

SALBARI COLLEGE

P.O.: Salbari, P.S.: Salbari, Distict: Baksa

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FIRST CYCLE NAAC ACCREDITATION 2023

CRITERION 1

CURRICULUM ENRICHMENT

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

List of Courses that deal with professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Submitted to



THE NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

1.3.1 Institution integrates cross-cutting issues relevant to professional Ethics, Gender, Human Values, Environment and Sustainability transacting the curriculum.

The institution integrates to the crosscutting issues relevant to professional Ethics, Gender, Human Values, Environment and sustainability into the curriculum of affiliating University of Gauhati University and Bodoland University. The institution is always sensible towards the professional ethics, gender, human values, environment etc.

Under Bodoland University (CBCS):

Gender:

Subject	Semester	Course Code	Paper Title
Assamese	II	CC-3	Culture behaviour of Assam
	IV	GE-4	Study on Culture of Assam
Bodo	III	BOD-HC-3036	Introduction to Culture
	IV	BOD-HC-4036	Bodo Culture
	VI	BOD-HC-6016	Contribution of Women Writers in Bodo Literature
Education	II	CC-3	Development of Education in India
	VI	SEC-4	Education and Human Rights
English	II	CC-3	Indian Writing in English
		DSC-1(B)	Modern Indian Literature
	V	CC-11	Women's Writing
History	I	CC-2	History of India (300-1206)A.D.
		DSC-1A	History of India (From the Earliest to 1206)
	II	CC-3	History of India (300-1206) A.D.
		DSC-1B	History of India (1206-1757)
	III	CC-5	History of India (1206-1526)
		CC-6	History of Modern Europe-I
		DSC-1C	History of India (1757-1947)
	IV	CC-8	History of India (1526-1757) A.D.
		CC-9	History of Assam (1228-1826) A.D.
		CC-10	History of Modern Europe-II
	V	CC-11	History of India (1757-1857) A.D.
	VI	CC-13	History of India (1857-1947) A.D.
		CC-14	Ancient World Civilization
	Political Science	II	CC-4
III		PSCSE3012	Democratic Awareness
V		PSCHC3116	Classical Political Theory
V		DSE-2	Women & Politics
VI		CC-13	Modern Political Philosophy
VI		CC-14	Indian Political Thought-II



Professional Ethics:

Subject	Semester	Course Code	Paper Title
Assamese	III	ASH 3.04 SEC-1	Folklore and Tourism of Assam
	IV	ASH 4.04 SEC-2	Use of Language in Computer
Bodo	III	BOD-HC-3036	Introduction to Culture
	IV	BOD-HC-4036	Bodo Culture
Economics	III	SEC-1	Data Analysis
		SEC-2	Field Study and Its Importance
	IV	CC-12	Development Economics-I
		CC-14	Development Economics-II
VI	DSE-1B	Public Finance	
	CC-5	Teacher Education	
Education	III	CC-7	Educational Guidance and Counseling
		CC-8	Educational Technology
	IV	CC-11	Educational Management and Administration
		SEC-2	Method and Techniques of Teaching
	VI	SEC-4	Education and Human Rights
English	IV	SEC-2	Translation Studies
	V	SEC-3	Business Communication
	VI	DSE-4	Modern Indian Writing in English Translation
		SEC-4	Technical Writing
		DSE-1B	Language and Linguistics
History	IV	SEC-2	Historical Tourism: Theory and Practice
Philosophy	VI	SEC-4	Yoga Philosophy
Political Science	III	CC-6	Public Administration
	IV	CC-9	Public Policy in India
	VI	DSE-4	India's Foreign Policy

Human Values:

Subject	Semester	Course Code	Paper Title
Assamese	I	CC-1	History of Assamese Literature
	IV	CC-8	Study on Literary Criticism: East and West
Bodo	III	BOD-HC-3036	Introduction to Culture
	IV	BOD-HC-4036	Bodo Culture
Economics	V	CC-11	Indian Economy-I
		DSE-1	Public Finance
		DSE-2	Applied Economics/ Money & Financial Markets
	VI	CC-13	Indian Economy-II
		DSE-3	International Economics
Education	II	CC-3	Development of Education in India
	III	SEC-1	Value Education
		DSC-1(C)	Educational Psychology
	V	DSE-1	Child Psychology
		DSE-1A	Educational Guidance and Counseling
	VI	DSE-3	Special Education



English	V	CC-11	Women's Writing
History	III	CC-7	History of Assam (Early to 1228) A.D.
	V	CC-12	History of Assam (1826-1947) A.D.
Philosophy	II	CC-4	Ethics
	III	CC-7	Applied Ethics
		SEC-1	Critical Thinking and Decision Making
	V	DSE-1A	Buddhism
	VI	CC-13	Philosophy of Religion (India & Western)
CC-14		Philosophy of Language (India & Western)	
Political Science	I	CC-2	Politics in India-I
	I	DSC1	Political Theory
	III	SEC-1	Democratic Awareness

Environment and Sustainability:

Subject	Semester	Course Code	Paper Title
AECC	II	AECC-2	Environmental Studies
Economics	V	SEC-3	Economics of Sericulture
	VI	SEC-4	Tourism Economics
History	IV	SEC-2	Historical Tourism: Theory & Practice
Political Science	IV	DSC1D	International Relations
		CC-9	Public Policy in India
		CC-10	Global Politics
	VI	DSE-3	South Asia
		DSE-4	India's Foreign Policy
		GE-2	Politics in India

Under Gauhati University (CBCS):

Gender:

Subject	Semester	Course Code	Paper Title
Bodo	III	BOD-HC-3036	Introduction to Cultute
	IV	BOD-HC-4036	Bodo Culture
	VI	BOD-HC-6016	Contribution of Women Writers in Bodo Literature
Economics	V	ECO-HE-5016	Economics of Health and Education
	VI	ECO-HC-6026	Development Economics-II
English	I	AECC-1014	English Communication/English Language Proficiency
		ENG-CC-1016	Contemporary India: Women and Empowerment
	II	HIS-HC-2016	History of India-II
	III	HIS-HC-3026	Rise of the Modern West
		HIS-HG-3016	History of India (c. 1757-1947)
	IV	HIS-SE-4014	Oral Culture and Oral History



	V	HIS-HC-5016	History of Modern Europe (C. 1780-1939)
	VI	HIS-HC-6016	History of India VIII (c. 1857-1950)
		HIS-HE-6026	Assam Since Independence
Political Science	VI	HIS-HC-6026	History of Modern Europe (c. 1780-1939)
		I	POLRC1016
	II	POLRC2016	Indian Government and Politics
	IV	POLRC4016	Introduction to International Relations
	V	POLSE5014	Panchayati Raj in Practice
	VI	POLSE6014	Citizens and Rights
Education	V	EDU-DSE-5036	Human Rights Education
		EDU-SE-5014	Extension Activities
		EDU-RG-5016	Distance Education
	VI	EDU-DSE-6046	Women and Society

Professional Ethics:

Subject	Semester	Course Code	Paper Title
English	I	AECC-1014	English Communication/English Language Proficiency
Political Science	III	POLSE3014	Parliamentary Procedures and Practices
	V	POLRE5016	Public Administration-I
	V	POLRG5016	Public Administration-I
Education	V	EDUDSE5046	Teacher Education in India

Human Values:

Subject	Semester	Course Code	Paper Title
Bodo	I	BOD-HC-1016	History of Bodo Literature (Early Period)
	II	BOD-HC-2016	History of Bodo Literature (Modern Period, 1952 to 2015)
	VI	BOD-HC-6026	Cognate Languages of the Bodo
Economics	V	ECO-HE-5016	Economics of Health and Education
History	I	HIS-RC-1016	History of India (From the earliest times up to c. 1206)
	II	HIS-RC-2016	History of India (c. 1206 to 1757)
		HIS-HG-2016	History of India (c. 1206 to 1757)
	III	HIS-HC-3016	History of India III
		HIS-HC-3036	History of India-IV (c. 1206-1550)
		HIS-HG-3016	History of India (c. 1757-1947)
		HIS-RC-3016	History of India (c. 1757-1947)
	IV	HIS-HC-4026	History of India (c. 1550-1605)
		HIS-HG-4016	Social and Economic History of Assam
		HIS-SE-4014	Oral Culture and Oral History
		HIS-RC-4016	Social and Economic History of Assam
	V	HIS-HC-5026	History of India-VII
	VI	HIS-HC-6016	History of India VIII (c. 1857-1950)
		HIS-HC-6026	History of Modern Europe (c. 1780-1939)
Philosophy	I	PHI-HC-1016	Indian Philosophy-I
	II	PHI-HC-2016	Greek Philosophy




	III	PHI-HG-2016	Indian Philosophy
		PHI-HC-3026	Indian Philosophy-II
		PHI-HC-3036	Ethics
		PHI-HG-3036	Ethics
	IV	PHI-HC-4016	Contemporary Indian Philosophy
		PHI-HC-4026	Philosophy of Religion
		PHI-HC-4036	Political & Social Philosophy
	V	PHI-HE-5016	Philosophy of Upanisads
		PHI-HE-5026	Philosophy of Gita
	VI	PHI-HC-6016	Philosophy of Mind
PHI-HE-6036		Applied Ethics	
Political Science	II	POL-RC-2016	Indian Government and Politics
	IV	POL-SE-4014	Youth and Nation Building
	V	POL-RE-5016	Public Administration-I
		POL-RG-5016	Public Administration-I
	VI	POL-SE-6014	Citizens and Rights

Environment and Sustainability:

Subject	Semester	Course Code	Paper Title
AECC	II	ENV-AE-2014	Environmental Studies
Economics	V	ECO-HC-5016	Indian Economy-I
		ECO-RE-5016	Economics Development and Policy in India-I
		ECO-RG-5016	Economics Development and Policy in India-I
	VI	ECO-HC-6026	Development Economics-II
		ECO-HE-6016	Environmental Economics
History	III	HIS-SE-3014	Historical Tourism in North-East India
	IV	HIS-HG-4016	Social and Economic History of Assam
	VI	HIS-HE-6026	Assam Since Independence
Political Science	II	POL-RC-2016	Indian Government and Politics




Principal, Salbari College



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Salbari College, Salbari, Baksa

প্ৰসঙ্গপুথি :

বহুল কাকৰণ : সত্ৰনাথ বৰা

অসমীয়া ভাষাৰ কাকৰণ আৰু ভাষাতত্ত্ব : কলিৰাম শ্ৰেধি

অসমীয়া ভাষাৰ মৌলিক বিচাৰ : গোপালক চন্দ্ৰ গোস্বামী

GE-2: অসমীয়া ব্যৱহাৰিক ব্যাকৰণ

মুঠ ক্রেডিট - ৫+১=৬

গেটি-১ : অসমীয়া কাকৰণৰ ইতিহাস, অসমীয়া ব্যাকৰণৰ শ্ৰেণীবিভাজন, অসমীয়া ব্যাকৰণৰ
প্ৰয়োজনীয়তা

নম্বৰ-১৬

গেটি-২ : পদৰ সংস্থা আৰু শ্ৰেণীবিভাজন, বিশেষ্য, সৰ্বনাম, বিশেষণ, ক্ৰিয়া আৰু কাৰক

নম্বৰ-১৬

গেটি-৩ : শব্দাৰ্থগত বিষয়সমূহ :

শব্দৰ সংস্থা, শব্দৰ গঠন, শব্দৰ শ্ৰেণীবিভাজন, বচন, লিপিবদ্ধ শব্দ, সমার্থক শব্দ

নম্বৰ-১৬

গেটি-৪ : বাক্য গঠন

সংস্থা, গঠন আৰু বাক্যৰ শ্ৰেণীবিভাজন, বাক্যৰ কপাস্থল

নম্বৰ-১৬

গেটি-৫ : অসমীয়া শব্দসমূহ

নম্বৰ-১৬

প্ৰসঙ্গপুথি :

বহুল কাকৰণ : সত্ৰনাথ বৰা

অসমীয়া ভাষাৰ কাকৰণ আৰু ভাষাতত্ত্ব : কলিৰাম শ্ৰেধি

অসমীয়া ভাষাৰ মৌলিক বিচাৰ : গোপালক চন্দ্ৰ গোস্বামী

৩য় বাৰ্ষিক

কাকত ক্রেডিট : ASH 3

C-5 : অসমীয়া লোকসাহিত্যৰ পৰিচয়

মুঠ ক্রেডিট - ৫+১=৬



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মুঠ মূল্যাতক = ১০০ (বহিঃমূল্যায়ন- ৮০- অন্তঃমূল্যায়ন-২০)

গোটি-১ : লোকসাহিত্যৰ আৱয়ব, সংজ্ঞা আৰু শ্ৰেণীবিন্যাস	নম্বৰ-১৬
গোটি-২ : লোকগীত আৰু ইয়াৰ বিভিন্ন কাণ	নম্বৰ-১৬
গোটি-৩ : লোককথা আৰু ইয়াৰ বিভিন্ন কাণ	নম্বৰ-১৬
গোটি-৪ : অসমীয়া ফকুৰা-যোহনা, প্ৰবাদ-প্ৰবচন আৰু সাধৰ	নম্বৰ-১৬
গোটি-৫ : লোকনাট আৰু ইয়াৰ বিভিন্ন ভাগ আৰু অসমীয়া সাহিত্যত ইয়াৰ উপাদান	নম্বৰ-১৬

প্ৰসঙ্গ পৃথি :

Audrey Cahtiey	: The Assamese
Prafulla Dutta goswami	: Bihu : Spring time festival of Assam
	: Folk Literature of Assam
নৰেশ্বৰ শইকীয়া	: অসমীয়া মানুহৰ ইতিহাস
নবীন চন্দ্ৰ শৰ্মা	: অসমীয়া লোকসংস্কৃতিৰ আভাস
	: জনসংস্কৃতিৰ কপৰেখা
	: লোকসংস্কৃতি
বিৰিঞ্চি কুমাৰ বৰুৱা	: অসমৰ লোকসংস্কৃতি
	: অসমীয়া ভাষা আৰু সংস্কৃতি
প্ৰমোদ চন্দ্ৰ ভট্টাচাৰ্য	: অসমৰ লোক উৎসৱ
	: অসমৰ জনজীৱিত (সম্পা.)
নিৰ্জিত প্ৰভা বৰদলৈ	: অসমৰ লোক সংস্কৃতি
লীলা গগৈ	: অসমীয়া লোক সংস্কৃতিৰ কপৰেখা
যোগেশ দাস	: অসমৰ জনকৃষ্টি
আব্দুছ ছাদাৰ	: সংমিশ্ৰিত অসমীয়া সংস্কৃতি
নাৰায়ণ দাস &	
পৰমেশ্বৰ ৰাজেশ্বৰী (সম্পা.)	: অসমীয়া সংস্কৃতি কোষ


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উপেন বাড়া হাকচাম : অসমৰ জনজাতীয় সংস্কৃতি

প্ৰহ্লাদ কুমাৰ বৰুৱা (সম্পা.) : অসমীয়া লোক সাহিত্য

C-6 : অসমীয়া নাটক অধ্যয়ন

মুঠ কেডিট - ৫+১=৬

মুঠ মূল্যঃক = ১০০ (বহিঃমূল্যায়ন-৮০- অন্তঃমূল্যায়ন-২০)

গোটি-১ : অসমীয়া নাটকৰ আৱহাণ আৰু বিকাশ, অংকীয়া নাটৰ পৰিচয়, কণ-সৈশিষ্টা আৰু

অধুনিক অসমীয়া নাটকৰ ধৰা

নম্বৰ-১৬

গোটি-২ : শংকৰদেৱ : কবিত্বশীৰ্ষক নাট

নম্বৰ-১৬

গোটি-৩ : শ্ৰীৰাম আত্ম : কংসবধ

নম্বৰ-১৬

গোটি-৪ : জ্যোতিপ্ৰসাদ আগৰৱালা : কপালীম

নম্বৰ-১৬

গোটি-৫ : অক্ষয় শৰ্মা : নি বাৰণ ভট্টাচাৰ্য

নম্বৰ-১৬

প্ৰসঙ্গ পৃথি :

কজিৱান মেধি : অক্ষয় শৰ্মা

কেশৱচন্দ্ৰ দেৱগায়ত্ৰী : অক্ষয় শৰ্মা

নিৰ্বিধি কুমাৰ বৰুৱা : অক্ষয় শৰ্মা

সংস্কৃত নাথ শৰ্মা : অসমীয়া নাট সাহিত্য

হৰিশচন্দ্ৰ ভট্টাচাৰ্য : অসমীয়া নাট সাহিত্যৰ ত্ৰিবিধি

শৈলেন ভৰলী : অসমীয়া লোকনাট পৰম্পৰা

বসন্ত গোস্বামী : অসমীয়া লোকনাট


হৰিনাথ শৰ্মাশৰ্মা : শঙ্কৰদেৱৰ সাহিত্য প্ৰতিভা

পৰমেশ্বৰ বৰুৱাশৰ্মা : অসমীয়া নাটক : পৰম্পৰা আৰু পৰিৱৰ্তন

নবজ্যোতি শৰ্মা : অসমীয়া নাটক আৰু আধুনিক

সত্যপ্ৰসাদ বৰুৱা : নাটক আৰু অধুনিক প্ৰসংগ

লীলাৱতী শৰ্মাশৰ্মা বৰা (সম্পা.) : পৰম্পৰা


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Dimbeswar Neog	: The Origine and growth of the Assamese Language
কলিৰান শ্ৰেণী	: অসমীয়া বাক্যৰ আৰু ভাষাতত্ত্ব
উপেন্দ্ৰ নাথ গোস্বামী	: ভাষাবিজ্ঞান
	: অসমীয়া ভাষাৰ উপভাষা
	: অসমীয়া ভাষাৰ উচ্চাৰণ, বস্তুনিষ্ঠ আৰু বিকাশ
নগেন্দ্ৰ চাকুৰ	: পুৰণিৰ বিভিন্ন ভাষা
	: পালি-প্ৰাকৃত-অপভ্ৰংশ : ভাষা আৰু সাহিত্য
বহুলাল পাটক	: অসমীয়া ভাষাৰ ইতিহাস
উপেন বড়া হাকচৰ	: অসমীয়া আৰু অসমৰ বিভিন্ন-বৰীয়া ভাষা
লীলাৱতী শইকীয়া বৰা	: সংস্কৃত, পালি-প্ৰাকৃত আৰু অসমীয়া বাক্যৰ
	: অসমীয়া ভাষাৰ কপতত্ত্ব
ভীমকান্ত বৰুৱা	: অসমীয়া ভাষা
দেবীপ্ৰিয় ব্ৰহ্মা পাটগিৰী	: মধ্যযুগৰ অসমীয়া ভাষাৰ বাক্যৰ
লীলাৱতী শইকীয়া বৰা আৰু	
দেবীপ্ৰিয় ব্ৰহ্মা পাটগিৰী (সম্পা.)	: ভাষা-ভিজ্ঞান
বিভা ভৰালী	: কামৰূপ উপভাষা : এটি অধ্যয়ন
বিভা ভৰালী আৰু	
বৰুৱা তালুকদাৰ	: গোস্বামীৰ উপভাষা : কপ-বৈচিত্ৰ্য

কাকত কোড : ASH 4.04

SEC-2 কম্পিউটাৰত ভাষা-ব্যৱহাৰ

মুঠ ক্রেডিট - ২

মুঠ মলাংক = ২০

গোচি-১ : কম্পিউটাৰ : পৰিচয়, কাৰ্যপদ্ধতি আৰু ব্যৱহাৰ

নম্বৰ-১৬



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গোটি-২ : কম্পিউটাৰত অসমীয়া ভাষাৰ প্ৰয়োগ : অসমীয়া ভাষাৰ - অসমীয়া কী-ব'ৰ্ড-অসমীয়া

ছফটৱেৰ - অসমীয়াত ব'ৰ্ড প্ৰ'চেছৰছ - পেন্সেল চেক'বছ আৰু কাৰিকৰণ চেক'বছ

নম্বৰ-১৬

নিৰ্দেশিত পাঠ্যক্ৰম :

P.K.Sinha : Computer Fundamentals

প্ৰসঙ্গ-সূত্ৰ :

1. www.xahitya.org
2. www.enajori.com

GE-4 : অসমৰ সংস্কৃতি অধ্যয়ন

মুঠ ক্রেডিট - ৫+১=৬

মুঠ মূল্যংক = ১০০ (বহিঃমূল্যংক-৮০- অন্তঃমূল্যংক-২০)

গোটি-১ : লোকসংস্কৃতিৰ বিশেষ সম্বৰ্ভত সংস্কৃতিৰ সংজ্ঞা, শ্ৰেণীবিভাজন, পৰিচয় আৰু গুৰুত্ব

নম্বৰ-১৬

গোটি-২ : ঐতিহাসিক সংস্কৃতি (লোক শিল্প, লোক কলা, লোক সৃষ্টিবিদ্যা,

লোক সাজপাৰ, লোক বন্ধন-প্ৰথা, লোকগীত, লোক নৃত্য)

নম্বৰ-১৬

গোটি-৩ : লোক উৎসৱ -অনুষ্ঠান আৰু প্ৰথাপৰা :

লোক উৎসৱ আৰু আচাৰ-অনুষ্ঠান, মনোৰঞ্জনমূলক অনুষ্ঠান আৰু খেলাধুমালা, লোক উষধ

আৰু লোকধৰ্ম

নম্বৰ-১৬

গোটি-৪ : বহুভাষা, বহুভাষা আৰু কাৰিকৰ বিশেষ সম্বৰ্ভত অসমৰ জনজাতীয় সংস্কৃতি

নম্বৰ-১৬

গোটি-৫ : অসমৰ মূল নাম (অসম নামৰ তাৎপৰ্য), অসমত বাস কৰা মুখ্য প্ৰজাতিৰ মানুহ আৰু

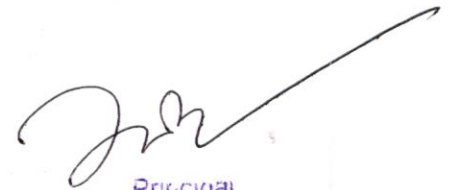
ত্ৰৈলোক্যকৰ অৱদান

নম্বৰ-১৬

প্ৰসঙ্গপুথি :

অসমীয়া লোকসংস্কৃতিৰ আভাস : নৱীন চন্দ্ৰ শৰ্মা

উত্তৰ পূৰ্বাঞ্চলৰ লোকসংস্কৃতি : নৱীন চন্দ্ৰ শৰ্মা



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SEMESTER-III**DSC-1(C): Development Economics****Unit 1:**

Economic Growth and Development: Concept. Indicators of Economic Development

Unit-2

Vicious circle of poverty-Lewis theory of unlimited supplies of labour-Theory of Big Push, Theories of Balanced and Unbalanced Growth

Unit-3:

External resources-Foreign AID-types of Foreign AID, importance of foreign AID-Its danger, FDI-meaning-advantages-disadvantages

Unit-4:

Rostow's stages of economic growth and Harrod-Domar growth model

Readings

1. Debraj Ray, *Development Economics*, Oxford University Press, 2009.
2. Partha Dasgupta, *Economics, A Very Short Introduction*, Oxford University Press, 2007.
3. M Todaro. *Development Economics*-Oxford university press
4. *Development Economics*-Misra & Puri, Himalaya Publishing House, Delhi

SEC-1: Data Analysis

Unit-1: Collection of Data, secondary data and primary data, different sources of secondary data, different methods of primary data collection, preparation of questionnaire and schedule.

Unit-2: Measure of central tendency-mean, median, mode; measure of dispersion-range, quartile deviation, standard deviation, measurement of growth rate.

Unit-3: Correlation, Coefficient of Correlation, Rank correlation, Regression analysis.

Unit-4: Data entry and analysis in SPSS and Excel; diagrammatic presentation.

Reference Books:

- Gupta, SP *Statistical Methods*, Sultan Chand and Sons, New Delhi.
- Gujrati, D. N. (2004), *Basic Econometrics, Fourth Edition*, Tata Mc Graw-Hill Publishing Company Limited, New Delhi.
- Gupta, S.C. and Kapoor, VK, *Fundamentals of Mathematical Statistics*, Sultan Chand and Sons, New Delhi.
- Gupta, S.C. and Kapoor, VK, *Fundamentals of Applied Statistics*, Sultan Chand and Sons, New Delhi.

4. D. N. Gujarati and D.C. Porter, *Essentials of Econometrics*, McGraw Hill, 4th edition, International Edition, 2009.
5. Christopher Dougherty, *Introduction to Econometrics*, Oxford University Press, 3rd edition, Indian edition, 2007

SEC-2: Field Study and its importance

Unit-1

Importance of field Study, selection of topic, objectives, review of literature of the relevant topic and research ethics.

Unit-2

Data collection, field survey, pilot survey, complete enumeration (census) and sample survey, preparation of questionnaire, schedule, etc.

Unit-3

Report writing, References and Bibliography.

NB: Students are asked to collect data from field and write a short report (within 5000 words) on the selected topic.

Reference book:

1. C R Kothari & Gauarav Garg (2019) *Research Methodology: Methods and Techniques*, 4th edition, New Age International Publishers.
2. S C Gupta (20) *Fundamental of statistics*, 7th revised enlarge edition Himalaya Publishing House.

GE-4: International Economics

1. Introduction

What is international economics about? An overview of world trade.

2. Theories of International Trade

The Ricardian, specific factors, and Heckscher-Ohlin models; new trade theories; the international location of production; firms in the global economy — outsourcing and multinational enterprises.

3. Trade Policy

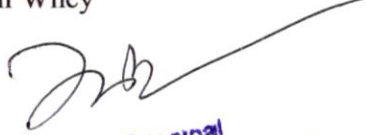
Instruments of trade policy; political economy of trade policy; controversies in trade policy.

4. International Macroeconomic Policy

Fixed versus flexible exchange rates; international monetary systems; financial globalization and financial crises.

Readings:

1. Paul Krugman, Maurice Obstfeld, and Marc Melitz, *International Economics: Theory and Policy*, Addison-Wesley (Pearson Education Indian Edition), 9th edition, 2012.
2. Dominick Salvatore, *International Economics: Trade and Finance*, John Wiley International Student Edition, 10th edition, 2011.


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C-12: Development Economics-I

Unit 1:

Economic Growth and Development: Concept. Indicators of Economic Development

Unit 2:

Capital- meaning-characters and role. Labour-meaning-characters and technology in Economic Development

Unit 3:

Population, population composition, Human Capital and its formation and Economic Development

Unit4:

Vicious circle of poverty-Lewis theory of unlimited supplies of labour-Theory of Big Push, Theories of Balanced and Unbalanced Growth

Recommended Readings:

1. Todaro, MP, Development Economics, Pearson.
2. R.K Lekhi: Development & Environmental Economics
3. Thirlwal, AP, Growth & Development, Palgrave.

5. World Bank, World Development Reports, OUP. UNDP, Human Development Reports. OUP
7. Robert Putnam, *Making Democracy Work: Civic Traditions in Modern Italy*, Princeton University Press, 1994

DSE-1: Public Finance

1. Public Economic Theory

- a. Fiscal functions: an overview.
- b. Public Goods: definition, models of efficient allocation, pure and impure public goods, free riding.
- c. Externalities: the problem and its solutions, taxes versus regulation, property rights, the Coase theorem.
- d. Taxation: its economic effects; dead weight loss and distortion, efficiency and equity considerations, tax incidence, optimal taxation.

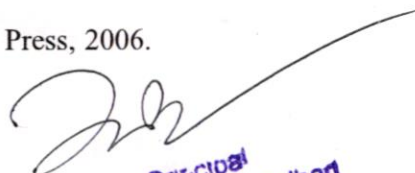
2. Indian Public Finances

- a. Tax System: structure and reforms
- b. Budget, deficits and public debt

- b. Fiscal federalism in India

Readings:

1. J. Hindriks, G. Myles: *Intermediate Public Economics*, MIT Press, 2006.


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SEMESTER-VI

C-13: Indian Economy-II

1. Macroeconomic Policies and Their Impact

Fiscal Policy; trade and investment policy; financial and monetary policies; labour regulation

2. Policies and Performance in Agriculture

Growth; productivity; agrarian structure and technology; capital formation; trade; pricing and procurement

3. Policies and Performance in Industry

Growth; productivity; diversification; small scale industries; public sector; competition policy; foreign investment.

4. Trends and Performance in Services

Readings:

1. Shankar Acharya, 2010, —Macroeconomic Performance and Policies 2000-8, I in Shankar Acharya and Rakesh Mohan, editors, *India's Economy: Performances and Challenges: Development and Participation*, Oxford University Press.
2. Rakesh Mohan, 2010, —India's Financial Sector and Monetary Policy Reforms, I in Shankar Acharya and Rakesh Mohan, editors, *India's Economy: Performances and Challenges: Development and Participation*, Oxford University Press.
3. Pulapre Balakrishnan, Ramesh Golait and Pankaj Kumar, 2008, —Agricultural Growth in India Since 1991, *RBI DEAP Study no. 27*.
4. B.N. Goldar and S.C. Aggarwal, 2005, —Trade Liberalisation and Price-Cost Margin in Indian Industries, *The Developing Economics*, September.
 1. P. Goldberg, A. Khandelwal, N. Pavcnik and P. Topalova, 2009, —Trade Liberalisation and New Imported Inputs, *American Economic Review, Papers and Proceedings*, May.

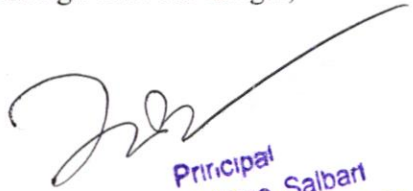
C-14: Development Economics-II

Unit- : I

Introduction to planning: types of planning, rationale/objectives of economic planning in a developing economy, planning process.

Unit-2:

External resources-Foreign AID-types of Foreign AID, importance of foreign AID-Its danger, FDI-meaning-advantages-disadvantages.


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Unit-3:

Rostow's stages of economic growth and Harrod-Domar growth model

Unit-4:

Concept and Measurement of human Development –Human development Index (HDI) for various states in India

Selected Readings:

1. Todaro, M.P. : Development Economics, McGraw Hill
2. Thirlwal, A.P. : Development Economics, Pearson
3. Misra & Puri, : Economics of Development & Planning, HPH
4. Lekhi, R, K. : The Economics of Development & Planning

DSE-3: International Economics

1. Introduction

What is international economics about? An overview of world trade.

2. Theories of International Trade

The Ricardian, specific factors, and Heckscher-Ohlin models; new trade theories; the international location of production; firms in the global economy — outsourcing and multinational enterprises.

3. Trade Policy

Instruments of trade policy; political economy of trade policy; controversies in trade policy.

4. International Macroeconomic Policy

Fixed versus flexible exchange rates; international monetary systems; financial globalization and financial crises.

Readings:

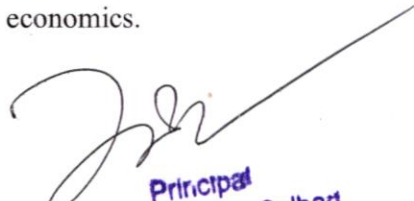
1. Paul Krugman, Maurice Obstfeld, and Marc Melitz, *International Economics: Theory and Policy*, Addison-Wesley (Pearson Education Indian Edition), 9th edition, 2012.
2. Dominick Salvatore, *International Economics: Trade and Finance*, John Wiley International Student Edition, 10th edition, 2011.

DSE-4: Environmental Economics

1. Introduction

What is environmental economics; review of microeconomics and welfare economics.

2. The Theory of Externalities


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V-1-DSE18

SEMESTER-VI

SEC-4: Tourism Economics

Unit-1

Tour-meaning-nature-objectives-purpose, Economics of tourism-meaning, characters, nature, and social relation

Unit-2

Cost-benefits from tourism, income, knowledge, experience, hardship and economy

Unit-3

Tourism places in BTAD, their importance, need and problems.

Unit-1

Tourism-meaning-nature-objectives-purpose, Economics of tourism-meaning, characters, nature, and social relation

Unit-2

Cost-benefits from tourism, income, knowledge, experience, hardship and economy

Unit-3

Tourism places in BTAD, their importance, and problems.

Reading Book:

1. Tourism : principles and practices by SK swain and J. M. Mishra
2. Tourism : operation and management by S Roday and A Biwal
3. Tourism and Travel Management by B Ghosh
4. Tourism Marketing by M Choudhury
5. International Tourism management by A K. Bhatia

DSE-1B: Public Finance

. Public Economic Theory


- a. Fiscal functions: an overview.
- b. Public Goods: definition, models of efficient allocation, pure and impure public goods, free riding.
- c. Externalities: the problem and its solutions, taxes versus regulation, property rights, the Coase theorem.
- d. Taxation: its economic effects; dead weight loss and distortion, efficiency and equity considerations, tax incidence, optimal taxation.

2. Indian Public Finances

- a. Tax System: structure and reforms b. Budget, deficits and public debt
- c. Fiscal federalism in India

Readings:

1. J. Hindriks, G. Myles: *Intermediate Public Economics*, MIT Press, 2006.


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2. H. Rosen, T. Gayer: *Public Finance*, 9th ed., McGraw-Hill/Irwin, 2009.
3. Joseph E. Stiglitz, *Economics of the Public Sector*, W.W. Norton & Company, 3rd edition, 2000.
4. R.A. Musgrave and P.B. Musgrave, *Public Finance in Theory & Practice*, McGraw Hill Publications, 5th edition, 1989.
5. John Cullis and Philip Jones, *Public Finance and Public Choice*, Oxford University Press, 1st edition, 1998.
6. Harvey Rosen, *Public Finance*, McGraw Hill Publications, 7th edition, 2005
7. Mahesh Purohit, *Value Added Tax: Experiences of India and Other Countries*, 2007.
8. Kaushik Basu and A. Maertens (ed.), *The New Oxford Companion to Economics in India*, Oxford University Press, 2013.
9. M.M. Sury, *Government Budgeting in India*, 1990.

GE-2: Principle of Macroeconomics-1

Unit 1: Macroeconomics and National Income Accounting

Basic issues studied in Macroeconomics; Definitions of related aggregates of National Income; Methods of estimating National Income; real versus nominal GDP; Circular flow in a two sector economy; GNP as a measure of Economic Welfare and Quality of Life.

Unit 2: The Classical System


Classical Theory and Say's Law of Market; Classicalists Quantity Theory of Money; The Classical Full Employment Model. Keynes' objections to classical theory, Simple Keynesian model of Income Determination

Unit 3: The Simple Keynesian Model in a Closed Economy

Keyne's Effective Demand; Keynesian Consumption Function; Technical Attributes of Consumption function; Simple Keynesian model of Income determination.

Recommended Books:

1. Dornbusch, Fisher, Startz (2005): *Macroeconomics*, Tata Mcgraw-Hill; Publishing Company Ltd New Delhi
2. Suraj B. Gupta: *Monetary Economics*, S.Chand and Company Ltd.
3. W.Beckerman: *An Introduction to National Income Analysis*, Universal Book Stall, New Delhi,
4. Raghavendra Jha : *Contemporary Macroeconomic Theory and Policy*, Wiley Eastern Ltd.,
5. Dudley Dillard: *The Economics of John Maynard Keynes*, Vikas Publishing House Ltd.
6. Eugene A. Diulio: *Theory and Problems of Macroeconomics*, Schaum's Outline Series, Mcgraw Hill Book Company, 1983
7. Rana and Verma: *Macroeconomic Analysis*, Vishal Publications, Jalandhar, 1998


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111-CC5

- Social cohesion and social progress

UNIT II: PHILOSOPHY AND EDUCATION

1. Meaning, nature & scope of philosophy
2. Relationship between education and philosophy
3. Some major schools of Philosophy: Idealism, Naturalism, Realism, and Pragmatism - their contribution to present day education
4. Emergence of educational thoughts through the works of great educators like Rousseau, Froebel, Dewey, Tagore and Gandhi

UNIT III: EDUCATION AND SOCIOLOGY

1. Nature and scope of educational Sociology
2. Need for sociological approach in Education
3. Education as social heritage; education as an instrument of social change, education as a factor of social change, education as a reflection of social change.

UNIT VI: SOCIAL GROUPS

1. Primary and Secondary groups: meaning, characteristics, types and their differences
2. Social Interaction and Social Stratification

REFERENCES

1. Bhatia, K & Bhatia, B. The Philosophical and Sociological foundations of Education
2. Elias, J.L., Marriam, S.B., Philosophical Foundation of Adult Education. Second Edition.
3. Pathak, R.P., Philosophical and Sociological foundations of Education, Published by Kanishka Publishers.
4. Singh, Y.K., Sociological foundations of Education. APH Publishing.

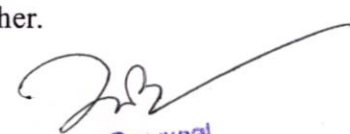
SEMESTER- III

C-5: TEACHER EDUCATION

CREDIT: 6

Objectives:

1. To acquaint the learner with the concept, aims, scope and development of teacher education in India.
2. To develop understanding about the different policies and practices and quality assurance in Teacher education along with the needs and importance of in-service training programmes.
3. To acquaint the learner with skilled based and competency based teacher education.
4. To develop understanding about professional ethics and accountability of teacher.


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5. To acquaint the learner with different organizations involved in teacher education.

UNIT I: CONCEPT OF TEACHER EDUCATION

1. Teacher education – concept, aims and scope
2. Objectives of teacher education
3. History and development of teacher education in India

UNIT II: PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

1. Concept of pre-service and in- service teacher education
2. Need and importance of in-service teacher education
3. Teacher education for different levels of education- pre-primary, primary and secondary

UNIT III: PROBLEMS OF TEACHER EDUCATION

1. A critical appraisal of the present system of teacher education in India a study of the various Policies and practices in teacher education in post-independence era
2. Present causes and problems of teacher education and suggestions for solution

UNIT IV: TEACHER EDUCATION AND EDUCATIONAL TECHNOLOGY

1. Skill-based and Competency based teacher education
2. Interaction analysis – Flanders interaction analysis
3. Simulated Social Skill Training (SSST)

UNIT V: ORGANISATIONS FOR TEACHER EDUCATION

1. District education for Education and Training (DIET)
2. State Council for Educational Research and Training (SCERT)
3. National Council for Educational Research and Training (NCERT)
4. National Council for Teacher Education (NCTE)
5. Central Institution of Educational Technology (CIET)
6. National University of Educational Planning and Administration (NUEPA)
7. Regional College of education in India and their functions

REFERENCES

1. Sharma, Sashi Prabha. Teacher Education, Principles, Theories and Practices, New Delhi, Kaniska Publishers.
2. Fhanders, Ned, A. Analysing Teacher Behaviour London, Wesly Publishing Company.
3. Gurry, P. Education and the training of Teachers, London Longmans, Green and Company.
4. Mukherjee, S.N. Education of Teachers in India Vol. I and II, New Delhi S. Chand and Company.
5. Bhargava, M. and Saikia, L. Rasul—Teacher in 21st Century Challenges, Responsibilities, Creditability, Agra, Rakhi Prakashan.

11-007

2. Measures of Central Tendency – Its uses and limitations–Mean from ungrouped data and grouped data (Long and Short method)
3. Measures of variability – its use and limitations
4. Concept of Normal Distribution – Properties and uses of Normal Probability curve in Interpretation of Test scores. Divergence from normality – Skewness and Kurtosis, Derived scores: Linear and Normalized – their uses

UNIT V: GRAPH & VARIABLE DISTRIBUTION

1. Concept of Variable. Types of data– Grouped and Ungrouped data
2. Graphical Representation of data– Pie-diagram, Histogram, Frequency polygon, Cumulative Frequency Graph – Ogive and their uses
3. Bivariate distribution: Scatter gram, Correlation, computation of Coefficients of Correlation by Rank difference, Product moment method, interpretation of coefficients of Correlations
4. Application of Computer in Data processing

REFERENCES

1. Binod, K. Sahu – Statistics in Psychology and Education, New Delhi – Kalyani Publishers.
2. Garrett, H.E. – Statistics in Psychology and Education, Mumbai – Vakils, Feffer and Simons Pvt. Ltd.
3. Mangal, S.K. – Statistics in Psychology and Education, New Delhi – Prentice Hall of India.
4. Asthana, Bipin – Measurement and Evaluation in Psychology and Education, Agra – Vinod Pustak Mandir.
5. Ebel, L. Robert and David, A Frisline – Essentials of Educational Measurement, New Delhi– Prentice Hall of India Private Limited.
6. Goswami, Marami – Measurement and Evaluation in Psychology and Education, Hyderabad, Neel Kamal Publications.


SEMESTER- III

C-7: EDUCATIONAL GUIDANCE AND COUNSELING

CREDIT: 6

Objectives:

1. To enable the students to understand the concept, nature, scope, need and importance of guidance.
2. To enable the students to understand the meaning, purpose and functions of different types of guidance.
3. To enable the students to understand about the different types of guidance programmes and their organization.


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4. To enable the students to understand the meaning, nature, objectives, need and importance, types, steps, and techniques to counseling.
5. To enable the students to understand the relationship of guidance and counseling, their problems and ways for improvement.

UNIT I: CONCEPT OF GUIDANCE

1. Meaning, nature & scope of guidance
2. Philosophical, psychological and sociological bases of guidance
3. Need and importance of educational guidance services in schools

UNIT II: CONCEPT OF VOCATIONAL GUIDANCE

1. Vocational guidance: Meaning, nature and scope
2. Purpose and functions of vocational guidance
3. Relationship between educational and vocational guidance, relationship between vocational guidance and work education
4. Job analysis and occupational information services

UNIT III: EDUCATIONAL GUIDANCE


1. Educational Guidance Meaning purpose and functions
2. Guidance in Elementary School
3. Guidance in Secondary School
4. Basic data necessary for educational guidance – pupils' abilities, aptitudes, interests and attitudes, educational attainments and personality traits
5. Construction, administration and interpretations of- cumulative record cards, individual inventories.

UNIT IV: CONCEPT OF COUNSELING

1. Meaning, nature and scope, needs and importance, different type of counseling
2. Various steps and techniques of counseling
3. Necessary qualities (personal and professional) of a good counselor. Role of the counselor in secondary schools. Relationship between guidance, counseling and teaching
4. Diagnostic and remedial measures: Special provisions for deviant children to enable them face problems of the daily life. Gifted and creative children

UNIT V: Organization of Guidance Programmes

1. Principles of organization
2. Group guidance
3. Individual inventory
4. Information orientation service


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5. Placement services and
6. Follow up services

REFERENCES

1. Crow, L.D.I., Crow, A — An Introduction to Guidance.
2. Bhatia, K.K. — Principles of Guidance and Counselling, Kalyani Publishers, 2009.
3. Agarwal, Rashmi — Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, Shipra Publication, 2010.
4. Charles Kiruba & Jyothsna, N.G. — Guidance and Counselling, Neelkamal, Publication Pvt. Ltd. First Edition, 2011
5. Madhukar, I — Guidance and Counselling, New Delhi, Authors Press.
6. Mc. Daniel, H.B. — Guidance in the Modern School. New York, Rinechart and Winston.
7. Traxler, A.E. and North, R.D. — Techniques of Guidance, New York, Harper and R.W.
8. Gururani, G.D — Guidance and Counselling, Educational, Vocational and Career Planning, New Delhi, Akansha Publishing House.

SEMESTER- III

GE- 3: EDUCATIONAL PSYCHOLOGY

CREDIT: 6

Objectives:

1. To enable the students to understand the relation between education and psychology and different methods of educational psychology.
2. To enable the students to understand learning, process, memory, attention, instinct and emotion.
3. To acquaint the students with the concept of personality, type and trait theories.
4. To understand the concept of intelligence - nature and different theories.
5. To understand the nature of creative talent and processes and of creative individuals and the implication for indentifying and nurturing such talent.
6. To enable the students to understand the concept of mental health and hygiene for promotion of mental health

UNIT I: PSYCHOLOGY AND EDUCATION

1. Concept of psychology and its nature
2. Schools of psychology: Functionalism, Behaviorism, Gestaltism, Psycho-Analysis
3. Importance of Psychological thinking in Education

12-128

SEC- 1: VALUE EDUCATION

CREDIT: 2

UNIT I: CONCEPTS AND APPROACHES

1. Meaning, needs, importance & types of value education
2. Development of value education
3. Value of education for human development
4. Approaches to value education

UNIT II: IMPARTING VALUES INTO THE CURRICULUM

1. Value-oriented education
2. Teaching value through core subject
3. Value development through co-curricular/co-scholarstic activities
4. Methods of imparting value education at primary & secondary education
5. Teacher as value facilitator

UNIT III: SCHOOL SPACES AND ENVIRONMENT

1. Value and the school environment
2. Home-school-community partnerships
3. Values through partnership
4. Learning from people, events and stories prayer and songs in value education

REFERENCES

1. Bhatia, K.K., Principles and Practice of Education
2. Raymot, T. The Principles of Education
3. Agarwalla, S. Foundation of Educational Theories and Principles

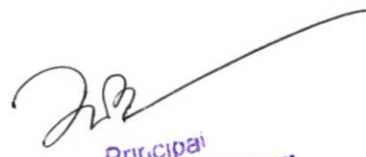
SEMESTER- IV

C-8: EDUCATIONAL TECHNOLOGY

CREDIT: 6

Objectives:

1. To enable the students to understand the concept, scope and objectives of Educational Technology.
2. To acquaint the students about teaching technology, behavioural technology and instructional technology.
3. To make the students understand about communication, process, teaching aids, system approach and use of computer and internet in educational technology.


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4. To acquaint the students with innovations in Education through Educational Technology Team Teaching, E-Learning and E-Library

UNIT I: CONCEPT OF EDUCATIONAL TECHNOLOGY

1. Meaning, Nature and, Scope of Educational Technology.
2. Objectives of educational technology at macro level
3. Importance and needs of educational technology
4. Types of Educational technology

UNIT II: COMMUNICATION AND INTERACTION

1. Meaning, Nature and purpose of Communication
2. Types of Communication: Verbal and Non-Verbal
3. Class Room Communication its barriers and solutions

UNIT III: TEACHING TECHNOLOGY

1. Meaning and nature of teaching technology
2. Operation of teaching phases - pre-active, interactive and post active phases

UNIT IV: BEHAVIOURAL TECHNOLOGY

1. Behavioural technology- meaning and nature
2. Micro teaching-meaning and objectives
3. Different phases of micro-teaching
4. Merits and demerits of micro-teaching

UNIT V: INSTRUCTIONAL TECHNOLOGY

1. Instructional technology– meaning and nature
2. Programmed instruction – meaning, nature and principles
3. Types of Programmed instruction – Linear Branching, mathematics and others
4. Merits and demerits of Programmed instruction
5. Personalized system of instruction, computer assisted instruction, simulated teaching team-teaching

UNIT VI: TEACHING AIDS

1. Educational Technology and Teaching aids, importance and classification of Teaching aids
2. Principles of Selection and uses of teaching aids
3. Multimedia in education - approach in education

UNIT VII: SYSTEM APPROACH

1. System approach in educational technology – meaning and definition
2. Procedural steps in the system approach in educational technology

UNIT VII: COMPUTER IN EDUCATION

1. Meaning and history of computer
2. Different types of computer
3. Role of computer in modern education
4. Advantages and disadvantages of Computer, Computer Assisted Instruction
5. Internet-its role in education

REFERENCES

1. Kulkarni, S.S. Introduction to Educational Technology, New Delhi – Oxford and IBH Publishers Co.
 2. Das, R.C. Educational Technology, New Delhi Sterling Publishers.
 3. Sharma, R.A. Technology of Teaching, Meerut – International Publishing House
 4. Skinner, B.F. The Technology of Teaching, New York – Appleton
 5. Barbora, R.D. & Goswami, Deepali. Educational Technology
 6. Goswami Meena, Kumari. Educational Technology
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SEMESTER- IV

C-9: EDUCATIONAL PSYCHOLOGY

CREDIT: 6

Objectives:

1. To enable the students to understand the relation between education and psychology and different methods of educational psychology.
2. To enable the students to understand learning, process, memory, attention, instinct and emotion.
3. To acquaint the students with the concept of personality, type and trait theories.
4. To understand the concept of intelligence - nature and different theories.
5. To understand the nature of creative talent and processes and of creative individuals and the implication for indentifying and nurturing such talent.
6. To enable the students to understand the concept of mental health and hygiene for promotion of mental health.

UNIT I: PSYCHOLOGY AND EDUCATION

1. Concept of psychology and its nature
2. Schools of psychology: Functionalism, Behaviorism, Gestaltism, Psycho-Analysis
3. Importance of Psychological thinking in Education
4. Educational Psychology: Meaning and Definition, Nature and Scope
5. Relation between Education and Psychology

V-CELL

UNIT II: METHODS OF TEACHING

- Effectives teaching methods for classrooms: Lecture method, Demonstration, Group discussion, Conference, Seminar, Symposium, Workshop, Brainstorming

UNIT III: USES OF TEACHING AIDS

1. Importance of teaching aids in classroom
2. Use of videotape, CCTV, EDUSAT, E-learning, Virtual classroom, Tele-conferencing, Internet, Projector

UNIT IV: LESSON PLANNING

1. Meaning and characteristics of a good lesson plan
2. Knowledge lesson, skill lesson and appreciation lesson
3. Preparation of a lesson plan (any method subject)

REFERENCES

1. Adam, J. Modern developments in educational practices. London: University of London press
2. Bhatia & Bhatia: The principles and methods of teaching, Doaba House, Delhi
3. Kocchar, S.K. Methods and Techniques of teaching, Sterling publishers Pvt. Ltd
4. Pantan, J.H. Modern teaching; Practice and Techniques, London, Longmans.

SEMESTER- V

C-11: EDUCATIONAL MANAGEMENT AND ADMINISTRATION

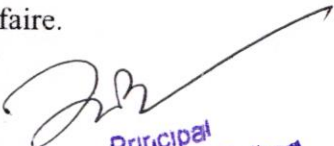
CREDIT: 6

Objectives:

1. To enable the students to understand the basic concepts of management, organization and administration
2. To provide knowledge on Types, Principles and Functions of Educational Management
3. To infuse knowledge on educational supervision, institutional planning and educational administrative structure of India in general and Assam in particular.

UNIT I: EDUCATIONAL MANAGEMENT

1. Concept of Educational Management: Meaning, Nature, Need and Scope
2. Difference between educational management, administration and school organization
3. Educational administration vs. school administration
4. Characteristics of successful Educational management
5. Types of Educational Management: Centralized and Decentralized, External and Internal. Authoritarian/Autocratic and Democratic, Dynamic/Creative and Laissez-faire.


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UNIT II: FUNCTIONS OF EDUCATIONAL MANAGEMENT

1. Functions of Educational Management- Planning, Organization, Directing and Controlling
2. Role of Head of the institution and teacher in Management

UNIT III: EDUCATIONAL SUPERVISION

1. Meaning and Definitions of Educational Supervision
2. Features of Educational Supervision
3. Objectives and Principles of Educational Supervision
4. Functions of Educational Supervision.

UNIT IV: INSTITUTIONAL PLANNING

1. Institutional Planning – meaning, nature and characteristics
2. Types of Institutional Planning
3. Steps in Institutional Planning
4. Importance of Institutional Planning
5. Educational planning – School Time table and co-curricular activities

UNIT V: ADMINISTRATIVE STRUCTURE OF EDUCATION IN INDIA AND ASSAM

1. Educational structure of education in the Central Government- role of MHRD
2. Central –State relation in Education in India Statutory/Autonomous Organization
3. Some problems of Educational Administration
4. Administration of School Education in Assam

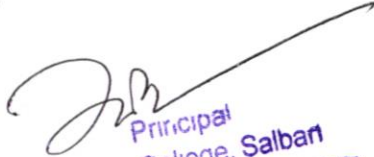
REFERENCES

1. Krishnamacharyulu, V. School Management and System of Education, Neelkamal Publication PVT. LTD. Hyderabad
2. Sharma, R.A. Educational Administration and Management Meerut, Surya Publication
3. Aggarwal, J.C. Educational Technology and Management, Agra, Vinod Pustak Mandir
4. Harold, J & Elsbree Willard, S. Elementary School Administration and Supervision, Eurasia Publishing House Pvt. Ltd
5. Mukherji, S.N. Administration, Planning and Finance (Theory & Practices) Acharya Book Depot, Baroda

SEMESTER- V

C-12: PSYCHOLOGICAL PRACTICAL

CREDIT: 6


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IV-SEC2

4. Role of Informal Education Agencies in Environment Protection

UNIT III: ENVIRONMENTAL AWARENESS

1. Awareness and attitude change through formal education
2. Role of Formal and Non-Formal education
3. Role of NGO

UNIT IV: CONCEPT OF POPULATION EDUCATION

1. Population Education—Meaning, Objectives, Scope of population education
2. Importance of Population Education
3. Causes and Consequences of High Population Growth in India
4. Policies and Programme of Government of India Regarding Population Control

UNIT V: POPULATION AND QUALITY OF LIFE

1. Population in Relation to Socio-economic Development, Health Status, Health Services, Nutrition
2. Effect of Population Growth on Natural Resources and Environment

UNIT VI: POPULATION EDUCATION IN SCHOOL

1. Population Education in Different Levels—Primary, Secondary and Higher
2. Teacher Role in Creating Awareness of Population Problems
3. Government Efforts in Controlling High Population Growth in India

REFERENCES

1. Sharma, R.A. – Environmental Education, Meerut – Surya Publications
2. Mahapatra, D – Environmental Education – Kalyani Publishers
3. Rao, D.G. – Population Education, Sterling Publishers
4. Kuppaswami B, Population Education, Asia Publishing House
5. Baldev, K.P. – Population Crisis in India, National

SEMESTER- IV

SEC - 2: METHODS AND TECHNIQUES OF TEACHING

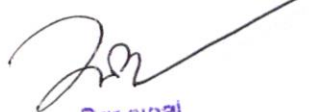
CREDIT: 2

Objectives:

1. To acquaint the students with the teaching and learning process, factors of learning and marks of good teaching.
2. To develop an understanding of the principles of teaching, various devices and styles of teaching.
3. To understand about teaching effectiveness and classroom management.
4. To acquaint with the lesson planned preparation.

UNIT I: FUNDAMENTAL CONCEPTS OF TEACHING AND LEARNING

1. Meaning and nature of teaching
2. Marks of good teaching


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3. Nature of teaching
4. Maxims of teaching

UNIT II: METHODS OF TEACHING

1. Effectives teaching methods for classrooms: Lecture method, Demonstration, Group discussion, Conference, Seminar, Symposium, Workshop, Brainstorming
2. Needs of evaluations, continuous and comprehension

UNIT III: USES OF TEACHING AIDS

1. Importance of teaching aids in classroom
2. Use of videotape, CCTV, EDUSAT, E-learning, Virtual classroom, Tele-conferencing, Internet, Projector

UNIT IV: LESSON PLANNING

1. Meaning and characteristics of a good lesson plan
2. Knowledge lesson, skill lesson and appreciation lesson
3. Preparation of a lesson plan (any method subject)

REFERENCES

1. Adam, J. Modern developments in educational practices. London: University of London press
 2. Bhatia & Bhatia: The principles and methods of teaching, Doaba House, Delhi
 3. Kocchar, S.K. Methods and Techniques of teaching, Sterling publishers Pvt. Ltd
 4. Panton, J.H. Modern teaching; Practice and Techinques, London, Longmans.
-

SEMESTER - V

SEC- 3: LIFE SKILL EDUCATION

CREDIT: 2

UNIT I: CONCEPT OF SKILL

1. Meaning, importance & needs of life skill
2. Types of skills- Literacy skills, Vocational skills, Language skills, Functional skills, Sports skills, Cultural skills, Recreation skill, Life skills- their importance

UNIT II: LIFE SKILL EDUCATION

1. Meaning and needs of life skill education
2. Types of life skills- Decision making, Problem solving, Creative Thinking, Critical thinking, Effective communication, Interpersonal relationship skills, Self awareness skill, skill of Empathy, Skill of coping with emotions, skill of coping with stress
3. Methods of life skills education imparted in schools
4. Role of teachers in life skill education

Credit: 6= 5+1 (L+T)

(Units: 1+2+3+4= Credits: 1½ +1½ +1½ +1½)

Unit 1: Literature, Nature and Eco-Consciousness

25 marks

R. K. Narayan: The Axe (Short Story)
Walter de la Mare: Reserved (Poem)
Stephen Talbott: Toward an Ecological Conversation
(Essay)
Rachel Carson: Silent Spring (Essay)

Unit 2: Literature, Nature and Self-Fashioning

25 marks

Edmund Spenser: Sonnet LXXVII (Poem)
William Shakespeare: To His Love (Poem)
William Wordsworth: Education of Nature (Poem)
Jim Corbett: Goongi (Prose)

Unit 3: Eco-sophy and Eco-stories of Human Values and Human Intelligence

25 marks

Jawaharlal Nehru: The Book of Nature (Prose)
Vishnu Sharma: *The Panchatantra*. (The following items are prescribed: The Turtle and the Geese; The Three Fish; Of Crows and Owls; The Ape and the Crocodile; The Brahmani and the Faithful Mongoose)

Unit 4: Literature and Environmental Imagination

25 marks

Henry David Thoreau: Where I Lived, What I Lived For (Essay)
Bibhutibhusan Bandopadhyay: Across the Richtersveld Range (Excerpt from Moon Mountain)
A. K. Ramanujan: excerpt from Ecology Eco-tour and eco-writing (creative and critical impressions of the students on/ about nature)

ENG-405H, SEC-2: Translation Studies

Credit: 4

(Units: 1+2+3= Credits: 1½+1½+1) (Unit1+ Unit2+Unit3= 15+15+20=50)

Unit 1. Introducing Translation: a brief history and significance of translation in a multilinguistic and multicultural society like India.

