest

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

Unit III

Banking

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

Unit IV

Inflation

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

Unit V

International Trade

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

Unit VI

Rate of Exchange

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

RECOMMENDED BOOKS:

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

PUBLIC FINANCE AND STATISTICS (BECO-303)

Minimum number of lecture hours: 45

Unit I

Public finance

Meaning of Public finance: differences between public and private Finance; Public Goods, Private Goods, Mixed Goods and Merit Goods; Dalton's Maximum Social Advantage.

Unit II

Public Expenditure

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

Unit III

Public Revenue

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

Unit IV

Government Budget

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

UnitV

Public Debt

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

UnitVI

Statistics

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

RECOMMENDED BOOKS:

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

INDIAN ECONOMY AND THE ECONOMY OF ARUNACHAL PRADESH (BECO-404)

Minimum number of lecture hours: 45

Unit I

Structure of the Indian Economy and Population

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

Unit II

Indian Agriculture

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

Unit III

Industry and Foreign Trade

Large, medium, small-scale and cottage industries, basic characteristics of Indian industrialization, industrial policy 1991

Composition of India's exports and imports; problems of India's current account disbalance; India and WTO policies on agriculture and industry ,

Unit IV

Planning and Economic Reforms

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

Unit V

Arunachal Economy and Population

Features of Arunachal economy - level and growth of State Domestic Product (SDP) and per capita SDP, changing sectoral composition of SDP. Population: trends and features, literacy, causes of its rapid growth, workforce structure.

Unit V

Agriculture and Industry

Agricultural practices in Arunachal Pradesh: Jhum and permanent cultivation, land tenure and land use pattern; causes of low rate of industrialization and measures for rapid industrialization in the state.

RECOMMENDED BOOKS:

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

EDUCATION
B.A. Ist YEAR (PASS & HONS)
PAPER - I : Elements of Education

Objectives :

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

Unit -I: Concept of Education

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

Unit - II: Aims of Education

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

Unit - III: Educational Structure

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

Unit – IV: Educational Psychology

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

Unit - V: Stages of Human Development

- Heredity & Environment
- Infancy
- Childhood
- Adolescence

Unit - VI: Instincts and Emotion

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

Unit - VII: Educational Technology

- Meaning, Nature and Scope of Educational Technology

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

Unit - VIII: Educational Sociology

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

Unit - IX: Educational and Social change in India

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

Evaluation Scheme:

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

Assignment : 10 Marks, pass marks - 40%

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

References :

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

EDUCATION
B.A. IIInd YEAR (PASS)
PAPER - II : Foundation of Education

1. To acquaint the students with the philosophical basis of education.
2. To familiarise the students with the sociological concepts and social determinants of educational system.
3. To familiarise the students about the human growth and development, learning and personality concepts.
4. To develop an awareness of philosophical and sociological problems of education and their remedy.

Content :

Unit-I : Educational Philosophy

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

Unit-II: Western Schools of Philosophy

Naturalism, Idealism, existentialism and Pragmatism and their impact on educational thought and practice.

Unit-III: Gandhian, Tagore, John Dewey and Rousseau's Philosophical thought in Education and their influence on the Practices of School Education with Special Reference to (a) Aims and Ideals, (b) Curriculum, (c) Discipline and (d) Method of Teaching.

Unit-IV: Education and Society

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

Unit-V: Education and Social Change

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

Unit-VI: Growth and Development

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

Unit-VII: Concept of Learning

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

Unit-VIII: Individual difference

- Meaning, Types and Determinants of Individual Difference
- Concept and Types of Intelligences
- Meaning and Nature of Personality
- Concept and Process of Adjustment

Unit-IX: Educational Statistics

Frequency Distribution Representation of data
(Histogram, Polygon, Cumulative Frequency Curve and Ogive), Measures of Central Tendency and their Uses, Measures of Variability and Their Uses, Correlation Rank Difference and Product Movement

Evaluation Scheme:

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

Assignment : 10 Marks, pass marks - 40%

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

Book Recommended :

