

**DETAILED SYLLABI
B. A. HONOURS ENGLISH UNDER CBCS
DIBRUGARH UNIVERSITY - 2018**

**FIRST SEMESTER
COURSE CODE: 10100
COURSE 1: INDIAN CLASSICAL LITERATURE
(CORE)
CREDITS ASSIGNED: 6 CREDITS**

COURSE OBJECTIVES: The objective of this course is to acquaint the students with the rich cultural heritage of ancient Indian literature, especially Sanskrit Literature. Indian classical literature can truly claim the distinction of achieving the highest peak of art form in Sanskrit in the immortal plays of Kalidasa, the epics *The Ramayana* and *The Mahabharata*, Shudraka's *Mrcchakatika*, among others. Although Srimanta Sankaradeva of Assam cannot be regarded as 'classical' from the purview of temporality, his works are characterised by classical sensibilities and in the context of Assamese literature and culture, his works are held as immortal classics. Therefore, one of his famous plays *Parajuta Harana* has been prescribed.

UNIT I: CLASSICAL SANSKRIT DRAMA

Kalidasa, *Abhijñana Shukuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).

UNIT II: SELECTIONS FROM EPIC SANSKRIT LITERATURE

Vyasa, 'The Dicing' and 'The Sequel to Dicing', 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106-69.

UNIT III: SANSKRIT DRAMA

Sudraka, *Mrcchakatika*, tr. M.M. Ramachandra Kule (New Delhi: Motilal Banarsidass, 1962).

UNIT IV: CLASSICAL ASSAMESE DRAMA

Shankaradeva, *Parajuta Harana* [trans. William L. Smith] from *Krishna: A Source Book*, ed. Edwin Francis Bryant (London: OUP, 2007). [www.atributenosankaradeva.org/parajuta.pdf]

SUGGESTED TOPICS AND BACKGROUND PROSE READINGS FOR CLASS PRESENTATIONS

TOPICS

The Indian Epic Tradition: Themes and Recensions
Classical Indian Drama: Theory and Practice
Alankara and *Rasa*
Dharma and the Heroic
Neo-vaishnavite Movement in Assam
Ankiya Nat

MODE OF ASSESSMENT:

Internal Assessment: 20 marks
(Sessional test 1: 5marks, Sessional test 2: 5 marks, Presentation/viva voce/Group discussion: 5 marks, Attendance: 5 marks)

Total: 20 marks

Final Examination: 80 marks

Unit 1: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 2: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 3: 1 long answer question+ 1 short note/analysis (15+05) =20 marks
Unit 4: 1 long answer question+ 1 short note/analysis (15+05) =20 marks

Total: =80 marks



6.2 Course – XIV: Indian Political Thought-II

Course objective: Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original texts are also given to discuss in the class. The list of additional readings is meant for teachers as well as the more interested students.

Total Lectures and Tutorials - 84

Unit-I: Introduction to Modern Indian Political Thought: Trends and Genesis

13 Lectures and 4 Tutorials

Unit-II: Reformist Political Thought- Rammohan Roy- Rights – Freedom of Press, Civil Liberties, Gender; Pandita Ramabai: Gender- Women's Education, Sarada Sadan

13 Lectures and 4 Tutorials

Unit-III: Nationalist Political Thought: Gandhi: Swaraj; Nehru: Secularism; Tagore: Critique of Nationalism

13 Lectures and 4 Tutorials

Unit-IV: Thoughts For Social Change: Ambedkar: Social Justice; Lohia: Socialism, M.N. Roy: Radical Humanism

13 Lectures and 4 Tutorials

Unit-V: Thoughts of Cultural Nationalism: Iqbal: Community; Savarkar: Hindutva

12 Lectures and 4 Tutorials

Reading List:

- V. Mehta and T. Pantham (eds.), (2006) '*A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian civilization*' Vol. 10, Part: 7, New Delhi: Sage Publications
- D. Dalton, (1982) 'Continuity of Innovation', in *Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi*, Academic Press: Gurgaon
- R. Roy, (1991) 'The Precepts of Jesus, the Guide to Peace and Happiness', S. Hay, (ed.) *Sources of Indian Tradition, Vol. 2*. Second Edition. New Delhi: Penguin, pp. 24-29.
- C. Bayly, (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800- 1830', in Sh. Kapila (ed.), *An intellectual History for India*, New Delhi: Cambridge University Press, pp. 18- 34.

Title of the Course	:	INDIAN SOCIETY: IMAGES AND REALITIES
Course Code	:	GECSOC2
Nature of the Course	:	GENERIC ELECTIVE COURSE (GEC)
Total Credits	:	03
Distribution of Marks	:	60 (End Sem) + 40 (In-Sem)

Course outcomes:

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

CO-1:

To describe the sociological explanation about Indian society and its ideas

ILO:

- To locate India as nation.
- To locate India as civilization.

CO-2:

To explain the major social institutions of Indian society and the processes of functioning of these institutions.

ILO:

- To distinguish the features of village and town.
- To discuss about caste and religion in creating values in Indian society and politics.
- To analyse the understanding of variability and changes relating to family.
- To critique the construction of gender in Indian society.