Unit 2. Exercises in different Types / modes of translation, such as:

- a. Semantic / Literal translation
- b. Free / sense/ literary translation
- c. Functional / communicative translation
- d. Technical / Official
- e. Transcreation
- f. Audio-visual translation

Unit 3. a. Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example:

Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching.

b. Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi films.

Practice: Translation in Mass Communication / Advertising, subtitling, dubbing,

1. Exercises to comprehend _Equivalence in translation: Structures (equivalence between the source language and target language at the lexical (word) and syntactical (sentence) levels. This will be done through tasks of retranslation and recreation, and making comparative study of cultures and languages.

Practice: Tasks of Translation in Business: Advertising

2. Discussions on issues of _Translation and Gender by attempting translation for media, films and advertisements from different languages.

3. Developing skills for Interpreting: understanding its dynamics and challenges.

Interpreting: Simultaneous and Consecutive (practical application)

Practice: Using tools of technology for translation: machine / mobile translation, software for translating different kinds of texts with differing levels of complexity and for transliteration

Resources for Practice:

Dictionaries

Encyclopedias

Thesauri

Glossaries


Software of translation

Suggested Readings:

1. Munday, Jeremy. *Introducing to Translation Studies: Theories and Applications*. Second Edition.
2. Toury, Gideon. *Translation Across Cultures*. New Delhi: Bahri Publications Private Limited, 1987.
3. Baker, Mona, *In Other Words: A Coursebook on Translation*, Routledge, 2001.
(Useful exercises for practical translation and training)
4. Baker, Mona & Kirsten Malmkjar (Ed.) *Routledge Encyclopedia of Translation Studies*. London and New York: Routledge, 2001. (Readable entries on concepts and terms) Sherry Simon, *Gender in translation: Cultural Identity and the Politics of Transmission*. New York: Routledge, 1996.
5. Catford, I.C. *A Linguistic Theory of Translation*. London: OUP, 1965. Frishberg, Nancy J. *Interpreting: An Introduction*. Registry of Interpreters, 1990.
6. Ray, Mahit K. ed. *Studies in Translation*. (Second revised and enlarged edition) Atlantic Publisher & Distributor.
7. Gargesh, Ravinder and Krishna Kumar Goswami. (Eds.). *Translation and Interpreting: Reader and Workbook*. New Delhi: Orient Longman, 2007.
8. House, Juliana. *A Model for Translation Quality Assessment*. Tübingen: Gunter Narr, 1977.
9. Newmark, Peter. *A Textbook of Translation*. London: Prentice Hall, 1988.


SEMESTER-V

C- 11: Women's Writing


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ENG-40SEC-3: Business Communication**Credit: 3+1 (L+T)****(Unit1+Unit2+Unit3+Unit4+Unit5+Unit6+Unit7+Unit8+Unit9+Unit10=5+5+5+5+5+5+5+5+5+5=50 marks)****Unit 1:** Introduction to the Essential of the Business Communication: Theory and Practice**Unit 2:** Citing References, and Using Bibliographical and Research Tools**Unit 3:** Writing a Project Report.**Unit 4:** Writing Reports on Field Works/Visit of Industries, business concerns etc./ business negotiations.**Unit 5:** Summarizing Annual Reports of Companies.**Unit 6:** Writing Minutes of Meetings.**Unit 7:** E-correspondence**Unit 8:** Spoken English for Business Communication. (Viva for Internal Assessment)**Unit 9:** Making Oral Presentation. ((Viva for Internal Assessment)**Unit 10:** Business Correspondence: Letter Writing.**Suggested Reading:**

1. Scot, O. *Contemporary Business Communication*. Biztantra, New Delhi.
2. Lesikar, R V & Flatley, ME. *Basic Communication Skills for Empowering Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.
3. Ludlaw, R & Panton, F. *The Essence of Effective Communications*. Prentice Hall of Pvt. Ltd., New Delhi.
4. Bhatia, RC. *Business Communication*. Ane Books Pvt. Ltd., New Delhi.



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DSE -4: Modern Indian Writing in English Translation

Credit: 5+1 (L+T)

(Units: 1+2= Credits: 3+3)

Unit 1:

1. Premchand: 'The Shroud', in *Penguin Book of Classic Urdu Stories*, ed. M. Assaduddin (New Delhi: Penguin/Viking, 2006).
2. IsmatChughtai 'The Quilt', in *Lifting the Veil: Selected Writings of IsmatChughtai*, tr. M. Assaduddin (New Delhi: Penguin Books, 2009).
3. Gurdial Singh: 'A Season of No Return', in *Earthy Tones*, tr. Rana Nayar (Delhi: Fiction House, 2002).
4. Fakir Mohan Senapati: 'Rebati', in *Oriya Stories*, ed. Vidya Das, tr. KishoriCharan Das (Delhi: Srishti Publishers, 2000).

Unit 2:

5. Rabindra Nath Tagore: 'Light, Oh Where is the Light?' and 'When My Play was with thee', in *Gitanjali: A New Translation with an Introduction by William Radice* (New Delhi: Penguin India, 2011).
6. G.M. Muktibodh: 'The Void', (tr. Vinay Dharwadker) and 'So Very Far', (tr. Tr. Vishnu Khare and Adil Jussawala), in *The Oxford Anthology of Modern Indian Poetry*, ed. Vinay Dharwadker and A.K. Ramanujam (New Delhi: OUP, 2000).
7. Amrita Pritam: 'I Say Unto Waris Shah', (tr. N.S. Tasneem) in *Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems*, ed. K.M. George, vol. 3 (Delhi: Sahitya Akademi, 1992).
8. ThangjamIbopishak Singh: 'Dali, Hussain, or Odour of Dream, Colour of Wind' and 'The Land of the Half-Humans', tr. Robin S. Ngangom, in *The Anthology of Contemporary Poetry from the Northeast* (NEHU: Shillong, 2003).
9. Dharamveer Bharati: *AndhaYug*, tr. Alok Bhalla (New Delhi: OUP, 2009).
10. G. Kalyan Rao: *Untouchable Spring*, tr. Alladi Uma and M. Sridhar (Delhi: Orient Black Swan, 2010)

Suggested Topics and Background of Prose Readings for Class Presentations

Topics

- The Aesthetics of Translation
- Linguistic Regions and Languages
- Modernity in Indian Literature
- Caste, Gender and Resistance

Questions of Form in 20th Century Indian Literature.

Suggested Readings:

1. Namwar Singh: 'Decolonising the Indian Mind', tr. Harish Trivedi, *Indian Literature*, no. 151 (Sept./Oct. 1992).
2. B.R. Ambedkar, *Annihilation of Caste* in *Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps. 4, 6, and 14.
3. Sujit Mukherjee: 'A Link Literature for India', in *Translation as Discovery* (Hyderabad: Orient Longman, 1994) pp. 34-45.
4. G.N. Devy: 'Introduction', from *After Amnesia* in *The G.N. Devy Reader* (New Delhi: Orient BlackSwan, 2009) pp. 1-5.



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VI-SEC4

Unit 4: Novella

25 mark

Rohinton Mistry---*Such a Long Journey*

ENG- 604 R, SEC- Technical Writing

Credit: 3+1 (L+T) (Unit1 + Unit 2+ Unit3 = 20+ 15+15= 50)

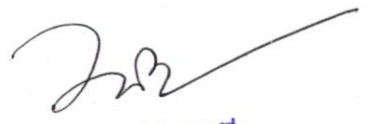
Unit 1: Communication: Language and Communication, difference between speech and writing, distinct features of speech, distinct features of writing.

Unit 2: Writing skills, selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs, linguistic unity, coherence and cohesion, descriptive, narrative, expository and argumentative writing.

Unit 3: Technical Writing: Scientific and technical subjects; formal and informal writings; formal writings, reports, handbooks, manuals, letters, memorandum, notices, agenda, minutes; common erros to be avoided.

Suggested Reading:

1. M. Frank: Writing as Thinking: A Guided Process Approach, Englewood Cliffs, Prentice Hall Regents.
2. L. Hamp-Lyons and B. Heasley. *Study Writing: A Course in Writing English* for Academic and professional courses. CUP.
3. R. Quirk, S. Greenbaum, G. Leech and J. Svartik: A Comprehensive Grammar of the English Language, Longman, London.
4. Daniel G. Riordan & Steven A. Panley: "Technical report Writing Today"- Biztaantra


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• Keown, D. (1992) *The Nature of Buddhist Ethics*, London: Macmillan.

“Karma, Character and Consequentialism” in *Journal of Religious Ethics* 24 (2):329 - 350 (1996)

• Bhatta, J. *Nyayamanjari* ed. S.N. Shukla, (1971) Varanasi: Chowkhamba Vidyabhavan.

<https://archive.org/details/TheNyayamanjariOfJayantaBhattaEdited...BySuryaNarayanaSukla>

• O' Flaheaty, W. D. (1999) *Karma and Rebirth in Classical Indian Traditions*, Delhi: Motilal Banarsidass.

• Saddhatissa, H. (1970) *Buddhist Ethics*, London: George Allen and Unwin.

GE -1: LOGIC

UNIT I: Basic Logical Concepts

1. Proposition and Sentence
2. Deductive and Inductive arguments
3. Truth, Validity and Soundness

UNIT II: Traditional Logic

(A)

1. Terms and Distribution of Terms.
2. Categorical Propositions.
3. Traditional Square of Opposition and Existential Import.
4. Translating Ordinary Language Sentences into Standard Form.
5. Immediate Inference – Conversion, Obversion and Contraposition.

(B)

1. Categorical Syllogism: Figure and Mood
2. Syllogistic Rules and Fallacies
3. Venn-Diagram

UNIT III: Symbolization

1. Types of Truth Functions (Negation, Conjunction, Disjunction (Alternation), Conditional (Material Implication), Bi-conditional (Material Equivalence).
2. Statements, Statement forms and Logical Status.
3. Decision Procedures: Truth Table Method and *Reductio ad absurdum*.

UNIT IV: Informal Fallacies

(As given in I. M. Copi, 14th ed.)

Prescribed Texts:

• Basson, A. H. and O'Connor, D. J. (1960) *An Introduction to Symbolic Logic*, Free Press.

• Copi, I. M. (2010) *Introduction to Logic* (14th ed) New Delhi: Prentice Hall of India

SEMESTER - VI

SEC-4: YOGA PHILOSOPHY

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UNIT I

1. The Definition and Essence of Yoga
2. Jnana Yoga, Bhakti Yoga and Karma Yoga

UNIT II

1. Yoga in Jainism, Yoga in Buddhims (Vipassana) and Yoga in Bhagvadgita
2. Patanjali's Astangik Yoga Marga

Recommended Readings:

- Abhishiktananda, Swami: (1974) *Guru and Disciple*, London: Society for the Promotion of Christiana Knowledge,
- Aranya, H.: (1983) *Yoga Philosophy of Patanjali*, rev. ed.. Trans. by P. N. Mukherji, Albany, New York: Suny Press,
- Bhattacharya, H. (1956) (ed.). *The Cultural Heritage of India*, Calcutta: Ramkrishna Mission Institute of Culture, 4 vol.
- Cleary, T. (1995) translated *Buddhist Yoga: A Comprehensive Course*, Boston, Mass: Shambhala Publications.
- Dasgupta, S. N. (1930) *Yoga Philosophy in Relation to Other Systems of Indian Thought*, Calcutta: University of Calcutta.
- Gopalan S. (1974) *Outlines of Jainism*, John Wiley & Sons (Asia) Pte Ltd.
- Kaveeshwar, G. W. (1971) *The Ethics of the Gita*, Delhi: Motilal Banarsidas.

DSE-1(B): GREEK PHILOSOPHY

UNIT I: Socrates and the Sophists

1. Care of the self and moral relativism.
2. Virtue
3. Law and freedom

UNIT II: Plato and Moral psychology

1. Metaphysics
2. The ideal state
3. Critique of Democracy

UNIT III: Aristotle

1. Political Naturalism
2. Human nature and the nature of the state
3. Justice

UNIT IV: Epicurus and the Stoics

1. Pleasure and happiness
2. Living according to nature
3. On suicide

Recommended Readings

- Annas, J. (1993) *The Morality of Happiness*, Oxford: Oxford University Press.
- *Epicurus, Letter to Menoeceus*, Trans. by Robert Drew Hicks

(E Text: <http://classics.mit.edu/Epicurus/menoec.html>)

- Kerferd, G. B. (1981) *The Sophistic Movement*, Cambridge: Cambridge University Press.
- Keyt, D. and Miller (Jr.), F. D. (eds.) (1991) *A Companion to Aristotle's Politics*. Oxford: Oxford University Press.
- Long, A. A. (1986) *Hellenistic Philosophy*, 2nd ed. California: University of California Press.
- Plato, *Apology and Crito, Protagoras, Republic Book IV*

(E texts: <http://onlinebooks.library.upenn.edu/webbin/book/lookupname?key=Plato>)

- Rist, J. M. (1972) *Epicurus*, Cambridge: Cambridge University Press.
- Schofield, M. (2006) *Plato: Political Philosophy*, Oxford: University Press.

GE-2: ETHICS

UNIT I

1. The Fundamental Questions of Ethics.
2. The **Is - Ought** Controversy
3. The Ethical Journey (From Convention to Reflection).

UNIT-II

1. Consequentialism: J.S. Mill (Utilitarianism).
2. Deontological Ethics: Immanuel Kant (Duty, Categorical Imperative and Good will).

UNIT- III

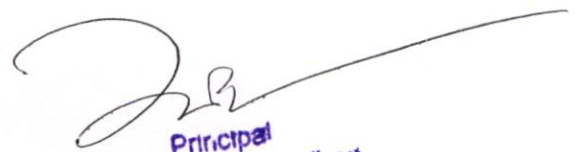
1. Virtue ethics: Aristotle (Well-being and Golden Mean).
2. Puruṣārthas

UNIT-IV

1. *Niṣkāmakarma* (*Bhagvadgītā*)
2. Non-violence (M.K. Gandhi)
3. Compassion and Forgiveness. (Buddhism)

Recommended Readings:

- Aristotle, (1926) *Nichomachian Ethics*, Harvard University Press.
- Hartmann, N. (1950) *Moral Phenomena*, New Macmillan.
- Kant, Immanuel: *Groundwork of the Metaphysics of Morals*, Trans. H J Paton, as The Moral Law. London.
- Mill, JS (1863): *Utilitarianism*, London, in Mary Warnock. Ed.1962
- Prasad, R. (1989): *Karma, Causation and Retributive Morality*, ICPR, New Delhi.
- Sharma, I.C., (1965) *Ethical Philosophies of India*, London: George Allen and Unwin Ltd.
- Goodman, Charles. (2009), *Consequences of Compassion: An Introduction and Defense of Buddhist Ethics*, New York: Oxford University Press.
- Gowans, Christopher W. (2015), *Buddhist Moral Philosophy: An Introduction*, New York & London, Routledge.
- *Śrīmadbhagvadgītā*.
- The Selected Works of Mahatama Gandhi, (2006) V – Volumes, Ahmedabad: Navjivan.


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A. Hoogvelt, (2002) 'History of Capitalism Expansion', in *Globalization and Third World Politics*. London: Palgrave, pp. 14-28.

b. Socialism

Essential Readings:

A. Brown, (2009) 'The Idea of Communism', in *Rise and Fall of Communism*, Harpercollins (ebook), pp. 1-25; 587-601.

J. McCormick, (2007) 'Communist and Post-Communist States', in *Comparative Politics in Transition*, United Kingdom: Wadsworth, pp. 195-209

Additional Readings:

R. Meek, (1957) 'The Definition of Socialism: A Comment', *The Economic Journal*. 67 (265), pp. 135-139.

c. Colonialism, decolonization & postcolonial society

Essential Readings:

P. Duara, (2004) 'Introduction: The Decolonization of Asia and Africa in the Twentieth Century', in P. Duara, (ed), *Decolonization: Perspective From Now and Then*. London: Routledge, pp. 1-18.

J. Chiryankandath, (2008) 'Colonialism and Post-Colonial Development', in P. Burnell, et. al, *Politics in the Developing World*. New Delhi: Oxford University Press, pp. 31-52.

Additional Reading:

M. Mohanty, (1999) 'Colonialism and Discourse in India and China', Available at http://www.ignca.nic.in/ks_40033.html http, Accessed: 24.03.2011.

III. Themes for Comparative Analysis

Essential Reading:

L. Barrington et. al (2010) *Comparative Politics - Structures & Choices*, Boston, Wadsworth, pp. 212-13; 71-76; 84-89.

M. Grant, (2009) 'United Kingdom Parliamentary System' in *The UK Parliament*. Edinburgh: Edinburgh University Press, pp. 24-43

J. McCormick, (2007) *Comparative Politics in Transition*, UK: Wadsworth, pp. 260-270 (China)

M. Kesselman, J. Krieger and William (2010), *Introduction to Comparative Politics: Political Challenges and Changing Agendas*, UK: Wadsworth. pp. 47-70 (Britain); 364- 388 (Nigeria); 625-648 (China); 415-440 (Brazil).

Additional Reading:

P. Rutland, (2007) 'Britain', in J. Kopstein and M. Lichbach. (eds.) *Comparative Politics: Interest, Identities and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp. 39-79.

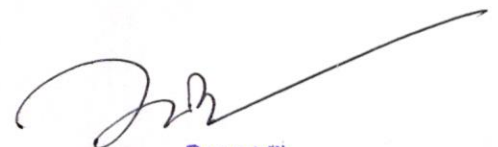
C-6: PUBLIC ADMINISTRATION

Objective: The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

I. PUBLIC ADMINISTRATION AS A DISCIPLINE

(15 lectures)]

- Meaning, Dimensions and Significance of the Discipline
- Public and Private Administration
- Evolution of Public Administration



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II. THEORETICAL PERSPECTIVES [25 lectures]

CLASSICAL THEORIES

- Scientific management (F.W.Taylor)
- Administrative Management (Gullick, Urwick and Fayol)
- Ideal-type bureaucracy (Max Weber)

NEO-CLASSICAL THEORIES

- Human relations theory (Elton Mayo)
- Rational decision-making (Herbert Simon)

CONTEMPORARY THEORIES

- Ecological approach (Fred Riggs)
- Innovation and Entrepreneurship (Peter Drucker)

III. PUBLIC POLICY [10 lectures]

- Concept, relevance and approaches
- Formulation, implementation and evaluation

IV. MAJOR APPROACHES IN PUBLIC ADMINISTRATION [20 lectures]

- New Public Administration
- New Public Management
- New Public Service Approach
- Good Governance
- Feminist Perspectives

Readings Lists:

I. Public Administration as a Discipline

Meaning, Dimensions and Significance of the Discipline.

Nicholas Henry, *Public Administration and Public Affairs*, Prentice Hall, 1999

D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009) *Public Administration: Understanding Management, Politics and Law in Public Sector*, 7th edition, New Delhi: McGraw Hill, pp. 1- 40

W. Wilson, (2004) 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya (eds), *Administrative Change and Innovation: a Reader*, New Delhi: Oxford University Press, pp. 85-101

b. Public and Private Administration.

M. Bhattacharya, (2008) *New Horizons of Public Administration*, 5th Revised Edition. New Delhi: Jawahar Publishers, pp. 37-44.

G. Alhson, (1997) 'Public and Private Management', in Shafritz, J. and Hyde, A. (eds.) *Classics of Public Administration*, 4th Edition. Forth Worth: Hartcourt Brace, TX, pp. 510-529.

Evolution of Public Administration

N. Henry, *Public Administration and Public Affairs*, 12th edition. New Jersey: Pearson, 2013

M. Bhattacharya, *Restructuring Public Administration: A New Look*, New Delhi: Jawahar Publishers, 2012

P. Dunleavy and C. Hood, "From Old Public Administration to New Public Management", *Public Money and Management*, Vol. XIV No-3, 1994

M. Bhattacharya, *New Horizons of Public Administration*, New Delhi: Jawahar Publishers, 2011

Basu, Rumki, *Public Administration : Concepts and Theories* Sterling Publishers, New Delhi 2014

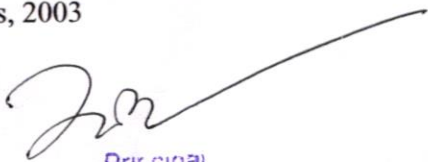
II. Theoretical Perspectives

Scientific Management

D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972

F. Taylor, 'Scientific Management', in J. Shafritz, and A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition. Belmont: Wadsworth, 2004

P. Mouzelis, 'The Ideal Type of Bureaucracy' in B. Chakrabarty, And M. Bhattacharya, (eds), *Public Administration: A Reader*, New Delhi: Oxford University Press, 2003



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Administrative Management

D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyrnarayana, [eds.], *Administrative Thinkers*, Sterling Publishers, 2010

E. J. Ferreira, A. W. Erasmus and D. Groenewald, *Administrative Management*, Juta Academics, 2010

Ideal Type-Bureaucracy

M. Weber, 'Bureaucracy', in C. Mills, and H. Gerth, *From Max Weber: Essays in Sociology*. Oxford: Oxford University Press, 1946

Warren. G.Bennis, *Beyond Bureaucracy*, Mc Graw Hill, 1973

Human Relations Theory

D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972

B. Miner, 'Elton Mayo and Hawthorne', in *Organisational Behaviour 3: Historical Origins and the Future*. New York: M.E. Sharpe, 2006

Rational-Decision Making

S. Maheshwari, *Administrative Thinkers*, New Delhi: Macmillan, 2009

Fredrickson and Smith, 'Decision Theory', in *The Public Administration Theory Primer*. Cambridge: Westview Press, 2003

Ecological approach

R. Arora, 'Riggs' Administrative Ecology' in B. Chakrabarty and M. Bhattacharya (eds), *Public Administration: A reader*, New Delhi, Oxford University Press, 2003

A. Singh, *Public Administration: Roots and Wings*. New Delhi: Galgotia Publishing Company, 2002

F. Riggs, *Administration in Developing Countries: The Theory of Prismatic Society*. Boston: Houghton Mifflin, 1964

Innovation and Entrepreneurship

Peter Drucker, *Innovation and Entrepreneurship*, Harper Collins, 1999

Peter F. Drucker, *The Practice of Management*, Harper Collins, 2006

III. Public Policy

Concept, Relevance and Approaches

T. Dye, (1984) *Understanding Public Policy*, 5th Edition. U.S.A: Prentice Hall, pp. 1-44 *The Oxford Handbook of Public Policy*, OUP, 2006

Xun Wu, M.Ramesh, Michael Howlett and Scott Fritzen, *The Public Policy Primer: Managing The Policy Process*, Rutledge, 2010

Mary Jo Hatch and Ann .L. Cunliffe *Organisation Theory: Modern, Symbolic and Postmodern Perspectives*, Oxford University Press, 2006

Michael Howlett, *Designing Public Policies: Principles And Instruments*, Rutledge, 2011 *The Oxford Handbook Of Public Policy*, Oxford University Press, 2006

Formulation, implementation and evaluation

Prabir Kumar De, *Public Policy and Systems*, Pearson Education, 2012

R.V. Vaidyanatha Ayyar, *Public Policy Making In India*, Pearson, 2009

Surendra Munshi and Biju Paul Abraham [Eds.] *Good Governance, Democratic Societies And Globalisation*, Sage Publishers, 2004

IV. Major Approaches in Public Administration

a. Development administration

M. Bhattacharya, 'Chapter 2 and 4', in *Social Theory, Development Administration and Development Ethics*, New Delhi: Jawahar Publishers, 2006

F. Riggs, *The Ecology of Public Administration, Part 3*, New Delhi: Asia Publishing House, 1961

b. New Public Administration

Essential Reading:

M. Bhattacharya, *Public Administration: Issues and Perspectives*, New Delhi: Jawahar Publishers, 2012

H. Frederickson, 'Toward a New Public Administration', in J. Shafritz, & A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition, Belmont: Wadsworth, 2004

c. New Public Management

U. Medury, *Public administration in the Globalization Era*, New Delhi: Orient Black Swan, 2010
 A. Gray, and B. Jenkins, 'From Public Administration to Public Management' in E. Otenyo and N. Lind, (eds.) *Comparative Public Administration: The Essential Readings*: Oxford University Press, 1997
 C. Hood, 'A Public Management for All Seasons', in J. Shafritz, & A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition, Belmont: Wadsworth, 2004

d. New Public Service Approach

R.B.Denhart & J.V.Denhart [Arizona State University] "The New Public Service: Serving Rather Than Steering", in *Public Administration Review*, Volume 60, No-6, November- December 2000

e. Good Governance

A. Leftwich, 'Governance in the State and the Politics of Development', in *Development and 28 Change*. Vol. 25, 1994

M. Bhattacharya, 'Contextualizing Governance and Development' in B. Chakrabarty and M. Bhattacharya, (eds.) *The Governance Discourse*. New Delhi: Oxford University Press, 1998

B. Chakrabarty, *Reinventing Public Administration: The India Experience*. New Delhi: Orient Longman, 2007

U. Medury, *Public administration in the Globalisation Era*, New Delhi: Orient Black Swan, 2010

f. Feminist Perspective

Camila Stivers, *Gender Images In Public Administration*, California: Sage Publishers, 2002

Radha Kumar, *The History of Doing*, New Delhi: Kali For Women, 1998

Sylvia Walby, *Theorising Patriarchy*, Oxford, Basil Blackwell. 1997

Amy. S. Wharton, *The Sociology Of Gender*, West Sussex: Blackwell-Wiley Publishers, 2012

Nivedita Menon [ed.], *Gender and Politics*, Delhi: Oxford University Press, 1999

Simone De Beauvoir, *The Second Sex*, London: Picador, 1988

Alison Jaggar, *Feminist Politics And Human Nature*, Brighton: Harvester Press, 1983

C-7: INTERNATIONAL RELATIONS

Course Objective: This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agency structure problem through the levels-of-analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro - centricism of International Relations by highlighting certain specific perspectives from the Global South.

A. Studying International Relations (15 Lectures)

- How do you understand International Relations: Levels of Analysis (3 lectures)
- History and IR: Emergence of the International State System (2 Lectures)
- Pre-Westphalia and Westphalia (5 lectures)
- Post-Westphalia (5 lectures)

B. Theoretical Perspectives (25 Lectures)

- Classical Realism & Neo-Realism (6 lectures)
- Liberalism & Neoliberalism (5 lectures)
- Marxist Approaches (5 lectures)
- Feminist Perspectives (4 lectures)
- Eurocentricism and Perspectives from the Global South (5 Lectures)

C. An Overview of Twentieth Century IR History (20 Lectures)

- World War I: Causes and Consequences (1 Lecture)



A. Evans, (2009) 'Elections Systems', in J. Bara and M. Pennington, (eds.) *Comparative politics*. New Delhi: Sage Publications, pp. 93-119.

Additional Reading:

R. Moser, and S. Ethan, (2004) 'Mixed Electoral Systems and Electoral System Effects: Controlled Comparison and Cross-national Analysis', in *Electoral Studies*. 23, pp. 575-599.

III: Party System

Essential Readings:

A. Cole, (2011) 'Comparative Political Parties: Systems and Organizations', in J. Ishiyama, and M. Breuning, (eds) *21st Century Political Science: A Reference Book*. Los Angeles: Sage Publications, pp. 150-158.

A. Heywood, (2002) 'Parties and Party System', in *Politics*. New York : Palgrave, pp. 247-268.

Additional Readings:

B. Criddle, (2003) 'Parties and Party System', in R. Axtmann, (ed.) *Understanding Democratic Politics: An Introduction*. London: Sage Publications, pp. 134-142.

IV: Nation-state

Essential Readings:

W. O'Conner, (1994) 'A Nation is a Nation, is a Sate, is a Ethnic Group, is a ...', in J. Hutchinson and A. Smith, (eds.) *Nationalism*. Oxford: Oxford University Press, pp. 36-46.

K. Newton, and J. Deth, (2010) 'The Development of the Modern State ', in *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, pp. 13-33.

Additional Reading:

A. Heywood, (2002), 'The State', in *Politics*. New York: Palgrave, pp. 85-102

V. Democratization

Essential Readings:

T. Landman, (2003) 'Transition to Democracy', in *Issues and Methods of Comparative Methods: An Introduction*. London: Routledge, pp. 185-215.

K. Newton, and J. Deth, (2010) 'Democratic Change and Persistence', in *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, pp. 53-67.

J. Haynes, (1999) 'State and Society', in *The Democratization*. Oxford: Blackwell, pp. 20-38; 39-63.

Additional Reading:

B. Smith, (2003) 'Democratization in the Third World', in *Understanding Third World Politics: Theories of Political Change and Development*. London: Palgrave Macmillan, pp.250-274.

VI: Federalism

Essential Readings:

M. Burgess, (2006) *Comparative Federalism: Theory and Practice*. London: Routledge, pp. 135-161.

R. Watts, (2008) 'Introduction', in *Comparing Federal Systems*. Montreal and Kingston: McGill Queen's University Press, pp. 1-27

Additional Reading:

R. Saxena, (2011) 'Introduction', in Saxena, R (eds.) *Varieties of Federal Governance: Major Contemporary Models*. New Delhi: Cambridge University Press, pp. xii-x1.

C-9: PUBLIC POLICY IN INDIA

Objective: The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

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I. Public Policy [10 lectures]

- Definition, characteristics and models.
- Public Policy Process in India.

II. Decentralization [10 lectures]

- Meaning, significance and approaches and types.
- Local Self Governance: Rural and Urban.

III. Budget [12 lectures]

- Concept and Significance of Budget.
- Budget Cycle in India
- Various Approaches and Types of Budgeting.

IV. Citizen and Administration Interface [15 lectures]

- Public Service Delivery
- Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance.

V. Social Welfare Administration [20 lectures]

- Concept and Approaches of Social Welfare.
- **Social Welfare Policies:**
 - **Education:** Right To Education.
 - **Health:** National Health Mission.
 - **Food:** Right To Food Security.
 - **Employment:** MNREGA.
 -

Reading List

Public Policy

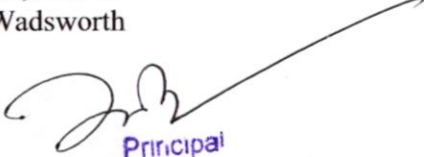
- T. Dye, (1984) *Understanding Public Policy*, 5th Edition. U.S.A: Prentice Hall
- R.B. Denhardt and J.V. Denhardt, (2009) *Public Administration*, New Delhi: Brooks/Cole
- J. Anderson, (1975) *Public Policy Making*. New York: Thomas Nelson and sons Ltd.
- M. Howlett, M. Ramesh, and A. Perl, (2009), *Studying Public Policy: Policy Cycles and Policy subsystems*, 3rd edition, Oxford: Oxford University Press
- T. Dye, (2002) *Understanding Public Policy*, New Delhi: Pearson
- Y. Dror, (1989) *Public Policy Making Reexamined*. Oxford: Transaction Publication

Decentralization

- Satyajit Singh and Pradeep K. Sharma [eds.] *Decentralisation: Institutions And Politics In Rural India*, OUP,2007
- D. A. Rondinelli and S.Cheema, *Decentralisation and Development*, Beverly Hills: Sage Publishers, 1983
- N.G.Jayal, *Democracy and The State: Welfare, Secular and Development in Contemporary India*, Oxford : Oxford University Press,1999
- Bidyut Chakrabarty, *Reinventing Public Administration: The Indian Experience*, Orient Longman,2007
- Noorjahan Bava, *Development Policies and Administration in India*, Delhi: Uppal Publishers, 2001
- Gabriel Almond and Sidney Verba, *The Civic Culture*, Boston: Little Brown, 1965
- M.P.Lester, *Political Participation- How and Why do People Get Involved in Politics* Chicago: McNally, 1965

III. Budget

- Erik-Lane, J. (2005) *Public Administration and Public Management: The Principal Agent Perspective*. New York: Routledge
- Henry, N.(1999) *Public Administration and Public Affairs*. New Jersey:Prentice Hall Caiden, N.(2004) 'Public Budgeting Amidst Uncertainty and Instability', in Shafritz, J.M. & Hyde, A.C. (eds.) *Classics of Public Administration*. Belmont: Wadsworth


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IV Citizen And Administration Interface

- R. Putnam, *Making Democracy Work*, Princeton University Press, 1993
- Jenkins, R. and Goetz, A.M. (1999) 'Accounts and Accountability: Theoretical Implications of the Right to Information Movement in India', in *Third World Quarterly*. June
- Sharma, P.K. & Devasher, M. (2007) 'Right to Information in India' in Singh, S. and Sharma, P. (eds.) *Decentralization: Institutions and Politics in Rural India*. New Delhi: Oxford University Press
- Vasu Deva, *E-Governance In India: A Reality*, Commonwealth Publishers, 2005
- World Development Report*, World Bank, Oxford University Press, 1992.
- M.J.Moon, *The Evolution of Electronic Government Among Municipalities: Rheoteric or Reality*, American Society For Public Administration, *Public Administration Review*, Vol 62, Issue 4, July – August 2002
- Pankaj Sharma, *E-Governance: The New Age Governance*, APH Publishers, 2004
- Pippa Norris, *Digital Divide: Civic Engagement, Information Poverty and the Internet in Democratic Societies*, Cambridge: Cambridge University Press, 2001.
- Stephan Goldsmith and William D. Eggers, *Governing By Network: The New Shape of the Public Sector*, Brookings Institution [Washington], 2004
- United Nation Development Programme, *Reconceptualising Governance*, New York, 1997
- Mukhopadhyay, A. (2005) 'Social Audit', in *Seminar*. No. 551.

V. Social Welfare Administration

- Jean Drèze and Amartya Sen, *India, Economic Development and Social Opportunity*, Oxford: Oxford University Press, 1995
- J.Dreze and Amartya Sen, *Indian Development: Selected Regional Perspectives*, Oxford: Clarendon Press, 1997
- Reetika Khera- Rural Poverty And Public Distribution System, EPW, Vol-XLVIII, No.45-46, Nov 2013
- Pradeep Chaturvedi [ed.], *Women And Food Security: Role Of Panchayats*, Concept Publishers, 1997
- National Food Security Mission: nfsm.gov.in/Guidelines/XIIPlan/NFSMXII.pdf
- Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005
- K. Lee and Mills, *The Economic Of Health In Developing Countries*, Oxford: Oxford University Press, 1983
- K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Delhi: Akansha Publishers, 2012.
- Marma Mukhopadhyay and Madhu Parhar(ed.) *Education in India: Dynamics of Development*, Delhi: Shipra Publications, 2007
- Nalini Juneja, *Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors'*, International Institute For Educational Planning, UNESCO: Paris, 2001
- Surendra Munshi and Biju Paul Abraham [eds.] *Good Governance, Democratic Societies and Globalisation*, Sage Publishers, 2004
- Basu Rumki (2015) *Public Administration in India Mandates, Performance and Future Perspectives*, New Delhi, Sterling Publishers
- www.un.org/millenniumgoals
- <http://www.cefsindia.org>
- www.righttofoodindia.org

C-10: GLOBAL POLITICS

Course objective: This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements

21-DSE4

Muni, S.D. (2006) 'Responding to Terrorism: An Overview', in Muni, S.D. (ed.) Responding to terrorism in South Asia. New Delhi: Manohar, pp.453-469.

Hoyt, T.D. (2005) 'The War on Terrorism: Implications for South Asia', in Hagerty, D.T. (ed.) South Asia in World Politics. Lanham: Roman and Littlefield Publishers, pp.281-295.

Lama, M. (2003) 'Poverty, Migration and Conflict: Challenges to Human Security in South Asia', in Chari, P.R. and Gupta, S. (eds.) Human Security in South Asia: Gender, Energy, Migration and Globalisation. New Delhi: Social Science Press, pp. 124-144

Acharya, J. and Bose, T.K. (2001) 'The New Search for a Durable Solution for Refugees: South Asia', in Samaddar, S. and Reifeld, H. (eds.) Peace as Process: Reconciliation and Conflict Resolution in South Asia. New Delhi: Vedams ,pp-137-157

Additional Readings

Baxter, C. (ed.) (1986) The Government and Politics of South Asia. London: Oxford University Press.

Rizvi, G. (1993) South Asia in a Changing International Order. New Delhi: Sage.

Thakur, R. and Wiggin, O.(ed.) (2005) South Asia and the world. New Delhi: Bookwell.

Hagerty, D.T. (ed.) (2005) South Asia in World Politics, Oxford: Rowman and Littlefield.

Samaddar, R. (2002) 'Protecting the Victims of Forced Migration: Mixed Flows and Massive Flows', in Makenkemp, M. Tongern, P.V. and Van De Veen, H. (eds.) Searching for Peace in Central and South Asia. London: Lynne Reinner.

Kukreja, V. and Singh, M.P. (eds) (2008) Democracy, Development and Discontent in SouthAsia. New Delhi: Sage.

DSE - 4: INDIA'S FOREIGN POLICY

Course Objective: This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The Endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

1. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power (7 lectures)
2. India's Relations with the USA and USSR/Russia (9 lectures)
3. India's Engagements with China (6 lectures)
4. India in South Asia: Debating Regional Strategies (9 lectures)
5. India's Negotiating Style and Strategies: Trade, Environment and Security Regimes (11 lectures)
6. India in the Contemporary Multi-polar World (6 lectures)

Reading List:

I. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

Essential Readings:

S. Ganguly and M. Pardesi, (2009) 'Explaining Sixty Years of India's Foreign Policy', in *India Review*, Vol. 8 (1), pp. 4-19.



Ch. Ogden, (2011) 'International 'Aspirations' of a Rising Power', in David Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp.3-31

W. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, *Trusts with Democracy: Political Practice in South Asia*, Anthem Press: University Publishing Online.

Additional Reading:

J. Bandhopadhyaya, (1970) *The Making Of India's Foreign Policy*, New Delhi: Allied Publishers.

II: India's Relations with the USA and USSR/Russia

Essential Readings:

S. Mehrotra, (1990) 'Indo-Soviet Economic Relations: Geopolitical and Ideological Factors', in *India and the Soviet Union: Trade and Technology Transfer*, Cambridge University Press: Cambridge, pp. 8-28.

R. Hathaway, (2003) 'The US-India Courtship: From Clinton to Bush', in S. Ganguly (ed.), *India as an Emerging Power*, Frank Cass: Portland.

A. Singh, (1995) 'India's Relations with Russia and Central Asia', in *International Affairs*, Vol. 71 (1): 69-81.

M. Zafar, (1984), 'Chapter 1', in *India and the Superpowers: India's Political Relations with the Superpowers in the 1970s*, Dhaka, University Press.

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IV: India in South Asia: Debating Regional Strategies

Essential Readings:

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Essential Readings:

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Online Resources:

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The Council of Foreign Relations has a regularly updated blog on India's foreign policy: <http://www.cfr.org/region/india/ri282> Centre for Policy Research's blog on IR and strategic affairs though it is not exclusively on India's foreign policy. <http://www.cprindia.org/blog/international-relations-and-security-blog>

Institute for Defence Studies and Analyses: <http://www.idsa.in/>

Research and Information System: www.ris.org.in/

Indian Council of World Affairs: www.icwa.in/

Institute of Peace and Conflict Studies: www.ipcs.org/

Indian Council for Research on International Economic Relations: www.icrier.org/

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প্ৰমোদ চন্দ্ৰ ভট্টাচাৰ্য	: অসমৰ লোক উৎসব
	: অসমৰ জনজাতি (সম্পা.)
নিৰল প্ৰভা বৰদলৈ	: অসমৰ লোক সংস্কৃতি
লীলা গগৈ	: অসমীয়া লোক সংস্কৃতিৰ বৰপৰেখা
যোগেশ দাস	: অসমৰ জনকৃষ্টি
আব্দুল হুসাইন	: সংমিশ্ৰিত অসমীয়া সংস্কৃতি
নবায়ন দাস &	
পৰমানন্দ বাজলেশী (সম্পা.)	: অসমীয়া সংস্কৃতি কোষ
উপেন বাক্সা হাজৰাম	: অসমৰ জনজাতীয় সংস্কৃতি
প্ৰহ্লাদ কুমাৰ বৰুৱা (সম্পা.)	: অসমীয়া লোক সাহিত্য

২য় বাৰ্ষিক

কাকত কোড : ASH 2

C- 3 : অসমৰ সাংস্কৃতিক বাৰহাৰ (অসমৰ সংস্কৃতি অধ্যয়ন)

মূঠ ক্রেডিট : ৫-১=৬

গোচি-১ : লোকসংস্কৃতিৰ বিশেষ সন্দৰ্ভত সংস্কৃতিৰ সংজ্ঞা, শ্ৰেণীবিন্যাস, পৰিসৰ আৰু গুৰুত্ব

নম্বৰ-১৬

গোচি-২ : সামাজিক আচাৰ-অনুষ্ঠান, ঐতিহ্য সংস্কৃতি (লোক শিল্প, লোক কলা, লোক সৃষ্টিবিদ্যা,

লোক সাজপাৰ, লোক বন্ধন-প্ৰথা, লোকগীত, লোক নৃত্য)

নম্বৰ-১৬

গোচি-৩ : উৎসৱ -অনুষ্ঠান আৰু পৰম্পৰা :

লোক উৎসব আৰু আচাৰ-অনুষ্ঠান, মনোবৰ্জনমূলক অনুষ্ঠান আৰু খেলধৰ্মালি, লোক উষধ

আৰু লোকধৰ্ম

নম্বৰ-১৬

গোচি-৪ : সাংস্কৃতিক সমস্যা

বড়ো, ৰাভা আৰু কৰ্বিৰ বিশেষ সন্দৰ্ভত অসমৰ জনজাতীয় সংস্কৃতি

নম্বৰ-১৬

Principal
Salbari College, Salbari
Dist. Baksa, B T A.D. Assam

গোটি-৫ : অসমৰ বুল নাম (অসম নামৰ তাৎপৰ্য), অসমত বাস কৰা মুখ্য প্ৰজাতিৰ মানুহ আৰু

ত্ৰেণীকাকৰ অৱদান

নম্বৰ-১৬

প্ৰসঙ্গপুথি :

অসমীয়া লোকসংস্কৃতিৰ আভাস : নৱীন চন্দ্ৰ শৰ্মা

উত্তৰ পূৰ্বাঞ্চলৰ লোকসংস্কৃতি : নৱীন চন্দ্ৰ শৰ্মা

অসমৰ সংস্কৃতি : লীলা গগৈ

অসমৰ লোক নাট পৰম্পৰা : শ্ৰীযোনা ভৰলী

অসমৰ লোক নাট : বাৰ গগৈ

নাটকৰ বাবহাৰিক দিশ : উপনীল পাটগিৰী

লোকনাট পৰম্পৰা আৰু পৰিবৰ্তন (সম্পা.) : পদ্মানন্দ বাহুবংশী

কাব্যৰূপী লোকগীতি সংগ্ৰহ : হেমন্ত কুমাৰ শৰ্মা

গোৱালপৰীয়া লোকগীতি সংগ্ৰহ : দ্বিজেন দাস

ভৰলী লোকগীতি সংগ্ৰহ : কনক চহৰীয়া

C-4 : অসমীয়া ভাষাৰ ব্যৱহাৰিক ব্যাকৰণ

বুঠ কোডিট - ৫+১=৬

গোটি-১ : অসমীয়া কাকৰণৰ ইতিহাস, অসমীয়া কাকৰণৰ শ্ৰেণীবিভাজন, অসমীয়া কাকৰণৰ

প্ৰয়োজনীয়তা

নম্বৰ-১৬

গোটি-২ : পদৰ সংজ্ঞা আৰু শ্ৰেণীবিভাজন, বিশেষ্য, সৰ্বনাম, বিৰূপণ, ক্ৰিয়া আৰু কালক

নম্বৰ-১৬

গোটি-৩ : *স্বাৰ্থগত বিষয়সমূহ :

শব্দৰ সংজ্ঞা, শব্দৰ গঠন, *অৰ্থ শ্ৰেণীবিভাজন, বচন, লিপিবদ্ধ শব্দ, সম্বন্ধিত শব্দ

নম্বৰ-১৬

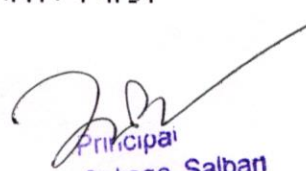
গোটি-৪ : বাক্য গঠন

সংজ্ঞা, গঠন আৰু বাক্যৰ শ্ৰেণীবিভাজন, বাক্যৰ ক্ৰপাসূচ

নম্বৰ-১৬

গোটি-৫ : অসমীয়া শব্দসমূহ

নম্বৰ-১৬


Principal
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Dist. Baksa, B T A.D. Assam

গোটি-২ : কম্পিউটাৰত অসমীয়া ভাষাৰ প্ৰয়োগ : অসমীয়া ভাষা - অসমীয়া কী-বোর্ড-অসমীয়া

ছফটৱেৰ - অসমীয়াত বৰ্ড প্ৰচেছৰছ - পেনা চেক'বছ আৰু কাৰেৰা চেক'বছ

নম্বৰ-১৬

নিৰ্দেশিত পাঠ্যক্ৰম :

P.K.Sinha : Computer Fundamentals

প্ৰসঙ্গ-সূত্ৰ :

1. www.xahitya.org
2. www.enajori.com

GE-4 : অসমৰ সংস্কৃতি অধ্যয়ন

মুঠ ক্রেডিট - ৫+১=৬

মুঠ মূল্যায়ন = ১০০ (বহিঃমূল্যায়ন-৮০- অন্তঃমূল্যায়ন-২০)

গোটি-১ : লোকসংস্কৃতিৰ বিশেষ সম্বন্ধত সংস্কৃতিৰ সংজ্ঞা, শ্ৰেণীবিভাজন, পৰিসৰ আৰু গুৰুত্ব

নম্বৰ-১৬

গোটি-২ : ভৌতিক সংস্কৃতি (লোক শিল্প, লোক কলা, লোক সৃষ্টিবিদ্যা,

লোক সাজপাৰ, লোক বন্ধন-প্ৰণালী, লোকগীত, লোক নৃত্য)

নম্বৰ-১৬

গোটি-৩ : লোক উৎসৱ-অনুষ্ঠান আৰু প্ৰবন্ধপৰা :

লোক উৎসৱ আৰু আচাৰ-অনুষ্ঠান, মনোৰঞ্জনমূলক অনুষ্ঠান আৰু খেলাধুমালা, লোক উষধ

আৰু লোকধৰ্ম

নম্বৰ-১৬

গোটি-৪ : বহুভাষা, বাহা আৰু কাৰ্বিৰ বিশেষ সম্বন্ধত অসমৰ জনজাতিৰ সংস্কৃতি

নম্বৰ-১৬

গোটি-৫ : অসমৰ বুকু নাম (অসম নামৰ তাৎপৰ্য), অসমত বাস কৰা মুখ্য প্ৰজাতিৰ মানুহ আৰু

ত্ৰৈলোক্যকৰ অবদান

নম্বৰ-১৬

প্ৰসঙ্গপুথি :

অসমীয়া লোকসংস্কৃতিৰ আভাস : নৰদীন চন্দ্ৰ শৰ্মা

উত্তৰ পূৰ্বাঞ্চলৰ লোকসংস্কৃতি : নৰদীন চন্দ্ৰ শৰ্মা



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অসমৰ সংস্কৃতি : লীলা গগৈ

অসমৰ লোক নাট্য পৰম্পৰা : শৈলেন ভৰলী

অসমৰ লোক নাট্য : বাচ গগৈ

নাট্যৰ বাব্ৰাহিক দিশ : জগদীশ পাটগৰী

লোকনাট্য পৰম্পৰা আৰু পৰিবৰ্তন (সম্পা.) : পৰমানন্দ বাহুবলী

কাব্যৰূপী লোকগীতি সংগ্ৰহ : হেমন্ত কুমাৰ শৰ্মা

গোৱালপৰীয়া লোকগীতি সংগ্ৰহ : দ্বিজেন দাস

ভৰলী লোকগীতি সংগ্ৰহ : কনক চহৰীয়া

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৫ম বাৰ্ষিক

বাক্য কোড : ASH 5

C-11 : সাধাৰণ ভাষাবিজ্ঞান অধ্যয়ন

মুঠ ক্রেডিট - ৫+১=৬

মুঠ মূল্যায়ন = ১০০ (বহিঃমূল্যায়ন-৮০- অন্তঃমূল্যায়ন-২০)

গোচি-১ : ভাষাবিজ্ঞানৰ পৰিচয়-

বৰ্ণনামূলক, ঐতিহাসিক, ভূগোলমূলক আৰু পঠনামূলক

নম্বৰ-১৬

গোচি-২ : ধ্বনিতত্ত্ব -- সাধাৰণ পৰিচয়

নম্বৰ-১৬

গোচি-৩ : কপতত্ত্ব -- সাধাৰণ পৰিচয়

নম্বৰ-১৬

গোচি-৪ : শব্দৰ্থতত্ত্ব আৰু বাক্যতত্ত্ব -- সাধাৰণ পৰিচয়

নম্বৰ-১৬

গোচি-৫ : উপভাষাবিজ্ঞান আৰু সন্দৰ্ভভাষাবিজ্ঞান -- সাধাৰণ পৰিচয়

নম্বৰ-১৬


প্ৰসঙ্গ-পুথি :

H.A.Gleason

: An Introduction to Descriptive Linguistics

C.A.Hockett

: A Course in Modern Linguistics


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- 4. Co-curricular activities- definition, types & importance

UNIT III: FORMS OF EDUCATION

- 1. Formal Education: School – Meaning and characteristics, functions and responsibility of school, relationship between school and society
- 2. Informal Education: Meaning and characteristics, Educational role of family, social institutions- state and religious institutions
- 3. Non-formal Education: Meaning and characteristics, Agencies of non-formal education

UNIT IV: FREEDOM AND DISCIPLINE

- 1. The concept of freedom and discipline
- 2. The interrelation between discipline, liberty and democracy
- 3. Importance of discipline in social life

REFERENCES

- 1. Bhatia, K & Bhatia, B. The philosophical and Sociological foundations of Education
- 2. Das, B.N. Principles of Education and Education in Emerging Indian Society.
- 3. Das, P & Goswami. Theories and Principles of Education.

SEMESTER- II

C-3: DEVELOPMENT OF EDUCATION IN INDIA

CREDIT: 6

Objectives:

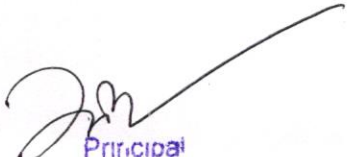
- 1. To help students understand the development of education in India in historical perspective.
- 2. To understand the salient features of education in ancient, medieval and British India.
- 3. To acquaint wit significant points of elected educational documents and reports of these periods.
- 4. To have an adequate knowledge of the recommendations of various commissions and committees on Indian Education.
- 5. To compare the different features of education systems of ancient Indian with those present system of education.

GROUP- A

EDUCATION IN ANCIENT AND MEDIEVAL INDIA

UNIT I: EDUCATION IN ANCIENT INDIA

- 1. Vedic Education: Aims of Education, process of education, curriculum and organization
- 2. Buddhist Education: Aims of Education, curriculum, Relevance of concepts like Madhyama Pratipada, Pratiyasumutpad, the four eternal truth


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UNIT II: EDUCATION IN MEDIEVAL INDIA

- Medieval education: Types of Educational Institutions, State patronage in Educational Endeavour, Islamic education, its salient features, objectives and curriculum

GROUP- B

EDUCATION DURING BRITISH INDIA AND POST-INDEPENDENCE PERIOD

UNIT III: EDUCATION DURING BRITISH PERIOD

1. Indigenous Education in India at the beginning of the 18th century
2. Growth of modern system of education upto 1947 A.D
3. Charter Act, Adam's Report, Macaulay's Minutes, Wood's Education Despatch, Report of Hunter's Commission, Movement for Compulsory Education, Gokhale's Bill, University Education Commission 1902, Calcutta University Commission 1917, Hartog Committee Report 1929, National Education Movements towards development of a national system of education, Gurukul Kangri, Jamia Milla Islamia, National Council of Education, Gujarat Vidyapith, Basic Education, Visva-Bharati

UNIT IV: EDUCATION DURING POST-INDEPENDENCE PERIOD

1. Development of Indian education during the post-independence period with special reference to secondary education commission 1952. Kothari commission report- 1964-66, National Policy on Education 1986 and its revised formulation of 1992
2. Comparative study with education during Ancient period

REFERENCES

1. Aggarwal, J.C. Development of Education in India, Shirpa Publication.
2. Aggarwal, S.P. Development of Education in India: A Historical Survey of Educational Documents Before & After Independence.

SEMESTER- II

C-4: ISSUES AND TRENDS IN CONTEMPORARY INDIAN EDUCATION

CREDIT: 6

Objectives:

1. To develop understanding of significant trends in contemporary education.
2. To develop awareness of various organizations and their role in the implementation of policies and programmes.
3. To focus attentions on certain major national and social issues and role of education in relation to them.
4. To acquaint with the role of technology/mass media in spreading education among the masses.

VI-SEC

SEMESTER - VI

SEC - 4: EDUCATION AND HUMAN RIGHTS

CREDIT: 2

UNIT I: CONCEPT OF HUMAN RIGHT

1. Concept, Meaning & Characteristics of Human Rights
2. Brief history of Human Rights
3. Universal Declaration of Human Rights
4. Human Rights and Indian Constitution
5. National Development of Human Rights
6. Assam State Human Rights Commission

UNIT II: EDUCATION AND HUMAN RIGHTS


1. Aims & objectives of education for Human Rights
2. Child Rights and Democratic Education
3. Methods of teaching Human Rights
4. Role of educational institutions in promoting Human Rights

UNIT III: EDUCATION AND WOMEN EMPOWERMENT

1. Needs and significance of women empowerment
2. Role of education in women empowerment
3. Government efforts for achieving quality life
4. Equality of opportunities and social justice in relation to Education

REFERENCES

1. Aggarwal, J.C., Education in the Emerging Indian Society. Shipra Publications
2. Aggarwal, S. Development of Education in India. Distributors bookland.


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SEMESTER- II

II-CC3

C-3: Indian Writing in English

Credit 6=5+1 (L+T)

Fiction: Credit- 3

50 marks

1. R.K. Narayan: *Swami and Friends*
2. Anita Desai: *In Custody*

Poetry: Credit- 3

50 marks

3. H.L.V. Derozio: 'Freedom to the Slave', 'The Orphan Girl'
4. Kamala Das: 'Introduction', 'My Grandmother's House'
5. Nissim Ezekiel: 'Enterprise', 'The Night of the Scorpion'
6. Robin S. Ngangom: 'The Strange Affair of Robin S. Ngangom', 'A Poem for Mother'
7. Mulk Raj Anand: 'Two Lady Rams'
8. Salman Rushdie: 'The Free Radio'
9. Rohinton Mistry 'Swimming Lesson'
10. Shashi Deshpande 'The Intrusion'

Suggested Topics and Background of Prose Readings for Class Presentations

Topics

Indian English

Indian English Literature and its Readership

Themes and Contexts of the Indian English Novel

The Aesthetics of Indian English Poetry

Modernism in Indian English Literature

Suggested Readings:

1. Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v-vi.
2. Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61-70.
3. Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187-203.
4. Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp. 1-10.

SEMESTER -VI

ENG- 601 R, DSE- 1 (B)Language and Linguistics

Unit1. Language: language and communication; language varieties: standard and non- standard language; language change. Mesthrie, Rajend and Rakesh M Bhatt. 2008. *World Englishes: The study of new linguistic varieties*. Cambridge: Cambridge University Press.

Unit 2. Structuralism: De Saussure, Ferdinand. 1966. *Course in general linguistics*. New York: McGraw Hill Introduction: Chapter 3.

Unit 3. Phonology and Morphology: Akmajian, A., R. A. Demers and R, M. Harnish, *Linguistics: An Introduction to Language and Communication*, 2nd ed. Fromkin, V., and R. Rodman, *An Introduction to Language*, 2nd ed. (New York: Holt, Rinehart and Winston, 1974) Chapters 3, 6 and 7.

Unit 4. Syntax and semantics: categories and constituents phrase structure; maxims of conversation. Akmajian, A., R. A. Demers and R, M Harnish, *Linguistics: An Introduction to Language and Communication*, 2nd ed. (Cambridge, Mass: MIT Press, 1984; Indian edition, Prentice Hall, 1991) Chapter 5 and 6.

ENG- 603R, GE-2 A: Modern Indian Literature

Credit: 6= 5+1 (L+T)

(Units: 1+2+3+4= Credits: 1½ +1½ +1½ +1½)

Unit 1: Poetry

25 marks

- Nissim Ezekiel: 'Night of Scorpion',
- A. K. Ramanujan: 'Relation'
- Jayanta Mahapatra: 'The Captive Air of Chandipur-on-Sea',

Unit 2: Short Stories


25 marks

- R.K. Narayan: 'The M.C.C.'
- Vaikom Muhammad Basheer: 'The Card-Sharper's Daughter'
- Temsula Ao: 'An Old Man Remembers' From *These Hills Called Home*.
- Rashmi Narzary: 'His share of the Sky' From *His Share of the Sky*
- Ismat Chughtai: 'Lihaaf' /'The sacred Duty'

Unit 3: Play:


25 marks

- Vijay Tendulkar: *Silence, The Court is in Session*


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V-cek

1. Munday, Jeremy. *Introducing to Translation Studies: Theories and Applications*. Second Edition.
2. Toury, Gideon. *Translation Across Cultures*. New Delhi: Bahri Publications Private Limited, 1987.
3. Baker, Mona, *In Other Words: A Coursebook on Translation*, Routledge, 2001.
(Useful exercises for practical translation and training)
4. Baker, Mona & Kirsten Malmkjar (Ed.) *Routledge Encyclopedia of Translation Studies*. London and New York: Routledge, 2001. (Readable entries on concepts and terms) Sherry Simon, *Gender in translation: Cultural Identity and the Politics of Transmission*. New York: Routledge, 1996.
5. Catford, I.C. *A Linguistic Theory of Translation*. London: OUP, 1965. Frishberg, Nancy J. *Interpreting: An Introduction*. Registry of Interpreters, 1990.
6. Ray, Mahit K. ed. *Studies in Translation*. (Second revised and enlarged edition) Atlantic Publisher & Distributor.
7. Gargesh, Ravinder and Krishna Kumar Goswami. (Eds.). *Translation and Interpreting: Reader and Workbook*. New Delhi: Orient Longman, 2007.
8. House, Juliana. *A Model for Translation Quality Assessment*. Tubingen: Gunter Narr, 1977.
9. Newmark, Peter. *A Textbook of Translation*. London: Prentice Hall, 1988.