1. Anand, C.L. et. al : The Teacher and Education in Indian Society, NCERT, New Delhi-16
2. Bhatia, K. & Bhatia. B : The Philosophical and Sociological Foundations of Education, Doabe House, New Delhi, 1987
3. Choube, S. P. & Choube : Philosophical and Sociological of Education, Vinod Akhilesh Pustak Mandir, Agra, 1985
4. Dutta, N.K. : Psychological Foundations of Education Doaba House, 1985
5. Kundu, C.L. & Tutoo.D. : Educational Psychology, Sterling Publishers, New Delhi, 1988
6. Waha, J.S. ; Foundation of Educational Psychology, Jallandher Publishers, 1977.
7. Mathur, S.S. : Education Psychology, Vinod Pustak Mandir, Agra, 1981
8. Mathur, S.S. : A Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra, 1997
9. Morris, Iver, : Sociology of Education – An introduction. George Allen and Unwin Ltd. 1972

EDUCATION
B.A. IIIrd YEAR (PASS)
PAPER - III: CURRICULUM, TEACHING AND EVALUATION

Objectives :

1. To acquaint the student with the basic theory and current practices in curriculum development.
2. To familiarise the student with modern techniques of teaching.
3. To familiarise the student with the procedure of effective teaching.
4. To acquaint the student with the concept and procedure of evaluation and test to measure desired curricular outcomes.

Content

Unit-I: Concept of Curriculum

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

Unit-II: Curriculum Development

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

Unit-III: Curriculum Framework and Policies

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

Unit-IV: Teaching Learning Process

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

Unit-V: Approaches of Teaching

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

Unit-VI: Teaching Aids

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

Unit-VII: Educational Evaluation:

- Concept of Educational Measurement and Evaluation
- Types of Evaluation Procedure
- Continuous and Comprehensive Evaluation (CCE)
- Examination Reforms

Unit-VIII: Educational Objectives of Teaching

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

Unit-IX: Tools and Techniques of Evaluation

- Different Types of Tests
- Principles of Test Construction
- Construction of Achievement Test and Its Standardization
- Questionnaire, Observation and Interview
- Characteristics of a Good Tool of Evaluation

Evaluation Scheme:

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

Assignment : 10 Marks, pass marks - 40%

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

Books Recommended:

1. Arulsanj, S (2014): Curriculum Development, Neel Kamal Publications Pvt. Ltd, Hyderabad.
2. NCERT Document of National Curriculum Framework for School Education (NCFSE-2005).
3. NCTE Document of National Curriculum Framework for Teacher Education (NCFTE-2009).
4. NCERT (1984): Curriculum & Evaluation National Council of Educational Research & Training, New Delhi.
5. Adam, J (1857): Modern Development in Education Practice, London university of London Press Ltd.
6. Alexander, W.M & Halverson P.M.(1956): Effective Teachers in Secondary Schools, New York, Head Rinehart and Winston Ian.
7. Bloom B.S.(Ed)(1971): Handbook of Formative and Summative Evaluation, McGraw Hill.

8. Kocher, S.K: Methods and Techniques of Teaching, New Delhi.
9. Gronlund, N.E(1976): Measurement and Evaluation in Teaching, McMillan Publishing Co., New York.
10. Kelley, A.V. (1977): Curriculum Theory and Practice, Harper and Row, London.
11. Nunnally, J.C.: Educational Measurement and Evaluation, McGraw Hill, New York
12. NCERT (1980): School Curriculum-Some Problems and Issues, New Delhi.
13. Taba, H (1962): Curriculum Development-Theory and practice , Brace and World, New York.
14. Taylor, R.W: Basic Principles of Curriculum Instruction, Chicago University Press, Chicago.
15. Ten Broek T.D (1974) Evaluation – A Practical Guide for Teachers, McGraw Hill, New York.

EDUCATION
B.A. IIIrd YEAR (PASS)
PAPER - IV : Trends and Issues in Indian Education

Objectives :

1. To familiarise the students with various current educational issues.
2. To make them aware of teacher's role in dealing with cognitive, affective and psychomotor domain
3. To familiarise the students with the elements of adult and non-formal education.
4. To sensitize the students about environmental problems.