CO-3:

To critically analyse the concepts of civilization, colony and nation in Indian context

ILO:

- To illustrate the ideas of civilization, colony and nation critically.
- To outline the ideas of recasting of family, gender, caste etc. in contemporary Indian context.

UNITS	CONTENTS	L	T	P	Total Hours
1 (20 Marks)	Sociological understanding of Ideas of India: Civilization • Colony • Nation and • Society	11	2	0	13
2 (15 Marks)	Institutions and Processes • Village, • Town • Caste, • Religion,	10	2	0	12

3 (10 Marks)	Family and Gender • Social Construction of Gender • Form and Formation of Family	7	1	0	8
4 (15 Marks)	Critical understanding of : • Civilization,colony, • Nation and society	10	2	0	12
Total		38	7	0	45

Where, L: Lectures T: Tutorials P: Practicals

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge						
Conceptual knowledge	CO1		CO2			
Procedural knowledge				CO3		
Metacognitive knowledge						

Mapping of Course Outcomes in Program Outcomes

CO\PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	S	S	S	S	M	S	M	S	M	M	M	S	M	S	S
CO2	S	S	S	S	S	S	S	S	S	M	S	S	S	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	S	S	M	S	S

S= STRONGLY CORRELATED
M-MODERATELY CORRELATED

MODES OF IN-SEMESTER ASSESSMENT:

Two Internal Examination	-	(40Marks)	20Marks	-
Group Discussion			07 Marks	
Seminar presentation on any of the relevant topic			10 Marks	
Viva-Voce			3 Marks	

SUGGESTED READINGS:

Ideas of India : Civilization, Colony, Nation and Society

- Embree, Ainslie Thomas. *Imagining India*. Delhi: Oxford University Press, 1989. Chapter1- Brahmanical Ideology and Regional Identities. Pp. 9 – 27
- Cohn, Bernard. *India: Social Anthropology of a Civilization*, Delhi: OUP, Chapters 1, 3, 5& 8 (1-7, 24-31, 51-59, 79-97)

Institutions and Processes Village, Town and Region

- Breman, Jan. 'The Village in Focus' from the *Village Asia Revisited*, Delhi: OUP 1997.Pp. 15-64
- Cohn, Bernard, *An Anthropologist Among Historians and Other Essays*, Delhi: OUP, 1987,Chapters. 4 and 6. Pp.78-85 & 100 – 135

Caste, Religion and Ethnicity

- Mines, Diane P. *Caste in India*, Ann Arbor, Mich.: Association for Asian Studies,

2009.Pp. 1-35

- Fuller, C. J. *The Camphor Flame: Popular Hinduism and Society in India*. Delhi: Viking,1992. Chapter 1. Pp. 3 – 28.
- Ahmad, Imtiaz et al (eds). *Pluralism and Equality: Values in Indian Society and Politics*, Sage : New Delhi, 2000. Chapter: 'Basic Conflict of 'we' and 'they'' Between religious traditions, between Hindus, Muslims and Christians', Pp.

Family and Gender

- Dube, Leela. 'On the Construction of Gender: Hindu Girls in Patrilineal India', *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS11-WS19
- Gray, John N. & David J. Mearns. *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage,
- 1989. Chapter 3. (Sylvia Vatuk) Household Form and Formation: Variability and Social Change among South Indian Muslims. Pp. 107-137

Critiques

- Omvedt, Gail. *Understanding Caste*. New Delhi: Orient Black Swan, 2011.
- Chapters. 5, 9, 11 and Conclusion. Pp. 30-38, 67 – 73, 83 – 90, 97 – 105 Sangari, Kumkum and Sudesh Vaid. *Recasting Women: Essays in Indian Colonial History*. New Brunswick: Rutgers University Press. Introduction, Pp. 1 – 25

Semester: I**Course: Understanding India****Nature of Course: VAC****Credit: 2****Assessment: 20 (In Semester)+30 (End Semester)=50**

Course Description: This course offers an introductory understanding of cultural development through art and architecture, religions and philosophies of ancient and medieval India. The paper also deals with phases of the Freedom Struggle, various constituent assembly debates and the basic features of the Indian Constitution.

Pre-requisite: Basic concepts of Indian society and culture

Objectives: To familiarize the students with the history, culture, and constitution of India

Course Outcomes:

CO1: To interpret the literary and philosophical development in Ancient India.

CO2: To analyze the art and architectural development in early and medieval India

CO3: To explain the medieval Bhakti movement and the Sufi tradition.

CO4: To develop an understanding of the Constitution of India.

Course Contents:

Topic		Credit	
Unit-1		Lecture	Tutorial
		Marks Distribution: 15	
1.1	The idea of Bharatavarsha; Indian literature- Sanskrit, Pali, Prakrit, Tamil	4	1
1.2	Scientific literature and development of science in Ancient India	4	1
1.3	Religions and philosophies of ancient India-Vedic, Buddhism, Jainism	4	1
1.4	Education and educational institutions in Ancient India	4	1
Unit- 2		Marks Distribution: 15	
2.1	Art and architecture of ancient	4	1

	India		
2.2	Art and Architecture of Medieval India	4	1
2.3	Medieval Bhakti Movement and The Sufi Tradition	4	1
Unit- 3		Marks Distribution: 15	