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SEMESTER-V

C- 11: Women's Writing

Credit: 6= 5+1 (L+T)

(Units: 1+2+3+4= Credits: 1½ +1½ +1½ +1½)(Poetry + Essay= 25+25=50 marks)

Poetry

1. Emily Dickinson: 'I cannot live with you', 'I'm wife; I've finished that',
2. Sylvia Plath: 'Daddy', 'Lady Lazarus',
3. Eunice De Souza 'Advice to Women', 'Bequest'
4. Alice Walker: *The Color Purple*
5. Charlotte Perkins Gilman: 'The Yellow Wallpaper', Katherine Mansfield 'Bliss'

Essay

6. Mahashweta Devi: 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)
7. Mary Wollstonecraft: *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.
8. Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in *Pandita Ramabai Through Her Own Words: Selected Works*, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.
9. 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.

Suggested Topics and Background of Prose Readings for Class Presentations

Topics

The Confessional Mode in Women's Writing

Sexual Politics

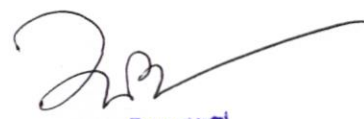
Race, Caste and Gender

Social Reform and Women's Rights

Suggested Readings:

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
4. Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

C-12: British Literature: The Early 20th Century


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V-4E1

C-2: European Classical Literature

Credit 6=5+1 (L+T)

(Sections: 1+2+3+4+5= Credits: 1½ +1½ +1+1+1)

1. Homer. *The Iliad*, tr. E.V. Rieu (Harmondsworth: Penguin, 1985).
2. Sophocles. *Oedipus the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* (Harmondsworth: Penguin, 1984).
3. Plautus. *Pot of Gold*, tr. E.F. Watling (Harmondsworth: Penguin, 1965).
4. Ovid. *Selections from Metamorphoses* 'Bacchus', (Book III), 'Pyramus and Thisbe' (Book IV), 'Philomela' (Book VI), tr. Mary M. Innes (Harmondsworth: Penguin, 1975).
5. Horace. Satires I: 4, in *Horace: Satires and Epistles and Persius: Satires*, tr. Niall Rudd (Harmondsworth: Penguin, 2005).

Suggested Topics and Background of Prose Readings for Class Presentations

Topics

- The Epic
- Comedy and Tragedy in Classical Drama
- The Athenian City State
- Catharsis and Mimesis
- Satire
- Literary Cultures in Augustan Rome

Suggested Readings:

1. Aristotle, *Poetics*, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
2. Plato, *The Republic*, Book X, tr. Desmond Lee (London: Penguin, 2007).
3. Horace, *Ars Poetica*, tr. H. Rushton Fairclough, *Horace: Satires, Epistles and Ars Poetica* (Cambridge Mass.: Harvard University Press, 2005) pp. 451–73.

ENG-103H, GE- 1: The Individual and Society

Credit: 6= 5+1 (L+T)

(Units: 1+2+3+4= Credits: 1½ +1½ +1½ +1½)

Unit 1: Caste/Class

10

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20 marks

1. Jotirao Phule: 'Caste Laws'
2. Premchand: 'Deliverance'
3. Omprakash Valmiki: 'Joothan'
4. Hira Bansode: 'Bosom Friend'

Unit 2: Gender

20 marks

1. Virginia Woolf: 'Shakespeare's Sister'
2. Rabindranath Tagore, 'The Exercise Book'
3. Marge Piercy: 'Breaking Out'
4. Eunice De Souza: 'Marriages Are Made'
5. Ambai: 'Yellow Fish'

Unit 3: Race

20 marks

1. Roger Mais: 'Blackout'
2. Wole Soyinka: 'Telephone Conversation'
3. Langston Hughes: 'Harlem'
4. Maya Angelou: 'Still I Rise'

Unit 4: Violence and War

20 marks

1. Wilfred Owen: 'Dulce et Decorum Est'
2. Henry Reed: 'Naming of Parts'
3. Sa'adat Hasan Manto: 'The Dog of Tetwal'
4. Amitav Ghosh: 'Ghosts of Mrs Gandhi'

Unit 5: Living in a Globalized World

20 marks

1. Roland Barthes: 'Toys'
2. Imtiaz Dharkar: 'At the Lahore Karhai'
3. Edward Brathwaite: 'Colombe'

Selections from Vinod Sood, et. al., eds., *The Individual and Society: Essays, Stories and Poems* (Delhi: Pearson, 2005).

ENG-104H, AECC: English Communication

Preamble: The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced. The present course hopes to address some of these aspects through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills. Some of these are: Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office



I-CC2

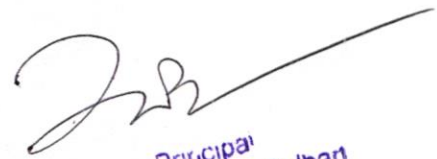
7. R.G. Collingwood: *The Idea of History*
8. J.W. Burrow: *A History of Histories: Epics, Chronicles, Romance and Inquiries from Herodotus and Thucydides to the Twentieth Century*
9. Eileen K. Cheng: *Historiography: An Introductory Guide*
10. Mark T. Gilderhus: *History and Historians: A Historiographical Introduction*

C-2: History of India (Earliest to 300 A.D.)

Units	Course Contents	Credit
I	Introduction: i) Geographical background ii) Sources: Archaeology Literature (indigenous and foreign) iii) Pre-History Phases: a) Paleolithic, b) Mesolithic and c) Neolithic	
II	Polity, Society, Economy and Religion: a) Harappan Culture and b) Vedic Culture	
III	Mauryan Empire: Economy, Society and Religion and Art	
IV	Post-Mauryan Invasions and their impacts i) Bactrian Greeks, Scytho-Parthians, Kushanas ii) Economic development-Land grants, Urban growth, Crafts, Trade and Trade Routes, Coins and Currency, Indo-Roman Trade. iii) Sangam Age: Literature, Society, Economy	

Suggested Reading:

1. A.L. Basham: *The Wonder that was India*
2. D.S. Kosambi: *The Culture and Civilization of Ancient India in Historical Outline*
3. H.C. Roychoudhury: *Political History of Ancient India*
4. K. A. N. Shastri: *A Comprehensive History of India Vol. II*
5. N. Shastri: *A History of South India*
6. R.C. Mazumder (ed): *The History and Culture of the Indian People Volumes I-IV*
7. R.K. Mookherjee: *The Gupta Empire*
8. R. S. Tripathi: *History of Ancient India*
9. R. Thapar: *Early India*
10. R. Thapar: *A History of India, Vol. I*



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12-SEC-A

SEC-2: Historical Tourism: Theory & Practice

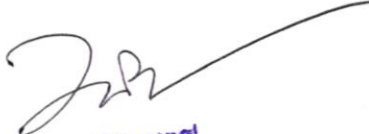
Units	Course Contents	Credit
I	Defining Heritage: e. Art & Architecture in India: An overview f. Field Work: Visit to historical sites & Museums	
II	Understanding Built Heritage: a. Stupa Architecture b. Temple Architecture c. Indo Persian Architecture, Forts, Palaces, Mosques d. Colonial Architecture e. Present day structures	
III	Field Work: a. Visit to site & Conducting of research	
IV	Modalities of conducting tourism	

Suggested Readings

1. Sunil Kumar: The Present in Delhi's Past
2. Peter Howard: Heritage: Management, Interpretation, Identity, and London
3. V.S. Agarwal: Indian Art
4. Percy Brown: Indian Architecture
5. James Harle: The Art & Architecture of the Indian Subcontinent
6. S.K. Bhowmik: Heritage Management: Care, Understanding & Appreciation of Cultural Heritage

GE-IV: Society and Economy of Assam

Units	Course Contents	Credit
I	Socio-Economic condition of Ancient Assam	
II	Society and Economy in Medieval Assam Social Organization, Caste, Class Relationship, Nobility, Paiks, Slaves and Servants Neo-Vaishnavite Movement in Assam-Impact on Society Agriculture and Land System-Classification and Ownership of Land Land Revenue and other Taxes Economic Relation between the Hills and the Valley: the Posa system.	
III	Society in Colonial Assam: Growth of Modern Education and the role of Christian Missionaries Language Controversy in 19 th century Assam Emergence of Middle Class Development of Press and Growth of Public Associations	
IV	Economy in Colonial Assam: Agriculture Regulations and revenue system Plantation Economy of the Tea Industry Development of Modern Industries-Coal and Oil Development of Transport System	


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11-CC3

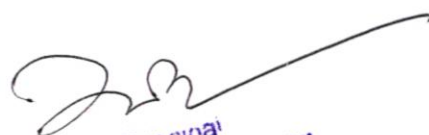
SEMESTER-II

C-3: History of India (300-1206) A.D.

Units	Course Contents	Credit
I	Age of the Guptas: i) Emergence and consolidation of Gupta power ii) State and administrative institutions iii) Socio-economic changes, Agrarian structure, Trade and commerce. iv) Cultural development: Art and Architecture; and Literature	
II	Post Gupta period: i) Harshavardhana ii) Polity, Society and Economy	
III	Rise of Regional Powers: i) Pratiharas ii) Rastrakutas iii) Cholas	
IV	Foreign Invasions: i) Hunas ii) Arabs iii) Ghaznavids & Ghorids	

Suggested Reading

1. B. P. Sahu (ed): *Land System and Rural Society in Early India*
2. Burton Stein: *Peasant State and Society in Medieval South India.*
3. D. D. Kosambi: *An Introduction to the Study of Indian History*
4. D. P. Chattopadhyaya: *History of Science and Technology in Ancient India*
5. Derry N. Maclean: *Religion and Society in Arab Sindh*
6. K. A. N. Sastri: *A History of South India*
7. N. Karashima: *South Indian History and Society*
8. N. N. Bhattacharya: *Ancient Indian Rituals and Their Social Contents*
9. R. S. Sharma: *Indian Feudalism*
10. R.S. Sharma: *Indian Feudalism (circa 300 - 1200)*
11. R.S. Sharma: *Urban Decay in India, c.300- C1000*
12. RomilaThapar: *Ashoka and the Decline of the Mauryas*
13. Romila Thapar: *Early India: From the Origins to 1300*
14. Romila Thapar: *Somanatha: The Many Voices of a History.*
15. Susan Huntington: *The Art of Ancient India: Buddhist, Hindu, and Jain*


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4. Tapan Raychaudhuri and Irfan Habib (ed): *Cambridge Economic History of India, Vol. I*
5. K.A. Nizami: *Religion and Politics in the Thirteenth Century*
6. Mohibul Hasan: *Historians of Medieval India*
7. Burton Stein: *New Cambridge History of India: Vijayanagara*
8. J.F. Richards: *The Mughal Empire.*
9. Satish Chandra: *Essays on Medieval Indian History*
10. Irfan Habib: *Agrarian System of Mughal India, 1526 to 1707*
11. Ashin Dasgupta: *Indian Merchants and the Decline of Surat, 1700 -1750*
12. Stewart Gordon: *The Marathas 1600 - 1818.*
13. S. Nurul Hasan: *Religion, State, and Society in Medieval India*

SEMESTER: III

C-5: History of India (1206-1526) A.D.

Units	Course Contents	Credit
I	Survey of sources: Persian Tarikh tradition; vernacular histories; epigraphy	
II	Foundation and Consolidation of the Delhi Sultanates: <ol style="list-style-type: none"> a. Causes of the success of the Turks b. Expansion under the Khaljis: Conquest, Administration and Economic reforms. c. Tughluqs: Muhammad-bin Tughluq and Firoze Shah Tughluq. 	
III	Fragmentation of the Sultanate and Rise of Provincial Kingdoms: <ol style="list-style-type: none"> a. Bahmani and Vijaynagar Kingdoms b. Kingdoms of Gujrat and Bengal c. Rise of Afghans: Sher Shah 	
IV	State, Society and Economy: <ol style="list-style-type: none"> a. Central and Military organization, <i>Iqta</i>, b. Bhakti and Sufi movements c. Agriculture, Trade and Commerce 	

Suggested Reading

1. R.C. Mazumdar: *The Delhi Sultanate* (Bharatiya Vidya Bhawan)
2. V.A. Smith: *Oxford History of India* (Relevant Chapters)
3. Iswari Prasad: *Medieval India*
4. K.M. Ashraf: *Life and Conditions of the People of Hindustan (1200-1550 A.D.)*
5. Mohammad Habib: *Comprehensive History of India Vol. I-V* & K.A. Nizami (ed.)
6. J. L. Mehta: *Advanced study in History of Medieval India Vol. I*
7. K.N. Choudhury: *Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750*
8. P. Jackson: *The Delhi Sultanate*


9. Satish Chandra: *Medieval India: From Sultanate to the Mughals Part I, Delhi Sultanate (1205-1526)*

C-6: History of Modern Europe I

Units	Course Content	Credit
I	The French Revolution and Europe: a. Crisis of Ancien Regime. b. Social, Political and Intellectual currents. c. Emergence of social classes d. Napoleonic Empire: Europe.	
II	Restoration and Revolution: 1815-1848 a. Forces of conservatism & restoration of old hierarchies. b. Social, Political and intellectual currents. c. July Revolution of 1830 and February Revolution of 1848.	
III	Socio-Economic Transformation (Late 18 th century to 1914): a. Process of capitalism in industry and agriculture: case studies in Britain, France, German States and Russia. b. Evolution and Differentiation of social classes: Bourgeoisie, Proletariat, land owning classes and peasantry. c. Changing trends in demography and urban patterns. d. Family, gender and process of industrialization.	
IV	Growth of Nationalism and the Remaking of States in the 19 th and 20 th Centuries: a. Intellectual currents, popular movements and the formation of National identities in Germany, Italy, Ireland and the Balkans. b. Specificities of economic development, political and administrative Reorganization—Italy, Germany.	

Suggested Reading

1. Gerald Brennan: *The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War*
2. C.M. Cipolla: *Fontana Economic History of Europe, Volume III: The Industrial Revolution*
3. J. Evans: *The Foundations of a Modern State in 19th Century Europe*
4. T.S. Hamerow: *Restoration, Revolution and Reaction: Economics and Politics in Germany (1815-1871)*
5. E.J. Hobsbawn: *The Age of Revolution*
6. Lynn Hunt: *Politics, Culture and Class in the French Revolution*
7. James Joll: *Europe Since 1870*
8. David Landes: *Prometheus Unbound*
9. George Lefebvre: *Coming of the French Revolution*
10. George Lichtheim : *A Short History of Socialism*
11. G. Barrowclough: *An Introduction to Contemporary History*
12. Maurice Dobb: *Soviet Economic Development Since 1917*


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14-CC8, CC9, CC10

III	Early Stages of Emergence of Nationalism : (a) Formation of Associations and Pressure groups. (b) Peasant and tribal revolts , rise of middle class,	
IV	(a) Birth of The Indian national Congress – Early Programmes and objectives. (b) Rise of the Extremism in the Indian National Congress, Programmes and objectives of moderate and extremist functions, partition of Bengal and Surat split, Swadeshi Movement. Leaders of Extremist and Moderate factors.	

Reading List:

1. A.R. Desai: *Social Background of Indian Nationalism*
2. Bipan Chandra: *Rise and Growth of Economic Nationalism in India*
3. Bipan Chandra: *India's Struggle for Independence*
4. Lucy Sutherland: *The East India Company in the Eighteenth Century Politics*
5. P.E. Roberts: *History of British India*
6. P.J. Marshall: *Problems of Empire: Great Britain and India*
7. Percival Spear: *History of India Vol.II*
8. R.C. Majumdar: *History of Freedom Movement in India*
9. R.C. Majumdar: *British Paramountcy and Indian Renaissance.*
10. S. Gopal: *British Policy in India, 1858-1905*
11. S.P. Nanda, *History of Modern India, Dominant publisher and Distributor*
12. Sekhar Bondpadhay, *From Plassey to partition: A History of Modern India*
13. Sumit Sarkar: *Modern India*
14. Tara Chand: *History of the Freedom Movement in India Vol. II*

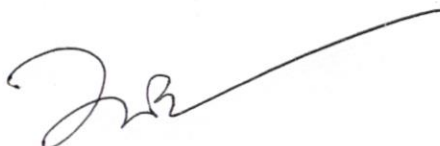
SEMESTER-IV

C- 8: History of India (1526-1757) A.D.

Units	Course Contents	Credit
I	Sources: Persian and vernacular literary cultures, histories, memoirs and travelogues	
II	Consolidation and territorial expansion: Akbar, Jahangir, Shahjahan, Aurangzeb, Mughal Administrations	
III	State and religion under the Mughals: i) Religious policy, ii) Society and Economy	
IV	Rise of Maratha power and Decline of the Mughal.	

Suggested Reading

1. M. Athar Ali: *The Mughal Nobility under Aurangzeb*
2. Muzaffar Alam and Sanjay Subramanian (ed.): *The Mughal State, 1526 - 1750*
3. J.F. Richards: *The Mughal Empire*
4. Satish Chandra: *Essays on Medieval Indian History*


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5. Irfan Habib: Agrarian System of Mughal India, 1526 to 1707
6. Ashin Dasgupta: Indian Merchants and the Decline of Surat, 1700-1750
7. Stewart Gordon: The Marathas 1600-1818
8. Ebba Koch: Mughal Art and Imperial Ideology
9. S.A.A. Rizvi: Muslim Revivalist Movements in Northern India
10. K. R. Qanungo: Dara Shikoh

C-9: History of Assam (1228-1826) A.D.

Units	Course Contents	Credit
I	Sources of Assam: Archaeology and literary (indigenous and foreign)	
II	Foundation, Expansion & consolidation of the Ahoms	
III	The neighbouring kingdom of the Ahom: The kingdoms of Kachari, Jayantia, Koch; Hills and others	
IV	The socio-religious conditions of Assam: Sakhism, tribal religion, Neo-Vaisnavite movement, Bhakti movement, etc.	

Suggested Reading

1. E.A. Gait: *A History of Assam*
2. S.L. Barua: *A Comprehensive History of Assam*
3. L. Devi: *Ahom Tribal Relations*
4. P. Gogoi: *The Tai and Tai Ahom Kingdoms* (Relevant Chapters)
5. H.K. Barpujari: *The Comprehensive History of Assam*, Vol. II-III
6. R.G. Basak: *History of North-East India*
7. N.N. Basu: *Social History of Kamrupa* Volumes I-III
8. S.K. Bhuyan: *Anglo-Assamese Relations*

C-10: History of Modern Europe II

Units	Course Content	Credit
I	Liberal Democracy, Working Class Movements and Socialism in the 19 th and 20 th Centuries: <ol style="list-style-type: none"> a. The struggle for parliamentary democracy and civil liberties in Britain. b. Forms of protest during early capitalism: food riots in France and England Luddites and Chartism. c. Early socialist thought; Marxian Socialism, the First and the Second International. d. German Social Democracy, Politics and Culture e. Christian Democracy as a political and ideological force in western and central Europe 	
II	Russia: Crisis of Feudalism and Experiments in Socialism: <ol style="list-style-type: none"> a. Emancipation of serfs b. Russian Populism and Social Democracy 	

	<ul style="list-style-type: none"> c. Revolutions of 1905; the Bolshevik Revolution of 1917 d. Programme of Socialist Construction 	
III	<p>Imperialism, War, and Crisis in 1880-1939:</p> <ul style="list-style-type: none"> a. Theories and mechanisms of imperialism; growth of Militarism; Power blocks and alliances: expansion of European empires-War of 1914 b. The Post 1919 World Order: The Great Depression and Recovery c. Fascism, Nazism and Spanish Civil War d. Origin of the Second World War 	
IV	<p>Cultural and Intellectual Developments since 1850:</p> <ul style="list-style-type: none"> a. Notions of Culture b. Creation of a new public sphere and mass media c. Mass education and extension of literacy d. Creation of new cultural forms: from Romanticism to Abstract Art 	

Suggested Readings

1. G. Barrowclough: An Introduction to Contemporary History
2. Fernand Braudel: History and the Social Science in M. Aymard and Mukhia eds. French Studies in History, Vol. I (1989).
3. Maurice Dobb: Soviet Economic Development Since 1917
4. H.J. Hanham: Nineteenth Century Constitution, 1815 to 1914
5. E.J. Hobsbawm: Nations and Nationalism
6. Charles and Barbara Jelavich: Establishment of the Balkan National States, 1840 to 1920
7. James Joll: Origins of the First World War (1989)
8. Jaon B. Landes: Women and the Public Sphere in the Age of the French Revolution
9. David Lowenthal: The Past is a Foreign Country
10. Colin Licas: The French Revolution and the Making of Modern Political Culture, Volume 2
11. Nicholas Mansergh: The Irish Question, 1840 - 1921
12. K.O. Morgan: Oxford Illustrated History of Britain, Volume 3 [1789 -1983]
13. R.P. Morgan: German Social Democracy and the First International
14. N.V. Riasanovsky: A History of Russia
15. J.M. Robert: Europe 1880-1985
16. J.J. Roth (ed.): World War I: A Turning Point in Modern History
17. Albert Soboul: History of the French Revolution (in two volumes)
18. Lawrence Stone: History and the Social Sciences in the Twentieth Century, The Past and the Present
19. Dorothy Thompson: Chartists: Popular Politics in the Industrial Revolution.
20. E.P. Thompson: Making of the English Working Class
21. Michel Vovelle: Fall of the French Monarchy
22. H. Seton Watson: The Russian Empire.
23. Raymond Williams: Culture and Society.

Suggested Readings

1. H.K. Barpujari (ed.): The Comprehensive History of Assam, Vol. I, III, IV & V
2. B.K. Barua: A Cultural History of Assam Baruah,
3. S.L. Baruah: A Comprehensive History of Assam
4. Jahnabi Gogoi Nath: Agrarian System of Medieval Assam
5. Amalendu Guha: Planters Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam 1826-1947
6. D. Nath: Assam Buranji
7. P.C. Choudhury: History of Civilization of the People of Assam to the Twelfth Century A.D.
8. E.A. Gait: A History of Assam
9. Amalendu Guha: Medieval and Early Colonial Assam
10. S.B. Medhi: Transport System and Economic Development in Assam.
11. D. Nath: Religion and Society in North East India
12. N. Rhodes and S.K. Bose: The Coinage of Assam, Vol. I, Pre-Ahom Period, Vol.11, Ahom Period
13. Rajen Saikia: Social and Economic History of Assam (1853- 1921)
14. S.N. Sarma: Socio Economic and Cultural History of Medieval Assam
15. Monorama Sharma: Social and Economic Change in Assam: Middle Class Hegemony

SEMESTER-V

C- 11: History of India (1757-1857) A.D.

Unit	Course Contents	Credit
I	Expansion and Consolidation of colonial Power: a. Mercantilism, foreign trade and early forms of exactions from Bengal. b. Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab, and Sindh.	
II	Colonial State and Ideology: a. Arms of the colonial state: army, police and law. b. Ideologies of the Raj and racial attitudes. c. Education: indigenous and modern.	
III	Economy and Society: a. Land revenue systems and forest policy. b. Commercialization and indebtedness. c. De industrialization. d. Drain of Wealth. e. Growth of modern industry	
IV	Popular Resistance: a. Santhal uprising (185-7); Indigo rebellion (1860); Pabna agrarian	

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	Leagues (1873); Deccan riots (1875). b. Uprising of 1857	
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Suggested Reading


1. C. A. Bayly: *Indian Society and the Making of the British Empire*
2. Bipan Chandra: *Rise and Growth of Economic Nationalism in India*
3. Suhash Chakravarty: *The Raj Syndrome: A Study in Imperial Perceptions*
4. J.S. Grewal: *The Sikhs of the Punjab, New Cambridge History of India*
5. Ranajit Guha, (ed.): *A Subaltern Studies Reader*
6. Dharma Kumar and Tapan Raychaudhuri (ed.): *The Cambridge Economic History of India, Vol. II.*
7. P.J. Marshall: *Bengal: The British Bridgehead, New Cambridge History of India*
8. R.C. Majumdar (ed.): *History and Culture of Indian People, Vols. IX and X. British Paramountcy and Indian Renaissance*
9. Rajat K. Ray (ed.): *Entrepreneurship and Industry in India, 1800- 1947*
10. Eric Stokes: *English Utilitarians and India*

C-12: History of Assam (1826-1947) A.D.

Units	Course Content	Credit
I	Advent of the British a. Administrative Reorganization under David Scott b. Annexation of Lower Assam c. Anti-British uprisings (1826-1830) d. Annexation of Upper Assam e. Repercussions of the Revolt of 1857.	
II	Territorial Expansion: a. Cachar b. Manipur c. Jayantia Hills d. Khasi Hills d. Garo Hills d. Naga Hills e. Lushai Hills.	
III	Changes in the Economic structure: a. Agrarian System b. Growth of modern industries- Tea, Coal and Oil c. Development of Transport and Communication	
IV	a. Political Awakening: Education, Press, Public Associations b. National Movement in Assam-Swadeshi Movement, Non-Cooperation movement, Civil Disobedience movement, Quit India movement, Role of women	

Suggested Reading

1. A.C. Bhuyan and S. Dey (ed.): *Political History of Assam Vol. II & III*
2. E.A. Gait: *A History of Assam*
3. H.K. Barpujari (ed.): *Political History of Assam, Vol. I.*
4. H.K. Barpujari (ed.): *The Comprehensive History of Assam Vol. IV & V.*


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VI- CC13, CC14

7. Oinam Ranjit Singh & Sudev Chandra Basumatary (ed.): North East India Past and Present, Vol.2
8. S. K. Chatterji: *Kirata Jana Kriti*
9. W. I. Singh: *The History of Manipur*
10. Gangmumei Kabui; *History of Manipur, Volume One Pre-colonial Period*
11. P. C. Choudhuri: *The History of Civilization of the People of Assam to the Twelfth Century A.D.*


SEMESTER-VI

C- 13: History of India (1857-1947) A.D.

Unit	Course Contents	Credit
I	Cultural Changes and Socio-Religious Reform Movements: a. The advent of printing and its implications. b. Reform and Revival: Brahma Samaj, PrarthnaSamaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements. c. Making of religious and linguistic identities. d. Caste: Sanskritising and anti Brahminical trends	
II	Nationalism: Trends up to 1919: a. Political ideology and organizations, formation of INC. b. Moderates and extremists. c. Swadeshi Movement d. Revolutionaries	
III	Gandhian nationalism after 1919: Ideas and Movements: a. Mahatma Gandhi: his Perspectives and Methods. b. (i) Impact of the First World War. (ii) Rowlett Satyagraha and Jallianwala Bagh. (iii) Non- Cooperative and Civil Disobedience. (iv) Provincial Autonomy, Quit India and INA. c. Left wing movements. d. Princely India: States people movements. e. Nationalism and Culture: literature and art	
IV	Communalism: Ideologies and practices, RSS, Hindu Maha Sabha, Muslim League.	

Suggested Readings


1. Anil Seal: Emergence of Indian Nationalism
2. Bipan Chandra: Nationalism and Colonialism in Modern India
3. Bipan Chandra: Rise and Growth of Economic Nationalism in India
4. D.A. Low (ed.): Congress and the Raj


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5. Eleanor Zelliott: From Untouchable to Dalit: Essays on the Ambedkar Experiments with Truth.
6. Gyanendra Pandey: The Construction of Communalism in colonial Jawaharlal Nehru, An Autobiography
7. John R. McLane: Indian Nationalism and the Early Congress.
8. Judith Brown: Gandhi's rise to Power, 1915-22
9. Mohandas K. Gandhi: An Autobiography or The Story of My Movement
10. Mushirul Hasan (ed.): India's Partition, Oxford in India Readings North India
11. Paul Brass: The Politics of India Since Independence
12. Peter Hardy: Muslims of British India
13. Ram Lakhan Shukla (ed.): Adhunik Bharat ka Itihas
14. Ranajit Guha (ed.): A Subaltern Studies Reader
15. Sumit Sarkar: Modern India, 1885-1947
16. A.R. Desai: Peasant Struggles in India
17. A.R. Desai: Social Background of Indian Nationalism
18. Aditya Mukherjee: India's, Struggles for Independence
19. Bipan Chandra: Communalism in Modern India

C-14: History of World Civilizations

Units	Course Contents	Credit
I	Ancient Egypt: <ol style="list-style-type: none"> a. The Old Kingdom-Egyptian writing, building of Pyramids. b. The Middle Kingdom-Imperial Egypt, Egyptian Art & Architecture. c. The New Kingdom – Emergence and Decline. 	
II	Ancient Mesopotamia: <ol style="list-style-type: none"> a. Early Sumer b. Sumerian writing c. System of irrigation d. City states of Sumer e. Temples and Religion f. Hammurabi's Code of Laws. 	
III	Chinese Civilization: <ol style="list-style-type: none"> a. Early dynastic; Classical literature b. Confucius c. Han Dynasty d. Tang Dynasty e. Chinese Trade f. Chinese Art 	
IV	Ancient Greece: <ol style="list-style-type: none"> a. Rise of city- states 	


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<ul style="list-style-type: none"> b. Athenian Democracy c. Art, Literature, Philosophy & Science <p>Ancient Roman:</p> <ul style="list-style-type: none"> a. Rise of City States b. Roman Empire c. Trade and Commerce 	
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Reading list:

1. C. E. Robinson: A History of Greece
2. C. E. Robinson: *A History of Rome*
3. C. E. Van Sickle: *A Political and Cultural History of the Ancient World*
4. C. J. H. Hayes & P. T. Moon: *Ancient and Medieval History (Relevant Chapters)*
5. *Encyclopedia Britannica of Social Sciences*
6. H. S. Lucus: *A Short History of Civilization*
7. W. N. Weech: *History of the World*

DSE- 3: History of the USA (1776-1945) A.D.

Units	Course Contents	Credit
I	<p>The Background:</p> <ul style="list-style-type: none"> a. The land and indigenous people b. settlement and colonization by Europeans c. Early colonial society and politics d. Indentured labour-White and Black 	
II	<p>Making of the Republic:</p> <ul style="list-style-type: none"> a. Revolution: Sources of conflict, Revolutionary groups, Ideology, The War of Independence and its historical interpretations b. Processes and Features of Constitution making: Debates, Historical interpretations 	
III	<p>Evolution of American Democracy:</p> <ul style="list-style-type: none"> a. Federalists, Jeffersonianism, Jacksonianism: Rise of political parties (1840-1960), Judiciary-role of the Supreme Court. b. Expansion of Frontier: Turner's Thesis, Marginalization, displacement and decimation of Native Americans; Case Histories of Tecumseh; Shawnee Prophet c. Limitation of Democracy: Blacks and Women. 	
IV	<p>Civil War:</p> <ul style="list-style-type: none"> a. Abolitionism and Sectionalism b. Issues and interpretations c. Rise of Republicanism, Emancipation and Lincoln 	


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- Campbell, Tom. (2008) 'Human Rights' in Mckinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 194-210.
- Mookherjee, Monica, 'Multiculturalism', in Mckinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 218- 234.
- Seglow, Jonathan, 'Multiculturalism', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*, Manchester: Manchester University Press, pp. 156-168.

C-4: POLITICS IN INDIA-II

Course objective: Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

I. Political Parties and the Party System	(1.5 weeks or 6 lectures)
Trends in the Party System; From the Congress System to Multi-Party Coalitions	
II. Determinants of Voting Behaviour	(2 weeks or 8 lectures)
Caste, Class, Gender and Religion	
III. Regional Aspirations	(2 weeks or 8 lectures)
The Politics of Secession and Accommodation	
IV. Religion and Politics	(2 weeks or 8 lectures)
Debates on Secularism; Minority and Majority Communalism	
V. Caste and Politics	(1.5 weeks or 6 lectures)
Caste in Politics and the Politicization of Caste	
VI. Affirmative Action Policies	(1.5 weeks or 6 lectures)
Women, Caste and Class	
VII. The Changing Nature of the Indian State	(1.5 weeks or 6 lectures)
Developmental, Welfare and Coercive Dimensions	

READING LIST

I. Political Parties and the Party System: Trends in the Party System; From the Congress System to Multi-Party Coalitions

Essential Readings:

- R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) *Parties and Party Politics in India*, New Delhi: Oxford University Press, pp 39-55.
- E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and

Coalitions', in *Coalition Politics and Democratic Consolidation in Asia*, New Delhi: Oxford University Press.

Additional Reading:

Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P. deSouza and E. Sridharan (eds.) *India's Political Parties*, New Delhi: Sage Publications, pp. 73-115.

II. Determinants of Voting Behaviour: Caste, Class, Gender and Religion

Essential Readings:

Y. Yadav, (2000) 'Understanding the Second Democratic Upsurge', in F. Frankel, Z. Hasan, and R. Bhargava (eds.) *Transforming India: Social and Political Dynamics in Democracy*, New Delhi: Oxford University Press, pp. 120-145.

C. Jaffrelot, (2008) 'Why Should We Vote? The Indian Middle Class and the Functioning of World's Largest Democracy', in *Religion, Caste and Politics in India*, Delhi: Primus, pp. 604- 619.

R. Deshpande, (2004) 'How Gendered was Women's Participation in Elections 2004?', *Economic and Political Weekly*, Vol. 39, No. 51, pp. 5431-5436.

S. Kumar, (2009) 'Religious Practices Among Indian Hindus,' *Japanese Journal of Political Science*, Vol. 10, No. 3, pp. 313-332.

III. Regional Aspirations: The Politics of Secession and Accommodation

Essential Readings:

M. Chadda, (2010) 'Integration through Internal Reorganisation', in S. Baruah (ed.) *Ethnonationalism in India: A Reader*, New Delhi: Oxford University Press, pp. 379-402.

P. Brass, (1999) 'Crisis of National Unity: Punjab, the Northeast and Kashmir', in *The Politics of India Since Independence*, New Delhi: Cambridge University Press and Foundation Books, pp.192-227.

IV. Religion and Politics: Debates on Secularism: Minority and Majority Communalism

Essential Readings:

T. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in R. Vora and S. Palshikar (eds.) *Indian Democracy: Meanings and Practices*, New Delhi: Sage, pp. 235-256.

N. Menon and A. Nigam, (2007) 'Politics of Hindutva and the Minorities', in *Power and Contestation: India since 1989*, London: Fernwood Publishing, Halifax and Zed Books, pp.36- 60.

Additional Reading:

N. Chandhoke, (2010) 'Secularism', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 333-346.

V. Caste and Politics: Caste in Politics and the Politicization of Caste

Essential Readings:

R. Kothari, (1970) 'Introduction', in *Caste in Indian Politics*, Delhi: Orient Longman, pp.3 25.

M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in Atul Kohli (ed.) *The Success of India's Democracy*, New Delhi: Cambridge University Press, pp. 193-225.

G. Omvedt, (2002) 'Ambedkar and After: The Dalit Movement in India', in G. Shah (ed.) *Social Movements and the State*, New Delhi: Sage Publications, pp. 293-309.

VI. Affirmative Action Policies: Women, Caste and Class

Essential Readings:

M. Galanter, (2002) 'The Long Half-Life of Reservations', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices, Controversies*, New Delhi: Permanent Black, pp. 306-318.

C. Jaffrelot, (2005) 'The Politics of the OBCs', in *Seminar*, Issue 549, pp. 41-45.

M. John, (2011) 'The Politics of Quotas and the Women's Reservation Bill in India', in M. Tsujimura and J. Steele (eds.) *Gender Equality in Asia*, Japan: Tohoku University Press, pp. 169-195.

VII. Changing Nature of the Indian State: Developmental, Welfare and Coercive

Dimensions

Essential Readings:

S. Palshikar, (2008) 'The Indian State: Constitution and Beyond', in R. Bhargava (ed.) *Politics*

and Ethics of the Indian Constitution, New Delhi: Oxford University Press, pp. 143-163.

R. Deshpande, (2005) 'State and Democracy in India: Strategies of Accommodation and Manipulation', Occasional Paper, Series III, No. 4, Special Assistance Programme, Department of Politics and Public Administration, University of Pune.

M. Mohanty, (1989) 'Duality of the State Process in India: A Hypothesis', *Bhartiya Samajik Chintan*, Vol. XII (1-2)

Additional Readings:

T. Byres, (1994) 'Introduction: Development Planning and the Interventionist State Versus Liberalization and the Neo-Liberal State: India, 1989-1996', in T. Byres (ed.) *The State, Development Planning and Liberalization in India*, New Delhi: Oxford University Press, 1994, pp.1-35.

A. Verma, (2007) 'Police Agencies and Coercive Power', in S. Ganguly, L. Diamond and M. Plattner (eds.) *The State of India's Democracy*, Baltimore: John Hopkins University Press, pp. 130-139.

GE – 2: POLITICS IN INDIA

1. Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian. (09 lectures)
2. Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles (09 lectures)
3. Institutional Functioning: Prime Minister, Parliament and Judiciary (09 lectures)
4. Power Structure in India: Caste, class and patriarchy (07 lectures)
5. Religion and Politics: debates on secularism and communalism (06 lectures)
6. Parties and Party systems in India (05 lectures)
7. Social Movements : Workers, Peasants, Environmental and Women's Movement (10 lectures)
8. Strategies of Development in India since Independence: Planned Economy and Neo-liberalism (05 lectures)

READING LIST

Essential Texts

Abbas, H., Kumar, R. & Alam, M. A. (2011) *Indian Government and Politics*. New Delhi: Pearson, 2011.

Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*. New Delhi: Pearson.

Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics*. New Delhi: Sage.

Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India After Independence*. New Delhi: Penguin.

Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.

Vanaik, A. & Bhargava, R. (eds.) (2010) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan.

Menon, N. and Nigam, A. (2007) *Power and Contestation: India Since 1989*. London: Zed Book.

Austin, G. (1999) *Indian Constitution: Corner Stone of a Nation*. New Delhi: Oxford University Press.

Austin, G. (2004) *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press

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European Union (EU) and Brazil, Russia, India, China (BRIC)

Brezeznski, Z. (2005) *Choice: Global Dominance or Global Leadership*. New York: Basic Books, pp. 85-127.34

SKILL ENHANCEMENT

SEC-1: DEMOCRATIC AWARENESS

Course Objective: The Proposed course aims to acquaint student with the structure and manner of functioning of the legal system in India.

Expected Learning Outcome: The student should be aware of the institutions that comprise the legal system - the courts, police, jails and the system of criminal justice administration. Have a brief knowledge of the Constitution and laws of India, an understanding of the formal and alternate dispute redressal (ADR) mechanisms that exist in India, public interest litigation. Have some working knowledge of how to affirm one's rights and be aware of one's duties within the legal framework; and the opportunities and challenges posed by the legal system for different sections of persons. This course consists of 100 marks - comprising 25 marks for evaluation of the practical/ project work and a written paper of 75 marks.


Course Content:

Unit I

- Outline of the Legal system in India
- System of courts/tribunals and their jurisdiction in India - criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Mahila courts and tribunals.
- Role of the police and executive in criminal law administration.
- Alternate dispute mechanisms such as lok adalats, non - formal mechanisms.

Unit II

- Brief understanding of the laws applicable in India.
- Constitution - fundamental rights, fundamental duties, other constitutional rights and their manner of enforcement, with emphasis on public interest litigation and the expansion of certain rights under Article 21 of the Constitution.
- Laws relating to criminal jurisdiction - provision relating to filing an FIR, arrest, bail search and seizure and some understanding of the questions of evidence and procedure in Cr. P.C. and related laws, important offences under the Indian Penal Code, offences against women, juvenile justice, prevention of atrocities on Scheduled Castes and Scheduled Tribes.
- Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice, Fair comment under Contempt laws.
- Personal laws in India: Pluralism and Democracy.
- Laws relating to contract, property and tenancy laws.
- Laws relating to dowry, sexual harassment and violence against women.
- Laws relating to consumer rights.
- Laws relating to cyber crimes.
- Anti-terrorist laws: implications for security and human rights.
- Practical application: Visit to either a (i) court or (ii) a legal aid centre set up by the Legal Services Authority or an NGO or (iii) a Lok Adalat, and to interview a litigant or person being counselled. Preparation of a case history.


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Unit III Access to courts and enforcement of rights.

- Critical Understanding of the Functioning of the Legal System.
- Legal Services Authorities Act and right to legal aid, ADR systems.

Practical Application:

- What to do if you are arrested; if you are a consumer with a grievance; if you are a victim of sexual harassment; domestic violence, child abuse, caste, ethnic and religious discrimination; filing a public interest litigation. How can you challenge administrative orders that violate rights, judicial and administrative remedies.
- Using a hypothetical case of (for example) child abuse or sexual harassment or any other violation of a right, preparation of an FIR or writing a complaint addressed to the appropriate authority.

□ Suggested exercises for students

- Discuss the debates around any recent Ordinance, Bill or Act in Parliament.
- How to file an FIR? In case there has been a theft in the neighbourhood how would you file the first Hand Information Report?
- Under what circumstances can detention and arrest become illegal?
- Discuss any contemporary practice or event that violates the equality and protection against discrimination laws.
- Read Ordinance XV -D of University of Delhi and make a list of the kinds of conduct that would qualify as sexual harassment.
- Your friend has shared with you an incident of unwelcome verbal remarks on her by a person of higher authority in your college, what would you do?
- You have seen a lady in your neighbourhood being beaten up by her husband. Identify the concerned Protection Officer in case you want to provide information about this incident.
- Read the Vishakha Guidelines as laid down by the Supreme Court and the Act against sexual harassment at the workplace. Discuss what constitutes sexual harassment and the mechanisms available for its redressal in your institution.
- What is the procedure to file an RTI?
- You bought a product from a nearby shop which was expired, the shop keeper refused to return it. Use your knowledge of Consumer Protection Act to decide what you do next?
- What must you keep in mind as a consumer while making a purchase that may later help you make use of Consumer Protection Act? (Hint- Should you ask for a Bill?)
- In your surroundings have you witnessed any incident that would be considered offensive under the SC and ST Act? Make a class- room presentation on it.

Essential Reading

Creating Legal Awareness, edited by Kamala Sankaran and Ujjwal Singh (Delhi: OUP, 2007)

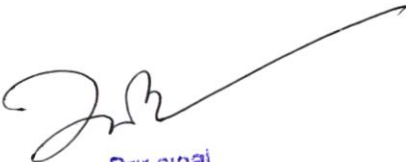
Legal literacy: available amongst interdisciplinary courses on Institute of Life Long Learning (Delhi University) Virtual Learning Portal namely vle.du.ac.in

Reading list for course on Legal Literacy

Multiple Action Research Group, *Our Laws Vols 1-10*, Delhi. Available in Hindi also.

Indian Social Institute, New Delhi, *Legal Literacy Series Booklets*. Available in Hindi also.

S.K. Agarwala, *Public Interest Litigation in India*, K.M. Munshi Memorial Lecture, Second Series, Indian Law Institute, Delhi, 1985.


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- S.P. Sathe, *Towards Gender Justice*, Research Centre for Womens' Studies, SNDT Women's University, Bombay, 1993.
- Asha Bajpai, *Child Rights in India : Law, Policy, and Practice*, Oxford University Press, New Delhi, 2003
- Agnes, Flavia *Law and Gender Equality*, OUP, 1997.
- Sagade, Jaga, *Law of Maintenance: An Empirical Study*, ILS Law College, Pune 1996.
- B.L. Wadhera, *Public Interest Litigation - A Handbook*, Universal, Delhi, 2003.
- Nomita Aggarwal, *Women and Law in India*, New Century, Delhi, 2002.
- P.C. Rao and William Sheffiled *Alternate Dispute Resolution: What it is and How it Works*, Universal Law Books and Publishers, Delhi, 2002
- V.N. Shukla's *Constitution of India* by Mahendra P. Singh, Eastern Book Co. 10th edition 2001.
- Parmanand Singh, 'Access to Justice and the Indian Supreme Court', 10 & 11 Delhi Law Review 156, 1981-82.
- J. Kothari, (2005) 'Criminal Law on Domestic Violence', *Economic and Political Weekly*, Vol. 40(46), pp. 4843-4849.
- H. Mander, and A. Joshi, *The Movement for Right to Information in India, People's Power for the Control of Corruption*. Available at <http://www.rtgateway.org.in/Documents/References/English/Reports/12.%20An%20article%20on%20RTI%20by%20Harsh%20Mander.pdf>.
- P. Mathew, and P. Bakshi, (2005) '*Indian Legal System*', New Delhi: Indian Social Institute.
- P. Mathew, and P. Bakshi, (2005) '*Women and the Constitution*', New Delhi: Indian Social Institute.
- N. Menon, (2012) 'Sexual Violence', in *Seeing Like a Feminist*, New Delhi: Zubaan and Penguin, pp. 113-146.
- M, Mohanty et al. (2011) *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books.
- Centre for Good Governance, (2008) *Right to Information Act, 2005: A Citizen's Guide*, Available at <http://www.rtgateway.org.in/Documents/Publications/A%20CITIZEN'S%20GUIDE.pdf>, 127
- A. Pandey, (2004) *Rights of the Consumer*. New Delhi: Indian Social Institute.
- Rule of law and the Criminal Justice System in India**
- Andrew, (1996) 'Arbitrary Government and the Rule of Law', in *Arguing About the Law, An Introduction to Legal Philosophy*, Wordsworth, Boston., pp.3-19.
- SAHRDC, (2006) 'Criminal Procedure and Human Rights in India' in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.5-15.
- K. Sankaran and U. Singh, (2008) 'Introduction', in *Towards Legal Literacy*. New Delhi: Oxford University Press, pp. xi – xv.
- Laws relating to criminal justice administration**
- Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in J&K.
- Sankaran and U. Singh, *Towards Legal Literacy*, New Delhi: Oxford University Press, pp.61-77.
- SAHRDC, (2006) 'Reporting a Crime: First Information Report', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.16-26.
- SAHRDC, (2006) 'Bail', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.59-71.
- SAHRDC, (2006) 'Detention', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*. New Delhi: Oxford University Press, Pp.72-84.
- P. Mathew, (2003) *Your Rights if you are Arrested*, New Delhi. Indian Social Institute.
- Equality and non-discrimination**
- Gender Study Group, (1996) *Sexual Harassment in Delhi University, A Report*, Delhi: University of Delhi.

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

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

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

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

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

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

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

Empowerment

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

http://www.humanrightsinitiative.org/publications/rti/guide_to_use_rti_act_2005_English2012_light_Aspire.pdf. Bare Acts: *Consumer Protection Act, 1986*, Available at http://chdsla.gov.in/right_menu/act/pdf/consumer.pdf. *Criminal Law Amendment Act, 2013*, Available at http://egazette.nic.in/WriteReadData/2013/E_17_2013_212.pdf, Accessed:

10.04.2013. *Protection of Women Against Domestic Violence Act, 2005*, Available at <http://wcd.nic.in/wdvact.pdf>.

Right to Information Act, 2005, Available at <http://righttoinformation.gov.in/rti-act.pdf>. *Scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, 1989*, Available at <http://tribal.nic.in/writereaddata/linkimages/poaact989E4227472861.pdf>.

Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006, Available at <http://tribal.gov.in/writereaddata/mainlinkFile/File1033.pdf>. *The Persons with Disabilities (Equal Opportunities, Protection of Rights, Full Participation) Act, 1995*, Available at http://bhind.nic.in/Sparsh_disability%20act%201995.pdf. *The Right of Children to Free and Compulsory Education Act, 2009*, Available at <http://www.delta.org.in/form/rte.pdf>.

The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Bill, 2012, Available http://164.100.24.219/BillsTexts/LSBillTexts/PassedLoksabha/144C_2010_LS_Eng.pdf.

Criminal Law Amendment Act, 2013, Available at mha.nic.in/pdfs/TheCriminalLaw030413.pdf File Format: PDF/Adobe Acrobat – Quick View.

GENERIC ELECTIVE

GE- 3: COMPARATIVE GOVERNMENT AND POLITICS

1. The nature, scope and methods of comparative political analysis (**10 lectures**)
2. Comparing Regimes: Authoritarian and Democratic (**06 lectures**)
3. Classifications of political systems: Parliamentary, Presidential, Federal and Unitary: UK, USA & China.
4. Electoral Systems: First past the post, proportional representation, mixed systems (**07lectures**)
- 5 Party Systems: one-party, two-party and multi-party systems (**09 lectures**)

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Fifth Semester

C- 11: CLASSICAL POLITICAL THEORY

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

I. Text and Interpretation (2 weeks)

II. Antiquity

Plato (2 weeks)

- Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism
- Presentation theme: Critique of Democracy; Women and Guardianship, Censorship

Aristotle (2 weeks)

- Forms, Virtue, Citizenship, Justice, State and Household
- Presentation themes: Classification of governments.

III. Interlude:

Machiavelli (2 weeks)

- Virtue, Religion, Republicanism.
- Presentation themes: morality and statecraft; vice and virtue.

IV. Possessive Individualism

Hobbes (2 weeks)

- Human nature, State of Nature, Social Contract,
- Presentation themes: State of nature; social contract; Leviathan; atomistic individuals.

Locke (2 weeks)

- Laws of Nature, Natural Rights, Property,
- Presentation themes: Natural rights; right to dissent; justification of property.

Reading List:

I. Text and Interpretation

Essential Readings:

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

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

Additional Readings:

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

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

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II. Antiquity:

Plato

Essential Readings:

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

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

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

Additional Readings:

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

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

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

Aristotle

Essential Readings:

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

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

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

Additional Readings:

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

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

III. Interlude:

Machiavelli

Essential Readings:

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

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

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

Additional Reading:

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

IV. Possessive Individualism

Hobbes

Essential Readings:

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

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

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

Additional Readings:



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

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

Locke

Essential Readings:

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

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

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

Additional Readings:

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

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

C-12: INDIAN POLITICAL THOUGHT-I

Course objective: This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.

Course Contents:

1. Traditions of Pre-colonial Indian Political Thought (**8 lectures**)
 - Brahmanic and Shramanic
 - Islamic and Syncretic.
2. Ved Vyasa (Shantiparva): Rajadharma (**5 lectures**)
3. Manu: Social Laws (**6 lectures**)
4. Kautilya: Theory of State (**7 lectures**)
5. Aggannasutta (Digha Nikaya): Theory of kingship (**5 lectures**)
6. Barani: Ideal Polity (**6 lectures**)
7. Abul Fazal: Monarchy (**6 lectures**)
8. Kabir: Syncretism (**5 lectures**)

Reading List:

I. Traditions of Pre-modern Indian Political Thought:

Essential Readings:

B. Parekh, (1986) 'Some Reflections on the Hindu Tradition of Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications, pp. 17- 31.

A. Altekar, (1958) 'The Kingship', in *State and Government in Ancient India*, 3rd edition, Delhi: Motilal Banarsidass, pp. 75-108.

M. Shakir, (1986) 'Dynamics of Muslim Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications, pp. 142- 160



2-DSE2

A. Khan and R. Hussain, (2008), 'Violence Against Women in Pakistan: Perceptions and Experiences of Domestic Violence', *Asian Studies Review*, Vol. 32, pp. 239 – 253
K. Kannabiran (2012) 'Rethinking the Constitutional Category of Sex', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi, Routledge, pp.425-443
N. Menon (2012) 'Desire', *Seeing Like a Feminist*, New Delhi: Zubaan/Penguin, pp. 91-146

c. Adivasis/Aboriginals and the Land Question: Australia and India

Essential Readings:

H. Goodall, (2011) 'International Indigenous Community Study: Adivasi Indigenous People in India', in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.254-259.

K. Kannabiran, (2012) 'Adivasi Homelands and the Question of Liberty', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi: Routledge, pp.242-271.

N. Watson (2011) 'Aboriginal and Torres Strait Islander Identities' in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.43-52.

W. Fernandes (2008) 'India's Forced Displacement Policy and Practice. Is Compensation up to its Functions?', in M. Cernea and H. Mathus (eds), *Can Compensation Prevent Impoverishment? Reforming Resettlement through Investments and Benefit-Sharing*, pp. 181-207, New Delhi: Oxford University Press.

Additional Readings:

A. Laws and V. Iacopino, (2002) 'Police Torture in Punjab, India: An Extended Survey', in *Health and Human Rights*, Vol. 6(1), pp. 195-210

D. O'Byrne, (2007) 'Theorizing Human Rights', in *Human Rights: An Introduction*, Delhi, Pearson, pp.26-70.

J. Morsink, (1999) *The Universal Declaration of Human Rights: Origins, Drafting and Intent*, Philadelphia: University of Pennsylvania Press, pp. ix-xiv

J. Nickel, (1987) *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*, Berkeley: University of California Press.

J. Goldman, (2005) 'Of Treaties and Torture: How the Supreme Court Can Restrain the Executive', in *Duke Law Journal*, Vol. 55(3), pp. 609-640.

K. Tsutsui and C. Wotipka, (2004) Global Civil Society and the International Human Rights Movement: Citizen Participation in Human Rights International Nongovernmental Organizations, in *Social Forces*, Vol. 83(2), pp. 587-620.

L. Rabben, (2001) Amnesty International: Myth and Reality, in *Agni*, No. 54, Amnesty International Fortieth Anniversary pp. 8-28

M. Mohanty, (2010) 'In Pursuit of People's Rights: An Introduction', in M. Mohanty et al., *Weapon of the Oppressed: Inventory of People's Rights in India*, New Delhi: Danish Books, pp.1-11

M. Cranston, (1973) *What are Human Rights?* New York: Taplinger


M. Ishay, (2004) *The History of Human Rights: From Ancient Times to the Globalization Era*, Delhi: Orient Blackswan.

R. Sharan, (2009) 'Alienation and Restoration of Tribal Land in Jharkhand in N Sundar (ed.) *Legal Grounds*, New Delhi: Oxford University Press, pp. 82-112 Text of UDHR available at <http://www.un.org/en/documents/udhr/index.shtml>

U. Baxi, (1989) 'From Human Rights to the Right to be Human: Some Heresies', in S. Kothari and H. Sethi (eds.), *Rethinking Human Rights*, Delhi: Lokayan, pp.181-166

DSE - 2: WOMEN AND POLITICS

Course objective: This course opens up the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question the complexity of


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social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy. Special attention will be paid to feminism as an approach and outlook. The course is divided into broad units, each of which is divided into three sub-units.

Course Contents:

I. Groundings (6 weeks)

1. Patriarchy (2 weeks)

- Sex-Gender Debates
- Public and Private
- Power

2. Feminism (2 weeks)

3. Family, Community, State (2 weeks)

- Family
- Community
- State

II. Movements and Issues (6 weeks)

1. History of the Women's Movement in India (2 weeks)

2. Violence against women (2 weeks)

3. Work and Labour (2 weeks)

- Visible and Invisible work
- Reproductive and care work
- Sex work

Reading List:

I. Groundings

1. Patriarchy

Essential Readings:

T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writing in India*, New Delhi, Oxford University Press, pp. 221-234

U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board, pp.1-7

a. Sex Gender Debates

Essential Reading:

V Geetha, (2002) *Gender*, Kolkata, Stree, pp. 1-20

b. Public and Private

Essential Reading:

M. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black, pp. 3-10; 40-46

c. Power

Essential Reading:

N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson, pp.148-157

2. Feminism

Essential Readings:

B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds), *The Feminist Reader: Local and Global Perspectives*, New York: Routledge, pp. 51-57

R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*, pp. 27-37

3. Family, Community and State

a. Family



Essential Readings:

R. Palriwala, (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) *Women's Studies in India*, New Delhi: Penguin, pp. 414-423

b. Community

Essential Reading:

U. Chakravarti, (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree, pp. 139-159.

c. State

Essential Reading:

C. MacKinnon, 'The Liberal State' from *Towards a Feminist Theory of State*, Available at <http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8>, Accessed: 19.04.2013.

Additional Readings:

K. Millet, (1968) *Sexual Politics*, Available at <http://www.marxists.org/subject/women/authors/millett-kate/sexual-politics.htm>, Accessed: 19.04.2013.

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, New Delhi: Pearson, pp. 224-233

R. Hussain, (1988) 'Sultana's Dream', in *Sultana's Dream and Selections from the Secluded Ones – translated by Roushan Jahan*, New York: The Feminist Press S. Ray 'Understanding Patriarchy', Available at http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf, Accessed: 19.04.2013.

S. de Beauvoir (1997) *Second Sex*, London: Vintage. Saheli Women's Centre, (2007) *Talking Marriage, Caste and Community: Women's Voices from Within*, New Delhi: monograph

II. Movements and Issues

1. History of Women's Movement in India

Essential Readings:

I. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.

R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba *South Asian Feminisms*, Durham and London: Duke University Press, pp. 333-355

2. Violence against Women

Essential Readings:

N. Menon, (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black, pp. 106-165

3. Work and Labour

a. Visible and Invisible work

Essential Reading:

P. Swaminathan, (2012) 'Introduction', in *Women and Work*, Hyderabad: Orient Blackswan, pp.1-17

b. Reproductive and care work

Essential Reading:

J. Tronto, (1996) 'Care as a Political Concept', in N. Hirschmann and C. Stephano, *Revisioning the Political*, Boulder: Westview Press, pp. 139-156

c. Sex work

Essential Readings:

Darbar Mahila Samanwaya Committee, Kolkata (2011) 'Why the so-called Immoral Traffic (Preventive) Act of India Should be Repealed', in P. Kotiswaran, *Sex Work*, New Delhi, Women Unlimited, pp. 259-262

N. Jameela, (2011) 'Autobiography of a Sex Worker', in P. Kotiswaran, *Sex Work*, New Delhi: Women Unlimited, pp. 225-241

Additional Readings:

C. Zetkin, 'Proletarian Woman', Available at <http://www.marxists.org/archive/zetkin/1896/10/women.htm>, Accessed: 19.04.2013.