Content :

- Unit-I :** **Universalisation of Elementary Education** – significance, Constitutional Provision, Difficulties in Implementation, Government's initiatives – OB,DPEP & SSA.
- Unit-II:** **Wastage and Stagnation in Education** - Meaning, Causes, SSA as an educational programme and Remedial Measures, Expectations. RTE Act 2009 and its salient features.
- Unit-III :** **Adult and Non-Formal Education** - Meaning, Significance, Scope, Types Programmes, Achievements and Remedial Measures, Inclusive Education
- Unit-IV :** **Medium of Instruction** - Three Language, Implications and Difficulties in Implementation, New approaches of teaching
- Unit-V:** **Vocationalization of Secondary Education** - Concept, Need, Problems and solutions.
- Unit-VI :** **Women Education** : Importance, Scope, Difficulties and Remedial Measures
- Unit-VII :** **Education of Socially and Culturally Disadvantaged** - Meaning, Significance, Problems, Equality of Opportunity, Strategies - to Improve Educational Facilitate
- Unit-VIII:** **Environmental Education**
- Meaning, Nature and Scope of Environmental Education
- Problems of Environment
- Remedial Measures
- Role of NGO's
- Unit-IX :** **International Understanding** - Education for Peace and Co-Existence, Meaning, Significance, Scope, Problems and Measures to Facilitate.

Evaluation Scheme:

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

Assignment : 10 Marks, pass marks - 40%

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

Books Recommended :

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

DISTANCE EDUCATION REVISED B.A. SYLLABUS

B.A Ist Year-Paper I

Unit I- Early History of North East India.

- a. Geographical Setting: River System, Mountain System, Flora, Fauna and Climate.
- b. Pre-history of North East India.
- c. Pattern of Settlement.
- d. The Varman Dynasty.

Unit II- Medieval North East India.

- a. Rise of Ahom State: Sukhapha and Sudangpha.
- b. Consolidation: Suhungmung, Pratap Singha and Rudra Singha.
- c. Ahom Frontier Policy.
- d. Moamaria Rebellion and Captain Welsh's Mission.

Unit III- Modern North East India.

- a. Anglo-Burmese War and North East India (1824-1826).
- b. Treaty of Yandaboo and its Impact.
- c. Annexations (1828-1852): Assam, Cachar, Jaintia and Khasi Hills.
- d. Annexations (1864-1905): Garo Hills, Naga Hills and Lushai Hills.

Unit IV- British Policy in the Northern Frontier of Assam.

- a. Posa, Duars, Kotokies, Trade and Military Expeditions.
- b. Inner Line.
- c. Outer Line
- d. Mc Mohan Line.

Unit V- Resistance to Colonial Rule in North East India.

- a. Impact of Colonial Rule: Society, Economy and Polity.
- b. Agrarian Revolts: Phulaguri Dhewa.
- c. Freedom Struggle in North East India: Non-Cooperation and Civil Disobedience.
- d. Quit India and India's Independence.

B.A Ist Year-Paper II

Unit I- Early India

- a. Sources: Archaeological and Literary.
- b. Indus Valley Civilisation: Extent, Basic Features and Decline.
- c. Early Vedic Cultures: Polity, Society and Economy.
- e. Later Vedic Cultures: Polity, Society and Economy and Religion.

Unit II- 6th Century BC and Rise of Heterodox Sects.

- a. Buddhism.
- b. Jainism.
- c. Moamaria Rebellion and Captain Welsh's Mission.

Unit III- Early States

- a. Mauryas: Chandragupta Maurya, Asoka and Decline.
- b. The Sungas, Indo-Greeks and the Kushanas.
- c. Guptas: Samudragupta, Chandragupta II, Art and Architecture.
- d. The Pallavas and The Chalukyas.

Unit IV- Delhi Sultanate.

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

Unit V- Decline of the Delhi Sultanate.

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

B.A IIInd Year-Paper III

Unit I- Mughal India.

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

Unit II- Crisis of Mughal Empire.

- a. Aurangzeb: Administration.
- b. Marathas: Shivaji, Administration.
- c. Rise of Regional Polities: Bengal, Awadh and Mysore.

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

- a. Anglo-French Rivalry.
- b. Advent of British Rule in India.
- c. Warren Hastings, Cornwallis, Wellesley and Dalhousie.
- d. Resistance to British Rule: Maharashtra, Punjab, Sindh and Mysore.

Unit IV- Emerging Contours.

- a. Renaissance I-Ram Mohan Roy and Brahmo Samaj.
- b. 1857: Causes, Nature and Significance.
- c. Renaissance II-Ramakrishna, Vivekananda and Dayanand Saraswati.
- d. Syed Ahmed Khan and the Aligarh Movement.

Unit V- India National Movement.

- a. Emergence of Nationalism.
- b. Predecessors of the Congress and Formation of the Congress.
- c. Early Nationalists: Programmes and Policies and Extremists.
- d. Mass Movements: Non-Cooperation, Civil Disobedience, Quit India and India's Independence.

B.A IInd Year-Paper IV

Unit I- Rise of Modern World.