- F. Engles, *Family, Private Property and State*, Available at <http://readingfromtheleft.com/PDF/EngelsOrigin.pdf>, Accessed: 19.04.2013.
- J. Ghosh, (2009) *Never Done and Poorly Paid: Women's Work in Globalising India*, Delhi: Women Unlimited *Justice Verma Committee Report*, Available at <http://nlrd.org/womens-rightsinitiative/justice-verma-committee-report-download-full-report>, Accessed: 19.04.2013.
- N. Gandhi and N. Shah, (1992) *Issues at Stake – Theory and Practice in the Women's Movement*, New Delhi: Kali for Women.
- V. Bryson, (1992) *Feminist Political Theory*, London: Palgrave-MacMillan, pp. 175-180; 196- 200
- M. Mies, (1986) 'Colonisation and Housewifisation', in *Patriarchy and Accumulation on a World Scale* London: Zed, pp. 74-111, Available at <http://caringlabor.wordpress.com/2010/12/29/maria-mies-colonizationandhousewifization/>, Accessed: 19.04.2013.
- R. Ghadially, (2007) *Urban Women in Contemporary India*, Delhi: Sage Publications.
- S. Brownmiller, (1975) *Against our Wills*, New York: Ballantine.
- Saheli Women's Centre (2001) 'Reproductive Health and Women's Rights, Sex Selection and feminist response' in S Arya, N. Menon, J. Lokneeta (eds), *Nariwadi Rajneeti*, Delhi, pp. 284-306
- V. Bryson (2007) *Gender and the Politics of Time*, Bristol: Polity Press
- Readings in Hindi:
- D. Mehrotra, (2001) *Bhartiya Mahila Andolan: Kal, Aaj aur Kal*, Delhi: Books for Change
- G. Joshi, (2004) *Bharat Mein Stree Asmaanta: Ek Vimarsh*, University of Delhi: Hindi Medium Implementation Board
- N. Menon (2008) 'Power', in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi: Pearson
- N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi, Pearson
- R. Upadhyay and S. Upadhyay (eds.) (2004) *Aaj ka Stree Andolan*, Delhi: Shabd Sandhan.
- S. Arya, N. Menon and J. Lokneeta (eds.) (2001) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board.



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VI-CC13

Six Semester

C- 13: MODERN POLITICAL PHILOSOPHY

Course Objective: Philosophy and politics are closely intertwined. We explore this convergence by identifying four main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.

I. Modernity and its discourses (8 lectures)

This section will introduce students to the idea of modernity and the discourses around modernity. Two essential readings have been prescribed.

II. Romantics (16 lectures)

- Jean Jacques Rousseau (8 Lectures)
Presentation themes: General Will; local or direct democracy; self-government; origin of inequality.
- Mary Wollstonecraft (8 Lectures)
Presentation themes: Women and paternalism; critique of Rousseau’s idea of education; legal rights

III. Liberal socialist (8 lectures)

- John Stuart Mill
Presentation themes: Liberty, suffrage and subjection of women, right of minorities; utility principle.

IV. Radicals (16 lectures)

- Karl Marx (8 Lectures)
Presentation themes: Alienation; difference with other kinds of materialism; class struggle
- b. Alexandra Kollontai (8 Lectures)
Presentation themes: Winged and wingless Eros; proletarian woman; socialization of housework; disagreement with Lenin.

Reading List:

I. Modernity and its discourses

Essential Readings:

I. Kant. (1784) ‘What is Enlightenment?’, available at <http://theliterarylink.com/kant.html>, Accessed: 19.04.2013

S. Hall (1992) ‘Introduction’, in *Formations of Modernity* UK: Polity Press pages 1-16

II. Romantics


Essential Readings:

B. Nelson, (2008) *Western Political Thought*. New York: Pearson Longman, pp. 221-255.

M. Keens-Soper, (2003) ‘Jean Jacques Rousseau: The Social Contract’, in M. Forsyth and M.

Keens-Soper, (eds) *A Guide to the Political Classics: Plato to Rousseau*. New York: Oxford University Press, pp. 171-202.

C. Jones, (2002) ‘Mary Wollstonecraft’s *Vindications* and their Political Tradition’ in C. Johnson, (ed.) *The Cambridge Companion to Mary Wollstonecraft*, Cambridge: Cambridge


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University Press, pp. 42-58.

S. Ferguson, (1999) 'The Radical Ideas of Mary Wollstonecraft', in *Canadian Journal of Political Science* XXXII (3), pp. 427-50, Available at <http://digitalcommons.ryerson.ca/politics>, Accessed: 19.04.2013.

III. Liberal Socialist

Essential Readings:

H. Magid, (1987) 'John Stuart Mill', in L. Strauss and J. Cropsey, (eds), *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 784-801.

P. Kelly, (2003) 'J.S. Mill on Liberty', in D. Boucher, and P. Kelly, (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.

IV. Radicals

Essential Readings:

J. Cropsey, (1987) 'Karl Marx', in L. Strauss and J. Cropsey, (eds) *History of Political Philosophy*, 2nd Edition. Chicago: Chicago University Press, pp. 802-828.

L. Wilde, (2003) 'Early Marx', in D. Boucher and P. Kelly, P. (eds) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 404-435.

V. Bryson, (1992) 'Marxist Feminism in Russia' in *Feminist Political Theory*, London: Palgrave Macmillan, pp. 114-122

C. Sypnowich, (1993) 'Alexandra Kollontai and the Fate of Bolshevik Feminism' *Labour/Le Travail* Vol. 32 (Fall 1992) pp. 287-295

A. Kollontai (1909), *The Social Basis of the Woman Question*, Available at <http://www.marxists.org/archive/kollonta/1909/social-basis.htm>, Accessed: 19.04.2013

Additional Readings:

A. Bloom, (1987) 'Jean-Jacques Rousseau', in Strauss, L. and Cropsey, J. (eds.) *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 559-580. Selections from *A Vindication of the Rights of Woman*, Available at

<http://oregonstate.edu/instruct/phl302/texts/wollstonecraft/womana.html#CHAPTER%20II>, Accessed: 19.04.2013.

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 328-354.

B. Ollman (1991) *Marxism: An Uncommon Introduction*, New Delhi: Sterling Publishers.

G. Blakely and V. Bryson (2005) *Marx and Other Four Letter Words*, London: Pluto

A. Skoble, and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 286-327.

A. Kollontai, (1977) 'Social Democracy and the Women's Question', in *Selected Writings of Alexandra Kollontai*, London: Allison & Busby, pp. 29-74.

A. Kollontai, (1977) 'Make Way for Winged Eros: A Letter to the Youth', in *Selected Writings of Alexandra Kollontai* Allison & Busby, pp. 201-292.

C. Porter, (1980) *Alexandra Kollontai: The Lonely Struggle of the Woman who defied Lenin*, New York: Dutton Children's Books.

C- 14: 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

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University Press, pp. 42-58.

S. Ferguson, (1999) 'The Radical Ideas of Mary Wollstonecraft', in *Canadian Journal of Political Science* XXXII (3), pp. 427-50, Available at <http://digitalcommons.ryerson.ca/politics>, Accessed: 19.04.2013.

III. Liberal Socialist

Essential Readings:

H. Magid, (1987) 'John Stuart Mill', in L. Strauss and J. Cropsey, (eds), *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 784-801.

P. Kelly, (2003) 'J.S. Mill on Liberty', in D. Boucher, and P. Kelly, (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.

IV. Radicals

Essential Readings:

J. Cropsey, (1987) 'Karl Marx', in L. Strauss and J. Cropsey, (eds) *History of Political Philosophy*, 2nd Edition. Chicago: Chicago University Press, pp. 802-828.

L. Wilde, (2003) 'Early Marx', in D. Boucher and P. Kelly, P. (eds) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 404-435.

V. Bryson, (1992) 'Marxist Feminism in Russia' in *Feminist Political Theory*, London: Palgrave Macmillan, pp. 114-122

C. Sypnowich, (1993) 'Alexandra Kollontai and the Fate of Bolshevik Feminism' *Labour/Le Travail* Vol. 32 (Fall 1992) pp. 287-295

A. Kollontai (1909), *The Social Basis of the Woman Question*, Available at <http://www.marxists.org/archive/kollonta/1909/social-basis.htm>, Accessed: 19.04.2013

Additional Readings:

A. Bloom, (1987) 'Jean-Jacques Rousseau', in Strauss, L. and Cropsey, J. (eds.) *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 559-580. Selections from *A Vindication of the Rights of Woman*, Available at

<http://oregonstate.edu/instruct/phl302/texts/wollstonecraft/womana.html#CHAPTER%20II>, Accessed: 19.04.2013.

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 328-354.

B. Ollman (1991) *Marxism: An Uncommon Introduction*, New Delhi: Sterling Publishers.

G. Blakely and V. Bryson (2005) *Marx and Other Four Letter Words*, London: Pluto

A. Skoble, and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 286-327.

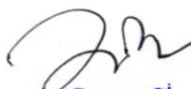
A. Kollontai, (1977) 'Social Democracy and the Women's Question', in *Selected Writings of Alexandra Kollontai*, London: Allison & Busby, pp. 29-74.

A. Kollontai, (1977) 'Make Way for Winged Eros: A Letter to the Youth', in *Selected Writings of Alexandra Kollontai* Allison & Busby, pp. 201-292.

C. Porter, (1980) *Alexandra Kollontai: The Lonely Struggle of the Woman who defied Lenin*, New York: Dutton Children's Books.

C- 14: 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


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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.

1. Introduction to Modern Indian Political Thought (4 lectures)
2. Rammohan Roy: Rights (4 lectures)
3. Pandita Ramabai: Gender (4 lectures)
4. Vivekananda: Ideal Society (5 lectures)
5. Gandhi: Swaraj (5 lectures)
6. Ambedkar: Social Justice (5 lectures)
7. Tagore: Critique of Nationalism (4 lectures)
8. Iqbal: Community (5 lectures)
9. Savarkar: Hindutva (4 lectures)
10. Nehru: Secularism (4 lectures)
11. Lohia: Socialism (4 lectures)

Reading List:

I. Introduction to Modern Indian Political Thought

Essential Readings:

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, pp. xxvii-ixi.

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, pp. 1-28.

II. Rammohan Roy: Rights

Essential Readings:

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.

T. Pantham, (1986) 'The Socio-Religious Thought of Rammohan Roy', in Th. Panthom and K. Deutsch, (eds.) *Political Thought in Modern India*, New Delhi: Sage, pp.32-52.

Additional Reading:

S. Sarkar, (1985) 'Rammohan Roy and the break With the Past', in *A Critique on colonial India*, Calcutta: Papyrus, pp. 1-17.

III. Pandita Ramabai: Gender

Essential Readings:

P. Ramabai, (2000) 'Woman's Place in Religion and Society', in M. Kosambi (ed.), *Pandita Ramabai Through her Own Words: Selected Works*, New Delhi: Oxford University Press, pp. 150-155.

M. Kosambi, (1988) 'Women's Emancipation and Equality: Pandita Ramabai's Contribution to Women's Cause', in *Economic and Political Weekly*, Vol. 23(44), pp. 38-49.

Additional Reading:

U. Chakravarti, (2007) *Pandita Ramabai - A Life and a Time*, New Delhi: Critical Quest, pp. 1- 40.

G. Omvedt, (2008) 'Ramabai: Women in the Kingdom of God', in *Seeking Begumpura: The Social Vision of Anti Caste Intellectuals*, New Delhi: Navayana. pp. 205-224.

IV. Vivekananda: Ideal Society

Essential Readings:

S. Vivekananda, (2007) 'The Real and the Apparent Man', S. Bodhasarananda (ed.), *Selections from the Complete Works of Swami Vivekananda*, Kolkata: Advaita Ashrama, pp. 126-129.

A. Sen, (2003) 'Swami Vivekananda on History and Society', in *Swami Vivekananda*, Delhi: Oxford University Press, pp. 62- 79.

H. Rustav, (1998) 'Swami Vivekananda and the Ideal Society', in W. Radice (ed.), *Swami Vivekananda and the Modernisation of Hinduism*, Delhi: Oxford University Press, pp. 264-280.

Additional Reading:

Raghuramaraju, (2007) 'Swami and Mahatma, Paradigms: State and Civil Society', in *Debates in Indian Philosophy: Classical, Colonial, and Contemporary*, Delhi: Oxford University Press, pp. 29-65.

V. Gandhi: Swaraj

Essential Readings:

M. Gandhi, (1991) 'Satyagraha: Transforming Unjust Relationships through the Power of the Soul', in S. Hay (ed.), *Sources of Indian Tradition*, Vol. 2. Second Edition, New Delhi: Penguin, pp. 265-270.

A. Parel, (ed.), (2002) 'Introduction', in *Gandhi, freedom and Self Rule*, Delhi: Vistaar Publication.

D. Dalton, (1982) *Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Mahatma Gandhi and Rabindranath Tagore*, Gurgaon: The Academic Press, pp. 154- 190.

Additional Reading:

R. Terchek, (2002) 'Gandhian Autonomy in Late Modern World', in A. Parel (ed.), *Gandhi, Freedom and Self Rule*. Delhi: Sage.

VI. Ambedkar: Social Justice

Essential Readings:

B. Ambedkar, (1991) 'Constituent Assembly Debates', S. Hay (ed.), *Sources of Indian Tradition*, Vol. 2, Second Edition, New Delhi: Penguin, pp. 342-347.

V. Rodrigues, (2007) 'Good society, Rights, Democracy Socialism', in S. Thorat and Aryama (eds.), *Ambedkar in Retrospect - Essays on Economics, Politics and Society*, Jaipur: IIDS and Rawat Publications.

B. Mungekar, (2007) 'Quest for Democratic Socialism', in S. Thorat, and Aryana (eds.), *Ambedkar in Retrospect - Essays on Economics, Politics and Society*, Jaipur: IIDS and Rawat Publications, pp. 121-142.

Additional Reading:

P. Chatterjee, (2005) 'Ambedkar and the Troubled times of Citizenship', in V. Mehta and Th.

Pantham (eds.), *Political ideas in modern India: Thematic Explorations*, New Delhi: Sage, pp. 73-92.

VII. Tagore: Critique of Nationalism

Essential Readings:

R. Tagore, (1994) 'The Nation', S. Das (ed.), *The English Writings of Rabindranath Tagore*, Vol. 3, New Delhi: Sahitya Akademi, pp. 548-551.

R. Chakravarty, (1986) 'Tagore, Politics and Beyond', in Th. Panthams and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage, pp. 177-191.

M. Radhakrishnan, and Debasmita, (2003) 'Nationalism is a Great Menace: Tagore and Nationalism' in P. Hogan, Colm and L. Pandit, (eds.) *Rabindranath Tagore: Universality and Tradition*, London: Rosemont Publishing and Printing Corporation, pp. 29-39.

Additional Reading:

A. Nandy, (1994) 'Rabindranath Tagore & Politics of Self', in *Illegitimacy of Nationalism*, Delhi: Oxford University Press, pp. 1-50.

VIII. Iqbal: Community

Essential Readings:

M. Iqbal, (1991) 'Speeches and Statements', in S. Hay (ed.), *Sources of Indian Tradition*, Vol.2, Second Edition, New Delhi: Penguin, pp. 218-222.

A. Engineer, (1980) 'Iqbal's Reconstruction of Religious Thought in Islam', in *Social Scientist*, Vol.8 (8), pp. 52-63.

Madani, (2005) *Composite Nationalism and Islam*, New Delhi: Manohar, pp. 66-91.

Additional Reading:

L. Gordon-Polonskya, (1971) 'Ideology of Muslim Nationalism', in H. Malik (ed.), *Iqbal: Poet-Philosopher of Pakistan*, New York: Columbia University Press, pp. 108-134.

IX. Savarkar: Hindutva

Essential Readings:

V.Savarkar, 'Hindutva is Different from Hinduism', available at <http://www.savarkar.org/en/hindutva/essentials-hindutva/hindutva-different-hinduism>, Accessed: 19.04.2013

J. Sharma, (2003) *Hindutva: Exploring the Idea of Hindu Nationalism*, Delhi: Penguin, pp. 124-172.

Additional Reading:

Dh. Keer, (1966) *Veer Savarkar*, Bombay: Popular Prakashan, pp. 223-250.

X. Nehru: Secularism

Essential Readings:

J. Nehru, (1991) 'Selected Works', in S. Hay (ed.), *Sources of Indian Tradition, Vol. 2*, Second Edition, New Delhi: Penguin, pp. 317-319.

R. Pillai, (1986) 'Political thought of Jawaharlal Nehru', in Th. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage, pp. 260- 274.

B. Zachariah, (2004) *Nehru*, London: Routledge Historical Biographies, pp. 169-213.

Additional Reading:

P. Chatterjee, (1986) 'The Moment of Arrival: Nehru and the Passive Revolution', in *Nationalist Thought and the Colonial World: A Derivative Discourse?* London: Zed Books, pp. 131-166

XI. Lohia: Socialism

Essential Readings:

M. Anees and V. Dixit (eds.), (1984) *Lohia: Many Faceted Personality*, Rammanohar Lohia Smarak Smriti.

S. Sinha, (2010) 'Lohia's Socialism: An underdog's perspective', in *Economic and Political Weekly*, Vol. XLV (40) pp. 51-55.

A. Kumar, (2010) 'Understanding Lohia's Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue', in *Economic and Political Weekly*, Vol. XLV (40), pp. 64-70.

DISCIPLINE SPECIFIC (ELECTIVE)

DSE - 3: SOUTH ASIA

Course Objective: The course introduces the historical legacies and geopolitics of South Asia as a region. It imparts an understanding of political regime types as well as the socio economic issues of the region in a comparative framework. The course also apprises students of the common challenges and the strategies deployed to deal with them by countries in South Asia.

I. South Asia- Understanding South Asia as a Region (9 Lectures)

- Historical and Colonial Legacies (b) Geopolitics of South Asia

II. Politics and Governance (21 Lectures)

- Regime types: democracy, authoritarianism, monarchy.
- (b) Emerging constitutional practices: federal experiments in Pakistan; constitutional debate in Nepal and Bhutan; devolution debate in Sri Lanka

III. Socio-Economic Issues (15 Lectures)

অসমীয়া (সম্বন্ধ পঠন)

১ম বাৰ্ষিক

কাকত কোড : ASH 1

C-1 : অসমীয়া সাহিত্যৰ বুৰঞ্জী

মুঠ ক্রেডিট - ৫+১=৬

- গোচি-১ : অসমীয়া ঐতিহাসিক সাহিত্য : পৰিচয়, ধাৰণা, বৈশিষ্ট্য আৰু ইয়াৰ বিকাশ নম্বৰ-১৬
- গোচি-২ : অসমীয়া ঋগ্বেদ, সাহিত্য : প্ৰক-শংকৰী, শংকৰী আৰু উত্তৰ শংকৰী যুগ নম্বৰ-১৬
- গোচি-৩ : অসমীয়া গিহুৱনী সাহিত্য (১৮৩৬-১৮৪৬) নম্বৰ-১৬
- গোচি-৪ : অসমীয়া বৈজ্ঞানিক সাহিত্য (১৮৪৬-১৯৪০) নম্বৰ-১৬
- গোচি-৫ : যুদ্ধোত্তৰ যুগৰ অসমীয়া সাহিত্য (১৯৪০ৰ পৰা) নম্বৰ-১৬

প্ৰসঙ্গ প্ৰতি :

- সত্যেন্দ্ৰনাথ শৰ্মা : অসমীয়া সাহিত্যৰ সৰ্বস্বাক্ষৰক ইতিবৃত্ত
- মহেশ্বৰ মেধা : অসমীয়া সাহিত্যৰ কপত্ৰ
- হেমচন্দ্ৰ কুমাৰ শৰ্মা : অসমীয়া সাহিত্যত দৃষ্টিগাত
- এৰিনাক : শিবনাথ বৰ্মন (সম্পাদ.) অসমীয়া সাহিত্যৰ বুৰঞ্জী, ২য় খণ্ড

হোমেন বৰগোহাঞি (সম্পাদ.) অসমীয়া সাহিত্যৰ বুৰঞ্জী, ৪র্থ খণ্ড

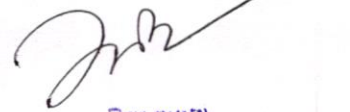
C-2 : অসমীয়া ভাষাৰ বুৰঞ্জী

মুঠ ক্রেডিট - ৫+১=৬

- গোচি-১ : অসমীয়া ভাষাৰ উত্তৰ আৰু বিকাশ (১২ শতিকাৰ পৰা ১৫শতিকালৈ) নম্বৰ-১৬
- গোচি-২ : পূৰ্বৰ অসমীয়া ভাষা (১৫ শতিকাৰ পৰা ১৬শতিকালৈ) নম্বৰ-১৬
- গোচি-৩ : মধ্যযুগৰ অসমীয়া ভাষা (১৭ শতিকাৰ পৰা ১৮শতিকালৈ) নম্বৰ-১৬
- গোচি-৪ : গিহুৱনী যুগৰ আধুনিক অসমীয়া ভাষা (খ্ৰী. ১৮৩০ৰ পৰা খ্ৰী. ১৮৫০লৈ) নম্বৰ-১৬

(আকস্মিককৈ যুগল ভাৱ)

- গোচি-৫ : আধুনিক অসমীয়া ভাষা (খ্ৰী. ১৮৫০ৰ পৰা বৰ্তমানলৈ) নম্বৰ-১৬


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নির্দেশিত পাঠ্যক্রম :

গুৱাহাটী বিশ্ববিদ্যালয়	: স্মৃতিস্মরণ কথাবন্ধ
সাহিত্য একাডেমী	: নির্বাচিত প্রবন্ধ
বেণুধৰ শৰ্মা	: গণিতৰ সন্ধান
মহেন্দ্ৰ বৰা	: উপলব্ধি নদীৰ দৰে

প্ৰসঙ্গ-পুথি :

শ্ৰী শ্ৰী ভট্টাচাৰ্য কৃষ্টি বিকাশ সমিতি (গুৱাহাটী)	: শ্ৰী শ্ৰী ভট্টাচাৰ্য
সংস্কৃতভাষা শৰ্মা	: অসমীয়া সাহিত্যৰ সনীলস্বৰূপ ইতিবৃত্ত
হেমন্ত কুমাৰ শৰ্মা	: অসমীয়া সাহিত্যত দৃষ্টিপাত
বৈশ্বকোচনাথ শৰ্মা	: সাহিত্য আলোচনা
নৰায়ণ দাস	: ভট্টাচাৰ্যৰ ঠাঁইৰ অন্ধ সাহিত্য
প্ৰফুল্ল কাকতি	: জননিকান্ত অসমীয়া কথাসংগ্ৰহ
হৰিনাথ শৰ্মা দাস	: অসমীয়া গদ্য সাহিত্যৰ গতিপথ
হৰিশ্চন্দ্ৰ ভট্টাচাৰ্য	: বেহুৰকবাবৰ সাহিত্য প্ৰতিভা
মহেশ্বৰ শৰ্মা	: বাৰ্ণনামা চৰিত্ৰিকা

মুখ্য ষাণ্মাসিক


কাকত কোড : ASH 4

C-8 : সাহিত্য সমালোচনা তত্ত্বৰ অধ্যয়ন (প্ৰাচ্য আৰু পাশ্চাত্য)

মুঠ ক্রেডিট - ৫+১=৬

মুঠ নম্বৰ = ১০০ (বহিঃশিক্ষায়ন-৮০- অন্তঃশিক্ষায়ন-২০)

গোচি-১ : সমালোচনা তত্ত্বৰ সংজ্ঞা আৰু উদ্ভব	নম্বৰ-১৬
গোচি-২ : ধৰ্ম আৰু বস (সংজ্ঞা আৰু বৈশিষ্ট্য)	নম্বৰ-১৬
গোচি-৩ : গুণ, বৰ্ণনা আৰু বীতি (সংজ্ঞা আৰু বৈশিষ্ট্য)	নম্বৰ-১৬


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গোটি-৪ : কবিতা আৰু নাটক (সংস্কৃত আৰু বৈষ্ণৱ)	নম্বৰ-১৬
গোটি-৫ : চুটিগল্প আৰু উপন্যাস (সংস্কৃত আৰু বৈষ্ণৱ)	নম্বৰ-১৬
প্ৰসঙ্গ-পুথি :	
মণিবৰুণ শাস্ত্ৰী	: সাহিত্য দৰ্শন
কৈলোকলনাথ গোস্বামী	: সাহিত্য আলোচনা : নন্দনতৰু : প্ৰাচ্য আৰু পাশ্চাত্য
সুন্দৰ মাধৱ শৰ্মা	: ধৰ্ম আৰু বসতৰু
নগেন্দ্ৰ নাথশৰ্মা	: সংস্কৃত সমালোচনা শাক্ত নন্দন আৰু ধৰ্ম
হৰিনাথ শৰ্মা দলৈ	: সাহিত্য প্ৰবেশ
মহেন্দ্ৰ বৰা	: সাহিত্য উপায়মণিকা
বীৰেন তৰকটকী	: সাহিত্যৰ পটভূমি
বসন্তল ঠাকুৰীয়া	: সাহিত্য বিচাৰ
হীৰেন গোস্বামী	: উপন্যাসৰ আধুনিক সমালোচনা
নগেন শইকীয়া	: সাহিত্যৰ বাদ বৈচিত্ৰ্য
শৈলেন ভৰালী	: নাটক আৰু অসমীয়া নাটক
উদয় দত্ত	: চুটিগল্প
প্ৰহ্লাদ কুমাৰ বৰুৱা	: উপন্যাস

C-9 : ভাষাৰ বিভিন্নতা

মূঠ ক্রেডিট - ৫+১=৬

মূঠ মূল্যঃ = ১০০ (বহিঃমূল্যঃ- ৮০- অন্তঃমূল্যঃ- ২০)

গোটি-১ : ভাষাৰ সংস্কাৰ, কলিত্ৰকাৰ, প্ৰথম ভাষা, দ্বিতীয় ভাষা, বাঙালী ভাষা, আঞ্চলিক ভাষা,

তৃতীয় ভাষা, উপভাষা আৰু সংযোগী ভাষা

নম্বৰ-১৬

গোটি-২ : অসমৰ ভাষাৰ বিভিন্নতা

নম্বৰ-১৬

গোটি-৩ : অসমৰ বিভিন্ন ভাষাৰ ব্যাকৰণ আৰু শব্দসমূহ


নম্বৰ-১৬

গোটি-৪ : আধুনিক অসমীয়া ভাষাত বিভিন্ন ভাষাৰ উপাদান

নম্বৰ-১৬

গোটি-৫ : দূৰা-ধৰা মাধ্যমত বিভিন্ন ভাষাৰ উপাদান

নম্বৰ-১৬


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V-CCF1

SEMESTER-V

C-11: Indian Economy-I

1. Economic Development since Independence

Major features of the economy at independence; growth and development under different policy regimes—goals, constraints, institutions and policy framework; an assessment of performance—sustainability and regional contrasts; structural change, savings and investment.

2. Population and Human Development

Demographic trends and issues; education; health and malnutrition

3. Growth and Distribution

Trends and policies in poverty; inequality and unemployment

4. International Comparisons

Readings:

1. Jean Dreze and Amartya Sen, Jean Dreze and Amartya Sen, 2013. *An Uncertain Glory: India and its Contradictions*, Princeton University Press.
2. Pulapre Balakrishnan, 2007, The Recovery of India: Economic Growth in the Nehru Era, *Economic and Political Weekly*, November.
3. Rakesh Mohan, 2008, —Growth Record of Indian Economy: 1950-2008. A Story of Sustained Savings and Investment, *Economic and Political Weekly*, May.
4. S.L. Shetty, 2007, —India's Savings Performance since the Advent of Planning, in K.L. Krishna and A. Vaidyanathan, editors, *Institutions and Markets in India's Development*.
5. Himanshu, 2010, Towards New Poverty Lines for India, *Economic and Political Weekly*, January.
6. Jean Dreze and Angus Deaton, 2009, Food and Nutrition in India: Facts and Interpretations, *Economic and Political Weekly*, February.
7. Himanshu. 2011, —Employment Trends in India: A Re-examination, *Economic and Political Weekly*, and September

C-12: Development Economics-I

Unit 1:

Economic Growth and Development: Concept. Indicators of Economic Development

Unit 2:

Capital- meaning-characters and role. Labour-meaning-characters and technology in Economic Development

Unit 3:

Population, population composition, Human Capital and its formation and Economic Development

Unit4:

Vicious circle of poverty-Lewis theory of unlimited supplies of labour-Theory of Big Push, Theories of Balanced and Unbalanced Growth

Recommended Readings:

1. Todaro, MP, Development Economics, Pearson.
2. R.K Lekhi: Development & Environmental Economics
3. Thirlwal, AP, Growth & Development, Palgrave.

5. World Bank, World Development Reports, OUP. UNDP, Human Development Reports. OUP 7. Robert Putnam, *Making Democracy Work: Civic Traditions in Modern Italy*, Princeton University Press, 1994

DSE-1: Public Finance

1. Public Economic Theory

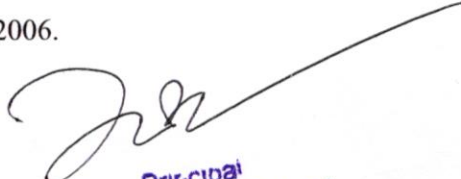
- a. Fiscal functions: an overview.
- b. Public Goods: definition, models of efficient allocation, pure and impure public goods, free riding.
- c. Externalities: the problem and its solutions, taxes versus regulation, property rights, the Coase theorem.
- d. Taxation: its economic effects; dead weight loss and distortion, efficiency and equity considerations, tax incidence, optimal taxation.

2. Indian Public Finances

- a. Tax System: structure and reforms b. Budget, deficits and public debt
- b. Fiscal federalism in India

Readings:

1. J. Hindriks, G. Myles: *Intermediate Public Economics*, MIT Press, 2006.


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2. H. Rosen, T. Gayer: *Public Finance*, 9th ed., McGraw-Hill/Irwin, 2009.
3. Joseph E. Stiglitz, *Economics of the Public Sector*, W.W. Norton & Company, 3rd edition, 2000.
4. R.A. Musgrave and P.B. Musgrave, *Public Finance in Theory & Practice*, McGraw Hill Publications, 5th edition, 1989.
5. John Cullis and Philip Jones, *Public Finance and Public Choice*, Oxford University Press, 1st edition, 1998.
6. Harvey Rosen, *Public Finance*, McGraw Hill Publications, 7th edition, 2005
7. Mahesh Purohit, *Value Added Tax: Experiences of India and Other Countries*, 2007.
8. Kaushik Basu and A. Maertens (ed.), *The New Oxford Companion to Economics in India*, Oxford University Press, 2013.
9. M.M. Sury, *Government Budgeting in India*, 1990.

DSE-2: APPLIED ECONOMETRICS

1. Stages in Empirical Econometric Research

2. Regression Diagnostics and Specification

Misspecification; functional forms; model selection.

3. Advanced Topics in Regression Analysis

Selected Topics:

Dynamic Econometric Models: distributed lag models; autoregressive models; instrumental variable estimation; simultaneous equation models.

4. Panel Data Models

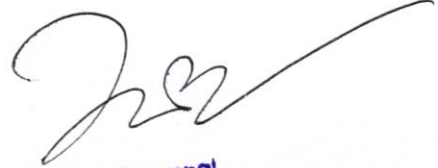
Methods of estimation; fixed effects model; random effects model.

5. Introduction to Econometric Software Package

GRET; E-VIEWS; STATA (any one).

Readings:

1. Jeffrey M. Wooldridge, *Econometrics*, CENGAGE learning, India Edition, 2009.
2. Dimitrios Asteriou and Stephen Hall, *Applied Econometrics: A Modern Approach*, Palgrave Macmillan, 2007.
3. Damodar Gujarati, *Econometrics by Example*, Palgrave Macmillan, 2011.



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(vi) MONEY AND FINANCIAL MARKETS

Course Description

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

Course Outline

1. Money

Concept, functions, measurement; theories of money supply determination.

2. Financial Institutions, Markets, Instruments and Financial Innovations

- a. Role of financial markets and institutions; problem of asymmetric information – adverse selection and moral hazard; financial crises.
- b. Money and capital markets: organization, structure and reforms in India; role of financial derivatives and other innovations.

3. Interest Rates

Determination; sources of interest rate differentials; theories of term structure of interest rates; interest rates in India.

4. Banking System

- a. Balance sheet and portfolio management.
- b. Indian banking system: Changing role and structure; banking sector reforms.

5. Central Banking and Monetary Policy

Functions, balance sheet; goals, targets, indicators and instruments of monetary control; monetary management in an open economy; current monetary policy of India.

Readings

1. F. S. Mishkin and S. G. Eakins, *Financial Markets and Institutions*, Pearson Education, 6th edition, 2009.
2. F. J. Fabozzi, F. Modigliani, F. J. Jones, M. G. Ferri, *Foundations of Financial Markets and Institutions*, Pearson Education, 3rd edition, 2009.
3. M. R. Baye and D. W. Jansen, *Money, Banking and Financial Markets*, AITBS, 1996.
4. Rakesh Mohan, *Growth with Financial Stability- Central Banking in an Emerging Market*, Oxford University Press, 2011.

VI-CC13

SEMESTER-VI

C-13: Indian Economy-II

1. Macroeconomic Policies and Their Impact

Fiscal Policy; trade and investment policy; financial and monetary policies; labour regulation

2. Policies and Performance in Agriculture

Growth; productivity; agrarian structure and technology; capital formation; trade; pricing and procurement

3. Policies and Performance in Industry

Growth; productivity; diversification; small scale industries; public sector; competition policy; foreign investment.

4. Trends and Performance in Services

Readings:

1. Shankar Acharya, 2010, —Macroeconomic Performance and Policies 2000-8, I in Shankar Acharya and Rakesh Mohan, editors, *India's Economy: Performances and Challenges: Development and Participation*, Oxford University Press.
2. Rakesh Mohan, 2010, —India's Financial Sector and Monetary Policy Reforms, I in Shankar Acharya and Rakesh Mohan, editors, *India's Economy: Performances and Challenges: Development and Participation*, Oxford University Press.
3. Pulapre Balakrishnan, Ramesh Golait and Pankaj Kumar, 2008, —Agricultural Growth in India Since 1991, *RBI DEAP Study no. 27*.
4. B.N. Goldar and S.C. Aggarwal, 2005, —Trade Liberalisation and Price-Cost Margin in Indian Industries, *The Developing Economics*, September.
 1. P. Goldberg, A. Khandelwal, N. Pavcnik and P. Topalova, 2009, —Trade Liberalisation and New Imported Inputs, *American Economic Review, Papers and Proceedings*, May.


C-14: Development Economics-II

Unit- : I

Introduction to planning: types of planning, rationale/objectives of economic planning in a developing economy, planning process.

Unit-2:

External resources-Foreign AID-types of Foreign AID, importance of foreign AID-Its danger, FDI-meaning-advantages-disadvantages.


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Unit-3:

Rostow's stages of economic growth and Harrod-Domar growth model

Unit-4:

Concept and Measurement of human Development –Human development Index (HDI) for various states in India

Selected Readings:

1. Todaro, M.P. : Development Economics, McGraw Hill
2. Thirlwal, A.P. : Development Economics, Pearson
3. Misra & Puri, : Economics of Development & Planning, HPH
4. Lekhi, R, K. : The Economics of Development & Planning

DSE-3: International Economics

1. Introduction

What is international economics about? An overview of world trade.

2. Theories of International Trade

The Ricardian, specific factors, and Heckscher-Ohlin models; new trade theories; the international location of production; firms in the global economy — outsourcing and multinational enterprises.

3. Trade Policy

Instruments of trade policy; political economy of trade policy; controversies in trade policy.

4. International Macroeconomic Policy

Fixed versus flexible exchange rates; international monetary systems; financial globalization and financial crises.

Readings:

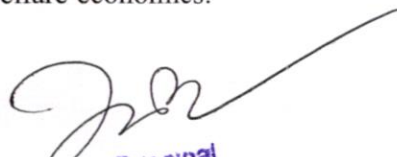
1. Paul Krugman, Maurice Obstfeld, and Marc Melitz, *International Economics: Theory and Policy*, Addison-Wesley (Pearson Education Indian Edition), 9th edition, 2012.
2. Dominick Salvatore, *International Economics: Trade and Finance*, John Wiley International Student Edition, 10th edition, 2011.

DSE-4: Environmental Economics

1. Introduction

What is environmental economics; review of microeconomics and welfare economics.

2. The Theory of Externalities


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- 4. Co-curricular activities- definition, types & importance

UNIT III: FORMS OF EDUCATION

- 1. Formal Education: School – Meaning and characteristics, functions and responsibility of school, relationship between school and society
- 2. Informal Education: Meaning and characteristics, Educational role of family, social institutions- state and religious institutions
- 3. Non-formal Education: Meaning and characteristics, Agencies of non-formal education

UNIT IV: FREEDOM AND DISCIPLINE

- 1. The concept of freedom and discipline
- 2. The interrelation between discipline, liberty and democracy
- 3. Importance of discipline in social life

REFERENCES

- 1. Bhatia, K & Bhatia, B. The philosophical and Sociological foundations of Education
- 2. Das, B.N. Principles of Education and Education in Emerging Indian Society.
- 3. Das, P & Goswami. Theories and Principles of Education.

SEMESTER- II

C-3: DEVELOPMENT OF EDUCATION IN INDIA

CREDIT: 6

Objectives:

- 1. To help students understand the development of education in India in historical perspective.
- 2. To understand the salient features of education in ancient, medieval and British India.
- 3. To acquaint wit significant points of elected educational documents and reports of these periods.
- 4. To have an adequate knowledge of the recommendations of various commissions and committees on Indian Education.
- 5. To compare the different features of education systems of ancient Indian with those present system of education.

GROUP- A

EDUCATION IN ANCIENT AND MEDIEVAL INDIA

UNIT I: EDUCATION IN ANCIENT INDIA

- 1. Vedic Education: Aims of Education, process of education, curriculum and organization
- 2. Buddhist Education: Aims of Education, curriculum, Relevance of concepts like Madhyama Pratipada, Prativityasumutpad, the four eternal truth

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3. Education as social heritage; education as an instrument of social change, education as a factor of social change, education as a reflection of social change.

UNIT VI: SOCIAL GROUPS

1. Primary and Secondary groups: meaning, characteristics, types and their differences
2. Social Interaction and Social Stratification

REFERENCES

1. Bhatia, K & Bhatia, B. The Philosophical and Sociological foundations of Education
2. Elias, J.L., Marriam, S.B., Philosophical Foundation of Adult Education. Second Edition.
3. Pathak, R.P., Philosophical and Sociological foundations of Education, Published by Kanishka Publishers.
4. Singh, Y.K., Sociological foundations of Education. APH Publishing.

SEMESTER- III

DSC-1(C): EDUCATIONAL PSYCHOLOGY

CREDIT: 6

Objectives:

1. To enable the students to understand the relation between education and psychology and different methods of educational psychology.
2. To enable the students to understand learning, process, memory, attention, instinct and emotion.
3. To acquaint the students with the concept of personality, type and trait theories.
4. To understand the concept of intelligence - nature and different theories.
5. To understand the nature of creative talent and processes and of creative individuals and the implication for indentifying and nurturing such talent.
6. To enable the students to understand the concept of mental health and hygiene for promotion of mental health

UNIT I: PSYCHOLOGY AND EDUCATION

1. Concept of psychology and its nature
2. Schools of psychology: Functionalism, Behaviorism, Gestaltism, Psycho-Analysis
3. Importance of Psychological thinking in Education
4. Educational Psychology: Meaning and Definition, Nature and Scope
5. Relation between Education and Psychology
6. Application of Educational Psychology in classroom teaching.

UNIT II: DEVELOPMENTAL PSYCHOLOGY

1. Physical, Mental, Social and Emotional Development at various stages: Infancy, Childhood, Adolescence

2. Factors affecting development: Home, School, Society
3. Role of Heredity and Environment and its developmental implications

UNIT III: LEARNING

1. Meaning and nature of learning
2. Learning and Maturation
3. Factors Affecting Learning: Home, School, Mass Media, Intelligence
4. Domains of Learning: Cognitive, Affective, Psycho- motor
5. Motivation and Learning
6. Role of Attention and Interest in learning

UNIT IV: MEMORY AND FORGETTING

1. Meaning, Factors &Types of Memory
2. Meaning & Causes of Forgetting
3. Measures to improve Memory

UNIT V: PERSONALITY

1. Meaning, Definition and Characteristics of personality
2. Theories of Personality: Type Theory- Seldon and Jung, Trait Theory- Adler and Roger, Psycho- Analytic Theory- Freud
3. Concept of balanced mature personality
4. Instincts and Emotions: Meaning and Characteristics
5. Relation between Instinct and Emotion.

REFERENCES

1. Skinner, Charles E. – Educational Psychology
2. Hunt, M.P. – Psychological Foundations of Education.
3. Whittakar – Introduction to Psychology.
4. Safaya, R.N, Shukla, C.S and Bhatia, B.D. – Modern Educational Psychology

SEMESTER - III

SEC- 1: VALUE EDUCATION

CREDIT: 2

UNIT I: CONCEPTS AND APPROACHES

1. Meaning, needs, importance & types of value education
2. Development of value education
3. Value of education for human development
4. Approaches to value education

UNIT II: IMPARTING VALUES INTO THE CURRICULUM

2-DSE/1

7. Fox, Charles. A Text Book of Practical Psychology, New Dehli, Akansha publishing house
 8. Nataraj, P. Manuals of Experiments in Psychology, Mysore, Srinivasa Publications
-

SEMESTER- V

DSE-1: CHILD PSYCHOLOGY (OPTIONAL)

CREDIT: 6

Objectives:

1. To enable the students to understand the importance of child psychology and the need of guidance for child development.
2. To have an understanding about children and new insight about them.
3. To develop a sensitively towards the needs and rights of children.
4. To understand the importance of play in child development.

UNIT I: HISTORICAL DEVELOPMENT OF CHILD PSYCHOLOGY

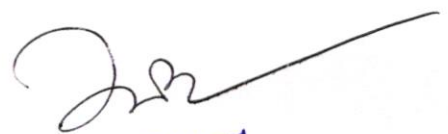
1. Meaning, Nature and Scope of Child Psychology
2. Historical perspective of development of knowledge of child Psychology
3. Methods used in Child Psychology
4. Significance of Child Psychology

UNIT II: GROWTH & DEVELOPMENT DURING EARLY CHILDHOOD

1. Pre-natal, Neo-natal & Post-natal
2. Development Patterns during early childhood
 - Physical
 - Emotional
 - Social
 - Language
3. Early Socialization Process
4. Role of Play in early childhood

UNIT III: SOME COMMON CHILDHOOD PROBLEMS

1. Problems of discipline
 - Behaviours and adjustment problems (anger, aggression, truancy)
2. Deficiency & deprivations during childhood
 - Natural
 - Physiological



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- Socio-economic
 - Social adjustment problem (shyness, hesitation, jealousy)
3. Prevention & correction of these problems, Role of Education.

UNIT IV: FACTORS AFFECTING CHILD DEVELOPMENT

1. Home/family: parental attitude towards a child: Acceptance & Rejection Problems of children of working mothers
2. School: Peer-group influences, Teacher-and-taught relations, School environment, Effects of reward and punishment
3. Society: Influence of mass media: Radio, TV, Computer, Internet

REFERENCES

1. Chaube, S.P. Child psychology, Lakshmi Narayan Agarwal, Educational Publishers Agra
2. Chauhan, S.S. Advanced Educational Psychology, Vikash Publishing House, New Delhi
3. Goswami, G. Child Development and Child Care, Arun Prakashan, Guwahati
4. Kale, S.V. Child Psychology & child Guidance, Himalaya Publishing House, Mumbai
5. Kumar, L.N. Development Psychology, Agarwal Educational Publishers, Agra-
6. Thompson, G. Child Psychology, 2nd Edition, Surajeet Publication, 1981

SEMESTER- V

DSE-2: CONTINUING EDUCATION AND DISTANCE EDUCATION (OPTIONAL)

GROUP- A

CONTINUING EDUCATION

Objectives:

1. To enable the students to understand the concept of continuing education and its relevance to the changing society
2. To acquaint the students with methods and techniques of continuing education
3. To make the students understand the development of Adult Education in India, Kinds of Adult Education Programme in India and the major problems conformating adult education
4. To enable the students to understand the meaning, characteristics, merits and demerits of distance education and its growth in India
5. To acquaint the students with the different forms of instructional strategies in distance education along with the distance mode of learning

UNIT 1: CONTINUING EDUCATION

5. Development of life skills and professional practice

REFERENCES

1. Dash, B.N. Foundation of Education
 2. Verma, S. Development of life skills and professional practice, Vikas Publishing House Pvt. Ltd
 3. Thomas, G. Life Skill Education, Shirpa Publisher
-

SEMESTER - V

DSE-1(A): EDUCATIONAL GUIDANCE AND COUNSELING

CREDIT: 6

Objectives:

1. To enable the students to understand the concept, nature, scope, need and importance of guidance.
2. To enable the students to understand the meaning, purpose and functions of different types of guidance.
3. To enable the students to understand about the different types of guidance programmes and their organization.
4. To enable the students to understand the meaning, nature, objectives, need and importance, types, steps, and techniques to counselling.
5. To enable the students to understand the relationship of guidance and counseling, their problems and ways for improvement.

UNIT I: CONCEPT OF GUIDANCE

1. Meaning, nature & scope of guidance
2. Philosophical, psychological and sociological bases of guidance
3. Need and importance of educational guidance services in schools

UNIT II: CONCEPT OF VOCATIONAL GUIDANCE

1. Vocational guidance: Meaning, nature and scope
2. Purpose and functions of vocational guidance
3. Relationship between educational and vocational guidance, relationship between vocational guidance and work education
4. Job analysis and occupational information services

UNIT III: EDUCATIONAL GUIDANCE

1. Educational Guidance Meaning purpose and functions
2. Guidance in Elementary School
3. Guidance in Secondary School

4. Basic data necessary for educational guidance – pupils’ abilities, aptitudes, interests and attitudes, educational attainments and personality traits
5. Construction, administration and interpretations of- cumulative record cards, individual inventories.

UNIT IV: CONCEPT OF COUNSELLING

1. Meaning, nature and scope, needs and importance, different type of counseling
2. Various steps and techniques of counseling
3. Necessary qualities (personal and professional) of a good counselor. Role of the counselor in secondary schools. Relationship between guidance, counseling and teaching
4. Diagnostic and remedial measures: Special provisions for deviant children to enable them face problems of the daily life. Gifted and creative children

UNIT V: ORGANISATION OF GUIDANCE PROGRAMME

1. Principles of organization
2. Group guidance
3. Individual inventory
4. Information orientation service
5. Placement services and
6. Follow up services

REFERENCES

1. Crow, L.D.I., Crow, A — An Introduction to Guidance.
2. Bhatia, K.K. — Principles of Guidance and Counselling, Kalyani Publishers, 2009.
3. Agarwal, Rashmi — Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, Shipra Publication, 2010.
4. Charles Kiruba & Jyothsna, N.G. — Guidance and Counselling, Neelkamal, Publication Pvt. Ltd. First Edition, 2011
5. Madhukar, I — Guidance and Counselling, New Delhi, Authors Press.
6. Mc. Daniel, H.B. — Guidance in the Modern School. New York, Rinechart and Winston.
7. Traxler, A.E. and North, R.D. — Techniques of Guidance, New York, Harper and R.W.
8. Gururani, G.D — Guidance and Counselling, Educational, Vocational and Career Planning, New Delhi, Akansha Publishing House.

VI-DSE3

Each student has to complete one project related to any area having educational significance to be evaluated by- Head or nominee of HoD, External examiner and Supervisor jointly through viva-voice test).

The project work will have to be completed according to following steps :

- Selection of the Topic
- Introduction
- Educational importance of the selected topic
- Location of the selected topic
- Delimitation of the study
- Objectives of the study
- Collection of data with proper tools
- Organization of data, analysis and drawing conclusions with findings
- Writing the report

MARKS DISTRIBUTION

- PROJECT REPORT: 40 (EXTERNAL ONLY)
- VIVA-VOCE ON THE PROJECT REPORT: 20 (EXTERNAL EXAMINER)
- CONTINUOUS EVALUATION: 20 (SUPERVISOR ONLY)
- PROJECT REPORT : 20 (Head or Nominee of HoD & supervisor)

SEMESTER-VI

DSE-3: SPECIAL EDUCATION (OPTIONAL)


CREDIT: 6

OBJECTIVES:

1. To help the students to understand the meaning and importance of special education.
2. To acquaint the students with the different government policies and legislations regarding persons with disabilities
3. To familiarise the students with the different types of special children with their behavioural characteristics.
4. To enable the students to know about the different issues, education provisions and support services of special children.

UNIT I: SPECIAL EDUCATION

1. Special Education-Meaning, scope and objectives


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2. Basic principles of Special Education
3. Importance of Special Education
4. Special Education Services
5. Development of Special Education with reference to India

UNIT II: GOVERNMENT POLICIES AND PROGRAMMES AND SPECIAL EDUCATION

1. Objectives of education for challenged children in the International year of Disabled Persons, 1981 with specific reference to India
2. National Policy on Education 1986
3. The Integrated Education Scheme 1992 for the Mildly Challenged
4. Human Rights as per the UN Standard Rules 1994
5. The Persons with Disabilities (PWD) Act 1995

UNIT III: PHYSICALLY CHALLENGED CHILD

1. Physically Challenged Child-Definitions and types
2. Psychological and Behavioural Characteristics
3. Educational programmes

UNIT IV: MENTALLY RETARDED AND EMOTIONALLY DISTURBED CHILD

1. Mentally Retarded-Definitions and types
2. Psychological and Behavioural Characteristics
3. Educational Programmes
4. Emotionally Disturbed Child-Definitions and Types

UNIT V: CHILD WITH LEARNING DISABILITY

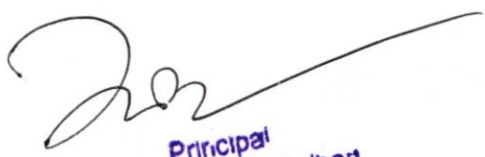
1. Child with learning Disability-- Definitions and types
2. Psychological and behavioural characteristics
3. Educational programmes

UNIT VI: EDUCATIONAL INTERVENTION AND ISSUES IN SPECIAL EDUCATION

1. Nature and objectives of special schools
2. Support services provided in these schools
3. Concept of remedial teaching (for LD children)
4. Role of school, family and community in educating exceptional child
5. Teacher Education for special schools
6. Concept of mainstreaming, Labeling Integrated schools, inclusive education, De-institutionalization

REFERENCES

1. Bhargava, M — Exceptional Children, Agra H.P. Bhargava Book House


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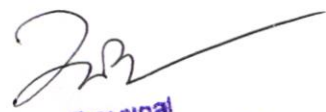
13. H.J. Hanham: *Nineteenth Century Constitution, 1815-1914*
14. E.J. Hobsbawm: *Nations and Nationalism*
15. Charles and Barbara Jelavich: *Establishment of the Balkan National States, 1840 to 1920.*
16. James Joll: *Origins of the First World War (1989)*
17. Jaon B. Landes: *Women and the Public Sphere in the Age of the French Revolution*
18. David Owenthal: *The Past is a Foreign Country*
19. R.P. Morgan: *German Social Democracy and the First International*
20. J.M. Robert: *Europe 1880 to 1985*
21. Albert Soboul: *History of the French Revolution (in two volumes).*
22. Lawrence Stone: *History and the Social Sciences in the Twentieth Century The Past and the Present (1981)*
23. E.P. Thompson: *Making of the English Working Class*
24. Michel Vovelle: *Fall of the French Monarchy (1984)*
25. H. Seton Watson: *The Russian Empire*
26. Raymond Williams: *Culture and Society*

C-7: History Assam (Early to 1228 A.D.)

Units	Course Contents	Credit
I	Sources of Assam: Archaeology and literary (indigenous and foreign)	
II	Early settlements in the Brahmaputra valley: Pragjyotishpur. Dhansriri, Doyang, Kapili	
III	Early political, social and economic structures in the Brahmaputra valley- Varmanas, Palas and Salasthambhas	
IV	Post Pala Political Conditions: i) Invasions from the West: Palas of Bengal; Sultans of Bengal ii) Emergence of petty Chieftains in the Brahmaputra valley	

Reading materials:

1. K.L. Barua :*Early History of Kamrupa*
2. E.A.Gait : *A History of Assam*
3. P.C.Choudhury : *The History of Civilization of the people of Assam*
4. S.L.Barua : *A Comprehensive History of Assam*
5. H.K.Barpujari (ed) : *The Comprehensive History of Assam, Vol. I*
6. R.G.Basak : *History of North-East India*
7. N.N.Basu : *Social History of Kamrupa Volumes I-III*
8. B.K. Baruah: *A Cultural History of Assam*
9. B.K. Kakati: *Mother Goddess of Kamakhya*
10. DimbeswarSarma(ed.): *Kamrupasasanavali*
11. D.P. Agarwal & D.K. Chakrabarty: *Studies in Pre-History*


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12. H.K. Barpujari: *Comprehensive History of Assam, Vol. I*
13. M. Momin & C. Mawlong: *Society and Economy in North East India*
14. M.M. Sharma: *Inscriptions of Ancient Assam*
15. N. Lahari: *Pre-Ahom Assam*
16. N.D. Choudhury: *Historical Archaeology of Central Assam*
17. N. N. Vasu: *The Social History of Kamrupa*
18. P.C. Choudhury: *The History of Civilization of People of Assam to the 12th Century A.D.*
19. R. Ray: *Ancient Settlement Pattern of North East India*
20. R.D. Choudhury: *Archaeology of the Brahmaputra valley of Assam*
21. R.G. Basak: *History of North Eastern India*
22. S.K. Chatterji: *The Place of Assam In The History and Civilization of India*
23. Edward Gait: *A History of Assam*
24. Sipra Sen: *Tribes and Caste of Assam*

SEC-1: An Introduction to Archaeology

Units	Course Contents	Credit
I	Definition & Components	
II	Historiographical Trends	
III	Research Methodologies, Definition of Historical Sites & Explorations, Documentation, Codification, Classification, Analysis of findings and publications	
VI	Field Work & Tools of research	

Reading List:

1. John. A. Bintliff: *A Companion to Archaeology*
2. D.R. Chakrabarti: *A History of Indian Archaeology: From the Beginning to 1947*
3. M. Hall & W.S.W. Silliman: *Historical Archaeology*
4. Mathew Johnson: *Archaeological Theory: An Introduction*

GE-3: History of India (1757-1947) A.D.

Units	Course Contents	Credit
I	Expansion and Consolidation of colonial Power: (a) Mercantilism, foreign trade and early forms of exactions from Bengal. (b) Dynamics of expansion, with special reference to Bengal Mysore, Western India, Awadh, Punjab, and Sindh.	
II	(a) Reaction to Colonial Rule: (i) Discontent and Disaffection during Company's Rule. (ii) Revolt of 1857: Nature, Participation and Impact. (b) Colonial Construction of India ; (i) Administrative Structure – Central, Provincial and District (ii) Arms of State-Police, Army, Law and Civil Service.	

V-CC12

	Leagues (1873); Deccan riots (1875). b. Uprising of 1857	
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Suggested Reading


1. C. A. Bayly: *Indian Society and the Making of the British Empire*
2. Bipan Chandra: *Rise and Growth of Economic Nationalism in India*
3. Suhash Chakravarty: *The Raj Syndrome: A Study in Imperial Perceptions*
4. J.S. Grewal: *The Sikhs of the Punjab, New Cambridge History of India*
5. Ranajit Guha, (ed.): *A Subaltern Studies Reader*
6. Dharma Kumar and Tapan Raychaudhuri (ed.): *The Cambridge Economic History of India, Vol. II.*
7. P.J. Marshall: *Bengal: The British Bridgehead, New Cambridge History of India*
8. R.C. Majumdar (ed.): *History and Culture of Indian People, Vols. IX and X. British Paramountcy and Indian Renaissance*
9. Rajat K. Ray (ed.): *Entrepreneurship and Industry in India, 1800- 1947*
10. Eric Stokes: *English Utilitarians and India*

C-12: History of Assam (1826-1947) A.D.

Units	Course Content	Credit
I	Advent of the British a. Administrative Reorganization under David Scott b. Annexation of Lower Assam c. Anti-British uprisings (1826-1830) d. Annexation of Upper Assam e. Repercussions of the Revolt of 1857.	
II	Territorial Expansion: a. Cachar b. Manipur c. Jayantia Hills d. Khasi Hills d. Garo Hills d. Naga Hills e. Lushai Hills.	
III	Changes in the Economic structure: a. Agrarian System b. Growth of modern industries- Tea, Coal and Oil c. Development of Transport and Communication	
IV	a. Political Awakening: Education, Press, Public Associations b. National Movement in Assam-Swadeshi Movement, Non-Cooperation movement, Civil Disobedience movement, Quit India movement, Role of women	

Suggested Reading

1. A.C. Bhuyan and S. Dey (ed.): *Political History of Assam Vol. II & III*
2. E.A. Gait: *A History of Assam*
3. H.K. Barpujari (ed.): *Political History of Assam, Vol. I.*
4. H.K. Barpujari (ed.): *The Comprehensive History of Assam Vol. IV & V.*


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5. H.K. Barpujari: Assam in the Days of the Company.
6. K.N. Dutta: Landmarks of the Freedom Struggle in Assam.
7. P. Goswami : Assam in the Nineteenth Century; Industrialization and Colonial Penetration

DSE-1: History of South East Asia in 19th & 20th Centuries

Units	Course Contents	Credit
I	Opening of China and Japan	
II	Popular Agitation in South East Asia: a. Boxer b. Movement c. Taiping Rebellion d. Students' Movement e. War Lordism f. KMT g. PRC Revolution	
III	Emergence of Modern Nation States: a. The Union of Burma (Myanmar), 1948-1962 b. Indonesia c. Sukarno Era, 1949-1965. C. Cambodia under Norodom Sihanouk, 1955-1970	
IV	Movements of Resistance and the making of new identities: a. Peasant resistance b. Radicalism and the Origins of the Vietnamese Revolution, 1920-1946 c. Indonesian Revolution, 1945-1949	

Suggested Reading

1. B. Anderson: Imagined Communities.
2. H. Benda: The Crescent and the Rising Sun.
3. Furnivall: Colonialism and the Plural Society.
4. G. Hart (ed.): Agrarian Transformations: Local Processes and the State in South-East Asia.
5. J. Kemp (ed.): Peasants and Cities, Cities and Peasants: Rethinking Southeast.
6. Milton Osborne: South East Asia: An Introductory History.
7. Nicholas Tarling (ed.), Cambridge History of South-east Asia, Vol. II

DSE-2: Ethno History of the Bodos

Units	Course Content	Credit
I	Sources and concept of Ethno History	
II	Origin, Migration and Settlement of the Bodos	
III	Society of the Bodos	
IV	Economic Life of the Bodos	

Suggested Reading

1. B. K. Barua: *A Cultural History of Assam*
2. Rev. Sidney Endle: *The Kacharis (Bodo)*
3. Bhaben Narji; *Boro-Kacharini Samaj Arw Harimu*
4. Kameswar Brahma: *A Study of Socio Religious Belief Practices and ceremonies of the Bodos*
5. Premalata Devi: *Social and Religious Institutions of Bodos*
6. Oinam Ranjit Singh, *North East India Past and Present, Vol.1*

Semester-2

C3: GREEK PHILOSOPHY

UNIT-I

- 1. Pre-Socratic philosophy: a general survey of Pre Socratic philosophy (Text: Aristotle’s metaphysics book 1)
- 2. Heraclitus: Doctrine of Flux and Logos
- 3. Parmenides: Nature of Being

UNIT –II

- 1. Sophists and Socrates
- 2. Man is the measure of all things (Protagoras)
- 3. Virtue is Knowledge (Socrates)

UNIT- III

- 1. Plato: Justice in state and individual (Text: Republic Books 2-4)**

UNIT- IV

- 1. Aristotle: Nature and change (Text: Physics Bks 1 and 2)**

Recommended Readings:

- Charlton, W.(1936), Aristotle’s Physics Bks 1-2, U.S.A, Clarendon
- Cohen, M.S. Curd,P. & Reeve, C.D.C.(ed)(1995) Readings in Ancient Greek Philosophy, Hackett: Indianapolis
- Kirk, G.S. Raven & Schofield (1957) Pre Socratic Philosophy CUP
- Tankha, V. (2012) Ancient Greek Philosophy: Thales to Socrates ,India, Pearson
- Vlastos, G. (1969)” Justice and psychic harmony in the Republic” in Journal of Philosophy. Vol.66(16): pp 505-521

C 4: ETHICS

UNIT I

- 1. Conventional and Reflective Morality
- 2. Relativism

UNIT II

- 1. Aristotle: Virtue Ethics
- 2. Kant: The Categorical Imperative
- 3. Mill: Utilitarianism

UNIT III

- 1. Theories of Punishment-Capital Punishment
- 2. Euthanasia

UNIT IV: INDIAN ETHICS

- 1. Bhagvadgītā: Niṣkāmakarma
- 2. Four Puruṣārthas: Dharma , Artha, Kāma, Mokṣa
- 3. Gandhi’s conception of Ahimsā and satya

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Recommended Readings:

- Aristotle. (1926). *Nicomachean Ethics*, Harvard University Press.
- Bilimoria, Purushottama et al. (2007). *Indiaa Ethics: Classical Traditions and Contemporary Challenges*, New Delhi: Oxford University Press.
- Frankena Williams. (1988). *Ethics*, Prantice Hall of India, Pearson; 2nd edition
- Kant, Immanuel. (1953). *Groundwork of the Metaphysics of Morals*, Trans. H.J Paton, as *The Moral Law*, London: Hutchinson.
- Rachels, J. (1987) *The End of Life: Euthanasia and Morality*, CUP
- Rachel, J. (2003) *The Elements of Moral Philosophy*, McGraw- Hill
- Sharma, I.C.(1962) *Ethical Philosophies of India*, New York, U.S.A. Johnsen Publishing Company
- Warnock Mary. (1962) *J.S Mill Utilitarianism*, Glasgow: Collins.

GE-2: ETHICS

UNIT I

1. The Fundamental Questions of Ethics.
2. The **Is - Ought** Controversy
3. The Ethical Journey (From Convention to Reflection).

UNIT-II

1. Consequentialism: J.S. Mill (Utilitarianism).
2. Deontological Ethics: Immanuel Kant (Duty, Categorical Imperative and Good will).

UNIT- III

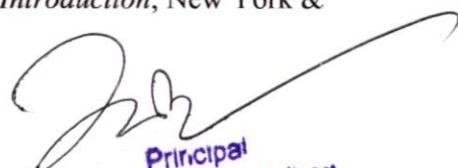
1. Virtue ethics: Aristotle (Well-being and Golden Mean).
2. Puruṣārthas

UNIT-IV

1. *Niṣkāmakarma* (*Bhagvadgītā*)
2. Non-violence (M.K. Gandhi)
3. Compassion and Forgiveness. (Buddhism)

Recommended Readings:

- Aristotle, (1926) *Nicomachian Ethics*, Harvard University Press.
- Hartmann, N. (1950) *Moral Phenomena*, New Macmillan.
- Kant, Immanuel: *Groundwork of the Metaphysics of Morals*, Trans. H J Paton, as *The Moral Law*. London.
- Mill, JS (1863): *Utilitarianism*, London, in Mary Warnock. Ed.1962
- Prasad, R. (1989): *Karma, Causation and Retributive Morality*, ICPR, New Delhi.
- Sharma, I.C., (1965) *Ethical Philosophies of India*, London: George Allen and Unwin Ltd.
- Goodman, Charles. (2009), *Consequences of Compassion: An Introduction and Defense of Buddhist Ethics*, New York: Oxford University Press.
- Gowans, Christopher W. (2015), *Buddhist Moral Philosophy: An Introduction*, New York & London, Routledge.
- *Śrīmadbhagvadgītā*.


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M.N. Roy, (2004). "New Political Philosophy" in Radical Humanist: Selected Writings Kolkota, Premetheus.

UNIT IV

Hamid Dalwai "On Secularism" in Muslim Politics in Secular India,(1968) Bombay, Nachiketa Publication.

Recommended Readings:

- Berlin, I(1969), " Two Concepts of Liberty", in Four Essays on Liberty, OUP.
- Dalwai, Hamid, (1968). Muslim Politics In Secular India, , Bombay, Nachiketa Publications 13
- Dworkin, R.(2000), "What is Equality?," in Sovereign Virtue, Harvard University Press
- Gandhi, M.K(1938).,Hind Swaraj, Ahmadabad, India Navjivan Publishing House
- Rawls, John,(2000) Justice As Fairness- A Restatement, Chapter One, edited by Erin Kelly, Havard University Press.
- Tagore,Rabindranath, Nationalism, The Macmillan Company, New York,(available in pdf format).

C -7: APPLIED ETHICS

UNIT-I

1. An Introduction to Moral Philosophy and Applied Ethics.

UNIT-II Value of Human Life

1. Human Rights
2. Punishment
3. Suicide, Female Foeticide

UNIT-III Environmental Ethics

1. Nature as Means or End.
2. Respect for animals and ecology

UNIT-IV Professional Ethics and Public Policy

1. Medical Ethics- Surrogacy, Doctor-patient relation, Euthanasia
2. Media Ethics – Privacy, Ethical Issues in Cyber space

Recommended Readings:

- Dower Nigel, (2007)World Ethics: The New Agenda. Edinburgh University Press: Edinburgh.
- Hammer Rhonda and Kellner Dougles (eds),(2009) Medical and Cultural Studies: Critical approaches, New York, Peter Lang Publishing
- Holmes Rolston and Andrew Light (eds),(2007) Environmental Ethics: An Anthology. USA, Blackwell
- Jecker, Nancy S. Jonsen Albert R and Robert A Pearlman (eds)(2010) Bioethics: An Introduction to the History, Method and Practice. New Delhi, Jones and Bartlett
- Motilal Shashi (ed)(2010), Applied Ethics and Human Rights: Conceptual Analysis and Contextual Applications. London, Anthem Press
- Piet John H., and Prasad Ayodhya (eds),(2000) An Introduction to Applied Ethics. New Delhi, Cosmo Publications
- Rachel James,(2011) The Elements of Moral Philosophy. Oxford, Oxford University Press:
- Singer Peter,(1986) Applied Ethics Oxford, Oxford University Press
- Yogi, Manasvini. M, Euthanasia: Its Moral Implication,(2007)Delhi, Pratibha Prakashan,

GE-3- INDIAN PHILOSOPHY

UNIT I: Indian Philosophy: An Overview:

1. General Characteristics of Indian Philosophy

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Semester-III

DSC-2(C): INDIAN PHILOSOPHY

UNIT I: Indian Philosophy: An Overview:

1. General Characteristics of Indian Philosophy

UNIT II: Theory of Knowledge (Nyāya–Vaiśeṣika): The Four Pramāṇas:

1. Perception (*Pratyakṣa*)
2. Inference (*Anumāna*)
3. Testimony (*Śabda*)
4. Comparison (*Upamāna*)

UNIT III: Theories of Causation:

1. Buddhism (*Pratītyasamutpāda*)
2. Nyāya–Vaiśeṣika (*Asatkāryavāda*)
3. Sāṃkhya (*Satkāryavāda*)

UNIT IV: Theories of Reality:

1. Buddhism
2. Nyāya–Vaiśeṣika
3. Śaṅkara

Recommended Readings:

- Chatterjee, S & Datta, D.M (1984) *An Introduction to Indian Philosophy*, 8th ed., University of Calcutta,
- Dasgupta, S.N (2004), *A History of Indian Philosophy, vol.1*, Delhi: MLBD Publishers.
- Datta, D.M., (1972) *The Six Ways of Knowing*, University of Calcutta.
- Hiriyanna, M. (1994) *Outlines of Indian Philosophy*, Delhi: MLBD Publishers.

(2015) *The Essentials of Indian Philosophy*, Delhi: MLBD Publishers.

- Mohanty, J.N. (1992) *Reason and Tradition in Indian Thought*, Oxford: Calrendon Press.

(2002) *Essays on Indian Philosophy*, (2nd ed) ed. by P. Bilimoria, UK: Oxford University Press.

- Murthi, K. S. (1959) *Revelation and Reason in Advaita Vedanta*. Waltair: Andhra University Press.
- Organ, T. W. (1964) *The Self in Indian Philosophy*. London: Mouton & Co.

SEC-1: CRITICAL THINKING AND DECISION MAKING

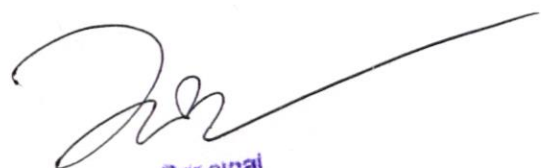
UNIT I: Critical Thinking and its Components

1. Critical Thinking: A Second-Order Activity
2. Identification and Analysis of the Problem.
3. Organizing the Data and Identifying the Errors.

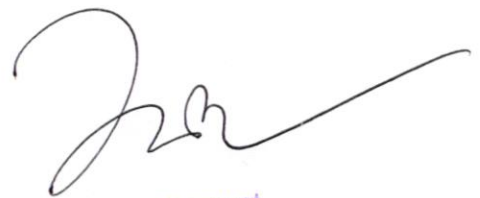
UNIT II: Problem Analysis, Decision Making and Wrapping up for Solution

1. Evaluating the Argument: Validity, Soundness and Strength; Reflecting upon the issue with Sensitivity and Fairness.
2. Evaluating Decision Options from Multiple Perspectives.
3. Identifying Inconsistencies, Understanding Dilemma and Looking for Appropriate Solution within Limitations.

Recommended Readings:


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1. Hurley, Patrick J. (2007) Introduction to Logic, Wadsworth, Cengage learning.
2. Kam Chun Aik, and Stephen Edmonds, Critical Thinking, Longman
3. Dewey, John. (1933) How to Think: A Restatement of the Relation of Reflective Thinking to the Educative Process. Revised edition. Boston: Heath
4. Noisich, Gerald M. (2002) learning to think things through: A Guide to Critical Thinking, Prentice Hall.
5. Case studies.



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Semester -IV

SEC-3: ETHICAL DECISION MAKING**UNIT I: ETHICAL CONCEPTS AND ETHICAL APPROACHES**

1. Values, Dilemma and Choices
2. Responsibility, Justice & Fairness
3. Respect for self and others

UNIT II: ETHICAL DECISION PROCESS

1. Ethical codes and tests
2. Steps to ethical decision-making
3. Case studies and Situational role plays

Recommended Readings:

- Blanchard, K., & Peale, N.V. (1988) *The Power of Ethical Management*, New York: William Morrow and Co. pp. 20-24. <http://www.blanchardbowleslibrary.com/books/powerofethicalmanagement.htm>
- Brown, M. (1996) *The Quest for Moral Foundations: An Introduction to Ethics* Georgetown University Press
- Davis, M. (1999) *Ethics and The University*, New York: Routledge.
- Heller, R. (1998) *Making Decisions*, New York: DK.
- Josephson, M. S. (2002) *Making Ethical Decisions*, Josephson Institute of Ethics.
- Kardasz, F. (2008) *Ethics Training For Law Enforcement: Practices and Trends*, VDM Verlag Dr. Müller.
- Nosich, G. M. (2002) *Learning to Think Things Through: A Guide to Critical Thinking*, Prentice Hall.

DSE-1(A): BUDDHISM**UNIT I:**

1. Origin and Nature of Buddhism
2. Classification of Buddhism

UNIT II:

1. Pancsila
2. Four Noble Truth
3. Eight Fold Path

UNIT III:

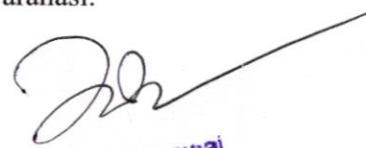
1. Paramitas
2. Brahma Viharas

UNIT-IV:

1. Karma and Rebirth
2. Nirvana
3. Anatmavada (No Soul theory)

Recommended Readings:

- Halbfars, W., 'Karma, Apurva and "Nature" causes: observation on the growth and limits of the theory of Samsars, 'in O' Flabearty, 1999.
- Harvey, Peter, *An Introduction of Buddhist Ethics*, Cambridge, Cambridge University Press.
- Kamla, J. (1983) *The Concept of Pancsila in Indian Thought*, P. V. Institute: Varanasi.


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• Keown, D. (1992) *The Nature of Buddhist Ethics*, London: Macmillan.

“Karma, Character and Consequentialism” in *Journal of Religious Ethics* 24 (2):329 - 350 (1996)

• Bhatta, J. *Nyayamanjari* ed. S.N. Shukla, (1971) Varanasi: Chowkhamba Vidyabhavan.

<https://archive.org/details/TheNyayamanjariOfJayantaBhattaEdited...BySuryaNarayanaSukla>

• O' Flaheaty, W. D. (1999) *Karma and Rebirth in Classical Indian Traditions*, Delhi: Motilal Banarsidass.

• Saddhatissa, H. (1970) *Buddhist Ethics*, London: George Allen and Unwin.

GE -1: LOGIC

UNIT I: Basic Logical Concepts

1. Proposition and Sentence
2. Deductive and Inductive arguments
3. Truth, Validity and Soundness

UNIT II: Traditional Logic

(A)

1. Terms and Distribution of Terms.
2. Categorical Propositions.
3. Traditional Square of Opposition and Existential Import.
4. Translating Ordinary Language Sentences into Standard Form.
5. Immediate Inference – Conversion, Obversion and Contraposition.

(B)

1. Categorical Syllogism: Figure and Mood
2. Syllogistic Rules and Fallacies
3. Venn-Diagram

UNIT III: Symbolization

1. Types of Truth Functions (Negation, Conjunction, Disjunction (Alternation), Conditional (Material Implication), Bi-conditional (Material Equivalence).
2. Statements, Statement forms and Logical Status.
3. Decision Procedures: Truth Table Method and *Reductio ad absurdum*.

UNIT IV: Informal Fallacies

(As given in I. M. Copi, 14th ed.)

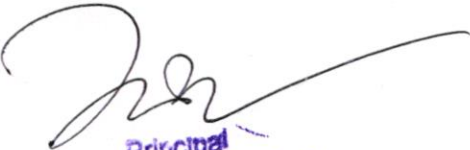
Prescribed Texts:

• Basson, A. H. and O'Connor, D. J. (1960) *An Introduction to Symbolic Logic*, Free Press.

• Copi, I. M. (2010) *Introduction to Logic* (14th ed) New Delhi: Prentice Hall of India

SEMESTER - VI

SEC-4: YOGA PHILOSOPHY


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Semester-6

C- 13: PHILOSOPHY OF RELIGION

SECTION A: WESTERN

UNIT I

1. Nature of Philosophy of Religion and its distinction from theology
2. Proofs for the existence of God:
Ontological Argument (with reference to St. Anselm, Gaunilon's Criticism, Descartes version, Kant's and Bertrand Russell's critique)
Cosmological Argument (Thomas Aquinas' version, The Kalam Cosmological Argument, Immanuel Kant and William Craig's Criticism)
3. Religious Experience (Religious Experience as the Root of Religion: William James)

UNIT II

1. Religious Pluralism (Religious Pluralism: John Hick)
2. Cognitivist and Non-cognitivist debate (Cognitivist : Thomas Aquinas and Paul Tillich; Non cognitivist: Wittgenstein, Antony Flew, Basil Mitchell.
3. Religion and Science (Science Discredits Religion: Richard Dawkins)

SECTION B: INDIAN

UNIT-III

1. The Concept of Bhakti
2. The Concept of Dharma (Pūrva-mīmāṃsā)

UNIT-IV

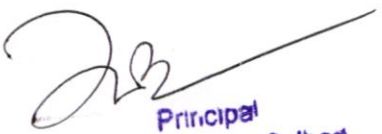
1. The Conceptions of God/Absolute (Śaṅkara's Brahman, Rāmānuja's God as Infinite, Personal and Good)
2. The Doctrine of Karma and Rebirth (with special reference to the Bhagvadgītā (any translation)

Recommended Readings:-

- Baruch A Brody ed(1974). Reading in Philosophy of Religion, , Part-1, 1.17, , New Jersey PHI publication, pp 168-186)
- Chad, Meister, (ed.)(2008) Philosophy of Religion Reader, New York, Rutledge,
- Hinnells,J.R.(2005) The Routledge Companion to the study of Religion ,Oxon. Routledge
- Hari Shankar Prasad (2007), The Centrality of Ethics in Buddhism, Delhi, Motilal Banarsidass. 21
- Jadunath Sinha (2000) Indian Philosophy (vol i & II) Delhi, MLBD
- John Shand Genl. Ed(2011). God- Central problems of Philosophy, U.K. Acumen Publishing Ltd.
- Keith E Yandell,(1999) Philosophy of Religion- a contemporary introduction, Oxon, Routledge
- M. Hirriyana(1983) Outlines of Indian Philosophy, Delhi ,MLBD,
- Peterson, Hasker Reichenbach and Basinger(2001)Philosophy of Religion: Selected Readings.

OUP

- Philip L Quinn and Charles Taliaferro ed(1999). A Companion to Philosophy of Religion, USA, Blackwell Publishers
- Purushottam Bilimoria, Joseph Prabhu and Renuka Sharma ed. Indian Ethics- Classical Traditions and Contemporary Challenges, OUP, New Delhi.
- S. N. Dasgupta: (2000) History of Indian Philosophy (Vol. I, II, III) OUP,
- Stump and Murray, ed(1999). Philosophy of Religion The Big Questions, Blackwell publications.


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- The Hindi Translation of John Hick, Philosophy of Religion, is available, Dharm Darshan anuvadaka, Rajesh Kumar Singh, PHI, New Delhi, 1994.
- V. P. Verma, Dharma Darshan Ke Mool Siddhant, Hindi madhyam Karyanvaya Nideshalaya, New Delhi, 1991.
- William Lane Craig ed. (2002). Philosophy of Religion: A Reader and Guide, Edinburgh, Edinburgh University Press.

C -14: PHILOSOPHY OF LANGUAGE

Section A: Western

UNIT I: The Relation of Language with the World

1. Gottlob, Frege, On Sense and Reference,

Text : Dummett, (1993) Michael Frege's Philosophy of Language, London: Duckworth & <https://en.wikisource.org/wiki>

2. Bertrand Russell, "On Denoting", Mind, 1905, pp 479-493.

UNIT II: Philosophy of Language

1. Austin, 'How to do things with words'

Text: Austin, J. L. (1962) 'How to do things with words' Oxford: Clarendon Press.

Section B: Indian

UNIT III:

1. Nature of Verbal Knowledge.

2. Means of Knowing Denotative Function: Grammar

3. Denotative Function is in the Individual Qualified by Form and Universal.

4. Division of Words

5. Implication (lakṣaṇa)

UNIT - IV

2. Contiguity (āsatti)

3. Semantic Competency (yogyatā)

4. Syntactic Expectancy (ākāṅkṣā)

5. Intention of the Speaker (tātparya)

• Text Units III & IV: Nyāya-siddhāntamuktāvalī of Viśvanātha

• English Translation: Nyāya Philosophy of Language, Tr. John Vattanky, S. J., Sri Satguru Publications, Delhi, 1995.

Recommended Readings:

• Davidson, Donald, (2001) Subjective, Objective, Intersubjective, SA: Oxford University Press.

• Donnellan, Keith. "Reference and Definite Descriptions", Philosophical Review, (1966), pp 281-304.

• Jerrold, Katz. J. (1971) The Philosophical Relevance of Linguistic theory in The Philosophy of Language, (ed.) Searle, Oxford University Press.

• Jha, V. N. (1992) Śabdakhaṇḍa of the Nyāyasiddhāntamuktāvalī, Sambhāṣā, Vol. 13.

• Kunjuni Raja, K. (1963). Indian Theories of Meaning, Adyar Library, Madras, 1963.

• Lycan, William. (2008). Philosophy of Language: A Contemporary Introduction, New York: Routledge.

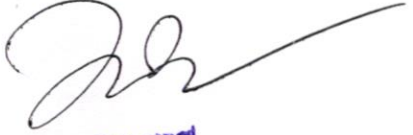
• Matilal, B. K. (1996). Logic, Language, and Reality, Delhi: Motilal Banarsidass, Delhi.

• Russell, Bertrand, (1918) The Philosophy of Logical Atomism, in R C Marsh, Logic and Knowledge, New York: Routledge.

• Shastri, D. N. (1964) Critique of Indian Realism, Agra: Agra University.

DSE-3: PHILOSOPHY OF SCIENCE

UNIT I: The Problem of Induction: Hume (traditional problem)


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II: The Grammar of Democracy

Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.

Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press, pp. 105-117.

Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.

Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press.

Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-146.

Brighouse, H. (2008) 'Citizenship', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 241-258.

C-2: POLITICS IN INDIA-I

Course objective: This course acquaints students with the constitutional design of state structures and institutions, and their actual working over time. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice. It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment.

- | | |
|--|---------------------------|
| I. The Constituent Assembly and the Constitution | (16 lectures) |
| a. Philosophy of the Constitution, the Preamble, and Features of the Constitution | (2 weeks or 8 lectures) |
| b. Fundamental Rights and Directive Principles | (2 weeks or 8 lectures) |
| 2. Organs of Government | (20 lectures) |
| a. The Legislature: Parliament | (1.5 weeks or 6 lectures) |
| b. The Executive: President and Prime Minister | (2 weeks or 8 lectures) |
| c. The Judiciary: Supreme Court | (1.5 weeks or 6 lectures) |
| 3. Federalism and Decentralization | (12 lectures) |
| a. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules | (2 weeks or 8 lectures) |
| b. Panchayati Raj and Municipalities | (1 week or 4 lectures) |

READING LIST

I. The Constituent Assembly and the Constitution

a. Philosophy of the Constitution, the Preamble, and Features of the Constitution

Essential Readings:

G. Austin, (2010) 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1-25.

R. Bhargava, (2008) 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.

Additional Reading:

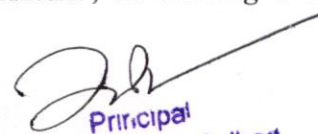
D. Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.

S. Chaube, (2009) *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.

b. Fundamental Rights and Directive Principles

Essential Readings:

G. Austin, (2000) 'The Social Revolution and the First Amendment', in *Working a Democratic Constitution*, New Delhi: Oxford University Press, pp. 69-98.


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A. Sibal, (2010) 'From Niti to Nyaya,' *Seminar*, Issue 615, pp 28-34.

Additional Reading:

The Constitution of India: Bare Act with Short Notes, (2011) New Delhi: Universal, pp. 4-16.

II. Organs of Government

a. The Legislature: Parliament

Essential Readings:

B. Shankar and V. Rodrigues, (2011) 'The Changing Conception of Representation: Issues, Concerns and Institutions', in *The Indian Parliament: A Democracy at Work*, New Delhi: Oxford University Press, pp. 105-173.

V. Hewitt and S. Rai, (2010) 'Parliament', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 28-42.

b. The Executive: President and Prime Minister

Essential Readings:

J. Manor, (2005) 'The Presidency', in D. Kapur and P. Mehta P. (eds.) *Public Institutions in India*, New Delhi: Oxford University Press, pp.105-127.

J. Manor, (1994) 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) *Nehru to the Nineties: The Changing Office of the Prime Minister in India*, Vancouver: University of British Columbia Press, pp. 20-47.

H. Khare, (2003) 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark, pp. 350-368.

c. The Judiciary: Supreme Court

Essential Readings:

U. Baxi, (2010) 'The Judiciary as a Resource for Indian Democracy', *Seminar*, Issue 615, pp. 61-67.

R. Ramchandran, (2006) 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpal et.al (eds.) *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, New Delhi: Oxford University Press, pp. 107-133.

Additional Reading:

L. Rudolph and S. Rudolph, (2008) 'Judicial Review Versus Parliamentary Sovereignty', in *Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006: Volume 2: The Realm of Institutions: State Formation and Institutional Change*. New Delhi: Oxford University Press, pp. 183-210.

III. Federalism and Decentralization

a. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules Essential Readings:

M. Singh, and R. Saxena (eds.), (2011) 'Towards Greater Federalization,' in *Indian Politics: Constitutional Foundations and Institutional Functioning*, Delhi: PHI Learning Private Ltd., pp. 166-195.

V. Marwah, (1995) 'Use and Abuse of Emergency Powers: The Indian Experience', in B. Arora and D. Verney (eds.) *Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective*, Delhi: Konark, pp. 136-159.

B. Sharma, (2010) 'The 1990s: Great Expectations'; 'The 2000s: Disillusionment Unfathomable', in *Unbroken History of Broken Promises: Indian State and Tribal People*, Delhi: Freedom Press and Sahyog Pustak Kuteer, pp. 64-91.

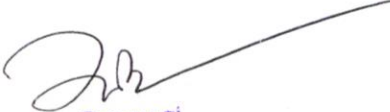
The Constitution of India: Bare Act with Short Notes, (2011) New Delhi: Universal, pp 192- 213.

Additional Readings:

R. Dhavan and R. Saxena, (2006) 'The Republic of India', in K. Roy, C. Saunders and J. Kincaid (eds.) *A Global Dialogue on Federalism*, Volume 3, Montreal: Queen's University Press, pp. 166-197.

R. Manchanda, (2009) *The No Nonsense Guide to Minority Rights in South Asia*, Delhi: Sage Publications, pp. 105-109.

b. Panchayati Raj and Municipalities


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Essential Readings:

- P. deSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, pp. 370-404.
- M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), pp. 3986-3993.
- Raghunandan, J. R (2012) *Decentralization and local governments: The Indian Experience*, Orient Black Swan, New Delhi
- Baviskar, B.S and George Mathew (eds) 2009 *Inclusion and Exclusion in local governance: Field Studies from rural India*, New Delhi, Sage

GE - 1: POLITICAL THEORY

Course Objective: This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

1. a. What is Politics? b. What is Political Theory and what is its relevance? (11 lectures)
2. Concepts: Democracy, Liberty, Equality, Justice, Rights, Gender, Citizenship, Civil Society and State (36 lectures)
3. Debates in Political Theory:
 - a. Is democracy compatible with economic growth?
 - b. On what grounds is censorship justified and what are its limits?
 - c. Does protective discrimination violate principles of fairness?
 - d. Should the State intervene in the institution of the family? (13 lectures)

Essential Readings:

Topic 1

- Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-17.
- Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 18-37.

Topic 2

- Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 40-57.
- Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 58-73.
- Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-82.
- Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-105.
- Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.
- Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-147.

L-DSC1

FIRST SEMESTER

DSC-1 A: POLITICAL THEORY

Course Objective: This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

1. a. What is Politics? b. What is Political Theory and what is its relevance? (11 lectures)
2. Concepts: Democracy, Liberty, Equality, Justice, Rights, Gender, Citizenship, Civil Society and State (36 lectures)
3. Debates in Political Theory:
 - a. Is democracy compatible with economic growth?
 - b. On what grounds is censorship justified and what are its limits?
 - c. Does protective discrimination violate principles of fairness?
 - d. Should the State intervene in the institution of the family? (13 lectures)

Essential Readings:

Topic I

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-17.

Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 18-37.

Topic 2

Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 40-57.

Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 58-73.

Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-82.

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-105.

Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.

Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-147.


Das, S. (2008) 'State', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 170-187.

Singh, M. (2008) 'Civil Society', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 188-205.

Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 224-235.

Shorten, A. (2008) 'Nation and State', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 33-55.

Christiano, Thomas. (2008) 'Democracy', in McKinnon, Catriona. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.



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- Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-125.
- Casal, P. & William, A. (2008) 'Equality', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 149- 165.
- Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 172-193.
- Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-259.
- Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-288.
- Swift, A. (2001) *Political Philosophy: A Beginners Guide for Students and Politicians*. Cambridge: Polity Press.

Topic 3

- Sen, A. (2003) 'Freedom Favours Development,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 444-446.
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- Prezowski, A., et al. (2003) 'Political Regimes and Economic Growth,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 447-454.
- Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 308-319.
- Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.
- Frances E O. (1985) 'The Myth of State Intervention in the Family', *University of Michigan Journal of Law Reform*. 18 (4), pp. 835-64.
- Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought: Themes and Thinkers*, New Delhi: Pearson.

SECOND SEMESTER


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SEMESTER-V

SEC-3: Economics of Sericulture

Unit-1: Meaning of sericulture, Types of sericulture, Importance of sericulture as a source of employment and income; demand and supply of silk.

Unit-2: Investment analysis in sericulture, cost-fixed cost and variable cost in three cultures, return from sericulture; profit from sericulture.

Unit-3: Silk Industry, spinning, reeling and weaving. Cost, revenue and profit.

Unit-4: Various government schemes for sericulturalist, bank loan and subsidy.

Reference Books:

Chowdhury, S.N., *Eri Silk Industry*, Directorate of Sericulture and Weaving, Government of Assam.

Chowdhury, S.N., *Muga Silk Industry*, Directorate of Sericulture and Weaving, Govt. of Assam, Guwahati.

Das, Manjit, *Sericulture and Sericulture in Assam: An Economic Analysis*, Tushar Publishing House, Ghy

Sengupta, K. *Tasar Silk Industry in India*, CTR& TI, CSB, Ranchi

Sarkar, D.C., *Ericulture in India*, Central Silk Board, Ministry of Textile, Govt. of India.

Thangavelu, K. and Borah, H., *Ericulture*, Central Silk Board, Ministry of Textile, Bangalore, Govt. of India.

Ullal, S.R. and Narasimhannan, *Hand book of Practical Sericulture*, Central Silk Board, Ministry of Textile, Govt. of India.

Ullal, S.R. and Narasimhana, M.N., *Handbook of Practical Sericulture*, Central Silk Board, Bangalore.

DSE-1A: Indian Economy

1. Economic Development since Independence

Major features of the economy at independence-growth and development under different policy regimes-goals, constraints, institutions and policy framework

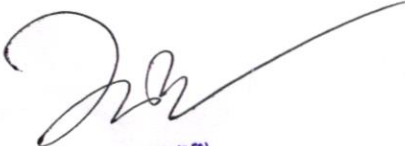
2. Population and Economic Development

Population- birth rate-death rate-sex composition-causes of population growth-migration-causes off migration in and out-impact on economic development, fertility –mortality-occupational distribution-Literacy Trends and policies.

3. Policies and Performance in Agriculture

Growth; productivity; agrarian structure and technology; capital formation; trade; pricing and procurement

4. Policies and Performance in Industry


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V2-SEC4

SEMESTER-VI

SEC-4: Tourism Economics

Unit-1

Tour-meaning-nature-objectives-purpose, Economics of tourism-meaning, characters, nature, and social relation

Unit-2

Cost-benefits from tourism, income, knowledge, experience, hardship and economy

Unit-3

Tourism places in BTAD, their importance, need and problems.

Unit-1

Tourism-meaning-nature-objectives-purpose, Economics of tourism-meaning, characters, nature, and social relation

Unit-2

Cost-benefits from tourism, income, knowledge, experience, hardship and economy

Unit-3

Tourism places in BTAD, their importance, and problems.

Reading Book:

1. Tourism : principles and practices by SK swain and J. M. Mishra
2. Tourism : operation and management by S Roday and A Biwal
3. Tourism and Travel Management by B Ghosh
4. Tourism Marketing by M Choudhury
5. International Tourism management by A K. Bhatia

DSE-1B: Public Finance

. Public Economic Theory

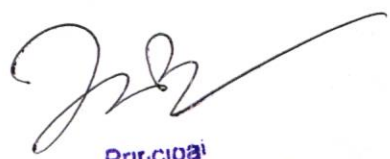
- a. Fiscal functions: an overview.
- b. Public Goods: definition, models of efficient allocation, pure and impure public goods, free riding.
- c. Externalities: the problem and its solutions, taxes versus regulation, property rights, the Coase theorem.
- d. Taxation: its economic effects; dead weight loss and distortion, efficiency and equity considerations, tax incidence, optimal taxation.

2. Indian Public Finances

- a. Tax System: structure and reforms b. Budget, deficits and public debt
- c. Fiscal federalism in India

Readings:

1. J. Hindriks, G. Myles: *Intermediate Public Economics*, MIT Press, 2006.


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DSC – 1D: INTERNATIONAL RELATIONS

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

1. Approaches to International Relations

- Classical Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz)
- Neo-Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye)
- Structural Approaches: World Systems Approach (Immanuel Wallerstein) and Dependency School (Andre Gunder Frank)
- Feminist Perspective (J. Ann Tickner) (27 lectures)

2. Cold War & Post-Cold War Era.

- Second World War & Origins of Cold War
- Phases of Cold War:
 - First Cold War
 - Rise and Fall of Detente
 - Second Cold War
 - End of Cold War and Collapse of the Soviet Union
- Post Cold- War Era and Emerging Centers of Power (European Union, China, Russia and Japan) (20 lectures)

3. India's Foreign Policy

- Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic)
- (b) India's Policy of Non-alignment
- (c) India: An Emerging Power (13 lectures)

READING LIST:

Essential Readings

- William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) *Classic Readings of International Relations*. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.
- Art, R. J. and Jervis, R. (eds.) (1999) *International Political Enduring: Concepts and Contemporary Issues*. 5th Edition. New York: Longman, pp. 7-14; 29-49; 119-126.
- Jackson, R. and Sorenson, G. (2008) *Introduction to International Relations: Theories and Approaches*. New York: Oxford University Press, pp. 59-96.
- Goldstein, J. and Pevehouse, J.C. (2009) *International Relations*. New Delhi: Pearson, pp. 81-111.
- Tickner, J. A. (2001) *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*. Columbia University Press.
- Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*. Fifth Edition. Oxford: Oxford University Press, pp. 90-123; 142-159; 262-277.
- Wenger, A. and Zimmermann, D. (eds.) (2003) *International Relations: From the Cold World War to the Globalized World*. London: Lynne Rienner, pp. 54-89.
- Appadorai and Rajan, M. S. (eds.) (1985) *India's Foreign Policy and Relations*. New Delhi: South Asian Publishers.
- Mewmillians, W.C. and Piotrowski, H. (2001) *The World Since 1945: A History of International Relations*. Fifth edition. London: Lynne Rienner Publishers.
- Smith, M., Little, R. and Shackleton, M. (eds.) (1981) *Perspectives on World Politics*. London: Croom Helm.

- Indian Foreign Service Institute. (1997, 1998) *India's Foreign Policy: An Agenda for the 21st Century* Vols. 1 & 2, New Delhi: Konark Publishers, pp. 3-41; 102-119.
- Ganguly, S. (ed.) (2009) *India's Foreign Policy: Retrospect and Prospect*. New Delhi: Oxford University Press.
- Vanaik, A. (1995) *India in a Changing World: Problems, Limits and Successes of Its Foreign Policy*. New Delhi: Orient Longman. pp. 19-41; 63-67; 102-114; 118-124; 132-134.
- Basu, Rumki (ed)(2012) *International Politics: Concepts theories and Issues*, New Delhi, Sage Publications India Pvt Ltd.

SKILL ENHANCEMENT

SEC – 2: PEACE STUDY

Course Objective: The objective of an undergraduate application course for common students in Peace and Conflict Studies will cover in-depth knowledge of conflict analysis, conflict resolution, conflict prevention, as well as the historical and cultural context of organized violence. Peace and Conflict Resolution addresses the sources of war, social oppression and violence and the challenges of promoting peace and justice internationally and domestically. It also introduces more equitable, cooperative and nonviolent methods that can be used to transform unjust, violent or oppressive world situations. This course provides students with an overview of the Peace and Conflict Studies discipline, including key concepts and related theories. The course is designed to familiarize students with the historical background of various peace movements, to analyze principles used to resolve conflict, and to provide a view of how peace and conflict resolution are being pursued today. The course will also cover extensive understanding of current research and development within the field of peace and conflict studies and perspective of the environment, gender, migration, and ethnicity.

Unit-1 International Peace and Conflict Resolution: Sources of War: International and Domestic Issues and Trends

Unit-2-What is Conflict: Introduction to International Conflict Resolution.

Unit-3 International Conflict Resolution Theory: Models developed by Johan Galtung, Joseph Montville, Morton Deutsch, William Zartman, Levy Jack.

Unit-4-Conflict resolution: Back ground of Various Peace Movements and Concepts, Principles used to resolve conflict.

Unit-5-Cross-border relationships between the world's peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions).

Unit-6 -Conflict Transformation: is Peace Possible? Resolve problems through conflict analyses and instrumentation of peace concepts.

Unit-7 -Current perspective of peace and conflict resolution: Grass-roots level perspective on war and Peace.


Reading List:

Essential Readings

International Conflict Resolution: Sources of War: International and Domestic Issues and Trends

Kriesberg, Louis, *Constructive Conflicts: From Escalation to Resolution*, Rowman & Littlefield, Maryland, 1998, pp. 58-150

Starkey, Boyer, and Wilkenfield, *Negotiating a Complex World*. Rowman & Littlefield, Maryland, 1999, pp. 1-74


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W-LL10

IV Citizen And Administration Interface

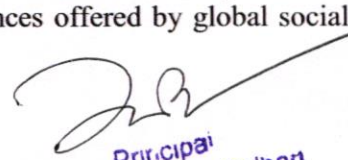
R. Putnam , *Making Democracy Work* , Princeton University Press, 1993
 Jenkins, R. and Goetz, A.M. (1999) 'Accounts and Accountability: Theoretical Implications of the Right to Information Movement in India', in *Third World Quarterly*. June
 Sharma, P.K. & Devasher, M. (2007) 'Right to Information in India' in Singh, S. and Sharma, P. (eds.) *Decentralization: Institutions and Politics in Rural India*. New Delhi: Oxford University Press
 Vasu Deva, *E-Governance In India: A Reality*, Commonwealth Publishers, 2005
World Development Report, World Bank, Oxford University Press, 1992.
 M.J.Moon, *The Evolution of Electronic Government Among Municipalities: Rhetoric or Reality*, American Society For Public Administration, *Public Administration Review*, Vol 62, Issue 4, July – August 2002
 Pankaj Sharma, *E-Governance: The New Age Governance*, APH Publishers, 2004
 Pippa Norris, *Digital Divide: Civic Engagement, Information Poverty and the Internet in Democratic Societies*, Cambridge: Cambridge University Press, 2001.
 Stephan Goldsmith and William D. Eggers, *Governing By Network: The New Shape of the Public Sector*, Brookings Institution [Washington], 2004
 United Nation Development Programme, *Reconceptualising Governance*, New York, 1997
 Mukhopadyay, A. (2005) 'Social Audit', in *Seminar*. No. 551.

V. Social Welfare Administration

Jean Drèze and Amartya Sen, *India, Economic Development and Social Opportunity*, Oxford: Oxford University Press, 1995
 J.Dreze and Amartya Sen, *Indian Development: Selected Regional Perspectives*, Oxford: Clareland Press, 1997
 Reetika Khera- Rural Poverty And Public Distribution System, EPW, Vol-XLVIII, No.45-46, Nov 2013
 Pradeep Chaturvedi [ed.], *Women And Food Security: Role Of Panchayats*, Concept Publishers, 1997
 National Food Security Mission: nfsm.gov.in/Guidelines/XIIPlan/NFSMXII.pdf
 Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005
 K. Lee and Mills, *The Economic Of Health In Developing Countries*, Oxford: Oxford University Press, 1983
 K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Delhi: Akansha Publishers, 2012.
 Marma Mukhopadhyay and Madhu Parhar(ed.) *Education in India: Dynamics of Development*, Delhi: Shipra Publications, 2007
 Nalini Juneja, *Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors'*, International Institute For Educational Planning, UNESCO: Paris, 2001
 Surendra Munshi and Biju Paul Abraham [eds.] *Good Governance, Democratic Societies and Globalisation*, Sage Publishers, 2004
 Basu Rumki (2015) *Public Administration in India Mandates, Performance and Future Perspectives*, New Delhi, Sterling Publishers
www.un.org/millenniumgoals
<http://www.cefsindia.org>
www.righttofoodindia.org

C-10: GLOBAL POLITICS

Course objective: This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements


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while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

I. Globalization: Conceptions and Perspectives (23 lectures)

- Understanding Globalization and its Alternative Perspectives (6 lectures)
- Political: Debates on Sovereignty and Territoriality (3 lectures)
- Global Economy: Its Significance and Anchors of Global Political Economy: IMF,
- World Bank, WTO, TNCs (8 lectures)
- Cultural and Technological Dimension (3 lectures)
- Global Resistances (Global Social Movements and NGOs) (3 lectures)

II. Contemporary Global Issues (20 lectures)

- Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate (7 lectures)
- Proliferation of Nuclear Weapons (3 lectures)
- International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments (4 lectures)
- Migration (3 lectures)
- Human Security (3 lectures)

III. Global Shifts: Power and Governance (5 lectures)

Reading List:

I. Globalization – Conceptions and Perspectives

Understanding Globalization and its Alternative Perspectives

Essential Readings:

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 33-62.

M. Strager, (2009) *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16.

R. Keohane and J. Nye Jr, (2000) 'Globalization: What's New? What's Not? (And So What?)', in *Foreign Policy*, No 118, pp. 104-119.

Additional Reading:

A. McGrew, (2011) 'Globalization and Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 14-31.

A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 1-24.

W. Ellwood, (2005) *The No-nonsense Guide to Globalization*, Jaipur: NI-Rawat Publications, pp. 12-23.

Political: Debates on Sovereignty and Territoriality

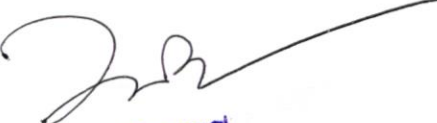
Essential Readings:

A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 112-134.

R. Keohane, (2000) 'Sovereignty in International Society', in D. Held and A. McGrew (eds.) *The Global Trans-Formations Reader*, Cambridge: Polity Press, pp. 109-123.

Additional Reading:

K. Shimko, (2005) *International Relations: Perspectives and Controversies*, New York: Houghton Mifflin, pp. 195-219.


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Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs

Essential Readings:

- A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 454-479.
T. Cohn, (2009) *Global Political Economy: Theory and Practice*, pp. 130-140 (IMF), 208-218 (WTO).
R. Picciotto, (2003) 'A New World Bank for a New Century', in C. Roe Goddard et al., *International Political: State-Market Relations in a Changing Global Order*, Boulder: Lynne Reinner, pp. 341-351.
A. Narlikar, (2005) *The World Trade Organization: A Very Short Introduction*, New York: Oxford University Press, pp. 22-98.
J. Goldstein, (2006) *International Relations*, New Delhi: Pearson, pp. 392-405 (MNC).
P. Hirst, G. Thompson and S. Bromley, (2009) *Globalization in Question*, Cambridge: Polity Press, pp. 68-100 (MNC).

Additional Readings:

- G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 180-190.
F. Lechner and J. Boli (ed.), (2004) *The Globalization Reader*, London: Blackwell, pp. 236-239 (WTO).
D. Held et al, (1999) *Global Transformations: Politics, Economics and Culture*, California: Stanford University Press, pp. 242-282 (MNC).
T. Cohn, (2009) *Global Political Economy*, New Delhi: Pearson, pp. 250-323 (MNC).

Cultural and Technological Dimension

Essential Readings:

- D. Held and A. McGrew (eds.), (2002) *Global Transformations Reader: Politics, Economics and Culture*, Cambridge: Polity Press, pp. 1-50; 84-91.
M. Steger, (2009) 'Globalization: A Contested Concept', in *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16.
A. Appadurai, (2000) 'Grassroots Globalization and the Research Imagination', in *Public Culture*, Vol. 12(1), pp. 1-19.

Additional Reading:

- J. Beynon and D. Dunkerley, (eds.), (2012) *Globalisation: The Reader*, New Delhi: Rawat Publications, pp. 1-19.
A. Vanaik, (ed.), (2004) *Globalization and South Asia: Multidimensional Perspectives*, New Delhi: Manohar Publications, pp. 171-191, 192-213, 301-317, 335-357.

Global Resistances (Global Social Movements and NGOs)

Essential Readings:

- G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 487-504.
R. O'Brien et al., (2000) *Contesting Global Governance: Multilateral Economic Institutions and Global Social Movements*, Cambridge: Cambridge University Press, pp. 1-23.
J. Fisher, (1998) *Non-Governments: NGOs and Political Development in the Third World*, Connecticut: Kumarian Press, pp. 1- 37 (NGO).

Additional Readings:

- G. Laxter and S. Halperin (eds.), (2003) *Global Civil Society and Its Limits*, New York: Palgrave, pp. 1- 21.
A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 150-156 (NGO).
P. Willets, (2011) 'Trans-National Actors and International Organizations in Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 334-342. (NGO)

II. Contemporary Global Issues

Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate

Essential Readings:

- J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 348-362.

A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 383-411.

N. Carter, (2007) *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, pp. 13-81.

Additional Readings:

P. Bidwai, (2011) 'Durban: Road to Nowhere', in *Economic and Political Weekly*, Vol.46, No. 53, December, pp. 10-12.

K.Shimko, (2005) *International Relations Perspectives and Controversies*, New York: Hughton-Mifflin, pp. 317-339.

Proliferation of Nuclear Weapons

Essential Readings:

D. Howlett, (2011) 'Nuclear Proliferation', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 384-397.

P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy and Identity*, New Delhi: Pearson, pp. 238-272.

Additional Reading:

A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 264-281.

International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments

Essential Readings:

P. Viotti and M. Kauppi, (2007) *International Relations*, New Delhi: Pearson, pp. 276-307.

A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 282-301.

Additional Readings:

J. Kiras, (2011) 'Terrorism and Globalization', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 366-380.

A. Vanaik, (2007) *Masks of Empire*, New Delhi: Tulika, pp. 103-128.

Migration

Essential Readings:

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 298-322.

S. Castles, (2012) 'Global Migration', in B. Chimni and S. Mallavarapu (eds.) *International Relations: Perspectives For the Global South*, New Delhi: Pearson, pp. 272-285.

Human Security

Essential Readings:

A. Acharya, (2011) 'Human Security', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 480-493.

S. Tadjbakhsh and A. Chenoy, (2007) *Human Security*, London: Routledge, pp. 13-19; 123- 127; 236-243.

Additional Reading:

A. Acharya, (2001) 'Human Security: East versus West', in *International Journal*, Vol. 56, no.3, pp. 442-460.

III. Global Shifts: Power and Governance

Essential Readings:

J. Rosenau, (1992) 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel (eds.) *Governance without Government: Order and Change in World Politics*, Cambridge: Cambridge University Press, pp. 1-29.

A. Kumar and D. Messner (eds), (2010) *Power Shifts and Global Governance: Challenges from South and North*, London: Anthem Press.

P. Dicken, (2007) *Global Shift: Mapping the Changing Contours of the World Economy*, New York: The Guilford Press.

J. Close, (2001) 'The Global Shift: A quantum leap in human evolution', Available at <http://www.stir-global-shift.com/page22.php>, Accessed: 19.04.2013.

VI-DSE3

Additional Reading:

L. Gordon-Polonsky, (1971) 'Ideology of Muslim Nationalism', in H. Malik (ed.), *Iqbal: Poet-Philosopher of Pakistan*, New York: Columbia University Press, pp. 108-134.

IX. Savarkar: Hindutva

Essential Readings:

V.Savarkar, 'Hindutva is Different from Hinduism', available at <http://www.savarkar.org/en/hindutva/essentials-hindutva/hindutva-different-hinduism>, Accessed: 19.04.2013

J. Sharma, (2003) *Hindutva: Exploring the Idea of Hindu Nationalism*, Delhi: Penguin, pp. 124-172.

Additional Reading:

Dh. Keer, (1966) *Veer Savarkar*, Bombay: Popular Prakashan, pp. 223-250.

X. Nehru: Secularism

Essential Readings:

J. Nehru, (1991) 'Selected Works', in S. Hay (ed.), *Sources of Indian Tradition, Vol. 2*, Second Edition, New Delhi: Penguin, pp. 317-319.

R. Pillai, (1986) 'Political thought of Jawaharlal Nehru', in Th. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage, pp. 260- 274.

B. Zachariah, (2004) *Nehru*, London: Routledge Historical Biographies, pp. 169-213.

Additional Reading:

P. Chatterjee, (1986) 'The Moment of Arrival: Nehru and the Passive Revolution', in *Nationalist Thought and the Colonial World: A Derivative Discourse?* London: Zed Books, pp. 131-166

XI. Lohia: Socialism

Essential Readings:

M. Anees and V. Dixit (eds.), (1984) *Lohia: Many Faceted Personality*, Rammanohar Lohia Smarak Smriti.

S. Sinha, (2010) 'Lohia's Socialism: An underdog's perspective', in *Economic and Political Weekly*, Vol. XLV (40) pp. 51-55.

A. Kumar, (2010) 'Understanding Lohia's Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue', in *Economic and Political Weekly*, Vol. XLV (40), pp. 64-70.

DISCIPLINE SPECIFIC (ELECTIVE)

DSE - 3: SOUTH ASIA

Course Objective: The course introduces the historical legacies and geopolitics of South Asia as a region. It imparts an understanding of political regime types as well as the socio economic issues of the region in a comparative framework. The course also appries students of the common challenges and the strategies deployed to deal with them by countries in South Asia.

I. South Asia- Understanding South Asia as a Region (9 Lectures)

- Historical and Colonial Legacies (b) Geopolitics of South Asia

II. Politics and Governance (21 Lectures)

- Regime types: democracy, authoritarianism, monarchy.
- (b) Emerging constitutional practices: federal experiments in Pakistan; constitutional debate in Nepal and Bhutan; devolution debate in Sri Lanka

III. Socio-Economic Issues (15 Lectures)

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- Identity politics and economic deprivation: challenges and impacts (case studies of Pakistan, Bangladesh, Nepal, Sri Lanka)

IV. Regional Issues and Challenges (15 Lectures)

- South Asian Association for Regional Cooperation (SAARC): problems and prospects (b) Terrorism_ (c) Migration.

Reading Lists:

I. South Asia- Understanding South Asia as a Region

Hewitt, V. (1992) 'Introduction', in *The International Politics of South Asia*. Manchester: Manchester University Press, pp.1-10.

Hewitt, V. (2010) 'International Politics of South Asia' in Brass, P. (ed.) *Routledge Handbook of South Asian Politics*. London: Routledge, pp.399-418.

Muni, S.D. (2003) 'South Asia as a Region', *South Asian Journal*, 1(1), August-September, pp. 1-6

Baxter, C. (ed.) (1986) *The Government and Politics of South Asia*. London: Oxford University Press, pp.376-394.

Baxter, C. (2010) 'Introduction', Brass, P. (ed.) *Routledge Handbook of South Asian Politics*. London: Routledge, pp.1-24

II. Politics and Governance

De Silva, K.M. (2001) 'The Working of Democracy in South Asia', in Panandikar, V.A (ed.) *Problems of Governance in South Asia*. New Delhi: Centre for Policy Research & Konark Publishing House, pp. 46-88.

Wilson, J. (2003) 'Sri Lanka: Ethnic Strife and the Politics of Space', in Coakley, J. (ed.) *The Territorial Management of Ethnic Conflict*. Oregon: Frank Cass, pp. 173-193.

Mendis, D. (2008) 'South Asian Democracies in Transition', in Mendis, D. (ed.) *Electoral Processes and Governance in South Asia*. New Delhi: Sage, pp.15-52.

Subramanyam, K. (2001) 'Military and Governance in South Asia', in V.A (ed.) *Problems of Governance in South Asia*. New Delhi: Centre for Policy Research & Konark Publishing House, pp.201-208.

Hachethi, K. and Gellner, D.N.(2010) 'Nepal : Trajectories of Democracy and Restructuring of the State', in Brass, P. (ed.) *Routledge Handbook of South Asian Politics*. London: Routledge, pp. 131-146.

Kukreja, V. 2011. 'Federalism in Pakistan', in Saxena R. (ed.) *Varieties of Federal Governance*. New Delhi: Foundation Books, pp. 104-130.

Jha, N.K. (2008) 'Domestic Turbulence in Nepal: Origin, Dimensions and India's Policy Options', in Kukreja, V. and Singh, M.P. (eds.) *Democracy, Development and Discontent in South Asia*. New Delhi: Sage, pp. 264-281.

Burki, S.J. (2010) 'Pakistan's Politics and its Economy', in Brass, P. (ed.) *Routledge Handbook of South Asian Politics*. London: Routledge, pp. 83-97.

Kaul, N. (2008) 'Bearing Better Witness in Bhutan', *Economic and Political Weekly*, 13 September, pp. 67-69.

III. Socio-Economic Issues

Phadnis, U.(1986) 'Ethnic Conflicts in South Asian States', in Muni, S.D. et.al. (eds.) *Domestic Conflicts in South Asia : Political, Economic and Ethnic Dimensions*. Vol. 2. New Delhi: South Asian Publishers, pp.100-119.

Kukreja, V. (2003) *Contemporary Pakistan*. New Delhi: Sage, pp. 75-111 and 112-153.

IV. Regional Issues and Challenges

Narayan, S. (2010) 'SAARC and South Asia Economic Integration', in Muni, S.D. (ed.) *Emerging dimensions of SAARC*. New Delhi: Foundation Books, pp. 32-50.

Muni, S.D. and Jetley, R. (2010) 'SAARC prospects: the Changing Dimensions', in Muni, S.D. (ed.) *Emerging dimensions of SAARC*. New Delhi: Foundation Books, pp. 1-31.

Baral, L.R. (2006) 'Responding to Terrorism: Political and Social Consequences in South Asia', in Muni, S.D. (ed.) *Responding to terrorism in South Asia*. New Delhi: Manohar, pp.301-332.

- Muni, S.D. (2006) 'Responding to Terrorism: An Overview', in Muni, S.D. (ed.) Responding to terrorism in South Asia. New Delhi: Manohar, pp.453-469.
- Hoyt, T.D. (2005) 'The War on Terrorism: Implications for South Asia', in Hagerty, D.T. (ed.) South Asia in World Politics. Lanham: Roman and Littlefield Publishers, pp.281-295.
- Lama, M. (2003) 'Poverty, Migration and Conflict: Challenges to Human Security in South Asia', in Chari, P.R. and Gupta, S. (eds.) Human Security in South Asia: Gender, Energy, Migration and Globalisation. New Delhi: Social Science Press, pp. 124-144
- Acharya, J. and Bose, T.K. (2001) 'The New Search for a Durable Solution for Refugees: South Asia', in Samaddar, S. and Reifeld, H. (eds.) Peace as Process: Reconciliation and Conflict Resolution in South Asia. New Delhi: Vedams ,pp-137-157

Additional Readings

- Baxter, C. (ed.) (1986) The Government and Politics of South Asia. London: Oxford University Press.
- Rizvi, G. (1993) South Asia in a Changing International Order. New Delhi: Sage.
- Thakur, R. and Wiggan, O.(ed.) (2005) South Asia and the world. New Delhi: Bookwell.
- Hagerty, D.T. (ed.) (2005) South Asia in World Politics, Oxford: Rowman and Littlefield.
- Samaddar, R. (2002) 'Protecting the Victims of Forced Migration: Mixed Flows and Massive Flows', in Makenkemp, M. Tongern, P.V. and Van De Veen, H. (eds.) Searching for Peace in Central and South Asia. London: Lynne Reinner.
- Kukreja, V. and Singh, M.P. (eds) (2008) Democracy, Development and Discontent in SouthAsia. New Delhi: Sage.