- a. Fall of Constantinople.
- b. Renaissance and Reformation.
- c. Industrial Revolution: Causes and Effects.

Unit II- French Revolution and its Aftermath.

- a. French Revolution: Causes and Significance.
- b. Napoleon as a Reformer.
- c. Congress of Vienna.

Unit III- Rise of Nation States.

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

Unit IV- Imperialism, Revolution and Totalitarian States.

- a. World War I: Causes, Effects and Treaty of Versailles.
- b. The Russian Revolution.
- c. Nazism in Germany.
- d. Fascism in Italy.

Unit V- World War II and Post-War Movements.

- a. World War II: Causes and Effects.
- b. Colonialism and Nationalism in Asia: Burma, Indonesia and Vietnam.

B. A. I YEAR (PASS)

PAPER – I

INTRODUCTION OF SOCIOLOGY

- | | |
|---------------|--|
| Unit 1 | Nature and scope of Sociology
Meaning of sociology and definition; nature and scope of sociology, Sociology and it's relation with other Social Sciences |
| Unit 2 | Basic Concepts
Society, community, institution, association, group, and culture. |
| Unit 3 | Social Institutions
Family, Marriage, Religion, Education, Polity and Economy |
| Unit 4 | Socialization
Socialisation – meaning and definition; relation between individual and society; and Agencies of socialization |
| Unit 5 | Social Stratification
Meaning, Forms and Theories- Fundamental, Marxism and Weberian |
| Unit 6 | Social Change
Meaning definition and characteristics; progress and development; Factors of Social Change |
| Unit 7 | Social Problems
Youth unrest, Alcoholism, Drug Addiction, Unemployment, Crime and Delinquency Corruption and Domestic violence |

PAPER – II

CLASSICAL SOCIOLOGICAL THOUGHT

- Unit 1** **Emergence of Sociology:** Role of French Revaluation of Industrial revolution; Intellectual background for the emergence of Sociology in the Western world
- Unit 2** **Comte:** Positivism; law of three stages and Hierarchy of Science
- Unit 3** **Spencer:** Social Darwinism; Evolution; and classification of Society
- Unit 4** **Durkheim:** Mechanical and Organic Solidarity; Social fact; Theory of Suicide and Sociology of Religion
- Unit 5** **Weber:** Types of Social action, The protestant ethic and the spirit of capitalism; Ideal type; power and authority
- Unit 6** **Marx:** Historical materialism, class conflict and Alienation.
- Unit 7** **Pareto:** Circulation of elites, Residue and Derivations; and Logical and Non-Logical Action

PAPER – III

SOCIETY IN INDIA

- Unit 1 Unity in Diversity**
Types of Diversity – Ethnic Racial, Religious, Linguistic, Economic, Regional and caste; Types of Unity – Cultural, Political, Geographical, Social and Religious; Unity and Diversity
- Unit 2 The structure and composition of Indian society**
Villages, towns, cities; rural-urban linkages; tribes; weaker section, dalits, women and minorities.
- Unit 3 Basic institutions of Indian Society**
Caste; Class, Kinship, Family, Marriage and Religion.
- Unit 4 Rural Power Structure**
Bases and Emerging Pattern of Rural leadership; Panchayat Raj; and Dominant Caste
- Unit 5 Problems of Indian Society**
Poverty, dowry, gender inequality, Human trafficking and communalism
- Unit 6 Developmental Concern;**
Regional disparities, Development induced Displacement, Ecological Degradation, Climatic Change, Sustainable Development.
- Unit 8 Transformation of Indian Society**
Process of Transformation – Globalization; Secularization; Industrialization, Urbanization and Modernization – It's impact on Indian Society.

PAPER – IV

SOCIAL RESEARCH

- Unit 1 Understanding Social Research**
Meaning, Scope and significance of social research; major steps in Social Research; Qualitative and Quantitative Research
- Unit 2 Hypothesis**
Conceptualisation and Formulation of Hypothesis; Importance of Hypothesis in Social Research and Source of Hypothesis
- Unit 3 Scientific Study of Social Phenomena**
The scientific method, Objectivity and Subjectivity , Debate in Social Research; Positivism in Sociology
- Unit 4 Types of research**
Basic, Applied; Historical, Empirical; Descriptive, Exploratory, and Experimental
- Unit 5 Techniques of Data collection**
Questionnaire, Schedule, Interview Case Study, Observation and Content Analysis
- Unit 6 Analysis and use of Statistics**
Analysis of Data, Coding, Tables, Graphs and Diagram; Use of Statistics – mean, median, mode and standard deviation
- Unit 7 Report Writing**
Importance of Report Writing; Components of Report – Preliminary Pages, Main text and end text.