DSE - 4: INDIA'S FOREIGN POLICY

Course Objective: This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The Endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

1. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power (**7 lectures**)
2. India's Relations with the USA and USSR/Russia (**9 lectures**)
3. India's Engagements with China (**6 lectures**)
4. India in South Asia: Debating Regional Strategies (**9 lectures**)
5. India's Negotiating Style and Strategies: Trade, Environment and Security Regimes (**11 lectures**)
6. India in the Contemporary Multi-polar World (**6 lectures**)

Reading List:

I. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

Essential Readings:

- S. Ganguly and M. Pardesi, (2009) 'Explaining Sixty Years of India's Foreign Policy', in *India Review*, Vol. 8 (1), pp. 4-19.

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सेथि फरायसम

C-1: बर' थुनलाइनि जारिमिन

क्रेदिथ: 6 (बिबुंथि-5, टिउटरियेल-1)

बायजोआरि नम्बर 80, इसिडारि नम्बर 20

खोन्दो-1: बर' थुनलाइयाव मिसनारिफोरनि बिहोमा =20

खोन्दो-2: बिबार आरो हाथरखि-हाला मुगानि थुनलाइ =20

खोन्दो-3: 1951 निफ्राय 1990 मायथाइनि बर' थुनलाइ =20

खोन्दो-4: बर' थुनलाइ 1991 मायथाइनिफ्राय आथिखालसिम = 20

फरायनो होनाय बिजाबफोर:

1. बर' थुनलाइनि जारिमिन- मन'रन्जन लाहारि
2. The History of Bodo Literature- Madhuram Baro
3. थुनलाइ बिजिरनाय- गुणेश्वर मोसाहारी
4. बर' थुनलाइनि जारिमिन आरो थुनलाइ बिजिरनाय- रिजुकुमार ब्रह्म
5. गोदान बर' थुनलाइ- अनिल बर'
6. थुनलाइ आरो सानस्त्रि- ब्रजेन्द्र कुमार ब्रह्म
7. नोजोर- मन'रन्जन लाहारि
8. बर' थुनलाइनि महर- धरनिधर औवारि
9. थुनलाइ बिजिरनाय (ed.)- अनिल कुमार ब्रह्म
10. सावरायनाइ थुनलाइ- आदाराम बसुमतारि
11. नैजि जौथाइनि बर' खन्थाइ- फुकन चन्द्र बसुमतारि
12. भावथिना सानथौ- मन'रन्जन लाहारि
13. गोदान नोजोर आरो गोदान मोनदांथि- उथिसार खुंगुर बसुमतारि

C-2: गोजाम आरो गोदान बर' खन्थाइ

क्रेदिथ: 6 (बिबुंथि-5, थिउथरियेल-1)

बायजोआरि नाम्बार् 80, इसिडारि नाम्बार् 20

सिगांनि बर खन्थाइ:

खोन्दो-1: आंनि दाबुं आफा (रुपनाथ ब्रह्म), सोर नौं (मदाराम ब्रह्म), जा हाबाब (शतिस चन्द्र बसुमतारि), अखा नायसि (कितिस ब्रह्म), दै बाजुम(प्रमद चन्द्र ब्रह्म),=20

खोन्दो-2: हाजो (ईशान चन्द्र मोसाहारी), उदां बोथोर (जगत बसुमतारि), बिनाय (जलधर ब्रह्म), सादु सिखाव (कालिकुमार लाहारि), गोदोनि गोजाम मेथाइ (निलेश्वर ब्रह्म)=20

गोदान बर खन्थाइ:

खोन्दो-3: गोसो (नन्देश्वर बर), लिमारिक माखासे (बिक्रम), आइ बिमा (प्रसेनजिद ब्रह्म), जिउनि इकेवाना (ब्रजेन्द्र कुमार ब्रह्म), गिबि मुंखलं (सुरथ नार्जारि)=20

खोन्दो-4: गुफुर दाउथुवा दाबो गाबो (अनजु), सोदोबनि सोलेर (अरबिन्द उजिर), दाबि सान: जुतानि (मनरन्जन लाहारि), इलिजि (बिजय बाग्लारि), सांग्रेमा जिउ (बिष्णुज्यति कछारि)= 20


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फरायनो होनाय बिजाबफोर:

1. बर' थुनलाइनि जारिमिन- मन'रन्जन लाहारी
2. The History of Bodo Literature- Madhuram Baro
3. थुनलाइ बिजिरनाय- गुणेश्वर मोसाहारी
4. बर' थुनलाइनि जारिमिन आरो थुनलाइ बिजिरनाय- रिजु कुमार ब्रह्म
5. गोदान बर' थुनलाइ- अनिल बर'
6. थुनलाइ आरो सानस्त्रि- ब्रजेन्द्र कुमार ब्रह्म
7. नोजोर- मन'रन्जन लाहारी
8. बर' थुनलाइनि महर- धरणीधर औवारी
9. थुनलाइ बिजिरनाय (ed.)- अनिल कुमार ब्रह्म
10. सावरायनाइ थुनलाइ- आदाराम बसुमतारी
11. नैजि जौथाइनि बर' खन्थाइ- फुकन चन्द्र बसुमतारी
12. भावथिना सानथौ- मन'रन्जन लाहारी
13. गोदान नोजोर आरो गोदान मोनदांथि- उथ्रिसार खुंगुर बसुमतारी

GE-1: बर' खन्थायनि सायाव फरायसंनाय

क्रेदिथ: 6 (बिबुंथि-5, थिउथरियेल-1)

बायजोआरि नाम्बार 80, इसिडारि नाम्बार 20

सिगांनि एबा गोजाम बर' खन्थाइ:

खोन्दो-1: बर' खन्थाइनि बोहैथि दाहार,=20

खोन्दो-2: बिबार मुगानिफ्राय अलंबार मुगासिम नुजानाय बर' खन्थायफोरनि बिजिरनाय =20

खोन्दो-3: गोदान खन्थाइ बिजाब नायबिजिरनाय (फरायनो गोनां खन्थाइफोर: ब्रजेन्द्र कुमार ब्रह्मनि दुब्रि हाग्रा, धरणीधर औवारिनि थैसाम, अरबिन्द उजिरनि सोदोबनि सोलेर, अनजुनि फासिनि दौलेडव अखाफोर, सुरथ नार्जारीनि जटायु =20

खोन्दो-4: बर' खन्थाइनि महर= 20

फरायनो होनाय बिजाबफोर:

1. Translation Studies: Susan Bassnett
2. Translation: Its Theory and Practice (ed): Avadhesh K.Singh
3. A Text Book of Translation: Peter Newmark
4. Boro Kocharir Somaj Aru Sanskriti: Bhaben Narzi
5. Aspects of Social Folk-customs of the Bodos: Kameswar Brahma
6. Rabha Janajati: Rajen Rabha
7. Rabha Sanskritir Dhara: Rajen Rabhaahitya: Prafulla Kotaki
8. Tulonamulok Sahitya Nirajana Mahanta Bezbor
9. Rujuthayari Thunlai: Indira Boro
10. Comparative Literature: A critical Introduction: Susan Bassnet
11. Theory and Practice of Comparative Literature (ed.) A.K.Dev & A.K.Das



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AECC: Functional Bodo

क्रेदिथ: 2

गासै नम्बर: 50

खोन्दो-1: रिंसारखान्थिनि सिनायथि=20

हांखो आरो रिंसारथिनि सिनायथि, गारां बोनायनि सायाव फरायसंनाय, रावनि रिंसारखान्थियारि आरो महरखान्थियारि आखुथाइफोरनि सायाव जर'खायै सिनायथि होनाय

खोन्दो-2: महरखान्थिनि सिनायथि =10

सोदोब बाख्रि आरो word-typology: Pragmatics in interactions

सुबुं दिन्थिग्रा मुंरायफोरनि सिनायथि, सोमोन्दो सोदोबमा, थि दिन्थिग्रा दाजाबदा: बाहायथि

बेखवफा दाजाबदानि बाहायनाय आरो थाइजा बिदिन्थानि दाजाबदा: बाहायथि

खोन्दो-3: बाध्रखान्थिनि सिनायथि=10

बाध्रा दाथायनि सायाव सिनायथि होनाय आरो समाजारि आइदायाव बाहायनाय

खोन्दो-4: राव सोलायनाय आरो रनसायनायनि सायाव फरायसंनाय= 10

फुंखा रावनिफ्राय थांखि रावसिम राव सोलायनाय

रनसायनाय आरो लिरनाय रोंगौथिनि सर' खालामनाय।

फरायनो होनाय बिजाबफोर:

1. An Introduction to Boro Language: Phukan Basumatary
2. Structure of Bodo Language: Madhuram Baro
3. बर' रावखान्थि: स्वर्ण प्रभा चैनारी
4. बर' राव: भबेन नार्जी

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नैथि फरायसम

C-3: थुनलाइ बिजिरनाय

क्रेदिथ: 6 (बिबुंथि-5, टिउटरियेल-1)

बायजोआरि नाम्बार 80, इंसिडारि नाम्बार 20

खोन्दो-1: थुनलाइ बिजिरनायनि सानस्त्रि=20

खोन्दो-2: खन्थाइ आरो फावथाइनि सानथौआरि सानस्त्रि =20

खोन्दो-3: सल'मा आरो सुंद सल'नि सानस्त्रि =20

खोन्दो-4: क्लसिजिम, रमान्तिसिजिम आरो मर्दानिजिमनि सानस्त्रि= 20

फरायनो होनाय बिजाबफोर:

1. थुनलाइ बिजिरनाय- गुणेश्वर मोसाहारी
2. Theory of Drama- Allardyce Nicoll
3. Aspects of Novel- E.M. Foster



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4. An Introduction to the Study of Literature- W.H.Hudson
5. Alankar Sastra- Manoranjan Sastri
6. Sahityar Saj-Sonapati Devasarma
7. थुनलाइ आरो गहेना-मन'रन्जन लाहारी
8. बर' खन्थाइनि खबाम गहेना आरो बिदै- फुकन चन्द्र बसुमतारी
9. Poetics- Aristotle
10. थुनलाइनि बिदै आरो गहेना - इन्द्रमालती नार्जारी
11. Romanticism- C.M.Bowra
12. Romanyasbad- Mohendra Bora
13. Sahitya Bichar- Rammal Thakuria
14. नोजोर- मन'रन्जन लाहारी

C-4: सानजायारि थुनलाइ बिजिरनाय

क्रेदिथ: 6 (बिबुंथि-5, टिउटरियेल-1)

बायजोआरि नम्बर 80, इंसिडरि नम्बर 20

खोन्दो-1: सानजायारि थुनलाइ बिजिरनायनि सानस्रि=20

खोन्दो-2: बिदै आरो बेनि गुदि मुवाफोर =20

खोन्दो-3: खबाम आरो बेनि गुदि दाथाय =20

खोन्दो-4: गहेनानि सानथौ= 20

फरायनो होनाय बिजाबफोर:

1. Sahityar Saj-Sonapati Devasarma
2. थुनलाइ आरो गहेना-मन'रन्जन लाहारी
3. बर' खन्थाइनि खबाम गहेना आरो बिदै- फुकन चन्द्र बसुमतारी
4. Poetics: Aristotle
5. थुनलाइनि बिदै आरो गहेना - इन्द्रमालती नारजारी
6. Romanticism- C.M.Bowra
7. Romanyasbad- Mohendra Bora
8. Sahitya Bichar- Rammal Thakuria
9. नोजोर- मन'रन्जन लाहारी

GE-2: बर' फावथाइनि फरायसंनाय

क्रेदिथ: 6 (बिबुंथि-5, टिउटरियेल-1)

बायजोआरि नम्बर 80, इंसिडरि नम्बर 20

खोन्दो-1: जारिमिनारी आरो खिरिमिनारी फावथाइ, बेनि फुंखा आरो जारिमिनारी सम्फद, बर' थुनलाइयाव बेनि सोरजि =20

खोन्दो-2: गोदान मुगानि थुनलाइयाव समाजारी फावथाइनि दाहार (1940 मायथाइनिफ्राइ आथिखालसिम)=20

खोन्दो-3: फावथाइ बिजाब फरायनाय- =20

- a. आनारी- मन'रन्जन लाहारी



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b. सोमदोन- मंगलसिं हाज'वारी
खोन्दो-4: बर' फावथाइ- बेनि गोहोम आरो गुबुन रावनिफ्राइ बर'वाव राव सोलाइनाय, बर' फावथाइनि महर= 20

फरायनो होनाय बिजाबफोर:

1. History of Boro Literature- Madhuram Baro
2. बर' थनुलाइनि जारिमिन- मन'रन्जन लाहारी
3. बर' फावथाइ थुनलाइ बिजिरनाय- भौमिक चन्द्र बर'
4. सेरजा सिफुं- अनिल बर'
5. बर' थुनलाइनि महार मुस्त्रि- अनिल बर'
6. बर' थुनलाइनि महर- धरणिधर औवारी
7. जारिमिननि नोजोराव बर' थुनलाइ (सु)- मधुराम बर'
8. बर' थुनलाइनि जारिमिन आरो थुनलाइ बिजिरनाय- रिजु कुमार ब्रह्म
9. थुनलाइनि नोजोरजों बर' फावथाइ आरो सल'मा- भौमिक चन्द्र बर'
10. ब'र फावथाइ थुनलाइ- तुलन मोसाहारी

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श्रामथि फरायसम

C-5: हारिमुनि सानथौवारि मोनदांथि

क्रेदिथ: 6 (बिबुंथि-5, टिउटरियेल-1)

बायजोआरि नाम्बार 80, इसिडारि नाम्बार 20

खोन्दो-1: हारिमुनि मनदांथि, बेनि आखुथाइफोर, समाज आरो हारिमु, हारिमु सोलायनाय- सोलायनायनि जाहोन, गोरोबलांनाय, नाजावनाय आरो सोलायनाय=20

खोन्दो-2: सुबुं हारिमुनि गुबै मोनदांथि- बेनि समाजारि हाबा-हुखाफोर, दोरोडारि गियान खान्थि आरो सुबुं हारिमु=20

खोन्दो-3: सुबुं थुनलाइनि मोनदांथि, बेनि महर सानथौ =20


खोन्दो-4: समाजारि आसारखान्थिनि मोनदांथि, समाजारि नेमखान्थिफोर आरो सुबुं जिउ = 20

फरायनो होनाय बिजाबफोर:

1. बर' कछारिनि समाज आरो हारिमु(राव सोलाइनाय): भवेन नार्जि
2. ब'र हारिमु आरो थुनलाइ बिजिरनाय: इनद्रमालति नार्जारि
3. Aspects of Social Folk-Customs of the Bodos: Kameswar Brahma
4. Folk Literature of the Boros: Anil Baro
5. Festival of the Bodos: Mangalshing Hazowary
6. Comparative Literature: A Critical Introduction: Susan Bassnett, Blackwell
7. हारिमु आरो बर' हारिमु: इन्दिरा बर'

C-6: बर' सुबुं हारिमुनि सिानायथि

क्रेदिथ: 6 (बिबुंथि-5, टिउटरियेल-1)


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बायजोआरि नाम्बार 80, इसिडारि नाम्बार 20

खोन्दो-1: बर'फोरनि बेसादारि हारिमु=20

खोन्दो-2: बर'फोरनि सुबुं-फोरबो=20

खोन्दो-3: बर'फोरनि सुबुं-थुनलाइ =20

खोन्दो-4: बर'फोरनि समाजारि-आसारखान्थि = 20

फरायनो होनाय बिजाबफोर:

1. आसामनि समाज हारिमुवाव सुबुं फोथाइनाय: बिनय कुमार ब्रह्म
2. बर' समाजारि सोदोमस्त्रि: मेधनाथ मोसाहारी
3. Tribal Customary Law of North-East India: Sibani Roy & S.H.M Rijvi
4. बर' कछारिनि समाज आरो हारिमु(Trans.): भबेन नार्जी
5. असमर जनजाति (ed): प्रमद चन्द्र भट्टाचार्य
6. Aspects of Social Folk-Customs of the Bodos: Kameswar Brahma
7. सुबुं हारिमुनि रिफिनाय -धिरेस्वर बर' नार्जी
8. Background of Assamese Culture: Rajmohan Nath
9. Mising Sanskritir Alekhya: Bhrigumoni Kagyung
10. Folk Literature of the Boros: Anil Baro
11. Tribes of Assam (part-1,2,3): (ed) B.N. Bardoloi
12. Kirata Jana-kriti: S.K.Chatterjee
13. The Kacharis- Rev.S.Endle
14. Koch-Bodo and Dhimal Tribes: B.H.Hodgson
15. History and Civilization of the People of Assam:P.C. Chaudhury
16. हारिमु आरो बर' हारिमु: इन्दिरा बर'

C-7: बर' सल'मा

क्रेदिथ: 6 (बिबुंथि-5, टिउटरियेल-1)

बायजोआरि नाम्बार 80, इसिडारि नाम्बार 20

खोन्दो-1: बर सल'मानि जागायजेन्नाय आरो बेनि बोहैथि दाहार=20

खोन्दो-2: धरणिधर औवारिनि मैहुर=20

खोन्दो-3: बिद्दासागर नार्जारीनि खासफुरनि हांमा=20

खोन्दो-4: चित्तरन्जन मुछाहारिनि जुजाइनि अर = 20

N.B: (थाखोनि फोरेंगिरिफोरा सल'मानि सल' खिन्थानाय, आगुथाय दानाय, महर आरो राव बाहायनायनि सायाव नोजोर बोनानै सावरायनांगौ।)

फरायनो होनाय बिजाबफोर:

1. बर' सलमानि बिजिरनाय: स्वर्ण प्रभा चैनारि
2. बर' थुनलाइनि महर: मुस्त्रि अनिल बर'
3. History of Boro Literature: Madhuran Baro
4. बर' थुनलाइनि जारिमिन: मनरन्जन लाहारि



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SEC-1: रनसायनाय सुजुनाय आरो फ्रुप नायनाय

क्रेदिथ-2

गासै नम्बर 50

खोन्दो-1: रनसायनायनि बुंफुरलु आरो सुजुनाय, लिरनाय खान्थि आरो लिरनायनि आरिमु, सुजुनाया मा ? सुजुनायनि थांखि, सुजुनायनि मुलाम्फा, लिरनाय महरजों द्राफ खालामनाय, सुजुनाय आरो फ्रुप नायनायनि फारागथि, लिरनाय आरो सुजुनायनि फाराग, सुजुनायनि राहा, कपि सुजुनायनि गोनांथि (सानथौवारि नोजोरजों)=25

खोन्दो-2: फ्रुप नाइनाया मा ? मानो फ्रुप नायनांगौ ? फ्रुप नायनायनि गोनांथि, फ्रुप नायनायनि नेरसोनफोर, फ्रुप नायगिरि, फ्रुप नायनायनि खान्थि (प्रेकथिकेल आरो एकसारसाइसनि सायाव बिथा खालामनां)= 25

फरायनो होनाय बिजाबफोर:

1. Strunk, William Jr. and E.B. White, "The elements of Style" (Third Edition). Macmillan, New York, 1979.
2. Plotnik, Arthur, "The Elements of Editing: A Guide for Editors and Journal ists."
3. Comprehend and Compose, Part-I&II: Geetha Nagarjun
4. Effective Writing: Christopher Turk & John Kirkman
5. Doing Creative Writing: Steve May
6. सावराइथाइ थुनलाइ: लाइस्त्रि महिलारि

GE-3: रायथाइ थुनलाइनि सायाव फरायसंनाय

गासै क्रेदिथ: 6 (बिबुंथि-5, थिउथरियेल-1)

बायजोआरि नम्बर 80, इसिडारि नम्बर 20

सिगांनि एबा गोजाम बर' खन्थाइ:

खोन्दो-1: बिबार लाइसियाव फोसावजानाय रायथाइ थुनलाइ=20

खोन्दो-2: हाथरखि-हाला लाइसीयाव फोसावजानाय राइथाय थुनलाइ =20

खोन्दो-3: हारिमुनि सायाव लिरनाय रायथाइ थुनलाइ (i) बागुरुम्बा मोसानाय: मोनसे बिजिरथि (लिलाधर ब्रह्म), (ii) बर' हारिमु (अनिल बर'), (iii) सुबुं हारिमुवाव खाना फोथायनाय (ब्रजेन्द्र कुमार ब्रह्म) =20

खोन्दो-4: हारिनि सोमोन्दै लिरनाय रायथाइ थुनलाइ: (i) मंगलियाननि गोगो थै बर' फिसा (मनरन्जन लाहारि), (ii) हाबराघाट बर' सन्मिलनि (प्रबन बरगयारि)= 20

फरायनो होनाय बिजाबफोर:

1. History of Boro Literature: Madhuram Baro
2. बर' थुनलाइनि जारिमिन: मन'रन्जन लाहारी
3. नोजोर: मन'रन्जन लाहारी
4. थुनलाइ आरो सानस्त्रि: ब्रजेन्द्र कुमार ब्रह्म


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C-8: बर' फावथाइ

क्रेदिथ: 6 (बिबुंथि-5, टिउटरियेल-1)

बायजोआरि नाम्बार 80, इसिडारि नाम्बार 20

खोन्दो-1: सतीश चन्द्र बसुमतारीनि दोरशोन जोहोलाव=20

खोन्दो-2: कमल कुमार ब्रह्मनि हरबादि खोमसि=20

खोन्दो-3: जतिनद्र नाथ बरनि जाइख्लडाव बेमा जे=20

खोन्दो-4: कमल कुमार ब्रह्मनि मिंमांनि सिमां= 20

फरायनो होनाय बिजाबफोर:

1. बर' फावथाइ थुनलाइ बिजिरनाय: भौमिक चनद्र बर'
2. बर' फावथाइनि बिजिरनाय: स्वर्ण प्रभा चैनारि
3. History of Boro Literature: Madhuram Baro
4. बर' थुनलाइनि जारिमिन: मनरन्जन लाहारि
5. थुनलाइ बिजिरनाय: गुनेशर मुछाहारि
6. थुनलाइनि नोजोरजों बर' फावथाइ आरो सल'मा: भौमिक चनद्र बर'
7. फावथाइ थुनलाइ: तुलन मोसाहारि

C-9: बर' सुंद' सल

क्रेदिथ: 6 (बिबुंथि-5, टिउटरियेल-1)

बायजोआरि नाम्बार 80, इसिडारि नाम्बार 20

खोन्दो-1: ईशान चन्द्र मुछाहारिनि आबारि, प्रमद चन्द्र ब्रह्मनि फाग्लि, चित्तरन्जन मोछाहारीनि गोमानाय दायरि=20

खोन्दो-2: नीलकमल ब्रह्मनि बुथुवा थुंगि, हरिभुषण ब्रह्मनि हंलानि सावरि, मनरन्जन लाहारीनि गांसे फालि=20

खोन्दो-3: जनिल कुमार ब्रह्मनि दुमफावनि फिथा, जेद.दि.बसुमतारीनि मिष्टार हाइब्रिदिनि गोलोमदै आरो मोदै, इउ.जि. ब्रह्मनि गबदा दाइना, नबीन मल्ल बर'नि हादान, गबिन्द बसुमतारीनि हारावनि साइकेल=40

फरायनो होनाय बिजाबफोर:

1. History of Boro Literature: Madhuram Baro
2. बर' थुनलाइनि जारिमिन: मनरन्जन लाहारि
3. थुनलाइ बिजिरनाय: गुणेश्वर मोसाहारी
4. बर'सुंद सल'नि जारिमिन: राखाव बसुमतारी
5. बर'सुंद सल'नि बोहैथि दाहार(ed.): स्वर्ण प्रभा चैनारी


C-10: बर' रायथाइ थुनलाइ

क्रेदिथ: 6 (बिबुंथि-5, टिउटरियेल-1)

बायजोआरि नाम्बार 80, इसिडारि नाम्बार 20

खोन्दो-1:=20: आग्लानि बाथ्रा: आनान्दराम मुछाहारी

बैसागु: प्रमद चन्द्र ब्रह्म


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खोन्दो-2:=20: गोमोहोनाय ननि बाश्रा: रंदिनि फाग्ली

किंनचित निबेदन(राव सोलायनाय: इसे फोरमायनाय): रुपनाथ ब्रह्म

बर' मोसानाय: गिरिन्द्र कुमार दैमारी

खोन्दो-3:=20: 1.उदांस्त्रि सोमावसारनायाव बरफोर: जगेन्द्र कुमार बसुमतारी

2.एण्डेल मुगानि बर' थुनलाइ: बिहुराम बर'

3.प्लेट'नि नोजोराव थुनलाइ: सुरथ नार्जारी

खोन्दो-4:=20: 1.सैथो आरो फोथाइनाय: ब्रजेन्द्र कुमार ब्रह्म

2.सुबुं सोदोमस्त्रियाव बिगियाननि गोहोम: नगेन बर'

3.दिनैनि मुलुग आरो नारसेबजानाय सिनायथि: उरखाव गोरा ब्रह्म

फरायनो होनाय बिजाबफोर:

1. बर' थनुलाइनि जारिमिन: मन'रन्जन लाहारी

2. History of Boro Literature: Madhuram Baro

SEC-2: सियाव महर दैखांनाय आरो बर'फोरनि गान्नाय-जोमनाय

गासै क्रेदिथ: 2

गासै नम्बर 50

खोन्दो-1: costume आरो designing सोदोबनि सानथौवारि नोजोर, आथिखालाव बेनि बहुमनाडारि नोजोर बोनायनि गोनांथि, दोरोडारि गियान आरो हारियारि दौलद महरै माहारियारि सि-जोम आरो आगर एरनाय, हारिमु आरो हाथाइनि

रंखान्थियारि फुंखा महरै सि, सिनि महर दैखांनाय (आगर एरनाय) खौ गोदानै फोसाबनानै फालांगियारि खालामनाय)=25

खोन्दो-2: बर' सिनि आगर एरनाय आरो बिबारनि महर दैखांनायखौ रंगौथि गियान आरजिनायनि थाखाय नंगुबैयै मावनानै नायनाय (रंगौथि बांहोनाय हाबाफोरनि सायाव बिथा खालामनानै)=25

1. Anthropology: Carol R. Ember & Melvin Ember

2. Folklore and Folk life: R.M.Dorson

3. Boro Kocharir Somaj Aru Sanskriti: Bhaben Narzi

GE-4: थुनलाइ बिजिरनाय (सोनावारि)

क्रेदिथ: 6 (बिबुंथि-5, थिउथरियेल-1)

बायजोआरि नम्बर 80, इसिडारि नम्बर 20

खोन्दो-1: सुंद सल'वा मा, बेनि आखुथाइ, सुंद सलनि गुदि मुवाफोर=20

खोन्दो-2: फावथाइ बेखेवनाय, एरिष्टलनि मोनदांथि, फावथाइनि गुदि मुवा, दाहा फावथाइ, गोजोन फावथाइ, फेस्ता फावथाइ =20

खोन्दो-3: सल'मा बेखेवनाय, सल'मानि गुदि मुवा, सल'मा आरो फावथाइ, सल'मानि बाहागो रान्नाय =20

खोन्दो-4: खन्थाइ: खन्थाइ बेखेवनाय, खन्थाइनि गुदि मुवा, खन्थाइनि बाहागो रान्नाय, सल'न्थाइमा आरो फावथाइ, दाहा खन्थाइ, बेलाड, सनेट= 20

फरायनो होनाय बिजाबफोर:

1. An Introduction to the Study of Literature: H Hudson



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2. Poetics: Aristotle
3. Theory of Drama: Allardyce Nicoll
4. Aspects of Novel: E.M.Foster
5. बर' सल'मानि बिजिरनाय: स्वर्ण प्रभा चैनारी
6. बर' धुनलाइनि महर मुस्त्रि: अनिल बर'
7. History of Boro Literature: Madhura Baro
8. बर' धनुलाइनि जारिमिन: मन'रन्जन लाहारी
9. धुनलाइ बिजिरनाय: राखाव बसुमतारी
10. Romanticism: C.M.Bowra

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बाथि फरायसम

C-11: राव आरो राव बिगियाननि सिनायथि

क्रेदिथ: 6 (बिबुंथि-5, टिउटरियेल-1)

बायजोआरि नाम्बार 80, इसिडारि नाम्बार 20

खोन्दो-1: रावनि बुंफोरलु, बेनि आखुथाइफोर, बिगियान महरै राव बिगियान, राव आरो समाज, रावनि गुबुन गुबुन महर=20

खोन्दो-2: रिसारखान्थिया मा, रिसार, रिसारथि, लोगो रिसार, गारां बोलो, रिसार जथाइ, सुजाब खान्थि, गारां देंखो(pitch) =20

खोन्दो-3: महरखान्थिया मा, महर, महर गुबै आरो बां महर, महरफोरनि बाहागो रान्नाय, बिथा महर आरो थारजा, सोदोब दानाय एबा ज'थायनाय=20

खोन्दो-4: बाथ्रा खान्थि: बाथ्रायारि बिजिरनाय, खाथि थाथिनि बिजिरनाय, बाथ्रा खोन्दोनि दाथाय = 20

फरायनो होनाय बिजाबफोर:

1. An Introductory Text Book of Linguistics & Phonetics: R.L. Varshney
2. Elements of General Linguistics (Vol.1): Sharad Rajimwale
3. Linguistics: David Crystal
4. Modern Linguistics: S.K. Verma & N.Krishnaswami
5. ब'राव बिगियाननि फरा: फुकन चन्द्र बसुमतारि
6. Bhasa Bijnan: Upendra Nath Goswami
7. The Cambridge Encyclopaedia of Language: David Crystals

C-12: बद हान्जानि रावफोरनि सिनायथि (डिमासा, गार & राभा बायदि बायदि)

गासै क्रेदिथ: 6 (बिबुंथि-5, टिउटरियेल-1)

बायजोआरि नाम्बार 80, इसिडारि नाम्बार 20

खोन्दो-1: तिबेट- बर्मन हानजानि रावफोरनि जारिमिन, बाहागो रान्नाय, सुबुंफोरनि गोसारनाय, सा-सानजा भारत आरो

बायजोआव थानाय तिबेट-बर्मन राव हान्जानि गेजेराव थानाय बंसआरि सोमोन्दो =20


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खोन्दो-2: तिबेट-बर्मन हान्जानि रावफोरनि राव बिगियानारि आखुथाय (बरनि बाहागि रावफोरनि रिसारखान्थियारि, महरखान्थियारि, सोदोब बायदिफोरनि बिदिन्थि लाबोनानै) =20

खोन्दो-3: रावखान्थि (मुंमा दाथायनि सिनायथि, मुंराय आरो थाइलालि, सानराय रान्नाय, आथोन रान्नाय, बेखेवफानि बाहायनाय, आरो बेखेवफा दाजाबदा, बिदिन्था आरो बाहायनाय, थि दिन्थिग्रा दाजाबदा आरो बिबां दिन्थिग्रानि बाहायनाय=20

खोन्दो-4: सोदोब बाखियाव थानाय गोरोबलायनाय आरो बेनि दाथाइ, सोदोबनि रोखोम = 20

फरायनो होनाय बिजाबफोर:

1. Sino-Tibetan A Conspectus: P.K.Benedict
2. गोजौ रावखान्थि: कमल कुमार ब्रह्म
3. The Historical Development of Boro Language: Madhuram Baro
4. बर रावखान्थि:स्वर्ण प्रभा चैनारी
5. जौगा बर' रावखान्थि (ed.): फसावगिरि, बड' साहित्य सभा
6. रावनि महर (खोन्दो-सेथि, नैथि, थामथि): स्वर्ण प्रभा चैनारी आरो फुकन चन्द्र बसुमतारी
7. खुरांनाला: इउ. भि. जसे
8. राभा रावथाप: राभा भाषा परिसद
9. ककबरक भाषा शिकशा आसार: कुमुद कुन्दु सौधुरी
10. कक-कुथाम्मा (ed.): प्रभास चन्द्र धार
11. Madhupuri Mandi (vol.I): Robins Burling

DSE-1: बर' राव आरो राव बिगियान

क्रेदिथ: 6 (बिबुंथि-5, टिउटरियेल-1)

बायजोआरि नम्बर 80, इसिडारि नम्बर 20

खोन्दो-1: बर' रिसारथिफोरनि गोनोखोआरि गारां बोनाय, रानजानाय आरो रानजायै रिसारनि बाहायनाय, रिसार जथाइयारि दाथाइ, रिसारथि ज'थाइ आरो फारि, गारांनै रिसारथिनि बाहायनाय=20

खोन्दो-2: बेखेवफा दाजाबदानि बाहायनाय, थि दिन्थिग्रा आरो बिबां दिन्थिग्रानि बाहायनाय, बां सानराइ दिन्थिग्रा दाजाबदानि बाहायनाय, आथोननि फारागथि, थाइलालिनि रुजुनाय =20

खोन्दो-3: बर' बाथ्रा खोन्दो आरो बाथ्रा फान्दायनि बाहायनाय, बाथ्रा फान्दाय बाहायनायै बुंनाय, सोदोब दानाय, clipping, eponym, coinage, दाहार सोदोब बायदि बायदि =20

खोन्दो-4: बाथ्रानि दाथाय, गुबुन गुबुन थासारियाव बाहायनाय = 20

फरायनो होनाय बिजाबफोर:

1. Structure of Boro Language: Madhuram Baro
2. An Introduction to the Boro Language: Phukan Basumatary
3. बर' रावखान्थि: स्वर्ण प्रभा चैनारी
4. जौगा बर' रावखान्थि: बड' साहित्य सभा

DSE-2: बर'फोरनि हारिमुवारि थासारि बिगियान

गासै क्रेदिथ: 6 (बिबुंथि-5, टिउटरियेल-1)

बायजोआरि नम्बर 80, इसिडारि नम्बर 20


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खोन्दो-1: हरिमुनि बेखेवथि (सिगांनि आरो दानि नोजोर), हरिमुनि थासारि बिगियान सोमोन्दै बेखेवनाय, हरिमु आरो बाइअ-दाइभारसिटिनि गेजेराव थानाय सोमोन्दो =20

खोन्दो-2: थासारि बिगियान आरो बर'फोरनि जिउ रहा (थासारि बिगियानारि गियान आरो बर' सुबुंफोरनि थानानै थानाय, गान्नाय जोमनाय आरो देलायनाय, सुबुं थुनलाइयाव थासारि बिगियान आरो समयनानि गियान सानथौ=20

खोन्दो-3: हरियारि बिफां-लाइफांनि हरिमुवारि आरो राव बिगियानारि बेसेन, बिफां-लाइफां आरो दोरोडारि मुलिफोर, थासारि बिगियान आरो फोथायनाय=20

खोन्दो-4: बाहायथाइ थासारि बिगियान(थासारि बिगियान आरो जिब-जुनार फिसिनाय, आबाद मावनाय, थासारि बिगियान आरो दोरोडारि जानाय हुदा, थासारि बिगियान आरो दोहोरोमारि हुदा, थासारि बिगियान आरो समाजारि फोरबो आरो फालिथायफोर= 20

फरायनो होनाय बिजाबफोर:

1. Folklore and Folklife-An Introduction(ed.): Richard M.Dorson
2. Boro-Kocharir Somaj Aru Sanskriti: Bhaben Narzi
3. Aspects of Social Folk-Customs of the Bodos: Kameswar Brahma
4. Dictionary of Sociology: Gordon Marshall, New Delhi: Oxford University Press

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दथि फरायसम

C-13: राव आरो राव बिगियाननि सिनायथि

क्रेदिथ: 6 (बिबुंथि-5, टिउटरियेल-1)

बायजोआरि नम्बर 80, इसिडारि नम्बर 20

खोन्दो-1:समाज राव बिगियाननि औंथि, समाजनि गुबुन गुबुन आइदायाव रावनि फरायसनाय, गुबुन गुबुन आइदायाव रावनि गुबुन गुबुन महर, आथोननि फारागथि आरो राव=20

खोन्दो-2: राव आरो हरिमुनि सोमोन्दो, राव आरो राजखान्थि, सानथौ (philosophy) आरो रावफोर, गोनोखो आरो राव, राव आरो पेरा-राव, राव आरो इसारा =20

खोन्दो-3: राव आरो रावसा, रावसा आरो भुमखौरा रावसा आरो आंगो रावसा एबा हारसिं राव, रेजिस्तार आरो रावसा=20

खोन्दो-4: रावनि समाज बिगियान: समाज आरो राव, हारि, थाखो आरो राव = 20

फरायनो होनाय बिजाबफोर:

1. Dialectology: J.K Chambers & Peter Trudgill
2. Dialectology: An Introduction: W.N.Francis
3. Sociolinguistics: R.A.Hudson
4. A Course in Modern Linguistics: C.F.Hockett


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C-14: जर'खा लिरगिरिनि सायाव फरायसंनाय

क्रेदिथ: 6 (बिबुंधि-5, टिउटरियेल-1)

बायजोआरि नम्बर 80, इसिडारि नम्बर 20

(फरायसाफोरखौ लिरगिरिनि थुनलाइ सोरजिफोरखौ गाहायाव होनाय बादियै फारियै सावरायनो होनांगोन)

खोन्दो-1: सुंद सल लिरगिरि महरै नीलकमल ब्रह्म=40

खोन्दो-2: ईशान चन्द्र मोसाहारीनि स'नानि माला आरो फामे बिजाबाव थानाय रमान्टिक खन्थाइफोर =40

फरायनो होनाय बिजाबफोर:

1. बर' थनुलाइनि जारिमिन: मन'रन्जन लाहारी
2. थनुलाइ बिजिरनाय: गुणेश्वर मोसाहारी
3. The History of Boro Literature: Madhuram Baro
4. बर' सुंद'सल'नि जारिमिन: राखाव बसुमतारि
5. बर' सुंद'सल'नि बोहैथि दाहार (ed.): स्वर्ण प्रभा चैनारी, फोसावगिरि, साहित्य एकादेमि

DSE-3: सुबुं हारिमु आरो बर' फोरनि दोरोडारि देंखोमु

क्रेदिथ: 6 (बिबुंधि-5, टिउटरियेल-1)

बायजोआरि नम्बर 80, इसिडारि नम्बर 20

खोन्दो-1: सानथौवारि नोजोर: सुबुं हारिमु आरो बेनि बुंफोरलु, समाजारि हाबा-हुखा, बेसादारि आरो बेसादारि नडै=20

खोन्दो-2: सुबुं हारिमु आरो सुबुं जिउ: दोरौनिफ्राय सोलायनायसिम =20

खोन्दो-3: बर' फोरनि दोरोडारि दामजु, बहुमनाडारिनि जाहोनाव सोलायनाय, रैखाथि होनायनि राहाफोर =20

खोन्दो-4: सुबुं-मेथाइ आरो बेरखांनाय मेथाइयारि सानस्त्रि, महर = 20

फरायनो होनाय बिजाबफोर:

1. Boro-Kocharir Geet-Mat: Bhaben Narzari
2. Boro Kocharir Somaj Aru Sanskriti: Bhaben Narzi
3. Folk literature of the Boros: Anil Baro
4. Folk-Songs of the Bodos: Mahini Mahan Brahma
5. Folklore and Folklife-An Introduction(ed.): Richard M.Dorson

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POL SE 3024 Youth and Nation-Building

Course objective:

The aim of this course is to highlight the importance of NCC and NSS. The students will be able to get involved with the NCC and the NSS and learn about its activities and undertake tasks under its aegis. The students will also be able to learn about the basics of disaster preparedness and its management.

Course Outcomes:

- To enable students to learn the importance of youth in NSS and NCC,
- To make students understand the activities related to NSS and NCC and its importance,
- To make students learn the basics of National Disaster Management and its importance.

Unit –I: Youth and National Service Scheme (NSS) (16 lectures)

- NSS: Organisation and Objectives
- NSS: Activities and Benefits
- NSS and its contribution

Unit-II: Youth and the National Cadet Corps (NCC) (16 lectures)

- Aims and objectives of the NCC
- Organisation and Training
- NCC and its benefits

Unit-III: Youth and National Disaster Management (16 lectures)

- Disaster Management Plan 2016-an overview
- National Disaster Management Authority
- Community involvement and preparedness: Assam

Modalities for Practical Component: Project Report/Field Study Report based on any activity i.e. awareness programme/campaign, group discussion, disaster management programme in collaboration with NCC and NSS unit etc.

READING LIST

Unit –I:

- NATIONAL SERVICE SCHEME MANUAL (REVISED), available at http://nss.wbut.ac.in/documents/NSS_manual_2006.pdf

Unit-II:

- ANO Handbook, NCC, Available at https://docs.google.com/viewerng/viewer?url=http://nccindia.nic.in/sites/default/files/ANO+Hand+Book_1.pdf

Unit-III:

- National Policy on Disaster Management, available at <https://ndma.gov.in/images/guidelines/national-dm-policy2009.pdf>
- National Disaster Management Plan Assam State Disaster Management Authority, <http://sdmassam.nic.in/ini2.html>



POL RE 5016 Public Administration-I

Course outcomes:

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

UNIT 1: Introduction (15 lectures)

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

UNIT 2: Administrative Theories (15 lectures)

- Scientific Management Theory
- Bureaucratic Theory

UNIT 3: Principles of Organization (15 lectures)


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

UNIT 4: Structure of Organization (15 lectures)

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

Readings:

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


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SEMESTER II

POL RC 2016 Indian Government and Politics

Course outcomes:

After reading the course the student will be able to

- Appreciate the approaches to the study of Indian politics and the changing nature of the state
- Understand the basic features of the Indian constitution and its institutional functioning
- Examine the changing role of caste, class and patriarchy and their impact on politics
- Understand the dynamics of social movements in India.

Unit 1. Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian (9 lectures)

Unit 2. Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles (9 lectures)

Unit 3. Institutional Functioning: Prime Minister, Parliament and Judiciary (9 lectures)

Unit 4. Power Structure in India: Caste, class and patriarchy (7 lectures)

Unit 5. Religion and Politics: debates on secularism and communalism (6 lectures)

Unit 6. Parties and Party systems in India (5 lectures)

Unit 7. Social Movements : Workers and Peasants (10 lectures)

Unit 8. Strategies of Development in India since Independence: Planned Economy and Neo-liberalism (5 lectures)

READING LIST

Essential Texts.

Abbas, H., Kumar, R. & Alam, M. A. (2011) *Indian Government and Politics*. New Delhi: Pearson, 2011.

Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*. New Delhi: Pearson.

Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics*. New Delhi: Sage.

Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India After Independence*. New Delhi: Penguin.

Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.


Vanaik, A. & Bhargava, R. (eds.) (2010) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan. 12

Menon, N. and Nigam, A. (2007) *Power and Contestation: India Since 1989*. London: Zed Book.


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- Austin, G. (1999) *Indian Constitution: Corner Stone of a Nation*. New Delhi: Oxford University Press.
- Austin, G. (2004) *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press.
- Jayal, N. G. & Maheta, P. B. (eds.) (2010) *Oxford Companion to Indian Politics*. New Delhi: Oxford University Press
- Shah, Ghanshyam. (2004) . *Social Movements in India: A Review of Literature*, New Delhi: Sage publications.
- Chakrabarty, Bidyut. (2017). *Indian Constitution: Text, Context and Interpretation*, New Delhi: Sage Publications
- Chakrabarty, B, & Pandey, R.K. (2019). *Local Governance in India*, New Delhi: Sage publications
- Mellalli, Praveenkumar. (2015), *Constitution of India, Professional Ethics and Human Rights*, New Delhi: Sage Publications


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POL RG 5016 Public Administration-I

Course outcomes:

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

UNIT 1: Introduction (15 lectures)

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

UNIT 2: Administrative Theories (15 lectures)

- Scientific Management Theory
- Bureaucratic Theory

UNIT 3: Principles of Organization (15 lectures)

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

UNIT 4: Structure of Organization (15 lectures)

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

Readings:

Avasthi and Maheswari: *Public Administration*, Laxmi Narayan ,2009

Maheswari, S.R.: *Administrative Theory*, Macmillan India Ltd.

Tyagi, A.R.: *Public Administration*, Atma Ram and Sons, Delhi

Fadia B.L., and Kuldeep,: *Public Administration*, SahityaBhawan Publication, Agra, 2008

Bhattacharya Mohit: *Public Administration*, World Press, 2007

Chakrabarty, BidyutBhattacharya Mohit: *Public Administration: A Reader*, Oxford University Press,2003

Basu, Rumki: *Public Administration: Concepts and Theories*, Sterling Publishers Pvt. Ltd, 2004


Hazarika, N., *SnatakLok-Prasasan*(Assamese), Students' Stores, Guwahati, 2001.

Sapru R.K. : *Administrative Theories and Management Thought*, Prentice Hall of India Pvt. Ltd., 2008

Baghel C.L., Kumar,Y., *Public Administration* (two volumes), Kanishka Publishers, New Delhi, 2005

Sapru, Radhakrishnan. (2018). *Indian Administration: A Foundation of Governance*, New Delhi: Sage Publications

Chakrabarty, B. & Chand, P. (2016), *Indian Administration: Evolution and Practice*, New Delhi: Sage Publications


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SEMESTER VI

POL SE 6014 Conflict and Peace Building

Course Objectives: This course is designed to help build an understanding of a variety of conflict situations among students in a way that they can relate to them through their lived experiences. It's an interdisciplinary course that draws its insights from various branches of social sciences and seeks to provide a lively learning environment for teaching and training students how to bring about political and social transformations at the local, national and international levels. The course encourages the use of new information technologies and innovative ways of understanding these issues by teaching students skills of managing and resolving conflicts and building peace through techniques such as role-play, simulations, street theatre, cinema and music on the one hand and by undertaking field visits, interacting with different segments of the civil society including those affected by conflicts as well as diplomats, journalists and experts, on the other.

I. Conflict and its concepts (6 lectures)

- a. Understanding Conflict
- b. Conflict Resolution and Peace Building

II. Dimensions of Conflict (6 lectures)

- a. Economic/Resource Sharing Conflicts
- b. Socio-Cultural Conflicts (Ethnic, Religious and Gender Based)

III. Conflict Responses: Skills and Techniques I (8 lectures)

- a. Negotiations: Trust Building
- b. Mediation: Skill Building; Active Listening

IV. Conflict Responses: Skills and Techniques II (10 lectures)

- a. Track I, Track II & Multi Track Diplomacy
- b. Gandhian Methods

Modalities for Practical Component: Project Report/Field Study Report on any issues i.e. ethnic/religious/gender based conflict issues, awareness campaign on sustaining peace etc.


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Readings:

UNIT I: Conflict and its concepts


- O. Ramsbotham, T. Woodhouse and H. Miall, (2011) 'Understanding Contemporary Conflict', in *Contemporary Conflict Resolution*, (Third Edition), Cambridge: Polity Press, pp. 94-122.
- W. Zartman, (1995) 'Dynamics and Constraints In Negotiations In Internal Conflicts', in William Zartman (ed.), *Elusive Peace: Negotiating an End to Civil Wars*, Washington: The Brookings Institute, pp. 3-29.
- C. Mitchell, (2002) 'Beyond Resolution: What Does Conflict Transformation Actually Transform?', in *Peace and Conflict Studies*, 9:1, May, pp.1-23. 16
- S. Ryan, (1990) 'Conflict Management and Conflict Resolution', in *Terrorism and Political Violence*, 2:1, pp. 54-71.
- J. Lederach, (2003) *The Little Book Of a Conflict Transformation*, London: Good Books.
- I. Doucet, (1996) *Thinking About Conflict*, Resource Pack For Conflict Transformation: International Alert.
- M. Lund, (2001) 'A Toolbox for Responding to Conflicts and Building Peace', in L. Reychler and T. Paffenholz, eds., *Peace-Building: A Field Guide*, Boulder: Lynne Rienner, pp. 16-20.
- L. Schirch, (2004) *The Little Book Of Strategic Peacebuilding*, London: Good Books.

UNIT II: Dimensions of Conflict

- R. Rubenstein, (2003) 'Sources', in S. Cheldelin, D. Druckman and L. Fast (eds.) *Conflict: From Analysis to Intervention*, London: Continuum, pp.55-67.
- P. Le Billon, (2009) 'Economic and Resource Causes of Conflicts', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 210-224.
- S. Ayse Kadayifci-Orellana, (2009) 'Ethno-Religious Conflicts: Exploring the Role of Religion in Conflict Resolution', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 264-284.

UNIT III: Conflict Responses: Skills and Techniques I

- H. Saunders, (1999) *A Public Peace Process: Sustained Dialogue To Transform Racial and Ethnic Conflicts*, Palgrave Macmillan: New York, pp. 1-30.


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SEMESTER II

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Course outcomes:

After reading the course the student will be able to

- Appreciate the approaches to the study of Indian politics and the changing nature of the state
- Understand the basic features of the Indian constitution and its institutional functioning
- Examine the changing role of caste, class and patriarchy and their impact on politics
- Understand the dynamics of social movements in India.

Unit 1. Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian (9 lectures)

Unit 2. Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles (9 lectures)

Unit 3. Institutional Functioning: Prime Minister, Parliament and Judiciary (9 lectures)

Unit 4. Power Structure in India: Caste, class and patriarchy (7 lectures)

Unit 5. Religion and Politics: debates on secularism and communalism (6 lectures)

Unit 6. Parties and Party systems in India (5 lectures)

Unit 7. Social Movements : Workers and Peasants (10 lectures)

Unit 8. Strategies of Development in India since Independence: Planned Economy and Neo-liberalism (5 lectures)

READING LIST

Essential Texts.

Abbas, H., Kumar, R. & Alam, M. A. (2011) *Indian Government and Politics*. New Delhi: Pearson, 2011.

Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*. New Delhi: Pearson.

Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics*. New Delhi: Sage.

Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India After Independence*. New Delhi: Penguin.

Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.

Vanaik, A. & Bhargava, R. (eds.) (2010) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan. 12

Menon, N. and Nigam, A. (2007) *Power and Contestation: India Since 1989*. London: Zed Book.


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FIFTH SEMESTER CORE

ECO-HC-5016: INDIAN ECONOMY-I

Course Description

Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in India, the reading list will have to be updated annually.

Course Outline

1. Economic Development since Independence

Major features of the economy at independence; growth and development under different policy regimes—goals, constraints, institutions and policy framework; an assessment of performance—sustainability and regional contrasts; structural change, savings and investment.

2. Population and Human Development

Demographic trends and issues; education; health and malnutrition.

3. Growth and Distribution

Trends and policies in poverty; inequality and unemployment.

4. International Comparisons

With China, Pakistan, Bangladesh, Sri Lanka, Nepal and Vietnam

Readings:

1. Jean Dreze and Amartya Sen, Jean Dreze and Amartya Sen, 2013. *An Uncertain Glory: India and its Contradictions*, Princeton University Press.
2. Pulapre Balakrishnan, 2007, The Recovery of India: Economic Growth in the Nehru Era, *Economic and Political Weekly*, November.
3. Rakesh Mohan, 2008, -Growth Record of Indian Economy: 1950-2008. A Story of Sustained Savings and Investment, *Economic and Political Weekly*, May.
4. S.L. Shetty, 2007, -India's Savings Performances since the Advent of Planning, in K.L. Krishna and A. Vaidyanathan, editors, *Institutions and Markets in India's Development*.
5. Himanshu, 2010, Towards New Poverty Lines for India, *Economic and Political Weekly*, January.
6. Jean Dreze and Angus Deaton, 2009, Food and Nutrition in India: Facts and Interpretations, *Economic and Political Weekly*, February.
7. Himanshu. 2011, -Employment Trends in India: A Re-examination, *Economic and Political Weekly*, September.
8. Rama Barua et al, 2010, -Inequities in Access to Health Services in India: Caste, Class and Region, *Economic and Political Weekly*, September.



9. Geeta G.Kingdon, 2007,-TheProgress of School Education in India, *Oxford Review of Economic Policy*.
10. J.B.G.Tilak, 2007,-Post Elementary Education, Poverty and Development in India, *International Journal of Educationa lDevelopment*.
11. T. Dyson,2008,-India'sDemographic Transition and its Consequences for Development in Uma Kapila, editor, *Indian Economy Since Independence*, 19thedition, Academic Foundation.
12. Kaushik Basu, 2009,-ChinaandIndia:IdiosyncraticPaths to High Growth, *Economic and Political Weekly*, September.
13. K.James,2008, -Glorifying Malthus: Current Debate on Demographic Dividend in India, *Economic and Political Weekly*,June.
14. Reetika Khera, 2011,-India'sPublicDistributionSystem: Utilisation and Impact *Journal of Development Studies*.
15. Aniruddha Krishna and Devendra Bajpai, 2011,-Lineal Spread and Radial Dissipation: Experiencing Growth in Rural India, 1992-2005, *Economic and PoliticalWeekly*,September.

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FIFTH SEMESTER DSE

ECO-RE-5016: Economic Development and Policy in India-I

Course Description


This course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post- Independence period.

Course Outline

1. Issues in Growth, Development and Sustainability
2. Factors in Development: Capital formation (Physical and Human); technology; institutions.
3. Population and Economic Development Demographic trends; urbanisation.
4. Employment: Occupational structure in the organised and the unorganised sectors; open-, under- and disguised unemployment (rural and urban); employment schemes and their impact.
5. Indian Development Experience: Critical evaluation of growth, inequality, poverty and competitiveness, pre and post reforms era; savings and investment; mobilisation of internal and external finance; monetary and fiscal policies; centre-state financial relations.

Readings:

1. Michael P Todaro and Stephen Smith. Economic Development, Pearson, 11th edition (2011).
2. Uma Kapila, Indian Economy since Independence, Academic Foundation, 19th edition (2009).
3. United Nations Development Programme, Human Development Report 2010, Palgrave Macmillan (2010).
4. Government of India, Economic Survey (latest)
5. Government of India, Finance Commission Report (latest)


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FIFTH SEMESTER GE

ECO-RG-5016: Economic Development and Policy in India-I

Course Description


This course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post- Independence period.

Course Outline

1. Issues in Growth, Development and Sustainability
2. Factors in Development: Capital formation (Physical and Human); technology; institutions.
3. Population and Economic Development Demographic trends; urbanisation.
4. Employment: Occupational structure in the organised and the unorganised sectors; open-, under- and disguised unemployment (rural and urban); employment schemes and their impact.
5. Indian Development Experience: Critical evaluation of growth, inequality, poverty and competitiveness, pre and post reforms era; savings and investment; mobilisation of internal and external finance; monetary and fiscal policies; centre-state financial relations.

Readings:

1. Michael P Todaro and Stephen Smith. Economic Development, Pearson, 11th edition (2011).
2. Uma Kapila, Indian Economy since Independence, Academic Foundation, 19th edition (2009).
3. United Nations Development Programme, Human Development Report 2010, Palgrave Macmillan (2010).
4. Government of India, Economic Survey (latest)
5. Government of India, Finance Commission Report (latest)


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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 factormarkets.

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.


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3. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee, *Understanding Poverty*, Oxford University Press, 2006.
4. Thomas Schelling, *Micromotives and Macrobehavior*, W. W. Norton, 1978.
5. Albert O. Hirschman, *Exit, Voice and Loyalty: Responses to Decline in Firms, Organizations and States*, Harvard University Press, 1970.
6. Raghuram Rajan, *Fault Lines: How Hidden Fractures Still Threaten the World Economy*, 2010.
7. Elinor Ostrom, *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press, 1990.
8. Dani Rodrik, *The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist*, Oxford University Press, 2011.
9. Michael D. Bordo, Alan M. Taylor and Jeffrey G. Williamson (ed.), *Globalization in Historical Perspective*, University of Chicago Press, 2003.

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SIXTH SEMESTER DSE
(Any Two per Semester)

ECO-HE-6016: ENVIRONMENTAL ECONOMICS

Course Description

This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments. Selected topics on international environmental problems are also discussed.

Course Outline

1. Introduction

Basic concepts: Environment, Ecology, Economy and the ecosystem. Definition and scope of environmental economics, why study environmental economics. Interaction between the environment and the economy, environmental economics and ecological economics, environmental economics and resource economics. Review of microeconomics and welfare economics: the utility function, social choice mechanism, the compensation Principle and social welfare function (concepts only).

2. The Theory of Externalities

Pareto optimality or Pareto efficiency, Externalities: meaning and types of externality, market failure: meaning, market failure in the presence of externalities; market failure and public goods, is environment a public good? Property rights and the coase theorem.

3. The Design and Implementation of Environmental Policy

Environmental Policies: an overview; Nonmarket and market based instruments of Environmental Policy: command and control (CAC) approach, economic instruments like pigovian taxes and effluent fees, tradable permits and mixed instruments. Monitoring and Enforcement: What is monitoring and enforcement? Penalties, cost of abatement. Damages from pollution. Incentives to sources to comply with environmental regulations.

4. International Environmental Problems

Nature of environmental problems: transboundary pollution –Climate change, global warming, ozone depletion and bio-diversity loss; Trade and environment: pollution haven hypothesis.

5. Measuring the Benefits of Environmental Improvements

Non-Market values: use and non-use values and optional value, measurement methods: Direct method-contingent valuation and indirect method-hedonic pricing methods, value of statistical life; their applications and limitations.


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6. Sustainable Development

Conventional development model: a critique, Alternative approach: Sustainable Development and its origin, objectives of Sustainable Development, Approaches to Sustainable Development: weak sustainability, strong sustainability, Safe minimum standard approach, ecological perspective and social perspective, Rules and indicators of Sustainable Development.

Readings:

1. Charles Kolstad, *Intermediate Environmental Economics*, Oxford University Press, 2nd edition, 2010.
2. Robert N. Stavins (ed.), *Economics of the Environment: Selected Readings*, W.W. Norton, 5th edition, 2005.
3. Roger Perman, Yue Ma, James McGilvray and Michael Common, *Natural Resource and Environmental Economics*, Pearson Education/Addison Wesley, 3rd edition, 2003.
4. Maureen L. Cropper and Wallace E. Oates, 1992, —Environmental Economics: A Survey, *Journal of Economic Literature*, Volume 30:675-740.
5. Subhashini Muthukrishnan, *Economics of Environment*, PHI Learning Private Limited, 2nd edition, 2015.
6. Bhattacharyya R, *Environmental Economics*, Oxford University Press.
7. Nick Hanley, Jason F. Shogren and Ben White, *Introduction to Environmental Economics*, Oxford University Press.
8. Gautam Purkayastha, *Environmental Economics: Theory, Problems and Solutions*, Kalyani Publishers, Reprinted 2016

ECO-HE-6026: INTERNATIONAL ECONOMICS

Course Description

This course develops a systematic exposition of models that try to explain the composition, direction and consequences of international trade, and the determinants and effects of trade policy. It then builds on the models of open economy macroeconomics developed in courses 08 and 12, focusing on national policies as well as international monetary systems. It concludes with an analytical account of the causes and consequences of the rapid expansion of international financial flows in recent years. Although the course is based on abstract theoretical models, students will also be exposed to real-world examples and case studies.

Course Outline

1. Introduction

What is international economics about?, subject matter of International Economics, An overview of world trade- its changing pattern.

2. Theories of International Trade

The Ricardian theory- comparative advantage, Heckscher-Ohlin model, specific factors model, new trade theories- Leontief Paradox, factor-intensity reversal, international trade in the context of



11	BOD-HC-5016	Manoranjan Lahary
12	BOD-HC-5026	Structure of Bodo Language
13	BOD-HC-6016	Contribution of Women Writers in Bodo Literature
14	BOD-HC-6026	Cognate Languages of the Bodo

Ability Enhancement Compulsory Course (AECC)

Sl No.	Paper Code	Topic
1	BOD-AE-1014	Communicative Bodo

Generic Elective (GE)

Sl. No.	Paper Code	Topic
1	BOD-HG-1016	Textual analysis on Bodo Drama (Early Period)
2	BOD-HG-2016	Non-Fictional Prose in Bodo
3	BOD-HG-3016	Bodo Drama
4	BOD-HG-4016	Bodo Fiction

Discipline Specific Elective (DSE)

Sl. No.	Paper Code	Topic
1	BOD-HE-5016	Bodo Folk Literature
2	BOD-HE-5026	Dialects of Bodo Language
3	BOD-HE-6016	Life Writing in Bodo
4	BOD-HE-6026	Dissertation Writing

Skill Enhancement Course (SEC)

Sl. No.	Paper Code	Topic
1	BOD-SE-3014	Translation Studies
2	BOD-SE-4014	Manuscript Preparation

UG-CBCS SYLLABUS IN BODO
GAUHATI UNIVERSITY

Semester-I


BOD-HC-1016

History of Bodo Literature (Early Period)

Marks: 80

Course outcomes:

- Come to know about the contribution of the Missionaries
- Come to know about the contribution of the native speakers


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Unit:I Missionary contribution in Bodo literature	20
Unit:II Bodo Literature (post Missionary to pre-Bibar)	20
Unit:III Writings in Bibar magazine	20
Unit:IV Writings in Hathorkhi-Hala and Olongbar	20

Suggested readings:

Boro Thunlaini Zarimin-Manoranjan Lahary
History of Boro Literature-Madhu Ram Boro
Boro Thunlaini Zarimin Arw Thunlai Bizirnay-Riju Kumar Brahma
Boro Thunlaini Mohor-Dharanidhar Wary

BOD-HC-1026
Literary Criticism (Western)
Marks: 80

Course outcomes:

- Come to know about the concept of literary criticism
- Come to know about different genres of literature

Unit:I Theory and concept of literary criticism	20
Unit:II Poetry and Drama	20
Unit:III Novel and short story	20
Unit:IV New-literary theory (with special reference to modernism, postmodernism, feminism and eco-feminism)	20

Suggested readings:


Thunlai Bizirnay-Guneswar Muchahary
An Introduction to the study of Literature-H W Hudson
Modernity, Postmodernity and Neo-Sociological Theories-SL Doshi
Aspects of the Novel-E M Forster
Principles of Literary Criticism-I A Richards

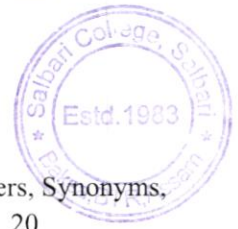
BOD-AE-1014
Communicative Bodo
Marks: 80

Course outcomes:

- Come to know about the spelling system used in writing Bodo language
- Come to know about practical application of Bodo language in different perspectives

Unit-I Spelling System in Bodo	20
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Unit-II Applied Grammar (Use of Case and Case endings, Tone, Tense and Tense Markers, Synonyms, Antonyms)	20
Unit-III Commercial Advertisement (Use of Bodo Language in Print and Electronic Media, Administrative terminology)	20
Unit-IV Essay writing (Current Issues, commercial and literary pursuits)	20

Suggested readings:

- Boro Bhasa Shiksha-Mohini Mohan Brahma
- Boro Rao- Bhaben Narzee
- Gwzwo Raokhanthi-Madhuram Boro
- Gwnang Raokhanthi-Kamal Kumar Brahma
- Boro Raokhanthi-Swarna Prabha Chainary

BOD-HG-1016

Textual Analysis on Bodo Drama (Early period)

Marks: 80

Course Outcomes:

- Come to know about the background of Bodo drama
- Come to know about old period Bodo drama

Unit:I Origin and development of old Bodo drama	20
Unit:II Dwrswn Jwhwlao-Satish Chandra Basumatary	20
Unit:III Obongni Phao- Bhaben Phwrwnggiri	20
Unit-IV Dukhashri-Upendra Narzary	20

Suggested readings:

- Theory of the Drama-A Nicoll
- Bhaothina Santhwu-Manoranjan Lahary
- Boro Phaothaini Bizirnay-Swarna Prabha Chainary
- Boro Phaothai Thunlai Bizirnay-Bhounik Ch. Boro

Semester II

BOD-HC-2016

History of Bodo Literature (Modern Period, 1952 to 2015)

Marks: 80

Course Outcomes:

- Come to know about the beginning of modern period of Bodo literature
- New trends and developments in Bodo literature

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Unit:I An introductory note on historical development of modern Bodo literature	20
Unit:II Bodo Poetry	20
Unit:III Bodo Novel and short story	20
Unit:IV Bodo Drama	20

Suggested readings:

- Boro Thunlaini Zarimin-Manoranjan Lahary
History of Boro Literature-Madhu Ram Boro
Boro Thunlaini Zarimin Arw Thunlai Bizirnay-Riju Kumar Brahma
Thunlai Bizirnay-Guneswar Muchahary
Nwizi Zwuthaini Boro Khonthai-Phukan Ch. Basumatary
Boro Solomani Bizirnay-Swarna Prabha Chainary
Boro Phaothaini Bizirnay-Swarna Prabha Chainary
Boro Phaothai Thunlai Bizirnay-Bhoumik Ch. Boro

BOD-HC-2026
Literary Criticism (Eastern)
Marks: 80

Course Outcomes:

- Come to know about theory and concept of eastern literary criticism
- Come to know about the uses of Rasa, Chanda and Alankara with special reference to Bodo literature

Unit:I History and development of eastern literary criticism	20
Unit:II Rasa	20
Unit:III Chanda	20
Unit:IV Alankara	20

Suggested readings:


- Thunlai Arw Gohena-Manoranjan Lahary
Thunlaini Bidwi Arw Gohena-Indramalati Narzaree
Boro Khonthaini Khobam Gohena Arw Bidwi- Phukan Ch. Basumatary
Sahityar Saj-Sonapati Devsarma

BOD-HG-2016
Non-fictional prose in Bodo
Marks: 80

Course Outcomes:

- Students can come to know about the changes coming in Bodo non-fictional prose from early to modern period

Unit:I Development of non-fictional prose in Bodo (early period)	20
Unit:II Development of non-fictional prose in Bodo (modern period)	20


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BOD-HC-6026

Cognate Languages of the Bodo

Marks: 80

Course outcomes:

- Come to know about Bodo group of languages and their common characteristics
- Come to know about phonology, morphology and vocabulary of Bodo group of languages

Unit-I Bodo group of Languages, Common characteristics and concentration of this group of peoples 20

Unit-II Comparative Phonology of Bodo, Garo, Dimasa, Rabha, Kokborok and Tiwa with special reference to Vowel, Consonant and use of Syllable and Tone (Glottal stop, where tone is not available)

(In this Unit students are suggested to compare the phonology of any two languages with the phonology of the Bodo Language) 20

Unit-III Comparative Morphology of Boro, Garo, Dimasa, Rabha, Kokborok and Tiwa with special reference to Structure of Noun, Pronoun, Number, Gender, Verb, Tense and Adjective

(In this Unit students are suggested to compare the morphology of any two languages with the morphology of the Bodo Language) 20

Unit-IV Comparative Vocabulary of Bodo, Garo, Dimasa, Rabha, Kokborok and Tiwa Language with introduction to the structure of Basic vocabulary and the loan words available in these languages

(In this Unit students are suggested to compare the Vocabulary of any two languages with the Vocabulary of the Bodo Language) 20

Suggested readings:

Rabha Raothap- Rabha Bhasa Parishad

Khurangnala- U V Jose

Ku.bidik- Harenda W Marak

Garo Grammar- Robins Burling

Grao Dima Pandar- Nagendra Nath Dutta


Tiwa Matpadi- V Len Kholar

Kak-Kuthumma-Prabhas C Dhar (ed.)

Anglo Dimasa Grammar and Dictionary- R R Barman (ed.)

Raoni Mohor (part-I, II & III)- Swarna Prabha Chainary & Phukan Basumatary

An Introduction to the Boro language- Phukan Basumatary


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EDU-SEC-5014
EXTENSION ACTIVITIES
Total Marks-60 (External-30 Internal-30)
Credit- 4

Course Outcome:

After completing this course, students will be able to do extension activities.

Course contents

a. Theory (2 Credits)

Units	Contents
Unit-1	Extension Activities <ul style="list-style-type: none">• Meaning, characteristics and objectives of Extension• Principles and importance of Extension• Areas of Extension Education activities• Role of higher education on Extension Activities
Unit-2	Extension Methods and Swachha Bharat Mission <ul style="list-style-type: none">• Extension Methods with particular reference to –Home visit, Group Discussion, Exhibition, Campaigning• Swachha Bharat Mission- Its objectives and components

b. Practical Work (2 credits)

Students will have to involve in any of the following extension activities –

- Visit the nearby village/area and conduct survey on educational and economic status of the community people
- Visit nearby schools and look after the teaching learning environment in the schools
- Involve in Swachha Bharat Mission
- Creating awareness of women health, politics, environment etc. in the locality

Guidelines:

- The teachers will have to guide the students in extension activities.
- Teachers will explain the concept and different types of extension activities and help the students to prepare field report.

Mode of Delivery:

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Unit-5	Programmes of distance education with special reference to- <ul style="list-style-type: none"> • Women education • Rural development • Teacher-training programme <ul style="list-style-type: none"> ➤ Pre-service ➤ In-service • Poor and underprivileged people
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Recommended Reading:

- Ansari, N.A. (1990). *Adult Education in India*. New Delhi: S. Chand and Company Ltd.
- Goswami, D. (2009). *Literacy and Development*. Guwahati: DVS publishers.
- Mathur, S. S. (1966). *A Sociological Approach to Indian Education*. Agra: Shri Vinod PushtakMandir.
- Mohanty, S. (2012). *Life Long and Adult Education*. New Delhi: Ashish Publishing House.
- Paramji, S. (Ed.) (1984). *Distance Education*. New Delhi: Sterling Publishers Pvt. Ltd.
- Saiyadain, M.S.& others (1990). *Challenges in Adult Education*. New Delhi:Macmillian India Ltd.
- Sharma, Madhulika (2006). *Distance Education, Concepts and Principles*. New Delhi:Kanishka Publishers.



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Skill Enhancement Elective Courses

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

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

HIS –SE-4014: Oral Culture and Oral History

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

Lecture : 03; Tutorial : 01 (per week)

Course Outcome:

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

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

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

[a] : Tourism – Concept, meaning and significance

[b] : Different types of Tourism

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

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

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

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

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

Unit III : Architectural Heritage

[a] : Dimapur, Kasomari, Maibong, Khaspur

[b] : Charaideo, Garhgaon, Sivasagar and Rangpur

[c] : Ujayanta palace, Neer Mahal

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

[e] : Kangla fort

Unit IV : Fairs and festivals of the North – East


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

Readings :

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

HIS –SE-4014: Oral Culture and Oral History

Lecture : 03; Tutorial : 01 (per week)

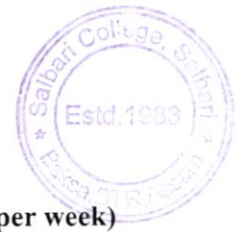
Course Outcome:

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

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

Unit I. Concepts:

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

Lectures : 5; Tutorial : 1 (per week)

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

Unit I: Society and Economy in Early Assam

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

Unit II: Society in Medieval Assam

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

Unit III: Economy in Medieval Assam

- [a] Agriculture and Land System – Classification and Ownership of Land
- [b] Land Revenue and other Taxes
- [c] Trade and Commerce – Export and Import, Trade routes
- [d] Medium of Trade
- [e] Economic Relation between the Hills and the Valley : the *Posa* system.

Unit IV: Economy in Colonial Assam

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

Unit V :Society in Colonial Assam

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

Readings:

- Barpujari, H.K.: (ed) :*The Comprehensive History of Assam*, Vol. I, III, IV & V.
Barua B.K. :*A Cultural History of Assam*
Baruah, S.L. :*A Comprehensive History of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985
Gogoi Nath, Jahnabi :*Agrarian System of Medieval Assam*, New Delhi-2002


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Guha, Amalendu : *Planters Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam 1826-1947*
Choudhury, P.C. : *History of Civilization of the People of Assam to the Twelfth Century A.D.*
Gait, E.A. : *A History of Assam.*
Guha, Amalendu : *Medieval and Early Colonial Assam.*
Medhi, S. B : *Transport System and Economic Development in Assam*, Publication Board, Assam.
Mahanta, P.K., *Asomiya Madhyabritiya Srenir Itihas*
Nath, D : *Religion and Society in North East India*, DVS, Guwahati, 2011
Rhodes, N. and Bose, S.K. : *The Coinage of Assam, Vol. I, Pre-Ahom Period, Vol. II, Ahom Period*
Saikia, Rajen : *Social and Economic History of Assam (1853- 1921).*
Sarma, S.N. : *Socio Economic and Cultural History of Medieval Assam*, Guwahati, 1989
Sharma, Monorama : *Social and Economic Change in Assam: Middle Class Hegemony*




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[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*

HIS –HE-6026 : ASSAM SINCE INDEPENDENCE

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: Students will be able to assess the aftermath of Partition and other socio-economic developments in post-independence Assam upon completion of this course. They will also be able to identify the main currents of political and socio-economic development in Assam after India's independence and the causes and impact of various struggles and movements in contemporary Assam.

Unit I- Political developments

- [a] Political changes and impact of partition
- [b] Administrative Re-organisation.
- [c] Indo-China War (1962)
- [d] Electoral politics in Assam
- [e] Independence of Bangladesh and its impact on Assam

Unit II- Economic developments

- [a] Economic impact of the Partition
- [b] Revenue policies
- [c] Five year plans
- [d] Industrialisation and Urban Development
- [e] Demographic Changes
- [f] Transport and communication

Unit III : Movements and Ethnic Resurgence :

- [a] Growth of middle class
- [b] Language movement


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- [c] Refinery Movement
- [d] Assam Movement
- [e] Ethnic Resurgence and movement for autonomy; insurgency

Unit IV: Environmental issues :


- [a] Natural disasters : earthquake of 1950, flood, erosion.
- [b] Land policies and land hunger
- [c] Development and environment
- [c] Big dam issue
- [d] Development, Displacement and natural resources.

Unit V- Cultural development

- [a] Activities of The Assam Sahitya Sabha,
- [b] Development of Media (print and electronic), the All India Radio.
- [c] Development of Education : Elementary, Secondary and Higher
- [d] Women's Movements : Mahila Samiti, Asam Lekhika Somaroh

Readings (tentative):

- Baruah, S.L. : *A Comprehensive History of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985
- Baruah, S.L. (ed) : *Status of Women in Assam with Special Reference to Non-tribal Societies*
- Deka, Meeta : *Women's Agency and Social Change : Assam and Beyond*, Sage Publications, 2013
- Goswami, P.C., *Economic Development of Assam*
- Hussain, Monirul, *The Assam Movement: Class, Ideology and Identity*, 1993
- Medhi, S. B : *Transport System and Economic Development in Assam*, Publication Board, Assam.


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**Ability Enhancement Compulsory Course (AECC–Environment Studies)
as per UGC CBCS System, implementing in UG Courses under Bodoland
University
(For SEM-II of all Honours and Regular Courses)**

Unit 1:

Introduction to environmental studies

- (a) Multidisciplinary nature of studies;
 - (b) Scope and importance; concept of sustainability and sustainable development.
- (2 lectures)**

Unit 2: Ecosystems

• What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems:

- (a) Forest ecosystem
 - (b) Grassland ecosystem
 - (c) Desert ecosystem
 - (d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)
- (4 lectures)**

Unit 3: Natural Resources: Renewable and Non--renewable Resources

- (a) Land resources and land use change; land degradation, soil erosion and desertification.
 - (b) Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
 - (c) Water: Use and over--exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter--state).
 - (d) Energy resources: Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.
- (4 lectures)**

Unit 4: Biodiversity and Conservation

- (a) Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots
 - (b) India as a mega--biodiversity nation; Endangered and endemic species of India
 - (c) Threats to biodiversity: Habitat loss, poaching of wildlife, man--wildlife conflicts, biological invasions; Conservation of biodiversity: In--situ and Ex--situ conservation of biodiversity.
 - (d) Ecosystem biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.
- (4 lectures)**

Unit 5: Environmental Pollution

- (a) Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution
- (b) Nuclear hazards and human health risks



- (c) Solid waste management: Control measures of urban and industrial waste.
- (d) Pollution case studies. **(4 lectures)**

Unit 6: Environmental Policies & Practices

- (a) Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- (b) Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- (c) Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

(4 lectures)

Unit 7: Human Communities and the Environment

- (a) Human population growth: Impacts on environment, human health and welfare.
- (b) Resettlement and rehabilitation of project affected persons; case studies.
- (c) Disaster management: floods, earthquake, cyclones and landslides.
- (d) Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.
- (e) Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- (f) Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

(6 lectures)

Unit 8: Field work

- (a) Visit to an area to document environmental assets: river/forest/flora/fauna, etc.
- (b) Visit to a local polluted site---Urban/Rural/Industrial/Agricultural.
- (c) Study of common plants, insects, birds and basic principles of identification.
- (d) • Study of simple ecosystems---pond, river, Delhi Ridge, etc. **(Equal to 4 lectures)**

Suggested Readings:

1. Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
3. Gleeson, B. And Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
4. Gleick, P. H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339: 36-37.



7. McCully, P. 1996. *Rivers no more: the environmental effects of dams* (pp. 29--64). Zed Books.
8. McNeill, John R. 2000. *Something New Under the Sun: An Environmental History of the Twentieth Century*.
9. Odum, E.P., Odum, H.T. & Andrews, J. 1971. *Fundamentals of Ecology*. Philadelphia: Saunders.
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. *Environmental and Pollution Science*. Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. *Waste Water Treatment*. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. *Environment*. 8th edition. John Wiley & Sons.
13. Rosencranz, A., Divan, S., & Noble, M. L. 2001. *Environmental law and policy in India*. Tripathi 1992.
14. Sengupta, R. 2003. *Ecology and economics: An approach to sustainable development*. OUP.
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. *Conservation Biology: Voices from the Tropics*. John Wiley & Sons.
17. Thapar, V. 1998. *Land of the Tiger: A Natural History of the Indian Subcontinent*.
18. Warren, C. E. 1971. *Biology and Water Pollution Control*. WB Saunders.
19. Wilson, E. O. 2006. *The Creation: An appeal to save life on earth*. New York: Norton.
20. World Commission on Environment and Development. 1987. *Our Common Future*. Oxford University Press.

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DETAILED SYLLABUS

SEMESTER I

Compulsory Core: English I

DSC 1A: Individual and Society

ENG-CC-1016

English I

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

The aim of this course (English I and II) is to provide the student an opportunity to read and respond to representations of issues in contemporary life and culture in the English language. The selection of texts is aimed to present themes and topics that are stimulating, insightful and informative. Each paper will have a grammar section of 10 marks. Students having English as their Major subject will have to answer questions on a text indicated in the syllabus, instead of the grammar section. Internal assessment in these two papers may be in the form of an objective-type test.

Prose:

60 Marks

Texts:

- Arthur Miller: *All my Sons*
- George Orwell (1903-1950): 'Shooting an Elephant'
- D.H. Lawrence: 'The Woman Who Rode Away'
- Manoj Das (1934-): 'The Misty Hour'
- Munin Barkotoki (1915-1995): 'Krishna Kanta Handiqui'
- Rohinton Mistry (1952-): 'Running Water'
- Michael Ondaatje (1943-): 'Angulimala'
- Salman Rushdie: 'Good Advice is Rarer than Rubies'

Grammar:

20 Marks

- Make sentences using common phrases and idioms
- Common Errors: To be answered as directed
- Correct use of verbs, tenses, prepositions, etc.
- Comprehension

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GE I

ENG-RG-5016

Contemporary India: Women and Empowerment

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

Course Objectives/Course Description: This course will look at Women's Issues in India in the light of the various historical and social contexts. It will trace the evolution of Women's Empowerment both in terms of policy and discourse in postcolonial, contemporary India and at the same time try to locate the women's position in earlier times.

The course aims to:

- Study the position of women in pre-colonial times
- Show how colonial modernity impacts women
- Study the impact of nationalism on women
- Track the Women's movement and Empowerment issues in contemporary India

Course Outcome:


The learner will be equipped with:

- A historical understanding of the space accorded to women in India through history
- An understanding of the manner in which the social construction of gender comes about.
- The ability to critique the given and stereotypical notions of such constructions.

UNIT 1: Social Construction of Gender

(15)

- Masculinity and Femininity
- Patriarchy
- Women in Community


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UNIT 2: History of Women's Movements in India (Pre & Post Independence) (20)

- Women and Nation
- Women and the Partition
- Women, Education and Self-fashioning
- Women in the Public and Private Spaces



UNIT 3: Women and Law (15)

- Women and the Indian Constitution
- Personal Laws (Customary practices on inheritance and Marriage)
- Workshop on legal awareness

UNIT 4: Women's Body and the Environment (15)

- State interventions, Khap Panchayats
- Female foeticide, Domestic violence, Sexual harassment
- Eco-feminism and the Chipko Movement

UNIT 5: Female Voices (15)

- Kamala Das: "The Old Playhouse"
- Mahashweta Devi: *Mother of 1084*
- Krishna Sobti: *Zindaginama*

Recommended Reading:

- Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India*
- Kumkum Sanagari, *Recasting Women: Essays in Colonial History*
- Judith Walsh, *Domesticity in Colonial India: What Women Learned When Men Gave Them Advice*
- Tanika and Sumit Sarkar, *Women and Social Reform in Modern India- Vol 1 & Vol 2*
- Nivedita Menon, *Gender and Politics in India: Themes in Politics*
- Vandana Shiva & Maria Mies, *Ecofeminism*

SEMESTER VI


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This paper will introduce students to the relationship between language, literature and culture. Language varies according to the culture and world view of the group in which it is used. The language used in literature also has certain features which distinguish it from the language of everyday communication. Keeping these aspects in mind, students will study the following topics:

- Speech community
- Concept of dialect
- Register and style
- Diglossia
- Bilingualism and multilingualism
- Language and gender
- Style in literature: cohesion, word-choice, point of view, figures of speech, the concept of genre.



Recommended Reading:

- Romaine, Suzanne. *Language in Society: An Introduction to Sociolinguistics*. OUP, 1994
- Trudgill, Peter. *Sociolinguistics: An Introduction to Language and Society*, 1995 Revised edition.
- Toolan, Michael. *Language in Literature: An Introduction to Stylistics*, London: Arnold, 1998
- Carter, R.(ed) *Language and Literature: An Introductory Reader in Stylistics*. London: Allen and Unwin, 1982
- Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press, 1995

IV. Ability Enhancement Compulsory Course

Paper 1: English/MIL Communication Credits: 4
(ENG-AE-1014: English Communication)

Paper 2: Environmental Studies Credits: 4

V. Skill Enhancement Course (Two Papers)

Note: There will be a common pool of papers in the Skill Enhancement Courses for both BA English Honours and BA English. These papers are designed in such a way that they can be taught in both BA English Honours and BA English (Regular). The SEC papers for Semesters III and IV in both BA English Honours and BA English will be common even though they will have separate course codes for the two programmes. These papers may be taught in classes common to both the Honours and the Regular students.



- About mystic and romantic poems composed during the period
- About the poems composed to bring social awareness among the mass

Unit-I Trend of Bodo Poetry (from inception to 1952)	20
Unit-II	20
a. Angni Khwina- Rupnath Brahma	
b. Khathi Gasa- Khitish Bhusan Brahma	
c. Dani Boro Phisa- Madaram Brahma	
d. Mwdwi- Ishan Moshahary	
Unit-III	20
a. Thwinay –Pramod Ch. Brahma	
b. Baidi Mwzang Khwurang- Kali Kumar Lahary	
c. Habilas-Nileswar Brahma	
d. Bathu Baraya Makhu Khurzidung- Prasanna Kumar Boro Khakhluary	
Unit-IV	20
a. Eroino Din Thanga-Ratiram Brahma	
b. Sikhangdo- Surendra Nath Brahma	
c. Zakhangdo- Jaladhar Brahma	
d. Angni Simang- Maniram Songphramnary	

Suggested readings:


Thunlai arw Sansri –Brajendra Kr. Brahma
Zothai Bidang- Mangalsing Hazowary
Boro Thunlaini Mohor Musri-Anil Boro
Nwizi Zwuthaini Boro Khonthai – Phukan Ch. Basumatary

BOD-HC-3036
Introduction to Culture
Marks: 80

Course Outcomes:

- Come to know about the general concept of culture
- The relation between folklore and society
- About diffusion, acculturation and assimilation of culture

Unit-I Definition of Culture, Characteristics of Culture, Society and Culture, Culture and Civilization, Language and Culture	20
Unit-II Folklore and Folk-society, Folklore and its sub-genres	20
Unit-III Folk religion, folk beliefs and superstition (analysis may be done from the folkloristic point of view)	20
Unit-IV Process of cultural diffusion, acculturation and assimilation	20


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Suggested readings:

Boro Kocharir Samaj aru Sanskriti-Bhaben Narzee
Lok-Sanskriti- Nabin Chandra Sarma
Aspects of Social Customs of the Bodos-Dr. Kameswar Brahma
Folk Literature of the Boros- Dr. Anil Boro



BOD-SE-3014

Translation Studies

Marks: 80

Course outcomes:

- Come to know about theory, concept and types of translation
- Come to learn about different types of translation into Bodo

Unit: I Theory, concept and types of Translation	20
Unit: II Translation of Advertisement from Print and Electronic Media into Bodo	20
Unit: III Translation: News Item, Essay and Interview	20
Unit: IV Review on Suitability and Acceptability of the translated Book "Wings of Fire" By Dr. A P J Abdul Kalam	20

Suggested readings:

Tulanamulak Sahitya Aru Anubad Bichar-Niranjana Mahanta Bezborra
Translation Today-Uday Narayan Sing & PP Giridhar

BOD-HG-3016

Bodo Drama

Marks-80


Course Outcomes:

- Students can learn about different types of drama in Bodo literature
- About influence of Assamese and Bangla drama in Bodo literature
- Can come to know about few selected dramas in Bodo

Unit:I Origin and development of Bodo drama	20
Unit:II Influence of Assamese and Bangla drama in old Bodo drama	20
Unit:III Horbadi Khwmsi-Kamal Kr. Brahma	20
Unit:IV Onlaynaya Zewaribadi Gwtharmwn- Dr. Premananda Moshahary	20

Suggested readings:

Theory of Drama-A Nicoll
Bhaothina Santhwu-Manoranjan Lahary


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Unit-I The term Bodo, origin and development of the Bodo language, demographic composition and concentration of the Bodos	20
Unit-II Characteristics and present status of Bodo language	20
Unit-III Linguistic impact of other languages on Bodo in case of phonology, morphology, syntax and vocabulary	20
Unit-IV Language variation (in this unit topics like idiolect, dialect, difference between dialect and idiolect, standard language, process of standardization are to be included)	20

Suggested readings:

- Structure of Boro Language-Madhu Ram Boro
- Gwnang Raokhanthi-Kamal Kumar Brahma
- Raoni Mohor (Part-I, II & III)-Swarna Prabha Chainary & Phukan Basumatary
- Boro Raokhanthi-Swarna Prabha Chainary
- An Introduction to the Boro Language-Phukan Basumatary

BOD-HC-4036

Bodo Culture

Marks: 80


Course outcomes:

- Come to know about Bodo society and culture
- About cultural elements of the Bodos

Unit-I The Bodo society and trait of Bodo Folk-culture, its traditionalism and prospect of continuity	20
Unit-II Food habits of the Bodos	20
Unit-III Material Culture	20
Unit-IV Social folk-customs, fairs and festivals of the Bodos	20

Suggested readings:

- Boro Kacharir Samaj Aru Sanskriti- Bhaben Narzee
- Lok-Sanskriti-Nabin Chandra Sarma
- Aspects of Social Customs of the Bodos- Dr. Kameswar Brahma
- Folk Literature of the Boros-Dr. Anil Boro


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Unit:I Missionary contribution in Bodo literature	20
Unit:II Bodo Literature (post Missionary to pre-Bibar)	20
Unit:III Writings in Bihar magazine	20
Unit:IV Writings in Hathorkhi-Hala and Olongbar	20

Suggested readings:

- Boro Thunlaini Zarimin-Manoranjan Lahary
- History of Boro Literature-Madhu Ram Boro
- Boro Thunlaini Zarimin Arw Thunlai Bizirnay-Riju Kumar Brahma
- Boro Thunlaini Mohor-Dharanidhar Wary

BOD-HC-1026
Literary Criticism (Western)
Marks: 80

Course outcomes:

- Come to know about the concept of literary criticism
- Come to know about different genres of literature

Unit:I Theory and concept of literary criticism	20
Unit:II Poetry and Drama	20
Unit:III Novel and short story	20
Unit:IV New-literary theory (with special reference to modernism, postmodernism, feminism and eco-feminism)	20

Suggested readings:


- Thunlai Bizirnay-Guneswar Muchahary
- An Introduction to the study of Literature-H W Hudson
- Modernity, Postmodernity and Neo-Sociological Theories-SL Doshi
- Aspects of the Novel-E M Forster
- Principles of Literary Criticism-I A Richards

BOD-AE-1014
Communicative Bodo
Marks: 80

Course outcomes:

- Come to know about the spelling system used in writing Bodo language
- Come to know about practical application of Bodo language in different perspectives

Unit-I Spelling System in Bodo	20
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Unit-II Applied Grammar (Use of Case and Case endings, Tone, Tense and Tense Markers, Synonyms, Antonyms)	20
Unit-III Commercial Advertisement (Use of Bodo Language in Print and Electronic Media, Administrative terminology)	20
Unit-IV Essay writing (Current Issues, commercial and literary pursuits)	20

Suggested readings:

Boro Bhasa Shiksha-Mohini Mohan Brahma
 Boro Rao- Bhaben Narzee
 Gwzwo Raokhanthi-Madhuram Boro
 Gwnang Raokhanthi-Kamal Kumar Brahma
 Boro Raokhanthi-Swarna Prabha Chainary



BOD-HG-1016
Textual Analysis on Bodo Drama (Early period)
Marks: 80

Course Outcomes:

- Come to know about the background of Bodo drama
- Come to know about old period Bodo drama

Unit:I Origin and development of old Bodo drama	20
Unit:II Dwrswn Jwhwlao-Satish Chandra Basumatary	20
Unit:III Obongni Phao- Bhaben Phwrwnggiri	20
Unit-IV Dukhashri-Upendra Narzary	20

Suggested readings:


Theory of the Drama-A Nicoll
 Bhaothina Santhwu-Manoranjan Lahary
 Boro Phaothaini Bizirnay-Swarna Prabha Chainary
 Boro Phaothai Thunlai Bizirnay-Bhoumik Ch. Boro

Semester II

BOD-HC-2016
History of Bodo Literature (Modern Period, 1952 to 2015)
Marks: 80

Course Outcomes:

- Come to know about the beginning of modern period of Bodo literature
- New trends and developments in Bodo literature


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UNIT: IV Dialects used in Bodo Literature

20

- a. Bathu Nam Bwikhaguni Gidu- Prasanna Lal Boro Khakhluary
- b. Jwngthi-Dhireswar Boro Narzee
- c. Gwkha, Gwdwi arw Gwbab- Bidyut Basumata



Suggested readings:

Boro Khuga Rao Buthumnayni Swmwndwi-Koklabari Primary Bodo Sahitya Sabha
Dialectology-J K Chambers & Peter Trudgill

Semester-VI

BOD-HC-6016

Contribution of women writers in Bodo literature

Marks: 80

Course Outcomes:

- Come to know about women writings in Bodo
- Contribution of women writers in different genres of literature

Unit:I What is women literature, why women literature, significance of women literature	20
Unit:II Women contribution in Bodo poetry	20
Unit:III Women contribution in Bodo short story	20
Unit:IV Women contribution in Bodo novel	20


Suggested readings:

Ziuli-Rita Boro (ed.)

Gambari-Jwishri Boro (ed.)

Signifying self: women and literature-Malashri Lal & others (ed.)

Interpreting homes in South Asian literature-Malashri Lal & Sukrita Paul Kumar


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POL SE 3014 Parliamentary Procedures and Practices

Course Objective: The course attempts to make the students familiar with legislative practices in India with an orientation to equip them with the adequate skills of participation in deliberative processes and democratic decision making. The introductory unit of the course aims to provide basic understanding on the constitutional provisions related to the process of legislations as well as the kinds of bills. The second unit of this course seeks to enhance proper understanding related to the procedures, practices related to the passage of a bill from drafting to that of the passing of the Bill. Third unit is about different Committees in the House, and the Fourth unit is on hours and motions in the House.

Course outcomes:

- To help students in understanding the practical approaches to legislative practices and procedures,
- To make students understand the procedures and processes related to drafting a Bill and the passage of the Bill,
- To enable students to have an understanding of the importance of Parliamentary Committees,
- To make students learn about the basic functioning of Parliament.

I. Constitutional Provisions and Kinds of Bills (10 lectures)

Constitutional provisions of legislative procedures: Articles 107-22

Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills

II. Drafting, Introductions and Readings of the Bills: Procedures and Processes (14 lectures)

Drafting of the Bill

First Reading and Departmental Standing Committee

Second Reading

Third Reading

Passage of the Bill

Consent by the President

Gazette Notifications

III. Parliamentary Committees: Composition and Functioning (14 lectures)

Departmental Standing Committees

Select Committees

Joint Parliamentary Committees

Public Accounts Committee

Committee on Privilege

Business Advisory Committee

Ethics Committee

IV. Motions and Hours in the House (10 lectures)

Question Hour

Zero Hour

Calling Attention Motion

Adjournment Motion

Privilege motion,

Censure motion,

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'No-confidence' motion,
Cut motion



Modalities for Practical Component: Project Report/Field Study Report based on any activity i.e. visit to Assembly / District Administration/any other important places, Conducting Mock Parliament, Debate / Speech etc.

READING LIST

- Kapur D. and P. Mehta eds. (2005), *Public Institutions in India: Performance and Design*, New Delhi, Oxford University Press.
- Kaul, M. N. & S. L. Shakhder (2016), *Practice and Procedure of Parliament*, New Delhi, Lok Sabha Secretariat
- Mehra, A.K. ed. (2017), *The Indian Parliament and Democratic Transformation*, New Delhi, Routledge.
- Basu, D.D. (2006), *Introduction to the Constitution of India*, Nagpur, Wadhwa & Co.
- Kapur, D., Mehta, P. & Vaishnav, M. eds. (2017), *Rethinking Public Institution in India*, New Delhi, Oxford University Press.
- Kashyap, S. (2000), *Reviewing the Constitution*, New Delhi, Shipra Publication. _____.
- (2003), *Blueprints of Political Reforms*, New Delhi, Shipra Publication. _____.
- (2015), *Our Parliament*, New Delhi, NBT.
- Malhotra, G. (2002), *Fifty years of Indian Parliament*, New Delhi, Lok Sabha Secretariate
- Mehra, A.K. & Kueck G.W. eds. (2003), *The Indian Parliament: A Comparative Perspective*, New Delhi, Konark Publishers.
- Prakash, A.S. (1995), *What Ails Indian Parliament*, New Delhi, Harper & Collins.
- Pai, Sudha & Kumar, A. Eds. (2014), *The Indian Parliament: A Critical Appraisal*, New Delhi, Orient BlackSwan.
- Shankar, B. & Rodriguez V. (2011), *The Indian Parliament: A Democracy at Work*, New Delhi, Oxford University Press.
- Singh, D. (2016), *The Indian Parliament: Beyond the Seal and Signature of Democracy*, Gurgaon, India, Universal Law Publishing.

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POL RE 5016 Public Administration-I

Course outcomes:

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

UNIT 1: Introduction (15 lectures)

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

UNIT 2: Administrative Theories (15 lectures)

- Scientific Management Theory
- Bureaucratic Theory

UNIT 3: Principles of Organization (15 lectures)

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

UNIT 4: Structure of Organization (15 lectures)

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

Readings:

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

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POL RG 5016 Public Administration-I



Course outcomes:

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

UNIT 1: Introduction (15 lectures)

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

UNIT 2: Administrative Theories (15 lectures)

- Scientific Management Theory
- Bureaucratic Theory

UNIT 3: Principles of Organization (15 lectures)

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

UNIT 4: Structure of Organization (15 lectures)

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

Readings:

Avasthi and Maheswari: *Public Administration*, Laxmi Narayan, 2009

Maheswari, S.R.: *Administrative Theory*, Macmillan India Ltd.

Tyagi, A.R.: *Public Administration*, Atma Ram and Sons, Delhi

Fadia B.L., and Kuldeep,: *Public Administration*, SahityaBhawan Publication, Agra, 2008

Bhattacharya Mohit: *Public Administration*, World Press, 2007

Chakrabarty, BidyutBhattacharya Mohit: *Public Administration: A Reader*, Oxford University Press, 2003

Basu, Rumki: *Public Administration: Concepts and Theories*, Sterling Publishers Pvt. Ltd, 2004


Hazarika, N., *SnatakLok-Prasasan*(Assamese), Students' Stores, Guwahati, 2001.

Sapru R.K. : *Administrative Theories and Management Thought*, Prentice Hall of India Pvt. Ltd., 2008

Baghel C.L., Kumar, Y., *Public Administration* (two volumes), Kanishka Publishers, New Delhi, 2005

Sapru, Radhakrishnan. (2018). *Indian Administration: A Foundation of Governance*, New Delhi: Sage Publications

Chakrabarty, B. & Chand, P. (2016), *Indian Administration: Evolution and Practice*, New Delhi: Sage Publications


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[b] Post-Mauryan Polities : Kushanas, Satavahanas, Gana Sanghas.

Unit III. Towards early medieval India [circa CE fourth century to CE 750]:

- [a] Agrarian expansion: land grants, changing production relations; graded Land rights and peasantry.
- [b] The problem of urban decline: patterns of trade, currency, and urban Settlements.
- [c] Varna, proliferation of *jatis*: changing norms of marriage and property.
- [d] The nature of polities: the Gupta empire and its contemporaries.
- [e] Post- Gupta polities - Pallavas, Chalukyas, and Vardhanas

Unit IV. Religion, philosophy and society (circa 300 BCE- CE 750):

- [a] Consolidation of the brahmanical tradition: dharma, Varnashram, Purusharthas, samskaras.
- [b] Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.
- [c] The beginnings of Tantricism

Unit V. Cultural developments (circa 300 BCE - 750 CE):

- [a] A brief survey of Sanskrit, Pali, Prakrit and Tamil literature; Scientific and technical treatises
- [b] Art and architecture & forms and patronage; Mauryan, post- Mauryan, Gupta, post-Gupta

Readings:

- B. D. Chattopadhyaya, *The Making of Early Medieval India*, 1994.
- D. P. Chattopadhyaya, *History of Science and Technology in Ancient India*, 1986.
- D. D. Kosambi, *An Introduction to the Study of Indian History*, 1975.
- S. K. Maity, *Economic Life in Northern India in the Gupta Period*, 1970.
- B. P. Sahu (ed), *Land System and Rural Society in Early India*, 1997.
- K. N. Sastri, *A History of South India*.
- R. S. Sharma, *Indian Feudalism*, 1980.
- R.S.Sharma, *Urban Decay in India, c.300- c.1000, Delhi*, Munshiram Manohar Lal, 1987
- Romila Thapar, *Asoka and the Decline of the Mauryas*, 1997.
- Susan Huntington, *The Art of Ancient India: Buddhist, Hindu, and Jain*, New York, 1985.

**HIS-HC-2026 : SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE
MEDIEVAL WORLD**

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: After the completion of this course, the students will be able to analyse and explain the historical socio-political, administrative and economic patterns of the medieval world. They will be able to describe the emergence, growth and decline of various politico-administrative and economic patterns and the resultant changes therein.

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Unit I. Roman Republic:I

- [a] Roman Empire
- [b] Slave society and Agrarian economy
- [c] Trade and Urbanization in Roman Empire

Unit II. Roman Republic:II

- [a] Religion and Culture in Ancient Rome
- [b] Crisis of the Roman Empire
- [c] External Factors of decline of Roman Empire

Unit III. Economic developments in Europe from the 7th to the 14th centuries:

- [a] Organization of production, towns and trade.
- [b] Technological developments.
- [c] Crisis of feudalism.

Unit IV. Religion and culture in medieval Europe:

- [a]Expansion of Christianity
- [b]Development of the Catholic Church
- [c]Religion, Culture and Society in Medieval Europe

Unit V. Societies in Central Islamic Lands:

- [a] The tribal background, *Ummah*, Caliphate ; rise of Sultanates
- [b] Religious developments: Sharia, Mihna, Sufism
- [c] Urbanization and trade

Readings:

- Perry Anderson, *Passages from Antiquity to Feudalism*.
Marc Bloch, *Feudal Society*, 2 Vols.
Cambridge History of Islam, 2 Vols.
Georges Duby, *The Early Growth of the European Economy*.
Fontana, *Economic History of Europe*, Vol. I (relevant chapters).
P. K. Hitti, *History of the Arabs*.
P. Garnsey and Saller, *The Roman Empire*.
S. Ameer Ali, *The Spirit of Islam*.
J. Barraclough, *The Medieval Papacy*.
Encyclopedia of Islam, 1st ed., 4 vols.
M. G. S. Hodgson, *The Venture of Islam*.

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Inscriptions, AD 850 -1800

Derryl N. Maclean, *Religion and Society in Arab Sindh.*

Irfan Habib, *Medieval India: The Study of a Civilization.*

Richard Davis *Lives of Indian Images.*

Romila Thapar, Somanatha: *The Many Voices of a History.*

John S. Deyell, *Living Without Silver: The Monetary History of Early Medieval North India.*

Vijaya Ramaswamy, *Walking Naked: Women, Society, and Spirituality in South India.*

Burton Stein, *Peasant State and Society in Medieval South India.*

R. Champakalakshmi, *Trade, Ideology and Urbanization: South India, 300 BC to 1300 AD.*

Al. Beruni's India, NBT edition..

S C Mishra, *Rise of Muslim Communities in Gujarat.*

J. Schwartzberg, *Historical Atlas of South Asia.*

HIS-HC-3026: RISE OF THE MODERN WEST – I

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: On completion of this course, the students will be able to explain the major trends and developments in the Western world between the 14th to the 16th century CE. They will be able to explore and analyse the significant historical shifts and events and the resultant effects on the civilizations of Europe in the period.

Unit I. Transition from feudalism (to capitalism):

- [a] concepts of feudalism; regional variations
- [b] The Crisis of Feudalism
- [c] Economic Crisis : commercial decline, decay of towns and epidemics
- [d] The transition debate : Maurice Dobb and Paul Sweezy; Marc Bloch, Georges Duby; the Brenner Debate

Unit II. Geographical explorations and early colonial expansion:

- [a] Factors and motives behind voyages and explorations
- [b] the conquests of the Americas:
- [c] beginning of the era of colonization;
- [d] mining and plantation; the African slaves.

Unit III. Renaissance:

- [a] Origins and impact
- [b] Humanism in Renaissance
- [c] Re-discovery of Classics
- [d] Italian influence on Art, Architecture, Culture, Education and Polity; Northern Humanism

Unit IV. Reformation in the 16th century: Origin and impact

- [a] Martin Luther, John Calvin, Zwingli
- [b] The Radical Reformation: Anabaptists, Huguenots
- [c] English Reformation and the state
- [d] Counter Revolution



Unit V. Economic developments of the sixteenth century: Shift of economic balance from the Mediterranean to the Atlantic; agricultural revolution, Enclosure movement; Commercial Revolution; Influx of American silver and the Price Revolution.

Readings:

- T.S. Aston and C. H. E. Philpin (eds.), *The Brenner Debate: Agrarian Class structure and Economic Development in Pre-industrial Europe*, Cambridge University Press. 2005
- H. Butterfield, *The Origins of Modern Science*.
- Carlo M. Cipolla, *Fontana Economic History of Europe*, Vols. II and III. Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy. 1000 -1700*. 3rd ed. (1993)
- D. C. Coleman (ed.), *Revisions in Mercantilism*.
- Ralph Davis, *The Rise of the Atlantic Economics*.
- Maurice Dobb, *Studies in the Development of Capitalism*.
- J. R. Hale, *Renaissance Europe*.
- R. Hall, *From Galileo to Newton*.
- Christopher Hill, *A Century of Revolutions*.
- Rodney Hilton, *Transition from Feudalism to Capitalism*.
- H. G. Koenigsberger and G. L. Mosse, *Europe in the Sixteenth Century*.
- Stephen J. Lee, *Aspects of European History, 1494 - 1789*.
- G. Parker, *Europe in Crisis. 1598- 1648*.
- G. Parker and L. M. Smith, *General Crisis of the Seventeenth Century*.
- J. H. Parry, *The Age of Reconnaissance*.
- Meenaxi Phukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.
- V. Poliensiky, *War and Society in Europe, 1618 - 48*.
- Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.
- V. Scammell, *The First Imperial Age: European Overseas Expansion, 1400 - 1715*.
- Jan de Vries, *Economy of Europe in an Age of Crisis 1600 û 1750*.
- M. S. Anderson, *Europe in the Eighteenth Century*.
- Perry Anderson, *The Lineages of the Absolutist State*.
- Stuart Andrews, *Eighteenth Century Europe*.
- B. H. Slicher von Bath, *The Agrarian History of Western Europe. AD.500 - 1850*.
- The Cambridge Economic History of Europe. Vol. I - VI*.
- James B. Collins, *The State in Early Modern France: New Approaches to European History*.
- G. R. Elton, *Reformation Europe, 1517 û 1559*.
- M. P. Gilmore, *The World of Humanism. 1453 -1517*.
- Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*.
- J. Lynch, *Spain under the Hapsburgs*.
- Peter Mathias, *First Industrial revolution*.
- Harry Miskimin, *The Economy of Later Renaissance Europe: 1460 -1600*.
- Charles A. Nauert, *Humanism and the Culture of the Renaissance*(1996).
- The New Cambridge Modern History of Europe, Vols. I -VII.
- L. W. Owie, *Seventeenth Century Europe*.
- D. H. Pennington, *Seventeenth Century Europe*.
- F. Rice, *The Foundations of Early Modern Europe*.

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[d] Religious Policy of the Mughals

Unit: IV

- [a] Rise of Maratha power under Shivaji.
- [b] Disintegration of the Mughal Empire
- [d] Mughal Administration : *mansabdari* and *jagirdari* System.
- [e] Aspects of society and economy during the Mughal period : agriculture, trade and commerce

Unit: V

- [a] Syncretism in medieval India: religion, literature, art and architecture
- [b] Bhakti movement : Nanak, Kabir and Mirabai
- [c] Sufism : Different *Silsilahs*

Text Books:

- Chandra, Satish : *Medieval India from Sultanat to the Mughals*, Vols. I, II
- Tripathy, R. P. : *Rise and fall of the Mughal Empire*
- Majumdar, R.C. (ed) : *The History and Culture of the Indian People*, Vols. VI
- Asraf, K.M : *Life and Conditions of the People of Hindusthan*
- Chitnis, K.N. : *Socio- Economic History of Medieval India*
- Habib, Irfan : *Agrarian System of Mughal Empire*
- Habib, M & Nizami : *Comprehensive History of India*, Vol.V
- Mehta, J.L. : *Advanced Study in History of Medieval India*, Vol. I & II
- Nizami, K.A. : *Studies in Medieval Indian History and Culture*
- Rashid, A : *Society and Culture in Medieval India*
- Rizvi, S.A.A. : *The Wonder that was India*, Part-II
: *A History of Sufism in India*

HIS –HG-3016 : HISTORY OF INDIA (c. 1757 to 1947)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: Upon completion of this course, students will be able to understand the major factors that led to the establishment and consolidation of British rule in India. They will also be able to identify the process of growth of resistance against British colonial rule and the eventual growth of Indian nationalist movement, which ultimately led to the end of the British rule in the country.

Unit: I

- [a] : Political condition in post-Mughal period and rise of regional powers : Bengal, Oudh and Hyderabad
- [b] : The Battle of Plassey and the Battle of Buxar - the establishment of the British rule in India.
- [c]: Robert Clive and his Dual Administration in Bengal.

Unit: II

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- [a] : Expansion and Consolidation of the British rule under Warren Hastings and Lord Cornwallis.
[b] British relations with the Marathas and Mysore.
[c] Lord Wellesley and the Policy of Subsidiary Alliance.
[d] Lord Hastings and the relations with the Indian States.

Unit: III

- [a] : Lord Bentinck and his reforms ; Raja Ram Mohan Roy and the growth of progressive ideas in India.
[b] : The Growth and expansion of Sikh power under Ranjit Singh.
[c] : Lord Dalhousie and his policy of expansion- the Doctrine of Lapse

Unit :IV

- [a] : The Revolt of 1857- its causes and consequences, the Government of India Act of 1858.
[b] : The British Economic policies in India – Land revenue systems - Permanent settlement, Ryotwari and Mahalwari; trade, commercialization of agriculture, the Drain Theory.
[c] : The growth of national awakening in India and the establishment of the Indian National Congress.

Unit: V

- [a] : Lord Curzon and the Partition of Bengal – the Swadeshi Movement in India –growth of Revolutionary Terrorism.
[b] : Gandhi in Indian politics- the Khilafat and the Non Co-operation Movement, the Civil Disobedience Movement.
[c] : The growth of the Left, Muslim League and Communal politics in India.
[d] : The Quit India Movement – The INA and Partition of India.

Readings:

- Bandyopadhyaya, Sekhar: *From Plassey to Partition: A History of Modern India*, Orient Longman Ltd. Hyderabad, 2004.
Chandra, B, Mukherjee, M *et al* : *India's Struggle for Independence*, Penguin Books, New Delhi, 2003.
Chandra, B, : *History of Modern India*, Orient BlackSwan, 2010
Grover B.L and Grover, S : *A New Look at Modern Indian History*, S. Chand & Company, New Delhi, 2004.
Sarkar, Sumit : *Modern India*, Macmillan
Spear, P : *History of Modern India*, Penguin Books, New Delhi, 1993.
Chandra, B : *The Rise and Growth of Economic Nationalism in India*, Peoples Publication House, New Delhi, 1990.
Desai, A. R : *Social Background of Indian Nationalism*, Popular Publication, New Delhi, 1990.
Fisher, Micheal : *The Politics of the British Annexation of India, 1757 – 1857*, Oxford University Press, New Delhi, 1999.
Gopal, S : *The British Policy in India, 1858-1905*, McMillan, New Delhi, 1992.
Grewal, J. S : *The Sikhs of the Punjab*, Cambridge University Press, New Delhi, 1999.
Gordon, Stuart : *The Marathas*, Cambridge University Press, New Delhi, 1999.
Jones, K.W : *Socio-Religious Reform Movements in British India*, Cambridge University Press, New Delhi, 1999.

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

Readings :

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

HIS –SE-4014: Oral Culture and Oral History

Lecture : 03; Tutorial : 01 (per week)

Course Outcome:

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

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

Unit I. Concepts:

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

Unit II. History and Historiography

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

III. Methodology:

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

IV. Potential areas for Oral History research :

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

Readings:

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

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- (b) Markets; transportation; urban centres
- (c) Indian Ocean trade network



Unit V : 18th century India

- (a) Mughal decline.
- (b) Emergence of successor states.
- (c) The eighteenth century debate.

Readings:

- M. Athar Ali, *The Mughal Nobility under Aurangzeb*.
 P.J. Marshall (ed.), *The Eighteenth Century*
 Seema Alavi (ed.) *The Eighteenth Century in India*
 Muzaffar Alam and Sanjay Subramanian, eds, *The Mughal State, 1526 - 1750*.
 J.F. Richards, *The Mughal Empire*.
 Satish Chandra, *Essays on Medieval Indian History*.
 Irfan Habib, *Agrarian System of Mughal India, 1526 û 1707*.
 Ashin Dasgupta, *Indian Merchants and the Decline of Surat, 1700 -1750*.
 Stewart Gordon, *The Marathas 1600 - 1818*.
 Ebba Koch, *Mughal Art and Imperial Ideology*.
 S.A.A. Rizvi, *Muslim Revivalist Movements in Northern India*.
 K. R. Qanungo, *Dara Shikoh*.
 S. Nurul Hasan, *Religion, State, and Society in Medieval India*.
 S. Arsatnam, *Maritime India in the Seventeenth Century*.
 Muzaffar Alam, *The Crisis of Empire in Mughal North India*.
 Catherine Asher, *Architecture of Mughal India*.
 Milo Beach, *Mughal and Rajput Paintings*.
 Satish Chandra, *Parties and Politics at the Mughal Court*.
 Andre Wink, *Land and Sovereignty in India*.
 Harbans Mukhia, *The Mughals of India*.
 J.F. Richards, *Mughal Administration in Golconda*.
 Z.U. Malik, *The Reign of Muhammad Shah*.
 Iqbal Husain, *Ruhela Cheiftancies in 18th Century India*.

Semester: V


HIS-HC-5016: History of Modern Europe- I (c. 1780-1939)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: After the completion of this course the students will be able to evaluate the historical evolution and political developments that occurred in Europe in the period between 1780 to 1939. They will also be able to critically analyse the evolution of social classes, nation states, evolution of capitalism and nationalist sentiment in Europe. They will also be able to relate to the variety of causes that dragged the world into devastating wars in the intervening period.

Unit I. The French Revolution and its European repercussions:

- [a] Crisis of *ancien regime*


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- [b] Intellectual currents.
- [c] Social classes and emerging gender relations.
- [d] Phases of the French Revolution 1789 - 99.
- [e] Art and Culture of French Revolution.
- [f] Napoleonic consolidation - reform and empire.

Unit II. Restoration and Revolution: c. 1815 - 1848:

- [a] Forces of conservatism & restoration of old hierarchies.
- [b] Social, Political and intellectual currents.
- [c] Revolutionary and Radical movements, 1830 - 1848.

Unit III Capitalist Industrialization

- [a] Process of capitalist development in industry and agriculture: case Studies of Britain, France, the German States and Russia.

Unit IV. Social and Economic Transformation (Late 18th century to c. 1914)

- [a] Evolution and Differentiation of social classes: Bourgeoisie, Proletariat, land owning classes and peasantry.
- [b] Changing trends in demography and urban patterns.
- [c] Family, gender and process of industrialization.

Unit V. Varieties of Nationalism and the Remaking of States in the 19th and 20th Centuries.

- [a] Intellectual currents, popular movements and the formation of National identities in Germany, Italy, Ireland and the Balkans.
- [b] Specificities of economic development, political and administrative Reorganization - Italy; Germany.

Readings:

- Gerald Brennan: *The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War.*
- C.M. Cipolla: *Fontana Economic History of Europe, Volume III: The Industrial Revolution.*
- Norman Davies, *Europe.*
- J. Evans: *The Foundations of a Modern State in 19th Century Europe.*
- T.S. Hamerow: *Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].*
- E.J. Hobsbawm: *The Age of Revolution.*
- Lynn Hunt: *Politics, Culture and Class in the French Revolution.*
- James Joll, *Europe Since 1870.*
- David Landes: *Prometheus Unbound.*
- George Lefebvre, *Coming of the French Revolution.*
- George Lichtheim : *A Short History of Socialism.*
- Peter Mathias, *First Industrial Revolution.*
- Alec Nove: *An Economic History of the USSR.*
- Andrew Porter, *European Imperialism, 18760 û 1914 (1994).*
- Anthony Wood, *History of Europe, 1815 û 1960 (1983).*
- Stuart Woolf: *History of Italy, 1700 û 1860.*
- G. Barraclough, *An Introduction to Contemporary History.*
- Fernand Braudel, *History and the Social Science in M. Aymard and*



Semester: VI

HIS-HC-6016 : HISTORY OF INDIA VIII (c. 1857 - 1950)

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: At the completion of this course, the learners will be able to analyse the course of British colonial exploitation, the social mobilizations during the period between c.1857 to 1950 and also the techniques of Indian resistance to British policies. It will also enable the students to explain the circumstances leading to de-colonization and also the initial period of nation building in India.