TRIBAL STUDIES

AN OUTLINE OF PROPOSED SYLLABUS FOR UNDERGRADUATE COURSE UNDER DISTANCE EDUCATION MODE

The approach of studying tribal problems in this country has been basically on three aspects, namely empirical (based on field work), theoretical (based on critical analytical discourse) and applied (based on various development programmes and their evaluations). All these three aspects are operationally interlinked through professionally derived methodological constructs and their interpretations.

The discipline of anthropology has been the main scholarly source of overall academic inputs in their study of tribal problems in this country and elsewhere from the pre-colonial times to the present. Nevertheless, the subject has assumed an interdisciplinary commitment over the last several decades. Therefore, one also requires to look into the related disciplines like history, economics, political science, geography, linguistics, philosophy etc. for wider intellectual stimulation.

The course is divided into four papers consisting of the board dimensions and some specific issues touching on the general tribal situation in India with a special mention of Arunachal Pradesh, the erstwhile NEFA.

Paper-I

Tribal Studies: Concepts and Methods

Unit-I Definitions and Scope

- (a) Introduction to Tribal Studies: Nature, Scope, relevance, relationship with other disciplines.
- (b) Conceptual debate: tribes and indigenous people; Use of terms in India; Scheduled Tribes, primitive tribes, denotified tribes, ex-criminal tribes in India. .

Unit-II Tribal Studies in India

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

Unit-III Social Structure and process

- (a) Structure, function and Organisation
- (b) Social Mobility: types, tribe and caste, tribe-caste-present continuum and Sanskritization
- (c) Social processes: Tribalisation, detribalisation and re-tribalisation

Unit-IV: Fieldwork Tradition

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

Unit-V: Collection of Data

- (a) Methods and Methodology
- (b) Quantitative and Qualitative Research
- (C) Tools and Techniques: Survey and Sampling, observation, interview, case study, genealogies, participatory and focused group discussion
sources of data: primary and secondary sources

Paper II

Tribes in India and in Arunachal Pradesh

Unit-I Tribes, Habitats and Characteristics

- (a) Tribes in India - geographical distribution and Demographic composition
- (b) Tribal Ecology: Knowledge system (health practices, resource conservation, beliefs and practices)

Unit-II Socio-Political Organizations

- (a) Family, marriage, and kinship.
- (b) Types and functions of tribal polity.
- (c) Customary laws and social sanctions
- (d) Religion: Faiths, belief and practices

Unit-III Economic Organisation

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

Unit-IV Tribes in Arunachal Pradesh

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

Unit-V Society and Emerging issues in Arunachal Pradesh

- (a) Social organisation
- (b) Emerging issues: land relations, occupational diversification and modern polity
- (c) Women and Society: inheritance; women and empowerment

Paper III

Contemporary Tribal Issues

Unit-I Economic Issues

- (a) Poverty, Indebtedness, Land alienation,
- (b) Unemployment, migration
- (c) Industrialisation; urbanisation; displacement and rehabilitation; and globalisation

Unit-II Social Movements

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

Unit-III Tribal Rights

- (a) Land, Forest and Water
- (b) Intellectual Property Rights
- (c) Human rights

Unit-IV Emerging Social Problems

- (a) Issues related to health and education; Malnutrition, HIV/AIDS, reproductive health, illiteracy
- (b) Alcoholism and drug abuses
- (c) Gender inequality

Unit-V Language Issues

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

Paper IV

Constitutional Provisions and Tribal Development Programmes in India

Unit-I Constitutional Provisions and Safeguards

Unit-II Five Year Plans and Tribal Development Programmes

Unit-III History of Tribal Policy and Approach to Tribal Development in India

- (a) **Concept of Tribal development**
- (b) **Tribal Policy during pre-colonial, colonial and post-colonial period**
- (c) **Approaches to tribal development in India**

Unit-IV Provisions in Fifth and Sixth Schedules, Autonomous District Councils

Unit-V Impact and Implication of Tribal policies

- (a) **Provisions of the Panchayats (Extension to Scheduled Areas) Act, 1996,**
- (b) **Scheduled Tribes (Recognition of Forest Rights) Act, 2006.**