Unit I. Cultural changes and Socio-Religious Reform Movements:

- [a] The advent of printing and its implications
- [b] Reform and Revival: Brahmo Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements.
- [c] Debates around gender
- [d] Making of religious and linguistic identities
- [e] Caste: sanskritising and anti Brahmanical trends

Unit II. Nationalism: Trends up to 1919:

- [a] Political ideology and organizations, formation of INC
- [b] Moderates and extremists.
- [c] Swadeshi movement
- [d] Revolutionaries

Unit III. Gandhian nationalism after 1919: Ideas and Movements:

- [a] Mahatma Gandhi: his Perspectives and Methods
- [b] (i) Impact of the First World War
- (ii) Rowlatt Satyagraha and Jallianwala Bagh
- (iii) Non- Cooperative and Civil Disobedience
- (iv) Provincial Autonomy, Quit India and INA
- [c] Left wing movements
- [d] Princely India: States people movements
- [e] Nationalism and Culture: literature and art

Unit IV. Nationalism and Social Groups:

- [a] Landlords; Peasants
- [b] Middle Classes
- [c] Tribal
- [d] Labour
- [e] Dalits
- [f] Women
- [g] Business groups

Unit V. Communalism and Partition:

- [a] Ideologies and practices: RSS, Hindu Maha Sabha, Muslim League.

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- [b] Negotiations for independence, and partition
- [c] Partition riots;
- [d] Emergence of a New State: Integration of princely states, Making of the Constitution.

Readings:

- Judith Brown, *Gandhi's rise to Power, 1915-22*.
Paul Brass, *The Politics of India Since Independence, OUP, 1990*.
Bipan Chandra, *Nationalism and Colonialism in Modern India, 1979*.
Bipan Chandra, *Rise and Growth of Economic Nationalism in India*.
Mohandas K. Gandhi, *An Autobiography or The Story of My Experiments with Truth*.
Ranjit Guha, ed., *A Subaltern Studies Reader*.
Peter Hardy, *Muslims of British India*.
Mushirul Hasan, ed., *India's Partition, Oxford in India Readings*.
D.A. Low, ed., *Congress and the Raj*.
John R. McLane, *Indian Nationalism and the Early Congress*.
Jawaharlal Nehru, *An Autobiography*.
Gyanendra Pandey, *The Construction of Communalism in colonial north India*.
Sumit Sarkar, *Modern India, 1885-1947*.
Anil Seal, *Emergence of Indian Nationalism*.
Ram Lakhan Shukla (ed.), *Adhunik Bharat ka Itihas*.
Eleanor Zelliot, *From Untouchable to Dalit: Essays on the Ambedkar Movement*.
Judith Brown, Gandhi: (et al) *A Prisoner of Hope*.
Bipan Chandra, *Communalism in Modern India, 2nd ed., 1987*.
Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, *India's Struggles for Independence*.
A.R. Desai, *Social Background of Indian Nationalism*.
A.R. Desai, *Peasant Struggles in India*.
Francine Frankel, *India's Political Economy, 1947-77*.
Ranjit Guha, and G.C. Spivak, eds. *Select Subaltern Studies*.
Charles Heimsath, *Indian Nationalism and Hindu Social Reform*.
F. Hutchins, *Illusion of Permanence*.
F. Hutchins, *Spontaneous Revolution*.
V.C. Joshi (ed.), *Rammohan Roy and the process of Modernization in India*.
J.Krishnamurti, *Women in Colonial India*.


HIS-HC-6026: HISTORY OF MODERN EUROPE II (c. 1780 -1939)

Lectures : 5; Tutorial : 1 (per week)

Couse Outcome: After the completion of this course, the students will be able to analyse the historical developments in Europe between c.1780 to 1939. As the course structure of this paper focuses on the democratic and socialist foundations modern Europe, the students will be able to situate the historical development of working class movements, socialist upsurge and the economic forces of the two wars and the other ideological shifts of Europe in the period

Unit I. Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries:

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[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 Black Swan, 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*

HIS –HE-6026 : ASSAM SINCE INDEPENDENCE

Lectures : 5; Tutorial : 1 (per week)

Course Outcome: Students will be able to assess the aftermath of Partition and other socio-economic developments in post-independence Assam upon completion of this course. They will also be able to identify the main currents of political and socio-economic development in Assam after India's independence and the causes and impact of various struggles and movements in contemporary Assam.

Unit I- Political developments

- [a] Political changes and impact of partition
- [b] Administrative Re-organisation.
- [c] Indo-China War (1962)
- [d] Electoral politics in Assam
- [e] Independence of Bangladesh and its impact on Assam

Unit II- Economic developments

- [a] Economic impact of the Partition
- [b] Revenue policies
- [c] Five year plans
- [d] Industrialisation and Urban Development
- [e] Demographic Changes
- [f] Transport and communication

Unit III : Movements and Ethnic Ressurgence :

- [a] Growth of middle class
- [b] Language movement



- [c] Refinery Movement
- [d] Assam Movement
- [e] Ethnic Resurgence and movement for autonomy; insurgency

Unit IV: Environmental issues :

- [a] Natural disasters : earthquake of 1950, flood, erosion.
- [b] Land policies and land hunger
- [c] Development and environment
- [c] Big dam issue
- [d] Development, Displacement and natural resources.

Unit V- Cultural development

- [a] Activities of The Assam Sahitya Sabha,
- [b] Development of Media (print and electronic), the All India Radio.
- [c] Development of Education : Elementary, Secondary and Higher
- [d] Women's Movements : Mahila Samiti, Asam Lekhika Somaroh

Readings (tentative):

- Baruah, S.L. : *A Comprehensive History of Assam*, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985
- Baruah, S.L. (ed) : *Status of Women in Assam with Special Reference to Non-tribal Societies*
- Deka, Meeta : *Women's Agency and Social Change : Assam and Beyond*, Sage Publications, 2013
- Goswami, P.C., *Economic Development of Assam*
- Hussain, Monirul, *The Assam Movement: Class, Ideology and Identity*, 1993
- Medhi, S. B : *Transport System and Economic Development in Assam*, Publication Board, Assam.

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- [b] Negotiations for independence, and partition
- [c] Partition riots;
- [d] Emergence of a New State: Integration of princely states, Making of the Constitution.

Readings:

Judith Brown, *Gandhi's rise to Power, 1915-22*.
Paul Brass, *The Politics of India Since Independence, OUP, 1990*.
Bipan Chandra, *Nationalism and Colonialism in Modern India, 1979*.
Bipan Chandra, *Rise and Growth of Economic Nationalism in India*.
Mohandas K. Gandhi, *An Autobiography or The Story of My Experiments with Truth*.
Ranajit Guha, ed., *A Subaltern Studies Reader*.
Peter Hardy, *Muslims of British India*.
Mushirul Hasan, ed., *India's Partition, Oxford in India Readings*.
D.A. Low, ed., *Congress and the Raj*.
John R. McLane, *Indian Nationalism and the Early Congress*.
Jawaharlal Nehru, *An Autobiography*.
Gyanendra Pandey, *The Construction of Communalism in colonial north India*.
Sumit Sarkar, *Modern India, 1885-1947*.
Anil Seal, *Emergence of Indian Nationalism*.
Ram Lakhan Shukla (ed.), *Adhunik Bharat ka Itihas*.
Eleanor Zelliot, *From Untouchable to Dalit: Essays on the Ambedkar Movement*.
Judith Brown, Gandhi: (et al) *A Prisoner of Hope*.
Bipan Chandra, *Communalism in Modern India, 2nd ed., 1987*.
Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, *India's, Struggles for Independence*.
A.R. Desai, *Social Background of Indian Nationalism*.
A.R. Desai, *Peasant Struggles in India*.
Francine Frankel, *India's Political Economy, 1947-77*.
Ranajit Guha, and G.C. Spivak, eds. *Select Subaltern Studies*.
Charles Heimsath, *Indian Nationalism and Hindu Social Reform*.
F. Hutchins, *Illusion of Permanence*.
F. Hutchins, *Spontaneous Revolution*.
V.C. Joshi (ed.), *Rammohan Roy and the process of Modernization in India*.
J.Krishnamurti, *Women in Colonial India*.


HIS-HC-6026: HISTORY OF MODERN EUROPE II (c. 1780 -1939)

Lectures : 5; Tutorial : 1 (per week)

Couse Outcome: After the completion of this course, the students will be able to analyse the historical developments in Europe between c.1780 to 1939. As the course structure of this paper focuses on the democratic and socialist foundations modern Europe, the students will be able to situate the historical development of working class movements, socialist upsurge and the economic forces of the two wars and the other ideological shifts of Europe in the period

Unit I. Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries:

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- [a] The struggle for parliamentary democracy and civil liberties in Britain.
- [b] Forms of protest during early capitalism: food riots in France and England: Luddites and Chartism.
- [c] Early socialist thought; Marxian Socialism and the First and the Second International.
- [d] German Social Democracy, Politics and Culture.
- [e] Christian Democracy as a political and ideological force in western and central Europe

Unit II. The Crisis of Feudalism in Russia and Experiments in Socialism:

- [a] Emancipation of serfs.
- [b] Russian Populism and Social Democracy.
- [c] Revolutions of 1905; the Bolshevik Revolution of 1917.
- [d] Programme of Socialist Construction.

Unit III. Imperialism, War, and Crisis: c. 1880 -1919:

- [a] Theories and mechanisms of imperialism;
- [b] growth of Militarism; Power blocks and alliances: expansion of European empires - War of 1914 - 1918

Unit IV. The post 1919 World Order

- [a] Economic crises, the Great Depression and Recovery.
- [b] Rise of Fascism and Nazism.
- [c] The Spanish Civil War.
- [d] Origins of the Second World War.

Unit V. Cultural and Intellectual Developments since circa 1850:

- [a] Changing contexts: [i] Notions of Culture [ii] Creation of a New public sphere and mass media [iii] Mass education and extension of literacy.
- [b] Creation of new cultural forms: from Romanticism to Abstract Art.
- [c] Major intellectual trends: [i] Institutionalization of disciplines history, Sociology and Anthropology. [ii] Darwin and Freud.
- [d] Culture and the making of ideologies: Constructions of Race, Class and Gender, ideologies of Empire.

Readings:

Gerald Brennan: *The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War*

C.M. Cipolla: *Fontana Economic History of Europe, Volume II the Present (1981).*

I: The Industrial Revolution.

Norman Davies, *Europe.*

J. Evans: *The Foundations of a Modern State in 19th Century Europe.*

T.S. Hamerow: *Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].*

E.J. Hobsbawm : *The Age of Revolution.*

Lynn Hunt: *Politics, Culture and Class in the French Revolution.*

James Joll, *Europe Since 1870.*

David Landes: *Prometheus Unbound.*

George Lefebvre, *Coming of the French Revolution.*

George Lichtheim: *A Short History of Socialism.*

Peter Mathias, *First Industrial Revolution.*

Alec Nove: *An Economic History of the USSR.*

Andrew Porter, *European Imperialism, 18760 -1914 (1994).*



- Anthony Wood, *History of Europe, 1815 û 1960* (1983).
Stuart Woolf: *History of Italy, 1700 - 1860*.
G. Barraclough, *An Introduction to Contemporary History*.
Fernand Braudel, *History and the Social Science in M. Aymard and H. Mukhia eds. French Studies in History, Vol. I* (1989).
Maurice Dobb: *Soviet Economic Development Since 1917*.
M. Perrot and G. Duby [eds.]: *A History of Women in the West, Volumes 4 and 5*.
H.J. Hanham; *Nineteenth Century Constitution, 1815 û 1914*.
E.J. Hobsbawm, *Nations and Nationalism*.
Charles and Barbara Jelavich: *Establishment of the Balkan National States, 1840 û 1920*.
James Joll, *Origins of the First World war* (1989).
Jaon B. Landes: *Women and the Public Sphere in the Age of the French Revolution*.
David lowenthal, *The Past is a Foreign Country*.
Colin Licas: *The French Revolution and the Making of Modern Political Culture, Volume 2*.
Nicholas Mansergh: *The Irish Question, 1840 - 1921*.
K.O. Morgan: *Oxford Illustrated History of Britain, Volume 3 [1789 -1983]*.
R.P. Morgan: *German Social Democracy and the First International*.
N.V. Riasanovsky: *A History of Russia*.
J.M. Robert, *Europe 1880 - 1985*.
J.J. Roth (ed.), *World War I: A Turning Point in Modern History*.
Albert Soboul: *History of the French Revolution (in two volumes)*.
Lawrence Stone, *History and the Social Sciences in the Twentieth Century, The Past and the Present* (1981).
Dorothy Thompson: *Chartists: Popular Politics in the Industrial Revolution*.
E.P. Thompson: *Making of the English Working Class*.
Michel Vovelle, *fall of the French Monarchy* (1984).
H. Seton Watson: *The Russian Empire*.
Raymond Williams: *Culture and Society*.

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

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


Course Objectives:

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

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

Course Contents

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


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

Recommended Readings:

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

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


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<ul style="list-style-type: none">• Changes in family patterns• Gender roles in transition• New gender roles• Factor influencing gender role• Women as peace builder• Gender sensitivity- new gender roles and its implications for family and society

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.


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EDU-HE-5046
TEACHER EDUCATION IN INDIA
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives:

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

- Explain the Concept, Scope, Aims & Objectives and Significance of teacher education
- Acquaint with the development of Teacher Education in India
- Acquaint with the different organising bodies of teacher education in India and their functions in preparation of teachers for different levels of education
- Acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyse the status of teacher education in India
- Understand and conceive the qualities, responsibilities and professional ethics of teachers

Course Contents

Units	Contents
Unit-1	Conceptual Framework and Historical Perspectives of Teacher Education in India <ul style="list-style-type: none">• Teacher Education-Concept, scope and aims and objectives• Need and Significance of Teacher Education in 21st Century• Types of Teacher Education-Pre-service and In-service• Development of Teacher Education in India• Shifting focus from Teacher Training to Teacher Education
Unit-2	Teacher Education For Different Levels of Education <ul style="list-style-type: none">• Preparation of Teachers for Pre-Primary Level of education• Preparation of Teachers for Primary Level of education• Preparation of Teachers for Secondary Level of education• Preparation of Teachers for Higher Level of education
Unit-3	Structure and Organisations of Teacher Education in India <ul style="list-style-type: none">• Basic Training Centre (BTC)• District Institute for Education and Training (DIET)• State Council for Educational Research and Training (SCERT)• National Council for Educational Research and Training (NCERT)• National Council for Teacher Education (NCTE)• National University of Educational Training and Administration (NUEPA)



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	<ul style="list-style-type: none">• Regional Colleges of Education
Unit-4	Status of Teacher Education in India: Trends, Issues and Challenges <ul style="list-style-type: none">• Skill and Competency based Teacher Education, Flanders Interaction Analysis, Micro Teaching and Simulated Social Skill Teaching (SSST)• National Curriculum Framework for Teacher Education (NCFTE), 2009• NCTE Regulations, 2014• Present problems of Teacher Education in India and their solution• Quality Assurance in Teacher Education and its challenges
Unit-5	Quality, Responsibility and Professional Ethics of Teachers <ul style="list-style-type: none">• Qualities and responsibilities of a teacher• Teacher as a Facilitator, Counsellor and Practitioner-Researcher• Role expectations of Teachers in twenty first century• Professional ethics and accountability of teachers

Recommended Readings:

- Aggarwal, J.C. (2004). *Teacher and Education in a Developing Society*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhargava, M. & Saikia, L.Rasul (2012). *Teacher in 21st Century- Challenges, Responsibilities, Creditability*. Agra: Rakhi Prakashan.
- Flanders, Ned, A. (1970). *Analysing Teacher Behaviour*. London: Wesley Publishing Company.
- Gurrey, P. (). *Education and the Training of Teachers*. London: Longmans, Green and Company.
- Mukherjee, S.N. (1968). *Education of Teachers in India, Vol.-I and II*. New Delhi: S. Chand and Company.
- Rajput, J.S. and Walia, K. (2002). *Teacher Education in India*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, Sashi Prabha (2004). *Teacher Education in India*. New Delhi: Vikash Publications Pvt. Ltd.


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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 factormarkets.

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.



3. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee, *Understanding Poverty*, Oxford University Press, 2006.
4. Thomas Schelling, *Micromotives and Macrobehavior*, W. W. Norton, 1978.
5. Albert O. Hirschman, *Exit, Voice and Loyalty: Responses to Decline in Firms, Organizations and States*, Harvard University Press, 1970.
6. Raghuram Rajan, *Fault Lines: How Hidden Fractures Still Threaten the World Economy*, 2010.
7. Elinor Ostrom, *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press, 1990.
8. Dani Rodrik, *The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist*, Oxford University Press, 2011.
9. Michael D. Bordo, Alan M. Taylor and Jeffrey G. Williamson (ed.), *Globalization in Historical Perspective*, University of Chicago Press, 2003.

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DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS:
(Any Two per Semester)

FIFTH SEMESTER DSE

ECO-HE-5016: ECONOMICS OF HEALTH AND EDUCATION

Course Description

The importance of education and health in improving well-being is reflected in their inclusion among the Millennium Development Goals adopted by the United Nations member states, which include among other goals, achieving universal primary education, reducing child mortality, improving maternal health and combating diseases. This course provides a microeconomic framework to analyze, among other things, individual choice in the demand for health and education, government intervention and aspects of inequity and discrimination in both sectors. It also gives an overview of health and education in India.

Course Outline

1. Role of Health and Education in Human Development

Importance in poverty alleviation; health and education outcomes and their relationship with macroeconomic performance.

2. Microeconomic Foundations of Health Economics

Demand for health; uncertainty and health insurance market; alternative insurance mechanisms; market failure and rationale for public intervention; equity and inequality.

3. Evaluation of Health Programs

Costing, cost effectiveness and cost-benefit analysis; burden of disease.

4. Health Sector in India: An Overview

Health outcomes; health systems; health financing.

5. Education: Investment in Human Capital


Rate of return to education: private and social; quality of education; signaling or human capital; theories of discrimination; gender and caste discrimination in India.

6. Education Sector in India: An Overview

Literacy rates, school participation, school quality measures.

Readings:

1. William, Jack, *Principles of Health Economics for Developing Countries*, World


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DISCIPLINE SPECIFIC ELECTIVE (DSE) PAPERS:
(Any Two per Semester)

FIFTH SEMESTER DSE

ECO-HE-5016: ECONOMICS OF HEALTH AND EDUCATION

Course Description

The importance of education and health in improving well-being is reflected in their inclusion among the Millennium Development Goals adopted by the United Nations member states, which include among other goals, achieving universal primary education, reducing child mortality, improving maternal health and combating diseases. This course provides a microeconomic framework to analyze, among other things, individual choice in the demand for health and education, government intervention and aspects of inequity and discrimination in both sectors. It also gives an overview of health and education in India.

Course Outline

1. Role of Health and Education in Human Development

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3. Evaluation of Health Programs

Costing, cost effectiveness and cost-benefit analysis; burden of disease.

4. Health Sector in India: An Overview

Health outcomes; health systems; health financing.

5. Education: Investment in Human Capital


Rate of return to education: private and social; quality of education; signaling or human capital; theories of discrimination; gender and caste discrimination in India.

6. Education Sector in India: An Overview

Literacy rates, school participation, school quality measures.

Readings:

1. William, Jack, *Principles of Health Economics for Developing Countries*, World


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GAUHATI UNIVERSITY
DEPARTMENT OF PHILOSOPHY
REVISED SYLLABUS FOR TDC (Honours)



Semester I
PHI-HC-1016
Indian Philosophy I

Unit I

Development of Indian Philosophy: the Vedas, the Upaniṣads, Bhagavadgītā
Meaning and scope of Indian Philosophy
Schools of Indian Philosophy; the Common Characteristics of Indian Systems

Unit II

Carvaka Materialism: Epistemology (Denial of Inference and Testimony); Metaphysics Four elements; denial of soul; denial of God; Ethics
Jainism: Anekāntavāda; Syadvada; Saptabhaṅgi Naya
Jainism: Navatattva

Unit III

Buddhism: Four Noble Truths; Suffering; Cause of Suffering and Chain of Twelve Links; Cessation of Suffering and *Nirvana*; Way of Cessation of Suffering and *Astangika Marga*
Buddhism: Theory of Dependent Origination
Buddhism: Theory of Impermanence; Theory of No-soul

Unit IV

Abhidharma Schools: Vaibhāṣika (bāhya-pratyakṣa-vāda); Sautrānika (bahyānumeya-vāda)
Madhyamaka: Sunyavāda
Yogacāra: Vijñānavāda

Books Recommended:

Chatterjee, S.C & Dutta, D.M:	<i>An Introduction to Indian Philosophy</i>
Dasgupta, S.N.:	<i>A History of Indian Philosophy</i>
Hiriyana, M.	<i>Outlines of Indian Philosophy</i>
Radhakrishnan, S.	<i>Indian Philosophy</i>
Sharma, C.D.	<i>A Critical Survey Of Indian Philosophy</i>
Sinha, J.N.	<i>Indian Philosophy, Volume I & II</i>

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Semester II
PHI-HC-2016
Greek Philosophy



Unit I:

Thales, Anaximander, Anaximenes
Pythagoras
Heraclitus, Democritus and Parmenides

Unit II:

Protagoras
Socrates' method
Socrates' virtue

Unit III: Plato

Knowledge and Opinion
Theory of Forms
Justice

Unit IV: Aristotle

Form and Matter
Causation
Actuality and Potentiality

Books Recommended:

Stace W.T.:	<i>A Critical History of Greek Philosophy</i>
Barnet J.:	<i>Early Greek Philosophy</i>
Fuller B.A.G.:	<i>History of Greek Philosophy</i>
F. Copleston (Vol. 1):	<i>History of Philosophy</i>
Zeller:	<i>Outlines of Greek Philosophy</i>
Gomperz:	<i>The Greek Thinkers</i>
Guthrie W.K.C.:	<i>History of Greek Philosophy</i>
Moore B.N:	<i>Philosophy, The Power of Ideas</i>

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Semester II
PHI-HG-2016
Indian Philosophy



Unit I

Development of Indian Philosophy, Meaning and scope of Indian Philosophy
Schools of Indian Philosophy
Common Characteristic of Indian Systems

Unit II

Buddhism: Four Noble Truths
Buddhism: Theory of Impermanence; No-soul theory
Jainism: Syādvāda, Anekāntavāda

Unit III

Sāṃkhya: Puruṣa; Prakṛti
Sāṃkhya: Evolution
Nyāya: Pramānas

Unit IV

Śaṅkara: Brahman
Śaṅkara: Avidyā & Adhyāsa
Rāmānuja: Brahman; Jiva and Prakṛti

Books Recommended:

Chatterjee, S.C.:	<i>Nyaya Theory of Knowledge</i>
Chatterjee, S.C. & Dutta, D.M.:	<i>An Introduction to Indian Philosophy</i>
Dasgupta, S.N.:	<i>A History of Indian Philosophy</i>
Hiriyana, M.:	<i>Outlines of Indian Philosophy</i>
Radhakrishnan, S.:	<i>Indian Philosophy</i>
Sharma, C.D.:	<i>A Critical Survey of Indian Philosophy</i>

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Semester III
PHI-HC-3026
Indian Philosophy II



Unit I

Sāṃkhya: Puruṣa; Prakṛti; Causation
Yoga: Cittavṛtti and its Nirodha; Aṣṭāṅgika Mārga

Unit II

Nyāya: Pramānas
Vaiśeṣika: Padārthas; Atomistic theory of Creation

Unit III

Mimāṃsa: Pramānas
Mimāṃsa: Pramānyavāda; Khyātivāda

Unit IV

Śaṅkara: Brahman; Atman; Adhyāsa and Avidyā
Rāmanuja; Brahman; Jiva and Jagat; Apṛthaksiddhi
Sankardeva's concept of God and Bhakti

Books Recommended:

Chatterjee, S.C.:	<i>Nyaya Theory of Knowledge</i>
Chatterjee, S.C & Dutta, D.M.:	<i>An Introduction to Indian Philosophy</i>
Dasgupta, S.N.:	<i>A History of Indian Philosophy</i>
Hiriyana, M.:	<i>Outlines of Indian Philosophy</i>
Radhakrishnan, S.:	<i>Indian Philosophy</i>
Sharma, C.D.:	<i>A Critical Survey Of Indian Philosophy</i>
Sinha, J.N.:	<i>Indian Philosophy, Volume I & II</i>

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Semester III
PHI-HC-3036
Ethics



Unit I

Nature, Scope and Utility of study of Ethics
Object of Moral Judgement, Moral Obligation
Postulates of Morality

Unit II

Virtue Ethics: Aristotle
Deontological Ethics: Kant
Utilitarianism: Bentham, Mill

Unit III

Theories of Punishment
Professional Ethics
Environmental Ethics

Unit IV

Law of Karma, Varṇa and Aśrama Dharma, Puruṣārtha
Buddhist Pañcaśīla; Brahmavihāra
Jaina Triratna, Aṇuvrata and Mahāvratā

Books Recommended:

Dasgupta, S.N.:	<i>A History of Indian Philosophy</i>
Frankenna, Williams.:	<i>Ethics, Prentice Hall of India</i>
Hiriyana, M.:	<i>Outlines of Indian Philosophy</i>
Hudson, W.D.:	<i>Modern Moral Philosophy</i>
Lillie, William.:	<i>An Introduction to Ethics</i>
Mackenzie, J.N.:	<i>Manual of Ethics</i>
Moore, G.E.:	<i>Ethics</i>
Radhakrishnan, S.:	<i>Indian Philosophy</i>
Singer, Peter.:	<i>Applied Ethics</i>
Singer, Peter.:	<i>Practical Ethics</i>
Tiwari, Kedar Nath:	<i>Classical Indian Ethical Thought: A Philosophical Study of Hindu, Jaina and Buddhist Morals</i>

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Semester IV
PHI-HC-4016
Contemporary Indian Philosophy



Unit I: Aurobindo

Evolution
Super mind
Synthesis of yoga

Unit II: Radhakrishnan

Religious experience
Intellect and intuition
Man and his destiny

Unit III: Gandhi


Religion, Truth, Non-violence
Satyagraha, Sarvodaya, Swadeshi
Critique of industrialisation, trusteeship

Unit IV: Vivekananda

Universal religion
Practical Vedanta
Philosophy of education

Books Recommended:

S. Radhakrishnan:	<i>Complete works of Swami Vivekananda (relevant chapters)</i>
S. K. Maitra :	<i>An idealist view of Life</i>
D. M. Datta :	<i>An introduction to Philosophy of Sri Aurobindo</i>
D. M. Datta :	<i>The Philosophy of Mahatma Gandhi</i>
N. K. Bose :	<i>Selections from Gandhi</i>
Nilima Sharma :	<i>Twentieth Century Indian Philosophy</i>
D. M. Datta :	<i>Chief Currents of Contemporary Philosophy</i>


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Semester IV
PHI-HC-4026
Philosophy of Religion



Unit I

Nature of Philosophy of religion and its distinction from theology
Religious experience
Religion and Science

Unit II:

Ontological argument
Cosmological argument; Teleological argument
Moral argument

Unit III

Reason, Faith and Revelation
Freedom of Will
Immortality of the soul

Unit IV

Religious language and symbolism
Anti religious theories- Materialism and logical positivism
Religious Philosophy of Sankaradeva

Books Recommended:

John Hick :	<i>Philosophy of Religion</i>
Miall Edwards :	<i>Philosophy of Religion</i>
B. Mitchell :	<i>Philosophy of Religion</i>
John Hick :	<i>Classical and contemporary readings in the philosophy of Religion</i>
Nilima Sharma :	<i>Philosophy of Sankaradeva: An appraisal</i>
Y. Masih:	<i>Introduction to Religious Philosophy</i>
Peterson and others (OUP):	<i>Reason and Religious Belief: An Introduction to the Philosophy of Religion</i>
Peterson and others:	<i>Philosophy of Religion. Selected Readings</i>
Maheswar Neog:	<i>Sankaradeva and His Times</i>

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Semester IV
PHI-HC-4036
Political & Social Philosophy



Unit I

Rights and Duties
Justice
Equality & Liberty

Unit II

Anarchism
Socialism
Marxism

Unit III

Monarchy
Theocracy
Democracy

Unit IV

Humanism
Secularism
Multiculturalism

Books Recommended:

Benjamin, M. (ed):	<i>Science and Sensibility, Gender and Scientific Enquiry, 1780-1945</i>
Durkheim, E.:	<i>Sociology and Philosophy</i>
Joshi, N. V.:	<i>Social and Political Philosophy</i>
Mackenzie, J.S.:	<i>Outlines of Social Philosophy</i>
Raphael, D. D.:	<i>Problems of Political Philosophy</i>
Rout, B. C.:	<i>Political Theory and Ideology</i>
Roy & Bhattacharya.:	<i>Political Theory</i>
Sinha, A. K.:	<i>Outlines of Social Philosophy</i>

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Semester V
PHI-HE-5016
Philosophy of Upaniṣads



Unit I

Relation to Vedas
General Social Conditions
Outlines of Upaniṣadic Philosophy

Unit II

Diversity of Theories in Creation
Acosmic Theory of Creation
Cosmic Theory of Creation

Unit III

Brahman, the Absolute
Brahman, the World-Ground
Brahman as Cosmic and Acosmic Ideal

Unit IV Individual Destiny:

Individual Soul
Karma and Saṃsāra
Liberation

Books Recommended:

Dasgupta, S.N.:	<i>A History of Indian Philosophy (Volume I)</i>
Deussen, P.:	<i>The Philosophy of the Upanisads</i>
Hume, R.E.:	<i>Thirteen Principal Upanisads</i>
Mahadevan, T.M.P.:	<i>Upanisads</i>
Radhakrishnan, S.:	<i>The Principal Upanisads</i>
Radhakrishnan, S.:	<i>Indian Philosophy (Volume I)</i>
Ranade, R.D.:	<i>A Constructive Survey of Upanisadic Philosophy</i>

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Semester V
PHI-HE-5026
Philosophy of Gita



Unit I:

Law of Karma
Concept of Karma, Akarma, Vikarma
Freedom and Choice

Unit II:

Kṣetra-Kṣetrajñā, puruṣa-prakṛti
Uttama Puruṣa and Ultimate Reality
Relation of individual self and Ultimate Reality

Unit III:

Conception of Yoga
Karma Yoga, Jñāna Yoga, Bhakti Yoga
Reconciliation of the Yogas

Unit IV:

Svabhāva, Svakarma, Svadharma
Niṣkamakarmayoga; Lokasaṃgraha
Liberation

Books Recommended:

Aurobindo:	<i>The Bhagavad Gita</i>
Gandhi, M.K.:	<i>Gita</i>
Radhakrishnan, S.:	<i>The Bhagavad Gita</i>
Ranade, R.D.:	<i>Bhagavad Gita-A Philosophy of God Realization</i>
Tilak, B.G.:	<i>Gita Rahasya</i>

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Semester VI
PHI-HC-6016
Philosophy of Mind



Unit I

Psychology and Philosophy of mind
Cartesian dualism
Problems of Cartesian dualism

Unit II

Parallelism
Occasionalism
Epiphenomenalism

Unit III

Behaviourism
Identity theory
Functionalism

Unit IV

Problem of Personal identity
Physical Criterion
Memory Criterion

Books Recommended:

J R Searle:	<i>Mind, A brief introduction</i>
J Heil:	<i>Philosophy of Mind</i>
Ryle, Gilbert:	<i>The Concept of Mind</i>
JJC, Smart:	"Sensation and Brain Process" in the <i>Nature of Mind</i> by D Rosenthal
J Vassey:	<i>Personal Identity</i>
B. Williams:	<i>Problem of Self</i>

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Semester VI
PHI-HE-6036
Applied Ethics



Unit I:

Nature of Applied Ethics, its scope
Applied Ethics and Human Values

Unit II:

Use and exploitation of nature
Animal killing and animal rights

Unit III:

Computer crime
Ethics and Legal aspects of virtual worlds

Unit IV:

Rights and obligations of health care professionals, Patients and family,
Abortion, Euthanasia: Active and Passive

Books Recommended:

Hizza, Joseph M.:	<i>Computer Network Security and Cyber Ethics</i>
Holmes, R.L. :	<i>Introduction to Applied Ethics</i>
Holmes R. & Andrew L.:	<i>Environmental Ethics: An Anthology</i>
Lucas, G.:	<i>Ethics and Cyber Warfare</i>
Singer, P.:	<i>Applied Ethics</i>
Yogi, Manasvini M.:	<i>Euthanasia: Its Moral Implication</i>

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DETAILED SYLLABUS

SEMESTER I

Compulsory Core: English I

DSC 1A: Individual and Society

ENG-CC-1016

English I

Credits: 5 (Theory) + 1 (Tutorial) =6

Marks: 100 (80+20)

The aim of this course (English I and II) is to provide the student an opportunity to read and respond to representations of issues in contemporary life and culture in the English language. The selection of texts is aimed to present themes and topics that are stimulating, insightful and informative. Each paper will have a grammar section of 10 marks. Students having English as their Major subject will have to answer questions on a text indicated in the syllabus, instead of the grammar section. Internal assessment in these two papers may be in the form of an objective-type test.

Prose:

60 Marks

Texts:

- Arthur Miller: *All my Sons*
- George Orwell (1903-1950): 'Shooting an Elephant'
- D.H. Lawrence: 'The Woman Who Rode Away'
- Manoj Das (1934-): 'The Misty Hour'
- Munin Barkotoki (1915-1995): 'Krishna Kanta Handiqui'
- Rohinton Mistry (1952-): 'Running Water'
- Michael Ondaatje (1943-): 'Angulimala'
- Salman Rushdie: 'Good Advice is Rarer than Rubies'

Grammar:

20 Marks

- Make sentences using common phrases and idioms
- Common Errors: To be answered as directed
- Correct use of verbs, tenses, prepositions, etc.
- Comprehension

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SEMESTER II

Compulsory Core: English II
DSC 1B: Modern Indian Literature

ENG-CC-2016

English II

Poetry:

60 Marks

Texts:

- William Blake (1757-1827): 'The Lamb'
- Samuel Taylor Coleridge: 'Christabel'
- Matthew Arnold: 'Dover Beach'
- Langston Hughes (1902-1967): 'Harlem'
- Nissim Ezekiel (1924-2004): 'Shillong'
- Wole Soyinka (1934-): 'Telephone Conversation'
- David Constantine (1944-) 'The House'
- Federico Garcia Lorca (1898-1936): 'The Sleepwalking Ballad'
- Seamus Heaney (1939-): 'Punishment'
- Imtiaz Dharkar: 'Purdah 1'

Grammar and Composition:

20 Marks

- Voice Change, Use of Determiners
- Dialogue Writing, Descriptive Writing
- Precis Writing/Report Writing

Discipline Specific Core I B

ENG-RC-2016

Modern Indian Literature

Credits: 5 (Theory) + 1 (Tutorial) = 6

Marks: 100 (80+20)

The Modern Indian Literatures comprise 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"

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EDU-RG-5016
DISTANCE EDUCATION
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 concept of distance education and its growth in India and Assam
- Acquaint the students with the growing need and importance of distance education
- Acquaint the students with the different forms and methodologies applied in distance education
- Enable the students to understand different programmes of distance education
- Acquaint the students with different instructional strategies of distance education

Course content:

Units	Contents
Unit-1	Distance Education <ul style="list-style-type: none">• Its meaning, nature and scope• Need and importance of distance education• Merits and demerits of distance education• General structure of distance learning programme
Unit-2	Development of Distance Education in India <ul style="list-style-type: none">• Development of distance education in India• Development of distance education in Assam
Unit-3	Distinction among Conventional, Correspondence and Distance education <ul style="list-style-type: none">• Distinction between Conventional and Distance education• Distinction between Correspondence and Distance education• Distinction between Conventional and Correspondence education• Different agencies of distance education
Unit-4	Methodologies in Distance education <ul style="list-style-type: none">• Different forms of instructional strategies in distance education• Print- Media• Non-Print Media• Information and communication technology (ICT)• Different modes of student support services in distance education


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Unit-5	Programmes of distance education with special reference to- <ul style="list-style-type: none">• Women education• Rural development• Teacher-training programme<ul style="list-style-type: none">➤ Pre-service➤ In-service• Poor and underprivileged people
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Recommended Reading:

- Ansari, N.A. (1990). *Adult Education in India*. New Delhi: S. Chand and Company Ltd.
- Goswami, D. (2009). *Literacy and Development*. Guwahati: DVS publishers.
- Mathur, S. S. (1966). *A Sociological Approach to Indian Education*. Agra: Shri Vinod PushtakMandir.
- Mohanty, S. (2012). *Life Long and Adult Education*. New Delhi: Ashish Publishing House.
- Paramji, S. (Ed.) (1984). *Distance Education*. New Delhi: Sterling Publishers Pvt. Ltd.
- Saiyadain, M.S.& others (1990). *Challenges in Adult Education*. New Delhi: Macmillian India Ltd.
- Sharma, Madhulika (2006). *Distance Education, Concepts and Principles*. New Delhi: Kanishka Publishers.

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EDU-SEC-5014
EXTENSION ACTIVITIES
Total Marks-60 (External-30 Internal-30)
Credit- 4

Course Outcome:

After completing this course, students will be able to do extension activities.

Course contents

a. Theory (2 Credits)

Units	Contents
Unit-1	Extension Activities <ul style="list-style-type: none">• Meaning, characteristics and objectives of Extension• Principles and importance of Extension• Areas of Extension Education activities• Role of higher education on Extension Activities
Unit-2	Extension Methods and Swachha Bharat Mission <ul style="list-style-type: none">• Extension Methods with particular reference to –Home visit, Group Discussion, Exhibition, Campaigning• Swachha Bharat Mission- Its objectives and components

b. Practical Work (2 credits)

Students will have to involve in any of the following extension activities –

- Visit the nearby village/area and conduct survey on educational and economic status of the community people
- Visit nearby schools and look after the teaching learning environment in the schools
- Involve in Swachha Bharat Mission
- Creating awareness of women health, politics, environment etc. in the locality

Guidelines:

- The teachers will have to guide the students in extension activities.
- Teachers will explain the concept and different types of extension activities and help the students to prepare field report.

Mode of Delivery:

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Teachers should use lecture, demonstration and any other method as per required for explaining the contents for the students.

Evaluation Plan:

- For theory part, written examination will be conducted with 50 marks.
- For Practical part, evaluation (Submission of field report+viva voce examination) will be done by an External Examiner.

Recommended Readings

- Kundu, C. L. (1986). *Adult Education*. New Delhi: Sterling Publishers Private Limited.
- Roychoudhury, B. N. (2000). *Extension Education in Higher Education System*. Guwahati.

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**UNDER GRADUATE
CHOICE BASED CREDIT SYSTEM (UGCBCS)
GAUHATI UNIVERSITY**



REQUIREMENTS FOR AN UNDERGRADUATE DEGREE

The following table indicates the requirements for successful completion of under-graduate degree in Gauhati University –

DEGREE	MINIMUM REQUIREMENTS	MINIMUM CREDIT
Undergraduate Regular Degree (Humanities/Social Sciences/Commerce)	<ul style="list-style-type: none">• 12 Core• 2 Ability Enhancement• 4 Skill Enhancement• 4 Discipline Specific Elective• 2 Generic Elective	132

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SEMESTER I

POL RC 1016 Introduction to Political Theory

Course Objective: This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

Course Outcomes:

- To introduce the key concepts in political theory
- To make students understand the aspects of conceptual analysis
- To engage in application of concepts and limitations

1. Theorizing Political (11 lectures)

- a. What is Politics?
- b. What is Political Theory and what is its relevance?

2. Concepts: Democracy, Rights, Gender, Citizenship and Civil Society (36 lectures)

3. Debates in Political Theory: (13 lectures)

- a. Is democracy compatible with economic growth?
- b. On what grounds is censorship justified and what are its limits?
- c. Does protective discrimination violate principles of fairness?
- d. Should the State intervene in the institution of the family?

READING LIST

Topic 1

- Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-17.
- Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 18-37.
- Mukhopadhyay, Amal Kumar. (2019) '*An Introduction to Political Theory*', New Delhi, Sage publications .

Topic 2

- Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 40-57.
- Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 58-73.
- Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-82.
- Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-105.
- Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.


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- Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-147.
- Das, S. (2008) 'State', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 170-187.
- Singh, M. (2008) 'Civil Society', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 188-205.
- Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 224-235.
- Shorten, A. (2008) 'Nation and State', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 33-55.
- Christiano, Thomas. (2008) 'Democracy', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.
- Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-125.
- Casal, P. & William, A. (2008) 'Equality', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 149-165.
- Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 172-193.
- Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-259.
- Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-288.
- Swift, A. (2001) *Political Philosophy: A Beginners Guide for Students and Politicians*. Cambridge: Polity Press.

Topic 3

- Sen, A. (2003) 'Freedom Favours Development,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 444-446.
- Prezowski, A., et al. (2003) 'Political Regimes and Economic Growth,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 447-454.
- Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. And Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 308-319.
- Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.
- Frances E O. (1985) 'The Myth of State Intervention in the Family', *University of Michigan Journal of Law Reform*. 18 (4)pp. 835-64.
- Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought: Themes and Thinkers*, New Delhi: Pearson

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SEMESTER II

POL RC 2016 Indian Government and Politics

Course outcomes:

After reading the course the student will be able to

- Appreciate the approaches to the study of Indian politics and the changing nature of the state
- Understand the basic features of the Indian constitution and its institutional functioning
- Examine the changing role of caste, class and patriarchy and their impact on politics
- Understand the dynamics of social movements in India.

Unit 1. Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian (9 lectures)

Unit 2. Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles (9 lectures)

Unit 3. Institutional Functioning: Prime Minister, Parliament and Judiciary (9 lectures)

Unit 4. Power Structure in India: Caste, class and patriarchy (7 lectures)

Unit 5. Religion and Politics: debates on secularism and communalism (6 lectures)

Unit 6. Parties and Party systems in India (5 lectures)

Unit 7. Social Movements : Workers and Peasants (10 lectures)

Unit 8. Strategies of Development in India since Independence: Planned Economy and Neo-liberalism (5 lectures)

READING LIST

Essential Texts.

Abbas, H., Kumar, R. & Alam, M. A. (2011) *Indian Government and Politics*. New Delhi: Pearson, 2011.

Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*. New Delhi: Pearson.


Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics*. New Delhi: Sage.

Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India After Independence*. New Delhi: Penguin.

Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.

Vanaik, A. & Bhargava, R. (eds.) (2010) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan. 12

Menon, N. and Nigam, A. (2007) *Power and Contestation: India Since 1989*. London: Zed Book.


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- Austin, G. (1999) *Indian Constitution: Corner Stone of a Nation*. New Delhi: Oxford University Press.
- Austin, G. (2004) *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press.
- Jayal, N. G. & Maheta, P. B. (eds.) (2010) *Oxford Companion to Indian Politics*. New Delhi: Oxford University Press
- Shah, Ghanshyam. (2004) . *Social Movements in India: A Review of Literature*, New Delhi: Sage publications.
- Chakrabarty, Bidyut. (2017). *Indian Constitution: Text, Context and Interpretation*, New Delhi: Sage Publications
- Chakrabarty, B, & Pandey, R.K. (2019). *Local Governance in India*, New Delhi: Sage publications
- Mellalli, Praveenkumar. (2015), *Constitution of India, Professional Ethics and Human Rights*, New Delhi: Sage Publications

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SEMESTER IV



POL RC 4016 Introduction to International Relations

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

Course Outcomes:

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

1. Approaches to International Relations (27 lectures)

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

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

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

3. India's Foreign Policy (13 lectures)

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

READING LIST

Essential Readings

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

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

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SEMESTER V

POL SE 5014 Public Opinion and Survey Research

Course Objective: this course will introduce the students to the debates, principles and practices of public opinion polling in the context of democracies, with special reference to India. It will familiarize the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.

I. Introduction to the course (6 lectures)

Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll

II. Measuring Public Opinion with Surveys: Representation and sampling (7 lectures)

- a. Sampling: Meaning and needs
- b. Sampling error
- c. Types of sampling: Non random sampling; random sampling

III. Survey Research (3 lectures)

- a. Interviewing: Interview techniques pitfalls, different types of and forms of interview
- b. Questionnaire: Question wording; fairness and clarity.

IV. Quantitative Data Analysis (4 lectures)

- a. Quantitative data analysis: Meaning
- b. Basic concepts: correlational research, causation and prediction

Modalities for Practical Component: Field Study Report based on any issue i.e. environmental issue / socio-economic-political issues of the locality using the method of survey research etc.

READING LIST

UNIT I: Introduction to the course

R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York: Pearson Longman Publishers, pp. 40-46.



G. Gallup, (1948) *A guide to public opinion polls* Princeton, Princeton University Press, 1948. Pp. 3-13.

UNIT II: Measuring Public Opinion with Surveys: Representation and sampling

G. Kalton, (1983) *Introduction to Survey Sampling* Beverly Hills, Sage Publication.

Lokniti Team (2009) 'National Election Study 2009: A Methodological Note', *Economic and Political Weekly*, Vol. XLIV (39)

Lokniti Team, (2004) 'National Election Study 2004', *Economic and Political Weekly*, Vol. XXXIX (51).

'Asking About Numbers: Why and How', *Political Analysis* (2013), Vol. 21(1): 48-69, (first published online November 21, 2012)

UNIT III: Survey Research

H. Asher, (2001) 'Chapters 3 and 5', in *Polling and the Public: What Every Citizen Should Know*, Washington DC: Congressional Quarterly Press.

R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York, Pearson Longman Publishers, pp. 40-46.

UNIT IV: Quantitative Data Analysis

A. Agresti and B. Finlay, (2009) *Statistical methods for the Social Sciences*, 4th edition, Upper saddle river, NJ: Pearson-Prentice Hall.

S. Kumar and P. Rai, (2013) 'Chapter 1', in *Measuring Voting Behaviour in India*, New Delhi: Sage.

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SEMESTER VI

POL SE 6014 Conflict and Peace Building

Course Objectives: This course is designed to help build an understanding of a variety of conflict situations among students in a way that they can relate to them through their lived experiences. It's an interdisciplinary course that draws its insights from various branches of social sciences and seeks to provide a lively learning environment for teaching and training students how to bring about political and social transformations at the local, national and international levels. The course encourages the use of new information technologies and innovative ways of understanding these issues by teaching students skills of managing and resolving conflicts and building peace through techniques such as role-play, simulations, street theatre, cinema and music on the one hand and by undertaking field visits, interacting with different segments of the civil society including those affected by conflicts as well as diplomats, journalists and experts, on the other.

I. Conflict and its concepts (6 lectures)

- a. Understanding Conflict
- b. Conflict Resolution and Peace Building

II. Dimensions of Conflict (6 lectures)

- a. Economic/Resource Sharing Conflicts
- b. Socio-Cultural Conflicts (Ethnic, Religious and Gender Based)


III. Conflict Responses: Skills and Techniques I (8 lectures)

- a. Negotiations: Trust Building
- b. Mediation: Skill Building; Active Listening

IV. Conflict Responses: Skills and Techniques II (10 lectures)

- a. Track I, Track II & Multi Track Diplomacy
- b. Gandhian Methods

Modalities for Practical Component: Project Report/Field Study Report on any issues i.e. ethnic/religious/gender based conflict issues, awareness campaign on sustaining peace etc.


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Readings:

UNIT I: Conflict and its concepts

- O. Ramsbotham, T. Woodhouse and H. Miall, (2011) 'Understanding Contemporary Conflict', in *Contemporary Conflict Resolution*, (Third Edition), Cambridge: Polity Press, pp. 94-122.
- W. Zartman, (1995) 'Dynamics and Constraints In Negotiations In Internal Conflicts', in William Zartman (ed.), *Elusive Peace: Negotiating an End to Civil Wars*, Washington: The Brookings Institute, pp. 3-29.
- C. Mitchell, (2002) 'Beyond Resolution: What Does Conflict Transformation Actually Transform?', in *Peace and Conflict Studies*, 9:1, May, pp.1-23. 16
- S. Ryan, (1990) 'Conflict Management and Conflict Resolution', in *Terrorism and Political Violence*, 2:1, pp. 54-71.
- J. Lederach, (2003) *The Little Book Of a Conflict Transformation*, London: Good Books.
- I. Doucet, (1996) *Thinking About Conflict*, Resource Pack For Conflict Transformation: International Alert.
- M. Lund, (2001) 'A Toolbox for Responding to Conflicts and Building Peace', in L. Reychler and T. Paffenholz, eds., *Peace-Building: A Field Guide*, Boulder: Lynne Rienner, pp. 16-20.
- L. Schirch, (2004) *The Little Book Of Strategic Peacebuilding*, London: Good Books.

UNIT II: Dimensions of Conflict

- R. Rubenstein, (2003) 'Sources', in S. Cheldelin, D. Druckman and L. Fast (eds.) *Conflict: From Analysis to Intervention*, London: Continuum, pp.55-67.
- P. Le Billon, (2009) 'Economic and Resource Causes of Conflicts', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 210-224.
- S. Ayse Kadayifci-Orellana, (2009) 'Ethno-Religious Conflicts: Exploring the Role of Religion in Conflict Resolution', in J. Bercovitch, V. Kremenyuk and I. Zartman (eds.) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 264-284.

UNIT III: Conflict Responses: Skills and Techniques I

- H. Saunders, (1999) *A Public Peace Process: Sustained Dialogue To Transform Racial and Ethnic Conflicts*, Palgrave Macmillan: New York, pp. 1-30.



- N. Behera, 'Forging New Solidarities: Non-official Dialogues', in M. Mekenkamp, P. Tongeren and H. Van De Veen (eds.), *Searching For Peace In Central And South Asia*, London: Lynne Rienner Publishers, pp. 210-236.
- J Bercovitch, V. Kremenyuk, and I. Zartman (eds.), (2009) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications.
- R. Wagner and D. Winter, (eds.), *Peace, Conflict, and Violence: Peace Psychology for the 21st Century Englewood Cliffs*, New Jersey: Prentice-Hall.
- C. Webel and J. Galtung (eds.), (2007) *The Handbook of Peace and Conflict Studies*, London: Routledge.

UNIT IV: Conflict Responses: Skills and Techniques II

- H. Burgess and G. Burgess, (2010) *Conducting Track II*, Washington D.C: United States Institute of Peace.
- S. Mason and M. Siegfried, (2010) *Debriefing Mediators To Learn Their Experiences*, Washington D.C: United States Institute Of Peace.
- I. Zartman and A. De Soto, (2010) *Timing Mediation Initiatives*, Washington D.C: United States Institute of Peace. 17
- A. Smith and D. Smock, (2010) *Managing A Mediation Process*, Washington D.C: United States Institute of Peace.
- J. Davies and E. Kaufman (eds.), (2003) *Second Track/Citizens' Diplomacy: Concepts and Techniques for Conflict Transformation*, Rowman & Littlefield: Maryland.
- J Bercovitch, V. Kremenyuk, and I. Zartman (eds.), (2009) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications. M. Steger , (2001) 'Peace building and Non-Violence: Gandhi's Perspective on Power', in D. Christie, R. Wagner and D. Winter, (eds.), *Peace, Conflict, and Violence: Peace Psychology for the 21st Century Englewood Cliffs*, New Jersey: Prentice-Hall.

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**COURSE STRUCTURE AND SYLLABUS OF B.A.
(REGULAR) THREE YEAR DEGREE
PROGRAMME IN HISTORY**

GAUHATI UNIVERSITY

**(As approved by the meeting of the Academic Council held on
08.11.2019)**



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Course Structure and Syllabus for B.A. (Regular) Three Year Degree Programme in History, Gauhati University as recommended by the CCS-UG of the Department of History, Gauhati University in its meeting held on 14.05.2019.

COURSE STRUCTURE

Semester	Core Course (4)	Ability Enhancement Compulsory Courses (AEC) (2)	Skilled Enhancement Course (SEC) (2)	Elective: Discipline Specific (DSE) (2)	Elective: Generic (GE) (2)
I	HIS –RC-1016: History of India from Earliest Times up to c. 1206	(English/MIL Communication)			
II	HIS –RC-2016: History of India from c. 1206 to 1757	Environmental Studies			
III	HIS –RC-3016 History of India (c. 1757 - 1947)		HIS –SE-3014: Historical Tourism in North East India		
IV	HIS –RC-4016 Social And Economic History of Assam		HIS –SE-4014: Oral Culture and Oral History		
V			SEC (from other department)	HIS –RE-5016: History of Assam from Earliest times to 1826	HIS –RG-5016 History of Europe (c. 1648 – 1870)
VI			SEC (from other department)	HIS –RE-6016 History of Assam (c. 1826- 1947)	HIS –RG-6016 History of Europe (c. 1870-1939)

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**LIST OF COURSES FOR B.A. (REGULAR) THREE YEAR DEGREE PROGRAMME
IN HISTORY, GAUHATI UNIVERSITY**



CORE COURSES (4 courses)

Credits: 6 per course

Lectures : 5 ; Tutorial : 1 (per week)

HIS –RC-1016: History of India (from Earliest Times up to c. 1206)

HIS –RC-2016: History of India (c.1206 - 1757)

HIS –RC-3016: History of India from (c.1757 - 1947)

HIS –RC-4016: Social and Economic History of Assam

Discipline Specific Elective Courses (2 courses)

Credits: 6 per course

Lecture : 5 ; Tutorial : 1 (per week)

HIS –RE-5016 History of Assam (From earliest times till 1826 CE)

HIS –RE-6016 History of Assam (c. 1826- 1947)

Skill Enhancement Elective Courses (2 Courses offered out of 4; students are to take 2 courses from other courses)

Credits: 4 per course

Lecture : 3; Tutorial : 1 (per week)

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

HIS –SE-4014: Oral Culture and Oral History

Generic Elective Courses (2 courses)

Credits: 6 per course

Lecture : 5 ; Tutorial : 1 (per week)

HIS –RG-5016 History of Europe (c. 1648 – 1870)

HIS –RG-6016 History of Europe (c. 1870 – 1939)

A handwritten signature in blue ink, appearing to be "J.B.", written in a cursive style.

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**DETAILED SYLLABUS OF B.A. (REGULAR) THREE YEAR DEGREE UGCBCS
PROGRAMME IN HISTORY, GAUHATI UNIVERSITY**

Generic Elective Courses

(4 Courses)



HIS –RC-1016: History of India (from Earliest Times up to c. 1206)

HIS –RC-2016: History of India (c.1206 - 1757)

HIS –RC-3016: History of India from (c.1757 - 1947)

HIS –RC-4016: Social and Economic History of Assam

HIS –RC-1016: HISTORY OF INDIA (FROM THE EARLIEST TIMES UP TO c. 1206)

Lecture : 5; Tutorial : 1 (per week)

Course Outcome: Upon completion of this course, students will be able to explain the emergence of state system in North India, development of imperial state structure and state formation in South India in the early period. They will be able to understand the changes and transformations in polity, economy and society in early India and the linkages developed through contacts with the outside world.

Unit: I

- [a] Sources : literary and archaeological
- [b] Indus Civilization :origin, extent, urban planning and urban decline.
- [c] Society, polity, economy and religion in the Rig Vedic Period
- [d] Society, polity, economy and religion in the Later Vedic Period

Unit: II

- [a] Rise of territorial states– Janapadas and Mahajanapadas
- [b] Rise of new religious movements in north India- Jainism and Buddhism :social dimension of early Jainism and Buddhism.
- [c] The Mauryas - Background of Mauryan state formation.
- [d] Asoka :Dhamma - its propagation; Administration and Economy under the Mauryas.
- [e] Decline of the Mauryas

Unit: III

- [a] Post–Mauryan period : The Sungas, Chedis
- [b]Kharavelas and Satavahanas
- [c]Sangam Age: literature, society and culture in South India.

Unit: IV

- [a] Central Asian contact and its Impact: The Indo-Greeks, Sakas and Kushanas
- [b] The Gupta Empire- state and administration

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[c] Post Gupta period :Vardhanas and Palas



Unit: V

[a] Political development in the South – the Pallavas, the imperial Cholas, the Rashtrakutas and the Chalukyas.

[b] The Arabs and the Turks in Indian politics –Ghaznivides and the Ghorid invasions.

[c] Indian Society during 650 –1200 A.D.-literature & language, temple architecture and Sculpture.

Readings:

Jha, D.N. :*Early India*, New Delhi, 2006

----- :*Ancient India*, Monohar, New Delhi, 2001

Majumdar, R.C. :*Ancient India*, Banaras, 1952

RomilaThapar :*Early India*, Vol. I, Penguin, Delhi, 1996

Shastry, K.A. Nilakanta :*History of South India*

Singh, Upinder :*A History of Ancient and Early Medieval India*,Pearson, 2009

Habib&Thakur : The Vedic Age (Peoples History of India), Vol. III, Tulika Books, New Delhi, 2003

Majumdar, Raychoudhary&Dutta :*An Advanced History of India* (RelevantChapters)

Sharma ,R. S : *Perspectives in Social & Economic History of Early India*,

MunshiramManoharlal,Delhi,1983.

———, :*India's Ancient Past*, OUP, Delhi 2006

HIS –RC-2016 : HISTORY OF INDIA (c.1206 to 1757)

Lecture : 5; Tutorial : 1 (per week)

Course Outcome: Upon completion of this course, students will be able to analyse the political and social developments in India between 1206-1757. Students will be able to explain the formation of different States during this period along with their administrative apparatuses, and the society, economy and culture of India in the 13th to mid-18th century period.

Unit: 1

[a] Foundation and consolidation of the Sultanate : Iltutmish, Sultana Raziya, Balban and the Mongol invasions

[b] Expansion of Sultanate :AlauddinKhalji - conquests and administration

[c]Tughlaqs- Muhammad bin Tughlaq and Firoz Shah Tughlaq.

Unit: II

[a] Decline of the Sultanate

[b] Rise of Provincial Kingdoms and contest for supremacy :Vijaynagar and Bahmani Kingdoms.